



# Hausa

## Basic Course



## BASIC COURSE

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### P R E F A C E

*Hausa, as a language of great importance in West Africa, has been studied by scholars and others for over a century. The present volume is a brief introduction to the essentials of this language, taking advantage of previous studies but leaning heavily on direct observation.*

*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 has been Carleton T. Hodge, assisted by Ibrahim Umaru. The text was prepared and class tested as part of the Foreign Service Institute's African language program, the coordinator of which is Earl W. Stevick. The accompanying tapes were recorded in the laboratory of the Foreign Service Institute by or under the direction of Gabriel Cordova. Appreciation is expressed to Ronald A. C. Goodison who was good enough to read the grammatical notes and offer his comments. Thanks are also due those students who worked through the earlier version of the course.*



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## INTRODUCTION

The Hausa Language

Hausa is the major language of the Northern Region of Nigeria. It is also spoken by scattered groups of Hausas and as a trade language in large areas of West Africa. Aside from its recognized importance as a practical means of communication, it is also of interest from the purely linguistic point of view. It is the best known representative of the Chad branch of the Hamito-Semitic (Afro-Asiatic) family of languages. The other branches of this family are Berber, Egyptian (extinct), Cushitic and Semitic. Hausa is thus genetically related to such well-known languages as ancient hieroglyphic Egyptian, Assyro-Babylonian (Akkadian), Hebrew and Arabic, as well as to others less familiar but also of importance, such as Amharic and Somali. A great deal of work still remains to be done on the comparison of the languages of this family.

This Course and Its Use

Hausa has been studied for practical as well as for scholarly purposes since the middle of the nineteenth century. Grammars have been published in English, French, German and Russian. There are two good dictionaries (those by G. P. Bargery and R. C. Abraham). The grammars have for the most part been intended as beginners' texts. Despite their number (over twenty-five people have written grammars, not to mention different works by the same author or different editions) there has been a real need for an introductory course which contains sufficient drill to instil speech habits. The present book has been written in an effort to fill that need. It is elementary in two senses - it assumes no prior knowledge on the part of the student, and it presents only the broad outlines of the grammar. There is no claim to either originality or completeness.

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This course is accompanied by tape recordings but should be used with a speaker of the language, preferably under linguistic supervision. It is nevertheless hoped that the student who has only the tapes may learn the essentials of the language. The recordings include the Basic Sentences and Drills of the units, as well as the Supplementary Conversations which follow the units. Those few drills which are not recorded are so noted and are bracketed.

The plan of the text is that of Basic Sentences - Notes - Drills. Some general hints on the use of this type of material are given here for the benefit of those who may be unfamiliar with the method.

Basic Sentences are dialogs to be memorized. Each item is to be repeated after a speaker of the language (or the tape) until the student's rendition is satisfactory both from the point of view of pronunciation and of fluent delivery. The tapes give each item twice, with space for student imitation (out loud) afterwards. The new words of each sentence are given as build-ups before the sentence, as are some new constructions. While these build-ups are on the tape, they should be omitted after the first several repetitions when drilling with an instructor.

The English renderings of the Basic Sentences are meant to be situational equivalents, not literal translations. Parentheses and quotation marks ('...') are used when a more literal translation is given in addition to the ordinary English equivalent. Brackets [] are used to indicate words in the English which must be supplied to make it normal English but have no equivalent in the Hausa. Parentheses () indicate words which are in the Hausa but are to be omitted in reading the sentence as normal English.

The topical labels given to the Basic Sentences in the Table of Contents are to help the student in referring back to a given unit. The dialogs, like real speech, often change topics in mid-stream.

The Notes are to be studied outside of class. Since these explain the grammatical features necessary for understanding the text at that point, it is unnecessary to have any grammatical explanations given in class. However, should the instructor be trained in the linguistic analysis of Hausa, he may wish to elaborate on the notes or to clarify any aspects of them with which the students may have difficulty. In no case should grammatical explanations be made before that feature has been dealt with in the text. As mentioned above, the grammar in the notes is skeletal, but it should suffice for the entire course. Further grammatical study should be postponed until the course is completed. The purpose of the text is not merely to present grammatical data but to provide sufficient drill to enable the student to become thoroughly familiar with a given grammatical feature before passing on to another one. Occasionally alternate forms or constructions are mentioned in the notes but not drilled. These are features which are considered marginal and are added to give the student some feel of the much broader perspective which more advanced study will develop.

The Grammatical Drill section of each unit gives exercises which are to furnish the student with considerable practice on the main point of grammar discussed in the unit. They also review earlier material. While extensive, they are not exhaustive, and may be supplemented when the text is used in a class. Care should be taken not to introduce any new vocabulary or constructions in supplementary drill. Occasional new words are used in the drills of the later units. These, however, are introduced very sparingly. They will help accustom the student to hear new items which he must try to understand by context only. Translations of these are added on the side of the page, even when they are words which will occur later in the units.

The drills used are of several types, the predominant one being substitution. While there are some specific instructions on the use of drills given in the units, the following description of the major types used, and the manner in which they are to be used,

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may prove helpful. These types are not mutually exclusive, as is made clear below, and there are minor variations used which are not described here. In addition, there are special phonological drills in Units 1-3, instructions for which are given as they occur. While it is expected that the instructions here are to be followed, intelligent variations may be used with profit. In the following explanation the student's role is put in parentheses. Explanatory material is in brackets.

### 1. Sample Drill

A sample drill is an example of the grammatical feature to be learned. The items in a sample drill are to be repeated after the instructor or the tape until they are familiar and may be said fluently and accurately. Examples of sample drills drills, taken from the units, are:

#### a) GD 1.1.1 High Tone: Learning Drill

[Instructor or Tape] [Student]

n <small>ī</small>	(repeats: n <small>ī</small> )
kai	(repeats: kai) etc.

#### b) GD 5.2 Variation Drill

Kwanan Bello nawa a Amirka?	(repeats)
Bello kwanansa nawa a Amirka?	(repeats) etc.

#### c) GD 27.1.1 Forms in /-aCCe/

Ina ka ajiye maganin da ya dade a nan?	(repeats)
Ina ka ajiye dadadden maganin nan?	(repeats)
Dadaddiyar rigata har yanzu tana da kyau.	(repeats)
Dadaddun takalmansa basu lalace ba.	(repeats)

Even in some of these drills there is introduced an element of predictability. For example, in both b) and c) the second sentence is a transform of the first (see below, Transform Drill). In

such a case, after the student has become familiar with the drill by repetition, he should drill by anticipating the transform (saying the second sentence on hearing the first), rather than repeating the sentence just said (see below, Multiple Transform Drill without Cue).

GD 25.1.1 is another good example of a sample drill. Here the forms being illustrated are given to the left.

## 2 Substitution Drill

This type of drill, and the way in which a notched card may be used in following it, is explained on pages 38-39. In brief, each drill is a sentence, one item of which is to be dropped and another substituted. The item to be substituted is given as a cue. For example,

[Sentence]	Bello yazo.	(repeats)
[Cue]	Shehu	(says /Shehu yazo/)
[Confirmation]	Shehu yazo.	(repeats)
[Cue]	masinja	(says /Masinja yazo/)
[Confirmation]	Masinja yazo.	(repeats) etc.

The tape always gives the correct sentence, this being either a confirmation or a correction of the student's rendering. It is necessary to use the text while doing a random substitution drill (see page 40) in order to know what item is to be replaced. (A good example is found in GD 6.1 on page 66.) However, the student should go through later repetitions of the drill without his book whenever possible.

## 3 Transform Drill

A transform drill is one in which the sentence is to be replaced by one in another construction. The first may be affirmative, the second negative, the first perfective, the second future, etc. Most of the transform drills in this text

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have more than one transform, that is, the same sentence is to be put into several different constructions.

### a) Simple Transform Drill

#### GD 10.1 Future with Optative Transform

- [Future] Zaka tafı gıdan Musa (repeats)  
da yamma.
- [Cue] Optative (Ka tafı gıdan Musa  
da yamma.)
- [Confirmation] Ka tafı gıdan Musa da (repeats)  
yamma.
- [Future] Zaka je ofis yanzu. (repeats)
- [Cue] Optative (Kaje ofis yanzu.)
- [Confirmation] Kaje ofis yanzu. (repeats)

### b) Multiple Transform Drill without Cue

#### GD 8.1 Perfective - Negative Perfective - Future

- [Perfective] Na manta an fita da (repeats)  
dabbobi.
- [Negative] Na manta ba'a fita da (repeats)  
dabbobi ba.
- [Future] Na manta za'a fita da (repeats)  
dabbobi.

After familiarization this drill is to be repeated, with the student anticipating the transform:

- [Perfective] Na manta an fita da (Na manta ba'a fita da  
dabbobi. dabbobi ba.)
- [Negative] Na manta ba'a fita da (Na manta za'a fita da  
dabbobi ba. dabbobi.)
- [Future] Na manta za'a fita da (repeats)  
dabbobi.

## c) Multiple Transform Drill with Cue

These are to be drilled the same as substitution drills:

GD 9.1.3 Perfective - Negative Perfective - Future -  
Future Negative

[Perfective]	Ina zato ya dawo yanzu.	(repeats)
[Cue]	Beep	(Ina zato bai dawo ba yanzu.)
[Negative]	Ina zato bai dawo ba yanzu.	(repeats)
[Cue]	Future	(Ina zato zai dawo yanzu.)
[Future]	Ina zato zai dawo yanzu.	(repeats)
[Cue]	Beep	(Ina zato ba zai dawo ba yanzu.)
[Negative]	Ina zato ba zai dawo ba yanzu.	(repeats)

## d) Transform Drill with Substitutions

## GD 7.1.1 (see page 77) Perfective - Negative Perfective

[Perfective]	Yazo da alkalamı.	(repeats)
[Cue]	Beep	(Bai zo da alkalamı ba.)
[Confirmation]	Bai zo da alkalamı ba.	(repeats)
[Cue]	nı	(Nazo da alkalamı.)
[Confirmation]	Nazo da alkalamı.	(repeats)
[Cue]	Beep	(Ban zo da alkalamı ba.)
[Confirmation]	Banzo da alkalamı ba.	(repeats)
[Cue]	ıta	(Tazo da alkalamı.)

[Confirmation] Tazo da alkalamı.

(repeats)

[Cue] Beep

(Bata zo da alkalamı ba.)

[Confirmation] Bata zo da alkalamı ba.

(repeats) etc.

The beep (one thousand cycle note) is most often used as a signal for a negative transform.

#### 4. Question and Answer Drill

When the answer is unpredictable, a question and answer drill is a variety of sample drill. For example,

GD 5.2

[Question] Har su nawa? (repeats)

[Answer] Wajen mutum biyu. (repeats)

[Question] Har ku nawa? (repeats)

[Answer] Ni da Musa ne kadai. (repeats) etc.

All such drills should also be used with students supplying answers of their own, these to be corrected as need be. Students should supply simple answers, easily within their capability. Naturalness of response is most important. They should never puzzle out answers.

A question and answer drill with substitutions is found in GD 8.2, though the sentences with the substitutions are not written out or recorded.

When the answers to the questions are all to be given in the same pattern, it is a Question and Answer Model Drill. Note the way that the answers vary only in the substitution item in the following drill:

GD 29.1.2

- [Question] Abincin da kuka ci jiya (repeats)  
mai ruwa ne?
- [Answer] I, mai ruwa-ruwa ne, mara (repeats)  
dadì kuma.
- [Cue] sanyì (Abincin da kuka ci jiya  
mai sanyì ne?)
- [Confirmation] Abincin da kuka ci jiya (I, mai sanyì-sanyì ne,  
mai sanyì ne? mara dadì kuma.)
- [Confirmation] I, mai sanyì-sanyì ne, (repeats)  
mara dadì kuma.

The first question and answer is repeated as given on the tape. The next is anticipated on cue, according to the model furnished by the first. The rest of the drill may proceed as with the second question. If necessary, the drill may first be gone through as a learning drill, the student only forming a new sentence on cue (as with the first question above). In the drill in Unit 29 both affirmative and negative answers are given in the text. The whole drill may be given first with affirmative and then with negative answers, the answers may be alternately affirmative or negative, or randomly so.

While the drills are constructed to provide exercise in the use of both structure and vocabulary, many more drills may be made as supplements, with the same aims. It is suggested that if this is done, emphasis be placed on various kinds of response drills. These may be based on sentences in the text or be new sentences using only the vocabulary and structure of the course up to that unit. For example, many of the present drill sentences could be used as the basis of more question and answer drill.

### Further Study

The Basic Sentences are deliberately short. Longer dialogs would destroy the pedagogic pattern of the text. This enforced brevity results in the dialogs being in toto approximately 300 sentences. There is therefore much everyday situational phraseology which does not occur. As the student is expected to broaden his horizons after mastery of the text, seven supplementary conversations are added. These are typical of the kind of material which will be useful to him at this level of learning. He should collect such situational material (conversations in Hausa, with English equivalents) and memorize them. At this stage in his learning he should be able to deal with most material of this and even greater complexity with the use of a dictionary and the occasional use of a grammar. For advanced work the study of more complex conversations as well as reading texts, both preferably with a speaker of the language, is recommended.

### Acknowledgments and Notes

The authors are naturally heavily indebted to the long line of distinguished scholars who have made the major contributions to the study of Hausa grammar - Robinson, Bargery, Abraham, Parsons, to mention only a few. However, direct observation of Mr. Umaru's speech has been the deciding factor in many doubtful cases. The problem of final vowel length and the terminal glottal stop (studied by Carnochan) has been given much thought, and the marking of final length has been changed almost up to the last moment. This problem has not, for lack of time, been the subject of a re-analysis, and it is hoped that the occasional unexplained inconsistencies in the marking of final vowel length will not be a hindrance to the student. The concerned reader is referred to the tapes, on the basis of which he may make an independent judgement.

Mr. Umaru has written not only the Basic Sentences, the Drills and the Supplementary Conversations but also the occasional new examples used in the Notes. The word division is largely based on his own practice but not completely so. The Supplementary Conversations represent his usage more closely than do the units. Linguistic considerations conflict with practical ones in this matter. The compromise generally followed here points up the problem rather than solves it.

#### Select Bibliography

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- Abraham, R. C., Dictionary of the Hausa Language, London, 1949  
- Hausa Literature and the Hausa Sound System, London, 1959  
- The Language of the Hausa People, London, 1959  
Bargery, G. P., A Hausa-English Dictionary and English-Hausa Vocabulary, London, 1934

For other and older works the reader is referred to the bibliography on Hausa in:

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(Based on the bibliographical card index of the International African Institute) compiled by Ruth Jones. London, 1958 \_\_.  
Vol.1, West Africa, p. 28-31.

Of the more recent articles on Hausa the following by Parsons may be mentioned:

- Parsons, F. W., 'An Introduction to Gender in Hausa', African Language Studies I (1960), pp 117-136.  
'The Operation of Gender in Hausa: The Personal Pronouns and Genitive Copula', African Language Studies II (1961), pp 100-124.  
'The Verbal System in Hausa', Afrika und Übersee 44 (1960), pp 1-36.

## UNIT 1

## BASIC SENTENCES

Audu

Hello.

Sàlāmù àlaikùm.

Yusufu

(particle of politeness)

àmīn

and greetings to you

wa'alaikà sàlāmù

Well, hello!

Àmīn, wa'alaikà sàlāmù.

A

where, why, how

ìnā

spending the night, night-time,

kwānā

(period of a) day

ìnā kwānā

good morning, how are you

Yusufu (Joseph)

Yūsufù

How are you, Yusufu?

Ìnā kwānā Yūsufù?

Y

health, well-being

lāfiyà

very

lau

Very well.

Lāfiyà lau.

A

how

yàyà

child, boy

yārō

children

yārà

How are the children?

Yàyà yārà?

Y

they're in [good] health sunā lāfiyā

very, very kalau

They're very well indeed. Sunā lāfiyā kalau.

A

how yā

family /'fæməlɪ/

spending the night of the family      kwānan iyāli

How's the [rest of the] family? Yā kwānan iyáli?

Y

Fine. Kalau.

A

thanks; wonderful mādallā

a short time anjumā

I'm glad to hear that. See you Mādallā, sai anjumā.  
later.

Y

All right. ('That's it' or Shikenan.  
'That's so')

## NOTES

**Note 1.1 Pronunciation and Spelling**

Hausa is ordinarily written in latin letters. There is an older spelling with Arabic characters, but this has no official standing and is little used. The alphabet and its order are as follows:

a b c d ð e f g h i j k ƙ  
l m n o p r s sh t ts u w y z

The sounds connected by a line are treated under the same letter in the dictionaries of Bargery and Abraham.

Additional symbols are needed for vowel length, tone and for distinguishing /r/ from /ṛ/ (see below). Where the pronunciation differs greatly from the spelling, a phonemic version is usually added in slant lines the first time the item is introduced.

**Note 1.2 Tone**

One of the most important aspects of Hausa pronunciation is the pitch of each syllable, the tone. There are three tonal features: high tone, low tone and question tone. A syllable which has high tone only is unmarked, e.g. /saɪ/ 'until'. A syllable with low tone is marked with a grave accent /᷇/, e.g. /y᷇/ 'how?'. A syllable may also have high followed by low tone. In this case /᷇/ is put after the vowel of the syllable. It may be over the space after the vowel, e.g. /sā᷇/ 'put', or it may be over the following consonant, e.g. /yā᷇ā/ 'children', /nā᷇/ 'here'. This does not mean that /r/ in /yā᷇ā/ has low tone; it is a convention to show that the /yā᷇/ is really /ya᷇a/. (A macron /᷈/ over a vowel indicates that the vowel may be long.)

Tone reading exercise. Cover the answers on the right. Read off the tones of the words on the left (as high - high, high - low,

etc.). Look at the answer immediately after reading the tones of each word to see whether your answer was correct or not.

kwānā	high - high
kalau	high - high
yārō	high - low
Yūsufū	high - high - low
inā	low - high
yārā	high - low - high
iyālī	low - high - low
anjumā	high - high - low
yāyā	low - low
āmīn	low - high
lāfiyā	high - high - low

The question tone is found in /Yāyā yārā?/ and /yā kwānan iyālī?/. These sentences are one phrase each. In such a sentence the question tone (indicated by /'/) is on the last high tone. If the last syllable with high tone is the last syllable of the sentence, the question tone is an extra high tone with a fall:

yā'rā

If the last syllable with high tone is followed by one or more low tones, the fall is on the first low tone after /'/:

i yālī

The tone levels are not absolute but relative. While there are the three 'tones', high, low, question, there are actually more levels of tone phonetically. The approximate phonetic values

of high vs. low tones may be seen from the following chart, where the lowest pitch is [1] and the highest [5].

5            l ā  
4                              l a i  
3 s a        m ù      à  
2  
1                              k ù m

5            m ī n    w a  
4                              l a i  
3 à                              à                      l ā  
2                              k à      s à  
1                              m ù

5 l ā f 1  
4                              l a u  
3 y à  
2  
1

5 s u  
4                              l ā f 1  
3 n à                              k a l a u  
2 y à  
1

Place a thin piece of paper, onionskin or the like, over this chart. Draw a line through each letter, making a continuous line for each of the four sentences. This will give a further graphic picture of the overall tone pattern.

This overall pattern follows these principles (when question tone is not involved): If the first syllable of the phrase is low, it is on absolute level [3]. (With some speakers it is on [1], but the regularity of the pattern as such is the same.) The first high tone is on level [5]. If the last syllable is low, it is on [1]. Otherwise a shift to low is two steps lower than the preceding high (if high = [5], next low = [3]; if high = [4], low = [2], etc.). A shift to high from one of these lows is one step up (if low = [3], next high = [4]; if low = [2], next high = [3], etc.). When high follows high or low follows low, they stay on the same level. Follow each of the above patterns with these principles in mind.

The above examples are all with statement intonation. The question intonation has an extra high pitch, with stress, on the last high tone. There is a sharp drop, which falls farther if there is a low tone after the high. The question tone is indicated in these units by // on the last high. This symbol indicates both the extra high and also the fall which follows it.

Examples from the Basic Sentences are:

6		s ú
5	n á k w á n á y ú	
4		
3	i	fú
2		
1		

6                              r á  
5                              y a  
4                              á  
3    y á y á                 á  
2  
1

6                              y á  
5                              k w á n a n  
4  
3    y á                      i                      lí  
2  
1

There may be more than one tone phrase to a Hausa sentence. Each phrase has its separate tone pattern. For example, /suná lāfiyá/ the first and /kalau/ the second.

Examples of two phrase sentences are:

5    s u                              k a l a u  
4                                      l á f i  
3    n á  
2                                      y á |  
1

5	m à	s a i    a n j u
4		l à
3	d à l	
2		
1		m à

The phrases are separated here by / | /.

(Vocal qualifiers [overloudness, etc.] are not considered here.)

#### Note 1.3 Formulae

The Basic Sentences of this and succeeding units introduce a number of formulae equivalent to 'hello', 'goodby', 'how are you' and the like. Some of these are not readily analyzable in Hausa (any more than hello and goodby are in English). An example is /sàlámù àlaikùm/ and the reply /wa'alaikà sàlámù/. These and some others, such as /àmìn/ and /màdàllà/, are loans from Arabic, but their origin there is irrelevant to Hausa. Formulae which consist of analyzable Hausa words will be introduced with suitable build-ups.

Proper usage of formulae is far more important than a knowledge of their origins. One should be able to say 'hello', using the right expression for the time of day, the manner of encounter and the person addressed, make the respectful inquiries required, reply appropriately and use the parting formula suitable to the occasion.

Some information on the formulae of this unit is:

sàlámù àlaikùm

is an opening greeting, that is, one used to open a conversation. It is often used by someone standing outside a compound to draw the attention of those within.

wa'alaikà sàlámù is the answer to the above.

inā kwāná is to be used in the morning. The reference is to how the other person has spent the night (/yā kwāna/ 'he spent the night')

sai anjumá implies that one is likely to see the person addressed in the near future.

### GRAMMATICAL DRILL

The following drills are designed to accustom the student to recognize Hausa tones (on single words). The first drills give examples labelled as to tone. These are to be listened to, then imitated. The second group of drills give pairs of words, the student being asked to identify the tones of each pair as the same or different. The third set of drills gives words the tones of which the student is expected to identify.

#### GD 1.1 Tone Recognition - Learning Drill

GD 1.1.1 High Tone. The following words all have high tone.

Listen through the drill a number of times. On the second and succeeding listenings imitate the words.

nī	I	sū	they	kwāná	day
kai	you (m.)	lau	very	nēmā	looking for
kē	you (f.)	gani	seeing	dāwō	return
shī	he	gidā	house	kātākō	lumber
mū	we	kusa	near	makarantā	school
kū	you (pl)	cikī	inside	ma'aikatā	place of work

## GD 1.1.2 Low Tone

wà	who?	yàyà	how?	yaushe	when?
mè	what?	àkwàtì	box	àyabà	banana

## GD 1.1.3 High - Low Tone

sá`	put	bá`	there is not
só`	liking	kyau	goodness, beauty

## High - Low Tone on separate syllables

á'a	no	jíyá	yesterday	fára	began
watá	moon	yárò	child	gódé	thank
gayà	say	dókí	horse	cíwò	sickness
gabás	east				

## GD 1.1.4 Low - High Tone

tafi	go	ákwaí	there is	húlā	hat
ámín	amen	kóyó	learn	dámu	worry
sànnu	greetings	máttá	woman	rígá	gown
yánzu	now				

## GD 1.1.5 Other Combinations of Tone

## Low Low High

tàmbayí	ask	tákálmí	shoe, sandal
---------	-----	---------	--------------

## Low High High

máttá	my wife	gódiyá	thanks	kásuwá	market
-------	---------	--------	--------	--------	--------

Low High Low

tāfiyā	going	lābārī	news
iyālī	family	sūkūnī	chance

High High Low

lāfiyā	well-being	anjumā	a short time
mālantā	teaching	kāfintā	carpenter

High Low High

hankālī	intelligence	mādallā	thanks	laifī	fault
tabbatā	be sure	tunāwā	remembering	yārā	children
māgānī	medicine	yammā	evening		

#### Other Combinations:

Low Low High Low	wātākīlā	perhaps
High Low Low High	ma'āikācī	worker
High Low High Low	asibitī	hospital

#### GD 1.2 Tone Recognition - Same or Different Drills

Each of the following drills consists of a series of paired items. These have the same (or nearly the same) vowels and consonants. After each pair is said, the student is to respond 'same' if both items of the pair have the same tones. He is to respond 'different' if the pair have different tones (from each other).

##### GD 1.2.1 Same or Different

yāyā	scraping clean	yāyā	scraping clean	S
yāyā	how?	yāyā	how?	S

yāyā	scraping clean	yāyā	how?	D
yāya	elder brother	yāyā	how?	D
yāya	elder brother	yāya	elder brother	S
yāyā	scraping clean	yāya	elder brother	D
yāyā	how	yāyā	scraping clean	D

## GD 1.2.2 Same or Different

sūnā	name	sūnā	spoiled grain	D
sūnā	name	sūnā	spoiled grain	D
sūnā	spoiled grain	sūnā	name	D
sūnā	name	sūnā	name	S
sūnā	name	sūnā	spoiled grain	D
sūnā	spoiled grain	sūnā	spoiled grain	S

## GD 1.2.3 Same or Different

sū mā	they also	sū mā	they also	S
sū mā	they also	sūmā	(thick) hair	D
su mā	they also	sū mā	they also	S
sū mā	they also	sūmā	(thick) hair	D
sūmā	(thick) hair	sūmā	(thick) hair	S

## GD 1.2.4 Same or Different

mātā	wife	mātā	wives	D
mātā	wives	mātā	wives	S
mātā	wives	mātā	wife	D

mātā	wives	mātā	wife	D
mātā	wife	mātā	wife	S

## GD 1.3 Tone Recognition - Identification

In these exercises the student is to say (or write) the tones immediately after the word is said. (H is for high, L for low in the key given.)

## GD 1.3.1 Tone Identification - Two Tone Sequences

The following drill has both minimal pairs as in GD 1.2 and also completely different words. The tone sequences involved are low-low, high-high and low-high.

yāyā	scraping clean	HH	mātā	wives	HH
yāya	elder brother	LH	mātā	wife	LH
sā`	put	HL	jīyā`	yesterday	HL
gōdē	thank	HL	yāushē`	when?	LL
yāyā`	how?	LL	hūlā`	hat	LH
sūnā	spoiled grain	LH	fārā`	white (f)	HH
sūnā`	name	HH	fārā`	locust	LH
sū mā	they also	HH	fārā`	begin	HL
sūmā`	(thick) hair	LH	gōrā`	gourd-bottle	LH

## GD 1.3.2 Tone Identification - Three and Four Tone Sequences

ma'aikatā	workers	HLLH	lābārī	news	LHL
makarantā	school	HHHH	yamma	west	HLH
akwāti`	box	LLL	jākādā`	consul	LHL
hutāwā`	resting	HLH	gīdankā`	your house	HHL
kō'inā`	wherever	HLH	māsinja`	messenger	HHL

gòdiyā	thanks	LHH	àkàwū	clerk	LLH
ma'aikatā	place of work	HHHH	uwartā	her mother	HHL
tukùnā	not yet	LLH	dabbōbī	animals	HHH

## A

(part of polite greeting)	barkā
in connection with, with; and	dà
sun, mid-day, late morning	rānā
Good afternoon. or: Good morning.	Barkā dà rānā.

## Y

also	kadai
Good [afternoon to you,] too.	Barkā kadai.

## A

work	aiki
How's work?	yà aiki.

## Y

thanks	gòdiyā
[Fine,] thanks be [to God].	Dà gòdiyā.
('with thanks')	

## A

there is, there are	àkwai
news, information	lābāri

Is there any news?

Àkwai lábári?

Y

what - ?, which - ? (m.)

wànè

kind, sort

íri

What kind?

Wànè íri?

A

in connection (with)

gàme (dà)

salary

àlbáshí

With regard to salary.

Gàme dà àlbáshí.

Y

back

báyá

after ('back of')

báyan

two

bíyu

[It'll be] two more days ('except after day two').

Sái báyan kwána bíyu.

A

yes (particle of assent)

tó̄

Is that so? All right.

Tó̄? Shíkénan.

Y

he got off (conveyance),  
alighted, arrived

yá sauka

get off, alight, arrive!

sauka

Yes, [that's right]. Goodby  
('arrive safely!').

Tó̄, sauka lāfiyá.

A

Goodby ('amen!', 'may it be so').

Àmin.

## NOTES

## Note 2.1 Vowels

Hausa has five vowels, all of which may occur short or long:

i	u	ī	ū
e	o	ē	ō
a		ā	

The quality of the short vowels has a fairly broad range. For example, short /i e u o/ in closed syllables are more open (closer to i of bit, e of bet, u of put and o of strong). /i e/ are higher before or after /y/. /u o/ are higher before or after /w/. Short /a/ is often like u of but, but it is frequently close to a of father when either first or last in the word (that is, next to a glottal stop [?], which is not written in these positions). Some very general hints on the pronunciation of the vowels are:

- /i/ Short. Rather high [i] before or after /y/. Like i of bit or between i of bit and high [i] elsewhere.
- /ī/ Long. High [i], like French fini. Not in English.
- /e/ Short. Like e of bet in closed syllables, somewhat higher elsewhere.
- /ē/ Long. Somewhat lower than é of French été.
- /u/ Short. Rather high [u] next to /w/. Much like u of put elsewhere. See below for [u<sup>y</sup>], [ü].
- /ū/ Long. High [u:] or [u<sup>v</sup>:]. A little lower than French ou. Not in English.
- /o/ Short. Somewhat lower than French eau. Often like o of horse. See below for [o<sup>y</sup>].

/a/ Short. Most often between the u of but and the a of father. See below for [ʌy].

/ā/ Long. Like the a of father but long. When final with low tone it often fades off.

/u o a/ have a y glide before /ny/ or before /nk, ng, n<sup>ŋ</sup>, nsh/ followed by /i/ or /e/. For example, /sanyī/ 'cold' [sʌyŋyɪ:], /ruwankī/ 'your (f.) concern' [ruwʌyŋkɪ̄], /inā sonki/ 'I like you (f.)' [so~yŋkɪ̄], /kwānan iyālī/ 'the spending the night of the family' [kwa:nʌyŋɔ̄ya:lī]. /u/ may be [uy], [ūy] or [ü].

Hausa also has diphthongs (combinations of vowel plus semi-vowel). These are written /ai/ (for /ay/) and /au/ (for /aw/). /ai/ is not English i of bite but something like uh-ee (Hausa short /a/ [ʌ] plus a high semivocalic /i/). /au/ is like some dialect pronunciations of ow, with the o being closer to u of hut than a of father.

The length of vowels in Hausa varies in quite the same way as the tone. As there are many phonetic levels of tone (though actually only three basic contrasts), there are many phonetic lengths of vowels (though only two basic contrasts - short and long). The contrast of short vs. long may be found in initial, medial or final position in the word. Compare /dāma/ 'right hand' and /dāmā/ 'opportunity'. The contrast in length is not so clear when the vowel is final and has low tone. Compare /kwatā/ 'quarter' and /kwatā/ (make fun of someone by distorted echoing of something he said). The 'long' low vowel need not be a long clear vowel but simply unchecked and fading into voicelessness. A final short vowel (if sentence final) is followed by a glottal stop [?], not written: /dāma?/ 'right hand', /kwatā?/ 'teasing (as above)'. Some final long vowels are followed by a glottal stop (unwritten), as /nā jē?/ 'I went' (contrast /nā`je?/ 'I may go'), but most long vowels fade into voicelessness. /dāmā/ 'opportunity' may be [da:mā] )like English ah; a prolonged example trailing off into voicelessness is

the ah said for the doctor). /aɪkɪ/ 'work' is often [aykɪ̯], [ayki̯•] or even [ayki]. It is rarely [ayki:]; it is never [ayki?].

There are degrees of vowel length due to other factors. The end of a phrase within a sentence has a little longer vowel, as the /i/ of /àmīn/ in /àmīn! wa'àlaikà sàlāmù/. When the question tone // is on the last vowel of a phrase or sentence, this vowel is always longer than the same vowel in a statement: /yàyà yārā/ with /á/ long and falling. Note 4.4 explains how /dà dare/ 'at night' and /dà darē/ 'with night, and night' are different. Yet /dà daré/ 'at night?' has a long vowel /e/. Nevertheless, it is shorter than the /e/ of /dà daré/ 'and night?'.

An interesting contrast of length is found in the names of animals and nicknames based on these. /dōkɪ/ is 'horse'. /dōkɪ/ (with a final short vowel) is a nickname for a person who reminds one of a horse. /jākɪ/ is 'donkey'; /jākɪ/ is a nickname for a person who reminds one of a donkey - that is, a person who plugs along doing work demanding great endurance yet suffering abuse without it seeming to bother him.

#### Note 2.2 Interrogative /wànè/

Wane iri?

/wànè/ is used before masculine nouns as an interrogative modifier, as here: 'what kind'. (Hausa nouns are of three classes-masculine, feminine and plural. These will be discussed further in later units.) The feminine equivalent is discussed in Note 5.3. /wànè/ is noted here only so the student will not use it indiscriminately for 'what'.

#### Note 2.3 Affirmative particle /to/

/to/ indicates assent. It may be indifferent, respectful or sarcastic. Some indication of its broad usage may be seen from the following:

/tō/	(high level)	respectful reply to an elder who has made a request or given an order (frequently used by children)
/tō'/	(high falling)	assent (between equals)
/tō/	(question tone, high with short fall)	<ol style="list-style-type: none"> <li>1) reply when a person disagrees but doesn't want to say anything</li> <li>2) expression of doubt</li> <li>3) in connection with other words: /tō/, shīkēnan/ 'well, that's how things are'</li> </ol>
/tōōō/	(drawled low high low)	expression of surprise at learning something
/tōtōtōtō'/	(indefinite number of lows followed by high falling)	expression of surprise

## Note 2.4 /kwānā/ - /kwan/

/kwānā/ has an alternate form /kwan/, as in /sai an kwan biyu/ 'see you later'. This is a frequently used expression, often said, for example, by women on leaving someone else's house. It is, however, also used by men. Despite the literal translation (something like 'until one has spent two nights'), it does not refer to any specific time. The 'later' may be any time whatsoever. Compare also /kwallāfiyā/ 'good morning' with the form /kwal-/ before /lāfiyā/.

## GRAMMATICAL DRILL

These drills give examples of vowel quality and quantity for identification and imitation.

## GD 2.1 Vowel Quality

## GD 2.1.1 /ɪ/

iri	kind	idan	if
asibiti	hospital	inā	where
biyu	two	fitā	going out
ciki	stomach	tafi	go
itācē	tree		

## GD 2.1.2 /i/

i	yes	lōkacī	time
nī	I	sanyī	cold
anīnī	anini	sauķī	ease
cīwō	illness	māgānī	medicine
rīgā	robe	ganī	seeing

## GD 2.1.3 /e/

dà ḡaske	extremely	wace	which (f.)
game	together	wanè	which (m.)
gōbe	tomorrow	mace	woman
gōde	thank	aladè	pig

## GD 2.1.4 /ē/

mē	what	wākē	beans
nēmā	searching	cē	say
wajē	direction	dare	night
nājē	I went	itācē	tree

## GD 2.1.5 /u/

zuwā̄	coming	bīyu	two
anjumā̄	a short time	dā̄mu	worry
kusa	near	sā̄nnu	greetings
kullum	every day	yā̄nzu	now

## GD 2.1.6 /ū/

mū̄	we	sū̄	they
kū̄	you (pl.)	sū̄kū̄nī̄	time available

## GD 2.1.7 /o/

zo	come!	dā̄wo	return!
----	-------	-------	---------

## GD 2.1.8 /ō/

dō̄kī	horse	lō̄kācī̄	time
gō̄be	tomorrow	dā̄wō̄	return
kō̄mai	everything	sā̄bō̄	new

## GD 2.1.9 /a/

dā̄gā̄	from	darē	night
mā̄cē̄	woman	sanī̄	know
hakā	thus	sarkī̄	emir
īdan	if	wā̄nē̄	which (m.)
gabā̄s	east	yā̄nzu	now

## GD 2.1.10 /ā/

ā̄'ā̄	no	yā̄rō̄	child
rā̄nā̄	day	gō̄diyā̄	thanks
gyā̄rā̄	repair	gyā̄dā̄	peanuts
bā̄yā̄	back	yā̄rā̄	children

GD 2.1.11 /ai/ (= /ay/ and /au/ (= /aw/))

aikī	work	kyaū	goodness, beauty
akwai	there is	lau	very
bakwai	seven	yaū	today
laifi	fault	daukā	take
ma'aikaci	worker		

GD 2.2 Short-Long Contrast in Final Position

The following are given in pairs. The final vowel of the item in the first column is short, that in the second long.

dāma	right hand	dāmā	opportunity
nagāri	a good person	na gārī	one pertaining to the town
Sule	(a nickname)	sulē	shilling
Jāki	(a nickname)	jākī	donkey
Dōki	(a nickname)	dōkī	horse

## UNIT 3

## BASIC SENTENCES

Audu

afternoon to evening

yam̄mā

Good evening.

Barkā dā yam̄mā.

Bello

Good evening!

Barkā kādai.

A

today

yau

damp cold

sanyī

ease

saukī

to some extent, a little

dā saukī

Today is not so cold. (i.e. The  
cold has let up a bit.)

Yau sanyī dā saukī.

B

yes

ī

there is not, there  
is no --; without

bā`

fault

laifī

there's no fault [to be  
found in it]

bā` laifī

Yes, I wouldn't object [to  
saying that].

ī, bā` laifī.

A

where is (it, he - m.)

inā nē

office

ōfīs

consul

jàkādà

the office of the consul

ōfishin jàkādà

American Consul

jàkādàn Amirkà

Where is the American Consulate? Ìná nè ōfishin jàkādàn Ámirkà?

## B

east

gabàs

west

yamma

it's east (of: /dà/)

yanà gabàs

market place

kàsuwā

It's east of the market place. Yanà gabàs dà kàsuwā.

## A

distance

nīsā

far ('with distance')

dà nīsā

from

dàgà

here

nàñ

Is it far from here? Dà nīsā dàgà nàñ?

## B

no

ā 'ā

near

kusa

No, it's close. Ā'ā, kusa nè.

## A

thank

gōdē / gōdè

Thank you ('I thanked').

Nā gōdè.

## B

worry

dàmu

Think nothing of it! (Don't  
worry!')

Kadà kà dàmu.

## GRAMMATICAL NOTES

## Note 3.1 Consonants

Hausa has the following consonants:

Plain Voiceless	p t k f h s c sh '
-----------------	--------------------

Glottalized Voiceless	k̚ ts
-----------------------	-------

Plain Voiced	b d g z j r̚ l m n w y
--------------	------------------------

Glottalized Voiced	b̚ d̚
--------------------	-------

Following are some general hints on the pronunciation of the consonants.

/p t k/ do not have as strong a puff of breath after them (aspiration) as English /p t k/ in such words as pa, toe, coo. Compare Hausa /tō̚/ 'yes', /kū/ 'you'. The Hausa sounds are lightly but consistently aspirated before vowels. The /t/'s in both /tō̚/ 'yes' and /asibit̚i/ 'hospital' are lightly aspirated. Contrast English toe and pretty.

/p/ is rather rare in Hausa, sometimes alternating with /f/.

/b d g/ are much like English before, for example, the vowel /a/. For [bʷ] etc. see below. /s z/ are like English s in seal, z in zeal.

/c/ is like ch of church; /cīwō̚/ 'illness'. /sh/ (phonetically [š]) is like sh of sheep; /shī/ 'he'; /j/ is like j of judge; /jīyā̚/ 'yesterday'.

The glottal stop /!/ occurs initially but is not written: /'aykì/ 'work' written aikì. It is normally written when medial: /'ā'ā/ 'no', written a'a. (Utterance final short vowels are checked by a glottal stop, as well as some long vowels.)

The glottalized consonants /k ts ɓ d/ begin with the pronunciation of the consonant and are released with a glottal stop. /ts/ is a writing of glottalized s: [s?]. Examples are: /kalau/ 'very very', /tsòrō/ 'fear', /karbā/ 'receive', /daukē/ 'take'.

The consonants /k g/ are palatalized [k̯ g̯] and may have a y off-glide before /i/ and /e/: /jákì/ [k̯y] 'donkey' /bákì/ [k̯y] 'mouth', /gídā/ [g̯] 'house', /kē/ [k̯] 'you (f. sg.)'. They are also [k̯ g̯] before /y/: /kyau/ 'goodness', /gyárá/ 'repair'.

/b ɓ k f g/ are labialized (pronounced with rounded lips, usually with a w off-glide) before /u/ (short), /o/ and /ɔ/. While the lips are rounded before /ū/ also, there is no w off-glide. Examples: /buhū/ [bʷ] 'sack' /d'an bōkō/ [bʷ], [kʷ] 'person educated along western lines', /buntū/ [bʷ] 'rice-husks', /bōyè/ [bʷ] 'hide', /kuññē/ [kʷ] 'ear', /kō/ 'or', /kündū/ [kʷ] 'gizzard', /kōfā/ [kʷ] 'doorway'.

The two r's are not distinguished in the ordinary spelling. /r/ is a single flap of the tongue against the ridge back of the upper teeth: /ruwā/ 'water'. /r/ is a trill, produced by vibration of the tongue tip against the ridge back of the upper teeth: /hárba/ 'kick'. The same word may have /r/ in one form and /r/ in another: /bári/ 'leave!' /yá bar shí/ 'he left him'.

Before most other consonants /r/ and /l/ have a slight vocalic release, a very short vowel occurring in this position. Before /w/ this is [u], before [y] it is [i]. A vowel /i/ or /e/ in the next syllable gives a short [i] release. Otherwise the vowel before /r/ or /l/ colors the release.

Compare:

garwā	[r <u>u</u> w]	gasoline can	kwakwalwā	[l <u>u</u> w]	'brain'
karyā	[r <sup>l</sup> y]	lie	tākalmī	[l <sup>l</sup> m]	'sandal'
sarkī	[r <sup>l</sup> k]	emir	tākalmā	[l <sup>^</sup> m]	'sandals'

/r/ does not have any such release.

The spelling is not consistent in the writing of /n/ and /m/. A final /n/ (pronounced like the ng of sing, with nasalization of the preceding vowel) is sometimes written m, as in /kullum/ 'every day'. Before /m/ or /b/ an /n/ is regularly replaced by an /m/, though the spelling remains the same: ubanmu 'our father' is /ubammu/. /n/ is regularly ng of sing before /k ʃ g y '/: /sanyī/ [ŋy] 'cold'. /n/ may be /l/ before /l/.

/y/ is a semivowel of high [i] quality. Initial /y-/ sounds like [i<sup>y</sup>-]. Initial /w/, being a semivowel of high [u] quality, sounds like [<sup>u</sup>w-]. Examples: /yā/ 'how', /wā/ 'who'. /y/ and /w/ are not consistently represented in the spelling. When they occur after vowels, as in /kay/ 'you' and /kyaw/ 'external goodness', they are spelled with i and u respectively: kai, kyau.

Particular care must be taken to pronounce long consonants long. These are represented by doubling the consonant: /dabbā/ 'animal', /sānnu/ 'hello'. In the case of the glottalized consonants, the glottal release occurs only at the end of the long consonant: /kakkarfā/ [k:<sup>?</sup>] 'very strong one'.

### Note 3.2 /-nē/ of equivalence

inā nē

kusa nē

/n̄/ (low tone after a preceding high; high /n̄ē/ after a preceding low) means 'is' (usually in an equational sense) with reference to masculine or plural nouns. Contrast /ákwaɪ/ 'there is', referring to existence. More detail on usage will be given later. There is another form for equivalence for feminine, /cē/.

## GRAMMATICAL DRILL

## GD 3.1 Consonants

/t/	tāba	tobacco	fita	go out!
	tafi	go	ma 'aikatā	workers
	tara	nine	manta	forgetting
	tare	together	mātā	wife
	tārō	meeting	mūtum	man
	tō	yes	watā	moon
	tukunā	not yet	zatō	thinking
/k/	kamā	one like	akwāti	box
	kātākō	lumber	cikī	stomach
	kirā	call!	haka	thus
	kō'īnā	everywhere	hankalī	good sense
	kōyō	learn	makaranta	school
	kudī	money	tākalmī	shoe
/k̄/	kwallō	soccer	sākō	message
	karyā	lie	saukī	ease
	kārshē	end	wātākīlā	perhaps
	kalau	very well		
/b/	babbā	big	bāyā	back
	bakwai	seven	biyu	two

/b/	buntū bōyē	rice husks hide	kārbā lēbē	receive lip
/d/	dabbā dāwō	animal return	dare dōki	night horse
/d/	daya dā	one son	kāfadā kada1	shoulder only
/g/	ganī gida	see house	dāga rigā	from robe
/f/	fītā fāra	going out begin	tāfi dafa	go cook
/h/	har harbā	until shooting	hūla taho	hat come!
/s/	sābō sauka sū	new arrive they	gabas nīsa	east distance
/ts/	tsūfā tsōrō	grow old fear	tsuntsū	bird
/z/	zo zatō zauna	come thinking sit	yānzu	now
/c/	cē cīwō	say sickness	itācē abinci	tree food

/ʃ/	jàkàdà	consul		
/sh/	shī shiryà	he prepare	òfishin̄ yàushē	the office when
/'/'	ā'a ma'aikatā 'yā	no workers daughter	(')inā kō'inā nà'am	where everywhere yes
/r/	ruwā rēnà	water despise	wurī irī	place kind
/r̄/	murnā ärba'in tarā	joy forty nine	yā bar̄ shī biyar̄	he left him five
/l/	lābabārī lāfiyā	news well-being	kullum mādallā	every day thanks

## /r/, /l/ before other consonants

	karfē	metal	kalwā	seeds of locust-bean tree
	sarkī	emir	àlfadarī	mule
	budurwā	girl	àlgaitā	a type of flute
	anguryā	cotton seed	àlkalāmī	pen
	garwā	gasoline tin	àlbashī	salary
/m/	māntā mūtum̄	forget man	mū mātā	we wives
/n/	nēmā nī	searching I	nan̄ idan̄	here if

/w/	wa tā` nawā`	month how much	yau` kyau`	today goodness
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/y/	yāyā` yāwō`	how walking	iyālī` kai sai	family you until
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Single and double consonants.

àljanā	female Jinn	àljannà	paradise
àljanī	male Jinn	àljànnū	Jinn (pl.)
dabā`	(name of a play in the game /ludo/)	dabbā`	animal
yā sanī	he knows	yā san ni`	he knows me

## UNIT 4

## BASIC SENTENCES

Bello

Good morning, Shehu.

Inā kwānā Shéhū?

Shehu

Fine.

Lāfiyā lau.

B

he came

yāzō

house, compound

gídā

your (m.) house

gídankà

night

darē

at night

dà dare

Did Mamman come to your house

Mamman yāzō gídankà dà dare?

at night?

S

they came

sunzō

direction

waje

place of; about; towards

wajen

metal; o'clock

karfè

nine

tarà

Yes, they came about nine

I, sunzō dà wajen karfè tarà.

o'clock.

B

you (m.) came

kāzō

message; item sent by someone

sákkō

the message

sákkon`

he said to you (m.),  
he told you (m.)

yā gayā` maka`

the message which he told you  
Did you bring the message he  
gave you ('did you come with  
the message which he said to  
you')?

sākōn dà ya gayā` maka`

Kāzō dà sākōn dà ya gayā` maka`?

## S

he forgot  
I forgot [it].

yā mantā

Nā mantā.

## B

she came  
cigarette(s); tobacco  
Did Halima come with cigarettes?

tāzō

tābā

Hālīmā tāzō dà tābā?

## S

perhaps  
he went out  
I didn't go out  
I saw

wātākīlā/watakīlā/watakīlā

yā fita

bān fita ba

nā ganī

Perhaps, I didn't go out and see. Wātākīlā, bān fita nā ganī ba.

## B

if  
[or,  
messenger  
he returned

idan

in]

māsinja`

yā dāwō

he said	yācē`
tell, say!	kacē`
searching	nēmā
I'm searching, looking for	inā nēmā
I'm looking for him	inā nēmansà
If the messenger comes back, tell [him] I'm looking for him.	Idan māsinjā yā dāwō, kacē` inā nēmansà.

S

All right. Tō`.

## NOTES

## Note 4.1 Verb: Perfective

nā gōdē`	I thank	yā gayā` makā	he told you
nā mantā	I forgot	yā dāwō	he returned
nā ganī	I saw	tāzō	she came
kāzō	you came	sunzō	they came
yāzō	he came		

These are examples of the perfective aspect of the verb in Hausa. This aspect refers to action as completed. The reference may be to action in the past, present or future. It is most commonly used with reference to the past. For example, /yāzō/ in the Basic Sentences has reference to the past and is translated '(he) came'. In /nā gōdē`/ 'I thank' there is reference to the present (I complete the act of thanking, therefore 'I thank'). Another example is /yā dāmu/ 'he's worried, bothered'. This verb means 'come into a state of worry or bother'. The completion of that

act results in a present condition: 'he has come into a worried state' = 'he's worried'. In /idān māsīnjà yā dāwō/ 'when the messenger returns' the reference is to the future. It is, however, referring to an act which will then be completed. In lists of forms and in the build-ups of the Basic Sentences the perfective will nearly always be translated as past. This is for convenience only. The student must remember that it is not a past tense.

The simple perfective illustrated here has prefixes indicating 'I', 'you (masculine singular)', 'you (feminine singular)', etc. These prefixes also indicate the perfective aspect, as will be clear when other shapes of prefixes are discussed. These prefixes are usually written separately in the ordinary orthography (as /na gode/). With verbs of one syllable they are here written together with the verb (as /yazo/), following informal usage. Using /zo/ as a sample verb we have the following forms in the perfective:

nāzō	I came	munzō	we came
kāzō	you (m. sg.) came	kunzō	you (pl.) came
kīnzō	you (f. sg.) came		
yāzō	he came	sunzō	they came
tāzō	she came	anzō	someone came

/yāzō/ more specifically means 'a third person, referring to one represented in Hausa by a masculine noun, came'. /tāzō/ likewise refers to one represented in Hausa by a feminine noun. For example, /jākādā/ is masculine. We may say /jākādā yāzō?/ 'did a consul come?', /ī, yāzō/ 'yes, he came'. /Hālīmā/ is feminine, so we may say /Hālīmā tāzō?/ 'did Halima come?', /ī, tāzō/ 'yes, she came'. Note also that there are separate forms in the singular for 'you' in addressing a man and 'you' in addressing a woman. /anzō/ is impersonal. It indicates that coming was done by a person or persons not specified.

The prefixes themselves fall into two groups, those which have high tone and length (/nā/, /kā/, /yā/, /tā/) and those which have high tone and /n/ (/kīn/, /mūn/, /kūn/, /sūn/, /aŋ/).

A separate noun subject serves to specify who did the action: /Mammān yāzō/ 'Mamman came', /yārā sunzō/ 'children came', /Mammān dà Halimā sunzō/ 'Mamman and Halima came'.

Other verbs which have occurred take these same prefixes in the perfective:

nācē`	I said	mun dāwō	we returned
sun fita	they went out	yā ganī	he saw
mun gayā`	we told	kun māntā	you (pl.) forgot
tā gōdē`	she thanked	an sāuka	someone arrived

Verbs the perfective of which is not obvious from the related forms which have occurred are:

yā kwāna	he spent the night	yā nēmā	he looked for
yā kusa	he approached, neared		

From the point of view of pronunciation it should be noted that the prefixes in /-n/ are /kīm/, /mūm/, /kūm/, /sūm/ and /aŋ/ before /m/ or /b/: /mūm māntā/ 'we forgot' (written, of course, /mūn māntā/). (See Note 3.1)

#### Note 4.2 Verb: Relative Perfective

Kazo da safon da ya gaya maka?

/ya gayā`/ in this sentence is the relative perfective form 'which he told'. The prefixes of the relative perfective will be explained in Note 19.1. Their use is minimized until that

time, but occasional relative forms will occur. Those which are allowed to occur have a short vowel where the perfective itself has a long vowel:

nā gayā`	I told	na gayā`	which I told
kā gayā`	you told	ka gayā`	which you told
yā gayā`	he told	ya gayā`	which he told
tā gayā`	she told	ta gayā`	which she told

Other relative forms will be found in Units 19 and 20.

Note 4.3 Noun: /-n/ 'the' (m.) and (pl.)

sākon`

The suffix /-n/ added to masculine (or plural) nouns is roughly equivalent to English 'the'. If the syllable to which it is added is high, it is low and marked with /`/, as above. If the noun ends on a low tone, /-n/ simply continues the low tone and is unmarked: /māsinjān/ 'the messenger'. (The feminine suffix is discussed in Note 5.2.) The vowel before this suffix is short. Note that /sākon dà/ has a different /n/ (See Note 5.1.2). It may also be /sākon` dà/.

Note 4.4 Adverbials: Short Vowel

dare`	night
yāzō dà dare.	He came at night.

Many nouns which have a final long vowel otherwise have a short final vowel when used adverbially, as in the expression /dà dare/ 'at night'. /dare`/ with a long vowel names 'night'. One might, for example, say in a folk tale /yāzō dà dare`/ 'he came with Night'. Compare also:

rānā	day, sun	dà rāna	during the day
yamma`	evening	dà yamma`	in the evening

For example,

Nā dàmu dà rānā. I'm bothered by ('with') the sun.

Nā dàmu dà rāna. I'm bothered in the afternoon.

(/dà rāna/ refers to [usually late] morning or early afternoon.)

Note 4.5 Verb: Verb with /dà/

Many verbs are regularly used with /dà/, as /dàmu/ in the examples above. Some verbs may take a direct object or be followed by /dà/. One of these is /mantā/: /yā mantā dà sākōn/ 'he forgot the message'. Compare Note 6.1.

#### GRAMMATICAL DRILL

Beginning with this unit the majority of the drills are substitution drills. Other types also occur, including sample drills, variation drills, question and answer drills, transformation drills, etc. There is often a combination of two or more types. As substitution drill is basic, it is explained here in some detail.

In Simple Substitution Drill the first sentence has an item underlined. On the left in the next line is given the word (or words) to be substituted for this item. This is the 'cue' or 'key word'. For example:

Statement - Mamman yāzō. Student repeats after instructor.

Cue - Bello Student says: Bello yāzō.

This would be given on the tape in the following way: (Tape gives) Mamman yāzō. (Space is left for student to repeat /Mamman yāzō/) (Tape gives) Bello. (Space is left for student to say /Bello yāzō/.)

(Tape gives) Bello` yāzō. (Space is left for student to repeat this confirmation sentence, /Bello` yāzō/.) And so on through the drill.

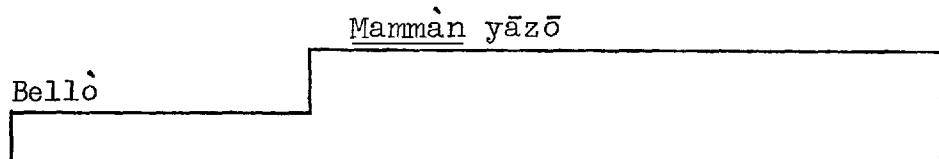
Such a drill will be written:

Mamman yāzō.

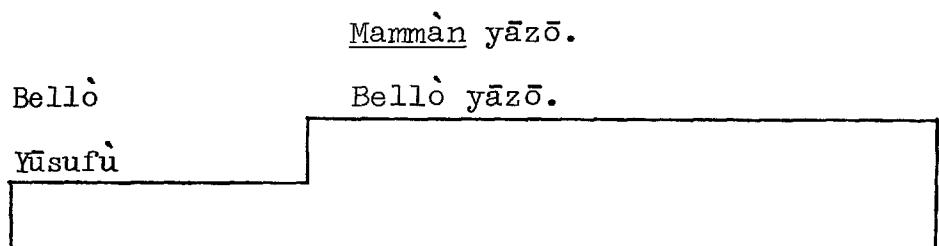
Bello` Bello` yāzō.

Yūsufū Yūsufū yāzō. etc.

The student should notch a card, so that when using the book during drill (either in class or using the tape), he may cover the 'answer':



This way he may make up the sentence as indicated by the key word, then lower the card, checking on the correctness of his answer and revealing the next key word:



Special instructions will be added where necessary.

In Substitution-Correlation drills the student must make any other necessary changes in the sentence required by the grammatical structures.

For example:

Halīma	<u>Mamman</u> yāzō
Yūsufū dà Bello`	Halīma tāzō.
	Yūsufū dà Bello` sunzō.

The changes /yā/ to /tā/ to /sun/ must be made in accordance with the subject used.

Progressive or random substitutions may be called for:

#### Progressive Substitution

	<u>Mammàn</u> yāzō dà dare.
Hàlímà	Hàlímà tāzō dà dare.
dāwō	Hàlímà tā dāwō dà <u>dare</u> .
rānā	Hàlímà tā dāwō dà rānā. etc.

#### Random Substitution

	<u>Mammàn</u> yāzō dà tābà.
māsīnjà	Māsīnjà yāzō dà <u>tābà</u> .
sākōn	Māsīnjà yāzō dà <u>sākōn</u> .
yau	Māsīnjà yāzō yau.
dāwō	Māsīnjà yā dāwō yau. etc.

For translations of selected drill sentences in this and the following units see Appendix 2.

#### GD 4.1 Verb: Perfective - Simple Substitution Drill

	<u>Yāzō</u> gídankà dà dare.
nā	<u>Nāzō</u> gídankà dà dare.
tā	<u>Tāzō</u> gídankà dà dare.
mun	<u>Munzō</u> gídankà dà dare.
sun	<u>Sunzō</u> gídankà dà dare.
an	Anzō gídankà dà dare.

	Sunzō dà wajen karfè tarà.
yā	<u>Yāzō</u> dà wajen karfè tarà.
kīn	<u>Kīnzō</u> dà wajen karfè tarà.
tā	<u>Tāzō</u> dà wajen karfè tarà.
nā	<u>Nāzō</u> dà wajen karfè tarà.
an	<u>Anzō</u> dà wajen karfè tarà.
kun	<u>Kunzō</u> dà wajen karfè tarà.
kā	<u>Kāzō</u> dà wajen karfè tarà.
mun	Munzō dà wajen karfè tarà.

	Yā dāwō gídankà lāfiyà.
tā	<u>Tā</u> dāwō gídankà lāfiyà.
mun	<u>Mun</u> dāwō gídankà lāfiyà.
sun	<u>Sun</u> dāwō gídankà lāfiyà.
kā	<u>Kā</u> dāwō gídankà lāfiyà.
nā	<u>Nā</u> dāwō gídankà lāfiyà.
kun	<u>Kun</u> dāwō gídankà lāfiyà.

	Nā fita dà dare.
sun	<u>Sun</u> fita dà dare.
mun	<u>Mun</u> fita dà dare.
yā	<u>Yā</u> fita dà dare.
tā	<u>Tā</u> fita dà dare.
kun...?	<u>Kun</u> fita dà dare?
kīn	<u>Kīn</u> fita dà dare?
kā	<u>Kā</u> fita dà dare?

	Wàtàkìlà <u>nā</u> man̄tā dà tābà.
kā	Wàtàkìlà <u>kā</u> man̄tā dà tābà.
yā	Wàtàkìlà <u>yā</u> man̄tā dà tābà.
tā	Wàtàkìlà <u>tā</u> man̄tā dà tābà.
sun	Wàtàkìlà <u>sun</u> man̄tā dà tābà.
kun	Wàtàkìlà <u>kun</u> man̄tā dà tābà.
mun	Wàtàkìlà <u>mun</u> man̄tā dà tābà.
an	Wàtàkìlà <u>an</u> man̄tā dà tābà.

	Ìdan sun <u>fita</u> bā` laìfī.
dāwō	Ìdan sun <u>dāwō</u> bā` laìfī.
zō	Ìdan sun <u>zō</u> bā` laìfī.
ganī	Ìdan sun <u>ganī</u> bā` laìfī.
man̄tā	Ìdan sun <u>man̄tā</u> bā` laìfī.
cē`	Ìdan sun <u>cē`</u> bā` laìfī.

## GD 4.2 Substitution-Correlation Drill

	<u>Bello</u> yā dāwō dà rāna.
Yūsufù	<u>Yūsufù</u> yā dāwō dà rāna.
Hàlímà	<u>Hàlímà</u> tā dāwō dà rāna.
māsínjā	<u>Māsínjā</u> yā dāwō dà rāna.
Mammàn dà Yūsufù	Mammàn dà Yūsufù sun dāwō dà rāna.

## Random Substitution and Substitution-Correlation Drill.

	Mūsā yācē` <u>yā</u> mantā dà sākōn.
tā	Mūsā yācē` <u>tā</u> mantā dà sākōn.
mun	Mūsā yācē <u>mun</u> mantā dà sākōn.
sun	<u>Mūsā</u> yācē` sun mantā dà sākōn.
Hàlīmà	Hàlīmà tācē` <u>sun</u> mantā dà sākōn.
kun	Hàlīmà tācē` <u>kun</u> mantā dà sākōn.
kīn	Hàlīmà tācē` <u>kīn</u> mantā dà sākōn.
an	Hàlīmà tācē` <u>an</u> mantā dà sākōn.
nā	<u>Hàlīmà</u> tācē` nā mantā dà sākōn.
Bellò	Bellò yācē` <u>nā</u> mantā dà sākōn.
sun	<u>Bellò</u> yācē` sun mantā dà sākōn.
yārā	Yārā suncē` sun mantā dà sākōn.

## Substitution-Correlation Drill

	<u>Yārō</u> yā gayā makà lābārì.
Yūsufù	<u>Yūsufù</u> yā gayā makà lābārì.
yārā	<u>Yārā</u> sun gayā makà lābārì.
Hàlīmà	<u>Hàlīmà</u> tā gayā makà lābārì.
jàkādàn Amirkà	<u>Jàkādàn Amirkà</u> yā gayā makà lābārì.
Bellò dà Mammàn	<u>Bellò dà Mammàn</u> sun gayā makà lābārì.
nā	<u>Nā</u> gayā makà lābārì.
mun	Mun gayā makà lābārì.

	<u>Mammàn</u> yāzō gídankà dà wajen karfè bìyu.
Hàlímà	<u>Hàlímà</u> tāzō gídankà dà wajen karfè bìyu.
Mammàn dà Hàlímà	<u>Mammàn dà Hàlímà</u> sunzō gídankà dà wajen karfè bìyu.
jákādàn Amírkà	<u>Jákādàn Amírkà</u> yāzō gídankà dà wajen karfè bìyu.
Yūsufù	<u>Yūsufù</u> yāzō gídankà dà wajen karfè bìyu.
yārā	<u>Yārā</u> sunzō gídankà dà wajen karfè bìyu.
Yūsufù dà Bello	<u>Yūsufù dà Bello</u> sunzō gídankà dà wajen karfè bìyu.
yārò	<u>Yārò</u> yāzō gídankà dà wajen karfè bìyu.
māsínjà	<u>Māsínjà</u> yāzō gídankà dà wajen karfè bìyu.

	Wàtákílà <u>Mammàn</u> yā māntā yāzō dà sàkòn.
yārā	Wàtákílà <u>yārā</u> sun māntā yāzō dà sàkòn.
māsínjà	Wàtákílà <u>māsínjà</u> yā māntā yāzō dà sàkòn.
Hàlímà	Wàtákílà <u>Hàlímà</u> tā māntā yāzō dà sàkòn.
yārò	Wàtákílà <u>yārò</u> yā māntā yāzō dà sàkòn.

## GD 4.3 Variation Drill (for repetition)

Kun dàmu dà rānā nè?

Í, mun dàmu da rānā.  
 Í, nā dàmu dà rānā.

Sun dàmu dà rānā nè? 1

Í, sun dàmu dà rānā.

<sup>1</sup> This may be used both in the sense 'Are they bothered by the sun?' and in the sense 'They are bothered by the sun?' (don't be foolish!). The answer is to the first sense.

## UNIT 5

## BASIC SENTENCES

## Audu

you (sg. m.)	kai
big (m., f.)	babbā
clerk (m.)	àkàwū
chief clerk	babbán àkàwū
now	yànzú

Are you the chief clerk now, Mūsā kai nè babbán àkàwū yànzú?  
Musa?

## Bello

No, Bello is.	À'á, Bello nē.
---------------	----------------

## A

you (pl.)	kū
how much, how many?	nawa'
you (pl.) will go to	zāku
England	Ingilà'
next year	bàdī

How many of you are going to Kū nawa' zāku Ingilà' bàdī?  
England next year?

## B

I	nī
alone, only	kadai
Just Sani and myself.	Nī dà Sāní nè kadai.

## A

he heard, felt, perceived	yājì
he took	yā dāukā
new (m.)	sābō
pl.	sābabbi
worker	ma'āikacī
pl.	ma'āikatā
new workers	sābabbin ma'āikatā
someone took [on] workers; workers were hired	an dāuki ma'āikatā
I heard they've taken on [some] new workers.	Nājì an dāuki sābabbin ma'āikatā.

## B

at	à
what, which? (f.)	wacè
place of work (f.)	ma'āikatā
At what office?	À wacè ma'āikatā?

## A

our place of work	ma'āikatar̄ mù
At our office.	À ma'āikatar̄ mù.

## B

until, up to	har̄
they	sū
How many of them are there? ('up to how many [are] they')	Har̄ sū náwá?

## A

man	mùtum̄
seven	bakwàl̄
About seven people.	Wa jen mùtum̄ bakwàl̄.

## B

goodness, beauty	kyaū
That's good ('with good').	Dā kyaū.

## NOTES

Note 5.1 Pronoun

Note 5.1.1 Independent Pronoun

Kai ne babbán akawu yanzu Musa?

Kū nawa zaku Ingila badi?

Nī da Sani ne kadaí.

Har sū nawa.

/nī/ 'I' /kai/ 'you (masculine singular)', /kū/ 'you (plural)' and /sū/ 'they' are examples of pronouns used as separate words. (Note that while /nā/, /kā/, etc. [Note 4.1] are usually written separately, they are really prefixes to the following verb.) The full set of these independent pronouns is:

nī	I	mū	we
kai	you (m. sg.)	kū	you (pl.)
kē	you (f. sg.)		
shī	he	sū	they
itā	she		

While /shī/ is translated as 'he' and /itā/ as 'she', it should be emphasized that these refer to items classified as 'masculine' or 'feminine' in Hausa (see below, Note 5.1.2) and are not to be generally equated with 'he' and 'she' in English. Either may be 'it' in English, should the English so require.

All of these pronouns with long vowel also occur with short vowel. They are more frequently long.

Since the Hausa verb includes an affix which indicates the person, the independent pronouns are used with the verb only for emphasis or contrast. Note that only one of the above sentences involves a verb: 'how many of you (independent pronoun) you (suffix) are going to England next year?'. (For the verb /zā-/ see Note 15.1)

#### Note 5.1.2 /ma-/ plus Suffix Pronouns

Kazo da sakon da ya gaya maka?

Suffix pronouns are also used after /ma-/ 'to, for'. /maka/ 'to you (masculine singular)' is an example. The complete set is:

mini	to me, for me	mana	to us, for us
maka	to you, for you (m.sg.)	maku	to you, for you (pl.)
maki	to you, for you (f.sg.)		
masa	to him, for him	masu	to them, for them
mata	to her, for her		

Note that before /ni/ the form is /mi-/. The /-na/ 'us' is also to be noted as contrasting with /mū/, /-mū/ in form.

Before nouns /wà/ is used, as in /yā gayā wà ma'aikatañ/ 'he said to the workers'. /ma-/ may be heard before nouns in other Hausa dialects. (In addition to /mini/ one may also hear /miki/, /muku/ and /musu/. /mani/ and /mamu/ are used by other speakers.)

## Note 5.1.3 /n/, /r/ plus Suffix Pronouns

The use of the suffix pronouns after /n/ and /r/ are best considered as part of the larger picture of the noun-n-noun construction which is discussed in the following note.

## Note 5.2 Noun-n-Noun Construction

ofishin jakadan Amirka

sababbīn ma'aikata

gidanka

ma'aikatarmu

sakon da ya gaya maka

Hausa nouns are masculine (as /ōfis/, /gīdā/, /sākō/), feminine (as /ma'aikatā/) or plural (as /sābabbi/).

The above are examples of the 'noun-n-noun' construction. In this construction the first noun is followed by /n/ (if masculine or plural) or /r/ (if feminine). What follows the /n/ or /r/ modifies or limits in some way what precedes. For convenience we call this the noun-n-noun (NnN) construction. The word 'noun' is used here to include a noun or what may be substituted for it. We have, for example:

noun n noun	s a b a b b i n m a ' a i k a t a
noun n noun phrase	o f i s h i n j a k a d a n A m i r k a
noun n pronoun	g i d a n k a
noun n /dà/ clause	s a k o n d a y a g a y a m a k a

The modification or limitation of the second 'N' in the above examples may be described somewhat as follows:

ofishin jakadan Amirka

Here the second N is another NnN phrase. The 'office' is described as the 'American consul' office.

sababbin ma'aikata	the workers-type new ones
gidanka	the you-reference house
ma'aikatarmu	the we-reference office
sakon da ya gaya maka	the which he said to you message

Other examples with the second noun a noun or noun phrase are:

wajen karfe tara	direction of 9:00
wajen mutum bakwai	direction of man seven
babban akawu	big (one of) clerk
bayan kwana biyu	back of two days
kwanan iyali	passing night of family

For convenience /n/ is consistently translated 'of' in these examples. The same limitation or modification principle is seen here.

The nouns /sàbabbi/ 'new ones' and /bàbbà/ 'big one' belong to a sub-class of nouns sometimes referred to as 'adjectives'. They have masculine, feminine and plural forms. These two (and a number of other similar nouns) occur in first position in NnN constructions. (There are also nouns corresponding to English adjectives which occur in the second noun position.) The forms of 'new' are:

m	f	pl
sàbò	sàbuwà	sàbabbi

/bàbbà/ has the same form for masculine and feminine and has an irregular plural, /mànyà/. It should be remembered that /sàbò/ means 'a new one (m.)' /sàbuwà/ 'a new one (f.)', in other words, that they are nouns, even though a special class of such.

/nèmansà/ 'looking for him' is an example of the same /-n/ plus suffix. /nèmà/ 'looking for' is a verbal noun, so that it

takes a noun construction. (Contrast the pronoun objects of the verb in Note 6.1.)

Several examples above have shown that the /n/ (or /r/) may be followed by a suffix pronoun. Such suffix pronouns are usually the equivalent of 'your', 'his', etc. Compare:

<u>Suffix</u>	<u>masculine noun</u>			
-ka`	gidankä`	your house	ma'aikatarkä`	your place of work
-ki`	gidanki`	your (f.) house	ma'aikatarki`	your (f.) place of work
-sa`	gidansä`	his house	ma'aikatarsä`	his place of work
-ta`	gidantä`	her house	ma'aikatarta`	her place of work
-mu`	gidanmu`	our house	ma'aikatarmu`	our place of work
-ku`	gidanku`	your house	ma'aikatarku`	your place of work
-su`	gidansu`	their house	ma'aikatarsu`	their place of work

The vowel before /n/ or /r/ is always short. (/o/ may be replaced by /wa/, /e/ by /a/, though not in spelling.) In some dialects /r/ is replaced by a doubling of the following consonant:  
*/ma'aikatakkä./*

The forms for 'my' are different:

gidänä my house      ma'aikatätä my place of work

The /n/ of the masculine here has its full form /na/, with the length of the vowel being the reference to first person. In the same way /r/ has its full form /ta/, with the same length. For practical purposes we may say the suffix for 'my' is /-nä/ for masculine, /-tä/ for feminine. The vowel before these is long. Note that /-nä/ is added to masculine nouns, /-tä/ to feminine nouns. Whether a man or woman is speaking does not matter. /-nä/ and /-tä/ may also sound short and be followed by a glottal stop. The /a/ is still clearly [a].

Note 5.3 Noun: /-n̄/, /-r̄/ 'the'

The use of /-n̄/ as 'the' after masculine and plural nouns was mentioned in Note 4.3. The corresponding feminine suffix is /-r̄/, as in /ma'aikatar̄/ 'the place of work'. Note that these suffixes are not the same as the /-n/ and /-r/ of Note 5.1.2, though they have the same form if the noun has low tone on the last syllable. Compare:

/-n̄/ /-r̄/		/-n/ /-r/	
àkàwun	the clerk	àkàwun jàkādà	the consul's clerk
iyālin	the family	iyālinkù	your family
ma'aikatar̄	the place of work	ma'aikatarsà	his place of work
lāfiyār̄	the well-being	lafiyārtà	her health
yārān	the children	yārān mù	our children

Note 5.4 Interrogative /wàcè/

A wace ma'aikata?

/wàcè/ 'which?, what?' is the feminine counterpart of /wànè/ (Note 2.2). In this sentence it modifies the feminine noun /ma'aikatā/.

#### GRAMMATICAL DRILL

GD 5.1 Independent Pronoun

Simple Substitution Drill

Nī dà Sāní nè kadai.

kai                           Kai dà Sāní nè kadai.

sū                           Sū dà Sāní nè kadai.

itā                           Ita dà Sāní nè kadai.

mū	<u>Mū</u> dà Sānī nè kadaī.
shī	<u>Shī</u> dà Sānī nè kadaī.
kē	<u>Kē</u> dà Sānī nè kadaī.
kū	<u>Kū</u> dà Sānī nè kadaī.

	<u>Kai</u> nè babbān àkàwū yànzú?
Mūsā	<u>Mūsā</u> nè babbān àkàwū yànzú?
shī	Shī nè <u>babbān</u> àkàwū yànzú?
māsīnjà	<u>Shī</u> nè māsīnjà yànzú?
Bellò	<u>Bellò</u> nè māsīnjà yànzú?
shī	Shī nè <u>māsīnjà</u> yànzú?
jákādān Amirkà	<u>Shī</u> nè jákādān Amirkà yànzú?
kai	Kai nè jákādān Amirkà yànzú?

In the following drill, substitute the proper pronoun for the noun(s) underlined when 'pronoun' (P) is given as the cue.

	Nā dàmu dà <u>Mūsā</u> .
P	Nā dàmu dà <u>shī</u> .
Hàlīmà	Nā dàmu dà <u>Hàlīmà</u> .
P	Nā dàmu dà <u>itā</u> .
Bellò	Nā dàmu dà <u>Bellò</u> .
P	Nā dàmu dà <u>shī</u> .
Bellò dà Hàlīmà	Nā dàmu dà <u>Bellò dà Hàlīmà</u> .
P	Nā dàmu dà <u>sū</u> .

## GD 5.1.2 /-n/, /-r/ and Suffix Pronoun

In the following drills the independent pronoun will be given as the cue. It is not intended to be the form to be substituted but only a reminder of what form to use. For example, the cue (kai) in the following means 'use the proper second person masculine singular pronoun in the place indicated':

Aikin Bello bā`kyau.

(kai) Aikinka bā`kyau.

In the written text such 'reminder' cues are put in parentheses, as here.

Aikin Bello dà kyaù.

P Aikinsà dà kyaù.

Hàlímà Aikin Hàlímà dà kyaù.

P Aikintà dà kyaù.

Shēhù dà Mūsā Aikin Shēhù dà Mūsā dà kyaù.

P Aikinsù dà kyaù.

(kai) Aikinka dà kyaù.

(kē) Aikinkì dà kyaù.

(kū) Aikinkù dà kyaù.

(mū) Aikinmù dà kyaù.

(nī) Aikinā dà kyaù.

Repeat this exercise with /bā`/: Aikin Bello bā`kyau. etc.

Lāfiyàr Hàlímà kaláu?

P Lāfiyàrtà kaláu?

Mūsā Lāfiyàr Mūsā kaláu?

P Lāfiyàrsà kaláu?

Mūsā dà Hàlīmà Lāfiyàr Mūsā dà Hàlīmà kaláu?

P Lāfiyàrsù kaláu?

(kai) Lāfiyàrkà kaláu?

(ku) Lāfiyàrkù kaláu?

(mu) Lāfiyàrmù kaláu?

(ni) Lāfiyàtā kaláu?

(ke) Lāfiyàrkì kaláu?

Kwānan Bello nawà à Ámirkà?

P Kwānansà nawà à Ámirkà?

Hàlīmà Kwānan Hàlīmà nawà à Ámirkà?

P Kwānanta nawà à Ámirkà?

Bello dà Hàlīmà Kwānan Bello dà Hàlīmà nawà à Ámirkà?

P Kwānansù nawà à Ámirkà?

(kai) Kwānankà nawà à Ámirkà?

(mu) Kwānanmù nawà à Ámirkà?

(ku) Kwānankù nawà à Ámirkà?

(ni) Kwānānā nawà à Ámirkà?

(ke) Kwānankì nawà à Ámirkà?

Iyālin Shēhù sun sàuka lāfiyà.

P Iyālinsà sun sàuka lāfiyà.

(kai) Iyālinkà sun sàuka lāfiyà.

(ni) Iyālinā sun sàuka lāfiyà.

Àkwai làbārì gàme dà iyālin Shēhù?

(shi) Àkwai làbārì gàme dà iyālinsà?

(kai) Àkwai làbārì gàme dà iyālinkà?

(ni) Àkwai làbārì gàme dà iyālinā?

	Nā māntā bāyan <u>Bellò</u> bā` lāfiyà.
P	Nā māntā bāyansà bā` lāfiyà.
Hàlímà	Nā māntā bāyan <u>Hàlímà</u> bā` lāfiyà.
P	Nā māntā bāyantà bā` lāfiyà.
Bellò dà Shēhù	Nā māntā <u>Bellò dà Shēhù</u> bā` lāfiyà.
P	Nā māntā bāyansù bā` lāfiyà.
(kū)	Nā māntā bāyankù bā` lāfiyà.
(kai)	Nā māntā bāyankà bā` lāfiyà.
(kē)	Nā māntā bāyankì bā` lāfiyà.
	Kadà kà dàmu, bāyankà kalau nè.
(shī)	Kadà kà dàmu, bāyansà kalau nè.
(itā)	Kadà kà dàmu, bāyantà kalau nè.
(sū)	Kadà kà dàmu, bāyansù kalau nè.
(nī)	Kadà kà dàmu, bāyānā kalau nè.

## GD 5.1.3 Pronoun after /ma-/

	Yā gayà <u>mata</u> sàkòn dà dare.
(shī)	Yā gayà <u>masà</u> sàkòn dà dare.
(mū)	Yā gayà <u>manà</u> sàkòn dà dare.
(kē)	Yā gayà <u>maki</u> sàkòn dà dare.
(sū)	Yā gayà <u>masù</u> sàkòn dà dare.
(nī)	Yā gayà <u>mini</u> sàkòn dà dare.
(kū)	Yā gayà <u>makù</u> sàkòn dà dare.
(kai)	Yā gayà <u>maka</u> sàkòn dà dare.

## GD 5.2 Variation Drill

Variations on sentences in GD 5.1.2 (for repetition)

Kwānan Bellò nawà à Ámirkà?

Bellò kwānansà nawà à Ámirkà?

Kwānan Hàlīmà nawà à Ámirkà?

Hàlīmà kwānanta nawà à Ámirkà?

Kwānan Bellò dà Hàlīmà nawà à Ámirkà?

Bellò dà Hàlīmà kwānansù nawà à Ámirkà?

Lāfiyàr Hàlīmà kalau.

Hàlīmà lāfiyàrtà kalau.

Lāfiyàr Mūsā kalau.

Mūsā lāfiyàrsà kalau.

Lāfiyàr Hàlīmà dà Mūsā kalau.

Hàlīmà dà Mūsā lafiyàrsù kalau.

## Substitution Drill

Mammàn yā dàuki àlbāshinsà yaù.

Hàlīmà

Hàlīmà tā dàuki àlbāshintà yaù.

Mammàn dà Hàlīmà

Mammàn dà Hàlīmà sun dàuki àlbāshinsù yaù.

(ní)

Nā dàuki àlbāshinā yaù.

(mū)

Mun dàuki àlbāshinmù yaù.

(ka)

Kā dàuki àlbāshinkà yaù.

(kē)

Kin dàuki àlbāshinkì yaù.

(kū)

Kun dàuki àlbāshinkù yaù.

Mūsā yā gayà makà jàkādàn Ingìlì yā sàuká?

babban àkāwū

Mūsā yā gayà makà babban àkāwū yā sàuká?

uwarta

Mūsā yā gayà makà uwarta tā sàuká?

her mother

Hàlīmà

Mūsā yā gayà makà Hàlīmà tā sàuká?

	Wàtákìlà yā fita wajen <u>karfè bakwài</u> .
karfè bìyu	Wàtákìlà yā fita wajen <u>karfè bìyu</u> .
yammā	Wàtákìlà yā fita wajen <u>yammā</u> .
karfè tara`	Wàtákìlà yā fita wajen <u>karfè tara`</u> .

## Question and Answer Drill (for repetition)

Question	Answer
Har sū náwà?	Wajen mùtum bìyu.
Har kū náwà?	Nī dà Mūsā nè kadaı.
Karfè nawà yànzú?	Wajen karfè bakwài nē.

Audu	
early morning, dawn	àsùbā`
Good morning.	Barkà dà àsùbā`.

Bello	
Good morning.	Barkà kadaı.

A	
Is your son around?	Yārònka nā kusá?

B	
he sent	yā àikā
I sent him	nā àikēshi
No, I sent him to the market.	Ā'à, nā àikēshi kàsuwā.

## A

daughter	'yā
your daughter	'yarkā
Is your daughter here?	'Yarkā nā nā?

## B

mother	uwā
her mother	uwartā
she took her	tā dāukēta
Her mother took her.	Uwartā tā dāukēta.

## A

horse	dōki
he recovered	yā warkē
Has your horse gotten well?	Dōkinka yā warkē?

## B

not yet	tukūnā
yesterday	jīyā / jīyā
(emphatic particle), in fact, indeed	mā
he kicked; he shot	yā harbā
he kicked me; he shot me	yā harbēni
Not yet, just yesterday he kicked me.	Tukūnā, jīyā mā yā harbēni.

## A

he took	yā kai
some persons took him;	an kaishi
he was taken	

hospital	asibit̄i
animal	dabbā
pl.	dabbōbī
Was he taken to the animal hospital?	An kaishi asibitin dabbōbī?

## B

always	kullum
he is taken; someone takes him	anà kaishi
He's taken [there] regularly.	Kullum anà kaishi.

## NOTES

## Note 6.1 Verb Objects

nā àikēshi kàsuwā  
 tā dàukētā  
 an dàuki sàbābbin ma 'àikatā  
 yā harbēni  
 an kaishi asibitin dabbōbī

These examples show pronoun suffixes as objects of verbs. Some verbs (as /kai/) have the same form before pronoun suffixes as elsewhere, but most verbs are different (if only slightly) before pronoun suffixes than before noun objects. For example, the other verbs above have /-i/ before noun objects, as /dàuki/, and /-ē/ before pronoun objects, as /dàukē-/. Verbs having /-ē/ before pronouns and /-i/ before nouns are listed in dictionaries under the form without object, which has /-ā/: /àikā/, /dàukā/, etc. Some verbs vary only in vowel length: /yā mantā/, /yā mantāshi/, /yā manta 'yarsà/, with /ā/ before pronoun and /a/ before noun object.

Verbs taking objects ('transitive') verbs which have occurred in Units 1-6 are:

Form without object following	Form with pronoun object	Form with noun object
àikā	àikē-	àiki / àiki
dàukā	dàukē-	dàuki / dàuki
gani	gan-	ga
hàrbā	hàrbē-	hàrbì / hàrbì
jī	jī	jì
kai	kai	kai
màntā	màntā-	mànta / màntà
nèmā	nèmā-	nèmi / nèmì

Note the forms of /gani/ 'see'. Note also that /màntā dà/ may be used instead of /màntā-/ and /mànta/. (The tone may also be low on the /-i/ suffix before a noun object, /àiki/. It is normally left unmarked [high] in these units, but the variation should be noted.)

The pronoun suffixes to the verb may have either high or low tone. While no definite rule may be given, the tone is often the opposite of that of the preceding syllable: /yā ganshi/ 'he saw him', /yā àikēshi/ 'he sent him'. The pronoun object forms are: /-ni/, /-ka/, /-ki/, /-shi/, /-ta/, /-mu/, /-ku/, /-su/.

#### Note 6.2 Verb: Review

##### Note 6.2.1 Verb: Types

The verb forms in Note 6.1 provide examples of several verb types. With regard to the perfective we may list:

1. Verbs which have the same form in all cases: kai

2. Verbs the forms of which vary as to final vowel length but keep the same vowel:

mántā	mánta
jí	jı

3. Verbs with regular vowel alternation:

àíkā	àíkā-	àíki
daúkā	daúkē-	daúki

4. Verbs with unpredictable variation:

gani	gan-	ga
------	------	----

#### Note 6.2.2 Verb: Stem Vowel

The listing of verb types in Note 6.1 shows that the final vowel of the stem often varies, e.g. /àíkā/, /àíkē-/ , /àíki/. The final stem vowel (the /-ā -ē -i/) is a suffix.

Secondly, the tone of the verb is not part of the root but is also an affix. To illustrate these two facts, we may take the root /aik-/ as an example.

There are two verbs for 'send': /àíkā/ and /aikā/. The first has as object the person sent and has the /-ā -ē -i/ variation:

Yā àíki Shéhù	He sent Shehu.
Yā àíkēshi	He sent him.

The object sent with Shehu is after /dá/:

Yā àíki Shéhù dà sákon.	He sent Shehu with the message.
-------------------------	---------------------------------

Compare also:

Wà ya àikà dà sâkon? Whom did he send with the message?

The other verb /aikà/ has the /-ā -a/ alternation as well as a different tone pattern and does not normally take a direct object. It is used with /dà/ to indicate the object sent:

Yā aikà dà sâkon. He sent the message.

The person to whom the message is sent is used with /wà/ (or /ma-/):

Yā aikà wà Shēhù da sâkon. He sent the message to Shehu.

Yā aikà masà dà sâkon. He sent him the message.

Compare the usage with /wà/:

Wà ya aikà wà dà sâkon? To whom did he send the message?

Here the /wà/ 'to' is placed after the verb 'Who (/wà/) did he send to (/wà/)'.

### Note 6.3 Pronoun review

Following is a list of the pronoun forms which have occurred so far:

Independent	Suffix to verb	Suffix after /ma-/	Suffix to noun /n/	Perfective verb prefix
nī / ní	-nī / -ní	-ní	-nā	nā-
			-tā	
kai	-ka / -kà	-kà	-kà	kā-
kē / ke	-kī / -kì	-kì	-kì	kīn-
shī / shí	-shī / -shì	-shì / -sà	-sà	yā-

itā / ita	-ta / -tā	-tā	-tā	tā-
mū / mu	-mu / -mū	-nā	-mū	mun-
kū / ku	-ku / -kū	-kū	-kū	kun-
sū / su	-su / -sū	-sū	-sū	sun-
--	---	---	---	an-

Note 6.4 /wajen/

I, sunzo da wajen karfe tara.

Wajen mutum bakwai.

/wajē/ means 'direction'. With /n/ plus a following noun or pronoun it may mean 'to (so-and-so)' or 'at (so-and-so's place)': /wajensā/ 'to him; to his place; at his place'. It may also, as above, be equivalent to English 'about, approximately', as in the above examples.

Compare:

Nī nā mānta wajen.

I forgot the place. That is, I forgot where the place is I'm looking for. I forgot where it is; I forgot where he is, etc.

Dà sanyī wajen gídánsù?

Is it cold at their house?

#### GRAMMATICAL DRILL

##### GD 6.1 Verb Objects

Mun àikēshi Ingila.

(sū)

Mun àikēsù Ingila.

(itā)

Mun àikētā Ingila.

(kai)

Mun àikēkā Ingila.

(ku)	<u>Mun àikēkù</u> Ingila.
(su)	Sun àikē <u>sù</u> Ingila.
(ni)	Sun àikē <u>ni</u> Ingila.
(mu)	Sun àikē <u>mù</u> Ingila.
(ke)	Sun àikē <u>ki</u> Ingila.

	Uwarta tā dàukē <u>ni</u> .
(ka)	Uwarta tā dàukē <u>ka</u> .
(ke)	Uwarta tā dàukē <u>ki</u> .
(shi)	Uwarta tā dàukē <u>shi</u> .
(ita)	Uwarta tā dàukē <u>ta</u> .
(mu)	Uwarta tā dàukē <u>mù</u> .
(ku)	Uwarta tā dàukē <u>kù</u> .
(su)	Uwarta tā dàukē <u>sù</u> .

	An kai <u>shi</u> kàsuwā.
(su)	<u>An</u> kai <u>sù</u> kàsuwā.
(ni)	Nā kai <u>sù</u> kàsuwā.
(ita)	Nā kai <u>ta</u> kàsuwā.
(ka)	Kā kai <u>ta</u> kàsuwā.
(shi)	<u>Kā</u> kai <u>shi</u> kàsuwā.
(mu)	Mun kai <u>shi</u> kàsuwā.
(ke)	<u>Mun</u> kai <u>ki</u> kàsuwā.
(su)	Sun kai <u>ki</u> kàsuwā.
(ni)	<u>Sun</u> kai <u>ni</u> kàsuwā.
(ke)	Kin kai <u>ni</u> kàsuwā.

	Dōkī yā h̄arbēní.
(mū)	Dōkī yā h̄arbēmū.
(shī)	Dōkī yā h̄arbēshī.
(sū)	Dōkī yā h̄arbēsū.
(ta)	Dōkī yā h̄arbēta.
(ka)	Dōkī yā h̄arbēka.
(kē)	Dōkī yā h̄arbēkī.
(kū)	Dōkī yā h̄arbēkū.
sanyī	Sanyī yā h̄arbēkū.
(nī)	Sanyī yā h̄arbēní.
jiyà	Jiyà yā h̄arbēní.

	Mun àiki <u>Bello</u> Ingilà.
P	Mun àikēshī Ingilà.
Mammàn	Mun àiki Mammàn <u>Ingilà</u> .
kàsuwā	Mun àiki <u>Mammàn</u> kàsuwā.
P	Mun àikēshī <u>kàsuwā</u> .
dà karfè tara	Mun àikēshī dà karfè tara.
Hàlímà	Mun àiki <u>Hàlímà</u> dà karfè tara.
P	Mun àikētā <u>dà karfè tara</u> .
jiyà dà rāna	<u>Mun</u> àikētā jiyà dà rāna.
(shī)	Yā àikētā jiyà dà rāna.
Shēhù	Yā àiki <u>Shēhù</u> jiyà dà rāna.
P	Yā àikēshī jiyà dà rāna.
Bello dà Hàlímà	Yā àiki <u>Bello</u> dà <u>Hàlímà</u> jiyà dà rāna.
P	Yā àikēsù jiyà dà rāna.

	Wàne ḥfis naji an dàukì <u>Hàlímà</u> ?
P	Wàne ḥfis naji an dàuké <u>tà</u> ?
(kai)	Wàne ḥfis naji an dàuké <u>kà</u> ?
(kē)	Wàne ḥfis naji an dàuké <u>kì</u> ?
(kū)	Wàne ḥfis naji an dàuké <u>kù</u> ?
(sū)	Wàne ḥfis naji an dàuké <u>sù</u> ?
(shī)	Wàne ḥfis naji an dàuké <u>shì</u> ?

	Wajen inā dōkinsà ya hárbe <u>tà</u> ?
Hàlímà	Wajen inā dōkinsà ya hárbi <u>Hàlímà</u> ?
(shī)	Wajen inā dōkinsà ya hárbe <u>shì</u> ?
Lawàl	Wajen inā dōkinsà ya hárbi <u>Lawàl</u> ?
(sū)	Wajen inā dōkinsà ya hárbe <u>sù</u> ?
Lawàl da Hàlímà	Wajen inā dōkinsà ya hárbi Lawàl dà <u>Hàlímà</u> ?

	An dàuki <u>dabbōbì</u> dàgà nan.
P	An dàuké <u>sù</u> dàgà nan.
'yarta	An dàuki <u>'yarta</u> dàgà nan.
P	An dàuké <u>tà</u> dàgà nan.
māsinja	An dàuki <u>māsinja</u> dàgà nan.
P	An dàuké <u>shì</u> dàgà nan.
jàkādàn Ingìlì	An dàuki <u>jàkādàn Ingìlì</u> dàgà nan.
P	An dàuké <u>shì</u> dàgà nan.
yārō	An dàuki <u>yārō</u> dàgà nan.
P	An dàiké <u>shì</u> dàgà nan.
yārā	An dàuki <u>yārā</u> dàgà nan.
P	An dàuké <u>sù</u> dàgà nan.

## GD 6.2 Independent Pronoun Review

	Tāzō dà <u>uwarsa`</u> .
P	Tāzō dà <u>itā</u> .
dabbōbī	Tāzō dà <u>dabbōbī</u> .
P	Tāzō dà <u>sū</u> .
sàkon`	Tāzō dà <u>sàkon`</u> .
P	Tāzō dà <u>shī</u> .
tābā	Tāzō dà <u>tābā</u> .
P	Tāzō dà <u>itā</u> .
gyàdan nàn	Tāzō dà <u>gyàdan nàn</u> .
P	Tāzō dà <u>sū</u> .
yārō	Tāzō dà <u>yārō</u> .
P	Tāzō dà <u>shī</u> .
yārā	Tāzō dà <u>yārā</u> .
P	Tāzō dà <u>sū</u> .

## GD 6.3 /-n/, /-r/

	Mammàn yā dāwō dàgà <u>asibítin?</u>
kàsuwan`	Mammàn yā dāwō dàgà <u>kàsuwán`?</u>
gidan`	Mammàn yā dāwō dàgà <u>gidán`?</u>
ōfishin`	Mammàn yā dāwō dàgà <u>ōfishín`?</u>
Amirkà	Mammàn yā dāwō dàgà Amirkà.

/-n/, /-r/

	Mādallā, uwātā tā dāwō yaù.
(itā)	Mādallā, uwartā tā dāwō yaù.
(sū)	Mādallā, uwarsū tā dāwō yaù.
(shī)	Mādallā, uwarsà tā dāwō yaù.
yārō	Mādallā, yārōnsà yā dāwō yaù.
(kū)	Mādallā, yārōnku yā dāwō yaù.
'yā	Mādallā, 'yarku tā dāwō yaù.
yārā	Mādallā, yāranku sun dāwō yaù.
(nī)	Mādallā, yārānā sun dāwō yaù.
(mū)	Mādallā, yāranmù sun dāwō yaù.

#### GD 6.4 Variation Drill

	Yāyā <u>uwarkà</u> , tā wárkè?
iyālì	Yāyā <u>iyálìnkà</u> , sun wárkè?
Hàlímà	Yāyā <u>Hàlímà</u> , tā wárkè?
Mūsā	Yāyā <u>Mūsá</u> , yā wárkè?
yārā	Yāyā <u>yārā</u> , sun wárkè?
ma'āikàcī	Yāyā <u>ma'āikàcī</u> , yā wárkè?
'yarkà	Yāyā <u>'yarkà</u> , tā wárkè?
yārō	Yāyā <u>yārō</u> , yā wárkè?
ma'āikàtā	Yāyā <u>ma'āikàtā</u> , sun wárkè?

	Barkà, <u>uwarkà</u> tā warkè.
'yarkà	Barkà, <u>'yarkà</u> tā warkè.
Mūsā	Barkà, <u>Mūsá</u> yā warkè.

Mūsā dà Hālīmā Barkā, Mūsā dà Hālīmā sun warkē.

dokinka Barkā, dōkinka yā warkē.

Hālīmā Barkā, Hālīmā tā warkē.

Mammān yā dāukētā jiyà dà rāna.

'yarsā Mammān yā dāuki 'yarsā jiyà dà rāna.

fīta dà Mammān yā fīta dà 'yarsā jiyà dà rāna.

dāwō Mammān yā dāwō dà 'yarsā jiyà dà rāna.

uwā Mammān yā dāwō dà uwarsā jiyà dà rāna.

Sānī yā kai Lawal wajen Yūsūfu?

(kai) Sānī yā kaikā wajen Yūsūfu?

dōkin Sānī yā kai dōkin wajen Yūsūfu?

(kē) Sānī yā kaikī wajen Yūsūfu?

Uwātā tāzō jiyà dà dare.

Mūsā Uwar Mūsā tāzō jiyà dà dare.

(shī) Uwarsā tāzō jiyà dà dare.

dāwō Uwarsā tā dāwō jiyà dà dare.

fīta Uwarsā tā fīta jiyà dà dare.

sàuka Uwarsā tā sàuka jiyà dà dare.

àikēshi' Uwarsā tā àikēshī' jiyà dà dare.

Kusa dà asibitin dabbōbī àkwai kàsuwā.

yamma Yamma dà asibitin dabbōbī àkwai kàsuwā.

gabas Gabas dà asibitin dabbōbī àkwai kàsuwā.

ma 'aikatarmu Gabas dà ma 'aikatarmu àkwai kàsuwā.

kusa	Kusa dà <u>ma'aikatarmù</u> àkwai kàsuwā.
ōfishinmù	<u>Kusa</u> dà ófishinmù àkwai kàsuwā.
yamma	<u>Yamma</u> dà ófishinmù àkwai kàsuwā.
bāyan	Bāyan ófishinmù àkwai kàsuwā.
asibitìn dabbōbī	Bāyan asibitìn dabbōbī àkwai kàsuwā.

## UNIT 7

## BASIC SENTENCES

Audu	
greetings!	sànnu
Hello there, Shehu! ('Greetings [to you as you work']')	Sànnu dà aikì Shēhù.

Shehu	
(polite answer to greeting)	yawwā
Hello to you.	Yawwā, sànnu kàdai.

A	
you didn't come	bàkàzō ba
pen	àlkalàmī
Didn't you bring a pen?	Bàkà zō dà àlkalàmī bá?

S	
everything; (with neg.)	kōmai / kōmē
anything	
I didn't bring anything.	Bàn zō dà kōmai ba.

## A

what?	mē
he did, made	yāyī
one will do	zā'ā yí
water	ruwā
this water	ruwan nān

What is to be done with this  
water?

## S

she didn't come	bàtā zō ba
he took away	yā dāukē
Didn't Halima (come and) take [it] away?	Hālīmā bàtā zō tā dāukē bá?

## A

you (pl.) didn't come	bākū zō ba
meeting, group	tārō
You didn't come to the meeting yesterday.	Bākū zō tārō ba jiyā.

## S

No, ('yes') we didn't come.

ī, bāmū zō ba.

## A

Haven't they come to your  
house yet ('up to now')?

Har yānzū bāsū zō gidankā bá?

## B

one didn't come	bā'ā zō ba
he repaired	yā gyārā
No, they haven't come and fixed it.	ī, bā'ā zō an gyārā ba.

## NOTES

Note 7.1 Verb: Negative Perfective

bà̄n fita nā ganī ba  
 bà̄n zō dà komai ba  
 bákà zō dà àlkalàmī bá?  
 bátà zō tā daukè ba  
 bámù zō ba  
 bákù zō târo ba

The negative of the perfective has the negative /bà- ... ba/ with low tone prefixes. The vowels of the prefixes are short.

bà̄n zō	I didn't come	bámù zō ba	we didn't come
bákà zō	you (m.sg.)	bákù zō ba	you (pl.) didn't come
	didn't come		
bákì zō ba	you (f.sg.)		
	didn't come		
bái zō ba	he didn't come	básù zō ba	they didn't come
bátà zō ba	she didn't come	bá'a zō ba	no one came

These prefixes are generally written separately from the verb, and that convention is followed here. /bà/ is also frequently written separately but is here written together with the pronoun.

These prefixes may be used with all verbs which have occurred so far.

Note also that two verbs may be included in the negative: /ban fita na gani ba/ 'I didn't go out and see' /bata zo ta dauke ba/ 'she didn't come and take'. As in English the negative covers the action of both verbs.

The /ba/ which follows the verb need not be final in the sentence.

Note 7.2 Negative /bā - ba/ in equational constructions

The negative of an equational construction uses /bā .. ba/, as in:

Làfiyar Halimà bā kalau ba. 'Halima's health is no good'.

(For /bā - ba/ with /-nē/ see Note 13.1.)

Note 7.3 /nan/

Dà nīsā dàgà nán?

Me za'a yi da ruwan nán.

/nan/ occurs with several different tone patterns: /nan/ (high) /nàñ/ (low) and /nañ/ (high-low).

/nan/ (high) indicates reference to something already known: /dokin nan/ 'that house (you know about)'.

/nañ/ (high-low) means 'here'.

Both /nañ/ (high-low) and /nàñ/ (low) occur after noun plus /n/ in the meaning 'this': /dōkin nàñ/ or /dōkin nañ/ 'this house'. There is a tendency for /nàñ/ to occur after high tone in the preceding syllable, as /ruwan nàñ/ 'this water', and /nañ/ after low tone, as /dōkin nañ/.

Note 7.4 Syntax: Question and Answer

Note 7.4.1 Answering question with question

Me za'a yi da ruwan nan?

Halima bata zo ta dauke ba?

Note that the answer to the first question is another question. This is frequent in Hausa conversation. No direct answer is given.

Note 7.4.2 /í/, /ā'a/ as answers to questions

Baku zo taro ba jiyat I, bamu zo ba.

Har yan zu basu zo gidanka ba? I, ba'a zo an gyara ba.

Both of these questions are in the negative. The answer /í/ asserts agreement with the negative statement: 'you didn't come?' 'Yes, we didn't come'. 'They haven't come yet?' 'Yes, they haven't come.' Normal English usage has 'No, they didn't' and 'No, they haven't' for these.

Compare: Har yan zu basu zō gidankā bá? Ā'a, anzō an gyārā.

Note 7.5 Formulae

Sannu da aikī.

/sannu/ followed by a reference to the situation is a frequent greeting on casual meeting, as when one happens to meet another in the office. Other examples are:

Sannu dà hūtāwā. (to one resting)

Sannu dà darē. (at night)

Sannu dà rānā. (afternoon) See Note 24.1

Sannu dà yammā. (evening)

Note 7.6 Verb: /daukā/ and /daukē/

Najī an dauki sababbin ma'aikata.

Halima bata zo ta dauke ba?

/daukā/ is simply 'take'. /daukē/ is 'take away' or even 'steal'. The first has tone low-high and suffix /-ā -ē -i/. The second has tone high-low-high and suffix /-ē -e/. The tone of the second may also be high-low-low (/daukē/) before noun object.

## GRAMMATICAL DRILL

GD 7.1.1 Verb: Negative Perfective

	Bàmù zō aɪkì dà <u>Shēhù</u> ba.
P	Bà <u>mù</u> zō aɪkì dà shī ba.
(ɪtā)	Bà <u>tà</u> zō aɪkì dà <u>shī</u> ba.
sū	Bà <u>tà</u> zō aɪkì dà sū ba.
(kū)	Bà <u>kù</u> zō aɪkì dà <u>sū</u> ba.
ɪtā	Bà <u>kù</u> zō aɪkì dà <u>ɪta</u> ba.
(nī)	Bà <u>n</u> zō aɪkì dà <u>ɪta</u> ba.
kai	Bà <u>n</u> zō aɪkì dà kai ba.
(shī)	Bà <u>ɪ</u> zō aɪkì dà <u>kai</u> ba.
mū	Bà <u>ɪ</u> zō aɪkì dà mū ba.
(sū)	Bà <u>s</u> zō aɪkì dà mū ba.
kū	Bà <u>s</u> zō aɪkì dà kū ba.
(an)	Bà 'a zō aɪkì dà <u>kū</u> ba.
nī	Bà 'a zō aɪkì dà nī ba.

Further drill may be made by substituting each of the following in the /Shēhù/ slot:

ruwā	lābārī	
tābā	jàkādàn Amirkà	babbān àkawū
yārā	sàkon	'yarkà
iyālì	māsinqà	dōki

Kāzō aɪkì dà rāna jiyà?

I, nāzō aɪkì dà rāna jiyà.

Ā 'a, bà zō aɪkì ba dà rāna jiyà.

Mūsā Ā'à, Mūsā báizō aíkì ba dà rāna jiyà.  
 Hálímà Ā'à, Hálímà bátà zō aíkì ba dà rāna jiyà.  
 (sū) Ā'à, básu zō aíkì ba dà rāna jiyà.

(nī) Yá gayà wà Hálímà àkwai aíkì yau.  
 Negative Bán gayà wà Hálímà ba àkwai aíkì yau.  
 (ítā) Bátà gayà wà Hálímà bá àkwai aíkì yau.  
 (shī) Bái gayà wà Hálímà bá àkwai aíkì yau.  
 (sū) Básu gayà wà Hálímà bá àkwai aíkì yau.

(shī) Har yànzú bátà dāwō dágà kàsuwā ba.  
 (sū) Har yànzú bái dāwō dágà kàsuwā ba.  
 (an) Har yànzú bá 'à dāwō dágà kàsuwā ba.

#### Negative Transform Drill

In the following drill, after each affirmative sentence is repeated by the student (and time given for him to repeat it) a thousand cycle note will be heard. This is the cue that the student is to give the negative counterpart of the sentence. Space is also left for repetition of the negative after the tape.

	<u>yázō</u> dà àlkalàmī.	Báizō dà àlkalàmī ba.
(nī)	<u>Názō</u> dà àlkalàmī.	Bánzō dà àlkalàmī ba.
(ítā)	<u>Tázō</u> dà àlkalàmī.	Bátàzō dà àlkalàmī ba.
(sū)	<u>Sunzō</u> dà àlkalàmī.	Básuzō dà àlkalàmī ba.
(mū)	<u>Munzō</u> dà àlkalàmī.	Bámuzō dà àlkalàmī ba.

(kē)	Kinzō dà àlkalamī.	Bàkì zō dà àlkalamī ba.
	Jiyà an dàukì <u>sàbabbin</u> <u>ma'áikatā</u> .	Jiyà bà'à dàukì <u>sàbabbin</u> <u>ma'áikatā</u> ba.
àlbāshī	Jiyà an dàukì àlbāshī.	Jiyà bà'à dàukì àlbāshī ba.
	Uwarsà tāzō dà <u>ruwā</u> .	Uwarsà bàtà zō dà ruwā ba.
P	Uwarsà tāzō dà <u>shī</u> .	Uwarsà bàtà zō dà shī ba.
yāròn	Uwarsà tāzō dà <u>yāròn</u> .	Uwarsà bàtà zō dà yāròn ba.
P	Uwarsà tāzō dà shī.	Uwarsà bàtà zō dà shī ba.
	Tā dàukè <u>'yartà</u> dàgà gidansà.	Bàtà dàukè <u>'yartà</u> dàgà gidansà ba.
yārà	Tā dàukè <u>yārà</u> dàgà gidansà.	Bàtà dàukè <u>yārà</u> dàgà gidansà ba.
Hàlímà	Tā dàukè <u>Hàlímà</u> dàgà gidansà.	Bàtà dàukè <u>Hàlímà</u> dàgà gidansà ba.
kōmai	Tā dàukè komai dàgà gidansà.	Bàtà dàukè kōmai dàgà gidansà ba.
	Shēhù yā dàukè <u>dōkinsà</u> .	Shēhù bài dàukè dōkinsà ba.
àlkalamī	<u>Shēhù</u> yā dàukè <u>àlkalaminsà</u> .	Shēhù bài dàukè <u>àlkalaminsà</u> ba.
Hàlímà	Hàlímà tā dàukè <u>àlkalaminta</u> .	Hàlímà bàtà dàukè <u>àlkalaminta</u> ba.
'yā	Hàlímà tā dàukè <u>'yartà</u> .	Hàlímà bàtà dàukè <u>'yartà</u> ba.
	Tāzō <u>tārō</u> jiyà dà yamma.	Bàtà zō tārō ba jiyà dà yamma.
gidā	Tāzō <u>gidā</u> jiyà dà yamma.	Bàtà zō gidā ba jiyà dà yamma.

ōfís	<u>Tāzō</u> ōfís jiyà dà yamma.	Bàtāzō ōfís ba jiyà dà yamma.
(shī)	<u>Yāzō</u> ōfís jiyà dà yamma.	Bàizō ōfís ba jiyà dà yamma.
(nī)	<u>Nāzō</u> ōfís jiyà dà yamma.	Bānzō ōfís ba jiyà dà yamma.
(kū)	<u>Kunzō</u> ōfís jiyà dà yamma.	Bākùzō ōfís ba jiyà dà yamma.
(sū)	<u>Sunzō</u> ōfís jiyà dà yamma.	Bāsùzō ōfís ba jiyà dà yamma.
(mū)	<u>Munzō</u> ōfís jiyà dà yamma.	Bāmùzō ōfís ba jiyà dà yamma.
(kē)	Kinzō ōfís jiyà dà yamma.	Bākìzō ōfís ba jiyà dà yamma.
	Dōkinkà yā hārbēta jiyà.	Dōkinkà bài hārbēta ba jiyà.
Hālīmā	Dōkinkà yā hārbī <u>Hālīmā</u> jiyà.	Dōkinkà bài hārbī Hālīmā ba jiyà.
(shī)	Dōkinkà yā hārbēshi jiyà.	Dōkinkà bài hārbēshi ba jiyà.
Mūsā	Dōkinkà yā hārbī <u>Mūsā</u> jiyà.	Dōkinkà bài hārbī Mūsā ba jiyà.
(sū)	Dōkinkà yā hārbēsu jiyà.	Dōkinkà bài hārbēsu ba jiyà.
Mūsā dà Hālīmā	Dōkinkà yā hārbī Mūsā dà Hālīmā jiyà.	Dōkinkà bài hārbī Mūsā dà Hālīmā ba jiyà.

In the following drill omit the noun subjects when making the negative transform.

	<u>Nā</u> māntà irin aikin Mūsā yānzu.	Bān māntà irin aikin Mūsā ba yānzu.
Shēhù	<u>Shēhù</u> yā māntà irin aikin Mūsā yānzu.	Bāi māntà irin aikin Mūsā ba yānzu.
Hālīmā	<u>Hālīmā</u> tā māntà irin aikin Mūsā yānzu.	Bātā māntà irin aikin Mūsā ba yānzu.
(mū)	Mun māntà irin aikin Mūsā yānzu.	Bāmū māntà irin aikin Mūsā ba yānzu.

GD 7.1.2 /bà ... ba/ Negative of nominal

Change the word order of each sentence, as illustrated by the first one, after the one thousand cycle note.

	Lāfiyàr <u>Hàlímà</u> bà kalau ba.	Hàlímà lāfiyàrtà bà kalau ba.
Mūsā	Lāfiyàr <u>Mūsā</u> bà kalau ba.	Mūsā lāfiyàrsà bà kalau ba.
Hàlímà da Mūsā	Lāfiyàr <u>Hàlímà</u> dà Mūsā bà kalau ba.	Mūsā da <u>Hàlímà</u> lāfiyàrsù bà kalau ba.

Further drill:

	Lāfiyàtā bà kalau ba.
(mū)	Lāfiyàrmù bà kalau ba.
(sū)	Lāfiyàrsù bà kalau ba.
(shī)	Lāfiyàrsa bà kalau ba.
(kai)	Lāfiyàrka bà kalau ba.
(itā)	Lāfiyàrtà bà kalau ba.

GD 7.2 Variation Drill

	Mè zā'a yi dà <u>ruwán</u> nàn?
àlkalamín	Mè zā'à yi dà <u>àlkalamín</u> nàn?
sàkón	Mè zā'a yi dà sàkón nàn?
	<u>Hàlímà</u> bàtà zō tā ñaukē bá?
uwartà	<u>Uwartà</u> bàtà zō tā ñaukē bá?
'yartà	<u>'Yartà</u> bàtà zō tā ñaukē bá?

Shēhù	<u>Shēhù</u> bài zō yā dǎukē bá?
māsīnjà	<u>Māsīnjà</u> bài zō yā dǎukē bá?
yārò	<u>Yārò</u> bài zō yā dǎukē bá?
bábban àkàwū	<u>Bábban àkàwū</u> bài zō yā dǎukē bá?
sàbabbin ma 'àikàtā	<u>Sàbabbin</u> ma 'àikàtā bàsù zō sun dǎukē bá?
Bellò dà Mūsā	Bellò dà Mūsā bàsù zō sun dǎukē bá?

	Sànnu dà <u>aikì</u> Shēhù.
rānā	Sànnu dà <u>rānā</u> Shēhù.
darē	Sànnu dà <u>darē</u> Shēhù.
hūtāwā	Sànnu dà <u>hūtāwā</u> Shēhù.
yammā	Sànnu dà <u>yammā</u> Shēhù.

	<u>Àkàwun</u> nàn yāzō dà sàkon.
māsīnjà	<u>Māsīnjàn</u> nàn yāzō dà sàkon.
mùtum	<u>Mùtumin</u> nàn yāzō dà sàkon.
yārò	<u>Yāron</u> nàn yāzō dà sàkon.
yārā	<u>Yāran</u> nàn sunzō dà sàkon.

## GD 7.5 Question and Answer Drill (unrecorded)

Bàkà zō dà tābà bá?	Í, bàn zō dà kōmai ba.
Har yànzú bàsù zō gídankà bá?	Á'à, sunzó.
Har yànzú dōkinkà bài warkè bá?	Í, bài warkè bá.
Sun gyārà gídankà?	Á'à bàsù gyārà ba.
An gyārà gídankà?	Á'à bà'à gyārà ba.

---

An gyārā àlkalamínkà?	Í, an gyārā.
Ka gyārā àlkalamínkà?	Á'à, bān gyārā ba.
Bàsù gyārā gídankà bá?	Á'à, sun gyārā.
Bà'á gyārā gídankà bá?	Á'à, an gyārā.
Bákà gyārā àlkalamínkà bá?	Á'à, nā gyārā.

Make the substitutions and answer the following questions:

	Bàsù zō gídankà bá <u>tùkúná</u> ?
jíya	Bàsù zō gídankà bá <u>jíya</u> ?
yáù	Bàsù zō gídankà bá <u>yáù</u> ?

## UNIT 8

## BASIC SENTENCES

## Audu

Hello there, Sale.

Barkā dà aīkī Sālē.

## Shehu

Hello!

Yawwā, barkā kādai.

## A

I'll come

zān zō

tomorrow

gōbe

I'm coming to your house  
tomorrow noon.

Zān zō gídankà gōbe dà rāna.

## S

you (m.) will come

zākā zō

Are you coming by yourself?

Kai kādai zākā zō?

## A

I think

inā zātō

woman, wife

mātā

my wife

mātātā

she'll come

zātā zō

I think my wife will be  
coming, too.

Inā zātō mātātā mā zātā zō.

## S

who?

wā

he'll begin

zai fārā

coming

zuwā

inside, among

cikī

among you (pl.)

cíkinkú

Which of you will be the first  
to arrive? ('who among you  
will begin [the] coming?')

Wà zai fārā zuwà cíkinkú?

A

we'll come

zāmū zō

as a group, together

tāre

We'll come together.

Zāmū zō tāre.

S

he prepared

yā shiryā

let one prepare, that one  
prepare

à shiryā

food

àbincí

Is someone to prepare food  
for you?

À shiryā makù àbincí?

A

but

àmmā

abundance

yawā

a lot, in abundance

dà yawā

not a lot

bà dà yawā ba

Yes, but not a lot.

Í, àmmā bà dà yawā ba.

S

All right, see you then  
('until you come').

Tō', sai kunzō.

## NOTES

Note 8.1 Verb: Future

za`n zō	I'll come
zākā` zō	you'll come
zai` fārā`	he'll begin
zātā` zō	she'll come
zāmū` zō	we'll come

/za-/ or /zā-/ is prefixed in these examples of the future tense. /za-/ occurs before /-n/ and /-i/, the latter having low tone. /zā-/ occurs before the other pronoun prefixes, which all have low tone. There is therefore always a fall from high to low before the verb stem itself. Using /zō/ as an example, we have:

za`n zō	zāmū` zō
zākā` zō	zāku` zō
zāki` zō	
zai` zō	zāsu` zō
zātā` zō	zā'a` zō

Note that the pronoun prefixes are the same as those which occur after /ba-/ (Note 7.1).

There is a tendency to use short final vowels in the future, particularly with verbs in /-ē/ and /-ō/; /za`n je/, /za`n zo/, /za`n dāwo/, etc.

These forms, like other prefixes, are normally written (or printed) separately. Some write the /za/ separately: /za ka zo/, others together.

## Note 8.2 /sai/

To, sai kunzo.

Sai bayan kwana biyu.

Madalla, sai anjuma.

The particle /sai/ has many English equivalents. In general it may be said to set off what follows it from the context, to put it in contrast to everything else. It corresponds to English 'except' perhaps most generally, but it may be translated 'unless', 'until', 'it's just that' and in many other ways. Note the use of the perfective after /sai/: 'except that you complete the act of coming'.

It is clearly 'except' in /bā`kōwwā sai kai/ 'there's no one except you'. However, even in /sai anjumā/; /sai gōbe/ and the like the basic meaning is not 'until' but rather '(that concludes things) except for later' or 'except for tomorrow'. The /sai/ always adds something which takes exception to the situation or to a generalization just made. Another example is:

Sai bayan kwana bakwai zata zo. She'll come seven days later.

(In this situation it won't be until seven days later that she will arrive.)

## GRAMMATICAL DRILL

## GD 8.1 /za-/ Future

Wacè rānā zāka dawō?

sauka Wacè rānā zāka saukā?

zō Wacè rānā zāka zō?

shiryā Wacè rānā zāka shiryā?

fārā Wacè rānā zāka fārā?

(kē) Wacè rānā zākì fārā?

(mū)	Wàcè rānā zāmù fárrà?
(kū)	Wàcè rānā zākù fárrà?
(nī)	Wàcè rānā zān fárrà?
(shī)	Wàcè rānā zāi fárrà?
(tā)	Wàcè rānā zātā fárrà?
	Wànè irin àbinci <u>màtar</u> Músā zātā shíryà?
Halimà	Wànè irin àbinci Halimà zātā shíryà?
màtarkà	Wànè irin àbinci <u>màtarkà</u> zātā shíryà?
uwarsà	Wànè irin àbinci <u>uwarsà</u> zātā shíryà?
Mammàn	Wànè irin àbinci <u>Mammàn</u> zai shíryà?
(kai)	Wànè irin àbinci zākà shíryà?
(kē)	Wànè irin àbinci zāki shíryà?
	Karfè nawà <u>másinjà</u> zai dāwō?
Mammàn	Karfè nawà <u>Mammàn</u> zai dāwō?
uwartà	Karfè nawà <u>uwartà</u> zātā dāwō?
yárónkà	Karfè nawà <u>yárónkà</u> zai dāwō?
'yarkà	Karfè nawà 'yarkà zātā dāwō?
	Zai dāwō dà wajen <u>Karfè bakwài</u> .
bìyu	Zai dāwō dà wajen <u>Karfè bìyu</u> .
(tā)	Zātā dāwō dà wajen <u>Karfè bìyu</u> .
tara	Zātā dāwō dà wajen <u>Karfè tara</u> .
(sú)	Zásù dāwō dà wajen <u>Karfè tara</u> .

	Wàne ırin karfè zā'à daùké?
Hàlímà	Wàne ırin karfè <u>Hàlímà</u> zātà daùké?
Mūsā	Wàne ırin karfè <u>Mūsā</u> zai daùké?
(nī)	Wàne ırin karfè zañ daùké?
(kū)	Wàne ırin karfè zākù daùké?
(sū)	Wàne ırin karfè zāsù daùké?
(ka)	Wàne ırin karfè zāka daùké?
(mū)	Wàne ırin karfè zāmù daùké?
(kē)	Wàne ırin karfè zāki daùké?

	Wàtakìlà zā'à yi <u>sanyi</u> dà dare yaù.
tàrō	Wàtakìlà zā'à yi <u>tàrō</u> dà dare yaù.
aikì	Wàtakìlà zā'à yi aikì dà dare yaù.
(sū)	Wàtakìlà zāsù yi aikì dà dare yaù.
(itā)	Wàtakìlà zātā yi aikì dà dare yaù.
(nī)	Wàtakìlà zañ yi aikì dà dare yaù.

	<u>Uwartà</u> kadai zātà zō gòbe.
Mūsā	<u>Mūsā</u> kadai zai zō gòbe.
Hàlímà	<u>Hàlímà</u> kadai zātà zō gòbe.
māsinjà	<u>Māsinjà</u> kadai zai zō gòbe.
yārō	<u>Yārō</u> kadai zai zō gòbe.
ma 'aikacī	<u>Ma 'aikacī</u> kadai zai zō gòbe.
ma 'aikatā	<u>Ma 'aikatā</u> kadai zāsù zō gòbe.
yārā	<u>Yārā</u> kadai zāsù zō gòbe.
dabbōbī	Dabbōbī kadai zāsù zō gòbe.

	Zāmū zō tārō gōbe dà rāna.
(ítā)	Zātā zō tārō gōbe dà rāna.
Hàlīmā	Hàlīmā zātā zō tārō gōbe dà rāna.
Sālè	Sālè zai zō tārō gōbe dà rāna.
Hàlīmā dà Sālè	Hàlīmā dà Sālè zāsù zō tārō gōbe dà rāna.

In the following drill the sentence given is to be put first in the negative, then in the future. The tape records each but without cue. The student is to repeat each of the sentences on first listening. On further repetitions he is to give the negative immediately after hearing the perfective and the future immediately after hearing the tape give the negative. In class drill the cues may be used if desired.

	Nā māntā, an fita dà dabbōbī.
[Negative]	Nā māntā bā'ā fita dà dabbōbī ba.
[Future]	Nā māntā zā'ā fita dà dabbōbī.
	Wātākīlā mātātā tā fārā aikī.
[Negative]	Wātākīlā mātātā bātā fārā aikī ba.
[Future]	Wātākīlā mātātā zātā fārā aikī.
	Sun dāwō wajen kārfē bīyu.
[Negative]	Bāsù dāwō wajen kārfē bīyu ba.
[Future]	Zāsù dāwō wajen kārfē bīyu.
	Māsīnjà yā dāwō dà dōkinkā.
[Negative]	Māsīnjà bāi dāwō dà dōkinkā ba.
[Future]	Māsīnjà zai dāwō dà dōkinkā.

	Wà ya dàukè ruwā cíkínkù?
[Negative]	Wà bái dàukè ruwā ba cíkínkù?
[Future]	Wà zai dàukè ruwā cíkínkù?
	Tā shiryà zuwà Amirkà.
[Negative]	Bàtà shiryà zuwà Amirkà ba.
[Future]	Zatà shiryà zuwà Amirkà.

## GD 8.2 Pronoun Review

Make the substitution indicated, with the proper form of the pronoun and the /n/ or /r/ if needed.

	Nā dāwō dà <u>màtātā</u> .
yārō	Nā dāwō dà <u>yārōnā</u> .
uwā	Nā dāwō dà <u>uwātā</u> .
dōki	Nā dāwō dà <u>dōkinā</u> .
'yā	Nā dāwō dà ' <u>yātā</u> .
	Zāmù dāwō dà <u>màtar̄mū</u> .
yārā	Zāmù dāwō dà <u>yāranmū</u> .
uwā	Zāmù dāwō dà <u>uwarmū</u> .
dōki	Zāmù dāwō dà <u>dōkinmū</u> .
'yā	Zāmù dāwō dà ' <u>yarmū</u> .

	Wà zai fārà zuwà kàsuwā cíkínkú?
(sū)	Wà zai fārà zuwà kàsuwā cíkínsú?
(mū)	Wà zai fārà zuwà <u>kàsuwā</u> cíkínmū?
gídā	Wà zai fārà zuwà gídā cíkínmū?

(kū)	Wà zai fārā zuwā gídā cíkínkù?
(sū)	Wà zai fārā zuwā <u>gídā</u> cíkínsù?
ōfís	Wà zai fārā zuwā ōfís cíkínsù?
(mū)	Wà zai fārā zuwā ōfís cíkín <u>mù</u> ?
(kū)	Wà zai fārā zuwā ōfís cíkínkù?
	An dàuki <u>Hàlímà</u> jiyà dà rāna.
P	An dàukē <u>ta</u> jiyà dà rāna.
Mūsā	An dàuki <u>Mūsā</u> jiyà dà rāna.
P	An dàukē <u>shì</u> jiyà dà rāna.
ma'āikàtā	An dàuki <u>ma'āikàtā</u> jiyà dà rāna.
P	An dàukē <u>sù</u> jiyà dà rāna.
àbincí	An dàuki <u>àbincí</u> jiyà dà rāna.
P	An dàukē <u>shì</u> jiyà dà rāna.
ruwā	An dàuki <u>ruwā</u> jiyà dà rāna.
P	An dàukē <u>shì</u> jiyà dà rāna.
àlbāshī	An dàuki <u>àlbāshī</u> jiyà dà rāna.
P	An dàukē <u>shì</u> jiyà dà rāna.
màtarsà	An dàuki <u>màtarsà</u> jiyà dà rāna.
P	An dàukē <u>ta</u> jiyà dà rāna.
yārā	An dàuki <u>yārā</u> jiyà dà rāna.
P	An dàukē <u>sù</u> jiyà dà rāna.
	Inā zàtō, kwānan <u>Shēhù</u> bìyu à Ingìlì.
P	Inā zàtō, kwānansà bìyu à Ingìlì.
Hàlímà	Inā zàtō, kwānan <u>Hàlímà</u> bìyu à Ingìlì.
P	Inā zàtō, kwānanta bìyu à Ingìlì.

Hàlímà dà Shéhù	Iná zàtō, kwānan <u>Hàlímà</u> dà Shéhù biyu à Ingila.
P	Iná zàtō, kwānansù biyu à Ingila.
	Ní zan̄ kai <u>Shéhù</u> ma'aikatarsù anjumà.
P	Ní zan̄ kai <u>shì</u> ma'aikatarsù anjumà.
Hàlímà	Ní zan̄ kai <u>Hàlímà</u> ma'aikatarsù anjumà.
P	Ní zan̄ kai <u>ta</u> ma'aikatarsù anjumà.
Hàlímà dà Shéhù	Ní zan̄ kai <u>Hàlímà dà Shéhù</u> ma'aikatarsù anjumà.
P	Ní zan̄ kai <u>sù</u> ma'aikatarsù anjumà.

## Question and Answer Drill

Drill the following questions and answers, one student taking a question, another the answer (or one of the answers) to it. Go through the drill with each word at the right substituted for the underlined words.

Wà zai àikēshì dà <u>tābā</u> ?	[dōkī]
Hàlímà zātà àikēshì dà tābā.	sàkon
Sālè dà Bellò zāsù àikēshì dà tābā.	àbinci
Wà zai dāwō dà <u>mātātā</u> ?	àlkalamī
Hàlímà zātà dāwō dà mātātā.	yarònka
Zāmū dāwō dà mātātā.	'yarkà]

## GD 8.3 Variation Drill

	Kā fārà kaishi <u>aiki</u> nē?
gídā	Kā fārà kaishi <u>gidá</u> nē?
kàsuwā	Kā fārà kaishi <u>kàsuwá</u> nē?

asibiti

Kā fārā kaishi asibiti nē?

ōfis

Kā fārā kaishi ūfis nē?

Sample Drill

Amīnā tā fārā fita jiyà dà dare.

Amīnā bātā fārā fitā ba.

Amīnā zātā fārā fita yaù dà rāna.

Tā dāwō bāyan kwānā bakwāi.

Sai bāyan kwānā bakwāi zātā dāwō.

Jiyà an dāukè sākon.

Har yānzu bā'ā dāukè sākon ba?

Zā'ā dāukè sākon gōbe dà dare.

## UNIT 9

## BASIC SENTENCES

## Ali

Good evening, Lawal.

Barkà da` dare Lawàl.

## Lawal

Hello, Ali.

Barkà kàdai Àli.

## A

he went (and returned)

yājē

you will go

zāku` jē

he paid his respects to

yā gaídā / yā gaídā

emir

sarkī

Are you going to go pay your  
respects to the emir today?

Zāku` jē gaídā sarkī yáú?

## L

We're not going to go.

Ba` zāmū` jē ba.

## A

he put, put on; caused

yāsā`

what caused; what is it

mè yāsā`

that he put on

What caused you not to go?

Mè yāsā` ba` zāku` jē bá?

## L

thus

hakanan

for no reason

kawai

That's just the way it is.

Hakanan kawai.

A

neighbor	mafkwàbcì
pl.	mafkwàbtā
what about	fá
What about your neighbors?	Mafkwàbtankà fá?

T<sub>4</sub>

A

I'm going to go zānì  
I think I'll go. Inà zàtō zānì.

T<sub>1</sub>

chance, opportunity	dāmā
you have the opportunity	kanā dà dāmā
You have the opportunity!	Kanā dà dāmā nè.

## NOTES

### Note 9.1 Verb: Negative Future

bà zāmù jē ba  
bà zākù jē ba  
bà zāsù jē ba

The negative /ba...ba/ is affixed to the future, as illustrated here. The first /ba/ is a prefix but will generally be written separately, following convention. The full forms are:

bà zān zō ba                            bà zāmù zō ba  
bà zākà zō ba                            bà zākù zō ba

bà zākì zō ba

bà zai zō ba

bà zāsù zō ba

bà zātā zō ba

bà zā'ā zō ba

Note 9.2 /gaidā/, /gaɪsā/, /gāshē-/

Zākù jē gaidà sarkī yáù?

There are several verbs indicating 'pay one's respects to'. /gaidà/ or /gaidà/ (before noun, /gaidā-/ or /gaidà/ before pronouns) is one of these. It indicates that the person has paid his respects, without any implication that the one so honored has responded to him in any way. /gāshē-/ (plus pronoun) is used in the same way: /yā gāshē shi/ 'he paid his respects to him'.

/gaɪsā/, on the other hand, indicates that there has been a mutual exchange of greetings. /sun gaɪsā/ 'they paid each other respects'. The person to whom the respects are paid follow /da/: /yā gaɪsā dà shi/ 'he paid his respects to him (and received the latter's personal attention)'.

Note 9.3 /fa/

Makwabtanka fa?

/fa/ has the meaning 'well, what about \_\_\_\_'. It is added to the end of the utterance. Another example is:

Idan bātā jē gaidà sarkī ba fa? And what if she doesn't go greet the emir?

As /fa/ is used here in a sentence with question intonation, it has the question pitch //.

## GRAMMATICAL DRILL

GD 9.1 /ba zā...ba/ Negative Future

GD 9.1.1 Learning Drill

	Bà zā́ñ fārā aíkì ba sai anjumā.
(ítā)	Bà zā́tā fārā aíkì ba sai anjumā.
(shī)	Bà zaī fārā aíkì ba sai anjumā.
(kaī)	Bà zā́kā fārā aíkì ba sai anjumā.
(kē)	Bà zā́kì fārā aíkì ba sai anjumā.
(sū)	Bà zā́sù fārā aíkì ba sai anjumā.
(kū)	Bà zā́kù fārā aíkì ba sai anjumā.
(mū)	Bà zā́mù fārā aíkì ba sai anjumā.

	Kē mā bá zā́kì jé bá?
kaí	<u>Kai</u> mā bá zā́kā jé bá?
ítā	<u>Ita</u> mā bá zā́tā jé bá?
shī	<u>Shī</u> mā bá zaī jé bá?
sū	<u>Sū</u> mā bá zā́sù jé bá?
ní	<u>Ní</u> mā bá zā́ñ jé bá?
kū	<u>Kū</u> mā bá zā́kù jé bá?
mū	<u>Mū</u> mā bá zā́mù jé bá?

Hálímá	<u>Bellò</u> bá zaī jé dà makwàbtansa ba.
Bellò da Hálímá	<u>Halímá</u> bá zā́tā jé dà makwàbtansa ba.
yā́rā	Bellò dà Halímá bá zā́sù jé dà <u>makwàbtansa</u> ba.
dabbōbī	Bellò dà Halímá bá zā́sù jé dà <u>yā́rā</u> ba.
Yūsufù	Bellò dà Halímá bá zā́sù jé dà <u>dabbōbī</u> ba.
	Bellò dà Halímá bá zā́sù jé dà Yūsufù ba.

aíkì	Bà zā́'á fārā <u>ruwā</u> ba yā́nzu.
sanyí	Bà zā́'á fārā <u>aíkì</u> ba yā́nzu.
tārō	Bà zā́'á fārā <u>sanyí</u> ba yā́nzu.
	Bà zā́'á fārā <u>tārō</u> ba yā́nzu.

fitā                   Bà zā'ā fārā fitā ba yānzu.  
 kōmai                Bà zā'ā fārā kōmai ba yānzu.

(shī)                Bà zān gayā mata kōmai ba.  
 (kē)                Bà zān gayā masa kōmai ba.  
 (sū)                Bà zān gayā maki kōmai ba.  
 (kai)               Bà zān gayā masu kōmai ba.  
 (kū)                Bà zān bayā maka kōmai ba.  
 (kū)                Bà zān gayā maku kōmai ba.

Hàlīma              Mūsā bà zai yí aikī ba yānzu.  
 Mūsā dà Hàlīma   Hàlīma bà zātā yí aikī ba yānzu.  
 yārā                Mūsā dà Hàlīma bà zāsù yí aikī ba yānzu.  
 ma 'aikatā        Yārā bà zāsù yí aikī ba yānzu.  
 ma 'aikatā        Ma 'aikatā bà zāsù yí aikī ba yānzu.

Mūsā                Idan Hàlīma bātā jē gaidā sarkī ba fá?  
 Mūsā dà Hàlīma   Idan Mūsā bāi jē gaidā sarkī ba fá?  
 yārā                Idan Mūsā dà Hàlīma bāsù jē gaidā sarkī ba fá?  
 ma 'aikatā        Idan yārā bāsù jē gaidā sarkī ba fá?  
 ma 'aikatā        Idan ma 'aikatā bāsù jē gaidā sarkī ba fá?

#### GD 9.1.2 Substitutions with Negative Transforms

In the following drill each sentence is to be made negative. The negative sentence is given on the right. The substitution is to be made first on the affirmative, then on the negative sentence.

	<u>Affirmative</u>	<u>Negative</u>
(kē)	Zān jē aikī yaù.	Bà zān jē aikī ba yaù.
(shī)	Zākī jē aikī yaù.	Bà zākī jē aikī ba yaù.
(itā)	Zātā jē aikī yaù.	Bà zātā jē aikī ba yaù.
(sū)	Zāsù jē aikī yaù.	Bà zāsù jē aikī ba yaù.

(ku)	Zāku jē aikì yaù.	Bà zāku jē aikì ba yaù.
(mū)	Zāmù jē aikì yaù.	Bà zāmù jē aikì ba yaù.
	<u>Hàlímà</u> zātà jē asibitì dà yamma.	Hàlímà bà zātà jē asibitì dà yamma ba.
Shēhù	<u>Shēhù</u> zai jē asibitì dà yamma.	Shēhù bà zai jē asibitì dà yamma ba.
Hàlímà dà Shēhù	<u>Hàlímà</u> dà Shēhù zāsù jē asibitì dà yamma.	Hàlímà dà Shēhù bà zāsù jē asibitì dà yamma ba.
(nī)	Zan jē <u>asibitì</u> dà yamma.	Bà zan jē asibitì dà yamma ba.
ōfis	Zan jē ōfis dà yamma.	Bà zan jē ōfis dà yamma ba.
(kai)	Zakà jē ōfis dà yamma.	Bà zakà jē ōfis dà yamma ba.
	Zan fita nēman dōkinā anjumà.	Bà zan fita nēman dōkinā ba anjumà.
(shī)	Zai fita nēman dōkinā anjumà.	Bà zai fita nēman dōkinā ba anjumà.
(sū)	Zāsù fita nēman dōkinā anjumà.	Bà zāsù fita nēman dōkinā ba anjumà.
(an)	Zā'à fita nēman dōkinā anjumà.	Bà zā'à fita nēman dōkinā ba anjumà.
	Inà zatō, <u>uwarsà</u> zātà jē gaidà makwàbtansù.	Inà zatō, uwarsà bà zātà jē gaidà makwàbtansù bà.
übansà	Inà zatō, <u>übansà</u> zai jē gaidà makwàbtansù.	Inà zatō, übansà bà zai jē gaidà makwàbtansù ba.
Àli dà Lawàl	Inà zatō, Àli dà Lawàl zāsù jē gaidà makwàbtansù.	Inà zatō, Àli dà Lawàl bà zāsù jē gaidà makwàbtansù bà.

	Zāmū zō tārō gōbe dà rāna.	Bà zāmū zō tārō ba gōbe dà rāna. /- gōbe dà rāna ba.
'yātā	'yātā zātā zō tārō gōbe dà rāna.	'yātā bà zātā zō tārō ba gōbe dà rāna.
úbanmū	Úbanmū zai zō tārō gōbe dà rāna.	Úbanmū bà zai zō tārō ba gōbe dà rāna.
yārānā	yārānā zāsù zō tārō gōbe dà rāna.	yārānā bà zāsù zō tārō ba gōbe dà rāna.
	Māsinjā kadaí zai zō gōbe.	Māsinjā kadaí bà zai zō ba gōbe.
ma 'aikātā	Ma 'aikātā kadaí zāsù zō gōbe.	Ma 'aikātā kadaí bà zāsù zō ba gōbe.
iyālinsà	Iyālinsà kadaí zāsù zō gōbe.	Iyālinsà kadaí bà zāsù zō ba gōbe.
	Amīnā zātā fārā fitā dà dare.	Amīnā bà zātā fārā fitā dà dare ba.
Shēhù	Shēhù zai fārā fitā dà dare.	Shēhù bà zai fārā fitā dà dare ba.
Amīnā dà Shēhù	Amīnā dà Shēhù zāsù fārā fitā dà dare.	Amīnā dà Shēhù bà zāsù fārā fitā dà dare ba.
	Nī zañ kai Shēhù ma 'aikatarsù anjumā.	Bà nī zañ kai Shēhù ma 'aikatarsù anjumā ba.
P	Nī zañ kaishi ma 'aikatarsù anjumā.	Bà nī zañ kaishi ma 'aikatarsù anjumā ba.
Hàlímà	Nī zañ kai Hàlímà ma 'aikatarsù anjumā.	Bà nī zañ kai Hàlímà ma 'aikatarsù bà anjumā.

P	Nī zañ kaità ma'aikatarsù anjumà.	Bà nī zañ kaità ma'aikatarsù bà anjumà.
Àlì dà Lawàl	Nī zañ kai <u>Àlì dà Lawàl</u> ma'aikatarsù anjumà.	Bà nī zañ kai Àlì dà Lawàl ma'aikatarsù bà anjumà.
P	Nī zañ kaisù ma'aikatarsù anjumà.	Bà nī zañ kaisù ma'aikatarsù bà anjumà.

## GD 9.1.3 Substitutions with Future and Negative Transforms

Each of the following sentences is to be put 1) in the negative 2) in the future 3) in the negative future.

	Inà zàtō kunjē kàsuwā.	Inà zàtō bákù jē kàsuwā ba.
za-	Inà zàtō zāku jē kàsuwā.	Inà zàtō bà zāku jē kàsuwā ba.
	Inà zàtō yā dāwō yànzü.	Inà zàtō bái dāwō ba yànzü.
za-	Inà zàtō zai dāwō yànzü.	Inà zàtō bà zai dāwō ba yànzü.
	Inà zàtō tā dāwō yànzü.	Inà zàtō bátà dāwō ba yànzü.
za-	Inà zàtō zātà dāwō yànzü.	Inà zàtō bà zātà dāwō ba yànzü.
	Hàlímà dà Mūsā sun dāwō yaù.	Hàlímà dà Mūsā bàsù dāwō ba yaù.
za-	Hàlímà dà Mūsā zāsù dāwō yaù.	Hàlímà dà Mūsā bà zāsù dāwō ba yaù.
	Bellò dà Mūsā sun sàuka yaù.	Bellò dà Mūsā bàsù sàuka ba yaù.
za-	Bellò dà Mūsā zāsù sàuka yaù.	Bellò dà Mūsā bà zāsù sàuka ba yaù.

Lawàl dà Àlì sun warkè  
yau.

Lawàl dà Àlì bàsù warkè bà  
yau.

za- Lawàl dà Àlì zāsù warkè  
yau.

Lawàl dà Àlì bà zāsù warkè bà  
yau.

Uwātā tājē shiryà àbincı.

Uwātā bata jē shiryà àbincı ba.

za- Uwātā zātā jē shiryà  
àbincı.

Uwātā bà zātā jē shiryà àbincı  
ba.

## UNIT 10

## BASIC SENTENCES

A

Saidu! Sa'īdu.

S

Yes! Na'am.

A

he went yā tafī

go! kā tafī

peanut, peanuts gyādā

Go to the market with these  
peanuts. Kā tafī kāsuwā dà gyādan nān.

S

or; whether; (alternative  
particle) kō

Now, or later? Yānzū, kō sai anjūmā?

A

time, period of time lōkacī

the time which lōkacīn dā

he received, got yā sāmā (-ē/₁)

time to do something sūkūnī

When you get time. Lōkacīn dā ka sāmī sūkūnī.

S

let's go mù tafī

Should we go with Ibrahim?  
= Should we take Ibrahim? Mū tafī dā Ibrāhīm?

## A

he remained a long time	yā dадē
don't stay long	kada kù dадē
Yes, but don't stay long!	ī, àmmā kada kù dадē.

## S

let him go, that he go	yà tafī
hat	hūlā
Was it you that told Sale to take ('go with') my hat?	Kai kacē` Sālē yà tafī dà hūlātā?

## A

don't do	kada kayī
anger	fushī
don't be mad	kada kayī fushī
he bought	yā sayā (-ē/l)
some, someone, another (f.)	wata
Don't get mad; I'll buy you another.	Kada kayī fushī zañ sayā maka wata.

## S

All right. Tō`.

## NOTES

Note 10.1 Verbs: Optative

kà tafī kàsuwā	go to the market
Kācē` Salē yà tafī?	You said Sale was to go?
Mù tafī dà Íbrāhīm?	Should we go with Ibrahim?

The pronoun prefixes /in- kà- ki- yà- tà- mù- kù- à-/ plus verb stem have an optative sense - 'may so-and-so (be the case)', 'let so-and-so (happen)'. In the second person they are a less abrupt request than the simple imperative (Note 12.1). So /kà tafì/ is 'go!', /yà tafì/ 'that he should go', /mù tafì/ 'let's go!' (in a question, 'should we go?'). The 'optative', as we may call this form, may be used by itself, as in /kà tafì/, /mù tafì/ or it may be used after another verb, as /yà tafì/ in /kacē` Sālè yà tafì/ (above) or /kacē` Sālè yà tafì/ 'tell Sale to go'.

The full forms are:

inzo	mùzō
kàzō	kùzō
	kizō
yàzō	suzō
tàzō	àzō

Note 10.2 Verb: /yì/ plus noun

Kada kayì fushi

The verb /yì/ 'do, make' is often used with nouns, as in the above example. Here 'do anger' equals 'be mad', 'be angry'. Some other examples are:

Wace rana za'a yì taro?

What day are they going to have a meeting?

Ma'aikata ba zasu yì aiki yau ba. The workers are not going to work today.

## GRAMMATICAL DRILL

GD 10.1 Optative

	Yācē` nī in tāfi <u>kàsuwā</u> .
ōfīs	Yācē` nī in <u>tāfi</u> ōfīs.
dāwō	Yācē` <u>nī</u> in dāwō ōfīs.
kai	Yācē` kai kà dāwō <u>ōfīs</u> .
gīdā	Yācē` <u>kai</u> kà dāwō gīdā.
kē	Yācē` kē kì dāwō gīdā.
(mū)	Muncē` <u>kē</u> kì dāwō gīdā.
shī	Muncē` shī yà dāwō gīdā.

	Wàtākīlā dà yamma sùzō <u>gīdanka</u> .
tārō	Wàtākīlā dà yamma sùzō <u>tārō</u> .
ōfīs	Wàtākīlā dà yamma <u>sùzō</u> ōfīs.
Hàlīmā	Wàtākīlā dà yamma Hàlīmā tāzō <u>ōfīs</u> .
gīdansù	Wàtākīlā dà yamma <u>Hàlīmā</u> tāzō gīdansù.
uwarsā	Wàtākīlā dà yamma <u>uwarsā</u> tāzō gīdansù.
Shēhū	Wàtākīlā dà yamma <u>Shēhū</u> yàzō gīdansù.
Shēhū dà Àlī	Wàtākīlā dà yamma <u>Shēhū dà Àlī</u> sùzō gīdansù.
Hàlīmā dà Àsàbe	Wàtākīlā dà yamma <u>Hàlīmā dà Àsàbe</u> sùzō gīdansù.

	Kàcē` dà <u>yamma</u> yārā sù fita.
rāna	Kàcē` <u>dà rāna</u> yārā sù fita.
anjumā	Kàcē` <u>anjumā</u> yārā sù fita.
gōbe	Kàcē` gōbe yārā sù fita.

	Laifī nè <u>māsīnjà</u> yàzō dà rāna.
Shēhù	Laifī nè <u>Shēhù</u> yàzō dà rāna.
Hàlīmà	Laifī nè <u>Hàlīmà</u> tázō dà rāna.
yārà	Laifī nè <u>yārà</u> sùzō dà rāna.
ma'āikàtā	Laifī nè ma'āikàtā sùzō dà rāna.

	Zāmù zō mù <u>gānī</u> dà rāna.
dàukētā	Zāmù zō mù <u>dàukētā</u> dà rāna.
kaishì	Zāmù zō mù <u>kaishì</u> dà rāna.
tāfi	Zāmù zō mù <u>tāfi</u> dà rāna.
shīryā	Zāmù zō mù <u>shīryā</u> dà rāna.

	Bā` dāmā <u>sù</u> kwāna à gídankà.
Hàlīmà	Bā` dāmā <u>Hàlīmà</u> tà kwāna à gídankà.
Shēhù	Bā` dāmā <u>Shēhù</u> yà kwāna à gídankà.
(mū)	Bā` dāmā mù kwāna à gídankà.

	Wajen yamma <u>Hàlīmà</u> tázō dà tābà.
Bellò	Wajen yamma Bellò yàzō dà <u>tābà</u> .
yārà	Wajen yamma Bellò yàzō dà <u>yārà</u> .
gyàdā	Wajen yamma Bellò yàzō dà <u>gyàdā</u> .
dabbōbī	Wajen yamma Bellò yàzō dà <u>dabbōbī</u> .
hūlā	Wajen yamma Bellò yàzō dà <u>hūlā</u> .
àbincı	Wajen yamma Bellò yàzō dà <u>àbincı</u> .

	Kàcē` ya dāwō dà <u>karfè bìyu</u> .
yamma	Kàcē` ya dāwō dà <u>yamma</u> .
dabbōbī	Kàcē` ya dāwō dà <u>dabbōbī</u> .
rāna	Kàcē` ya dāwō dà <u>rāna</u> .
yārā	Kàcē` ya dāwō dà <u>yārā</u> .
sākōn	Kàcē` ya dāwō dà sākōn.

	Wà zan cē` ya kāwō <u>abinci</u> ?
ruwā	Wà zan cē` ya <u>kāwō</u> ruwā?
gyārā	Wà zan cē` ya gyārā <u>ruwā</u> ?
gídā	Wà zan cē` ya gyārā <u>gídā</u> ?
ōfis	Wà zan cē` ya gyārā <u>ōfis</u> ?

	Wà zan cē` ya dāwō dà <u>sākōn</u> ?
uwártà	Wà zan cē` ya dāwō dà <u>uwártà</u> ?
itā	Wà zan cē` ya dāwō dà <u>itā</u> ?

### Optative in Imperative Usage

	Kà tafí kàsuwā dà <u>gyadan</u> nàn.
dōkin	Kà tafí <u>kàsuwā</u> dà dōkin nàn.
gídā	Kà tafí <u>gídā</u> dà dōkin nàn.
asibitín dabbōbī	Kà tafí <u>asibitín dabbōbī</u> dà dōkin nàn.
ōfis	Kà tafí <u>ōfis</u> dà <u>dōkin</u> nàn.
makwàbtankà	Kà tafí <u>ōfis</u> dà makwàbtankà.
gídā	Kà tafí <u>gídā</u> dà makwàbtankà.

dāwō Kà dāwō gídā dà makwàbtanka.

'yarkà Kà dāwō gídā dà 'yarkà.

In the following drill be sure that the pronoun object of /àikē-/ agrees with the noun in the first clause (as /-tà/ agrees with /'yarkà/ in the first example).

Ìdan 'yarkà tāzō kà àikētà.

uwartà Ìdan uwartà tāzō kà àikētà.

yārònka Ìdan yārònka yāzō kà àikēshì.

māsinjà Ìdan māsinjà yāzō kà àikēshì.

Bello Ìdan Bello yāzō kà àikēshì.

makwàbtanka Ìdan makwàbtanka sunzō kà àikēsù.

yārà Ìdan yārà sunzō kà àikēsù.

In the following drill the prefix to /zō/ agrees with the subject of the noun in the first clause (/yà-/ with /Mūsā/).

Ìdan Mūsā yā warkè kàcē` yàzō.

Hàlímà Ìdan Hàlímà tā warkè kàcē` tāzō.

uwarsù Ìdan uwarsù tā warkè kàcē` tāzō.

yārà Ìdan yārà sun warkè kàcē` sùzō.

Mūsā dà Hàlímà Ìdan Mūsā dà Hàlímà sun warkè kàcē` sùzō.

yārònṣà Ìdan yārònṣà yā warkè kàcē` yàzō.

In the following drill the verb is in the future with optative transform.

Zākà tafí gídán Mūsā dà yamma.

0 Kà tafí gídán Mūsā dà yamma.

- Zākì tāfi kicē` Hālīmà tā bākì ruwā.  
0                   Kì tāfi kicē` Hālīmà tā bākì ruwā.
- Zākù tāfi dà dabbōbìn nàn asibitì.  
0                   Kù tāfi dà dabbōbìn nàn asibitì.
- Zākà dāwō dà gyàdan nàn.  
0                   Kà dāwō dà gyàdan nàn.
- Zākà zō dà àbincì yànzü.  
0                   Kà zō dà àbincì yànzü.
- Zākà jē ñfis yànzü.  
0                   Kàjē ñfis yànzü.
- Zākà dàukì dōkì zuwà kàsuwā.  
0                   Kà dàukì dōkì zuwà kàsuwā.
- Zākà zō dà hùlātā wajen tārō.  
0                   Kàzō dà hùlātā wajen tārō.

The transform pattern in the following drill is:

Perfective	Negative Perfective
Future	Negative Future
Optative	

(The negative optative is in Unit 11. This drill may be repeated during the drill of Unit 11 and the negative optative added.)

- F Shēhù yā dàukı hūlär Mūsā. Shēhù bài dàukı hūlär Mūsā ba.
- F Shēhù zai dàukı hūlär Mūsā. Shēhù bà zai dàukı hūlär Mūsā ba.
- O Shēhù yà dàukı hūlär Mūsā.
- Mūsā yā dāwō dàgà aikì yānzu. Mūsā bài dāwō dàgà aikì ba yānzu.
- F Mūsā zai dāwō dàgà aikì yānzu. Mūsā bà zai dāwō dàgà aikì ba yānzu.
- O Mūsā yà dāwō dàgà aikì yānzu.
- Yā fārā zuwā ūfishin jakādān Amirkā. Bāi farā zuwā ūfishin jakādān Amirkā ba.
- F Zai fārā zuwā ūfishin jakādān Amirkā. Bā zai fārā zuwā ūfishin jakādān Amirkā ba.
- O Yà fārā zuwā ūfishin jakādān Amirkā.
- Àsabè tāzō dà àbincı yānzu. Àsabè bātā zō dà àbincı ba yānzu.
- F Àsabè zātā zō dà àbincı yānzu. Àsabè bà zātā zō dà àbincı ba yānzu.
- O Àsabè tāzō dà àbincı yānzu.

## GD 10.2 Variation Drill

Kà tafı kāsuwā kà sayı wata hūlā.  
 Kà sayētā à kāsuwā.  
 Kà dāwō gida dà itā.

Nā sàmì gyàdàn nàñ jiyà.

Nā sàmēsu yau.

Nā sàmì sùkùnì ìn tafí.

lōkàcìn                    the time (of), the time that; when  
Lōkàcìn zuwà aikì yā kūsa. Mù tafí.  
Nā manta lōkàcìn dà ìbrāhìm ya tafí.  
Wànè lōkàcìn zákù kai sàkòn nán?

Ìdan tājē ōfìs kà gayà masà.

Ìdan báta jē ōfìs ba kà gayà masà.

Ìdan záta jē ōfìs kà gayà masà.

Ìdan bá záta jē ōfìs ba kà gayà masà.

Ìnā zañ shiryà gyàdán nán?

Kà shiryà à gídá.

UNIT 11

## BASIC SENTENCES

A

Good morning! Barkā dā hantsī.

B

Good morning. Barkā kāda 1.

A

he informed him	yā shaidā masà
that he not go, let	kada` ya` tafí
him not go	

Did you tell him not to go?

	Kā shaidā masà kada` ya` tafí?
--	--------------------------------

B

I haven't seen him yet.      Bàn gānshì bā har yànzú.

A

fear, being afraid	tsōrō
I'm afraid	inā tsōrō
that they not go	kada sù tafí
I'm afraid that they won't go with the children.	Inā tsōron kada sù tafí dà yārā.

B

What would cause them to do  
that ('thus')? Mé zài sā' sù yí hákà?

1

good sense

hankàlī

they don't have good  
sense

bāsu dà hankàlī

You know some people don't  
have good sense.

B

truth

gaskiyā

That's so.

Gaskiyā nē.

A

let's not go

kadà mù tafí

everywhere; (with neg.)  
anywhere

kō'ìnā

Let's not go anywhere (from  
here).

B

inclination, feeling

nīyyà /nīyà/

I don't have the inclination

bāní dà nīyyà

a long time ago

dā'

I didn't have any intention  
of going out anyway.

#### NOTES

Note 11.1 Verb: Negative Optative

Kadà kà dàmu.

Don't worry.

Kadà kàyì fushi

Don't get angry.

Kadà ya tafí.

That he not go.

Kā shaidā masà kada yà tafí? Did you tell him not to go?

Kada mù tafí. Let's not go.

Inà tsòron kada sù tafí I'm afraid that they will go  
dà yārā. with the children.

/kada/ prefixed to the optative makes a negative 'may it not be so-and-so', 'may so-and-so not happen'. It may be used independently or following another clause. Note the independent uses: 'let's not go', 'don't worry!', etc.

The imperative (Note 12.1) has no negative. The negative of the optative is used for negative commands: /kada kà tafí/ 'don't go', etc.

When there is a noun subject, it usually follows /kada/: /kada yārō yà tafí/ 'don't have the boy go', 'the boy shouldn't go'. It may also precede /kada/. /yārō kada yà tafí/.

Note 11.2 Verb: /sani/

yā sani

Ka san wasu mutane basu da hankali

/yā sani/ means 'he knows'. As this is the perfective, the basic meaning of the verb is 'come to know'. 'He has come to know' = 'he knows'. The form of the verb before pronoun and noun objects is /san/.

#### GRAMMATICAL DRILL

Beginning with this unit only the key sentences and cues of substitution drills will be marked for tone and vowel length. In transform and other drills only as much will be indicated as is felt essential.

## GD 11.1 /kada/

	Kada <u>kayi</u> <u>kōmai</u> sai yā dāwō.
aikī	Kada <u>kayi</u> aikī sai ya dawo.
(shī)	Kada <u>yayi</u> aikī sai ya dawo.
(itā)	Kada <u>tayi</u> aikī sai ya dawo.
(sū)	Kada <u>suyi</u> aikī sai <u>ya</u> dawo.
(kē)	Kada <u>suyi</u> aikī sai <u>kīn</u> dawo.
(mū)	Kada <u>suyi</u> aikī sai <u>mun</u> dawo.
(nī)	Kada <u>suyi</u> aikī sai <u>na</u> dawo.
an	Kada <u>suyi</u> aikī sai <u>an</u> dawo.

	Kada <u>ka</u> fita <u>kai</u> kādāi dā yamma.
kē	Kada <u>ki</u> fita <u>ke</u> kādāi da yamma.
itā	Kada <u>ta</u> fita <u>ta</u> kādāi da yamma.
shī	Kada <u>ya</u> fita <u>shī</u> kādāi da yamma.

	Kada <u>ka jē</u> <u>gida</u> sai nā dāwō.
kāsuwā	Kada <u>kaje</u> <u>kasuwa</u> sai na dawo.
ōfis	Kada <u>kaje</u> <u>ofis</u> sai na dawo.
asibiti	Kada <u>kaje</u> <u>asibiti</u> sai na dawo.
ma'aikatarku	Kada <u>kaje</u> <u>ma'aikatarku</u> sai na dawo.
kō'inā	Kada <u>kaje</u> <u>ko'ina</u> sai na dawo.

Substitution with negative transform (of the first verb only in the first drill).

Kà shайдā masa yazo  
gidānā dā rānā.

Kada kà shайдā masà yazo  
gidānā dà rāna.

(itā)	Ka shaïda <u>mata</u> tazo gidana da rana.	Kada ka shaïda mata tazo gidana da rana.
(su)	Ka shaïda masu suzo gidana da rana.	Kada ka shaïda masu suzo gidana da rana.
	Idan akwai <u>mutànē</u> sù fàrà aikìn yanzu.	Idan akwai mutànē kada sù fàrà aikìn yanzu.
ma'aikatā	Idan akwai <u>ma'aikata</u> su fara aikìn yanzu.	Idan akwai ma'aikata kada su fara aikìn yanzu.
lōkacī	Idan akwai <u>lokacī</u> su fara aikìn yanzu.	Idan akwai lokacī kada su fara aikìn yanzu.
abincī	Idan akwai abincī su fara aikìn yanzu.	Idan akwai abincī kada su fara aikìn yanzu.

The transform pattern in the following drill is:

	Perfective	Negative Perfective
	Future	Negative Future
	Optative	Negative Optative
	Idan gaskiyā nè tāzō dà sàkon.	Idan gaskiyā nè bātāzō dà sàkon ba.
F	Idan gaskiyā nè zātā zō dà sàkon.	Idan gaskiyā nè bā zātā zō dà sàkon ba.
O	Idan gaskiyā nè tāzō dà sàkon.	Idan gaskiyā nè kada tāzō dà sàkon.
	Gaskiyā nè māsinjà yā dāwō dàgà gidansà.	Gaskiyā nè māsinjà bài dāwō dàgà gidansà ba.
F	Gaskiyā nè māsinjà zai dāwō dàgà gidansà.	Gaskiyā nè māsinjà bài zai dāwō dàgà gidansà ba.

- O Gaskiyā nè māsinjā yà dāwō  
dàgà gídansà.
- F Yārān sunjì tsōron dōkin.
- O Yārān sùjì tsōron dōkin.
- Wasu mutānē sunzō ḥfishinmù.
- F Wasu mutānē zāsù zō  
ḥfishinmù.
- O Wasu mutānē sùzō ḥfishinmù.
- Nājì wasu ma 'aikatā sunjē  
gaidà sarkī.
- F Nājì wasu ma 'aikatā zāsù  
jē gaidà sarkī.
- O Nājì wasu ma 'aikatā sùjē  
gaidà sarkī.
- Ìbrāhim yājē kàsuwā haka.
- F Ìbrāhim zai jē kàsuwā haka.
- O Ìbrāhim yàjē kàsuwā haka.
- Gaskiyā nè kada māsinjā yà  
dāwō dàgà gídansà.
- Yārān bàsūjì tsōron dōkin ba.
- Yārān bà zāsù jì tsōron dōkin  
ba.
- Kada yārān sùjì tsōron dōkin.  
/Yārān kada sùjì tsōron dōkin.
- Wasu mutānē bàsùzō ḥfishinmù  
ba.
- Wasu mutānē bà zāsù zō  
ḥfishinmù ba.
- Kada wasu mutānē sùzō  
ḥfishinmù.
- Nājì wasu ma 'aikatā bàsù jē  
gaidà sarkī ba.
- Nājì wasu ma 'aikatā bà zāsù  
jē gaidà sarkī ba.
- Nājì kada wasu ma 'aikatā sùjē  
gaidà sarkī.  
/Nājì wasu ma 'aikatā kada  
sùjē gaidà sarkī.
- Ìbrāhim bàjē kàsuwā haka ba.
- Ìbrāhim bà zai jē kàsuwā haka  
ba.
- Kada Ìbrāhim yàjē kàsuwā haka.  
/Ìbrāhim kada yàjē kàsuwā haka.

	Ídan sanyī dà sauķī sun kwāna.	Ídan sanyī dà sauķī bāsù kwāna ba.
F	Ídan sanyī dà sauķī zāsù kwāna.	Ídan sanyī dà sauķī bā zāsù kwāna ba.
O	Ídan sanyī dà sauķī sù kwāna.	Ídan sanyī dà sauķī kada sù kwāna.
	Hàlīmà tā dàukī sàkòn.	Hàlīmà bātā dàukī sàkòn ba.
F	Hàlīmà zātā dàukī sàkòn.	Hàlīmà bā zātā dàukī sàkòn ba.
O	Hàlīmà tā dàukī sàkòn.	Kada Hàlīmà tā dàukī sàkòn. /Hàlīmà kada tā dàukī sàkòn.
	Kà shaidā masà sunzō gídānā dà rāna.	Kà shaidā masà bāsù zō gídānā dà rāna ba.
F	Kà shaidā masà zāsù zō gídānā dà rāna.	Kà shaidā masà bā zāsù zō gídānā dà rāna ba.
O	Kà shaidā masà suzō gídānā dà rāna.	Kà shaidā masà kada sùzō gídānā dà rāna.
	Yārā sun dāukēshī dàgà nāñ.	Yārā bāsù dāukēshī dàgà nāñ ba.
F	Yārā zāsù dāukēshī dàgà nāñ.	Yārā bā zāsù dāukēshī dàgà nāñ ba.
O	Yārā sù dāukēshī dàgà nāñ.	Kada yārā sù dāukēshī dàgà nāñ. /Yārā kada sù dāukēshī dàgà nāñ.

## GD 11.2 Variation Drill

	Bà zāmū jē kō'īnā ba dàgà nan.
(shī)	Ba zai je ko'īna ba daga nan.
(itā)	Ba zata je ko'īna ba daga nan.
(kai)	Ba zaka je ko'īna ba daga nan.
ōfis	Ba zaka je ofis ba daga nan.
kāsuwā	Ba zaka je kasuwa ba daga nan.
asibiti	Ba zaka je asibiti ba daga nan.
gida	Ba zaka je gida ba daga nan.

	Àkwai sanyī kō'īnā yanzu.
abinci	Akwai abinci ko'īna yanzu.
dabbobi	Akwai dabbobi ko'īna yanzu.
yārā	Akwai yara ko'īna yanzu.
mutānē	Akwai mutane ko'īna yanzu.
ma'aikatā	Akwai ma'aikata ko'īna yanzu.
ruwā	Akwai ruwa ko'īna yanzu.

	Àkwai wasu yārā a gidánka?
mutānē	Akwai wasu mutane a gidanka?
dabbobi	Akwai wasu dabbobi a gidanka?
kāsuwā	Akwai wasu dabbobi a kasuwa?
asibiti	Akwai wasu dabbobi a asibiti?
ma'aikatarku	Akwai wasu dabbobi a ma'aikatarku?

	Haka <u>za</u> <u>n</u> fita ba` hùlā?
(kaī)	Haka <u>zaka</u> fita ba hula?
(kū)	Haka <u>zaku</u> fita ba hula?
(shī)	Haka <u>zai</u> <u>fita</u> ba hula?
dāwō	Haka <u>zai</u> dawo ba <u>hula</u> ?
abincl	Haka <u>zai</u> dawo ba <u>abincl</u> ?
ruwā	Haka <u>zai</u> dawo ba <u>ruwa</u> ?
kōmai	Haka <u>zai</u> dawo ba komai?

	Wà ya shaidā <u>mata</u> Shēhù yāzō?
(kai)	Wa ya shaida <u>maka</u> Shehu yazo?
(shī)	Wa <u>ya</u> shaida masa Shehu yazo?
Neg.	Wa <u>ba</u> shaida masa Shehu yazo ba?
Fut.	Wa <u>zai</u> shaida masa Shehu yazo?
Neg.	Wa ba zai shaida masa Shehu yazo ba?

	Idan haka <u>zaka</u> <u>kwāna</u> shikènan.
shiryā	Idan haka <u>zaka</u> <u>shirya</u> shikenan.
warkē	Idan haka <u>zaka</u> <u>warke</u> shikenan.
sāmā	Idan haka <u>zaka</u> <u>sama</u> shikenan.
zō	Idan haka <u>zaka</u> <u>zo</u> shikenan.
jē	Idan haka <u>zaka</u> <u>je</u> shikenan.
sauka	Idan haka <u>zaka</u> sauka shikenan.

## UNIT 12

## BASIC SENTENCES

A

he rested	yā hūtā
resting	hūtāwā
householder	māigidā
How do you do. ('Greetings on resting, householder')	Sànnu dà hūtāwā māigidā`.

M

How do you do?	Yawwā, sànnu kàdai.
----------------	---------------------

A

carpenter	kāfintā
Do you know Bello the carpenter?	Kāsan Bellò kāfintā?

M

No, I don't know him.	Ā'ā, bàn sanshi ba.
-----------------------	---------------------

A

I forgot where he is ('the place').	Nī nā manta wajen.
----------------------------------------	--------------------

M

he asked	yā tambayā (ē/i)
someone, a (----)	wani
(question particle)	màna
Why not ask someone?	Tambayi wani màna?
/Why don't you ask someone else?	/Tambayi wani màna?

A

Who should I ask?	Wà zàn tambayā?
-------------------	-----------------

## M

There are Sale and some others  
('behold them Sale there').

Gà su Sälé can.

he called

yā kırā

one

daya

Call one of them.

Kira daya dágà cıkınsù.

## A

All right.

Tō`.

## NOTES

Note 12.1 Verb: Imperative

tāfı go!

jē [kayı wāsā] go [play]!

tambayı wanı manı Ask someone, why not.

The imperative of the verb has no prefix. It is an abrupt form so is not to be recommended for extensive use. It is more polite to use the optative (/kà tāfı/, /ki tāfı/, /kù tāfı/ - see Note 10.1) in an imperative sense.

Following is a list of most of the verbs which have occurred in Units 1-12. The first column gives the verb with the prefix /yā/ as an example of the perfective (with no object following). The second column gives the imperative form used with no object following. The third column gives the form of the verb before a pronoun and the fourth column the form before a noun. As may be seen from the chart, the form before a noun is sometimes used without an object (and occurs in the second column, also). In most cases the pronouns and nouns are direct objects. In several cases /ma-/ - /wā/ occurs rather than a direct object. In /zō gida/ an adverbial is used.

## Perfective

## Imperative

## - Pronoun

## - Noun

yā àikā	àikā	àikēshì	àikī yārō
yā dāukā	dāukā / dāukī	dāukēshì	dāukī ruwā
yā hārbā	hārbā / hārbī	hārbēshì	hārbī wanī
yā nēmā	nēmī	nēmēshì	nēmī kāfintā
yā sāmā	sāmā / sāmī	sāmēshì	sāmī lōkacī
yā tāmbāyā	tāmbāyā	tāmbāyēshì	tāmbāyī àkāwū
yā dāukē	dāuke	dāukēshì	dāukē ruwā
yā gōdē	gōdē	gōdē masā	gōdē wà Shēhū
			gōdē Allah
yā kīrā	kīra	kīrāshì	kīrā māsinjā
yā māntā	māntā	māntāshì	māntā sākon
yā shāidā	shāidā	shāidā masā	shāidā wà Shēhū
yā shīryā	shīryā	shīryāshì	shīryā sākon
yā kai	kai	kāishì	kai sākon
yā jī	jī	jīshì	jī tsōrō
yā sō	sō	sōshì	sō danka
yā yī	yī	yī shì / yīshì	yī aikī
yā zō	zo	-----	zō gida
yā ganī		gānshì	gà yārō
yā gaīdā		gāishēshì	gāidā sarkī

In addition to the imperative /gānshì/, there is also /gà shì/ 'here it is!', which is a specialized use of an imperative form of /ganī/.

Some of the different types of verbs found here are:

Two tone stems	low high	low high	low high
ā/ē/í	āikā	āikēshì	āiki yarō
	low high	low high	low high
ā/a	kirā	kirāshì	kira māsinjā
Three tone stems	high low high	high low high	high low high
ā/a	māntā	māntāshì	mānta sākōn

The forms before nouns may end in low rather than high for the above verbs.

One tone stems	high	low	high
	kai	kaishì	kai sākōn
	high	low/high	low
	yí	yīshì	yī aiki
		yīshì	

#### Verbs without direct object

high low high	high low high	high low high
shaidā	shaidā masā	shaidā wā Shēhù

/tambayā, tambayē-, tambayi/ is the same pattern as /āikā/ but a three tone verb (tones low low high for all imperative forms).

#### Note 12.2 /mānā/

Tambayi wanī mānā? Why not ask someone?

The imperative of verbs such as /cē/ is frequently followed by an adverbial, as /cē mānā/ 'why not say it?', 'why don't you say it?' 'go ahead and say it', /fādī mānā/ 'go ahead and tell!', 'come on, tell!', /dādē mānā/ 'stay [and see what happens to you!]'.

Note 12.3 /wani/, /wata/, /wasu/

Wasu mutane basu da hankalī.

Zan saya maka wata.

Tambayì wani mana?

/wani/ (m.), /wata/ (f.) and /wasu/ (pl.) mean 'some, a, someone, another, other (others)'. They may be used before nouns: /wani mütum/ 'some man', /wata mätā/ 'some woman', or independently: /wani/ 'someone'. An alternate of /wasu/ is /wadansu/.

### GRAMMATICAL DRILL

#### GD 12.1 Imperative

The transform pattern for the following drill is:

Perfective

Negative Perfective

Negative Optative

Imperative

While many of the sample sentences are in the second person, to which the imperative most closely corresponds in meaning, others are in other persons.

Kā tambayì Mūsā làbārin àlbāshí?

Tā dàukì àbincìn nàn?

Bàkà tambayì Mūsā làbārin àlbāshí bá?

Bàtà dàukì àbincìn nàn bá?

Kada kà tambayì Mūsā làbārin àlbāshí.

Kada tà dàukì àbincìn nàn.

Tambayì Mūsā làbārin àlbāshí.

Dàukì àbincìn nàn.

Kā àikì Shēhù kàsuwá?

Sun dàukè sàkòn nàn?

Bàkà àikì Shēhù kàsuwá bá?

Bàsù dàukè sàkòn nàn bá?

Kada kà aikì Shēhù kàsuwá.

Kada sù dàukè sàkòn nàn.

Aikì Shēhù kàsuwá.

Dàuke sàkòn nàn.

Kā dāwō dàgà asibítin?

Bàkà dāwō dàgà asibítin bá?

Kadà kà dāwō dàgà asibítin.

Dāwō dàgà asibítin.

Tā fārà áikìn?

Bàtà fārà aikìn bá?

Kadà tà fārà aikìn.

Fārà aikìn.

Yā fita zuwà ōfìs yànzú?

Bài fita zuwà ōfìs ba yànzú?

Kadà yà fita zuwà ōfìs yànzú.

Fita zuwà ōfìs yànzú.

Kín gayà masà yàzō dà yamma?

Bàkì gayà masà yàzō dà yamma bá?

Kadà kì gayà masà yàzō dà yamma.

Gàyà masà yàzō dà yamma.

Tā gōdè sàkòn dà Shēhù ya kái?

Bàtà gōdè sàkòn dà Shēhù ya kái bá?

Kadà tà gōdè sàkòn dà Shēhù ya kái.

Gòdè sàkòn dà Shēhù ya kái.

Kā gyārà hùlár?

Bàkà gyārà hùlár bá?

Kadà kà gyārà hùlár.

Gyārà hùlár.

Yā jí tsòron dōkìn Shēhù?

Bài jí tsòron dōkìn Shēhù bá?

Kadà yàjí tsòron dōkìn Shēhù.

Jí tsòron dōkìn Shēhù.

À kírā Mammàn?

Bà'à kírā Mammàn bá?

Kadà à kírā Mammàn.

Kírā Mammàn.

Mūsā yā kírā māsinqà.

Mūsā bài kírā māsinqà ba.

Kadà Mūsā yà kírā māsinqà.

Kírā māsinqà.

Tā sàmì àbincìn?

Bàtà sàmì àbincìn bá?

Kadà tà sàmì àbincìn.

Sàmì àbincìn.

Yā sàuka à Ámirkà?

Bài sàuka à Amirkà bá?

Kadà yà sàuka à Amirkà.

Sàuka à Amirkà.

Kā shaidā masà sàkòn?

Bàkà shaidā masà sàkòn bá?

Kadà kà shaidā masà sàkòn.

Shaidā masà sàkòn.

Sun shiryà sàkonò yànzú?	Kun tàmbayì kōmai wajénsà?
Bàsù shiryà sàkonò ba yànzú?	Bàkù tàmbayì kōmai wajensà bá?
Kadà sù shiryà sàkonò yànzú.	Kadà kù tàmbayì kōmai wajensà.
Shiryà sàkonò.	Tàmbayì kōmai wajensà.
Kā tafí asibítì?	Tazō dà àbincin?
Bàkà tafí asibítì bá?	Bàtà zō dà àbincin bá?
Kadà kà tafí asibítì.	Kadà tazō dà àbincin.
Tafí asibítì.	Zō dà àbincin.

## GD 12.2 Variation Drill

	Kirà wani nan.	
(ka)	Kà kira wani nan.	Kada ka kira wani nan.
(kē)	Kí kira wani nan.	Kada kí kira wani nan.
(kū)	Ku kira wani nan.	Kada ku kira wani nan.
	Wani <u>kafinta</u> yāzō nan dà rāna.	
mùtum	Wani <u>mutum</u> yazo nan da rana.	
yārò	Wani <u>yaro</u> yazo nan da rana.	
àkawū	Wani akawu yazo nan da rana.	
	Màigidan yā dāwō daga <u>áiki</u> ?	
ōfis	Maigidan ya dawo daga <u>ofis</u> ?	
kàsuwā	Maigidan ya dawo daga <u>kasuwa</u> ?	
asibítì	Maigidan ya dawo daga <u>asibítì</u> ?	
Amirkà	Maigidan ya <u>dawo</u> daga Amirkà?	

zō	Maigidan <u>yazo</u> daga Amirka?
sauka	Maigidan ya sauка daga Amirka?
	Tà tambayı <u>uwarta</u> mànà.
Shēhū	Ta tambayı <u>Shehu</u> mana.
Halīma	Ta tambayı <u>Halima</u> mana.
wani	Ta tambayı <u>wani</u> mana.
yārònṭà	<u>Ta</u> tambayı yaronta mana.
(kū)	<u>Ku</u> tambayı yaronta mana.
(kai)	<u>Ka</u> tambayı yaronta mana.
(kē)	<u>Ki</u> tambayı yaronta mana.
(mū)	<u>Mu</u> tambayı yaronta mana.
(shī)	<u>Ya</u> tambayı yaronta mana.
(su)	<u>Su</u> tambayı yaronta mana.
(an)	A tambayı yaronta mana.

	<u>Nī</u> daya zān dāukè gyadán nān?
kai	<u>Kai</u> daya zaka dāuke gyadán nan?
shī	<u>Shī</u> daya zāi dāuke gyadán nan?
kē	<u>Ke</u> daya zakī dāuke gyadán nan?
itā	Ita daya zata dāuke gyadán nan?
	Kai daya zākà <u>kwāna</u> à gídán?
hūtā	Kai daya zaka <u>huta</u> a gídán?
sauka	Kai daya zaka sauка a <u>gídán</u> ?
Amirkā	Kai daya zaka sauка a Amirkā?

	Wànè kāfinta ya <u>gyārā</u> ?
tāfi	Wane kafinta ya <u>tafi</u> ?
zō	Wane <u>kafinta</u> ya zo?
yārō	Wane <u>yaro</u> ya zo?
mùtum	Wane mutum ya zo?
	<u>Shēhū</u> yā mānta wajen asibitin dabbōbī.
Halīma	<u>Halima</u> ta manta wajen asibitin dabbobi.
Shēhū da	Shehu da Halima sun manta wajen <u>asibitin dabbobi</u> .
Halīma	
gīdānā	Shehu da Halima sun manta wajen <u>gīdana</u> .
ma'aikatarku	Shehu da Halima sun manta wajen ma'aikatarku.
	<u>Shēhū</u> yā tambayı wani <u>mùtum</u> jiyā.
yārō	Shehu ya <u>tambayı</u> wani yaro jiya.
aīkā	Shehu ya <u>aiki</u> wani yaro jiya.
dāukā	Shehu ya <u>dauki</u> wani yaro jiya.
Negative	Shehu bai <u>dauki</u> wani yaro ba jiya.
	<u>Inā</u> zan̄ sāmī wani <u>àbincī</u> yanzú?
àlkalāmī	Ina zan samī wani <u>alkalamī</u> yanzu?
dōkī	Ina zan samī wani <u>dokī</u> yanzu?
gīdā	Ina zan samī wani <u>gīda</u> yanzu?
yārō	Ina zan samī wani <u>yaro</u> yanzu?
kāfinta	Ina zan samī wani <u>kafinta</u> yanzu?
	<u>Inā</u> nē wajen <u>gīdānsà</u> ?
kāsuwā	Ina ne wajen <u>kasuwa</u> ?
asibiti	Ina ne wajen <u>asibiti</u> ?

ma'aikatarku Ina ne wajen ma'aikatarku?

ofishinsu Ina ne wajen ofishinsu?

Wajen wà zákà tambaya?

(ita) Wajen wa zata tambaya?

(ku) Wajen wa zaku tambaya?

(shi) Wajen wa zai tambaya?

(ni) Wajen wa zan tambaya?

jé Wajen wa zan je?

gani Wajen wa zan gani?

tafi Wajen wa zan tafi?

kai Wajen wa zan kai?

sauka Wajen wa zan sauka?

aíká Wajen wa zan aíka?

Ná mántá yau àkwai aíki.

(shi) Ya manta yau akwai aiki.

(ita) Ta manta yau akwai aiki.

(su) Sun manta yau akwai aiki.

(kai) Ka manta yau akwai aiki.

(ke) Kin manta yau akwai aiki.

(mu) Mun manta yau akwai aiki.

(ku) Kun manta yau akwai aiki.

an An manta yau akwai aiki.

Kada tà mántá dà sákon nàn.

ruwá Kada ta manta da ruwan nan.

àlkalamí Kada ta manta da alkalamin nan.

àbìnci	Kada ta manta da <u>abìncin</u> nan.
gyàdā	Kada ta manta da <u>gyadan</u> nan.
tābā	Kada ta manta da taban nan.
	<u>Mūsā</u> zai jē wajen aikì yáù?
Hàlímà	<u>Halima</u> zata je wajen aiki yau?
Mūsā dà Hàlímà	Musa da Halima zasu je wajen <u>aiki</u> yau?
tàrō	Musa da Halima zasu je wajen taro <u>yau</u> ?
anjumā	Musa da Halima zasu je wajen taro <u>anjuma</u> ?
gòbe	Musa da Halima zasu je wajen taro gobe?

## UNIT 13

## BASIC SENTENCES

## A

Is this Sahabi's house?

Nañ nē gidan Sàhābī?

## B

someone sent you here

an aikōka

Yes, did someone send you?

Í, an aikōka nē?

## A

he gave

yā bā`

he gave me

yā bāni`

ear

kunne`

earring

dankunne

pl.

'yankunne

Yes, it was Asabe who said the  
earrings were to be given to  
me.

Í, Àsàbe cè tacē` àbāni 'yankunne.

## B

Tell her they're not repaired.

Kacē` matà bá'a` gyárà ba.

## A

when

yàushé`

he received

yā kàrbā (ē/i)

All right. When should I say  
someone is to come get [them]?

Tō` , yàushé` zánce àzō à kàrbá?

## B

Sunday

lahádi`

On Sunday.

Rānar lahádi`.

A

morning

sāfe

Should he ('someone') come in  
the morning or in the evening?

Dà sāfe nè zā'ā zō, kō dà  
yammá?

B

Say I said in the evening.

Kacē` nācē` dà yamma.

A

All right, goodby.

Tō`, sai anjumā.

B

All right, give her my greetings.

Tō`, kà gaishē tā.

## NOTES

Note 13.1 /nē/, /cē/.

Nan ne gidan Sahabī?

An aikoka nē?

Asabe ce tace abani 'yankunne.

Da safe ne za'a zo, ko da yamma.

The particles /-nē/ - /-nè/ (masculine and plural), /-cē/ - /-cè/ (feminine) indicate 'is'. While written separately, these are actually suffixes to the preceding word. The tone of /nē/, /cē/ is the opposite of the tone immediately preceding. (See also Note 3.2.) /nē/, /cē/ may also translate as 'was', 'were'.

/nē/, /cē/ are used in constructions indicating equivalence (X = Y), with prepositional phrases (/dà sāfe nè/), with /inā/, and are often translatable 'it is' or 'is it', 'it was' or 'was it'.

The relative perfective (Note 4.2, Note 19.1) is used after /nē/: /Mūsā nē yaje Ingilà/ 'It was Musa that went to England'. Compare also:

Yàushè nē tacē zātā zo. When is it she said she's coming?

Yàushè tacē zātā zo. When did she say she's coming?

Both of these are the relative perfective as /yàushè/ is also followed by it.

/nē/, /cē/ are negated by /bā...ba/, the second /ba/ being prefixed to /nē/ or /cē/: /bā sarkī banē/ 'it is not the emir'.

#### GRAMMATICAL DRILL

GD 13.1 /-nē/, /-cē/

Shī nē babbān àkàwū yanzu.

kai Kai ne babbān akawu yanzu.

nī Nī ne babbān akawu yanzu.

kē Ke ce babbān akawu yanzu.

itā Ita ce babbān akawu yanzu.

māsinjā Ita ce masinjā yanzu.

mātarsā Ita ce matarsa yanzu.

Àsàbe cè mātar Láwàl?

uwā Asabe ce uwar Lawal?

'yā Asabe ce 'yar Lawal?

Àsàbe cè zātā tafí asibití anjumà.

Mūsā Musa ne zai tafí asibití anjuma.

Àsàbe dà Mūsā	<u>Asabe da Musa</u> ne zasu tafí asibítí anjuma.
kai	<u>Kai</u> ne zaka tafí asibítí anjuma.
shī	<u>Shī</u> ne zai tafí asibítí anjuma.
kē	<u>Ke</u> ce zakí tafí asibítí anjuma.
nī	<u>Nī</u> ne zan tafí asibítí anjuma.
itā	Ita ce zata tafí <u>asibítí</u> anjuma.
kāsuwā	Ita ce zata tafí <u>kasuwa</u> anjuma.
ōfis	Ita ce zata tafí <u>ofis</u> anjuma.
gídā	Ita ce zata tafí <u>gida</u> anjuma.

Mūsā nè yaje Ingila.

Halima	Halima ce taje <u>Ingila</u> .
kāsuwā	<u>Halima</u> ce taje kasuwa.
Mūsā	Musa ne yaje <u>kasuwa</u> .
asibítí	<u>Musa</u> ne yaje asibítí.
Àsàbe	Asabe ce taje <u>asibítí</u> .
gidanta	<u>Asabe</u> ce taje gidanta.
Bello	Bello ne yaje gidanta.

Wànè gídá nè Àsàbè tajé?

ōfis	Wane <u>ofis</u> ne Asabe taje?
asibítí	Wane asibítí ne <u>Asabe</u> taje?
Mūsā	Wane asibítí ne Musa yaje?

Gidan Yusufu nē nán?

rīgā	<u>Rigar</u> Yusufu ce nan?
àlkalamī	<u>Alkalamin</u> Yusufu ne nan?

hūlā	<u>Hular</u> Yusufu ce nan?
àbincı	<u>Abincın</u> Yusufu ne nan?
mătā	<u>Matar</u> Yusufu ce nan?
dōkī	<u>Dokın</u> Yusufu ne nan?
uwā	<u>Uwar</u> Yusufu ce nan?
yārō	Yarçı Yusufu ne nan?
	<u>Halima</u> tā san nan nē gidañā.
Shēhū	<u>Shehu</u> ya san nan ne gidaña.
(ka)	<u>Ka</u> san nan ne gidaña.
(su)	<u>Sun</u> san nan ne gidaña.
(ku)	<u>Kun</u> san nan ne gidaña.
(ke)	<u>Kin</u> san nan ne gidaña.
	Kāsan <u>Asabe</u> cè tāzō jiyā?
Lawāl	Kasan Lawal ne <u>yazo</u> jiyā?
tafi	Kasan <u>Lawal</u> ne ya tafi jiyā?
Àsabe	Kasan Asabe ce ta <u>tafi</u> jiyā?
dāwō	Kasan <u>Asabe</u> ce ta dawo jiyā?
Lawāl	Kasan Lawal ne ya dawo jiyā?
	<u>Kai</u> nē ka gyārà ofishin jakādan Ámirka?
Lawāl	<u>Lawal</u> ne ya gyara ofishin jakadan Amirka?
itā	<u>Ita</u> ce ta gyara ofishin jakadan Amirka?
Halimā	Halima ce ta gyara ofishin jakadan Amirka?

	Wā yacē` <u>ita</u> cē ta gyārā gyadar?
shī	Wa yace <u>shī</u> ne ya gyara gyadar?
nī	Wa yace nī ne na <u>gyara</u> gyadar?
daukē	Wa yace nī ne na <u>dauke</u> gyadar?
kai	<u>Wa</u> yace nī ne na kai gyadar?
Mūsā	<u>Musa</u> yace nī ne na kai gyadar?
Àsàbe	Asabe tace nī ne na kai gyadar?

Hàlímà cē ta gyārā gídānā.

Mūsā	Musa ne ya <u>gyara</u> gídana.
zō	<u>Musa</u> ne ya zo gídana.
Àsàbe	Asabe ce ta <u>zo</u> gídana.
sani	<u>Asabe</u> ce ta san gídana.
Mūsā	Musa ne ya <u>san</u> gídana.
shiryā	<u>Musa</u> ne ya shirya gídana.
Hàlímà	Halima ce ta shirya gídana.

Shēhù yā aikō dà sàkòn nán nè?

Hàlímà	Halima ta aiko da <u>sakon</u> nan ne?
àlkalàmī	Halima ta aiko da <u>alkalamin</u> nan ne?
'yankunne	Halima ta aiko da 'yankunnen nan ne?

Jiya nē na kàrbā dà yamma.

dāwō	Jiya ne na <u>dawo</u> da yamma.
zō	Jiya ne na <u>zo</u> da yamma.
sayā	Jiya ne na <u>saya</u> da yamma.
tāfi	Jiya ne na tafī da <u>yamma</u> .

rānā	Jiya ne na tafī da <u>rana</u> .
dare	Jiya ne na tafī da dare.
	'Yankunnenta nē Mūsā ya <u>daukē</u> ?
kai	'Yankunnenta ne Musa ya <u>kai</u> ?
saya	'Yankunnenta ne Musa ya <u>saya</u> ?
gyārā	'Yankunnenta ne Musa ya <u>gyara</u> ?
gani	'Yankunnenta ne Musa ya <u>gani</u> ?
	Yaushe nē tace zata <u>zō</u> ?
tafi	Yaushe ne tace zata <u>tafi</u> ?
dawō	Yaushe ne tace zata <u>dawo</u> ?
sauka	Yaushe ne tace zata <u>sauka</u> ?
daukā	Yaushe ne tace zata <u>dauka</u> ?
fita	Yaushe ne tace zata <u>fita</u> ?
	<u>Yaushe</u> nē zā'a fāra sanyi?
yau	<u>Yau</u> ne za'a fara sanyi?
gōbe	Gobe ne za'a fara <u>sanyi</u> ?
aikī	Gobe ne za'a fara <u>aikī</u> ?
tārō	Gobe ne za'a fara <u>taro</u> ?

## GD 13.2 Variation Drill

	Wā <u>yazō</u> gidañā rānar Lahadī cikinku?
jē	Wa yaje <u>gidana</u> ranar Lahadi cikinku?
ōfis	Wa yaje <u>ofis</u> ranar Lahadi cikinku?

kàsuwā                    Wa yaje kasuwa ranar Lahadī cikinku?  
 asibitī                    Wa yaje asibitī ranar Lahadī cikinku?

Mūsā yā dāukī hūlātā dà sāfe.

àlkalāmī                Musa ya dāukī alkalamina da safe.  
 Àsabe                    Asabe ta dāukī alkalamina da safe.  
 Hálíma                   Halima ta dāukī alkalamina da safe.  
 abincı                   Halima ta dāukī abincına da safe.  
 Bello                    Bello ya dāukī abincına da safe.  
 rānā                    Bello ya dāukī abincına da rana.  
 yamma                    Bello ya dāukī abincına da yamma.

Wàcè rānā zākà aikō dà hūlātī?

(kē)                    Wace rana zaki aiko da hulata?  
 (ítā)                   Wace rana zata aiko da hulata?  
 (sū)                    Wace rana zasu aiko da hulata?  
 (kū)                    Wace rana zaku aiko da hulata?  
 (shī)                   Wace rana zai aiko da hulata?  
 àlkalāmī               Wace rana zai aiko da alkalamina?  
 dōki                    Wace rana zai aiko da dokina?

The suffix pronoun should agree with the subject of the verb in the following drill.

Sahabī yāzō dà 'yarsà dà sāfe.  
 Àsabe                    Asabe tazo da 'yarta da safe.  
 yārō                    Asabe tazo da yaronta da safe.  
 Bello                    Bello yazo da yaronsa da safe.

Àsàbe dà Sàhābī	Asabe da Sahabi sunzo da <u>yaronsu</u> da safe.
uwā	<u>Asabe da Sahabi</u> sunzo da uwarsu da safe.
Hàlīmà	<u>Halima</u> tazo da uwarta da safe.
Shēhū	Shehu yazo da <u>uwarsa</u> da safe.
dokī	<u>Shehu</u> yazo da dokinsa da safe.
Àsàbe	Asabe tazo da dokinta da safe.

	Wajen Mūsā <u>ta</u> karbā?
(shī)	Wajen Musa <u>ya</u> karbā?
(nī)	Wajen Musa <u>na</u> karbā?
(kai)	Wajen Musa ka <u>karbā</u> ?
kai	Wajen Musa ka <u>kai</u> ?
tāfi	Wajen Musa ka <u>tafi</u> ?
dadē	Wajen Musa ka <u>dadē</u> ?
sayā	Wajen Musa ka saya?

	Zan saya wa mātātā <u>'yankunne</u> .
dōkī	Zan saya wa matata <u>dokī</u> .
àlkalàmī	Zan saya wa <u>matata</u> alkalamī.
yārō	Zan saya wa <u>yarona</u> alkalamī.
'yā	Zan saya wa <u>'yata</u> alkalamī.
àkawū	Zan saya wa akawuna alkalamī.

Audu

he put, kept yā ajiyē

Where did you put Shehu's robe?      Ìnà ka ajiye rìgar Shéhù?

Bello

box *àkwàtì*

In the box. À cikin àkwàti.

A

**lumber** *ləmərb* **kātākō**

The metal box or the wooden one?      Akwàtin karfè kō na kātakō?

B

I'll be able zan iyá

remembering tunāwā

I can't remember ('I won't be able remembering') Ba`zan`iyà tunāwā ba.

A

stealing sātā

someone stole beans ('someone  
made a theft of beans') anyi sātar̄ wākē

Do you know that some beans were stolen yesterday? Kāsan jiyà anyi sātar̄ wāké?

B

at whose house à gidan wā  
At whose house was it done? À gidan wā aka yí?

A

I don't know. Ni bān sānì ba.

B

Well, I'm off to the market. Tō', zan tāfi kāsuwā.

A

May you return safely! Kà dāwō lāfīyā.

B

God grant [it to be so]!                           Allah yàsā` . /allayàsā` ./

## NOTES

Note 14.1 /na/, /ta/

Note 14.1.1 /na/, /ta/ forms

Akwatin karfe ko na katako?

/na/ with high tone indicates 'the one (characterized by or pertaining to [the following word])'. /kātākō/ is 'lumber plank', so /na kātākō/ is 'the wooden one'. /na/ is another form of /n/ so that in the above sentence it parallels it:

akwatin      karfe  
ko                na    katako      that is, akwatin katako

The corresponding form for /r/ is /ta:/

r i g a r        S h e h u  
k o                t a     B e l l o        that is, rigar Bello

The endings for 'my', as in /ubānā/ 'my father' and /uwātā/ 'my mother' reflect these same forms. Here length is added. Compare /ubankā/, /uwankā/. /na/ and /ta/ may also be followed by independent pronouns.

Just as /na Halīma/ means 'Halima's' that is, 'masculine something or someone belonging to Halima', so /nātā/ means 'hers' (reference to something masculine). The /nā-/ - /tā-/ refer to the item possessed, the suffixes refer to the possessor. So /nākī/ 'yours' refers to a masculine object possessed by a female 'you'. Again the forms which are different from the others are those for 'mine': /nāwa/ 'mine' (masculine), /tāwa/ 'mine' (feminine). The /na/, /ta/ have low tone in these forms but high tone before the other suffix pronouns. The forms are:

Referring to something or some-  
one of masculine gender

nāwā	mine
nākā	yours
nākī	yours
nāsā	his
nātā	hers
nāmū	ours
nākū	yours
nāsū	theirs

Referring to something or some-  
one of feminine gender

tāwā	mine
tākā	yours
tākī	yours
tāsā	his
tātā	hers
tāmū	ours
tākū	yours
tāsū	theirs

The following shapes of /na/ and /ta/ have occurred:

	<u>Full Forms</u>		<u>Short Forms</u>
Before nouns and independent pro- nouns	Before /-wa/ Before other pronoun suffixes		Noun      'the' Suffix
na	nā-	nā-	-n      -n̄
ta	tā-	tā-	-r      -r̄

Note 14.1.2 /na/, /ta/ usage

a k w a t i n	k a r f e
k o	n a    k a t a k o

This example, discussed in Note 14.1.1, illustrates the use of /na/ or /ta/) when no noun precedes. /na/ here might be more literally translated as 'the one of'.

Another usage is:

Àbincin nàn na Shéhù nē.      This food is Shehu's.

/na/ (or /ta/) is also used when the noun to which the /na/ refers is separated from it by another word:

wāken nàn na Lawal      these beans of Lawal's

Note that this is not the same construction as with /nē/ above.

Still another usage is that of a kind of emphatic apposition after /-n̄/, /-r̄/ the:

Ìnā gídàñ na Àsàbè?      Where's the house, that of  
                                Àsabè?

Note 14.2 Verb: /sàtā/

Kasan jiya anyì satar wake?

/sàtā/ is the verbal noun. The corresponding verb is /yā sàtā/ 'he stole' (/mè ya sàtā?/ 'what did he steal?'; with pronoun /yā sàcētā/ 'he stole it (f.)'; with noun /yā sàcì gyàdā/ 'he stole peanuts'). There is another verb /yā sàcē/ 'he stole (and took away)'. Compare /dàukā/ and dàukē/, /àikā/ and /aikā/.

## GRAMMATICAL DRILL

GD 14.1 /na/ and /ta/

GD 14.1.1 /-n/ /-r/ Corresponding to 'the'

'Yar Àsàbe cè ta dàukè gyàdar.

'yankunne 'Yar Asabe ce ta dauke 'yankunnen.

kātākō 'Yar Asabe ce ta dauke katakón.

ruwā 'Yar Asabe ce ta dauke ruwan.

àbincí 'Yar Asabe ce ta dauke abincín.

wākē 'Yar Asabe ce ta dauke waken.

dōki 'Yar Asabe ce ta dauke dokín.

àlkalamī 'Yar Asabe ce ta dauke alklamín.

Wà ya sàyā maka hùlár?

kai Wa ya kai maka hular?

ajiyé Wa ya ajiyé maka hular?

GD 14.1.2 /n/ /r/ in NnN constructions

Àkwai àkwàtin kātākō à gídáñkà?

òfishinkà Akwai akwatín katako a ofishinka?

ma'aikatarku Akwai akwatín katako a ma'aikatarku?

Rìgar Àsàbe cè ka dáukà?

ajiyé Rìgar Asabe ce ka ajiyé?

kai Rìgar Asabe ce ka kai?

sàyā Rìgar Asabe ce ka saya?

màntā	Rigar Asabe ce ka <u>manta</u> ?
gyārà	Rigar <u>Asabe</u> ce ka gyara?
	Wàcè ırın <u>rìgā</u> zākà saya? <sup>1</sup>
àkwàtì	Wane ırın akwati zaka saya?
hùlā	Wace ırın <u>hula</u> zaka saya?
gídā	Wane ırın <u>gida</u> zaka saya?
tābā	Wace ırın <u>taba</u> zaka saya?
àlkalamí	Wane ırın <u>alkalami</u> zaka saya?

Hùlarsà cē Àmīnà ta daukà.

àlkalamí	<u>Alkalaminsa</u> ne Amina ta dauka.
'ya	<u>'Yarsa</u> ce Amina ta dauka.
àkwàtì	<u>Akwatinsa</u> ne Amina ta dauka.
rìgā	<u>Rigarsa</u> ce Amina ta dauka.
dōki	Dokinsa ne Amina ta dauka.

Àbincìn Shéhù nē nán?

hùlā	<u>Hular</u> Shehu ce nan?
àkwàtì	<u>Akwatin</u> Shehu ne nan?
màtā	<u>Matar</u> Shehu ce nan?
dōki	<u>Dokin</u> Shehu ne nan?
rìgā	<u>Rigar</u> Shehu ce nan?
dabbā	Dabbar Shehu ce nan?

<sup>1</sup> Note agreement of /wàcè/ with /rìgā/.

	Yàushè zā'ā gyārā <u>'yankunnéntà?</u>
gídá	Yaushe za'a gyara <u>gidanta?</u>
rìgā	Yaushe za'a gyara <u>rigarta?</u>
àkwàtì	Yaushe za'a gyara akwatinta?

GD 14.1.3 /na/ - /ta/ plus noun in alternative utterances

	<u>yārònka</u> na gani kō na Béllò?
uwā	<u>Uwarka</u> na gani ko ta Bello?
dōkī	<u>Dokinka</u> na gani ko na Bello?
'yā	' <u>Yarka</u> na gani ko ta Bello?
rìgā	<u>Rigarka</u> na gani ko ta Bello?
kātākō	<u>Katakonka</u> na gani ko na Bello?
wākē	Wakenka na gani ko na Bello?
	<u>Àlbāshinā</u> ya karbá kō na Àsàbè?
rìgā	<u>Rigata</u> ya karba ko ta Asabe?
sākō	<u>Sakona</u> ya karba ko na Asabe?
tābā	<u>Tabata</u> ya karba ko ta Asabe?
àlkalamī	Alkalamina ya <u>karba</u> ko na Asabe?
	'Yar Mūsā cè <u>tazō</u> , kō ta Àsàbè?
dāwō	'Yar Musa ce ta <u>dawo</u> , ko ta Asabe?
kai	'Yar Musa ce ta <u>kai</u> , ko ta Asabe?
gani	'Yar Musa ce ta <u>gani</u> , ko ta Asabe?
ajiyē	'Yar Musa ce ta <u>ajiyē</u> , ko ta Asabe?
dàukā	'Yar Musa ce ta <u>dauka</u> , ko ta Asabe?

	<u>Rīgar</u> Mammān cē nāñ, kō ta Sahābi?
abīncī	<u>Abīncīn</u> Mamman ne nan, ko na Sahabi?
gyādā	<u>Gyādar</u> Mamman ce nan, ko ta Sahabi?
wākē	<u>Waken</u> Mamman ne nan, ko na Sahabi?
uwā	Uwar Mamman ce nan, ko ta Sahabi?

	<u>Àkwàtin</u> Mūsā nè babbā kō na Hálíma?
rīgā	<u>Rīgar</u> Musa ce babba ko ta Halima?
gídā	<u>Gídán</u> Musa ne babba ko na Halima?
'yā	<u>'Yar</u> Musa ce babba ko ta Halima?
dōki	<u>Dókin</u> Musa ne babba ko na Halima?
yārō	<u>Yaron</u> Musa ne babba ko na Halima?
sákō	Sákon Musa ne babba ko na Halima?

	<u>Àkwàtin</u> Mūsā nè kō na Shéhù ka <u>ajiyé</u> ?
dauka	Akwatín Musa ne ko na Shehu ka <u>dauka</u> ?
kai	<u>Akwatín</u> Musa ne ko na Shehu ka kai?
rīgā	<u>Rīgar</u> Musa ce ko ta Shehu ka kai?
húlā	<u>Hular</u> Musa ce ko ta Shehu ka kai?
àlkalámī	Alkalamín Musa ne ko na Shehu ka kai?

GD 14.1.4 /na/ - /ta/ plus noun in other nominal positions  
After /da/

	Yaushe zā'ā bāni <u>àlbāshīnā</u> dà na yārōnā?
abīncī	Yaushe za'a bani <u>abīncīna</u> da na yarona?
rīgā	Yaushe za'a bani <u>rīgata</u> da ta yarona?

àkwàtì	Yaushe za'a bani <u>akwatina</u> da na yarona?
wàkè	Yaushe za'a bani wakena da na yarona?

Before /nē/ - /cē/

	Àbincin nàn na <u>Halima</u> nē.
Shéhù	<u>Abincin</u> nan na Shehu ne.
tābā	Taban nan ta <u>Shehu</u> ce.
Amīnà	<u>Taban</u> nan ta Amina ce.
ruwā	Ruhan nan na <u>Amina</u> ne.
Shéhù	Ruhan nan na Shehu ne.

In apposition

	Ìnà <u>àbincìn</u> na Àsàbè?
'yā	Ina <u>'yar</u> ta Asabe?
gídā	Ina <u>gidan</u> na Asabe?
rìgā	Ina <u>rigar</u> ta Asabe?
wàkè	Ina <u>waken</u> na Asabe?
uwā	Ina <u>uwar</u> ta Asabe?
'dā	Ina <u>'dan</u> na Asabe?
'yankunne	Ina <u>'yankunnen</u> na Asabe?
tābā	Ina <u>tabar</u> ta Asabe?
	Wāken nàn na <u>Lawál</u> dà kyáu?
Àsàbè	<u>Waken</u> nan na Asabe da kyau?
àbincìn	Abincin nan na <u>Asabe</u> da kyau?
Lawál	<u>Abincin</u> nan na Lawal da kyau?
rìgā	Rigan nan ta <u>Lawal</u> da kyau?

Àsàbe	<u>Rigan</u> nan ta Àsabe da kyau?
gídá	Gídán nan na <u>Asabe</u> da kyau?
Lawál	Gídán nan na Lawal da kyau?

## GD 14.1.5 /nā/ - /tā/ plus pronoun suffixes

	Dókìn nàn nákà nē kō na Hálímà nē?
gídá	<u>Gídán</u> nan naka ne ko na Halíma ne?
rìgá	<u>Rigan</u> nan taka ce ko ta Halíma ce?
gyàdá	<u>Gyadán</u> nan taka ce ko ta Halíma ce?
àlkalamí	<u>Alkalamín</u> nan naka ne ko na Halíma ne?
àkwàtì	<u>Akwatín</u> nan naka ne ko na Halíma ne?
tābà	<u>Taban</u> nan taka ce ko ta Halíma ce?
'yá	'Yan nan taka ce ko ta Halíma ce?

Àbincín nàn nàwa nè.

(kai)	Abincín nan <u>naka</u> ne.
(shí)	Abincín nan <u>nashi</u> ne.
(ítá)	Abincín nan <u>nata</u> ne.
(mú)	Abincín nan <u>namu</u> ne.
(sú)	Abincín nan <u>nasu</u> ne.

Repeat above drill with /rìgá/ for /àbincí/.

	Ìná ya ajiye sákon nàwá?
(kai)	Ina ya ajiye sakon <u>naka</u> ?
(ítá)	Ina ya ajiye sakon <u>nata</u> ?

(kē) Ina ya ajye sakon naki?

(sū) Ina ya ajye sakon nasu?

Repeat above drill with /rīgā/ for /sākō/.

#### GD 14.2 Variation Drill

Dōkin Àsàbè yā warkē.

'yā 'Yar Asabe ta warke.

zō 'Yar Asabe ta zo.

tafi 'Yar Asabe ta tafi.

dāwō 'Yar Asabe ta dawo.

Àkwai wākē à kàsuwā.

gídānā Akwai wake a gidana.

Amirkā Akwai wake a Amirkā.

kō'ina Akwai wake a ko'ina.

ruwā Akwai ruwa a ko'ina.

àbinci Akwai abinci a ko'ina.

mutānē Akwai mutane a ko'ina.

Halimà tā kai wākē gidan Shēhù.

ma'aikatarmu Halima ta kai wake ma'aikatarmu.

asibiti Halima ta kai wake asibiti.

kàsuwā Halima ta kai wake kasuwa.

ōfis Halima ta kai wake ofis.

	Idan yārōnā yā <u>dāwō</u> , shīkēnan.
tafī	Idan yarona ya <u>tafi</u> , shikenan.
kai	Idan yarona ya <u>kai</u> , shikenan.
sayā	Idan yarona ya <u>saya</u> , shikenan.
daukā	Idan yarona ya <u>dauka</u> , shikenan.
ajiyē	Idan yarona ya <u>ajiyē</u> , shikenan.

## UNIT 15

## BASIC SENTENCES

Audu

I'll go, I'm about to go zāñì

the day after tomorrow jībi

Did anyone tell you I'm going to An gayà makà zāñì Lēgàs jībi?  
Lagos the day after tomorrow?

Bello

there isn't anyone who bā` wanda`

No one told me. Bā` wanda` ya shaidā mīni.

A

course kwas

I'm going to take a course zāñ yí kwas

teaching mālanta`

I'm going to take a course in Zāñ yí kwas nē na mālanta.  
teaching.

B

Is Yusufu going, too? Yūsufù mā zāshí nè?

A

he's sure, certain yā tabbatā

Perhaps, I'm not sure. Watakilà, bān tabbatā ba.

B

When are you coming back? Yaushe zākà dāwō?

A

one like kāmā

month wata`

After about ('the like of')  
two months.

Bāyan kāmar watā bīyu.

Some [others] from our office  
are going, too.

Wasu dāgā ḥfishinmū mā zāsu.

A

he learned

yā kōyō

What are they going to study?

Mē zāsu kōyō?

B

I don't know.

Bān sani ba.

#### NOTES

Note 15.1 Verb: /zā-/ 'go, about to go'

Ku nawa zāku Ingila badī?

An gaya maka zāni Lagos jibī?

Yusufu ma zāshí ne?

Wasu daga ḥfishinmu ma zāsu.

These are examples of a verb meaning 'go', /zā-/, which takes suffixes rather than prefixes. The forms are:

zāni	I'm going, I'm going to go
zāka	you're going, you're going to go
zākī	you (f.) are going, you (f.) are going to go
zāshī	he's going, he's going to go
zāta	she's going, she's going to go
zāmu	we're going, we're going to go

zā́ku	you (pl.) are going, you (pl.) are going to go
zā́su	they're going, they're going to go
zā́'a	going is being done or about to be done (by some one or more)

This verb refers only to present or future time. The verb itself has a long vowel with falling (high-low) tone. The suffixes, which indicate the subject, have high tone when the verb is by itself or the last word in the sentence. When another word follows, the suffix pronoun may have low tone. While the suffixes to this verb will be consistently left unmarked, as if high tone, in this course, the possible alternative form in low tone should be kept in mind and imitated when heard: /zā́ní kàsuwā/ or /zā́ní kàsuwā/ 'I'm on my way to market'.

This verb /zā́-/ and its use must be distinguished from the /zā-/ prefix (Note 8.1) which indicates future time. This future prefix (another form of the same root as /zā́-/ 'go') also has suffix pronouns but is regularly followed by a verb form: /zā́su gayà míni/ 'they will tell me', /zā́mù zō/ 'we'll come'. The verb following this prefix may, of course, be a verb 'to go', as /zai jē/ or /zai tafí/ 'he'll go'. Note that the pronouns after /zā-/ 'will, shall' are low tone and some differ in form from those after /zā́-/ 'go'; /zán dāwō/ 'I'll return' but /zāní/ 'I'm going'; /zai dāwō/ 'he'll return' but /zā́shi/ 'he's going'.

Compare the usage of /zā́-/ 'go' and /zā-/ 'will, shall' in the following sentences:

Zāní kōyō.	I'm going [in order] to learn.
Zán kōyō.	I'll learn.
Yàushè zā́ka kwás ná málántà?	When are you going [in order] to [take] the course in teaching?

Yàushè zākà yì kwas  
na mālántà?

When will you take the  
course of teaching?

After /zā-/ nouns may be used adverbially: 'I'm going to learning', 'you're going to a course', etc. After /zā-/ (future) a verb is generally used (though in situations where /yì/ occurs, a construction without it may sometimes also be used).

Note 15.2 /nā/ 'is'

a) Kullum ana kaishi.

Ina zato matata ma zatazo.

b) Ina tsoron kada su tafí da yara.

Suna lafiya kalau.

Yana gabas da kasuwa.

Yaronka na kusa?

'Yarka nā nan?

/nā/ may occur after a pronoun (/i-/ 'I', /a-/ 'someone', /ya-/ 'he' /su-/ 'they') or after a noun (/yārònka/, /'yarkà/). It may be followed by a verbal noun (/zàtō/ 'thinking'), by certain verbs (as /kai/), as illustrated in group a), or by other nouns or adverbial expressions, as in group b). /tsòrō/ is a noun 'fear' or 'fearing' not a verb.

/nā/ may conveniently be translated 'is/are in a given state or position': /yanā kaishi/ 'he is taking him', /yanā lāfiyā/ 'he is in a state of well-being', /yanā gabàs/ 'it's to the east'.

The forms of the pronouns with /nā/ may be seen from the following:

inā	munā
kanā	kunā
kinā	
yanā	sunā
tanā	anā

Followed by a verbal noun these are the equivalent of an English present tense:

inà gani	I am seeing	munà gani	we are seeing
kanaà gani	you (m.) are seeing	kunà gani	you are seeing
kinà gani	you (f.) are seeing		
yanaà gani	he is seeing	sunà gani	they are seeing
tanà gani	she is seeing	anà gani	one sees

Since /gani/ is a noun, it will be followed by /n/ plus noun or pronoun:

inà ganin dòkin	I am seeing the horse
inà ganinsà	I am seeing him
inà tsòron dòkin	I'm afraid of the horse
inà tsòronsà	I'm afraid of him

Drills of this unit are restricted to /nà/ followed by a verbal noun. Further details are given in Note 16.1.

Examples of verbal nouns are:

Verb:	Verbal Noun:
daukà (ē/ɪ)	daukà / d'aukà
barì	barì
gani	gani
kirà	kirà
zò	zuwà
tafi	tafiyà
jì	jì

Other words which may correspond to English 'is' should not be confused with /nà/. One of these is /ákwa/ meaning 'there is,

there are'. There is also /nē/ ~ /cē/ (Note 13.1), which may be used for 'is' in such expressions as /wannāñ ḥfishinmū nē/ 'this is our office', /shī nē/ 'it is he', /karyā cē/ 'it's a lie'. Contrast /inā nē/ 'where is he?' and /yanā nañ/ 'he's here' (using /nañ/). Some further examples of /nē/ after a clause are found in the Basic Sentences of this unit.

Note 15.3 /wanda/

ba wanda

/wanda/ is /wā/ 'who' plus /n/ plus /dā/. The construction is the same as /lōkacín dā/.

Note 15.4 /kwas/

Zan yi kwas ne na malanta.

The /na/ here refers back to /kwas/: /kwas... na mālanta/. (See Note 13.1.) /kwas/ does not pattern quite like other nouns in the language and does not take /-n/ as a suffix. Compare /übanmū/ 'our father' but /kwas dā mū/ 'our course'.

Note 15.5 /kamā/

Bayan kamar wata biyu.

/kamā/ is 'likeness, similarity' even 'appearance'. /sun yi kamā/ is 'they're alike'; /māi kamā dā shī/ 'one like him' literally 'possessor of likeness with him' (see Note 19.2 for /māi/). /kamar/ (/kamā/ plus /r/) corresponds to English expressions such as 'like', 'about' (in the sense of 'approximately'), etc.: /kāmarsā/ 'his like, like him, one like him', /kāmar àkāwū/ 'like a clerk', /kamātā/ 'like me'. (This is the regular NnN construction.) Some examples from the drills with a /dā/ phrase and a verb clause coming after the /r/ are:

Kamar da wane lokaci zata kasuwa?

About what time is she going to market?

Najì kamar ance zata Ingila ko? Didn't I hear something to the effect ('the like of it being said') that she's about to go to England?

Note 15.6 /tabbatā/

Watañila, ban tabbata ba.

/yā tabbatā/ means 'he has come to be certain'. The perfective, like that of /sanī/, corresponds to an English present: 'I'm not certain', 'he's certain'.

#### GRAMMATICAL DRILL

GD 15.1 Verb /zā-/

asibitī	Yara da yawa zasu <u>Amirkà</u> .
kāsuwā	Yara da yawa zasu <u>asibiti</u> .
ōfis	Yara da yawa zasu <u>kasuwa</u> .
ma'aikatā	<u>Yara</u> da yawa zasu ofis.
mak'wabtansa	<u>Ma'aikata</u> da yawa zasu ofis.

Amirkà	Kin tabbatā zashi <u>asibiti</u> ?
aiki	Kin tabbatā zashi <u>aiki</u> ?
nēmansa	Kin tabbatā zashi <u>nemansa</u> ?
jibì	Kin tabbatā zashi <u>jibì</u> ?
kō'inā	Kin tabbatā zashi <u>ko'ina</u> ?
kwas	Kin tabbatā zashi <u>kwas</u> ?
Legas	Kin tabbatā zashi Legas?

Legas	Wanda zashi <u>Amirkà</u> yā tafi.
kwas	Wanda zashi <u>Legas</u> ya tafi.
	Wanda zashi <u>kwas</u> ya tafi.

cíkínsú	Wanda zashi <u>cíkínsu</u> ya tafı.
tárō	Wanda zashi <u>tarō</u> ya tafı.
watakíla	Wanda zashi <u>watakíla</u> ya tafı.
yau	Wanda zashi <u>yau</u> ya tafı.
	Cíkín watan gòbe záni <u>Légas</u> .
Ingila	Cíkín watan gobe zani <u>Ingila</u> .
can	Cíkín watan gobe zani <u>can</u> .
kwas	Cíkín watan gobe zani <u>kwas</u> .
asibítı	Cíkín watan gobe zani <u>asibítı</u> .
	Kamar da wane lókaci zata <u>kásuwá?</u>
gídá	Kamar da wane lokaci zata <u>gídá?</u>
aíki	Kamar da wane lokaci zata <u>aíki?</u>
ma'aíkatarkú	Kamar da wane lokaci zata <u>ma'aíkatarkú?</u>
asibítı	Kamar da wane lokaci zata <u>asibítı?</u>
	Záni kóyó aíkin <u>ákawú</u> watan gòbe.
málanta	Záni koyo aíkin <u>malanta</u> watan gobe.
káfinta	Záni koyo aíkin <u>kafinta</u> watan gobe.
asibítı	Záni koyo aíkin <u>asibítı</u> <u>watan gobe</u> .
jíbi	Záni koyo aíkin <u>asibítı</u> <u>jíbi</u> .
	Yaushe záka kwas na málanta?
(kē)	Yaushe <u>zaki</u> kwas na malanta?
(sū)	<u>Yaushe</u> zasu kwas na malanta?
yau	<u>Yau</u> zasu kwas na malanta?
góbe	<u>Gobe</u> zasu kwas na malanta?
jíbi	Jíbi zasu kwas na malanta?
	Watakíla záshi Amírkà jíbi.
(ítá)	Watakíla <u>zata</u> Amírka jíbi.
(mú)	Watakíla <u>zamu</u> Amírka jíbi.
(ní)	Watakíla <u>zani</u> Amírka jíbi.
(sú)	Watakíla <u>zasu</u> Amírka jíbi.
(kú)	Watakíla <u>zaku</u> Amírka jíbi.

ōfis	Mè yasa` jibì ba zaka <u>kàsuwá</u> bá?
Lègas	Me yasa jibì ba zaka <u>ofis</u> ba?
asibitì	Me yasa jibì ba zaka <u>Legas</u> ba?
gídansa	Me yasa jibì ba zaka <u>asibitì</u> ba?
can	Me yasa jibì ba zaka <u>gídansa</u> ba?
kō'inā	Me yasa jibì ba zaka <u>can</u> ba?
	Me yasa jibì ba zaka ko'ina ba?

(kai)	Nājì kamar ancē` zāta Ingila kō?
(shī)	Kajì kamar ance zata Ingila ko?
(kē)	Yajì kamar ance zata Ingila ko?
(shī)	Kinjì kamar ance <u>zata</u> Ingila ko?
(sū)	Kinjì kamar ance <u>zashi</u> Ingila ko?
(nī)	Kinjì kamar ance <u>zasu</u> Ingila ko?
(mū)	Kinjì kamar ance <u>zani</u> Ingila ko?
	Kinjì kamar ance <u>zamu</u> Ingila ko?

GD 15.2 /nà/ plus verbal noun.

P	Mūsā yanà daukan <u>akwàtì</u> .
Àsàbe	<u>Musa</u> yana daukansa.
gyàdà	Asabe tana daukansa.
Shéhù	Asabe tana daukan gyada.
P	Shehu yana daukan <u>gyada</u> .
kātākō	Shehu yana daukan katako.
Hàlímà dà Shéhù	Halima da Shehu suna daukan <u>katako</u> .
P	<u>Halima da Shehu</u> suna daukansa.
(mū)	Muna daukan <u>karfe</u> .
karfè	Muna daukan <u>karfe</u> .
P	Muna daukansa.
	Lawal yanà nēman <u>dōki</u> .
P	<u>Lawal</u> yana nemansa.
Àsàbe	Asabe tana nemansa.

Hàlímà	Asabe tana neman <u>Halima</u> .
P	<u>Asabe</u> tana nemanta.
Músá	Musa yana nemanta.
másínja	<u>Musa</u> yana neman masinja.
Músá dà Bellò	Musa da Bello suna neman <u>masinja</u> .
P	<u>Musa da Bello</u> suna nemansa.
(mū)	Muna nemansa.
àbíncı	Muna neman abíncı.
	Àsàbè tanà kíran <u>yáronta</u> .
P	<u>Asabe</u> tana kíransa.
Músá	Musa yana kíransa.
uwarsà	Musa yana kíran <u>uwarsa</u> .
P	<u>Musa</u> yana kírantा.
Músá dà Shéhù	Musa da Shehu suna <u>kírantा</u> .
yárà	Musa da Shehu suna kíran <u>yara</u> .
P	<u>Musa da Shehu</u> suna kírantsu.
(mū)	Muna kírantsu.
dabbóbí	Muna kíran <u>dabbobi</u> .
P	Muna kírantsu.
	Hàlímà tanà ganın <u>abíncin</u> .
àlkalamí	Halima tana ganın <u>alkalamín</u> .
dóki	Halima tana ganın <u>dokin</u> .
àkwàti	Halima tana ganın <u>akwatín</u> .
gídá	Halima tana ganın <u>gidan</u> .
ma'aíkátá	Halima tana ganın ma'aikatan.
	Inà jìn tsòron zuwà kàsuwà.
(shí)	<u>Yana</u> jìn tsoròn zuwa kasuwa.
(ítá)	<u>Tana</u> jìn tsoròn zuwa kasuwa.
(sú)	<u>Suna</u> jìn tsoròn zuwa kasuwa.
(ké)	<u>Kína</u> jìn tsoròn zuwa kasuwa.
(kú)	<u>Kuna</u> jìn tsoròn zuwa kasuwa.
(mú)	<u>Muna</u> jìn tsoròn zuwa kasuwa.
(kai)	Kana jìn tsoròn zuwa kasuwa.

	<u>Àsàbè</u> tanà saukà dàgà dōkì.
Shēhù	<u>Shehu</u> yana sauка daga dokı.
(nī)	<u>Ina</u> sauка daga dokı.
(kai)	<u>Kana</u> sauка daga dokı.
(kē)	Kına sauка daga dokı.

## UNIT 16

## BASIC SENTENCES

Audu

How do you do. Sànnu dà rānā.

Bello

How do you do.. Yàwwā, sànnu kàdai.

A

I'm going inà tafiyà

he met, collected, was yā gamu  
joined; (with: /da/);  
was finished[It was as] I was going along Inà tafiyà na gamu dà mātarkà.  
that I met your wife.

B

She returned from the hospital. Tā dāwō dàgà asibitì nē.

A

they're going sunà tafiyà  
receiving karbā / karbā  
medicine māgànīWas she (and the others) going Sunà tafiyà karban māgànī nè?  
to get medicine?

B

stomach cikì  
he became old yā tsūfāYes, she's in an advanced state i, cikìn nātā ya fārà tsūfā.  
of pregnancy.

A

arrival; confinement saukā  
(woman's)

When do they think she is due?      Yàushé` aké záton saukártà?

B

end                                        kárshé

this                                        wannán

Perhaps at the end of this month.      Wátákílà kárshen wannán watàn.

A

he delivered                                yā saukā (ē/i)

May God deliver her safely.            Alláh yà saukéta lāfiyà.

B

Amen.                                        Ámin.

## NOTES

Note 16.1 /nà/: Verbal nouns and Verb forms.

Ina tafiya na gamu da matarka.

Suna tafiya karban magani ne?

Note 15.2 indicated the use of /nà/ along general lines. The present note is concerned with the form of the verb found after it.

There are two main categories into which the forms after /nà/ fall. In one category are those verbs which have the same form after /nà/ as after the person-aspect prefixes (/yā/ etc.) when a pronoun or noun follows. For example:

Perfective

yā aikónì

yā fáràshi

Progressive

yanà aikónì

yanà fáràshi

yā gōdē masā	yanā gōdē masā
yā sāshī	yanā sāshī
yā shiryāsu	yanā shiryāsu

Note that both verbs having a direct object and verbs followed by /ma-/ may fall into this category. All of these verbs differ in form after /yā-/ and /yanā/ when no pronoun or noun follows. In this case the verb has a suffix /-wā/. For example:

yā fārà	yanā fāràwā
yā gōdē	yanā gōdēwā
yā gyārà	yanā gyāràwā
yā iyā	yanā iyāwā
yā sā	yanā sāwā

This /-wā/ indicates an indefinite object. Action is being performed but the object of the action is not specified (in the verb form or after it-it may, however, be specified before it). The /-wā/ always has a low tone before /-wā/ (see examples below). The verb form in /-wā/ may be used as a noun, as in /yā fārà ajiyēwā/, 'he began putting [things] away'. Compare /yā fārà aikin/ 'he began the work'.

The other major type of verb is that which does not occur as a verb after /yanā/. Instead, a verbal noun based on the same stem is used. This verbal noun does not take an object, as do the verb forms, but is followed by /n/ (or /r/) plus noun or pronoun when appropriate. Compare:

<u>Perfective</u>	<u>Progressive</u>
yā àikā	
yā àikēshi	yanā aikansā
yā àiki yārō	yanā aikan yārō

yā kārbā	yanā karbā
yā kārbēshi`	yanā karbansà`
yā sātā	yanā sātā
yā sācēshi`	yanā sātānsà`
yā sācī dōki`	yanā sātān dōki`
yā tāmbayā	yanā tāmbayā
yā tāmbayēshi`	yanā tāmbayārsà`

There are, of course, many verbs which do not take direct objects. These may fall into either category. Some with verbal nouns are:

yā dāmu	yanā dāmuwā
yā tāfi`	yanā tāfiyā
yā zō	yanā zuwā

Some verbs may belong to the first category but there may also be a verbal noun on the same stem, used as in the second category. For example:

yā gyārā      yanā gyarāshi`      yanā gyāransà`

In most cases, however, the verbal noun will have a different meaning from the verb itself:

yā ajiyēshi`	he put it down
yanā ajiyēshi`	he's putting it down
yanā ajiyēwā	he's putting something down
àjiyā	something put into safe-keeping
yā shaidā masà`	he informed him
shaidā	testimony (a witness)

Contrast /sātā/ 'theft' a verbal noun associated with a verb of the second category (/yā sācēshi`/ 'he stole it'): /yanā sātānsà`/

'he's stealing it'. (There's also /yanā sācēwā/ 'he's stealing' from a related verb of the first category.)

Following is a list, in two parts, of most of the verbs which occurred in the units to this point, showing the forms used after /nā/. The tones of the base verb are taken into consideration in the arrangement.

1. Verbs using the verb form or the form with /`wā/ after /nā/

	<u>Verb Form</u>	<u>Form with /`wā/</u>
high-low	cē`	cē`wā
	—	dādēwā
	fārā (a)	fārāwā
	gayā	—
	gōdē (e)	gōdēwā
	gyārā (a)	gyārāwā l
	—	hūtāwā
	iyā (a)	iyāwā
	sā`	sā`wā
	shiryā (a)	shiryāwā
	tunā (a)	tunāwā
	—	warkēwā
high-low-high	ajiyē (e)	ajiyēwā
	daukē (e)	daukēwā
	māntā (a)	māntāwā

l This verb also has a verbal noun /gyārā/ which is used after /nā/.

shaidā (a) —

tabbatā (a) tabbatāwā

high/

high-high aikō (o) aikōwā

— dawōwā

kai kaiwā

tahō tahōwā

2. Verbs which regularly have a verbal noun after /nā/. /n/ is added in parentheses to indicate that the verbal noun is masculine, /r/ that it is feminine.

Verb Form  
(not used after /nā/)

Verbal Noun

low-high	aikā (ē/ɪ)	aikā (n)
	daukā (ē/ɪ)	daukā (n) / daukā (n)
	fītā	fītā (r)
	hārbā (ē/ɪ)	hārbā (n)
	kārbā (ē/ɪ)	kārbā (n) karbā (n)
	nēmā (ē/ɪ)	nēmā (n)
	sāmā (ē/ɪ)	sāmā
	sātā (ē/ɪ)	sātā (n)
	sāuka	sāukā (r)
	sāyā (ē/ɪ)	sāyē (n)
	tāmbāyā (ē/ɪ)	tāmbayā (r) l

l /tāmbāyāwā/ is also used. Also /tāmbayā/ (n).

dàmu	dàmuwā
gàmu	gàmuwā (dà)
tafī	tafīyā (r)

high / high-high	ganī (gan)	ganī (n)
	jī	jī` (n)
	kīrā	kīrā` (n)
	kōyō	kōyō (n)
	kwānā	kwānā (n)
	sō	sō` (n)
	tsūfā	tsūfā
	yī	yī` (n)
	zō	zuwā`

Special mention may be made of a few verbs. /gāidā/ (/gāidā/) is used before nouns, /gāishē/ before pronouns after /nā/. There is also a verbal noun, but this is used with /yī/: /yanā yī` masā gaisuwā/ 'he's paying his respects to him'.

/bā/ 'give' is usually used with /dā/ after /nā/: /yanā bā dā abincī/ 'he's giving food'.

The verb /jē/ is not used after /nā/.

#### Note 16.2 Verb: Plural

Suna tafīya karban maganī ne?

The use of /sunā/ 'they were' to refer to the wife in the Basic Sentence dialogue indicates the wife and any others who may have been with her. A noun, such as a proper name, may be used along with the plural pronoun: /Asabe suna tafīya/ 'Asabe (and those with her) are (or were) going'.

Note that the progressive here refers to the past in the context. This illustrates the fact that the progressive is an aspect, not a tense.

## GRAMMATICAL DRILL

GD 16.1 /nà/

GD 16.1.1 /nà/ with pronoun prefix

	Kullum yanà tafiyà <u>kàsuwā</u> dà yamma.
ōfis	Kullum yana tafiya <u>ofis</u> da yamma.
gídā	Kullum yana tafiya <u>gídá</u> da yamma.
aíkì	Kullum yana tafiya <u>aíkì</u> da yamma.
asibítí	Kullum <u>yana</u> tafiya asibítí da yamma.
(ítá)	Kullum <u>tana</u> tafiya asibítí da yamma.
(sū)	Kullum <u>suna</u> tafiya asibítí da yamma.
(mū)	Kullum <u>muna</u> tafiya asibítí da yamma.
	Tanà tafiyà karban mágànì.
sú)	<u>Suna</u> tafiya karban magani.
(kai)	<u>Kana</u> tafiya karban magani.
(shí)	<u>Yana</u> tafiya karban magani.
(kē)	Kína tafiya karban <u>maganí</u> .
abíncı	Kína tafiya karban <u>abíncı</u> .
sákó	Kína tafiya karban <u>sáko</u> .
wáké	Kína tafiya karban <u>wake</u> .
àlbáshí	Kína tafiya karban albashi.
	Yanà gamuwā dà <u>sú</u> kllum.
yárá	Yana gamuwa da <u>yara</u> kllum.
dabbóbí	Yana gamuwa da <u>dabbobi</u> kllum.
Músá	<u>Yana</u> gamuwa da Musa kllum.
(ní)	<u>Ina</u> gamuwa da Musa kllum.

(mū)	Muna gamuwa da Musa kullum.
(an)	Ana gamuwa da Musa kullum.
gyàdā	Inà zuwà karban <u>àbincı</u> à gidansa.
àkwàtì	Ina zuwa karban <u>gyada</u> a gidansa.
kâtákō	Ina zuwa karban <u>akwati</u> a gidansa.
mágàní	Ina zuwa karban <u>katako</u> a gidansa.
tábà	Ina zuwa karban <u>magani</u> a gidansa.
aikì	Àlì yanà dawòwà daga <u>kàsuwà</u> .
asibitì	Ali yana dawowa daga <u>aiki</u> .
Ingìlì	Ali yana dawowa daga <u>asibiti</u> .
gídána	Ali yana dawowa daga <u>Ingila</u> .
Hàlímà	Ali yana dawowa daga gídana.
yárà	<u>Halima</u> tana dawowa daga gídana.
ófìs	Yara suna dawowa daga gídana.
ma 'aikatarmù	Shéhù yana tahowà <u>gídá</u> .
tárò	Shehu yana tahowa <u>ofis</u> .
yáu	Shehu yana tahowa <u>ma'aikatarmu</u> .
yànzù	Shehu yana tahowa <u>taro</u> .
góbe	Shehu yana tahowa <u>yau</u> .
	Shehu yana tahowa <u>yanzu</u> .
	Shehu yana tahowa <u>gobe</u> .
P	Lawàl yanà gàmuwà dà <u>kafinta</u> .
Hàlímà	<u>Lawal</u> yana gamuwa da shì.
dòkì	Halima tana gamuwa da <u>shì</u> .
Àsàbe	<u>Halima</u> tana gamuwa da <u>dokì</u> .
P	Asabè tana gamuwa da <u>dokì</u> .
yárà	Asabe tana gamuwa da <u>shì</u> .
Mamman	<u>Asabe</u> tana gamuwa da <u>yara</u> .
P	Mamman yana gamuwa da <u>yara</u> .
	Mamman yana gamuwa da <u>su</u> .

sàkon	Mamman yana tambayawā.
abincin	Mamman yana tambayan <u>sakon</u> .
yāran	Mamman yana tambayan <u>abincin</u> .
màigidañ	Mamman yana tambayan <u>yaran</u> .

aikin	Shēhu yanà farawā.
gyāran	Shehu yana fara <u>aikin</u> .
ajiyewā	Shehu yana fara <u>gyaran</u> .
kōyō	Shehu yana fara <u>ajiyewa</u> .
	Shehu yana fara koyo.

rīgartā	Asabè tana gyarawā.
'yankunnenta	Asabe tana gyara <u>rigarta</u> .
abinci	Asabe tana gyara <u>'yankunnenta</u> .
gida	Asabe tana gyara <u>abinci</u> .
akwati	Asabe tana gyara <u>gida</u> .
alkalami	Asabe tana gyara <u>akwati</u> .
	Asabe tana gyara alkalamī.

abinci asibiti	Yarona yanà kai <u>abinci</u> asibiti.
sàkon	Yarona yana kai <u>sakon</u> asibiti.
dokin	Yarona yana kai <u>dokin</u> asibiti.
hular	Yarona yana kai <u>hular</u> asibiti.
dabbobin	Yarona yana kai <u>dabbobin</u> asibiti.
mätatā	Yarona yana kai <u>matata</u> asibiti.
(sū)	Yarona yana kai <u>sū</u> asibiti.
(itā)	Yarona yana kai <u>itā</u> asibiti.

dabbobi	Yana shirya <u>dabbobi</u> da ya saya.
wakē	Yana shirya <u>waken</u> da ya saya.
tābā	Yana shirya <u>tabar</u> da ya saya.
kātākō	Yana shirya <u>katakō</u> da ya saya.

	Māsinjà yanà shaídā masà sàkon.
(ítā)	<u>Masinja</u> yana shaida mata sakon.
Mammàn	<u>Mamman</u> yana shaida mata sakon.
Hàlímà	<u>Halima</u> tana shaida mata sakon.
yārà	Yara suna shaida mata sakon.
	Hàlímà tana gayà wà uwartà sàkon.
Shéhù	Shehu yana gaya wa <u>uwarta</u> sakon.
màtarsà	Shehu yana gaya wa <u>matarsa</u> sakon.
māsinjà	Shehu yana gaya wa <u>masinja</u> sakon.
	Mammàn yanà mántà hùlarsà.
P	Mamman yana <u>mantata</u> .
màntawà	Mamman yana mantawa da <u>ita</u> .
sàkon	Mamman yana mantawa da sakon.
	Hàlímà tana tunà Músà.
P	Halima tana <u>tunashi</u> .
tunàwà	Halima tana tunawa da <u>shi</u> .
Shéhù	Halima tana tunawa da Shehu.
	Inà zuwà ñfís dà <u>dókinà</u> .
àlkalàmí	Ina zuwa ofis da <u>alkalamí</u> .
àbincí	Ina zuwa ofis da <u>abinci</u> .
rìgátà	Ina zuwa ofis da <u>rigata</u> .
kómáí	Ina zuwa ofis da <u>komai</u> .
màtátà	Ina zuwa ofis da matata.
	Àsàbè tana sàtàn <u>tábà</u> .
àbincí	Asabe tana satan <u>abinci</u> .
wáké	Asabe tana satan <u>wake</u> .
'yankunne	Asabe tana satan <u>'yankunne</u> .
kátákò	Asabe tana satan <u>katako</u> .
gyàdá	Asabe tana satan gyada.

	Kullum anà <u>kaishi</u> makarantā.	<i>school</i>
(itā)	Kullum ana <u>kaita</u> makaranta.	
(ka1)	Kullum ana <u>kaika</u> makaranta.	
(sū)	Kullum ana <u>kaisu</u> makaranta.	
(mū)	Kullum ana <u>kaimu</u> makaranta.	
(nī)	Kullum ana <u>kaini</u> makaranta.	

## GD 16.1.2 Noun plus /nà/

Bello	<u>Yarònka</u> nà kusa?
'yarka	<u>Bello</u> na kusa?
uwarta	<u>'Yarka</u> na kusa?
bàbban àkawū	<u>Uwarta</u> na kusa?
gídanká	<u>Babban akawu</u> na kusa?
másinjá	<u>Gídanka</u> na kusa?
nan	<u>Masinja</u> na kusa?
màtarkà	<u>Masinja</u> na nan?
mágànìn	<u>Matarka</u> na nan?
	<u>Maganin</u> na nan?
Músá	<u>Yarònka</u> nà gídan Shéhù né?
dókin	<u>Musa</u> na gídan Shehu ne?
másinjá	<u>Dokin</u> na gídan Shehu ne?
uwarta	<u>Masinja</u> na gídan Shehu ne?
yáran	<u>Uwarta</u> na gídan Shehu ne?
àlkalamín	<u>Yaran</u> na gídan Shehu ne?
	<u>Alkalamin</u> na gídan Shehu ne?
(kē)	'Yarkà mā nà kàsuwā.
(shī)	'Yarkı ma na kasuwa.
(sū)	'Yarsa ma na kasuwa.
(itā)	'Yartsa ma na kasuwa.
(kū)	'Yarku ma na kasuwa.
(mū)	'Yarmu ma na kasuwa.

## GD 16.2 Variation Drill

	Rīgar Shēhū cē wannan.
Àsabe	<u>Rīgar</u> Asabe ce wannan.
àkwàtì	<u>Akwatìn</u> Asabe ne wannan.
àlkalamí	<u>Alkalamín</u> Asabe ne wannan.
dōki	<u>Dokin</u> Asabe ne wannan.
'yā	<u>'Yar</u> Asabe ce wannan.
gídá	<u>Gidan</u> Asabe ne wannan.
tābā	<u>Tabar</u> Asabe ce wannan.
àbincı	Abincın Asabe ne wannan.

## UNIT 17

## BASIC SENTENCES

Audu

illness, disease,

cīwō

pain, injury

Ali, my stomach hurts.

Àlì, cikinā nà cīwō.

Bello

you're not going

bākà tafiyà

You're not going anywhere  
(from here) [no matter  
how you feel].

Bākà tafiyà kō'ìnā dàgà nañ.

A

he ran

yā gudu

And what if I ran away?

Ìdan na gudu fa?

B

I'm not going

bānà tafiyà

policeman

dansändä

Can't I go call a policeman?

Bānà tafiyà in kira dansändä?

A

this way, thus

haka

he sat

yā zaunà

Am I to sit like this with  
this pain?

Haka zaunà dà cīwòn?

B

What do I care?

Inà ruwānà?

A

extremely; (with neg.)  
(not) at all

dà gaské

school

makarantā

Isn't your daughter going to  
school at all?Dà gaskē nè 'yarkà bātā  
tafiyà makarantā?

B

Who told you that?

Wà ya gayà mákà?

A

they say

anà fadì

I just hear what they say.

Nājì nè anà fadì.

B

lie

karyā

It's a lie!

Karyā nè.

## NOTES

Note 17.1 /bā-/ - Negative Progressive

Baka tafiya ko'ina daga nan.

Bana tafiya in kira dansanda?

'Yarka bata tafiya makaranta?

/bā-/ with a suffix pronoun followed by a verbal noun is the negative progressive '(so-and-so) is not (doing such-and-such)'. It is the negative counterpart of /nà/ plus verbal noun (see Notes 15.2, 16.1). The suffix pronouns after /bā-/ always have low tone. The more usual forms (using /zuwà/ as an example of a verbal noun) are:

bāní zuwà I'm not coming

bāmù zuwà we're not coming

bākà zuwà you're not coming

bākù zuwà you (pl) are not  
coming

bākì zuwā̄ you (f) are not  
coming

bāyà̄ zuwā̄ he's not coming

bāsù zuwā̄ they're not coming

bātā̄ zuwā̄ she's not coming

bā'ā̄ zuwā̄ no one's coming

There are also short forms /bā̄n zuwā̄/ and /bā̄i zuwā̄/ for 'I' and 'he' respectively. Another set of pronouns is sometimes used.

These are:

bānā̄

bāmwā

bākā̄

bākwā̄

bākyā̄

bāyā̄

bāswā̄

bātā̄

bā'ā̄

Of this set some are more used than others.

Note 17.2 /ruwan/ 'the business of - '

Ina ruwana?

/ruwan/ is used in the sense of 'the business of, the affair of, the concern of'. It frequently occurs after /inā/ meaning 'in what way (is it the business of)', 'what (business is it of)' or after /bā'/ 'it is no (concern of)':

Inā ruwánka? What business is it of yours?

Bā' ruwánka. It's no business of yours!

#### GRAMMATICAL DRILL

GD 17.1 /bā-/ Negative Progressive

The following is basically a transform drill, with the pattern:

Perfective

Negative Perfective

Progressive

Negative Progressive

In most cases there is at least one substitution for the progressive forms.

	Àlì yā dāwō kàsuwā.	Àlì bāi dāwō kàsuwā ba.
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Prog.	Àlì yanā dāwōwā <u>kàsuwā</u> .	Àlì bāyā dāwōwā kàsuwā.
yau	Ali yana dawowa yau.	Ali baya dawowa yau.

	Mammàn yā māntā dā hùlarsà.	Mamman bai manta da hularsa ba.
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Prog.	Mammàn yanā māntāwā dā <u>hùlarsà</u> .	Mammàn bāyā māntāwā dā hùlarsà.
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Pron.	Mamman yana mantawa da ita.	Mamman baya mantawa da ita.
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	Na tahō gida.	Ban taho gida ba.
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Prog.	Inā tahōwā <u>gida</u> .	Bānā tahōwā gida.
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aikī	<u>Ina</u> tahowa aiki.	Bana tahowa aiki.
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(kai)	Kana tahowa <u>aiki</u> .	Baka tahowa aiki.
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asibitī	<u>Kana</u> tahowa asibitī.	Baka tahowa asibitī.
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(kē)	Kīna tahowa <u>asibitī</u> .	Bakī tahowa asibitī.
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nan	<u>Kīna</u> tahowa nan.	Bakī tahowa nan.
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(mū)	Muna tahowa nan.	Bamu tahowa nan.
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	Hàlīmà tā tunā dā Mūsā.	Halima bata tuna da Musa ba.
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Prog.	Hàlīmà tanā tunāwā dā <u>Mūsā</u> .	Hàlīmà bātā tunāwā dā Mūsā.
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Pron.	Halima tana tunawa da shi.	Halima bata tunawa da shi.
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	Mamman yā tambayā.	Mamman bai tambaya ba.
Prog.	<u>Mamman</u> yanā tambayāwā.	Mamman bāyā tambayāwā.
Hàlīmà	<u>Halima</u> tana tambayawa.	Halima bata tambayawa.
ma'āikatā	Ma'aikata suna tambayawa.	Ma'aikata basu tambayawa.

	Yārà sun tàmbayēní.	Yara basu tambayeni ba.
Prog.	<u>yārà</u> sunā tàmbayātā.	Yārà bāsù tàmbayātā.
àkawū	Akawu yana tambayata.	Akawu baya tambayata.
(shī)	Akawu yana tambayarsa.	Akawu baya tambayarsa.
(mū)	Akawu yana tambayarmu.	Akawu baya tambayarmu.

	Shēhù yā fārā aíkì.	Shehu bai fara aiki ba.
Prog.	<u>Shēhù</u> yanā fārā aíkì.	Shēhù bāyā fārā aíkì.
Àsàbe	Asabe tana fara aiki.	Asabe bata fara aiki.

	Lawàl yā tafī gídā.	Lawal bai tafī gida ba.
Prog.	Lawàl yanā tafiyā gídā.	Lawàl bāyā tafiyā gídā.

	Yárònā yā kai àbínci gídā.	Yarona bai kai abinci gida ba.
Prog.	Yárònā yanā kai <u>àbínci</u> gídā.	Yárònā bāyā kai àbínci gídā.
Pron.	Yarona yana kaishi gida.	Yarona baya kaishi gida.

Yārā sun ajiye rīgā à  
àkwàtì.

Yara basu ajiye rīga a akwati  
ba.

Prog. Yārā sunà ajiye rīgā à  
àkwàtì.

Yārā bāsù ajiye rīgā à àkwàtì.

Pron. Yara suna ajiyeta a akwati. Yara basu ajiyeta a akwati.

Àsàbè tā sàcì wākē.

Asabe bata saci wake ba.

Prog. Àsàbè tanà sātàn wākē.

Àsàbè bātā sātàn wākē.

Pron. Asabe tana satansa.

Asabe bata satansa.

Kun shaidā masà sakon.

Baku shaida masa sakon ba.

Prog. Kunà shaidā masà sakon.

Baku shaida masa sakon.

The following drill has the first sentence in the perfective.  
The transforms are:

Perfective → Negative Perfective

Future → Negative Future

Optative → Negative Optative

Progressive → Negative Progressive

Àlì yā dāwō kàsuwā.

Àlì bā dāwō kàsuwā ba.

F Àlì zai dāwō kàsuwā.

Àlì bā zai dāwō kàsuwā ba.

O Àlì ya dāwō kàsuwā.

Kada Àlì ya dāwō kàsuwā.

Pro Àlì yanà dāwōwā kàsuwā.

Àlì bāya dāwōwā kàsuwā.

	Àsàbè tājì yā fadī akwai aikī.	Asabe bata jí ya fadī akwai aikī ba.
F	Asabe zata jí ya fadī akwai aikī.	Asabe ba zata jí ya fadī akwai aikī ba.
O	Asabe tājì yā fadī akwai aikī.	Kada Asabe tājì ya fadī akwai aikī.
Pro	Asabe tana jí yana fadī akwai aikī.	Asabe bātā jí yana fadī akwai aikī.
	Dà gaskē nè yā gamu dà matarsa.	Da gaske ne bai gamu da matarsa ba.
F	Da gaske ne zai gamu da matarsa.	Da gaske ne ba zai gamu da matarsa ba.
O	Da gaske ne yà gamu da matarsa.	Da gaske ne kada ya gamu da matarsa.
Pro	Da gaske ne yana gamuwa da matarsa.	Da gaske ne baya gamuwa da matarsa.
	Yārà sun gudu dàgà asibiti.	Yara basu gudu daga asibiti ba.
F	Yara zasu gudu daga asibiti.	Yara ba zasu gudu daga asibiti ba.
O	Yara sù gudu daga asibiti.	Kada yara su gudu daga asibiti.
Pro	Yara suna gudu daga asibiti.	Yara basu gudu daga asibiti.
	Yā tafī haka bā' kōmai à wajensa.	Bai tafī haka ba komai a wajensa ba.
F	Zai tafī haka ba komai a wajensa.	Ba zai tafī haka ba komai a wajensa ba.

O	Yà tafí haka ba komai a wajensa.	Kada ya tafí haka ba komai a wajensa.
Pro	Yana tafiya haka ba komai a wajensa.	Baya tafiya haka ba komai a wajensa.
F	Yà zaunà à gídà dà mâtarsà.	Bai zauna a gida da matarsa ba.
F	Zai zauna a gida da matarsa.	Ba zai zauna a gida da matarsa ba.
O	Yà zauna a gida da matarsa.	Kada ya zauna a gida da matarsa.
Pro	Yana zaunawa a gida da matarsa.	Baya zaunawa a gida da matarsa.
F	Halíma tā tafí makarantā dà yārà.	Halima bata tafí makaranta da yara ba.
F	Halíma zata tafí makaranta da yara.	Halima ba zata tafí makaranta da yara ba.
O	Halíma tā tafí makaranta da yara.	Kada Halíma ta tafí makaranta da yara.
Pro	Halíma tana tafiya makaranta da yara.	Halíma bata tafiya makaranta da yara.

## UNIT 18

## BASIC SENTENCES

Audu

Good evening.

Barkā dà yammā.

Bello

Good evening (to you).

Barkā kàdai.

A

money

kudī / kurđī

Does Halilu have any money?

Hàlìlù nà dà kudī?

B

anini

ànīnī

He doesn't even have an anini.

Bāshī dà kō ànīnī.

A

senior or only wife

uwargidā

What about his wife?

Uwargidansà fá?

B

She doesn't have anything.

Bāta dà kōmai.

A

Are your neighbors here?

Makwàbtankù nà nán?

B

Even if they are here, they  
don't have any.

Kō sunà nañ bāsu dà shī.

A

Is that so? [Well], may God  
give us [what we need].

Tō? Allāh ya bāmū.

B

Amen. (Amen).

Àmìn-àmìn.

## NOTES

Note 18.1 Expressions of Possession

Note 18.1.1 /nà/ plus /dà/ phrase

Halilu nà dà kurdì.

Previous notes have given the usage of /nà/ before nouns, as well as before words such as /nàn/ 'here'. The above example shows the use of /nà/ before a phrase in /dà/ 'with'. This combination is equivalent to English 'have, has' (indicating possession).

Compare:

inà dà shī	I have it	munà dà shī	we have it
kanà dà shī	you (m) have it	kunà dà shī	you have it
kìnà dà shī	you (f) have it		
yanà dà shī	he has it	sunà dà shī	they have it
tanà dà shī	she has it	anà dà shī	someone has it

Note 18.1.2 /bā`/ plus /dà/ phrase

Bāní dà niyyar fita dama.

Bāshí dà ko anini.

Bāta dà kōmai.

/bā`-/ (with pronoun suffix) plus /dà/ is the negative equivalent of /nà dà/. The pronoun usually has high tone.

Inà dà niyyar fita dama.

Bāní dà niyyar fita dama.

Halima nà dà kudì.

Halima bāta dà kudì.

Note that the negative following a noun subject always uses a pro-noun suffix. A noun may have /nā/ alone following it, but the negative must have the pronoun (as /bāta/) when it follows a noun subject.

The negative may be used without a preceding noun, as in /bā` laifī/ or /bā` dà kufī/. (see Note 18.2)

#### Note 18.2 Review of Negative Forms

##### Note 18.2.1 /ba/

I, bā` laifī.

Bàn fita nā ganī ba.

Ī, àmma bā dà yawa` bā.

Bà zāmū jē ba.

Kā san wàsù mutāne bāsu dà hankàlī.

Bānī da niyyār fitā dāmā.

Bākà tafiyā kōinā dàgà nan`.

These are random examples of /ba/ as a negative. They may be summarized as follows.

1. /bā-....ba/ negates the following verb forms

Perfective	bàn zō ba	(/bā-....ba/ added to opta- tive forms)
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Future	bà zān zō ba
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2. /bā-....ba/ negates non-verbal phrases and clauses.

Noun - /nē/	bā sarkī ba nē/
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Prepositional Phrase	/bā dà yawa` ba/
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See Note 9.1 for negation of pronoun with verb phrase in apposition.

3. /bā-/ plus low tone suffix pronoun is the negative progressive.

Negative Progressive /bāmù tafiyà/

4. /bā'/

4.1 /bā'/ without suffix pronoun. This is the negative equivalent of /akwai/ 'there exists, there existed', that is, 'there isn't, there wasn't'.

Negates existence /bā' laifi/

Negates existence of partial /bā' dà kudí/

The last example is the negative of 'some money', 'without any money', not 'there is no money'.

4.2 /bā'-/ plus pronoun. This is used with /dà/ for 'X does not have':

Negative possession /bā'shi dà kōmai/

5. /bābù/ This is a longer form, used when an independent negative is needed, and in some other more specialized uses. (This word has not occurred in the Basic Sentences.)

Negative assertion /bābù/ 'no' ('there isn't any')'

Note 18.2.2 Other negatives.

Ā'a, kusa ne.

Kadà ka damu.

The other negative forms which have occurred are the above: /ā'a/ 'no' and /kada-/ , the negative prefix for the optative.

Note 18.3 Verb: /bā/ 'give'

Allah ya bāmū

The verb /bā/ 'give' is /bā/ before pronoun suffixes, /bā`/ before nouns. The pronoun suffix or the first noun after the verb indicates the recipient of the giving. Compare:

yā bā` yārā rīgā	He gave the boys robe[s].
yā bāsū rīgā	He gave them robe[s].

/bā/ may also be used with /dà/ before the object given: /yā bā dà rīgā/ 'he gave a robe'. If the recipient is mentioned it follows the preposition /gà/ (before noun) ~ /gàrē-/ (before pronoun): /yā bā dà rīgā gá Bello/, /yā bā dà rīgā gáréshí/.

#### GRAMMATICAL DRILL

GD 18.1 /nā dà/, /bā` dà/

Certain of the following drills may also be put into negative (or affirmative) transforms. These will be indicated.

dōki	Mūsā nā dà <u>kudí</u> àmmā yā bā` mātarsà.
àkwàtì	Musa na da <u>dokí</u> amma ya ba matarsa.
gídā	Musa na da <u>akwati</u> amma ya ba matarsa.
àlkalàmì	Musa na da <u>gida</u> amma ya ba matarsa.
'yarsà	Musa na da alkalamì amma ya ba <u>'yarsa</u> .
uwarsà	Musa na da alkalamì amma ya ba <u>uwarsa</u> .
Hàlímà	Musa na da alkalamì amma ya ba <u>Halima</u> .
káfintà	Musa na da alkalamì amma ya ba <u>kafinta</u> .
Shéhù	Musa na da alkalamì amma ya ba Shehu.

	<u>Inà</u> dà kudì wajen Shéhù.
(ita)	<u>Tana</u> da kudì wajen Shehu.
(ka₁)	<u>Kana</u> da kudì wajen Shehu.
(mū)	<u>Muna</u> da kudì wajen Shehu.
(shī)	<u>Yana</u> da <u>kudì</u> wajen Shehu.
àbìnci	<u>Yana</u> da <u>abìnci</u> wajen Shehu.
tàkàlmì	<u>Yana</u> da <u>takàlmì</u> wajen Shehu.
mágànì	<u>Yana</u> da <u>mágànì</u> wajen Shehu.
rìgā	<u>Yana</u> da <u>rìgā</u> wajen Shehu.
kātákō	<u>Yana</u> da <u>katakó</u> wajen Shehu.
gyàdá	<u>Yana</u> da <u>gyàdá</u> wajen Shehu.
sàkō	<u>Yana</u> da <u>sàkō</u> wajen Shehu.
tábà	<u>Yana</u> da <u>tábà</u> wajen Shehu.
àníní	<u>Yana</u> da <u>aníní</u> wajen Shehu.

The above drill is to be put into the negative.

Báñì dà kudì wajen Shéhù. etc.

	Uwargidatā báta dà lâbârì ná <u>dâwō</u> .
sauka	Uwargidata bata da labari na <u>sauka</u> .
tafi	Uwargidata bata da labari na <u>tafi</u> .
daukā	Uwargidata bata da labari na <u>dauka</u> .
saya	Uwargidata bata da labari na <u>saya</u> .
sata	Uwargidata bata da labari na <u>sata</u> .
gudu	Uwargidata bata da labari <u>na</u> gudu.
(shī)	Uwargidata bata da labari <u>ya</u> gudu.
(mū)	Uwargidata bata da labari <u>mun</u> gudu.
(sū)	Uwargidata bata da labari <u>sun</u> gudu.
(kū)	Uwargidata bata da labari <u>kun</u> gudu.

The above drill is to be put into the affirmative.

	Uwargidansa tana dà <u>àkwàtì</u> mài kyau.
doki	Uwargidansa tana da <u>doki</u> mai kyau.
'yā	Uwargidansa tana da <u>'yā</u> mai kyau.

<b>rīgā</b>	<u>Uwargidansa</u> tana da rīga mai kyau.
<b>uwā</b>	<u>Uwarsa</u> tana da rīga mai kyau.
<b>'yā</b>	<u>'Yarsa</u> tana da rīga mai kyau.
<b>mātā</b>	Matarsa tana da rīga mai kyau.

Repeat the above drill in the negative.

	Kanà dà <u>àlkalàmī</u> à nán?
<b>tābā</b>	Kana da <u>taba</u> a nan?
<b>māgānī</b>	Kana da <u>maganī</u> a nan?
<b>kudī</b>	<u>Kana</u> da kudī a nan?
(kē)	Kīna da kudī a <u>nan</u> ?
<b>gīdā</b>	Kīna da kudī a <u>gīda</u> ?
<b>ōfīs</b>	<u>Kīna</u> da kudī a ofīs?
(kū)	Kuna da kudī a <u>ofīs</u> ?
<b>wajēnā</b>	Kuna da kudī a <u>wajena</u> ?
<b>ajiyē</b>	Kuna da kudī a <u>ajiyē</u> ?
<b>àkwātī</b>	Kuna da kudī a <u>akwātī</u> ?
can	Kuna da kudī a can?

*in safekeeping*

Repeat the above in the negative.

	Mātarķà bātā dà komái nē?
<b>'yarsa</b>	'Yarsa bata da <u>komai</u> ne?
<b>gaskiyā</b>	<u>'Yarsa</u> bata da gaskiya ne?
<b>dānā</b>	Dana bashī da gaskiya ne?
<b>hankālī</b>	<u>Dana</u> bashī da hankalī ne?
<b>makwābtānā</b>	Makwabtana basu da <u>hankalī</u> ne?
<b>lāfiyā</b>	<u>Makwabtana</u> basu da lafiya ne?
<b>uwargidā</b>	Uwargida bata da <u>lafiya</u> ne?
<b>yārā</b>	<u>Uwargida</u> bata da yara ne?
<b>ma 'aikatā</b>	Ma'aikata basu da <u>yara</u> ne?
<b>sukūnī</b>	<u>Ma'aikata</u> basu da sukuni ne?
<b>babban akawū</b>	Babban akawu bashī da <u>sukuni</u> ne?
<b>lōkacī</b>	<u>Babban akawu</u> bashī da lokaci ne?

jàkādān Ingilà Jakadan Ingila bashi da lokaci ne?  
 nāshī Jakadan Ingila bashi da nashī ne?

Repeat the above drill in the affirmative, omitting /nē/.  
 Matarka tana da komai. etc.

	<u>Àbincin</u> nà dà kyaù àmmā bā` yawà.
ruwā	<u>Ruwā</u> na da kyau amma ba yawa.
kātākō	<u>Katakō</u> na da kyau amma ba yawa.
gyàdā	<u>Gyadar</u> na da kyau amma ba yawa.
wākē	<u>Waken</u> na da kyau amma ba yawa.
māgānī	Maganin na da kyau amma ba yawa.
	In yanà dà sùkūnì ya <u>jé</u> gòbe dà rāna.
kārbā	In yana da sukunì ya <u>karbā</u> gobe da rana.
fadī	In yana da sukunì ya <u>fadī</u> gobe da rana.
kai	In <u>yana</u> da sukunì ya kai gobe da rana.
(itā)	In <u>tana</u> da sukunì ta kai gobe da rana.
(kai)	In <u>kana</u> da sukunì ka kai gobe da rana.
(kē)	In <u>kīna</u> da sukunì kī kai gobe da rana.
(sū)	In suna da sukunì su kai gobe da <u>rana</u> .
yam̄mā	In suna da sukunì su kai gobe da <u>yamma</u> .
dare	In suna da sukunì su kai gobe da dare.

Repeat the above drill in the negative.

	<u>Kanà</u> dà labarì wani yārō yāzō nān?
(kē)	<u>Kīna</u> da labari wani yaro yazo nan?
(kū)	Kuna da labari wani <u>yaro</u> yazo nan?
dansāndā	Kuna da labari wani <u>dansanda</u> yazo nan?
mutum	Kuna da labari wani <u>mutum</u> yazo nan?
mai māgānī	Kuna da labari wani <u>mai magani</u> yazo nan?
akāwū	Kuna da labari wani akawu yazo nan?

Repeat the above drill in the negative.

	Inà da niyyar kai <u>tà</u> asibitì gòbe da rana.
Shēhù	Ina da niyyar kai <u>Shehu</u> asibitì gobe da rana.
yārā	Ina da niyyar kai yara <u>asibitì</u> gobe da rana.
makarantā	Ina da niyyar kai yara <u>makaranta</u> gobe da rana.
gídā	Ina da niyyar kai yara <u>gida</u> gobe da rana.
ōfís	Ina da niyyar kai yara <u>ofis</u> gobe da rana.
kàsuwā	Ina da niyyar kai yara <u>kasuwa</u> gobe da rana.
wajensā	Ina da niyyar kai yara <u>wajensa</u> gobe da rana.
ma'aikatarmu	Ina da niyyar kai yara ma'aikatarmu gobe da rana.

Repeat the above drill in the negative.

	Bānì da sùkùnìn fitā sai lòkàcī yā kusa.
(ita)	Bā <u>ta</u> da sukunin fita sai lokaci ya kusa.
(sū)	Bā <u>sú</u> da sukunin fita sai lokaci ya kusa.
(shī)	Bā <u>shí</u> da sukunin <u>fitā</u> sai lokaci ya kusa.
gyārāwā	Bā <u>shí</u> da sukunin <u>gyarawa</u> sai lokaci ya kusa.
shiryāwā	Bā <u>shí</u> da sukunin <u>shiryawa</u> sai lokaci ya kusa.
ajiyēwā	Bā <u>shí</u> da sukunin <u>ajiyewa</u> sai lokaci ya kusa.
karbā	Bā <u>shí</u> da sukunin karba sai lokaci ya kusa.

The affirmative transform of this is:

Inà da sùkùnìn fitā àmmā sai lòkàcī yā kusa. etc.

Following is a substitution with negative transform:

	Wàtakìlà kanà dà dāmā anjumà.	[Wàtakìlà bāka dà dāmā anjumà.]
(ke)	Watakìla kínà dà dama anjuma.	[Watakìla bākì dà dama anjuma.]
(ítā)	Watakìla tanà dà dama anjuma.	[Watakìla bāta dà dama anjuma.]
(shī)	Watakìla yanà dà dama anjuma.	[Watakìla bāshí dà dama anjuma.]

## GD 18.2 Negative

Some uses of bā` are drilled here:

	À shaídā makù bā` zuwà <u>asìbitì</u> lòkàcìn aíkì.
kō'íná	A shaída maku ba zuwa <u>ko'ína</u> lokacìn aíkì.
can	A shaída maku ba zuwa can lokacìn aíkì.
(ní)	In shaída <u>maku</u> ba zuwa can lokacìn aíkì.
(kai)	In shaída <u>maka</u> ba zuwa can lokacìn aíkì.
(ké)	In shaída <u>maki</u> ba zuwa can lokacìn aíkì.
	Yau bā` <u>gyàdà</u> à kàsuwà sai wákē.
dabbóbì	Yau ba <u>dabbobi</u> a kasuwa sai wake.
kómai	Yau ba komai a kasuwa sai <u>wake</u> .
mutànè	Yau ba komai a kasuwa sai <u>mutane</u> .
kátákò	Yau ba komai a kasuwa sai <u>katako</u> .
àbìncì	Yau ba komai a kasuwa sai <u>abìncì</u> .
tábà	Yau ba komai a kasuwa sai taba.
	Àkwai <u>àbìncì</u> àmma bā` kyaù.
ruwà	Akwai <u>ruwa</u> amma ba kyau.
àkwàtì	Akwai <u>akwati</u> amma ba kyau.
wákē	Akwai <u>wake</u> amma ba kyau.
mágànì	Akwai <u>magani</u> amma ba kyau.
karfè	Akwai karfe amma ba kyau.

## UNIT 19

## BASIC SENTENCES

Audu

Hello ('greetings at work').

Sànnu dà aìkì.

Bello

How do you do.

Yawwā, sànnu kàdai.

A

he cut

yā sārē

tree

itācē

Who cut down this tree?

Wà ya sārē itācén nàn?

B

We're the ones who cut it down.

Mū mukà sārē.

A

permission

izinī

Who gave you permission?

Wà ya bākù izinī?

B

those to whom it belongs

māsu shī

The owners are the ones who  
gave us [permission].

Māsu shī sukà bāmū.

A

malam, dignitary

mālām

bush, jungle, forest

dājī

forester

mālāmin dājī

Did you tell the forester?

Kun gayà wà mālāmin dājī?

## B

What business is it of yours?      Ìnā ruwánkà?

## A

because, on account of	sabòdà
he looked, inspected	yā dūbā
I (regularly) inspect	nī nakàn dūbā
Because I am the one who inspects the forest.	Sabòdà nī nakàn dūbā dājìn.

## B

Yes, we told him.      Tō', mun gayà masà.

## NOTES

## Note 19.1 Relative Perfective

Mu muka sare.

Masu shì suka bamu.

Throughout the units verb forms have occurred which had short vowels instead of long for the prefixes, as /ya/ in /kāzō dà sākōn dà ya gayà mākà?/ (Unit 4) and /ka/ in /Lōkàcìn dà ka sāmì sùkūnì/ (Unit 10). These short vowel prefixes (with high tone) and the forms with the /-kà/ suffix, such as /sukà/, are the relative form of the verb (see Note 4.2). The full forms are:

nazō	mukà zō
kazō	kukà zō
kikà zō	
yazō	sukà zō
tazō	akà zō

The verb form following the /na/, etc. prefixes is the same as in the straight perfective with allowance for some variation in the length of the final vowel.

The relative form is in the nature of a subordinate clause:

The owners it was who gave us permission.

We are the ones who cut it down.

There are certain positions in which the relative form is regularly used when a perfective aspect is called for. In general the relative is used when a word or phrase (other than the subject of the verb) comes before the verb. This includes many constructions, of which the following are very frequent ones:

1. After /wà/ 'who' /mè/ 'what' /inā/ 'where', /idan/ 'if', as well as compounds with /wa/ and /me/ and other question words such as /yàushe/ 'when?'.

À gidan wà aka yí?	At whose house was it done?
Wà ya gayà mákà?	Who [was it] that told you?
Mè ya sā` bázákù jē bá?	What [was it] which caused that you not to go?
Ìnā ka ajiye rìgar Shéhù?	Where did you put Shehu's robe?
Wà ya sārè itàcén nàn?	Who [was it] who cut down the tree?

Note that the answer to such a question, if it is specific, also uses the relative:

Mū mukà sārè. We [are the ones] who cut [it] down.

2. After /dà/ and compounds in /-dà/.

Lòkàcín dà ka sàmì sùkùnì. The time that you get the time to do something.

Bā` wanda` ya shaidā mīnī.

There was) no one (who)  
told me.

3. In a clause after /nē/, /cē/.

Rīgar Àsàbe cè ka dàuká?

Was it Asabe's robe that you  
took?

Àsàbe cè tacē` àbāni 'yankunne.

It was Asabe who said to give  
me the earrings.

In many constructions, both the ordinary perfective or the relative perfective might be used. The word order may require the relative. Compare:

Mun dāwō bāyan kwānā bīyu.

We returned two days later.

Bāyan kwānā bīyu mukā dāwō.

It was two days later when  
we arrived.

Here the position of /bayan kwana bīyu/ requires the relative in the second example.

Compare /nī/ and /nī nē/ in:

Nī nā mānta wajen.

I forgot the place.

Nī nē na mānta wajen.

I was the one who forgot  
the place.

Compare also:

Inà tafiyà na gāmu dà mātarkà.

[It was] as I was going  
along that I met your  
wife.

Here the relative form shows a connection to the preceding. Were one to separate the clauses, the simple perfective could be used.

/idan/ followed by the relative corresponds to English 'if',  
followed by the perfective it corresponds to 'when'.

Note 19.2 Prefix /màɪ-/ , /màṣu-/

Sannu da hutawa maigida.

Masu shī suka bamu.

The prefix /màɪ-/ indicates 'one to whom there belongs or pertains'. The /-ɪ-/ of /màɪ-/ is the third person singular (as the /-ɪ-/ in /bàɪzō ba/). There is no variation for gender. /màṣu/ is the plural, 'ones to whom there belongs or pertains'. 'House-holders' is therefore /màṣu gídā/ and 'the one who owns it' is /màɪ shī/.

The spelling is inconsistent in joining this prefix to the following item.

/maràs/ or /marà/ is the opposite of /màɪ/: /maràs gídā/ or /marà gídā/ 'one who does not have a house'. /maràsā/ is the opposite of /màṣu/: /maràsā gídā/.

#### GRAMMATICAL DRILL

##### GD 19.1 Perfective Relative

	<u>Nī</u> kadaī na sauка à Amirkà.
shī	<u>Shī</u> kadaī ya sauка a Amirkà.
kai	<u>Kai</u> kadaī ka sauка a Amirkà.
itā	<u>Ita</u> kadaī ta sauка a Amirkà.
kē	<u>Ke</u> kadaī kika sauка a Amirkà.
sū	<u>Su</u> kadaī suka sauка a Amirkà.
kū	<u>Ku</u> kadaī kuka sauка a Amirkà.
mū	<u>Mu</u> kadaī muka sauка a Amirkà.

	<u>Mū</u> mukà dūbà àbincin dà ta ajiyē nan.
sū	<u>Su</u> suka duba abincin da ta ajiye nan.
kū	<u>Ku</u> kuka duba abincin da ta ajiye nan.
kē	<u>Ke</u> kika duba abincin da ta ajiye nan.

itā	<u>I</u> ta ta duba abincin da ta ajiye nan.
kai	Kai ka duba <u>abincin</u> da ta ajiye nan.
sākō	Kai ka duba <u>sakon</u> da ta ajiye nan.
àkwatì	Kai ka duba <u>akwatin</u> da ta ajiye nan.
itācē	Kai ka duba itacen da ta ajiye nan.

	Ínā ruwankà dà aikìn da suka yi?
(kē)	Ina ruwankí da aikìn da suka yi?
(nī)	Ina ruwana da aikìn da suka yi?
(kū)	Ina ruwanku da aikìn da suka yi?
(sū)	Ina ruwansu da aikìn da suka yi?
(itā)	Ina ruwanta da aikìn da suka yi?
(mū)	Ina ruwanmu da <u>aikìn</u> da suka yi?
laifī	Ina ruwanmu da <u>laifin</u> da suka yi?
karyā	Ina ruwanmu da <u>karyan</u> da suka yi?
kōyō	Ina ruwanmu da <u>koyon</u> da suka yi?
nīyyā	Ina ruwanmu da <u>niiyar</u> da suka yi?
sātā	Ina ruwanmu da <u>satar</u> da suka yi?
tāmbayā	Ina ruwanmu da <u>tambayar</u> da suka yi?

	Kō'inā <u>yajē</u> zai dāwō gida da yamma.
(mū)	Ko'ina <u>muka</u> je zamu dawo gida da yamma.
(sū)	Ko'ina <u>suka</u> je zasu dawo gida da yamma.
(an)	Ko'ina <u>aka</u> je za'a dawo gida da yamma.
(itā)	Ko'ina <u>taje</u> zata dawo gida da yamma.
(nī)	Ko'ina <u>naje</u> zan dawo gida da yamma.

	Fushin mè <u>Hàlímà</u> tayı jiya à wajen aikì?
yārā	Fushin me <u>yara</u> suka yi jiya a wajen aikì?
kāfinta	Fushin me <u>kafinta</u> yayı jiya a wajen aikì?
(kū)	Fushin me kuka yi jiya a wajen <u>aikì</u> ?
tārō	Fushin me kuka yi jiya a wajen <u>taro</u> ?
kwallō	Fushin me kuka yi jiya a wajen <u>kwallo</u> ?

soccer

	Wajen inā <u>Yūsufu</u> ya harbētā?
ma'aikatā (kū)	Wajen ina <u>ma'aikata</u> suka harbeta?
dansändā	Wajen ina <u>kuka</u> harbeta?
dōki	Wajen ina <u>dansanda</u> ya harbeta?
	Wajen ina dokī ya harbeta?

	Wànè irin <u>aiki</u> aka yi à gidánsà?
tārō	Wane irin <u>taro</u> aka yi a gidansa?
abinci	Wane irin <u>abinci</u> aka yi a gidansa?
gyārā	Wane irin gyara aka yi a <u>gidansa</u> ?
asibiti	Wane irin gyara aka yi a <u>asibiti</u> ?
ofis	Wane irin gyara aka yi a <u>ofis</u> ?
makaranta	Wane irin gyara aka yi a makaranta?

	Sū nawa <u>ya</u> gani jiya à dājī?
(ka)	Su nawa <u>ka</u> gani jiya a dajī?
(kū)	Su nawa <u>kuka</u> gani jiya a dajī?
(an)	Su nawa <u>aka</u> gani jiya a dajī?
(sū)	Su nawa suka <u>gani</u> jiya a dajī?
kwānā	Su nawa suka <u>kwana</u> jiya a dajī?
yini	Su nawa suka <u>yini</u> jiya a dajī?
dadē	Su nawa suka <u>dadē</u> jiya a dajī?

	Wànè lōkaci <u>sukà</u> kai sakon nan?
(ita)	Wane lokaci <u>ta</u> kai sakon nan?
(an)	Wane lokaci <u>aka</u> kai sakon nan?
(ka)	Wane lokaci <u>ka</u> kai sakon nan?
(mū)	Wane lokaci <u>muka</u> kai sakon nan?
(kū)	Wane lokaci <u>kuka</u> kai <u>sakon</u> nan?
tākalmī	Wane lokaci <u>kuka</u> kai takalmin nan?

	Mè yasa ta dadē à <u>asibiti</u> ?
kāsuwā	Me yasa ta dadē a <u>kasuwa</u> ?
gidā	Me yasa ta dadē a <u>gida</u> ?
can	Me yasa ta dadē a <u>can</u> ?
ofis	Me yasa ta dadē a <u>ofis</u> ?

nan	Me yasa ta dade a <u>nan</u> ?
dājì	Me yasa ta dade a <u>dajì</u> ?
makarantā	Me yasa <u>ta</u> dade a makaranta?
(kū)	Me yasa <u>kuka</u> dade a makaranta?
(kē)	Me yasa <u>kika</u> dade a makaranta?
(mū)	Me yasa muka dade a makaranta?
	<u>Wà</u> ya bar̄ <u>itacē</u> à nan bā` izinī? <span style="float: right;">left</span>
shī	<u>Shí</u> ya bar̄ <u>itace</u> a nan ba izinī?
kū	<u>Ku</u> kuka bar̄ <u>itace</u> a nan ba izinī?
kē	<u>Ké</u> kika bar̄ <u>itace</u> a nan ba izinī?
	<u>Halíma</u> ta sārè, bā` ruwānā idan aka tambaya.
Bellò	<u>Bello</u> ya sare, ba ruwana idan aka tambaya.
yārā	<u>Yara</u> suka sare, ba ruwana idan aka tambaya.
mātā	<u>Mata</u> suka sare, ba ruwana idan aka tambaya.
ma'aikatā	Ma'aikata suka <u>sare</u> , ba ruwana idar aka tambaya.
ajijē	Ma'aikata suka <u>ajije</u> , ba ruwana idan aka tambaya.
dāukē	Ma'aikata suka <u>dauke</u> , ba ruwana idan aka tambaya.
kārbā	Ma'aikata suka karba, ba ruwana idan aka tambaya.
(kē)	Ma'aikata suka karba, ba ruwanki idan aka tambaya.
(shī)	Ma'aikata suka karba, ba ruwansa idan aka tambaya.
(mū)	Ma'aikata suka karba, ba ruwanmu idan aka tambaya.

The following is a question with four answers, each with a negative transform. The recording does not have the substitution cues. The student is first to drill by repeating, then drill giving the answer or the negative transform, going by the written cues. (Note that the negative is negating /jiya da yamma/ '[it was not] yesterday evening that...'.)

Wàcè rānā ka dāukè àlkalamínkà?

Jiyà da yamma na dāukè  
àlkalamínā.

Bà jiyà dà yamma na dāukè  
àlkalamínā ba.

[(itā)]	Jiya da yamma ta dauke alkalaminta.	Ba jiya da yamma ta dauke alkalaminta ba.
[(sū)]	Jiya da yamma suka dauke alkalaminsu.	Ba jiya da yamma suka dauke alkalaminsu ba.
[(mū)]	Jiya da yamma muka dauke alkalaminmu.	Ba jiya da yamma muka dauke alkalaminmu ba.

## GD 19.2 /màɪ/, /màsu/

ítā	Màsu <u>sū</u> suka daukà wàtakìlà, àmmā bàñ tabbatà ba.
shī	Masu <u>ítá</u> suka dauka watakila, amma ban tabbata ba.
(shī)	Masu <u>shī</u> suka dauka watakila, amma ban tabbata ba.
(ítā)	Mai shi <u>ya</u> dauka watakila, amma ban tabbata ba.
mántā	Mai shi ta <u>dauka</u> watakila, amma ban tabbata ba.
aíkō	Mai shi ta <u>manta</u> watakila, amma ban tabbata ba.
gani	Mai shi ta <u>aiko</u> watakila, amma ban tabbata ba.
gyárà	Mai shi ta <u>gani</u> watakila, amma ban tabbata ba.
	Mai shi ta <u>gyara</u> watakila, amma ban tabbata ba.

## GD 19.3 Variation Drill

dúbà	Ya <u>tàfi</u> yanzu, saboda anjuma ba lokaci.
daukà	Ya <u>dauka</u> yanzu, saboda anjuma ba lokaci.
kàrbà	Ya <u>karba</u> yanzu, saboda anjuma ba lokaci.
shiryà	Ya <u>shirya</u> yanzu, saboda anjuma ba lokaci.
zò	Ya <u>zo</u> yanzu, saboda anjuma ba lokaci.
fadì	Ya <u>fadì</u> yanzu, saboda anjuma ba lokaci.
tahò	Ya <u>taho</u> yanzu, saboda anjuma ba lokaci.
tàmbaya	Ya <u>tambaya</u> yanzu, saboda anjuma ba lokaci.
zaunà	Ya zauna yanzu, <u>saboda</u> anjuma ba lokaci.
ídan	Ya zauna yanzu, ídan anjuma ba <u>lokaci</u> .
dámá	Ya zauna yanzu, ídan anjuma ba dama.

babbān mālāmī	Mūsā yā sāmī izinī wajen <u>babbān akāwū</u> .
māigidā	Musa ya samī izini wajen <u>babbān malamī</u> .
dānsāndā	Musa ya samī izini wajen <u>maigida</u> .
uwargidānsā	Musa ya samī izini wajen <u>dānsanda</u> .
kāfintā	Musa ya samī izini wajen <u>uwargidansa</u> .
iyālinsā	Musa ya samī izini wajen <u>kafinta</u> .
sarkī	Musa ya samī izini wajen <u>iyalinsa</u> .
	Musa ya samī izini wajen sarkī.

	Mālāmin <u>dabbōbī</u> yācē` kada à kaisù.
asibitī	Malamin <u>asibitī</u> yace kada a kaisu.
dājī	Malamin <u>dajī</u> yace kada a kaisu.
makarāntā	Malamin makaranta yace kada a kaisu.
yārā	Malamin makaranta yace kada a <u>kai yara</u> .
(itā)	Malamin makaranta yace kada a <u>kai ita</u> .
tābā	Malamin makaranta yace kada a <u>kai taba</u> .
kudī	Malamin makaranta yace kada a <u>kai kudi</u> .
kōmai	Malamin makaranta yace kada a <u>kai komai</u> .

	Mammān bā zāi fushī ba idan aka àikeshī.
māsinjā	<u>Masinja</u> ba zāi fushī ba idan aka aikeshī.
yārō	<u>Yaro</u> ba zāi fushī ba idan aka aikeshī.
dānsāndā	<u>Dānsanda</u> ba zāi fushī ba idan aka aikeshī.
kāfintā	<u>Kafinta</u> ba zāi fushī ba idan aka aikeshī.
māigidā	<u>Maigida</u> ba zāi fushī ba idan aka aikeshī.
mātātā	<u>Mata</u> ba zatai fushī ba idan aka aiketa.
'yarsā	<u>'Yarsa</u> ba zatai fushī ba idan aka aiketa.
uwargidā	Uwargida ba zatai fushī ba idan aka aiketa.

Note: /zāi fushī/ for /zai yī fushī/, /zātāi fushī/ for /zātā yī fushī/

## UNIT 20

## BASIC SENTENCES

Audu

Hello, [I see you're]  
resting, Bello!

Barkà dà hūtāwā Bello.

Bello

Hello!

Yawwā, barkā kada.

A

when you have time  
a walk

yaushe kakè dà sukunī  
yāwō

When you have time, let's go  
for a walk.

Yaushe kakè da sukunī, mūjē yāwō.

B

Saturday

àsabar

[Let's let it go] until  
Saturday.

Sai rānar àsabar.

A

he waited  
waiting

yā jirā  
jirā

What are we waiting for now?

Mē mukè jirā yanzú?

B

he became tired  
I'm tired. I'm not going  
anywhere.

yā gajī  
Nā gajī bā zānī kō'īnā ba.

A

soccer  
What time do they begin  
playing soccer?

kwallō  
Wànè lōkacī sukè fārā kwallō?

B

**five** **biyar**  
I think at five o'clock. Inà zàtō dà karfè biyar.

A

watching kallō  
Do you want (us) to go and Kanā sō` müjē kallō?  
watch?

B

Yes, but not until I res<sup>u</sup>. Í, àmmā sai nā hūtā.

## NOTES

Note 20.1 /kɛ/ relative

Yaushe kakē da sukuni mu je yawo?

Me mukē jira yanzu?

Wane lokaci suke' fara kwallo:

/yaushe kake da sukuni/ 'when you have time' may be compared with /kana da sukuni/ 'you have time', /me muke jira yanzu/ 'what are we waiting for now' with /muna jiransu yanzu/. /kè/ is the relative equivalent of /nà/ (Note 16.1), just as the /-kà/ and other forms of Note 19.1 are the relative perfective which correspond to the simple perfective. More literal translations of the above would be 'when it is that you have \_\_\_', 'what is it that we're waiting for now', 'what time is it that they are beginning \_\_\_'. Examples of noun plus /kè/ are in the drills.

A good example illustrating how the relative is subordinate to what precedes is the construction in which the verbal noun is placed first: /sō` nake/ 'it is desiring that I am' for /inà sō`/ 'I want'.

/kè dà/ is the relative equivalent of /nà dà/. For example:

Wà kè dà dāman tāimakōnā cikinkù? Who of you has the time  
(opportunity) to help me?

## GRAMMATICAL DRILL

GD 20.1 /kè/

Nājì Bello yācē` ranar àsabar Hàlímà kē dāwōwā  
dàgà Ingila.

Shēhū                   Najì Bello yace ranar asabar Shehu ke dawowa daga  
                          Ingila.

yārān                   Najì Bello yace ranar asabar yaran ke dawowa daga  
                          Ingila.

màtarsà               Najì Bello yace ranar asabar matarsa ke dawowa  
                          daga Ingila.

Ranar àsabar take zuwā kāsuwā bā kullum ba.

(mū)                   Ranar asabar muke zuwa kasuwa ba kullum ba.

(shī)                   Ranar asabar yake zuwa kasuwa ba kullum ba.

(an)                   Ranar asabar ake zuwa kasuwa ba kullum ba.

(sū)                   Ranar asabar suke zuwa kasuwa ba kullum ba.

dājī                   Ranar asabar suke zuwa dajī ba kullum ba.

gídānā               Ranar asabar suke zuwa gidana ba kullum ba.

makarantā           Ranar asabar suke zuwa makaranta ba kullum ba.

yāwō                   Ranar asabar suke zuwa yawo ba kullum ba.

asibitī               Ranar asabar suke zuwa asibiti ba kullum ba.

Sū bìyar dansändā yake nēmā.

(kū)                   Ku bìyar dansanda yake nema.

(mū)                   Mu bìyar dansanda yake nema.

mùtum               Mutum bìyar dansanda yake nema.

yārà               Mutum bìyar yara suke nema.

Hàlímà               Mutum bìyar Halima take nema.

sarkī               Mutum bìyar sarkī yake nema.

Watà bìyar yakè yī` bài dàukī àlbāshī ba.

(nī)                   Wata bìyar nake yi ban dàukī albashi ba.

(ıtā)                   Wata bìyar take yi bata dàukī albashi ba.

(an)	Wata biyar <u>ake</u> yi ba'a dauki albashi ba.
(sū)	Wata biyar <u>suke</u> yi basu dauki albashi ba.
(mū)	Wata biyar <u>muke</u> yi bamu dauki <u>albashi</u> ba.
ítacē	Wata biyar <u>muke</u> yi bamu dauki <u>ítace</u> ba.
ma'āikatā	Wata biyar <u>muke</u> yi bamu dauki <u>ma'aikata</u> ba.
kōmai	Wata biyar <u>muke</u> yi bamu dauki komai ba.

	Sai <u>yayi</u> aíkì yakè fadìn yā gajì.
(ítā)	Sai <u>tayı</u> aíkì take fadìn ta gajì.
(sū)	Sai sunyi <u>aíkì</u> suke fadìn sun gajì.
tafiyā	Sai sunyi <u>tafiya</u> suke fadìn sun gajì.
gudu	Sai sunyi <u>gudu</u> suke fadìn sun gajì.
kwallō	Sai sunyi <u>kwallo</u> suke fadìn sun gajì.

aíkì	Mè yasa` akè gajiyà dà shirya` <u>kátakó?</u>
ítacē	Me yasa ake gajiya da shirya <u>aíkì?</u>
wáké	Me yasa ake gajiya da shirya <u>ítace?</u>
	Me yasa ake gajiya da shirya wake?

(shī)	Mè <u>take</u> jírà ta zaunà à dajì hákà?
(an)	Me <u>yake</u> jíra ya zauna a dajì haka?
(sū)	Me <u>ake</u> jíra aka zauna a dajì haka?
(kū)	Me <u>suke</u> jíra suka zauna a dajì haka?
ófís	Me kuke jíra kuka zauna a <u>dajì</u> haka?
gídá	Me kuke jíra kuka zauna a <u>ofís</u> haka?
kásuwá	Me kuke jíra kuka zauna a <u>gídá</u> haka?
nan	Me kuke jíra kuka zauna a <u>kasuwa</u> haka?
	Me kuke jíra kuka zauna a nan haka?

(shī)	<u>Ná</u> san wanda sukè jírà à nan.
(ítā)	<u>Ya</u> san wanda suke jíra a nan.
(an)	<u>Ta</u> san wanda suke jíra a nan.
(mū)	An san wanda <u>suke</u> jíra a nan.
(kū)	An san wanda <u>kuke</u> jíra a nan.
(kē)	An san wanda <u>kíke</u> jíra a nan.

(an)	An san wanda ake jíra a <u>nan</u> .
can	An san wanda ake jíra a <u>can</u> .
gani	An san wanda ake jíra a <u>gani</u> .
gaídá	An san wanda ake jíra a <u>gaídá</u> .
hárba	An san wanda ake jíra a harba.

	Dà yamma <u>akè</u> yín kwallō kullum.
(sū)	Da yamma <u>suke</u> yín kwallo kullum.
(ítā)	Da yamma <u>take</u> yín <u>kwallo</u> kullum.
sátà	Da yamma <u>take</u> yín <u>sata</u> kullum.
kallō	Da yamma <u>take</u> yín kallo kullum.
(ní)	Da yamma <u>nake</u> yín <u>kallo</u> kullum.
gyárā	Da yamma <u>nake</u> yín <u>gyara</u> kullum.
sákō	Da yamma <u>nake</u> yín <u>sako</u> kullum.
kómái	Da yamma <u>nake</u> yín komái kullum.

	Nā mánta kō yaushé <u>take</u> fára aíkí.
(shí)	Na manta ko yaushe <u>yake</u> fara aíkí.
(sū)	Na manta ko yaushe <u>suke</u> fara aíkí.
(ní)	Na manta ko yaushe <u>nake</u> fara aíkí.
(kai)	Na manta ko yaushe <u>kake</u> fara <u>aíkí</u> .
yáwò	Na manta ko yaushe <u>kake</u> fara <u>yawo</u> .
kárba	Na manta ko yaushe <u>kake</u> fara <u>karba</u> .
fítá	Na manta ko yaushe <u>kake</u> fara <u>fita</u> .
táfiyá	Na manta ko yaushe <u>kake</u> fara tafiya.

	Wànè lókací <u>sukè</u> fítá zuwá yáwò, kā sánì?
(shí)	Wane lokaci yake fita zuwa <u>yawo</u> , ka saní?
asibítí	Wane lokaci yake fita zuwa <u>asibítí</u> , ka saní?
ófis	Wane lokaci yake fita zuwa <u>ofis</u> , ka saní?
kásuwá	Wane lokaci yake fita zuwa <u>kasuwa</u> , ka saní?
can	Wane lokaci yake fita zuwa <u>can</u> , ka saní?
dájí	Wane lokaci yake fita zuwa <u>dají</u> , ka saní?
táró	Wane lokaci <u>yake</u> fita zuwa taro, ka saní?
(mú)	Wane lokaci muke fita zuwa <u>taro</u> , ka saní?

kallō	Wane lokaci muke fita zuwa <u>kallo</u> , ka sanı?
makarantā	Wane lokaci muke fita zuwa makaranta, <u>ka</u> sanı?
(kē)	Wane lokaci muke fita zuwa makaranta, <u>kın</u> sanı?
(kū)	Wane lokaci muke fita zuwa makaranta, <u>kun</u> sanı?

	Idan kallō <u>sukè</u> yi` , kada kace' suzō.
(ıtā)	Idan kallo <u>take</u> yi, kada kace tazo.
(shī)	Idan kallo <u>yake</u> yi, kada kace yazo.
(an)	Idan <u>kallo</u> ake yi, kada kace azo.
kwallō	Idan <u>kwallo</u> ake yi, kada kace azo.
aikī	Idan <u>aikī</u> ake yi, kada kace azo.
sanyī	Idan sanyı ake yi, kada kace azo.
tafı	Idan sanyı ake yi, kada kace a <u>tafi</u> .
zaunā	Idan sanyı ake yi, kada kace a <u>zauna</u> .
kwānā	Idan sanyı ake yi, kada kace a <u>kwana</u> .
hūtā	Idan sanyı ake yi, kada kace a huta.

	In yau sukè hūtawā, nā tabbatā zāsū zo.
(shī)	In yau yake hutawa, na tabbata za <u>l</u> zo.
(ıtā)	In yau take <u>hutawa</u> , na tabbata zata zo.
dāwōwā	In yau take <u>dawowa</u> , na tabbata zata zo.
zuwā	In yau take <u>zuwa</u> , na tabbata zata zo.
sàukā	In yau take <u>sauka</u> , na tabbata zata zo.
tafiyā	In yau take tafiyā, na tabbata zata zo.

	Mē <u>takè</u> zatō zā'a yi da ruwán nan?
(kaı)	Me <u>kake</u> zato za'a yi da ruwan nan?
(shī)	Me <u>yake</u> zato za'a yi da ruwan nan?
(sū)	Me <u>suke</u> zato za'a yi da ruwan nan?
(kē)	Me <u>kike</u> zato za'a yi da ruwan nan?
(kū)	Me kuke zato za'a yi da <u>ruwan</u> nan?
kātākō	Me kuke zato za'a yi da <u>katak</u> nan?
māgānī	Me kuke zato za'a yi da <u>magan</u> nan?
ıtacē	Me kuke zato za'a yi da <u>ıtacen</u> nan?

	Wà̄ ya san ìndà <u>yārān̄</u> sukè yànzu?	<i>where</i>
dabbōbī	Wa ya san ìnda <u>dabbobin̄</u> suke yanzu?	
ma'ālkatā	Wa ya san ìnda <u>ma'aikatan̄</u> suke yanzu?	
mutānē	Wa ya san ìnda mutanen̄ suke yanzu?	

## UNIT 21

## BASIC SENTENCES

Audu

How are you, Salihu?

Ìnā kwānā Sālīhù.

Salihu

Fine [thank you].

Lāfiyā lau.

A

I customarily want

nakān sō

he reached the terminus

yā kure

time usually expires

lōkācī kān kurē

I've been wanting to come but  
just haven't had time ('INakān sō tahōwā, àmmā lōkācī kān  
kurē.(usually) want to come but  
time runs out').

S

you are used to do

kakān yī

he got up

yā tāshi

you get up from (and  
therefore stop) work

kā tāshi aíki

What do you usually do after  
you finish work?

Mē kakān yī bāyan kā tāshi aíki?

A

We usually go play soccer.

Mukan jē kwallō.

S

Perhaps I'll go today.

Watakīlā zañ jē yaù.

A

A lot of people usually go.

Mutānē dà yawā sukān jē.

S

If you're going to go, call me.      Idan zākà tafì kà kírāní.

A

All right, see you later.      Tō̄, sai anjumā.

S

OK, see you later.      Shīkēnan, sai anjumā.

## NOTES

Note 21.1 /kān/ - Habitual

Saboda ní nakan duba dajin.

Nakan so tahowa amma lokaci kan kure.

Me kakan yi bayan ta tashi aiki?

Mukan je kwallo.

Mutane da yawa sukan je.

/kān/ indicates habitual action 'I am used to (doing so-and-so)'. It comes before the verb, with either a noun or a pronoun (prefix) before it. It may be used in constructions parallel to the relative forms or to the independent verbal forms. Compare the verb forms below. These are arranged as follows:

Perfective	Relative Perfective	Habitual
Progressive	Relative Progressive	

Examples:

nāzō	nazō	nakan zō
inā zuwā	nakè zuwā	_____
munzō	mukà zō	mukan zō
munā zuwā	mukè zuwā	_____

sun ajiyē

sukā ajiyē

sukan ajiyē

sunā ajiyēwā

sukē ajiyēwā

The habitual may refer to present or past time. It may be independent. In short, it may replace any of the other four forms:

nā ganī

I saw

nakān ganī

I used to see

àbindà nakē ganī

the thing I saw

àbindà nakān ganī

the thing I used to see

inā ganī

I see

nakān ganī

I usually see

àbindà na ganī

the thing I see

àbindà nakān ganī

the thing I usually see

In this respect it corresponds to forms such as the future (*zai ganī/*), which may also occur in all these positions.

The negative of the habitual is formed with /ba... ba/:

bā nakān ganī ba.

I don't usually see.

## GRAMMATICAL DRILL

## GD 21.1 Habitual

Drills noted by \* are to be repeated in the negative.

- (itā) \*Yakan kure lōkacinsà wajen aiki.
- (sū) Takan kure lokacinta wajen aiki.
- (an) Sukan kure lokacinsu wajen aiki.
- (mū) Mukan kure lokacinmu wajen aiki.
- (kū) Kukan kure lokacinku wajen aiki.

(nī)	Nakan kure lokacina wajen aikī.
kwallō	Nakan kure lokacina wajen <u>kwallo</u> .
kallō	Nakan kure lokacina wajen <u>kallo</u> .
tārō	Nakan kure lokacina wajen taro.
	Yaushe <u>kakan tashì dàgà</u> wajen <u>aikì?</u>
(kū)	Yaushe <u>kukan tashì daga</u> wajen aikī?
(kē)	Yaushe <u>kikan tashì daga</u> wajen aikī?
(an)	Yaushe <u>akan tashì daga</u> wajen <u>aikì?</u>
tārō	Yaushe <u>akan tashì daga</u> wajen taro?
	Mè yasa ` sukan kira <u>yārà</u> kullum?
mutānē	Me yasa sukan kira <u>mutane</u> kullum?
Shēhū	Me yasa sukan kira <u>Shehu</u> ullum?
(mū)	Me yasa sukan kira <u>kiramu</u> ullum?
dansāndā	Me yasa sukan kira <u>dansanda</u> ullum?
mālāmīn dājī	Me yasa sukan kira <u>malamin daji</u> ullum?
māigídā	Me yasa sukan kira <u>maigida</u> ullum?
Àsabè	Me yasa sukan kira Asabe ullum?
	Nakan kira <u>mutane</u> saboda aikī.
ma 'aikatā	Nakan kira <u>ma'aikata</u> saboda aikī.
(itā)	Nakan <u>kirata</u> saboda aikī.
àkawū	Nakan kira akawu saboda <u>aikī</u> .
àlbāshīnsà	Nakan kira akawu saboda <u>albashinsa</u> .
	<u>Mukan je ofis da kudi</u> , amma ba ullum ba.
(shī)	<u>Yakan je ofis da kudi</u> , amma ba ullum ba.
(sū)	Sukan je ofis da <u>kuði</u> , amma ba ullum ba.
abincı	Sukan je ofis da <u>abinci</u> , amma ba ullum ba.
tābabā	Sukan je ofis da <u>taba</u> , amma ba ullum ba.
gyadā	Sukan je ofis da <u>gyada</u> , amma ba ullum ba.
māgānī	Sukan je ofis da <u>magani</u> , amma ba ullum ba.
yārà	Sukan je ofis da <u>yara</u> , amma ba ullum ba.
hùlā	Sukan je ofis da <u>hula</u> , amma ba ullum ba.
dansāndā	Sukan je ofis da <u>dansanda</u> , amma ba ullum ba.

(an)	Dà wànè lōkaci <small>sukàn</small> jē nēman dabbobi?
(itā)	Da wane lokaci <u>akan</u> je neman dabbobi?
(kū)	Da wane lokaci <u>takan</u> je neman dabbobi?
itācē	Da wane lokaci <u>kukan</u> je neman <u>dabbobi?</u>
māigidantā	Da wane lokaci <u>kukan</u> je neman <u>maigidanta?</u>
'yarta	Da wane lokaci <u>kukan</u> je neman <u>'yarta?</u>
māgani	Da wane lokaci <u>kukan</u> je neman <u>maganı?</u>
māsu shī	Da wane lokaci <u>kukan</u> je neman <u>masu shı?</u>
Yūsufu	Da wane lokaci <u>kukan</u> je neman <u>Yusufu?</u>
(sū)	Da wane lokaci <u>kukan</u> je <u>nemansu?</u>
wāke	Da wane lokaci <u>kukan</u> je neman <u>wake?</u>

Shēhū	Yakan zauna à gida da <u>màtarsà</u> suyi aiki.
yārā	Yakan zauna a gida da <u>Shehu</u> suyi aiki.
ákawū	Yakan zauna a gida da <u>yara</u> suyi aiki.
yārōnsà	Yakan zauna a gida da <u>akawu</u> suyi aiki.
uwarsà	Yakan zauna a gida da <u>yaronsa</u> suyi aiki.
mutānē	Yakan zauna a gida da <u>uwarsa</u> suyi aiki.
kāfinta	Yakan zauna a gida da <u>mutane</u> suyi aiki.
ma'aikatā	Yakan zauna a gida da <u>kafinta</u> suyi aiki.
uwargídansa	Yakan zauna a gida da <u>ma'aikata</u> suyi aiki.
	Yakan zauna a gida da uwargídansa suyi aiki.

(mū)	Sukan sō zuwà <u>kwallō</u> , sai dai bāsu dà sukunì.
dājì	Mukan so zuwa <u>dajì</u> , sai dai bamu da sukunì.
asibiti	Mukan so zuwa <u>asibiti</u> , sai dai bamu da sukunì.
gidansa	Mukan so zuwa <u>gidansa</u> , sai dai bamu da sukunì.
kallō	Mukan so zuwa <u>kallo</u> , sai dai bamu da sukunì.
yawo	Mukan so zuwa <u>yawo</u> , sai dai bamu da sukunì.
can	Mukan so zuwa <u>can</u> , sai dai bamu da sukunì.
kasuwa	Mukan so zuwa <u>kasuwa</u> , sai dai bamu da sukunì.
makarantā	Mukan so zuwa makaranta, sai dai bamu da sukunì.

kudī	Kin tabbata yakan tafi asibiti da <u>yārān?</u>
dabbōbin	Kin tabbata yakan tafi asibiti da <u>kudī?</u>
gyadā	Kin tabbata yakan tafi asibiti da <u>dabbobin?</u>
yāwō	Kin tabbata yakan tafi <u>asibiti</u> da gyada?
aikī	Kin tabbata yakan tafi <u>yawo</u> da gyada?
makarantā	Kin tabbata yakan tafi <u>aikī</u> da gyada?
	Kin tabbata yakan tafi makaranta da gyada?

māsinja	Hàlīmà takan gayà wà <u>uwarta</u> sàkon.
mutānē	Halima takan gaya wa <u>masinja</u> sakon.
àkawū	Halima takan gaya wa <u>mutane</u> sakon.
ma 'aikatā	Halima takan gaya wa <u>akawu</u> sakon.
wasu	Halima takan gaya wa <u>ma'aikata</u> sakon.
māigida	Halima takan gaya wa <u>wasu</u> sakon.
'yarta	Halima takan gaya wa <u>māigida</u> sakon.
mālamīn dājī	Halima takan gaya wa <u>'yarta</u> sakon.
	Halima takan gaya wa malamin daji sakon.

tābā	Yārōnā yakan kai <u>abinci</u> wajen harbī. <span style="float: right;"><i>hunting</i></span>
dōki	Yarona yakan kai <u>taba</u> wajen harbi.
gyadā	Yarona yakan kai <u>doki</u> wajen harbi.
yārānā	<u>Yarona</u> yakan kai gyada wajen harbī.
kwallō	Yarana sukan kai gyada wajen <u>harbī</u> .
aikī	Yarana sukan kai gyada wajen <u>kwallo</u> .
kallō	Yarana sukan kai gyada wajen <u>aikī</u> .
tārō	Yarana sukan kai gyada wajen <u>kallo</u> .
	Yarana sukan kai gyada wajen taro.

kudī	Mūsā yakan ajye <u>kudī</u> a akwati.
àlkalāmī	Musa yakan ajye <u>alkalamī</u> a akwati.
tākalmī	Musa yakan ajye <u>takalmī</u> a akwati.
hūlā	Musa yakan ajye hula a <u>akwati</u> .
ōfīs	Musa yakan ajye hula a <u>ofīs</u> .
gīdā	Musa yakan ajye hula a <u>gīda</u> .

makarantā	Musa yakan ajye hula a <u>makaranta</u> .
ma'aikatarsu	Musa yakan ajye hula a <u>ma'aikatarsu</u> .
kō'īnā	Musa yakan ajye hula a ko'īna.
	<u>yakan</u> dūbā dājì kullum dà yamma.
(nī)	<u>Nakan</u> duba dajì ullum da yamma.
(sū)	<u>Sukan</u> duba dajì ullum da yamma.
(itā)	Takan duba <u>dajì</u> ullum da yamma.
kāsuwā	<u>Takan</u> duba kasuwa ullum da yamma.
(mū)	Mukan duba <u>kasuwa</u> ullum da yamma.
makarantā	Mukan duba <u>makaranta</u> ullum da yamma.
gidansa	Mukan duba <u>gidansa</u> ullum da yamma.

## UNIT 22

## BASIC SENTENCES

Audu

Good evening, Sale.

Barkà dà yammā Sālē.

Sale

Good evening.

Yawwā, barkà kàdai.

A

car

mōtā

What kind of car are you  
going to buy?

Wàcè ırin mōtā zākà sàyá?

S

black

baķī

f.

baķā

I want to buy a black one.

Inà sō` in sàyi baķā nè.

A

blue

shūdī

f.

shūdīyā

How come ('what caused you')  
you're not going to buy a  
blue one?

Mè yasā` bà zākà sàyi shūdīyā bá?

S

on behalf of, on account  
of; because

don

that particular one, the  
one you know about

wannan

color

launī

Because I don't like that  
particular color.

Don bānà sōn wannan launin.

## A

by the way	shin`
white (one); light in color	fari
f.	farā
shoe, sandal	tākalmī

By the way, what did you pay      Shin` nawa` ka sàyi farin tākalmìn` nán?  
 for ('how much did you  
 buy... for') those white  
 shoes?

## S

how	yadda`
-----	--------

I forget [just] how I bought      Nā manta yadda` na sàyā.  
 [them].

## A

red (m.f.)	jā
pl.	jā jāyē
shoes, sandals (pl.)	tākalmā
every one; or: all	duka`
	duk
it deteriorated, spoiled	yā lālācē

All my red shoes have worn      Jā jāyen tākalmānā duk sun lālācē.  
 out.

## S

it would be better to; one had better	gāra
Wouldn't it be better for you to buy black ('one with black color')?	Bā gāra kà sàyi mài bañin launi bá?

## A

he returned (thither)                           yā kōmā  
 Well, I have to get back to                   Tō` zan kōmā ōfis, sai anjumā.  
 ('I'll return to') the  
 office. See you later.

## S

All right, see you later.                       Tō`, sai anjumā.

## NOTES

## Note 22.1 Noun: Plurals

yārō	yārā
ma'āikacī	ma'āikatā
mùtum`	mutāne
dabbā	dabbōbī
makwacī	makwabtā

A Hausa noun such as /yārō/, /ma'āikacī/ or /mùtum`/ may refer to a single person (or other item) but may also refer to more than one (as, for example, before a numeral, /mùtum` bakwai/; see Note 24.1). Many such nouns have separate masculine and feminine forms (/yārō/ 'boy' /yārinyā/ 'girl').

Most nouns also have special forms indicating a number of individuals or individual items. The above list gives examples of these plurals. The relationship of the singular to the plural is often rather complex. The difference between /yārō/ and /yārā/ has not only the change of ending from /-ō/ to /-ā/ but also the change in tone. /dabbōbī/ has a more complex ending, also with a change of tone. The following discussion endeavors to clarify this situation somewhat.

Nearly all Hausa nouns may be described as being composed of a root, base or stem with a tone pattern and an affix or affixes (prefix, suffix). For example:

	<u>Tone Pattern</u>	<u>Base</u>	<u>Suffix(es)</u>
yārō	high-low	yār-	-ō
yārīnyā	high-high-low	yār-	īny -ā
yārā	high-low-high	yār-	-ā

A more complex example is:

	<u>Tone Pattern</u>	<u>Prefix</u>	<u>Base</u>	<u>Suffixes</u>
ma 'āikācī	high-low-low-high	ma-	aik-	-ac -ī
ma 'āikācīyā	high-low-low-high-low	ma-	aik-	-ac -īy -ā
ma 'āikātā	high-low-low-high	ma-	aik-	-at -ā'

This is a very regular set of formatives. The combination of these tone patterns, the prefix /ma-/ and the suffixes /-ī/, /-īy -ā/ and /-ā/ form nouns indicating 'the person involved in doing so-and-so'. (-ac-/ and /-at-/ occur with only certain bases.) Such a noun may be made from many verb bases. Some of these are in more common use than others. Examples are:

<u>Verb Base</u>	<u>Nouns</u>		
nēm-	manēmī	'suitor'	pl. manēmā
san-	masanī	'learned person'	pl. masanā
koy-	makōyī	'learner'	pl. makōyā
	f. makōyiyā		
tafiy-	matafiyī	'one on a journey'	pl. matafiyā

A similar, regular, formation is illustrated by /ma'aikatā/ 'place of work', which is /ma- -ā/ with tone pattern high-high-high-high. This formation indicates the place where something is done.

In some cases the noun base does not include the vowel pattern involved:

	<u>Tone Pattern</u>	<u>Base</u>	<u>Vowel Pattern</u>	<u>Suffix</u>
sg.	dōkī	high-low	d-k	-ō -
pl.	dawākī	high-high-high	d w k	-a - ā -

Here the difference between the singular and the plural includes the shape of the base itself. As the suffix is the same, the difference in the base is what matters (compare man, men).

A very common type of plural suffix is (partial) reduplication. For example:

	<u>Tone Pattern</u>	<u>Base</u>	<u>Suffix(es)</u>
sg.	dabbā	high-low	dabb-
pl.	dabbōbī	high-high-high	-ōb -ī

Here /-ōb-/ adds a long vowel and repeats the last consonant of the base. There are a number of such 'reduplicative' suffixes. The vowel here is /-ō-/. Other suffixes have other vowels, other tone patterns and other features differing from this one. Some examples of reduplication with /-ō-/ plus consonant are:

ákwātī	pl.	ákwātōcī	māsīnjà	pl.	māsīnjōjī
darē	pl.	darōrī	ōfīs	pl.	ōfīsōshī
kāsuwā	pl.	kāsuwōyī	tābā	pl.	tābōbī

The reduplication may not be clear with some of these examples because of the change in the consonant. /t/ is replaced by /c/, /w/ by /y/ and /s/ by /sh/. These are regular replacements. In

word formation, though there are exceptions, the general pattern is that certain consonants including /t w s/, are replaced by others before /i/ and /e/. These replacements are:

/t/	/c/	ma'āikacī	pl. ma'āikatā
/d/	/j/	gídā	pl. gídājē
/s/	/sh/	ōfis, ofishin'	pl. ūfisōshī
/z/	/j/	zō 'come'	jē 'go'
/w/	/y/	kāsuwā	pl. kāsuwōyī

These examples show that the base or stem is best thought of as something which the different forms have in common. /zō/, /zuwā/ and /jē/ all have /z/ in common. Before /ō/ and /u/ it remains /z/. Before /ē/ it is replaced by /j/. The suffix /-at-/ is replaced by /-ac-/ before /-i/ but remains /-at-/ before /ā/, etc. These replacements go throughout the language. There are words in which consonants of this group are not replaced before /i/ and /e/, but there are very few of them. Any discussion of word formation must assume these changes to be normal. (Although not illustrated here, a double consonant of the above group is usually replaced by its regular replacement, doubled. Examples in Note 27.1.)

Following is a list of some of the nouns which have occurred so far, with common plurals. For many nouns more than one plural is listed. This is because more than one plural may be used for most Hausa nouns. The situation is basically different from English and Indo-Hittite languages generally. The so-called singular in Hausa is a generic term. Reference to a number of individuals (the 'plural') may be made by using any one of a large number of formatives (usually suffixes). Which is used depends on style (that is, which one the speaker prefers on that occasion) and on usage (that is, certain plural formations are preferred for certain words in any given dialect). The plurals given here are ones frequent in the standard language for that word. Plurals in parentheses are less common.

<u>Singular(s)</u>	<u>Plural(s)</u>
àkàwū	akāwunā, akāwùnā
àkwātī	akwātuna, akwātōcī
àlkalàmī	alikalumā, àlkàlàmāi
ànīnī	ànīnai
asìbitī	asìbitōcī
dā f. 'yā	'yā 'yā
darē	darārē, darōrī
dōkī	dawākī
gídā	gídājē
hūlā	hūlunā
ítācē	ítātuwā
iyālī	iyālai
jákādā	jákādū
kāfintā	kāfintōcī
kàsuwā	kāsuwōyī
kunnē	kunnuwā
kwānā	kwānàkī, kwānukā
kwas / kos	kwasōshī / kosōshī
lōkacī	lòkàtai, lōkutā
ma 'àikacī	ma 'àikatā
màcè woman	mātā
mágànī	mágungunā
makarantā	mákàràntū
mālām f. mālāmā	màlāmāi, mālumā

<i>makwàbcí</i>		<i>makwàbtā</i>
<i>māsínjá</i>		<i>māsínjōjī</i>
<i>màtā</i>	wife	<i>màtā, mātàyē</i>
<i>níyyà</i>		<i>níyyàyyakī (níyyōyī)</i>
<i>ōfís</i>		<i>ōfísōshī</i>
<i>rìgā</i>		<i>rìgunà (rìgunōnī)</i>
<i>sarkī</i>	f. sarauníyā	<i>sarākunà, sàràkai</i>
<i>tābà</i>		<i>tābōbī cigarettes, tobaccos</i>
<i>tàlàlmī</i>		<i>tākalma</i>
<i>uwā</i>		<i>uwàyē</i>
<i>watà</i>	month	<i>wàtànnī</i>
<i>yārò</i>		<i>yārà</i>

Note: Plurals in /-aɪ/ replaced this by /-a/ before /n/:  
*/iyàlan/* 'the families; the families of'. (This  
is a regular replacement, not restricted to plurals.)

#### Note 22.2 Noun: 'Adjective' type

Musa kai ne babban akawu yanzu?

Nají an dauki sababbin ma'aikata.

Ina so in sayı baña ne.

Me yasa ba zaka sayı shuduya ba?

Shın nawa ka sayı farın takalmin nan?

Several nouns discussed in Note 22.1 had forms for masculine singular, feminine singular and for plural. There is a group of such nouns which are referred to as 'adjectives', partly because of their meaning and partly because of their usage. (See note 5.2.)

These nouns may occur by themselves, meaning 'a black one, black ones', etc. with /n/ (or /r/) followed by another noun, or may follow the noun they refer to. When occurring with a noun they most frequently precede the noun and have /n/ or /r/:

babban akawu	big clerk ('big one of clerk')
bafar hula	black hat ('black one of hat')
farin dokī	white horse ('white one of robe')
farar rīga	white robe ('white one of robe')

[There are a number of different types of modifiers both in English and Hausa. 'Modifier' should not be confused with 'adjective'. Compare /gīdan māi kyaū/ 'nice house' where /māi kyaū/ may be called a modifier, but it is not an adjective.]

The 'adjectives' which have occurred so far are:

<u>Base</u>	<u>Masculine Singular</u>	<u>Feminine Singular</u>	<u>Plural</u>
baƙ-	baƙī	baƙā	baƙàkē
far-	fari	farā	faràrē
sāb-	sābō	sābuwā	sàbabbi
shūd-	shūdī	shūdiyā	shūdā,
			shūdāyē

An example of vowel variation in the base is seen by comparing the verb /yā tsūfā/, 'he became old' with the 'adjective':

tsōhō                    tsōfuwā                    tsōfaffī

Note the reduplications /-āC-/ , /-aCC-/ (C standing for the last consonant of the base to which it is suffixed), as well as /-ōC-/.

There are also nouns which have the same form whether referring to masculine or feminine but which pattern like 'adjectives' otherwise. The singular is followed by /n/ if the reference is to masculine gender, by /r/ if to feminine. Examples are:

babbā	pl. manyā
jā	pl. jāyāyē

It should be emphasized that all of the above forms are really nouns, meaning 'a black one', 'a new one', 'a big one', 'a red one', etc.

Note also the replacement of /n/ by /l/ in /jal launi/.

Note 22.3 /gāra/

Ba gara ka sayi mai bañin launi ba?

/gāra/ means 'it would be preferable, it would be a good idea for, [so-and-so] had better', etc. It is followed by the optative. Particles of approximately the same meaning are /gwàda/, /gwanda/, /gwàmma/.

#### GRAMMATICAL DRILL

##### GD 22.1 Noun: Plural

The following pairs (and other groups) of sentences are to be drilled with the instructor. After several drills, books are to be closed and the instructor will read the first sentence of each pair of group. The student whose turn it is to repeat the sentence given, then give the same sentence with a noun in the sentence changed to the plural.

Yaushe yacē`akāwun nàn zai tafī gidan sarkī?  
Yaushe yace akawunan nan zasu tafī gidan sarki?

Jan akwātin dà mātarsà ta sayā yā lālācē.  
Jajayen akwātunān da matarsa ta saya sun lalace.

Inā Shēhù ya ajiye àlkalamín Mūsá?  
Ina Shehu ya ajiye alkalaman Musa?

Idan ka bā` yārō ànīnī, zai sayi gyadā.  
Idan ka ba yaro aninai zai sayi gyada.

Mè akàn yì à asibitìn dabbōbī dà sāfē?  
Me akan yi a asibitōcīn dabbobi da safe?

Dānā yā fārā iya sanin yadda aké aikí.  
'Yātā ta fara iya sanin yadda ake aikí.  
'Yā'yānā sun fara iya sanin yadda ake aikí.

Ma 'aikatā sun sanī darē na kārēwā dà wuri.  
Ma 'aikata sun sanī dararē na karewa da wuri.

Àkwai dōkī mài kyaù à gidanmū.  
Akwai dawakī masu kyau a gidanmu.

Gidan dà suka sàyā, à kusa dà kàsuwā nè.  
Gidājen da suka saya a kusa da kasuwa ne.

Kacē`yà ajiye hūlātā a ofishin babbān àkawū.  
Kace ya ajiye hūlunānā a ofishin babban akawu.

Kadà yārà sù sārè itācen nàn yaù sai góbe.  
Kada yara su sare itātuwan nan yau sai gobe.

Iyālin wà na ganī jiyà dà sāfe à dājì?  
Iyālan wa na ganī jiya da safe a dajì?

In jakādān Amirkà nē, to bā` kōmai.  
In jakādun Amirkā ne, to ba komai.

Wànè irin aikí kāfintà yakàn yī?  
Wane irin aiki kāfintōcī sukan yi?

Zā' à sāmī irin rīgarkà à kāsuwā góbe?  
Za 'a samī irin rigarka a kāsuwōyī gobe?

Kacē` kunnen yārōnkà nā cīwō kō?  
Kace kunnuwan yaronka na ciwo ko?

Wàtakīlā zan kwānā ddaya à Amirkà.  
Watakilā zan kwānākī a Amirkā.

Anà kwas` à makarantā sabòdà yàrà sunjē hütū.  
 Ana kwasōshī a makaranta saboda yara sunje hutu.

Wànè lōkacī yakàn dāwō gídā dàgà kàsuwá?  
 Wadànnè lōkutà yakan dawo gida daga kasuwa?

Yàushè zā' à bā` ma' àikacī àlbāshī à watàn nán?  
 Yaushe za'a ba ma' àikàtā albashı a watan nan?

Mágànín dà ka sayā yā kārè nē dà wuri hákà?  
 Mágungunàn da ka saya sun kare ne da wuri haka?

Yàrà dà yawà sunà zuwà makarantā kullum.  
 Yara da yawa suna zuwa makáràntū kullum.

Kì nèmí iziní wajen málàmin makarantā tukun.  
 Ki nemí izini wajen málamar makaranta tukun.  
 Ki nemí izini wajen málumàn makaranta tukun.  
 Málàmai sun yi taro jiya a makaranta.

Másinjà bà yakàn zō aíki dà wuri ba kullum.  
 Másinjōjī ba sukan zo aiki da wuri ba kullum.

Kun san mātar maigidānā tā dāwō jíyà?  
 Kun san mātan maigidana sun dawo jiya?  
 Kun san mātāyen maigidana sun dawo jiya?

Wà bai yi niyyà ba game dà wannan áíki?  
 Wa bai yi niyyoyi ba game da wannan aiki?  
 Wa bai yi niyyayyakī ba game da wannan aiki?

Nā mānta wajen dà ɔfishinsù yaké.  
 Na manta wajen da ofisōshinsù suke.

Tā ajiye rìgar Bello à cíkin àkwàti.  
 Ta ajiye rìgunàn Bello a cíkin akwatı.  
 Ta ajiye rìgunōn Bello a cíkin akwati.

Sarkī zai zō tārō cikin watan jībi.  
 Sarauniyā zata zo taro cikin watan jībi.  
 Sàràkai zasu zo taro cikin watan jībi.  
 Sarākunā zasu zo taro cikin watan jībi.

Yārō yā kai masā tābā ūfis dà rāna.  
 Yaro ya kai masa tābōbī ofis da rana.

Yanā sō` yà sayā wà 'yarsà tākalmī.  
 Yana so ya saya wa 'yarsa takalmā.

Uwā bā zātā sō dāntā yà lālācē ba.  
 Uwāyē ba zasu so 'ya'yansu su lalace ba.

Yānzu watā nā kārēwā dà wuri.  
 Yanzu wātānnī na karewa da wuri.

Yārō nā ganī aka boyè àbincinsā.  
 Yārā na gani aka boye abincinsu.

#### GD 22.2 Noun: 'Adjective' type

	Nā gankā dà bañin <u>dōki</u> , a ìnā ka sayā?
àlkalāmī	Na ganka da bañin <u>alkalamī</u> a ìna ka saya?
wākē	Na ganka da bañin wake a ìna ka saya?
dabbā	Wā ka sayō wà wannan bañar <u>hūlār</u> ?
kwallō	Wa ka sayo wa wannan bañar <u>dabbar</u> ? Wa ka sayo wa wannan bañar kwallon?
rīgunā	Yanā son bañaken <u>tākalmā</u> , àmmā bāshī dà kudī.
akwātunā	Yana son bañaken <u>rīguna</u> , amma bashi da kudi. Yana son bañaken akwatuna amma bashi da kudi.
tākalmī	Wancàn farin <u>gīdan</u> na wānē nē? <span style="float: right;">whose</span>
dōki	Wancan farin <u>takalmin</u> , na wane ne? Wancan farin <u>dokin</u> , na wane ne?

	Ìnā ka ajiye farar <u>kèken</u> yārōn Shéhù?	bicycle
rīgā	Ina ka ajiye farar <u>rigar</u> yaron Shehu?	
hūlā	Ina ka ajiye farar hular yaron Shehu?	
gídājē	Ìdan fārāren <u>dawākīn</u> càn nāsà nē, lallai yanā dà kudī.	
akwātunā	Idan fararen <u>gidajen</u> can nasa ne, lallai yana da kudi.	
	Idan fararen akwatunan can nasa ne, lallai yana da kudi.	
ákawū	Sābon <u>ma'āikacín</u> nān yā iya aikī sōsai.	
dānsāndā	Sabon <u>akawun</u> nan ya iya aiki sosai.	
	Sabon dānsandan nan ya iya aiki sosai.	
hūlā	A inā ya sāmī sābuwar <u>mōtar</u> tāsā?	
kèkē	A inā ya samī sabuwar <u>hular</u> tasa?	
	A inā ya samī sabuwar <u>keken</u> tasa?	
mōtōcī	Tā gayā masā an kāwō sābabbin akwātunā.	
alkalumā	Ta gaya masa an kawo sababbin <u>motoci</u> .	
	Ta gaya masa an kawo sababbin alkaluma.	
àlkalamī	Yā cē` zai sayi shudin <u>takalmī</u> , in kā bāshi kudin.	
àkwātī	Ya ce zai sayi shudin <u>alkalamī</u> , in ka bashi kudin.	
	Ya ce zai sayi shudin akwati, in ka bashi kudin.	
rīgā	Lawāl bāi sāmī shudiyar <u>kèken</u> ba.	
mōtā	Lawal bai samī shudiyar <u>rigar</u> ba.	
	Lawal bai samī shudiyar motar ba.	
akwātunā	Kā san īndā ya ajiye shudayen <u>hūlúnān</u> ?	
rīgunā	Ka san īnda ya ajiye shudayen <u>akwātunān</u> ?	
	Ka san īnda ya ajiye shudayen rīgunān?	

GD 22.3 /gāra/

This exercise has two negative transforms, one of /gāra/ and the other of the following verb.

Gāra kījē kī gaídā uwarkī yau dà yamma.

Ba gara kije kí gáida uwarkí ba yau da yamma?  
 Gara kada kíje kí gáida uwarkí yau da yamma.

- (sū)            Gara suje su gáida uwarkí yau da yamma.  
                 Ba gara suje su gáida uwarkí ba yau da yamma?  
                 Gara kada suje su gáida uwarkí yau da yamma.
- (ítā)           Gara taje ta gáida uwarkí yau da yamma.  
                 Ba gara taje ta gáida uwarkí ba yau da yamma?  
                 Gara kada taje ta gáida uwarkí yau da yamma.

## GD 22.4 Variation Drill

- Bákà yi aíkín írín yaddà nake so` ba.  
 (ké)           Bakí yi aíkín írín yadda nake so ba.  
ábincí       Bakí yi ábincín írín yadda nake so ba.  
gyárá        Bakí yi gyaran írín yadda nake so ba.  
gödýyá       Bakí yi godýya írín yadda nake so ba.  
harbí         Bakí yi harbí írín yadda nake so ba.  
kómai        Bakí yi komai írín yadda nake so ba.

- yá fadí yaddà zá'á yi da wáken?  
 ábincí        Ya fadí yadda za'a yi da abincin?  
 kudí         Ya fadí yadda za'a yi da kudín?  
 sákkó        Ya fadí yadda za'a yi da sákon?  
 mágání       ya fadí yadda za'a yi da maganin?  
 kátákó       Ya fadí yadda za'a yi da katakón?  
 tàkálmí      Ya fadí yadda za'a yi da takalmin?

- Duk yárón dà zai zó, yázó dà ábincinsà.  
 jé            Duk yaron da zai je, yaje abincinsa.  
 rígá        Duk yaron da zai je, yaje da rigarsa.  
 mùtum`      Duk mutumín da zai je, yaje da rigarsa.  
 mutánné      Duk mutanen da zasu je, suje da rigarsu.  
 (wá)        Duk wanda zai je, yaje da rigarsa.

àkàwū Duk akawun da zai je, yaje da rigarsa.  
maìgídá Duk maigidan da zai je, yaje da rigarsa.

Àlkalàmín dà ya sayā, yā lalàcē jiyà.

gyàdá Gyadar da ya saya, ta lalace jiya.  
tákalmí Takalmin da ya saya, ya lalace jiya.  
mòtà Motar da ya saya, ta lalace jiya.  
máganí Maganin da ya saya, ya lalace jiya.

## UNIT 23

## BASIC SENTENCES

Audu

[Good evening!]

Barkà dà yammā.]

Bello

[Good evening!]

Barkà kàdai.]

A

bicycle (f with /-n/)

kèkē

Did you buy that bicycle for  
your son?

Kā sayā wà danka kèkén?

B

I haven't bought it for him  
yet.

Bàn sayā masà ba tukuna.

A

everyone, everybody

kōwwā /kōwā/

long since

tùni

Everyone [else] has bought  
[one] for his son long  
since.

Kōwwā ya sayā wà dansà tùni.

B

Has someone said that they  
should be bought for them?

Ancē' nē à sayā mäsù? /müsù/

A

Yes, so they'll get ('because  
of the going') to school on  
time.I, saboda zuwà makarantà  
cikin lōkaci.

## B

effort

kòkari

I'll try

nā`yi kòkari

Well, I'll try to buy [one].

Tō, nā`yi kòkari in sayā.

## A

I'll be on my way now. Have  
a good rest!

Zā` tāfi, à hūtā lāfīyā.

## B

All right, [I hope you] get  
there safely!

Tō, sauка lāfīyā.

## NOTES

Note 23.1 /nā`-/ , etc. forms

Tō, nā`yi kòkari in sayā.

This is an example of another 'future' form. This may be called the 'indefinite future': 'I may try to buy [one]', 'I'll try to buy one'. The full set of forms is:

nā` zō	mwā` zō / mā` zō
kā` zō	kwā` zō
kyā` zō	
yā` zō	swā` zō / sā` zō
tā` zō	ā` zō

The negative is with /bā... ba/: /bā nā`zō ba/, etc.

## Note 23.2 Pronoun Review

The accompanying table reviews the forms of the pronouns. The numbers to the left in the table refer to the examples.

1	nī	kai	kē	shī	itā	mū	kū	sū	
/	ni		ke	shi	ta	mu	ku	su	
2a	nī	ka	kī	shī	ta	mu	ku	su	
b	nī	ka	kī	shī	ta	mu	ku	su	a
/	nī	kā	kī	shī	tā	mū	kū	sū	
/	nī	kā	kī	shī	tā	mū	kū	sū	à
3	nī	kā	kī	sā	tā	nā	kū	sū	
4	-v	kā	kī	sā	tā	mū	kū	sū	
b	-wa	kā	kī	sā	tā	mū	kū	sū	
5	nī	kā	kī	yā	tā	mū	kū	sū	à
6				l				su	
7	n̄	kā	kī	i	tā	mū	kū	sū	à
8	in̄	kā	kī	yā	tā	mū	kū	sū	à
9	l	ka	kī	ya	ta	mu	ku	su	a
10	na	ka	kī	ya	ta	mu	ku	su	a
11	na	ka	kīkā	ya	ta	mukā	kukā	sukā	aka
12	nā	kā	kīn	yā	tā	mun	kun	sun	an
13	nā`	kā`	kyā`	yā`	tā`	mwā`	kwā`	swā`	ā`
14	nā`	kā`	kyā`	yā`	tā`	mwā`	kwā`	swā`	à`
15				s / -				sā	

- 1 Independent Pronoun (Note 5.1.1)
- / Alternate forms of the Independent Pronouns, short, with final glottal stop (/n̊/, /k̊/, etc.) (Note 5.1.1)
- 2a High tone suffixes to the verb (Notes 6.1., 6.3)
  - b After /zā`-/ 'go' (Note 15.1) and /bā`-/ (Note 18.1.2)
  - / Alternate low tone suffixes to the verb (Notes 6.1, 6.3)
  - /\* Alternate low tone forms after /zā`-/ and /bā`-/ (Notes 15.1 and 18.1.2)
- 3 After /ma-/ 'to' (/m̊-/ before /-ni/, alternate /mu-/ before /-kù/, /-sù/, Note 5.1.2)
- 4a After /n/, /r/. First person /-nā/ (for /-na/ plus -V), /-tā/ (for /-ta/ plus -V) (Note 5.2)
- b After /nā-/ , /tā-/ forming 'mine, yours' etc. (Note 14.1.1)
- 5 After /bā-/ (negative progressive, Note 17.1) See alternate 14.
- 6 After /mā-/ , /m̊ā-/ 'one who has' (Note 19.2)
- 7 After /bā-/ (negative, Note 7.1), /za-/ /zā-/ (future, Note 8.1), /n/ and /i/ also alternate forms after /ba-/ (negative progressive, Note 17.1); /n/ also after /ma-/.
- 8 Optative prefix (Note 10.1)
- 9 Before /nā/ (Note 15.2)
- 10 Before /kē/ (relative, Note 20.1) and /kān/ (habitual, Note 21.1)
- 11 Relative perfective prefix (Note 19.1)
- 12 Perfective prefix (Note 4.1)
- 13 Indefinite future prefix (Note 23.1)
- / Alternate forms
- 14 After /bā-/ (negative progressive, Note 16.1). See alternates in 5)
- 15 After /marā/ 'one who does not have' (Note 19.2)

Examples:

1	See chart	
2a	yā māntāní	yā māntāmu
	yā māntāka	yā māntāku
	yā māntākī	
	yā māntāshi	yā māntāsu
	yā māntāta	
b	zāní	zāmū
	zākā	zāku
	zākī	
	zāshī	zāsu
	zāta	zā'a
	bāní dà shī	bāmū dà shī
	bākā dà shī	bāku dà shī
	bākī dà shī	
	bāshī dà shī	bāsu dà shī
	bāta dà shī	bā'a da shī
/	yā bāní	yā bāmū
	yā bākā	yā bāku
	yā bākī	
	yā bāshī	yā bāsu
	yā bāta	
/•	Low tone alternates of 2b	

3	mìnì / mìnì	manà / mamù
	maka`	maku` / mukù
	maki` / mikì	
	masà	masù / musù
	matà	
4	ruwānā / ruwāna	ruwanmù
	ruwanka`	ruwankù
	ruwanki`	
	ruwansa`	ruwansù
	ruwantà`	
	hùlātā / hùlāta	hùlarmù
	hùlarkà	hùlarkù
	hùlarki`	
	hùlarsa`	hùlarsù
	hùlartà`	
b	nàwa	nāmu`
	nāka`	nāku`
	nāki`	
	nāsa`	nāsu`
	nātà`	
	tàwa	tāmu`
	tāka`	tāku`
	tāki`	
	tāsa`	tāsu`
	tātà`	
5	bāni` tāshì	bāmu` tāshì
	bāka` tāshì	bāku` tāshì
	bāki` tāshì	
	bāya` tāshì	bāsu` tāshì
	bātà` tāshì	bā' à tāshì

6	màì kyaù	màsu kyaù
7	bàn gàjì ba	bàmù gàjì ba
	bàkà gàjì ba	bàkù gàjì ba
	bàkì gàjì ba	
	bàì gàjì ba	bàsù gàjì ba
	bàtà gàjì ba	bà'à gàjì ba
	zàn gàjì	zāmù gàjì
	zākà gàjì	zākù gàjì
	zākì gàjì	
	zai gàjì	zāsù gàjì
	zātà gàjì	zā'à gàjì
8	ìn sayā	mù sayā
	kà sayā	
	kì sayā	ku sayā
	yà sayā	sù sayā
	tà sayā	à sayā
9	inà jirà	munà jirà
	kanà jirà	kunà jirà
	kìnà jirà	
	yanà jirà	sunà jirà
	tanà jirà	anà jirà
	inà dà shī	munà dà shī
	kanà dà shī	kunà dà shī
	kìnà dà shī	

	yanā̄ dà shī	sunā̄ dà shī
	tanā̄ dà shī	anā̄ dà shī
10	nakē̄ jīrā̄	mukē̄ jīrā̄
	kakē̄ jīrā̄	kukē̄ jīrā̄
	kikē̄ jīrā̄	
	yakē̄ jīrā̄	sukē̄ jīrā̄
	takē jīrā̄	akē jīrā̄
	nakā̄n jīrā̄	mukā̄n jīrā̄
	kakā̄n jīrā̄	kukā̄n jīrā̄
	kikā̄n jīrā̄	
	yakā̄n jīrā̄	sukā̄n jīrā̄
	takā̄n jīrā̄	akā̄n jīrā̄
11	na gā̄jī	mukā̄ gā̄jī
	ka gā̄jī	kukā̄ gā̄jī
	kikā̄ gā̄jī	
	ya gā̄jī	sukā̄ gā̄jī
	ta gā̄jī	akā̄ gā̄jī
12	nā̄ gā̄jī	mun gā̄jī
	kā̄ gā̄jī	kun gā̄jī
	kīn gā̄jī	
	yā̄ gā̄jī	sun gā̄jī
	tā̄ gā̄jī	an gā̄jī
13	nā̄` gā̄jī	mwā̄` gā̄jī / mā̄` gā̄jī
	kā̄` gā̄jī	kwā̄` gā̄jī

	kyā` gājì	
	yā` gājì	swā` gājì / sā` gājì
	tā` gājì	ā` gājì
14	bānā` tāshī	bāmwā` tāshī
	bākā` tāshī	bākwā` tāshī
	bākyā` tāshī	
	bāyā` tāshī	bāswā` tāshī
	bātā` tāshī	bā'ā` tāshī
15	marās kyaù	marāsā kyaù
	/marā` kyaù	

Note the negatives:

- 7a. ba zan` gājì ba
- 8. kadà ìn sàyā
- 10. bá nakàn jírā ba
- 12. bá nā` gājì ba

#### GRAMMATICAL DRILL

##### GD 23.1 Indefinite future

The following drills have the transform pattern:

Future (with /zā-/)

Negative Future

Indefinite Future

Negative Indefinite Future

Zākà aikà dà baƙar  
rigarkà wajensà.

Ba zaka aika da baƙar rigarka  
wajensa ba.

	Kā` aikā dà baƙar rìgarkà wajensa.	Ba ka aika da baƙar rìgarka wajensa ba.
(kē)	Zaki aika da baƙar rìgarkì wajensa.	Ba zakì aika da baƙar rìgarkì wajensa ba.
	<u>Kya</u> aika da baƙar rìgarkì wajensa.	Ba kya aika da baƙar rìgarkì wajensa ba.
(shī)	Zai aika da baƙar rìgarsé wajensa.	Ba zai aika da baƙar rìgarsa wajensa ba.
	Ya aika da baƙar rìgarsa wajensa.	Ba ya aika da baƙar rìgarsa wajensa ba.
	Nājì zā'ā iya gyārà shūd̄iyar mōtàn nan.	Najì ba za'a iya gyara shud̄iyar motan nan ba.
	Nājì a` iya <u>gyārà</u> shūd̄iyar mōtàn nan.	Najì ba a iya gyara shud̄iyar motan nan ba.
sayē	Najì za'a iya sayen shud̄iyar motan nan.	Najì ba za'a iya sayen shud̄iyar motan nan ba.
	Najì a iya <u>sayen</u> shud̄iyar motan nan.	Najì ba a iya sayen shud̄iyar motan nan ba.
boye	Najì za'a iya boye shud̄iyar motan nan.	Najì ba za'a iya <u>boye</u> shud̄iyar motan nan ba.
	Najì a iya boye shud̄iyar motan nan.	Najì ba a iya boye shud̄iyar motan nan ba.
	Wataƙila zan sō ganinsà anjumā.	Wataƙila ba zan so ganinsa ba anjuma.
	Wataƙila nā` sō ganinsà anjumā.	Wataƙila ba na so ganinsa ba anjuma.

(itā)	Watakila zan so <u>ganinta</u> anjuma	Watakila ba zan so ganinta ba anjuma.
	Watakila na so ganinta anjuma.	Watakila ba na so ganinta ba anjuma.
mātātā	Watakila zan so ganin matata anjuma.	Watakila ba zan so ganin matata ba anjuma.
	Watakila na so ganin <u>matata</u> anjuma.	Watakila ba na so ganin matata ba anjuma.
dānā	Watakila zan so ganin dāna anjuma.	Watakila ba zan so ganin dāna ba anjuma.
	Watakila na so ganin dāna anjuma.	Watakila ba na so ganin dāna ba anjuma.
	Zātā iya karban rīgunā māsu launi ja.	Ba zata iya karban rīguna masu launi ja ba.
	Tā' iya karban <u>rīgunā</u> māsu launi ja.	Ba ta iya karban rīguna masu launi ja ba.
'yankunne	Zata iya karban 'yankunne masu launi ja.	Ba zata iya karban 'yankunne masu launi ja ba.
	Ta iya karban 'yankunne masu launi ja.	Ba ta iya karban 'yankunne masu launi ja ba.
tākalma	Zata iya karban takalma masu launi ja.	Ba zata iya karban takalma masu launi ja ba.
	Ta iya <u>karban</u> takalma masu launi ja.	Ba ta iya karban takalma masu launi ja ba.
bāni	Zata iya bani takalma masu launi ja.	Ba zata iya bani takalma masu launi ja ba.
	Ta iya bani takalma masu launi ja.	Ba ta iya bani takalma masu launi ja ba.

	Zākì sāmì farin tākalmī à kāsuwā kì sayā.	Ba zaki sami farin takalmi a kasuwa ki saya ba.
	Kyā` sāmì farin tākalmī à <u>kāsuwa</u> kì sayā.	Ba kya sami farin takalmi a kasuwa ki saya ba.
kō'īnā	Zaki sami farin takalmi a ko'ina ki saya.	Ba zaki sami farin takalmi a ko'ina ki saya ba.
	Kya sami farin takalmi a ko'ina ki saya.	Ba kya sami farin takalmi a ko'ina ki saya ba.
	Idan tākalman nā dà kyaù zai sayā watakila.	Idan takalman na da kyau ba zai saya ba watakilala.
	Idan <u>takalman</u> nā dà kyaù yā` sayā watakila.	Idan takalman na da kyau ba ya saya ba watakilala.
gídā	Idan gidan na da kyau zai saya watakilala.	Idan gidan na da kyau ba zai `saya ba watakilala.
	Idan gidan na da kyau ya saya watakilala.	Idan gidan na da kyau ba ya saya ba watakilala.
	Irin aikìn dà kayı, inà zatō zásù bākà kudí.	Irin aikìn da kayı, ina zato ba zasu baka kudi ba.
	Irin aikìn dà kayı, inà <u>zatō swā`</u> bākà kudí.	Irin aikìn da kayı ina zato ba swa baka kudi ba.
(itā)	Irin aikìn da kayı, ina zato zata baka kudi.	Irin aikìn da kayı, ina zato ba zata baka kudi ba.
	Irin aikìn da kayı, ina zato <u>ta</u> baka kudi.	Irin aikìn da kayı, ina zato ba ta baka kudi ba.
(shī)	Irin aikìn da kayı, ina zato zai baka kudi.	Irin aikìn da kayı, ina zato ba zai baka kudi ba.
	Irin aikìn da kayı, ina zato ya baka kudi.	Irin aikìn da kayı, ina zato ba ya baka kudi ba.

	ìdan ka bar shì haka, zai lālācē dà wuri.	Idan ka bar shì haka, ba zai lalace da wuri ba.
	ìdan ka bar <u>shì</u> haka, yā lālācē dà wuri.	Idan ka bar shì haka, ba ya lalace da wuri ba.
tākalmā	Idan ka bar takalma haka, zasu lalace da wuri.	Idan ka bar takalma haka, ba zasu lalace da wuri ba.
	Idan ka bar <u>takalma</u> haka, swa lalace da wuri.	Idan ka bar takalma haka, ba swa lalace da wuri ba.
rīgar̄	Idan ka bar rīgar haka, zata lalace da wuri.	Idan ka bar rīgar haka, ba zata lalace da wuri ba.
	Idan ka bar <u>rīgar</u> haka, ta lalace da wuri.	Idan ka bar rīgar haka, ba ta lalace da wuri ba.
abīncin̄	Idan ka bar abīncin haka, zai lalace da wuri.	Idan ka bar abīncin haka, ba zai lalace da wuri ba.
	Idan ka bar abīncin haka, ya lalace da wuri.	Idan ka bar abīncin haka, ba ya lalace da wuri ba.

The following drill has only the future with an indefinite future transform.

	Zākù iya <u>sārè</u> itācen nàn, ìdan lōkacī bà zai kure ba.	Kwā` iya sārè itācen nàn, ìdan lōkacī bà zai kure ba.
kāwō	Zaku iya <u>kawo</u> itacen nan, ìdan lokaci ba zai kure ba.	Kwa iya kawo itacen nan, ìdan lokaci ba zai kure ba.
daukē	Zaku iya dauke <u>itacen nan</u> , ìdan lokaci ba zai kure ba.	Kwa iya dauke itacen nan, ìdan lokaci ba zai kure ba.

gyàdar	Zaku iya dauke <u>gyadar</u> , idan lokaci ba zai kure ba.	Kwa iya dauke gyadar, idan lokaci ba zai kure ba.
kàtakò	Zaku iya dauke <u>katakòn</u> , idan lokaci ba zai kure ba.	Kwa iya dauke katakon, idan lokaci ba zai kure ba.
sàkò	Zaku iya dauke sañon, idan lokaci ba zai kure ba.	Kwa iya dauke sañon, idan lokaci ba zai kure ba.

## Random Substitution Drill

	Bà <u>kyā`</u> sā` jājāyen tākalman <u>kì</u> ba in zāmu wajen tārō?
(kū)	Ba <u>kwa</u> sa ja jayen takalmank <u>u</u> ba in zamu wajen taro?
(tā)	Ba <u>ta</u> sa ja jayen takalmant <u>a</u> ba in zamu wajen taro?
(kai)	Ba <u>ka</u> sa ja jayen takalmank <u>a</u> ba in zamu wajen taro?
(mū)	Ba mwa sa ja jayen takalmanmu ba in zamu wajen taro?
hūlunā	Ba mwa sa ja jayen hulunanmu ba in zamu wajen taro?
rīgunā	Ba mwa sa ja jayen rīgunanmu ba in zamu wajen <u>taro</u> ?
kallō	Ba mwa sa ja jayen rīgunanmu ba in zamu wajen <u>kallo</u> ?
aikī	Ba mwa sa ja jayen rīgunanmu ba in zamu wajen <u>aikī</u> ?
kwallō	Ba mwa sa ja jayen rīgunanmu ba in zamu wajen <u>kwallo</u> ?
(shī)	Ba mwa sa ja jayen rīgunanmu ba in zamu wajensa?

	Tùní na dāwō, sabòdà zàton yā` cē` à bāní <u>kudí</u> dà wuri.
àbincí	Túní na dawo, saboda zaton ya ce a bani <u>abincí</u> da wuri.
sàkòn	Túní na dawo, saboda zaton ya ce a bani <u>sakòn</u> da wuri.
mōtar̄	Túní na dawo, saboda zaton ya ce a bani <u>motar</u> da wuri.
māgānín	Túní na dawo, saboda zaton ya ce a bani <u>maganin</u> da wuri.
àkwàtin	Túní na dawo, saboda zaton ya ce a bani <u>akwatìn</u> da wuri.

- àlbāshīnā Tuni na dawo, saboda zaton ya ce a bani albashina  
da wuri.
- tākalmān Tuni na dawo, saboda zaton ya ce a bani takalman da  
wuri.

Mwā` yi kōkari mu gyārā anjumā idan akwai lōkacī.

- kōyō Mwa yi kōkari mu koyo anjuma idan akwai lokaci.
- tafi Mwa yi kōkari mu tafi anjuma idan akwai lokaci.
- saya Mwa yi kōkari mu saya anjuma idan akwai lokaci.
- kārbā Mwa yi kōkari mu karbā anjuma idan akwai lokaci.
- kai Mwa yi kōkari mu kai anjuma idan akwai lokaci.
- jirā Mwa yi kōkari mu jira anjuma idan akwai lokaci.
- fārā Mwa yi kōkari mu fara anjuma idan akwai lokaci.
- ajiyē Mwa yi kōkari mu ajiyē anjuma idan akwai lokaci.

## UNIT 24

## BASIC SENTENCES

A

[Hello there ('resting').      sànnu dà hütawā.]

B

[Hello.                        yawwa sànnu.]

A

half	rabi
------	------

Is it 1:30 ('one and a half')?

B

twelve	shā`bìyu
--------	----------

quarter	kwatā
---------	-------

No, it's 12:15 ('twelve and a quarter').

A

six	shidā
-----	-------

Tell me when it's 6:00.      Ídan karfè shidā tāyī, kà gayà mìnì.

B

oh (I'm sorry!)	ai
-----------------	----

he left	yā bari
---------	---------

before	kàfin
--------	-------

Oh, I'll be leaving here before 3:00.

A

What time will you be back?

Wànè lōkàcī zākà dāwō?

B

eight

takwàs

Perhaps at 7:45 ('eight  
without a quarter').

Wàtákìlà kàrfé takwàs bā' kwatà.

A

[Oh? All right.

Tō? Shikēnan.]

B

[See you later.

Sai anjumā.]

## NOTES

Note 24.1 Numerals

Note 24.1.1 Cardinal Numerals

Bayan kamar wata biyu.

Ina zato da kàrfé biyar.

Wa jen mutum bakwai.

Hausa numerals follow the noun to which they refer. The noun is in the singular, as in the above examples. The simple numerals (those indicated by a single word), up to 1000, are:

daya	1	shidà	6	àshirin	20	sàbà'in	70
biyu	2	bakwai	7	tàlatin	30	tàmànìn	80
ukù	3	takwàs	8	àrbà'in	40	càsà'in	90
hudū	4	tara'	9	hàmsin	50	dàrī	100
biyar	5	gòmà	10	sittin	60	dubū	1000

( Other numerals are combinations. Some examples are:

(gōmà) shā`daya	11	(gōmà) shā`shídà	16	àshírin dà bìyu	22
(gōmà) shā`bìyu	12	(gōmà) shā`bakwài	17	àshírin dà ukù	23
(gōmà) shā`ukù	13	(gōmà) shā`takwàs	18	tálàtin dà dāya	31
(gōmà) shā`hudū	14	(gōmà) shā`tarà	19	tálàtin dà bìyu	32
(gōmà) shā`biyar	15	àshírin dà dāya	21	càsà'in dà biyar	95

The use of /gōmà/ is optional. Either /shā`daya/ or /gōmà shā`daya/ may be used. Combinations such as 21, 22, 41, 42, 54, 65, etc. are all formed as above. Some other combinations are:

dari bìyu	200	dubū dà dāya	1001
dari ukù	300	dubū dāya dà dari dāya	1100

Note 24.1.2 Numerals in compounds: /-dai/

Ní da Sani ne kadaí.

Kai kadaí zakazo?

Numerals form part of some compounds. The /-dai/ of /kadaí/ is a form of /dāya/ 'one'.

Note 24.1.3 Numerals and Other Quantity Words with /na/ and /ta/

Numerical compounds with /na/ or /ta/ (prefixes though written separately; see Note 14.1) are equivalent to English ordinal numerals.

na dāya	ta dāya	first
na bìyu	ta bìyu	second
na shā`bìyu	ta shā`bìyu	twelfth
na àshírin	ta àshírin	twentieth
na dari	ta dari	hundredth

The use of /gōmà/ is optional:

na gōmà shā`biyu / na shā`biyu ta gōmà shā`biyu / ta shā`biyu

/na/ and /ta/ are also used with other quantity words:

na nawa` ta nawa` the how many-th; in what (numerical) place?

#### Note 24.2 Telling Time

##### Note 24.2.1 Time by the Hour

Karfe daya da rabi tayı?

Yanzu sha biyu da kwata.

Watakila karfe takwas ba kwata.

The quarter hour is referred to as /kwatā/, X:15 being /X dà kwatā/ that is, 'X and a quarter'. A quarter of the hour (X:45) may be /X bā`kwatā/ 'X without, or lacking, a quarter' or /X saurā kwatā/ 'X, remainder a quarter' that is, with a quarter to go. The half hour is /rabi/ 'half'. Time by the minute otherwise uses the numerals (X dà \_\_\_\_\_)

The reaching of an hour is expressed with the verb /yì/, as in the first sentence. /yì/ is also used of spending time.

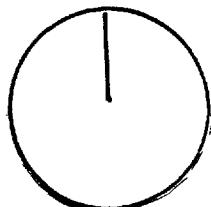
##### Note 24.2.2 Time of Day

Barka da rana.

Barka da yamma.

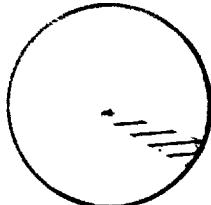
Barka da dare.

The terms above, translated in the units as 'day' (sometimes 'afternoon'), 'evening', 'night', do not equate exactly with English concepts. The following list gives some terms for times of day and night, with rough English equivalents. The usage is more determined by the position of the sun than by clock time. An effort is made to give some idea of the correlation by showing (very approximate) time span on a clock face (to the left) and the rising and setting sun to the right.



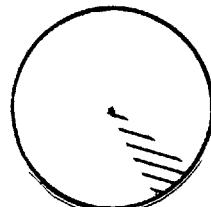
tsakaddarē

midnight



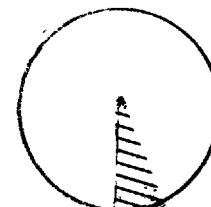
àsùbāhin farkō

first cockcrow



sùbāhi  
/ àsùbāhi  
/ àsùbā

early morning  
before dawn

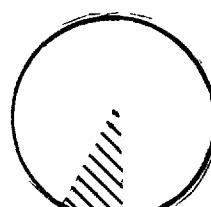
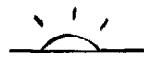


àlfijir

first light of  
the sun

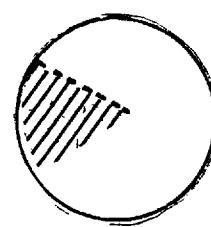
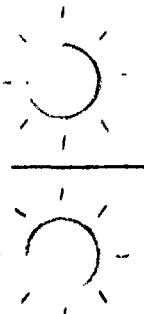
sassāfe

dawn



sāfiyā

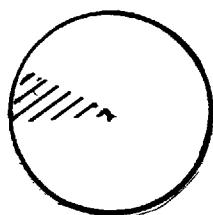
sun-up, morning



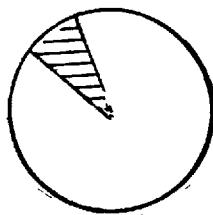
hantsī

sun well up

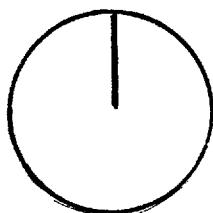




walahā

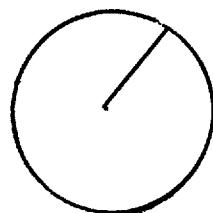
time of supplementary  
prayer \_\_\_\_\_

laluri

optional later time  
for supplementary  
prayer \_\_\_\_\_

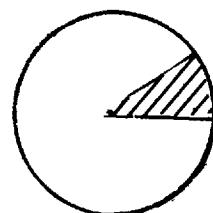
tsakar rānā

mid-day, noon \_\_\_\_\_



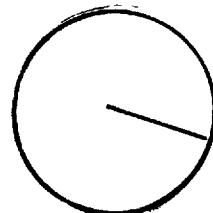
goshin azahar

about 1:30 P.M. \_\_\_\_\_

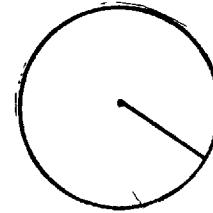


azahar

about 2:00 to 3:00 P.M. \_\_\_\_\_

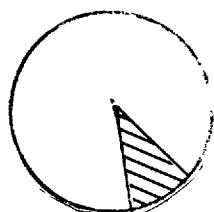
goshin la'asariyā  
/ goshin la'asar

about 3:30 P.M. \_\_\_\_\_



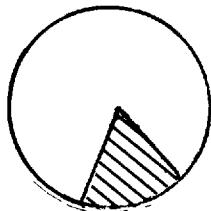
la'asariyā

begins about  
4:00 \_\_\_\_\_



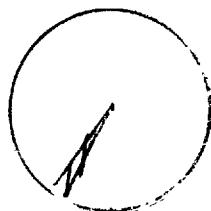
yammā

lā'asāriyā sākāliyā about 4:30-5:30  
P.M. sun still  
bright and clear \_\_\_\_\_  
but not hot



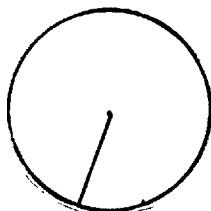
lā'asāriyā lis

dusk, sun visible \_\_\_\_\_  
but red



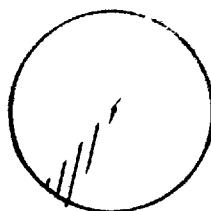
gōshin māgarība

twilight; sun  
invisible \_\_\_\_\_



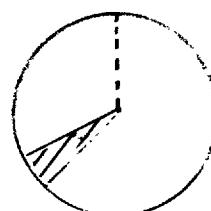
māgarība

sunset, dark \_\_\_\_\_



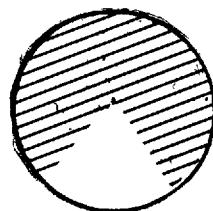
bāyan māgarība

just after  
sunset, early  
darkness of night



isshā'i

time of last  
prayer of the  
day (until  
about midnight)



darē

night \_\_\_\_\_



Note: When referring to the time /sāfiyā/ (sunrise and a couple of hours afterwards) one uses /dà sāfe/ 'at the /sāfiyā/ time', that is 'in the early morning'.

An examples of greetings correlated with the time of day, those with /barkā/ are:

Barkā dà àsùbā`.	may be used from very early morning until /sāfiyā/ (dà sāfe/).
Barkā dà rānā.	may be used from /hāntsī/ to about 2:00 P.M.
Barkā dà yammā.	may be used from about 2:00 P.M. until dark.
Barkā dà darē.	may be used through the night.

#### Note 24.2.3 Other Terms for Time

##### General terms

dàkikā / sakān	second	mākō / sātī	week
mintī	minute	watā	month; moon
sā'ā / awā	hour	shēkarā	year
kwānā	(spending of a) night; a day	kwānan watā	date
rānā	sun; day	hūtū	holiday, vacation, leave
yinī	(spending of a) day		

- - - - -

jīyà	yesterday	gātā	two days after tomorrow
yau	today	cittā	three days after tomorrow
gōbe	tomorrow	wanshēkare /wàshègārī	the following day day
jībi	the day after tomorrow		

- - - - -

shēkaran jīyà	the day before yesterday	wannàn watàn	this month
mākòn jīyà	last week	watàn jīyà	last month
mākòn gōbe /mākò mài zuwà	next week	watàn gōbe /watà mài zuwà	next month
mākòn jībi	the week after next	watàn jībi	the month after next
mākòn gātā	the week after the week after after next	watàn gātā	three months hence

- - - - -

Seasons

bazarā	hot season	kàkā	harvest
dàminā /dàmanā /dàmunā	rainy season	hùnturū (lòkacín dārī)	harmattan

Days of the Week

lahàdî	Sunday	àlhamîs	Thursday
litinî` /litinîn`	Monday	jûma'â / jumma'â	Friday
tàlâtâ	Tuesday	àsabâr /àsabât /àsabaci /àsibici	Saturday
lârâbâ / lârbâ Wednesday			

Months

There are two sets of month names in use. The more common is the English, while the Islamic names are used by the religiously more conservative. The two sets do not correspond to each other.

Western (English) month names:

Jànàirù	Àpirìl	Yûlî / Jûlai	Òktôbâ
Fàbrairù	Mâyù	Àgustâ	Nuwambâ
Mâris	Jun	Sàtumbâ	Dizambâ

There are many minor variations in the pronunciation of these.

Islamic months:

Àlmùharrâm	Râbi' ilâhîr	Râjab	Shâwwal
Safâr	Jîmâdâlawwâl	Shâ'âban	Zùlkî' idâ
Râbi' ilawwâl	Jîmâdâlâhîr	Râmâlan	Zulhajji`

Islamic Festivals

Sallār Cikà cikì	New Year's festival of the 9/10 of Muharram
Sallār Tākutahā	Festival of Prophet's birthday or name-day
Sallār Azūmī	Festival on breaking fast of Ramadan
Sallār Layyā	Festival held on the tenth of Zulhajjī

/sallā/ means both 'performance of one of the five daily prayers' and '(Islamic) festival': /yanā sallā/ 'he's performing his devotions'. /Sallār Layyā/ is also known as /babbar sallā/. The five times of prayer are /azahār/, /lā'asār/, /magāribā/, /isshā'ī/, /sūbāhī/.

## GRAMMATICAL DRILL

## GD 24.1.1 Time

itācē	Yārā sun kai <u>kudī</u> gidan Shēhū jiyā.
gyādā	Yara sun kai <u>itace</u> gidan Shehu jiya.
yau	Yara sun kai gyada gidan Shehu <u>jiya</u> .
shēkaran jiyā	Yara sun kai gyada gidan Shehu <u>shekaran jiya</u> .
mākōn jiyā	Yara sun kai gyada gidan Shehu <u>makon jiya</u> .
watān jiyā	Yara sun kai gyada gidan Shehu <u>watan jiya</u> .
wanshēkare	Yara sun kai gyada gidan Shehu <u>wanshekare</u> .
lōkacī	Idan akwai <u>dāmā</u> , kazo da wuri yau.
sūkūnī	Idan akwai <u>lokaci</u> , kazo da wuri yau.
cittā	Idan akwai sukuni, kazo da wuri <u>citta</u> .
gōbe	Idan akwai sukuni, kazo da wuri <u>gobe</u> .
jībi	Idan akwai sukuni, kazo da wuri <u>jībi</u> .
gātā	Idan akwai sukuni, kazo da wuri <u>gata</u> .
wāshēgārī	Idan akwai sukuni, kazo da wuri <u>washegari</u> .

rānā	Kullum dà <u>sāfe</u> yakan cí abincí.
māgāribā	Kullum da <u>rana</u> yakan cí abincí.
lā'asāriyā	Kullum da <u>magariba</u> yakan cí abincí.
dare	Kullum da <u>la'asariya</u> yakan cí abincí.
gōshīn azahār	Kullum da <u>dare</u> yakan cí abincí.
hantsī	Kullum da <u>goshin azahar</u> yakan cí abincí.
yamma	Kullum da <u>hantsi</u> yakan cí abincí.
	Kullum da <u>yamma</u> yakan cí abincí.
biyar dà rabi	Jiya dà karfe <u>biyar</u> dà kwatà na tāshī aikī.
tara dà minti huđū	Jiya da karfe <u>biyar da rabi</u> na tashī aikī.
biyar dà dákīkā daya	Jiya da karfe <u>tara da minti huđū</u> na tashī aikī.
shida	Jiya da karfe <u>biyar da dákīkā daya</u> na tashī aikī.
dawō	Jiya da karfe shida na <u>tashī</u> aikī.
wata	<u>Kwānā</u> nawa matarka tayı a gídansu?
sā'a	<u>Wata</u> nawa matarka tayı a gídansu?
mako	<u>Sa'a</u> nawa matarka tayı a gídansu?
shēkarā	<u>Mako</u> nawa matarka tayı a gídansu?
shidā	Shekara <u>nawa</u> matarka tayı a gídansu?
gōma shā' bakwai	Shekara <u>shida</u> matarka tayı a gídansu?
talātīn	Shekara <u>goma sha bakwai</u> matarka tayı a gídansu?
ashirin dà ukù	Shekara <u>talatin</u> matarka tayı a gídansu?
	Shekara ashirin da ukù matarka tayı a gídansu?
tafi	Watakila zai <u>dawō</u> ranar asabar dà yamma.
sauka	Watakila zai <u>tafi</u> ranar asabar da yamma.
litinin dà hantsī	Watakila zai sauka ranar <u>asabar</u> da yamma.
jumma'a dà lā'asāriyā	Watakila zai sauka ranar <u>litinin da hantsi</u> .
lārāba dà tsakaddare	Watakila zai sauka ranar <u>jumma'a da la'asariya</u> .
	Watakila zai sauka ranar <u>laraba da tsakaddare</u> .

àlhàmìs dà màgàrìba	Watakila zai sauка ranar <u>alhamis</u> da <u>magariba</u> .
tàlâtà dà rāna	Watakila zai sauка ranar talata da <u>rana</u> .
wuri	Watakila zai sauка ranar talata da <u>wuri</u> .
sùbâhi	Watakila zai sauка ranar talata da <u>subahi</u> .
ısshā	Watakila zai sauка ranar talata da <u>ıssha</u> .

mákō	À cıkın wànè <u>watà</u> zā'ा yi Sallàr Tākutahá?
Azumi	A cıkın wane mako za'a yi Sallar <u>Takutaha</u> ?
Cika ciki	A cıkın wane mako za'a yi Sallar <u>Azumi</u> ?
Layyā	A cıkın wane mako za'a yi Sallar <u>Layya</u> ?
hùnturù	A cıkın wane mako za'a yi <u>hunturu</u> ?
aikin	A cıkın wane mako za'a yi aikin?

sallàr azahar	Lökacın yin <u>abinci</u> ya kusa, sâbôdà haka mu tafî.
	Lokacin yin <u>sallar azahar</u> ya kusa, saboda haka mu tafî.

kwallō	Lokacin yin <u>kwallo</u> ya kusa, saboda haka mu tafî.
aiki	Lokacin yin <u>aiki</u> ya kusa, saboda haka mu tafî.
kallō	Lokacin yin <u>kallo</u> ya kusa, saboda haka mu tafî.
gyārā	Lokacin yin <u>gyara</u> ya kusa, saboda haka mu tafî.
fārā	Lokacin <u>fara</u> gyara ya kusa, saboda haka mu tafî.
kare	Lokacin <u>kare</u> gyara ya kusa, saboda haka mu tafî.

kallon kwallō	Wà ya san sa'adda ake fara <u>sallar subahi</u> ?
cìn abinci	Wa ya san sa'adda ake fara <u>kallon kwallo</u> ?
gyāran akwātunā	Wa ya san sa'adda ake fara <u>cin abinci</u> ?
gídâjē	Wa ya san sa'adda ake fara gyaran <u>akwatuna</u> ?
tākalmâ	Wa ya san sa'adda ake fara gyaran <u>gidaje</u> ?
bude ofisoshī	Wa ya san sa'adda ake fara bude <u>ofisoshı</u> ?
makarantū	Wa ya san sa'adda ake fara bude <u>makarantu</u> ?
asibitoci	Wa ya san sa'adda ake fara bude <u>asibitoci</u> ?

	Watafilla akwai hutu cikin watan <u>citta</u> .
gobe	Watafilla akwai hutu cikin watan gobe.
jibi	Watafilla akwai hutu cikin watan <u>jibi</u> .
makò	Watafilla akwai hutu cikin makon <u>jibi</u> .
nan	Watafilla akwai hutu cikin makon <u>nan</u> .
gata	Watafilla akwai <u>hutu</u> cikin makon gata.
aiki	Watafilla <u>akwai</u> aiki cikin makon gata.
ba`	Watafilla ba aiki cikin makon gata.

GD 24.1.2 /na/ and /ta/ plus numerals and quantity words.

#### Question and Answer Drill

Na nawà kacé` Shéhù ya sayó?	Náce` ya sayó na sulè gómà shá`biyu.
Na nawà kaké zátó ta káwó?	Na pam biyar dà sulè tarà.
Ídan ya káwó na sulè ukù,	Òho, na dai cé` ya káwó na sulè.
yáyá zákà yí?	
Na kwáná nawà ya káwó jíya?	Yá káwó na kwáná àshirin.

GD 24.1.3 Time

Read the following times in Hausa

9:00	12:15	3:35	6:45
10:05	1:20	4:40	7:50
11:08	2:30	5:44	8:58

GD 24.2 Variation Drill

	Kówwá yasa` ruwá a <u>kunnuwánsà</u> , ruwansa.
rígunánsà	Kowwa yasa ruwa a <u>rígunansa</u> , ruwansa.
mágunguná	Kowwa yasa ruwa a <u>magunguna</u> , ruwansa.
tábóbí	Kowwa yasa ruwa a <u>tabobí</u> , ruwansa.
tákalmá	Kowwa yasa ruwa a <u>takalma</u> , ruwansa.
ábincí	Kowwa yasa ruwa a <u>abincí</u> , ruwansa.
ákwatí	Kowwa yasa ruwa a <u>akwatí</u> , ruwansa.
húluná	Kowwa yasa <u>huluna</u> a akwatí, ruwansa.
ánínai	Kowwa yasa <u>anínai</u> a akwatí, ruwansa.
alkálumá	Kowwa yasa alkáluma a akwatí, ruwansa.

## UNIT 25

## BASIC SENTENCES

A

Sa'ídu!

Sá'ídu.

Sa'ídu

Yes, sir?

Nà'ám?

A

water jug

būtā

he poured

yā zubā

he poured (with reference  
to here)

yā zubō

Take this jug and get some  
water ('pour [and bring]  
hither').

Dáukí būtān nañ kà zubo ruwā.

S

heat

zāfi

Cold or hot?

Na sanyí, kō na zāfi?

A

whichever it is

kōwānnē

he received, got

yā sāmu

Whichever is available ('one  
gets').

Kōwānnē aka sāmu.

S

All right.

Tō'.

A

(attention catching  
expression), have it!

úngeo

there, over there

can

he bought (and brought here)

yā sayō

sugar

sukārī

Here! Go over there to  
 [that] house and buy  
 ([and bring] hither)  
 some sugar.

Ùngó! Tàfi can` gidan` ka sayo sukarí.

All right.

Tō:

A

shirt	taguwā
pl.	taguwōyī
on	kan`
chair, stool	kujērā
pl.	kujērū / kujērōri

Where is the shirt that I put here on the chair?  
 I put here on the chair?

S

room	dāki
pl.	dākunā
Bala took it to that room over there.	Balā yā kai dākin can`.

#### NOTES

Note 25.1 /nan/ - /can/

Dauki butan nan ka zubo ruwa.

Tafi can gidan ka sayo sukarí.

Ina taguwar da na ajiye nan kan kujera?

Bala ya kai dakin can.

Both /nan/ and /can/ occur with different tone patterns. The basic meaning of /nan/ is that it refers to [something in] the immediate vicinity; that of /can/ that it refers to [something at] a distance. (See also Note 7.3.)

With low tone these occur after /n/ as 'this', 'that': /gídán nà̄n/ 'this house', /gídán càn/ 'that house'.

With high-low tone (/nà̄n/ - /càn/) they are used for 'here (in sight)' and 'there (in sight)', as well as 'this', 'that'.

With high tone (/nan/, /can/) there are used for 'here (out of sight)' and 'there (out of sight)'.

For combinations with /wan-/ see Note 26.1.

Feminine nouns often have /n/ before /nan/ and /can/: /bùtàn nà̄n/, /bùtàn càn/ but /bùtà̄n/.

#### Note 25.2 Verb: Suffix /-ō/

Dauki butan nan ka zubo ruwa.

Tafí can gídán ka sayo sukari.

/zubō/ means 'pour [and bring back] hither'. /sayō/ means 'buy [and bring back] hither'. The suffix /-ō/ (with high tones on the verb) indicates that the action includes something hitherward, something done in the direction of the speaker. A number of other examples have occurred:

kai	carry	kāwō	bring
jē	go	zō	come
		dāwō	return
tafí	go	tahō	come

The following list gives further illustrations of verbs in /-ō/ compared to other verb forms. The verbs in /-ō/ generally have the same basic meaning as the other verb but with the added sense of 'in this direction, with reference to here'. Only occasional meanings are given for the /-ō/ verbs.

aikā	send out	aikō	send here
daukā	take	daukō	bring
dūbā	look at	dūbō	
fadā	tell	fadō	
fārā	begin	fārō	
fitā	go out	fitō	come in
gani	see	ganō	
gudu	run	gudō	run here
gyārā	repair	gyārō	
hārbā	shoot, kick, throw	harbō	
kārbā	receive	karbō	
kōmā	go back	kōmō	come back
lālātā	spoil	lālātō	
māntā	forget	mantō	
nēmā	look for	nēmō	
sā`	put, place, wear	sanyō	
sāmā	get	sāmō	
sārē	cut down	sārō	
sāukā	arrive (somewhere else)	saukō	arrive here
shīryā	arrange, prepare	shiryō	
tāmbāyā	ask	tambayō	
tāshi	get up	tāsō	
yī	do, make	yīwō	

See the sentences in GD 25.1.1 for illustrations of usage.  
The imperative of verbs in /-ō/ has low-high (low-low-high) tone pattern.

## GRAMMATICAL DRILL

GD 25.1 Verb: Suffix /-ō/

GD 25.1.1 Suffix /-ō/, Paired Sentences - Learning Drill

The following sentences illustrate the contrast between verbs in /-ō/ and others with different suffixes. The first sentence uses the other verb, the second the verb in /-ō/. The verb is given to the left for easy reference. (These sentences may be used as the basis for other drills, such as substitution, question and answer, etc. Note: the translations relating to this drill are of the sentences containing the verbs in /-ō/.)

aikā Shēhù yā aikā wà mātātā dà kuđi jiyà.

aikō Yàushè yacē` zai aikō dà rīgarì tāwá?

daukā Ìdan kai ka daukā bà zai cē` kōmai ba.

daukō Wà ya dauko àbincin dàgà gídāná?

farā Nā fara` sanin yaddà zan` yi rùbutū. *writing*

farō Zan` farō dàgà can, àmmā sai nā hūtā.

fita Yārā sun fita dà wuri yaù dà sāfe.

fitō Halimà ta fitō dà àkwàtìn nan jiyà.

gaidā Mātar Mūsā tā gaidà uwātā.

gaidō Inà zatō yā jē yā gaidō Shēhù nē.

ganī À inā ka ganī ya ajiye rīgarì?

ganō Tā ganō indà akè sayaddà wākē. *sell*

gyārā Lallai kà gyārā mìnì mōtātā dà wuri.

gyārō Nā gyārō àlkalamìn nañ tuni.

hàrbá	Wà zai hàrbí dōkì in bà kai bá?	
harbó	Mammàn yā harbó tsuntsú dà rāna.	<i>bird</i>
màntā	Kē kíkà màntā dà kuđí à nán?	
mantō	Òho! bàñ cē` kà manto nākà à gídā ba.	
némá	Sú suka némá, sun kùwá ganí.	<i>indeed</i>
nemō	Àshē bàñ cē` kà némō mìnì hùlātā bá?	<i>well!</i>
sàyá	Mùtum` nawà suka sawá à wajénsà?	
sayō	Jiyà tā sayō tākalmañ māsu kyaù.	
sàmá	Ìdan yāyì kòkarí zai sàmá à sauķí.	
sámō	Mun samō abūbuwà dà yawà dàgà can.	<i>things</i>
sàuka	Mè ya sàuka à kan dùtsèn nán?	<i>rock</i>
saukō	Nā gayà makà uwarsà tācē` kà saukō dàgà itācen.	
shíryà	Ìdan ka shíryàsu, kà barṣù à can.	
shíryō	Zan shíryō rīgunàn à cikin àkwàtì.	
tàfi	Dà wànè lōkàcī zākì tàfi aikì gòbé?	
tahō	Nā tahō dà kuđí, kada kà dàmu.	
dūbá	Másinjá yā dūbá à indà ka ajìyé?	<i>where</i>
dūbō	Bàri in dūbō, kō yanà gídā.	
fadá	Yí hákurí, zātà fadá makà anjumà.	<i>patience</i>
fadō	Ìdan kuka jē kuka fadō sàkon zan bākù kuđí.	

gudu	Wà ya gudu dàgà makarantā cíkínkù?	
gudō	'Yar Àsàbè tā gudō gídā dà rāna.	
kàrbā	Wàtakílà zásù kàrbā dà yāwà gòbe.	
karbō	Dà sanìn wà ka karbō wadànnán?	
sārè	Yārà sun sārè ıtàcen dà kè cíkín gídānā.	
sārō	An sārō ıtàcen dà nacé <sup>~</sup> , kō kùwá?	<i>or not</i>
tàmbàyā	Kàje kà tàmbàyā kō àkwai sauran àbincí.	
tambayō	Mūsā yā tambayō lābārin 'yarṣà wajentà.	
tāshì	Yau zāmù tāshì aikì dà wuri.	
tāsō	Duk lōkàcín dà ya tāsō dàgà wàsā zai zō.	<i>playing</i>
lālātā	Ma 'àikàtā sun lālāta rīgunànsù dà mai.	<i>grease</i>
lālātō	Wà ya lālātō man kékénā cíkínkù?	
kōmà	Inà zàtō zañ kōmà aikì anjumà.	
kōmō	Sā 'àddà yā kōmō bāñi dà kōmai.	
zubà	Nā mantā nā zuba ruwā à tākàlmīnā.	
zubō	Sàidù nē yā zubō wākē à cíkín móta.	

## GD 25.1.2 Verbs in /-ō/ - Substitution Drills

	<u>Yaushe</u> ka sayo butan can?
inā	<u>Ina</u> ka sayo butan can?
kai	<u>Kai</u> ka sayo butan can?
yau	Yau ka <u>sayo</u> butan can?

daukō	Yau ka <u>dauko</u> butan can?
sāmō	Yau ka <u>samo</u> butan can?
gyārō	Yau ka gyaro butan <u>can</u> ?
tākā	yau ka gyaro butar <u>taka</u> ?
nan	Yau ka gyaro butan nan?

	Idan na tunā nā` zubo <u>ruwā</u> à būtar.
gyādā	Idan na tuna na zubo gyada a <u>butar</u> .
mōtar	Idan na tuna na zubo <u>gyada</u> a motar.
kātākō	Idan na tuna na zubo <u>katako</u> a motar.
itācē	Idan na tuna na zubo <u>itace</u> a motar.
kāyan	Idan na tuna na zubo kayan a <u>motar</u> . <span style="float: right;"><i>the load</i></span>
akwātī	Idan na tuna na zubo <u>kayan</u> a akwati.
rīgunān	Idan na tuna na zubo <u>rīgunan</u> a akwati.
alkalumān	Idan na tuna na zubo <u>alkaluman</u> a akwati.
nāsā	Idan na tuna na zubo <u>nasa</u> a akwati.
kōmē	Idan na tuna na zubo kome a akwati.

## GD 25.2 Variation Drill

	Yau <u>rānaṛ</u> nā` da zāfi kwarai.
ruwā	Yau <u>ruwan</u> na da zafi kwarai.
abincī	Yau abincin na da zafi <u>kwarai</u> .
kāfan	Yau abincin na da zafi <u>kāfan</u> . <span style="float: right;"><i>a little</i></span>
sōsai	Yau abincin na da zafi sosai.

	Ùndo kà <u>kai</u> masà à can.
sayō	Ungo ka <u>sayo</u> masa a can.
ajiyē	Ungo ka <u>ajiyé</u> masa a can.
gyārō	Ungo ka gyaro masa a <u>can</u> .
kàsuwā	Ungo ka gyaro masa a <u>kasuwa</u> .
gidānā	Ungo ka gyaro masa a <u>gidana</u> .
hankalī	Ungo ka gyaro masa a <u>hankali</u> .
ma'aikatarku	Ungo ka gyaro masa a ma'aikatarku.

	Àkwai sukàrī à <u>kàsuwā?</u>
gidansa	<u>Akwai</u> sukari a gidansa?
kàrbō	<u>Karbo</u> sukari a gidansa.
sàyō	<u>Sayo</u> sukari a gidansa.
dàukō	<u>Dauko</u> sukari a <u>gidansa</u> .
mòtàtā	<u>Dauko</u> sukari a <u>motata</u> .
can	<u>Dauko</u> sukari a <u>can</u> .
cíkī	<u>Dauko</u> sukari a cíkī.

	Zan <u>sayo</u> taguwár gòbe in Allah yásō.
báshi	Zan <u>bashí</u> taguwar gobe in Allah yaso.
karbō	Zan <u>karbo</u> taguwar gobe in Allah yaso.
bóyè	Zan <u>boye</u> taguwar gobe in Allah yaso. <span style="float: right;">hide</span>
wankō	Zan <u>wanko</u> taguwar gobe in Allah yaso. <span style="float: right;">wash</span>
gyārō	Zan <u>gyaro</u> taguwar gobe in Allah yaso.
sanyō	Zan <u>sanyo</u> taguwar gobe in Allah yaso.
bíyā	Zan <u>bíya</u> taguwar gobe in Allah yaso. <span style="float: right;">pay for</span>

	Wànè kāfinta ya <u>yīwo</u> kujérán nan?
gyārō	Wane <u>kafinta</u> ya gyaro kujeran nan?
mutum	Wane mutum ya <u>gyaro</u> kujeran nan?
daukō	Wane mutum ya dauko kujeran <u>nan?</u>
tāwa	Wane mutum ya dauko kujerar <u>tawa?</u>
jīya	Wane mutum ya dauko kujeran <u>jīya?</u>
can	Wane mutum ya dauko kujeran <u>can?</u>
karfē	Wane mutum ya dauko kujeran <u>karfe?</u>

## UNIT 26

## BASIC SENTENCES

Bello

[How's the work going, Ali?

Sànnu dà aìkì Ali?]

Ali

[Fine, thanks.

Yàwwā sànnu kadaì.]

B

Who was given my robe to put  
away?

Wà aka bá rigatá yà ajiyé?

A

I don't know.

Bàn sanì ba.

B

he planted

yā shūkā

farm

gōnā

pl.

gōnákī / gōnakai  
/ gōnōnīWhat are you going to plant  
on this farm?

Mè zākà shūkà à wannan gōnár?

A

onion(s)

àlbasà

Onions and beans.

Àlbasà dà wākē.

B

he sold (thing: /dà/)

yā sayar

clock, watch

`agōgō

pl.

`agōgai / agōgōyī  
/ agōgunà

Who shall I sell this watch to?

Wà zan sayar wà dà `agōgón nàn?

A

What are you going to do with  
the money?

Mé zākà yì dà kudìn?

For more information, call 1-800-222-1222.

Inā sō̄ in sàyi tàkàlmī nè.

A

So? There's nothing to be said against that.

Tō`? Ba` laifī.

## NOTES

#### Note 26.1 Compounds of /wa/ and /me/

<b>wa</b>	<b>who?</b>	<b>me</b>	<b>what</b>
<b>kowwa</b>	<b>everyone</b>	<b>komai</b>	<b>everything</b>
<b>wannan</b>	<b>this</b>	<b>kowanne</b>	<b>whichever it is</b>

Both /wa/ and /me/ are used in many compounds and constructions. Some of the common compounds are:

m.	f.	pl.	meaning
wani	wata	wadansu / wasu	some
wànè	wàcé	wàdànnè	what - ?, which - ?
kōwwànè	kōwàcé	kōwwàdànnè	whatever, whoever
wànnè	wàccé	wàdànnè	which one?
wanda`	wacce`	wadànda`	who
wānè	wance`		someone

wàñē (nè)	wàcē (cè)	(sū) wàñē (nè)	who (is it)? who (are they)?
wannàn		wadànnan	this, these
wannan			that (referred to)
wancàn	waccàn	wadàncan	that, those
mènē (nè)			what (is it)?
kōmē / kōmai			everything, (not) anything
kōmènē (nè)			whatever (it is)

Note the use of /kō/ as a generalizing prefix: /wàñè/ 'what?' /kōwàñè/ 'whatever' (the double ww of the spelling is simply convention), /wannē/ 'which one' /kōwannē/ 'whichever one it is', /mè/ 'what' /kōmē/ 'everything' that is, 'what-ever', /mènē nè/ 'what is it?' /kōmènē nè/ 'whatever it is'.

Of the above forms /wàñè/ and /kōwàñè/ are used as modifiers. Of the others those with /-nè/ as part of the compound are used only independently. /wanda/ is used before a verb. The other /wa/ forms may be used both as modifiers and independently. For example /wanı mutum yāzō/ or /wanı yāzō/.

Note 26.1.1 /wà...wà/

Wa aka ba rígata ya ajiye?

Wa zan sayar wa da agogon nan?

Two different constructions are illustrated here. The verb /bā/, as explained in Note 18.3, may be followed by two objects, quite as in English: /yā bāní rígā/ 'he gave me a robe'. Here /ní/ indicates the recipient and /riga/ the object given. One may also say, as in English /wà ya bā rígā/ 'who is the one he gave a robe [to]?', that is 'to whom did he give a robe?'

The second example uses the verb /sayar/ which is followed by /wà/ or /ma-/ plus the recipient and (usually) /da/ plus the object

sold: /yā sayar mīnī dà rīgā/ 'he sold me a robe' /yā sayar wà Shēhū dà rīgā/ 'he sold Sheju a robe'. When /wà/ is used, it is placed before the verb and /wà/ 'to' follows (see Note 6.2.2): /wà ya sayar wà dà rīgā/ 'who is the one he sold a robe to?'.

Another example is:

Wà kacē` Shēhū yā aikā wà dà kudin dà na bākā jiyā.	To whom did you say Shehu sent the money I gave you yesterday.
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Without /dà/ after /aikā/:

Wà kacē` Shēhū yā aikā wà kudin dà na bākā jiyā?	
--------------------------------------------------	--

#### Note 26.2 Verbs: Suffix /-ar/

Wa zan sayar wa da agogon nan?

The suffix /-ar/ is used with a great many verbs. It has the meaning 'cause to do the action indicated' or the like. There is a variant /-as/ used by some speakers. Another form of the suffix is /-ad/, making a long /d/ with that of /dà/: /sayadda/.

Compare the following list, giving 'causative' forms of some verbs which have occurred:

fitā	go out	fitar (dà)	fitadda	take out
gayā	tell	gayar (dà)	gayadda	greet
harbā	kick	harbas (dà)	harbadda	kick off
sauka	arrive	saukar (dà)	saukadda	set down (off something), put up (someone who arrives)
shā	drink	shayar (dà)	shayadda	give to drink, water (an animal)

tabbatā	be sure	tabbatar̄ (dà)	tabbataddā	assure
warkē	get well	warkar̄ (dà)	warkaddā	make well
zaunā	be seated	zaunar̄ (dà)	zaunaddā	seat; make (some- one) waste (his) time
zubā	pour in	zubar̄ (dà)	zubaddā	pour out

These verbs may be used with no noun following or may have /wa/ (/ma-/ ) and /da/, as in the example given. This example has /wa/ referring back to /wā/. With a noun or pronoun the sentence would be:

Zan sayar wa Shehu da agogon nan.

Zan sayar masa da agogon nan.

It is also possible to have /wa/ (/ma-/ ) plus a direct object:

Zan sayar masa agogon nan.

Zan sayar masa agogon nan.

An example without /dà/ following or a direct object is:

Yā tabbatar̄ manā cēwā zāmū	He assured us saying we sāmū kudī.
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Without /wa/ (/ma-/ ) the verb is regularly used with /dà/ if a noun or pronoun follows:

Zan sayar da agogon nan.

These illustrate only some of the constructions in which these verbs are used.

In addition to the suffix /-ar̄/ (-as/, -ad/), there is also the use of the verb root before /dà/ as in /saidā/ 'sell' (for /sayda/ from /say-/ of /saya/, /gaidā/ 'greet' (for /gayda/ from /gay-/ of /gayā/)). The construction here may have the suffix /dà/ on the verb and another /dà/ before the noun:

Nā saidà masà dà hūlātā.	I sold him my hat.
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## GRAMMATICAL DRILL

GD 26.1 /wà/

	Wà zai tafì <u>Ingila</u> cikinkù?
kàsuwā	Wa zai tafì <u>kasuwa</u> cikinku?
makarantā	Wa zai tafì <u>makaranta</u> cikinku?
can	Wa zai <u>tafi</u> can cikinku?
zaunā	Wa zai <u>zauna</u> can cikinku?
kwānā	Wa zai <u>kwana</u> can cikinku?
yinī	Wa zai yinī can <u>cikinku</u> ?
gōbe	Wa zai yinī can <u>gobe</u> ?
yau	Wa zai yinī can yau?

	Wà ya <u>dàukì</u> rìgā mài jan launì?
ajiyē	Wa ya <u>ajiyé</u> rìga mài jan launì?
wankè	Wa ya <u>wanke</u> rìga mài jan launì?
sayō	Wa ya <u>sayo</u> rìga mài jan launì?
(barì)	Wa ya <u>bar</u> rìga mài jan launì?
sacē	Wa ya <u>sace</u> rìga mài jan launì?
(ganī)	Wa ya ga <u>rìga</u> mài jan launì?
àkwàtì	Wa ya ga <u>akwati</u> mài jan launì?
àgōgō	Wa ya ga <u>agogo</u> mài jan launì?
hùlā	Wa ya ga <u>hula</u> mài jan launì?

wash

	Wà na ganī à gídankà <u>jìyà</u> dà sâfē?
yau	Wa <u>na</u> ganī a gídankà yau da safe?
(ítā)	Wa ta ganī a <u>gídankà</u> yau da safe?
kàsuwā	Wa ta ganī a <u>kasuwa</u> yau da safe?
ōfishinka	Wa ta <u>ganī</u> a ofishinka yau da safe?
kírá	Wa ta <u>kíra</u> a ofishinka yau da safe?
àíkā	Wa ta <u>áika</u> a ofishinka yau da safe?
hárba	Wa ta <u>harba</u> a ofishinka yau da safe?
gáidà	Wa ta gáida a ofishinka yau da safe?
tàmbaya	Wa ta tambaya a ofishinka yau da safe?

àbincı	Wà ka sayo wa <u>tāba</u> da kudiná?
gyadá	Wa ka sayo wa <u>abinci</u> da kudina?
wannan	Wa ka sayo wa <u>gyada</u> da kudina?
àlbasà	Wa ka sayo wa <u>wannan</u> da kudina?
àgogó	Wa ka sayo wa <u>albasa</u> da kudina?
	Wa ka sayo wa agogo da kudina?

sayar	Wà ka <u>kai</u> wà rīgar da Mūsā ya bá ka?
daukō	Wa ka <u>sayar</u> wa rīgar da Musa ya ba ka?
tàkalmī	Wa ka <u>dauko</u> wa <u>rīgar</u> da Musa ya ba ka?
ajiyē	Wa ka <u>dauko</u> wa takalmin da Musa ya <u>ajiyē</u> ?
gyārà	Wa ka <u>dauko</u> wa takalmin da Musa ya <u>gyara</u> ?
wanké	Wa ka <u>dauko</u> wa takalmin da Musa ya <u>wanke</u> ?
sātō	Wa ka <u>dauko</u> wa takalmin da Musa ya sato?

aikí	Wà zan yi wà <u>aikí</u> in na tafí?
gòdiyā	Wa zan yi wà godiya in na <u>tafi</u> ?
sauka	Wa zan yi wà godiya in na <u>sauka</u> ?
dāwō	Wa zan yi wà godiya in na <u>dawo</u> ?
karbā	Wa zan yi wà godiya in na <u>karba</u> ?
sāmu	Wa zan yi wà godiya in na samu?

kwānā	Gidan wà Mūsā ya <u>tafi</u> , ya gayà mákà?
sayā	Gidan wa Musa ya <u>kwana</u> , ya gaya maka?
mōtā	<u>Gidan</u> wa Musa ya <u>saya</u> , ya gaya maka?
rīgā	Motar wa Musa ya <u>saya</u> , ya gaya maka?
	Rigar wa Musa ya <u>saya</u> , ya gaya maka?

àkwatí	Tākalman wà na ganı à cıkın <u>akwatina</u> ?
ofis	Takalman wa na ganı a cıkın <u>ofishina</u> ?
gídā	Takalman wa na ganı a cıkın <u>gidana</u> ?

*talk*

	Wà dà wà akà kai wà <u>kudín</u> ?
àbincí	Wa da wa aka <u>kai</u> wa abincí?
sayō	Wa da wa <u>aka</u> sayo wa abincí?
(sū)	Wa da wa suka sayo wa abincí?

GD 26.2 Compounds with /wà/

GD 26.2.1 Learning Drill

wànē nè	Wànē nè yazō nēman Shēhù jíyà?
wàcē cè	Wàcē cè ta kíra yārā cíkinkù?
sū wànē nè	Sū wànē nè suka bātā gídán nàn? <span style="float: right;">spoiled</span>
wānè	Kàcē` dà wānè yà bākà kudín.
wance	Tafī gídán wance kà karbo rìgar.
wanda	Wanda ya àikéka kàsuwā yā fítá.
wacce	Wacce tazō jíyà, ita cè uwár Bello.
wadànda	Tā kírá wadànda suka kāwo dōkin.
wannan	Wannan dōkī dà karfī yakè.
wadànnan	Wannan mātar bātā dà lāfiyà.
wancàn	Inà zàtō wancàn nē ñfishin jakādàn Amirkà.
waccàn	Waccàn cē kàsuwar gárin? Tanà dà girmā. <span style="float: right;">the city largeness</span>
wadàncàn	Ídan ka kírá wadàncàn mutànén, kà bāsù àbincí.
wànè	Wànè lókací zákà dāwō dágà áíkì?
wàcē	Wàcē rānā zā'á yí tāró?
wadànné	Wadànné abūbuwà ka ajiyē à gídásà? <span style="float: right;">things</span>
wànnē	Wànnē nè nákà cíkín wadànnan hūlúnàn?
waccē	Waccē cè tafī kyaù, mātar Mūsā ko ta Shēhù? <span style="float: right;">exceed</span>
wadànné	Wadànné nè kíkà ajiyē à àkwàtì?

kōwwàne	Kōwwàne mütüm yā san àbindà yakè yī`.	<i>thing which</i>
kōwwàce	Kōwwàce rìgā ka kai masà bā` laifi.	
kōwwàdànnè	Kōwwàdànnè ırin tākalmà zanà sayā in na sāmù.	
wanı	Nājı wanı yarò yāzō nēmankà dà rāna.	
wata	Sarkī yāsā` an kāmà wata mātā yaù dà sāfe.	
wadansu	Yāga wadansu sunà sārè itācē à dājì.	

## GD 26.2.2 Substitution Drill

	Wànè <u>mütüm</u> yazō dàgà Ámirka?	
lōkacī	Wane <u>lokaci</u> yazo daga Amirka?	
yārò	Wane yaro yazo daga Amirka?	
	Wàcè <u>shèkarà</u> ya zama sarkí?	<i>became</i>
rānā	Wace rana ya zama sarki?	
	Wàdànnè <u>alkalumàn</u> nē nákà?	
àkwàtì (pl.)	Wadanne <u>akwatan</u> ne naka?	
māgànī (pl.)	Wadanne magungunan ne naka?	
	Wannan <u>wāken</u> dà ka sayō jiyà nē?	
tākalmī	Wannan <u>takalmin</u> da ka sayo jiya ne?	
kātakō	Wannan katakon da ka sayo jiya ne?	
	Wañnan <u>hùlar</u> Mūsā cè.	
màtā	Wannan <u>matar</u> Musa ce.	
gyàdā	Wannan gyadar Musa ce.	
	Wadannan <u>'yā 'yan</u> sarkī nè, àmmā bān tabbatā ba.	
iyālì (pl)	Wadannan <u>iyalan</u> sarki ne, amma ban tabbata ba.	
mafkwàbcī (pl)	Wadannan mafkwabtan sarki ne, amma ban tabbata ba.	
	Kōwwàne <u>aikì</u> aka koyà mìnì, zanà iya.	
wàsā	Kowwane <u>wasa</u> aka koya mìnì, zan iya.	<i>game</i>
àbù	Kowwane abu aka koya mìnì, zan iya.	<i>thing</i>

màce	Kōwwacè <u>dabbā</u> tā san màigidantā.
yārinya	Kowwace <u>mace</u> ta san maigidanta.
dabbā (pl)	Kowwadanne <u>dabbobi</u> ka gani ka basu abincin.
ma'aikacī (pl)	Kowwadanne ma'aikata ka gani ka basu abincin.
dansandā	Idan wani <u>málamī</u> yāzō kacē` ya bāka sākon.
ákawū	Idan wani <u>dansanda</u> yazo kace ya baka sakon.
mōtā	Nāga wata <u>rīgā</u> mai kyau a kāsuwā jīya.
hūlā	Naga wata <u>mota</u> mai kyau a kasuwa jīya.
gida (pl)	Kyā` iya sāmūn wadansu <u>tākalmān</u> watakīla.
dōkī (pl)	Kya iya samun wadansu <u>gidajen</u> watakīla.

## GD 26.3 /me/ - Learning Drill

mēnē nē	Mēnē nē ka bōyē à cikin àkwātīn nān?
kōmēnē nē	Kōmēnē nē ka bāni bānā sō`.
kōmē	Kōmē ya sāmēkā ruwankā.

## Substitution Drill

(itā)	Me <u>aka</u> cē` zā'a kai kāsuwa anjumā?
(sū)	Me suka ce za'a kai kāsuwa anjuma?
(nī)	Me suka ce <u>zan</u> kai kāsuwa anjuma?
(kē)	Me suka ce zaki kai <u>kasuwa</u> anjuma?
ōfis	Me suka ce zaki kai <u>ofis</u> anjuma?
asibiti	Me suka ce zaki kai <u>asibiti</u> anjuma?
makarantā	Me suka ce zaki kai <u>makaranta</u> anjuma?

gídā	Me suka ce zakí kai gída <u>anjuma?</u>
jíbí	Me suka ce zakí kai gída <u>jíbí?</u>
bádí	Me suka ce zakí kai gída <u>bádí?</u>
	Mè yá'rā suka yí uwarsù ta kí básu àbíncí?
ríguna	Me yara suka yí uwarsu ta kí basu <u>ríguna?</u>
ruwá	Me yara suka yí uwarsu ta kí basu <u>ruwa?</u>
gyádá	Me yara suka yí uwarsu ta kí basu <u>gyáda?</u>
kudí	Me yara suka yí uwarsu ta kí basu <u>kudí?</u>
kwalló	Me yara suka yí uwarsu ta kí basu <u>kwalló?</u>
	Mè zákà yí dà wadánnan <u>ítátúwàn?</u>
dabbá (pl)	Me zaka yí da wadannan <u>dabbobín?</u>
àkwáti (pl)	Me zaka yí da wadannan <u>akwatunán?</u>
dókí (pl)	Me zaka yí da wadannan <u>dawakín?</u>
mágáni (pl)	Me zaka yí da wadannan <u>magungunan?</u>
àlkalámí (pl)	Me zaka yí da wadannan <u>alkaluman?</u>
húlá (pl)	Me zaka yí da wadannan <u>hulunan?</u>

## GD 26.4 /nán/, /cán/

nán	Wàtákílà idan ka báshi rígan nán zai sō.	(this)
nán	Wà yazō nán jiyà dà rāná, kā gánshe?	(here)
	Kā kai masá sañón nán, kō tükúná?	(reference)
can	Lallai yá'rón can báshi dà hankálí sòsai.	(that)
can	Hàlímà tā ajiye àkwáti à can gídansà.	(there)

## UNIT 27

## BASIC SENTENCES

Shu'aibu

as of now

wàrhakà

Mala Bala? Hello there  
 ( 'now' )!

Bala

Hello, Mala Shuaibu. How  
 [are you]?

S

advice

shāwarà

they consulted each other,  
 discussed

I've come to have a talk with  
 you ('that we may make a  
 discussion')

B

About what?

Gàme dà mè fá?

S

healthy

làfiyyayé

I saw a healthy [looking]  
 horse that Sidi had ('at  
 Sidi's').

B

if you have in mind  
 buying [it]

in sàyé zákà yí

bought (one)

sàyayyé

If you were thinking of  
 buying it, that horse  
 is already bought!

## S

fixed (one) gyàrarre

f. gyàrarryá

There's a reconditioned car;  
should I buy that ('her')? Àkwai wata gyàrarryar mòtà, ko 1ta  
zàn sayá?

## B

one that has lasted a  
long time dàdaddé

f. dàdaddiyá

What [good] will that old  
car do you? Mè wanñan dàdaddiyar mòtar zatà yi  
mákà?

## S

certainly lallé / lallai

he hid (something) yá bóyé

You're right! I'd better  
keep ('hide') my money. Lallai! Gára in bóyé kudiná.

## B

it exceeds yáfi

it's better ('it exceeds  
in goodness') yáfi kyaù

usefulness ànfàni / àmfàni/

it was useful yáyi ànfàni

forward, front side gaba

in the future ('here  
in front') nan gaba

That will be better. It  
('they') may be useful  
to you later. Zai fi kyaù, sá yi makà ànfàni  
nan gaba.

## NOTES

Note 27.1 Noun: Adjective Type in /-ACC-ē/

Naga wani lafiyayyen dokī ne wajen Sidi.

Wannan dokin sayayye ne tuni.

Akwai wata gyararriyar mota.

Wannan dadaddiyar motar.

Compare:

		<u>Stem</u>		
lāfiyā	health	lafiy-	lāfiyayyē	healthy
sayā	buy	say-	sayayyē	bought
gyārā	fix	gyar-	gyārarrīyā	fixed up (f.)
dadē	last	dad-	dādaddiyā	one that has lasted (f)

The forms to the right have an ending which repeats and doubles the last consonant of the stem. This may be represented by /-ACC-/ (C = consonant). This extension (or reduplication) is followed by an ending indicating masculine, feminine or plural. Masculine and feminine examples are given above, the extension and endings being /-ACCē/ for masculine and /-ACCiyā/ for feminine. There is also /-ACCā/ for feminine. With these endings the tone is always low on the stem and high on the extension and ending (see examples above). The plural is /-ACCū/, the tone being low on the stem and extension, high on the /-ū/. Another possible plural is /-ACCī/ with the same tones.

These forms indicate 'something characterized by the stem meaning'. If the stem is that of a transitive verb, the meaning of the form is close to that of the English past participle, '(something which has been) bought', '(something which has been) fixed', etc. The last example given above from the Basic Sentences illustrates the formation with an intransitive stem '(something which has) lasted'. /lāfiyayyē/ is an example formed from a noun stem.

Forms in /-aCCē/, etc. may be made from most verbs. Some other examples are. (The alternate feminine /-aCCā/ and plural /-aCCī/ are not given.)

ajiyē	put away	àjìyayyē	àjìyayyiyā	àjìyàyyū	set aside, reserved
dàukā	take	dàukakkē	dàukakkiyā	dàukakkū	taken
fàrà	begin	fàràrrē	fàràrriyā	fàràrrū	begun
fita	go out	fìtaccē	fìtacciyyā	fìtattū	gone out
gani	see	gànnannē	gànnanniyā	gànnannū	seen
hàrbā	shoot, kick	hàrbabbē	hàrbabbiyā	hàrbabbū	shot, kicked
kwāna	spend the night	kwànnannē	kwànnanniyyā	kwànnannū	one who has spent the night, left-over (food)
màntā	forget	màntaccē	màntacciyyā	màntattū	forgotten
nèmā	look for	nèmammē	nèmammiyā	nèmammū	sought after
sàmā	receive	sàmammē	sàmammiyā	sàmammū	received
sanī	know	sànannē	sànanniyā	sànannū	known
sàrè	cut down	sàràrrē	sàràrriyā	sàràrrū	cut down
sàtā	steal	sàtaccē	sàtacciyyā	sàtattū	stolen
tabbatā	be sure	tabbataccē	tabbatacciyyā	tabbatattū	reliable

## GRAMMATICAL DRILL

GD 27.1 Forms in /-ACCē/, /-ACCiyā/, /-ACCū/

GD 27.1.1 Learning Drill

Ìnā ka ajiye māgànìn dà ya dađe à nán?  
 Ìnā ka ajiye dàdaddén māgànìn nán?  
 Dàdaddiyar rìgātā har yànzu tanà dà kyaù.  
 Dàdaddun tākalmànsà bàsù lālācē ba.

Wà ya gyārà àkwàtìn dà ya kāwō?  
 Wà ya dàuki gyàrаррен àkwàtìn dà ya kāwō?  
 Wà ya sàyi gyàrарriyar mōtàn nan tāsà?  
 Wà ya sàyi gyàrarrun akwātunàn Mūsá?

Kai ka shā ruwan dà ya kwānā càn?  
 Kai ka shā kwānannen ruwán càn?  
 Kai ka sàyi kwānanniyar gyàdan càn?  
 Bákà san wanda ya kāwō kwānànnun māgungunàn bá?

Lāfiyàr dōkin Shēhù kalau.  
 Dōkin Shēhù lāfiyayyē nè sōsai.  
 Uwarsà bá lāfiyayyiyar mace cē ba.  
 Iyàyensà dukà lāfiyayyū nè.

Jiyà na sàyā à kàsuwā dà rāna.  
 Itàcen dà ka ganī sàyayyē nè.  
 Kā kāwō sàyayyiyar gyàdan nán?  
 Gidàjen nàn sàyayyū nè.

*parents*

Kai kacē` à wajēnā ya sāmā.

Mē zā' à yí dà sāmmammen kárfèn?

Tācē` tāga sāmmammiyar kujérarkà.

Nā mānta indà akà ajè sāmammun kāyan.

Màtātā ta ajiye kuđī sabōdà sayen àbincı.

Wà ya sayı àjiyayyen dōkin nàn na sarkí?

Kē kikà kāwo àjiyayyiyyar gyadán nàn?

Àjiyayyun abūbuwà sukan yí ànfānī.

*things*

Kā sanì bānà shan` tābà yànzú.

Kanà zàtō shī sànnannē nè à garín nàn?

Kōwwā yā sanì Hálímà sànnanniyā cè.

Sànnannun mutānē bāsù karyā.

Wàtakīlā zañ sārè itācen nàn dà yamma.

Ita ta bākà sàrrarren kātákón càn?

Wà ya sārè sàrrarriyar itācén càn?

Sàràrrun itātuwàñ dà ka sayō sun kārè.

Nājì wai Mammàn nà sātà yànzú.

*by hearsay*

Bà zāsù sayı sàtaccen dōki ba.

Inā ka kai sàtacciyyar rīgar?

Àkwai sàtattun kāyā à kàsuwá?

*merchandise*

Kā tabbàtā yā kai mata kuđin?

Tabbàtaccen zancé` bāyà zama karyā.

Inà sō` in jí tabbàtacciyyar màganà yànzú.

## GD 27.1.2 Substitution Drill

	Wà ya kāwō wannàn dàdaddén <u>wāken</u> nán?
àbincı	Wa ya kawo wannan dadaddén <u>abincın</u> nan?
àkwatı̄	Wa ya kawo wannan dadaddén akwatın nan?
	Kai ka d'aukō dàdaddiyar <u>hular</u> Mūsá?
gyadā	Kai ka d'auko dadaddiyar <u>gyadar</u> Musa?
jakā	Kai ka d'auko dadaddiyar jakar Musa? <span style="float: right;">bag</span>
	Idan ya kīrā dàdaddun <u>ma'aikatansa</u> , bā`laifī.
māsinjā (pl)	Idan ya kīra dadaddun <u>masinjoji</u> , ba laifī.
dansändā (pl)	Idan ya kīra dadaddun 'yansanda, ba laifī.
	Nā sayar wà Shēhù gyārarren <u>àgogonā</u> .
tākalmī	Na sayar wa Shehu gyararren <u>takalmina</u> .
àlkalamī	Na sayar wa Shehu gyararren alkalamina.
	Kīn ga gyārarriyar <u>mōtar</u> dà ya sayō?
rīgā	Kīn ga gyararriyar <u>rigar</u> da ya sayo?
hūlā	Kīn ga gyararriyar hular da ya sayo?
	À inā ya ajiye gyāràrrun <u>tākalmàn</u> ?
'yankunne	A ina ya ajiye gyararrun <u>'yankunnen</u> ?
akwātunā	A ina ya ajiye gyararrun akwatunan?
	Tā bōyè kwānannen <u>àbincın</u> dà na ganī.
wākē	Ta boye kwanannen <u>waken</u> da na ganī.
māgānī	Ta boye kwanannen maganın da na ganī.
	Zā' à nēmō lāfiyyayyen <u>mütum</u> yayı aikī.
yārō	Za'a nemo lafiyyayyen <u>yaro</u> yayı aikī.
ma'aikacı	Za'a nemo lafiyyayyen ma'aikaci yayı aikī.
	<u>Mutānen</u> dà ka ganī à gidañā duk lāfiyyayyu ne.
mātā	<u>Matan</u> da ka ganī a gidaña duk lafiyyayyu ne.
dabbōbī	Dabbobin da ka ganī a gidaña duk lafiyyayyu ne.

	Kā gayà̄ masà̄ yā bōyè̄ sâ̄yayyen <u>kâtâkon</u> nân?
dōkî	Ka gaya masa ya boye sayayyen <u>dokin</u> nan?
tâkalmî	Ka gaya masa ya boye sayayyen takalmin nan?
	Bà zan̄ sayî à̄jiyayyen <u>wâké</u> ba.
àlkalamî	Ba zan sayi ajiyayyen <u>alkalamî</u> ba.
abîncî	Ba zan sayi ajiyayyen abincî ba.
	Kîn karbo à̄jiyayyiyan <u>rîgarkî</u> dâgà wajentà?
tâbâ	Kîn karbo ajiyayyiyan <u>tabarkî</u> daga wajenta?
môtâ	Kîn karbo ajiyayyiyan motarkî daga wajenta?
	<u>Makwâbcînkâ</u> sânnannen mutum ne à garin nan. <span style="float: right;">town</span>
abôkî	<u>Abokînkâ</u> sanannen mutum ne a garin nan.
ubâ	Ubanka sanannen mutum ne a garin nan.
	Nâjî ana fadî <u>uwarkâ</u> sânnanniyâ cê ga kôwwâ.
'yarkâ	Najî ana fadî <u>'yarka</u> sananniya ce ga kowwa.
Àsabe	Najî ana fadî Asabe sananniya ce ga kowwa.
	Yâ dâukî sânnannun ma'âikâtâ suyi masa aîki.
mutâne	Ya dâukî sanannun <u>mutane</u> suyi masa aîki.
yârâ	Ya dâukî sanannun yara suyi masa aîki.

## UNIT 28

## BASIC SENTENCES

Sule

Good morning, Malam Bala.

Mālām Bālā. Barkā dà hāntsī.

Bala

(exclamation of  
surprise or caution)

a'a

Oh, hello, Malam Sule!

A'a? Mālām Sule, barkā kādai.

S

why? ('on account  
of what?')

don mē

Why is it said that you're  
the one who's going to  
Kaduna?

Don mē aka cē' kai zākā tāfi Kādūnā?

B

Perhaps because I'm the only  
one who can do the work  
there.Wātākīlā don nī kādai zān iyā  
aikin à can.

S

indeed

dai

Or is it just because you're  
the chief clerk?

Kō dai don kai nē babbān akawú?

B

(expression of disagreement)

habā

thinking, thought

tūnānī

he thought

yāyī tūnānī

Well! Did you think before  
you said that?Habā! Kāyī tūnānī kāfin ka fadī  
hákā?

S

town

gári

Well, it seemed to me ('I  
saw as if it were because')  
you wouldn't want to leave  
this town.

B

Why did you think this?

Sabòdà mè kayı wannan zatón?

S

Because....

Don... tó?

talk, speech

máganá

Let's stop talking like this  
('let's leave talk of this  
sort').

B

thing

ábù

pl.

abúbuwá

thing which

àbindá

All right. It's because  
you don't have anything  
to say, isn't it?

## NOTES

Note 28.1 /don/

Don bana son wannan launin.

Don me aka ce kai zaka tafí Kaduna?

Watafíla don ni kadaí zan iya aikín a can.

Ko dai don kai ne babban akawu?

Naga kamar don ba zaka so barin garin nan ne ba.

Don... to?

Don baka da abinda zaka fadil ba?

/don/ is similar to the noun-noun construction pattern. A longer form of /don/ is /dòmì-/ (/dòmì-/ is regularly in the noun-noun pattern, so is usually /dòmìn./.) /don/ ~ /dòmì-/ means 'sake, account, cause'. /dòmìnā/ means '(for) my sake', /dòmìnkà/ '(for) your sake', etc. /don/ and /dòmìn/ usually correspond to English expressions such as 'for the sake of', 'on account of', 'because', etc., as illustrated in the above sentences. /don mè/ 'on account of what' is 'why?'. The basic meaning of /don/ is brought out in /naga kamar don.../ 'I saw as the reason [the fact that]...'.

/don/ ~ /dòmìn/ may be followed by a noun, pronoun or a clause, but the basic meaning must be kept in mind to understand many constructions.

Note 28.2 /dai/

Ko dai don kai ne babban akawu?

/dai/ corresponds to reinforcers such as 'just', 'indeed'. /hákà dai nè/ is 'that's just how things are'. An often used formula is /kai dai kawai/. This is used to address a person when you feel that there is nothing that can be done about a situation and that he should stop struggling. It may be used in rebuke or as an exhortation to do what one can under the circumstances.

The reduplicated form /daidai/ means 'correctness, exactness; correct, exact, even, straight'.

## GRAMMATICAL DRILL

GD 28.1 /don/

	Idan don <u>kai</u> nè, bā` wanda zai dàmu.
sū	Idan don <u>su</u> ne, ba wanda zai damu.
shī	Idan don <u>shī</u> ne, ba wanda zai damu.
itā	Idan don <u>ita</u> ne, ba wanda zai damu.
nī	Idan don <u>nī</u> ne ba wanda zai damu.
mū	Idan don <u>mu</u> ne, ba wanda zai damu.
kū	Idan don <u>ku</u> ne, ba wanda zai damu.
kē	Idan don ke ne, ba wanda zai damu.

	Don <u>ita</u> mè zai sā` kà kí zuwā càn?	refuse
shī	Don <u>shī</u> me zai sa ka kí zuwa can?	
sū	Don su me zai sa ka kí <u>zuwa</u> can?	
ajiyēwā	Don su me zai sa ka kí <u>ajiyewa</u> can?	
kwānā	Don su me zai sa ka kí <u>kwana</u> can?	
kaiwā	Don su me zai sa ka kí <u>kaiwa</u> can?	
tafiyā	Don su me zai sa ka kí tafiya <u>can</u> ?	
makarantā	Don su me zai sa ka kí tafiya <u>makaranta</u> ?	
gídā	Don su me zai sa ka kí tafiya <u>gida</u> ?	
ōfís	Don su me zai sa ka kí tafiya <u>ofis</u> ?	
yānzu	Don su me zai sa ka kí tafiya yanzu?	

	Bāshī dà hankalī, don haka bānā wāsā dà shī. <i>playing</i>
maganā	Bashī da hankalī, don haka bana magana da shī.
shāwarā	Bashī da hankalī, don haka bana shawara da shī.
dāmuwā	Bashī da hankalī, don haka bana damuwa da shī.
mātā	Bashī da mata, don haka bana damuwa da shī.
dā	Bashī da dā, don haka bana damuwa da shī.
gaskiyā	Bashī da gaskiya, don haka bana damuwa da shī.
kudī	Bashī da kudi, don haka bana damuwa da shī.

aikī	Watañila don màganà bā ` wuyā nē kō?	<i>difficulty</i>
nōmā	Watañila don <u>aikī</u> ba wuya ne ko?	<i>farming</i>
shūkā	Watañila don <u>noma</u> ba wuya ne ko?	
kàràtū	Watañila don <u>shuka</u> ba wuya ne ko?	
gyārā	Watañila don <u>karatu</u> ba wuya ne ko?	<i>reading</i>
	Watañila don <u>gyara</u> ba wuya ne ko?	
kāwō	Tā <u>dāwō</u> dà wuri, don haka na aikī Mūsā.	<i>quickly</i>
sàuka	Ta <u>kawo</u> da wuri, don haka na aikī Musa.	
warkē	Ta <u>sauka</u> da wuri, don haka na aikī Musa.	
dafā	Ta <u>warke</u> da wuri, don haka na aikī Musa.	
sārē	Ta <u>dafa</u> da wuri, don haka na aikī Musa.	<i>cook</i>
karbā	Ta <u>sare</u> da wuri, don haka na aikī Musa.	
ajiyē	Ta <u>karba</u> da wuri, don haka na aikī Musa.	
yawā	Ta ajiyē da <u>wuri</u> , don haka na aikī Musa.	
nīsā	Ta ajiyē da <u>yawa</u> , don haka na aikī Musa.	
izini	Ta ajiyē da <u>nisa</u> , don haka na aikī Musa.	
tsōrō	Ta ajiyē da <u>izini</u> , don haka na aikī Musa.	
	Ta ajiyē da tsoro, don haka na aikī Musa.	
asibiti	Don nā je <u>kāsuwā</u> , mañwabcīnā ya gudu.	
aikī	Don na je <u>asibiti</u> , mañwabcīna ya gudu.	
dōkī	Don na je aikī, <u>mañwabcīna</u> ya gudu.	
mātā	Don na je aikī, <u>dokīna</u> ya gudu.	
fita	Don na je aikī, matata ta <u>gudu</u> .	
kai	Don na je aikī, matata ta <u>fita</u> .	
bōyē	Don na je aikī, matata ta <u>kai</u> .	
karbā	Don na je aikī, matata ta <u>bōye</u> .	
	Don na je aikī, matata ta karba.	
an	Don <u>kun</u> yi aikī zā'ā bākù kudin' yau.	
(itā)	Don <u>an</u> yi aikī, za'a bada kudin yau.	
màganà	Don ta yi <u>aikī</u> , za'a bata kudin yau.	
rīgar	Don ta yi magana, za'a bata <u>kudin</u> yau.	
dāmā	Don ta yi magana, za'a bata <u>rīgar</u> yau.	
	Don ta yi magana, za'a bata <u>dama</u> yau.	

izini	Don ta yi magana, za'a bata izini <u>yau</u> .
anjumā	Don ta yi magana, za'a bata izini <u>anjuma</u> .
gātā	Don ta yi magana, za'a bata izini <u>gata</u> .
kullum	Don te yi magana, za'a bata izini <u>kullum</u> .
aikā	Don munā <u>kiran</u> yārā, ya bar karātū. <span style="float: right;"><i>stopped reading</i></span>
dāmū	Don muna <u>aikan</u> yara, ya bar karatu.
gaidā	Don muna <u>damun</u> yara, ya bar karatu.
sarkī	Don muna <u>gaida</u> <u>yara</u> , ya bar karatu.
dansāndā	Don muna <u>gaida</u> <u>sarki</u> , ya bar karatu.
māigidā	Don muna <u>gaida</u> <u>dansanda</u> , ya bar karatu.
	Don muna <u>gaida</u> maigida, ya bar karatu.
wāsā	Idan don yana <u>aiki</u> nē, ba komai.
barcī	Idan don yana <u>wasa</u> ne, ba komai.
yāwō	Idan don yana <u>barci</u> ne, ba komai.
tāmbaya	Idan don yana <u>yawo</u> ne, ba komai.
tafiyā	Idan don yana <u>tambaya</u> ne, ba komai.
gyārā	Idan don yana <u>tafiya</u> ne, ba komai.
cīwō	Idan don yana <u>gyara</u> ne, ba komai.
gōdiyā	Idan don yana <u>civo</u> ne, ba komai.
laifī	Idan don yana <u>godiya</u> ne, ba <u>komai</u> .
	Idan don yana godiya ne, ba laifi.
	Kanā zatō don <u>mālamīn dājī</u> bāyā nan ba zan iya zuwā bā?
yārōnā	Kana zato don <u>yarona</u> baya nan ba zan iya zuwa ba?
mātarṣā	Kana zato don <u>matarsa</u> bata nan ba zan iya zuwa ba?
sarkī	Kana zato don <u>sarki</u> baya nan ba zan iya zuwa ba?
uwātā	Kana zato don <u>uwata</u> bata nan ba zan iya zuwa ba?
babbān akāwū	Kana zato don babbān akawu baya nan ba zan iya zuwa ba?

	Don zāmū zō kacē` kanā cīwō?
(shī)	Don zai <u>zo</u> kace kana ciwo?
tafi	Don zai <u>tafi</u> kace kana ciwo?
aikō	Don zai <u>aiko</u> kace kana ciwo?
gyārā	Don zai <u>gyara</u> kace kana ciwo?
sauka	Don zai sauka kace kana <u>ciwo</u> ?
barcī	Don zai sauka kace kana <u>barcī</u> ?
aiki	Don zai sauka kace kana <u>aiki</u> ?
wāsā	Don zai sauka kace kana <u>wasa</u> ?
zuwā	Don zai sauka <u>kace</u> <u>kana</u> zuwa?
(kē)	Don zai sauka kīka ce kīna zuwa?

## UNIT 29

## BASIC SENTENCES

Bello

somewhat cold

sanyi-sanyi

Mamman, did you get me some  
cold water?Mammàn! Kā sāmō mìnì ruwan mài  
sanyi-sanyi?

Mamman

bigness, largeness

girmā

moderate bigness

girma-girma

Yes, I poured it into that  
(somewhat) big pitcher.

Ē, nā zubà à bùtàn nañ mài girma-girma

B

moderate plenty

yawà-yawà

a little of moderate  
plenty

dan yawà-yawà?

I hope you got enough.

Kā sāmō dà dan yawà-yawà kō?

M

straight; well; correctly

sòsai

Yes, but still not a whole  
lot ('but not well').

Í, àmmā bà sòsai ba.

B

something sounding  
like talk

màgana-màgana

Look over there at that house  
(and see); I hear voices.Dùbà can gídán kà ganí, inà jin  
màgana-màgana.

M

I looked; there wasn't  
anyone there.

Nā dùbà, bá' kōwwá.

## B

Don't go far away; I'm going      Kada` kāyī nīsā, anjumā` zān `aikēkā.  
 to send you somewhere a  
 little later.

## M

All right, but I'm going      Tō` , àmmā zānī in karbō rīgātā.  
 to get my robe (and be  
 back).

## B

All right, just don't take      Tō` , kada` dai kā dadē à can.  
 long there.

## M

Oh, I won't be long.      Aì, bāzān dadē ba.

## NOTES

Note 29.1 Reduplication: Complete

sanyī	cold	sanyī-sanyī	somewhat cold
girma	bigness	girma-girma	moderate bigness
yawā	a lot	yawā-yawā	moderate plenty
maganā	speech	maganā-maganā	speech-like noises

These are examples of total or near total reduplication. When the final vowel of the base form is long, the reduplicated forms regularly has a short vowel ending the first part of the reduplication, while the final vowel of the second part, though usually short, may be long. Reduplication of this kind usually gives the sense 'somewhat like - ', adding an indefiniteness. Some other examples are:

baķī	black	baķī-baķī	blackish
------	-------	-----------	----------

barcī	sleep	barcī-barcī	something sleep-like
nauyī	heaviness	nauyī-nauyī	something like heaviness
ruwā	water	ruwa-ruwa	watery
saurī	speed	saurī-saurī	something speed-like
shūdī	blue	shūdī-shūdī	bluish
tauri	toughness	tauri-tauri	something like toughness
tsàdā	expensiveness	tsàda-tsàda	a degree of expensiveness
wutā	heat	wuta-wuta	something like heat
zafi	heat	zāfi-zāfi	something like heat

Since words such as /nauyī/ mean 'toughness' rather than 'tough', they are often used with /màɪ/: /màɪ nauyī/ 'tough (one)', /màɪ tsàdā/ 'expensive (one)'. Note the directional aspect of some reduplication:

bàkī	mouth, edge	bàkī-bàkī	a little closer to the edge, somewhat closer to the edge
kasà		kasa-kasa	a little lower, somewhat lower
kirjī	chest	kirjī-kirjī	a little towards the chest
samà	sky	sama-sama	a little higher
yammā	evening	yamma-yamma	towards evening
yamma	west	yamma-yamma	westerly, towards the west

With some adverbs the meaning is one of more exactness rather than 'somewhat'.

yaù	today	yaù-yaù	today for certain
yànzū	now	yànzū-yànzū	immediately
jíbi	day after tomorrow	jíbi-jíbi	specifically the day after tomorrow

Note 29.2 Diminutive /dān/

Ka samo da dān yawa-yawa ko?

/yawa`/ means 'a lot, a great deal'. Reduplicated as described in Note 29.1, /yawa`-yawa`/ it means 'plenty to a moderate extent'. The /dān/ adds the concept 'a little', so /dān yawa`-yawa`/ is 'in the direction of being a lot in a small way'.

/dān/ may also be used before verbs, both simple and reduplicated, as shown by the following examples:

yā tsūfā	he's (become) old
yā dān tsūfā	he's somewhat old
yā tsūfa-tsūfa	he's old-like (looks or acts old)
tā dān tsūfa-tsūfa	she's just a bit old

The last example shows that /dān/ does not change for gender in this usage, occurring both with /yā/ and /tā/. Another example, using a familiar verb, is /yā dān warke-warke/ 'he's recovered just a bit'.

In contrast to the above, where /dān/ remains the same, /dān/, /'yar/ and the plural /'yan/ may be used in other constructions. /dānsāndā/ 'policeman' pl. /'yansāndā/ is a familiar example. Another typical formation is /dān karyā/ literally 'son of a lie'. This refers to a person who lives beyond his means to impress people. A woman who does so is /'yar karyā/. Examples of these in sentences are:

Dan karyā nē shī. He is one who lives beyond his means.

'Yar karyā cē itā. She is one who lives beyond her means.

In these the /nē/ agrees in gender with /dā/, and the /cē/ with /'yar/.

The last examples refer to people who are associated with a lie. There is also /'yar̩ karyā/ meaning 'a little lie':

Nāy̩ 'yar̩ karyā. I told ('made') a little lie.

Another set of examples where /d̩an/, etc. refer to the smallness of what follows is:

Inà dà d̩an k̄aramīn dōkī. I have a little tiny horse.

Inà dà 'yar̩ k̄aramar̩ mōtā. I have a little tiny car.

Inà dà 'yan k̄anānān abūbuwā. I have little tiny things.

In these examples /d̩an/ etc. emphasize the smallness, which is also indicated by /k̄aramī/, /k̄aramā/ 'small' and /k̄anānā/ (the plural of another word for 'small', /kankanē/; the plural of /k̄aramī/ is not usually used).

#### GRAMMATICAL DRILL

##### GD 29.1 Complete Reduplication

###### GD 29.1.1 Question and Answer Learning Drill

Wā akà cē` yanā ciw̩on bāyā?

Shēhū nē, àmmā yāj̩i sauķi-sauķi.

Kā tabbatā àbindà ya fad̩  
gaskiyā nē?

Bàn tabbatā ba, àkwai dai àlāmār̩  
gaskiya-gaskiya. *indication*

Mammān yacē` kāyi gudū zuwā  
gida?

Ā'à, nāga in nay̩i gudū-gudū zan̩  
isa dà wuri.

Àbindà kikà karbō māgānī nē?

Ôho, yanā dà kāmar̩ māgānī-māgānī  
dai.

Dà g̩aske nē kākarsà tā tsūfa  
kwarái? *grandmother* *very much*

Wā ya sáni? Wātakīlā tā d̩an  
tsūfa-tsūfa.

À yamma dà kāsuwā ka gānshi?

Ā'à, wajen yamma-yamma dà gida  
sarkī na ganshi.

- Dà yamma tacē` zātā tafī asibitìn? ī, dà yamma-yamma zātā bār gida.
- Wà yacē` yā warkē dàgà cīwòn dà yake yí`?
- Hàlímà tanà tsòron dōkin ùbántà?
- Mè ya sā` kà tsayà à bāyá?
- Itàcen dà suka sārè dōgo nè?
- Kāyan dà kuka kāwō dà nauyi?
- Sanyi dà sauķi à gärinkù?
- Bā`wanda yacē` yā warkē. An dai cē` yā (dan) warke-warke, àmmā bā sōsai ba.
- Bà ita kawài ba, nī ma inà tsòro-tsòronsà.
- Sabòdà nafī jìn dādī dàgà nan` bāya-bāya. *pleasure*
- ī, dōgo-dōgo nè mài girmā.
- Yanà dà nauyi-nauyi dai.
- Tō`? dà sauķi-sauķi, bā` laifī.
- 
- Kàkar Bello na ganī kuwá? ī, tanà dan ganı-ganı (màna).
- [A'a, bata dan ganı-ganı (sosai).]
- Kē kikà dāwō dàgà kàrshé? ī, nī na dāwō dàgà kàrshe-kàrshe.
- [A'a, ba nī na dawo daga karshe-karshe ba.]
- Yāyà! babbán àkawū yājì sauķi?
- Yartà tā warkē sōsai?
- Gidankà dà nīsa dàgà nān?
- Mūsā yā ajìye àkwàtìn à cikí?
- Yāràn nà kòkari à makarantā dái?
- Bà gāra mù zaunà à nān bá?
- [A'a, ba nīsa-nīsa.]
- ī, shī ya ajìyē à cikì-cikì.
- [A'a, ba shī ya ajìye a cikì-cikì ba.]
- ī, sunà kòkari-kòkari, (bā`laifī).
- [A'a, bas(w)a kòkari-kòkari.]
- ī, gaskiyarkà, gāra-gāra mù zaunà (à nān).

## GD 29.1.2 Question and Answer Substitution Drill

- Àbincin dà kuka cī` jiya mà  
ruwá nè?  
I, mà ruwa-ruwa nè, mara  
dādī kuma.  
[A'a, mara ruwa-ruwa ne, mai  
dadī kuma.]
- sanyí Abincin da kuka cí jiya  
mai sanyí ne?  
I mai sanyí-sanyí ne, mara  
dadī kuma.  
A'a, mara sanyí-sanyí ne,  
mai dadī kuma.
- zāfī Abincin da kuka cí jiya  
mai zafī ne?  
I, mai zafī-zafī ne, mara  
dadī kuma.  
[A'a, mara zafī-zafī ne, mai  
dadī kuma.]
- yawá Abincin da kuka cí jiya  
mai yawa ne?  
I, mai yawa-yawa ne, mara  
dadī kuma.  
A'a, mara yawa-yawa ne, mai  
dadī kuma.
- Rìgar dà suka sātō babbá cè?  
E, babba-babba cè, mà kyaù.  
[A'a, ba babba-babba ce mai  
kyau ba.]
- baká Rìgar da suka sato baka ce?  
[E, baka-baka ce, mai kyau.]  
A'a, ba baka-baka ce mai  
kyau ba.
- fara Rìgar da suka sato fara ce?  
[A'a, ba fara-fara ce mai  
kyau ba.]
- Dōkin dà mukà ganí baķí nè?  
Inà zatō baķı-baķı nè.  
[Bana zato baķı-baķı ne.]  
[Ina zato farı-farı ne.]  
Bana zato farı-farı ne.

	Māgānīn dà yārā suka kāwō nā dà yáwā?	Watafīlla dà yawa-yawa, ban tabbatā ba. [Watafīlla ba yawa-yawa, ban tabbatā ba.]
tauri	Maganin da yara suka kawo na da tauri?	[Watafīlla da tauri-tauri, ban tabbatā ba.] Watafīlla ba tauri-tauri, ban tabbatā ba.
zāfi	Maganin da yara suka kawo na da zafi?	[Watafīlla da zafi-zafi, ban tabbatā ba.] [Watafīlla ba zafi-zafi, ban tabbatā ba.]
cīwō	Kū kuka cē' Shēhū yanā barcī? Ku kuka ce Shehu yana ciwo?	A'a, mun dai cē' yanā barcī-barcī. A'a, mun dai ce yana ciwo-ciwo.
fushī	Ku kuka ce Shehu yana fushī?	A'a, mun dai ce yana fushī-fushī.
abīn	Abīn dà māsinjā zai kāwō mai nauyī nē?	Watafīlla ya zamō mai nauyi-nauyi.
anfanī	Abīn da masinja zai kawo mai anfanī ne?	Watafīlla ya zamo mai anfanī-anfanī.
kyau	Abīn da masinja zai kawo mai kyau ne?	Wā ya sanī kō mai kyaū-kyau nē?
tsādā	Abīn da masinja zai kawo mai tsada ne?	Wa ya sani ko mai tsada-tsada ne?
wutā	Abīn da masinja zai kawo mai wuta ne?	Don mē bākā tambayēshi bā? Zai fi kōwwā sanin kō mai wuta-wuta nē.
dāmā	Abīn da masinja zai kawo mai dama ne?	Don me baka tambayeshi ba? Zai fi kowwa sanin ko mai dama-dama ne.

## UNIT 30

## BASIC SENTENCES

Bello

hey!

kai'

Hey, Asabe! Who took my pen? Kai! Àsàbé? Wà ya dàukì àlkàlàmíná?

Asabe

he looked in various  
places, he looked  
all over

yā duddūbā

Did you look all over and  
not see it?

Kā duddūbā nè bákà ganí bá?

B

where that

indà / ìndà

There isn't anywhere that I  
haven't looked.

Bā' indà bàn dūbà ba.

A

he asked here and there

yā tantàmbayā

Oh? Call the boys and ask  
them, then.

Tó? Kirá yáràñ kà tantàmbayēsù mànà?

B

he called a number of  
people

yā kíkkírá

You think they'll come even  
if I call them?

Kína zàtō kō ná kíkkírásù zásù zō?

A

All right! [Just] sit down  
and talk, [then]!

Tō', záuná kana màganà.

## B

(expression of sudden  
realization)

af

he divided

yā rabā

he distributed

yā rarrabā

Oh! Did you distribute the  
money to our neighbors?

Af! Kīn rarrabā wà mafwàbtanmù kudin?

## A

since; while

tun

Yes, by yesterday evening.  
('[That's been done] since  
yesterday evening')

E, tun jiyà dà là'asár.

## B

also, again; indeed

kūwā

or not

kō kūwā

Did they thank you (or not)?

Sunyi maki gòdiyā kō kūwā?

## A

silence

shirū

Well, as far as you're  
concerned it's better  
just to be quiet.

Tó? Kai dai àyi shirū kawáì.

## NOTES

Note 30.1 Reduplicative Prefix CVC-

Note 30.1.1 Verb: Reduplicative Prefix CVC-

Ka dudduba ne baka gani ba?

Kira yaran ka tantambayesu mana.

Kina zato ko na kikkirasu zasu zo?

Kin rarraba wa makwabtanmu kudin?

Compare:

dūbā	look	duddūbā	search all through
tāmbāyā	ask	tāntāmbāyā	ask all over
kīrā	call	kikkīrā	call a number of people
rābā	separate	rarrābā	divide and distribute

The above verbs illustrate a prefix which consists of consonant-vowel-consonant (CVC-). The first consonant and the vowel following are the same as the first consonant and vowel of the root, but the prefix vowel is always short. The second consonant may be the same as the first, resulting in the doubling of the first consonant of the root: /kīrā/ - /kikkīrā/, /rābā/ - /rarrābā/, /dūbā/ - /duddūbā/. On the other hand, the second consonant may be /n/, /r/ or /l/: /tāmbāyā/ - /tāntāmbāyā/. This prefix indicates that the action is done a number of times. This may mean that the action is done on the same thing a number of times, that it is done by the same person a number of times, that it is done with respect to a number of different things, that it is done in various places or at various times, etc. For example:

Yā rarrābā àbincí. He distributed food (to a number of people).

or, He distributed food (a number of times).

Kullum yanā rarrābā àbincí. He distributes food every day

Yā tantāmbāyēshí. He asked him (a number of questions).

The following list illustrates the use of this prefix with verbs which have occurred. The meanings given are only representative. Each of the verbs with the reduplicative prefix might have any of the types of meanings mentioned above.

àikā	to send (something)	à' 'àikā	to send to various places, to send at various times
aikā	to send (by someone)	a' 'àikā	to send various things, to send by various agents
bōyē	to hide	bōbōyē	to hide various things, to hide in various places
dāmu	to worry	daddāmu	to worry about various things
dāwō	to return	daddāwō	to return at various times (plural subject)
dūbā	to look	duddūbā	to look in various places
dāukā	to take	daddāukā	to take various things
fadī	to tell	farfadī	to tell various people
fārā	to begin	faffārā	to begin to do a number of things
fīta	to go out	fiffītā	to go out a number of times
gājī	to be tired	gaggājī	to be tired all over; (also plural subject) be tired
gāmu	to meet	gaggāmu	to meet various people
gayā	to tell	gaggayā	to tell various people
		gargayā	
gōdē	to thank	goggōdē	to thank various people
gudu	to run	guggudu	to run in different direc- tions, hither and yon (plural subject)
		gurgudu	
gyārā	to repair	gyaggyārā	to repair a number of things

hàrbā	to shoot, kick	hàhhàrbā	to shoot a number of things
hūtā	to rest	huhhùtā	to rest in more than one place (plural subject)
jírā	to wait	jíjjírā	to wait for various people
kàrbā	to receive	kàkkàrbā	to receive from various sources or at different times
kāwō	to bring	kakkāwō	to bring a variety of things
kírā	to call	kikkírā	to call various people
némā	to look for	nènnèmā	to look for a variety of things
rabā	to divide	rarrabā	to divide up, distribute
sámā	to get	sàssámā	to get from various sources
sárē	to cut	sassárē	to cut down various things; to cut in various places, chop up
sátā	to steal	sàssátā	to steal various things
sáuka	to get off, arrive	sàssáukā	to make various stops on the way; (plural subject) to get off (vehicle)
sayā	to buy	sàssayā	to buy a variety of things
shíryā	to arrange	shisshíryā	to arrange a number of things
tambayā	to ask	tattambayā	to ask various people
		tantambayā	
táshi	to get up	tattáshi	to get up a number of times

tsūfā	to become old	tsuttsūfā	to become completely old
warkē	to recover completely	wawwārkē	to recover from a number of things (such as a number of injuries)
zāunā	to sit	zazzāunā	to sit here and there (plural subject)
zubā	to pour	zuzzubā	to pour various things, to pour at various times, to pour into various things

Several things are illustrated by this list: 1) The same verb may have more than one form of the reduplicative prefix. 2) The prefix reduplicates both consonants when two begin the first syllable of the basic verb, as /gy-/ of /gyārà/. 3) The tone and vowel length of the reduplicated verb are usually predictable from those of the basic verb. The patterns illustrated above include:

If the basic verb pattern is: the reduplicated verb pattern is:

Low High	fita	Low Low High	fiffitā
High High	kīrā	High High High	kikkirā
High Low	dūbā	High Low High	duddūbā
High Low	gudu	High High Low	guggudu

The pattern high-high: high-high-high is regular. The pattern high-low: high-low-high is the most frequent one for the high-low verbs, but others, including the last listed above, occur. The low-high: low-low-high pattern varies with other patterns but it is the general pattern of the text and tape of this course. An example of low-high-low in the basic pattern and high-high-low-high in the reduplicated form is: /tāmbayā/ - /tattambayā/ 'make inquiries'.

Note that //, though not written initially, is reduplicated like any other consonant: /'àikā/ - /'à' àikā/.

## Note 30.1.2 Noun. Reduplicative Prefix /CVC-/

While no examples have occurred in the text, it may be mentioned that nouns may also be formed with /CVC-/ prefixes. One type, with prefix /CVC-/, suffix /-ā/ and low-high-high tone, is illustrated by the following:

kyaū	goodness; beauty	kyakkyāwā	good one; beautiful one
karfī	strength	kakkkarfā	strong one
mūnī	ugliness	mūmmūnā	ugly one
zurfī	depth	zuzzurfā	deep one

/kyaū/ is /kyaw/ (Note 2.1) and in the reduplicated form, with /-ā/ the spelling shows the /w/.

## Note 30.2 /kō kūwā/

Sunyi maki godiya ko kuwa?

Both /kō/ 'or, even' and /kūwā/ 'indeed, again' have occurred used by themselves. The combination /kō kūwā/ may mean 'or not' in a question, as above, or 'or else' in a command. An example of each is:

Zāka jē kā sayō man̄ àbincin̄, kō kūwā? Are you going to buy me food or not?

Jē kā sayō man̄ àbincı, kō kūwā! Go buy me [some] food, or else!

## GRAMMATICAL DRILL

## GD 30.1 Verbs with Reduplicative Prefix

## GD 30.1.1 Question and Answer Model Drill

The student is to give an affirmative answer to each of the following questions, using the verb of the question with the CVC-

prefix. The answer is to be natural, repeating only as much of the question as absolutely necessary, replacing nouns in the questions by pronouns, etc. See the first question and answer for the model.

Kun tàmbàyá kō tükùná?	I, mun tantàmbàyá.
Sun gudu né?	Í, sun gurgudu.
Kā sārè itàcéń?	Í, nā sassárē.
An sàtā kúwá?	Í, an sassátā.
Tā bōyè àbincín?	Í, tā bōbōyē.
Yā fārà áikin?	Í, yā faffārā.
Kín gyārā gídán?	Í, nā gyaggyárā.
Kā harbā dà sāfē?	Í, nā hahharbā.
Tā kāwō kāyán?	Í, tā kakkawō.
Kun sàyá?	Í, mun sassayá.
Sun warké dá?	Í, sun wawwarkē.
Tā rabā masù abincín?	Í, tā rarrabā masù.
Kā gōdē másù?	Í, na goggōdē masù.
Sun tāshi áiki?	Í, sun tattāshi aiki.
Kincé` sù záuná?	Í, nā cē` sù zazzauñā.
Kā tabbatā sun gájí?	Í, nā tabbatā sun gárgájí.
Kā kírá ma'áikatán?	Í, nā kikkirásù.
An fadá makà yázo?	Í, an farfadá minì.
Tā gámu dà dabbóbí?	Í, tā gaggamu dà sū.
Kín jíra mātánsà?	Í, nā jíjjírásù.
Kā aikà dà rígúnàn?	Í, na a'áikā dà sū.
An fita dà dabbóbí?	Í, an firfita dà sū.

More of the original sentence is needed in the answers to the following.

Kun kàrbā dà yáwà?	Í, mun kàkkàrbā dà yawa.
Sun sàuka à gídánkù?	Í, sun sàssàuka à gidanmù.
À wajensà ya sàmá?	Í, à wajensà ya sàssàmá.
Ka dûbà sôsai à cikín àkwàtin?	Í, nã duddûbâ sôsai.
Yá hútâ dà râna?	Í, yá hurhútâ dà râna.
Kun dâwô dà wuri?	Í, mun daddâwô dà wuri.
Yá shiryâ dà kyaù?	Í, yá shishiryâ dà kyaù.
An zubâ à cikî?	Í, an zuzzùbâ à cikî.
Sun ðaukâ dà yáwâ?	Í, sun ðâððaukâ dà yawa.
Tâ nèmâ à ófis?	Í, tâ nènnèmâ à ófis.
Kin dàmu dà râna nè?	Í, nã dàddâmu dà râna.
Yá gayâ matâ sâkón?	Í, yá gaggayâ matâ sâkón.

#### GD 30.1.2 Question and Answer Model Drill

Both question and answer use the verb with CVC- prefix. Each drill is to be gone through first with the students answering in the affirmative, then with the students answering in the negative. (Only affirmative answers recorded.)

Hàlîmâ tâ rarrâba àbincí?	Í, tâ rarrâbâ. [A'a, bata rarraba ba.]
Uwarkì tâ tantâmbayâ?	Í, tâ tantâmbayâ. [A'a, bata tantambaya ba.]
'Yansàndâ sun daddâwô?	Í, sun daddâwô. [A'a, basu daddawo ba.]

Màtarkà tā shisshiryà àbincín?	Í, tā shisshiryā. [A'a, bata shisshiryà ba.]
Ma'ìkàtā sun tattāshì dàgà áikì?	Í, sun tattāshì. [A'a, basu tattashì ba.]
Àsàbè tā zuzzùba ruwā a bútà?	Í, tā zuzzùbā. [A'a, bata zuzzuba ba.]
Kun dàddaukì wákén?	Í, mun dàddaukā. [A'a, bamu dàddauka ba.]
Màigídansà yā wawwárkē?	Í, yā wawwárkē. [A'a, bai wawwarke ba.]
Uwarsà tā kakkàrbā?	Í, tā kakkàrbā. [A'a, bata kakkarba ba.]

This drill optionally includes more of the sentence. The optional part of the answer is in parentheses. (Only negative answers recorded.)

Kun zazzaunā à gídánsà?	[I, mun zazzauna (a gídansa).] Á'à, bàmù zazzaunā (à gídansa) ba.
An gàngàjì dà yìn áikì?	[I, an gargajì (da yìn aikì).] Á'a, bà'à gàngàjì (dà yìn aikì) ba.
Kā gayà masù sù hurhùtā?	[I, na gaya masu (su hurhuta).] Á'à, bàn gayà masù (sù hurhùtā) ba.

This drill includes more of the sentence. (Only affirmative answers recorded.)

Yàràñ sun sassàmì àbincín?	I, sun sassami abincin. [A'a, basu sassami abincin ba.]
Mùsā yā duddùbā à cán?	I, ya dudduba a can. [A'a, bai dudduba a can ba.]

- À kàsuwā suka gārgāmu?  
[A'a, ba a kasuwa suka gargamu ba.]
- Mammàn dà Shēhù sun gurgudu  
jíyá?  
I, sun gurgudu jiya.  
[A'a, basu gurgudu ba jiya]
- Tā sassare itacén?  
I, ta sassare itacen.  
[A'a, bata sassare itacen ba]
- An sassatā dà yawa?  
I, an sassata da yawa.  
[A'a, ba'a sassata da yawa ba.]
- Kun sassauka à makarantá?  
I, mun sassauka a makaranta.  
[A'a, bamu sassauka a makaranta ba.]
- Màllaman dājī sun fiffita dà  
wuri?  
I, sun fiffita da wuri.  
[A'a, basu fiffita da wuri ba.]
- Kin nènnemā à hankalí?  
I, na nennema a hankali.  
[A'a, ban nennema a hankali ba.]
- Yā daddamu dà zuwā cán?  
I, ya daddamu da zuwa can.  
[A'a, bai daddamu da zuwa can ba.]

Answers with replacements required (other than the verb subject). (Only negative answers recorded.)

- Àkawū yā kíkkira ma'ákàtā?  
[I, ya kíkkirasu.]  
A'a, bai kíkkirasu ba.
- Shēhù yā farfadā máku?  
[I, ya farfada mana.]  
A'a, bai farfada mana ba.
- Bellò yā jíjjira mutànén?  
[I, ya jíjjirasu.]  
A'a, bai jíjjirasu ba.
- Kin a''ákā dà tábár?  
[I, na a''aika da ita.]  
A'a, ban a''aika da ita ba.
- Sun boðboðye mágungúnàn?  
[I, sun boðboyesu.]  
A'a, basu boðboyesu ba.

An gyággyàrà àkwàtìn?	[I, an gyaggyarashi.]
	A'a, ba'a gyaggyarashi ba.
Dòkìn yā hahharbékù?	[I, ya hahharbemu.]
	A'a, bai hahharbemu ba.
Māsìnjà yā kakkawō takàrdún?	[I, ya kakkawosu.]
	A'a, bai kakkawosu ba. <span style="float: right;">letters</span>
Kā sàssayi alkálumàn?	[I, na sassayesu.]
	A'a, ban sassayesu ba.
Màtātā tā gaggaya makù sàkón?	[I, ta gaggaya mana.]
	A'a, bata gaggaya mana ba.
Kā goggodē wà mātan sarkí?	[I, na goggode masu.]
	A'a, ban goggode masu ba.

## GD 30.1.3 Question and Answer Substitution Drill

Each question substitution drill below has a set of alternative answers to the right. Each time the substitutions are made on a drill one of the answers is to be used throughout that substitution exercise. The next time it is drilled another of the answers is to be used, etc.

À inā ka sàssàmì wadànnán?	1) À makarantarmù.
kíkkírá	A ina ka kíkkíra wadannan? 2) Nā manta wajen.
duddùbá	A ina ka dudduba wadannan? 3) Ba' zan iyà tunàwà ba.
gàggamu	A ina ka gaggamu da wadannan? 1)
kàkkárbi	A ina ka kakkarbi wadannan? 2)
sàssàtā	A ina ka sassaci wadannan? 3)
gyaggyàrà	A ina ka gyaggyara wadannan? 1)

Wà ya kíkkíra yārān?	1) Mātar Mūsā cè.
duddūbā	Wa ya dudduba yaran? 2) Inà zàtō māsınjā nē.
tattambayā	Wa ya tattambayı yaran? 3) Tambayı màigidankà mànà?
daddamū	Wa ya daddamu yaran? 4) Yà zan iyà sánì?
jíjjírā	Wa ya jíjjíra yaran? 5) 'Yansändā.
a' aikā	Wa ya a' aiki yaran? 1)
hahharbā	Wa ya hahharbı yaran? 2)
tattashī	Wa ya tattashı yaran? 3)
nennemā	Wa ya nennemı yaran? 4)

Yaushe zā'a rarrabā masu àlbāshī?	1)
kakkárba	Yaushe za'a kakkarba masu albashi? 2)
bóbbóyē	Yaushe za'a bóbboye masu albashi? 3)
kakkawō	Yaushe za'a kakkawo masu albashi? 4)
1) Wàtakílā góbe dà rāna.	3) Sai Bellò yā dāwō.
2) Bakwài gá watàn nań.	4) Tambayı bábban àkawú mànà?

Kā gayà masa ya faffàrā kafın in zo?	1)
duddubā	Ka gaya masa ya dudduba kafın in zo? 2)
rarrabā	Ka gaya masa ya rarraba kafın in zo? 3)
farfadı	Ka gaya masa ya farfadı kafın in zo? 4)
sassare	Ka gaya masa ya sassare kafın in zo? 1)
zuzzuba	Ka gaya masa ya zuzzuba kafın in zo? 2)
tantambayā	Ka gaya masa ya tantambaya kafın in zo? 3)
sassaya	Ka gaya masa ya sassaya kafın in zo? 4)
1) Bàn ganshi ba.	3) Í, dà wuri kuwā.
2) Shéhù ya gayà masa bà nī ba.	4) Á'a, nā mantā.

## Appendix I

Following is a set of conversations on everyday matters. The recordings give each twice, once without pauses for comprehension, a second time with pauses for imitation. In class these are to be drilled as Basic Sentences, acted out, and then used as the basis for free conversations along similar lines. The texts are given in Hausa and translation, with no build-ups. New words are included in the master vocabulary at the end of the book.

Conversation 1À ÒFÌS DÀ SÀFE

Malam Yakubu - Malam Tanimu - Malam Garba

T- Sàlāmù àlaikùm.

Y- Àmīn - wa'alaikà sàlāmù.

T- Ìnā kwāná?

Y- Lāfiyà lau.

Y, T- Mādallā.

T- Mun tahō tāre dà Garbà nē, kā sanshì kuwá?

Y- Á'à, bān sanshì ba, kíràwō shì mānà, don mì san jūná?

T- Mālām Garbà, bísimillà.

G- Sàlāmù àlaikùm.

Y- Àmīn, gà kujèrā, zàunā, kō kanà hanzarí nè?

G- È, inà sō` zañ tāfi Zārià nē.

Y- À móta kō à jírgí zāká?

G- Á'à, inà sō` zañ tāfi à bas nè. Karfè nawà yànzu? Don inà sō` in isa dà wuri.

T- Yànzu karfè takwàs dà kwatà.

G- Tō`, nī zañ kāmà hanyà, sai nā dāwō kēnan.

Y, T- Shíkènan, Allah yà kiyàye hanyà, à dāwō lāfiyà.

T- Nā tahō nè in shaidā makà rīgunàn dà kacé` kanà bùkātà sun sàmu, màsu kyaù kùwā.

Supplementary Conversations

At the Office in the Morning

T- Hello.

Y- How do you do!

T- Did you have a good night?

Y- Very well.

Y,T-Praise be to God.

T- We came with Garba. Do you know him?

Y- No, I don't know him, call him please so that we can get acquainted with each other.

T- Malam Garba! Come in.

G- Hello.

Y- Hello. Here's a chair. Sit down, or are you in a hurry?

G- Yes, I'd like to go to Zaria.

Y- By car or by train?

G- Neither ('no'), I'd like to go by bus. What time is it now? (Because) I should like to get there in time ('early').

T- It is a quarter after eight now.

G- All right, I'll be on my way. See you later.

Y,T-All right, have a safe journey, and come back in good health.

T- I just came to tell you that the gowns you said you'd like to buy are available now, and very good ones.

- Y Tō` , à nawà-nawà súkè?
- T Kōwàcè ñaya à kan pam biyar dà sulè gōmà shā` ukù dà sīsī.
- Y Kai! sunyì tsàdā, idan dai an sallàma pam hurhuđū dà sulè biyar tò, in biya.
- T Bari in tafí in shaidāwà mài su, irin kuma àbında ya fadí nā` zō in gayà makà.
- Y To shikènan, sai ka sàmēnì à gídā dà yamma.

Conversation 2À ÒFÌS

Dikkò - Àkàwū Mammàn - Māsinjà Sule - Babban Àkàwū

- D Mammàn!
- M Nà'am.
- D Kai wadànnan takàrdun gidan wayà.
- M Tō` , shikènan?
- D Gà sulè biyu kà sayo kan sarki na àhù-àhù.
- M Tō` .
- D Gà kumà sulè biyar kà sayo fasàl òdà.
- M Tō` .
- D Shikènan.
- M Nà dàwō. Gàsu.
- D Mādallà, to bari in àiké kà kàntin littafai.
- M Tō` .
- D Kàsan inda kàntin yáke?
- M À'a, àmma in kàyì man kwàtancé zan gànè.
- D Tō` , kabi babban titi kudù, kàyì kwana dai dai wajen wata mangwarò ta dàma zákà hàngi kàntin kofar na dùban gabàs.

## BASIC COURSE

---

Y Well! How much are they?

T Five pounds thirteen shillings and sixpence each.

Y Oh dear! They're too expensive, if one could be gotten for four pounds five shillings, then I'd pay [that].

T Let me go and tell the one who has them. I'll come and tell you whatever he says.

Y That's all right. Meet me at home then, in the evening.

### At The Office

D Mamman!

M Yes, sir!

D Take these letters to the post office.

M Yes, sir, is that all?

D Here is 2/-, buy 1 1/2 d. stamps.

M Yes, sir.

D Here is another 5/-, buy a money order.

M Yes, sir.

D That's all.

M I'm back; here they are.

D Thanks, I want to ('let me') send you to the bookstore.

M All right, sir.

D Do you know where the store is?

M No, but if you explain where it is, I will understand.

D All right, follow the main street south until you get to a mango tree, you then turn right. You will see the store ('store's door') facing east.

M Nā gānè.

D Kà sayō rūlā dà tawwadà jā dà bašā, dà àlkàlàma!

M Tō`.

D Kayı hanzarī, don shā` bìyu tā kusa.

M Tō`, sai nā dāwō.

D Tō`.

S Mālām Díkkō!

D Nā 'am.

S Zō.

D Gānī.

S Kā aikā dà takàrdun nán?

D È, nā aikā tundà sāfe.

S Ìnā Māmmàn?

D Nā àikēshì kàntin littàfa!

S Tō`, in yā dāwō kà turō mìnì shī.

D Tō`.

M Nā dāwō, Gà sàkòn.

D Yawwā! Kōmai yāyì.

M Tō`.

D Kàjē babban àkàwū nà kírà.

M Tō`.

M Gānī.

S Sàmō mìnì ruwā.

M Mái sanyī kwará?

S I.

## BASIC COURSE

---

M I understand.

D Buy rulers, red and black ink and pens.

M Yes, sir.

D Hurry please, it's almost twelve.

M Yes, sir. I'll be back.

D All right.

S (Mr.) Malam Dikko!

D Yes, please.

S Come here!

D Here I am.

S Have you sent those letters?

D Yes, sir, this ('since') morning.

S Where is Mamman?

D I sent him to the bookstore.

S All right, send him to me when he comes back.

D Yes, sir.

M I am back, here are the things.

D That's fine, everything is all right.

M Yes, sir.

D The chief clerk wants you; go [to him].

M Yes, sir.

M Here I am.

S Get me some water.

M Very cold?

S Yes.

M Gàshì.

S Mādallā.

S Bàri in àikēkà gídānā.

M Tō`.

S Kàcē` wà mātātā tā bākà àbincí kà kāwō nañ.

M Tō`. Shīkēnán?

S Shīkēnan.

### Conversation 3

### ZĀGÀYÀ GÀRĪ

Hamza - John Smith - Jamo - Kabiru

H Zāmū dān zāgayaà gārī nè, kō kanā sō` kà hūtā?

S Dà wànè lōkacī ya kāmātā mù tafí?

H In dai kā shiryā m[w]ā` iyā fita, tundā là'asàriyā tā yí.

S Tō`, sai ka nēmo mōtar̄ hāya.

H Tō`, bàri in jē in nēmō.

H Kai! Wannan mōtar̄ hāya cē?

J Í, ta hāya cē.

H Tō`, zō mù tafī.

H John, kā shiryā? Gà mōtar̄.

S È, nā shiryā, mù tafī.

H Dirēbà, sai kà tūkà mu sànnu-sànnu.

S Karfè nawà yànzú?

H Yànzú karfè biyar̄ saurā kwatā.

M Here it is.

S Thank you.

S I want to ('let me') send you to my house.

M Yes, sir.

S Tell my wife to give you some food, and bring it here.

M Yes, sir, is that all?

S That's all.

About Town

H Shall we go around town or do you want to have a rest?

S What time will be convenient for us to go?

H If you're ready, we can go [now], as it is already late [in the] afternoon.

S All right! Call a taxi.

H O.K. Let me go and get one.

H You! Is that car a taxi?

J Yes, it is.

H O.K., let's go.

H John, are you ready? Here's the taxi.

S Yes, I'm ready, let's go.

H Driver, please drive (us) slowly and carefully ('steadily').

S What time is it now?

H It's now a quarter to five (4:45 p.m.).

- S Inā zāmū tafī yānzú?
- H Inā sō` in nūnā makà filin wāsànnī, dà kumā sauran wurārē nā bān shā'awā.
- S Kai! Kāyī tūnānī sōsai.
- S Af! Nā māntā dà tābātā à gida.
- H M[w]ā` iyā sayen wata.
- H Yawwā! Gā māi tābā.
- Dirēbā! Tsaya zāmū sayi tābā nañ.
- Wacè iri kakē bukātā Jóhn?
- S Pārēt nakē sō`.
- H Kāwō pārēt dà māi bāsukūr kwālī dai-dai, dà pākitin àshānā daya.
- Nawà kē nañ?
- K Sulē huđū dà sīsī kēnan.
- H Tō`, gāshī, kāwō canjī.
- K Tō, gā canjin nākà. Sunyi dai dai?
- H È, shikēnan mù tafī dirēbā.
- S Bām[w]ā` kyālē mōtar̄ nañ dāgā nañ ba, mù karàsà sauran yāwōn dà kafà?
- H Í, zai fī kyaù, zāmā kafī sāmūn dāmar̄ ganin kōmai sōsai.
- Dirēbā, tsaya mù sàuka à nañ.
- Nawà zāmū biyākà?
- J Sulē bakwai dà sīsī zākù biyā ni.
- H Kudin̄ yāyī yawā.
- J Nā kūwā yi makù kirkī, don bān dōrā makù kurdin ya wucé yadda ya kāmātā ba.

## BASIC COURSE

---

S Where are we going now?

H I'd like to show you the stadium and other places of interest.

S Oh, fine ('you have thought well')!

S Oh! I forgot [and left] my cigarettes at home.

H We can buy more ('another').

H Well! There's a cigarette seller.

Driver, stop! We want to buy some cigarettes (here).

Which brand do you like, John?

S I'd like to have Pirates, please.

H Bring Pirate and Bicycle cigarettes, a pack each and a pack of matches.

How much is that altogether?

K That's four shillings and sixpence.

H Here you are, bring the change.

K All right. Here's your change, is it correct?

H Yes. All right, let's go, driver.

S Can't we leave this taxi (from here) and do the rest of the trip on foot?

H Yes, that will be better. You will then have the chance of seeing things properly.

Driver, stop. We want to get out here.

How much do we owe ('are we to pay') you?

J You owe me seven shillings sixpence.

H That's too much money.

J I am kind to you, I didn't charge you exorbitantly.

H Ā'à, nūnā manà takàrdar tsārin kurdin mānà.

J To shikēnan, biya sulè biyar.

H Gà kurdin. Ùngo. Mun gōdè.

S Ìnā zāmù fārà zúwā?

H Inā sō` mù fārà zuwā wani kulob dà kē tsakiyar gārī.

S Ìnā kumā zāmù dàgà cán?

H Sa'àn nañ ìn nūnā makà babbán gidan silman gārīn.

S Àkwai kumā ìndà zāmù dàgà cán?

H È, sa'àn nañ zāmù filin wāsannī.

S Bākà zàtō lōkacī zai kure kāfin mùje wadannan wurārén?

H Ā'à, bānā tsammāni.

S Shikēnan.

#### Conversation 4

#### À KĀSUWĀ

Daudà - Bākō Hallirù - Tāfintà Yūsha'u - Bādūkù

D Hallirù mùjē kāsuwā mānà.

H Kanā sō` zākà sayi wani àbù nē?

D Sō` nakē inga wurin kawai.

H Bā kā` bari sai dà là'asär mùjē bá?

D Nā kōsà ìn san wurārē à gārīn.

H Hakà nē. Tō`, mù tāfi.

D Kāsuwan kē nān?

H È, kāga kāsuwar tanā dà girmā.

D Mù zāgàyā kō nā` sàmì àbìn shà'awā ìn sayā.

## BASIC COURSE

---

H No, show us the table of fares.

J All right, pay [me] five shillings.

H Here's the money, thank you.

S Where shall we go first?

H I want (us) to go to a certain club which is in the middle of town.

S Where (else) do we go from there?

H I'll then show you the biggest movie theatre in town.

S Is there any other place to go from there?

H Yes, we'll then go to the stadium.

S Don't you think [our] time will give out before we get to all these places?

H No, I don't think so.

S All right.

### At The Market

David-stranger Halliru-interpreter Yusa'u-leather worker

D Halliru, how about going to the market?

H Do you want to buy something?

D I just want to see the place.

H Can't you let it go [now] and let's go in the evening?

D I am eager to [get to] know places in the town.

H [So] that's the way it is! All right, let's go.

D Is this the market?

H Yes, you see, the market is big.

D Let's walk around. I may come across ('get') something fancy to buy.

- H To mù zāgāyā.
- H Gà runfar dūkāwā kō zākà dūbā?
- D To mù matsā kusa mù ganī.
- Y Bâtürè! Gà tākalmà, gà jàkā ta mātā, gà kumā àlabè.
- D Hallírù, mè wannàn mùtumin kē fádī?
- H Kırānkà yakè, kō zākà sayı wanı àbù dàgà cıkın kāyansà.
- D Inà son jakan mātā dà àlabè.
- H Bārī in tambayēshi kurđinsù.
- D Tō`.
- H Nawà jakar mātā dà àlábè?
- Y Jakā sulè tarà, àlabè ukù dà sīsī.
- H Nawà zākà ragè mānà?
- Y Aì bā` ragī.
- H Yí kōkari dai!
- Y To shīkēnan, nā ragè makù biyu dà sīsī.
- H À nawà-nawà kēnán?
- Y Jakar mātā sulè bakwai, àlabè sulè ukù.
- H To mè kacé` Dauda? Zākà biyā hákà?
- D Zan biyā. Gà kuđin, bāshī.
- H Tō`.
- Gà kurđinkà, inā là'adatā?
- Y Wacè là'adā? Bayan nāyi rágī?
- H Tō`, mun gōdè, sai wanı lōkaciń.
- Y Tō`.

## BASIC COURSE

---

H O.K., let's walk round.

H Here's a leather worker's stall, do you want to have a look?

D All right, let's move over closer so we can see.

Y White man! Here are slippers, a ladies' handbag and (also a) purse.

D Halliru, what is this man saying?

H He is calling you, [to see] whether you'll buy something from him ('from among his merchandise').

D I'd like to have the ladies' hand-bag and the purse.

H Let me ask him what they cost.

D All right.

H How much are the ladies' handbag and purse?

Y The handbag is 9/- [and] the purse 3/6.

H How much will you reduce it for us?

Y No reduction.

H Please try.

Y All right. I'll reduce it 2/6 for you.

H How much is each at that [rate]?

Y The handbag is 7/- and the purse 3/-.

H What do you say, David? Will you pay that much ('so').

D I'll pay it. Here's the money, give it to him.

H All right.

' Here is your money, where's my commission?

Y What commission? After I made a reduction!

H All right, thank you, see you later.

Y All right.

- D Inā kumā zāmū nūfā?
- H Saī shigā cikī sōsai zāmū yī.
- D Karfè nawà yanzú?
- H Yanzu karfè gōmà dà rabī.
- D Wajen inā zañ sāmī taguwā?
- H Saī mū nūfi yamma cikin kāsuwā.
- D Kō zāmū kōmà gida nē?
- H Kā gají nē?
- D Ā'a, nāga rānā tāyī zāfī nē.
- H To mū kōmà gida.
- D Ta inda mukà biyō zāmū kōmā?
- H Bā tilas banē, munā iyà sākewā.
- D To mū sākē, don in san hanyoyin.
- H To shikēnan.

Conversation 5DŪBÀ MAKARANTĀ

Bàtūrèn Makarantā - Babban Mālāmī - Sarkin Yārā

- M Barkà dà zuwā.
- B Yawwā.
- M Yàyà iyáli?
- B Lāfiyà lau.
- MB Mādallā.
- B Yaushe kukà dāwō dàgà hūtū?
- M Watàn jiyà.
- B Ajì nawà kukē dà sū?

## BASIC COURSE

---

- D Where else should we go?
- H We are to go right inside now.
- D What's the time now?
- H The time now is half past ten (10:30).
- D Where can I get a shirt?
- H In that case we should go west in the market.
- D Or should we go back home?
- H Are you tired?
- D No, I've noticed ('seen') that the sun is getting hot.
- H All right, let's go back home.
- D Are we going back the way ('through where') we came?
- H It's not necessary, we can do it differently ('change').
- D O.K., let's do that ('change'), so that I can get to know the streets.
- H That's all right.

### Inspecting a School

Education Officer - Headmaster - Head Boy

- M Welcome, sir.
- B Thank you.
- M How is your family?
- B Very well.
- MB Praise be to God.
- B When did you get back from [your] vacation?
- M Last month.
- B How many classes have you?

- M Munā dà ajì huđū.
- B Mè suke yī` yànzu?
- M Sunā hütū nè.
- B Wànè lōkacī zāsù shiga ájì?
- M Bāyan minti biyar.
- B Mè kōwànè ajì zāsù yí?
- M Ajì daya zāsù yì kàràtū, ajì biyu rùbutū, ajì ukù lissafi, ajì huđū kuma türancī.
- B Yārā nawà kukè dà sū dükà?
- M Yārā cásà'in dà biyu.
- B Àkwai 'yammatā?
- M È, àkwai ashirin dà huđū.
- B Yārā nawà nē bāsù zō bá?
- M Yārā shidà.
- B Kāsan dàlīlin rashin zúwànsù?
- M È, biyar bāsu dà lāfiyà.
- B Kā dūbā sú?
- M È, nājē gidājensù nā gansù.
- B Daya yāròn fá?
- M Shī dāmā yā sābà rashin zuwā bā` dàlīlī.
- B Kāyi wanī àbù gāme dà shī?
- M È, nā gayà wà hākimī yayi wà ubansà maganā.
- B Dai dai nè.
- M Zākà kai gòbe à nán?
- B È, sai gòbe zań dūbà makarantā sòsai.
- M Tō`, sai gòben.

- M We have four classes.
- B What are they doing now?
- M They are on their break.
- B When are they going into classes?
- M In five minutes.
- B What will each class be doing?
- M Class I will be reading, class II writing, class III arithmetic and class IV English.
- B How many pupils do you have in all?
- M There are ninety-two pupils.
- B Any girls?
- M Yes, there are twenty-four.
- B How many boys are absent?
- M Six boys.
- B Do you know why they didn't come?
- M Yes, five are not well.
- B Have you seen them?
- M Yes, I went to their homes and have seen them.
- B What of the other ('one') boy?
- M He is a habitual absentee without reason.
- B Have you done something about him?
- M Yes, I told the chief to speak with his father.
- B That's the right [thing to do].
- M Will you be here tomorrow?
- B Yes, I'll inspect the school properly tomorrow.
- M All right, until tomorrow, then.

M Sarkin yārā!

S Àlágafàtā Málàm.

M Yākà nan.

S Tō` . Gànì gāfàtā málàm.

M Àkwai sàbulù à sitō?

S È, àkwai.

M Zai `isa à rabà wà yārā?

S Í, zai `isa.

M Tō à rabà masù.

S Tō` .

M Gòbe bá türèn makarantā zai zo yà dūbà ku.

S Tō` .

M Sabòdà haka kōwwā yàyi wanki.

À kumā shārè wuri sòsai.

S Tō` .

Conversation 6

MÀIGIDĀ DÀ YĀRANSÀ

Lawal - Hassàn - Yūsufù - Alu

L Hassàn!

H Nà 'am.

L Kàwō mini tī` kwaf daya.

H Tō` màigidā.

H Gàshi, shikénán?

L Yawwā! Nā gōdè.

Zanyi bañi yaù, àbōkīnā dà matarsà, dà 'yarsù.

## BASIC COURSE

---

M Head boy!

S Yes, sir.

M Come here.

S Yes, sir. Here I am, sir.

M Is there any soap in the storeroom?

S Yes, sir, there is.

M Will it be enough to distribute to the boys?

S Yes, sir, it will be enough.

M All right, distribute it to them.

S Yes, sir.

M Tomorrow, the education officer will be coming to inspect the school.

S All right, sir.

M (So) everybody must wash, and also sweep the area properly.

S Yes, sir.

### Master and His Servants

L Hassan!

H Yes, sir.

L Bring me a cup of tea.

H Yes, master.

H Here it is. Is that all?

L Ah! Thank you.

I am having guests today. My friend, his wife and their daughter.

- H Dà wànè lōkàcī zāsù zō?
- L Dà yamma.
- H Tàre dà sū zākà cí àbincin yammán?
- L È, tàre zāmù cī. Mè zākà dafà mài dādī?
- H Àbindà kakè sō` zañ dafà aì.
- L Haka nē Hassàn, tō kà dafà írin wanda ka dafà daren jiyà.
- H Tō` màigídā.
- L Àkwai sauran kāyan àbincin nán?
- H È, sai dai madarā dà sukàrī sun kārè.
- L Tō`, gà sulè gōmà kà sayō kō?
- H Tō` màigídā.
- L Ìnā Yüsúfù?
- H Yanà lambū yanà ban ruwā.
- L Kírá míni shí.
- H Tō`.
- H Yüsúfù! Yüsúfù!
- Y Nà'am!
- H Máigidā nà kírá.
- Y Tō`! Inà zuwà.
- Y Gàní màigidā, Hassàn yācē` kanà kírá.
- L È, inà sō` nē kà shārè gídā sòsai.
- Y Tō` màigídā.
- L Kà wankè gidan wankā dà báyì?
- Y Aì nā wankè su.
- L Kà gōgè tākalmà nā.

H What time are they coming?

L In the evening.

H Will you have your dinner with them?

L Yes, what delicious food will you cook?

H I will cook what you like best.

L That's right, Hassan. Well, cook the kind which you cooked last night.

H Yes, master.

L Are there [still] some food supplies left?

H Yes, just the milk and sugar are all out.

L Well, here is 10/- to buy some.

H Yes, master.

L Where is Yusufu?

H He's in the garden watering [it].

L Call him for me.

H Yes, sir!

H Yusufu! Yusufu!

Y Yes, sir!

H Master wants you.

Y All right, I'm coming.

Y Here I am, master, Hassan said you wanted me.

L Yes, I'd like you to sweep the house (properly).

Y Yes, master.

L Have you washed the bathroom and latrine?

Y Yes, I have washed them.

L Polish my shoes, please.

- Y Tō` màigidā.
- L Hassàn zai tafì ganin gida, zākà iyà samō mìnì wanì kúkù?
- Y Í, zañ iyà.
- L To, kà kāwō shì góbe.
- Y Tō` màigidā.
- Y Gà sābon kúkùn dà na cē` zañ kāwō.
- L Cē masà ya shigō.
- A Máigidā kwallāfiyà?
- L Lāfiyà lau. Shèkarà nawà kanà aikìn kúkù?
- A Shèkarà gómà, gà tákárđūnā.
- L Nā ganī, dà kyaù, góbe kà dāwō.
- A Tō`, sai góben.

Conversation 7GANIN SARKÍ

Smith-Rasdan Roberts-Bašo Abubakar-Sarki Bello-Sarkin Gida

- S Barkà dà rānā.
- R Barkà kàdai.
- S Nā gayà wà sarki zāmù jē mù ganshi.
- R Wànè lókaci kacé` masà zāmú?
- S Nācé` masà zāmù dà karfè tarà na sāfē, góbe.
- R Tō shíkénan.
- S Kā shiryà? Lókaci yā kusa.
- R Í, nā shiryà, mù tafì.
- S Tō`.

## BASIC COURSE

---

Y Yes, master.

L Hassan is going to go home on leave ('seeing home'); can you get me a[another] cook?

Y Yes, sir, I can.

L All right! Bring him tomorrow.

Y Yes, master.

Y Here is the new cook I said I'd bring.

L Tell him to come in.

A Good morning, sir.

L Good morning. How long have you been a cook?

A Ten years. Here are my credentials.

L I see! Very good, come back tomorrow.

A All right sir, till tomorrow.

### A Call on an Emir

Smith-Resident

Abubakar-Emir

Roberts-Stranger

Bello-Palace Caretaker

S Good afternoon.

R Good afternoon.

S I told the Emir that we would go and see him.

R What time did you tell him we'd go?

S I told him we'd go by 9 a.m. tomorrow morning.

R All right.

S Are you ready? It's almost time.

R Yes, I'm ready, let's go.

S O.K.

- S Sàlāmù àlaikùm, kwallāfiyà?
- B Àmīn, lāfīyà kalau. Yàyà nē?
- S Munà sō` mуга Sarkī nè, yā fitō?
- B È, bári ìn yí makù isò.
- S Tō`.
- B Kù shiga.
- S Tō` , mun gōdè.
- A Sannunkù dà zuwà.
- S Yawwā rankà yà dadè.
- A Ìnā kwānánkù?
- SR Lāfīyà lau rankà yà dadè.
- A Mādallā.
- Wannàn nē kacē` zākà zō dà shí?
- S È, rankà yà dadè.
- A Kākà kakè batūrè?
- R Kalau rankà yà dadè.
- A Mùtumìn wàcè kasá nè?
- S Mùtumìn Amirkà nē.
- A Tō`?
- S Shí nè sābon manajàn bankì.
- A Dai dai nè. Yàyà kaga kasar tāmù?
- R Bā` laifī, sai dai saurō dà rānā.
- A Aí zākà sābà dà sū nan dà nan.
- R Yàyà lābārin shuke-shuké?
- A An gōdè Allah.
- Gyadā dà audugā nè, kō fa zāsù yí kamar bārā?

## BASIC COURSE

---

S Peace be upon you, good morning.

B Amen, good morning. What brings you here ('how')?

S We want to see the Emir, is he about ('has he come out')?

B Yes, let me inform him of your arrival.

S All right.

B You may go in.

S Thank you.

A Welcome.

S Yes, may your life be prolonged.

A Good morning to you.

SR Good morning, sir, may your life be prolonged.

A Praise be to God.  
Is this the man you told me you would come with?

S Yes sir, may your life be prolonged.

A How do you do, white man?

R Fine, may your life be prolonged.

A What country is he from?

S He is an American.

A I see.

S He is the new bank manager.

A So. How do you like ('see') our country?

R Not bad, except for the mosquitoes and the sun.

A You'll soon get used to them.

R What news is there of the crops?

A Thanks be to God.

We don't know whether the peanuts and cotton will be like last year's.

R Mè yasā` akè shakkà?

A Sabò dà karancin ruwan samà bana.

R Häräjì fá? An kárè tārāwá?

A Á'à, sabòdà manòmā bàsù kaudà àmfànín gōnā dà wuri ba.  
Hakà nē rankà yà dadè.

S Rankà yà dadè zāmù kōmà gídā.

A Tō`, nāyi murnà kwarai, kù sàuka lāfiyà.

SR Àmin, sai wani lōkací kumā.

A To dai dai nè.

## BASIC COURSE

---

R Why is it doubtful?

A Because of the shortage of rain this year.

R What about the taxes? Has the collection been finished?

A No, because the farmers didn't harvest their crops in time.

R That's right, may your life be prolonged.

S May your life be prolonged, we shall return home.

A All right, I thank you very much. May you arrive safely.

SR Amen, till some other time.

A So be it.

## APPENDIX II

## Selected Translations of Drill Sentences

Following are translations of key sentences in the drills. This will enable the student who has difficulty to look up the translation when in doubt as to the meaning.

- 4.1 He came to your house at night.  
They came about nine o'clock.  
He returned to your house safely.  
I went out at night.  
Perhaps I forgot the tobacco (or, cigarettes).  
If they went out, there's no harm done (or, there's no objection).
- 4.2 Bello returned in the afternoon.  
Musa said he forgot the message.  
[The] boy told you [the] news.  
Mamman came to your house about two o'clock.  
Perhaps Mamman forgot he came with (or, brought) the message.
- 4.3 Are you bothered by the sun?  
Are they bothered by the sun?
- 5.1 (It is or, It was) Sani and I alone.  
Are you the chief clerk now?  
I'm worried about Musa.
- 5.1.2 Bello's work is good. (Bello's work isn't good.)  
Is Halima's health fine?  
How many days was Bello in America?  
Shehu's family arrived safely.  
Is there news regarding Shehu's family?

I forgot Bello's back wasn't well.

Don't worry, your back is all right.

5.1.3 He told her the message at night.

5.2 How many days was Bello in America? (twice)

Halima's health is fine. (twice)

Mamman received his salary today.

Did Musa tell you that the English consul arrived?

Perhaps he went out about seven o'clock.

How many of them are there?

6.1 We sent him to England.

Her mother took me.

He was taken to the market.

A horse kicked me. (You (pl.) have been affected by the cold.)

We sent Bello to England.

What office is it I heard Halima was taken [by]? (that is, hired by)

Where did his horse kick her?

[The] animals were taken from here.

6.2 She came with his mother.

6.3 Did Mamman come back from the hospital?

Thanks (be to God), my mother returned today.

6.4 How is your mother? Has she recovered?

Congratulations, your mother has recovered.

Mamman took her yesterday afternoon.

Did Sani take Lawal to Yusufu's?

My Mother came last night.

There's a market near the animal hospital.

7.1.1 We didn't come to work with Shehu.

Did you come to work yesterday afternoon?

He told Halima there was work today.

Up to now she hasn't returned from the market.

He came with [a] pen.

Yesterday new workers were taken on.

His mother brought ('came with') water.

She took her daughter from his house.

Shehu took his horse.

She came to the meeting yesterday evening.

Your horse kicked her yesterday.

I've forgotten what kind of work Musa has now.

7.1.2 Halima's health isn't good.

My health isn't good.

7.2 What is to be done with this water?

Didn't Halima come take [it]?

Hello (as you work) Shehu.

This clerk came with (or, brought) the message.

8.1 What day will you return?

What kind of food is Musa's mother going to prepare?

What time will the messenger return?

He'll return at seven o'clock.

What kind of metal will be taken?

Perhaps it will get cold tonight.

Only her mother will come tomorrow.

We'll come together tomorrow during the day.

I forgot that someone went out with the animals.

Perhaps my mother began working.

They returned about two o'clock.

- The messenger returned with your horse.  
Who among you took away [the] water?  
She got ready to go to America.
- 8.2 I returned with my mother.  
We'll return with our mother.  
Which of you will start off to the market first?  
Halima was taken yesterday (during the day).  
I think Shehu was in England two days.  
I'll take Shehu to their place of work later.  
Who sent him with the tobacco?  
Who will come back with my mother?
- 8.3 You started to take him to work, didn't you?  
Amina started to go out yesterday evening.  
She returned after seven days.  
The message was taken yesterday.
- 9.1.1 I won't begin work until later.  
Aren't you (f.) going, too?  
Bello isn't going to go with his neighbors.  
It won't start raining now.  
I won't tell her anything.  
Musa will not work now.  
What if Halima won't go greet the emir?
- 9.1.2 I'll go to work today.  
Halima will go to the hospital in the evening.  
I'll go out looking for my horse later.  
I think his mother is about to go greet their neighbors.  
We'll come to [the] meeting tomorrow afternoon.  
Only the messenger will come tomorrow.  
Amina will start to go out at night.

I'm the one who will take Shehu to their place of work later.

9.1.3 I think you went to the market.

I think he's returned now.

I think she's returned now.

Halima and Musa returned today.

Bello and Musa arrived today.

Lawal and Ali got well today.

My mother went to prepare food.

10.1 He said for me to go to market.

Perhaps they should come to your house in the evening.

Say that the children are to go out in the evening.

It's a mistake ('fault') for the messenger to come in the afternoon.

We'll come to see in the afternoon.

There's no opportunity for them to stay over at your house.

Towards evening have Halima come with cigarettes.

Say for him to come back at two o'clock.

Who shall I say should bring food?

Who shall I say should return with the message?

Go to the market with these peanuts.

When your daughter comes, send her.

When Musa gets well, tell him to come.

You'll go to Musa's house in the evening.

You'll go tell Halima to give you water.

You'll go to the hospital with these animals.

You'll return with these peanuts.

You'll come with (or, bring) the food now.

You'll go to the office now.

You'll take a horse to market.

## BASIC COURSE

---

You'll come to the meeting with my hat. (-bring my hat)  
Shehu took Musa's hat.

Musa has returned from work now.

He started to go to the office of the American consul.

Asabe has come with (or, brought) the food now.

10.2 Go to the market and buy another hat.

I got these peanuts yesterday.

It's nearly time to go to work ('The time of going to work has neared.') Let's go.

When she goes to the office, tell him.

Where shall I put these peanuts?

11.1 Don't do anything until he gets back.

Don't you go out alone in the evening.

Don't go home until I come back.

Inform him he is to come to my house in the afternoon.

If there are men [there], have them begin the work now.

If it is true, she came with the message.

It's true that a messenger came back from his house.

The children were afraid of the horse.

Some men came to our office.

I heard some workers went to greet the emir.

Ibrahim went to the market like that.

If the cold eased up a little, they spent the night.

Halima took the message.

Inform him that they came to my house in the afternoon

The children took him away from here.

11.2 We're not going anywhere from here.

It's cold everywhere now.

Are there some children at your house?

Should I go out like this without a hat?  
Who informed her that Shehu came?  
If you will spend the night that way, all right.

- 12.1 Did you ask Musa news about salary?  
Did you send Shehu to the market?  
Did she take that food?  
They took that message.  
Did you get back from the hospital?  
Has she begun the work?  
Has he left for ('begun to go to') the office now?  
Did you (f.) tell him to come in the evening?  
Was she thankful for the message Shehu took [her]?  
Did you fix the hat?  
Was he afraid of Shehu's horse?  
Should Mamman be called?  
Musa called a messenger.  
Did she receive the food?  
Did he arrive in America?  
Did you inform him of the message?  
Have they gotten the message ready yet ('now')?  
Did you go to the hospital?  
Did you (pl.) ask him for everything?  
Did she bring the food?
- 12.2 Call someone [over] here.  
Some carpenter came here this afternoon.  
Did the householder come back from work?  
Have her ask her mother then.  
Shall I alone take these peanuts?  
Are you going to sleep at the house alone?

What carpenter fixed it?

Shehu forgot where the animal hospital was ('the whereabouts of the animal hospital').

Shehu asked some man yesterday.

Where can I get food now?

What direction is his house?

Whom ('in whose direction') will you ask?

I forgot, there's work today.

Don't let her forget this message!

Is Musa going to go to work today?

13.1 He is the chief clerk now.

Is Asabe Lawal's mother?

It's Asabe who'll go to the hospital shortly.

It was Musa that went to England.

What house is it that Asabe went to?

Is it Yusufu's house here?

Halima knows that here is my house.

Do you know that it was Asabe that came yesterday?

Are you the one who fixed the office of the American consul?

Who said it was she who fixed the peanuts?

It was Halima that fixed my house.

Did Shehu send that message [back] here?

It was yesterday evening that I received it.

Was it her earrings that Musa took away?

When was it she said she was going to come?

When is it that it will begin to get cold?

13.2 Which one of you came to my house on Sunday?

Musa took my hat in the morning.

What day are you going to send back my hat?

Sahabi came in the morning with his daughter.

Did she receive it from Musa?

I'm going to buy earrings for my wife.

14.1.1 It was Asabe's daughter that took away the peanuts.

Who bought the hat for you?

14.1.2 Is there a wooden box in your house?

Was it Asabe's robe that you took?

What kind of robe are you going to buy?

It was his hat Amina took.

Is it Shehu's food here?

When will her earrings be fixed?

14.1.3 Was it your boy I saw or Bello's?

Was it my salary he received, or Asabe's?

Was it Musa's daughter that came, or Asabe's?

Is it Mamman's robe here, or Sahabi's?

Is it Musa's box that's big, or Halima's?

Was it Musa's box or Shehu's that you kept?

14.1.4 When will I be given my salary and that of my boy?

This food is Halima's.

Where is the food that is Asabe's? (or, that belongs to Asabe)

Are these beans of Lawal's good?

14.1.5 Is this horse yours, or Halima's?

This food is mine.

Where did he keep that message (or, other item sent) of mine?

14.2 Asabe's horse has gotten well.

There are beans at the market.

Halima took beans to Shehu's house.

If my boy returns, that's all right.

- 15.1     A lot of boys are going to America.  
Are you sure he'll go to the hospital?  
The one who was going to America has gone.  
I'm going to go to Lagos sometime next month.  
About what time is she going to go to market?  
I'm going to learn how to be a clerk next month.  
When are you going for the course in teaching?  
Perhaps he'll go to America the day after tomorrow.  
What's keeping you from going to the market the day  
after tomorrow?  
Didn't I hear something to the effect that she's about  
to go to England?

- 15.2     Musa is taking a box.  
Lawal is looking for a horse.  
Asabe is calling her child.  
Halima is seeing the food.  
I'm afraid to go to the market.  
Asabe is getting off the horse.

- 16.1.1    He goes to the market every day in the evening.  
She's going to get medicine.  
He meets with them every day.  
I'm coming to get food at his house.  
Ali is coming back from the market.  
Shehu's coming home.  
Lawal is meeting the carpenter.  
Mamman is asking.  
Shehu is beginning.  
Asabe is fixing [it].

My child is taking [it].  
He's preparing the peanuts that he bought.  
The messenger is informing him of the message.  
Halima is telling her mother the message.  
Mamman is forgetting his hat.  
Halima remembers Musa.  
I'm going to the office with my horse.  
Asabe is stealing tobacco.  
He's taken to school every day.

- 16.1.2 Is your child nearby?  
Is your child at Shehu's house?  
Your daughter is also at the market.

- 16.2 Is this robe Shehu's?

- 17.1 Ali returned to the market.

Mamman forgot his hat.  
I came home.  
Halima remembered Musa.  
We met a carpenter.

Mamman asked.

The children asked me.

Shehu began working.

Lawal went home.

My boy brought food home.

The children put away the robe in a box.

Asabe stole beans.

You informed him of the message.

Ali returned to the market.

Asabe heard him say there was work.

It's true that he met his wife.

## BASIC COURSE

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The children ran from the hospital.

He went just like this (or, that), not having anything with him.

He sat at home with his mother.

Halima went to school with the children.

- 18.1 Musa had money but he gave it to his mother.  
I have money [on deposit] with Shehu.  
My wife does not have the news that I have returned.  
His wife has a beautiful box.  
Do you have a pen here?  
Your wife doesn't have anything, does she?  
The food is good but there's not much of it.  
If he has the opportunity, have him go tomorrow afternoon.  
Do you have news of a boy coming here?  
I intend to take her to the hospital tomorrow afternoon.  
I won't have the opportunity to go out until the time is near.  
Perhaps you'll have the opportunity later on.
- 18.2 Have someone let you know without coming to the hospital during working hours.  
Today there are no peanuts at the market, just beans.  
There's food, but it's not good.
- 19.1 I only am the one who arrived in America.  
We're the ones who saw the food that she put here.  
What business do you have with the work they're doing?  
Wherever he goes he'll return home in the evening.  
What did Halima get mad about yesterday at work?  
Where did Yusufu kick (or, shoot) her?  
What kind of work is done at his house?

How many of them did he see yesterday in the bush? (last:  
How many of them spent yesterday in the bush?)

What time did they take that message?

What caused her to stay for a long time at the hospital?

Who left wood here without permission?

Halima cut [it]; it's not my business if it's asked about.

What day did you take your pen?

19.2 Perhaps those who own them are [the ones] who took [them],  
but I'm not sure.

19.3 He should go now as there won't be time later.

Musa got permission from the chief clerk.

The animal officer said they were not to be taken [there].

Mamman will not get angry if someone takes him.

20.1 I heard Bello say Halima is returning from England on  
Saturday.

She comes to market on Saturday, not every day.

They five are the ones the policemen is looking for.

He's spent five months without getting [his] salary.

[It's] only if he has worked that he says he's tired.

What causes them to get tired of arranging lumber?

What is she waiting for that she has sat down like this  
in the bush?

I know who they are waiting for here.

It's in the evening that soccer is played every day.

I forgot when it is she begins work.

What time is it that they go out for a walk, do you know?

If it's watching they're doing, don't tell them to come.

If today they're resting, I'm sure they'll come.

What does she think will be done with this water?

Who knows where the children are now?

- 21.1 He usually finishes his time at work.  
When do you usually leave work?  
What causes them to call the children every day?  
I usually call men because of work.  
We usually go to the office with money, but not every day.  
What time do they usually go looking for animals?  
He usually sits at home to work with his mother ('at home with his mother that they work').  
They usually want to go to a soccer game, but they just don't have the time [for it].  
Are you sure he usually goes to the hospital with the children?  
Halima usually tells her mother the message.  
My boy usually brings food to the hunting ground.  
Musa usually puts the robe in a box.  
He usually inspects the forest every evening.

- 22.1 When did he say this clerk will go to the emir's house?  
The red box his wife bought has become ruined.  
Where did Shehu put Musa's pen?  
If you give a child an anini, he'll buy peanuts.  
What is usually done at the animal hospital in the morning?  
My son began to know how to work ('be able to know how work is done').  
Workers know night ends quickly.  
There's a good horse at our house.  
The house they bought is near the market.  
Tell him to put my hat in the chief clerk's office.  
Don't have the boys cut down this tree until tomorrow.  
Whose family was it I saw yesterday morning in the bush?  
If he's the American consul, it doesn't matter.  
What kind of work does the carpenter usually do?

Can one get a robe like yours ('your kind of robe') at the market tomorrow?

Did you say your boy's ear hurt ('was sick')?

Perhaps I'll spend a day in America.

They're giving a course at the school since the boys have gone on vacation.

What time does he usually get home from the market?

When will the worker be paid [his] salary this month?

Did the medicine you bought disappear this quickly?

A lot of boys are coming to the school every day.

Ask ('seek') permission from the schoolmaster now.

The messenger doesn't usually come to work early every day.

Do you know that the wife of the head of my house came back yesterday?

Who had no inclination to do ('in connection with') this work?

I forgot where their office is.

She put away Bello's robe in a box.

The emir will come to the meeting next month.

The boy bought him cigarettes at the office in the morning.

He wants to buy shoes for his daughter.

A mother will not want her son to go bad.

Now the month is quickly coming to an end.

The boy sees that his food has been hidden.

22.2 I saw you with a black horse; where did you buy it?

For whom did you buy this black hat?

He likes black shoes, but he doesn't have any money.

Whose is that white house?

Where did you put away Shehu's boy's white bicycle?

If those white horses are his, he definitely has money.

This new worker can work well.

And where did he get [that] new car of his?  
She told him new boxes were brought.

He said he'd buy blue shoes if you give him the money.  
Lawal didn't get the blue bicycle.

Do you know where he put the blue hats?

22.3 It would be fitting for you to [go] greet your mother  
this evening.

22.4 You didn't do the kind of work I wanted.  
Did he say what was to be done with the beans?  
Have every child that's coming come with his [own] food.  
The pen you bought went bad yesterday.

23.1 You'll send your black robe to him.  
I heard someone will be able to fix this blue car.  
Perhaps I'll want to see him later.  
She will be able to get red colored robes.  
You (f.) will find ('get') white shoe[s] at the market  
for you to buy.

If the shirts are good, he will perhaps buy.  
[For] the kind of work which you did, I think they'll  
give you money.  
If you leave it like this, it will spoil quickly.  
You (pl.) will be able to cut down this tree if the time  
doesn't give out.  
Won't you (f) put on your red shoes if we go to the  
meeting?

I came back a long time ago, (because of) thinking he  
said. I would be given money quickly.

We may try to fix it later if there's time.

24.1.1 The children took money to Shehu's house yesterday.  
If there's an opportunity come early today.

He usually eats food every (day in the) morning.  
I quit work yesterday at a quarter after five.  
How many days did your mother spend at their house?  
Perhaps he'll return on Saturday evening.  
In what month will the Prophet's birthday be celebrated?  
It's nearly time to prepare food ('the time of making  
food has neared'), so let's go.  
Who knows the hour at which morning prayer is begun?  
Perhaps there's a holiday three months from now.

- 24.1.2 How much worth did you say Shehu bought (and brought)?  
How much worth do you think she brought here?  
If he brings three shillings worth here, what ('how')  
will you do?  
How many days' worth did he bring yesterday?

24.2 Whoever put water in his ears, that's his business.

- 25.1.1 Shehu sent my mother the money yesterday.  
When did he say he'll send my robe here?  
Who took the food from my house (and brought it here)?  
I'll begin (to do it this direction) from there, but only  
[after] I've rested.  
Halima came in with this box yesterday.  
I think he went, greeted Shehu (and came back).  
She found out where beans were being sold (and came back).  
I fixed (and brought here) this pen a long time ago.  
Mamman shot (and brought here) a bird in the afternoon.  
Oho (-It doesn't matter to me), I didn't ask you to for-  
get [and leave] yours at the house.  
Well, didn't I say for you to look for my hat for me  
(and bring it here).  
Yesterday she bought [some] beautiful shoes (and brought  
them here).

They were the ones who looked for [it], and they saw [it].  
We got a lot of things from there.

I told you his mother said for you to come down here out  
of the tree.

I'll (bring and) arrange the shirts in the box.

I came with money, don't you worry.

Let me look (here) [and see] whether he's home.

If you go deliver the message, (and come back) I'll give  
you money.

Asabe's daughter ran home here in the afternoon.

Who knows ('with whose knowledge') you received these  
[things] (here)?

Have they cut down (and brought) the tree I said, or not?

Musa (went and) asked her for news of his daughter (and  
returned).

Everytime he leaves off playing, he'll come.

Which one of you ruined my bicycle (with reference to  
here).

When he returned, I didn't have anything.

It was Saidu that poured beans into the car (here).

25.1.2 When did you buy that jug (and bring it here)?

If I remember, I'll pour water into the jug here.

25.2 Today the sun is very hot.

Here! Take [it] to him over there.

Is there [any] sugar in the market?

God willing, I'll buy the shirt tomorrow (and bring it  
here).

What carpenter made (and brought) this chair?

26.1 Who among you is going to go to England?

Who took the red-colored gown?

Whom did I see at your house yesterday morning?  
For whom did you buy (and bring back) tobacco with my  
money?  
To whom did you take the gown which Musa gave you?  
To (or, with) whom will I speak if I go?  
To whose house did Musa go; did he tell you?  
Whose shoes did I see inside my car?  
To whom (and whom) was the money taken?

- 26.2 Who was it came looking for Shehu yesterday?  
Which (f) of you called the children?  
Who were the ones who ruined this house?  
  
Tell someone to give you the money.  
Go to someone's (f) house and bring back the gown.  
  
The one who sent you to market has gone out.  
The one who came yesterday, she's Bello's mother.  
She called the ones who brought the horse here.  
  
This horse is strong.  
This woman isn't well.  
These pens are not mine.  
I think that is the office of the American consul.  
Is that the city market? It's big.  
When you call those men, give them food.  
  
What time will you get back from work?  
What day will there be a meeting?  
What things did you put away in his house?  
  
Which one of these hats is yours?  
Which one is prettier, (or, better) Musa's wife or Shehu's?  
Which things did you put away in the box?

Every person knows what he's doing.

Whatever robe you bring him is all right.

I'll buy any kind of shoes I find, ('whatever kind of shoes, I'll buy if I get [them]').

I heard that some boy came looking for you in the afternoon.

The emir had them seize some woman this morning.

He saw some [people] cutting down a tree in the forest.

26.2.2 What person came from America?

What year did he become king?

What pens are yours?

Are these the beans you bought yesterday?

This is Musa's hat.

[I think] these are the emir's children, but I'm not sure.

Whatever [kind of] work they teach me, I'll be able [to do it]

Every animal knows its owner.

Give the food to whatever children you see.

When a malam comes, tell him to give you the message.

I saw a beautiful robe in the market yesterday.

You may perhaps be able to get some shoes.

26.3 What did you hide in this box?

What did they say would be brought to the market later?

What did the children do that their mother refused to give them food?

What are you going to do with these trees?

26.4 Perhaps if you give him this robe he'll want [it].

Did you see who came here yesterday afternoon?

Did you bring him that message, or [have]n't [you done so] yet?

That boy certainly doesn't have any sense at all.

Halima put away the box there in his house.

27.1.1 Where did you put the medicine that was here for [such] a long time?

Where did you put that medicine that remained for a long time?

The robe I have that has lasted a long time is still good.

The shoes he has that have lasted a long time [still] haven't gone to pieces ('bad').

Who fixed the box that he brought?

Are you the one that drank the water that stayed over-night there?

The health of Shehu's horse is fine.

It was yesterday noon that I bought it in the market.

You are the one that said he got it from me.

My wife put away money for buying food.

You know that I am not smoking now.

Perhaps I will cut down this tree in the evening.

I heard (hearsay) that Mamman is stealing now.

Are you sure he took the money to her?

27.1.2 Who bought these old beans?

Are you the one who brought Musa's old hat?

If he calls his old workers, that's all right.

I sold Shehu my watch that had been fixed.

Did you see the fixed-up car he bought?

And where did he put the shoes that had been fixed?

She hid the leftover food that I saw.

They'll look for a healthy man to do the work.

The men you saw at my house are all healthy.

Did you tell him to hide this lumber that had been bought?

I won't buy the beans that had been set aside.

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Did you get your robe that had been put away from her?  
Your neighbor is a [well] known person in this town.  
I heard people say your mother is known to everyone.  
He took workers to work for him who were known.

- 28.1 If it's because of you, there isn't anyone who will worry.  
What is it on her account that will cause you to refuse  
to go there?  
He hasn't good sense; because of that I don't play with  
him.  
Is it perhaps because talking offers no difficulties?  
She returned early, so I sent Musa.  
Because I went to the market my neighbor ran away.  
Because you worked, you'll be given the money today.  
He stopped reading because we were calling the children.  
If it's because he's working, it doesn't matter.  
Do you think that because the forester isn't here, I  
won't be able to come?  
Did you say you were sick because we were coming?

- 29.1.1 Of whom was it said that  
his back is hurt? It's Shehu, but he feels  
somewhat better.  
Are you sure what he said  
is true? I am not sure but it  
sounds as if it were  
true (there is an indica-  
tion of something  
like truth)  
Did Mamman say you should  
run home? No, I thought if I do  
something like running,  
I will get there in  
time.  
Is the thing you received  
[and brought] medicine? I don't know, it looks  
something like medicine  
Is it true that his grand-  
mother is very very old? Who knows? Perhaps she  
a bit elderly.

Is it west of the market that you saw him?

No, I saw him somewhere towards the west of Emir's house.

Is it in the evening that she said she will go to the hospital?

Yes, she will leave home towards evening.

Who said he recovered from the sickness he's suffering from?

No one said he recovered, it was said he recovered somewhat, but not completely.

Is Halima afraid of her father's horse?

Not only she, I'm a bit afraid of him myself.

What makes you stay behind?

Because I rather enjoy staying behind.

Is the tree they cut down a tall one?

Yes, it's big and somewhat tall.

Is the load you bought a heavy one?

It is somewhat heavy.

Is the cold not so severe at your town?

Well, rather mild. There's nothing to be said against it.

Does Bello's grandmother see at all?

Yes, she can see a little.

Are you the last one who returned?

Yes, I am just about the last one who returned.

How [are things]? Has the chief clerk gotten better?

Yes, he feels somewhat better.

Has her daughter recovered completely?

(Yes), she has recovered slightly.

Is your house far from here?

Yes, it's [just] a little far.

Is Musa the one who kept the box inside?

Yes, he is the one who kept it sort of inside.

Are the children trying in school?

Yes, they are sort of trying [we're not complaining.]

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- Would it not be better for us to sit here?  
Yes, you're right, it's a bit better for us to sit here.
- 29.1.2 Was the food you ate yesterday watery?  
Is the robe they stole a big one?  
Is the horse we saw a black one?  
Is the medicine the children brought plenty?  
Are you the ones who said Shehu is sleeping?  
Is the thing that messenger will bring heavy?
- Yes, it was somewhat watery, not very good.  
Yes, it's pretty big, a good one.  
I think it's somewhat black.  
There may be quite a bit, I'm not sure.  
No, we just said he seems to be sleeping.  
It may be somewhat heavy.
- 30.1.1 Did you ask or not yet? Yes, I asked [all around].  
Did they run away?  
Did you cut down the tree?  
Was it [really] stolen?  
Did she hide the food?  
Has he started the work [did he start work?].  
Did you [f.] repair the house?  
Did you shoot in the morning?  
Did you bring the load?  
Did you (pl) buy?  
Did they really recover?  
Has she distributed the food to them?  
Did you thank them?  
Did they get off from (leave) work?  
Did you ask them to sit down?  
Are you sure they are tired?  
Did you call the workers?

Were you told he came?  
Did she meet the animals?  
Did you wait for his wives?  
Did you send the robes?  
Were the animals taken out?  
  
Have you received plenty?  
Did they arrive at your house?  
Did he get [anything] from him? [Was it from him he got?]  
Did you look well in the box?  
Did he rest in the afternoon?  
Did you return early?  
Did he arrange [it] well?  
Was it poured inside?  
Did they take plenty?  
Did she look for [it] at the office?  
Are you [f.] bothered by the sun?  
Did he tell her the message?

- 30.1.2 Did Halima distribute food?  
Did your mother ask all around?  
Did the policeman return (from various places/at various times).  
Did your wife arrange the food (variously)?  
Have the workers gotten off from (left) work?  
Did Asabe pour water in the jug?  
Did you take the beans (variously)?  
Did the head of his household recover (from everything)?  
Did his mother receive [them] (variously)?  
  
Did you all sit down at his house?  
Did people get tired of working?  
Did you tell them to rest?

## BASIC COURSE

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Did the children get the food (distributively)?  
Did Musa look all over there.  
Was it at the market they all got together?  
Did Mamman and Shehu run off yesterday?  
Did she cut up the tree?  
Were a lot of things stolen? or, Was a lot stolen (at various times/from various places)?  
Did you all arrive at school?  
Did the forest inspectors go out (distributively) early?  
Did you look all over with care?  
Is he worried about going there?  
Did a clerk call the workers?  
Did Shehu tell you (distributively)?  
Did Bello wait for the men?  
Did you send the cigarettes?  
Did they hide the medicines?  
Was the box fixed (at various times)?  
Did the horse kick you (pl) (distributively)?  
Did the messenger bring the papers?  
Did you buy the pens?  
Did my wife tell you (pl) (distributively) the message?  
Did you thank the Emir's wives (individually)?

- 30.1.3 And where did you get these?                   At our school.  
                                                               I forgot where.  
                                                               I can't remember.  
Who called the children?                                 It was Musa's wife.  
                                                               I think it was a messenger.  
                                                               Why don't you ask the head of the house?

When will salaries be  
distributed to them?

Did you tell him that  
he should start be-  
fore I come?

How would I know? Po-  
liceman.

Perhaps tomorrow after-  
noon.

The seventh of this month.

When Bello gets back.

Why don't you ask the  
chief clerk?

I didn't see him.

Shehu told him, not I.

Yes, early even.

No, I forgot.

## HAUSA-ENGLISH VOCABULARY

Feminine nouns have (r) postfixed when not after f; masculine nouns are unmarked. Verbal nouns are preceded by vn. Nouns in /-ACCē/ have the feminine and plural abbreviated to /-iyā/ and /'-ū/. The feminines of nouns with the /ma-/ prefix are not usually given. Where convenient, related items are grouped. Where a verb on this root has occurred, the forms are all listed under this verb. Verbs are given first, then nouns. This affects the listing of such items as nouns in /ma-/, most of which are given under related words of the same root (/ma'āikacī/ under /aikī/, for example). There is a minimum of cross-referencing. The student is therefore led to think in terms of related words, rather than isolated vocabulary items. It may be added that the vocabulary is short enough to be browsed through.

a

`a

at

a'a

(exclamation of surprise or caution)

ā'a

no

`abinci

food

àbōkī pl àbōkai

friend

àbù / `abi- pl abūbuwā

thing

af

(expression of sudden realization)

àgōgō pl àgōgai / agōgōgi

clock, watch

/agōgunā

āhū

1 1/2 pence

ai

oh (I'm sorry)!

`aikā (ē/i) vn aikā

send

aikō

send here

aikī pl aikōkī / ayuyukā

work

ma'āikacī pl ma'āikatā

worker

ma'aikatā (r)

place of work

ajī pl ajūjuwā / azūzuwā

class (in school)

a <sup>j</sup> iyē / a <sup>j</sup> ē	put, keep, set aside
a <sup>j</sup> iyayyē -iyā '-ū	(one) set aside, reserved
a <sup>j</sup> iyā	something put into safe-keeping
a ajiyē	in safe-keeping
ákawū pl akāwunā / akāwúnā	clerk
ákwal	there is, there are
ákwātī pl akwātunā / akwātōcī	box
alabē	(leather) purse
àlāmā (r)	indication, sign
àlbasā (r) pl àlbásū / /albasōshī	onion(s)
àlbāshī	salary
àlfijir	first light of the sun
Àlhàmis	Thursday
àlkalamī pl alkalamā /àlkàlamai	pen
àmīn / àmīn	(particle of polite reply), Amen
àmma	but
ànfànī / àmfànī	usefulness
àníñī pl àníñai	aníñi (coin)
anjumā	a short time; later
árba'ín	forty
Àsabar	Saturday
asibitī pl asibitōcī	hospital
àsùbāhī / àsùbā` / sùbāhī	early morning just before dawn
àsùbāhīn farkō	first cockcrow
àshānā (r)	match(es)
àshirin	twenty
awā / sā'a	hour
b	
bā / bā'	give
bā-	(plus pronoun) one is not (Note 17.1)
bā`	there is not, there is no -, without
babbā (n,r) pl manyā	big, chief

## BASIC COURSE

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bàdūkù	pl dūkàwā	leather worker
bàdī		next year
bàkī		mouth, edge
bàkī-bàkī		somewhat closer to the edge
balkwài		seven
bañkī	f bañkā pl bañkākē	black (one)
bañkī-bañkī		blackish
bàkō	pl bàkī	guest
bana		this year
bankī		bank
bárā (r)		last year
barcī		sleep, sleeping
barcī-barcī		something sleep-like
barí / barí	vn barí	leave
barkā		(polite greeting)
bas / sáfā		bus
bátürè	pl türāwā	white man
báyā		back
báyan -		after -
báyí		latrine
bazarā (r)		hot season
bí / bí		follow
bíyō		follow hither
bísimillà		(polite suggestion that the next move is up to the other person and he is to do whatever the situation calls for) please!, come in!, be seated!, etc.
bíyā		pay for
bíyar		five
bíyu		two
búkātā (é/í)		need
bútā (r)	pl bútōcī	water jug
ó		
báttā		spoil
bóyé		hide (something)

c

can / cañ	there, over there
canjì	change, substitution
càsà'ìn	ninety
cé` / cē	say
cíkì	stomach
cíkī	inside; (with /n/) inside of, among
città	three days after tomorrow
cíwò	illness, disease, pain, injury

d

dà	in connection with, with, and
dā`	a long time ago
dabbà (r,n) pl dabbōbī	animal
dadé`	take a long time, remain a long time
dàdadé` -iyā `-ū	one that has lasted a long time
dādī	pleasantness
dafà	cook
dàgà	from
dai	indeed
dai dai	correct, exact, even, straight
dājì	bush, jungle, forest
dàkīkà (r)	second (of time)
dàlili` pl dàlilai	reason
dirēbà pl dirēbōbī	driver
dāmā (r)	opportunity (allowed by circumstances)
dàmānā / dàmunā (r,n)	rainy season
dàmu vn dàmuwā / dāmù	worry
darē pl daràrē / darōrī	night
dāwō	return hither
dōki` pl dawākī	horse
don / dōmīn	on behalf of, on account of, because
dōrà	put - on -
dūbà	look at, inspect

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dūbō	look hither at
duddūbā	look in various places
dubū	one thousand
dukā / duk	all
dūtsē pl duwātsū	rock

### d

dā	son
'yā (r)	daughter
'yā'yā	children
dān karyā f 'yar karyā	one who lives beyond his means
'yar karyā	a little lie
dānkunne pl 'yankunne	earring
dānsāndā pl 'yansāndā	policeman
dāki pl dākuna / dākōki	room
dārī	one hundred
dārī	cold (brought by wind)
dāukā (ē/ɪ) vn dāukā / dāukā	take
dāukē	take away; steal
dāukō	bring
dāukakkē -iyā '-ū	(one) taken
dāya /dayā	one

### f

fa	(enclitic) what about ___?
fadī vn fadī	say
fadō	tell with reference to here
fārā	begin
fārō	begin with reference to here
fārarrē -iyā '-ū	(one) begun
fari f farā pl farārē	white (one), light in color
fasāl ūdā	money order
fī / fī-	exceed
fīlī	field

fīlin wāsannī	stadium
fīta vn fītā (r)	go out
fītō	come (hither)
fītar̄ (dā)/fītaddā	take out
fītaccē -iyā -ū	(one) gone out; deposed
fushī	anger
 <b>g</b>	
gà / gare-	with reference to, to, in the presence of
gabā	front side
gaba	in front
nan gaba	in the future
gabas	east
gafatā / gafartā	pardon
Allà yà gafattā mālām / alagafatā mālām	may God be gracious to you, sir
gajī vn gajiyā (r)	be tired
game	in connection (with: /dā/)
gamu vn gamuwā	collect, be finished; (with /dā/) meet, be joined with
gānē	understand
ganī / gan-/ ga vn ganī	see
ganō	see with reference to here
gānannē -iyā -ū	(one) seen
gāra	it would be better to, one had better (Note 22.3)
garī	town
gari	sky
gaske	
dà gaske	extremely; (with neg.) not at all
gaskiyā (r)	truth
gātā	two days after tomorrow
gayā	say, tell (with /ma-/)
gayar̄ (dā) / gayaddā	greet

## BASIC COURSE

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gaidā / gaídā / gaishē-	pay one's respects to
vn gaídā	
gaídō	greet (and return here)
gídā pl gídájé	house, household, compound
gírmá	bigness, largeness
gírmá-gírmá	moderate bigness
góbe	tomorrow
gódé	thank (with /ma-/)
gódiyá	thanks
góge	polish, rub off
góma	ten
góna (r) pl gónakí/gónakai / gónoní	farm
góshí	forehead
góshín ázahár	about 1:30 P.M.
góshín lá'asár(iyá)	about 3:30 P.M.
góshín mágáribá	twilight
gudu	run
gudō	run here
gyádá (r) pl (n)	peanut(s)
gyárá vn gyárá	repair
gyáró	repair with reference to here
gyárarré -iyá -ú	fixed (one)

### h

habá	expression of disagreement
haka	this way, thus
hakanan / hakánan	thus
hákimí	district head or other official
hákuri	patience
yí hákuri	be patient, have patience
hámsin	fifty
hangá (é/í)	sight, be able to see (from that place)

hankàlì	good sense
à hankàlì	slowly, carefully
hàntsí	early morning with sun well up
hanyà (r) pl hanyoyì	street, road, path, way
hanzari / hamzari	excuse; hurry
har	until, up to
harajì	poll tax
harbā (ē/ɪ) vn harbā	kick, shoot, throw
harbā	fire, discharge missile
harbō	shoot, kick, throw with reference to here
harbas / harbadda	kick off
harbabbē -iyā -ū	(one) shot, kicked
harbi	hunting
hāyā (r)	rent, hire
mōtar hāyā	taxi
hudū	four
hūlā (r) pl hūlunā	hat
hūntūrū	harmattan
hūtā	rest
hūtū	holiday, vacation, leave

1

i	yes
idan / in	if; when
inā	where?, how?
indā / inđā	where (that)
iri	kind, sort
isā	arrive; be sufficient
iso	notification
yì ma- iso	announce the arrival of -
isshā'i	time of last prayer (about 7:45 to 8:00 P.M.)
itā / ita	she
itācē pl itātuwā	tree

## BASIC COURSE

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iyā	be able
iyālī pl iyālai	family
iyāyē	parents
izinī	permission

### J

jā pl jājāyē	red
jakā (r) pl jakkunā / jakōkī / jakunkunā	bag, sack
jakādā pl jakādū	consul
jakī	nickname for donkey-like person
jē / je	go
jī / jī- vn jī`	hear, perceive, feel
jībi	the day after tomorrow
jībi- jībi	specifically the day after tomorrow
jīrā vn jīrā	wait
jīrgī	train; vehicle of transport
jīya (r)	yesterday
Jummā'ā	Friday
jūnā	one another

### K

kadā	(negative with optative) don't, lest
kādai	also
kādai	only, alone
kādan	a little
kāfin	before
kāfintā pl kāfintōcī	carpenter
kai	you (m sg)
kai	take
kāwō	bring
kaudā	move (something)
kāyā pl kāyayyakī	load, merchandise

kai`	head
kan` sarki`	stamp
kai`	hey!
kakā (r)	harvest
kakā (n,r), pl kakannī	grandparent
kallō	looking at, watching
kamā (r)	likeness (Note 15.5)
kamā	sieze; set out on (road)
kamātā	be fit, convenient, proper
kan` (/kai/ plus /n/)	on
kantī	store
karatū	reading
makarantā (r) pl makarantū	school
karbā (ē/i) vn karbā / karbā	receive
karbō	receive with reference to here
kasuwā (r) pl kāsuwōyī	market, market place
kātākō pl kātattakī	lumber
kawāi	for no reason
kē / ke	you (f sg)
kēkē	bicycle
kirā vn kirā	call
kikkirā	call a number of people/times
kirkī	kindness
yì ma- kirki`	treat well
kiyāyē	protect
kō	or, whether, even, (generalizer)
kō'inā	everywhere; (with neg) anywhere
kōmē / kōmai	everything; (with neg) anything
kōmènē nē	whatever it is
kōwwā	everyone, everybody
kōwwànè f kōwacè	whoever, whatever
pl kōwadannē	
kōwannē	whichever it is
kōmā	return (thither)
kōmō	return here

kōyō	vn kōyō	learn
makōyī	f makōyiyā	learner
	pl makōyā	
kū		you (pl)
kudū		south
kudī / kurdī		money
kujērā (r)	pl kujērū	chair, stool
	/ ku jērōrī	
kūkū		cook
kullum		every day
kulob		club
kumā		also
kunnē	pl kunnuwā	ear
kusa		approach, near
	kusa	nearness
kūwā		indeed
kō kūwā		... or not?
kwaf / kofī / kopī		cup
kwālī		cardboard, carton, package
kwāna	vn kwānā	spend the night
kwānannē -iyā -ū		one who has spent the night; left-over (food)
kwānā	pl kwānākī/kwānukā	day, time spent
kwānan wata		date
kwallāfiyā		good morning
kwas / kos	pl kwasōshī	course
	/ kosōshī	
kwatā		quarter
kwatānce		guidance
kyau		goodness, beauty
dà kyaù		fine!, good!
<u>k</u>		
kafā (r)	pl kafāfū / kafāfuwā	foot, leg (of person or thing)
kākā		how?

ƙalau	very very
ƙankanē f ƙankanuwā	small, little
pl ƙanānā	
ƙaramī f ƙaramā	small, little
ƙarancī	smallness, small amount, scarcity
ƙarē	come to an end; be finished, complete
ƙārasā	finish, get to (complete the trip to)
ƙarshē	end
karfē	metal; o'clock
ƙaryā (r)	lie
ƙasā (r) pl ƙasāshē	earth, country, state
ƙasa-ƙasa	a little lower, somewhat lower
ƙi	refuse
ƙirjī	chest
ƙirjī-ƙirjī	a little towards the chest
ƙōfā (r) pl ƙōfōfī	door
ƙōkari	effort
yì ƙōkari	make an effort, try
ƙosā	be eager
ƙurē	reach the terminus; expire (of time)
ƙwallō	soccer
ƙwarai	very much
ƙyālē vn ƙyālē	not bother with, ignore

l

là'adā (r)	commission, cut
là'asāriyā (r)	late afternoon
là'asāriyā sākāliyā	about 4:30-5:30 P.M.
là'asāriyā lis	dusk
lābārī	news, a story
lāfiyā (r)	health, well-being
lāfiyayyē -iyā '-ū	healthy
Lahādī	Sunday
laifī	fault

## BASIC COURSE

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lālātā	spoil
lālācē	spoil, deteriorate, go bad
lālātō	spoil with reference to here
lallē / lallai	certainly, for sure
lālūrī	optional later time for prayer
lāmbū	irrigated land, garden
Lārābā (r)	Wednesday
lau	very
launi	color
lissāfi	arithmetic, calculation
Litinìn	Monday
littāfi pl littafai	book
lōkacī pl lōkātai / lōkutā	time, period of time

### m

ma- (plus pronoun) / wā (plus noun)	to, for
mā	(emphatic particle), in fact, indeed
mādallā	thanks
madarā (r)	fresh milk, whole milk, canned milk
māganā (r)	talk, speech
māgānī pl māgungunā	medicine
māgaribā (r)	sunset (dark)
māi pl māsu	possessor of
māigidā	householder
mai	grease
mākō / sātī	week
mākōn jīyā	last week
mākōn gōbe / mākō māi	next week
zuwā	
mākōn jībi	the week after next
mākōn gātā	three weeks hence
mākwābcī pl mākwābtā	neighbor
mālām / mālāmī f mālāmā	malam
pl mālāmāi / mālumā	

mālantā	teaching
mānā	how about...? (question particle)
mana jā	manager
mangwarō	mango
māntā	forget
mantō	forget with reference to here
māntaccē -iyā pl māntattū	(one) forgotten
māsinjā pl māsinjōjī	messenger
mātā (r) pl mātā / mātāyē	woman, wife
mācē pl mātā	woman
matsā	press (closer), squeeze against
mē	what?
mēnē nē	what is it?
mintī	minute
mōtā (r)	car
mū	we
mūrnā (r)	joy, gladness
mūtum / mūtumi(n) pl mutānē	man

n

na / nā- f ta / tā-	that characterized by or pertaining to (Notes 14.1.1, 24.1.3)
nā	is, are, was, were (Note 15.2)
na 'am	yes
na 'am	yes?
nan	here
nān / nañ / nan	this
nauyī	heaviness
nauyī-nauyī	something like heaviness
nawa	how much?
nē / nē f cē / cē	is, was, are, were
nēmā (ē/ɪ) vn nēmā	look for
nēmō	look for (with reference to here)
nēmammē -iyā -ū	(one) sought after

## BASIC COURSE

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manēmī	pl	manēmā	suitors
nī / nī			I
nīsā			distance
dà nīsā			far
nīyyā (r)	pl	nīyyayakī	inclination, feeling, intention
nōmā			farm, till
nōmā (r)			farming
manōmī	pl	manōmā	farmer
nūfā (ē/ɪ)			intend, set out for
nūnā			show

### o

ōfīs / ōfīshī(n)	pl	ōfīsōshī	office
oho			well! (my previous statements having been ignored)

### p

pākītī / fākītī			pack(age)
pām / fam [pāw]			pound

### r

rabā			divide
rarrabā			divide and distribute
rabi			half
rage			reduce
ragī			reduction
rai			life
rānā (r)			sun, day, mid-day, afternoon
rashi			lack
rashin zuwā			failure to come, absence
razdān			resident
rīgā (r)	pl	rīgunā	robe, gown
rūbutū			writing
rūlā			ruler

rùmfā́ (r) pl rumfunā́	grass shed; hut
ruwā́	water
inā́ ruwan -	what business is it of -
ruwa-ruwa	watery
<hr/>	
s	
sā́	put, cause
sanyō	put, place, wear (with reference to here)
sā'ā́ (r) pl sā'ō'i	hour
sā'addā́	the hour which, when
sābā́	become accustomed to (/dà/)
sābā'īn	seventy
sābṓ f sābuwā́ pl sābabbi	new (one)
sabōdā́	on account of, because
sābulū́	soap
sāfē	morning
sāfiyā́	sun-up
sassāfē	dawn
sai	until, except
sākē	repeat, change, alter
sākē	change
sākō	message, item sent by someone (greeting)
sàlāmū àlaikùm	prayer, festival (Note 24.2.3)
saliā́ (r)	agree to sell at a given price
sallāmā	receive, get
sāmā́ (ē/i) vn sāmā́	get (with reference to here)
sāmō	be one who has received
sāmū́	(one) received
sāmammḗ -iyā́ '-ū	sky, space
samā́	a little higher
samā-samā́	know
saní / san(-) vn saní	(one) known
sānannḗ -iyā́ '-ū	learned person
masānī́ pl masānā́	

sànnu	greetings!
sanyī	damp cold
sārē	cut, cut down
sārō	cut down (with reference to here)
sàrarre -iyā -ū	(one) cut down
sarkī f sarauniyā	emir
pl sarākunā / sàràkai	
sàtā (sàcē/sàci) vn sàtā (n,r) steal	
sàcè	steal (and take away)
sàtaccē -iyā -ū	(one) stolen
sàtā (r)	stealing, theft
yì sàtā (r)	commit theft (of)
sàtī / mākō	week
sàukā vn sàukā (r)	get off, alight, arrive
sàukā (ē/ɪ)	deliver
saukō	arrive here
saukar̄ (dà) / saukaddā	set down off something
sàukā	arrival, (woman's) confinement
saukī	ease
saurā	remainder
saurī	speed
saurī-sauri	something speed-like
saurō pl saurāyē	mousquito
sàyā (ē/ɪ) vn sàyē	buy
sayō	buy (and bring hither)
sayar̄ (dà) / sayaddā	sell
sàyayyē -iyā -ū	bought (one)
silmā	movie
gidan silmā	movie theater
sīsī	sixpence
sítō'	storeroom
sittin	sixty
sō vn sō'	want, desire, love
sōsai	straight, well, correctly

---

sū / su	they
sukārī	sugar
sùkùnì	time (available to do something)
sulē	shilling

sh

shā`	-teen formative
shā`	drink
shayar̄ (da) / shayaddà	give to drink, water (an animal)
shà'awā` (r)	admiration
yì shà'awā` -	admire -
shaidā	inform (/ma-/)
shaidā` (n,r)	testimony
shakkā` (r)	doubt
shārè` vn shārā`	sweep
shāwara` (r)	advice
shēkarā` (r)	year
shēkarān jiyā`	the day before yesterday
shī / shi	he
shidā`	six
shigā`	enter
shikènan	that's so
shin`	by the way
shiryā`	prepare, arrange
shiryō`	arrange, prepare (with ref. to here)
shūdfi` f shūdfiyā`	blue (one)
pl shūddā` / shūdāyē`	
shudfi`-shudfi`	bluish
shūkā`	plant

t

ta (see na)	
tābā` (r) pl tābōbī	cigarette(s), tobacco
tabbatā`	be sure

tabbatar̄ (dà) / tabbataddà	assure
tàbbataccē -iyā -ū	reliable
tafi vn tafiyā (r)	go
tahō	come
matafiyī pl matafiyā	one on a journey
tāfintà	interpreter
taguwā (r) pl taguwōyī	shirt, blouse
tākalmī pl tākalmā	shoe, sandal
takārdā (r) pl takārdū	letter, paper
takwās	eight
Talātā (r)	Tuesday
talātin	thirty
tāmānīn	eighty
tāmbayā (ē/í) vn tāmbayā (r)	ask
tambayō	ask (with reference to here)
tāntāmbayā / tāttāmbayā (ē/í)	ask here and there
tara`	nine
tārā	collect
tārē	together
tārō	meeting, collection of things
tāshi	get up
tāsō	get up (with reference to here)
tauri	toughness
tauri-tauri	something like toughness
tāwwadā (r)	ink
tī`	tea
tīlās	compulsion, something compulsory or necessary
tītī`	street
tō` / tō / to	particle of assent; (interr.) really?
tukunā / tukun	not yet
tūkā`	stir; drive (car)
tun	since, while

tùní	long since
tunà	remember
túnàní	thinking, thought
túrà	push
túrō	push this way, send hither
túrancí	English
bátúré pl túrāwā	white man
tsàdā (r)	expensiveness
yì tsàdā	be expensive
tsakà (r)	middle
tsakaddaré	midnight
tsakar rānā	mid-day, noon
tsakiyà (r)	center, middle
tsàmmání	thinking, presumption, supposition
tsári	arrangement, arranging, neatness
tsayà	stop, stand
tsòrō	fear
tsūfā vn tsūfā	to have become old, be old
tsūfa-tsūfa	be old-like
dán tsūfā	be somewhat old
dán tsūfa-tsūfa	be just a bit old
tsōhō f tsōfuwā	old (one)
pl tsòfàffi	
tsuntsū	bird

u

ukù	three
uwā (r) pl uwàyē	mother
uwargídā	senior or only wife

w

wà (plus noun) / ma- (plus pronoun) to, for

wà who?

## BASIC COURSE

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wānē nē	who is it?
wanda / wändà	one who
f wacce / wacce	
pl wadàndà / wàdàndà	
wannan pl wadànnan	this, these
wannan	that particular one, the one known
wancàn f waccàn	that, those
pl wadàncàn	
wànè f wàcè pl wàdànnè	what?, which?
wànnè f wacce	which one?
pl wàdànnè	
wani f wata	some, someone, another, others
pl wasu / wadansu	
wa'alaika sàlāmù	(greeting in reply)
wai	(indicates hearsay)
wajé	direction
wajen -	(in) the direction of, about, towards
waké	beans
walahā (r)	time of supplementary morning prayer (9:00-10:00 A.M.)
wankè	wash
wankō	wash (with reference to here)
wankā	taking a bath
gidan wankā	bathroom
wankí	washing
wanshèkare / wàshègarī	the following day
wàrhaka	as of now
warkè	recover, get well
warkè-warkè	be somewhat recovered
dan warkè-warkè	recover just a bit
warkar (dà) / warkaddà	make well
wásá	playing, play
wàshègarī / wanshèkare	the following day
watà pl wàtànni	month, moon

---

wannàn watan	this month
watàn jiyà	last month
watàn gòbe / watàn mài zuwà	next month
watàn jibì	the month after next
watakìlà / watakìlà / watakìlà	perhaps
wayà / wāyà	wire
wayalìs	wireless
gidan wayà	post office
wāye	clear (of sky)
wucè	pass by
wuri	earliness
dà wuri	early
wuri pl wuràré	place
wutā (r)	heat
wuta-wuta	something like heat
wuyā (r)	difficulty

## Y

yà / yàyà	how
yaddà	how
yákà f yáki	come here!
yamma	west
yammā (r)	time when the sun is in the western sky and for a bit after it disappears
yamma-yamma	westerly, towards evening
yànzú	now
yànzú-yànzú	immediately
yárō pl yárā	child
yáù	today
yáù-yáù	today for certain
yàushe	when?
yawà	abundance
yáwò	a walk, walking
yawwā	(reply to greeting)

## BASIC COURSE

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yī / yl vn yī`	do, make
yīwō	do, make (with reference to here)
kōmai yāyī	everything's fine

### 'y

'yā (r) (see dā)	daughter
'yammātā	girls

### z

zā-	going to go (Note 15.1)
zāfī	heat
zāfī-zāfī	something like heat
zāgāyā	go around
zamā	become, be
zamō	be(come) (with reference to here)
zātō	thought, thinking
zaunā	sit
zaunār (dā) / zaunaddā	seat; make (someone) waste time
zō / zo vn zuwā	come
zubā	pour
zubō	pour (with reference to here)
zubar (dā) / zubaddā	pour out