



# FULA

## BASIC COURSE



PREFACE

Fula (also known as Peul, Fulani, etc.) is widely spoken throughout the grassland areas of West Africa from the Atlantic to Cameroun. It has been extensively studied by scholars interested in its linguistic structure or in the ethnography and culture of its speakers. Few of these studies are of much assistance to the beginning student of the language. The present brief introduction to the essentials of Sene-Gambian Fula is designed to provide the basic grammatical structures likely to be needed early in the student's experience with Fula, plus a more generalized 'feel' for the structure of the language, in the context of a limited vocabulary, likely to prove useful in everyday situations.

This text is one of a series of short Basic Courses in selected African languages being prepared by the Foreign Service Institute under an agreement with the United States Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act.

The linguist in charge of the project has been Lloyd B. Swift, Chairman of the Department of Near Eastern and African languages. Fula texts, drill sentences and vocabulary were provided and checked, and the tapes voiced by Kalilu Tambadu, Language Instructor. Major assistance in the selection of dialog situations, their elicitation, the construction of drills and the tape recording of the text has been provided by Paul G. Imhoff, Scientific Linguist. The tapes were recorded in the language laboratory of the Foreign Service Institute under the direction of Gabriel Cordova.



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## TABLE OF CONTENTS

Listed are those portions of each unit in which new material is introduced. Unlisted sections of the units provide systematic practice of the previously introduced material.

	<u>Page</u>
PREFACE	111
TABLE OF CONTENTS	iv
INTRODUCTION	ix
UNIT 1 - Morning Greetings	1
1.2 Order of Noun and Pronoun Objects of Infinitives	4
1.4 Reference Note on the Sound System of Fula and the Transcription Employed in these Materials	5
1.6 Long and Short Vowels	8
UNIT 2 - Afternoon Greetings	11
2.2 Reference Note on Consonant Alternation	14
2.4 The Stop Sounds	17
UNIT 3 - Additional Morning Greetings	21
3.2 Shift of Root-Final Long Vowel to Vowel plus Con- sonant before Vowel-Initial Suffixes	24
3.4 The Active Infinitive Verbal Noun	26
3.6 Reference Note on Phrase Stress	27
UNIT 4 - Additional Afternoon Greetings	31
4.2 Short-Form Person Subject Pronouns	35
4.4 Reference Note on Verbal Forms	38
4.6 Long-Form Personal Subject Pronouns with Imperfective Verb Forms - the Progressive Form	40
UNIT 5 - Useful Classroom Expressions	45
5.2 Specific or Demonstrative Pronoun Particles	47
5.4 Possessive Suffixes, the Possessive or Modifying Construction	51
5.6 Object Personal Pronoun Forms	59
UNIT R 1 - Review of Units 1-5	63
UNIT 6 - Evening Greetings	75
6.2 Active Perfective Verb Forms - Stative Verbs and Action Verbs	78
6.4 Optative and Imperative Verb Forms - Active Voice	86
UNIT 7 - A Remedy for a Headache	91
7.2 Negatives to Date	94
7.4 Noun Classes (I)	98

---

## BASIC COURSE

---

UNIT 8 - Yompa's Wife is Sick	109
8.2 Sentences with <u>ko</u> 'it is' ; the Emphatic Pronoun Forms	113
8.4 Active Perfective Relative Verb Forms	115
8.6 The 'Retrospective' Pronoun Suffix [- (v)n] , 'the one previously mentioned'	125
8.8 Narrative	128
UNIT 9 - An Accident on the Road	129
9.2 Active Potential Verb Forms	134
9.4 Active Imperfective Relative Verb Forms	139
9.8 Narrative	143
UNIT 10 - Inquiring about a Job	145
10.2 Review of Stative and Action Verbs	149
10.4 Simple Imperfective and Injunctive Forms of Active Verbs	153
10.8 Narrative	157
UNIT R 2 - Review of Units 6-10	159
UNIT 11 - Visitors	169
11.2 Passive Verbal Forms	174
11.4 Interrogative Sentences	179
11.8 Narrative	186
UNIT 12 - What Day Will He Be Here?	189
12.2 Imperfective Negatives	194
12.4 Verbal Extension [-an] 'Benefactive' or 'Applicative'	198
12.8 Narrative	201
UNIT 13 - Livestock	203
13.2 The Middle Voice	207
13.4 The Verbal Extension [-oy] 'Displacive'	212
13.8 Narrative	218
UNIT 14 - At the Market	219
14.2 Noun Classes (II)	223
14.4 The [-d] Verbal Extension - 'Associative'	231
14.8 Narrative	234
UNIT 15 - Weather	237
15.2 Agent Verbal Nouns - the Doer	241
15.4 Comparison	245
15.8 Narrative	248

<u>UNIT</u>	FULA
UNIT R 3 Review of Units 11-15	249
UNIT 16 At the Butcher's	259
16.2 Verbal Extension [-ondır] - the 'Reciprocal' Form	263
16.4 The 'Transformational' Verbal Extension [-w/-n] and the 'Causative' Verbal Extension [-(-ı)n]	267
16.8 Narrative	270
UNIT 17 Kumba's Child is Cold	273
17.2 The Negatives of the Middle and Passive Voices (I)	279
17.4 The Negatives of the Middle and Passive Voices (II)	284
17.6 The [-ante] Construction - 'for you' etc.	291
17.8 Narrative	293
UNIT 18 Fatu Returns from Market	295
18.2 The Perfective Form of the Verb without Subject as an Imperative	300
18.4 The [-(ı)t] Verbal Extension - Iterative, Reversive and Reflexive	301
18.6 Spatial Relationships	303
18.8 Narrative	310
UNIT 19 Cook this Fish!	311
19.2 The Instrumental / Locative Verbal Extension [-(v)r]	315
19.4 Noun Derivation from Roots	318
19.8 Narrative	327
UNIT 20 Frank Learns the Values of Money	329
20.2 Numbers, Addition and Subtraction	332
20.4 Measurements	336
20.8 Narrative	337
UNIT 21 Koba, the Okra Salesman	339
UNIT 22 What's for Lunch?	345
UNIT 23 A Snack and an Errand	351
UNIT 24 Lots to Do	358
UNIT 25 Qalfa Does Some Chores	365
UNIT 26 Asking Directions	370
UNIT 27 Frank's Car Has a Breakdown	377
UNIT 28 Kumba's Baby was Sick	383

---

**BASIC COURSE**

---

UNIT 29	Frank is Interested in Farming	388
UNIT 30	Kumba's Daughter is Getting Married	394
UNIT 31	Ramadan is Coming	400
UNIT 32	Buying Cloth	406
UNIT 33	A Visit to the Dispensary	411
UNIT 34	Going to the Bantanto Village	417
UNIT 35	The Teacher Misbehaves	423
UNIT 36	Frank Does Some Vocabulary Learning	429
UNIT 37	The Case of the Mistaken Drunk Driver	436
UNIT 38	Ngay Wants to Register His Child in School	441
UNIT 39	News of Friends and Family	447
UNIT 40	Renting a House	452
GLOSSARY		459



## BASIC COURSE

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### INTRODUCTION

#### The Fula Language and People

Fula (variously also called, in European languages, Fulani, Peul, Poulear, Toucouleur, Fulfulde) is the language of the Fulbe (singular Pullo), cattle raising and farming peoples of Senegal, Gambia, Guinea, Mali, Niger, Nigeria, Cameroun and adjacent areas in other states. The people are generally referred to by the term applied to their language.

In none of the countries where they live do the Fula people form a majority. The principal concentrations are in the Fouta Toro and adjacent areas of Senegal, Mali and Gambia, in the Fouta Diallon area around Labe in Guinea, and in the Northern Region of Nigeria and adjacent parts of Niger and Cameroun. Smaller concentrations, primarily of cattle-herding Fulbe, occur all across the Savannah areas of West Africa.

The Fulbe are predominantly Muslim. In Nigeria they have a relatively recent history of political hegemony over other tribes. Many important leaders in Guinea, Northern Region of Nigeria, and Federal Nigeria, are Fulbe.

The language is divisible into dialects on various bases. The principal dialects accord with the main concentrations of speakers, being the Fouta Diallon dialect of Guinea, the Senegambian dialects known to the French as Peul, the Fula of Massina in Mali, and the Eastern Fula dialects known generally as Fulani in Northern Nigeria, of which the speech of Adamawa is the best known.

#### The Language of this Manual

This book is based on the speech of Khalilu Tambadu, a Gambian, whose Fula is that of the Firdu Fulbe, but contains a number of items akin to the Massina and Fouta Diallon dialects. His speech is quite generally representative of the Senegambian dialect of Fula. His speech also contains some usages, and borrowed words from English, which probably have little currency outside Gambia. Since he speaks little French, it is probable that French borrowings in his speech are items most general among Fula speakers over a fairly wide area. Efforts have been made to check especially items of vocabulary against existing glossaries and, where Mr. Tambadu accepted alternative forms, to use the form most widely attested in the literature. However, this process was not carried to the extreme of putting words in the mouth of the native speaker.

The student user of this manual should, of course, follow his instructor, even if his pronunciation, choice of vocabulary, or 'turn of phrase' differs from what appears on these pages. It is hoped that, even in dialect areas where major revisions are required to adapt these lessons to local speech, the format of the course may prove suggestive, and that, with appropriate substitutions to fit local usage, the dialogs, drills and narratives may be used.

Mr. Tambadu's speech is, of course, represented with complete accuracy only on the accompanying tape recordings of which the printed text is merely a transcription.

#### Structure of the Course

This course consists of forty numbered units, three review units, and a glossary.

The first twenty units have a review unit after each of the first three of four five-unit groups. This portion contains most of the grammatical exposition in the course and also the majority of the manipulative drill material. The remaining units (21-40) contain relatively little grammatical explanation and drill, being devoted to dialog and narrative texts with exercises mainly based upon them.

#### UNITS 1-20

Each unit in this section of the course contains the first two, and some, but not necessarily all, of the remainder of the following subdivisions, and all subdivisions are numbered, after the decimal point which follows the unit number (here symbolized 'n'), according to the following scheme.

- n.0 Dialog (or other 'Basic Sentences')
- n.1 Variation Drills on Basic Sentences (including certain new vocabulary)
- n.2 Grammar Note
- n.3 Drills on the grammar point of n.2
- n.4 Grammar Note
- n.5 Drills on the point of n.4
- n.6 Grammar Note
- n.7 Drills on the point of n.6
- n.8 Narrative (commencing with Unit 8)
- n.9 Questions and Topics for Discussion (commencing with Unit 7)

Thus, in general, the even-numbered subdivisions present lesson material and the odd-numbered subdivisions provide structured or relatively 'free' practice.

In Units 1-3 the notes and drills include matters of pronunciation. Thereafter they are primarily grammar, more narrowly defined.

#### The Dialog (n.0)

Each dialog consists of ten to fifteen short utterances. These are presented to the class at normal speed<sup>1</sup> by the instructor. The class (with books closed) repeats the utterances in imitation of the instructor, in chorus and individually, until the instructor is satisfied that each student can imitate him accurately and at normal speed. Under no circumstances should a student repeat a sentence after another student, but always after the instructor.

After the instructor is persuaded that each student can imitate him accurately, the students open their books and practice reading the transcription of the utterances. At this point the students encounter for the first time the English 'equivalents' given for each new word and for each sentence. If reading is not accurate at normal speed, further imitation of the instructor's rendition of the sentences is required until all students can read each sentence properly. Such further imitation is, again, done with books closed and books are opened only for attempts at reading without the instructor as a model.

When reading is accurate, books are again closed, and the instructor presents the dialog again, employing either or both of the following techniques to facilitate memorization.

1. The instructor takes one part and prompts the students, individually or collectively, as they attempt to recall the intervening sentences. If recall is partial or inaccurate, the sentences are again repeated by the students in imitation of the instructor.
2. Two (or more) students are asked to take the parts and recite the dialog with the instructor's prompting and assistance. A sentence is not left until the student rendition is accurate at normal speed.

It is desirable that the class program be so arranged that a period of practice of the dialog with the tape recordings in the language laboratory intervenes between the first presentation and reading and the 'role-playing', which thus becomes a 'testing' of the students' control and memorization of the dialog.

These procedures are continued until each student can reproduce any or all the sentences of the dialog accurately at normal speed from memory.

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<sup>1</sup> Normal speed is defined as no slower than the instructor would, in a matter-of-fact conversation, address another native speaker of Fula.

Orthographic Conventions Employed in Presenting Dialogs

In the n.0 portion of each unit, new words are presented as 'build-ups' above the sentences in which they occur. Familiar words occurring in new forms (not yet explained in the grammar notes) or in phrases which are likely to be incomprehensible for the student, are also included in the build-ups in the new forms or environments. Fula appears in the left-hand column and English to the right. The English glosses of build-up items are as 'literal' as possible, those of sentences in the dialog are generally less literal, approximating what might appear in a normal English sentence in the same context. In the English column parentheses, ( ), enclose translation of items which occur in the Fula but for which a direct English translation is not needed, square brackets, [ ], enclose portions required for a smooth English translation but not translating directly any particular part of the Fula. Thus, in general, a smoother English translation can be obtained by reading portions in square brackets and omitting those in parentheses. Where necessary, more literal translations are enclosed in single quotation marks within parentheses, (' ').

Use of the Tape Recordings of the Dialogs

On the tape recordings each dialog is recorded three times. The first recording, called 'Dialogue for Listening', is at normal speed without spaces or repetition. The student listens to this recording several times with his book open (of course, after the dialog has been introduced by the instructor as described above) and gets the general 'flavor' and meaning of the dialog exchange. He then proceeds directly to the second recording, called 'Dialog for Learning'. In this portion, each sentence is repeated and spaces are provided for student repetition.

This 'dialogue for learning' is used in two different modes, both with the student's book closed.

1. As a model for direct imitation. In this mode, each sentence is heard and repeated in the space following it. The second rendition of the sentence serves as reinforcement of the correct student repetition or as correction of the incorrect one, and as model for a second attempt to imitate correctly. This is the appropriate mode for memorizing the dialog.
2. As an aid to practicing the sequence. In this mode the student uses each sentence on the tape as his cue for production of the following sentence in the dialog. He says each sentence in the space before the voice on the tape says it, listens to the taped voice for confirmation or correction, repeats the sentence correctly in imitation of the taped voice and listens again. In the space following the second rendition of the sentence, he produces the next sentence in the dialog, etc.

The final recording of the dialog is called 'Dialogue for Fluency'. The sentences are recorded once each with spaces between. This recording is also used in two modes with books closed.

1. Repeating after the taped voice for increase in fluency.
2. Producing each sentence before the taped voice to test memorization.

After each dialog is thoroughly memorized it is often desirable to return to the Dialog for Listening and attempt to speak the dialog in unison with the taped voice, again with closed book.

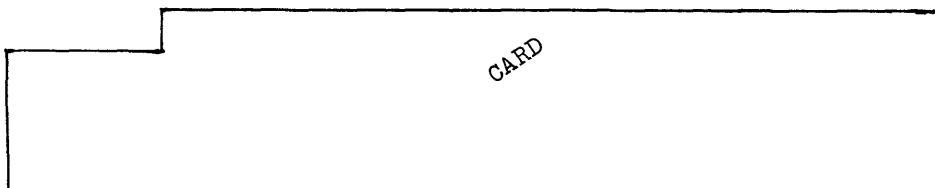
The Variation Drills (n.1)

These and the grammar drills are of a considerable variety. Basically the three techniques employed in drill are.

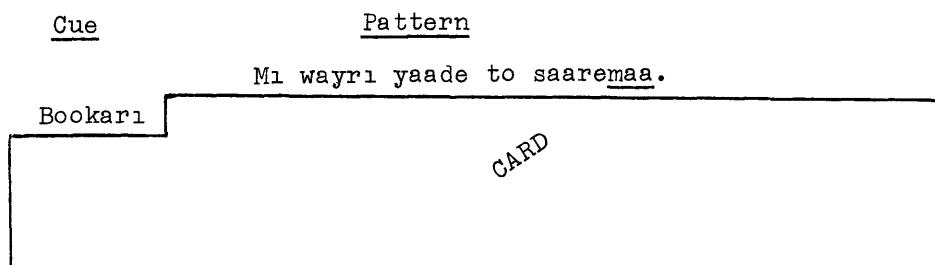
1. Substitution
2. Transformation
3. Response

1. Substitution Drills are those in which a suffix, a word, or a phrase is presented by the instructor as a cue for the student to substitute into a previously presented pattern. In this text all substitution drills are presented in two columns, headed Cue and Pattern, with the word for which the substitution is to be made underlined in the pattern sentence. The purpose of this format is to enable the instructor in class (where the student books are, of course, closed) or the student working with the tapes or reviewing outside of class, to slide a notched card down the page, exposing the parts of the drill in order.

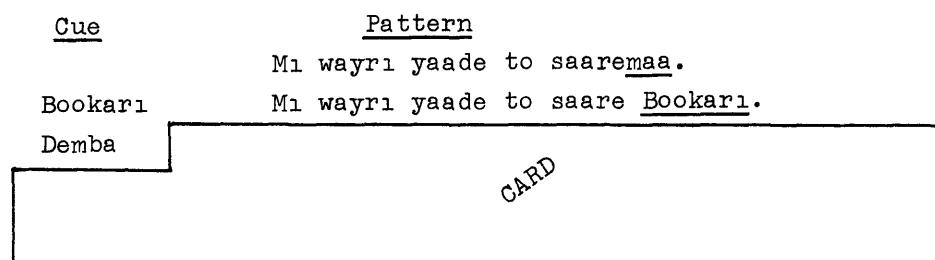
Thus, if the Simple Substitution Drill (a) of 3.1 is taken as an example, a card with a notch about one-fourth inch by one inch cut in the upper left-hand corner -



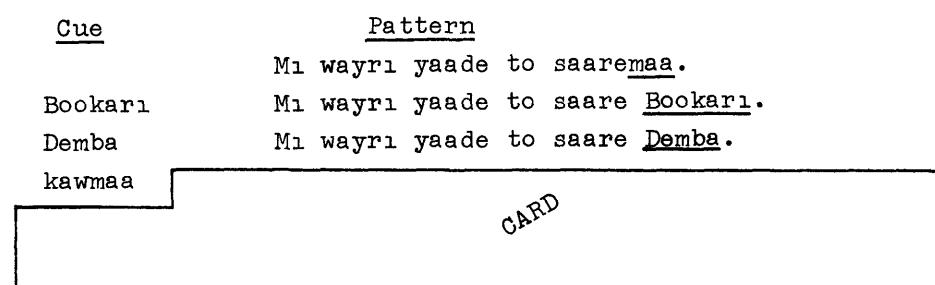
placed over the drill and slid downward, exposes first the pattern and first cue-



next the correct response sentence with the substitution of Bookari for -maa, which is, in turn, the pattern for the next substitution, Demba -



and so on -



In order to facilitate this procedure, each drill which is continued from one page to the next is printed with the last line from the previous page repeated at the top of the succeeding page. This sentence is not, of course, repeated on the tape recording.

## BASIC COURSE

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There are three main types of substitution drills-

1. Simple Substitution Drills are those in which the cues are all substituted for the same grammatical item, usually in the very same position in the sentence. An example is 3.1 (a), given as the example above.
2. Progressive Substitution Drills are those in which the cues are to be substituted in order in different slots progressively from left to right (or, occasionally, from right to left). These are appropriate when, for some reason, the position at which a cue is to be substituted may not be immediately apparent to the student when the cue is supplied by the instructor.
3. Random Substitution Drills are those in which it is clear from the form of the cue where in the sentence it must be substituted and there is no particular order or progression through the sentence pattern.

Any of these drills may be complicated in any of three ways-

1. The cue may be presented in a 'citation' form requiring the student to select the form appropriate to the use in the pattern sentence presented. For example, the root of a verb may serve as cue for an inflected verb form. This procedure is called, in the early units, 'substitution-modification'. In later units no distinction is made between this and other substitution drills since by this time the student has become accustomed to modification and almost all drills are of this type.
2. A word or other form may be presented as a cue (written inside parentheses) which is intended not to be itself substituted in the pattern, but rather to signal the required substitution. For example, a personal pronoun as cue might signal the selection of the appropriate pronominal suffix for the same person.
3. The substitution of the cue may require the change of a form elsewhere in the sentence. This is known as a 'Substitution-Correlation Drill'. For example, the substitution of a plural for a singular subject may require a correlative change in the form of the verb.

Substitution Drills may also be combined with Transformation Drills or with Response Drills.

2. Transformation Drills are those in which a pattern is presented together with instructions for changing the sentence in some generalizable way. For example, a positive sentence may be presented with instructions to produce the negative 'equivalent'. Transformation Drills may generally also be done in reverse - using the right-hand column as Cue to trigger student response with the sentence of the left-hand column. Many of the Transformation Drills in this course are 'Substitution-Transformation Drills' in which a cue is first substituted into the left-hand pattern and then the pattern so produced is subjected to transformation in accordance with the instructions provided. In many cases these also may be done in several ways such as using the cue provided to substitute not into Pattern 1 but into Pattern 2, as well as the 'straight' transformation drills which can be done by ignoring the substitution cues and using the sentences of Patterns 1 and 2 as cues for the other transformation.

3. Response Drills are those in which a statement or question is presented as cue to the production of another sentence as response. The common form is a question, to which the response required is a positive or a negative answer - or a factual answer, if the question contains a 'question word'. However, other types of stimulus-response drills are also used. Response Drills are rigidly structured so that only one response is normally correct. Otherwise these would cease to be drills and become exercises.

Other types of drill also occur occasionally. Drills called 'Sample Sentence Drills' are used where student vocabulary and/or control of the grammar is insufficient to permit useful manipulation of the pattern. These drills consist simply of unrelated sentences illustrating the point. These are practiced as outlined below but are not 'operated' as are the structured drills.

Certain substitution drills are called 'Phrasal Substitution Drills'. In these, quite long parts of sentences are presented as cues for substitution. Otherwise they do not differ from other substitution drills.

An occasional 'Expansion Drill' occurs. In these the word or phrase presented as cue is not substituted but is added to the sentence. Thus, in an expansion drill the sentence starts short and is gradually built longer by the addition of more words or phrases.

#### Use of the Drills

Drills are normally done with students' books closed. The sentences of drills are presented, and repeated several times by the students in imitation of the instructor, until it is clear that the sentences are understood and accurately produced by each student. The extent to which such repetition of each sentence in a drill is required will, of course, depend on whether the differences between sentences within a drill are simple or complex, familiar to the students or unfamiliar, and the like. The instructor may wish to check student comprehension of the sentences from time to time by asking for a paraphrase or a translation, or by asking an appropriate question.

After there is no further doubt that all the sentences of a particular drill are comprehensible to and pronounceable by the students, the 'presentation' of the drill has been completed and the drill is 'operated'. That is, the pattern is presented followed by the first cue (for substitution drills), and a student (selected at random) is asked to perform the operation and to produce the required response. The first time through a drill the instructor may have each student repeat each correct response for extra practice before presenting the next cue. This also avoids the confusion which may occur if the new pattern is not clearly fixed for each student before he is asked to make a substitution into it. In all drill the instructor will take appropriate steps to see that the students are not 'solving puzzles' but are drilling quickly and accurately utterances which are completely comprehensible to them. The procedures of such drill should be sufficiently stereotyped that the technique does not get in the way of the learning process and the students' attention can continually be focused on the communicative value of the sentences they are being required to manipulate.

If the drill combines substitution with transformation or response, the production of the first student, incorporating the substitution, is itself cue for the second student's response. Generally it is advisable for the instructor to repeat the first student's response as cue for the next student (at least in the earlier units), to avoid the practicing of one student's mispronunciations by his classmates.

Most drills are designed with the last sentence identical with the first so that they may be continued circularly as long as necessary.

#### Use of the Tapes of Drills

A drill is normally done in class several times before the student does it with the tape recording. On tape the drills are recorded with cues for 'operation' and so should have been presented before the student first listens to the tape. Space is provided on the tape, however, for student repetition of the correct response after the taped voice has provided reinforcement (or correction) to the student's operation of the drill. The first time a drill is done with the tape, the student may be permitted to open his book and use a notched card (as indicated above) to present the patterns and cues visually as well as orally. A drill is, however, not done properly until it can be operated correctly with books closed.

The Grammar Notes (n.2, n.4, n.6)

These notes are intended to be read outside of class by the students and to be expounded, if necessary, by a linguistic scientist. Discussion of notes (in a European language) by native-speaking instructors is discouraged. Instructors should generally confine their role in presenting grammar to providing (in Fula) additional examples of the structures as required.

Since this course is, necessarily, circumscribed with regard to the breadth of vocabulary and of grammatical patterns presented for students to master as parts of their active repertoires, a certain amount of the grammar presented in the notes represents patterns occurring in the dialogs, drills and narratives of this book, rather infrequently. This presentation is intended to equip the student to recognize the pattern when encountered and thus to prevent him from puzzled attempts to fit relatively infrequent forms into the framework of his own productive command of the language, rather than to provide him with an active command of such infrequent forms. Of course, no claim is made that the grammatical treatment is in any sense complete, either for the dialect here treated or, much less, for the language as a whole.

The Grammar Drills ( n.3, n.5, n.7)

Grammar Drills are treated exactly as were the variation drills on Basic Sentences. Introduction of new vocabulary in grammar drills is rare.

The Narrative ( n.8 )

This is a short expository paragraph generally following closely the sequence of events in the dialog of the same unit. The narrative is normally drilled with closed books, sentence by sentence. Students may also be asked to retell the story, not necessarily in the identical words of the text. They are later allowed to open their books and to read with correct intonation and phrasing. Occasionally it may prove useful to ask students to retell the story changing the time or the person(s). A useful homework assignment may be to prepare to tell a similar story about some real or imaginary happening.

The Questions for Discussion ( n.9 )

These are generally of several types including 'Yes-No' questions, 'Or' questions, and 'Question-Word' questions. They often relate both to the subject matter of the dialog and/or that of the narrative and to the direct experience of the students. These are intended as conversation-starters rather than as response exercises only, and the subjects suggested by these questions should be pursued as far as student abilities permit. An imaginative instructor can easily supplement these questions with many more equally appropriate, but should take care not to venture outside the vocabulary and grammatical competence of his students.

Narratives and Questions for Discussion are not recorded and do not occur in the earliest units. They should occupy an increasing amount of class time as the units progress and as student ability to engage in meaningful narration and conversation increases.

The Review Units (Units R-1, R-2, R-3)

These units, which follow Units 5, 10, and 15 respectively, consist primarily of drills which are used like the drills in the regular units. In general these drills provide an opportunity to practice patterns which may have been drilled in an early unit, with the vocabulary which has appeared in intervening units. These units also contain short dialogs which are recombinations of previously learned items. These are intended to be suggestive of such recombinations and not necessarily to be memorized. Students should be encouraged during review to make other recombinations, but careful checking of such student 'oral composition' is necessary to prevent the practicing of errors or unprofitable translation from English or another native language of the student.

**UNITS 21 - 40**

These units are shorter, consisting principally of dialogs, narrative texts and exercises. They do contain, following the dialog, a few short variation drills, but these serve principally as a medium for the introduction and practice of new vocabulary items and as a sort of 'warm-up exercise' before tackling the exercises proper.

An exercise is a practice which differs from a drill in that there may be more than one possible correct response to the stimulus provided. Exercises can be of a great variety, including response exercises, translation exercises and conversational exercises of various kinds. The commonest exercises in this part of the course are 'Directed Conversation Exercises'. These consist of a short narrative paragraph (in Fula at first and later in English) followed by a dialog. The narrative serves to 'set the scene' for the following dialog. One student reads only the narrative, carefully avoiding looking at the following dialog. He then attempts to play the prescribed role in the dialog with the instructor, or another student, (who is, of course, permitted to look at the printed dialog) taking the other part. This second student (or the instructor) 'directs' the conversation. Of course, he may have to depart from the printed 'script' as appropriate to the responses of the first student. After Unit 32 the narrative is in English, providing the student with some translation practice combined with the conversation.

Exercises are not recorded since there is no uniquely correct response which can be provided on tape.

The instructor, the students and the linguist (if any) will find these units far less 'structured' than the first twenty and thus more of a challenge to their ingenuity in using the materials provided in imaginative ways. In general all of the material should be considered as 'conversation starters'. Occasionally it may be desirable to return to manipulative drill over points inadequately grasped. The linguist or the instructor, or both, can easily construct such drills on the models provided in Units 1-20 but incorporating the enlarged vocabulary of later units.

**THE GLOSSARY**

The Glossary appears at the back of the book and is preceded by an exposition of the conventions used in listing the words.

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## UNIT 1

1.0 Dialog: Morning Greetings

## -Demba-

jam

peace, well being

waal<sup>1</sup>

pass the night

waali

passed the night

Jam waali.

Good morning. ('Peace has  
passed the night.')

## -Samba-

tan/tan<sup>j</sup>

only

Jam tan ↑

I'm fine.

## -Demba-

korı/kor

hopefully

tana

trouble, something wrong

qalaa/qala

is not, no, not

Kori tana qalaa?

[I] hope nothing's wrong?

## -Samba-

Jam tan ↑

O.K.

## -Demba-

no

how?

neddo [qo] (yimbé)<sup>2</sup>

person

-maa/-maada

your (sg.) (a suffix)

be

(class marker for [bə]  
class)

No yimbemaa be?

How are your folks?

## -Samba-

Jam tan ↑

Fine!

## -Demba-

qawa

OK, all right

m1

I

<sup>1</sup>Verbs are cited in the singular imperative form. This is the shortest form which clearly distinguishes different classes of verbs. In the largest number of verbs the imperative is identical with the root or base of the verb (as here). Singular imperative forms different from the root or base will be explained as they occur. A few verbs are not used in an imperative and these, too, will be explained as they occur.

<sup>2</sup>Nouns are cited in the singular, wherever one exists, with the corresponding plural in parentheses. If no plural occurs, empty parentheses following the singular indicate this. If no singular exists the fact is indicated by '(pl. only)' following the cited form. The class of the singular noun is indicated by the class pronoun in parentheses following the singular form.

wayru<sup>1</sup>

go a long time without...

wayri

have gone a long time

ma

without

yilide<sup>2</sup>you (sg.) (obj. pronoun)  
to see (infinitive)

Qawa, mi wayri ma yilide.

Well, I haven't seen you for a  
long time.

-Samba-

qeeyi

yes

yaa

go

yahilino

had been

to, ton

there, to at

saare [nde] (caqe/saareej)<sup>3</sup>

village

Bookari

(Proper name)

Qeeyit↑ mi yahilino, to saare

Yes. I'd gone to Bookari's  
village.

Bookari.

with, and

qe/-e

they, them

be

I hope nothing is amiss with  
them.

Kor tāna qalaa qe be?

-Demba-

Jam tant↑

All fine.

1.1 Variation Drills on Basic Sentences (See the section in the Introduction  
entitled 'Use of Drills', pg. 10)

## a) Simple Substitution Drill

## New words:

kaw/kawirawo [qo]	(kawiraabe)	maternal uncle
miñā/miñirawo [qo]	(miñiraabe)	younger sibling
mawna/mawnirawo [qo]	(mawniraabe)	older sibling
neene/neenirawo [qo]	(neeniraabe)	mother
baaba/baabirawo [qo]	(baabiraabe)	father

Note: The difference between the shorter and longer singular forms of these relationship terms is one of specific reference. Kaw,

<sup>1</sup>The singular imperative of roots ending in two consonants has the vowel /u/ as a suffix.

<sup>2</sup>yilide is one of the verbs noted in footnote 1 which are not used in an imperative form. We here cite the infinitive since it, too, is distinctive, and is the form which occurs in the following sentence.

<sup>3</sup>Occasionally two plurals exist for one noun. In such cases usually the first plural will refer to a simple plurality of the items, the second to a plurality of types, varieties, or groups of the items. Thus caqe is 'villages' while saareej might refer to groups of villages with different political or clan controls, etc.

for example, is the general term for mother's brother while kawirawo refers to the person who stands in this relationship to a particular person. For this reason kawirawo will not normally occur except with a possessive suffix:

kawirawomaa 'your (maternal) uncle'

or a possessor noun:

kawirawo Demba 'Demba's uncle'

Thus, the short forms are the ones employed for direct address:

Kaw! 'Uncle!'

#### Cue

#### Pattern

Bookari	<u>Mi</u> wayri ma yiide.
Samba	<u>Samba</u> wayri ma yiide.
Demba	<u>Demba</u> wayri ma yiide.
neene	<u>Neene</u> wayri ma yiide.
kaw	<u>Kaw</u> wayri ma yiide.
miñirawomaa	<u>Miñirawomaa</u> wayri ma yiide.
mawnirawomaa	<u>Mawnirawomaa</u> wayri ma yiide.
mi	<u>Mi</u> wayri ma yiide.

b) Simple Substitution Drill

#### Cue

#### Pattern

	<u>Mi</u> yahiino saare <u>Bookari</u> .
Demba	<u>Mi</u> yahiino saare <u>Demba</u> .
Samba	<u>Mi</u> yahiino saare <u>Samba</u> .
-maa	<u>Mi</u> yahiino saare <u>maa</u> .
yimbemaa	<u>Mi</u> yahiino saare <u>yimbemaa</u> .
kawmaa	<u>Mi</u> yahiino saare <u>kawmaa</u> .
neenemaa	<u>Mi</u> yahiino saare <u>neenemaa</u> .
baabamaa	<u>Mi</u> yahiino saare <u>baabamaa</u> .
miñirawomaa	<u>Mi</u> yahiino saare <u>miñirawomaa</u> .
mawnirawomaa	<u>Mi</u> yahiino saare <u>mawnirawomaa</u> .
Bookari	<u>Mi</u> yahiino saare <u>Bookari</u> .

c) Simple Substitution Drill

#### Cue

#### Pattern

	<u>Mi</u> yahiino saare Bookari.
Demba	<u>Demba</u> yahiino saare Bookari.
Samba	<u>Samba</u> yahiino saare Bookari.
kaw	<u>Kaw</u> yahiino saare Bookari.

	<u>Kaw</u> yahilno saare Bookari.
neene	<u>Neene</u> yahilno saare Bookari.
baaba	<u>Baabaa</u> yahilno saare Bookari.
mi	Mi yahilno saare Bookari.

## d) Simple Substitution Drill

New form: yaade to go (infinitive)

<u>Cue</u>	<u>Pattern</u>	
Samba	Mi wayri yaade saare <u>Bookari</u> .	'I have been anxious to go to Bookari's village.'
Demba	Mi wayri yaade saare <u>Demba</u> .	
-maa	Mi wayri yaade saare <u>maaa</u> .	
yimbemaa	Mi wayri yaade saare <u>yimbemaa</u> .	
kawmaa	Mi wayri yaade saare <u>kawmaa</u> .	
baabamaa	Mi wayri yaade saare <u>baabamaa</u> .	
neenemaa	Mi wayri yaade saare <u>neenemaa</u> .	
Bookari	Mi wayri yaade saare Bookari.	

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
Samba	<u>Mi</u> wayri yaade saare Bookari.
Demba	<u>Samba</u> wayri yaade saare Bookari.
kaw	<u>Demba</u> wayri yaade saare Bookari.
neene	<u>Kaw</u> wayri yaade saare Bookari.
baaba	<u>Neene</u> wayri yaade saare Bookari.
mi	<u>Baabaa</u> wayri yaade saare Bookari.
	<u>Mi</u> wayri yaade saare Bookari.

## 1.2 Grammar Note: Order of Noun and Pronoun Objects of Infinitives

In the sentence: Mi wayri ma yiide. 'I longed to see you.' the infinitive yiide 'to see' has, as its object, the pronoun ma 'you'. When the object of an infinitive is a noun rather than a pronoun it follows the infinitive. A pronoun object may occur in either position.

Note the sentence: Mi yewtini yiide Demba. 'I longed to see Demba.'

## 1.3 Grammar Drill - Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi wayri <u>ma</u> yiide.
Bookari	Mi wayri yiide <u>Bookari</u> .
yimbemaa	Mi wayri yiide <u>yimbemaa</u> .
Samba	Mi wayri yiide <u>Samba</u> .
Demba	Mi wayri yiide <u>Demba</u> .
saaremaa	Mi wayri yiide <u>saaremaa</u> .
saare Bookari	Mi wayri yiide <u>saare Bookari</u> .
yimbemaa	Mi wayri yiide <u>yimbemaa</u> .
kawmaa	Mi wayri yiide <u>kawmaa</u> .
miñirawomaa	Mi wayri yiide <u>miñirawomaa</u> .
mawnirawomaa	Mi wayri yiide <u>mawnirawomaa</u> .
neenemaa	Mi wayri yiide <u>neenemaa</u> .
baabamaa	Mi wayri yiide <u>baabamaa</u> .
ma	Mi wayri ma yiide.

## 1.4 Grammar Note - Reference Note on the Sound System of Fula and the Transcription here employed.

There is no generally accepted orthography for Fula. The Arabic writing system has been employed by educated Fulbe but not, apparently, with any consistency. English, French and German writers about Fula have used transcriptions into Roman letters appropriate to their own national traditions.

In this book the following alphabet is employed:

a, b, mb, ß, c, d, nd, ð, dy, e, f, g, ñg, h, i, j,  
ñj, k, l, m, n, ñ, ñ, o, p, q, r, s, t, u, w, y.

Signs unfamiliar to the average student are ß, ð, ñ, ñ. The symbol q, while familiar, is used with a different value than in many other languages.

Fula has five vowel phonemes and these vowels have the following approximate equivalents in terms of general American pronunciation:

- /i/ - short, similar to the ea of leak but shorter and unblidied.
- /ii/ - long, similar to the ea of bead but unglided. Lengthened /i/.
- /e/ - short, varying from a sound similar to the ai of bait but unglided to a sound similar to the e of bet.
- /ee/ - lengthened /e/.
- /a/ - short, similar to o of hot.
- /aa/ - lengthened /a/, similar to the a of father.
- /o/ - short, similar to the o of note but unglided. Varies toward the a of bought.
- /oo/ - long, similar to the oa of road, but unglided.
- /u/ - short, somewhat between the oo of shoot and the oo of foot; unglided.
- /uu/ - long, somewhat between the oe of shoe and the ou of should.

Note that long vowels differ from short ones primarily in actual length or duration, not in quality, and hence are symbolized by doubling the appropriate letter.

Consonants also occur either long or short. Long consonants are written with the letter doubled and are pronounced noticeably longer in actual duration than the corresponding short consonants.

Stops - sounds made by a closure of the oral cavity or the throat at some point followed by release with a certain amount of breath ('aspiration').

Point of closure:

	Labial	Dental	Palatal	Velar	Glottal
Voiceless	p	t	c	k	q
Voiced	b	d	ɟ	g	
Pre-glottalized	ɸ	ð	dy		
Pre-nasalized	mb	nd	ɲ	ŋg	

/p/ - much as in English (eg. pill).

/b/ - much as in English (eg. bill). Voiced 'equivalent' of /p/.

/ɸ/ - like no English sound. There is an initial closure of the glottis (vocal chords) followed immediately by a closure of the lips.

Lowering of the glottis produces a lowering of mouth-cavity air pressure. Just before the release of the lip closure the glottal closure is relaxed producing voicing (vibration of the vocal chords) and, of course, permitting air to enter the mouth cavity, raising the pressure again. At the time of release the air pressure in the mouth may be slightly less than the outside air pressure producing 'implosion' - air entering through the lips. But the distinctive feature of the sound is the pre-glottalization rather than the implosion, which may be very minute. When this sound is long (/ɸɸ/) the additional length occurs while the full closures are in effect and the attack and release are almost identical with the short sound, but there is less likelihood of actual implosion.

/mb/ - prenasalized labial stop. While for practical pronunciation purposes there is no significant contrast between this and the sequence /m/ plus /b/, in the consonant alternation system of Fula and elsewhere this patterns as a single unit. The student will find pronunciation of this unit difficult only in initial position. The [m] is never syllabic.

/t/ - essentially the same as English /t/.

/d/ - voiced equivalent of /t/.

/ð/ - preglottalized dental stop. The process is similar to that described above for /ɸ/ save that the closure is made by the tongue against the alveolar ridge back of the upper teeth.

- /nd/ - prenasalized dental stop. (See above for /mb/.)  
 /c/ - a voiceless palatal affricate stop - similar to the ch's in church.  
 /j/ - voiced equivalent of /c/, as the l and dg of judge.  
 /dʒ/ - preglottalized palatal stop. The process is similar to that described above for /b/ but the closure is made with the blade of the tongue against the hard palate. When doubled this sound will be written dʒdʒ in these materials, rather than dʒdʒdʒ.  
 /nʃ/ - prenasalized equivalent of /j/. (See above for /mb/.)  
 /k/ - much like English k in kill, varying to a sound like the c in cool.  
 /g/ - voiced equivalent of /k/, as in English gate or goon.  
 /ŋ/ - prenasalized equivalent of /g/. (See above for /mb/.)  
 /q/ - a glottal stop like that which occurs in general American English only initially before vowels but which can be heard in Brooklyn or Cockney pronunciation of tt in bottle or settle.

Continuants: Sound made by closure or partial closure but with air emitted continuously.

	labial	alveolar	palatal	velar	glottal
Voiceless	f		s		h
Voiced	w	l r	y		
Nasal	m	n	ñ	ŋ	

- /f/ - much as English f in face.  
 /w/ - a glide, sometimes with slight bilabial friction, similar to w in well.  
 /l/ - a lateral, similar to l in lip.  
 /s/ - much as English s in some. Occasionally in initial position may be heard like s in sure.  
 /r/ - not like English /r/. A 'flap' made by striking the tip of the tongue on the alveolar ridge behind the upper teeth much like the t in the normal American pronunciation of water. Frequently 'trilled' or 'rolled' in syllable-final position, especially in slower speech.  
 /h/ - occurs only syllable-initially (as in English). Similar to h in hall, but often with more friction than in English.  
 /m/ - similar to m in many.  
 /n/ - dental - made with tongue behind upper teeth.  
 /ñ/ - not exactly like any English sound. Similar to nl of onion but farther back in the mouth.  
 /ŋ/ - like ng of sing. Unlike the English sound, occurs syllable initially as well as finally and before /g/.  
 /y/ - like y of yes or of say, occurring either syllable-initially or syllable-finally.

In addition the following symbols are employed here:

/ , / - indicates an optional pause without distinctive pitch changes associated with it.

/ ↑ / - indicates a pause with rise in pitch to or on the final syllable before the juncture.

/ ? / - indicates a question intonation, which is commonly a raising of the whole pitch pattern of the last part of the sentence. This symbol also appears at the ends of sentences employing question words or the question particle na. In such questions ? is merely an orthographic marker of the question and does not signal a certain intonation pattern.

/ . / - indicates a final juncture with obligatory pause and a downward intonation from the high pitch of the penultimate, ante-penultimate or, occasionally, an earlier syllable.

/ ' / - indicates the occurrence of 'phrase stress' (a phenomenon characterized by raised pitch and sometimes increased length of vowel and/or loudness) on a syllable other than that predictable by the rules outlined below in 3.6.

### 1.6 Note: Long and Short Vowels.

The five vowel phonemes of Fulla all may occur either short (here written with a single vowel letter, eg. /a/) or long (here written with two vowel letters, eg. /aa/).

The contrast between long and short vowels is sometimes the only difference between two different words. For example: jaango 'tomorrow'  
jaango 'cold, cold weather'

but such 'minimal pairs' are not very common and serve mainly to show clearly that length does function as a distinctive feature of the vowel system of the language.

In phrases there is a distinct phrasal stress or point of highest pitch in the intonation curve of the phrase. The syllable on which this phrasal stress occurs tends to be lengthened. Since the occurrence of this feature of length is predictable because it is associated with phrase stress, it is not indicated by lengthening the vowel in our transcription. Sometimes, of course, phrasal stress occurs on a vowel which is already long (as in the example above - mi jaabi where the phrasal stress is on the syllable *jaa*).

Since 'minimal pairs' are relatively rare, the drills below are not based on such contrasts but rather serve to give the student practice in making long and short vowels in a variety of environments.

1.7 Drill on Long and Short Vowels. (All pronunciation drills employ actual Fula forms which will occur later in the course. It is not necessary, however, for the student to know what they mean or how they are used. These forms are simply to be pronounced, for practice, in imitation of the teacher.)

a) /-a-/	vs.	/-aa-/
mayı		maayo
babbi		baaba
balde		baasi
baŋ		baawo
bandu		mbaalu
mbabba		daande
dauna		faalde
banda		haali
hande		laana
dam		laari
jaabi		jaabi
ñalel		ñaamri
wallude		waalde
tawo		waawi
lamdam		laawol
wari		maaro
b) /-a/	vs.	/-aa/
tuuba		wotaa
kaba		ñjahataa
banda		kaalaa
ka		kaa
kampama		gorkomaa
yaha		ñjid'aa
c) /-e-/	vs.	/-ee-/
Demba		mbeewa
deftere		jeedidı
jelu		jeegom
gertogal		feere
hewde		teew
qenen		neene
teren		reedu

d)	/-e/	vs.	/-ee/
	paññe		ñjaree
	ñeññe		keñee
	horde		ñjahee
	worbe		ñgaree
e)	/-i-/	vs.	/-ii-/
	yidde		yide
	Jibel		fide
	fittude		fita
	hirnange		hirande
f)	/-i/		/-ii/
	ndi		fii
	qaañi		dini
	nani		nii
g)	/-o-/	vs.	/-oo-/
	holli		hooli
	horde		hoore
	jom		looti
	ñjoñdi		joodo
	dow		doole
	qodon		soodi
	godø		gooto
	laawol		goonyga
	woni		jooni
h)	/-o/		/-oo/
	joodo		joo
	biro		yoo
i)	/-u-/	vs.	/-uu-/
	fulße		juulde
	rullude		muusa
	buri		tuubaako
	huññi		huuñi
	buse		mbuuñu
	bulu		suudu
j)	/-u/	vs.	/-uu/ (does not occur in word-final position)
	jelu		
	ndu		
	qacca		
	etc.		

## UNIT 2

2.0 Dialog: Afternoon Greetings

ñallu <sup>1</sup>	-Samba-	pass/spend the day
ñalli		passed/spent the day
Jam ñalli.		Good afternoon.
	-Demba-	
Jam tan ↑		Greetings.
	-Samba-	
debbo [qo] (rewðe)		woman, wife
No debbomaa?		How's your wife?
	-Demba-	
Jam tan ↑		O.K.
	-Samba-	
benggu [ŋgu]		(collective noun - taking plural verb form) fam- ily (self, spouse and descendents)
No bengumaa?		How's your family?
	-Demba-	
Jam tan ↑		Fine!
	-Samba-	
yo		may [he], let [him]
Qalla		God
yalla		may God
qokku		give
Yalla qókkur ðe jam. <sup>2</sup>		May God give them peace.
	-Demba-	
qaamiin		amen!
Qaamiin.		Peace. Amen.

<sup>1</sup>The root of this verb is ñall. Active verbs the roots of which end in two consonants have the vowel /u/ added in the singular imperative form.

<sup>2</sup>The /r/ of qokkur is an 'applicative' verb extension, meaning approximately 'for the benefit of', the use of which will be explained later.

## -Samba-

ɓidɗo [qo] (ɓiڻbe)	child
yahi	has gone, has been going
jangu	read, study, learn
jangurdु [ndu] (jangurduuji), qekol, [∅] (qekolaajı), geskul [∅] (geskulaajı)	school
jooni/joo	now, nowadays
Kori ɓid'domaa yahi jangurdु jooni?	I hope your child is going to school now. <sup>1</sup>

## -Demba-

Qeeyi ↑ yahi jangurdु.

Yes, [he]'s been going.

## -Samba-

tuma	time, when, when?
qo	he/she
qar	come
qarata/qartaa	(which) will come ('relative' form)
Tuma qo qartaa?	When will he come? ('time [at] which he will come?')

## -Demba-

janggo [ŋgo] ( )	tomorrow
Jango.	Tomorrow.

## 2.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

Cue	Pattern
	No <u>debbomaa</u> ?
ɓidɗo	No <u>ɓid'domaa</u> ?
Bookari	No <u>ɓidɗo Bookari</u> ?
yimbe	No <u>yimbe Bookari</u> ?
Demba	No <u>yimbe Demba</u> ?
saare	No <u>saare Demba</u> ?
Samba	No <u>saare Samba</u> ?
benju	No <u>benju Samba</u> ?
-maa	No <u>benju Samba</u> ?

<sup>1</sup>Note that yahi 'has gone' is translated as a perfect form in the build-up but is used with jooni 'now' in this sentence with a present translation. The point is that the child has started to school (past action) and is still attending. If a non-perfective form were used in the Fula the sense would be 'is now going (en route) to school', which is not the sense intended.

	No <u>bəŋgumaa?</u>
yimbe	No <u>yimbe</u> maa?
Samba	No <u>yimbe</u> Samba?
biddo	No <u>biddo</u> Samba?
Demba	No <u>biddo</u> Demba?
saare	No <u>saare</u> Demba?
-maa	No <u>saaremaa?</u>
kaw	No <u>kawmaa?</u>
Samba	No <u>kaw</u> Samba?
baaba	No <u>baaba</u> Samba?
Demba	No <u>baaba</u> Demba?
neene	No <u>neene</u> Demba?
-maa	No <u>neenema?</u>
debbo	No <u>debbomaa?</u>

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	No <u>bəŋgu</u> <u>debbomaa?</u>
Samba	No <u>bəŋgu</u> Samba?
yimbe	No <u>yimbe</u> <u>Samba?</u>
Bookari	No <u>yimbe</u> Bookari?
saare	No <u>saare</u> <u>Bookari?</u>
yimbeema	No <u>saare</u> yimbeema?
bidde	No <u>bidde</u> <u>yimbeema?</u>
Demba	No <u>bidde</u> Demba?
debbo	No <u>debbo</u> Demba?
Bookari	No <u>debbo</u> Bookari?
baaba	No <u>baaba</u> Bookari?
Demba	No <u>baaba</u> Demba?
kaw	No <u>kaw</u> Demba?
debbomaa	No <u>kaw</u> debbomaa?
neene	No <u>neene</u> debbomaa?
Samba	No <u>neene</u> Samba?
bəŋgu	No <u>bəŋgu</u> Samba?
debbomaa	No <u>bəŋgu</u> debbomaa?

## 2.2 Note: Reference Note on Consonant Alternation.

Note the forms: debbo 'woman'    rewbe    'women'

The relationship between these forms is, like the relationship between the English equivalents, not a simple matter of the substitution of one suffix for another or the addition of something to make the plural. Woman and women differ by an internal vowel change; debbo and rewbe differ by consonant changes and different suffixes. The consonant changes which these two forms exemplify are found in a large number of places in Fula -- both in the noun and pronoun morphology and in the verbal structure. It is impossible at this point to outline all grammatical conditions under which these alternations occur. But it is desirable to outline the alternations which take place.

f	alternates with	p
s	" "	c
h	" "	k
q	" "	g <sup>1</sup>
r	" "	d
w	" "	b <u>or</u> g <sup>1</sup>
y	" "	j <u>or</u> g <sup>1</sup>

In addition, the voiced stops /b, d, j/ and /g/ alternate under certain circumstances with their prenasalized equivalents /mb, nd, ñj/ and /ŋg/. The voiceless stops /p, c/ and /k/ have no prenasalized equivalents.

These variations take place only in one direction, so to speak. That is to say that there exist roots with initial /k/ which have no forms with initial /h/ anywhere, regardless of the circumstances. Such a root is interpreted as having a 'basic' or root form starting with /k/. Others occur with /h/ in some forms and /k/ in others as determined predictably by circumstances. These are interpreted as having a 'basic' root form containing /h/ with /k/-forms as alternates. Similarly there exist forms with initial /b/ which have variants with /mb/ but none with /w/, while others show /w/, /b/ and /mb/. Thus this alternation is from fricative to stop to pre-nasalized, never the reverse.

From the above statements it is clear that the root underlying both debbo and rewbe is a form rew. This is actually the root of the verb meaning 'to follow'.

---

<sup>1</sup>The fact that /g/ occurs as an alternate of /w/, /q/ and /y/ is potentially confusing. Actually, these alternations behave slightly differently in the noun system and in the pronoun system. In practice, with rare exceptions, a verb root with /w/ followed by /a/, /i/ or /e/ alternates with /b/, one with /w/ followed by /o/ or /u/ alternates with /g/. Since /q/ in verbs always alternates with /g/, and /y/ in verbs never alternates with /g/ but always with /j/, there is less possibility of confusion than would at first appear.

Certain noun class suffixes (of which -be is an example) are suffixed directly to the unchanged root, others (of which -o is an example) are suffixed only to a form of the root which has undergone one or both of the alternations outlined above.

Another area where consonant alternation occurs is in the verbal structure. In general, verbs with a plural subject occur with the consonant initial of the root altered (and pre-nasalized also where possible). Thus:

mi qari 'I came.' but be ŋgari 'they came.'

However, at the eastern and western extremes of the Fula speaking areas (in Futa Díallol of Guinea and the Adamawa area of Nigeria and Cameroun) this alternation does not occur, and in some other dialect areas varies freely with the un-altered form. The student may hear both be qari and be ŋgari but is advised to practice the latter as more widespread and more difficult (hence more worthy of drill).

### 2.3 Grammar Drill on Consonant Alternation in Verbs with Plural Subjects

#### a) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>	(Alternative Verbal Form)
be	Tuma <u>go</u> qartaa?	(qarata)
yimbemaa	Tuma <u>be</u> <u>ŋ</u> gartaa?	(ŋgarata)
biddomaa	Tuma <u>biddomaa</u> qartaa?	(qarata)
debbomaa	Tuma <u>debbomaa</u> qartaa?	(qarata)
benjumaa	Tuma <u>benjumaa</u> <u>ŋ</u> gartaa?	(ŋgarata)
be	Tuma <u>be</u> <u>ŋ</u> gartaa?	(ŋgarata)
go	Tuma <u>go</u> qartaa?	(qarata)
bibbemaa	Tuma <u>bibbemaa</u> <u>ŋ</u> gartaa?	(ŋgarata)
Samba	Tuma <u>Samba</u> qartaa?	(qarata)
go	Tuma go qartaa?	(qarata)

#### b) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
be	<u>Qo</u> waali.
ml	<u>Be</u> mbaali.
yimbemaa	<u>Mi</u> waali.
neenemaa	<u>Yimbemaa</u> mbaali.
benjumaa	<u>Neenemaa</u> waali.
Bookari	<u>Benjumaa</u> mbaali. <sup>1</sup>
	<u>Bookari</u> waali.

<sup>1</sup>Remember that /benju/ is plural.

	<u>Bookari</u> waali.
rewbemaa	<u>Rewbemaa</u> mbaali.
biddomaa	<u>Biddomaa</u> waali.
be	<u>Be</u> mbaali.
qo	Qo waali.

## c) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yiyi saare Bookari.
be	<u>Be</u> ñiyi saare Bookari.
neenemaa	<u>Neenemaa</u> yiyi saare Bookari.
mawniraabemaa	<u>Mawniraabemaa</u> ñiyi saare Bookari.
baabamaa	<u>Baabamaa</u> yiyi saare Bookari.
bibbemaa	<u>Bibbemaa</u> ñiyi saare Bookari.
kawmaa	<u>Kawmaa</u> yiyi saare Bookari.
rewbemaa	<u>Rewbemaa</u> ñiyi saare Bookari.
miñirawomaa	<u>Miñirawomaa</u> yiyi saare Bookari.
yimbemaa	<u>Yimbemaa</u> ñiyi saare Bookari.
mi	<u>Mi</u> yiyi saare Bookari.
qo	Qo yiyi saare Bookari.

## d) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
Bookari	Kori <u>biddomaa</u> yahi jaŋgurdu jooni?
Demba	Kori <u>Bookari</u> yahi jaŋgurdu jooni?
saaremaa	Kori <u>Demba</u> yahi saaremaa jooni?
yimbemaa	Kori <u>yimbemaa</u> ñjahí saaremaa jooni?
be	Kori <u>be</u> ñjahí <u>saaremaa</u> jooni?
jaŋgurdu	Kori <u>be</u> ñjahí jaŋgurdu jooni?
qo	Kori <u>qo</u> yahi jaŋgurdu jooni?
saaremaa	Kori <u>qo</u> yahi saaremaa jooni?
Samba	Kori <u>Samba</u> yahi saaremaa jooni?
be	Kori <u>be</u> ñjahí <u>saaremaa</u> jooni?
jaŋgurdu	Kori <u>be</u> ñjahí jaŋgurdu jooni?
biddoma	Kori <u>biddomaa</u> yahi jaŋgurdu jooni?

## 2.4 The 'Stop' Sounds.

As indicated above in 1.4, the stops of Fula include simple, pre-glottalized and pre-nasalized sets, as follows:

Simple:	Labial	Alveolar	Palatal	Velar	Glottal
Voiceless:	p	t	c	k	q
Voiced:	b	d	ɟ	g	-
Pre-glottalized:	ɸ	ð	ɸy	-	-
Pre-nasalized:	mb	nd	ɲ	ŋg	

The voiced-voiceless distinction of simple stops is quite similar to the English voiced-voiceless distinction and need not be extensively drilled. The voiceless members of these sets do not have any pre-glottalized or pre-nasalized analogs and hence no difficult contrast exists between them and other phonemes of Fula. The glottal voiceless stop, however, occurs with a wider distribution in the syllabic structure than does the glottal stop in general American English, and practice will be necessary.

Within the voiced sub-sets of phonemes the pre-glottalized and pre-nasalized members are new to most English speakers and the contrasts within these sets will require practice.

### A. The glottal stop /q/.

This sound does not occur syllable-finally but precedes all five vowel phonemes in syllable-initial position, as in the words:

qa	'you (sg.)'
qe	'and'
qinde	'name'
qo	'he, she, this'
quddit	'open!'

In these examples /q/ is not only syllable-initial but also word-initial. In this position it does not differ from the occurrence of glottal stop word-initially in such English utterances as:

'Ah!'  
'A.' (the letter or the word)  
'It.'  
'Oh!'  
'Oo!'

In word-medial (but syllable-initial) position glottal stop is uncommon in English but relatively frequent in Fula. Examples are:

beqı	'goats'
taaqam	'mine'
muqen	'mine'

The drills, below, provide additional examples.

B. The Voiced Labial Stops /b/, /ɓ/, /mb/

Contrasts of these three phonemes in syllable-initial position before all five vowels are illustrated by the words:

/b-/	/ɓ-/	/mb-/
baaba 'father'	ɓandu 'body'	mbaalu 'sheep'
beccal 'rib'	ɓe 'they'	mbewwa 'goat'
bimbi 'morning'	ɓinggel 'child'	mbiimi 'what I said'
bondo 'bad person'	ɓooyi 'spent a long time'	mbomri 'girl'
buse 'butcher'	ɓuri 'exceeded'	mbuudu 'four shillings'

Between vowels the pre-nasalized stop behaves not as a unit but as two consonants belonging to two separate syllables.

/-b-/	/-ɓ-/	/-mb-/
baaba 'father'	jaɓi 'agreed'	Demba 'Demba (P.N.)'

In final position /b/ and /ɓ/ occur but /mb/ does not, since here also it is a sequence of two phonemes and two consonants do not occur without a following vowel. Thus:

/-b/	/-ɓ/	<u>but</u>	/-mb/
nab 'take'	yoɓ 'pay'		lumbu 'crossover'

The phonemes /b/ and /ɓ/ occur (medially) doubled but, of course, /mb/ does not.

/-bb-/	/-ɓɓ-/
mbabba 'donkey'	ɓiɓɓe 'children'

See the drills (2.5 below) for further examples.

C. The Voiced Alveolar, Palatal and Velar Stops /d/, /d̪/, /nd/; /j/, /dʒ/, /nʒ/; /g/, /ŋg/:

Examples:

/d-/	/d̪-/	/nd-/
dar 'stand'	d̪um 'it'	nden 'then'
/-d-/	/-d̪-/	/-nd-/
kadi 'too'	d̪id̪i 'two'	bonda 'cousin'
/-d/	/-d̪/	-----
fad 'wait'	wad̪ 'do'	

/j-/		-dʒy-/		/ñj-/
jam	'peace'	d'yoɔdy	'be wise'	ñjoðdi 'payment'
/-j-/		/-dʒy-/		/-ñj-/
leemunaa jı	'limes'	fidʒyirde	'playing field'	kañja 'okra'
—		/-dʒy/		—
		fidʒy	'play'	
—		/-dʒy-/		—
		moddžyo	'good'	
/g-/		—		/ŋg-/
gası	'finished'	—		ŋgesa 'farm'
/-g-/		—		/-ŋg-/
nogas	'twenty'	—		lin̩gu 'fish'
/-g/		—		—
jog	'have in hand'	—		—
/-gg-/		—		—
coggu	'cost'	—		—

See the drills (2.5 below for further examples.

## 2.5 Drills on the Stop Sounds:

a) /b-/	vs.	/b-/
baaba		baawo
baali		baŋ
baasi		ße
babbi		ben̩gu
balde		bawlude
biro		birde
bondo		biddo
bool		booyde
bulu		buuþde
bui		buri
b) /b-/	vs.	/mb-/
babbi		mbabba
balde		mbaldi
barakin		mbaroodi
boobo		mbo
buse		mbuuudu
c) /-b-/	vs.	/-b-/
tuuba		fuilþe
nebam		heþi
tuubaako		jaþi
d) /-mb-/	vs.	/-mb-/
Samba		kamþe
hombo		lamþe
bimbi		yimþe

e) /-bb-/		vs.	/-b&-/
babbi			fabb&i
debb&			wobb&e
dabbude			maabb&e
f) /-C&-/		vs.	/-bC&-/
rew&e			jabb&e
ful&e			ñjabb&1
wor&e			huubb&e
lam&e			hebb&e
g) /d-/		vs.	/d-/
daande			daani
dini			didi
def			de
dur			dum
domoda			domduude
h) /-d-/		vs.	/-d&-/
birdugal			mbuu&du
kadi			bed&o
yildaade			kedam
padi			seed&a
fada			daade
i) /d-/		vs.	/nd-/
dini			ndi
dur			ndu
defi			nder
m) /-dd-/		vs.	/-d&d-/
ladde			lid&d1
quddit			koed&oo
mboddi			goed&oo
hedde			
n) /j-/		vs.	/d'y-/
jom			d'yod'y
jerjgi			
o) /-j-/		vs.	/-d'y-/
dojere			fidy1
p) /-jj-/		vs.	/-d&y-/
gujjjo			moddyo
q) /j-/		vs.	/ñj-/
jarga			ñjari
jam			ñjah&i
jooni			ñjotti
r) /g-/		vs.	/ŋg-/
gese			ŋgesa
gooto			ŋgol
galle			ŋgal
goonga			ŋgo
s) /-g-/		vs.	/-ŋg-/
jeegom			pen̩gu
sago			jungo

## UNIT 3

3.0 Dialog: Morning Greetings (II)

	-Samba-	
Jam waali.		Good morning.
	-Jaawo-	
Jam tan ↑		Greetings.
	-Samba-	
No debbomaa?		How's your wife?
	-Jaawo-	
Jam tan ↑		Fine!
	-Samba-	
No kawmaa?		How's your uncle?
	-Jaawo-	
Jam tan ↑		Well!
	-Samba-	
No baabamaa?		How's your father?
	-Jaawo-	
Jam tan ↑		Fine!
	-Samba-	
hon-		what?, which? (interrogative prefix)
honno		how?
Honno Yompa?		How's Yompa?
	-Jaawo-	
wayru		go a long time without doing something
wayri		haven't... for a long time
Mi wayri yiide Yompa.		I haven't seen Yompa for a long time.
	-Samba-	
qa		you (sg.)
nan		hear
nanat		will hear
kibaaru [ndu] (kibaruujı)		news

-makko

Kori qa nanat, kibaaru baabamakko.

his/her

I trust you hear news of his  
father.

## -Jaawo-

haal

talk, tell, speak

haali

has told

kam/-am

me (object pronoun form)

hunde [nde] (kulle)

thing, matter, affair

Debbomakko haali<sup>(“)</sup> kam, kullemakko.<sup>1</sup>His wife has told me some things  
about him.

## -Samba-

hondum/hodum

what (thing)?

haalan

tell to

haalan

has told to

Hondum qo haalani<sup>(“)</sup> ma?<sup>1</sup>

What has she told you?

## -Jaawo-

wii

say

wiyi

said

heß

have

heßi

has, have, obtain, happen

ligge [ŋge] ( )

work, job

moddyude

to be good (infinitive)

moddy-

(adj. root) good

Qo wiyi, Demba heßi ligge moddyo.

She said Demba has a good job.

## -Samba-

barakin

bless

Yallah barakin liggemakko.

May God bless his work.

## -Jaawo-

Qaamiin.

Amen.

## -Samba-

ñjaataa/ñjahataa

(which) you will go

(relative form)

ŋgesa [mba] (gese)

farm, field

Tuma ñjahataa, to ŋgesamaa?

When will you go to your farm?

('time [at] which you will go  
to your farm?')

<sup>1</sup>Note that the stress is on the /-i/ of the verb before a pronoun object but not before a noun or infinitive.

## -Jaawo-

si	if, when
jaab	agree, permit, accept, receive
Jaygo, si Qalla jaabi.	Tomorrow, God willing.

## -Samba-

min	I, as for me
mido	I am in (the process of...ing)
laar	look (for or at)
laaroy	go and look
laaroya	going to look for
gaynaako [qo] (qaynaabe)	shepherd
-qam	my (possessive pronoun suffix)

Min, mido laaroya gaynaakoqam. As for me, I'm going to look for my shepherd.

## -Jaawo-

ñallen jam	good day ('Let's spend the day in peace').
Qawa, ñallen jam ↑	O.K. Goodbye.

## -Samba-

Qaamiiin.	Amen.
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## 3.1 Variation Drills on Basic Sentences

## a) Simple Substitution Drill

Cue	Pattern
	Mi wayri yaade to saaremaa.
Bookari	Mi wayri yaade to saare <u>Bookari</u> .
Demba	Mi wayri yaade to saare <u>Demba</u> .
kawmaa	Mi wayri yaade to saare <u>kawmaa</u> .
-makko	Mi wayri yaade to saare <u>makko</u> . <sup>1</sup>
neenemaa	Mi wayri yaade to saare <u>neenemaa</u> .
yimbemaa	Mi wayri yaade to saare <u>yimbemaa</u> .
debbomaa	Mi wayri yaade to saare <u>debbomaa</u> .
biddomaa	Mi wayri yaade to saare <u>biddomaa</u> .
baabamaa	Mi wayri yaade to saare <u>baabamaa</u> .
miñirawomaa	Mi wayri yaade to saare <u>miñirawomaa</u> .
mawnirawomaa	Mi wayri yaade to saare <u>mawnirawomaa</u> .
-maa	Mi wayri yaade to saaremaa.

<sup>1</sup>Note that -makko, 'his', though a possessive suffix like -maa 'your', has a stress on the penultimate like a noun possessor.

b) Progressive Substitution Drill

New words:      me      we      (he/they and I/we), us  
                    you      you      (plural)

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wayri ylide debbomaa.
qo	Qo wayri ylide <u>debbomaa</u> .
biddomaa	<u>Qo</u> wayri ylide biddomaa.
be	Be mbayri ylide <u>biddomaa</u> .
rewbemakko	<u>Be</u> mbayri ylide rewbemakko.
qon	Qon mbayri ylide <u>rewbemakko</u> .
kawmaa	Qon mbayri ylide kawmaa.
mej	Mej mbayri ylide <u>kawmaa</u> .
Samba	<u>Men</u> mbayri ylide Samba.
qa	Qa wayri ylide <u>Samba?</u> <sup>1</sup>
neenemaa	<u>Qa</u> wayri ylide neenemaa?
mi	<u>Mi</u> wayri ylide <u>neenemaa</u> .
Demba	<u>Mi</u> wayri ylide Demba.
qa	Qa wayri ylide <u>Demba?</u>
yimbemaa	<u>Qa</u> wayri ylide yimbemaa?
be	Be mbayri ylide <u>yimbemaa</u> .
baabamaa	<u>Be</u> mbayri ylide baabamaa.
qon	Qon mbayri ylide <u>baabamaa?</u>
miniraawomaa	<u>Qon</u> mbayri ylide miniraawomaa?
mej	Mej mbayri ylide <u>miniraawomaa</u> .
mawniraawomaa	<u>Men</u> mbayri ylide mawniraawomaa.
mi	<u>Mi</u> wayri ylide <u>mawniraawomaa</u> .
debbomaa	<u>Mi</u> wayri ylide debbomaa.

3.2 Note: Shift of root-final long vowel to vowel plus consonant before vowel-initial suffixes.

In these two examples we see that the verb root yaa becomes yah- before a vowel-initial suffix while the root wii becomes wiy- in the same circumstances.

<sup>1</sup>While it is, of course, possible to make a statement about the action of the second person singular, it is relatively rare. Second person singular subject sentences having the form of statements are more commonly spoken with a raised sentence intonation as questions and will be so treated in drills.

Roots without final consonant are rare and some scholars interpret these roots as being consonant-final, but losing such consonant before consonant-initial suffixes. By this analysis yah + de = /yaade/ etc. The evidence is actually conflicting - the root sometimes combining with various suffixes like a vowel-final root, sometimes like a consonant-final one. However, since no form such as \*yah<sup>1</sup> occurs (the root of this verb occurring as a simple imperative is yaa), we prefer to interpret these roots as vowel-final with the vowel changing before vowel-initial suffixes. /a/ changes to /h/, /e/ and /i/ to /y/ and /o/ to /w/. No examples of /u/ in these circumstances are available. These verbs are few, the common examples being:

fii	'strike'	qo fiyi	'he struck'
wii	'say'	qo wiyi	'he said'
yaa	'go'	qo yahi	'he went'
yii	'see'	qo yiyl	'he saw'

### 3.3 Grammar Drills on Verbal Roots ending in Vowels

#### a) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
be	<u>Be</u> <u>ñjahi</u> jooni.
wii	<u>Be</u> <u>mbiyi</u> jooni.
men	<u>Men</u> <u>mbiyi</u> jooni.
yii	<u>Men</u> <u>ñjiyi</u> jooni.
qa	<u>Qa</u> <u>yiyi</u> jooni?
yaa	<u>Qa</u> <u>yahi</u> jooni?
mi	<u>Mi</u> <u>yahi</u> jooni.
waal	<u>Mi</u> <u>waali</u> jooni.
be	<u>Be</u> <u>mbaali</u> jooni.
qar	<u>Be</u> <u>ngari</u> jooni.
qon	<u>Qon</u> <u>ngari</u> jooni?
yaa	<u>Qon</u> <u>ñjahi</u> jooni?
qo	<u>Qo</u> <u>yahi</u> jooni.

<sup>1</sup>An asterisk placed before a form indicates that this form does not occur or is hypothetical or reconstructed rather than found in actual speech.

<sup>2</sup>Note the stress pattern in contrast to Qo yahi jooni (with 'normal' penultimate stress on the last word). The former is the normal pattern in answer to a matter-of-fact question such as 'Where is Yompa?'. The more 'normal' penultimate stress would actually emphasize the time and be appropriate to a question like 'When did he go?'

## b) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yahi saare Bookari. 'He has gone to Bookari's village.'
ße	Be <u>ñjahi</u> saare Bookari.
yii	Be <u>ñjiyi</u> saare Bookari.
qa	Qa <u>yiyi</u> saare Bookari?
wayr	Qa wayri saare Bookari?
neenemaa	<u>Neenemaa</u> wayri saare Bookari.
ße	Be <u>mbayri</u> saare Bookari.
yaa	Be <u>ñjahi</u> saare Bookari.
baabamaa	<u>Baabamaa</u> yahi saare Bookari.
qo	Qo yahi saare Bookari.

## c) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yahi saare Bookari.
ße	Be <u>ñjahi</u> saare <u>Bookari</u> .
neenemaa	<u>Be</u> <u>ñjahi</u> saare neenemaa.
qo	Qo yahi saare <u>neenemaa</u> .
baabamakko	<u>Qo</u> yahi saare baabamakko.
mi	<u>Mi</u> <u>yahi</u> saare baabamakko.
wayr	<u>Mi</u> wayri saare baabamakko. 'I haven't been to his father's
ße	Be <u>mbayri</u> saare <u>baabamakko</u> . village for a long time.'
kawmaa	<u>Be</u> <u>mbayri</u> saare kawmaa.
qo	Qo <u>wayri</u> saare kawmaa.
yaa	Qo yahi saare <u>kawmaa</u> .

## 3.4 Note: The Active 'Infinitive' Verbal Noun.

Note the sentence: Mi wayri ma yilde. 'I've not seen you in ages.'

In this sentence the form yilde is an 'infinitive' and translates 'to see'.

The infinitive is formed by the addition of the suffix [-de], a noun class suffix, to the verb root. When the verb root has two consonants at its end a vowel /u/ intervenes between the root and the suffix. No sequence of three consecutive consonant phonemes is permitted in Fula.<sup>1</sup> Although this vowel /u/ is not part of the verb root (it does not occur in forms of the verb which have a suffix starting with a vowel), it does occur when the verb is used without suffix as an abrupt imperative. Note and use as a basis for a learning drill the following list of verbs from units 1-3 with their infinitive forms and their abrupt imperative forms:

<sup>1</sup>Unless one is a nasal compound like /nd/, /mb/, etc.

<u>Root</u>	<u>Infinitive</u>	<u>Abrupt Imperative</u>
waal	waalde	waal
yaa	yaade	yaa
ñall	ñallude	ñallu
qokk	qokkude	qokku
jang	jangude	jangu
haal	haalde	haal
wii	wilde	wii
heß	heßde	heß
moddy	moddyude	moddyo <sup>1</sup>
barakin	barakinde	barakin
jab	jabde	jab

Certain verbs which have occurred are here omitted, either because they are not used as active verbs (passive and middle voice infinitives have different forms) or because they do not commonly occur in an infinitive form.

### 3.6 Reference Note: Phrase Stress

Fula is spoken, like English, in phrases of various lengths. At the end of each phrase there is a 'juncture.'

Junctures are of two types, optional-pause juncture, here marked by a comma and representing a place where the speaker may pause; and obligatory-pause junctures, here marked by / ↑ /, / ? / or / . / and representing a place where the speaker must, in fact, insert a pause - of whatever length.

Obligatory-pause junctures always and the optional-pause juncture whenever a pause actually occurs, are characterized by certain intonation or pitch patterns on the sequence of syllables preceding the juncture.

The regular intonation pattern preceding / , / ; / ? /; or / . / junctures is characterized by a raised pitch (and possibly also an increase in length and/or loudness) of a syllable before the last.<sup>2</sup> We here have chosen to call this syllable the 'stressed' syllable and to refer to the pitch and related characteristics of this syllable as 'phrase stress.'

<sup>1</sup>This is a middle voice imperative: 'Be good!'

<sup>2</sup>The student should be particularly careful to distinguish between vowel length, which is characteristic of certain basic forms of Fula and may occur anywhere in a phrase, and phrase stress. Thus in the sentence: Jam waali. the phrase stress coincides with the length of syllable, while in: Debbomakko haali kam,.... the stress of the phrase is on the syllable /-i/, not on the long vowel. An English-tuned ear may tend to hear this length as phrase stress and not react to the definite pitch rise on the /-i/ syllable.

/?/ juncture differs from / , / or / . / juncture in having a generally higher pitch on the stressed syllable and also in having higher pitch on syllables before the stressed syllable. Thus the whole 'key' of the utterance up to the stressed syllable is raised before / ? / juncture. For example if we indicate pitch by lines:

ga nanat.      is [qa nanat]  
ga nanat?      is [qa nanat]

The most characteristic feature of the pitch pattern preceding / ? / is that the step-up of pitch to the stressed syllable is less than before / . / and the entire register of these syllables is higher than before / . /. However, there is no difference in the rules regarding the location of the stressed syllable before / ? / and / . /.<sup>1</sup>

The particular syllable which will exhibit phrase stress depends on the grammatical structure of the last word or word-group in the phrase. A few examples will enable us to illustrate some useful generalizations about this:

- A. 1. Jam waali.
- 2. Mi wayri yaade saare Demba.
- 3. Kori qa nanat, kibaaru baabamakko?
- 4. Debbomakko haali kam, kullemakko.

The sentences of A exhibit phrase stress on the 'penultimate' (next-to-last) syllable. This may be established as in some sense the norm from which deviations require explanation.

- B. 5. Mi yahiino, to saare Bookari.

The second phrase of B exhibits phrase stress on the antepenultimate (third from the end) syllable. This may be taken as a special case of the 'normal' penultimate stress which occurs when the final word of a phrase has a 'base' of more than two syllables. A base is definable as the root of the word with or without a noun class suffix or a verbal extension suffix but not including any other kind of suffix. In short the base is the shortest form of the 'word' which may be pronounced in isolation or in context.

The first phrase of B exhibits 'normal' penultimate stress. This three-syllable construct, yahiino, is not a base, since the forms yaa, the 'root' and yahi both occur in other contexts.

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<sup>1</sup>Note that here we are speaking of /?/ juncture as a phonemic entity. The orthographic question mark, ?, is used in these lessons not only to signal /?/ juncture but also at the end of sentences with question words or the question particle, which sentences do not show the higher pitch associated with /?/ juncture.

C. 6. No yimbemaa ūe?

7. Mi wayri yaade saaremaa.

The two sentences of C exhibit stress, earlier than the penultimate syllable. Neither saaremaa nor yimbemaa ūe is a base, since saare and yimbē occur independently. Hence there must be something about the constructs here which is different from e.g. yahiino. The suffix -maa 'your (sg.)' belongs to a class of monosyllabic pronoun suffixes the members of which do not affect stress. Similarly ūe, which was defined as a 'class marker' belongs to a class of class markers, none of which affects the position of stress. Hence the phrase stress of these two sentences remains on the penultimate syllable of the stem to which such suffixes or class markers are appended.

D. 8. Tuma qo qartaa?

9. Honno Yompa?

The sentences of D show phrase stress placement in the sentence earlier than previous examples. The first words of these sentences are question words. Especially in short questions the stress is often on the question word but this is as variable as in English.

Compare:      When did he come?  
                  When did he come?

In general in these materials we will not mark stress on the interrogative word since either reading is possible. When the context demands emphatic stress on the interrogative, it will be marked.

E. 10. Yalla qokkur ūe jam.

This sentence illustrates a form of a verb which we describe as an 'imperative'. This is the root or base of the verb without suffix. Imperatives are generally stressed.

With the range of sentence patterns available at this stage, no further useful generalizations can be illustrated. To round out the presentation, however, we may note that 'adverbial modifiers' which modify verbs and receive such translations as 'again', 'a little', 'too', etc., do not normally affect stress patterns.

The juncture / ↑ / is characterized by a high pitch on the immediately preceding syllable - a pitch which does not fall but may rise or 'lilt' upward slightly at the end.

Phrase stresses which do not conform to the generalizations given above are marked in these materials with the acute accent, / ' /. Thus this symbol over the last syllable of a phrase means a high to low falling intonation pattern on the syllable. The stress symbol elsewhere in the phrase simply indicates phrase stress on the syllable so marked. Phrase stress which does not accord with the generalizations above is commonly to be construed as 'contrastive' or 'emphatic' stress, analogous to the stress on the articles in the English sentences.

'I asked for a book, not the book.'

Phrase stresses which do accord with the generalizations above are not marked in our materials.

## UNIT 4

4.0 Dialog: Additional Afternoon Greetings

	-Samba-	
Jam ḥallen.		Good afternoon.
	-Demba-	
Jam tan ↑		Greetings
	-Samba-	
-mon/-modon		your (pl.)
No baabamon.		How's your father.
	-Demba-	
Jam tan ↑		Fine.
qodon		you (pl.) are ----ing
Kori qodon nana kibaaru baabamon.		I hope you are hearing news of your father.
kono		but
sellu		be well
sellaani		is not well
Qeeyi↑ kono qo sellaani.		Yes, but he's not well.
	-Demba-	
ko		it is, there is, what (is)?
mo		him, her, it (object pronoun)
Ko hodum hebi mo?		What's wrong with him? 'What has gotten him?')
	-Samba-	
koŋgal [ŋgal] (koyde)		leg, foot
muus		suffer, be ill, hurt, ache
muusata		which hurts (relative form)
Ko koŋgalmakko, muusata.		His leg is bothering him. ('It's his leg that hurts.')
	-Demba-	
maa		or; one hopes
ðum		thing, that, it
bur		surpass, exceed, improve, be greater than
buri		has improved, is better, is greater than

seeda	a little, a bit, some
Maa d'um buri seeda? <sup>1</sup>	[I] hope it's gotten better.
	-Samba-
Qeeyi↑ qo buri jooni. <sup>1</sup>	Yes, he's better now.
Yalla qokkur mo jam.	May God give him peace.
	-Demba-
No neenemaa?	How is your mother?
	-Samba-
Neeneqam yahi saare Jibel.	My mother has gone to Jibel village.

## 4.1 Variation Drills on Basic Sentences

## a) Simple Substitution Drill

New word: hiir 'spend the evening'

<u>Cue</u>	<u>Pattern</u>
	Jam <u>waali</u> .
ñallen	Jam <u>ñallen</u> .
hiiri	Jam <u>hiiri</u> .
ñalli	Jam <u>ñalli</u> .
mbaalen	Jam <u>mbaalen</u> .
kiiren	Jam <u>kiiren</u> .

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> sellaani.
ße	<u>Be</u> sellaani.
qo	<u>Qo</u> sellaani.
Demba	<u>Demba</u> sellaani.
meŋ	<u>Meŋ</u> sellaani.
Samba	<u>Samba</u> sellaani.
qa	<u>Qa</u> sellaani?
mi	<u>Mi</u> sellaani.

<sup>1</sup>Note that seeda is one of the adverbial modifiers mentioned in 3.6 which does not affect phrase stress. jooni also does not normally affect stress but in Unit 2 occurred the sentence: Kori biddomaah yahi jangurdu joóni. in which jooni did receive a contrastive stress-hence the stress mark there.

## c) Random Substitution Drill

New word: marse [ø] (marseejí) 'market'

<u>Cue</u>	<u>Pattern</u>
bibbe	Kori <u>bibdomaa</u> yahi jaŋgurdu jooni.
-mon	Kori <u>bibdemaa</u> ŋjahi jaŋgurdu jooni.
saare	Kori <u>bibdemon</u> ŋjahi saare jooni.
yimbe	Kori <u>yimbemon</u> ŋjahi saare jooni.
-maa	Kori <u>yimbemaa</u> ŋjahi <u>saare</u> jooni.
marse	Kori <u>yimbemaa</u> ŋjahi marse <u>jooni</u> .
debbo	Kori <u>debbomaa</u> yahi marse jooni.
rewbemon	Kori <u>rewbemon</u> ŋjahi <u>marse</u> jooni.
jaŋgurdu	Kori <u>rewbemon</u> ŋjahi jaŋgurdu jooni.
bibbe	Kori <u>bibdemon</u> ŋjahi jaŋgurdu jooni.
bibdomaa	Kori <u>bibdomaa</u> yahi jaŋgurdu jooni.

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
kam	Ko hodum hebi <u>mo</u> ?
be	Ko hodum hebi <u>kam</u> ?
men	Ko hodum hebi <u>be</u> ?
Demba	Ko hodum hebi <u>men</u> ?
neenemaa	Ko hodum hebi <u>Demba</u> ?
baabamon	Ko hodum hebi <u>neenemaa</u> ?
bibdomaa	Ko hodum hebi <u>baabamon</u> ?
kawmon	Ko hodum hebi <u>bibdomaa</u> ?
mawnirawomaa	Ko hodum hebi <u>kawmon</u> ?
miñirawomaa	Ko hodum hebi <u>mawnirawomaa</u> ?
debbomaa	Ko hodum hebi <u>miñirawomaa</u> ?
rewbemakko	Ko hodum hebi <u>debbomaa</u> ?
bengumaa	Ko hodum hebi <u>rewbemakko</u> ?
Bookari	Ko hodum hebi <u>bengumaa</u> ?
Samba	Ko hodum hebi <u>Bookari</u> ?
mo	Ko hodum hebi <u>Samba</u> ?

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko koyŋgal <u>makk</u> muusata.
-maa	Ko koyŋgal <u>maa</u> muusata.
-qam	Ko koyŋgal <u>qam</u> muusata.
debboqam	Ko koyŋgal <u>debboqam</u> muusata.
baabaqam	Ko koyŋgal <u>baabaqam</u> muusata.
neenemaa	Ko koyŋgal <u>neenemaa</u> muusata.
ɓid̩domakko	Ko koyŋgal <u>ɓid̩domakko</u> muusata.
kaw Demba	Ko koyŋgal <u>kaw Demba</u> muusata.
mawnirawoqam	Ko koyŋgal <u>mawnirawoqam</u> muusata.
miñirawomaa	Ko koyŋgal <u>miñirawomaa</u> muusata.
Bookari	Ko koyŋgal <u>Bookari</u> muusata.
Samba	Ko koyŋgal <u>Samba</u> muusata.
Demba	Ko koyŋgal <u>Demba</u> muusata.
-makko	Ko koyŋgal <u>makk</u> muusata.

## f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa <u>dum</u> buri seeda?
qo	Maa <u>qo</u> buri seeda?
be	Maa <u>be</u> buri seeda?
qa	Maa <u>qa</u> buri seeda?
qon	Maa <u>qon</u> buri seeda?
koyŋgalmaa	Maa <u>koyŋgalmaa</u> buri seeda?
baabamakko	Maa <u>baabamakko</u> buri seeda?
neeneqam	Maa <u>neeneqam</u> buri seeda?
kaw Samba	Maa <u>kaw Samba</u> buri seeda?
mawnirawo Demba	Maa <u>mawnirawo Demba</u> buri seeda?
miñirawo Samba	Maa <u>miñirawo Samba</u> buri seeda?
debbomakko	Maa <u>debbomakko</u> buri seeda?
ɓid̩doqam	Maa <u>ɓid̩doqam</u> buri seeda?
Samba	Maa <u>Samba</u> buri seeda?
Demba	Maa <u>Demba</u> buri seeda?
dum	Maa <u>dum</u> buri seeda?

## g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>Neeneqam</u> yahi <u>saare Jibel</u> .
jaŋgurdu	<u>Qo</u> yahi <u>saare Jibel</u> .
debbomaa	<u>Qo</u> yahi <u>jaŋgurdu</u> .
marse	<u>Debbomaa</u> yahi <u>jaŋgurdu</u> .
ße	<u>Debbomaa</u> yahi <u>marse</u> .
saare Bookari	<u>ße</u> <u>ñjahi</u> <u>marse</u> .
biɖɖoqam	<u>Be</u> <u>ñjahi</u> <u>saare Bookari</u> .
ŋgesamakko	<u>Biɖɖoqam</u> yahi <u>saare Bookari</u> .
meŋ	<u>Biɖɖoqam</u> yahi <u>ŋgesamakko</u> .
saare Jibel	<u>Meŋ</u> <u>ñjahi</u> <u>saare Jibel</u> .
qon	<u>Qon</u> <u>ñjahi</u> <u>saare Jibel</u> ?
saare Bookari	<u>Qon</u> <u>ñjahi</u> <u>saare Bookari</u> ?
kaw Samba	<u>Kaw</u> <u>Samba</u> yahi <u>saare Bookari</u> .
marse	<u>Kaw</u> <u>Samba</u> yahi <u>marse</u> .
qa	<u>Qa</u> yahi <u>marse</u> ?
jaŋgurdu	<u>Qa</u> yahi <u>jaŋgurdu</u> ?
baabamaa	<u>Baabamaa</u> yahi <u>jaŋgurdu</u> .
ŋgesamakko	<u>Baabamaa</u> yahi <u>ŋgesamakko</u> .
neeneqam	<u>Neeneqam</u> yahi <u>ŋgesamakko</u> .
saare Jibel	<u>Neeneqam</u> yahi <u>saare Jibel</u> .

## 4.2 Note: Short-Form Subject Pronouns

While every noun class has a form, related to the class suffix, which functions as a pronominal substitute for a noun of that class, it is sufficient for present purposes to learn to use the personal pronouns for first and second persons and the pronouns of the singular and plural personal, [qo] and [ße] classes.

The short-form subject pronouns are as follows:

	<u>Singular</u>	<u>Plural</u>
1st person	mi	meŋ
2nd person	qa	qen (inclusive of speaker) qon (exclusive of speaker)
3rd person	qo	ße

The two forms of the second person plural are a source of potential confusion to the student. Qen refers to two persons - usually the person spoken to plus the speaker. This normally translates as 'you and I' or 'we' and, from an English point of view appears to be a first-person form including the person

spoken to. However, from a formal point of view, gen patterns with gon as we can see above by the absence of the /m/ of first person forms. Other ways in which the second person inclusive forms pattern with other second person forms will become apparent as we progress.

Basically, the gen form is a 'dual' - between singular and plural - and is also, in a certain sense, between first and second person - including, normally one individual first person with one individual second person or with a group of second persons considered as a unit. In this usage gen occurs as subject in the Fula translation, of such sentences as 'You remember, last year, we went together to the lake.'

However, in certain contexts - especially with certain verbs such as gar 'come' - it is not likely that a speaker will inform a second person or a group of persons concerning their mutual action. In such situations gen is sometimes used to denote the speaker and one other participant in the action not the person spoken to.

Thus it can be seen that in most cases the form gen is best translated as 'we two' or 'the two of us' and that it has, in Fula, all the potential ambiguity associated with those translations in English.

It should further be noted that it is a second person plural inclusive form related formally to gen which is used in situations where, in English, the verb phrase 'let's \_\_\_' would occur to express a suggestion for action involving both speaker and person or group spoken to.

In practice, once gen has been used to show the inclusion of speaker as well as person spoken to, subsequent clauses or sentences in the same context may employ the first person plural men to refer to the group's actions. In general men is more common than gen and the latter is used to emphasize that the two persons are included. When such emphasis is not required men 'we' or gon 'you (pl.)' are used.

Members of this set of personal pronouns occur commonly as the subjects of perfective forms of verbs, for example:

Mi yahi.	'I went.'
Be ñjahi to saare.	'They went to town.'

and as subject of all negative and potential forms of verbs. There is another set of subject pronouns which are longer than these (see 4.6 below) hence we refer to these as the short forms of subject personal pronouns.

## 4.3 Grammar Drills on Short-Form Subject Pronouns

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>Qa</u> yahi to marse?
mi	<u>Qo</u> yahi to marse.
be	<u>Mi</u> yahi to marse.
men	<u>Be</u> ñjahi to marse.
qon	<u>Men</u> ñjahi to marse.
qa	<u>Qon</u> ñjahi to marse.
	Qa yahi to marse?

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>Qa</u> waali to saare Bookari?
mi	<u>Qo</u> waali to saare Bookari.
be	<u>Mi</u> waali to saare Bookari.
men	<u>Be</u> mbaali to saare Bookari.
qon	<u>Men</u> mbaali to saare Bookari.
qa	<u>Qon</u> mbaali to saare Bookari?
qen	<u>Qa</u> waali to saare Bookari.
qa	<u>Qen</u> mbaali to saare Bookari.
	<u>Qa</u> waali to saare Bookari?

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>Qa</u> yahi to jaŋgurdu?
ñall	<u>Qo</u> <u>yahi</u> to jaŋgurdu.
marse	<u>Qo</u> ñalli to <u>jaŋgurdu</u> .
be	<u>Be</u> ñalli to marse.
yaa	<u>Be</u> ñjahi to <u>marse</u> .
jaŋgurdu	<u>Be</u> ñjahi to jaŋgurdu.
men	<u>Men</u> ñjahi to jaŋgurdu.
waal	<u>Men</u> mbaali to <u>jaŋgurdu</u> .
marse	<u>Men</u> mbaali to marse.
qon	<u>Qon</u> mbaali to marse?
ñall	<u>Qon</u> ñalli to <u>marse</u> ?
jaŋgurdu	<u>Qon</u> ñalli to jaŋgurdu?
qo	<u>Qo</u> ñalli to jaŋgurdu.
waal	<u>Qo</u> waali to <u>jaŋgurdu</u> .
marse	<u>Qo</u> waali to marse.

	<u>Qo</u> waali to marse.
mi	Mi <u>waali</u> to marse.
yaa	Mi yahi to <u>marse</u> .
jangurdu	Mi yahi to jangurdu.
qa	Qa yahi to jangurdu?

## d) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
marse	<u>Qo</u> yahi to <u>saare Bookari</u> .
be	<u>Qo</u> yahi to marse.
waal	<u>Be</u> <u>ñjahi</u> to marse.
mi	Mi <u>waali</u> to <u>marse</u> .
saare Bookari	Mi <u>waali</u> to saare Bookari.
menj	Menj <u>mbaali</u> to saare Bookari.
yaa	<u>Menj</u> <u>ñjahi</u> to saare Bookari.
qa	Qa yahi to <u>saare Bookari</u> ?
marse	<u>Qa</u> yahi to marse?
qon	<u>Qon</u> <u>ñjahi</u> to marse?
qo	<u>Qo</u> <u>yahi</u> to marse.
waal	<u>Qo</u> <u>waali</u> to <u>marse</u> .
saare Bookari	<u>Qo</u> <u>waali</u> to saare Bookari.
yaa	<u>Qo</u> yahi to saare Bookari.
be	<u>Be</u> <u>ñjahi</u> to saare Bookari.
waal	<u>Be</u> <u>mbaali</u> to saare Bookari.
qo	<u>Qo</u> <u>waali</u> to saare Bookari.
yaa	<u>Qo</u> yahi to saare Bookari.

## 4.4 Reference Note on Verbal Forms in Fula

The variety of verbal forms which occurs in Fula is great and potentially confusing to the student. The various forms which occur must be introduced in notes and systematically drilled one at a time through succeeding units. However, a certain amount of terminology will be employed to distinguish verbal forms and it appears desirable to present an overview of the verbal structure and to introduce some of the terms at this point.

Basically each verb consists of a verb 'root', a form which cannot be sub-divided into smaller units carrying meaning. This root may be employed in a sentence as the 'imperative' form of the verb (see Note 3.2).

For example: Qar! 'Come!'

Added to the end of the root may be one or another 'verbal extension' carrying such meanings as 'causative', 'goal directed', 'reciprocal', etc.

An example is furnished by the verbs haal 'say, tell' and haalan 'tell to' in Unit 2. A verb root plus one (or more) extensions is called a 'verb base'.

A verb root or verb base may be 'inflected' by the addition of suffixes in a variety of ways. Essentially these inflections are of three types:

#### 1. 'Aspect' - Perfective or Imperfective.

Imperfective: Mido laaroya gaynaakoqam.  
'I'm going to look for my

2. 'Voice' - Active voice, middle voice, or passive voice.

Examples: Active voice: Mi wayri ylide Yompa.  
'I haven't seen Yompa for a long time.'

Middle voice: }  
Passive voice: } (No examples have yet occurred).

### 3. 'Tense' - Simple, Preterit, Potential/Habitual, etc.

Preterit: Mi yahiino to saare Bookari.  
'I'd gone to Bookari's village.'

Potential/Habitual: Kori qa nanat kibaaru baabamakko.  
'I trust you hear news of his father.'

A study of these examples should make clear how difficult it is to equate any of the categories of inflection with categories like 'tense' in traditional grammar.

Study of the examples also makes it clear that there are potentially many more forms than those exemplified. For example the form wayri is perfective in aspect, active in voice and simple in tense. Verb forms may also, of course, represent any of the various combinations of these categories, like yahino which is perfective in aspect, active in voice and preterit in tense; or nanat which is imperfective in aspect, active in voice and potential in tense. Examples of other combinations of these categories will occur as the student progresses through these units.

The total number of forms which may be constructed on a particular root or base is very large. However, study of the few examples given above indicates that certain suffixes are characteristic of certain categories. For example, active perfective forms contain [-i] while active imperfective ones contain [-a]. Similarly preterit tense forms end in [-no] while potential ones have a [-t] on

them (or a [-y] as we shall see). Thus the elements of meaning associated with the several categories are correlated with particular suffixes and mastery of them consists in learning the suffixes and the rules for their occurrence (such as, for example, the rule that perfective aspect and potential tense do not occur together.)

In addition to the categories outlined above, verbal forms may also be positive (lacking a specific suffix) or negative (inflected with a particular negative suffix).

Examples: Positive: Qo buri jooni. 'He's better now.'  
Negative: Kono qo sellaani. 'But he's not well.'

Another type of verbal form has occurred in dialogs as follows:

Tuma <u>ñjaataa</u> ñgesamaa?	'When will you go to your farm?'
Ko koynqalmakko, <u>muusata</u> ?	'It's his leg that hurts.'

These forms occur regularly in certain questions and as forms modifying nouns (like such English relative clauses as 'that hurts' in the second example). We call these relative forms of the verb. Relative forms occur in various aspects and voices and many of them, as in the first example, have a suffix for the subject (here [-a] for 'you (sg.)'). Forms with subject suffixes are regularly characterized by consonant alternation of the root-initial consonant (as in ñjaataa).

We have seen (3.4) that verb roots and bases may also be suffixed with noun class suffixes to make nouns. This process is known as derivation. The infinitive (for example: yilde) is such a noun (of the [nde] noun class). Another example which has occurred is jangurdú from the verb root jang with the [-r] verbal extension (a 'locative' extension) making the verb base jangur plus the noun class suffix du (of the [ndu] class). In Fula, derivation is from verb root or base to noun, not the other way around.

#### 4.6 Note: Long-form Subject Pronouns with Imperfective Verb Forms, the 'Progressive' Form

Note the sentences: Mido laaroya gaynaakoqam.

'I'm going to look for my shepherd.'

Kori qodon nana kibaaru baabamon.

'I hope you're hearing news of your father.'

The commonest type of sentence employing imperfective verb forms uses a longer form of the subject pronoun plus the imperfective stem of the active verb (verb base plus [-a]). The complete set of long-form personal pronouns is as follows:

	<u>Singular</u>	<u>Plural</u>
1st person	mido	miden
2nd person	qada	qedən (inclusive of speaker) qodon (exclusive of speaker)
3rd person	qomo	bedo

The effect of this long-form of the personal pronouns is to make an 'equational' or 'situational' sentence. A more literal translation of the first example sentence would be 'I am in the (as yet incomplete) state of going to look for my shepherd.' In this translation the parenthetical phrase 'as yet incomplete' refers to the fact that the imperfective verb form indicates action not yet complete.

A similar effect is obtained in sentences with noun or class pronoun (rather than personal pronoun) subjects by the use of the particle [no/na], a 'locative' particle meaning 'in/at'.<sup>1</sup> Thus the example sentence with subject Demba would be:

Demba no laaroya gaynaakoqam.	'Demba is in the (as yet incomplete) state of going to look for my shepherd.'
-------------------------------	---

The difference between no and na here is that no is commonly used with subjects of the [qo] 'personal' class and with relative clauses as subject while na is usually used with all other subjects, but there is some free variation.

The long-form personal pronouns and noun subjects plus [no/na] are used also with forms other than the imperfectives of verbs - with the stative forms of verbs (as will be explained later) and with non-verbal expressions of state such as qe jam 'with (or in) peace':

Mido qe jam.	'I'm in peace.'
Demba no qe jam.	'Demba is in peace.'

With the verb yaa, 'go', the perfective and imperfective forms (with short and long subject pronouns respectively) and with noun subjects are as follows:

Perfective:	<u>Singular</u>	<u>Plural</u>
1st person	Mi yahi to saare Jibel.	Men ñjahı to saare Jibel.
2nd person	Qa yahi to saare Jibel?	Qen ñjahı to saare Jibel. Qon ñjahı to saare Jibel?
3rd person	Qo yahi to saare Jibel.	Be ñjahı to saare Jibel.

<sup>1</sup>The pronoun qo functions both as a personal pronoun with the long form qomo as in: Qomo to saare. 'He is in town.' or as a class 'demonstrative' pronoun as in Qo no to saare. 'This one is in town.'

Noun Subject:

Demba yahi to saare Jibel. Yimbé ðe ñjahi to saare Jibel.<sup>1</sup>

Imperfective (Progressive):

1st person	Mido yaha to saare Jibel.	Miden ñjaha to saare Jibel.
2nd person	Qada yaha to saare Jibel.	Qeden ñjaha to saare Jibel.
3rd person	Qomo yaha to saare Jibel.	Bedo ñjaha to saare Jibel.

Noun Subject:

Demba no yaha to saare Jibel. Yimbé ðe no ñjaha to saare Jibel.

#### 4.7 Grammar Drills on Progressive Verb Forms

##### a) Progressive Substitution-Transformation Drill

Cue	Pattern 1	Pattern 2
yo	<u>Mi</u> yahi marse.	Mido yaha marse.
ñall	Qo <u>ñall</u> marse.	Qomo ñalla marse.
janjurdu	Qo ñall <u>janjurdu</u> .	Qomo ñalla janjurdu.
ðe	Be <u>ñall</u> janjurdu.	Bedo ñalla janjurdu.
laaroyii	Be ndaaroyi <u>janjurdu</u> .	Bedo ndaaroya janjurdu.
gaynaakomaa	Be ndaaroyi gaynaakomaa.	Bedo ndaaroya gaynaakomaa.
men	Men <u>ndaaroyi</u> gaynaakomaa.	Miden ndaaroya gaynaakomaa.
qokk	Men ñgokki <u>gaynaakomaa</u> .	Miden ñgokka gaynaakomaa.
Samba	Men ñgokki Samba.	Miden ñgokka Samba.
qa	Qa <u>gokki</u> Samba?	Qada qokka Samba?
laar	Qa laari <u>Samba</u> ?	Qada laara Samba?
Bookari	Qa laari Bookari?	Qada laara Bookari?
qon	Qon <u>ndaari</u> Bookari?	Qodon ndaara Bookari?
yii	Qon ñjiyi <u>Bookari</u> ?	Qodon ñjiya Bookari?
marse	Qon ñjiyi marse?	Qodon ñjiya marse?
mi	Mi <u>yiyi</u> marse.	Mido yiya marse.
yaa	Mi yahi marse.	Mido yaha marse.

<sup>1</sup>The second /ðe/ here is a specific or demonstrative pronoun particle here translated 'the'. This structure will be explained and drilled in Unit 5.

## b) Random Substitution-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Samba</u> jaŋgi.	Samba no jaŋga.
qar	<u>Samba</u> qari.	Samba no qara.
gen	Qen <u>ŋgari</u> . <sup>1</sup>	Qeden ŋgara.
waal	Qen mbaali.	Qeden mbaala.
Demba	Demba <u>waali</u> .	Demba no waala.
yaa	Demba <u>yahi</u> .	Demba no yaha.
qo	Qo <u>yahi</u> .	Qomo yaha.
laar	Qo laari.	Qomo laara.
Yompa	Yompa <u>laari</u> .	Yompa no laara.
jaŋg	<u>Yompa</u> jaŋgi.	Yompa no jaŋga.
mi	<u>Mi</u> jaŋgi.	Mido jaŋga.
Samba	Samba jaŋgi.	Samba no jaŋga.

<sup>1</sup>Note that this is one of the situations, noted in 4.2 above, where /qen/ cannot easily include the person spoken to and hence probably refers to the speaker and a single other. Substitution here of /men/ might lead the hearer to look about for other members of a larger group. Note also that /qen/, though formally patterning with second person forms does not require us to regard a statement like this one as a 'yes-no' question. (see footnote to (b) of Variation Drills, Unit (3)).

**NOTES**

## UNIT 5

5.0 Basic Sentences: Useful classroom Expressions

yid'	want, like
fof	breathe
foft	take a breather, relax
na <sup>1</sup>	(question particle)
1. Qa yid'i foftude' na?	Do you want to take a break?
2. Qeeyi↑	Yes.
3. Qawa↑ foften seeda.	let's (you and I) take a break OK, let's take a short break. ('Let's relax a bit.')
4. Ngaren, meŋ njara kinqkiliba.	come on (you and I) drink (verb) may drink, should drink herb tea Come on, we'll drink herb tea.
5. Qawa, ngaren, meŋ jaŋga.	may study, should study OK, come on, we should study.
6. Si mi haali, haalaa.	you (sg.) are to speak you (pl.) are to speak Repeat after me. ('When I have spoken, you [sg.] are to speak.')
Si mi haali, kaalon.	..... you [pl.] .....
7. Haal kadi.	again Repeat! ('Speak again!')
8. Dum na moddyi.	This is good. ('This in state of having become good.')
9. Haalanam kadi.	Say it again. ('Tell [it] to me again')
quddu	close
quddit	open
deftere [nde] (defte)	book

<sup>1</sup>The question particle na requires a strong stress on the immediately preceding syllable even when that syllable is a nominal class suffix (as here) or a monosyllabic possessive pronoun suffix. Note: Qo yahi gallegam na? 'Did he go to my compound?'

- soora [ø] (sooraají)  
goqo  
10. Quddit deftemon, soora goqo.  
11. Qawa↑ jaŋgen soora qo.  
12. Jaŋgu qo.
- chapter  
number one  
Open your books [to] chapter  
number one.  
OK, let's read this chapter.  
Learn this. / Study this.

## 5.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

New word: gorko [qo] (worße) man, male, husband

<u>Cue</u>	<u>Pattern</u>	
qo	Qa yídí <u>yíide</u> dúm na?	'Do you [sg.] want to see it?'
hebde	Qo yídí <u>hebde</u> dúm na?	'Does he want to get it?'
qon	Qon ñjídí <u>hebde</u> dúm na?	
jaŋgude	Qon ñjídí jaŋgude dúm na?	'Do you [pl.] want to read it?'
ße	Be ñjídí <u>jaŋgude</u> dúm na?	
yarde	Be ñjídí yarde dúm na?	
gorko qo	Gorko qo yídí <u>yarde</u> dúm na?	
nande	<u>Gorko qo</u> yídí nande dúm na?	
qo	Qo yídí <u>nande</u> dúm na?	
laarde	Qo yídí laarde dúm na?	
qa	Qa yídí <u>laarde</u> dúm na?	
yíide	Qa yídí <u>yíide</u> dúm na?	

## b) Progressive Substitution Drill

New word: galle [ø] (galleeji) compound, home

<u>Cue</u>	<u>Pattern</u>	
qa	Qa yídí yaade to galleqam na?	'Do you [sg.] want to go to my place?'
qo	Qo yídí <u>yaade</u> to galleqam na?	
qarde	Qo yídí qarde to galleqam na?	'Does he want to come to my place?'
ße	Be ñjídí <u>garde</u> to galleqam na?	
waalde	<u>Be</u> ñjídí waalde to galleqam na?	'Do they want to spend the night at my place?'

	<u>Be</u> ñjidi waalde to galleqam na?
Demba	Demba yidi <u>waalde</u> to galleqam na?
ñallude	Demba yidi <u>ñallude</u> to galleqam na?
kawmaa	Kawmaa yidi <u>ñallude</u> to galleqam na?
foftude	Kawmaa yidi <u>foftude</u> to galleqam na?
qa	Qa yidi <u>foftude</u> to galleqam na?
yaade	Qa yidi <u>yaade</u> to galleqam na?

### 5.2 Note: Specific or Demonstrative Pronoun Particles

Note the sentences:

No yimbemaa <u>be</u> ?	How [are] the people of yours?
Qawa† jaŋgen soora <u>qo</u> .	OK, let's read this chapter.

These are illustrations of the use of a pronominal form to show a specific or demonstrative meaning, often translatable by the English definite article 'the' or by a demonstrative, 'this' or 'these'.

Nouns in Fula usually have suffixes which mark the membership of the noun in one of the many noun classes of the language. Some of these classes are singular, others plural. In these materials, when a noun is introduced, the class pronoun is given in brackets and the plural form in parentheses after it, and these must be learned as part of learning the noun. For example, debbo [qo] rewbe.

The specific or demonstrative pronoun particle consists of the appropriate form of the class pronoun occurring after the noun (or after the noun phrase, if the noun is modified). In the two examples at the beginning of this note, the class suffixes are respectively, be and Ø (zero). Many borrowed words belong to the zero class in the singular as far as their direct suffix is concerned but take the demonstrative appropriate to the qo class (singular, personal [and other] nouns). Thus the borrowed word (from Arabic) soora takes the specific or demonstrative pronoun particle qo.

With some words which have occurred to date the specific particles are as follows:

<u>Singular</u>	<u>Plural</u>
neddo qo	yimbé <u>be</u>
debbo qo	rew <u>be</u> <u>be</u>
biidoo qo	biib <u>be</u> <u>be</u>
baaba qo	baabiraa <u>be</u> <u>be</u>
kiŋkiliba qo	-----
soora qo	sooraaji d'i
kibaaru ndu	-----
jaŋgurdu ndu	jaŋgurduuji d'i
deftere nde	defte de

hunde nde	kulle de
saare nde	caqe de / saareejí dí
galle nde	galleejjí dí
bengu ñgu	-----
ñgesa mba	gese de

Note that the plural class which has the suffix -jjí takes a specific or demonstrative dí, while the plural class that has the suffix -e takes the demonstrative de.

The demonstrative may also precede the noun, as go biddo 'this child', or nde deftere 'this book', in which case there may be a contrastive or demonstrative stress on the particle and the translation is more commonly 'this' or 'these' rather than the definite article. The suffix -ya to the appropriate particle forms a demonstrative with reference at a distance. Thus, góya biddo 'that child', béya rewbe 'those women' or déya defte 'those books'. Demonstratives with suffix -ya normally precede the noun they specify. Demonstratives are used as pronouns without the related noun when the reference is clear from context.

Note that neither the noun class suffix or the following demonstrative particle normally receives stress even when the penultimate syllable.

### 5.3 Grammar Drills on Specific or Demonstrative Particles

#### a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo sellaani.</u>
worbe ñe	<u>Worbe ñe cellaani.</u>
gorko qo	<u>Gorko qo sellaani.</u>
rewbe ñe	<u>Rewbe ñe cellaani.</u>
debbo qo	<u>Debbo qo sellaani.</u>
yimbe ñe	<u>Yimbe ñe cellaani.</u>
neddo qo	<u>Neddo qo sellaani.</u>
ñe	<u>Ñe cellaani.</u>
qo	<u>Qo sellaani.</u>

#### b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo yahi jaŋgurdu.</u>
ñe	<u>Ñe ñyahí jaŋgurdu.</u>
qo gorko	<u>Qo gorko yahi jaŋgurdu.</u>
ñe worbe	<u>Ñe worbe ñyahí jaŋgurdu.</u>
qo debbo	<u>Qo debbo yahi jaŋgurdu.</u>
ñe rewbe	<u>Ñe rewbe ñyahí jaŋgurdu.</u>

	<u>Be rewbe</u> ñjahi jaŋgurdu.
qo neddo	<u>Qo neddo</u> yahi jaŋgurdu.
be yimbé	<u>Be yimbé</u> ñjahi jaŋgurdu.
qo bido	<u>Qo bido</u> yahi jaŋgurdu.
be bibe	<u>Be bibe</u> ñjahi jaŋgurdu.
qo	Qo yahi jaŋgurdu.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
beya	Tuma <u>qoya</u> qarata?	'When will he come?'
qoya gorko	Tuma <u>beya</u> ḡgarata?	
beya worbe	Tuma <u>beya</u> <u>worbe</u> ḡgarata?	
qoya debbo	Tuma <u>qoya</u> <u>debbo</u> qarata?	
beya rewbe	Tuma <u>beya</u> <u>rewbe</u> ḡgarata?	
qoya neddo	Tuma <u>qoya</u> <u>neddo</u> qarata?	
beya yimbé	Tuma <u>beya</u> <u>yimbé</u> ḡgarata?	
qoya	Tuma <u>qoya</u> qarata?	

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
jaŋgurdu ndu	Rewbe be ñjahi to <u>saare nde</u> .
worbe be	<u>Rewbe</u> be ñjahi to jaŋgurdu ndu.
galle qo	Worbe be ñjahi to <u>jaŋgurdu ndu</u> .
benju ḡgu	Worbe be ñjahi to <u>galle qo</u> .
ṅgesa mba	Benju ḡgu ñjahi to <u>ṅgesa mba</u> .
yimbé be	Yimbé be ñjahi to <u>ṅgesa mba</u> .
galleeji dí	Yimbé be ñjahi to <u>galleeji dí</u> .
bibe be	Bibe be ñjahi to <u>galleeji dí</u> .
gese de	Bibe be ñjahi to <u>gese de</u> .
worbe be	Worbe be ñjahi to <u>gese de</u> .
caqe de	Worbe be ñjahi to <u>caqe de</u> .
qaynaabe be	Qaynaabe be ñjahi to <u>caqe de</u> .
saare nde	Qaynaabe be ñjahi to <u>saare nde</u> .
rewbe be	Rewbe be ñjahi to <u>saare nde</u> .

<sup>1</sup>Remember that benju takes plural verbal forms.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi nani kibaaru ndu.
qo	Qo <u>nani</u> kibaaru ndu.
jang	Qo <u>jangi</u> <u>kibaaru</u> ndu.
deftere nde	Qo <u>jangi</u> deftere nde.
qa	Qa <u>jangi</u> deftere nde?
heb1	Qa heb1 <u>deftere</u> nde?
hunde	Qa heb1 hunde nde?
be	Be <u>keb1</u> hunde nde.
yii	Be ñjiyi <u>hunde</u> nde.
jangurdú ndu	Be ñjiyi jangurdú ndu.
qon	Qon ñjiyi jangurdú ndu?
laar	Qon ndaari jangurdú ndu?
yimbe be	Qon ndaari yimbe be?
mej	Mej <u>ndaari</u> yimbe be.
nan	Mej nani <u>yimbe</u> be.
kibaaru ndu	Mej nani kibaaru ndu.
mi	Mi nani kibaaru ndu.

## f) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi nani kibaaru ndu.
jang-	Mi <u>jangi</u> kibaaru ndu.
heb	Mi heb1 <u>kibaaru</u> ndu.
hunde nde	Mi <u>heb1</u> hunde nde.
yii	Mi <u>yiyi</u> <u>hunde</u> nde.
saare nde	Mi <u>yiyi</u> saare nde.
yahi to	Mi yahi to <u>saare</u> nde.
jangurdú ndu	Mi yahi to <u>jangurdú</u> ndu.
ngesa mba	Mi yahi to <u>ngesa</u> mba.
galle qo	Mi <u>yahi</u> to galle qo.
yii	Mi <u>yiyi</u> galle qo.
heb	Mi heb1 <u>galle</u> qo.
hunde nde	Mi <u>heb1</u> hunde nde.
jang	Mi <u>jangi</u> <u>hunde</u> nde.
kibaaru ndu	Mi <u>jangi</u> <u>kibaaru</u> ndu.
deftere nde	Mi <u>jangi</u> deftere nde.
yii	Mi <u>yiyi</u> deftere nde.
jang	Mi <u>jangi</u> <u>deftere</u> nde.
kibaaru ndu	Mi <u>jangi</u> kibaaru ndu.

## 5.4 Note: Possessive Suffixes, the Possessive or Modifying Construction

Note these sentences from the dialogs:

- |  |   |
|--|---|
| 1. Mi yahiiino saare Bookari.            | 'I'd gone to Bookari's village.'                |
| 2. No yimbemaa ße?                       | 'How [are] the people of yours?'                |
| 3. No debbomaa?                          | 'How['s] your wife?'                            |
| 4. No ßejgumaa?                          | 'How['s] your family?'                          |
| 5. Kori biddomaa yahi jaŋgurdu<br>jooni? | 'I hope your child is attending<br>school now?' |
| 6. No baabamon?                          | 'How['s] your [pl.] father?'                    |
| 7. Kori qodon nana kibaaru<br>baabamon?  | 'I hope you hear news of your<br>father?'       |
| 8. Quddit deftermon...                   | 'Open your books.'                              |
| 9. Mido laaroya gaynaakoqam.             | 'I'm going to look for my shepherd.'            |
| 10. Ko koŋgalmakko muusata.              | 'It's his leg which hurts.'                     |

In sentences 1 and 7 we see examples of two nouns placed next to one another.

saare Bookari	Bookari's village
kibaaru baabamon	news of your father

Such juxtaposition is normally the only signal of the modification relationship between two nouns. Many examples have occurred in drills.

In sentences 2 to 8 we see nouns with the possessive suffixes -maa and -mon referring to your (sg.) and your (pl.) respectively.

Sentence 9 illustrates the suffix -qam / -am 'my'.

Sentence 10 illustrates the suffix -makko 'his/her'.

The set of personal possessive suffixes is as follows:

	<u>Singular</u>	<u>Plural</u>
First person	-qam/-am	-qamenj
Second person	-maa/-maada	-muqen/-meeden (inclusive) -mon/-modon (exclusive)
Third person	-makko -mum	-maßbe

Note that one syllable suffixes do not regularly accept stress except for mum (see below). However, when in emphatic contrast to other possessives any of these suffixes may receive stress.

The first person singular suffix -qam elides with a preceding /a/ or /o/ to produce a single shortened form. e.g.

baabam	'my father'	[baaba-qam]
debbam	'my wife'	[debbo-qam]

It does not, however, elide with other vowels. Note

rew̄eqam	'my wives'
defteqam	'my books'

The form -mum occurs as a third person singular form in certain circumstances. Actually this is the possessive suffix of the dum class - a class sometimes called the 'thingumbob' class because it refers to any indefinite object having the characteristic specified, etc. and no nouns belong basically to the -dum class. When the third person possessing a noun is stated or clear from context, -mum may be used instead of -mákko. The suffix -mum assimilates to certain nouns, especially relationship terms. Thus báaba-mum is often heard bámmum 'his father'. The suffix -mum is sometimes heard with stress but not as regularly as the polysyllabic suffixes.

Note that all the second person forms have two variants:

Singular	<u>-maa/-maāda</u>
Plural inclusive	<u>-muden/-meeden</u>
Plural exclusive	<u>-mon/-modon</u>

The first forms are to be construed as contractions or variations of the others and these forms are used as free or stylistic variants of one another. Note that this is another example of the formal similarity of the exclusive and inclusive second person plural forms which leads us to consider the inclusive form as a second rather than a first person form (see 4.1).

The possessive pronoun forms may also be used as the pronoun objects of prepositions such as ge 'with/in' or to 'to/at'. For example:

Qo fälli to qam. 'He has spent the day at mine.'

In such usage, however, there is commonly clearly understood from context a noun to be possessed by the possessive form - in this case it might be galle 'compound' as in:

Qo fälli to galleqam. 'He has spent the day at my compound.'

The appropriate demonstrative pronoun particle normally follows the possessive construction:

saare Bookari nde.	'the town of Bookari's'
ŋgesaqam mba	'the farm of mine'

## 5.5 Grammar Drills on Possessives

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
biddo	Mi yiyi <u>yimbemaa.</u>	'I saw your folks.'
neene	Mi yiyi <u>biiddomaa.</u>	
kaw	Mi yiyi <u>neenemaa.</u>	
mawnirawo	Mi yiyi <u>kawmaa.</u>	
miñirawo	Mi yiyi <u>mawnirawomaa.</u>	
biidbo	Mi yiyi <u>miñirawomaa.</u>	
rewbe	Mi yiyi <u>biiddomaa.</u>	
worbe	Mi yiyi <u>rewbemaa.</u>	
biibbe	Mi yiyi <u>worbemaa.</u>	
saare	Mi yiyi <u>biibbemaa.</u>	
jangurdumaa	Mi yiyi <u>saaremaa.</u>	
yimbé	Mi yiyi <u>jangurdumakko.</u>	

Repeat the drill using -maada in place of -maa.

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
yimbé	Mi haali <u>deb bomakko.</u>	'I spoke to his wife.'
rewbe	Mi haali <u>yimbemakko.</u>	
biibbe	Mi haali <u>rewbemakko.</u>	
debbo	Mi haali <u>biibbemakko.</u>	
worbe	Mi haali <u>deb bomakko.</u>	
gorko	Mi haali <u>worbemakko.</u>	
kaw	Mi haali <u>biibbemakko.</u>	
miñirawo	Mi haali <u>gorkomakko.</u>	
mawnirawo	Mi haali <u>miñirawomakko.</u>	
debbo	Mi haali <u>mawnirawomakko.</u>	

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
biibbe	<u>Debbomon yahi.</u>	'Your [pl.] woman has gone.'
gorko	<u>Bibbemon fiyahı.</u>	(sister, etc.)
biidbo	<u>Gorkomon yahi.</u>	
benju	<u>Biiddomon yahi.</u>	
debbo	<u>Bengumon fiyahı.</u>	

	<u>Debbomon</u> yahı.
yimbé	<u>Yimbemon</u> ñjahı.
baaba	<u>Baabamon</u> yahı.
miñiraaþe	<u>Miñiraaþemon</u> ñjahı.
neene	<u>Neenemon</u> yahı.
mawniraaþe	<u>Mawniraaþemon</u> ñjahı.
debbo	<u>Debbomon</u> yahı.

Repeat the drill using -modon in place of -mon.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Beñgumaþbe</u> ñgari.	'Their family came.'
bidðo	<u>Bidðomaþbe</u> qari.	
worþe	<u>Worþemaþbe</u> ñgari.	
gorko	<u>Gorkomaþbe</u> qari.	
rewþe	<u>Rewþemaþbe</u> ñgari.	
debbo	<u>Debbomaþbe</u> qari.	
yimbé	<u>Yimbemaþbe</u> ñgari.	
miñirawo	<u>Miñirawomaþbe</u> qari.	
mawniraaþe	<u>Mawniraaþemaþbe</u> ñgari.	
berþu	<u>Beñgumaþbe</u> ñgari.	

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Rewþeqamenj</u> mbaali.	'Our wives spent the night.'
gorko	<u>Gorkoqamenj</u> waali.	
worþe	<u>Worþeqamenj</u> mbaali.	
bidðo	<u>Bidðoqamenj</u> waali.	
biðþe	<u>Biðþeqamenj</u> mbaali.	
debbo	<u>Debboqamenj</u> waali.	
mawniraaþe	<u>Mawniraaþeqamenj</u> mbaali.	
rewþe	<u>Rewþeqamenj</u> mbaali.	

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Be ñjiyi neenenum.</u>	'They saw his mother.'
baaba	<u>Be ñjiyi baabamum/baammum.</u>	
bidðo	<u>Be ñjiyi bidðomum.</u>	
miñirawo	<u>Be ñjiyi miñirawomum/miñum</u>	
mawnirawo	<u>Be ñjiyi mawnirawomum/mawnnum</u>	
kaw	<u>Be ñjiyi kawmum.</u>	

	Be ñjiyi <u>kawmum</u> .
debbo	Be ñjiyi <u>debbomum</u> .
neene	Be ñjiyi <u>neenemum</u> .

## g) Simple Substitution Drill

Cue	Pattern	
	Be ñjahı to <u>saaremuqen</u> .	'They have gone to our (your
jaŋgurdu	Be ñjahı to <u>jaŋgurdumuqen</u> .	and my) village.'
qekol	Be ñjahı to <u>qekolmuqen</u> .	
qeskul	Be ñjahı to <u>qeskulmuqen</u> .	
ŋgesa	Be ñjahı to <u>ŋgesamuqen</u> .	
marse	Be ñjahı to <u>marsemuqen</u> .	
saare	Be ñjahı to <u>saaremuqen</u> .	

Repeat the drill using -meeden in place of -muqen.

## h) Progressive Substitution Drill

Cue	Pattern	
	<u>Qo</u> qari to saaremeeden.	'He came to our (your and
ße	Be ŋgari to <u>saaremeeden</u> .	my) village.'
jaŋgurdu	<u>Be</u> ŋgari to jaŋgurdumeeden.	
mi	Mi qari to jaŋgurdumeeden.	
marse	<u>Mi</u> qari to marsemeeden.	
qo	Qo qari to <u>marsemeeden</u> .	
ŋgesa	<u>Qo</u> qari to ŋgesameeden.	
ße	Be ŋgari to <u>ŋgesameeden</u> .	
saare	<u>Be</u> ŋgari to saaremeeden.	
qo	Qo qari to saaremeeden.	

## i) Progressive Substitution Drill

Cue	Pattern
	Honno <u>yimbemakko</u> ?
baaba	Honno baabam <u>akko</u> ?
-mum	Honno baa <u>bamum</u> ?
neene	Honno neenem <u>um</u> ?
-modon	Honno neenemod <u>on</u> ?
kaw	Honno kaw <u>modon</u> ?
-muqen	Honno kaw muqen?
yimbę	Honno yimbem <u>ugen</u> ?
-meeden	Honno yimbemeed <u>en</u> ?
rewbe	Honno rewbe <u>meeden</u> ?
-maa	Honno rewbe <u>maa</u> ?

ɓibbe	Honno <u>rewbemaa?</u>
-qameŋ	Honno <u>ɓibbemaa?</u>
worbe	Honno <u>ɓibbəqameŋ?</u>
-mon	Honno <u>worbemon?</u>
saare	Honno <u>saaremən?</u>
-makko	Honno <u>saaremakkə?</u>
yimbəe	Honno <u>yimbemakkə?</u>

## j) Progressive Substitution Drill

Cue	Pattern
	<u>Debbam sellaani.</u>
ɓiddo	<u>Biddoqam sellaani.</u>
-maa	<u>Biddomaa sellaani.</u>
yahi jaŋgurdu	<u>Biddomaa yahi jaŋgurdu.</u>
gorko	<u>Gorkomaa yahi jaŋgurdu.</u>
-makko	<u>Gorkomakko yahi jaŋgurdu.</u>
nanat kibaarumakko	<u>Gorkomakko nanat kibaarumakko.</u>
rewbe	<u>Rewbemakkə nanat kibaarumakko.</u>
-mon	<u>Rewbemon nanat kibaarumakko.</u>
yahiiŋo saare	<u>Rewbemon ŋyahiiŋo saare.</u>
benju	<u>Benjumon ŋyahiiŋo saare.</u>
-qameŋ	<u>Benjuqameŋ ŋyahiiŋo saare.</u>
yahi jaŋgurdu	<u>Benjuqameŋ ŋyahı jaŋgurdu.</u>
worbe	<u>Worbəqameŋ ŋyahı jaŋgurdu.</u>
-maɓbe	<u>Worbemabbe ŋyahı jaŋgurdu.</u>
sellaani	<u>Worbemabbe sellaani.</u>
debbam	<u>Debbam sellaani.</u>

## k) Random Substitution-Correlation Drill

Cue	Pattern
(qa)	Kori <u>godon</u> nana kibaaru baabamon?
(qo)	Kori <u>qada</u> nana kibaaru baabamaa?
benju	Kori <u>qomo</u> nana kibaaru <u>baabamakkə?</u>
(qa)	Kori <u>qada</u> nana kibaaru <u>benjumakkə?</u>
(qon)	Kori <u>qodon</u> nana kibaaru <u>benjumon?</u>
yimbəe	Kori <u>qodon</u> nana kibaaru <u>yimbemon?</u>
(qo)	Kori <u>qomo</u> nana kibaaru <u>yimbemakkə?</u>
(qa)	Kori <u>qada</u> nana kibaaru <u>yimbemaa?</u>
ɓibbe	Kori <u>qada</u> nana kibaaru <u>ɓibbemaa?</u>

	Kori <u>qada</u> nana kibaaru <u>bibbemaa?</u>
(qon)	Kori <u>qodon</u> nana kibaaru <u>bibbemon?</u>
(qo)	Kori <u>qomo</u> nana kibaaru <u>bibbemakko?</u>
baaba	Kori <u>qomo</u> nana kibaaru baabamakko?
(qa)	Kori <u>qada</u> nana kibaaru baabamaa?
(qon)	Kori qodon nana kibaaru baabamon?

## l) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo <u>yahi</u> to saaremuqen.
waal	Qo waali to <u>saaremuqen</u> .
galle	Qo waali to <u>gallemuqen</u> .
-meeden	<u>Qo</u> waali to gallemeeden.
ße	Be <u>mbaali</u> to gallemeeden.
ñall	Be ñalli to <u>gallemeeden</u> .
saare	Be ñalli to <u>saaremeeden</u> .
-mum	<u>Be</u> ñalli to saaremum.
meŋ	Meŋ <u>ñalli</u> to saaremum.
yaa	Meŋ ñjahı to <u>saaremum</u> .
galle	Meŋ ñjahı to <u>gallemum</u> .
-muqen	<u>Meŋ</u> ñjahı to gallemuqen.
qon	Qon <u>ñjahı</u> to gallemuqen?
waal	Qon mbaali to <u>gallemuqen?</u>
saare	Qon mbaali to <u>saaremuqen?</u>
-meeden	<u>Qon</u> mbaali to saaremeeden?
qa	Qa <u>waali</u> to saaremeeden?
ñall	Qa ñalli to <u>saaremeeden?</u>
galle	Qa ñaali to gallemeeden?
-mum	<u>Qa</u> ñalli to gallemum?
qo	Qo <u>ñalli</u> to gallemum.
yaa	Qo yahi to <u>gallemum</u> .
saare	Qo yahi to <u>saaremum</u> .
-muqen	Qo yahi to saaremuqen.

## m) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo ko <u>ŋgesamuqen</u> .
jaŋgurdu	Qo ko jaŋgurdum <u>uqen</u> .
-meeden	Qo ko jaŋgurdumeeden.
ŋgesa	Qo ko ŋgesameeden.
-mum	Qo ko ŋgesamum.
saare	Qo ko saaremum.

	Qo ko <u>saaremum.</u>
-muqen	Qo ko <u>saaremuqen.</u>
galle	Qo ko <u>gallemuqen.</u>
-meeden	Qo ko <u>galleeeden.</u>
saare	Qo ko <u>saareeeden.</u>
-mum	Qo ko <u>saaremum.</u>
ŋgesa	Qo ko <u>ŋgesamum.</u>
-muqen	Qo ko <u>ŋgesamuqen.</u>
saare	Qo ko <u>saaremuqen.</u>
-qameŋ	Qo ko <u>saareqameŋ.</u>
ŋgesa	Qo ko <u>ŋgesaqameŋ.</u>
-mon	Qo ko <u>ŋgesamon.</u>
saare	Qo ko <u>saaremon.</u>
-makko	Qo ko <u>saaremakko.</u>
ŋgesa	Qo ko <u>ŋgesamakko.</u>
-maňbe	Qo ko <u>ŋgesamaňbe.</u>
saare	Qo ko <u>saaremaňbe.</u>
-modon	Qo ko <u>saaremmodon.</u>
janġgurdu	Qo ko <u>janġgurdumodon.</u>
-muqen	Qo ko <u>janġgurdumuqen.</u>
ŋgesa	Qo ko <u>ŋgesamuqen.</u>

## n) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> yaha to ŋgesa baabaqam mba.
(qo)	Qomo <u>yaha</u> to ŋgesa baabaqam mba.
qar	Qomo qara to <u>ŋgesa</u> baabaqam mba.
janġgurdu	Qomo qara to janġgurdu <u>baabaqam</u> ndu.
Bookari	<u>Qomo</u> qara to janġgurdu Bookari ndu.
(meŋ)	Miden <u>qara</u> to janġgurdu Bookari ndu.
yaa	Miden ŋjaha to <u>janġgurdu</u> Bookari ndu.
saare	Miden ŋjaha to saare <u>Bookari</u> nde.
neenemaa	<u>Miden</u> ŋjaha to saare neenemaa nde.
(qon)	Qodon ŋjaha to saare neenemaa nde.
qar	Qodon ŋgara to <u>saare</u> neenemaa nde.
marse	Qodon ŋgara to marse <u>neenemaa</u> qo.
kawqam	<u>Qodon</u> ŋgara to marse kawqam qo.
(qa)	Qada <u>qara</u> to marse kawqam qo.
yaa	Qada yaha to <u>marse</u> kawqam qo.
ŋgesa	Qada yaha to ŋgesa <u>kawqam</u> mba.
baabaqam	<u>Qada</u> yaha to ŋgesa baabaqam mba.
(m1)	Mido yaha to ŋgesa baabaqam mba.

## 5.6 Note: Object Personal Pronoun Forms

Note the sentences:

Mi wayri ma yiide.	'I haven't seen you for ages.'
Yalla qokkur ɓe jam.	'May God give them peace.'
Debbomakko haali kam, kullemakko.	'His wife told me about him.'
Ko hodum hebi mo?	'What is the matter with him?'

The sentences illustrate the personal pronominal forms for first and second person singular and for the [qo] and [ɓe] personal noun classes. The complete set of such object pronouns for persons is:

	<u>Singular</u>	<u>Plural</u>
1st person	kam/-am	menj
2nd person	ma	qen (inclusive) qon (exclusive)
3rd person	mo	ɓe

Note that the plural forms are all identical with the short forms of subject pronouns. The differences are in the singular. For other classes the object pronominal forms are identical with the demonstrative particles described in 5.2. Hence:

Mi wayri ndu yiide.	'I haven't seen it in ages.' (something of the <u>ndu</u> class, like <u>jangurdu</u> )'
---------------------	---

Since all object pronouns are monosyllabic, the phrase stress pattern-of phrases in which pronoun objects occur at the end of the phrase places stress on the last syllable at the preceding word. Contrast:

[.] Qo haalani kam.	'He told me.'
[.] Qo haalani Demba.	'He told Demba.'

## 5.7 Grammar Drills on Object Personal Pronouns

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
Qo yiyi <u>mo</u> .	'He saw him.'
kam	Qo yiyi kam.
qon	Qo yiyi qon.
ɓe	Qo yiyi ɓe.
menj	Qo yiyi menj.
qen	Qo yiyi qen.
mo	Qo yiyi mo.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	Qo yiyi <u>mo</u> .	'He saw him.'
kam	Qo yiyi <u>kam</u> .	
qon	Qo yiyi <u>qon</u> .	
be	Qo yiyi <u>be</u> .	
men	Qo yiyi <u>men</u> .	
qen	Qo yiyi <u>qen</u> .	
mo	Qo yiyi <u>mo</u> .	

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
mi	Qo <u>haali</u> mo.
yii	Mi <u>haali</u> mo.
be	Mi yiyi <u>mo</u> .
men	Mi yiyi <u>be</u> .
haal	Men <u>ñjiyi</u> <u>be</u> .
qon	Men kaali <u>be</u> .
qen	<u>Men</u> kaali qon.
yii	Qen <u>kaali</u> qon.
ma	Qen <u>ñjiyi</u> <u>qon</u> .
Demba	Qen <u>ñjiyi</u> ma.
haal	Demba <u>yiyi</u> ma.
kam	Demba haali <u>ma</u> .
be	Demba haali kam.
yii	Be <u>haali</u> kam.
mo	Be <u>ñjiyi</u> <u>kam</u> .
qo	Be <u>ñjiyi</u> mo.
haal	Qo <u>yiyi</u> mo.

## d) Progressive Substitution-Correlation Drill

New words:	do/don	here
	ga	here <sup>1</sup>

<u>Cue</u>	<u>Pattern</u>
	<u>Demba</u> qariino do. Mi yiyi mo.
qa	Qa <u>gariino</u> do. Mi yiyi ma.
waal	Qa qaaliino <u>do</u> . Mi yiyi ma.
ga	<u>Qa</u> waaliino ga. Mi yiyi ma.
be	Be mbaaliino ga. Mi yiyi be.
ñall	Be ñalliino <u>ga</u> . Mi yiyi be.
do	<u>Be</u> ñalliino do. Mi yiyi be.
qon	Qon <u>ñalliino</u> do. Mi yiyi qon.
ton yaa	Qon ñalliino ton. Mi yiyi qon.
yaa	Qon ñjahiiño <u>ton</u> . Mi yiyi qon.
qo	Qo <u>yahiiño</u> ton. Mi yiyi mo.
qar	Qo qariino <u>ton</u> . Mi yiyi mo.
do	Qo qariino do. Mi yiyi mo.

## e) Simple Substitution-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mi nani kibaarumakko.	Qo haali kam,kibaarumakko.
be	Be nani kibaarumakko.	Qo haali be,kibaarumakko.
men	Men nani kibaarumakko.	Qo haali men,kibaarumakko.
qen	Qen nani kibaarumakko.	Qo haali men <sup>2</sup> ,kibaarumakko.
qo	Qo nani kibaarumakko.	Qo haali mo,kibaarumakko.
mi	Mi nani kibaarumakko.	Qo haali kam,kibaarumakko.

<sup>1</sup>The two words do and ga are used interchangeably to denote here, but ga is less common.

<sup>2</sup>Note: When qen has been used to show the inclusion of speaker and person spoken to, men occurs in the next sentence (see 4.2).

## f) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Stimulus Pattern</u>	<u>Response Pattern</u>
qo	<u>Mı</u> yıdı deftere.	Qo qokkı kam, deftere.
ligge	Qo yıdı <u>deftere</u> .	Qo qokkı mo, deftere.
ße	Be ŋjidı ligge.	Qo qokkı mo, ligge.
ŋgesa	Be ŋjidı ŋgesa.	Qo qokkı Be, ŋgesa.
meŋ	Meŋ ŋjidı <u>ŋgesa</u> .	Qo qokkı meŋ, ŋgesa.
kinkiliba	<u>Meŋ</u> ŋjidı kinkiliba.	Qo qokkı meŋ, kinkiliba.
qa	Qa yıdı <u>kinkiliba?</u>	Qo qokkı ma, kinkiliba.
ligge	<u>Qa</u> yıdı ligge?	Qo qokkı ma, ligge.
qon	Qon ŋjidı <u>ligge?</u>	Qo qokkı qon, ligge.
deftere	<u>Qon</u> ŋjidı deftere?	Qo qokkı qon, deftere.
mı	Mı yıdı deftere.	Qo qokkı kam, deftere.

## UNIT R-1

(Review of Units 1 - 5)

R1.0 Recombination Dialogs: (Practice the dialogs first as sample sentence drills, then use the English sentences as cues for carrying on the conversations, finally engage in 'free' conversation using the sentences of the dialogs in any acceptable order.)

- |                                      |   |
|--------------------------------------|---|
| 1. A. Jam waali.                     | A. Good morning.  |
| B. Jam tan.                          | B. Peace.   |
| A. Maa biddomaa yahi qekol jooni?    | A. Hope your child has been going to school nowadays?             |
| B. Qeeyi, qo yahi geskul.            | B. Yes, he/she has been going to school.                          |
| 2. A. Qa wayri to saare Bookari na?  | A. Has it been a long time since you have been to Bookari's town? |
| B. Qalaa, mi wayraani ton.           | B. No, it hasn't been long since I have been there.               |
| A. Kori qada nana kibaaru baabamaa?  | A. Hope you hear news of your father?                             |
| B. Qeeyi, kono qo sellaani.          | B. Yes, but he's not well.  |
| A. Mi wayri mo yiide.                | A. I've been anxious to see him.                                  |
| B. Qo yahino saare Bookari.          | B. He went to Bookari's village.                                  |
| A. Yalla qokkur mo jam.              | A. God give him peace.  |
| B. Qaamiin.                          | B. Amen.  |
| 3. A. Jam ñallen.                    | A. Good afternoon.  |
| B. Jam tan.                          | B. Peace!   |
| A. No ñibbemon?                      | A. How are your children?   |
| B. Bedo qe jam.                      | B. They are in peace.   |
| A. Kori qodon nana kibaaru baabamon? | A. Hope you hear news of your (pl.) father?                       |
| B. Qeeyi, kono qo sellaani.          | B. Yes, but he's not well.  |
| A. Ko hodum heði mo?                 | A. What's wrong with him?   |
| B. Ko koynigalmakko muusata.         | B. It's his leg that hurts.                                       |
| A. Maa dum buri seeda?               | A. Hope it's gotten better?                                       |
| B. Qeeyi, qo buri seeda joo.         | B. Yes, it's bit better now.                                      |
| A. Yalla qokkur mo jam.              | A. May God give him peace.  |
| B. Qaamiin.                          | B. Amen.  |
| 4. A. Jam ñalli.                     | A. Good afternoon.  |
| B. Jam tan.                          | B. Peace.   |
| A. Kori kawmaa yahi to ñgesamakko?   | A. I trust your uncle has gone to his farm?                       |
| B. Qeeyi, qo yahi ton.               | B. Yes, he went there.  |
| A. Mi wayri mo yiide.                | A. I've been longing to see him.                                  |
| B. Min kadi.                         | B. Me too.  |

- A. Qada nana kibaarumakko na?  
 B. Qalaa, kono ße mbiyi qo sellaani.  
 A. Yalla qokkur mo jam.  
 B. Qaamiin.
- A. Do you hear from him?  
 B. No but they say he's ill.  
 A. May God give him peace.  
 B. Amen.
5. A. Honno debbo Jaawo?  
 B. Jam tan.  
 A. Maa qo wayraani to saare gorkomakko.  
 B. Qalaa, qo wayraani ton.  
 A. Kori tana qala qe neenemum.  
 B. Jam tan.  
 A. Yalla qokkur ße jam.  
 B. Qaamiin.
- A. How's Jaawo's wife?  
 B. Peace.  
 A. I suppose she hasn't been to her son's village for a long time.  
 B. No she's not been there for a long time.  
 A. Hope nothing's wrong with his (Jaawo's) mother?  
 B. Peace.  
 A. May God give them peace.  
 B. Amen.
6. A. Jam waali.  
 B. Jam tan.  
 A. Honno yimbe debbomaa?  
 B. Bedo qe jam.  
 A. Honno Samba?  
 B. Qo yahiino saare Jibel.  
 A. Min, mi wayri yaade ton.  
 B. Ko debbomaa haali mey kibaarumon.  
 A. Hodum qo haalani qon?  
 B. Qo wiyi mawnirawomaa yahi to saare Jibel.  
 A. Qeeyi, qo yahi jaungurdu to saare Jibel.  
 B. Honno ñgesamodon?  
 A. Jam tan.  
 B. Mido yaha marse.  
 A. Qawa, ñallen jam.  
 B. Qaamiin.
- A. Good morning.  
 B. Peace only.  
 A. How are your wife's folks?  
 B. They are well.  
 A. [And] how's Samba?  
 B. He went to Jibel town.  
 A. Me, I haven't been there for a long time.  
 B. [It's] your wife told us news of you (plural).  
 A. What has she told you?  
 B. She said your (sg.) older brother went to Jibel town.  
 A. Yes, he went to school in Jibel town.  
 B. How's your (pl.) farm?  
 A. Fine.  
 B. I'm en route to market.  
 A. OK, good day.  
 B. Amen.
7. A. Jam hiiiri.  
 B. Jam tan.  
 A. No ßengumaa.  
 B. Bedo qe jam.  
 A. No ßibbemaa?  
 B. Jam tan.  
 A. Kori ße ñjahí jaungurdu jooni?
- A. Good evening.  
 B. Peace.  
 A. How's your family?  
 B. They're well.  
 A. How are your children?  
 B. Fine.  
 A. Hope they're attending school now?

- B. Qeeyi, ße ñjahî jaŋgurdú.  
 A. Qa wayri yiide Yómpa na?  
 B. Qalaa, mi wayraani mo yiide.  
 A. Honno kawmaa?  
 B. Jam tan.  
 A. Kori qada nana kibaaru neenemaa?  
 B. Qalaa, ko jooni tan mi nani kibaarumakko.  
 A. No baabamaa?  
 B. Jam tan.  
 A. Mbaalen jam.  
 B. Qaamlin.
- B. Yes, they've gone to school.  
 A. Have you seen Yompa in a long time?  
 B. No, I haven't seen him in a long time.  
 A. How's your uncle?  
 B. Fine.  
 A. I trust you hear from your mother?  
 B. No, I just now hear from her.  
 A. How's your father?  
 B. Fine.  
 A. Goodnight.  
 B. Amen.

## R1.1 Review Drills (of noun and pronoun objects of infinitives)

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Demba wayri <u>kam</u> yiide.
mo	Demba wayri <u>mo</u> yiide.
ma	Demba wayri <u>ma</u> yiide.
qon	Demba wayri <u>qon</u> yiide.
menj	Demba wayri <u>menj</u> yiide.
ße	Demba wayri <u>ße</u> yiide.
qen	Demba wayri <u>qen</u> yiide.
kam	Demba wayri <u>kam</u> yiide.

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Samba wayri yiide <u>ma</u> .
kam	Samba wayri yiide <u>kam</u> .
qon	Samba wayri yiide <u>qon</u> .
menj	Samba wayri yiide <u>menj</u> .
ße	Samba wayri yiide <u>ße</u> .
qen	Samba wayri yiide <u>qen</u> .
mon	Samba wayri yiide <u>mon</u> .
neene	Samba wayri yiide <u>neene</u> .
baaba	Samba wayri yiide <u>baaba</u> .
kaw	Samba wayri yiide <u>kaw</u> .
ma	Samba wayri yiide <u>ma</u> .

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wayri ma yiide.
qo	Qo wayri <u>ma</u> yiide.
mo	<u>Qo</u> wayri mo yiide.
men	Men mbayri <u>mo</u> yiide.
be	<u>Men</u> mbayri be yiide.
qon	Qon mbayri <u>be</u> yiide?
kam	<u>Qon</u> mbayri kam yiide?
be	Be mbayri <u>kam</u> yiide.
mo	<u>Be</u> mbayri mo yiide.
mi	Mi wayri <u>mo</u> yiide.
ma	Mi wayri ma yiide.

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Yompa wayri yiide <u>Jaawo</u> .
mo	Yompa wayri yiide <u>mo</u> .
Bookari	Yompa wayri yiide <u>Bookari</u> .
be	Yompa wayri yiide <u>be</u> .
neenemaa	Yompa wayri yiide <u>neenemaa</u> .
qon	Yompa wayri yiide <u>qon</u> .
kaw	Yompa wayri yiide <u>kaw</u> .
men	Yompa wayri yiide <u>men</u> .
ma	Yompa wayri yiide <u>ma</u> .
Jaawo	Yompa wayri yiide Jaawo.

Repeat drill (d) using the alternate word order permissible with pronoun objects. For example:

	Yompa wayri yiide <u>Jaawo</u> .
mo	Yompa wayri <u>mo</u> yiide. etc.

## R-1.2 Review Drills (of subject, object and possessive personal forms)

## a) Progressive Substitution-Transformation Drill (Singular object to plural forms)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
gen	<u>Mi</u> haalani ma kibaaru ndu.	Mi haalani qon kibaaru ndu.
mo	Qen kaalani <u>ma</u> kibaaru ndu.	Qen kaalani qon kibaaru ndu.
kulle Demba	Qen kaalani mo <u>kibaaru ndu</u> .	Qen kaalani be kibaaru ndu.
qa	Qa haalani <u>mo</u> kulle Demba?	Qa haalani be kulle Demba?

	Qa haalani mo kulle Demba?	Qa haalani ðe kulle Demba.
kam	Qa haalani kam <u>kulle Demba</u> ?	Qa haalani menj kulle Demba?
qoya hunde	Qa haalani kam qoya hunde?	Qa haalani menj qoya hunde?
qo	Qo haalani <u>kam</u> qoya hunde.	Qo haalani menj qoya hunde.
ma	Qo haalani ma <u>qoya hunde</u> .	Qo haalani qon qoya hunde.
kibaaru ndu	Qo haalani ma kibaaru ndu.	Qo haalani qon kibaaru ndu.
mi	Mi haalani ma kibaaru ndu.	Mi haalani qon kibaaru ndu.

- b) Transformation Drill (Simple perfective with short form pronouns and imperfective with long form pronouns.) Use either pattern as cue for production of the other.

Pattern 1

Mi jaŋgi.  
Mi yiyi.  
Qo yiyi.  
Qo nani.  
Be nani.  
Be kaali.  
Qen kaali.  
Qen ñgokki.  
Qon ñgokki.  
Qon ñjahi.  
Men ñjahi.  
Men ñgari.  
Mi qari.  
Mi jaŋgi.

Pattern 2

Mido jaŋga.  
Mido yiya.  
Qomo yiya.  
Qomo nana.  
Bedo nana.  
Bedo kaala.  
Qeden kaala.  
Qeden ñgokka.  
Qodon ñgokka.  
Qodon ñjaha.  
Midén ñjaha.  
Midén ñgara.  
Mido qara.  
Mido jaŋga.

- c) Transformation Drill (Singular-Plural. Use either pattern as cue for the other)

Pattern 1

Mido janaa.  
Mido nana.  
Qomo nana.  
Qomo yiya.  
Mido yiya.  
Mido jaŋga.  
Midén ñgara.  
Qomo qara.  
Qomo jaŋga.  
Qodon jaŋga.  
Qodon nana.  
Mido nana.  
Mido jaŋga.

Pattern 2

Midén jaŋga.  
Midén nana.  
Bedo nana.  
Bedo ñjiya.  
Midén ñjiya.  
Midén jaŋga.  
Mido qara.  
Bedo ñgara.  
Bedo jaŋga.  
Qada jaŋga.  
Qada nana.  
Midén nana.  
Midén jaŋga.

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
baabamakko	Honno <u>beŋgumaada?</u>
miñirawomon	Honno <u>baabamakko?</u>
mawnirawomaññe	Honno <u>miñirawomon?</u>
kawmaa	Honno <u>mawnirawomaññe?</u>
bandirawoqam	Honno <u>kawmaa?</u>
debbomakko	Honno <u>bandirawoqam?</u>
beŋgumaada	Honno <u>debbomakko?</u>
	Honno <u>beŋgumaada?</u>

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
kaw	Maa <u>biddomaa</u> yahi <u>qekol</u> jooni?
marse	Maa kawmaa yahi <u>qekol</u> jooni?
miñirawo	Maa <u>kawmaa</u> yahi marse jooni?
queskul	Maa miñirawomaa yahi <u>marse</u> jooni?
mawnirawo	Maa <u>miñirawomaa</u> yahi queskul jooni?
ŋgesa	Maa <u>mawnirawomaa</u> yahi <u>ŋgesa</u> jooni?
baaba	Maa baabamaa yahi <u>ŋgesa</u> jooni?
qekol	Maa <u>baabamaa</u> yahi qekol jooni?
biddo	Maa <u>biddomaa</u> yahi qekol jooni?

## f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
ma	Jaawo haalani <u>kam</u> kullemakko.
maññe	Jaawo haalani ma <u>kullemakko?</u>
mo	Jaawo haalani <u>ma</u> kullemabññe?
modon	Jaawo haalani mo <u>kullemabññe?</u>
ñe	Jaawo haalani <u>mo</u> kullemodon.
qameñ	Jaawo haalani <u>ñe</u> kullemodon.
qon	Jaawo haalani <u>ñe</u> kullegameñ.
maññe	Jaawo haalani <u>qon</u> kullegameñ?
meñ	Jaawo haalani <u>qon</u> kullemabññe?
makko	Jaawo haalani <u>meñ</u> kullemabññe.
kam	Jaawo haalani <u>meñ</u> kullemakko.
	Jaawo haalani <u>kam</u> kullemakko.

## g) Transformation Drill (Noun to Pronoun)

<u>Pattern 1</u>	<u>Pattern 2</u>
Mi haali debbomakko.	Mi haali mo.
Qo haali debbomakko.	Qo haali mo.
Qo yiyi debbomakko.	Qo yiyi mo.
Qo yiyi yimbemakko.	Qo yiyi be.
Qa yiyi yimbemakko?	Qa yiyi be?
Qa qokki yimbemakko?	Qa qokki be?
Qa qokki rewsemakko?	Qa qokki be?
Be ngokki rewsemakko?	Be ngokki be?
Be nani rewsemakko.	Be nani be.
Be nani worsemakko.	Be nani be.
Mej nani worsemakko.	Mej nani be.
Mej nijiyi worsemakko.	Mej nijiyi be.
Mej nijiyi yimbemakko.	Mej nijiyi be.
Mi yiyi yimbemakko.	Mi nijiyi be.
Mi haali yimbemakko.	Mi haali be.
Mi haali debbomakko.	Mi haali mo.

## R1.3 Review Drills of Demonstrative Pronoun Particles

## a) Transformation Drill (Possessive Suffix and Demonstrative Particle)

<u>Pattern 1</u>	<u>Pattern 2</u>
Mi haali debbomakko.	Mi haali debbo qo.
Qo haali debbomakko.	Qo haali debbo qo.
Qo yiyi debbomakko.	Qo yiyi debbo qo.
Qo yiyi yimbemakko.	Qo yiyi yimbé be.
Qa yiyi yimbemakko?	Qa yiyi yimbé be?
Qa qokki yimbemakko?	Qa qokki yimbé be?
Qa qokki rewsemakko?	Qa qokki rewbe be?
Be ngokki rewsemakko?	Be ngokki rewbe be?
Be nani rewsemakko.	Be nani rewbe be.
Be nani worsemakko.	Be nani worbe be.
Mej nani worsemakko.	Mej nani worbe be.
Mej nijiyi worsemakko.	Mej nijiyi worbe be.
Mej nijiyi yimbemakko.	Mej nijiyi yimbé be.
Mi yiyi yimbemakko.	Mi yiyi yimbé be.
Mi haali yimbemakko.	Mi haali yimbé be.
Mi haali debbomakko.	Mi haali debbo qo.

b) Progressive Substitution Response Drill (Respond with alternate demonstrative with suffix /-ya/)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
be	Ko <u>qo</u> debbo yiyi ðe na?	Qalaa, ko qoya debbo yiyi ðe.
worðe	Ko ðe <u>rewðe</u> ñjiyi ðe na?	Qalaa, ko ðeya rewðe ñjiyi ðe.
nan	Ko ðe worðe <u>nani</u> ðe na?	Qalaa, ko ðeya worðe nani ðe.
mo	Ko <u>ðe</u> worðe nani mo na?	Qalaa, ko ðeya worðe nani mo.
qo	Ko qo <u>gorko</u> nani mo na?	Qalaa, ko qoya gorko nani mo.
nedðo	Ko qo nedðo <u>nani</u> mo na?	Qalaa, ko qoya nedðo nani mo.
haal	Ko qo nedðo haali <u>mo</u> na?	Qalaa, ko qoya nedðo haali mo.
qon	Ko <u>qo</u> nedðo haali qon na?	Qalaa, ko qoya nedðo haali menj.
ðe	Ko <u>ðe</u> rewðe kaali qon na?	Qalaa, ko ðeya rewðe kaali menj.
rewðe	Ko ðe <u>rewðe</u> <u>kaali</u> qon na?	Qalaa, ko ðeya rewðe kaali menj.
laaroy	Ko ðe rewðe ndaaroyi <u>qon</u> na?	Qalaa, ko ðeya rewðe ndaaroyi menj.
ðe	Ko <u>ðe</u> rewðe ndaaroyi ðe na?	Qalaa, ko ðeya rewðe ndaaroyi ðe.
qo	Ko qo <u>debbo</u> laaroyi ðe na?	Qalaa, ko qoya debbo laaroyi ðe.
gorko	Ko qo gorko <u>laaroyi</u> ðe na?	Qalaa, ko qoya gorko laaroyi ðe.
yii	Ko qo gorko yiyi ðe na?	Qalaa, ko qoya gorko yiyi ðe.

#### R1.4 Recombination Drills

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi yahilino saare <u>Bookari</u> .
Jaawo	<u>Mi</u> yahilino saare Jaawo.
qo	Qo yahilino saare <u>Jaawo</u> .
yimbemaa	<u>Qo</u> yahilino saare yimbemaa.
mej	Mej ñjahilino saare <u>yimbemaa</u> .
kawmon	<u>Mej</u> ñjahilino saare kawmon.
qon	Qon ñjahilino saare <u>kawmon</u> ?
neeneqam	<u>Qon</u> ñjahilino saare neeneqam?
qen	Qen ñjahilino saare <u>neeneqam</u> ?
baabamaa	<u>Qen</u> ñjahilino saare baabamaa.
Jaawo	Jaawo ñjahilino saare <u>baabamaa</u> .
mawnirawomaa	<u>Jaawo</u> ñjahilino saare mawnirawomaa.
mi	Mi yahilino saare <u>mawnirawomaa</u> .
Bookari	Mi yahilino saare Bookari.

## b) Progressive Substitution Drill.

<u>Cue</u>	<u>Pattern</u>
qi	<u>Mi</u> wayri yaade saare Jibel.
Demba	Qo wayri yaade saare <u>Jibel</u> .
be	<u>Qo</u> wayri yaade saare Demba.
Samba	Be mbayri yaade saare <u>Demba</u> .
qon	<u>Be</u> mbayri yaade saare Samba.
-maa	Qon mbayri yaade saare <u>Samba</u> ?
yimbemaa	<u>Qon</u> mbayri yaade saaremaa.
kawmaa	<u>Yimbemaa</u> mbayri yaade saaremaa.
mej	Menj mbayri yaade saare <u>kawmaa</u> .
neenemaa	<u>Menj</u> mbayri yaade saare neenemaa.
mi	Mi wayri yaade saare <u>neenemaa</u> .
Jibel	Mi wayri yaade saare Jibel.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
liggemon	Yalla barakin <u>biddomaa</u> .
ngesamakko	Yalla barakin <u>liggemon</u> .
benjuqam	Yalla barakin <u>ngesamakko</u> .
gorkomaada	Yalla barakin <u>benjuqam</u> .
biibemon	Yalla barakin <u>gorkomaada</u> .
rewbe be	Yalla barakin <u>biibemon</u> .
worbe be	Yalla barakin <u>rewbe be</u> .
biddomaa	Yalla barakin <u>worbe be</u> .
	Yalla barakin biddomaa.

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
kawmakko	Honno <u>debbomaa</u> ?
neeneqam	Honno <u>kawmakko</u> ?
baabamaabbe	Honno <u>neeneqam</u> ?
biibemon	Honno <u>baabamaabbe</u> ?
yimbemaaada	Honno <u>biibemon</u> ?
rewbe be	Honno <u>yimbemaaada</u> ?
worbe be	Honno <u>rewbe be</u> ?
debbomaa	Honno <u>worbe be</u> ?
	Honno debbomaa?

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum qo haalani <u>qon</u> ?
ma	Hodum qo haalani <u>ma</u> ?
mo	Hodum qo haalani <u>mo</u> ?
kam	Hodum qo haalani <u>kam</u> ?
þe	Hodum qo haalani <u>þe</u> ?
merj	Hodum qo haalani <u>merj</u> ?
Demba	Hodum qo haalani <u>Demba</u> ?
qon	Hodum qo haalani qon?

## f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum <u>qo</u> haalani qon?
þe	Hodum <u>þe</u> kaalani <u>qon</u> ?
mo	Hodum <u>þe</u> kaalani <u>mo</u> ?
merj	Hodum <u>merj</u> kaalani <u>mo</u> ?
ma	Hodum <u>merj</u> kaalani <u>ma</u> ?
Demba	Hodum Demba haalani <u>ma</u> ?
qon	Hodum <u>Demba</u> haalani qon?
mi	Hodum <u>mi</u> haalani <u>qon</u> ?
þe	Hodum qo haalani <u>þe</u> ?
qo	Hodum <u>mi</u> haalani <u>þe</u> ?
qon	Hodum qo haalani qon?

## g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal kam ko <u>þe</u> mbiyi.
qon	Haal kam koon mbiyi.
jang	Haal kam <u>koon</u> janggi.
qo	Haal kam koo <u>janggi</u> .
yii	Haal kam koo yiyi.
merj	Haal kam ko merj <u>ñjiyi</u> .
yar	Haal kam ko <u>merj</u> ñjari.
þe	Haal kam ko þe <u>ñjari</u> .
wii	Haal kam ko þe mbiyi.

## h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal kam ko hodum.
honno	Haal kam ko honno.
Demba	Haal kam ko Demba.
qan	Haal kam ko qan.
qo	Haal kam ko qo.
ße	Haal kam ko ße.
qon	Haal kam ko qon.
mon	Haal kam ko mon.
meeden	Haal kam ko meeden.
makko	Haal kam ko makko.

## i) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haalan mo <u>mido</u> yaha.
(qon)	Haalan mo qodon <u>ñjaha</u> .
qar	Haalan mo <u>qodon</u> ñgara.
(ße)	Haalan mo <u>ßedo</u> ñgara.
haal	Haalan mo <u>ßedo</u> kaala.
(men)	Haalan mo miden <u>kaala</u> .
foft	Haalan mo <u>miden</u> fofta.
(qo)	Haalan mo qomo <u>fofta</u> .
yaa	Haalan mo <u>qomo</u> yaha.
(qen)	Haalan mo qeden <u>ñjaha</u> .
(m1)	Haalan mo mido yaha.

## j) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal mo <u>mido</u> yaha.
(qon)	Haal mo qodon <u>ñjaha</u> .
qar	Haal mo <u>qodon</u> ñgara.
(ße)	Haal mo <u>ßedo</u> ñgara.
haal	Haal mo <u>ßedo</u> kaala.
(men)	Haal mo miden <u>kaala</u> .
foft	Haal mo <u>miden</u> fofta.
(m1)	Haal mo mido fofta.

**NOTES**

## UNIT 6

6.0 Dialog: Evening Greetings

	-Samba-	
kiirdaa		(which) you have spent the evening
Jam kiirdaa?		Have you had a nice evening?
	-Demba-	
Jam tan ↑		Fine.
	-Samba-	
gorgol [ø] (gorgolooße)		aunt (paternal)
No gorgolmaa?		How is your aunt?
	-Demba-	
Jam tan ↑		Fine.
	-Samba-	
banda [ø]/bandiraawo (bandiraabe)		cousin
Honno bandiraawomaa?		How is your cousin?
	-Demba-	
Jam tan ↑		Fine.
	-Samba-	
jaatigi [ø] (jaatigilbe)		host
No jaatigimaa?		How is your host?
	-Demba-	
Jam tan ↑		Fine.
	-Samba-	
Kori tana qalaa, qe bengumaada?		Hope no trouble with your family?
	-Demba-	
hay		at all (with negative)
Hay tana qalaa, qe maabbe.		There is nothing at all wrong with them. ('with their [health]').
	-Samba-	
No mifiraawogorkomaa?		How is your younger brother?
	-Demba-	
Jam tan ↑		Fine.
	-Samba-	
Honno debbo kawmaa?		How is your uncle's wife?
No biddomakko?		How is her baby?

	-Demba-	
Jam tan ↑		Fine.
	-Samba-	
qaray		will come, may come
kíikíide [de] (no sing.)		evening
Mido yaha galle, kono mi qaray kíikíide.		I am going home, but will come in the evening.
	-Demba	
taw		find
taway		will find
Qawa, qa taway kam do.		OK, you will find me here.
Qawa, nallen jam, Demba.	-Samba-	OK, (good) may we have a peaceful afternoon.
	-Demba-	
jaaree <sup>1</sup>		be thanked
jaaraama		have been thanked
Qa jaaraama, Samba.		Thank you Demba.

### 6.1 Variation Drills on Basic Sentences

#### a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
bandirawoqam	Kori tana qalaa, qe <u>benjumaada?</u>
gorgolmaa	Kori tana qalaa, qe <u>gorgolmaa?</u>
debbomakko	Kori tana qalaa, qe <u>debbomakko?</u>
rewbemabbe	Kori tana qalaa, qe <u>rewbemabbe?</u>
bibbemodon	Kori tana qalaa, qe <u>bibbemodon?</u>
neenemon	Kori tana qalaa, qe <u>neenemon?</u>
baabamaada	Kori tana qalaa, qe <u>baabamaada?</u>
kawqam	Kori tana qalaa, qe <u>kawqam?</u>
mawnirawomakko	Kori tana qalaa, qe <u>mawnirawomakko?</u>
benjumaada	Kori tana qalaa, qe <u>benjumaada?</u>

<sup>1</sup>This form is the passive voice singular imperative of a verb the root of which is jaar. In the active voice jaar means 'greet', 'thank'.

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hay tāna qalaa, qe maññe.
makko	Hay tāna qalaa, qe makko.
mum	Hay tāna qalaa, qe mūm.
be	Hay tāna qalaa, qe bē.
qam	Hay tāna qalaa, qe qám.
maññe	Hay tāna qalaa, qe maññe.

## c) Response Drill

Kori tāna qalaa, qe bengumaada?	Hay tāna qalaa, qe maññe.
Kori tāna qalaa, qe neenemaa?	Hay tāna qalaa, qe makko.
Kori tāna qalaa, qe jaatigimakko?	Hay tāna qalaa, qe mūm.
Kori tāna qalaa, qe bē?	Hay tāna qalaa, qe maññe.
Kori tāna qalaa, qe modon?	Hay tānaa qala, qe ménj.
Kori tāna qalaa, qe maada?	Hay tāna qalaa, qe qám.
Kori tāna qalaa, qe yimbemakko?	Hay tāna qalaa, qe maññe.
Kori tāna qalaa, qe baabamaa?	Hay tāna qalaa, qe makko.

## d) Response Drill

Qa taway kam do na?	Qalaa, mi taway ma to ↑
Qo taway ma do na?	Qalaa, qo taway kam to ↑
Qon taway mo do na?	Qalaa, meñ taway mo to ↑
Be taway qon do na?	Qalaa, bē taway meñ to ↑
Qen taway qon do na?	Qalaa, qon taway meñ to ↑
Meñ taway ma do na?	Qalaa, qon taway kam to ↑
Qa taway mo do na?	Qalaa, mi taway mo to ↑
Qa taway kam do na?	Qalaa, mi taway ma to ↑

## e) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> yaha galle, kono mi qaray kiikiide.
qomo	Qomo yaha <u>galle</u> , kono qo qaray kiikiide.
saare	<u>Qomo</u> yaha saare, kono qo qaray kiikiide.
bedo	<u>Bedo</u> ñjaha <u>saare</u> , kono bē ñgaray kiikiide.
marse	<u>Bedo</u> ñjaha marse, kono bē ñgaray kiikiide.
miden	<u>Miden</u> ñjaha <u>marse</u> , kono meñ ñgaray kiikiide.
jangurdú	<u>Miden</u> ñjaha jangurdú, kono meñ ñgaray kiikiide.
qodon	<u>Qodon</u> ñjaha <u>jangurdú</u> , kono qon ñgaray kiikiide.
galle	<u>Qodon</u> ñjaha galle, kono qon ñgaray kiikiide.
mido	<u>Mido</u> yaha galle, kono mi qaray kiikiide.

## 6.2 Note: Active Perfective Verb Forms, Stative Verbs and Action Verbs

The concept 'Perfective' must not be confused with past time. In English we employ such 'future perfect' forms as 'I will have finished before that time'. Similarly in Fula while perfective forms commonly have a past denotation, they are by no means to be confused with a past tense. Note:

Note: Si mi haali, kaalaa. 'When I have spoken, you are to speak.'

Actually speakers of Fula are not primarily concerned about the time of an action as past, present or future, but about the aspect of the action as finished, unfinished, potential, etc. When a past denotation is clearly needed the suffix /-no/ ('preterit') as added to a verb inflected in any aspect. Thus:

Thus: Mi yahiino saare Bookari. 'I'd gone to Bookari's village.'

where the fact that the action is finished is indicated by the perfective aspect suffix /-i/ and the fact that this finishing of the action took place in the past is denoted by /-no/.

There are basically, in the active voice, two perfective forms: simple and preterit. These can be illustrated with any verb - say gar 'come':

Simple: qo qari 'he came' (prior to the time of reference)  
simple narrative perfective

Preterit: qo qariino 'he had come' (prior to a time before the time of reference)

Each of these forms has a negative equivalent:

Simple: qo qaraani 'he didn't come' / 'he hasn't come'

Preterit: qo qaraano 'he hadn't come'

There is another form which employs the long form personal pronouns (or other subject plus [no/na]), and the simple perfective form. Since this form, like the same subject forms plus imperfective verb forms described in 4.6, forms an equational or situational phrase describing a state in being (as a result of a finished action) at the time of reference, we call this the stative form.

Stative: qomo qari 'he is come' (that is he has come and is, presumably, now here as a result)

This stative form has no special negative - one of the negatives outlined above being used to express the negation of this equation: qo qaraani 'he hasn't come'.

The translations provided for the examples above are not entirely indicative of the range of meaning or of usage of these forms.

The situation is complicated by the existance of certain verbs relating to feelings, states of health, possession etc., which occur very commonly in the stative form and rather less often in other forms. Perfective forms of these verbs commonly receive a translation into English with a present rather than a past form of the English verb. For example:

qomo heb̥i	'he has' ('he is in a state of possessing')
qomo selli	'He is well' ('he is in a state of being well')
Samba no buri	'Samba is better' ('Samba is in a state of being improved')
Dum na moddyi	'That's good.'

Such verbs commonly also receive a present translation in English when they occur in the simple perfective:

qo heb̥i	'he has' ('he secured - hence has - habitually or generally')
Demba jaði	'Demba approves'

In contrast, verbs which do not commonly occur in stative form and which relate to actions, commonly receive a past translation:

qo yahi	'He went'
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This situation is a little reminiscent of what happens in the English present forms of verbs relating to feelings, states of health etc. We say 'I think', 'I feel', 'I believe', 'I have', etc. but seldom use the progressive form - or require a change of 'meaning' when we do: 'I'm thinking' means that I'm cogitating but haven't yet arrived at a conclusion, in contrast to 'I think' meaning that I already have an opinion.

It is convenient to refer to verbs which relate to such states more often than to actions as stative verbs. Remember, however, that this is not a formal, distinction, since most verbs can occur in stative form. It is rather a convenient designation for a group of verbs with a certain semantic unity as contrasted to another group of action verbs. Note also, that many concepts which, in English, are expressed by adjectives are, in Fula, expressed by stative verbs.

When 'action' verbs occur in stative form, the sense is that the action must have been, or reportedly has been, performed:

Qomo qari ðo.	'He is [evidently, apparently, presumably or reportedly] (come) here.' (but I don't know it for sure)
---------------	--

That is to say that the subject is evidently in a state of having come here but, not having seen the action, I cannot report this as a definite perfected act but only as state resulting from the action.

## A. The Simple Perfective Form

Note these sentences from the dialogs:

## Group I.

- |  |  |
|--|--|
| 1. Dum na <u>moddyi</u> .                        | 'That is good.'                                  |
| 2. ---Demba <u>hebi</u> ligge moddyo.            | '---Demba has a good job.'                       |
| 3. Jaŋgo, si Qalla <u>jaɓi</u> .                 | 'Tomorrow, if God is willing.'                   |
| 4. Kori biddomaa <u>yahi</u> jaŋgurd़u<br>jooni. | 'I trust your child is<br>attending school now.' |
| 5. Qeeyi, qo <u>buri</u> jooni.                  | 'Yes, he is better now.'                         |

These sentences illustrate primarily 'stative' verbs used in simple perfective form to show present state. In sentence No. 1 the particle na signals the stative form. The others are not in stative form. In the case of yahi in No. 4, Fula reflects the same kind of semantic distinction as English between 'to go to school' meaning 'to be en route to school' and the same phrase meaning 'to attend school'. In the latter sense this verb is susceptible of a stative interpretation. Contrast:

Biddoqam no yaha jaŋgurd़u jooni. 'My child is going ('en route') to school now.'

Biddoqam yahi jaŋgurd़u jooni. 'My child just now went to school.'  
or 'My child is now attending school.'

The translation of the latter sentence depending upon context.

## Group II.

- |                                      |  |
|--------------------------------------|--|
| 1. Jam <u>waali</u> .                | 'Good morning' ('Peace has passed the night.')                             |
| 2. Jam <u>ħalli</u> .                | 'Good afternoon.'  |
| 3. Qo <u>wiyi</u> , Demba---         | 'She said, Demba---  |
| 4. Neeneqam <u>yahi</u> saare Jibel. | 'My mother went to Jibel village.'   |
| 5. Si mi <u>haali</u> , kaalaa.      | 'When I've spoken, you are to speak.' <u>or</u> 'When I speak, you speak.' |

These sentences illustrate the simple perfective form of action verbs which simply narrate an action which, at the time of reference, is/was/will be finished. This form is used for matter-of-fact narration of events (usually past). In sentence No. 5 the time is not past but si 'when' or 'if' indicates that the completion of action is prerequisite to what follows.

### B. Emphatic Active Perfective Forms

There is a form of the perfective which is characterized by an emphatic or contrastive stress on the /-i/ suffix. The function of this form as compared with the simple perfective is analogous to the distinction between the 'present perfect' and the simple past of English.

'He came here.'

'He has [already] come here.'

The word [already] is not essential to the proper understanding of the English sentence but does contribute an element of emphasis which is present in the analogous Fula sentences:

Qo qari do.

Qo qarí do.

The contrastive stress represented by the stress mark in the second sentence is not here a displacement of the normal phrase stress since that falls on the /-i/ in the first sentence. What is represented is a lengthening and raising of pitch of the stressed syllable beyond that associated with normal phrase stress.

With what we have called 'stative' verbs this emphatic form usually carries a sense of emphasizing the underlying action rather than the state. Contrast:

qo hebi

'he has'

qo hebí

'he has gotten'

qo jaší

'he is willing'

qo jaší́

'he has agreed'

In some contexts the meaning of this form may seem more akin to English emphatic do (or another stressed auxiliary verb or form of be):

qo jaší́

'he has agreed' or 'he is willing'

(I know because I secured his  
agreement.)

qo qarí do

'he has come here' or 'he did come  
here' (I know because I saw him)

In the middle and passive voices the emphatic perfective is characterized by a suffix [-ma] which we have seen exemplified in eg. Qa jaaraama. 'You have been thanked.' This will be taken up when these voices are introduced later in these materials.

## C. The Perfective Preterit

Mi yahiino, to saare Bookari. 'I'd gone to Bookari's village.'

The preterit suffix /-no/ is regularly added to the perfective form. The denotation is of an action which preceded a time prior to the reference time. In the dialog from which the sentence above was taken the preceding sentence employed the perfective.

Mi wayri ma yiide. 'I haven't seen you for a long time.'

with the implication that this action has been frustrated for some time. In the answer the preterit form denotes that the action of going preceded the period covered by wayri (which was, of course, prior to the time of speaking) and was in some sense responsible for the delay in seeing.

## 6.3 Grammar Drills on Perfective Forms

Part I: Learning Drills

- a) Transformation Drill (Change the verb forms from simple perfective to emphatic perfective forms. Note the translations for hints about the meaning differences involved.)

<u>Pattern 1</u>	<u>Translation</u>	<u>Pattern 2</u>	<u>Translation</u>
Qo qokki kam, deftere nde.	He gave me the book.	Qo qokki kam, deftere nde.	He has [already] given me the book.
Qen ñjiyi mo.	We saw him in town. (statement of simple fact)	Qen ñjiyi mo.	We saw him in town. (In reply to a question such as 'Where is Samba?')
Be ñjari kinqili- ba, to galleqam.	They drank herb tea at my place.	Be ñjari kinqili- ba, to galleqam.	They have [already] drunk herb tea at my place (so don't need to be offered it here).
Qo nani kibaaru ndu.	He heard the news.	Qo nani kibaaru ndu.	He has heard the news [already].
Qaynaabe be ñjahí, to saare Bookari.	the shepherds went to Bookari's. village.	Qaynaabe be ñjahí, to saare Bookari.	The shepherds have gone to Bookari's village. (Hence are not here)

b) Transformation Drill (Using the sentences of drill (a) as cues produce equivalent negative sentences.)

Qo qokkaani kam, deftere nde.	He didn't give/ hasn't given me the book.
Qen ñjyaani mo, to saare nde.	We didn't see him in town.
Be ñjaraani kijkiliba, to galleqam.	They didn't drink herb tea at my place.
Qo nanaani kibaaru ndu.	He didn't hear/hasn't heard the news.
Qaynaabe ñjahaani, to saare Bookari.	The shepherds didn't go/haven't gone to Bookari's village.

c) Transformation Drill (Change the stative verbs from stative form [with long personal pronouns or noun subjects with no/na] to simple perfective form. Note the meaning changes.)

<u>Pattern 1</u>	<u>Translation</u>	<u>Pattern 2</u>	<u>Translation</u>
Bedo jaþi qokkude worþe be deftere nde.	They are willing to give the men the book. (under cer- tain circumstances)	Be jaþi qokkude worþe be, deftere nde.	They agree to give the men the book.
Mido heþi ligge.	I've got a job. [already]	Mi heþi ligge.	I have a job. [to do]
Yompa no selli jooni.	Yompa is in good health nowadays.	Yompa selli jooni.	Yompa is now well.
Qomo buri.	He's improving.	Qo buri.	He's better.

d) Transformation Drill (Using the sentences of Drill (c) [pattern 1] as cues, produce the negative pattern.)

Be jaþaani qokkude worþe be deftere nde.	They didn't agree to give the men the book.
Mi heþaani ligge.	I don't have work.
Yompa sellaani jooni.	Yompa is not well now.
Qo buraani.	He's not better.

e) Transformation Drill (Change the action verbs from simple perfective form to stative form. Note the meaning changes.)

<u>Pattern 1</u>	<u>Translation</u>	<u>Pattern 2</u>	<u>Translation</u>
Samba tawi dum, to galleqam.	Samba found it at my place.	Samba no tawi dum to galleqam.	Samba seems to have found it at my place.
Qo qari do.	He came here.	Qomo qari do.	He is [apparently] (come) here.
Be nani kulle Samba.	They heard about Samba.	Bedo nani kulle Samba.	They must have heard about Samba. (They are in possession of the facts)

f) Transformation Drill (Using the sentences of Drill (e) [pattern 1] produce the emphatic perfective equivalent and the negatives.)

<u>Pattern 1</u>	<u>Translation</u>	<u>Pattern 2</u>	<u>Translation</u>
Samba tawi dum, to galleqam.	Samba has found it at my place.	Samba tawaani dum, to galleqam.	Samba didn't find it at my place.
Qo qari do.	He has come here.	Qo qaraani do.	He didn't/hasn't come here.
Be nani, kulle Samba.	They've heard about Samba.	Be nanaani, kulle Samba.	They didn't hear/ haven't heard about Samba.

g) Transformation Drill (Change the verbs to preterit forms).

<u>Pattern 1</u>	<u>Translation</u>	<u>Pattern 2</u>	<u>Translation</u>
Baabaqam qokki kam, deftemabbe.	My father gave me their books.	Baabaqam qokkiino kam, deftemabbe.	My father had given me their books.
Qa haali kam, kulle jaŋgurdumakko.	He told me about his school.	Qo haaliino kam, kulle jaŋgurdumakko.	He had told me about his school.

Mi he&bi, Samba he&bi, &e kadi ke&bi, kono Demba he&baani hay hunde.	I got [some], Samba got [some], they also got [some], but Demba didn't get anything.	Mi he&biino, Samba he&biino &e kadi ke&biino, kono Demba he&baano hay hunde.	I'd gotten [some], Samba had gotten [some], they too had gotten [some] but Demba hadn't gotten anything.
To marse, qo nani kibaaru ndu.	It was at market he heard the news.	To marse, qo naniino kibaaru ndu.	It was at market he had heard the news.
Menj &gokki mo, deftere nde.	We gave him the book.	Menj &gokkiino mo, deftere nde.	We had given him the book.

### Part II: Practice Drills

#### a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kono <u>qo</u> sellaani.
mi	Kono <u>mi</u> sellaani.
qa	Kono <u>qa</u> sellaani.
qon	Kono <u>qon</u> cellaani?
&e	Kono <u>&amp;e</u> cellaani?
menj	Kono <u>menj</u> cellaani?
qen	Kono <u>qen</u> cellaani?
mi	Kono <u>mi</u> sellaani.

#### b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yahi ja&ngurdu.
mi	<u>Mi</u> yahi ja&ngurdu.
qa	<u>Qa</u> yahi ja&ngurdu?
qon	<u>Qon</u> &jah&i yahi ja&ngurdu?
&e	<u>&amp;e</u> &jah&i ja&ngurdu.
menj	<u>Menj</u> &jah&i ja&ngurdu.
qen	<u>Qen</u> &jah&i ja&ngurdu.
qo	Qo yahi ja&ngurdu.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> yahıino, saare Bookari.
qo	<u>Qo</u> yahıino, saare Bookari.
qa	<u>Qa</u> yahıino, saare Bookari?
be	<u>Be</u> ñjahıino, saare Bookari.
qon	<u>Qon</u> ñjahıino, saare Bookari?
men	<u>Men</u> ñjahıino, saare Bookari.
qen	<u>Qen</u> ñjahıino, saare Bookari.
mi	Mi yahıino, saare Bookari.

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> yahıino, saareqam.
qo	Qo yahıino, saare <u>qam</u> .
-makko	<u>Qo</u> yahıino, saare <u>makko</u> .
qa	Qa yahıino, saare <u>makko</u> ?
-maa	<u>Qa</u> yahıino, saaremaa?
qon	Qon ñjahıino, saare <u>maa</u> ?
-modon	<u>Qon</u> ñjahıino, saare <u>modon</u> ?
men	Men ñjahıino, saare <u>modon</u> .
-meden	<u>Men</u> ñjahıino, saare <u>meden</u> .
qen	Qen ñjahıino, saare <u>meden</u> .
-qameñ	<u>Qen</u> ñjahıino, saare <u>qameñ</u> .
be	Be ñjahıino, saare <u>qameñ</u> .
-maa	<u>Be</u> ñjahıino, saaremaa.
mi	Mi yahıino, saare <u>maa</u> .
-qam	Mi yahıino, saare <u>qam</u> .

## 6.4 Note: Optative and Imperative Verb Forms - Active Voice

Note the sentences:

1. Yalla qokkur be jam. 'May God give them peace!'
2. Haal kadi. 'Say [it] again!'
3. Haalanam kadi. 'Say [it] to me again!'
4. Quddit deftermon. 'Open your books!'
5. Jaŋgu qo. 'Read this!'

Sentence 1 illustrates a verb phrase consisting of the particle yo, a subject, and the root or base of the verb without suffix. This phrase expresses a wish that the subject may perform the action and is called the 'optative' form. The verb base is stressed in the phrase. The consonant-final base of the verb may

be suffixed with /-a/ in the singular forms and is so inflected in plural forms. Thus the verb form here resembles either the imperative (root or base alone - see below) or the imperfective verb stem (root or base plus /-a/ in the active voice). With the verb root yaa the forms are as follows:

Yo mi yaa. / Yo mi yaha.	'Let me go.'
Yaa yaa. / Yaa yaha.	'May you go.'
Yoo yaa. / Yoo yaha.	'Let him go.'
Yo meñ ñjaha.	'Let us go.'
Yo qen ñjaha.	'Let us all go.'
Yo qon ñjaha.	'May you (pl.) go.'
Yo ñe ñjaha.	'Let them go.'

Note that yo + qa may elide to yaa while yo + qo may elide to yoo. Yo also elides with /qa/ or /qo/ initials of nouns as in sentence 1 above.

The second person forms of the optative are relatively rare, being commonly substituted by the imperative proper, which consists of the verb base alone for the singular and with consonant alternation and the suffix /-ee/ for the plural. If the verb base ends with two consonants the suffix /-u/ appears in the singular. With some verbs learned to date the singular and plural active imperative forms are as follows (use this list as a grammar drill). The negative of the imperative is formed by the form wotaa or wataa preceding the imperative form of the verb. The base of the verb is stressed in singular and plural, positive and negative.

<u>Verb Root</u>	<u>Singular</u>	<u>Plural</u>	<u>Translation</u>	<u>Negative</u>
waal	Waal!	Mbaalee!	Spend the night!	Wataa waal!
yan	Yaa!	Ñjahee!	Go!	Wataa yaa!
qokk	Qokku!	Ngokkee!	Give!	Wataa qokku!
qar	Qar!	Ngaree!	Come!	Wataa qar!
haal	Haal!	Kaalee!	Speak!	Wataa haal!
heb	Heb!	Kebee!	Get!	Wataa jaß!
jaß	Jab!	Jabee!	Agree!	Wataa jaß!
yar	Yar!	Ñjaree!	Drink!	Wataa yar!
jangu	Jangu!	Janggee!	Read!	Wataa jangu!
qudd	Quddu!	Nguddee!	Close!	Wataa quddu!
quddit	Quddit!	Ngudditee!	Open!	Wataa quddit!
hiir	Hiir!	Kiiree!	Spend the evening!	Wataa hiir!

Certain 'injunctive' forms to be treated later are also used to make suggestions for action.

## 6.5 Grammar Drills on Imperative and Optative Forms.

## a) Progressive Substitution Drill

Pattern

	Yoo <u>yaa</u> , to marse.
be	Yo <u>be</u> <u>ñjaha</u> to marse.
ñallu	Yo <u>be</u> <u>ñallu</u> , to <u>marse</u> .
saare	Yo <u>be</u> <u>ñallu</u> , to <u>saare</u> .
merj	Yo <u>merj</u> <u>ñallu</u> , to <u>saare</u> .
yaa	Yo <u>merj</u> <u>ñjaha</u> to <u>saare</u> .
jangurdu	Yo <u>merj</u> <u>ñjaha</u> to <u>jangurdu</u> .
Demba	Yo <u>Demba</u> <u>yaa</u> , to <u>jangurdu</u> .
waal	Yo <u>Demba</u> <u>waal</u> , to <u>jangurdu</u> .
marse	Yo <u>Demba</u> <u>waal</u> , to <u>marse</u> .
qo	Yoo <u>waal</u> , to <u>marse</u> .
yaa	Yoo <u>yaa</u> , to <u>marse</u> .

## b) Random Substitution Drill

CuePattern

	Yoo <u>nana</u> , kibaaru ndu.
merj	Yo <u>merj</u> <u>nana</u> , kibaaru ndu.
haal	Yo <u>merj</u> <u>haala</u> , kibaaru ndu.
be	Yo <u>be</u> <u>kaala</u> , kibaaru ndu.
baabaqam	Yo <u>baabaqam</u> <u>haala</u> , kibaaru ndu.
nan	Yo <u>baabaqam</u> <u>nana</u> , kibaaru ndu.
Samba	Yo <u>Samba</u> <u>nana</u> , kibaaru ndu.
qo	Yoo <u>nana</u> , kibaaru ndu.

## c) Progressive Substitution Drill

CuePattern

	Yoo <u>yaa</u> , to marse.
ñallu	Yo <u>ñallu</u> , to <u>marse</u> .
saare nde	Yoo <u>ñallu</u> , to <u>saare nde</u> .
be	Yo <u>be</u> <u>ñallu</u> , to <u>saare nde</u> .
yaa	Yo <u>be</u> <u>ñjaha</u> , to <u>saare nde</u> .
marse	Yo <u>be</u> <u>ñjaha</u> , to <u>marse</u> .
merj	Yo <u>merj</u> <u>ñjaha</u> , to <u>marse</u> .
waal	Yo <u>merj</u> <u>mbaala</u> , to <u>marse</u> .
galleqamenj	Yo <u>merj</u> <u>mbaala</u> , to <u>galleqamenj</u> .
Demba	Yo <u>Demba</u> <u>waal</u> , to <u>galleqamenj</u> .

qar	Yo Demba <u>waal</u> , to galleqamenj.
saare nde	Yo Demba qar, to <u>galleqamenj</u> .
qa	Yaa <u>qar</u> , to saare nde.
ñallu	Yaa <u>ñallu</u> , to <u>saare nde</u> .
galle Bookari	Yaa <u>ñallu</u> , to galle Bookari.
menj	Yo menj <u>ñalla</u> , to galle Bookari.
yaa	Yo menj ñjaha to <u>galle Bookari</u> .
marse	Yo <u>menj</u> ñjaha to marse.
qo	Yoo yaa, to marse.

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
mi	Si <u>go</u> yahi tan, ñgaree.
qar	Si <u>mi</u> <u>yahi</u> tan, ñgaree.
foft	Si <u>mi</u> qari tan, <u>ngaree</u> .
be	Si <u>be</u> <u>ngari</u> tan, foftee.
yaa	Si <u>be</u> ñjahi tan, <u>foftee</u> .
jang	Si <u>be</u> ñjahi tan, janggee.
menj	Si menj <u>ñjahi</u> tan, janggee.
qar	Si menj <u>ngari</u> tan, <u>janggee</u> .
qudd	Si <u>menj</u> <u>ngari</u> tan, ñguddee.
qon	Si <u>qon</u> <u>ngari</u> tan, ñguddee.
yaa	Si <u>qon</u> ñjahi tan, <u>nguddee</u> .
quddit	Si <u>qon</u> ñjahi tan, ñgudditee.
qa	Si qa <u>yahi</u> tan, ñgudditee.
qar	Si qa qari tan, <u>ngudditee</u> .
kiir	Si <u>qa</u> qari tan, kiiree.
qo	Si <u>qo</u> <u>qari</u> tan, kiiree.
yaa	Si <u>qo</u> yahi tan, <u>kiiree</u> .
qar	Si <u>qo</u> yahi tan, ñgaree.

NOTES

## UNIT 7

7.0 Dialog: A Remedy for a Headache.

- Demba -  
 Jam waali. Good morning.

- Samba -  
 Jam tan ↑ Greeting.

- Demba -  
 Kori tana qalaa? I hope all's well?

- Samba -  
 Jam tan ↑ Fine.

- Demba -  
 haŋki yesterday  
 Haŋki mi sellaano. Yesterday I wasn't well.

- Samba -  
 hebno which had (relative verb  
 form - preterit)  
 Ko hodum hebno ma? What was the matter ('it is what  
 thing had you')?

- Demba -  
 tawo at that time, then  
 hoore [nde] (koqe) head; self  
 Tawo hooreqam na muusa. At that time I had a headache.

- Samba -  
 docotor [∅] (dokotorooße)  
 Qa yahi to dokotormaa na? doctor, physician  
 Have you been to your doctor?

- Demba -  
 Qeeyi↑ mi yahiiño. Yes, I have been [to him].

- Samba -  
 ŋjahaa you (sg.) are to go  
 lel lie down, be lying  
 lelaa you (sg.) are to lie down  
 haa until, up to, as far as  
 bandu [ndu] (balli) body  
 Qawa, ŋjahaa, lelaa, haa bandumaa OK. go lie down until you[r body]  
 bura. get[s] better.

## - Demba -

Qalaa ↑ mido yid'i yaade saare.

No, I want to go to town.

## - Samba -

wad'

do, make; happen

mbadtaa

which you will do

Hódum mbadtaa, to saare?

What are you going to do in town?

## - Demba -

Mido laaroya neeneqam.

I am to go see [look for] my mother.

## - Samba -

wadaa

you (sg.) are to do

leemuna [∅] (leemunaa jı)

lime (fruit)

ndiyam [dám] ( )

water

ñjaraa

you (sg.) are to drink

Wadaa leemuna, qe ndiyam, ñjaraa d'um.

Put ('do') lime in water [and] drink it.

## - Demba -

lekki [kí] (lekkii jı)

medicine, herb

tuubaako [∅] (tuubaakooße)

European (white man)

ñjaratami

which I'll drink

Mi hebi lekki tuubaakooße,  
d'um ñjaratami.

I have European medicine, that's what I will drink.

## - Samba -

baasi

trouble, something wrong

Baasi qala. Mido yaha, haa jaŋgo.

OK! I am going [away] till tomorrow.

## - Demba -

salmin

greet, regard, compliment

salmina

you (sg.) are to greet

nani

hear!, pay attention!,

Qawa, salmina kam, ßengumaa,  
nani.

without fail

OK., greet your family for me,  
hear!

## - Samba -

Be nanay. Qa jaaraama.

They will hear, thank you.

## 7.1 Variation Drill on Basic Sentences

## a) Progressive Substitution Drill

New words:

baawo	[ŋgo] (baawe)	- back; before	yitere	[nde] (gite)	- eye
ñiindere	[nde] (ñiidyé)	- teeth	daande	[nde] (daade)	- neck
nofru	[ndu] (noppí)	- ear	jungo	[ŋgo] (juude)	- hand, arm
wuro	[ŋgo] (gure)	- cattle shed			

Cue	Pattern
	Tawo <u>hooreqam</u> na muusa.
koyngal	Tawo koyngal <u>qam</u> na muusa.
-makko	Tawo koyngalmakko na <u>muusa</u> .
buri	Tawo <u>koyngalmakko</u> na buri. <sup>1</sup>
jungo	Tawo jungomakko na buri.
-maa	Tawo jungomaa na <u>buri</u> .
sellı	Tawo <u>jungomaa</u> na sellı.
baawo	Tawo baawomaa na <u>sellı</u> .
muusa	Tawo <u>baawomakko</u> na muusa.
daande	Tawo daandemakko na <u>muusa</u> .
-qam	Tawo daande <u>qam</u> na muusa.
buri	Tawo <u>daandeqam</u> na buri.
ñiidyé	Tawo <u>ñiidyeqam</u> na buri.
sellı	Tawo <u>ñiidyemakko</u> na sellı.
noppı	Tawo noppimakko na sellı.
-maa	Tawo noppimaa na <u>sellı</u> .
musa	Tawo <u>noppimaa</u> na muusa.
hoore	Tawo hoore <u>maa</u> na muusa.
-qam	Tawo hoore <u>qam</u> na <u>muusa</u> .

## b) Progressive Substitution Drill

Cue	Pattern
	Lelaa, haa <u>bandumaa</u> bura.
hoore	<u>Lelaa</u> , haa hooremaa bura.
waal	Waala, haa <u>hooremaa</u> bura.
ñiidyé	<u>Waala</u> , haa <u>ñiidyemaa</u> bura.
lel	Lelaa, haa <u>ñiidyemaa</u> bura.

<sup>1</sup>Note that in this pattern stative verbs appear in perfective form (the 'stative construction') while action verbs are in the imperfective (see 6.2).

	Lelaa, haa <u>ñilçyemaa</u> bura.
baawo	<u>Lelaa</u> haa baawomaa bura.
waal	Waala, haa <u>baawomaa</u> bura.
daande	<u>Waala</u> , haa daandemaa bura.
lel	Lelaa, haa <u>daandemaa</u> bura.
noppi	<u>Lelaa</u> , haa noppimaa bura.
waal	Waala, haa <u>noppimaa</u> bura.
koyngal	<u>Waala</u> , haa koyngalmaa bura.
foft	Foftaa, haa <u>koyngalmaa</u> bura.
bandu	<u>Foftaa</u> , haa bandumaa bura.
lel	Lelaa, haa bandumaa bura.

## c) Progressive Substitution Response Drill

Cue	Question Pattern	Answer Pattern
	<u>Qa</u> yahi to dokotormaa na?	Qeeyi↑ mi yahi to dokotorqam.
be	Be ñjahi to <u>dokotormaa</u> ñbe na?	Qeeyi↑ be ñjahi to dokotormaañbe.
saare	<u>Be</u> ñjahi to saaremañbe na?	Qeeyi↑ be ñjahi to saaremañbe.
qo	Qo yahi to <u>saaremakko</u> na?	Qeeyi↑ qo yahi to saaremakko.
jangurduru	<u>Qo</u> yahi to jangurdumakko na?	Qeeyi↑ qo yahi to jangurdumakko.
qon	Qon ñjahi to <u>jangurdumodon</u> na?	Qeeyi↑ mej ñjahi to jangurdumoden/-meden.
ŋgesa	<u>Qon</u> ñjahi to ŋgesamodon na?	Qeeyi↑ mej ñjahi to ŋgesaqamen/-meden.
qa	Qa yahi to <u>ŋgesamaa</u> na?	Qeeyi↑ mi yahi to ŋgesaqam.
wuro	<u>Qa</u> yahi to wuromaa na?	Qeeyi↑ mi yahi to wuroqam.
be	Be ñjahi to <u>wuromaa</u> ñbe na?	Qeeyi↑ be ñjahi to wuromaañbe.
saare	<u>Be</u> ñjahi to saaremañbe na?	Qeeyi↑ be ñjahi to saaremañbe.
neenemaa	Neenemaa yahi to <u>saaremakko</u> na?	Qeeyi↑ neeneqam yahi to saaremakko.
dokotor	<u>Neenemaa</u> yahi to dokotormakko na?	Qeeyi↑ neeneqam yahi to dokotormakko.
qa	Qa yahi to dokotormaa na?	Qeeyi↑ mi yahi to dokotorqam.

## 7.2 Note: Negatives to date

Note the sentences:

1. Korí tāna qala? '[I] hope nothing's wrong!'
2. Kono qo sellaani. 'But he's not well.'
3. Haŋki mi sellaano. 'Yesterday I was not well.'

There are actually many fewer negative forms in Fula than positive ones, with the result that subtle shades of difference possible to specify in a positive sentence are less specific in the negative. Sentence 1 above illustrates the form qala or galaa, which functions as both the short negative 'no!' and a negative of the existence of the thing or state described. Thus this sentence is literally 'Hopefully trouble is non-existent?' Another example of the use of this negative 'stative' form is:

Samba no do na? Qalaaf! qo qalaa do. 'Is Samba here. No, he isn't (here).'

Sentences 2 and 3 illustrate other negative verbal forms. The negative forms of verbs are regularly characterized by a suffix /-aa/. In sentence 2 this is followed by /-ni/ which contains the /-i/ characteristic of perfective forms and is the negative active perfective suffix. Sentence 3 has a suffix /-no/ which is characteristic of all preterit verbal forms in Fula. Since sell is a 'stative' verb, sentence 2 has a perfective verb form but describes a present state while 3 has a past perfective form and describes a past state.

### 7.3 Grammar Drills on Simple Perfective Negatives

#### a) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Mi</u> wiyaani, yo ße ñgara.	'I didn't tell them to come.'
qo	<u>Qo</u> wiyaani, yo ße ñgara.	
qa	<u>Qa</u> wiyaani, yo ße ñgara.	
qon	<u>Qon</u> mbiyaani, yo ße ñgara.	
menj	<u>Menj</u> mbiyaani, yo ße ñgara.	
qen	<u>Qen</u> mbiyaani, yo ße ñgara.	
ße	<u>ße</u> mbiyaani, yo ße ñgara.	
mi	<u>Mi</u> wiyaani, yo ße ñgara.	

#### b) Progressive Substitution-Transformation Drill (Negative-Affirmative)

<u>Cue</u>	<u>Negative Pattern</u>	<u>Affirmative Pattern</u>
	<u>Mi</u> nanaani kibaarumaa.	Mi nani' kibaarumaa.
qo	Qo nanaani kibaarumaa.	Qo nani kibaarumaa.
-mon	<u>Qo</u> nanaani kibaarumon.	Qo nani kibaarumon.
ße	Be nanaani kibaarumon.	Be nani kibaarumon.
-qam	<u>Be</u> nanaani kibaaruqam.	Be nani kibaaruqam.
qa	Qa nanaani kibaaruqam?	Qa nani kibaaruqam?
-makko	<u>Qa</u> nanaani kibaarumakko?	Qa nani kibaarumakko?
qen	Qen nanaani kibaarumakko.	Qen nani kibaarumaakkoo.
-maßße	<u>Qen</u> nanaani kibaarumaßße.	Qen nani kibaarumaßße.
menj	Menj nanaani kibaarumaßße.	Menj nani kibaarumaßße.
-modon	<u>Menj</u> nanaani kibaarumodon.	Menj nani kibaarumodon.
mi	Mi nanaani kibaarumodon.	Mi nani kibaarumodon.
-maa	<u>Mi</u> nanaani kibaarumaa.	Mi nani kibaarumaa.

## c) Progressive Substitution-Transformation Drill (Negative-Affirmative)

<u>Cue</u>	<u>Negative Pattern</u>	<u>Affirmative Pattern</u>
	<u>Mi</u> yıyaanı gaynaakoqam.	Mi yıyı gaynaakoqam.
qa	Qa yıyaanı gaynaakoqam?	Qa yıyı gaynaakoqam?
-mon	<u>Qa</u> yıyaanı gaynaakomon?	Qa yıyı gaynaakomon?
be	Be ñjıyaanı gaynaakomon.	Be ñjıyı gaynaakomon.
-maßbe	Be ñjıyaanı gaynaakomaßbe.	Be ñjıyı gaynaakomaßbe.
qo	Qo yıyaanı gaynaakomaßbe.	Qo yıyı gaynaakomaßbe.
-makko	<u>Qo</u> yıyaanı gaynaakomakko.	Qo yıyı gaynaakomakko.
qen	Qen ñjıyaanı gaynaakomakko.	Qen ñjıyı gaynaakomakko.
-qameŋ	<u>Qen</u> ñjıyaanı gaynaakoqameŋ.	Qen ñjıyı gaynaaqameŋ.
meŋ	Meŋ ñjıyaanı gaynaakoqameŋ.	Meŋ ñjıyı gaynaaqameŋ.
-muqen	<u>Meŋ</u> ñjıyaanı gaynaakomuqen.	Meŋ ñjıyı gaynaakomuqen.
qon	Qon fıjıyaanı gaynaakomuqen?	Qon ñjıyı gaynaakomuqen?
-meeden	<u>Qon</u> ñjıyaanı gaynaakomeeden?	Qon ñjıyı gaynaakomeeden?
mi	Mi yıyaanı gaynaakomeeden?	Mi yıyı gaynaakomeeden.
-qam	Mi yıyaanı gaynaakoqam.	Mi yıyı gaynaakoqam.

## d) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> qaraano hajkı.
be	Be <u>ŋgaraano</u> hajkı.
sell	Be cellaano hajkı.
qa	Qa <u>sellaano</u> hajkı?
yaa	<u>Qa</u> yahaano hajkı?
meŋ	Meŋ <u>ñjahaano</u> hajkı.
heb	<u>Meŋ</u> kebaano hajkı.
mi	Mi <u>hebaano</u> hajkı.
jang	<u>Mi</u> jaŋgaano hajkı.
qon	Qon <u>ñjangaano</u> hajkı?
qar	<u>Qon</u> ŋgaraano hajkı?
qo	Qo qaraano hajkı.

## e) Multiple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Mi <u>hebaani</u> .
yıı	<u>Mi</u> yıyaanı.
qo	Qo <u>yıyaanı</u> .
jang	<u>Qo</u> jaŋgaani.
qa	Qa <u>jaŋgaani?</u>

	Qa <u>jangaani</u> ?
quddit	Qa qudditaani?
be	Be <u>ngudditaani</u> .
heb	Be kebaani.
merj	Merj <u>kebaani</u> .
yii	Merj <u>ñjinyaani</u> .
qen	Qen <u>ñjinyaani</u> .
jang	Qen <u>ñjanggaani</u> .
mi	Mi <u>janggaani</u> .
heb	Mi hebaani.

## f) Progressive Substitution-Transformation Drill (Negative-Affirmative)

Cue	Negative Pattern	Affirmative Pattern
	Mi <u>yiyaani</u> gaynaakoqam.	Mi yiyi gaynaakoqam.
haal	Mi haalaani gaynaako <u>qam</u> .	Mi haali gaynaakoqam.
-mon	Mi haalaani gaynaakomo <u>n</u> .	Mi haali gaynaakomon.
be	Be <u>kaalaani</u> gaynaakomon.	Be kaali gaynaakomon.
yii	Be <u>ñjinyaani</u> gaynaakomo <u>n</u> .	Be ñjiyi gaynaakomon.
-maabbe	Be <u>ñjinyaani</u> gaynaako <u>maabbe</u> .	Be ñjiyi gaynaako <u>maabbe</u> .
qo	Qo <u>yiyaani</u> gaynaako <u>maabbe</u> .	Qo yiyi gaynaako <u>maabbe</u> .
haal	Qo haalaani gaynaako <u>maabbe</u> .	Qo haali gaynaako <u>maabbe</u> .
-meeden	Qo haalaani gaynaako <u>meeden</u> .	Qo haali gaynakomeeden.
merj	Merj <u>kaalaani</u> gaynaako <u>meeden</u> .	Merj kaali gaynaako <u>meeden</u> .
yii	Merj <u>ñjinyaani</u> gaynaako <u>meeden</u> .	Merj ñjiyi gaynaako <u>meeden</u> .
-qamej	Merj <u>ñjinyaani</u> gaynaako <u>qamej</u> .	Merj ñjiyi gaynaako <u>qamej</u> .
qa	Qa <u>yiyaani</u> gaynaako <u>qamej</u> ?	Qa haali gaynaako <u>qamej</u> ?
haal	Qa haalaani gaynaako <u>qamej</u> ?	Qa haali gaynaako <u>qamej</u> ?
-makko	Qa haalaani gaynaako <u>makko</u> ?	Qa haali gaynaako <u>makko</u> ?
qen	Qen <u>kaalaani</u> gaynaako <u>makko</u> .	Qen kaali gaynaako <u>makko</u> .
yii	Qen <u>ñjinyaani</u> gaynaako <u>makko</u> .	Qen ñjiyi gaynakomakko.
-modon	Qen <u>ñjinyaani</u> gaynaako <u>modon</u> .	Qen ñjiyi gaynakomodon.
mi	Mi <u>yiyaani</u> gaynaako <u>modon</u> .	Mi yiyi gaynaako <u>modon</u> .
haal	Mi haalaani gaynaako <u>modon</u> .	Mi haali gaynaako <u>modon</u> .
-qam	Mi <u>haalaani</u> gaynaako <u>qam</u> .	Mi haali gaynaako <u>qam</u> .
yii	Mi <u>yiyaani</u> gaynaako <u>qam</u> .	Mi yiyi gaynaako <u>qam</u> .

## g) Progressive Substitution-Response Drill

Cue	Question	Response
be	Qa yahi, to <u>dokotormaa</u> na?	Qalaat mi yahaani, to dokotorqam.
saare	Be ñjahı, to <u>dokotormaabbe</u> na?	Qalaat be ñjahaani, to dokotormaabbe.
qo	Be ñjahı, to <u>saaremabbe</u> na?	Qalaat be ñjahaani, to saaremabbe.
	Qo yahi, to <u>saaremakko</u> na?	Qalaat qo yahaani, to saaremakko.

Qo yahi, to <u>saaremakko</u> na?	Qalaa↑ qo yahaani, to saaremakko.
jangurdu <u>Qo</u> yahi, to <u>jangurdumakko</u> na?	Qalaa↑ qo yahaani, to <u>jangurdumakko</u> .
qon <u>Qon</u> ñjahı, to <u>jangurdumodon</u> na?	Qalaa↑ menj ñjahaani, to <u>jangurduguamenj</u> .
ŋgesa <u>Qon</u> ñjahı, to <u>ŋgesamodon</u> na?	Qalaa↑ menj ñjahaani, to <u>ŋgesaqamenj</u> .
qa <u>Qa</u> yahi, to <u>ŋge'samaa</u> na?	Qalaa↑ mi yahaani, to <u>ŋgesaqam</u> .
wuro <u>Qa</u> yahi, to <u>wuromaa</u> na?	Qalaa↑ mi yahaani, to <u>wuroqam</u> .
be <u>Be</u> ñjahı, to <u>wuromabbe</u> na?	Qalaa↑ be ñjahaani, to <u>wuromabbe</u> .
saare <u>Be</u> ñjahı, to <u>saaremabbe</u> na?	Qalaa↑ be ñjahaani, to <u>saaremabbe</u> .
neenemaa <u>Neenemaa</u> yahi, to <u>saaremakko</u> na?	Qalaa↑ neeneqam yahaani, to <u>saaremakko</u> .
docotor <u>Neenemaa</u> yahi, to <u>dokotormakko</u> na?	Qalaa↑ neeneqam yahaani, to <u>dokotormakko</u> .
qa <u>Qa</u> yahi, to <u>dokotormaa</u> na?	Qalaa↑ mi yahaani, to <u>dokotorqam</u> .

## h) Random Substitution-Transformation Drill (Positive to Negative)

Cue

	<u>Baabaqam</u> nani kibaarumaa.	Baabaqam nanaani kibaarumaa.
baabamaa	Baabamaa <u>nani</u> kibaarumaa.	Baabamaa nanaani kibaarumaa.
hebı deftere nde	<u>Baabamaa</u> hebı deftere nde.	Baabamaa hebaani deftere nde.
sukaabebę	Sukaabebę <u>kebı</u> deftere nde.	Sukaabebę kebaani deftere nde.
yiyı	<u>Sukaabebę</u> ñjiyı deftere nde.	Sukaabebę ñjyaani deftere nde.
baabamakko	Baabamakko <u>yiyı</u> deftere nde.	Baabamakko yiyaani deftere nde.
quddıtı	Baabamakko quddıtı deftere nde.	Baabamakko qudditaani deftere nde.
-makko	<u>Baabamakko</u> quddıtı defteremakko.	Baabamakko qudditaani defteremakko.
Samba	Samba quddıtı defteremakko.	Samba qudditaani defteremakko.
-mańbe	<u>Samba</u> quddıtı defteremabbe.	Samba qudditaani defteremabbe.
be	Be ñguddıtı defteremabbe.	Be ñgudditaani defteremagamenj.
menj	Be ñguddıtı deftereqlamenj.	Be ñgudditaani deftereqlamenj.
menj	Menj ñguddıtı deftereqlamenj.	Menj ñgudditaani deftereqlamenj.
nde	Menj ñguddıtı deftere nde.	Menj ñgudditaani deftere nde.
hebı	Menj <u>kebı</u> deftere nde.	Menj kebaani deftere nde.
nani kibaarumaa	Menj nani kibaarumaa.	Menj nanaani kibaarumaa.
baabaqam	Baabaqam nani kibaarumaa.	Baabaqam nanaani kibaarumaa.

## 7.4 Note: Noun Classes (I)

As has been mentioned in previous notes (2.2, 5.2), all nouns in Fula belong to one or another of a number of noun classes which commonly have characteristic suffixes and which sometimes require concordial suffixes of agreement on forms which are associated with them. Each class also has characteristic pronominal and demonstrative forms. To date we have observed the personal classes [qo] (singular) and [be] (plural) and occasional occurrences of other classes.

Note the following groups of noun singular and plural forms as given in the units:

1.	neddo	yimbé
	debbo	rewbe
	biddo	bibbe
	gorko	worbe
	gaynaako	qaynaabe
	tuubaako	tuubaakoobe
1(a)	jaatigi	jaatigilbe
	dokotor	dokotoroobe
	gorgol	gorgoloobe
2.	kaw / kawirawo	kawiraabe
	miña / miñirawo	miñiraabe
	mawna / mawnirawo	mawniraabe
	neene / neenirawo	neeniraabe
	baaba / baabirawo	baabiraabe
	band / bandirawo	bandiraabe
3.	leemuna	leemunaa ji
	galle	gallee ji
	marse	marsee ji
	qekol	qekolaají
	queskul	queskulaají
	soora	sooraa ji
	kiŋkiliba	( )
4.	saare	caqe
	deftere	defte
	hoore	koqe
	yitere	gite
	ñiindere	ñiidye
	hunde	kulle
	daande	daade
5.	kibaaru	kibaaruují
	janjurdu	janjurduují
	bandu	balli
	nofru	noppi
	baawo	baawe
	wuro	gure
	jungo	juude

koyngal	koyde
ŋgesa	gese
lekki	lekkiijl
ndiyam	( )
ligge	( )
benju	( )

Inspection of Groups 1, 1(a), and 2 shows that all have plurals ending in /be/. All have reference to persons.

Group 2, which includes most of the relationship terms used so far, has no members other than such terms, and exhibits a special /-irawo/ suffix pattern in one singular form and /-raabe/ in the plural. (This will receive further attention below in 15.2.)

Group 1(a) consists of certain terms of non-Fula origin for persons, has no characteristic singular suffix and has /be/ in the plural after a double vowel (usually identical with the last vowel of the stem).

Neither of these groups shows any initial consonant alternation. Both take pronominal forms in the singular appropriate to the [qo] class.

Group 3 consists of non-personal nouns of non-Fula origin. These show no consonant alternation and are characterized by no singular suffix, which we symbolize as zero, [Ø], and by the suffix /-ji/ in the plural (preceded by a double vowel -the base-final vowel if there is one, otherwise /-aa/.) These also take in the singular pronominal forms appropriate to the [qo] class.

These groups, (1(a), 2 and 3) illustrate what we may call 'weak' nouns - exhibiting no singular suffix and consistently suffixing one of two plural suffixes (/be/ for persons and /-ji/ for non-persons) to a stem with doubled vowel. Note that tuubaakoobe has a singular like those of Group 1 but forms its plural like Group 1(a).

Groups 1, 4 and 5 illustrate Fula 'strong' nouns with singulars in one class and plurals in another<sup>1</sup> - characterized by suffixes in both singular and plural and having consonant alternation of the root-initial consonant where required by the class membership. The discussion below will concentrate on these forms.

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<sup>1</sup>Some nouns occur with singular forms in a class but with a plural formed by adding a plural suffix to the singular class suffix. For example: jangurduru of the [ndu] class, has a plural jangurduuji. This is described as a 'strong noun having a weak plural.'

Group 1

1.	neddo	yimbe
2.	debbo	rewbe
3.	biddo	bibbe
4.	gorko	worbe
5.	gaynaako	qaynaabe

The plurals of these personal nouns are in the [be] class which has only one form of its class suffix and does not cause alternation of the initial consonant of the root to which it is attached. The roots of these words are:

1. yim-
2. rew-
3. bii
4. wor-
5. qayn-

1. yim functions as the root of the plural for neddo but is actually a different root unrelated to the root of neddo. This is a rare occurrence and is analogous to 'people' as the plural of 'person' in English.
2. rew 'feminine', the root also of the verb 'follow', takes the [be] plural suffix without change of the root. In the singular, however, inflection with the suffix of the [qo] class produces alternation of the initial /r/ to /d/. This alternation of root-initial consonant is present (wherever possible) whenever a root is inflected in the [qo] class. The shift of the /w/ of the root to /b/ also follows the regular consonant alternation pattern but the second consonant of the root does not regularly shift except for /f/ and /w/ which often shift, to /pp/ and /bb/. The double /bb/ occurs wherever /w/ in root final position shifts to /b/.
3. bii is a root meaning 'child'. Roots ending in double (long) vowels commonly take consonant-initial suffixes by shortening the vowels and doubling the suffix-initial consonant. The form of the suffix of the [qo] class here is /-do/.
4. wor is the root of all words carrying a sense of 'male'. When inflected in the [qo] class the /w/ shifts to /g/. The [qo] class suffix here is /-ko/.
5. qayn is the root, also of the verb 'to herd', with /q/ shifting to /g/ in the [qo] class. The suffix form again is /-ko/. Since the root ends in two consonants, a vowel /a/, here doubled, is inserted before a form of the [qo] suffix.

From the data above it is clear that suffixes of the [qo] class occur in different forms. There are actually four forms of the suffix of

this class: /qo/, /jo/, /dø/ and /ko/. Most class suffixes occur in three or four forms. It is impossible to predict which form of the suffix will occur with a particular root. It is customary to refer to these forms as the four 'grades' of the suffix.

The [ø] class is unique in having only one form or 'grade', of its suffix.

Group 4

1. saare	caqe
2. gallé	galleej <sup>1</sup>
3. deftere	defte
4. hoore	koqe
5. yitere	gite
6. ñiindere	ñiidyé
7. hunde	kulle
8. daande	daade

This group illustrates one of the commoner non-personal noun classes in Fula. The singulars of these words belong to the [ndel] class. Roots inflected in this class do not have altered initial consonants. The grades of this class suffix are basically:

1	2	3	4
(-e, <sup>1</sup> )	-re,	-de,	-nde

Note that the relationship between the initial consonants of the second, third and fourth grades of this suffix /r/ - /d/ - /nd/ follows the regular pattern of consonant alternation. The first grade of most suffixes is the vowel alone. This particular class suffix also occurs (as in some of the examples above) in a reduplicate set of forms:

1	2	3	4
(-ere, <sup>1</sup> )	-----	-dere,	-ndere

The plural forms of the words in Group 4 furnish examples of the [ø] class. There are four plural classes in Fula [ø], [d<sup>1</sup>], [dø] and [kon]. The grades of the suffixes of the first three are:

1	2	3	4	
/ø/	-ø	-ø	-ø	-ø (No examples of the /kon/
/d <sup>1</sup> /	-(q) <sup>1</sup>	-j <sup>1</sup> -li	-d <sup>1</sup>	-d <sup>1</sup> plural class have yet
/dø/	-(q)e	-je/-le	-dø	-dø(-dyø) occurred.)

<sup>1</sup>The first grade (vowel only) of certain classes is rarely, if ever, encountered and must, therefore be considered hypothetical. Some grammar list the first and second grades as identical in such cases (i.e. -re, -re, -de, -nde for this class) but there seems then no basis for distinguishing grades 1 and 2 except perhaps by complex distributional criteria. Hence we have put grade 1 in parenthesis.

The second grades of all three of these classes, as profusely illustrated in examples above, have the effect of doubling a final vowel preceding them. The two non-personal plural suffixes cause alternation of the initial consonant of the root. (Note that the 2nd grades of these suffixes have alternates with /l/, which do not double a preceding vowel.) Note that galle has a weak plural, possibly indicating that it is a borrowed word or derived from a form already plural.

#### Group 5

1.	kibaaru	kibaaruuji
2.	jaŋgurduru	jaŋgurduuji
3.	baandu	balli
4.	nofru	noppı
5.	baawo	baawe
6.	wuro	gure
7.	jungo	juude
8.	koyŋgal	koyde
9.	ŋgesa	gese
10.	lekki	lekkiiji
11.	ndiyam	( )
12.	ligge	( )
13.	ben̩gu	( )

These words furnish examples of seven additional singular classes.

1, 2, 3 and 4, kibaaru, baandu, jaŋgurduru, nofru, belong to the [ndu] class which does not cause initial consonant alternation and has the four grades:

1	2	3	4
(-u)	-ru	-du	-ndu

These nouns have plurals in the [d̩i] class. In the case of /noppı/ we see stem-final alternation /f/ to /pp/. Note that /kibaaru/, a borrowed word, has a weak plural as does jaŋgurduru.

5, 6 and 7, baawo, wuro and jungo belong to the [ŋgo] class which has the four grades:

1	2	3	4
-o	-wo	-go	-ŋgo

Its plural is in the [-d̩e] class.

8, koyŋgal, belongs to the [ŋgal] class with grades:

1	2	3	4
-al	-wal	-gal	-ŋgal

Its plural is in the [d̩e] class.

9, ngesa, belongs to the [mba] class with grades:

1	2	3	4
-a	-wa	-ba	-mba

Note that this class causes not only alternation where possible but also prenasalization of the initial consonant. The plural is in the [də] class.

10, lekkı, belongs to the [kɪ] class with grades:

1	2	3	4
-ı	-hi	-kɪ	-kɪ

Its plural is, in the sense of 'medicine', a weak plural, lekkıjjı, with the plural suffix added to the singular class suffix. A number of nouns exist with weak plurals of this sort carrying a meaning different from the same root with a strong plural. In this case, lekkı 'tree, plant' has a strong plural ledde in the [də] class.

11, ndiyam, belongs to the [dəm] class, which causes alternation with prenasalization, with grades:

1	2	3	4
-am	-jam	-dəm	-dəm

There is not commonly a plural of nouns in this class (mostly liquids and other mass nouns).

12, ligge, belongs to the [ŋge] class with grades:

1	2	3	4
-e	-we	-ge	-ŋge

The plural is normally in the [dɪ] class but ligge does not commonly occur in the plural.

13, bengu, belongs to the [ŋgu] class, which cause alternation with prenasalization. The grades of the suffix are:

1	2	3	4
-u	-wu	-gu	-ŋgu

The plural is commonly in the [dɪ] class but bengu is already plural, possibly because of its root be, or its collective sense.

There are some 25 classes of Fula nouns of which we have now seen examples of 13, namely:

Singular:

[qo] causes alternation

[nde]

[ndu]

{ [ŋge]

Plural:

/be/ does not cause alternation

/dɪ/ } cause alternation of Fula

/də/ } roots, not of borrowed

words

[ŋgo]		
[ŋgal]	}	cause alternation
[ki]		
		There is only one other plural class and it is rare.
[mba]		
[d'am]	}	cause alternation and prenasalization
[ŋgu]		

In addition we have seen the pronoun of the [dum] class but no nouns used in that class. Other classes will be noted after examples of them occur. Unfortunately there is no consistency between the shape of a suffix and whether it causes alternation or alternation with prenasalization.<sup>1</sup> This, combined with the fact that the grade of a suffix cannot be predicted, means that the suffixes of singular and plural must be learned as part of memorizing the noun. At the same time, of course, the class of the noun must be clearly understood, since demonstrative pronoun particles and concordial suffixes vary with class. The demonstrative pronominal particle is identical with the fourth grade of the class suffix except for the [qo] class. In these units the class of a noun is indicated by listing the class pronoun form in square brackets after the singular. The nouns listed above with their demonstratives are as follows:

- |      |              |                |
|------|--------------|----------------|
| 1.   | ned'do qo    | yimbé ðe       |
|      | debbo qo     | rewðe ðe       |
|      | bid'do qo    | bibðe ðe       |
|      | gorko qo     | worðe ðe       |
|      | gaynaako qo  | qaynaaðe ðe    |
| 1(a) | jaatigí qo   | jaatigíiðe ðe  |
|      | dokotor qo   | dokotorooðe ðe |
|      | gorgol qo    | gorgoloðe ðe   |
| 2.   | kaw qo       | kawiraðe ðe    |
|      | kawirawo qo  |                |
|      | miñña qo     | miññiraðe ðe   |
|      | miññirawo qo |                |
|      | mawna qo     | mawniraðe ðe   |
|      | mawnirawo qo |                |

---

<sup>1</sup>Professor Joseph Greenberg, in private correspondence with the writer, has suggested that classes the independent pronouns of which end in consonants cause alternation of some kind, those where the consonant is nasal cause prenasalization. He suggests the possibility of a prefix system in the proto-language of which initial consonant alternation and prenasalization are the only vestiges.

neene qo	neeniraaße ðe
neenirawo qo	
baaba qo	baabiraaße ðe
baabirawo qo	
band qo	bandiraße ðe
bandirawo qo	
3. leemuna qo	leemunaaјi d'i
galle qo	galleej'i d'i
marse qo	marseej'i d'i
qekol qo	qekolaaj'i d'i
queskul qo	queskulaaj'i d'i
soora qo	sooraaјi d'i
kijjikiliba qo	( )
4. saare nde	caqe ðe
deftere nde	defte ðe
hoore nde	koqe ðe
yitere nde	giite ðe
ñilindere nde	ñilidye ðe
hunde nde	kulle ðe
daande nde	daade ðe
5. kibaaru ndu	kibaaruuj'i d'i
nofru ndu	nopp'i d'i
bandu ndu	balli d'i
koyjjgal ñgal	koyde ðe
ñgesa mba	gese ðe
lekki ki	lekkiiјi d'i
wuro ñgo	gure ðe
bawo ñgo	bawe ðe
jungo ñgo	juude ðe
ndiyam ðam	( )
ligge ñge	( )
benjgu ñgu	( )

## 7.5 Grammar Drills on Noun Classes

## a) Simple Substitution-Correlation Drill

New words:	hew	be full, be sufficient, be plentiful
	hewde	many
	gooto	one
	won	be

<u>Cue</u>	<u>Pattern</u>
	Be ŋjiyi <u>tuubaakoõe</u> hewde.
saare	Be ŋjiyi <u>caqe</u> hewde.
neddo	Be ŋjiyi <u>yimõe</u> hewde.
wuro	Be ŋjiyi <u>gure</u> hewde.
marse	Be ŋjiyi <u>marseejõ</u> hewde
ŋgesa	Be ŋjiyi <u>gese</u> hewde.
debbo	Be ŋjiyi <u>rewõe</u> hewde.
gorko	Be ŋjiyi <u>worõe</u> hewde.
deftere	Be ŋjiyi <u>defte</u> hewde.
leemuna	Be ŋjiyi <u>leemunaaõjõ</u> hewde.
hoore	Be ŋjiyi <u>koqe</u> hewde.
galle	Be ŋjiyi <u>galleeõjõ</u> hewde.
jangurdu	Be ŋjiyi <u>jangurduuõjõ</u> hewde.
dokotor	Be ŋjiyi <u>dokotorooõe</u> hewde.
tuubaako	Be ŋjiyi tuubaakoõe hewde.

## b) Simple Substitution-Transformation Drill (First person (sg.) + Singular → Third person (sg.) + Plural)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mi hebi <u>miñirawo</u> gooto.	Qo hebi miñiraabe hewde.
biddo	Mi hebi <u>biddo</u> gooto.	Qo hebi bõõõõe hewde.
deftere	Mi hebi <u>deftere</u> gooto.	Qo hebi defte hewde.
bandirawo	Mi hebi <u>bandirawo</u> gooto.	Qo hebi bandiraabe hewde.
ñiindere	Mi hebi <u>ñiindere</u> gooto.	Qo hebi ñiidyõe hewde.
jaatigi	Mi hebi <u>jaatigi</u> gooto.	Qo hebi jatigiiõe hewde.
galle	Mi hebi <u>galle</u> gooto.	Qo hebi galleepõjõ hewde.
gaynaako	Mi hebi <u>gaynaako</u> gooto.	Qo hebi qaynaabe hewde.
debbo	Mi hebi <u>debbo</u> gooto.	Qo hebi rewõõe hewde.
kaw	Mi hebi <u>kaw</u> gooto.	Qo hebi kawiraabe hewde.
ŋgesa	Mi hebi <u>ŋgesa</u> gooto.	Qo hebi gese hewde.

c) Simple Substitution-Transformation Drill (First person (pl.) +  
Singular → Third person (pl.) + Plural

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Men ñjiyi <u>tuubaako</u> gooto.	Be ñjiyi tuubaakooße hewde.
saare	Men ñjiyi <u>saare</u> gooto.	Be ñjiyi caqe hewde.
neddo	Men ñjiyi <u>neddo</u> gooto.	Be ñjiyi yimbé hewde.
galle	Men ñjiyi <u>galle</u> gooto.	Be ñjiyi galleepi hewde.
wuro	Men ñjiyi <u>wuro</u> gooto.	Be ñjiyi gure hewde.
marse	Men ñjiyi <u>marse</u> gooto.	Be ñjiyi marseejí hewde.
ñgesa	Men ñjiyi <u>ñgesa</u> gooto.	Be ñjiyi gese hewde.
debbo	Men ñjiyi <u>debbo</u> gooto.	Be ñjiyi rewbe hewde.
gorko	Men ñjiyi <u>gorko</u> gooto.	Be ñjiyi worbe hewde.
deftere	Men ñjiyi <u>deftere</u> gooto.	Be ñjiyi defte hewde.
dokotor	Men ñjiyi <u>dokotor</u> gooto.	Be ñjiyi dokotorooße hewde.
jangurdú	Men ñjiyi <u>jangurdú</u> gooto.	Be ñjiyi jangurduuji hewde.

d) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Ko deftere <u>gooto</u> , woni do.
hewde	Ko <u>defte</u> hewde, ñgoni do.
neddo	Ko yimbé <u>hewde</u> , ñgoni do.
gooto	Ko <u>neddo</u> gooto, woni do.
debbo	Ko <u>debbo</u> <u>gooto</u> , woni do.
hewde	Ko <u>rewbe</u> hewde, ñgoni do.
gorko	Ko <u>worbe</u> <u>hewde</u> , ñgoni do.
gooto	Ko <u>gorko</u> gooto, woni do.
gaynaako	Ko gaynaako <u>gooto</u> , woni do.
hewde	Ko <u>gaynaabe</u> hewde, ñgoni do.
tuubaako	Ko tuubaakooße <u>hewde</u> , ñgoni do.
gooto	Ko <u>tuubaako</u> gooto, woni do.
wuro	Ko <u>wuro</u> <u>gooto</u> , woni do.
hewde	Ko <u>gure</u> hewde, ñgoni do.
deftere	Ko <u>defte</u> <u>hewde</u> , ñgoni do.
gooto	Ko deftere gooto, woni do.

7.9 Questions for Discussion

1. Hoore Demba, no muusa na?
2. Demba yahí, to dokotormakko na?
3. Demba leliino na, haa bandumakkó buri?
4. Hodum Demba wadataa, to saare?
5. Hodum Samba wiyi Demba, yoo yar?
6. Demba hebi lekki ki na?
7. Hooremaa no muusa na?
8. Qa yahay to saare na, kíkílide?
9. Hodum mbaatcaa to saare?
10. Qada yara lekki na, jooni?

## UNIT 8

8.0 Dialog: Yompa's Wife is Sick.

-Demba-

mbad'aa  
No mbad'aa?  
(which) you have done  
How are you? (How have you done?)

-Yompa-

Jam tan↑  
Fine.

-Demba-

sellaa  
Samba wiyi kam, debbomaa sellaa.  
is not well  
Samba told me your wife is not well.

-Yompa-

reedu [ndu] (deedi)  
gila  
Reedumakko no muusa, gila hanjki.  
stomach  
since  
Her stomach has been upset since yesterday.

-Demba-

nab  
kampama [∅] (kampamaajī)  
Qa nabi mo, to kampama na?  
take, carry  
hospital  
Have you taken her to the hospital?

-Yompa-

Qo jaabaani yaade.  
She refused to go.

-Demba-

ko wadi  
Ko wadi, qo jaabaani yaade.  
how come? ('waht did?')  
How come she refused to go?

-Yompa-

paski  
suus  
Paski, qo suusaani, dokotor qo.  
because  
be brave  
Because she is afraid of the doctor.

-Demba-

wadataa  
haytus  
Kono dokotor qo, wadataa mo, haytus↑  
will not do  
[no]thing at all (with negative)  
But the doctor will not do anything to her.  
I suggest ('What you will do'), take her to our compound.

	- Yompa -	
pur	for	
Pur hod'um?	Why? ('For what?')	
	- Demba -	
Men kebi, dokotor moddyo ton.	We have a good doctor there.	
	- Yompa -	
fad	wait, await	
jemma [∅] (jemmaajì)	night	
Qawa, fad, haa jemma.	OK, wait till the evening.	
	- Demba -	
qardu	come with, accompany in	
	coming	
ngardaa	you (sg.) are to come with	
qandu	know	
Ngardaa qe baaba. Qomo qandi,	Come with father, [because] he	
dokotor qo.	knows the doctor.	
	- Yompa -	
qa jaraama.	Thank you.	
	- Demba -	
jaawuur	you're welcome ('let peace live')	
Jaawuur ↑	You're welcome.	

## 8.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

## New words:

mettu	embarrass, discomfit; be sore
ñalloma [∅] (ñallomaajì)	afternoon
bimbi [∅] (bimbiijì)	morning
heccihanjì	day before yesterday
feddandum [ndul] (peddaali)	fingernail
hunuko [ko] (kunuñe)	mouth
hinere [nde] (kine)	nose
bal(e)	black (adjectival root)
balwude	to be black (infinitive) <sup>1</sup>
hollu	show

<sup>1</sup>This verb furnishes an example of a 'verbal extension', /w/, suffixed to adjective roots (of which there are few) to form verbs meaning 'to become ...'. In many cases a metathesis of the two internal consonants occurs, so bal + /w/ gives either balwude or (more commonly) Bawlude.

CuePattern

hooreqam	<u>Reedumakko</u> na muusa, gila hajki jemma.
metti	Hooreqam na <u>muusa</u> , gila hajki jemma.
ñalloma	Hooreqam na metti, gila hajki <u>jemma</u> .
bandumaa	<u>Hooreqam</u> na metti, gila hajki ñalloma.
sellı	Bandumaa na <u>metti</u> , gila hajki ñalloma.
kíiklide	Bandumaa na sellı, gila hajki ñalloma.
kunudemabbe	<u>Bandumaa</u> na sellı, gila hajki kíiklide.
muusa	Kunudemabbe na <u>sellı</u> , gila hajki kíiklide.
heccihajki	Kunudemabbe na muusa, gila hajki <u>kíiklide</u> .
peddalıqam	Peddaalıqam na <u>muusa</u> , gila heccihajki.
bawlı	Peddaalıqam na bawlı, gila <u>heccihajki</u> .
bimbı	<u>Peddaalıqam</u> na bawlı, gila bimbı.
kinemakko	Kinemakko na bawlı, gila bimbı.
metti	Kinemakko na metti, gila <u>bimbı</u> .
jemma	<u>Kinemakko</u> na metti, gila jemma.
reedumakko	Reedumakko na <u>metti</u> , gila jemma.
muusa	Reedumakko na muusa, gila jemma.

## b) Progressive Substitution-Correlation Drill

CuePattern

yıı	Qa <u>nabi</u> mo, to kampama na?
be	Qa yiyı <u>mo</u> , to kampama na?
marse	Qa yiyı <u>be</u> , to <u>kampama</u> na?
qon	Qon <u>ñjiyı</u> <u>be</u> , to marse na?
fad	Qon padi <u>be</u> , to marse na?
kam	Qon padi kam, to <u>marse</u> na?
saare	Qon padi kam, to saare na?
qo	Qo <u>fadı</u> kam, to saare na?
tawı	Qo tawi <u>kam</u> , to saare na?
ma	Qo tawi ma, to <u>saare</u> na?
jançgurdu	Qo tawi ma, to jançgurdu na?
meŋ	Meŋ <u>tawı</u> ma, to jançgurdu na?
laar	Meŋ ndaari <u>ma</u> , to jançgurdu na?
mo	Meŋ ndaari mo, to <u>jançgurdu</u> na?
galle	Meŋ ndaari mo, to galle na?
qon	Qon <u>ndaari</u> mo, to galle na?
fad	Qon padi <u>mo</u> , to galle na?
be	Qon padi <u>be</u> , to <u>galle</u> na?
marse	<u>Qon</u> padi <u>be</u> , to marse na?

	<u>Qon</u> padı ße, to marse na?
qa	Qa <u>fadi</u> ße, to marse na?
nab	Qa nabı <u>ße</u> , to marse na?
mo	Qa nabı mo, to <u>marse</u> na?
kampama	Qa nabı mo, to kampama na?

c) Progressive Substitution-Transformation Drill (Statement to question with na?)

<u>Cue</u>	<u>Statement Pattern</u>	<u>Question Pattern</u>
suus	Qo <u>jabaani</u> yaade, to kampama.	Qo jabaani yaade, to kampama na?
qar	Qo suusaani <u>yaade</u> , to kampama.	Qo suusaani yaade, to kampama na?
marse	Qo suusaani qarde, to <u>kampama</u> .	Qo suusaani qarde, to kampama na?
qa	Qa <u>suusaani</u> qarde, to marse.	Qa suusaani qarde, to marse na?
yid'	Qa yidaani <u>qarde</u> , to marse.	Qa yidaani qarde, to marse na?
waal	Qa yidaani waalde, to <u>marse</u> .	Qa yidaani waalde, to marse na?
galle	Qa yidaani waalde, to galle.	Qa yidaani waalde, to galle na?
ße	Be ñjidaani waalde, to galle.	Be ñjidaani waalde, to galle na?
jab	Be jabaani <u>waalde</u> , to galle.	Be jabaani waalde, to galle na?
yar	Be jabaani yarde, to <u>galle</u> .	Be jabaani yarde, to galle na?
jangurd़u	Be jabaani yarde, to jangurd़u.	Be jabaani yarde, to jangurd़u na?
meñ	Meñ <u>jabaani</u> yarde, to jangurd़u.	Meñ jabaani yarde, to jangurd़u na?
yid'	Meñ ñjidaani <u>yarde</u> , to jangurd़u.	Meñ ñjidaani yarde, to jangurd़u na?
yaa	Meñ ñjidaani yaade, to jangurd़u.	Meñ ñjidaani yaade, to jangurd़u na?
kampama	Meñ ñjidaani yaade, to kampama.	Meñ ñjidaani yaade, to kampama na?
qo	Qo <u>yidaani</u> yaade, to kampama.	Qo yidaani yaade, to kampama na?
jab	Qo jabaani yaade, to kampama.	Qo jabaani yaade, to kampama na?

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
ße	Ko wadı, <u>qo</u> jabaani yaade, to kampama?
suus	Ko wadı, ße <u>jabaani</u> yaade, to kampama?
qar	Ko wadı, <u>ße</u> suusaani qarde, to marse?
meñ	Ko wadı, meñ <u>suusaani</u> qarde, to marse?
yid'	Ko wadı, meñ ñjidaani yarde, to <u>marse</u> ?
yaar	Ko wadı, meñ ñjidaani yarde, to <u>marse</u> ?
saare	Ko wadı, <u>meñ</u> ñjidaani yarde, to saare?
qon	Ko wadı, qon <u>ñjidaani</u> yarde, to saare?
jab	Ko wadı, qon jabaani <u>yarde</u> , to saare?
waal	Ko wadı, qon jabaani waalde, to <u>saare</u> ?

	Ko wad'i, qon jaðaanı waalde, to <u>saare</u> ?
galle	Ko wad'i, <u>qon</u> jaðaanı waalde, to <u>galle</u> ?
qa	Ko wad'i, qa <u>jaðaanı</u> waalde, to <u>galle</u> ?
suus	Ko wad'i, qa suusaani <u>waalde</u> , to <u>galle</u> ?
yaa	Ko wad'i, qa suusaani yaade, to <u>galle</u> ?
kampama	Ko wad'i, qa suusaani yaade, to <u>kampama</u> ?

## e) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Kono <u>dokotor</u> <u>qo</u> , wadataa mo, haytus↑
baaba	Kono baaba, <u>wadataa</u> mo, haytus↑
haal	Kono baaba, <u>haalataa</u> <u>mo</u> , haytus↑
ma	Kono <u>baaba</u> , <u>haalataa</u> ma, haytus↑
neenemaa	Kono neenemaa, <u>haalataa</u> ma, haytus↑
holl	Kono neenemaa, <u>hollataa</u> <u>ma</u> , haytus↑
þe	Kono <u>neenemaa</u> , <u>hollataa</u> þe, haytus↑
mej	Kono mej <u>kollataa</u> þe, haytus↑
wi1	Kono mej <u>mbiyataa</u> <u>þe</u> , haytus↑
ma	Kono mej <u>mbiyataa</u> ma, haytus↑
qo	Kono qo <u>wiyataa</u> ma, haytus↑
qokk	Kono qo <u>qokkataa</u> <u>ma</u> , haytus↑
þe	Kono <u>qo</u> <u>qokkataa</u> þe, haytus↑
kawqam	Kono kawqam, <u>qokkataa</u> þe, haytus↑
wad'	Kono kawqam, <u>wadataa</u> þe, haytus↑
mo	Kono <u>kawqam</u> , <u>wadataa</u> mo, haytus↑
dokotor qo	Kono dokotor qo, <u>wadataa</u> mo, haytus↑

8.2 Note: Sentences with ko 'it is'; the Emphatic Pronoun Forms

Note the sentences:

1. Ko hodum heþno ma? 'What was the matter with you?'
2. Ko hodum heþi mo? 'What's the matter with him?'
3. Ko wad'i qo jaðaanı yaade? 'What made her refuse to go?'
4. Ko mbadtaa naðaa mo to galleqamej. 'What you are to do [is] take her to our compound.'

The particle ko in the sentences above has three different functions.

1. In the first two sentences it occurs followed by a noun (equally it could be followed by a pronoun) which is in turn the subject of the following verb. In such a sentence the translation of ko is 'it is' or 'there is' and the first sentence literally translates as 'It is what which had you?' The form of the verb here, heþno, is a 'perfective

relative' form with past suffix /-no/ and the relative pronoun which is required in the English to render the sense of this form (see below 8.4).

2. In the third sentence, ko immediately precedes a verb which has no other subject. Here ko is the subject and is translated 'what?' a question word. This construction is limited to a few verbs only.
3. In the fourth, ko precedes a verb form which has a suffixed subject /-aa/ 'you (sg.)'. In such a situation ko is the object of this verbal form and translates 'what'. This verbal form with suffixed pronoun is an 'imperfective relative' and will be discussed in 9.4 below.

At this point it is intended to drill principally the first usage of ko illustrated above.

There is a set of emphatic pronoun forms frequently used with ko as well as elsewhere. This set has members for first and second persons singular and plural and for all the noun classes. The personal pronouns of this group (including the forms for the [qo] and [be] third-personal noun classes) are:

<u>Singular</u>	<u>Plural</u>
1. min	minen
2. qan	qenen (incl.) qonon (excl.)
3. kaŋko	kambe

After ko these forms are regularly used in the first and second person singular and alternatively in the other persons. Thus the forms are:

ko min...	'It is I who...'
ko qan...	'It is you who...'
ko kaŋko / ko qo / koo... <sup>1</sup>	'It is he/she who...'
ko minen / ko meŋ...	'It is we who...'
ko qenen / ko qen...	'It is you and I who...'
ko qonon / ko qon...	'It is you who...'
ko kambe / ko be...	'It is they who...'

An alternate form employs the emphatic pronoun preceding ko with the non-emphatic pronoun after ko. The appropriate translation is usually 'As for [me, etc.], it is...':

min, ko mi...	'I, it's I who...'
qan, kaa... <sup>1</sup>	'You, it's you who...'
kaŋko, koo... <sup>1</sup>	etc.

<sup>1</sup>Note that /ko/ + /qa/ yields /kaa/, /ko/ + /qo/ yields /koo/.

minen, ko menj...  
 qenen, ko qen...  
 qonon, ko qon...  
 kambe, ko be...

### 8.3 Grammar Drills on ko and Emphatic Personal Pronouns:

#### a) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> haali dum.
qan	Ko <u>qan</u> haali dum.
qo	Ko <u>qo</u> haali dum.
be	Ko <u>be</u> kaali dum.
gen	Ko <u>gen</u> kaali dum.
qenen	Ko <u>qenen</u> , kaali dum.
menj	Ko <u>menj</u> kaali dum.
minen	Ko <u>minen</u> , kaali dum.
kajko	Ko <u>kajko</u> , haali dum.
kambe	Ko <u>kambe</u> , kaali dum.
Demba	Ko <u>Demba</u> , haali dum.
min	Ko <u>min</u> haali dum.

#### b) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> , ko mi gorko.
qan	<u>Qan</u> , kaa gorko.
be	<u>Be</u> , ko be worbe.
menj	<u>Menj</u> , ko menj worbe.
qonon	<u>Qonon</u> , ko qon worbe.
qenen	<u>Qenen</u> , ko qen worbe.
qo	<u>Qo</u> , koo gorko.
kajko	<u>Kajko</u> , koo gorko.
kambe	<u>Kambe</u> , ko be worbe.
Samba	<u>Samba</u> , koo gorko.
min	<u>Min</u> , ko mi gorko.

### 8.4 Note: Active Perfective Relative Verb Forms:

Note the sentences:

- |                          |   |
|--------------------------|---|
| 1. Honдум qo haalani ma? | 'What did he tell you?                                      |
| 2. Ko hodум hebi mo?     | 'What's the matter with him?' ('It is what which got him?') |

3. Jam kiirdaa? 'Have you spent the evening peacefully?'  
 4. No mbaddaa? 'How have you been doing?'

All of these sample sentences are interrogative. The construction illustrated here employs a set of active verb forms which we call 'perfective relative' forms. In the third person there is commonly no difference between this form and the finite perfective verb forms consisting of root or base plus /-i/ (see sentences 1 and 2) although sometimes the /-i/ is omitted. The first and second person forms, however, exhibit suffixed subject pronouns rather than independent pronoun subjects. With the verb wad these forms are:

No mbad'mi?	How have I done?
No mbaddaa?	How have you done?
No qo wad(i)?	How has he done?
No mbad'men?	How have we done?
No mbadden?	How have you and I/we done?
No mbaddon?	How have you done?
No be mbad(i)?	How have they done?

Other interrogatives (e.g. hodum can substitute for no in this structure.

This structure is, however, not limited to interrogatives. When used in a non-interrogative sentence, however, such a clause is a dependent clause and must be accompanied by another clause. For example:

Mi wiyi mo, no mbad'mi dum. 'I told him how I did it.'  
 Mi wiyi mo, no mbaddaa dum.  
 etc.

Equally ko 'what' may be used in such sentences:

Mi wiyi mo, ko mbad'mi. 'I told him what I did.'  
 Mi wiyi mo, ko mbaddaa.  
 etc.

Such a relative clause may also occur as subject of a stative verb in which case it requires na/no (see Note 4.3).

No mbad'mi dum, no moddyi. 'How I did it is good.'  
 Ko mbad'mi, no moddyi. 'What I did is good.'

Note that all pronominal suffixes occur on a stem which has alternation and prenasalization (where possible) of the initial consonant regardless of whether the subject is singular or plural. The student may also hear, however, /ko wad'mi/ but this variation does not occur with other suffixes than /-mi/.

Note the sentence:

Ko hodum hebno ma? 'What was the matter with you?'

This sentence illustrates a preterit form of the perfective relative. In this form the root or base precedes the preterit suffix directly without /-i/. The forms for the persons are:

- |                                      |                        |
|--------------------------------------|------------------------|
| Ko kebnomi, no moddyi.               | 'What I had was good.' |
| Ko kebnodaa, no moddyi.              |                        |
| Koo hebno, no moddyi.                |                        |
| Ko kebnomen, no moddyi.              |                        |
| Ko kebnoden, no moddyi.              |                        |
| Ko kebnodon, no moddyi.              |                        |
| Ko be hebno, no moddyi. <sup>1</sup> |                        |

The regular active perfective preterit form hebino also occurs in this construction with third person forms-without change in meaning.

Especially with first person subjects, relative clauses may also occur with the short-form personal pronouns and perfective verb forms parallel to the third person forms and in contrast to the forms with suffixed pronominals:

ko meŋ mbaði  
alternates with:      ko mbaðmeŋ

ko meŋ mbaði  
alternates with:      ko mbaðmeŋ

The second person equivalents:      no qa wadi and ko qon mbaði, etc. are rare.

When the subject suffix is /-mi/ and the object of the relative verb is mo 'him/her' or ma 'you (singular)', the object comes between verb and subject suffix:

ko mbii mo mi	'what I told him'
to ñjii ma mi	'where I saw you'

### 8.5 Grammar Drills on Relative Perfective Forms

#### a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbað <u>mi</u> , no moddyi.
(qa)	Ko mbað <u>aa</u> , no moddyi.
(qo)	Koo <u>wadi</u> , no moddyi.
(qen)	Ko mbað <u>en</u> , no moddyi.
(meŋ)	Ko mbað <u>men</u> , no moddyi.
(qon)	Ko mbað <u>on</u> , no moddyi.

<sup>1</sup>Note that the relative form after a third person plural pronoun subject may occur without alternation of the initial consonant just as can other verb forms (see 1.2).

	Ko <u>mbad'on</u> , no moddyi.
(ße)	Ko <u>ße</u> <u>mbad'i</u> , no moddyi.
Samba	Ko <u>Samba</u> <u>wadi</u> , no moddyi.
neenemaa	Ko <u>neenemaa</u> <u>wadi</u> , no moddyi.
(m1)	Ko <u>mbad'mi</u> , no moddyi.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>mbad'mi</u> , no moddyi.
(qa)	Ko <u>mbad'aa</u> , no moddyi.
y11	Ko <u>ñj11d'aa</u> , no moddyi.
(qo)	Koo <u>y1y1</u> , no moddyi.
haal	Koo <u>haali</u> , no moddyi.
(qon)	Ko <u>kaaldon</u> , no moddyi.
nan	Ko <u>nand'on</u> , no moddyi.
ße	Ko <u>ße</u> <u>nani</u> , no moddyi.
jang	Ko <u>ße</u> <u>jang1</u> , no moddyi.
(men)	Ko <u>jangumen</u> , no moddyi.
yar	Ko <u>ñjarmen</u> , no moddyi.
Samba	Ko <u>Samba</u> <u>yar1</u> , no moddyi.
heß	Ko <u>Samba</u> <u>heß1</u> , no moddyi.
(m1)	Ko <u>keß'mi</u> , no moddyi.
qokk	Ko <u>ngokkumi</u> , no moddyi.
(qa)	Ko <u>ngokkudaas</u> , no moddyi.
wad'	Ko <u>mbad'aa</u> , no moddyi.
(m1)	Ko <u>mbad'mi</u> , no moddyi.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> <u>wiy1</u> <u>mo</u> , no <u>mbad'mi</u> <u>dum</u> .
qo	<u>Qo</u> <u>wiy1</u> <u>mo</u> , no <u>mbad'mi</u> <u>dum</u> .
ße	<u>Qo</u> <u>wiy1</u> <u>ße</u> , no <u>mbad'mi</u> <u>dum</u> .
qa	<u>Qa</u> <u>wiy1</u> <u>ße</u> , no <u>mbad'mi</u> <u>dum</u> .
mo	<u>Qa</u> <u>wiy1</u> <u>mo</u> , no <u>mbad'mi</u> <u>dum</u> .
men	<u>Men</u> <u>mbiy1</u> <u>mo</u> , no <u>mbad'mi</u> <u>dum</u> .
ma	<u>Men</u> <u>wiy1</u> <u>ma</u> , no <u>mbad'mi</u> <u>dum</u> .
qen	<u>Qen</u> <u>mbiy1</u> <u>ma</u> , no <u>mbad'mi</u> <u>dum</u> .
ße	<u>Qen</u> <u>mbiy1</u> <u>ße</u> , no <u>mbad'mi</u> <u>dum</u> .
qa	<u>Qa</u> <u>wiy1</u> <u>ße</u> , no <u>mbad'mi</u> <u>dum</u> .
mo	<u>Qa</u> <u>wiy1</u> <u>mo</u> , no <u>mbad'mi</u> <u>dum</u> .
m1	<u>Mi</u> <u>wiy1</u> <u>mo</u> , no <u>mbad'mi</u> <u>dum</u> .

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wiyi mo, no mbaðmi dum.
qo	Qo wiyi <u>mo</u> , no mbaðmi dum.
þe	Qo wiyi þe, no mbaðmi dum.
heð	Qo wiyi þe, no heðmi dum.
qa	Qa wiyi <u>þe</u> , no heðmi dum?
Samba	Qa wiyi Samba, no <u>heðmi</u> dum?
nan	Qa wiyi Samba, no nanmi dum?
qon	Qon mbiyi <u>Samba</u> , no nanmi dum?
mo	Qon mbiyi mo, no <u>nanmi</u> dum?
taw	Qon mbiyi mo, no tawmi dum?
meŋ	Meŋ mbiyi <u>mo</u> , no tawmi dum.
ma	Meŋ mbiyi ma, no <u>tawmi</u> dum.
nan	Meŋ mbiyi ma, no nanmi dum.
qen	Qen mbiyi <u>ma</u> , no nanmi dum.
þe	Qen mbiyi þe, no <u>nanmi</u> dum.
taw	Qen mbiyi þe, no tawmi dum.
mi	Mi wiyi <u>þe</u> , no tawmi dum.
mo	Mi wiyi mo, no <u>tawmi</u> dum.
wad	Mi wiyi mo, no mbaðmi dum.

## e) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Mi <u>wiyi</u> mo, no mbaðmi dum.
haal	Mi haali mo, no mbaðmi dum.
qa	Qa haali mo, no <u>mbaðaa</u> dum.
heð	Qa haali mo, no keððaa dum.
qon	Qon kaali mo, no <u>keððon</u> dum.
taw	Qon kaali mo, no tawdon dum.
meŋ	Meŋ <u>kaali</u> mo, no tawmenj dum.
wiː	Meŋ mbiyi mo, no tawmenj dum.
qen	Qen <u>mbiyi</u> mo, no tawden dum.
haal	Qen kaali mo, no tawden dum.
þe	Be kaali mo, no þe <u>tawi</u> dum.
wad'	Be kaali mo, no þe mbaði dum.
mi	Mi haali mo, no mbaðmi dum.
qo	Qo <u>haali</u> mo, noo wadi dum.
wiː	Qo wiyi mo, noo wadi dum.
mi	Mi wiyi mo, no mbaðmi dum.

## f) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> wiyi kam, noo tawi dum.
qa	<u>Qa</u> wiyi kam, no tawfaa dum.
ße	<u>Be</u> mbiyi <u>kam</u> , no <u>ße</u> tawi dum.
men	<u>Be</u> mbiyi men, no <u>ße</u> tawi dum.
qon	<u>Qon</u> mbiyi <u>men</u> , no tawdon dum.
mo	<u>Qon</u> mbiyi mo, no tawdon dum.
qen	<u>Qen</u> mbiyi <u>mo</u> , no tawden dum.
ße	<u>Qen</u> mbiyi <u>ße</u> , no tawden dum.
mi	<u>Mi</u> wiyi <u>ße</u> , no tawmi dum.
mo	<u>Mi</u> wiyi mo, no tawmi dum.
qo	<u>Qo</u> wiyi <u>mo</u> , noo tawi dum.
kam	<u>Qo</u> wiyi kam, noo tawi dum.

## g) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> wiyi kam, noo tawi dum.
qa	<u>Qa</u> <u>wiyi</u> kam, no tawfaa dum.
haal	<u>Qa</u> haali <u>kam</u> , no tawfaa dum.
mo	<u>Qa</u> haali mo, no <u>tawfaa</u> dum.
wad'	<u>Qa</u> haali mo, no mbaa'aa dum.
ße	<u>Be</u> <u>kaali</u> mo, no <u>ße</u> mbaa'aa dum.
wii	<u>Be</u> mbiyi <u>mo</u> , no <u>ße</u> mbaa'aa dum.
ma	<u>Be</u> mbiyi ma, no <u>ße</u> <u>mbaa'aa</u> dum.
heb'	<u>Be</u> mbiyi ma, no <u>ße</u> keb'i dum.
mi	<u>Mi</u> wiyi ma, no keb'mi dum.
haal	<u>Mi</u> haali <u>ma</u> , no keb'mi dum.
mo	<u>Mi</u> haali mo, no keb'mi dum.
nan	<u>Mi</u> haali mo, no nanmi dum.
qo	<u>Qo</u> haali mo, noo nani dum.
wii	<u>Qo</u> wiyi <u>mo</u> , noo nani dum.
kam	<u>Qo</u> wiyi kam, noo <u>nani</u> dum.
taw	<u>Qo</u> wiyi kam, noo tawi dum.

## h) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> wiy₁, ko mbiim₁.
be	Be <u>mbiy₁</u> , ko mbiim₁.
wad	Be mbad₁, ko mbiim₁.
qo	Be mbad₁, koo <u>wiy₁</u> .
wad	Be mbad₁, koo wad₁.
meŋ	Meŋ <u>mbad₁</u> , koo wad₁.
yii	Meŋ ŋjiy₁, koo wad₁.
qa	Meŋ ŋjiy₁, ko <u>mbad₉aa</u> .
yii	Meŋ ŋjiy₁, ko ŋjiid₉aa.
qen	Qen ŋjiy₁, ko ŋjiid₉aa.
qand	Qen ŋgandi₁, ko ŋjiid₉aa.
Demba	Qen ŋgandi₁, ko Demba <u>yii</u> .
jog	Qen ŋgandi₁, ko Demba jog₁.
mi	Mi <u>qandi₁</u> , ko Demba jog₁.
taw	Mi tawi₁, ko <u>Demba</u> jog₁.
baabam	Mi tawi₁, ko baabam <u>jog₁</u> .
yii	Mi tawi₁, ko baabam yiy₁.
qo	Qo tawi₁, ko baabam yiy₁.

## i) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yah₁, to ŋjaanom₁.
be	Be ŋjah₁, to ŋjaanom₁.
waal	Be mbaali₁, to ŋjaanom₁.
(qa)	Be mbaali₁, to ŋjaanod₉aa.
meŋ	Meŋ <u>mbaali₁</u> , to ŋjaanod₉aa.
ňall	Meŋ ňalli₁, to ŋjaanod₉aa.
(qon)	Meŋ ňalli₁, to ŋjaanodon.
mi	Mi ňalli₁, to ŋjaanodon.
hiir	Mi hiiri₁, to ŋjaanodon.
(qa)	Mi hiiri₁, to ŋjaanod₉aa.
qo	Qo <u>hiiri₁</u> , to ŋjaanod₉aa.
yaa	Qo yah₁, to ŋjaanod₉aa.
(mi)	Qo yah₁, to ŋjaanom₁.

## j) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaftaa, nabaa mo, to galleqameñ.
þe	Ko <u>þe</u> mbadata, <u>þe</u> naba mo, to galleqameñ.
(gon)	Ko mbafton, nabon <u>mo</u> , to galleqameñ.
dum	Ko mbafton, nabon <u>dum</u> , to <u>galleqameñ</u> .
saare	Ko mbafton, nabon <u>dum</u> , to <u>saareqameñ</u> .
Bookari	Ko mbaft <u>ton</u> , nabon <u>dum</u> , to saare Bookari.
(gen)	Ko mbaften, naben <u>dum</u> , to saare Bookari.
mo	Ko mbaften, naben mo, to <u>saare</u> Bookari.
ŋgesa	Ko mbaften, naben mo, to ŋgesa <u>Bookari</u> .
-makko	Ko mbaft <u>en</u> , naben mo, to ŋgesamakko.
(qa)	Ko mbaftaa, nabaa <u>mo</u> , to ŋgesamakko.
dum	Ko mbaftaa, nabaa <u>dum</u> , to <u>ŋgesamakko</u> .
galle	Ko mbaftaa, nabaa <u>dum</u> , to <u>gallémakko</u> .
-qameñ	Ko mbaftaa, nabaa <u>dum</u> , to <u>galleqameñ</u> .

## k) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Ned'ðo</u> qo, ñjíimi ton, ko debbo Demba. 'The person I saw there is Demba's wife.'
debbo	Debbo qo, ñjíimi ton, ko debbo Demba.
þe	Debbo qo, <u>þe</u> tawí ton, ko debbo Demba.
taw	Debbo qo, <u>þe</u> tawí <u>ton</u> , ko debbo Demba.
ðo	Debbo qo, <u>þe</u> tawí ðo, ko <u>debbo</u> Demba.
miñirawo	Debbo qo, <u>þe</u> tawí ðo, ko miñirawo <u>Demba</u> .
-makko	<u>Debbo</u> qo, <u>þe</u> tawí ðo, ko miñirawomakko.
gorko	Gorko qo, <u>þe</u> tawí ðo, ko miñirawomakko.
meñ	Gorko qo, meñ <u>tawí</u> ðo, ko miñirawomakko.
yíi	Gorko qo, meñ ñjíyi <u>ðo</u> , ko miñirawomakko.
ton	Gorko qo, meñ ñjíyi ton, ko <u>miñirawomakko</u> .
kaw	Gorko qo, meñ ñjíyi ton, ko <u>kawmakko</u> .
-modon	<u>Gorko</u> qo, meñ ñjíyi ton, ko kawmodon.
ned'ðo	Ned'ðo qo, <u>meñ</u> ñjíyi ton, ko kawmodon.
mi	Ned'ðo qo, ñjíimi <u>ton</u> , ko kawmodon.
ðo	Ned'ðo qo, ñjíimi ðo, ko <u>kawmodon</u> .
debbo	Ned'ðo qo, ñjíimi ðo, ko <u>debbomodon</u> .
Demba	Ned'ðo qo, ñjíimi <u>ðo</u> , ko debbo Demba.
ton	Ned'ðo qo, ñjíimi ton, ko debbo Demba.

## l) Response Drill

<u>Cue</u>	<u>Response</u>
Qa nani koo wadi?	Qalaa, hodum qo wadi?
Qa qandi too yahi?	Qalaa, honto qo yahi?
Qa qandi honto be ñjahii?	Qalaa, honto be ñjahii?
Qa qandi honto be mbaali?	Qalaa, honto be mbaali?
Qa nani ko be mbiyi?	Qalaa, hodum be mbiyi?
Qa nani koo wiyi?	Qalaa, hodum qo wiyi?
Qa qandi ko be kebi?	Qalaa, hodum be kebi?
Qa nani koo wadi?	Qalaa, hodum qo wadi?

## m) Response Drill

<u>Cue</u>	<u>Response</u>
Qada nani koo wiyi?	Qalaa, mi nanaa koo wiyi.
Qodon ñgandi too njaami?	Qalaa, meij ñgandaa to njaadaa.
Qada nani ko mbimi?	Qalaa, mi nanaa ko mbidaa.
Bedo ñgandi ko kebmi?	Qalaa, be ñgandaa ko kebdaa.
Qomo qandi to ñjaami?	Qalaa, qo qandaa to ñjaadaa.
Qada qandi ko hodum?	Qalaa, mi qandaa ko hodum.

## n) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qomo waali to ñgaccu ma mi.
be	Bedo <u>mbali</u> to ñgaccu ma mi.
daan	Bedo <u>daani</u> <u>to</u> ñgaccu ma mi. <sup>1</sup>
tuma	Bedo <u>daani</u> tuma <u>ngaccu</u> ma mi.
yii	Bedo <u>daani</u> tuma ñjii ma mi.
qon	Qodon <u>daani</u> tuma ñjii ma mi.
lel	Qodon leli <u>tuma</u> ñjii ma mi.
to	Qodon leli <u>to</u> ñjii ma mi.
taw	Qodon leli <u>to</u> taw ma mi.
qa	Qada leli <u>to</u> taw ma mi.
daan	Qada <u>daani</u> <u>to</u> taw ma mi.
tuma	Qada <u>daani</u> tuma <u>taw</u> ma mi.
yii	Qada <u>daani</u> tuma ñjii ma mi.
qo	Qomo <u>daani</u> tuma ñjii ma mi.
waal	Qomo waali <u>tuma</u> ñjii ma mi.
to	Qomo waali <u>to</u> ñjii ma mi.
qacc	Qomo waali <u>to</u> ñgaccu ma mi.

<sup>1</sup>daan - 'sleep'

## o) Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
mo	Mi <u>yiyi</u> <u>ma</u> .	Qomo qandi, to <u>fjii</u> ma mi.
taw	Mi <u>yiyi</u> mo.	Qomo qandi, to <u>fjii</u> mo mi.
ma	Mi <u>tawi</u> <u>mo</u> .	Qomo qandi, to taw mo mi.
laar	Mi <u>laari</u> <u>ma</u> .	Qomo qandi, to ndaar ma mi.
mo	Mi <u>laari</u> mo.	Qomo qandi, to ndaar mo mi.
haal	Mi <u>haali</u> <u>mo</u> .	Qomo qandi, to kaal mo mi.
ma	Mi <u>haali</u> <u>ma</u> .	Qomo qandi, to kaal ma mi.
wii	Mi <u>wiyi</u> <u>ma</u> .	Qomo qandi, to mbii ma mi.
mo	Mi <u>wiyi</u> mo.	Qomo qandi, to mbii mo mi.
fad	Mi <u>fadi</u> <u>mo</u> .	Qomo qandi, to pad mo mi.
ma	Mi <u>fadi</u> <u>ma</u> .	Qomo qandi, to pad ma mi.
yii	Mi <u>yiyi</u> <u>ma</u> .	Qomo qandi, to <u>fjii</u> ma mi.

## p) Response-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
Qa yiyi kam na?	Qeeyi↑mi yiyi ma.	Qada qandi, to <u>fjii</u> ma mi.
Be <u>fjawti</u> kam na?	Qeeyi↑be njawti ma.	Bedo <u>ŋgandi</u> , to <u>fjawti</u> ma mi.
Qa fadi kam na?	Qeeyi↑mi fadi ma.	Qada qandi, to pad ma mi.
Qen kaali mo na?	Qeeyi↑mej kaali mo.	Qeden <u>ŋgandi</u> , to kaal mej mo.
Qon mbiyi mo na?	Qeeyi↑qen mbiyyi mo.	Miden <u>ŋgandi</u> , to mbiiden mo.
Qa tawi mo na?	Qeeyi↑mi tawii mo.	Qada qandi, to <u>fjii</u> mo mi.

## q) Transformation Drill

<u>Cue</u>	<u>Pattern</u>
Mi tawi ma, to saare nde.	Qomo qandi, to taw ma mi.
Mi yiyi ma, to jangirdu.	Qomo qandi, to <u>fjii</u> ma mi.
Mi nabi ma, to galleqamerj.	Qomo qandi, to nab ma mi.
Mi fadi ma, to meden.	Qomo qandi, to pad ma mi.
Mi landii ma, kullemakko.	Qomo qandi, ko lamdi ma mi.
Mi qokki ma, kaalis qo.	Qomo qandi, ko <u>ŋgokku</u> ma mi.
Mi haali ma, fii fiddoqam.	Qomo qandi, ko kaal ma mi.
Mi wadi mo, ko moddyi.	Qomo qandi, ko mbad mo mi.
Mi qaddi ma leemuna.	Qomo qandi, ko <u>ŋgaddu</u> ma mi.
Mi soodi ma hunde.	Qomo qandi, ko cood' ma mi.
Mi nabi mo lekki.	Qomo qandi, ko nab mo mi.
Mi wiyi mo kullemaa.	Qomo qandi, ko mbii ma mi.
Mi tawi ma, to saare nde.	Qomo qandi, to taw ma mi.

## r) Progressive Substitution Drill

Cue

	<u>Qomo</u> qandi, tuma ñjii ma mi.
( ðe)	Bedo qandi, <u>tuma</u> ñjii ma mi.
honto	Bedo qandi, honto <u>ñjii</u> ma mi.
taw	Bedo qandi, honto <u>taw</u> <u>ma</u> mi.
mo	Bedo qandi, honto <u>taw</u> <u>mo</u> mi.
( qon)	Qodon qandi, <u>honto</u> <u>taw</u> <u>mo</u> ma.
honno	Qodon qandi, honno <u>taw</u> <u>mo</u> ma.
yii	Qodon qandi, honno ñjii <u>mo</u> ma.
ðe	Qodon qandi, honno mi <u>yiyi</u> ðe.
(mi)	Mido qandi, <u>honno</u> mi <u>yiyi</u> ðe.
honto	Mido qandi, honto mi <u>yiyi</u> ðe.
taw	Mido qandi, honto mi <u>tawi</u> <u>ðe</u> .
ma	Mido qandi, honto <u>taw</u> <u>ma</u> mi.
(qo)	Qomo qandi, <u>honto</u> <u>taw</u> <u>ma</u> mi.
tuma	Qomo qandi, tuma <u>taw</u> <u>ma</u> mi.
yii	Qomo qandi, tuma ñjii <u>ma</u> mi.

s) Repeat drills n through q substituting ðe, for mo or ma as appropriate.

For example: (o)

	<u>Qomo</u> waali, to mi qacci ðe.
ðe	Bedo <u>mbaali</u> , to mi qacci ðe.
ðaan	Bedo ðaani, <u>to</u> mi qacci ðe,
tuma	Bedo ðaani, to mi <u>qacci</u> ðe.
yii	Bedo ðaani, to mi <u>yiyi</u> <u>ðe</u> .
ma	Bedo ðaani, to ñjii <u>ma</u> mi.
	etc.

8.6 Note: The 'retrospective' pronoun suffix [- (V)n] 'the one previously mentioned'.

In 8.2 above we note that an 'emphatic' personal pronoun form occurs with, in first and second person forms, a suffix consisting of /n/ after vowels and a vowel plus /n/ after consonants:

	<u>Simple</u>	<u>Emphatic</u>
1st person singular	mi	min
2nd person singular	qa	qan

1st person plural	men	minen
2nd person plural inclusive	qen	qenen
exclusive	qon	qonon

The 'parallel' forms for third person there listed are kanko and kambe, although go and be are also used in the constructions there detailed.

Actually there are two distinct usages in which extended (suffixed) pronouns of all classes (including the [qo] class) can occur. One of these is that outlined in 8.2 with /ko/ or a redundant subject form 'As for me, I...' etc. This is called the 'emphatic' demonstrative.

A second usage of extended pronoun forms is as subject or object in sentence where the noun has previously been mentioned. Clearly, the first and second personal pronouns do not occur in this construction since there is no need to refer to 'the I previously mentioned' etc.

In this usage, then, can occur the demonstrative pronoun forms of all noun classes, with a suffix [-(V)n]. Thus, this demonstrative of the [qo] class is qon (not to be confused with the second person plural pronoun). Similarly the pronoun of the [be] class is ben, etc.

Since this form refers to 'member of this class previously mentioned' we call the 'retrospective demonstrative pronoun' form.

In practice qon is the common one of these pronouns, those of other classes being relatively rare. In fact, qon as a general retrospective demonstrative is frequently found before words of classes other than the [qo] class (as, indeed, are go and goya). Thus:

qo deftere	'this book'
goya deftere	'that book [there]'
qon deftere	'that (previously mentioned) book'

At this point qon is the only one of these retrospective demonstratives which will be drilled.

Note the parallelism between this structure for class pronouns and the relationship between to 'to, at that place' and ton 'that (previously mentioned) place' and between do 'here' and don 'this (previously mentioned) place'.)

8.7 Grammar Drills on Restrospective Demonstrative qon

## a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kono qon gorko yahi jooni.
debbo	Kono qon debbo yahi jooni.
sell	Kono qon debbo selli jooni.
dokotor	Kono qon dokotor selli jooni.
qar	Kono qon dokotor qari jooni.
neddo	Kono qon neddo qari jooni.
yaa	Kono qon neddo yahi jooni.
gorko	Kono qon gorko yahi jooni.

## b) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Mido yidi qon defteremaada.
(qo)	Qomo yidi qon defteremaada.
modon	Qomo yidi qon defteremodon.
(gen)	Qeden fijidi qon defteremodon.
makko	Qeden fijidi qon defteremakko.
(mer)	Miden fijidi qon defteremakko.
maada	Miden fijidi qon defteremaada.
(mi)	Mido yidi qon defteremaada.

## 8.8 NARRATIVE

## New words:

yiendaade	to see one another
lamdaade	to ask
haalaa [ka] ( )	speech, language, talk

Demba qe Yompa

Tuma Demba njidi qe Yompa hajki, Demba wiyi mo, Samba haalaani mo debbo Yompa sellaa. Non Yompa wiyi mo reedu debbomakko sellaano gila heccihajki, Demba lamdi mo kadi si qo nabi debbomakko to kampama. Non Yompa wiyi mo debbomakko jabaani yaade to kampama qo, paski qo suusaano dokotor qo. Kadi Demba wiyi mo, yoo nab debbomakko to gallemabbe, paski dokotor moddyo no ton. Yompa jaabi qe dum haalaa, kono qo haali Demba yoo fad haa jemma. Non kadi Demba wiyi mo, si qomo qarta, yoo qarta qe baabamum, paski qon no qandi dokotor qo.

## 8.9 Questions for Discussion

1. Ko hodum Samba haaliino Demba?
2. Hodum hebno debbo Yompa?
3. Ko wadi debbo Yompa jabaani yaade to kampama?
4. Ko hodum Demba wiyi Yompa, yoo wad?
5. Ko wadi Demba wiyi Yompa, yoo naba debbomakko?
6. Ko wadi Demba wiyi Yompa, yoo qardaa qe baabamakko?
7. Tuma Demba haali Yompa, yoo nab debbomakko to gallemabbe, Yompa jabiino na?
8. Ko waktu jelu Yompa wiyi Demba, yoo fad haa qon tuma?
9. Ko Demba haaliino Samba, debbo Yompa sellaano na, maa ko Samba haaliino Demba?
10. Ko hoore debbo Yompa muusata na, maa ko reedumakko?
11. Yompa nabiino debbomakko to kampama na, maa qo nabaani mo?
12. Ko Samba wiyi Yompa, yoo nab debbomakko to gallemabbe na, maa ko Demba?
13. Ko to galle Samba, dokotor moddyo qo woni na, maa ko to galle Demba?
14. Hombo haali Demba, debbo Yompa sellaano?
15. Ko hombo wiyi Yompa, yoo naba debbomakko to gallemabbe?
16. Ko honto Demba wiyiino, dokotor moddyo maabbe woniino?

## UNIT 9

9.0 Dialog: An Accident on the Road

-Seydu-

maay  
 Seeda tn, mi maaya, haki  
 klikliide.

die  
 I nearly (just a bit) died  
 yesterday evening.

-Qabdul-

Qe hodum?  
 Why? (with what?)

-Seydu-

moto [] (motooji)  
 yan  
 he  
 laawol [gol] (laabi)  
 Motoqamerj yant he laawol gol.  
 Our bus fell over on the road.

truck, bus, vehicle  
 fall (over)  
 in, on  
 road, way

-Qabdul-

jelu  
 Ko qonon jelu, wonno qe makko?  
 how much?, how many?  
 How many of you were in it?

-Seydu-

tati  
 sappo [go] (cappande)<sup>1</sup>  
 jow1  
 Men cappn tati, qe jow1.  
 Thirty-five of us.

three  
 ten  
 five

-Qabdul-

gaa  
 Kor1 yimbe e, gaaaani.  
 be injured, get hurt  
 [I] hope people were not injured.

-Seydu-

hel  
 Debbo gooto maayi, gooto heli,  
 jungomakko.  
 One woman died, one broke her arm.

-Qabdul-

Be tn?  
 Only those [two]?

-Seydu-

qandaa  
 Qalaat mi qandaa, ko yimbe  
 jelu gaai.  
 doesn't/don't know  
 No, I don't know how many people  
 got injured.

<sup>1</sup>Irregular plural in the [de] class. The origin of the /-an/ is not clear. Often, as here, occurs without the /-de/ suffix.

-Qabdul-

teeri [ø] (teeribé)

friend

Kori teerimaa, gaañaaní?

[I] hope your friend was not  
injured?

-Seydu-

Qalaa ↑ qo gaañaaní.

No, he was not injured.

-Qabdul-

hombo [qo] (hoßbe)

who?, which person?

Hombo qe hombo, gaañi kadi?

Who else got injured?

-Seydu-

Ko Demba, qe biddo gorkomakko tān↑

Just Demba and his son.

-Qabdul-

Yalla qokku mon jam.

May God give you peace.

-Seydu-

Qaamin.

Amen.

### 9.1 Variation Drills on Basic Sentences

#### a) Progressive Substitution Drill

New word: dāan sleep (verb)
-----------------------------

Cue

Pattern

Seeda tān, mi maaya, hajki kiiikiide.

qo

Seeda tān, qo maaya, hajki kiiikiide.

gaañ

Seeda tān, qo gaaña, hajki kiiikiide.

bimbī

Seeda tān, qo gaaña, hajki bimbī.

ße

Seeda tān, ße gaaña, hajki bimbī.

yaa

Seeda tān, ße ñjaha, hajki bimbī.

ñalloma

Seeda tān, ße ñjaha, hajki ñalloma.

meŋ

Seeda tān, meŋ ñjaha, hajki ñalloma.

qar

Seeda tān, meŋ ŋgara, hajki ñalloma.

jemma

Seeda tān, meŋ ŋgara, hajki jemma.

qon

Seeda tān, qon ŋgara, hajki jemma.

dāan

Seeda tān, qon dāana, hajki jemma.

kiiikiide

Seeda tān, qon dāana, hajki kiiikiide.

neenemaa

Seeda tān, neenemaa dāana, hajki kiiikiide.

yan

Seeda tān, neenemaa yana, hajki kiiikiide.

	Seeda tn, neenemaa yana, hajki <u>kiikiiide</u> .
bimb	Seeda tn, <u>neenemaa</u> yana, hajki bimb.
m	Seeda tn, m <u>yana</u> , hajki bimb.
maay	Seeda tn, m maaya, hajki <u>bimb</u> .
kiikiiide	Seeda tn, m maaya, hajki kiikiiide.

## b) Progressive Substitution Drill

New words:	kaalis [ø]/kaaley[ø] ( )	money
	suudu [ndu] (cuudi)	house
	qaddu	bring
	yey	sell

Cue

	Seeda tn, <u>m</u> qokka mo, kaalis.
qo	Seeda tn, qo <u>qokka</u> mo, kaalis.
qadd	Seeda tn, qo qadda <u>mo</u> , kaalis.
kam	Seeda tn, qo qadda kam, <u>kaalis</u> .
deftere nde	Seeda tn, <u>qo</u> qadda kam, deftere nde.
e	Seeda tn, e <u>ngadda</u> kam, deftere nde.
holl	Seeda tn, e kolla <u>kam</u> , deftere nde.
ma	Seeda tn, e kolla ma, <u>deftere nde</u> .
laawol gol	Seeda tn, <u>e</u> kolla ma, laawol gol.
mej	Seeda tn, mej <u>kolla</u> ma, laawol gol.
haal	Seeda tn, mej kaala <u>ma</u> , laawol gol.
mo	Seeda tn, mej kaala mo, <u>laawol gol</u> .
kibaaru ndu	Seeda tn, <u>mej</u> kaala mo, kibaaru ndu.
qo	Seeda tn, qo <u>haala</u> mo, kibaaru ndu.
yey	Seeda tn, qo yeya <u>mo</u> , kibaaru ndu.
ma	Seeda tn, qo yeya ma, <u>kibaaru ndu</u> .
suudu ndu	Seeda tn, <u>qo</u> yeya ma, suudu ndu.
e	Seeda tn, e <u>jeya</u> ma, suudu ndu.
qokk	Seeda tn, e gokka <u>ma</u> , suudu ndu.
mo	Seeda tn, e gokka mo, <u>suudu ndu</u> .
kaalis	Seeda tn, <u>e</u> gokka mo, kaalis.
m	Seeda tn, m qokka mo, kaalis.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Motoqamerj yani, to laawol ñgol.
-makko	Motomakko yani, to laawol ñgol.
-modon	Motomodon yani, to laawol ñgol.
-meden	Motomeden yani, to laawol ñgol.
-mañbe	Motomañbe yani, to laawol ñgol.
neenemaa	Moto neenemaa yani, to laawol ñgol.
baabamaa	Moto baabamaa yani, to laawol ñgol.
kawmaa	Moto kawmaa yani, to laawol ñgol.
bandirawomaa	Moto bandirawomaa yani, to laawol ñgol.
-qam	Motoqam yani, to laawol ñgol.
-maa	Motoma a yani, to laawol ñgol.
-mon	Motomon yani, to laawol ñgol.
-qamerj	Motoqamerj yani, to laawol ñgol.

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko ðe jelu, wonno qe makko?
mañbe	Ko ðe jelu, wonno qe mañbe?
worðe	Ko worðe jelu, wonno qe mañbe?
dum	Ko worðe jelu, wonno qe dum?
minen	Ko minen jelu, wonno qe dum?
makko	Ko minen jelu, wonno qe makko?
rewðe	Ko rewðe jelu, wonno qe makko?
mañbe	Ko rewðe jelu, wonno qe mañbe?
yimðe	Ko yimðe jelu, wonno qe mañbe?
dum	Ko yimðe jelu, wonno qe dum?
qenen	Ko qenen jelu, wonno qe dum.
makko	Ko qenen jelu, wonno qe makko?
menj	Ko menj jelu, wonno qe makko?
dum	Ko menj jelu, wonno qe dum?
qonon	Ko qonon jelu, wonno qe dum?
makko	Ko qonon jelu, wonno qe makko?

## e) Random Substitution Drill

New word: nogas twenty

<u>Cue</u>	<u>Pattern</u>
	<u>Men</u> cappánde tati, qe jowi.
qonon	<u>Qonon</u> cappánde tati, qe jowi.
be	<u>Be</u> cappánde tati, qe jowi.
nogas	<u>Be</u> nogas, qe jowi.
meŋ	<u>Men</u> <u>nogas</u> , qe jowi.
sappo	<u>Men</u> sappo, qe <u>jowi</u> .
qonon	<u>Qonon</u> sappo, qe jowi.
cappande tati	<u>Qonon</u> cappande tati, qe jowi.
meŋ	<u>Men</u> cappande tati, qe jowi.

## f) Progressive Substitution Drill

New word: faw be sick

<u>Cue</u>	<u>Pattern</u>
	Kori <u>yimbé</u> be, gaaññaani?
rewbe	Kori rewbe be, gaaññaani?
maay	Kori <u>rewbe</u> be, maayaani?
worbe	Kori worbe be, <u>maayaani</u> ?
faw	Kori <u>worbe</u> be, fawaani?
biddoqam	Kori biddoqam, <u>fawaani</u> ?
gaañ	Kori <u>biddoqam</u> , gaaññaani?
jungomakko	Kori jungomakko, <u>gaaññaani</u> ?
muus	Kori <u>jungomakko</u> , muusaani?
daandemaa	Kori daandemaa, <u>muusaani</u> ?
gaañ	Kori <u>daandemaa</u> , gaaññaani?
koydemabbe	Kori koydemabbe, <u>gaaññaani</u> ?
muus	Kori <u>koydemabbe</u> , muusaani?
gitemaa	Kori gitemaa, <u>muusaani</u> ?
gaañ	Kori <u>gitemaa</u> , gaaññaani?
ñiidyemakko	Kori ñiidyemakko, <u>gaaññaani</u> ?
muus	Kori <u>ñiidyemakko</u> , muusaani?
hooremaa	Kori hooremaa <u>muusaani</u> ?
gaañ	Kori <u>hooremaa</u> , gaaññaani?
yimbé be	Kori yimbé be, gaaññaani?

## g) Random Substitution Drill

Cue

	Qalaa ↑ <u>mi</u> qandaa, ko yimbé jelu gaañi.
be	Qalaa ↑ be ñgandaa, ko yimbé jelu <u>gaañi</u> .
yaa	Qalaa ↑ be ñgandaa, ko <u>yimbé</u> jelu ñjahí.
rewbe	Qalaa ↑ <u>be</u> ñgandaa, ko rewbe jelu ñjahí.
meñ	Qalaa ↑ meñ ñgandaa, ko <u>rewbe</u> jelu ñjahí.
worbe	Qalaa ↑ meñ ñgandaa, ko <u>worbe</u> jelu ñjahí.
qar	Qalaa ↑ <u>meñ</u> ñgandaa, ko worbe jelu ñgarí.
qon	Qalaa ↑ qon ñgandaa, ko <u>worbe</u> jelu ñgarí.
yimbé	Qalaa ↑ qon ñgandaa, ko yimbé jelu <u>ñgarí</u> .
maay	Qalaa ↑ <u>qon</u> ñgandaa, ko yimbé jelu maayi.
qo	Qalaa ↑ qo qandaa, ko yimbé jelu <u>maayi</u> .
yan	Qalaa ↑ <u>qo</u> qandaa, ko yimbé jelu yani.
be	Qalaa ↑ be ñgandaa, ko <u>yimbé</u> jelu yani.
rewbe	Qalaa ↑ be ñgandaa, ko rewbe jelu <u>yani</u> .
yaa	Qalaa ↑ <u>be</u> ñgandaa, ko rewbe jelu ñjahí.
mi	Qalaa ↑ mi qandaa, ko <u>rewbe</u> jelu ñjahí.
yimbé	Qalaa ↑ mi qandaa, ko yimbé jelu <u>ñjahí</u> .
gaañ	Qalaa ↑ mi qandaa, ko yimbé jelu gaañi.

## 9.2 Note: Active Potential Verb Forms.

Note the sentences:

Kori qa <u>nanat</u> kibaaru baabamakko?	'I trust you hear news of his father.'
Mido yaha galle kono mi <u>qaray</u> kiikiide.	'I'm going home but I'll return [this] evening.'
Qawa, qa <u>taway</u> kam do.	'OK, you'll find me here.'

These sentences illustrate two forms of the active verb which are imperfective in aspect (as evidenced by the /-a/ suffix to the verbal base) and are potential in tense. The two forms are distinguished by the suffixes /-y/ and /-t/. In general /-y/ signals a potentiality which is indefinite and indicates the intention to perform the act or the likelihood that the act will be performed. A translation with 'will' is often appropriate to this form, since 'will' in American English normally signals a willingness or likelihood rather than a definite statement of future action.

The form with /-t/ has two functions. Commonly it signals a definite future action and may be translated with 'going to', but it may, as in the example sentence, signal an action which may have already occurred but which the speaker

has no way of knowing. In this latter sense some form such as kori is commonly present to hedge the definiteness of the statement. A translation such as 'You surely are hearing' or 'You'll surely hear' might render the sense of this sequence.

The form with /-t/ is also used to signal a habitual action - one which has occurred and, hence, may be assumed to have a rather definite potentiality for occurring again in the future.

Note that the short form personal subject pronouns are used with all potential forms, and that the forms following plural subject have consonant alternation:

mi qarat                meŋ ḷgarat

### 9.3 Grammar Drills on Active Potential Verb Forms

#### a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi <u>yahat</u> to saare Jibel.
foft	Mi <u>foftat</u> to saare Jibel.
yar	Mi <u>yarat</u> to saare Jibel.
hiir	Mi <u>hiirat</u> to saare Jibel.
waal	Mi <u>waalat</u> to saare Jibel.
jang	Mi <u>jangat</u> to saare Jibel.
yaa	Mi <u>yahat</u> to saare Jibel.

#### b) Repeat drill (a) with suffix /-y/ instead of /-t/.

#### c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Samba <u>haalat</u> dum.
nan	Samba <u>nanat</u> dum.
heß	Samba <u>hebat</u> dum.
laar	Samba <u>laarat</u> dum.
yar	Samba <u>yarat</u> dum.
wii	Samba <u>wiyat</u> dum.
qudd	Samba <u>quddat</u> dum.
quddit	Samba <u>qudditat</u> dum.
yii	Samba <u>yiyat</u> dum.
laaroy	Samba <u>laaroyat</u> dum.
jaß	Samba <u>jabat</u> dum.
qokk	Samba <u>gokkat</u> dum.
haal	Samba <u>haalat</u> dum.

d) Repeat drill (c) with suffix /-y/ instead of /-t/.

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Neenemaa</u> qarat kiikiide.
ße	<u>Be</u> ñgarat kiikiide.
baabamakko	<u>Baabamakko</u> qarat kiikiide.
qon	<u>Qon</u> ñgarat kiikiide?
debbam	<u>Debbam</u> qarat kiikiide.
meŋ	<u>Men</u> ñgarat kiikiide.
biddomaa	<u>Biddomaa</u> qarat kiikiide.
qo	<u>Qo</u> qarat kiikiide.
qa	<u>Qa</u> qarat kiikiide?
Samba	<u>Samba</u> qarat kiikiide.
Demba	<u>Demba</u> qarat kiikiide.
mí	<u>Mí</u> qarat kiikiide.
neenemaa	Neenemaa qarat kiikiide.

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kori <u>qa</u> nanat, kibaarumakko?
qo	Kori qo nanat, kibaarumakko?
-mon	Kori <u>qo</u> nanat, kibaarumón?
ße	Kori <u>ße</u> nanat, kibaarumón?
-maada	Kori <u>ße</u> nanat, kibaarumaada?
meŋ	Kori meŋ nanat, kibaarumaada?
-maðbe	Kori <u>meŋ</u> nanat, kibaarumaðbe?
qon	Kori qon nanat, kibaarumaðbe?
-mum	Kori <u>qon</u> nanat, kibaarumum?
qen	Kori qen nanat, kibaarumum?
-makko	Kori <u>qen</u> nanat, kibaarumakko?
qa	Kori qa nanat, kibaarumakko?

g) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qa</u> taway kam, to galleqamenj?
qo	Qo <u>taway</u> kam, to galleqamenj.
nab	Qo nabay <u>kam</u> , to galleqamenj.
ma	Qo nabay ma, to <u>galleqamenj</u> .
saare	Qo nabay ma, to <u>sareqamenj</u> .
maa	<u>Qo</u> nabay ma, to saaremaa.

be	Qo nabay ma, to saaremaa.
yil	Be nabay <u>ma</u> , to saaremaa.
mo	Be ñjiyay <u>ma</u> , to saaremaa.
ŋgesa	Be ñjiyay mo, to saaremaa.
-modon	Be ñjiyay mo, to <u>ŋgesamodon</u> .
qon	Qon ñjiyay mo, to <u>ŋgesamodon</u> .
fad	Qon paday <u>mo</u> , to <u>ŋgesamodon</u> .
meŋ	Qon paday meŋ, to <u>ŋgesamodon</u> .
marse	Qon paday meŋ, to <u>marsemodon</u> .
-maðbe	Qon paday meŋ, to <u>marsemaðbe</u> .
qo	Qo <u>paday</u> meŋ, to <u>marsemaðbe</u> .
yil	Qo yiyay <u>meŋ</u> , to <u>marsemaðbe</u> .
ma	Qo yiyay ma, to <u>marsemaðbe</u> .
saare	Qo yiyay ma, to <u>saaremabbe</u> .
-mon	Qo yiyay ma, to <u>saaremon</u> .
meŋ	Meŋ ñjiyay ma, to <u>saaremon</u> .
fad	Meŋ paday <u>ma</u> , to <u>saaremon</u> .
mo	Meŋ paday mo, to <u>saaremon</u> .
marse	Meŋ paday mo, to <u>marsemon</u> .
-makko	Meŋ paday mo, to <u>marsemakko</u> .
qa	Qa <u>faday</u> mo, to <u>marsemakko</u> .
taw	Qa taway <u>mo</u> , to <u>marsemakko</u> .
kam	Qa taway kam, to <u>marsemakko</u> .
galle	Qa taway kam, to <u>gallémakko</u> .
-qameŋ	Qa taway kam, to <u>galleqamen</u> .

## h) Random Substitution Drill

Cue	Pattern
dó	Demba waalat, <u>to saareqamen</u> .
qar	Demba <u>waalát</u> dó.
sell	Demba <u>garát</u> dó.
debbomaa	<u>Demba</u> sellát dó.
to kampama qo	Debbomaa <u>sellat</u> , to kampama qo.
yaa	Debbomaa uahat, to kampama qo.
mi	<u>Mi</u> sellat, to kampama qo.
kawqam	Kawqam sellat, to <u>kampama</u> qo.
marse qo	Kawqam yahat, to marse qo.
hiir	<u>Kawqam</u> hiirat, to marse qo.
be	Be kiirat, <u>to marse</u> qo.
ton	Be <u>kiirát</u> ton.
tawat ma	Be tawat má <u>ton</u> .

	Be tawat má <u>ton</u> .
to saare nde	Be tawat ma, to saare nde.
menj	Menj <u>tawat</u> ma, to saare nde.
laaroy	Menj <u>ndaaroyat</u> ma to saare nde.
yii	Menj <u>fijiyat</u> ma, to saare nde.
Samba	Samba <u>yiyat</u> ma, to <u>saare nde</u> .
saareqameŋ	Samba <u>yiyat</u> ma, to saareqameŋ.
Demba	Demba waalat, to saareqameŋ.

i) Repeat drill (h) using suffix /-y/ instead of /-t/.

j) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Samba</u> <u>wiyat</u> ma dum.
qo	Qo <u>wiyat</u> ma dum.
haal	Qo haalat <u>ma</u> dum.
mo	Qo haalat <u>mo</u> dum.
be	Be <u>kaalat</u> <u>mo</u> dum.
qokk	Be <u>ŋgokkat</u> <u>mo</u> dum.
qon	Be <u>ŋgokkat</u> qon dum.
menj	Menj <u>ŋgokkat</u> qon dum.
haal	Menj kaalat <u>qon</u> dum.
mo	Menj kaalat <u>mo</u> dum.
qo	Qo <u>haalat</u> <u>mo</u> dum.
qokk	Qo qokkat <u>mo</u> dum.
kam	Qo qokkat kam dum.
Samba	Samba <u>qokkat</u> kam dum.
wii	Samba <u>wiyat</u> <u>kam</u> dum.
ma	Samba <u>wiyat</u> ma dum.

k) Substitution-Transformation Drill (Definite potential to indefinite potential)

New word: hande today

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Neenemaa</u> qarat kiikilide.	Si Qalla jaɓi, neenemaa qaray kiikilide.
yimbe be	Yimbe be ŋgarat <u>kiikilide</u> .	Si Qalla jaɓi, yimbe be ŋgaray kiikilide.
janggo	Yimbe be ŋgarat janggo.	Si Qalla jaɓi, yimbe be ŋgaray janggo.
yaa	Yimbe be fijahat janggo.	Si Qalla jaɓi, yimbe be fijahay janggo.
biddoqzm	Biddoqam <u>yahat</u> janggo.	Si Qalla jaɓi, biddoqam yahay janggo.
wonat do	Biddoqam wonat do, <u>janggo</u> .	Si Qalla jaɓi, biddoqam wonay do, janggo.

hande	<u>Biddoqam</u> wonat do, <u>jango</u> .	Si Qalla jaði, <u>biddoqam</u> wonay do, <u>jango</u> .
kawmakko.	<u>Kawmakko</u> <u>wonat do</u> , hande.	Si Qalla jaði, <u>biddoqam</u> wonay do, hande.
ñallat ton	Kawmakko <u>ñallat ton</u> , <u>hande</u> .	Si Qalla jaði, kawmakko <u>ñallay ton</u> , hande.
jango	<u>Kawmakko</u> <u>ñallat ton</u> , <u>jango</u> .	Si Qalla jaði, kawmakko <u>ñallay ton</u> , <u>jango</u> .
qo	Qo <u>ñallat ton</u> , <u>jango</u> .	Si Qalla jaði, qo <u>ñallay ton</u> , <u>jango</u> .
waal	Qo waalat ton, <u>jango</u> .	Si Qalla jaði, qo waalay ton, <u>jango</u> .
kiiklide	Qo waalat ton, <u>kiiklide</u> .	Si Qalla jaði, qo waalay ton, <u>kiiklide</u> .
þe	Be <u>mbaalat</u> ton, <u>kiiklide</u> .	Si Qalla jaði, þe <u>mbaalay</u> ton, <u>kiiklide</u> .
yaa	Be njahat ton, <u>kiiklide</u> .	Si Qalla jaði, þe <u>njahay</u> ton, <u>kiiklide</u> .
jango	Be njahat ton, <u>jango</u> .	Si Qalla jaði, þe <u>njahay</u> ton, <u>jango</u> .
neenemaa	Neenemaa <u>yahat ton</u> , <u>jango</u> .	Si Qalla jaði, neenemaa <u>yahay</u> ton, <u>jango</u> .
qar	Neenemaa qarat <u>jango</u> .	Si Qalla jaði, neenemaa qaray <u>jango</u> .
kiiklide	Neenemaa qarat <u>kiiklide</u> .	Si Qalla jaði, neenemaa qaray <u>kiiklide</u> .

## 1) Response Drill (Answer in the affirmative only)

Questions

Qa jaðat yaade to saare na?  
 Qon ñgarat jango na?  
 Be kaalanay mo ðum na?  
 Qon ndaaroyat mo ton na?  
 Mej ñgokkay Demba ðum na?  
 Qa foftay ton na?  
 Be ñjahat ton na?  
 Qon ñgarat do na?  
 Mej mbaalat to mon na?

Answers

Qeeyi↑ mi jaðat.  
 Qeeyi↑ mej ñgarat jango.  
 Qeeyi↑ þe kaalanay mo ðum.  
 Qeeyi↑ mej ndaaroyat mo ton.  
 Qeeyi↑ mej ñgokkay mo ðum.  
 Qeeyi↑mi foftat ton.  
 Qeeyi↑ þe ñjahat ton.  
 Qeeyi↑ mej ñgarat do.  
 Qeeyi↑qon mbaalat to qamen.

## 9.4 Note: Active Imperfective Relative Verb Forms:

Note the sentences:

Tuma qo <u>garata</u> ?	'When will he come?'
Tuma <u>ñjaataa</u> ñgesamaa?	'When are you going to go to your farm?'
Hodum <u>mbadtaa</u> , to saare?	'What will you do in town?'
Ko koynjalmakko, <u>muusata</u> .	'It's his leg that hurts.'
Ko <u>mbadtaa</u> nabaa mo, to galleqamenj.	'What you are to do [is] take her to our compound.'
Mi heði lekki tuubaakoobe, ðum <u>ñjaratami</u> .	'I have European medicine, that's what I'm going to drink.'

In these sentences we see imperfective relative forms parallel to the perfective relatives discussed in 8.4. Note that, like the perfective relative forms, these occur as the only verbs in short interrogative clauses (sentences 1, 2, 3) and as the verbs of dependent relative clauses (sentences 4, 5, 6).

Again, like the perfective relative forms, the imperfective relatives have pronominal suffixes in the first and second person forms with consonant alternation and prenasalization. The forms of the verb yaa are:

Tuma <u>ŋgartaami?</u>	When am I to come?
Tuma <u>ŋgartaa?</u>	When are you going to come?
Tuma <u>qo qarata?</u>	When is he going to come?
Tuma <u>ŋgartaamen?</u>	When are we going to come?
Tuma <u>ŋgarten?</u>	When are he and I/we going to come?
Tuma <u>ŋgarton?</u>	When are you going to come?
Tuma <u>be ŋgarata?</u>	When are they going to come?

The third person forms also occur as:

Tuma <u>qo qartaa?</u>
Tuma <u>be ŋgartaa?</u>

without change of meaning. In addition the second person forms may occur with a vowel preceding the /-t/. This vowel will be identical with the vowel following /-t/ as follows:

Tuma <u>ŋgarataa?</u>
Tuma <u>ŋgareten?</u>
Tuma <u>ŋgaroton?</u>

Also the student will hear, in interrogative sentences, forms with short-form subject pronouns in all persons as follows:

Tuma <u>mi qarata?</u>	Tuma <u>meŋ ŋgarata?</u>
Tuma <u>qa qarata?</u>	Tuma <u>qon ŋgarata?</u>
Tuma <u>qo qarata?</u>	Tuma <u>be ŋgarata?</u>

These forms are commoner for first person than for second. In the drills that follow the suffixed forms are practiced for second person, the short-form subject pronouns in all other persons.

## 9.5 Grammar Drills on Imperfective Relative Verb Forms

## a) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
be	Tuma <u>go</u> qarata, to galleqamenj?
yaa	Tuma <u>be</u> <u>ngarata</u> , to galleqamenj?
saare	Tuma <u>be</u> <u>ñjahata</u> , to <u>galleqamenj</u> ?
-qam	Tuma <u>be</u> <u>ñjahata</u> , to saare <u>qam</u> ?
(qa)	Tuma <u>ñjahataa</u> , to saare <u>qam</u> ?
qar	Tuma <u>ngarataa</u> , to <u>saareqam</u> ?
ŋgesa	Tuma <u>ngarataa</u> , to <u>ŋgesaqam</u> ?
-meeden	Tuma <u>ngarataa</u> , to <u>ŋgesameeden</u> ?
(qon)	Tuma <u>ngaroton</u> , to <u>ŋgesameeden</u> ?
yaa	Tuma <u>ñjahoton</u> , to <u>ŋgesameeden</u> ?
saare	Tuma <u>ñjahoton</u> , to <u>saaremeeden</u> ?
-modon	Tuma <u>ñjahoton</u> , to saare <u>modon</u> ?
(qa)	Tuma <u>ñjahataa</u> , to saare <u>modon</u> ?
qar	Tuma <u>ngarataa</u> , to <u>saaremodon</u> ?
galle	Tuma <u>ngarataa</u> , to <u>gallemodon</u> ?
qamenj	Tuma <u>ngarataa</u> , to <u>galleqamenj</u> ?

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
be	Ko <u>mbadtaa</u> , naba <u>mo</u> , to <u>galleqamenj</u> .
dum	Ko <u>be</u> <u>mbadata</u> , <u>be</u> naba <u>dum</u> , to <u>galleqamenj</u> .
saare	Ko <u>be</u> <u>mbadata</u> , <u>be</u> naba <u>dum</u> , to <u>saareqamenj</u> .
Bookari	Ko <u>be</u> <u>mbadata</u> , <u>be</u> naba <u>dum</u> , to <u>saare Bookari</u> .
(qon)	Ko <u>mbadoton</u> , nabon <u>dum</u> , to <u>saare Bookari</u> .
be	Ko <u>mbadoton</u> , nabon <u>be</u> , to <u>saare Bookari</u> .
galle	Ko <u>mbadoton</u> , nabon <u>be</u> , to <u>galle Bookari</u> .
-modon	Ko <u>mbadoton</u> , nabon <u>be</u> , to <u>gallemodon</u> .
(qen)	Ko <u>mbadeten</u> , naben <u>be</u> , to <u>gallemodon</u> .
mo	Ko <u>mbadeten</u> , naben <u>mo</u> , to <u>gallemodon</u> .
ŋgesa	Ko <u>mbadeten</u> , naben <u>mo</u> , to <u>ŋgesamodon</u> .
-meeden	Ko <u>mbadeten</u> , naben <u>mo</u> , to <u>ŋgesameeden</u> .
menj	Ko <u>menj</u> <u>mbadata</u> , <u>menj</u> naba <u>mo</u> , to <u>ŋgesameeden</u> .

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	Hodum <u>mbadataa</u> , to saare nde?
yii	Hodum qo <u>wadata</u> , to saare nde?
ŋgesa mba	Hodum qo <u>yiyata</u> , to <u>saare nde</u> ?
ɓe	Hodum ɓe <u>ñiyata</u> , to ŋgesa mba?
taw	Hodum ɓe <u>tawata</u> , to <u>ŋgesa mba</u> ?
marse qo	Hodum ɓe <u>tawata</u> , to marse qo?
men	Hodum men <u>tawata</u> , to marse qo?
nab	Hodum men <u>nabata</u> to <u>marse qo</u> ?
jangurdु ndu	Hodum men <u>nabata</u> , to jangurdु ndu?
mi	Hodum mi <u>nabata</u> , to jangurdु ndu?
jang	Hodum mi <u>jangata</u> , to <u>jangurdु ndu</u> ?
gallemaa	Hodum mi <u>jangata</u> , to gallemaa?
(qa)	Hodum <u>jangataa</u> , to gallemaa?
wad'	Hodum <u>mbadataa</u> , to saare nde?
saare nde	Hodum <u>mbadataa</u> , to saare nde?

## d) Random Substitution Drill

New word: honto where?

<u>Cue</u>	<u>Pattern</u>
ɓe	Honto <u>go</u> yahata, kiikiide?
waal	Honto ɓe <u>ñjahata</u> , kiikiide?
hande	Honto ɓe <u>mbaalata</u> , <u>kiikiide</u> ?
mi	Honto mi <u>waalata</u> , hande?
ñall	Honto mi <u>ñallata</u> , <u>hande</u> ?
jang	Honto mi <u>ñallata</u> , jango?
qon	Honto qon <u>ñallata</u> , jango?
yar	Honto qon <u>ñjarata</u> , jango?
kiikiide	Honto qon <u>ñjarata</u> , kiikiide?
men	Honto men <u>ñjarata</u> , kiikiide?
yaa	Honto men <u>ñjahata</u> , <u>kiikiide</u> ?
hande	Honto men <u>ñjahata</u> , hande?
qo	Honto qo <u>yahata</u> , hande?

## 9.8 Narrative:

## New words:

qaksıdaŋ [ø] .(qaksıdaŋaaŋi)	accident
-qen	(a pluralizing suffix)
Seyduqen	Seydu and his group
godđo [qo] (wođđe)	another person, someone else, another one

Qaksıdaŋ heňiino moto Seyduqen haŋki kíikíide. Dum yanıino to laawol ŋgol. Seeda tan Seydu maaya qe dum, kono kaŋko qe teerimakko haytus hebaani be. Debbo gooto maayı, godđo heli jungo ŋgo-makko. Demba qe biddo-gorkomakko, be kadi gaaňiino. Be cappande tati qe jowi wonno qe moto qo.

## 9.9 Questions for Discussion

1. Ko haŋki moto Seyduqen yanı to laawol ŋgol na?
2. Seydu qe teerimakko gaaňiino na?
3. Demba qe biddo-gorkomakko, ko be tan gaaňiino na?
4. Wođđe kadi gaaňiino na?
5. Moto Seyduqen, ko ńallooma dum yanıino na, maa ko kíikíide?
6. Motomaňbe, ko to laawol ŋgol, yanıino na, maa to saare nde?
7. Seydu qe teerimakko be gaaňiino na, maa be gaaňaano?
8. Godđo maayıino na, maa hay gooto maayaanı?
9. Demba qe biddo gorkomakko gaaňiino na, maa be gaaňaani?
10. Ko teeri Seydu keliino jaŋgo ŋgo makko na, maa wonaa kaŋko?
11. Tuma moto Seyduqen yanıino to laawol ŋgol?
12. Ko yimbé jelu wono he moto qo?
13. Ko be jelu maayıino?
14. Hombo qe hombo gaaňaani he be?
15. Demba qe hombo kadi gaaňiino?
16. Ko moto hoňbe yanıino he laawol ŋgol?

NOTES

## UNIT 10

10.0 Dialog: Inquiring About a Job

	-Ceerno-	
Jam kíirudaa?		Good morning.
Jam tan ↑	-Jaawo-	Fine.
liggaade	-Ceerno-	to work (middle-voice infinitive)
Qada ligga, haa jooni na?		Are you working (up to) now?
Qeeyi ↑ qada yidí ligge?	-Jaawo-	Yes, do you want work?
mawdó [qo] (mawbe/mawdoobe) waaw	-Ceerno-	elderly person, elder be able
Min, ko mi mawdó, mi waawataa liggaade.		I am elderly, I can't work.
lamdaade	-Jaawo-	to ask, enquire (middle- voice infinitive)
Ko wadí qa lamdi kam, si midó ligga?		How come you asked me if I am working?
Ko bídðoqam wiyi, mi lamda ma.	-Ceerno-	My son ('child') told me to ask you.
Ko wadí qo wiyi, yaa lamda kam?	-Jaawo-	How come he told you to ('let you') ask me?
Karjko kadi yidí liggaade.	-Ceerno-	He also wants to work.
biro [ø] (birooji) fam	-Jaawo-	office understand, comprehend
Mi famí jooni, yoo qar to biroqamenj.		Now, I understand. Let him come to our office.
sikku	-Ceerno-	think, guess, suppose
Qa sikki, qa waaway heðde mo ligge?		Do you think you will be able to get him a job?

## -Jaawo-

qaccu leave, abandon  
 Qaccen dum, qe junggo Qalla. Let's leave that in the hand  
 of God.

## -Ceerno-

Qawa <sup>†</sup> baasi qala, qo qaray jango. OK, no matter, he will be coming  
 tomorrow.

## -Jaawo-

Kiiren jam, nani. Good night.

## -Ceerno-

Qaamiiñ. Amen.

## 10.1 Variation Drill on Basic Sentences

## a) Progressive Substitution Drill

New word: ñaam eat
--------------------

<u>Give</u>	<u>Pattern</u>
	Qada <u>ligga</u> , haa jooni na?
jang	Qada <u>jangga</u> , haa jooni na?
(be)	Bedo <u>janga</u> , haa jooni na?
ñaam	Bedo <u>ñaama</u> , haa jooni na?
(qon)	Qodon <u>ñaama</u> , haa jooni na?
ligg	Qodon <u>ligga</u> , haa jooni na?
(qo)	Qomo <u>ligga</u> , haa jooni na?
jang	Qomo <u>jangga</u> , haa jooni na?
(mej)	Miden <u>janga</u> , haa jooni na?
yaa	Miden <u>ñijaha</u> , haa jooni na?
(qon)	Qodon <u>ñijaha</u> , haa jooni na?
ñaam	Qodon <u>ñaama</u> , haa jooni na?
(be)	Bedo <u>ñaama</u> , haa jooni na?
ligg	Bedo <u>ligga</u> , haa jooni na?
(qa)	Qada <u>ligga</u> , haa jooni na?

## b) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	Qada <u>ligga</u> , haa jooni na?	Qeeyi↑ mido ligga, haa jooni.
jang	<u>Qada</u> jangga, haa jooni na?	Qeeyi↑ mido jangga, haa jooni.
(be)	<u>Bedo</u> <u>jangga</u> , haa jooni na?	Qeeyi↑ bedo jangga, haa jooni.
ñaam	<u>Bedo</u> ñaama, haa jooni na?	Qeeyi↑ bedo ñaama, haa jooni.
(qon)	Qodon <u>ñaama</u> , haa jooni na?	Qeeyi↑ miden ñaama, haa jooni.
ligg	<u>Qodon</u> ligga, haa jooni na?	Qeeyi↑ miden ligga, haa jooni.
(qo)	Qomo <u>ligga</u> , haa jooni na?	Qeeyi↑ qomo ligga, haa jooni.
jang	<u>Qomo</u> jangga, haa jooni na?	Qeeyi↑ qomo jangga, haa jooni.
(men)	Miden <u>jangga</u> , haa jooni na?	Qeeyi↑ miden jangga, haa jooni.
yaa	<u>Miden</u> ñjaha, haa jooni na?	Qeeyi↑ miden ñjaha, haa jooni.
(qon)	Qodon <u>ñjaha</u> , haa jooni na?	Qeeyi↑ miden ñjaha, haa jooni.
ñaam	<u>Qodon</u> ñaama, haa jooni na?	Qeeyi↑ miden ñaama, haa jooni.
(be)	<u>Bedo</u> <u>ñaama</u> , haa jooni na?	Qeeyi↑ bedo ñaama, haa jooni.
ligg	<u>Bedo</u> ligga, haa jooni na?	Qeeyi↑ bedo ligga, haa jooni.
(qa)	Qada ligga, haa jooni na?	Qeeyi↑ mido ligga, haa jooni.

## c) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	Qada yid'i liggaade?	Qeeyi↑ mido yid'i liggaade.
be	<u>Bedo</u> ñjid'i <u>liggaade</u> ?	Qeeyi↑ bedo ñjid'i liggaade.
yar	<u>Bedo</u> ñjid'i yarde?	Qeeyi↑ bedo ñjid'i yarde.
qo	Qomo yid'i <u>yarde</u> ?	Qeeyi↑ qomo yid'i yarde.
ñaam	<u>Qomo</u> yid'i ñaamde?	Qeeyi↑ qomo yid'i ñaamde.
qon	Qodon ñjid'i <u>ñaamde</u> ?	Qeeyi↑ miden ñjid'i ñaamde.
yaa	<u>Qodon</u> ñjid'i yaade?	Qeeyi↑ miden ñjid'i yaade.
qa	Qada yid'i <u>yaade</u> ?	Qeeyi↑ mido yid'i yaade.
waal	<u>Qada</u> yid'i waalde?	Qeeyi↑ mido yid'i waalde.
be	<u>Bedo</u> ñjid'i waalde?	Qeeyi↑ bedo ñjid'i waalde.
ñall	<u>Bedo</u> ñjid'i <u>ñallude</u> ?	Qeeyi↑ bedo ñjid'i ñallude.
qo	Qomo yid'i <u>ñallude</u> ?	Qeeyi↑ qomo yid'i ñallude.
ligg	<u>Qomo</u> yid'i liggaade?	Qeeyi↑ qomo yid'i liggaade.
qa	Qada yid'i liggaade?	Qeeyi↑ mido yid'i liggaade.

## d) Simple Substitution Drill

## New words:

lam		order, command
lamdo	[qo] (lamiiße)	chief (king)
karamokko	[ø] (karamokkoobe)	teacher, instructor
ceerno	[ø] (ceernooße)	Quranic teacher
gesirawo	[qo] (gesiraabe)	in-law
rem		cultivate
remoovo	[qo] (remoobe)	farmer, cultivator
def		cook (verb)
defooovo	[qo] (defooobe)	cook (noun)

Cue                    Pattern

	Qaccen dum, qe jungo <u>Qalla</u> .
lamdo qo	Qaccen dum, qe jungo <u>lamdo qo</u> .
karamokkomaa	Qaccen dum, qe jungo <u>karamokkomaa</u> .
jaatigiqamer	Qaccen dum, qe jungo <u>jaatigiqamer</u> .
ceernomaa	Qaccen dum, qe jungo <u>ceernomaa</u> .
rewbe be	Qaccen dum, qe jungo <u>rewbe be</u> .
worbe be	Qaccen dum, qe jungo <u>worbe be</u> .
yimbe be	Qaccen dum, qe jungo <u>yimbe be</u> .
mawbe be	Qaccen dum, qe jungo <u>mawbe be</u> .
gesiraabe be	Qaccen dum, qe jungo <u>gesiraabe be</u> .
remoobe be	Qaccen dum, qe jungo <u>remoobe be</u> .
defooobe be	Qaccen dum, qe jungo <u>defooobe be</u> .
Qalla	Qaccen dum, qe jungo Qalla.

## e) Progressive Substitution Drill

Cue                    Pattern

	Ko wadi, qa lamdi kam, si mido <u>ligga</u> ?
jang	Ko wadi, <u>qa</u> lamdi kam, si mido jangga?
be	Ko wadi, <u>be</u> lamdi <u>kam</u> , si mido jangga?
ma	Ko wadi, <u>be</u> lamdi ma, si mido <u>jangga</u> ?
ñaam	Ko wadi, <u>be</u> lamdi ma, si mido ñaama?
qo	Ko wadi, qo lamdi <u>ma</u> , si mido ñaama?
mo	Ko wadi, qo lamdi mo, si mido <u>ñaama</u> ?
yaa	Ko wadi, <u>go</u> lamdi mo, si mido yaha?
qon	Ko wadi, qon lamdi <u>mo</u> , si mido yaha?
kam	Ko wadi, qon lamdi kam, si mido <u>yaha</u> ?
qar	Ko wadi, <u>gon</u> lamdi kam, si mido qara?
be	Ko wadi, <u>be</u> lamdi <u>kam</u> , si mido qara?

	Ko wadi, <u>be</u> lamdi <u>kam</u> , si mido qara?
ma	Ko wadi, <u>be</u> lamdi ma, si mido <u>qara</u> ?
jang	Ko wadi, <u>be</u> lamdi ma, si mido <u>jang</u> ?
qo	Ko wadi, qo lamdi <u>ma</u> , si mido <u>jang</u> ?
kam	Ko wadi, qo lamdi kam, si mido <u>jang</u> ?
ligg	Ko wadi, <u>qo</u> lamdi kam, si mido ligga?
qa	Ko wadi, qa lamdi kam, si mido ligga?

## 10.2 Review of Stative and Action Verbs

In 6.2 differences between the two classes of verbs which we have called stative and action verbs were noted. The following examples of stative verbs have occurred in Dialogs to date:

Group I ('Stative' Verbs in Simple Perfective Form)

- |   |   |
|---|---|
| 1. Mi <u>hebi</u> lekki tubaakooße...             | 'I have European medicine...'                   |
| 2. Mej <u>kebi</u> dokotor moddyo ton.            | 'We have a good doctor there.'                  |
| 3. Kajko kadi, <u>yidi</u> liggaade.              | 'He too wants to work.'                         |
| 4. Qa <u>sikki</u> , qa waaway hebde mo<br>ligge? | 'Do you think you will be to get<br>him a job?' |
| 5. Qeeyi ↑ qo <u>buri</u> jooni.                  | 'Yes, he's better now.'                         |
| 6. Jango, si Qalla <u>jabi</u> .                  | 'Tomorrow, God willing.'                        |

Group II ('Stative' Verbs in Stative Form)

- |   |                             |
|---|-----------------------------|
| 7. <u>Dum na moddyi</u> .               | 'That's good.'              |
| 8. Qalaa, <u>mido yidi</u> yaade saare. | 'No, I want to go to town.' |
| 9. ... <u>omo qandi</u> dokotor qo.     | '...he knows the doctor.'   |
| 10. Qeeyi, <u>gada yidi</u> ligge?      | 'Yes, do you want work?'    |

Group III ('Stative' Verbs in Perfective Relative Form)

- |   |                               |
|---|-------------------------------|
| 11. Ko qonon jelu, <u>wonno</u> qe makko? | 'How many of you were in it?' |
|---|-------------------------------|

Group IV ('Stative' Verbs in Negative Perfective Forms)

- |  |   |
|--|---|
| 12. Qeeyi ↑ kono <u>go sellaani</u> .    | 'Yes, but she's not well.'                      |
| 13. Hajki <u>mi sellaano</u> .           | 'Yesterday, I wasn't well.'                     |
| 14. Paski <u>go suusaani</u> dokotor qo. | 'Because she's afraid of that<br>doctor.'       |
| 15. <u>Qo jaabaani</u> yaade.            | 'She refused to go.'<br>or 'She refuses to go.' |

Comparison of Group I with Group II shows a certain amount of greater immediacy in Group II. That is, the states depicted by the perfective forms in Group I, can be construed as resulting from past actions:

'I have European medicine.' (which I got some time back)

'We have a good doctor there.' (and have had for some time) etc.

There is, in a sense, an element of timelessness or habituality in such states.

In contrast the states depicted by Group II can be construed as immediate and possibly transient:

'That's good.' (in the present context)

'I want to go to town.' (under present circumstances)

'Do you want work?' (i.e. Are you at the moment in search of work?)

In some contexts, however, this distinction between habitual or enduring vs. transient states cannot easily be discovered:

Qo buri jooni. 'He 's better now.'

vs. Qomo qandi dokotor qo. 'He knows the doctor.'

Here it would appear that despite the immediacy which jooni would appear to give, there is a feeling that the better state has now been achieved and will continue, while in the second example, although the subject's acquaintance with the doctor can be presumed to be enduring, what is pertinent to the context is the fact of subject's acquaintance and ability to introduce the patient to the doctor.

In short, the two forms are grammatically interchangeable in many contexts. The difference is essentially a nuance of meaning - an enduring vs. a transient state - and the selection of one or the other is thus not so much a matter of grammar, narrowly defined, as it is a matter parallel to the choice between one or another word to convey a desired shade of meaning.

In Group III is a single illustration of a perfective relative - here in preterit form. Note that a stative verb normally requires a past translation only when suffixed with /-no/.

Group IV illustrates various negatives. Note again that 'stative' verbs without /-no/ normally depict present states. Sentence 16 was translated with a past in the context of the dialog but equally could have a present translation.

## 10.3 Grammar Drills on Stative and Action Verbs

## a) Substitution-Transformation Drill (Stative Form to Simple Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
1.	Mido <u>yidi</u> ndiyam.	Mi <u>yidi</u> ndiyam.
2. (qo)	Qomo <u>yidi</u> ndiyam.	Qo <u>yidi</u> ndiyam.
3. heß	Qomo heßi <u>ndiyam</u> .	Qo heßi <u>ndiyam</u> .
4. dum	Qomo heßi <u>dum</u> .	Qo heßi <u>dum</u> .
5. (ße)	Bedo keßi <u>dum</u> .	Be keßi <u>dum</u> .
6. bur	Bedo buri <u>dum</u> .	Be buri <u>dum</u> .
7. qoya	Bedo buri <u>qoya</u> .	Be buri <u>qoya</u> .
8. (mey)	Miden <u>buri</u> qoya.	Mey <u>buri</u> qoya.
9. qand	Miden <u>ngandi</u> <u>qoya</u> .	Mey <u>ngandi</u> <u>qoya</u> .
10. dum	<u>Miden</u> <u>ngandi</u> <u>dum</u> .	<u>Mey</u> <u>ngandi</u> <u>dum</u> .
11. (qen)	Qeden <u>ngandi</u> <u>dum</u> .	Qen <u>ngandi</u> <u>dum</u> .
12. waaw	Qeden mbaawi <u>dum</u> .	Qen mbaawi <u>dum</u> .
13. liggaade	<u>Qeden</u> mbaawi <u>liggaade</u> .	Qen mbaawi <u>liggaade</u> .
14. (qa)	Qada <u>waawi</u> <u>liggaade?</u>	Qa <u>waawi</u> <u>liggaade?</u>
15. yidi	Qada <u>yidi</u> <u>liggaade?</u>	Qa <u>yidi</u> <u>liggaade?</u>
16. ndiyam	<u>Qada</u> <u>yidi</u> <u>ndiyam?</u>	Qa <u>yidi</u> <u>ndiyam?</u>
17. (mi)	Mido <u>yidi</u> <u>ndiyam</u> .	Mi <u>yidi</u> <u>ndiyam</u> .

## Translations of Selected Sentences:

1. I want water. (I am currently in need of /in search of/ desirous of obtaining water.)      I want water. / I like water.  
(I generally want/like/need water)
3. He has water. (He is presently in possession of water.)      He has water. (He has a plentiful supply of water.)
6. They are bigger than that. (They currently exceed that standard.)      They are bigger than that. (They have achieved a standard higher than that.)
9. We know that. (We are in a position to interpret that. (Our knowledge may be of current use to others.)      We know that. (That is part of our regular experience.)
12. You can [do] it. (You are presently able/permited to accomplish it.)      You can [do] it. (It is within your capabilities.)
14. Can you work? (Are you presently free/able to work?)      Can you work? (Do you possess the capability for working?)

## b) Substitution-Transformation Drill (Simple Perfective to Stative)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
1.	Mi yid'i yaade, to saare.	Mido yid'i yaade, to saare.
2. qo	Qo <u>yid'i</u> yaade, to saare.	Qomo yid'i yaade, to saare.
3. waw	Qo waawi <u>yaade</u> , to saare.	Qomo waawi yaade, to saare.
4. qar	Qo waawi qarde, to <u>saare</u> .	Qomo waawi qarde, to saare.
5. qamenj	Qo waawi qarde, to qamenj.	Qomo waawi qarde, to qamenj.
6. ße	Be <u>m̄baawi</u> qarde, to qamenj.	Bedo m̄baawi qarde, to qamenj.
7. yid'	Be ñjid'i <u>garde</u> , to qamenj.	Bedo ñjid'i qarde, to qamenj.
8. waal	Be ñjid'i waalde, to <u>qamenj</u> .	Bedo ñjid'i waalde, to qamenj.
9. mon	Be ñjid'i waalde, to mon.	Bedo ñjid'i waalde, to mon.
10. menj	Menj ñjid'i waalde, to mon.	Miden ñjid'i waalde, to mon.
11. suus	Menj cuusi <u>waalde</u> , to mon.	Miden cuusi waalde, to mon.
12. ñall	Menj cuusi <u>ñallude</u> , to mon.	Miden cuusi ñallude, to mon.
13. wuro	Menj cuusi ñallude, to wuro.	Miden cuusi ñallude, to wuro.
14. qa	Qa <u>suusi</u> ñallude, to wuro?	Qada suusi ñallude, to wuro?
15. yid'	Qa yid'i <u>ñallude</u> , to wuro?	Qada yid'i ñallude, to wuro?
16. yaa	Qa yid'i yaade, to <u>wuro</u> ?	Qada yid'i yaade, to wuro?
17. saare	Qa yid'i yaade, to saare?	Qada yid'i yaade, to saare?
18. mi	Mi yid'i yaade, to saare.	Mido yid'i yaade, to saare.

## Translations of Selected Sentences:

1. I want to go to town./I like to go to town. (Going to town is something I enjoy.) I want to go to town./I need to go to town. (I have current business in town.)
7. They wish to come to our place. (They have expressed a desire to visit us.) They wish to come to our place. (They are presently desirous of visiting us.)
11. We dare spend a day at your place. (We have no qualms about a day at your place.) We dare spend the day at your place. (We are not presently afraid of spending the day at your place.)

## c) Substitution-Transformation Drill (Negative to Imperfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mi yahaani, to saare nde tawo.	Jooni mido yaha ton.
qa	Qa yahaani, to saare nde tawo?	Jooni qada yaha ton.
ße	Be ñjahaani, to saare nde tawo.	Jooni bedo ñjaha ton.
qon	Qon ñjahaani, to saare nde tawo?	Jooni qodon ñjaha ton.
gen	Qen ñjahaani, to saare nde tawo.	Jooni qeden ñjaha ton.

	<u>Qen</u> ñjahaani, to saare nde tawo.	Jooni qeden ñjaha ton.
menj	<u>Menj</u> ñjahaani, to saare nde tawo.	Jooni miden ñjaha ton.
qo	<u>Qo</u> yahaani, to saare nde tawo.	Jooni qomo yaha ton.
mi	<u>Mi</u> yahaani, to saare nde tawo.	Jooni mido yaha ton.

## d) Substitution-Transformation Drill (Preterit to Imperfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mi</u> yahiino saare.	Mido yaha ton, jooni kadi.
qa	<u>Qa</u> yahiino saare.	Qada yaha ton, jooni kadi.
be	<u>Be</u> ñjahiliino saare.	Bedo ñjaha ton, jooni kadi.
qo	<u>Qo</u> yahiino saare.	Qomo yaha ton, jooni kadi.
gen	<u>Qen</u> ñjahiliino saare.	Qeden ñjaha ton, jooni kadi.
menj	<u>Menj</u> ñjahiliino saare.	Miden ñjaha ton, jooni kadi.
qon	<u>Qon</u> ñjahiliino saare.	Qodon ñjaha ton, jooni kadi.
mi	<u>Mi</u> yahiino saare.	Mido yaha ton, jooni kadi.

## e) Substitution-Transformation Drill (Stative to Preterit)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mido</u> yidî yaade, to saare nde.	Hajki mi yahiino, to saare nde.
(qa)	<u>Qada</u> yidî yaade, to saare nde?	Hajki qa yahiino, to saare nde?
(qo)	<u>Qomo</u> yidî yaade, to saare nde.	Hajki qo yahiino, to saare nde.
(be)	<u>Bedo</u> ñjidî yaade, to saare nde.	Hajki be ñjahiliino, to saare nde.
(menj)	<u>Miden</u> ñjidî yaade, to saare nde.	Hajki menj ñjahiliino, to saare nde.
(gen)	<u>Qeden</u> ñjidî yaade, to saare nde.	Hajki qen ñjahiliino, to saare nde.
(qon)	<u>Qodon</u> ñjidî yaade, to saare nde.	Hajki qon ñjahiliino, to saare nde.
(mi)	<u>Mido</u> yidî yaade, to saare nde.	Hajki mi yahiino, to saare nde.

## 10.4 Note: Simple Imperfective and Injunctive Forms of Active Verbs

In 4.6 above, active imperfective forms with long-form personal pronouns (or no/na after noun or non-personal pronoun subjects) were discussed.

There exists also a complete set of forms with the imperfective following short form personal pronouns (or other subjects without no/na). With the verb yaa 'go':

mi yaha  
qa yaha  
qo yaha  
menj ñjaha  
gen ñjaha  
qon ñjai  
be ñjaha

It is not easy to provide single translations of forms in this paradigm since these forms are commonly used in second or subsequent clauses in longer sentences and denote what the subject may or should do as a sequel or a consequence of what was expressed in the preceding clause.

For example: Qawa, ŋgaren, men jangga.

'OK, come on, we should study.'

Qawa, ñjahaa, lelaa haa  
bandumaa bura.

'OK, go lie down until your body gets better.'

Seeda tan mi maaya haŋki  
kiiŋkiide.

'I almost ('just a little') died yesterday.'

In the first two examples the action denoted by the imperfective verb is, in a sense, a consequence of the previously mentioned actions. In the third the verb is imperfective (since, of course, the speaker did not die) and could be translated 'I might have died.'

The first example above illustrates a use of the simple imperfective to, in a sense, make a suggestion for action. There is a special set of second person forms with personal suffixes which replaces the simple imperfective forms in this type of construction, giving this paradigm:

mi yaha	'I am to go'
ñjahaa	'You are to go' / 'Go!'
qo yaha	'He is to go.'
men ñjaha	'We are to go.'
ñjahlen/ñjehen	'Let's go!'
ñjahon	'You (pl.) are to go.' 'Go!'
ße ñjahaa	'They are to go.'

This paradigm has been called the 'subjunctive' and Arnott describes a variety of uses of these forms.<sup>1</sup> However, in the dialect here described, the special second person forms of this paradigm occur only in sentences giving a suggestion for action, while in other uses of the 'subjunctive' the paradigm of simple imperfective forms with short subjects occurs. Hence, we here term the paradigm with suffixed second person forms the 'injunctive' and note that this injunctive differs from the simple imperfective only in the second person forms. Second person injunctive forms are often conveniently translated with an English imperative and supplement the inventory of imperative forms given above in 6.4.

Note the following examples of injunctive forms:

Qawa, <u>ŋgaren</u> , <u>men jangga</u> .	'OK, come on, we should study.'
Si mi haali, <u>kaalaa</u> .	'When I speak, (you[sg.])
Si mi haali, <u>kaalon</u> .	'When I speak, (you[pl.]) speak!'
Qawa, <u>jangen</u> soora qo.	'OK, let's read this chapter.'

<sup>1</sup>See: D. W. Arnott, 'The Subjunctive in Fula', *African Language Studies*, II, London, School of Oriental and African Studies, University of London, 1961.

Qawa, <u>ñallen</u> jam Demba.	'OK, may we have a peaceful afternoon Demba.'
Qawa, <u>ñjahaā</u> , <u>lelaā</u> , haa bandumaa bura.	'OK, go lie down until your body recovers.'
<u>Wadaa</u> leemuna qe ndiyam, <u>ñjaraa</u> dum.	'Put lime in water and drink it.'
Ko mbaftaa, <u>nabaa</u> mo to galleqamenj.	'What you will do [is] take her to our compound.'

In general, the simple imperfective is used to denote an action (or state) which:

may/might/might have  
should/should have  
can/could/could have

occur (or occurred) subsequent to and often as a consequence of an action previously depicted. In some cases, following such adverbial phrases as seedfa tan, it occurs as the only verb in a clause. In narrative this form is often used in second or subsequent sentences for actions following on those of the first sentence of a sequence.

Injunctive forms, on the other hand, commonly second person ones, occur most frequently as the first or only verbal form in a clause.

#### 10.5 Grammar Drills on Injunctive and Simple Imperfective Forms:

##### a) Simple Substitution-Correlation Drill:

<u>Cue</u>	<u>Pattern</u>
	Si mi <u>haali</u> , kaalaa.
laar	Si mi <u>laari</u> , ndaaraa.
ligg	Si mi <u>liggi</u> , liggaa.
yaa	Si mi <u>yahi</u> , ñjahaā.
qar	Si mi <u>qari</u> , ñgaraa.
jaß	Si mi <u>jaßi</u> , jaßaa.
qokk	Si mi <u>qokki</u> , ñgokkaa.

##### b) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Si <u>mi</u> haali, kaalaa.
ße	Si <u>ße</u> <u>kaali</u> , kaalaa.
qokk	Si <u>ße</u> <u>ngokki</u> , <u>ngokkaa</u> .
ñgokken	Si <u>ße</u> <u>ngokki</u> , ñgokken.
qo	Soo <u>qokki</u> , ñgokken.

	Soo <u>qokki</u> , <u>ŋgokken</u> .
yaa	Soo <u>yahi</u> , <u>ñjehen</u> .
ñjahon	Soo <u>yahi</u> , <u>ñjahon</u> .
Samba	Si Samba <u>yahi</u> , <u>ñjahon</u> .
jař	Si Samba <u>jaři</u> , <u>jařon</u> .
jařaa	Si <u>Samba</u> <u>jaři</u> , <u>jařaa</u> .
mi	Si mi <u>jaři</u> , <u>jařaa</u> .
haal	Si mi <u>haali</u> , <u>kaalaa</u> .

## c) Simple Substitution Drill

Cue	Pattern	
	Ñjahaa ton, nani!	'Go there, hear!'
be	Be ñjaha ton, nani!	
qon	Ñjahon ton, nani!	
qen	Ñjahen ton, nani!	
men	Men ñjaha ton nani!	
Demba	Demba yaha ton, nani!	
(qa)	Ñjahaa ton, nani!	

## d) Progressive Substitution Drill

Cue	Pattern
	Seeda tān, <u>mi</u> maaya haŋki kiikiiide.
qo	Seeda tān, <u>qo</u> <u>maaya</u> haŋki kiikiiide.
gaañ	Seeda tān, <u>go</u> gaaña haŋki ñalloma.
ñalloma	Seeda tān, <u>go</u> gaaña haŋki ñalloma.
be	Seeda tān, <u>be</u> gaaña haŋki ñalloma.
yan	Seeda tān, <u>be</u> ñjana haŋki <u>ñalloma</u> .
bimbi	Seeda tān, <u>be</u> ñjana haŋki bimbi.
men	Seeda tān, <u>men</u> <u>ñjana</u> haŋki bimbi.
qar	Seeda tān, <u>men</u> <u>ŋgara</u> haŋki <u>bimbi</u> .
subaka	Seeda tān, <u>men</u> <u>ŋgara</u> haŋki subaka.
qon	Seeda tān, <u>qon</u> <u>ŋgara</u> haŋki subaka.
waaw	Seeda tān, <u>qon</u> mbaawa haŋki <u>subaka</u> .
jemma	Seeda tān, <u>qon</u> mbaawa haŋki jemma.
qa	Seeda tān, <u>qa</u> waawa haŋki jemma.
yaa	Seeda tān, <u>qa</u> yaha haŋki <u>jemma</u> .
ñalloma	Seeda tān, <u>qa</u> yaha haŋki ñalloma.
mi	Seeda tān, <u>mi</u> <u>yaha</u> haŋki ñalloma.
maay	Seeda tān, <u>mi</u> maaya haŋki <u>ñalloma</u> .
kiikiiide	Seeda tān, <u>mi</u> maaya haŋki kiikiiide.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qawa, ñjahaa, <u>lelaa</u> , haa bandumaa <u>bura</u> .
waal	Qawa, ñjahaa, waalaa, haa bandumaa <u>bura</u> .
hoore	Qawa, ñjahaa, waalaa, haa hooremaa <u>bura</u> .
sell	Qawa, ñjahaa, waalaa, haa hooremaa <u>sella</u> .
(qon)	Qawa, ñjahon, <u>mbaalon</u> , haa hooremon sella.
foft	Qawa, ñjahon, fofton, haa <u>hooremon</u> sella.
gite	Qawa, ñjahon, fofton, haa <u>gitemon</u> <u>sella</u> .
bur	Qawa, ñjahon, fofton, haa <u>gitemon</u> <u>bura</u> .
(qen)	Qawa, ñjehen, <u>foften</u> , haa giteqen <u>bura</u> .
daan	Qawa, ñjehen, daanen, haa <u>giteqen</u> <u>bura</u> .
koyde	Qawa, ñjehen, daanen, haa koydeqen <u>bura</u> .
sell	Qawa, ñjehen, daanen, haa koydeqen <u>sella</u> .
(qa)	Qawa, ñjahaa, <u>daanaa</u> , haa koydemaa sella.
lel	Qawa, ñjahaa, lelaa, haa <u>koydemaa</u> sella.
bandu	Qawa, ñjahaa, lelaa, haa bandu <u>sella</u> .
bur	Qawa, ñjahaa, lelaa, haa bandu <u>bura</u> .

## 10.8 NARRATIVE

## New words and forms:

si tawo	if perchance
fii	matter, affair
he fii	about, in the matter of...
hewtu	meet (in place/region)
yahoto	will come (of his own accord/by himself) [middle voice]

Ceerno Qe Jaawo

Nalloma gooto Ceerno qe Jaawo ñjilidi. Non Ceerno lamdi Jaawo si qomo ligga. Jaawo wiyi mo qeeyi, non Jaawo kadi lamdi Ceerno si tawo qo yidi ligge. Ceerno wiyi, kañko, qo waawataa liggaade, paski kañko, koo mawdo. Jaawo lamdi mo kadi, ko wadi qomo lamda mo si qomo ligga. Non Ceerno wiyi mo ko fii biddo-gorkomakko. Paski qomo yidi ligge. Jaawo wiyi mo, yoo haalan biddo-gorkomakko yoo yaha to biromabbe janjo ñgo. Ceerno wiyi mo, biddo-gorkomakko yahoto to biromabbe qon janjo ñgo.

## 10.9 Questions and Topics for Discussion

1. Ceerno lamdiino Jaawo he fii ligge na?
2. Jaawo lamdiino Ceerno he fii ligge na?
3. Jaawo heb'i ligge na?
4. Ceerno heb'i ligge na?
5. Jaawo no ligga haa jooni na?
6. Ceerno yidi ligge na?
7. Ko fii hombo wadi, Ceerno lamdi Jaawo he fii ligge?
8. Ko hódum biddo-gorko Ceerno yidi?
9. Qa heb'i ligge na?
10. Teerimaa no yidi ligge na?
11. Debbomaa no ligga haa jooni na?
12. Ko fii hombo wadi qada jaanga haa jooni?
13. Ko Ceerno heb'iino ligge na, maa ko Jaawo?
14. Ceerno qe Jaawo, ko ñalloma ße kewti na, maa ko kiikilidé?
15. Ko biddogorko Ceerno yidiino ligge na, maa ko biddo-gorko Jaawo?
16. Ko Ceerno haalaani Jaawo yoo haalan biddo-gorkomakko yoo yaha to  
      ßiromabbe na, maa Jaawo?
17. Ko wadi Ceerno yidaa ligge?
18. Ko qan yidi ligge na, maa ko teerimaa?
19. Ko teerimaa salmindaajooni na, maa ko miñagorkomaa?
20. Ko ñallooma ñjilidaa teerimaa na, maa ko kiikilidé?
21. Ko biddogorkomaa yidi ligge na, maa ko teerimaa?
22. Hombo salminni Ceerno he ñalloma?
23. Ko biddogorko hombo yidiino ligge ñge?
24. Ko hodum Jaawo lamdiino Ceerno?
25. Ko pur hombo wadi Ceerno lamdi Jaawo he fii ligge ñge?
26. Hombo wiyyiino Ceerno yoo lamda Jaawo si qomo ligga?
27. Ko hodum biddo Ceerno yidi?
28. Hombo salmindaajooni?
29. Hombo yidi ligge jooni?
30. Ko hodum lamdudaa kam jooni?
31. Hombo, wiyyiino ma qomo yidi ligge?
32. Ko hodum ñjid'aajooni?
33. Ceerno, ko ligge qo yidiino na, maa ko biddo-gorkomakko yidiino?
34. Ko tuma biddo Ceerno yahata to biro Jaawo?
35. Ko hodum lamdu ma mi jooni?
36. Teerimaa ko ligge qo yidi na, maa ko biddomakko yidi liggaade?
37. Ko tuma ñjahataa to modon?
38. Ko hodum lamdudaa mo?
39. Tuma ñjahataa to debbomaa.
40. Bid'omaa no yidi yaade jaangurdu na?

## UNIT R-2

(Review of Units 6 - 10)

R2.0 Recombination Dialogs

- a) A. Jam kiirdaa.  
 B. Jam tan↑  
 A. Honno gorgolmaa qe bandırawomaada wadı?  
 B. Jam tan↑  
 A. No þengumaa qe jatigimaa?  
 B. Tana qala qe maðbe.  
 A. Hodum heþno ma hajki kiikiide?  
 B. Mi sellaano, tawo hooreqam na muusa.  
 A. Qa yahıino to dokotormaa na?  
 B. Qeeyı↑  
 A. Qa lelliino na tuma ñgimmudaa ton?  
 B. Qalaa↑ mi laaroyıino neeneqam to saare nde.  
 A. Honno mbadıaa qe muusde hooremaa?  
 B. Ko mbadımi, mi yari lekki tuubakooþe.  
 A. No reedu debbomaa wadı?  
 B. Dum mo muusa haa joo, paskı qo jaþaani yaade kampama.  
 A. Ko wadı? Qo suusa dokotor qo na?  
 B. Qeeyı qo suusa mo.  
 A. Qawa. Ko mbadtaa, ñgaddaa mo to qamej kiikiide.
- b) A. Jam kiirdaa.  
 B. Jam tan↑  
 A. Honno þengumaa qe jatigimaa wadı?  
 B. Hay tana qala qe maðbe.  
 A. Hodum heþno ma hajki kiikiide?  
 B. Mi sellaano, tawo hooreqam no muusa.  
 A. Qa yahıino to dokotormaa na?  
 B. Qeeyı↑ qawa tuma ñgarmi, mi laaroyıino neeneqam to saare.  
 A. Honno mbadıaa non qe muusde hooremaa?  
 B. Mi yariino lekki tuubakooþe.  
 A. Honno reedu debbomaa wadı?  
 B. Dum no muusa haa joo, paskı qo jaþaani yaade kampama.  
 A. Qawa ↑ ko mbadtaa, ñgaddaa mo to dokotor, won to qamej.  
 B. Qawa ↑ baasi qala. Mbıımi, mi nani seeda tan qa maaya.  
 A. Qeeyı↑ motoqamej yanı he laawol ngol.  
 B. Yimbé jelü gaañi.  
 A. Didø gaañi.  
 B. Qa qandı þe?

- A. Qeeyi, ko Demba qe biddo-gorkomakko.  
 B. Yalla qokku be jam.  
 A. Qamiin.  
 B. Mbilimi, qada ligga haa joo na?  
 A. Qeeyi ko hodum, qada yidi ligge?  
 B. Min, mi waawata liggaade joo. Ko biddoqam yidi ligge.  
 A. Wil mo, yoo qar to biroqamej jaango.  
 B. Qa sikkis, qa waaway heede mo ligge?  
 A. Mi qandaa tawo, kono qaccen dum qe jaango Qalla.  
 B. Qawa ↑ baasi qala. Kiiren Jam.  
 B. Qamiin.
- c) A. Jam kiiрdaa.  
 B. Jam tan↑  
 A. No beنجumaa wadi?  
 B. Jam tan.  
 A. Hodum hebnoo maa hajki?  
 B. Mi sellaano.  
 A. Hodum muusno ma?  
 B. Hooreqam.  
 A. Qa yahino to dokotormaa?  
 B. Qeeyi ↑ qo qokki kam lekki tuubakoobe, dum ئىجارمى.  
 A. No reedu debbomaa wadi?  
 B. Haa joo dum no muusa mo, kono qo jabaa yaade kampama.  
 A. Qawa ↑ non, qaddu mo to qamen, dokotor moddyo no ton.  
 B. Qawa ↑ baasi qala, fad haa jemma.  
 A. Mi nani motomon yanı hajki.  
 B. Qeeyi ↑ يىمېدە dido gaañi.  
 A. Qada qandi be na?  
 B. Qeeyi, ko Demba qe biddo-gorkomakko.  
 A. Yalla qokku be jam.  
 B. Qamiin.  
 A. Mbilimi qada ligga haa joo na?  
 B. Qala. Ko hodum, qa yidi ligge na?  
 A. Qala, ko biddoqam. Min mi waawata liggaade joo.  
 B. Wil mo, yoo qar to biro qamej jaango.  
 A. Qawa, baasi qala, kiiren jam.  
 B. Qamiin.
- d) A. Jam hilri.  
 B. Jam tan↑  
 A. Hoto ئىجانودا hajki?  
 B. Hay dula,<sup>1</sup> tawo hooreqam na muusa.

<sup>1</sup>dula 'place', hay dula 'nowhere'

- A. Qa yahliino to dokotormaa na?  
 B. Qeeyi↑  
 A. Qa leliino na, haa bandumaa buri, maa hodum?  
 B. Qalaa ↑ tawo mi yidliino yaade laarde neeneqam, to saare nde.  
 A. Hodum ñijarnodaa, tuma ñijahataa to saare neenemaa?  
 B. Tawo mido hebi lekki tuubaakoobe, dum mi yari qe ndiyam.  
 A. Samba haali kam debbomaa sellaa.  
 B. Qeeyi, reedumakko no muusa gila hajki, kono qo jaabaani yaade to kampama.  
 A. Ko wadi?  
 B. Qo wiyi qo suusa dokotor qo.  
 A. Qawa ko mbaftaa, naba mo to qamej, dokotor moddyo no ton.  
 B. Baasi qalaa, fad haa jemma, nani.  
 A. Mi nani hajki seeda tan qa maaya, tuma motomon yani to laawol.  
 B. Qeeyi↑  
 A. Ko qonon jelu wono qe makko?  
 B. Qenen cappande tatı qe jowi.  
 A. Qada qandi ko yimbé jelu gaañi?  
 B. Qala mi qandaa fof, kono debbo gooto keli jungo, gooto maayi, kono teeriqam gaañaanii.  
 A. Mi nani Demba qe bidfo-gorkomakko kadi gaañi.  
 B. Qeeyi, be kadi gaañiino.  
 A. Mbilim, qada ligga haa jooni na?  
 B. Qeeyi ko hodum? Qada yidi liggaade na?  
 A. Qalaa ↑ min, mi waawata liggaade joo, ko biddoqam yidi ligge.  
 B. Haal mo, yoo qar to biroqamenj jaango.  
 A. Baasi qalaa↑ qa sikki qa waaway wallude<sup>1</sup> mo he ligge na?  
 B. Mi qandaa↑ kono qaccen dum he Qalla, nani.  
 A. Qawa ↑ baasi qalaa. Kiiren jam.  
 B. Qamlin.

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<sup>1</sup>wallude 'to help'

## R2.1 Review Drill (positive to negative)

## a) Substitution-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Qo selli.</u>	Qo sellaani.
mi	Mi <u>sellı.</u>	Mi sellaani.
qar	Mi <u>qari.</u>	Mi qaraani.
be	Be <u>ngari.</u>	Be ñgaraani.
yaa	Be <u>ñjahi.</u>	Be ñjahaani.
meŋ	Meŋ <u>ñjahi.</u>	Meŋ ñjahaani.
nan	Meŋ <u>nani.</u>	Meŋ nanaani.
qon	Qon <u>nani?</u>	Qon nanaani.
yii	Qon <u>ñjiyi?</u>	Qon ñjiyaani.
qen	Qen <u>ñjiyi.</u>	Qen ñjiyaani.
heb	Qen <u>kebi.</u>	Qen kebaani.
qa	Qa <u>hebi?</u>	Qa hebaani.
foft	Qa <u>fofti?</u>	Qa foftaani.
qo	Qo <u>fofti.</u>	Qo foftaani.
sell	Qo <u>sellı.</u>	Qo sellaani.

## b) Substitution-Transformation Drill (positive to negative)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Qo yahi jaŋgurdu.</u>	Qo yahaani jaŋgurdu.
qa	<u>Qa yahi jaŋgurdu?</u>	Qa yahaani jaŋgurdu.
qon	<u>Qon ñjahi jaŋgurdu?</u>	Qon ñjahaani jaŋgurdu.
be	<u>Be ñjahi jaŋgurdu.</u>	Be ñjahaani jaŋgurdu.
qen	<u>Qen ñjahi jaŋgurdu.</u>	Qen ñjahaani jaŋgurdu.
meŋ	<u>Meŋ ñjahi jaŋgurdu.</u>	Meŋ ñjahaani jaŋgurdu.

## c) Substitution-Transformation Drill (positive to negative)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Sı Demba <u>qari</u> , ñaamee.	Sı Demba qaraani, ñaamee.
yaa	Sı <u>Demba</u> yahi, ñaamee.	Sı Demba yahaani, ñaamee.
be	Sı <u>be</u> ñjahi, ñaamee.	Sı <u>be</u> ñjahaani, ñaamee.
qar	Sı <u>be</u> ngari, ñaamee.	Sı <u>be</u> ñgaraani, ñaamee.
meŋ	Sı meŋ <u>ngari</u> , ñaamee.	Sı meŋ <u>ñgari</u> , ñaamee.
yaa	Sı meŋ <u>ñjahi</u> , ñaamee.	Sı meŋ <u>ñjahaani</u> , ñaamee.
qon	Sı qon <u>ñjahi</u> , ñaamee.	Sı qon <u>ñjahaani</u> , ñaamee.
qar	Sı <u>qon</u> ngari, ñaamee.	Sı <u>qon</u> ñgaraani, ñaamee.
Demba	Sı Demba qari, ñaamee.	Sı Demba qaraani, ñaamee.

## d) Transformation Drill

Pattern 1

Tawo hooreqam na muusa.  
 Tawo juudemaa na muusa.  
 Tawo daandemakko na selli.  
 Tawo gittemodon na selli.  
 Tawo koydemabbe na buri.  
 Tawo noppimeeden na buri.  
 Tawo fiidyeqam na muusa.  
 Tawo hooreqam na muusa.

Pattern 2

Tawo hooreqam muusaani.  
 Tawo juudemaa muusaani.  
 Tawo daandemakko sellaani.  
 Tawo gittemodon sellaani.  
 Tawo koydemabbe buraani.  
 Tawo noppimeeden buraani.  
 Tawo fiidyeqam muusaani.  
 Tawo hooreqam muusaani.

## e) Substitution-Transformation Drill (positive to negative)

CuePattern 1

Qa yahi to dokotormaa na?  
Be ñjahi to dokotormabbe na?  
Be ñjahi to saaremaabbe na?  
Qo yahi to saaremakk na?  
Qo yahi to janjurdumakk na?  
Qon ñjahi to janjurdumodon na?  
Qon ñjahi to ngesamod na?  
Qa yahi to ngesamaada na?  
dokotor Qa yahi to dokotormaa na?

Pattern 2

Qalaat<sup>†</sup> mi yahaani to dokotorqam.  
 Qalaat<sup>†</sup> be ñjahaani to dokotormabbe.  
 Qalaat<sup>†</sup> be ñjahaani to saaremaabbe.  
 Qalaat<sup>†</sup> qo yahaani to saaremakk.  
 Qalaat<sup>†</sup> qo yahaani to janjurdumakk.  
 Qalaat<sup>†</sup> mej ñjahaani to janjurdugamej.  
 Qalaat<sup>†</sup> mej ñjahaani to ngesaqamej.  
 Qalaat<sup>†</sup> mi yahaani to ngesaqam.  
 Qalaat<sup>†</sup> mi yahaani to dokotorqam.

## f) Substitution-Transformation Drill (positive to negative)

Cue

Qa nabi mo kampama na?  
yil Qa yiyi mo kampama na?  
be Qa yiyi be kampama na?  
marse Qa yiyi be marse na?  
qon Qon ñjiyi be marse na?  
fad Qon padı be marse na?  
kam Qon padı kam marse na?  
saare Qon padı kam saare na?  
qo Qo fadi kam saare na?  
taw Qo tawi kam saare na?  
be Qo tawi be saare na?  
janjurd Qo tawi be janjurd na?  
qa Qa tawi be janjurd na?  
nab Qa nabi be janjurd na?  
mo Qa nabi mo janjurd na?  
kampama Qa nabi mo kampama na?

Qalaat<sup>†</sup> mi nabaani mo kampama.  
 Qalaat<sup>†</sup> mi yiyani mo kampama.  
 Qalaat<sup>†</sup> mi yiyaani be kampama.  
 Qalaat<sup>†</sup> mi yiyaani be marse.  
 Qalaat<sup>†</sup> mej ñjiyaani be marse.  
 Qalaat<sup>†</sup> mej padaani be marse.  
 Qalaat<sup>†</sup> mej padaani ma marse.  
 Qalaat<sup>†</sup> mej padaani ma saare.  
 Qalaat<sup>†</sup> qo fadaani ma saare.  
 Qalaat<sup>†</sup> qo tawaani ma saare.  
 Qalaat<sup>†</sup> qo tawaani be saare.  
 Qalaat<sup>†</sup> qo tawaani be janjurd.  
 Qalaat<sup>†</sup> mi tawaani be janjurd.  
 Qalaat<sup>†</sup> mi nabaani be janjurd.  
 Qalaat<sup>†</sup> mi nabaani mo janjurd.  
 Qalaat<sup>†</sup> mi nabaani mo kampama.

## g) Transformation Drill (plural to singular)

Pattern 1

Qo yiyi defte hewde.  
 Qo yiyi yimbé hewde.  
 Qo hebí naqí hewde.  
 Qo hebí teeríbe hewde.  
 Qo hebí cuudi hewde.  
 Qo qandi rewbe hewde.  
 Qo qandi kulle hewde.  
 Qo waawi kulle hewde.  
 Qo haali haalaa hewde.  
 Qo tawi qaynaabe hewde.  
 Qo yiyi yimbé hewde.  
 Qo hebí gese hewde.  
 Qo hebí galleeji hewde.  
 Qo yiyi caqe hewde.  
 Qo jaŋgi defte hewde.  
 Qo yiyi tuubaakoobe hewde.

Pattern 2

Mi yiyi deftere gooto tan.  
 Mi yiyi neddo gooto tan.  
 Mi hebí nagge gooto tan.  
 Mi hebí teeri gooto tan.  
 Mi hebí suudu gooto tan.  
 Mi qandi debbo gooto tan.  
 Mi qandi hunde gooto tan.  
 Mi waawi hunde gooto tan.  
 Mi haali haalaa gooto tan.  
 Mi tawi gaynaako gooto tan.  
 Mi yiyi neddo gooto tan.  
 Mi hebí ñgesa gooto tan.  
 Mi hebí galle gooto tan.  
 Mi yiyi saare gooto tan.  
 Mi jaŋgi deftere gooto tan.  
 Mi yiyi tuubaako gooto tan.

## h) Transformation Drill (singular to plural)

Pattern 1

Mawnirawo gorkoqam sellaano.  
 Teeriqam woniino do.  
 Gaynaako qo woniino to wuro.  
 Gorko qo yahiino ñgesa.  
 Debbo qo qariino galleyam.  
 Baabamabbe qandiino kam.  
 Dokotor qo haaliino mo ðum.  
 Sukaa qo yahiino jaŋgurdu.  
 Baabamon yahi saare Jibel.  
 Debbo qo qariino to qameŋ.

Pattern 2

Mawniraabe worbeqam cellaano.  
 Teeriibeqam ñgoniino ðo.  
 Qaynaabe ðe ñgoniino to wuro.  
 Worbe ðe ñjahiliño ñgesa.  
 Rewbe ðe ñgariino galleyam.  
 Baabirabemabbe ñgandiino kam.  
 Dokotorooße ðe kaaliino mo ðum.  
 Sukaaße ðe ñjahiliño jaŋgurdu.  
 Baabiraabemon ñjahi saare Jibel.  
 Rewbe ðe ñgariino to qameŋ.

## i) Substitution-Transformation Drill (noun/pronoun)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
gaañi	Gite de no <u>muusa</u> .	De no muusa.
jungo ñgo	Gite de no gaañi.	De no gaañi.
heli	Jungo ñgo no heli.	Ñgo no heli.
daande nde	Daande nde no <u>heli</u> .	Nde no heli.
muusa	Daande nde no muusa.	Nde no muusa.
reedu ndu	Reedu ndu no <u>muusa</u> .	Ndu no muusa.
metti	Reedu ndu no metti.	Ndu no metti.
hoore nde	Hoore nde no <u>metti</u> .	Nde no metti.
gaañi	Hoore nde no gaañi.	Nde no gaañi.
noppı dı	Noppi dı no <u>gaañi</u> .	Dı no gaañi.
muusa	Noppi dı no muusa.	Dı no muusa.
gite de	Gite de no muusa.	De no muusa.

## j) Substitution Transformation Drill

<u>Pattern 1</u>	<u>Cue</u>	<u>Pattern 2</u>
Min, mi yıdı defte de.	lekkıijı	Kaŋko yıdı lekkıijı dı.
Min, mi yıdı lekkıijı dı.	leemunaajı	Kaŋko yıdı leemunaajı dı.
Min, mi yıdı leemunaajı dı.	kaaley	Kaŋko yıdı kaaley qo.
Min, mi yıdı kaaley qo.	naqı	Kaŋko yıdı naqı dı.
Min, mi yıdı naqı dı.	qaynaabę	Kaŋko yıdı qaynaabę be.
Min, mi yıdı qaynaabę be.	gure	Kaŋko yıdı gure de.
Min, mi yıdı gure de.	yımbe	Kaŋko yıdı yımbe be.
Min, mi yıdı yımbe be.	rewbe	Kaŋko yıdı rewbe be.
Min, mi yıdı rewbe be.	worbe	Kaŋko yıdı worbe be.
Min, mi yıdı worbe be.	bıbbę	Kaŋko yıdı bıbbę be.
Min, mi yıdı bıbbę be.	sukaabę	Kaŋko yıdı sukaabę be.
Min, mi yıdı sukaabę be.	mawnıraabę	Kaŋko yıdı mawnıraabę be.
Min, mi yıdı mawnıraabę be.	mıñıraabę	Kaŋko yıdı mıñıraabę be.
Min, mi yıdı mıñıraabę be.	neenıraabę	Kaŋko yıdı neenıraabę be.
Min, mi yıdı neenıraabę be.	baabıraabę	Kaŋko yıdı baabıraabę be.
Min, mi yıdı baabıraabę be.	ßeŋgu	Kaŋko yıdı ßeŋgu ñgu.
Min, mi yıdı ßeŋgu ñgu.	kaaley	Kaŋko yıdı kaaley qo.
Min, mi yıdı kaaley qo.	defte	Kaŋko yıdı defte de.

## k) Substitution-Transformation Drill

<u>Pattern 1</u>	<u>Cue</u>	<u>Pattern 2</u>
Min, mi yidi kaalis qo.	ligge	Kajko yidi ligge nge.
Min, mi yidi ligge nge.	deftere	Kajko yidi deftere nde.
Min, mi yidi deftere nde.	lekkı	Kajko yidi lekkı ki.
Min, mi yidi lekkı ki.	ndiyam	Kajko yidi ndiyam dam.
Min, mi yidi ndiyam dam.	leemuna	Kajko yidi leemuna qo.
Min, mi yidi leemuna qo.	kinkiliba	Kajko yidi kinkiliba qo.
Min, mi yidi kinkiliba qo.	kaalis	Kajko yidi kaalis qo.
Min, mi yidi kaalis qo.	ligge	Kajko yidi ligge nge.

## l) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
hooremaa sella	Ñjaha, lelaa, haa <u>bandumaa bura</u> .
ñjaraa lekkı ki, foftaa	Ñjaha, lelaa, haa hooremaa sella.
dokotor qo qara.	Ñjaraa lekkı ki, foftaa, <u>haa hooremaa sella</u> .
foftaa, ñjaraa kinkiliba	Ñjaraa lekkı ki, foftaa, <u>haa dokotor qo qara</u> .
kiikilide	Foftaa ñjaraa kinkiliba, <u>haa dokotor qo qara</u> .
wataa qimmu	Foftaa, ñjaraa kinkiliba, <u>haa kiikilide</u> .
neenemaqara	Wataa qimmu, haa <u>kiikilide</u> .
wataa defa	Wataa qimmu, haa neenemaqara.
yimbe be ngora	Wataa defa, haa <u>neenemaqara</u> .
ñjaha, padaa	Wataa defa, haa yimbe be ngora.
jemma	Ñjaha, padaa, haa <u>yimbe be ngora</u> .
nabaa hirandemaa, foftaa	Ñjaha, padaa, haa <u>jemma</u> .
baabamaa qara	Nabaa hirandemaa, foftaa, haa <u>jemma</u> .
kiiraa to mon, wonaa ton	Nabaa hirandemaa, foftaa, haa baabamaa qara.
kiikilide	Kiiraa to mon, ngoraa ton, haa <u>baabamaa qara</u> .
ñjaha, lelaa to mon	Kiiraa to mon, ngoraa ton, haa <u>kiikilide</u> .
hooremaa sella	Ñjaha, lelaa to mon, haa <u>kiikilide</u> .
lelaa, foftaa	Ñjaha, lelaa to mon, haa hooremaa sella.
dokotor qo wiya yaa qimmu	Lelaa, foftaa, haa <u>hooremaa sella</u> .
ñjaraa, lelaa	Lelaa, foftaa, haa <u>dokotor qo wiya yaa qimmu</u> .
bandumaa bura	Ñjaraa, lelaa, haa <u>bandumaa bura</u> .

## m) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
mi nani	<u>Kori</u> yumbe be gaañaanı.
bedo celli	<u>Mi</u> nani <u>yumbe</u> be gaañaanı.
dokotor qo wiyi	<u>Mi</u> nani <u>bedo</u> celli.
koyngal ḥgal makko keli	Dokotor qo wiyi <u>bedo</u> celli.
mawnirawomaada	<u>Dokotor</u> qo wiyi <u>koyngal</u> ḥgal makko keli.
yahi kampama gila bimbi	<u>Mawnirawomaada</u> <u>wiyi</u> <u>koyngal</u> ḥgal makko keli.
qo wiyi debbomaa	<u>Mawnirawomaada</u> yahi kampama gila bimbi.
haali mo kullemaa	Qo wiyi debbomaa <u>yahi</u> <u>kampama</u> <u>gila</u> <u>bimbi</u> .
haŋki baabaqam	<u>Qo</u> <u>wiyi</u> <u>debbomaa</u> haali mo kullemaa.
yeyi ḥgarimakko	Haŋki baabaqam <u>haali</u> <u>mo</u> <u>kullemaa</u> .
gaynaakomodon	Haŋki baabaqam yeyi ḥgarimakko.
qaddi naggemakko	<u>Gaynaakomodon</u> <u>yeyi</u> <u>ḥgarimakko</u> ?
kori neddo qo	Gaynaakomodon qaddi naggemakko?
gaañaanı	<u>Kori</u> neddo qo <u>qaddi</u> <u>naggemakko</u> ?
kori yumbe be	<u>Kori</u> neddo qo gaañaanı?
	Kori yumbe be gaañaanı?

**NOTES**

1

## UNIT 11

11.0 Dialog: Visitors

- Paul -

misiddo [qo] (musilife)

Be ↑ ko be musilifeqam.

relative

These are my relatives.

- Demba -

qimmu

originate, be from, spring,

Honto be ηgimmi?

get up

Where are they from?

- Paul -

Qamerika

America

Ko Qamerika, be ηgimmi.

They are from America.

- Demba -

wiyete

is to be called

Honno be mbiyete?

How are they to be addressed  
(called)?

- Paul -

qinde [nde] (qinde)

name

Qinde qo do ko Brown.

The name of this one (here) is  
Brown.

- Demba -

Hodum be nijidi?

What do they want?

- Paul -

faal

desire, want

Be paali yaade saare.

They want to go to the town.

- Demba -

Hodum be mbadata, to saare?

What are they going to do in town?

- Paul -

nder

inside

Be paali ylide nder saare nde.

They want to see inside the town.

- Demba -

Honno beya no?

How about those?

- Paul -

sukaa/sukaado [qo] (sukaaße)

child

Beya, ko be sukaabeqam.

Those are my children.

- Demba -  
 Hodum ße mbadata ton?  
 What are they going to do there?

- Paul -  
 naat  
 enter  
 Mido yidi ße naata qeskul.  
 I want them to enter school.

- Demba -  
 Tuma ße ñjahata?  
 When are they going?

- Paul -  
 fabbi-jango  
 day after tomorrow  
 Faßbi-jango, si Qalla jaßi.  
 Day after tomorrow, God willing.

- Demba -  
 Yalla qokku ma jam.  
 May God give you peace.

- Paul -  
 Qaamiiñ.  
 Amen.

## 11.1 Variation Drills on Basic Sentences

## a) Simple Substitution-Transformation Drill

## New words:

gore [ø] (goreeße)	companion (of same age group)
taanirawo [qo] (taaniraabe)	grandchild
maamirawo [qo] (maamiraabe)	grandparent
saarenawo [qo] (saarenaabe)	villager, town person

Cue	Pattern 1	Pattern 2
sukaabeqam	Be, kobe <u>musiibeqam</u> .	Beya, kobe musiibeqam.
yimbeqam	Be, kobe <u>sukaabeqam</u> .	Beya, kobe sukaabeqam.
gesiraabemakko	Be, kobe <u>yimbeqamej</u> .	Beya, kobe yimbeqamej.
goreebemodon	Be, kobe <u>gesiraabemakko</u> .	Beya, kobe gesiraabemakko.
rewbemabbe	Be, kobe <u>goreebemodon</u> .	Beya, kobe rewbemabbe.
worbemakko	Be, kobe <u>rewbemabbe</u> .	Beya, kobe worbemakko.
bibbeqamej	Be, kobe <u>worbemakko</u> .	Beya, kobe bibbeqamej.
baabiraabeqam	Be, kobe <u>bibbeqamej</u> .	Beya, kobe baabiraabeqam.
neeniraabemaa	Be, kobe <u>baabiraabeqam</u> .	Beya, kobe neeniraabemaa.
bandiraabeqam	Be, kobe <u>neeniraabemaa</u> .	Beya, kobe bandiraabeqam.
taaniraabemaa	Be, kobe <u>bandiraabeqam</u> .	Beya, kobe taaniraabemaa.
ceernoobeqam	Be, kobe <u>taaniraabemaa</u> .	Beya, kobe ceernoobeqam.

saarenaabemaa	Be, kobe ceernooabeqam.	Beya, kobe ceernooabeqam.
miñiraabeqam	Be, kobe <u>saarenaabemaa</u> .	Beya, kobe saarenaabemaa.
mawniraabeqam	Be, kobe <u>miñiraabeqam</u> .	Beya, kobe miñiraabeqam.
kawiraabeqam	Be, kobe <u>mawniraabeqam</u> .	Beya, kobe mawniraabeqam.
maamiraabeqam	Be, kobe <u>kawiraabeqam</u> .	Beya, kobe kawiraabeqam.
musiibeqam	Be, kobe <u>maamiraabeqam</u> .	Beya, kobe maamiraabeqam.
	Be, kobe musiibeqam.	Beya, kobe musiibeqam.

b) Repeat Drill (a) using singular: Qo koo..., etc. Qoya koo..., etc.

c) Progressive Substitution-Transformation Drill

Cue	Question Pattern	Answer Pattern
	Honto <u>be</u> <u>ŋgimmi</u> ?	Ko Qamerika, <u>be</u> <u>ŋgimmi</u> .
yaa	Honto <u>be</u> <u>ñjahi</u> ?	Ko Qamerika, <u>be</u> <u>ñjahi</u> .
qo	Honto <u>qo</u> <u>yahi</u> ?	Ko Qamerika, <u>qo</u> <u>yahi</u> .
qimmi	Honto <u>qo</u> <u>qimmi</u> ?	Ko Qamerika, <u>qo</u> <u>qimmi</u> .
qon	Honto <u>qon</u> <u>ŋgimmi</u> ?	Ko Qamerika, <u>mej</u> <u>ŋgimmi</u> .
yaa	Honto <u>qon</u> <u>ñjahi</u> ?	Ko Qamerika, <u>mej</u> <u>ñjahi</u> .
qo	Honto <u>qo</u> <u>yahi</u> ?	Ko Qamerika, <u>qo</u> <u>yahi</u> .
jang	Honto <u>qo</u> <u>jangi</u> ?	Ko Qamerika, <u>qo</u> <u>jangi</u> .
be	Honto <u>be</u> <u>jangi</u> ?	Ko Qamerika, <u>be</u> <u>jangi</u> .
qimmi	Honto <u>be</u> <u>ŋgimmi</u> ?	Ko Qamerika, <u>be</u> <u>ŋgimmi</u> .

d) Simple Substitution Drill

New word: jarga [ø] (jargaaße) village head (mayor)

Cue	Pattern
qon	Honno <u>be</u> <u>mbiyete</u> ?
qo	Honno <u>qon</u> <u>mbiyete</u> ?
mej	Honno <u>qo</u> <u>wiyete</u> ?
kawmaa	Honno <u>mej</u> <u>mbiyete</u> ?
neenemakko	Honno <u>kawmaa</u> <u>wiyete</u> ?
baabamaabbe	Honno <u>neenemakko</u> <u>wiyete</u> ?
taanirawoqamej	Honno <u>baabamaabbe</u> <u>wiyete</u> ?
bandirawomaa	Honno <u>taanirawoqamej</u> <u>wiyete</u> ?
gorgolmakko	Honno <u>bandirawomaa</u> <u>wiyete</u> ?
miñirawoqam	Honno <u>gorgolmakko</u> <u>wiyete</u> ?
mawnirawomaa	Honno <u>miñirawoqam</u> <u>wiyete</u> ?
goremakko	Honno <u>mawnirawomaa</u> <u>wiyete</u> ?
	Honno <u>goremakko</u> <u>wiyete</u> ?

	Honno <u>goremakko</u> wiyete?
jargamaa	Honno <u>jargamaa</u> wiyete?
jaatigimodon	Honno <u>jaatigimodon</u> wiyete?
teerimaâbe	Honno <u>teerimaâbe</u> wiyete?
þe	Honno þe mbiyete?

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Be</u> paali yaade saare.
qo	Qo faali <u>yaade</u> saare.
yîl	Qo faali <u>yîlde</u> <u>saare</u> .
kampama	Qo faali <u>yîlde</u> kampama.
qon	Qon paali <u>yîlde</u> kampama?
qar	Qon paali qarde <u>kampama</u> ?
galle	<u>Qon</u> paali qarde galle?
meñ	Meñ paali <u>qarde</u> galle.
waal	Meñ paali waalde <u>galle</u> .
saare	<u>Meñ</u> paali waalde saare.
þe	Be paali <u>waalde</u> saare.
yaa	Be paali yaade <u>saare</u> .
jaŋgurdu	<u>Be</u> paali yaade jaŋgurdu.
neenemaa	Neenemaa faali <u>yaade</u> jaŋgurdu.
qar	Neenemaa faali qarde <u>jaŋgurdu</u> .
marse	<u>Neenemaa</u> faali qarde marse.
baabaqam	Baabaqam faali <u>qarde</u> marse.
yaa	Baabaqam faali yaade <u>marse</u> .
ŋgesa	<u>Baabaqam</u> faali yaade ŋgesa.
mi	Mi faali <u>yaade</u> ŋgesa.
yîl	Mi faali <u>yîlde</u> <u>ŋgesa</u> .
saare	<u>Mi</u> faali <u>yîlde</u> saare.
þe	Be paali <u>yîlde</u> saare.

## f) Progressive Substitution Drill

## New words:

dabbu	look for, find, search for
ladde [ð] (laddeeji)	bush, forest

<u>Cue</u>	<u>Pattern</u>
	Hodum þe mbadata, to saare?
qo	Hodum qo <u>wadata</u> , to saare?
yîl	Hodum qo <u>yiyata</u> , to <u>saare</u> ?
marse	Hodum qo <u>yiyata</u> , to marse?

	Hodum <u>go</u> yiyata, to marse?
qon	Hodum qon <u>ñjiyata</u> , to marse?
yey	Hodum qon <u>ñjeyata</u> , to <u>marse</u> ?
saare	Hodum <u>gon</u> <u>ñjeyata</u> , to saare?
meŋ	Hodum meŋ <u>ñjeyata</u> , to saare?
dabb	Hodum meŋ dabbata, to <u>saare</u> ?
ladde	Hodum meŋ dabbata, to ladde?
baabaqam	Hodum baabaqam <u>dabbata</u> , to ladde?
nab	Hodum baabaqam nabata, to <u>ladde</u> ?
kampama	Hodum baabaqam nabata, to kampama?
yimbemaa	Hodum yimbemaa <u>nabata</u> , to kampama?
qadd	Hodum yimbemaa qaddata, to kampama?
marse	Hodum <u>yimbemaa</u> qaddata, to marse?
ße	Hodum <u>ße</u> <u>ŋgadata</u> , to marse?
wad'	Hodum <u>ße</u> mbaðata, to <u>marse</u> ?
saare	Hodum <u>ße</u> mbaðata, to saare?

## g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> yidi ße naata qeskul.
qomo	Qomo yidi ße <u>naata</u> qeskul.
yaa	<u>Qomo</u> yidi ße <u>ñjaha</u> qeskul.
ßedo	<u>ßedo</u> <u>ñjidi</u> ße <u>ñjaha</u> qeskul.
qar	<u>Bedo</u> <u>ñjidi</u> ße <u>ŋgara</u> qeskul.
qodon	Qodon <u>ñjidi</u> ße <u>ŋgara</u> qeskul?
yaa	<u>Qodon</u> <u>ñjidi</u> ße <u>ñjaha</u> qeskul?
miden	<u>Miden</u> <u>ñjidi</u> ße <u>ñjaha</u> qeskul.
naat	<u>Miden</u> <u>ñjidi</u> ße naata qeskul.
mido	Mido yidi ße naata qeskul.

## h) Progressive Substitution Drill

New words: laana [ka] (laade) boat, ship  
woyndu [ndu] (boylı) well

<u>Cue</u>	<u>Pattern</u>
	<u>Be</u> paali ylide nder saare nde.
qo	Qo faali <u>ylide</u> nder saare nde.
laar	Qo faali laarde nder <u>saare</u> nde.
laana	<u>Qo</u> faali laarde nder laana ka.
meŋ	Meŋ paali <u>laarde</u> nder laana ka.

	Men̄ paali <u>laarde</u> nder laana ka.
naat	Men̄ paali naatde nder <u>laana</u> ka.
kampama	<u>Men̄</u> paali naatde nder kampama qo.
qon	Qon paali <u>naatde</u> nder kampama qo?
waal	Qon paali waalde nder <u>kampama</u> qo?
suudu	<u>Qon</u> paali waalde nder suudu ndu?
qa	Qa faali <u>waalde</u> nder suudu ndu?
yii	Qa faali yilde nder <u>suudu</u> ndu?
woyndu	<u>Qa</u> faali yilde nder woyndu ndu?
mi	Mi faali <u>yilde</u> nder woyndu ndu.
laar	Mi faali laarde nder <u>woyndu</u> ndu.
gallemaa	<u>Mi</u> faali laarde nder gallima qo.
be	Be paali <u>laarde</u> nder gallima qo.
yii	Be paali yilde nder <u>gallemaa</u> qo.
saare	Be paali yilde nder saare nde.

### 11.2 Note: Passive Verbal Forms

While theoretically any verb in Fula may be inflected in active voice, middle voice or passive voice, in practice most verbs occur much more commonly or exclusively in one or two voices and rarely or never in the other(s).

Note the sentence:

Honno be mbiyete. 'How are they called?'

The form mbiyete (wiyete with singular subjects), from the verb root /wɪl/, is imperfective in aspect, potential in tense, and passive in voice.

Note the sentence:

Hodum be mbadata to saare. 'What are they going to do in town?'

The form mbadata (wadata in the singular) differs from the form mbiyete in the root and in the alternation of /a/ and /e/ in the suffixes.

Throughout the imperfective forms the passive has /e/ where the active has /a/. Thus: Mido wiya mo. 'I'm saying to him.'

Mido wiye Demba. 'I'm called Demba.'

However the passive voice has no potential forms in statements comparable to wadat or waday - using instead wiyete 'will be called' or 'is to be called'.

In perfective forms the passive is characterized by suffix /-a(a)/ (where the active has /-i(i)/) followed in the emphatic perfective by a suffix /-ma/ (see 6.2). Thus: Qa jaraama. 'You've been thanked'.

Qo wiyaama Demba.

This suffix /-ma/ occurs only in middle voice and passive voice, emphatic perfective forms. The non-emphatic perfective of the passive, with suffix /-a/ only, because of its resemblance to the imperfective active and to the simple perfective negative (with suffix /-aa/) is very uncommon, the emphatic form with suffix /-ma/ being regularly used.

## 11.3 Grammar Drills on Passive Verb Forms

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	Honno dum <u>yeyete?</u>	How is this to be sold?
nab	Honno dum <u>nabete?</u>	
def	Honno dum <u>defete?</u>	
fof	Honno dum <u>fofete?</u>	How is this to be blown (on)?
ñaam	Honno dum <u>ñaamete?</u>	
heß	Honno dum <u>heßete?</u>	How is this to be gotten?
wii	Honno dum <u>wiyete?</u>	
jang	Honno dum <u>jangete?</u>	
yar	Honno dum <u>yarete?</u>	
qudd	Honno dum <u>quddete?</u>	
quddit	Honno dum <u>qudditete?</u>	
yey	Honno dum <u>yeyete?</u>	

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Honno</u> dum yeyete?	How is this to be sold?
honto	Honto dum <u>yeyete?</u>	Where is this to be sold?
nab	<u>Honto</u> dum nabete?	
honno	Honno dum <u>nabete?</u>	
def	<u>Honno</u> dum defete?	
honto	Honto dum <u>defete?</u>	
jang	<u>Honto</u> dum jangete?	
honno	Honno dum <u>jangete?</u>	
fof	<u>Honno</u> dum fofete?	
honto	Honto dum <u>fofete?</u>	
ñaam	<u>Honto</u> dum ñaamete?	
honno	Honno dum <u>ñaamete?</u>	
wii	<u>Honno</u> dum wiyete?	
honto	Honto dum <u>wiyete?</u>	
heß	<u>Honto</u> dum heßete?	
honno	Honno dum <u>heßete?</u>	
wii	<u>Honno</u> dum wiyete?	
honto	Honto dum <u>wiyete?</u>	
yey	Honto dum <u>yeyete?</u>	

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Dum <u>yeyaama</u> .
ñiaam	Dum <u>ñiaamaama</u> .
def	Dum <u>defaama</u> .
nab	Dum <u>nabaama</u> .
fof	Dum <u>fofaama</u> .
wii	Dum <u>wiyaama</u> .
yii	Dum <u>yiyaama</u> .
qudd	Dum <u>quddaama</u> .
quddit	Dum <u>qudditaama</u> .
yar	Dum <u>yaraama</u> .
jang	Dum <u>jangaama</u> .
lamd	Dum <u>lamdaama</u> .
faal	Dum faalaama.

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno dum yeyaama?
honto	Honto dum <u>yeyaama</u> ?
def	<u>Honto</u> dum defaama?
honno	Honno dum <u>defaama</u> ?
hel	<u>Honno</u> dum helaama?
honto	Honto dum <u>helaama</u> ?
wii	<u>Honto</u> dum wiyaama?
honno	Honno dum <u>wiyaama</u> ?
qudd	<u>Honno</u> dum quddaama?
honto	Honto dum <u>quddaama</u> ?
quddit	<u>Honto</u> dum qudditaama?
honno	Honno dum <u>qudditaama</u> ?
nab	<u>Honno</u> dum nabaama?
honto	Honto dum <u>nabaama</u> ?
jang	<u>Honto</u> dum jangaama?
honno	Honno dum <u>jangaama</u> ?
ñiaam	<u>Honno</u> dum ñiaamaama?
honto	Honto dum <u>ñiaamaama</u> ?
ye	<u>Honto</u> dum yeyaama?
honno	Honno dum yeyaama?

## e) Simple Substitution-Transformation Drill (Potential to Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
wad'	Tuma d'um <u>yeyete?</u>	Tuma d'um yeyaama?
qudd	Tuma d'um <u>wadete?</u>	Tuma d'um wadaama?
naat	Tuma d'um <u>quddete?</u>	Tuma d'um quddaama?
yii	Tuma d'um <u>yiyete?</u>	Tuma d'um yiyaama?
nab	Tuma d'um <u>nabete?</u>	Tuma d'um nabaama?
ñaam	Tuma d'um <u>ñaamete?</u>	Tuma d'um ñaamaama?
def	Tuma d'um <u>defete?</u>	Tuma d'um defaama?
yar	Tuma d'um <u>yarete?</u>	Tuma d'um yaraama?
fof	Tuma d'um <u>fofete?</u>	Tuma d'um fofaama?
holl	Tuma d'um <u>hollete?</u>	Tuma d'um hollaama?
yey	Tuma d'um <u>yeyete?</u>	Tuma d'um yeyaama?

## f) Progressive Substitution-Transformation Drill (Potential to Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Tuma</u> d'um hebete?	Tuma d'um hebaama,
honno	Honno d'um <u>hebete?</u>	Honno d'um hebaama?
yey	<u>Honno</u> d'um yeyete?	Honno d'um yeyaama?
honto	Honto d'um <u>yeyete?</u>	Honto d'um yeyaama?
wad'	<u>Honto</u> d'um wadete?	Honto d'um wadaama?
tuma	Tuma d'um <u>wadete?</u>	Tuma d'um wadaama?
yii	<u>Tuma</u> d'um yiyete?	Tuma d'um yiyaama?
honno	Honno d'um <u>yiyete?</u>	Honno d'um yiyaama?
nab	<u>Honno</u> d'um nabete?	Honno d'um nabaama?
honto	Honto d'um <u>nabete?</u>	Honto d'um nabaama?
def	<u>Honto</u> d'um defete?	Honto d'um defaama?
tuma	Tuma d'um <u>defete?</u>	Tuma d'um defaama?
heb	Tuma d'um <u>hebete?</u>	Tuma d'um hebaama?

## g) Simple Substitution-Transformation Drill (Active to Passive)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Honno qo <u>yeyata</u> d'um?	Honno d'um yeyete?
heb	Honno qo <u>hebata</u> d'um?	Honno d'um hebete?
nab	Honno qo <u>nabata</u> d'um?	Honno d'um nabete?
wad'	Honno qo <u>wadata</u> d'um?	Honno d'um wadete?
yii	Honno qo <u>yiyata</u> d'um?	Honno d'um yiyete?
def	Honno qo <u>defata</u> d'um?	Honno d'um defete?
ñaam	Honno qo <u>ñaamatata</u> d'um?	Honno d'um ñaamete?
yar	Honno qo <u>yaratata</u> d'um?	Honno d'um yarete?

	Honno qo <u>yarata</u> d'um?	Honno d'um yarete?
qudd	Honno qo <u>quddata</u>	Honno d'um quddete?
quddit	Honno qo <u>qudditata</u> d'um?	Honno d'um qudditete?
hel	Honno qo <u>helata</u> d'um?	Honno d'um helete?
qadd	Honno qo <u>qaddata</u> d'um?	Honno d'um qadete?
ligg	Honno qo <u>liggata</u> d'um?	Honno d'um liggete?
nan	Honno qo <u>nanata</u> d'um?	Honno d'um nanete?
jang	Honno qo <u>jangata</u> d'um?	Honno d'um jaŋgete?
qokk	Honno qo <u>gokkata</u> d'um?	Honno d'um qokkete?
wii	Honno qo <u>wiyata</u> d'um?	Honno d'um wiyete?
qand	Honno qo <u>gandata</u> d'um?	Honno d'um qandete?
rem	Honno qo <u>remata</u> d'um?	Honno d'um remete?
yey	Hono qo <u>yeyata</u> d'um?	Honno d'um yejet?

## h) Substitution-Transformation Drill (Active to Passive)

Cue	Pattern 1	Pattern 2
	Be <u>ñjeyi</u> d'um.	Dum yeyaama.
nab	Be <u>nabi</u> d'um.	Dum nabaama.
yar	Be <u>ñjarí</u> d'um.	Dum yaraama.
heb	Be <u>kebi</u> d'um.	Dum hebaama.
qudd	Be <u>nguddi</u> d'um.	Dum quddaama.
ñaam	Be <u>ñaami</u> d'um.	Dum ñaamaama.
def	Be <u>depi</u> d'um.	Dum defaama.
quddit	Be <u>ngudditi</u> d'um.	Dum qudditaama.
jang	Be <u>jaŋgi</u> d'um.	Dum jaŋgaama.
wii	Be <u>mbiyyi</u> d'um.	Dum wiyaama.
qand	Be <u>ŋgandi</u> d'um.	Dum qandaama.
hel	Be <u>keli</u> d'um.	Dum helaama.
qadd	Be <u>ngaddi</u> d'um.	Dum qaddaama.
yid	Be <u>ñjidi</u> d'um.	Dum yidaama.
haal	Be <u>kaali</u> d'um.	Dum haalaama.
gaañ	Be <u>gaañi</u> d'um.	Dum gaañaama.
yey	Be <u>ñjeyi</u> d'um.	Dum yeyaama.

- i) Progressive Substitution-Correlation Drill (Change aspect of verb to accord with time word.)

<u>Cue</u>	<u>Pattern</u>
	Dum <u>yeyaama</u> haŋki.
def	Dum defaama <u>haŋki</u> .
jango	Dum <u>defete</u> jango.
ñaam	Dum <u>ñaamete</u> <u>jango</u> .
heccihajki	Dum <u>ñaamaama</u> heccihajki.
nab	Dum nabaama <u>heccihajki</u> .
hande	Dum <u>nabete</u> hande.
qadd	Dum qaddete <u>hande</u> .
haŋki	Dum <u>qaddaama</u> haŋki.
quddit	Dum qudditaama <u>haŋki</u> .
bimbi	Dum <u>qudditete</u> bimbi.
jang	Dum <u>jangete</u> <u>bimbi</u> .
heccihajki	Dum <u>jangaama</u> heccihajki.
def	Dum defaama <u>heccihajki</u> .
jemma	Dum <u>defete</u> jemma.
yey	Dum <u>yeyete</u> <u>jemma</u> .
haŋki	Dum yeyaama haŋki.

#### 11.4 Note: Interrogative Sentences

##### Type I - 'Yes-No' Questions

1. Qa yahi to dokotormaa na? 'Did you go to your doctor?'
2. Qa nabi mo, to kampama na? 'Did you take her to the hospital?'
3. Qada ligga haa jooni na? 'Are you working up to now?'
4. Qada yidi ligge? 'Do you want a job?'
5. Qa sikkı qa waaway heße mo ligge? 'Do you think you could get him a job?'

All these sentences from the dialogs happen to have second person subjects. In such sentences the particle na which signals a 'yes-no' question may be omitted since statements about second person action are often unlikely and there is normally no difficulty in understanding such sentences as 4 and 5 above to be questions. Other examples of this interrogative sentence-type with other subjects (where na is required):

- |                              |                                  |
|------------------------------|----------------------------------|
| Demba yahat to saare na?     | 'Is Demba going to go to town?'  |
| Qon ñjahı to neenemon na?    | 'Did you go to your mother's?'   |
| Ko karjko haalani ma dum na? | 'Was it he [who] told you that?' |
| Bedo ton haa jooni na?       | 'Are they still there?'          |
|                              | ('...there until now?')          |
| Qa ñaami na?                 | 'Have you eaten?'                |

Note that 'yes-no' questions are just like statements except for the addition of na, and the intonation (stress before na).

Type II - Questions with Question Words

As in English, Fula questions with question words exist in great variety. A question may be asked about the state or action, the direct object, any of various adverbial complements (using such question words as How?, Where?, When?, Why?, etc.), or about the subject.

## A. Questions about the subject:

- |                                  |   |
|----------------------------------|---|
| 1. Hombo qe hombo gaañi?         | 'Who all got hurt?'                               |
| 2. Ko hodum heñno ma?            | 'What is it which was wrong with<br>('had') you.' |
| 3. Ko qonon jelu wonno qe makko? | 'How many of you (was it) were in it?'            |
| 4. Ko qan qe hombo ñgarno do?    | 'It is you and who [else] who came here?'         |
| 5. Hombo haalanii ma ñum?        | 'Who told you that?'                              |

Note that ko is possible in all these sentences (and could be omitted in those where it does occur). The verbal form is the relative one (see 8.4 and 9.4) so that the most 'literal' translation is one with a relative clause like '[It is] who who told you that?'

## B. Questions about the object:

- |                             |  |
|-----------------------------|--|
| 1. Honðum qo haalanii ma?   | 'What did she tell you?'                 |
| 2. Hodum mbaatcaa to saare? | 'What will you do in town?'              |
| 3. Ko hombo ndaarataa?      | 'Who is it whom you are looking at/for?' |

Here again the /ko/ is optional, the verb form relative.

## C. Questions about adverbial complements:

- |                            |                                    |
|----------------------------|------------------------------------|
| 1. Tuma ñjahataa ñgesamaa? | 'When are you going to your farm?' |
| 2. Honto ñe ñgimmi?        | 'Where are they from?'             |
| 3. Pur hombo wadantaa ñum? | 'For whom are you doing that?'     |
| 4. Tuma ñgardaa?           | 'When did you come?'               |
| 5. Honto mbilnodaa?        | 'Where did you say?'               |
| 6. Ko honto ñjahataa kadi? | 'When are you going to go again?'  |
| 7. No waddaa ñum?          | 'How did you do it?'               |

In these forms also ko is optional except that ko does not occur with no (sentence 7). The verb forms again are relative.

Note that in questions a first person subject is relatively rare, because of the rarity of inquiring about an action in which one is included. Such forms do, however, occur and employ the relative verbal form also:

- |                    |                         |
|--------------------|-------------------------|
| Hontuma ñgarmi?    | 'When did I come?'      |
| Honto mbadmen ñum? | 'Where did we do that?' |

Also, of course, the inclusive second person plural:

- |                          |   |
|--------------------------|---|
| Hodum ñjilidén to marse? | 'What did the two of us see at market?' |
|--------------------------|---|

Type III - Short Questions

- |                |                             |
|----------------|-----------------------------|
| 1. Ko ðe jelu? | '[It is] how many of them?' |
| 2. Pur hombo?  | 'For whom?'                 |
| 3. Qe honto?   | 'Where else?'               |
| 4. Qe hombo?   | 'With whom?'                |
| 5. Ko hombo?   | 'Who [is it]?'              |

Type IV - Equational Questions with no or honno.

- |                    |                       |
|--------------------|-----------------------|
| 1. No yimbemaa ðe? | 'How are your folks?' |
| 2. Honno Yompa?    | 'How's Yompa?'        |

These sentences contain no verb. Ko does not occur.

Type V - Questions without any interrogative:

- |             |                        |
|-------------|------------------------|
| A. Mbaddaa? | '[What] did you [do]?' |
| Mbiiimi?    | '[What] did I say?'    |

Note that these sentences differ from relative clauses in statements only in their intonational patterns. They could have ko but the intonation plus the fact that there is nothing more said in the sentence is the essential interrogative element. Contrast:

- |                       |                                  |
|-----------------------|----------------------------------|
| Ko mbiiimi?           | 'What did I say?'                |
| Ko mbiiimi no moddyi. | 'What I said is good.'           |
| B. Jam kiirdaa?       | 'You passed the night in peace?' |
| Jam ñalludon?         | 'You spent the day peacefully?'  |

These sentences also share with other question forms the feature of relative verbal form. They invariably have second person subject suffixes.

## 11.5 Grammar Drill on Questions

## a) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
ðe	<u>Qa</u> yahi ton na?	Qeeyi↑ mi yahiino ton.
waal	<u>Be</u> ñjahí ton na?	Qeeyi↑ ðe ñjahiino ton.
qon	<u>Qon</u> mbaali ton na?	Qeeyi↑ mej mbaaliino ton.
ñall	<u>Qon</u> ñalli ton na?	Qeeyi↑ mej ñalliino ton.
qo	<u>Qo</u> ñalli ton na?	Qeeyi↑ qo ñalliino ton.
ñaam	<u>Qo</u> ñaami ton na?	Qeeyi↑ qo ñaamiino ton.
qen	<u>Qen</u> ñaami ton na?	Qeeyi↑ qen ñaamiino ton.
yaa	<u>Qen</u> ñjahí ton na?	Qeeyi↑ qen ñjahiino ton.
qa	<u>Qa</u> yahi ton na?	Qeeyi↑ mi yahiino ton.

## b) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	<u>Qa</u> yahataa na?	Mi yahiino.
qo	Qo <u>yahataa</u> na?	Qo yahiino.
ñall	Qo <u>ñallataa</u> na?	Qo ñalliino.
be	Be <u>ñallataa</u> na?	Be ñalliino.
ñaam	Be <u>ñaamataa</u> na?	Be ñaamiino.
qon	Qon <u>ñaamataa</u> na?	Mej ñaamiino.
hiir	Qon <u>kiirataa</u> na?	Mej kiiriino.
qa	Qa <u>hiirataa</u> na?	Mi hiiriino.
qar	Qa <u>qarataa</u> na?	Mi qariino.
qo	Qo <u>qarataa</u> na?	Qo qariino.
heb	Qo <u>hebataa</u> na?	Qo hebiino.
qa	Qa <u>hebataa</u> na?	Mi hebiino.
yaa	Qa <u>yahataa</u> na?	Mi yahiino.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hombo <u>wiyi</u> dum?
nan	Hombo nani <u>dum</u> ?
kam	Hombo <u>nani</u> kam?
gaañ	Hombo gaañi <u>kam</u> ?
mo	Hombo <u>gaañi</u> mo?
haal	Hombo haali <u>mo</u> ?
ma	Hombo haali ma?
qokk	Hombo <u>qokki</u> ma?
mo	Hombo qokki <u>mo</u> ?
bur	Hombo <u>bur</u> i mo?
kam	Hombo <u>bur</u> i <u>kam</u> ?
yii	Hombo <u>yii</u> i kam?
dum	Hombo <u>yii</u> i <u>dum</u> ?
wii	Hombo <u>wii</u> <u>dum</u> ?

## d) Random Substitution-Response Drill

New word: nii thus

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	No <u>mbad</u> daa dum?	Ko nii, mbadmi dum.
qon	No <u>mbad</u> don dum?	Ko nii, mbadmenj dum.
taw	No <u>taw</u> don dum?	Ko nii, tawmenj dum.
heb	No <u>keb</u> don dum?	Ko nii, kebmenj dum.

	No ke <u>b</u> <u>d</u> on dum?	Ko níi, ke <u>b</u> mej dum.
qen	No ke <u>b</u> <u>d</u> en dum?	Ko níi, 'ke <u>b</u> mej dum.
qa	No ke <u>b</u> <u>d</u> aa dum?	Ko níi, ke <u>b</u> mi dum.
wad	No mba <u>d</u> aa dum?	Ko níi, mba <u>d</u> mi dum.

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum <u>mbad</u> taa to saare?
nab	Hodum <u>nab</u> ataa to saare?
qadd	Hodum <u>ŋgad</u> dataa to saare?
yil	Hodum <u>ňjil</u> taa to saare?
yee	Hodum <u>ňje</u> yataa to saare?
qacc	Hodum <u>ŋgac</u> cataa to saare?
wad	Hodum mba <u>d</u> taa to saare?

## f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honto <u>Demba</u> woni?
(qa)	Honto <u>ŋgon</u> daa?
ße	Honto <u>ße</u> <u>ŋgon</u> i?
(qon)	Honto <u>ŋgon</u> don?
(qen)	Honto <u>ŋgon</u> den?
qo	Honto <u>qo</u> woni?
Demba	Honto Demba woni?

## g) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma <u>ŋgart</u> aa?
(qon)	Tuma <u>ŋgart</u> on?
qo	Tuma <u>qo</u> qarata?
(qen)	Tuma <u>ŋgart</u> en?
mej	Tuma <u>mej</u> <u>ŋgar</u> ata?
ße	Tuma <u>ße</u> <u>ŋgar</u> ata?
(qa)	Tuma <u>ŋgart</u> aa?

## h) Simple Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	Honto mbad <u>aa</u> dum?	Ko ton, mba <u>d</u> mi dum?
taw	Honto <u>taw</u> aa dum?	Ko ton, taw <u>m</u> i dum.
heb	Honto <u>keb</u> aa dum?	Ko ton, ke <u>b</u> mi dum.
nan	Honto <u>nand</u> aa dum?	Ko ton, na <u>n</u> mi dum.

	Honto <u>nandaa</u> düm?	Ko tón, nanmí düm.
yii	Honto <u>ñjilidaa</u> düm?	Ko tón, ñjilimi düm.
qand	Honto <u>ngandudaa</u> düm?	Ko tón, ngandumí düm.
hel	Honto <u>keldaa</u> düm?	Ko tón, kelmi düm.
waaw	Honto <u>mbaawdaa</u> düm?	Ko tón, mbaawmi düm.
qacc	Honto <u>ngaccudaa</u> düm?	Ko tón, ngaccumi düm.
ñaam	Honto <u>ñaamdaa</u> düm?	Ko tón, ñaamí düm.
nab	Honto <u>nabdaa</u> düm?	Ko tón, nabmí düm.
fad	Honto <u>paddaa</u> düm?	Ko tón, padmí düm.
haal	Honto <u>kaaldaa</u> düm?	Ko tón, kaalmí düm.
yaar	Honto <u>ñjardaa</u> düm?	Ko tón, ñjarmí düm.
wii	Honto <u>mbiidaa</u> düm?	Ko tón mbiími düm.

## i) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Honto <u>mbadfaa</u> düm?	Ko tón, mbadmí düm.
(qon)	Honto <u>mbadfon</u> düm?	Ko tón, mbadmenj düm.
taw	Honto <u>tawdon</u> düm?	Ko tón, tawmerj düm.
(qen)	Honto <u>tawden</u> düm?	Ko tón, tawmerj düm.
waaw	Honto <u>mbaawden</u> düm?	Ko tón, mbaawmerj düm.
(qa)	Honto <u>mbaawdaa</u> düm?	Ko tón, mbaawmi düm.
yii	Honto <u>ñjilidaa</u> düm?	Ko tón, ñjilimi düm.
(qen)	Honto <u>ñjiliden</u> düm?	Ko tón, ñjilimej düm.
nan	Honto <u>nanden</u> düm?	Ko tón nanmerj düm.
(qa)	Honto <u>nandaa</u> düm?	Ko tón nanmí düm.
wad'	Honto <u>mbadfaa</u> düm?	Ko tón mbadmí düm.

## j) Random Substitution-Response Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Hodum <u>mbadfaa</u> mo?	Mi wadaani mo haytus.
(qon)	Hodum <u>mbadfon</u> mo?	Mej mbadaani mo haytus.
wii	Hodum <u>mbiidon</u> mo?	Mej mbiyaani mo haytus.
(qen)	Hodum <u>mbiiden</u> mo?	Qen mbiyaani mo haytus.
qo	Hodum qo <u>wiyii</u> mo?	Qo wiyaani mo haytus.
haal	Hodum qo <u>haali</u> mo?	Qo haalaani mo haytus.
ma	Hodum qo <u>haali</u> ma?	Qo haalaani kam haytus.
ße	Hodum <u>ße</u> kaali <u>ma</u> ?	ße kaalaani kam haytus.
mo	Hodum <u>ße</u> kaali mo?	ße kaalaani mo haytus.
(qon)	Hodum kaaldon mo?	Mej kaalaani mo haytus.
wad'	Hodum <u>mbadfon</u> mo?	Mej mbaadaani mo haytus.
(qa)	Hodum <u>mbadfaa</u> mo?	Mi wadaani mo haytus.

## k) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>hombo</u> ?
honto	Ko <u>honto</u> ?
hodum	Ko <u>hodum</u> ?
jelu	Ko <u>jelu</u> ?
tuma	Ko <u>tuma</u> ?
honno	Ko <u>honno</u> ?

## l) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno <u>neenemaa</u> ?
Yompa	<u>Honno</u> Yompa?
no	No <u>Yompa</u> ?
kaw Samba	No <u>kaw Samba</u> ?
baabam	No baabam?
honno	Honno <u>baabam</u> ?
neenemaa	Honno neenemaa?

## 11.8 NARRATIVE

Paul qe Demba

## New words and forms:

ñande [nde] ( )	day
non	this, so in this way
salminondır	greet one another
gaynu/gasnu	finish, cause to end
haalaa [ø] ( )	talk, speech, discussion
yaad	go with

Ñande gooto tawi<sup>1</sup> Paul qe musiibemakko qe bissiemakko bedo ñjaha<sup>2</sup> to saare, qawa<sup>3</sup> be kewti qe Demba. Non be calminondırı, qawa Demba lamdi mo he fii kulle musiibemakko, to be ñgimmi, qindemabbe, hodum be ñjidı, qe honto be ñjahata. Paul haali mo qindemabbe, ko be ñjidı qe honto be ñjahata. Kadi, Demba lamdi mo he fii sukaabemakko. Non Paul wiyi, qomo naba be to qekol, pur be jaŋgoya. Tuma be gayni qe haalaamaabbe, Paul yaadi qe yimbemum, Demba kadi yahi qe laawolmum.

## Translation (free):

One day it happened that Paul and his relatives and his children were going to town and they met up with Demba. So they greeted each other and Demba asked him about the affairs of his relatives, where they came from, their names, what they wanted and where they were heading. Paul told him their names, what they wanted and where they were going. In return Demba asked him about his children so Paul said he was taking them to school in order that they might go and study. When they finished with their chat Paul went off with his people and Demba went on his way.

<sup>1</sup>Note that taw 'find' is commonly used in various senses related to the concept of 'chance' or 'happening'. We have observed tawo 'at that time, then' and si tawo 'if'. Both can be construed as related to this verbal root. Here tawi is translated as 'it happened that'.

<sup>2</sup>Note that bedo ñjaha here has reference to past time though it is in progressive imperfective form. The translation here must be in a past progressive 'they were going'.

<sup>3</sup>Qawa is much used in narratives as a general purpose conjunction translated now and, now so, now afterwards etc.

## 11.9 Questions for Discussion

1. Beya yimbé, ko bē musiibé Paul na?
2. Ko to Qamerika bē ñgimmi na?
3. Beya sukaabé no, bē kadi, kobe bimbé Paul na?
4. Musiibé Paul, to saare nde, bē njidi yaade na?
5. Paul non, ko to qeskul qo yidi nabde bimbemakko na?
6. Indemaa ko Brown na? Ko hodum?
7. Qon faali yaade to saare na?
8. Qa faali yaade to saare na?
9. Soon ñjahí to saare nde, qon paalay yiide nder saare nde na?
10. Saa yahí to saare nde, qa faalay yiide nder saare nde na?
11. Beya yimbé ko bē musiibemaa na?
12. Ko to mon bē ñgimmi na?
13. Beya sukaabé, bē kobe bimbemaa na?
14. Ko to saare nde njiddaa yaade na?
15. Qa nabay bimbemaa to qekol na?
16. Beya yimbé, kobe musiibé Paul na, maa bē wonaa musiibemakko?
17. Ko Qamerika bē ñgimmi na, maa wonaa ton?
18. Beya sukaabé, kobe bimbemakko na, maa wonaa bimbemakko?
19. Musiibé Paul, ko to saare nde bē njidi yaade na, maa ko to qeskul qo?
20. Paul non, ko to qeskul qo nabata bimbemakko na, maa ko to saare nde?
21. Qindemaa ko John na, maa ko Paul?
22. Qon paali yaade to saare nde na, maa to qeskul qo?
23. Qa faali yaade to saare nde na, maa to qeskul qo?
24. Soon ñjahí to saare nde, qon paalay yiide nder saare nde na, maa qon njidtaa?
25. Saa yahí to saare nde, qa yiday yiide nder saare nde na, maa qa yidtaa.
26. Beya yimbé kobe musiibemaa na, maa wonaa musiibemaa?
27. Musiibemaa, ko to saare nde bē njidi yaade na, ma ko to qekl?
28. Musiibemaa, ko to saare nde bē ñgoni na, ma ko do?
29. Faðbi-janjo ko honto ñjahata?
30. Ko tuma heðtaa debbo.
31. Honto musiibé Paul ñgimmi?

32. Honto ße ñjid'i yaade?
33. Honto Paul nabata ßibbemakko?
34. Sukaabé Paul naatay qeskul na?
35. Ko tuma ße naatata qeskul?
36. Ko wad'i, musiibé ñjid'i yaade to saare nde?
37. Ko hodum ße mbadata ton?
38. Sukaabemaada ßedo ñjaha qekol?
39. Musiibé Paul, ko to saare ße ñjid'i yaade na, maa to qekol?
40. Faßbi-jango, ko honto Paul nabata ßibbemakko?
41. Honto musiibemaa woni?
42. Sukaabemaa, ße naati qeskul na, maa ße nataani?
43. Honto debbomaa woni?
44. Debbomaa no do, maa to saare nde?
45. Tuma nabata ßibbememaa to qekol?
46. Hodum mbadtaa hande.
47. Musiibemaa, sukaabé jelu ße kebi?
48. Bißbemabé no yaha qekol na?
49. Ko honto ße jaŋgata?
50. Bißbemaa jelu kebaa?

## UNIT 12

12.0 Dialog: What Day Will He Be Here?

-Yoro-

Honto qoya gorkomaa, woni?

Where is that man of yours?

-Jallo-

Hombo?

Who?

-Yoro-

Tenej/Qaltine<sup>1</sup>

Monday

yawt

pass, exceed, pass by

yawtudo

past, who/which passes

Qoya gorko, qarno do, Tenej  
yawtudo.That man who came here last  
Monday. (Monday past)

-Jallo-

Talata

Tuesday

Qalarba

Wednesday

Qo wiyyino, qo qarat, Talata  
maa Qalarba.He said he would come Tuesday or  
Wednesday.

-Yoro-

Mi sikkaani, qo waaway qarde  
Qalarba.I don't think he will be able  
to come on Wednesday.

-Jallo-

Ko wadi, qo waawataa qarde.

Why can't he come.

-Yoro-

Mi waawataa ma, haalde dum?

I cannot tell you that.

-Jallo-

Qalkamis<sup>1</sup>

Thursday

Juma

Friday

Soo qaraani Qalkamis, qo qaray  
Juma.If he does not come Thursday he  
will come Friday.

-Yoro-

Juma? Min, mi wontaa do.

Friday, as for me I won't be here.

<sup>1</sup>The stress pattern of bases containing the Arabic prefix /qal-/ (an Arabic 'article') is irregular. In /qaltine/ and /qalarba/ the stress is on the root syllable following the prefix, in /qalkamis/ it is on the prefix itself.

**-Jallo-**

Mi qandaa honto ñjahataa. Tuma  
ñgarataa?

I don't know where you are going.  
When are you coming [back]?

**-Yoro-**

Sibiti	Saturday
Dimas	Sunday
Sibiti maa Dimas.	Saturday or Sunday.

**-Jallo-**

Qawa baasi qala ↑ ñallen jam.

OK, no trouble, good afternoon  
(may we pass the day in peace).

**-Yoro-**

Qaamlin.

Amen.

## 12.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

Cue

	<u>Mido</u> yaha, haa jango.
(qo)	Qomo yaha, haa <u>jango</u> .
Talata	<u>Qomo</u> yaha, haa Talata.
(ße)	Bedo ñjaha, haa <u>Talata</u> .
Qalarba	<u>Bedo</u> ñjaha, haa Qalarba.
(qon)	Qodon ñjaha, haa <u>Qalarba</u> ?
faßbi-jango	<u>Qodon</u> ñjaha, haa faßbi-jango?
(mey)	Miden ñjaha, haa <u>faßbi-jango</u> .
Qaltine	<u>Miden</u> ñjaha, haa Qaltine.
(mi)	Mido yaha haa <u>Qaltine</u> .
jango	Mido yaha haa jango.

## b) Substitution-Transformation Drill (Singular-Plural)

## New words:

gertogal [ŋgal] (gertoode)	chicken
rawaandu [ndu] (dawaadı)	dog
qanasara [ø] (qanasaraabe)	European
talkuru [ndu] (talkı)	'juju', charm, amulet

<u>Cue</u>	<u>Singular Pattern</u>	<u>Plural Pattern</u>
debbo	Honto qóya <u>gorkomaa</u> , wonı?	Honto béya worbemaa, ḥgonı?
bıddo	Honto qóya <u>debbomaa</u> , wonı?	Honto béya rewıbemaa, ḥgonı?
sukaa	Honto qóya <u>bıbbomaa</u> , wonı?	Honto béya bıbbemaa, ḥgonı?
neddo	Honto qóya <u>sukaamaa</u> , wonı?	Honto béya sakaaıbemaa, ḥgonı?
saarenawo	Honto qóya <u>saarenawomaa</u> , wonı?	Honto béya saarenaabemaa, ḥgonı?
musıddo	Honto qóya <u>musıddomaa</u> , wonı?	Honto béya musılbemaa, ḥgonı?
ceerno	Honto qóya <u>ceernomaa</u> , wonı?	Honto béya ceernoobemaa, ḥgonı?
jaatigı	Honto qóya <u>jaatigımaa</u> , wonı?	Honto béya jaatigııbemaa, ḥgonı?
rawaandu	Honto qóya <u>rawaandumaa</u> , wonı?	Honto béya dawaadımaa, ḥgonı?
gertogal	Honto qóya <u>gertogalmaa</u> , wonı?	Honto béya gertoodeemaa, ḥgonı?
qanasara	Honto qóya <u>qanasaramaa</u> , wonı?	Honto béya qanasarabemaa, ḥgonı?
talkuru	Honto qóya <u>talkurumaa</u> , wonı?	Honto béya talkımaa, ḥgonı?

## c) Progressive Substitution Drill

## New words:

koddo [qo] (hoßbe)	stranger, guest
mbomrı [ndı] (bomi)	girl
pullo [qo] (fulbe)	Fula
mason [ø] (masoŋaaße)	mason
polis [ø] (polisaabe)	policeman
soldar [ø] (soldaroobe)	soldier

<u>Cue</u>	<u>Pattern</u>
	Qóya <u>gorko</u> , qarno do, Tenej yawtudo.
debbo	Qóya debbo, qarno do, <u>Tenej</u> yawtudo.
Talata	Qóya <u>debbo</u> , qarno do, Talata yawtudo.
koddo	Qóya koddo, qarno do, <u>Talata</u> uawtudo.
Qalarba	Qóya <u>koddo</u> , qarnoo do, Qalarba yawtudo.
mbomrı	Qóya mbomrı, qarno do, <u>Qalarba</u> yawtudo.
Qalkamıs	Qóya <u>mbomrı</u> , qarno do, Qalkamıs yawtudo.

pullo	Qóya <u>mbomri</u> , qarno do, Qalkamis yawtudo.
Juma	Qóya pullo, qarno do, <u>Qalkamis</u> yawtudo.
mason	Qóya <u>pullo</u> , qarno do, Juma yawtudo.
Sibiti	Qóya <u>mason</u> , qarno do, Sibiti yawtudo.
polis	Qóya <u>polis</u> , qarno do, Sibiti yawtudo.
Dimas	Qóya <u>polis</u> , qarno do, Dimas yawtudo.
soldar	Qóya <u>soldar</u> , qarno do, Dimas yawtudo.
Tenej	Qóya <u>soldar</u> , qarno do, Tenej yawtudo.
gorko	Qóya <u>gorko</u> , qarno do, Tenej yawtudo.

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
Talata, maa Qalarba	Qo wiyiino, qo qarat, <u>Tenej, maa Talata</u> .
be	<u>Be</u> mbiyiino, be ngarat, <u>Talata, maa Qalarba</u> .
Qalarba, maa Qalkamis	<u>Be</u> mbiyiino, be ngarat, Qalarba, maa Qalkamis.
qon	Qon mbiyiino, qon ngarat, <u>Qalarba, maa Qalkamis</u> .
Qalkamis, maa Juma	<u>Qon</u> mbiyiino, qon ngarat, Qalkamis, maa Juma.
mi	Mi wiyiino, mi qarat, <u>Qalkamis, maa Juma</u> .
Juma, maa Sibiti	<u>Mi</u> wiyiino, mi qarat, Juma, maa Sibiti.
qo	Qo wiyiino, qo qarat, <u>Juma, maa Sibiti</u> .
Sibiti, maa Dimas	<u>Qo</u> wiyiino, qo qarat, Sibiti, maa Dimas.
be	Be mbiyiino, be ngarat, <u>Sibiti, maa Dimas</u> .
Dimas, maa Tenej	<u>Be</u> mbiyiino, be ngarat, Dimas, maa Tenej.
qon	Qon mbiyiino, qon ngarat, <u>Dimas, maa Tenej</u> .
Tenej, maa Talata	<u>Qon</u> mbiyiino, qon ngarat, Tenej, maa Talata.
qo	Qo wiyiino, qo qarat, Tenej, maa Talata.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
yaa	Mi sikkaani, qo waaway <u>garde</u> Qalarba.
be	Mi sikkaani, <u>qo</u> waaway yaade Qalarba.
Talata	Mi sikkaani, be mbaaway <u>yaade</u> Qalarba.
qar	Mi sikkaani, be mbaaway <u>yaade</u> Talata.
mej	Mi sikkaani, mej mbaaway <u>garde</u> Talata.
hande	Mi sikkaani, mej mbaaway <u>garde</u> hande.
yaa	Mi sikkaani, <u>mej</u> mbaaway yaade hande.
qon	Mi sikkaani, qon mbaaway <u>yaade</u> hande.
janggo	Mi sikkaani, qon mbaaway <u>yaade</u> jango.

	Mi sikkaani, qon mbaaway <u>yaade</u> jango.
ligg	Mi sikkaani, <u>qon</u> mbaaway liggaade jango.
qa	Mi sikkaani, qa waaway liggaade <u>jango</u> .
Juma	Mi sikkaani, qa waaway <u>liggaade</u> Juma.
qarde	Mi sikkaani, <u>qa</u> waaway qarde Juma.
qo	Mi sikkaani, qo waaway qarde <u>Juma</u> .
Qalarba	Mi sikkaani, qo waaway qarde Qalarba.

## f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko wadi, <u>qa</u> waawataa qarde?
qo	Ko wadi, <u>qo</u> waawataa qarde?
qon	Ko wadi, <u>qon</u> mbaawataa qarde?
be	Ko wadi, <u>be</u> mbaawataa qarde?
men	Ko wadi, <u>men</u> mbaawataa qarde?
qa	Ko wadi, <u>qa</u> waawataa qarde?
kanjo	Ko wadi, <u>kanjo</u> waawataa qarde?
kambe	Ko wadi, <u>kambe</u> mbaawataa qarde?
qa	Ko wadi, qa waawataa qarde?

## g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> waawataa ma, haalde dum.
qo	Qo waawataa <u>ma</u> , haalde dum.
mo	<u>Qo</u> waawataa mo, haalde dum.
be	Be mbaawataa <u>mo</u> , haalde dum.
kam	<u>Be</u> mbaawataa kam, haalde dum.
qon	Qon mbaawataa <u>kam</u> , haalde dum.
mo	<u>Qon</u> mbaawataa mo, haalde dum.
mi	Mi waawataa <u>mo</u> , haalde dum.
ma	Mi waawataa <u>ma</u> , haalde dum.

#### h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
Juma/Sibiti	Soo qaraani <u>Qalkamis</u> , qo qaray <u>Juma</u> .
Sibiti/Dimas	Soo qaraani <u>Juma</u> , qo qaray <u>Sibiti</u> .
Dimas/Tenerj	Soo qaraani <u>Sibiti</u> , qo qaray <u>Dimas</u> .
Tenerj/Talata	Soo qaraani <u>Dimas</u> , qo qaray <u>Tenerj</u> .
Talata/Qalarba	Soo qaraani <u>Tenerj</u> , qo qaray <u>Talata</u> .
Qalarba/Qalkamis	Soo qaraani <u>Talata</u> , qo qaray <u>Qalarba</u> .
Qalkamis/Juma	Soo qaraani <u>Qalarba</u> , qo qaray <u>Qalkamis</u> .
hande/jango	Soo qaraani <u>Qalkamis</u> , qo qaray <u>Juma</u> .
jango/fabbi-jango	Soo qaraani <u>hande</u> qo qaray <u>jango</u> .
	Soo qaraani <u>jango</u> qo qaray <u>fabbi-jango</u> .

## 12.2 Note: Imperfective Negatives

In 7.2 the negatives of active perfective forms were seen to have the suffixes /-aa/ + /-ni/ as in:

Qo sellaani. 'He is not well.'

In Units 8 - 12, the following negative sentences have occurred using other forms:

- |   |   |
|---|---|
| 1. Samba wiyii kam, debbomaa<br><u>sellaa.</u>        | 'Samba told me your wife is not well.'        |
| 2. Qalaa ↑ mi <u>qandaa</u> , ko yimbe<br>jelu gaañi. | 'No, I don't know how many people got hurt.'  |
| 3. Mi <u>qandaa</u> , honto ñjahataa.                 | 'I don't know where you are going.'           |
| 4. Kono kodotor qo, <u>wadataa</u> mo<br>haytus.      | 'But the doctor will not do anything to her.' |
| 5. Min, komi mawdo; mi <u>waawataa</u><br>liggaade.   | 'Me, I'm elderly, I can't work.'              |
| 6. Ko wadi, qo <u>waawataa</u> qarde?                 | 'Why can't he come?'                          |
| 7. Mi <u>waawataa</u> ma, haalde dum.                 | 'I can't tell you that.'                      |
| 8. Juma, min, mi wontaa do. <sup>1</sup>              | 'Friday, me, I won't be here.'                |

These sentences illustrate two different negative forms. Sentences 1, 2 and 3 have the verbal base plus the negative suffix /-aa/. This is the simple imperfective negative form which is especially common with stative verbs. Sentences 4, 5,

<sup>1</sup>Note that /wontaa/ lacks the /-a/ before the /t/. This is a contraction permissible with any verb in this imperfective negative form.

6, 7 and 8 display the suffix pattern /-ataa/, consisting of the active imperfective stem formative suffix /-a/ (see 4.7) plus the potential suffix /t/ plus the negative suffix /-aa/.

Note that the stative form of verbs employs a Perfective form of the verb in the Positive. The absence of an action is however, in a sense, a state, so that in the negative all verbs denote states rather than actions. In the negative there are two forms possible to denote the negation of a state. These are illustrated in the sentence above with the verb sell.

Qo sellaani.	'He is not well.'
...debbomaa sellaa.	'...your wife is not well.'

The first is a perfective, the second a simple imperfective form. The distinction, which is fairly subtle and may not always be present at all, is that the perfective negative denotes the absence of an action or state up to the present but makes no prediction about the continuation of that state, while the imperfective negative implies that the absence of action or state is continuing. Thus, with an 'action' verb.

qo yahaani	'He hasn't gone [yet].'
qo yahaa	'He didn't go [and the conditions for his going have passed, so his not going has continuing significance.]'

Note that the translation of the simple imperfective negative is regularly with an English past. This should not be allowed to obscure the fact that this is an imperfective form, the rationale of which is a present (and continuing) absence of state or action. Note that in one interpretation, at least, a translation of 'He isn't going.' is appropriate for qo yahaa - namely: 'We've waited this long and now his not going has been established as permanent.'

Note, further, that when a non-performance is specified as being past in time (as 'yesterday') the preterit (with /-no/) is used:

Qo yahaano haŋki	'He didn't go yesterday.'
------------------	---------------------------

The 'skew' nature of the time-relation between positive and negative forms is further exemplified by the fact that all the imperfective forms of the positive:

Mido yaha.	'I'm going.'
Mi yahay.	'I'll go.'
Mi yahat.	'I'm going to go.'

are negated by the same potential-habitual negative form:

Mi yahataa.	'I'm not going.'
	'I won't go.'
	'I'm not going to go.'

implying that to the speaker of Fula all non-performance which is not complete is potentially continuous into the future.

Mido yaha.	'I'm going.'	Mi yahataa.	'I'm not going.'
Mi yahay.	'I'll go'	Mi yahataa.	'I'll not go.'
Mi yahat.	'I'm going to go.'	Mi yahataa.	'I'm not going to go.'

Note that the stress pattern on the potential imperfective negative is on the root: mi yahataa unless there is more to the phrase: mi yahataa dum. In this characteristic this form is like the MV and PV potential forms: go liggoto, mi wiyyete. This is an exception to the general stress rules of 3.6 and leads to the extension of those rules to include the statement that the stress of potential forms (in the absence of following objects or adverbs) remains on the base whether the potential suffixes contain one syllable: mi yahat or two: mi yahataa.

### 12.3 Grammar Drills on Negatives

#### a) Simple Substitution Drill

##### Cue

	Mi <u>wadataa</u> dum.
laar	Mi <u>laarataa</u> dum.
haal	Mi <u>haalataa</u> dum.
ñaam	Mi <u>ñaamataa</u> dum.
nab	Mi <u>nabataa</u> dum.
qadd	Mi <u>qaddataa</u> dum.
jab	Mi <u>jabataa</u> dum.
qacc	Mi <u>qaccataa</u> dum.
taw	Mi <u>tawataa</u> dum.
waaw	Mi <u>waawataa</u> dum.
heb	Mi <u>hebataa</u> dum.
janj	Mi <u>janjataa</u> dum.
qokk	Mi <u>gokkataa</u> dum.
yii	Mi <u>yiyataa</u> dum.
suus	Mi <u>suusataa</u> dum.
def	Mi <u>defataa</u> dum.
quddit	Mi <u>qudditataa</u> dum.
bur	Mi <u>burataa</u> dum
nan	Mi <u>nanataa</u> dum.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ml waawataa wadde, ko kaaldaa mo.
qo	Qo <u>waawataa</u> wadde, ko kaaldaa mo.
ja <b>b</b>	Qo ja <b>bataa</b> <u>wadde</u> , ko kaaldaa mo.
qadd	Qo ja <b>bataa</b> qaddude, ko <u>kaaldaa</u> mo.
wi <b>l</b>	Qo ja <b>bataa</b> qaddude, ko mbiidaa <u>mo</u> .
kam	Qo ja <b>bataa</b> qaddude, ko mbiidaa kam.
be	Be ja <b>bataa</b> qaddude, ko mbiidaa kam.
suus	Be cuusataa <u>qaddude</u> , ko mbiidaa kam.
nab	Be cuusataa nabde, ko <u>mbiidaa</u> kam.
qokk	Be cuusataa nabde, ko <u>ŋgokkudaa</u> <u>kam</u> .
Demba	Be cuusataa nabde, ko <u>ŋgokkudaa</u> Demba.
me <b>ŋ</b>	Me <b>ŋ</b> cuusataa nabde, ko <u>ŋgokkudaa</u> Demba.
faal	Me <b>ŋ</b> paalataa <u>nabde</u> , ko <u>ŋgokkudaa</u> Demba.
qacc	Me <b>ŋ</b> paalataa qaccude, ko <u>ŋgokkudaa</u> Demba.
wi <i>l</i>	Me <b>ŋ</b> paalataa qaccude, ko mbiidaa <u>Demba</u> .
be	Me <b>ŋ</b> paalataa qaccude, ko mbiidaa be.
mi	Mi <u>faalataa</u> qaccude, ko mbiidaa be.
waaw	Mi waawata <u>qaccude</u> , ko mbiidaa be.
wad	Mi waawata wadde, ko <u>mbiidaa</u> be.
haal	Mi waawata wadde, ko kaaldaa <u>be</u> .
mo	Mi waawata wadde, ko kaaldaa mo.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko hodum wadi, <u>qa</u> waawataa wadde dum?
qo	Ko hodum wadi, qo <u>waawataa</u> wadde dum?
ja <b>b</b>	Ko hodum wadi, qo ja <b>bataa</b> <u>wadde</u> dum?
nab	Ko hodum wadi, <u>qo</u> ja <b>bataa</b> nabde dum?
qon	Ko hodum wadi, qon <u>ja<b>bataa</b></u> nabde dum?
suus	Ko hodum wadi, qon cuusataa <u>nabde</u> dum?
qadd	Ko hodum wadi, <u>qon</u> cuusataa qaddude dum?
be	Ko hodum wadi, be <u>cuusataa</u> qaddude dum?
faal	Ko hodum wadi, be <u>paalataa</u> <u>qaddude</u> dum?
ñaam	Ko hodum wadi, be <u>paalataa</u> <u>ñaamde</u> dum?
me <b>ŋ</b>	Ko hodum wadi, me <b>ŋ</b> <u>paalataa</u> <u>ñaamde</u> dum?
yid	Ko hodum wadi, me <b>ŋ</b> <u>ñjidataa</u> <u>ñaamde</u> dum?
nan	Ko hodum wadi, <u>me<b>ŋ</b></u> <u>ñjidataa</u> nande dum?
mi	Ko hodum wadi, mi <u>yidataa</u> nande dum?
ja <b>b</b>	Ko hodum wadi, mi ja <b>bataa</b> <u>nande</u> dum?

	Ko hodum wadi, mi ja <b>bataa</b> <u>nande</u> d <u>um</u> ?
nab	Ko hodum wadi, <u>mi</u> ja <b>bataa</b> nabde d <u>um</u> ?
qa	Ko hodum wadi, qa <u>ja<b>bataa</b></u> nabde d <u>um</u> ?
waaw	Ko hodum wadi, qa waawataa <u>nabde</u> d <u>um</u> ?
wad'	Ko hodum wadi, qa waawataa wadde d <u>um</u> ?

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> waawataa haalde mo d <u>um</u> .
qo	Qo <u>waawataa</u> haalde mo d <u>um</u> .
suus	Qo suusataa <u>haalde</u> mo d <u>um</u> .
wad'	Qo suusataa wadde <u>mo</u> d <u>um</u> .
kam	Qo suusataa wadde kam d <u>um</u> .
qa	Qa <u>suusataa</u> wadde kam d <u>um</u> .
jab	Qa ja <b>bataa</b> <u>wadde</u> kam d <u>um</u> .
qadd	Qa ja <b>bataa</b> qaddude <u>kam</u> d <u>um</u> .
be	Qa ja <b>bataa</b> qaddude <u>be</u> d <u>um</u> .
qon	Qon <u>jabataa</u> qaddude <u>be</u> d <u>um</u> .
waaw	Qon mbaawataa <u>qaddude</u> <u>be</u> d <u>um</u> .
def	Qon mbaawataa defde <u>be</u> d <u>um</u> .
mej	Qon mbaawataa defde <u>mej</u> d <u>um</u> .
Demba	Demba <u>waawataa</u> defde <u>mej</u> d <u>um</u> .
jab	Demba ja <b>bataa</b> <u>defde</u> <u>mej</u> d <u>um</u> .
haal	Demba ja <b>bataa</b> haalde <u>mej</u> d <u>um</u> .
ma	<u>Demba</u> ja <b>bataa</b> haalde ma d <u>um</u> .
mi	Mi <u>ja<b>bataa</b></u> jaalde ma d <u>um</u> .
waaw	Mi waawataa <u>haalde</u> ma d <u>um</u> .
wad'	Mi waawataa wadde <u>ma</u> d <u>um</u> .
mo	Mi waawataa wadde mo d <u>um</u> .

## 12.4 Note: Verbal Extension [-an] 'Benefactive' or 'Applicative'

Debbomakko haalani kam kullemakko. 'His wife told me about him.'

Hondum qo haalani ma? 'What did she tell you?'

Haalanam kadi. 'Tell me again.'

So far in our materials this extension has occurred only on the verb haal. However, there are a large number of verbs in Fula which occur regularly with this extension to indicate that the action is done for the benefit of or on behalf of the person denoted by the immediately following noun or pronoun object.

Depending on the particular verb, this form may precede what we would call an 'indirect object': Qo haalani kam dum. 'He told me that.'

or a 'third object' denoting the person on whose behalf the action was performed:

Qo wiyanı kam be düm.      'He said that to them for me.'

From comparison of these two examples it can be seen that a more literal translation of the first would be 'He related that for me.' and that the extension [-an] can always be construed as in some sense indicating the performance of the action for or on behalf of someone, even if the most 'normal' translation is with to rather than for.

With verbal bases having verbal extensions exhibiting a vowel other than /a/ (as quddit, for example) the vowel preceding /n/ tends to be the same as the preceding one (qudditin-).

#### 12.5 Drills on [-an] Verbal Extension

##### a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qaddanam mo, defterekam.</u>
nab	<u>Nabanam mo, defterekam.</u>
qokk	<u>Qokkaram mo, defterekam.</u> <sup>1</sup>
dabb	<u>Dabbanam mo, defterekam.</u>
laar	<u>Laaranam mo, defterekam.</u>
quddit	<u>Qudditinam mo, defterekam.</u>
qudd	<u>Quddanam mo, defterekam.</u>
holl	<u>Hollanam mo, defterekam.</u>
lamd	<u>Lamdanam mo, defterekam.</u>
naat	<u>Naatanam mo, defterekam.</u>
qadd	<u>Qaddanam mo, defterekam.</u>

##### b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Ko Demba, nabani kam dum.</u>
qadd	<u>Ko Demba, qaddani kam dum.</u>
naat	<u>Ko Demba, naatani kam dum.</u>
wad	<u>Ko Demba, wadani kam dum.</u>
quddit	<u>Ko Demba, qudditanı kam dum.</u>

<sup>1</sup>For some reason, not clear to the writers, the verb qokk occurs with /-r/ rather than /-n/ in this form. It is probable that historically this is a different verbal extension, but note that in the sentence:

Yalla qokkur be jam.      'May God give them peace.'

where the [-r] extension occurs, the vowel preceding it is /-u/ not /-a/. Since the meaning of /-ar/ in /qokkaram/ is exactly parallel to that of /-an/ with the other verb roots, one has simply to note and memorize this exception.

	Ko Demba, <u>qudditani</u> kam d'um.
qudd	Ko Demba, <u>quddani</u> kam d'um.
dabb	Ko Demba, <u>dabbani</u> kam d'um.
qacc	Ko Demba, <u>gaccani</u> kam d'um.
haal	Ko Demba, <u>haalani</u> kam d'um.
jang	Ko Demba, <u>jangani</u> kam d'um.
heb	Ko Demba, <u>hebani</u> kam d'um.
yii	Ko Demba, <u>yiyani</u> kam d'um.
def	Ko Demba, <u>defani</u> kam d'um.
lamd	Ko Demba, <u>lamdani</u> kam d'um.
ligg	Ko Demba, <u>liggani</u> kam d'um.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> hebani kam, deftere nde na?
be	<u>Be</u> kebani <u>kam</u> , deftere nde na?
mo	<u>Be</u> kebani mo, deftere nde na?
qa	<u>Qa</u> hebani <u>mo</u> , deftere nde na?
kam	<u>Qa</u> hebani kam, deftere nde na?
qon	<u>Qon</u> kebani <u>kam</u> , deftere nde na?
menj	<u>Qon</u> kebani menj, deftere nde na?
Demba	Demba hebani <u>menj</u> , deftere nde na?
be	<u>Demba</u> hebani be, deftere nde na?
kawmaa	Kawmaa hebani <u>be</u> , deftere nde na?
ma	<u>Kawmaa</u> hebani ma, deftere nde na?
qo	Qo hebani <u>ma</u> , deftere nde na?
kam	Qo hebani kam, deftere nde na?

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> qaddani kam, defteremakko.
be	Be <u>ngaddani</u> <u>kam</u> , defteremakko.
mo	Be <u>ngaddani</u> mo, <u>defteremakko</u> .
lekkı moddyo	<u>Be</u> <u>ngaddani</u> mo, lekkı moddyo.
menj	Menj <u>ngaddani</u> mo, lekkı moddyo.
qokk	Menj <u>ngokkari</u> <u>mo</u> , lekkı moddyo.
be	Menj <u>ngokkari</u> be, <u>lekkı moddyo</u> .
ŋgesaqam	<u>Menj</u> <u>ngokkari</u> be, <u>ŋgesaqam</u> .
be	Be <u>ngokkari</u> be, <u>ŋgesaqam</u> .
heb	Be kebani <u>be</u> , <u>ŋgesaqam</u> .
ma	Be kebani <u>ma</u> , <u>ŋgesaqam</u> .

	Be kebani ma, <u>ŋgesaqam</u> .
dokotor qo	Be kebani ma, dokotor qo.
qen	Qen kebani ma, dokotor qo.
holl	Qen kollani <u>ma</u> , dokotor qo.
mo	Qen kollani mo, <u>dokotor qo</u> .
ndiyam	Qen kollani mo, ndiyam.
qo	Qo <u>hollani</u> mo, ndiyam.
qadd	Qo qaddani <u>mo</u> , ndiyam.
kam	Qo qaddani kam, <u>ndiyam</u> .
defteremakko	Qo qaddani kam, defteremakko.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
be	Hodum <u>go</u> haalani qon?
heb	Hodum <u>be</u> <u>kaalani</u> qon?
mo	Hodum <u>be</u> kebani <u>qon</u> ?
qon	Hodum qon <u>kebani</u> mo?
qokk	Hodum qon <u>ŋgokkari</u> <u>mo</u> ?
be	Hodum <u>qon</u> <u>ŋgokkari</u> <u>be</u> ?
mej	Hodum mej <u>ŋgokkari</u> <u>be</u> ?
qudd	Hodum mej <u>ŋguddani</u> <u>be</u> ?
mo	Hodum <u>mej</u> <u>ŋguddani</u> mo?
qa	Hodum qa <u>quddani</u> mo?
heb	Hodum qa hebani <u>mo</u> ?
be	Hodum <u>qa</u> hebani <u>be</u> ?
qo	Hodum qo <u>hebani</u> <u>be</u> ?
haal	Hodum qo haalani <u>be</u> ?
qon	Hodum qo haalani <u>qon</u> ?

## 12.8 NARRATIVE

## New words:

qoññan/qo ñande	that day
sal	refuse
jaab	reply, answer
fow/fof	all

Yoro qe Koddomakko

Yoro lamdi Jallo, he fii gorkomakko, qonñan. Non Jallo wiyi mo, 'Hombo mbiyataa nii?' Yoro wiyi mo, 'Qoya gorkomaada, qarno do, Teneñ yawtudo. Non Jallo wiyi mo, gorko qo wiyiino, qo qarayno Talata, maa Qalarba. Yoro kadi,

wiyi Jallo, kajko sikkaani, gorko qo waaway qarde Qalarba. Nden Jallo lamdi mo, ko wadi, qo waawata qarde, kono Yoro sali haalde mo haytus qe dum. Non kadi, Jallo wiyi Yoro, 'Si gorko qo qaraani Qalkamis, qo qaray Juma.' Yoro jaabi mo, qo wiyi, kajko wontaa ton, qon fiande. Jallo lamdi mo, tuma qo qarata. Yoro wiyi mo, qo qaray Sibiti, maa Dimas. Jallo jaabi mo, 'Qawa, baasi qalaa hen, fiallen jam.' Qawa non, be fow fijahai, to be fijahata.

#### Translation (free)

Yoro asked Jallo about his man that day, so Jallo said to him 'Who in particular are you speaking of?' Yoro said to him 'That man of yours who came last Monday.' So Jallo told him that the man had said he would come Tuesday or Wednesday. So Yoro told Jallo he didn't think the man would be able to come Wednesday. Then Jallo asked him what would make him be unable to come, but Yoro refused to tell him anything about it. So then Jallo said to Yoro 'If the man doesn't come Thursday, he'll come Friday.' Yoro answered him that ('he said') he (Yoro) wouldn't be there that day. Jallo asked him when he would come. Yoro told him he'd come Saturday or Sunday. Jallo answered him 'O.K., no matter, goodbye'. So then they all went where they were going.

#### Questions for Discussion

1. Ko fii hodum, Yoro lamdiino Jallo?
2. Hombo lamdi Jallo, he fii gorkomakko?
3. Gorko Yoro qariino Tenerj yawtudo na, maa qo qaraano?
4. Hombo wiylino, qo qarat Talata maa Qalarba.
5. Ko gorko Yoro wiylino, qo qarat Talata, maa Qalarba na, maa ko gorko Jallo wiylino dum?
6. Hombo wiylino, qo wontaa do Juma, ko Jallo na, maa ko Yoro?
7. Yoro qe Jallo, be dido, gooto qe maabbe wiylino, si gorkomakko qaraani Qalkamis, qo qaray Juma. Ko hombo haali dum, be dido?
8. Ko hombo wiylino, qo sikkaani gorko qo waaway qarde Qalarba?
9. Hombo qariino do, Tenerj yawtudo? Ko gorko Yoro na, maa ko gorko Jallo?
10. Yoro qe Jallo, tuma be gayni haalaamaabbe, ko hodum be mbadji kadi?
11. Tuma Yoro wiyi qo wontaa to maabbe Juma qo, qo haaliino Jallo tuma qo qarata na, maa qo haalaani mo haytus?
12. Jallo qandiino na, to Yoro yaha to na, maa qo qandaa?

For items 13 thru 17 the instructor should substitute the names of the other days of the week in the positions underlined. For example:

13. Si hande ko Qalarba, jaango ko hodum?
14. Si hajki ko Tenerj, hande ko hodum?
15. Si heccihanki ko Dimas, hajki ko hodum?
16. Si jaango ko Qalkamis, fabbi-jango ko hodum?
17. Si fabbi-jango ko Juma, fabbiti-jango ko hodum?

## UNIT 13

13.0 Dialog: Livestock

- Demba-

nagge [ŋge] (naqı/naı)  
Mi nani, qa hebi naqı hewde.

cow  
I heard you have many cattle.

- Samba-

Qeeyı↑ hombo haalani ma düm?

Yes, who told you that?

- Demba-

Mi nani düm, to nder saare nde.

I heard it in the town.

- Samba-

bui  
ŋgaari [ndı] (gai/gaqı)  
Qeeyı↑ mi hebi no bui. Qo wonı  
ŋgaariqam.

much, many, plenty  
bull  
Yes, I have many. This one is  
my bull.

- Demba-

qa yeyataa ndı na?

Won't you sell it?

- Samba-

Qalaatı mi yeyataa ndı.

No, I am not selling it.

- Demba-

tam  
Hodum kadi tamdaa?

hold, possess, have  
What else do you have?

- Samba-

mbeewa [mba] (beqı/beı)  
mbaalu [ŋgu] (baali)  
Midо tami beqı, qe baali bui.

goat  
sheep  
I have plenty of goats and sheep.

- Samba (continues) -

pucu [ŋgu] (puci)  
mbabba [mba] (babbi)  
Ko ńjidaa, pucu ↑ maa mbabba?

horse  
donkey  
What do you want, horse or donkey?

- Demba-

ran  
rane (+ class suffix)  
Qaaa, midо yidı pucu ranewu.

white (adjectival root)  
white  
Ah, I want a white horse.

- Samba-

jog  
Midо jogı, be tato.

have in hand, have, possess  
I have three of them.

- Demba -

weydu Qawa † mi yidi', ko buri, weydude Be fof †	be fine, nice, beautiful I want the nicest of them all. ('I want which exceeds to be fine them all'.)
--	--

## - Samba -

### 13.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> nani, qa he&bi nai hewde.
men	Men nani, <u>ga</u> he&bi nai hewde.
qon	Men nani, qon he&bi <u>nai</u> hewde.
baali	<u>Men</u> nani, <u>qon</u> ke&bi baali hewde.
qo	Qo nani, <u>qon</u> ke&bi baali hewde.
qa	Qo nani, qa he&bi <u>baali</u> hewde.
bei	<u>Qo</u> nani, qa he&bi bei hewde.
mi	Mi nani, qa he&bi <u>bei</u> hewde.
nai	Mi nani, qa he&bi nai hewde.

b) Progressive Substitution Drill

New words:	
few	be in good shape
fewnu	fix, repair, arrange
sood	buy

<u>Cue</u>	<u>Pattern</u>
qadd	Hombo <u>haalani</u> ma dum?
mo	Hombo <u>qaddani</u> <u>ma</u> dum?
nab	Hombo <u>nabani</u> <u>mo</u> dum?
ma	Hombo <u>nabani</u> ma dum?
fewn	Hombo <u>fewnini</u> <u>ma</u> dum?
be	Hombo <u>fewnini</u> be dum?
sood'	Hombo <u>soodani</u> <u>be</u> dum?
mo	Hombo <u>soodani</u> <u>mo</u> dum?
haal	Hombo <u>haalani</u> <u>mo</u> dum?
ma	Hombo <u>haalani</u> <u>ma</u> dum?

## c) Substitution Response Drill

<u>Question</u>	<u>Cue</u>	<u>Response</u>
Hombo haalani ma d'um?	qan	Ko qáñ, haalani kam d'um.
Hombo haalani mo d'um?	min	Ko min, haalani mo d'um.
Hombo haalani ñe d'um?	qo	Ko qó, haalani ñe d'um.
Hombo haalani mo d'um?	meñ	Ko meñ, kaalani mo d'um.
Hombo haalani qonon d'um?	qo	Ko qó, haalani meñ d'um.
Hombo haalani ñe d'um?	min	Ko min, haalani ñe d'um.
Hombo haalani mo d'um?	minen	Ko minen, kaalani mo d'um.

## d) Simple Substitution Drill

New word: Bantanto Name of a town

<u>Cue</u>	<u>Pattern</u>
biroqamenj	Mi nani d'um, to nder <u>saare nde</u> .
gallmakko	Mi nani d'um, to nder <u>biroqamenj</u> .
kampama	Mi nani d'um, to nder <u>gallmakko</u> .
saare Bookari	Mi nani d'um, to nder <u>kampama</u> .
Bantanto	Mi nani d'um, to nder <u>saare Bookari</u> .
marse qo	Mi nani d'um, to nder <u>Bantanto</u> .
yimbe ñe	Mi nani d'um, to nder <u>marse qo</u> .
galle lamdo qo	Mi nani d'um, to nder <u>yimbe ñe</u> .
suudu neenemaa	Mi nani d'um, to nder <u>galle lamdo qo</u> .
cuudimañbe	Mi nani d'um, to nder <u>suudu neenemaa</u> .
galle soldaroobe	Mi nani d'um, to nder <u>cuudimañbe</u> .
marsemodon	Mi nani d'um, to nder <u>galle soldaroobe</u> .
saare nde	Mi nani d'um, to nder <u>marsemodon</u> .
	Mi nani d'um, to nder saare nde.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>Qa</u> yejataa ndi na?
qadd	<u>Qo</u> yejataa ndi na?
ñe	<u>Qo</u> qaddataa ndi na?
sood	<u>Be</u> ngaddataa ndi na?
qon	<u>Be</u> coodataa ndi na?
yee	<u>Qon</u> coodataa ndi na?
meñ	<u>Qon</u> ñjeyataa ndi na?
nab	<u>Meñ</u> ñjeyataa ndi na?
	<u>Meñ</u> nabataa ndi na?

	<u>Men</u> nabataa ndi na?
qo	Qo <u>nabataa</u> ndi na?
holl	Qo <u>hollaataa</u> ndi na?
be	Be <u>kollaataa</u> ndi na?
qacc	Be <u>ŋgaccataa</u> ndi na?
qa	Qa <u>gaccataa</u> ndi na?
yey	Qa <u>yeyataa</u> ndi na?

## f) Progressive Substitution Drill

Cue	Pattern
(be)	<u>Midō</u> tami bei, qe baali bui.
jog	Bedo <u>tami</u> bei, qe baali bui.
puci	Bedo jogi <u>puci</u> , qe <u>baali</u> bui.
babbı	<u>Bedo</u> jogi puci, qe babbı bui.
(qon)	Qodon <u>jogi</u> puci, qe babbı bui.
heb	Qodon kebi <u>puci</u> , qe babbı bui.
nai	Qodon kebi nai, qe <u>babbı</u> bui.
gertoode	<u>Qodon</u> kebi nai, qe gertoode bui.
(meŋ)	Miden kebi nai, qe gertoode bui.
jog	Miden jogi nai, qe gertoode bui.
puci	Miden jogi puci, qe <u>gertoode</u> bui.
babbı	<u>Miden</u> jogi puci, qe babbı bui.
(qo)	Qomo jogi <u>puci</u> , qe babbı bui.
tam	Qomo tami puci, qe <u>babbı</u> bui.
bei	Qomo tami bei, qe <u>babbı</u> bui.
baali	<u>Qomo</u> tami bei, qe baali bui.
(mɪ)	Mido tami bei, qe baali bui.

## g) Random Substitution Drill

Cue	Pattern
be	<u>Mi</u> yidaa, bei qe baali.
gertoode	Be <u>ñjidaa</u> , <u>bei</u> qe baali.
dawaadı	Be <u>ñjidaa</u> , gertoode qe <u>baali</u> .
meŋ	Meŋ <u>ñjidaa</u> , gertoode qe dawaadı.
faal	Meŋ paalaa, <u>gertoode</u> qe dawaadı.
babbı	Meŋ paalaa, babbı qe <u>dawaadı</u> .
baali	<u>Meŋ</u> paalaa, babbı qe baali.
qo	Qo <u>faalaa</u> , babbı qe baali.
yid'	Qo yidaa, <u>babbı</u> qe baali.
	Mido yidi, pucu ranewu.
	Bedo ñjidı, pucu ranewu.
	Bedo ñjidı, pucu ranewu.
	Miden ñjidı, pucu ranewu.
	Miden paali, pucu ranewu.
	Miden paali, pucu ranewu.
	Miden paali, pucu ranewu.
	Qomo faali, pucu ranewu.
	Qomo yidi, pucu ranewu.

Qo yidaa, <u>babbi</u> qe baali.	Qomo yidi, pucu ranewu.
gertoode Qo yidaa, gertoode qe <u>baali</u> .	Qomo yidi, pucu ranewu.
dawadi <u>Qo</u> yidaa, gertoode qe dawadi.	Qomo yidi, pucu ranewu.
mi Mi yidaa, <u>gertoode</u> qe dawadi.	Mido yidi, pucu ranewu.
bei Mi yidaa, bei qe <u>dawadi</u> .	Mido yidi, pucu ranewu.
baali Mi yidaa, bei qe baali.	Mido yidi, pucu ranewu.
qa Qa yidaa, bei qe baali.	Qada yidi, pucu ranewu.

h) Response Drill (Choice question: Answer with the first item)

New words:	qullundu [ndu] (qulluudi)	cat
	mbaroodi [ndi] (baroodi)	lion
	mboddi [ndi] (bolle)	snake
	fowru [ndu] (pobbi)	hyena

Cue	Response
Hodum ñjidaa, pucu↑ maa mbabba?	Mido yidi pucu.
Hodum qo yidi, mbabba↑ maa mbeewa?	Qomo yidi mbabba.
Hodum ße ñjidi, mbeewa↑ maa mbaalu?	Bedo ñjidi mbeewa.
Hodum ñjidon, mbaalu↑ maa rawandu?	Miden ñjidi mbaalu.
Hodum meñ ñjidi, rawandu↑ maa gertogal?	Miden ñjidi rawandu.
Hodum ñjidaa, gertogal↑ maa qullundu?	Mido yidi gertogal.
Hodum qo yidi, qullundu↑ maa mboddi?	Qomo yidi qullundu.
Hodum ße ñjidi, mboddi↑ maa mbaroodi?	Bedo ñjidi mboddi.
Hodum ñjidon, mbaroodi↑ maa fowru?	Miden ñjidi mbaroodi.
Hodum ñjidaa, fowru↑ maa pucu?	Mido yidi fowru.
Hodum ñjidaa, pucu↑ maa mbabba?	Mido yidi pucu.

i) Repeat drill (i) answering with the second item in the choice.

### 13.2 Note: The Middle Voice

In 4.4 it was noted that Fula verbs may be inflected in three 'voices' - Active, Middle and Passive. In most notes and drills to date we have practiced active forms. In 11.2 some passive voice forms were noted.

The following examples of middle voice forms have occurred.

1. Min, komi mawdo, mi waawataa liggaade. 'Me, I'm elderly; I can't work'.
2. Kanjo kadi yidi liggaade. 'He, too, wants to work.'

Contrast the sentences with the active voice of the verb liggu:

3. Qada ligga haa jooni na? 'Are you working (up to) now?'  
 4. Hombo wiyiino Cerno yoo lamda 'Who told Cerno to ask Jaawo if  
 Jaawo si qomo ligga? he was working?'

The form liggaade in sentences 1 and 2 is the middle voice infinitive from the root ligg. The active infinitive is, of course, liggude. Middle voice infinitives are characterized by the suffix /-aa/ to the base preceding the /-de/ suffix of the infinitive.<sup>1</sup> The forms of the Middle Voice with the ligg are as follows:

	<u>Positive</u>	<u>Negative</u>
Infinitive	liggaade	
Perfective		
Simple	liggi	liggaaki
Emphatic	liggiima	
Preterit	ligginoma	
Stative	mido (etc.) liggi	
Relative	liggidaa (etc.)	
Preterit	ligginodaa (etc.)	
Imperfective		
Simple	liggo	
Potential/habitual	liggoto	liggotaako/liggataako
Preterit	liggotono	
Relative	liggotomi (etc.)	
Preterit	liggotonomi (etc.)	
Imperative singular	liggo	
plural	liggodee	
Injunctive	liggodaa (etc.)	

Note that the simple perfective middle voice is identical with the simple perfective of the active voice. When a distinctively middle voice form is required, the emphatic form is commonly used. Note that the negative forms parallel the passive negative forms (see ll.2).

The sense of the middle voice is basically that the subject performs the action upon himself (a 'reflexive' meaning) or for his own benefit. In most cases the English equivalent will be either a transitive verb with reflexive object ('He washed himself.'), the verb get with a participle ('He got [himself] shaved.') or an intransitive verb or phrase ('He sat down.'). In many cases,

<sup>1</sup>In this connection it should be noted that the passive infinitive has the suffix /-ee/ preceding /-de/. This form is relatively rare and has not appeared in these units.

however, the middle voice form in Fula will occur with a direct object and the difference in 'meaning' between active and middle voice forms on the same base is not entirely predictable.

For example:	waalde	'to spend the night'
	waalaade	'to lie down'
	hiirde/hiirtude	'spend the evening'
	hiirtaade	'eat the evening meal'

The meaning of the middle voice is basically that the subject of the verb form is personally concerned in the outcome of the action. This is to say that the action is done by the subject to himself (a 'reflexive' action) or is performed or instigated by the actor essentially for his own benefit. Thus a middle voice form sometimes has a direct object but never an indirect one, and does not occur with the applicative verbal extension [-anl 'for the benefit of' (see 12.4)].

In the forms with long-form personal pronouns (the 'stative' and 'progressive' forms), the Middle and Active Voice forms of many verbs occur with slight meaning changes.

Compare: 1. Mido ligga. 'I'm working.' (I'm now in the very process.)

2. Mido liggo. 'I'm at work.'

Note that 2 is more like a stative in meaning. The concept is that I'm getting some work done, although I may not at the moment be actively working at something. This verb, an action verb, does not occur in the stative form. On the other hand, stative verbs often do not occur in M.V. Progressive forms.

Compare: 3. Mido leli. 'I'm resting.'  
4. Mido lela. 'I'm [in the very act of] lying down.'

where mido lelo does not occur.

For this reason, in the drills below, the A.V. Progressive is used rather than the (relatively uncommon) M.V. Progressive.

## 13.3 Drill on Middle Voice Verbs

## a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
qa	<u>Be</u> leloto do, jaŋgo.	'They will sleep here tomorrow.'
ligg	Qa <u>leloto</u> do, jaŋgo?	
mi	Mi <u>ligg</u> oto do, jaŋgo.	
waal	Mi <u>waal</u> oto do, jaŋgo.	
qo	Qo <u>waal</u> oto do, jaŋgo.	
yar	Qo yaroto do, jaŋgo.	'He will drink here tomorrow.'
qon	Qon <u>fi</u> jaroto do, jaŋgo.	
d'an	Qon <u>daan</u> oto do, jaŋgo.	'You will sleep here tomorrow.'
meŋ	Meŋ <u>daan</u> oto do, jaŋgo.	
yey	Meŋ <u>fi</u> jeyoto do, jaŋgo.	'We will do business ('sell') here tomorrow.')
be	Be <u>fi</u> jeyoto do, jaŋgo.	
lel	Be leloto do, jaŋgo.	

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
be	Qo waaliima ton, haŋki.	'He lay there yesterday.'
lel	Be mbaaliima ton, haŋki.	
mi	Be leliima ton, haŋki.	
d'an	Mi daaniima ton, haŋki.	
qa	Qa daaniima ton, haŋki?	
yey	Qa yeylimma ton, haŋki?	
meŋ	Meŋ fiyeylimma ton, haŋki.	
ñaam	Meŋ ñaamilima ton, haŋki.	
qon	Qon ñaamilima ton, haŋki?	
ligg	Qon liggiima ton, haŋki?	
qo	Qo liggiima ton, haŋki.	
waal	Qo waaliima ton, haŋki.	

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
be	<u>Mi</u> leloto haa jaŋgo.	'I will rest until tomorrow.'
waal	Be <u>leloto</u> haa jaŋgo.	
kiikiide	Be mbaaloto haa kiikiide.	'They will lie down until evening.'
qo	Qo <u>waaloto</u> haa kiikiide.	
ligg	Qo liggoto haa <u>kiikiide</u> .	
hande	Qo liggoto haa hande.	
qon	Qon <u>liggoto</u> haa hande.	
ñaam	Qon ñaamoto haa <u>hande</u> .	
ñallooma	<u>Qon</u> ñaamoto haa ñallooma.	
meŋ	Meŋ <u>ñaamoto</u> haa ñallooma.	
yey	Meŋ ñjeyoto haa <u>ñallooma</u> .	
bimbi	<u>Meŋ</u> ñjeyoto haa bimbi.	
mi	Mi <u>yeyoto</u> haa bimbi.	
lel	Mi leloto haa <u>bimbi</u> .	
jaŋgo	Mi leloto haa jaŋgo.	

## d) Progressive Substitution-Transformation Drill

(Active Progressive to Middle Voice Emphatic Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
ñaam	Bedo <u>daana</u> .	Be ñaaniima.
(qo)	<u>Bedo</u> ñaama.	Be ñaamiima.
ligg	Qomo <u>ñaama</u> .	Qo ñaamiima.
(qon)	Qodon <u>ligga</u> .	Qon liggiima.
yey	<u>Qodon</u> yeya.	Qon ñjeyiima.
(meŋ)	Midən <u>yeya</u> .	Meŋ ñjeyiima.
jaŋg	<u>Midən</u> jaŋga.	Meŋ jaŋgiima.
(qa)	Qada <u>jaŋga</u> .	Qa jaŋgiima.
daan	<u>Qada</u> ñaana.	Qa ñaaniima.
(be)	Bedo ñaana.	Be ñaaniima.

## e) Progressive Substitution-Transformation Drill

(Active Progressive to Middle Voice Potential/Habitual)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
(qo)	<u>Mido</u> ñaama.	Mi ñaamoto.
yar	Qomo <u>ñaama</u> .	Qo ñaamoto.
(qa)	<u>Qomo</u> yara.	Qo yaroto.
	Qada <u>yara</u> .	Qa yaroto.

	<u>Qada yara.</u>	Qa yaroto.
yey	<u>Qada yeya.</u>	Qa yeyoto.
(ße)	<u>Bedo ñjeyya.</u>	Be ñjeyoto.
daan	<u>Bedo daana.</u>	Be daanoto.
(meŋ)	<u>Midən daana.</u>	Meŋ daanoto.
naat	<u>Midən naata.</u>	Meŋ naatoto.
(qon)	<u>Qodon naata.</u>	Qon naatoto.
ligg	<u>Qodon ligga.</u>	Qon liggoto.
(qo)	<u>Qomo ligga.</u>	Qo liggoto.
qar	<u>Qomo qara.</u>	Qo qaroto.
(meŋ)	<u>Midən ñgara.</u>	Meŋ ñgaroto.
fad	<u>Midən pada.</u>	Meŋ padoto.
(mi)	<u>Mido fada.</u>	Mi fadoto.

## f) Progressive Substitution-Transformation Drill.

(Middle Voice Potential/Habitual to Middle Voice Emphatic Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mi <u>liggoto.</u>	Mi <u>liggiima.</u>
ñaam	Mi <u>ñaamoto.</u>	Mi <u>ñaamiima.</u>
qo	Qo <u>ñaamoto.</u>	Qo <u>yeyiima.</u>
yey	Qo <u>yeyoto.</u>	Qo <u>yeyiima.</u>
ße	Be <u>ñjeyoto.</u>	Be <u>ñjeyiima.</u>
fad	Be <u>pado.</u>	Be <u>padiima.</u>
qa	Qa <u>fado.</u>	Qa <u>faaliima.</u>
daan	Qa <u>daanoto.</u>	Qa <u>daaniima.</u>
qon	Qon <u>daanoto.</u>	Qon <u>daaniima.</u>
naat	Qon <u>naatoto.</u>	Qon <u>naatiima.</u>
meŋ	Meŋ <u>naatoto.</u>	Meŋ <u>naatiima.</u>
waal	Meŋ <u>mbaaloto.</u>	Meŋ <u>mbaaliima.</u>
mi	Mi <u>waaloto.</u>	Mi <u>waaliima.</u>
ligg	Mi <u>liggoto.</u>	Mi <u>liggiima.</u>

## 13.4 Note: The Verbal Extension [-oy] 'Displacive'.

Mido laaroya gaynaakoqam. 'I'm going to look for my shepherd.'

This verbal extension [-oy] adds the element of meaning 'to go and do...' as contrasted to the simple meaning of doing the action expressed by the verb. It can occur with most verbs (see the drills in 13.5 below for examples). With certain stative verbs referring to bodily states, such as lel 'lie down', this form is more common in the progressive than is the root without it.

For example: Mido lela 'I'm in the process of reclining.' represents a rather rare situation while: Mido leloya 'I'm going to lie down.' is relatively common.

It must be borne in mind that the 'going to' of translations above is intended to translate an actual motion toward the place of the performance of the action and is not to be confused with the English 'going to' (or 'gonna') future phrase.

Contrast: Mido laaroya gaynaakoqam. 'I am [now] going to look for my shepherd!'  
 Mi laarat gaynaakoqam. 'I'm going to look for my shepherd (in future).'

### 13.5 Drills on Extension [-oy]:

#### a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> laaroya, gaynaakoqam.
(qo)	Qomo <u>laaroya</u> , gaynaakoqam.
haal	Qomo <u>haaloya</u> , <u>gaynaakoqam</u> .
debbomum	<u>Qomo</u> haaloya, debbomum.
(ße)	<u>Bedo</u> <u>haaloya</u> , debbomum.
dabb	<u>Bedo</u> <u>dabboy</u> a, <u>debbomum</u> .
neenemakko	<u>Bedo</u> <u>dabboy</u> a, neenemakko.
(men)	<u>Miden</u> <u>dabboy</u> a, neenemakko.
taw	<u>Miden</u> tawoya, <u>neenemakko</u> .
yimbeqameŋ	<u>Miden</u> tawoya, <u>yimbeqameŋ</u> .
(qon)	Qodon <u>tawoya</u> , <u>yimbeqameŋ</u> .
dabb	Qodon <u>dabboy</u> a, <u>yimbeqameŋ</u> .
deftemon	<u>Qodon</u> <u>dabboy</u> a, deftemon.
(qa)	Qada <u>dabboy</u> a, deftemon.
qadd	Qada <u>qaddoya</u> , <u>deftemon</u> .
gaynaakoqam	<u>Qada</u> <u>qaddoya</u> , <u>gaynaakoqam</u> .
(mi)	<u>Mido</u> <u>qaddoya</u> , <u>gaynaakoqam</u> .
laar	<u>Mido</u> laaroya, <u>gaynaakoqam</u> .

#### b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> qaddoyi defteremaa.
qo	Qo <u>qaddoyi</u> defteremaa.
nab	Qo naboyi <u>defteremaa</u> .
biddo	Qo naboyi <u>biddomaa</u> .
-qam	Qo naboyi <u>biddoqam</u> .
ße	Be <u>naboyi</u> <u>biddoqam</u> .
laar	Be ndaaroyi <u>biddoqam</u> .

	Be ndaaroyi <u>biddoqam</u> .
neene	Be ndaaroyi neene <u>qam</u> .
-mañbe	<u>Be</u> ndaaroyi neenemañbe.
meŋ	Meŋ <u>ndaaroyi</u> neenemabñe.
dabb	Meŋ <u>dabboyi</u> neenemabñe.
yimbe	Meŋ <u>dabboyi</u> yimbemabñe.
-makko	<u>Meŋ</u> dabboyi yimbemakko.
qon	Qon dabboyi yimbemakko.
taw	Qon tawoyi <u>yimbemakko</u> .
debbo	Qon tawoyi <u>debbomakko</u> .
-maa	<u>Qon</u> tawoyi debbomaas.
mi	Mi <u>tawoyi</u> debbomaas.
qadd	Mi qaddoyi <u>debbomaas</u> .
deftere	Mi qaddoyi defteremaa.

## c) Progressive Substitution-Transformation Drill

(Extended Base [Progressive] to root [stative])

Cue	Pattern 1	Pattern 2
	<u>Mido</u> leloya.	Mido leli.
(qa)	Qada <u>leloya</u> .	Qada leli.
waa	<u>Qada</u> waaloya.	Qada waali.
(qo)	Qomo <u>waaloya</u> .	Qomo waali.
daan	<u>Qomo</u> daanoya.	Qomo daani.
(ße)	Bedo <u>daanoya</u> .	Bedo daani.
jog	<u>Bedo</u> jogoya.	Bedo jogi.
(qon)	Qodon <u>jogoya</u> .	Qodon jogi.
tam	<u>Qodon</u> tamoya.	Qodon tami.
(meŋ)	Miden <u>tamoya</u> .	Miden tami.
lel	<u>Miden</u> leloya.	Miden leli.
(mi)	Mido leloya.	Mido leli.

## d) Progressive Substitution-Transformation Drill

(Extended Base [Progressive] to root [stative])

Cue	Pattern
	<u>Mido</u> leloya.
(qo)	Qomo <u>leloya</u> .
qadd	<u>Qomo</u> qaddoya.
(qa)	Qada <u>qaddoya</u> .
dabb	<u>Qada</u> dabboya.
(ße)	Bedo <u>dabboya</u> .

daan	<u>Be</u> <u>d</u> o <u>dab</u> boya.	Be <u>d</u> abbi.
(qon)	<u>Be</u> <u>d</u> o <u>daa</u> noya.	Be <u>daa</u> ni.
ñall	<u>Qo</u> <u>d</u> on <u>ñaam</u> oya.	Qon <u>ñaam</u> i.
(mej)	<u>Mi</u> <u>d</u> en <u>ñal</u> loya.	Mej <u>ñal</u> li.
hiir	<u>Mi</u> <u>d</u> en <u>kiir</u> oya.	Mej <u>kiir</u> i.
(mi)	<u>Mi</u> <u>d</u> o <u>hiir</u> oya.	Mi <u>hiir</u> i.
lel	<u>Mi</u> <u>d</u> o <u>lel</u> oya.	Mi <u>lel</u> i.

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma <u>kaalo</u> ytaa d <u>um</u> ?
qadd	Tuma <u>ngadd</u> oytaa d <u>um</u> ?
ñaam	Tuma <u>ñaam</u> oya d <u>um</u> ?
sood'	Tuma <u>cood</u> oytaa d <u>um</u> ?
qand	Tuma <u>ngando</u> oytaa d <u>um</u> ?
heb	Tuma <u>keb</u> oytaa d <u>um</u> ?
jab	Tuma <u>ja</u> boytaa d <u>um</u> ?
yid'	Tuma <u>ñi</u> jidoytaa d <u>um</u> ?
wad'	Tuma <u>mbad</u> oytaa d <u>um</u> ?
suus	Tuma <u>cuu</u> soya d <u>um</u> ?
qudd	Tuma <u>ngudd</u> oytaa d <u>um</u> ?
ligg	Tuma <u>ligg</u> oytaa d <u>um</u> ?
haal	Tuma kaalo ytaa d <u>um</u> ?

## f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honto <u>kaalo</u> ytaa d <u>um</u> ?
dabb	Honto <u>dab</u> boytaa d <u>um</u> ?
wad'	Honto <u>mbad</u> oytaa d <u>um</u> ?
ligg	Honto <u>ligg</u> oytaa d <u>um</u> ?
yii	Honto <u>ñi</u> jioytaa d <u>um</u> ?
wii	Honto <u>mbi</u> oytaa d <u>um</u> ?
yid'	Honto <u>ñi</u> jidoytaa d <u>um</u> ?
nab	Honto <u>nab</u> oytaa d <u>um</u> ?
heb	Honto <u>keb</u> oytaa d <u>um</u> ?
ñaam	Honto <u>ñaam</u> oya d <u>um</u> ?
nan	Honto <u>nan</u> oya d <u>um</u> ?
yar	Honto <u>ñi</u> jaroya d <u>um</u> ?

## g) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
dabb	Hombo <u>njeyoytaa</u> dum?
wad'	Hombo <u>dabboytaa</u> dum?
rem	Hombo <u>mbadoytaa</u> dum?
def	Hombo <u>depoytaa</u> dum?
nab	Hombo <u>naboytaa</u> dum?
sood'	Hombo <u>coodoytaa</u> dum?
fewn	Hombo <u>pewnoytaa</u> dum?
yar	Hombo <u>njaroytaa</u> dum?
ñaam	Hombo <u>ñaamoytaa</u> dum?
qokk	Hombo <u>ngokkoytaa</u> dum?
haal	Hombo <u>kaaloytaa</u> dum?
ligg	Hombo <u>liggoytaa</u> dum?
qacc	Hombo <u>ngaccoytaa</u> dum?
naat	Hombo <u>naatoytaa</u> dum?
wii	Hombo <u>mbiyoytaa</u> dum?
yii	Hombo <u>njiyoytaa</u> dum?
fad	Hombo <u>padoytaa</u> dum?
yey	Hombo <u>njeyoytaa</u> dum?

## h) Progressive Substitution-Transformation Drill (Progressive to Potential)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
(qo)	Mido <u>laaroya</u> gaynaakoqam.	Mi laaroyat gaynaakoqam.
haal	Qomo <u>laaroya</u> gaynaakoqam.	Qo laaroyat gaynaakoqam.
debbomum	Qomo <u>haaloya</u> debbomum.	Qo haaloyat debbomum.
(ße)	Bedo <u>kaaloya</u> debbomum.	Be kaaloyat debbomum.
dabb	Bedo <u>daboya</u> <u>debbomum</u> .	Be dabboyat debbomum.
neenemakko	Bedo <u>daboya</u> neenemakko.	Be dabboyat neenemakko.
(meŋ)	Miden <u>daboya</u> neenemakko.	Meŋ dabboyat neenemakko.
taw	Miden <u>tawoya</u> <u>neenemakko</u> .	Meŋ tawoyat neenemakko.
yimbęqameŋ	Miden <u>tawoya</u> yimbęqameŋ.	Meŋ tawoyat yimbęqameŋ.
(qon)	Qodon <u>tawoya</u> yimbęqameŋ?	Qon tawoyat yimbęqameŋ?
dabb	Qodon <u>daboya</u> yimbęqameŋ?	Qon dabboyat yimbęqameŋ?
deftemon	Qodon <u>daboya</u> deftemon?	Qon dabboyat deftemon?
(qa)	Qada <u>daboya</u> deftemon?	Qa dabboyat deftemon?
qadd	Qada <u>qaddoya</u> <u>deftemon</u> ?	Qa qaddoyat deftemon?
gaynaakoqam	Qada <u>qaddoya</u> gaynaakoqam?	Qa qaddoyat gaynaakoqam?
(mɪ)	Mido <u>qaddoya</u> gaynaakoqam.	Mi qaddoyat gaynaakoqam.
laar	Mido <u>laaroya</u> gaynaakoqam.	Mi laaroyat gaynaakoqam.

## 1) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
(qon)	Tuma <u>dabboytaa</u> deftereqam?
ŋgarimedən	Tuma <u>dabboyton</u> <u>deftereqam</u> ?
honto	Honto <u>dabboyton</u> ŋgarimedən?
yey	Honto ŋjeyoyton <u>ŋgarimedən</u> ?
naqımakko	<u>Honto</u> ŋjeyoyton naqımakko?
tuma	Tuma ŋjeyoyton <u>naqımakko</u> ?
(qen)	Tuma ŋjeyoyten <u>naqımakko</u> ?
babbımakko	<u>Tuma</u> ŋjeyoyten babbımaññe?
honto	Honto ŋjeyoyten babbımaññe?
(qacc)	Honto ŋgaccoyten <u>babbımaññe</u> ?
gaqımon	<u>Honto</u> ŋgaccoyten gaqımon?
hombo	Hombo ŋgaccoyten <u>gaqımon</u> ?
(qon)	Hombo ŋgaccoyton <u>gaqımon</u> ?
biňeqamenj	<u>Hombo</u> ŋgaccoyton biňeqamenj?
tuma	Tuma <u>ŋgaccoyton</u> biňeqamenj?
taw	Tuma tawoyton <u>biňeqamenj</u> ?
yımbemakko	<u>Tuma</u> tawoyton yımbemakko?
honto	Honto tawoyton <u>yımbemakko</u> ?
(qen)	Honto tawoyten <u>yımbemakko</u> ?
sukaabe be	<u>Honto</u> tawoyten sukaabe be?
tuma	Tuma <u>tawoyten</u> sukaabe be?
laar	Tuma ndaaroyten <u>sukaabe be</u> ?
deňgomakko	<u>Tuma</u> ndaaroyten deňgomakko?
honto	Honto <u>ndaaroyten</u> deňgomakko?
fad	Honto padoyten <u>deňgomakko</u> ?
biňdomaa	<u>Honto</u> padoyten biňdomaa?
tuma	Tuma padoyten <u>biňdomaa</u> ?
(qon)	Tuma padoyton <u>biňdomaa</u> ?
gaynaako qo	<u>Tuma</u> padoyton gaynaako qo?
honto	Honto <u>padoyton</u> gaynaako qo?
dabb	Honto <u>dabboyton</u> <u>gaynaako qo</u> ?
deftereqam	<u>Honto</u> <u>dabboyton</u> deftereqam?
tuma	Tuma <u>dabboyton</u> deftereqam?
(qa)	Tuma <u>dabboytaa</u> deftereqam?

## 13.8 NARRATIVE

## New words:

jom [∅]/jomiraawo [qo] (jomiraabe)	master, owner
jawdi [ndi] (jawle)	goods, riches, cattle, possessions
mar	keep, raise, hold, domesticate
yewtu	chat, converse
goonja [ko] (goongaaaji)	truth, reality
nden	then

Kod'do Samba

Samba ko jom jawdi, qomo mari<sup>1</sup> naqi hewde qe baali qe beqi. Ñannde gooto kod'domakko, wiyete Demba, qari to mum. Tuma bedo ñjewta, qon wiyi mo koo nani to saare he fii jawdimakko. Non Samba lamdi mo 'Hombo haalani ma mido jogi naqi hewde?' Kod'domakko wiyi qo nani d'um to nder saare nde. Samba wiyi mo 'Qeeyi, d'um ko goonja', non qo hollani mo ñgaarimakko. Kod'domakko wiyi mo kadi, 'Qa yeystaa ndi na?' kono Samba wiyi mo, 'Qalaa'. Non kadi Demba, kod'domakko, lamdi mo ko hodum kadi qo jogi. Samba jaabi mo, qo wiyi qomo heb'i baali qe beqi hewde. Kod'domakko wiyi mo kañko yid'a beqi qe baali. Samba kadi lamdi si ko pucu maa mbabba qo yidi. Demba wiyi, qeeyi qomo yidi pucu ranewu. Nden Samba wiyi mo qomo mari ñe tato. Non Demba wiyi mo qomo yidi gooto, ko buri weydude ñe fow. Samba jañi, qawa kod'domakko sood'i ñgu pucu buri weydude tato d'i.

## 13.9 Questions for Discussion

1. Samba jogi naqi hewde na?
2. Ko hodum kadi Samba mari, si wonaa naqi d'i?
3. Samba qe Demba hombo buri naqi?
4. Hombo haalani Demba fii naqi Samba d'i?
5. Ko fii hodum Demba lamdi Samba?
6. Ko hodum Samba hollaani Demba qonñan?
7. Demba yid'iino soodde baali qe beqi Samba na?
8. Ko honto Demba nani, Samba jogi naqi hewde?
9. Samba hollaano Demba ñgaarimakko na?
10. Tuma Samba holli mo ñgaarimakko, hodum Demba wiyi na?
11. Ko hodum Demba wiyi Samba, he fii baali qe beqi d'i?
12. Demba non, ko mbabba, maa ko pucu, qo yid'iino qontuma?
13. Ko pucu ranewu, ma ko pucu balewu Demba yid'iino soodde he junjo Samba?
14. Ko puci jelu Samba mari he jungomum?
15. KoÑe balewu maa danewu?
16. Hombo yid'iino soodde gooto he maÑbe?

<sup>1</sup>Note that, to date, at least four verbs have occurred which deal with possession:

heb	'have, obtain'
tam	'possess, hold, have'
jog	'be in possession of, have in hand'
mar	'keep, hold, domesticate, husband'

The distinction here is that heb emphasizes the securing or obtaining and hence the having secured or possessing of something while the other three stress some other aspect of possession: tam emphasizes the holding and has as one of its meanings 'to close the hand about', jog emphasizes the sense of having on hand and available, of being in possession of at the moment, and mar, used especially of animals, carries a sense of raising, being responsible for, keeping (as to keep a pet) and has as one of its meanings 'domesticate'.

## UNIT 14

14.0 Dialog: At The Market

- Brown-

maaro [ko]/maarori [ndi]  
(maaroojì)

Jaawo qon kebi maaro na?

rice

Jaawo, do you have rice?

- Jaawo-

Qeeyi ↑ mey kebi maaro. Ko jelu  
ñjidaa?

Yes, we have rice. How much do  
you want?

- Brown-

bool [ø]/boolwol [ŋgol]  
(booliiji)

Mi faali boolwol gootol, dum ko jelu.

bowl

I want one bowl, that's how much.

- Jaawo-

coggu [ŋgu] (cogguuli)  
taransu [ø] (taransuji)  
ñataa [ø] (ñataajì)

Coggu ñgu, ko taransu qe ñataa.

price

shilling

threepence (three penny bit)

The price is one shilling and  
threepence.

- Brown-

Hodum kadi tamdaa?

What else have you?

- Jaawo-

bantara [ø] (bantareaji)

Mido tami bantara, qada yidi?

cassava

I have cassava, do you want (some)?

- Brown-

kosam [dəm] ( )  
lacciri [ndi] ( )

Qalaa ↑ kono mi yidi kosam qe lacciri.

sour milk

steamed millet

No, but I want sour milk and  
steamed millet.

- Jaawo-

kedam [dəm] ( )

Mi hebaani kosam, kono mido jogi  
kedam.

milk (fresh)

I have no sour milk but I have  
fresh milk.

- Brown-

Qawa, mido yidi kedam.

OK. I want milk.

- Jaawo-

kaba [ø] (kabaaji)

Kabaaaji jelu ñjidaa?

bottle

How many bottles do you want?

- Brown-

didi [di]

two (no singular)

yon

be enough, sufficient

Didi yoni.

Two is enough.

- Jaawo-

Hodum nijiddaa kadi?

What else you want?

- Brown-

Haytus ↑ qa jaraama.

Nothing, thank you.

- Jaawo-

Jaawuur ↑

You are welcome.

## 14.1 Variation Drills on Basic Sentences

## a) Progressive Substitution-Response Drill (Reply in the affirmative)

## New words:

lamdam	[dam]/lamkal [kal] (lamkon[kon])	salt
maafe	[nde]	( ) sauce
hiirande	[nde]	(kiiraade) dinner
lingu	[ŋgu]	(lidfi) fish
tamate	[∅]	(tamateeji) tomato
kappere	[nde]	(kappe) yam

Cue	Question Pattern	Answer Pattern
	<u>Qon kebi maaro na?</u>	Qeeyi↑ menj kebi maaro.
qo	Qo hebi <u>maaro</u> na?	Qeeyi↑ qo hebi maaro.
tamatı	Qo hebi <u>tamate</u> na?	Qeeyi↑ qo hebi tamate.
be	Be kebi <u>tamate</u> na?	Qeeyi↑ be kebi tamate.
lacciri	Be kebi <u>lacciri</u> na?	Qeeyi↑ be kebi lacciri.
menj	Menj kebi <u>lacciri</u> na?	Qeeyi↑ menj kebi lacciri.
lamdam	<u>Menj kebi lamdam</u> na?	Qeeyi↑ menj kebi lamdam.
qa	Qa hebi <u>lamdam</u> na?	Qeeyi↑ mi hebi lamdam.
maafe	<u>Qa hebi maafe</u> na?	Qeeyi↑ mi hebi maafe.
qon	Qon kebi <u>maafe</u> na?	Qeeyi↑ menj hebi maafe
hiirande	<u>Qon kebi hiirande</u> na?	Qeeyi↑ menj kebi hiirande.
be	Be kebi <u>hiirande</u> na?	Qeeyi↑ be kebi hiirande.
lidfi	<u>Be kebi lidfi</u> na?	Qeeyi↑ be kebi lidfi.
menj	Menj kebi <u>lidfi</u> na?	Qeeyi↑ menj kebi lidfi.
kappe	<u>Menj kebi kappe</u> na?	Qeeyi↑ menj kebi kappe.
qon	Qon kebi <u>kappe</u> na?	Qeeyi↑ menj kebi kappe.
bantara	<u>Qon kebi bantara</u> na?	Qeeyi↑ menj kebi bantara.
maaro	Qon kebi <u>maaro</u> na?	Qeeyi↑ menj kebi maaro.

## b) Simple Substitution Drill

New word:	nayi	four
-----------	------	------

CuePattern

didi	Mi faali boolwol <u>gootol</u> .
tati	Mi faali booliiji <u>didi</u> .
nayi	Mi faali booliiji <u>tati</u> .
jowi	Mi faali booliiji <u>nayi</u> .
	Mi faali booliiji <u>jowi</u> .

## c) Simple Substitution Drill

## New words:

genewala [∅] (genewalaají)	two shilling piece
mbuudu [ndu] (buudí)	five shilling piece

CuePattern

genewala	Coggu qo ko <u>genewala</u> qe ñataa.
taransuuji tati	Coggu qo ko <u>taransuuji tati</u> qe ñataa.
mbuudu qe taransu	Coggu qo ko mbuudu qe taransu qe ñataa.

## d) Simple Substitution Drill

CuePattern

tati	<u>Didi</u> yoni?
nayi	<u>Tati</u> yoni?
jowi	<u>Nayi</u> yoni?
gooto	<u>Jowi</u> yoni?
sappo	<u>Gooto</u> yoni?
nogas	<u>Sappo</u> yoni?
	<u>Nogas</u> yoni?

## e) Progressive Substitution Drill

CuePattern

qo	Mi hebaani kosam, kono <u>mi</u> hebi kedam.
maaro	Qo hebaani <u>kosam</u> , kono qo hebi kedam.
be	Qo hebaani maaro, kono qo hebi kedam.
tamate	Be kebaani <u>maaro</u> , kono be hebi kedam.
	Be kebaani tamate, kono <u>be</u> hebi kedam.

	<u>Be</u> kebaani tamate, kono <u>be</u> kebi kedam.
mej	Mej kebaani <u>tamate</u> , kono mej kebi kedam.
lacciri	Men kebaani <u>lacciri</u> , kono <u>men</u> kebi kedam.
qon	Qon kebaani <u>lacciri</u> , kono qon kebi kedam.
liddi	Qon kebaani <u>liddi</u> , kono <u>qon</u> kebi kedam.
qo	Qo hebaani <u>liddi</u> , kono qo hebi kedam.
lamdam	Qo hebaani lamdam, kono <u>qo</u> hebi kedam.
mi	Mi hebaani lamdam, kono mi hebi kadam.

## f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum kadi <u>tamdaa?</u>
jog	Hodum kadi <u>jogdaa?</u>
faal	Hodum kadi <u>paaldaa?</u>
qadd	Hodum kadi <u>ngaddudaa?</u>
yii	Hodum kadi <u>ñjiiidaa?</u>
sood'	Hodum kadi <u>coofdaa?</u>
yey	Hodum kadi <u>ñjeydaa?</u>
wii	Hodum kadi <u>mbiiidaa?</u>
haal	Hodum kadi <u>kaaldaa?</u>
nan	Hodum kadi <u>nandaa?</u>
ñaam	Hodum kadi <u>ñaamdaa?</u>
qokk	Hodum kadi <u>ngokkuda?</u>
yar	Hodum kadi <u>ñjarda?</u>
nab	Hodum kadi <u>nabda?</u>
wad'	Hodum kadi <u>mbadda?</u>
jang	Hodum kadi <u>janjuda?</u>

## g) Simple Substitution Drill

<u>Cue</u>	
	Honto kadi <u>ñjaadaa?</u>
ñaam	Honto kadi <u>ñaamdaa?</u>
yar	Honto kadi <u>ñjarda?</u>
yii	Honto kadi <u>ñjiiida?</u>
waal	Honto kadi <u>mbaaldaa?</u>
ñall	Honto kadi <u>ñalluda?</u>
hiir	Honto kadi <u>kiiruda?</u>
lel	Honto kadi <u>lelida?</u>
yey	Honto kadi <u>ñjeyda?</u>
naat	Honto kadi <u>naatda?</u>

## h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hombo kadi <u>ñjiiidaa?</u>
wii	Hombo kadi <u>mbiidaa?</u>
nab-	Hombo kadi <u>nabdaa?</u>
haal	Hombo kadi <u>kaaldaa?</u>
taw-	Hombo kadi <u>tawdaa?</u>
salmin-	Hombo kadi <u>calmindaan?</u>
lamd-	Hombo kadi <u>lamduudaa?</u>
qadd	Hombo kadi <u>ngadduudaa?</u>
heb-	Hombo kadi <u>kebdaa?</u>
sikk	Hombo kadi <u>cikkudaan?</u>
nan	Hombo kadi <u>nandaa?</u>

## 14.2 Note: Noun Classes (II)

In 7.4 examples were presented of fourteen classes of nouns in addition to borrowed words with no singular class suffix. Since then many more nouns have occurred including further examples of most of those fourteen classes and furnishing examples of four additional singular classes plus the one remaining plural class, or a total to date of nineteen classes.

Additional examples of classes previously discussed in addition to many examples of the [ø] class, the [qo] class and the [øe], [di] and [de] plural classes:

[nde] class: (plural in [de] class)	<u>Singular</u>	<u>Plural</u>
	hinere	kine
	maafe	----
	hiirande	kiiraade
	kappere	kappe
[ndu] class: (plural in [di] class)	reedu	deedi
	feddandum	peddaali
	suudu	cuudi
	woyndu	boylu
	talkuru	talki
	qullundu	qulluudi
	fowru	pobbi
	rawandu	dawaadi
[ŋgo] class: (no new examples)		
[ŋgal] class: (plural in [de] class)	gertogal	gertooode
[k1] class: (no new examples)		

[ka] class:	(plural in [de] class)	laana	laade
[dam] class:	(no plural, usually)	kosam	-----
		kedam	-----
		lamdam	(see also <u>lamkal</u> below)
[mba] class:		mbeewa	beqı
[ŋgu] class:	(plural in [dı] class)	coggu	coggı
		linŋgu	lid'dı
		mbuuđu	buudı

New Classes: Do not cause initial consonant alternation:

		<u>Singular</u>	<u>Plural</u>
1.	[ko] class:	(plural in [de] class)	
	Grades:	-o, -ho, -ko, -ko.	hunuko maaro
			kunuđe (maaroojı) (see also <u>maarori</u> below)

Cause alternation but not nasalization:

2.	[ŋgol] class:	(plural in [dı] class)	
	Grades:	-ol, -wol, -gol, -ŋgol	laawol boolwol
			laabi (booliijı)
3.	[kall] class:	(plural in [kon] class)	
	Grades:	-al, -hal, -kal, -kal	lamkal
			lamkon

Cause alternation and prenasalization:

4.	[ndı] class:	(plural in [dı] or [de] class)	
	Grades:	(-ı), -ri, -di, -ndı	mbomrı mbaroodı mboddi laccırı maarori
			bomi baroodı bolle ----- maaroojı
5.	[kon] plural class:		lamkal
			lamkon

While no generalization is possible which will enable the student to remember exactly which classes cause alternation and prenasalization note that:

1. All class suffixes which are consonant-final cause some change.
2. All class suffixes ending in /l/ cause alternation but not pre-nasalization. (e.g. [ŋgal], [ŋgol], [kal])

3. All class suffixes ending in nasals cause pre-nasalization.  
(eg. [d̥am], [k̥on])
4. All class suffixes ending in /i/ cause some alternation.  
(eg. [ki], [s̥i], [ndi])
5. All class suffixes ending in /e/ (except the plural /e/) do not cause any alternation. (eg. [nde], [s̥e])<sup>1</sup>

It is also difficult to assign to particular classes an element of meaning-semantic similarity among the words belonging to the class. We do note however, that (with various exceptions):

1. All nouns referring to persons belong to the [qo] or [ $\emptyset$ ] ('zero') classes in the singular and [s̥e] class in the plural.
2. Animals of the carnivorous kinds are generally in the [ndu] class. But note mbaroodi 'lion' of the [ndi] class (from war 'kill').
3. Larger herbivorous animals are generally in the [mba] class, but note mballu 'sheep' in the [ngu] class, contrasting with mbeewa 'goat' in the [mba] class.
4. Plants, herbs and trees are generally in the [ki] class.
5. Liquids are generally in the [d̥am] class.
6. The [ŋgal] and [ŋgel] classes (the latter not yet exemplified), in addition to containing a conglomeration of nouns, are employed to show augmentative and diminutive meaning respectively: cf. bingel 'small offspring' or cuukayel 'small child', mawŋgal 'big one'.

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<sup>1</sup>These generalizations hold true also for the several classes of which no examples have yet occurred, with the exception of the [d̥um] class which causes alternation but not prenasalization and which is a special case on other grounds as well, since no nouns occur in this class except those derived from verbs of quality etc. where the suffixation of [d̥um] means 'thing possessing this quality, item used to perform this act', and the like.

## 14.3 Grammar Drills on Noun Classes

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
gertoode d̄e	Mi tawi <u>mbaalu ḥgu</u> , to ḥgesa mba.
pucu ḥgu	Mi tawi <u>gertoode d̄e</u> , to ḥgesa mba.
dawaad̄i d̄i	Mi tawi <u>pucu ḥgu</u> , to ḥgesa mba.
mbeewa mba	Mi tawi <u>dawaad̄i d̄i</u> , to ḥgesa mba.
rawandu ndu	Mi tawi <u>mbeewa mba</u> , to ḥgesa mba.
puci d̄i	Mi tawi <u>rawandu ndu</u> , to ḥgesa mba.
gertogal ḥgal	Mi tawi <u>puci d̄i</u> , to ḥgesa mba.
ṅgaari ndi	Mi tawi <u>gertogal ḥgal</u> , to ḥgesa mba.
gaq̄i d̄i	Mi tawi <u>ṅgaari ndi</u> , to ḥgesa mba.
balli d̄i	Mi tawi <u>gaq̄i d̄i</u> , to ḥgesa mba.
yimbe be	Mi tawi <u>balli d̄i</u> , to ḥgesa mba.
gaynaako qo	Mi tawi <u>yimbe be</u> , to ḥgesa mba.
qaynaabe be	Mi tawi <u>gaynaako qo</u> , to ḥgesa mba.
mbodd̄i ndi	Mi tawi <u>qaynaabe be</u> , to ḥgesa mba.
bolle d̄e	Mi tawi <u>mbodd̄i ndi</u> , to ḥgesa mba.
mbarood̄i ndi	Mi tawi <u>bolle d̄e</u> , to ḥgesa mba.
barood̄i d̄i	Mi tawi <u>mbarood̄i ndi</u> , to ḥgesa mba.
talkuru ndu	Mi tawi <u>barood̄i d̄i</u> , to ḥgesa mba.
mbaalu ḥgu	Mi tawi <u>talkuru ndu</u> , to ḥgesa mba.
mi	Mi tawi <u>mbaalu ḥgu</u> , to ḥgesa mba.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	Mi tawi mbaalu ḥgu, to ḥgesa mba.
gertoode d̄e	Qo tawi <u>mbaalu ḥgu</u> , to ḥgesa mba.
be	Qo tawi gertoode d̄e, to ḥgesa mba.
pucu ḥgu	Be tawi <u>gertoode d̄e</u> , to ḥgesa mba.
qon	Be tawi pucu ḥgu, to ḥgesa mba.
dawaad̄i d̄i	Qon tawi <u>pucu ḥgu</u> , to ḥgesa mba?
men	Qon tawi <u>dawaad̄i d̄i</u> , to ḥgesa mba?
mbeewa mba	Men tawi <u>dawaad̄i d̄i</u> , to ḥgesa mba?
qen	Men tawi <u>mbeewa mba</u> , to ḥgesa mba.
gaq̄i	Qen tawi <u>mbeewa mba</u> , to ḥgesa mba.
qo	Qen tawi <u>gaq̄i d̄i</u> , to ḥgesa mba.
mbaalu ḥgu	Qo tawi <u>gaq̄i d̄i</u> , to ḥgesa mba.
mi	Qo tawi <u>mbaalu ḥgu</u> , to ḥgesa mba.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
ŋgu pucu	<u>Nde saare</u> ko saare Bookari.
ndu suudu	<u>Ngu pucu</u> ko pucu Bookari.
də defte	<u>Ndu suudu</u> ko suudu Bookari.
ŋgal gertogal	<u>De defte</u> ko defte Bookari.
d̩i baali	<u>Ngal gertogal</u> ko gertogal Bookari.
ndi ŋgaari	<u>D̩i baali</u> ko baali Bookari.
ndu rawaandu	<u>Ndi ŋgaari</u> ko ŋgaari Bookari.
d̩i talki	<u>Ndu rawandu</u> ko rawandu Bookari.
qo gaynaako	<u>D̩i talki</u> ko talki Bookari.
be yimb̩e	<u>Qo gaynaako</u> ko gaynaako Bookari.
ŋgu mbaalu	<u>Be yimb̩e</u> ko yimb̩e Bookari.
nde h̩irande	<u>Nggu mbaalu</u> ko mbaalu Bookari.
ko maaro	<u>Nde h̩irande</u> ko h̩irande Bookari.
ŋgu pucu	<u>Ko maaro</u> ko maaro Bookari.
	<u>Nggu pucu</u> ko pucu Bookari.

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>M̩i tawi</u> baali d̩i to ladde nde.
qacc	<u>Qo tawi</u> baali d̩i to ladde nde.
mbabba mba	<u>Qo qacci</u> <u>babba</u> mba to <u>ladde nde</u> .
wuro ŋgo	<u>Qo qacci</u> <u>babba</u> mba to wuro ŋgo.
be	<u>Be ŋgacci</u> <u>babba</u> mba to wuro ŋgo.
nab	<u>Be nabi</u> <u>babba</u> mba to wuro ŋgo.
nagge ŋge	<u>Be nabi</u> nagge ŋge to <u>wuro ŋgo</u> .
saare nde	<u>Be nabi</u> nagge ŋge to saare nde.
meŋ	<u>Meŋ nabi</u> nagge ŋge to saare nde.
yii	<u>Meŋ ŋjiyi</u> <u>nagge ŋge</u> to saare nde.
pucu ŋgu	<u>Meŋ ŋjiyi</u> pucu ŋgu to <u>saare nde</u> .
laawol ŋgol	<u>Meŋ ŋjiyi</u> pucu ŋgu to laawol ŋgol.
qon	<u>Qon ŋjiyi</u> pucu ŋgu to laawol ŋgol.
taw	<u>Qon tawi</u> <u>pucu ŋgu</u> to laawol ŋgol.
baali d̩i	<u>Qon tawi</u> baali d̩i to <u>laawol ŋgol</u> .
ladde nde	<u>Qon tawi</u> baali d̩i to ladde nde?
mi	<u>M̩i tawi</u> baali d̩i to ladde nde?

## e) Substitution-Transformation Drill (Singular to Plural)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
pucu <i>ŋgu</i>	<u>Deftere nde qalaa do.</u>	Defte <i>də</i> <i>ŋgalaa do.</i>
nagge <i>ŋge</i>	<u>Pucu <i>ŋgu</i> qalaa do.</u>	Puci <i>dɪ</i> <i>ŋgalaa do.</i>
gertogal <i>ŋgal</i>	<u>Nagge <i>ŋge</i> qalaa do.</u>	Naqi <i>dɪ</i> <i>ŋgalaa do.</i>
laana ka	<u>Gertogal <i>ŋgal</i> qalaa do.</u>	Gertoode <i>də</i> <i>ŋgalaa do.</i>
talkuru ndu	<u>Laana ka qalaa do.</u>	Laade <i>də</i> <i>ŋgalaa do.</i>
lingu <i>ŋgu</i>	<u>Talkuru ndu qalaa do.</u>	Talki <i>dɪ</i> <i>ŋgalaa do.</i>
boolwol <i>ŋgol.</i>	<u>Lingu <i>ŋgu</i> qalaa do.</u>	Liddi <i>dɪ</i> <i>ŋgalaa do.</i>
mbomri ndi	<u>Boolwol <i>ŋgol</i> qalaa do.</u>	Boolooji <i>dɪ</i> <i>ŋgalaa do.</i>
fowru ndu	<u>Mbomri ndi qalaa do.</u>	Bomi <i>dɪ</i> <i>ŋgalaa do.</i>
rawaandu ndu	<u>Fowru ndu qalaa do.</u>	Pobbi <i>dɪ</i> <i>ŋgalaa do.</i>
mbeewa mba	<u>Rawaandu ndu qalaa do.</u>	Dawaadi <i>dɪ</i> <i>ŋgalaa do.</i>
mbaalu <i>ŋgu</i>	<u>Mbeewa mba qalaa do.</u>	Beqi <i>dɪ</i> <i>ŋgalaa do.</i>
mbaroodi ndi	<u>Mbaalu <i>ŋgu</i> qalaa do.</u>	Baali <i>dɪ</i> <i>ŋgalaa do.</i>
laawol <i>ŋgol</i>	<u>Mbaroodi ndi qalaa do.</u>	Baroodi <i>dɪ</i> <i>ŋgalaa do.</i>
hiirande nde	<u>Laawol <i>ŋgol</i> qalaa do.</u>	Laabi <i>dɪ</i> <i>ŋgalaa do.</i>
deftere nde	<u>Hiirande nde qalaa do.</u>	Kiiraade <i>də</i> <i>ŋgalaa do.</i>
	<u>Deftere nde qalaa do.</u>	Defte <i>də</i> <i>ŋgalaa do.</i>

## f) Substitution-Transformation Drill (Noun to Pronoun)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
qa	<u>Qa soodɪ nagge <i>ŋge</i>?</u>	Qa soodɪ <i>ŋge</i> ?
qo	<u>Qo soodɪ nagge <i>ŋge</i>.</u>	Qo soodɪ <i>ŋge</i> .
heb	<u>Qo hebɪ <u>nagge</u> <i>ŋge</i>.</u>	Qo hebɪ <i>ŋge</i> .
pucu	<u>Qo hebɪ pucu <i>ŋgu</i>.</u>	Qo hebɪ <i>ŋgu</i> .
merj	<u>Merj <u>kebɪ</u> pucu <i>ŋgu</i>.</u>	Merj hebɪ <i>ŋgu</i> .
yey	<u>Merj <u>ñjeyɪ</u> pucu <i>ŋgu</i>.</u>	Merj ñjeyɪ <i>ŋgu</i> .
mballu	<u>Merj <u>ñjeyɪ</u> mballu <i>ŋgu</i>.</u>	Merj ñjeyɪ <i>ŋgu</i> .
be	<u>Be <u>ñjeyɪ</u> mballu <i>ŋgu</i>.</u>	Be ñjeyɪ <i>ŋgu</i> .
nab	<u>Be nabɪ <u>mballu</u> <i>ŋgu</i>.</u>	Be nabɪ <i>ŋgu</i> .
deftere	<u>Be nabɪ deftere nde.</u>	Be nabɪ nde.
qon	<u>Qon nabɪ deftere nde?</u>	Qon nabɪ nde?
jog	<u>Qon jogɪ <u>deftere</u> nde?</u>	Qon jogɪ nde?
coggu	<u>Qon jogɪ coggu <i>ŋgu</i>?</u>	Qon jogɪ <i>ŋgu</i> ?
qo	<u>Qo jogɪ <u>coggu</u> <i>ŋgu</i>.</u>	Qo jogɪ <i>ŋgu</i> .
heb	<u>Qo hebɪ <u>coggu</u> <i>ŋgu</i>.</u>	Qo hebɪ <i>ŋgu</i> .
nagge	<u>Qo hebɪ nagge <i>ŋge</i>?</u>	Qo hebɪ <i>ŋge</i> .
qa	<u>Qa hebɪ nagge <i>ŋge</i>?</u>	Qa hebɪ <i>ŋge</i> ?
sood	<u>Qa soodɪ nagge <i>ŋge</i>?</u>	Qa soodɪ <i>ŋge</i> ?

g) Simple Substitution-Transformation Drill (Noun  
(Noun and Demonstrative Object to Demonstrative Only)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mi tawi <u>mballu</u> <u>ŋgu</u> to ŋgesa mba.	Mi tawi ŋgu to ŋgesa mba.
gertoode	Mi tawi <u>gertoode</u> <u>de</u> to ŋgesa mba.	Mi tawi de to ŋgesa mba.
pucu	Mi tawi <u>pucu</u> <u>ŋgu</u> to ŋgesa mba.	Mi tawi ŋgu to ŋgesa mba.
dawaadı	Mi tawi <u>dawaadı</u> <u>dı</u> to ŋgesa mba.	Mi tawi dı to ŋgesa mba.
mbeewa	Mi tawi <u>mbeewa</u> <u>mba</u> to ŋgesa mba.	Mi tawi mba to ŋgesa mba.
rawaandu	Mi tawi <u>rawaandu</u> <u>ndu</u> to ŋgesa mba.	Mi tawi ndu to ŋgesa mba.
puci	Mi tawi <u>puci</u> <u>dı</u> to ŋgesa mba.	Mi tawi dı to ŋgesa mba.
gertogal	Mi tawi <u>gertogal</u> <u>ŋgal</u> to ŋgesa mba.	Mi tawi ŋgal to ŋgesa mba.
ŋgaari	Mi tawi <u>ŋgaari</u> <u>ndı</u> to ŋgesa mba.	Mi tawi ndı to ŋgesa mba.
naqi	Mi tawi <u>naqi</u> <u>dı</u> to ŋgesa mba.	Mi tawi dı to ŋgesa mba.
baali	Mi tawi <u>baali</u> <u>dı</u> to ŋgesa mba.	Mi tawi dı to ŋgesa mba.
yimbe	Mi tawi <u>yimbe</u> <u>be</u> to ŋgesa mba.	Mi tawi be to ŋgesa mba.
gaynaako	Mi tawi <u>gaynaako</u> <u>qo</u> to ŋgesa mba.	Mi tawi qo to ŋgesa mba.
mboddi	Mi tawi <u>mboddi</u> <u>ndı</u> to ŋgesa mba.	Mi tawi ndı to ŋgesa mba.
bolle	Mi tawi <u>bolle</u> <u>de</u> to ŋgesa mba.	Mi tawi de to ŋgesa mba.
mbaroodı	Mi tawi <u>mbaroodı</u> <u>ndı</u> to ŋgesa mba.	Mi tawi ndı to ŋgesa mba.
baroodı	Mi tawi <u>baroodı</u> <u>dı</u> to ŋgesa mba.	Mi tawi dı to ŋgesa mba.
talkuru	Mi tawi <u>talkuru</u> <u>ndu</u> to ŋgesa mba.	Mi tawi ndu to ŋgesa mba.
mballu	Mi tawi <u>mballu</u> <u>ŋgu</u> to ŋgesa mba.	Mi tawi ŋgu to ŋgesa mba.

h) Progressive Substitution-Transformation Drill  
(Noun plus Demonstrative as Subject to Demonstrative Subject Only)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Pucu ŋgu yeyaama.	ŋgu yeyaama.
puci	Puci dı <u>ñj</u> eyama.	DI <u>ñj</u> eyama.
sood	Puci dı coodaama.	DI coodaama.
mbabba	Mbabba mba <u>soodaama</u> .	Mba soodaama.
nab	Mbabba mba nabaama.	Mba nabaama.
baali	Baali dı <u>nabaama</u> .	DI nabaama.
yid	Baali dı <u>ñjidaama</u> .	DI <u>ñj</u> idaama.
mballu	Mballu ŋgu <u>yidaama</u> .	ŋgu yidaama.
qadd	Mballu ŋgu qaddaama.	ŋgu qaddaama.
naqi	Naqi dı <u>ŋgaddaama</u> .	DI <u>ŋg</u> addaama.
faal	Naqi dı paalaama.	DI paalaama.
ŋgaari	ŋgaari ndı <u>faalaama</u> .	Ndi faalaama.
sood	ŋgaari ndı <u>soodaama</u> .	Ndi soodaama.
babbi	Babbi dı <u>coodaama</u> .	DI coodaama.
yey	Babbi dı <u>ñjeyama</u> .	DI <u>ñj</u> eyama.
pucu	Pucu ŋgu yeyaama.	ŋgu yeyaama.

## 1) Progressive Substitution-Transformation Drill

(Substitute only the demonstrative for each 'object' noun given as cue.)

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	<u>Qa</u> yeyataa ndi na?	Qalaa, mi yeyataa ndi.
qo	Qo <u>yeyataa</u> ndi na?	Qalaa, qo yeyataa ndi.
qadd	Qo qaddataa <u>ndi</u> na?	Qalaa, qo qaddataa ndi.
(pucu)	Qo qaddataa <u>ŋgu</u> na?	Qalaa, qo qaddataa ŋgu.
be	Be <u>ŋgaddataa</u> ŋgu na?	Qalaa, be ŋgaddataa ŋgu.
sood	Be coodataa <u>ŋgu</u> na?	Qalaa, be coodataa ŋgu.
(gertogal)	Be coodataa <u>ŋgal</u> na?	Qalaa, be coodataa ŋgal.
qon	Qon <u>coodataa</u> ŋgal na?	Qalaa, meŋ coodataa ŋgal.
yey	Qon ŋjeyataa <u>ŋgal</u> na?	Qalaa, meŋ ŋjeyataa ŋgal.
(rawandu)	Qon ŋjeyataa <u>ndu</u> na?	Qalaa, meŋ ŋjeyataa ndu.
Demba	Demba <u>yeyataa</u> ndu na?	Qalaa, qo yeyataa ndu.
nab	Demba nabataa <u>ndu</u> na?	Qalaa, qo nabataa ndu.
(mbeewa)	Demba nabataa <u>mba</u> na?	Qalaa, qo nabataa mba.
qo	Qo <u>nabataa</u> mba na?	Qalaa, qo nabataa mba.
qacc	Qo qaccataa <u>mba</u> na?	Qalaa, qo qaccataa mba.
(mballu)	Qo qaccataa <u>ŋgu</u> na?	Qalaa, qo qaccataa ŋgu.
qa	Qa <u>qaccataa</u> ŋgu na?	Qalaa, mi qaccataa ŋgu.
yey	Qa yeyataa <u>ŋgu</u> na?	Qalaa, mi yeyataa ŋgu.
(ŋgaari)	Qa yeyataa ndi na?	Qalaa, mi yeyataa ndi.

## j) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	<u>Qa</u> jogi naqi hewde na?	Qalaa, ko nagge gooto tan mi jogi.
qo	Qo <u>jogi</u> naqi hewde na?	Qalaa, ko nagge gooto tan qo jogi.
tam	Qo tamı <u>naqi</u> hewde na?	Qalaa, ko nagge gooto tan qo tamı.
baali	Qo tamı <u>baali</u> hewde na?	Qalaa, ko mballu gooto tan qo tamı.
be	Be <u>tami</u> baali hewde na?	Qalaa, ko mballu gooto tan be tamı.
faal	Be paali <u>baali</u> hewde na?	Qalaa, ko mballu gooto tan be paali.
babbi	Be paali <u>babbi</u> hewde na?	Qalaa, ko mbabba gooto tan be paali.
meŋ	Meŋ <u>paali</u> babbi hewde na?	Qalaa, ko mbabba gooto tan meŋ paali.
mar	Meŋ mari <u>babbi</u> hewde na?	Qalaa, ko mbabba gooto tan meŋ mari.
beqı	Meŋ mari <u>beqı</u> hewde na?	Qalaa, ko mbeewa gooto tan meŋ mari.
qen	Qen <u>mari</u> beqı hewde na?	Qalaa, ko mbeewa gooto tan qen mari.
kebı	Qen kebı <u>beqı</u> hewde na?	Qalaa, ko mbeewa gooto tan qen kebı.
gertoode	Qen kebı <u>gertoode</u> hewde na?	Qalaa, ko gertogal gooto tan qen kebı.
qon	Qon <u>kebı</u> gertoode hewde na?	Qalaa, ko gertogal gooto tan meŋ kebı.
jogi	Qon jogi <u>gertoode</u> hewde na?	Qalaa, ko gertogal gooto tan meŋ jogi.
naqi	Qon jogi <u>naqi</u> hewde na?	Qalaa, ko nagge gooto tan meŋ jogi.
qa	Qa jogi naqi hewde na?	Qalaa, ko nagge gooto tan mi jogi.

## k) Phrasal Substitution Drill

Cue

qomo yidi kosam  
 qa waawataa yarde dum  
 Demba tamı lekki  
 qo sellaani haa jooni  
 be tawi qomo leli  
 be haalaani mo haytus  
 yimbe be nijiyi mo  
 tawo qo yari kedam dam  
 qo yidiino qo yara lekki  
 qo jaabaani yarde dum  
 mido jogi kedam  
 mi hebaani kosam

Mido jogi kedam kono mi hebaani kosam.  
Qomo yidi kosam kono mi hebaani kosam.  
Qomo yidi kosam kono qo waawataa yarde dum.  
Demba tamı lekki kono qo waawataa yarde dum.  
Demba tamı lekki kono qo sellaani haa jooni.  
Be tawi qomo leli kono qo sellaani haa jooni.  
Be tawi qomo leli kono be haalaani mo haytus.  
Yimbe be nijiyi mo kono be haalaani mo haytus.  
Yimbe be nijiyi mo kono tawo qo yari kedam dam.  
Qo yidiino qo yara lekki kono tawo qo yari kedam dam.  
Qo yidiino qo yara lekki kono qo jaabaani yarde dum.  
Mido jogi kedam kono qo jaabaani yarde dum.  
Mido jogi kedam kono mi hebaani kosam.

14.4 Note: The [-d] verbal extension - 'Associative'.

Dgardaa qe baaba,....

'Come with father....'

This verbal extension (preceded by a vowel following roots ending in two consonants) carries the sense of accompanying some one in the performance of the action. It is thus restricted to verbs the meaning of which permits two to associate in the action. With roots so far introduced the following extended bases are possible.<sup>1</sup>

qar	'come'	qarda <sup>2</sup>	'come with'
yaa	'go'	yaada	'go with'
won	'be'	wonda	'be with'
liggo	'work' (M.V.)	liggoda	'work with'
niaam	'eat'	niaamda	'eat with'
yar	'drink'	yarda	'drink with'

<sup>1</sup>The student should exercise care in the use of this extension since its use with such roots as waal 'spend the night' or lel 'lie down' carries the possibility of being obscene.

<sup>2</sup>The imperative of verbs with this extension occurs with suffix /-a/. (see 6.4)

Bases incorporating this extension are almost invariably followed by qe 'with' plus a noun or pronoun denoting the one with whom the association in action occurs.

Bases with this extension may be inflected in a variety of forms:

Mi qardı qe ðe.	'I came with them'
Mi qardat qe ðe.	'I'm going to come with them.'
Honto ñaamduðaa qe ðe.	'Where did you eat with them?'

This verbal extension can be combined with others - for example the /-oy/ 'displacive' extension:

Meñ ñjaroydi qe Demba qe Yompa. 'We went to drink with Demba and Yompa.'

#### 14.5 Drills on /-d/ extension

##### a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> qardı, qe baabaqam.
qo	Qo <u>qardı</u> , qe baabaqam.
yaa	Qo yaadı, qe <u>baabaqam</u> .
yimbé ðe	Qo yaadı, qe <u>yimbé ðe</u> .
ðe	Be <u>ñjaadi</u> , qe <u>yimbé ðe</u> .
haal	Be kaaldı, qe <u>yimbé ðe</u> .
neenemabñe	Be kaaldı, qe neenemabñe.
meñ	Meñ <u>kaaldı</u> , qe neenemabñe.
yil	Meñ <u>ñjilidi</u> , qe <u>neenemabñe</u> .
lamdo qo	Meñ <u>ñjilidi</u> , qe lamdo qo.
qa	Qa <u>yildı</u> , qe lamdo qo?
won	Qa wondı, qe <u>lamdo qo</u> ?
miñamakko	Qa wondı, qe miñamakko?
qon	Qon <u>ngondı</u> , qe miñamakko?
qar	Qon <u>ngardi</u> , qe <u>miñamakko</u> ?
baabaqam	Qon <u>ngardi</u> , qe baabaqam?
mi	Mi qardı, qe baabaqam.

##### b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> qarda, qe baabaqam.
(qo)	Qomo <u>qarda</u> , qe baabaqam.
yaa	Qomo yaada, qe <u>baabaqam</u> .
yimbé ðe	Qomo yaada, qe <u>yimbé ðe</u> .
(ðe)	Bedo <u>ñjaada</u> , qe <u>yimbé ðe</u> .
haal	Bedo kaalda, qe <u>yimbé ðe</u> .
neenemabñe	Bedo kaalda, qe neenemabñe.

	<u>Bedo</u> kaalda, qe neenemabbe.
(men)	Miden <u>kaalda</u> , qe neenemabbe.
yii	Miden <u>ñjienda</u> , qe <u>neenemabbe</u> .
lamdo	<u>Miden</u> <u>ñjienda</u> , qe lamdo qo?
(qon)	Qodon <u>ñjienda</u> , qe lamdo qo?
yaa	Qodon <u>ñjaada</u> , qe <u>lamdo qo</u> ?
miñamakko	<u>Qodon</u> <u>ñjaada</u> , qe miñamakko.
(mi)	Mido <u>yaada</u> , qe miñamakko.
qar	Mido qarda, qe <u>miñamakko</u> .
baabaqam	Mido qarda, qe baabaqam.

## c) Progressive Substitution-Transformation Drill (Progressive to Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mido</u> qarda, qe baabaqam.	Mi qardi, qe baabaqam.
(qo)	Qomo <u>garda</u> , qe baabaqam.	Qo qardi, qe baabaqam.
yaa	Qomo yaada, qe <u>baabaqam</u> .	Qo yaadi, qe baabaqam.
yimbe be	<u>Qomo</u> yaada, qe yimbe be.	Qo yaadi, qe yimbe be.
(be)	Bedo <u>ñjaada</u> , qe yimbe be.	Be <u>ñjaadi</u> , qe yimbe be.
haal	Bedo kaalda, qe <u>yimbe be</u> .	Be kaaldi, qe yimbe be.
neenemabbe	<u>Bedo</u> kaalda, qe neenemabbe.	Be kaaldi, qe neenemabbe.
(men)	Miden kaalda, qe neenemabbe.	Men kaaldi, qe neenemabbe.
yii	Miden <u>ñjienda</u> , qe <u>neenemabbe</u> .	Men <u>ñjidi</u> , qe neenemabbe.
lamdo qo	<u>Miden</u> <u>ñjienda</u> , qe lamdo qo.	Men <u>ñjidi</u> , qe lamdo qo.
(qon)	Qodon <u>ñjienda</u> , qe lamdo qo?	Qon <u>ñjidi</u> , qe lamdo qo?
yaa	Qodon <u>ñjaada</u> , qe <u>lamdo qo</u> ?	Qon <u>ñjaadi</u> , qe lamdo qo?
makko	<u>Qodon</u> <u>ñjaada</u> , qe makko?	Qon <u>ñjaadi</u> , qe makko?
(mi)	Mido <u>yaada</u> , qe makko.	Mi yaadi, qe makko.
qar	Mido qarda, qe <u>makko</u> .	Mi qardi, qe makko.
baabaqam	Mido qarda, qe baabaqam.	Mi qardi, qe baabaqam.

## d) Expansion Drill

<u>Addition Cue</u>	<u>Pattern</u>
tuma ñjiimomi	1. Bedo ñaani.
haŋki	2. Bedo ñaani tuma ñjiimomi.
jemma	3. Bedo ñaani tuma ñjiimomi haŋki.
haŋko qe debbomakko	4. Bedo ñaani tuma ñjiimomi haŋki jemma.
tawo bedo leli hedde wuro	5. Bedo ñaani tuma ñjiimomi haŋki jemma, kaŋko qe debbomakko.
Samba	6. Bedo ñaani tuma ñjiimomi haŋki jemma, kaŋko qe debbomakko, tawo bedo leli hedde wuro Samba.

- kono tawo min qe debboqam, 7. Bedo daani tuma ñjiiimomi hañki jemma, kañko qeden ñjaha
- to dokotorqameñ 8. Bedo daani tuma ñjiiimomi hañki jemma, kañko qe debbomakko, tawo bedo leli heede wuro Samba, kono tawo min qe debboqam, qeden ñjaha.
- to kampama qo 9. Bedo daani tuma ñjiiimomi hañki jemma, kañko qe debbomakko, bedo leli hedde wuro Samba, tawo min qe debboqam qeden ñjaha, to dokotorqameñ, to kampama qo.
- tawi reedu debboqam 10. Bedo daani tuma ñjiiimomi hañki jemma, kañko qe debbomakko, bedo leli hedde wuro Samba, tawo min qe debboqam, qeden ñjaha, to dokotorqameñ, to kampama qo, tawi reedu debboqam sellaano.

## 14.8 NARRATIVE

New words:

joof	sit
hoot	go home

Brown qe Jom Maaro

Qonñan Brown yahı marse. Qo tawi jom maaro, ko no joofi. Qon no wiye Jaawo. Qo lamdi mo si qo hebi maaro. Qon jaabi mo, qo wiyi mo qeeyi, qomo hebi maaro. Jaawo lamdi mo ko jelu qo yidi soode. Brown wiyi mo ko boolwol gootol qo yidi, kono qomo yidi qandude coggu nju ko jelu. Jaawo wiyi mo, coggu nju ko taransu qe ñataa. Non Brown lamdi mo kadi, ko hodum kadi qo jogi. Jaawo wiyi mo kadi qomo jogi bantara si tawo qomo yidi dum. Brown wiyi mo kañko yidaa dum, kono qomo yidi kosam qe lacciri. Jaawo wiyi qo hebaani kosam kono qomo jogi kedam, si qo yidi dum kadi. Brown wiyi mo, qomo yidi dum, non Jaawo lamdi Brown ko kabaaji jelu qo yidi. Brown wiyi mo 'didi yoni'. Tuma Brown soodi dum, qo hooti to mañbe.

## 14.9 Questions for Discussion

New word:

meed' taste, experience, have  
ever ---- (with infinitive)

1. Hombo lamdi Jaawo he fii maaro?
2. Jaawo koo yeyowo maaro na?
3. Jaawo qe Brown hombo yidliino soodde maaro?
4. Ko booliji jelu Brown yidliino?
5. Coggu nju ko jelu?
6. Ko hodum kadi Jaawo tamiino?
7. Qo hebilino kosam na?
8. Kabaaji jelu Brown yidliino? Ko gooto qo soodliino, maa ko fidji?
9. Si wonaa maaro qe qedam, ko hodum kadi Jaawo jogliino?
10. Brown yidliino soodde kosam qe lacciri na, maa qo yidaano?
11. Hombo woni jom maaro ko?
12. Qa meed'i naamde lacciri na?<sup>1</sup>
13. Yimbemaada mo waawi defde lacciri na?
14. Saa yiyi lacciri, qa qanday dum na?
15. Qa waaway birde naqi fi na?

<sup>1</sup>Have you ever eaten steamed millet? The verb meed' basically meaning 'taste' is used figuratively with the infinitive for having had the experience denoted by the following verb. In the negative it carries the sense of 'never':

Mi meedaani naamde lacciri. 'I've never eaten steamed millet.'

**NOTES**

## UNIT 15

15.0 Dialog: Weather

-Surkari-

to&amp;

tain (verb)

Mi sikkı, qo to&amp;ay hande.

I think it will rain today.

-Samba-

Ko wadı qa wiyı dum?

What makes you say that?

-Surkari-

laari'

look there!

ruulde [nde] (dule)

cloud

fuddu

start, begin

qasaman [ø] ( )

sky

Laari, qasaman qo fuddı wadde  
dule.Look there! the sky has started  
to form clouds.

-Samba-

Ko ḷgandudaa, qe kulle dule?

What do you know about ('in the  
matter of') clouds?

-Surkari-

booy

last long, be ancient  
thunder, crash

dirango [ŋgo] (diraali)

In just a little while ('when it  
has lasted a bit') you will  
hear the thunder.Soo booyı seeda, qa nanay dirango  
ŋgo.

-Samba-

wel

be sweet, nice, pleasing;  
be sharp

weltaade

to be pleased, to rejoice

Min, mi wéltoto qe dum.

I will be pleased with that.

-Surkari-

ni&amp;bnu

get dark

Qa yiyaani, qo fuddı ni&amp;bude?

Don't you see it has started  
getting dark?

-Samba-

Qa haali' goonyga. Qo fuddı ni&amp;bude.

You're right. (You have said the  
truth). It has started getting  
dark.

- Sunjkarı -

hool  
Qan, qa hoolataa ned'do, ko dum wadi.  
trust, have confidence in  
You don't trust anyone, that's why.

## - Samba -

nden	then, when
wul	be warm, hot
bete	measure
no bete	very much ('how be measured')
Nden janjo, qo wulataa, no bete.	Then tomorrow it will not be too warm.
Jooni mi jaabí. ge haalaamaa.	Now I agree with your statement.

- Sunkari -

### 15.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:	buu&b	be cool, cold
	laab	be clear, clean
	rullu	be cloudy, get cloudy

<u>Cue</u>	<u>Pattern</u>
qo	<u>Mi</u> sikkı, qo <u>tobay</u> hande.
nibb	Qo sikkı, qo <u>tobay</u> hande.
jango	Qo sikkı, qo <u>nibbay</u> <u>hande</u> .
be	Be cikkı, qo <u>nibbay</u> jango.
wul	Be cikkı, qo wulay <u>jango</u> .
fabbı-jango	<u>Be</u> cikkı, qo wulay fabbı-jango.
mej	Mej cikkı, qo <u>wulay</u> fabbı-jango.
buub	Mej cikkı, qo <u>buubay</u> <u>fabbı-jango</u> .
kıkkide	<u>Mej</u> cikkı, qo <u>buubay</u> kıkkide.
qon	Qon cikkı, qo <u>buubay</u> kıkkide?
rull	Qon cikkı, qo rullay <u>kıkkide</u> ?
jemma	<u>Qon</u> cikkı, qo rullay jemma?
qo	Qo sikkı, qo <u>rullay</u> jemma.
laab	Qo sikkı, qo laabay jemma.

	Qo sikkı, qo laabay <u>jemma</u> .
hande	<u>Qo</u> sikkı, qo laabay hande.
mi	Mı sikkı, qo <u>laabay</u> hande.
tob	Mı sikkı, qo tobay hande.

## b) Simple Substitution Drill

## New words:

hendu [ndu]	(keeli)	wind, breeze
kaŋkira [ʃ]/kaŋkirawal [ŋgal]	(kaŋkiraajı)	tub, large bucket
kafahı [kı]	(kafaaje)	sword
meselal [ŋgal]	(mesele)	needle
toɓal [ŋgal]/toɓo [ŋgo]	(toɓoojı)	rain

<u>Cue</u>	<u>Pattern</u>
	Ko ŋgandudaa, qe kulle <u>dule</u> ?
toɓal	Ko ŋgandudaa, qe kulle <u>toɓal</u> ?
hendu	Ko ŋgandudaa, qe kulle <u>hendu</u> ?
meselal	Ko ŋgandudaa, qe kulle <u>meselal</u> ?
kafaaje	Ko ŋgandudaa, qe kulle <u>kafaaje</u> ?
kaŋkiraajı	Ko ŋgandudaa, qe kulle <u>kaŋkiraajı</u> ?
dıraŋgo	Ko ŋgandudaa, qe kulle <u>dıraŋgo</u> ?
yımbé ɓe	Ko ŋgandudaa, qe kulle <u>yımbé ɓe</u> ?
sukaabé ɓe	Ko ŋgandudaa, qe kulle <u>sukaabé ɓe</u> ?
rewbe ɓe	Ko ŋgandudaa, qe kulle <u>rewbe ɓe</u> ?
worbe ɓe	Ko ŋgandudaa, qe kulle <u>worbe ɓe</u> ?
saare qo	Ko ŋgandudaa, qe kulle <u>saare qo</u> ?
Bookari	Ko ŋgandudaa, qe kulle <u>Bookari</u> ?
Samba	Ko ŋgandudaa, qe kulle <u>Samba</u> ?
Sujkari	Ko ŋgandudaa, qe kulle <u>Sujkari</u> ?
dule	Ko ŋgandudaa, qe kulle dule?

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Soo booyı seeda, qa nanay <u>dıraŋgo ngo</u> .
yımbé ɓe	Soo booyı seeda, qa nanay yımbé ɓe.
yıı	Soo booyı seeda, <u>qa</u> yııyay yımbé ɓe.
qo	Soo booyı seeda, qo yııyay <u>yımbé ɓe</u> .
sukaabé ɓe	Soo booyı seeda, qo <u>yııyay</u> sukaabé ɓe.
nan	Soo booyı seeda, <u>qo</u> nanay sukaabé ɓe.
ɓe	Soo booyı seeda, <u>be</u> nanay sukaabé ɓe.

worþe þe	Soo booyi seedsa, þe <u>nanay sukaabe</u> þe.
yil	Soo booyi seedsa, þe <u>nanay</u> worþe þe.
qon	Soo booyi seedsa, þe <u>ñjiyay</u> worþe þe.
rewþe þe	Soo booyi seedsa, qon <u>ñjiyay</u> <u>worþe</u> þe.
nan	Soo booyi seedsa, <u>qon</u> nanay rewþe þe.
mej	Soo booyi seedsa, mej nanay <u>rewþe</u> þe.
yimþe þe	Soo booyi seedsa, mej <u>nanay</u> yimþe þe.
yil	Soo booyi seedsa, <u>mej</u> <u>ñjiyay</u> yimþe þe.
mi	Soo booyi seedsa, mi <u>yiyay</u> <u>yimþe</u> þe.
saare nde	Soo booyi seedsa, mi <u>yiyay</u> saare nde.

## d) Simple Substitution Drill

New word: leppu be wet

<u>Cue</u>	<u>Pattern</u>
	Nden jango, qo <u>wulataa</u> , no ðete.
toð	Nden jango, qo <u>toðataa</u> , no ðete.
niðð	Nden jango, qo <u>niððataa</u> , no ðete.
ðuuñð	Nden jango, qo <u>ðuuñðataa</u> , no ðete.
laabð	Nden jango, qo <u>laabðataa</u> , no ðete.
lepp	Nden jango, qo <u>leppataa</u> , no ðete.
rull	Nden jango, qo <u>rullataa</u> , no ðete.
wul	Nden jango, qo <u>wulataa</u> , no ðete.

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qan, qa <u>hoolataa nedðo</u> , ko ðum wadi.
yil	Qan, qa <u>yiyataa nedðo</u> , ko ðum wadi.
nan	Qan, qa <u>nanataa nedðo</u> , ko ðum wadi.
lamd	Qan, qa <u>lamdataa nedðo</u> , ko ðum wadi.
dabb	Qan, qa <u>dabbataa nedðo</u> , ko ðum wadi.
laar	Qan, qa <u>laarataa nedðo</u> , ko ðum wadi.
salmin	Qan, qa <u>salminataa nedðo</u> , ko ðum wadi.
nab	Qan, qa <u>nabataa nedðo</u> , ko ðum wadi.
hool	Qan, qa <u>hoolataa nedðo</u> , ko ðum wadi.

## f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qa haali goonja, qo fuddi <u>niBBude</u> .
wul	Qa haali goonja, qo fuddi <u>wulde</u> .
to6	Qa haali goonja, qo fuddi <u>tobde</u> .
buub	Qa haali goonja, qo fuddi <u>buubde</u> .
rull	Qa haali goonja, qo fuddi <u>rullude</u> .
laab	Qa haali goonja, qo fuddi <u>laabde</u> .
bawl	Qa haali goonja, qo fuddi <u>bawlude</u> .
lepp	Qa haali goonja, qo fuddi <u>leppude</u> .
niBB	Qa haali goonja, qo fuddi <u>niBBude</u> .

## 15.2 Note: Agent Verbal Nouns; The 'doer'

The student has probably already observed that many Fula nouns bear a relationship to verbal roots. This coggu [ŋgu] 'price' is derived from sood 'buy' by the processes of:

1. inflection with the third grade, /-gu/, of the suffix for the [ŋgu] class (causing initial consonant alternation):

$$\text{sood} + /-\text{gu}/ \rightarrow * \text{coodgu}$$

2. assimilation of the root-final consonant to the suffix consonant:

$$* \text{coodgu} \rightarrow * \text{cooggu}$$

5. shortening of the root vowel before the double consonant:

$$* \text{cooggu} \rightarrow \text{coggu}$$

Such formations are not at all regular and there is no point in trying to form such words from many verb roots by analogy - it is best to learn each noun as it is encountered. The analogy of English words like arrival, departure is helpful here.

However, there are certain noun forms commonly derived from a large number of verb roots by suffixation of a noun class suffix to the root or to an extended verbal base. We can classify such noun forms as verbal nouns. The one most commonly encountered to date has been the infinitive, which, we have noted is formed by suffixation of the third grade, /-de/, of the [nde] class suffix to the root of active verbs (with /-u/ where needed to avoid three consonants) or to the middle voice base with suffix /-aa/ or the passive voice base with suffix /-ee/:

dabb	+	de	→	dabbude	'to find'
qar	+	de	→	qarde	'to come'
liggaa	+	de	→	liggaade	'to work'
jaree	+	de	→	jareede	'to be thanked'

Two verbal nouns signifying the doer of the action have occurred in units to date. Note the sentences:

- |   |  |
|---|--|
| Qoya gorko qarno do Tenerj <u>yawtudo</u> . | 'That man who came here last Monday.<br>( 'Monday which has passed. ') |
| Qaccen dum qe jungo <u>remooße</u> ße.      | 'Let's leave that in the hand(s) of<br>the farmers.'                   |
| Qaccen dum qe jungo <u>defooße</u> ße.      | 'Let's leave that in the hand(s) of<br>the cooks.'                     |

The singular forms of the underlined words in the second and third sentences were given (in 10.1) as demowo 'farmer' and defowo 'cook'.

These two verbal nouns, thus, exhibit suffixes /-do/ and /-owo/. Both take the demonstrative of the [qo] class.

For many verbs there exist both singular and plural forms of both these 'agent' or 'doer' verbal nouns. From rem 'cultivate' there occur:

- |    |                    |                    |
|----|--------------------|--------------------|
| 1. | deməo <sup>1</sup> | 'who cultivates'   |
|    | reməe              | (plural)           |
| 2. | demowo             | farmer, cultivator |
|    | remooße            | (plural)           |

Similarly from *yid* 'want, like' there occurs:

- |    |                |                  |
|----|----------------|------------------|
| 1. | <i>jidoo</i>   | 'who wants/likes |
|    | <i>yidbe</i>   | (plural)         |
| 2. | <i>jidowo</i>  | 'wanter, liker'  |
|    | <i>yidooбе</i> | (plural)         |

The difference between 1 and 2 is essentially that 1 refers to the performer of the action in question, while 2 refers to a more regular or habitual performer of the action. The first is often used as a relative modifier: 'who does \_\_\_\_'. Note the sentences:

Defdo hirande nde wonaa defowoqamej. 'The one who cooked the dinner is  
Ko min defi dum. not our cook. It is I who cooked  
it.'

A significant number of verbs, however, do not exhibit all four forms - two singular and two plural - listed above. With such verbs both singular noun forms may occur but only one plural.

<sup>1</sup>Note the resemblance to such nouns as lamdo (lam*me*) 'chief' (where a verb lam 'command' is involved) or neddo 'person', where no underlying verb is visible.

An example is afforded by qand 'know':

qandudo	'who knows, learned'
qandowo	'knowing person'
qandoobe	(plural of both)

another by gokk 'give':

gokkudo	'who gives'
gokkowo	'giver'
gokkoobe	(plural of both)

Note that the form with suffix /-do/ is a true 'verbal' in that it may have an object as in:

defdo hirrande nde 'the one who cooked the dinner'

while those with /-owo/ are nominals and do not take an object:

defowomaa 'your cook'

Middle voice verbal nouns also exist. The middle voice forms exhibit /-aa/ where active forms have /-oo/, /-u/ or no intermediate suffix between root and class suffix. The verb qand 'know', for example, yields a form:

gandaado 'well known, famous'

As mentioned above, the form with /-do/ refers to the performer of the action in question. In all our examples so far this suffix has been added to the verb root or the perfective stem. A parallel imperfective form occurs on the potential/habitual form of the verb:

AV defatdo 'the one who will cook'

PV wiyeteedo Jallo 'the one who is called Jallo'

Similarly the active potential form with suffix /-ay/ may serve as stem for an indefinite agentive form:

Defaydo hirrandeqamen jaŋgo, mi  
qandaa ko hombo.

'The one who is to ('may') cook  
our dinner tomorrow, I don't  
know who it is.'

A single paragraph may serve to illustrate these points:

Defdo hirrandeqamen haŋki qe defatdo  
niāamrimon hande ko be gootum. Qon  
defowo woni mawdo defooobe be fow  
won to kampamaqamen. Kono defaydo  
bottaariqamen jaŋgo mi qandaa hombo  
qo wontaa he be.

'The one who cooked our dinner yesterday  
and the one who is going to cook our  
food today, are the same ('one').  
This cook is the senior among all  
the cooks who are in our hospital.  
But I don't know who among them will  
be the one who will cook our break-  
fast tomorrow.'

Before leaving the 'doer' category of verbal nouns it is desirable once again to direct our attention to relationship terms symbolized by e.g.:

baaba      baabiraawo      (baabiraafe)

In 1.1 it was noted that the shorter singular form refers to the particular relative, the longer one to a person standing in that relationship to one. There is actually another form:

baabiraado

of which baabiraawo is, by some scholars, construed as a 'contraction'. This set of forms is reminiscent of the middle voice verbal nouns we have been considering, although there is no verb root present here as far as we can see. When we consider the further fact that /-ir/ exists as a verb extension for 'location' or 'instrument' a translation of e.g. kawiraawo as 'one who serves as (or stands in the place of) uncle' is quite appropriate. Consideration of saarenawo (saarenaabe) 'townsman' indicates that this use of noun roots as bases for a 'verbal-noun' construction is not limited to relationship terms.

### 15.3 Grammar Drill on Agent Verbal Nouns

a) Sample Sentence Drill. (At this stage of his learning, the student has insufficient vocabulary to perform meaningful substitutions in patterns exemplifying these forms. Drill these sample sentence for comprehension and fluency.)

1. Demowo remata ŋgesamaa, wiyi, qo waawataa qarde hande.
2. Demowo, demdo ŋgesa Samba, maayi hajki jemma.
3. Remooße be fowt bedo fofta to galleqam. Ko qan tan mey padata jooni, pur qa haala qe maßbe.
4. Jidwo ndiyam yahi ↑ qo wiyi qo yaroyay, to galle Seyduqen.
5. Qoya neddo jiddo soodde pucumaa, qari do hajki bimbi.
6. Defowo defata hiirande nde, ko miñirawoqam.
7. Defooße be fowt cali qokkude mo, ſiaamrimakko.
8. Defowo defdo nde hiirande, ko kaŋko woni mawße defooße be fow, won to galle lamdoqameŋ.
9. Gokkudo kam ŋge nagge, ko miña kawqam, wiyete Yoro.
10. Qandudo gaañdo naggeqameŋ, mi qokkay qon neddo buudi sappo.

## Translations:

1. The farmer cultivating your land said he couldn't come today.
2. The farmer who cultivated Samba's farm died last night.
3. All the farmers are resting at my place. It is only you we are awaiting now for you to talk with them.
4. The one who wanted water has gone, he said he would go drink at the Seydu family compound.
5. That person who wanted to buy your horse came here yesterday morning.
6. The cook who is going to cook the dinner is my younger sister.
7. All the cooks refused to give him his food.
8. The cook who cooked the dinner (it is he) is the senior of the cooks (who are) in the establishment of our chief.

[Note that kanko woni mawbe defooße be fow, 'he is the senior(s) of all the cooks', shows an anomaly in that kanko is singular while mawbe has a plural suffix. With this 'adjectival' root maw the suffix regularly agrees with the number of the noun specifying the group. Thus mawbe-maßbe 'the eldest of them.]

9. The one who gave me that cow is my maternal uncle's younger brother named Yoro.
10. Whol[ever] knows the one who hurt our cow, I'll give that person two pounds.

## 15.4 Note: Comparison

Recall the sentence:

Mi yidi ko buri weydude be fof. ('I wish [one] which exceeds to be fine them all.')

This illustrates the use of bur 'to exceed', plus the infinitive of a (stative) verb defining the possession of a quality, plus the item(s) to which the subject is being compared. Other examples of this construction occur in the drill below.

## 15.5 Grammar Drills on Comparisons with /bur/

## a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> bur ma, heßde naqı.
qo	Ko qo bur ma, heßde <u>naqı</u> .
kaalis	Ko <u>qo</u> bur ma, heßde kaalis.
ße	Ko <u>ße</u> bur ma, heßde <u>kaalis</u> .
defte	Ko <u>ße</u> , bur ma, heßde defte.
mej	Ko <u>mej</u> bur ma, heßde <u>defte</u> .
baali	Ko <u>mej</u> bur ma, heßde baali.
kajko	Ko kajko bur ma, heßde <u>baali</u> .
beqı	Ko <u>kajko</u> bur ma, heßde beqı.
kambe	Ko kambe bur ma, heßde <u>beqı</u> .
babbi	Ko <u>kambe</u> bur ma, heßde babbi.
qen	Ko qen bur ma, heßde <u>babbi</u> .
musiibe	Ko <u>qen</u> bur ma, heßde musiibe.
min	Ko min bur ma, heßde <u>musiibe</u> .
naqı	Ko min bur ma, heßde naqı.

## b) Progressive Substitution Drill

## New words:

raßbidde	to be short
fandude	to be small
dyodyyde	to be wise, clever, cunning
juutde	to be tall, long
doole [nde] (no.sg.)	force, power, energy

<u>Cue</u>	<u>Pattern</u>
	Ko <u>kajko</u> buri Demba, raßbidde.
min	Ko min buri <u>Demba</u> , raßbidde.
mo	Ko min buri mo, <u>raßbidde</u> .
dyodyy	Ko <u>min</u> buri mo, dyodyyde.
qo	Ko qo buri <u>mo</u> , dyodyyde.
ma	Ko qo buri <u>ma</u> , dyodyyde.
juutde	Ko <u>qo</u> buri ma, juutde.
qen	Ko qen buri <u>ma</u> , juutde.
qon	Ko qen buri qon, <u>juutde</u> .
doole	Ko <u>qen</u> buri qon, doole.

	Ko <u>qen</u> buri qon, doole.
meŋ	Ko meŋ buri <u>gon</u> , doole.
be	Ko meŋ buri <u>be</u> , <u>doole</u> .
famdude	Ko <u>meŋ</u> buri <u>be</u> , famdude.
be	Ko <u>be</u> buri <u>be</u> , famdude.
Demba	Ko <u>be</u> buri Demba, <u>famdude</u> .
raħħidde	Ko <u>be</u> buri Demba, raħħidde.
min	Ko min buri Demba, raħħidde.

## c) Simple Substitution Drill

## New words:

mawnu	grow, be big
yaw	(be) fast
yawnu	hasten, be quick

CuePattern

	Ko Samba buri ma, <u>raħħidde</u> .
weydude	Ko Samba buri ma, <u>weydude</u> .
doole	Ko Samba buri ma, <u>doole</u> .
fyodyde	Ko Samba buri ma, <u>fyodyde</u> .
juutde	Ko Samba buri ma, <u>juutde</u> .
famdude	Ko Samba buri ma, <u>famdude</u> .
mawnude	Ko Samba buri ma, <u>mawnude</u> .
yawnude	Ko Samba buri ma, <u>yawnude</u> .
suusde	Ko Samba buri ma, <u>suusde</u> .
bawlude	Ko Samba buri ma, <u>bawlude</u> .
qandude	Ko Samba buri ma, <u>qandude</u> .
moddyude	Ko Samba buri ma, <u>moddyude</u> .
raħħidde	Ko Samba buri ma, <u>raħħidde</u> .

## d) Simple Substitution-Correlation Drill

CuePattern

	Kaa juutðo, kono ko Seydu buri ma, juutde.
qo	Koo juutðo, kono ko Seydu buri mo, juutde.
qen	Ko <u>qen</u> juutðo, kono ko Seydu buri <u>qen</u> , juutde.
qon	Ko <u>qon</u> juutðo, kono ko Seydu buri <u>qon</u> , juutde.
be	Ko <u>be</u> juutðo, kono ko Seydu buri <u>be</u> , juutde.
meŋ	Ko <u>meŋ</u> juutðo, kono ko Seydu buri <u>meŋ</u> , juutde.
qa	Kaa juutðo, kono ko Seydu buri ma, juutde.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
Kaa	Kaa <u>juutdo</u> , kono ko Qabdul buri ma, juutde.
qo	Koo <u>juutdo</u> , kono ko Qabdul buri mo, <u>juutde</u> .
yawde	Koo <u>jawdo</u> , kono ko Qabdul buri mo, yawde.
qen	Ko qen <u>jawdo</u> kono ko Qabdul buri qen, yawde.
daðbo	Ko qen daðbo, kono ko Qabdul buri qen, <u>raðbidde</u> .
qon	Koon <u>daðbo</u> , kono ko Qabdul buri qon, <u>raðbidde</u> .
suusde	Koon <u>cuusdo</u> , kono ko Qabdul buri qon, suusde.
þe	Ko þe <u>cuusdo</u> , kono ko Qabdul buri þe, <u>suusde</u> .
yawde	Ko þe <u>jawdo</u> , kono ko Qabdul buri þe, yawde.
menj	Ko menj <u>jawdo</u> , kono ko Qabdul buri menj, <u>yawde</u> .
juutde	Ko menj <u>juutdo</u> kono ko Qabdul buri menj, juutde.
qa	Kaa <u>juutdo</u> , kono ko Qabdul buri ma, juutde.

## 15.8 NARRATIVE

New word: qaduna [ø]/qadunaru [ndu] ( ) world, this world

Rullude Qasaman qo

Sunjkari qe Samba, ñande gooto, þedo haala he fii rullude qasaman qo. Non Sunjkari wiyi mo kañko sikki qo toboto qonñan. Samba lamdi mo, ko wadi qo wiyi ðum. Sunjkari jaabi mo, qo wiyi yoo laar qasaman qo, Paski ðum fuddi wadde dule. Non Samba wiyi mo, ko hodum qo qandi he fii kulle dule. Sunjkari wiyi mo, yoo fad seeda tan, qo nanay ðirango ñgo. Nden Samba wiyi kañko, qo weloto qe ðum. Non Sunjkari wiyi yoo laar qadunaru ndu, fuddi niðbude, Samba jaabi, qo wiyi mo, 'Qa haali goonja.' Jooni qo jaabi qe haalaamakko. Sunjkari wiyi 'Qawa, haalaa gasi.'

## 15.9 Questions for Discussion

1. Hombo wiyilino qo tobay hande?
2. Ko hodum Sunjkari wiyi Samba, yoo laare?
3. Ko fii hodum Sunjkari wiyi Samba, yoo laara qasaman qo?
4. Hombo lamdi Sunjkari, he fii kulle dule?
5. Sunjkari wiyilino Samba, soo booyi seeda qo nanay hunde, ko hodum qo nanata?
6. Ko wadi qadunaru ndu fuddi niðbude?
7. Ko hodum fuddi, wadde dule?
8. Hombo hoolata neddo, Samba na, maa ko Sunjkari?
9. Hodum ñgandudaa he kulle dule?
10. Qa sikki qo tobay hande na?
11. Qasaman qo fuddi wadde dule na?
12. Qa nanay ðirango ñgo to mon na?

## REVIEW UNIT 3

(Review of Units 11 - 15)

R3.0 Recombination Dialogs

- A. Honno musiibemaa wadi?
- B. Bedo he jam.
- A. Tuma ñjilimi qon haŋki, honto ñjaatodon?
- B. Nden qeden ñjaha laarde nder saare nde, tawo mi yidiino ɓibeqam be naata qeskul.
- A. Mbilimi, hoto qoya gorkomaa woni, qarnoo do Qaltine yawtudo.
- B. Qo wiyyino kam qo qaray Talata maa Qalarba, kono soo qaraani hande qo qaray Qalkamis maa Juma.
- A. Goddo haali kam, qada mari naqı hewde qe baali, beqi, babbı qe pucu.
- B. Qeeyi, ndi do woni ɻgaariqam.
- A. Mido yidi pucu ranewu.
- B. Mido mari be tato.
- A. Hodum kadi tamdaa?
- B. Mido jogi bantara, kosam, kedam, qe maaro. Qawa, ccggu maaro ko, ko taransu qe fiataa.
- A. Mbilimi, ko cikkudaa he fii qasaman qo hande. Qadunaru ndu fow no niibbi.
- B. Mi sikki qo tobay hande. Laari, dule de he dow qasaman qo.
- A. Nden mi weloto qe dum, paski qo wulataa ko fewi.
- B. Soo booyi seeda, qa nanay dirango ɻgo.

## R3-1 Variation Drills

## a) Phrasal Substitution Drill.

Cue

fewnude biskalet Samba  
 yaade laarde neeneqam  
 nabde nagge ɻge to wuro ɻgo  
 yaade soodde bantara pur Demba  
 defde hirandemeeden  
 qarde haalde ma kulle debboqam  
 qokkude mo lekki ki  
 yarde lekkigam  
 defde maafe hirandemon  
 fewnude moto baabaqam  
 quddude dammugal ɻgal

Pattern

Tawo mi yidiino ɓibeqam be naata qeskul.  
 Tawo mi yidiino fewnude biskalet Samba.  
 Tawo mi yidiino yaade laarde neeneqam.  
 Tawo mi yidiino nabde nagge ɻge to wuro ɻgo.  
 Tawo mi yidiino yaade soodde bantara pur Demba.  
 Tawo mi yidiino defde hirandemeeden.  
 Tawo mi yidiino qarde haalde ma kulle debboqam.  
 Tawo mi yidiino qokkude mo lekki ki.  
 Tawo mi yidiino yarde lekkigam.  
 Tawo mi yidiino defde maafe hirandemon.  
 Tawo mi yidiino fewnude moto baabaqam.  
 Tawo mi yidiino quddude dammugal ɻgal.

yaade to <u>ŋgesameeden</u>	Tawo mi yidliino <u>quddude</u> <u>dammugal</u> <u>ŋgal</u> .
yaade daðbude <u>ŋgaariqam</u>	Tawo mi yidliino <u>yaade</u> <u>to</u> <u>ŋgesameeden</u> .
yaade remde baawo suudu neene	Tawo mi yidliino <u>yaade</u> <u>daðbude</u> <u>ŋgaariqam</u> .
naatde to nder fidyirde nde	Tawo mi yidliino <u>yaade</u> <u>remde</u> <u>baawo</u> <u>suudu</u> <u>neene</u> .
yaade yeide mbaldi ndi	Tawo mi yidliino <u>naatde</u> <u>to</u> <u>nder</u> <u>fidyirde</u> <u>nde</u> .
	Tawo mi yidliino <u>yaade</u> <u>yeide</u> <u>mbaldi</u> <u>ndi</u> .

## b) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
yaano to galle jargamon	Hoto qoya gorkomaa woni jooni, <u>qarno do Qaltine</u> <u>yawtudo</u> ?
qada qandi qinde qoya debbo	<u>Hoto qoya gorkomaa woni jooni</u> , yaano to galle jargamon?
soodno do jooni lidfi	Qada qandi qinde qoya debbo, <u>yaano to galle</u> <u>jargamon</u> ?
hombo woni qoya mawdo	<u>Qada qandi qinde qoya debbo</u> , soodno do jooni lidfi?
wonno to galle jargaqamen	Hombo woni qoya mawdo, <u>soodno do jooni lidfi</u> ?
honno <u>musiddo</u> Samba	Hombo woni qoya mawdo, wonno to galle jargaqamen?
hebno bikon tuubaakoobe	<u>Honno musiddo Samba</u> , <u>wonno to galle jargaqamen</u> ?
qada nana kibaaru teerimaa	<u>Honno musiddo Samba</u> , hebno bikon tuubaakoobe?
qaccuno do taanirawomum	Qada nana kibaaru teerimaa, <u>hebno bikon</u> <u>tuubaakoobe</u> ?
hodum woni ligge jatigimaa	<u>Qada nana kibaaru teerimaa</u> , qaccuno do <u>taanirawomum</u> ?
haalno ma fii kulle debbomum	Hodum woni ligge jatigimaa, <u>qaccuno do</u> <u>taanirawomum</u> ?
honno qoya pullo gorko	<u>Hodum woni ligge jatigimaa</u> , haalno ma fii kulle debbomum?
gaañdo jungomum hajki	Honno qoya pullo gorko, <u>haalno ma fii kulle</u> <u>debbomum</u> ?
hombo woni baaba qoya sukaa gorko	<u>Honno qoya pullo gorko</u> , gaañdo jungomum hajki?
qokkuðo kam deftere qonñan	Hombo woni baaba qoya sukaa gorko, <u>gaañdo</u> <u>jungomum</u> <u>hajki</u> ?
hoto qoya teerimaa	<u>Hombo woni baaba qoya sukaa gorko</u> , qokkuðo kam deftere qonñan?
qarno do Qaltine yawtudo	Hoto qoya teerimaa, <u>qokkuðo kam deftere qonñan</u> ?
	Hoto qoya teerimaa, qarno do Qaltine yawtudo?

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> tami leemuna.
(qo)	Qomo <u>tami</u> leemuna.
jog	Qomo jogi <u>leemuna</u> .
jawdi	<u>Qomo</u> jogi jawdi.
(ße)	<u>Bedo</u> <u>jogi</u> jawdi.
mar	<u>Bedo</u> mari <u>jawdi</u> .
kaalis	<u>Bedo</u> mari kaalis.
(qon)	Qodon <u>mari</u> kaalis?
jog	Qodon jogi <u>kaalis</u> ?
gertogal	<u>Qodon</u> jogi gertogal?
(qa)	Qada <u>jogi</u> gertogal?
tami	Qada tami <u>gertogal</u> ?
genewala	<u>Qada</u> tami genewala?
(qo)	Qomo <u>tami</u> genewala.
mar	Qomo mari <u>genewala</u> .
mbomri	<u>Qomo</u> mari mbomri.
(mi)	<u>Mido</u> <u>mari</u> mbomri.
tam	<u>Mido</u> tami <u>mbomri</u> .
leemuna	<u>Mido</u> tami leemuna.

## d) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal <u>kam</u> ko mbaaddaa.
mo	Haal <u>mo</u> ko mbaaddaa.
ße	Haal <u>ße</u> ko mbaaddaa.
meŋ	Haal meŋ <u>ko</u> mbaaddaa.
honno	Haal <u>men</u> honno mbaadda.
kam	Haal <u>kam</u> honno mbaaddaa.
mo	Haal <u>mo</u> honno mbaaddaa.
ße	Haal <u>ße</u> honno mbaaddaa.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal <u>kam</u> ko n̩jld̩daa.
mo	Haal mo ko <u>n̩jld̩daa</u> .
jog	Haal <u>mo</u> ko jogdaa.
ße	Haal <u>ße</u> ko <u>jogdaa</u> .
waaw	Haal <u>ße</u> ko mbaawdaa.
meŋ	Haal meŋ ko <u>mbaawdaa</u> .

	Haal <u>mej</u> ko <u>mbaawdaa</u> .
yil	Haal <u>men</u> ko <u>njiidaa</u> .
mo	Haal <u>mo</u> ko <u>njiidaa</u> .
yey	Haal <u>mo</u> ko <u>njeydaa</u> .
kam	Haal <u>kam</u> ko <u>njeydaa</u> .
yid'	Haal <u>kam</u> ko <u>njiidaa</u> .

## f) Progressive Substitution Drill

Cue

	<u>Mido</u> yeya leemuna.
(qo)	Qomo <u>yeya</u> leemuna.
dabb	Qomo <u>dabba</u> <u>leemuna</u> .
baabaqam	<u>Qomo</u> <u>dabba</u> baabaqam.
(ße)	Bedo <u>dabba</u> baabaqam.
fad	Bedo <u>pada</u> <u>baabaqam</u> .
Seydu	<u>Bedo</u> <u>pada</u> Seydu.
(mej)	<u>Miden</u> <u>pada</u> Seydu.
dabb	Miden <u>dabba</u> Seydu.
ligge	<u>Miden</u> <u>dabba</u> ligge.
(jon)	Qodon <u>dabba</u> ligge.
faali	Qodon <u>paali</u> ligge?
ndiyam	<u>Qodon</u> <u>paali</u> ndiyam?
(ße)	Bedo <u>paali</u> ndiyam.
nab	Bedo <u>naba</u> <u>ndiyam</u> .
teeriqam	<u>Bedo</u> <u>naba</u> teeriqam.
(m1)	Mido <u>naba</u> teeriqam.
fad	Mido <u>fada</u> <u>teeriqam</u> .
Jaawo	<u>Mido</u> <u>fada</u> Jaawo.
(qo)	Qomo <u>fada</u> Jaawo.
dabb	Qomo <u>dabba</u> <u>Jaawo</u> .
lekkı	<u>Qomo</u> <u>dabba</u> lekkı.
(qon)	Qodon <u>dabba</u> lekkı?
yey	Qodon <u>njeydaa</u> <u>lekkı</u> ?
leemuna	<u>Qodon</u> <u>njeydaa</u> leemuna?
(m1)	Mido yeya leemuna.

## g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
bibbe	<u>Polisaabe</u> ðe no ye ya leemunaaji dì.
dabb	Bibbe ðe no <u>ye ya</u> leemunaaji dì.
tuubaakoobe	Bibbe ðe no dabba <u>leemunaaji</u> dì.
lamdo	Bibbe ðe no dabba tuubaakoobe ðe.
fad	Lamdo qo no <u>dabba</u> tuubaakoobe ðe.
remoobe	Lamdo qo no fada remoobe ðe.
defowo	Defowo qo no <u>fada</u> remoobe ðe.
dabb	Defowo qo no dabba <u>remoobe</u> ðe.
gertoode	<u>Defowo</u> qo no dabba gertoode ðe.
mbomri	Mbomri ndi no <u>dabba</u> gertoode ðe.
yey	Mbomri ndi no ye ya <u>gertoode</u> ðe.
lekki	<u>Mbomri</u> ndi no ye ya lekki ki.
dokotor	Dokotor qo no <u>ye ya</u> lekki ki.
dabb	Dokotor qo no dabba <u>lekki</u> ki.
marse	<u>Dokotor</u> qo no dabba marse qo.
soldaroobe	Soldaroobe ðe no <u>dabba</u> marse qo.
naat	Soldaroobe ðe no naata <u>marse</u> qo.
laana	<u>Soldaroobe</u> ðe no naata laana ka.
polisaabe	Polisaabe ðe no <u>naata</u> laana ka.
yey	Polisaabe ðe no ye ya <u>laana</u> ka.
leemunaaji dì	Polisaabe ðe no ye ya leemunaaji dì.

## h) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
(qo)	<u>Bedo</u> ligga haa jooni.
fad	Qomo <u>ligga</u> haa jooni.
(mer)	<u>Qomo</u> fada haa jooni.
ñaam	<u>Midén</u> pada haa jooni.
(qon)	<u>Midén</u> ñaama haa jooni.
yar	Qodon <u>ñaama</u> haa jooni?
(mì)	<u>Qodon</u> ñjara haa jooni?
haal	<u>Midó</u> yara haa jooni.
(ðe)	<u>Bedo</u> kaala haa jooni.
ðan	<u>Bedo</u> ðaana haa jooni.
(qo)	Qomo <u>ðaana</u> haa jooni.
ligg	<u>Qomo</u> ligga haa jooni.
(ðe)	Bedo ligga haa jooni.

## 1) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
fad	Bedo <u>ligga</u> ton, haa <u>jooni</u> .
janggo	Be <u>pado</u> ton, haa <u>janggo</u> .
lel	Be <u>leloto</u> ton, haa <u>janggo</u> .
haŋki	Be <u>leliino</u> ton, haa <u>haŋki</u> .
won	Be <u>ŋgoniino</u> ton, haa <u>haŋki</u> .
jooni	Bedo <u>ŋgoni</u> ton, haa <u>jooni</u> .
ligg	Bedo <u>ligga</u> ton, haa <u>jooni</u> .
faðbi-janggo	Be <u>liggoto</u> ton, haa <u>faðbi-janggo</u> .
lel	Be <u>leloto</u> ton, haa <u>faðbi-janggo</u> .
heccihajŋki	Be <u>leliino</u> ton, haa <u>heccihajŋki</u> .
fad	Be <u>padiino</u> ton, haa <u>heccihajŋki</u> .
jooni	Bedo <u>pada</u> ton, haa <u>jooni</u> .
ligg	Bedo <u>ligga</u> ton, haa <u>jooni</u> .

## R3.2 EXERCISES

a) Directed Response Exercises<sup>1</sup>

1. Instructor- Lamdu mo (student B), soo yid'i yaade to saare jango.

Student A.- Qa yid'i yaade to saare na, jango?

Student B.- Qeeyit' mido yid'i yaade to saare nde, jango.

Student A.- Qeeyit' qomo yid'i yaade to saare, jango.

2. Instructor- Lamdu mo (student B), soo yid'i qen ñjaada marse, pur qen cooda kedam.

Student A.- Qada yid'i yaade marse, qan qe qoya, pur qon coodoya kedam?

Student B.- Qeeyit' mido yid'i yaade marse, pur qen coodoya kedam.

Student A.- Qeeyit' qomo yid'i yaade marse pur qon coodoya kedam.

3. Instructor- Lamdu mo (student B), si tawo qomo qandi hay hunde qe kulle Samba.

Student A.- Qa qandi hay hunde qe kulle Samba na?

Student B.- Qeeyit' mido qandi seedsa tan he kulle Samba.

Student A.- Qeeyit' Qomo qandi hunde he kulle Samba.

<sup>1</sup>In these exercises the instructor may substitute names of students for mo etc. The responses of students A and B may, of course, be other than those printed. Student A should put the question to student B as requested, and repeat student B's answer to the instructor.

4. Instructor- Lamdu mo (student B), si ko to saare qo soodoyctaa maaro ko na?

Student A.- Ko to saare soodoyta maaro ko na?

Student B.- Qeeyit ko to saare coodoytaami maaro ko.

Student A.- Qeeyit ko to saare qo coodoytaa maaro ko.

5. Instructor- Lamdu mo (student B), ko wadi qo sali qarde hanjki to qamer.

Student A.- Ko wadi qa sali qarde to maðbe hanjki.

Student B.- Qalaat mi salaani, ko mi sellaano, ko dum wadi.

Student A.- Qalaat qo salaani, koo sellaano, ko dum wadi.

6. Instructor- Lamdu ðe (students B and C), si ko jooni ðe ñjidî nabde nagge ñge na?

Student A.- Ko jooni qon ñjidî nabde nagge ñge na?

Student B or C- Qalaat ko jango qen ñjidî nabde ñge.

Student A.- Qalaat ko jango ðe ñjidî nabde ñge.

7. Instructor- Haal mo (student B), soo waawi qo qara jango, meñ ñjaha to jañgirdumakko.

Student A.- Qa waaway qarde jango, qon ñjaha to jañgirdumon na?

Student B.- Qeeyit mi waaway qarde jango, meñ ñjaha to jañgirduqamen.

Student A.- Qeeyit qo waaway qarde jango, qon ñjaha to jañgirdumaðbe.

8. Instructor- Haal mo (student B), soo waawi, soo booyi seeda qo qara, meñ ñjaha to dewgal ðiddo-debbogam.

Student A.- Qa waaway qarde, qon ñjaha to dewgal<sup>1</sup> ðiddo-debbomakko.

Student B.- Qeeyit mi waaway qarde, meñ ñjaha to dewgal ðiddo-debbomum.

Student A.- Qeeyit qo waaway qarde, qon ñjaha to dewgal ðiddo-debbomaa.

9. Instructor- Lamdu ðe (other students), si ko kambe ñgari do heccihanjki.

Student A.- Ko qonon ñgari do heccihanjki na?

Student B.- Qalaat wonaa meñ ñgari do heccihanjki.

Student A.- Qalaat wonaa kambe ñgari do heccihanjki.

10. Instructor- Lamdu mo (student B), soo qandi haytus qe kulle moto.

Student A.- Qada qandi hunde he kulle moto?

Student B.- Qalaat mi qandaa haytus he kulle moto.

Student A.- Qalaat qo qandaa haytus he kulle moto.

<sup>1</sup>dewgal- 'wedding'

11. Instructor- Lamdu mo (student B), si tawo qo yiyi Demba to saare, qon qanday mo na?

Student A.- Saa yiyi Demba to saare nde, qa qanday mo na?

Student B.- Qeeyit simi yiyi mo, mi qanday mo.

Student A.- Qeeyit soo yiyi Demba to saare, qo qanday mo.

12. Instructor- Lamdu be (students), si be njiyi kaŋko kadi, be waaway haalde kam na?

Student A.- Soon njiyi kaŋko kadi, qon mbaaway haalde mo na?

Students - Qeeyit si meŋ njiyi, meŋ mbaaway haalde mo.

Student A.- Qeeyit si be njiyi mo kadi, be mbaaway ma haalde.

13. Instructor- Lamdu mo (student B), si qomo waawi fewnude biskalet.

Student A.- Qada waawi fewnude biskalet na?

Student B.- Qalaat mi waawaa fewnude biskalet.

Student A.- Qalaat qo waawaa fewnude biskalet.

14. Instructor- Lamdu mo (student B), soo yid'i liggaade to galleqameŋ.

Student A.- Qada yid'i liggaade to gallemabbe na?

Student B.- Qalaat mi yidaa liggaade to gallemabbe.

Student A.- Qalaat qo yidaa liggaade to gallemmon.

15. Instructor- Haal mo (student B), si qomo waawi, mido yid'i qo joganam jawdiqam, haa mi qartaa.

Student A.- Qa waaway tamde jawdimakko, haa tuma qo qartaa na?

Student B.- Qeeyit mi waaway tamde jawdimakko haa tuma qo qartaa.

Student A.- Qeeyit qo waaway tamde jawdimaa haa tuma ngartaa.

16. Instructor- Lamdu mo (student B), si qomo waawi haalaa pular.<sup>1</sup>

Student A.- Qada waawi haalaa pular na?

Student B.- Qeeyit mido waawi seeda he haalaa pular.

Student A.- Qeeyit qomo waawi seeda he haalaa pular.

17. Instructor- Lamdu mo si baabamakko hebi nelalqam<sup>2</sup> hajki.

Student A.- Baabamaa hebi nelalmakko na hajki?

Student B.- Qeeyit baabaqam hebi nelalmakko hajki.

Student A.- Qeeyit baabamakko hebi nelalmaada hajki.

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<sup>1</sup>haalaa pular 'Fula (language)'

<sup>2</sup>nelal 'message'

18. Instructor- Lamdu mo (student B), sì ko haŋko tamı kafahıqam.

Student A.- Ko qan jogı kafahımakko na?

Student B.- Qalaa↑ wonaa mın jogı kafahımakko.

Student A.- Qalaa↑ wonaa kaŋko jogı kafahımaada.

19. Instructor- Lamdu mo (student B), sì ko kaŋko wonı karamakko bıddomaada na?

Student A.- Ko qan wonı karamokko bıddoqam na?

Student B.- Qeeyı↑ ko mın wonı karamokko bıddomaa.

Student A.- Qeeyı↑ ko kaŋko wonı karamokko bıddoqam.

20. Instructor- Lamdu mo (student B), sì qomo waawı yeýande kam ńgaarıqam.

Student A.- Qada waawı yeýde ńgaarımakko na?

Student B.- Qeeyı↑ mıdö waawı yeýde ńgaarımakko.

Student A.- Qeeyı↑ qomo waawı yeýde ńgaarımaada.

b) Free Response Exercise<sup>1</sup> (Ask two questions in response to each cue-one with a question word and one with /na/)

Cue

1. Hombo yıyı talkuruqam.

Response  
1. (a) Hoto wallindaa düm.  
(b) Wonaa qo do na?

2. Mi qandaa to lekkıqam  
qo wonı?

2. (a) Hoto ńgaccudaa düm?  
(b) Wonaa qo do na?

3. Qo wiyılino qo qarata hande.

4. (a) Hombo?  
(b) Wonaa janjo qo wiyılino na?

5. Mi yıyaani jaatıgiqam hande fow.

5. (a) Honto qo yahı?  
(b) Qo wıyaani ma qo yahayno marse  
hande na?

6. Mi waawaa ūnamde hıirande nde.

6. (a) Ko hodum wadı?  
(b) ūnamrı ndı welaani na?

7. Mi gaañı jungoqam.

7. (a) Honno gaañdaa düm?  
(b) Ko hande na?

8. Goreebeqam fow ńgalaa do han.

8. (a) Honto be ūjahı.  
(b) Ko to janğırdı ndu be ūjahı na?

9. Be kobe qanasaraabe.

9. (a) Hoto be ńgimmi?  
(b) Be kobe musıibemaada na?

<sup>1</sup>In this exercise the instructor should accept any response which is appropriate to the situation presented. The printed responses are suggestive.

10. Be cali kam haalde kullemakko.

11. Mi qandaa honto debbam yahi.

12. Reeduqam no muusa.

13. Mi yeysi ngaariqam.

14. Mi waawaa wadde dum.

15. Qo yiyaani teeriqam.

16. Mi qandaa qindemakko.

17. Be mbiyi ko Qamerika qo qimmi.

18. Mi waawaa qaddude dum.

19. Ko be sappo.

20. Soldaroobe mbari mo.

10. (a) Hobé cali ma haalde dum?  
(b) Ko kambe tan qandi kullemakko na?

11. (a) Wonaa ko qan neli mo na?  
(b) Ko honto qo wiyyino qo yahayno?

12. (a) Hodum niaamdaa?  
(b) Ko suubaka qo fuddi muusde na?

13. (a) Hombo soodii ndi?,  
(b) Jelu njeydaa dum?,  
(c) Ko han njeydaa dum na?

14. (a) Fewnude biskalet na?,  
(b) Hodum qa waawaa wadde.

15. (a) Teerimaa hombo?  
(b) Demba na?  
(a) Qarno to mon haŋki na?

16. (a) Ceernomon na?  
(b) Ko qoya gorko mbiyataa?

17. (a) Debbo Demba na?  
(b) Ko kajko woni karamokkomodon?

18. (a) Ledde de na?  
(b) Maa ko laana ka mbiyataa niis?

19. (a) Hodum kaaltaa niis?  
(b) Defte de na?

20. (a) Hombo be mbari?  
(b) Lamdo qo na?

## UNIT 16

16.0 Dialog: At The Butcher's

-Yompa-

teew [ŋgu] (tebbuli)

meat

buse [ɸ] (buseeße)

butcher

Buse, mido yidi teew.

Butcher, I want meat.

-Koba-

libar [ɸ] (libaraajı)

pound (lb.)

Libaraajı jelu paaldaa?

How many pounds do you want?

-Yompa-

jeegom

six

Jeegom, dum ko jelu?

Six, how much is that?

-Koba-

Dum wonay buudı jowi qe taransu.

That will be one pound one/  
/twenty-one shillings/

-Yompa-

berende [nde] (berde)

heart

Qawa†mido yidi berende nde.

OK., I want the heart.

-Koba-

QE hodum? Koyŋgal ŋgal paaldaa  
kadi na?And what [else]? Do you want  
the leg also?

-Yompa-

Qeeyı, dum kadi ko jelu?

Yes, that also is how much?

-Koba-

Mbuudu.

Four shillings.

-Yompa-

beccal [ŋgal] (becce)

rib, chop

Mido yidi kadi becce de.

I also want the ribs.

-Koba-

Dum ko taransuuji tati.

That is three shillings (3/-).

-Yompa-

piu

all, altogether

Be piu wonay jelu?

All of them will be how much?

-Koba-

Sappo qe goqo, qaddu kaalis.

That will be two pounds four  
shillings. (44 shillings).  
Give ('bring') the money.

-Yompa-

yob

Mi waawaataa ma yobde dum.

pay

I will not be able to pay you  
that.

-Koba-

Jelu mbaawdaa?

How much can you afford?

-Yompa-

Buud'i sappo.

Two pounds (40 shillings).

-Koba-

Mi jañi, qaddu kaalis qo.

I agree, bring the money.

-Yompa-

pañne [ø] (pañeejì)

Qa jaraama, mido qadda pañeqam.

basket, container

Thank you, I am bringing my  
basket (container).

### 16.1 Variation Drills on Basic Sentences

#### a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
baaba	<u>Buse</u> , mido yid'i teew.
deftere	<u>Baaba</u> , mido yid'i <u>teew</u> .
neene	<u>Neene</u> , mido yid'i <u>deftere</u> .
maaro	<u>Neene</u> , mido yid'i <u>maaro</u> .
kaw	Kaw, mido yid'i <u>maaro</u> .
kappe	<u>Kaw</u> , mido yid'i kappe.
gorgol	Gorgol, mido yid'i <u>kappe</u> .
bantara	<u>Gorgol</u> , mido yid'i bantara.
mawnirawo	<u>Mawnirawo</u> , mido yid'i <u>bantara</u> .
kosam	<u>Mawnirawo</u> , mido yid'i kosam.
baaba	Baaba, mido yid'i <u>kosam</u> .
kedam	<u>Baaba</u> , mido yid'i kedam.
neene	<u>Neene</u> , mido yid'i <u>kedam</u> .
ndiyam	<u>Neene</u> , mido yid'i ndiyam.
kaw	Kaw, mido yid'i <u>ndiyam</u> .
teew	Kaw, mido yid'i teew.
buse	Buse, mido yid'i teew.

## b) Simple Substitution Drill

## New words:

ñalel	[ŋgel] (ñale)	calf	
horde	[nde]	(kore)	calabash
feccere	[nde]	(pecce)	half
haayre	[nde]	(kaaje)	stone
ŋguru	[ŋgu]	(guri)	hide, skin
padaí	[ŋgal]	(pade)	shoe
hofru	[ndu]	(koppi)	knee
mawŋgal	a large one (of /ŋgal/ class)	[cf. <u>mawdo</u> ]	

CuePattern

Qawa, mido yidi <u>berende nde.</u>	
Qawa, mido yidi <u>koyŋgal ŋgal.</u>	koŋgal ŋgal
Qawa, mido yidi <u>hinere nde.</u>	hinere nde
Qawa, mido yidi <u>baawo ngo.</u>	baawo ngo
Qawa, mido yidi <u>ñalel ñgel.</u>	ñalel ñgel
Qawa, mido yidi <u>meselal ŋgal.</u>	meselal ŋgal
Qawa, mido yidi <u>pucu ŋgu.</u>	pucu ŋgu
Qawa, mido yidi <u>mbabba mba.</u>	mbabba mba
Qawa, mido yidi <u>padal ŋgal.</u>	padal ŋgal
Qawa, mido yidi <u>hayre nde.</u>	hayre nde
Qawa, mido yidi <u>hofru ndu.</u>	hofru ndu
Qawa, mido yidi <u>ŋguru ŋgu.</u>	ŋguru ŋgu
Qawa, mido yidi <u>feccere nde.</u>	feccere nde
Qawa, mido yidi <u>deftere nde.</u>	deftere nde
Qawa, mido yidi <u>nagge ŋge.</u>	nagge ŋge
Qawa, mido yidi <u>horde nde.</u>	horde nde
Qawa, mido yidi <u>mawŋgal ŋgal.</u>	mawŋgal ŋgal

## c) Simple Phrasal-Substitution Drill

New words:	jeedidí	seven
	jeetati	eight
	jeenayí	nine

<u>Cue</u>	<u>Pattern</u>
buudí dídí	Qo wonay <u>mbuuudu qe</u> taransu.
buudí tati	Qo wonay <u>buudi dídí</u> qe taransu.
buudí nayí	Qo wonay <u>buudi tati</u> qe taransu.
buudí jowi	Qo wonay <u>buudi nayí</u> qe taransu.
buudí jeegom	Qo wonay <u>buudi jowi</u> qe taransu.
buudí jeedidí	Qo wonay <u>buudi jeegom</u> qe taransu.
buudí jeetati	Qo wonay <u>buudi jeedidí</u> qe taransu.
buudí jeenayí	Qo wonay <u>buudi jeetati</u> qe taransu.
buudi sappo	Qo wonay <u>buudi jeenayí</u> qe taransu.
buudí sappo qe goqo	Qo wonay <u>buudi sappo</u> qe taransu.
buudí sappo qe dídí	Qo wonay <u>buudi sappo qe dídí</u> qe taransu.
buudí sappo qe nayí	Qo wonay <u>buudi sappo qe nayí</u> qe taransu.
buudí sappo qe jowi	Qo wonay <u>buudi sappo qe jowi</u> qe taransu.
buudí sappo qe jeegom	Qo wonay <u>buudi sappo qe jowi</u> qe taransu.
buudí sappo qe jeedidí	Qo wonay <u>buudi sappo qe jeegom</u> qe taransu.
buudí sappo qe jeetati	Qo wonay <u>buudi sappo qe jeedidí</u> qe taransu.
buudí nogas	Qo wonay <u>buudi sappo qe jeetati</u> qe taransu.
	Qo wonay <u>buudi nogas</u> qe taransu.

## d) Simple Substitution Drill

New words:	yakku	break, spoil, undo
	war	kill

<u>Cue</u>	<u>Pattern</u>
yid'	Jelu <u>mbaawdaa?</u>
qadd	Jelu <u>ñjiddaa?</u>
sood	Jelu <u>ngaddudaa?</u>
yey	Jelu <u>cooda?</u>
ñaam	Jelu <u>cooda?</u>
war	Jelu <u>ñjeydaa?</u>
yii	Jelu <u>ñjaamdaa?</u>
	Jelu <u>ñjidaa?</u>

	Jelu <u>ñjilidaa?</u>
wii	Jelu <u>mbiidaa?</u>
nab	Jelu <u>nabdaa?</u>
taw	Jelu <u>tawdaa?</u>
fewn	Jelu <u>pewnuuda?</u>
yakk	Jelu <u>ñjakkuuda?</u>

## 16.2 Note: Verbal Extension /-ondır/ - the 'Reciprocal' Form

Non þe calminondırı. 'So they greeted one another.'

This sentence illustrates the verbal extension /-ondır/ (occasionally /-indır/), carrying a sense of performing the action reciprocally -each to the other.

Other examples:

hool	'trust'	koolondırı <sup>1</sup>	'trust one another'
qandu	'know'	ŋgandondırı	'know one another'
yıld	'see together'	ñjilidondırı	'see one another'
= see one another'			

Note that in the last example the 'associative' extension [d], which already, in this case, has a reciprocal meaning, is present as well as /-ondır/. Note further that the reciprocal form always exhibits consonant alternation since reciprocity requires a plurality of actors.

Further examples:

qokku	'give'	ŋgokkondırı	'give one another'
haal	'speak'	kaalondırı	'speak to one another'
laar	'look'	ndaarondırı	'look at one another'
taw	'find'	tawondırı	'find one another'
nan	'hear'	nanondırı	'hear one another'
fad	'await'	padondırı	'wait for one another'
yey	'sell'	ñjeyondırı	'sell to one another'

<sup>1</sup>Note that the imperative form of verbs with this extension commonly occurs with the suffix /-a/ (a phenomenon we have previously noted with other verbal extensions [see 12.4, 13.4, 14.4 and also 6.4]).

## 16.3 Drills on Verbal Extension /-ondır/, the 'Reciprocal' Form

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	Min qe <u>Samba</u> ñjıldondırı haŋki.
neenemakko	Min qe <u>qo</u> ñjıldondırı haŋki.
ße	Min qe <u>neenemakko</u> ñjıldondırı haŋki.
qon	Min qe <u>ße</u> ñjıldondırı haŋki.
kambe	Min qe <u>qon</u> ñjıldondırı haŋki.
kaŋko	Min qe <u>kambe</u> ñjıldondırı haŋki.
baabamaa	Min qe <u>kaŋko</u> ñjıldondırı haŋki.
mawdo qo	Min qe <u>baabamaa</u> ñjıldondırı haŋki.
gesirawoqam	Min qe <u>mawdo qo</u> ñjıldondırı haŋki.
karamokkomabbe	Min qe <u>gesirawoqam</u> ñjıldondırı haŋki.
lamdo qo	Min qe <u>karamokkomabbe</u> ñjıldondırı haŋki.
dokotormaa	Min qe <u>lamdo qo</u> ñjıldondırı haŋki.
taanirawomakko	Min qe <u>dokotormaa</u> ñjıldondırı haŋki.
jaatigi Demba	Min qe <u>taanirawomakko</u> ñjıldondırı haŋki.
Samba	Min qe <u>jaatigi Demba</u> ñjıldondırı haŋki.
	Min qe Samba ñjıldondırı haŋki.

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
jaab	Min qe Samba <u>ñjıldondırı</u> haŋki bimbı.
haal	Min qe Samba <u>jaabondırı</u> haŋki bimbı.
salmin	Min qe Samba <u>kaalondırı</u> haŋki bimbı.
taw	Min qe Samba <u>calminondırı</u> haŋki bimbı.
laar	Min qe Samba <u>tawondırı</u> haŋki bimbı.
fad	Min qe Samba <u>ndaarondırı</u> haŋki bimbı.
qokk	Min qe Samba <u>padondırı</u> haŋki bimbı.
yey	Min qe Samba <u>ŋgokkondırı</u> haŋki bimbı.
yıl	Min qe Samba <u>ñjeyondırı</u> haŋki bimbı.
yaa	Min qe Samba <u>ñjıldondırı</u> haŋki bimbı.
	Min qe Samba <u>ñjaadondırı</u> haŋki bimbı.

## c) Progressive Substitution Drill

New word:

subaka [ø] (subakaajı) dawn, early morning

<u>Cue</u>	<u>Pattern</u>
	Ko <u>kaŋko</u> qe baabaqam ḥgokkondırı haŋki bimbı.
Demba	Ko Demba qe <u>baabaqam</u> ḥgokkondırı haŋki bimbı.
kaŋko	Ko Demba qe kaŋko <u>ḥgokkondırı</u> haŋki bimbı.
Salmin	Ko Demba qe kaŋko calminondırı <u>haŋki</u> bimbı.
hande	Ko Demba qe kaŋko calminondırı hande <u>bimbı</u> .
ňalloma	Ko <u>Demba</u> qe kaŋko calminondırı hande ňalloma.
mın	Ko mın qe <u>kaŋko</u> calminondırı hande ňalloma.
ße	Ko mın qe ße <u>calminondırı</u> hande ňalloma.
yıı	Ko mın qe ße ňjılıdondırı <u>hande</u> ňalloma.
heccıhaŋki	Ko mın qe ße ňjılıdondırı heccıhaŋki <u>ňalloma</u> .
jemma	Ko <u>mın</u> qe ße ňjılıdondırı heccıhaŋki jemma.
qo	Ko qo qe ße ňjılıdondırı heccıhaŋki jemma.
kambe	Ko qo qe kambe <u>ňjılıdondırı</u> heccıhaŋki jemma.
fad	Ko qo qe kambe padondırı <u>heccıhaŋki</u> jemma.
haŋki	Ko qo qe kambe padondırı haŋki <u>jemma</u> .
subaka	Ko <u>qo</u> qe kambe padondırı haŋki subaka.
ße	Ko ße qe <u>kambe</u> padondırı haŋki subaka.
meŋ	Ko ße qe meŋ <u>padondırı</u> haŋki subaka.
haal	Ko ße qe meŋ kaalondırı <u>haŋki</u> <u>subaka</u> .
hande	Ko ße qe meŋ kaalondırı hande <u>subaka</u> .
kiikliide	Ko <u>ße</u> qe meŋ kaalondırı hande kiikliide.
qon	Ko qon qe <u>meŋ</u> kaalondırı hande kiikliide.
qo	Ko qon qe qo <u>kaalondırı</u> hande kiikliide.
yaad	Ko qon qe qo ňjaadondırı <u>hande</u> kiikliide.
heccıhaŋki	Ko qon qe qo ňjaadondırı heccıhaŋki <u>kiikliide</u> .
bimbı	Ko <u>qon</u> qe qo ňjaadondırı heccıhaŋki bimbı.
kaŋko	Ko kaŋko qe <u>qo</u> ňjaadondırı heccıhaŋki bimbı.
baabaqam	Ko kaŋko qe baabaqam <u>ňjaadondırı</u> heccıhaŋki bimbı.
gokk	Ko kaŋko qe baabaqam ḥgokkondırı <u>heccıhaŋki</u> bimbı.
haŋki	Ko kaŋko qe baabaqam ḥgokkondırı haŋki bimbı.

## d) Simple Substitution-Transformation Drill (Simple to Reciprocal Form)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Qo <u>salminı</u> kam.	Mej calminondırı.
yıı	Qo <u>yıyı</u> kam.	Mej ñjılıidondırı.
fad	Qo <u>fadı</u> kam.	Mej padondırı.
qokk	Qo <u>gokkı</u> kam.	Mej ñgokkondırı.
nan	Qo <u>nanı</u> kam.	Mej nanondırı.
qand	Qo <u>gандı</u> kam.	Mej ñgandondırı.
gaañ	Qo <u>dabbi</u> kam.	Mej dabbondırı.
laar	Qo <u>laari</u> kam.	Mej ndaarondırı.
yawt	Qo <u>yawti</u> kam.	Mej ñjawtondırı.
hool	Qo <u>hoolı</u> kam.	Mej koolondırı.
yıd'	Qo <u>yıdı</u> kam.	Mej njılıondırı.

## e) Progressive Substitution-Transformation Drill (Simple to Reciprocal Form)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Qo <u>salminı</u> <u>be</u> .	Be calminondırı.
mı	Mı <u>salminı</u> <u>be</u> .	Mej calminondırı.
yıı	Mı <u>yıyı</u> <u>be</u> .	Mej ñjılıidondırı.
qon	Mı <u>yıyı</u> qon.	Mej ñjılıidondırı.
be	Be <u>ñjılıyı</u> qon.	Qon ñjılıidondırı.
fad	Be <u>padı</u> qon.	Qon padondırı.
ma	Be <u>padı</u> ma.	Qon padondırı.
qen	Qen <u>padı</u> ma.	Mej padondırı.
dabb	Qen <u>dabbi</u> <u>ma</u> .	Mej dabbondırı.
qon	Qen <u>dabbi</u> qon.	Mej dabbondırı.
qo	Qo <u>dabbi</u> qon.	Qon dabbondırı.
qand	Qo <u>gандı</u> qon.	Qon ñgandondırı.
ma	Qo <u>gандı</u> ma.	Qon ñgandondırı.
mı	Mı <u>gандı</u> ma.	Mej ñgandondırı.
nan	Mı <u>nani</u> <u>ma</u> .	Mej nanondırı.
mo	Mı <u>nani</u> mo.	Mej nanondırı.
qo	Qo <u>nani</u> mo.	Be nanondırı.
salmin	Qo <u>salminı</u> mo.	Be calminondırı.

16.4 Note: The 'Transformational' Verbal Extension [-w/-n] and the 'Causative' Verbal Extension [-(i)n].

#### A. [-w/-n] The Transformational Extension

In 8.1, where the verbal infinitive bawlude, 'to become black', was introduced, we noted that the /w/ represents a verbal extension which is added to some of the relatively rare adjectival roots of Fula to produce verbs meaning 'to become \_\_\_\_', 'to get \_\_\_\_'. Such verbs are normally inflected in the Middle Voice, which denotes actions done essentially of and/or to oneself. We there noted that this /w/ commonly undergoes metathesis (exchanging of places) with the root-final consonant, giving bawlude from bal + /w/.

In 13.0 the root ran 'white' was introduced. Both these roots, bal and ran, occur as adjectival stems with the suffix /e/:

<u>balejo</u>	'black one'	(of [qo] class)
<u>ranewu</u>	'white one'	(of [ŋgu] class)

The root ran also underlies a verb base: ranwu (or rawnu) 'become white'.

The use of this extension is restricted by the paucity of adjectival roots proper. Even such concepts as 'good' and 'bad', where we might expect adjective roots, are expressed in Fula by verbs - like moddyude 'to be good.'

Compare: Ko mi balejo. 'I'm a black man.'  
Dum no moddyi. 'That's good.' (Stative form of the verb)

Adjectival roots which end in /w/ are extended to make verb bases signifying 'to become \_\_\_\_' by the addition of a suffix /n/. This suffix may be related historically to the verbal extension [-(i)n], 'causative' (see B below), but in practice this /n/ behaves like the /w/ extension.

Note the root maw 'big' as in:

<u>mawdo</u>	'a big one'	(of the [qo] class)
<u>mawngal</u>	'a big one'	(of the [ŋgal] class)
<u>mawngu</u>	'a big one'	(of the [ŋgu] class) etc.

This root is made into a verb base, mawnu 'get big', 'grow up' by the addition of /n/.

Another example is yawno 'be quick!' from a root yaw 'quick, fast'. Note that these forms too, are commonly inflected in the Middle Voice.

#### B. [-(i)n] 'Causative'

This extension has occurred as the suffix distinguishing gayn- 'finish' from gas- 'come to an end'. (The change of /s/ to /y/ is not obligatory [gasn- also occurs], is unique to this root, and irrelevant to this discussion.) In this case the extension produces a transitive verb from an intransitive one:

Haalaas gasi. 'The talk is finished'

Mi gayni dum.                    'I finished it.'

In a certain number of examples, especially after such 'liquid' consonants as /l/, /r/, /y/, /w/, the form of this suffix is /-n/, as in gayn-. But in the majority of cases, always after stops and after two contiguous consonants, it is /-in/.

When this extension is suffixed to intransitive verbs the resultant form is an appropriate transitive:

gas-	'come to an end'	gayn-	'finish'
daan-	'sleep'	daanin-	'put asleep'
lel	'rest'	leln-	'cause to rest'
mawn-	'get big'	mawnin-	'enlarge, make grow'
bawl-	'become black'	bawlin-	'blacken'
rawn-	'get white'	rawnin-/rannin-	'whiten, bleach'
modfy-	'be good'	modfyin-	'improve, repair'

When this extension is suffixed to transitive verbs the resultant form denotes commonly that another actor has entered the picture to cause the performance of the action.

jang-	'read, study'	jangin-	'teach'
naat-	'enter'	naatin-	'cause to enter, take/bring in, enroll'
qand-	'know'	qandin-	'inform'
qadd-	'bring'	qaddin-	'have ___ bring'

With a certain number of roots two distinct causative forms are possible. From the root yaw- 'quick', mentioned in A above, a causative yawin- occurs denoting 'make quick' as in:

Yawin dum!                    'Speed it (a thing or process) up.'

from the base yawn- 'hurry up.' occurs a causative, yawnin- as in:

Yawnin mo!                    'Make him hurry up.'

In this case the distinction is between causing some inanimate, unmotivated object to be fast or quick and causing some animate being to hurry. The first requires, presumably, the application of physical force, the second of persuasion to greater exertion. Thus speeding up a bicycle would require yawin-, while speeding up a donkey would require yawnin-.

Occasionally a true 'double causative' is encountered. For example, from gayn- 'finish' derives gaynini- 'get finished'.

Mi gaynini dum.                    'I got it finished.'

Imperative forms of verb bases with the causative extension commonly (but not invariably) occur with the suffix /-a/:

Jangina mo!

also: Jangin mo!

'Teach him.'

Bawlina d'um!

also: Bawlin d'um!

'Blacken it.'

Naatina mo to jaŋgurdu ndu!

also: Naatin mo to jaŋgurdu ndu! 'Enter him in the school.'

There occurs also, from the verb root waal, an anomalous phonetic change (/aa/ to /a/ and /l/ to /ll/) before this extension, giving the verb base wallin 'lay, put down'. There seems to be no satisfactory explanation of this shift. The student must be careful not to confuse this with the verb root wall 'help' and its derivatives.

#### 16.5 The Causative Verbal Extension /in/

New word: tin	perceive, sense, understand
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##### a) Progressive Substitution Drill

Cue	Pattern
Si Qalla jaŋbi,	Si Qalla jaŋbi, <u>mi</u> moddyinat ma d'um hande.
qo	Si Qalla jaŋbi, qo <u>moddyinat</u> ma d'um hande.
qimmin	Si Qalla jaŋbi, qo qimminat <u>ma</u> d'um hande.
mo	Si Qalla jaŋbi, <u>qo</u> qimminat mo d'um hande.
be	Si Qalla jaŋbi, <u>be</u> <u>qimminat</u> mo d'um hande.
jaŋgin	Si Qalla jaŋbi, <u>be</u> jaŋginat <u>mo</u> d'um hande.
merj	Si Qalla jaŋbi, <u>be</u> jaŋginat merj d'um hande.
qo	Si Qalla jaŋbi, <u>qo</u> jaŋginat merj d'um hande.
tinin	Si Qalla jaŋbi, <u>qo</u> tininat <u>merj</u> d'um hande.
qon	Si Qalla jaŋbi, <u>qo</u> tininat qon d'um hande.
merj	Si Qalla jaŋbi, <u>merj</u> <u>tininat</u> qon d'um hande.
moddyin	Si Qalla jaŋbi, <u>merj</u> moddyinat <u>qon</u> d'um hande.
ma	Si Qalla jaŋbi, <u>merj</u> moddyinat <u>ma</u> d'um hande.
mi	Si Qalla jaŋbi, <u>mi</u> moddyinat <u>ma</u> d'um hande.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wadi haa qo jaŋgini kam d̄um.
qa	Qa wadi haa <u>qo</u> jaŋgini kam d̄um.
be	Qa wadi haa <u>be</u> jaŋgini kam d̄um.
tinini	Qa wadi haa <u>be</u> tinini <u>kam</u> d̄um.
ma	<u>Qa</u> wadi haa <u>be</u> tinini ma d̄um.
qo	Qo wadi haa <u>be</u> tinini ma d̄um.
meŋ	Qo wadi haa meŋ <u>tinini</u> ma d̄um.
qimmin	Qo wadi haa meŋ qimmini <u>ma</u> d̄um.
mo	<u>Qo</u> wadi haa meŋ qimmini mo d̄um.
qon	Qon mbaði haa <u>meŋ</u> qimmini mo d̄um.
qen	Qon mbaði haa <u>qen</u> <u>qimmini</u> mo d̄um.
qandin	Qon mbaði haa <u>qen</u> qandini <u>mo</u> d̄um.
be	<u>Qon</u> mbaði haa <u>qen</u> qandini <u>be</u> d̄um.
bi	Be mbaði haa <u>qen</u> gandini <u>be</u> d̄um.
qa	Be mbaði haa <u>qa</u> <u>gandini</u> <u>be</u> d̄um.
moddyin	Be mbaði haa <u>qa</u> moddyini <u>be</u> d̄um.
kam	<u>Be</u> mbaði haa <u>qa</u> moddyini kam d̄um.
ml	<u>Mi</u> wadi haa <u>qa</u> moddyini kam d̄um.
qo	<u>Mi</u> wadi haa <u>qo</u> <u>moddyini</u> kam d̄um.
jaŋgin	<u>Mi</u> wadi haa <u>qo</u> jaŋgini kam d̄um.

## 16.8 NARRATIVE

## New words:

yas/yasi	outside, outside of
bawli kirim	black as black can be, coal black
tigl	real, really; even
rutto	return to base, turn back
te	and
baŋ/bam	take, appropriate
biskalet [∅] (biskaletʃɪ)	bicycle
dyen	climb, ride
dow	up, on, top, above
dog	run
dognu	make to run
qustu	reduce [price], come down
par	get done, finish

Demba qe Buse qo

Qo wadi subaka gooto, tawi Yompa qe debbomakko, bedo he suudumaññe. Nden Yompa qimmi, yalti, laari yasi, qontuma qadunaru ndu fow no ñawli kirim he dule. Tawi ndiyam ñam no toba he doole. Non qo rutti to nder suudumaññe, qo wiyi debbomum, kañko waawataa yaade liggaade to ñgesamum qonñan, te qo qandaa koo wadata he galle nde. Non debbomum wiyi mo, qawa koo wadtaa, yoo ñaq biskalet-makko, qo yaha marse soodde teew. Yompa nden qimmi, bañji biskaletmum, ñyeri he dow ñum, qawa dogni ñum haa to marse qo. Qo tawi ton goddo wiyyete Koba, ko qon woni buse qo. Qo wiyi mo, qomo yidi teew. Tuma Koba lamdi mo ko libaraajji jelu qo yidi soodde, qo wiyi qon, qomo yidi jeegom. Nden kadi qo lamdi coggu koyngal ñgal qe becce ñe. Koba haalani mo cogguuli ñi ñe fow, non qo wiyi Koba yoo qustan mo seeda, qon jañi, qawa qo soodi ñe, qawa tuma qo pari, qo bañji biskalet-mum kadi, qo hooti to gallemabbe.

## 16.9 Questions for Discussion

1. Hombo yidi soodde teew he jaingo buse qo qonñan?
2. Koba qe Yompa hombo woni buse ñido qo?
3. Libaraajji jelu Yompa yidiino soodde he jungo buse qo?
4. Ko jelu Yompa yobi jom buse qo he libaraajji jeegom teew qo soodi he junggomum?
5. Hodum kadi qo soodi he junggomakko.
6. Jelu woni coggu becce ñe, Yompa soodiino?
7. Yompa soodiino koyngal ñgal na?
8. Tuma buse qo wiyi Yompa yoo yob mo buudi sappo, Yompa wiyyino hunde, ko hodum qo haali buse qo?
9. Ko jelu Yompa wiyyino buse qo ko ñum qo waawataa yobde mo?
10. Buse qo jañiino na he haalaa Yompa na, maa jañaaniino?

**NOTES**

## UNIT 17

17.0 Dialog: Kumba's Child is Cold

-Kumba-

lu<sup>b</sup>  
wudere [nde] (gude)

lend  
'Pagne' - a loin-cloth

mur  
biŋgel [ŋgel] (bikən)

worn by women  
cover (with cloth/blanket)  
child, little offspring

Fatu, lu<sup>b</sup>am wuderemaa, mi mura  
biŋgelqam.

Fatu, lend me your cloth so I may  
cover my child up.

-Fatu-

Ko hodum? Kori qo fawaani?

What is it? [I] hope she is not  
sick?

-Kimba-

jaanjo  
Qalaa, qo fawaani, kono mi sikkii  
qo jaanqaama.

be cold, get cold, be chilled  
No, she's not sick, but I think  
she has been chilled.

-Fatu-

muynu  
muynin  
  
daanaaki  
Fad, mido muynina biddoqam. Kajko  
kadı, gila haŋki, qo daanaaki.

nurse, suckle (intransitive)  
make nurse, give the  
greast to  
  
has not slept  
Wait, I am nursing my child. He  
too, hasn't gotten any sleep  
since yesterday.

-Kumba-

qendu [ndu] (qendi)  
Min de, hande fow, biŋgelqam  
sali muynude, qenduqam.

breast  
As for me, all today, my child  
has refused to suck my breast.

-Fatu-

taaqam<sup>1</sup>  
yahante  
Qawa ↑ si mi daanini taaqam,  
mi yahante marse, mi soodana  
mo, kedam nani?

my own  
[is] going to go for you  
All right, when I've put mine to  
sleep I'm going to go to market  
for you, and buy him milk, (you)  
hear?

<sup>1</sup>Also: taamaa 'your own', taamakko 'his own', etc.

## -Kumba-

hakkil [∅] (hakkileejí)

sense, intelligence,  
attention

Qaa ↑ dūm moddyete pur makko.

Ah! that will be good for him.

Qa jaaraama. Qan buri kam  
he ñde hakkil moddyo.Thanks, you have more sense  
than I. ('you exceed me to  
have good sense.')d̄c qe  
defantebetween now and ...  
will cook for you

ñaltaari [ndí] (ñaltaade)

afternoon snack (primarily  
for children) \*Qawa ↑ do qe tuma ñgartaa, mi  
kadi, mi defante ñaltaarimaada.And, between now and the time you  
return, as for me, I'll cook  
for you your afternoon snack.

## -Fatu-

tamp

be tired

tampin

tire, cause to get tired  
yourselfhooremaa<sup>1</sup>

Don't trouble yourself with that.

Wotaa tampina hooremaa he dūm.

I won't be there long I'll come  
come back soon.

## 17.1 Variation Drills on Basic Sentences

## New words:

wallu	help, aid, assist
heeg	be hungry
d̄omdo	be thirsty
najgu	hold, catch, seize
dar	stand, stop, remain standing
loot	wash

## a) Simple Substitution Drill

CuePatternLubam wuderemaa, mi mura ñingelqam.qokk Qokkam wuderemaa, mi mura ñingelqam.<sup>1</sup>Also: hooreqam 'myself', hooremakko 'himself', etc.

	<u>Qokkam</u> wuderemaa, mi mura binggelqam.
laar	<u>Laaranam</u> <sup>1</sup> wuderemaa, mi mura binggelqam.
holl	<u>Hollam</u> wuderemaa, mi mura binggelqam.
wall	<u>Wallam</u> wuderemaa, mi mura binggelqam.
qadd	<u>Qaddanam</u> <sup>1</sup> wuderemaa, mi mura binggelqam.
lub	<u>Lubam</u> wuderemaa, mi mura binggelqam.

## b) Sample Sentences

Qalaat qo fawaani, kono mi sikkı qo jaanjgaama.  
 Qalaat qo heegaani, kono mi sikkı qo domdaama.  
 Qalaat qo daanaani, kono mi sikkı qo tampiima.  
 Qalaat qo maayaani, kono mi sikkı qo fawaama.  
 Qalaat qo naamaani, kono mi sikkı qo heegaama.  
 Qalaat qo yaraani, kono mi sikkı qo domdaama.  
 Qalaat qo joodaani, kono mi sikkı qo tampiima.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
mo	<u>Mi</u> soodana mo kedam?
qo	<u>Qo</u> soodana mo kedam?
be	<u>Be</u> coodana mo kedam?
men	<u>Men</u> coodana mo kedam?
qon	<u>Qon</u> coodana mo kedam?
qa	<u>Qa</u> soodana mo kedam?
gen	<u>Qen</u> coodana mo kedam?
kanko	<u>Kanko</u> soodana mo kedam?
kambe	<u>Kambe</u> coodana mo kedam?
mi	<u>Mi</u> soodana mo kedam?

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
mo	<u>Mi</u> soodana mo kedam?
qo	<u>Qo</u> soodana <u>mo</u> kedam?
ma	<u>Qo</u> soodana <u>ma</u> kedam?
men	<u>Men</u> coodana <u>ma</u> kedam?
qon	<u>Men</u> coodana <u>qon</u> kedam?
be	<u>Be</u> coodana <u>qon</u> kedam?

<sup>1</sup>Note that laar and gadd require the [-an] verbal extension ('for, on behalf of') before the suffix /-am/.

	Be coodana <u>qon</u> kedam?
kam	Be coodana <u>kam</u> kedam.
qon	Qon coodana <u>kam</u> kedam.
mo	<u>Qon</u> coodana mo kedam.
ml	Mi soodana mo kedam?

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi daaninay <u>taaqam</u> .
-makko	Mi daaninay <u>taamakko</u> .
-maðbe	Mi daaninay <u>taamaðbe</u> .
-maada	Mi daaninay <u>taamaada</u> .
-meeden	Mi daaninay <u>taameeden</u> .
-modon	Mi daaninay <u>taamodon</u> .
-qam	Mi daaninay <u>taaqam</u> .

## f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi daaninay <u>taaqam</u> .
qo	Qo daaninay <u>taaqam</u> .
-makko	<u>Qo</u> daaninay taamakko.
qon	Qon daaninay <u>taamakko</u> ?
-maðbe	<u>Qon</u> daaninay taamaðbe?
þe	Be daaninay <u>taamaðbe</u> .
-maada	<u>Be</u> daaninay taamaada.
merj	Merj daaninay <u>taamaada</u> .
-mon	<u>Merj</u> daaninay taamon.
qo	Qo daaninay <u>taamon</u> .
-qam	<u>Qo</u> daaninay <u>taaqam</u> .
ml	Mi daaninay <u>taaqam</u> .

## g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi yahanay ma marse.
qo	Qo yahanay <u>ma</u> marse.
qon	<u>Qo</u> yahanay qon marse.
qen	Qen ñjahanay <u>qon</u> marse.
mo	<u>Qen</u> ñjahanay mo marse.
merj	Merj ñjahanay <u>mo</u> marse.
ma	<u>Merj</u> ñjahanay ma marse.
þe	Be ñjahanay <u>ma</u> marse.

	Be ñjahanay <u>ma</u> marse.
mo	<u>Be</u> ñjahanay mo marse.
mi	Mi yahanay <u>mo</u> marse.
ma	Mi yahanay ma marse.

## h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Dum moddyete pur <u>kajko</u> .
qan	Dum moddyete pur <u>qan</u> .
qon	Dum moddyete pur <u>qon</u> .
be	Dum moddyete pur <u>be</u> .
qo	Dum moddyete pur <u>qo</u> .
qen	Dum moddyete pur <u>qen</u> .
meŋ	Dum moddyete pur <u>meŋ</u> .
kambe	Dum moddyete pur <u>kambe</u> .
kajko	Dum moddyete pur <u>kajko</u> .

## i) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi daanini taa <u>qam</u> .
-makko	Mi daanini taamakko.
-maðbe	Mi daanini taamaðbe.
-modon	Mi daanini taamodon.
-meeden	Mi daanini taameeden.
-maada	Mi daanini taamaada.
-qam	Mi daanini taaqam.

## j) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi daaninay taa <u>qam</u> .
qo	Qo daaninay taa <u>qam</u> .
-makko	Qo daaninay taamakko.
be	Be daaninay taamakko.
-modon	Be daaninay taamodon.
meŋ	Meŋ daaninay taamodon.
-maðbe	Meŋ daaninay taamaðbe.
qen	Qen daaninay taamaðbe.
-maada	Qen daaninay taamaada.
qo	Qa daaninay taamaada?
-maðbe	Qa daaninay taamaðbe?
qon	Qon daaninay taamaðbe?
-makko	Qon daaninay taamakko?
mi	Mi daaninay taamakko.

## k) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Wotaa <u>tampina</u> hooremaa be <u>dum</u> .
qo	Wotaa <u>qo</u> tampina hooremakko he <u>dum</u> .
qon	Wotaa <u>qon</u> tampina koqemodon he <u>dum</u> .
be	Wotaa <u>be</u> tampina koqemabbe he <u>dum</u> .
men	Wotaa <u>men</u> tampina koqemeeden he <u>dum</u> .
qa	Wotaa <u>qa</u> tampina hooremaa he <u>dum</u> .

## l) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Wotaa <u>tampina</u> hooremaa he <u>dum</u> .
fii makko	Wotaa <u>tampina</u> hooremaa he <u>fii makko</u> .
teeriqam	Wotaa <u>tampina</u> hooremaa he <u>fii teeriqam</u> .
maabbe	Wotaa <u>tampina</u> hooremaa he <u>fii maabbe</u> .
qam	Wotaa <u>tampina</u> hooremaa he <u>fii qam</u> .
meeden	Wotaa <u>tampina</u> hooremaa he <u>fii meeden</u> .
makko	Wotaa <u>tampina</u> hooremaa he <u>fii makko</u> .
dum	Wotaa <u>tampina</u> hooremaa he <u>fii dum</u> .

## m) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo <u>daanaaki</u> gila hajki.
ñaamaaki	Qo <u>ñaamaaki</u> gila hajki.
joodaaki	Qo <u>joodaaki</u> gila hajki
domdaaki	Qo <u>domdaaki</u> gila kañki.
liggaaki	Qo <u>liggaaki</u> gila kañki.
jaangaaki	Qo <u>jaangaaki</u> gila kañki.
heegaaki	Qo <u>heegaaki</u> gila hajki.
naengaaki	Qo <u>naengaaki</u> gila hajki.
daraaki	Qo <u>daraaki</u> gila hajki.
yaraaki	Qo <u>yaraaki</u> gila hajki.
lootaaki	Qo <u>lootaaki</u> gila hajki.
qimmaaki	Qo <u>qimmaaki</u> gila hajki.

17.2 The Negatives of the Middle and Passive Voices (I)

In 7.2 it was noted that negatives in Fula are characterized by the suffix /-aa/. In 12.2 a review of active negative forms occurs.

In the Middle and Passive Voices, negatives occur with the suffix /-aa/ plus a consonant, /k/, plus the appropriate stem vowel for the perfective or imperfective of the voice. Remember that the stem vowels for the three voices are:

	A.V.	M.V.	P.V.
Perfective	-i	-i	-a
Imperfective	-a	-o	-e

Recall also that the liaison consonant for the negative perfective in the active voice is /n/. Thus the following combinations of suffixes occur in the negative forms:

	A.V.	M.V.	P.V.
Perfective:	-aanı	-aaki	-aaka
Preterit:	-aanino	-áakino	-áakanoo
Imperfective:			
Simple:	-aa	-aako	-aake
Preterit:	-aano	-áakono	-áakeno
Potential/Habitual:	- (a)taa <sup>1</sup>	- (o/a)taako	- (e/a)taake
Preterit:	- (a)taano	- (o/a)taakono	- (e/a)taakeno

In 16.0 above occurs this sentence:

1. Karjko kadi, gila hajkı  
qo daanaaki. 'He, too, hasn't gotten any sleep  
since yesterday.'

This sentence illustrates a perfective negative in the Middle Voice. Note that the verb 'sleep' in English is intransitive. Many such intransitive concepts are commonly rendered by verbs inflected in the Middle Voice in Fula. The concept here is that getting some sleep is something one does for oneself. The sentence would also be perfectly possible with a Passive Voice form:

2. Karjko kadi, gila hajkı  
qo daanaaka. 'He, too, hasn't been overcome by  
slumber since yesterday.'

Note that the translation of this passive form is a bit unnatural. The concept here is that sleep/slumber is something which can come upon one without

<sup>1</sup>The stem vowel preceding /-taa/ in potential/habitual negative forms is often assimilated to the following /-aa/ (becoming /a/), or omitted completely in pronunciation.

the exercise of one's volition. To give this sense when the 'actor' is inanimate we must in English use some such verbals as 'experience', 'be taken by', 'be overcome by', 'undergo', etc.

Imperfective negatives of the Middle and Passive Voices are rather specialized in usage and potentially confusing, but a clear understanding of them will help clear up any lingering confusion concerning these two 'voices', which operate quite differently than do any English forms which might be used to translate them in various contexts.

First, let us review the differences between perfective and imperfective negative forms in the Active Voice:

Perfective:            3. Mi yaraani.            'I haven't [yet] drunk.'

Preterit:            4. Mi yaraanino.            'I hadn't [yet] drunk.'

Imperfective:

Simple:            5. Mi yaraa.            'I didn't drink.' (during some recent period, commonly up to and through the present)

Preterit:            6. Mi yaraano.            'I didn't drink.' (during some period in the past), 'I hadn't drunk.'

Potential/Habitual    7. Mi yarataa.            'I'm not going to drink.', 'I don't drink \_\_\_\_.', 'I'm not drinking.'

Preterit:            8. Mi yarataano.            'I would not have drunk.'

In the perfective forms the action (or state) is stated not to have occurred to the date under consideration - that is, the non-performance is, in some sense, complete. No prediction is made about what happens henceforth. In the simple imperfective, the non-occurrence is presumed to be continuous through the period under discussion and, presumably, continuing into the future. In the potential/habitual forms the non-performance is predicted for the future period either as a result of present decision or of habitual practice. Of course, the preterit suffix has the function of putting the period under discussion back in time so that the time point of reference is not the present (or some specified past or future point) but is a point preceding such specified moment of time.

Now, let us turn to the Middle Voice (MV) and Passive Voice (PV), in which the situation is similar but a little harder to grasp. Since the PV is easier to comprehend than the MV, we take it up first.

#### Passive Voice

The general sense of the PV is that the action is exercised in some sense upon the grammatical subject.

9. Qo ndiyam yaraaka.            'This water has not [yet] been drunk.'

10. Qo ndiyam yaraákano. 'This water had not [yet] been drunk.'
11. Qo ndiyam yaraake. 'This water was not drunk. (all through the recent period under discussion, commonly up to and through the present)
12. Qo ndiyam yaraákeno. 'This water was not drunk.' (all through a past period)
13. Qo ndiyam yarataake. 'This water is not to/will not be drunk.' (drinking it is impossible or forbidden)
14. Qo ndiyam yarataákeno. 'This water would not have been drunk.'

The translation of the verb in the above sentences is not particularly difficult since 'drink' is a transitive verb in English. Where the English gloss for the verb is intransitive, translation (and, perhaps, comprehension) of the PV constructions in Fula becomes more difficult:

15. Qo laawol yahaaka. 'This road has not [yet] been taken.' ('This road has not been gone [by]')
16. Qo laawol yahaake. 'This road was not taken.' during the period under discussion)
17. Qo laawol yahataake. 'This road is not to be taken.' (Going by this road is impossible or forbidden)

### 17.3 Grammar Drills on Passive Negatives

New words:	fembu	shave
	tooñ	cerce, oppress, offend, be unjust to
	yaaf	forgive
	borne	dress, put on (garment), wear

#### a) Simple Substitution-Transformation Drill (Positive to Negative)

Cue	Pattern 1	Pattern 2	Translation of Pattern 2
Mi <u>heegaama</u> .	Mi heegaaka.	'I'm not hungry.' ('I've not been overcome by hunger.')	
domb'	Mi <u>dombaama</u> .	Mi dombaaka.	'I'm not thirsty.'
nañg	Mi <u>nangaama</u> .	Mi nañgaaka.	'I've not been seized.'
femb	Mi <u>fembaama</u> .	Mi fembaaka.	'I've not been shaved.'
gaañ	Mi <u>gaañaama</u> .	Mi gaañaaka.	'I've not been wounded.'
loot	Mi <u>lootaama</u> .	Mi lootaaka.	'I've not been washed.'
yaaf	Mi <u>yaafaama</u> .	Mi yaafaaka.	'I've not been forgiven.'

	Mi <u>yaafaama</u> .	Mi yaafaaka.	'I've not been forgiven.'
jaar	Mi <u>jaaraama</u> .	Mi jaaraaka.	'I've not been thanked.'
fii	Mi <u>fiyaama</u> .	Mi fiyaaka.	'I've not been struck.'
tooñ	Mi <u>tooñaama</u> .	Mi tooñaaka.	'I've not been offended.'
born	Mi <u>borñaama</u> .	Mi borñaaka.	'I've not been dressed.'

b) Simple Substitution-Transformation Drill (Positive to Preterit Negative [with tawo])

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>	<u>Translation of Pattern 2</u>
	Tawo qo <u>heegaáamano</u> .	Tawo qo heegaákano.	'[At that time] he hadn't yet been overcome by hunger.'
femb	Tawo qo <u>fembáamano</u> .	Tawo qo fembáakano.	'He hadn't yet been shaved.'
nang	Tawo qo <u>nangaáamano</u> .	Tawo qo nañaákano.	'He hadn't yet been seized.'
war	Tawo qo <u>waraáamano</u> .	Tawo qo waraákano.	'He hadn't yet been killed.'
yii	Tawo qo <u>yiyaáamano</u> .	Tawo qo yiyaákano.	'He hadn't yet been seen.'
domb	Tawo qo <u>dombaáamano</u> .	Tawo qo domdaákano.	'He hadn't yet been overcome by thirst.'
yaaf	Tawo qo <u>yaafaáamano</u> .	Tawo qo yaafaákano.	'He hadn't yet been forgiven.'
toon	Tawo qo <u>tooñáamano</u> .	Tawo qo tooñáakano.	'He hadn't yet been offended.'
fil	Tawo qo <u>fiyaáamano</u> .	Tawo qo fiyaákano.	'He had not yet been struck.'
lamd	Tawo qo <u>lamdaáamano</u> .	Tawo qo laamdaákano.	'He had not yet been asked.'
yid	Tawo qo <u>yidaáamano</u> .	Tawo qo yidaákano.	'He had not yet been liked.'
qacc	Tawo qo <u>gaccáamano</u> .	Tawo qo qaccáakano.	'He had not yet been left.'
qudd	Tawo qo <u>quddaáamano</u> .	Tawo qo quddaákano.	'It had not yet been closed.'
faal	Tawo qo <u>faalaáamano</u> .	Tawo qo faalaákano.	'He had not yet been cared for.'
heb	Tawo qo <u>hebaáamano</u> .	Tawo qo hebaákano.	'It had not yet been obtained.'
fewn	Tawo qo <u>fewnaáamano</u> .	Tawo qo fewnaákano.	'It had not yet been repaired.'

c) Response Drill

New word: mem touch

<u>Cue</u>	<u>Response</u>
Nde deftere memaama.	Qo do memaake.
Nge nagge yidaama.	Qo do yidaake.
Ngel sukaa fiyaama.	Qo do fiyaake.
Qo moto fewnaama.	Qo do fewnaake.
Ngo lungo gaañaaama.	Qo do gaañaaake.

Ndu suudu naataama.	Qo do naataake.
Ndi mboddi waraama.	Qo do waraake.
Ngol laawol yahaama.	Qo do yahaake.

## d) Response Drill

EXAMPLE: Cue: Dam ndiyam yaraama. 'This water has been drunk.'

Response: Dam do yaraake. 'This [water] (here) was not drunk.'

<u>Cue</u>	<u>Response</u>
Nde deftere memaama.	Nde do memaake.
Nge nagge yidaama.	Nge do yidaake.
Ngel sukaa fiyaama.	Ngel do fiyaake.
Qo moto fewnaama.	Qo do fewnaake.
Ngo jungo gaañaama.	Ngo do gaañaake.
Ndu suudu naataama.	Ndu do naataake.
Ndi mboddi waraama.	Ndi do waraake.
Ngol laawol yahaama.	Ngol do yahaake.

## e) Simple Substitution-Response Drill

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Dum <u>gadete</u> na? <sup>1</sup>	Qalaat <sup>2</sup> dum qaddataake.
wad'	Dum <u>wadete</u> na?	Qalaat <sup>2</sup> dum wadataake.
haal	Dum <u>haalete</u> na?	Qalaat <sup>2</sup> dum haalataake.
yar	Dum <u>yarete</u> na?	Qalaat <sup>2</sup> dum yarataake.
ñiaam	Dum <u>ñiaamete</u> na?	Qalaat <sup>2</sup> dum ñiaamataake.
loot	Dum <u>lootete</u> na?	Qalaat <sup>2</sup> dum lootataake.

## f) Response Drill on Active Negative Forms for Comparison

<u>Cue</u>	<u>Response</u>
Qa qadday dum na?	Qalaat <sup>2</sup> mi qaddataa dum.
Qa nabay dum na?	Qalaat <sup>2</sup> mi nabataa dum.
Qa qanday dum na?	Qalaat <sup>2</sup> mi qandataa dum.
Qa hebay dum na?	Qalaat <sup>2</sup> mi hebataa dum.
Qa yeayay dum na?	Qalaat <sup>2</sup> mi yeyatataa dum.
Qa yaray dum na?	Qalaat <sup>2</sup> mi yaratataa dum.
Qa waday dum na?	Qalaat <sup>2</sup> mi wadataa dum.
Qa wiyyay dum na?	Qalaat <sup>2</sup> mi wiyyataa dum.
Qa qudday dum na?	Qalaat <sup>2</sup> mi quddataa dum.

<sup>1</sup> 'Will that be brought?'<sup>2</sup> 'No, that won't be brought.'

## g) Response Drill on Active Negative Forms - Preterit

<u>Cue</u>	<u>Response</u>
Qa qaddayno d̄um na?	Qalaat̄ mi qaddataano d̄um.
Qa nabayno d̄um na?	Qalaat̄ mi nabataano d̄um.
Qa qandayno d̄um na?	Qalaat̄ mi qandataano d̄um.
Qa yarayno d̄um na?	Qalaat̄ mi yarataano d̄um.
Qa wadayno d̄um na?	Qalaat̄ mi wadataano d̄um.
Qa jaabayno d̄um na?	Qalaat̄ mi jabataano d̄um.
Qa yeayayno d̄um na?	Qalaat̄ mi yeyataawo d̄um.
Qa hebayno d̄um na?	Qalaat̄ mi hebataano d̄um.
Qa quddayno d̄um na?	Qalaat̄ mi quddataano d̄um.
Qa jangayno d̄um na?	Qalaat̄ mi jangataano d̄um.

17.4 The Negatives of the Middle and Passive Voices (II)Middle Voice

The general sense of the MV is that the subject exercises, in some sense, his own will or volition either to perform a bodily movement (like sitting down), to perform an action reflexively upon himself (like washing up) or to instigate the performance of an action upon himself (like getting his hair cut). With stative verbs the concept of getting oneself into the state in question is involved. All this is fairly easy to grasp when the subject is animate and the action one which he is likely to perform or to have someone perform upon himself:

- |                               |   |
|-------------------------------|---|
| 18. <sup>1</sup> Qo liggaaki. | 'He hasn't [yet] worked.'   |
| 19. Qo liggaako.              | 'He didn't work.' (during the recent period in question and now, presumably, the time has passed and his not-doing of the job is permanent) |
| 20. Qo liggotaako.            | 'He doesn't work.' (for reasons of self-motivation)   |
| 21. Qo joodaaki.              | 'He hasn't [yet] sat down.'   |
| 22. Qo joodáakino.            | 'He hadn't [yet] sat down.'   |
| 23. Qo joodaako.              | 'He didn't sit down.' (the whole time)  |
| 24. Qo joodáakono.            | 'He didn't sit down.' (the entire [past] period)  |
| 25. Qo joodotaako.            | 'He doesn't sit down.' (as a habit)   |
| 26. Qo joodotaákono.          | 'He wouldn't have sat down.'  |

<sup>1</sup>The numbering of examples is continuous with those of 17.2 for reasons of comparison.

When, however, the subject of a MV verb is inanimate, the situation can only be grasped with some difficulty by speakers of English:

- |                          |  |
|--------------------------|--|
| 27. Qo ndiyam yaraaki.   | 'This water hasn't gotten drunk.'  |
| 28. Qo ndiyam yaraako.   | 'This water didn't get drunk.' (for whatever reason, during the period under discussion) |
| 29. Qo ndiyam yarataako. | 'This water doesn't usually get drunk. (though it could if people chose to drink it)     |
| 30. Qo laawol yahaaki.   | 'This road has not [yet] gotten used.'   |
| 31. Qo laawol yahaako.   | 'This road didn't get used.' (during the recent period under discussion)                 |
| 32. Qo laawol yahataako. | 'This road doesn't normally get used.' (though it could)                                 |

Note that in 18-26 the subject is animate so the volition is attributable to the person. But in 27-32 the subjects are inanimate and the volition involved is difficult to construe as residing in them. If the word itself is inserted after get in the translations of 27-32, the general sense of the MV is restored and the passive idea is avoided.

Worthy of note here is the frequency with which the English verb get followed by an adjective (get sick, get well, etc.) or by a participle (get used, get drunk, etc.) is employed in the translation of MV forms in Fula. Where get is not appropriate there is usually an intransitive verb like work involved. But also recall how frequently in colloquial English we substitute, for such intransitive verbs, phrases with get like: get some sleep, get a little work done, get down (for descend), get in (for enter), get over (for recover), etc. Hence, it seems helpful to suggest that the MV in Fula can be most commonly rendered with some phrase containing get.

The distinctions described above between the AV, MV and PV negative forms can be well reviewed and illustrated again by examining the full set of perfective and imperfective (non-preterit) negatives of a stative verb like faw 'be sick':

**Perfective:**

- |    |                 |                             |
|----|-----------------|-----------------------------|
| AV | 33. Mi fawaani. | 'I'm not sick [yet].'       |
| MV | 34. Mi fawaaki. | 'I've not gotten sick.'     |
| PV | 35. Mi fawaaka. | 'I've not been taken sick.' |

**Imperfective:**

**Simple:**

- |    |                 |                         |
|----|-----------------|-------------------------|
| AV | 36. Mi fawaa.   | 'I'm not sick.'         |
| MV | 37. Mi fawaako. | 'I didn't get sick.'    |
| PV | 38. Mi fawaake. | 'I was not taken sick.' |

## Potential/Habitual:

AV 39.	Mi fawataa.	'I'm not going to be sick.'
MV 40.	Mi fawataako.	'I don't get sick.'
PV 41.	Mi fawataake.	'I won't be taken sick.' (because of inoculation, etc. it is impossible for the disease to affect me)

There exist certain peculiar extensions of these usages in the PV in a specialized construction with the imperfective negative forms only. This construction would appear to be an extension of the use of this PV negative form (as in 14, 17, and 41 above) to denote the impossibility or forbidden nature of an action.

Compare:	20. Qo liggotaako.	'He doesn't work.'
	42. Qo liggotaake.	'He doesn't work at all.' (it is impossible or against orders for him to work)

Here the passive sense - that work is not done (or 'to be done') by him - conflicts with the grammar, since qo is, by position and the absence of other noun, the subject.

This construction also occurs with personal subject and an 'object' of the (formally) passive verb:

43. Hay si mi qariino to mon haŋki, mi qandataake baŋdo gudemon.	'Even if I had come to your [place] yesterday, I would certainly not recognize the one who took your clothes.'
--	--

Here the sense of the impossibility of my knowing the thief is expressed. The same construction may also occur with a MV verb in the potential negative:

44. Hay si mi qariino to mon haŋki, mi qandataako baŋdo gudemon.	'Even if....., I wouldn't have gotten myself into a position to know.....'
--	--

Here the sense is weaker - not that my knowing would have been impossible but that it would have been most unlikely. In the background in this latter (MV) example seems to lurk a sense of happenstance, perhaps related to some exercise of volition on the part of someone.

Of course, the AV equivalent is also possible here:

45. Hay si mi qariino to mon haŋki, mi qandataa baŋdo gudemon.	'Even....., I wouldn't know the....'
--	--------------------------------------

This is relatively straight-forward and easy to comprehend. The 'equivalent' MV and PV constructions above cannot be fitted neatly into an exposition of the common concepts denoted by MV and PV forms. See the drills in 17.5 below (e, f, g) for further examples of these usages.

In summary: The negative of the perfective forms of all three voices stresses that the non-performance of the action in question (or the non-existence

of the state) has obtained prior to the time-reference point of the sentence, but that no prediction of the continuance of such non-performance (or non-existence) is implied.

The negative of the simple imperfective stresses that the non-performance or non-existence in question is a continuing matter, continuing from the beginning of the period in question right up to the reference-time point and presumably likely to continue on, perhaps because of the removal of the circumstances in which the performance of the action or the existence of the state might have been anticipated. Thus before the guests have departed one might remark that certain water had not [yet] been drunk (perfective) while after the departure of the guests one would more likely remark that the water in question wasn't drunk during the whole time when it might have been and now, presumably, the condition of 'not being drunk' is permanent (imperfective).

The negative of the potential/habitual imperfective stresses that the non-performance or non-existence in question is (or was) predictable for the future, either on the basis of a conscious choice or of an established pattern of habit or custom.

The AV negative forms stress that the non-performance or non-existence in question is the result of the intent of the subject, acting upon some outside object or set of circumstances.

The MV negative forms stress that the non-performance or non-existence in question is the result of the volition of the subject exercised essentially upon or for the immediate benefit of himself (or itself).

The PV negative forms stress that the non-performance or non-existence is the result of some outside force (unspecified) acting upon the subject.

Clearly the equivalent positive forms generally stress the same aspects relative to the performance or existence of an action or state.

There exist a certain number of verbs which are not to be found inflected in more than two voices, or occur in a single voice only. With such verbs the differential meanings of these voices summarized above do not fully operate. As Fula is a living language, it will obviously not always be possible to get to the meaning of a particular MV verb, for example, by reference to the meaning of an AV or PV form with the same root. For example: waal when inflected in the AV denotes 'spend the night' while the 'equivalent' MV forms denote 'lie down'. The semantic relationship is clear, but the latter denotation can hardly be unerringly predicted from the former. Hence the above generalizations can do no more than provide guidelines to assist in the interpretation, especially of verbs which commonly occur inflected in all three voices.

## 17.5 Grammar Drills on Negatives, Especially MV Forms

## a) Simple Substitution-Response Drill (Respond in the negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo daanilima na? <sup>1</sup>	Qo daanaaki tawo. <sup>2</sup>
heeg	Qo <u>heegiima</u> na?	Qo heegaaki tawo.
jood'	Qo <u>joodiima</u> na?	Qo joodaaki tawo.
femb	Qo <u>fembiiima</u> na?	Qo fembaaki tawo.
qimm	Qo <u>qimmiima</u> na?	Qo qimmaaki tawo.
loot	Qo <u>lootiima</u> na?	Qo lootaaki tawo.
qart	Qo <u>qartiima</u> na?	Qo qartaaki tawo.
maay	Qo <u>maayiima</u> na?	Qo maayaaki tawo.
lel	Qo <u>leliima</u> na?	Qo lelaaki tawo.
waal	Qo <u>waaliima</u> na?	Qo waalaaki tawo.
ñiaam	Qo <u>ñiaamiima</u> na?	Qo ñaamaaki tawo.
yar	Qo <u>yariima</u> na?	Qo yaraaki tawo.
jang	Qo <u>jangiima</u> na?	Qo jaŋgaaki tawo.
gaañ	Qo <u>gaañiima</u> na?	Qo gaañaaki tawo.
daan	Qo daanilima na?	Qo daanaaki tawo.

<sup>1</sup> 'Has he slept?<sup>2</sup> 'He hasn't slept yet.'

## b) Simple Substitution-Response Drill (Respond with Negative Imperfective Preterit)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo daanilino na? <sup>1</sup>	Qalaat qo daanaakono. <sup>2</sup>
heeg	Qo <u>heegiino</u> na?	Qalaat qo heegaakono.
jood'	Qo <u>joodiino</u> na?	Qalaat qo joodaakono.
femb	Qo <u>fembiiino</u> na?	Qalaat qo fembaakono.
qimm	Qo <u>qimmiino</u> na?	Qalaat qo qimmaakono.
loot	Qo <u>lootiino</u> na?	Qalaat qo lootaakono.
qart	Qo <u>qartiino</u> na?	Qalaat qo qartaakono.
maay	Qo <u>maayiino</u> na?	Qalaat qo maayaakono.
lel	Qo <u>leliino</u> na?	Qalaat qo lelaakono.
ñiaam	Qo <u>ñiaamiino</u> na?	Qalaat qo ñaamaakono.
yar	Qo <u>yariino</u> na?	Qalaat qo yaraakono.
jang	Qo <u>jangiino</u> na?	Qalaat qo jaŋgaakono.
gaañ	Qo <u>gaañiino</u> na?	Qalaat qo gaañaakono.
naat	Qo <u>naatiino</u> na?	Qalaat qo naataakono.
daan	Qo daanilino na?	Qalaat qo daanaakono.

<sup>1</sup> 'Had he slept? / Had he been asleep.'<sup>2</sup> 'No, he hadn't slept / been asleep.'

c) Simple Substitution-Response Drill (Respond with the Imperfective Negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo <u>liggi</u> na? <sup>1</sup>	Qalaat qo liggaako. <sup>2</sup>
femb	Qo <u>femb</u> i na?	Qalaat qo fembaako.
jog	Qo <u>jogi</u> na?	Qalaat qo jogaako.
gaañ	Qo <u>gaañi</u> na?	Qalaat qo gaañaako.
loot	Qo <u>looti</u> na?	Qalaat qo lootaako.
daan	Qo <u>daani</u> na?	Qalaat qo daanaako.
heeg	Qo <u>heegi</u> na?	Qalaat qo heegaako.
legg	Qo <u>leggi</u> na?	Qalaat qo liggaako.

<sup>1</sup> 'Did he work?'

<sup>2</sup> 'No, he didn't work.'

d) Simple Substitution-Response Drill (Respond with Negative Perfective Preterit)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Tawo qo <u>heegima</u> na? <sup>1</sup>	Qalaat tawo qo heegaakino. <sup>2</sup>
domd	Tawo qo <u>domdiima</u> na?	Qalaat tawo qo domdaakino.
femb	Tawo qo <u>fembima</u> na?	Qalaat tawo qo fembaakino.
loot	Tawo qo <u>lootima</u> na?	Qalaat tawo qo lootaakino.
ñaam	Tawo qo <u>ñaamima</u> na?	Qalaat tawo qo ñaamaakino.
yar	Tawo qo <u>yarima</u> na?	Qalaat tawo qo yaraakino.
daan	Tawo qo <u>daanima</u> na?	Qalaat tawo qo daanaakino.
jood	Tawo qo <u>joodima</u> na?	Qalaat tawo qo joodaakino.
waal	Tawo qo <u>waalima</u> na?	Qalaat tawo qo waalaakino.
lel	Tawo qo <u>leliima</u> na?	Qalaat tawo qo lelaakino.
heeg	Tawo qo <u>heegima</u> na?	Qalaat tawo qo heegaakino.

<sup>1</sup> 'Was he thirsty at that time?'

<sup>2</sup> 'No, he hadn't gotten thirsty yet.' (but no prediction about afterwards.)

e) Simple Substitution-Response Drill (Respond with Potential-Habitual Preterit Negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo <u>qaddoton</u> dum na? <sup>1</sup>	Qalaat qo qaddataakono dum. <sup>2</sup>
ñaam	Qo <u>ñaamoton</u> dum na?	Qalaat qo ñaamatataakono dum.
loot	Qo <u>looototon</u> dum na?	Qalaat qo lootataakono dum.
legg	Qo <u>leggoton</u> dum na?	Qalaat qo liggataakono dum.
yar	Qo <u>yarototon</u> dum na?	Qalaat qo yarataakono dum.
yey	Qo <u>yeyototon</u> dum na?	Qalaat qo yeyatataakono dum.
def	Qo <u>defototon</u> dum na?	Qalaat qo defataakono dum.
naat	Qo <u>naatoton</u> dum na?	Qalaat qo natataakono dum.

	Qo <u>naatotono</u> d̄um na?	Qalaat̄ qo naatataáakono d̄um.
bet	Qo <u>betotono</u> d̄um na?	Qalaat̄ qo betataáakono d̄um.
sood'	Qo <u>sood'otono</u> d̄um na?	Qalaat̄ qo soodataáakono d̄um.
fewn	Qo <u>fewnotono</u> d̄um na?	Qalaat̄ qo fewnataáakono d̄um.
nab	Qo <u>nabotono</u> d̄um na?	Qalaat̄ qo nabataáakono d̄um.
qadd	Qo <u>qaddotono</u> d̄um na?	Qalaat̄ qo qaddataáakono d̄um.

<sup>1</sup> 'Would he have brought that along?'      <sup>2</sup> 'No, he wouldn't have brought that.'

f) Simple Substitution-Response Drill (Respond in the 'impossibilitative' use of the Imperfective Passive Preterit Form)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Tawo qa <u>qandıima</u> d̄um na? <sup>1</sup>	Tawo mi qandaáakeno d̄um. <sup>2</sup>
qadd	Tawo qa <u>qaddıima</u> d̄um na?	Tawo mi qaddáakeno d̄um.
heb	Tawo qa <u>hebıima</u> d̄um na? <sup>3</sup>	Tawo mi hebáakeno d̄um. <sup>4</sup>
waaw	Tawo qa <u>waawiima</u> d̄um na?	Tawo mi waawáakeno d̄um.
yıı	Tawo qa <u>yıyııma</u> d̄um na?	Tawo mi yıyıáakeno d̄um.
yey	Tawo qa <u>yeyııma</u> d̄um na?	Tawo mi yeyáakeno d̄um.
tam	Tawo qa <u>tamııma</u> d̄um na?	Tawo mi tamaáakeno d̄um.
nab	Tawo qa <u>nabiıma</u> d̄um na?	Tawo mi nabaáakeno d̄um.
jog	Tawo qa <u>jogiıma</u> d̄um na?	Tawo mi jogáakeno d̄um.
nan	Tawo qa <u>naniıma</u> d̄um na?	Tawo mi nanaáakeno d̄um.
def	Tawo qa <u>defiıma</u> d̄um na?	Tawo mi defaáakeno d̄um.
qudd	Tawo qa <u>quddııma</u> d̄um na?	Tawo mi quddaáakeno d̄um.
quddit	Tawo qa <u>qudditııma</u> d̄um na?	Tawo mi qudditaáakeno d̄um.
naam	Tawo qa <u>naamııma</u> d̄um na?	Tawo mi naamaáakeno d̄um.
bet	Tawo qo <u>betııma</u> d̄um na?	Tawo mi betaáakeno d̄um.
haal	Tawo qo <u>haalııma</u> d̄um na?	Tawo mi haaláakeno d̄um.
laar	Tawo qo <u>laariıma</u> d̄um na?	Tawo mi laaraáakeno d̄um.
qand	Tawo qo <u>qandııma</u> d̄um na?	Tawo mi qandaáakeno d̄um.

<sup>1</sup> 'Did you know it then?' ('Had you previously come to know it.')

<sup>3</sup> 'Had you gotten it then?'

<sup>2</sup> 'At that time I hadn't any notion of it at all.'

<sup>4</sup> 'I hadn't received it at all, then.'

g) Simple Substitution-Response Drill (Respond with the 'impossibilitative' use of the Imperfective Potential Negative).

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qa <u>gaddoto</u> d̥um na? <sup>1</sup>	Qalaat̥ mi qaddat̥áake d̥um.
nab	Qa <u>naboto</u> d̥um na?	Qalaat̥ mi nabat̥áake d̥um.
qand	Qa <u>qandoto</u> d̥um na?	Qalaat̥ mi qandat̥áake d̥um.
heb	Qa <u>heboto</u> d̥um na?	Qalaat̥ mi hebat̥áake d̥um.
yey	Qa <u>yeyoto</u> d̥um na?	Qalaat̥ mi yeyat̥áake d̥um.
yar	Qa <u>yaroto</u> d̥um na?	Qalaat̥ mi yarat̥áake d̥um.
qudd	Qa <u>quddoto</u> d̥um na?	Qalaat̥ mi quddat̥áake d̥um.
haal	Qa <u>haaloto</u> d̥um na?	Qalaat̥ mi haalataáake d̥um.
ñaam	Qa <u>ñaamoto</u> d̥um na?	Qalaat̥ mi ñaamat̥áake d̥um.
def	Qa <u>defoto</u> d̥um na?	Qalaat̥ mi defataáake d̥um.
quddit	Qa <u>qudditoto</u> d̥um na?	Qalaat̥ mi qudditat̥áake d̥um.
yid	Qa <u>yidototo</u> d̥um na?	Qalaat̥ mi yidat̥áake d̥um.
faal	Qa <u>faaloto</u> d̥um na?	Qalaat̥ mi faalataáake d̥um.
qadd	Qa <u>gaddoto</u> d̥um na?	Qalaat̥ mi qaddat̥áake d̥um.

<sup>1</sup> 'Will you bring it [along]?

2 'No, I won't [be able to]  
bring it.'

## 17.6 The /-ante/ construction: 'for you' etc.

In the sentence portion: ...mi yahante marse... the word yahante was translated 'going to go for you'. We can recognize here the /an/ verbal extension - 'Applicative' (see 12.4) and a /t/, normally associated with potential/habitual imperfective verb forms. An /e/ suffix, however, has previously occurred only as the stem vowel of passive forms and this form is not easy to interpret as in any sense passive.

This construction also occurs with an object personal pronoun specifying the person for whom the act is to be performed:

Mi vahante mo marse. I'm going to go to market for him.'

If the less definite form of the potential is employed, the object must be specified:

Mi yahanay ma marse. 'I'll go to market for you.'  
Mi yahanay mo marse. 'I'll go to market for him.'

Thus we find in this /-ante/ construction a unique form in that without a following pronoun it has second person singular reference.

The preterit of this construction yahanteno 'would have gone for you' also occurs.

## 17.7 Drills on the /-ante/ construction

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	M1 yahante <u>ma</u> marse.
qon	M1 yahante <u>qon</u> marse.
mo	M1 yahante <u>mo</u> marse.
be	M1 yahante <u>be</u> marse.
ma	M1 yahante ma marse.

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	M1 <u>soodante</u> deftere nde.
qadd	M1 <u>qaddante</u> deftere nde.
yeý	M1 <u>yeýante</u> deftere nde.
laar	M1 <u>laarante</u> deftere nde.
dabb	M1 <u>dabbante</u> deftere nde.
nab	M1 <u>nabant</u> e deftere nde.
heß	M1 <u>heßant</u> e deftere nde.
moddy	M1 <u>moddyant</u> e deftere nde.
fewn	M1 <u>fewnante</u> deftere nde.
sood	M1 soodante deftere nde.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	M1 yahante ma marse.
qo	Qo yahante <u>ma</u> marse.
qon	Qo yahante qon marse.
qen	Qen ñjahante <u>gon</u> marse.
mo	Qen ñjahante mo marse.
meŋ	Meŋ ñjahante <u>mo</u> marse.
ma	Meŋ ñjahante ma marse.
be	Be ñjahante <u>ma</u> marse.
qon	Be ñjahante qon marse.
mi	Mi yahante <u>gon</u> marse.
ma	Mi yahante ma marse.

d) Simple Substitution-Response Drill (This is a rhetorical question asked and answered by the same person.)

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
nab	Hombo <u>gaddante</u> d'um?	Mi qaddante d'um.
jang	Hombo <u>nabante</u> d'um?	Mi nabante d'um.
yey	Hombo <u>janginte</u> d'um?	Mi janginte d'um.
sood'	Hombo <u>yeyante</u> d'um?	Mi yeyante d'um.
wall	Hombo <u>soodante</u> d'um?	Mi soodante d'um.
wad'	Hombo <u>wallante</u> d'um?	Mi wallante d'um.
def	Hombo <u>wadante</u> d'um?	Mi wadante d'um.
holl	Hombo <u>defante</u> d'um?	Mi defante d'um.
qudd	Hombo <u>hollante</u> d'um?	Mi hollante d'um.
fewn	Hombo <u>quddante</u> d'um?	Mi quddante d'um.
haal	Hombo <u>fewnante</u> d'um?	Mi fewnante d'um.
laar	Hombo <u>haalante</u> d'um?	Mi haalante d'um.
jang	Hombo <u>laarante</u> d'um?	Mi laarante d'um.
rem	Hombo <u>janginte</u> d'um?	Mi janginte d'um.
qimm	Hombo <u>remante</u> d'um?	Mi remante d'um.
lub	Hombo <u>qimmante</u> d'um?	Mi qimmante d'um.
tam	Hombo <u>lubante</u> d'um?	Mi lubante d'um.
	Hombo tamante d'um?	Mi tamante d'um.

#### 17.8 NARRATIVE

New words:

jaango [ŋgo] (jaali)	cold, (cold weather)
noddu	call

Jaango n̊go naŋgi b̊ingel Kumba

Nande gooto, wadi jaango n̊go naŋgi b̊ingel Kumba, tawi Kumba qe Fatu no n̊goni galle gooto. Kumba noddi Fatu, qo wiyi mo, yoo lub mo wuderemum maa qo mura b̊ingelmakko, paski qon no jaangi. Nden, qontuma, tawi Fatu kadi no muynina b̊ingelmakko. Non Fatu kadi wiyi mo, yoo fad haa qo muynina b̊ingelmakko. Tawi Fatu kadi qonñan fow b̊ingelmum danaaki qon jemma. Nden Kumba wiyi mo, kaŋko kadi b̊ingelmakko saliima muynude qendumum qonñan fow. Non Fatu wiyi mo, yoo fad haa qo daanina taamum, qawa si qon daani, qo yahante mo marse pur qo soodana mo kedam. Kuma welti he qon haalaa, non qo wiyi Fatu, 'Ko qan buri kam heßde hakkil moddyo.' Kumba kadi wiyi, 'Qawa do he tuma n̊gartaa to marse qo min kadi mi defante ñaltaarimaa!. Fatu jaabi mo, qo wiyi mo, wotaa qo tampina hooremum he d'um, paski qo booyataa to marse qo.

## 17.9 Questions for Discussion

1. Kumba qe Fatu, ße ñido ßingel hombo nañgiino jañgo?
2. Hombo luñi gorémum pur qo mura ßingelmakko?
3. Ko hodum heñiino ßingel Kumba?
4. ßingel Kumba koo fawðo na?
5. Hodum Fatu lamdi Kumba, tuma Kumba wiyi mo yoo luñ mo wuderemum?
6. Ko hodum Fatu kadi haalani Kumba, he fiñ ßingelmum?
7. ßingel Kumba muyniino qendu neenemum qonñan fow na?
8. Tuma Kumba wiyi Fatu, ßingelmakko kadi sali muymude qendumum, hodum Fatu wiyi mo?
9. Hombo wiyiino qo yahante marse pur Kumba?
10. Ko hodum Fatu yidiiino soodde pur ñiddo Kumba.
11. Kumba weliti he ñum haalaa na? Hodum kañko kadi wiyi Fatu, qo wadante mo ño qe tuma qo qimma to marse qo?
12. Hombo wiyi Kumba, qo defante mo ñaltaaremakkó?
13. Kumba qe Fatu, hombo wiyi gorenum, ko kañko furi mo hakkil moddyo?

## UNIT 18

18.0 Dialog: Fatu Returns From Market

-Fatu-

diniι  
Kumba, kedefammaa diniι↑

here [it is]

Kumba, here is your milk.

-Kumba-

wallin  
wakande [nde] (bakale)  
Wallin dūm to dow wakande nde.

lay, place, put ('cause to  
lie')

box, chest, trunk

Put it on top of the chest.

-Fatu-

hedde  
mbaldi [ndi] (bald'i)  
Qala, ton moddyaa. Fad mi wad'  
dūm to hedde hoore mbaldimaa.

vicinity, beside  
bed (from: waal)No, that place is not good. Wait,  
let me put ('do') it beside the  
head of your bed.

-Kumba-

Qawa↑ mbiimi, hoto wallindaa  
wuderemaa nde?

O.K. Hey ('I say'), where did  
you put your cloth?

-Fatu-

Mi wadi dūm, to dow mbaldi ndi.  
Qa yiyani dūm na?

I put ('did') it on the bed.  
Didn't you see it?

-Kumba-

Qala, mi laari do fow, kono haa  
joo, mi waawa yiide dūm.

No, I looked all [around] here,  
but up to now I can't see it.

-Fatu-

hakke [∅]  
qaccanam hakke  
  
ko fewi  
Qaa. Qaccanam hakke. Dum diniι  
to do baawo mbaldi ndi. Mi  
wallinaani dūm, ko fewi, ko  
dūm wadi.

offense, sin, wrong  
forgive me ('abandon for  
me the offense')  
properly, wellOh, forgive me. There it is  
behind the bed. I didn't  
place it properly, that's  
why [it fell].

-Kumba-

feren

completely, at all (with  
negative)  
to get confused

jaakilaade

wullu

Qandı non, hakkılqam yahaani ton  
ferenj† Tawo mido jaakili, nden  
bingelqam, no wulla.

cry, cry out

[You] know something, my mind  
wasn't on that ('didn't go  
there') at all. At that time  
I was confused because my baby  
was (then) crying.

-Fatu-

Min de, mi heegaama jooni. Qen  
ñaamataa na?

As for me, I'm hungry now. Aren't  
we going to eat?

-Kumba-

hußbu

jayŋgol [ŋgol] (jaylı)

Qawa, fad. Mido hußba jayŋgol  
ŋgol pur do wula seeda.

set fire to, light  
fire

O.K., wait, I'm lighting the fire  
so that this place will warm up  
a little.

-Fatu-

Qawa† baasi qala† Yawno, ŋgaraa,  
mido fada ma.

O.K., no problem. Be quick.  
come, I'm waiting for you.

### 18.1 Variation Drills on Basic Sentences

#### a) Simple Substitution Drill

New word: wutte [ɸ] wutteeji shirt, garment

##### Cue

##### Pattern

wudere	Kumba, <u>wuderemaa</u> diniit↑
wutte	Kumba, <u>wuttemaa</u> diniit↑
hiirande	Kumba, <u>hiirandemaa</u> diniit↑
deftere	Kumba, <u>defteremaa</u> diniit↑
wakande	Kumba, <u>wakandemaa</u> diniit↑
kaalis	Kumba, <u>kaalismaa</u> diniit↑
karamokko	Kumba, <u>karamokkomaa</u> diniit↑
biddo	Kumba, <u>biddomaa</u> diniit↑
gorko	Kumba, <u>gorkomaa</u> diniit↑
neene	Kumba, <u>neenemaa</u> diniit↑
baaba	Kumba, <u>baabamaa</u> diniit↑
leksi	Kumba, <u>lekkimaa</u> diniit↑
kafahi	Kumba, <u>kafahimaa</u> diniit↑
horde	Kumba, <u>hordemaa</u> diniit↑

	Kumba, <u>hordemaa</u> diniit↑
maafe	Kumba, <u>maafemaa</u> diniit↑
genewala	Kumba, <u>genewalamaa</u> diniit↑
tamate	Kumba, <u>tamatemaa</u> diniit↑
lamdam	Kumba, <u>lamdammaa</u> diniit↑
kedam	Kumba, <u>kedammaa</u> diniit↑

## b) Simple Substitution Drill

## New words:

saabunde [nde] (caabune)	soap
timtorgol [ŋgol] ( )	mirror

CuePattern

	Hoto wallindaa <u>wuderemaa</u> nde?
bīngel	Hoto wallindaa <u>bīngelmaa</u> ḥgel?
horde	Hoto wallindaa <u>hordemaa</u> nde?
saabunde	Hoto wallindaa <u>saabundemaa</u> nde?
tuuba	Hoto wallindaa <u>tuubamaa</u> mba?
timtorgal	Hoto wallindaa <u>timtorgalmaa</u> ḥgal?
līŋgu	Hoto wallindaa <u>līŋgumaa</u> ḥgu?
padal	Hoto wallindaa <u>padalmaa</u> ḥgal?
lekkī	Hoto wallindaa <u>lekkimaa</u> ki?
kaalis	Hoto wallindaa <u>kaalismaa</u> qo?
wudere	Hoto wallindaa <u>wudermää</u> nde?

## c) Simple Substitution Drill

## New words:

gay	(variant of <u>ga</u> )
dula [ɸ] (dulaajı)	place, space

CuePattern

	Mi laari <u>do</u> fow, kono haa joo, mi waawaa yiide dūm.
ton	Mi laari <u>ton</u> fow, kono haa joo, mi waawaa hiide dūm.
ga	Mi laari <u>ga</u> fow, kono haa hoo, mi waawaa yiide dūm.
dula	Mi laari <u>dula</u> fow, kono haa joo, mi waawaa yiide dūm.
to	Mi laari <u>to</u> fow, kono haa joo, mi waawaa yiide dūm.
don	Mi laari <u>don</u> fow, kono haa joo, mi waawaa yiide dūm.
gay	Mi laari <u>gay</u> fow, kono haa joo, mi waawaa yiide dūm.
do	Mi laari <u>do</u> fow, kono haa joo, mi waawaa yiide dūm.

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
d'omd'	Min de, mi <u>heegaama</u> .
jaango	Min de, mi <u>domdaama</u> .
Born	Min de, mi <u>jaangaama</u> .
jaakil	Min de, mi <u>bornaama</u> .
mem	Min de, mi <u>jaakilaama</u> .
loot	Min de, mi <u>memaama</u> .
welt	Min de, mi <u>lootaama</u> .
jaab	Min de, mi <u>weltaama</u> .
wii	Min de, mi <u>jaabaama</u> .
faal	Min de, mi <u>wiyaama</u> .
jog	Min de, mi <u>faalaama</u> .
qand	Min de, mi <u>jogaama</u> .
	Min de, mi qandaama.      'As for me, I am known/recognized.'

## e) Progressive Phrasal Substitution Drill

## New words:

lawju	wash (dishes)
fayande [nde] (payanne)	clay pot
loonde [nde] (loode)	(water) jar
d'yoog	fetch/draw water
haabu	tie

<u>Cue</u>	<u>Pattern</u>
pur qo defa hirande nde	<u>Mido huuba jayngol</u> <u>ŋgol</u> , <u>pur do wula seeda</u> .
qomo lawja fayande nde	<u>Mido huuba jayngol</u> <u>ŋgol</u> , <u>pur qo defa hirande nde</u> .
maa qo wada hen ndiyam	<u>Qomo lawja fayande nde</u> , <u>pur qo defa hirande nde</u> .
mido lootoya loonde nde	<u>Qomo lawja fayande nde</u> , <u>maa qo wada hen ndiyam</u> .
maa mi d'yoogoya	<u>Mido lootoya loonde nde</u> , <u>maa qo wada hen ndiyam</u> .
qomo qaddoya horde nde	<u>Mido lootoya loonde nde</u> , <u>maa mi d'yoogoya</u> .
maa qo bira naqi d'i	<u>Qomo qaddoya horde nde</u> , <u>maa qo bira naqi d'i</u> .
mido haaboya ñalel ŋgel	<u>Mido haaboya ñalel</u> <u>ŋgel</u> , <u>maa qo bira naqi d'i</u> .
maa mi noddoya gaynaako qo	<u>Mido haaboya ñalel</u> <u>ŋgel</u> , <u>maa mi noddoya gaynaako qo</u> .
qo faday kam do	<u>Qo faday kam do</u> , <u>maa mi noddoya gaynaako qo</u> .
haa mi qarta	<u>Qo faday kam do</u> , <u>haa mi qarta</u> .
nangan mo bingel ŋgel	<u>Nangan mo bingel</u> <u>ŋgel</u> , <u>haa mi qarta</u> .
haa gorkomum rutt	<u>Nangan mo bingel</u> <u>ŋgel</u> , <u>haa gorkomum rutt</u> .
qo wiyl qo faday mo do	<u>Qo wiyl qo faday mo do</u> , <u>haa gorkomum rutt</u> .
soon coodanay mo hunde	<u>Qo wiyl qo faday mo do</u> , <u>soon coodanay mo hunde</u> .

## f) Progressive Phrasal Substitution Drill

## New words:

muuso	(adj. root) sore, aching
reedu muusoru	stomach ache ('aching/sore stomach')
waktu [ʃ] (waktuuji)	time, hour, when
galansara	late afternoon (prayer time) -ca 4 PM-

Cue

<u>Cue</u>	<u>Pattern</u>
nden mido wondi qe reedu muusoru	Tawo mido jaakili, <u>nden bingelqam no wulla.</u> Tawo mido jaakili, nden mido wondi, qe reedu muusoru.
qontuma mido leli	Qontuma mido leli, <u>nden mido wondi, qe reedu muusoru.</u>
tawo mido jaŋga deftereqam mi daanaakino	Qontuma mido leli, tawo mido jaŋga deftereqam. Mi daanaakino, <u>tawo mido jaŋga deftereqam.</u>
tawo qada haala qe Kumba	Mi daanaakino, tawo qada haala qe Kumba.
qo nani haalaamon	Qo nani haalaamon, <u>tawo qada haala qe Kumba.</u>
nden qomo joodi do	Qo nani haalaamon, nden qomo joodi do.
waktu ŋgardaa hajki	Waktu ŋgardaa hajki, <u>nden qomo joodi do.</u>
tawo mi yahiino marse	Waktu ŋgardaa hajki, tawo mi yahiino marse.
tuma ŋjiiidaa kam	Tuma ŋjiiidaa kam, <u>tawo mi yahiino marse.</u>
nden mido yaha kampama	Tuma ŋjiiidaa kam, nden mido yaha kampama.
mi yawtiino to modon	Mi yawtiino to modon, <u>nden mido yaha kampama.</u>
waktu galansara	Mi yawtiino to modon, waktu galansara.
qo wiylino qo qaray hande	Qo wiylino qo qaray hande, <u>waktu galansara.</u>
tuma ŋjii mo mi hajki	Qo wiylino qo qaray hande, tuma ŋjii mo mi hajki.
tawo mido jaakili	Tawo mido jaakili, <u>tuma ŋjii mo mi hajki.</u>
nden bingelqam no wulla	Tawo mido jaakili, nden bingelqam no wulla.

## g) Question Response Drill (Respond to the statement cue with appropriate question to be asked by the same speaker.)

New words:	yotto nel	reach, arrive at send
------------	--------------	--------------------------

Pattern 1: Statement

Mi wadi dūm, to dow mbaldi ndi.  
Mi yotti do, waktu mbiidaa kam.  
Mi haali ma dūm.  
Mi fiyi dammal ŋgal.  
Mi neldi letar qo.  
Mi jaŋgini ma deftere nde.  
Mi qacci kaalis qo ton.

Pattern 2: Question

Qa yiyaani dūm na?  
Qa yiyaani kam na?  
Qa nanaani kam na?  
Qa nanaani dūm na?  
Qa hebaani dūm na?  
Qa famaani dūm na?  
Qa yiyaani dūm ton na?

Mi qacci ñaamri ndi ton.	Qa yiyaani düm ton na?
Mi gayni ligge ñge.	Qa yiyaani düm na?
Mi salminni musibemaa.	Qa nanaani kam na?
Mi qaddi maaro ko.	Qa yiyaani düm na?
Mi holli mo laawol ñgol.	Qa yiyaani mo na?

18.2 Note: The Perfective Form of the Verb without Subject as an Imperative  
Note the sentences from dialogs:

1. Laari, qasaman qo fuddi wadde dule. 'Look there! The sky has started to form clouds.'
2. Qawa↑ salmina kam, ñengumaa, nani. 'O.K., greet your family for me, hear.'
3. Qandi non, hakkilqam yahaani ton feren. '[You] know something, my mind wasn't on that at all.'

In all three distinct uses of the perfective form of the verb without subject illustrated by the three sentences above, there is a clear reference to second person singular -the person addressed- as the desired performer of the act. In this sense the construction is an imperative, and in sentence 1 the perfective verb form has stress on the final syllable. Another example of this usage is furnished by the sentence:

4. Nani, goddo no wulla. 'Listen! Somebody is crying.'

In sentences 2 and 3, the perfective verbs (nani and qandi) are more parenthetical or rhetorical and could be translated by English rhetorical questions such as 'Do you hear?' or 'Do you know something?'

18.3 Sample Sentence Drill on the Perfective Form of the Verb without Subject as Imperative.

1. Laari, tobal ñgal fuddi qarde.
2. Laari, qasaman qo fuddi wadde dule.
3. Laari, yimbé ðe no ñgara.
4. Laari, qoya debbo, to qo naatata.
5. Qandi non, mi yiyaani ma feren.
6. Qandi non, mi nanaani kibaarumaa feren.
7. Qandi non, hakkilqam yahaani ton feren.
8. Qandi non, mi yiyi mo hajki kono mi waawaa haalde mo haytus.
9. Nani, yimbé ðe no kaala.
10. Nani, ñingel ñgel no wulla.
11. Nani, ndiyam no toba seeda, seeda.
12. Nani, hendu ndu, qe dirango ñgo.

## 18.4 Note: The [-(i)t] Verbal Extension: Iterative, Reversive and Reflexive

The verbal extension [-(i)t] has three rather distinct meanings. It might be said that the basic element of meaning added by this extension is one of the repetition of the action in the same context. However, this basic meaning requires a rather liberal interpretation to account for the distinct usages encountered.

## I. Iterative or Repetitive

- |                   |  |
|-------------------|--|
| 1. Qo ñaami.      | 'He ate.'  |
| 2. Qo ñaamti.     | 'He ate again.'  |
| 3. Demba jaŋgi.   | 'Demba studied.'   |
| 4. Demba jaŋgiti. | 'Demba studied again.'   |
| 5. Mi jaŋgini.    | 'I taught.'  |
| 6. Mi jaŋginiti.  | 'I taught again.'  |
| 7. Be ñgandi mo.  | 'They knew him.'   |
| 8. Be ñganditi mo | 'They knew him again.' (i.e. They recognized<br>him from previous acquaintance.) |

This usage is quite straight-forward.

## II. Reversive

- |                          |                            |
|--------------------------|----------------------------|
| 9. Quddu deftemon.       | 'Close your books.'        |
| 10. Quddit deftemon.     | 'Open your books.'         |
| 11. Qokku mo kaalis qo.  | 'Give him the money.'      |
| 12. Qokkit mo kaalis qo. | 'Give him back the money.' |
| 13. Mi yoði mo.          | 'I paid him.'              |
| 14. Qo yoðti kam.        | 'He paid me back.'         |

In all these cases, a true repetition of the action of 9, 11 and 13 would require a change of context. If the books are closed they cannot be re-closed without the intervening action of opening. Similarly the money cannot be given or paid again to the same person without being first returned. Thus actions found involved with this 'reversive' meaning are actions of a 'pendulum' type, where the action can scarcely be done again until after it has been undone. Verbs dealing with such actions as putting on garments, sticking things in, tightening up, etc. are commonly found with a companion verb with this extension meaning to take off the garment, extract, loosen, etc.

Occasionally the reversive meaning of this extension is not quite so clearly related to such 'pendulum' action. For example, the verb jaðude 'to accept, to welcome' has an extended form jaðbitde 'say farewell, see off'.

Occasionally also, where the reversing use of this extension might be anticipated, we find instead the iterative form of another verb. Thus in the case of go and return, instead of a form of yaa 'go' the verb form is:

- |               |                 |
|---------------|-----------------|
| 15. Qo qarti. | 'He came back.' |
|---------------|-----------------|

## III. Reflexive

Verbs which clearly illustrate this usage have not yet occurred. An example with a new word is:

16. Mi la<sup>6</sup>ima. 'I got [myself] shaved.'  
 17. Mi la<sup>6</sup>tima. 'I shaved [myself].'

In a previous note (16.4) the verb base mawn- was seen to carry a meaning of 'get big'. The base mawnit- occurs also with a sense of 'swagger, act proud, assume unjustified importance.'

Note that in these examples the unextended verb and the extended one both are commonly inflected in MV, which itself often carries a reflexive sense. This usage is quite restricted, being used primarily for those actions which a member of this culture seldom actually performs upon himself (such as shaving, hair cutting, hair dressing, etc.)

More commonly the reflexive idea is expressed with verbs in AV and the word hoore 'self':

18. Mi gaañi hooreqam. 'I wounded myself.'

The iterative extension can occur more than once on the same root.

19. Qo qartiti. 'He came back again.'

Clearly, unless the two occurrences carry different meanings, as in:

20. Qo la<sup>6</sup>titi. 'He shaved [himself] again.'

(reflexive - iterative), the sense of repetition of this extension is that the action occurred over and over. When the first extension has the reversive meaning, further suffixation of this extension is iterative not reversive. Thus,

21. Qo quddititi. 'He reopened.'

Kadi, 'again, more' is often used after this extension for further emphasis.

## 18.5 Grammar Drills

## Iterative, Reversive and Reflexive Verbal Extension [-t-]

## a) Simple Substitution Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mi <u>ñaami</u> subaka.	Mi <u>ñaamti</u> kadi jooni.
qart	Mi <u>qarti</u> subaka.	Mi <u>qartiti</u> kadi jooni.
jang	Mi <u>jangi</u> subaka.	Mi <u>jangiti</u> kadi jooni.
nang	Mi <u>nangi</u> subaka.	Mi <u>nangiti</u> kadi jooni.
yii	Mi <u>yiyi</u> subaka.	Mi <u>yitti</u> kadi jooni.
jangin	Mi <u>jangini</u> subaka.	Mi <u>janginiti</u> kadi jooni.
quddit	Mi <u>qudditi</u> subaka.	Mi <u>quddititi</u> kadi jooni.

	Mi <u>qudditi</u> subaka.	Mi quddititi kadi jooni.
nab	Mi <u>nabi</u> subaka.	Mi nabti kadi jooni.
qokk	Mi <u>gokki</u> subaka.	Mi qokkiti kadi jooni.
daan	Mi <u>daani</u> subaka.	Mi daanti kadi jooni.
fudd'	Mi <u>fudd'i</u> subaka.	Mi fudditi kadi jooni.
loot	Mi <u>looti</u> subaka.	Mi lootiti kadi jooni.
naat	Mi <u>naati</u> subaka.	Mi naatiti kadi jooni.
qand	Mi <u>qandi</u> subaka.	Mi qanditi kadi jooni.
mem	Mi <u>memi</u> subaka.	Mi memti kadi jooni.
wull	Mi <u>wulli</u> subaka.	Mi wulliti kadi jooni.
sok	Mi <u>soki</u> subaka.	Mi sokti kadi jooni.
haßb	Mi <u>haßbi</u> subaka.	Mi haßbiti kadi jooni.
wind	Mi <u>windi</u> subaka.	Mi winditi kadi jooni.

### 18.6 Spatial Relationships

Note the sentences from 18.0:

Wallin dum to dow wakande nde.

'Put it on top of the chest.'

Fad mi wadi'dum to hedde hoore  
mbaldimaa.

'Wait, let me put ('do') it beside  
the head of your bed.'

Mi wadi dum to dow mbaldi nde.

'I (put) it on the bed.'

Dum dinii to baawo mbaldi ndi.

'There it is behind the bed.'

From these sentences it is clear that spacial relations in Fula are commonly expressed by a phrase with to plus a noun. Instead of to, other words such as he 'on, with' are also used. The closest English analogy is not adverb-prepositions like above, beside, near or within, but is phrases like on top of, at the back of, in the vicinity of, in front of, etc.

In previous units has occurred the word nder 'space within, inside'. Other, new words which are useful in expressing spatial relations are:

takko [ko] ( ) 'vicinity', hence: to takko 'near'

yeeso [ŋgo] (jeese) 'front', hence: to yeeso 'in front of'

ley (c.f. leydi [ndi] (leydə) 'ground, earth, country', hence: to ley 'under, beneath, on the bottom of'

hakkunde [nde] ( ) 'middle', hence: (to) hakkunde 'between'

senyo [ŋgo] (ceŋdə) 'side edge', hence: to senyo 'on the side of',  
'on the edge/corner of'

Also useful in spatial relations are the direction words for right and left. These are adjectival roots, ñaam- and nan- respectively, which are inflected for the 'class of the noun modified. In general these directions are ñaamo (from jungo ñaamo 'right hand') 'to the right of' and nano (from jungo nano 'left hand') 'to the left of'.

Although near is expressed with such a noun phrase as those described, far is expressed by the verb woddo 'be far' in a manner to be detailed below.

If the cubes in Figure 1 are taken as representing bakale 'chests', and the numbers as representing the several locations of a wudere 'cloak' relative to the chest, the sentences below accord with the numbers:

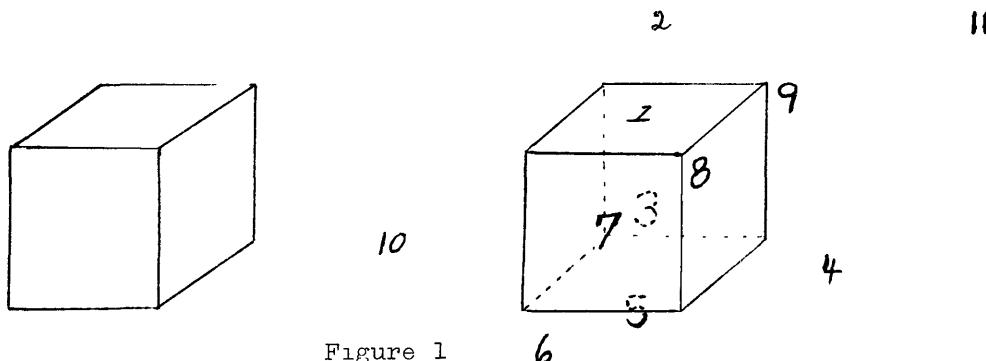


Figure 1

- |  |   |
|--|---|
| 1. Wudere nde no woni to/he dow wakande nde. | 'The cloth is on top of the chest.'       |
| 2.a) Wudere nde no to dow wakande nde.       | 'The cloth is above/over the chest.'      |
| 3. Wudere nde no to/he nder wakande nde.     | 'The cloth is inside the chest.'          |
| 4.a) Wudere nde woni to takko wakande nde.   | 'The cloth is near the chest.'            |
| b) Wudere nde no woni to hedde wakande nde.  | 'The cloth is beside the chest.'          |
| c) Wudere nde no to ñaamo wakande nde.       | 'The cloth is to the right of the chest.' |
| d) Wudere nde no to yasi wakande nde.        | 'The cloth is outside the chest.'         |
| 5.a) Wudere nde no to/he ley wakande nde.    | 'The cloth is beneath/under the chest.'   |
| 6.a) Wudere nde no to yeeso wakande nde.     | 'The cloth is in front of the chest.'     |
| b) Wudere nde woni to takko wakande nde.     | 'The cloth is near the chest.'            |

7. Wudere nde no to/he yeeso wakande nde. 'The cloth is on the front of the chest.'
- 8.a) Wudere nde no to/he senyo wakande nde. 'The cloth is on the side/edge/corner of the chest.'
- 9.a) Wudere nde no to ūaawo wakande nde. 'The cloth is behind the chest.'
- b) Wudere nde no to takko wakande nde. 'The cloth is near the chest.'
- 10.a) Wudere nde woni (to) hakkunde bakale d'e. 'The cloth is between the chests.'
- b) Wudere nde no to hedde wakande nde. 'The cloth is beside the chest.'
- c) Wudere nde no to takko wakande nde. 'The cloth is near the chest.'
- d) Wudere nde no to nano wakande nde. 'The cloth is to the left of the chest.'
- 11.a) (Qimma to) wakande nde qe wudere nde no woddi. 'It's far from the chest to the cloth.'
- b) Wakande nde qe wudere nde ūedo wodfondiri. 'The chest and the cloth are far from each other.'

Note that in those cases where the cloth is in contact ('on') the chest the word he 'on, with', may be used. Where there is a separation to 'there, at' is used. An exception here is with ley where contact with the ground is enough to justify the use of he, even if the chest is above ground.

Note also that no, woni, and no woni may be used interchangeably without substantial meaning change.

Combinations of spatial relationship terms may occur to express more exact relations. Thus (still with reference to Figure 1):

- 2.b) Wudere nde no to dow hoore wakande nde. 'The cloth is above ('at the top of the head of') the chest.'
- 4.d) Wudere nde no to takko ūaamo wakande nde. 'The cloth is near the right of the chest.'
- 5.b) Wudere nde no he ley ley wakande nde. 'The cloth is way down under the chest.'
- 8.b) Wudere nde no to senyo ūaamo wakande nde. 'The cloth is on the right hand side of the chest.'

## 18.7 Grammar Drills on Spatial Relationships

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
hedde	Wallin dum to <u>dow</u> wakande nde.
senjo	Wallin dum to <u>hedde</u> wakande nde.
takko	Wallin dum to <u>senjo</u> wakande nde.
yeeso	Wallin dum to <u>takko</u> wakande nde.
baawo	Wallin dum to <u>yeeso</u> wakande nde.
hakkunde	Wallin dum to <u>baawo</u> wakande nde.
ley	Wallin dum to <u>hakkunde</u> wakande nde.
nano	Wallin dum to <u>ley</u> wakande nde.
ñaamo	Wallin dum to <u>nano</u> wakande nde.
dow	Wallin dum to <u>ñaamo</u> wakande nde.
	Wallin dum to <u>dow</u> wakande nde.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
hedde	Wallin dum to <u>dow</u> wakande nde.
mbaldi ndi	Wallin dum to hedde <u>wakande nde</u> .
takko	Wallin dum to <u>hedde</u> mbaldi ndi.
suudu ndu	Wallin dum to takko <u>mbaldi ndi</u> .
baawo	Wallin dum to <u>takko</u> suudu ndu.
joodırgal ŋgal	Wallin dum to <u>baawo</u> joodırgal ŋgal.
yeeso	Wallin dum to yeeso <u>joodırgal ŋgal</u> .
birdugal ŋgal	Wallin dum to <u>yeeso</u> birdugal ŋgal.
senjo	Wallin dum to senjo <u>birdugal ŋgal</u> .
horde nde	Wallin dum to <u>senjo</u> horde nde.
takko	Wallin dum to takko <u>horde nde</u> .
leggal ŋgal	Wallin dum to <u>takko</u> leggal ŋgal.
baawo	Wallin dum to <u>baawo</u> leggal ŋgal.
wakande nde	Wallin dum to <u>baawo</u> wakande nde.
dow	Wallin dum to <u>dow</u> wakande nde.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
senyo	Wallin dum to <u>dow</u> wakande nde.
baawo	Wallin dum to <u>senyo</u> wakande nde.
hedde	Wallin dum to <u>baawo</u> wokande nde.
ley	Wallin dum to <u>hedde</u> wakande nde.
hoore	Wallin dum to <u>ley</u> wakande nde.
yeeso	Wallin dum to <u>hoore</u> wakande nde.
takko	Wallin dum to <u>yeeso</u> wakande nde.
dow	Wallin dum to <u>takko</u> wakande nde.
	Wallin dum to dow wakande nde.

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>Mi</u> wadi dum to <u>nder</u> wakande nde.
dow	Qo wadi dum to <u>nder</u> wakande nde.
be	<u>Qo</u> wadi dum to dow wakande nde.
baawo	Be mbadı dum to <u>dow</u> wakande nde.
menj	<u>Be</u> mbadı dum to baawo wakande nde.
takko	Menj mbadı dum to <u>baawo</u> wakande nde.
qon	Menj mbadı dum to takko wakande nde.
hedde	<u>Menj</u> mbadı dum to qon wakande nde.
qa	Qon mbadı dum to <u>takko</u> wakande nde.
senyo	Qon mbadı dum to hedde wakande nde.
Samba	Qa wadi dum to <u>hedde</u> wakande nde?
yeeso	Qa wadi dum to senyo wakande nde?
mi	Samba wadi dum to <u>senyo</u> wakande nde.
nder	Samba wadi dum to yeeso wakande nde.
	<u>Mi</u> wadi dum to yeeso wakande nde.
	Mi wadi dum to <u>nder</u> wakande nde.

## e) Simple Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
takko horde nde	Wallin dum to <u>dow</u> wakande nde.
hedde mbaldi ndi	Wallin dum to <u>takko horde</u> nde.
ley joofirgal ngal	Wallin dum to <u>hedde mbaldi</u> ndi.
yeeso suudu ndu	Wallin dum to <u>ley joofirgal</u> ngal.
hakkunde laawol ngol	Wallin dum to <u>yeeso suudu</u> ndu.
baawo lekki ki	Wallin dum to <u>hakkunde laawol</u> ngol.
senyo ngesa mba	Wallin dum to <u>baawo lekki</u> ki.
dow defte de	Wallin dum to <u>senyo ngesa</u> mba.
nder suudu ndu	Wallin dum to <u>dow defte</u> de.
hoore wakande nde	Wallin dum to <u>nder suudu</u> ndu.
ley koynagal mbaldi ndi	Wallin dum to <u>hoore wakande</u> nde.
	Wallin dum to <u>ley koynagal</u> mbaldi ndi.

## f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
baawo	Fad mi wad' dum, to <u>hedde</u> hoore mbaldi ndi.
bingel	Fad mi wad' dum, to <u>baawo</u> hoore <u>mbaldi ndi</u> .
takko	Fad mi wad' dum, to <u>baawo</u> hoore <u>bingel nge</u> .
nagge	Fad mi wad' dum, to <u>takko</u> hoore <u>nagge nge</u> .
yeeso	Fad mi wad' dum, to <u>yeeso</u> hoore <u>nagge nge</u> .
leggal	Fad mi wad' dum, to <u>yeeso</u> hoore <u>leggal ngal</u> .
ley	Fad mi wad' dum, to <u>ley</u> hoore <u>leggal ngal</u> .
kafahi	Fad mi wad' dum, to <u>ley</u> hoore kafahi ki.
dow	Fad mi wad' dum, to <u>dow</u> hoore <u>kafahi ki</u> .
laana	Fad mi wad' dum, to <u>dow</u> hoore laana ka.
yeeso	Fad mi wad' dum, to <u>yeeso</u> hoore <u>laana ka</u> .
mbaldi	Fad mi wad' dum, to <u>yeeso</u> hoore mbaldi ndi.
hedde	Fad mi wad' dum, to <u>hedde</u> hoore <u>mbaldi ndi</u> .

## g) Progressive Substitution Drill

New words: taabul [∅] (taabulaa jı) table  
qilde [nde] (gile) hot pepper

<u>Cue</u>	<u>Pattern</u>
	Naamri ndi dinii to <u>dow</u> taabul qo.
takko	<u>Naamri ndi</u> dinii to takko taabul qo.
ndiyam dam	Ndiyam dam dinii to <u>takko</u> taabul qo.
baawo	<u>Ndiyam dam</u> dinii to <u>baawo</u> taabul qo.
gile de	Gile de dinii to <u>baawo</u> taabul qo.
yeeso	<u>Gile de</u> dinii to yeeso taabul qo.
goro ngo	Goro ngo dinii to <u>yeeso</u> taabul qo.
hakkunde	<u>Goro ngo</u> dinii to hakkunde taabul qo.
gerte de	Gerte de dinii to <u>hakkunde</u> taabul qo.
senjo	<u>Gerte de</u> dinii to senjo taabul qo.
teew ngu	Teew ngu dinii to <u>senjo</u> taabul qo.
hedde	<u>Teew ngu</u> dinii to hedde taabul qo.
basalde de	Basalde de dinii to <u>hedde</u> taabul qo.
baawo	<u>Basalde de</u> dinii to <u>baawo</u> taabul qo.
kosam dam	Kosam dam dinii to <u>baawo</u> taabul qo.
ley	<u>Kosam dam</u> dinii to ley taabul qo.
namri ndi	Naamri ndi dinii to <u>ley</u> taabul qo.
dow	Naamri ndi dinii to dow taabul qo.

## h) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	<u>Mi</u> wallini ſaamri ndi to dow taabul qo.
kedam d'am	Qo wallini ſaamri <u>ndi</u> to dow taabul qo.
ley	Qo wallini kedam d'am to <u>dow</u> taabul qo.
qen	<u>Qo</u> wallini kedam d'am to ley taabul qo.
ndiyam dam	Qen mballini <u>kedam d'am</u> to ley taabul qo.
takko	Qen mballini ſdiyam d'am to takko taabul qo.
meŋ	Meŋ mballini ſdiyam <u>d'am</u> to takko taabul qo.
goro ḷgo	Meŋ mballini goro ḷgo to <u>takko</u> taabul qo.
hedde	Meŋ mballini goro ḷgo to hedde taabul qo.
ße	Be mballini <u>goro ḷgo</u> to hedde taabul qo.
gerte de	Be mballini gerte de to <u>hedde</u> taabul qo.
yeeso	<u>Be</u> mballini gerte de to yeeso taabul qo.
mi	Mi wallini <u>gerte de</u> to yeeso taabul qo.
ſaamri ndi	Mi wallini ſaamri ndi to <u>yeeso</u> taabul qo.
dow	Mi wallini ſaamri ndi to dow taabul qo.

## i) Progressive Substitution-Transformation Drill (Use in Pattern 2 the opposite position from that of Pattern 1).

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
wakande nde	<u>Meselal ḷgal</u> wonaani, to ley taabul qo.	Qomo to downmakko.
baawo	Wakande nde wonaani, to <u>ley</u> taabul qo.	Qomo to <u>downmakko</u> .
suudu ndu	Wakande nde wonaani, to baawo <u>suudu ndu</u> .	Qomo to yeesomakko.
nagge ḷge	Nagge ḷge wonaani, to <u>baawo</u> suudu ndu.	Qomo to <u>yeesomakko</u> .
nder	Nagge ḷgo wonaani, to nder <u>suudu ndu</u> .	Qomo to yasimakko.
galle nde	<u>Nagge ḷgo</u> wonaani, to nder galle nde.	Qomo to yasimakko.
leggal ḷgal	Leggal ḷgal wonaani, to <u>nder</u> galle nde.	Qomo to <u>yasimakko</u> .
hakkunde	Leggal ḷgal wonaani, to hakkunde <u>galle nde</u> .	Qomo to senjomakko.
saare nde	<u>Leggal ḷgal</u> wonaani, to hakkunde saare nde.	Qomo to senjomakko.
hayre nde	Hayre nde wonaani, to <u>hakkunde</u> saare nde.	Qomo to <u>senjomakko</u> .
baawo	Hayre nde wonaani, to baawo <u>saare nde</u> .	Qomo to <u>yeesomakko</u> .
moto qo	<u>Hayre nde</u> wonaani, to baawo moto qo.	Qomo to yeesomakko.
kaba qo	Kaba qo wonaani, to <u>baawo</u> moto qo.	Qomo to <u>yeesomakko</u> .
ley	Kaba qo wonaani, to ley <u>moto qo</u> .	Qomo to downmakko.
taabul qo	Kaba qo wonaani, to ley taabul qo.	Qomo to downmakko.

## 18.8 NARRATIVE

New words:	faw heege [ŋgel] ( )	put, place <sup>1</sup> hunger
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Fatu yahaani Kumba marse

Qonñan Fatu yahani Kumba marse. Qo soodani mo kedam. Tuma Fatu qarti, qo tawi, Kumba kadi no dabba hunde he nder suudu ndu. Non Fatu noddı mo, qo wiyı mo 'kedam ma dınıl'. Nden Kumba wiyı mo, yoo wallina dum to dow wakandemakko. Kono Fatu jañaani wallinde dum ton, paskı qo sikkı ton wonaa dula moddyo pur kedam dam. Non qo wiyı Kumba, qomo wallina dum to hedde mbaldimakko. Tawi Kumba kadi tampi dabbude koo dabbataano, qawa kaŋko kadi lamdi Fatu 'Fatu, hoto wallindaa wuderemaa nde'. Tawi Fatu fawi dum to dow mbaldi ndı kono dum yanı he baawo ley mbaldi ndı. Tuma Fatu laari ley mbaldi ndı, qo yiyı dum, non qo wiyı Kumba, yoo qaccana mo hakke, paskı soo fawiino dum ko moddyı, dum fow hebataakeno. Nden seeda tan, Fatu wiyı Kumba yoo be ñaama, paskı kaŋko no maaya qe heege. Qontuma Kumba no hubba jayŋgol ŋgol pur suudu ndu wula seeda. Qawa tuma Kumba pari, qo yahi be ñaami ñaamrimaßbe.

## 18.9 Questions for Discussion

1. Hombo yahani Kumba marse?
2. Ko hodum wadi Fatu yahani Kumba marse?
3. Ko hodum Fatu soodani Kumba to marse qo?
4. Ko hodum Fatu wallini to hedde hoore mbaldi Kumba?
5. Tuma Fatu yahata marse qo wallini wuderemakko he dow mbaldi ndı pur Kumba, Kumba yiyiino dum na?
6. Ko wadi Kumba yiyaani wudere nde?
7. Kumba laariino ley mbaldi ndı na, tuma qomo dabba wudere nde?
8. Ko hodum Fatu haalani Kumba, tuma Fatu laari ley mbaldi ndı, qo yiyı wudere nde Kumba dabbata no leli he ley mbaldi ndı?
9. Tuma Fatu wiyı Kumba yoo qaccana mo hakke, nden holli mo wudere nde, ko hodum Kumba wiyı Fatu?
10. Ko hodum jakkili Kumba?
11. Ko hodum Kumba hubbata?
12. Ko Kumba yahani Fatu marse, maa ko Fatu yahani Kumba marse?
13. Ko biŋgel hombo wulataano, haa neenemum jakkili, qo waawa yiide koo dabbataano.

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<sup>1</sup>Note: this verb is identical with faw 'be sick' There is possibly (but not demonstrably) a connection.

## UNIT 19

19.0 Dialog: Cook This Fish!

-John-

Kumba, defanam ḥgu lingu.

Kumba, cook this fish for me.

-Kumba-

Tuma? Jooni na?

When? Now?

-John-

Qeeyit↑ jōoni jooni.

Yes, right now.

-Kumba-

Hoto coodaa dum? To marse na?

Where did you buy it? In the market?

-John-

Qalaa! Mi soodaa ḥgu. Ko min naŋgi dum.

No, I didn't buy it. I caught it [myself].

-Kumba-

Honno naŋgirdaa dum?

How did you catch it?

-John-

No naŋgir mi dum, ko dum fiŋidaa qandude na?

How I caught it, is that what you want to know?

-Kumba-

Qeeyit↑

Yes.

-John-

Mbiiim. Yaa, wad ko mbii ma mi.

Listen ('what I said') go do what I told you.

-Kumba-

Honno fiŋidaa mi defirtaa dum?

How do you want me to cook it?

-John-

nebam [d̪am] (nebbe)

oil, butter, fat,

kaani [ø] ( )

pimento, pepper

wasalde [ndəl] (basalle)

onion

hen

in, within

Defira dum he nebam. Wada hen kaani↑ qe basalle.

Cook it in oil. Put pepper and onion in.

-Kumba-

Nden hodum kadi.

And what then?

-John-

bendu

to ripe, be cooked

Nden *ŋgaccaa* dūm, haa dūm benda.Then you're to leave it until  
its done.

-Kumba-

qittu

remove, subtract, dish out

Hoto qittirtaa mi dūm?

Where shall I serve it?

-John-

korel [ŋgel] ( )

small calabash

Qittira dūm he *ŋgel* korel.

Dish it out in that little calabash.

-Kumba-

Qawa, baasi qala↑

O.K., no problem.

-John-

Qa jaaraama.

Thank you.

## 19.1 Variation Drills on Basic Sentences

New word: *hoccu* pick up, collect, gather

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kumba, <u>defanam</u> <i>ŋgu</i> <i>linju</i> .
qadd	Kumba, <u>qaddanam</u> <i>ŋgu</i> <i>linju</i> .
nab	Kumba, <u>nabanam</u> <i>ŋgu</i> <i>linju</i> .
yey	Kumba, <u>yeyanam</u> <i>ŋgu</i> <i>linju</i> .
sood	Kumba, <u>soodanam</u> <i>ŋgu</i> <i>linju</i> .
naŋg	Kumba, <u>nanganam</u> <i>ŋgu</i> <i>linju</i> .
hocc	Kumba, <u>hoccanam</u> <i>ŋgu</i> <i>linju</i> .
dabb	Kumba, <u>dabbanam</u> <i>ŋgu</i> <i>linju</i> .
heb	Kumba, <u>hebanam</u> <i>ŋgu</i> <i>linju</i> .
holl	Kumba, <u>hollanam</u> <i>ŋgu</i> <i>linju</i> .
jog	Kumba, <u>joganam</u> <i>ŋgu</i> <i>linju</i> .
tam	Kumba, <u>tamanam</u> <i>ŋgu</i> <i>linju</i> .
laar	Kumba, <u>laaranam</u> <i>ŋgu</i> <i>linju</i> .
war	Kumba, <u>waranam</u> <i>ŋgu</i> <i>linju</i> .
ñaam	Kumba, <u>ñaamanam</u> <i>ŋgu</i> <i>linju</i> .
qitt	Kumba, <u>qittanam</u> <i>ŋgu</i> <i>linju</i> .
loot	Kumba, <u>lootanam</u> <i>ŋgu</i> <i>linju</i> .
def	Kumba, <u>defanam</u> <i>ŋgu</i> <i>linju</i> .

## 19.1 b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
bawl	Nden <u>ŋgaccaa</u> dum, haa dum <u>benda</u> .
buub	Nden <u>ŋgaccaa</u> dum, haa dum <u>baawla</u> .
lepp	Nden <u>ŋgaccaa</u> dum, haa dum <u>buuba</u> .
hubb	Nden <u>ŋgaccaa</u> dum, haa dum <u>leppa</u> .
wul	Nden <u>ŋgaccaa</u> dum, haa dum <u>hubba</u> .
gas	Nden <u>ŋgaccaa</u> dum, haa dum <u>wula</u> .
laab	Nden <u>ŋgaccaa</u> dum, haa dum <u>gasaa</u> .
mawn	Nden <u>ŋgaccaa</u> dum, haa dum <u>laaba</u> .
naat	Nden <u>ŋgaccaa</u> dum, haa dum <u>mawna</u> .
maay	Nden <u>ŋgaccaa</u> dum, haa dum <u>naata</u> .
juut	Nden <u>ŋgaccaa</u> dum, haa dum <u>maaya</u> .
hew	Nden <u>ŋgaccaa</u> dum, haa dum <u>juuta</u> .
bend	Nden <u>ŋgaccaa</u> dum, haa dum <u>hewa</u> .

## c) Simple Substitution Drill

New words:	
windu	write
sok	lock

<u>Cue</u>	<u>Pattern</u>
nan	Honto <u>coodaa</u> dum?
yii	Honto <u>nandaa</u> dum?
heb	Honto <u>ñjidaa</u> dum?
yar	Honto <u>kebdaa</u> dum?
yey	Honto <u>ñjardaa</u> dum?
wad	Honto <u>ñjeydaa</u> dum?
qacc	Honto <u>mbaddaa</u> dum?
taw	Honto <u>ngaccudaa</u> dum?
def	Honto <u>tawdaa</u> dum?
wii	Honto <u>defdaa</u> dum?
luub	Honto <u>mbiidaa</u> dum?
haubb	Honto <u>luubdaa</u> dum?
hubb	Honto <u>haubbuda</u> dum?
wind	Honto <u>mbinduda</u> dum?

	Honto <u>mbindudaa</u> d'um?
war	Honto <u>mbardaa</u> d'um?
gaañ	Honto <u>gaañdaa</u> d'um?
d'yoog	Honto <u>d'yoogdaa</u> d'um?
sok	Honto <u>cokdaa</u> d'um?

## d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mbiimi, <u>yaa</u> , wad ko mbii ma mi.
qar	Mbiimi, qar, <u>wad</u> ko mbii ma mi.
nab	Mbiimi, <u>qar</u> , nab ko mbii ma mi.
yaa	Mbiimi, yaa, <u>nab</u> ko mbii ma mi.
sood'	Mbiimi, <u>yaa</u> , sood ko mbii ma mi.
qar	Mbiimi, qar, <u>sood</u> ko mbii ma mi.
laar	Mbiimi, <u>qar</u> , laar ko mbii ma mi.
yaa	Mbiimi, yaa, <u>laar</u> ko mbii ma mi.
haal	Mbiimi, <u>yaa</u> , haal ko mbii ma mi.
qar	Mbiimi, qar, <u>haal</u> ko mbii ma mi.
dabb	Mbiimi, <u>qar</u> , dabbu ko mbii ma mi.
yaa	Mbiimi, yaa, <u>dabbu</u> ko mbii ma mi.
hußbu	Mbiimi, <u>yaa</u> , hußbu ko mbii ma mi.
qar	Mbiimi, qar, <u>hußbu</u> ko mbii ma mi.
jang	Mbiimi, <u>qar</u> , jangu ko mbii ma mi.
yaa	Mbiimi, yaa, <u>jangu</u> ko mbii ma mi.
nan	Mbiimi, <u>yaa</u> , nan ko mbii ma mi.
qar	Mbiimi, qar, <u>nan</u> ko mbii ma mi.
nang	Mbiimi, <u>qar</u> nangu ko mbii ma mi.
yaa	Mbiimi, yaa, <u>nangu</u> ko mbii ma mi.
wad'	Mbiimi, yaa wad ko mbii ma mi.

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko d'um ñjidaa <u>qandude</u> na?
waaw	Ko d'um ñjidaa <u>waawde</u> na?
wad'	Ko d'um ñjidaa <u>wadde</u> na?
heß	Ko d'um ñjidaa <u>heßde</u> na?
sood'	Ko d'um ñjidaa <u>soode</u> na?
nab	Ko d'um ñjidaa <u>nabde</u> na?
nan	Ko d'um ñjidaa <u>nande</u> na?
fewn	Ko d'um ñjidaa <u>fewnude</u> na?
haal	Ko d'um ñjidaa <u>haalde</u> na?
hel	Ko d'um ñjidaa <u>helde</u> na?
yeý	Ko d'um ñjidaa <u>yeýde</u> na?

bet	Ko d̥um ñjidaa <u>yeyde</u> na?
luß	Ko d̥um ñjidaa <u>betde</u> na?
war	Ko d̥um ñjidaa <u>lußde</u> na?
qitt	Ko d̥um ñjidaa <u>warde</u> na?
sok	Ko d̥um ñjidaa <u>qittude</u> na?
haß	Ko d̥um ñjidaa <u>sokde</u> na?
wind	Ko d̥um ñjidaa <u>haßbude</u> na?
laar	Ko d̥um ñjidaa <u>windude</u> na?
hocc	Ko d̥um ñjidaa <u>laarde</u> na?
qand	Ko d̥um ñjidaa <u>hoccude</u> na?
	Ko d̥um ñjidaa <u>qandude</u> na?

### 19.2 The Instrumental/Locative Verbal Extension [-Vr]

In 19.0 are several examples of the extension in question:

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. Honno naŋgirdaa d̥um?           | 'How did you catch it?'             |
| 2. No naŋgirmi d̥um....            | 'How I caught it....'               |
| 3. Honno ñjiddaa mi defirtaa d̥um. | 'How do you wish me to cook it.'    |
| 4. Defira d̥um he neßam.           | 'Cook it in oil.'                   |
| 5. Hoto qittirtaa mi d̥um.         | 'Where shall I serve it?'           |
| 6. Qittira d̥um he ñgel korel.     | 'Serve it in this little calabash.' |

We have seen other uses of the same verbal extension in certain noun forms previously. For example:

jaŋgurdu/jaŋgirdu [ndu] 'school' ('place of study')

from the verb root/jaŋg/ 'study'. We also noted that /baabiraawo/ and other relationship terms denoting one who stands in the relation to someone exhibit the suffix characteristic of this extension. (see 15.2)

Basically this extension occurs on a verb when reference is made to the means by which, or the place at which, or the route by which an action is to be accomplished. By extension this meaning can broadly embrace a considerable variety of senses. In the example sentences above it refers mainly to the manner which is to be employed, or the method to be used. However, in the last two example sentences there is reference to the place and the instrument of the action.

Perhaps the best approach to the general meaning is to employ the English word 'use' with the understanding that the meaning of 'use' must be permitted to include use not only of methods, means and tools but also of places, and routes to accomplish the action. Thus a more 'literal' translation of the sample sentences might be:

1. What means did you use to catch it?
2. What means I used to catch it....
3. What method do you wish me to use to cook it?

4. Use (cooking in) oil to cook it.
5. What (place) am I to use to serve it?
6. Use (serving it in) this little calabash.

This translation is often labored, but in each case there is, with this extension, the sense that some means, manner, method, tool, route or place is to be employed for the performance of the action.

Further examples to illustrate this form:

- |                                    |  |
|------------------------------------|--|
| 7. Betira dum qe jungomaa.         | 'Measure it out with your hand.'               |
| 8. Birira nagge nge he ngal koral. | 'Milk the cow (with) [into] this calabash.'    |
| 9. Ko nii qo yaari.                | 'This is how he went.' ('It is thus he went.') |
| 10. Nangira dum nii.               | 'Hold it this way.'                            |
| 11. Qo naatiri qe baawo suudu ndu. | 'He entered at the rear of the house.'         |
| 12. Mi fiyri mo qe hooreqam.       | 'I struck him with my head.'                   |

Note that, as with some other extensions, the imperative form of these verbs normally has the suffix /-a/, which, we noted, is optional with unextended (and some extended) verbs. (see 6.4).

Note that the form of this extension is /r/ after vowel-final stems and vowel - /r/ after consonant-final stems. The vowel used is generally /i/, but /e/, /u/ and /o/ occur. In general the practice is:

Root Vowel	Extension Vowel
i	e <u>or</u> i <u>or</u> u
e	i
a	i <u>or</u> u
u	o <u>or</u> i
o	u <u>or</u> i

### 19.3 Grammar Drills on the [-Vr] Extension

#### a) Simple Substitution Drill

Cue	Pattern
	Ko mbaataa, <u>nangira</u> dum nii. <sup>1</sup>
fuddir	Ko mbaataa, <u>fuddira</u> dum nii.
defir	Ko mbaataa, <u>defira</u> dum nii.
naatir	Ko mbaataa, <u>naatira</u> dum nii.
wadir	Ko mbaataa, <u>warira</u> dum nii.
wadir	Ko mbaataa, <u>wadira</u> dum nii.

	Ko mbadtaa, <u>wadira</u> dum nii.
qartır	Ko mbadtaa, <u>qartıra</u> dum nii.
quddır	Ko mbadtaa, <u>quddıra</u> dum nii.
quddıtır	Ko mbadtaa, <u>quddıtıra</u> dum nii.
jakkır	Ko mbadtaa, <u>jakkıra</u> dum nii. <sup>2</sup>
betır	Ko mbadtaa, <u>betıra</u> dum nii.
fidyır	Ko mbadtaa, <u>fidyıra</u> dum nii.
yeyıır	Ko mbadtaa, <u>yeyıra</u> dum nii.

<sup>1</sup>What you're to do [is] hold this thus.

<sup>2</sup>jakku - 'chew'

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko non tigi qo <u>nangırı</u> dum. <sup>1</sup>
fudd	Ko non tigi qo <u>fuddırı</u> dum.
def	Ko non tigi qo <u>defırı</u> dum.
naat	Ko non tigi qo <u>naatırı</u> dum.
qudd	Ko non tigi qo <u>quddırı</u> dum.
quddıt	Ko non tigi qo <u>quddıtırı</u> dum.
war	Ko non tigi qo <u>warırı</u> dum.
qadd	Ko non tigi qo <u>gaddırı</u> dum.
nab	Ko non tigi qo <u>nabırı</u> dum.
nang	Ko non tigi qo <u>naŋırı</u> dum.

<sup>1</sup>He held it just like this.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qittıra</u> dum he dum. <sup>1</sup>
naat	<u>Naatıra</u> dum he dum.
quddıt	<u>Quddıtıra</u> dum he dum.
qudd	<u>Quddıra</u> dum he dum.
dyoog	<u>Dyoogıra</u> dum he dum.
nang	<u>Nangırıra</u> dum he dum.
qadd	<u>Qaddırıra</u> dum he dum.
yar	<u>Yarıra</u> dum he dum.
def	<u>Defıra</u> dum he dum.
yeyı	<u>Yeyıra</u> dum he dum.
bet	<u>Betıra</u> dum he dum.
wind	<u>Windırıra</u> dum he dum.
qart	Qartıra dum he dum.

<sup>1</sup>Remove it in this.

## d) Progressive Substitution Drill

[Note: baaba-tokosel father's younger brother]

Cue

	<u>Qo</u> qartiri qe baaba-tokoselmakko.
ße	Be <u>ngartiri</u> qe baaba-tokoselmakko.
maay	Be maayiri qe baaba-tokosel <u>makko</u> .
-maabbe	Be maayiri qe baaba-tokoselmaabbe.
Qabdul	Qabdul <u>maayiri</u> qe baaba-tokoselmaabbe.
hewt	Qabdul hewtiri qe baaba-tokosel <u>maabbe</u> .
-modon	<u>Qabdul</u> hewtiri qe baaba-tokoselmodon.
mi	Mi <u>hewtiri</u> qe baaba tokoselmodon.
fidy	Mi fidyiri qe baaba-tokosel <u>modon</u> .
-maada	Mi fidyiri qe baaba-tokoselmaada.
qo	Qo <u>fidyiri</u> qe baaba-tokoselmaada.
qart	Qo qartiri qe baaba-tokosel <u>maada</u> .
-makko	Qo qartiri qe baaba-tokosel <u>makko</u> .

## 19.4 Noun Derivation From Roots

Up to this point we have been treating a large number of roots in Fula as verbs and pointing out that such roots may be extended to form verb bases e.g. haal + an → haalan, etc..

Occasionally, however, we have encountered a root which is clearly not by itself a verb. Examples of this are: maw (root) + n → mawn 'get large', and yaw (root) + in → yawin 'accelerate', speed (something) up'.

Roots of both these groups often occur with noun class suffixes as nouns or 'adjectives':

Nouns:	haalaa [ka]	'talk'
	mawdo [qo]	'principal, senior, elder, head'
	mawngal [ŋgal]	'large (of something in the [ŋgal] class'
	yawnde [nde]	'speed, rapidity' (plural <u>yawle</u> )

Note that any distinction between the nominal and the 'adjectival' nature of these derivations is largely an artificial one introduced by our English grammar.

Compare: mawdoqamer. 'Our senior ('person')'  
Neddo mawdo. 'Important/elderly man'

Thus, the distinction between 'noun' and 'adjective' is one of function rather than one of form.

From the considerations above it is clear that it is not strictly accurate to describe Fula roots as verbal, adjectival or nominal in any essential way. They are simply roots which bear a relation to some segment of reality and are not distinguishable as one or another 'part of speech' until they are suffixed or employed in a grammatical construction. Thus the root haal refers simply to the part of experience connected with speech and only becomes nominal or verbal when employed, as in:

Haal kadi.	'Say [it] again.'
Haalaas gasi.	'The argument is over.'
Kaaldo do jooni ko lamdoqamej.	'The one who just now spoke here is our chief.'

At the same time, there are clear distinctions between the ways in which various roots are actually used. A large number of roots - including almost all borrowed words from French, English, Arabic or other African languages- occur only in nominal forms and have here consistently been introduced as nouns. Another large number occur in their root form as the stems of verbs (often being used without any suffix as imperatives). A much smaller group (including maw and yaw) contains roots which do not occur in sentences in their root forms, but only after inflection with either verbal extensions (e.g. mawn) or noun class suffixes (e.g. mawngal).

For these reasons, words have, in these materials, been introduced as nouns (those words which have no related verbal or qualificative [adjective] roots and those for which such roots have not yet been introduced), as verbs (those roots which function as verbal stems without further suffix), and as adjective roots (those roots which do not function in actual utterances without suffixation).

Our purpose in this note is to explore further how roots are modified by suffixation to form derived nouns of great variety.

The majority of derived nouns can most conveniently be learned as new vocabulary items - as useful nouns - as they occur in the students' experience with the language. However, it would seem appropriate to exemplify the more common derivations so that the student may be in a position to comprehend (from derivation plus context) new derived words as he hears them.

Derivation of nouns from roots consists in the inflection of the root with one of the grades of one of the noun classes. Certain classes are more commonly selected for this purpose than others.

#### A. [ŋgall] class.

Roots inflected in the [ŋgall] class commonly (but by no means invariably) refer to the abstract concept underlying the verbal root. For example:

qand	'know'	gandal	'knowledge'
fudd'	'begin'	pudal	'beginning'
		(c.f. pudal narge)	'sunrise'

suus	'be brave'	cuusal	'bravery'
wall	'help'	ballal	'aid'
mett	'discomfit'	mettal	'pain, suffering'

Note that in these examples the first grade of the suffix, /-al/, is employed.

Another, related, meaning associated with the first grade of the suffix of this class on the root is of the object of the action:

yid'	'want, like'	jidal	'heart's desire, object of wanting'
faal	'wish'	paalal	'wish, desire'

This class also occurs frequently following verb bases with the [-Vr] verbal extension for instrument or location and here occurs with the third grade of the suffix and denotes an implement, method or place employed to perform the action:

jood'	'sit'	joodirgal	'seat, chair'
bir	'milk'	birdurgal	'milking calabash'
windu	'write'	windurgal	'pen' <sup>1</sup>
sok	'lock'	cokirgal	'padlock'
habbu	'tie'	kabbirgal	'stake (to tie to), rope, chain, stanchion, handcuff, etc.'

A third general category of concepts denoted by inflection in the [ŋgal] class is the augmentative concept - reference to a large item or a large measure of a quality. For example: moddyal 'great goodness.'

Of course, a considerable number of nouns occur in the [ŋgal] class with no roots or related words in other classes. These include the names of various larger birds (cf. gertogal 'chicken'), parts of the body, especially larger parts (cf. koyngal 'leg') and various other items.

#### B. [ŋgol] class.

Verbal roots inflected in the [ŋgol] class refer sometimes also to abstractions:

gawlu	'be black'	gawlugol	'blackness'
hul	'fear'	kulol	'cowardice'

However, this class commonly contains nouns derived from 'verbal' roots referring to the process of performing the appropriate action:

yid'	'like, want'	jidgol	'wanting, liking'
baŋ/bam	'take'	bamgol	'taking'
daŋbu	'search'	daŋbugol	'seeking, searching'
jaŋgu	'study, read'	jaŋgugol	'study, the process of learning'

<sup>1</sup>Note that an extended verbal base occasionally does not have initial consonant alternation even when such would regularly occur on the unextended root.

Nouns occurring in this class (without clearly related verbal forms) commonly refer to long, thin objects.<sup>1</sup>

boggol	'rope'	laawol	'road'
--------	--------	--------	--------

#### C. [ŋgel] class.

Nouns in this class commonly refer to small items. This is thus the common class for diminutives:

rew	'follow (root dewel for feminine)	barogel	'little woman'
war	'kill'	barogel	'smaller carnivorous beast' (Compare <u>barogal</u> 'larger carnivorous beast')

The majority of words occurring in this class seem not to come from recognizable 'verbal' roots but rather to be related to other nouns:

sukaa	'child'	cukayel	'little child'
bido	'offspring'	bingel	'infant/baby, offspring'
maw	'grown' (root)	(dewel)	mawngel 'little old (woman)'

#### D. [nde] class.

'Verbal' roots, when inflected in this class commonly denote the goal or result of the action - again an abstraction rather than any concrete 'object' of action:

jang	'read, study'	jangere	'education, erudition'
moddy	'be good'	moddyere	'kindness, goodness'
tamp	'get tired, tire'	tampere	'fatigue, suffering'
welt	'be pleased, rejoice'	weltaare	'pleasure'
dabb	'search, find'	dabberere	'finding'

Common nouns inflected in this class belong to a very large variety of semantic categories.

<sup>1</sup>Perhaps it will not seem so strange to us that African languages have formal classes containing names for such categories of items if we consider the following native English names for long, thin objects (and related concepts):

string, street, strap, stripe, stretch, strip,  
stream, streak, straight, strand, straw, stroke,  
strop, strike

## E. [dum] class.

Roots inflected in this class - the 'thingumbob' class - commonly refer to the characteristic denoted by the root (adjective or 'stative' verb) or to an object possessing that characteristic:

bal(e)	'black (root)'	baledum	'black (the color), black thing'
wul	'be warm'	guldum	'warmth, warm thing'
ran(e)	'white (root)'	danedum	'white, white thing'
wod'	'be at a distance'	godfodum	'distance, distant thing'
sok	'lock'	coktirdum <sup>1</sup>	'key, thing for unlocking'
qacc	'leave'	qaccaadum	'inheritance, things left'
qadd	'take'	qaddirdum	'thing used to take something away, carrier'

Summary:

The result of the various processes of verbal extension and noun derivation described above and in previous notes is the existence in Fula of large 'families' of related words with the same root. An English analog might be the group of words with the root form:

form (noun), form (verb), formal, formless, formant, format, formative, formation, formality, informal, informality, inform, informer, information, informative, informant, etc.

In Fula, as in English, it is not possible to predict which of a variety of 'possible' derivatives will actually occur nor what their exact meanings may be, yet, in Fula as in English, it is possible to enrich one's vocabulary by careful attention to patterns of derivation and to the shared meanings of similar forms. Acquisition of new vocabulary is partly a process of guessing from context and form what the most likely meaning of a word is and then, in the (probable) absence of a good dictionary, of trying the new word out on a speaker of the language in various contexts until the meaning is clarified.

Examples of a few such Fula word groups are:

## 1. Root: war 'kill'

barogal	'large carnivorous beast'
barogel	'smaller carnivorous beast'
mbaroodi	'lion'
warjgo	'killing, carnage'
wararaare	'random carnage (as in battle)'

<sup>1</sup>Note that in this form the root is inflected with the reversive extension /t/, and the instrumental, /ir/, before the nominal suffix.

2. Root: rew 'follow, feminine'

debbo	'woman'
rewbe	'women'
dewel	'small woman'
(pucu) ndewu	'mare'
(rawandu) rewru	'bitch'

3. Root: jang 'read, study'

janggurd़u	'school'
janggirdo	'teacher'
janggugol	'the process of study'
janggere	'education, erudition'

4. Root: tam 'possess, have in hand'

tamal	'possession, ownership'
tamugol	'owning (the fact of)
tamre	'possession(s), thing(s) owned'

5. Root: tamp 'tire, get tired'

tampin	'tire, make tired'
tampere	'fatigue'

6. Root: lamd 'ask'

lamdugol	'asking'
lamdal	'question'

7. Root: yaa 'go'

ñjahangal	'journey, trip'
yahan	'go for (someone)'
yahowo	'one who went'
yaarowo	'one who is going, traveler'
yaadu	'departure, journey' (pl. jaali)
jahal	'traveling' (pl. jahe)
jahol	'going'

8. Root: waal 'spend the night'

waalaade	'to lie down'
wallin	'lay down'
waltu	'lie down flat'
waltin	'lay down flat, smooth out'
mbaldi	'bed'
balde	'days (of 24 hours)'

9. Root: dabb 'search'

dabberē	'finding'
dabbugol	'research, exploration'
dabbido (dabbibē)	'searcher'
dabbitaadum	'ambition, aim, object of search'
dabbal	'process of searching'

10. Root: qar 'come'

qardu (garli)	'final stage of coming'
garol (gari)	'arrival, coming'
garoodum	'future, that which is coming'
qart	'return (verb)'
gartol	
gartal	{(gartaale) 'return (noun)'}
gartantal	
qartir	'return bringing ___, return with ___'
qartid	'return together'
(lewru) qaraydu	'next (month)'

#### 19.5 Grammar Drills on Roots Inflected in Various Noun Classes

a) Sample Sentence Drill (Practice and try to understand the sentences before looking at the translations)

1. Qa nani haalaqam na?
2. Qan, qada hewi haalaa.
3. Qawa, haalaa gasi, jooni qen ḡgoni teeribē.

Translations:

1. Did you hear what I said?
2. As for you, you talk too much!
3. O.K., the argument is over, we're friends now.

b) Sample Sentence Drill

1. Mi yiyi mawdomon hande, kaŋko qe debbomum.
2. Ko qo woni mawdoqameŋ.
3. Qoya gorko mawdo, won to mon, maayı haŋki bimbi.
4. Qen jogi leggal mawŋgal, to nder galleqameŋ.
5. Qomo borni padal mawŋgal, he koŋgal nanomakko.
6. Mi yiyi mboddi mawndi, heccihajki ŋalloma.
7. Demba sooddi ḡgaari mawndi, haŋki bimbi.
8. Samba qokki kam kafahi mawki.
9. Mi warı fowru mawndu haŋki jemma.

10. Qomo mari boolwol mawngol.
11. Qoya laawol mawngol yahataake.
12. Qekol mawngol<sup>1</sup> won to heddemon, qon woni, qekolqam.

Translations:

1. I saw your boss yesterday, him and his wife.
2. It's he who's our head.
3. That elderly man, who was at your place, died yesterday morning.
4. We have a big tree in our compound.
5. He wears a larger shoe on his left foot.
6. I saw a big snake day before yesterday afternoon.
7. Demba bought a big bull yesterday morning.
8. Samba gave me a large sword.
9. I killed a large hyena last evening.
10. He has in his possession a big basin.
11. That big road is not to be gone on.
12. The big school which is near your place, that is my school.

c) Sample Sentence Drill

1. Min bur ma gandal.
2. Ko gandal buri jawdi.
3. Gandalmaada qe taaqam wonaa gootum.

Translations:

1. I know more than you do.
2. Knowledge is better than riches.
3. Your knowledge and mine are not the same.

d) Sample Sentence Drill

1. Dum ko jidal Qalla.
2. Jidalmaa no metti hebde.
3. Jidalqam hande, ko biddo gorko tant

Translations:

1. That is God's will.
2. Your wish is difficult to satisfy.
3. My desire today, is just a son.

e) Sample Sentence Drill

1. Ballalmon yottaani meij.
2. Ballal no moddyi, si tawo qada jogi hunde.
3. Ko Qalla tan qokkata neddo, ballal.

Translations:

1. Your aid hasn't reached us.
2. Helping is good, if you have the means.
3. It is God alone who can help man.

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<sup>1</sup>Note that by analogy from the final syllable of gekol the concord has been inflected in the [ŋgol] class although properly, as a borrowed word from French, gekol is in the [ʃ] class and normally would have concords of the [qo] class.

## f) Sample Sentence Drill

1. Kulol moddyaa, he biddo gorko.
2. Kulol hewde, warataa jommakko.
3. Kuldo reedu, ko kulol warata mo.

Translations:

1. Fear is no good in a man.
2. Much fear will destroy its possessor.
3. He who has no guts, [it is] cowardice [which] does him in.

## g) Sample Sentence Drill

1. Mi sood'i windurgal moddyo.
2. Luðam windurgalmaada.
3. Qokku mo joodirgal ñgal, qo jooda.
4. Qaddu joodirgalmaa to sejgo taaqam.
5. Qo joodaani hande fowt kono hay soo yidilino joodde, joodirgalqam moddyaan.

Translations:

1. I bought a good pen.
2. Lend me your pen.
3. Give him the seat that he may sit down.
4. Bring your chair alongside mine.
5. He didn't sit all today, but even if he had wished to sit.  
my chair would not have been suitable.

## h) Sample Sentence Drill

1. Garol qe jaholmaada, no hewi hande.
2. Garol qe jaholmaada, fof ko gootum qe qam.
3. Garol qe jaholmakko, wonaa haalaqaqam.

Translations:

1. Your comings and going are excessive today.
2. It's all one with me whether you come or go.
3. His comings and going are not my business.

## i) Sample Sentence Drill

1. Dabbugol no metti, kono bamgol mettaani hay seeda.
2. Demba yahi dabbagol ledde.
3. Dabbugol jawdi no metti.

Translations:

1. Seeking out is troublesome, but taking is not hard at all.
2. Demba went to collect wood.
3. To seek riches is a difficult task.

## 19.8 NARRATIVE

New word: cuballo [ɸ] (cuballooße) fisherman

Qonñan John nañgi lingu. Tuma qo hooti to gallemabbe, qo qokki Kumba lingu ñgu pur qo defana mo düm. Non Kumba lamdi mo, ko tuma John yidi qo defana mo düm. John wiyi mo 'jooni jooni'. Nden Kumba lamdi mo, honto qo soodi ñgu. John jaabi mo, qo wiyi mo, qo soodaani ñgu, ko kañko hooremum nañgi ñgu. Nden kadi Kumba lamdi mo, honno qo nañgiri düm. Qawa qon lamdal welaani John, non qo wiyi Kumba, yaa wad koo haalani mo. Kumba kadi lamdi mo kadi, honno qo yidi qo defirtaa mo ñgu. Nden John wiyi mo, yoo defira düm he nebam, qo wada hen kaaniqe basalle, nden qo qacca düm haa düm benda. Si düm bendi, qo qitta düm to korel ñgel. Kumba wiyi qawa, baasi qalaa, qo waday koo wiyi.

## 19.9 Questions for Discussion

1. Hombo nañgi lingu ñgu?
2. John haalani goddo yoo qon defana mo lingu ñgu, qon ko hombo nii?
3. Honto John nañgi ñgu lingu?
4. John soodi ñgu na, maa ko kañko hooremum nañgi ñgu?
5. Ko hodum Kumba lamdi John, he fil defgol lingu ñgu?
6. Ko tuma John wiyi Kumba yoo defana mo lingu ñgu?
7. Ko hodum qe hodum John haalaani Kumba yoo wad nebam dam si qomo defa lingu ñgu?
8. Ko honno John haalani Kumba yoo defira lingumakko?
9. Hoto John haalani Kumba, yoo wada lingu ñgu, so düm bendi.
10. A meedi nañgirde lingu na?
11. Saa nañgi liddi hewde honno defirtaa düm?
12. Saaremon no hewi liddi na?
13. Honno yeyoton liddimon to modon?
14. Cuballooße hewi to modon na?
15. Qa meedi nañgude liddi na?
16. Si tawo goddo yidi nañgude liddi to mon, ko hoto qo fota yaade?
17. Qada waawi defde liddi?
18. Liddi no hewi to mon?
19. Sada defa liddi, hodum qe hodum wadtaa to maafemaa?
20. Qawa, honno qan defata liddimaa ci saa nañgi ci?

NOTES

## UNIT 20

20.0 Dialog: Frank Learns the Values of Money

-Frank-

konı

please

Konı wallam. Mi qandaa kaalis  
mon..Please help me. I don't know  
your money.

-Samba-

kopar [ø] (koparaajı)

penny, copper

Qo woni koparqamen.

This is our penny.

-Frank-

Qo do non?

How about this one?

-Samba-

Dum ko ñataa, maa koparaajı tati.

That's a threepenny bit or three  
pennies.

-Frank-

Koparaajı tati ko ñataa?

Three pennies is equal to one  
threepenny bit?

-Samba-

Qeeyı, ñataajı didı ko tanka.

Yes, two threepenny bits is one  
sixpenny bit (sixpence).

-Frank-

Qawa, tankaajı didı ko jelu?

O.K., two sixpenny bits is how  
much?

-Samba-

Taŋkaajı didı ko taransu.

Two sixpences is one shilling  
piece.

-Frank-

Taransuuji didı non, ko jelu?

Then, two one shilling pieces is  
how much?

-Samba-

Dum ko genewala.

That is a two-shilling piece.

-Frank-

Qawa, genewalaaji didı ko jelu?

O.K., two, tow-shilling pieces  
is how much?

-Samba-

Ko mbuuđu.

Four shillings.

-Frank-

Mbuudu ko jelu qe kaalis qamenj?

Four shillings is how much in  
our money?

-Samba-

sent (Ø] (sentaají)

cent

cappande jowi

(50) fifty

Ko sentaají cappande jowi qe  
jeegom.

That is fifty-six cents.

#### 20.1 Variation Drills on Basic Sentences

##### a) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> qandaa kaalismon.
qo	Qo qandaa <u>kaalismon</u> .
jangurdú	Qo qandaa <u>jangurdumon</u> .
-maa	<u>Qo</u> qandaa jangurdumaa.
ñe	Be ñgandaa <u>jangurdumaa</u> .
galle	Be ñgandaa <u>gallemaa</u> .
-makko	<u>Be</u> ñgandaa gallemakko.
qon	Qon <u>ñgandaa</u> gallemakko.
yid'	Qon ñjidaa <u>gallmakko</u> ?
debbo	Qon ñjidaa <u>debbomakko</u> ?
Samba	<u>Qon</u> ñjidaa debbo Samba?
menj	Menj <u>ñjidaa</u> debbo Samba.
qand	<u>Menj</u> ñgandaa debbo Samba.
qo	Qo qandaa <u>debbo</u> Samba.
kaalis	Qo qandaa kaalis <u>Samba</u> .
-mon	<u>Qo</u> qandaa kaalismon.
mi	Mi qandaa kaalismon.

##### b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo woni <u>koparqamenj</u> .
ñataa	Qo woni <u>ñataaqamenj</u> .
-mañbe	Qo woni <u>ñataamañbe</u> .
tarjka	Qo woni <u>tarjkamañbe</u> .
-modon	Qo woni <u>tarjkamodon</u> .
taransu	Qo woni <u>taransumodon</u> .
-makko	Qo woni <u>taransumakko</u> .
genewala	Qo woni <u>genewalamakko</u> .

	Qo woni <u>genewalamakko</u> .
-maa	Qo woni <u>genewalamaa</u> .
mbuudu	Qo woni <u>mbuudumaa</u> .
-qameŋ	Qo woni <u>mbuuduqameŋ</u> .
kopar	Qo woni koparqameŋ.

c) Transformation Drill (Multiply the Cue by ten)

New word: teemedere [nde] (teemeede) 'one hundred'

<u>Cue</u>		<u>Pattern</u>	
goqo	(1)	sappo	(10)
difidí	(2)	nogas	(20)
tati	(3)	cappande tati	(30)
nayi	(4)	cappande nayi	(40)
jowi	(5)	cappande jowi	(50)
jeegom	(6)	cappande jeegom	(60)
jedidí	(7)	cappande jedidí	(70)
jeenayi	(9)	cappande jeenayi	(90)
sappo	(10)	teemedere	(100)

d) Transformation Drill (Add five to the Cue number)

<u>Cue</u>		<u>Pattern</u>	
sappo		sappo qe jowi	(15)
nogas		nogas qe jowi	(25)
cappande-tati		cappande-tati qe jowi	(35)
cappande-nayi		cappande-nayi qe jowi	(45)
cappande-jowi		cappande-jowi qe jowi	(55)
cappande-jeegom		cappande-jeegom qe jowi	(65)
cappande-jedidí		cappande-jedidí qe jowi	(75)
cappande-jeetati		cappande-jeetati qe jowi	(85)
cappande-jeenayi		cappande-jeenayi qe jowi	(95)

e) Response Drill

<u>Question</u>	<u>Response</u>
Ñataaji difidí ko jelu?	Ñataaji difidí ko tarjka.
Ñataaji nayi ko jelu?	Ñataaji nayi ko taransu.
Ñataaji jeegom ko jelu?	Ñataaji jeegom ke taransu qe tarjka.
Ñataaji jeetati ko jelu?	Ñataaji jeetati ko genewala.
Ñataaji sappo ko jelu?	Ñataaji sappo ko genewala qe tarjka.
Ñataaji sappo qe difidí ko jelu?	Ñataaji saapo qe difidí ko taransuuji tati.

Ñataaji sappo qe nay ko jelu? Ñataaji sappo qe nayi ko taransuujji-tati qe tanja.  
 Ñataaji sappo qe jeegom ko jelu? Ñataaji sappo qe jeegom ko mbuuđu.  
 Ñataaji sappo qe jeetati ko jelu? Ñataaji sappo qe jeetati ko mbuuđu qe tanja.  
 Ñataaji nogas ko jelu? Ñataaji nogas ko mbuuđu qe taransu.

## 20.2 Numbers, Addition and Subtraction.

The numbers up to 100 have been introduced. Thousand: junne [ʃ] (junneeji) or qujunere [nde] (guluuje).

For addition the word qe is used:

Didí qe didí ko jelu?  
 Didí qe didí ko nayi.

For subtraction the words qitt 'remove', he 'from', and heddu 'remain' are required:

Saa qittiima didí he jowi ko jelu heddata?	'If you take away two from five, how much is it which remains?'
Saa qittiima didí he jowi, ko tati heddata.	

The question may be reversed:

Ko jelu heddata, saa qittiima didí he jowi?

The verb form qitti may be substituted for qittiima.

In the drills below numerals are provided instead of written words. Read the numbers in Fula in all cases.

## 20.3 Drills on Numbers, Addition and Subtraction

- a) Number learning (Give the number that follows the number given by the instructor)

Example: If the instructor says 'jowi' you are to say 'jeegom' and so on:

7 - 8	9 - 10	11 - 12	17 - 18
4 - 5	6 - 7	15 - 16	13 - 14
8 - 9	7 - 8	18 - 19	10 - 11
1 - 2	8 - 9	4 - 5	5 - 6
6 - 7	4 - 5	20 - 21	25 - 26
3 - 4	1 - 2	16 - 17	22 - 23
2 - 3	7 - 8	5 - 6	21 - 22
10 - 11	5 - 6	9 - 10	

- b) Number learning (Repeat the above drill. This time, give the number that precedes the number given by the instructor)

Example: If the instructor says 'jeegom' you are to say 'jowi'.

c) Number learning (Do this drill in the same manner as you did (a) above. Then do it as you did (b) above)

25 - 26	58 - 59	106 - 107
39 - 40	32 - 33	62 - 63
88 - 89	84 - 85	81 - 82
74 - 75	99 - 100	115 - 116
66 - 67	100 - 101	107 - 108
90 - 91	63 - 64	123 - 124
44 - 45	105 - 106	132 - 133

d) Number learning (Do this drill in the same manner as you did drills (a) and (b) above)

139 - 140	199 - 200	509 - 510
158 - 159	201 - 202	432 - 433
75 - 76	196 - 197	288 - 289
44 - 45	102 - 103	218 - 219
121 - 122	99 - 100	147 - 148
110 - 111	88 - 89	499 - 500
66 - 67	200 - 201	396 - 397
77 - 78	155 - 156	369 - 370

e) Number learning (Go back on all the drills in a, b, c and d, reading from the book down each column of numbers. Read aloud in Fula).

f) Number learning (Addition) Response Drill (Solve these equations)

2 qe 2 ko jelu?	2 qe 6 ko jelu?
2 qe 3 ko jelu?	2 qe 7 ko jelu?
2 qe 4 ko jelu?	2 qe 8 ko jelu?
2 qe 5 ko jelu?	

g) Addition

2 qe 2 ko jelu?	32 qe 32 ko jelu?
4 qe 4 ko jelu?	64 qe 64 ko jelu?
8 qe 8 ko jelu?	128 qe 128 ko jelu?
16 qe 16 ko jelu?	

## h) Addition

1 qe 4 ko jelu  
 5 qe 5 ko jelu?  
 10 qe 10 ko jelu?  
 20 qe 20 ko jelu?  
 40 qe 40 ko jelu?  
 80 qe 80 ko jelu?  
 160 qe 160 ko jelu?  
 320 qe 320 ko jelu?  
 640 qe 640 ko jelu?

## i) Addition

5 qe 5 ko jelu?  
 10 qe 5 ko jelu?  
 15 qe 5 ko jelu?  
 20 qe 5 ko jelu?  
 25 qe 5 ko jelu?  
 30 qe 5 ko jelu?  
 35 qe 5 ko jelu?  
 40 qe 5 ko jelu?  
 45 qe 5 ko jelu?  
 50 qe 5 ko jelu?

## j) Addition

250 qe 250 ko jelu?  
 512 qe 512 ko jelu?  
 1024 qe 1000 ko jelu?

2000 qe 3000 ko jelu?  
 3000 qe 4000 ko jelu?

## k) Addition

4 qe 3 ko jelu?  
 5 qe 4 ko jelu?  
 6 qe 5 ko jelu?  
 5 qe 7 ko jelu?  
 8 qe 6 ko jelu?  
 3 qe 8 ko jelu?

9 qe 7 ko jelu?  
 6 qe 9 ko jelu?  
 8 qe 7 ko jelu?  
 9 qe 3 ko jelu?  
 7 qe 6 ko jelu?  
 5 qe 8 ko jelu?

## l) Addition

3 qe 3 ko jelu?  
 6 qe 6 ko jelu?  
 7 qe 7 ko jelu?  
 8 qe 7 ko jelu?  
 9 qe 9 ko jelu?  
 12 qe 12 ko jelu?  
 14 qe 14 ko jelu?  
 15 qe 15 ko jelu?  
 16 qe 15 ko jelu?  
 17 qe 17 ko jelu?

18 qe 18 ko jelu?  
 19 qe 19 ko jelu?  
 21 qe 21 ko jelu?  
 22 qe 23 ko jelu?  
 23 qe 24 ko jelu?  
 25 qe 25 ko jelu?  
 35 qe 35 ko jelu?  
 45 qe 45 ko jelu?  
 55 qe 55 ko jelu?

## m) Number learning (Subtraction)

Saa qittima 2 he 5 ko jelu heddata?  
Saa qittima 5 he 9 ko jelu heddata?  
Saa qittima 3 he 8 ko jelu heddata?  
Saa qittima 5 he 10 ko jelu heddata?  
Saa qittima 6 he 11 ko jelu heddata?  
Saa qittima 3 he 11 ko jelu heddata?  
Saa qittima 2 he 9 ko jelu heddata?  
Saa qittima 5 he 16 ko jelu heddata?  
Saa qittima 6 he 13 ko jelu heddata?  
Saa qittima 7 he 15 ko jelu heddata?  
Saa qittima 8 he 20 ko jelu heddata?  
Saa qittima 5 he 19 ko jelu heddata?  
Saa qittima 6 he 18 ko jelu heddata?  
Saa qittima 10 he 25 ko jelu heddata?  
Saa qittima 11 he 19 ko jelu heddata?  
Saa qittima 25 he 30 ko jelu heddata?  
Saa qittima 125 he 250 ko jelu heddata?  
Saa qittima 350 he 750 ko jelu heddata?  
Saa qittima 10 he 15 ko jelu heddata?  
Saa qittima 7 he 14 ko jelu heddata?

## n)

Saa qitti 3 he 7 ko jelu heddata?  
Saa qitti 4 he 7 ko jelu heddata?  
Saa qitti 5 he 8 ko jelu heddata?  
Saa qitti 6 he 9 ko jelu heddata?  
Saa qitti 7 he 10 ko jelu heddata?  
Saa qitti 10 he 26 ko jelu heddata?  
Saa qitti 25 he 45 ko jelu heddata?  
Saa qitti 15 he 32 ko jelu heddata?  
Saa qitti 40 he 90 ko jelu heddata?  
Saa qitti 100 he 250 ko jelu heddata?  
Saa qitti 70 he 140 ko jelu heddata?  
Saa qitti 450 he 500 ko jelu heddata?

## 20.4 Measurements

We have already seen such words as libar 'pound', kaba 'bottle', boolwol 'bowl' used as measures. Items to be purchased may be measured by such units (or the ones below), counted as discrete items (books, pencils, etc.), or purchased in terms of money (two shillings' worth, etc.).

## New words: measures:

pooti	[∅]	(pootiji)	pot, tin, can
mudo	[∅]	(mudooji)	variable measure for grains
siwo	[∅]	(siwooji)	bucket
saaku	[∅]	(saakuuji)	sack

## Things:

koko	[∅]	(kokooji)	coconut [biddo-kokooji-fruit of coconut]
tabaka	[∅]	( )	tobacco
kondyam	[dəm]	( )	alcohol, wine, alcoholic drink

## 20.5 Drills on Measures and Counting

- a) Substitution-Transformation Drill (Substitute the number next lower than that of Pattern)

Cue	Pattern 1	Pattern 2
(qo)	<u>Mido</u> mari rewbe dido.	Qan,ko gooto tan mardaa.
tam	Qomo <u>mari</u> rewbe dido.	Qan,ko gooto tan mardaa.
sukaabe	Qomo tami <u>rewbe</u> dido.	Qan,ko gooto tam tamdaa.
jeegom	Qomo tami sukaabe jeegom.	Qan,ko gootó tan tamdaa.
(be)	Bedo <u>tami</u> sukaabe jeegom.	Qan,ko jowi tan tamdaa.
jog	Bedo jogi <u>sukaabe</u> jeegom.	Qan,ko jowi tan jogdaa.
hobbe	Bedo jogi <u>hobbe</u> <u>jeegom</u> .	Qan,ko jowi tan jogdaa.
sappo	<u>Bedo</u> jogi hobbe sappo.	Qan,ko jeenay tan jogdaa.
(qen)	Qeden <u>jogi</u> hobbe sappo.	Qan,ko jeenay tan jogdaa.
heb	Qeden kebi <u>hobbe</u> sappo.	Qan,ko jeenay tan kebdaa.
gertoode	Qeden kebi gertoode <u>sappo</u> .	Qan,ko jeenay tan kebdaa.
cappande tati	<u>Qeden</u> kebi gertoode cappande-tati.	Qan,ko nogas qe jeenay tan kebdaa.
(mi)	Mido <u>hebi</u> gertoode cappande-tati.	Qan,ko nogas qe jeenay tan kebdaa.
mar	Mido mari <u>gertoode</u> cappande-tati.	Qan,ko nogas qe jeenay tan mardaa.
rewbe	Mido mari rewbe <u>cappande-tati</u> .	Qan,ko nogas qe jeenay tan mardaa.
dido	Mido mari rewbe dido.	Qan,ko gooto tan mardaa.

## b) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
kabaaji jeedid'i nebam nagge hajki neenemaa banji	Demba soodi <u>libaraaji sappo qe jowi maaro.</u> <u>Demba soodi kabaaji jeedid'i nebam nagge hajki.</u> Neenemaa banji <u>kabaaji jeedid'i nebam nagge hajki.</u>
mudooji jeegom he gawriqam mi qokko mo	<u>Neenemaa banji mudooji jeegom he gawriqam.</u> <u>Mi qokko mo mudooji jeegom he gawriqam.</u>
pootijji cappande-jeenay nebam qo qaddani kam	<u>Mi qokki mo pootijji cappande-jeenay nebam.</u> <u>Qo qaddani kam pootijji cappande-jeenay nebam.</u>
siwooji did'i gerte mido jogi	<u>Qo qaddani kam siwooji did'i gerte.</u> <u>Mido jogi siwooji did'i gerte.</u>
biddo, kokooji nogas qe jeedid'i Demba yeyi kam	<u>Mido jogi biddo-kokooji nogas qe jeedid'i.</u> <u>Demba yeyi kam biddo-kokooji nogas qe jeedid'i.</u>
hoore tabaka cappande-tati mi soodani mo	<u>Demba yeyi kam hoore tabaka cappande-tati.</u> <u>Mi soodani mo hoore tabaka cappande-tati.</u>
kabaaji-jeegom kondyam tuubaakoobe qo yeyi kam	<u>Mi soodani mo kabaaji-jeegom kondyam tuubaakoobe.</u> <u>Qo yeyi kam kabaaji jeegom kondyam tuubaakoobe.</u>
saakuuji jowi gawri Demba soodi	<u>Qo yeyi kam saakuuji jowi gawri.</u> <u>Demba soodi saakuuji jowi gawri.</u>
libaraaji sappo qe jowi maaro	<u>Demba soodi libaraaji sappo qe jowi maaro.</u>

## 20.8 NARRATIVE

Frank Yahi to Leydi Samba'en

New word: pos [ø] (posiijji) pocket

Wadi Frank yahi to leydi Sambaqen. Tawo qontuma qo meedaa yiide kaalis Sambaqen, qo qandaa honno dum ñaamete. Qawa ñande gooto, Qalla wadi qo hawri qe Samba qe laawol. Tawo qomo jogi kaalis, non qo wiyi Samba wallu mo he kaalis-maßbe. Samba kadi qitti kaalis he pos mum, holli mo ko woni kopar, ñataa, tanja, taransu, genewala qe mbuuðumaßbe. Qo haali mo kadi ko jelu fotti genewala he kaalis Frankqen. Frank weltiima he dum, non kañko kadi jaari Demba. Qawa gila qontuma haa joo Frank yeddyitaani kaalis Sambaqen.

## 20.9 Questions for Discussion

1. Frank yahiino to leydi Sambaqen na?
2. Tuma Frank yahata to leydi Sambaqen qo qandıino kaalis Sambaqen na?
3. Honno Frank qandırı kaalis Sambaqen?
4. Hombo haali mo, no kaalis Sambaqen ñaamete?
5. Ko hodum fotı Samba holli mo he kaalismabbe?
6. Qontuma Frank yahaano to leydi Sambaqen qo meediino yiide kaalismabbe na?
7. Tuma Frank hawriima qe Samba, ko hodum folo, Frank lamdi mo, yoo wallu mo he d'um?
8. Hombo yahi to leydi Sambaqen?
9. Hombo haali Frank no kaalis Sambaqen ñaamete?
10. Qa meedi yiide kaalismaqamer na?
11. Honno kaalismon ñaamete?
12. Haalanam, ñataajı d'idi ko jelu?
13. Genewala, be mbiyı ko d'um wonı feccere mbuudu Sambaqen, d'um ko goornga na?
14. Genewalaajı d'idi ko jelu?
15. Ko taransuuji jelu wonı mbuudu?

## UNIT 21

21.0 Dialog: Koba, the Okra Salesman.

-Yompa-

kañja [∅] (kañjaajı)  
sada [∅] (sadaajı)

okra  
unit of dry measurement  
'Sada'

kala  
Jom kañja, dı sadaajı kala ko  
jelu?

each, every  
Okra owner, these 'sadas', how  
much is each?

-Koba-

tañka [∅] (tañkaajı)  
kala qo kala  
Kala qo kala ko tañka.

sixpence  
each one, apiece  
Sixpence each.

-Yompa-

Mido yıdı jeedıdı.

I want seven.

-Koba-

Hodum kadi ñjıdaa?

What else do you want?

-Yompa-

ñeñbe [de] (no singular)  
sara [∅] (saraajı)  
Mido yıdı ñeñbe qe sara gooto.

beans  
water melons  
I want beans and one water melon.

-Koba-

teney [∅] (teneejı)  
Mido tami nebam teney, qada yıdı?

palm tree  
I have palm oil, do you want (it)?

-Yompa-

Qeeyıtmido yıdı.

Yes. I want it.

-Koba-

follere [nde] ( )  
Qa soodataaa follere na?

sorrel  
Aren't you buying [some] sorrel?

-Yompa-

Si tawo qa qustinay kam seeda.

If you will reduce [it] for me  
a little.

-Koba-

Qawa, mi qustını ma tañka.

O.K. I've reduced sixpence for you.

-Yompa-

Mi tamani ma, mbuuđu qe taransu.

I have you five shillings for you.

-Koba-

Qeeyi.

[Oh] yes.

-Yompa-

Kaalismaa dinli.

Here is your money.

-Koba-

Qa jaaraama.

Thank you.

### 21.1 Variation Drills on Basic Sentences

#### a) Random Substitution Drill

New word: dar stand, stop, remain standing
--

<u>Cue</u>	<u>Pattern</u>
wad'	Hodum kadi <u>njiddaa?</u>
wii	Hodum kadi <u>mbaddaa?</u>
yii	Hodum kadi <u>mbiidaa?</u>
naam	Hodum kadi <u>naamdaa?</u>
yar	Hodum kadi <u>njardaa?</u>
nab	Hodum kadi <u>nabdaa?</u>
jog	Hodum kadi <u>jogdaa?</u>
dabb	<u>Hodum</u> kadi <u>dabbudaa?</u>
hombo	Hombo kadi <u>dabbudaa?</u>
fad	Hombo kadi <u>paddaa?</u>
taw	Hombo kadi <u>tawdaa?</u>
war	Hombo kadi <u>mbarda?</u>
wii	Hombo kadi <u>mbiidaa?</u>
yii	<u>Hombo</u> kadi <u>njiddaa?</u>
honto	Honto kadi <u>njidiida?</u>
yaa	Honto kadi <u>njaada?</u>
laar	Honto kadi <u>ndaarda?</u>
naam	Honto kadi <u>naamdaa?</u>
waal	Honto kadi <u>mbaaldaa?</u>
joof	Honto kadi <u>jooddaa?</u>
dar	Honto kadi <u>daroda?</u>
wii	<u>Honto</u> kadi <u>mbiidaa?</u>
hodum	Hodum kadi <u>mbiidaa?</u>
yid'	Hodum kadi <u>njiddaa?</u>

## b) Substitution-Response Drill

Cue

New word:	gosı [ø] ( )	porridge
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CueQuestionAnswer

qo	<u>Qa</u> soodataa follere na?	Qalaa, mi soodataa follere.
maaro	<u>Qo</u> soodataa <u>follere</u> na?	Qalaa, qo soodataa follere.
ße	<u>Be</u> coodataa maaro na?	Qalaa, qo soodataa maaro.
yeey	<u>Be</u> ñjeyataa <u>maaro</u> na?	Qalaa, ße ñjeyataa maaro.
bantara	<u>Be</u> ñjeyataa bantara na?	Qalaa, ße ñjeyataa bantara.
qon	<u>Qon</u> ñjeyataa bantara na?	Qalaa, menj ñjeyataa bantara.
ñaam	<u>Qon</u> ñiaamataa <u>bantara</u> na?	Qalaa, menj ñiaamataa bantara.
gosı	<u>Qon</u> ñiaamataa gosı na?	Qalaa, menj ñiaamataa gosı.
yar	<u>Qon</u> ñjarataa gosı na?	Qalaa, menj ñjarataa gosı.
qa	<u>Qa</u> ñjarataa <u>gosı</u> na?	Qalaa, mi yarataa gosı.
kosam	<u>Qa</u> yarataa <u>kosam</u> na?	Qalaa, mi yarataa kosam.
kïñkiliba	<u>Qa</u> <u>yarataa</u> kïñkiliba na?	Qalaa, mi yarataa kïñkiliba.
sood	<u>Qa</u> soodataa <u>kïñkiliba</u> na?	Qalaa, mi soodataa kïñkiliba.
follere	<u>Qa</u> soodataa follere na?	Qalaa, mi soodataa follere.

## c) Progressive Substitution Drill

New words:	timtorgal [ŋgal] (timtordə)	mirror
	bulu [ø] (buluuži)	bluing
	saabunde [nde] (caabune)	soap
	tuuba [mba] (tuubaaži)	trousers

CuePattern

(qo)	<u>Mido</u> yidi ñebbeqe sara gooto.
saabunde	<u>Qomo</u> yidi ñebbeqe sara gooto.
bulu	<u>Qomo</u> yidi saabunde qe <u>sara</u> gooto.
(ße)	<u>Bedo</u> <u>yidi</u> saabunde qe bulu gooto.
faal	<u>Bedo</u> paali <u>saabunde</u> qe bulu gooto.
timtorgal	<u>Bedo</u> paali timtorgal qe <u>bulu</u> gooto.
tuuba	<u>Bedo</u> paali timtorgal qe tuuba gooto.
(menj)	<u>Miden</u> <u>paali</u> timtorgal qe tuuba gooto.
yid	<u>Miden</u> ñjidí <u>timtorgal</u> qe tuuba gooto.
wutte	<u>Miden</u> ñjidí wutte qe <u>tuuba</u> gooto.
sara	<u>Miden</u> ñjidí wutte qe sara gooto.
(mi)	<u>Mido</u> yidi <u>wutte</u> qe sara gooto.
ñebbe	<u>Mido</u> yidi ñebbeqe sara gooto.

## d) Simple Substitution Drill

CuePattern

taŋka	Kala qo kala ko <u>ñataa</u> .
taŋka qe ñataa	Kala qo kala ko <u>taŋka</u> .
taransu	Kala qo kala ko <u>taransu</u> .
taransu qe ñataa	Kala qo kala ko <u>taransu qe ñataa</u> .
taransu qe taŋka	Kala qo kala ko <u>taransu qe taŋka</u> .
taransu qe taŋka qe ñataa	Kala qo kala ko <u>taransu qe taŋka qe ñataa</u> .
genewala	Kala qo kala ko <u>genewala</u> .
genewala qe ñataa	Kala qo kala ko <u>genewala qe ñataa</u> .
genewala qe taŋka	Kala qo kala ko <u>genewala qe taŋka</u> .
genewala qe taŋka qe ñataa	Kala qo kala ko <u>genewala qe taŋka qe ñataa</u> .
taransuuji tati	Kala qo kala ko <u>taransuuji tati</u> .
taransuuji tati qe ñataa	Kala qo kala ko <u>taransuuji tati qe ñataa</u> .
taransuuji tati qe taŋka	Kala qo kala ko <u>taransuuji tati qe taŋka</u> .
taransuuji qe taŋka qe ñataa	Kala qo kala ko <u>taransuuji tati qe taŋka qe ñataa</u> .
mbuuđu	Kala qo kala ko <u>mbuuđu</u> .

## e) Phrasal Substitution Drill

CuePattern

bedo ñjidi düm na	Mido tami nebam teney, <u>qada yıldi?</u>
qomo yeye kedam	<u>Mido tami nebam teney</u> , bedo ñjidi düm na?
qada yıldi soodde düm na	Qomo yeye kedam, <u>bedo ñjidi düm na?</u>
meden soodoja saabunde	Qomo yeye kedam qada yıldi soodde düm na?
kono meŋ waawata lootde	Meden soodoja saabunde, <u>qada yıldi soodde düm na?</u>
gude de fow	Meden soodoja saabunde, kono meŋ waawataa lootde
ko hedde hen no hewi	gude de fow.
qa soodata gooto na	Ko hedde hen no hewi, <u>kono meŋ waawaataa lootde</u>
qo do moddyaanı hay seeda	<u>gude de fow</u> .
hoto hebataami düm kadı	Ko hedde hen no hewi, qa soodataa gooto na?
kedam qalaa do fow han	Qo do moddyaanı hay seeda, <u>qa soodataa gooto na?</u>
qa yeyata kam taamaa na	Qo do moddyaanı hay seeda, hoto hebataani düm kadı?
kondyamqam huubı	Kedam qalaa do fow han, <u>hoto hebataami düm kadı</u> .
yaa soodanam kaba gooto	Kedam qalaa do fow han, qa yeyataa kam taamaa na?
qomo tami nebam teney	Kondyamqam huubı, <u>qa yeyataa kam taamaa na?</u>
qada yıldi	Kondyamqam huubı, yaa soodanam kaba gooto.
	Qomo tami nebam teney, <u>yaa soodanam kaba gooto</u> .
	Qomo tami nebam teney, qada yıldi?

## 21.3 Directed Conversation Exercises

In these exercises one student reads the 'narrative' and, on the basis of the facts therein, takes the prescribed role in the ensuing dialog without looking at the dialog as printed. Another student or the instructor, taking the other role in the dialog, looks at the dialog as printed and reads (or modifies) the cues to direct the conversation.

Note that the responses of the performing student are printed between square brackets to indicate that each is one possible response, but not the only one possible.

If the performing student's response is not appropriate to the facts or is grammatically or idiomatically unacceptable, the instructor provides a corrected response which the performing student repeats, after which the dialog continues.

- a) (Student takes part [a])

New word: folo first, firstly, first of all
---

Narrative:

Jooni qada to saare Sambagen. Qa yahi to marsemaññe, qa tawi ton godđo, qon no yeza kañja, sara, ñeññe, qe neñam teney. Kono qada yidí qo qustanam ma seeda he cogguuli dí, paski qa yidí soodde de fow. Kono folo ko mbadtaa, salminaam.

Dialog:

- a) [Jam ñalli, jom kañja.]
  - b) Jam tan↑ Hodum ñjiddaa?
  - a) [Midó yidí soodde de fow ko ñjeyataa do.]
  - b) Qawa, d'um no moddyo.
  - a) [Kono midó yidí yaa qustanam seeda he cogguuli dí.]
  - b) Qawa, baasi qala, mi qustante.
  - a) [Qa jaaraama, jom kañja.]
  - b) Jaawuur.
- b) (Student takes part [b])

New word: hawru meet en route, gather together, assemble
--

Narrative:

Qan, kaa pullo, wiyete Demba. Mawdomon no wiye Pate. Gallemum no to hedde marse qo. To saaremon fow, ko qan tan waawi seeda he haalaa Qamerika, wadi qa hawri qe godđo, qo lamdi ma hunde qe kulle saaremon.

## Dialog.

- a) No mbaddaa teeri.
- b) [Jam tan.]
- a) Qan no wiyete?
- b) [Mid'o wiy'e Demba. Hodum ñijiddaa?]
- a) Hoto galle mawdomodon woni?
- b) [Gallemum no to hedde marse qo.]
- a) Qada waawi haalde haalaa Qamerika na?
- b) [Mid'o waawi seeda he dum.]
- a) Qada qandi goddo do, baawdo haalde haalaa Qamerika?
- b) [Qalaat ko min tan waawi haalde seeda he dum.]

## 21.8 NARRATIVE

Yompa Yahi Marse

Qonñan Yompa yahi marse soodde kañja. Tuma qo yotti ton, qo tawi ton goddo wiyete Koba. Qo lamdi qon si qon jogi kañja. Koba, wiyi qeeyi, qomo jogi kañja, nebbé, sara, nebam teney qe follere. Koba wiyi mo kadi coggu kañjaajji d'i, ko tañka pur kala qo kala. Non Yompa wiyi mo, soo qustini mo seeda, qo soodoto dum. Koba kadi qustini mo, qawa Yompa sood'i koo soodata, yahi he laawolmum.

## 21.9 Questions for Discussion

1. Qonñan hombo yahi marse?
2. Ko wadi qo yahi marse?
3. Ko hodum qo yahi soodde ton?
4. Hombo qo tawi to marse qo?
5. Honno qon neddo wiyete?
6. Hombo woni jom kañja qo?
7. Ko hodum qe hodum kadi jom kañja qo mari ko yeyeta.
8. Ko jelu woni coggu kañja qo kañja.
9. Hombo wiyi, yoo jom kañja qo qustana mo seeda?
10. Jom kañja qo, qustini mo na?
11. Tuma jom kañja qo qustini mo, qo sood'iino ko soodatano na, maa qo soodaanino?
12. Qa meed'i yiide kañja na?
13. Honno ñjeyoton kañjaajimodon?
14. Qodon jogi maare hewde leydimon na?
15. Qa yahanay debbomaa marse na?

## UNIT 22

22.0 Dialog: What's for Lunch?

-Kumba-

wottaade  
 bottaare [nde] (bottaaaje)  
 Qar wottoya, bottaare gasi.

to eat lunch

noon meal, lunch

Come eat lunch, it is ready.

-Banna-

Midø qara, hodum defdaa hande?

I am coming. What have you  
cooked today?

-Kumba-

domoda [∅] (domodaaji)  
 han  
 Ko domoda defmi han.

peanut soup, sauce

today (contraction of hande)

It is peanut soup that I cooked  
today.

-Banna-

Hombo yahani ma marse?

Who went to the market for you?

-Kumba-

Hooreqam.

Myself (I did).

-Banna-

Kono mi haalaani ma qa yaha marse.

But I never told you to go to  
the market.

-Kumba-

puido [qo] (fuiðe)  
 Wotaa haalanam haalaa puido, nani.

foolish person, foolish  
Don't tell me foolish talk, hear!

-Banna-

Qaccanam hakke, kori dum welı.

Forgive me. Hope it is tasty.

-Kumba-

qertere [nde] (gerte)  
 Mi qandaa kono, bottaare nde ko gerte  
 qe maaro qe teew.

peanut, ground nut  
 I don't know, but the lunch is  
 peanuts with rice and meat.

-Banna-

Hodum defataa pur hirrande  
 kiikliide?

What will you cook for dinner  
tonight?

-Kumba-

Mi qandaa tawo.

I don't know yet.

## -Kumba-

sukar [ø] ( )

sugar

Min,ko gosi ñjidmí. Wada hen  
kosam qe sukar.

As for me, it is porridge I want.  
Put in sour milk and sugar.

## -Kumba-

sago [ŋgo] ( )

wish, desire, pleasure

Qawa sagomaa tan, mi defante  
dum.

OK, just as you wish, I cook  
that for you.

## 22.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kono <u>mi</u> haalaani ma qa yaha marse.
qo	Kono qo <u>haalaani</u> ma qa yaha marse.
wii	Kono qo wiyaani <u>ma</u> qa yaha marse.
mo	Kono qo wiyaani mo qo <u>yaha</u> marse.
qar	Kono qo wiyaani mo qo qara <u>marse</u> .
kampama	Kono <u>qo</u> wiyaani mo qo qara kampama.
be	Kono be <u>mbiiyaani</u> mo qo qara kampama.
haal	Kono be kaalaani <u>mo</u> qo qara kampama.
ma	Kono be kaalaani <u>ma</u> qo <u>qara</u> kampama.
waal	Kono be kaalaani <u>ma</u> qo waala <u>kampama</u> .
galle	Kono <u>be</u> kaalaani <u>ma</u> qo waala galle.
menj	Kono menj <u>kaalaani</u> <u>ma</u> qo waala galle.
wii	Kono menj <u>mbiiyaani</u> <u>ma</u> qo waala galle.
mo	Kono menj <u>mbiiyaani</u> <u>mo</u> qo <u>waala</u> galle.
jood	Kono menj <u>mbiiyaani</u> <u>mo</u> qo jooda <u>galle</u> .
marse	Kono <u>menj</u> <u>mbiiyaani</u> <u>mo</u> qo jooda marse.
qon	Kono qon <u>mbiiyaani</u> <u>mo</u> qo jooda marse.
haal	Kono qon kaalaani <u>mo</u> qo jooda marse.
kam	Kono qon kaalaani kam mi <u>jooda</u> marse.
yaa	Kono qon kaalaani kam mi <u>yaha</u> marse.

## b) Progressive Substitution Drill

New word: kacitaari [ndi] (kacitaade) breakfast

<u>Cue</u>	<u>Pattern</u>
	Hodum defataa <u>hiirande</u> ?
qo	Hodum qo defata <u>hiirande</u> ?
bottaari	Hodum <u>qo</u> defata bottaari?
be	Hodum be depata <u>bottaari</u> ?
kacitaari	Hodum <u>be</u> depata kacitaari?
qon	Hodum qon depata <u>kacitaari</u> ?
ñaltaari	Hodum <u>qon</u> depata ñaltaari?
qo	Hodum qo defata <u>ñaltaari</u> ?
hiirande	Hodum <u>qo</u> defata hiirande.
(qa)	Hodum defataa hiirande.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> , ko gosi ñjidmi.
be	Be, ko <u>gosi</u> be ñjid'i.
domoda	<u>Be</u> , ko domoda be ñjid'i.
merj	Merj, ko <u>domoda</u> merj ñjid'i.
lacciri	<u>Merj</u> , ko lacciri merj ñjid'i.
qo	Qo, ko <u>lacciri</u> qo yid'i.
kosam	<u>Qo</u> , ko kosam qo yid'i.
qon	Qon, ko <u>kosam</u> qon ñjid'i.
kedam	<u>Qon</u> , ko kedam qon ñjid'i.
min	Min, ko <u>kedam</u> ñjid'mi.
gosi	Min, ko gosi ñjid'mi.

## d) Simple Substitution Drill

## New words:

fen	lie, tell an untruth
fenande [nde] (penaale)	lie, untruth
nafig'i [ø] (nafigiliøe)	hypocrite
saysay [ø] (saysayiøe)	mad, wild, uncontrolled person
bon	be bad, wicked
bondo [qo] (bonøe)	bad person
kanjgaado [qo] (hangaaøe)	crazy person, mad man

<u>Cue</u>	<u>Pattern</u>
	Wotaa haalanam haalaa <u>puldo</u> .
fenande	Wotaa haalanam haalaa <u>fenande</u> .
nafigi	Wotaa haalaanam haalaa <u>nafigi</u> .
bondo	Wotaa haalanam haalaa <u>bondo</u> .
kanjaado	Wotaa haalanam haalaa <u>kanjaado</u> .
neenema	Wotaa haalanam haalaa <u>neenemaa</u> .
kawmaa	Wotaa haalanam haalaa <u>kawmaa</u> .
baabamakko	Wotaa haalanam haalaa <u>baabamakko</u> .
yimbébe	Wotaa haalanam haalaa <u>yimbébe</u> .
karamokkomaa	Wotaa haalanam haalaa <u>karamokkomaa</u> .
biddomaa	Wotaa haalanam haalaa <u>biddomaa</u> .
rewbemodon	Wotaa haalanam haalaa <u>rewbemodon</u> .
saysay	Wotaa haalanam haalaa <u>saysay</u> .
puldo	Wotaa haalanam haalaa <u>puldo</u> .

## 22.2 Exercises:

- a) Directed Conversation Exercise (Student takes part [b])

New word: defgol [ŋgol] ( ) the process of cooking

Narrative:

Kaa debbo Banna. Ñande gooto, tuma qomo yaha ligge, qo wiyaani ma haytus he fii defgol bottaare. Kono qan, qa yahi marse, qari, defi demoda pur bottaarende. Qa wadi gerte qe teew qe maaro to maafemaa. Tuma qa gayni, qa noddi Banna qe bengumum pur be mbottoya.

## Dialog:

- a) Kumba, hodum kaal ma mi yaa defanam hande?
- b) [Qa haalaani kam haytus he fii defgol bottaare.]
- a) Qaaa, qa haali goonja. Qawa, nden hodum defdaa?
- b) [Ko domoda defmi.]
- a) Hombo yahani ma marse?
- b) [Min, hooreqam.]
- a) Kono mi haalanani ma qa yaha marse na?
- b) [Si tawo mi yahaani marse, qa ñaamatataa bottare hande.]
- a) Qawa, hodum mbaddaa to maafemaa?
- b) [Gerte qe teew qe maaro.]

- a) Kori dum welı.  
 b) [Mi qandaa. Qar, meedu dum.]  
 a) Qawa, mido qara, nani.  
 b) Directed Conversation Exarcise (Student takes part [a])

New words:	way	be like
	wayno	it seems, suppose (cause [yourself] to be as if...')
	baggi [ø] (øaggiiji)	cloth

#### Narrative:

Wayno, qada to meeden. Qa yidi yaade posto, nden marse, kadi tawi qada yidi yaade soodde baggi. Kono qa qandaa hoto kebata de fow. Qalla wadi qa hawriima qe goddo he laawol. Hodum mbiyataa mo?

#### Dialog:

- a) [Teeri, jam ñalli.]  
 b) Jam tan, hodum ñjidaa?  
 a) [Mido yidi yaade to postomon.]  
 b) Qada qandi ton na?  
 a) [Qalla, haalanam hoto ton woni.]  
 b) Posto qo, no to baawo galle lamdo qo.  
 Honto kadi ñjidaa yaade?  
 a) [Mido yidi yaade soodde baggi.]  
 b) Yaa to, qoya bitiki won junjo nanomaa.  
 a) [Qa jaraama, teeri.]  
 b) Jaawuur.

#### 22.8 NARRATIVE

##### Kumba Defi Bottaare

Qonñan, Kumba defi bottaare pur gorkomum, qawa tuma qo pari, qo yahi, noddı mo pur qo wottoya. Non gorkomum lamdi, ko hodum qo defi. Kumba wiyi mo, ko domoda qo defi, te ko kañko yahani hooremum marse. Gorkomum kadi wiyi mo, 'Mi haalaani ma qa yaha marse'. Qawa, qon haalaa metti Kumba, non kañko kadi wiyi mo 'Wotaa tampinam qe haalaa puido'. Gorkomum nden wiyi mo, yoo qaccana mo hakke. Booyaani qo lamdi Kumba, koo defata pur hıirande. Kumba wiyi mo 'ko ñjidaa tan'. Gorko Kumba wiyi mo, qomo yidi gosi qe kosam qe sukara. Kumba wiyi mo.' Mi defante dum, si Qalla jañi'.

## 22.9 Questions for Discussion

1. Hombo yahani Kumba to marse qo?
2. Ko hodum Kumba defi bottaare?
3. Tuma Kumba yahi noddude gorkomum, ko hodum qo haalani mo?
4. Ko pur hodum, qo noddoyi gorkomum?
5. Ko hodum gorkomum lamdi mo he fii bottaare nde?
6. Hodum woni qinde gorko Kumba?
7. Ko hodum, gorko-Kumba haalanaani mo yoo wad?
8. Tuma gorko Kumba wiyi Kumba 'Mi haalaani ma yaha marse', ko hodum Kumba jaabi mo?
9. Gorko Kumba haali Kumba hunde pur fii hirande nde. Ko hodum qo haalani Kumba?
10. Banna, ko domoda qo yidi Kumba defa pur hirande na, maa ko gosi?
11. Qada qandi ko woni gosi na?
12. Hodum woni sagomaa hande?
13. Hodum nijiddaa naamde hande pur hirande?
14. Qa meedi naamde sara na?
15. To leydimodon, qodon jogi sara qe koko na?
16. Honno domoda?
17. Qa meedi naamde kosam qe gosi na?

## UNIT 23

23.0 Dialog: A Snack and an Errand.

Min, mido heegi. -Ibrayma- I am hungry.  
 Min, mido heegi. I am hungry.

Naamri ndi dinii, to dow taabulqam. -Demba- table  
 Naamri ndi dinii, to dow taabulqam. There's food on top of my table.

Hombo woodi? -Ibrayma- own, possess  
 Hombo woodi? Who owns it?

Ban, naam, ko min woodi; qawa saa -Demba- Take [it], eat [it], it's mine.  
 gayni naamde, soodoya kam liddi. When you finish eating, go and buy me some fish.

Hoto? -Ibrayma- Where?  
 Hoto? Where?

Lamdam qe basalle. -Demba- Salt and onions.  
 Lamdam qe basalle. Salt and onions.

Min kadi, mido yidi soodde mango -Qibrayma- mango  
 qe biradam. Siradam [dam] ( ) milk (fresh from the cow)  
 As for me, I want to buy mango and milk.

Fad, soodanam sigaret qe qalmet. -Demba- cigarette  
 Fad, soodanam sigaret qe qalmet. match  
 Wait, buy me cigarettes and matches.

## -Qibrayma-

goro [ŋgo] (gorooŋi)

kola nut

Goro non?

How about some kola nut?

## -Demba-

Qawa, kono yawno, nani.

OK, but hurry. Hear!

## -Qibrayma-

Mi nani.

I hear (you).

## 23.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

New word: daantor be sleepy

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> heegl.
(qo)	<u>Qomo</u> <u>heegl</u> .
d'omd	<u>Qomo</u> <u>domfi</u> .
(be)	<u>Bedo</u> <u>domfi</u> .
tamp	<u>Bedo</u> <u>tampi</u> .
(menj)	<u>Miden</u> <u>tampi</u> .
daantor-	<u>Miden</u> <u>daantori</u> .
(qon)	<u>Qodon</u> <u>daantori</u> .
tamp	<u>Qodon</u> <u>tampi</u> .
(qa)	<u>Qada</u> <u>tampi</u> .
heg	<u>Qada</u> <u>heegl</u> .
(mi)	<u>Mido</u> <u>heegl</u> .

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Naamri</u> ndi dinii, to dow taabul qo.
ndiyam	<u>Ndiyam</u> dam dinii, to dow taabul qo.
gile	<u>Gile</u> de dinii, to dow taabul qo.
teew	<u>Teew</u> ngu dinii, to dow taabul qo.
kedam	<u>Kedam</u> dam dinii, to dow taabul qo.
kosam	<u>Kosam</u> dam dinii, to dow taabul qo.
goro	<u>Goro</u> ŋgo dinii, to dow taabul qo.
lacciri	<u>Lacciri</u> ndi dinii, to dow taabul qo.
kañja	<u>Kañja</u> qo dinii, to dow taabul qo.
basalle	<u>Basalle</u> nde dinii, to dow taabul qo.
sara	<u>Sara</u> qo dinii, to dow taabul qo.

	<u>Sara</u> qo dini, to dow taabul qo.
gerte	<u>Gerte</u> de dini, to dow taabul qo.
mango	<u>Mango</u> njo dini, to dow taabul qo.
lidfi	<u>Lidfi</u> di dini, to dow taabul qo.
maaro	Maaro ko dini, to dow taabul qo.

c) Transformation Drill (Ask two questions with hodum and honto respectively.)

New words:

loonde [nde] (loode)	a jar, drinking jar
deferdu [ndu] (deferdì)	kitchen

<u>Cue</u>	<u>Responses</u>
Naamri dini, to taabul qo.	Hodum woni to taabul qo? Honto naamri ndi woni?
Gosi dini, to taabul qo.	Hodum woni to taabul qo? Honto gosi qo woni?
Kedam dini to nder kaba qo.	Hodum woni to nder kaba qo? Honto kedam dam woni?
Gerte de dini to saaku nju.	Hodum woni he saaku nju? Honto gerte de nju?
Lamdam dini to deferdu ndu.	Hodum woni to deferdu ndu? Honto lamdam dam woni?
Ndiyam dini he loonde nde.	Hodum woni he loonde nde? Honto ndiyam dam woni?
Lacciri dini he horde nde.	Hodum woni he horde nde? Honto lacciri ndi woni?
Yimbebe dini he suudu ndu.	Hodum woni he suudu ndu? Honto yimbe be nju?
Tuubamaa dini to mbaldi ndi.	Hodum woni to mbaldi ndi? Honto tuuba mba maa woni?

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> woodi.
be	Ko <u>be</u> ngoodi.
qonon	Ko <u>qonon</u> ngoodi.
menj	Ko <u>menj</u> ngoodi.
qo	Ko <u>qo</u> woodi.
Samba	Ko <u>Samba</u> woodi.
Demba	Ko <u>Demba</u> woodi.
Bookari	Ko <u>Bookari</u> woodi.
qan	Ko <u>qan</u> woodi.
min	Ko <u>min</u> woodi.

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Saa <u>gayni</u> ñaamde, coodoyaa kam laddi.
qon	Soon <u>gayni</u> ñaamde, coodoyon kam liddi.
gas	Soon gasi <u>ñaamde</u> , coodoyon kam liddi.
yar	Soon gasi <u>yarde</u> , <u>coodoyon</u> kam liddi.
qadd	Soon gasi <u>yarde</u> , <u>ngaddoyon</u> <u>kam</u> laddi.
mo	Soon gasi <u>yarde</u> , <u>ngaddoyon</u> <u>mo</u> liddi.
kedam	Soon gasi <u>yarde</u> , <u>ngaddoyon</u> <u>mo</u> kedam.
menj	Si menj <u>gasi</u> <u>yarde</u> , <u>ngaddoyen</u> <u>mo</u> kedam.
par	Si menj pari <u>yarde</u> , <u>ngaddoyen</u> <u>mo</u> kedam.
daan	Si menj pari <u>daande</u> , <u>ngaddoyen</u> <u>mo</u> kedam.
dabb	Si menj pari <u>daande</u> , <u>dabboyen</u> <u>mo</u> kedam.
kam	Si menj pari <u>daande</u> , <u>dabboyen</u> <u>kam</u> <u>kedam</u> .
ledde	Si menj pari <u>daande</u> , <u>dabboyen</u> <u>kam</u> ledde.
be	Si be <u>pari</u> <u>daande</u> , be <u>daboya</u> <u>kam</u> ledde.
gas	Si be gasi <u>daande</u> , be <u>daboya</u> <u>kam</u> ledde.
ligg	Si be gasi <u>liggaade</u> , be <u>daboya</u> <u>kam</u> ledde.
laar	Si be gasi <u>liggaade</u> , be <u>ndaaroya</u> <u>kam</u> ledde.
mo	Si be gasi <u>liggaade</u> , be <u>ndaaroya</u> <u>mo</u> <u>ledde</u> .
kosam	Si be gasi <u>liggaade</u> , be <u>ndaaroya</u> <u>mo</u> kosam.
qa	Saa <u>gasi</u> <u>liggaade</u> , ndaaroyaa <u>mo</u> kosam.
gayn	Saa <u>gayni</u> <u>liggaade</u> , ndaaroyaa <u>mo</u> kosam.
ñaam	Saa <u>gayni</u> <u>ñaamde</u> , <u>ndaaroyaa</u> <u>mo</u> kosam.
sood	Saa <u>gayni</u> <u>ñaamde</u> , coodoyaa <u>mo</u> kosam.
kam	Saa <u>gayni</u> <u>ñaamde</u> , coodoyaa <u>kam</u> <u>kosam</u> .
liddi	Saa <u>gayni</u> <u>ñaamde</u> , coodoyaa <u>kam</u> liddi.

## f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
yo	<u>Min</u> kadi, mi yidi mango qe biradam.
lamdam qe gile	Qo kadi, yo yidi <u>mango qe biradam</u> .
be	<u>Qo</u> Qo kadi, yo yidi lamdam qe gile.
kedam qe sukar	Be kadi, be njiidi <u>lamdam qe gile</u> .
qonon	<u>Be</u> kadi, be njiidi kedam qe sukar.
tamate qe basalle	Qonon kadi, qonon njiidi <u>kedam qe sukar</u> .
minen	<u>Qonon</u> kadi, qonon njiidi tamati qe basalle.
sara qe maaro	Minen kadi, minen njiidi <u>tamati qe basalle</u> .
yo	<u>Minen</u> kadi, minen njiidi sara qe maaro.
teew qe liddi	Qo kadi, yo yidi <u>sara qe maaro</u> .
mi	<u>Qo</u> kadi, yo yidi teew qe liddi.
mango qe biradam	<u>Min</u> kadi, mi yidi <u>teew qe liddi</u> .
	Min kadi, mi yidi mango qe biradam.

## g) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
yahana mo marse, nani	Saa gayni n̄aamde, <u>soodoya kam liddi</u> .
saa yotti ton	<u>Saa gayni n̄aamde</u> , yahana mo marse, nani.
salmina kam debbomakko	Saa yotti ton, <u>yahana mo marse, nani</u> .
saa yiyi Demba	<u>Saa yotti ton</u> , salmina kam debbomakko.
wii mo yoo qar	Saa yiyi Demba, <u>salmina kam debbomakko</u> .
si neenemaa qari	<u>Saa yiyi Demba</u> , wii mo yoo qar.
qokku mo qo letar	Si neenemaa qari, <u>wii mo yoo qar</u> .
saa yahi ton	<u>Si neenemaa qari</u> , qokku mo qo letar.
fad kam haa mi qarta	Saa yahi ton, <u>qokku mo qo letar</u> .
saa yiyaani kam ton	<u>Saa yahi ton</u> , fad kam haa mi qarta.
yey mo liddi d̄i	Saa yiyaani kam ton, <u>fad kam haa mi qarta</u> .
soo qari	<u>Saa yiyaani kam ton</u> , yey mo liddi d̄i.
yahana kam marse	Soo qari, <u>yey mo liddi d̄i</u> .
saa gayni n̄aamde	<u>Soo qari</u> , yahana kam marse.
soodoya kam liddi	Saa gayni n̄aamde, <u>yahana kam marse</u> .
	Saa gayni n̄aamde, soodoya kam liddi.

## h) Phrasal Substitution Drill (Repeat drill 1 replacing the imperative forms [soodoya etc.] with the injunctive forms [coodoyaa, etc.] throughout.

## 23.2 Exercises

- a) Directed Conversation Exercise (Student takes part [b])

Narrative:

Qada wiye Demba. Teerimaa mo wiye Ibrayma. Heege naŋgi mo. Qa qari to gallemaa, tawo qada mari ſnaamri to dow taabulmaada. Qa yid'i qo baŋga ſnaamrimaada, qo ſnaama dūm. Qawa kadi qada yid'i soo gayni ſnaamde, qo yahan ma marse, qo soodana ma liddi, basalle, qe lamdam. Kono qada yid'i qo wada dūm fow ko yawi.

## Dialog:

- a) Jam ſhalli Demba.
- b) [Jam tan Ibrayma, korı tana qalaas?]
- a) Miſo qe heege.
- b) [Šnaamri dini, to dow taabul qo, baŋg dūm, ſnaamaa.]
- a) Qa jaraama, Demba.
- b) [Qawa saa gayni ſnaamde, yahana kam to galle cuubaloobe.]
- a) Pur hodum nii?
- b) [Soodo ya kam liddi, basalle, qe lamdam.]
- a) Qawa, baasi qalaa, mi yahante.
- b) [Wad' ko yawi.]
- a) Qawa.
  
- b) Directed Conversation Exercise (Student takes part A)

Narrative:

Kaa gorko Qamerika wiyyete John. Qa yahi to meden. Tawo debboomaa no jogi ſinggel tokosel. Qonon fow, qodon ligga to Qambasadmodon. Qada yid'i goddo naŋgan qon ſinggel tokoselmodon, soon njahi gollude. Qawa qa hawri qe Samba, qa yid'i haalde mo soklamaada. Honno mbadataa?

## Dialog:

- a) [John: Jam waali Samba.]
- b) Samba: Jam tan John, hodum ſnjidaa mi wadan ma?
- a) [John: Mbiumi miſo yid'i yaa wallam debbo moddyo ſnjidoo golle.]
- b) Samba: Pur golle hodum ſnjiddaa qon wadan ma?

- a) [John: Mido yidi, qon nañgan bingel debboqam, si meñ ñjahı gollude.]
- b) Samba: Qawa, mi dabbante debbo moddyo si Qalla jañi.
- a) [John: Qa jaaraama fañ fañ.]
- b) Samba: Jaawuur, ñallen jam.

## 23.8 NARRATIVE

Qibrayma qe Demba

Qibrayma qe Demba qonñan tuma bedo kiira to galle Dembaqen. Qibrayma wiyi Demba kañko no heegi. Wadi qontuma Demba no mari ñaamri he dow taabulmakko. Demba non, wiyi mo yoo bam dum qo ñaam, qawa soo gayni ñaamde, qo yahana mo marse, pur qo soodana mo lamdam, basalle, cigaret qe qalmet. Tawi qontuma, Qibrayma kadi no yidi mango qe ñiradam. Tuma Qibrayma fuddi yaade, lamdi Demba kadi si qomo yidi goro kadi, qon wiyi mo qeeyi, qomo yidi. Non qo yahi marse soodoyi ko Demba wiyiino mo qe hooremum.

## 23.9 Questions for Discussion

1. Ko hombo qe hombo kiiri qonñan?
2. To galle hombo be ñgoniino?
3. Hombo wiyi qomo heegi?
4. To galle Qibrayma, Demba qe Qibrayma ñgoniino maa ko to galle Dembaqen be ñgoniino?
5. Tuma Qibrayma wiyi Demba kañko no heegi, ko hodum Demba jaabi mo?
6. Hodum woniino to dow taabul Demba?
7. Demba wiyiino Qibrayma hunde, pur qo wadan hunde soo gayni ñaamde, hodum qo wiyi mo?
8. Hombo Demba, wiyi, yoo soodana mo lamdam?
9. Hombo yahani Demba marse?
10. Ko hodum qe hodum Demba haali Qibrayma yoo soodana mo to marse?
11. Tawo Qibrayma kadi yidiino soodde hunde to marse qo na, maa qo yidaano haytus?
12. Hodum kadi Demba yidiino Qibrayma soodana mo?
13. Demba qe Qibrayma hombo yidiino mango qe ñiradam.

## UNIT 24

24.0 Dialog: Lots to Do.

- Demba -

Yoro, hodum mbaataa hande?

Yoro, what will you be doing  
today?

- Yoro -

Ko mbadatami no hewi.

What I will be doing is plenty.

- Demba -

Hodum qe hodum mbaataa?

What all will you do?

- Yoro -

posto [Ø] (postoɔjɪ)  
folopost office  
first, firstly

Folo mido yidī yaade posto.

First, I want to go to the post  
office.

- Demba -

Saa qiwí ton honto ñjahataa  
kadi?When you come from there, where  
will you go again?

- Yoro -

qambasad [Ø] (qambasadaajɪ)  
GhanaEmbassy  
Ghana

Mi yahay to Qambasad Ghana.

I will go to the Ghana Embassy.

- Demba -

mangasin [Ø] (mangasinaajɪ)  
Qa yahata to mangasinmaa na?

store, shop

Are you going to your store?

- Yoro -

Qala, men ñgudditaani dum hande.

No, we didn't open it today.

- Demba -

Saa qiwí Qambasad Ghana, hodum  
mbadtaa?When you come from the Ghana  
Embassy, what will you do?

- Yoro -

letar [Ø] (letaraajɪ)  
Mi hootay galle, mi winda letarqam.

letter

I will go home and write my letter.

- Demba -

huub-  
sokla [Ø] (soklaajɪ)  
Qan non soklaajimaa huubataa  
hande.finish, come to an end  
business, affairsAs for you, your business (work)  
is endless today.

-Yoro-

Qaduna ko non.

The world is like that.

-Demba-

Qawa↑ min kadi, mido hoota.

OK., Me too, I am going home.

#### 24.1 Variation Drills on Basic Sentences

##### a) Random Substitution Drill

New word: julla [ø] jullaabe merchant
---------------------------------------

<u>Cue</u>	<u>Pattern</u>
qo	<u>Qa</u> yahata to mangasinmaa na?
Samba	<u>Samba</u> yahata to mangasinmakko na?
be	<u>Be</u> ñjahata to mangasinmabbe na?
Demba	<u>Demba</u> yahata to mangasinmakko na?
qon	<u>Qon</u> ñjahata to mangasinmodon na?
qa	<u>Qa</u> yahata to mangasinmaa na?
menj	<u>Menj</u> ñjahata to mangasinqamej na?
ñall	<u>Menj</u> ñallata to mangasinqamej na?
qon	<u>Qon</u> ñallata to mangasinmodon na?
yey	<u>Qon</u> ñjeyata to mangasinmodon na?
be	<u>Be</u> ñjeyata to mangasinmabbe na?
qar	<u>Be</u> ñgarata to mangasinmabbe na?
yaa	<u>Be</u> ñjahata to mangasinmabbe na?
julla qo	<u>Julla</u> <u>qo</u> yahata to mangasinmakko na?
qa	<u>Qa</u> yahata to mangasinmaa na?

##### b) Random Substitution Drill

New words:	
faððiti janjgo	three days hence
jakku	chew
fim	smoke

<u>Cue</u>	<u>Pattern</u>
ñaam	Yoro, hodum <u>mbadataa</u> hande?
yey	Yoro, hodum <u>ñaamataa</u> hande?
sood	Yoro, hodum <u>ñjeyataa</u> hande?
janj	Yoro, hodum <u>coodataa</u> hande?
	Yoro, hodum <u>janjataa</u> <u>hande</u> ?

	Yoro, hodum jaŋgataa <u>hande</u> ?
jango	Yoro, hodum jaŋgataa <u>jango</u> ?
kiikiiide	Yoro, hodum <u>jaŋgataa</u> kiikiiide?
wii	Yoro, hodum mbiyataa <u>kiikiiide</u> ?
fabbı- jaŋgo	Yoro, hodum mbiyataa <u>fabbı- jango</u> ?
fabbıti- jaŋgo	Yoro, hodum <u>mbiyataa</u> fabbıti jaŋgo?
haal	Yoro, hodum <u>kaalaataa</u> fabbıti jaŋgo?
wind	Yoro, hodum <u>mbindataa</u> <u>fabbıti jango</u> ?
hande	Yoro, hodum <u>mbindataa</u> hande?
jakk	Yoro, hodum jakkataa <u>hande</u> ?
jango	Yoro, hodum <u>jakkataa</u> jaŋgo?
yar	Yoro, hodum ñjarataa <u>jango</u> ?
hande	Yoro, hodum <u>ñjarataa</u> hande?
wad	Yoro, hodum mbaadataa hande?
film	Yoro, hodum <u>pimataa</u> hande?
jaab	Yoro, hodum jaabataa hande?

## c) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum mbaadataa hande?
qo	Hodum qo wadata <u>hande</u> ?
jaŋgo	Hodum <u>qo</u> wađata jaŋgo?
be	Hodum be mbaadata <u>jaŋgo</u> ?
fabbı- jaŋgo	Hodum <u>be</u> mbaadata fabbı- jaŋgo?
(qon)	Hodum mbadoton <u>fabbı- jaŋgo</u> ?
Qalarba	Hodum mbadoton Qalarba?
meŋ	Hodum meŋ mbaadata <u>Qalarba</u> ?
Juma	Hodum meŋ mbaadata Juma?
neenemaa	Hodum neenemaa wađata <u>Juma</u> ?
Qalkamis	Hodum <u>neenemaa</u> wađata Qalkamis?
yimbébe	Hodum yimbébe mbaadata <u>Qalkamis</u> ?
Teneŋ	Hodum yimbébe <u>mbadata</u> Teneŋ?
ñiaam	<u>Hodum</u> yimbébe ñiaamata Teneŋ?
honto	Honto yimbébe ñiaamata Teneŋ?
waal	Honto yimbébe mbaalata <u>Teneŋ</u> ?
Talata	Honto <u>yimbébe</u> mbaalata Talata?
(qon)	Honto <u>mbaaloton</u> Talata?
ligg	Honto liggoton <u>Talata</u> ?
hande	Honto <u>liggoton</u> hande?
ñall	Honto ñalloton <u>hande</u> ?
fabbı- jaŋgo	Honto <u>ñalloton</u> fabbı- jaŋgo?
yaa	Honto ñjahoton <u>fabbı- jaŋgo</u> ?
jaŋgo	Honto <u>ñjahoton</u> jaŋgo?

ñaam	Honto <u>ñyahoton</u> jaŋgo?
hodum	Honto <u>ñaamoton</u> jaŋgo?
wad'	Hodum <u>mbadoton</u> jaŋgo?
hande	Hodum <u>mbadoton</u> hande?
(qa)	Hodum <u>mbadataa</u> hande?

## d) Random Substitution Drill

Cue	Pattern
	Hombo <u>ñjiyataa</u> hande?
qo	Hombo qo yiyata <u>hande</u> ?
jaŋgo	Hombo <u>qo</u> yiyata jaŋgo?
ße	Hombo <u>ße</u> <u>ñjiyata</u> jaŋgo?
laar	Hombo <u>ße</u> ndaarata <u>jaŋgo</u> ?
fabbı-jaŋgo	Hombo <u>ße</u> ndaarata fabbı-jaŋgo?
(qon)	Hombo <u>ndhaaroton</u> fabbı-jaŋgo?
wind	Hombo <u>mbindoton</u> <u>fabbı-jaŋgo</u> ?
hande	Hombo <u>mbindoton</u> hande?
meŋ	Hombo meŋ <u>mbindata</u> <u>hande</u> ?
jaŋgo	Hombo meŋ <u>mbindata</u> jaŋgo?
yii	Hombo meŋ <u>ñjiyata</u> jaŋgo?
hande	Hombo <u>meŋ</u> <u>ñjiyata</u> hande?
(qa)	Hombo <u>ñjiyataa</u> hande?

## e) Progressive Substitution Drill

New words:	maayo [ŋgo] (maaŋje)	river
	kama [ɸ] (kamaaŋji)	toilet

Cue	Pattern
	Folo <u>mido</u> yidi yaade posto.
(qo)	Folo qomo yidi yaade <u>posto</u> .
kampama	Folo <u>qomo</u> yidi yaade kampama.
(ße)	Folo <u>ße</u> ñidi yaade <u>kampama</u> .
saare	Folo <u>ße</u> ñidi yaade saare.
(meŋ)	Folo miden ñidi yaade <u>saare</u> .
jaŋgurdu	Folo <u>miden</u> ñidi yaade jaŋgurdu.
(qon)	Folo qodon ñidi yaade <u>jaŋgurdu</u> .
galle Bookari	Folo <u>qodon</u> ñidi yaade galle Bookari.
(qo)	Folo qomo yidi yaade <u>galle Bookari</u> .
ladde	Folo <u>qomo</u> yidi yaade ladde.
(mi)	Folo mido yidi yaade <u>ladde</u> .
posto	Folo <u>mido</u> yidi yaade posto.

	Folo <u>mido</u> yid'i yaade posto.
(be)	Folo <u>bedo</u> ñjid'i yaade <u>posto</u> .
kama	Folo <u>bedo</u> ñjid'i yaade kama.
(qo)	Folo qomo yid'i yaade <u>kama</u> .
maayo	Folo <u>qomo</u> yid'i yaade maayo.
(mi)	Folo <u>mido</u> yid'i yaade <u>maayo</u> .
posto	Folo <u>mido</u> yid'i yaade posto.

## f) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> kadi, <u>mido</u> hoota.
qan	<u>Qan</u> kadi, qada hoota.
qo	<u>Qo</u> kadi, qomo hoota.
be	<u>Be</u> kadi, <u>bedo</u> koota.
qon	<u>Qon</u> kadi, qodon koota.
meñ	<u>Meñ</u> kadi, <u>mid'en</u> koota.
qen	Qen kadi, qeden koota.

## g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> kadi, <u>mido</u> hoota.
qan	Qan kadi, qada <u>hoota</u> .
ñaam	<u>Qan</u> kadi, qada <u>ñaama</u> .
qo	Qo kadi, qomo <u>ñaama</u> .
wind	<u>Qo</u> kadi, qomo winda.
qon	Qon kadi, qodon <u>mbinda</u> .
yaa	<u>Qon</u> kadi, qodon ñjaha.
be	<u>Be</u> kadi, <u>bedo</u> ñjaha.
qar	<u>Be</u> kadi, <u>bedo</u> ngara.
meñ	Meñ kadi, <u>mid'en</u> <u>ngara</u> .
hoot	<u>Meñ</u> kadi, mid'en koota.
min	Min kadi, <u>mido</u> hoota.

## 24.2 Exercises

- a) Directed Conversation Exercise (Student takes part B)

Narrative:

Qindemaa ko Demba. Yoro ko teerimaa. Nande gooto qodon ḥgoni to gallemadaa. Qonñan qada hewi ko mbadataa. Folo, qa yahay posto, nden Qambasad Ghana, nden hoota gallemo. Qon ḥgudditaani maŋgasinmodon. Saa hooti qa windoyay letarmaada. Yoro yiði qandude kullemaa ðe qonñan. Booyaani qo fuðði lamdaade ma ñum.

## Dialog:

- a) Demba, ko mbadtaa han?
  - b) [Ko hewi, mbadatami han.]
  - a) Hoto ñjahataa folo?
  - b) [Folo mi yahay posto.]
  - a) Nden hoto ñjahataa kadi?
  - b) [Mi yahay Qambasad Ghana.]
  - a) Nden hoto kadi?
  - b) [Mi hootay galle, windoya letarqam.]
  - a) Qawa, qan non soklaajimaa ði kuubataa han.
  - b) [Qaduna ko non, Yoro.]
- b) Directed Conversation Exercise. (Student takes part B)

New word: yeddyit forget

Narrative:

Qada wiye Jaawo. Karamokko-biddomaa ko John. Biddomaa gaañi hooremum qe qaksidaj. Qo yahaani qekolmakko balde jowi. Qa yeddyiti haalde karamokkomakko. Nden ñande gooto qa hawri qe John. Qo salminni ma,nden qo lamdi ma ko waði ðe balde fow, biddomaa yahaani qekol. Hodum kaalataa mo?

## Dialog:

- a) Jam ñalli Jaawo.
- b) [Jam tan John, honno mbadaa?]
- a) Jam tan, mbilimi honno biddomaa?
- b) [Qo gaañi hooremum he qaksidaj.]
- a) Ko waði qa haalaani kam ñum?
- b) [Mi yeddyiti.]
- a) Kono hande woni balde jowi qo qaraani to qekol qo.
- b) [Mido qandi, ko mbii ma mi tan, ko ñum tan. Mi yeddyiti ma haalde ñum.]
- a) Qawa, baasi qalaa.

## 24.8 NARRATIVE

Demba Qe Yoro

Demba qe Yoro qonñan ñe ñjılıdi to laawol ñgol. Demba lamdi Yoro, ko hodum qo wadata qonñan. Yoro wiyi mo, kañko waday ko hewi qonñan, paski qomo yidi yaade posto, qawa soo qimmi ton, qo yahay to Qambasad Ghana, nden qo hoototo galle, pur qo windoya letarmakko. Nden Demba lamdi mo kadi si qo yahata to mangasinmaâbe, kono Yoro wiyi mo, ñe ñgudditaani mangasinmaâbe qonñan. Qawa non Demba wiyi mo, 'Qan, soklaajimaa d'i kuubataa'. Yoro kadi jaabi mo. Qo wiyi mo 'Qadunaru ndu, ko non'. Nden ñe fow, kala yahi he laawolmakko.

## 24.9 Questions for Discussion

1. Hombo qe hombo qonñan ñjılıdi to laawol ñgol?
2. Hombo lamdi goreejomakko koo wadtaa qonñan?
3. Hombo wiyi, kañko no jogi ko hewi koo wadtaa?
4. Folo, hoto Yoro wiyilino ko ton qo yahata?
5. Qawa, to yahata, soo qiwı ton, honto kadi qo yahata?
6. Hombo yahata to Qambasad Ghanaqen?
7. Qonñan, mangasin Yoroqen, ñe ñgudditiino ñum na?
8. Demba wiyilino soo qimmi to Qambasad Ghana, qo yahay dula, honto qo yahata ni?
9. Hodum Demba wadata to gallemâbe?
10. Hombo wiyi qo haalaa, 'Qan, soklaajimaa d'i kuubataa'.
11. Qan, qada hewi sokla na?
12. Qada waawi windude letar na?
13. Qada winda yimbemaa letar na?
14. Tuma ñgardoaa do haa jooni, qa hebi letar na?
15. Hombo mbindataa to mon, folo, saa hooti gallemaa hande?

## UNIT 25

25.0 Dialog: Qalfa Does Some Chores.

-Yompa-

Honto ŋjaanodaa?

Where have you been?

-Qalfa-

To wuro.

To the cattle corral.

-Yompa-

b̄ir

milk (cow et.)

Qa b̄iri naq̄i d̄i na?

Have you milked the cows?

-Qalfa-

Qalaa, mi b̄iraani d̄i.

No, I didn't milk them.

-Yompa-

tardaade

to be late

Ko wadi qa tardima?

What made you late?

-Qalfa-

Tawo mido hañña naq̄i d̄i.

Then I was tying the cows.

-Yompa-

Honto gaynaako qo yahilino?

Where had the shepherd gone?

-Qalfa-

Qo dabboyilino ŋalelqam.

He went to look for my calf.

-Yompa-

saaku [∅] (saakuuji)

sack, bag

Qawa, yaa, qaddu saaku gerteqam  
to Demba.OK, go bring my sack of peanuts  
to Demba's place.

-Qalfa-

mbo/hombo?

which?

Mbo Demba?

Which Demba?

-Yompa-

Won to galle Hamadi, hedde  
kampama qo.[The one] who is at Hamadi's  
compound near the hospital.

-Qalfa-

Mi naba biskaletmaa na?

May I take your bicycle?

-Yompa-

hedo

wait, pay attention, stay

b̄irdugal [ŋgall] (b̄irdude)

milking calabash

Qeeyi, kono hedo, qokkaram  
b̄irdugal ḡgal.Yes, but wait, give me that  
milking calabash.

-Qalfa-

fus

be broken

Dum fusı.

That's broken.

-Yompa-

dog

run, race

Qawa, dog, ḥgaraa joonı.

OK, run and come right away.

### 25.1 Variation Drills on Basic Sentences

#### a) Progressive Substitution Drill

New words:

firtu untie, undo, dismount

hirsu slaughter, cut the throat off

dur graze (cattle)

<u>Cue</u>	<u>Pattern</u>
qo	Qa bırı naqı dı na?
beqı	Qo bırı <u>naqı</u> dı na?
qayn	Qo qaynı <u>beqı</u> dı na?
be	Be ḥgaynı <u>beqı</u> dı na?
baali	Be ḥgaynı <u>baali</u> dı na?
dur	Be <u>duri</u> baali dı na?
qon	Qon <u>duri</u> <u>baali</u> dı na?
naqı	Qon <u>duri</u> naqı dı na?
hirı	Qon <u>kırsı</u> naqı dı na?
menj	Menj <u>kırsı</u> <u>naqı</u> dı na?
beqı	Menj <u>kırsı</u> <u>beqı</u> dı na?
bırı	Menj <u>bırı</u> <u>beqı</u> dı na?
qa	Qo bırı <u>beqı</u> dı na?
naqı	Qo <u>bırı</u> naqı dı na?
qayn	Qo qaynı <u>naqı</u> dı na?
Demba	Demba qaynı <u>naqı</u> dı na?
baali	Demba <u>qaynı</u> <u>baali</u> dı na?
firtı	Demba <u>firtı</u> <u>baali</u> dı na?
qa	Qa firtı <u>baali</u> dı na?
naqı	Qa <u>firtı</u> naqı dı na?
bırı	Qa bırı naqı dı na?

## b) Substitution Response Drill (Respond in the Negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	<u>Qa</u> bırı naqı dı na?	Qalaa mi bıraani naqı dı.
qo	Qo <u>bırı</u> naqı dı na?	Qalaa qo bıraani naqı dı.
qayn	Qo qaynı <u>naqı</u> dı na?	Qalaa qo qaynaanı naqı dı.
beqı	Qo qaynı <u>beqı</u> dı na?	Qalaa qo qaynaanı beqı dı.
be	Be qaynı <u>beqı</u> dı na?	Qalaa be qaynaanı beqı dı.
baali	Be <u>qaynı</u> baali dı na?	Qalaa be qaynaanı baali dı.
dur	Be <u>duri</u> baali dı na?	Qalaa be duraani baali dı.
qon	Qon <u>duri</u> <u>baali</u> dı na?	Qalaa mej duraani baali dı.
beqı	Qon <u>duri</u> <u>beqı</u> dı na?	Qalaa mej duraani beqı dı.
hırs	Qon <u>kırsı</u> <u>beqı</u> dı na?	Qalaa mej kırsaanı beqı dı.
mej	Mej <u>kırsı</u> <u>beqı</u> dı na?	Qalaa mej kırıaanı beqı dı.
naqı	Mej <u>kırsı</u> naqı dı na?	Qalaa mej kırsaanı naqı dı.
fırt	Mej <u>fırtı</u> naqı dı na?	Qalaa mej fırtaanı naqı dı.
qa	Qa <u>fırtı</u> <u>naqı</u> dı na?	Qalaa mi fırtaanı naqı dı.
baali	Qa <u>fırtı</u> baali dı na?	Qalaa mi fırtaanı baali dı.
bır	Qa <u>bırı</u> baali dı na?	Qalaa mi bıraani baali dı.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo <u>dabboyıino</u> <u>nalelqam</u> .
be	Be <u>dabboyıino</u> <u>nalelqam</u> .
qadd	Be <u>ŋgaddoyıino</u> <u>nalelqam</u> .
ŋgari maa	Be <u>ŋgaddoyıino</u> <u>ŋgarimaa</u> .
men	Menj <u>ŋgaddoyıino</u> <u>ŋgarimaa</u> .
laar	Menj <u>ndaaroysiino</u> <u>ŋgarimaa</u> .
neene	Menj <u>ndaaroysiino</u> neene.
qo	Qo <u>laaroysiino</u> neene.
nodd	Qo <u>noddoysiino</u> <u>neene</u> .
baaba	Qo <u>noddoysiino</u> baaba.
mi	Mı <u>noddoysiino</u> baaba.
haal	Mı <u>haalaaniino</u> <u>baaba</u> .
ma	Mı <u>haalaaniino</u> ma.
qo	Qo <u>haalaaniino</u> ma.
dabb	Qo <u>dabboyıino</u> <u>ma</u> .
kam	Qo <u>dabboyıino</u> <u>kam</u> .
nalel qam	Qo <u>dabboyıino</u> <u>nalelqam</u> .

## d) Progressive Substitution Drill

## New words:

juul [nde]	pray, worship
juulirde [nde] (juulirde)	mosque, church
fidyirde [nde] (pidyirde)	playing field
hirsirde [nde] (kirsirde)	slaughter house
bamule [nde] (bame)	cemetery, graveyard

CuePattern

(be)	<u>Qomo</u> to galle Hamadi, hedde kampama.
juulirde	<u>Bedo</u> to galle Hamadi, hedde <u>kampama</u> .
(mi)	<u>Bedo</u> to galle Hamadi, hedde juulirde.
fidyirde	<u>Mido</u> to galle Hamadi, hedde juulirde.
(men)	<u>Miden</u> to gallē Hamadi, hedde fidyirde.
hirsirde	<u>Miden</u> to galle Hamadi, hedde hirsirde.
(qo)	<u>Qomo</u> to galle Hamadi, hedde <u>hirsirde</u> .
bamule	<u>Qomo</u> to galle Hamadi, hedde bamule.
(qon)	<u>Qodon</u> to galle Hamadi, hedde <u>bamule</u> .
maayo n̄go	<u>Qodon</u> to galle Hamadi, hedde maayo n̄go.

## 25.2 Exercises

## a) Directed Conversation Exercise. (Student takes part B)

## New words:

fin	wake up, get up, arise (from sleep)
hiŋ	here! take it!
heññere [nde] (keññe)	liver

Narrative:

Qan kaa pullo, wiyete Yompa. Galle baabamaa qe to marsemon woddaa. Subaka gooto qa fini, tawi qa yiyaani baabamaa. Qa yahi to marse. Marse qo no hewi teew. Qa soodaani ton hay hunde. Nden qa hooti gallemodon, baabamaa noddı ma.

## Dialog:

- a) Yompa, qar do. Hoto n̄jaanodaa?
- b) [To marse n̄jaanom].
  
- a) Qaa, mi yidiino nelde ma ton hande. Teew nagge no to marse qo na?
- b) [Qeeyi, d̄um huubata ton hande.]

- a) Qawa † hinj, soodanam heññere moddyo.  
 b) [Qawa, baasi qala, mi qaray jooni.]  
 a) Qa jaaraama, biddoqam.  
 b) Directed Conversation Exercise (Student takes part [a])

Narrative:

Wadi fiande gooto biñgelmaa gaañi hooremum. Qada yidi nabde mo kampama. Qa jogaki moto. Teerima, wiyete Banna, no jogi moto. Qada yidi qo luñ ma motomakko. Qa yahi to gallemakko. Qa salmini mo. Kajko kadi jaabi ma, nden qo lamdi ma ko ñgarnodaa to makko.

## Dialog:

- a) [Jam waali Banna.]  
 b) Jam tan teeri. Hodum fiidaa?  
 a) [Mido yidi yaa luñam motomaada.]  
 b) Hoto fiidaa yaade?  
 a) [Mido yidi yaade kampama.]  
 b) Pur hodum nii?  
 a) [Ko biddoqam nabatami, qo gaañi hooremum.]  
 b) Qawa, baasi qalaa, ñan dñum.  
 a) [Qa jaraama Banna.]  
 b) Jaawuur.

## 25.8 NARRATIVE

Qe Baabamakko

Qonñan, tuma Yompa fini, qo laari, qo laari dula fow he gallemakko pur Qalfa, kono qo yiyaani mo. Booyaani tan, Qalfa qarti, non baabamum lamdi mo, ko hoto qo yahilino, qe hodum wadi qo booyi ton. Qalfa jaabi mo, qo wiyi, ko to wuro qo yahilino kono qo ñiraani naqi di, paski qontuma gaynaakomañbe yahilino dabbude fiælelmakko. Nden baabamakko wiyi mo yoo yaha to galle Demba, qo qaddana mo saaku gertemakko won to ton. Non Qalfa ñan biskalet baabamum, yahi he laawolmum.

## 25.9 Questions for Discussion

- |  |   |
|--|---|
| 1. Honno baaba Qalfa wiyete?               | 10. Ko to galle Hamadi, maa ko to galle Demba, saaku gerte Yompa wonilino na? |
| 2. Ko honto Qalfa yahilino qonñan subaka?  | 11. Ko hodum fusii?   |
| 3. Hodum wadi qo tardilma?                 | 12. Qalfa nabiilino biskalet baabamum na?                                     |
| 4. Qalfa ñirilino naqi di na?              | 13. Qa meedi ñirde nagge na?  |
| 5. Ko wadi qo waawanii ñirde naqi di?      | 14. Qada waawi dognude biskalet na?   |
| 6. Honto gaynaakomañbe yahilino?           | 15. Saa fini subaka, hodum mbadataa folo?                                     |
| 7. Ko fiælel hombo qo dabboyilino?         |   |
| 8. Hedde hoto galle Hamadi woni?           |   |
| 9. To galle hombo, saaku gerte Yompa woni? |   |

## UNIT 26

## 26.0 Dialog: Asking Directions

- Brown-

maddū  
Min dē, mi maddyyi.  
be lost  
As for me I am lost.

- Yompa-

Honto ñjiddaa yaade?  
Where do you want to go?

- Brown-

qotel qatlantik  
Qotel Qatlantik.  
Atlantic Hotel  
To the Atlantic Hotel.

- Yompa-

Mido qandi to qo woni.  
I know where it is.

- Brown-

Qa waawathollude kam laawol  
ton na?  
Can you show me the road (to)  
there?

- Yompa-

Baj laawol tokosel njel, haa  
to nder saare nde.  
Take the small road up into the  
town.

- Brown-

fot  
yottaade  
Si mi yotti ton, hodum mi  
fota wadde?  
be equal, be up to, have  
to, should  
to reach, arrive at  
When I get there, what should  
I do?

- Yompa-

hirinange  
Lamdaa laawol yahata hirnange.  
west  
Ask which road goes west.

- Brown-

taksi [ø] (taksiiji)  
Si tawo ton no woddi, mi banya t  
taxi  
If that place is far, am I to  
take a taxi?

- Yompa-

Qalaa↑ yahaa qe koyngalmaa  
haa to saare nde.  
No, go on foot as far as the  
town.

- Brown-

Waktuujji jelu dum bargata?  
How much time will that take?

## -Yompa-

minit [Ø] (mintaaaji)

minute

Tum wonay minitaaaji sappo qe jowi.

That will be fifteen minutes.

## -Brown-

jenku

be advanced (of time) to  
get lateMaa qo jengataake, tuma mi  
yottoto ton.Hope it will not be late when I  
get there.

## -Yompa-

futuro [Ø] ( )

evening sunset, evening  
prayer timeQalaa qa yottoto ton do qe  
futuro.No you will arrive there before  
evening.

## -Brown-

Qa jaraama.

Thank you.

## -Yompa-

Jaawuur.

You are welcome.

## 26.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Min de, mi <u>maddiyi</u> .
tamp	<u>Min</u> de, mi tampi.
qan	Qan de, qa <u>tampi?</u>
loot	<u>Qan</u> de, qa looti?
qo	Qo de, qo <u>looti</u> .
ñaam	<u>Qo</u> de, qo ñaami.
goya	Qoya de, qo <u>ñaami</u> .
daan	<u>Qoya</u> , de qo daani.
qonon	Qonon de, qon <u>daani?</u>
waal	<u>Qonon</u> de, qon mbaali?
minen	Minen de, meñ <u>mbaali</u> .
madd'	<u>Minen</u> de, meñ maddiyi.
ße	Be de, ße <u>maddiyi</u> .
laar	<u>Be</u> de, ße ñdaari.
kaŋko	Kaŋko de, qo <u>laari</u> .
yaa	<u>Kaŋko</u> de, qo yahi.
kambe	Kambe de, ße <u>ñjahi</u> .
yar	<u>Kambe</u> de, ße ñjari.
min	Min de, mi <u>yar</u> .
madd'	<u>Min</u> de, mi maddiyi.

## b) Progressive Substitution Drill

Cue

	<u>Mido</u> qandi to qo woni.
(qo)	Qomo qandi to qo <u>woni</u> .
yaa	<u>Qomo</u> qandi to qo yahi.
(be)	Bedo <u>ŋgandi</u> to qo <u>yahi</u> .
waal	<u>Bedo</u> <u>ŋgandi</u> to qo waali.
(mey)	Midən <u>ŋgandi</u> to qo <u>waali</u> .
ñaam	<u>Midən</u> <u>ŋgandi</u> to qo <u>ñaami</u> .
(qon)	Qodon <u>ŋgandi</u> to qo <u>ñaami</u> .
wott	<u>Qodon</u> <u>ŋgandi</u> to qo wotti.
(mi)	Mido qandi to qo <u>wotti</u> .
won	Mido qandi to qo woni.

## c) Response Drill (Produce the question to which the cue sentence is an appropriate response)

CueResponse

Mido qandi to qo woni.	Qada qandi to qo woni na?
Qomo qandi to be <u>ŋgoni</u> .	Qomo qandi to be <u>ŋgoni</u> na?
Bedo <u>ŋgandi</u> to mey <u>ŋgoni</u> .	Bedo <u>ŋgandi</u> to mey woni na?
Midən <u>ŋgandi</u> to <u>ŋgondaa</u> .	Qon <u>ŋgandi</u> to mi woni na?
Qodon <u>ŋgandi</u> to qo woni.	Qodon <u>ŋgandi</u> to mi woni na?
Qada qandi to mey woni?	Qada qandi to mey woni na?
Mido qandi to qo woni.	Qomo qandi to qo woni na?

## d) Progressive Substitution Drill

## New words:

terej [ø] (tereqaaaji)	train
qerpoot [ø] (qerpootiiji)	airport
hußeere [nde] (kußeeye)	commercial district, downtown
pasiyon [ø] (pasiyoraaaji)	restaurant

CuePattern

	Qa waawat hollude <u>kam</u> laawol ton na?
qo	Qa waawat hollude qo laawol <u>ton</u> na?
terej	Qa waawat hollude <u>qo</u> laawol terej na?
be	Qa waawat hollude be laawol <u>terej</u> na?
qerpoot	Qa waawat hollude <u>be</u> laawol qerpoot na?
mey	Qa waawat hollude mey laawol <u>qerpoot</u> na?
hußeere	Qa waawat hollude <u>mey</u> laawol hußeere na?
mo	Qa waawat hollude mo laawol <u>hußeere</u> na?
pasiyon	Qa waawat hollude <u>mo</u> laawol pasiyon na?

kam	Qa wawat hollude <u>mo</u> laawol pasiyon na?
juulirde	Qa wawat hollude kam laawol <u>pasiyon</u> na?
ße	Qa wawat hollude <u>kam</u> laawol juulirde na?
fidyirde	Qa wawat hollude <u>ße</u> laawol fidyirde na?
kam	Qa wawat hollude kam laawol <u>fidyirde</u> na?
ton	Qa wawat hollude kam laawol ton na?

## e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
kampama	Baŋ laawol tokosel ŋgel, haa to <u>nder saare nde</u> .
galle Bookari	Baŋ laawol tokosel ŋgel, haa to <u>kampama</u> .
jangurdu	Baŋ laawol tokosel ŋgel, haa to <u>galle Bookari</u> .
kubeeje	Baŋ laawol tokosel ŋgel, haa to <u>jangurdu</u> .
pasiyon Demba	Baŋ laawol tokosel ŋgel, haa to <u>kubeeje</u> .
qerpoot	Baŋ laawol tokosel ŋgel, haa to <u>pasiyon Demba</u> .
marse	Baŋ laawol tokosel ŋgel, haa to <u>qerpoot</u> .
Qotel Qatlantik	Baŋ laawol tokosel ŋgel, haa to <u>marse</u> .
hubeereqameŋ	Baŋ laawol tokosel ŋgel, haa to <u>Qotel Qatlantik</u> .
ŋgesa qam	Baŋ laawol tokosel ŋgel, haa to <u>hubeereqameŋ</u> .
Qambasad Ghana	Baŋ laawol tokosel ŋgel, haa to <u>ŋgesaqam</u> .
	Baŋ laawol tokosel ŋgel, haa to <u>Qambasad Ghana</u> .

## f) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qa	Si <u>mi</u> yotti ton, hodum mi fota wadde?
ñaam	Saa yotti ton, hodum qa fota <u>wadde</u> ?
honto	Saa yotti ton, <u>hodum</u> qa fota ñaamde?
ße	Siße ńjotti ton, honto ße pota <u>ñaamde</u> ?
laar	Siße ńjotti ton, <u>honto</u> ße pota laarde?
hombo	Siße ńjotti ton, hombo ße pota <u>laarde</u> ?
nodd	Siße ńjotti ton, hombo ße pota noddude?
meŋ	Simeŋ ńjotti ton, hombo meŋ pota <u>noddude</u> ?
dabb	Simeŋ ńjotti ton, <u>hombo</u> meŋ pota dabbude?
hodum	Simeŋ ńjotti ton, hodum meŋ pota <u>dabbude</u> ?
yar	Simeŋ ńjotti ton, hodum meŋ pota yarde?
qon	Soon ńjotti ton, hodum qon pota <u>yarde</u> ?
ñaam	Soon ńjotti ton, hodum qon pota ñaamde?
mi	Simi yotti ton, hodum mi fota <u>ñaamde</u> ?
wad	Simi yotti ton, hodum mi fota wadde?

## g) Random Substitution Drill

New words:

kuruye [ø] (kuruyeeji)	bus
sala [ø] (salaaji)	bridge

CuePattern

qo	<u>Qa</u> yahay qe koyngalmaa, haa to saare nde.
kampama qo	Qo yahay qe koyngalmakko, haa to <u>saare nde</u> .
moto	Qo yahay qe <u>koyngalmakko</u> , haa to kampama qo.
be	<u>Be</u> ñjahay qe motomakko, haa to kampama qo.
kuruye	Be ñjahay qe kuruyemabbe, haa to <u>kampama qo</u> .
jaŋgurdu ndu	<u>Be</u> ñjahay qe kuruyemabbe, haa to jaŋgurdu ndu.
menj	Menj ñjahay qe kuruyeqameŋ, haa to <u>jaŋgurdu ndu</u> .
sala qo	Menj ñjahay qe <u>kuruyeqameŋ</u> , haa to sala qo.
puci	<u>Menj</u> ñjahay qe puciqameŋ, haa to sala qo.
qon	Qon ñjahay qe pucimodon, haa to <u>sala qo</u> .
maayo ŋgo	Qon ñjahay qe <u>pucimodon</u> , haa to maayo ŋgo.
babbi	Qon ñjahay qe babbimodon, haa to <u>maayo ŋgo</u> .
marse qo	<u>Qon</u> ñjahay qe babbimodon, haa to marse qo.
ml	Ml yahay qe mbabbaqam, haa to <u>marse qo</u> .
kampama qo	Ml yahay qe <u>mbabbaqam</u> , haa to kampama qo.
pucu	Ml yahay qe <u>pucuqam</u> , haa to kampama qo.
koynjal	Ml yahay qe koyngalqam, haa to <u>kampama qo</u> .
saare nde	<u>Ml</u> yahay qe koyngalqam, haa to saare nde.
qa	Qa yahay qe koyngalmaa, haa to saare nde.

## h) Simple Substitution Drill

New words:

lewru [ndu] (lebbi)	month
balde [de]	days of 24 hours <sup>1</sup>
hitande [nde] (kitaale)	year
yontere [nde] (jonte)	week

CuePattern

balde	<u>Waktuujì</u> jelu düm baŋata.
lebbi	<u>Balde</u> jelu düm baŋata.
	<u>Lebbi</u> jelu düm baŋata.

<sup>1</sup>From waal 'spend the night'. Has no singular.

	<u>Lebbi</u> jelu d'um bañata.
jonte	<u>Jonte</u> jelu d'um bañata.
minitaají	<u>Minitaaaji</u> jelu d'um bañata.
kitaale	<u>Kitaale</u> jelu d'um bañata.
jemmaají	<u>Jemmaaji</u> jelu d'um bañata.
waktuují	Waktuují jelu d'um bañata.

## 26.2 Exercises

- a) Directed Conversation Exercise (Student takes part B)

Narrative:

Kaa koddo. Qada wiye John. Qada woni to saare Sambaqen. Qotel gooto no ton, no wiye Qotel Qatlantik. Qada yidi yaade ton, kono qa qandaa laawol ñgol yahata ton. Qa qandaa to d'um woni. Qa hawri he gorko gooto he laawol. Qon no wiye Yompa. Qada yidi qo haalana ma, laawol ñgol yahata ton. Nden wadi, kajko folo noddi ma nden qon calminondiri. Qa lamdi mo qindemakko.

## Dialog:

- a) Jam waali koddo.
- b) [Jam tan, honno mbiyetedaa?]
- a) Mido wiye Yompa, qan non?
- b) [Mido wiye John.]
- a) Hoto ñjidaa yaade?
- b) [Mido yidi yaade Qotel Qatlantik.]
- a) Qada qandi ton na?
- b) [Qalaa mi qandaani ton, haalanam laawol ñgol yahata ton.]
- a) Qawa baasi qalaa.
- b) [Qa jaaraama, Yompa.]

- b) Directed Conversation Exercise (Student takes part B)

Narrative:

New words:	ñaamande [nde] (ñaamaale)	loan
	ñaamlu	lend

Qada wiye Samba. Kaa demowo. Ndungu qari. Qada yidi ñaamande. Tuubaako-maada hooti to leydimaaße. Frank ko teerimaa moddyo. Koo jom kaalis. Qada yidi qo ñaamlu ma kaalis. Qada yidi soodde gerte, qe jawri qe maaro. Qa yahi to makko. Qo lamdi ma ko woni soklamaada. Hodum kaalataa mo?

## Dialog:

- a) Jam h̄iiri Samba.
- b) [Jam ton Frank.]
  
- a) Ko hodum.
- b) [Hombo min? Ko ūaamande ūjidmī, kono tuubaakoqam hooti to mābbē.]
  
- a) Qawa hodum ūjidaa mi wadan ma?
- b) [Mido yidī yaa ūaamlam kaalis.]
  
- a) Hodum mbaatcaa qe dūm.
- b) [Mido yidī soodde gerte, gawri qe maaro.]
  
- a) Qawa, baasi qalaa.
- b) [Qa jaaraama, Frank.]
  
- a) Jaawuur Samba.

## 26.8 NARRATIVE

New word:  
 (haalaa) pular      Fula (language)

Qonñan Yompa no yaha he laawol, qo hawri qe tuubaako gooto wiyete Brown. Brown, no waawi haalde haalaa pular. Tuma qo yiyi Yompa, qo wiyi mo, 'Teeri, min de, mi maddiyi'. Nden Yompa lamdi mo, hoto qo yahata. Qa haali Demba, to Qotel Qatlantik qo yidī yaade. Non Yompa wiyi mo, yoo bāj laawol tokosel njel haa to saare nde, nden qo lamda yimbē bē ton laawol yahata h̄iirange. Brown nden lamdi mo, 'Waktuujj jelu dūm bājata'. Yompa haali ko jelu, kadi qo wiyi mo, qo yottoto ton qontuma qe futuro.

## 26.9 Questions for Discussion

1. Hombo maddiyi he laawol qonñan?
2. Ko hoto, qo yahataano?
3. Kariko qe hombo kawri he laawol?
4. Ko hodum qo wiyi, yoo Yompa hollu mo?
5. Yompa hollu mo laawol ngol na?
6. Ko laawol hombo Yompa haali mo, qo bājaa qon?
7. Hodum woni qinde qotel qo, Brown yahatano?
8. Yompa wiyi mo qo yaha haa to saare nde, qawa hodum qo fottaa wadde ton?
9. Ko koŋgalmakko qo yahata haa ton na, maa ko taksī?
10. Ko minitaaji jelu Yompa wiyiino dūm bājata?
11. Qo jengay na, maa jengataa qontuma, haa tuma qo yottoto ton?
12. Ko jemma qo yottoto ton na?
13. Qa meedī yaade qe koŋgalwaada to woddī?
14. Qa meedī maddiyude na he laawol?
15. Qon tamī taksī to modon na?

## UNIT 27

27.0 Dialog: Frank's Car Has a Breakdown.

-Frank-

filita [∅] (filitaañe)  
Filita motoqam yakki.

fitter, mechanic  
Fitter, my car is broken.

-filita-

sofer [∅] (soferiiñe)  
Hodum yakki hen? Ko sofermaa  
yakki dum na?

driver  
What's broken in (it). Was it  
your driver who broke it?

-Frank-

hayhunde  
Mi qandaa hayhunde qe fii moto.

(not) anything  
I don't know anything about ('in  
the matter of') cars.

-filita-

garas [∅] (garasiijjì)  
Qawa, qaddu dum to garasqam.

garage  
OK, bring it in my garage.

-Frank-

qaparante [∅] (qaparanteeñe)  
Haal qaparantemaa, yoo wallam mi  
qadda dum.

apprentice  
Tell your apprentice to help me  
bring it.

-filita-

Qalaa, fad, min mi wallu ma.

No, wait, I'll help you.

-Frank-

Ko jelu mi yobata ma?

How much do I have to pay you?

-filita-

Simi fewni dum, qa yobay kam  
buudi jeenay.

When I fix it you will pay me  
thirty-six shillings.

-Frank-

Qawa† kono qa fadat haa jango  
kiikiiñe.

OK, but you will have to wait  
till tomorrow evening.

-filita-

Qalaat mi jañataa qe dum.

No, I will not agree to that.

-Frank-

feere [nde] (peqe)  
Mi waday feere mi qaddan  
kaalismaa.

plan  
I will make a plan to bring  
your money.

**-filita-**

salifana

early afternoon (ca. 2 PM)

Qawa† kono ngaraa do qe salifana  
nani.OK, but come between now and two  
o'clock.**-Frank-**

galansara

late afternoon (ca. 4PM)

Mi qaray hakkunde salifana qe  
galansara.I will come between two and four  
o'clock.

## 27.1 Variation Drills on Basic Sentences

## a) Random Substitution Drill

## New words:

montor	[∅]	(montoraajı)	watch, clock
danna	[∅]	(dannaabe)	hunter
dewgal	[ŋgol]	(dewle)	marriage
kamiyon	[∅]	(kamiyonaažı)	truck

CuePatternMi qandaa hayhunde qe fii moto.

be

Be ngandaa hayhunde qe fii moto.

kuruye

Be ngandaa hayhunde qe fii kuruye.

kamiyon

Be ngandaa hayhunde qe fii kamiyon.

qo

Qo qandaa hayhunde qe fii kamiyon.

biskalet

Qo qandaa hayhunde qe fii biskalet.

montor

Qo qandaa hayhunde qe fii montor.

qon

Qon ngandaa hayhunde qe fii montor.

danna

Qon ngandaa hayhunde qe fii danna.

meŋ

Meŋ ngandaa hayhunde qe fii danna.

dewgal

Meŋ ngandaa hayhunde qe fii dewgal.

be

Be ngandaa hayhunde qe fii dewgal.

qo

Qo qandaa hayhunde qe fii dewgal.

moto

Qo qandaa hayhunde qe fii moto.

## b) Progressive Substitution Drill

## New words:

qalmuudo	[qo]	(qalmuuðe)	student
qarka	[ø]	(qarkaaði)	box
wotir	[ø]	(wotiraají)	car (Fr. voiture)

<u>Cue</u>	<u>Pattern</u>
yimbé	Haal <u>qaparantemaa</u> , yoo wallam mi qadda <u>dum</u> .
motoqam	Haal <u>yimbemaa</u> , yo ðe wallam mi qadda <u>dum</u> .
qalmuudo	Haal <u>yimbemaa</u> , yo ðe wallam mi qadda <u>motoqam</u> .
wotirmaa	Haal <u>qalmuudomaa</u> , yoo wallam mi qadda <u>wotirmaa</u> .
teeri	Haal <u>teerimaa</u> , yoo wallam mi qadda <u>wotirmaa</u> .
biskaletqam	Haal <u>teerimaa</u> , yoo wallam mi qadda <u>biskaletqam</u> .
kaw	Haal <u>kawmaa</u> , yoo wallam mi qadda <u>biskaletqam</u> .
kamiyojmaa	Haal <u>kawmaa</u> , yoo wallam mi qadda <u>kamiyojmaa</u> .
sukaabebé	Haal <u>sukaabebé</u> , yo ðe wallam mi qadda <u>kamiyojmaa</u> .
nagge nge	Haal <u>sukaabebé</u> , yo ðe wallam mi qadda <u>nagge nge</u> .
worbemaa	Haal <u>worbemaa</u> , yo ðe wallam mi qadda <u>nagge nge</u> .
ngariqam	Haal <u>worbemaa</u> , yo ðe wallam mi qadda <u>ngariqam</u> .
baaba	Haal <u>baabamaa</u> , yoo wallam mi qadda <u>ngariqam</u> .
qarkamaa	Haal <u>baabamaa</u> , yoo wallam mi qadda <u>qarkamaa</u> .
qaparante	Haal <u>qaparantemaa</u> , yoo wallam mi qadda <u>qarkamaa</u> .
dum	Haal <u>qaparantemaa</u> , yoo wallam mi qadda <u>dum</u> .

## c) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	Ko jelu <u>mi</u> yoðata ma?
qokk	Ko jelo qo <u>yoðata</u> ma?
þe	Ko jelu <u>qo</u> qokkata ma?
mo	Ko jelu <u>þe</u> ñgokkata mo?
men	Ko jelu men <u>ñgokkata</u> mo?
yey	Ko jelu <u>men</u> ñjeyata mo?
qon	Ko jelu qon <u>ñjeyata</u> mo?
kam	Ko jelu <u>qon</u> ñjeyata kam?
qo	Ko jelu qo <u>ñjeyata</u> kam?

ñiaaml	Ko jelu qo <u>ñjeyata</u> kam?
ma	Ko jelu qo <u>ñaamlata</u> <u>kam</u> ?
mi	Ko jelu qo <u>ñaamlata</u> ma?
yob	Ko jelu mi <u>ñaamlata</u> ma?
	Ko jelu mi yobata ma?

## d) Progressive Substitution Drill

Cue	Pattern
qo	Qawa↑ kono <u>qa</u> fadat, haa jaŋgo kiikilide.
qalansara	Qawa↑ kono qo fadat, haa jaŋgo <u>kiikilide</u> .
be	Qawa↑ kono <u>go</u> fadat, haa jaŋgo qalansara.
salifana	Qawa↑ kono <u>be</u> padat, haa jaŋgo <u>salifana</u> .
qon	Qawa↑ kono qon padat, haa jaŋgo <u>salifana</u> .
jemma	Qawa↑ kono <u>qon</u> padat, haa jaŋgo jemma.
meŋ	Qawa↑ kono meŋ padat, haa jaŋgo <u>jemma</u> .
ñalloma	Qawa↑ kono <u>men</u> padat, haa jaŋgo ñalloma.
mi	Qawa↑ kono mi fadat, haa <u>jaŋgo</u> ñalloma.
Qalkamis	Qawa↑ kono <u>mi</u> fadat, haa Qalkamis.
qa	Qawa↑ kono qo fadat, haa <u>Qalkamis</u> .
teneŋ	Qawa↑ kono <u>go</u> fadat, haa Teneŋ.
jaŋgo kiikilide	Qawa↑ kono qa fadat, haa <u>Teneŋ</u> .
	Qawa↑ kono qa fadat, haa jaŋgo kiikilide.

## e) Simple Substitution Drill

Cue	Pattern
galansara	Qawa↑ kono ñgaraa do qe <u>salifana</u> .
kiikilide	Qawa↑ kono ñgaraa do qe <u>galansara</u> .
Juma	Qawa↑ kono ñgaraa do qe <u>kiikilide</u> .
Qalarba	Qawa↑ kono ñgaraa do qe <u>Juma</u> .
Talata	Qawa↑ kono ñgaraa do qe <u>Qalarba</u> .
Sibiti	Qawa↑ kono ñgaraa do qe <u>Talata</u> .
ñalloma	Qawa↑ kono ñgaraa do qe <u>Sibiti</u> .
Teneŋ	Qawa↑ kono ñgaraa do qe <u>ñalloma</u> .
Dimas	Qawa↑ kono ñgaraa do qe <u>Teneŋ</u> .
Qalkamis	Qawa↑ kono ñgaraa do qe <u>Dimas</u> .
futuro	Qawa↑ kono ñgaraa do qe <u>Qalkamis</u> .
	Qawa↑ kono ñgaraa do qe futuro.

## 27.2 Exercises

## a) Directed Conversation Exercise (Student takes part A)

Narrative:

Wayno qa jogi moto. Dum yakki qe jungomaa. Qa qandaa hayhunde he kulle moto. Qada haali fiita qo fewnин ma дум. Qo wiyl qa yobay mo he дум. Qontuma qa jogaaki kaalis. Qada yidi qo fada haa jaŋgo kiikiide, kono qo jaðaani he дум. Qada yidi wadde feere yoba mo qonñan. Qomo yidi ñjobaa mo qonñan salifana. Qa wiyl mo qa qadday ñjobdimakko hakkunde salifana qe galansara. Folo hodum kaalataa fiita qo?

## Dialog:

- a) [Jam ñalli fiita.]
- b) Jam tan, hodum ñjidaa?
- a) [Motoqam yakki, mido yidi pewnanaa kam дум.]
- b) Qawa, kono qa yobay kam pur дум.
- a) [Qawa↑ baasi qala, kono qa faday haa jaŋgo kiikiide.]
- b) Qalaat↑ qaddaa дум, do qe salifana.
- a) [Qawa↑ mi waday feere, mi qadda дум hakkunde salifana qe galansara.]
- b) Qawa↑ baasi qala.
- a) [Qa jaraama, fiita.]

## b) Directed Conversation Drill (Student takes part A)

Narrative:

Kaa mawd'o pullo gorko. Qada he hoore muusore. Qa dojoto he jemma. Bandumaa kadi wulay. Qa waawataa fofde no moddyi. Qawa beccemaa de no metti ma. Qa yahi kampama yiide dokotor. Qomo yidi haalana mo ko heb ma.

## Dialog:

- a) [Jam ñalli dokotor.]
- b) Jam tan mawd'o, ko heb ma?
- a) [Mido qe hoore muusore.]
- b) Qa dojoto he jemma na?
- a) [Qeeyi, mi dojoto he jemma.]
- b) Honno bandumaa non?
- a) [Dum kadi, wulay jemma.]
- b) Qawa beccemaa de na?

- a) [Dum kadi no metti kam.]
- b) Qawa dum no moddyi, joodo fadam.
  
- a) [Qa jaraama dokotor.]
- b) Jawuur.

## 27.8 NARRATIVE

New word: pos [ɸ] (posiiji) pocket

Qonñan moto Frank yakki he laawol. Tawo kañko non waawaa haytus he fewninde moto. Wadi qo yiñi fiita gooto. Qo haali qon, yoo fewnana mo motomakko. Fiita qo jañi. Nden Frank lamdi mo ko jelu qo fota yoñde mo he dum. Fiita qo wiñi mo, qo yoñay mo buudjì jeenay. Kono tawo Frank jugaaki hay kopar he posmakko. Non qo wiñi fiita qo, yoo qon fada haa jañgo ñgo. Kono fiita qo sali. Nden Frank wiñi mo, qo waday feere, qo qaddan mo kaalismakko, hakkunde salifana qe galansara.

## 27.9 Questions for Discussion

1. Moto hombo yakki he laawol qonñan?
2. Ko moto Frank yakki he laawol na, maa ko moto goddo?
3. Frank non, qomo qandı hunde he kulle moto na?
4. Tuma Frank yakki motomakko, ko hombo qo wiñi, qon fewnan mo dum?
5. Fiita qo jañiño fewninde moto Frank na?
6. Ko jelu fiita qo, wiñi Frank, qo yoñata mo, soo fewnini mo motomakko?
7. Qontuma Frank no jogi kaalis na, maa qo jugaaki haytus?
8. Ko hodum Frank wiñi Fiita qo, tuma qon wiñi mo, jelu qo fota mo yoñde?
9. Fiita qo jañiño fadde ha jañgo ñgo na?
10. Ko tuma fiita qo, wiñi Frank, yoo qadda kaalismakko?
11. Frank wiñi mo qo qadday kaalismakko hakkunde waktu gooto qe gooto.  
Haalanam waktuuji dì.
12. Ko jelu meedudaa yoñde fiita?
13. Motomaa meedi yakkude he laawol na?
14. Qada waawi dognude moto?
15. Tuma fuddidaa dognude moto?

## UNIT 28

28.0 Dialog: Kumba's Baby was Sick.

-Demba-

boobo [ø] (boobooße)

Kumba, no boobomaa wad'i?

baby, infant

Kumba, how is your baby?

-Kumba-

doj

Qomo doja haa jooni, he jemma.

cough

He still coughs at night.

-Demba-

jaango [ŋgo] (jaali)

Mi sikki ko jaango ngo nangji mo.

cold, cold weather

I think it's the cold weather  
[that] has affected him.

-Kumba-

nimoniya

Dokotor qo wiyi qo heb'i nimoniya.

pneumonia

The doctor said he has pneumonia.

-Demba-

jangaro [ø] (jangarooji)

Qon jangaro moddyaa he biŋgel.

disease

That disease is bad in a child.

-Kumba-

peŋga

Kono, gila be peŋgi mo qe jooni,  
bandumakko buri seeda.

inject

But since they gave him an injection,  
he ('his body') has gotten  
a bit better.

-Demba-

dojere [nde] (doje)

Qokku mo ki lekki, d'um no moddyi  
he dojere.

cough

Give him this medicine, its good  
for a cough.

-Kumba-

Wallam mi huſſa jayngol ngol.

Help me light the fire.

-Demba-

Qawa.

O.K.

-Kumba-

Qa jaaraama, Demba.

Thank you, Demba.

-Demba-

Jaawuur.

You're welcome.

## 28.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

New word:	tut	vomit, puke
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<u>Cue</u>	<u>Pattern</u>
(ße)	<u>Qomo</u> doja haa jooni he jemma.
muyn	<u>Bedo</u> <u>do ja</u> haa jooni he jemma.
(mi)	<u>Bedo</u> muyna haa jooni he jemma.
wull	<u>Mido</u> <u>muyna</u> haa jooni he jemma.
(meŋ)	<u>Mido</u> wulla haa jooni he jemma.
ñaam	<u>Miden</u> <u>wulla</u> haa jooni he jemma.
(qon)	<u>Miden</u> ñaama haa jooni he jemma.
doj	<u>Qodon</u> ñaama haa jooni he jemma?
(qo)	<u>Qodon</u> doja haa jooni he jemma?
tut	Qomo <u>do ja</u> haa jooni he jemma.
	Qomo tutu haa jooni he jemma.

## b) Simple Substitution Drill

New words:	
nandal [∅] (nandalaajı)	purge, purgative
safara [∅] (safaraajı)	remedy

<u>Cue</u>	<u>Pattern</u>
ñaamri	Qon <u>jaŋgaro</u> moddyaa he ɓingel.
lekki	Qon <u>ñaamri</u> moddyaa he ɓingel.
safara	Qon <u>lekki</u> moddyaa he ɓingel.
kedam	Qon <u>safara</u> moddyaa he ɓingel.
kosam	Qon <u>kedam</u> moddyaa he ɓingel.
nebam	Qon <u>kosam</u> moddyaa he ɓingel.
ndiyam	Qon <u>nebam</u> moddyaa he ɓingel.
padal	Qon <u>ndiyam</u> moddyaa he ɓingel.
wutte	Qon <u>padal</u> moddyaa he ɓingel.
tuuba	Qon <u>wutte</u> moddyaa he ɓingel.
mbaldi	Qon <u>tuuba</u> moddyaa he ɓingel.
biradam	Qon <u>mbaldi</u> moddyaa he ɓingel.
hendu	Qon <u>biradam</u> moddyaa he ɓingel.
dojere	Qon <u>hendu</u> moddyaa he ɓingel.
nandal	Qon <u>dojere</u> moddyaa he ɓingel.
jaŋgaro	Qon <u>nandal</u> moddyaa he ɓingel.
	Qon jaŋgaro moddyaa he ɓingel.

## c) Progressive Substitution Drill

## New words:

sondel [ŋgel] (sondelaaŋgi)	candle
qaw	sow (seed)
noot	to sew (cloth)

CuePattern

sondel	Wallam mi huðba <u>jayngol</u> ñgol.
yey	Wallam mi <u>huðba</u> sondel ñgol.
wutte	Wallam mi yeya <u>sondel</u> ñgol.
ñoot	Wallam mi ñoota <u>wutte</u> qo.
tuuba	Wallam mi <u>ñoota</u> tuuba mba.
loot	Wallam mi loota <u>tuuba</u> mba.
maaro	Wallam mi <u>loota</u> maaro ko.
qawa	Wallam mi qawa <u>maaro</u> ko.
gerte	Wallam mi <u>qawa</u> gerte de.
yey	Wallam mi yeya <u>gerte</u> de.
sondel	Wallam mi <u>yeya</u> sondel ñgol.
huð	Wallam mi huðba <u>sondel</u> ñgol.
jayngol	Wallam mi huðba <u>jayngol</u> ñgol.

## d) Random Substitution Drill

CuePattern

mo	Wallu <u>kam</u> , mi huðba jayngol ñgol.
sondel	Wallu <u>mo</u> , qo huðba <u>jayngol</u> ñgol.
þe	Wallu <u>þe</u> , þe <u>kuðba</u> sondel ñgol.
yey	Wallu <u>þe</u> , þe ñjeya <u>sondel</u> ñgol.
wutteqam	Wallu <u>þe</u> , þe <u>ñjeya</u> wutteqam.
ñoot	Wallu <u>þe</u> , þe ñoota wutteqam.
meŋ	Wallu <u>meŋ</u> , meŋ ñoota <u>wutteqam</u> .
tuuba	Wallu <u>meŋ</u> , meŋ <u>ñoota</u> tuuba mba.
loot	Wallu <u>meŋ</u> , meŋ loota <u>tuuba</u> mba.
maaro	Wallu <u>meŋ</u> , meŋ loota maaro ko.
mo	Wallu <u>mo</u> , qo <u>loota</u> maaro ko.
qaw	Wallu <u>mo</u> , qo <u>qawa</u> <u>maaro</u> ko.
gerte	Wallu <u>mo</u> , qo <u>qawa</u> gerte de.
yey	Wallu <u>mo</u> , qo yeya gerte de.
kam	Wallu <u>kam</u> , mi yeya <u>gerte</u> de.
sondel	Wallu <u>kam</u> , mi <u>yeya</u> sondel ñgol.

	Wallu kam, mi <u>yeya</u> sondel ḥgel.
hubb	Wallu kam, mi hubba <u>sondel</u> ḥgel.
jayŋgol	Wallu kam, mi hubba jayŋgol ḥgol.

## 28.2 EXERCISES

- a) Directed Conversation Exercise (Student takes part B)

Narrative:

Qindemaa ko Kumba. Qada jogi booboo. Boobomaa dojoto he jemma. Qa nañi mo kampama. Ton, be peñgi mo. Dokotor qo, wiyi'ma, bingelmaa no hebi nimoniya. Demba qokki ma lekki pur bingelmaa. Demba yidi qandude si bandu bingelmaa buri. Si tawo Demba lamdi ma, hodum kaalataa mo?

## Dialog:

- a) Kumba, no bingelmaa wadi?
  - b) [Qomo doja haa jooni, he jemma.]
  - a) Kori wonaa jaango ḥgo nañgi mo?
  - b) [Dokotor qo wiyi, ko nimoniya qo hebi.]
  - a) Maa qo buri seeda?
  - b) [Qeeyi ↑ gila be peñgi mo qe jooni, bandumum buri seeda.]
  - a) Qokku mo ki lekki, dñum no moddyi qe dojere.
  - b) [Qa jaaraama, Demba.]
  - a) Jaawuur, Kumba.
- b) Directed Conversation Exercise (Student takes part A)

New word: haaju [∅] (haajuuji) need, matter, requirement

Narrative:

Kaa jom galle. Qada resi debbo. Debbomaa hebanı ma biddo-gorko. Qon foti naatde qekol. Nande gooto qa yahi to be janġirtaa sukaabe be. Qada yidi janġinowo won to ton, yoo wallu ma qa naatina biddomaa to qekol. Qada yidi qo haalana ma koo soodantaa biddomaa he fii defte, wutte, qe pade. Tuma qo yotti ton, janġinowo salmını ma. Qawa soo lamdi ma ko woni haajumaa, hodum kaalataa mo?

## Dialog:

- a) [Jam ñalli janġinowo?]
- b) Jam tan mawdo, hodum qarandaa do?

- a) [Mido yidi yaa wallam mi naatina biddoqam to qekolmaada.]
- b) Jooni non, hodum hijidhaa mi wadan ma.
- a) [Haalanam hodum fottaami soodde he defte, wutte qe pade pur biddoqam?]
- b) Qaa, mi yiyl, yaa, yagaraa jaango subaka, nani?
- a) [Qawa, baasi qala.]
- b) Qo jaaraama mawdo.
- a) [Qan kadi, qa jaaraama.]

#### 28.8 NARRATIVE

##### Kumba ge Demba Hawri he Laawol

Tuma Kumba qe Demba kawri qonñan, Demba lamdi mo, honno boobomakko wadi. Kumba wiyl mo, boobomakko no doja tan jemma qo jemma. Nden Demba wiyl mo, kañko sikkı, ko jaango nañgi ñingel ygel. Kono Kumba wiyl, dokotormakko wiyl, boobo qo, no heb'i 'ñimoniya — ñum ko jañgaro-jaango'. Nden Demba qokki Kumba lekki dojere pur boobomakko. Non be jaarandiri, qawa kala qe maðbe yahi he laawolmum.

#### 28.9 Questions for Discussion

1. Ko booboo hombo dojata he jemma?
2. Hombo lamdi Kumba he fili boobomakko?
3. Hodum dokotor qo wiyl Kumba he fili boobomakko?
4. Hodum dokotor qo wiyl, ko ñum booboo Kumba heb'i?
5. Qa meedi hebde jañgaro 'ñimoniya' na?
6. Tuma be pergi ñingel Kumba, ñandumakko buriino na?
7. Hombo qokki Kumba lekki pur boobomakko?
8. Lekki ki, Demba qokki Kumba, qon lekki ko lekki dojere na?
9. Qa meedi hebde dojere na?
10. Hodum woni jañgaro-jaango?
11. Honno boobomaa wadi?
12. Ko hodum moddyi he dojere?

## UNIT 29

29.0 Dialog: Frank is Interested in Farming

-Frank-

Demba, mido yidji ngesa moddyo.

-Demba-

Hodum njiddaa qawde ton?

-Frank-

makara [ø] (makaraaj1)  
gawri [nd1] (gawe)

Makara, maa gawri.

-Demba-

Leydi moddyo no to senyo ngesaqam.

-Frank-

janan

Ko janan hombo nii?

-Demba-

qalkaali [ø] (qalkaaliiñe)  
Qalkaaliqamen wiyi kala yidji, yoo  
bañ dum.

-Frank-

Kori ledde de hewaani ton?

-Demba-

Wotaa dum jaakli ma, nani.

-Frank-

faji [ø] (fajiij1)  
jambere [nde] (jambe)

Njehen coodoyen faji qe jambere.

-Demba-

rato [ø] (ratooj1)

Rato non?

-Frank-

soppu

Faabi-jango qen coppoyay ledde  
de fow.

Demba, I want a good farm (land).

What do you want to sow in it?

Corn, maize  
millet

Corn or millet.

There is a good land beside my farm.

someone else's (property,  
quality or characteristic)

Whose property is it?

village headman

Our village head said anyone interested can have it.

Hope there are not many trees?

Don't let that worry you, hear!

cutlass  
ax

Let's go and buy a cutlass and an ax.

rake

How about a rake?

cut down

After tomorrow we can go and cut down all the trees.

-Demba-

Qawa, d̄um moddyi, ñallen jam.

O.K., that's fine, good afternoon.  
afternoon.

-Frank-

Qa jaaraama, Demba.

Thank you Demba.

### 29.1 Variation Drills on Basic Sentences

#### a) Simple Substitution Drill

New words:

soynde [ndə] (coyndə)	open land
weendu [ndu] (beeli)	lake

Cue

Pattern

soynde	<u>Leydi</u> moddyo no to seŋgo ñgesaqam.
laawol	<u>Soynde</u> moddyo no to seŋgo ñgesaqam.
weendu	<u>Laawol</u> moddyo no to seŋgo ñgesaqam.
suudu	<u>Weendu</u> moddyo no to seŋgo ñgesaqam.
wuro	<u>Suudu</u> moddyo no to seŋgo ñgesaqam.
hayre	<u>Wuro</u> moddyo no to seŋgo ñgesaqam.
leydi	<u>Hayre</u> moddyo no to seŋgo ñgesaqam.
	<u>Leydi</u> moddyo no to seŋgo ñgesaqam.

#### b) Progressive Substitution Drill

Cue

Pattern

karamokkomaa	<u>Qalkaliqameŋ</u> wiyi, kala yidi yoo <u>ban</u> d̄um.
yaa	<u>Karamokkomaa</u> wiyi, kala yidi yoo <u>baŋ</u> d̄um.
baabamakko	<u>Karamokkomaa</u> wiyi, kala yidi yoo <u>yaa</u> .
qar	<u>Baabamakko</u> wiyi, kala yidi yoo <u>qar</u> .
lamdo qo	<u>Lamdo</u> qo wiyi, kala yidi yoo <u>qar</u> .
windu	<u>Lamdo</u> qo wiyi, kala yidi yoo <u>windu</u> .
jargaqameŋ	<u>Jargaqameŋ</u> wiyi, kala yidi yoo <u>windu</u> .
ñaam	<u>Jargaqameŋ</u> wiyi, kala yidi yoo <u>ñaama</u> .
neeneqam	<u>Neeneqam</u> wiyi, kala yidi yoo <u>ñaama</u> .
yar	<u>Neeneqam</u> wiyi, kala yidi yoo <u>yar</u> .
debbomaa	<u>Debbomaa</u> wiyi, kala yidi yoo <u>yar</u> .
laar	<u>Debbomaa</u> wiyi, kala yidi yoo <u>laara</u> .
kawmakko	<u>Kawmakko</u> wiyi, kala yidi yoo <u>laara</u> .
baŋ d̄um	<u>Kawmakko</u> wiyi, kala yidi yoo <u>baŋ d̄um</u> .
qalkaliqameŋ	<u>Qalkaliqameŋ</u> wiyi, kala yidi yoo <u>baŋ d̄um</u> .

## c) Progressive Substitution Drill

## New words:

laði	[kɪ]	(laðbe)	knife
kufune	[ɸ]	(kufuneejɪ)	hat
tika	[ɸ]	(tikaaajɪ)	head scarf
genso	[ɸ]	(gensooŋɪ)	undershirt
marto	[ɸ]	(martooŋɪ)	hammer
pontu	[ɸ]	(pontuuŋɪ)	nail
sombi	[ɸ]	(sombbeeŋɪ)	digging stick (with iron tip)

CuePattern

(qon)	Ñjehen coodoyen <u>fajɪ qe jambere</u> .
laðbi qe somþe	Ñjahon coodoyon <u>laði qe somþe</u> .
(qa)	Yaa soodoya <u>laði qe somþe</u> .
wutte qe tuuba	Yaa soodoya <u>wutte qe tuuba</u> .
(qen)	Ñjehen coodoyen <u>wutte qe tuuba</u> .
wudere qe kufune	Ñjehen coodoyen <u>wudere qe kufune</u> .
(qon)	Ñjahon coodoyon <u>wudere qe kufune</u> .
tika qe genso	Ñjahon coodoyon <u>tika qe genso</u> .
(qa)	Yaa soodoya <u>tika qe genso</u> .
marto qe pontu	Yaa soodoya <u>marto qe pontu</u> .
(qon)	Ñjahon coodoyon <u>marto qe pontu</u> .
laði qe rato	Ñjahon coodoyon <u>laði qe rato</u> .
(qen)	Ñjehen coodoyen <u>laði qe rato</u> .
fajɪ qe jambere	Ñjehen coodoyen <u>fajɪ qe jambere</u> .

## d) Simple Substitution Drill

CuePattern

baali	Kori <u>baali</u> dɪ hewaani ton?
beqi	Kori <u>beqi</u> dɪ hewaani ton?
saraajɪ	Kori <u>saraajɪ</u> dɪ hewaani ton?
babbi	Kori <u>babbi</u> dɪ hewaani ton?
beeli	Kori <u>beeli</u> dɪ hewaani ton?
coynde	Kori <u>coynde</u> dɪ hewaani ton?
bolle	Kori <u>bolle</u> dɪ hewaani ton?
naqi	Kori <u>naqi</u> dɪ hewaani ton?
ndiyam	Kori <u>ndiyam</u> dám hewaani ton?
ledde	Kori <u>ledde</u> dɪ hewaani ton?

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
jango	Fabb̄i-jango menj coppoyay ledde d̄e.
qon	Jango <u>menj</u> coppoyay ledde d̄e.
qadd	Jango qon <u>coppoyay</u> ledde d̄e.
naq̄i	Jango qon <u>ŋgaddoyay</u> <u>ledde</u> d̄e.
fabb̄iti-jango	Fabb̄iti-jango <u>qon</u> <u>ŋgaddoyay</u> naq̄i d̄i.
be	Fabb̄iti-jango <u>be</u> <u>ŋgaddoyay</u> naq̄i d̄i.
sood	Fabb̄iti-jango <u>be</u> coodoyay <u>naq̄i</u> d̄i.
baali	Fabb̄iti-jango <u>be</u> coodoyay baali d̄i.
kikiide	Kikiide <u>be</u> coodoyay baali d̄i.
qen	Kikiide qen <u>coodoyay</u> baali d̄i.
yeey	Kikiide qen <u>ñjeyoyay</u> <u>baali</u> d̄i.
beq̄i	<u>Kikiide</u> qen <u>ñjeyoyay</u> beq̄i d̄i.
salifana	Salifana <u>qen</u> <u>ñjeyoyay</u> beq̄i d̄i.
qo	Salifana <u>qo</u> <u>yeeyoyay</u> beq̄i d̄i.
qayu	Salifana <u>qo</u> <u>qaynoyay</u> <u>beq̄i</u> d̄i.
puci	<u>Salifana</u> <u>qo</u> <u>qaynoyay</u> puci d̄i.
jango	Jango <u>qo</u> <u>qaynoyay</u> puci d̄i.
qa	Jango qa <u>qaynoyay</u> puci d̄i.
qadd	Jango qa <u>qaddoyay</u> <u>puci</u> d̄i.
ledde	<u>Jango</u> qa <u>qaddoyay</u> ledde d̄e.
fabb̄i-jango	Fabb̄i-jango <u>qa</u> <u>qaddoyay</u> ledde d̄e.
menj	Fabb̄i-jango menj <u>ŋgaddoyay</u> ledde d̄e.
sopp	Fabb̄i-jango menj coppoyay ledde d̄e.

## 29.2 EXERCISES

## a) Directed Conversation Exercise (Student takes part A)

Narrative:

Frank, wadi kaa demowo. Qada yidi hebd̄e ŋgesa moddyo. Qa yidi qawde ton makara maa gawri. Leydi moddyo no woni to hedde ŋgesa Demba. Qalkalimabbe wiyi, kala yidi, yoo baq̄ d̄um. Qa jogasaki faq̄i, qe jambere rato. Qawa qa hawri qe Demba he laawol. Qada yidi haalde mo ko ñjid̄aa.

## Dialog:

- a) [Jam waali Demba.]
- b) Jam tan Frank.
  
- a) [Mb̄iimi, min, mid̄o yidi ŋgesa moddyo.]
- b) Dula moddyo no to senyo ŋgesaqam.

- a) [Ko hombo woodi dūm?]  
 b) Mi qandaa kono qalkaliqamej wiyi kala yidī yoo bam dūm.
- a) [Kono mi jogaaki fajī, qe jambere qe rato.]  
 b) Qawa, njehen coodoyen fajī qe jambere.
- a) [Qawa, rato won?]  
 b) Qawa ↑ , dūm kadi.
- a) [Qa jaaraama, Demba.]  
 b) Jaawuur, Frank.
- b) Directed Conversation Exercise (Student takes part A).

Narrative:

Si tawo qan kaa John. Demba ko teerimaa. Wadī qa yahī to leydimakko. Nande gooto wadī qada yaha dula qe motomaa. Dum yakki he laawol. Qawa, to motomaa qe saare nde njahataa, no woddī. Qalla wadī jom moto gooto tawi ma ton. Qada yidī qo naba ma to saare nde pur qa noddoya fiita qo. Qada yidī kadi yoo wallu ma, yoo habba motomaa he baawo taamakko qo, njadaa to saare nde. Honno mbadtaa he dūm?

## Dialog:

- a) [Jam mallī, teeri.]  
 b) Jam tan ↑ Hodum hebī motomaa?
- a) [Dum yakki.]  
 b) Joonī non, hodum mbadtaa he dūm?
- a) [Mido yidī yaade to saare nde, si tawo qada waawi naba kam ton.]  
 b) Qawa, kono hodum kadi njiddaa?
- a) [Si tawo qada waawi, habba motoqam to baawo taamaa, qen njadaa to saare nde.]  
 b) Qawa, baasi qala, mbaddeen ko mbiidaa joonī.
- a) [Qa jaaraama.]

## 29.8 NARRATIVE

Frank no Yidī Ngesa

Demba qe Frank ko be teeribbe. Qonñan Frank wiyi Demba, qomo yidī ngesa moddyo. Tawi leydi moddyo mo woni hedde ngesa Demba. Qawa, non kañko kadi haali Frank fil dūm. Frank nden lamdi Demba, si tawo dūm ko janan goddo. Kono Demba wiyi mo, qalkalimabbe wiyi, kala yidī qon leydi, yoo bay dūm. Qawa non, Frank wiyi mo, yoo be njaha to saare pur be coodoya jambere qe fajī qe rato. Qawa, fabbi-jango ngo Frank soppoyi ledde de fow ton.

**29.9 Questions for Discussion**

1. Hombo woni Frank?
2. Hombo yidi ḡgesa?
3. Ko hodum qon neddo qawata he ḡgesamakko?
4. Demba qe Frank hombo hebı leydi moddyo to hedde ḡgesamakko?
5. Qon leydi won to hedde ḡgesa Demba, ko janan hombo nii?
6. Ko hodum qalkali Dembaqen wiyi he fii leydi ndi?
7. Hombo lamdi Demba, he fii lekkijı dı?
8. Hodum Frank wiyi Demba, yoo be soodoya dıum?
9. Hodum kadi be coodata, si wonaa faŋi qe jambere?
10. Tuma Frank soppoytaa lekkiŋji dı to ḡgesamakko.
11. Qa meedı wadde ḡgesa hooremaa na?
12. Hodum ḡgandudaa he fii ḡgesa?

## UNIT 30

30.0 Dialog: Kumba's Daughter is Getting Married.

-Frank-

Jam hiri pullo debbo.

Good evening Fula woman.

-Kumba-

Jam tan.

I'm fine.

-Frank-

jombaajo [qo] (yombaabe)

bride/groom

Biddo-debbomaa ko qo jombaajo hande.

Your daughter is a bride today.

-Kumba-

teŋku

be steady, be calm

Tampereqam gasi te hakkilqam  
teŋkü.

My troubles are over and my mind  
is steady.

-Frank-

mecce [ɸ] (mecceejı)

trade, profession, occupation

Hodum woni mecce gorkomakko?

What sort of trade does her husband  
do?

-Kumba-

minise [ɸ] (miniseebe)

carpenter

waylu

forge, transform

baylo [qo] (wayluuße)

smith

Kaŋko ko minise qe baylo.

He is a carpenter and smith.

-Frank-

dongal [ŋgal] (dongle)

load, burden

Jooni dongalmaa gasi.

Now your task ('burden') is  
finished.

-Kumba-

Joo, ko jawdimakko tan heddi  
to qamerj.

Now, only her property is left  
in our place.

-Frank-

golle [ɸ] (golleeji)

work

Qon mbadi gollemofon.

You have done your ('work') part.

-Kumba-

Qa jaaraama teeri.

Thank you, friend.

-Frank-

yewtere [nde] (jewte) conversation, chat  
 Qan kadi jaaraama, yewtereqamen Thank you too, our conversation  
 weli. was nice.

-Kumba-

Qawa, mballen jam. OK., good night.

### 30.1 Variation Drills on Basic Sentences

#### New words:

jaŋgirdo	[qo] (jaŋgirooße)	teacher
mbiru	[ø] (mbiruuji)	wrestler
dispensar	[ø] (dispensaabe)	male nurse, medic
kilak	[ø] (kilakiibe)	clerk
nelaado	[qo] (nelaabe)	messenger
garajke	[ø] (garajkoobe)	leather worker

#### a) Progressive Substitution Drill

Cue	Pattern
	Kaŋko, koo minise qe <u>baylo</u> .
dispensar	Kaŋko, koo minise qe dispensar.
kambe	Kambe, kobe minisaabe qe <u>dispensaabe</u> .
baylo	Kambe, kobe minisaabe qe wayluuße.
beya	Beya, kobe minisaabe qe <u>wayluuße</u> .
kilak	Beya, kobe minisaabe qe kilakiibe.
qoya	Qoya, koo minise qe <u>kilak</u> .
nelaado	Qoya, koo minise qe nelaado.
kaŋko	Kaŋko, koo minise qe <u>nelaado</u> .
ceerno	Kaŋko, koo minise qe ceerno.
kambe	Kambe, kobe minisaabe qe <u>ceernoobe</u> .
garajke	Kambe, kobe minisaabe qe garajkoobe.
beya	Beya, kobe minisaabe qe <u>garajkoobe</u> .
mbiru	Beya, kobe minisaabe qe mbiruuji.
qoya	Qoya, koo minise qe <u>mbiru</u> .
jaŋgirdo	Qoya, koo minise qe jaŋgirdo.
kaŋko	Kaŋko, koo minise qe <u>jaŋgirdo</u> .
masorj	Kaŋko, koo minise qe masorj.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
defte	Joo, ko <u>jawdimakko</u> tan heddi to qameñ.
-maññe	Joo, ko <u>deftemakko</u> tan heddi to qameñ.
galle Bookari	Joo, ko <u>deftemaññe</u> tan heddi to <u>galle Bookari</u> .
ñalel	Joo, ko <u>ñalelmaññe</u> tan heddi to <u>galle Bookari</u> .
-modon	Joo, ko <u>ñalelmodon</u> tan heddi to <u>galle Bookari</u> .
wuroqameñ	Joo, ko <u>ñalelmodon</u> .tan heddi to wuroqameñ.
yimbé	Joo ko <u>yimbemodon</u> tan heddi to wuroqameñ.
-qameñ	Joo ko <u>yimbegameñ</u> tan heddi to <u>wuroqameñ</u> .
saare nde	Joo ko <u>yimbegameñ</u> tan heddi to saare nde.
sukaabé	Joo ko <u>sukaabegameñ</u> tan heddi to saare nde.
-makko	Joo ko <u>sukaabemakko</u> tan heddi to <u>saare nde</u> .
jangirdu ndu	Joo ko <u>sukaabemakko</u> tan heddi to jangirdu ndu.
jawdi	Joo ko <u>jawdimakko</u> tan heddi to jangirdu ndu.
-qameñ	Joo ko <u>jawdiquameñ</u> tan heddi to jangirdu ndu.

## c) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
gorko	Biddo- <u>debbomakko</u> qo jombaajo hande.
wonay	Biddo- <u>gorkomakko</u> ko jombaajo hande.
jangó	Biddo- <u>gorkomaa</u> wonay jombaajo <u>hande</u> .
teerimakko	<u>Biddo-gorkomaa</u> wonay jombaajo <u>jangó</u> .
kíikiide	<u>Teerimakko</u> wonay jombaajo <u>kíikiide</u> .
miñaqameñ	Miñaqameñ wonay jombaajo <u>kíikiide</u> .
Qalarba	<u>Miñaqameñ</u> wonay jombaajo Qalarba.
qesirawomaada	Qesirawomaada wonay jombaajo <u>Qalarba</u> .
Juma	<u>Qesirawomaada</u> wonay jombaajo Juma.
mawníraawoqam	Mawníraawoqam wonay jombaajo <u>Juma</u> .
Talata	<u>Mawníraawoqam</u> wonay jombaajo Talata.
musíidomaa	Musíidomaa wonay jombaajo <u>Talata</u> .
fabbí-jangó	<u>Musíidomaa</u> wonay jombaajo fabbí-jangó.
biddo-debbomaa	Biddo-debbomaa wonay jombaajo <u>fabbí-jangó</u> .
hande	Biddo-debbomaa wonay jombaajo hande.

## d) Progressive Substitution Drill

New word: muraadu [ø] (muraaduuji) position, obligation, responsibility

<u>Cue</u>	<u>Pattern</u>
qinde	Hodum woni <u>mecce</u> gorkomakko?
teerimaððe	Hodum woni <u>qinde</u> teerimaððe?
ligge	Hodum woni <u>ligge</u> teerimaððe?
baabamodon	Hodum woni <u>ligge</u> baabamodon?
muraadu	Hodum woni muraadu <u>baabamodon</u> ?
kawmaa	Hodum woni <u>muraadu</u> kawmaa?
golle	Hodum woni <u>golle</u> kawmaa?
neenemakko	Hodum woni <u>golle</u> neenemakko?
qinde	Hodum woni <u>qinde</u> neenemakko?
gorkomakko	Hodum woni <u>qinde</u> gorkomakko?
mecce	Hodum woni <u>mecce</u> gorkomakko?

## e) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
ligge	Jooni <u>dongalmaa</u> gasi.
-makko	Jooni <u>liggemaa</u> gasi.
gayn	Jooni <u>liggemakko</u> gasi.
-qamej	Jooni <u>liggeqamej</u> gayni.
golle	Jooni <u>golleqamej</u> gayni.
huuð	Jooni <u>golleqamej</u> huuði.
-maððe	Jooni <u>gollemaððe</u> huuði.
ndungji	Jooni <u>ndungumaaððe</u> huuði.
gasi	Jooni <u>ndungumaaððe</u> gasi.
tampere	Jooni <u>tameremaaððe</u> gasi.
-modon	Jooni <u>tameremodon</u> gasi.
dongalmaa	Jooni <u>dongalmaa</u> gasi.

## 30.2 EXERCISES

## a) Directed Conversation Exercise (Student takes part of Fatu)

New word:	rowani	last year
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Narrative

Qada wiye Fatu. Gorkomaa ko Demba. Teerimakko no wiye Charles. Baaba Demba koo lamdo, kono qo maayi he jaŋgaro nimoniya rowani. Jooni ko Demba woni lamdomodon. Gorkomaa, Demba, windi Charles letar pur yoo qar to saaremodon. Demba qe Charles mbayri ŋjidondirde duubi ŋid'i jooni. Tuma Charles qarata to saaremodon to ḥgondon, qo hawri qe maada he laawol. Tuma ŋjilidaa mo, qa noddı mo, qon calminondiri, nden qon ŋjaadi to saare nde.

## Dialog:

- Fatu- [Charles, hoto ŋjahataa ni? ]  
 Charles- Hey Fatu, mido yaha to gallemo.  
 Fatu- [Qa nani kibaaru baaba Demba na? ]  
 Charles- Qalaa, kori ko jam?  
 Fatu- [Qo maayi rowani he jaŋgaro nimoniya.]  
 Charles- Nden, jooni, hombo woni lamdomodon?  
 Fatu- [Ko gorkoqam, Demba.]  
 Charles- Mid'o welti he d'um, ko wadi qo windaanı kam he fii d'um?  
 Fatu- [Qo wiyi, qo windi ma letar, qa yiyaani d'um na?]   
 Charles- Qeeyi, mi heb'i d'um, kono kulle baabamum qalaa hen.  
 Fatu- [Qawa ŋjehen, simey ŋjotti lamdaa mo he d'um.]  
 Charles- Qa haali goonja, qawa baasi qalaa.

## b) Directed Conversation Exercise (Student takes part B)

Narrative

Qada wiye Tom. Kaa jom kaalis. Demba no mari naqi hewde. Qada yidi soodde ḥgaari. Demba yeyataa naqimakko d'i. Qada yidi soodde ḥgaari pur lamdomaße. Demba non, ko debbomakko tan waawata yeyde naqimakko d'i. Qalla wadi, qa hawri qe debbomum subaka gooto. Debbomakko no qandi ma faŋ faŋ. Nde qo lamdi ma he fii kullemaada. Qa yidi haalde mo soklamaa qan kadi. Debbomal no wiye Kumba.

## Dialog:

- a) Jam waali Tom.  
 b) [Jam tan Kumba, honno mbaɗaa?]  
 a) Jam tan, to ŋjahataa, qe ko ŋjidaa?  
 b) [Ko ḥgaari tan ŋjidni, to Demba ŋjahatami.]

- a) Kono Demba yeataa naqimakko d'ı.
- b) [Mı nani ko qan tan waawata yeide naqimakko d'ı.]
- a) Qeeyi d'um ko goonja, qawa ni wallante he d'um, nani.
- b) [Qa jaaraama Kumba.]

## 30.8 NARRATIVE

New word: res put away, keep; marry

Frank qe Kumba

Qonñan kíikliide, Frank yahı to galle Kumbaqen. Tawo bıddo-debbo Kumba resaama booyaani. Qawa tuma bedo kaala, Frank wiyı Kumba fıı jombaajo bıddo-debbo Kumba. Kumba jaabi mo, qo wiyı mo 'tampereqam gası jooni, te hakkilqam teñki'. Nden Frank lamdı Kumba, hodum wonı mecce gorko bıddo-debbo Kumba. Kumba wiyı mo, koo minise. Non qo wiyı Frank kadı, ko heddi to mañbe he fıı bıddo-debbomakko ko jawdi ndı tan. Qawa booyaani Frank jaari mo, qawa qo yahı he laawol mum.

## 30.9 Questions for Discussion

1. Ko bıddo-debbo hombo wonı jombaajo?
2. Hombo wiyı hakkilmakko teñki?
3. Ko Kumba wiyı tamperemakko gası na, maa ko Frank wiyı d'um?
4. Hodum wonı mecce gorko bıddo-debbo Kumba?
5. Ko hodum heddi he jungo Kumba he fıı bıddo-debbomum?
6. Qada jogı bıddo-debbo na?
7. Qada mari bıbbə-worbe na, maa ko rewbe tan kebdıa?
8. Qada jogı debbo?
9. Tuma resdaa debbomaa?
10. Bıbbemaa be, ko duubi jelu kala hebi jooni?
11. Woñbe qe bıbbə-rewbemaaada kebi worbe na?
12. Ko duubi jelu bıddo-mawnummāa kebi?
13. Bıbbemaa be, bedo njaha qekol na?
14. Honno debbomaa no wiyete?

## UNIT 31

31.0 Dialog: Ramadan is Coming.

- Demba -

lewru koorka [ka] ( )  
 Lewru qaraydu ko lewru korka.

Ramadan (month)

The coming month is Ramadan.

- Samba -

hoor  
 Mido qandi dum. Qa sikkia qa  
 waaway hoorde na?

keep [a] fast

I know that. Do you think you'll  
 be able to keep the fast?

- Demba -

hikka  
 sobe  
 Hikka non, mi waday sobe mi  
 hoora.

this year

seriously

This year, I will try hard to  
 keep the fast.

- Samba -

juulđo [qo] (juulđe)  
 Dum ko muraadu juulđe be fof.

Muslim ('one who prays')

That is the responsibility of  
 every Muslim.

- Demba -

muk  
 Ko metti hen qa wadataa sagomaa  
 muk ↑

definitely not, not at all  
 (emphatic negative  
 particle)What is difficult about it [is  
 that] you don't satisfy your  
 desires at all.

- Samba -

mbaggu [ŋgu] (baadi)  
 Qa haali goonja. Hay gooto  
 fiyataa mbaggu.

drum

You're right. Nobody plays the  
 drum.

- Demba -

haram [ɸ] ( )  
 Haram moddyaa he lewru korka.

accursed, sinful, illicit  
 (thing)

Sinning is not good in Ramadan.

- Samba -

fidygol [ŋgol] ( )  
 Fidygol fof ko haram he lewru  
 korka.

play, entertainment

All kinds of entertainment are  
 sinful in Ramadan.

## - Demba -

wakil

Qawa, mbakilen qenen fof kooren.

try, endeavor

OK., let's both try to keep the fast.

## - Samba -

Qa haali goonga, Demba, qa  
jaaraama.

You're right, Demba, thank you.

## - Demba -

Jaawuur. Qawa, ñallen jam.

You're welcome. Well a good afternoon ('to us'.)

## 31.1 Variation Drills on Basic Sentences

## a) Progressive Substitution Drill

## New words:

ñañeru [ndu] (ñañeeji)	fiddle
balanji [d̪i] (no singular)	xylophone
sagata [ø] (sagataabe)	youth
kora [ø] (koraaji)	a lute-like musical instrument

Cue	Pattern
	<u>Hay</u> gooto fiyataa mbaggu.
sagataabe	Sagataabe piyataa <u>mbaggu</u> .
ñañeru	<u>Sagataabe</u> piyataa ñañeru.
be	Be piyataa <u>ñañeru</u> .
balanji	<u>Be</u> piyataa balanji.
qon	Qon piyataa <u>balanji</u> .
kora	<u>Qon</u> piyataa kora.
men	Men piyataa <u>kora</u> .
balanji	<u>Men</u> piyataa balanji.
mi	Mi piyataa <u>balanji</u> .
ñañeru	<u>Mi</u> piyataa ñañeru.
qo	Qo piyataa <u>ñañeru</u> .
mbaggu	<u>Qo</u> piyataa mbaggu.
qa	Qa piyataa <u>mbaggu</u> .
hay gooto	Hay gooto piyataa mbaggu.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qawa, mbakkilen qenen fof kooren.
(qon)	Qawa, mbakkilon qonon fof <u>kooron</u> .
legg	Qawa, mbakkilon qonon fof liggon.
(meŋ)	Qawa, mbakkilen qenen for <u>liggen</u> .
daan-	Qawa, mbakkilen qenen fof daanen.
(qon)	Qawa, mbakkilon qonon fof <u>daanon</u> .
fam	Qawa, mbakkilon qonon fof famon.
(meŋ)	Qawa, mbakkilen qenen fof <u>famen</u> .
jang	Qawa, mbakkilen qenen fof jangen.
(qon)	Qawa, mbakkilon qonon fof <u>jangon</u> .
hoot	Qawa, mbakkilon qonon fof kooton.
(meŋ)	Qawa, mbakkilen qenen fof <u>kooten</u> .
yaa	Qawa, mbakkilen qenen fof ñjehen.
(qon)	Qawa, mbakkilon qonon fof <u>ñjahon</u> .
jang	Qawa, mbakkilon qonon fof jangon.
(meŋ)	Qawa, mbakkilen qenen fof <u>jangen</u> .
ñaam	Qawa, mbakkilen qenen fof ñaamen.
(qon)	Qawa, mbakkilon qonon fof <u>ñaamon</u> .
bir	Qawa, mbakkilon qonon fof biron.
(meŋ)	Qawa, mbakkilen qenen fof <u>biren</u> .
hoor	Qawa, mbakkilen qenen fof kooren.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Fidyl fof ko haram he lewru koorka.
yargol	<u>Yargol</u> fof ko haram he lewru koorka.
bonol	<u>Bonol</u> fof ko haram he lewru koorka.
fengol <sup>1</sup>	<u>Fengol</u> fof ko haram he lewru koorka.
ñaamgol	<u>Ñaamgol</u> fof ko haram he lewru koorka.
daangol	<u>Daangol</u> <sup>2</sup> fof ko haram he lewru koorka.
wujjugol	<u>Wujjugol</u> <sup>3</sup> fof ko haram he lewru koorka.
nafigigol	<u>Nafigigol</u> fof ko haram he lewru koorka.
fidyl	Fidyl fof ko haram he lewru koorka.

<sup>1</sup>fen - gol - fengol<sup>2</sup>Note: sleeping during the day is considered to break the fast.<sup>3</sup>wuj 'steal'

## d) Progressive Substitution Drill

New words:

naf	be of use
nafa [ø] (nafaají)	utility, convenience

CuePattern

yimbe	Dum ko muraadu <u>yimbe</u> be fof.
sokla	Dum ko <u>sokla</u> yimbe be fof.
rewbe	Dum ko <u>sokla</u> rewbe be fof.
haaju	Dum ko haaju <u>rewbe</u> be fof.
worbe	Dum ko <u>haaju</u> worbe be fof.
nafa	Dum ko <u>nafa</u> <u>worbe</u> be fof.
sukaabe	Dum ko <u>nafa</u> sukaabe be fof.
muraadu	Dum ko muraadu <u>sukaabe</u> be fof.
ceernooobe	Dum ko <u>muraadu</u> ceernooobe be fof.
sokla	Dum ko <u>sokla</u> ceernooobe be fof.
lambe	Dum ko <u>sokla</u> lambe be fof.
haaju	Dum ko haaju <u>lambe</u> be fof.
sagataabe	Dum ko <u>haaju</u> sagataabe be fof.
nafa	Dum ko <u>nafa</u> <u>sagataabe</u> be fof.
juulbe	Dum ko <u>nafa</u> juulbe be fof.
muraadu	Dum ko muraadu juulbe be fof.

## 31.2 EXERCISES

## a) Directed Conversation Exercise (Student takes part of Demba)

Narrative:

Qada wiye Demba. Kaa juuldo. Lewru koorka dari. Teerimaa John qari to saaremon. Tawi yimbe saaremon fow no koorà, kono kañko qandaa haytus he lewru koorka. Qa yidi haalde mo, he lewru koorka juulbe fow, hay gooto ñaamataa ñaamri, yarataa ndiyam. Jackataa goro he ñalloma. Hay gooto fimataa sigaret, fiyataa mbaggu, qawa hay gooto fenataake, maa haala haalaa bondo ferenj. Wadi John hooremum yidi lamdaade ma he fii dum, qawa hodum kaalataa mo.

## Dialog:

John- Jam ñalli Demba.

Demba- [Jam tan, John, honno mbaddaa?]

John- Jam tan. Yimbe saaremon fof hay gooto wadtaa haytus jooni.  
Ko wadi?

Demba: [Qo lewru ko lewru koorka. Ko dum wadi.]

John- Ko hodum juulbe ße fow mbadata he lewru koorka.

Demba- [Juulbe fow, he lewru korka, hay gooto ñaamataa ñaamri, yarataa ndiyam, jakkataa goro he ñalloma.]

John- Qe hodum kadi.

Demba- [Qawa, hay gooto fimataa sigaret, fiyataa mbaggu, qawa, hay gooto fenataake, maa haala haalaa bondo.]

John- Jooni mi fami. Qa jaaraama, Demba.

Demba- [Jaawuur, John.]

b) Directed Conversation Exercise (Student takes the part of Jaawo)

New word: palas [∅] (palasaají) place, space, opening

Narrative:

Kaa pullo gorko wiyete Jaawo. Qada jogi biddo-gorko. Kaa jam kaalis. Brown ko teerimaa, qomo golla to Qambasadmaßbe. Kaŋko qokkata yimbé ße visa, si ße ñjidi yaade to leydimakko. Biddomaa yidi yaade jaŋgude kulle dokotor. Qekol Washington won to leydi Brownqen hebi palas pur makko. Kono qo waawataa yaade soo hebaani visa Brownqen. Nden qa yahi to Brown to Qambasadmaßbe. Qa yidi haalde mo, yoo wallu biddomaa he fii visamaßbe.

Dialog:

Jaawo- [Jam ñalli Brown.]

Brown- Jam tan, Jaawo. Hodum ñgardoaa do?

Jaawo- [Mi qari yaa wallam qe hunde.]

Brown- Qe hodum?

Jaawo- [Visamon.]

Brown- Pur hombo ni?

Jaawo- [Pur biddo-gorkoqam.]

Brown- Hodum qo wadoytaa to meeden?

Jaawo- [Qomo jaŋgoya kulle dokotor.]

Brown- Qekol hombo qo jaŋgoytaa ton?

Jaawo- [To qekol Washington.]

Brown- Qo hebi palas ton na?

Jaawo- [Qeeyi ↑ qo hebi palas ton.]

Brown- Qada jogi kaalis pur ñjoßdi qekolmakko na?

Jaawo- [Qeeyi, mido jogi kaalis.]

Brown- Qawa baasi qalaa. Yoo biddo-gorkomaa qar do jaŋgo, mi haala mo, ko woni fow he kulle qamen.

Jaawo- [Qa jaaraama.]

## 31.8 NARRATIVE

Lewru Koorka

Demba qe Samba qonñan tuma ñedo kaalaa fii hoorde. Demba wiyi Samba, lewru qaraydu ko qon lewru woni lewru koorka ka. Samba wiyi mo, qomo qandı, non qo lamdi Demba soo waaway hoorde. Demba jaabi mo, qo wiyi, kajko waday sobe pur qo hoora. Nden Samba wiyi mo, ko ñum woni muraadu juulbe ñe fow. Nden Samba wiyi, ko metti he lewru koorka, hay gooto wadataa sagomaa, qawa, haram fow moddyaa he lewru koorka. Demba nden wiyi mo, 'mbakkilen, qenen fow kooren.' Nden Samba jaari mo, qawa kala qe mañbe yahi he laawolmum.

## 31.9 Questions for Discussion

1. Lewru hombo wonata lewru koorka?
2. Hombo wiyi lewru qaraydu ko lewru koorka?
3. Ko Demba wiyi ñum na, maa ko Samba?
4. Ko hodum woni muraadu juulbe ñe fow?
5. Ko hodum metti he lewru koorka?
6. He lewru koorka neddo fiyay mbaggu na?
7. Fidygol no moddyi he lewru koorka na?
8. Ko hodum woni haram he lewru koorka?
9. Hombo wiyi 'Mbakkilen qenen fow kooren'?
10. Qa meedı hoorde na?
11. Qada qandı ko woni lewru koorka na?
12. Qan, kaa juuldo na?
13. Yimbe juulbe no hewi to mon na?
14. Qa sikki qa waaway hoorde si tawo qa woni juuldo jooni?

## UNIT 32

32.0 Dialog: Buying Cloth.

-Frank-

Jom baggi, jelu ñjeyata  
baggijimaa di.

Cloth owner, for how much are  
you selling your cloth?

-Demba-

kasikoñoj/kasikoño [ø] ( )  
yaar [ø] (yaaruujì)

brocade, print  
yard (36 inches)

De kasikoñon ko mbuuđu puur yaar qo.

These prints are four shillings  
the yard.

-Frank-

fataro [ø] (pataraajì)  
Pataraajimaa di non?

a narrow strip of woven cloth  
How about your 'fataro' cloths?

-Demba-

Yaar ko taransuuji tati qe taŋka.

It is three shillings and sixpence.

-Frank-

kaki [ø] (kakilji)  
Qawa yejam kaki qo qe fatara qo.

khaki  
OK., sell to me the khaki and the  
fatara cloth.

-Demba-

dırıl [ø] (dırilaaji)  
Mid'o tamı dırıl mod'yo, qada yıldi?

drill cloth  
I have good drill (cloth). Do  
you want [it]?

-Frank-

seer  
Mid'o yıldi, kono đum no seeri.

be dear, expensive, costly  
(Fr. chere)  
I want it, but it is very  
expensive.

-Demba-

perekan [ø] (perekaaniji)  
Perekan qo non?

white satin  
OK., how about this white satin?

-Frank-

Qalaa, ml yidaa đum.

No. I don't want that.

-Demba-

Qawa, baasi qalaa.

OK., no trouble.

## 32.1 Variation Drills on Basic Sentences

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
lidđi	Jom <u>baggi</u> , jelu ŋjeyataa baggijimaa d'i?
bantara	Jom <u>lidđi</u> , jelu ŋjeyataa lidđimaa d'i?
kañja	Jom <u>bantara</u> , jelu ŋjeyataa bantaraajimaa d'i?
mango	Jom <u>kañja</u> , jelu ŋjeyataa kañjaajimaa d'i?
lacciri	Jom <u>mango</u> , jelu ŋjeyataa mangoojimaa d'i?
teew	Jom <u>lacciri</u> , jelu ŋjeyataa laccirimaa nd'i?
kaki	Jom <u>teew</u> , jelu ŋjeyataa teewmaa ḥgu?
perekan	Jom <u>kaki</u> , jelu ŋjeyataa kakiijimaa d'i?
fatara	Jom <u>perekan</u> , jelu ŋjeyataa pereekaniijimaa d'i?
dıril	Jom <u>fatara</u> , jelu ŋjeyataa pataraajimaa d'i?
baggi	Jom <u>dıril</u> , jelu ŋjeyataa dirilaajimaa d'i?
	Jom <u>baggi</u> , jelu ŋjeyataa baggijimaa d'i?

## b) Progressive Substitution Drill

## New words:

hotolo	[ko]	(hotolooji)	cotton
goblet	[∅]	(gobletaaji)	drinking glass, goblet
geese	[de]	(no sing.)	cotton thread (warp)
fudan	[∅]	(fudanaaji)	henna
fayande	[nde]	(payanne)	clay pot
feggere	[nde]	(pegge)	ring (esp. toe ring)
darap	[∅]	(darapaaaji)	bed sheet
ceen	[∅]	(ceenaaji)	chain
basaq	[∅]	(basanyaaji)	mat
wulin	[∅]	(wulinaaji)	wool (cloth)

<u>Cue</u>	<u>Pattern</u>
qokk	Qawa <u>yeyam</u> kaki qo qe fatara qo.
dıril	Qawa qokkam <u>kaki</u> qo qe fatara qo.
yey	Qawa <u>qokkam</u> dıril qo qe fatara qo.
perekan	Qawa <u>yeyam</u> perekan qo qe fatara qo.
qokk	Qawa <u>yeyam</u> <u>perekan</u> qo qe fatara qo.
kasikoñon	Qawa <u>qokkam</u> kasikoñon qo qe fatara qo.
yey	Qawa <u>qokkam</u> <u>kasikoñon</u> qo qe fatara qo.
kañja	Qawa <u>yeyam</u> kañja qo qe fatara qo.
qokk	Qawa <u>qokkam</u> <u>kañja</u> qo qe fatara qo.

wutte	Qawa qokkam <u>kañja</u> qo qe fatara qo.
yey	Qawa <u>qokkam</u> wutte qo qe fatara qo.
tuuba	Qawa <u>yeyam</u> <u>wutte</u> qo qe fatara qo.
yey	Qawa <u>yeyam</u> <u>tuuba</u> mba qe fatara qo.
basanj	Qawa <u>yeyam</u> <u>basanj</u> qo qe fatara qo.
qokk	Qawa <u>qokkam</u> <u>basanj</u> qo qe fatara qo.
fudan	Qawa <u>qokkam</u> <u>fudan</u> qo qe fatara qo.
yey	Qawa <u>yeyam</u> <u>fudan</u> qo qe fatara qo.
ceen	Qawa <u>yeyam</u> <u>ceen</u> qo qe fatara qo.
qokk	Qawa <u>qokkam</u> <u>ceen</u> qo qe fatara qo.
goblet	Qawa <u>qokkam</u> goblet qo qe fatara qo.
yey	Qawa <u>yeyam</u> <u>goblet</u> qo qe fatara qo.
darap	Qawa <u>yeyam</u> <u>darap</u> qo qe fatara qo.
qokk	Qawa <u>qokkam</u> <u>darap</u> qo qe fatara qo.
feggere	Qawa <u>qokkam</u> feggere nde qe fatara qo.
yey	Qawa <u>yeyam</u> <u>feggere</u> nde qe fatara qo.
fayande	Qawa <u>yeyam</u> fayande nde qe fatara qo.
qokk	Qawa <u>qokkam</u> <u>fayande</u> nde qe fatara qo.
geese	Qawa <u>qokkam</u> geese de qe fatara qo.
yey	Qawa <u>yeyam</u> <u>geese</u> de qe fatara qo.
hottolo	Qawa <u>yeyam</u> hottolo ko qe fatara qo.
qokk	Qawa <u>qokkam</u> <u>hottolo</u> ko qe fatara qo.
wulin	Qawa <u>qokkam</u> wulin qo qe fatara qo.
yey	Qawa <u>yeyam</u> <u>wulin</u> qo qe fatara qo.
kaki	Qawa <u>yeyam</u> kaki qo qe fatara qo.

## c) Simple Substitution Drill

Cue

buudı	Yaar ko <u>taransuuji</u> tati qe taŋka.
nay	Yaar ko buudı <u>tati</u> qe taŋka.
jowi	Yaar ko buudı <u>nayı</u> qe taŋka.
jeegom	Yaar ko buudı <u>jowi</u> qe taŋka.
jeedidı	Yaar ko buudı <u>jeegom</u> qe taŋka.
jeetati	Yaar ko buudı <u>jeedidı</u> qe taŋka.
jeenayı	Yaar ko buudı <u>jeetati</u> qe taŋka.
sappo	Yaar ko buudı <u>jeenayı</u> qe taŋka.
nogas	Yaar ko buudı <u>sappo</u> qe taŋka.
cappandetati	Yaar ko buudı <u>nogas</u> qe taŋka.
	Yaar ko buudı cappandetati qe taŋka.

## 32.2 EXERCISES

- a) Directed Conversation Exercise (Student takes the role of Frank)

Narrative:

Frank goes into a store, where he bargains to buy a pair of pants. The store-keeper lowers the price for him, but Frank still thinks the price is too high and asks for a further reduction. The store-keeper at first refuses and points to the fine quality of the merchandise. Frank persists and suggests that he doesn't really have to buy at this store, because there are other stores in town. The store-keeper then lowers his price again. After some further bargaining the two agree.

## Dialog:

- Frank- [Jam ñalli jom bitiki.]  
 Jom bitiki- Jam tan tuubaako, hodum ñjid'aa soodde?  
 Frank- [Tuuba ñjid'mi soodde, kono qustanam coggumakko.]  
 Jom bitiki- Qawa, baasi qalaa, mi jaði.  
 Frank- [Kono, haa joo d'um no metti coggu, qustanam seeda kadi.]  
 Jom bitiki- Qalaa, qan kadi, mi waawata d'um.  
 Frank- [Qawa baasi qalaa, qaccu d'um, mi sood'oyay to qoya bitiki.]  
 Jom bitiki- Qalaa, wottaa wad' d'um, fad, mi qustana ma seed'a kadi.  
 Frank- [Qawa d'um no mod'dyi, jooni mi sood'ay d'um.]  
 Jom bitiki- Qa jaaraama.

## 32.8 NARRATIVE

Qonñan Frank yahı to bitiki Demba. Tuma qo naati bitiki qo, qo lamdi Demba ko jelu qon yeyata baggijimakko ñi. Demba wiyi mo, yaar kasikofon ko mbuuudu; pataraaji ñi, ko taransuuji tati qe taŋka pur yaar gooto. Frank wiyi mo, yoo yeya mo kakı qo, qe fatara qo. Non Demba wiyi mo kadi, qomo tamı diril moddyo, si tawo qo yidi d'um kadi. Frank wiyi mo, qomo yidi, kono d'um no seeri coggu. Nden Frank lamdi mo coggu perekán qo kadi. Demba wiyi mo d'um ko taransu qe ñataa pur yaar gooto. Booyaani Frank yahı he laawolmum.

## 32.9 Questions for Discussion

1. Hombo woni jom baggi?
2. Hombo lamdi jom baggi qo, coggu baggiijimakko?
3. Ko jelu, jom baggi qo yeypata yaar kasikoñorjmakko?
4. Yaar pataraaji d'i ko jelu?
5. Hodum Frank sood'i he junjo jom baggi qo?
6. Jom baggi qo no jogi diril ma?
7. Hodum Frank wiyi jom baggi he fii coggu dirilmakko?
8. Yaar perekan ko jelu?
9. Qada qandi ko woni perekan?
10. Jelu ñjeyoton diril to leydimodon?
11. Qodon jogi ton kasikofon na?
12. Qada jogi bitiki hooremaa na?
13. Qa meed'i ylide fatara?
14. Hodum qe hodum tamdon to mon he gude worbe be.

## UNIT 33

33.0 Dialog: A Visit to the Dispensary.

-Frank-

dispenser [ʃ] (dispenseraají)  
 Mido lamda laawol yahata dispenser.  
 I am asking for the road which goes to the dispensary.

-Demba-

Baŋ laawol mawŋgol ḥgol.  
 Take the big road.

-Frank-

Haa honto?  
 Up to where?

-Demba-

Haa hedde marse tokosel ḥgel.  
 Up to near the small market.

-Frank-

doft  
 Ko mbadtaa, doftaa kam haa ton.  
 to accompany, go with...  
 What you ought to do is to accompany me up to there.

-Demba-

Qawa↑ hombo ndaarataa ton?  
 OK., whom are you going to see there?

-Frank-

Biddoqam, koo fawdo.  
 My child, he is a patient.

-Demba-

Hodum heb̊i mo?  
 What's the matter with him?

-Frank-

Becce qe yeesomakko muusata.  
 His ribs and his face are hurting him.

-Demba-

sum  
 sumol [ŋgol] ( )  
 Maa sumolmakko buri seeda.  
 burn  
 burn  
 Hope his burn is a little bit better.

-Frank-

mettit [d̊i] (no singular)  
 Qeeyi, joo mettit d̊i wonaani nii folo.  
 pains, aches  
 Yes, the pains are not as [at] first.

-Demba-

hoondu [ndu] (koollii)

finger, toe

Koollimakko celli na?

Have his fingers gotten better?

-Frank-

Qeeyi, qa jaaraama. Mido yaha jooni.

Yes, thank you, am going now.

-Demba-

Jaawuur, yalla qokko mo cellal bandu.

You're welcome. May God give  
him good health.

## 33.1 Variation Drills on Basic Sentences

## a) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
(qo)	<u>Mido</u> lamda laawol yahata dispenser.
laar	Qomo <u>lamda</u> laawol yahata dispenser.
qar	Qomo laara laawol <u>yahata</u> dispenser.
galle	Qomo laara laawol qarata <u>dispenser</u> .
(ße)	Bedo ndaara laawol <u>qarata</u> galle.
yaa	Bedo ndaara laawol <u>yahata</u> <u>galle</u> .
jangurdú	<u>Bedo</u> ndaara laawol yahata jangurdú.
(menj)	Miden <u>ndaara</u> laawol yahata jangurdú.
lamd	Miden lamda laawol <u>yahata</u> jangurdú.
qar	Miden lamda laawol qarata <u>jangurdú</u> .
dispenser	<u>Miden</u> lamda laawol qarata dispenser.
(qon)	Qodon <u>lamda</u> laawol qarata dispenser?
dabb	Qodon dabba laawol <u>qarata</u> dispenser?
yaa	Qodon dabba laawol <u>yahata</u> <u>dispenser</u> ?
hirnange	<u>Qodon</u> dabba laawol yahata hirnange?
(qa)	Qada <u>dabba</u> laawol yahata hirnange?
lamd	Qada lamda laawol <u>yahata</u> hirnange?
qar	Qada lamda laawol qarata <u>hirnange</u> ?
dispenser	<u>Qada</u> lamda laawol qarata dispenser?
(mi)	Mido lamda laawol <u>qarata</u> dispenser.
yaa	Mido lamda laawol yahata dispenser.

## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaatcaa, <u>doftaa</u> kam haa ton.
nab	Ko mbaatcaa, nabaa <u>kam</u> haa ton.
mo	Ko mbaatcaa, <u>nabaa</u> mo haa ton.
doft	Ko mbaatcaa, doftaa <u>mo</u> haa ton.
ße	Ko mbaatcaa, <u>doftaa</u> <u>ße</u> haa ton.
nab	Ko mbaatcaa, nabaa <u>ße</u> haa ton.
menj	Ko mbaatcaa, <u>nabaa</u> menj haa ton.
doft	Ko mbaatcaa, doftaa <u>menj</u> haa ton.
minen	Ko mbaatcaa, <u>doftaa</u> minen haa ton.
nab	Ko mbaatcaa, nabaa <u>minen</u> haa ton.
qo	Ko mbaatcaa, <u>nabaa</u> qo haa ton.
doft	Ko mbaatcaa, doftaa <u>qo</u> haa ton.
kam	Ko mbaatcaa, doftaa kam haa ton.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa <u>sumolmakkoo</u> buri seeda.
hoore	Maa hoore <u>makko</u> buri seeda.
-maßbe	Maa <u>koqemabbe</u> buri seeda.
koollii	Maa koollim <u>abbe</u> buri seeda.
-modon	Maa <u>koollimodon</u> buri seeda.
deedi	Maa <u>deedimodon</u> buri seeda.
-maßbe	Maa <u>deedimabbe</u> buri seeda.
jude	Maa <u>judemabbe</u> buri seeda.
-modon	Maa <u>judemodon</u> buri seeda.
daade	Maa <u>daademodon</u> buri seeda.
-makko	Maa <u>daademakkoo</u> buri seeda.
koyygal	Maa koyygal <u>makko</u> buri seeda.
-maßbe	Maa <u>koydemabbe</u> buri seeda.
gite	Maa <u>gitemabbe</u> buri seeda.
-modon	Maa <u>gitemodon</u> buri seeda.
noppi	Maa <u>noppimodon</u> buri seeda.
-maßbe	Maa <u>noppimabbe</u> buri seeda.
ñiidye	Maa <u>ñiidyemabbe</u> buri seeda.
-makko	Maa <u>ñiidyemakkoo</u> buri seeda.
sumol	Maa sumolmakkoo buri seeda.

## d) Simple Substitution Drill

## New words:

(hoondu)	wordu	[ndu]	(koollı gori)	thumb ('male finger'), great toe
	tinde	[nde]	(tide)	forehead
	daande jungo		(daade jungo)	wrist
	goddol	[ŋgol]	(goddı)	throat
	bufal	[ŋgol]	(buwe)	thigh
	demŋgal	[ŋgol]	(demde)	tongue
	jokkere	[nde]	(jokke)	joint

Cue

daande	Becce qe <u>yeesomakko</u> muusata.
jungo	Becce qe <u>daandemakko</u> muusata.
hoore	Becce qe <u>jungomakko</u> muusata.
reedu	Becce qe <u>hooremakko</u> muusata.
bandu	Becce qe <u>reedumakko</u> muusata.
gite	Becce qe <u>bandumakko</u> muusata.
noppı	Becce qe <u>gitemakko</u> muusata.
koppi	Becce qe <u>noppımakko</u> muusata.
koyngal	Becce qe <u>koppmakko</u> muusata.
ñiidyę	Becce qe <u>koyngalmakke</u> muusata.
kine	Becce qe <u>ñiidyemakko</u> muusata.
hunuko	Becce qe <u>kinemakko</u> muusata.
koollı	Becce qe <u>hunukomakko</u> muusata.
peddaali	Becce qe <u>koollimakko</u> muusata.
yeeso	Becce qe <u>peddaalimakko</u> muusata.
wordu	Becce qe <u>yeesomakko</u> muusata.
tinde	Becce qe <u>wordumakko</u> muusata.
jokkere	Becce qe <u>tindemakko</u> muusata.
daande jungo	Becce qe <u>jokkeremakko</u> muusata.
bufal	Becce qe <u>daande jungomakko</u> muusata.
goddol	Becce qe <u>bufalmakko</u> muusata.
demŋgal	Becce qe <u>goddolmakko</u> muusata.

## 33.2 EXERCISES

a) Directed Conversation Exercise (Student takes the role of Frank)

Narrative

Frank's son, Jimmy fell this morning at home and seems to have hurt the back of his neck. Frank takes him to the doctor about two and a half hours after the accident.

Dialog:

Doctor- Jam ñalli teeri, honno mbiyetedaa?

Frank- [Mido wiye Frank.]

Doctor- Hodum ñgarandaa dō?

Frank- [Ko biddo-gorkoqam ñgaddu mi to maada.]

Doctor- Ko hodum hebi mo?

Frank- [Mi sikkı ko ñaawo daandemakko muusata.]

Doctor- Honno ñgandudaa dūm?

Frank- [Bimbı qo yanı to qamen, qawa gila qontuma haa joo, qo wiylı kam ton no muusa mo?]

Doctor- Qontuma qe jooni booyı na?

Frank- [Qalaa, booyaani, mi sikkı qo wonay waktuuji didi qe feccere jooni.]

Doctor- Qawa, qaddu mo, mi laara to muusata he bandumakko.

Frank- [Qa jaaraama, dokotor.]

Doctor- Jaawuur.

## 33.8 NARRATIVE

Subaka gooto, Frank yahi to Demba. Qo lamdi Demba laawol ñgol yahata dispenser. Qawa Demba kadi wiylı mo, yoo bañ laawol mawŋgol ñgol haa to hedde marse tokosel ñgel. Kono Frank lamdi mo kadi, si tawo Demba waaway doftaade mo haa ton. Demba jañi, kañko kadi lamdi mo, ko hombo qo laarata to dispenser qo. Frank wiylı mo, ko biddomakko qo laarata ton. Nden Demba lamdi mo kadi, ko hodum hebi mo. Frank wiylı ko muusata biddomakko. Demba lamdi mo kadi sumol bandu biddomakko, he koollimakko. Qawa, be pari he dūm, Frank jaari Demba. Qawa, kala qe mañbe yahi to qo yahatano.

## 33.9 Questions for Discussion

1. Hombo lamdi Demba, laawol yahata dispenser?
2. Hodum woni qinde gorko tuubaako qo lamdudo Demba laawol dispenser?
3. Ko hodum Demba wiyi folo?
4. Haa hedde hoto, Demba wiyi Frank yoo yaa haa ton?
5. Demba dofti Frank na, maa qo doftaani mo?
6. Hombo woni to dispenser qo?
7. Ko hodum qe hodum muusata mo?
8. Ko kooli hombo muusata?
9. Qa meed*i* yaade to dispenser na?
10. Koolimaada meed*i* muusde ma na?
11. Mettit kooli qe nopp*i* ko hodum buran ma?
12. Qa meed*i* waalde kampama na?
13. Dokotor moddyo no to kampamamon na?
14. Honno bandumaa wadi?
15. Dojere bingelmaa buri na?

## UNIT 34

34.0 Dialog: Going to the Bantanto Village.

-Frank-

Miden ñjidí yaade saare Bantanto.

We want to go to the Bantanto village.

-Demba-

Kono pobbi dí kuubataa to laawol ñgol.

But, there are endless hyenas on the way.

-Frank-

fetel [ø] (fetelaaji)

gun

Qenen fof, qeden tamí fetel.

All of us have guns (with us).

-Demba-

Midó qandi düm, kono haydüm, midó huli he ñjahangolmodon.

I know that, [but] even with that, I'm still afraid for your trip.

-Frank-

Ko wadi?

Why?

-Demba-

wur

live, be alive

Paski qon meedaani yiide mbaroodi wurdo.

Because you have never seen a living lion.

-Frank-

Men mbarat düm, si men ñjiyi düm to laawol ñgol.

We will kill it if we happen to see it on the (road) way.

-Demba-

seese

softly, gently, easily

Qawa, mbadon seese, nani.

OK., take it easy hear!

-Frank-

rew-

follow

rewondirde

follow together, follow a direction

Mbo laawol ndewondirten?

Which road are we to follow?

-Demba-

Banjon laawol ñgol won to sergo ñgesaqam.

You take the road which is near my farm.

-Frank-

Qa jaaraama Demba. Miden ñjaha jooni.

Thank you, we're leaving now (going).



## b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qenen <u>fof</u> , qeden tami fetel.
piu	Qenen piu, qeden <u>tami</u> fetel.
jog	Qenen piu, qeden jogi <u>fetel</u> .
debbo	<u>Qenen</u> piu, qeden jogi debbo.
ße	Be <u>piu</u> , bedo jogi debbo.
fof	Be fof, bedo <u>jogi</u> debbo.
mar	Be fof, bedo mari <u>debbo</u> .
bikon	<u>Be</u> fof, bedo mari bikon.
minen	Minen <u>fof</u> , miden mari bikon.
piu	Minen piu, miden <u>mari</u> bikon.
jog	Minen piu, miden jogi <u>bikon</u> .
kaalis	<u>Minen</u> piu, miden jogi kaalis.
qenen	Qenen <u>piu</u> , qeden jogi kaalis.
fof	Qenen fof, qeden <u>jogi</u> kaalis.
tam	Qenen fof, qeden tamı <u>kaalis</u> .
fetel	Qenen fof, qeden tamı fetel.

## c) Progressive Substitution Drill

## New words:

ñiwa	[mba] (ñibbi)	elephant
ŋgelooba	[mba] (geloodı)	camel
ŋgabbu	[ŋgu] (gabbı)	hippopotamus

<u>Cue</u>	<u>Pattern</u>
	Paskı <u>qon</u> meedaani yiide mbaroodı wurdo.
ße	Paskı ße meedaani yiide <u>mbaroodı</u> wurdo.
ñiwa	Paskı <u>ße</u> meedaani yiide ñiwa wurdo.
menj	Paskı menj meedaani yiide <u>ñiwa</u> wurdo.
ŋgelooba	Paskı <u>menj</u> meedaani yiide ŋgelooba wurdo.
qen	Paskı qen meedaani yiide <u>ŋgelooba</u> wurdo.
ŋgabbu	Paskı <u>qen</u> meedaani yiide ŋgabbu wurdo.
qo	Paskı qo meedaani yiide <u>ŋgabbu</u> wurdo.
ñiwa	Paskı <u>qo</u> meedaani yiide ñiwa wurdo.
mi	Paskı mi meedaani yiide <u>ñiwa</u> wurdo.
mbaroodı	Paskı <u>mi</u> meedaani yiide mbaroodı wurdo.
qon	Paskı qon meedaani yiide mbaroodı wurdo.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mbo laawol ndewondirten?
qon	Mbo laawol <u>ndewondirton</u> ?
yaa	Mbo laawol <u>ñjaadondirton</u> ?
qen	Mbo laawol <u>ñjaadondirten</u> ?
laar	Mbo laawol ndaarondirten?
qon	Mbo laawol <u>ndaarondirton</u> ?
qar	Mbo laawol <u>ngarondirton</u> ?
qen	Mbo laawol <u>ngarondirten</u> ?
rew	Mbo laawol ndewondirten?

## 34.2 EXERCISES

## a) Directed Conversation Exercise (Student takes the role of Frank.)

Narrative:

The other day, Frank went on a trip by car to Bantanto Village with Demba and Yompa. All took their guns.

On the way they had a flat tire. While they were fixing it, a lion came up behind them. Demba saw the lion and shot at it, chasing it away. Frank, after returning to the city, met his friend, Yoro, and told him of the experience.

New word: riiw chase, send away

## Dialog:

Yoro- Frank, no mbaddaa, mi nani qa yahi saare Bantanto qonñan.

Frank- [Qeeyi, kono seeda mi maaya he laawol.]

Yoro- Qe hodum? Kori qon kefaani qaksidañ he laawol?

Frank- [Qalaa, kono kongal motoqameñ fusı he laawol.]

Yoro- Ko dum tan na?

Frank- [Qalaa, tuma miden fewnina dum, mbaroodi qari he baawoqameñ.]

Yoro- Qawa, hodum mbaddon?

Frank- [Yalla qe Demba, ko kañko yiyi dum, qawa qo riiwi dum qe fetelmakko.]

Yoro- Demba ko gorko moddyo, yalla qokku mo jam.

## 34.8 NARRATIVE

Qonñan Frank qe yimbemakko, ñe mbiyi, ñedo ñjidi yaade saare Bantanto. Kono Demba wiyi mo, wottaa ñe ñjaha, paski pobbi ñi kuubataa to laawol ñgol. Kono Frank sali, qo wiyi ñedo jogi fetel. Non Demba lamdi mo, si ñe meedì mbaroodi wurdo na. Frank wiyi mo, si ñe ñjiyi, ñe mbaray mo qe fetelmaððe. Nden Demba wiyi, qawa yo ñe ñgacca hakkilmabbe he laawol ñgol. Non Frank lamdi Demba laawol ñe ndewata. Demba kadi kolli ñe. Qawa non, Frank qe yimbemakko ñjahi he laawolmaððe to saare Bantanto.

## 34.9 Questions for Discussion

1. Hombo wiyi ñedo ñjidi yaade saare Bantanto?
2. Hombo haali Frank fii pobbi ñi?
3. Frank qe yimbemakko, ñe jogi fetel na, maa ñe jogaani haytus?
4. Ko wañi Demba yidaani Frank qe yimbemakko ñjaha saare Bantanto?
5. Hodum Frank lamdi Demba?
6. Frank meedì yiide mbaroodi wurdo na?
7. Qan,qa meedì yiide mbaroodi wurdo na?
8. Qada jogi fetel?
9. Demba holli Frank qe yimbemakko laawol ñgol yahata saare Bantanto na?
10. Hodum mbadataa saa yiyl mbaroodi?
11. Hodum Demba wiyi Frank he jahangolmaððe?
12. Hodum kuubata to laawol Bantanto?
13. Hoto ñjahataa hande?
14. Qa meedì yiide mbaroodi maaydo na?
15. Hoto meedudaa yiide mbaroodi wurdo?

## UNIT 35

35.0 Dialog: The Teacher Misbehaves.

- Seeni-

surnal [ʃ] (surnalaaji) magazine, newspaper

Mbiimi, qa jaŋgi surnal hande na? Say, did you read today's newspaper?

- Saa jo-

Qalaa, mi yeddyiti soodde düm ferenj. No, I completely forgot to buy it.

- Seeni-

Mi yiyi hen kulle karamokko biddomaa. I saw a story about your child's teacher in it.

- Saa jo-

Maa wonaa kulle kaalis qekol qo? I hope it is not about the school money?

- Seeni-

Qeeyi, ko düm tigi, be mbiyi qo niaami njoobdi qekol qo fof. Yes, that's the very thing. They said he spent all the school fees.

- Saa jo-

Tuma nanmi düm, booyi jooni. I heard that a long time ago.  
('It has been a long time since I heard of that'.)

- Seeni-

niaaw  
niaawd judge, give judgement  
go to court together,  
(enter into litigation)

Kajko qe lamdoqamej niaawdi qe düm. He and our chief went to court over it.

- Saa jo-

hiit-  
kittowo (hiitoobe) condemn, punish  
tribunal, judge (pl. means jury, panel of judges)

Maa hiitoobe kitaani mo? Hope the jury didn't find him guilty?

- Seen-i-

kasso prison, jail  
Qeeyi, qo hiitaama, te qo yobat Yes, he was found guilty. Also kaalis qo fof, maa be naba mo he has to pay all the money kasso. or they take him to prison.

- Saa jo-

Qo hebi kaalis qo na? Has he got the money?

- Seen-i-

Qalaa, be nabat mo kasso. No, they are going to take him to prison.

- Saa jo-

Lebbi jelu qo hebata ton? How many months will he have there?

- Seen-i-

Saapo qe jeetati. Eighteen [months].

- Saa jo-

yurmin have pity on, sympathize with  
Mi yurmini mo, kono qo wadaani I pity him, but he did not do ko moddy. (what is) good.

- Seen-i-

duwan pray for  
Qenen fof qandi dum, kono We all know that, but let's just duwanen mo tan. pray for him.

- Saa jo-

Qawa, yalla wallu mo qe jam. May God help him with peace.

- Seen-i-

Qaamlin. Amen.

### 35.1 Variation Drills on Basic Sentences

#### a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qo	Mbiiimi, <u>qa</u> jaŋgi surnal hande na?
haŋki	Mbiiimi, qo jaŋgi surnal <u>hande</u> na?
be	Mbiiimi, <u>qo</u> jaŋgi surnal haŋki na?
heccihajŋki	Mbiiimi, <u>be</u> jaŋgi surnal heccihajŋki na?
qon	Mbiiimi qon jaŋgi surnal <u>heccihajŋki</u> na?

	Mbiimi qon jaŋgi surnal <u>heccihanjı</u> na?
Qalarba	Mbiimi <u>qon</u> jaŋgi surnal Qalarba na?
qen	Mbiimi qen jaŋgi surnal <u>Qalarba</u> na?
Qalkamis	Mbiimi <u>qen</u> jaŋgi surnal Qalkamis na?
qenen	Mbiimi qenen jaŋgi surnal <u>Qalkamis</u> na?
Juma	Mbiimi <u>qenen</u> jaŋgi surnal Juma na?
meŋ	Mbiimi meŋ jaŋgi surnal <u>Juma</u> na?
Talata	Mbiimi <u>meŋ</u> jaŋgi surnal Talata na?
qo	Mbiimi qo jaŋgi surnal <u>Talata</u> na?
subaka	Mbiimi <u>qo</u> jaŋgi surnal subaka na?
qa	Mbiimi qa jaŋgi surnal <u>subaka</u> na?
hande	Mbiimi qa jaŋgi surnal hande na?

## b) Progressive Substitution Drill

New word: qafer [∅] (qaferaaŋji) affair

<u>Cue</u>	<u>Pattern</u>
	Mi yiyi hen kulle karamokko biddomaa.
qo	Qo <u>yiyi</u> hen kulle karamokko biddomaa.
haal	Qo haali hen <u>kulle</u> karamokko biddomaa.
qafer	Qo haali hen qafer <u>karamokko</u> biddomaa.
leydi	Qo haali hen qafer leydi <u>biddomaa</u> .
teeri	Qo haali hen qafer leydi teerimaa.
be	Be <u>kaali</u> hen qafer leydi teerimaa.
wii	Be mbiiyi hen <u>qafer</u> leydi teerimaa.
kulle	Be mbiiyi hen kulle <u>leydi</u> teerimaa.
saare	Be mbiiyi hen kulle saare <u>teerimaa</u> .
-qamer	Be mbiiyi hen kulle saareqamer.
meŋ	Meŋ <u>mbiiyi</u> hen kulle saareqamer.
yii	Meŋ ŋjiiyi hen <u>kulle</u> saareqamer.
qafer	Meŋ ŋjiiyi hen qafer <u>saareqamer</u> .
lamdo	Meŋ ŋjiiyi hen qafer lamdo <u>qamer</u> .
-modon	Meŋ ŋjiiyi hen qafer lamdomodon.
qen	Qen ŋjiiyi hen qafer lamdomodon.
wind	Qen mbindi hen <u>qafer</u> lamdomodon.
kulle	Qen mbindi hen kulle <u>lamdomodon</u> .
jaŋgurduru	Qen mbindi hen kulle jaŋgurdum <u>odon</u> .
-meeden	Qen mbindi hen kulle jaŋgurdumeed <u>en</u> .
qa	Qa <u>windi</u> hen kulle jaŋgurdumeed <u>en</u> ?
jaŋ	Qa jaŋgi hen <u>kulle</u> jaŋgurdumeed <u>en</u> ?

qafer	Qa <u>jang̥i</u> hen <u>kulle</u> jaŋgurdumeeden?
saare	Qa <u>jang̥i</u> hen qafer <u>jaŋgurdumeeden</u> ?
-qam	Qa <u>jang̥i</u> hen qafer saaremeeden?
mi	Mi <u>jang̥i</u> hen qafer saareqam.
yii	Mi yiyi hen <u>qafer</u> saareqam.
kulle	Mi yiyi hen kulle <u>saareqam</u> .
karamokko	Mi yiyi hen kulle karamokko <u>qam</u> .
biddomaa	Mi yiyi hen kulle karamokko biddomaa.

## c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qafer	Maa wonaa <u>kulle</u> kaalis qekol qo?
gallemaa	Maa wonaa qafer kaalis <u>qekol qo</u> ?
kulle	Maa wonaa <u>qafer</u> kaalis gallema?
biddo Demba	Maa wonaa <u>kulle</u> kaalis biddo Demba?
qafer	Maa wonaa qafer kaalis <u>biddo Demba</u> ?
saareqameŋ	Maa wonaa <u>qafer</u> kaalis saareqameŋ?
kulle	Maa wonaa <u>kulle</u> kaalis <u>saareqameŋ</u> ?
Samba	Maa wonaa <u>kulle</u> kaalis Samba?
qafer	Maa wonaa qafer kaalis <u>Samba</u> ?
leydi ndi	Maa wonaa <u>qafer</u> kaalis leydi ndi?
kulle	Maa wonaa <u>kulle</u> kaalis <u>leydi ndi</u> ?
biromeeden	Maa wonaa <u>kulle</u> kaalis biromeeden?
qafer	Maa wonaa qafer kaalis <u>biromeeden</u> ?
mbomriqam	Maa wonaa <u>qafer</u> kaalis mbomriqam?
kulle	Maa wonaa <u>kulle</u> kaalis <u>mbomriqam</u> ?
qekol qo	Maa wonaa <u>kulle</u> kaalis qekol qo?

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
qadd	Tuma <u>nanmi</u> , dum booyi jooni.
sood	Tuma <u>ŋgaddmi</u> , dum booyi jooni.
yey	Tuma <u>coodmi</u> , dum booyi jooni.
nab	Tuma <u>ñjeymi</u> , dum booyi jooni.
war	Tuma <u>nabmi</u> , dum booyi jooni.
yar	Tuma <u>mbarmi</u> , dum booyi jooni.
wii	Tuma <u>ñjarmi</u> , dum booyi jooni.
haal	Tuma <u>mbilimi</u> , dum booyi jooni.
	Tuma <u>kaalmi</u> , dum booyi jooni.

	Tuma <u>kaalmi</u> , dum booyi jooni.
laar	Tuma <u>ndaarmi</u> , dum booyi jooni.
heb	Tuma <u>kebmi</u> , dum booyi jooni.
fewn	Tuma <u>pewnimi</u> , dum booyi jooni.
wii	Tuma <u>mbilimi</u> , dum booyi jooni.
yii	Tuma <u>ñjilimi</u> , dum booyi jooni.
nan	Tuma <u>nanmi</u> , dum booyi jooni.

## e) Progressive Substitution Drill

New word: suud hide, cache

<u>Cue</u>	<u>Pattern</u>
	Be mbiyi <u>qo</u> ñaami ñjoödqi qekol qo fof.
qon	Be mbiyi qon <u>ñaami</u> ñjoödqi qekol qo fof.
tam	<u>Be</u> mbiyi qon tamı ñjoödqi qekol qo fof.
qo	Qo wiyi <u>qon</u> tamı ñjoödqi qekol qo fof.
menj	Qo wiyi menj <u>tamı</u> ñjoödqi qekol qo fof.
baŋj	<u>Qo</u> wiyi menj baŋj ñjoödqi qekol qo fof.
be	Be mbiyi <u>menj</u> baŋj ñjoödqi qekol qo fof.
qa	Be mbiyi qa <u>baŋj</u> ñjoödqi qekol qo fof.
suud'	<u>Be</u> mbiyi qa suudı ñjoödqi qekol qo fof.
qo	Qo wiyi <u>qa</u> suudı ñjoödqi qekol qo fof.
qo	Qo wiyi <u>qo</u> suudı ñjoödqi qekol qo fof.

## f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa <u>hiitoobe</u> kiitaani mo?
be	Maa <u>be</u> <u>kiitaani</u> mo?
gaañ	Maa <u>be</u> gaañaani <u>mo</u> ?
be	Maa <u>be</u> gaafñaani <u>be</u> ?
dum	Maa <u>dum</u> <u>gaafñaani</u> <u>be</u> ?
maddya	Maa <u>dum</u> maddyaani <u>be</u> ?
qon	Maa <u>dum</u> maddyaani <u>qon</u> ?
tuubaakoobe	Maa tuubaakoobe <u>maddyaani</u> <u>qon</u> ?
naŋg	Maa tuubaakoobe naŋgaani <u>qon</u> ?
ma	Maa <u>tuubaakoobe</u> naŋgaani <u>ma</u> ?
rewbe be	Maa rewbe <u>be</u> <u>naŋgaani</u> <u>ma</u> ?
yii	Maa rewbe <u>be</u> ñjinyaani <u>ma</u> ?
kam	Maa <u>rewbe</u> <u>be</u> ñjinyaani <u>kam</u> ?
qon	Maa <u>qon</u> ñjinyaani <u>kam</u> ?
nan	Maa <u>qon</u> nanaani <u>kam</u> ?

	Maa qon nanaani <u>kam</u> ?
menj	Maa <u>qon</u> nanaani menj?
be	Maa <u>be</u> nanaani menj?
hiit	Maa <u>be</u> kiitaani menj?
mo	Maa <u>be</u> kiitaani mo?
hiitoobe	Maa hiitoobe kiitaani mo?

## 35.2 EXERCISES

New word: **kay**      **sure!**, **indeed!** (emphatic particle)

- a) Directed Conversation Exercise (Student takes the part of Seenı)

Narrative:

Qada wiye Seenı. Saajo ko teerimaa. Sukaba gooto, tuma qada jaŋga surnalmodon, qa yiŋi, be mbindi hen kulle karamokko biddo Saajo. Tawi qonnan Saajo jaŋgaaki surnal qo. He surnal qo, be mbiyi hen karamokko biddo Saajo ŋaami ŋjoqdı qekol qo fow. Tawi Saajo nani fii dum booyi. Tawo karamokko biddo Saajo, kaŋko qe lamdo Saajo, ŋaawdi he fii dum haa hiitoobe kiiti mo. Be mbiyi, qo yobay kaalis qo, maa qo yaha kasso. Be kiiti mo lebbi sappo qe jeetati. Qawa, tuma ŋjiidaa Saajo, qa yiŋi mo haalde kibaaru ndu.

## Dialog:

- Seenı- [Jam waali Saajo.]  
 Saajo- Jam tan Seenı, no mbaddaa?
- Seenı- [Jam tan, mbiimi, qa jaŋgi surnal hande na?]   
 Saajo- Qalaa, ko hodum woni hen?
- Seenı- [Mi jaŋgi hen kulle biddo karamokkomaada.]   
 Saajo- Ko hodum be mbiyi he fii kullemakko?
- Seenı- [Be mbiyi qo ŋaami ŋjoqdı qekol qo fof.]   
 Saajo- Qaaa dum! Mi nani dum ko' booyi jooni.
- Seenı- [Qawa, maa kaŋko qe lamdomon ŋaawaaki he dum?]   
 Saajo- Qeeyi kay, haa be kiiti mo.
- Seenı- [Qawa, hodum hiitoobe mbiyi he kullemakko.]   
 Saajo- Be mbiyi, qo yobay kaalis qo, maa qo yaha kasso.
- Seenı- [Be kiiti mo lebbi jelu?]   
 Saajo- Be kiiti mo lebbi sappo qe jeetati.
- Seenı- [Qawa, haalaa gası jooni.]

## 35.8 NARRATIVE

Karamokko Biddo Saajo

Wadi subaka gooto, tuma Seenı qe Saajo ñjılıdı, Seenı lamdı mo, sı tawo qo jaŋgi surnalmaððe qonñan. Saajo wiyı mo, kaŋko yeddyiti soodde ðum qonñan. Non Saajo lamdı Seenı, ko hodum qo yiyı he surnal qo. Non kadi Seenı wiyı mo, qo jaŋgi hen kulle karamokko biddomakko. Qawa Saajo wiyı mo, sı ko fii ñjøðdı qekol qo. Kaŋko qandiino fii ðum ko booyı. Nden Seenı lamdı mo, ko hodum lamðo Saajo haali he fii ðum. Non Saajo haali mo, lamðomaððe ñaawdi qe karamokko biddomakko, haa qon kiitaama. Qawa hilitooðe mbiyı, soo yobaani kaalis qo, qo yahay kasso lebbi sappo qe jeetati. Nden Seenı wiyı mo, 'Qawa, jooni haala gası'.

## 35.9 Questions for Discussion

1. Seenı qe Saajo, ko karamokko biddo hombo ñaami ñjøðdı qekol qo?
2. Ko hodum Seenı lamdı Saajo tuma be ñjılıdı?
3. Ko wadi Saajo jaŋgaani surnalmaððe qonñan?
4. Ko hodum Seenı yiyı he surnal qo?
5. Ko kulle hombo Seenı jaŋgi he surnal qo?
6. Qontuma Seenı no haala Saajo fii karamokko biddomakko, tawo Saajo qandiino ðum na, maa qo qandaano?
7. Ko tuma Saajo nani he fii ðum, booyı, maa qo booyaani?
8. Lamðo Saajoen ñaawdi qe karamokko biddomakko na?
9. Hilitooðe kiiti mo na?
10. Ko hodum hilitooðe mbiyı?
11. Lebbi jelu be mbiyı ko ðum qo hebata kasso, soo yobaani kaalis qo.
12. Qo hebäino kaalis qo na?
13. Qa meedi yaade kasso na?

## UNIT 36

36.0 Dialog: Frank Does Some Vocabulary Learning.

-Frank-

Jam ታልል.

Good afternoon.

-Demba-

Jam tan↑

I am fine.

-Frank-

Mbūimi, hodum tamdaa he jungo  
nanomaa?Say, what do you have in your  
left hand?

-Demba-

foley [ɸ] (poleejí)

rubber, tire

Dum ko foley biskalet.

That's a bicycle inner tire [tube].

-Frank-

Hodum mbaatcaa qe dum?

What will you do with that?

-Demba-

Mi waday dum to nder koygal  
biskalet qam, mi wada hen  
hendu.I will put it in the tire of my  
bicycle [and] I'll put air into  
it.

-Frank-

Honno mbaatcaa hen hendu ndu.

How will you put air into it.

-Demba-

pompe [ɸ] (pompeeji)

pump

Qada qandi pompe? Ko dum banjatami,  
mi pompa hen hendu.Do you know a pump? That's what  
I will get. I'll pump air into  
it.

-Frank-

Qeeyi, mi qandi pompe.

Yes, I know a pump.

-Demba-

tep

[full] up, to the top,  
(used with hew)Qawa, mi pompay dum, haa dum hewa  
tep qe hendu.OK., I will pump it until it is  
full of air.

-Frank-

Mbūimi, hodum won to nder goya  
saaku won to, to?

I say, what is in that bag there?

- Demba -

Hoto? Qaa, goya saaku leldo to na?

Where? Ah, that bag lying down  
there.

- Frank -

Qeeyi, qon tigi.

Yes, that very one.

- Demba -

qawdu [ndu] (gawli)

seed

qawdi

seed (adjective)

ndungu [ŋgu] (duubi)

rainy season

Ko gerte, gerte qawdi qam, pur  
ndungu ŋgu.It's ground nuts, my seed peanuts  
for the coming rainy season.

- Frank -

Kono, ndungu ŋgu qaraani tawo.

But the rainy season has not come  
yet.

- Demba -

Qeeyi ↑ mido qandi dám, kono ko  
non yimbé ñe fof mbadata.Yes, I know that, that's what  
all the people do [all the time].

- Frank -

Qawa, qa jaaraama.

Thank you.

- Demba -

Jaawuur.

You are welcome.

## 36.1 Variation Drills on Basic Sentences

## a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno mbaataa hen <u>hendu</u> ndu.
ndiyam	Honno mbaataa hen <u>ndiyam</u> dám.
gerte	Honno mbaataa hen <u>gerte</u> de.
maaro	Honno mbaataa hen <u>maaro</u> ko.
kosam	Honno mbaataa hen <u>kosam</u> dám.
lacciri	Honno mbaataa hen <u>lacciri</u> ndi.
gawri	Honno mbaataa hen <u>gawri</u> ndi.
hendu	Honno mbaataa hen <u>hendu</u> ndu.

## b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
yimbe	Kono <u>ndunju</u> ñgu qaraani tawo.
sukaabe	Kono <u>yimbe</u> ñe ñgaraani tawo.
naqi	Kono <u>sukaabe</u> ñe ñgaraani tawo.
puci	Kono <u>naqi</u> ñi ñgaraani tawo.
worbe	Kono <u>puci</u> ñi ñgaraani tawo.
rewbe	Kono <u>worbe</u> ñe ñgaraani tawo.
dëbbo	Kono <u>rewbe</u> ñe ñgaraani tawo.
neddo	Kono <u>dëbbo</u> ño qaraani tawo.
ndunju	Kono <u>neddo</u> ño qaraani tawo.
	Kono ndunju ñgu qaraani tawo.

## c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
neenemaa	Qeeyi, mido qandi <u>pompe</u> .
dum	Qeeyi, mido qandi <u>neenemaa</u> .
qoya gorko	Qeeyi, mido qandi <u>dum</u> .
qo debbo	Qeeyi, mido qandi <u>qoya gorko</u> .
Samba	Qeeyi, mido qandi <u>qo debbo</u> .
mo	Qeeyi, mido qandi <u>Samba</u> .
qon	Qeeyi, mido qandi <u>mo</u> .
ñe	Qeeyi, mido qandi <u>qon</u> .
debbomakko	Qeeyi, mido qandi <u>ñe</u> .
rewbemabbe	Qeeyi, mido qandi <u>debbomakko</u> .
yimbemaa	Qeeyi, mido qandi <u>rewbemabbe</u> .
jatigimakko	Qeeyi, mido qandi <u>yimbemaa</u> .
baamum	Qeeyi, mido qandi <u>jatigimakko</u> .
musilbemabbe	Qeeyi, mido qandi <u>baamum</u> .
mawdomaa	Qeeyi, mido qandi <u>musilbemabbe</u> .
pompe	Qeeyi, mido qandi <u>mawdomaa</u> .
	Qeeyi, mido qandi pompe.

## d) Simple Substitution Drill

New words:

trakto [θ] (traktooji) tractor

moto putu-putu motorcycle

CuePattern

Mi waday dum to nden koynjal biskaletqam, mi wada  
hen hendu.

kamiyoymaa

Mi waday dum to nder koynjal kamiyoymaa, mi wada hen  
hendu.

wotirmakko

Mi waday dum to nder koynjal wotirmakko, mi wada hen  
hendu.

moto putu-putuqamenj

Mi waday dum to nder koynjal moto putu-putuqamenj,  
mi wada hen hendu.

traktormodon

Mi waday dum to nder koynjal traktomodon, mi wada  
hen hendu.

kuruyemabbe

Mi waday dum to nder koynjal kuruyemabbe, mi wada  
hen hendu.

biskaletqam

Mi waday dum to nder koynjal biskaletqam, mi wada  
hen hendu.

## e) Progressive Substitution Drill

CuePattern

Mi waday dum to nder koynjal biskaletqam, mi wada  
hen hendu.

qo

Qo waday dum to nder kongal biskaletmakko, qo wada  
hen hendu.

wotir

Qo waday dum to nder koynjal wotirmakko, qo wada  
hen hendu.

ße

ße mbaday dum to nder koynjal wotirmaßbe, ße mbada  
hen hendu.

moto-putu-putumaßbe

ße mbaday dum to nder koynjal moto-putu-putumaßbe,  
ße mbada hen herdu.

merj

merj mbaday dum to nder koynjal moto-putu-putuqamenj,  
merj mbada hen hendu.

Men mbaday dum to nder koyngal moto-putu-putuqamenj,  
men mbada hen henu.

- trakto                    Men mbaday dum to nder koyngal traktoqamenj, men mbada  
                            hen henu.
- mi                         Mi waday dum to nder koyngal traktoqam, mi wada hen  
                            henu.
- biskalet                Mi waday dum to nder koyngal biskaletqam, mi wada  
                            hen henu.

f) Progressive Substitution Drill

New word: gas          dig
----------------------------

<u>Cue</u>	<u>Pattern</u>
	Mbiimi, hodum <u>tamdaa</u> qe junjo nanomaa?
jog	Mbiimi, hodum jogdaa qo <u>jungo</u> nanomaa?
baawo	Mbiimi, hodum jogdaa qe baawo <u>nanomaa</u> ?
ngesamaa	Mbiimi, hodum jogdaa qe baawo <u>ngesamaa</u> ?
qaw	Mbiimi, hodum ngawdaa qe <u>baawo</u> <u>ngesamaa</u> ?
nder	Mbiimi, hodum ngawdaa qe nder <u>ngesamaa</u> ?
bambemon	Mbiimi, hodum <u>ngawdaa</u> qe nder bambemon?
gas	Mbiimi, hodum gasdaa qe <u>nder</u> bambemon?
senjo	Mbiimi, hodum gasdaa qe senjo <u>bambemon</u> ?
maayo ngo	Mbiimi, hodum <u>gasdaa</u> qe senjo maayo ngo?
suud	Mbiimi, hodum cuuddaa qe <u>senjo</u> maayo ngo?
hedde	Mbiimi, hodum cuuddaa qe hedde <u>maayo ngo</u> ?
Qambasad qo	Mbiimi, hodum <u>cuuddaa</u> qe hedde Qambasad qo?
heb	Mbiimi, hodum kebdaa qe <u>hedde</u> Qambasad qo?
baawo	Mbiimi, hodum kebdaa qe baawo <u>Qambasad qo</u> ?
nanomaa	Mbiimi, hodum <u>kebdaa</u> qe baawo nanomaa?
tam	Mbiimi, hodum tamdaa qe <u>baawo</u> nanomaa?
jungo	Mbiimi, hodum tamdaa qe junjo nanomaa?

### 36.2 EXERCISES

a) Directed Conversation Exercise (Student takes the part of Frank)

Narrative:

Frank has just recently arrived at his new post. His friend Demba is teaching him the Fula language.

There are many words that Frank does not know. Frank is discussing with Demba about some words for various items that he sees around him. He knows what they are in English, but does not know what they mean in Fula. Demba proceeds

to question Frank about these items in order to help him learn the new words. To identify these items Demba describes to Frank their function, size, number, shape, weight or any other characteristic that may be associated with them.

## Dialog:

- Demba- Mbilimi Frank, qada qandi qinde to juulbe juulata na?
- Frank- [Qeeyi, wonaa ko juulirde na?]
- Demba- Qeeyi, ko dum tigi, qawa haalanam qinde nde to mey mbadata ndiyam.
- Frank- [Mi qandaa dum, ko hodum?]
- Demba- Qeden mbiya dum loonde, qawa honno to mey mbadata kedam dam qamen.
- Frank- [Qaaa, dum ko horde.]
- Demba- Qeeyi, qawa hodum woni qinde suudu ndu to mey defata.
- Frank- [Mi sikki qodon mbiya dum deferdu.]
- Demba- Qeeyi, ko goonga: Qada qandi qinde ko yimbe be banjata, si bedo fioota.
- Frank- [Mi yeddyiti dum feren.]
- Demba- Dum ko meselal.
- Frank- [Qa haali goonga.]
- Demba- Honno qen mbiyata, ko yimbe be bornata, tuma be bornata wuttemaabbe.
- Frank- [Dum no wiyyete genso.]
- Demba- Qeeyi, ko non tigi, qawa, jaaraama.
- Frank- [Jaawuur Demba.]

## 36.8 NARRATIVE

Qonñan tuma Frank hawri qe Demba, tawo Demba no jogi hunde he jungo nanomakko. Frank lamdi mo ko hodum woni qon. Demba wiyyi mo dum ko foley, qawa kadi Frank lamdi mo hodum qo wadataa qe dum. Non Demba wiyyi mo, qo waday dum he nder koyngal biskaletmakko, qo wada hen hendu. Nden Frank lamdi mo kadi, honno qo wadataa hen hendu ndu. Demba wiyyi mo qo banjay pompe, qo pompa dum, haa dum hewa tep. Qawa kadi Frank lamdi mo, ko woni he nder saaku qo. Demba wiyyi mo dum ko gerte qawdi makko pur ndungu ngu. Qawa tuma be pari haalaamaabbe, kala he maabbe yahi he laawolmakko.

## 36.9 Questions for Discussion

1. Hombo salmini Demba qonñan?
2. Frank qe Demba hombo jogiino hunde he jungo nanomakko?
3. Ko hodum Demba jogi he jungomakko?
4. Ko hodum Demba wadata he foley qo?
5. Qada qandi pompe?
6. He nder hodum Demba naatintaa foley qo?
7. Hodum woni he nder saaku qo.
8. Hodum woni gerte qawdi?
9. Qa meed'i hebde biskalet na?
10. Qada waawi dognude biskalet?
11. Demba qe Frank hombo yakki koyngal biskaletmum?
12. Qada jogi foley to leydimodon na?

## UNIT 37

37.0 Dialog: The Case of the Mistaken Drunk Driver.

- Jim -  
 Jam fiallen.  
 Good afternoon.

- Jallo -  
 Jam tan↑  
 Greetings.

- Jim -  
 minister [Ø] (ministeraaße)  
 Mido yid'i yiide ministermon.  
 minister (government)  
 I wish to see your minister.

- Jallo -  
 Qan no wiyete, qe honto liggotaa?  
 What is your name, and where do  
 you work?

- Jim -  
 Mido wiyé Jim. To Qambasad  
 Qamerika liggotomi.  
 I am called Jim. I work at the  
 American Embassy.

- Jallo -  
 Qawa, fad seeda tan, minister qo  
 no haala qe goddo.  
 OK., wait a bit. The minister  
 is talking with someone.

- Jim -  
 nel  
 Min mi waawata fadde, ko  
 Qambasadorqamerj neli kam  
 to makko.  
 send  
 I can't wait. It's our ambassador  
 who sent me to him.

- Jallo -  
 Ko fijiddaa mi wada jooni?  
 What do you want me to do now?

- Jim -  
 hawjaade  
 Yaa, haalana mo komi hawjudo.  
 to be in a hurry  
 Go, tell him I'm in a hurry.

- Jallo -  
 hantin/hanti  
 Hantin, haalaa gasi. Minister  
 qo dinii. Qomo qara.  
 then, now then  
 Now then, the talk is over. Here  
 comes the Minister.

-Jim-

Jam **malli**, Minister.

Good afternoon, Minister.

-Minister-

Jam tan, qan kaa hombo nii?

Fine, who are you?

-Jim-

Ko min woni kansilor Qambasad  
Qamerika.

I am the counsellor of the American  
Embassy.

-Minister-

Jooni non, ko **ñijiddaa** mi  
wadan ma?

Now then, what can I do for you?  
( 'What do you want me to do  
for you? ' )

-Jim-

Ko Qambasadorqamej neli kam  
to maada he **fii** soferqamej.

Our ambassador sent me to you,  
in the matter of our driver.

-Minister-

Ko hodum hebi sofermon?

What happened to your driver?

-Jim-

Polisaajimon naŋgi mo gila  
haŋki **malloma**.

Your police have been holding  
him since yesterday afternoon.

-Minister-

Ko hodum qo wadi? Kori qo  
waraani neddo qe motomakko?

What did he do? I hope he didn't  
kill anyone with his car.

-Jim-

Qo waraani hay gooto, be mbiyi  
qo yari kondyam tuma qomo  
dogna wotirqamej.

He didn't kill anyone. They said  
he was drunk while he was driving  
our car.

-Minister-

Dum ko goonja na?

Is that true?

-Jim-

Qalaa ↑ dum wonaa goonja.

No, that's not true.

-Minister-

Qawa↑ yaa mbiyaa qambasadormon,  
be ñgaccay mo do qe salifana.

OK., go tell your Ambassador, he  
will be released by this after-  
noon.

-Jim-

Qambasadorqamej wiyi yomi haal  
ma Polisaajimon ko be mbadı,  
no metti mo beteke.

Our Ambassador said I was to tell  
you that what your police did  
distressed him very much.

-Minister-

Saa yahi, mbiyaa mo mi nani  
haalaamakko.

When you go, tell him I have heard  
his complaint.

-Jim-

Qawa, qa jaaraama, Minister.

OK., thank you Minister.

-Minister-

Jaawuur.

You are welcome!

### 37.1 Variation Drills on Basic Sentences.

#### a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> woni kansilor Qambasad Qamerika.
qo	Ko <u>qo</u> woni <u>kansilor</u> Qambasad Qamerika.
sofer	Ko <u>go</u> woni sofer Qambasad Qamerika.
qoya	Ko <u>qoya</u> woni <u>sofer</u> Qambasad Qamerika.
Qambasador	Ko <u>goya</u> woni Qambasador Qambasad Qamerika.
qan	Ko <u>qan</u> woni <u>Qambasador</u> Qambasad Qamerika.
dokotor	Ko <u>gan</u> woni dokotor Qambasad Qamerika.
qo	Ko <u>qo</u> woni <u>dokotor</u> Qambasad Qamerika.
mason	Ko <u>go</u> woni mason Qambasad Qamerika.
qoya	Ko <u>qoya</u> woni <u>mason</u> Qambasad Qamerika.
polis	Ko <u>goya</u> woni polis Qambasad Qamerika.
qo	Ko <u>qo</u> woni <u>polis</u> Qambasad Qamerika.
fiita	Ko <u>go</u> woni fiita Qambasad Qamerika.
min	Ko <u>min</u> woni <u>fiita</u> Qambasad Qamerika.
kansilor	Ko <u>min</u> woni <u>kansilor</u> Qambasad Qamerika.

#### b) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Jooni non ko <u>ñjiddaa</u> mi wadan ma.
(qon)	Jooni non ko <u>ñjiddon</u> <u>mi</u> wadan qon.
qo	Jooni non ko <u>ñjiddon</u> qo wadan qon.
(qa)	Jooni non ko <u>ñjiddaa</u> qo wadan <u>qon</u> .
mo	Jooni non ko <u>ñjiddaa</u> <u>go</u> wadan mo.
be	Jooni non ko <u>ñjiddaa</u> be mbadan mo.
(qon)	Jooni non ko <u>ñjiddon</u> be mbadan <u>mo</u> .
kam	Jooni non ko <u>ñjiddon</u> <u>be</u> mbadan kam.
qo	Jooni non ko <u>ñjiddon</u> qo wadan kam.
(qa)	Jooni non ko <u>ñjiddaa</u> qo wadan kam.
ma	Jooni non ko <u>ñjiddaa</u> <u>go</u> wadan ma.
mi	Jooni non ko <u>ñjiddaa</u> mi wadan ma.

## 37.2 EXERCISES

a) Directed Conversation Exercise (Student takes the part of Jallo)

Narrative:

Qada wiye Jallo. Jim, ko Qamerika qo qimmi. Qomo ligga to Qambasadmaabbe. Qambasadormaabbe neli mo to ministermodon. Tuma qo yotti to biramodon, qo selminni ma. Qomo yidi yiide ministermon. Tawo qon no haala qe goddo. Qada yidi qo fada seeda haa be gayna haalaamaabbe. Tuma qodon kaala fii dum tan, booyaani ministermon qari to njondon.

## Dialog:

- a) Jam nallu Jallo.
- b) [Jam tan Jim, hodum njidfaa?]
- a) Mido yidi yiide ministermodon.
- b) [Hombo neli ma to makko?]
- a) Ko Qambasadorqamenj.
- b) [Qawa fad seeda, qomo haala qe goddo.]
- a) Qalaa, mi waawataa fadde.
- b) [Qawa laar, minister dinii, no qara.]
- a) Qawa, qa jaaraama.
- b) [Jaawuur.]

## 37.3 Story (Read and Discuss)

## New words:

qoto	[∅] (qotoojji)	auto
welo	[∅] (weloojjii)	bicycle
dingga	[∅] (dinggaajji)	location, place
teddu	[∅] (	be heavy
roondu		carry a load
naw		be sick

Marde Welo go Qoto, Mbabba qe Pucu

Saa yidi wonde to leydiqamenj, qa foti soodde welo, ma qoto. Qawa, saa waawaa hebde de, mbadaa feere, sooda mbabba maa pucu. Si wonaa dum, qa waawataa wadde soklaajimaa di fow, paski dinggaajji di no woddondiri. Kono sada jogi welo maa qoto, mbabba maa pucu, qa waaway wadde haajuujimaa di fow, tawo qa tampataa. Qawa, saa jogaaki de, wadi qa jogi donggal, dum no teddi, qa waawaa roondude dum he hooremaa, honno mbadtaa? Qawa, si tawo qada jogi welo, ko mbadtaa tan, banjaa

dorjgalmaada, haðbaa ñum he boggol, haa ñum ko fewi, nden ñaŋgaa ñum, haðbaa ñum to baawo welomaa ko fewi, qawa, d'yeŋaa dow welomaa, ñijahaa laawolmaada.

Wayno kadi musiddoma, ñawí, qada yíði nabde mo to dokotor, tawi, modon he to dokotor qo woni no woddi. Qawa, si tawo qada jogi qoto, ko mbaataa, ñaŋgaa musiddoma, naatinaa mo he ñum, ñijahaa. Kono, saa jogaaki qoto, qa waawataa nabde mo, qan tan hooremaa. Ko ñum wadi weло maa qoto, mbabba maa pucu, moddyi heþde to leydimeeden.

### 37.8 NARRATIVE

#### Jallo qe Jim

Qonñan Jallo no joodi to biromabbe. Jim qari, qo salminni mo, nden qo wiyi mo, qomo yíði yiide ministermabbe. Tawi minister qo no haalaa qe goddo he biromakko. Non Jallo lamdi mo, ko hombo neli mo to ministermabbe. Jim wiyi mo ko qambasadormabbe neli mo. Nden, non Jallo wiyi mo yoo fad minister qo seeda haa be gayna haalaamaabbe. Kono Jim wiyi mo qo waawataa fadde. Qawa, booyaani tan, minister qo qari, non kaŋko qe Jim kaalda ko be kaalata non.

### 37.9 Questions for Discussion

1. Hombo wiyi Jallo, kaŋko no yíði yiide minister Jalloqen?
2. Hoto Jim liggoto?
3. Tuma Jim wiyi Jallo, qomo yíði yiide ministermabbe, ko hodum Jallo jaabi mo?
4. Hombo neli Jim to biro Jalloqen?
5. Hombo woni kansilor Qambasad Qamerika?
6. Ko fii hodum qambassador Jimqen neli Jim to minister Jalloqen?
7. Ko hodum heþi sofer Jimqen?
8. Hoþe naŋgi sofer Jimqen?
9. Ko wadi polisaabe naŋgi sofer Jimqen?
10. Gila tuma be naŋgi mo?
11. Ko hodum polisaabe mbiyi, ko ñum wadi be naŋgi sofer Jimqen?
12. Ko hodum minister qo wiyi he fii ñum?
13. Ko wadi Jim wiyi, kaŋko, qo waawataa fadde seeda.
14. Qa meedí yarde kondyam na?
15. Polisaabe meedí ma naŋgude na?
16. Qada waawi dognude wotir?
17. Qa meedí heþde qaksidaj na?

## UNIT 38

38.0 Dialog. Ngay Wants to Register His Child in School.

-Ngay-  
Jam ñalli tuubaako.

Good afternoon, white man.

-Charles-  
Jam tan Pullo, hodum ñjiddaa  
mi wadfan ma?

Greetings, Fula, what do you  
want me to do for you?

-Ngay-  
Mido yidi yaa haalanam hunde  
he jaŋgurduujimodon.

I want you to tell me something  
about your schools.

-Charles-  
He fii hodum?

About what?

-Ngay-  
He fii ñjoðdimabñe, qe honno  
nedðo naatata qe maðñe.

In the matter of fees, and also  
tell me how one can enter them.

-Charles-  
Mi waawataa ma haalde dum fow  
kono, jaŋgurduuji qamenj kala,  
no hebi ñjoðdimakko.

I can't tell you all that but,  
each of the schools has its  
own fees.

-Ngay-  
Qawa, hodum cikkudaa mi fota  
wadde si mi yidi nelde  
þidðoqam ton?

OK., what do you thing I ought  
to do it if I want to send my  
son there?

-Charles-  
Folo, haalanam no jaŋguli  
þidðomaan foti.

First, tell me how much schooling  
your son has [had] ('equaled').

-Ngay-  
Qo gayni jaŋgurdu mawðoqamenj,  
jooni qo yidi jaŋgude fii  
dokotor.

He has finished our high school.  
Now he wants to study medicine.

-Charles-  
Ko mbadtaa folo, windu letar  
to jaŋgurduujiqamenj, mbiya  
þe ko kaaldaa kam.

What you are to do first, [is]  
write a letter to our schools  
[and] tell them what you told  
me.

-Ngay-  
Dum tan?

That's all?

-Charles-

Qalaa ↑ be kadi winday ma letar  
Qawa saa hebi dum, ngad'aa dum  
to qam, mi jaŋga dum.

No, they will write to you OK.,  
when you get it, bring it [and]  
let me read it.

-Ngay-

Qawa, jaaraama, tuubaako.

OK., thank you (white man).

-Charles-

Jaawuur, ñallen jam.

You are welcome, good afternoon.

- - - - -

-Ngay-

Jam waali, letar qo qari.

Good morning, the letter has come.

-Charles-

Qa jaŋgi dum na? Hodum be  
mbiyi hen?

Did you read it? What did they  
say in it?

-Ngay-

Biddoqam wiyi, be kebi dula  
pur makko.

My son said they have got a place  
for him.

-Charles-

paspor [∅] (pasporaajı)  
kaytol [∅] (kaytolaajı)

passport  
certificate

Qawa non haalaa gasi, mbimi  
biddomaa no jogi paspor qe  
kaytol dokotor na?

OK., the talk is finished. Now  
then, does your son have a  
passport and a doctor's  
certificate?

-Ngay-

Qeeyi ↑ qomo jogi de fow, ko  
heddi joo, ko visamakko tan.

Yes, he has them all. What  
remains now is his visa.

-Charles-

Qawa wiyi mo, yoo qar to  
Qambasadqamej jaŋgo.

OK, tell him to come to our  
Embassy tomorrow.

Ngay-

Mi haalanay mo dum, si mi  
yotti galle.

I will tell him that when I get  
home.

-Charles-

Kadi, yoo qaddu paspor qe kaytol  
dokotormakko mi laar dum.

Also let him bring his passport  
and his doctor's certificate  
for me to see.

-Ngay-

Qawa, baasi qala, mido yaha nani,  
qa jaaraama.

OK., no trouble, now then I am  
going. Thank you.

-Charles-

Jaawuur.

You are welcome.

### 38.1 Variation Drills on Basic Sentences

#### a) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum cikkudaa mi foto wadde, <u>si mi yidi nelde</u> <u>biddoqam ton?</u>
si be mbiyi kam yo mi yaha jooni	<u>Hodum cikkudaa mi foto wadde</u> , si be mbiyi kam yo mi yaha <u>jooni?</u>
hodum mbadataa	<u>Hodum mbadataa</u> , <u>si be mbiyi kam yo mi yaha jooni?</u>
si mi hooti to leydiqamenj	<u>Hodum mbadataa</u> , si mi hooti to <u>leydiqamenj?</u>
hodum cikkudaa mi foto bornude	<u>Hodum cikkudaa mi foto bornude</u> , <u>si mi hooti to</u> <u>leydiqamenj?</u>
si lamdo qo noddi kam	<u>Hodum cikkudaa mi foto bornude</u> , si lamdo qo noddi kam?
hodum mbiyatami	<u>Hodum mbiyatami</u> , <u>si lamdo qo noddi kam?</u>
si be ngari do he baawomaa	<u>Hodum mbiyatami</u> , si be ngari do he baawomaa?
hodum mbadataa,	<u>Hodum mbadataa</u> , si be ngari do he baawomaa?
soo sali naamludemaa kaalis	<u>Hodum mbadataa</u> , soo sali naamludemaa kaalis?
hodum cikkudaa mi foto wadde	<u>Hodum cikkudaa mi foto wadde</u> , <u>soo sali naamludemaa</u> <u>kaalis?</u>
si debboqam sali yaade kampama	<u>Hodum cikkudaa mi foto wadde</u> , si debboqam sali yaade kampama?
hodum mbadataa	<u>Hodum mbadataa</u> , <u>si debboqam sali yaade kampama?</u>
se mi tawi biddoma ton	<u>Hodum mbadataa</u> , se mi tawi biddoma ton?
hodum cikkudaa mi foto wadde	<u>Hodum cikkudaa mi foto wadde</u> <u>si mi tawi biddoma</u> <u>ton?</u>
si mi yidi nelde biddoqam ton	<u>Hodum cikkudaa mi foto wadde</u> si mi yidi nelde biddoqam ton?

## b) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
yaa to mawbe saare nde haalaa be, ko ñjiddaa he laawol	Windu letar to <u>jangurduujiqamer</u> , mbiyaa be, ko kaaldaa kam. <u>Yaa to mawbe saare nde, mbiyaa be, ko kaaldaa kam.</u>
debbomaa haalaani kam hajki kulle biddo-gorkomaa	<u>Yaa to mawbe saare nde, haalaa be, ko ñjiddaa he laawol.</u> Debbomaa haalaani kam hajki, <u>ko ñjiddaa he laawol.</u> <u>Debbomaa haalaani kam hajki</u> , kulle biddo-gorkomaa.
windu mo letar mbiya mo ko ñjiddaa.	Windu mo letar, mbiya mo <u>kulle biddo-gorkomaa.</u> Windu mo letar, mbiya mo, koo ñjiddaa.

## c) Expansion Drill

<u>Cue</u>	<u>Pattern</u>
qe kaytol dokotormakko	Yoo qaddu paspor qo.
to biroqam	Yoo qaddu paspor qo qe kaytol dokotormakko.
janjo	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam.
hakkunde subaka qe salifana	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam janjo, hakkunde subaka qe salifana.
Si wonaa düm qo tawataa kam ton.	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam janjo, hakkunde subaka qe salifana. Si wonaa düm qo tawataa kam ton.
paski mido yidi yaade kampama	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam janjo, hakkunde subaka qe salifana. Si wonaa düm qo tawataa kam ton, paski mido yidi yaade kampama.
to dokotorqam	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam janjo, hakkunde subaka qe salifana. Si wonaa düm qo tawataa kam ton, paski mido yidi yaade kampama to dokotorqam.

he fii kulle debboqam

Yoo qaddu paspor qo qe kaytol dokotormakko to  
biroqam jaŋgo, hakkunde subaka qe salifana.  
Si wonaa dūm qo tawataa kam ton, paski midō  
yidī yaade kampama to dokotorqam, he fii kulle  
debboqam.

nani. Qawa, ñallen jam

Yoo qaddu paspor qo qe kaytol dokotormakko to  
biroqam jaŋgo hakkunde subaka qe salifana.  
Si wonaa dūm qo tawataa kam ton, paski midō  
yidī yaade kampama to dokotorqam he fii  
debboqam, nani. Qawa, ñallen jam.

### 38.2 Story: Read and Discuss

#### New words:

faro [ŋgo] (paroojì)	rice paddy
taddyu	cut, chop
yoor	dry up

#### -NDUNGU- I

Si ndungu ñgu qari, yimbé bē fow, kala waawi liggaade, liggoto. Neddo qo neddo, si tawo qada waawi wadde ñgesa maa faro, mbaatāa dūm. Folo ko mbaatāa, si tawo kaa gorko, ñjahaa to leydi gese de ñgoni, qawa taddyaa ledde de qe huðoko ko, nden ñgaccaa bē haa bē yoora, nden ñgaraa titin, sumaa bē. Si dūm qivi hen, padaa haa ndiyam dām qara. Si qo fuddi tobde, ñjahaa qe musibemaada to ñgesamaa, fuddaa qawde gertemaa, maa gawri, ko ñjiddaa qawde ton tan. Rewbē bē kadi ko non tan bē mbadata he paroojimaðbe.

### 38.8 NARRATIVE

#### Ngay qe Charles

Wadi ñande gooto, Ngay yahi to biro Charlesqen. Tuma qo yotti ton, kaŋko qe Charles calminondırı. Nden Charles lamdi mo, ko woni soklaamakko. Ngay wiyi mo, yoo haal mo hunde he fii jaŋgurduujimaðbe. Charles kadi lamdi mo, ko bidum qo yidī qandude he fii dūm. Ngay nden haali mo, ko biddo-gorkomum yidī yaade jaŋgude fii kulle dokotor to leydimabbe, kono qon waawataa yaadi ton, soo hebaani visa Charlesqen. Non Charles kadi lamdi mo, si tawo biddomakko jogi paspor qe kaytol dokotor, qawa kadi, si tawo biddomum hebi dula to jaŋgurduujimaðbe to qo yahata, qe kadi si tawo kaŋko waaway yobde ñjöbdı qekolmakko. Tawi biddo Ngay windiino letar he fii dūm haa qo hebi ton palas. Non Ngay wiyi Charles biddomakko hebi ton palas, qawa jooni ko fii visamakko tan heddi. Non Charles wiyi mo, yoo haal biddomum yoo qaddu paspor qe kaytol dokotormakko to biromum qon jaŋgo. Nden Ngay jaari Charles, qawa, hooti to gallemum.

## 38.9 Questions for Discussion

1. Hombo lamdi Charles he fii jaŋgurduujimaňbe?
2. Ko fii kulle hodum qo lamdi Charles?
3. Ko hodum Charles wiyi mo he düm?
4. Ko hodum woni he berende Ngay, tuma qomo lamda Charles he fii jaŋgurduujimaňbe?
5. Ko fii hombo wadi, qo lamdi Charles he fii düm?
6. Ko hodum biddo Ngay yidi jaŋgude to leydi Charlesqen.
7. Biddo Ngay gayni jaŋgirdumaňbe na maa qo gaynaani düm?
8. Ko hodum Charles wiyi Ngay koo waftaa folo?
9. Letar qo qari na?
10. Biddo Ngay hebi dula ton na, maa qo hebaani?
11. Hombo yidi visa, ko Ngay na, maa ko biddomum?
12. Hombo qo lamdi, yo qon wallu mo he fii düm?
13. Biddo Ngay jogi paspor qe kaytol dokotor na, maa qo jogaaki?
14. Hodum Charles haalani Ngay he biddomakko?
15. Qa meedii yaade jaŋgirduuji Qamerika na?

## UNIT 39

39.0 Dialog: News of Friends and Family.

-Qamadu-

Hey Ngay, no mba'daa?

( 'Oh there you are Ngay. How are you? ') Here is my Ngay, how are you doing?

-Ngay-

Jam tan ↑ Kori tana qala qe ma?

[I'm] fine, hope nothing is wrong with you?

-Qamadu-

Jam tan ↑ Mbiiimi, honto ḥgondaa  
lebbi di fow.

Just fine ('where have you been hiding all these past months') say where have you been hiding yourself all these past months.

-Ngay-

Hombo, min? Hay dula, mido to  
qamenj.

Who me? No where. I (was) at our place.

-Qamadu-

Ko wadi qa qaraani to qamenj.

Why didn't you come to our place [to see me].

-Ngay-

Qalla no qandi, mi yidiino qarde  
to mon, kono ligge ḥge no hewi  
qe junqoqam.

God knows I wanted to come to your place, but I had lots of work on hand.

-Qamadu-

Honno debbomaa? Maa bingelmakko  
mawni jooni?

How is your wife?, I imagine her child is growing up now.

-Ngay-

Haytus hebaani mo, kañko qe  
bingelmakko. Nande qo nande  
qo lamday kam he flimaa.

Nothing is wrong with her, her or her child. She asks me about your affairs every day.

-Qamadu-

Cukaayel ḥgel fuddi haalde na?

Has the child started to talk yet?

-Ngay-

Qeeyi ↑ kono, wonaa ni bingelmaa  
haalata.

Yes, but not like the way your child talks.

-Qamadu-

Honno biddo-gorko? Qa nabí mo  
kekol jooni na?

How is your son? Have you taken him to school now?

-Ngay-

Qeeyi ↑ Qo fuddi qekol he lewru  
koorka maaydo.

Yes, he started school during  
the past ['dead'] Ramadan month.

-Qamadu-

Duubi jelu qo hebi jooni?

How old is he now? ('How many  
years has he [got] now?')

-Ngay-

Hikka wonay duubi jeegommakko.

This year is his sixth year.

-Qamadu-

Mbilimi, qenen dido, hombo woni  
mawdo?

I say, [of the] two of us who is  
the elder?

-Ngay-

Ko min, paski, hikka, mi hebay  
duubi cappande tati. Mi sikaa  
qan, qa hebi dum tawo?

It's me, because, this year, I  
will be thirty. I don't think  
you're that old yet?

-Qamadu-

Qa haali goonja, hikka min mi  
hebav duubi nogas qe jeetati.

You're right. As for me, this  
year I will be twenty eight  
years old.

-Ngay-

fulaj

Nden qan qe miñirawo debboqam, ko  
qonon woni fulaj.

companion

Then you and my younger sister  
could be companions.

-Qamadu-

Qeeyi ↑ Mbilimi, honno maa-  
mirawo-gorkomaa? Duubi jelu  
qo hebi jooni?

I think so. Say, how is your  
grandfather. How old is he  
now?

-Ngay-

Mi qandaa ko duubi jelu qo hebi.

I don't know how old he is.

-Qamadu-

Hoto qo woni jooni?

Where is he now?

-Ngay-

Qomo do, kono qo yahi to  
debbomum.

He is here, but he went to [be  
with] his wife.

-Qamadu-

Ko han na, maa ko hanjki qo yahi?

Was it today or yesterday he went?

-Ngay-

Ko haŋki. Mbilimi, fad mi yaha  
galle. Qawa, ŋallen jam.

Yesterday. Say wait, I'm going  
home. OK., good afternoon.

-Qamadu-

Qawa, baasi qalaa, qa jaaraama.

OK., no trouble, thank you.

### 39.1 Variation Drills on Basic Sentences

#### a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Duubi jelu qo hebi jooni?
lebbi	Lebbi jelu qo hebi jooni?
jonte	Jonte jelu qo hebi jooni?
balde	Balde jelu qo hebi jooni?
waktuuji	Waktuuji qo hebi jooni?
Jemmaaj1	Jemmaaj1 jelu qo hebi jooni?
duubi	Duubi jelu qo hebi jooni?

#### b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Duubi jelu qo hebi?
lebbi	Lebbi jelu <u>qo</u> hebi?
qon	Lebbi jelu qon kebi?
jonte	Jonte jelu <u>qon</u> kebi?
be	Jonte jelu be kebi?
balde	Balde jelu <u>be</u> kebi?
qa	Balde jelu qa hebi?
waktuuji	Waktuuji jelu <u>qa</u> hebi?
qoya	Waktuuji jelu qoya hebi?
jemmaaj1	Jemmaaj1 jelu <u>qoya</u> hebi?
ßeaya	Jemmaaj1 jelu ßeaya kebi?
duubi	Duubi jelu <u>ßeaya</u> kebi?
qo	Duubi jelu qo hebi?

#### c) Progressive Substitution Transformation Drill

<u>Pattern 1</u>	<u>Pattern 2</u>
Ko han na, maa ko haŋki?	Ko haŋki, wonaa hande.
Ko haŋki na, maa ko hande?	Ko hande, wonaa haŋki.
Ko jaŋgo na, maa ko faßbi-jaŋgo?	Ko faßbi-jaŋgo, wonaa jaŋgo.
Ko faßbi-jaŋgo na, maa ko jaŋgo?	Ko jaŋgo, wonaa faßbi-jaŋgo.
Ko ŋalloma na, maa bimb1?	Ko bimb1, wonaa ŋalloma.
Ko bimb1 na maa, ko ŋalloma?	Ko ŋalloma, wonaa bimb1.

Ko ñalloma na, maa ko kiikiide?	Ko kiikiide, wonaa ñalloma.
Ko kiikiide na, maa ko ñalloma?	Ko ñalloma, wonaa kiikiide.
Ko jemma na, maa ko kiikiide?	Ko kiikiide, wonaa jemma.
Ko kiikiide na, maa ko jemma?	Ko jemma, wonaa kiikiide.
Ko Demba na, maa ko Samba?	Ko Samba, wonaa Demba.
Ko Samba na, maa ko Yompa?	Ko Yompa, wonaa Samba.
Ko Yompa na, maa ko Yoro?	Ko Yoro, wonaa Yompa.
Ko Yoro na, maa ko Kumba?	Ko Kumba, wonaa Yoro.
Ko qan na, maa ko kaŋko?	Ko kaŋko, wonaa min.
Ko min na, maa ko qon?	Ko min, wonaa qon.
Ko qon na, maa ko be?	Ko be, wonaa be.
Ko be na, maa ko qo?	Ko qo, wonaa be.
Ko han na, maa haŋki?	Ko haŋki, wonaa hande.

## d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
tato	Mbiimi, qenen <u>dido</u> , hombo woni mawdo?
nayo	Mbiimi, qenen <u>tato</u> , hombo woni mawdo?
jowi	Mbiimi, qenen <u>nayo</u> , hombo woni mawdo?
jeegom	Mbiimi, qenen <u>jowi</u> , hombo woni mawdo?
jeedid'i	Mbiimi, qenen <u>jeegom</u> , hombo woni mawdo?
jeetati	Mbiimi, qenen <u>jeedid'i</u> , hombo woni mawdo?
jeenayi	Mbiimi, qenen <u>jeetati</u> , hombo woni mawdo?
sappo	Mbiimi, qenen <u>jeenayi</u> , hombo woni mawdo?
fow	Mbiimi, qenen <u>sappo</u> , hombo woni mawdo?
piu	Mbiimi, qenen <u>fow</u> , hombo woni mawdo?
fof	Mbiimi, qenen <u>piu</u> , hombo woni mawdo?
dido	Mbiimi, qenen <u>fof</u> , hombo woni mawdo?
	Mbiimi, qenen <u>dido</u> , hombo woni mawdo?

## e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
yaa	Mbiimi, honto <u>ngonnodaa</u> lebbi d'i fow?
balde de	Mbiimi, honto <u>ñjaanodaa</u> <u>lebbi de</u> fow?
won	Mbiimi, honto <u>ñjaanodaa</u> <u>balde de</u> fow?
duubi d'i	Mbiimi, honto <u>ñjaanodaa</u> <u>ngonnodaa</u> duubi d'i fow?
yaa	Mbiimi, honto <u>ñjaanodaa</u> <u>duubi d'i</u> fow?
lebbi d'i	Mbiimi, honto <u>ñjaanodaa</u> <u>ñjaanodaa</u> lebbi d'i fow?
won	Mbiimi, honto <u>ñjaanodaa</u> <u>ñjaanodaa</u> lebbi d'i fow?
jonte de	Mbiimi, honto <u>ñjaanodaa</u> <u>ñjaanodaa</u> <u>jonte de</u> fow?
yaa	Mbiimi, honto <u>ñjaanodaa</u> <u>ñjaanodaa</u> <u>jonte de</u> fow?

waktuujì dì	Mbiimi, honto ñjaanodaa <u>jonte</u> dì fow?
won	Mbiimi, honto ñjaanodaa <u>waktuujì</u> dì fow?
hande	Mbiimi, honto <u>ngonnodaa</u> hande fow?
yaa	Mbiimi, honto ñjaanodaa <u>hande</u> fow?
haŋki	Mbiimi, honto ñjaanodaa haŋki fow?
won	Mbiimi, honto <u>ngonnodaa</u> <u>haŋki</u> fow?
jemma	Mbiimi, honto <u>ngonnodaa</u> jemma fow?
yaa	Mbiimi, honto ñjaanodaa <u>jemma</u> fow?
lebbi dì	Mbiimi, honto ñjaanodaa lebbi dì fow?

## 39.2 Story: Read and Discuss

New word: woppu throw

## NDUNGU (II)

Ñande qo ñande, sì yimbé ðe fini, worðe ðe ñjaha to gesemabðe, rewðe kadi ko non, kono gooto qe maððe heddotu galle defa ñaamri pur liggootoo ðe won to gese ðe qe farooji dì. Folo qo defay kacitaari ndì. Si qawa ðum gasi, qo qokka sukaabé ðe, ðe naba ðum to yimbé to ladde. Si ðum qíwi hen, qo fuðða defde bottaari ndì. Sukaabé kadi nabay ñaamri ndì to gese ðe. Remooðe, sì sukaabé ñjotti, ðe ñgacca liggemaððe, ðe ñaamoya. Sukaabé ðe non fuðða hoccude hudoko ko, ko remooðe ðe ndemì, ðe woppa ðum to sejgo ñgesa mba. Si yimbemabðe gasi ñaamde, ðe baya kore ðe, ðe koota, ðe taway defðo bottaari ndì yahi to faro ñgo. Si ðe yotti ðe ñaama, ðe baya ðeqi dì qe baali dì, ðe ñgaynoya to ladde haa hedde qalansara, ðe ñgartu galle kadi. Qo booyataa, liggootoo ðe kadi qartaa. Si yimbé fow ñgarti, ðe loototo, qawa ðe ñaama hiirande nde. Qawa sì ðum pari, kala yidde wadde soklamaa mbadaa. Qawa, woððe non ñjahay saare kiroya to teeribemabðe haa waktu waalde fota. Niil tan yimbé hewde wadata to qamen, he ndungu.

## 39.8 NARRATIVE

Qamadu qe Ngay

Qamadu qe Ngay qonñan ðe kawri he laawol. Tawi Qamadu wayri yiide Ngay. Non Qamadu lamdi mo, ko hoto qo woniino he lebbi dì fow. Ngay wiyl mo, qo yahaani hay dula. Nden Qamadu lamdi mo, ko wadi qo yahaani to maððe gila qontuma. Ngay wiyl, qo yidiino yaade ton, kono tawo ligge no hewi qe jungomakko. Non Qamadu lamdi mo, no ñingelmakko wadi, qe ñidðo-gorkomakko, sì tawo qon fuðði yaade qekol, qawa ko duubi jelu qon heþi jooni. Non qo wiyl mo, ñidðo-gorkomum heþi duudi jeegom, te qo fuðði qekol, qawa kadi ñingelmakko fuðði haalde. Qawa ðe yewti ton haa booyi, nden Ngay wiyl Qamadu, kaŋko no yaha galle, non ðe fow ñjahí to gallemabðe.

## 39.9 Questions for Discussion

1. Qamadu qe Ngay ko ße teeriiße na?
2. Ko wadı Ngay wayri to galle Qamaduqen?
3. Ngay yahıino dula na?
4. Ko debbo hombo heßı bınggel?
5. Cukayel debbo-Ngay waawi haalde na?
6. Ko duubi jelu bıddo-gorko Ngay heßı?
7. Qo fuddı yaade qekol na?
8. Ko tuma qo fuddı yaade qekol?
9. Qamadu qe Ngay, hombo wonı mawdo ße dıdı?
10. Ko hombo qe Qamadu wonı fulaq?
11. Hoto miñirawo Ngay wonı?
12. Qada jogı bıddo-gorko na?
13. Ko bıbbę jelu keßdaa?
14. Qada resı debbo?
15. Bıddo-gorkomaa, ko duubi jelu qo heßı?

## UNIT 40

40.0 Dialog: Renting a House

-Charles-

luwas

rent (a house, apartment,  
room)

Jam ñalli. Qaða jogi suudu pur  
luwas na?

Good afternoon. Have you got a  
house for rent?

-Hamadi-

Qeeyi, mido jogi cuudi hewde.  
Ko jelu ñjiddaa?

Yes. I have many houses. How  
many do you want?

-Charles-

Ko gooto tan ñjildmi, kono dum  
fota heðde, dula to mi  
waalataa, qe deferdu, qe to  
lootataami.

I only want one, but it should  
have a place where I can sleep,  
with a kitchen, and bath.

-Hamadi-

Hedde hoto ñjiddaa dum.

[On] which side [of town] would  
you like it?

-Charles-

Si tawo qa heði gooto to takko  
Qambasadqamenj, dum moddyay.

If you have one near our embassy,  
that would be good.

-Hamadi-

Mi heði ton gooto, kono dum  
baraama.

I had one there, but it has been  
taken.

-Charles-

Qawa ↑ jooni dabbanam ko moddyi tan.

OK., now find me a good one.

-Hamadi-

Mido jogi gooto to hedde laawol  
kampama qo. Mi sikkı qa yiday  
dum saa yiyi dum.

I have one near the hospital  
street I think you will like  
it when you see it.

-Charles-

Mido yidi hedde kampama. Ton heði  
laawol moddyo na, pur motoqam?

I like near the hospital. Is  
there a good road there for  
my car?

-Hamadi~

Qeeyi ↑ qon laawol buri moddyude  
laabi ði fow. Kadi garas moddyo  
no ton.

Yes, that road is the best of  
all our roads. Also there  
is a good garage.

-Charles-

Haalaa huubı. Qen mbaaway yaade  
ton na?

The talk is over. Can we go  
there now?

-Hamadi-

Qeeyı ↑ sagomaa tan. Saa waawi,  
qen ſıjaha jooni.

Yes, just as you please. If you  
can, we can go now.

-Charles-

Mido yıdı ndu. Jooni non,  
haalanam fii ſıjoθdi ndı.

I like it. Now then, tell me  
about the (payment) [rent].

-Hamadi-

Si ko goddo, qon yobay kam  
buudı sappo qe jowi. Kono  
qan, mi qokkay ma d'um pur  
sappo tan, lewru qo lewru.

If it were some one else, he  
would pay me sixty-shillings.  
But for you, I'll give it to  
you for 40 shillings per month.

-Charles-

Qawa ↑ d'um moddyı. Mi bayat  
d'um.

OK., that's good. I'll take it.

-Hamadi-

Qawa ↑ tuma ſıjıddaa qarde do?  
Si tawo ko Qaljuma qó, d'um  
moddyı he qam.

OK., when do you wish to come  
here? If it is this Friday,  
that's good for me.

-Charles-

Mido yıdı qarde Juma qó,  
si Qalla jaabi.

I wish to come this Friday, if  
God wills.

-Qamadi-

fitt  
Qawa ↑ baasi qala. Do qe tuma  
ŋgarataa, mi haalanat debbam  
yoo fitta d'um. Qo moddyina  
d'um, ko fewı.

clean, sweep  
OK. no trouble. Between now and  
the time you come, I will tell  
my wife to sweep the place.  
She'll fix it up very well.

-Charles-

Qawa ↑ qa jaaraama.

OK., thank you.

-Hamadi-

Qawa haa Qaljuma, nani. ſıallen  
jam.

OK., till Friday. Good afternoon.

-Charles-

Qaamiin.

Amen.

## 40.2 EXERCISE

a) Directed Conversation Exercise [Student takes part of Charles]

Narrative:

Qada wiye Charles. Qa yahı to leydi Sambagen. Qada yidi suudu to ḥgontaa haa lebbi jeegom. Kono ko ḥijidaa, he nder makko, qada yidi hen deferdu, kama, qe to loototaa. Qa nani Samba no jogi cuudi hewde. Wadi tuma ḥjottodaa ton, qa hawri qe makko he laawol. Qada yidi haalde mo, qo wallu ma he suudu. Kono buudi sappo tan mbaawdaa yobde mo, lewru qo lewru, pur suudumakko. Qawa qada yidi qo haal ma coggu luwas suudumakko. Qada yidi dum wona hedde laawol kampama qo.

## Dialog:

Charles-	[Jam waali Samba.]
Samba-	Jam tan, hodum ḥijiddaa?
Charles-	[Ko suudu ḥjidmi, mido yidi yaa wallu kam gooto.]
Samba-	Mido tamı cuudi hewde, kono mi qandaa ko. ḥjiddaa.
Charles-	[Min, ko ḥjidmi, qon hebay kama, deferde qe to loototaami.]
Samba-	Qawa, mido jogi gooto to hedde kampama qo.
Charles-	[Qawa mido yidi, ko jelu woni coggu luwas qo.]
Samba-	Luwas qo, ko buudi sappo, lewru qo lewru.
Charles-	[Qawa baasi qala mi jaabi.]
Samba-	Qa jaraama. Coktirgalmaa dinii.
Charles-	[Qan kadi, qa jaaraama.]

## 40.3 Story: Read and Discuss

## New words:

findi [d̩i]	(no singular)	grain
findel [ŋgel]	( )	single grain
gada		across, behind, beyond
lim		court
lumb		cross over (body of water)
lumbin		take across " " "
jolnu		lower, put down (especially into water)

## Worbe Tato

Be worbe tato, gooto he mañbe no weli gite, gooto qo no weli noppı, qawa gooto qo ko juutdo junjo. Wadi ḥande gooto, be tato kawri dula gooto. Tawi kala qe mañbe no yidi resde debbo. Nden, lamdo gooto no wiye Hamadi, qomo jogi

ɓid̥do-debbo gooto. Non ɓe fow ńjaadi to saare Hamadı. Qawa tuma ɓe ńjotti. Hamadı lamdi ɓe, kobe ńjidi. Be mbiyi mo, bedo ńjidi debbo. Non Hamadı kadi wiyi ɓe 'min kadi, ko god̥dum tan ńjid̥mi qon mbađan kam, qawa soon mbađi d̥um, kala he mon, mi qokkay mo debbo. Be kadi jađi qe haalaa Hamadı. Non Hamadı noddı ɓe, qo qokki ɓe saaku findi, qo wiyi ɓe, ' si qon lumbini d̥um gad'a maayo, qawa wadi hay gootel qwaani hen, ko mbiid'on kam, min kadi mi qokkete kala he mon d̥um. Tawi lamdo qo limi ko won to saaku qo fow. Non qo wiyi ɓe, 'qawa ńjehen, qenen nayo, haa to maayo ńgo, qon lumbina d̥um he yeesoqam. Non ɓe ńjahı saaku findi qo, ɓe ńjaadi haa to maayo ńgo. Tuma ɓe ńjotti ton. Hamadı dari, qawa kambe tato naati he laana ka, ɓe ńjahı. Qawa, tuma ɓe ńjahı haa to hakkunde maayo ńgo, beldo noppı wiyi kaŋko nani hunde yanı he ndiyam, qawa non beldo gite laari nder maayo ńgo, kaŋko wiyi ɓe ko findel gootel yanı, qawa juutdo ɓe fow jun̥go, jolni jun̥gomakko he ndiyam d̥am, hocci findel gootel ńgel, qawa wadi d̥um to nder saaku qo kadi. Qawa tuma ɓe ńgari, Hamadı limi kadi ko woni fof he saaku qo, kono qo tawi ton fow ko wonno ton. Non hamadı wiyi ɓe 'jooni koon mbiid'on kam, min kadi mi waday d̥um.' Non Hamadı noddı ɓid̥do-debbomakko, qawa tuma qon qari, Hamadı ńjahı jun̥gomakko, qo fiyi ɓid̥do-debbomakko he yeeso, non qon kadi woni tato. Qo wiyi ɓe, 'kala qe mon ńjahı gooto, ńjahon laawolmum'. Qawa, ɓe nayo, hombo woni baawdo, maa gorko tigı. Min de, mi qandaa, haalanam, si tawo qan, qada qandı.

## 40.8 NARRATIVE

Wadi ńande gooto, Charles yahı to galle Hamadı. Tuma qo yotti ton, qo lamdi Hamadı si qon hebi suudu pur luwas. Tawi Hamadı no jogi ɓe hewde. Non Hamadı lamdi mo, hoto hedde hoto qo yidi d̥um he saare nde. Charles wiyi no si tawo qomo jogi gooto to hedde Qambasadmaße. Hamadı wiyi mo, qon ńjaama kono qomo jogi gooto to hedde laawol kampama qo. Charles wiyi mo, qomo yidi. Nden Charles lamdi mo si ton hebi laawol moddyo pur motomakko. Hamdi wiyi ton no jogi laawol moddyo. Non ɓe ńjaadi haa ton, qawa tuma Charles laari d̥um qo lamdi Hamadı ńjođimakko. Qawa qon kadi haali mo ńjođi ndi. Non Charles yođi mo, qawa tuma ɓe pari, Charles hootı, Hamadı kadi rutti to gallemakko.

## 40.9 Questions for Discussion

1. Hombo yid'i suudu pur luwas?
2. Hombo woni jom galle qo?
3. Hedde hoto Charles yid'i suudu ndu qo dabbatano?
4. Hamadi wiyi qo hebi gooto to laawol kampama qo. Ko qon Charles bañi na, maa wonaa qon?
5. Qon suudu, he takkomakko garas no ton na, pur moto Charles?
6. Laawol moddyo no ton na?
7. Qada jogi moto?
8. Ko jelu woni ñjöbd'i suudu ndu, Charles bañi?
9. Charles jañino he dum na?
10. Qa meed'i wadde luwas?
11. Hombo woni jatigimaada?
12. Ko tuma Charles, qon ñande qo qarata to suudu ndu?
13. Ko lewru qo lewru qo yobata Hamadi na maa ko jontere qo jontere?



## GLOSSARY

## Conventions Employed in the Glossary

The order of alphabetization is

B, MB, B, C, D, ND, D, DY, F, G, EG, H, J,  
NJ, K, L, M, N, N, P, Q, R, S, T, W, Y

Each word is alphabetized under a root according to the following conventions:

1. Verb roots are listed with the letter V following the root. Verb bases (root plus extension) are listed with VB after them.
  2. Other roots (Adjective roots, Pronouns, Adverbs, Prepositions, Conjunctions, Particles, Exclamations) are listed without special designation or with a grammatical designation in parentheses.e.g.

muk not at all (emphatic negative particle)

3. If a word belongs to the [Ø] noun class in the singular, it is probably of foreign origin and the singular form is assumed to function as the root. e.g.

pañé [ɸ] (pañee\_ji) basket

from the French *panier*, listed under *pañe* as the 'root'.

All proper names belong to the [ $\emptyset$ ] class and are of male human beings unless marked otherwise.

4. If the word belongs to a noun class with suffix in the singular, the stem is determined by removing the class suffixes from both singular and plural (if any) and comparing the resultant stem(s) with the roots of other words in the available corpus.

a. If no other root occurs in our corpus which is related to this resultant form by meaning and form (identity or relation by application of rules of consonant alternation), this stem is arbitrarily accepted as the root. e.g.

beccal lŋgal] (becce) rib, chop

where removal of the suffix */-al/* from the singular and */-e/* from the plural leaves becc as the stem. Since there is no related verb or other word with a root *\*wecc* and no evidence in our corpus to support a root *\*bec* or *\*wec*, the stem, becc, is accepted as the root of this word.

b. If there is a root identical or related in form and meaning to the stem, the word is assigned to such root. e.g.

toboo[ŋgo](tobooŋgi) rain

is identical in stem with the verb top 'rain', while

**n̄jɔθdi[ndi]( jɔθdi)** payment

is related by initial consonant alternation to yob 'pay'.

c. In some cases the stem or root is not very clear and the decision is more or less arbitrary. For example

jaango[ŋgo] (jaali) cold

might seem to have a stem jaas to which /-ŋgo/ in the singular and /-li/ in the plural have been suffixed. However, the verb root jaang would then be a verb derived from a non-verbal root by suffixation of /-ŋg/, a process and a suffix not encountered elsewhere. In this case it seems proper to assume that jaang is the root (from the evidence of the verb) and that the singular and plural suffix forms are respectively /-o/ and /-li/ with the occurrence of the /-li/ variant of the [dʒi] class suffix perhaps conditioned by the existence of the nasal element on the end of the root, and a process of assimilation of nasal to , say, the /-ji/ form of the [dʒi] class suffix. Actually there is a fairly large number of similar cases with a nasal in the singular and plurals in /-li/ or /-le/.

dirango[ŋgo](diraali) thunder  
 fenande[nde](penaale) falsehood  
 feedandu[ndu](peddaali)fingernail  
 hendu[ndu] (keeli) wind  
 hunde[nde] (kulle) matter, affair  
 weendu[ndu] (beeli) lake  
 woyndu[ndu] (boyle) well

By analogy with jaang, one might assume that the root in each of these cases contained the nasal or nasal compound, and that this element was somehow responsible for the occurrence of the /l/-initial form of the plural suffix. However, there are several cases in the above list where the root is demonstrably lacking the nasal. For example fenande is clearly from the verb fen 'lie, speak falsely' and dirango from a verb dir 'crash, thunder'. Similarly there are plurals in /-li/ or /-le/ where no nasal is present in the singular.

teew[ŋgu] (tebbuli) meat  
 gawdu[ndu] (gawli) seed

etc. Where related verb or other roots exist in the available corpus there is a basis for decision, otherwise it is arbitrary. Obviously, a thorough, comprehensive (and historical) survey of Fula resulting in a comprehensive dictionary of the language would solve many of these problems. In these materials we have opted to assume the shortest possible root (that is, to omit the nasal element from the 'root' wherever possible). However, occasionally other evidence (such as the doubling of a consonant in the plural) has led us to posit a (nasal) consonant-final root. e.g. hunde[nde] (kulle), where the root hun is posited because of the /-li/ of the plural, attributable to the assimilation of a root-final consonant with the initial consonant of the plural suffix.

Root	Derived Forms	Gloss	Unit in which Introduced
- B -			
baa			
	mbaggu [ŋgu] (baadı)	drum	31
baab			
	baaba/baabirawo [qo] (baabiraabe)	father	1
	baaba tokosel	father's younger brother	19
baal			
	mbaalu [ŋgu] (baali)	sheep	13
baasi			
babb			
	mbabba [mba] (babbi)	donkey	13
baggi [ɸ] (baggijı)		cloth	22
balan [ɸ] (balanjı)		xylophone	31
balde (see <u>waal</u> )			
bam			
	bamule [nde] (bame)	cemetery, graveyard	25
band			
	banda/bandirawo [qo] (bandiraabe)	cousin	6
Banna		P.N.	22
Bantanto		P.N. (town)	13
bantara [ɸ] (bantaraajı)		cassava	14
barakin V		bless	3
becc			
	beccal [ŋgal] (becce)	rib, chop	16
bee / beq			
	mbeewa [mba] (beqı/beı)	goat	13
bimbi [ɸ] (bimbijı)		morning	8
biro [ɸ] (biroojı)		office	10
biskalet [ɸ] (biskaletjı)		bicycle	16
bom			
	mbomri [ndı] (bomi)	girl	12
bon V		be bad, wicked	22
	bondo [qo] (bonbe)	bad person	22
boobo [ɸ] (boobooße)		baby, infant	28
Bookari		P.N.	1
bool [ɸ]/			
	boolwol [ŋgol] (boolijı)	bowl	14
bottare (see <u>wott</u> )			
buf (see <u>bug</u> )			
bui		much, many, plenty	13

bulu [∅] (buluuji)	bluing for laundry	21
buse [∅] (buseeñe)	butcher	16
buq ~ buf		
bufal/buqal [ŋgal] (buwe)	thigh	33
buud'		
mbuuđu [ndu] (buudı)	five-shilling piece (Gambia), four-franc piece	14

## - MB -

mba	(Class Pronoun)	5
mbaalu (see <u>baal</u> )		
mbabba (see <u>babb</u> )		
mbaggu (see <u>baa</u> )		
mbaldi (see <u>waal</u> )		
mbaroodı (see <u>war</u> )		
mbeewa (see <u>bee</u> )		
mbiru [∅] (mbiruuji)	wrestler	30
mbo / hombo	which?	25
mboddi (see <u>wod</u> )		
mbomri (see <u>bom</u> )		
mbuuđu (see <u>buud</u> )		

## - B -

baaw		
baawo [ŋgo] (baawe)	back, rear, before	7
bal		
bale	black (adjective root)	8
baledum [dum] ( )	black [the color], black thing	19
balejo [qo] (baleeñe)	black person	16
bawl V	be black, get black	8
bawlugol [ŋgol] ( )	blackness	19
bawli kirim	black as black can be	16
bam (see <u>baŋ</u> )		
band		
bandu[ndu] (ballı)	body	7
baŋ / bam V	take, appropriate	16
bamgol [ŋgol] ( )	taking	19
bawlu (see <u>bal</u> )		
be		
bedo	they, them	1
benju [ŋgu] (no singular)	(Class Pronoun)	5
'they are ----ing '		4
family [self, spouse and descendants] (collective)		2
those people (Class Demonstrative)		5

bend	V	be ripe, cooked, done	19
beŋgu	(see <u>be</u> )		
ber			
	berende/ bernde [nde] (berde)	heart	16
bet	V	measure	15
	no bete	very much ['how be measured']	15
biŋ			
	biiddo [qo] (biibbe)	offspring, child	2
	biŋgel [ŋgel] (bikon)	little child	17
bir	V	milk [cow, etc.]	25
	biradam [dam] ( )	fresh milk	23
	birdugal [ŋgal] (birduude)	milking calabash	19
bog			
	boggol [ŋgol] (boggi)	rope	19
born	V	dress, put on, wear	17
booy	V	last long, be ancient	15
bur	V	surpass, exceed, be greater than, improve	4
buuþ	V	be cool, be cold	15

## - C -

cappande (see <u>sappo</u> )			
ceen [ø] (ceenaa ji)	chain		32
ceerno (see <u>seern</u> )			
Ceerno	P.N.		
coggu (see <u>sood</u> )			
cuballo [ø] (cuballoobe)	fisherman, member of a fishing clan		19

## - D -

daa			
daande [nde] (daade)	neck		7
daande jungo (daade jungo)	wrist		33
dammu			
dammugal [ŋgal] (dammude)	door, doorway		15
danna [ø] (dannaabe)	hunter		27
dar V	stand, stop, remain standing	21	
darap [ø] (darapaa ji)	bed sheet		32
de	(Particle used with emphatic pronouns - 'as for')	17	
def V	cook		10
deferdú [ndu] (deferdí)	kitchen		23
defgol [ŋgol] ( )	cooking		22
defowo [qo] (defooße)	cook		10

## deft

deftere [nde] (defte)

book

5

## Demba

demowo (see rem)

P.N.

1

dewel (see rew)dewgal (see rew)

## Dimas

## dinii

diŋgira [ɸ] (diŋgiraajı)

Sunday

12

dir V

here [it is]

18

dirango [ŋgo] (diraalı)

location, place

37

diril [ɸ] (dirilaajı)

crash, thunder

15

dispensar [ɸ] (dispensaabe)

thunder, crash

15

dispenser [ɸ] (dispenseraajı)

drill [cloth]

32

## dof

doft VB

medic, male nurse

30

## dog

dispensary

33

## doj

V

accompany, go with

25

dojere [nde] (doje)

cough

28

dokotor [ɸ] (dokotorooße)

cough

28

domoda [ɸ] (domodaajı)

doctor, physician

7

## dong

dongal [ŋgal] (dongle)

peanut soup, peanut sauce

22

## dool

doole [ðe] (no singular)

load, burden

30

## dow

dula [ɸ] (dulaajı)

force, power, energy

15

dule (see rul)

up, upon, on top of

16

## dur V

place, space, opening

18

## duw

ndungu [ŋgu] (duubı)

graze cattle

25

duwan VB

rainy season, year of age

36

pray [intercede] for

35

## - ND -

## nde

(Class Pronoun)

5

## nden

then, when

13

## nder

inside, within, in

11

## ndi

(Class Pronoun)

13

## ndii

ndiyam [ðam] ( )

water

7

## ndu

(Class Pronoun)

5

ndungu (see duw)

## - D -

d̥aan	V	sleep	9
d̥aanin	VB	put to sleep	17
d̥aantor	VB	be sleepy	23
d̥abb	V	look for, search for, find	11
d̥abbal [ŋgal] ( )		process of searching	19
d̥abbere [nde] (dabbe)		finding	19
d̥abbido [qo] (dabbibe)		searcher	19
d̥abbotaadum [d̥um] ( )		ambition, aim, object of search	19
d̥abbugol [ŋgol] ( )		seeking, research, exploration	19
d̥am		(Class Pronoun)	7
d̥e		(Class Pronoun)	5
d̥em			
d̥emŋgal [ŋgal] (d̥emde)		tongue	33
d̥i		(Class Pronoun)	5
d̥id̥i		two (plural of <u>d̥i</u> [?])	14
d̥o / d̥on		here	5
d̥o qe		between ['here and...']	17
d̥omd̥	V	be thirsty	17
d̥um		(Class Pronoun), thing, it, that	4

## - DY -

d̥yer	V	climb, ride, mount	16
d̥yod̥y	V	be cunning, wise	15
d̥yoog	V	fetch/draw water	18

## - F -

faal	V	desire, want	11
paalal [ŋgal] ( )		wish, desire	19
fabb			
fabb̥i jaŋgo		day after tomorrow	11
fabb̥iti jaŋgo		third day hence	24
fad	V	wait, await	8
fam	V	understand, comprehend	10
famd	V	be small	15
faj faj		very well, very much	39
faj̥i [ɸ] (faj̥iŋji)		cutlass, machete	29
far			
faro[ŋgo] (parooji)		rice paddy, rice field	38
fatara [ɸ] (pataraaji)		narrow strip of woven cloth	32
Fatu		P.N. (woman)	

faw	V	be sick	9
faw	V	put, place	18
fayan			
	fayande [nde] (payanne)	clay pot	32
fecc			
	feccere [nde] (pecce)	portion, part, share, fraction, half	16
fedd			
	feddandu [ndu] (peddaali)	fingernail	8
fee			
	feere [nde] (feereeje)	plan	27
fegg			
	feggere [nde] (pegge)	ring [esp. toe ring]	32
femb	V	shave	17
fen	V	lie, tell an untruth	22
	fenande [nde] (penaale)	falsehood, untruth	22
ferenj		completely, at all-[with negatives]	18
fetel [ø] (fetelaaj)		gun	34
few	V	be in good condition	13
	ko fewi	well, properly	18
	fewn VB	fix, repair, arrange	13
fidy	V	play	
	fidyirde [nde] (pidyirde)	playing field	25
	fidygol [ŋgol] ( )	play, entertainment	31
fii		matter, affair	10
	he fii	about, concerning	10
fii	V	strike, hit, beat	3
fiita [ø] (fiitaabe)		mechanic, fitter	27
fim	V	smoke	24
fin	V	wake up, get up, arise from sleep	25
find			
	findi [dil] (no singular)	grain	40
	findel [ŋgel] ( )	single little grain	40
fitt	V	clean, sweep	40
fof / fow		all, all together	13
fof	V	breathe, blow	5
	foft VB	take a breather, relax	5
foley [ø] (poleej)		rubber, tire [esp. inner tube]	36
foll			
	follere [nde] ( )	sorrel	21
folo		first, firstly	21
fot	V	be equal to, be up to, have to, should	26

fow (see fov)

fow

fowru [ndu] (pobbi)

fudan [ø] (fudanaajı)

fudəf V

pudal [ŋgal] ( )

fui

puido [qo] (fuibe)

ful

(haalaa) pular

pullo [qo] fulbe

fulaq [ø] fulaqaaajı)

fus V

futuro [ø] ( )

hyena

13

henna

32

start, begin

15

beginning

19

foolish person 22

Fula (language) R3

Fula (person) 12

companion

39

be broken, break

25

evening, sunset, evening

26

prayer time

- G -

ga / gay here 5

gaa/ gaaq

ŋgaari [ndı] (gaqi / gai) bull 13

gaañ V be hurt, wounded 9

gab

ŋgabbu [ŋgu] (gabbi) hippopotamus 34

gada

behind, across, after[time] 40

galle [ø] (galleejı) compound, home 5

garas [ø] (garasiijı)

garage 27

garanke [ø] (garankooße)

leather worker 30

gas / gay V

be over, come to an end 15

gasn / gayn VB finish, get ready, be ready 11

gas / qas dig 36

gaaq (see gaa)

gawri (see qaw)

gay (see ga)

gayn (see gas)

gaynaako (see qayn)

geese [ðe] (no singular) cotton thread [warp] 32

gelo

camel 34

ŋgelooba [mba] (gelooodı)

two-shilling piece 14

genewala [ø] (genewalaajı)

undershirt 29

genso [ø] (gensooјı)

gerte (see qertere)

gerto			
	gertogal [ŋgal] (gertoode)	chicken	12
ges			
	ŋgesa [mba] (gese)	farm, field	3
gila		since	8
goblet [ɸ] (gobletaajı)		drinking glass, goblet	32
godd			
	goddol [ŋgol] (goddı)	throat	33
godđo	(see <u>wod'</u> )		
goll	V	work, hold a job	23
	golle [ɸ] (golleejı)	work	30
goonj			
	goonja [ka] (goonjaajı)	truth, reality	13
goot / goq			
	gooto	one [person, etc.]	7
	gootol [ŋgol]	one [of [ŋgol] class]	14
	gootum [dum]	one thing [of [dum] class]	15
	goqo	one [number]	5
gor			
	goro [ŋgo] (goroojı)	kola nut	20
gore [ɸ] /			
	goreejo [qo] (goreebe)	companion of same age group	11
gorgol [ɸ] (gorgoloobe)		aunt [paternal]	6
gorko	(see <u>wor</u> )		
goq	(see <u>goot</u> )		
gosı [ɸ] ( )		porridge	21
gujjoo	(see <u>wui</u> )		
gur			
	ŋguru [ŋgu] (guri)	hide, skin	16

- NG -

ŋgaari	(see <u>gaa</u> )		
ŋgabbu	(see <u>gabb</u> )		
ŋgal		(Class Pronoun)	7
ŋge		(Class Pronoun)	7
ŋgelooba	(see <u>gelo</u> )		
ŋgesa	(see <u>ges</u> )		
ŋgo		(Class Pronoun)	7
ŋgol		(Class Pronoun)	9
ŋgu		(Class Pronoun)	5
ŋguru	(see <u>gur</u> )		

## - H -

haa		until, up to, as far as	7
haa			
hayre [nde] (kaaje)		stone	16
haaju [ø] (haajuuji)		need, requirement, matter	28
haal V		talk, tell, speak	3
haala [ka] (haalaaji)		speech, language, talking, argument	11
haalan VB		tell to	3
haab V		tie	18
kaabirgal [ŋgal] ( )		stake, rope, chain, etc. [implement for tying]	19
hakke [ø] ( )		offense, sin, wrong	18
hakkil [ø] (hakkileeji)		intelligence, mind, attention	17
hakku			
hakkunde [nde] (bakkundeeji)		middle	18
(to)hakkunde		between	18
Hamadi		P.N.	
han		today (contraction of <u>hande</u> )	22
hande		today	9
hantin / hanti		then, now then	37
hang V		be possessed, be insane	22
kangaado [qo] (hanggaabe)		mad person	22
hangki		yesterday	7
hawj V		be in a hurry	37
hawr V		meet with, assemble	21
hay		at all (with negative)	6
hayhunde		not anything, nothing	24
haytus		nothing at all	8
hayre (see <u>haa</u> )			
he		in, on, from	9
heb V		have, obtain, happen	3
hecc			
heccihangki		day before yesterday	8
hedd V		remain	20
hedde		near, beside	18
hedf V		be attentive, pay attention	25
hedfo		wait!, stay! pay attention!	25
hee			
hendu [ndu](keeli)		wind, breeze	15
heeg V		be hungry	17
heego		hunger	18

hel	V		break	9
hen			in, within	19
hew	V		be full, be sufficient	7
	hewde		many	7
hewt	V		meet [at a place]	10
hîir	V		spend the evening	4
	hîirande [nde] (kîiraadé)		dinner	14
	hirnange [ŋge] ( )		west	26
hîit	V		condemn, punish, hold court	35
	kîitowo [qo] (hîitoobé)		judge, tribunal, court, [pl. jury, panel of judges]	35
hikka			this year	31
hin				
	hinere [nde] (kîne)		nose	8
hirnange	(see <u>hîir</u> )			
hîrs	V		slaughter, cut the throat	25
	hîrsîrde [nde] (kîrsîrde)		slaughter house	25
his	V		escape, be safe	34
	kîsal [ŋgal] (kîse)		salvation, safety	34
hita				
	hitande [nde] (kîtaale)		year	19
hocc	V		pick up	19
hof				
	koddo [qo] (hoßé)		stranger, guest	12
hodum	(see <u>hon</u> )			
hof				
	hofru [ndu] (koppí)		knee	16
holl	V		show	8
hombo	(see <u>hon</u> )			
	(see also <u>mbo</u> )			
hon				
	hondum / hodum		what? , which?	3
	hombo [qo] (hoßé)		what thing?	3
	honno (see also <u>no</u> )		who?, what person?	9
	honto / hoto		how?, what way?	3
hoo/ hoq			where? what place?	9
	hoore [nde] (koqe)			
	hoondu [ndu] (koolí)		head, self	7
		hoondu wordu (koolí gori)	finger, toe	33
hool	V		thumb, large toe	33
hoor	V		trust, have confidence in	15
	lewru koorka		fast	31
hoot	V		Ramadan	31
hoq	(see <u>hoo</u> )		go home	14

hor		
horde [nde] (kore)	calabash	16
korel [ŋgel] ( )	little calabash	19
hoto (see hon)		
hotolo [ø] (hotoloojɪ)	cotton	32
hub		
hubere [nde] (kuθeeje)	downtown, commercial area	26
huub	V	
		light, set fire to
hudō		
hudoko [ko] (kudoojɪ)	grass	34
hul	V	
kulol [ŋgol] ( )	fear	19
hun		
hunde [nde] (kulle)	thing, matter, affair	3
hunu		
hunuko [ko] (kunuðe)	mouth	8
huub	V	
		come to an end, finish, conclude
		24

## - J -

ja		
janggo [ŋgo] ( )	tomorrow	2
jaang	V	
		be cold, be chilled, get cold
jaango [ŋgo] ( jaali)		17
jaab	V	
jaakil	V	
jaar	V	
jaatigi [ø] (jaatigiiþe)	cold, cold weather	17
Jaawo		
		reply
jaawuur		
jab	V	
jabb	V	
jabbit	VB	
jakk	V	
Jallo		
jam		
jamb		
jambere [nde] ( jambe)	host	6
janan		
		P.N.
janano [qo] (jananþe)	You're welcome.	8
		agree, permit
		accept, welcome, receive
		see off, say farewell to
		chew
		24
		P.N. (surname)
		peace, well being
		1
		ox
		(adj. root) foreign or strange quality, character or property
		stranger, foreigner
		29
		29
		29

jang	V		read, study, learn	2
	janggere [nde] ( )		education, erudition	19
	jangirdo [qo] (jangirooße)		teacher	19
	jangugol [ŋgol] (janguli)		study, the process of learning	19
	jangurdu/jangirdu [ndu] (jangirduuji)		school, school room	2
	jangin VB		teach	16
jangaro [∅] (jangarooji)			disease	28
jarga [∅] jargaaße)			village head, mayor	11
jawd				
	jawdi [ndi] (jawle)		riches, goods, wealth	13
jay				
	jayngol [ŋgol] (jayli)		fire	18
jee			(jowi - qe 'five and')	
	jeedidī		seven	16
	jeegom		six	16
	jeenayi		nine	16
	jeetati		eight	16
jelu			how many?, how much?	9
jemma [∅] (jemmaajı)			night	8
jeng	V		be advanced [of time], get late	26
Jibel			P.N. (place)	4
jog	V		have, possess, have in hand	13
jokk				
	jokkere [nde] (jokke)		joint	33
joln	V		lower, put down [esp. into water]	40
jom / jomirawo [qo] (jomiraabe)			owner, master	13
jombaajo (see <u>yomb</u> )				
joo (see <u>jooni</u> )				
jood	V		sit	14
	joodirgal [ŋgal] ( )		seat, chair	19
jooni / joo			now, nowadays, right away	2
jowi			five	9
julla [∅] (jullaabe)			merchant	24
Juma			Friday, Friday prayers	12
junne [∅] (junneeji)			one thousand	20
juu				
	juugo[ŋgo] (juude)		hand, arm	7
juul	V		pray, worship	25
	juuldo [qo] (juuldoobe / juulbe)		Muslim	31
	juulirde [nde] (juulirde)		mosque, place of worship	25
juut	V		be tall, long	15

## - NJ -

ñjahaŋgal (see yaa)  
 ñjoðdi (see yoð)

## - K -

ka	(Class Pronouns)	11
kaaley (see <u>kaalis</u> )		
kaalis/ kaaley [ø] ( )	money	9
kaanu [ø] ( )	pimento, pepper [sweet]	19
kaba [ø] (kabaajı)	bottle	14
kacitaa		
kacitaari [ndı] ( kacitaade)	breakfast	22
kadi	again, more, still, too	5
kafa		
kafahi [ki] ( kafaaje)	sword	15
kaki [ø] (kakiijı)	khaki	32
kala	each, every	17
kala qo kala	apiece	17
kam /-am	me	3
kama [ø] (kamaajı)	toilet, latrine	24
kambe	they, as for them	8
kamyon [ø] (kamyonaaјı)	truck	27
kampama [ø] (kampamaajı)	hospital	8
kañja [ø] (kañjaaјı)	okra	21
kaŋgaado (see <u>hang</u> )		
kaŋkira [ø]/ kaŋkirawal [ŋgall](kaŋkiraajı)	tub, large bucket	15
kaŋko	he/she, as for him/her	8
kapp		
kappere [nde] (kappe)	yam	14
karamokko [ø] (karamokkoøe)	teacher, instructor	10
kasso [ø] (kassoojı)	jail, prison	35
kaw / kawirawo [qo] (kawiraabe)	maternal uncle	1
kay	sure, indeed emphatic particle)	35
kayt		
kaytol [ŋgol] ( )	certificate	38
ke		
kedam [dám] ( )	fresh milk	14
ki	(Class Pronoun)	7
kibaar		
kibaaru [ndu] (kibaaruujı)	news	3
kil		
kiikliide [de] (no singular)	evening	6
kilak [ø] (kilakaabe)	clerk	30

kıjkılıba [ø] ( )	herb tea	5
kirim (see <u>bawlı kirim</u> )		
kısal (see <u>his</u> )		
ko	it is, there is, what is? what?	4
ko	(Class Pronoun)	14
Koba	P.N.	
koddo (see <u>hod</u> )		
koko [ø] (kokoojı)	coconut	20
bıddo-kokoojı	fruit of the coconut	20
kon		
kondyam [dám] ( )	alcohol, palm wine	20
konı	please	20
kono	but	4
kopar [ø] (koparaajı)	copper, penny	20
kora [ø] (koraajı)	a musical instrument -local [lute-like, of 32 strings]	31
koorka (see <u>hoor</u> )		
korel (see <u>hor</u> )		
korı /kor	hopefully	1
kos		
kosam [dám] ( )	sour milk	14
koy		
koyngal [ŋgal] (koyde)	leg. foot	4
kufune [ø] (kufuneejı)	hat	29
Kumba	P.N.	
kuruye [ø] (kuruyeejı)	bus	26

## - L -

laab V	be clear, be clean	15
laa(n)		
laana [ka] (laade)	boat	11
laar V	look for, look at	3
laari	look there!	15
laaw		
laawol [ŋgol] (laabi)	road, way	9
laß		
laßı [kı] (laßbe)	knife	29
laccır		
laccırı [ndı] ( )	steamed millet	14
ladde [ø] (laddeejı)	bush, forest	11
lam V	order, command	10
lamdo[qo] (lamııße)	chief, king	10
lamdam [daml]/lamkal [kal] (kamkon)	salt	14

lamd	V		ask, inquire	8
lamdal	[ŋgal] ( )		question	19
lamdugol	[ŋgol] ( )		asking	19
lawj	V		wash [dishes]	18
leemuna	[ø] (leemunaaџi)		lime [fruit]	7
lekki	(see <u>leq</u> )			
lel	V		lie down, be lying, rest	7
lepp	V		be wet	15
leq				
lekki	[kɪ] (lekkijɪ)		medicine, herb	7
lekki	[kɪ] (ledde)		tree, shrub	7
leggal	[ŋgal] (ledde)		log. stick of wood	17
letar	[ø] (letaraajɪ)		letter	24
lew				
lewru	[ndu] ( lebbi)		month	26
lewru	koorka		Ramadan	31
ley			under, beneath	18
leydi	[nde] (leyde)		ground, earth, countru	18
libar	[ø] (libaraajɪ)		pound [weight]	16
ligg	V		work	10
ligge	[ŋge] ( )		work, job	3
lii				
lingu	[ŋgu] (lidfi)		fish	14
lim	V		count	40
loo				
loonde	[nde] (loode)		jar, drinking jar	18
loot	V		wash	17
lu&	V		lend	17
lumb	V		cross [a body of water]	40
lumbin	VB		take across [a body of water]	40
luwas	V		rent	40

## - M -

ma		you (object pronoun)	1
maa		or, one hopes	4
-maa		your (singular)	1
-maada		your (singular)	5
maaf			
maafe	[nde] ( )	sauce	14
maam			
maama / maamirawo	[qo] (maamiraabe)	grandparent	11
maar			
maaro	[ko] / maarori [ndi] (maaroojɪ)	rice	14

maay	V	die	9
maa(y)			
	maayo [ŋgo] (maaje)	river	24
maððe		them, theirs	6
-maððe		their	5
maðð'	V	be lost	26
makara	[ø] (makaraajı)	corn, maize	29
makko		him/her, his/hers	6
-makko		his/her	3
mangasin	[ø] (mangasinaajı)	store, shop	24
mango	[ŋgo] (mangoorjı)	mango	23
mar	V	keep, raise, hold, domesticate	13
marse	[ø] (marseejı)	market	4
marto	[ø] (martoojı)	hammer	29
masor	[ø] (masoraaße)	mason	12
maw		(adj. root) large	
	mawðo [qo] (mawðe / mawðooße)	elder, senior, elderly per- son, chief, boss, headman	10
	mawngal [ŋgal] ( )	a large one [of [ŋgal] class]	16
mawn	V	be big, grow	
	mawna / mawnirawo [qo] (mawnir- aaße)	older sibling	1
	mawnit VB	swagger, assume unjustified importance	18
mecce	[ø] (mecceejı)	trade, profession	30
meed'	V	taste, experience, have eve....(with infinitive)	14
-meeden	(see also -muqen)	of the two of us	5
mem	V	touch	17
mer		we, us	3
mesel			
	meselal [ŋgal] (mesele)	needle	15
mett	V	embarrass, discomfit, be sore, be difficult	8
	mettal [ŋgal] (mettale)	pain, suffering	19
	mettit [dɪ] (no singular)	pains, wounds	33
mi		I	1
	midø	I am ....ing	3
min		I, as for me	3
minen		we, as for us	8
minise	[ø] (miniseeeße)	carpenter	30
minister	[ø] (ministereeeße)	minister [governmental]	37
minit	[ø] (minitaajı)	minute	26
miñ			
	miña / miñirawo [qo] (miñiraabe)	younger sibling	1

mo	him/her/it [of <i>qo</i> ] class	4
modon	you, yours (plural)	6
-modon (see also <u>-mon</u> )	your (plural)	4
moddy V	be good	3
moddy	(adj. root) good	3
moddyere [nde] ( )	kindness, goodness	19
mon	you, yours (plural)	5
-mon (see also <u>-modon</u> )	your (plural)	4
montor [ø] (montoraajı)	clock, watch	27
moto [ø] (motooјı)	motor vehicle	9
moto putu-putu	motorcycle	36
mudo [ø] (mudoogı)	[variable measure for grains]	20
muk	not at all (emphatic negative particle)	31
mum	him/her, his/hers (the one mentioned)	6
-mum	his/her (of the one mentioned)	5
-muqen (see also <u>meeden</u> )	of the two of us	5
mur V	cover [with cloth /blanket]	17
muraadu [ø] (muraaduuјı)	position, responsibility, obligation	30
musii		
musidoo [qo] (musilie)	relative	11
muus V	suffer, be ill, hurt, ache	4
muus(o)	(adj. stem) sore, aching	18
muyn V	suckle, breast feed, nurse	17
muynin VB	make to nurse, give the breast to	17

## - N -

na	(question particle)	5
na/no (see <u>no/na</u> )		
naat V	enter	11
nab V	take away, carry	8
naf V	be of use	31
nafa[ø] (nafaajı)	utility, convenience	31
nafigı [ø] (nafigiile)	hypocrite	22
nan V	hear	3
nan	(adj. root) left	18
nano	left (from <u>jungo nano</u> )	18
nang V	seize, catch, hold	17
naq		
nagge [ŋge] (naqı / nai)	cow	13

nayi		four	14
neb			
	nebam [d̥am] (nebbe)	oil, butter	19
	nebam nagge	butter	
ned'			
	neddo [qo] (yimbe)	person	1
neen			
	neene /neenirawo [qo] (neeniraaße)	mother	1
nel	V	send	18
	nelaado [qo] (nelaaße)	messenger	30
niib	V	get dark	15
nii		thus	11
nimoniya		pneumonia	28
no	(see also <u>honno</u> )	how?	1
no/na		is in...., is....ing	4
nodd	V	call	17
nof			
	nofru [ndu] (hoppı)	ear	7
nogas		twenty	9
non		thus, so, this way	11

## - ñ -

ñiaam	V	eat, spend	10
ñiaam		(adj. root) right (direction)	18
ñiaamo		right (from <u>jungo ñiaamo</u> )	18
ñiaamri[ndı] ( )		food, nutriment	15
ñiaamlu	V	lend, loan	26
ñiaamande[nde] (ñiaamaale)		loan, debt	26
ñiaaw	V	judge, pass judgement	35
ñiaawd	VB	go to court together, enter into litigation	35
ñial			
ñialel [ŋgel] (ñale)		calf	16
ñall	V	pass/spend the day	2
ñalloma [ø] (ñallomaajı)		afternoon	8
ñannde/ñande [nde] ( )		day	11
ñaltaari [nde] (ñaltaade)		afternoon snack	16
ñande	(see <u>ñall</u> )		
ñañe			
ñañeru [ndu] (ñañeejı)		fiddle	31
ñataa [ø] (ñataajı)		threepence	14
ñaw	V	be sick	37

ñeñb

ñeñbe [ðe] (no singular)	beans	21
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ñil

ñilindere [nde] (ñilidye)	tooth	7
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ñilw

ñiwa [mba] (ñibbi)	elephant	34
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ñoot	V	sew	28
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- N -

- P -

pad

padal [ŋgal] (pade)	shoe	16
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palas [ø] (palasaají)	place, opening	31
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pañe [ø] (pañeejí)	basket, container	16
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par V	get done, finish	16
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pasiyon [ø] (pasiyonaají)	restaurant	26
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paski	because	8
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Pate	P.N.	21
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perekan [ø] (perekaniijí)	white satin	32
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piu	all, all together	16
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polis [ø] (polisaabe)	policeman	12
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pomp V	pump	36
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pompe [ø] (pompeejí)	pump	36
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pontu [ø](pontuuji)	nail	29
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pooti [ø] (pootiijí)	pot, can, tin	20
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pos [ø] (posiijí)	pocket	20
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posto [ø] (postoiji)	post office	24
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puc

pucu[ŋgu] (puci)	horse	13
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puidó (see <u>fui</u> )		
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pullo (see <u>ful</u> )		
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pur	for	8
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- Q -

qa / -a	you (singular)	3
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qada	you are ....ing	4
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qan	you (sg.), as for you (sg.)	8
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qaa	Ah!	13
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qaamiin	amen	2
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Qabdul	P.N.	15
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qacc	V		leave, abandon	10
	qaccaadum [dum] ( )		inheritance, things left	19
qadd	V		bring	9
	qaddirdum [dum] ( )		carrier, thing used to take something away	19
qaduna [ø] / qadunaru [ndu] ( )			world, this world	15
qafer [ø] (qaferaaџ)			affair	35
qaksidaŋ [ø] (qaksidajaaџ)			accident	9
qal	V		non-existent (used only in the negative)	
	galaa / qala		no, not, is not	1
qalansara			late afternoon [ca. 4 PM]	18
Qalarba			Wednesday	12
Qalfa			P.N.	
qalkaalı [ø] (qalkaalıib)			village headman, local judge	29
Qalkamis			Thursday	12
Qalla			Allah, God	2
qalmet [ø] (qalmetaaџ)			match	23
qalmu				
	qalmudo [qo] (qalmuuib)		student	26
Qaltine (see also Teneŋ)			Monday	12
qam			me, mine	6
-qam / -am			my	3
Qamadu			P.N.	
qambasad [ø] (qambasadaaџ)			embassy	24
Qamerika			America	11
qameŋ			ours, us	10
-qameŋ			our	5
qan (see <u>qa</u> )				
qand	V		know	8
	gandal [ŋgall] ( )		knowledge	19
qaparante [ø] (qaparanteeib)			apprentice	27
qar	V		come	2
	qardu [ndu] (garlı)		final stage of coming	19
	garol [ŋgol] (gari)		a rival, coming	19
	garoodum [dum] ( )		future, that which is coming	19
qart	VB		return	
	gartal [ŋgal] (gartaale)		return	19
	gartol [ŋgol]			
qartid	VB		return together	19
qartır	VB		return bringing....	19
qarka [ø] (qarkaaџ)			box	27
qasaman [ø] ( )			sky, heaven	15

qaw	V	sow [seed]	28
qawdi		seed (adjective)	36
qawdu [ndu] (gawli)		seed	36
gawri [ndi] (gawe)		millet, 'couscous'	29
qawa		OK, all right, then, so	1
qayn	V	herd [cattle]	
gaynaako [qo] (qaynaabe)		shepherd	3
qe		and, with	1
qedən (see also <u>gen</u> )		we two are....ing	4
qeeyi		yes	1
kekol [ø] (kekolaaji)		school	2
qen		we two, the two of us	4
qedən		we two are....ing	4
qenen		we two, as for the two of us	8
-qen		(pluralizing suffix)	9
qerpoot [ø] (qerpootiiji)		airport	26
qertere [nde] gerte		peanut	22
qesirawo [qo] (qesiraaibe)		in-law	10
qeskul [ø] (qeskulaaji)		school	2
Qibrayma		P.N.	
qil		hot pepper	18
qilde [nde] (gile)		spring, get up, originate	
qimm	V	from, be from	11
qin		name	11
qinde [nde] (qinde)		remove, subtract, serve,	
qitt	V	take out	19
qiw	V	be from, come from	19
qo		he, she, it, this	2
qomo		(Class Pronoun)	5
qon		he/she is ....ing	4
qonnan		this (retrospective pronoun)	8
qontuma		that day	12
qoya		at that time	16
qodon	(see qon)	that [at a distance]	5
qokk	V	give	
qomo	(see <u>qo</u> )		
qon / -on		you (plural)	3
qodon		you (pl.) are ...ing	4
qonon		you (pl.), as for you (pl.)	8
qon	(see <u>qo</u> )		
qonon	(see <u>qon</u> )		

qoto [∅] (qotoɔɔjɪ)	auto	37
qoya (see <u>qo</u> )		
qudd V	close	5
quddit VB	open	5
qujunere [nde] (guluuje) (see also <u>junne</u> )	one thousand	20
qullu		
qullundu [ndu] (gulluudi)	cat	13
quist V	reduce, come down [ <u>in</u> price or amount]	16

## - R -

rabbid V	be short	15
ran		
rane	(adj. root) white	13
danedum [dum] ( )	white [color], white thing	19
rato [∅] (ratoɔɔjɪ)	rake	29
rawa		
rawandu [ndu] (dawaadi)	dog	12
reed		
reedu [ndu] (deedi)	stomach	8
rem V	cultivate	10
demowo [qo] (remooße)	farmer	10
res V	put away, keep, marry	30
rew V	follow	34
	(adj. root) female	2
debbo [qo] (rewße)	woman	2
dewel [ŋgel] ( )	little woman	19
dewgal [ŋgal] (dewle)	marriage, wedding	27
ndewu [ŋgu] ( )	mare	19
rewru [ndu] ( )	bitch	19
riiw V	chase, send away	34
roond V	carry a load	37
rowani	last year	30
rulde (see <u>rull</u> )		
rull V	be cloudy, get cloudy	15
rulde[nde] (dule)	cloud	15
rutte V	turn back, return to base	16

**BASIC COURSE**

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- S -

saa / saq		
saare [nde] (caqe/saareejı)	village	1
saarenawo [qo] (saarenaabe)	villager, townsman	11
saabun		
saabunde [nde] (caabune)	soap	18
Saajo	P.N.	35
saaku [ø] (saakuuji)	sack, bag	20
sada [ø] (sadaajı)	unit of measurement	21
safara [ø] (safaraaji)	remedy	28
sagata [ø] sagataabe	youth	31
sago [ŋgo] ( )	wish, desire, pleasure	22
sagomaa tan	just as you wish	22
sal V	refuse	12
sala [ø] (salaaji)	bridge	26
salifana	early afternoon	27
salmin V	greet, regard, compliment	7
Samba	P.N.	1
sapp		
sappo [ŋgo] (cappande)	ten	9
sara [ø] (saraaji)	watermelon	21
saysay [ø] (saysayibe)	mad, wild, uncontrolled person	22
seeda	a little, a bit, some	4
Seeni	P.N. (man or woman)	35
seer V	be expensive, costly	32
seern		
ceerno [qo] (seernooße / ceernooße)	Koranic teacher	11
seese	softly, gently, easily	34
sell V	be well	4
sent [ø] (sentaaji)	cent	20
serj		
senjo [ŋgo] (cenjde)	side, edge	18
Seydu	P.N.	
si	if, when	3
si tawo	if, if perchance	10
Sibiti	Saturday	12
sigaret [ø] (segaretiiji)	cigarette	23
sikk V	think	10
siwo [ø] (siwooji)	bucket	20
šobe	seriously	31
sofer [ø] (soferiibe)	driver	27
sok V	lock	19
cokirgal [ŋgal] ( )	padlock	19
coktirdum [dum] ( )	key, thing for unlocking	19
sokla [ø] soklaaji)	business, affairs	24
soldar [ø] ( soldaroobe)	soldier	12

sombe [ø] (sombeeji)	digging stick	29
son		
sondu [ndu] (collie)	bird	34
sondel [ŋgel] (sondelaajı)	candle	28
sood V	buy	13
coggu [ŋgu] (cogguuli)	price	14
soora [ø] (sorraajı)	chapter, sura	5
sopp V	cut down	29
oras [ø] (orasaaajı)	orange	34
soyn		
soynde [nde] (coynde)	open land	29
subaka [ø] (subakaaajı)	morning, early morning	16
sukaa		
sukaa / sukaado [qo] (sukaabe)	child	11
cukayel [ŋgell] (cukayon)	little child	19
sukar [ø] ( )	sugar	22
sum V	burn	33
sumol [ŋgol] ( )	burn	33
Sunjkari	P.N.	
surnal [ø] (surnalaajı)	magazine, newspaper	35
suud		
suudu[ndu] (cuudi)	house	9
suud V	hide, cache	35
suus V	be brave	8
cuusal [ŋgal] ( )	bravey, courage	19

## - T -

taa- (plus possessive suffix)	own	17
taabul [ø] (taabulaajı)	table	18
taan		
taanirawo [qo] (taaniraaibe)	grandchild	11
tabaka [ø] (tabakaajı)	tobacco	20
taddy V	cut, chop	38
tak		
takko[ko] ( )	vicinity	18
taksi [ø](taksiijı)	taxi	26
Talata	Tuesday	12
talk		
talkuru [ndu] (talki)	juju, charm, amulet	12
tam V	possess, have, hold	13
tamal [ŋgal] ( )	possession, ownership	19
tamre [nde] ( )	possession(s), things owned	19
tamugol [ŋgol] ( )	owning [the fact of]	19

tamate [∅] (tamateeji)	tomato	14
tamp V	be tired, get tired	17
tampere [nde] (tampe)	fatigue, suffering	19
tampin VB	tire, cause to get tired	17
tan	only	1
tana	trouble, something wrong	1
tarjka [∅] (tarjkaajı)	sixpence	17
taransu [∅] (taransuuji)	shilling	14
tard V	be late	25
tati	three	9
tato	three [of [qo] class]	13
taw V	find	6
tawo	at that time, then, yet	7
si tawo	if perchance	10
tawi	it happened	
te	and	16
tedd V	be heavy	37
teemed		
teemedere [nde] (teemeed'e)	hundred	20
teeri [∅] (teeriiße)	friend	9
teew		
teew(u)[ŋgu] (tebbuli)	meat, flesh	16
tenej [∅] (teneejı)	palm tree, oil palm	21
Tenej (see also Qaltine)	Monday	12
tenj V	be steady, calm	30
tep	(full)up, to the top	36
teren [∅] (terenaajı)	train	26
tigı	real, really, even	16
tiı		
tiınde [nde] (tiıde)	forehead	33
tika [∅] (tikaajı)	head scarf	29
timtor		
timtorgal [ŋgal] (timtorde)	mirror	18
tin V	perceive, sense, understand	16
tinin VB	show how, guide, make to understand	16
to/ton	there, to, at	1
toö V	rain	15
toöal [ŋgal]/ toöo [ŋgo] (toöooji)	rain	15
tokos	small (adj. root)	19
tokosel [ŋgel] (tokosun)	small[one], little[one]	19
ton (see <u>to</u> )		
toon V	coerce, oppress, offend, be unjust to	17

trakto [∅] (traktooŋj)	tractor	36
tuma	time, when, when?	2
tut V	vomit, puke	28
tuuba [∅] (tuubaaŋj)	trousers, pants	21
tuubaako [∅] (tuubaakooße)	European, white man, boss	7

## - W -

waal V	pass/spend the night, lie down	1
balde [de] (no singular)	days [of 24 hours]	26
mbaldi [ndi] (baldı)	bed	18
wallin VB	lay, place, put, cause to lie	18
walt VB	lie down flat	19
waltin VB	lay down flat, smooth out	19
waaw V	be able	10
wad' V	do, make, happen	7
wak		
wakande [nde] (bakale)	box, chest	18
wakil V	endeavor, try	31
waktu [∅] (waktuujj)	time, hour	18
wall V	help	17
ballal [ŋgal] ( )	aid	19
wallin (see <u>waal</u> )		
war V	kill	16
barogal [ŋgal] ( )	larger carnivorous beast	19
barogel [ŋgel] ( )	smaller carnivorous beast	19
mbaroodi [ndi] (baroodı)	lion	13
wararaare [nde] ( )	random carnage	19
warnjo [ŋgo] ( )	killing, carnage	19
wasal		
wasalde [nde] (basalle)	onion	19
way	(exclamation)	39
way V	be like	22
wayno	it seems, suppose	22
wayl V	forge, transform	30
baylo [qo] (wayluuße)	smith	30
wayr V	go a long time without...ing	1
wee		
weendu[ndu] (beeli)	lake	29
wel V	be sweet, pleasing, nice, be sharp	15
welt VB	be pleased, rejoice	15
weltaare [nde] ( )	pleasure	19

welo [ø] (weloɔjɪ)	bicycle	37
weyd V	be fine, nice, beautiful	13
wii V	say	3
wind V	write	19
windurgal [ŋgal] ( )	pen	19
wod (adj. root) other	(adj. root) other	
godfo [qo] (woððe)	someone [else]	9
godðum [ðum] ( )	something [else]	
wod V	to be taboo	
mbodði [ndi] (bolle)	snake, serpent	13
wodð V	be far, be at a distance	18
godðodum [ðum] ( )	distance, distant thing	19
won V	be, become, exist	7
wood V	have, possess, own	23
wopp V	throw	39
wor (adj. root) male	(adj. root) male	
gorko [qo] (worðe)	man, male, husband	5
wotaa/ wataa	don't (with imperatives)	6
wotir [ø] (wotiraajɪ)	car	27
wott V	eat lunch	22
bottaare [nde] (bottaaje)	lunch, noon meal	22
woy well	well	11
wud		
wudere [nde] (gude)	loin cloth, 'pagne'	17
wuj V	steal	34
gujjo [qo] (wuyðe)	thief	34
wul V	be warm, hot	15
guldum [ðum] ( )	warmth, warm thing	19
wulin [ø] (wulinaajɪ)	wool [cloth]	32
wull V	cry out in fright or sadness	18
wur V	live, be alive	34
wuro [ŋgo] (gure)	cattle corral	7
wutte [ø] (wutteejɪ)	shirt, garment	18

## - Y -

-ya	that (demonstrative suffix)	5
yaa V	go	1
yaad VB	go with	11
yaadu [ndu] (jaali)	departure, journey	19
yaarowo [qo] (yaaroððe)	traveler	19
yahan VB	go for [someone]	19

yahowo [qo] (yahoobe)	who went	19
jahal [ŋgal] (jahe)	traveling	19
jahol [ŋgol] ( )	going [the process]	19
ñjahangal [ŋgal] ( )	journey, trip	19
yaaf V	forgive	17
yaar [∅] (yaaruuj)	yard [36 inches]	32
yakk V	break, spoil, undo	16
yan V	fall [over]	9
yar V	drink	5
yas/yasi	outside, outside of	16
yaw V	be fast, quick	15
yawnde [nde] (jaawli)	quickness, speed	19
yawn VB	be fast	15
yawin VB	accelerate	15
yawnin VB	accelerate	15
yawt V	pass, exceed, pass by	12
yawtudo[qo] ( )	past, who/which passes	12
yeddyit V	forget	24
yees		
yeeso [ŋgo] )jeese)	front	18
yewt V	chat, converse	13
yewtere [nde] (jewte)	conversation, chat	30
yey V	sell	9
yid' V	want, like	5
jidal [ŋgal] ( )	heart's desire, object of wanting	19
jidgol [ŋgol] ( )	wanting, liking	19
yii V	see	1
yiid VB	see one another	8
yimbe (see <u>neddo</u> )		
yit		
yitere [nde] (gite)	eye	7
yo	may [he, etc], let [him, etc.]	2
yob V	pay	16
ñjoðdo [ndi] (joðði)	payment	39
yomb		
jombaajo [qo] (yombaaþe)	bride, groom	30
Yompa	P.N.	
yon V	be enough, sufficient	14
yont		
yontere [nde] (jonte)	week	26
yoor V	dry up	38
Yoro	P.N.	

yott	V	reach, arrive at	18
yurmin	VB	have pity on, sympathize with	35

Final copy typed by Irma Ponce