



FULA

BASIC COURSE



PREFACE

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

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

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



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INTRODUCTION

The Fula Language and People

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

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

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

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

The Language of this Manual

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

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

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

Structure of the Course

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

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

UNITS 1-20

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

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

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

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

The Dialog (n.0)

Each dialog consists of ten to fifteen short utterances. These are presented to the class at normal speed¹ by the instructor. The class (with books closed) repeats the utterances in imitation of the instructor, in chorus and individually, until the instructor is satisfied that each student can imitate him accurately and at normal speed. Under no circumstances should a student repeat a sentence after another student, but always after the instructor.

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

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

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

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

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

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

Orthographic Conventions Employed in Presenting Dialogs

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

Use of the Tape Recordings of the Dialogs

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

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

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

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

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

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

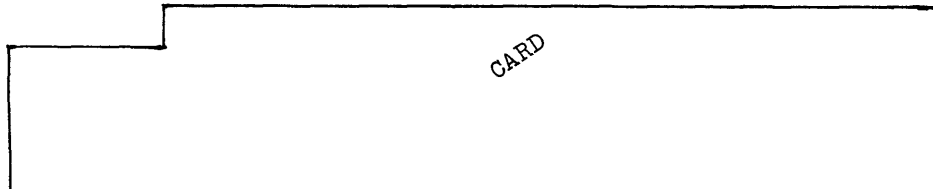
The Variation Drills (n.1)

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

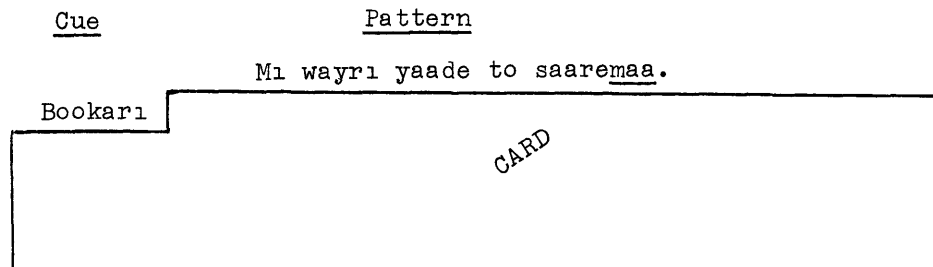
1. Substitution
2. Transformation
3. Response

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

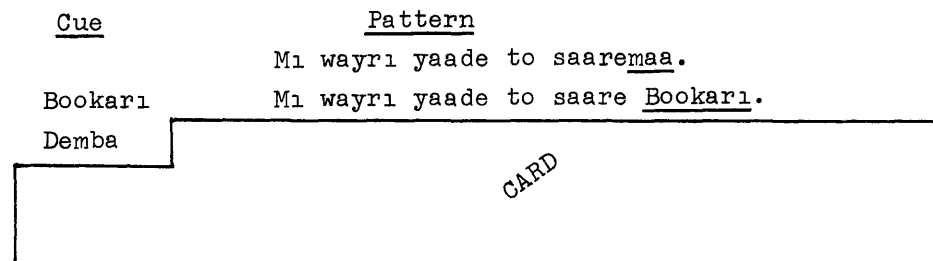
Thus, if the Simple Substitution Drill (a) of 3.1 is taken as an example, a card with a notch about one-fourth inch by one inch cut in the upper left-hand corner -



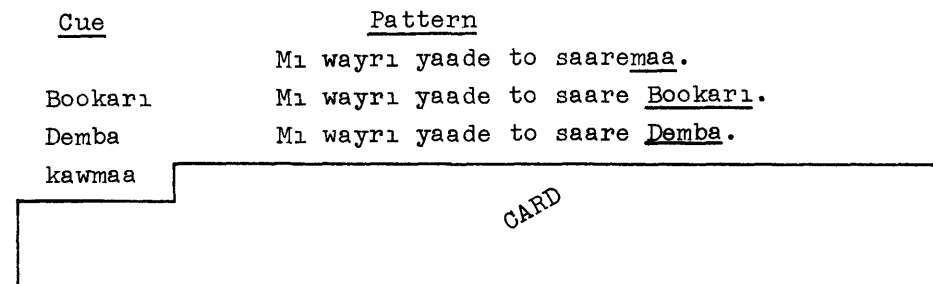
placed over the drill and slid downward, exposes first the pattern and first cue-



next the correct response sentence with the substitution of Bookar1 for -maa, which is, in turn, the pattern for the next substitution, Demba -



and so on -



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

There are three main types of substitution drills-

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

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

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

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

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

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

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

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

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

Use of the Drills

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

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

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

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

Use of the Tapes of Drills

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

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

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

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

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

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

The Narrative (n.8)

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

The Questions for Discussion (n.9)

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

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

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

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

UNITS 21 - 40

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

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

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

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

THE GLOSSARY

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

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UNIT 1

1.0 Dialog: Morning Greetings

	-Demba-	
jam		peace, well being
waal ¹		pass the night
waali		passed the night
Jam waali.		Good morning. ('Peace has passed the night.')
	-Samba-	
tan/tan		only
Jam tan ↑		I'm fine.
	-Demba-	
korɪ/kor		hopefully
tana		trouble, something wrong
qalaa/qala		is not, no, not
Korɪ tana qalaa?		[I] hope nothing's wrong?
	-Samba-	
Jam tan ↑		O.K.
	-Demba-	
no		how?
nedʔo [qo] (yimbe) ²		person
-maa/-maada		your (sg.) (a suffix)
be		(class marker for [be] class)
No yimbemaa be?		How are your folks?
	-Samba-	
Jam tan ↑		Fine!
	-Demba-	
qáwa		OK, all right
mɪ		I

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

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

wayru ¹	go a long time without...
wayri	have gone a long time
	without
ma	you (sg.) (obj. pronoun)
yiide ²	to see (infinitive)
Qawa, mi wayri ma yiide.	Well, I haven't seen you for a
	long time.
-Samba-	
qeeyi	yes
yaa	go
yahiino	had been
to, ton	there, to at
saare [nde] (cage/saareejj) ³	village
Bookari	(Proper name)
Qeeyi↑ mi yahiino, to saare	Yes. I'd gone to Bookari's
Bookari.	village.
qe/-e	with, and
be	they, them
Kor tana qalaa qe be?	I hope nothing is amiss with
	them.
-Demba-	
Jam tan↑	All fine.

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

a) Simple Substitution Drill

New words:

kaw/kawirawo	[qo]	(kawiraaɓe)	maternal uncle
miña/miñirawo	[qo]	(miñiraaɓe)	younger sibling
mawna/mawnirawo	[qo]	(mawniraaɓe)	older sibling
neene/neenirawo	[qo]	(neeniraaɓe)	mother
baaba/baabirawo	[qo]	(baabiraaɓe)	father

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

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

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

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

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

kawirawomaa 'your (maternal) uncle'

or a possessor noun:

kawirawo Demba 'Demba's uncle'

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

Kaw! 'Uncle!'

Cue

Pattern

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

b) Simple Substitution Drill

Cue

Pattern

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

c) Simple Substitution Drill

Cue

Pattern

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

	<u>Kaw</u> yahiino saare Bookari.
neene	<u>Neene</u> yahiino saare Bookari.
baaba	<u>Baaba</u> yahiino saare Bookari.
m1	<u>M1</u> yahiino saare Bookari.

d) Simple Substitution Drill

New form: yaade to go (infinitive)

<u>Cue</u>	<u>Pattern</u>	
	M1 wayr1 yaade saare <u>Bookari</u> .	'I have been anxious to go to Bookari's village.'
Samba	M1 wayr1 yaade saare <u>Samba</u> .	
Demba	M1 wayr1 yaade saare <u>Demba</u> .	
-maa	M1 wayr1 yaade saare <u>saaremaa</u> .	
yimɓemaa	M1 wayr1 yaade saare <u>yimɓemaa</u> .	
kawmaa	M1 wayr1 yaade saare <u>kawmaa</u> .	
baabamaa	M1 wayr1 yaade saare <u>baabamaa</u> .	
neenemaa	M1 wayr1 yaade saare <u>neenemaa</u> .	
Bookari	M1 wayr1 yaade saare <u>Bookari</u> .	

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M1</u> wayr1 yaade saare Bookari.
Samba	<u>Samba</u> wayr1 yaade saare Bookari.
Demba	<u>Demba</u> wayr1 yaade saare Bookari.
kaw	<u>Kaw</u> wayr1 yaade saare Bookari.
neene	<u>Neene</u> wayr1 yaade saare Bookari.
baaba	<u>Baaba</u> wayr1 yaade saare Bookari.
m1	<u>M1</u> wayr1 yaade saare Bookari.

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

In the sentence: M1 wayr1 ma yiide. 'I longed to see you.'
 the infinitive yiide 'to see' has, as its object, the pronoun ma 'you'. When the object of an infinitive is a noun rather than a pronoun it follows the infinitive. A pronoun object may occur in either position.

Note the sentence: M1 yewtini yiide Demba. 'I longed to see Demba.'

1.3 Grammar Drill - Simple Substitution Drill

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

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

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

In this book the following alphabet is employed:

a, b, mb, ɓ, c, d, nd, d', d'y, e, f, g, ŋg, h, i, j,
ñj, k, l, m, n, ñ, ŋ, o, p, q, r, s, t, u, w, y.

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

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

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

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

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

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

Point of closure:

	Labial	Dental	Palatal	Velar	Glottal
Voiceless	p	t	c	k	q
Voiced	b	d	j	g	
Pre-glottalized	ɸ	d'	ɕy		
Pre-nasalized	mb	nd	ɲj	ŋg	

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

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

/ɸ/ - like no English sound. There is an initial closure of the glottis (vocal chords) followed immediately by a closure of the lips. Lowering of the glottis produces a lowering of mouth-cavity air pressure. Just before the release of the lip closure the glottal closure is relaxed producing voicing (vibration of the vocal chords) and, of course, permitting air to enter the mouth cavity, raising the pressure again. At the time of release the air pressure in the mouth may be slightly less than the outside air pressure producing 'implosion' - air entering through the lips. But the distinctive feature of the sound is the pre-glottalization rather than the implosion, which may be very minute. When this sound is long (/ɸɸ/) the additional length occurs while the full closures are in effect and the attack and release are almost identical with the short sound, but there is less likelihood of actual implosion.

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

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

/d/ - voiced equivalent of /t/.

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

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

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

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

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

In addition the following symbols are employed here:

- / , / - indicates an optional pause without distinctive pitch changes associated with it.
- / ↑ / - indicates a pause with rise in pitch to or on the final syllable before the juncture.
- / ? / - indicates a question intonation, which is commonly a raising of the whole pitch pattern of the last part of the sentence. This symbol also appears at the ends of sentences employing question words or the question particle na. In such questions ? is merely an orthographic marker of the question and does not signal a certain intonation pattern.
- / · / - indicates a final juncture with obligatory pause and a downward intonation from the high pitch of the penultimate, ante-penultimate or, occasionally, an earlier syllable.
- / ' / - indicates the occurrence of 'phrase stress' (a phenomenon characterized by raised pitch and sometimes increased length of vowel and/or loudness) on a syllable other than that predictable by the rules outlined below in 3.6.

1.6 Note: Long and Short Vowels.

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

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

jaango 'cold, cold weather'

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

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

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

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

a) /-a-/	vs.	/-aa-/
mayɪ		maayo
babbɪ		baaba
balɗe		baasɪ
ɓaŋ		ɓaawo
ɓandu		mbaalu
mbabba		daande
dauna		faalde
banda		haali
hande		laana
ɗam		laari
jaɓɪ		jaabi
ñalel		ñaamri
wallude		waalde
tawo		waawi
lamɗam		laawol
wari		maaro
b) /-a/	vs.	/-aa/
tuuba		wotaa
kaba		ñjahataa
banda		kaalaa
ka		kaa
kampama		gorkomaa
yaha		ñjɪɗɗaa
c) /-e-/	vs.	/-ee-/
Demba		mbeewa
deftere		jeedɗɗi
jelu		jeegom
gertogal		feere
hewde		teew
qenen		neene
teren		reedu

d)	/-e/	vs.	/-ee/
	pañe		ñjaree
	ñeññe		keñee
	horde		ñjahee
	worñe		ngaree
e)	/-i-/	vs.	/-ii-/
	yidde		yilde
	Jibel		fiide
	fittude		fiita
	hirnange		hiirande
f)	/-ɪ/		/-ii/
	ndɪ		fii
	qaafñi		dinii
	nani		nii
g)	/-o-/	vs.	/-oo-/
	holli		hooli
	horde		hoore
	jom		looti
	ñjoñdi		joodo
	dow		doole
	qoñon		soodɪ
	godño		gooto
	laawol		goonga
	woni		jooni
h)	/-o/		/-oo/
	joodo		joo
	biro		yoo
i)	/-u-/	vs.	/-uu-/
	fulñe		juulde
	rullude		muusa
	burɪ		tuubaako
	huññi		huuñi
	buse		mbuudɪ
	bulu		suudu
j)	/-u/	vs.	/-uu/ (does not occur in word-final position)
	jelu		
	ndu		
	qaccu		
	etc.		

UNIT 2

2.0 Dialog: Afternoon Greetings

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

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

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

-Samba-

ɓiɗɗo [qo] (ɓiɓɓe)
 yahi
 jangu
 jangurdu [ndu] (jangurduuji),
 qekol, [Ø] (qekolaaji),
 qeskul [Ø] (qeskulaaji)
 jooni/joo
 Kori ɓiɗɗomaa yahi jangurdu jooni?

child
 has gone, has been going
 read, study, learn

school
 now, nowadays

I hope your child is going to school now.¹

-Demba-

Qeeyi ↑ yahi jangurdu.

Yes, [he]'s been going.

-Samba-

tuma
 qo
 qar
 qarata/qartaa

time, when, when?
 he/she
 come
 (which) will come ('relative'
 form)

Tuma qo qartaa?

When will he come? ('time [at]
 which he will come?')

-Demba-

jango [ŋgo] ()
 Jango.

tomorrow
 Tomorrow.

2.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	No <u>debbomaa</u> ?
ɓiɗɗo	No ɓiɗɗo <u>maa</u> ?
Bookari	No <u>ɓiɗɗo</u> Bookari?
yimɓe	No yimɓe <u>Bookari</u> ?
Demba	No <u>yimɓe</u> Demba?
saare	No saare <u>Demba</u> ?
Samba	No <u>saare</u> Samba?
ɓengu	No ɓengu <u>Samba</u> ?
-maa	No <u>ɓengumaa</u> ?

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

	No <u>beṅgumaa?</u>
yimbe	No yimbe <u>maa?</u>
Samba	No <u>yimbe</u> Samba?
ḡidḡo	No ḡidḡo <u>Samba?</u>
Demba	No <u>ḡidḡo</u> Demba?
saare	No saare Demba?
-maa	No <u>saaremaa?</u>
kaw	No <u>kawmaa?</u>
Samba	No <u>kaw</u> Samba?
baaba	No baaba Samba?
Demba	No <u>baaba</u> Demba?
neene	No neene <u>Demba?</u>
-maa	No <u>neenemaa?</u>
debbo	No debbomaa?

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	No beṅgu <u>debbomaa?</u>
Samba	No <u>beṅgu</u> Samba?
yimbe	No yimbe <u>Samba?</u>
Bookari	No <u>yimbe</u> Bookari?
saare	No saare <u>Bookari?</u>
yimbemaa	No <u>saare</u> yimbemaa?
ḡiḡḡe	No ḡiḡḡe <u>yimbemaa?</u>
Demba	No <u>ḡiḡḡe</u> Demba?
debbo	No debbo <u>Demba?</u>
Bookari	No <u>debbo</u> Bookari?
baaba	No baaba <u>Bookari?</u>
Demba	No <u>baaba</u> Demba?
kaw	No kaw <u>Demba?</u>
debbomaa	No <u>kaw</u> debbomaa?
neene	No neene <u>debbomaa?</u>
Samba	No <u>neene</u> Samba?
beṅgu	No beṅgu <u>Samba?</u>
debbomaa	No beṅgu debbomaa?

2.2 Note: Reference Note on Consonant Alternation.

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

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

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

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

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

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

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

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

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

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

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

2.3 Grammar Drill on Consonant Alternation in Verbs with Plural Subjects

a) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>	(Alternative Verbal Form)
	Tuma <u>qo</u> qartaa?	(qarata)
be	Tuma <u>be</u> ngartaa?	(ngarata)
yimɓemaa	Tuma <u>yimɓemaa</u> ngartaa?	(ngarata)
ɓiɗɗomaa	Tuma <u>ɓiɗɗomaa</u> qartaa?	(qarata)
debbomaa	Tuma <u>debbomaa</u> qartaa?	(qarata)
ɓengumaa	Tuma <u>ɓengumaa</u> ngartaa?	(ngarata)
be	Tuma <u>be</u> ngartaa?	(ngarata)
qo	Tuma <u>qo</u> qartaa?	(qarata)
ɓiɓɓemaa	Tuma <u>ɓiɓɓemaa</u> ngartaa?	(ngarata)
Samba	Tuma <u>Samba</u> qartaa?	(qarata)
qo	Tuma <u>qo</u> qartaa?	(qarata)

b) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> waali.
be	<u>Be</u> mbaali.
mi	<u>Mi</u> waali.
yimɓemaa	<u>Yimɓemaa</u> mbaali.
neenemaa	<u>Neenemaa</u> waali.
ɓengumaa	<u>ɓengumaa</u> mbaali. ¹
Bookari	<u>Bookari</u> waali.

¹Remember that /ɓengu/ is plural.

	<u>Bookari</u> waali.
rewɓemaa	<u>Rewɓemaa</u> mbaali.
ɓiɗɗomaa	<u>Biɗɗomaa</u> waali.
ɓe	<u>Be</u> mbaali.
qo	Qo waali.

c) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Qo yiɣi saare Bookari.
ɓe	<u>Be</u> ŋjiɣi saare Bookari.
neenemaa	<u>Neenemaa</u> yiɣi saare Bookari.
mawniɗaɓemaa	<u>Mawniɗaɓemaa</u> ŋjiɣi saare Bookari.
baabamaa	<u>Baabamaa</u> yiɣi saare Bookari.
ɓiɓɓemaa	<u>Biɓɓemaa</u> ŋjiɣi saare Bookari.
kawmaa	<u>Kawmaa</u> yiɣi saare Bookari.
rewɓemaa	<u>Rewɓemaa</u> ŋjiɣi saare Bookari.
miŋiɗawomaa	<u>Miŋiɗawomaa</u> yiɣi saare Bookari.
yimɓemaa	<u>Yimɓemaa</u> ŋjiɣi saare Bookari.
mi	<u>Mi</u> yiɣi saare Bookari.
qo	Qo yiɣi saare Bookari.

d) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Kori <u>ɓiɗɗomaa</u> yahi jaŋgurdu jooni?
Bookari	Kori <u>Bookari</u> yahi jaŋgurdu jooni?
Demba	Kori Demba yahi <u>jaŋgurdu</u> jooni?
saaremaa	Kori <u>Demba</u> yahi saaremaa jooni?
yimɓemaa	Kori <u>yimɓemaa</u> ŋjahi saaremaa jooni?
ɓe	Kori ɓe ŋjahi <u>saaremaa</u> jooni?
jaŋgurdu	Kori <u>ɓe</u> ŋjahi jaŋgurdu jooni?
qo	Kori qo yahi <u>jaŋgurdu</u> jooni?
saaremaa	Kori qo yahi <u>saaremaa</u> jooni?
Samba	Kori <u>Samba</u> yahi saaremaa jooni?
ɓe	Kori ɓe ŋjahi <u>saaremaa</u> jooni?
jaŋgurdu	Kori <u>ɓe</u> ŋjahi jaŋgurdu jooni?
ɓiɗɗomaa	Kori <u>ɓiɗɗomaa</u> yahi jaŋgurdu jooni?

2.4 The 'Stop' Sounds.

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

Simple:	Labial	Alveolar	Palatal	Velar	Glottal
Voiceless:	p	t	c	k	q
Voiced:	b	d	j	g	-
Pre-glottalized:	ɓ	ɗ	ɕy	-	-
Pre-nasalized:	mb	nd	ɲj	ŋg	

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

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

A. The glottal stop /q/.

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

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

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

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

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

beq1	'goats'
taaqa	'mine'
muqen	'mine'

The drills, below, provide additional examples.

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

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

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

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

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

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

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

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

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

See the drills (2.5 below) for further examples.

C. The Voiced Alveolar, Palatal and Velar Stops /d/, /ɗ/, /nd/; /j/, /ɗj/, /ɲj/; /g/, /ŋg/:

Examples:

/d-/	/ɗ-/	/nd-/
dar 'stand'	ɗum 'it'	nden 'then'
/-d-/	/-ɗ-/	/-nd-/
kadi 'too'	ɗiɗi 'two'	bonda 'cousin'
/-d/	/-ɗ/	-----
fad 'wait'	wad 'do'	

/j-/		-dy-/		/ñj-/	
jam	'peace'	dyody	'be wise'	ñjobdi	'payment'
/-j-/		/-dy-/		/-ñj-/	
leemunaaɟɪ	'limes'	fidyirde	'playing field'	kañja	'okra'
_____		/-dy-/		_____	
_____		fidy	'play'	_____	
		/-dy-/		_____	
		moddyo	'good'	_____	
/g-/		_____		/ŋg-/	
gasɪ	'finished'			ŋgesa	'farm'
/-g-/		_____		/-ŋg-/	
nogas	'twenty'			lingu	'fish'
/-g/		_____		_____	
jog	'have in hand'			_____	
/-gg-/		_____		_____	
coggu	'cost'				

See the drills (2.5 below for further examples.

2.5 Drills on the Stop Sounds:

a) /b-/	vs.	/β-/
baaba		βaawo
baali		βaŋ
baasi		βe
babbi		βeŋgu
balde		βawlude
biro		βirde
bondo		βidɔ
bool		βooyde
bulu		βuuβde
bui		βuri
b) /b-/	vs.	/mb-/
babbi		mbabba
balde		mbaldi
barakin		mbaroodi
boobo		mbo
buse		mbuudu
c) /-b-/	vs.	/-β-/
tuuba		fuiβe
nebam		heβi
tuubaako		jaβi
d) /-mb-/	vs.	/-mβ-/
Samba		kamβe
hombo		lamβe
bimbi		yimβe

e) /-bb-/	vs.	/-bb-/
babbi		faɓɓi
debbo		wɔɓɓe
ɗabbude		maɓɓe
f) /-Cɓ-/	vs.	/-bC-/
rewɓe		jaɓɓe
fulɓe		ñjoɓɓi
worɓe		huuɓɓe
lamɓe		heɓɓe
g) /d-/	vs.	/ɗ-/
daande		ɗaani
dini		ɗiɗi
ɗef		ɗe
ɗur		ɗum
domoda		ɗomɗude
h) /-d-/	vs.	/-ɗ-/
birdugal		mbuudɗu
kadi		ɓeɗo
yiɗdaade		keɗam
paɗi		seɗa
fada		daaɗe
l) /d-/	vs.	/nd-/
dini		ndi
ɗur		ndu
ɗefi		nder
m) /-dd-/	vs.	/-ɗɗ-/
ladde		liɗɗi
quddit		koɗɗo
mboddi		goɗɗo
hedde		
n) /j-/	vs.	/ɗy-/
jom		ɗyodɗy
jeɲgi		
o) /-j-/	vs.	/-ɗy-/
ɗojere		fiɗyi
p) /-jj-/	vs.	/-ɗɗy-/
gujjo		moɗɗyo
q) /j-/	vs.	/ñj-/
jarga		ñjari
jam		ñjahi
jooni		ñjotti
r) /g-/	vs.	/ŋg-/
gese		ŋgesa
gooto		ŋgol
galle		ŋgal
gooŋga		ŋgo
s) /-g-/	vs.	/-ŋg-/
jeegom		peŋgu
sago		juŋgo

UNIT 3

3.0 Dialog: Morning Greetings (II)

	-Samba-	
Jam waali.		Good morning.
	-Jaawo-	
Jam tan ↑		Greetings.
	-Samba-	
No debbomaa?		How's your wife?
	-Jaawo-	
Jam tan ↑		Fine!
	-Samba-	
No kawmaa?		How's your uncle?
	-Jaawo-	
Jam tan ↑		Well!
	-Samba-	
No baabamaa?		How's your father?
	-Jaawo-	
Jam tan ↑		Fine!
	-Samba-	
hon-		what?, which? (interrogative prefix)
honno		how?
Honno Yompa?		How's Yompa?
	-Jaawo-	
wayru		go a long time without doing something
wayri		haven't... for a long time
M1 wayri yiide Yompa.		I haven't seen Yompa for a long time.
	-Samba-	
qa		you (sg.)
nan		hear
nanat		will hear
kibaaru [ndu] (kibaruuji)		news

-makko
Kori qa nanat, kibaaru baabamakko.

his/her
I trust you hear news of his
father.

haal
haali
kam/-am
hunde [nde] (kulle)
Debbomakko haali^(') kam, kullemakko.¹

-Jaawo-

talk, tell, speak
has told
me (object pronoun form)
thing, matter, affair
His wife has told me some things
about him.

hondum/hodum
haalan
haalan
Hondum qo haalan^(') ma?¹

-Samba-

what (thing)?
tell to
has told to
What has she told you?

wii
wiyi
heɓ
heɓi
ligge [nge] ()
moddyude
moddy-
Qo wiyi, Demba heɓi ligge moddyo.

-Jaawo-

say
said
have
has, have, obtain, happen
work, job
to be good (infinitive)
(adj. root) good
She said Demba has a good job.

barakin
Yallah barakin liggemakko.

-Samba-

bless
May God bless his work.

Qaamiin.

-Jaawo-

Amen.

ñjaataa/ñjahataa
ngesa [mba] (gese)
Tuma ñjahataa, to ngesamaa?

-Samba-

(which) you will go
(relative form)
farm, field
When will you go to your farm?
('time [at] which you will go
to your farm? ')

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

-Jaawo-

si	if, when
jaɓ	agree, permit, accept, receive
Jango, si Qalla jaɓi.	Tomorrow, God willing.

-Samba-

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

-Jaawo-

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

-Samba-

Qaamiin.	Amen.

3.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	M1 wayrɪ yaade to saare <u>maa</u> .
Bookari	M1 wayrɪ yaade to saare <u>Bookari</u> .
Demba	M1 wayrɪ yaade to saare <u>Demba</u> .
kawmaa	M1 wayrɪ yaade to saare <u>kawmaa</u> .
-makko	M1 wayrɪ yaade to saare <u>makko</u> . ¹
neenemaa	M1 wayrɪ yaade to saare <u>neenemaa</u> .
yimbemaa	M1 wayrɪ yaade to saare <u>yimbemaa</u> .
debbomaa	M1 wayrɪ yaade to saare <u>debbomaa</u> .
ɓiddomaa	M1 wayrɪ yaade to saare <u>ɓiddomaa</u> .
baabamaa	M1 wayrɪ yaade to saare <u>baabamaa</u> .
miñirawomaa	M1 wayrɪ yaade to saare <u>miñiraawomaa</u> .
mawnirawomaa	M1 wayrɪ yaade to saare <u>mawniraawomaa</u> .
-maa	M1 wayrɪ yaade to saaremaa.

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

b) Progressive Substitution Drill

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

<u>Cue</u>	<u>Pattern</u>	
	<u>Mi</u> wayrɪ yiide debbomaa.	'It's a long time since I've seen your wife (and now I have that chance).'
qo	Qo wayrɪ yiide <u>debbomaa</u> .	'He hasn't seen your wife for a long time. or He didn't see your wife for a long time.'
ɓiɗɗomaa	<u>Qo</u> wayrɪ yiide ɓiɗɗomaa.	
be	Be mbayrɪ yiide <u>ɓiɗɗomaa</u> .	
rewɓemakko	<u>Be</u> mbayrɪ yiide rewɓemakko.	
qon	Qon mbayrɪ yiide <u>rewɓemakko</u> .	
kawmaa	Qon mbayrɪ yiide kawmaa.	
meŋ	Meŋ mbayrɪ yiide <u>kawmaa</u> .	
Samba	<u>Meŋ</u> mbayrɪ yiide Samba.	
qa	Qa wayrɪ yiide <u>Samba</u> ? ¹	
neenemaa	<u>Qa</u> wayrɪ yiide neenemaa?	
mi	Mi wayrɪ yiide <u>neenemaa</u> .	
Demba	<u>Mi</u> wayrɪ yiide Demba.	
qa	Qa wayrɪ yiide <u>Demba</u> ?	
yimɓemaa	<u>Qa</u> wayrɪ yiide yimɓemaa?	
be	Be mbayrɪ yiide <u>yimɓemaa</u> .	
baabamaa	<u>Be</u> mbayrɪ yiide baabamaa.	
qon	Qon mbayrɪ yiide <u>baabamaa</u> ?	
miɲiraawomaa	<u>Qon</u> mbayrɪ yiide miɲiraawomaa?	
meŋ	Meŋ mbayrɪ yiide <u>miɲiraawomaa</u> .	
mawniraawomaa	<u>Meŋ</u> mbayrɪ yiide mawniraawomaa.	
mi	Mi wayrɪ yiide <u>mawniraawomaa</u> .	
debbomaa	Mi wayrɪ yiide debbomaa.	

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

Verb Root: yaa Sentence: Mi yahiino saare Bookari.
 wii Qo wiyɪ Demba heɓi ligge modɗyo.

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

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

Roots without final consonant are rare and some scholars interpret these roots as being consonant-final, but losing such consonant before consonant-initial suffixes. By this analysis yah + de = /yaade/ etc. The evidence is actually conflicting - the root sometimes combining with various suffixes like a vowel-final root, sometimes like a consonant-final one. However, since no form such as *yah¹ occurs (the root of this verb occurring as a simple imperative is yaa), we prefer to interpret these roots as vowel-final with the vowel changing before vowel-initial suffixes. /a/ changes to /h/, /e/ and /i/ to /y/ and /o/ to /w/. No examples of /u/ in these circumstances are available. These verbs are few, the common examples being:

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

3.3 Grammar Drills on Verbal Roots ending in Vowels

a) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Qo</u> yahi' jooni.	'He has just now gone / He is gone now.' ²
8e	Be <u>ñjahi'</u> jooni.	
wii	Be <u>mbiyi'</u> jooni.	
meŋ	Meŋ <u>mbiyi'</u> jooni.	
yii	Meŋ <u>ñjiyi'</u> jooni.	
qa	Qa <u>yiyi'</u> jooni?	
yaa	Qa yahi' jooni?	
mi	Mi <u>yahi'</u> jooni.	
waal	Mi <u>waali'</u> jooni.	
8e	Be <u>mbaali'</u> jooni.	
qar	Be <u>ngari'</u> jooni.	
qon	Qon <u>ngari'</u> jooni?	
yaa	Qon <u>ñjahi'</u> jooni?	
qo	Qo yahi' jooni.	

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

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

b) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yah1 saare Bookar1. 'He has gone to Bookar1's village.'
be	Be <u>ñjah1</u> saare Bookar1.
y11	Be <u>ñj1y1</u> saare Bookar1.
qa	Qa <u>y1y1</u> saare Bookar1?
wayr	Qa <u>wayr1</u> saare Bookar1?
neenemaa	<u>Neenemaa</u> wayr1 saare Bookar1.
be	Be <u>mbayr1</u> saare Bookar1.
yaa	Be <u>ñjah1</u> saare Bookar1.
baabamaa	<u>Baabamaa</u> yah1 saare Bookar1.
qo	Qo yah1 saare Bookar1.

c) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yah1 saare Bookar1.
be	Be <u>ñjah1</u> saare <u>Bookar1</u> .
neenemaa	Be <u>ñjah1</u> saare neenemaa.
qo	Qo yah1 saare <u>neenemaa</u> .
baabamakko	<u>Qo</u> yah1 saare baabamakko.
m1	M1 <u>yah1</u> saare baabamakko.
wayr	<u>M1</u> wayr1 saare baabamakko. 'I haven't been to his father's
be	Be <u>mbayr1</u> saare <u>baabamakko</u> . village for a long time.'
kawmaa	Be <u>mbayr1</u> saare kawmaa.
qo	Qo <u>wayr1</u> saare kawmaa.
yaa	Qo yah1 saare <u>kawmaa</u> .

3.4 Note: The Active 'Infinitive' Verbal Noun.

Note the sentence: M1 wayr1 ma y1ide. 'I've not seen you in ages.'

In this sentence the form y1ide is an 'infinitive' and translates 'to see'.

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

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

<u>Root</u>	<u>Infinitive</u>	<u>Abrupt Imperative</u>
waal	waalde	waal
yaa	yaade	yaa
ñall	ñallude	ñallu
qokk	qokkude	qokku
jaŋg	jaŋgude	jaŋgu
haal	haalde	haal
wil	wilde	wil
heɓ	heɓde	heɓ
moddy	moddyude	moddyo ¹
barakin	barakinde	barakin
jaɓ	jaɓde	jaɓ

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

3.6 Reference Note: Phrase Stress

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

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

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

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

¹This is a middle voice imperative: 'Be good!'

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

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

<u>qa nanat.</u>	is [qa nanat]
<u>qa nanatʔ</u>	is [qa nanat]

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

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

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

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

- B. 5. Mi yahino, to saare Bookari. [ˈ]

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

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

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

C. 6. No yimβemaa βe? [.]

7. M1 wayr1 yaade saaremaa. [.]

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

D. 8. Tuma qo qartaa? [.]

9. Honno Yompa? [.]

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

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

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

E. 10. Yalla qokkur βe jam. [.]

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

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

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

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

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

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

UNIT 4

4.0 Dialog: Additional Afternoon Greetings

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

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

4.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

New word:	hiir	'spend the evening'

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

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> sellaanı.
be	<u>Be</u> cellaanı.
qo	<u>Qo</u> sellaanı.
Demba	<u>Demba</u> sellaanı.
meŋ	<u>Meŋ</u> cellaanı.
Samba	<u>Samba</u> sellaanı.
qa	<u>Qa</u> sellaanı?
mı	<u>Mı</u> sellaanı.

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

c) Random Substitution Drill

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

<u>Cue</u>	<u>Pattern</u>
	Kori <u>ɕidɕɔmaa</u> yahɪ jaŋɡurdu joonɪ.
ɕiɕɕe	Kori ɕiɕɕe <u>maa</u> ŋjahɪ jaŋɡurdu joonɪ.
-mon	Kori ɕiɕɕe <u>mon</u> ŋjahɪ <u>jaŋɡurdu</u> joonɪ.
saare	Kori ɕiɕɕe <u>mon</u> ŋjahɪ saare joonɪ.
yimɕe	Kori yimɕe <u>mon</u> ŋjahɪ saare joonɪ.
-maa	Kori yimɕe <u>maa</u> ŋjahɪ <u>saare</u> joonɪ.
marse	Kori <u>yimɕe</u> maa ŋjahɪ marse joonɪ.
debbo	Kori <u>debbomaa</u> yahɪ marse joonɪ.
rewɕemon	Kori rewɕemon ŋjahɪ <u>marse</u> joonɪ.
jaŋɡurdu	Kori <u>rewɕemon</u> ŋjahɪ jaŋɡurdu joonɪ.
ɕiɕɕe	Kori ɕiɕɕe <u>mon</u> ŋjahɪ jaŋɡurdu joonɪ.
ɕidɕɔmaa	Kori ɕidɕɔmaa yahɪ jaŋɡurdu joonɪ.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko hoɕum heɕɪ <u>mo</u> ?
kam	Ko hoɕum heɕɪ <u>kam</u> ?
ɕe	Ko hoɕum heɕɪ <u>ɕe</u> ?
meŋ	Ko hoɕum heɕɪ <u>meŋ</u> ?
Demba	Ko hoɕum heɕɪ <u>Demba</u> ?
neenemaa	Ko hoɕum heɕɪ <u>neenemaa</u> ?
baabamon	Ko hoɕum heɕɪ baabamon?
ɕidɕɔmaa	Ko hoɕum heɕɪ ɕidɕɔmaa?
kawmon	Ko hoɕum heɕɪ <u>kawmon</u> ?
mawnɪrawomaa	Ko hoɕum heɕɪ <u>mawnɪrawomaa</u> ?
miŋɪrawomaa	Ko hoɕum heɕɪ <u>miŋɪrawomaa</u> ?
debbomaa	Ko hoɕum heɕɪ <u>debbomaa</u> ?
rewɕemakko	Ko hoɕum heɕɪ <u>rewɕemakko</u> ?
ɕeŋɡumaa	Ko hoɕum heɕɪ <u>ɕeŋɡumaa</u> ?
Bookari	Ko hoɕum heɕɪ <u>Bookari</u> ?
Samba	Ko hoɕum heɕɪ <u>Samba</u> ?
mo	Ko hoɕum heɕɪ mo?

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko koyngal <u>makko</u> muusata.
-maa	Ko koyngal <u>maa</u> muusata.
-qam	Ko koyngal <u>qam</u> muusata.
debboqam	Ko koyngal <u>debboqam</u> muusata.
baabaqam	Ko koyngal <u>baabaqam</u> muusata.
neenemaa	Ko koyngal <u>neenemaa</u> muusata.
ɓiɗɗomakko	Ko koyngal <u>ɓiɗɗomakko</u> muusata.
kaw Demba	Ko koyngal <u>kaw Demba</u> muusata.
mawnirawoqam	Ko koyngal <u>mawnirawoqam</u> muusata.
mifirawomaa	Ko koyngal <u>mifirawomaa</u> muusata.
Bookari	Ko koyngal <u>Bookari</u> muusata.
Samba	Ko koyngal <u>Samba</u> muusata.
Demba	Ko koyngal <u>Demba</u> muusata.
-makko	Ko koyngalmakko muusata.

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa <u>dum</u> ɓuri seeda?
qo	Maa <u>qo</u> ɓuri seeda?
ɓe	Maa <u>ɓe</u> ɓuri seeda?
qa	Maa <u>qa</u> ɓuri seeda?
qon	Maa <u>qon</u> ɓuri seeda?
koyngalmaa	Maa <u>koyngalmaa</u> ɓuri seeda?
baabamakko	Maa <u>baabamakko</u> ɓuri seeda?
neeneqam	Maa <u>neeneqam</u> ɓuri seeda?
kaw Samba	Maa <u>kaw Samba</u> ɓuri seeda?
mawnirawo Demba	Maa <u>mawnirawo Demba</u> ɓuri seeda?
mifirawo Samba	Maa <u>mifirawo Samba</u> ɓuri seeda?
debbomakko	Maa <u>debbomakko</u> ɓuri seeda?
ɓiɗɗoqam	Maa <u>ɓiɗɗoqam</u> ɓuri seeda?
Samba	Maa <u>Samba</u> ɓuri seeda?
Demba	Maa <u>Demba</u> ɓuri seeda?
dum	Maa <u>dum</u> ɓuri seeda?

g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Neeneqam</u> yahi saare Jibel.
qo	Qo yahi <u>saare Jibel</u> .
jangurdu	Qo yahi <u>jangurdu</u> .
debbomaa	Debbomaa yahi <u>jangurdu</u> .
marse	Debbomaa yahi <u>marse</u> .
be	Be <u>ñjahi marse</u> .
saare Bookari	Be <u>ñjahi saare Bookari</u> .
bid'doqam	Bid'doqam yahi <u>saare Bookari</u> .
ngesamakko	Bid'doqam yahi <u>ngesamakko</u> .
mej	Mej <u>ñjahi ngesamakko</u> .
saare Jibel	Mej <u>ñjahi saare Jibel</u> .
qon	Qon <u>ñjahi saare Jibel?</u>
saare Bookari	Qon <u>ñjahi saare Bookari?</u>
kaw Samba	Kaw Samba yahi <u>saare Bookari</u> .
marse	Kaw Samba yahi <u>marse</u> .
qa	Qa yahi <u>marse?</u>
jangurdu	Qa yahi <u>jangurdu?</u>
baabamaa	Baabamaa yahi <u>jangurdu</u> .
ngesamakko	Baabamaa yahi <u>ngesamakko</u> .
neeneqam	Neeneqam yahi <u>ngesamakko</u> .
saare Jibel	Neeneqam yahi <u>saare Jibel</u> .

4.2 Note: Short-Form Subject Pronouns

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

The short-form subject pronouns are as follows:

	<u>Singular</u>	<u>Plural</u>
1st person	m1	mej
2nd person	qa	qen (inclusive of speaker) qon (exclusive of speaker)
3rd person	qo	be

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

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

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

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

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

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

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

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

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

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

4.3 Grammar Drills on Short-Form Subject Pronouns

a) Simple Substitution Drill

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

b) Simple Substitution Drill

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

c) Progressive Substitution Drill

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

	<u>Qo</u> waali to marse.
m1	M1 <u>waali</u> to marse.
yaa	M1 yahi to <u>marse</u> .
jaŋgurdu	<u>M1</u> yahi to jaŋgurdu.
qa	Qa yahi to jaŋgurdu?

d) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo yahi to <u>saare Bookari</u> .
marse	<u>Qo</u> yahi to marse.
be	Be <u>ñjahi</u> to marse.
waal	<u>Be</u> mbaali to marse.
m1	M1 waali to <u>marse</u> .
saare Bookari	<u>M1</u> waali to saare Bookari.
meŋ	Meŋ <u>mbaali</u> to saare Bookari.
yaa	<u>Meŋ</u> ñjahi to saare Bookari.
qa	Qa yahi to <u>saare</u> Bookari?
marse	<u>Qa</u> yahi to marse?
qon	<u>Qon</u> ñjahi to marse?
qo	Qo <u>yahi</u> to marse.
waal	Qo waali to <u>marse</u> .
saare Bookari	Qo <u>waali</u> to saare Bookari.
yaa	<u>Qo</u> yahi to saare Bookari.
be	Be <u>ñjahi</u> to saare Bookari.
waal	<u>Be</u> mbaali to saare Bookari.
qo	Qo <u>waali</u> to saare Bookari.
yaa	Qo yahi to saare Bookari.

4.4 Reference Note on Verbal Forms in Fula

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

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

For example: Qar! 'Come!'

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

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

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

1. 'Aspect' - Perfective or Imperfective.

Examples: Perfective: M1 wayr1 yiide Yompa.

'I haven't seen Yompa for a long time.'

Imperfective: M1d0 laaroya gaynaakoqam.

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

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

Examples: Active voice: M1 wayr1 yiide Yompa.

'I haven't seen Yompa for a long time.'

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

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

Examples: Simple: M1 wayr1 yiide Yompa.

'I haven't seen Yompa for a long time.'

Preterit: M1 yah1no to saare Bookar1.

'I'd gone to Bookar1's village.'

Potential/Habitual: Kor1 qa nanat kibaaru baabamakko.

'I trust you hear news of his father.'

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

Study of the examples also makes it clear that there are potentially many more forms than those exemplified. For example the form wayr1 is perfective in aspect, active in voice and simple in tense. Verb forms may also, of course, represent any of the various combinations of these categories, like yah1no which is perfective in aspect, active in voice and preterit in tense; or nanat which is imperfective in aspect, active in voice and potential in tense. Examples of other combinations of these categories will occur as the student progresses through these units.

The total number of forms which may be constructed on a particular root or base is very large. However, study of the few examples given above indicates that certain suffixes are characteristic of certain categories. For example, active perfective forms contain [-1] while active imperfective ones contain [-a]. Similarly preterit tense forms end in [-no] while potential ones have a [-t] on

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

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

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

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

Tuma ñjaataa ngesamaa? 'When will you go to your farm?'
Ko koyngalmakko, muusata? 'It's his leg that hurts.'

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

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

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

Note the sentences: Mido laaroya gaynaakoqam.

'I'm going to look for my shepherd.

Kori qoɗon nana kibaaru baabamon.

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

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

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

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

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

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

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

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

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

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

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

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

Noun Subject:

Demba yahi to saare Jibel. Yimbe be ñjaha to saare Jibel.¹

Imperfective (Progressive):

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

Noun Subject:

Demba no yaha to saare Jibel. Yimbe be no ñjaha to saare Jibel.

4.7 Grammar Drills on Progressive Verb Forms

a) Progressive Substitution-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mi</u> yahi marse.	Mido yaha marse.
qo	Qo <u>yahi</u> marse.	Qomo yaha marse.
ñall	Qo ñalli <u>marse</u> .	Qomo ñalla marse.
jangurdu	Qo ñalli <u>jangurdu</u> .	Qomo ñalla jangurdu.
be	Be ñalli <u>jangurdu</u> .	Bedo ñalla jangurdu.
laaroyii	Be ndaaroyi <u>jangurdu</u> .	Bedo ndaaroya jangurdu.
gaynaakomaa	Be ndaaroyi gaynaakomaa.	Bedo ndaaroya gaynaakomaa.
meŋ	Meŋ <u>ndaaroyi</u> gaynaakomaa.	Miden ndaaroya gaynaakomaa.
qokk	Meŋ ŋgokki <u>gaynaakomaa</u> .	Miden ŋgokka gaynaakomaa.
Samba	Meŋ ŋgokki <u>Samba</u> .	Miden ŋgokka Samba.
qa	Qa <u>qokki</u> Samba?	Qada qokka Samba?
laar	Qa laari <u>Samba</u> ?	Qada laara Samba?
Bookari	Qa laari <u>Bookari</u> ?	Qada laara Bookari?
qon	Qon <u>ndaari</u> Bookari?	Qodon ndaara Bookari?
yii	Qon ñjiyi <u>Bookari</u> ?	Qodon ñjiya Bookari?
marse	Qon ñjiyi <u>marse</u> ?	Qodon ñjiya marse?
mi	Mi <u>yiyi</u> marse.	Mido yiya marse.
yaa	Mi yahi marse.	Mido yaha marse.

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

b) Random Substitution-Transformation Drill

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

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

NOTES

UNIT 5

5.0 Basic Sentences: Useful classroom Expressions

yid'	want, like
fof	breathe
foft	take a breather, relax
na ¹	(question particle)
1. Qa yidɪ foftudé na?	Do you want to take a break?
2. Qeeyɪ↑	Yes.
foften	let's (you and I) take a break
3. Qawa↑ foften seeda.	OK, let's take a short break. ('Let's relax a bit. ')
ngaren	come on (you and I)
yar	drink (verb)
yara	may drink, should drink
kɪŋkɪliba [ø]	herb tea
4. Ngaren, meŋ ŋjara kɪŋkɪliba.	Come on, we'll drink herb tea.
jangga	may study, should study
5. Qawa, ngaren, meŋ jangga.	OK, come on, we should study.
haalaa	you (sg.) are to speak
haalon	you (pl.) are to speak
6. Sɪ mɪ haalɪ́, haalaa.	Repeat after me. ('When I have spoken, you [sg.] are to speak. ')
Sɪ mɪ haalɪ́, kaalon.	 you [pl.]
kadɪ	again
7. Haal kadɪ.	Repeat! ('Speak again! ')
8. Dum na modɔyɪ.	This is good. ('This in state of having become good. ')
9. Haalanam kadɪ.	Say it again. ('Tell [it] to me again! ')
quddu	close
quddɪt	open
deftere [nde] (defte)	book

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

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

5.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

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

<u>Cue</u>	<u>Pattern</u>	
	<u>Qa</u> yidɪ yiide dʊm na?	'Do you [sg.] want to see it?'
qo	Qo yidɪ <u>yiide</u> dʊm na?	
heɓde	<u>Qo</u> yidɪ heɓde dʊm na?	'Does he want to get it?'
qon	Qon ŋjidɪ <u>heɓde</u> dʊm na?	
jaŋgude	Qon ŋjidɪ jaŋgude dʊm na?	'Do you [pl.] want to read it?'
ɓe	Be ŋjidɪ <u>jaŋgude</u> dʊm na?	
yarde	<u>Be</u> ŋjidɪ yarde dʊm na?	
gorko qo	Gorko qo yidɪ <u>yarde</u> dʊm na?	
nande	<u>Gorko qo</u> yidɪ nande dʊm na?	
qo	Qo yidɪ <u>nande</u> dʊm na?	
laarde	<u>Qo</u> yidɪ laarde dʊm na?	
qa	Qa yidɪ <u>laarde</u> dʊm na?	
yiide	Qa yidɪ yiide dʊm na?	

b) Progressive Substitution Drill

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

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

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

5.2 Note: Specific or Demonstrative Pronoun Particles

Note the sentences:

No yimɓemaa ɓe?	How [are] the people of yours?
Qawaɗ jaŋgen soora qo.	OK, let's read this chapter.

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

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

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

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

<u>Singular</u>	<u>Plural</u>
nedɗo qo	yimɓe ɓe
debbo qo	rewɓe ɓe
ɓidɗo qo	ɓiɓɓe ɓe
baaba qo	baabɪraaɓe ɓe
kɪŋkilɪba qo	-----
soora qo	sooraaɟɪ ɗɪ
kɪbaaru ndu	-----
jaŋgurdu ndu	jaŋgurduuɟɪ ɗɪ
deftere nde	defte ɗe

hunde nde	kulle de
saare nde	caqe de / saareejɪ dɪ
galle nde	galleeɪ dɪ
bengu ngu	-----
ngesa mba	gese de

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

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

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

5.3 Grammar Drills on Specific or Demonstrative Particles

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> sellaanɪ.
worbe be	<u>Worbe be</u> cellaanɪ.
gorko qo	<u>Gorko qo</u> sellaanɪ.
rewbe be	<u>Rewbe be</u> cellaanɪ.
debbo qo	<u>Debbo qo</u> sellaanɪ.
yimbe be	<u>Yimbe be</u> cellaanɪ.
nedɗo qo	<u>Nedɗo qo</u> sellaanɪ.
be	<u>Be</u> cellaanɪ.
qo	<u>Qo</u> sellaanɪ.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yahɪ jaŋɡurdu.
be	<u>Be</u> fɪjahɪ jaŋɡurdu.
qo gorko	<u>Qo gorko</u> yahɪ jaŋɡurdu.
be worbe	<u>Be worbe</u> fɪjahɪ jaŋɡurdu.
qo debbo	<u>Qo debbo</u> yahɪ jaŋɡurdu.
be rewbe	<u>Be rewbe</u> fɪjahɪ jaŋɡurdu.

	<u>Be rewbe</u> njahi jangurdu.
qo neddo	<u>Qo neddo</u> yahi jangurdu.
be yimbe	<u>Be yimbe</u> njahi jangurdu.
qo biddo	<u>Qo biddo</u> yahi jangurdu.
be bibbe	<u>Be bibbe</u> njahi jangurdu.
qo	<u>Qo</u> yahi jangurdu.

c) Simple Substitution Drill

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

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Rewbe be njahi to <u>saare nde</u> .
jangurdu ndu	<u>Rewbe be</u> njahi to jangurdu ndu.
worbe be	<u>Worbe be</u> njahi to jangurdu ndu.
galle qo	<u>Worbe be</u> njahi to galle qo.
benngu ngu	<u>Benngu ngu</u> njahi to galle qo. ¹
ngesa mba	<u>Benngu ngu</u> njahi to ngesa mba.
yimbe be	<u>Yimbe be</u> njahi to ngesa mba.
galleeji di	<u>Yimbe be</u> njahi to galleeji di.
bibbe be	<u>Bibbe be</u> njahi to galleeji di.
gese de	<u>Bibbe be</u> njahi to gese de.
worbe be	<u>Worbe be</u> njahi to gese de.
caqe de	<u>Worbe be</u> njahi to caqe de.
qaynaabe be	<u>Qaynaabe be</u> njahi to caqe de.
saare nde	<u>Qaynaabe be</u> njahi to saare nde.
rewbe be	<u>Rewbe be</u> njahi to saare nde.

¹Remember that benngu takes plural verbal forms.

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi nani kibaaru ndu.
qo	Qo <u>nani</u> kibaaru ndu.
jaŋg	Qo jaŋgi <u>kibaaru</u> ndu.
deftere nde	Qo jaŋgi <u>deftere</u> nde.
qa	Qa <u>jaŋgi</u> deftere nde?
heɓi	Qa heɓi <u>deftere</u> nde?
hunde	Qa heɓi <u>hunde</u> nde?
ɓe	Be <u>keɓi</u> hunde nde.
yii	Be ñjiyi <u>hunde</u> nde.
jaŋgurdu ndu	Be ñjiyi <u>jaŋgurdu</u> ndu.
qon	Qon ñjiyi <u>jaŋgurdu</u> ndu?
laar	Qon ndaari <u>jaŋgurdu</u> ndu?
yimɓe ɓe	Qon ndaari <u>yimɓe</u> ɓe?
meŋ	Meŋ <u>ndaari</u> yimɓe ɓe.
nan	Meŋ nani <u>yimɓe</u> ɓe.
kibaaru ndu	Meŋ nani <u>kibaaru</u> ndu.
mi	Mi nani kibaaru ndu.

f) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi nani kibaaru ndu.
jaŋg-	Mi <u>jaŋgi</u> kibaaru ndu.
heɓ	Mi heɓi <u>kibaaru</u> ndu.
hunde nde	Mi <u>heɓi</u> hunde nde.
yii	Mi yiyyi <u>hunde</u> nde.
saare nde	Mi <u>yiyyi</u> saare nde.
yahi to	Mi yahi to <u>saare</u> nde.
jaŋgurdu ndu	Mi yahi to <u>jaŋgurdu</u> ndu.
ngesa mba	Mi yahi to <u>ngesa</u> mba.
galle qo	Mi <u>yahi</u> to galle qo.
yii	Mi <u>yiyyi</u> galle qo.
heɓ	Mi heɓi <u>galle</u> qo.
hunde nde	Mi <u>heɓi</u> hunde nde.
jaŋg	Mi jaŋgi <u>hunde</u> nde.
kibaaru ndu	Mi jaŋgi <u>kibaaru</u> ndu.
deftere nde	Mi <u>jaŋgi</u> deftere nde.
yii	Mi <u>yiyyi</u> deftere nde.
jaŋg	Mi jaŋgi <u>deftere</u> nde.
kibaaru ndu	Mi jaŋgi kibaaru ndu.

5.4 Note: Possessive Suffixes, the Possessive or Modifying Construction

Note these sentences from the dialogs:

1. Mi yahiino saare Bookari.	'I'd gone to Bookari's village.'
2. No yimbemaa be?	'How [are] the people of yours?
3. No debbomaa?	'How['s] your wife?
4. No bengumaa?	'How['s] your family?
5. Kori bid'domaa yahi jangurdu jooni?	'I hope your child is attending school now?
6. No baabamon?	'How['s] your [pl.] father?
7. Kori qod'on nana kibaaru baabamon?	'I hope you hear news of your father?
8. Quddit deftermon...	'Open your books.'
9. Mid'o laaroya gaynaakoqam.	'I'm going to look for my shepherd.'
10. Ko koyngalmakko muusata.	'It's his leg which hurts.'

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

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

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

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

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

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

The set of personal possessive suffixes is as follows:

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

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

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

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

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

rewðeqam	'my wives'
defteqam	'my books'

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

Note that all the second person forms have two variants:

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

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

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

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

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

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

The appropriate demonstrative pronoun particle normally follows the possessive construction:

saare Bookarɪ nde.	'the town of Bookarɪ's'
ngesaqam mba	'the farm of mine'

5.5 Grammar Drills on Possessives

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	M1 yiyi <u>yimbemaa</u> .	'I saw your folks.'
ɓiɗɗo	M1 yiyi <u>ɓiɗɗomaa</u> .	
neene	M1 yiyi <u>neenemaa</u> .	
kaw	M1 yiyi <u>kawmaa</u> .	
mawnirawo	M1 yiyi <u>mawnirawomaa</u> .	
miñirawo	M1 yiyi <u>miñirawomaa</u> .	
ɓiɗɗo	M1 yiyi <u>ɓiɗɗomaa</u> .	
rewɓe	M1 yiyi <u>rewɓemaa</u> .	
worɓe	M1 yiyi <u>worɓemaa</u> .	
ɓiɓɓe	M1 yiyi <u>ɓiɓɓemaa</u> .	
saare	M1 yiyi <u>saaremaa</u> .	
jaŋgurdu	M1 yiyi <u>jaŋgurdumaa</u> .	
yimɓe	M1 yiyi <u>yimɓemaa</u> .	

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

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	M1 haali <u>debbomakko</u> .	'I spoke to his wife.'
yimɓe	M1 haali <u>yimɓemakko</u> .	
rewɓe	M1 haali <u>rewɓemakko</u> .	
ɓiɓɓe	M1 haali <u>ɓiɓɓemakko</u> .	
debbo	M1 haali <u>debbomakko</u> .	
worɓe	M1 haali <u>worɓemakko</u> .	
gorko	M1 haali <u>gorkomakko</u> .	
kaw	M1 haali <u>kawmakko</u> .	
miñirawo	M1 haali <u>miñirawomakko</u> .	
mawnirawo	M1 haali <u>mawnirawomakko</u> .	
debbo	M1 haali <u>debbomakko</u> .	

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Debbomon</u> yahi.	'Your [pl.] woman has gone.'
ɓiɓɓe	<u>Biɓɓemon</u> ñjahi.	(sister, etc.)
gorko	<u>Gorkomon</u> yahi.	
ɓiɗɗo	<u>Biɗɗomon</u> yahi.	
ɓeŋgu	<u>Beŋgumon</u> ñjahi.	
debbo	<u>Debbomon</u> yahi.	

	<u>Debbomon</u> yahı.
yimbe	<u>Yimbemon</u> ñjahı.
baaba	<u>Baabamon</u> yahı.
miñıraaße	<u>Miñıraaßemon</u> ñjahı.
neene	<u>Neenemon</u> yahı.
mawnıraaße	<u>Mawnıraaßemon</u> ñjahı.
debbo	<u>Debbomon</u> yahı.

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

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Benguma</u> ße ngarı.	'Their family came.'
biɗɗo	<u>Biɗɗoma</u> ße qarı.	
worbe	<u>Worbe</u> maße ngarı.	
gorko	<u>Gorkoma</u> ße qarı.	
rewbe	<u>Rewbe</u> maße ngarı.	
debbo	<u>Debboma</u> ße qarı.	
yimbe	<u>Yimbe</u> maße ngarı.	
miñirawo	<u>Miñirawoma</u> ße qarı.	
mawnıraaße	<u>Mawnıraaßema</u> ße ngarı.	
beŋgu	<u>Benguma</u> ße ngarı.	

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Rewbeqameŋ</u> mbaalı.	'Our wives spent the night.'
gorko	<u>Gorkoqameŋ</u> waalı.	
worbe	<u>Worbeqameŋ</u> mbaalı.	
biɗɗo	<u>Biɗɗoqameŋ</u> waalı.	
biɓbe	<u>Biɓbeqameŋ</u> mbaalı.	
debbo	<u>Debboqameŋ</u> waalı.	
mawnıraaße	<u>Mawnıraaßeqameŋ</u> mbaalı.	
rewbe	<u>Rewbeqameŋ</u> mbaalı.	

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	Be ñjlyı <u>neenemum</u> .	'They saw his mother.'
baaba	Be ñjlyı <u>baabamum</u> /baammum.	
biɗɗo	Be ñjlyı <u>biɗɗomum</u> .	
miñirawo	Be ñjlyı <u>miñirawomum</u> /miñum	
mawnirawo	Be ñjlyı <u>mawnirawomum</u> /mawnum	
kaw	Be ñjlyı <u>kawmum</u> .	

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

g) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	Be ñjahɪ to <u>saaremuqen</u> .	'They have gone to our (your
jangurdu	Be ñjahɪ to <u>jangurdumuqen</u> .	and my) village.'
qekol	Be ñjahɪ to <u>qekolmuqen</u> .	
qeskuɪ	Be ñjahɪ to <u>qeskuɪmuqen</u> .	
ŋgesa	Be ñjahɪ to <u>ŋgesamuqen</u> .	
marse	Be ñjahɪ to <u>marsemuqen</u> .	
saare	Be ñjahɪ to <u>saaremuqen</u> .	

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

h) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Qo</u> qarɪ to saaremeeden.	'He came to our (your and
ðe	Be ŋgarɪ to <u>saaremeeden</u> .	my) village.'
jangurdu	Be ŋgarɪ to <u>jangurdumeeden</u> .	
mɪ	Mɪ qarɪ to <u>jangurdumeeden</u> .	
marse	<u>Mɪ</u> qarɪ to <u>marsemeeden</u> .	
qo	<u>Qo</u> qarɪ to <u>marsemeeden</u> .	
ŋgesa	<u>Qo</u> qarɪ to <u>ŋgesameeden</u> .	
ðe	Be ŋgarɪ to <u>ŋgesameeden</u> .	
saare	<u>Be</u> ŋgarɪ to <u>saaremeeden</u> .	
qo	<u>Qo</u> qarɪ to <u>saaremeeden</u> .	

i) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno <u>yɪmbemakko</u> ?
baaba	Honno <u>baabamakko</u> ?
-mum	Honno <u>baabamum</u> ?
neene	Honno <u>neenemum</u> ?
-moɗon	Honno <u>neenemoɗon</u> ?
kaw	Honno <u>kaw moɗon</u> ?
-muqen	Honno <u>kaw muqen</u> ?
yɪmbɛ	Honno <u>yɪmbemuqen</u> ?
-meeden	Honno <u>yɪmbemeeden</u> ?
rewɛ	Honno <u>rewbemeeden</u> ?
-maa	Honno <u>rewbemaa</u> ?

	Honno <u>rewbema</u> ?
ɓiɓɓe	Honno <u>ɓiɓɓema</u> ?
-qameŋ	Honno <u>ɓiɓɓeqameŋ</u> ?
worɓe	Honno <u>worɓeqameŋ</u> ?
-mon	Honno <u>worɓemon</u> ?
saare	Honno <u>saaremon</u> ?
-makko	Honno <u>saaremakko</u> ?
yimɓe	Honno <u>yimɓemakko</u> ?

j) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Debbam sellaani.</u>
ɓiɗɗo	<u>ɓiɗɗoqam</u> sellaani.
-maa	<u>ɓiɗɗomaa</u> sellaani.
yahi jangurdu	<u>ɓiɗɗomaa yahi jangurdu.</u>
gorko	<u>Gorkomaa</u> yahi jangurdu.
-makko	<u>Gorkomakko</u> yahi jangurdu.
nanat kibaarumakko	<u>Gorkomakko nanat kibaarumakko.</u>
rewɓe	<u>Rewɓemakko</u> nanat kibaarumakko.
-mon	<u>Rewɓemon</u> nanat kibaarumakko.
yahiino saare	<u>Rewɓemon fiyahiino saare.</u>
ɓengu	<u>ɓengumon</u> fiyahiino saare.
-qameŋ	<u>ɓenguqameŋ</u> fiyahiino saare.
yahi jangurdu	<u>ɓenguqameŋ fiyahi jangurdu.</u>
worɓe	<u>Worɓeqameŋ</u> fiyahi jangurdu.
-maɓɓe	<u>Worɓemaɓɓe</u> fiyahi jangurdu.
sellaani	<u>Worɓemaɓɓe sellaani.</u>
debbam	<u>Debbam sellaani.</u>

k) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Kori <u>qoɗon</u> nana kibaaru baabamon?
(qa)	Kori <u>qada</u> nana kibaaru baabamaa?
(qo)	Kori qomo nana kibaaru <u>baabamakko</u> ?
ɓengu	Kori <u>qomo</u> nana kibaaru ɓengumakko?
(qa)	Kori <u>qada</u> nana kibaaru ɓengumaa?
(qon)	Kori qoɗon nana kibaaru <u>ɓengumon</u> ?
yimɓe	Kori <u>qoɗon</u> nana kibaaru yimɓemon?
(qo)	Kori <u>qomo</u> nana kibaaru yimɓemakko?
(qa)	Kori qada nana kibaaru <u>yimɓemaa</u> ?
ɓiɓɓe	Kori <u>qada</u> nana kibaaru ɓiɓɓemaa?

	Korɪ <u>qad̥a</u> nana kɪbaaru ɕɪɕɕemaa?
(qon)	Korɪ <u>qod̥on</u> nana kɪbaaru ɕɪɕɕemon?
(qo)	Korɪ qomo nana kɪbaaru <u>ɕɪɕɕemakko</u> ?
baaba	Korɪ <u>qomo</u> nana kɪbaaru baabamakko?
(qa)	Korɪ <u>qad̥a</u> nana kɪbaaru baabamaa?
(qon)	Korɪ qod̥on nana kɪbaaru baabamon?

1) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo <u>yahɪ</u> to saaremuqen.
waal	Qo waalɪ to <u>saaremuqen</u> .
galle	Qo waalɪ to <u>gallemuqen</u> .
-meed̥en	Qo waalɪ to <u>gallemeed̥en</u> .
ɕe	Be <u>mbaalɪ</u> to <u>gallemeed̥en</u> .
ñall	Be ñallɪ to <u>gallemeed̥en</u> .
saare	Be ñallɪ to <u>saaremeed̥en</u> .
-mum	Be ñallɪ to <u>saaremun</u> .
meŋ	Meŋ <u>ñallɪ</u> to <u>saaremun</u> .
yaa	Meŋ ñjahɪ to <u>saaremun</u> .
galle	Meŋ ñjahɪ to <u>gallemun</u> .
-muqen	Meŋ ñjahɪ to <u>gallemuqen</u> .
qon	Qon <u>ñjahɪ</u> to <u>gallemuqen</u> ?
waal	Qon mbaalɪ to <u>gallemuqen</u> ?
saare	Qon mbaalɪ to <u>saaremuqen</u> ?
-meed̥en	Qon mbaalɪ to <u>saaremeed̥en</u> ?
qa	Qa <u>waalɪ</u> to <u>saaremeed̥en</u> ?
ñall	Qa ñallɪ to <u>saaremeed̥en</u> ?
galle	Qa ñaalɪ to <u>gallemeed̥en</u> ?
-mum	Qa ñallɪ to <u>gallemun</u> ?
qo	Qo <u>ñallɪ</u> to <u>gallemun</u> .
yaa	Qo yahɪ to <u>gallemun</u> .
saare	Qo yahɪ to <u>saaremun</u> .
-muqen	Qo yahɪ to <u>saaremuqen</u> .

m) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo ko <u>ngesamuqen</u> .
jaŋgurdu	Qo ko jaŋgurdum <u>uqen</u> .
-meed̥en	Qo ko <u>jaŋgurdumeed̥en</u> .
ŋgesa	Qo ko <u>ngesameed̥en</u> .
-mum	Qo ko <u>ngesamun</u> .
saare	Qo ko <u>saaremun</u> .

	Qo ko <u>saare</u> mu.
-muqen	Qo ko <u>saare</u> muqen.
galle	Qo ko <u>galle</u> muqen.
-meeden	Qo ko <u>galle</u> meeden.
saare	Qo ko <u>saare</u> meeden.
-mum	Qo ko <u>saare</u> mum.
ngesa	Qo ko <u>ngesa</u> mum.
-muqen	Qo ko <u>ngesa</u> muqen.
saare	Qo ko <u>saare</u> muqen.
-qameŋ	Qo ko <u>saare</u> qameŋ.
ngesa	Qo ko <u>ngesa</u> qameŋ.
-mon	Qo ko <u>ngesa</u> mon.
saare	Qo ko <u>saare</u> mon.
-makko	Qo ko <u>saare</u> makko.
ngesa	Qo ko <u>ngesa</u> makko.
-maŋŋe	Qo ko <u>ngesa</u> maŋŋe.
saare	Qo ko <u>saare</u> maŋŋe.
-modon	Qo ko <u>saare</u> modon.
jaŋgurdu	Qo ko <u>jaŋgurdu</u> modon.
-muqen	Qo ko <u>jaŋgurdu</u> muqen.
ngesa	Qo ko <u>ngesa</u> muqen.

n) Progressive Substitution-Correlation Drill

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

5.6 Note: Object Personal Pronoun Forms

Note the sentences:

Mi wayrı ma yiide.	'I haven't seen you for ages.'
Yalla qokkur ße jam.	'May God give them peace.'
Debbomakko haalı kam, kullemakko.	'His wife told me about him.'
Ko hođum heđı mo?	'What is the matter with him?'

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

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

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

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

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

Qo haalanı ^[.] kam.	'He told me.'
Qo haalanı ^[.] Demba.	'He told Demba.'

5.7 Grammar Drills on Object Personal Pronouns

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	Qo yiıyı <u>mo</u> .	'He saw him.'
kam	Qo yiıyı <u>kam</u> .	
qon	Qo yiıyı <u>qon</u> .	
ße	Qo yiıyı <u>ße</u> .	
meŋ	Qo yiıyı <u>meŋ</u> .	
qen	Qo yiıyı <u>qen</u> .	
mo	Qo yiıyı <u>mo</u> .	

b) Simple Substitution Drill

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

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo haali mo.
m1	M1 <u>haali</u> mo.
y11	M1 yiyi <u>mo</u> .
be	<u>M1</u> yiyi be.
meŋ	Meŋ <u>ñjiyi</u> be.
haal	Meŋ kaali <u>be</u> .
qon	<u>Meŋ</u> kaali qon.
qen	Qen <u>kaali</u> qon.
y11	Qen <u>ñjiyi</u> qon.
ma	<u>Qen</u> ñjiyi ma.
Demba	Demba <u>yiyi</u> ma.
haal	Demba haali <u>ma</u> .
kam	<u>Demba</u> haali kam.
be	Be <u>haali</u> kam.
y11	Be <u>ñjiyi</u> kam.
mo	<u>Be</u> ñjiyi mo.
qo	Qo <u>yiyi</u> mo.
haal	Qo haali mo.

d) Progressive Substitution-Correlation Drill

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

<u>Cue</u>	<u>Pattern</u>
	<u>Demba</u> qariino <u>do</u> . M1 yiyi mo.
qa	Qa <u>qariino</u> <u>do</u> . M1 yiyi ma.
waal	Qa <u>qaaliino</u> <u>do</u> . M1 yiyi ma.
ga	<u>Qa</u> <u>waaliino</u> <u>ga</u> . M1 yiyi ma.
be	Be <u>mbaaliino</u> <u>ga</u> . M1 yiyi be.
ñall	Be <u>ñalliino</u> <u>ga</u> . M1 yiyi be.
do	<u>Be</u> <u>ñalliino</u> <u>do</u> . M1 yiyi be.
qon	Qon <u>ñalliino</u> <u>do</u> . M1 yiyi qon.
ton yaa	Qon <u>ñalliino</u> <u>ton</u> . M1 yiyi qon.
yaa	Qon <u>ñjahiino</u> <u>ton</u> . M1 yiyi qon.
qo	Qo <u>yahiino</u> <u>ton</u> . M1 yiyi mo.
qar	Qo <u>qariino</u> <u>ton</u> . M1 yiyi mo.
do	Qo <u>qariino</u> <u>do</u> . M1 yiyi mo.

e) Simple Substitution-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>M1</u> nani kibaarumakko.	Qo haali kam, kibaarumakko.
be	<u>Be</u> nani kibaarumakko.	Qo haali be, kibaarumakko.
meñ	<u>Meñ</u> nani kibaarumakko.	Qo haali meñ, kibaarumakko.
qen	<u>Qen</u> nani kibaarumakko.	Qo haali meñ ² , kibaarumakko.
qo	<u>Qo</u> nani kibaarumakko.	Qo haali mo, kibaarumakko.
m1	M1 nani kibaarumakko.	Qo haali kam, kibaarumakko.

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

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

f) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Stimulus Pattern</u>	<u>Response Pattern</u>
	<u>Mi</u> yidɪ deftere.	Qo qokki kam, deftere.
qo	Qo yidɪ <u>deftere</u> .	Qo qokki mo, deftere.
ligge	<u>Qo</u> yidɪ ligge.	Qo qokki mo, ligge.
be	Be ñjidɪ ligge.	Qo qokki be, ligge.
ngesa	Be ñjidɪ ngesa.	Qo qokki be, ngesa.
meŋ	Meŋ ñjidɪ <u>ngesa</u> .	Qo qokki meŋ, ngesa.
kinkiliba	<u>Meŋ</u> ñjidɪ kinkiliba.	Qo qokki meŋ, kinkiliba.
qa	Qa yidɪ <u>kinkiliba?</u>	Qo qokki ma, kinkiliba.
ligge	<u>Qa</u> yidɪ ligge?	Qo qokki ma, ligge.
qon	Qon ñjidɪ <u>ligge?</u>	Qo qokki qon, ligge.
deftere	<u>Qon</u> ñjidɪ deftere?	Qo qokki qon, deftere.
mi	Mi yidɪ deftere.	Qo qokki kam, deftere.

UNIT R-1

(Review of Units 1 - 5)

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

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

- A. Qaɗa nana kibaarumakko na?
B. Qalaa, kono ɓe mbiyi qo sellaanɩ.
A. Yalla qokkur mo jam.
B. Qaamiin.
5. A. Honno debbo Jaawo?
B. Jam tan.
A. Maa qo wayraani to saare gorkomakko.
B. Qalaa, qo wayraani ton.
A. Kori tana qala qe neenemum.
B. Jam tan.
A. Yalla qokkur ɓe jam.
B. Qaamiin.
6. A. Jam waali.
B. Jam tan.
A. Honno yimɓe debbomaa?
B. Ɓeɗo qe jam.
A. Honno Samba?
B. Qo yahino saare Jibel.
A. Min, mi wayri yaade ton.
B. Ko debbomaa haali meɗ kibaarumon.
A. Hoɗum qo haalanɩ qon?
B. Qo wiya mawnirawomaa yahɩ to saare Jibel.
A. Qeeyɩ, qo yahɩ jangurdu to saare Jibel.
B. Honno ngesamodon?
A. Jam tan.
B. Miɗo yaha marse.
A. Qawa, ñallen jam.
B. Qaamiin.
7. A. Jam hiiri.
B. Jam tan.
A. No ɓengumaa.
B. Ɓeɗo qe jam.
A. No ɓiɓɓemaa?
B. Jam tan.
A. Kori ɓe ñjahi jangurdu jooni?
- A. Do you hear from him?
B. No but they say he's ill.
A. May God give him peace.
B. Amen.
- A. How's Jaawo's wife?
B. Peace.
A. I suppose she hasn't been to her son's village for a long time.
B. No she's not been there for a long time.
A. Hope nothing's wrong with his (Jaawo's) mother?
B. Peace.
A. May God give them peace.
B. Amen.
- A. Good morning.
B. Peace only.
A. How are your wife's folks?
B. They are well.
A. [And] how's Samba?
B. He went to Jibel town.
A. Me, I haven't been there for a long time.
B. [It's] your wife told us news of you (plural).
A. What has she told you?
B. She said your (sg.) older brother went to Jibel town.
A. Yes, he went to school in Jibel town.
B. How's your (pl.) farm?
A. Fine.
B. I'm en route to market.
A. OK, good day.
B. Amen.
- A. Good evening.
B. Peace.
A. How's your family?
B. They're well.
A. How are your children?
B. Fine.
A. Hope they're attending school now?

B. Qeeyi, 6e njahi jangurdu.	B. Yes, they've gone to school.
A. Qa wayri yiide Y6mpa na?	A. Have you seen Yompa in a long time?
B. Qalaa, m1 wayraani mo yiide.	B. No, I haven't seen him in a long time.
A. Honno kawmaa?	A. How's your uncle?
B. Jam tan.	B. Fine.
A. Kori qada nana kibaaru neenemaa?	A. I trust you hear from your mother?
B. Qalaa, ko jooni tan m1 nani kibaarumakko.	B. No, I just now hear from her.
A. No baabamaa?	A. How's your father?
B. Jam tan.	B. Fine.
A. Mbaalen jam.	A. Goodnight.
B. Qaamlin.	B. Amen.

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

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Demba wayri <u>kam</u> yiide.
mo	Demba wayri <u>mo</u> yiide.
ma	Demba wayri <u>ma</u> yiide.
qon	Demba wayri <u>qon</u> yiide.
meŋ	Demba wayri <u>meŋ</u> yiide.
6e	Demba wayri <u>6e</u> yiide.
qen	Demba wayri <u>qen</u> yiide.
kam	Demba wayri <u>kam</u> yiide.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Samba wayri yiide <u>ma</u> .
kam	Samba wayri yiide <u>kam</u> .
qon	Samba wayri yiide <u>qon</u> .
meŋ	Samba wayri yiide <u>meŋ</u> .
6e	Samba wayri yiide <u>6e</u> .
qen	Samba wayri yiide <u>qen</u> .
mon	Samba wayri yiide <u>mon</u> .
neene	Samba wayri yiide <u>neene</u> .
baaba	Samba wayri yiide <u>baaba</u> .
kaw	Samba wayri yiide <u>kaw</u> .
ma	Samba wayri yiide <u>ma</u> .

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wayrı ma yiide.
qo	Qo wayrı <u>ma</u> yiide.
mo	<u>Qo</u> wayrı mo yiide.
meŋ	Meŋ mbayrı <u>mo</u> yiide.
be	<u>Meŋ</u> mbayrı be yiide.
qon	Qon mbayrı <u>be</u> yiide?
kam	<u>Qon</u> mbayrı kam yiide?
be	Be mbayrı <u>kam</u> yiide.
mo	<u>Be</u> mbayrı mo yiide.
mi	Mi wayrı <u>mo</u> yiide.
ma	Mi wayrı ma yiide.

d) Simple Substitution Drill

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

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

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

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

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

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mi</u> haalanı ma kibaaru ndu.	Mi haalanı qon kibaaru ndu.
qen	Qen kaalanı <u>ma</u> kibaaru ndu.	Qen kaalanı qon kibaaru ndu.
mo	Qen kaalanı mo <u>kibaaru ndu</u> .	Qen kaalanı be kibaaru ndu.
kulle Demba	<u>Qen</u> kaalanı mo kulle Demba.	Qen kaalanı be kulle Demba.
qa	Qa haalanı <u>mo</u> kulle Demba?	Qa haalanı be kulle Demba?

	Qa haalanı mo kulle Demba?	Qa haalanı 6e kulle Demba.
kam	Qa haalanı kam <u>kulle Demba?</u>	Qa haalanı meŋ kulle Demba?
qoya hunde	<u>Qa</u> haalanı kam qoya hunde?	Qa haalanı meŋ qoya hunde?
qo	Qo haalanı <u>kam</u> qoya hunde.	Qo haalanı meŋ qoya hunde.
ma	Qo haalanı ma <u>qoya hunde.</u>	Qo haalanı qon qoya hunde.
kıbaaru ndu	<u>Qo</u> haalanı ma kıbaaru ndu.	Qo haalanı qon kıbaaru ndu.
mı	Mı haalanı ma kıbaaru ndu.	Mı haalanı qon kıbaaru ndu.

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

Pattern 1

Mı jaŋgı.
 Mı yıyı.
 Qo yıyı.
 Qo nanı.
 Be nanı.
 Be kaalı.
 Qen kaalı.
 Qen ŋgokkı.
 Qon ŋgokkı.
 Qon fıjahı.
 Meŋ fıjahı.
 Meŋ ŋgaraı.
 Mı qarı.
 Mı jaŋgı.

Pattern 2

Mıdö jaŋga.
 Mıdö yıya.
 Qomo yıya.
 Qomo nana.
 Bedö nana.
 Bedö kaala.
 Qeden kaala.
 Qeden ŋgokka.
 Qodon ŋgokka.
 Qodon fıjaha.
 Mıden fıjaha.
 Mıden ŋgara.
 Mıdö qara.
 Mıdö jaŋga.

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

Pattern 1

Mıdö janaa.
 Mıdö nana.
 Qomo nana.
 Qomo yıya.
 Mıdö yıya.
 Mıdö jaŋga.
 Mıden ŋgara.
 Qomo qara.
 Qomo jaŋga.
 Qodon jaŋga.
 Qodon nana.
 Mıdö nana.
 Mıdö jaŋga.

Pattern 2

Mıden jaŋga.
 Mıden nana.
 Bedö nana.
 Bedö fıjiya.
 Mıden fıjiya.
 Mıden jaŋga.
 Mıdö qara.
 Bedö ŋgara.
 Bedö jaŋga.
 Qada jaŋga.
 Qada nana.
 Mıden nana.
 Mıden jaŋga.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno <u>ɓɛŋgumaada</u> ?
ɓaabaamakko	Honno <u>ɓaabaamakko</u> ?
miñirawomon	Honno <u>miñirawomon</u> ?
mawnirawomaɓɓe	Honno <u>mawnirawomaɓɓe</u> ?
kawmaa	Honno <u>kawmaa</u> ?
bandirawoqam	Honno <u>bandirawoqam</u> ?
debbomakko	Honno <u>debbomakko</u> ?
ɓɛŋgumaada	Honno <u>ɓɛŋgumaada</u> ?

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa <u>ɓiddomaa</u> yahi qekol jooni?
kaw	Maa kawmaa yahi <u>qekol</u> jooni?
marse	Maa <u>kawmaa</u> yahi marse jooni?
miñirawo	Maa miñirawomaa yahi <u>marse</u> jooni?
qeskul	Maa <u>miñirawomaa</u> yahi qeskul jooni?
mawnirawo	Maa mawnirawomaa yahi <u>qeskul</u> jooni?
ŋgesa	Maa <u>mawnirawomaa</u> yahi ŋgesa jooni?
baaba	Maa baabamaa yahi <u>ŋgesa</u> jooni?
qekol	Maa <u>baabamaa</u> yahi qekol jooni?
ɓiddo	Maa <u>ɓiddomaa</u> yahi qekol jooni?

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Jaawo haalanɩ <u>kam</u> kullemakko.
ma	Jaawo haalanɩ ma kullem <u>akko</u> ?
maɓɓe	Jaawo haalanɩ <u>ma</u> kullem <u>maɓɓe</u> ?
mo	Jaawo haalanɩ mo kullem <u>maɓɓe</u> ?
modon	Jaawo haalanɩ <u>mo</u> kullem <u>odon</u> .
ɓe	Jaawo haalanɩ ɓe kullem <u>odon</u> .
qameŋ	Jaawo haalanɩ <u>ɓe</u> kullem <u>qameŋ</u> .
qon	Jaawo haalanɩ qon kullem <u>qameŋ</u> ?
maɓɓe	Jaawo haalanɩ <u>qon</u> kullem <u>maɓɓe</u> ?
meŋ	Jaawo haalanɩ meŋ kullem <u>maɓɓe</u> .
makko	Jaawo haalanɩ <u>meŋ</u> kullemakko.
kam	Jaawo haalanɩ <u>kam</u> kullemakko.

g) Transformation Drill (Noun to Pronoun)

Pattern 1

M1 haali debbomakko.
 Qo haali debbomakko.
 Qo yiyi debbomakko.
 Qo yiyi yimbemakko.
 Qa yiyi yimbemakko?
 Qa qokki yimbemakko?
 Qa qokki rewsemakko?
 Be ngokki rewsemakko?
 Be nani rewsemakko.
 Be nani worsemakko.
 Meŋ nani worsemakko.
 Meŋ ŋjiyi worsemakko.
 Meŋ ŋjiyi yimbemakko.
 M1 yiyi yimbemakko.
 M1 haali yimbemakko.
 M1 haali debbomakko.

Pattern 2

M1 haali mo.
 Qo haali mo.
 Qo yiyi mo.
 Qo yiyi be.
 Qa yiyi be?
 Qa qokki be?
 Qa qokki be?
 Be ngokki be?
 Be nani be.
 Be nani be.
 Meŋ nani be.
 Meŋ ŋjiyi be.
 Meŋ ŋjiyi be.
 M1 ŋjiyi be.
 M1 haali be.
 M1 haali mo.

R1.3 Review Drills of Demonstrative Pronoun Particles

a) Transformation Drill (Possessive Suffix and Demonstrative Particle)

Pattern 1

M1 haali debbomakko.
 Qo haali debbomakko.
 Qo yiyi debbomakko.
 Qo yiyi yimbemakko.
 Qa yiyi yimbemakko?
 Qa qokki yimbemakko?
 Qa qokki rewsemakko?
 Be ngokki rewsemakko?
 Be nani rewsemakko.
 Be nani worsemakko.
 Meŋ nani worsemakko.
 Meŋ ŋjiyi worsemakko.
 Meŋ ŋjiyi yimbemakko.
 M1 yiyi yimbemakko.
 M1 haali yimbemakko.
 M1 haali debbomakko.

Pattern 2

M1 haali debbo qo.
 Qo haali debbo qo.
 Qo yiyi debbo qo.
 Qo yiyi yimbe be.
 Qa yiyi yimbe be?
 Qa qokki yimbe be?
 Qa qokki rewbe be?
 Be ngokki rewbe be?
 Be nani rewbe be.
 Be nani worbe be.
 Meŋ nani worbe be.
 Meŋ ŋjiyi worbe be.
 Meŋ ŋjiyi yimbe be.
 M1 yiyi yimbe be.
 M1 haali yimbe be.
 M1 haali debbo qo.

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

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Ko <u>qo</u> debbo yiɣi ɓe na?	Qalaa, ko qoya debbo yiɣi ɓe.
ɓe	Ko ɓe <u>rewɓe</u> ŋjiɣi ɓe na?	Qalaa, ko ɓeya rewɓe ŋjiɣi ɓe.
worɓe	Ko ɓe worɓe <u>ŋjiɣi</u> ɓe na?	Qalaa, ko ɓeya worɓe ŋjiɣi ɓe.
nan	Ko ɓe worɓe nanɪ <u>ɓe</u> na?	Qalaa, ko ɓeya worɓe nanɪ ɓe.
mo	Ko <u>ɓe</u> worɓe nanɪ mo na?	Qalaa, ko ɓeya worɓe nanɪ mo.
qo	Ko qo <u>gorko</u> nanɪ mo na?	Qalaa, ko qoya gorko nanɪ mo.
nedɗo	Ko qo nedɗo <u>nanɪ</u> mo na?	Qalaa, ko qoya nedɗo nanɪ mo.
haal	Ko qo nedɗo haali <u>mo</u> na?	Qalaa, ko qoya nedɗo haali mo.
qon	Ko <u>qo</u> nedɗo haali qon na?	Qalaa, ko qoya nedɗo haali meŋ.
ɓe	Ko ɓe <u>yimɓe</u> kaali qon na?	Qalaa, ko ɓeya yimɓe kaali meŋ.
rewɓe	Ko ɓe rewɓe <u>kaali</u> qon na?	Qalaa, ko ɓeya rewɓe kaali meŋ.
laaroy	Ko ɓe rewɓe ndaaroyɪ <u>qon</u> na?	Qalaa, ko ɓeya rewɓe ndaaroyɪ meŋ.
ɓe	Ko <u>ɓe</u> rewɓe ndaaroyɪ ɓe na?	Qalaa, ko ɓeya rewɓe ndaaroyɪ ɓe.
qo	Ko qo <u>debbo</u> laaroyɪ ɓe na?	Qalaa, ko qoya debbo laaroyɪ ɓe.
gorko	Ko qo gorko <u>laaroyɪ</u> ɓe na?	Qalaa, ko qoya gorko laaroyɪ ɓe.
yii	Ko qo gorko yiɣi ɓe na?	Qalaa, ko qoya gorko yiɣi ɓe.

R1.4 Recombination Drills

- a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi yahiino saare <u>Bookari</u> .
Jaawo	<u>Mi</u> yahiino saare Jaawo.
qo	Qo yahiino saare <u>Jaawo</u> .
yimɓemaa	<u>Qo</u> yahiino saare yimɓemaa.
meŋ	Meŋ ŋjahiino saare <u>yimɓemaa</u> .
kawmon	<u>Meŋ</u> ŋjahiino saare kawmon.
qon	Qon ŋjahiino saare <u>kawmon</u> ?
neeneqam	<u>Qon</u> ŋjahiino saare neeneqam?
qen	Qen ŋjahiino saare <u>neeneqam</u> ?
baabamaa	<u>Qen</u> ŋjahiino saare baabamaa.
Jaawo	Jaawo ŋjahiino saare <u>baabamaa</u> .
mawnirawomaa	<u>Jaawo</u> ŋjahiino saare mawnirawomaa.
mɪ	Mɪ yahiino saare <u>mawnirawomaa</u> .
Bookari	Mɪ yahiino saare Bookari.

b) Progressive Substitution Drill.

<u>Cue</u>	<u>Pattern</u>
	<u>M</u> i wayri yaade saare Jibel.
qo	Qo wayri yaade saare <u>J</u> ibel.
Demba	<u>Q</u> o wayri yaade saare Demba.
be	<u>B</u> e mbayri yaade saare <u>D</u> emba.
Samba	<u>B</u> e mbayri yaade saare Samba.
qon	Qon mbayri yaade saare <u>S</u> amba?
-maa	<u>Q</u> on mbayri yaade saaremaa.
yimbemaa	<u>Y</u> imbemaa mbayri yaade saaremaa.
kawmaa	<u>Y</u> imbemaa mbayri yaade saare kawmaa.
meŋ	Meŋ mbayri yaade saare <u>k</u> awmaa.
neenemaa	<u>M</u> eŋ mbayri yaade saare neenemaa.
mi	Mi wayri yaade saare <u>n</u> eenemaa.
Jibel	Mi wayri yaade saare Jibel.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Yalla barakin <u>ɓ</u> iɗɗomaa.
liggemon	Yalla barakin <u>l</u> iggemon.
ŋgesamakko	Yalla barakin <u>ŋ</u> gesamakko.
beŋguqam	Yalla barakin <u>b</u> eŋguqam.
gorkomaada	Yalla barakin <u>g</u> orkomaada.
ɓiɓɓemon	Yalla barakin <u>ɓ</u> iɓɓemon.
rewɓe ɓe	Yalla barakin <u>r</u> ewɓe ɓe.
worɓe ɓe	Yalla barakin <u>w</u> orɓe ɓe.
ɓiɗɗomaa	Yalla barakin ɓiɗɗomaa.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno <u>d</u> ebbomaa?
kawmakko	Honno <u>k</u> awmakko?
neeneqam	Honno <u>n</u> eeneqam?
baabamaɓɓe	Honno <u>b</u> aabamaɓɓe?
ɓiɓɓemon	Honno <u>ɓ</u> iɓɓemon?
yimbemaada	Honno <u>y</u> imbemaada?
rewɓe ɓe	Honno <u>r</u> ewɓe ɓe?
worɓe ɓe	Honno <u>w</u> orɓe ɓe?
debbomaa	Honno debbomaa?

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum qo haalanı <u>qon</u> ?
ma	Hodum qo haalanı <u>ma</u> ?
mo	Hodum qo haalanı <u>mo</u> ?
kam	Hodum qo haalanı <u>kam</u> ?
be	Hodum qo haalanı <u>be</u> ?
meŋ	Hodum qo haalanı <u>meŋ</u> ?
Demba	Hodum qo haalanı <u>Demba</u> ?
qon	Hodum qo haalanı qon?

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum <u>qo</u> haalanı qon?
be	Hodum be kaalanı <u>qon</u> ?
mo	Hodum <u>be</u> kaalanı mo?
meŋ	Hodum meŋ kaalanı <u>mo</u> ?
ma	Hodum <u>meŋ</u> kaalanı ma?
Demba	Hodum Demba haalanı <u>ma</u> ?
qon	Hodum <u>Demba</u> haalanı qon?
mı	Hodum mı haalanı <u>qon</u> ?
be	Hodum qo haalanı be?
qo	Hodum <u>mı</u> haalanı <u>be</u> ?
qon	Hodum qo haalanı qon?

g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal kam ko <u>be</u> mbiyi.
qon	Haal kam koon mbiyi.
jaŋg	Haal kam <u>koon</u> jaŋgi.
qo	Haal kam koo <u>jaŋgi</u> .
yıı	Haal kam koo yıı.
meŋ	Haal kam ko meŋ <u>ñjıı</u> .
yar	Haal kam ko <u>meŋ</u> ñjari.
be	Haal kam ko be <u>ñjari</u> .
wıı	Haal kam ko be mbiyi.

h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal kam ko hoɖum.
honno	Haal kam ko honno.
Demba	Haal kam ko Demba.
qan	Haal kam ko qan.
qo	Haal kam ko qo.
ɖe	Haal kam ko ɖe.
qon	Haal kam ko qon.
mon	Haal kam ko mon.
meed'en	Haal kam ko meed'en.
makko	Haal kam ko makko.

1) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haalan mo <u>mido</u> yaha.
(qon)	Haalan mo qodon <u>ɲjaha</u> .
qar	Haalan mo <u>qodon</u> ɲgara.
(ɖe)	Haalan mo ɖedo <u>ɲgara</u> .
haal	Haalan mo <u>ɖedo</u> kaala.
(meɲ)	Haalan mo miden <u>kaala</u> .
foft	Haalan mo <u>miden</u> fofta.
(qo)	Haalan mo qomo <u>fofta</u> .
yaa	Haalan mo <u>qomo</u> yaha.
(qen)	Haalan mo qeden <u>ɲjaha</u> .
(mi)	Haalan mo mido yaha.

j) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Haal mo <u>mido</u> yaha.
(qon)	Haal mo qodon <u>ɲjaha</u> .
qar	Haal mo <u>qodon</u> ɲgara.
(ɖe)	Haal mo ɖedo <u>ɲgara</u> .
haal	Haal mo <u>ɖedo</u> kaala.
(meɲ)	Haal mo miden <u>kaala</u> .
foft	Haal mo <u>miden</u> fofta.
(mi)	Haal mo mido fofta.

NOTES

UNIT 6

6.0 Dialog: Evening Greetings

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

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

6.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kori tána qalaa, qe <u>ɓengumaada</u> ?
bandirawoqam	Kori tána qalaa, qe bandirawoqam?
gorgolmaa	Kori tána qalaa, qe <u>gorgolmaa</u> ?
debbomakko	Kori tána qalaa, qe <u>debbomakko</u> ?
rewɓemaɓɓe	Kori tána qalaa, qe <u>rewɓemaɓɓe</u> ?
ɓiɓɓemoɗon	Kori tána qalaa, qe <u>ɓiɓɓemoɗon</u> ?
neenemon	Kori tána qalaa, qe <u>neenemon</u> ?
baabamaada	Kori tána qalaa, qe <u>baabamaada</u> ?
kawqam	Kori tána qalaa, qe <u>kawqam</u> ?
mawnirawomakko	Kori tána qalaa, qe <u>mawnirawomakko</u> ?
ɓengumaada	Kori tána qalaa, qe ɓengumaada?

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

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hay tána qalaa, qe maðbe.
makko	Hay tána qalaa, qe makko.
mum	Hay tána qalaa, qe múm.
be	Hay tána qalaa, qe be.
qam	Hay tána qalaa, qe qám.
maðbe	Hay tána qalaa, qe maðbe.

c) Response Drill

Korí tána qalaa, qe bengumaada?	Hay tána qalaa, qe maðbe.
Korí tána qalaa, qe neenemaa?	Hay tána qalaa, qe makko.
Korí tána qalaa, qe jaatigimakko?	Hay tána qalaa, qe múm.
Korí tána qalaa, qe bé?	Hay tána qalaa, qe maðbe.
Korí tána qalaa, qe modon?	Hay tánaa qala, qe méñ.
Korí tána qalaa, qe maada?	Hay tána qalaa, qe qám.
Korí tána qalaa, qe yimðemakko?	Hay tána qalaa, qe maðbe.
Korí tána qalaa, qe baabamaa?	Hay tána qalaa, qe makko.

d) Response Drill

Qa taway kam d'o na?	Qalaa, m1 taway ma to ↑
Qo taway ma d'o na?	Qalaa, qo taway kam to ↑
Qon taway mo d'o na?	Qalaa, meñ taway mo to ↑
Be taway qon d'o na?	Qalaa, be taway meñ to ↑
Qen taway qon d'o na?	Qalaa, qon taway meñ to ↑
Meñ taway ma d'o na?	Qalaa, qon taway kam to ↑
Qa taway mo d'o na?	Qalaa, m1 taway mo to ↑
Qa taway kam d'o na?	Qalaa, m1 taway ma to ↑

e) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> yaha galle, kono m1 qaray kiikiide.
qomo	Qomo yaha <u>galle</u> , kono qo qaray kiikiide.
saare	<u>Qomo</u> yaha saare, kono qo qaray kiikiide.
bedo	<u>Bedo</u> ñjaha <u>saare</u> , kono be ngaray kiikiide.
marse	<u>Bedo</u> ñjaha marse, kono be ngaray kiikiide.
miden	<u>Miden</u> ñjaha <u>marse</u> , kono meñ ngaray kiikiide.
jangurdu	<u>Miden</u> ñjaha <u>jangurdu</u> , kono meñ ngaray kiikiide.
qodon	<u>Qodon</u> ñjaha <u>jangurdu</u> , kono qon ngaray kiikiide.
galle	<u>Qodon</u> ñjaha galle, kono qon ngaray kiikiide.
mido	<u>Mido</u> yaha galle, kono m1 qaray kiikiide.

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

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

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

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

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

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

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

Simple:	qo qarɪ	'he came' (prior to the time of reference)
		simple narrative perfective
Preterit:	qo qarɪino	'he had come' (prior to a time before the time of reference)

Each of these forms has a negative equivalent:

Simple:	qo qaraani	'he didn't come' / 'he hasn't come'
Preterit:	qo qaraano	'he hadn't come'

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

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

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

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

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

qomo heβ1	'he has' ('he is in a state of possessing')
qomo sell1	'He is well' ('he is in a state of being well')
Samba no βur1	'Samba is better' ('Samba is in a state of being improved')
Dum na moβdy1	'That's good.'

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

qo heβ1	'he has' ('he secured - hence has - habitually or generally')
Demba jaβ1	'Demba approves'

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

qo yah1	'He went'

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

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

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

Qomo qar1 do.	'He is [evidently, apparently, presumably or reportedly] (come) here.' (but I don't know it for sure)

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

A. The Simple Perfective Form

Note these sentences from the dialogs:

Group I.

1. Dun na <u>moddyi</u> .	'That is good.'
2. ---Demba <u>hebi</u> ligge moddyo.	'---Demba has a good job.'
3. Jango, si Qalla <u>jabi</u> .	'Tomorrow, if God is willing.'
4. Kori bidfoqamaa <u>yahi</u> jangurdu jooni.	'I trust your child is attending school now.'
5. Qeeyi, qo <u>furi</u> jooni.	'Yes, he is better now.'

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

Bidfoqam no yaha jangurdu jooni.	'My child is going ('en route') to school now.'
Bidfoqam <u>yahi</u> jangurdu jooni.	'My child just now went to school.'
	<u>or</u> 'My child is now attending school.'

The translation of the latter sentence depending upon context.

Group II.

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

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

B. Emphatic Active Perfective Forms

There is a form of the perfective which is characterized by an emphatic or contrastive stress on the /-1/ suffix. The function of this form as compared with the simple perfective is analogous to the distinction between the 'present perfect' and the simple past of English.

'He came here.'

'He has [already] come here.'

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

Qo qarɪ ɗo.

Qo qarí ɗo.

The contrastive stress represented by the stress mark in the second sentence is not here a displacement of the normal phrase stress since that falls on the /-1/ in the first sentence. What is represented is a lengthening and raising of pitch of the stressed syllable beyond that associated with normal phrase stress.

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

qo heɓɪ	'he has'
qo heɓí	'he has gotten'
qo jaɓɪ	'he is willing'
qo jaɓí	'he has agreed'

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

qo jaɓí	'he has agreed' or 'he <u>is</u> willing' (I know because I secured his agreement.)

qo qarí ɗo	'he has come here' or 'he <u>did</u> come here' (I know because I saw him)

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

C. The Perfective Preterit

M1 yahiino, to saare Bookari.

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

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

M1 wayri ma yiide.

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

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

6.3 Grammar Drills on Perfective Forms

Part I: Learning Drills

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

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

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

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

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

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

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

Be jaɓaani qokkude worɓe ñe deftere nde.	They didn't agree to give the men the book.
Mi heɓaani ligge.	I don't have work.
Yompa sellaani jooni.	Yompa is not well now.
Qo ñuraani.	He's not better.

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

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

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

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

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

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

Mi heβi, Samba heβi, βe kaɗi keβi, kono Demba heβaani hay hunde.	I got [some], Samba got [some], they also got [some], but Demba didn't get anything.	Mi heβiino, Samba heβiino βe kaɗi keβiino, kono Demba heβaano hay hunde.	I'd gotten [some], Samba had gotten [some], they too had gotten [some] but Demba hadn't gotten anything.
To marse, qo nani kibaaru ndu.	It was at market he heard the news.	To marse, qo naniino kibaaru ndu.	It was at market he had heard the news.
Meŋ ŋgokki mo, deftere nde.	We gave him the book.	Meŋ ŋgokkiino mo, deftere nde.	We had given him the book.

Part II: Practice Drills

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kono <u>qo</u> sellaanɪ.
mɪ	Kono <u>mɪ</u> sellaanɪ.
qa	Kono <u>qa</u> sellaanɪ.
qon	Kono <u>qon</u> cellaanɪ?
βe	Kono <u>βe</u> cellaanɪ?
meŋ	Kono <u>meŋ</u> cellaanɪ?
qen	Kono <u>qen</u> cellaanɪ?
mɪ	Kono mɪ sellaanɪ.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yahi jaŋgurdu.
mɪ	<u>Mɪ</u> yahi jaŋgurdu.
qa	<u>Qa</u> yahi jaŋgurdu?
qon	<u>Qon</u> ŋjahi jaŋgurdu?
βe	<u>Be</u> ŋjahi jaŋgrudu.
meŋ	<u>Meŋ</u> ŋjahi jaŋgurdu.
qen	<u>Qen</u> ŋjahi jaŋgurdu.
qo	Qo yahi jaŋgurdu.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M</u> 1 yahiino, saare Bookari.
qo	<u>Q</u> o yahiino, saare Bookari.
qa	<u>Q</u> a yahiino, saare Bookari?
be	<u>B</u> e ñjahiino, saare Bookari.
qon	<u>Q</u> on ñjahiino, saare Bookari?
meñ	<u>M</u> eñ ñjahiino, saare Bookari.
qen	<u>Q</u> en ñjahiino, saare Bookari.
m1	M1 yahiino, saare Bookari.

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M</u> 1 yahiino, saareqam.
qo	<u>Q</u> o yahiino, saareqam.
-makko	<u>Q</u> o yahiino, saaremakko.
qa	<u>Q</u> a yahiino, saaremakko?
-maa	<u>Q</u> a yahiino, saaremaa?
qon	<u>Q</u> on ñjahiino, saaremaa?
-modon	<u>Q</u> on ñjahiino, saaremodon?
meñ	<u>M</u> eñ ñjahiino, saaremodon.
-meden	<u>M</u> eñ ñjahiino, saaremeden.
qen	<u>Q</u> en ñjahiino, saaremeden.
-qameñ	<u>Q</u> en ñjahiino, saareqameñ.
be	<u>B</u> e ñjahiino, saareqameñ.
-maa	<u>B</u> e ñjahiino, saaremaa.
m1	M1 yahiino, saaremaa.
-qam	M1 yahiino, saareqam.

6.4 Note: Optative and Imperative Verb Forms - Active Voice

Note the sentences:

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

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

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

Yo m1 yaa. / Yo m1 yaha.	'Let me go.'
Yaa yaa. / Yaa yaha.	'May you go.'
Yoo yaa. / Yoo yaha.	'Let him go.'
Yo meŋ ñjaha.	'Let us go.'
Yo qen ñjaha.	'Let us all go.'
Yo qon ñjaha.	'May you (pl.) go.'
Yo ðe ñjaha.	'Let them go.'

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

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

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

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

6.5 Grammar Drills on Imperative and Optative Forms.

a) Progressive Substitution Drill

	<u>Pattern</u>
	Yoo yaa, to marse.
be	Yo be <u>ñjaha</u> to marse.
ñall	Yo be ñallu, to <u>marse</u> .
saare	Yo <u>be</u> ñallu, to saare.
meŋ	Yo meŋ <u>ñallu</u> , to saare.
yaa	Yo meŋ ñjaha to <u>saare</u> .
jaŋgurdu	Yo <u>meŋ</u> ñjaha to jaŋgurdu.
Demba	Yo Demba <u>yaa</u> , to jaŋgurdu.
waal	Yo Demba waal, to <u>jaŋgurdu</u> .
marse	Yo <u>Demba</u> waal, to marse.
qo	Yoo <u>waal</u> , to marse.
yaa	Yoo yaa, to marse.

b) Random Substitution Drill

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

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Yoo yaa, to marse.
ñallu	Yo ñallu, to <u>marse</u> .
saare nde	Yoo ñallu, to saare nde.
be	Yo be <u>ñallu</u> , to saare nde.
yaa	Yo be ñjaha, to <u>saare nde</u> .
marse	Yo <u>be</u> ñjaha, to marse.
meŋ	Yo meŋ <u>ñjaha</u> , to marse.
waal	Yo meŋ mbaala, to <u>marse</u> .
galleqameŋ	Yo <u>meŋ</u> mbaala, to galleqameŋ.
Demba	Yo Demba <u>waal</u> , to galleqameŋ.

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

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	S1 <u>qo</u> yahi tan, ngaree.
m1	S1 m1 <u>yahi</u> tan, ngaree.
qar	S1 m1 qar1 tan, <u>ngaree</u> .
foft	S1 <u>m1</u> qar1 tan, foftee.
be	S1 be <u>ngari</u> tan, foftee.
yaa	S1 be <u>ñjahi</u> tan, <u>foftee</u> .
jang	S1 <u>be</u> <u>ñjahi</u> tan, jangee.
mej	S1 mej <u>ñjahi</u> tan, jangee.
qar	S1 mej ngari tan, <u>jangee</u> .
qudd	S1 <u>mej</u> ngari tan, nguddee.
qon	S1 qon <u>ngari</u> tan, nguddee.
yaa	S1 qon <u>ñjahi</u> tan, <u>nguddee</u> .
quddit	S1 <u>qon</u> <u>ñjahi</u> tan, ngudditee.
qa	S1 qa <u>yahi</u> tan, ngudditee.
qar	S1 qa qar1 tan, <u>ngudditee</u> .
kiir	S1 <u>qa</u> qar1 tan, kiiree.
qo	S1 qo <u>qari</u> tan, kiiree.
yaa	S1 qo yahi tan, <u>kiiree</u> .
qar	S1 qo yahi tan, ngaree.

NOTES

UNIT 7

7.0 Dialog: A Remedy for a Headache.

	-Demba-	
Jam waali.		Good morning.
	-Samba-	
Jam tan ↑		Greeting.
	-Demba-	
Kori tána qalaa?		I hope all's well?
	-Samba-	
Jam tan ↑		Fine.
	-Demba-	
haŋki		yesterday
Haŋki mi sellaano.		Yesterday I wasn't well.
	-Samba-	
heŋno		which had (relative verb form - preterit)
Ko hodum heŋno ma?		What was the matter ('it is what thing had you')?
	-Demba-	
tawo		at that time, then
hoore [nde] (koqe)		head; self
Tawo hooreqam na muusa.		At that time I had a headache.
	-Samba-	
docotor [ø] (dokotorooŋe)		doctor, physician
Qa yahi to dokotormaa na?		Have you been to your doctor?
	-Demba-	
Qeeyi ↑ mi yahino.		Yes, I have been [to him].
	-Samba-	
ñjahaa		you (sg.) are to go
lel		lie down, be lying
lelaa		you (sg.) are to lie down
haa		until, up to, as far as
ŋandu [ndu] (ŋallu)		body
Qawa, ñjahaa, lelaa, haa ŋandumaa		OK. go lie down until you[r body]
ŋura.		get[s] better.

Qalaa ↑ mɪdɔ yɪdɪ yaade saare.

-Demba-

No, I want to go to town.

wad

mbadtaa

Hóɗum mbaɗtaa, to saare?

-Samba-

do, make; happen

which you will do

What are you going to do in town?

Mɪdɔ laaroya neeneqam.

-Demba-

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

wad̥aa

leemuna [Ø] (leemunaaji)

ndiyam [ɗam] ()

ñjaraa

Wad̥aa leemuna, qe ndiyam, ñjaraa
ɗum.

-Samba-

you (sg.) are to do

lime (fruit)

water

you (sg.) are to drink

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

lekki [ki] (lekkiiji)

tuubaako [Ø] (tuubaakooɓe)

ñjaratami

Mɪ heɓi lekki tuubaakooɓe,
ɗum ñjaratami.

-Demba-

medicine, herb

European (white man)

which I'll drink

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

baasi

Báasi qala. Mɪdɔ yaha, haa jango.

-Samba-

trouble, something wrong

OK! I am going [away] till
tomorrow.

salmin

salminaa

nani

Qawa, salminaa kam, ñengumaa,
nani.

-Demba-

greet, regard, compliment

you (sg.) are to greet

hear!, pay attention!,

without fail

OK., greet your family for me,
hear!

Be nanay. Qa jaaraama.

-Samba-

They will hear, thank you.

7.1 Variation Drill on Basic Sentences

a) Progressive Substitution Drill

New words:

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

CuePattern

	Tawo <u>hooreqam</u> na muusa.
koyŋgal	Tawo koyŋgal <u>qam</u> na muusa.
-makko	Tawo koyŋgal <u>makko</u> na <u>muusa</u> .
ɓuri	Tawo <u>koyŋgal</u> makko na ɓuri. ¹
jungo	Tawo <u>jungo</u> makko na ɓuri.
-maa	Tawo <u>jungo</u> maa na ɓuri.
sellɪ	Tawo <u>jungo</u> maa na sellɪ.
baawo	Tawo <u>baawo</u> maa na <u>sellɪ</u> .
muusa	Tawo <u>baawo</u> makko na muusa.
daande	Tawo <u>daande</u> makko na <u>muusa</u> .
-qam	Tawo <u>daande</u> qam na <u>muusa</u> .
ɓuri	Tawo <u>daande</u> qam na ɓuri.
ñiidyē	Tawo <u>ñiidyē</u> qam na ɓuri.
sellɪ	Tawo <u>ñiidyē</u> makko na sellɪ.
noppi	Tawo <u>noppi</u> makko na sellɪ.
-maa	Tawo <u>noppi</u> maa na <u>sellɪ</u> .
musa	Tawo <u>noppi</u> maa na muusa.
hoore	Tawo <u>hoore</u> maa na muusa.
-qam	Tawo <u>hoore</u> qam na <u>muusa</u> .

b) Progressive Substitution Drill

CuePattern

	Lelaa, haa <u>ɓandumaa</u> ɓura.
hoore	<u>Lelaa</u> , haa hooremaa ɓura.
waal	Waalaa, haa <u>hoore</u> maa ɓura.
ñiidyē	<u>Waalaa</u> , haa ñiidyemaa ɓura.
lel	Lelaa, haa <u>ñiidyē</u> maa ɓura.

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

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

c) Progressive Substitution Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	<u>Qa</u> yahi to dokotormaa na?	Qeeyi↑ mi yahi to dokotorqam.
be	Be ñjahi to <u>dokotorma</u> ɓbe na?	Qeeyi↑ be ñjahi to dokotormaɓbe.
saare	Be ñjahi to saaremaɓbe na?	Qeeyi↑ be ñjahi to saaremaɓbe.
qo	Qo yahi to <u>saarema</u> kkko na?	Qeeyi↑ qo yahi to saaremakko.
jangurdu	<u>Qo</u> yahi to jangurdumakko na?	Qeeyi↑ qo yahi to jangurdumakko.
qon	Qon ñjahi to <u>jangurdu</u> modon na?	Qeeyi↑ meñ ñjahi to jangurduqamen/-meden.
ngesa	<u>Qon</u> ñjahi to ngesamodon na?	Qeeyi↑ meñ ñjahi to ngesaqamen/-meden.
qa	Qa yahi to <u>ngesama</u> na?	Qeeyi↑ mi yahi to ngesaqam.
wuro	<u>Qa</u> yahi to wuromaa na?	Qeeyi↑ mi yahi to wuroqam.
be	Be ñjahi to <u>wuroma</u> ɓbe na?	Qeeyi↑ be ñjahi to wuromaɓbe.
saare	Be ñjahi to saaremaɓbe na?	Qeeyi↑ be ñjahi to saaremaɓbe.
neenemaa	Neenemaa yahi to <u>saarema</u> kkko na?	Qeeyi↑ neeneqam yahi to saaremakko.
dokotor	<u>Neenemaa</u> yahi to dokotormakko na?	Qeeyi↑ neeneqam yahi to dokotormakko.
qa	Qa yahi to dokotormaa na?	Qeeyi↑ mi yahi to dokotorqam.

7.2 Note: Negatives to date

Note the sentences:

1. Kori tána qala? 'I hope nothing's wrong.'
2. Kono qo sellaaní. 'But he's not well.'
3. Haŋki mi sellaanó. 'Yesterday I was not well.'

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

Samba no d'o na? Qalaa' qo qalaa d'o. 'Is Samba here. No, he isn't (here).'

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

7.3 Grammar Drills on Simple Perfective Negatives

a) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Mi</u> wiyaani, yo be ngara.	'I didn't tell them to come.'
qo	<u>Qo</u> wiyaani, yo be ngara.	
qa	<u>Qa</u> wiyaani, yo be ngara.	
qon	<u>Qon</u> mbiyaani, yo be ngara.	
meŋ	<u>Meŋ</u> mbiyaani, yo be ngara.	
qen	<u>Qen</u> mbiyaani, yo be ngara.	
be	<u>Be</u> mbiyaani, yo be ngara.	
mi	<u>Mi</u> wiyaani, yo be ngara.	

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

<u>Cue</u>	<u>Negative Pattern</u>	<u>Affirmative Pattern</u>
	<u>Mi</u> nanaani kibaarumaa.	Mi nani' kibaarumaa.
qo	<u>Qo</u> nanaani kibaarumaa.	Qo nani kibaarumaa.
-mon	<u>Qo</u> nanaani kibaarumon.	Qo nani kibaarumon.
be	<u>Be</u> nanaani kibaarumon.	Be nani kibaarumon.
-qam	<u>Be</u> nanaani kibaaruqam.	Be nani kibaaruqam.
qa	<u>Qa</u> nanaani kibaaruqam?	Qa nani kibaaruqam?
-makko	<u>Qa</u> nanaani kibaarumakko?	Qa nani kibaarumakko?
qen	<u>Qen</u> nanaani kibaarumakko.	Qen nani kibaarumaakko.
-maɓɓe	<u>Qen</u> nanaani kibaarumaɓɓe.	Qen nani kibaarumaɓɓe.
meŋ	<u>Meŋ</u> nanaani kibaarumaɓɓe.	Meŋ nani kibaarumaɓɓe.
-moɗon	<u>Meŋ</u> nanaani kibaarumodon.	Meŋ nani kibaarumodon.
mi	<u>Mi</u> nanaani kibaarumodon.	Mi nani kibaarumodon.
-maa	<u>Mi</u> nanaani kibaarumaa.	Mi nani kibaarumaa.

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

<u>Cue</u>	<u>Negative Pattern</u>	<u>Affirmative Pattern</u>
	<u>M</u> 1 yiyaani gaynaakoqam.	M1 yiyl gaynaakoqam.
qa	Qa yiyaani gaynaakoqam?	Qa yiyl gaynaakoqam?
-mon	<u>Q</u> a yiyaani gaynaakomon?	Qa yiyl gaynaakomon?
be	Be <u>ñ</u> jliyaani gaynaakomon.	Be ñjliyl gaynaakomon.
-maðbe	Be ñjliyaani gaynaakomaðbe.	Be ñjliyl gaynaakomaðbe.
qo	Qo yiyaani gaynaakomaðbe.	Qo yiyl gaynaakomaðbe.
-makko	<u>Q</u> o yiyaani gaynaakomakko.	Qo yiyl gaynaakomakko.
qen	Qen ñjliyaani gaynaakomakko.	Qen ñjliyl gaynaakomakko.
-qamerñ	<u>Q</u> en ñjliyaani gaynaakoqamerñ.	Qen ñjliyl gaynaaqamerñ.
merñ	Merñ ñjliyaani gaynaakoqamerñ.	Merñ ñjliyl gaynaaqamerñ.
-muqen	<u>M</u> erñ ñjliyaani gaynaakomuqen.	Merñ ñjliyl gaynaakomuqen.
qon	Qon ñjliyaani gaynaakomuqen?	Qon ñjliyl gaynaakomuqen?
-meeden	<u>Q</u> on ñjliyaani gaynaakomeeden?	Qon ñjliyl gaynaakomeeden?
m1	M1 yiyaani gaynaakomeeden?	M1 yiyl gaynaakomeeden.
-qam	M1 yiyaani gaynaakoqam.	M1 yiyl gaynaakoqam.

d) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Q</u> o qaraano haŋki.
be	Be <u>ŋ</u> garaano haŋki.
sell	<u>B</u> e cellaano haŋki.
qa	Qa <u>s</u> ellaano haŋki?
yaa	<u>Q</u> a yahaano haŋki?
merñ	Merñ <u>ñ</u> jahaano haŋki.
heð	<u>M</u> erñ kebaano haŋki.
m1	M1 <u>h</u> eðbaano haŋki.
jaŋg	<u>M</u> 1 jaŋgaano haŋki.
qon	Qon <u>ñ</u> jaŋgaano haŋki?
qar	<u>Q</u> on ŋgaraano haŋki?
qo	Qo qaraano haŋki.

e) Multiple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	M1 <u>h</u> eðbaani.
yil	<u>M</u> 1 yiyaani.
qo	Qo <u>y</u> iyaani.
jaŋg	<u>Q</u> o jaŋgaani.
qa	Qa <u>j</u> aŋgaani?

	Qa <u>jangaani</u> ?
quddit	<u>Qa</u> qudditaani?
be	Be <u>ngudditaani</u> .
he6	<u>Be</u> ke6aani.
meŋ	Meŋ <u>ke6aani</u> .
yii	<u>Meŋ</u> ŋjiyaani.
qen	Qen <u>ŋjiyaani</u> .
jang	<u>Qen</u> ŋjangaani.
mi	Mi <u>jangaani</u> .
he6	Mi he6aani.

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

<u>Cue</u>	<u>Negative Pattern</u>	<u>Affirmative Pattern</u>
	Mi <u>yiiyaani</u> gaynaakoqam.	Mi yiyi gaynaakoqam.
haal	Mi haalaani gaynaako <u>qam</u> .	Mi haali gaynaakoqam.
-mon	<u>Mi</u> haalaani gaynaakomon.	Mi haali gaynaakomon.
be	Be <u>kaalaani</u> gaynaakomon.	Be kaali gaynaakomon.
yii	Be ŋjiyaani gaynaako <u>mon</u> .	Be ŋjiyi gaynaakomon.
-ma6be	<u>Be</u> ŋjiyaani gaynaakoma6be.	Be ŋjiyi gaynaakoma6be.
qo	Qo <u>yiiyaani</u> gaynaakoma6be.	Qo yiyi gaynaakoma6be.
haal	Qo haalaani gaynaako <u>ma6be</u> .	Qo haali gaynaakoma6be.
-meeden	<u>Qo</u> haalaani gaynaakomeeden.	Qo haali gaynakomeeden.
meŋ	Meŋ <u>kaalaani</u> gaynaakomeeden.	Meŋ kaali gaynaakomeeden.
yii	Meŋ ŋjiyaani gaynaako <u>meeden</u> .	Meŋ ŋjiyi gaynaakomeeden.
-qameŋ	<u>Meŋ</u> ŋjiyaani gaynaakoqameŋ.	Meŋ ŋjiyi gaynaakoqameŋ.
qa	Qa <u>yiiyaani</u> gaynaakoqameŋ?	Qa haali gaynaakoqameŋ?
haal	Qa haalaani gaynaako <u>qameŋ</u> ?	Qa haali gaynaakoqameŋ?
-makko	<u>Qa</u> haalaani gaynaakomakko?	Qa haali gaynaakomakko?
qen	Qen <u>kaalaani</u> gaynaakomakko.	Qen kaali gaynaakomakko.
yii	Qen ŋjiyaani gaynaako <u>makko</u> .	Qen ŋjiyi gaynakomakko.
-modon	<u>Qen</u> ŋjiyaani gaynaakomodon.	Qen ŋjiyi gaynakomodon.
mi	Mi <u>yiiyaani</u> gaynaakomodon.	Mi yiyi gaynaakomodon.
haal	Mi haalaani gaynaako <u>modon</u> .	Mi haali gaynaakomodon.
-qam	Mi <u>haalaani</u> gaynaakoqam.	Mi haali gaynaakoqam.
yii	Mi yiiyaani gaynaakoqam.	Mi yiyi gaynaakoqam.

g) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	<u>Qa</u> yahi, to dokotormaa na?	Qalaa† mi yahaani, to dokotorqam.
be	Be ŋjahi, to <u>dokotorma6be</u> na?	Qalaa† be ŋjahaani, to dokotorma6be.
saare	<u>Be</u> ŋjahi, to saarema6be na?	Qalaa† be ŋjahaani, to saarema6be.
qo	Qo yahi, to <u>saaremakko</u> na?	Qalaa† qo yahaani, to saaremakko.

	Qo yahi, to <u>saare</u> makko na?	Qalaa↑ qo yahaani, to saaremakko.
jangurdu	<u>Qo</u> yahi, to jangurdumakko na?	Qalaa↑ qo yahaani, to jangurdumakko.
qon	Qon ñjahi, to <u>jangurdu</u> modon na?	Qalaa↑ meñ ñjahaani, to jangurduqameñ.
ngesa	<u>Qon</u> ñjahi, to ngesamodon na?	Qalaa↑ meñ ñjahaani, to ngesaqameñ.
qa	Qa yahi, to <u>nge'samaa</u> na?	Qalaa↑ mi yahaani, to ngesaqam.
wuro	<u>Qa</u> yahi, to wuromaa na?	Qalaa↑ mi yahaani, to wuroqam.
be	Be ñjahi, to <u>wuroma</u> bbe na?	Qalaa↑ be ñjahaani, to wuromabbe.
saare	<u>Be</u> ñjahi, to saaremabbe na?	Qalaa↑ be ñjahaani, to saaremabbe.
neenemaa	Neenemaa yahi, to <u>saare</u> makko na?	Qalaa↑ neeneqam yahaani, to saaremakko.
docotor	<u>Neenemaa</u> yahi, to dokotormakko na?	Qalaa↑ neeneqam yahaani, to dokotormakko.
qa	Qa yahi, to dokotormaa na?	Qalaa↑ mi yahaani, to dokotorqam.

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

Cue

	<u>Baabaqam</u> nani kibaarumaa.	Baabaqam nanaani kibaarumaa.
baabamaa	Baabamaa <u>nani</u> kibaarumaa.	Baabamaa nanaani kibaarumaa.
hebi deftere	<u>Baabamaa</u> hebi deftere nde.	Baabamaa hebaani deftere nde.
nde		
sukaabebe	Sukaabebe <u>kebi</u> deftere nde.	Sukaabebe kebaani deftere nde.
yiyi	<u>Sukaabebe</u> ñjiyi deftere nde.	Sukaabebe ñjiyaani deftere nde.
baabamakko	Baabamakko <u>yiyi</u> deftere nde.	Baabamakko yiyaani deftere nde.
qudditi	Baabamakko qudditi deftere nde.	Baabamakko qudditaani deftere nde.
-makko	<u>Baabamakko</u> qudditi defteremakko.	Baabamakko qudditaani defteremakko.
Samba	Samba qudditi defteremakko.	Samba qudditaani defteremakko.
-mabbe	<u>Samba</u> qudditi defteremabbe.	Samba qudditaani defteremabbe.
be	Be ngudditi defteremabbe.	Be ngudditaani defteremaqameñ.
meñ	Be ngudditi deftere qameñ.	Be ngudditaani deftere qameñ.
meñ	Meñ ngudditi deftere qameñ.	Meñ ngudditaani deftere qameñ.
nde	Meñ <u>ngudditi</u> deftere nde.	Meñ ngudditaani deftere nde.
hebi	Meñ <u>kebi</u> deftere nde.	Meñ kebaani deftere nde.
nani	Meñ nani kibaarumaa.	Meñ nanaani kibaarumaa.
kibaarumaa		
baabaqam	Baabaqam nani kibaarumaa.	Baabaqam nanaani kibaarumaa.

7.4 Note: Noun Classes (I)

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

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

1.	neddfo	yimbe
	debbo	rewbe
	bidfo	bidbe
	gorko	worbe
	gaynaako	qaynaabe
	tuubaako	tuubaakoo
1(a)	jaatigi	jaatigiibe
	dokotor	dokotoroo
	gorgol	gorgoloo
2.	kaw / kawirawo	kawiraa
	miña / miñirawo	miñiraa
	mawna / mawnirawo	mawniraa
	neene / neenirawo	neeniraa
	baaba / baabirawo	baabiraa
	band / bandirawo	bandiraa
3.	leemuna	leemunaa ji
	galle	gallee ji
	marse	marsee ji
	qekol	qekolaa ji
	qeskul	qeskulaa ji
	soora	sooraa ji
	kinkiliba	()
4.	saare	caqe
	deftere	defte
	hoore	koqe
	yitere	gite
	fiindere	fiindye
	hunde	kulle
	daande	daade
5.	kibaaru	kibaaruuji
	jangurdu	jangurduuji
	bandu	balli
	nofru	noppi
	baawo	baawe
	wuro	gure
	junjo	juude

koyŋgal	koyde
ŋgesa	gese
lekkɪ	lekkɪɪjɪ
ndiyam	()
ligge	()
ɓeŋgu	()

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

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

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

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

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

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

Groups 1, 4 and 5 illustrate Fula 'strong' nouns with singulars in one class and plurals in another¹ - characterized by suffixes in both singular and plural and having consonant alternation of the root-initial consonant where required by the class membership. The discussion below will concentrate on these forms.

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

Group 1

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

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

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

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

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

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

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

Group 4

1. saare	caqe
2. galle	galleeji
3. deftere	defte
4. hoore	koqe
5. yitere	gite
6. fiindere	fiindyee
7. hunde	kulle
8. daande	daade

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

1	2	3	4
(-e,) ¹	-re,	-de,	-nde

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

1	2	3	4
(-ere,) ¹	-----	-dere,	-ndere

The plural forms of the words in Group 4 furnish examples of the [ɓe] class. There are four plural classes in Fula [ɓe], [ɗi], [ɗe] and [kon]. The grades of the suffixes of the first three are:

	1	2	3	4	
/ɓe/	-ɓe	-ɓe	-ɓe	-ɓe	(No examples of the /kon/ plural class have yet occurred.)
/ɗi/	-(q)i	-ji/-li	-ɗi	-ɗi	
/ɗe/	-(q)e	-je/-le	-ɗe	-ɗe(-ɗye)	

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

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

Group 5

1.	kibaaru	kibaaruuji
2.	jaṅgurdu	jaṅgurduuji
3.	ṣandu	ṣalli
4.	nofru	noppi
5.	ṣaawo	ṣaawe
6.	wuro	gure
7.	juṅgo	juude
8.	koyṅgal	koyde
9.	ṅgesa	gese
10.	lekki	lekkiiji
11.	ndiyam	()
12.	ligge	()
13.	ṣeṅgu	()

These words furnish examples of seven additional singular classes.

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

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

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

5, 6 and 7, ṣaawo, wuro and juṅgo belong to the [ṅgo] class which has the four grades:

1	2	3	4
-o	-wo	-go	-ṅgo

Its plural is in the [-de] class.

8, koyṅgal, belongs to the [ṅgal] class with grades:

1	2	3	4
-al	-wal	-gal	-ṅgal

Its plural is in the [de] class.

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

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

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

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

1	2	3	4
-ɪ	-hɪ	-kɪ	-kɪ

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

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

1	2	3	4
-am	-jam	-dam	-dam

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

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

1	2	3	4
-e	-we	-ge	-nge

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

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

1	2	3	4
-u	-wu	-gu	-ngu

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

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

Singular:

Plural:

[qo]	causes alternation	/be/	does not cause alternation
[nde]	} do not cause alternation	/dɪ/	} cause alternation of Fula roots, not of borrowed words
[ndu]		/de/	
[nge]			

[ŋgo]	}	cause alternation	There is only one other plural class and it is rare.
[ŋgall]			
[kɪ]			
[mba]	}	cause alternation and prenasalization	
[ɖam]			
[ŋgu]			

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

1.	ned'do qo	yimbe be
	debbo qo	rewbe be
	ɓid'do qo	ɓibbe be
	gorko qo	worbe be
	gaynaako qo	qaynaabe be
1(a)	jaatigi qo	jaatigiibe be
	dokotor qo	dokotorooibe be
	gorgol qo	gorgolooibe be
2.	kaw qo	kawiraaibe be
	kawirawo qo	
	miña qo	miñiraaibe be
	miñirawo qo	
	mawna qo	mawniraaibe be
	mawnirawo qo	

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

neene qo	neeniraaɓe ɓe
neenirawo qo	
baaba qo	baabiraaɓe ɓe
baabirawo qo	
band qo	bandiraaɓe ɓe
bandirawo qo	
3. leemuna qo	leemunaaji dɪ
galle qo	galleeji dɪ
marse qo	marseeji dɪ
qekol qo	qekolaaaji dɪ
qeskuɓ qo	qeskulaaaji dɪ
soora qo	sooraaaji dɪ
kɪŋkilɪba qo	()
4. saare nde	caqe de
deftere nde	defte de
hoore nde	koqe de
yitere nde	gite de
ñiɪndere nde	ñiɪɗye de
hunde nde	kulle de
daande nde	daaɗe de
5. kɪbaaru ndu	kɪbaaruuji dɪ
nofru ndu	noppi dɪ
ɓandu ndu	ɓalli dɪ
koyŋgal ŋgal	koyɗe de
ŋgesa mba	gesɛ de
lekkɪ kɪ	lekkɪɪji dɪ
wuro ŋgo	gure de
bawo ŋgo	bawe de
juŋgo ŋgo	juuɗe de
ndiyam ɗam	()
ligge ŋge	()
ɓeŋgu ŋgu	()

7.5 Grammar Drills on Noun Classes

a) Simple Substitution-Correlation Drill

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

<u>Cue</u>	<u>Pattern</u>
	Be ñjɪyɪ <u>tuubaakooɓe</u> hewde.
saare	Be ñjɪyɪ <u>cage</u> hewde.
ned'do	Be ñjɪyɪ <u>yimɓe</u> hewde.
wuro	Be ñjɪyɪ <u>gure</u> hewde.
marse	Be ñjɪyɪ <u>marseejɪ</u> hewde
ngesa	Be ñjɪyɪ <u>gese</u> hewde.
debbo	Be ñjɪyɪ <u>rewɓe</u> hewde.
gorko	Be ñjɪyɪ <u>worɓe</u> hewde.
deftere	Be ñjɪyɪ <u>defte</u> hewde.
leemuna	Be ñjɪyɪ <u>leemunaaɟɪ</u> hewde.
hoore	Be ñjɪyɪ <u>koqe</u> hewde.
galle	Be ñjɪyɪ <u>galleeɟɪ</u> hewde.
jaŋgurdu	Be ñjɪyɪ <u>jaŋgurduuɟɪ</u> hewde.
dokotor	Be ñjɪyɪ <u>dokotorooɓe</u> hewde.
tuubaako	Be ñjɪyɪ <u>tuubaakooɓe</u> hewde.

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

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mɪ heɓɪ <u>miñirawo</u> gooto.	Qo heɓɪ miñiraaɓe hewde.
ɓid'do	Mɪ heɓɪ <u>ɓid'do</u> gooto.	Qo heɓɪ ɓiɓɓe hewde.
deftere	Mɪ heɓɪ <u>deftere</u> gooto.	Qo heɓɪ defte hewde.
bandirawo	Mɪ heɓɪ <u>bandirawo</u> gooto.	Qo heɓɪ bandiraaɓe hewde.
ñiindere	Mɪ heɓɪ <u>ñiindere</u> gooto.	Qo heɓɪ ñiindye hewde.
jaatɪɟɪ	Mɪ heɓɪ <u>jaatɪɟɪ</u> gooto.	Qo heɓɪ jatɪɟɪɓe hewde.
galle	Mɪ heɓɪ <u>galle</u> gooto.	Qo heɓɪ galleeɟɪ hewde.
gaynaako	Mɪ heɓɪ <u>gaynaako</u> gooto.	Qo heɓɪ qaynaaɓe hewde.
debbo	Mɪ heɓɪ <u>debbo</u> gooto.	Qo heɓɪ rewɓe hewde.
kaw	Mɪ heɓɪ <u>kaw</u> gooto.	Qo heɓɪ kawiraaɓe hewde.
ngesa	Mɪ heɓɪ <u>ngesa</u> gooto.	Qo heɓɪ gese hewde.

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

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Meŋ ñjɪyɪ <u>tuubaako</u> gooto.	Be ñjɪyɪ tuubaakoobe hewde.
saare	Meŋ ñjɪyɪ <u>saare</u> gooto.	Be ñjɪyɪ caqe hewde.
neddo	Meŋ ñjɪyɪ <u>neddo</u> gooto.	Be ñjɪyɪ yimbe hewde.
galle	Meŋ ñjɪyɪ <u>galle</u> gooto.	Be ñjɪyɪ galleeji hewde.
wuro	Meŋ ñjɪyɪ <u>wuro</u> gooto.	Be ñjɪyɪ gure hewde.
marse	Meŋ ñjɪyɪ <u>marse</u> gooto.	Be ñjɪyɪ marseeji hewde.
ngesa	Meŋ ñjɪyɪ <u>ngesa</u> gooto.	Be ñjɪyɪ gese hewde.
debbo	Meŋ ñjɪyɪ <u>debbo</u> gooto.	Be ñjɪyɪ rewbe hewde.
gorko	Meŋ ñjɪyɪ <u>gorko</u> gooto.	Be ñjɪyɪ worbe hewde.
deftere	Meŋ ñjɪyɪ <u>deftere</u> gooto.	Be ñjɪyɪ defte hewde.
dokotor	Meŋ ñjɪyɪ <u>dokotor</u> gooto.	Be ñjɪyɪ dokotorooobe hewde.
jangurdu	Meŋ ñjɪyɪ <u>jangurdu</u> gooto.	Be ñjɪyɪ jangurduuji hewde.

- d) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Ko deftere <u>gooto</u> , woni do.
hewde	Ko <u>defte</u> hewde, ngonɪ do.
neddo	Ko yimbe <u>hewde</u> , ngonɪ do.
gooto	Ko <u>neddo</u> gooto, woni do.
debbo	Ko debbo <u>gooto</u> , woni do.
hewde	Ko <u>rewbe</u> hewde, ngonɪ do.
gorko	Ko worbe <u>hewde</u> , ngonɪ do.
gooto	Ko <u>gorko</u> gooto, woni do.
gaynaako	Ko <u>gaynaako</u> gooto, woni do.
hewde	Ko <u>qaynaabe</u> hewde, ngonɪ do.
tuubaako	Ko tuubaakoobe <u>hewde</u> , ngonɪ do.
gooto	Ko <u>tuubaako</u> gooto, woni do.
wuro	Ko wuro <u>gooto</u> , woni do.
hewde	Ko <u>gure</u> hewde, ngonɪ do.
deftere	Ko defte <u>hewde</u> , ngonɪ do.
gooto	Ko deftere gooto, woni do.

7.9 Questions for Discussion

1. Hoore Demba, no muusa na?
2. Demba yahi, to dokotormakko na?
3. Demba leliino na, haa bandumakko burɪ?
4. Hodum Demba wadataa, to saare?
5. Hodum Samba wiyɪ Demba, yoo yar?
6. Demba heɓi lekkɪ kɪ na?
7. Hooremaa no muusa na?
8. Qa yahay to saare na, kiikiide?
9. Hodum mbaɗtaa to saare?
10. Qaɗa yara lekkɪ na, jooni?

UNIT 8

8.0 Dialog: Yompa's Wife is Sick.

	-Demba-	(which) you have done
mbad'faa		How are you? (How have you done?)
No mbad'faa?		
	-Yompa-	Fine.
Jam tan ↑		
	-Demba-	is not well
sellaa		Samba told me your wife is not
Samba wiyi kam, debbomaa sellaa.		well.
	-Yompa-	stomach
reedu [ndu] (deedi)		since
gila		Her stomach has been upset since
Reedumakko no muusa, gila haŋki.		yesterday.
	-Demba-	take, carry
nab		hospital
kampama [Ø] (kampamaaji)		Have you taken her to the hospital?
Qa nabi mo, to kampama na?		
	-Yompa-	She refused to go.
Qo jabaani yaade.		
	-Demba-	how come? ('waht did?')
ko wad'i		How come she refused to go?
Ko wad'i, qo jabaani yaade.		
	-Yompa-	because
paski		be brave
suus		Because she is afraid of the
Paski, qo suusaani, dokotor qo.		doctor.
	-Demba-	will not do
wadataa		[no]thing at all (with
haytus		negative)
Kono dokotor qo, wadataa mo, haytus ↑		But the doctor will not do
		anything to her.
Ko mba'dtaa, nabaa mo, to galleqamenj.		I suggest ('What you will do'),
		take her to our compound.

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

8.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:

mettu	embarrass, discomfit; be sore
ɲalloma [Ø] (ɲallomaaɟi)	afternoon
bimbi [Ø] (bimbiiɟi)	morning
heccíhaŋki	day before yesterday
feddandu [ndu] (peddaali)	finger nail
hunuko [ko] (kunuɗe)	mouth
hinere [nde] (kine)	nose
ɓal(e)	black (adjectival root)
ɓawlude	to be black (infinitive) ¹
hollu	show

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

<u>Cue</u>	<u>Pattern</u>
	<u>Reedumakko</u> na muusa, gila haṅki jemma.
hooreqam	Hooreqam na <u>muusa</u> , gila haṅki jemma.
metti	Hooreqam na <u>metti</u> , gila haṅki <u>jemma</u> .
ñalloma	<u>Hooreqam</u> na <u>metti</u> , gila haṅki <u>ñalloma</u> .
bandumaa	Bandumaa na <u>metti</u> , gila haṅki <u>ñalloma</u> .
sellı	Bandumaa na <u>sellı</u> , gila haṅki <u>ñalloma</u> .
kiikiide	<u>Bandumaa</u> na <u>sellı</u> , gila haṅki <u>kiikiide</u> .
kunufemaḅḅe	Kunufemaḅḅe na <u>sellı</u> , gila haṅki <u>kiikiide</u> .
muusa	Kunufemaḅḅe na <u>muusa</u> , gila haṅki <u>kiikiide</u> .
heccihāṅki	<u>Kunufemaḅḅe</u> na <u>muusa</u> , gila <u>heccihāṅki</u> .
peddaalıqam	Peddaalıqam na <u>muusa</u> , gila <u>heccihāṅki</u> .
ḅawlı	Peddaalıqam na <u>ḅawlı</u> , gila <u>heccihāṅki</u> .
bımbı	<u>Peddaalıqam</u> na <u>ḅawlı</u> , gila <u>bımbı</u> .
kinemakko	Kinemakko na <u>ḅawlı</u> , gila <u>bımbı</u> .
metti	Kinemakko na <u>metti</u> , gila <u>bımbı</u> .
jemma	<u>Kinemakko</u> na <u>metti</u> , gila <u>jemma</u> .
reedumakko	Reedumakko na <u>metti</u> , gila <u>jemma</u> .
muusa	Reedumakko na <u>muusa</u> , gila <u>jemma</u> .

b) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Qa <u>nabı</u> mo, to kampama na?
yılı	Qa <u>yıyı</u> <u>mo</u> , to kampama na?
ḅe	Qa <u>yıyı</u> <u>ḅe</u> , to <u>kampama</u> na?
marse	<u>Qa</u> <u>yıyı</u> <u>ḅe</u> , to <u>marse</u> na?
qon	Qon <u>ñjıyı</u> <u>ḅe</u> , to <u>marse</u> na?
fad	Qon paḁı <u>ḅe</u> , to <u>marse</u> na?
kam	Qon paḁı <u>kam</u> , to <u>marse</u> na?
saare	<u>Qon</u> paḁı <u>kam</u> , to <u>saare</u> na?
qo	Qo <u>fadı</u> <u>kam</u> , to <u>saare</u> na?
taw	Qo <u>tawı</u> <u>kam</u> , to <u>saare</u> na?
ma	Qo <u>tawı</u> <u>ma</u> , to <u>saare</u> na?
jaṅgurdu	<u>Qo</u> <u>tawı</u> <u>ma</u> , to <u>jaṅgurdu</u> na?
meṅ	Meṅ <u>tawı</u> <u>ma</u> , to <u>jaṅgurdu</u> na?
laar	Meṅ <u>ndaarı</u> <u>ma</u> , to <u>jaṅgurdu</u> na?
mo	Meṅ <u>ndaarı</u> <u>mo</u> , to <u>jaṅgurdu</u> na?
galle	<u>Meṅ</u> <u>ndaarı</u> <u>mo</u> , to <u>galle</u> na?
qon	Qon <u>ndaarı</u> <u>mo</u> , to <u>galle</u> na?
fad	Qon paḁı <u>mo</u> , to <u>galle</u> na?
ḅe	Qon paḁı <u>ḅe</u> , to <u>galle</u> na?
marse	<u>Qon</u> paḁı <u>ḅe</u> , to <u>marse</u> na?

	<u>Qon</u> padɪ ɓe, to marse na?
qa	Qa <u>fadi</u> ɓe, to marse na?
nab	Qa nabi <u>ɓe</u> , to marse na?
mo	Qa nabi mo, to <u>marse</u> na?
kampama	Qa nabi mo, to kampama na?

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

<u>Cue</u>	<u>Statement Pattern</u>	<u>Question Pattern</u>
	Qo <u>jabaani</u> yaade, to kampama.	Qo jabaani yaade, to kampama na?
suus	Qo suusaani <u>yaade</u> , to kampama.	Qo suusaani yaade, to kampama na?
qar	Qo suusaani <u>qarde</u> , to <u>kampama</u> .	Qo suusaani qarde, to kampama na?
marse	<u>Qo</u> suusaani qarde, to marse.	Qo suusaani qarde, to marse na?
qa	Qa <u>suusaani</u> qarde, to marse.	Qa suusaani qarde, to marse na?
yid	Qa yidaani <u>qarde</u> , to marse.	Qa yidaani qarde, to marse na?
waal	Qa yidaani <u>waalde</u> , to <u>marse</u> .	Qa yidaani waalde, to marse na?
galle	<u>Qa</u> yidaani waalde, to galle.	Qa yidaani waalde, to galle na?
ɓe	Be <u>ñjidaani</u> waalde, to galle.	Be ñjidaani waalde, to galle na?
jaɓ	Be jabaani <u>waalde</u> , to galle.	Be jabaani waalde, to galle na?
yar	Be jabaani <u>yarde</u> , to <u>galle</u> .	Be jabaani yarde, to galle na?
jangurdu	<u>Be</u> jabaani yarde, to jangurdu.	Be jabaani yarde, to jangurdu na?
meɲ	Meɲ <u>jabaani</u> yarde, to jangurdu.	Meɲ jabaani yarde, to jangurdu na?
yid	Meɲ <u>ñjidaani</u> <u>yarde</u> , to jangurdu.	Meɲ ñjidaani yarde, to jangurdu na?
yaa	Meɲ <u>ñjidaani</u> yaade, to jangurdu.	Meɲ ñjidaani yaade, to jangurdu na?
kampama	<u>Meɲ</u> <u>ñjidaani</u> yaade, to kampama.	Meɲ ñjidaani yaade, to kampama na?
qo	Qo <u>yidaani</u> yaade, to kampama.	Qo yidaani yaade, to kampama na?
jaɓ	Qo jabaani yaade, to kampama.	Qo jabaani yaade, to kampama na?

- d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko wadɪ, <u>qo</u> jabaani yaade, to kampama?
ɓe	Ko wadɪ, ɓe <u>jabaani</u> yaade, to kampama?
suus	Ko wadɪ, ɓe suusaani <u>yaade</u> , to kampama?
qar	Ko wadɪ, <u>ɓe</u> suusaani qarde, to marse?
meɲ	Ko wadɪ, meɲ <u>suusaani</u> qarde, to marse?
yid	Ko wadɪ, meɲ <u>ñjidaani</u> yarde, to <u>marse</u> ?
yaar	Ko wadɪ, meɲ <u>ñjidaani</u> yarde, to <u>marse</u> ?
saare	Ko wadɪ, <u>meɲ</u> <u>ñjidaani</u> yarde, to saare?
qon	Ko wadɪ, qon <u>ñjidaani</u> yarde, to saare?
jaɓ	Ko wadɪ, qon jabaani <u>yarde</u> , to saare?
waal	Ko wadɪ, qon jabaani waalde, to <u>saare</u> ?

	Ko waɗi, qon jaɓaani waalde, to <u>saare</u> ?
galle	Ko waɗi, <u>qon</u> jaɓaani waalde, to galle?
qa	Ko waɗi, qa <u>jaɓaani</u> waalde, to galle?
suus	Ko waɗi, qa suusaani <u>waalde</u> , to galle?
yaa	Ko waɗi, qa suusaani yaade, to <u>galle</u> ?
kampama	Ko waɗi, qa suusaani yaade, to kampama?

e) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Kono <u>dokotor qo</u> , waɗataa mo, haytus↑
baaba	Kono baaba, <u>waɗataa</u> mo, haytus↑
haal	Kono baaba, haalataa <u>mo</u> , haytus↑
ma	Kono <u>baaba</u> , haalataa ma, haytus↑
neenemaa	Kono neenemaa, <u>haalataa</u> ma, haytus↑
holl	Kono neenemaa, hollataa <u>ma</u> , haytus↑
ɓe	Kono <u>neenemaa</u> , hollataa ɓe, haytus↑
meɲ	Kono meɲ <u>kollataa</u> ɓe, haytus↑
wii	Kono meɲ mbiyataa <u>ɓe</u> , haytus↑
ma	Kono meɲ mbiyataa <u>ma</u> , haytus↑
qo	Kono qo <u>wiyataa</u> ma, haytus↑
qokk	Kono qo qokkataa <u>ma</u> , haytus↑
ɓe	Kono <u>qo</u> qokkataa ɓe, haytus↑
kawqam	Kono kawqam, <u>qokkataa</u> ɓe, haytus↑
waɗ	Kono kawqam, waɗataa ɓe, haytus↑
mo	Kono <u>kawqam</u> , waɗataa mo, haytus↑
dokotor qo	Kono dokotor qo, waɗataa mo, haytus↑

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

Note the sentences:

1. Ko hoɗum heɓno ma?	'What was the matter with you?
2. Ko hoɗum heɓi mo?	'What's the matter with him?
3. Ko waɗi qo jaɓaani yaade?	'What made her refuse to go?'
4. Ko mbaɗtaa naɓaa mo to galleqameɲ.	'What you are to do [is] take her to our compound.'

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

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

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

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

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

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

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

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

ko min...	'It is I who...'
ko qan...	'It is you who...'
ko kaŋko / ko qo / koo... ¹	'It is he/she who...'
ko minen / ko meŋ...	'It is we who...'
ko qenen / ko qen...	'It is you and I who...'
ko qonon / ko qon...	'It is you who...'
ko kamɓe / ko ɓe...	'It is they who...'

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

min, ko mɪ...	'I, it's I who...'
qan, kaa... ¹	'You, it's you who...'
kaŋko, koo... ¹	etc.

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

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

8.3 Grammar Drills on ko and Emphatic Personal Pronouns:

a) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> haali d'um.
qan	Ko <u>qan</u> haali d'um.
qo	Ko <u>qo</u> haali d'um.
be	Ko <u>be</u> kaali d'um.
qen	Ko <u>qen</u> kaali d'um.
qenen	Ko <u>qenen</u> kaali d'um.
meŋ	Ko <u>meŋ</u> kaali d'um.
minen	Ko <u>minen</u> kaali d'um.
kaŋko	Ko <u>kaŋko</u> , haali d'um.
kambe	Ko <u>kambe</u> , kaali d'um.
Demba	Ko <u>Demba</u> , haali d'um.
min	Ko <u>min</u> haali d'um.

b) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> , ko mi gorko.
qan	<u>Qan</u> , kaa gorko.
be	<u>Be</u> , ko be worbe.
meŋ	<u>Meŋ</u> , ko meŋ worbe.
qonon	<u>Qonon</u> , ko qon worbe.
qenen	<u>Qenen</u> , ko qen worbe.
qo	<u>Qo</u> , koo gorko.
kaŋko	<u>Kaŋko</u> , koo gorko.
kambe	<u>Kambe</u> , ko be worbe.
Samba	<u>Samba</u> , koo gorko.
min	<u>Min</u> , ko mi gorko.

8.4 Note: Active Perfective Relative Verb Forms:

Note the sentences:

1. Hondum qo haalani ma? 'What did he tell you?
2. Ko hodum heɓi mo? 'What's the matter with him?' ('It is what which got him?')

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

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

No mbaɗmɪ?	How have I done?
No mbaɗɗaa?	How have you done?
No qo wad(ɪ)?	How has he done?
No mbaɗmɛŋ?	How have we done?
No mbaɗɗen?	How have you and I/we done?
No mbaɗɗon?	How have you done?
No ɓe mbaɗ(ɪ)?	How have they done?

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

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

Mɪ wɪyɪ mo, no mbaɗmɪ ɗum. 'I told him how I did it.'
 Mɪ wɪyɪ mo, no mbaɗɗaa ɗum.
 etc.

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

Mɪ wɪyɪ mo, ko mbaɗmɪ. 'I told him what I did.'
 Mɪ wɪyɪ mo, ko mbaɗɗaa.
 etc.

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

No mbaɗmɪ ɗum, no moɗɗyɪ. 'How I did it is good.'
 Ko mbaɗmɪ, no moɗɗyɪ. 'What I did is good.'

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

Note the sentence:

Ko hoɗum heɓno ma? 'What was the matter with you?'

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

Ko keβnomi, no moddyi.	'What I had was good.'
Ko keβnodaa, no moddyi.	
Koo heβno, no moddyi.	
Ko keβnomen, no moddyi.	
Ko keβnoden, no moddyi.	
Ko keβnodon, no moddyi.	
Ko βe heβno, no moddyi. ¹	

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

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

ko meŋ mbaɖi
alternates with: ko mbaɖmeŋ

ko meŋ mbaɖi
alternates with: ko mbaɖmeŋ

The second person equivalents: no qa waɖi and ko qon mbaɖi, etc. are rare.

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

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

8.5 Grammar Drills on Relative Perfective Forms

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaɖ <u>mi</u> , no moddyi.
(qa)	Ko mbaɖ <u>ɖaa</u> , no moddyi.
(qo)	Koo <u>waɖi</u> , no moddyi.
(qen)	Ko mbaɖ <u>ɖen</u> , no moddyi.
(meŋ)	Ko mbaɖ <u>meŋ</u> , no moddyi.
(qon)	Ko mbaɖ <u>ɖon</u> , no moddyi.

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

	Ko mbaɗɗon, no moɗɗyɪ.
(be)	Ko <u>be</u> mbaɗɪ, no moɗɗyɪ.
Samba	Ko <u>Samba</u> waɗɪ, no moɗɗyɪ.
neenemaa	Ko <u>neenemaa</u> waɗɪ, no moɗɗyɪ.
(mɪ)	Ko mbaɗmɪ, no moɗɗyɪ.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaɗmɪ, no moɗɗyɪ.
(qa)	Ko <u>mbaɗɗaa</u> , no moɗɗyɪ.
yɪɪ	Ko <u>ɲɪɪɪɗaa</u> , no moɗɗyɪ.
(qo)	Koo <u>yɪyɪ</u> , no moɗɗyɪ.
haal	Koo <u>haalɪ</u> , no moɗɗyɪ.
(qon)	Ko <u>kaalɗon</u> , no moɗɗyɪ.
nan	Ko <u>nandon</u> , no moɗɗyɪ.
be	Ko <u>be</u> <u>nanɪ</u> , no moɗɗyɪ.
jang	Ko <u>be</u> <u>jangɪ</u> , no moɗɗyɪ.
(meɲ)	Ko <u>jangumen</u> , no moɗɗyɪ.
yar	Ko <u>ɲjarmen</u> , no moɗɗyɪ.
Samba	Ko Samba <u>yari</u> , no moɗɗyɪ.
heɓ	Ko <u>Samba</u> <u>heɓɪ</u> , no moɗɗyɪ.
(mɪ)	Ko <u>keɓmɪ</u> , no moɗɗyɪ.
qokk	Ko <u>ɲgokkumɪ</u> , no moɗɗyɪ.
(qa)	Ko <u>ɲgokkudaa</u> , no moɗɗyɪ.
waɗ	Ko mbaɗɗaa, no moɗɗyɪ.
(mɪ)	Ko mbaɗmɪ, no moɗɗyɪ.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mɪ</u> wɪyɪ mo, no mbaɗmɪ ɗum.
qo	Qo wɪyɪ <u>mo</u> , no mbaɗmɪ ɗum.
be	<u>Qo</u> wɪyɪ be, no mbaɗmɪ ɗum.
qa	Qa wɪyɪ <u>be</u> , no mbaɗmɪ ɗum.
mo	<u>Qa</u> wɪyɪ mo, no mbaɗmɪ ɗum.
meɲ	Meɲ mɓiyɪ <u>mo</u> , no mbaɗmɪ ɗum.
ma	<u>Meɲ</u> wɪyɪ ma, no mbaɗmɪ ɗum.
qen	Qen mɓiyɪ <u>ma</u> , no mbaɗmɪ ɗum.
be	<u>Qen</u> mɓiyɪ be, no mbaɗmɪ ɗum.
qa	Qa wɪyɪ <u>be</u> , no mbaɗmɪ ɗum.
mo	<u>Qa</u> wɪyɪ mo, no mbaɗmɪ ɗum.
mɪ	Mɪ wɪyɪ mo, no mbaɗmɪ ɗum.

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wiyi mo, no mbadmi d'um.
qo	Qo wiyi <u>mo</u> , no mbadmi d'um.
be	Qo wiyi be, no mbadmi d'um.
heβ	<u>Qo</u> wiyi be, no heβmi d'um.
qa	Qa wiyi <u>be</u> , no heβmi d'um?
Samba	Qa wiyi Samba, no <u>heβmi</u> d'um?
nan	<u>Qa</u> wiyi Samba, no nanmi d'um?
qon	Qon mbiyi <u>Samba</u> , no nanmi d'um?
mo	Qon mbiyi mo, no <u>nanmi</u> d'um?
taw	<u>Qon</u> mbiyi mo, no tawmi d'um?
meŋ	Meŋ mbiyi <u>mo</u> , no tawmi d'um.
ma	Meŋ mbiyi ma, no <u>tawmi</u> d'um.
nan	<u>Meŋ</u> mbiyi ma, no nanmi d'um.
qen	Qen mbiyi <u>ma</u> , no nanmi d'um.
be	Qen mbiyi be, no <u>nanmi</u> d'um.
taw	<u>Qen</u> mbiyi be, no tawmi d'um.
mi	Mi wiyi <u>be</u> , no tawmi d'um.
mo	Mi wiyi mo, no <u>tawmi</u> d'um.
wad	Mi wiyi mo, no mbadmi d'um.

e) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Mi <u>wiyi</u> mo, no mbadmi d'um.
haal	<u>Mi</u> haali mo, no mbadmi d'um.
qa	Qa haali mo, no <u>mbad'daa</u> d'um.
heβ	<u>Qa</u> haali mo, no keβ'daa d'um.
qon	Qon kaali mo, no <u>keβ'don</u> d'um.
taw	<u>Qon</u> kaali mo, no taw'don d'um.
meŋ	Meŋ <u>kaali</u> mo, no tawmeŋ d'um.
wii	<u>Meŋ</u> mbiyi mo, no tawmeŋ d'um.
qen	Qen <u>mbiyi</u> mo, no taw'den d'um.
haal	<u>Qen</u> kaali mo, no taw'den d'um.
be	Be kaali mo, no be <u>taw</u> d'um.
wad	<u>Be</u> kaali mo, no be mbad'i d'um.
mi	<u>Mi</u> haali mo, no mbadmi d'um.
qo	Qo <u>haali</u> mo, noo wad'i d'um.
wii	<u>Qo</u> wiyi mo, noo wad'i d'um.
mi	Mi wiyi mo, no mbadmi d'um.

f) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> wiyi kam, noo tawi d'um.
qa	<u>Qa</u> wiyi kam, no tawdaa d'um.
be	Be mbiyi <u>kam</u> , no be tawi d'um.
meŋ	<u>Be</u> mbiyi meŋ, no be tawi d'um.
qon	Qon mbiyi <u>meŋ</u> , no tawdon d'um.
mo	<u>Qon</u> mbiyi mo, no tawdon d'um.
qen	Qen mbiyi <u>mo</u> , no tawden d'um.
be	Qen mbiyi be, no tawden d'um.
m1	M1 wiyi <u>be</u> , no tawm1 d'um.
mo	<u>M1</u> wiyi mo, no tawm1 d'um.
qo	Qo wiyi <u>mo</u> , noo tawi d'um.
kam	Qo wiyi kam, noo tawi d'um.

g) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> wiyi kam, noo tawi d'um.
qa	Qa <u>wiyi</u> kam, no tawdaa d'um.
haal	Qa haali <u>kam</u> , no tawdaa d'um.
mo	Qa haali mo, no <u>tawdaa</u> d'um.
wad'	<u>Qa</u> haali mo, no mba'daa d'um.
be	Be <u>kaali</u> mo, no be mba'di d'um.
wii	Be mbiyi <u>mo</u> , no be mba'di d'um.
ma	Be mbiyi ma, no be <u>mba'di</u> d'um.
heɓ	<u>Be</u> mbiyi ma, no be keɓi d'um.
m1	M1 wiyi ma, no keɓm1 d'um.
haal	M1 haali <u>ma</u> , no keɓm1 d'um.
mo	M1 haali mo, no keɓm1 d'um.
nan	<u>M1</u> haali mo, no nanm1 d'um.
qo	Qo haali mo, noo nani d'um.
wii	Qo wiyi <u>mo</u> , noo nani d'um.
kam	Qo wiyi kam, noo <u>nani</u> d'um.
taw	Qo wiyi kam, noo tawi d'um.

h) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> wiyi, ko mbiimi.
be	Be <u>mbiyi</u> , ko mbiimi.
wad	Be mbad ⁱ , ko mbiimi.
qo	Be mbad ⁱ , koo <u>wiyi</u> .
wad	<u>Be</u> mbad ⁱ , koo wad ⁱ .
mej	Mej <u>mbadⁱ</u> , koo wad ⁱ .
yii	Mej <u>ñjiyi</u> , koo wad ⁱ .
qa	Mej <u>ñjiyi</u> , ko <u>mbadⁱdaa</u> .
yii	<u>Mej</u> <u>ñjiyi</u> , ko <u>ñjiidaa</u> .
qen	Qen <u>ñjiyi</u> , ko <u>ñjiidaa</u> .
qand	Qen <u>ngandi</u> , ko <u>ñjiidaa</u> .
Demba	Qen <u>ngandi</u> , ko Demba <u>yiyi</u> .
jog	<u>Qen</u> <u>ngandi</u> , ko Demba jogi.
mi	Mi <u>qandi</u> , ko Demba jogi.
taw	Mi tawi, ko <u>Demba</u> jogi.
baabam	<u>Mi</u> tawi, ko baabam <u>jogi</u> .
yii	<u>Mi</u> tawi, ko baabam yiyi.
qo	Qo tawi, ko baabam yiyi.

1) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> yahi, to ñjaanomi.
be	Be <u>ñjahi</u> , to ñjaanomi.
waal	Be mbaali, to ñjaanomi.
(qa)	<u>Be</u> mbaali, to ñjaanodaa.
mej	Mej <u>mbaali</u> , to ñjaanodaa.
ñall	Mej <u>ñalli</u> , to ñjaanodaa.
(qon)	<u>Mej</u> <u>ñalli</u> , to ñjaanodon.
mi	Mi <u>ñalli</u> , to ñjaanodon.
hiir	Mi <u>hiiri</u> , to ñjaanodon.
(qa)	<u>Mi</u> <u>hiiri</u> , to ñjaanodaa.
qo	Qo <u>hiiri</u> , to ñjaanodaa.
yaa	Qo yahi, to ñjaanodaa.
(mi)	Qo yahi, to ñjaanomi.

j) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaɗtaa, nabaa mo, to galleqameŋ.
be	Ko <u>be</u> mbaɗata, <u>be</u> naba mo, to galleqameŋ.
(qon)	Ko mbaɗton, nabon <u>mo</u> , to galleqameŋ.
ɗum	Ko mbaɗton, nabon <u>ɗum</u> , to <u>galleqameŋ</u> .
saare	Ko mbaɗton, nabon <u>ɗum</u> , to <u>saareqameŋ</u> .
Bookari	Ko mbaɗ <u>ton</u> , nabon <u>ɗum</u> , to saare Bookari.
(qen)	Ko mbaɗten, naben <u>ɗum</u> , to saare Bookari.
mo	Ko mbaɗten, naben mo, to <u>saare</u> Bookari.
ŋgesa	Ko mbaɗten, naben mo, to ŋgesa <u>Bookari</u> .
-makko	Ko mbaɗ <u>ten</u> , naben <u>mo</u> , to ŋgesamakko.
(qa)	Ko mbaɗtaa, nabaa <u>mo</u> , to ŋgesamakko.
ɗum	Ko mbaɗtaa, nabaa <u>ɗum</u> , to <u>ŋgesamakko</u> .
galle	Ko mbaɗtaa, nabaa <u>ɗum</u> , to <u>gallemakko</u> .
-qameŋ	Ko mbaɗtaa, nabaa <u>ɗum</u> , to galleqameŋ.

k) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Nedɗo</u> qo, <u>ŋjiɪmɪ</u> ton, ko debbo Demba. 'The person I saw there is Demba's wife.'
debbo	Debbo qo, <u>ŋjiɪmɪ</u> ton, ko debbo Demba.
be	Debbo qo, <u>be</u> <u>ŋjiɪyɪ</u> ton, ko debbo Demba.
taw	Debbo qo, <u>be</u> tawɪ <u>ton</u> , ko debbo Demba.
ɗo	Debbo qo, <u>be</u> tawɪ <u>ɗo</u> , ko <u>debbo</u> Demba.
miɲirawo	Debbo qo, <u>be</u> tawɪ <u>ɗo</u> , ko miɲirawo <u>Demba</u> .
-makko	<u>Debbo</u> qo, <u>be</u> tawɪ <u>ɗo</u> , ko miɲirawomakko.
gorko	Gorko qo, <u>be</u> tawɪ <u>ɗo</u> , ko miɲirawomakko.
meŋ	Gorko qo, meŋ <u>tawɪ</u> <u>ɗo</u> , ko miɲirawomakko.
yɪɪ	Gorko qo, meŋ <u>ŋjiɪyɪ</u> <u>ɗo</u> , ko miɲirawomakko.
ton	Gorko qo, meŋ <u>ŋjiɪyɪ</u> ton, ko <u>miɲirawomakko</u> .
kaw	Gorko qo, meŋ <u>ŋjiɪyɪ</u> ton, ko <u>kawmakko</u> .
-moɗon	<u>Gorko</u> qo, meŋ <u>ŋjiɪyɪ</u> ton, ko kawmoɗon.
nedɗo	Nedɗo qo, <u>meŋ</u> <u>ŋjiɪyɪ</u> ton, ko kawmoɗon.
mɪ	Nedɗo qo, <u>ŋjiɪmɪ</u> <u>ton</u> , ko kawmoɗon.
ɗo	Nedɗo qo, <u>ŋjiɪmɪ</u> <u>ɗo</u> , ko <u>kawmoɗon</u> .
debbo	Nedɗo qo, <u>ŋjiɪmɪ</u> <u>ɗo</u> , ko <u>debbomoɗon</u> .
Demba	Nedɗo qo, <u>ŋjiɪmɪ</u> <u>ɗo</u> , ko debbo Demba.
ton	Nedɗo qo, <u>ŋjiɪmɪ</u> ton, ko debbo Demba.

1) Response Drill

<u>Cue</u>	<u>Response</u>
Qa nani koo wadɪ?	Qalaa, hodum qo wadɪ?
Qa qandɪ too yahɪ?	Qalaa, honto qo yahɪ?
Qa qandɪ honto ɓe ɲjahɪ?	Qalaa, honto ɓe ɲjahɪ?
Qa qandɪ honto ɓe mbaalɪ?	Qalaa, honto ɓe mbaalɪ?
Qa nani ko ɓe mbiyɪ?	Qalaa, hodum ɓe mbiyɪ?
Qa nani koo wiyɪ?	Qalaa, hodum qo wiyɪ?
Qa qandɪ ko ɓe keɓɪ?	Qalaa, hodum ɓe keɓɪ?
Qa nani koo wadɪ?	Qalaa, hodum qo wadɪ?

m) Response Drill

<u>Cue</u>	<u>Response</u>
Qada nani koo wiyɪ?	Qalaa, mi nanaa koo wiyɪ.
Qodon ɲgandɪ too ɲjaamɪ?	Qalaa, meɲ ɲgandaa to ɲjaadaa.
Qada nani ko mbimɪ?	Qalaa, mi nanaa ko mbidaa.
Bedo ɲgandɪ ko keɓmɪ?	Qalaa, ɓe ɲgandaa ko keɓdaa.
Qomo qandɪ to ɲjaamɪ?	Qalaa, qo qandaa to ɲjaadaa.
Qada qandɪ ko hodum?	Qalaa, mi qandaa ko hodum.

n) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qomo</u> waalɪ to ɲgaccu ma mɪ.
ɓe	Bedo <u>mbaalɪ</u> to ɲgaccu ma mɪ.
ɗaan	Bedo ɗaani <u>to</u> ɲgaccu ma mɪ. ¹
tuma	Bedo ɗaani tuma <u>ɲgaccu</u> ma mɪ.
yɪɪ	<u>Bedo</u> ɗaani tuma ɲjɪɪ ma mɪ.
qon	Qodon <u>ɗaani</u> tuma ɲjɪɪ ma mɪ.
leɪ	Qodon leɪ <u>tuma</u> ɲjɪɪ ma mɪ.
to	Qodon leɪ to ɲjɪɪ ma mɪ.
taw	<u>Qodon</u> leɪ to taw ma mɪ.
qa	Qada leɪ to taw ma mɪ.
ɗaan	Qada ɗaani <u>to</u> taw ma mɪ.
tuma	Qada ɗaani tuma <u>taw</u> ma mɪ.
yɪɪ	<u>Qada</u> ɗaani tuma ɲjɪɪ ma mɪ.
qo	Qomo <u>ɗaani</u> tuma ɲjɪɪ ma mɪ.
waal	Qomo waalɪ <u>tuma</u> ɲjɪɪ ma mɪ.
to	Qomo waalɪ to <u>ɲjɪɪ</u> ma mɪ.
qacc	Qomo waalɪ to ɲgaccu ma mɪ.

¹ɗaan - 'sleep'

o) Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mi yiɣi <u>ma</u> .	Qomo qandi, to ɲjiɪ ma mi.
mo	Mi <u>yiɣi</u> mo.	Qomo qandi, to ɲjiɪ mo mi.
taw	Mi tawɪ <u>mo</u> .	Qomo qandi, to taw mo mi.
ma	Mi <u>tawɪ</u> ma.	Qomo qandi, to taw ma mi.
laar	Mi laarɪ <u>ma</u> .	Qomo qandi, to ndaar ma mi.
mo	Mi <u>laarɪ</u> mo.	Qomo qandi, to ndaar mo mi.
haal	Mi haali <u>mo</u> .	Qomo qandi, to kaal mo mi.
ma	Mi <u>haali</u> ma.	Qomo qandi, to kaal ma mi.
wii	Mi wiɣi <u>ma</u> .	Qomo qandi, to mbii ma mi.
mo	Mi <u>wiɣi</u> mo.	Qomo qandi, to mbii mo mi.
fad	Mi fadi <u>mo</u> .	Qomo qandi, to pad mo mi.
ma	Mi <u>fadi</u> ma.	Qomo qandi, to pad ma mi.
yii	Mi yiɣi ma.	Qomo qandi, to ɲjiɪ ma mi.

p) Response-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
Qa yiɣi kam na?	Qeeyiɪmi yiɣi ma.	Qada qandi, to ɲjiɪ ma mi.
Be ɲjawti kam na?	Qeeyiɪbe njawti ma.	Bedo ɲgandi, to ɲjawti ma mi.
Qa fadi kam na?	Qeeyiɪmi fadi ma.	Qada qandi, to pad ma mi.
Qen kaali mo na?	Qeeyiɪmerɲ kaali mo.	Qeden ɲgandi, to kaal merɲ mo.
Qon mbiyi mo na?	Qeeyiɪqen mbiyi mo.	Miden ɲgandi, to mbiiden mo.
Qa tawɪ mo na?	Qeeyiɪmi tawii mo.	Qada qandi, to ɲjiɪ mo mi.

q) Transformation Drill

<u>Cue</u>	<u>Pattern</u>
Mi tawɪ ma, to saare nde.	Qomo qandi, to taw ma mi.
Mi yiɣi ma, to jaɲgirdu.	Qomo qandi, to ɲjiɪ ma mi.
Mi nabi ma, to galleqamerɲ.	Qomo qandi, to nab ma mi.
Mi fadi ma, to meden.	Qomo qandi, to pad ma mi.
Mi landii ma, kullemakko.	Qomo qandi, ko lamdi ma mi.
Mi qokki ma, kaalis qo.	Qomo qandi, ko ɲgokku ma mi.
Mi haali ma, fii biɗɗoqam.	Qomo qandi, ko kaal ma mi.
Mi wadi mo, ko modɗyi.	Qomo qandi, ko mbaɗ mo mi.
Mi qaddi ma leemuna.	Qomo qandi, ko ɲgaddu ma mi.
Mi soodɪ ma hunde.	Qomo qandi, ko cood ma mi.
Mi nabi mo lekkɪ.	Qomo qandi, ko nab mo mi.
Mi wiɣi mo kullemaa.	Qomo qandi, ko mbii ma mi.
Mi tawɪ ma, to saare nde.	Qomo qandi, to taw ma mi.

r) Progressive Substitution Drill

Cue

	<u>Qomo</u> qandi, tuma <u>ñjii</u> ma m1.
(be)	Bedo qandi, <u>tuma</u> <u>ñjii</u> ma m1.
honto	Bedo qandi, honto <u>ñjii</u> ma m1.
taw	Bedo qandi, honto taw <u>ma</u> m1.
mo	<u>Bedo</u> qandi, honto taw mo m1.
(qon)	Qodon qandi, <u>honto</u> taw mo ma.
honno	Qodon qandi, honno <u>taw</u> mo ma.
yii	Qodon qandi, honno <u>ñjii</u> mo ma.
be	<u>Qodon</u> qandi, honno m1 yiyi be.
(m1)	Mido qandi, <u>honno</u> m1 yiyi be.
honto	Mido qandi, honto m1 <u>yiyi</u> be.
taw	Mido qandi, honto m1 taw <u>be</u> .
ma	Mido qandi, honto taw ma m1.
(qo)	Qomo qandi, <u>honto</u> taw ma m1.
tuma	Qomo qandi, tuma <u>taw</u> ma m1.
yii	Qomo qandi, tuma <u>ñjii</u> ma m1.

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

For example: (o)

	<u>Qomo</u> waali, to m1 qacci be.
be	Bedo <u>mbaali</u> , to m1 qacci be.
daan	Bedo daani, <u>to</u> m1 qacci be,
tuma	Bedo daani, to m1 <u>qacci</u> be.
yii	Bedo daani, to m1 yiyi <u>be</u> .
ma	<u>Bedo</u> daani, to <u>ñjii</u> ma m1.
	etc.

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

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

	<u>Simple</u>	<u>Emphatic</u>
1st person singular	m1	min
2nd person singular	qa	qan

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

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

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

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

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

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

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

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

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

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

8.7 Grammar Drills on Restrospective Demonstrative qon

a) Progressive Substitution Drill

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

b) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Mido yidi qon defteremaada.
(qo)	Qomo yidi qon defteremaada.
modon	Qomo yidi qon defteremodon.
(qen)	Qeden fiyidi qon defteremodon.
makko	Qeden fiyidi qon defteremakko.
(mej)	Miden fiyidi qon defteremakko.
maada	Miden fiyidi qon defteremaada.
(mi)	Mido yidi qon defteremaada.

8.8 NARRATIVE

New words:

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

Demba qe Yompa

Tuma Demba ñjiidi qe Yompa haŋki, Demba wiya mo, Samba haalaani mo debbo Yompa sellaa. Non Yompa wiya mo reedu debbomakko sellaa gila heccihaŋki, Demba lamdi mo kadi si qo nabi debbomakko to kampama. Non Yompa wiya mo debbomakko jabaani yaade to kampama qo, paski qo suusaano dokotor qo. Kadi Demba wiya mo, yoo nab debbomakko to gallemaŋŋe, paski dokotor modɗo no ton. Yompa jabi qe ɗum haalaa, kono qo haali Demba yoo fad haa jemma. Non kadi Demba wiya mo, si qomo qarta, yoo qarta qe baabamum, paski qon no qandi dokotor qo.

8.9 Questions for Discussion

1. Ko hoɗum Samba haaliino Demba?
2. Hoɗum heɓno debbo Yompa?
3. Ko wadɗi debbo Yompa jabaani yaade to kampama?
4. Ko hoɗum Demba wiya Yompa, yoo wadɗi?
5. Ko wadɗi Demba wiya Yompa, yoo naba debbomakko?
6. Ko wadɗi Demba wiya Yompa, yoo qardaa qe baabamakko?
7. Tuma Demba haali Yompa, yoo nab debbomakko to gallemaŋŋe, Yompa jabiino na?
8. Ko waktu jelu Yompa wiya Demba, yoo fad haa qon tuma?
9. Ko Demba haaliino Samba, debbo Yompa sellaa na, maa ko Samba haaliino Demba?
10. Ko hoore debbo Yompa muusata na, maa ko reedumakko?
11. Yompa nabiino debbomakko to kampama na, maa qo nabaani mo?
12. Ko Samba wiya Yompa, yoo nab debbomakko to gallemaŋŋe na, maa ko Demba?
13. Ko to galle Samba, dokotor modɗo qo woni na, maa ko to galle Demba?
14. Hombo haali Demba, debbo Yompa sellaa?
15. Ko hombo wiya Yompa, yoo naba debbomakko to gallemaŋŋe?
16. Ko honto Demba wiya, dokotor modɗo maŋŋe woniino?

UNIT 9

9.0 Dialog: An Accident on the Road

maay	-Seydu-	die
Seeda tán, mi maaya, haŋki		I nearly (just a bit) died
kiikiide.		yesterday evening.
Qe hodum?	-Qabdul-	Why? (with what?)
moto [ø] (motooji)	-Seydu-	truck, bus, vehicle
yan		fall (over)
he		in, on
laawol [ŋgol] (laabi)		road, way
Motoqamen yaní ↑ he laawol ŋgol.		Our bus fell over on the road.
jelu	-Qabdul-	how much?, how many?
Ko qonon jelu, wonno qe makko?		How many of you were in it?
tati	-Seydu-	three
sappo [ŋgo] (cappande) ¹		ten
jowi		five
Meŋ cappán tati, qe jowi.		Thirty-five of us.
gaañ	-Qabdul-	be injured, get hurt
Korí yimbe ñe, gaañaani.		[I] hope people were not injured.
hel	-Seydu-	break
Debbo gooto maayi, gooto heli,		One woman died, one broke her arm.
juŋgomakko.		
Be tán?	-Qabdul-	Only those [two]?
qandaa	-Seydu-	doesn't/don't know
Qalaa ↑ mi qandaa, ko yimbe		No, I don't know how many people
jelu gaañi.		got injured.

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

teeri [ø] (teeriɓe)	-Qabdul-	friend
Kori teerimaa, gaañaani?		[I] hope your friend was not injured?
	-Seydu-	
Qalaa ↑ qo gaañaani.		No, he was not injured.
	-Qabdul-	
hombo [qo] (hoɓɓe)		who?, which person?
Hombo qe hombo, gaañi kadi?		Who else got injured?
	-Seydu-	
Ko Demba, qe ɓiɗɗo gorkomakko tán↑		Just Demba and his son.
	-Qabdul-	
Yalla qokku mon jam.		May God give you peace.
	-Seydu-	
Qaamin.		Amen.

9.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New word:	ɗaan	sleep (verb)

<u>Cue</u>	<u>Pattern</u>
	Seeda tán, <u>mi</u> maaya, haŋki kiikiide.
qo	Seeda tán, qo <u>maaya</u> , haŋki kiikiide.
gaañ	Seeda tán, qo <u>gaaña</u> , haŋki <u>kiikiide</u> .
bimbi	Seeda tán, <u>qo</u> gaaña, haŋki bimbi.
ɓe	Seeda tán, ɓe <u>gaaña</u> , haŋki bimbi.
yaa	Seeda tán, ɓe <u>ñjaha</u> , haŋki <u>bimbi</u> .
ñalloma	Seeda tán, ɓe <u>ñjaha</u> , haŋki <u>ñalloma</u> .
meɲ	Seeda tán, meɲ <u>ñjaha</u> , haŋki <u>ñalloma</u> .
qar	Seeda tán, meɲ <u>ngara</u> , haŋki <u>ñalloma</u> .
jemma	Seeda tán, <u>meɲ</u> ngara, haŋki jemma.
qon	Seeda tán, qon <u>ngara</u> , haŋki jemma.
ɗaan	Seeda tán, qon <u>ɗaana</u> , haŋki <u>jemma</u> .
kiikiide	Seeda tán, <u>qon</u> ɗaana, haŋki kiikiide.
neenemaa	Seeda tán, neenemaa <u>ɗaana</u> , haŋki kiikiide.
yan	Seeda tán, neenemaa <u>yana</u> , haŋki <u>kiikiide</u> .

	Seeda tán, neenemaa yana, haŋki <u>kiikiide</u> .
bimbi	Seeda tán, <u>neenemaa</u> yana, haŋki bimbi.
m1	Seeda tán, m1 <u>yana</u> , haŋki bimbi.
maay	Seeda tán, m1 maaya, haŋki <u>bimbi</u> .
kiikiide	Seeda tán, m1 maaya, haŋki kiikiide.

b) Progressive Substitution Drill

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

Cue

	Seeda tán, <u>m1</u> qokka mo, kaalis.
qo	Seeda tán, qo <u>qokka</u> mo, kaalis.
qadd	Seeda tán, qo qadda <u>mo</u> , kaalis.
kam	Seeda tán, qo qadda kam, <u>kaalis</u> .
deftere nde	Seeda tán, <u>qo</u> qadda kam, deftere nde.
be	Seeda tán, be <u>ngadda</u> kam, deftere nde.
holl	Seeda tán, be kolla <u>kam</u> , deftere nde.
ma	Seeda tán, be kolla ma, <u>deftere nde</u> .
laawol ngol	Seeda tán, <u>be</u> kolla ma, laawol ngol.
meŋ	Seeda tán, meŋ <u>kolla</u> ma, laawol ngol.
haal	Seeda tán, meŋ kaala <u>ma</u> , laawol ngol.
mo	Seeda tán, meŋ kaala mo, <u>laawol ngol</u> .
kibaaru ndu	Seeda tán, <u>meŋ</u> kaala mo, kibaaru ndu.
qo	Seeda tán, qo <u>haala</u> mo, kibaaru ndu.
yey	Seeda tán, qo yeya <u>mo</u> , kibaaru ndu.
ma	Seeda tán, qo yeya ma, <u>kibaaru ndu</u> .
suudu ndu	Seeda tán, <u>qo</u> yeya ma, suudu ndu.
be	Seeda tán, be <u>ñjeya</u> ma, suudu ndu.
qokk	Seeda tán, be ngokka <u>ma</u> , suudu ndu.
mo	Seeda tán, be ngokka mo, <u>suudu ndu</u> .
kaalis	Seeda tán, <u>be</u> ngokka mo, kaalis.
m1	Seeda tán, m1 qokka mo, kaalis.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Motoqamerɗ yaɲi, to laawol ɲgol.
-makko	Moto <u>makko</u> yaɲi, to laawol ɲgol.
-modon	Moto <u>modon</u> yaɲi, to laawol ɲgol.
-meden	Moto <u>meden</u> yaɲi, to laawol ɲgol.
-maɓɓe	Moto <u>maɓɓe</u> yaɲi, to laawol ɲgol.
neenemaa	Moto <u>neenemaa</u> yaɲi, to laawol ɲgol.
baabamaa	Moto <u>baabamaa</u> yaɲi, to laawol ɲgol.
kawmaa	Moto <u>kawmaa</u> yaɲi, to laawol ɲgol.
bandirawomaa	Moto <u>bandirawomaa</u> yaɲi, to laawol ɲgol.
-qam	Moto <u>qam</u> yaɲi, to laawol ɲgol.
-maa	Moto <u>maa</u> yaɲi, to laawol ɲgol.
-mon	Moto <u>mon</u> yaɲi, to laawol ɲgol.
-qamerɗ	Motoqamerɗ yaɲi, to laawol ɲgol.

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko ɓe jelu, wonno qe <u>makko</u> ?
maɓɓe	Ko <u>ɓe</u> jelu, wonno qe maɓɓe?
worɓe	Ko worɓe jelu, wonno qe <u>maɓɓe</u> ?
dum	Ko <u>worɓe</u> jelu, wonno qe d'um?
minen	Ko <u>minen</u> jelu, wonno qe d'um?
makko	Ko <u>minen</u> jelu, wonno qe makko?
rewɓe	Ko rewɓe jelu, wonno qe <u>makko</u> ?
maɓɓe	Ko <u>rewɓe</u> jelu, wonno qe maɓɓe?
yimɓe	Ko yimɓe jelu, wonno qe <u>maɓɓe</u> ?
dum	Ko <u>yimɓe</u> jelu, wonno qe d'um?
qenen	Ko qenen jelu, wonno qe <u>d'um</u> .
makko	Ko <u>qenen</u> jelu, wonno qe makko?
meɲ	Ko meɲ jelu, wonno qe <u>makko</u> ?
dum	Ko <u>meɲ</u> jelu, wonno qe d'um?
qonon	Ko qonon jelu, wonno qe <u>d'um</u> ?
makko	Ko qonon jelu, wonno qe makko?

e) Random Substitution Drill

New word: nogas twenty

CuePattern

	<u>Meñ</u> cappánde tati, qe jowí.
qonon	<u>Qonon</u> cappánde tati, qe jowí.
be	Be <u>cappánde</u> tati, qe jowí.
nogas	Be <u>nogas</u> , qe jowí.
meñ	Meñ <u>nogas</u> , qe jowí.
sappo	<u>Meñ</u> sappo, qe jowí.
qonon	Qonon <u>sappo</u> , qe jowí.
cappánde tati	<u>Qonon</u> cappánde tati, qe jowí.
meñ	Meñ cappánde tati, qe jowí.

f) Progressive Substitution Drill

New word: faw be sick

CuePattern

	Korí <u>yimbe</u> be, gaañaani?
rewbe	Korí <u>rewbe</u> be, gaañaani?
maay	Korí <u>rewbe</u> be, maayaani?
worbe	Korí <u>worbe</u> be, maayaani?
faw	Korí <u>worbe</u> be, fawaani?
bidfoqam	Korí <u>bidfoqam</u> , fawaani?
gaañ	Korí <u>bidfoqam</u> , gaañaani?
jungomakko	Korí <u>jungomakko</u> , gaañaani?
muus	Korí <u>jungomakko</u> , muusaani?
daandemaa	Korí <u>daandemaa</u> , muusaani?
gaañ	Korí <u>daandemaa</u> , gaañaani?
koydemabbe	Korí <u>koydemabbe</u> , gaañaani?
muus	Korí <u>koydemabbe</u> , muusaani?
gitemaa	Korí <u>gitemaa</u> , muusaani?
gaañ	Korí <u>gitemaa</u> , gaañaani?
ñiidyemakko	Korí <u>ñiidyemakko</u> , gaañaani?
muus	Korí <u>ñiidyemakko</u> , muusaani?
hooremaa	Korí <u>hooremaa</u> , muusaani?
gaañ	Korí <u>hooremaa</u> , gaañaani?
yimbe be	Korí <u>yimbe</u> be, gaañaani?

g) Random Substitution Drill

Cue

	Qalaa ↑ <u>m</u> qandaa, ko yimbe jelu gaañi.
be	Qalaa ↑ be ngandaa, ko yimbe jelu <u>gaañi</u> .
yaa	Qalaa ↑ be ngandaa, ko <u>yimbe</u> jelu ñjahi.
rewbe	Qalaa ↑ <u>be</u> ngandaa, ko rewbe jelu ñjahi.
meñ	Qalaa ↑ meñ ngandaa, ko <u>rewbe</u> jelu ñjahi.
worbe	Qalaa ↑ meñ ngandaa, ko worbe jelu <u>ñjahi</u> .
qar	Qalaa ↑ <u>meñ</u> ngandaa, ko worbe jelu ngari.
qon	Qalaa ↑ qon ngandaa, ko <u>worbe</u> jelu ngari.
yimbe	Qalaa ↑ qon ngandaa, ko yimbe jelu <u>ngari</u> .
maay	Qalaa ↑ <u>qon</u> ngandaa, ko yimbe jelu maayi.
qo	Qalaa ↑ qo qandaa, ko yimbe jelu <u>maayi</u> .
yan	Qalaa ↑ <u>qo</u> qandaa, ko yimbe jelu yani.
be	Qalaa ↑ be ngandaa, ko <u>yimbe</u> jelu yani.
rewbe	Qalaa ↑ be ngandaa, ko rewbe jelu <u>yani</u> .
yaa	Qalaa ↑ <u>be</u> ngandaa, ko rewbe jelu ñjahi.
m	Qalaa ↑ m qandaa, ko <u>rewbe</u> jelu ñjahi.
yimbe	Qalaa ↑ m qandaa, ko yimbe jelu <u>ñjahi</u> .
gaañ	Qalaa ↑ m qandaa, ko yimbe jelu gaañi.

9.2 Note: Active Potential Verb Forms.

Note the sentences:

Kori qa nanat kibaaru
baabamakko?

'I trust you hear news of his
father.'

Miɗo yaha galle kono m qaray
kiikiɗe.

'I'm going home but I'll return
[this] evening.'

Qawa, qa taway kam ɗo.

'OK, you'll find me here.'

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

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

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

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

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

mı qarat meŋ ngarat

9.3 Grammar Drills on Active Potential Verb Forms

a) Simple Substitution Drill

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

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

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Samba <u>haalat</u> dım.
nan	Samba <u>nanat</u> dım.
heß	Samba <u>hebat</u> dım.
laar	Samba <u>laarat</u> dım.
yar	Samba <u>yarat</u> dım.
wıı	Samba <u>wıyat</u> dım.
qudd	Samba <u>quddat</u> dım.
quddıt	Samba <u>quddıtat</u> dım.
yıı	Samba <u>yıyat</u> dım.
laaroy	Samba <u>laaroyat</u> dım.
jaß	Samba <u>jabat</u> dım.
qokk	Samba <u>qokkat</u> dım.
haal	Samba haalat dım.

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

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Neenemaa</u> qarat kiikiide.
be	<u>Be</u> ngarat kiikiide.
baabamakko	<u>Baabamakko</u> qarat kiikiide.
qon	<u>Qon</u> ngarat kiikiide?
debbam	<u>Debbam</u> qarat kiikiide.
meŋ	<u>Meŋ</u> ngarat kiikiide.
biɗɗomaa	<u>Biɗɗomaa</u> qarat kiikiide.
qo	<u>Qo</u> qarat kiikiide.
qa	<u>Qa</u> qarat kiikiide?
Samba	<u>Samba</u> qarat kiikiide.
Demba	<u>Demba</u> qarat kiikiide.
mi	<u>Mi</u> qarat kiikiide.
neenemaa	<u>Neenemaa</u> qarat kiikiide.

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kori <u>qa</u> nanat, kibaarumakko?
qo	Kori qo nanat, kibaarum <u>akko</u> ?
-mon	Kori <u>qo</u> nanat, kibaarum <u>ón</u> ?
be	Kori be nanat, kibaarum <u>ón</u> ?
-maada	Kori <u>be</u> nanat, kibaarumaada?
meŋ	Kori meŋ nanat, kibaaruma <u>ada</u> ?
-maɓɓe	Kori <u>meŋ</u> nanat, kibaarumaɓɓe?
qon	Kori qon nanat, kibaaruma <u>ɓɓe</u> ?
-mum	Kori <u>qon</u> nanat, kibaarum <u>um</u> ?
qen	Kori qen nanat, kibaarum <u>um</u> ?
-makko	Kori <u>qen</u> nanat, kibaarumakko?
qa	Kori qa nanat, kibaarumakko?

g) Progressive Substitution-Correlation Drill

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

	<u>Qo</u> nabay ma, to saaremaa.
be	Be nabay <u>ma</u> , to saaremaa.
yil	Be <u>ñjliyay</u> <u>ma</u> , to saaremaa.
mo	Be <u>ñjliyay</u> mo, to saaremaa.
ngesa	Be <u>ñjliyay</u> mo, to <u>ngesamaa</u> .
-modon	<u>Be</u> <u>ñjliyay</u> mo, to <u>ngesamodon</u> .
qon	Qon <u>ñjliyay</u> mo, to <u>ngesamodon</u> .
fad	Qon paday <u>mo</u> , to <u>ngesamodon</u> .
meñ	Qon paday meñ, to <u>ngesamodon</u> .
marse	Qon paday meñ, to <u>marsemodon</u> .
-maðbe	<u>Qon</u> paday meñ, to <u>marsemaðbe</u> .
qo	Qo <u>paday</u> meñ, to <u>marsemaðbe</u> .
yil	Qo yiyay <u>meñ</u> , to <u>marsemaðbe</u> .
ma	Qo yiyay ma, to <u>marsemaðbe</u> .
saare	Qo yiyay ma, to <u>saaremaðbe</u> .
-mon	<u>Qo</u> yiyay ma, to <u>saaremon</u> .
meñ	Meñ <u>ñjliyay</u> ma, to <u>saaremon</u> .
fad	Meñ paday <u>ma</u> , to <u>saaremon</u> .
mo	Meñ paday mo, to <u>saaremon</u> .
marse	Meñ paday mo, to <u>marsemon</u> .
-makko	<u>Meñ</u> paday mo, to <u>marsemakko</u> .
qa	Qa <u>faday</u> mo, to <u>marsemakko</u> .
taw	Qa taway <u>mo</u> , to <u>marsemakko</u> .
kam	Qa taway kam, to <u>marsemakko</u> .
galle	Qa taway kam, to <u>gallemakko</u> .
-qameñ	Qa taway kam, to <u>galleqameñ</u> .

h) Random Substitution Drill

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

	Be tawat ma' <u>ton</u> .
to saare nde	<u>Be</u> tawat ma, to saare nde.
meŋ	Meŋ <u>tawat</u> ma, to saare nde.
laaroy	Meŋ <u>ndaaroyat ma</u> to saare nde.
yil	<u>Meŋ</u> fiyyat ma, to saare nde.
Samba	Samba yiyat ma, to <u>saare nde</u> .
saareqameŋ	<u>Samba</u> yiyat ma, to saareqameŋ.
Demba	Demba waalat, to saareqameŋ.

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

2) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Samba</u> wiyat ma d'um.
qo	Qo <u>wiyat</u> ma d'um.
haal	Qo haalat <u>ma</u> d'um.
mo	<u>Qo</u> haalat mo d'um.
be	Be <u>kaalat</u> mo d'um.
qokk	Be ngokkat <u>mo</u> d'um.
qon	<u>Be</u> ngokkat qon d'um.
meŋ	Meŋ <u>ngokkat</u> qon d'um.
haal	Meŋ kaalat <u>qon</u> d'um.
mo	<u>Meŋ</u> kaalat mo d'um.
qo	Qo <u>haalat</u> mo d'um.
qokk	Qo qokkat <u>mo</u> d'um.
kam	<u>Qo</u> qokkat kam d'um.
Samba	Samba <u>qokkat</u> kam d'um.
wil	Samba wiyat <u>kam</u> d'um.
ma	Samba wiyat ma d'um.

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

New word:	hande	today

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Neenemaa</u> qarat kiikiide.	Si Qalla jaɓi, neenemaa qaray kiikiide.
yimbe be	Yimbe be ngarat <u>kiikiide</u> .	Si Qalla jaɓi, yimbe be ngaray kiikiide.
jango	Yimbe be <u>ngarat</u> jango.	Si Qalla jaɓi, yimbe be ngaray jango.
yaa	<u>Yimbe be</u> fiyahat jango.	Si Qalla jaɓi, yimbe be fiyahay jango.
biddoqam	Biddoqam <u>yahat</u> jango.	Si Qalla jaɓi, biddoqam yahay jango.
wonat do	Biddoqam wonat do, <u>jango</u> .	Si Qalla jaɓi, biddoqam wonay do, jango.

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

1) Response Drill (Answer in the affirmative only)

<u>Questions</u>	<u>Answers</u>
Qa jabat yaade to saare na?	Qeeyi↑ mi jabat.
Qon ngarat jango na?	Qeeyi↑ meɗ ngarat jango.
Be kaalanay mo dūm na?	Qeeyi↑ ɓe kaalanay mo dūm.
Qon ndaaroyat mo ton na?	Qeeyi↑ meɗ ndaaroyat mo ton.
Meɗ ngokkay Demba dūm na?	Qeeyi↑ meɗ ngokkay mo dūm.
Qa foftay ton na?	Qeeyi↑mi foftat ton.
Be ñjahat ton na?	Qeeyi↑ ɓe ñjahat ton.
Qon ngarat do na?	Qeeyi↑ meɗ ngarat do.
Meɗ mbaalat to mon na?	Qeeyi↑qon mbaalat to qameɗ.

9.4 Note: Active Imperfective Relative Verb Forms:

Note the sentences:

Tuma qo <u>qarata</u> ?	'When will he come?'
Tuma <u>ñjaataa</u> ngesamaa?	'When are you going to go to your farm?'
Hodūm <u>mbadtaa</u> , to saare?	'What will you do in town?'
Ko koyngalmakko, <u>muusata</u> .	'It's his leg that hurts.'
Ko <u>mbadtaa</u> naɓaa mo, to galleqameɗ.	'What you are to do [is] take her to our compound.'
Mi heɓi lekki tuubaakoobe, dūm <u>ñjaratami</u> .	'I have European medicine, that's what I'm going to drink.'

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

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

Tuma ngartaami?	When am I to come?
Tuma ngartaa?	When are you going to come?
Tuma qo qarata?	When is he going to come?
Tuma ngartaameŋ?	When are we going to come?
Tuma ngarten?	When are he and I/we going to come?
Tuma ngarton?	When are you going to come?
Tuma ɓe ngarata?	When are they going to come?

The third person forms also occur as:

Tuma qo qartaa?
Tuma ɓe ngartaa?

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

Tuma ngarataa?
Tuma ngareten?
Tuma ngaroton?

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

Tuma mɪ qarata?	Tuma meŋ ngarata?
Tuma qa qarata?	Tuma qon ngarata?
	Tuma qon ngarata?
Tuma qo qarata?	Tuma ɓe ngarata?

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

9.5 Grammar Drills-on Imperfective Relative Verb Forms

a) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma <u>go</u> qarata, to galleqamer?
be	Tuma be <u>ngarata</u> , to galleqamer?
yaa	Tuma be <u>ñjahata</u> , to galleqamer?
saare	Tuma be <u>ñjahata</u> , to saareqamer?
-qam	Tuma <u>be</u> ñjahata, to saareqam?
(qa)	Tuma <u>ñjahataa</u> , to saareqam?
qar	Tuma <u>ngarataa</u> , to saareqam?
ngesa	Tuma <u>ngarataa</u> , to ngesaqam?
-meeden	Tuma <u>ngarataa</u> , to ngesameeden?
(qon)	Tuma <u>ngaroton</u> , to ngesameeden?
yaa	Tuma <u>ñjahoton</u> , to ngesameeden?
saare	Tuma <u>ñjahoton</u> , to saaremeeden?
-modon	Tuma <u>ñjahoton</u> , to saaremodon?
(qa)	Tuma <u>ñjahataa</u> , to saaremodon?
qar	Tuma <u>ngarataa</u> , to saaremodon?
galle	Tuma <u>ngarataa</u> , to gallemodon?
qamer	Tuma <u>ngarataa</u> , to galleqamer?

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaɗtaa, nabaa mo, to galleqamer.
be	Ko be mbaɗata, be naba <u>mo</u> , to galleqamer.
dum	Ko be mbaɗata, be naba <u>dum</u> , to galleqamer.
saare	Ko be mbaɗata, be naba <u>dum</u> , to saareqamer.
Bookari	Ko <u>be</u> mbaɗata, be naba <u>dum</u> , to saare Bookari.
(qon)	Ko mbaɗoton, nabon <u>dum</u> , to saare Bookari.
be	Ko mbaɗoton, nabon <u>be</u> , to saare Bookari.
galle	Ko mbaɗoton, nabon <u>be</u> , to galle Bookari.
-modon	Ko mbaɗoton, nabon <u>be</u> , to gallemodon.
(qen)	Ko mbaɗeten, nabon <u>be</u> , to gallemodon.
mo	Ko mbaɗeten, nabon <u>mo</u> , to gallemodon.
ngesa	Ko mbaɗeten, nabon <u>mo</u> , to ngesamodon.
-meeden	Ko mbaɗeten, nabon <u>mo</u> , to ngesameeden.
mer	Ko mer mbaɗata, mer naba <u>mo</u> , to ngesameeden.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum mbaɗataa, to saare nde?
qo	Hodum qo <u>wad</u> ata, to saare nde?
yil	Hodum qo yiyata, to <u>saare nde</u> ?
ngesa mba	Hodum <u>qo</u> yiyata, to ngesa mba?
be	Hodum be <u>fiyy</u> ata, to ngesa mba?
taw	Hodum be tawata, to <u>ngesa mba</u> ?
marse qo	Hodum <u>be</u> tawata, to marse qo?
meŋ	Hodum meŋ <u>taw</u> ata, to marse qo?
nab	Hodum meŋ nabata to <u>marse qo</u> ?
jaŋgurdu ndu	Hodum <u>meŋ</u> nabata, to jaŋgurdu ndu?
m1	Hodum m1 <u>nab</u> ata, to jaŋgurdu ndu?
jaŋg	Hodum m1 jaŋgata, to <u>jaŋgurdu ndu</u> ?
gallemaa	Hodum <u>m1</u> jaŋgata, to gallemaa?
(qa)	Hodum <u>jaŋg</u> ataa, to gallemaa?
wad	Hodum mbaɗataa, to saare nde?
saare nde	Hodum mbaɗataa, to saare nde?

d) Random Substitution Drill

New word:	honto	where?

<u>Cue</u>	<u>Pattern</u>
	Honto <u>qo</u> yahata, kiikiide?
be	Honto be <u>fiyah</u> ata, kiikiide?
waal	Honto be mbaalata, <u>kiikiide</u> ?
hande	Honto <u>be</u> mbaalata, hande?
m1	Honto m1 <u>waal</u> ata, hande?
fi11	Honto m1 fi11lata, <u>hande</u> ?
jaŋgo	Honto <u>m1</u> fi11lata, jaŋgo?
qon	Honto qon <u>fi11</u> lata, jaŋgo?
yar	Honto qon fi11arata, jaŋgo?
kiikiide	Honto qon fi11arata, kiikiide?
meŋ	Honto meŋ fi11arata, kiikiide?
yaa	Honto meŋ fiyahata, <u>kiikiide</u> ?
hande	Honto <u>meŋ</u> fiyahata, hande?
qo	Honto qo yahata, hande?

9.8 Narrative:

New words:

qaksidaan [Ø] .(qaksidaanqaaɟi)	accident
-qen	(a pluralizing suffix)
Seyduqen	Seydu and his group
godɔɔ [qo] (woɔɔɛ)	another person, someone else, another one

Qaksidaan heɓiino moto Seyduqen haŋki kiikiɔɔ. Dum yaɓiino to laawol ŋgol. Seedɔ tan Seydu maayaɔe d̥um, kono kaŋko qe teerimakko haytus heɓaani ɓe. Debbo gooto maayi, godɔɔ heli juŋgo ŋgo-makko. Demba qe ɓidɔɔ-gorkomakko, ɓe kadi gaafiino. ɓe cappande tati qe jowi wonno qe moto qo.

9.9 Questions for Discussion

1. Ko haŋki moto Seyduqen yaɓi to laawol ŋgol na?
2. Seydu qe teerimakko gaafiino na?
3. Demba qe ɓidɔɔ-gorkomakko, ko ɓe tan gaafiino na?
4. Woɔɔɛ kadi gaafiino na?
5. Moto Seyduqen, ko ɗallooma d̥um yaɓiino na, maa ko kiikiɔɔ?
6. Motomaɔɔɛ, ko to laawol ŋgol, yaɓiino na, maa to saare nde?
7. Seydu qe teerimakko ɓe gaafiino na, maa ɓe gaafiiano?
8. Godɔɔ maayiino na, maa hay gooto maayaani?
9. Demba qe ɓidɔɔ gorkomakko gaafiino na, maa ɓe gaafiiani?
10. Ko teeri Seydu keliino jaŋgo ŋgo makko na, maa wonaa kaŋko?
11. Tuma moto Seyduqen yaɓiino to laawol ŋgol?
12. Ko yimɓe jelu wono he moto qo?
13. Ko ɓe jelu maayiino?
14. Hombo qe hombo gaafiiani he ɓe?
15. Demba qe hombo kadi gaafiino?
16. Ko moto hoɔɔɛ yaɓiino he laawol ŋgol?

NOTES

UNIT 10

10.0 Dialog: Inquiring About a Job

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

-Jaawo-

qaccu

leave, abandon

Qaccen dūm, qe juŋgo Qalla.

Let's leave that in the hand
of God.

-Ceerno-

Qawa ↑ baasi qala, qo qaray jango.

OK, no matter, he will be coming
tomorrow.

-Jaawo-

Kiiren jam, nani.

Good night.

-Ceerno-

Qaamiin.

Amen.

10.1 Variation Drill on Basic Sentences

a) Progressive Substitution Drill

New word: ɲaam	eat

CuePattern

	Qaɗa <u>ligga</u> , haa jooni na?
jang	<u>Qaɗa</u> janga, haa jooni na?
(ɓe)	Beɗo <u>janga</u> , haa jooni na?
ɲaam	<u>Beɗo</u> ɲaama, haa jooni na?
(qon)	Qoɗon <u>ɲaama</u> , haa jooni na?
ligg	<u>Qoɗon</u> ligga, haa jooni na?
(qo)	Qomo <u>ligga</u> , haa jooni na?
jang	<u>Qomo</u> janga, haa jooni na?
(meŋ)	Miɗen <u>janga</u> , haa jooni na?
yaa	<u>Miɗen</u> ɲjaha, haa jooni na?
(qon)	Qoɗon <u>ɲjaha</u> , haa jooni na?
ɲaam	<u>Qoɗon</u> ɲaama, haa jooni na?
(ɓe)	Beɗo <u>ɲaama</u> , haa jooni na?
ligg	<u>Beɗo</u> ligga, haa jooni na?
(qa)	Qaɗa ligga, haa jooni na?

b) Progressive Substitution-Response Drill

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

c) Progressive Substitution-Response Drill

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

d) Simple Substitution Drill

New words:		
lam		order, command
lamɗo	[qo] (lamɪɪbe)	chief (king)
karamokko	[ø] (karamokkoobe)	teacher, instructor
ceerno	[ø] (ceernoobe)	Quranic teacher
qesirawo	[qo] (qesiraaɓe)	in-law
rem		cultivate
remoowo	[qo] (remoobe)	farmer, cultivator
def		cook (verb)
defoowo	[qo] (defoobe)	cook (noun)

CuePattern

	Qaccen d'um, qe jungo <u>Qalla</u> .
lamɗo qo	Qaccen d'um, qe jungo <u>lamɗo qo</u> .
karamokkomaa	Qaccen d'um, qe jungo <u>karamokkomaa</u> .
jaatigiqamen	Qaccen d'um, qe jungo <u>jaatigiqamen</u> .
ceernomaa	Qaccen d'um, qe jungo <u>ceernomaa</u> .
rewɓe ɓe	Qaccen d'um, qe jungo <u>rewɓe ɓe</u> .
worɓe ɓe	Qaccen d'um, qe jungo <u>worɓe ɓe</u> .
yimɓe ɓe	Qaccen d'um, qe jungo <u>yimɓe ɓe</u> .
mawɓe ɓe	Qaccen d'um, qe jungo <u>mawɓe ɓe</u> .
qesiraaɓe ɓe	Qaccen d'um, qe jungo <u>qesiraaɓe ɓe</u> .
remoobe ɓe	Qaccen d'um, qe jungo <u>remoobe ɓe</u> .
defoobe ɓe	Qaccen d'um, qe jungo <u>defoobe ɓe</u> .
Qalla	Qaccen d'um, qe jungo <u>Qalla</u> .

e) Progressive Substitution Drill

CuePattern

	Ko waɗi, qa lamɗi kam, si miɗo <u>ligga</u> ?
jaŋg	Ko waɗi, <u>qa</u> lamɗi kam, si miɗo <u>jaŋga</u> ?
ɓe	Ko waɗi, ɓe lamɗi <u>kam</u> , si miɗo <u>jaŋga</u> ?
ma	Ko waɗi, ɓe lamɗi <u>ma</u> , si miɗo <u>jaŋga</u> ?
ñaam	Ko waɗi, <u>ɓe</u> lamɗi <u>ma</u> , si miɗo <u>ñaama</u> ?
qo	Ko waɗi, qo lamɗi <u>ma</u> , si miɗo <u>ñaama</u> ?
mo	Ko waɗi, qo lamɗi <u>mo</u> , si miɗo <u>ñaama</u> ?
yaa	Ko waɗi, <u>qo</u> lamɗi <u>mo</u> , si miɗo <u>yaha</u> ?
qon	Ko waɗi, qon lamɗi <u>mo</u> , si miɗo <u>yaha</u> ?
kam	Ko waɗi, qon lamɗi <u>kam</u> , si miɗo <u>yaha</u> ?
qar	Ko waɗi, <u>qon</u> lamɗi <u>kam</u> , si miɗo <u>qara</u> ?
ɓe	Ko waɗi, ɓe lamɗi <u>kam</u> , si miɗo <u>qara</u> ?

	Ko waɗi, ɓe lamɗi <u>kam</u> , si miɗo qara?
ma	Ko waɗi, ɓe lamɗi <u>ma</u> , si miɗo <u>qara</u> ?
jaŋg	Ko waɗi, ɓe lamɗi <u>ma</u> , si miɗo <u>jaŋga</u> ?
qo	Ko waɗi, qo lamɗi <u>ma</u> , si miɗo <u>jaŋga</u> ?
kam	Ko waɗi, qo lamɗi <u>kam</u> , si miɗo <u>jaŋga</u> ?
ligg	Ko waɗi, <u>qo</u> lamɗi <u>kam</u> , si miɗo <u>ligga</u> ?
qa	Ko waɗi, <u>qa</u> lamɗi <u>kam</u> , si miɗo <u>ligga</u> ?

10.2 Review of Stative and Action Verbs

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

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

1. Mi <u>heɓi</u> lekkɪ tubaakooɓe...	'I have European medicine...'
2. Meɗ <u>keɓi</u> dokotor moɗɗyo ton.	'We have a good doctor there.'
3. Kaŋko kaɗi, <u>yidɪ</u> liggaade.	'He too wants to work.'
4. Qa <u>sikkɪ</u> , qa waaway heɓde mo ligge?	'Do you think you will be to get him a job?
5. Qeeyɪ ↑ qo <u>ɓuri</u> jooni.	'Yes, he's better now.'
6. Jango, si Qalla <u>jaɓi</u> .	'Tomorrow, God willing.'

Group II ('Stative' Verbs in Stative Form)

7. <u>Dum na</u> moɗɗyi.	'That's good.'
8. Qalaa, <u>miɗo yidɪ</u> yaade saare.	'No, I want to go to town.'
9. ... <u>qomo qandɪ</u> dokotor qo.	'...he knows the doctor.'
10. Qeeyɪ, <u>qada yidɪ</u> ligge?	'Yes, do you want work?'

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

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

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

12. Qeeyɪ ↑ kono <u>qo sellaanɪ</u> .	'Yes, but she's not well.'
13. Haŋkɪ <u>mɪ sellaanɔ</u> .	'Yesterday, I wasn't well.'
14. Paskɪ <u>qo suusaanɪ</u> dokotor qo.	'Because she's afraid of that doctor.'
15. <u>Qo jabaanɪ</u> yaade.	'She refused to go.'
	<u>or</u> 'She refuses to go.'

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

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

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

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

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

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

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

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

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

Qo ɓuri jooni.

'He's better now.'

vs. Qomo qandi dokotor qo.

'He knows the doctor.'

Here it would appear that despite the immediacy which jooni would appear to give, there is a feeling that the better state has now been achieved and will continue, while in the second example, although the subject's acquaintance with the doctor can be presumed to be enduring, what is pertinent to the context is the fact of subject's acquaintance and ability to introduce the patient to the doctor.

In short, the two forms are grammatically interchangeable in many contexts. The difference is essentially a nuance of meaning - an enduring vs. a transient state - and the selection of one or the other is thus not so much a matter of grammar, narrowly defined, as it is a matter parallel to the choice between one or another word to convey a desired shade of meaning.

In Group III is a single illustration of a perfective relative - here in preterit form. Note that a stative verb normally requires a past translation only when suffixed with /-no/.

Group IV illustrates various negatives. Note again that 'stative' verbs without /-no/ normally depict present states. Sentence 16 was translated with a past in the context of the dialog but equally could have a present translation.

10.3 Grammar Drills on Stative and Action Verbs

a) Substitution-Transformation Drill (Stative Form to Simple Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
1.	Mifo yid'i ndiyam.	Mi yid'i ndiyam.
2. (qo)	Qomo <u>yid'i</u> ndiyam.	Qo yid'i ndiyam.
3. heβ	Qomo heβi <u>ndiyam</u> .	Qo heβi ndiyam..
4. d'um	<u>Qomo</u> heβi d'um.	Qo heβi d'um.
5. (βe)	Bedo <u>keβi</u> d'um.	Be keβi d'um.
6. bur	Bedo βuri <u>d'um</u> .	Be βuri d'um.
7. qoya	<u>Bedo</u> βuri qoya.	Be βuri qoya.
8. (meŋ)	Miden <u>βuri</u> qoya.	Meŋ βuri qoya.
9. qand	Miden ŋgandi <u>qoya</u> .	Meŋ ŋgandi qoya.
10. d'um	<u>Miden</u> ŋgandi d'um.	Meŋ ŋgandi d'um.
11. (qen)	Qeden <u>ŋgandi</u> d'um.	Qen ŋgandi d'um.
12. waaw	Qeden mbaawi <u>d'um</u> .	Qen mbaawi d'um.
13. ligga	<u>Qeden</u> mbaawi liggaade.	Qen mbaawi liggaade.
14. (qa)	Qada <u>waawi</u> liggaade?	Qa waawi liggaade?
15. yid'	Qada yid'i <u>liggaade</u> ?	Qa yid'i liggaade?
16. ndiyam	<u>Qada</u> yid'i ndiyam?	Qa yid'i ndiyam?
17. (mɪ)	Mifo yid'i ndiyam.	Mi yid'i ndiyam.

Translations of Selected Sentences:

1. I want water. (I am currently in need of /in search of/ desirous of obtaining water.)	I want water. / I like water. (I generally want/like/need water)
3. He has water. (He is presently in possession of water.)	He has water. (He has a plentiful supply of water.)
6. They are bigger than that. (They currently exceed that standard.)	They are bigger than that. (They have achieved a standard higher than that.)
9. We know that. (We are in a position to interpret that. (Our knowledge may be of current use to others.)	We know that. (That is part of our regular experience.)
12. You can [do] it. (You are presently able/permitted to accomplish it.)	You can [do] it. (It is within your capabilities.)
14. Can you work? (Are you presently free/able to work?)	Can you work? (Do you possess the capability for working?)

b) Substitution-Transformation Drill (Simple Perfective to Stative)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
1.	Mi yidɪ yaade, to saare.	Mido yidɪ yaade, to saare.
2. qo	Qo <u>yidɪ</u> yaade, to saare.	Qomo yidɪ yaade, to saare.
3. waw	Qo waawɪ <u>yaade</u> , to saare.	Qomo waawɪ yaade, to saare.
4. qar	Qo waawɪ qarde, to <u>saare</u> .	Qomo waawɪ qarde, to saare.
5. qameŋ	Qo waawɪ qarde, to qameŋ.	Qomo waawɪ qarde, to qameŋ.
6. ɓe	Be <u>mɓaawɪ</u> qarde, to qameŋ.	Bedo mɓaawɪ qarde, to qameŋ.
7. yidɪ	Be <u>ɲidɪ</u> qarde, to qameŋ.	Bedo ɲidɪ qarde, to qameŋ.
8. waal	Be ɲidɪ waalde, to <u>qameŋ</u> .	Bedo ɲidɪ waalde, to qameŋ.
9. mon	Be ɲidɪ waalde, to mon.	Bedo ɲidɪ waalde, to mon.
10. meŋ	Meŋ <u>ɲidɪ</u> waalde, to mon.	Miden ɲidɪ waalde, to mon.
11. suus	Meŋ cuusɪ <u>waalde</u> , to mon.	Miden cuusɪ waalde, to mon.
12. ɲall	Meŋ cuusɪ <u>ɲallude</u> , to mon.	Miden cuusɪ ɲallude, to mon.
13. wuro	Meŋ cuusɪ ɲallude, to wuro.	Miden cuusɪ ɲallude, to wuro.
14. qa	Qa <u>suusɪ</u> ɲallude, to wuro?	Qada suusɪ ɲallude, to wuro?
15. yidɪ	Qa yidɪ <u>ɲallude</u> , to wuro?	Qada yidɪ ɲallude, to wuro?
16. yaa	Qa yidɪ yaade, to <u>wuro</u> ?	Qada yidɪ yaade, to wuro?
17. saare	Qa yidɪ yaade, to saare?	Qada yidɪ yaade, to saare?
18. mi	Mi yidɪ yaade, to saare.	Mido yidɪ yaade, to saare.

Translations of Selected Sentences:

1. I want to go to town./I like to go to town. (Going to town is something I enjoy.)	I want to go to town./I need to go to town. (I have current business in town.)
7. They wish to come to our place. (They have expressed a desire to visit us.)	They wish to come to our place. (They are presently desirous of visiting us.)
11. We dare spend a day at your place. (We have no qualms about a day at your place.)	We dare spend the day at your place. (We are not presently afraid of spending the day at your place.)

c) Substitution-Transformation Drill (Negative to Imperfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mɪ yahaani, to saare nde tawo.	Joonɪ mido yaha ton.
qa	Qa yahaani, to saare nde tawo?	Joonɪ qada yaha ton.
ɓe	Be ɲjahaani, to saare nde tawo.	Joonɪ bedo ɲjaha ton.
qon	Qon ɲjahaani, to saare nde tawo?	Joonɪ qodon ɲjaha ton.
qen	Qen ɲjahaani, to saare nde tawo.	Joonɪ qeden ɲjaha ton.

	<u>Qen</u> ñjahaani, to saare nde tawo.	Jooni qeden ñjaha ton.
meñ	<u>Meñ</u> ñjahaani, to saare nde tawo.	Jooni miden ñjaha ton.
qo	<u>Qo</u> yahaani, to saare nde tawo.	Jooni qomo yaha ton.
m1	<u>M1</u> yahaani, to saare nde tawo.	Jooni mido yaha ton.

d) Substitution-Transformation Drill (Preterit to Imperfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>M1</u> yahiino saare.	Mido yaha ton, jooni kadi.
qa	<u>Qa</u> yahiino saare.	Qada yaha ton, jooni kadi.
be	<u>Be</u> ñjahiino saare.	Bedo ñjaha ton, jooni kadi.
qo	<u>Qo</u> yahiino saare.	Qomo yaha ton, jooni kadi.
qen	<u>Qen</u> ñjahiino saare.	Qeden ñjaha ton, jooni kadi.
meñ	<u>Meñ</u> ñjahiino saare.	Miden ñjaha ton, jooni kadi.
qon	<u>Qon</u> ñjahiino saare.	Qodon ñjaha ton, jooni kadi.
m1	<u>M1</u> yahiino saare.	Mido yaha ton, jooni kadi.

e) Substitution-Transformation Drill (Stative to Preterit)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mido</u> yidi yaade, to saare nde.	Hañki m1 yahiino, to saare nde.
(qa)	<u>Qada</u> yidi yaade, to saare nde?	Hañki qa yahiino, to saare nde?
(qo)	<u>Qomo</u> yidi yaade, to saare nde.	Hañki qo yahiino, to saare nde.
(be)	<u>Bedo</u> ñjidi yaade, to saare nde.	Hañki be ñjahiino, to saare nde.
(meñ)	<u>Miden</u> ñjidi yaade, to saare nde.	Hañki meñ ñjahiino, to saare nde.
(qen)	<u>Qeden</u> ñjidi yaade, to saare nde.	Hañki qen ñjahiino, to saare nde.
(qon)	<u>Qodon</u> ñjidi yaade, to saare nde.	Hañki qon ñjahiino, to saare nde.
(m1)	<u>Mido</u> yidi yaade, to saare nde.	Hañki m1 yahiino, to saare nde.

10.4 Note: Simple Imperfective and Injunctive Forms of Active Verbs

In 4.6 above, active imperfective forms with long-form personal pronouns (or no/na after noun or non-personal pronoun subjects) were discussed.

There exists also a complete set of forms with the imperfective following short form personal pronouns (or other subjects without no/na). With the verb yaa 'go':

m1 yaha
 qa yaha
 qo yaha
 meñ ñjaha
 qen ñjaha
 qon ñjai
 be ñjaha

It is not easy to provide single translations of forms in this paradigm since these forms are commonly used in second or subsequent clauses in longer sentences and denote what the subject may or should do as a sequel or a consequence of what was expressed in the preceding clause.

For example: Qawa, ngaren, <u>meŋ janga</u> .	'OK, come on, we should study.'
Qawa, ñjahaa, lelaa haa	'OK, go lie down until your body
<u>bandumaa sura</u> .	gets better.'
Seeda tan <u>mi maaya</u> haŋki	'I almost ('just a little') died
kiikiide.	yesterday.'

In the first two examples the action denoted by the imperfective verb is, in a sense, a consequence of the previously mentioned actions. In the third the verb is imperfective (since, of course, the speaker did not die) and could be translated 'I might have died.'

The first example above illustrates a use of the simple imperfective to, in a sense, make a suggestion for action. There is a special set of second person forms with personal suffixes which replaces the simple imperfective forms in this type of construction, giving this paradigm:

mi yaha	'I am to go'
ñjahaa	'You are to go' / 'Go!'
qo yaha	'He is to go.'
meŋ ñjaha	'We are to go.'
ñjahen/ñjehen	'Let's go!'
ñjahon	'You (pl.) are to go.' 'Go!'
be ñjahaa	'They are to go.'

This paradigm has been called the 'subjunctive' and Arnott describes a variety of uses of these forms.¹ However, in the dialect here described, the special second person forms of this paradigm occur only in sentences giving a suggestion for action, while in other uses of the 'subjunctive' the paradigm of simple imperfective forms with short subjects occurs. Hence, we here term the paradigm with suffixed second person forms the 'injunctive' and note that this injunctive differs from the simple imperfective only in the second person forms. Second person injunctive forms are often conveniently translated with an English imperative and supplement the inventory of imperative forms given above in 6.4.

Note the following examples of injunctive forms:

Qawa, <u>ngaren</u> , meŋ janga.	'OK, come on, we should study.'
Sɪ mi haali, <u>kaalaa</u> .	'When I speak, (you[sg.]
Sɪ mi haali, <u>kaalon</u> .	'When I speak, (you[pl.]) speak!'
Qawa, <u>jangen</u> soora qo.	'OK, let's read this chapter.'

¹See: D. W. Arnott, 'The Subjunctive in Fula', African Language Studies, II, London, School of Oriental and African Studies, University of London, 1961.

Qawa, ñallen jam Demba.

'OK, may we have a peaceful
afternoon Demba.'

Qawa, ñjahaa, lelaa, haa
bandumaa bura.

'OK, go lie down until your body
recovers.'

Wadfaa leemuna qe ndiyam,
ñjaraa d'um.

'Put lime in water and drink it.'

Ko mbaɗtaa, naɓaa mo to
galleqameɗ.

'What you will do [is] take her
to our compound.'

In general, the simple imperfective is used to denote an action (or state)
which:

may/might/might have
should/should have
can/could/could have

occur (or occurred) subsequent to and often as a consequence of an action
previously depicted. In some cases, following such adverbial phrases as seeda
tan, it occurs as the only verb in a clause. In narrative this form is often
used in second or subsequent sentences for actions following on those of the
first sentence of a sequence.

Injunctive forms, on the other hand, commonly second person ones, occur
most frequently as the first or only verbal form in a clause.

10.5 Grammar Drills on Injunctive and Simple Imperfective Forms:

a) Simple Substitution-Correlation Drill:

<u>Cue</u>	<u>Pattern</u>
	Sɪ mɪ <u>haali</u> , kaalaa.
laar	Sɪ mɪ <u>laari</u> , ndaaraa.
ligg	Sɪ mɪ <u>liggi</u> , liggaa.
yaa	Sɪ mɪ <u>yahi</u> , ñjahaa.
qar	Sɪ mɪ <u>qari</u> , ngaraa.
jaɓ	Sɪ mɪ <u>jabɪ</u> , jabaa.
qokk	Sɪ mɪ <u>qokki</u> , ngokkaa.

b) Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Sɪ <u>mɪ</u> haali, kaalaa.
be	Sɪ be <u>kaali</u> , kaalaa.
qokk	Sɪ be <u>ngokki</u> , <u>ngokkaa</u> .
ngokken	Sɪ be <u>ngokki</u> , ngokken.
qo	Soo <u>qokki</u> , ngokken.

	Soo <u>gokki</u> , ngokken.
yaa	Soo <u>yahi</u> , <u>ñjehen</u> .
ñjahon	Soo <u>yahi</u> , <u>ñjahon</u> .
Samba	S1 Samba <u>yahi</u> , <u>ñjahon</u> .
jaɓ	S1 Samba <u>jaɓi</u> , <u>jaɓon</u> .
jaɓaa	S1 <u>Samba</u> <u>jaɓi</u> , <u>jaɓaa</u> .
m1	S1 m1 <u>jaɓi</u> , <u>jaɓaa</u> .
haal	S1 m1 <u>haal</u> , <u>kaalaa</u> .

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Ñjahaa</u> ton, nani!	'Go there, hear!'
ɓe	<u>Be</u> ñjaha ton, nani!	
qon	<u>Ñjahon</u> ton, nani!	
qen	<u>Ñjahren</u> ton, nani!	
meɲ	<u>Meɲ</u> ñjaha ton nani!	
Demba	<u>Demba</u> yaha ton, nani!	
(qa)	<u>Ñjahaa</u> ton, nani!	

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Seeda tán, <u>m1</u> maaya haŋki kiikiide.
qo	Seeda tán, qo <u>maaya</u> haŋki kiikiide.
gaañ	Seeda tán, qo <u>gaaña</u> haŋki ñalloma.
ñalloma	Seeda tán, qo <u>gaaña</u> haŋki ñalloma.
ɓe	Seeda tán, ɓe <u>gaaña</u> haŋki ñalloma.
yan	Seeda tán, ɓe <u>ñjana</u> haŋki ñalloma.
bimbi	Seeda tán, ɓe <u>ñjana</u> haŋki bimbi.
meɲ	Seeda tán, meɲ <u>ñjana</u> haŋki bimbi.
qar	Seeda tán, meɲ <u>ngara</u> haŋki bimbi.
subaka	Seeda tán, meɲ <u>ngara</u> haŋki subaka.
qon	Seeda tán, qon <u>ngara</u> haŋki subaka.
waaw	Seeda tán, qon <u>mbaawa</u> haŋki subaka.
jemma	Seeda tán, qon <u>mbaawa</u> haŋki jemma.
qa	Seeda tán, qa <u>waawa</u> haŋki jemma.
yaa	Seeda tán, qa <u>yaha</u> haŋki jemma.
ñalloma	Seeda tán, qa <u>yaha</u> haŋki ñalloma.
m1	Seeda tán, m1 <u>yaha</u> haŋki ñalloma.
maay	Seeda tán, m1 <u>maaya</u> haŋki ñalloma.
kiikiide	Seeda tán, m1 <u>maaya</u> haŋki kiikiide.

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qawa, ñjahaa, <u>lelaa</u> , haa ðandumaa ðura.
waal	Qawa, ñjahaa, waalaa, haa ðandumaa <u>ðura</u> .
hoore	Qawa, ñjahaa, waalaa, haa hooremaa <u>ðura</u> .
sell	Qawa, ñjahaa, waalaa, haa hooremaa sella.
(qon)	Qawa, ñjahon, <u>mbaalon</u> , haa hooremon sella.
foft	Qawa, ñjahon, fofton, haa <u>hooremon</u> sella.
gite	Qawa, ñjahon, fofton, haa gitemon <u>sella</u> .
ður	Qawa, ñjahon, fofton, haa gitemon <u>ðura</u> .
(qen)	Qawa, ñjehen, <u>foften</u> , haa giteqen ðura.
ðaan	Qawa, ñjehen, ðaanen, haa <u>giteqen</u> ðura.
koyðe	Qawa, ñjehen, ðaanen, haa koyðeqen <u>ðura</u> .
sell	Qawa, ñjehen, ðaanen, haa koyðeqen sella.
(qa)	Qawa, ñjahaa, <u>ðaanaa</u> , haa koyðemaa sella.
lel	Qawa, ñjahaa, lelaa, haa <u>koyðemaa</u> sella.
bandu	Qawa, ñjahaa, lelaa, haa bandu <u>sella</u> .
ður	Qawa, ñjahaa, lelaa, haa bandu ðura.

10.8 NARRATIVE

New words and forms:

sı tawo	if perchance
fıı	matter, affair
he fıı	about, in the matter of...
hewtu	meet (in place/region)
yahoto	will come (of his own accord/by himself) [middle voice]

Ceerno Qe Jaawo

Ñalloma gooto Ceerno qe Jaawo ñjiıdı. Non Ceerno lamdı Jaawo sı qomo ligga. Jaawo wıyı mo qeeyı, non Jaawo kadı lamdı Ceerno sı tawo qo yıdı ligge. Ceerno wıyı, kaŋko, qo waawataa liggaade, paskı kaŋko, koo mawðo. Jaawo lamdı mo kadı, ko wadı qomo lamda mo sı qomo ligga. Non Ceerno wıyı mo ko fıı bıððo-gorkomakko. Paskı qomo yıdı ligge. Jaawo wıyı mo, yoo haalan bıððo-gorkomakko yoo yaha to bıromaðbe jaŋgo ŋgo. Ceerno wıyı mo, bıððo-gorkomakko yahoto to bıromaðbe qon jaŋgo ŋgo.

10.9 Questions and Topics for Discussion

1. Ceerno lamdiino Jaawo he fii ligge na?
2. Jaawo lamdiino Ceerno he fii ligge na?
3. Jaawo hebi ligge na?
4. Ceerno hebi ligge na?
5. Jaawo no ligga haa jooni na?
6. Ceerno yidi ligge na?
7. Ko fii hombo wadi, Ceerno lamdi Jaawo he fii ligge?
8. Ko hodum biddo-gorko Ceerno yidi?
9. Qa hebi ligge na?
10. Teerimaa no yidi ligge na?
11. Debbomaa no ligga haa jooni na?
12. Ko fii hombo wadi qada janga haa jooni?
13. Ko Ceerno hebiino ligge na, maa ko Jaawo?
14. Ceerno qe Jaawo, ko fiilloma be kewti na, maa ko kiikiide?
15. Ko biddogorko Ceerno yidiino ligge na, maa ko biddo-gorko Jaawo?
16. Ko Ceerno haalaani Jaawo yoo haalan biddo-gorkomakko yoo yaha to biromabbe na, maa Jaawo?
17. Ko wadi Ceerno yidaa ligge?
18. Ko qan yidi ligge na, maa ko teerimaa?
19. Ko teerimaa salmindaa jooni na, maa ko miifagorkomaa?
20. Ko fiillooma fiidaa teerimaa na, maa ko kiikiide?
21. Ko biddogorkomaa yidi ligge na, maa ko teerimaa?
22. Hombo salmini Ceerno he fiilloma?
23. Ko biddogorko hombo yidiino ligge nge?
24. Ko hodum Jaawo lamdiino Ceerno?
25. Ko pur hombo wadi Ceerno lamdi Jaawo he fii ligge nge?
26. Hombo wiyyiino Ceerno yoo lamda Jaawo si qomo ligga?
27. Ko hodum biddo Ceerno yidi?
28. Hombo salmindaa jooni?
29. Hombo yidi ligge jooni?
30. Ko hodum lamdufaa kam jooni?
31. Hombo, wiyyiino ma qomo yidi ligge?
32. Ko hodum fiidaa jooni?
33. Ceerno, ko ligge qe yidiino na, maa ko biddo-gorkomakko yidiino?
34. Ko tuma biddo Ceerno yahata to biro Jaawo?
35. Ko hodum lamdu ma mi jooni?
36. Teerimaa ko ligge qe yidi na, maa ko biddomakko yidi liggaade?
37. Ko tuma fiyahataa to modon?
38. Ko hodum lamdufaa mo?
39. Tuma fiyahata to debbomaa.
40. Biddomaa no yidi yaade jangurdu na?

UNIT R-2

(Review of Units 6 - 10)

R2.0 Recombination Dialogs

- a) A. Jam kiirdaa.
 B. Jam tan†
 A. Honno gorgolmaa qe bandirawomaada wadi?
 B. Jam tan†
 A. No bengumaa qe jatigimaa?
 B. Tana qala qe maŕŕe.
 A. Hoŕum heŕno ma haŕki kiikiide?
 B. Mi sellaaano, tawo hooreqam na muusa.
 A. Qa yahiiino to dokotormaa na?
 B. Qeeyi †
 A. Qa lelliino na tuma ngimmudaa ton?
 B. Qalaa† mi laaroyiino neeneqam to saare nde.
 A. Honno mbaŕdaa qe muusde hooremaa?
 B. Ko mbaŕmi, mi yari lekki tuubakooŕe.
 A. No reedu debbomaa wadi?
 B. Dum mo muusa haa joo, paski qo jabaani yaade kampama.
 A. Ko wadi? Qo suusa dokotor qo na?
 B. Qeeyi qo suusa mo.
 A. Qawa. Ko mbaŕtaa, ngaddaa mo to qameŕ kiikiide.
- b) A. Jam kiirdaa.
 B. Jam tan†
 A. Honno bengumaa qe jatigimaa wadi?
 B. Hay tana qala qe maŕŕe.
 A. Hoŕum heŕno ma haŕki kiikiide?
 B. Mi sellaaano, tawo hooreqam no muusa.
 A. Qa yahiiino to dokotormaa na?
 B. Qeeyi† qawa tuma ngarmi, mi laaroyiino neeneqam to saare.
 A. Honno mbaŕdaa non qe muusde hooremaa?
 B. Mi yariino lekki tuubakooŕe.
 A. Honno reedu debbomaa wadi?
 B. Dum no muusa haa joo, paski qo jabaani yaade kampama.
 A. Qawa † ko mbaŕtaa, ngaddaa mo to dokotor, won to qameŕ.
 B. Qawa † baasi qala. Mbiimi, mi nani seeda tan qa maaya.
 A. Qeeyi† motoqameŕ yari he laawol ngol.
 B. Yimŕe jelu gaafi.
 A. Didŕ gaafi.
 B. Qa qandi ŕe?

- A. Qeeyi, ko Demba qe biɗɗo-gorkomakko.
 B. Yalla qokku ɓe jam.
 A. Qamiin.
 B. Mbiimi, qada ligga haa joo na?
 A. Qeeyi ko hoɗum, qada yiɗi ligge?
 B. Min, mi waawata liggaade joo. Ko biɗɗoqam yiɗi ligge.
 A. Wii mo, yoo qar to biroqamenɗ jango.
 B. Qa sikki, qa waaway heɓde mo ligge?
 A. Mi qandaa tawo, kono qaccen ɗum qe jango Qalla.
 B. Qawa ↑ baasi qalaa. Kiiren Jam.
 B. Qamiin.
- c) A. Jam kiirɗaa.
 B. Jam tan↑
 A. No ɓengumaa waɗi?
 B. Jam tan.
 A. Hoɗum hebnoo maa haŋki?
 B. Mi sellaanoo.
 A. Hoɗum muusno ma?
 B. Hooreqam.
 A. Qa yaɗiino to dokotormaa?
 B. Qeeyi ↑ qo qokki kam lekki tuubakoobe, ɗum fiɗarmi.
 A. No reedu debbomaa waɗi?
 B. Haa joo ɗum no muusa mo, kono qo jabaɗa yaade kampama.
 A. Qawa ↑ non, qaddu mo to qamenɗ, dokotor moɗɗo no ton.
 B. Qawa ↑ baasi qala, fad haa jemma.
 A. Mi nani motomon yani haŋki.
 B. Qeeyi ↑ yimɓe ɗiɗo gaafi.
 A. Qada qandi ɓe na?
 B. Qeeyi, ko Demba qe biɗɗo-gorkomakko.
 A. Yalla qokku ɓe jam.
 B. Qamiin.
 A. Mbiimi qada ligga haa joo na?
 B. Qalaa. Ko hoɗum, qa yiɗi ligge na?
 A. Qala, ko biɗɗoqam. Min mi waawata liggaade joo.
 B. Wii mo, yoo qar to biro qamenɗ jango.
 A. Qawa, baasi qala, kiiren jam.
 B. Qamiin.
- d) A. Jam hiiri.
 B. Jam tan↑
 A. Hoto fiɗaanodaa haŋki?
 B. Hay dula, ¹tawo hooreqam na muusa.

¹dula 'place', hay dula 'nowhere'

- A. Qa yahiiino to dokotormaa na?
 B. Qeeyi↑
 A. Qa leliino na, haa bandumaa burɪ, maa hoɖum?
 B. Qalaa ↑ tawo mi yidiino yaade laarde neeneqam, to saare nde.
 A. Hoɖum fiɲarnodaa, tuma fiɲahataa to saare neenemaa?
 B. Tawo mido hebi lekki tuubaakoobe, ɖum mi yari qe ndiyam.
 A. Samba haali kam debbomaa sellaa.
 B. Qeeyi, reedumakko no muusa gila haŋki, kono qo jabaani yaade to kampama.
 A. Ko wadi?
 B. Qo wiya qo suusa dokotor qo.
 A. Qawa ko mbaɖtaa, naba mo to qameɲ, dokotor moɖɖyo no ton.
 B. Baasi qalaa, fad haa jemma, nani.
 A. Mi nani haŋki seeda tan qa maaya, tuma motomon yani to laawol.
 B. Qeeyi↑
 A. Ko qonon jelu wono qe makko?
 B. Qenen cappande tati qe jowi.
 A. Qada qandi ko yimbe jelu gaaŋi?
 B. Qala mi qandaa fof, kono debbo gooto keli jongo, gooto maayi, kono teeriqam gaaŋaani.
 A. Mi nani Demba qe biɖɖo-gorkomakko kadi gaaŋi.
 B. Qeeyi, be kadi gaaŋiino.
 A. Mbiimi, qada ligga haa jooni na?
 B. Qeeyi ko hoɖum? Qada yidi liggaade na?
 A. Qalaa ↑ min, mi waawata liggaade joo, ko biɖɖoqam yidi ligge.
 B. Haal mo, yoo qar to biroqameɲ jango.
 A. Baasi qalaa↑ qa sikki qa waaway wallude¹ mo he ligge na?
 B. Mi qandaa↑ kono qaccen ɖum he Qalla, nani.
 A. Qawa↑ baasi qalaa. Kiiren jam.
 B. Qamiin.

¹ wallude 'to help'

R2.1 Review Drill (positive to negative)

a) Substitution-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Qo</u> selli.	Qo sellaanı.
mı	Mı <u>sellı</u> .	Mı sellaanı.
qar	Mı <u>qarı</u> .	Mı qaraanı.
be	Be <u>ngarı</u> .	Be ngaraanı.
yaa	Be <u>ñjahı</u> .	Be ñjahaanı.
meñ	Meñ <u>ñjahı</u> .	Meñ ñjahaanı.
nan	Meñ <u>nanı</u> .	Meñ nanaanı.
qon	Qon <u>nanı</u> ?	Qon nanaanı.
yıı	Qon <u>ñjıyı</u> ?	Qon ñjıyaanı.
qen	Qen <u>ñjıyı</u> .	Qen ñjıyaanı.
heɓ	Qen <u>keɓı</u> .	Qen keɓaanı.
qa	Qa <u>heɓı</u> ?	Qa heɓaanı.
foft	Qa <u>foftı</u> ?	Qa foftaanı.
qo	Qo <u>foftı</u> .	Qo foftaanı.
sell	Qo sellı.	Qo sellaanı.

b) Substitution-Transformation Drill (positive to negative)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Qo</u> yahı jangurdu.	Qo yahaanı jangurdu.
qa	Qa <u>yahı</u> jangurdu?	Qa yahaanı jangurdu.
qon	Qon <u>ñjahı</u> jangurdu?	Qon ñjahaanı jangurdu.
be	Be <u>ñjahı</u> jangurdu.	Be ñjahaanı jangurdu.
qen	Qen <u>ñjahı</u> jangurdu.	Qen ñjahaanı jangurdu.
meñ	Meñ <u>ñjahı</u> jangurdu.	Meñ ñjahaanı jangurdu.

c) Substitution-Transformation Drill (positive to negative)

<u>Cue</u>	<u>Pattern 1</u>	
	Sı Demba <u>qarı</u> , ñaamee.	Sı Demba qaraanı, ñaamee.
yaa	Sı <u>Demba</u> yahı, ñaamee.	Sı Demba yahaanı, ñaamee.
be	Sı be <u>ñjahı</u> , ñaamee.	Sı be ñjahaanı, ñaamee.
qar	Sı <u>be</u> ngarı, ñaamee.	Sı be ngaraanı, ñaamee.
meñ	Sı meñ <u>ngarı</u> , ñaamee.	Sı meñ ngaraanı, ñaamee.
yaa	Sı meñ <u>ñjahı</u> , ñaamee.	Sı meñ ñjahaanı, ñaamee.
qon	Sı qon <u>ñjahı</u> , ñaamee.	Sı qon ñjahaanı, ñaamee.
qar	Sı <u>qon</u> ngarı, ñaamee.	Sı qon ngaraanı, ñaamee.
Demba	Sı Demba qarı, ñaamee.	Sı Demba qaraanı, ñaamee.

d) Transformation Drill

Pattern 1

Tawo hooreqam na muusa.
 Tawo juudemaa na muusa.
 Tawo daandemakko na selli.
 Tawo gitemodon na selli.
 Tawo koydemabbe na buri.
 Tawo noppimeeden na buri.
 Tawo fiidyeqam na muusa.
 Tawo hooreqam na muusa.

Pattern 2

Tawo hooreqam muusaani.
 Tawo juudemaa muusaani.
 Tawo daandemakko sellaan.
 Tawo gitemodon sellaan.
 Tawo koydemabbe buraani.
 Tawo noppimeeden buraani.
 Tawo fiidyeqam muusaani.
 Tawo hooreqam muusaani.

e) Substitution-Transformation Drill (positive to negative)

CuePattern 1Pattern 2

	<u>Qa</u> yahi to dokotormaa na?	Qalaa† mi yahaani to dokotorqam.
be	Be njahi to <u>dokotorma</u> bbe na?	Qalaa† be njahaani to dokotorma bb e.
saare	Be njahi to <u>saarema</u> bbe na?	Qalaa† be njahaani to saarema bb e.
qo	Qo yahi to <u>saarema</u> akko na?	Qalaa† qo yahaani to saarema kk o.
jangurdu	<u>Qo</u> yahi to jangurdumakko na?	Qalaa† qo yahaani to jangurdum kk o.
qon	Qon njahi to <u>jangurdu</u> modon na?	Qalaa† meŋ njahaani to jangurduqameŋ.
ngesa	<u>Qon</u> njahi to ngesamodon na?	Qalaa† meŋ njahaani to ngesaqameŋ.
qa	Qa yahi to <u>ngesama</u> aada na?	Qalaa† mi yahaani to ngesaqam.
dokotor	Qa yahi to dokotormaa na?	Qalaa† mi yahaani to dokotorqam.

f) Substitution-Transformation Drill (positive to negative)

Cue

	Qa <u>nabi</u> mo kampama na?	Qalaa† mi nabaani mo kampama.
yii	Qa yiyl <u>mo</u> kampama na?	Qalaa† mi yiyaani mo kampama.
be	Qa yiyl be <u>kampama</u> na?	Qalaa† mi yiyaani be kampama.
marse	<u>Qa</u> yiyl be marse na?	Qalaa† mi yiyaani be marse.
qon	Qon njiiyl be marse na?	Qalaa† meŋ njiiyaani be marse.
fad	Qon padi <u>be</u> marse na?	Qalaa† meŋ padaani be marse.
kam	Qon padi kam <u>marse</u> na?	Qalaa† meŋ padaani ma marse.
saare	<u>Qon</u> padi kam saare na?	Qalaa† meŋ padaani ma saare.
qo	Qo fadi kam saare na?	Qalaa† qo fadaani ma saare.
taw	Qo tawi <u>kam</u> saare na?	Qalaa† qo tawaani ma saare.
be	Qo tawi be <u>saare</u> na?	Qalaa† qo tawaani be saare.
jangurdu	<u>Qo</u> tawi be jangurdu na?	Qalaa† qo tawaani be jangurdu.
qa	Qa <u>tawi</u> be jangurdu na?	Qalaa† mi tawaani be jangurdu.
nab	Qa nabi <u>be</u> jangurdu na?	Qalaa† mi nabaani be jangurdu.
mo	Qa nabi <u>mo</u> jangurdu na?	Qalaa† mi nabaani mo jangurdu.
kampama	Qa nabi mo kampama na?	Qalaa† mi nabaani mo kampama.

g) Transformation Drill (plural to singular)

Pattern 1

Qo yiɣɪ defte hewde.
 Qo yiɣɪ yimbe hewde.
 Qo heɓɪ naqɪ hewde.
 Qo heɓɪ teeribe hewde.
 Qo heɓɪ cuudi hewde.
 Qo qandi rewbe hewde.
 Qo qandi kulle hewde.
 Qo waawɪ kulle hewde.
 Qo haali haalaa hewde.
 Qo tawɪ qaynaabe hewde.
 Qo yiɣɪ yimbe hewde.
 Qo heɓɪ gese hewde.
 Qo heɓɪ galleeɟɪ hewde.
 Qo yiɣɪ caqe hewde.
 Qo jaŋɟɪ defte hewde.
 Qo yiɣɪ tuubaakooɓe hewde.

Pattern 2

Mɪ yiɣɪ deftere gooto tan.
 Mɪ yiɣɪ neddo gooto tan.
 Mɪ heɓɪ nagge gooto tan.
 Mɪ heɓɪ teerɪ gooto tan.
 Mɪ heɓɪ suudu gooto tan.
 Mɪ qandi debbo gooto tan.
 Mɪ qandi hunde gooto tan.
 Mɪ waawɪ hunde gooto tan.
 Mɪ haali haalaa gooto tan.
 Mɪ tawɪ gaynaako gooto tan.
 Mɪ yiɣɪ neddo gooto tan.
 Mɪ heɓɪ ngesa gooto tan.
 Mɪ heɓɪ galle gooto tan.
 Mɪ yiɣɪ saare gooto tan.
 Mɪ jaŋɟɪ deftere gooto tan.
 Mɪ yiɣɪ tuubaako gooto tan.

h) Transformation Drill (singular to plural)

Pattern 1

Mawnirawo gorkoqam sellaaɓo.
 Teeriqam woniino do.
 Gaynaako qo woniino to wuro.
 Gorko qo yahiino ngesa.
 Debbo qo qariino galleqam.
 Baabamaɓɓe qandiino kam.
 Dokotor qo haaliino mo dum.
 Sukaa qo yahiino jaŋgurdu.
 Baabamon yahi saare Jibel.
 Debbo qo qariino to qameɲ.

Pattern 2

Mawniraabe worɓeqam cellaano.
 Teeriibeqam ŋgoniino do.
 Qaynaabe ɓe ŋgoniino to wuro.
 Worɓe ɓe ŋjahiino ngesa.
 Rewɓe ɓe ŋgariino galleqam.
 Baabiraɓemaɓɓe ŋgandiino kam.
 Dokotorooɓe ɓe kaaliino mo dum.
 Sukaaɓe ɓe ŋjahiino jaŋgurdu.
 Baabiraɓemon ŋjahi saare Jibel.
 Rewɓe ɓe ŋgariino to qameɲ.

1) Substitution-Transformation Drill (noun/pronoun)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Gite de no <u>muusa</u> .	De no muusa.
gaañi	<u>Gite de</u> no gaañi.	De no gaañi.
jungo ngo	Jungo ngo no <u>gaañi</u> .	Ngo no gaañi.
heli	<u>Jungo ngo</u> no heli.	Ngo no heli.
daande nde	Daande nde no <u>heli</u> .	Nde no heli.
muusa	<u>Daande nde</u> no muusa.	Nde no muusa.
reedu ndu	Reedu ndu no <u>muusa</u> .	Ndu no muusa.
metti	<u>Reedu ndu</u> no metti.	Ndu no metti.
hoore nde	Hoore nde no <u>metti</u> .	Nde no metti.
gaañi	<u>Hoore nde</u> no gaañi.	Nde no gaañi.
noppi di	Noppi di no <u>gaañi</u> .	Di no gaañi.
muusa	<u>Noppi di</u> no muusa.	Di no muusa.
gite de	Gite de no muusa.	De no muusa.

j) Substitution Transformation Drill

<u>Pattern 1</u>	<u>Cue</u>	<u>Pattern 2</u>
Min, mi yidi defte de.	lekkiiji	Kaŋko yidi lekkiiji di.
Min, mi yidi lekkiiji di.	leemunaaji	Kaŋko yidi leemunaaji di.
Min, mi yidi leemunaaji di.	kaaley	Kaŋko yidi kaaley qo.
Min, mi yidi kaaley qo.	naqi	Kaŋko yidi naqi di.
Min, mi yidi naqi di.	qaynaabe	Kaŋko yidi qaynaabe be.
Min, mi yidi qaynaabe be.	gure	Kaŋko yidi gure de.
Min, mi yidi gure de.	yimbe	Kaŋko yidi yimbe be.
Min, mi yidi yimbe be.	rewbe	Kaŋko yidi rewbe be.
Min, mi yidi rewbe be.	worbe	Kaŋko yidi worbe be.
Min, mi yidi worbe be.	ɓiɓbe	Kaŋko yidi ɓiɓbe be.
Min, mi yidi ɓiɓbe be.	sukaaɓe	Kaŋko yidi sukaaɓe be.
Min, mi yidi sukaaɓe be.	mawniraaɓe	Kaŋko yidi mawniraaɓe be.
Min, mi yidi mawniraaɓe be.	miñiraaɓe	Kaŋko yidi miñiraaɓe be.
Min, mi yidi miñiraaɓe be.	neeniraaɓe	Kaŋko yidi neeniraaɓe be.
Min, mi yidi neeniraaɓe be.	baabiraaɓe	Kaŋko yidi baabiraaɓe be.
Min, mi yidi baabiraaɓe be.	ɓeɗgu	Kaŋko yidi ɓeɗgu ngu.
Min, mi yidi ɓeɗgu ngu.	kaaley	Kaŋko yidi kaaley qo.
Min, mi yidi kaaley qo.	defte	Kaŋko yidi defte de.

k) Substitution-Transformation Drill

<u>Pattern 1</u>	<u>Cue</u>	<u>Pattern 2</u>
Min, mi yidɪ kaalis qo.	ligge	Kaŋko yidɪ ligge ŋge.
Min, mi yidɪ ligge ŋge.	deftere	Kaŋko yidɪ deftere nde.
Min, mi yidɪ deftere nde.	lekki	Kaŋko yidɪ lekki kɪ.
Min, mi yidɪ lekki kɪ.	ndiyam	Kaŋko yidɪ ndiyam dam.
Min, mi yidɪ ndiyam dam.	leemuna	Kaŋko yidɪ leemuna qo.
Min, mi yidɪ leemuna qo.	kinkiliba	Kaŋko yidɪ kinkiliba qo.
Min, mi yidɪ kinkiliba qo.	kaalis	Kaŋko yidɪ kaalis qo.
Min, mi yidɪ kaalis qo.	ligge	Kaŋko yidɪ ligge ŋge.

1) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
hooremaa sella	<u>Ñjahaa, lelaa, haa bandumaa bura.</u>
ñjaraa lekki kɪ, foftaa	<u>Ñjahaa, lelaa, haa hooremaa sella.</u>
dokotor qo qara.	<u>Ñjaraa lekki kɪ, foftaa, haa hooremaa sella.</u>
foftaa, ñjaraa kinkiliba	<u>Ñjaraa lekki kɪ, foftaa, haa dokotor qo qara.</u>
kiikiide	<u>Foftaa ñjaraa kinkiliba, haa dokotor qo qara.</u>
wataa qimmu	<u>Foftaa, ñjaraa kinkiliba, haa kiikiide.</u>
neenemaa qara	<u>Wataa qimmu, haa kiikiide.</u>
wataa defa	<u>Wataa qimmu, haa neenemaa qara.</u>
yimbe be ngara	<u>Wataa defa, haa neenemaa qara.</u>
ñjahaa, padaa	<u>Wataa defa, haa yimbe be ngara.</u>
jemma	<u>Ñjahaa, padaa, haa yimbe be ngara.</u>
nabaa hiirandemaa, foftaa	<u>Ñjahaa, padaa, haa jemma.</u>
baabamaa qara	<u>Nabaa hiirandemaa, foftaa, haa jemma.</u>
kiiraa to mon, wonaa ton	<u>Nabaa hiirandemaa, foftaa, haa baabamaa qara.</u>
kiikiide	<u>Kiiraa to mon, ngonaa ton, haa baabamaa qara.</u>
ñjahaa, lelaa to mon	<u>Kiiraa to mon, ngonaa ton, haa kiikiide.</u>
hooremaa sella	<u>Ñjahaa, lelaa to mon, haa kiikiide.</u>
lelaa, foftaa	<u>Ñjahaa, lelaa to mon, haa hooremaa sella.</u>
dokotor qo wiya yaa qimmu	<u>Lelaa, foftaa, haa hooremaa sella.</u>
ñjaraa, lelaa	<u>Lelaa, foftaa, haa dokotor qo wiya yaa qimmu.</u>
bandumaa bura	<u>Ñjaraa, lelaa, haa dokotor qo wiya yaa qimmu.</u>
	<u>Ñjaraa, lelaa, haa bandumaa bura.</u>

m) Phrasal Substitution Drill

CuePattern

mi nani	<u>Kori yimbe be gaañaani.</u>
bedo celli	<u>Mi nani yimbe be gaañaani.</u>
dokotor qo wiyi	<u>Mi nani bedo celli.</u>
koyngal ngal makko keli	<u>Dokotor qo wiyi bedo celli.</u>
mawnirawomaada	<u>Dokotor qo wiyi koyngal ngal makko keli.</u>
yahi kampama gila bimbi	<u>Mawnirawomaada wiyi koyngal ngal makko keli.</u>
qo wiyi debbomaa	<u>Mawnirawomaada yahi kampama gila bimbi.</u>
haali mo kullemaa	<u>Qo wiyi debbomaa yahi kampama gila bimbi.</u>
haŋki baabaqam	<u>Qo wiyi debbomaa haali mo kullemaa.</u>
yeyi ngarimakko	<u>Haŋki baabaqam haali mo kullemaa.</u>
gaynaakomodon	<u>Haŋki baabaqam yeyi ngarimakko.</u>
qaddi naggemakko	<u>Gaynaakomodon yeyi ngarimakko?</u>
kori neddo qo	<u>Gaynaakomodon qaddi naggemakko?</u>
gaañaani	<u>Kori neddo qo qaddi naggemakko?</u>
kori yimbe be	<u>Kori neddo qo gaañaani?</u>
	<u>Kori yimbe be gaañaani?</u>

NOTES

1

UNIT 11

11.0 Dialog: Visitors

misiɗɗo [qo] (musiiɓe)
 Be ↑ ko ɓe musiiɓeqam.

-Paul-

relative

These are my relatives.

qimmu

-Demba-

originate, be from, spring,
get up

Honto ɓe ngimmi?

Where are they from?

Qamerika
 Ko Qamerika, ɓe ngimmi.

-Paul-

America

They are from America.

wiyete
 Honno ɓe mbiyete?

-Demba-

is to be called

How are they to be addressed
(called)?

qinde [nde] (qinde)
 Qinde qo ɗo ko Brown.

-Paul-

name

The name of this one (here) is
Brown.

Hoɗum ɓe ɱjɗi?

-Demba-

What do they want?

faal
 Be paali yaade saare.

-Paul-

desire, want

They want to go to the town.

Hoɗum ɓe mbadata, to saare?

-Demba-

What are they going to do in town?

nder
 Be paali yiide nder saare nde.

-Paul-

inside

They want to see inside the town.

Honno ɓeya no?

-Demba-

How about those?

sukaa/sukaado [qo] (sukaaɓe)
 Beya, ko ɓe sukaaɓeqam.

-Paul-

child

Those are my children.

	-Demba-	
Hodum ñe mbaɗata ton?		What are they going to do there?
	-Paul-	
naat		enter
Miɗo yiɗi ñe naata qeskuɓ.		I want them to enter school.
	-Demba-	
Tuma ñe ñjahata?		When are they going?
	-Paul-	
faɗɗi-jango		day after tomorrow
Faɗɗi-jango, si Qalla jaɗi.		Day after tomorrow, God willing.
	-Demba-	
Yalla qokku ma jam.		May God give you peace.
	-Paul-	
Qaamiin.		Amen.

11.1 Variation Drills on Basic Sentences

a) Simple Substitution-Transformation Drill

New words:

gore [ø] (goreeɓe)	companion (of same age group)
taanirawo [qo] (taaniraaɓe)	grandchild
maamirawo [qo] (maamiraaɓe)	grandparent
saarenawo [qo] (saarenaaɓe)	villager, town person

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Be, kobe <u>musiiɓeqam.</u>	Beya, kobe musiiɓeqam.
sukaaɓeqam	Be, kobe <u>sukaaɓeqam.</u>	Beya, kobe sukaaɓeqam.
yimɓeqam	Be, kobe <u>yimɓeqamen.</u>	Beya, kobe yimɓeqamen.
qesiraaɓemakko	Be, kobe <u>qesiraaɓemakko.</u>	Beya, kobe qesiraaɓemakko.
goreeɓemodon	Be, kobe <u>goreeɓemodon.</u>	Beya, kobe goreeɓemodon.
rewɓemaɓɓe	Be, kobe <u>rewɓemaɓɓe.</u>	Beya, kobe rewɓemaɓɓe.
worɓemakko	Be, kobe <u>worɓemakko.</u>	Beya, kobe worɓemakko.
ɓiɓɓeqamen	Be, kobe <u>ɓiɓɓeqamen.</u>	Beya, kobe ɓiɓɓeqamen.
baabiraaɓeqam	Be, kobe <u>baabiraaɓeqam.</u>	Beya, kobe baabiraaɓeqam.
neeniraaɓemaa	Be, kobe <u>neeniraaɓemaa.</u>	Beya, kobe neeniraaɓemaa.
bandiraaɓeqam	Be, kobe <u>bandiraaɓeqam.</u>	Beya, kobe bandiraaɓeqam.
taaniraaɓemaa	Be, kobe <u>taaniraaɓemaa.</u>	Beya, kobe taaniraaɓemaa.
ceernooɓeqam	Be, kobe <u>ceernooɓeqam.</u>	Beya, kobe ceernooɓeqam.

	Be, kobe ceernoobeqam.	Beya, kobe ceernoobeqam.
saarenaabemaa	Be, kobe <u>saarenaabemaa</u> .	Beya, kobe saarenaabemaa.
miñiraaɓeqam	Be, kobe <u>miñiraaɓeqam</u> .	Beya, kobe miñiraaɓeqam.
mawniraaɓemaa	Be, kobe <u>mawniraaɓemaa</u> .	Beya, kobe mawniraaɓemaa.
kawiraaɓeqam	Be, kobe <u>kawiraaɓeqam</u> .	Beya, kobe kawiraaɓeqam.
maamiraaɓemaa	Be, kobe <u>maamiraaɓemaa</u> .	Beya, kobe maamiraaɓemaa.
musiibeqam	Be, kobe <u>musiibeqam</u> .	Beya, kobe musiibeqam.

b) Repeat Drill (a) using singular: Qo koo..., etc. Qoya koo..., etc.

c) Progressive Substitution-Transformation Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	Honto ɓe <u>ngimmi</u> ?	Ko Qamerika, ɓe ngimmi.
yaa	Honto ɓe <u>ñjahi</u> ?	Ko Qamerika, ɓe ñjahi.
qo	Honto qo <u>yahi</u> ?	Ko Qamerika, qo yahi.
qimm	Honto qo <u>qimmi</u> ?	Ko Qamerika, qo qimmi.
qon	Honto qon <u>ngimmi</u> ?	Ko Qamerika, meɲ ngimmi.
yaa	Honto <u>qon</u> ñjahi?	Ko Qamerika, meɲ ñjahi.
qo	Honto qo <u>yahi</u> ?	Ko Qamerika, qo yahi.
jaɲg	Honto qo <u>jaɲgi</u> ?	Ko Qamerika, qo jaɲgi.
ɓe	Honto ɓe <u>jaɲgi</u> ?	Ko Qamerika, ɓe jaɲgi.
qimm	Honto ɓe <u>ngimmi</u> ?	Ko Qamerika, ɓe ngimmi.

d) Simple Substitution Drill

New word: jarga [Ø] (jargaaɓe) village head (mayor)

<u>Cue</u>	<u>Pattern</u>
	Honno ɓe mbiyete?
qon	Honno <u>qon</u> mbiyete?
qo	Honno <u>qo</u> wiyete?
meɲ	Honno <u>meɲ</u> mbiyete?
kawmaa	Honno <u>kawmaa</u> wiyete?
neenemakko	Honno <u>neenemakko</u> wiyete?
baabamaɓɓe	Honno <u>baabamaɓɓe</u> wiyete?
taanirawoqameɲ	Honno <u>taanirawoqameɲ</u> wiyete?
bandirawomaa	Honno <u>bandirawomaa</u> wiyete?
gorgolmakko	Honno <u>gorgolmakko</u> wiyete?
miñirawoqam	Honno <u>miñirawoqam</u> wiyete?
mawnirawomaa	Honno <u>mawnirawomaa</u> wiyete?
goremakko	Honno <u>goremakko</u> wiyete?

	Honno <u>goremakko</u> wiyete?
jargamaa	Honno <u>jargamaa</u> wiyete?
jaatigimodon	Honno <u>jaatigimodon</u> wiyete?
teerimaɓɓe	Honno <u>teerimaɓɓe</u> wiyete?
ɓe	Honno ɓe mbiyete?

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Be</u> paali yaade saare.
qo	Qo faali <u>yaade</u> saare.
yii	Qo faali yiide <u>saare</u> .
kampama	<u>Qo</u> faali yiide kampama.
qon	Qon paali <u>yiide</u> kampama?
qar	Qon paali qarɗe <u>kampama</u> ?
galle	<u>Qon</u> paali qarɗe galle?
meɲ	Meɲ paali <u>qarɗe</u> galle.
waal	Meɲ paali waalde <u>galle</u> .
saare	<u>Meɲ</u> paali waalde saare.
ɓe	Be paali <u>waalde</u> saare.
yaa	Be paali yaade <u>saare</u> .
jaɲɲurdu	<u>Be</u> paali yaade jaɲɲurdu.
neenemaa	Neenemaa faali <u>yaade</u> jaɲɲurdu.
qar	Neenemaa faali qarɗe <u>jaɲɲurdu</u> .
marse	<u>Neenemaa</u> faali qarɗe marse.
baabaqam	Baabaqam faali <u>qarɗe</u> marse.
yaa	Baabaqam faali yaade <u>marse</u> .
ɲgesa	<u>Baabaqam</u> faali yaade ɲgesa.
mɪ	Mɪ faali <u>yaade</u> ɲgesa.
yii	Mɪ faali yiide <u>ɲgesa</u> .
saare	<u>Mɪ</u> faali yiide saare.
ɓe	Be paali yiide saare.

f) Progressive Substitution Drill

New words:

dabbu	look for, find, search for
ladde [ø] (laddeejɪ)	bush, forest

<u>Cue</u>	<u>Pattern</u>
	Hodum <u>ɓe</u> mbaɗata, to saare?
qo	Hodum qo <u>waɗata</u> , to saare?
yii	Hodum qo yiyata, to <u>saare</u> ?
marse	Hodum <u>qo</u> yiyata, to marse?

	Hodum <u>go</u> yiyata, to marse?
qon	Hodum qon <u>ñjlyata</u> , to marse?
yey	Hodum qon <u>ñjeyata</u> , to <u>marse</u> ?
saare	Hodum <u>qon</u> <u>ñjeyata</u> , to saare?
meñ	Hodum <u>meñ</u> <u>ñjeyata</u> , to saare?
dabb	Hodum <u>meñ</u> <u>dabbata</u> , to <u>saare</u> ?
ladde	Hodum <u>meñ</u> <u>dabbata</u> , to ladde?
baabaqam	Hodum baabaqam <u>dabbata</u> , to ladde?
nab	Hodum baabaqam nabata, to <u>ladde</u> ?
kampama	Hodum baabaqam nabata, to kampama?
yimbemaa	Hodum yimbemaa <u>nabata</u> , to kampama?
qadd	Hodum yimbemaa qaddata, to kampama?
marse	Hodum <u>yimbemaa</u> qaddata, to marse?
be	Hodum <u>be</u> <u>ngaddata</u> , to marse?
wad	Hodum <u>be</u> <u>mbadata</u> , to <u>marse</u> ?
saare	Hodum <u>be</u> <u>mbadata</u> , to saare?

g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> yidi be naata qeskul.
qomo	Qomo yidi be <u>naata</u> qeskul.
yaa	<u>Qomo</u> yidi be <u>ñjaha</u> qeskul.
bedo	Bedo <u>ñjidi</u> be <u>ñjaha</u> qeskul.
qar	<u>Bedo</u> <u>ñjidi</u> be <u>ngara</u> qeskul.
qodon	Qodon <u>ñjidi</u> be <u>ngara</u> qeskul?
yaa	<u>Qodon</u> <u>ñjidi</u> be <u>ñjaha</u> qeskul?
miden	Miden <u>ñjidi</u> be <u>ñjaha</u> qeskul.
naat	<u>Miden</u> <u>ñjidi</u> be naata qeskul.
mido	Mido yidi be naata qeskul.

h) Progressive Substitution Drill

New words:	laana [ka] (laade)	boat, ship
	woydu [ndu] (boyli)	well

<u>Cue</u>	<u>Pattern</u>
	<u>Be</u> paali yiide nder saare nde.
qo	Qo faali <u>yiide</u> nder saare nde.
laar	Qo faali laarde nder <u>saare</u> nde.
laana	<u>Qo</u> faali laarde nder laana ka.
meñ	Meñ paali <u>laarde</u> nder laana ka.

	Meŋ paali <u>laarde</u> nder laana ka.
naat	Meŋ paali naatde nder <u>laana</u> ka.
kampama	Meŋ paali naatde nder kampama qo.
qon	Qon paali <u>naatde</u> nder kampama qo?
waal	Qon paali waalde nder <u>kampama</u> qo?
suudu	Qon paali waalde nder suudu ndu?
qa	Qa faali <u>waalde</u> nder suudu ndu?
yii	Qa faali yiide nder <u>suudu</u> ndu?
woyndu	Qa faali yiide nder <u>woyndu</u> ndu?
m1	M1 faali <u>yiide</u> nder <u>woyndu</u> ndu.
laar	M1 faali laarde nder <u>woyndu</u> ndu.
gallemaa	M1 faali laarde nder gallemaa qo.
be	Be paali <u>laarde</u> nder gallemaa qo.
yii	Be paali yiide nder <u>gallemaa</u> qo.
saare	Be paali yiide nder saare nde.

11.2 Note: Passive Verbal Forms

While theoretically any verb in Fula may be inflected in active voice, middle voice or passive voice, in practice most verbs occur much more commonly or exclusively in one or two voices and rarely or never in the other(s).

Note the sentence:

Honno be mbiyete.

'How are they called?'

The form mbiyete (wiyete with singular subjects), from the verb root /wii/, is imperfective in aspect, potential in tense, and passive in voice.

Note the sentence:

Hodum be mbaɗata to saare.

'What are they going to do in town?

The form mbaɗata (wadata in the singular) differs from the form mbiyete in the root and in the alternation of /a/ and /e/ in the suffixes.

Throughout the imperfective forms the passive has /e/ where the active has /a/. Thus:

Miɗo wiya mo.

'I'm saying to him.'

Miɗo wiye Demba.

'I'm called Demba.'

However the passive voice has no potential forms in statements comparable to wadaf or waday - using instead wiyete 'will be called' or 'is to be called'.

In perfective forms the passive is characterized by suffix /-a(a)/ (where the active has /-i(i)/) followed in the emphatic perfective by a suffix /-ma/ (see 6.2). Thus: Qa jaraama.

'You've been thanked'.

Qo wiyaama Demba.

This suffix /-ma/ occurs only in middle voice and passive voice, emphatic perfective forms. The non-emphatic perfective of the passive, with suffix /-a/ only, because of its resemblance to the imperfective active and to the simple perfective negative (with suffix /-aa/) is very uncommon, the emphatic form with suffix /-ma/ being regularly used.

11.3 Grammar Drills on Passive Verb Forms

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	Honno d'um <u>yeyete</u> ?	How is this to be sold?
nab	Honno d'um <u>nabete</u> ?	
def	Honno d'um <u>defete</u> ?	
fof	Honno d'um <u>fofete</u> ?	How is this to be blown (on)?
ñaam	Honno d'um <u>ñaamete</u> ?	
heß	Honno d'um <u>heßete</u> ?	How is this to be gotten?
wii	Honno d'um <u>wiyete</u> ?	
jang	Honno d'um <u>jangete</u> ?	
yar	Honno d'um <u>yarete</u> ?	
qudd	Honno d'um <u>quddete</u> ?	
quddit	Honno d'um <u>qudditete</u> ?	
yey	Honno d'um <u>yeyete</u> ?	

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Honno</u> d'um yeyete?	How is this to be sold?
honto	Honto d'um <u>yeyete</u> ?	Where is this to be sold?
nab	<u>Honto</u> d'um nabete?	
honno	Honno d'um <u>nabete</u> ?	
def	<u>Honno</u> d'um defete?	
honto	Honto d'um <u>defete</u> ?	
jang	<u>Honto</u> d'um jangete?	
honno	Honno d'um <u>jangete</u> ?	
fof	<u>Honno</u> d'um fofete?	
honto	Honto d'um <u>fofete</u> ?	
ñaam	<u>Honto</u> d'um ñaamete?	
honno	Honno d'um <u>ñaamete</u> ?	
yii	<u>Honno</u> d'um yiyete?	
honto	Honto d'um <u>yiyete</u> ?	
heß	<u>Honto</u> d'um heßete?	
honno	Honno d'um <u>heßete</u> ?	
wii	<u>Honno</u> d'um wiyete?	
honto	Honto d'um <u>wiyete</u> ?	
yey	Honto d'um <u>yeyete</u> ?	

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Dum yeyaama.
ñaam	Dum <u>ñaamaama</u> .
def	Dum <u>defaama</u> .
nab	Dum <u>nabaama</u> .
fof	Dum <u>fofaama</u> .
wii	Dum <u>wiyaama</u> .
yii	Dum <u>yiyaama</u> .
qudd	Dum <u>quddaama</u> .
quddit	Dum <u>qudditaama</u> .
yar	Dum <u>yaraama</u> .
jang	Dum <u>jangaama</u> .
lamd	Dum <u>lamdaama</u> .
faal	Dum faalaama.

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno d'um yeyaama?
honto	Honto d'um <u>yeyaama</u> ?
def	<u>Honto</u> d'um defaama?
honno	Honno d'um <u>defaama</u> ?
hel	<u>Honno</u> d'um helaama?
honto	Honto d'um <u>helaama</u> ?
wii	<u>Honto</u> d'um wiyaama?
honno	Honno d'um <u>wiyaama</u> ?
qudd	<u>Honno</u> d'um quddaama?
honto	Honto d'um <u>quddaama</u> ?
quddit	<u>Honto</u> d'um qudditaama?
honno	Honno d'um <u>qudditaama</u> ?
nab	<u>Honno</u> d'um nabaama?
honto	Honto d'um <u>nabaama</u> ?
jang	<u>Honto</u> d'um jangaama?
honno	Honno d'um jangaama?
ñaam	<u>Honno</u> d'um ñaamaama?
honto	Honto d'um <u>ñaamaama</u> ?
yey	<u>Honto</u> d'um yeyaama?
honno	Honno d'um yeyaama?

e) Simple Substitution-Transformation Drill (Potential to Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Tuma d'um <u>yeyete</u> ?	Tuma d'um yeyaama?
wad'	Tuma d'um <u>wadete</u> ?	Tuma d'um wadaama?
qudd	Tuma d'um <u>quddete</u> ?	Tuma d'um quddaama?
naat	Tuma d'um <u>naatete</u> ?	Tuma d'um naataama?
yil	Tuma d'um <u>yilyete</u> ?	Tuma d'um yilyaama?
nab	Tuma d'um <u>nabete</u> ?	Tuma d'um nabaama?
ñaam	Tuma d'um <u>ñaamete</u> ?	Tuma d'um ñaamaama?
def	Tuma d'um <u>defete</u> ?	Tuma d'um defaama?
yar	Tuma d'um <u>yarete</u> ?	Tuma d'um yaraama?
fof	Tuma d'um <u>fofete</u> ?	Tuma d'um fofaama?
holl	Tuma d'um <u>hollete</u> ?	Tuma d'um hollaama?
yey	Tuma d'um <u>yeyete</u> ?	Tuma d'um yeyaama?

f) Progressive Substitution-Transformation Drill (Potential to Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Tuma</u> d'um hebete?	Tuma d'um hebaama?
honno	Honno d'um <u>hebete</u> ?	Honno d'um hebaama?
yey	<u>Honno</u> d'um yeyete?	Honno d'um yeyaama?
honto	Honto d'um <u>yeyete</u> ?	Honto d'um yeyaama?
wad'	<u>Honto</u> d'um wadete?	Honto d'um wadaama?
tuma	Tuma d'um <u>wadete</u> ?	Tuma d'um wadaama?
yil	<u>Tuma</u> d'um yilyete?	Tuma d'um yilyaama?
honno	Honno d'um <u>yilyete</u> ?	Honno d'um yilyaama?
nab	<u>Honno</u> d'um nabete?	Honno d'um nabaama?
honto	Honto d'um <u>nabete</u> ?	Honto d'um nabaama?
def	<u>Honto</u> d'um defete?	Honto d'um defaama?
tuma	Tuma d'um <u>defete</u> ?	Tuma d'um defaama?
heb	Tuma d'um hebete?	Tuma d'um hebaama?

g) Simple Substitution-Transformation Drill (Active to Passive)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Honno qo <u>yeyata</u> d'um?	Honno d'um yeyete?
heb	Honno qo <u>hebata</u> d'um?	Honno d'um hebete?
nab	Honno qo <u>nabata</u> d'um?	Honno d'um nabete?
wad'	Honno qo <u>wadata</u> d'um?	Honno d'um wadete?
yil	Honno qo <u>yilyata</u> d'um?	Honno d'um yilyete?
def	Honno qo <u>defata</u> d'um?	Honno d'um defete?
ñaam	Honno qo <u>ñaamata</u> d'um?	Honno d'um ñaamete?
yar	Honno qo <u>yarata</u> d'um?	Honno d'um yarete?

	Honno qo <u>yar</u> ata d'um?	Honno d'um yarete?
qudd	Honno qo <u>qudd</u> ata	Honno d'um quddete?
quddit	Honno qo <u>quddit</u> ata d'um?	Honno d'um qudditete?
hel	Honno qo <u>hel</u> ata d'um?	Honno d'um helete?
qadd	Honno qo <u>qadd</u> ata d'um?	Honno d'um qaddete?
ligg	Honno qo <u>ligg</u> ata d'um?	Honno d'um liggete?
nan	Honno qo <u>nan</u> ata d'um?	Honno d'um nanete?
jang	Honno qo <u>jang</u> ata d'um?	Honno d'um jangete?
qokk	Honno qo <u>qokk</u> ata d'um?	Honno d'um qokkete?
wil	Honno qo <u>wil</u> ata d'um?	Honno d'um wiyete?
qand	Honno qo <u>qand</u> ata d'um?	Honno d'um qandete?
rem	Honno qo <u>rem</u> ata d'um?	Honno d'um remete?
yey	Hono qo <u>yey</u> ata d'um?	Honno d'um yeyete?

h) Substitution-Transformation Drill (Active to Passive)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Be <u>ñjeyi</u> d'um.	Dum yeyaama.
nab	Be <u>nabi</u> d'um.	Dum nabaama.
yar	Be <u>ñjari</u> d'um.	Dum yaraama.
heɓ	Be <u>keɓi</u> d'um.	Dum heɓaama.
qudd	Be <u>nguddi</u> d'um.	Dum quddaama.
ñaam	Be <u>ñaami</u> d'um.	Dum ñaamaama.
def	Be <u>depi</u> d'um.	Dum defaama.
quddit	Be <u>ngudditi</u> d'um.	Dum qudditaama.
jang	Be <u>jangi</u> d'um.	Dum jangaama.
wil	Be <u>mbiiyi</u> d'um.	Dum wiyaama.
qand	Be <u>ngandi</u> d'um.	Dum qandaama.
hel	Be <u>keli</u> d'um.	Dum helaama.
qadd	Be <u>ngaddi</u> d'um.	Dum qaddaama.
yid	Be <u>ñjid</u> d'um.	Dum yidaama.
haal	Be <u>kaali</u> d'um.	Dum haalaama.
gaafi	Be <u>gaafi</u> d'um.	Dum gaafiama.
yey	Be <u>ñjeyi</u> d'um.	Dum yeyaama.

- 1) Progressive Substitution-Correlation Drill (Change aspect of verb to accord with time word.)

<u>Cue</u>	<u>Pattern</u>
	Dum <u>yeyaama</u> haŋki.
def	Dum defaama <u>haŋki</u> .
jaŋgo	Dum <u>defete</u> jaŋgo.
ñaam	Dum ñaamete <u>jaŋgo</u> .
heccihanki	Dum <u>ñaamaama</u> heccihanki.
nab	Dum nabaama <u>heccihanki</u> .
hande	Dum <u>nabete</u> hande.
qadd	Dum qaddete <u>hande</u> .
haŋki	Dum <u>qaddaama</u> haŋki.
quddit	Dum qudditaama <u>haŋki</u> .
bimbi	Dum <u>qudditete</u> bimbi.
jaŋg	Dum jaŋgete <u>bimbi</u> .
heccihanki	Dum <u>jaŋgaama</u> heccihanki.
def	Dum defaama <u>heccihanki</u> .
jemma	Dum <u>defete</u> jemma.
yey	Dum yeyete <u>jemma</u> .
haŋki	Dum yeyaama haŋki.

11.4 Note: Interrogative Sentences

Type I - 'Yes-No' Questions

1. Qa yahi to dokotormaa na?	'Did you go to your doctor?'
2. Qa nabi mo, to kampama na?	'Did you take her to the hospital?'
3. Qada ligga haa jooni na?	'Are you working up to now?'
4. Qada yidi ligge?	'Do you want a job?'
5. Qa sikki qa waaway heɓde mo ligge?	'Do you think you could get him a job?'

All these sentences from the dialogs happen to have second person subjects. In such sentences the particle na which signals a 'yes-no' question may be omitted since statements about second person action are often unlikely and there is normally no difficulty in understanding such sentences as 4 and 5 above to be questions. Other examples of this interrogative sentence-type with other subjects (where na is required):

Demba yahat to saare na?	'Is Demba going to go to town?'
Qon ñjahi to neenemon na?	'Did you go to your mother's?'
Ko kariko haalan ma d'um na?	'Was it he [who] told you that?'
Beɗo ton haa jooni na?	'Are they still there?'
	('...there until now?')
Qa ñaami na?	'Have you eaten?'

Note that 'yes-no' questions are just like statements except for the addition of na, and the intonation (stress before na).

Type II - Questions with Question Words

As in English, Fula questions with question words exist in great variety. A question may be asked about the state or action, the direct object, any of various adverbial complements (using such question words as How?, Where?, When?, Why?, etc.), or about the subject.

A. Questions about the subject:

1. Hombo qe hombo gaafi?	'Who all got hurt?'
2. Ko hodum heŋno ma?	'What is it which was wrong with ('had') you.'
3. Ko qonon jelu wonno qe makko?	'How many of you (was it) were in it?'
4. Ko qan qe hombo ngarno do?	'It is you and who [else] who came here?'
5. Hombo haalanɩ ma dɔm?	'Who told you that?'

Note that ko is possible in all these sentences (and could be omitted in those where it does occur). The verbal form is the relative one (see 8.4 and 9.4) so that the most 'literal' translation is one with a relative clause like '[It is] who who told you that?'

B. Questions about the object:

1. Hondum qo haalanɩ ma?	'What did she tell you?'
2. Hodum mbaɗtaa to saare?	'What will you do in town?'
3. Ko hombo ndaarataa?	'Who is it whom you are looking at/for?'

Here again the /ko/ is optional, the verb form relative.

C. Questions about adverbial complements:

1. Tuma ñjahataa ngesamaa?	'When are you going to your farm?'
2. Honto ñe ngimmi?	'Where are they from?'
3. Pur hombo waɗantaa dɔm?	'For whom are you doing that?'
4. Tuma ngardaɗaa?	'When did you come?'
5. Honto mbiinoɗaa?	'Where did you say?'
6. Ko honto ñjahataa kadi?'	'When are you going to go again?'
7. No waɗɗaa dɔm?	'How did you do it?'

In these forms also ko is optional except that ko does not occur with no (sentence 7). The verb forms again are relative.

Note that in questions a first person subject is relatively rare, because of the rarity of inquiring about an action in which one is included. Such forms do, however, occur and employ the relative verbal form also:

Hontuma ngarmi?	'When did I come?'
Honto mbaɗmeɗ dɔm?	'Where did we do that?'

Also, of course, the inclusive second person plural:

Hodum ñjiiden to marse?	'What did the two of us see at market?'

Type III - Short Questions

1. Ko ɓe jelu?	'[It is] how many of them?'
2. Pur hombo?	'For whom?'
3. Qe honto?	'Where else?'
4. Qe hombo?	'With whom?'
5. Ko hombo?	'Who [is it]?'

Type IV - Equational Questions with no or honno.

1. No yimbemaa ɓe?	'How are your folks?'
2. Honno Yompa?	'How's Yompa?'

These sentences contain no verb. Ko does not occur.

Type V - Questions without any interrogative:

A. Mbaɗɗaa?	'[What] did you [do]?'
Mbiimi?	'[What] did I say?'

Note that these sentences differ from relative clauses in statements only in their intonational patterns. They could have ko but the intonation plus the fact that there is nothing more said in the sentence is the essential interrogative element. Contrast:

Ko mbiimi?	'What did I say?'
Ko mbiimi no moddyi.	'What I said is good.'
B. Jam kiirɗaa?	'You passed the night in peace?'
Jam ñalluɗon?	'You spent the day peacefully?'

These sentences also share with other question forms the feature of relative verbal form. They invariably have second person subject suffixes.

11.5 Grammar Drill on Questions

a) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	<u>Qa</u> yahi ton na?	Qeeyi↑ mi yahiiino ton.
ɓe	Be <u>ñjahi</u> ton na?	Qeeyi↑ ɓe ñjahiiino ton.
waal	Be <u>mɓaali</u> ton na?	Qeeyi↑ ɓe mɓaaliino ton.
qon	Qon <u>mɓaali</u> ton na?	Qeeyi↑ meɗ mɓaaliino ton.
ñall	Qon <u>ñalli</u> ton na?	Qeeyi↑ meɗ ñalliino ton.
qo	Qo <u>ñalli</u> ton na?	Qeeyi↑ qo ñalliino ton.
ñaam	Qo <u>ñaami</u> ton na?	Qeeyi↑ qo ñaamiino ton.
qen	Qen <u>ñaami</u> ton na?	Qeeyi↑ qen ñaamiino ton.
yaa	Qen <u>ñjahi</u> ton na?	Qeeyi↑ qen ñjahiiino ton.
qa	Qa yahi ton na?	Qeeyi↑ mi yahiiino ton.

b) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	<u>Qa</u> yahataa na?	Mi yahiino.
qo	Qo <u>yah</u> ataa na?	Qo yahiino.
ñall	<u>Qo</u> ñallataa na?	Qo ñalliino.
be	Be ñallataa na?	Be ñalliino.
ñaam	<u>Be</u> ñaamataa na?	Be ñaamiino.
qon	Qon ñaamataa na?	Meñ ñaamiino.
hiir	Qon kiirataa na?	Meñ kiiriino.
qa	Qa hiirataa na?	Mi hiiriino.
qar	<u>Qa</u> qarataa na?	Mi qariino.
qo	Qo <u>qar</u> ataa na?	Qo qariino.
heβ	<u>Qo</u> heβataa na?	Qo heβiino.
qa	Qa <u>heβ</u> ataa na?	Mi heβiino.
yaa	Qa yahataa na?	Mi yahiino.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hombo <u>wiyi</u> d'um?
nan	Hombo <u>nani</u> d'um?
kam	Hombo <u>nani</u> kam?
gaañ	Hombo <u>gaañi</u> kam?
mo	Hombo <u>gaañi</u> mo?
haal	Hombo <u>haali</u> mo?
ma	Hombo <u>haali</u> ma?
qokk	Hombo <u>qokki</u> ma?
mo	Hombo <u>qokki</u> mo?
sur	Hombo <u>suru</u> mo?
kam	Hombo <u>suru</u> kam?
yii	Hombo <u>yiyi</u> kam?
d'um	Hombo <u>yiyi</u> d'um?
wii	Hombo <u>wiyi</u> d'um?

d) Random Substitution-Response Drill

New word: nii	thus

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	No mba <u>d'aa</u> d'um?	Ko nii, mba <u>d'mi</u> d'um.
qon	No mba <u>d'on</u> d'um?	Ko nii, mba <u>d'men</u> d'um.
taw	No <u>taw</u> d'on d'um?	Ko nii, <u>taw</u> m'en d'um.
heβ	No ke <u>β</u> d'on d'um?	Ko nii, ke <u>β</u> m'en d'um.

	No <u>keβdon</u> d'um?	Ko níl, keβmen d'um.
qen	No <u>keβden</u> d'um?	Ko níl, 'keβmen d'um.
qa	No <u>keβdaa</u> d'um?	Ko níl, keβmí d'um.
wad	No <u>mbad'daa</u> d'um?	Ko níl, mbad'mí d'um.

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum <u>mbad'taa</u> to saare?
nab	Hodum <u>nabataa</u> to saare?
qadd	Hodum <u>ngaddataa</u> to saare?
yil	Hodum <u>ñjilitaa</u> to saare?
yee	Hodum <u>ñjeyataa</u> to saare?
qacc	Hodum <u>ngaccataa</u> to saare?
wad	Hodum <u>mbad'taa</u> to saare?

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honto <u>Demba</u> woní?
(qa)	Honto <u>ngond'aa</u> ?
βe	Honto <u>βe</u> ngoní?
(qon)	Honto <u>ngond'on</u> ?
(qen)	Honto <u>ngond'en</u> ?
qo	Honto <u>qo</u> woní?
Demba	Honto Demba woní?

g) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma <u>ngartaa</u> ?
(qon)	Tuma <u>ngarton</u> ?
qo	Tuma <u>qo</u> qarata?
(qen)	Tuma <u>ngarten</u> ?
meŋ	Tuma <u>meŋ</u> ngarata?
βe	Tuma <u>βe</u> ngarata?
(qa)	Tuma <u>ngartaa</u> ?

h) Simple Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	Honto <u>mbad'daa</u> d'um?	Ko ton, mbad'mí d'um?
taw	Honto <u>taw'daa</u> d'um?	Ko ton, tawmí d'um.
heβ	Honto <u>keβ'daa</u> d'um?	Ko ton, keβmí d'um.
nan	Honto <u>nand'aa</u> d'um?	Ko ton, nanmí d'um.

	Honto <u>nand</u> aa d'um?	Ko tón, nanmi d'um.
yil	Honto <u>ñjil</u> aa d'um?	Ko tón, ñjilmi d'um.
qand	Honto <u>ngand</u> aa d'um?	Ko tón, ngandumi d'um.
hel	Honto <u>keld</u> aa d'um?	Ko tón, kelmi d'um.
waaw	Honto <u>mbaaw</u> aa d'um?	Ko tón, mbaawmi d'um.
qacc	Honto <u>ngaccu</u> aa d'um?	Ko tón, ngaccumi d'um.
ñaam	Honto <u>ñaam</u> aa d'um?	Ko tón, ñaami d'um.
nab	Honto <u>nab</u> aa d'um?	Ko tón, nabmi d'um.
fad	Honto <u>pad</u> aa d'um?	Ko tón, padmi d'um.
haal	Honto <u>kaal</u> aa d'um?	Ko tón, kaalmi d'um.
jaar	Honto <u>ñjar</u> aa d'um?	Ko tón, ñjarmi d'um.
wil	Honto <u>mbil</u> aa d'um?	Ko tón mbiimi d'um.

1) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Honto <u>mbad</u> aa d'um?	Ko tón, mbadmi d'um.
(qon)	Honto <u>mbad</u> 'don d'um?	Ko tón, mbadmerj d'um.
taw	Honto <u>taw</u> 'don d'um?	Ko tón, tawmerj d'um.
(qen)	Honto <u>taw</u> 'den d'um?	Ko tón, tawmerj d'um.
waaw	Honto <u>mbaaw</u> 'den d'um?	Ko tón, mbaawmerj d'um.
(qa)	Honto <u>mbaaw</u> aa d'um?	Ko tón, mbaawmi d'um.
yil	Honto <u>ñjil</u> aa d'um?	Ko tón, ñjilmi d'um.
(qen)	Honto <u>ñjil</u> 'den d'um?	Ko tón, ñjilmerj d'um.
nan	Honto <u>nand</u> 'den d'um?	Ko tón nanmerj d'um.
(qa)	Honto <u>nand</u> aa d'um?	Ko tón nanmi d'um.
wad	Honto <u>mbad</u> aa d'um?	Ko tón mbadmi d'um.

j) Random Substitution-Response Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Hodum <u>mbad</u> aa mo?	Mi wadaani mo haytus.
(qon)	Hodum <u>mbad</u> 'don mo?	Merj mbaaani mo haytus.
wil	Hodum <u>mbil</u> 'don mo?	Merj mbiyaani mo haytus.
(qen)	Hodum <u>mbil</u> 'den mo?	Qen mbiyaani mo haytus.
qo	Hodum qo <u>wiyil</u> mo?	Qo wiyaani mo haytus.
haal	Hodum qo <u>haal</u> <u>mo</u> ?	Qo haalaani mo haytus.
ma	Hodum <u>qo</u> haali <u>ma</u> ?	Qo haalaani kam haytus.
be	Hodum <u>be</u> kaali <u>ma</u> ?	Be kaalaani kam haytus.
mo	Hodum <u>be</u> kaali <u>mo</u> ?	Be kaalaani mo haytus.
(qon)	Hodum <u>kaal</u> 'don mo?	Merj kaalaani mo haytus.
wad	Hodum <u>mbad</u> 'don mo?	Merj mbaaani mo haytus.
(qa)	Hodum <u>mbad</u> aa mo?	Mi wadaani mo haytus.

k) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>hombo</u> ?
honto	Ko <u>honto</u> ?
hodum	Ko <u>hodum</u> ?
jelu	Ko <u>jelu</u> ?
tuma	Ko <u>tuma</u> ?
honno	Ko <u>honno</u> ?

l) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno <u>neenemaa</u> ?
Yompa	<u>Honno</u> Yompa?
no	No <u>Yompa</u> ?
kaw Samba	No <u>kaw Samba</u> ?
baabam	No baabam?
honno	Honno <u>baabam</u> ?
neenemaa	Honno neenemaa?

11.8 NARRATIVE

Paul qe Demba

New words and forms:

ñande [nde] ()	day
non	this, so in this way
salminondir	greet one another
gaynu/gasnu	finish, cause to end
haalaa [ø] ()	talk, speech, discussion
yaad	go with

Ñande gooto taw¹ Paul qe musiibemakko qe biibemakko bedo ñjaha² to saare, qawa³ be kewti qe Demba. Non be calminondiri, qawa Demba lamdi mo he fii kulle musiibemakko, to be ngimmi, qindemaŋbe, hoŋum be ñjidi, qe honto be ñjahata. Paul haali mo qindemaŋbe, ko be ñjidi qe honto be ñjahata. Kadi, Demba lamdi mo he fii sukaaŋemakko. Non Paul wiyi, qomo naba be to qekol, pur be jangoya. Tuma be gayni qe haalaamaŋbe, Paul yaadi qe yimŋemum, Demba kadi yahi qe laawolmum.

Translation (free):

One day it happened that Paul and his relatives and his children were going to town and they met up with Demba. So they greeted each other and Demba asked him about the affairs of his relatives, where they came from, their names, what they wanted and where they were heading. Paul told him their names, what they wanted and where they were going. In return Demba asked him about his children so Paul said he was taking them to school in order that they might go and study. When they finished with their chat Paul went off with his people and Demba went on his way.

¹Note that taw 'find' is commonly used in various senses related to the concept of 'chance' or 'happening'. We have observed tawo 'at that time, then' and si tawo 'if'. Both can be construed as related to this verbal root. Here taw is translated as 'it happened that'.

²Note that bedo ñjaha here has reference to past time though it is in progressive imperfective form. The translation here must be in a past progressive 'they were going'.

³Qawa is much used in narratives as a general purpose conjunction translated now and, now so, now afterwards etc.

11.9 Questions for Discussion

1. Beya yimbe,ko be musiibe Paul na?
2. Ko to Qamerika be ngimmi na?
3. Beya sukaaɓe no, be kadi, kobe ɓiɓɓe Paul na?
4. Musiibe Paul, to saare nde, be njidɪ yaade na?
5. Paul non, ko to qeskul qo yidɪ nabde ɓiɓɓemakko na?
6. Indemaa ko Brown na? Ko hoɗum?
7. Qon faali yaade to saare na?
8. Qa faali yaade to saare na?
9. Soon fɛjahi to saare nde, qon paalay yiide nder saare nde na?
10. Saa yahi to saare nde, qa faalay yiide nder saare nde na?
11. Beya yimbe ko be musiibemaa na?
12. Ko to mon be ngimmi na?
13. Beya sukaaɓe, be kobe ɓiɓɓemaa na?
14. Ko to saare nde njidɗaa yaade na?
15. Qa nabay ɓiɓɓemaa to qekol na?
16. Beya yimbe, kobe musiibe Paul na, maa be wonaa musiibemakko?
17. Ko Qamerika be ngimmi na, maa wonaa ton?
18. Beya sukaaɓe, kobe ɓiɓɓemakko na,maa wonaa ɓiɓɓemakko?
19. Musiibe Paul, ko to saare nde be fɛjidɪ yaade na, maa ko to qeskul qo?
20. Paul non, ko to qeskul qo nabata ɓiɓɓemakko na, maa ko to saare nde?
21. Qindemaa ko John na, maa ko Paul?
22. Qon paali yaade to saare nde na, maa to qeskul qo?
23. Qa faali yaade to saare nde na, maa to qeskul qo?
24. Soon fɛjahi to saare nde, qon paalay yiide nder saare nde na, maa qon fɛjidɗaa?
25. Saa yahi to saare nde, qa yiday yiide nder saare nde na, maa qa yidɗaa.
26. Beya yimbe kobe musiibemaa na, maa wonaa musiibemaa?
27. Musiibemaa, ko to saare nde be fɛjidɪ yaade na, ma ko to qekol?
28. Musiibemaa, ko to saare nde be ngoni na, ma ko ɗo?
29. Faɓɓi-jango ko honto fɛjahata?
30. Ko tuma heɗtaa debbo.
31. Honto musiibe Paul ngimmi?

32. Honto ɓe ŋjɪɗɪ yaade?
33. Honto Paul nabata ɓiɓɓemakko?
34. Sukaabe Paul naatay qeskuɗ na?
35. Ko tuma ɓe naatata qeskuɗ?
36. Ko waɗɪ, musiibe ŋjɪɗɪ yaade to saare nde?
37. Ko hoɗum ɓe mbadata ton?
38. Sukaabemaada ɓeɗo ŋjaha qekol?
39. Musiibe Paul, ko to saare ɓe ŋjɪɗɪ yaade na, maa to qekol?
40. Faɓɓi-jango, ko honto Paul nabata ɓiɓɓemakko?
41. Honto musiibemaa woni?
42. Sukaabemaa, ɓe naatɪ qeskuɗ na, maa ɓe nataani?
43. Honto debbomaa woni?
44. Debbomaa no ɗo, maa to saare nde?
45. Tuma nabata ɓiɓɓemaada to qekol?
46. Hoɗum mbaɗtaa hande.
47. Musiibemaa, sukaabe jelu ɓe keɓi?
48. Biɓɓemaɓɓe no yaha qekol na?
49. Ko honto ɓe jangata?
50. Biɓɓe jelu keɓɗaa?

UNIT 12

12.0 Dialog: What Day Will He Be Here?

Honto qoya gorkomaa, woni?	-Yoro-	Where is that man of yours?
Hombo?	-Jallo-	Who?
Tenerj/Qaltíne ¹ yawt yawtudo	-Yoro-	Monday pass, exceed, pass by past, who/which passes
Qoya gorko, qarno d'o, Tenerj yawtudo.		That man who came here last Monday. (Monday past)
Talata Qalarba	-Jallo-	Tuesday Wednesday
Qo wiyiino, qo qarat, Talata maa Qalarba.		He said he would come Tuesday or Wednesday.
Mi sikkaani, qo waaway qarde Qalarba.	-Yoro-	I don't think he will be able to come on Wednesday.
Ko wadi, qo waawataa qarde.	-Jallo-	Why can't he come.
Mi waawataa ma, haalde d'um?	-Yoro-	I cannot tell you that.
Qálkamis ¹ Juma	-Jallo-	Thursday Friday
Soo qaraani Qalkamis, qo qaray Juma.		If he does not come Thursday he will come Friday.
Juma? Min, mi wontaa d'o.	-Yoro-	Friday, as for me I won't be here.

¹The stress pattern of bases containing the Arabic prefix /qal-/ (an Arabic 'article') is irregular. In /qaltíne/ and /qalarba/ the stress is on the root syllable following the prefix, in /qálkamis/ is on the prefix itself.

-Jallo-

Mi qandaa h'onto ñjahataa. Tuma
ngarataa?

I don't know where you are going.
When are you coming [back]?

-Yoro-

Sibiti
Dimas
Sibiti maa Dimas.

Saturday
Sunday
Saturday or Sunday.

-Jallo-

Qawa baasi qala ↑ ñallen jam.

OK, no trouble, good afternoon
(may we pass the day in peace).

-Yoro-

Qaamiin.

Amen.

12.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

Cue

	<u>Mi</u> do yaha, haa jango.
(qo)	Qomo yaha, haa <u>jango</u> .
Talata	<u>Qomo</u> yaha, haa Talata.
(be)	Bedo ñjaha, haa <u>Talata</u> .
Qalarba	<u>Bedo</u> ñjaha, haa Qalarba.
(qon)	Qodon ñjaha, haa <u>Qalarba</u> ?
faɓɓi-jango	<u>Qodon</u> ñjaha, haa faɓɓi-jango?
(meɲ)	Miden ñjaha, haa <u>faɓɓi-jango</u> .
Qaltine	<u>Miden</u> ñjaha, haa Qaltine.
(mi)	Mido yaha haa <u>Qaltine</u> .
jango	Mido yaha haa jango.

b) Substitution-Transformation Drill (Singular-Plural)

New words:

gertogal [ŋgal]	(gertoode)	chicken
rawaandu [ndu]	(dawaadɪ)	dog
qanasara [ø]	(qanasaraaɓe)	European
talkuru [ndu]	(talkɪ)	'juju', charm, amulet

<u>Cue</u>	<u>Singular Pattern</u>	<u>Plural Pattern</u>
	Honto qóya <u>gorkomaa</u> , woni?	Honto béya worɓemaa, ŋgoni?
debbo	Honto qóya <u>debbomaa</u> , woni?	Honto béya rewɓemaa, ŋgoni?
ɓiɗɗo	Honto qóya <u>ɓiɗɗomaa</u> , woni?	Honto béya ɓiɓɓemaa, ŋgoni?
sukaa	Honto qóya <u>sukaamaa</u> , woni?	Honto béya sakaabemaa, ŋgoni?
neɗɗo	Honto qóya <u>neɗɗomaa</u> , woni?	Honto béya yimɓemaa, ŋgoni?
saarenawo	Honto qóya <u>saarenawomaa</u> , woni?	Honto béya saarenaabemaa, ŋgoni?
musiɗɗo	Honto qóya <u>musiɗɗomaa</u> , woni?	Honto béya musiɓemaa, ŋgoni?
ceerno	Honto qóya <u>ceernomaa</u> , woni?	Honto béya ceernoobemaa, ŋgoni?
jaatigi	Honto qóya <u>jaatigimaa</u> , woni?	Honto béya jaatigiɓemaa, ŋgoni?
rawaandu	Honto qóya <u>rawaandumaa</u> , woni?	Honto béya dawaadɪmaa, ŋgoni?
gertogal	Honto qóya <u>gertogalma</u> , woni?	Honto béya gertoodemaa, ŋgoni?
qanasara	Honto qóya <u>qanasaramaa</u> , woni?	Honto béya qanasaraabemaa, ŋgoni?
talkuru	Honto qóya <u>talkurumaa</u> , woni?	Honto béya talkimaa, ŋgoni?

c) Progressive Substitution Drill

New words:

koɗɗo [qo]	(hoɓɓe)	stranger, guest
mbomri [ndɪ]	(bomɪ)	girl
pullo [qo]	(fulɓe)	Fula
mason [ø]	(masoŋaaɓe)	mason
polis [ø]	(polisaabɓe)	policeman
soldar [ø]	(soldarooɓe)	soldier

<u>Cue</u>	<u>Pattern</u>
	Qóya <u>gorko</u> , qarno ɗo, Tenen yawtudo.
debbo	Qóya debbo, qarno ɗo, <u>Tenen</u> yawtudo.
Talata	Qóya <u>debbo</u> , qarno ɗo, Talata yawtudo.
koɗɗo	Qóya koɗɗo, qarno ɗo, <u>Talata</u> yawtudo.
Qalarba	Qóya <u>koɗɗo</u> , qarnoo ɗo, Qalarba yawtudo.
mbomri	Qóya mbomri, qarno ɗo, <u>Qalarba</u> yawtudo.
Qalkamis	Qóya <u>mbomri</u> , qarno ɗo, Qalkamis yawtudo.

	Qóya <u>mbomri</u> , qarno do, Qalkamis yawtudo.
pullo	Qóya pullo, qarno do, <u>Qalkamis</u> yawtudo.
Juma	Qóya <u>pullo</u> , qarno do, Juma yawtudo.
mason	Qóya mason, qarno do, <u>Juma</u> yawtudo.
Sibiti	Qóya <u>mason</u> , qarno do, Sibiti yawtudo.
polis	Qóya polis, qarno do, <u>Sibiti</u> yawtudo.
Dimas	Qóya <u>polis</u> , qarno do, Dimas yawtudo.
soldar	Qóya soldar, qarno do, <u>Dimas</u> yawtudo.
Tener	Qóya <u>soldar</u> , qarno do, Tener yawtudo.
gorko	Qóya gorko, qarno do, Tener yawtudo.

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo wiyiino, qo qarat, <u>Tener</u> , maa Talata.
Talata, maa Qalarba	<u>Qo</u> wiyiino, qo qarat, Talata, maa Qalarba.
be	Be mbiyiino, be ngarat, <u>Talata</u> , maa Qalarba.
Qalarba, maa Qalkamis	<u>Be</u> mbiyiino, be ngarat, Qalarba, maa Qalkamis.
qon	Qon mbiyiino, qon ngarat, <u>Qalarba</u> , maa Qalkamis.
Qalkamis, maa Juma	<u>Qon</u> mbiyiino, qon ngarat, Qalkamis, maa Juma.
mi	Mi wiyiino, mi qarat, <u>Qalkamis</u> , maa Juma.
Juma, maa Sibiti	<u>Mi</u> wiyiino, mi qarat, Juma, maa Sibiti.
qo	Qo wiyiino, qo qarat, <u>Juma</u> , maa Sibiti.
Sibiti, maa Dimas	<u>Qo</u> wiyiino, qo qarat, Sibiti, maa Dimas.
be	Be mbiyiino, be ngarat, <u>Sibiti</u> , maa Dimas.
Dimas, maa Tener	<u>Be</u> mbiyiino, be ngarat, Dimas, maa Tener.
qon	Qon mbiyiino, qon ngarat, <u>Dimas</u> , maa Tener.
Tener, maa Talata	<u>Qon</u> mbiyiino, qon ngarat, Tener, maa Talata.
qo	Qo wiyiino, qo qarat, Tener, maa Talata.

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi sikkaani, qo waaway <u>qarde</u> Qalarba.
yaa	Mi sikkaani, <u>qo</u> waaway yaade Qalarba.
be	Mi sikkaani, be mbaaway yaade <u>Qalarba</u> .
Talata	Mi sikkaani, be mbaaway <u>yaade</u> Talata.
qar	Mi sikkaani, <u>be</u> mbaaway qarde Talata.
me	Mi sikkaani, me mbaaway qarde <u>Talata</u> .
hande	Mi sikkaani, me mbaaway <u>qarde</u> hande.
yaa	Mi sikkaani, <u>me</u> mbaaway yaade hande.
qon	Mi sikkaani, qon mbaaway yaade <u>hande</u> .
janngo	Mi sikkaani, qon mbaaway <u>yaade</u> janngo.

	Mi sikkaani, qon mbaaway <u>yaade</u> jango.
ligg	Mi sikkaani, <u>qon</u> mbaaway liggaade jango.
qa	Mi sikkaani, qa waaway liggaade <u>jango</u> .
Juma	Mi sikkaani, qa waaway <u>liggaade</u> Juma.
qarde	Mi sikkaani, <u>qa</u> waaway qarde Juma.
qo	Mi sikkaani, qo waaway qarde <u>Juma</u> .
Qalarba	Mi sikkaani, qo waaway qarde Qalarba.

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko wad1, <u>qa</u> waawataa qarde?
qo	Ko wad1, <u>qo</u> waawataa qarde?
qon	Ko wad1, <u>qon</u> mbaawataa qarde?
be	Ko wad1, <u>be</u> mbaawataa qarde?
merj	Ko wad1, <u>merj</u> mbaawataa qarde?
qa	Ko wad1, <u>qa</u> waawataa qarde?
kanjo	Ko wad1, <u>kanjo</u> waawataa qarde?
kambe	Ko wad1, <u>kambe</u> mbaawataa qarde?
qa	Ko wad1, qa waawataa qarde?

g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> waawataa ma, haalde d'um.
qo	Qo waawataa <u>ma</u> , haalde d'um.
mo	<u>Qo</u> waawataa mo, haalde d'um.
be	Be mbaawataa <u>mo</u> , haalde d'um.
kam	<u>Be</u> mbaawataa kam, haalde d'um.
qon	Qon mbaawataa <u>kam</u> , haalde d'um.
mo	<u>Qon</u> mbaawataa mo, haalde d'um.
mi	Mi waawataa <u>mo</u> , haalde d'um.
ma	Mi waawataa ma, haalde d'um.

h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Soo qaraani <u>Qalkamis</u> , qo qaray <u>Juma</u> .
Juma/Sibiti	Soo qaraani <u>Juma</u> , qo qaray <u>Sibiti</u> .
Sibiti/Dimas	Soo qaraani <u>Sibiti</u> , qo qaray <u>Dimas</u> .
Dimas/Tener	Soo qaraani <u>Dimas</u> , qo qaray <u>Tener</u> .
Tener/Talata	Soo qaraani <u>Tener</u> , qo qaray <u>Talata</u> .
Talata/Qalarba	Soo qaraani <u>Talata</u> , qo qaray <u>Qalarba</u> .
Qalarba/Qalkamis	Soo qaraani <u>Qalarba</u> , qo qaray <u>Qalkamis</u> .
Qalkamis/Juma	Soo qaraani <u>Qalkamis</u> , qo qaray <u>Juma</u> .
hande/jango	Soo qaraani <u>hande</u> qo qaray <u>jango</u> .
jango/faɓɓi-jango	Soo qaraani <u>jango</u> qo qaray <u>faɓɓi-jango</u> .

12.2 Note: Imperfective Negatives

In 7.2 the negatives of active perfective forms were seen to have the suffixes /-aa/ + /-ni/ as in:

Qo sellaanɪ. 'He is not well.'

In Units 8 - 12, the following negative sentences have occurred using other forms:

1. Samba wiyɪɪ kam, debbomaa <u>sellaa</u> .	'Samba told me your wife is not well.'
2. Qalaa ↑ mɪ <u>qandaa</u> , ko yimɓe jelu gaafiɪ.	'No, I don't know how many people got hurt.'
3. Mɪ <u>qandaa</u> , honto ɲjahataa.	'I don't know where you are going.'
4. Kono kodotor qo, <u>wadataa</u> mo haytɪs.	'But the doctor will not do anything to her.'
5. Min, komɪ mawɔo; mɪ <u>waawataa</u> liggaade.	'Me, I'm elderly, I can't work.'
6. Ko wadɪ, qo <u>waawataa</u> qarde?	'Why can't he come?'
7. Mɪ <u>waawataa</u> ma, haalde dum.	'I can't tell you that.'
8. Juma, min, mɪ wontaa ɔo. ¹	'Friday, me, I won't be here.'

These sentences illustrate two different negative forms. Sentences 1, 2 and 3 have the verbal base plus the negative suffix /-aa/. This is the simple imperfective negative form which is especially common with stative verbs. Sentences 4, 5,

¹Note that /wontaa/ lacks the /-a/ before the /t/. This is a contraction permissible with any verb in this imperfective negative form.

6, 7 and 8 display the suffix pattern /-ataa/, consisting of the active imperfective stem formative suffix /-a/ (see 4.7) plus the potential suffix /t/ plus the negative suffix /-aa/.

Note that the stative form of verbs employs a Perfective form of the verb in the Positive. The absence of an action is however, in a sense, a state, so that in the negative all verbs denote states rather than actions. In the negative there are two forms possible to denote the negation of a state. These are illustrated in the sentence above with the verb sell.

Qo sellaanı.	'He is not well.'
...debbomaa sellaa.	'...your wife is not well.'

The first is a perfective, the second a simple imperfective form. The distinction, which is fairly subtle and may not always be present at all, is that the perfective negative denotes the absence of an action or state up to the present but makes no prediction about the continuation of that state, while the imperfective negative implies that the absence of action or state is continuing. Thus, with an 'action' verb.

qo yahaanı	'He hasn't gone [yet].'
qo yahaa	'He didn't go [and the conditions for his going have passed, so his not going has continuing significance.]'

Note that the translation of the simple imperfective negative is regularly with an English past. This should not be allowed to obscure the fact that this is an imperfective form, the rationale of which is a present (and continuing) absence of state or action. Note that in one interpretation, at least, a translation of 'He isn't going.' is appropriate for qo yahaa - namely: 'We've waited this long and now his not going has been established as permanent.'

Note, further, that when a non-performance is specified as being past in time (as 'yesterday') the preterit (with /-no/) is used:

Qo yahaano haŋkı	'He didn't go yesterday.'

The 'skew' nature of the time-relation between positive and negative forms is further exemplified by the fact that all the imperfective forms of the positive:

Mıđo yaha.	'I'm going.'
Mı yahay.	'I'll go.'
Mı yahat.	'I'm going to go.'

are negated by the same potential-habitual negative form:

Mı yahataa.	'I'm not going.'
	'I won't go.'
	'I'm not going to go.'

implying that to the speaker of Fula all non-performance which is not complete is potentially continuous into the future.

Mido yaha.	'I'm going.'	Mi yáhataa.	'I'm not going.'
Mi yahay.	'I'll go'	Mi yáhataa.	'I'll not go.'
Mi yahat.	'I'm going to go.'	Mi yáhataa.	'I'm not going to go.'

Note that the stress pattern on the potential imperfective negative is on the root: mi yáhataa unless there is more to the phrase: mi yahatáa d'um. In this characteristic this form is like the MV and PV potential forms: go líggoto, mi wíyete. This is an exception to the general stress rules of 3.6 and leads to the extension of those rules to include the statement that the stress of potential forms (in the absence of following objects or adverbs) remains on the base whether the potential suffixes contain one syllable: mi yáhat or two: mi yáhataa.

12.3 Grammar Drills on Negatives

a) Simple Substitution Drill

Cue

	<u>Mi wad'ataa d'um.</u>
laar	Mi <u>laarataa d'um.</u>
haal	Mi <u>haalataa d'um.</u>
ñaam	Mi <u>ñaamataa d'um.</u>
nab	Mi <u>nabataa d'um.</u>
qadd	Mi <u>qaddataa d'um.</u>
jaɓ	Mi <u>jaɓataa d'um.</u>
qacc	Mi <u>qaccataa d'um.</u>
taw	Mi <u>tawataa d'um.</u>
waaw	Mi <u>waawataa d'um.</u>
heɓ	Mi <u>heɓataa d'um.</u>
jaŋg	Mi <u>jaŋgataa d'um.</u>
qokk	Mi <u>qokkataa d'um.</u>
yil	Mi <u>yilyataa d'um.</u>
suus	Mi <u>suusataa d'um.</u>
def	Mi <u>defataa d'um.</u>
quddit	Mi <u>quddititaa d'um.</u>
ɓur	Mi <u>ɓurataa d'um.</u>
nan	Mi <u>nanataa d'um.</u>

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> waawataa wadde, ko kaaldaa mo.
qo	Qo <u>waawataa</u> wadde, ko kaaldaa mo.
jaɓ	Qo jaɓataa <u>wadde</u> , ko kaaldaa mo.
qadd	Qo jaɓataa qaddude, ko <u>kaaldaa</u> mo.
wii	Qo jaɓataa qaddude, ko mbiidaa <u>mo</u> .
kam	<u>Qo</u> jaɓataa qaddude, ko mbiidaa kam.
ɓe	Be <u>jaɓataa</u> qaddude, ko mbiidaa kam.
suus	Be cuusataa <u>qaddude</u> , ko mbiidaa kam.
nab	Be cuusataa nabde, ko <u>mbiidaa</u> kam.
qokk	Be cuusataa nabde, ko ngokkudaa <u>kam</u> .
Demba	<u>Be</u> cuusataa nabde, ko ngokkudaa Demba.
meɲ	Meɲ <u>cuusataa</u> nabde, ko ngokkudaa Demba.
faal	Meɲ paalataa <u>nabde</u> , ko ngokkudaa Demba.
qacc	Meɲ paalataa qaccude, ko <u>ngokkudaa</u> Demba.
wii	Meɲ paalataa qaccude, ko mbiidaa <u>Demba</u> .
ɓe	<u>Meɲ</u> paalataa qaccude, ko mbiidaa ɓe.
mi	Mi <u>faalataa</u> qaccude, ko mbiidaa ɓe.
waaw	Mi waawata <u>qaccude</u> , ko mbiidaa ɓe.
wad	Mi waawata wadde, ko <u>mbiidaa</u> ɓe.
haal	Mi waawata wadde, ko kaaldaa <u>ɓe</u> .
mo	Mi waawata wadde, ko kaaldaa mo.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko hodum wadi, <u>qa</u> waawataa wadde dum?
qo	Ko hodum wadi, qo <u>waawataa</u> wadde dum?
jaɓ	Ko hodum wadi, qo jaɓataa <u>wadde</u> dum?
nab	Ko hodum wadi, <u>qo</u> jaɓataa nabde dum?
qon	Ko hodum wadi, qon <u>jaɓataa</u> nabde dum?
suus	Ko hodum wadi, qon cuusataa <u>nabde</u> dum?
qadd	Ko hodum wadi, <u>qon</u> cuusataa qaddude dum?
ɓe	Ko hodum wadi, ɓe <u>cuusataa</u> qaddude dum?
faal	Ko hodum wadi, ɓe paalataa <u>qaddude</u> dum?
ñaam	Ko hodum wadi, <u>ɓe</u> paalataa ñaamde dum?
meɲ	Ko hodum wadi, meɲ <u>paalataa</u> ñaamde dum?
yid	Ko hodum wadi, meɲ ñjɪdataa <u>ñaamde</u> dum?
nan	Ko hodum wadi, <u>meɲ</u> ñjɪdataa nande dum?
mi	Ko hodum wadi, mi <u>yɪdataa</u> nande dum?
jaɓ	Ko hodum wadi, mi jaɓataa <u>nande</u> dum?

	Ko hodum wad1, m1 jabataa <u>nande</u> dum?
nab	Ko hodum wad1, <u>m1</u> jabataa nabde dum?
qa	Ko hodum wad1, qa <u>jabataa</u> nabde dum?
waaw	Ko hodum wad1, qa waawataa <u>nabde</u> dum?
wad'	Ko hodum wad1, qa waawataa wadde dum?

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M1</u> waawataa haalde mo dum.
qo	Qo <u>waawataa</u> haalde mo dum.
suus	Qo suusataa <u>haalde</u> mo dum.
wad'	Qo suusataa wadde <u>mo</u> dum.
kam	Qo suusataa wadde <u>kam</u> dum.
qa	Qa <u>suusataa</u> wadde kam dum.
jab	Qa jabataa <u>wadde</u> kam dum.
qadd	Qa jabataa qaddude <u>kam</u> dum.
be	<u>Qa</u> jabataa qaddude be dum.
qon	Qon <u>jabataa</u> qaddude be dum.
waaw	Qon mbaawataa <u>qaddude</u> be dum.
def	Qon mbaawataa defde <u>be</u> dum.
mej	<u>Qon</u> mbaawataa defde mej dum.
Demba	Demba <u>waawataa</u> defde mej dum.
jab	Demba jabataa <u>defde</u> mej dum.
haal	Demba jabataa haalde <u>mej</u> dum.
ma	<u>Demba</u> jabataa haalde ma dum.
m1	M1 <u>jabataa</u> jaalde ma dum.
waaw	M1 waawataa <u>haalde</u> ma dum.
wad'	M1 waawataa wadde <u>ma</u> dum.
mo	M1 waawataa wadde mo dum.

12.4 Note: Verbal Extension [-an] 'Benefactive' or 'Applicative'

Debbomakko haalan1 kam kullemakko.	'His wife told me about him.'
Hondum qo haalan1 ma?	'What did she tell you?'
Haalanam kadi.	'Tell me again.'

So far in our materials this extension has occurred only on the verb haal. However, there are a large number of verbs in Fula which occur regularly with this extension to indicate that the action is done for the benefit of or on behalf of the person denoted by the immediately following noun or pronoun object.

Depending on the particular verb, this form may precede what we would call an 'indirect object': Qo haalan1 kam dum. 'He told me that.'

or a 'third object' denoting the person on whose behalf the action was performed:

Qo wiyani kam be d'um.

'He said that to them for me.'

From comparison of these two examples it can be seen that a more literal translation of the first would be 'He related that for me.' and that the extension [-an] can always be construed as in some sense indicating the performance of the action for or on behalf of someone, even if the most 'normal' translation is with to rather than for.

With verbal bases having verbal extensions exhibiting a vowel other than /a/ (as quddit, for example) the vowel preceding /n/ tends to be the same as the preceding one (qudditin-).

12.5 Drills on [-an] Verbal Extension

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qaddanam</u> mo, deftereqam.
nab	<u>Nabanam</u> mo, deftereqam.
qokk	<u>Qokkaram</u> mo, deftereqam. ¹
dabb	<u>Dabbanam</u> mo, deftereqam.
laar	<u>Laaranam</u> mo, deftereqam.
quddit	<u>Qudditinam</u> mo, deftereqam.
qudd	<u>Quddanam</u> mo, deftereqam.
holl	<u>Hollanam</u> mo, deftereqam.
lamd	<u>Lamdanam</u> mo, deftereqam.
naat	<u>Naatanam</u> mo, deftereqam.
qadd	<u>Qaddanam</u> mo, deftereqam.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko Demba, <u>nabani</u> kam d'um.
qadd	Ko Demba, <u>qaddani</u> kam d'um.
naat	Ko Demba, <u>naatani</u> kam d'um.
wad	Ko Demba, <u>wadani</u> kam d'um.
quddit	Ko Demba, <u>qudditani</u> kam d'um.

¹For some reason, not clear to the writers, the verb qokk occurs with /-r/ rather than /-n/ in this form. It is probable that historically this is a different verbal extension, but note that in the sentence:

Yalla qokkur be jam. 'May God give them peace.'

where the [-r] extension occurs, the vowel preceding it is /-u/ not /-a/. Since the meaning of /-ar/ in /qokkaram/ is exactly parallel to that of /-an/ with the other verb roots, one has simply to note and memorize this exception.

	Ko Demba, <u>qudd</u> tani kam d'um.
qudd	Ko Demba, <u>qudd</u> ani kam d'um.
dabb	Ko Demba, <u>dabb</u> ani kam d'um.
qacc	Ko Demba, <u>qacc</u> ani kam d'um.
haal	Ko Demba, <u>haal</u> ani kam d'um.
jang	Ko Demba, <u>jang</u> ani kam d'um.
heβ	Ko Demba, <u>heβ</u> ani kam d'um.
yii	Ko Demba, <u>yii</u> ani kam d'um.
def	Ko Demba, <u>def</u> ani kam d'um.
lamd	Ko Demba, <u>lamd</u> ani kam d'um.
ligg	Ko Demba, <u>ligg</u> ani kam d'um.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> heβani kam, deftere nde na?
βe	<u>Be</u> keβani <u>kam</u> , deftere nde na?
mo	<u>Be</u> keβani <u>mo</u> , deftere nde na?
qa	<u>Qa</u> heβani <u>mo</u> , deftere nde na?
kam	<u>Qa</u> heβani <u>kam</u> , deftere nde na?
qon	<u>Qon</u> keβani <u>kam</u> , deftere nde na?
meŋ	<u>Qon</u> keβani <u>meŋ</u> , deftere nde na?
Demba	<u>Demba</u> heβani <u>meŋ</u> , deftere nde na?
βe	<u>Demba</u> heβani <u>βe</u> , deftere nde na?
kawmaa	<u>Kawmaa</u> heβani <u>βe</u> , deftere nde na?
ma	<u>Kawmaa</u> heβani <u>ma</u> , deftere nde na?
qo	<u>Qo</u> heβani <u>ma</u> , deftere nde na?
kam	<u>Qo</u> heβani <u>kam</u> , deftere nde na?

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> qaddani kam, defteremakko.
βe	<u>Be</u> ŋgaddani <u>kam</u> , defteremakko.
mo	<u>Be</u> ŋgaddani <u>mo</u> , defteremakko.
lekki moɗɗyo	<u>Be</u> ŋgaddani <u>mo</u> , lekki moɗɗyo.
meŋ	<u>Meŋ</u> <u>ŋgaddani</u> <u>mo</u> , lekki moɗɗyo.
qokk	<u>Meŋ</u> <u>ŋgokkari</u> <u>mo</u> , lekki moɗɗyo.
βe	<u>Meŋ</u> <u>ŋgokkari</u> <u>βe</u> , lekki moɗɗyo.
ŋgesaqam	<u>Meŋ</u> <u>ŋgokkari</u> <u>βe</u> , ŋgesaqam.
βe	<u>Be</u> <u>ŋgokkari</u> <u>βe</u> , ŋgesaqam.
heβ	<u>Be</u> keβani <u>βe</u> , ŋgesaqam.
ma	<u>Be</u> keβani <u>ma</u> , <u>ŋgesaqam</u> .

	Be keɓani ma, <u>ngesaqam</u> .
dokotor qo	<u>Be</u> keɓani ma, dokotor qo.
qen	Qen <u>keɓani</u> ma, dokotor qo.
holl	Qen kollani <u>ma</u> , dokotor qo.
mo	Qen kollani mo, <u>dokotor qo</u> .
ndiyam	<u>Qen</u> kollani mo, ndiyam.
qo	Qo <u>hollani</u> mo, ndiyam.
qadd	Qo qaddani <u>mo</u> , ndiyam.
kam	Qo qaddani kam, <u>ndiyam</u> .
defteremakko	Qo qaddani kam, defteremakko.

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum <u>qo</u> haalanɩ qon?
ɓe	Hodum ɓe <u>kaalanɩ</u> qon?
heɓ	Hodum ɓe keɓani <u>qon</u> ?
mo	Hodum ɓe keɓani mo?
qon	Hodum qon <u>keɓani</u> mo?
qokk	Hodum qon ngokkarɩ <u>mo</u> ?
ɓe	Hodum <u>qon</u> ngokkarɩ ɓe?
meɲ	Hodum meɲ <u>ngokkarɩ</u> ɓe?
qudd	Hodum meɲ nguddani <u>ɓe</u> ?
mo	Hodum <u>meɲ</u> nguddani mo?
qa	Hodum qa <u>quddani</u> mo?
heɓ	Hodum qa heɓani <u>mo</u> ?
ɓe	Hodum <u>qa</u> heɓani ɓe?
qo	Hodum qo <u>heɓani</u> ɓe?
haal	Hodum qo haalanɩ <u>ɓe</u> ?
qon	Hodum qo haalanɩ qon?

12.8 NARRATIVE

New words:

qoŋŋan/qo ŋande	that day
sal	refuse
jaab	reply, answer
fow/fof	all

Yoro qe Kodɗomakko

Yoro lamɗi Jallo, he fii gorkomakko, qonŋan. Non Jallo wiɣi mo, 'Homɓo mbiyataa nii?' Yoro wiɣi mo, 'Qoya gorkomaafa, qarno ɗo, Teneɲ yawtuɗo. Non Jallo wiɣi mo, gorko qo wiɣiɩno, qo qarayno Talata, maa Qalarba. Yoro kaɗi,

wiyi Jallo, kan̄ko sikkaani, gorko qo waaway qarde Qalarba. Nden Jallo lamdi mo, ko wadi, qo waawata qarde, kono Yoro sali haalde mo haytus qe d̄um. Non kadi, Jallo wiyi Yoro, 'Si gorko qo qaraani Qalkamis, qo qaray Juma.' Yoro jaabi mo, qo wiyi, kan̄ko wontaa ton, qon ñande. Jallo lamdi mo, tuma qo qarata. Yoro wiyi mo, qo qaray Sibiti, maa Dimas. Jallo jaabi mo, 'Qawa, baasi qalaa hen, ñallen jam.' Qawa non, ñe fow ñjahi, to ñe ñjahata.

Translation (free)

Yoro asked Jallo about his man that day, so Jallo said to him 'Who in particular are you speaking of?' Yoro said to him 'That man of yours who came last Monday.' So Jallo told him that the man had said he would come Tuesday or Wednesday. So Yoro told Jallo he didn't think the man would be able to come Wednesday. Then Jallo asked him what would make him be unable to come, but Yoro refused to tell him anything about it. So then Jallo said to Yoro 'If the man doesn't come Thursday, he'll come Friday.' Yoro answered him that ('he said') he (Yoro) wouldn't be there that day. Jallo asked him when he would come. Yoro told him he'd come Saturday or Sunday. Jallo answered him 'O.K., no matter, goodbye'. So then they all went where they were going.

Questions for Discussion

1. Ko fii hoɗum, Yoro lamdiino Jallo?
2. Hombo lamdi Jallo, he fii gorkomakko?
3. Gorko Yoro qariino Teneɗ yawtudo na, maa qo qaraano?
4. Hombo wiyiino, qo qarat Talata maa Qalarba.
5. Ko gorko Yoro wiyiino, qo qarat Talata, maa Qalarba na, maa ko gorko Jallo wiyiino d̄um?
6. Hombo wiyiino, qo wontaa d̄o Juma, ko Jallo na, maa ko Yoro?
7. Yoro qe Jallo, ñe d̄ido, gooto qe maɓɓe wiyiino, si gorkomakko qaraani Qalkamis, qo qaray Juma. Ko hombo haali d̄um, ñe d̄ido?
8. Ko hombo wiyiino, qo sikkaani gorko qo waaway qarde Qalarba?
9. Hombo qariino d̄o, Teneɗ yawtudo? Ko gorko Yoro na, maa ko gorko Jallo?
10. Yoro qe Jallo, tuma ñe gayni haalaamaɓɓe, ko hoɗum ñe mbaɗi kadi?
11. Tuma Yoro wiyi qo wontaa to maɓɓe Juma qo, qo haaliino Jallo tuma qo qarata na, maa qo haalaani mo haytus?
12. Jallo qandiino na, to Yoro yaha to na, maa qo qandaa?

For items 13 thru 17 the instructor should substitute the names of the other days of the week in the positions underlined. For example:

13. Si hande ko Qalarba, jango ko hoɗum?
14. Si haŋki ko Teneɗ, hande ko hoɗum?
15. Si heccihaŋki ko Dimas, haŋki ko hoɗum?
16. Si jango ko Qalkamis, faɓɓi-jango ko hoɗum?
17. Si faɓɓi-jango ko Juma, faɓɓiti-jango ko hoɗum?

UNIT 13

13.0 Dialog: Livestock

nagge [ŋge] (naqɪ/naɪ)	-Demba-	cow
Mɪ nanɪ, qa heɓɪ naqɪ hewde.		I heard you have many cattle.
Qeeyɪ ↑ hombo haalanɪ ma dʊm?	-Samba-	Yes, who told you that?
Mɪ nanɪ dʊm, to nder saare nde.	-Demba-	I heard it in the town.
bui	-Samba-	much, many, plenty
ŋgaarɪ [ndɪ] (gaɪ/gaqɪ)		bull
Qeeyɪ ↑ mɪ heɓɪ no bui. Qo wonɪ		Yes, I have many. This one is
ŋgaarɪqam.		my bull.
Qa yeyataa ndɪ na?	-Demba-	Won't you sell it?
Qalaa↑mɪ yeyataa ndɪ.	-Samba-	No, I am not selling it.
tam	-Demba-	hold, possess, have
Hodʊm kadi tamɗaa?		What else do you have?
mbeewa [mba] (beqɪ/beɪ)	-Samba-	goat
mbaalu [ŋgu] (baalɪ)		sheep
Mɪdʊ tamɪ beqɪ, qe baalɪ bui.		I have plenty of goats and sheep.
pucu [ŋgu] (pucɪ)	-Samba(continues)-	horse
mbabba [mba] (babɪ)		donkey
Ko ŋjɪɗaa, pucu ↑ maa mbabba?		What do you want, horse or donkey?
ran	-Demba-	white (adjectival root)
rane (+ class suffix)		white
Qaaa, mɪdʊ yɪɗɪ pucu ranewu.		Ah, I want a white horse.
jog	-Samba-	have in hand, have, possess
Mɪdʊ jogɪ, ɓe tato.		I have three of them.

-Demba-

weydu
 Qawa ↑ mɪ yɪdɪ́, ko ʃuri, weydude
 ʃe fof ↑

be fine, nice, beautiful
 I want the nicest of them all.
 ('I want which exceeds to be
 fine them all'.)

-Samba-

Qawa ↑ baasi qala ↑

OK, no trouble.

13.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mɪ</u> nani, qa heɓi nai hewde.
meɲ	Meɲ nani, <u>qa</u> heɓi nai hewde.
qon	Meɲ nani, qon heɓi <u>nai</u> hewde.
baali	<u>Meɲ</u> nani, <u>qon</u> keɓi baali hewde.
qo	Qo nani, <u>qon</u> keɓi baali hewde.
qa	Qo nani, qa heɓi <u>baali</u> hewde.
bei	<u>Qo</u> nani, qa heɓi bei hewde.
mɪ	Mɪ nani, qa heɓi <u>bei</u> hewde.
nai	Mɪ nani, qa heɓi nai hewde.

b) Progressive Substitution Drill

New words:

few	be in good shape
fewnu	fix, repair, arrange
sood	buy

<u>Cue</u>	<u>Pattern</u>
	Hombo <u>haalani</u> ma dʊm?
qadd	Hombo qaddani <u>ma</u> dʊm?
mo	Hombo <u>qaddani</u> mo dʊm?
nab	Hombo nabani <u>mo</u> dʊm?
ma	Hombo <u>nabani</u> ma dʊm?
fewn	Hombo fewnini <u>ma</u> dʊm?
ʃe	Hombo <u>fewnini</u> ʃe dʊm?
soodʔ	Hombo soodani <u>ʃe</u> dʊm?
mo	Hombo <u>soodani</u> mo dʊm?
haal	Hombo haalani <u>mo</u> dʊm?
ma	Hombo haalani ma dʊm?

c) Substitution Response Drill

<u>Question</u>	<u>Cue</u>	<u>Response</u>
Hombo haalani ma d'um?	qan	Ko qán, haalani kam d'um.
Hombo haalani mo d'um?	min	Ko mín, haalani mo d'um.
Hombo haalani be d'um?	qo	Ko qó, haalani be d'um.
Hombo haalani mo d'um?	meŋ	Ko méŋ, kaalani mo d'um.
Hombo haalani qonon d'um?	qo	Ko qó, haalani meŋ d'um.
Hombo haalani be d'um?	min	Ko mín, haalani be d'um.
Hombo haalani mo d'um?	minen	Ko minen, kaalani mo d'um.

d) Simple Substitution Drill

New word:	Bantanto	Name of a town

<u>Cue</u>	<u>Pattern</u>
	Mi nani d'um, to nder <u>saare nde</u> .
biroqameŋ	Mi nani d'um, to nder <u>biroqameŋ</u> .
gallemakko	Mi nani d'um, to nder <u>gallemakko</u> .
kampama	Mi nani d'um, to nder <u>kampama</u> .
saare Bookari	Mi nani d'um, to nder <u>saare Bookari</u> .
Bantanto	Mi nani d'um, to nder <u>Bantanto</u> .
marse qo	Mi nani d'um, to nder <u>marse qo</u> .
yimbe be	Mi nani d'um, to nder <u>yimbe be</u> .
galle lamdo qo	Mi nani d'um, to nder <u>galle lamdo qo</u> .
suudu neenemaa	Mi nani d'um, to nder <u>suudu neenemaa</u> .
cuudimaŋbe	Mi nani d'um, to nder <u>cuudimaŋbe</u> .
galle soldaroobe	Mi nani d'um, to nder <u>galle soldaroobe</u> .
marsemodon	Mi nani d'um, to nder <u>marsemodon</u> .
saare nde	Mi nani d'um, to nder <u>saare nde</u> .

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qa</u> yeyataa ndi na?
qo	Qo <u>yeyataa</u> ndi na?
qadd	<u>Qo</u> qaddataa ndi na?
be	Be <u>ngaddataa</u> ndi na?
sood	Be <u>cooddataa</u> ndi na?
qon	Qon <u>cooddataa</u> ndi na?
yee	<u>Qon</u> ŋjeyataa ndi na?
meŋ	Meŋ ŋjeyataa ndi na?
nab	<u>Meŋ</u> nabataa ndi na?

	<u>Meŋ</u> nabataa ndi na?
qo	Qo <u>nabataa</u> ndi na?
holl	Qo <u>hollataa</u> ndi na?
be	Be <u>kollaataa</u> ndi na?
qacc	Be <u>ŋgaccataa</u> ndi na?
qa	Qa <u>qaccataa</u> ndi na?
yey	Qa <u>yeyataa</u> ndi na?

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Miɗo</u> tamɪ beɪ, qe baali buɪ.
(be)	Beɗo <u>tamɪ</u> beɪ, qe baali buɪ.
jog	Beɗo jogɪ beɪ, qe baali buɪ.
puci	Beɗo jogɪ puci, qe <u>baali</u> buɪ.
babbi	<u>Beɗo</u> jogɪ puci, qe babbi buɪ.
(qon)	Qoɗon <u>jogɪ</u> puci, qe babbi buɪ.
heɓ	Qoɗon keɓɪ <u>puci</u> , qe babbi buɪ.
naɪ	Qoɗon keɓɪ naɪ, qe <u>babbi</u> buɪ.
gertoode	<u>Qoɗon</u> keɓɪ naɪ, qe gertoode buɪ.
(meŋ)	Miɗen keɓɪ naɪ, qe gertoode buɪ.
jog	Miɗen jogɪ naɪ, qe gertoode buɪ.
puci	Miɗen jogɪ puci, qe <u>gertoode</u> buɪ.
babbi	<u>Miɗen</u> jogɪ puci, qe babbi buɪ.
(qo)	Qomo jogɪ <u>puci</u> , qe babbi buɪ.
tam	Qomo tamɪ puci, qe <u>babbi</u> buɪ.
beɪ	Qomo tamɪ beɪ, qe <u>babbi</u> buɪ.
baali	<u>Qomo</u> tamɪ beɪ, qe baali buɪ.
(mɪ)	Miɗo tamɪ beɪ, qe baali buɪ.

g) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Mɪ</u> yiɗaa, beɪ qe baali.	Miɗo yiɗɪ, pucu ranewu.
be	Be ŋjiɗaa, <u>beɪ</u> qe baali.	Beɗo ŋjiɗɪ, pucu ranewu.
gertoode	Be ŋjiɗaa, gertoode qe <u>baali</u> .	Beɗo ŋjiɗɪ, pucu ranewu.
dawaadɪ	<u>Be</u> ŋjiɗaa, gertoode qe dawaadɪ.	Beɗo ŋjiɗɪ, pucu ranewu.
meŋ	Meŋ ŋjiɗaa, gertoode qe dawaadɪ.	Miɗen ŋjiɗɪ, pucu ranewu.
faal	Meŋ paalaa, <u>gertoode</u> qe dawaadɪ.	Miɗen paali, pucu ranewu.
babbi	Meŋ paalaa, babbi qe <u>dawaadɪ</u> .	Miɗen paali, pucu ranewu.
baali	<u>Meŋ</u> paalaa, babbi qe baali.	Miɗen paali, pucu ranewu.
qo	Qo <u>faalaa</u> , babbi qe baali.	Qomo faali, pucu ranewu.
yiɗ	Qo yiɗaa, <u>babbi</u> qe baali.	Qomo yiɗɪ, pucu ranewu.

	Qo yid'aa, <u>babbi</u> qe baali.	Qomo yid'i, pucu ranewu.
gertoode	Qo yid'aa, gertoode qe <u>baali</u> .	Qomo yid'i, pucu ranewu.
dawadi	<u>Qo</u> yid'aa, gertoode qe dawadi.	Qomo yid'i, pucu ranewu.
mi	Mi yid'aa, <u>gertoode</u> qe dawadi.	Mido yid'i, pucu ranewu.
bei	Mi yid'aa, bei qe <u>dawadi</u> .	Mido yid'i, pucu ranewu.
baali	<u>Mi</u> yid'aa, bei qe baali.	Mido yid'i, pucu ranewu.
qa	Qa yid'aa, bei qe baali.	Qada yid'i, pucu ranewu.

h) Response Drill (Choice question: Answer with the first item)

New words:	qullundu [ndu] (qulluud'i)	cat
	mbaroodi [ndi] (barood'i)	lion
	mboddi [ndi] (bolle)	snake
	fowru [ndu] (pobbi)	hyena

Cue

Hodum ñjid'aa, pucu↑ maa mbabba?
 Hodum qo yid'i, mbabba↑ maa mbeewa?
 Hodum be ñjid'i, mbeewa↑ maa mbaalu?
 Hodum ñjid'don, mbaalu↑ maa rawandu?
 Hodum men ñjid'i, rawandu↑ maa gertogal?
 Hodum ñjid'aa, gertogal↑ maa qullundu?
 Hodum qo yid'i, qullundu↑ maa mboddi?
 Hodum be ñjid'i, mboddi↑ maa mbaroodi?
 Hodum ñjid'don, mbaroodi↑ maa fowru?
 Hodum ñjid'aa, fowru↑ maa pucu?
 Hodum ñjid'aa, pucu↑ maa mbabba?

Response

Mido yid'i pucu.
 Qomo yid'i mbabba.
 Bedo ñjid'i mbeewa.
 Miden ñjid'i mbaalu.
 Miden ñjid'i rawandu.
 Mido yid'i gertogal.
 Qomo yid'i qullundu.
 Bedo ñjid'i mboddi.
 Miden ñjid'i mbaroodi.
 Mido yid'i fowru.
 Mido yid'i pucu.

i) Repeat drill (1) answering with the second item in the choice.

13.2 Note: The Middle Voice

In 4.4 it was noted that Fula verbs may be inflected in three 'voices' - Active, Middle and Passive. In most notes and drills to date we have practiced active forms. In 11.2 some passive voice forms were noted.

The following examples of middle voice forms have occurred.

- Min, komi maw'do, mi
waawataa liggaade. 'Me, I'm elderly; I can't work'.
- Kaŋko kadi yid'i liggaade. 'He, too, wants to work.'

Contrast the sentences with the active voice of the verb liggu:

3. Qaḍa ligga haa jooni na? 'Are you working (up to) now?'
4. Hombo wiyiino Cerno yoo lamda 'Who told Cerno to ask Jaawo if
Jaawo si qomo ligga? he was working?'

The form liggaade in sentences 1 and 2 is the middle voice infinitive from the root ligg. The active infinitive is, of course, liggude. Middle voice infinitives are characterized by the suffix /-aa/ to the base preceding the /-de/ suffix of the infinitive.¹ The forms of the Middle Voice with the ligg are as follows:

	<u>Positive</u>	<u>Negative</u>
Infinitive	liggaade	
Perfective		
Simple	liggi	liggaaki
Emphatic	liggiima	
Preterit	ligginoma	
Stative	mido (etc.) liggi	
Relative	liggidaa (etc.)	
Preterit	ligginodaa (etc.)	
Imperfective		
Simple	liggo	
Potential/habitual	liggoto	liggotaako/liggataako
Preterit	liggotono	
Relative	liggotomi (etc.)	
Preterit	liggotonomi (etc.)	
Imperative singular	liggo	
plural	liggodee	
Injunctive	liggodaa (etc.)	

Note that the simple perfective middle voice is identical with the simple perfective of the active voice. When a distinctively middle voice form is required, the emphatic form is commonly used. Note that the negative forms parallel the passive negative forms (see 11.2).

The sense of the middle voice is basically that the subject performs the action upon himself (a 'reflexive' meaning) or for his own benefit. In most cases the English equivalent will be either a transitive verb with reflexive object ('He washed himself.'), the verb get with a participle ('He got [himself] shaved.') or an intransitive verb or phrase ('He sat down.'). In many cases,

¹In this connection it should be noted that the passive infinitive has the suffix /-ee/ preceding /-de/. This form is relatively rare and has not appeared in these units.

however, the middle voice form in Fula will occur with a direct object and the difference in 'meaning' between active and middle voice forms on the same base is not entirely predictable.

For example:	waalde	'to spend the night'
	waalaade	'to lie down'
	hiirde/hiirtude	'spend the evening'
	hiirtaade	'eat the evening meal'

The meaning of the middle voice is basically that the subject of the verb form is personally concerned in the outcome of the action. This is to say that the action is done by the subject to himself (a 'reflexive' action) or is performed or instigated by the actor essentially for his own benefit. Thus a middle voice form sometimes has a direct object but never an indirect one, and does not occur with the applicative verbal extension [-an] 'for the benefit of' (see 12.4).

In the forms with long-form personal pronouns (the 'stative' and 'progressive' forms), the Middle and Active Voice forms of many verbs occur with slight meaning changes.

Compare: 1. Mido ligga. 'I'm working.' (I'm now in the very process.)

2. Mido liggo. 'I'm at work.'

Note that 2 is more like a stative in meaning. The concept is that I'm getting some work done, although I may not at the moment be actively working at something. This verb, an action verb, does not occur in the stative form. On the other hand, stative verbs often do not occur in M.V. Progressive forms.

Compare: 3. Mido leli. 'I'm resting.'

4. Mido lela. 'I'm [in the very act of] lying down.'

where mido lelo does not occur.

For this reason, in the drills below, the A.V. Progressive is used rather than the (relatively uncommon) M.V. Progressive.

13.3 Drill on Middle Voice Verbs

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Be</u> leloto do, jango.	'They will sleep here tomorrow.'
qa	Qa <u>leloto</u> do, jango?	
ligg	Qa <u>ligg</u> oto do, jango?	
m1	M1 <u>ligg</u> oto do, jango.	
waal	M1 <u>waal</u> oto do, jango.	
qo	Qo <u>waal</u> oto do, jango.	
yar	Qo <u>yar</u> oto do, jango.	'He will drink here tomorrow.'
qon	Qon <u>fiyar</u> oto do, jango.	
dan	Qon <u>daan</u> oto do, jango.	'You will sleep here tomorrow.'
mej	Mej <u>daan</u> oto do, jango.	
yey	Mej <u>fiyey</u> oto do, jango.	'We will do business ('sell') here tomorrow.'
be	Be <u>fiyey</u> oto do, jango.	
lel	Be <u>lel</u> oto do, jango.	

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	Qo <u>waali</u> ma ton, haŋki.	'He lay there yesterday.'
be	Be <u>mbaali</u> ma ton, haŋki.	
lel	Be <u>leli</u> ma ton, haŋki.	
m1	M1 <u>leli</u> ma ton, haŋki.	
dan	M1 <u>daani</u> ma ton, haŋki.	
qa	Qa <u>daani</u> ma ton, haŋki?	
yey	Qa <u>yeyi</u> ma ton, haŋki?	
mej	Mej <u>fiyeyi</u> ma ton, haŋki.	
fi'am	Mej <u>fi'aami</u> ma ton, haŋki.	
qon	Qon <u>fi'aami</u> ma ton, haŋki?	
ligg	Qon <u>liggi</u> ma ton, haŋki?	
qo	Qo <u>liggi</u> ma ton, haŋki.	
waal	Qo <u>waali</u> ma ton, haŋki.	

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	<u>Mi</u> leloto haa jango.	'I will rest until tomorrow.'
Be	Be <u>leloto</u> haa jango.	
waal	Be mbaaloto haa jango.	
kiikiide	Be mbaaloto haa kiikiide.	'They will lie down until evening.'
qo	Qo <u>waaloto</u> haa kiikiide.	
ligg	Qo liggoto haa <u>kiikiide</u> .	
hande	Qo liggoto haa hande.	
qon	Qon <u>liggoto</u> haa hande.	
ñaam	Qon ñaamoto haa <u>hande</u> .	
ñallooma	Qon ñaamoto haa ñallooma.	
mej	Mej ñaamoto haa ñallooma.	
yey	Mej ñjeyoto haa <u>ñallooma</u> .	
bimbi	Mej ñjeyoto haa bimbi.	
mi	Mi <u>yeyoto</u> haa bimbi.	
lel	Mi leloto haa <u>bimbi</u> .	
jango	Mi leloto haa jango.	

d) Progressive Substitution-Transformation Drill

(Active Progressive to Middle Voice Emphatic Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Bedo <u>daana</u> .	Be daaniima.
ñaam	Bedo ñaama.	Be ñaaniima.
(qo)	Qomo <u>ñaama</u> .	Qo ñaaniima.
ligg	Qomo ligga.	Qo liggiima.
(qon)	Qodon <u>ligga</u> .	Qon liggiima.
yey	Qodon yeya.	Qon ñjeyiima.
(mej)	Miden <u>yeya</u> .	Mej ñjeyiima.
jang	Miden janga.	Mej jangiima.
(qa)	Qada <u>janga</u> .	Qa jangiima.
daan	Qada <u>daana</u> .	Qa daaniima.
(be)	Bedo daana.	Be daaniima.

e) Progressive Substitution-Transformation Drill

(Active Progressive to Middle Voice Potential/Habitual)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mido</u> ñaama.	Mi ñaamoto.
(qo)	Qomo <u>ñaama</u> .	Qo ñaamoto.
yar	Qomo yara.	Qo yaroto.
(qa)	Qada <u>yara</u> .	Qa yaroto.

	Qada <u>yara</u> .	Qa yaroto.
yey	<u>Qada</u> yeya.	Qa yeyoto.
(be)	Bedo <u>ñjeya</u> .	Be ñjeyoto.
daan	<u>Bedo</u> daana.	Be daanoto.
(meɲ)	Miden <u>daana</u> .	Meɲ daanoto.
naat	<u>Miden</u> naata.	Meɲ naatoto.
(qon)	Qodon <u>naata</u> .	Qon naatoto.
ligg	<u>Qodon</u> ligga.	Qon liggoto.
(qo)	Qomo <u>ligga</u> .	Qo liggoto.
qar	<u>Qomo</u> qara.	Qo qaroto.
(meɲ)	Miden <u>ngara</u> .	Meɲ ngaroto.
fad	<u>Miden</u> pada.	Meɲ padoto.
(mɪ)	Mido <u>fada</u> .	Mɪ fadoto.

f) Progressive Substitution-Transformation Drill.

(Middle Voice Potential/Habitual to Middle Voice Emphatic Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Mɪ <u>liggoto</u> .	Mɪ liggiima.
ñaam	<u>Mɪ</u> ñaamoto.	Mɪ ñaamiima.
qo	Qo <u>ñaamoto</u> .	Qo yeyiima.
yey	<u>Qo</u> yeyoto.	Qo yeyiima.
be	Be <u>ñjeyoto</u> .	Be ñjeyiima.
fad	<u>Be</u> padoto.	Be padiima.
qa	Qa <u>fadoto</u> .	Qa fadiima.
daan	<u>Qa</u> daanoto.	Qa daaniima.
qon	Qon <u>daanoto</u> .	Qon daaniima.
naat	<u>Qon</u> naatoto.	Qon naatiima.
meɲ	Meɲ <u>naatoto</u> .	Meɲ naatiima.
waal	<u>Meɲ</u> mbaaloto.	Meɲ mbaaliima.
mɪ	Mɪ <u>waaloto</u> .	Mɪ waaliima.
ligg	Mɪ <u>liggoto</u> .	Mɪ liggiima.

13.4 Note: The Verbal Extension [-oy] 'Displacive'.

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

This verbal extension [-oy] adds the element of meaning 'to go and do...' as contrasted to the simple meaning of doing the action expressed by the verb. It can occur with most verbs (see the drills in 13.5 below for examples). With certain stative verbs referring to bodily states, such as lel 'lie down', this form is more common in the progressive than is the root without it.

For example: Miḏo lela 'I'm in the process of reclining.' represents a rather rare situation while: Miḏo leloya 'I'm going to lie down.' is relatively common.

It must be borne in mind that the 'going to' of translations above is intended to translate an actual motion toward the place of the performance of the action and is not to be confused with the English 'going to' (or 'gonna') future phrase.

Contrast: Miḏo laaroya gaynaakoqam. 'I am [now] going to look for my shepherd!
Mi laarat gaynaakoqam. 'I'm going to look for my shepherd (in future).'

13.5 Drills on Extension [-oy]:

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Miḏo</u> laaroya, gaynaakoqam.
(qo)	Qomo <u>laaroya</u> , gaynaakoqam.
haal	Qomo haaloya, <u>gaynaakoqam.</u>
debbomum	<u>Qomo</u> haaloya, debbomum.
(ḡe)	Bedo <u>haaloya</u> , debbomum.
ḡabb	Bedo ḡabboya, <u>debbomum.</u>
neenemakko	<u>Bedo</u> ḡabboya, neenemakko.
(meḡ)	Miḏen <u>ḡabboya</u> , neenemakko.
taw	Miḏen tawoya, <u>neenemakko.</u>
yimḡeqameḡ	<u>Miḏen</u> tawoya, yimḡeqameḡ.
(qon)	Qoḏon <u>tawoya</u> , yimḡeqameḡ.
ḡabb	Qoḏon ḡabboya, <u>yimḡeqameḡ.</u>
deftemon	<u>Qoḏon</u> ḡabboya, deftemon.
(qa)	Qaḏa <u>ḡabboya</u> , deftemon.
qadd	Qaḏa qaddoya, <u>deftemon.</u>
gaynaakoqam	<u>Qaḏa</u> qaddoya, gaynaakoqam.
(mḡ)	Miḏo <u>qaddoya</u> , gaynaakoqam.
laar	Miḏo laaroya, gaynaakoqam.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> qaddoyi defteremaa.
qo	Qo <u>qaddoyi</u> defteremaa.
nab	Qo naboyi <u>defteremaa.</u>
ḡiḏḏo	Qo naboyi ḡiḏḏo <u>m</u> aa.
-qam	<u>Qo</u> naboyi ḡiḏḏoqam.
ḡe	Be <u>naboyi</u> ḡiḏḏoqam.
laar	Be ndaaroyi <u>ḡiḏḏoqam.</u>

	Be ndaaroyi <u>biɗɗoqam</u> .
neene	Be ndaaroyi neene <u>qam</u> .
-maɓɓe	<u>Be</u> ndaaroyi neenemaɓɓe.
meŋ	Meŋ <u>ndaaroyi</u> neenemaɓɓe.
ɗabb	Meŋ ɗabboyi <u>neenemaɓɓe</u> .
yimɓe	Meŋ ɗabboyi yimɓema <u>ɓɓe</u> .
-makko	<u>Meŋ</u> ɗabboyi yimɓemakko.
qon	Qon ɗabboyi yimɓemakko.
taw	Qon tawoyi <u>yimɓemakko</u> .
debb	Qon tawoyi debbomakko.
-maa	<u>Qon</u> tawoyi debbomaa.
mɪ	Mɪ <u>tawoyi</u> debbomaa.
qadd	Mɪ qaddoyi <u>debbomaa</u> .
deftere	Mɪ qaddoyi defteremaa.

c) Progressive Substitution-Transformation Drill

(Extended Base [Progressive] to root [stative])

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Miɗo</u> leloya.	Miɗo leli.
(qa)	Qaɗa <u>leloya</u> .	Qaɗa leli.
waa	<u>Qaɗa</u> waaloya.	Qaɗa waali.
(qo)	Qomo <u>waaloya</u> .	Qomo waali.
ɗaan	<u>Qomo</u> ɗaanoya.	Qomo ɗaani.
(ɓe)	Beɗo <u>ɗaanoya</u> .	Beɗo ɗaani.
jog	<u>Beɗo</u> jogoya.	Beɗo jogi.
(qon)	Qoɗon <u>jogoya</u> .	Qoɗon jogi.
tam	<u>Qoɗon</u> tamoya.	Qoɗon tamɪ.
(meŋ)	Miɗen <u>tamoya</u> .	Miɗen tamɪ.
lel	<u>Miɗen</u> leloya.	Miɗen leli.
(mɪ)	Miɗo leloya.	Miɗo leli.

d) Progressive Substitution-Transformation Drill

(Extended Base [Progressive] to root [stative])

<u>Cue</u>	<u>Pattern</u>	
	<u>Miɗo</u> leloya.	Mɪ leli.
(qo)	Qomo <u>leloya</u> .	Qo leli.
qadd	<u>Qomo</u> qaddoya.	Qo qaddi.
(qa)	Qaɗa <u>qaddoya</u> .	Qa qaddi.
ɗabb	<u>Qaɗa</u> ɗabboya.	Qa ɗabbi.
(ɓe)	Beɗo <u>ɗabboya</u> .	Be ɗabbi.

	Bedo <u>dabb</u> oya.	Be dabb1.
dʼaan	Bedo <u>daan</u> oya.	Be daan1.
(qon)	Qodon <u>daan</u> oya.	Qon daan1.
ñall	Qodon <u>ñal</u> loya.	Qon ñall1.
(meŋ)	Miden <u>ñal</u> loya.	Meŋ ñall1.
hiir	Miden <u>kiir</u> oya.	Meŋ kiir1.
(m1)	Mido <u>hiir</u> oya.	M1 hiir1.
lel	Mido <u>lel</u> oya.	M1 lel1.

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma <u>kaal</u> oytaa dʼum?
qadd	Tuma <u>ngadd</u> oytaa dʼum?
ñaam	Tuma <u>ñaam</u> oytaa dʼum?
soodʼ	Tuma <u>cood</u> oytaa dʼum?
qand	Tuma <u>ngand</u> oytaa dʼum?
heß	Tuma <u>keß</u> oytaa dʼum?
jaß	Tuma <u>jaß</u> oytaa dʼum?
y1dʼ	Tuma <u>ñ11dʼ</u> oytaa dʼum?
wadʼ	Tuma <u>mbad</u> oytaa dʼum?
suus	Tuma <u>cuus</u> oytaa dʼum?
qudd	Tuma <u>ngudd</u> oytaa dʼum?
ligg	Tuma <u>ligg</u> oytaa dʼum?
haal	Tuma <u>kaal</u> oytaa dʼum?

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honto <u>kaal</u> oytaa dʼum?
dabb	Honto <u>dabb</u> oytaa dʼum?
wadʼ	Honto <u>mbad</u> oytaa dʼum?
ligg	Honto <u>ligg</u> oytaa dʼum?
y11	Honto <u>ñ11y</u> oytaa dʼum?
w11	Honto <u>mb1y</u> oytaa dʼum?
y1dʼ	Honto <u>ñ11dʼ</u> oytaa dʼum?
nab	Honto <u>nab</u> oytaa dʼum?
heß	Honto <u>keß</u> oytaa dʼum?
ñaam	Honto <u>ñaam</u> oytaa dʼum?
nan	Honto <u>nan</u> oytaa dʼum?
yar	Honto <u>ñ1ar</u> oytaa dʼum?

g) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hombo <u>ñjeyoytaa</u> d'um?
d'abb	Hombo <u>d'abboytaa</u> d'um?
wad'	Hombo <u>mbad'oytaa</u> d'um?
rem	Hombo <u>demoytaa</u> d'um?
def	Hombo <u>depoytaa</u> d'um?
nab	Hombo <u>naboytaa</u> d'um?
sood'	Hombo <u>cood'oytaa</u> d'um?
fewn	Hombo <u>pewnoytaa</u> d'um?
yar	Hombo <u>ñjaroytaa</u> d'um?
ñaam	Hombo <u>ñaamoytaa</u> d'um?
qokk	Hombo <u>ngokkoytaa</u> d'um?
haal	Hombo <u>kaaloytaa</u> d'um?
ligg	Hombo <u>liggoytaa</u> d'um?
qacc	Hombo <u>ngaccoytaa</u> d'um?
naat	Hombo <u>naatoytaa</u> d'um?
wii	Hombo <u>mbiyoytaa</u> d'um?
yii	Hombo <u>ñjiyoytaa</u> d'um?
fad	Hombo <u>padoytaa</u> d'um?
yey	Hombo <u>ñjeyoytaa</u> d'um?

h) Progressive Substitution-Transformation Drill (Progressive to Potential)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mido</u> laaroya gaynaakoqam.	Mi laaroyat gaynaakoqam.
(qo)	Qomo <u>laaroya</u> gaynaakoqam.	Qo laaroyat gaynaakoqam.
haal	Qomo haaloya <u>gaynaakoqam</u> .	Qo haaloyat gaynaakoqam.
debbomum	<u>Qomo</u> haaloya debbomum.	Qo haaloyat debbomum.
(be)	Bedo <u>kaaloya</u> debbomum.	Be kaaloyat debbomum.
d'abb	Bedo d'abboya <u>debbomum</u> .	Be d'abbayat debbomum.
neenemakko	<u>Bedo</u> d'abboya neenemakko.	Be d'abbayat neenemakko.
(meŋ)	Miden <u>d'abboya</u> neenemakko.	Meŋ d'abbayat neenemakko.
taw	Miden tawoya <u>neenemakko</u> .	Meŋ tawoyat neenemakko.
yimbeqameŋ	<u>Miden</u> tawoya yimbeqameŋ.	Meŋ tawoyat yimbeqameŋ.
(qon)	Qodon <u>tawoya</u> yimbeqameŋ?	Qon tawoyat yimbeqameŋ?
d'abb	Qodon d'abboya <u>yimbeqameŋ?</u>	Qon d'abbayat yimbeqameŋ?
deftemon	<u>Qodon</u> d'abboya deftemon?	Qon d'abbayat deftemon?
(qa)	Qada <u>d'abboya</u> deftemon?	Qa d'abbayat deftemon?
qadd	Qada qaddoya <u>deftemon?</u>	Qa qaddoyat deftemon?
gaynaakoqam	<u>Qada</u> qaddoya gaynaakoqam?	Qa qaddoyat gaynaakoqam?
(mi)	Mido <u>qaddoya</u> gaynaakoqam.	Mi qaddoyat gaynaakoqam.
laar	Mido laaroya gaynaakoqam.	Mi laaroyat gaynaakoqam.

1) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma dabboytaa deftere ~~q~~ am?
(qon)	Tuma dabboyton deftere ~~q~~ am?
ngarime ~~d~~ en	<u>Tuma</u> dabboyton ngarime ~~d~~ en?
honto	Honto <u>dabboyton</u> ngarime ~~d~~ en?
yey	Honto <u>ñjeyoyton</u> ngarime ~~d~~ en?
naqimakko	<u>Honto</u> ñjeyoyton naqimakko?
tuma	Tuma ñjeyoyton naqimakko?
(qen)	Tuma ñjeyoyten naqimakko?
babbima ~~k~~ ko	<u>Tuma</u> ñjeyoyten babbima ~~k~~ ko?
honto	Honto <u>ñjeyoyten</u> babbima ~~k~~ ko?
(qacc)	Honto ngaccoyten babbima ~~k~~ ko?
gaqimon	<u>Honto</u> ngaccoyten gaqimon?
hombo	Hombo ngaccoyten gaqimon?
(qon)	Hombo ngaccoyton gaqimon?
ðibðeqamerŋ	<u>Hombo</u> ngaccoyton ðibðeqamerŋ?
tuma	Tuma <u>ngaccoyton</u> ðibðeqamerŋ?
taw	Tuma tawoyton ðibðeqamerŋ?
yimbemakko	<u>Tuma</u> tawoyton yimbemakko?
honto	Honto tawoyton yimbemakko?
(qen)	Honto tawoyten yimbemakko?
sukaa ~~ð~~ e ðe	<u>Honto</u> tawoyten sukaa ~~ð~~ e ðe?
tuma	Tuma <u>tawoyten</u> sukaa ~~ð~~ e ðe?
laar	Tuma ndaaroyten sukaa ~~ð~~ e ðe?
deððomakko	<u>Tuma</u> ndaaroyten deððomakko?
honto	Honto <u>ndaaroyten</u> deððomakko?
fad	Honto padoyten deððomakko?
ðidðomaa	<u>Honto</u> padoyten ðidðomaa?
tuma	Tuma padoyten ðidðomaa?
(qon)	Tuma padoyton ðidðomaa?
gaynaako qo	<u>Tuma</u> padoyton gaynaako qo?
honto	Honto <u>padoyton</u> gaynaako qo?
dabb	Honto dabboyton <u>gaynaako qo</u> ?
deftere ~~q~~ am	<u>Honto</u> dabboyton deftere ~~q~~ am?
tuma	Tuma dabboyton deftere ~~q~~ am?
(qa)	Tuma dabboytaa deftere ~~q~~ am?

13.8 NARRATIVE

New words:

jom [ø]/jomiraawo	[qo] (jomiraabe)	master, owner
jawdi	[ndi] (jawle)	goods, riches, cattle, possessions
mar		keep, raise, hold, domesticate
yewtu		chat, converse
goonga	[ko] (goongaaɟi)	truth, reality
nden		then

Kodfo Samba

Samba ko jom jawdi, qomo mari¹ naqi hewde qe baali qe beqi. Nannde gooto koddomakko, wiyete Demba, qari to mum. Tuma befo fijeeta, qon wiyi mo koo nani to saare he fii jawdimakko. Non Samba lamdi mo 'Hombo haalan ma mido jogi naqi hewde?' Koddomakko wiyi qo nani dum to nder saare nde. Samba wiyi mo 'Qeeyi, dum ko goonga', non qo hollani mo ngaarimakko. Koddomakko wiyi mo kadi, 'Qa yeyataa ndi na?' kono Samba wiyi mo, 'Qalaa'. Non kadi Demba, koddomakko, lamdi mo ko hodum kadi qo jogi. Samba jaabi mo, qo wiyi qomo hebi baali qe beqi hewde. Koddomakko wiyi mo kanke yidaa beqi qe baali. Samba kadi lamdi si ko pucu maa mbabba qo yidi. Demba wiyi, qeeyi qomo yidi pucu ranewu. Nden Samba wiyi mo qomo mari be tato. Non Demba wiyi mo qomo yidi gooto, ko buri weydude be fow. Samba jabi, qawa koddomakko soodi ngu pucu buri weydude tato di.

13.9 Questions for Discussion

1. Samba jogi naqi hewde na?
2. Ko hodum kadi Samba mari, si wonaa naqi di?
3. Samba qe Demba hombo buri naqi?
4. Hombo haalaani Demba fii naqi Samba di?
5. Ko fii hodum Demba lamdi Samba?
6. Ko hodum Samba hollaani Demba qonnan?
7. Demba yidiino soodde baali qe beqi Samba na?
8. Ko honto Demba nani, Samba jogi naqi hewde?
9. Samba hollani Demba ngaarimakko na?
10. Tuma Samba hollani mo ngaarimakko, hodum Demba wiyi na?
11. Ko hodum Demba wiyi Samba, he fii baali qe beqi di?
12. Demba non, ko mbabba, maa ko pucu, qo yidiino qontuma?
13. Ko pucu ranewu, ma ko pucu balewu Demba yidiino soodde he jungo Samba?
14. Ko puci jelu Samba mari he jurgomum?
15. Ko be balewu maa danewu?
16. Hombo yidiino soodde gooto he mabe?

¹Note that, to date, at least four verbs have occurred which deal with possession:

heβ	'have, obtain'
tam	'possess, hold, have'
jog	'be in possession of, have in hand'
mar	'keep, hold, domesticate, husband'

The distinction here is that *heβ* emphasizes the securing or obtaining and hence the having secured or possessing of something while the other three stress some other aspect of possession: *tam* emphasizes the holding and has as one of its meanings 'to close the hand about', *jog* emphasizes the sense of having on hand and available, of being in possession of at the moment, and *mar*, used especially of animals, carries a sense of raising, being responsible for, keeping (as to keep a pet) and has as one of its meanings 'domesticate'.

UNIT 14

14.0 Dialog: At The Market

	-Brown-	
maaro [ko]/maarori [ndi] (maarooji)		rice
Jaawo qon kebi maaro na?		Jaawo, do you have rice?
	-Jaawo-	
Qeeyi ↑ meŋ kebi maaro. Ko jelu ñjiɗɗaa?		Yes, we have rice. How much do you want?
	-Brown-	
bool [ø]/boolwol [ŋgɔl] (boolliji)		bowl
Mi faali boolwol gootol, ɗum ko jelu.		I want one bowl, that's how much.
	-Jaawo-	
coggu [ŋgu] (cogguuli) taransu [ø] (taransuujɪ) ñataa [ø] (ñataaɟɪ)		price shilling threepence (three penny bit)
Coggu ŋgu, ko taransu qe ñataa.		The price is one shilling and threepence.
	-Brown-	
Hodum kadi tamɗaa?		What else have you?
	-Jaawo-	
bantara [ø] (bantaraajɪ)		cassava
Miɗo tami bantara, qada yiɗi?		I have cassava, do you want (some)?
	-Brown-	
kosam [ɗam] () lacciri [ndi] ()		sour milk steamed millet
Qalaa ↑ kono mi yiɗi kosam qe lacciri.		No, but I want sour milk and steamed millet.
	-Jaawo-	
keɗam [ɗam] ()		milk (fresh)
Mi hebaani kosam, kono miɗo jogi keɗam.		I have no sour milk but I have fresh milk.
	-Brown-	
Qawa, miɗo yiɗi keɗam.		OK. I want milk.
	-Jaawo-	
kaba [ø] (kabaajɪ)		bottle
Kabaajɪ jelu ñjiɗɗaa?		How many bottles do you want?

	-Brown-	
dɪdɪ [dɪ]		two (no singular)
yon		be enough, sufficient
Didɪ yonɪ.		Two is enough.
	-Jaawo-	
Hodum ɲjɪdɔaa kadi?		What else you want?
	-Brown-	
Haytus ↑ qa jaraama.		Nothing, thank you.
	-Jaawo-	
Jaawuur ↑		You are welcome.

14.1 Variation Drills on Basic Sentences

a) Progressive Substitution-Response Drill (Reply in the affirmative)

New words:			
lamɔam	[ɔam]/lamkal [kal]	(lamkon[kon])	salt
maafe	[nde]	()	sauce
hiirande	[nde]	(kiiraade)	dinner
lingu	[ngu]	(liɔɔɪ)	fish
tamate	[ø]	(tamateejɪ)	tomato
kappere	[nde]	(kappe)	yam

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	<u>Qon</u> keɓɪ maaro na?	Qeeyɪ↑ meŋ keɓɪ maaro.
qo	Qo heɓɪ <u>maaro</u> na?	Qeeyɪ↑ qo heɓɪ maaro.
tamati	Qo heɓɪ <u>tamate</u> na?	Qeeyɪ↑ qo heɓɪ tamate.
ɓe	<u>Be</u> keɓɪ <u>tamate</u> na?	Qeeyɪ↑ ɓe keɓɪ tamate.
lacciri	<u>Be</u> keɓɪ <u>lacciri</u> na?	Qeeyɪ↑ ɓe keɓɪ lacciri.
meŋ	Meŋ keɓɪ <u>lacciri</u> na?	Qeeyɪ↑ meŋ keɓɪ lacciri.
lamɔam	<u>Meŋ</u> keɓɪ <u>lamɔam</u> na?	Qeeyɪ↑ meŋ keɓɪ lamɔam.
qa	Qa heɓɪ <u>lamɔam</u> na?	Qeeyɪ↑ mɪ heɓɪ lamɔam.
maafe	<u>Qa</u> heɓɪ <u>maafe</u> na?	Qeeyɪ↑ mɪ heɓɪ maafe.
qon	Qon keɓɪ <u>maafe</u> na?	Qeeyɪ↑ meŋ heɓɪ maafe
hiirande	<u>Qon</u> keɓɪ <u>hiirande</u> na?	Qeeyɪ↑ meŋ keɓɪ hiirande.
ɓe	<u>Be</u> keɓɪ <u>hiirande</u> na?	Qeeyɪ↑ ɓe keɓɪ hiirande.
liɔɔɪ	<u>Be</u> keɓɪ <u>liɔɔɪ</u> na?	Qeeyɪ↑ ɓe keɓɪ liɔɔɪ.
meŋ	Meŋ keɓɪ <u>liɔɔɪ</u> na?	Qeeyɪ↑ meŋ keɓɪ liɔɔɪ.
kappe	<u>Meŋ</u> keɓɪ <u>kappe</u> na?	Qeeyɪ↑ meŋ keɓɪ kappe.
qon	Qon keɓɪ <u>kappe</u> na?	Qeeyɪ↑ meŋ keɓɪ kappe.
bantara	<u>Qon</u> keɓɪ <u>bantara</u> na?	Qeeyɪ↑ meŋ keɓɪ bantara.
maaro	Qon keɓɪ <u>maaro</u> na?	Qeeyɪ↑ meŋ keɓɪ maaro.

b) Simple Substitution Drill

New word:	nay1	four

<u>Cue</u>	<u>Pattern</u>
	M1 faali boolwol <u>gootol</u> .
d1d1	M1 faali booli1j1 <u>d1d1</u> .
tat1	M1 faali booli1j1 <u>tat1</u> .
nay1	M1 faali booli1j1 <u>nay1</u> .
jow1	M1 faali booli1j1 <u>jow1</u> .

c) Simple Substitution Drill

New words:		
genewala [ø]	(genewalaaj1)	two shilling piece
mbuudu [ndu]	(buud1)	five shilling piece

<u>Cue</u>	<u>Pattern</u>
	Coggu qo ko <u>taransu</u> qe ñataa.
genewala	Coggu qo ko <u>genewala</u> qe ñataa.
taransuuji tat1	Coggu qo ko <u>taransuuji tat1</u> qe ñataa.
mbuudu qe taransu	Coggu qo ko mbuudu qe taransu qe ñataa.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>D1d1</u> yon1?
tat1	<u>Tat1</u> yon1?
nay1	<u>Nay1</u> yon1?
jow1	<u>Jow1</u> yon1?
gooto	<u>Gooto</u> yon1?
sappo	<u>Sappo</u> yon1?
nogas	<u>Nogas</u> yon1?

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M1</u> hebaani kosam, kono <u>m1</u> hebi kedam.
qo	Qo hebaani <u>kosam</u> , kono qo hebi kedam.
maaro	Qo hebaani <u>maaro</u> , kono qo hebi kedam.
be	Be kebaani <u>maaro</u> , kono be hebi kedam.
tamate	Be kebaani <u>tamate</u> , kono <u>be</u> kebi kedam.

	<u>Be</u> kebaani tamate, kono <u>be</u> keɓi keɗam.
meɲ	Meɲ kebaani <u>tamate</u> , kono meɲ keɓi keɗam.
lacciri	<u>Meɲ</u> kebaani lacciri, kono <u>meɲ</u> keɓi keɗam.
qon	Qon kebaani <u>lacciri</u> , kono qon keɓi keɗam.
liɗɗi	<u>Qon</u> kebaani liɗɗi, kono <u>qon</u> keɓi keɗam.
qo	Qo hebaani <u>liɗɗi</u> , kono qo heɓi keɗam.
lamɗam	<u>Qo</u> hebaani lamɗam, kono <u>qo</u> heɓi keɗam.
mi	Mi hebaani lamɗam, kono mi heɓi kaɗam.

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum kadi <u>tamɗaa?</u>
jog	Hodum kadi <u>jogɗaa?</u>
faal	Hodum kadi <u>paalɗaa?</u>
qadd	Hodum kadi <u>ngadduɗaa?</u>
yii	Hodum kadi <u>ñjiiɗaa?</u>
sood	Hodum kadi <u>coodɗaa?</u>
yey	Hodum kadi <u>ñjeyɗaa?</u>
wii	Hodum kadi <u>mbiiɗaa?</u>
haal	Hodum kadi <u>kaalɗaa?</u>
nan	Hodum kadi <u>nandaa?</u>
ñaam	Hodum kadi <u>ñaamɗaa?</u>
qokk	Hodum kadi <u>ngokkuɗaa?</u>
yar	Hodum kadi <u>ñjarɗaa?</u>
nab	Hodum kadi <u>nabɗaa?</u>
wad	Hodum kadi <u>mbadɗaa?</u>
jang	Hodum kadi <u>janguɗaa?</u>

g) Simple Substitution Drill

<u>Cue</u>	
	Honto kadi <u>ñjaadɗaa?</u>
ñaam	Honto kadi <u>ñaamɗaa?</u>
yar	Honto kadi <u>ñjarɗaa?</u>
yii	Honto kadi <u>ñjiiɗaa?</u>
waal	Honto kadi <u>mbaalɗaa?</u>
ñall	Honto kadi <u>ñalluɗaa?</u>
hiir	Honto kadi <u>kiiruɗaa?</u>
lel	Honto kadi <u>lelɗaa?</u>
yey	Honto kadi <u>ñjeyɗaa?</u>
naat	Honto kadi <u>naatɗaa?</u>

h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hombo kadi <u>ñjii</u> daa?
wii	Hombo kadi <u>mbii</u> daa?
nab-	Hombo kadi <u>nab</u> daa?
haal	Hombo kadi <u>kaal</u> daa?
taw-	Hombo kadi <u>taw</u> daa?
salmin-	Hombo kadi <u>calmin</u> daa?
lamd-	Hombo kadi <u>lamdu</u> daa?
qadd	Hombo kadi <u>ngaddu</u> daa?
heɓ-	Hombo kadi <u>keɓ</u> daa?
sikk	Hombo kadi <u>cikkud</u> daa?
nan	Hombo kadi <u>nand</u> daa?

14.2 Note: Noun Classes (II)

In 7.4 examples were presented of fourteen classes of nouns in addition to borrowed words with no singular class suffix. Since then many more nouns have occurred including further examples of most of those fourteen classes and furnishing examples of four additional singular classes plus the one remaining plural class, or a total to date of nineteen classes.

Additional examples of classes previously discussed in addition to many examples of the [∅] class, the [qo] class and the [βe], [dɪ] and [de] plural classes:

[nde] class: (plural in [de] class)	<u>Singular</u>	<u>Plural</u>
	hinere	kine
	maafe	----
	hiirande	kiiraaɗe
	kappere	kappe
[ndu] class: (plural in [dɪ] class)	reedu	deedi
	feddandu	peddaali
	suudu	cuudɪ
	woyndu	boyli
	talkuru	talkɪ
	qullundu	qulluudɪ
	fowru	pobbi
[ngo] class: (no new examples)	rawandu	dawaadɪ
[ngal] class: (plural in [de] class)	gertogal	gertoode
[kɪ] class: (no new examples)		

[ka] class:	(plural in [de] class)	laana	laade
[dam] class:	(no plural, usually)	kosam	-----
		kedam	-----
		lamdam	(see also <u>lamkal</u> below)
[mba] class:		mbeewa	beq1
[ngu] class:	(plural in [di] class)	coggu	coggi
		lingu	lidɗi
		mbuudɗu	buudɗi

New Classes: Do not cause initial consonant alternation:

		<u>Singular</u>	<u>Plural</u>
1. [ko] class:	(plural in [de] class)		
Grades:	-o, -ho, -ko, -ko.	hunuko	kunude
		maaro	(maarooj1)
			(see also <u>maarori</u> below)

Cause alternation but not nasalization:

2. [ngol] class:	(plural in [di] class)		
Grades:	-ol, -wol, -gol, -ngol	laawol	laabi
		boolwol	(booliiɗ1)
3. [kal] class:	(plural in [kon] class)		
Grades:	-al, -hal, -kal, -kal	lamkal	lamkon

Cause alternation and prenasalization:

4. [ndi] class:	(plural in [di] or [de] class)		
Grades:	(-i), -ri, -di, -ndi	mbomri	bom1
		mbaroodi	baroodɗi
		mboddi	bolle
		lacciri	-----
		maarori	maarooj1
5. [kon] plural class:		lamkal	lamkon

While no generalization is possible which will enable the student to remember exactly which classes cause alternation and prenasalization note that:

1. All class suffixes which are consonant-final cause some change.
2. All class suffixes ending in /l/ cause alternation but not pre-nasalization. (e.g. [ngal], [ngol], [kal])

3. All class suffixes ending in nasals cause pre-nasalization.
(eg. [ɖam], [kon])
4. All class suffixes ending in /ɭ/ cause some alternation.
(eg. [kɭ], [ɖɭ], [ndɭ])
5. All class suffixes ending in /e/ (except the plural /ɖe/) do not cause any alternation. (eg. [nde], [ɖe])¹

It is also difficult to assign to particular classes an element of meaning-semantic similarity among the words belonging to the class. We do note however, that (with various exceptions):

1. All nouns referring to persons belong to the [qo] or [ø] ('zero') classes in the singular and [ɖe] class in the plural.
2. Animals of the carnivorous kinds are generally in the [ndu] class. But note mbaroodɭ 'lion' of the [ndɭ] class (from war 'kill').
3. Larger herbivorous animals are generally in the [mba] class, but note mballu 'sheep' in the [ŋgu] class, contrasting with mbeewa 'goat' in the [mba] class.
4. Plants, herbs and trees are generally in the [kɭ] class.
5. Liquids are generally in the [ɖam] class.
6. The [ŋgal] and [ŋgel] classes (the latter not yet exemplified), in addition to containing a conglomeration of nouns, are employed to show augmentative and diminutive meaning respectively: cf. ɖɪŋgel 'small offspring' or cuukayel 'small child', mawŋgal 'big one'.

¹These generalizations hold true also for the several classes of which no examples have yet occurred, with the exception of the [ɖum] class which causes alternation but not prenasalization and which is a special case on other grounds as well, since no nouns occur in this class except those derived from verbs of quality etc. where the suffixation of [ɖum] means 'thing possessing this quality, item used to perform this act', and the like.

14.3 Grammar Drills on Noun Classes

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi tawɪ <u>mbaalu ngu</u> , to ngesa mba.
gertoode de	Mi tawɪ <u>gertoode de</u> , to ngesa mba.
pucu ngu	Mi tawɪ <u>pucu ngu</u> , to ngesa mba.
dawaadi dɪ	Mi tawɪ <u>dawaadi dɪ</u> , to ngesa mba.
mbeewa mba	Mi tawɪ <u>mbeewa mba</u> , to ngesa mba.
rawandu ndu	Mi tawɪ <u>rawandu ndu</u> , to ngesa mba.
puci dɪ	Mi tawɪ <u>puci dɪ</u> , to ngesa mba.
gertogal ngal	Mi tawɪ <u>gertogal ngal</u> , to ngesa mba.
ngaari ndɪ	Mi tawɪ <u>ngaari ndɪ</u> , to ngesa mba.
gaqɪ dɪ	Mi tawɪ <u>gaqɪ dɪ</u> , to ngesa mba.
yimbe be	Mi tawɪ <u>yimbe be</u> , to ngesa mba.
gaynaako qo	Mi tawɪ <u>gaynaako qo</u> , to ngesa mba.
qaynaabe be	Mi tawɪ <u>qaynaabe be</u> , to ngesa mba.
mboddi ndɪ	Mi tawɪ <u>mboddi ndɪ</u> , to ngesa mba.
bolle de	Mi tawɪ <u>bolle de</u> , to ngesa mba.
mbaroodɪ ndɪ	Mi tawɪ <u>mbaroodɪ ndɪ</u> , to ngesa mba.
baroodɪ dɪ	Mi tawɪ <u>baroodɪ dɪ</u> , to ngesa mba.
talkuru ndu	Mi tawɪ <u>mbaalu ngu</u> , to ngesa mba.
mbaalu ngu	Mi tawɪ <u>mbaalu ngu</u> , to ngesa mba.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> tawɪ mbaalu ngu, to ngesa mba.
qo	<u>Qo</u> tawɪ mbaalu ngu, to ngesa mba.
gertoode de	<u>Qo</u> tawɪ gertoode de, to ngesa mba.
be	<u>Be</u> tawɪ gertoode de, to ngesa mba.
pucu ngu	<u>Be</u> tawɪ pucu ngu, to ngesa mba.
qon	<u>Qon</u> tawɪ pucu ngu, to ngesa mba?
dawaadi dɪ	<u>Qon</u> tawɪ dawaadi dɪ, to ngesa mba?
meŋ	<u>Meŋ</u> tawɪ dawaadi dɪ, to ngesa mba?
mbeewa mba	<u>Meŋ</u> tawɪ mbeewa mba, to ngesa mba.
qen	<u>Qen</u> tawɪ mbeewa mba, to ngesa mba.
gaqɪ	<u>Qen</u> tawɪ gaqɪ dɪ, to ngesa mba.
qo	<u>Qo</u> tawɪ gaqɪ dɪ, to ngesa mba.
mbaalu ngu	<u>Qo</u> tawɪ mbaalu ngu, to ngesa mba.
mɪ	<u>Mi</u> tawɪ mbaalu ngu, to ngesa mba.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Nde saare</u> ko saare Bookari.
ngu pucu	<u>Ngu pucu</u> ko pucu Bookari.
ndu suudu	<u>Ndu suudu</u> ko suudu Bookari.
de defte	<u>De defte</u> ko defte Bookari.
ngal gertogal	<u>Ngal gertogal</u> ko gertogal Bookari.
d1 baali	<u>D1 baali</u> ko baali Bookari.
ndi ngaari	<u>Ndi ngaari</u> ko ngaari Bookari.
ndu rawaandu	<u>Ndu rawandu</u> ko rawandu Bookari.
d1 talki	<u>D1 talki</u> ko talki Bookari.
qo gaynaako	<u>Qo gaynaako</u> ko gaynaako Bookari.
be yimbe	<u>Be yimbe</u> ko yimbe Bookari.
ngu mbaalu	<u>Ngu mbaalu</u> ko mbaalu Bookari.
nde hiirande	<u>Nde hiirande</u> ko hiirande Bookari.
ko maaro	<u>Ko maaro</u> ko maaro Bookari.
ngu pucu	<u>Ngu pucu</u> ko pucu Bookari.

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M1 taw1</u> baali d1 to ladde nde.
qo	Qo <u>taw1</u> baali d1 to ladde nde.
qacc	Qo qacci <u>baali</u> d1 to ladde nde.
mbabba mba	Qo qacci mbabba mba to <u>ladde nde</u> .
wuro ngo	<u>Qo</u> qacci mbabba mba to wuro ngo.
be	Be <u>ngacaci</u> mbabba mba to wuro ngo.
nab	Be nabi <u>mbabba mba</u> to wuro ngo.
nagge nge	Be nabi nagge nge to <u>wuro ngo</u> .
saare nde	<u>Be</u> nabi nagge nge to saare nde.
meŋ	Meŋ <u>nabi</u> nagge nge to saare nde.
y11	Meŋ ŋj1y1 <u>nagge nge</u> to saare nde.
pucu ngu	Meŋ ŋj1y1 pucu ngu to <u>saare nde</u> .
laawol ngol	<u>Meŋ</u> ŋj1y1 pucu ngu to laawol ngol.
qon	Qon <u>ŋj1y1</u> pucu ngu to laawol ngol.
taw	Qon taw1 <u>pucu ngu</u> to laawol ngol.
baali d1	Qon taw1 baali d1 to <u>laawol ngol</u> .
ladde nde	<u>Qon</u> taw1 baali d1 to ladde nde?
m1	M1 taw1 baali d1 to ladde nde?

e) Substitution-Transformation Drill (Singular to Plural)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Deftere nde qalaa</u> d'o.	Defte de ngalaa d'o.
pucu ngu	<u>Pucu ngu</u> qalaa d'o.	Puci d'i ngalaa d'o.
nagge nge	<u>Nagge nge</u> qalaa d'o.	Naqi d'i ngalaa d'o.
gertogal ngal	<u>Gertogal ngal</u> qalaa d'o.	Gertoode de ngalaa d'o.
laana ka	<u>Laana ka</u> qalaa d'o.	Laade de ngalaa d'o.
talkuru ndu	<u>Talkuru ndu</u> qalaa d'o.	Talki d'i ngalaa d'o.
lingu ngu	<u>Lingu ngu</u> qalaa d'o.	Liddi d'i ngalaa d'o.
boolwol ngol.	<u>Boolwol ngol</u> qalaa d'o.	Booloogi d'i ngalaa d'o.
mbomri ndi	<u>Mbomri ndi</u> qalaa d'o.	Bomi d'i ngalaa d'o.
fowru ndu	<u>Fowru ndu</u> qalaa d'o.	Pobbi d'i ngalaa d'o.
rawaandu ndu	<u>Rawaandu ndu</u> qalaa d'o.	Dawaadi d'i ngalaa d'o.
mbeewa mba	<u>Mbeewa mba</u> qalaa d'o.	Beqi d'i ngalaa d'o.
mbaalu ngu	<u>Mbaalu ngu</u> qalaa d'o.	Baali d'i ngalaa d'o.
mbaroodi ndi	<u>Mbaroodi ndi</u> qalaa d'o.	Baroodi d'i ngalaa d'o.
laawol ngol	<u>Laawol ngol</u> qalaa d'o.	Laabi d'i ngalaa d'o.
hiirande nde	<u>Hiirande nde</u> qalaa d'o.	Kiiraade de ngalaa d'o.
deftere nde	Deftere nde qalaa d'o.	Defte de ngalaa d'o.

f) Substitution-Transformation Drill (Noun to Pronoun)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Qa soodi nagge nge?</u>	Qa soodi nge?
qo	Qo <u>soodi</u> nagge nge.	Qo soodi nge.
heɓ	Qo heɓi <u>nagge nge.</u>	Qo heɓi nge.
pucu	Qo heɓi pucu ngu.	Qo heɓi ngu.
meɲ	Meɲ <u>keɓi</u> pucu ngu.	Meɲ heɓi ngu.
yey	Meɲ ñjeyi <u>pucu ngu.</u>	Meɲ ñjeyi ngu.
mballu	Meɲ ñjeyi mballu ngu.	Meɲ ñjeyi ngu.
ɓe	Be ñjeyi mballu ngu.	Be ñjeyi ngu.
nab	Be nabi <u>mballu ngu.</u>	Be nabi ngu.
deftere	Be nabi deftere nde.	Be nabi nde.
qon	Qon <u>nabi</u> deftere nde?	Qon nabi nde?
jog	Qon jogi <u>deftere nde?</u>	Qon jogi nde?
coggu	Qon jogi coggu ngu?	Qon jogi ngu?
qo	Qo <u>jogi</u> coggu ngu.	Qo jogi ngu.
heɓ	Qo heɓi <u>coggu ngu.</u>	Qo heɓi ngu.
nagge	Qo heɓi nagge nge?	Qo heɓi nge.
qa	Qa <u>heɓi</u> nagge nge?	Qa heɓi nge?
sood	Qa soodi nagge nge?	Qa soodi nge?

g) Simple Substitution-Transformation Drill (Noun
(Noun and Demonstrative Object to Demonstrative Only)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	M1 taw1 <u>mballu ngu</u> to ngesa mba.	M1 taw1 ngu to ngesa mba.
gertoode	M1 taw1 <u>gertoode de</u> to ngesa mba.	M1 taw1 de to ngesa mba.
pucu	M1 taw1 <u>pucu ngu</u> to ngesa mba.	M1 taw1 ngu to ngesa mba.
dawaad1	M1 taw1 <u>dawaad1 d1</u> to ngesa mba.	M1 taw1 d1 to ngesa mba.
mbeewa	M1 taw1 <u>mbeewa mba</u> to ngesa mba.	M1 taw1 mba to ngesa mba.
rawaandu	M1 taw1 <u>rawaandu ndu</u> to ngesa mba.	M1 taw1 ndu to ngesa mba.
puc1	M1 taw1 <u>puc1 d1</u> to ngesa mba.	M1 taw1 d1 to ngesa mba.
gertogal	M1 taw1 <u>gertogal ngal</u> to ngesa mba.	M1 taw1 ngal to ngesa mba.
ngaari	M1 taw1 <u>ngaari nd1</u> to ngesa mba.	M1 taw1 nd1 to ngesa mba.
naq1	M1 taw1 <u>naq1 d1</u> to ngesa mba.	M1 taw1 d1 to ngesa mba.
baali	M1 taw1 <u>baali d1</u> to ngesa mba.	M1 taw1 d1 to ngesa mba.
yimbe	M1 taw1 <u>yimbe be</u> to ngesa mba.	M1 taw1 be to ngesa mba.
gaynaako	M1 taw1 <u>gaynaako qo</u> to ngesa mba.	M1 taw1 qo to ngesa mba.
mboddi	M1 taw1 <u>mboddi nd1</u> to ngesa mba.	M1 taw1 nd1 to ngesa mba.
bolle	M1 taw1 <u>bolle de</u> to ngesa mba.	M1 taw1 de to ngesa mba.
mbarood1	M1 taw1 <u>mbarood1 nd1</u> to ngesa mba.	M1 taw1 nd1 to ngesa mba.
barood1	M1 taw1 <u>barood1 d1</u> to ngesa mba.	M1 taw1 d1 to ngesa mba.
talkuru	M1 taw1 <u>talkuru ndu</u> to ngesa mba.	M1 taw1 ndu to ngesa mba.
mballu	M1 taw1 <u>mballu ngu</u> to ngesa mba.	M1 taw1 ngu to ngesa mba.

h) Progressive Substitution-Transformation Drill
(Noun plus Demonstrative as Subject to Demonstrative Subject Only)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Pucu</u> ngu yeyaama.	Ngu yeyaama.
puc1	Puc1 d1 <u>ñjeyaama</u> .	D1 ñjeyaama.
sood'	<u>Puc1</u> d1 coodaama.	D1 coodaama.
mbabba	Mbabba mba <u>soodaama</u> .	Mba soodaama.
nab	<u>Mbabba</u> mba nabaama.	Mba nabaama.
baali	Baali d1 <u>nabaama</u> .	D1 nabaama.
yid'	<u>Baali</u> d1 ñjidaama.	D1 ñjidaama.
mballu	Mballu ngu <u>yidaama</u> .	Ngu yidaama.
qadd	<u>Mballu</u> ngu qaddaama.	Ngu qaddaama.
naq1	Naq1 d1 <u>ngaddaama</u> .	D1 ngaddaama.
faal	Naq1 d1 <u>paalaama</u> .	D1 paalaama.
ngaari	Ngaari nd1 <u>faalaama</u> .	Nd1 faalaama.
sood'	<u>Ngaari</u> nd1 soodaama.	Nd1 soodaama.
babbi	Babbi d1 <u>coodaama</u> .	D1 coodaama.
yey	Babbi d1 <u>ñjeyaama</u> .	D1 ñjeyaama.
pucu	Pucu ngu yeyaama.	Ngu yeyaama.

1) Progressive Substitution-Transformation Drill

(Substitute only the demonstrative for each 'object' noun given as cue.)

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	<u>Qa</u> yeyataa ndi na?	Qalaa, mi yeyataa ndi.
qo	Qo <u>yeyataa</u> ndi na?	Qalaa, qo yeyataa ndi.
qadd	Qo qaddataa <u>ndi</u> na?	Qalaa, qo qaddataa ndi.
(pucu)	<u>Qo</u> qaddataa ngu na?	Qalaa, qo qaddataa ngu.
be	<u>Be</u> ngaddataa ngu na?	Qalaa, be ngaddataa ngu.
sood	Be coodataa <u>ngu</u> na?	Qalaa, be coodataa ngu.
(gertogal)	<u>Be</u> coodataa ngal na?	Qalaa, be coodataa ngal.
qon	Qon coodataa ngal na?	Qalaa, meŋ coodataa ngal.
yey	Qon fiyeyataa ngal na?	Qalaa, meŋ fiyeyataa ngal.
(rawandu)	<u>Qon</u> fiyeyataa ndu na?	Qalaa, meŋ fiyeyataa ndu.
Demba	Demba <u>yeyataa</u> ndu na?	Qalaa, qo yeyataa ndu.
nab	Demba nabataa <u>ndu</u> na?	Qalaa, qo nabataa ndu.
(mbeewa)	<u>Demba</u> nabataa mba na?	Qalaa, qo nabataa mba.
qo	Qo <u>nabataa</u> mba na?	Qalaa, qo nabataa mba.
qacc	Qo qaccataa <u>mba</u> na?	Qalaa, qo qaccataa mba.
(mballu)	<u>Qo</u> qaccataa ngu na?	Qalaa, qo qaccataa ngu.
qa	Qa <u>qaccataa</u> ngu na?	Qalaa, mi qaccataa ngu.
yey	Qa yeyataa <u>ngu</u> na?	Qalaa, mi yeyataa ngu.
(ngaari)	Qa yeyataa ndi na?	Qalaa, mi yeyataa ndi.

j) Progressive Substitution-Response Drill

<u>Cue</u>	<u>Question Pattern</u>	<u>Answer Pattern</u>
	<u>Qa</u> jogi naqi hewde na?	Qalaa, ko nagge gooto tan mi jogi.
qo	Qo <u>jogi</u> naqi hewde na?	Qalaa, ko nagge gooto tan qo jogi.
tam	Qo tam <u>naqi</u> hewde na?	Qalaa, ko nagge gooto tan qo tam.
baali	<u>Qo</u> tam baali hewde na?	Qalaa, ko mballu gooto tan qo tam.
be	<u>Be</u> tam baali hewde na?	Qalaa, ko mballu gooto tan be tam.
faal	Be paali <u>baali</u> hewde na?	Qalaa, ko mballu gooto tan be paali.
babbi	<u>Be</u> paali babbi hewde na?	Qalaa, ko mbabba gooto tan be paali.
meŋ	Meŋ <u>paali</u> babbi hewde na?	Qalaa, ko mbabba gooto tan meŋ paali.
mar	Meŋ mari <u>babbi</u> hewde na?	Qalaa, ko mbabba gooto tan meŋ mari.
beqi	<u>Meŋ</u> mari beqi hewde na?	Qalaa, ko mbeewa gooto tan meŋ mari.
qen	Qen <u>mari</u> beqi hewde na?	Qalaa, ko mbeewa gooto tan qen mari.
heŋ	Qen keŋi <u>beqi</u> hewde na?	Qalaa, ko mbeewa gooto tan qen keŋi.
gertoode	<u>Qen</u> keŋi gertoode hewde na?	Qalaa, ko gertogal gooto tan qen keŋi.
qon	Qon <u>keŋi</u> gertoode hewde na?	Qalaa, ko gertogal gooto tan meŋ keŋi.
jogi	Qon jogi <u>gertoode</u> hewde na?	Qalaa, ko gertogal gooto tan meŋ jogi.
naqi	<u>Qon</u> jogi naqi hewde na?	Qalaa, ko nagge gooto tan meŋ jogi.
qa	Qa jogi naqi hewde na?	Qalaa, ko nagge gooto tan mi jogi.

k) Phrasal Substitution Drill

CuePattern

	<u>Mido jogi kedam</u> kono mi hebaani kosam.
qomo yidi kosam	Qomo yidi kosam kono <u>mi hebaani kosam</u> .
qa waawataa yarde dum	<u>Qomo yidi kosam</u> kono qo waawataa yarde dum.
Demba tam1 lekk1	Demba tam1 lekk1 kono qo <u>waawataa yarde dum</u> .
qo sellaan1 haa joon1	<u>Demba tam1 lekk1</u> kono qo sellaan1 haa joon1.
be taw1 qomo lel1	Be taw1 qomo lel1 kono <u>qo sellaan1 haa joon1</u> .
be haalaani mo haytus	<u>Be taw1 qomo lel1</u> kono be haalaani mo haytus.
yimbe be fijiy1 mo	Yimbe be fijiy1 mo kono be <u>haalaani mo haytus</u> .
tawo qo yari kedam dam	<u>Yimbe be fijiy1 mo</u> kono tawo qo yari kedam dam.
qo yidiino qo yara lekk1	Qo yidiino qo yara lekk1 kono <u>tawo qo yari kedam dam</u> .
qo jabaani yarde dum	<u>Qo yidiino qo yara lekk1</u> kono qo jabaani yarde dum.
mido jogi kedam	Mido jogi kedam kono <u>qo jabaani yarde dum</u> .
mi hebaani kosam	Mido jogi kedam kono mi hebaani kosam.

14.4 Note: The [-d] verbal extension - 'Associative'.

Ngardaa qe baaba,....

'Come with father....'

This verbal extension (preceded by a vowel following roots ending in two consonants) carries the sense of accompanying some one in the performance of the action. It is thus restricted to verbs the meaning of which permits two to associate in the action. With roots so far introduced the following extended bases are possible.¹

qar	'come'	qarda ²	'come with'
yaa	'go'	yaada	'go with'
won	'be'	wonda	'be with'
liggo	'work' (M.V.)	liggoda	'work with'
ñaam	'eat'	ñaamda	'eat with'
yar	'drink'	yarda	'drink with'

¹The student should exercise care in the use of this extension since its use with such roots as waal 'spend the night' or lel 'lie down' carries the possibility of being obscene.

²The imperative of verbs with this extension occurs with suffix /-a/. (see 6.4)

Bases incorporating this extension are almost invariably followed by qe 'with' plus a noun or pronoun denoting the one with whom the association in action occurs.

Bases with this extension may be inflected in a variety of forms:

Mi qardi qe ɓe.	'I came with them'
Mi qardat qe ɓe.	'I'm going to come with them.'
Honto ɲaamdudaa qe ɓe.	'Where did you eat with them?'

This verbal extension can be combined with others - for example the /-oy/ 'displacive' extension:

Meɲ ɲjaroydi qe Demba qe Yompa. 'We went to drink with Demba and Yompa.'

14.5 Drills on /-d/ extension

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi qardi, qe baabaqam.
qo	Qo qardi, qe baabaqam.
yaa	Qo yaadi, qe baabaqam.
yimɓe ɓe	Qo yaadi, qe yimɓe ɓe.
ɓe	Be ɲjaadi, qe yimɓe ɓe.
haal	Be kaaldi, qe yimɓe ɓe.
neenemaɓɓe	Be kaaldi, qe neenemaɓɓe.
meɲ	Meɲ kaaldi, qe neenemaɓɓe.
yii	Meɲ ɲjiidi, qe neenemaɓɓe.
lamɗo qo	Meɲ ɲjiidi, qe lamɗo qo.
qa	Qa yiidi, qe lamɗo qo?
won	Qa wondi, qe lamɗo qo?
miɲamakko	Qa wondi, qe miɲamakko?
qon	Qon ɲgondi, qe miɲamakko?
qar	Qon ɲgardi, qe miɲamakko?
baabaqam	Qon ɲgardi, qe baabaqam?
m1	M1 qardi, qe baabaqam.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mɗo qarda, qe baabaqam.
(qo)	Qomo qarda, qe baabaqam.
yaa	Qomo yaada, qe baabaqam.
yimɓe ɓe	Qomo yaada, qe yimɓe ɓe.
(ɓe)	Beɗo ɲjaada, qe yimɓe ɓe.
haal	Beɗo kaalda, qe yimɓe ɓe.
neenemaɓɓe	Beɗo kaalda, qe neenemaɓɓe.

	<u>Bedo</u> kaalda, qe neenemaɓɓe.
(meŋ)	Miden <u>kaalda</u> , qe neenemaɓɓe.
yii	Miden <u>ñjiida</u> , qe <u>neenemaɓɓe</u> .
lamɗo	<u>Miden</u> <u>ñjiida</u> , qe lamɗo qo?
(qon)	Qodon <u>ñjiida</u> , qe lamɗo qo?
yaa	Qodon <u>ñjaada</u> , qe <u>lamɗo qo?</u>
miñamakko	<u>Qodon</u> <u>ñjaada</u> , qe miñamakko.
(mɪ)	Mido <u>yaada</u> , qe miñamakko.
qar	Mido qarda, qe <u>miñamakko</u> .
baabaqam	Mido qarda, qe baabaqam.

c) Progressive Substitution-Transformation Drill (Progressive to Perfective)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mido</u> qarda, qe baabaqam.	Mi qardɪ, qe baabaqam.
(qo)	Qomo <u>qarda</u> , qe baabaqam.	Qo qardɪ, qe baabaqam.
yaa	Qomo yaada, qe <u>baabaqam</u> .	Qo yaadɪ, qe baabaqam.
yimɓe ɓe	<u>Qomo</u> yaada, qe yimɓe ɓe.	Qo yaadɪ, qe yimɓe ɓe.
(ɓe)	Bedo <u>ñjaada</u> , qe yimɓe ɓe.	Be ñjaadɪ, qe yimɓe ɓe.
haal	Bedo kaalda, qe <u>yimɓe ɓe</u> .	Be kaaldɪ, qe yimɓe ɓe.
neenemaɓɓe	<u>Bedo</u> kaalda, qe neenemaɓɓe.	Be kaaldɪ, qe neenemaɓɓe.
(meŋ)	Miden kaalda, qe neenemaɓɓe.	Meŋ kaaldɪ, qe neenemaɓɓe.
yii	Miden <u>ñjiida</u> , qe <u>neenemaɓɓe</u> .	Meŋ ñjidɪ, qe neenemaɓɓe.
lamɗo qo	<u>Miden</u> <u>ñjiida</u> , qe lamɗo qo.	Meŋ ñjidɪ, qe lamɗo qo.
(qon)	Qodon <u>ñjiida</u> , qe lamɗo qo?	Qon ñjidɪ, qe lamɗo qo?
yaa	Qodon <u>ñjaada</u> , qe <u>lamɗo qo?</u>	Qon ñjaadɪ, qe lamɗo qo?
makko	<u>Qodon</u> <u>ñjaada</u> , qe makko?	Qon ñjaadɪ, qe makko?
(mɪ)	Mido <u>yaada</u> , qe makko.	Mɪ yaadɪ, qe makko.
qar	Mido qarda, qe <u>makko</u> .	Mɪ qardɪ, qe makko.
baabaqam	Mido qarda, qe baabaqam.	Mɪ qardɪ, qe baabaqam.

d) Expansion Drill

Addition CuePattern

tuma ñjiimomɪ	1. Bedo ɗaani.
haŋki	2. Bedo ɗaani tuma ñjiimomɪ.
jemma	3. Bedo ɗaani tuma ñjiimomɪ haŋki.
haŋko qe debbomakko	4. Bedo ɗaani tuma ñjiimomɪ haŋki jemma.
	5. Bedo ɗaani tuma ñjiimomɪ haŋki jemma, kaŋko qe debbomakko.
tawo ɓedo leli hedde wuro	6. Bedo ɗaani tuma ñjiimomɪ haŋki jemma, kaŋko qe debbomakko, tawo ɓedo leli hedde wuro Samba.
Samba	

- kono tawo min qe debboqam, qeden ñjaha
7. Bedo ñaani tuma ñjilmomi haŋki jemma, kaŋko qe debbomakko, tawo bedo leli heede wuro Samba, kono tawo min qe debboqam, qeden ñjaha.
- to dokotorqameŋ
8. Bedo ñaani tuma ñjilmomi haŋki jemma, kaŋko qe debbomakko tawo bedo leli hedde wuro Samba, tawo min qe debboqam qeden ñjaha to dokotorqameŋ.
- to kampama qo
9. Bedo ñaani tuma ñjilmomi haŋki jemma, kaŋko qe debbomakko, bedo leli hedde wuro Samba, tawo min qe debboqam, qeden ñjaha, to dokotorqameŋ, to kampama qo.
- tawɪ reedu debboqam sellaaɲo.
10. Bedo ñaani tuma ñjilmomi haŋki jemma, kaŋko qe debbomakko, bedo leli hedde wuro Samba, tawo min qe debboqam, qeden ñjaha, to dokotorqameŋ, to kampama qo, tawɪ reedu debboqam sellaaɲo.

14.8 NARRATIVE

New words:

jood'

sit

hoot

go home

Brown qe Jom Maaro

Qonñan Brown yahi marse. Qo tawɪ jom maaro, ko no joodɪ. Qon no wiye Jaawo. Qo lamɪ mo sɪ qo heɓi maaro. Qon jaabi mo, qo wiɪ mo qeeyɪ, qomo heɓi maaro. Jaawo lamɪ mo ko jelu qo yiɔi soodde. Brown wiɪ mo ko boolwol gootol qo yiɔi, kono qomo yiɔi qandude coggu ŋgu ko jelu. Jaawo wiɪ mo, coggu ŋgu ko taransu qe ñataa. Non Brown lamɪ mo kaɔi, ko hoɔum kaɔi qo jogi. Jaawo wiɪ mo kaɔi qomo jogi bantara sɪ tawo qomo yiɔi dɔm. Brown wiɪ mo kaŋko yiɔaa dɔm, kono qomo yiɔi kosam qe lacciri. Jaawo wiɪ qo heɓaani kosam kono qomo jogi keɗam, sɪ qo yiɔi dɔm kaɔi. Brown wiɪ mo, qomo yiɔi dɔm, non Jaawo lamɪ Brown ko kabaaji jelu qo yiɔi. Brown wiɪ mo 'ɔiɔi yoni'. Tuma Brown soodɪ dɔm, qo hootɪ to maɓɓe.

14.9 Questions for Discussion

New word,

meed¹ taste, experience, have
ever ---- (with infinitive)

1. Hombo lamdi Jaawo he fii maaro?
2. Jaawo koo yeyowo maaro na?
3. Jaawo qe Brown hombo yid'iino soodde maaro?
4. Ko booliiji jelu Brown yid'iino?
5. Coggu ngu ko jelu?
6. Ko hodum kadi Jaawo tamiino?
7. Qo hebiino kosam na?
8. Kabaaji jelu Brown yid'iino? Ko gooto qo sood'iino, maa ko didi?
9. Si wonaa maaro qe qadam, ko hodum kadi Jaawo jogiino?
10. Brown yid'iino soodde kosam qe lacciri na, maa qo yidaano?
11. Hombo woni jom maaro ko?
12. Qa meedi faamde lacciri na?¹
13. Yimbemaada mo waawi defde lacciri na?
14. Saa yiya lacciri, qa qanday dum na?
15. Qa waaway birde naqi di na?

¹Have you ever eaten steamed millet? The verb meed basically meaning 'taste' is used figuratively with the infinitive for having had the experience denoted by the following verb. In the negative it carries the sense of 'never':

Mi meedaani faamde lacciri. 'I've never eaten steamed millet.'

NOTES

UNIT 15

15.0 Dialog: Weather

toɓ	-Suɲkari-	tain (verb)
Mi sikki, qo toɓay hande.		I think it will rain today.
	-Samba-	
Ko waɗi qa wiyaɗi dɔm?		What makes you say that?
	-Suɲkari-	
laari		look there!
ruulde [nde] (dule)		cloud
fudɗu		start, begin
qasaman [ø] ()		sky
Laari, qasaman qo fudɗi waɗde		Look there! the sky has started
dule.		to form clouds.
	-Samba-	
Ko ngandudaa, qe kulle dule?		What do you know about ('in the
		matter of') clouds?
	-Suɲkari-	
ɓooy		last long, be ancient
dirango [ngo] (diraali)		thunder, crash
Soo ɓooyi seeda, qa nanay dirango		In just a little while ('when it
ngo.		has lasted a bit') you will
		hear the thunder.
	-Samba-	
wel		be sweet, nice, pleasing;
		be sharp
weltaade		to be pleased, to rejoice
Min, mi wel'toto qe dɔm.		I will be pleased with that.
	-Suɲkari-	
niɓɓu		get dark
Qa yiyaani, qo fudɗi niɓɓude?		Don't you see it has started
		getting dark?
	-Samba-	
Qa haali goonga. Qo fudɗi niɓɓude.		You're right. (You have said the
		truth). It has started getting
		dark.

-Sujkari-

hool
Qan, qa hoolataa neddo, ko d'um wadi.

trust, have confidence in
You don't trust anyone, that's why.

-Samba-

nden
wul
bet
no bete
Nden jango, qo wulataa, no bete.

then, when
be warm, hot
measure
very much ('how be measured')
Then tomorrow it will not be too warm.

Jooni mi jabi, qe haalaamaa.

Now I agree with your statement.

-Sujkari-

gas
Qawa, haalaa gasi

be over, come to an end
All right, the talk is over.

15.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:	suuɓ	be cool, cold
	laaɓ	be clear, clean
	rullu	be cloudy, get cloudy

CuePattern

	<u>Mi</u> sikkɪ, qo toɓay hande.
qo	Qo sikkɪ, qo <u>toɓay</u> hande.
niɓɓ	Qo sikkɪ, qo niɓɓay <u>hande</u> .
jango	<u>Qo</u> sikkɪ, qo niɓɓay jango.
be	Be cikkɪ, qo <u>niɓɓay</u> jango.
wul	Be cikkɪ, qo wulay <u>jango</u> .
faɓɓi-jango	<u>Be</u> cikkɪ, qo wulay faɓɓi-jango.
mej	Mej cikkɪ, qo <u>wulay</u> faɓɓi-jango.
suuɓ	Mej cikkɪ, qo suuɓay <u>faɓɓi-jango</u> .
kiikiide	<u>Mej</u> cikkɪ, qo suuɓay kiikiide.
qon	Qon cikkɪ, qo <u>suuɓay</u> kiikiide?
rull	Qon cikkɪ, qo rullay <u>kiikiide</u> ?
jemma	<u>Qon</u> cikkɪ, qo rullay jemma?
qo	Qo sikkɪ, qo <u>rullay</u> jemma.
laaɓ	Qo sikkɪ, qo laaɓay <u>jemma</u> .

	Qo sikki, qo laaḅay <u>jemma</u> .
hande	<u>Qo</u> sikki, qo laaḅay hande.
mi	Mi sikki, qo <u>laaḅay</u> hande.
toḅ	Mi sikki, qo toḅay hande.

b) Simple Substitution Drill

New words:			
hendu	[ndu]	(keeli)	wind, breeze
kaṅkɪra	[ø]/kaṅkɪrawal [ŋgal]	(kaṅkɪraaɟɪ)	tub, large bucket
kafahi	[kɪ]	(kafaaje)	sword
meselal	[ŋgal]	(mesele)	needle
toḅal	[ŋgal]/toḅo [ŋgo]	(toḅooɟɪ)	rain

CuePattern

	Ko ngandudaa, qe kulle <u>dule</u> ?
toḅal	Ko ngandudaa, qe kulle <u>toḅal</u> ?
hendu	Ko ngandudaa, qe kulle <u>hendu</u> ?
meselal	Ko ngandudaa, qe kulle <u>meselal</u> ?
kafaaje	Ko ngandudaa, qe kulle <u>kafaaje</u> ?
kaṅkɪraaɟɪ	Ko ngandudaa, qe kulle <u>kaṅkɪraaɟɪ</u> ?
diraŋgo	Ko ngandudaa, qe kulle <u>diraŋgo</u> ?
yimḅe ḅe	Ko ngandudaa, qe kulle <u>yimḅe ḅe</u> ?
sukaaḅe ḅe	Ko ngandudaa, qe kulle <u>sukaaḅe ḅe</u> ?
rewḅe ḅe	Ko ngandudaa, qe kulle <u>rewḅe ḅe</u> ?
worḅe ḅe	Ko ngandudaa, qe kulle <u>worḅe ḅe</u> ?
saare qo	Ko ngandudaa, qe kulle <u>saare qo</u> ?
Bookari	Ko ngandudaa, qe kulle <u>Bookari</u> ?
Samba	Ko ngandudaa, qe kulle <u>Samba</u> ?
Suṅkari	Ko ngandudaa, qe kulle <u>Suṅkari</u> ?
dule	Ko ngandudaa, qe kulle <u>dule</u> ?

c) Progressive Substitution Drill

CuePattern

	Soo ḅooɟɪ seeda, qa nanay <u>diraŋgo ngo</u> .
yimḅe ḅe	Soo ḅooɟɪ seeda, qa nanay <u>yimḅe ḅe</u> .
yɪɪ	Soo ḅooɟɪ seeda, <u>qa</u> yɪyay yimḅe ḅe.
qo	Soo ḅooɟɪ seeda, qo yɪyay <u>yimḅe ḅe</u> .
sukaaḅe ḅe	Soo ḅooɟɪ seeda, qo <u>yɪyay</u> sukaaḅe ḅe.
nan	Soo ḅooɟɪ seeda, <u>qo</u> nanay sukaaḅe ḅe.
ḅe	Soo ḅooɟɪ seeda, ḅe nanay <u>sukaaḅe ḅe</u> .

	Soo booyi seeda, be nanay <u>sukaaɓe</u> ɓe.
worɓe ɓe	Soo booyi seeda, be <u>nanay</u> worɓe ɓe.
yii	Soo booyi seeda, <u>ɓe</u> fiɗiyay worɓe ɓe.
qon	Soo booyi seeda, qon fiɗiyay <u>worɓe</u> ɓe.
rewɓe ɓe	Soo booyi seeda, qon <u>fiɗiyay</u> rewɓe ɓe.
nan	Soo booyi seeda, <u>qon</u> nanay rewɓe ɓe.
meɗ	Soo booyi seeda, meɗ nanay <u>rewɓe</u> ɓe.
yimɓe ɓe	Soo booyi seeda, meɗ <u>nanay</u> yimɓe ɓe.
yii	Soo booyi seeda, <u>meɗ</u> fiɗiyay yimɓe ɓe.
mi	Soo booyi seeda, mi yiyay <u>yimɓe</u> ɓe.
saare nde	Soo booyi seeda, mi yiyay saare nde.

d) Simple Substitution Drill

New word:	leppu	be wet

<u>Cue</u>	<u>Pattern</u>
	Nden jango, qo <u>wulataa</u> , no ɓete.
toɓ	Nden jango, qo <u>toɓataa</u> , no ɓete.
niɓɓ	Nden jango, qo <u>niɓɓataa</u> , no ɓete.
ɓuuɓ	Nden jango, qo <u>ɓuuɓataa</u> , no ɓete.
laaɓ	Nden jango, qo <u>laaɓataa</u> , no ɓete.
lepp	Nden jango, qo <u>leppataa</u> , no ɓete.
rull	Nden jango, qo <u>rullataa</u> , no ɓete.
wul	Nden jango, qo <u>wulataa</u> , no ɓete.

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qan, qa <u>hoolataa</u> nedɗo, ko dɗum wadɗi.
yii	Qan, qa <u>yiyataa</u> nedɗo, ko dɗum wadɗi.
nan	Qan, qa <u>nanataa</u> nedɗo, ko dɗum wadɗi.
lamɗ	Qan, qa <u>lamɗataa</u> nedɗo, ko dɗum wadɗi.
ɗabb	Qan, qa <u>ɗabbataa</u> nedɗo, ko dɗum wadɗi.
laar	Qan, qa <u>laarataa</u> nedɗo, ko dɗum wadɗi.
salmin	Qan, qa <u>salminataa</u> nedɗo, ko dɗum wadɗi.
nab	Qan, qa <u>nabataa</u> nedɗo, ko dɗum wadɗi.
hool	Qan, qa <u>hoolataa</u> nedɗo, ko dɗum wadɗi.

f) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qa haali' goonga, qo fuddi <u>nißbude</u> .
wul	Qa haali' goonga, qo fuddi <u>wulde</u> .
toß	Qa haali' goonga, qo fuddi <u>toßde</u> .
ßuuß	Qa haali' goonga, qo fuddi <u>ßuußde</u> .
rull	Qa haali' goonga, qo fuddi <u>rullude</u> .
laaß	Qa haali' goonga, qo fuddi <u>laaßde</u> .
ßawl	Qa haali' goonga, qo fuddi <u>ßawlude</u> .
lepp	Qa haali' goonga, qo fuddi <u>leppude</u> .
nißß	Qa haali' goonga, qo fuddi <u>nißßude</u> .

15.2 Note: Agent Verbal Nouns; The 'doer'

The student has probably already observed that many Fula nouns bear a relationship to verbal roots. This coggu [ŋgu] 'price' is derived from sood 'buy' by the processes of:

1. inflection with the third grade, /-gu/, of the suffix for the [ŋgu] class (causing initial consonant alternation):

sood + /-gu/ → *coodgu

2. assimilation of the root-final consonant to the suffix consonant:

*coodgu → *cooggu

5. shortening of the root vowel before the double consonant:

*cooggu → coggu

Such formations are not at all regular and there is no point in trying to form such words from many verb roots by analogy - it is best to learn each noun as it is encountered. The analogy of English words like arrival, departure is helpful here.

However, there are certain noun forms commonly derived from a large number of verb roots by suffixation of a noun class suffix to the root or to an extended verbal base. We can classify such noun forms as verbal nouns. The one most commonly encountered to date has been the infinitive, which, we have noted is formed by suffixation of the third grade, /-de/, of the [nde] class suffix to the root of active verbs (with /-u/ where needed to avoid three consonants) or to the middle voice base with suffix /-aa/ or the passive voice base with suffix /-ee/:

dabb	+	de	→	dabbude	'to find'
qar	+	de	→	qarde	'to come'
liggaa	+	de	→	liggaade	'to work'
jaree	+	de	→	jareede	'to be thanked'

Two verbal nouns signifying the doer of the action have occurred in units to date. Note the sentences:

Qoya gorko qarno dɔ Teneŋ <u>yawtuɔ</u> .	'That man who came here last Monday.' ('Monday which has passed.')
Qaccen dɔm qe juŋgo <u>remoobe</u> be.	'Let's leave that in the hand(s) of the farmers.'
Qaccen dɔm qe juŋgo <u>defoobe</u> be.	'Let's leave that in the hand(s) of the cooks.'

The singular forms of the underlined words in the second and third sentences were given (in 10.1) as demowo 'farmer' and defowo 'cook'.

These two verbal nouns, thus, exhibit suffixes /-ɔ/ and /-owo/. Both take the demonstrative of the [qo] class.

For many verbs there exist both singular and plural forms of both these 'agent' or 'doer' verbal nouns. From rem 'cultivate' there occur:

1. demɔ ¹	'who cultivates'
rembe	(plural)
2. demowo	farmer, cultivator
remoobe	(plural)

Similarly from yid 'want, like' there occur:

1. jidɔ	'who wants/likes'
yidbe	(plural)
2. jidowo	'wanter, liker'
yidooobe	(plural)

The difference between 1 and 2 is essentially that 1 refers to the performer of the action in question, while 2 refers to a more regular or habitual performer of the action. The first is often used as a relative modifier: 'who does ____'. Note the sentences:

<u>Defɔ</u> hiirande nde wonaa <u>defowoqameŋ</u> .	'The one who cooked the dinner is
Ko min defi dɔm.	not our cook. It is I who cooked
	it.'

A significant number of verbs, however, do not exhibit all four forms - two singular and two plural - listed above. With such verbs both singular noun forms may occur but only one plural.

¹Note the resemblance to such nouns as lamɔ (lamibe) 'chief' (where a verb lam 'command' is involved) or nedɔ 'person', where no underlying verb is visible.

An example is afforded by qand 'know':

qandudo	'who knows, learned'
qandowo	'knowing person'
qandooŋe	(plural of both)

another by qokk 'give':

gokkudo	'who gives'
gokkowo	'giver'
qokkooŋe	(plural of both)

Note that the form with suffix /-do/ is a true 'verbal' in that it may have an object as in:

defdo hiirande nde 'the one who cooked the dinner'

while those with /-owo/ are nominals and do not take an object:

defowomaa 'your cook'

Middle voice verbal nouns also exist. The middle voice forms exhibit /-aa/ where active forms have /-oo/, /-u/ or no intermediate suffix between root and class suffix. The verb qand 'know', for example, yields a form:

gandaado 'well known, famous'

As mentioned above, the form with /-do/ refers to the performer of the action in question. In all our examples so far this suffix has been added to the verb root or the perfective stem. A parallel imperfective form occurs on the potential/habitual form of the verb:

AV	defatdo	'the one who will cook'
PV	wiyeteedo Jallo	'the one who is called Jallo'

Similarly the active potential form with suffix /-ay/ may serve as stem for an indefinite agentive form:

Defaydo hiirandeqameŋ jaŋgo, mɪ	'The one who is to ('may') cook
qandaa ko hombo.	our dinner tomorrow, I don't
	know who it is.'

A single paragraph may serve to illustrate these points:

Defdo hiirandeqameŋ haŋki qe defatdo ŋaamrimon hande ko ŋe gootum. Qon defowo woni mawdo defooŋe ŋe fow won to kampamaqameŋ. Kono defaydo bottaariqameŋ jaŋgo mɪ qandaa hombo qo wontaa he ŋe.

'The one who cooked our dinner yesterday and the one who is going to cook our food today, are the same ('one'). This cook is the senior among all the cooks who are in our hospital. But I don't know who among them will be the one who will cook our breakfast tomorrow.'

Before leaving the 'doer' category of verbal nouns it is desirable once again to direct our attention to relationship terms symbolized by e.g.:

baaba baabiraawo (baabiraaɓe)

In 1.1 it was noted that the shorter singular form refers to the particular relative, the longer one to a person standing in that relationship to one. There is actually another form:

baabiraado

of which baabiraawo is, by some scholars, construed as a 'contraction'. This set of forms is reminiscent of the middle voice verbal nouns we have been considering, although there is no verb root present here as far as we can see. When we consider the further fact that /-ir/ exists as a verb extension for 'location' or 'instrument' a translation of e.g. kawiraawo as 'one who serves as (or stands in the place of) uncle' is quite appropriate. Consideration of saarenawo (saarenaaɓe) 'townsman' indicates that this use of noun roots as bases for a 'verbal-noun' construction is not limited to relationship terms.

15.3 Grammar Drill on Agent Verbal Nouns

- a) Sample Sentence Drill. (At this stage of his learning, the student has insufficient vocabulary to perform meaningful substitutions in patterns exemplifying these forms. Drill these sample sentence for comprehension and fluency.)

1. Demowo remata ngesamaa, wiyi, qo waawataa qarde hande.
2. Demowo, demɗo ngesa Samba, maayi haŋki jemma.
3. Remooɓe ɓe fowɗ ɓeɗo fofɗa to gallegam. Ko qan tan meɗ padata jooni, pur qa haala qe maɓɓe.
4. Jidowo ndiyam yahi ↑ qo wiyi qo yaroyay, to galle Seyduqen.
5. Qoya nedɗo jidɗo soodde pucumaa, qari ɗo haŋki bimbi.
6. Defowo defata hiirande nde, ko miɗirawoqam.
7. Defooɓe ɓe fowɗ cali qokkude mo, ɗaamrimakko.
8. Defowo deɗɗo nde hiirande, ko kaŋko woni mawɓe defooɓe ɓe fow, won to galle lamɗoqameɗ.
9. Gokkuɗo kam nge nagge, ko miɗa kawqam, wiyete Yoro.
10. Qandudo gaafɗo naggeqameɗ, mi qokkay qon nedɗo buudɗi sappo.

Translations:

1. The farmer cultivating your land said he couldn't come today.
2. The farmer who cultivated Samba's farm died last night.
3. All the farmers are resting at my place. It is only you we are awaiting now for you to talk with them.
4. The one who wanted water has gone, he said he would go drink at the Seydu family compound.
5. That person who wanted to buy your horse came here yesterday morning.
6. The cook who is going to cook the dinner is my younger sister.
7. All the cooks refused to give him his food.
8. The cook who cooked the dinner (it is he) is the senior of the cooks (who are) in the establishment of our chief.

[Note that kaŋko woni mawbe defoobe be fow, 'he is the senior(s) of all the cooks', shows an anomaly in that kaŋko is singular while mawbe has a plural suffix. With this 'adjectival' root maw the suffix regularly agrees with the number of the noun specifying the group. Thus mawbe-maabe 'the eldest of them.']

9. The one who gave me that cow is my maternal uncle's younger brother named Yoro.
10. Who[ever] knows the one who hurt our cow, I'll give that person two pounds.

15.4 Note: Comparison

Recall the sentence:

Mi yiɗi ko ɓuri weydude be fof. ('I wish [one] which exceeds to be fine them all.')

This illustrates the use of ɓur 'to exceed', plus the infinitive of a (stative) verb defining the possession of a quality, plus the item(s) to which the subject is being compared. Other examples of this construction occur in the drill below.

15.5 Grammar Drills on Comparisons with /bur/

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> bur ma, heɓde naqɪ.
qo	Ko qo bur ma, heɓde <u>naqɪ</u> .
kaalis	Ko <u>qo</u> bur ma, heɓde kaalis.
ɓe	Ko ɓe bur ma, heɓde <u>kaalis</u> .
defte	Ko <u>ɓe</u> , bur ma, heɓde defte.
meŋ	Ko meŋ bur ma, heɓde <u>defte</u> .
baali	Ko <u>meŋ</u> bur ma, heɓde baali.
kaŋko	Ko kaŋko bur ma, heɓde <u>baali</u> .
beqɪ	Ko <u>kaŋko</u> bur ma, heɓde beqɪ.
kamɓe	Ko kamɓe bur ma, heɓde <u>beqɪ</u> .
babbɪ	Ko <u>kamɓe</u> bur ma, heɓde babbɪ.
qen	Ko qen bur ma, heɓde <u>babbɪ</u> .
musɪɪɓe	Ko <u>qen</u> bur ma, heɓde musɪɪɓe.
min	Ko min bur ma, heɓde <u>musɪɪɓe</u> .
naqɪ	Ko min bur ma, heɓde naqɪ.

b) Progressive Substitution Drill

New words:

raɓɓidde	to be short
fandude	to be small
ɗyodɗe	to be wise, clever, cunning
juutde	to be tall, long
doole [nde] (no.sg.)	force, power, energy

<u>Cue</u>	<u>Pattern</u>
	Ko <u>kaŋko</u> burɪ Demba, raɓɓidde.
min	Ko min burɪ <u>Demba</u> , raɓɓidde.
mo	Ko min burɪ mo, <u>raɓɓidde</u> .
ɗyodɗe	Ko <u>min</u> burɪ mo, ɗyodɗe.
qo	Ko qo burɪ <u>mo</u> , ɗyodɗe.
ma	Ko qo burɪ ma, <u>ɗyodɗe</u> .
juutde	Ko <u>qo</u> burɪ ma, juutde.
qen	Ko qen burɪ <u>ma</u> , juutde.
qon	Ko qen burɪ qon, <u>juutde</u> .
doole	Ko <u>qen</u> burɪ qon, doole.

	Ko <u>qen</u> ɓuri qon, doole.
meŋ	Ko meŋ ɓuri <u>qon</u> , doole.
ɓe	Ko meŋ ɓuri ɓe, <u>doole</u> .
famdude	Ko <u>meŋ</u> ɓuri ɓe, famdude.
ɓe	Ko ɓe ɓuri <u>ɓe</u> , famdude.
Demba	Ko ɓe ɓuri Demba, <u>famdude</u> .
raɓɓidde	Ko <u>ɓe</u> ɓuri Demba, raɓɓidde.
min	Ko min ɓuri Demba, raɓɓidde.

c) Simple Substitution Drill

New words:

mawnu	grow, be big
yaw	(be) fast
yawnu	hasten, be quick

<u>Cue</u>	<u>Pattern</u>
	Ko Samba ɓuri ma, <u>raɓɓidde</u> .
weydude	Ko Samba ɓuri ma, <u>weydude</u> .
doole	Ko Samba ɓuri ma, <u>doole</u> .
dyodyde	Ko Samba ɓuri ma, <u>dyodyde</u> .
juutde	Ko Samba ɓuri ma, <u>juutde</u> .
famdude	Ko Samba ɓuri ma, <u>famdude</u> .
mawnude	Ko Samba ɓuri ma, <u>mawnude</u> .
yawnude	Ko Samba ɓuri ma, <u>yawnude</u> .
suusde	Ko Samba ɓuri ma, <u>suusde</u> .
ɓawlude	Ko Samba ɓuri ma, <u>ɓawlude</u> .
qandude	Ko Samba ɓuri ma, <u>qandude</u> .
moddyude	Ko Samba ɓuri ma, <u>moddyude</u> .
raɓɓidde	Ko Samba ɓuri ma, raɓɓidde.

d) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Kaa juutɗo, kono ko Seydu ɓuri ma, juutde.
qo	Koo juutɗo, kono ko Seydu ɓuri mo, juutde.
qen	Ko <u>qen</u> juutɗo, kono ko Seydu ɓuri qen, juutde.
qon	Ko <u>qon</u> juutɗo, kono ko Seydu ɓuri qon, juutde.
ɓe	Ko <u>ɓe</u> juutɗo, kono ko Seydu ɓuri ɓe, juutde.
meŋ	Ko <u>meŋ</u> juutɗo, kono ko Seydu ɓuri meŋ, juutde.
qa	Kaa juutɗo, kono ko Seydu ɓuri ma, juutde.

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Kaa</u> juutɗo, kono ko Qabdul ɓuri ma, juutde.
qo	Koo <u>juutɗo</u> , kono ko Qabdul ɓuri mo, <u>juutde</u> .
yawde	<u>Koo</u> jawɗo, kono ko Qabdul ɓuri mo, yawde.
qen	Ko qen <u>jawɗo</u> kono ko Qabdul ɓuri qen, yawde.
daɓɓo	<u>Ko</u> qen daɓɓo, kono ko Qabdul ɓuri qen, raɓɓidde.
qon	Koon <u>daɓɓo</u> , kono ko Qabdul ɓuri qon, <u>raɓɓidde</u> .
suusde	<u>Koon</u> cuusɗo, kono ko Qabdul ɓuri qon, suusde.
ɓe	Ko ɓe <u>cuusɗo</u> , kono ko Qabdul ɓuri ɓe, <u>suusde</u> .
yawde	Ko <u>ɓe</u> jawɗo, kono ko Qabdul ɓuri ɓe, yawde.
meɲ	Ko meɲ <u>jawɗo</u> , kono ko Qabdul ɓuri meɲ, <u>yawde</u> .
juutde	Ko <u>meɲ</u> juutɗo kono ko Qabdul ɓuri meɲ, juutde.
qa	Kaa juutɗo, kono ko Qabdul ɓuri ma, juutde.

15.8 NARRATIVE

New word: qaduna [ø]/qadunaru [ndu] () world, this world

Rullude Qasaman qo

Suɲkari qe Samba, ñande gooto, ɓeɗo haala he fii rullude qasaman qo. Non Suɲkari wiyi mo kaŋko sikki qo toɓoto qonñan. Samba lamdi mo, ko wadɗi qo wiyi dɗum. Suɲkari jaabi mo, qo wiyi yoo laar qasaman qo, Paski dɗum fuddi wadde dule. Non Samba wiyi mo, ko hoɗum qo qandi he fii kulle dule. Suɲkari wiyi mo, yoo fad seeda tan, qo nanay dirango ngo. Nden Samba wiyi kaŋko, qo weloto qe dɗum. Non Suɲkari wiyi yoo laar qadunaru ndu, fuddi niɓɓude, Samba jaabi, qo wiyi mo, 'Qa haali goonga.' Jooni qo jaɓi qe haalaamakko. Suɲkari wiyi 'Qawa, haalaa gasi.'

15.9 Questions for Discussion

1. Hombo wiyiino qo toɓay hande?
2. Ko hoɗum Suɲkari wiyi Samba, yoo laare?
3. Ko fii hoɗum Suɲkari wiyi Samba, yoo laara qasaman qo?
4. Hombo lamdi Suɲkari, he fii kulle dule?
5. Suɲkari wiyiino Samba, soo ɓooyi seeda qo nanay hunde, ko hoɗum qo nanata?
6. Ko wadɗi qadunaru ndu fuddi niɓɓude?
7. Ko hoɗum fuddi, wadde dule?
8. Hombo hoolata nedɗo, Samba na, maa ko Suɲkari?
9. Hoɗum ngandudaa he kulle dule?
10. Qa sikki qo toɓay hande na?
11. Qasaman qo fuddi wadde dule na?
12. Qa nanay dirango ngo to mon na?

REVIEW UNIT 3

(Review of Units 11 - 15)

R3.0 Recombination Dialogs

- A. Honno musiiɓemaa wadɪ?
- B. Beɗo he jam.
- A. Tuma ŋjiimi qon haŋki, honto ŋjaatodon?
- B. Nden qeden ŋjaha laarde nder saare nde, tawo mi yiɗiino ɓiɓɓeqam ɓe naata qeskuɓ.
- A. Mbiimi, hoto qoya gorkomaa woni, qarnoo ɗo Qaltine yawtudo.
- B. Qo wiɗiino kam qo qaray Talata maa Qalarba, kono soo qaraani hande qo qaray Qalkamis maa Juma.
- A. Godɗo haali kam, qad'a mari naqi hewde qe baali, beqi, babbi qe pucu.
- B. Qeeyi, ndi ɗo woni ŋgaariqam.
- A. Miɗo yiɗi pucu ranewu.
- B. Miɗo mari ɓe tato.
- A. Hoɗum kadi tamɗaa?
- B. Miɗo jogi bantara, kosam, keɗam, qe maaro. Qawa, coggu maaro ko, ko taransu qe ŋataa.
- A. Mbiimi, ko cikkuɗaa he fii qasaman qo hande. Qaɗunaru ndu fow no niɓɓi.
- B. Mi sikki qo toɓay hande. Laari, dule ɗe he dow qasaman qo.
- A. Nden mi weloto qe ɗum, paski qo wulataa ko fewi.
- B. Soo ɓooyi seeda, qa nanay ɗirango ŋgo.

R3-1 Variation Drills

a) Phrasal Substitution Drill.

CuePattern

fewnude biskalet Samba
 yaade laarde neeneqam
 nabde nagge nge to wuro ngo
 yaade soodde bantara pur Demba
 defde hiirandemeeden
 qarde haalde ma kulle debboqam
 qokkude mo lekkɪ ki
 yarɗe lekkɪqam
 defde maafe hiirandemon
 fewnude moto baabaqam
 quddude dammugal ngal

Tawo mi yiɗiino ɓiɓɓeqam ɓe naata qeskuɓ.
 Tawo mi yiɗiino fewnude biskalet Samba.
 Tawo mi yiɗiino yaade laarde neeneqam.
 Tawo mi yiɗiino nabde nagge nge to wuro ngo.
 Tawo mi yiɗiino yaade soodde bantara pur Demba.
 Tawo mi yiɗiino defde hiirandemeeden.
 Tawo mi yiɗiino qarde haalde ma kulle debboqam.
 Tawo mi yiɗiino qokkude mo lekkɪ ki.
 Tawo mi yiɗiino yarɗe lekkɪqam.
 Tawo mi yiɗiino defde maafe hiirandemon.
 Tawo mi yiɗiino fewnude moto baabaqam.
 Tawo mi yiɗiino quddude dammugal ngal.

	Tawo m1 yid'iino <u>quddude dammugal ngal.</u>
yaade to ngesameeden	Tawo m1 yid'iino <u>yaade to ngesameeden.</u>
yaade dabbude ngaariqam	Tawo m1 yid'iino <u>yaade dabbude ngaariqam.</u>
yaade remde baawo suudu neene	Tawo m1 yid'iino <u>yaade remde baawo suudu neene.</u>
naatde to nder fid'yrde nde	Tawo m1 yid'iino <u>naatde to nder fid'yrde nde.</u>
yaade yeyde mbaldi ndi	Tawo m1 yid'iino <u>yaade yeyde mbaldi ndi.</u>

b) Phrasal Substitution Drill

CuePattern

	Hoto qoya gorkomaa woni jooni, <u>qarno do Qaltine yawtudo?</u>
yaano to galle jargamon	<u>Hoto qoya gorkomaa woni jooni,</u> yaano to galle jargamon?
qada qandi qinde qoya debbo	Qada qandi qinde qoya debbo, <u>yaano to galle jargamon?</u>
soodno do jooni liddi	<u>Qada qandi qinde qoya debbo,</u> soodno do jooni liddi?
hombo woni qoya mawdo	Hombo woni qoya mawdo, <u>soodno do jooni liddi?</u>
wonno to galle jargaqamen	Hombo woni qoya mawdo, wonno to galle jargaqamen?
honno <u>musid'do</u> Samba	Honno <u>musid'do Samba,</u> wonno to galle jargaqamen?
heɓno ɓikon tuubaakoobe	<u>Honno musid'do Samba,</u> heɓno ɓikon tuubaakoobe?
qada nana kibaaru teerimaa	Qada nana kibaaru teerimaa, <u>heɓno ɓikon tuubaakoobe?</u>
qaccuno do taanirawomum	<u>Qada nana kibaaru teerimaa,</u> qaccuno do taanirawomum?
hodum woni ligge jatigimaa	Hodum woni ligge jatigimaa, <u>qaccuno do taanirawomum?</u>
haalno ma fii kulle debbomum	<u>Hodum woni ligge jatigimaa,</u> haalno ma fii kulle debbomum?
honno qoya pullo gorko	Honno qoya pullo gorko, <u>haalno ma fii kulle debbomum?</u>
gaañdo jungomum hanƙi	<u>Honno qoya pullo gorko,</u> gaañdo jungomum hanƙi?
hombo woni baaba qoya sukaa gorko	Hombo woni baaba qoya sukaa gorko, <u>gaañdo jungomum hanƙi?</u>
qokkudo kam deftere qonñan	<u>Hombo woni baaba qoya sukaa gorko,</u> qokkudo kam deftere qonñan?
hoto qoya teerimaa	Hoto qoya teerimaa, <u>qokkudo kam deftere qonñan?</u>
qarno do Qaltine yawtudo	Hoto qoya teerimaa, qarno do Qaltine yawtudo?

	Haal <u>meŋ</u> ko <u>mbaawɗaa</u> .
yɪɪ	Haal <u>meŋ</u> ko <u>ŋjɪɪɗaa</u> .
mo	Haal <u>mo</u> ko <u>ŋjɪɪɗaa</u> .
yey	Haal <u>mo</u> ko <u>ŋjeyɗaa</u> .
kam	Haal <u>kam</u> ko <u>ŋjeyɗaa</u> .
yɪɗ	Haal <u>kam</u> ko <u>ŋjɪɗɗaa</u> .

f) Progressive Substitution Drill

Cue

	<u>Mɪɗo</u> yeya leemuna.
(qo)	Qomo <u>yeya</u> leemuna.
ɗabb	Qomo ɗabba <u>leemuna</u> .
baabaqam	<u>Qomo</u> ɗabba baabaqam.
(ɓe)	Beɗo <u>ɗabba</u> baabaqam.
fad	Beɗo pada <u>baabaqam</u> .
Seydu	<u>Beɗo</u> pada Seydu.
(meŋ)	Mɪɗen <u>pada</u> Seydu.
ɗabb	Mɪɗen ɗabba Seydu.
ligge	<u>Mɪɗen</u> ɗabba ligge.
(ɔon)	Qoɗon <u>ɗabba</u> ligge.
faali	Qoɗon paali ligge?
ndiyam	<u>Qoɗon</u> paali ndiyam?
(ɓe)	Beɗo <u>paali</u> ndiyam.
nab	Beɗo naba <u>ndiyam</u> .
teeriqam	<u>Beɗo</u> naba teeriqam.
(mɪ)	Mɪɗo <u>naba</u> teeriqam.
fad	Mɪɗo fada <u>teeriqam</u> .
Jaawo	<u>Mɪɗo</u> fada Jaawo.
(qo)	Qomo <u>fada</u> Jaawo.
ɗabb	Qomo ɗabba <u>Jaawo</u> .
lekkɪ	<u>Qomo</u> ɗabba lekkɪ.
(qon)	Qoɗon <u>ɗabba</u> lekkɪ?
yey	Qoɗon <u>ŋjeya</u> <u>lekkɪ</u> ?
leemuna	<u>Qoɗon</u> <u>ŋjeya</u> leemuna?
(mɪ)	Mɪɗo yeya leemuna.

g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Polisaaɓe</u> ɓe no yeya leemunaaji dɪ.
ɓiɓɓe	ɓiɓɓe ɓe no <u>yeya</u> leemunaaji dɪ.
dabb	ɓiɓɓe ɓe no dabb <u>leemunaaji</u> dɪ.
tuubaakooɓe	<u>ɓiɓɓe</u> ɓe no dabb <u>tuubaakooɓe</u> ɓe.
lamɔ	Lamɔ qo no <u>dabb</u> <u>tuubaakooɓe</u> ɓe.
fad	Lamɔ qo no fada <u>tuubaakooɓe</u> ɓe.
remooɓe	<u>Lamɔ</u> qo no fada remooɓe ɓe.
defowo	Defowo qo no <u>fada</u> remooɓe ɓe.
dabb	Defowo qo no dabb <u>remooɓe</u> ɓe.
gertoode	<u>Defowo</u> qo no dabb <u>gertoode</u> de.
mbomri	Mbomri ndi no <u>dabb</u> <u>gertoode</u> de.
yey	Mbomri ndi no yeya <u>gertoode</u> de.
lekkɪ	<u>Mbomri</u> ndi no yeya <u>lekkɪ</u> kɪ.
dokotor	Dokotor qo no <u>yeya</u> <u>lekkɪ</u> kɪ.
dabb	Dokotor qo no dabb <u>lekkɪ</u> kɪ.
marse	<u>Dokotor</u> qo no dabb marse qo.
soldarooɓe	Soldarooɓe ɓe no <u>dabb</u> marse qo.
naat	Soldarooɓe ɓe no naata <u>marse</u> qo.
laana	<u>Soldarooɓe</u> ɓe no naata <u>laana</u> ka.
polisaaɓe	Polisaaɓe ɓe no <u>naata</u> <u>laana</u> ka.
yey	Polisaaɓe ɓe no yeya <u>laana</u> ka.
leemunaaji dɪ	Polisaaɓe ɓe no yeya leemunaaji dɪ.

h) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Bedo</u> ligga haa jooni.
(qo)	Qomo <u>ligga</u> haa jooni.
fad	<u>Qomo</u> fada haa jooni.
(mex)	Miden <u>pada</u> haa jooni.
ñaam	<u>Miden</u> ñaama haa jooni.
(qon)	Qodon <u>ñaama</u> haa jooni?
yar	<u>Qodon</u> ñjara haa jooni?
(mɪ)	Mido <u>yara</u> haa jooni.
haal	<u>Mido</u> haala haa jooni.
(ɓe)	Bedo <u>kaala</u> haa jooni.
ɗan	<u>Bedo</u> ɗaana haa jooni.
(qo)	Qomo <u>ɗaana</u> haa jooni.
ligg	<u>Qomo</u> ligga haa jooni.
(ɓe)	Bedo ligga haa jooni.

1) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Bedo <u>ligga</u> ton, haa jooni.
fad	Bedo pada ton, haa <u>jooni</u> .
jango	Be <u>padoto</u> ton, haa jango.
lel	Be leloto ton, haa <u>jango</u> .
haŋki	Be <u>leliino</u> ton, haa haŋki.
won	Be ngoniino ton, haa <u>haŋki</u> .
jooni	Bedo <u>ngoni</u> ton, haa jooni.
ligg	Bedo ligga ton, haa <u>jooni</u> .
faɓɓi-jango	Be <u>liggato</u> ton, haa faɓɓi-jango.
lel	Be leloto ton, haa <u>faɓɓi-jango</u> .
heccihanki	Be <u>leliino</u> ton, haa heccihanki.
fad	Be padiino ton, haa <u>heccihanki</u> .
jooni	Bedo pada ton, haa jooni.
ligg	Bedo ligga ton, haa jooni.

R3.2 EXERCISES

a) Directed Response Exercises¹

1. Instructor- Lamdu mo (student B), soo yidɪ yaade to saare jango.

Student A.- Qa yidɪ yaade to saare na, jango?

Student B.- Qeeyiɪ mɪɔ yidɪ yaade to saare nde, jango.

Student A.- Qeeyiɪ qomo yidɪ yaade to saare, jango.

2. Instructor- Lamdu mo (student B), soo yidɪ qen ñjaada marse, pur qen cooda keɗam.

Student A.- Qaɗa yidɪ yaade marse, qan qe qoya, pur qon coodoya keɗam?

Student B.- Qeeyiɪ mɪɔ yidɪ yaade marse, pur qen coodoya keɗam.

Student A.- Qeeyiɪ qomo yidɪ yaade marse pur qon coodoya keɗam.

3. Instructor- Lamdu mo (student B), sɪ tawo qomo qandi hay hunde qe kulle Samba.

Student A.- Qa qandi hay hunde qe kulle Samba na?

Student B.- Qeeyiɪ mɪɔ qandi seeda tan he kulle Samba.

Student A.- Qeeyiɪ Qomo qandi hunde he kulle Samba.

¹In these exercises the instructor may substitute names of students for mo etc. The responses of students A and B may, of course, be other than those printed. Student A should put the question to student B as requested, and repeat student B's answer to the instructor.

4. Instructor- Lamdu mo (student B), si ko to saare qo soodoyctaa maaro ko na?
 Student A.- Ko to saare soodoyta maaro ko na?
 Student B.- Qeeyi↑ ko to saare coodoytaami maaro ko.
 Student A.- Qeeyi↑ ko to saare qo coodoytaa maaro ko.
5. Instructor- Lamdu mo (student B), ko wadī qo salī qarde haŋki to qameŋ.
 Student A.- Ko wadī qa salī qarde to maŋŋe haŋki.
 Student B.- Qalaa↑ mī salaani, ko mī sellaaŋo, ko dūm wadī.
 Student A.- Qalaa↑ qo salaani, koo sellaaŋo, ko dūm wadī.
6. Instructor- Lamdu ŋe (students B and C), si ko jooni ŋe ŋjidi nabde nagge ŋge na?
 Student A.- Ko jooni qon ŋjidi nabde nagge ŋge na?
 Student B or C- Qalaa↑ ko jaŋgo qon ŋjidi nabde ŋge.
 Student A.- Qalaa↑ ko jaŋgo ŋe ŋjidi nabde ŋge.
7. Instructor- Haal mo (student B), soo waawī qo qara jaŋgo, meŋ ŋjaha to jaŋgirdumakko.
 Student A.- Qa waaway qarde jaŋgo, qon ŋjaha to jaŋgirdumon na?
 Student B.- Qeeyi↑ mī waaway qarde jaŋgo, meŋ ŋjaha to jaŋgirduqameŋ.
 Student A.- Qeeyi↑ qo waaway qarde jaŋgo, qon ŋjaha to jaŋgirdumaŋŋe.
8. Instructor- Haal mo (student B), soo waawī, soo ŋooyi seeda qo qara, meŋ ŋjaha to dewgal ŋidfo-debbogam.
 Student A.- Qa waaway qarde, qon ŋjaha to dewgal¹ ŋidfo-debbomakko.
 Student B.- Qeeyi↑ mī waaway qarde, meŋ ŋjaha to dewgal ŋidfo-debbomum.
 Student A.- Qeeyi↑ qo waaway qarde, qon ŋjaha to dewgal ŋidfo-debbomaa.
9. Instructor- Lamdu ŋe (other students), si ko kamŋe ŋgari dō heccihaŋki.
 Student A.- Ko qonon ŋgari dō heccihaŋki na?
 Student B.- Qalaa↑ wonaa meŋ ŋgari dō heccihaŋki.
 Student A.- Qalaa↑ wonaa kamŋe ŋgari dō heccihaŋki.
10. Instructor- Lamdu mo (student B), soo qandi haytus qe kulle moto.
 Student A.- Qada qandi hunde he kulle moto?
 Student B.- Qalaa↑ mī qandaa haytus he kulle moto.
 Student A.- Qalaa↑ qo qandaa haytus he kulle moto.

¹dewgal- 'wedding'

11. Instructor- Lamdu mo (student B), si tawo qo yiyi Demba to saare, qon qanday mo na?
- Student A.- Saa yiyi Demba to saare nde, qa qanday mo na?
- Student B.- Qeeyiŋ simi yiyi mo, mi qanday mo.
- Student A.- Qeeyiŋ soo yiyi Demba to saare, qo qanday mo.
12. Instructor- Lamdu ɓe (students), si ɓe ŋjiyi kaŋko kaɗi, ɓe waaway haalde kam na?
- Student A.- Soon ŋjiyi kaŋko kaɗi, qon mbaaway haalde mo na?
- Students - Qeeyiŋ si meŋ ŋjiyi, meŋ mbaaway haalde mo.
- Student A.- Qeeyiŋ si ɓe ŋjiyi mo kaɗi, ɓe mbaaway ma haalde.
13. Instructor- Lamdu mo (student B), si qomo waawi fewnude biskalet.
- Student A.- Qaɗa waawi fewnude biskalet na?
- Student B.- Qalaaŋ mi waawaa fewnude biskalet.
- Student A.- Qalaaŋ qo waawaa fewnude biskalet.
14. Instructor- Lamdu mo (student B), soo yidɗi liggaade to galleqameŋ.
- Student A.- Qaɗa yidɗi liggaade to gallemaɓɓe na?
- Student B.- Qalaaŋ mi yidɗaa liggaade to gallemaɓɓe.
- Student A.- Qalaaŋ qo yidɗaa liggaade to gallemon.
15. Instructor- Haal mo (student B), si qomo waawi, mido yidɗi qo joganam jawɗiqam, haa mi qartaa.
- Student A.- Qa waaway tamde jawɗimakko, haa tuma qo qartaa na?
- Student B.- Qeeyiŋ mi waaway tamde jawɗimakko haa tuma qo qartaa.
- Student A.- Qeeyiŋ qo waaway tamde jawɗimaa haa tuma ngartaa.
16. Instructor- Lamdu mo (student B), si qomo waawi haalaa pular.¹
- Student A.- Qaɗa waawi haalaa pular na?
- Student B.- Qeeyiŋ mido waawi seeda he haalaa pular.
- Student A.- Qeeyiŋ qomo waawi seeda he haalaa pular.
17. Instructor- Lamdu mo si baabamakko heɓi nelalqam² haŋki.
- Student A.- Baabamaa heɓi nelalmakko na haŋki?
- Student B.- Qeeyiŋ baabaqam heɓi nelalmakko haŋki.
- Student A.- Qeeyiŋ baabamakko heɓi nelalmaada haŋki.

¹haalaa pular 'Fula (language)'

²nelal 'message'

18. Instructor- Lamdu mo (student B), si ko haŋko tamɪ kafahiqam.

Student A.- Ko qan jogi kafahimakko na?

Student B.- Qalaaɗ wonaa min jogi kafahimakko.

Student A.- Qalaaɗ wonaa kaŋko jogi kafahimaada.

19. Instructor- Lamdu mo (student B), si ko kaŋko woni karamakko biddomaada na?

Student A.- Ko qan woni karamokko biddoqam na?

Student B.- Qeeyiɗ ko min woni karamokko biddomaa.

Student A.- Qeeyiɗ ko kaŋko woni karamokko biddoqam.

20. Instructor- Lamdu mo (student B), si qomo waawi yeyande kam ngaariqam.

Student A.- Qada waawi yeyde ngaarimakko na?

Student B.- Qeeyiɗ mɪdo waawi yeyde ngaarimakko.

Student A.- Qeeyiɗ qomo waawi yeyde ngaarimaada.

b) Free Response Exercise¹ (Ask two questions in response to each cue-
one with a question word and one with /na/)

<u>Cue</u>	<u>Response</u>
1. Hombo yiɪ talkuruqam.	1. (a) Hoto wallindaa dɔm. (b) Wonaa qo do na?
2. Mɪ qandaa to lekkɪqam qo woni?	2. (a) Hoto ngaccudaa dɔm? (b) Wonaa qo do na?
3. Qo wiɪlino qo qarata hande.	4. (a) Hombo? (b) Wonaa jango qo wiɪlino na?
5. Mɪ yiyaani jaatɪqam hande fow.	5. (a) Honto qo yahɪ? (b) Qo wiyaani ma qo yahayno marse hande na?
6. Mɪ waawaa ñaamde hiirande nde.	6. (a) Ko hodum wadɪ? (b) Ñaamri ndi welaani na?
7. Mɪ gaañi jungoqam.	7. (a) Honno gaañdaa dɔm? (b) Ko hande na?
8. Goreeɓeqam fow ŋgalaa do han.	8. (a) Honto ɓe ñjahɪ. (b) Ko to jangirdu ndu ɓe ñjahɪ na?
9. Be koɓe qanasaraaɓe.	9. (a) Hoto ɓe ŋgimmi? (b) Be koɓe musiɓemaada na?

¹In this exercise the instructor should accept any response which is appropriate to the situation presented. The printed responses are suggestive.

10. Be cali kam haalde kullemakko.	10. (a) Hoŋe cali ma haalde d̄um? (b) Ko kamŋe tan qandi kullemakko na?
11. Mi qandaa honto debbam yahi.	11. (a) Wonaa ko qan neli mo na? (b) Ko honto qo wiylino qo yahayno?
12. Reeduqam no muusa.	12. (a) Hoŋum ŋaamŋaa? (b) Ko suubaka qo fuŋŋi muusde na?
13. Mi yeyi ngaariqam.	13. (a) Hombo sood̄i ndi?, (b) Jelu ŋjeyŋaa d̄um?, (c) Ko han ŋjeyŋaa d̄um na?
14. Mi waawaa waŋde d̄um.	14. (a) Fewnude biskalet na?, (b) Hoŋum qa waawaa waŋde.
15. Qo yiyaani teeriqam.	15. (a) Teerimaa hombo? (b) Demba na? (c) Qarno to mon haŋki na?
16. Mi qandaa qindemakko.	16. (a) Ceernomon na? (b) Ko qoya gorko mbiyataa?
17. Be mbiyi ko Qamerika qo qimmi.	17. (a) Debbo Demba na? (b) Ko kaŋko woni karamokkomod̄on?
18. Mi waawaa qaddude d̄um.	18. (a) Ledde d̄e na? (b) Maa ko laana ka mbiyataa nii?
19. Ko ŋe sappo.	19. (a) Hoŋum kaaltaa nii? (b) Defte d̄e na?
20. Soldaroŋe mbari mo.	20. (a) Hombo ŋe mbari? (b) Lamŋo qo na?

UNIT 16

16.0 Dialog: At The Butcher's

teew [ŋgu] (tebbulɪ)	-Yompa-	meat
buse [ø] (buseeʂe)		butcher
Buse, mido yidɪ teew.		Butcher, I want meat.
libar [ø] (libaraaɟɪ)	-Koba-	pound (lb.)
Libaraaɟɪ jelu paaldaa?		How many pounds do you want?
jeegom	-Yompa-	six
Jeegom, dʊm ko jelu?		Six, how much is that?
Dum wonay buudɪ jowɪ qe taransu.	-Koba-	That will be one pound one/ /twenty-one shillings/
berende [nde] (berde)	-Yompa-	heart
Qawaʔmido yidɪ berende nde.		OK., I want the heart.
Qe hodum? Koyŋgal ŋgal paaldaa	-Koba-	And what [else]? Do you want
kadɪ na?		the leg also?
Qeeyɪ, dʊm kadɪ ko jelu?	-Yompa-	Yes, that also is how much?
Mbuudʊ.	-Koba-	Four shillings.
beccal [ŋgal] (becce)	-Yompa-	rib, chop
Mido yidɪ kadɪ becce de.		I also want the ribs.
Dum ko taransuujɪ tatɪ.	-Koba-	That is three shillings (3/-).
piu	-Yompa-	all, altogether
Be piu wonay jelu?		All of them will be how much?
Sappo qe goqo, qaddu kaalis.	-Koba-	That will be two pounds four shillings. (44 shillings). Give ('bring') the money.

	-Yompa-	
yob		pay
Mi waawaataa ma yobde dum.		I will not be able to pay you that.
	-Koba-	
Jelu mbaawdaa?		How much can you afford?
	-Yompa-	
Buudɪ sappo.		Two pounds (40 shillings).
	-Koba-	
Mi jaɓɪ, qaddu kaalis qo.		I agree, bring the money.
	-Yompa-	
pañe [ø] (pañeejɪ)		basket, container
Qa jaraama, mido qadda pañeqam.		Thank you, I am bringing my basket (container).

16.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Buse</u> , mido yidɪ teew.
baaba	Baaba, mido yidɪ <u>teew</u> .
deftere	<u>Baaba</u> , mido yidɪ <u>deftere</u> .
neene	Neene, mido yidɪ <u>deftere</u> .
maaro	<u>Neene</u> , mido yidɪ <u>maaro</u> .
kaw	Kaw, mido yidɪ <u>maaro</u> .
kappe	<u>Kaw</u> , mido yidɪ <u>kappe</u> .
gorgol	Gorgol, mido yidɪ <u>kappe</u> .
bantara	<u>Gorgol</u> , mido yidɪ <u>bantara</u> .
mawnirawo	Mawnirawo, mido yidɪ <u>bantara</u> .
kosam	<u>Mawnirawo</u> , mido yidɪ <u>kosam</u> .
baaba	Baaba, mido yidɪ <u>kosam</u> .
kedam	<u>Baaba</u> , mido yidɪ <u>kedam</u> .
neene	Neene, mido yidɪ <u>kedam</u> .
ndiyam	<u>Neene</u> , mido yidɪ <u>ndiyam</u> .
kaw	Kaw, mido yidɪ <u>ndiyam</u> .
teew	Kaw, mido yidɪ <u>teew</u> .
buse	Buse, mido yidɪ <u>teew</u> .

b) Simple Substitution Drill

New words:

ñalel	[ŋel]	(ñale)	calf
horde	[nde]	(kore)	calabash
feccere	[nde]	(pecce)	half
haayre	[nde]	(kaaɟe)	stone
ŋguru	[ŋu]	(guri)	hide, skin
padal	[ŋgal]	(pade)	shoe
hofru	[ndu]	(koppi)	knee
mawŋgal	a large one (of /ŋgal/ class) [cf. <u>mawdo</u>]		

CuePattern

	Qawa, mɪdo yɪdɪ <u>berende nde</u> .
koyŋgal ŋgal	Qawa, mɪdo yɪdɪ <u>koyŋgal ŋgal</u> .
hinere nde	Qawa, mɪdo yɪdɪ <u>hinere nde</u> .
baawo ŋgo	Qawa, mɪdo yɪdɪ <u>baawo ŋgo</u> .
ñalel ŋgel	Qawa, mɪdo yɪdɪ <u>ñalel ŋgel</u> .
meselal ŋgal	Qawa, mɪdo yɪdɪ <u>meselal ŋgal</u> .
pucu ŋgu	Qawa, mɪdo yɪdɪ <u>pucu ŋgu</u> .
mbabba mba	Qawa, mɪdo yɪdɪ <u>mbabba mba</u> .
padal ŋgal	Qawa, mɪdo yɪdɪ <u>padal ŋgal</u> .
hayre nde	Qawa, mɪdo yɪdɪ <u>haayre nde</u> .
hofru ndu	Qawa, mɪdo yɪdɪ <u>hofru ndu</u> .
ŋguru ŋgu	Qawa, mɪdo yɪdɪ <u>ŋguru ŋgu</u> .
feccere nde	Qawa, mɪdo yɪdɪ <u>feccere nde</u> .
deftere nde	Qawa, mɪdo yɪdɪ <u>deftere nde</u> .
nagge ŋge	Qawa, mɪdo yɪdɪ <u>nagge ŋge</u> .
horde nde	Qawa, mɪdo yɪdɪ <u>horde nde</u> .
mawŋgal ŋgal	Qawa, mɪdo yɪdɪ <u>mawŋgal ŋgal</u> .

c) Simple Phrasal-Substitution Drill

New words:	jeed'id'i	seven
	jeetati	eight
	jeenayi	nine

CuePattern

	Qo wonay <u>mbuudu</u> qe taransu.
buud'i d'id'i	Qo wonay <u>buud'i d'id'i</u> qe taransu.
buud'i tati	Qo wonay <u>buud'i tati</u> qe taransu.
buud'i nayi	Qo wonay <u>buud'i nayi</u> qe taransu.
buud'i jowi	Qo wonay <u>buud'i jowi</u> qe taransu.
buud'i jeegom	Qo wonay <u>buud'i jeegom</u> qe taransu.
buud'i jeed'id'i	Qo wonay <u>buud'i jeed'id'i</u> qe taransu.
buud'i jeetati	Qo wonay <u>buud'i jeetati</u> qe taransu.
buud'i jeenayi	Qo wonay <u>buud'i jeenayi</u> qe taransu.
buud'i sappo	Qo wonay <u>buud'i sappo</u> qe taransu.
buud'i sappo qe goqo	Qo wonay <u>buud'i sappo qe goqo</u> qe taransu.
buud'i sappo qe d'id'i	Qo wonay <u>buud'i sappo qe d'id'i</u> qe taransu.
buud'i sappo qe nayi	Qo wonay <u>buud'i sappo qe nayi</u> qe taransu.
buud'i sappo qe jowi	Qo wonay <u>buud'i sappo qe jowi</u> qe taransu.
buud'i sappo qe jeegom	Qo wonay <u>buud'i sappo qe jeegom</u> qe taransu.
buud'i sappo qe jeed'id'i	Qo wonay <u>buud'i sappo qe jeed'id'i</u> qe taransu.
buud'i sappo qe jeetati	Qo wonay <u>buud'i sappo qe jeetati</u> qe taransu.
buud'i nogas	Qo wonay <u>buud'i nogas</u> qe taransu.

d) Simple Substitution Drill

New words:	yakku	break, spoil, undo
	war	kill

CuePattern

	Jelu <u>mbaaw'daa?</u>
yid'	Jelu <u>fijid'daa?</u>
qadd	Jelu <u>ngaddud'daa?</u>
sood	Jelu <u>cood'daa?</u>
yey	Jelu <u>fijey'daa?</u>
ñaam	Jelu <u>ñaam'daa?</u>
war	Jelu <u>mbard'daa?</u>
yii	Jelu <u>fijii'daa?</u>

	Jelu <u>ñjɪɪɗaa?</u>
wɪɪ	Jelu <u>mbɪɪɗaa?</u>
nab	Jelu <u>nabɗaa?</u>
taw	Jelu <u>tawɗaa?</u>
fewn	Jelu <u>pewnɗaa?</u>
yakk	Jelu <u>ñjakkɗaa?</u>

16.2 Note: Verbal Extension /-ondir/ - the 'Reciprocal' Form

Non ðe calminondiri. 'So they greeted one another.'

This sentence illustrates the verbal extension /-ondir/ (occasionally /-indir/), carrying a sense of performing the action reciprocally -each to the other.

Other examples:

hool	'trust'	koolondira ¹	'trust one another'
qandu	'know'	ngandondira	'know one another'
yɪɪd	'see together'	ñjɪɪdondira	'see one another'
= see one another'			

Note that in the last example the 'associative' extension [d], which already, in this case, has a reciprocal meaning, is present as well as /-ondir/. Note further that the reciprocal form always exhibits consonant alternation since reciprocity requires a plurality of actors.

Further examples:

qokku	'give'	ngokkondira	'give one another'
haal	'speak'	kaalondira	'speak to one another'
laar	'look'	ndaarondira	'look at one another'
taw	'find'	tawondira	'find one another'
nan	'hear'	nanondira	'hear one another'
fad	'await'	padondira	'wait for one another'
yey	'sell'	ñjeyondira	'sell to one another'

¹Note that the imperative form of verbs with this extension commonly occurs with the suffix /-a/ (a phenomenon we have previously noted with other verbal extensions [see 12.4, 13.4, 14.4 and also 6.4]).

16.3 Drills on Verbal Extension /-ondir/, the 'Reciprocal' Form

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Min qe <u>Samba</u> ñjiidondiri haŋki.
qo	Min qe <u>qo</u> ñjiidondiri haŋki.
neenemakko	Min qe <u>neenemakko</u> ñjiidondiri haŋki.
be	Min qe <u>be</u> ñjiidondiri haŋki.
qon	Min qe <u>qon</u> ñjiidondiri haŋki.
kambe	Min qe <u>kambe</u> ñjiidondiri haŋki.
kaŋko	Min qe <u>kaŋko</u> ñjiidondiri haŋki.
baabamaa	Min qe <u>baabamaa</u> ñjiidondiri haŋki.
mawdo qo	Min qe <u>mawdo qo</u> ñjiidondiri haŋki.
gesirawoqam	Min qe <u>gesirawoqam</u> ñjiidondiri haŋki.
karamokkomaŋbe	Min qe <u>karamokkomaŋbe</u> ñjiidondiri haŋki.
lamdo qo	Min qe <u>lamdo qo</u> ñjiidondiri haŋki.
dokotormaa	Min qe <u>dokotormaa</u> ñjiidondiri haŋki.
taanirawomakko	Min qe <u>taanirawomakko</u> ñjiidondiri haŋki.
jaatigi Demba	Min qe <u>jaatigi Demba</u> ñjiidondiri haŋki.
Samba	Min qe Samba ñjiidondiri haŋki.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Min qe Samba <u>ñjiidondiri</u> haŋki bimbi.
jaab	Min qe Samba <u>jaabondiri</u> haŋki bimbi.
haal	Min qe Samba <u>kaalondiri</u> haŋki bimbi.
salmin	Min qe Samba <u>calminondiri</u> haŋki bimbi.
taw	Min qe Samba <u>tawondiri</u> haŋki bimbi.
laar	Min qe Samba <u>ndaarondiri</u> haŋki bimbi.
fad	Min qe Samba <u>padondiri</u> haŋki bimbi.
qokk	Min qe Samba <u>ngokkondiri</u> haŋki bimbi.
yey	Min qe Samba <u>ñjeyondiri</u> haŋki bimbi.
yil	Min qe Samba <u>ñjiidondiri</u> haŋki bimbi.
yaa	Min qe Samba <u>ñjaadondiri</u> haŋki bimbi.

c) Progressive Substitution Drill

New word:

subaka [ø] (subakaaɟi) dawn, early morning

CuePattern

	Ko <u>kaɲko</u> qe baabaqam ɲgokkondiri haɲki bimbɪ.
Demba	Ko Demba qe <u>baabaqam</u> ɲgokkondiri haɲki bimbɪ.
kaɲko	Ko Demba qe kaɲko <u>ɲgokkondiri</u> haɲki bimbɪ.
Salmin	Ko Demba qe kaɲko calminondiri <u>haɲki</u> bimbɪ.
hande	Ko Demba qe kaɲko calminondiri hande <u>bimbɪ</u> .
ɲalloma	Ko <u>Demba</u> qe kaɲko calminondiri hande ɲalloma.
min	Ko min qe <u>kaɲko</u> calminondiri hande ɲalloma.
be	Ko min qe be <u>calminondiri</u> hande ɲalloma.
yɪɪ	Ko min qe be ɲɟɪɪdondiri <u>hande</u> ɲalloma.
heccihɲki	Ko min qe be ɲɟɪɪdondiri heccihɲki <u>ɲalloma</u> .
jemma	Ko <u>min</u> qe be ɲɟɪɪdondiri heccihɲki jemma.
qo	Ko qo qe <u>be</u> ɲɟɪɪdondiri heccihɲki jemma.
kambe	Ko qo qe kambe ɲɟɪɪdondiri heccihɲki jemma.
fad	Ko qo qe kambe padondiri <u>heccihɲki</u> jemma.
haɲki	Ko qo qe kambe padondiri haɲki <u>jemma</u> .
subaka	Ko <u>qo</u> qe kambe padondiri haɲki subaka.
be	Ko be qe <u>kambe</u> padondiri haɲki subaka.
meɲ	Ko be qe meɲ <u>padondiri</u> haɲki subaka.
haal	Ko be qe meɲ kaalondiri <u>haɲki</u> subaka.
hande	Ko be qe meɲ kaalondiri hande <u>subaka</u> .
kiɪkiɪde	Ko <u>be</u> qe meɲ kaalondiri hande kiɪkiɪde.
qon	Ko qon qe <u>meɲ</u> kaalondiri hande kiɪkiɪde.
qo	Ko qon qe qo <u>kaalondiri</u> hande kiɪkiɪde.
yaad	Ko qon qe qo ɲjaadondiri <u>hande</u> kiɪkiɪde.
heccihɲki	Ko qon qe qo ɲjaadondiri heccihɲki <u>kiɪkiɪde</u> .
bimbɪ	Ko <u>qon</u> qe qo ɲjaadondiri heccihɲki bimbɪ.
kaɲko	Ko kaɲko qe <u>qo</u> ɲjaadondiri heccihɲki bimbɪ.
baabaqam	Ko kaɲko qe baabaqam <u>ɲjaadondiri</u> heccihɲki bimbɪ.
qokk	Ko kaɲko qe baabaqam ɲgokkondiri <u>heccihɲki</u> bimbɪ.
haɲki	Ko kaɲko qe baabaqam ɲgokkondiri haɲki bimbɪ.

d) Simple Substitution-Transformation Drill (Simple to Reciprocal Form)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Qo <u>salmini</u> kam.	Meŋ calminondırı.
yii	Qo <u>yıyı</u> kam.	Meŋ ŋjiidondırı.
fad	Qo <u>fadı</u> kam.	Meŋ padondırı.
qokk	Qo <u>qokki</u> kam.	Meŋ ŋgokkondırı.
nan	Qo <u>nani</u> kam.	Meŋ nanondırı.
qand	Qo <u>qandı</u> kam.	Meŋ ŋgandondırı.
gaafi	Qo <u>ɗabbi</u> kam.	Meŋ ɗabbondırı.
laar	Qo <u>laari</u> kam.	Meŋ ndaarondırı.
yawt	Qo <u>yawti</u> kam.	Meŋ ŋjawtondırı.
hool	Qo <u>hooli</u> kam.	Meŋ koolondırı.
yidf	Qo <u>yidfi</u> kam.	Meŋ njiidondırı.

e) Progressive Substitution-Transformation Drill (Simple to Reciprocal Form)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	Qo salmini <u>be</u> .	Be calminondırı.
m1	M1 <u>salmini</u> be.	Meŋ calminondırı.
yii	M1 <u>yıyı</u> be.	Meŋ ŋjiidondırı.
qon	M1 <u>yıyı</u> qon.	Meŋ ŋjiidondırı.
be	Be <u>ŋjiıyı</u> qon.	Qon ŋjiidondırı.
fad	Be <u>padi</u> qon.	Qon padondırı.
ma	Be <u>padi</u> ma.	Qon padondırı.
qen	Qen <u>padi</u> ma.	Meŋ padondırı.
ɗabb	Qen ɗabbi <u>ma</u> .	Meŋ ɗabbondırı.
qon	Qen ɗabbi <u>qon</u> .	Meŋ ɗabbondırı.
qo	Qo ɗabbi <u>qon</u> .	Qon ɗabbondırı.
qand	Qo qandı <u>qon</u> .	Qon ŋgandondırı.
ma	Qo qandı <u>ma</u> .	Qon ŋgandondırı.
m1	M1 <u>qandı</u> ma.	Meŋ ŋgandondırı.
nan	M1 <u>nani</u> <u>ma</u> .	Meŋ nanondırı.
mo	M1 <u>nani</u> mo.	Meŋ nanondırı.
qo	Qo <u>nani</u> mo.	Be nanondırı.
salmin	Qo salmini <u>mo</u> .	Be calminondırı.

16.4 Note: The 'Transformational' Verbal Extension [-w/-n] and the 'Causative' Verbal Extension [-(1)n].

A. [-w/-n] The Transformational Extension

In 8.1, where the verbal infinitive ɓawlude, 'to become black', was introduced, we noted that the /w/ represents a verbal extension which is added to some of the relatively rare adjectival roots of Fula to produce verbs meaning 'to become ____', 'to get ____'. Such verbs are normally inflected in the Middle Voice, which denotes actions done essentially of and/or to oneself. We there noted that this /w/ commonly undergoes metathesis (exchanging of places) with the root-final consonant, giving ɓawlude from ɓal + /w/.

In 13.0 the root ran 'white' was introduced. Both these roots, ɓal and ran, occur as adjectival stems with the suffix /e/:

ɓalejo	'black one'	(of [qo] class)
ranewu	'white one'	(of [ŋgu] class)

The root ran also underlies a verb base: ranwu (or rawnu) 'become white'.

The use of this extension is restricted by the paucity of adjectival roots proper. Even such concepts as 'good' and 'bad', where we might expect adjective roots, are expressed in Fula by verbs - like moddyude 'to be good.'

Compare: Ko mɪ ɓalejo. 'I'm a black man.'
Dum no moddyɪ. 'That's good.' (Stative form of the verb)

Adjectival roots which end in /w/ are extended to make verb bases signifying 'to become ____' by the addition of a suffix /n/. This suffix may be related historically to the verbal extension [-(1)n], 'causative' (see B below), but in practice this /n/ behaves like the /w/ extension.

Note the root maw 'big' as in:

<u>mawdo</u>	'a big one'	(of the [qo] class)
<u>mawŋgal</u>	'a big one'	(of the [ŋgal] class)
<u>mawŋgu</u>	'a big one'	(of the [ŋgu] class) etc.

This root is made into a verb base, mawnu 'get big', 'grow up' by the addition of /n/.

Another example is yawno 'be quick!' from a root yaw 'quick, fast'. Note that these forms too, are commonly inflected in the Middle Voice.

B. [-(1)n] 'Causative'

This extension has occurred as the suffix distinguishing gayn- 'finish' from gas- 'come to an end'. (The change of /s/ to /y/ is not obligatory [gasn- also occurs], is unique to this root, and irrelevant to this discussion.) In this case the extension produces a transitive verb from an intransitive one:

Haalaa gasɪ. 'The talk is finished'

Mi gayni dum.

'I finished it.'

In a certain number of examples, especially after such 'liquid' consonants as /l/, /r/, /y/, /w/, the form of this suffix is /-n/, as in gayn-. But in the majority of cases, always after stops and after two contiguous consonants, it is /-ɪn/.

When this extension is suffixed to intransitive verbs the resultant form is an appropriate transitive:

gas-	'come to an end'	gayn-	'finish'
ɗaan-	'sleep'	ɗaanɪn-	'put asleep'
lel	'rest'	leln-	'cause to rest'
mawn-	'get big'	mawnɪn-	'enlarge, make grow'
bawl-	'become black'	bawlin-	'blacken'
rawn-	'get white'	rawnɪn-/	'whiten, bleach'
		rannɪn-	
moddy-	'be good'	moddyɪn-	'improve, repair'

When this extension is suffixed to transitive verbs the resultant form denotes commonly that another actor has entered the picture to cause the performance of the action.

jaŋg-	'read, study'	jaŋgɪn-	'teach'
naat-	'enter'	naatɪn-	'cause to enter, take/ bring in, enroll'
qand-	'know'	qandɪn-	'inform'
qadd-	'bring'	qaddɪn-	'have ___ bring'

With a certain number of roots two distinct causative forms are possible. From the root yaw- 'quick', mentioned in A above, a causative yawɪn- occurs denoting 'make quick' as in:

Yawɪn dum! 'Speed it (a thing or process) up.'

from the base yawn- 'hurry up.' occurs a causative, yawnɪn- as in:

Yawnɪn mo! 'Make him hurry up.'

In this case the distinction is between causing some inanimate, unmotivated object to be fast or quick and causing some animate being to hurry. The first requires, presumably, the application of physical force, the second of persuasion to greater exertion. Thus speeding up a bicycle would require yawɪn-, while speeding up a donkey would require yawnɪn-.

Occasionally a true 'double causative' is encountered. For example, from gayn- 'finish' derives gaynɪn- 'get finished'.

Mi gaynɪni dum. 'I got it finished.'

Imperative forms of verb bases with the causative extension commonly (but not unvariably) occur with the suffix /-a/:

Jangina mo!

also: Jangin mo!

'Teach him.'

Bawlina d'um!

also: Bawlin d'um!

'Blacken it.'

Naatina mo to jangurdu ndu!

also: Naatin mo to jangurdu ndu! 'Enter him in the school.'

There occurs also, from the verb root waal, an anomalous phonetic change (/aa/ to /a/ and /l/ to /ll/) before this extension, giving the verb base wallin 'lay, put down'. There seems to be no satisfactory explanation of this shift. The student must be careful not to confuse this with the verb root wall 'help' and its derivatives.

16.5 The Causative Verbal Extension /in/

New word: tin perceive, sense, understand

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	S1 Qalla jaɓi, <u>mi</u> modɗyinat ma d'um hande.
qo	S1 Qalla jaɓi, qo <u>modɗyinat</u> ma d'um hande.
qimmin	S1 Qalla jaɓi, qo qimminat <u>ma</u> d'um hande.
mo	S1 Qalla jaɓi, <u>qo</u> qimminat mo d'um hande.
ɓe	S1 Qalla jaɓi, ɓe <u>qimminat</u> mo d'um hande.
jangin	S1 Qalla jaɓi, ɓe janginat <u>mo</u> d'um hande.
meɲ	S1 Qalla jaɓi, <u>ɓe</u> janginat meɲ d'um hande.
qo	S1 Qalla jaɓi, qo <u>janginat</u> meɲ d'um hande.
tinin	S1 Qalla jaɓi, qo tininat <u>meɲ</u> d'um hande.
qon	S1 Qalla jaɓi, <u>qo</u> tininat qon d'um hande.
meɲ	S1 Qalla jaɓi, meɲ <u>tininat</u> qon d'um hande.
modɗyin	S1 Qalla jaɓi, meɲ modɗyinat <u>qon</u> d'um hande.
ma	S1 Qalla jaɓi, <u>meɲ</u> modɗyinat ma d'um hande.
mi	S1 Qalla jaɓi, mi modɗyinat ma d'um hande.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wadɪ haa qo jaŋgini kam dʊm.
qa	Qa wadɪ haa <u>qo</u> jaŋgini kam dʊm.
be	Qa wadɪ haa be <u>jaŋgini</u> kam dʊm.
tinin	Qa wadɪ haa be tinini <u>kam</u> dʊm.
ma	<u>Qa</u> wadɪ haa be tinini ma dʊm.
qo	Qo wadɪ haa <u>be</u> tinini ma dʊm.
meŋ	Qo wadɪ haa meŋ <u>tinini</u> ma dʊm.
qimmin	Qo wadɪ haa meŋ qimmini <u>ma</u> dʊm.
mo	<u>Qo</u> wadɪ haa meŋ qimmini mo dʊm.
qon	Qon mbadɪ haa <u>meŋ</u> qimmini mo dʊm.
qen	Qon mbadɪ haa qen <u>qimmini</u> mo dʊm.
qandin	Qon mbadɪ haa qen qandini <u>mo</u> dʊm.
be	<u>Qon</u> mbadɪ haa qen qandini be dʊm.
bi	Be mbadɪ haa <u>qen</u> qandini be dʊm.
qa	Be mbadɪ haa qa <u>qandini</u> be dʊm.
modɔyin	Be mbadɪ haa qa modɔyini <u>be</u> dʊm.
kam	<u>Be</u> mbadɪ haa qa modɔyini kam dʊm.
mi	Mi wadɪ haa <u>qa</u> modɔyini kam dʊm.
qo	Mi wadɪ haa qo <u>modɔyini</u> kam dʊm.
jaŋgin	Mi wadɪ haa qo jaŋgini kam dʊm.

16.8 NARRATIVE

New words:

yas/yasɪ	outside, outside of
bawli kırım	black as black can be, coal black
tigi	real, really; even
rutto	return to base, turn back
te	and
baŋ/ɓam	take, appropriate
biskalet [ø] (biskaletɟɪ)	bicycle
dyeŋ	climb, ride
dow	up, on, top, above
dog	run
dognu	make to run
qustu	reduce [price], come down
par	get done, finish

Demba qe Buse qo

Qo wadl subaka gooto, tawl Yompa qe debbomakko, bedo he suudumaŋŋe. Nden Yompa qimmi, yalti, laari yasi, qontuma qadunaru ndu fow no ŋawli kırım he dule. Tawl ndiyam dam no toŋa he doole. Non qo rutti to nder suudumaŋŋe, qo wiyl debbomum, kaŋko waawataa yaade liggaade to ŋgesamum qonŋan, te qo qandaa koo wadata he galle nde. Non debbomum wiyl mo, qawa koo wadata, yoo ŋaŋ biskaletmakko, qo yaha marse soodde teew. Yompa nden qimmi, ŋaŋ biskaletmum, dyaŋi he dow dum, qawa dogŋi dum haa to marse qo. Qo tawl ton goddo wiyeŋe Koba, ko qon woni buse qo. Qo wiyl mo, qomo yiŋi teew. Tuma Koba lamdi mo ko libaraaŋi jelu qo yiŋi soodde, qo wiyl qon, qomo yiŋi jeegom. Nden kadi qo lamdi coggu koyŋgal ŋgal qe becce de. Koba haalani mo cogguuli di de fow, non qo wiyl Koba yoo qustan mo seeda, qon jaŋi, qawa qo soodi de, qawa tuma qo pari, qo ŋaŋ biskaletmum kadi, qo hooti to gallemaŋŋe.

16.9 Questions for Discussion

1. Hombo yiŋi soodde teew he jaŋgo buse qo qonŋan?
2. Koba qe Yompa hombo woni buse diŋo qo?
3. Libaraaŋi jelu Yompa yiŋiino soodde he jaŋgo buse qo?
4. Ko jelu Yompa yoŋi jom buse qo he libaraaŋi jeegom teew qo soodi he jaŋgomum?
6. Hoŋum kadi qo soodi he jaŋgomakko.
7. Jelu woni coggu becce de, Yompa soodiino?
8. Yompa soodiino koyŋgal ŋgal na?
9. Tuma buse qo wiyl Yompa yoo yoŋ mo buudi sappo, Yompa wiylino hunde, ko hoŋum qo haali buse qo?
10. Ko jelu Yompa wiylino buse qo ko dum qo waawataa yoŋde mo?
11. Buse qo jaŋiino na he haalaa Yompa na, maa jaŋaaniino?

NOTES

UNIT 17

17.0 Dialog: Kumba's Child is Cold

	-Kumba-	
luß		lend
wudere [nde] (gude)		'Pagne' -a loin-cloth
		worn by women
mur		cover (with cloth/blanket)
ßingel [ngel] (ßikon)		child, little offspring
Fatu, lußam wuderemaa, mi mura		Fatu, lend me your cloth so I may
ßingelqam.		cover my child up.
	-Fatu-	
Ko hoßum? Kori qo fawaani?		What is it? [I] hope she is not
		sick?
	-Kimba-	
jaanngo		be cold, get cold, be chilled
Qalaa, qo fawaani, kono mi sikki		No, she's not sick, but I think
qo jaanngaama.		she has been chilled.
	-Fatu-	
muynu		nurse, suckle (intransitive)
muynin		make nurse, give the
		greast to
ðaanaaki		has not slept
Fad, mido muynina ßidðoqam. Kanjo		Wait, I am nursing my child. He
kadi, gila hanji, qo ðaanaaki.		too, hasn't gotten any sleep
		since yesterday.
	-Kumba-	
qendu [ndu] (qendı)		breast
Min de, hande fow, ßingelqam		As for me, all today, my child
sali muynude, qenduqam.		has refused to suck my breast.
	-Fatu-	
taaqaam ¹		my own
yahante		[is] going to go for you
Qawa † si mi ðaanini taaqam,		All right, when I've put mine to
mi yahante marse, mi soodana		sleep I'm going to go to market
mo, kedam nani?		for you, and buy him milk, (you)
		hear?

¹Also: taamaa 'your own', taamakko 'his own', etc.

-Kumba-

hakkil [Ø] (hakkileejɪ)

sense, intelligence,
attention

Qaa ↑ d̥um mod̥ɗyete pur makko.

Ah! that will be good for him.

Qa jaaraama. Qan buri kam

Thanks, you have more sense

heɓde hakkil mod̥ɗyo.

than I. ('you exceed me to
have good sense.')

d̥c qe

between now and ...

defante

will cook for you

ñaltaari [ndɪ] (ñaltaade)

afternoon snack (primarily
for children)

Qawa ↑ d̥o qe tuma ngartaa, min

And, between now and the time you

kadɪ, mɪ defante ñaltaarimaada..

return, as for me, I'll cook
for you your afternoon snack.

-Fatu-

tamp

be tired

tampin

tire, cause to get tired

hooremaa¹

yourself

wotaa tampina hooremaa he d̥um.

Don't trouble yourself with that.

Mɪ ɓooyataa ton, joo mɪ qartaa.

I won't be there long I'll come
come back soon.

17.1 Variation Drills on Basic Sentences

New words:

wallu	help, aid, assist
heeg	be hungry
d̥omd̥o	be thirsty
nan̥gu	hold, catch, seize
dar	stand, stop, remain standing
loot	wash

a) Simple Substitution Drill

CuePattern

Luɓam wuderemaa, mɪ mura ɓingelqam.

qokk Qokkam wuderemaa, mɪ mura ɓingelqam.

¹Also: hooreqam 'myself', hooremakko 'himself', etc.

	<u>Qokkam</u> wuderemaa, mi mura biɲgelqam.
laar	<u>Laaranam</u> ¹ wuderemaa, mi mura biɲgelqam.
holl	<u>Hollam</u> wuderemaa, mi mura biɲgelqam.
wall	<u>Wallam</u> wuderemaa, mi mura biɲgelqam.
qadd	<u>Qaddanam</u> ¹ wuderemaa, mi mura biɲgelqam.
luɓ	<u>Lubam</u> wuderemaa, mi mura biɲgelqam.

b) Sample Sentences

Qalaaʔ qo fawaani, kono mi sikki qo jaanɣaama.
 Qalaaʔ qo heegaani, kono mi sikki qo ɗomɗaama.
 Qalaaʔ qo ɗaanaani, kono mi sikki qo tamɸima.
 Qalaaʔ qo maayaani, kono mi sikki qo fawaama.
 Qalaaʔ qo naamaani, kono mi sikki qo heegaama.
 Qalaaʔ qo yaraani, kono mi sikki qo ɗomɗaama.
 Qalaaʔ qo joodaani, kono mi sikki qo tamɸima.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> soodana mo kedam?
qo	<u>Qo</u> soodana mo kedam?
be	<u>Be</u> coodana mo kedam?
meɲ	<u>Meɲ</u> coodana mo kedam?
qon	<u>Qon</u> coodana mo kedam?
qa	<u>Qa</u> soodana mo kedam?
qen	<u>Qen</u> coodana mo kedam?
kanɰko	<u>Kanɰko</u> soodana mo kedam?
kamɓe	<u>Kamɓe</u> coodana mo kedam?
mi	Mi soodana mo kedam?

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> soodana mo kedam?
qo	Qo soodana <u>mo</u> kedam?
ma	<u>Qo</u> soodana ma kedam?
meɲ	Meɲ coodana <u>ma</u> kedam?
qon	<u>Meɲ</u> coodana qon kedam?
be	Be coodana <u>qon</u> kedam?

¹Note that laar and qadd require the [-an] verbal extension ('for, on behalf of') before the suffix /-am/.

	Be coodana <u>qon</u> kedam?
kam	<u>Be</u> coodana <u>kam</u> kedam.
qon	Qon coodana <u>kam</u> kedam.
mo	<u>Qon</u> coodana mo kedam.
mi	Mi soodana mo kedam?

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mi daaninay <u>taa</u> qam.
-makko	Mi daaninay taamak <u>ko</u> .
-maɓɓe	Mi daaninay taama <u>ɓɓe</u> .
-maada	Mi daaninay taama <u>ada</u> .
-meeden	Mi daaninay taamee <u>den</u> .
-modon	Mi daaninay taamo <u>don</u> .
-qam	Mi daaninay taaqam.

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> daaninay taaqam.
qo	Qo daaninay <u>taa</u> qam.
-makko	<u>Qo</u> daaninay taamakko.
qon	Qon daaninay <u>taamakko</u> ?
-maɓɓe	<u>Qon</u> daaninay taamaɓɓe?
ɓe	Be daaninay taama <u>ɓɓe</u> .
-maada	<u>Be</u> daaninay taamaada.
meɲ	Meɲ daaninay taama <u>ada</u> .
-mon	<u>Meɲ</u> daaninay taamon.
qo	Qo daaninay taam <u>on</u> .
-qam	<u>Qo</u> daaninay taaqam.
mi	Mi daaninay taaqam.

g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> yahanay ma marse.
qo	Qo yahanay <u>ma</u> marse.
qon	<u>Qo</u> yahanay qon marse.
qen	Qen ñjahanay <u>qon</u> marse.
mo	<u>Qen</u> ñjahanay mo marse.
meɲ	Meɲ ñjahanay <u>mo</u> marse.
ma	<u>Meɲ</u> ñjahanay ma marse.
ɓe	Be ñjahanay <u>ma</u> marse.

	Be ñjahanay <u>ma</u> marse.
mo	<u>Be</u> ñjahanay mo marse.
m1	M1 yahanay <u>mo</u> marse.
ma	M1 yahanay ma marse.

h) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Dum moddyete pur <u>kan̄ko</u> .
qan	Dum moddyete pur <u>qan</u> .
qon	Dum moddyete pur <u>qon</u> .
be	Dum moddyete pur <u>be</u> .
qo	Dum moddyete pur <u>qo</u> .
qen	Dum moddyete pur <u>qen</u> .
men̄	Dum moddyete pur <u>men̄</u> .
kam̄be	Dum moddyete pur <u>kam̄be</u> .
kan̄ko	Dum moddyete pur <u>kan̄ko</u> .

i) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	M1 ðaanini <u>taaqa</u> m.
-makko	M1 ðaanini <u>taamakko</u> .
-maðbe	M1 ðaanini <u>taamaðbe</u> .
-modon	M1 ðaanini <u>taamodon</u> .
-meeden	M1 ðaanini <u>taameeden</u> .
-maada	M1 ðaanini <u>taamaada</u> .
-qan	M1 ðaanini <u>taaqa</u> m.

j) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M1</u> ðaaninay <u>taaqa</u> m.
qo	Qo ðaaninay <u>taaqa</u> m.
-makko	<u>Qo</u> ðaaninay <u>taamakko</u> .
be	Be ðaaninay <u>taamakko</u> .
-modon	<u>Be</u> ðaaninay <u>taamodon</u> .
men̄	Men̄ ðaaninay <u>taamodon</u> .
-maðbe	<u>Men̄</u> ðaaninay <u>taamaðbe</u> .
qen	Qen ðaaninay <u>taamaðbe</u> .
-maada	<u>Qen</u> ðaaninay <u>taamaada</u> .
qo	Qa ðaaninay <u>taamaada</u> ?
-maðbe	<u>Qa</u> ðaaninay <u>taamaðbe</u> ?
qon	Qon ðaaninay <u>taamaðbe</u> ?
-makko	<u>Qon</u> ðaaninay <u>taamakko</u> ?
m1	M1 ðaaninay <u>taamakko</u> .

k) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	Wotaa <u>tampina</u> hooremaa be d'um.
qo	Wotaa <u>qo</u> tampina hooremakko he d'um.
qon	Wotaa <u>qon</u> tampina koqemo'don he d'um.
be	Wotaa <u>be</u> tampina koqema'bbe he d'um.
men	Wotaa <u>men</u> tampina koqemeed'en he d'um.
qa	Wotaa <u>tampina</u> hooremaa he d'um.

l) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Wotaa tampina hooremaa he <u>d'um</u> .
fii makko	Wotaa tampina hooremaa he <u>fii makko</u> .
teeriqam	Wotaa tampina hooremaa he fii <u>teeriqam</u> .
ma'bbe	Wotaa tampina hooremaa he <u>fii ma'bbe</u> .
qam	Wotaa tampina hooremaa he <u>fii qam</u> .
meed'en	Wotaa tampina hooremaa he <u>fii meed'en</u> .
makko	Wotaa tampina hooremaa he <u>fii makko</u> .
d'um	Wotaa tampina hooremaa he fii <u>d'um</u> .

m) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo <u>daanaaki</u> gila haŋki.
ñaamaaki	Qo <u>ñaamaaki</u> gila haŋki.
joodaaki	Qo <u>joodaaki</u> gila haŋki.
d'omdaaki	Qo <u>d'omdaaki</u> gila haŋki.
liggaaki	Qo <u>liggaaki</u> gila haŋki.
jaangaaki	Qo <u>jaangaaki</u> gila haŋki.
heegaaki	Qo <u>heegaaki</u> gila haŋki.
naŋgaaki	Qo <u>naŋgaaki</u> gila haŋki.
daraaki	Qo <u>daraaki</u> gila haŋki.
yaraaki	Qo <u>yaraaki</u> gila haŋki.
lootaaki	Qo <u>lootaaki</u> gila haŋki.
qimmaaki	Qo <u>qimmaaki</u> gila haŋki.

17.2 The Negatives of the Middle and Passive Voices (I)

In 7.2 it was noted that negatives in Fula are characterized by the suffix /-aa/. In 12.2 a review of active negative forms occurs.

In the Middle and Passive Voices, negatives occur with the suffix /-aa/ plus a consonant, /k/, plus the appropriate stem vowel for the perfective or imperfective of the voice. Remember that the stem vowels for the three voices are:

	A.V.	M.V.	P.V.
Perfective	-i	-i	-a
Imperfective	-a	-o	-e

Recall also that the liaison consonant for the negative perfective in the active voice is /n/. Thus the following combinations of suffixes occur in the negative forms:

	A.V.	M.V.	P.V.
Perfective:	-aani	-aaki	-aaka
Preterit:	-áanino	-áakino	-áakano
Imperfective:			
Simple:	-aa	-aako	-aake
Preterit:	-aano	-áakono	-áakeno
Potential/Habitual:	-(a)taa ¹	-(o/a)taako	-(e/a)taake
Preterit:	-(a)taano	-(o/a)táakono	-(e/a)táakeno

In 16.0 above occurs this sentence:

1. Kaŋko kaɗi, gila haŋki 'He, too, hasn't gotten any sleep
 qo ɗaanaaki. since yesterday.'

This sentence illustrates a perfective negative in the Middle Voice. Note that the verb 'sleep' in English is intransitive. Many such intransitive concepts are commonly rendered by verbs inflected in the Middle Voice in Fula. The concept here is that getting some sleep is something one does for oneself. The sentence would also be perfectly possible with a Passive Voice form:

2. Kaŋko kaɗi, gila haŋki 'He, too, hasn't been overcome by
 qo ɗaanaaka. slumber since yesterday.'

Note that the translation of this passive form is a bit unnatural. The concept here is that sleep/slumber is something which can come upon one without

¹The stem vowel preceding /-taa/ in potential/habitual negative forms is often assimilated to the following /-aa/ (becoming /a/), or omitted completely in pronunciation.

the exercise of one's volition. To give this sense when the 'actor' is inanimate we must in English use some such verbals as 'experience', 'be taken by', 'be overcome by', 'undergo', etc.

Imperfective negatives of the Middle and Passive Voices are rather specialized in usage and potentially confusing, but a clear understanding of them will help clear up any lingering confusion concerning these two 'voices', which operate quite differently than do any English forms which might be used to translate them in various contexts.

First, let us review the differences between perfective and imperfective negative forms in the Active Voice:

Perfective:	3. Mi yaraani.	'I haven't [yet] drunk.'
Preterit:	4. Mi yara'anino.	'I hadn't [yet] drunk.'
Imperfective:		
Simple:	5. Mi yaraa.	'I didn't drink.' (during some recent period, commonly up to and through the present)
Preterit:	6. Mi yaraano.	'I didn't drink.' (during some period in the past), 'I hadn't drunk.'
Potential/Habitual	7. Mi yarataa.	'I'm not going to drink.', 'I don't drink ____.', 'I'm not drinking.'
Preterit:	8. Mi yarataano.	'I would not have drunk.'

In the perfective forms the action (or state) is stated not to have occurred to the date under consideration - that is, the non-performance is, in some sense, complete. No prediction is made about what happens henceforth. In the simple imperfective, the non-occurrence is presumed to be continuous through the period under discussion and, presumably, continuing into the future. In the potential/habitual forms the non-performance is predicted for the future period either as a result of present decision or of habitual practice. Of course, the preterit suffix has the function of putting the period under discussion back in time so that the time point of reference is not the present (or some specified past or future point) but is a point preceding such specified moment of time.

Now, let us turn to the Middle Voice (MV) and Passive Voice (PV), in which the situation is similar but a little harder to grasp. Since the PV is easier to comprehend than the MV, we take it up first.

Passive Voice

The general sense of the PV is that the action is exercised in some sense upon the grammatical subject.

9. Qo ndiyam yaraaka.	'This water has not [yet] been drunk.'

10. Qo ndiyam yaráakano. 'This water had not [yet] been drunk.'
11. Qo ndiyam yaraake. 'This water was not drunk. (all through the recent period under discussion, commonly up to and through the present)
12. Qo ndiyam yaráakeno. 'This water was not drunk.' (all through a past period)
13. Qo ndiyam yarataake. 'This water is not to/will not be drunk.' (drinking it is impossible or forbidden)
14. Qo ndiyam yarataáakeno. 'This water would not have been drunk.'

The translation of the verb in the above sentences is not particularly difficult since 'drink' is a transitive verb in English. Where the English gloss for the verb is intransitive, translation (and, perhaps, comprehension) of the PV constructions in Fula becomes more difficult:

15. Qo laawol yahaaka. 'This road has not [yet] been taken.' ('This road has not been gone [by]')
16. Qo laawol yahaake. 'This road was not taken.' during the period under discussion)
17. Qo laawol yahataake. 'This road is not to be taken.' (Going by this road is impossible or forbidden)

17.3 Grammar Drills on Passive Negatives

New words:	fembu	shave
	toofñ	ccerce, oppress, offend, be unjust to
	yaaf	forgive
	ɓorno	dress, put on (garment), wear

a) Simple Substitution-Transformation Drill (Positive to Negative)

Cue	Pattern 1	Pattern 2	Translation of Pattern 2
	M1 <u>heega</u> aama.	M1 heegaaka.	'I'm not hungry.' ('I've not been overcome by hunger.')
d'omd'	M1 <u>d'omd'a</u> aama.	M1 d'omd'aaka.	'I'm not thirsty.'
nanɗ	M1 <u>nanɗa</u> aama.	M1 nanɗaaka.	'I've not been seized.'
femb	M1 <u>femba</u> aama.	M1 fembaaka.	'I've not been shaved.'
gaañ	M1 <u>gaaña</u> aama.	M1 gaañaaka.	'I've not been wounded.'
loot	M1 <u>loota</u> aama.	M1 lootaaka.	'I've not been washed.'
yaaf	M1 <u>yaafa</u> aama.	M1 yaafaaka.	'I've not been forgiven.'

	Mi <u>yaafa</u> aama.	Mi yaafaaka.	'I've not been forgiven.'
jaar	Mi <u>jaara</u> aama.	Mi jaaraaka.	'I've not been thanked.'
fil	Mi <u>fiya</u> aama.	Mi fiyaaka.	'I've not been struck.'
toofñ	Mi <u>toofña</u> aama.	Mi toofñaaka.	'I've not been offended.'
born	Mi <u>borna</u> aama.	Mi bornaaka.	'I've not been dressed.'

b) Simple Substitution-Transformation Drill (Positive to Preterit Negative
[with tawo])

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>	<u>Translation of Pattern 2</u>
	Tawo qo <u>heega</u> aamano.	Tawo qo heegaakano.	'[At that time] he hadn't yet been overcome by hunger.'
femb	Tawo qo <u>femba</u> aamano.	Tawo qo fembaakano.	'He hadn't yet been shaved.'
naŋg	Tawo qo <u>naŋga</u> aamano.	Tawo qo naŋgaakano.	'He hadn't yet been seized.'
war	Tawo qo <u>wara</u> aamano.	Tawo qo waraakano.	'He hadn't yet been killed.'
yil	Tawo qo <u>yila</u> aamano.	Tawo qo yilaakano.	'He hadn't yet been seen.'
domd	Tawo qo <u>domda</u> aamano.	Tawo qo domdaakano.	'He hadn't yet been overcome by thirst.'
yaaf	Tawo qo <u>yaafa</u> aamano.	Tawo qo yaafaakano.	'He hadn't yet been forgiven.'
toofñ	Tawo qo <u>toofña</u> aamano.	Tawo qo toofñaakano.	'He hadn't yet been offended.'
fil	Tawo qo <u>fiya</u> aamano.	Tawo qo fiyaakano.	'He had not yet been struck.'
lamd	Tawo qo <u>lamda</u> aamano.	Tawo qo laamdaakano.	'He had not yet been asked.'
yid	Tawo qo <u>yida</u> aamano.	Tawo qo yidaakano.	'He had not yet been liked.'
qacc	Tawo qo <u>qacca</u> aamano.	Tawo qo qaccaakano.	'He had not yet been left.'
qudd	Tawo qo <u>qudda</u> aamano.	Tawo qo quddaakano.	'It had not yet been closed.'
faal	Tawo qo <u>faala</u> aamano.	Tawo qo faalaakano.	'He had not yet been cared for.'
heβ	Tawo qo <u>heβa</u> aamano.	Tawo qo heβaakano.	'It had not yet been obtained.'
fewn	Tawo qo <u>fewna</u> aamano.	Tawo qo fewnaakano.	'It had not yet been repaired.'

c) Response Drill

New word: mem	touch

EXAMPLE: Cue: Dam ndiyam yaraama. 'The water has been drunk.'
Response: Qo dō yaraake. 'This (here) was not drunk.'
(water or some other drinkable liquid)

<u>Cue</u>	<u>Response</u>
Nde deftere memaama.	Qo dō memaake.
Nge nagge yidaama.	Qo dō yidaake.
Ngel sukaa fiyaama.	Qo dō fiyaake.
Qo moto fewnaama.	Qo dō fewnaake.
Ngo jungo gaafñaama.	Qo dō gaafñaake.

Ndu suudu naataama.	Qo do naataake.
Ndi mboddi waraama.	Qo do waraake.
Ngol laawol yahaama.	Qo do yahaake.

d) Response Drill

EXAMPLE: Cue: Dam ndiyam yaraama. 'This water has been drunk.'

Response: Dam do yaraake. 'This [water] (here) was not drunk.'

<u>Cue</u>	<u>Response</u>
Nde deftere memaama.	Nde do memaake.
Nge nagge yidaama.	Nge do yidaake.
Ngel sukaa fiyaama.	Ngel do fiyaake.
Qo moto fewnaama.	Qo do fewnaake.
Ngo jungo gaañaama.	Ngo do gaañaake.
Ndu suudu naataama.	Ndu do naataake.
Ndi mboddi waraama.	Ndi do waraake.
Ngol laawol yahaama.	Ngol do yahaake.

e) Simple Substitution-Response Drill

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Dum <u>qaddete</u> na? ¹	Qalaa† dum qaddataake. ²
wad†	Dum <u>wadete</u> na?	Qalaa† dum wadataake.
haal	Dum <u>haalete</u> na?	Qalaa† dum haalataake.
yar	Dum <u>yarete</u> na?	Qalaa† dum yarataake.
ñaam	Dum <u>ñaamete</u> na?	Qalaa† dum ñaamataake.
loot	Dum <u>lootete</u> na?	Qalaa† dum lootataake.

f) Response Drill on Active Negative Forms for Comparison

<u>Cue</u>	<u>Response</u>
Qa qadday d'um na?	Qalaa† m1 qaddataa d'um.
Qa nabay d'um na?	Qalaa† m1 nabataa d'um.
Qa qanday d'um na?	Qalaa† m1 qandataa d'um.
Qa hebay d'um na?	Qalaa† m1 hebataa d'um.
Qa yeyay d'um na?	Qalaa† m1 yeyataa d'um.
Qa yaray d'um na?	Qalaa† m1 yarataa d'um.
Qa waday d'um na?	Qalaa† m1 wadataa d'um.
Qa wiyay d'um na?	Qalaa† m1 wiyataa d'um.
Qa qudday d'um na?	Qalaa† m1 quddataa d'um.

¹ 'Will that be brought?'² 'No, that won't be brought.'

g) Response Drill on Active Negative Forms - Preterit

<u>Cue</u>	<u>Response</u>
Qa qaddayno d'um na?	Qalaa↑ mi qaddataano d'um.
Qa nabayno d'um na?	Qalaa↑ mi nabataano d'um.
Qa qandayno d'um na?	Qalaa↑ mi qandataano d'um.
Qa yarayno d'um na?	Qalaa↑ mi yarataano d'um.
Qa wadayno d'um na?	Qalaa↑ mi wadataano d'um.
Qa jabayno d'um na?	Qalaa↑ mi jabataano d'um.
Qa yeyayno d'um na?	Qalaa↑ mi yeyataawo d'um.
Qa hebayno d'um na?	Qalaa↑ mi hebataano d'um.
Qa quddayno d'um na?	Qalaa↑ mi quddataano d'um.
Qa jangayno d'um na?	Qalaa↑ mi jangataano d'um.

17.4 The Negatives of the Middle and Passive Voices (II)Middle Voice

The general sense of the MV is that the subject exercises, in some sense, his own will or volition either to perform a bodily movement (like sitting down), to perform an action reflexively upon himself (like washing up) or to instigate the performance of an action upon himself (like getting his hair cut). With stative verbs the concept of getting oneself into the state in question is involved. All this is fairly easy to grasp when the subject is animate and the action one which he is likely to perform or to have someone perform upon himself:

18. ¹ Qo liggaaki.	'He hasn't [yet] worked.'
19. Qo liggaako.	'He didn't work.' (during the recent period in question and now, presumably, the time has passed and his not-doing of the job is permanent)
20. Qo liggotaako.	'He doesn't work.' (for reasons of self-motivation)
21. Qo joodaaki.	'He hasn't [yet] sat down.'
22. Qo joodaakino.	'He hadn't [yet] sat down.'
23. Qo joodaako.	'He didn't sit down.' (the whole time)
24. Qo joodaakono.	'He didn't sit down.' (the entire [past] period)
25. Qo joodotaako.	'He doesn't sit down.' (as a habit)
26. Qo joodotaakono.	'He wouldn't have sat down.'

¹The numbering of examples is continuous with those of 17.2 for reasons of comparison.

When, however, the subject of a MV verb is inanimate, the situation can only be grasped with some difficulty by speakers of English:

27. Qo ndiyam yaraaki.	'This water hasn't gotten drunk.'
28. Qo ndiyam yaraako.	'This water didn't get drunk.' (for whatever reason, during the period under discussion)
29. Qo ndiyam yarataako.	'This water doesn't usually get drunk. (though it could if people chose to drink it)
30. Qo laawol yahaaki.	'This road has not [yet] gotten used.'
31. Qo laawol yahaako.	'This road didn't get used.' (during the recent period under discussion)
32. Qo laawol yahataako.	'This road doesn't normally get used.' (though it could)

Note that in 18-26 the subject is animate so the volition is attributable to the person. But in 27-32 the subjects are inanimate and the volition involved is difficult to construe as residing in them. If the word itself is inserted after get in the translations of 27-32, the general sense of the MV is restored and the passive idea is avoided.

Worthy of note here is the frequency with which the English verb get followed by an adjective (get sick, get well, etc.) or by a participle (get used, get drunk, etc.) is employed in the translation of MV forms in Fula. Where get is not appropriate there is usually an intransitive verb like work involved. But also recall how frequently in colloquial English we substitute, for such intransitive verbs, phrases with get like: get some sleep, get a little work done, get down (for descend), get in (for enter), get over (for recover), etc. Hence, it seems helpful to suggest that the MV in Fula can be most commonly rendered with some phrase containing get.

The distinctions described above between the AV, MV and PV negative forms can be well reviewed and illustrated again by examining the full set of perfective and imperfective (non-preterit) negatives of a stative verb like faw 'be sick':

Perfective:

AV	33. M1 fawaani.	'I'm not sick [yet].'
MV	34. M1 fawaaki.	'I've not gotten sick.'
PV	35. M1 fawaaka.	'I've not been taken sick.'

Imperfective:

Simple:

AV	36. M1 fawaa.	'I'm not sick.'
MV	37. M1 fawaako.	'I didn't get sick.'
PV	38. M1 fawaake.	'I was not taken sick.'

Potential/Habitual:

AV	39.	Mi fawataa.	'I'm not going to be sick.'
MV	40.	Mi fawataako.	'I don't get sick.'
PV	41.	Mi fawataake.	'I won't be taken sick.' (because of inoculation, etc. it is impossible for the disease to affect me)

There exist certain peculiar extensions of these usages in the PV in a specialized construction with the imperfective negative forms only. This construction would appear to be an extension of the use of this PV negative form (as in 14, 17, and 41 above) to denote the impossibility or forbidden nature of an action.

Compare:	20.	Qo liggotaako.	'He doesn't work.'
	42.	Qo liggotaake.	'He doesn't work at all.' (it is impossible or against orders for him to work)

Here the passive sense - that work is not done (or 'to be done') by him - conflicts with the grammar, since qo is, by position and the absence of other noun, the subject.

This construction also occurs with personal subject and an 'object' of the (formally) passive verb:

43.	Hay si mi qariino to mon	'Even if I had come to your [place]
	haŋki, mi qandataake	yesterday, I would certainly not
	baŋɗo gudemon.	recognize the one who took your
		clothes.'

Here the sense of the impossibility of my knowing the thief is expressed. The same construction may also occur with a MV verb in the potential negative:

44.	Hay si mi qariino to mon	'Even if....., I wouldn't have
	haŋki, mi qandataako	gotten myself into a position
	baŋɗo gudemon.	to know.....'

Here the sense is weaker - not that my knowing would have been impossible but that it would have been most unlikely. In the background in this latter (MV) example seems to lurk a sense of happenstance, perhaps related to some exercise of volition on the part of someone.

Of course, the AV equivalent is also possible here:

45.	Hay si mi qariino to mon	'Even....., I wouldn't know the....'
	haŋki, mi qandataa baŋɗo	
	gudemon.	

This is relatively straight-forward and easy to comprehend. The 'equivalent' MV and PV constructions above cannot be fitted neatly into an exposition of the common concepts denoted by MV and PV forms. See the drills in 17.5 below (e, f, g) for further examples of these usages.

In summary: The negative of the perfective forms of all three voices stresses that the non-performance of the action in question (or the non-existence

of the state) has obtained prior to the time-reference point of the sentence, but that no prediction of the continuance of such non-performance (or non-existence) is implied.

The negative of the simple imperfective stresses that the non-performance or non-existence in question is a continuing matter, continuing from the beginning of the period in question right up to the reference-time point and presumably likely to continue on, perhaps because of the removal of the circumstances in which the performance of the action or the existence of the state might have been anticipated. Thus before the guests have departed one might remark that certain water had not [yet] been drunk (perfective) while after the departure of the guests one would more likely remark that the water in question wasn't drunk during the whole time when it might have been and now, presumably, the condition of 'not being drunk' is permanent (imperfective).

The negative of the potential/habitual imperfective stresses that the non-performance or non-existence in question is (or was) predictable for the future, either on the basis of a conscious choice or of an established pattern of habit or custom.

The AV negative forms stress that the non-performance or non-existence in question is the result of the intent of the subject, acting upon some outside object or set of circumstances.

The MV negative forms stress that the non-performance or non existence in question is the result of the volition of the subject exercised essentially upon or for the immediate benefit of himself (or itself).

The PV negative forms stress that the non-performance or non-existence is the result of some outside force (unspecified) acting upon the subject.

Clearly the equivalent positive forms generally stress the same aspects relative to the performance or existence of an action or state.

There exist a certain number of verbs which are not to be found inflected in more than two voices, or occur in a single voice only. With such verbs the differential meanings of these voices summarized above do not fully operate. As Fula is a living language, it will obviously not always be possible to get to the meaning of a particular MV verb, for example, by reference to the meaning of an AV or PV form with the same root. For example: waal when inflected in the AV denotes 'spend the night' while the 'equivalent' MV forms denote 'lie down'. The semantic relationship is clear, but the latter denotation can hardly be unerringly predicted from the former. Hence the above generalizations can do no more than provide guidelines to assist in the interpretation, especially of verbs which commonly occur inflected in all three voices.

17.5 Grammar Drills on Negatives, Especially MV Forms

a) Simple Substitution-Response Drill (Respond in the negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo <u>daaniima</u> na? ¹	Qo daanaaki tawo. ²
heeg	Qo <u>heegiima</u> na?	Qo heegaaki tawo.
jood	Qo <u>joodiima</u> na?	Qo joodaaki tawo.
femɓ	Qo <u>fembiima</u> na?	Qo fembaaki tawo.
qimm	Qo <u>qimmiima</u> na?	Qo qimmaaki tawo.
loot	Qo <u>lootiima</u> na?	Qo lootaaki tawo.
qart	Qo <u>qartiima</u> na?	Qo qartaaki tawo.
maay	Qo <u>maayiima</u> na?	Qo maayaaki tawo.
lel	Qo <u>leliima</u> na?	Qo lelaaki tawo.
waal	Qo <u>waaliima</u> na?	Qo waalaaki tawo.
ñaam	Qo <u>ñaamiima</u> na?	Qo ñaamaaki tawo.
yar	Qo <u>yariima</u> na?	Qo yaraaki tawo.
jang	Qo <u>jangiima</u> na?	Qo jangaaki tawo.
gaañ	Qo <u>gaaniima</u> na?	Qo gaañaaki tawo.
daan	Qo <u>daaniima</u> na?	Qo daanaaki tawo.

¹ 'Has he slept?² 'He hasn't slept yet.'

b) Simple Substitution-Response Drill (Respond with Negative Imperfective Preterit)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo <u>daaniino</u> na? ¹	Qalaaɗ qo daanaakono. ²
heeg	Qo <u>heegiino</u> na?	Qalaaɗ qo heegaakono.
jood	Qo <u>joodiino</u> na?	Qalaaɗ qo joodaakono.
femɓ	Qo <u>fembiino</u> na?	Qalaaɗ qo fembaakono.
qimm	Qo <u>qimmiino</u> na?	Qalaaɗ qo qimmaakono.
loot	Qo <u>lootiino</u> na?	Qalaaɗ qo lootaakono.
qart	Qo <u>qartiino</u> na?	Qalaaɗ qo qartaakono.
maay	Qo <u>maayiino</u> na?	Qalaaɗ qo maayaakono.
lel	Qo <u>leliino</u> na?	Qalaaɗ qo lelaakono.
ñaam	Qo <u>ñaamiino</u> na?	Qalaaɗ qo ñaamaakono.
yar	Qo <u>yariino</u> na?	Qalaaɗ qo yaraakono.
jang	Qo <u>jangiino</u> na?	Qalaaɗ qo jangaakono.
gaañ	Qo <u>gaaniino</u> na?	Qalaaɗ qo gaañaakono.
naat	Qo <u>naatiino</u> na?	Qalaaɗ qo naataakono.
daan	Qo <u>daaniino</u> na?	Qalaaɗ qo daanaakono.

¹ 'Had he slept?/Had he been asleep.'² 'No, he hadn't slept/been asleep.'

c) Simple Substitution-Response Drill (Respond with the Imperfective Negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo <u>liggi</u> na? ¹	Qalaa† qo liggaako. ²
fem6	Qo <u>fem6i</u> na?	Qalaa† qo fembaako.
jog	Qo <u>jogi</u> na?	Qalaa† qo jogaako.
gaañ	Qo <u>gaañi</u> na?	Qalaa† qo gaañaako.
loot	Qo <u>looti</u> na?	Qalaa† qo lootaako.
daan	Qo <u>daani</u> na?	Qalaa† qo daanaako.
heeg	Qo <u>heegi</u> na?	Qalaa† qo heegaako.
ligg	Qo <u>liggi</u> na?	Qalaa† qo liggaako.

¹ 'Did he work?'² 'No, he didn't work.'

d) Simple Substitution-Response Drill (Respond with Negative Perfective Preterit)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Tawo qo <u>heegiima</u> na? ¹	Qalaa† tawo qo heegáakino. ²
dóm6	Tawo qo <u>dóm6iima</u> na?	Qalaa† tawo qo dóm6áakino.
fem6	Tawo qo <u>fem6iima</u> na?	Qalaa† tawo qo fembáakino.
loot	Tawo qo <u>lootiima</u> na?	Qalaa† tawo qo lootáakino.
ñaam	Tawo qo <u>ñaamiima</u> na?	Qalaa† tawo qo ñaamáakino.
yar	Tawo qo <u>yariima</u> na?	Qalaa† tawo qo yaráakino.
daan	Tawo qo <u>daaniima</u> na?	Qalaa† tawo qo daanáakino.
jood	Tawo qo <u>joodiima</u> na?	Qalaa† tawo qo joodáakino.
waal	Tawo qo <u>waaliima</u> na?	Qalaa† tawo qo waaláakino.
lel	Tawo qo <u>leliima</u> na?	Qalaa† tawo qo leláakino.
heeg	Tawo qo <u>heegiima</u> na?	Qalaa† tawo qo heegáakino.

¹ 'Was he thirsty at that time?'² 'No, he hadn't gotten thirsty yet.' (but no prediction about afterwards.)

e) Simple Substitution-Response Drill (Respond with Potential-Habitual Preterit Negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qo <u>qaddotono</u> d'um na? ¹	Qalaa† qo qaddatáakono d'um. ²
ñaam	Qo <u>ñaamotono</u> d'um na?	Qalaa† qo ñaamatáakono d'um.
loot	Qo <u>loototono</u> d'um na?	Qalaa† qo lootatáakono d'um.
ligg	Qo <u>liggotono</u> d'um na?	Qalaa† qo liggatáakono d'um.
yar	Qo <u>yarotono</u> d'um na?	Qalaa† qo yaratatáakono d'um.
yey	Qo <u>yeyotono</u> d'um na?	Qalaa† qo yeyatatáakono d'um.
def	Qo <u>defotono</u> d'um na?	Qalaa† qo defatatáakono d'um.
naat	Qo <u>naatotono</u> d'um na?	Qalaa† qo natatatáakono d'um.

	Qo <u>naatoto</u> no d'um na?	Qalaa† qo naatataákono d'um.
bet	Qo <u>betoto</u> no d'um na?	Qalaa† qo betataákono d'um.
sood'	Qo <u>soodoto</u> no d'um na?	Qalaa† qo soodataákono d'um.
fewn	Qo <u>fewnoto</u> no d'um na?	Qalaa† qo fewnataákono d'um.
nab	Qo <u>naboto</u> no d'um na?	Qalaa† qo nabataákono d'um.
qadd	Qo <u>qaddoto</u> no d'um na?	Qalaa† qo qaddataákono d'um.

¹ 'Would he have brought that along?

² 'No, he wouldn't have brought that.'

f) Simple Substitution-Response Drill (Respond in the 'impossibilitative' use of the Imperfective Passive Preterit Form)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Tawo qa <u>qandi</u> lma d'um na? ¹	Tawo m1 qandaákono d'um. ²
qadd	Tawo qa <u>qaddi</u> lma d'um na?	Tawo m1 qaddaákono d'um.
heβ	Tawo qa <u>heβi</u> lma d'um na? ³	Tawo m1 heβaákono d'um. ⁴
waaw	Tawo qa <u>waawi</u> lma d'um na?	Tawo m1 waawaákono d'um.
yli	Tawo qa <u>yli</u> lma d'um na?	Tawo m1 ylyaákono d'um.
yey	Tawo qa <u>yeyi</u> lma d'um na?	Tawo m1 yeyaákono d'um.
tam	Tawo qa <u>tami</u> lma d'um na?	Tawo m1 tamaákono d'um.
nab	Tawo qa <u>nabi</u> lma d'um na?	Tawo m1 nabaákono d'um.
jog	Tawo qa <u>jogi</u> lma d'um na?	Tawo m1 jogaákono d'um.
nan	Tawo qa <u>nani</u> lma d'um na?	Tawo m1 nanaákono d'um.
def	Tawo qa <u>defi</u> lma d'um na?	Tawo m1 defaákono d'um.
qudd	Tawo qa <u>quddi</u> lma d'um na?	Tawo m1 quddaákono d'um.
quddit	Tawo qa <u>qudditi</u> lma d'um na?	Tawo m1 qudditaákono d'um.
naam	Tawo qa <u>naami</u> lma d'um na?	Tawo m1 naamaákono d'um.
bet	Tawo qo <u>beti</u> lma d'um na?	Tawo m1 betaákono d'um.
haal	Tawo qo <u>haali</u> lma d'um na?	Tawo m1 haalaákono d'um.
laar	Tawo qo <u>laari</u> lma d'um na?	Tawo m1 laaraákono d'um.
qand	Tawo qo <u>qandi</u> lma d'um na?	Tawo m1 qandaákono d'um.

¹ 'Did you know it then?' ('Had you previously come to know it.')

³ 'Had you gotten it then?'

² 'At that time I hadn't any notion of it at all.'

⁴ 'I hadn't received it at all, then.'

- g) Simple Substitution-Response Drill (Respond with the 'impossibilitative' use of the Imperfective Potential Negative).

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Qa <u>qaddoto</u> d'um na? ¹	Qalaa† mɪ qaddatáake d'um. ²
nab	Qa <u>naboto</u> d'um na?	Qalaa† mɪ nabatáake d'um.
qand	Qa <u>qandoto</u> d'um na?	Qalaa† mɪ qandatáake d'um.
heɓ	Qa <u>heɓoto</u> d'um na?	Qalaa† mɪ heɓatáake d'um.
yey	Qa <u>yeyoto</u> d'um na?	Qalaa† mɪ yeyatáake d'um.
yar	Qa <u>yaroto</u> d'um na?	Qalaa† mɪ yaratáake d'um.
qudd	Qa <u>quddoto</u> d'um na?	Qalaa† mɪ quddatáake d'um.
haal	Qa <u>haaloto</u> d'um na?	Qalaa† mɪ haalatáake d'um.
ñaam	Qa <u>ñaamoto</u> d'um na?	Qalaa† mɪ ñaamatáake d'um.
def	Qa <u>defoto</u> d'um na?	Qalaa† mɪ defatáake d'um.
quddit	Qa <u>qudditoto</u> d'um na?	Qalaa† mɪ qudditatáake d'um.
yid	Qa <u>yidoto</u> d'um na?	Qalaa† mɪ yidatáake d'um.
faal	Qa <u>faaloto</u> d'um na?	Qalaa† mɪ faalatáake d'um.
qadd	Qa <u>qaddoto</u> d'um na?	Qalaa† mɪ qaddatáake d'um.

¹ 'Will you bring it [along]?'

² 'No, I won't [be able to] bring it.'

17.6 The /-ante/ construction: 'for you' etc.

In the sentence portion: ...mɪ yahante marse... the word yahante was translated 'going to go for you'. We can recognize here the /an/ verbal extension - 'Applicative' (see 12.4) and a /t/, normally associated with potential/habitual imperfective verb forms. An /e/ suffix, however, has previously occurred only as the stem vowel of passive forms and this form is not easy to interpret as in any sense passive.

This construction also occurs with an object personal pronoun specifying the person for whom the act is to be performed:

Mɪ yahante mo marse. 'I'm going to go to market for him.'

If the less definite form of the potential is employed, the object must be specified:

Mɪ yahanay ma marse. 'I'll go to market for you.'

Mɪ yahanay mo marse. 'I'll go to market for him.'

Thus we find in this /-ante/ construction a unique form in that without a following pronoun it has second person singular reference.

The preterit of this construction yahanteno 'would have gone for you' also occurs.

17.7 Drills on the /-ante/ construction

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	M1 yahante <u>ma</u> marse.
qon	M1 yahante <u>qon</u> marse.
mo	M1 yahante <u>mo</u> marse.
be	M1 yahante <u>be</u> marse.
ma	M1 yahante <u>ma</u> marse.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	M1 <u>soodante</u> deftere nde.
qadd	M1 <u>qaddante</u> deftere nde.
yey	M1 <u>yeyante</u> deftere nde.
laar	M1 <u>laarante</u> deftere nde.
dabb	M1 <u>dabbante</u> deftere nde.
nab	M1 <u>nabante</u> deftere nde.
heβ	M1 <u>heβante</u> deftere nde.
moddy	M1 <u>moddyante</u> deftere nde.
fewn	M1 <u>fewnante</u> deftere nde.
sood	M1 <u>soodante</u> deftere nde.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>M1</u> yahante ma marse.
qo	Qo yahante <u>ma</u> marse.
qon	<u>Qo</u> yahante qon marse.
qen	Qen ñjahante <u>qon</u> marse.
mo	<u>Qen</u> ñjahante mo marse.
meŋ	Meŋ ñjahante <u>mo</u> marse.
ma	<u>Meŋ</u> ñjahante ma marse.
be	Be ñjahante <u>ma</u> marse.
qon	<u>Be</u> ñjahante qon marse.
m1	M1 yahante <u>qon</u> marse.
ma	M1 yahante <u>ma</u> marse.

- d) Simple Substitution-Response Drill (This is a rhetorical question asked and answered by the same person.)

<u>Cue</u>	<u>Question Pattern</u>	<u>Response Pattern</u>
	Hombo <u>qaddante</u> d'um?	Mi qaddante d'um.
nab	Hombo <u>nabante</u> d'um?	Mi nabante d'um.
jaŋg	Hombo <u>jaŋginte</u> d'um?	Mi jaŋginte d'um.
yey	Hombo <u>yeyante</u> d'um?	Mi yeyante d'um.
sood'	Hombo <u>soodante</u> d'um?	Mi soodante d'um.
wall	Hombo <u>wallante</u> d'um?	Mi wallante d'um.
wad'	Hombo <u>wadante</u> d'um?	Mi wadante d'um.
def	Hombo <u>defante</u> d'um?	Mi defante d'um.
holl	Hombo <u>hollante</u> d'um?	Mi hollante d'um.
qudd	Hombo <u>quddante</u> d'um?	Mi quddante d'um.
fewn	Hombo <u>fewnante</u> d'um?	Mi fewnante d'um.
haal	Hombo <u>haalante</u> d'um?	Mi haalante d'um.
laar	Hombo <u>laarante</u> d'um?	Mi laarante d'um.
jaŋg	Hombo <u>jaŋginte</u> d'um?	Mi jaŋginte d'um.
rem	Hombo <u>remante</u> d'um?	Mi remante d'um.
qimm	Hombo <u>qimmante</u> d'um?	Mi qimmante d'um.
luß	Hombo <u>lußante</u> d'um?	Mi lußante d'um.
tam	Hombo <u>tamante</u> d'um?	Mi tamante d'um.

17.8 NARRATIVE

New words:

jaango [ŋgo] (jaali)	cold, (cold weather)
noddu	call

Jaango ŋgo naŋgi ßiŋgel Kumba

Ñande gooto, wad'i jaango ŋgo naŋgi ßiŋgel Kumba, taw'i Kumba qe Fatu no ŋgoni galle gooto. Kumba nodd'i Fatu, qo wiyi mo, yoo luß mo wuderemum maa qo mura ßiŋgelmakko, paski qon no jaangi. Nden, qontuma, taw'i Fatu kadi no muynina ßiŋgelmakko. Non Fatu kadi wiyi mo, yoo fad haa qo muynina ßiŋgelmakko. Taw'i Fatu kadi qonñan fow ßiŋgelnum d'anaaki qon jemma. Nden Kumba wiyi mo, kaŋko kadi ßiŋgelmakko saliima muynude qendumum qonñan fow. Non Fatu wiyi mo, yoo fad haa qo d'aanina taamum, qawa si qon d'aani, qo yahante mo marse pur qo soodana mo kedam. Kuma welti he qon haalaa, non qo wiyi Fatu, 'Ko qan ßuri kam heßde hakkil mod'dyo.' Kumba kadi wiyi, 'Qawa do he tuma ngartaa to marse qo min kadi mi defante ñaltaarimaa'. Fatu jaabi mo, qo wiyi mo, wotaa qo tampina hooremum he d'um, paski qo ßooyataa to marse qo.

17.9 Questions for Discussion

1. Kumba qe Fatu, ɓe d'ido ɓinggel hombo nanɗiino jaango?
2. Hombo luɓi goremum pur qo mura ɓinggelmakko?
3. Ko hoɗum heɓiino ɓinggel Kumba?
4. ɓinggel Kumba koo fawɗo na?
5. Hoɗum Fatu lamɗi Kumba, tuma Kumba wiyi mo yoo luɓ mo wuderemum?
6. Ko hoɗum Fatu kaɗi haalanɩ Kumba, he fii ɓinggelum?
7. ɓinggel Kumba muyniino qendu neenemum qonɗan fow na?
8. Tuma Kumba wiyi Fatu, ɓinggelmakko kaɗi salɩ muynude qendumum, hoɗum Fatu wiyi mo?
9. Hombo wiyiino qo yahante marse pur Kumba?
10. Ko hoɗum Fatu yiɗiino soodde pur ɓiɗɗo Kumba.
11. Kumba weliti he ɗum haalaa na? Hoɗum kaŋko kaɗi wiyi Fatu, qo wadante mo ɗo qe tuma qo qimmata to marse qo?
12. Hombo wiyi Kumba, qo defante mo ɗaltaaremakko?
13. Kumba qe Fatu, hombo wiyi goremum, ko kaŋko ɓuri mo hakkil modɗo?

UNIT 18

18.0 Dialog: Fatu Returns From Market

	-Fatu-	
dinɪɪ		here [ɪt ɪs]
Kumba, kɛdammaa dɪnɪɪ↑		Kumba, here is your milk.
	-Kumba-	
wallɪn		lay, place, put ('cause to lie')
wakande [nde] (bakale)		box, chest, trunk
Wallɪn dʊm to dow wakande nde.		Put it on top of the chest.
	-Fatu-	
hedde		vicinity, beside
mbaldɪ [ndɪ] (baldɪ)		bed (from: waal)
Qalaa, ton modɔyaa. Fad mɪ wadʊ dʊm to hedde hoore mbaldɪmaa.		No, that place is not good. Wait, let me put ('do') it beside the head of your bed.
	-Kumba-	
Qawa↑ mbɪɪmɪ, hoto wallɪndaa wuderemaa nde?		O.K. Hey ('I say'), where did you put your cloth?
	-Fatu-	
Mɪ wadɪ dʊm, to dow mbaldɪ ndɪ. Qa yɪyaani dʊm na?		I put ('did') it on the bed. Didn't you see it?
	-Kumba-	
Qalaa, mɪ laari dʊ fow, kono haa joo, mɪ waawa yɪɪde dʊm.		No, I looked all [around] here, but up to now I can't see it.
	-Fatu-	
hakke [ø]		offense, sin, wrong
qaccanam hakke		forgive me ('abandon for me the offense')
ko fewɪ		properly, well
Qaa. Qaccanam hakke. Dʊm dɪnɪɪ to dʊ ɓaawo mbaldɪ ndɪ. Mɪ wallɪnaani dʊm, ko fewɪ, ko dʊm wadɪ.		Oh, forgive me. There it is behind the bed. I didn't place it properly, that's why [ɪt fell].
	-Kumba-	
ferɛŋ		completely, at all (with negative)
jaakɪlaade		to get confused

wullu

Qandi non, hakkilqam yahaani ton
ferenɗ Tawo mido jaakili, nden
ɓingelqam, no wulla.

cry, cry out

[You] know something, my mind
wasn't on that ('didn't go
there') at all. At that time
I was confused because my baby
was (then) crying.

-Fatu-

Min de, mi heegaama jooni. Qen
ñaamataa na?

As for me, I'm hungry now. Aren't
we going to eat?

-Kumba-

huɓɓu

jayngol [ngol] (jayli)

Qawa, fad. Mido huɓɓa jayngol
ngol pur do wula seeda.

set fire to, light
fire

O.K., wait, I'm lighting the fire
so that this place will warm up
a little.

-Fatu-

Qawaɗ baasi qalaɗ Yawno, ngaraa,
mido fada ma.

O.K., no problem. Be quick.
come, I'm waiting for you.

18.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

New word: wutte [ø] wutteeɗ shirt, garment

CuePattern

	Kumba, <u>kedammaa</u> diniɗ
wudere	Kumba, <u>wuderemaa</u> diniɗ
wutte	Kumba, <u>wuttemaa</u> diniɗ
hiirande	K mba, <u>hiirandemaa</u> diniɗ
deftere	Kumba, <u>defteremaa</u> diniɗ
wakande	Kumba, <u>wakandemaa</u> diniɗ
kaalis	Kumba, <u>kaalismaa</u> diniɗ
karamokko	Kumba, <u>karamokkomaa</u> diniɗ
ɓiddo	Kumba, <u>ɓiddomaa</u> diniɗ
gorko	Kumba, <u>gorkomaa</u> diniɗ
neene	Kumba, <u>neenemaa</u> diniɗ
baaba	Kumba, <u>baabamaa</u> diniɗ
lekki	Kumba, <u>lekkimaa</u> diniɗ
kafahi	Kumba, <u>kafahimaa</u> diniɗ
horde	Kumba, <u>hordemaa</u> diniɗ

	Kumba, <u>hordemaa</u> dinii↑
maafe	Kumba, <u>maafemaa</u> dinii↑
genewala	Kumba, <u>genewalamaa</u> dinii↑
tamate	Kumba, <u>tamatemaa</u> dinii↑
lamdam	Kumba, <u>lamdammaa</u> dinii↑
kedam	Kumba, <u>kedammaa</u> dinii↑

b) Simple Substitution Drill

New words:

saabunde [nde] (caabune)	soap
timtorgol [ngol] ()	mirror

CuePattern

	Hoto wallindaa <u>wuderemaa</u> nde?
binggel	Hoto wallindaa <u>binggelmaa</u> ngel?
horde	Hoto wallindaa <u>hordemaa</u> nde?
saabunde	Hoto wallindaa <u>saabundemaa</u> nde?
tuuba	Hoto wallindaa <u>tuubamaa</u> mba?
timtorgal	Hoto wallindaa <u>timtorgalmaa</u> ngal?
lingu	Hoto wallindaa <u>lingumaa</u> ngu?
padal	Hoto wallindaa <u>padalmaa</u> ngal?
lekki	Hoto wallindaa <u>lekkimaa</u> ki?
kaalis	Hoto wallindaa <u>kaalismaa</u> qo?
wudere	Hoto wallindaa <u>wuderemaa</u> nde?

c) Simple Substitution Drill

New words:

gay	(variant of <u>ga</u>)
dula [Ø] (dulaaji)	place, space

CuePattern

	Mi laari <u>do</u> fow, kono haa joo, mi waawaa yiide d'um.
ton	Mi laari <u>ton</u> fow, kono haa joo, mi waawaa hiide d'um.
ga	Mi laari <u>ga</u> fow, kono haa hoo, mi waawaa yiide d'um.
dula	Mi laari <u>dula</u> fow, kono haa joo, mi waawaa yiide d'um.
to	Mi laari <u>to</u> fow, kono haa joo, mi waawaa yiide d'um.
don	Mi laari <u>don</u> fow, kono haa joo, mi waawaa yiide d'um.
gay	Mi laari <u>gay</u> fow, kono haa joo, mi waawaa yiide d'um.
do	Mi laari <u>do</u> fow, kono haa joo, mi waawaa yiide d'um.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Min de, mi <u>heegaama</u> .
domf	Min de, mi <u>domdaama</u> .
jaang	Min de, mi <u>jaangaama</u> .
born	Min de, mi <u>bornaama</u> .
jaakil	Min de, mi <u>jaakilaama</u> .
mem	Min de, mi <u>memaama</u> .
loot	Min de, mi <u>lootaama</u> .
welt	Min de, mi <u>weltaama</u> .
jaab	Min de, mi <u>jaabaama</u> .
wii	Min de, mi <u>wiyaama</u> .
faal	Min de, mi <u>faalaama</u> .
jog	Min de, mi <u>jogaama</u> .
qand	Min de, mi qandaama. 'As for me, I am known/recognized.'

e) Progressive Phrasal Substitution Drill

New words:

lawju		wash (dishes)
fayande	[nde] (payanne)	clay pot
loonde	[nde] (loode)	(water) jar
dyoog		fetch/draw water
haßu		tie

<u>Cue</u>	<u>Pattern</u>
	Mido hußa jayngol ngol, <u>pur do wula seeda</u> .
pur qo defa hiirande nde	<u>Mido hußa jayngol ngol</u> , pur qo defa hiirande nde.
qomo lawja fayande nde	Qomo lawja fayande nde, <u>pur qo defa hiirande nde</u> .
maa qo wafa hen ndiyam	<u>Qomo lawja fayande nde</u> , maa qo wafa hen ndiyam.
mido lootoya loonde nde	Mido lootoya loonde nde, <u>maa qo wafa hen ndiyam</u> .
maa mi dyoogoya	<u>Mido lootoya loonde nde</u> , maa mi dyoogoya.
qomo qaddoya horde nde	Qomo qaddoya horde nde, <u>maa mi dyoogoya</u> .
maa qo bira naqi d'i	<u>Qomo qaddoya horde nde</u> , maa qo bira naqi d'i.
mido haßboya ñalel ngel	Mido haßboya ñalel ngel, <u>maa qo bira naqi d'i</u> .
maa mi noddoya gaynaako qo	<u>Mido haßboya ñalel ngel</u> , maa mi noddoya gaynaako qo.
qo faday kam do	Qo faday kam do, <u>maa mi noddoya gaynaako qo</u> .
haa mi qarta	<u>Qo faday kam do</u> , haa mi qarta.
nangan mo ñingel ngel	Nangan mo ñingel ngel, <u>haa mi qarta</u> .
haa gorkomum rutt	<u>Nangan mo ñingel ngel</u> , haa gorkomum rutt.
qo wiyl qo faday mo do	Qo wiyl qo faday mo do, <u>haa gorkomum rutt</u> .
soon coodanay mo hunde	Qo wiyl qo faday mo do, soon coodanay mo hunde.

f) Progressive Phrasal Substitution Drill

New words:

muuso	(adj. root) sore, aching
reedu muusoru	stomach ache ('aching/sore stomach')
waktu [ø] (waktuuji)	time, hour, when
qalansara	late afternoon (prayer time) -ca 4 PM-

CuePattern

nden mido wondi qe reedu	<u>Tawo mido jaakili, nden bingelqam no wulla.</u>
muusoru	<u>Tawo mido jaakili, nden mido wondi, qe reedu</u>
qontuma mido leli	<u>muusoru.</u>
tawo mido janga deftereqam	<u>Qontuma mido leli, tawo mido janga deftereqam.</u>
mi daanaakino	<u>Mi daanaakino, tawo mido janga deftereqam.</u>
tawo qada haala qe Kumba	<u>Mi daanaakino, tawo qada haala qe Kumba.</u>
qo nani haalaamon	<u>Qo nani haalaamon, tawo qada haala qe Kumba.</u>
nden qomo joodi do	<u>Qo nani haalaamon, nden qomo joodi do.</u>
waktu ngardaa hanqi	<u>Waktu ngardaa hanqi, nden qomo joodi do.</u>
tawo mi yahiino marse	<u>Waktu ngardaa hanqi, tawo mi yahiino marse.</u>
tuma fjiidaa kam	<u>Tuma fjiidaa kam, tawo mi yahiino marse.</u>
nden mido yaha kampama	<u>Tuma fjiidaa kam, nden mido yaha kampama.</u>
mi yawtiino to modon	<u>Mi yawtiino to modon, nden mido yaha kampama.</u>
waktu qalansara	<u>Mi yawtiino to modon, waktu qalansara.</u>
qo wiyiino qo qaray hande	<u>Qo wiyiino qo qaray hande, waktu qalansara.</u>
tuma fjii mo mi hanqi	<u>Qo wiyiino qo qaray hande, tuma fjii mo mi hanqi.</u>
tawo mido jaakili	<u>Tawo mido jaakili, tuma fjii mo mi hanqi.</u>
nden bingelqam no wulla	<u>Tawo mido jaakili, nden bingelqam no wulla.</u>

g) Question Response Drill (Respond to the statement cue with appropriate question to be asked by the same speaker.)

New words:	yotto	reach, arrive at
	nel	send

Pattern 1: StatementPattern 2: Question

Mi wadi dum, to dow mbaldi ndi.
 Mi yotti do, waktu mbiidaa kam.
 Mi haali ma dum.
 Mi fiyi dammugal ngal.
 Mi neldi letar qo.
 Mi jangini ma deftere nde.
 Mi qacci kaalis qo ton.

Qa yiyaani dum na?
 Qa yiyaani kam na?
 Qa nanaani kam na?
 Qa nanaani dum na?
 Qa hebaani dum na?
 Qa famaani dum na?
 Qa yiyaani dum ton na?

Mi qacci ñaamri ndi ton.	Qa yiyaani dum ton na?
Mi gayni ligge nge.	Qa yiyaani dum na?
Mi salmini musiibemaa.	Qa nanaani kam na?
Mi qaddi maaro ko.	Qa yiyaani dum na?
Mi holli mo laawol ngol.	Qa yiyaani mo na?

18.2 Note: The Perfective Form of the Verb without Subject as an Imperative
Note the sentences from dialogs:

1. Laari', qasaman qo fuddi wafde dule.	'Look there! The sky has started to form clouds.'
2. Qawa† salminaa kam, bengumaa, nani.	'O.K., greet your family for me, hear.'
3. Qandi non, hakkilqam yahaani ton fereŋ.	'[You] know something, my mind wasn't on that at all.'

In all three distinct uses of the perfective form of the verb without subject illustrated by the three sentences above, there is a clear reference to second person singular -the person addressed- as the desired performer of the act. In this sense the construction is an imperative, and in sentence 1 the perfective verb form has stress on the final syllable. Another example of this usage is furnished by the sentence:

4. Nani', goddo no wulla.	'Listen! Somebody is crying.'

In sentences 2 and 3, the perfective verbs (nani and qandi) are more parenthetical or rhetorical and could be translated by English rhetorical questions such as 'Do you hear?' or 'Do you know something?'

18.3 Sample Sentence Drill on the Perfective Form of the Verb without Subject as Imperative.

1. Laari', toɓal ngal fuddi qarde.
2. Laari', qasaman qo fuddi wafde dule.
3. Laari', yimbe be no ngara.
4. Laari', qoya debbo, to qo naatata.
5. Qandi non, mi yiyaani ma fereŋ.
6. Qandi non, mi nanaani kibaarumaa fereŋ.
7. Qandi non, hakkilqam yahaani ton fereŋ.
8. Qandi non, mi yiya mo haŋki kono mi waawaa haalde mo haytus.
9. Nani', yimbe be no kaala.
10. Nani', ñingel ngel no wulla.
11. Nani', ndiyam no toba seeda, seeda.
12. Nani', hendu ndu, qe dirango ngo.

18.4 Note: The [-(1)t] Verbal Extension: Iterative, Reversive and Reflexive

The verbal extension [-(1)t] has three rather distinct meanings. It might be said that the basic element of meaning added by this extension is one of the repetition of the action in the same context. However, this basic meaning requires a rather liberal interpretation to account for the distinct usages encountered.

I. Iterative or Repetitive

1. Qo ñaami.	'He ate.'
2. Qo ñaamtı.	'He ate again.'
3. Demba jaŋgi.	'Demba studied.'
4. Demba jaŋgıtı.	'Demba studied again.'
5. Mı jaŋgını.	'I taught.'
6. Mı jaŋgınıtı.	'I taught again.'
7. Be ŋgandı mo.	'They knew him.'
8. Be ŋgandıtı mo	'They knew him again.' (i.e. They recognized him from previous acquaintance.)

This usage is quite straight-forward.

II. Reversive

9. Quddu deŋtemon.	'Close your books.'
10. Quddıt deŋtemon.	'Open your books.'
11. Qokku mo kaalıs qo.	'Give him the money.'
12. Qokkıt mo kaalıs qo.	'Give him back the money.'
13. Mı yoŋı mo.	'I paid him.'
14. Qo yoŋtı kam.	'He paid me back.'

In all these cases, a true repetition of the action of 9, 11 and 13 would require a change of context. If the books are closed they cannot be re-closed without the intervening action of opening. Similarly the money cannot be given or paid again to the same person without being first returned. Thus actions found involved with this 'reversive' meaning are actions of a 'pendulum' type, where the action can scarcely be done again until after it has been undone. Verbs dealing with such actions as putting on garments, sticking things in, tightening up, etc. are commonly found with a companion verb with this extension meaning to take off the garment, extract, loosen, etc.

Occasionally the reversive meaning of this extension is not quite so clearly related to such 'pendulum' action. For example, the verb jaßude 'to accept, to welcome' has an extended form jaßıtde 'say farewell, see off'.

Occasionally also, where the reversing use of this extension might be anticipated, we find instead the iterative form of another verb. Thus in the case of go and return, instead of a form of yaa 'go' the verb form is:

15. Qo qartı.	'He came back.'

III. Reflexive

Verbs which clearly illustrate this usage have not yet occurred. An example with a new word is:

16. M1 laβiima. 'I got [myself] shaved.'
 17. M1 laβtiima. 'I shaved [myself].'

In a previous note (16.4) the verb base mawn- was seen to carry a meaning of 'get big'. The base mawnit- occurs also with a sense of 'swagger, act proud, assume unjustified importance.'

Note that in these examples the unextended verb and the extended one both are commonly inflected in MV, which itself often carries a reflexive sense. This usage is quite restricted, being used primarily for those actions which a member of this culture seldom actually performs upon himself (such as shaving, hair cutting, hair dressing, etc.)

More commonly the reflexive idea is expressed with verbs in AV and the word hoore 'self':

18. M1 gaañi hooreqam. 'I wounded myself.'

The iterative extension can occur more than once on the same root.

19. Qo qartiti. 'He came back again.'

Clearly, unless the two occurrences carry different meanings, as in:

20. Qo laβtiti. 'He shaved [himself] again.'

(reflexive - iterative), the sense of repetition of this extension is that the action occurred over and over. When the first extension has the reversive meaning, further suffixation of this extension is iterative not reversive. Thus:

21. Qo quddititi. 'He reopened.'

Kadi, 'again, more' is often used after this extension for further emphasis.

18.5 Grammar Drills

Iterative, Reversive and Reflexive Verbal Extension [-t-]

a) Simple Substitution Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	M1 <u>ñaami</u> subaka.	M1 ñaamti kadi jooni.
qart	M1 <u>qarti</u> subaka.	M1 qartiti kadi jooni.
jang	M1 <u>jangi</u> subaka.	M1 jangiti kadi jooni.
nang	M1 <u>nangi</u> subaka.	M1 nangiti kadi jooni.
yii	M1 <u>yii</u> subaka.	M1 yiiti kadi jooni.
jangin	M1 <u>jangini</u> subaka.	M1 janginiti kadi jooni.
quddit	M1 <u>qudditi</u> subaka.	M1 quddititi kadi jooni.

	Mi <u>qudditi</u> subaka.	Mi quddititi kadi jooni.
nab	Mi <u>nabi</u> subaka.	Mi nabtı kadi jooni.
qokk	Mi <u>qokki</u> subaka.	Mi qokkiti kadi jooni.
daan	Mi <u>daani</u> subaka.	Mi daanti kadi jooni.
fud'd	Mi <u>fud'di</u> subaka.	Mi fud'diti kadi jooni.
loot	Mi <u>looti</u> subaka.	Mi lootiti kadi jooni.
naat	Mi <u>naati</u> subaka.	Mi naatiti kadi jooni.
qand	Mi <u>qandi</u> subaka.	Mi qanditi kadi jooni.
mem	Mi <u>memi</u> subaka.	Mi memti kadi jooni.
wull	Mi <u>wulli</u> subaka.	Mi wulliti kadi jooni.
sok	Mi <u>soki</u> subaka.	Mi sokti kadi jooni.
haŋŋ	Mi <u>haŋŋi</u> subaka.	Mi haŋŋiti kadi jooni.
wind	Mi <u>windi</u> subaka.	Mi winditi kadi jooni.

18.6 Spatial Relationships

Note the sentences from 18.0:

Wallin dum to dow wakande nde.	'Put it on top of the chest.'
Fad mi wad'i dum to hedde hoore mbaldimaa.	'Wait, let me put ('do') it beside the head of your bed.'
Mi wad'i dum to dow mbaldi nde.	'I (put) it on the bed.'
Dum dinii to ŋaawo mbaldi ndi.	'There it is behind the bed.'

From these sentences it is clear that spacial relations in Fula are commonly expressed by a phrase with to plus a noun. Instead of to, other words such as he 'on, with' are also used. The closest English analogy is not adverb-prepositions like above, beside, near or within, but is phrases like on top of, at the back of, in the vicinity of, in front of, etc.

In previous units has occurred the word nder 'space within, inside'. Other, new words which are useful in expressing spatial relations are:

takko [ko] () 'vicinity', hence: <u>to takko</u> 'near' yeeso [ŋgo] (jeese) 'front', hence: <u>to yeso</u> 'in front of' ley (c.f. leydi [ndi] (leyde) 'ground, earth, country', hence: <u>to ley</u> 'under, beneath, on the bottom of' hakkunde [nde] () 'middle', hence: <u>(to) hakkunde</u> 'between' sengo [ŋgo] (ceŋde) 'side edge', hence: <u>to sengo</u> 'on the side of', 'on the edge/corner of'

Also useful in spatial relations are the direction words for right and left. These are adjectival roots, ñaam- and nan- respectively, which are inflected for the 'class of the noun modified'. In general these directions are ñaamo (from jungo ñaamo 'right hand') 'to the right of' and nano (from jungo nano 'left hand') 'to the left of'.

Although near is expressed with such a noun phrase as those described, far is expressed by the verb woddo 'be far' in a manner to be detailed below.

If the cubes in Figure 1 are taken as representing bakale 'chests', and the numbers as representing the several locations of a wudere 'cloak' relative to the chest, the sentences below accord with the numbers:

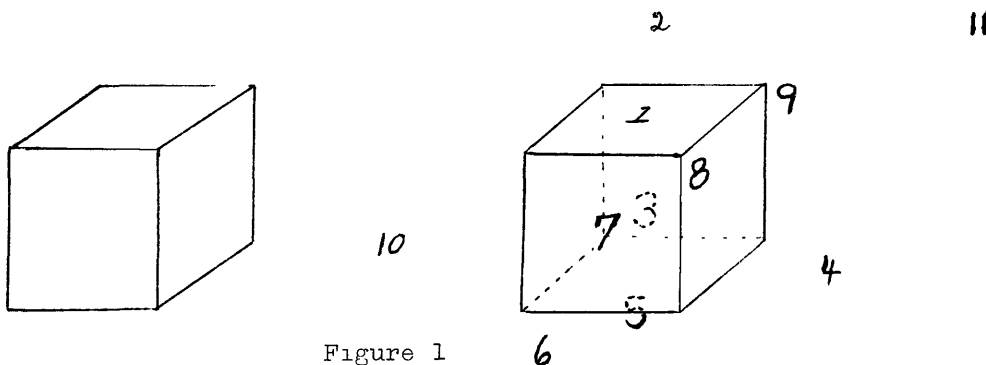


Figure 1

1. Wudere nde no woni to/he dow wakande nde.	'The cloth is on top of the chest.'
2.a) Wudere nde no to dow wakande nde.	'The cloth is above/over the chest.'
3. Wudere nde no to/he nder wakande nde.	'The cloth is inside the chest.'
4.a) Wudere nde woni to takko wakande nde.	'The cloth is near the chest.'
b) Wudere nde no woni to hedde wakande nde.	'The cloth is beside the chest.'
c) Wudere nde no to ñaamo wakande nde.	'The cloth is to the right of the chest.'
d) Wudere nde no to yasi wakande nde.	'The cloth is outside the chest.'
5.a) Wudere nde no to/he ley wakande nde.	'The cloth is beneath/under the chest.'
6.a) Wudere nde no to yeeso wakande nde.	'The cloth is in front of the chest.'
b) Wudere nde woni to takko wakande nde.	'The cloth is near the chest.'

7. Wudere nde no to/he yeeso wakande nde.	'The cloth is on the front of the chest.'
8.a) Wudere nde no to/he sengo wakande nde.	'The cloth is on the side/edge/corner of the chest.'
9.a) Wudere nde no to ɓaawo wakande nde.	'The cloth is behind the chest.'
b) Wudere nde no to takko wakande nde.	'The cloth is near the chest.'
10.a) Wudere nde wonɪ (to) hakkunde bakale de.	'The cloth is between the chests.'
b) Wudere nde no to hedde wakande nde.	'The cloth is beside the chest.'
c) Wudere nde no to takko wakande nde.	'The cloth is near the chest.'
d) Wudere nde no to nano wakande nde .	'The cloth is to the left of the chest.'
11.a) (Qɪmma to) wakande nde qe wudere nde no wodɗi.	'It's far from the chest to the cloth.'
b) Wakande nde qe wudere nde ɓedo wodɗondiri.	'The chest and the cloth are far from each other.'

Note that in those cases where the cloth is in contact ('on') the chest the word he 'on, with', may be used. Where there is a separation to 'there, at' is used. An exception here is with ley where contact with the ground is enough to justify the use of he, even if the chest is above ground.

Note also that no, wonɪ, and no wonɪ may be used interchangeably without substantial meaning change.

Combinations of spatial relationship terms may occur to express more exact relations. Thus (still with reference to Figure 1):

2.b) Wudere nde no to dow hoore wakande nde.	'The cloth is above ('at the top of the head of') the chest.'
4.d) Wudere nde no to takko ñaamo wakande nde.	'The cloth is near the right of the chest.'
5.b) Wudere nde no he ley ley wakande nde.	'The cloth is way down under the chest.'
8.b) Wudere nde no to sengo ñaamo wakande nde.	'The cloth is on the right hand side of the chest.'

18.7 Grammar Drills on Spatial Relationships

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Wallin d'um to <u>dow</u> wakande nde.
hedde	Wallin d'um to <u>hedde</u> wakande nde.
sen'go	Wallin d'um to <u>sen'go</u> wakande nde.
takko	Wallin d'um to <u>takko</u> wakande nde.
yeeso	Wallin d'um to <u>yeeso</u> wakande nde.
baawo	Wallin d'um <u>baawo</u> wakande nde.
hakkunde	Wallin d'um to <u>hakkunde</u> wakande nde.
ley	Wallin d'um to <u>ley</u> wakande nde.
nano	Wallin d'um to <u>nano</u> wakande nde.
ñaamo	Wallin d'um to <u>ñaamo</u> wakande nde.
dow	Wallin d'um to dow wakande nde.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Wallin d'um to <u>dow</u> wakande nde.
hedde	Wallin d'um to hedde <u>wakande nde</u> .
mbaldi ndi	Wallin d'um to <u>hedde</u> mbaldi ndi.
takko	Wallin d'um to takko <u>mbaldi ndi</u> .
suudu ndu	Wallin d'um to <u>takko</u> suudu ndu.
baawo	Wallin d'um to baawo <u>suudu ndu</u> .
jood'irgal ngal	Wallin d'um to <u>baawo</u> jood'irgal ngal.
yeeso	Wallin d'um to yeeso <u>jood'irgal ngal</u> .
birdugal ngal	Wallin d'um to <u>yeeso</u> birdugal ngal.
sen'go	Wallin d'um to sen'go <u>birdugal ngal</u> .
horde nde	Wallin d'um to <u>sen'go</u> horde nde.
takko	Wallin d'um to takko <u>horde nde</u> .
leggal ngal	Wallin d'um to <u>takko</u> leggal ngal.
baawo	Wallin d'um to baawo <u>leggal ngal</u> .
wakande nde	Wallin d'um to <u>baawo</u> wakande nde.
dow	Wallin d'um to dow wakande nde.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Wallin d'um to <u>dow</u> wakande nde.
senjo	Wallin d'um to <u>senjo</u> wakande nde.
baawo	Wallin d'um to <u>baawo</u> wokande nde.
hedde	Wallin d'um to <u>hedde</u> wakande nde.
ley	Wallin d'um to <u>ley</u> wakande nde.
hoore	Wallin d'um to <u>hoore</u> wakande nde.
yeeso	Wallin d'um to <u>yeeso</u> wakande nde.
takko	Wallin d'um to <u>takko</u> wakande nde.
dow	Wallin d'um to <u>dow</u> wakande nde.

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> wad'i d'um to nder wakande nde.
qo	<u>Qo</u> wad'i d'um to <u>nder</u> wakande nde.
dow	<u>Qo</u> wad'i d'um to <u>dow</u> wakande nde.
be	<u>Be</u> mba'd'i d'um to <u>dow</u> wakande nde.
baawo	<u>Be</u> mba'd'i d'um to <u>baawo</u> wakande nde.
menj	<u>Menj</u> mba'd'i d'um to <u>baawo</u> wakande nde.
takko	<u>Menj</u> mba'd'i d'um to <u>takko</u> wakande nde.
qon	<u>Qon</u> mba'd'i d'um to <u>takko</u> wakande nde.
hedde	<u>Qon</u> mba'd'i d'um to <u>hedde</u> wakande nde.
qa	<u>Qa</u> wad'i d'um to <u>hedde</u> wakande nde?
senjo	<u>Qa</u> wad'i d'um to <u>senjo</u> wakande nde?
Samba	<u>Samba</u> wad'i d'um to <u>senjo</u> wakande nde.
yeeso	<u>Samba</u> wad'i d'um to <u>yeeso</u> wakande nde.
mi	<u>Mi</u> wad'i d'um to <u>yeeso</u> wakande nde.
nder	<u>Mi</u> wad'i d'um to <u>nder</u> wakande nde.

e) Simple Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Wallin d'um to <u>dow wakande nde</u> .
takko horde nde	Wallin d'um to <u>takko horde nde</u> .
hedde mbaldi ndi	Wallin d'um to <u>hedde mbaldi ndi</u> .
ley joodirgal ngal	Wallin d'um to <u>ley joodirgal ngal</u> .
yeeso suudu ndu	Wallin d'um to <u>yeeso suudu ndu</u> .
hakkunde laawol ngol	Wallin d'um to <u>hakkunde laawol ngol</u> .
baawo lekki ki	Wallin d'um to <u>baawo lekki ki</u> .
senjo ngesa mba	Wallin d'um to <u>senjo ngesa mba</u> .
dow defte de	Wallin d'um to <u>dow defte de</u> .
nder suudu ndu	Wallin d'um to <u>nder suudu ndu</u> .
hoore wakande nde	Wallin d'um to <u>hoore wakande nde</u> .
ley koyngal mbaldi ndi	Wallin d'um to <u>ley koyngal mbaldi ndi</u> .

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Fad m1 wad' d'um, to <u>hedde</u> hoore mbaldi ndi.
baawo	Fad m1 wad' d'um, to <u>baawo</u> hoore <u>mbaldi</u> ndi.
bingel	Fad m1 wad' d'um, to <u>baawo</u> hoore <u>bingel</u> ngel.
takko	Fad m1 wad' d'um, to <u>takko</u> hoore <u>bingel</u> ngel.
nagge	Fad m1 wad' d'um, to <u>takko</u> hoore <u>nagge</u> nge.
yeeso	Fad m1 wad' d'um, to <u>yeeso</u> hoore <u>nagge</u> nge.
leggal	Fad m1 wad' d'um, to <u>yeeso</u> hoore <u>leggal</u> ngal.
ley	Fad m1 wad' d'um, to <u>ley</u> hoore <u>leggal</u> ngal.
kafahi	Fad m1 wad' d'um, to <u>ley</u> hoore <u>kafahi</u> ki.
dow	Fad m1 wad' d'um, to <u>dow</u> hoore <u>kafahi</u> ki.
laana	Fad m1 wad' d'um, to <u>dow</u> hoore <u>laana</u> ka.
yeeso	Fad m1 wad' d'um, to <u>yeeso</u> hoore <u>laana</u> ka.
mbaldi	Fad m1 wad' d'um, to <u>yeeso</u> hoore <u>mbaldi</u> ndi.
hedde	Fad m1 wad' d'um, to <u>hedde</u> hoore <u>mbaldi</u> ndi.

g) Progressive Substitution Drill

New words:	taabul [Ø] (taabulaaji)	table
	qilde [nde] (gile)	hot pepper

<u>Cue</u>	<u>Pattern</u>
	Ñaamri ndi dinii to <u>dow</u> taabul qo.
takko	<u>Ñaamri</u> ndi dinii to <u>takko</u> taabul qo.
ndiyam dam	<u>Ndiyam</u> dam dinii to <u>takko</u> taabul qo.
baawo	<u>Ndiyam</u> dam dinii to <u>baawo</u> taabul qo.
gile de	<u>Gile</u> de dinii to <u>baawo</u> taabul qo.
yeeso	<u>Gile</u> de dinii to <u>yeeso</u> taabul qo.
goro ngo	<u>Goro</u> ngo dinii to <u>yeeso</u> taabul qo.
hakkunde	<u>Goro</u> ngo dinii to <u>hakkunde</u> taabul qo.
gerte de	<u>Gerte</u> de dinii to <u>hakkunde</u> taabul qo.
sengo	<u>Gerte</u> de dinii to <u>sengo</u> taabul qo.
teew ngu	<u>Teew</u> ngu dinii to <u>sengo</u> taabul qo.
hedde	<u>Teew</u> ngu dinii to <u>hedde</u> taabul qo.
basalde de	<u>Basalde</u> de dinii to <u>hedde</u> taabul qo.
baawo	<u>Basalde</u> de dinii to <u>baawo</u> taabul qo.
kosam dam	<u>Kosam</u> dam dinii to <u>baawo</u> taabul qo.
ley	<u>Kosam</u> dam dinii to <u>ley</u> taabul qo.
ñamri ndi	<u>Ñaamri</u> ndi dinii to <u>ley</u> taabul qo.
dow	<u>Ñaamri</u> ndi dinii to <u>dow</u> taabul qo.

h) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> walliní <u>ñaamrɪ</u> ndɪ to dow taabul qo.
qo	Qo walliní <u>ñaamrɪ</u> ndɪ to dow taabul qo.
kedam d'am	Qo walliní <u>kedam d'am</u> to <u>dow</u> taabul qo.
ley	<u>Qo</u> walliní <u>kedam d'am</u> to <u>ley</u> taabul qo.
qen	Qen mballiní <u>kedam d'am</u> to <u>ley</u> taabul qo.
ndiyam d'am	Qen mballiní <u>ndiyam d'am</u> to <u>ley</u> taabul qo.
takko	<u>Qen</u> mballiní <u>ndiyam d'am</u> to <u>takko</u> taabul qo.
meŋ	Meŋ mballiní <u>ndiyam d'am</u> to <u>takko</u> taabul qo.
goro ngo	Meŋ mballiní <u>goro ngo</u> to <u>takko</u> taabul qo.
hedde	<u>Meŋ</u> mballiní <u>goro ngo</u> to <u>hedde</u> taabul qo.
de	Be mballiní <u>goro ngo</u> to <u>hedde</u> taabul qo.
gerte de	Be mballiní <u>gerte de</u> to <u>hedde</u> taabul qo.
yeeso	<u>Be</u> mballiní <u>gerte de</u> to <u>yeeso</u> taabul qo.
mi	Mi walliní <u>gerte de</u> to <u>yeeso</u> taabul qo.
ñaamrɪ ndɪ	Mi walliní <u>ñaamrɪ</u> ndɪ to <u>yeeso</u> taabul qo.
dow	Mi walliní <u>ñaamrɪ</u> ndɪ to <u>dow</u> taabul qo.

1) Progressive Substitution-Transformation Drill (Use in Pattern 2 the opposite position from that of Pattern 1).

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Meselal ngal</u> wonaani, to <u>ley</u> taabul qo.	Qomo to <u>dowmakko</u> .
wakande nde	Wakande nde wonaani, to <u>ley</u> taabul qo.	Qomo to <u>dowmakko</u> .
baawo	Wakande nde wonaani, to <u>baawo</u> taabul qo.	Qomo to <u>yeesomakko</u> .
suudu ndu	<u>Wakande nde</u> wonaani, to <u>baawo</u> suudu ndu.	Qomo to <u>yeesomakko</u> .
nagge nge	Nagge nge wonaani, to <u>baawo</u> suudu ndu.	Qomo to <u>yeesomakko</u> .
nder	Nagge ngo wonaani, to nder <u>suudu ndu</u> .	Qomo to <u>yasimakko</u> .
galle nde	<u>Nagge ngo</u> wonaani, to nder <u>galle nde</u> .	Qomo to <u>yasimakko</u> .
leggal ngal	Leggal ngal wonaani, to <u>nder</u> <u>galle nde</u> .	Qomo to <u>yasimakko</u> .
hakkunde	Leggal ngal wonaani, to <u>hakkunde</u> <u>galle nde</u> .	Qomo to <u>sengomakko</u> .
saare nde	<u>Leggal ngal</u> wonaani, to <u>hakkunde</u> <u>saare nde</u> .	Qomo to <u>sengomakko</u> .
hayre nde	Hayre nde wonaani, to <u>hakkunde</u> <u>saare nde</u> .	Qomo to <u>sengomakko</u> .
baawo	Hayre nde wonaani, to <u>baawo</u> <u>saare nde</u> .	Qomo to <u>yeesomakko</u> .
moto qo	<u>Hayre nde</u> wonaani, to <u>baawo</u> moto qo.	Qomo to <u>yeesomakko</u> .
kaba qo	Kaba qo wonaani, to <u>baawo</u> moto qo.	Qomo to <u>yeesomakko</u> .
ley	Kaba qo wonaani, to <u>ley</u> <u>moto qo</u> .	Qomo to <u>dowmakko</u> .
taabul qo	Kaba qo wonaani, to <u>ley</u> taabul qo.	Qomo to <u>dowmakko</u> .

18.8 NARRATIVE

New words:	faw	put, place ¹
	heege [ŋgel] ()	hunger

Fatu yahaani Kumba marse

Qonñan Fatu yahani Kumba marse. Qo soodani mo kedam. Tuma Fatu qarti, qo tawi, Kumba kadi no d'abba hunde he nder suudu ndu. Non Fatu noddı mo, qo wiya mo 'kedam ma dıniı'. Nden Kumba wiya mo, yoo wallina dım to dow wakande-makko. Kono Fatu jabaani wallinde dım ton, paski qo sikki ton wonaa dula moddyo pur kedam dam. Non qo wiya Kumba, qomo wallina dım to hedde mbaldımakko. Tawi Kumba kadi tampi dabbude koo dabbataano, qawa kaŋko kadi lamdi Fatu 'Fatu, hoto wallindaa wuderemaa nde'. Tawi Fatu fawi dım to dow mbaldi ndi kono dım yani he saawo ley mbaldi ndi. Tuma Fatu laari ley mbaldi ndi, qo yiya dım, non qo wiya Kumba, yoo qaccana mo hakke, paski soo fawino dım ko moddyi, dım fow hebataakeno. Nden seeda tan, Fatu wiya Kumba yoo be ñaama, paski kaŋko no maaya qe heege. Qontuma Kumba no huɓɓa jayngol ngol pur suudu ndu wula seeda. Qawa tuma Kumba pari, qo yahi be ñaami ñaamrimaɓɓe.

18.9 Questions for Discussion

1. Hombo yahani Kumba marse?
2. Ko hodum wadi Fatu yahani Kumba marse?
3. Ko hodum Fatu soodani Kumba to marse qo?
4. Ko hodum Fatu wallini to hedde hoore mbaldi Kumba?
5. Tuma Fatu yahata marse qo wallini wuderemakko he dow mbaldi ndi pur Kumba, Kumba yiyaano dım na?
6. Ko wadi Kumba yiyaani wudere nde?
7. Kumba laariino ley mbaldi ndi na, tuma qomo d'abba wudere nde?
8. Ko hodum Fatu haalani Kumba, tuma Fatu laari ley mbaldi ndi, qo yiya wudere nde Kumba dabbata no leli he ley mbaldi ndi?
9. Tuma Fatu wiya Kumba yoo qaccana mo hakke, nden holli mo wudere nde, ko hodum Kumba wiya Fatu?
10. Ko hodum jakkili Kumba?
11. Ko hodum Kumba huɓɓata?
12. Ko Kumba yahani Fatu marse, maa ko Fatu yahani Kumba marse?
13. Ko ɓingel hombo wulataano, haa neenemum jakkili, qo waawa yiide koo dabbataano.

¹Note: this verb is identical with faw 'be sick' There is possibly (but not demonstrably) a connection.

UNIT 19

19.0 Dialog: Cook This Fish!

- John-
Kumba, defanam ngu lingu. Kumba, cook this fish for me.
- Kumba-
Tuma? Jooni na? When? Now?
- John-
Qeeyi† jóoni jooni. Yes, right now.
- Kumba-
Hoto cood'faa d'um? To marse na? Where did you buy it? In the market?
- John-
Qalaa† Mi soodaa ngu. Ko min No, I didn't buy it. I caught it [myself].
nangi d'um.
- Kumba-
Honno nangird'aa d'um? How did you catch it?
- John-
No nangir mi d'um, ko d'um f'jird'aa How I caught it, is that what you want to know?
qandude na?
- Kumba-
Qeeyi† Yes.
- John-
Mbii mi. Yaa, wa† ko mbii ma mi. Listen ('what I said') go do what I told you.
- Kumba-
Honno f'jird'aa mi defir'taa d'um? How do you want me to cook it?
- John-
neŋam [d'am] (nebbe) oil, butter, fat,
kaani [Ø] () pimento, pepper
wasalde [nde] (basalle) onion
hen in, within
Defira d'um he neŋam. Wa†a hen Cook it in oil. Put pepper and
kaani† qe basalle. onion in.
- Kumba-
Nden hod'um ka†i. And what then?

-John-

ɓendu
Nden ɲgaccaa d̥um, haa d̥um ɓenda.

to ripe, be cooked
Then you're to leave it until
its done.

-Kumba-

qittu
Hoto qittirtaa mɪ d̥um?

remove, subtract, dish out
Where shall I serve it?

-John-

korel [ɲgel] ()
Qittira d̥um he ɲgel korel.

small calabash
Dish it out in that little calabash.

-Kumba-

Qawa, baasi qala↑

O.K., no problem.

-John-

Qa jaaraama.

Thank you.

19.1 Variation Drills on Basic Sentences

New word: hoccu pick up, collect, gather

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kumba, <u>def</u> anam ɲgu lingu.
qadd	Kumba, <u>qadd</u> anam ɲgu lingu.
nab	Kumba, <u>nab</u> anam ɲgu lingu.
yey	Kumba, <u>yey</u> anam ɲgu lingu.
sood	Kumba, <u>sood</u> anam ɲgu lingu.
naɲg	Kumba, <u>naɲg</u> anam ɲgu lingu.
hocc	Kumba, <u>hocc</u> anam ɲgu lingu.
dabb	Kumba, <u>dabb</u> anam ɲgu lingu.
heɓ	Kumba, <u>heɓ</u> anam ɲgu lingu.
holl	Kumba, <u>holl</u> anam ɲgu lingu.
jog	Kumba, <u>jog</u> anam ɲgu lingu.
tam	Kumba, <u>tam</u> anam ɲgu lingu.
laar	Kumba, <u>laar</u> anam ɲgu lingu.
war	Kumba, <u>war</u> anam ɲgu lingu.
ñaam	Kumba, <u>ñaam</u> anam ɲgu lingu.
qitt	Kumba, <u>qitt</u> anam ɲgu lingu.
loot	Kumba, <u>loot</u> anam ɲgu lingu.
def	Kumba, <u>def</u> anam ɲgu lingu.

19.1 b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Nden ngaccaa d'um, haa d'um <u>βenda</u> .
βawl	Nden ngaccaa d'um, haa d'um <u>βawla</u> .
βuuβ	Nden ngaccaa d'um, haa d'um <u>βuuβa</u> .
lepp	Nden ngaccaa d'um, haa d'um <u>leppa</u> .
huββ	Nden ngaccaa d'um, haa d'um <u>huββa</u> .
wul	Nden ngaccaa d'um, haa d'um <u>wula</u> .
gas	Nden ngaccaa d'um, haa d'um <u>gasa</u> .
laaβ	Nden ngaccaa d'um, haa d'um <u>laaβa</u> .
mawn	Nden ngaccaa d'um, haa d'um <u>mawna</u> .
naat	Nden ngaccaa d'um, haa d'um <u>naata</u> .
maay	Nden ngaccaa d'um, haa d'um <u>maaya</u> .
juut	Nden ngaccaa d'um, haa d'um <u>juuta</u> .
hew	Nden ngaccaa d'um, haa d'um <u>hewa</u> .
βend	Nden ngaccaa d'um, haa d'um βenda.

c) Simple Substitution Drill

New words:

windu	write
sok	lock

<u>Cue</u>	<u>Pattern</u>
	Honto <u>cood'aa</u> d'um?
nan	Honto <u>nand'aa</u> d'um?
yil	Honto <u>ñilil'aa</u> d'um?
heβ	Honto <u>keβ'aa</u> d'um?
yar	Honto <u>ñjar'aa</u> d'um?
yey	Honto <u>ñjey'aa</u> d'um?
wad'	Honto <u>mbad'aa</u> d'um?
qacc	Honto <u>ngaccud'aa</u> d'um?
taw	Honto <u>taw'aa</u> d'um?
def	Honto <u>def'aa</u> d'um?
wil	Honto <u>mbilil'aa</u> d'um?
luβ	Honto <u>luβ'aa</u> d'um?
haββ	Honto <u>kaββud'aa</u> d'um?
huββ	Honto <u>kuββud'aa</u> d'um?
wind	Honto <u>mbindud'aa</u> d'um?

	Honto <u>mbindudaa</u> d'um?
war	Honto <u>mbardaa</u> d'um?
gaafi	Honto <u>gaafi</u> d'aa d'um?
d'yoog	Honto <u>d'yoog</u> d'aa d'um?
sok	Honto <u>cok</u> d'aa d'um?

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mbiimi, <u>yaa</u> , wad' ko mbii ma mi.
qar	Mbiimi, qar, <u>wad'</u> ko mbii ma mi.
naβ	Mbiimi, <u>qar</u> , naβ ko mbii ma mi.
yaa	Mbiimi, yaa, <u>nab</u> ko mbii ma mi.
sood'	Mbiimi, <u>yaa</u> , sood' ko mbii ma mi.
qar	Mbiimi, qar, <u>sood'</u> ko mbii ma mi.
laar	Mbiimi, <u>qar</u> , laar ko mbii ma mi.
yaa	Mbiimi, yaa, <u>laar</u> ko mbii ma mi.
haal	Mbiimi, <u>yaa</u> , haal ko mbii ma mi.
qar	Mbiimi, qar, <u>haal</u> ko mbii ma mi.
dabb	Mbiimi, <u>qar</u> , dabbu ko mbii ma mi.
yaa	Mbiimi, yaa, <u>dabbu</u> ko mbii ma mi.
huββ	Mbiimi, <u>yaa</u> , huββu ko mbii ma mi.
qar	Mbiimi, qar, <u>huββu</u> ko mbii ma mi.
jang	Mbiimi, <u>qar</u> , jangu ko mbii ma mi.
yaa	Mbiimi, yaa, <u>jangu</u> ko mbii ma mi.
nan	Mbiimi, <u>yaa</u> , nan ko mbii ma mi.
qar	Mbiimi, qar, <u>nan</u> ko mbii ma mi.
nang	Mbiimi, <u>qar</u> nanggu ko mbii ma mi.
yaa	Mbiimi, yaa, <u>nangu</u> ko mbii ma mi.
wad'	Mbiimi, yaa wad' ko mbii ma mi.

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko d'um fiɟiɟaa <u>qandude</u> na?
waaw	Ko d'um fiɟiɟaa <u>waawde</u> na?
wad'	Ko d'um fiɟiɟaa <u>wadde</u> na?
heβ	Ko d'um fiɟiɟaa <u>heβde</u> na?
sood'	Ko d'um fiɟiɟaa <u>soodde</u> na?
nab	Ko d'um fiɟiɟaa <u>nabde</u> na?
nan	Ko d'um fiɟiɟaa <u>nande</u> na?
fewn	Ko d'um fiɟiɟaa <u>fewnude</u> na?
haal	Ko d'um fiɟiɟaa <u>haalde</u> na?
hel	Ko d'um fiɟiɟaa <u>helde</u> na?
yey	Ko d'um fiɟiɟaa <u>yeyde</u> na?

	Ko d'um ñjɪɖaa <u>yeyde</u> na?
ɓet	Ko d'um ñjɪɖaa <u>ɓetde</u> na?
luɓ	Ko d'um ñjɪɖaa <u>luɓde</u> na?
war	Ko d'um ñjɪɖaa <u>warde</u> na?
qitt	Ko d'um ñjɪɖaa <u>qittude</u> na?
sok	Ko d'um ñjɪɖaa <u>sokde</u> na?
haɓɓ	Ko d'um ñjɪɖaa <u>haɓɓude</u> na?
wind	Ko d'um ñjɪɖaa <u>windude</u> na?
laar	Ko d'um ñjɪɖaa <u>laarde</u> na?
hocc	Ko d'um ñjɪɖaa <u>hoccude</u> na?
qand	Ko d'um ñjɪɖaa <u>qandude</u> na?

19.2 The Instrumental/Locative Verbal Extension [-Vr]

In 19.0 are several examples of the extension in question:

1. Honno nangirdaa d'um?	'How did you catch it?'
2. No nangirmi d'um....	'How I caught it....'
3. Honno ñjɪɖaa mɪ defirtaa d'um.	'How do you wish me to cook it.'
4. Defira d'um he neɓam.	'Cook it in oil.'
5. Hoto qittirtaa mɪ d'um.	'Where shall I serve it?'
6. Qittira d'um he ŋgel korel.	'Serve it in this little calabash.'

We have seen other uses of the same verbal extension in certain noun forms previously. For example:

jaŋgurdu/jaŋgirdu [ndu] 'school' ('place of study')

from the verb root/jaŋg/ 'study'. We also noted that /baabiraawo/ and other relationship terms denoting one who stands in the relation to someone exhibit the suffix characteristic of this extension. (see 15.2)

Basically this extension occurs on a verb when reference is made to the means by which, or the place at which, or the route by which an action is to be accomplished. By extension this meaning can broadly embrace a considerable variety of senses. In the example sentences above it refers mainly to the manner which is to be employed, or the method to be used. However, in the last two example sentences there is reference to the place and the instrument of the action.

Perhaps the best approach to the general meaning is to employ the English word 'use' with the understanding that the meaning of 'use' must be permitted to include use not only of methods, means and tools but also of places, and routes to accomplish the action. Thus a more 'literal' translation of the sample sentences might be:

1. What means did you use to catch it?
2. What means I used to catch it....
3. What method do you wish me to use to cook it?

4. Use (cooking in) oil to cook it.
5. What (place) am I to use to serve it?
6. Use (serving it in) this little calabash.

This translation is often labored, but in each case there is, with this extension, the sense that some means, manner, method, tool, route or place is to be employed for the performance of the action.

Further examples to illustrate this form:

7. Betira d'um qe j'ungomaa.	'Measure it out with your hand.'
8. B'irira nagge nge he n'gal koral.	'Milk the cow (with) [into] this calabash.'
9. Ko n'ii qo yaari.	'This is how he went.' ('It is thus he went.')
10. N'angira d'um n'ii.	'Hold it this way.'
11. Qo naat'iri qe baawo suudu ndu.	'He entered at the rear of the house.'
12. Mi fiy'ri mo qe hooreqam.	'I struck him with my head.'

Note that, as with some other extensions, the imperative form of these verbs normally has the suffix /-a/, which, we noted, is optional with unextended (and some extended) verbs. (see 6.4).

Note that the form of this extension is /r/ after vowel-final stems and vowel - /r/ after consonant-final stems. The vowel used is generally /i/, but /e/, /u/ and /o/ occur. In general the practice is:

Root Vowel	Extension Vowel
i	e <u>or</u> i <u>or</u> u
e	i
a	i <u>or</u> u
u	o <u>or</u> i
o	u <u>or</u> i

19.3 Grammar Drills on the [-Vr] Extension

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaɗtaa, <u>nangira</u> d'um n'ii. ¹
fud'fir	Ko mbaɗtaa, <u>fud'fira</u> d'um n'ii.
defir	Ko mbaɗtaa, <u>defira</u> d'um n'ii.
naatir	Ko mbaɗtaa, <u>naatira</u> d'um n'ii.
wad'ir	Ko mbaɗtaa, <u>warira</u> d'um n'ii.
wad'ir	Ko mbaɗtaa, <u>wadira</u> d'um n'ii.

	Ko mbaftaa, <u>wadira</u> d'um nii.
qartir	Ko mbaftaa, <u>qartira</u> d'um nii.
quddir	Ko mbaftaa, <u>quddira</u> d'um nii.
qudditir	Ko mbaftaa, <u>qudditira</u> d'um nii.
jakkir	Ko mbaftaa, <u>jakkira</u> d'um nii. ²
betir	Ko mbaftaa, <u>betira</u> d'um nii.
fidyir	Ko mbaftaa, <u>fidyira</u> d'um nii.
yeyir	Ko mbaftaa, <u>yeyira</u> d'um nii.

¹What you're to do [is] hold this thus.

²jakku - 'chew'

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko non tigi qo <u>nangiri</u> d'um. ¹
fudd'	Ko non tigi qo <u>fuddiri</u> d'um.
def	Ko non tigi qo <u>defiri</u> d'um.
naat	Ko non tigi qo <u>naatiri</u> d'um.
qudd	Ko non tigi qo <u>quddiri</u> d'um.
quddit	Ko non tigi qo <u>qudditiri</u> d'um.
war	Ko non tigi qo <u>wariri</u> d'um.
qadd	Ko non tigi qo <u>qaddiri</u> d'um.
nab	Ko non tigi qo <u>nabiri</u> d'um.
nang	Ko non tigi qo <u>nangiri</u> d'um.

¹He held it just like this.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qittira</u> d'um he d'um. ¹
naat	<u>Naatira</u> d'um he d'um.
quddit	<u>Qudditira</u> d'um he d'um.
qudd	<u>Quddira</u> d'um he d'um.
dyoog	<u>Dyoogira</u> d'um he d'um.
nang	<u>Nangira</u> d'um he d'um.
qadd	<u>Qaddira</u> d'um he d'um.
yar	<u>Yarira</u> d'um he d'um.
def	<u>Defira</u> d'um he d'um.
yey	<u>Yeyira</u> d'um he d'um.
bet	<u>Betira</u> d'um he d'um.
wind	<u>Windira</u> d'um he d'um.
qart	<u>Qartira</u> d'um he d'um.

¹Remove it in this.

d) Progressive Substitution Drill

[Note: baaba-tokosel father's younger brother]

Cue

	<u>Qo</u> qartiri qe baaba-tokoselmakko.
6e	Be <u>ngartiri</u> qe baaba-tokoselmakko.
maay	Be maayiri qe baaba-tokoselmakko.
-ma66e	Be maayiri qe baaba-tokoselma66e.
Qabdul	Qabdul <u>maayiri</u> qe baaba-tokoselma66e.
hewt	Qabdul hewtiri qe baaba-tokoselma66e.
-modon	<u>Qabdul</u> hewtiri qe baaba-tokoselmodon.
mi	Mi <u>hewtiri</u> qe baaba tokoselmodon.
fidy	Mi fidyiri qe baaba-tokoselmodon.
-maada	<u>Mi</u> fidyiri qe baaba-tokoselmaada.
qo	Qo <u>fidyiri</u> qe baaba-tokoselmaada.
qart	Qo qartiri qe baaba-tokoselmaada.
-makko	Qo qartiri qe baaba-tokoselmakko.

19.4 Noun Derivation From Roots

Up to this point we have been treating a large number of roots in Fula as verbs and pointing out that such roots may be extended to form verb bases e.g. haal + an → haalan, etc..

Occasionally, however, we have encountered a root which is clearly not by itself a verb. Examples of this are: maw (root) + n → mawn 'get large', and yaw (root) + in → yawin 'accelerate', speed (something) up'.

Roots of both these groups often occur with noun class suffixes as nouns or 'adjectives':

Nouns:	haalaa	[ka]	'talk'
	mawdo	[qo]	'principal, senior, elder, head'
	mawngal	[ngal]	'large (of something in the [ngal] class'
	yawnde	[nde]	'speed, rapidity' (plural <u>jawle</u>)

Note that any distinction between the nominal and the 'adjectival' nature of these derivations is largely an artificial one introduced by our English grammar.

Compare:	mawdoqamenj.	'Our senior ('person')'
	Neddo mawdo.	'Important/elderly man'

Thus, the distinction between 'noun' and 'adjective' is one of function rather than one of form.

From the considerations above it is clear that it is not strictly accurate to describe Fula roots as verbal, adjectival or nominal in any essential way. They are simply roots which bear a relation to some segment of reality and are not distinguishable as one or another 'part of speech' until they are suffixed or employed in a grammatical construction. Thus the root haal refers simply to the part of experience connected with speech and only becomes nominal or verbal when employed, as in:

Haal kadi.	'Say [it] again.'
Haalaa gasi.	'The argument is over.'
Kaaldo do jooni ko lamfoqameŋ.	'The one who just now spoke here is our chief.'

At the same time, there are clear distinctions between the ways in which various roots are actually used. A large number of roots -including almost all borrowed words from French, English, Arabic or other African languages- occur only in nominal forms and have here consistently been introduced as nouns. Another large number occur in their root form as the stems of verbs (often being used without any suffix as imperatives). A much smaller group (including maw and yaw) contains roots which do not occur in sentences in their root forms, but only after inflection with either verbal extensions (e.g. mawn) or noun class suffixes (e.g. mawŋgal).

For these reasons, words have, in these materials, been introduced as nouns (those words which have no related verbal or qualificative [adjective] roots and those for which such roots have not yet been introduced), as verbs (those roots which function as verbal stems without further suffix), and as adjective roots (those roots which do not function in actual utterances without suffixation).

Our purpose in this note is to explore further how roots are modified by suffixation to form derived nouns of great variety.

The majority of derived nouns can most conveniently be learned as new vocabulary items - as useful nouns - as they occur in the students' experience with the language. However, it would seem appropriate to exemplify the more common derivations so that the student may be in a position to comprehend (from derivation plus context) new derived words as he hears them.

Derivation of nouns from roots consists in the inflection of the root with one of the grades of one of the noun classes. Certain classes are more commonly selected for this purpose than others.

A. [ŋgal] class.

Roots inflected in the [ŋgal] class commonly (but by no means invariably) refer to the abstract concept underlying the verbal root. For example:

qand	'know'	gandal	'knowledge'
fudɗ	'begin'	puɗal	'beginning'
		(c.f. puɗal naŋge 'sunrise')	

suus	'be brave'	cuusal	'bravery'
wall	'help'	ballal	'aid'
mett	'discomfit'	mettal	'pain, suffering'

Note that in these examples the first grade of the suffix, /-al/, is employed.

Another, related, meaning associated with the first grade of the suffix of this class on the root is of the object of the action:

yid	'want, like'	jidal	'heart's desire, object of wanting'
faal	'wish'	paalal	'wish, desire'

This class also occurs frequently following verb bases with the [-Vr] verbal extension for instrument or location and here occurs with the third grade of the suffix and denotes an implement, method or place employed to perform the action:

jood	'sit'	joodirgal	'seat, chair'
bir	'milk'	birdirgal	'milking calabash'
windu	'write'	windirgal	'pen' ¹
sok	'lock'	cokirgal	'padlock'
haββu	'tie'	kaββirgal	'stake (to tie to), rope, chain, stanchion, handcuff, etc.'

A third general category of concepts denoted by inflection in the [ŋgal] class is the augmentative concept - reference to a large item or a large measure of a quality. For example: modɣyal 'great goodness.'

Of course, a considerable number of nouns occur in the [ŋgal] class with no roots or related words in other classes. These include the names of various larger birds (cf. gertogal 'chicken'), parts of the body, especially larger parts (cf. koyngal 'leg') and various other items.

B. [ŋgol] class.

Verbal roots inflected in the [ŋgol] class refer sometimes also to abstractions:

ɓawlu	'be black'	ɓawlugol	'blackness'
hul	'fear'	kulol	'cowardice'

However, this class commonly contains nouns derived from 'verbal' roots referring to the process of performing the appropriate action:

yid	'like, want'	jidgol	'wanting, liking'
ɓaŋ/ɓam	'take'	ɓamgol	'taking'
ɗaββu	'search'	ɗaββugol	'seeking, searching'
jangu	'study, read'	jangugol	'study, the process of learning'

¹Note that an extended verbal base occasionally does not have initial consonant alternation even when such would regularly occur on the unextended root.

Nouns occurring in this class (without clearly related verbal forms) commonly refer to long, thin objects.¹

ɓoggol	'rope'	laawol	'road'

C. [ŋgel] class.

Nouns in this class commonly refer to small items. This is thus the common class for diminutives:

rew	'follow (root for feminine)	dewel	'little woman'
war	'kill'	barogel	'smaller carnivorous beast'
		(Compare <u>barogal</u>	'larger carnivorous beast')

The majority of words occurring in this class seem not to come from recognizable 'verbal' roots but rather to be related to other nouns:

sukaa	'child'	cukayel	'little child'
ɓiddo	'offspring'	ɓiŋgel	'infant/baby, offspring'
maw	'grown' (root)	(dewel)	
		mawŋgel	'little old (woman)'

D. [nde] class.

'Verbal' roots, when inflected in this class commonly denote the goal or result of the action - again an abstraction rather than any concrete 'object' of action:

jaŋg	'read, study'	jaŋgere	'education, erudition'
moddy	'be good'	moddyere	'kindness, goodness'
tamp	'get tired, tire'	tampere	'fatigue, suffering'
welt	'be pleased, rejoice'	weltaare	'pleasure'
dabb	'search, find'	dabbere	'finding'

Common nouns inflected in this class belong to a very large variety of semantic categories.

¹Perhaps it will not seem so strange to us that African languages have formal classes containing names for such categories of items if we consider the following native English names for long, thin objects (and related concepts):

string, street, strap, stripe, stretch, strip,
stream, streak, straight, strand, straw, stroke,
strop, strike

E. [dum] class.

Roots inflected in this class - the 'thingumbob' class - commonly refer to the characteristic denoted by the root (adjective or 'stative' verb) or to an object possessing that characteristic:

ɓal(e)	'black (root)'	ɓaledum	'black (the color), black thing'
wul	'be warm'	gulɗum	'warmth, warm thing'
ran(e)	'white (root)'	danedum	'white, white thing'
wodɗ	'be at a distance'	godɗodum	'distance, distant thing'
sok	'lock'	coktirdum ¹	'key, thing for unlocking'
qacc	'leave'	qaccaadum	'inheritance, things left'
qadd	'take'	qaddirdum	'thing used to take something away, carrier'

Summary:

The result of the various processes of verbal extension and noun derivation described above and in previous notes is the existence in Fula of large 'families' of related words with the same root. An English analog might be the group of words with the root form:

form (noun), form (verb), formal, formless, formant, format, formative, formation, formality, informal, informality, inform, informer, information, informative, informant, etc.

In Fula, as in English, it is not possible to predict which of a variety of 'possible' derivatives will actually occur nor what their exact meanings may be, yet, in Fula as in English, it is possible to enrich one's vocabulary by careful attention to patterns of derivation and to the shared meanings of similar forms. Acquisition of new vocabulary is partly a process of guessing from context and form what the most likely meaning of a word is and then, in the (probable) absence of a good dictionary, of trying the new word out on a speaker of the language in various contexts until the meaning is clarified.

Examples of a few such Fula word groups are:

1. Root: war 'kill'

barogal	'large carnivorous beast'
barogel	'smaller carnivorous beast'
mbaroodi	'lion'
warŋgo	'killing, carnage'
wararaare	'random carnage (as in battle)'

¹Note that in this form the root is inflected with the reversive extension /t/, and the instrumental, /ir/, before the nominal suffix.

2. Root: rew 'follow, feminine'

debbo	'woman'
rewbe	'women'
dewel	'small woman'
(pucu) ndewu	'mare'
(rawandu) rewru	'bitch'

3. Root: jang 'read, study'

jangurdu	'school'
jangirɔ	'teacher'
jangugol	'the process of study'
jangere	'education, erudition'

4. Root: tam 'possess, have in hand'

tamal	'possession, ownership'
tamugol	'owning (the fact of)'
tamre	'possession(s), thing(s) owned'

5. Root: tamp 'tire, get tired'

tampin	'tire, make tired'
tampere	'fatigue'

6. Root: lamɔ 'ask'

lamɔgɔl	'asking'
lamɔal	'question'

7. Root: yaa 'go'

ñjahangal	'journey, trip'
yahan	'go for (someone)'
yahowo	'one who went'
yaarowo	'one who is going, traveler'
yaadu	'departure, journey' (pl. jaali)
jahal	'traveling' (pl. jahe)
jahol	'going'

8. Root: waal 'spend the night'

waalaade	'to lie down'
wallin	'lay down'
waltu	'lie down flat'
waltin	'lay down flat, smooth out'
mbaldi	'bed'
balde	'days (of 24 hours)'

9. Root: dabb 'search'

dabbere	'finding'
dabbugol	'research, exploration'
dabbido (dabbide)	'searcher'
dabbitaadum	'ambition, aim, object of search'
dabbal	'process of searching'

10. Root: qar 'come'

qardu (garli)	'final stage of coming'
garol (garl)	'arrival, coming'
garoodum	'future, that which is coming'
qart	'return (verb)'
gartol	} (gartaale) 'return (noun)'
gartal	
gartaqtal	
qartir	'return bringing __, return with __'
qartid	'return together'
(lewru) qaraydu	'next (month)'

19.5 Grammar Drills on Roots Inflected in Various Noun Classes

a) Sample Sentence Drill (Practice and try to understand the sentences before looking at the translations)

1. Qa nani haalaaqam na?
2. Qan, qada hewi haalaa.
3. Qawa, haalaa gasi, jooni qen ngoni teeriɓe.

Translations:

1. Did you hear what I said?
2. As for you, you talk too much!
3. O.K., the argument is over, we're friends now.

b) Sample Sentence Drill

1. Mi yiɓi mawɗomon hande, kaŋko qe debbomum.
2. Ko qo woni mawɗoqameŋ.
3. Qoya gorko mawɗo, won to mon, maayi haŋki bimbi.
4. Qen jogi leggal mawŋgal, to nder galleqameŋ.
5. Qomo ɓorni padal mawŋgal, he koyŋgal nanomakko.
6. Mi yiɓi mboɗɗi mawndi, heccihaŋki fialloma.
7. Demba soodɗi ngaari mawndi, haŋki bimbi.
8. Samba qokki kam kafahi mawki.
9. Mi wari fowru mawndu haŋki jemma.

10. Qomo mari boolwol mawngol.
11. Qoya laawol mawngol yahataake.
12. Qekol mawngol¹ won to heddemon, qon woni, qekolqam.

Translations:

1. I saw your boss yesterday, him and his wife.
2. It's he who's our head.
3. That elderly man, who was at your place, died yesterday morning.
4. We have a big tree in our compound.
5. He wears a larger shoe on his left foot.
6. I saw a big snake day before yesterday afternoon.
7. Demba bought a big bull yesterday morning.
8. Samba gave me a large sword.
9. I killed a large hyena last evening.
10. He has in his possession a big basin.
11. That big road is not to be gone on.
12. The big school which is near your place, that is my school.

c) Sample Sentence Drill

1. Min sur ma gandal.
2. Ko gandal suri jawdi.
3. Gandalmaada qe taaqam wonaa gootum.

Translations:

1. I know more than you do.
2. Knowledge is better than riches.
3. Your knowledge and mine are not the same.

d) Sample Sentence Drill

1. Dum ko jidal Qalla.
2. Jidalmaa no metti hebde.
3. Jidalqam hande, ko bidfo gorko tanf

Translations:

1. That is God's will.
2. Your wish is difficult to satisfy.
3. My desire today, is just a son.

e) Sample Sentence Drill

1. Ballalmon yottaani meŋ.
2. Ballal no modfyi, si tawo qada jogi hunde.
3. Ko Qalla tan qokkata nedfo, ballal.

Translations:

1. Your aid hasn't reached us.
2. Helping is good, if you have the means.
3. It is God alone who can help man.

¹Note that by analogy from the final syllable of qekol the concord has been inflected in the [ŋgol] class although properly, as a borrowed word from French, qekol is in the [Ø] class and normally would have concords of the [qo] class.

f) Sample Sentence Drill

1. Kulol moddyaa, he biid'o gorko.
2. Kulol hewde, warataa jommakko.
3. Kul'o reedu, ko kulol warata mo.

Translations:

1. Fear is no good in a man.
2. Much fear will destroy its possessor.
3. He who has no guts, [it is] cowardice [which] does him in.

g) Sample Sentence Drill

1. Mi sood'i windurgal moddyo.
2. Luɓam windurgalmaada.
3. Qokku mo jood'irgal ngal, qo jooda.
4. Qaddu jood'irgalmaa to senjo taaqam.
5. Qo joodaani hande fowt kono hay soo yid'iino joodde, jood'irgalqam moddyaan.

Translations:

1. I bought a good pen.
2. Lend me your pen.
3. Give him the seat that he may sit down.
4. Bring your chair alongside mine.
5. He didn't sit all today, but even if he had wished to sit, my chair would not have been suitable.

h) Sample Sentence Drill

1. Garol qe jaholmaada, no hewi hande.
2. Garol qe jaholmaada, fof ko gootum qe qam.
3. Garol qe jaholmakko, wonaa haalaaqam.

Translations:

1. Your comings and going are excessive today.
2. It's all one with me whether you come or go.
3. His comings and going are not my business.

i) Sample Sentence Drill

1. Dabbugol no metti, kono ɓamgol mettaan hay seeda.
2. Demba yahɗi d'abbugol ledde.
3. Dabbugol jawdi no metti.

Translations:

1. Seeking out is troublesome, but taking is not hard at all.
2. Demba went to collect wood.
3. To seek riches is a difficult task.

19.8 NARRATIVE

New word: cuballo [Ø] (cuballoobe) fisherman

Qonñan John nangi lingu. Tuma qo hooti to gallemaabe, qo qokki Kumba lingu ngu pur qo defana mo dum. Non Kumba lamdi mo, ko tuma John yidi qo defana mo dum. John wiyi mo 'jooni jooni'. Nden Kumba lamdi mo, honto qo soodi ngu. John jaabi mo, qo wiyi mo, qo soodaani ngu, ko kanke hooremum nangi ngu. Nden kadi Kumba lamdi mo, honno qo nangiri dum. Qawa qon lamdal welaani John, non qo wiyi Kumba, yaa waf koo haalani mo. Kumba kadi lamdi mo kadi, honno qo yidi qo defirtaa mo ngu. Nden John wiyi mo, yoo defira dum he nebam, qo wada hen kaaniqe basalle, nden qo qacca dum haa dum benda. Si dum bendi, qo qitta dum to korel ngel. Kumba wiyi qawa, baasi qalaa, qo waday koo wiyi.

19.9 Questions for Discussion

1. Hombo nangi lingu ngu?
2. John haalani godfo yoo qon defana mo lingu ngu, qon ko hombo nii?
3. Honto John nangi ngu lingu?
4. John soodi ngu na, maa ko kanke hooremum nangi ngu?
5. Ko hodum Kumba lamdi John, he fii defgol lingu ngu?
6. Ko tuma John wiyi Kumba yoo defana mo lingu ngu?
7. Ko hodum qe hodum John haalaani Kumba yoo waf nebam dam si qomo defa lingu ngu?
8. Ko honno John haalani Kumba yoo defira lingumakko?
9. Hoto John haalani Kumba, yoo wada lingu ngu, so dum bendi.
10. A meedi nangirde lingu na?
11. Saa nangi liddi hewde honno defirtaa dum?
12. Saaremon no hewi liddi na?
13. Honno yeyoton liddimon to modon?
14. Cuballoobe hewi to modon na?
15. Qa meedi nangude liddi na?
16. Si tawo godfo yidi nangude liddi to mon, ko hoto qo fota yaade?
17. Qada waawi defde liddi?
18. Liddi no hewi to mon?
19. Sada defa liddi, hodum qe hodum wadtaa to maafemaa?
20. Qawa, honno qan defata liddimaa di saa nangi di?

NOTES

UNIT 20

20.0 Dialog: Frank Learns the Values of Money

konɪ Konɪ wallam. Mɪ qandaa kaalis mon..	-Frank-	please Please help me. I don't know your money.
kopar [Ø] (koparaajɪ) Qo wonɪ koparqameŋ.	-Samba-	penny, copper This is our penny.
Qo dɔ non?	-Frank-	How about this one?
Dum ko ñataa, maa koparaajɪ tatɪ.	-Samba-	That's a threepenny bit or three pennies.
Koparaajɪ tatɪ ko ñataa?	-Frank-	Three pennies is equal to one threepenny bit?
Qeeyɪ, ñataajɪ dɪdɪ ko taŋka.	-Samba-	Yes, two threepenny bits is one sixpenny bit (sixpence).
Qawa, taŋkaajɪ dɪdɪ ko jelu?	-Frank-	O.K., two sixpenny bits is how much?
Taŋkaajɪ dɪdɪ ko taransu.	-Samba-	Two sixpences is one shilling piece.
Taransuujɪ dɪdɪ non, ko jelu?	-Frank-	Then, two one shilling pieces is how much?
Dum ko genewala.	-Samba-	That is a two-shilling piece.
Qawa, genewalaaajɪ dɪdɪ ko jelu?	-Frank-	O.K., two, tow-shilling pieces is how much?
Ko mbuudu.	-Samba-	Four shillings.

-Frank-

Mbuudu ko jelu qe kaalis qameŋ?

Four shillings is how much in
our money?

-Samba-

sent (ø] (sentaaji)

cent

cappande jowɪ

(50) fifty

Ko sentaaji cappande jowɪ qe
jeegom.

That is fifty-six cents.

20.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mɪ qandaa kaalismon.
qo	Qo qandaa <u>kaalismon</u> .
jaŋgurdu	Qo qandaa jaŋgurdum <u>on</u> .
-maa	<u>Qo</u> qandaa jaŋgurdumaa.
be	Be ŋgandaa <u>jaŋgurdumaa</u> .
galle	Be ŋgandaa gallem <u>aa</u> .
-makko	<u>Be</u> ŋgandaa gallemakko.
qon	Qon <u>ŋgandaa</u> gallemakko.
yidʼ	Qon ŋjidʼaa <u>gallemakko</u> ?
debbo	Qon ŋjidʼaa debbom <u>akko</u> ?
Samba	<u>Qon</u> ŋjidʼaa debbo Samba?
meŋ	Meŋ <u>ŋjidʼaa</u> debbo Samba.
qand	<u>Meŋ</u> ŋgandaa debbo Samba.
qo	Qo qandaa <u>debbo</u> Samba.
kaalis	Qo qandaa kaalis <u>Samba</u> .
-mon	<u>Qo</u> qandaa kaalismon.
mɪ	Mɪ qandaa kaalismon.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qo wonɪ <u>koparqameŋ</u> .
ŋataa	Qo wonɪ <u>ŋataaqameŋ</u> .
-maɓbe	Qo wonɪ <u>ŋataamaɓbe</u> .
taŋka	Qo wonɪ taŋkama <u>ɓbe</u> .
-modon	Qo wonɪ <u>taŋkamodon</u> .
taransu	Qo wonɪ taransum <u>odon</u> .
-makko	Qo wonɪ <u>taransumakko</u> .
genewala	Qo wonɪ genewalam <u>akko</u> .

	Qo woni <u>genewalamakko</u> .
-maa	Qo woni <u>genewalamaa</u> .
mbuudu	Qo woni <u>mbuudumaa</u> .
-qameŋ	Qo woni <u>mbuudugameŋ</u> .
kopar	Qo woni <u>koparqameŋ</u> .

c) Transformation Drill (Multiply the Cue by ten)

New word: teemedere [nde] (teemeede) 'one hundred'

<u>Cue</u>		<u>Pattern</u>	
goqo	(1)	sappo	(10)
didi	(2)	nogas	(20)
tati	(3)	cappande tati	(30)
nayi	(4)	cappande nayi	(40)
jowi	(5)	cappande jowi	(50)
jeegom	(6)	cappande jeegom	(60)
jeedidi	(7)	cappande jeedidi	(70)
jeenayi	(9)	cappande jeenayi	(90)
sappo	(10)	teemedere	(100)

d) Transformation Drill (Add five to the Cue number)

<u>Cue</u>	<u>Pattern</u>	
sappo	sappo qe jowi	(15)
nogas	nogas qe jowi	(25)
cappande-tati	cappande-tati qe jowi	(35)
cappande-nayi	cappande-nayi qe jowi	(45)
cappande-jowi	cappande-jowi qe jowi	(55)
cappande-jeegom	cappande-jeegom qe jowi	(65)
cappande-jeedidi	cappande-jeedidi qe jowi	(75)
cappande-jeetati	cappande-jeetati qe jowi	(85)
cappande-jeenayi	cappande-jeenayi qe jowi	(95)

e) Response Drill

<u>Question</u>	<u>Response</u>
Ñataaji didi ko jelu?	Ñataaji didi ko taŋka.
Ñataaji nayi ko jelu?	Ñataaji nayi ko taransu.
Ñataaji jeegom ko jelu?	Ñataaji jeegom ke taransu qe taŋka.
Ñataaji jeetati ko jelu?	Ñataaji jeetati ko genewala.
Ñataaji sappo ko jelu?	Ñataaji sappo ko genewala qe taŋka.
Ñataaji sappo qe didi ko jelu?	Ñataaji saapo qe didi ko taransuujɪ tati.

Ñataaḓi sappo qe nay ko jelu?	Ñataaḓi sappo qe nayi ko taransuujɪ-tatɪ qe taŋka.
Ñataaḓi sappo qe jeegom ko jelu?	Ñataaḓi sappo qe jeegom ko mbuudu.
Ñataaḓi sappo qe jeetatɪ ko jelu?	Ñataaḓi sappo qe jeetatɪ ko mbuudu qe taŋka.
Ñataaḓi nogas ko jelu?	Ñataaḓi nogas ko mbuudu qe taransu.

20.2 Numbers, Addition and Subtraction.

The numbers up to 100 have been introduced. Thousand: junne [ø] (junneeɟɪ) or qujunere [nde] (guluuɟe).

For addition the word `qe` is used:

Didi qe didi ko jelu?

Did'i qe d'id'i ko nayı.

For subtraction the words gitt 'remove', he 'from', and heddu 'remain' are required:

Saa qittiiima d'id'i he jow'i ko	'If you take away two from five,
jelu heddata?	how much is it which remains?'

Saa qittuima didi he jowi, ko
tati heddata.

The question may be reversed:

Ko jelu heddata, saa qittiima didi he jowi?

The verb form qittı may be substituted for qittıma.

In the drills below numerals are provided instead of written words. Read the numbers in Fula in all cases.

20.3 Drills on Numbers, Addition and Subtraction

- a) Number learning (Give the number that follows the number given by the instructor)

Example: If the instructor says 'jow1' you are to say 'jeegom' and so on:

7 - 8	9 - 10	11 - 12	17 - 18
4 - 5	6 - 7	15 - 16	13 - 14
8 - 9	7 - 8	18 - 19	10 - 11
1 - 2	8 - 9	4 - 5	5 - 6
6 - 7	4 - 5	20 - 21	25 - 26
3 - 4	1 - 2	16 - 17	22 - 23
2 - 3	7 - 8	5 - 6	21 - 22
10 - 11	5 - 6	9 - 10	

- b) Number learning (Repeat the above drill. This time, give the number that precedes the number given by the instructor)

Example: If the instructor says 'jeegom' you are to say 'jowɪ'.

- c) Number learning (Do this drill in the same manner as you did (a) above. Then do it as you did (b) above)

25 - 26	58 - 59	106 - 107
39 - 40	32 - 33	62 - 63
88 - 89	84 - 85	81 - 82
74 - 75	99 - 100	115 - 116
66 - 67	100 - 101	107 - 108
90 - 91	63 - 64	123 - 124
44 - 45	105 - 106	132 - 133

- d) Number learning (Do this drill in the same manner as you did drills (a) and (b) above)

139 - 140	199 - 200	509 - 510
158 - 159	201 - 202	432 - 433
75 - 76	196 - 197	288 - 289
44 - 45	102 - 103	218 - 219
121 - 122	99 - 100	147 - 148
110 - 111	88 - 89	499 - 500
66 - 67	200 - 201	396 - 397
77 - 78	155 - 156	369 - 370

- e) Number learning (Go back on all the drills in a, b, c and d, reading from the book down each column of numbers. Read aloud in Fula).

- f) Number learning (Addition) Response Drill (Solve these equations)

2 qe 2 ko jelu?	2 qe 6 ko jelu?
2 qe 3 ko jelu?	2 qe 7 ko jelu?
2 qe 4 ko jelu?	2 qe 8 ko jelu?
2 qe 5 ko jelu?	

- g) Addition

2 qe 2 ko jelu?	32 qe 32 ko jelu?
4 qe 4 ko jelu?	64 qe 64 ko jelu?
8 qe 8 ko jelu?	128 qe 128 ko jelu?
16 qe 16 ko jelu?	

h) Addition

1 qe 4 ko jelu
 5 qe 5 ko jelu?
 10 qe 10 ko jelu?
 20 qe 20 ko jelu?
 40 qe 40 ko jelu?
 80 qe 80 ko jelu?
 160 qe 160 ko jelu?
 320 qe 320 ko jelu?
 640 qe 640 ko jelu?

i) Addition

5 qe 5 ko jelu?
 10 qe 5 ko jelu?
 15 qe 5 ko jelu?
 20 qe 5 ko jelu?
 25 qe 5 ko jelu?
 30 qe 5 ko jelu?
 35 qe 5 ko jelu?
 40 qe 5 ko jelu?
 45 qe 5 ko jelu?
 50 qe 5 ko jelu?

j) Addition

250 qe 250 ko jelu?
 512 qe 512 ko jelu?
 1024 qe 1000 ko jelu?

2000 qe 3000 ko jelu?
 3000 qe 4000 ko jelu?

k) Addition

4 qe 3 ko jelu?
 5 qe 4 ko jelu?
 6 qe 5 ko jelu?
 5 qe 7 ko jelu?
 8 qe 6 ko jelu?
 3 qe 8 ko jelu?

9 qe 7 ko jelu?
 6 qe 9 ko jelu?
 8 qe 7 ko jelu?
 9 qe 3 ko jelu?
 7 qe 6 ko jelu?
 5 qe 8 ko jelu?

l) Addition

3 qe 3 ko jelu?
 6 qe 6 ko jelu?
 7 qe 7 ko jelu?
 8 qe 7 ko jelu?
 9 qe 9 ko jelu?
 12 qe 12 ko jelu?
 14 qe 14 ko jelu?
 15 qe 15 ko jelu?
 16 qe 15 ko jelu?
 17 qe 17 ko jelu?

18 qe 18 ko jelu?
 19 qe 19 ko jelu?
 21 qe 21 ko jelu?
 22 qe 23 ko jelu?
 23 qe 24 ko jelu?
 25 qe 25 ko jelu?
 35 qe 35 ko jelu?
 45 qe 45 ko jelu?
 55 qe 55 ko jelu?

m) Number learning (Subtraction)

Saa qittiima 2 he 5 ko jelu heddata?
Saa qittiima 5 he 9 ko jelu heddata?
Saa qittiima 3 he 8 ko jelu heddata?
Saa qittiima 5 he 10 ko jelu heddata?
Saa qittiima 6 he 11 ko jelu heddata?
Saa qittiima 3 he 11 ko jelu heddata?
Saa qittiima 2 he 9 ko jelu heddata?
Saa qittiima 5 he 16 ko jelu heddata?
Saa qittiima 6 he 13 ko jelu heddata?
Saa qittiima 7 he 15 ko jelu heddata?
Saa qittiima 8 he 20 ko jelu heddata?
Saa qittiima 5 he 19 ko jelu heddata?
Saa qittiima 6 he 18 ko jelu heddata?
Saa qittiima 10 he 25 ko jelu heddata?
Saa qittiima 11 he 19 ko jelu heddata?
Saa qittiima 25 he 30 ko jelu heddata?
Saa qittiima 125 he 250 ko jelu heddata?
Saa qittiima 350 he 750 ko jelu heddata?
Saa qittiima 10 he 15 ko jelu heddata?
Saa qittiima 7 he 14 ko jelu heddata?

n)

Saa qitti 3 he 7 ko jelu heddata?
Saa qitti 4 he 7 ko jelu heddata?
Saa qitti 5 he 8 ko jelu heddata?
Saa qitti 6 he 9 ko jelu heddata?
Saa qitti 7 he 10 ko jelu heddata?
Saa qitti 10 he 26 ko jelu heddata?
Saa qitti 25 he 45 ko jelu heddata?
Saa qitti 15 he 32 ko jelu heddata?
Saa qitti 40 he 90 ko jelu heddata?
Saa qitti 100 he 250 ko jelu heddata?
Saa qitti 70 he 140 ko jelu heddata?
Saa qitti 450 he 500 ko jelu heddata?

20.4 Measurements

We have already seen such words as libar 'pound', kaba 'bottle', boolwol 'bowl' used as measures. Items to be purchased may be measured by such units (or the ones below), counted as discrete items (books, pencils, etc.), or purchased in terms of money (two shillings' worth, etc.).

New words: measures:			
pooti	[ø]	(pootiɿɿ)	pot, tin, can
mudɔ	[ø]	(mudɔoɿɿ)	variable measure for grains
siwo	[ø]	(siwooɿɿ)	bucket
saaku	[ø]	(saakuuɿɿ)	sack
Things:			
koko	[ø]	(kokooɿɿ)	coconut [ɓidɔ-kokooɿɿ-fruit of coconut]
tabaka	[ø]	()	tobacco
kondyam	[ɗam]	()	alcohol, wine, alcoholic drink

20.5 Drills on Measures and Counting

- a) Substitution-Transformation Drill (Substitute the number next lower than that of Pattern)

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Miɗo</u> mari rewɓe d'ɗo.	Qan,ko gooto tan mardaa.
(qo)	Qomo <u>mari</u> rewɓe d'ɗo.	Qan,ko gooto tan mardaa.
tam	Qomo tamɿ <u>rewɓe</u> d'ɗo.	Qan,ko gooto tam tamɗaa.
sukaaɓe	Qomo tamɿ sukaaɓe <u>d'ɗo</u> .	Qan,ko gooto tan tamɗaa.
jeegom	Qomo tamɿ sukaaɓe jeegom.	Qan,ko jowɿ tan tamɗaa.
(ɓe)	Bedo <u>tamɿ</u> sukaaɓe jeegom.	Qan,ko jowɿ tan tamɗaa.
jog	Bedo jogɿ <u>sukaaɓe</u> jeegom.	Qan,ko jowɿ tan jogɗaa.
hoɓɓe	Bedo jogɿ hoɓɓe <u>jeegom</u> .	Qan,ko jowɿ tan jogɗaa.
sappo	Bedo jogɿ hoɓɓe sappo.	Qan,ko jeenay tan jogɗaa.
(qen)	Qeden <u>jogɿ</u> hoɓɓe sappo.	Qan,ko jeenay tan jogɗaa.
heɓ	Qeden keɓɿ <u>hoɓɓe</u> sappo.	Qan,ko jeenay tan keɓɗaa.
gertoode	Qeden keɓɿ gertoode <u>sappo</u> .	Qan,ko jeenay tan keɓɗaa.
cappande tati	Qeden keɓɿ gertoode cappande-tati.	Qan,ko nogas qe jeenay tan keɓɗaa.
(mɿ)	Miɗo <u>heɓɿ</u> gertoode cappande-tati.	Qan,ko nogas qe jeenay tan keɓɗaa.
mar	Miɗo mari <u>gertoode</u> cappande-tati.	Qan,ko nogas qe jeenay tan mardaa.
rewɓe	Miɗo mari rewɓe <u>cappande-tati</u> .	Qan,ko nogas qe jeenay tan mardaa.
d'ɗo	Miɗo mari rewɓe d'ɗo.	Qan,ko gooto tan mardaa.

b) Phrasal Substitution Drill

CuePattern

	<u>Demba sood'i libaraaji sappo qe jowi maaro.</u>
kabaa'ji jeed'id'i nebam nagge haŋki	<u>Demba sood'i kabaa'ji jeed'id'i nebam nagge haŋki.</u>
neenemaa baŋi	<u>Neenemaa baŋi kabaa'ji jeed'id'i nebam nagge haŋki.</u>
mudoo'ji jeegom he gawriqam	<u>Neenemaa baŋi mudoo'ji jeegom he gawriqam.</u>
mi qokko mo	<u>Mi qokko mo mudoo'ji jeegom he gawriqam.</u>
pooti'iji cappande-jeenay nebam	<u>Mi qokki mo pooti'iji cappande-jeenay nebam.</u>
qo qaddani kam	<u>Qo qaddani kam pooti'iji cappande-jeenay nebam.</u>
siwoo'ji d'id'i gerte	<u>Qo qaddani kam siwoo'ji d'id'i gerte.</u>
mid'o jogi	<u>Mid'o jogi siwoo'ji d'id'i gerte.</u>
bi'd'o, kokoo'ji nogas qe jeed'id'i	<u>Mid'o jogi bi'd'o-kokoo'ji nogas qe jeed'id'i.</u>
Demba yeyi kam	<u>Demba yeyi kam bi'd'o-kokoo'ji nogas qe jeed'id'i.</u>
hoore tabaka cappande-tati	<u>Demba yeyi kam hoore tabaka cappande-tati.</u>
mi soodani mo	<u>Mi soodani mo hoore tabaka cappande-tati.</u>
kabaa'ji-jeegom kond'iam tuubaakoo'be	<u>Mi soodani mo kabaa'ji-jeegom kond'iam tuubaakoo'be.</u>
qo yeyi kam	<u>Qo yeyi kam kabaa'ji jeegom kond'iam tuubaakoo'be.</u>
saakuu'ji jowi gawri	<u>Qo yeyi kam saakuu'ji jowi gawri.</u>
Demba sood'i	<u>Demba sood'i saakuu'ji jowi gawri.</u>
libaraaji sappo qe jowi maaro	<u>Demba sood'i libaraaji sappo qe jowi maaro.</u>

20.8 NARRATIVE

Frank Yah'i to Leydi Samba 'en

New word: pos [Ø] (posi'iji)	pocket

Wad'i Frank yah'i to leydi Sambaqen. Tawo qontuma qo meed'aa yiide kaalis Sambaqen, qo qand'aa honno d'um ñaamete. Qawa ñande gooto, Qalla wad'i qo hawri qe Samba qe laawol. Tawo qomo jogi kaalis, non qo wi'yi Samba wallu mo he kaalis-ma'ße. Samba kadi qitti kaalis he pos mum, holli mo ko woni kopar, ñataa, taŋka, taransu, genewala qe mbuuduma'ße. Qo haali mo kadi ko jelu fotti genewala he kaalis Frankqen. Frank weltiima he d'um, non kaŋko kadi jaari Demba. Qawa gila qontuma haa joo Frank yed'iyitaani kaalis Sambaqen.

20.9 Questions for Discussion

1. Frank yahiino to leydi Sambaqen na?
2. Tuma Frank yahata to leydi Sambaqen qo qandiino kaalis Sambaqen na?
3. Honno Frank qandiri kaalis Sambaqen?
4. Hombo haali mo, no kaalis Sambaqen ñaamete?
5. Ko hodum foti Samba holli mo he kaalismaɓɓe?
6. Qontuma Frank yahaano to leydi Sambaqen qo meed'iino yiide kaalismaɓɓe na?
7. Tuma Frank hawriima qe Samba, ko hodum folo, Frank lamdi mo, yoo wallu mo he d'um?
8. Hombo yahi to leydi Sambaqen?
9. Hombo haali Frank no kaalis Sambaqen ñaamete?
10. Qa meed'i yiide kaalisqameɗ na?
11. Honno kaalismon ñaamete?
12. Haalanam, ñataaji d'idi ko jelu?
13. Genewala, ɓe mbiyi ko d'um woni feccere mbuudu Sambaqen, d'um ko goonga na?
14. Genewalaaji d'idi ko jelu?
15. Ko taransuuji jelu woni mbuudu?

UNIT 21

21.0 Dialog: Koba, the Okra Salesman.

	-Yompa-	
kañja [ø] (kañjaaji)		okra
sada [ø] (sadaaji)		unit of dry measurement
		'Sada'
kala		each, every
Jom kañja, dī sadaaji kala ko		Okra owner, these 'sadas', how
jelu?		much is each?
	-Koba-	
tañka [ø] (tañkaaji)		sixpence
kala qo kala		each one, apiece
Kala qo kala ko tañka.		Sixpence each.
	-Yompa-	
Mido yidī jeedīdī.		I want seven.
	-Koba-	
Hodum kadi ñjidāa?		What else do you want?
	-Yompa-	
ñeɓɓe [de] (no singular)		beans
sara [ø] (saraaji)		water melons
Mido yidī ñeɓɓe qe sara gooto.		I want beans and one water melon.
	-Koba-	
teney [ø] (teneaji)		palm tree
Mido tamī nebam teney, qada yidī?		I have palm oil, do you want (it)?
	-Yompa-	
Qeeyl̥mido yidī.		Yes. I want it.
	-Koba-	
follere [nde] ()		sorrel
Qa sood̥ataa follere na?		Aren't you buying [some] sorrel?
	-Yompa-	
Sī tawo qa qustinay kam seeda.		If you will reduce [it] for me
		a little.
	-Koba-	
Qawa, mī qustinī ma tañka.		O.K. I've reduced sixpence for you.
	-Yompa-	
Mī tamani ma, mbuud̥u qe taransu.		I have you five shillings for you.

Qeeyi.	-Koba-	[Oh] yes.
Kaalismaa dinii.	-Yompa-	Here is your money.
Qa jaaraama.	-Koba-	Thank you.

21.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

New word: dar stand, stop, remain standing

<u>Cue</u>	<u>Pattern</u>
	Hodum kadi <u>ñjiddaa?</u>
wad	Hodum kadi <u>mbad'daa?</u>
wii	Hodum kadi <u>mbiiddaa?</u>
yii	Hodum kadi <u>ñjiiddaa?</u>
ñaam	Hodum kadi <u>ñaamd'daa?</u>
yar	Hodum kadi <u>ñjard'daa?</u>
nab	Hodum kadi <u>nabd'daa?</u>
jog	Hodum kadi <u>jog'daa?</u>
dabb	<u>Hodum</u> kadi <u>dabbud'daa?</u>
hombo	<u>Hombo</u> kadi <u>dabbud'daa?</u>
fad	<u>Hombo</u> kadi <u>padd'daa?</u>
taw	<u>Hombo</u> kadi <u>taw'daa?</u>
war	<u>Hombo</u> kadi <u>mbard'daa?</u>
wii	<u>Hombo</u> kadi <u>mbiiddaa?</u>
yii	<u>Hombo</u> kadi <u>ñjiiddaa?</u>
honto	<u>Honto</u> kadi <u>ñjiiddaa?</u>
yaa	<u>Honto</u> kadi <u>ñjaad'daa?</u>
laar	<u>Honto</u> kadi <u>ndaard'daa?</u>
ñaam	<u>Honto</u> kadi <u>ñaamd'daa?</u>
waal	<u>Honto</u> kadi <u>mbaal'daa?</u>
jood	<u>Honto</u> kadi <u>jood'daa?</u>
dar	<u>Honto</u> kadi <u>darod'daa?</u>
wii	<u>Honto</u> kadi <u>mbiiddaa?</u>
hodum	<u>Hodum</u> kadi <u>mbiiddaa?</u>
yid	<u>Hodum</u> kadi <u>ñjidd'daa?</u>

b) Substitution-Response Drill

Cue

New word: gosi [Ø] () porridge

CueQuestionAnswer

	<u>Qa</u> soodataa follere na?	Qalaa, m1 soodataa follere.
qo	<u>Qo</u> soodataa <u>follere</u> na?	Qalaa, qo soodataa follere.
maaro	<u>Qo</u> soodataa maaro na?	Qalaa, qo soodataa maaro.
be	<u>Be</u> coodataa maaro na?	Qalaa, be coodataa maaro.
yeey	<u>Be</u> ñjeyataa <u>maaro</u> na?	Qalaa, be ñjeyataa maaro.
bantara	<u>Be</u> ñjeyataa bantara na?	Qalaa, be ñjeyataa bantara.
qon	<u>Qon</u> ñjeyataa bantara na?	Qalaa, meñ ñjeyataa bantara.
ñaam	<u>Qon</u> ñaamataa <u>bantara</u> na?	Qalaa, meñ ñaamataa bantara.
gosi	<u>Qon</u> ñaamataa gosi na?	Qalaa, meñ ñaamataa gosi.
yar	<u>Qon</u> ñjarataa gosi na?	Qalaa, meñ ñjarataa gosi.
qa	<u>Qa</u> ñjarataa <u>gosi</u> na?	Qalaa, m1 yarataa gosi.
kosam	<u>Qa</u> yarataa <u>kosam</u> na?	Qalaa, m1 yarataa kosam.
kiñkiliba	<u>Qa</u> yarataa kiñkiliba na?	Qalaa, m1 yarataa kiñkiliba.
sood'	<u>Qa</u> soodataa <u>kiñkiliba</u> na?	Qalaa, m1 soodataa kiñkiliba.
follere	<u>Qa</u> soodataa follere na?	Qalaa, m1 soodataa follere.

c) Progressive Substitution Drill

New words:	timtorgal [ŋgal] (timtorde)	mirror
	bulu [Ø] (buluuji)	bluing
	saabunde [nde] (caabune)	soap
	tuuba [mba] (tuubaaɟi)	trousers

CuePattern

	<u>Mido</u> yid1 ñeɓɓe qe sara gooto.
(qo)	Qomo yid1 <u>ñeɓɓe</u> qe sara gooto.
saabunde	Qomo yid1 saabunde qe <u>sara</u> gooto.
bulu	<u>Qomo</u> yid1 saabunde qe bulu gooto.
(be)	Bedo <u>yid1</u> saabunde qe bulu gooto.
faal	Bedo paali <u>saabunde</u> qe bulu gooto.
timtorgal	Bedo paali timtorgal qe <u>bulu</u> gooto.
tuuba	<u>Bedo</u> paali timtorgal qe tuuba gooto.
(meñ)	Miden <u>paali</u> timtorgal qe tuuba gooto.
yid'	Miden ñjid1 <u>timtorgal</u> qe tuuba gooto.
wutte	Miden ñjid1 wutte qe <u>tuuba</u> gooto.
sara	<u>Miden</u> ñjid1 wutte qe sara gooto.
(m1)	Mido yid1 <u>wutte</u> qe sara gooto.
ñeɓɓe	Mido yid1 ñeɓɓe qe sara gooto.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
taŋka	Kala qo kala ko <u>ñataa</u> .
taŋka qe ñataa	Kala qo kala ko <u>taŋka</u> .
taransu	Kala qo kala ko <u>taŋka qe ñataa</u> .
taransu qe ñataa	Kala qo kala ko <u>taransu</u> .
taransu qe taŋka	Kala qo kala ko <u>taransu qe ñataa</u> .
taransu qe taŋka qe ñataa	Kala qo kala ko <u>taransu qe taŋka</u> .
genewala	Kala qo kala ko <u>taransu qe taŋka qe ñataa</u> .
genewala qe ñataa	Kala qo kala ko <u>genewala</u> .
genewala qe taŋka	Kala qo kala ko <u>genewala qe ñataa</u> .
genewala qe taŋka qe ñataa	Kala qo kala ko <u>genewala qe taŋka</u> .
taransuujɪ tati	Kala qo kala ko <u>genewala qe taŋka qe ñataa</u> .
taransuujɪ tati qe ñataa	Kala qo kala ko <u>taransuujɪ tati</u> .
taransuujɪ tati qe taŋka	Kala qo kala ko <u>taransuujɪ tati qe ñataa</u> .
taransuujɪ qe taŋka qe ñataa	Kala qo kala ko <u>taransuujɪ tati qe taŋka</u> .
mbuudu	Kala qo kala ko <u>taransuujɪ tati qe taŋka qe ñataa</u> .
	Kala qo kala ko mbuudu.

e) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
bedo ñjɪdɪ dʊm na	Mido tami nebam teney, <u>qada yidɪ?</u>
qomo yeye kedam	<u>Mido tami nebam teney</u> , bedo ñjɪdɪ dʊm na?
qada yidɪ soodde dʊm na	Qomo yeya kedam, <u>bedo ñjɪdɪ dʊm na?</u>
meden soodoya saabunde	<u>Qomo yeya kedam</u> qada yidɪ soodde dʊm na?
kono meŋ waawata lootde	Meden soodoya saabunde, <u>qada yidɪ soodde dʊm na?</u>
gude de fow	<u>Meden soodoya saabunde</u> , kono meŋ waawataa lootde
ko hedde hen no hewɪ	gude de fow.
	Ko hedde hen no hewɪ, <u>kono meŋ waawataa lootde</u>
qa soodata gooto na	<u>gude de fow</u> .
qo dɔ modɖyaani hay seeda	<u>Ko hedde hen no hewɪ</u> , qa soodataa gooto na?
hoto heɓataani dʊm kaɗi	Qo dɔ modɖyaani hay seeda, <u>qa soodataa gooto na?</u>
kedam qalaa dɔ fow han	<u>Qo dɔ modɖyaani hay seeda</u> , hoto heɓataani dʊm kaɗi?
qa yeyata kam taamaa na	Kedam qalaa dɔ fow han, <u>hoto heɓataani dʊm kaɗi</u> .
kondyamqam huubi	<u>Kedam qalaa dɔ fow han</u> , qa yeyataa kam taamaa na?
yaa soodanam kaba gooto	Kondyamqam huubi, <u>qa yeyataa kam taamaa na?</u>
qomo tami nebam teney	<u>Kondyamqam huubi</u> , yaa soodanam kaba gooto.
qada yidɪ	Qomo tami nebam teney, <u>yaa soodanam kaba gooto</u> .
	Qomo tami nebam teney, qada yidɪ?

21.3 Directed Conversation Exercises

In these exercises one student reads the 'narrative' and, on the basis of the facts therein, takes the prescribed role in the ensuing dialog without looking at the dialog as printed. Another student or the instructor, taking the other role in the dialog, looks at the dialog as printed and reads (or modifies) the cues to direct the conversation.

Note that the responses of the performing student are printed between square brackets to indicate that each is one possible response, but not the only one possible.

If the performing student's response is not appropriate to the facts or is grammatically or idiomatically unacceptable, the instructor provides a corrected response which the performing student repeats, after which the dialog continues.

a) (Student takes part [a])

New word: folo first, firstly, first of all

Narrative:

Jooni qada to saare Sambaqen. Qa yahi to marsemaɓɓe, qa tawi ton godɗo, qon no yeya kañja, sara, ñeɓɓe, qe neɓam teney. Kono qada yidi qo qustana ma seeda he cogguuli dɪ, paski qa yidi soodde de fow. Kono folo ko mbaɗtaa, salminaa mo.

Dialog:

- a) [Jam ñalli, jom kañja.]
- b) Jam tan ↑ Hoɗum ñjiddaa?
- a) [Mido yidi soodde de fow ko ñjeyataa do.]
- b) Qawa, dum no modɗyo.
- a) [Kono mido yidi yaa qustanam seeda he cogguuli dɪ.]
- b) Qawa, baasi qala, mi qustante.
- a) [Qa jaaraama, jom kañja.]
- b) Jaawuur.

b) (Student takes part [b])

New word: hawru meet en route, gather together, assemble

Narrative:

Qan, kaa pullo, wiyete Demba. Mawɗomon no wiye Pate. Gallemum no to hedde marse qo. To saaremon fow, ko qan tan waawi seeda he haalaa Qamerika, wadi qa hawri qe godɗo, qo lamɗi ma hunde qe kulle saaremon.

Dialog.

- a) No mbaɗɗaa teeri.
- b) [Jam tan.]
- a) Qan no wiyete?
- b) [Mido wiye Demba. Hodum ñjiddaa?]
- a) Hoto galle mawɗomodon woni?
- b) [Gallemum no to hedde marse qo.]
- a) Qaɗa waawi haalde haalaa Qamerika na?
- b) [Mido waawi seeda he dum.]
- a) Qaɗa qandi godɗo ɗo, baawɗo haalde haalaa Qamerika?
- b) [Qalaa↑ ko min tan waawi haalde seeda he dum.]

21.8 NARRATIVE

Yompa Yahɩ Marse

Qonñan Yompa yahɩ marse soodde kañja. Tuma qo yotti ton, qo tawɩ ton godɗo wiyete Koba. Qo lamɗi qon si qon jogi kañja. Koba, wiɩi qeeyɩ, qomo jogi kañja, ñeɓɓe, sara, neɓam teney qe follere. Koba wiɩi mo kadi coggu kañjaaji ɗi, ko taɗka pur kala qo kala. Non Yompa wiɩi mo, soo qustini mo seeda, qo soodoto dum. Koba kadi qustini mo, qawa Yompa soodɗi koo soodata, yahɩ he laawolmum.

21.9 Questions for Discussion

1. Qonñan hombo yahɩ marse?
2. Ko wadɩ qo yahɩ marse?
3. Ko hodum qo yahɩ soodde ton?
4. Hombo qo tawɩ to marse qo?
5. Honno qon nedɗo wiyete?
6. Hombo woni jom kañja qo?
7. Ko hodum qe hodum kadi jom kañja qo mari ko yeyeta.
8. Ko jelu woni coggu kañja qo kañja.
9. Hombo wiɩi, yoo jom kañja qo qustana mo seeda?
10. Jom kañja qo, qustini mo na?
11. Tuma jom kañja qo qustini mo, qo soodɗino ko soodatano na, maa qo soodaanino?
12. Qa meedɩ yiɩde kañja na?
13. Honno ñjeyoton kañjaajimodon?
14. Qodon jogi maaro hewde leydimon na?
15. Qa yahanay deɓbomaa marse na?

UNIT 22

22.0 Dialog: What's for Lunch?

	-Kumba-	
wottaade		to eat lunch
bottaare [nde] (bottaaje)		noon meal, lunch
Qar wottoya, bottaare gasi.		Come eat lunch, it is ready.
	-Banna-	
Mido qara, hodum defdaa hande?		I am coming. What have you cooked today?
	-Kumba-	
domoda [ø] (domodaaɟi)		peanut soup, sauce
han		today (contraction of hande)
Ko domoda defmi han.		It is peanut soup that I cooked today.
	-Banna-	
Hombo yahani ma marse?		Who went to the market for you?
	-Kumpa-	
Hooreqam.		Myself (I did).
	-Banna-	
Kono mi haalaani ma qa yaha marse.		But I never told you to go to the market.
	-Kumba-	
puidɔ [qo] (fuiɔe)		foolish person, foolish
Wotaa haalanam haalaa puidɔ, nani.		Don't tell me foolish talk, hear!
	-Banna-	
Qaccanam hakke, kori dum well.		Forgive me. Hope it is tasty.
	-Kumba-	
qertere [nde] (gerte)		peanut, ground nut
Mi qandaa kono, bottaare nde ko gerte		I don't know, but the lunch is
qe maaro qe teew.		peanuts with rice and meat.
	-Banna-	
Hodum defataa pur hiirande		What will you cook for dinner
kiikiide?		tonight?
	-Kumba-	
Mi qandaa tawo.		I don't know yet.

-Kumba-

sukar [ø] ()

Min,ko gosi ŋjɪɗmi. Waɗa hen
kosam qe sukar.

sugar

As for me, it is porridge I want.
Put in sour milk and sugar.

-Kumba-

sago [ŋgo] ()

Qawa sagomaa tan, mi defante
ɗum.

wish, desire, pleasure

OK, just as you wish, I cook
that for you.

22.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

CuePattern

	Kono <u>mi</u> haalaani ma qa yaha marse.
qo	Kono qo <u>haalaani</u> ma qa yaha marse.
wii	Kono qo wiyaani <u>ma</u> qa yaha marse.
mo	Kono qo wiyaani mo qo <u>yaha</u> marse.
qar	Kono qo wiyaani mo qo qara <u>marse</u> .
kampama	Kono <u>qo</u> wiyaani mo qo qara kampama.
ɓe	Kono ɓe <u>mbiiyaani</u> mo qo qara kampama.
haal	Kono ɓe kaalaani <u>mo</u> qo qara kampama.
ma	Kono ɓe kaalaani ma qa <u>qara</u> kampama.
waal	Kono ɓe kaalaani ma qa waala <u>kampama</u> .
galle	Kono <u>ɓe</u> kaalaani ma qa waala galle.
meɲ	Kono meɲ <u>kaalaani</u> ma qa waala galle.
wii	Kono meɲ mbiiyaani <u>ma</u> qa waala galle.
mo	Kono meɲ mbiiyaani mo qo <u>waala</u> galle.
jood'	Kono meɲ mbiiyaani mo qo jooda <u>galle</u> .
marse	Kono <u>meɲ</u> mbiiyaani mo qo jooda marse.
qon	Kono qon <u>mbiiyaani</u> mo qo jooda marse.
haal	Kono qon kaalaani <u>mo</u> qo jooda marse.
kam	Kono qon kaalaani kam mi <u>jooda</u> marse.
yaa	Kono qon kaalaani kam mi <u>yaha</u> marse.

b) Progressive Substitution Drill

New word:	kacitaari [ndi] (kacitaade)	breakfast

<u>Cue</u>	<u>Pattern</u>
	Hodum defataa <u>hiirande</u> ?
qo	Hodum qo defata <u>hiirande</u> ?
bottaari	Hodum <u>qo</u> defata <u>bottaari</u> ?
be	Hodum be depata <u>bottaari</u> ?
kacitaari	Hodum <u>be</u> depata <u>kacitaari</u> ?
qon	Hodum qon depata <u>kacitaari</u> ?
ñaltaari	Hodum <u>qon</u> depata <u>ñaltaari</u> ?
qo	Hodum qo defata <u>ñaltaari</u> ?
hiirande	Hodum <u>qo</u> defata <u>hiirande</u> .
(qa)	Hodum defataa <u>hiirande</u> .

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> , ko gosi ñjidmi.
be	Be, ko <u>gosi</u> be ñjidí.
domoda	<u>Be</u> , ko domoda be ñjidí.
meñ	Meñ, ko <u>domoda</u> meñ ñjidí.
lacciri	<u>Meñ</u> , ko lacciri meñ ñjidí.
qo	Qo, ko <u>lacciri</u> qo yidí.
kosam	<u>Qo</u> , ko kosam qo yidí.
qon	Qon, ko <u>kosam</u> qon ñjidí.
kedam	<u>Qon</u> , ko kedam qon ñjidí.
min	Min, ko <u>kedam</u> ñjidmi.
gosi	Min, ko gosi ñjidmi.

d) Simple Substitution Drill

New words:			
fen			lie, tell an untruth
fenande	[nde]	(penaale)	lie, untruth
nafigi	[ø]	(nafigiibe)	hypocrite
saysay	[ø]	(saysayibe)	mad, wild, uncontrolled person
bon			be bad, wicked
bondo	[qo]	(bonbe)	bad person
kanngaado	[qo]	(hanngaabe)	crazy person, mad man

<u>Cue</u>	<u>Pattern</u>
	Wotaa haalanam haalaa <u>puidɔ</u> .
fenande	Wotaa haalanam haalaa <u>fenande</u> .
nafigi	Wotaa haalaanam haalaa <u>nafigi</u> .
bondo	Wotaa haalanam haalaa <u>bondo</u> .
kaŋgaado	Wotaa haalanam haalaa <u>kaŋgaado</u> .
neenema	Wotaa haalanam haalaa <u>neenema</u> .
kawmaa	Wotaa haalanam haalaa <u>kawmaa</u> .
baabamakko	Wotaa haalanam haalaa <u>baabamakko</u> .
yimbebe	Wotaa haalanam haalaa <u>yimbebe</u> .
karamokkomaa	Wotaa haalanam haalaa <u>karamokkomaa</u> .
ɓiddomaa	Wotaa haalanam haalaa <u>ɓiddomaa</u> .
rewbemodon	Wotaa haalanam haalaa <u>rewbemodon</u> .
saysay	Wotaa haalanam haalaa <u>saysay</u> .
puidɔ	Wotaa haalanam haalaa <u>puidɔ</u> .

22.2 Exercises:

- a) Directed Conversation Exercise (Student takes part [b])

New word: defgol [ɲgol] () the process of cooking

Narrative:

Kaa debbo Banna. Ñande gooto, tuma qomo yaha ligge, qo wiyaani ma haytus he fii defgol bottaare. Kono qan, qa yahi marse, qari, defɓi demoda pur bottaare nde. Qa wadɓi gerte qe teew qe maaro to maafemaa. Tuma qa gayni, qa noddɓi Banna qe beggum pur ɓe mbottoya.

Dialog:

- a) Kumba, hodum kaal ma mi yaa defanam hande?
 b) [Qa haalaani kam haytus he fii defgol bottaare.]
- a) Qaaa, qa haali goonga. Qawa, nden hodum defɓaa?
 b) [Ko domoda defmi.]
- a) Hombo yahani ma marse?
 b) [Min, hooreqam.]
- a) Kono mi haalanani ma qa yaha marse na?
 b) [Si tawo mi yahaani marse, qa ñaamataa bottare hande.]
- a) Qawa, hodum mbaɗɗaa to maafemaa?
 b) [Gerte qe teew qe maaro.]

- a) Kori dūm welli.
 b) [Mī qandaa. Qar, meedu dūm.]
 a) Qawa, mido qara, nani.

b) Directed Conversation Exercise (Student takes part [a])

New words:	way	be like
	wayno	it seems, suppose (cause [yourself] to be as if...')
	baggi [Ø] (oaggiiji)	cloth

Narrative:

Wayno, qada to meeden. Qa yidi yaade posto, nden marse, kadi tawi qada yidi yaade soodde baggi. Kono qa qandaa hoto kebata de fow. Qalla wadi qa hawriima qe goddo he laawol. Hodum mbiyataa mo?

Dialog:

- a) [Teeri, jam fialli.]
 b) Jam tan, hodum fiidaa?
 a) [Mido yidi yaade to postomon.]
 b) Qada qandi ton na?
 a) [Qalla, haalanam hoto ton woni.]
 b) Posto qo, no to baawo galle lamdo qo.
 Honto kadi fiidaa yaade?
 a) [Mido yidi yaade soodde baggi.]
 b) Yaa to, qoya bitiki won jingo nanomaa.
 a) [Qa jaraama, teeri.]
 b) Jaawuur.

22.8 NARRATIVE

Kumba Defi Bottaa

Qonñan, Kumba defi bottaa pur gorkomum, qawa tuma qo pari, qo yahi, noddi mo pur qo wottoya. Non gorkomum lamdi, ko hodum qo defi. Kumba wiya mo, ko domoda qo defi, te ko kanke yahani hooremum marse. Gorkomum kadi wiya mo, 'Mi haalaani ma qa yaha marse'. Qawa, qon haalaametti Kumba, non kanke kadi wiya mo 'Wotaa tampinam qe haalaa puudo'. Gorkomum nden wiya mo, yoo qaccana mo hakke. Booyaani qo lamdi Kumba, koo defata pur hiirande. Kumba wiya mo 'ko fiidaa tan'. Gorko Kumba wiya mo, qomo yidi gosi qe kosam qe sukara. Kumba wiya mo. 'Mi defante dum, si Qalla jafi'.

22.9 Questions for Discussion

1. Hombo yahani Kumba to marse qo?
2. Ko hodum Kumba defa bottaare?
3. Tuma Kumba yahi noddude gorkomum, ko hodum qo haalani mo?
4. Ko pur hodum, qo noddoyi gorkomum?
5. Ko hodum gorkomum lamdi mo he fii bottaare nde?
6. Hodum woni qinde gorko Kumba?
7. Ko hodum, gorko-Kumba haalanaani mo yoo wad?
8. Tuma gorko Kumba wiyi Kumba 'Mi haalaani ma yaha marse', ko hodum Kumba jaabi mo?
9. Gorko Kumba haali Kumba hunde pur fii hiirande nde. Ko hodum qo haalani Kumba?
10. Banna, ko domoda qo yidi Kumba defa pur hiirande na, maa ko gosi?
11. Qada qandi ko woni gosi na?
12. Hodum woni sagonaa hande?
13. Hodum hijidfaa faamde hande pur hiirande?
14. Qa meedi faamde sara na?
15. To leydimodon, qodon jogi sara qe koko na?
16. Honno domoda?
17. Qa meedi faamde kosam qe gosi na?

UNIT 23

23.0 Dialog: A Snack and an Errand.

Min, mido heegi.	-Ibrayma-	I am hungry.
taabul [Ø] (taabulaaji) Ñaamri ndi dinii, to dow taabulqam.	-Demba-	table There's food on top of my table.
wood Hombo woodi?	-Ibrayma-	own, possess Who owns it?
Baŋ, ñaam, ko min woodi; qawa saa gayni ñaamde, soodoya kam liddi.	-Demba-	Take [it], eat [it], it's mine. When you finish eating, go and buy me some fish.
Hoto?	-Ibrayma-	Where?
	-Demba-	
To galle cuballoobe.		At the compound of the fishermen.
Qe hodum kadi?	-Qibrayma-	And what else?
Lamdam qe basalle.	-Demba-	Salt and onions.
mango (ngo) (mangooji) ɓiraɗam [ɗam] ()	-Qibrayma-	mango milk (fresh from the cow)
Min kadi, mido yidi soodde mango qe ɓiraɗam.		As for me, I want to buy mango and milk.
sigaret [Ø] (sigaretiiji) qalmet [Ø] (qalmetaaji)	-Demba-	cigarette match
Fad, soodanam sigaret qe qalmet.		Wait, buy me cigarettes and matches.

-Qibrayma-

goro [ŋgo] (gorooji) kola nut
Goro non? How about some kola nut?

-Demba-

Qawa, kono yawno, nani. OK, but hurry. Hear!

-Qibrayma-

Mi nani. I hear (you).

23.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New word: daantor be sleepy

<u>Cue</u>	<u>Pattern</u>
	<u>Mido</u> heegi.
(qo)	Qomo <u>heegi</u> .
domd	<u>Qomo</u> domdi.
(be)	Bedo <u>domdi</u> .
tamp	<u>Bedo</u> tampi.
(men)	Miden <u>tampi</u> .
daantor-	<u>Miden</u> daantori.
(qon)	Qodon <u>daantori</u> .
tamp	<u>Qodon</u> tampi.
(qa)	Qada <u>tampi</u> .
heg	<u>Qada</u> heegi.
(mi)	Mido heegi.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Naamri</u> ndi dinii, to dow taabul qo.
ndiyam	<u>Ndiyam</u> dam dinii, to dow taabul qo.
gile	<u>Gile</u> de dinii, to dow taabul qo.
teew	<u>Teew</u> ngu dinii, to dow taabul qo.
kefam	<u>Kefam</u> dam dinii, to dow taabul qo.
kosam	<u>Kosam</u> dam dinii, to dow taabul qo.
goro	<u>Goro</u> ngo dinii, to dow taabul qo.
lacciri	<u>Lacciri</u> ndi dinii, to dow taabul qo.
kañja	<u>Kañja</u> qo dinii, to dow taabul qo.
basalle	<u>Basalle</u> nde dinii, to dow taabul qo.
sara	<u>Sara</u> qo dinii, to dow taabul qo.

	<u>Sara</u> qo dinii, to dow taabul qo.
gerte	<u>Gerte</u> de dinii, to dow taabul qo.
maŋgo	<u>Maŋgo</u> ŋgo dinii, to dow taabul qo.
liɗɗi	<u>Liɗɗi</u> di dinii, to dow taabul qo.
maaro	<u>Maaro</u> ko dinii, to dow taabul qo.

- c) Transformation Drill (Ask two questions with hodum and honto respectively.)

New words:

loonde	[nde] (loode)	a jar, drinking jar
deferdu	[ndu] (deferdi)	kitchen

Cue

Responses

Ñaamri dinii, to taabul qo.	Hodum woni to taabul qo? Honto ñaamri ndi woni?
Gosi dinii, to taabul qo.	Hodum woni to taabul qo? Honto gosi qo woni?
Kedam dinii to nder kaba qo.	Hodum woni to nder kaba qo? Honto kedam dam woni?
Gerte de dinii to saaku ngu.	Hodum woni he saaku ngu? Honto gerte de ŋgoni?
Lamdam dinii to deferdu ndu.	Hodum woni to deferdu ndu? Honto lamdam dam woni?
Ndiyam dinii he loonde nde.	Hodum woni he loonde nde? Honto ndiyam dam woni?
Lacciri dinii he horde nde.	Hodum woni he horde nde? Honto lacciri ndi woni?
Yimbebe dinii he suudu ndu.	Hodum woni he suudu ndu? Honto yimbe be ŋgoni.
Tuubamaa dinii to mbaldi ndi.	Hodum woni to mbaldi ndi? Honto tuuba mba maa woni?

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> woodi.
be	Ko <u>be</u> ngoodi.
qonon	Ko <u>qonon</u> ngoodi.
meŋ	Ko <u>meŋ</u> ngoodi.
qo	Ko <u>qo</u> woodi.
Samba	Ko <u>Samba</u> woodi.
Demba	Ko <u>Demba</u> woodi.
Bookari	Ko <u>Bookari</u> woodi.
qan	Ko <u>qan</u> woodi.
min	Ko min woodi.

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Saa gayni ñaamde, coodoyaa kam laɗɗi.
qon	Soon <u>gayni</u> ñaamde, coodoyon kam liɗɗi.
gas	Soon gasi ñaamde, coodoyon kam liɗɗi.
yar	Soon gasi yarde, coodoyon kam liɗɗi.
qadd	Soon gasi yarde, ngaddoyon <u>kam</u> laɗɗi.
mo	Soon gasi yarde, ngaddoyon mo <u>liɗɗi</u> .
keɗam	Soon gasi yarde, ngaddoyon mo keɗam.
meŋ	Sɪ meŋ <u>gasi</u> yarde, ngaddoyen mo keɗam.
par	Sɪ meŋ pari <u>yarde</u> , ngaddoyen mo keɗam.
ɗaan	Sɪ meŋ pari ɗaande, ngaddoyen mo keɗam.
ɗabb	Sɪ meŋ pari ɗaande, ɗabbeyen <u>mo</u> keɗam.
kam	Sɪ meŋ pari ɗaande, ɗabbeyen kam <u>keɗam</u> .
leɗɗe	Sɪ <u>meŋ</u> pari ɗaande, ɗabbeyen kam leɗɗe.
be	Sɪ be <u>pari</u> ɗaande, be ɗabboya kam leɗɗe.
gas	Sɪ be gasi <u>ɗaande</u> , be ɗabboya kam leɗɗe.
ligg	Sɪ be gasi liggaade, be <u>ɗabboya</u> kam leɗɗe.
laar	Sɪ be gasi liggaade, be ndaarooya <u>kam</u> leɗɗe.
mo	Sɪ be gasi liggaade, be ndaarooya mo <u>leɗɗe</u> .
kosam	Sɪ <u>be</u> gasi liggaade, be ndaarooya mo kosam.
qa	Saa <u>gasi</u> liggaade, ndaarooyaa mo kosam.
gayn	Saa gayni <u>liggaade</u> , ndaarooyaa mo kosam.
ñaam	Saa gayni ñaamde, <u>ndaarooyaa</u> mo kosam.
sood	Saa gayni ñaamde, coodoyaa <u>mo</u> kosam.
kam	Saa gayni ñaamde, coodoyaa kam <u>kosam</u> .
liɗɗi	Saa gayni ñaamde, coodoyaa kam liɗɗi.

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> kadi, mi yidi mango qe biraɗam.
qo	Qo kadi, qo yidi <u>mango qe biraɗam</u> .
lamɗam qe gile	<u>Qo</u> Qo kadi, qo yidi lamɗam qe gile.
be	<u>Be</u> kadi, be ŋjidi <u>lamɗam qe gile</u> .
keɗam qe sukar	<u>Be</u> kadi, be ŋjidi keɗam qe sukar.
qonon	Qonon kadi, qonon ŋjidi <u>keɗam qe sukar</u> .
tamate qe basalle	<u>Qonon</u> kadi, qonon ŋjidi tamati qe basalle.
minen	Minen kadi, minen ŋjidi <u>tamati qe basalle</u> .
sara qe maaro	<u>Minen</u> kadi, minen ŋjidi sara qe maaro.
qo	Qo kadi, qo yidi <u>sara qe maaro</u> .
teew qe liɗɗi	<u>Qo</u> kadi, qo yidi teew qe liɗɗi.
mi	Min kadi, mi yidi <u>teew qe liɗɗi</u> .
mango qe biraɗam	Min kadi, mi yidi mango qe biraɗam.

g) Phrasal Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Saa gayni ñaamde, <u>sooɗoya kam liɗɗi</u> .
yahana mo marse, nani	<u>Saa gayni ñaamde</u> , yahana mo marse, nani.
saa yotti ton	Saa yotti ton, <u>yahana mo marse, nani</u> .
salmina kam debbomakko	<u>Saa yotti ton</u> , salmina kam debbomakko.
saa yiɣi Demba	Saa yiɣi Demba, <u>salmina kam debbomakko</u> .
wii mo yoo qar	<u>Saa yiɣi Demba</u> , wii mo yoo qar.
si neenemaa qari	Si neenemaa qari, <u>wii mo yoo qar</u> .
qokku mo qo letar	<u>Si neenemaa qari</u> , qokku mo qo letar.
saa yahi ton	Saa yahi ton, <u>qokku mo qo letar</u> .
fad kam haa mi qarta	<u>Saa yahi ton</u> , fad kam haa mi qarta.
saa yiyaani kam ton	Saa yiyaani kam ton, <u>fad kam haa mi qarta</u> .
yey mo liɗɗi di	<u>Saa yiyaani kam ton</u> , yey mo liɗɗi di.
soo qari	Soo qari, <u>yey mo liɗɗi di</u> .
yahana kam marse	<u>Soo qari</u> , yahana kam marse.
saa gayni ñaamde	Saa gayni ñaamde, <u>yahana kam marse</u> .
sooɗoya kam liɗɗi	Saa gayni ñaamde, sooɗoya kam liɗɗi.

h) Phrasal Substitution Drill (Repeat drill , replacing the imperative forms [sooɗoya etc.] with the injunctive forms [cooɗoyaa, etc.] throughout.

23.2 Exercises

a) Directed Conversation Exercise (Student takes part [b])

Narrative:

Qaɗa wiye Demba. Teerimaa mo wiye Ibrayma. Heege nangi mo. Qa qari to gallemaa, tawo qaɗa mari ñaamri to dow taabulmaada. Qa yiɗi qo ɓaɗa ñaamrimaada, qo ñaama dum. Qawa kadi qaɗa yiɗi soo gayni ñaamde, qo yahan ma marse, qo soodana ma liɗɗi, basalle, qe lamɗam. Kono qaɗa yiɗi qo waɗa dum fow ko yawi.

Dialog:

- a) Jam ñalli Demba.
- b) [Jam tan Ibrayma, kori tana qalaa?]
- a) Miɗo qe heege.
- b) [Ñaamri dini, to dow taabul qo, ɓaɗa dum, ñaamaa.]
- a) Qa jaraama, Demba.
- b) [Qawa saa gayni ñaamde, yahana kam to galle cuubalooɓe.]
- a) Pur hodum nii?
- b) [Soodoya kam liɗɗi, basalle, qe lamɗam.]
- a) Qawa, baasi qalaa, mi yahante.
- b) [Waɗ ko yawi.]
- a) Qawa.

b) Directed Conversation Exercise (Student takes part A)

Narrative:

Kaa gorko Qamerika wiyete John. Qa yahi to meɗen. Tawo deɓɓomaa no jogi ɓingel tokosel. Qonon fow, qoɗon ligga to Qambasadmoɗon. Qaɗa yiɗi godɗo nangan qon ɓingel tokoselmoɗon, soon njahi gollude. Qawa qa hawri qe Samba, qa yiɗi haalde mo soklamaada. Honno mbaɗataa?

Dialog:

- a) [John: Jam waali Samba.]
- b) Samba: Jam tan John, hodum ñjiɗaa mi waɗan ma?
- a) [John: Mbiimi miɗo yiɗi yaa wallam debbo moɗɗyo ñjiɗɗo golle.]
- b) Samba: Pur golle hodum ñjiɗɗaa qon waɗan ma?

- a) [John: Mido yidɪ, qon nanggan ɕɪŋgel debboqam, sɪ meŋ ŋjahɪ gollude.]
 b) Samba: Qawa, mɪ dʌbbante debbo modɔyo sɪ Qalla jaɓɪ.
 a) [John: Qa jaaraama faŋ faŋ.]
 b) Samba: Jaawuur, ŋallen jam.

23.8 NARRATIVE

Qibrayma qe Demba

Qibrayma qe Demba qonŋan tuma ɓeɗo kiira to galle Dembaqen. Qibrayma wiyɪ Demba kaŋko no heegi. Waɗɪ qontuma Demba no mari ŋaamrɪ he dɔw taabulmakko. Demba non, wiyɪ mo yoo ɓam dɔm qo ŋaam, qawa soo gaynɪ ŋaamde, qo yahana mo marse, pur qo soodana mo lamɗam, basalle, cigaret qe qalmet. Tawɪ qontuma, Qibrayma kaɗɪ no yidɪ margo qe ɓiraɗam. Tuma Qibrayma fudɗɪ yaade, lamɗɪ Demba kaɗɪ sɪ qomo yidɪ goro kaɗɪ, qon wiyɪ mo qeeyɪ, qomo yidɪ. Non qo yahɪ marse soodoyɪ ko Demba wiyɪno mo qe hooremum.

23.9 Questions for Discussion

1. Ko hombo qe hombo kiirɪ qonŋan?
2. To galle hombo ɓe ŋgonɪno?
3. Hombo wiyɪ qomo heegi?
4. To galle Qibrayma, Demba qe Qibrayma ŋgonɪno maa ko to galle Dembaqen ɓe ŋgonɪno?
5. Tuma Qibrayma wiyɪ Demba kaŋko no heegi, ko hoɗum Demba jaabi mo?
6. Hoɗum wonɪno to dɔw taabul Demba?
7. Demba wiyɪno Qibrayma hunde, pur qo waɗan hunde soo gaynɪ ŋaamde, hoɗum qo wiyɪ mo?
8. Hombo Demba, wiyɪ, yoo soodana mo lamɗam?
9. Hombo yahani Demba marse?
10. Ko hoɗum qe hoɗum Demba haalɪ Qibrayma yoo soodana mo to marse?
11. Tawo Qibrayma kaɗɪ yidɪno soodde hunde to marse qo na, maa qo yidaano haytus?
12. Hoɗum kaɗɪ Demba yidɪno Qibrayma soodana mo?
13. Demba qe Qibrayma hombo yidɪno margo qe ɓiraɗam.

UNIT 24

24.0 Dialog: Lots to Do.

	-Demba-	
Yoro, hoɗum mbaɗtaa hanɗe?		Yoro, what will you be doing today?
	-Yoro-	
Ko mbaɗatami no hewi.		What I will be doing is plenty.
	-Demba-	
Hoɗum qe hoɗum mbaɗtaa?		What all will you do?
	-Yoro-	
posto [ø] (postoji)		post office
folo		first, firstly
Folo miɗo yiɗi yaade posto.		First, I want to go to the post office.
	-Demba-	
Saa qiwɪ ton honto ŋjahataa kadi?		When you come from there, where will you go again?
	-Yoro-	
qambasad [ø] (qambasadaaji)		Embassy
Ghana		Ghana
Mi yahay to Qambasad Ghana.		I will go to the Ghana Embassy.
	-Demba-	
mangasin [ø] (mangasinaaji)		store, shop
Qa yahata to mangasinmaa na?		Are you going to your store?
	-Yoro-	
Qala, meɲ ngudditaani dɗum hanɗe.		No, we didn't open it today.
	-Demba-	
Saa qiwɪ Qambasad Ghana, hoɗum mbaɗtaa?		When you come from the Ghana Embassy, what will you do?
	-Yoro-	
letar [ø] (letaraaji)		letter
Mi hootay galle, mi winda letarqam.		I will go home and write my letter.
	-Demba-	
huub-		finish, come to an end
sokla [ø] (soklaaji)		business, affairs
Qan non soklaajimaa huubataa hanɗe.		As for you, your business (work) is endless today.

-Yoro-

Qaduna ko non.

The world is like that.

-Demba-

Qawa† min kadi, mido hoota.

OK., Me too, I am going home.

24.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

New word:	julla [Ø]	jullaaɓe	merchant

<u>Cue</u>	<u>Pattern</u>
	<u>Qa</u> yahata to mangasinmaa na?
qo	<u>Qo</u> yahata to mangasinmakko na?
Samba	<u>Samba</u> yahata to mangasinmakko na?
ɓe	<u>Be</u> ñjahata to mangasinmaɓɓe na?
Demba	<u>Demba</u> yahata to mangasinmakko na?
qon	<u>Qon</u> ñjahata to mangasinmodon na?
qa	<u>Qa</u> yahata to mangasinmaa na?
meɲ	Meɲ <u>ñjahata</u> to mangasinqameɲ na?
ñall	<u>Meɲ</u> ñallata to mangasinqameɲ na?
qon	<u>Qon</u> ñallata to mangasinmodon na?
yey	<u>Qon</u> ñjeyata to mangasinmodon na?
ɓe	<u>Be</u> ñjeyata to mangasinmaɓɓe na?
qar	<u>Be</u> ñgarata to mangasinmaɓɓe na?
yaa	<u>Be</u> ñjahata to mangasinmaɓɓe na?
julla qo	<u>Julla qo</u> yahata to mangasinmakko na?
qa	<u>Qa</u> yahata to mangasinmaa na?

b) Random Substitution Drill

New words:	
faɓɓiti jaɲɲgo	three days hence
jakku	chew
fim	smoke

<u>Cue</u>	<u>Pattern</u>
	Yoro, hodum <u>mbaɗataa</u> hanɗe?
ñaam	Yoro, hodum <u>ñaamataa</u> hanɗe?
yey	Yoro, hodum <u>ñjeyataa</u> hanɗe?
sooɗ	Yoro, hodum <u>cooɗataa</u> hanɗe?
jaɲɲ	Yoro, hodum <u>jaɲɲataa</u> hanɗe?

	Yoro, hodum jaŋgataa <u>hande</u> ?
jaŋgo	Yoro, hodum jaŋgataa <u>jaŋgo</u> ?
kiikiide	Yoro, hodum <u>jaŋgataa</u> kiikiide?
wii	Yoro, hodum mbiyataa <u>kiikiide</u> ?
faɓɓi-jaŋgo	Yoro, hodum mbiyataa <u>faɓɓi-jaŋgo</u> ?
faɓɓiti-jaŋgo	Yoro, hodum <u>mbiyataa</u> faɓɓiti jaŋgo?
haal	Yoro, hodum <u>kaalaataa</u> faɓɓiti jaŋgo?
wind	Yoro, hodum mbindataa <u>faɓɓiti jaŋgo</u> ?
hande	Yoro, hodum <u>mbindataa</u> hande?
jakk	Yoro, hodum <u>jakkataa</u> <u>hande</u> ?
jaŋgo	Yoro, hodum <u>jakkataa</u> jaŋgo?
yar	Yoro, hodum <u>fijarataa</u> <u>jaŋgo</u> ?
hande	Yoro, hodum <u>fijarataa</u> hande?
wad	Yoro, hodum mbaɗataa hande?
fiim	Yoro, hodum <u>pimataa</u> hande?
jaab	Yoro, hodum jaabataa hande?

c) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hodum mbaɗataa <u>hande</u> ?
qo	Hodum qo waɗata <u>hande</u> ?
jaŋgo	Hodum <u>qo</u> waɗata jaŋgo?
be	Hodum be mbaɗata <u>jaŋgo</u> ?
faɓɓi-jaŋgo	Hodum <u>be</u> mbaɗata faɓɓi-jaŋgo?
(qon)	Hodum mbaɗoton <u>faɓɓi-jaŋgo</u> ?
Qalarba	Hodum mbaɗoton <u>Qalarba</u> ?
meŋ	Hodum meŋ mbaɗata <u>Qalarba</u> ?
Juma	Hodum meŋ mbaɗata Juma?
neenemaa	Hodum neenemaa waɗata <u>Juma</u> ?
Qalkamis	Hodum <u>neenemaa</u> waɗata Qalkamis?
yimɓeɓe	Hodum yimɓeɓe mbaɗata <u>Qalkamis</u> ?
Teneŋ	Hodum yimɓeɓe <u>mbaɗata</u> Teneŋ?
ñaam	<u>Hodum</u> yimɓeɓe ñaamata Teneŋ?
honto	Honto yimɓeɓe <u>ñaamata</u> Teneŋ?
waal	Honto yimɓeɓe mbaalata <u>Teneŋ</u> ?
Talata	Honto <u>yimɓeɓe</u> mbaalata Talata?
(qon)	Honto <u>mbaaloton</u> Talata?
ligg	Honto <u>liggoton</u> Talata?
hande	Honto <u>liggoton</u> hande?
fiall	Honto <u>fialloton</u> <u>hande</u> ?
faɓɓi-jaŋgo	Honto <u>fialloton</u> faɓɓi-jaŋgo?
yaa	Honto <u>fijahoton</u> <u>faɓɓi-jaŋgo</u> ?
jaŋgo	Honto <u>fijahoton</u> jaŋgo?

	Honto <u>ñjahoton</u> jango?
ñaam	<u>Honto</u> ñaamoton jango?
hodum	Hodum <u>ñaamoton</u> jango?
wad	Hodum mbadoton <u>jango</u> ?
hande	Hodum mbadoton <u>hande</u> ?
(qa)	Hodum mbadataa hande?

d) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hombo <u>ñjiyataa</u> hande?
qo	Hombo qo yiyata <u>hande</u> ?
jango	Hombo <u>qo</u> yiyata jango?
be	Hombo be <u>ñjiyata</u> jango?
laar	Hombo be ndaarata <u>jango</u> ?
faßßi-jango	Hombo <u>be</u> ndaarata faßßi-jango?
(qon)	Hombo <u>ndaaroton</u> faßßi-jango?
wind	Hombo mbindoton <u>faßßi-jango</u> ?
hande	Hombo mbindoton <u>hande</u> ?
mej	Hombo mej mbindata <u>hande</u> ?
jango	Hombo mej mbindata <u>jango</u> ?
yii	Hombo mej <u>ñjiyata</u> jango?
hande	Hombo <u>mej</u> ñjiyata hande?
(qa)	Hombo <u>ñjiyataa</u> hande?

e) Progressive Substitution Drill

New words:	maayo [ŋgo] (maaje)	river
	kama [ø] (kamaaji)	toilet

<u>Cue</u>	<u>Pattern</u>
	Folo <u>mido</u> yidi yaade posto.
(qo)	Folo qomo yidi yaade <u>posto</u> .
kampama	Folo <u>qomo</u> yidi yaade kampama.
(be)	Folo beðo ñjidi yaade <u>kampama</u> .
saare	Folo <u>beðo</u> ñjidi yaade saare.
(mej)	Folo miden ñjidi yaade <u>saare</u> .
jangurdu	Folo <u>miden</u> ñjidi yaade jangurdu.
(qon)	Folo qodon ñjidi yaade <u>jangurdu</u> .
galle Bookari	Folo <u>qodon</u> ñjidi yaade galle Bookari.
(qo)	Folo qomo yidi yaade <u>galle Bookari</u> .
ladde	Folo <u>qomo</u> yidi yaade ladde.
(mi)	Folo mido yidi yaade <u>ladde</u> .
posto	Folo <u>mido</u> yidi yaade posto.

	Folo <u>mido</u> yidɪ yaade posto.
(be)	Folo beɗo ñjidɪ yaade <u>posto</u> .
kama	Folo <u>beɗo</u> ñjidɪ yaade kama.
(qo)	Folo qomo yidɪ yaade <u>kama</u> .
maayo	Folo <u>qomo</u> yidɪ yaade maayo.
(mɪ)	Folo mido yidɪ yaade <u>maayo</u> .
posto	Folo mido yidɪ yaade posto.

f) Simple Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> kadi, mido hoota.
qan	<u>Qan</u> kadi, qada hoota.
qo	<u>Qo</u> kadi, qomo hoota.
be	<u>Be</u> kadi, beɗo koota.
qon	<u>Qon</u> kadi, qoɗon koota.
meɲ	<u>Meɲ</u> kadi, miden koota.
qen	<u>Qen</u> kadi, qeɗen koota.

g) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Min</u> kadi, mido hoota.
qan	<u>Qan</u> kadi, qada <u>hoota</u> .
ñaam	<u>Qan</u> kadi, qada ñaama.
qo	<u>Qo</u> kadi, qomo <u>ñaama</u> .
wind	<u>Qo</u> kadi, qomo winda.
qon	<u>Qon</u> kadi, qoɗon <u>mbinda</u> .
yaa	<u>Qon</u> kadi, qoɗon ñjaha.
be	<u>Be</u> kadi, beɗo <u>ñjaha</u> .
qar	<u>Be</u> kadi, beɗo ngara.
meɲ	<u>Meɲ</u> kadi, miden <u>ngara</u> .
hoot	<u>Meɲ</u> kadi, miden koota.
min	<u>Min</u> kadi, mido hoota.

24.2 Exercises

- a) Directed Conversation Exercise (Student takes part B)

Narrative:

Qindemaa ko Demba. Yoro ko teerimaa. Nānde gooto qodon ngoni to gallemaada. Qonñan qada hewi ko madataa. Folo, qa yahay posto, nden Qambasad Ghana, nden hoota gallemon. Qon ngudditaani mangasinmodon. Saa hooti qa windoyay letarmaada. Yoro yiɗi qandude kullemaa de qonñan. Booyaani qo fuddi lamdaade ma dum.

Dialog:

- a) Demba, ko madataa han?
 b) [Ko hewi, madataami han.]
- a) Hoto ñjahataa folo?
 b) [Folo mi yahay posto.]
- a) Nden hoto ñjahataa kadi?
 b) [Mi yahay Qambasad Ghana.]
- a) Nden hoto kadi?
 b) [Mi hootay galle, windoya letarqam.]
- a) Qawa, qan non soklaajimaa di kuubataa han.
 b) [Qaduna ko non, Yoro.]

- b) Directed Conversation Exercise. (Student takes part B)

New word: yeddyit	forget

Narrative:

Qada wiye Jaawo. Karamokko-biddomaa ko John. Biddomaa gaañi hooremum qe qaksidañ. Qo yahaani qekolmakko balde jowi. Qa yeddyiti haalde karamokkomakko. Nden ñande gooto qa hawri qe John. Qo salmini ma, nden qo lamdi ma ko wadi de balde fow, biddomaa yahaani qekol. Hodum kaalataa mo?

Dialog:

- a) Jam ñalli Jaawo.
 b) [Jam tan John, honno mbaddaa?]
- a) Jam tan, mbiimi honno biddomaa?
 b) [Qo gaañi hooremum he qaksidañ.]
- a) Ko wadi qa haalaani kam dum?
 b) [Mi yeddyiti.]
- a) Kono hande woni balde jowi qo qaraani to qekol qo.
 b) [Mido qandi, ko mbi ma mi tan, ko dum tan. Mi yeddyiti ma haalde dum.]
- a) Qawa, baasi qalaa.

24.8 NARRATIVE

Demba Qe Yoro

Demba qe Yoro qonñan ñe ñjiidi to laawol ngol. Demba lamdi Yoro, ko hodum qo waɗata qonñan. Yoro wiyi mo, kaŋko waɗay ko hewi qonñan, paski qomo yidi yaade posto, qawa soo qimmi ton, qo yahay to Qambasad Ghana, nden qo hoototo galle, pur qo windoya letarmakko. Nden Demba lamdi mo kadi si qo yahata to mangasinmaɗɗe, kono Yoro wiyi mo, ñe ngudditaani mangasinmaɗɗe qonñan. Qawa non Demba wiyi mo, 'Qan, soklaajimaa d'i kuubataa'. Yoro kadi jaabi mo. Qo wiyi mo 'Qadunaru ndu, ko non'. Nden ñe fow, kala yahi he laawolmakko.

24.9 Questions for Discussion

1. Hombo qe hombo qonñan ñjiidi to laawol ngol?
2. Hombo lamdi goreejomakko koo waɗtaa qonñan?
3. Hombo wiyi, kaŋko no jogi ko hewi koo waɗtaa?
4. Folo, hoto Yoro wiyiino ko ton qo yahata?
5. Qawa, to yahata, soo qawi ton, honto kadi qo yahata?
6. Hombo yahata to Qambasad Ghanaqen?
7. Qonñan, mangasin Yoroqen, ñe ngudditiino dum na?
8. Demba wiyiino soo qimmi to Qambasad Ghana, qo yahay dula, honto qo yahata ni?
9. Hodum Demba waɗata to gallemaɗɗe?
10. Hombo wiyi qo haalaa, 'Qan, soklaajimaa d'i kuubataa'.
11. Qan, qada hewi sokla na?
12. Qada waawi windude letar na?
13. Qada winda yimbemaada letar na?
14. Tuma ngardaɗa do haa jooni, qa heɗi letar na?
15. Hombo mbindataa to mon, folo, saa hooti gallemaa hande?

UNIT 25

25.0 Dialog: Qalfa Does Some Chores.

	-Yompa-	
Honto ñjaanodaa?		Where have you been?
	-Qalfa-	
To wuro.		To the cattle corral.
	-Yompa-	
bir		milk (cow et.)
Qa birɪ naqɪ dɪ na?		Have you milked the cows?
	-Qalfa-	
Qalaa,mi biraani dɪ.		No, I didn't milk them.
	-Yompa-	
tardaade		to be late
Ko waɗɪ qa tardiima?		What made you late?
	-Qalfa-	
Tawo mido haɓɓa naqɪ dɪ.		Then I was tying the cows.
	-Yompa-	
Honto gaynaako qo yaɥiino?		Where had the shepherd gone?
	-Qalfa-	
Qo dabboyiino ñalelqam.		He went to look for my calf.
	-Yompa-	
saaku [ø] (saakuuɟɪ)		sack, bag
Qawa, yaa, qaddu saaku gerteqam		OK, go bring my sack of peanuts
to Demba.		to Demba's place.
	-Qalfa-	
mbo/hombo?		which?
Mbo Demba?		Which Demba?
	-Yompa-	
Won to galle Hamadi, hedde		[The one] who is at Hamadi's
kampama qo.		compound near the hospital.
	-Qalfa-	
Mɪ naba biskaletmaa na?		May I take your bicycle?
	-Yompa-	
hedo		wait, pay attention, stay
birdugal [ŋgal] (birdude)		milking calabash
Qeeyɪ, kono hedo, qokkaram		Yes, but wait, give me that
birdugal ŋgal.		milking calabash.

	-Qalfa-	
fus		be broken
Dum fus1.		That's broken.
	-Yompa-	
dog		run, race
Qawa, dog, ngaraa joon1.		OK, run and come right away.

25.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:

firtu	untie, undo, dismount
hirsu	slaughter, cut the throat off
dur	graze (cattle)

<u>Cue</u>	<u>Pattern</u>
	<u>Qa</u> ɓiri naq1 d1 na?
qo	Qo ɓiri <u>naq1</u> d1 na?
beq1	Qo ɓiri <u>beq1</u> d1 na?
qayn	<u>Qo</u> qayn1 <u>beq1</u> d1 na?
ɓe	Be ngayn1 <u>beq1</u> d1 na?
baali	Be <u>ngayn1</u> baali d1 na?
dur	<u>Be</u> dur1 baali d1 na?
qon	Qon dur1 <u>baali</u> d1 na?
naq1	Qon <u>dur1</u> naq1 d1 na?
hirs	<u>Qon</u> kirs1 naq1 d1 na?
meŋ	Meŋ kirs1 <u>naq1</u> d1 na?
beq1	Meŋ <u>kirs1</u> beq1 d1 na?
ɓir	<u>Meŋ</u> ɓir1 beq1 d1 na?
qo	Qo ɓir1 <u>beq1</u> d1 na?
naq1	Qo <u>ɓir1</u> naq1 d1 na?
qayn	<u>Qo</u> qayn1 naq1 d1 na?
Demba	Demba qayn1 <u>naq1</u> d1 na?
baali	Demba <u>qayn1</u> baali d1 na?
firt	<u>Demba</u> firt1 baali d1 na?
qa	Qa firt1 <u>baali</u> d1 na?
naq1	Qa <u>firt1</u> naq1 d1 na?
ɓir	Qa ɓir1 naq1 d1 na?

b) Substitution Response Drill (Respond in the Negative)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	<u>Qa</u> <u>bir</u> i naq <i>i</i> d <i>i</i> na?	Qalaa m <i>i</i> biraani naq <i>i</i> d <i>i</i> .
qo	Qo <u>bir</u> i naq <i>i</i> d <i>i</i> na?	Qalaa qo biraani naq <i>i</i> d <i>i</i> .
qayn	Qo qayn <i>i</i> <u>naq</u> i d <i>i</i> na?	Qalaa qo qaynaani naq <i>i</i> d <i>i</i> .
beq <i>i</i>	<u>Qo</u> qayn <i>i</i> beq <i>i</i> d <i>i</i> na?	Qalaa qo qaynaani beq <i>i</i> d <i>i</i> .
be	Be qayn <i>i</i> <u>beq</u> i d <i>i</i> na?	Qalaa be qaynaani beq <i>i</i> d <i>i</i> .
baal <i>i</i>	Be qayn <i>i</i> baal <i>i</i> d <i>i</i> na?	Qalaa be qaynaani baal <i>i</i> d <i>i</i> .
dur	Be dur <i>i</i> baal <i>i</i> d <i>i</i> na?	Qalaa be duraani baal <i>i</i> d <i>i</i> .
qon	Qon dur <i>i</i> <u>baal</u> i d <i>i</i> na?	Qalaa me <i>ŋ</i> duraani baal <i>i</i> d <i>i</i> .
beq <i>i</i>	Qon dur <i>i</i> beq <i>i</i> d <i>i</i> na?	Qalaa me <i>ŋ</i> duraani beq <i>i</i> d <i>i</i> .
hirs	<u>Qon</u> kirs <i>i</i> beq <i>i</i> d <i>i</i> na?	Qalaa me <i>ŋ</i> kirsani beq <i>i</i> d <i>i</i> .
me <i>ŋ</i>	Me <i>ŋ</i> kirs <i>i</i> <u>beq</u> i d <i>i</i> na?	Qalaa me <i>ŋ</i> kirsani beq <i>i</i> d <i>i</i> .
naq <i>i</i>	Me <i>ŋ</i> kirs <i>i</i> naq <i>i</i> d <i>i</i> na?	Qalaa me <i>ŋ</i> kirsani naq <i>i</i> d <i>i</i> .
firt	<u>Me</u> <i>ŋ</i> firt <i>i</i> naq <i>i</i> d <i>i</i> na?	Qalaa me <i>ŋ</i> firtaani naq <i>i</i> d <i>i</i> .
qa	Qa firt <i>i</i> <u>naq</u> i d <i>i</i> na?	Qalaa m <i>i</i> firtaani naq <i>i</i> d <i>i</i> .
baal <i>i</i>	Qa firt <i>i</i> baal <i>i</i> d <i>i</i> na?	Qalaa m <i>i</i> firtaani baal <i>i</i> d <i>i</i> .
bir	Qa bir <i>i</i> baal <i>i</i> d <i>i</i> na?	Qalaa m <i>i</i> biraani baal <i>i</i> d <i>i</i> .

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qo</u> dabboyiino <u>ñalelqam</u> .
be	Be <u>dabb</u> oyiino <u>ñalelqam</u> .
qadd	Be <u>ngadd</u> oyiino <u>ñalelqam</u> .
ngari maa	Be <u>ngadd</u> oyiino <u>ngarimaa</u> .
me <i>ŋ</i>	Me <i>ŋ</i> <u>ngadd</u> oyiino <u>ngarimaa</u> .
laar	Me <i>ŋ</i> ndaaro <i>y</i> iino <u>ngarimaa</u> .
neene	<u>Me</u> <i>ŋ</i> ndaaro <i>y</i> iino neene.
qo	Qo <u>laar</u> oyiino neene.
nodd	Qo noddoyiino <u>neene</u> .
baaba	<u>Qo</u> noddoyiino baaba.
m <i>i</i>	M <i>i</i> <u>nodd</u> oyiino baaba.
haal	M <i>i</i> haalaaniino <u>baaba</u> .
ma	<u>M</u> <i>i</i> haalaaniino ma.
qo	Qo <u>haal</u> aaniino ma.
dabb	Qo dabboyiino <u>ma</u> .
kam	Qo dabboyiino <u>kam</u> .
ñalel qam	Qo dabboyiino <u>ñalelqam</u> .

d) Progressive Substitution Drill

New words:

juul	[nde]	pray, worship
juulirde	[nde] (juulirde)	mosque, church
fidyirde	[nde] (pidyirde)	playing field
hirsirde	[nde] (kirsirde)	slaughter house
bamule	[nde] (bame)	cemetery, graveyard

CuePattern

	<u>Qomo</u> to galle Hamadi, hedde kampama.
(6e)	<u>Bedo</u> to galle Hamadi, hedde <u>kampama</u> .
juulirde	<u>Bedo</u> to galle Hamadi, hedde juulirde.
(m1)	<u>Mido</u> to galle Hamadi, hedde <u>juulirde</u> .
fidyirde	<u>Mido</u> to galle Hamadi, hedde fidyirde.
(meŋ)	<u>Miden</u> to galle Hamadi, hedde <u>fidyirde</u> .
hirsirde	<u>Miden</u> to galle Hamadi, hedde hirsirde.
(qo)	<u>Qomo</u> to galle Hamadi, hedde <u>hirsirde</u> .
bamule	<u>Qomo</u> to galle Hamadi, hedde bamule.
(qon)	<u>Qodon</u> to galle Hamadi, hedde <u>bamule</u> .
maayo ngo	<u>Qodon</u> to galle Hamadi, hedde maayo ngo.

25.2 Exercises

a) Directed Conversation Exercise. (Student takes part B)

New words:

fin	wake up, get up, arise (from sleep)
hiŋ	here! take it!
heññere [nde] (keñe)	liver

Narrative:

Qan kaa pullo, wiyete Yompa. Galle baabamaa qe to marsemon wod'aa. Subaka gooto qa fini, taw1 qa yiyaani baabamaa. Qa yahi to marse. Marse qo no hew1 teew. Qa soodaani ton hay hunde. Nden qa hoot1 gallemodon, baabamaa nodd1 ma.

Dialog:

a) Yompa, qar do. Hoto fiŋaanodaa?

b) [To marse fiŋaanom1.]

a) Qaa, m1 yid'iino nelde ma ton hande. Teew nagge no to marse qo na?

b) [Qeey1, dum huubata ton hande.]

a) Qawa† hiŋ, soodanam heññere mod'dyo.

b) [Qawa, baasi qala, mi qaray jooni.]

a) Qa jaaraama, biiddoqam.

b) Directed Conversation Exercise (Student takes part [a])

Narrative:

Wadī ñande gooto ñingelmaa gaañi hooremum. Qada yidī nabde mo kampama. Qa jogaaki moto. Teerima, wiyete Banna, no jogi moto. Qada yidī qo luɓ ma motomakko. Qa yaɓi to gallemakko. Qa salmini mo. Kaŋko kaɗi jaaɓi ma, nden qo lamɗi ma ko ngarnodaa to makko.

Dialog:

a) [Jam waali Banna.]

b) Jam tan teeri. Hoɗum ñjiddaa?

a) [Miɗo yidī yaa luɓam motomaada.]

b) Hoto ñjiddaa yaade?

a) [Miɗo yidī yaade kampama.]

b) Pur hoɗum nii?

a) [Ko biiddoqam nabatami, qo gaañi hooremum.]

b) Qawa, baasi qalaa, ɓaŋ dūm.

a) [Qa jaraama Banna.]

b) Jaawuur.

25.8 NARRATIVE

Qe Baabamakko

Qonñan, tuma Yompa fini, qo laari, qo laari dula fow he gallemakko pur Qalfa, kono qo yiyaani mo. Booyaani tan, Qalfa qarti, non baabamum lamɗi mo, ko hoto qo yaɓiino, qe hoɗum wadī qo ɓooyi ton. Qalfa jaaɓi mo, qo wiya, ko to wuro qo yaɓiino kono qo ɓiraani naqi dī, paski qontuma gaynaakomaɓɓe yaɓiino dabbude ñalelmakko. Nden baabamakko wiya mo yoo yaha to galle Demba, qo qaddana mo saaku gertemakko won to ton. Non Qalfa ɓaŋi biskalet baabamum, yaɓi he laawolmum.

25.9 Questions for Discussion

1. Honno baaba Qalfa wiyete?

2. Ko honto Qalfa yaɓiino qonñan subaka?

3. Hoɗum wadī qo tardiima?

4. Qalfa ɓiriino naqi dī na?

5. Ko wadī qo waawani ɓirde naqi dī?

6. Honto gaynaakomaɓɓe yaɓiino?

7. Ko ñalel hombo qo dabboyiino?

8. Hedde hoto galle Hamadi woni?

9. To galle hombo, saaku gerte Yompa woni?

10. Ko to galle Hamadi, maa ko to galle Demba, saaku gerte Yompa woniino na?

11. Ko hoɗum fusi?

12. Qalfa nabiino biskalet baabamum na?

13. Qa meedi ɓirde nagge na?

14. Qada waawi doglude biskalet na?

15. Saa fini subaka, hoɗum mbaɗataa folo?

UNIT 26

26.0 Dialog: Asking Directions

maɗɗu
Min ɗe, mi maɗɗɪ.

Honto ñjɪɗɗaa yaade?

qotel qatlantik
Qotel Qatlantik.

Miɗo qandi to qo woni.

Qa waawathollude kam laawol
ton na?

Barj laawol tokosel ngel, haa
to nder saare nde.

fot

yottaade
Si mi yotti ton, hoɗum mi
fota wafde?

hirinange
Lamɗaa laawol yahata hirinange.

taksi [ø] (taksiɪjɪ)
Si tawo ton no wodɗi, mi baɗa t
taksi na?

Qalaaɗ yahaa qe koyngalmaa
haa to saare nde.

Waktuujɪ jelu ɗum baɗata?

-Brown-

be lost
As for me I am lost.

-Yompa-

Where do you want to go?

-Brown-

Atlantic Hotel
To the Atlantic Hotel.

-Yompa-

I know where it is.

-Brown-

Can you show me the road (to)
there?

-Yompa-

Take the small road up into the
town.

-Brown-

be equal, be up to, have
to, should
to reach, arrive at
When I get there, what should
I do?

-Yompa-

west
Ask which road goes west.

-Brown-

taxi
If that place is far, am I to
take a taxi?

-Yompa-

No, go on foot as far as the
town.

-Brown-

How much time will that take?

minit [Ø] (mintaaji) Dum wonay minitaaji sappo qe jowi.	-Yompa-	minute That will be fifteen minutes.
jengu Maa qo jengataake, tuma mi yottoto ton.	-Brown-	be advanced (of time) to get late Hope it will not be late when I get there.
futuro [Ø] () Qalaa qa yottoto ton do qe futuro.	-Yompa-	evening sunset, evening prayer time No you will arrive there before evening.
Qa jaraama.	-Brown-	Thank you.
Jaawuur.	-Yompa-	You are welcome.

26.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Min de, mi <u>maɗɗɗi</u> .
tamp	<u>Min</u> de, mi <u>tampi</u> .
qan	Qan de, qa <u>tampi</u> ?
loot	<u>Qan</u> de, qa <u>looti</u> ?
qo	Qo de, qo <u>looti</u> .
ñaam	<u>Qo</u> de, qo <u>ñaami</u> .
qoya	Qoya de, qo <u>ñaami</u> .
ɗaan	<u>Qoya</u> , de qo <u>ɗaani</u> .
qonon	Qonon de, qon <u>ɗaani</u> ?
waal	<u>Qonon</u> de, qon <u>mbaali</u> ?
minen	Minen de, meɲ <u>mbaali</u> .
maɗɗ	<u>Minen</u> de, meɲ <u>maɗɗi</u> .
ɓe	<u>Be</u> de, ɓe <u>maɗɗi</u> .
laar	<u>Be</u> de, ɓe <u>ɲdaari</u> .
karŋko	Karŋko de, qo <u>laari</u> .
yaa	<u>Karŋko</u> de, qo <u>yahi</u> .
kamɓe	Kamɓe de, ɓe <u>ɲjahi</u> .
yar	<u>Kamɓe</u> de, ɓe <u>ɲjari</u> .
min	Min de, mi <u>yari</u> .
maɗɗ	Min de, mi <u>maɗɗi</u> .

b) Progressive Substitution Drill

Cue

	<u>Mi</u> do qandi to qo woni.
(qo)	Qomo qandi to qo <u>won</u> i.
yaa	<u>Qom</u> o qandi to qo yahi.
(be)	Be ~~do~~ ngandi to qo <u>yah</u> i.
waal	<u>Bed</u> o ngandi to qo waali.
(meŋ)	Mi ~~den~~ ngandi to qo <u>waal</u> i.
ñaam	<u>Mide</u> n ngandi to qo ñaami.
(qon)	Qo ~~don~~ ngandi to qo <u>ñaam</u> i.
wott	<u>Qod</u> on ngandi to qo wotti.
(mi)	Mi ~~do~~ qandi to qo <u>wott</u> i.
won	Mi ~~do~~ qandi to qo woni.

c) Response Drill (Produce the question to which the cue sentence is an appropriate response)

CueResponse

Mi ~~do~~ qandi to qo woni.	Qa ~~da~~ qandi to qo woni na?
Qom ~~o~~ qandi to be ngoni.	Qom ~~o~~ qandi to be ngoni na?
Be ~~do~~ ngandi to meŋ ngoni.	Be ~~do~~ ngandi to meŋ woni na?
Mi ~~den~~ ngandi to ngondaa.	Qon ngandi to mi woni na?
Qo ~~don~~ ngandi to qo woni.	Qo ~~don~~ ngandi to mi woni na?
Qa ~~da~~ qandi to meŋ woni?	Qa ~~da~~ qandi to meŋ woni na?
Mi ~~do~~ qandi to qo woni.	Qom ~~o~~ qandi to qo woni na?

d) Progressive Substitution Drill

New words:

tereŋ	[Ø]	(tereŋaaji)	train
qerpoot	[Ø]	(qerpootiiji)	airport
huɓeere	[nde]	(kuɓeeje)	commercial district, downtown
pasiyon	[Ø]	(pasiyonaaji)	restaurant

CuePattern

	Qa waawat hollude <u>kam</u> laawol ton na?
qo	Qa waawat hollude qo laawol <u>ton</u> na?
tereŋ	Qa waawat hollude <u>qo</u> laawol tereŋ na?
be	Qa waawat hollude be laawol <u>tereŋ</u> na?
qerpoot	Qa waawat hollude <u>be</u> laawol qerpoot na?
meŋ	Qa waawat hollude meŋ laawol <u>qerpoot</u> na?
huɓeere	Qa waawat hollude <u>meŋ</u> laawol huɓeere na?
mo	Qa waawat hollude mo laawol <u>huɓeere</u> na?
pasiyon	Qa waawat hollude <u>mo</u> laawol pasiyon na?

	Qa wawat hollude <u>mo</u> laawol pasiyon na?
kam	Qa wawat hollude kam laawol <u>pasiyon</u> na?
juulirde	Qa wawat hollude <u>kam</u> laawol juulirde na?
be	Qa wawat hollude be laawol <u>juulirde</u> na?
fidyirde	Qa wawat hollude <u>be</u> laawol fidyirde na?
kam	Qa wawat hollude kam laawol <u>fidyirde</u> na?
ton	Qa wawat hollude kam laawol ton na?

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Barj laawol tokosel ngel, haa to <u>nder saare nde</u> .
kampama	Barj laawol tokosel ngel, haa to <u>kampama</u> .
galle Bookari	Barj laawol tokosel ngel, haa to <u>galle Bookari</u> .
jangurdu	Barj laawol tokosel ngel, haa to <u>jangurdu</u> .
kuŋeeje	Barj laawol tokosel ngel, haa to <u>kuŋeeje</u> .
pasiyon Demba	Barj laawol tokosel ngel, haa to <u>pasiyon Demba</u> .
qerpoot	Barj laawol tokosel ngel, haa to <u>qerpoot</u> .
marse	Barj laawol tokosel ngel, haa to <u>marse</u> .
Qotel Qatlantik	Barj laawol tokosel ngel, haa to <u>Qotel Qatlantik</u> .
huŋeereqameŋ	Barj laawol tokosel ngel, haa to <u>huŋeereqameŋ</u> .
ngesa qam	Barj laawol tokosel ngel, haa to <u>ngesaqam</u> .
Qambasad Ghana	Barj laawol tokosel ngel, haa to <u>Qambasad Ghana</u> .

f) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Si <u>mi</u> yotti ton, hoɖum mi fota wadde?
qa	Saa yotti ton, hoɖum qa fota <u>wadde</u> ?
ñaam	Saa yotti ton, <u>hoɖum</u> qa fota ñaamde?
honto	Saa yotti ton, <u>honto</u> qa fota ñaamde?
be	Siŋe ñjotti ton, honto be pota <u>ñaamde</u> ?
laar	Siŋe ñjotti ton, <u>honto</u> be pota laarde?
hombo	Siŋe ñjotti ton, hombo be pota <u>laarde</u> ?
nodd	Siŋe ñjotti ton, hombo be pota <u>noddude</u> ?
meŋ	Siŋe ñjotti ton, hombo meŋ pota <u>noddude</u> ?
ɖaɓɓ	Siŋe ñjotti ton, <u>hombo</u> meŋ pota ɖabbude?
hoɖum	Siŋe ñjotti ton, hoɖum meŋ pota <u>ɖabbude</u> ?
yar	Siŋe ñjotti ton, hoɖum meŋ pota <u>yarde</u> ?
qon	Soon ñjotti ton, hoɖum qon pota <u>yarde</u> ?
ñaam	Soon ñjotti ton, hoɖum qon pota ñaamde?
mi	Simi yotti ton, hoɖum mi fota <u>ñaamde</u> ?
wad	Simi yotti ton, hoɖum mi fota <u>wadde</u> ?

g) Random Substitution Drill

New words:

kuruye [ø] (kuruyeejɪ)	bus
sala [ø] (salaajɪ)	bridge

CuePattern

	<u>Qa</u> yahay qe koyngalmaa, haa to saare nde.
qo	Qo yahay qe koyngalmakko, haa to <u>saare nde</u> .
kampama qo	Qo yahay qe <u>koyngalmakko</u> , haa to kampama qo.
moto	<u>Qo</u> yahay qe motomakko, haa to kampama qo.
be	Be ñjahay qe <u>motomaɓɓe</u> , haa to kampama qo.
kuruye	Be ñjahay qe kuruyemaɓɓe, haa to <u>kampama qo</u> .
jaŋgurdu ndu	<u>Be</u> ñjahay qe kuruyemaɓɓe, haa to jaŋgurdu ndu.
meŋ	Meŋ ñjahay qe kuruyeqameŋ, haa to <u>jaŋgurdu ndu</u> .
sala qo	Meŋ ñjahay qe <u>kuruyeqameŋ</u> , haa to sala qo.
puci	<u>Meŋ</u> ñjahay qe puciqameŋ, haa to sala qo.
qon	Qon ñjahay qe pucimodon, haa to <u>sala qo</u> .
maayo ngo	Qon ñjahay qe <u>pucimodon</u> , haa to maayo ngo.
babbɪ	Qon ñjahay qe babbimodon, haa to <u>maayo ngo</u> .
marse qo	<u>Qon</u> ñjahay qe babbimodon, haa to marse qo.
mɪ	Mɪ yahay qe mbabbaqam, haa to <u>marse qo</u> .
kampama qo	Mɪ yahay qe <u>mbabbaqam</u> , haa to kampama qo.
pucu	Mɪ yahay qe <u>pucuqam</u> , haa to kampama qo.
koyngal	Mɪ yahay qe koyngalqam, haa to <u>kampama qo</u> .
saare nde	<u>Mɪ</u> yahay qe koyngalqam, haa to saare nde.
qa	Qa yahay qe koyngalmaa, haa to saare nde.

h) Simple Substitution Drill

New words:

lewru [ndu] (lebbɪ)	month
balɗe [ɗe]	days of 24 hours ¹
hitande [nde] (kitaale)	year
yontere [nde] (jonte)	week

CuePattern

	<u>Waktuujɪ</u> jelu dɔm baɗata.
balɗe	<u>Balɗe</u> jelu dɔm baɗata.
lebbɪ	<u>Lebbɪ</u> jelu dɔm baɗata.

¹From waal 'spend the night'. Has no singular.

	<u>Lebbi</u> jelu d'um baqata.
jonte	<u>Jonte</u> jelu d'um baqata.
minitaaji	<u>Minitaaji</u> jelu d'um baqata.
kitaale	<u>Kitaale</u> jelu d'um baqata.
jemmaaji	<u>Jemmaaji</u> jelu d'um baqata.
waktuuji	<u>Waktuuji</u> jelu d'um baqata.

26.2 Exercises

a) Directed Conversation Exercise (Student takes part B)

Narrative:

Kaa kodfo. Qada wiye John. Qada woni to saare Sambaqen. Qotel gooto no ton, no wiye Qotel Qatlantik. Qada yidi yaade ton, kono qa qandaa laawol ngol yahata ton. Qa qandaa to d'um woni. Qa hawri he gorko gooto he laawol. Qon no wiye Yompa. Qada yidi qo haalana ma, laawol ngol yahata ton. Nden wadi, karjko folo noddı ma nden qon calminondırı. Qa lamdi mo qindemakko.

Dialog:

- a) Jam waali kodfo.
- b) [Jam tan, honno mbiyetedaa?]
- a) Midfo wiye Yompa, qan non?
- b) [Midfo wiye John.]
- a) Hoto njidaa yaade?
- b) [Midfo yidi yaade Qotel Qatlantik.]
- a) Qada qandi ton na?
- b) [Qalaa mi qandaani ton, haalanam laawol ngol yahata ton.]
- a) Qawa baasi qalaa.
- b) [Qa jaaraama, Yompa.]

b) Directed Conversation Exercise (Student takes part B)

Narrative:

New words:	ñaamande [nde] (ñaamaale)	loan
	ñaamlu	lend

Qada wiye Samba. Kaa demowo. Ndungu qari. Qada yidi ñaamande. Tuubaako-maada hooti to leydimasbe. Frank ko teerimaa moddyo. Koo jom kaalis. Qada yidi qo ñaamlu ma kaalis. Qada yidi soodde gerte, qe jawri qe maaro. Qa yahi to makko. Qo lamdi ma ko woni soklamaada. Hodum kaalataa mo?

Dialog:

- a) Jam hiiri Samba.
 b) [Jam ton Frank.]
- a) Ko hodum.
 b) [Hombo min? Ko ñaamande ñjida, kono tuubaakoqam hooti to maññe.]
- a) Qawa hodum ñjidaa mi wadan ma?
 b) [Mido yidi yaa ñaamlam kaalis.]
- a) Hodum mbaftaa qe dum.
 b) [Mido yidi soodde gerte, gawri qe maaro.]
- a) Qawa, baasi qalaa.
 b) [Qa jaaraama, Frank.]
- a) Jaawuur Samba.

26.8 NARRATIVE

New word:

(haalaa) pular Fula (language)

Qonñan Yompa no yaha he laawol, qo hawri qe tuubaako gooto wiyete Brown. Brown, no waawi haalde haalaa pular. Tuma qo wiyi Yompa, qo wiyi mo, 'Teeri, min de, mi maddyi'. Nden Yompa lamdi mo, hoto qo yahata. Qa haali Demba, to Qotel Qatlantik qo yidi yaade. Non Yompa wiyi mo, yoo ña laawol tokosel ngel haa to saare nde, nden qo lamda yimbe ñe ton laawol yahata hiirange. Brown nden lamdi mo, 'Waktuuji jelu dum ñaata'. Yompa haali ko jelu, kadi qo wiyi mo, qo yottoto ton qontuma qe futuro.

26.9 Questions for Discussion

1. Hombo maddyi he laawol qonñan?
2. Ko hoto, qo yahataano?
3. Kaŋko qe hombo kawri he laawol?
4. Ko hodum qo wiyi, yoo Yompa hollu mo?
5. Yompa hollu mo laawol ngol na?
6. Ko laawol hombo Yompa haali mo, qo ñaata qon?
7. Hodum woni qinde qotel qo, Brown yahatano?
8. Yompa wiyi mo qo yaha haa to saare nde, qawa hodum qo fottaa wadde ton?
9. Ko koŋgalmakko qo yahata haa ton na, maa ko taksi?
10. Ko minitaaji jelu Yompa wiyiino dum ñaata?
11. Qo jengay na, maa jengataa qontuma, haa tuma qo yottoto ton?
12. Ko jemma qo yottoto ton na?
13. Qa meedi yaade qe koŋgalwaada to waddi?
14. Qa meedi maddyude na he laawol?
15. Qon tami taksi to modon na?

UNIT 27

27.0 Dialog: Frank's Car Has a Breakdown.

	-Frank-	
f11ta [ø] (f11taa6e)		fitter, mechanic
F11ta motoqam yakki.		Fitter, my car is broken.
	-f11ta-	
sofer [ø] (sofer116e)		driver
Hodum yakki hen? Ko sofermaa		What's broken in (it). Was it
yakki dum na?		your driver who broke it?
	-Frank-	
hayhunde		(not) anything
Mi qandaa hayhunde qe f11 moto.		I don't know anything about ('in
		the matter of') cars.
	-f11ta-	
garas [ø] (garas11j1)		garage
Qawa,qaddu dum to garasqam.		OK, bring it in my garage.
	-Frank-	
qaparante [ø] (qaparantee6e)		apprentice
Haal qaparantemaa,yoo wallam mi		Tell your apprentice to help me
qadda dum.		bring it.
	-f11ta-	
Qalaa, fad,min mi wallu ma.		No, wait, I'll help you.
	-Frank-	
Ko jelu mi yobata ma?		How much do I have to pay you?
	-f11ta-	
Simi fewni dum,qa yobay kam		When I fix it you will pay me
buudi jeenay.		thirty-six shillings.
	-Frank-	
Qawa† kono qa fadat haa jango		OK, but you will have to wait
kiikiide.		till tomorrow evening.
	-f11ta-	
Qalaa† mi jabataa qe dum.		No, I will not agree to that.
	-Frank-	
feere [nde] (peqe)		plan
Mi waday feere mi qaddan		I will make a plan to bring
kaalismaa.		your money.

-fiita-

salifana
Qawa† kono ngaraa do qe salifana
nani.

early afternoon (ca. 2 PM)
OK, but come between now and two
o'clock.

-Frank-

qalansara
Mi qaray hakkunde salifana qe
qalansara.

late afternoon (ca. 4PM)
I will come between two and four
o'clock.

27.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

New words:

montor	[Ø]	(montoraaɟɪ)	watch, clock
danna	[Ø]	(dannaabe)	hunter
dewgal	[ŋɡol]	(dewle)	marriage
kamiyon	[Ø]	(kamiyonaajɪ)	truck

CuePattern

	<u>Mi</u> qandaa hayhunde qe fii moto.
be	Be ngandaa hayhunde qe fii <u>moto</u> .
kuruye	Be ngandaa hayhunde qe fii <u>kuruye</u> .
kamiyon	Be ngandaa hayhunde qe fii <u>kamiyon</u> .
qo	Qo qandaa hayhunde qe fii <u>kamiyon</u> .
biskalet	Qo qandaa hayhunde qe fii <u>biskalet</u> .
montor	<u>Qo</u> qandaa hayhunde qe fii montor.
qon	Qon ngandaa hayhunde qe fii <u>montor</u> .
danna	<u>Qon</u> ngandaa hayhunde qe fii danna.
meɲ	Meɲ ngandaa hayhunde qe fii <u>danna</u> .
dewgal	<u>Meɲ</u> ngandaa hayhunde qe fii dewgal.
be	<u>Be</u> ngandaa hayhunde qe fii dewgal.
qo	Qo qandaa hayhunde qe fii <u>dewgal</u> .
moto	Qo qandaa hayhunde qe fii moto.

b) Progressive Substitution Drill

New words:			
qalmuudo	[qo]	(qalmuufe)	student
qarka	[Ø]	(qarkaaɟi)	box
wotir	[Ø]	(wotiraaɟi)	car (Fr. voiture)

<u>Cue</u>	<u>Pattern</u>
	Haal <u>qaparantemaa</u> , yoo wallam mi qadda <u>dum</u> .
yimbe	Haal <u>yimɓemaa</u> , yo ɓe wallam mi qadda <u>dum</u> .
motoqam	Haal <u>yimɓemaa</u> , yo ɓe wallam mi qadda <u>motoqam</u> .
qalmuudo	Haal <u>qalmuudomaa</u> , yoo wallam mi qadda <u>motoqam</u> .
wotirmaa	Haal <u>qalmuudomaa</u> , yoo wallam mi qadda <u>wotirmaa</u> .
teeri	Haal <u>teerimaa</u> , yoo wallam mi qadda <u>wotirmaa</u> .
biskaletqam	Haal <u>teerimaa</u> , yoo wallam mi qadda <u>biskaletqam</u> .
kaw	Haal <u>kawmaa</u> , yoo wallam mi qadda <u>biskaletqam</u> .
kamiyoŋmaa	Haal <u>kawmaa</u> , yoo wallam mi qadda <u>kamiyoŋmaa</u> .
sukaabeɓe	Haal <u>sukaabeɓe</u> , yoɓe wallam mi qadda <u>kamiyoŋmaa</u> .
nagge nge	Haal <u>sukaabeɓe</u> , yoɓe wallam mi qadda <u>nagge nge</u> .
worɓemaa	Haal <u>worɓemaa</u> , yoɓe wallam mi qadda <u>nagge nge</u> .
ŋgariqam	Haal <u>worɓemaa</u> , yoɓe wallam mi qadda <u>ŋgariqam</u> .
baaba	Haal <u>baabamaa</u> , yoo wallam mi qadda <u>ŋgariqam</u> .
qarkamaa	Haal <u>baabamaa</u> , yoo wallam mi qadda <u>qarkamaa</u> .
qaparante	Haal <u>qaparantemaa</u> , yoo wallam mi qadda <u>qarkamaa</u> .
dum	Haal <u>qaparantemaa</u> , yoo wallam mi qadda <u>dum</u> .

c) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko jelu <u>mi</u> yoɓata ma?
qo	Ko jelo qo <u>yoɓata</u> ma?
qokk	Ko jelu <u>qo</u> qokkata ma?
ɓe	Ko jelu ɓe <u>ŋgokkata</u> <u>ma</u> ?
mo	Ko jelu <u>ɓe</u> <u>ŋgokkata</u> <u>mo</u> ?
meŋ	Ko jelu meŋ <u>ŋgokkata</u> <u>mo</u> ?
yey	Ko jelu <u>meŋ</u> <u>ŋjeyata</u> <u>mo</u> ?
qon	Ko jelu qon <u>ŋjeyata</u> <u>mo</u> ?
kam	Ko jelu <u>qon</u> <u>ŋjeyata</u> <u>kam</u> ?
qo	Ko jelu qo <u>ŋjeyata</u> <u>kam</u> ?

	Ko jelu qo <u>ñjeyata</u> kam?
ñaaml	Ko jelu qo ñaamlata <u>kam</u> ?
ma	Ko jelu <u>qo</u> ñaamlata ma?
m1	Ko jelu m1 <u>ñaamlata</u> ma?
yob	Ko jelu m1 yobata ma?

d) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qawa† kono <u>qa</u> fadat, haa jango kiikiide.
qo	Qawa† kono qo fadat, haa jango <u>kiikiide</u> .
qalansara	Qawa† kono <u>qo</u> fadat, haa jango qalansara.
be	Qawa† kono be padat, haa jango <u>qalansara</u> .
salifana	Qawa† kono <u>be</u> padat, haa jango salifana.
qon	Qawa† kono qon padat, haa jango <u>salifana</u> .
jemma	Qawa† kono <u>qon</u> padat, haa jango jemma.
menj	Qawa† kono menj padat, haa jango <u>jemma</u> .
ñalloma	Qawa† kono <u>menj</u> padat, haa jango ñalloma.
m1	Qawa† kono m1 fadat, haa <u>jango ñalloma</u> .
Qalkamis	Qawa† kono <u>m1</u> fadat, haa Qalkamis.
qo	Qawa† kono qo fadat, haa <u>Qalkamis</u> .
tenej	Qawa† kono <u>qo</u> fadat, haa Tenej.
qa	Qawa† kono qa fadat, haa <u>Tenej</u> .
jango kiikiide	Qawa† kono qa fadat, haa jango kiikiide.

e) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qawa† kono ngaraa d'o qe <u>salifana</u> .
qalansara	Qawa† kono ngaraa d'o qe <u>qalansara</u> .
kiikiide	Qawa† kono ngaraa d'o qe <u>kiikiide</u> .
juma	Qawa† kono ngaraa d'o qe <u>Juma</u> .
Qalarba	Qawa† kono ngaraa d'o qe <u>Qalarba</u> .
Talata	Qawa† kono ngaraa d'o qe <u>Talata</u> .
Sibiti	Qawa† kono ngaraa d'o qe <u>Sibiti</u> .
ñalloma	Qawa† kono ngaraa d'o qe <u>ñalloma</u> .
Tenej	Qawa† kono ngaraa d'o qe <u>Tenej</u> .
Dimas	Qawa† kono ngaraa d'o qe <u>Dimas</u> .
Qalkamis	Qawa† kono ngaraa d'o qe <u>Qalkamis</u> .
futuro	Qawa† kono ngaraa d'o qe futuro.

27.2 Exercises

a) Directed Conversation Exercise (Student takes part A)

Narrative:

Wayno qa jogi moto. Dum yakki qe jurgomaa. Qa qandaa hayhunde he kulle moto. Qada haali fiita qo fewnin ma 'dum. Qo wiya qa yobay mo he dum. Qontuma qa jogaaki kaalis. Qada yidi qo fada haa jango kiikiide, kono qo jabaani he dum. Qada yidi wafde feere yoba mo qonnan. Qomo yidi njobaa mo qonnan salifana. Qa wiya mo qa qadday njobdimakko hakkunde salifana qe qalansara. Folo hodum kaalataa fiita qo?

Dialog:

- a) [Jam halli fiita.]
- b) Jam tan, hodum njidaa?
- a) [Motoqam yakki, mido yidi pewnanaa kam dum.]
- b) Qawa, kono qa yobay kam pur dum.
- a) [Qawa! baasi qalaa, kono qa faday haa jango kiikiide.]
- b) Qalaa! qaddaa dum, do qe salifana.
- a) [Qawa! mi wafay feere, mi qadda dum hakkunde salifana qe qalansara.]
- b) Qawa! baasi qalaa.
- a) [Qa jaraama, fiita.]

b) Directed Conversation Drill (Student takes part A)

Narrative:

Kaa mawdo pullo gorko. Qada he hoore muusore. Qa dojoto he jemma. Bandumaa kadi wulay. Qa waawataa fofde no moddyi. Qawa beccemaa de no metti ma. Qa yahi kampama yiide dokotor. Qomo yidi haalana mo ko heɓ ma.

Dialog:

- a) [Jam halli dokotor.]
- b) Jam tan mawdo, ko heɓ ma?
- a) [Mido qe hoore muusore.]
- b) Qa dojoto he jemma na?
- a) [Qeeyi, mi dojoto he jemma.]
- b) Honno bandumaa non?
- a) [Dum kadi, wulay jemma.]
- b) Qawa beccemaa de na?

- a) [Dum kadi no metti kam.]
- b) Qawa d'um no mod'dyi, joodo fadam.
- a) [Qa jaraama dokotor.]
- b) Jawuur.

27.8 NARRATIVE

New word: pos [ø] (posiiji) pocket

Qonñan moto Frank yakki he laawol. Tawo kanke non waawaa haytus he fewninde moto. Wadi qo wiya fiita gooto. Qo haali qon, yoo fewnana mo motomakko. Fiita qo jabi. Nden Frank lamdi mo ko jelu qo fota yobde mo he d'um. Fiita qo wiya mo, qo yobay mo buudi jeenay. Kono tawo Frank jogaaki hay kopar he posmakko. Non qo wiya fiita qo, yoo qon fada haa jango ngo. Kono fiita qo sali. Nden Frank wiya mo, qo waday feere, qo qaddan mo kaalismakko, hakkunde salifana qe qalansara.

27.9 Questions for Discussion

1. Moto hombo yakki he laawol qonñan?
2. Ko moto Frank yakki he laawol na, maa ko moto goddo?
3. Frank non, qomo qandi hunde he kulle moto na?
4. Tuma Frank yakki motomakko, ko hombo qo wiya, qon fewnan mo d'um?
5. Fiita qo jabiino fewninde moto Frank na?
6. Ko jelu fiita qo, wiya Frank, qo yobata mo, soo fewnani mo motomakko?
7. Qontuma Frank no jogi kaalis na, maa qo jogaaki haytus?
8. Ko hodum Frank wiya Fiita qo, tuma qon wiya mo, jelu qo fota mo yobde?
9. Fiita qo jabiino fadde ha jango ngo na?
10. Ko tuma fiita qo, wiya Frank, yoo qadda kaalismakko?
11. Frank wiya mo qo qadday kaalismakko hakkunde waktu gooto qe gooto.
Haalanam waktuuji di.
12. Ko jelu meedufaa yobde fiita?
13. Motomaa meedi yakkude he laawol na?
14. Qada waawi dognude moto?
15. Tuma fuddidfaa dognude moto?

UNIT 28

28.0 Dialog: Kumba's Baby was Sick.

	-Demba-	
boobo [Ø] (booboobe)		baby, infant
Kumba, no boobomaa wadɪ?		Kumba, how is your baby?
	-Kumba-	
doj		cough
Qomo doja haa joonɪ, he jemma.		He still coughs at night.
	-Demba-	
jaango [ŋgo] (jaalɪ)		cold, cold weather
Mɪ sikkɪ ko jaango ŋgo naŋgi mo.		I think it's the cold weather
		[that] has affected him.
	-Kumba-	
nimonɪya		pneumonia
Dokotor qo wiɪɪ qo heɓɪ nimonɪya.		The doctor said he has pneumonia.
	-Demba-	
jaŋgaro [Ø] (jaŋgaroojɪ)		disease
Qon jaŋgaro moɗɗyaa he ɓiŋgel.		That disease is bad in a child.
	-Kumba-	
peŋga		inject
Kono, gɪla ɓe peŋgi mo qe joonɪ,		But since they gave him an injection,
ɓandumakko ɓuri seeda.		he ('his body') has gotten a bit better.
	-Demba-	
dojere [nde] (doje)		cough
Qokku mo kɪ lekkɪ, ɗum no moɗɗyɪ		Give him this medicine, its good
he dojere.		for a cough.
	-Kumba-	
Wallam mɪ huɓɓa jayŋgol ŋgol.		Help me light the fire.
	-Demba-	
Qawa.		O.K.
	-Kumba-	
Qa jaaraama, Demba.		Thank you, Demba.
	-Demba-	
Jaawuur.		You're welcome.

28.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words: tut vomit, puke

<u>Cue</u>	<u>Pattern</u>
	Qomo <u>doja</u> haa jooni he jemma.
(be)	Bedo <u>doja</u> haa jooni he jemma.
muyn	Bedo <u>muyna</u> haa jooni he jemma.
(mi)	Mido <u>muyna</u> haa jooni he jemma.
wull	Mido <u>wulla</u> haa jooni he jemma.
(men)	Miden <u>wulla</u> haa jooni he jemma.
ñaam	Miden <u>ñaama</u> haa jooni he jemma.
(qon)	Qodon <u>ñaama</u> haa jooni he jemma?
doj	Qodon <u>doja</u> haa jooni he jemma?
(qo)	Qomo <u>doja</u> haa jooni he jemma.
tut	Qomo <u>tuta</u> haa jooni he jemma.

b) Simple Substitution Drill

New words:

nandal [Ø] (nandalaaɟi)	purge, purgative
safara [Ø] (safaraaɟi)	remedy

<u>Cue</u>	<u>Pattern</u>
	Qon <u>jangaro</u> modɗyaa he ɓingel.
ñaamri	Qon <u>ñaamri</u> modɗyaa he ɓingel.
lekki	Qon <u>lekki</u> modɗyaa he ɓingel.
safara	Qon <u>safara</u> modɗyaa he ɓingel.
kedam	Qon <u>kedam</u> modɗyaa he ɓingel.
kosam	Qon <u>kosam</u> modɗyaa he ɓingel.
neɓam	Qon <u>neɓam</u> modɗyaa he ɓingel.
ndiyam	Qon <u>ndiyam</u> modɗyaa he ɓingel.
padal	Qon <u>padal</u> modɗyaa he ɓingel.
wutte	Qon <u>wutte</u> modɗyaa he ɓingel.
tuuba	Qon <u>tuuba</u> modɗyaa he ɓingel.
mbaldi	Qon <u>mbaldi</u> modɗyaa he ɓingel.
ɓiradam	Qon <u>ɓiradam</u> modɗyaa he ɓingel.
hendu	Qon <u>hendu</u> modɗyaa he ɓingel.
dojere	Qon <u>dojere</u> modɗyaa he ɓingel.
nandal	Qon <u>nandal</u> modɗyaa he ɓingel.
jangaro	Qon <u>jangaro</u> modɗyaa he ɓingel.

c) Progressive Substitution Drill

New words:

sondel [ŋgel] (sondelaajɪ)	candle
qaw	sow (seed)
noot	to sew (cloth)

CuePattern

	Wallam mɪ huββa <u>jayŋgol</u> ŋgel.
sondel	Wallam mɪ <u>huββa</u> sondel ŋgel.
yey	Wallam mɪ yeya <u>sondel</u> ŋgel.
wutte	Wallam mɪ <u>yeya</u> wutte qo.
ñoot	Wallam mɪ <u>ñoota</u> wutte qo.
tuuba	Wallam mɪ <u>ñoota</u> tuuba mba.
loot	Wallam mɪ <u>loota</u> tuuba mba.
maaro	Wallam mɪ <u>loota</u> maaro ko.
qawa	Wallam mɪ qawa <u>maaro</u> ko.
gerte	Wallam mɪ <u>qawa</u> gerte de.
yey	Wallam mɪ yeya <u>gerte</u> de.
sondel	Wallam mɪ <u>yeya</u> sondel ŋgel.
huββ	Wallam mɪ huββa <u>sondel</u> ŋgel.
jayŋgol	Wallam mɪ huββa jayŋgol ŋgel.

d) Random Substitution Drill

CuePattern

	Wallu <u>kam</u> , mɪ huββa jayŋgol ŋgel.
mo	Wallu mo, qo huββa <u>jayŋgol</u> ŋgel.
sondel	Wallu <u>mo</u> , qo huββa sondel ŋgel.
βe	Wallu βe, βe <u>kuββa</u> sondel ŋgel.
yey	Wallu βe, βe <u>ñjeya</u> sondel ŋgel.
wutteqam	Wallu βe, βe <u>ñjeya</u> wutteqam.
ñoot	Wallu <u>βe</u> , βe <u>ñoota</u> wutteqam.
meŋ	Wallu <u>meŋ</u> , meŋ <u>ñoota</u> wutteqam.
tuuba	Wallu meŋ, meŋ <u>ñoota</u> tuuba mba.
loot	Wallu meŋ, meŋ <u>loota</u> tuuba mba.
maaro	Wallu <u>meŋ</u> , meŋ <u>loota</u> maaro ko.
mo	Wallu mo, qo <u>loota</u> maaro ko.
qaw	Wallu mo, qo qawa <u>maaro</u> ko.
gerte	Wallu mo, qo <u>qawa</u> gerte de.
yey	Wallu <u>mo</u> , qo yeya gerte de.
kam	Wallu kam, mɪ yeya <u>gerte</u> de.
sondel	Wallu kam, mɪ <u>yeya</u> sondel ŋgel.

	Wallu kam, mi <u>yeya</u> sondeɓ ngel.
huɓɓ	Wallu kam, mi huɓɓa <u>sondeɓ</u> ngel.
jayngol	Wallu kam, mi huɓɓa jayngol ngel.

28.2 EXERCISES

- a) Directed Conversation Exercise (Student takes part B)

Narrative:

Qindemaa ko Kumba. Qaɗa jogi boobo. Boobomaa dojoto he jemma. Qa naɓi mo kampama. Ton, ɓe peŋgi mo. Dokotor qo, wiyi 'ma, ɓingelmaa no heɓi nimoniya. Demba qokki ma lekki pur ɓingelmaa. Demba yidi qandude si bandu ɓingelmaa ɓuri. Si tawo Demba lamdi ma, hoɗum kaalataa mo?

Dialog:

- a) Kumba, no ɓingelmaa wadi?
 b) [Qomo ɗoɗa haa jooni, he jemma.]
- a) Kori wonaa jaango ngo nangi mo?
 b) [Dokotor qo wiyi, ko nimoniya qo heɓi.]
- a) Maa qo ɓuri seeda?
 b) [Qeeyi ↑ gila ɓe peŋgi mo qe jooni, bandumum ɓuri seeda.]
- a) Qokku mo ki lekki, ɗum no moɗɗyi qe dojere.
 b) [Qa jaaraama, Demba.]
- a) Jaawuur, Kumba.
- b) Directed Conversation Exercise (Student takes part A)

New word: haaju [Ø] (haajuuji)	need, matter, requirement

Narrative:

Kaa jom galle. Qaɗa resi debbo. Debbomaa heɓani ma ɓiɗɗo-gorko. Qon foti naatde qekol. Nande gooto qa yahɪ to ɓe jaŋgirtaa sukaaɓe ɓe. Qaɗa yidi jaŋginowo won to ton, yoo wallu ma qa naatina ɓiɗɗomaa to qekol. Qaɗa yidi qo haalana ma koo soodantaa ɓiɗɗomaa he fii defte, wutte, qe pade. Tuma qo yotti ton, jaŋginowo salmini ma. Qawa soo lamdi ma ko woni haajumaa, hoɗum kaalataa mo?

Dialog:

- a) [Jam falli jaŋginowo?]
 b) Jam tan mawɗo, hoɗum qarandaa ɗo?

- a) [Mido yidi yaa wallam mi naatina biddoqam to qekolmaada.]
- b) Jooni non, hodum ñjiddaa mi wadan ma.
- a) [Haalanam hodum fottaami soodde he defte, wutte qe pade pur biddoqam?
- b) Qaa, mi yiya, yaa, ngaraa jango subaka, nani?
- a) [Qawa, baasi qala.]
- b) Qo jaaraama mawdo.
- a) [Qan kadi, qa jaaraama.]

28.8 NARRATIVE

Kumba qe Demba Hawri he Laawol

Tuma Kumba qe Demba kawri qonñan, Demba lamdi mo, honno boobomakko wadi. Kumba wiya mo, boobomakko no doja tan jemma qo jemma. Nden Demba wiya mo, kariko sikki, ko jaango nangi singel ngel. Kono Kumba wiya, dokotormakko wiya, boobo qo, no hesi 'ñimoniya — dum ko jangaro-jaango'. Nden Demba qokki Kumba lekki dojere pur boobomakko. Non be jaarandiri, qawa kala qe mabbe yahi he laawolmum.

28.9 Questions for Discussion

1. Ko boobo hombo dojata he jemma?
2. Hombo lamdi Kumba he fii boobomakko?
3. Hodum dokotor qo wiya Kumba he fii boobomakko?
4. Hodum dokotor qo wiya, ko dum boobo Kumba hesi?
5. Qa meedi hesde jangaro 'ñimoniya' na?
6. Tuma be pengi singel Kumba, sandumakko suriino na?
7. Hombo qokki Kumba lekki pur boobomakko?
8. Lekki ki, Demba qokki Kumba, qon lekki ko lekki dojere na?
9. Qa meedi hesde dojere na?
10. Hodum woni jangaro-jaango?
11. Honno boobomaa wadi?
12. Ko hodum moddyi he dojere?

UNIT 29

29.0 Dialog: Frank is Interested in Farming

	-Frank-	
Demba, mid'o yid'i ngesa mod'dyo.		Demba, I want a good farm (land).
	-Demba-	
Hodum ñjiddaa qawde ton?		What do you want to sow in it?
	-Frank-	
makara [ø] (makaraaji)		corn, maize
gawri [ndi] (gawe)		millet
Makara, maa gawri.		Corn or millet.
	-Demba-	
Leydi mod'dyo no to senjo ngesaqam.		There is a good land beside my farm.
	-Frank-	
janan		someone else's (property, quality or characteristic)
Ko janani hombo nni?		Whose property is it?
	-Demba-	
qalkaali [ø] (qalkaaliibe)		village headman
Qalkaaliqamen wiyi kala yid'i, yoo ñaɗ dūm.		Our village head said anyone interested can have it.
	-Frank-	
Kori ledde de hewani ton?		Hope there are not many trees?
	-Demba-	
Wotaa dūm jaakli ma, nani.		Don't let that worry you, hear!
	-Frank-	
faɗi [ø] (faɗiiji)		cutlass
jambere [nde] (jambe)		ax
Ñjehen coodoyen faɗi qe jambere.		Let's go and buy a cutlass and an ax.
	-Demba-	
rato [ø] (ratooji)		rake
Rato non?		How about a rake?
	-Frank-	
soppu		cut down
Faɗɗi-jango qen coppoyay ledde de fow.		After tomorrow we can go and cut down all the trees.

-Demba-

Qawa, d'um mod'fyi, ñallen jam.

O.K., that's fine, good afternoon.
afternoon.

-Frank-

Qa jaaraama, Demba.

Thank you Demba.

29.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

New words:

soynde [nde] (coynde)	open land
weendu [ndu] (beeli)	lake

CuePattern

	<u>Leydi</u> mod'fyo no to sengo ngesaqam.
soynde	<u>Soynde</u> mod'fyo no to sengo ngesaqam.
laawol	<u>Laawol</u> mod'fyo no to sengo ngesaqam.
weendu	<u>Weendu</u> mod'fyo no to sengo ngesaqam.
suudu	<u>Suudu</u> mod'fyo no to sengo ngesaqam.
wuro	<u>Wuro</u> mod'fyo no to sengo ngesaqam.
hayre	<u>Hayre</u> mod'fyo no to sengo ngesaqam.
leydi	<u>Leydi</u> mod'fyo no to sengo ngesaqam.

b) Progressive Substitution Drill

CuePattern

	<u>Qalkaliqamen</u> wiya, kala yidi yoo ñan d'um.
karamokkomaa	Karamokkomaa wiya, kala yidi yoo <u>ñan</u> d'um.
yaa	<u>Karamokkomaa</u> wiya, kala yidi yoo yaa.
baabamakko	Baabamakko wiya, kala yidi yoo <u>yaa</u> .
qar	<u>Baabamakko</u> wiya, kala yidi yoo qar.
lamdo qo	Lamdo qo wiya, kala yidi yoo <u>qar</u> .
windu	<u>Lamdo qo</u> wiya, kala yidi yoo windu.
jargaqamen	Jargaqamen wiya, kala yidi yoo <u>windu</u> .
ñaam	<u>Jargaqamen</u> wiya, kala yidi yoo ñaama.
neeneqam	Neeneqam wiya, kala yidi yoo <u>ñaama</u> .
yar	<u>Neeneqam</u> wiya, kala yidi yoo yara.
debbomaa	Debbomaa wiya, kala yidi yoo <u>yara</u> .
laar	<u>Debbomaa</u> wiya, kala yidi yoo laara.
kawmakko	Kawmakko wiya, kala yidi yoo <u>laara</u> .
ñan d'um	<u>Kawmakko</u> wiya, kala yidi yoo ñan d'um.
qalkaliqamen	<u>Qalkaliqamen</u> wiya, kala yidi yoo ñan d'um.

c) Progressive Substitution Drill

New words:		
laɓɪ	[kɪ] (laɓɓe)	knife
kufune	[ø] (kufuneejɪ)	hat
tika	[ø] (tikaajɪ)	head scarf
genso	[ø] (gensoojɪ)	undershirt
marto	[ø] (martoojɪ)	hammer
pontu	[ø] (pontuujɪ)	nail
somɓɪ	[ø] (somɓeejɪ)	digging stick (with iron tip)

CuePattern

	Ñjehen coodoyen faɲɪ qe jambere.
(qon)	Ñjahon coodoyon <u>faɲɪ qe jambere</u> .
laɓɓɪ qe somɓe	Ñjahon coodoyon <u>laɓɪ qe somɓe</u> .
(qa)	Yaa soodoya <u>laɓɪ qe somɓe</u> .
wutte qe tuuba	Yaa soodoya <u>wutte qe tuuba</u> .
(qen)	Ñjehen coodoyen <u>wutte qe tuuba</u> .
wudere qe kufune	Ñjehen coodoyen <u>wudere qe kufune</u> .
(qon)	Ñjahon coodoyon <u>wudere qe kufune</u> .
tika qe genso	Ñjahon coodoyon <u>tika qe genso</u> .
(qa)	Yaa soodoya <u>tika qe genso</u> .
marto qe pontu	Yaa soodoya <u>marto qe pontu</u> .
(qon)	Ñjahon coodoyon <u>marto qe pontu</u> .
laɓɪ qe rato	Ñjahon coodoyon <u>laɓɪ qe rato</u> .
(qen)	Ñjehen coodoyen <u>laɓɪ qe rato</u> .
faɲɪ qe jambere	Ñjehen coodoyen <u>faɲɪ qe jambere</u> .

d) Simple Substitution Drill

CuePattern

	Korɪ ledde dɛ hewaani ton?
baali	Korɪ <u>baali</u> dɛ hewaani ton?
beqi	Korɪ <u>beqi</u> dɛ hewaani ton?
saraajɪ	Korɪ <u>saraajɪ</u> dɛ hewaani ton?
babbɪ	Korɪ <u>babbɪ</u> dɛ hewaani ton?
beelɪ	Korɪ <u>beelɪ</u> dɛ hewaani ton?
coynde	Korɪ <u>coynde</u> dɛ hewaani ton?
bolle	Korɪ <u>bolle</u> dɛ hewaani ton?
naqi	Korɪ <u>naqi</u> dɛ hewaani ton?
ndiyam	Korɪ <u>ndiyam</u> dɛ hewaani ton?
ledde	Korɪ <u>ledde</u> dɛ hewaani ton?

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Faɓɓi-jango</u> meɲ coppoyay ledde de.
jango	Jango <u>meɲ</u> coppoyay ledde de.
qon	Jango qon <u>coppoyay</u> ledde de.
qadd	Jango qon ɲgaddoyay <u>ledde</u> de.
naqɪ	<u>Jango</u> qon ɲgaddoyay naqɪ dɪ.
faɓɓiti-jango	Faɓɓiti-jango <u>qon</u> ɲgaddoyay naqɪ dɪ.
be	Faɓɓiti-jango be <u>ɲgaddoyay</u> naqɪ dɪ.
sood	Faɓɓiti-jango be coodoyay <u>naqɪ</u> dɪ.
baali	<u>Faɓɓiti-jango</u> be coodoyay baali dɪ.
kiikiide	Kiikiide <u>be</u> coodoyay baali dɪ.
qen	Kiikiide qen <u>coodoyay</u> baali dɪ.
yeey	Kiikiide qen ɲjeoyay <u>baali</u> dɪ.
beqɪ	<u>Kiikiide</u> qen ɲjeoyay beqɪ dɪ.
salifana	Salifana <u>qen</u> ɲjeoyay beqɪ dɪ.
qo	Salifana qo <u>yeeyoyay</u> beqɪ dɪ.
qayu	Salifana qo qaynoyay <u>beqɪ</u> dɪ.
pucɪ	<u>Salifana</u> qo qaynoyay pucɪ dɪ.
jango	Jango <u>qo</u> qaynoyay pucɪ dɪ.
qa	Jango qa <u>qaynoyay</u> pucɪ dɪ.
qadd	Jango qa qaddoyay <u>pucɪ</u> dɪ.
ledde	<u>Jango</u> qa qaddoyay ledde de.
faɓɓi-jango	Faɓɓi-jango <u>qa</u> qaddoyay ledde de.
meɲ	Faɓɓi-jango meɲ <u>ɲgaddoyay</u> ledde de.
sopp	Faɓɓi-jango meɲ coppoyay ledde de.

29.2 EXERCISES

a) Directed Conversation Exercise (Student takes part A)

Narrative:

Frank, waɗi kaa demowo. Qaɗa yiɗi heɓɓe ɲgesa modɗyo. Qa yiɗi qawde ton makara maa gawri. Leyɗi modɗyo no woni to hedde ɲgesa Demba. Qalkalimaɓɓe wiɣi, kala yiɗi, yoo ɓaɲ dɔm. Qa jogaaki faɲi, qe jambere rato. Qawa qa hawri qe Demba he laawol. Qaɗa yiɗi haalde mo ko ɲjiɗɗaa.

Dialog:

- a) [Jam waali Demba.]
- b) Jam tan Frank.
- a) [Mbiiɲi, miɲ, miɗo yiɗi ɲgesa modɗyo.]
- b) Dula modɗyo no to sengo ɲgesaqam.

- a) [Ko hombo woodi dūm?]
- b) Mi qandaa kono qalkaliqameŋ wiya kala yidi yoo sam dūm.
- a) [Kono mi jogaaki faŋi, qe jambere qe rato.]
- b) Qawa, ñjehen coodoyen faŋi qe jambere.
- a) [Qawa, rato won?]
- b) Qawa ↑ , dūm kadi.
- a) [Qa jaaraama, Demba.]
- b) Jaawuur, Frank.

b) Directed Conversation Exercise (Student takes part A).

Narrative:

Si tawo qan kaa John. Demba ko teerimaa. Wadi qa yahɪ to leydimakko. Ñande gooto wadi qada yaha dula qe motomaa. Dum yakki he laawol. Qawa, to motomaa qe saare nde ñjahataa, no woddi. Qalla wadi jom moto gooto tawi ma ton. Qada yidi qo naba ma to saare nde pur qa noddoya fiita qo. Qada yidi kadi yoo wallu ma, yoo haɓɓa motomaa he ɓaawo taamakko qo, ñjaada to saare nde. Honno mbaɗtaa he dūm?

Dialog:

- a) [Jam ñalli, teeri.]
- b) Jam tan ↑ Hodum heɓi motomaa?
- a) [Dum yakki.]
- b) Jooni non, hodum mbaɗtaa he dūm?
- a) [Mido yidi yaade to saare nde, si tawo qada waawi naba kam ton.]
- b) Qawa, kono hodum kadi ñjidɗaa?
- a) [Si tawo qada waawi, haɓɓa motoqam to ɓaawo taamaa, qen ñjaada to saare nde.]
- b) Qawa, baasi qala, mbaɗɗen ko mbiɗɗaa jooni.
- a) [Qa jaaraama.]

29.8 NARRATIVE

Frank no Yidi Ngesa

Demba qe Frank ko ɓe teeribe. Qonñan Frank wiya Demba, qomo yidi ngesa modɗo. Tawi leydi modɗo mo woni hedde ngesa Demba. Qawa, non kaŋko kadi haali Frank fii dūm. Frank nden lamdi Demba, si tawo dūm ko janan godɗo. Kono Demba wiya mo, qalkalimaɓɓe wiya, kala yidi qon leydi, yoo baŋ dūm. Qawa non, Frank wiya mo, yoo ɓe ñjahato saare pur ɓe coodoya jambere qe faŋi qe rato. Qawa, faɓɓi-jaŋgo ngo Frank soppoyi ledde de fow ton.

29.9 Questions for Discussion

1. Hombo woni Frank?
2. Hombo yid'i ngesa?
3. Ko hodum qon ned'do qawata he ngesamakko?
4. Demba qe Frank hombo hebi leydi mod'dyo to hedde ngesamakko?
5. Qon leydi won to hedde ngesa Demba, ko janan hombo nii?
6. Ko hodum qalkali Dembaqen wiyi he fii leydi ndi?
7. Hombo lamdi Demba, he fii lekkiji di?
8. Hodum Frank wiyi Demba, yoo be sood'oya dum?
9. Hodum kadi be cood'ata, si wonaa faqi qe jambere?
10. Tuma Frank soppoytaa lekkiji di to ngesamakko.
11. Qa meedi wadde ngesa hooremaa na?
12. Hodum ngandudaa he fii ngesa?

UNIT 30

30.0 Dialog: Kumba's Daughter is Getting Married.

	-Frank-	
Jam hiiri pullo debbo.		Good evening Fula woman.
	-Kumba-	
Jam tan.		I'm fine.
	-Frank-	
jombaaajo [qo] (yombaaɓe)		bride/groom
Biɗɗo-debbomaa ko qo jombaaajo hande.		Your daughter is a bride today.
	-Kumba-	
teŋku		be steady, be calm
Tampereqam gasi te hakkilqam		My troubles are over and my mind
teŋki.		is steady.
	-Frank-	
mecce [ø] (mecceeji)		trade, profession, occupation
Hodum woni meece gorkomakko?		What sort of trade does her husband do?
	-Kumba-	
minise [ø] (miniseɓe)		carpenter
waylu		forge, transform
baylo [qo] (wayluuɓe)		smith
Kaŋko ko minise qe baylo.		He is a carpenter and smith.
	-Frank-	
dongal [ŋgal] (dongle)		load, burden
Jooni dongalmaa gasi.		Now your task ('burden') is finished.
	-Kumba-	
Joo, ko jawɗimakko tan heddi		Now, only her property is left
to qameɗ.		in our place.
	-Frank-	
golle [ø] (golleeji)		work
Qon mbaɗi gollemoɗon.		You have done your ('work') part.
	-Kumba-	
Qa jaaraama teeri.		Thank you, friend.

-Frank-

yewtere [nde] (jewte)
 Qan kadi jaaraama, yewtere qamen
 well.

conversation, chat
 Thank you too, our conversation
 was nice.

-Kumba-

Qawa, mballen jam.

OK., good night.

30.1 Variation Drills on Basic Sentences

New words:

jangirɗo	[qo]	(jangirooɓe)	teacher
mbiru	[ø]	(mbiruuji)	wrestler
dispensar	[ø]	(dispensaaɓe)	male nurse, medic
kilak	[ø]	(kilakiiɓe)	clerk
nelaado	[qo]	(nelaaɓe)	messenger
garaŋke	[ø]	(garaŋkooɓe)	leather worker

a) Progressive Substitution Drill

CuePattern

	Kaŋko, koo minise qe <u>baylo</u> .
dispensar	<u>Kaŋko</u> , koo minise qe dispensar.
kamɓe	Kamɓe, koɓe minisaaɓe qe <u>dispensaaɓe</u> .
baylo	<u>Kamɓe</u> , koɓe minisaaɓe qe wayluuɓe.
ɓeya	<u>Beya</u> , koɓe minisaaɓe qe wayluuɓe.
kilak	<u>Beya</u> , koɓe minisaaɓe qe kilakiiɓe.
qoya	Qoya, koo minise qe <u>kilak</u> .
nelaado	<u>Qoya</u> , koo minise qe nelaado.
kaŋko	Kaŋko, koo minise qe <u>nelaado</u> .
ceerno	<u>Kaŋko</u> , koo minise qe ceerno.
kamɓe	Kamɓe, koɓe minisaaɓe qe <u>ceernoɓe</u> .
garaŋke	<u>Kamɓe</u> , koɓe minisaaɓe qe garaŋkooɓe.
ɓeya	<u>Beya</u> , koɓe minisaaɓe qe garaŋkooɓe.
mbiru	<u>Beya</u> , koɓe minisaaɓe qe mbiruuji.
qoya	Qoya, koo minise qe <u>mbiru</u> .
jangirɗo	<u>Qoya</u> , koo minise qe jangirɗo.
kaŋko	Kaŋko, koo minise qe <u>jangirɗo</u> .
mason	Kaŋko, koo minise qe mason.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Joo, ko <u>jawdimakko</u> tan heddi to qameŋ.
defte	Joo, ko defte <u>makko</u> tan heddi to qameŋ.
-maɓɓe	Joo, ko deftemaɓɓe tan heddi to <u>qameŋ</u> .
galle Bookari	Joo, ko deftemaɓɓe tan heddi to galle Bookari.
ɲalel	Joo, ko ɲalel <u>maɓɓe</u> tan heddi to galle Bookari.
-modon	Joo, ko ɲalelmodon tan heddi to <u>galle Bookari</u> .
wuroqameŋ	Joo, ko ɲalelmodon tan heddi to wuroqameŋ.
yimɓe	Joo ko yimɓe <u>modon</u> tan heddi to wuroqameŋ.
-qameŋ	Joo ko yimɓeqameŋ tan heddi to <u>wuroqameŋ</u> .
saare nde	Joo ko yimɓeqameŋ tan heddi to saare nde.
sukaaɓe	Joo ko sukaaɓeqameŋ tan heddi to saare nde.
-makko	Joo ko sukaaɓemakko tan heddi to <u>saare nde</u> .
jaŋgirdu ndu	Joo ko sukaaɓemakko tan heddi to jaŋgirdu ndu.
jawdi	Joo ko jawdi <u>makko</u> tan heddi to jaŋgirdu ndu.
-qameŋ	Joo ko jawdiqameŋ tan heddi to jaŋgirdu ndu.

c) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Bidɗo- <u>debbomakko</u> qo jombaaɗo hande.
gorko	Bidɗo-gorko <u>makko</u> ko jombaaɗo hande.
wonay	Bidɗo-gorkomaa wonay jombaaɗo <u>hande</u> .
jaŋgo	<u>Bidɗo-gorkomaa</u> wonay jombaaɗo jaŋgo.
teerimakko	Teerimakko wonay jombaaɗo <u>jaŋgo</u> .
kiikiide	<u>Teerimakko</u> wonay jombaaɗo kiikiide.
miɲaqameŋ	Miɲaqameŋ wonay jombaaɗo <u>kiikiide</u> .
Qalarba	<u>Miɲaqameŋ</u> wonay jombaaɗo Qalarba.
qesirawomaaɗa	Qesirawomaaɗa wonay jombaaɗo <u>Qalarba</u> .
Juma	<u>Qesirawomaaɗa</u> wonay jombaaɗo Juma.
mawnirawoqam	Mawnirawoqam wonay jombaaɗo <u>Juma</u> .
Talata	<u>Mawnirawoqam</u> wonay jombaaɗo Talata.
musiɗɗomaa	Musiɗɗomaa wonay jombaaɗo <u>Talata</u> .
faɓɓi-jaŋgo	<u>Musiɗɗomaa</u> wonay jombaaɗo faɓɓi-jaŋgo.
ɓidɗo-debbomaa	Bidɗo-debbomaa wonay jombaaɗo <u>faɓɓi-jaŋgo</u> .
hande	Bidɗo-debbomaa wonay jombaaɗo hande.

d) Progressive Substitution Drill

New word: muraadu [Ø] (muraaduujɪ)	position, obligation, responsibility

<u>Cue</u>	<u>Pattern</u>
	Hodum woni <u>mecce</u> gorkomakko?
qinde	Hodum woni qinde <u>gorkomakko</u> ?
teerimaɓɓe	Hodum woni <u>qinde</u> <u>teerimaɓɓe</u> ?
ligge	Hodum woni <u>ligge</u> <u>teerimaɓɓe</u> ?
baabamodon	Hodum woni <u>ligge</u> baabamodon?
muraadu	Hodum woni muraadu <u>baabamodon</u> ?
kawmaa	Hodum woni <u>muraadu</u> kawmaa?
golle	Hodum woni <u>golle</u> kawmaa?
neenemakko	Hodum woni <u>golle</u> neenemakko?
qinde	Hodum woni qinde <u>neenemakko</u> ?
gorkomakko	Hodum woni <u>qinde</u> gorkomakko?
mecce	Hodum woni <u>mecce</u> gorkomakko?

e) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Jooni <u>dongalmaa</u> gasi.
ligge	Jooni <u>liggemaa</u> gasi.
-makko	Jooni <u>liggemakko</u> <u>gasi</u> .
gayn	Jooni <u>liggemakko</u> gayni.
-qameŋ	Jooni <u>liggeqameŋ</u> gayni.
golle	Jooni <u>golleqameŋ</u> <u>gayni</u> .
huuɓ	Jooni <u>golleqameŋ</u> huuɓi.
-maɓɓe	Jooni <u>gollemaɓɓe</u> huuɓi.
ndungɪ	Jooni <u>ndungumaɓɓe</u> <u>huuɓi</u> .
gasi	Jooni <u>ndungumaɓɓe</u> gasi.
tampere	Jooni <u>tamperemaɓɓe</u> gasi.
-modon	Jooni <u>tamperemodon</u> gasi.
dongalmaa	Jooni <u>dongalmaa</u> gasi.

30.2 EXERCISES

- a) Directed Conversation Exercise (Student takes part of Fatu)

New word:	rowani	last year

Narrative

Qaɗa wiye Fatu. Gorkomaa ko Demba. Teerimakko no wiye Charles. Baaba Demba koo lamɗo, kono qo maayi he jaɗgaro nimoniya rowani. Jooni ko Demba woni lamɗomodon. Gorkomaa, Demba, windi Charles letar pur yoo qar to saaremodon. Demba qe Charles mbayri ñjidondirde duubi dɗi jooni. Tuma Charles qarata to saaremodon to ngondon, qo hawri qe maada he laawol. Tuma ñjiɗaa mo, qa noddɗi mo, qon calminondiri, nden qon ñjaadi to saare nde.

Dialog:

- Fatu- [Charles, hoto ñjahataa nii?]
 Charles- Hey Fatu, mido yaha to gallemon.
 Fatu- [Qa nani kibaaru baaba Demba na?]
 Charles- Qalaa, kori ko jam?
 Fatu- [Qo maayi rowani he jaɗgaro nimoniya.]
 Charles- Nden, jooni, hombo woni lamɗomodon?
 Fatu- [Ko gorkoqam, Demba.]
 Charles- Mido welti he dum, ko wadi qo windaani kam he fii dum?
 Fatu- [Qo wiya, qo windi ma letar, qa yiyaani dum na?]
 Charles- Qeeyi, mi hebi dum, kono kulle baabamum qalaa hen.
 Fatu- [Qawa ñjehen, simej ñjotti lamdaa mo he dum.]
 Charles- Qa haali goonga, qawa baasi qalaa.

- b) Directed Conversation Exercise (Student takes part B)

Narrative

Qaɗa wiye Tom. Kaa jom kaalis. Demba no mari naqi hewde. Qaɗa yidi soodde ngaari. Demba yeyataa naqimakko di. Qaɗa yidi soodde ngaari pur lamɗomaɓɓe. Demba non, ko deɓɓomakko tan waawata yeyde naqimakko di. Qalla wadi, qa hawri qe debbomum subaka gooto. Debbomakko no qandi ma faɗ faɗ. Nde qo lamdi ma he fii kullemaada. Qa yidi haalde mo soklamaa qan kadi. Debbomal no wiye Kumba.

Dialog:

- a) Jam waali Tom.
 b) [Jam tan Kumba, honno mbaɗɗaa?]
 a) Jam tan, to ñjahataa, qe ko ñjiɗɗaa?
 b) [Ko ngaari tan ñjiɗmi, to Demba ñjahatami.]

- a) Kono Demba yeyataa naqimakko dī.
- b) [Mī nani ko qan tan waawata yeyde naqimakko dī.]
- a) Qeeyi dūm ko goonga, qawa nī wallante he dūm, nani.
- b) [Qa jaaraama Kumba.]

30.8 NARRATIVE

New word:	res	put away, keep; marry

Frank qe Kumba

Qonñan kiikiide, Frank yahi to galle Kumba qen. Tawo biɗɗo-debbo Kumba resaama booyaani. Qawa tuma beɗo kaala, Frank wiya Kumba fii jombaajo biɗɗo-debbo Kumba. Kumba jaabi mo, qo wiya mo 'tampereqam gasi jooni, te hakkilqam teŋki'. Nden Frank lamdi Kumba, hoɗum woni meece gorko biɗɗo-debbo Kumba. Kumba wiya mo, koo minise. Non qo wiya Frank kadi, ko heddi to maɓɓe he fii biɗɗo-debbomakko ko jawdi ndi tan. Qawa booyaani Frank jaari mo, qawa qo yahi he laawol mum.

30.9 Questions for Discussion

1. Ko biɗɗo-debbo hombo woni jombaajo?
2. Hombo wiya hakkilmakko teŋki?
3. Ko Kumba wiya tamperemakko gasi na, maa ko Frank wiya dūm?
4. Hoɗum woni meece gorko biɗɗo-debbo Kumba?
5. Ko hoɗum heddi he jungo Kumba he fii biɗɗo-debbomum?
6. Qaɗa jogi biɗɗo-debbo na?
7. Qaɗa mari biɓɓe-worɓe na, maa ko rewɓe tan keɓɗaa?
8. Qaɗa jogi debbo?
9. Tuma resɗaa debbomaa?
10. Biɓɓemaa ɓe, ko duubi jelu kala heɓi jooni?
11. Woɓɓe qe biɓɓe-rewɓemaada keɓi worɓe na?
12. Ko duubi jelu biɗɗo-mawnummaa keɓi?
13. Biɓɓemaa ɓe, beɗo ŋjaha qekol na?
14. Honno debbomaa no wiyete?

UNIT 31

31.0 Dialog: Ramadan is Coming.

lewru koorka [ka] ()
Lewru qaraydu ko lewru korka.

-Demba-

Ramadan (month)
The coming month is Ramadan.

hoor
Miɗo qandi ɗum. Qa sikki qa
waaway hoorde na?

-Samba-

keep [a] fast
I know that. Do you think you'll
be able to keep the fast?

hikka
sobe
Hikka non, mi waɗay sobe mi
hoora.

-Demba-

this year
seriously
This year, I will try hard to
keep the fast.

juulɗo [qo] (juulɓe)
Dum ko muraadu juulɓe ɓe fof.

-Samba-

Muslim ('one who prays')
That is the responsibility of
every Muslim.

muk

Ko metti hen qa waɗataa sagomaa
muk ↑

-Demba-

definitely not, not at all
(emphatic negative
particle)
What is difficult about it [is
that] you don't satisfy your
desires at all.

mbaggu [ŋgu] (baaɗi)
Qa haali goonga. Hay gooto
fiyataa mbaggu.

-Samba-

drum
You're right. Nobody plays the
drum.

haram [ø] ()

Haram moɗɗyaa he lewru korka.

-Demba-

accursed, sinful, illicit
(thing)
Sinning is not good in Ramadan.

fidygol [ŋgol] ()
Fidygol fof ko haram he lewru
korka.

-Samba-

play, entertainment
All kinds of entertainment are
sinful in Ramadan.

-Demba-

wakil
Qawa, mbakilen qenen fof kooren.

try, endeavor
OK., let's both try to keep the
fast.

-Samba-

Qa haali goonga, Demba, qa
jaaraama.

You're right, Demba, thank you.

-Demba-

Jaawuur. Qawa, ñallen jam.

You're welcome. Well a good
afternoon ('to us'.)

31.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:

ñañeru	[ndu]	(ñañeeji)	fiddle
balanji	[di]	(no singular)	xylophone
sagata	[ø]	(sagataaße)	youth
kora	[ø]	(koraaji)	a lute-like musical instrument

Cue

Pattern

	<u>Hay gooto</u> fiyataa mbaggu.
sagataaße	Sagataaße piyataa <u>mbaggu</u> .
ñañeru	<u>Sagataaße</u> piyataa ñañeru.
ße	Be piyataa <u>ñañeru</u> .
balanji	<u>Be</u> piyataa balanji.
qon	Qon piyataa <u>balanji</u> .
kora	<u>Qon</u> piyataa kora.
meñ	Meñ piyataa <u>kora</u> .
balanji	<u>Meñ</u> piyataa balanji.
m1	M1 fiyataa <u>balanji</u> .
ñañeru	<u>M1</u> fiyataa ñañeru.
qo	Qo fiyataa <u>ñañeru</u> .
mbaggu	<u>Qo</u> fiyataa mbaggu.
qa	Qa fiyataa <u>mbaggu</u> .
hay gooto	Hay gooto fiyataa mbaggu.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qawa, mbakkilen qenen fof kooren.
(qon)	Qawa, mbakkilon qonon fof <u>kooron</u> .
ligg	Qawa, mbakkilon qonon fof <u>liggon</u> .
(mej)	Qawa, mbakkilen qenen for <u>liggen</u> .
daan-	Qawa, mbakkilen qenen fof <u>daanen</u> .
(qon)	Qawa, mbakkilon qonon fof <u>daanon</u> .
fam	Qawa, mbakkilon qonon fof <u>famon</u> .
(mej)	Qawa, mbakkilen qenen fof <u>famen</u> .
jang	Qawa, mbakkilen qenen fof <u>jangen</u> .
(qon)	Qawa, mbakkilon qonon fof <u>jangon</u> .
hoot	Qawa, mbakkilon qonon fof <u>kooton</u> .
(mej)	Qawa, mbakkilen qenen fof <u>kooten</u> .
yaa	Qawa, mbakkilen qenen fof <u>ñjehen</u> .
(qon)	Qawa, mbakkilon qonon fof <u>ñjahon</u> .
jang	Qawa, mbakkilon qonon fof <u>jangon</u> .
(mej)	Qawa, mbakkilen qenen fof <u>jangen</u> .
ñaam	Qawa, mbakkilen qenen fof <u>ñaamen</u> .
(qon)	Qawa, mbakkilon qonon fof <u>ñaamon</u> .
bir	Qawa, mbakkilon qonon fof <u>biron</u> .
(mej)	Qawa, mbakkilen qenen fof <u>biren</u> .
hoor	Qawa, mbakkilen qenen fof kooren.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Fidyol</u> fof ko haram he lewru koorka.
yargol	<u>Yargol</u> fof ko haram he lewru koorka.
bonol	<u>Bonol</u> fof ko haram he lewru koorka.
fengol ¹	<u>Fengol</u> fof ko haram he lewru koorka.
ñaamgol	<u>Ñaamgol</u> fof ko haram he lewru koorka.
daangol	<u>Daangol</u> ² fof ko haram he lewru koorka.
wujjugol	<u>Wujjugol</u> ³ fof ko haram he lewru koorka.
nafigigol	<u>Nafigigol</u> fof ko haram he lewru koorka.
fidyol	<u>Fidyol</u> fof ko haram he lewru koorka.

¹fen - gol - fengol²Note: sleeping during the day is considered to break the fast.³wuj 'steal'

d) Progressive Substitution Drill

New words:

naf	be of use
nafa [Ø] (nafaaji)	utility, convenience

CuePattern

	Dum ko muraadu <u>juulbe</u> be fof.
yimbe	Dum ko <u>muraadu</u> yimbe be fof.
sokla	Dum ko sokla <u>yimbe</u> be fof.
rewbe	Dum ko <u>sokla</u> rewbe be fof.
haaju	Dum ko haaju <u>rewbe</u> be fof.
worbe	Dum ko <u>haaju</u> worbe be fof.
nafa	Dum ko nafa <u>worbe</u> be fof.
sukaabe	Dum ko <u>nafa</u> sukaabe be fof.
muraadu	Dum ko muraadu <u>sukaabe</u> be fof.
ceernoobe	Dum ko <u>muraadu</u> ceernoobe be fof.
sokla	Dum ko sokla <u>ceernoobe</u> be fof.
lambe	Dum ko <u>sokla</u> lambe be fof.
haaju	Dum ko haaju <u>lambe</u> be fof.
sagataabe	Dum ko <u>haaju</u> sagataabe be fof.
nafa	Dum ko nafa <u>sagataabe</u> be fof.
juulbe	Dum ko <u>nafa</u> juulbe be fof.
muraadu	Dum ko muraadu <u>juulbe</u> be fof.

31.2 EXERCISES

a) Directed Conversation Exercise (Student takes part of Demba)

Narrative:

Qada wiye Demba. Kaa juulfo. Lewru koorka dari. Teerimaa John qari to saaremon. Tawi yimbe saaremon fow no koora, kono kanke qandaa haytus he lewru koorka. Qa yidi haalde mo, he lewru koorka juulbe fow, hay gooto faamataa faamri, yarataa ndiyam. Jakkataa goro he falloma. Hay gooto fimataa sigaret, fiyataa mbaggu, qawa hay gooto fenataake, maa haala haalaa bonde fereq. Wadi John hooremum yidi lamdaade ma he fii dum, qawa hodum kaalataa mo.

Dialog:

John- Jam falli Demba.

Demba- [Jam tan, John, honno mba'daa?]

John- Jam tan. Yimbe saaremon fof hay gooto wadtaa haytus jooni.

Ko wadi?

Demba: [Qo lewru ko lewru koorka. Ko dum wadi.]

- John- Ko hodum juulbe be fow mbadata he lewru koorka.
 Demba- [Juulbe fow, he lewru korka, hay gooto ñaamataa ñaamri, yarataa ndiyam, jakkataa goro he ñalloma.]
- John- Qe hodum kadi.
 Demba- [Qawa, hay gooto fimataa sigaret, fiyataa mbaggu, qawa, hay gooto fenataake, maa haala haalaa bonfo.]
- John- Jooni mi fami. Qa jaaraama, Demba.
 Demba- [Jaawuur, John.]

b) Directed Conversation Exercise (Student takes the part of Jaawo)

New word: palas [Ø] (palasaaɟi) place, space, opening

Narrative:

Kaa pullo gorko wiyete Jaawo. Qada jogi biɗɗo-gorko. Kaa jam kaalis. Brown ko teerimaa, qomo golla to Qambasadmaɓbe. Kaŋko qokkata yimbe be visa, si be ñiɗi yaade to leydimakko. Biɗɗomaa yiɗi yaade jaŋgude kulle dokotor. Qekol Washington won to leydi Brownqen heɓi palas pur makko. Kono qo waawataa yaade soo hebaani visa Brownqen. Nden qa yahi to Brown to Qambasadmaɓbe. Qa yiɗi haalde mo, yoo wallu biɗɗomaa he fii visamaɓbe.

Dialog:

- Jaawo- [Jam ñalli Brown.]
 Brown- Jam tan, Jaawo. Hodum ngardaa do?
 Jaawo- [Mi qari yaa wallam qe hunde.]
 Brown- Qe hodum?
 Jaawo- [Visamon.]
 Brown- Pur hombo nii?
 Jaawo- [Pur biɗɗo-gorkoqam.]
 Brown- Hodum qo wadɗoytaa to meeden?
 Jaawo- [Qomo jaŋgoya kulle dokotor.]
 Brown- Qekol hombo qo jaŋgoytaa ton?
 Jaawo- [To qekol Washington.]
 Brown- Qo heɓi palas ton na?
 Jaawo- [Qeeyi ↑ qo heɓi palas ton.]
 Brown- Qada jogi kaalis pur ñjoɓɗi qekolmakko na?
 Jaawo- [Qeeyi, miɗo jogi kaalis.]
 Brown- Qawa baasi qalaa. Yoo biɗɗo-gorkomaa qar do jaŋgo, mi haala mo, ko woni fow he kulle qameŋ.
 Jaawo- [Qa jaraama.]

31.8 NARRATIVE

Lewru Koorka

Demba qe Samba qonñan tuma beɗo kaalaa fii hoorde. Demba wiyi Samba, lewru qaraydu ko qon lewru woni lewru koorka ka. Samba wiyi mo, qomo qandi, non qo lamdi Demba soo waaway hoorde. Demba jaabi mo, qo wiyi, kanke waday sobe pur qo hoora. Nden Samba wiyi mo, ko dūm woni muraadu juulbe be fow. Nden Samba wiyi, ko metti he lewru koorka, hay gooto wadataa sagomaa, qawa, haram fow modɗyaa he lewru koorka. Demba nden wiyi mo, 'mbakkilen, qenen fow kooren.' Nden Samba jaari mo, qawa kala qe maɓbe yahi he laawolmum.

31.9 Questions for Discussion

1. Lewru hombo wonata lewru koorka?
2. Hombo wiyi lewru qaraydu ko lewru koorka?
3. Ko Demba wiyi dūm na, maa ko Samba?
4. Ko hoɗum woni muraadu juulbe be fow?
5. Ko hoɗum metti he lewru koorka?
6. He lewru koorka neɗɗo fiyay mbaggu na?
7. Fidɗgol no modɗyi he lewru koorka na?
8. Ko hoɗum woni haram he lewru koorka?
9. Hombo wiyi 'Mbakkilen qenen fow kooren'?
10. Qa meedi hoorde na?
11. Qada qandi ko woni lewru koorka na?
12. Qan,kaa juulɗo na?
13. Yimbe juulbe no hewi to mon na?
14. Qa sikki qa waaway hoorde si tawo qa woni juulɗo jooni?

UNIT 32

32.0 Dialog: Buying Cloth.

	-Frank-	
Jom baggi, jelu ñjeyata baggiijimaa dī.		Cloth owner, for how much are you selling your cloth?
	-Demba-	
kasikoñon/kasikoño [ø] () yaar [ø] (yaaruuji)		brocade, print yard (36 inches)
De kasikoñon ko mbuudu puur yaar qo.		These prints are four shillings the yard.
	-Frank-	
fatara [ø] (pataraaji) Pataraajimaa dī non?		a narrow strip of woven cloth How about your ' <u>fatara</u> ' cloths?
	-Demba-	
Yaar ko taransuujī tatī qe taŋka.		It is three shillings and sixpence.
	-Frank-	
kakī [ø] (kakiiji) Qawa yeyam kakī qo qe fatara qo.		khaki OK., sell to me the khaki and the fatara cloth.
	-Demba-	
diril [ø] (dirilaaji) Mido tamī diril modɗyo, qada yidī?		drill cloth I have good drill (cloth). Do you want [it]?
	-Frank-	
seer Mido yidī, kono dūm no seerī.		be dear, expensive, costly (Fr. chere) I want it, but it is very expensive.
	-Demba-	
perekan [ø] (perekaaniiji) Perekan qo non?		white satin OK., how about this white satin?
	-Frank-	
Qalaa, mī yidaa dūm.		No. I don't want that.
	-Demba-	
Qawa, baasi qalaa.		OK., no trouble.

32.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Jom <u>baggi</u> , jelu ñjeyataa baggiijimaa dɪ?
lɪdɔɪ	Jom <u>lɪdɔɪ</u> , jelu ñjeyataa lɪdɔɪimaa dɪ?
bantara	Jom <u>bantara</u> , jelu ñjeyataa bantaraajimaa dɪ?
kañja	Jom <u>kañja</u> , jelu ñjeyataa kañjaajimaa dɪ?
mango	Jom <u>mango</u> , jelu ñjeyataa mangoojimaa dɪ?
lacciri	Jom <u>lacciri</u> , jelu ñjeyataa laccirimaa ndɪ?
teew	Jom <u>teew</u> , jelu ñjeyataa teewmaa ngu?
kaki	Jom <u>kaki</u> , jelu ñjeyataa kakiijimaa dɪ?
perekan	Jom <u>perekan</u> , jelu ñjeyataa pereekanijimaa dɪ?
fatara	Jom <u>fatara</u> , jelu ñjeyataa pataraajimaa dɪ?
diril	Jom <u>diril</u> , jelu ñjeyataa dirilaajimaa dɪ?
baggi	Jom <u>baggi</u> , jelu ñjeyataa baggiijimaa dɪ?

b) Progressive Substitution Drill

New words:

hotolo	[ko]	(hotoloojɪ)	cotton
goblet	[ø]	(gobletaajɪ)	drinking glass, goblet
geese	[de]	(no sing.)	cotton thread (warp)
fudan	[ø]	(fudanaajɪ)	henna
fayande	[nde]	(payanne)	clay pot
feggere	[nde]	(pegge)	ring (esp. toe ring)
darap	[ø]	(darapaaɪ)	bed sheet
ceen	[ø]	(ceenaajɪ)	chain
basarj	[ø]	(basarjaaɪ)	mat
wulin	[ø]	(wulinaajɪ)	wool (cloth)

<u>Cue</u>	<u>Pattern</u>
	Qawa <u>yeyam</u> kaki qo qe fatara qo.
qokk	Qawa qokkam <u>kaki</u> qo qe fatara qo.
diril	Qawa <u>qokkam</u> diril qo qe fatara qo.
yey	Qawa yeyam <u>diril</u> qo qe fatara qo.
perekan	Qawa <u>yeyam</u> perekan qo qe fatara qo.
qokk	Qawa qokkam <u>perekan</u> qo qe fatara qo.
kasikofɔŋ	Qawa <u>qokkam</u> kasikofɔŋ qo qe fatara qo.
yey	Qawa yeyam <u>kasikofɔŋ</u> qo qe fatara qo.
kañja	Qawa <u>yeyam</u> kañja qo qe fatara qo.
qokk	Qawa qokkam <u>kañja</u> qo qe fatara qo.

	Qawa qokkam <u>kafi</u> qo qe fatara qo.
wutte	Qawa <u>qokkam</u> wutte qo qe fatara qo.
yey	Qawa yeyam <u>wutte</u> qo qe fatara qo.
tuuba	Qawa <u>yeyam</u> tuuba mba qe fatara qo.
yey	Qawa yeyam <u>tuuba</u> mba qe fatara qo.
basan	Qawa <u>yeyam</u> basan qo qe fatara qo.
qokk	Qawa qokkam <u>basan</u> qo qe fatara qo.
fudan	Qawa <u>qokkam</u> fudan qo qe fatara qo.
yey	Qawa yeyam <u>fudan</u> qo qe fatara qo.
ceen	Qawa <u>yeyam</u> ceen qo qe fatara qo.
qokk	Qawa qokkam <u>ceen</u> qo qe fatara qo.
goblet	Qawa <u>qokkam</u> goblet qo qe fatara qo.
yey	Qawa yeyam <u>goblet</u> qo qe fatara qo.
darap	Qawa <u>yeyam</u> darap qo qe fatara qo.
qokk	Qawa qokkam <u>darap</u> qo qe fatara qo.
feggere	Qawa <u>qokkam</u> feggere nde qe fatara qo.
yey	Qawa yeyam <u>feggere</u> nde qe fatara qo.
fayande	Qawa <u>yeyam</u> fayande nde qe fatara qo.
qokk	Qawa qokkam <u>fayande</u> nde qe fatara qo.
geese	Qawa <u>qokkam</u> geese de qe fatara qo.
yey	Qawa yeyam <u>geese</u> de qe fatara qo.
hottolo	Qawa <u>yeyam</u> hottolo ko qe fatara qo.
qokk	Qawa qokkam <u>hottolo</u> ko qe fatara qo.
wulin	Qawa <u>qokkam</u> wulin qo qe fatara qo.
yey	Qawa yeyam <u>wulin</u> qo qe fatara qo.
kaki	Qawa yeyam <u>kaki</u> qo qe fatara qo.

c) Simple Substitution Drill

Cue

	Yaar ko <u>taransuuji</u> tati qe tanja.
buud'i	Yaar ko buud'i <u>tati</u> qe tanja.
nay	Yaar ko buud'i <u>nay</u> qe tanja.
jowi	Yaar ko buud'i <u>jowi</u> qe tanja.
jeegom	Yaar ko buud'i <u>jeegom</u> qe tanja.
jeed'id'i	Yaar ko buud'i <u>jeed'id'i</u> qe tanja.
jeetati	Yaar ko buud'i <u>jeetati</u> qe tanja.
jeenayi	Yaar ko buud'i <u>jeenayi</u> qe tanja.
sappo	Yaar ko buud'i <u>sappo</u> qe tanja.
nogas	Yaar ko buud'i <u>nogas</u> qe tanja.
cappandetati	Yaar ko buud'i <u>cappandetati</u> qe tanja.

32.2 EXERCISES

a) Directed Conversation Exercise (Student takes the role of Frank)

Narrative:

Frank goes into a store, where he bargains to buy a pair of pants. The store-keeper lowers the price for him, but Frank still thinks the price is too high and asks for a further reduction. The store-keeper at first refuses and points to the fine quality of the merchandise. Frank persists and suggests that he doesn't really have to buy at this store, because there are other stores in town. The store-keeper then lowers his price again. After some further bargaining the two agree.

Dialog:

Frank- [Jam ñalli jom bitiki.]
 Jom bitiki- Jam tan tuubaako, hodum ñjidfaa soodde?
 Frank- [Tuuba ñjidmi soodde, kono qustanam coggumakko.]
 Jom bitiki- Qawa, baasi qalaa, mi jaɓi.
 Frank- [Kono, haa joo dūm no metti coggu, qustanam seeda kadi.]
 Jom bitiki- Qalaa, qan kadi, mi waawata dūm.
 Frank- [Qawa baasi qalaa, qaccu dūm, mi soodayay to qoya bitiki.]
 Jom bitiki- Qalaa, wottaa waɗ dūm, fad, mi qustana ma seeda kadi.
 Frank- [Qawa dūm no modɗyi, jooni mi sooday dūm.]
 Jom bitiki- Qa jaaraama.

32.8 NARRATIVE

Qonñan Frank yahɓ to bitiki Demba. Tuma qo naati bitiki qo, qo lamdi Demba ko jelu qon yeyata baggiijimakko dɪ. Demba wiya mo, yaar kasikoŋon ko mbuudu; pataraaji dɪ, ko taransuuji tati qe tanja pur yaar gooto. Frank wiya mo, yoo yeya mo kaka qo, qe fatara qo. Non Demba wiya mo kadi, qomo tami diril modɗyo, si tawo qo yidi dūm kadi. Frank wiya mo, qomo yidi, kono dūm no seeri coggu. Nden Frank lamdi mo coggu perekan qo kadi. Demba wiya mo dūm ko taransu qe ñataa pur yaar gooto. Booyaani Frank yahɓ he laawolmum.

32.9 Questions for Discussion

1. Hombo woni jom baggi?
2. Hombo lamdi jom baggi qo, coggu baggiijimako?
3. Ko jelu, jom baggi qo yeyata yaar kasikoŋmakko?
4. Yaar pataraaji di ko jelu?
5. Hodum Frank soodi he jungo jom baggi qo?
6. Jom baggi qo no jogi diril ma?
7. Hodum Frank wiya jom baggi he fii coggu dirilmakko?
8. Yaar perekan ko jelu?
9. Qada qandi ko woni perekan?
10. Jelu ŋjeyoton diril to leydimodon?
11. Qodon jogi ton kasikoŋ na?
12. Qada jogi bitiki hooremaa na?
13. Qa meedi yiide fatara?
14. Hodum qe hodum tamdon to mon he gude worbe be.

UNIT 33

33.0 Dialog: A Visit to the Dispensary.

	-Frank-	
dispenser [ø] (dispenseraaji) Mido lamda laawol yahata dispenser.		dispensary I am asking for the road which goes to the dispensary.
	-Demba-	
Baŋ laawol mawngol ngol.		Take the big road.
	-Frank-	
Haa honto?		Up to where?
	-Demba-	
Haa hedde marse tokosel ngel.		Up to near the small market.
	-Frank-	
doft Ko mbadtaa, doftaa kam haa ton.		to accompany, go with... What you ought to do is to accompany me up to there.
	-Demba-	
Qawa† hombo ndaarataa ton?		OK., whom are you going to see there?
	-Frank-	
Biddoqam, koo fawdo.		My child, he is a patient.
	-Demba-	
Hodfum hebi mo?		What's the matter with him?
	-Frank-	
Becce qe yeesomakko muusata.		His ribs and his face are hurting him.
	-Demba-	
sum sumol [ngol] () Maa sumolmakko buri seeda.		burn burn Hope his burn is a little bit better.
	-Frank-	
mettit [di] (no singular) Qeeyi, joo mettit di wonaani nii folo.		pains, aches Yes, the pains are not as [at] first.

-Demba-	
hoondu [ndul] (koollɪ)	finger, toe
Koollimakko celli na?	Have his fingers gotten better?
-Frank-	
Qeeyɪ, qa jaaraama. Miɗo yaha jooni.	Yes, thank you, am going now.
-Demba-	
Jaawuur, yalla qokko mo cellal bandu.	You're welcome. May God give him good health.

33.1 Variation Drills on Basic Sentences

a) Random Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Miɗo</u> lamda laawol yahata dispenser.
(qo)	Qomo <u>lamda</u> laawol yahata dispenser.
laar	Qomo laara laawol <u>yahata</u> dispenser.
qar	Qomo laara laawol qarata <u>dispenser</u> .
galle	<u>Qomo</u> laara laawol qarata galle.
(ɓe)	Beɗo ndaara laawol <u>qarata</u> galle.
yaa	Beɗo ndaara laawol yahata <u>galle</u> .
jangurdu	<u>Beɗo</u> ndaara laawol yahata jangurdu.
(meŋ)	Miɗen <u>ndaara</u> laawol yahata jangurdu.
lamɗ	Miɗen lamda laawol <u>yahata</u> jangurdu.
qar	Miɗen lamda laawol qarata <u>jangurdu</u> .
dispenser	<u>Miɗen</u> lamda laawol qarata dispenser.
(qon)	Qoɗon <u>lamda</u> laawol qarata dispenser?
ɗabb	Qoɗon ɗabba laawol <u>qarata</u> dispenser?
yaa	Qoɗon ɗabba laawol yahata <u>dispenser</u> ?
hironange	<u>Qoɗon</u> ɗabba laawol yahata hironange?
(qa)	Qaɗa <u>ɗabba</u> laawol yahata hironange?
lamɗ	Qaɗa lamda laawol <u>yahata</u> hironange?
qar	Qaɗa lamda laawol qarata <u>hironange</u> ?
dispenser	<u>Qaɗa</u> lamda laawol qarata dispenser?
(mi)	Miɗo lamda laawol <u>qarata</u> dispenser.
yaa	Miɗo lamda laawol yahata dispenser.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko mbaɗtaa, <u>doftaa</u> kam haa ton.
nab	Ko mbaɗtaa, nabaa <u>kam</u> haa ton.
mo	Ko mbaɗtaa, <u>nabaa</u> mo haa ton.
doft	Ko mbaɗtaa, doftaa <u>mo</u> haa ton.
be	Ko mbaɗtaa, <u>doftaa</u> be haa ton.
nab	Ko mbaɗtaa, nabaa <u>be</u> haa ton.
mej	Ko mbaɗtaa, <u>nabaa</u> mej haa ton.
doft	Ko mbaɗtaa, doftaa <u>mej</u> haa ton.
minen	Ko mbaɗtaa, <u>doftaa</u> minen haa ton.
nab	Ko mbaɗtaa, nabaa <u>minen</u> haa ton.
qo	Ko mbaɗtaa, <u>nabaa</u> qo haa ton.
doft	Ko mbaɗtaa, doftaa <u>qo</u> haa ton.
kam	Ko mbaɗtaa, doftaa kam haa ton.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa <u>sumolmakko</u> buri seeda.
hoore	Maa hoore <u>makko</u> buri seeda.
-maɓɓe	Maa <u>koqemaɓɓe</u> buri seeda.
koalli	Maa koall <u>imaɓɓe</u> buri seeda.
-modon	Maa <u>koallimodon</u> buri seeda.
deedi	Maa deedi <u>modon</u> buri seeda.
-maɓɓe	Maa <u>deedimaɓɓe</u> buri seeda.
jude	Maa judemaɓɓe buri seeda.
-modon	Maa <u>judemodon</u> buri seeda.
daade	Maa daade <u>modon</u> buri seeda.
-makko	Maa <u>daademakerko</u> buri seeda.
koyngal	Maa koyngal <u>makko</u> buri seeda.
-maɓɓe	Maa <u>koydemasɓɓe</u> buri seeda.
gite	Maa gite <u>maɓɓe</u> buri seeda.
-modon	Maa <u>gitemodon</u> buri seeda.
noppi	Maa nopp <u>imodon</u> buri seeda.
-maɓɓe	Maa <u>noppimaɓɓe</u> buri seeda.
fiidyee	Maa fiidyee <u>maɓɓe</u> buri seeda.
-makko	Maa <u>fiidyemakerko</u> buri seeda.
sumol	Maa sumolmakko buri seeda.

d) Simple Substitution Drill

New words:			
(hoondu) wordu	[ndu]	(koollɪ gorɪ)	thumb ('male finger'), great toe
tiinde	[nde]	(tiide)	forehead
daande jungo		(daade jungo)	wrist
goddol	[ɲgol]	(goddɪ)	throat
bufal	[ɲgol]	(buwe)	thigh
demɲgal	[ɲgol]	(demde)	tongue
jokkere	[nde]	(jokke)	joint

Cue

	Becce qe <u>yeesomakko</u> muusata.
daande	Becce qe <u>daandemakko</u> muusata.
jungo	Becce qe <u>jungomakko</u> muusata.
hoore	Becce qe <u>hooremakko</u> muusata.
reedu	Becce qe <u>reedumakko</u> muusata.
bandu	Becce qe <u>bandumakko</u> muusata.
gite	Becce qe <u>gitemakko</u> muusata.
noppi	Becce qe <u>noppimakko</u> muusata.
koppi	Becce qe <u>koppimakko</u> muusata.
koyɲgal	Becce qe <u>koyɲgalmakke</u> muusata.
ñiidyē	Becce qe <u>ñiidyemakko</u> muusata.
kine	Becce qe <u>kinemakko</u> muusata.
hunuko	Becce qe <u>hunukomakko</u> muusata.
koollɪ	Becce qe <u>koollimakko</u> muusata.
peddaali	Becce qe <u>peddaalimakko</u> muusata.
yeeso	Becce qe <u>yeesomakko</u> muusata.
wordu	Becce qe <u>wordumakko</u> muusata.
tinde	Becce qe <u>tindemakko</u> muusata.
jokkere	Becce qe <u>jokkeremakko</u> muusata.
daande jungo	Becce qe <u>daande jungomakko</u> muusata.
bufal	Becce qe <u>bufalmakko</u> muusata.
goddol	Becce qe <u>goddolmakko</u> muusata.
demɲgal	Becce qe <u>demɲgalmakko</u> muusata.

33.2 EXERCISES

- a) Directed Conversation Exercise (Student takes the role of Frank)

Narrative

Frank's son, Jimmy fell this morning at home and seems to have hurt the back of his neck. Frank takes him to the doctor about two and a half hours after the accident.

Dialog:

Doctor- Jam ñalli teerɪ, honno mbiyetedaa?

Frank- [Miɗo wiye Frank.]

Doctor- Hoɗum ngarandaa ɗo?

Frank- [Ko biɗɗo-gorkoqam ngaddu mɪ to maada.]

Doctor- Ko hoɗum heɓi mo?

Frank- [Mɪ sikkɪ ko ɓaawo daandemakko muusata.]

Doctor- Honno ngandudaa ɗum?

Frank- [Bimbi qo yaɲɪ to qameɲ, qawa gila qontuma haa joo, qo wiɲɪ kam ton no muusa mo?]

Doctor- Qontuma qe jooni ɓooyɪ na?

Frank- [Qalaa, ɓooyaani, mɪ sikkɪ qo wonay waktuuɲɪ ɗiɗi qe feccere jooni.]

Doctor- Qawa, qaddu mo, mɪ laara to muusata he ɓandumakko.

Frank- [Qa jaaraama, dokotor.]

Doctor- Jaawuur.

33.8 NARRATIVE

Subaka gooto, Frank yahi to Demba. Qo lamɗi Demba laawol ngol yahata dispenser. Qawa Demba kaɗi wiɲɪ mo, yoo baɲ laawol mawngol ngol haa to hedde marse tokosel ngel. Kono Frank lamɗi mo kaɗi, si tawo Demba waaway doftaade mo haa ton. Demba jaɓi, kaɲko kaɗi lamɗi mo, ko hombo qo laarata to dispenser qo. Frank wiɲɪ mo, ko biɗɗomakko qo laarata ton. Nden Demba lamɗi mo kaɗi, ko hoɗum heɓi mo. Frank wiɲɪ ko muusata biɗɗomakko. Demba lamɗi mo kaɗi sumol ɓandu biɗɗomakko, he koollimakko. Qawa, ɓe paɲɪ he ɗum, Frank jaari Demba. Qawa, kala qe maɓɓe yahi to qo yahatano.

33.9 Questions for Discussion

1. Hombo lamdi Demba, laawol yahata dispenser?
2. Hodum woni qinde gorko tuubaako qo lamdudo Demba laawol dispenser?
3. Ko hodum Demba wiyi folo?
4. Haa hedde hoto, Demba wiyi Frank yoo yaa haa ton?
5. Demba dofti Frank na, maa qo doftaani mo?
6. Hombo woni to dispenser qo?
7. Ko hodum qe hodum muusata mo?
8. Ko kooli hombo muusata?
9. Qa meedi yaade to dispenser na?
10. Koolimaada meedi muusde ma na?
11. Mettit kooli qe noppi ko hodum suran ma?
12. Qa meedi waalde kampama na?
13. Dokotor moddyo no to kampamamon na?
14. Honno bandumaa wadi?
15. Dojere singelmaa suri na?

UNIT 34

34.0 Dialog: Going to the Bantanto Village.

	-Frank-	
Miden fjidɪ yaade saare Bantanto.		We want to go to the Bantanto village.
	-Demba-	
Kono pobbɪ dɪ kuɔbataa to laawol ŋgol.		But, there are endless hyenas on the way.
	-Frank-	
fetel [ø] (fetelaajɪ) Qenen fof,qeden tamɪ fetel.		gun All of us have guns (with us).
	-Demba-	
Mido qandi dɔm, kono haydɔm, mido huli he fɪjahangolmodon.		I know that, [but] even with that, I'm still afraid for your trip.
	-Frank-	
Ko wadɪ?		Why?
	-Demba-	
wur Paskɪ qon meedaani yiide mbaroodi wurɔ.		live, be alive Because you have never seen a living lion.
	-Frank-	
Meɲ mbarat dɔm, sɪ meɲ fɪjiyi dɔm to laawol ŋgol.		We will kill it if we happen to see it on the (road) way.
	-Demba-	
seese Qawa, mbaɔon seese, nanɪ.		softly, gently, easily OK., take it easy hear!
	-Frank-	
rew- rewondirde Mbo laawol ndewondirten?		follow follow together, follow a direction Which road are we to follow?
	-Demba-	
Baɲon laawol ŋgol won to sengo ŋgesaqam.		You take the road which is near my farm.
	-Frank-	
Qa jaaraama Demba. Miden fɪjaha joonɪ.		Thank you, we're leaving now (going).

-Demba-

his
 kisaal [ŋgal] (kise)
 Yalla qokku qon kisaal qe
 ñjahangolmoŋon.

escape, be safe
 salvation, safety
 May God give you safety in your
 journey.

-Frank-

Qaamiin.

Amen.

34.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:

huɗo	[ko]	(kuɗoojɪ)	grass
sondu	[ndu]	(collɪ)	bird
bambe	[ø]	(bambeejɪ)	garden
soras	[ø]	(sorasaajɪ)	orange
wuj			steal
gujjo	[qo]	(wuybe)	thief

CuePattern

	<u>Pobbi</u> dɪ kuubata to laawol ŋgol.
collɪ	Collɪ dɪ kuubata to <u>laawol ŋgol</u> .
ŋgesaqam	<u>Collɪ</u> dɪ kuubata to ŋgesaqam.
huɗo	Huɗo ko kuubata to <u>ŋgesaqam</u> .
bambeqamen	<u>Huɗo</u> ko kuubata to bambeqamen.
sorasaajɪ	Sorasaajɪ dɪ kuubata to <u>bambeqamen</u> .
laawol ŋgol	<u>Sorasaajɪ</u> dɪ kuubata to laawol ŋgol.
yimbe	Yimbe be kuubata to <u>laawol ŋgol</u> .
saare nde	<u>Yimbe</u> be kuubata to saare nde.
wuybe	Wuybe be kuubata to <u>saare nde</u> .
leydi ndi	<u>Wuybe</u> be kuubata to leydi ndi.
dawaadɪ	Dawaadɪ dɪ kuubata to <u>leydi ndi</u> .
gallemakko	<u>Dawaadɪ</u> dɪ kuubata to gallemakko.
sukaaɓe	Sukaaɓe be kuubata to <u>gallemakko</u> .
jaŋgirdu ndu	<u>Sukaaɓe</u> be kuubata to jaŋgirdu ndu.
worɓe	Worɓe be kuubata to <u>jaŋgirdu ndu</u> .
laawol ŋgol	<u>Worɓe</u> be kuubata to laawol ŋgol.
pobbi	Pobbi dɪ kuubata to laawol ŋgol.

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qenen <u>fof</u> , qeden tam1 fetel.
piu	Qenen piu, qeden <u>tam1</u> fetel.
jog	Qenen piu, qeden jog1 <u>fetel</u> .
debbo	<u>Qenen</u> piu, qeden jog1 debbo.
be	Be <u>piu</u> , befo jog1 debbo.
fof	Be fof, befo <u>jog1</u> debbo.
mar	Be fof, befo mar1 <u>debbo</u> .
bikon	<u>Be</u> fof, befo mar1 bikon.
minen	Minen <u>fof</u> , miden mar1 bikon.
piu	Minen piu, miden <u>mar1</u> bikon.
jog	Minen piu, miden jog1 <u>bikon</u> .
kaalis	<u>Minen</u> piu, miden jog1 kaalis.
qenen	Qenen <u>piu</u> , qeden jog1 kaalis.
fof	Qenen for, qeden <u>jog1</u> kaalis.
tam	Qenen fof, qeden tam1 <u>kaalis</u> .
fetel	Qenen for, qeden tam1 fetel.

c) Progressive Substitution Drill

New words:

ñiwa	[mba] (ñibb1)	elephant
ngelooba	[mba] (gelood1)	camel
ngabbu	[ngul] (gabb1)	hippopotamus

<u>Cue</u>	<u>Pattern</u>
	Pask1 <u>qon</u> meedaani yiide mbarood1 wurdo.
be	Pask1 be meedaani yiide <u>mbarood1</u> wurdo.
ñiwa	Pask1 <u>be</u> meedaani yiide ñiwa wurdo.
mej	Pask1 mej meedaani yiide <u>ñiwa</u> wurdo.
ngelooba	Pask1 <u>mej</u> meedaani yiide ngelooba wurdo.
qen	Pask1 qen meedaani yiide <u>ngelooba</u> wurdo.
ngabbu	Pask1 <u>qen</u> meedaani yiide ngabbu wurdo.
qo	Pask1 qo meedaani yiide <u>ngabbu</u> wurdo.
ñiwa	Pask1 <u>qo</u> meedaani yiide ñiwa wurdo.
m1	Pask1 m1 meedaani yiide <u>ñiwa</u> wurdo.
mbarood1	Pask1 <u>m1</u> meedaani yiide mbarood1 wurdo.
qon	Pask1 qon meedaani yiide mbarood1 wurdo.

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mbo laawol ndewondir <u>ten</u> ?
qon	Mbo laawol <u>ndewondirton</u> ?
yaa	Mbo laawol <u>ñjaadondirten</u> ?
qen	Mbo laawol <u>ñjaadondirten</u> ?
laar	Mbo laawol <u>ndaarondirten</u> ?
qon	Mbo laawol <u>ndaarondirton</u> ?
qar	Mbo laawol <u>ngarondirton</u> ?
qen	Mbo laawol <u>ngarondirten</u> ?
rew	Mbo laawol ndewondirten?

34.2 EXERCISES

a) Directed Conversation Exercise (Student takes the role of Frank.)

Narrative:

The other day, Frank went on a trip by car to Bantanto Village with Demba and Yompa. All took their guns.

On the way they had a flat tire. While they were fixing it, a lion came up behind them. Demba saw the lion and shot at it, chasing it away. Frank, after returning to the city, met his friend, Yoro, and told him of the experience.

New word: riw chase, send away

Dialog:

- Yoro- Frank, no mbaɗɗaa, mi nani qa yahi saare Bantanto qonɗan.
 Frank- [Qeeyi, kono seeda mi maaya he laawol.]
- Yoro- Qe hoɗum? Kori qon keɗaani qaksidaɗ he laawol?
 Frank- [Qalaa, kono kongal motoqameɗ fusi he laawol.]
- Yoro- Ko ɗum tan na?
 Frank- [Qalaa, tuma miɗen fewnina ɗum, mbaroodi qari he ɓaawoqameɗ.]
- Yoro- Qawa, hoɗum mbaɗɗon?
 Frank- [Yalla qe Demba, ko kaɗko yiɗi ɗum, qawa qo riwi ɗum qe fetelmakko.]
- Yoro- Demba ko gorko moɗɗo, yalla qokku mo jam.

34.8 NARRATIVE

Qonñan Frank qe yimbemakko, ñe mbiyi, ñedo ñjidi yaade saare Bantanto. Kono Demba wiya mo, wottaa ñe ñjaha, paski pobbɪ dɪ kuubataa to laawol ngol. Kono Frank sali, qo wiya ñedo jogi fetel. Non Demba lamdi mo, si ñe meedi mbaroodi wurɔ na. Frank wiya mo, si ñe ñjiyi, ñe mbaray mo qe fetelmaɓɓe. Nden Demba wiya, qawa yo ñe ngacca hakkilmaɓɓe he laawol ngol. Non Frank lamdi Demba laawol ñe ndewata. Demba kadi kolli ñe. Qawa non, Frank qe yimbemakko ñjahi he laawolmaɓɓe to saare Bantanto.

34.9 Questions for Discussion

1. Hombo wiya ñedo ñjidi yaade saare Bantanto?
2. Hombo haali Frank fii pobbɪ dɪ?
3. Frank qe yimbemakko, ñe jogi fetel na, maa ñe jogaani haytus?
4. Ko wadɪ Demba yidaani Frank qe yimbemakko ñjaha saare Bantanto?
5. Hodum Frank lamdi Demba?
6. Frank meedi yiide mbaroodi wurɔ na?
7. Qan,qa meedi yiide mbaroodi wurɔ na?
8. Qada jogi fetel?
9. Demba holli Frank qe yimbemakko laawol ngol yahata saare Bantanto na?
10. Hodum mbaɗataa saa yiya mbaroodi?
11. Hodum Demba wiya Frank he jahangolmaɓɓe?
12. Hodum kuubata to laawol Bantanto?
13. Hoto ñjahataa hande?
14. Qa meedi yiide mbaroodi maayɔ na?
15. Hoto meedufaa yiide mbaroodi wurɔ?

UNIT 35

35.0 Dialog: The Teacher Misbehaves.

-Seen1-

surnal [Ø] (surnalaaji)
 Mbiimi, qa jaŋgi surnal hande na?

magazine, newspaper
 Say, did you read today's
 newspaper?

-Saa jo-

Qalaa, mi yeddyiti soodde dum
 fereŋ.

No, I completely forgot to buy
 it.

-Seen1-

Mi yiya hen kulle karamokko
 biid'omaa.

I saw a story about your child's
 teacher in it.

-Saa jo-

Maa wonaa kulle kaalis qekol
 qo?

I hope it is not about the school
 money?

-Seen1-

Qeeyi, ko dum tigi, be mbiya qo
 ŋaami ŋjɔɓɗi qekol qo fof.

Yes, that's the very thing. They
 said he spent all the school
 fees.

-Saa jo-

Tuma nanmi dum, booyi jooni.

I heard that a long time ago.
 ('It has been a long time
 since I heard of that'.)

-Seen1-

ŋaaw
 ŋaawɗ

judge, give judgement
 go to court together,
 (enter into litigation)

Kaŋko qe lamɗoqameŋ ŋaawɗi qe
 dum.

He and our chief went to court
 over it.

-Saa jo-

hiit-
 kiitowo (hiitooɓe)

condemn, punish
 tribunal, judge (pl. means
 jury, panel of judges)

Maa hiitooɓe kitaani mo?

Hope the jury didn't find him
 guilty?

kasso	-Seen1-	prison, jail
Qeey1, qo hiitaama, te qo yobat		Yes, he was found guilty. Also
kaalis qo fof, maa be naba mo		he has to pay all the money
kasso.		or they take him to prison.
	-Saa jo-	
Qo hebi kaalis qo na?		Has he got the money?
	-Seen1-	
Qalaa, be na bat mo kasso.		No, they are going to take him
		to prison.
	-Saa jo-	
Lebbi jelu qo hebata ton?		How many months will he have
		there?
	-Seen1-	
Saapo qe jeetati.		Eighteen [months].
	-Saa jo-	
yurmin		have pity on, sympathize
		with
Mi yurmini mo, kono qo wadaani		I pity him, but he did not do
ko mod'dyi.		(what is) good.
	-Seen1-	
duwan		pray for
Qenen fof qandi d'um, kono		We all know that, but let's just
duwanen mo tan.		pray for him.
	-Saa jo-	
Qawa, yalla wallu mo qe jam.		May God help him with peace.
	-Seen1-	
Qaamiin.		Amen.

35.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mbiimi, <u>qa</u> jangi surnal hande na?
qo	Mbiimi, qo jangi surnal <u>hande</u> na?
haŋki	Mbiimi, <u>qo</u> jangi surnal haŋki na?
be	Mbiimi, be jangi surnal <u>haŋki</u> na?
heccihaŋki	Mbiimi, <u>be</u> jangi surnal heccihaŋki na?
qon	Mbiimi qon jangi surnal <u>heccihaŋki</u> na?

	Mbiimi qon jaŋgi surnal <u>heccihayki</u> na?
Qalarba	Mbiimi <u>qon</u> jaŋgi surnal Qalarba na?
qen	Mbiimi qen jaŋgi surnal <u>Qalarba</u> na?
Qalkamis	Mbiimi <u>qen</u> jaŋgi surnal Qalkamis na?
qenen	Mbiimi qenen jaŋgi surnal <u>Qalkamis</u> na?
Juma	Mbiimi <u>qenen</u> jaŋgi surnal Juma na?
meŋ	Mbiimi meŋ jaŋgi surnal <u>Juma</u> na?
Talata	Mbiimi <u>meŋ</u> jaŋgi surnal Talata na?
qo	Mbiimi qo jaŋgi surnal <u>Talata</u> na?
subaka	Mbiimi <u>qo</u> jaŋgi surnal subaka na?
qa	Mbiimi qa jaŋgi surnal <u>subaka</u> na?
hande	Mbiimi qa jaŋgi surnal hande na?

b) Progressive Substitution Drill

New word: qofer [Ø] (qoferaaɟi) affair

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> yiɟi hen kulle karamokko biɗɗomaa.
qo	Qo <u>yiɟi</u> hen kulle karamokko biɗɗomaa.
haal	Qo haali hen <u>kulle</u> karamokko biɗɗomaa.
qofer	Qo haali hen qofer <u>karamokko</u> biɗɗomaa.
leydi	Qo haali hen qofer leydi <u>biɗɗomaa</u> .
teeri	<u>Qo</u> haali hen qofer leydi teerimaa.
be	Be <u>kaali</u> hen qofer leydi teerimaa.
wii	Be mbiɟi hen <u>qofer</u> leydi teerimaa.
kulle	Be mbiɟi hen kulle <u>leydi</u> teerimaa.
saare	Be mbiɟi hen kulle saare <u>teerimaa</u> .
-qameŋ	<u>Be</u> mbiɟi hen kulle saareqameŋ.
meŋ	Meŋ <u>mbiɟi</u> hen kulle saareqameŋ.
yii	Meŋ fiɟiɟi hen <u>kulle</u> saareqameŋ.
qofer	Meŋ fiɟiɟi hen qofer <u>saareqameŋ</u> .
lamɗo	Meŋ fiɟiɟi hen qofer lamɗoqameŋ.
-modon	<u>Meŋ</u> fiɟiɟi hen qofer lamɗomodon.
qen	Qen <u>fiɟiɟi</u> hen qofer lamɗomodon.
wind	Qen mbindi hen <u>qofer</u> lamɗomodon.
kulle	Qen mbindi hen kulle <u>lamɗomodon</u> .
jaŋgurdu	Qen mbindi hen kulle jaŋgurdumodon.
-meeden	<u>Qen</u> mbindi hen kulle jaŋgurdumeeden.
qa	Qa <u>windi</u> hen kulle jaŋgurdumeeden?
jaŋ	Qa jaŋgi hen <u>kulle</u> jaŋgurdumeeden?

	Qa jaŋgi hen <u>kulle</u> jaŋgurdumeeden?
qafer	Qa jaŋgi hen qafer <u>jaŋgurdumeeden</u> ?
saare	Qa jaŋgi hen qafer <u>saaremeeden</u> ?
-qam	<u>Qa</u> jaŋgi hen qafer <u>saareqam</u> ?
m1	M1 <u>jaŋgi</u> hen qafer <u>saareqam</u> .
y11	M1 y1y1 hen <u>qafer</u> <u>saareqam</u> .
kulle	M1 y1y1 hen kulle <u>saareqam</u> .
karamokko	M1 y1y1 hen kulle <u>karamokkoqam</u> .
ɓiɗɗomaa	M1 y1y1 hen kulle <u>karamokko ɓiɗɗomaa</u> .

c) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa wonaa <u>kulle</u> kaalis qekol qo?
qafer	Maa wonaa qafer kaalis <u>qekol qo</u> ?
gallemaa	Maa wonaa <u>qafer</u> kaalis <u>gallemaa</u> ?
kulle	Maa wonaa kulle kaalis <u>gallemaa</u> ?
ɓiɗɗo Demba	Maa wonaa <u>kulle</u> kaalis <u>ɓiɗɗo Demba</u> ?
qafer	Maa wonaa qafer kaalis <u>ɓiɗɗo Demba</u> ?
saareqameŋ	Maa wonaa <u>qafer</u> kaalis <u>saareqameŋ</u> ?
kulle	Maa wonaa kulle kaalis <u>saareqameŋ</u> ?
Samba	Maa wonaa <u>kulle</u> kaalis <u>Samba</u> ?
qafer	Maa wonaa qafer kaalis <u>Samba</u> ?
leydi ndi	Maa wonaa <u>qafer</u> kaalis <u>leydi ndi</u> ?
kulle	Maa wonaa kulle kaalis <u>leydi ndi</u> ?
biromeeden	Maa wonaa <u>kulle</u> kaalis <u>biromeeden</u> ?
qafer	Maa wonaa qafer kaalis <u>biromeeden</u> ?
mbomriqam	Maa wonaa <u>qafer</u> kaalis <u>mbomriqam</u> ?
kulle	Maa wonaa kulle kaalis <u>mbomriqam</u> ?
qekol qo	Maa wonaa kulle kaalis <u>qekol qo</u> ?

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma <u>nanm1</u> , ɗum ɓooy1 joon1.
qadd	Tuma <u>ngaddm1</u> , ɗum ɓooy1 joon1.
sood	Tuma <u>coodm1</u> , ɗum ɓooy1 joon1.
yey	Tuma <u>ñjeym1</u> , ɗum ɓooy1 joon1.
nab	Tuma <u>nabm1</u> , ɗum ɓooy1 joon1.
war	Tuma <u>mbarm1</u> , ɗum ɓooy1 joon1.
yar	Tuma <u>ñjarm1</u> , ɗum ɓooy1 joon1.
w11	Tuma <u>mbiim1</u> , ɗum ɓooy1 joon1.
haal	Tuma <u>kaalm1</u> , ɗum ɓooy1 joon1.

	Tuma <u>kaalmi</u> , d'um ɓooyi jooni.
laar	Tuma <u>ndaarmi</u> , d'um ɓooyi jooni.
heɓ	Tuma <u>keɓmi</u> , d'um ɓooyi jooni.
fewn	Tuma <u>pewnimi</u> , d'um ɓooyi jooni.
wii	Tuma <u>mbiimi</u> , d'um ɓooyi jooni.
yii	Tuma <u>ñjiiimi</u> , d'um ɓooyi jooni.
nan	Tuma nanmi, d'um ɓooyi jooni.

e) Progressive Substitution Drill

New word: suud' hide, cache

<u>Cue</u>	<u>Pattern</u>
	Be mbiyi <u>qo</u> ñaami ñjooɓɗi qekol qo fof.
qon	Be mbiyi qon <u>ñaami</u> ñjooɓɗi qekol qo fof.
tam	<u>Be</u> mbiyi qon tam ñjooɓɗi qekol qo fof.
qo	Qo wiya <u>qon</u> tam ñjooɓɗi qekol qo fof.
meɲ	Qo wiya meɲ <u>tam</u> ñjooɓɗi qekol qo fof.
ɓaɲ	<u>Qo</u> wiya meɲ ɓaɲ ñjooɓɗi qekol qo fof.
ɓe	Be mbiyi <u>meɲ</u> ɓaɲ ñjooɓɗi qekol qo fof.
qa	Be mbiyi qa <u>ɓaɲ</u> ñjooɓɗi qekol qo fof.
suud'	<u>Be</u> mbiyi qa suud' ñjooɓɗi qekol qo fof.
qo	Qo wiya <u>qa</u> suud' ñjooɓɗi qekol qo fof.
qo	Qo wiya qo suud' ñjooɓɗi qekol qo fof.

f) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Maa <u>hiitooɓe</u> kiitaani mo?
ɓe	Maa ɓe <u>kiitaani</u> mo?
gaafi	Maa ɓe gaafi <u>mo</u> ?
ɓe	Maa <u>ɓe</u> gaafi ɓe?
d'um	Maa d'um <u>gaafi</u> ɓe?
maɗɗy	Maa d'um maɗɗyaani <u>ɓe</u> ?
qon	Maa <u>d'um</u> maɗɗyaani qon?
tuubaakoɓe	Maa tuubaakoɓe <u>maɗɗyaani</u> qon?
naɲg	Maa tuubaakoɓe naɲgaani <u>qon</u> ?
ma	Maa <u>tuubaakoɓe</u> naɲgaani ma?
rewɓe ɓe	Maa rewɓe ɓe <u>naɲgaani</u> ma?
yii	Maa rewɓe ɓe ñjiyaani <u>ma</u> ?
kam	Maa <u>rewɓe</u> ɓe ñjiyaani kam?
qon	Maa qon <u>ñjiyaani</u> kam?
nan	Maa qon nanaani <u>kam</u> ?

	Maa qon nanaani <u>kam</u> ?
meŋ	Maa <u>qon</u> nanaani meŋ?
be	Maa be <u>nanaani</u> meŋ?
hiit	Maa be kiitaani <u>meŋ</u> ?
mo	Maa <u>be</u> kiitaani mo?
hiitoobe	Maa hiitoobe kiitaani mo?

35.2 EXERCISES

New word: kay sure!, indeed! (emphatic particle)

a) Directed Conversation Exercise (Student takes the part of Seenı)

Narrative:

Qada wiye Seenı. Saajo ko teerımaa. Sukaba gooto, tuma qada janga surnalmodon, qa yiıı, be mbindı hen kulle karamokko biddo Saajo. Tawı qonŋan Saajo jangaaki surnal qo. He surnal qo, be mbiyi hen karamokko biddo Saajo ŋaami ŋjɔbdı qekol qo fow. Tawı Saajo nani fii dum booyı. Tawo karamokko biddo Saajo, kaŋko qe lamdo Saajo, ŋaawdi he fii dum haa hiitoobe kiiti mo. Be mbiyi, qo yobay kaalis qo, maa qo yaha kasso. Be kiiti mo lebbi sappo qe jeetati. Qawa, tuma ŋjiıdaa Saajo, qa yidi mo haalde kibaaru ndu.

Dialog:

Seenı- [Jam waalı Saajo.]
 Saajo- Jam tan Seenı, no mbaɗɗaa?
 Seenı- [Jam tan, mbiimi, qa jangi surnal hande na?]
 Saajo- Qalaa, ko hodum wonı hen?
 Seenı- [Mi jangi hen kulle biddo karamokkomaada.]
 Saajo- Ko hodum be mbiyi he fii kullemakko?
 Seenı- [Be mbiyi qo ŋaami ŋjɔbdı qekol qo fof.]
 Saajo- Qaaa dum! Mi nani dum ko' booyı jooni.
 Seenı- [Qawa, maa kaŋko qe lamdomon ŋaawaaki he dum?
 Saajo- Qeeyı kay, haa be kiiti mo.
 Seenı- [Qawa, hodum hiitoobe mbiyi he kullemakko.]
 Saajo- Be mbiyi, qo yobay kaalis qo, maa qo yaha kasso.
 Seenı- [Be kiiti mo lebbi jelu?]
 Saajo- Be kiiti mo lebbi sappo qe jeetati.
 Seenı- [Qawa, haalaa gası jooni.]

35.8 NARRATIVE

Karamokko Biddo Saajo

Wadɪ subaka gooto, tuma Seenɪ qe Saajo fɛjɪɪɪɪɪ, Seenɪ lamɪ mo, sɪ tawo qo jaŋgi surnalmaɓɓe qonɲan. Saajo wiɪ mo, kaŋko yedɲɪɪɪɪ soodde dɔm qonɲan. Non Saajo lamɪ Seenɪ, ko hodum qo yiye qe surnal qo. Non kaɪ Seenɪ wiɪ mo, qo jaŋgi hen kulle karamokko biddomakko. Qawa Saajo wiɪ mo, sɪ ko fɪɪ fɛjɪɪɪɪɪ qekol qo. Kaŋko qandiino fɪɪ dɔm ko ɓooyɪ. Nden Seenɪ lamɪ mo, ko hodum lamɪ Saajo haali he fɪɪ dɔm. Non Saajo haali mo, lamɪmaɓɓe ɲaawɪ qe karamokko biddomakko, haa qon kiitaama. Qawa hiitoobe mbiyi, soo yobaani kaalis qo, qo yahay kasso lebbi sappo qe jeetati. Nden Seenɪ wiyo mo, 'Qawa, jooni haalaa gasi'.

35.9 Questions for Discussion

1. Seenɪ qe Saajo, ko karamokko biddo hombo ɲaani fɛjɪɪɪɪɪ qekol qo?
2. Ko hodum Seenɪ lamɪ Saajo tuma ɓe fɛjɪɪɪɪɪ?
3. Ko wadɪ Saajo jaŋgaani surnalmaɓɓe qonɲan?
4. Ko hodum Seenɪ yiɪ he surnal qo?
5. Ko kulle hombo Seenɪ jaŋgi he surnal qo?
6. Qontuma Seenɪ no haala Saajo fɪɪ karamokko biddomakko, tawo Saajo qandiino dɔm na, maa qo qandaano?
7. Ko tuma Saajo nani he fɪɪ dɔm, ɓooyɪ, maa qo ɓooyaani?
8. Lamɪ Saajoqen ɲaawɪ qe karamokko biddomakko na?
9. Hiitoobe kiiti mo na?
10. Ko hodum hiitoobe mbiyi?
11. Lebbi jelu ɓe mbiyi ko dɔm qo hebata kasso, soo yobaani kaalis qo.
12. Qo heɓiino kaalis qo na?
13. Qa meedɪ yaade kasso na?

UNIT 36

36.0 Dialog: Frank Does Some Vocabulary Learning.

	-Frank-	
Jam ñalli.		Good afternoon.
	-Demba-	
Jam tan†		I am fine.
	-Frank-	
Mbiimi, hoɗum tamɗaa he junngo nanomaa?		Say, what do you have in your left hand?
	-Demba-	
foley [Ø] (poleeji) ɗum ko foley biskalet.		rubber, tire That's a bicycle inner tire [tube].
	-Frank-	
Hoɗum mbaɗtaa qe ɗum?		What will you do with that?
	-Demba-	
Mi waɗay ɗum to nder koyŋgal biskalet qam, mi waɗa hen hendu.		I will put it in the tire of my bicycle [and] I'll put air into it.
	-Frank-	
Honno mbaɗtaa hen hendu ndu.		How will you put air into it.
	-Demba-	
pompe [Ø] (pompeeji) Qaɗa qandi pompe? Ko ɗum baŋatami, mi pompa hen hendu.		pump Do you know a pump? That's what I will get. I'll pump air into it.
	-Frank-	
Qeeyi, mi qandi pompe.		Yes, I know a pump.
	-Demba-	
tɛp		[full] up, to the top, (used with <u>hew</u>)
Qawa, mi pompay ɗum, haa ɗum hewa tɛp qe hendu.		OK., I will pump it until it is full of air.
	-Frank-	
Mbiimi, hoɗum won to nder qoya saaku won to, to?		I say, what is in that bag there?

- Demba-
 Hoto? Qaa, qoya saaku leldo to na? Where? Ah, that bag lying down there.
- Frank-
 Qeeyi, qon tigi. Yes, that very one.
- Demba-
 qawdu [ndu] (gawli) seed
 qawdi seed (adjective)
 ndungu [ngu] (duubi) rainy season
 Ko gerte, gerte qawdi qam, pur It's ground nuts, my seed peanuts
 ndungu ngu. for the coming rainy season.
- Frank-
 Kono, ndungu ngu qaraani tawo. But the rainy season has not come yet.
- Demba-
 Qeeyi ↑ mido qandi dum, kono ko Yes, I know that, that's what
 non yimbe be fof mbaɗata. all the people do [all the time].
- Frank-
 Qawa, qa jaaraama. Thank you.
- Demba-
 Jaawuur. You are welcome.

36.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honno mbaɗtaa hen <u>hendu</u> ndu.
ndiyam	Honno mbaɗtaa hen <u>ndiyam</u> dam.
gerte	Honno mbaɗtaa hen <u>gerte</u> de.
maaro	Honno mbaɗtaa hen <u>maaro</u> ko.
kosam	Honno mbaɗtaa hen <u>kosam</u> dam.
lacciri	Honno mbaɗtaa hen <u>lacciri</u> ndi.
gawri	Honno mbaɗtaa hen <u>gawri</u> ndi.
hendu	Honno mbaɗtaa hen <u>hendu</u> ndu.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kono <u>ndungu</u> ngu qaraani tawo.
yimbe	Kono <u>yimbe</u> be ngaraani tawo.
sukaaabe	Kono <u>sukaaabe</u> be ngaraani tawo.
naqi	Kono <u>naqi</u> di ngaraani tawo.
puci	Kono <u>puci</u> di ngaraani tawo.
worbe	Kono <u>worbe</u> be ngaraani tawo.
rewbe	Kono <u>rewbe</u> be ngaraani tawo.
debbo	Kono <u>debbo</u> qo qaraani tawo.
neddo	Kono <u>neddo</u> qo qaraani tawo.
ndungu	Kono ndungu ngu qaraani tawo.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Qeeyi, mido qandi <u>pompe</u> .
neenemaa	Qeeyi, mido qandi <u>neenemaa</u> .
dum	Qeeyi, mido qandi <u>dum</u> .
qoya gorko	Qeeyi, mido qandi <u>qoya gorko</u> .
qo debbo	Qeeyi, mido qandi <u>qo debbo</u> .
Samba	Qeeyi, mido qandi <u>Samba</u> .
mo	Qeeyi, mido qandi <u>mo</u> .
qon	Qeeyi, mido qandi <u>qon</u> .
be	Qeeyi, mido qandi <u>be</u> .
debbomakko	Qeeyi, mido qandi <u>debbomakko</u> .
rewbemaabe	Qeeyi, mido qandi <u>rewbemaabe</u> .
yimbemaa	Qeeyi, mido qandi <u>yimbemaa</u> .
jatigimakko	Qeeyi, mido qandi <u>jatigimakko</u> .
baamun	Qeeyi, mido qandi <u>baamun</u> .
musiibemaabe	Qeeyi, mido qandi <u>musiibemaabe</u> .
mawdomaa	Qeeyi, mido qandi <u>mawdomaa</u> .
pompe	Qeeyi, mido qandi <u>pompe</u> .

d) Simple Substitution Drill

New words:

trakto [Ø] (traktooji)	tractor
moto putu-putu	motorcycle

CuePattern

	Mi waɗay ɗum to nder koyŋgal <u>biskaletqam</u> , mi waɗa hen hendu.
kamiyoŋmaa	Mi waɗay ɗum to nder koyŋgal <u>kamiyoŋmaa</u> , mi waɗa hen hendu.
wotirmakko	Mi waɗay ɗum to nder koyŋgal <u>wotirmakko</u> , mi waɗa hen hendu.
moto putu-putuqameŋ	Mi waɗay ɗum to nder koyŋgal <u>moto putu-putuqameŋ</u> , mi waɗa hen hendu.
traktormoɗon	Mi waɗay ɗum to nder koyŋgal <u>traktormoɗon</u> , mi waɗa hen hendu.
kuruyemaɓɓe	Mi waɗay ɗum to nder koyŋgal <u>kuruyemaɓɓe</u> , mi waɗa hen hendu.
biskaletqam	Mi waɗay ɗum to nder koyŋgal <u>biskaletqam</u> , mi waɗa hen hendu.

e) Progressive Substitution Drill

CuePattern

	<u>Mi</u> waɗay ɗum to nder koyŋgal biskaletqam, mi waɗa hen hendu.
qo	<u>Qo</u> waɗay ɗum to nder koyŋgal <u>biskaletmakko</u> , qo waɗa hen hendu.
wotir	<u>Qo</u> waɗay ɗum to nder koyŋgal wotirmakko, qo waɗa hen hendu.
ɓe	<u>Be</u> mbaɗay ɗum to nder koyŋgal <u>wotirmaɓɓe</u> , ɓe mbaɗa hen hendu.
moto-putu-putumaɓɓe	<u>Be</u> mbaɗay ɗum to nder koyŋgal moto-putu-putumaɓɓe, ɓe mbaɗa hen hendu.
meŋ	<u>Meŋ</u> mbaɗay ɗum to nder koyŋgal <u>moto-putu-putuqameŋ</u> , meŋ mbaɗa hen hendu.

	Meñ mbad'ay d'um to nder koyngal <u>moto-putu-putuqamen</u> , meñ mbada hen hendu.
trakto	<u>Meñ</u> mbad'ay d'um to nder koyngal traktoqamen, meñ mbada hen hendu.
m1	M1 wad'ay d'um to nder koyngal <u>traktoqam</u> , m1 wada hen hendu.
biskalet	M1 wad'ay d'um to nder koyngal biskaletqam, m1 wada hen hendu.

f) Progressive Substitution Drill

New word: gas dig

CuePattern

	Mbiimi, hodum <u>tamdaa</u> qe jungo nanomaa?
jog	Mbiimi, hodum jogdaa qo <u>jungo</u> nanomaa?
baawo	Mbiimi, hodum jogdaa qe baawo <u>nanomaa</u> ?
ngesamaa	Mbiimi, hodum jogdaa qe baawo ngesamaa
qaw	Mbiimi, hodum ngawdaa qe <u>baawo</u> ngesamaa?
nder	Mbiimi, hodum ngawdaa qe nder <u>ngesamaa</u> ?
bambemon	Mbiimi, hodum <u>ngawdaa</u> qe nder bambemon?
gas	Mbiimi, hodum gasdaa qe <u>nder</u> bambemon?
senjo	Mbiimi, hodum gasdaa qe <u>senjo</u> bambemon?
maayo ngo	Mbiimi, hodum <u>gasdaa</u> qe senjo maayo ngo?
suud'	Mbiimi, hodum cuuddaa qe <u>senjo</u> maayo ngo?
hedde	Mbiimi, hodum cuuddaa qe hedde <u>maayo ngo</u> ?
Qambasad qo	Mbiimi, hodum <u>cuuddaa</u> qe hedde Qambasad qo?
heβ	Mbiimi, hodum keβdaa qe <u>hedde</u> Qambasad qo?
baawo	Mbiimi, hodum keβdaa qe baawo <u>Qambasad qo</u> ?
nanomaa	Mbiimi, hodum <u>keβdaa</u> qe baawo nanomaa?
tam	Mbiimi, hodum <u>tamdaa</u> qe <u>baawo</u> nanomaa?
jungo	Mbiimi, hodum <u>tamdaa</u> qe jungo nanomaa?

36.2 EXERCISES

a) Directed Conversation Exercise (Student takes the part of Frank)

Narrative:

Frank has just recently arrived at his new post. His friend Demba is teaching him the Fula language.

There are many words that Frank does not know. Frank is discussing with Demba about some words for various items that he sees around him. He knows what they are in English, but does not know what they mean in Fula. Demba proceeds

to question Frank about these items in order to help him learn the new words. To identify these items Demba describes to Frank their function, size, number, shape, weight or any other characteristic that may be associated with them.

Dialog:

Demba- Mbilimi Frank, qada qandi qinde to juulbe juulata na?

Frank- [Qeeyi, wonaa ko juulirde na?]

Demba- Qeeyi, ko dum tigi, qawa haalanam qinde nde to meɗ mbaɗata ndiyam.

Frank- [Mi qandaa dum, ko hoɗum?]

Demba- Qeden mbiya dum loonde, qawa honno to meɗ mbaɗata keɗam ɗam qameɗ.

Frank- [Qaaa, dum ko horde.]

Demba- Qeeyi, qawa hoɗum woni qinde suudu ndu to meɗ defata.

Frank- [Mi sikki qoɗon mbiya dum deferdu.]

Demba- Qeeyi, ko goonga: Qada qandi qinde ko yimbe ɗe ɗaɗata, si ɗeɗo fiota.

Frank- [Mi yedɗyiti dum fereɗ.]

Demba- Dum ko meselal.

Frank- [Qa haali goonga.]

Demba- Honno qen mbiyata, ko yimbe ɗe bornata, tuma ɗe bornata wuttemaɗɗe.

Frank- [Dum no wiyete genso.]

Demba- Qeeyi, ko non tigi, qawa, jaaraama.

Frank- [Jaawuur Demba.]

36.8 NARRATIVE

Qonɗan tuma Frank hawri qe Demba, tawo Demba no jogi hunde he jungo nanomakko. Frank lamdi mo ko hoɗum woni qon. Demba wiyi mo dum ko foley, qawa kadi Frank lamdi mo hoɗum qo wadataa qe dum. Non Demba wiyi mo, qo waday dum he nder koyngal biskaletmakko, qo wada hen hendu. Nden Frank lamdi mo kadi, honno qo wadata hen hendu ndu. Demba wiyi mo qo ɗaɗay pompe, qo pompa dum, haa dum hewa tep. Qawa kadi Frank lamdi mo, ko woni he nder saaku qo. Demba wiyi mo dum ko gerte qawdi makko pur ndungu ngu. Qawa tuma ɗe pari haalaamaɗɗe, kala he maɗɗe yahi he laawolmakko.

36.9 Questions for Discussion

1. Hombo salmini Demba qonñan?
2. Frank qe Demba hombo jogiino hunde he jungo nanomakko?
3. Ko hodum Demba jogi he jungomakko?
4. Ko hodum Demba wadata he foley qo?
5. Qada qandi pompe?
6. He nder hodum Demba naatintaa foley qo?
7. Hodum woni he nder saaku qo.
8. Hodum woni gerte qawdi?
9. Qa meedi hesde biskalet na?
10. Qada waawi dognude biskalet?
11. Demba qe Frank hombo yakki koyngal biskaletmun?
12. Qada jogi foley to leydimodon na?

UNIT 37

37.0 Dialog: The Case of the Mistaken Drunk Driver.

Jam fallen.	-Jim-	Good afternoon.
Jam tan↑	-Jallo-	Greetings.
minister [ø] (ministeraabe) Mido yidi yiide ministermon.	-Jim-	minister (government) I wish to see your minister.
Qan no wiyete, qe honto liggotaa?	-Jallo-	What is your name, and where do you work?
Mido wiye Jim. To Qambasad Qamerika liggotomi.	-Jim-	I am called Jim. I work at the American Embassy.
Qawa, fad seeda tan, minister qo no haala qe goddo.	-Jallo-	OK., wait a bit. The minister is talking with someone.
nel Min mi waawata fadde, ko Qambasadorqamej neli kam to makko.	-Jim-	send I can't wait. It's our ambassador who sent me to him.
Ko fjiddaa mi wada jooni?	-Jallo-	What do you want me to do now?
hawjaade Yaa, haalana mo komi hawjudo.	-Jim-	to be in a hurry Go, tell him I'm in a hurry.
hantin/hanti Hantin, haalaa gasi. Minister qo dinii. Qomo qara.	-Jallo-	then, now then Now then, the talk is over. Here comes the Minister.

-Jim-

Jam Ħalli, Minister.

Good afternoon, Minister.

-Minister-

Jam tan, qan kaa hombo nii?

Fine, who are you?

- Jim -

Ko min woni kansilor Qambasad
Qamerika.

I am the counsellor of the American Embassy.

-Minister-

Jooni non, ko ñjɪɖɖaa mi
wadan ma?

Now then, what can I do for you?
('What do you want me to do
for you? ')

-Jim-

Ko Qambasadorqamen neli kam
to maada he fii soferqamen.

Our ambassador sent me to you,
in the matter of our driver.

-Minister-

Ko hodum heð1 sofermon?

What happened to your driver?

- Jim -

Polisaajimon nangı mo gila
hanrı ñalloma.

Your police have been holding
him since yesterday afternoon.

-Minister-

Ko hodum qo wadi? Kori qo
waraani neddo qe motomakko?

What did he do? I hope he didn't
kill anyone with his car.

- Jim -

Qo waraani hay gooto, be mbiyi
qo yari kondyam tuma qomo
dogna wotirgamen.

He didn't kill anyone. They said
he was drunk while he was driving
our car.

-Minister-

Dum ko goonga na?

Is that true?

- Jim -

Qalaa ↑ dum wonaa goonga.

No, that's not true.

-Minister-

Qawa† yaa mbiyaa qam̄basadormon,
be ngaccay mo d̄o qe salifana.

OK., go tell your Ambassador, he
will be released by this after-
noon.

- Jim -

Qambasadorqamen wiyi yomi haal
ma Polisaajimon ko be mbaɗi,
no metti mo beteke.

Our Ambassador said I was to tell you that what your police did distressed him very much.

-Minister-

Saa yahi, mbiyaa mo mi nani
haalaamakko.

When you go, tell him I have heard
his complaint.

-Jim-

Qawa, qa jaaraama, Minister.

OK., thank you Minister.

-Minister-

Jaawuur.

You are welcome!

37.1 Variation Drills on Basic Sentences.

a) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko <u>min</u> woni kansilor Qambasad Qamerika.
qo	Ko <u>qo</u> woni <u>kansilor</u> Qambasad Qamerika.
sofer	Ko <u>qo</u> woni <u>sofer</u> Qambasad Qamerika.
qoya	Ko <u>qoya</u> woni <u>sofer</u> Qambasad Qamerika.
Qambasador	Ko <u>qoya</u> woni Qambasador Qambasad Qamerika.
qan	Ko <u>qan</u> woni <u>Qambasador</u> Qambasad Qamerika.
dokotor	Ko <u>qan</u> woni dokotor Qambasad Qamerika.
qo	Ko <u>qo</u> woni <u>dokotor</u> Qambasad Qamerika.
mason	Ko <u>qo</u> woni mason Qambasad Qamerika.
qoya	Ko <u>qoya</u> woni <u>mason</u> Qambasad Qamerika.
polis	Ko <u>qoya</u> woni polis Qambasad Qamerika.
qo	Ko <u>qo</u> woni <u>polis</u> Qambasad Qamerika.
fiita	Ko <u>qo</u> woni fiita Qambasad Qamerika.
min	Ko <u>min</u> woni <u>fiita</u> Qambasad Qamerika.
kansilor	Ko <u>min</u> woni kansilor Qambasad Qamerika.

b) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Jooni non ko fiidfaa mi wadan ma.
(qon)	Jooni non ko fiidfon <u>mi</u> wadan qon.
qo	Jooni non ko fiidfon <u>qo</u> wadan qon.
(qa)	Jooni non ko fiidfaa <u>qo</u> wadan <u>qon</u> .
mo	Jooni non ko fiidfaa <u>qo</u> wadan mo.
be	Jooni non ko fiidfaa <u>be</u> mbaadan mo.
(qon)	Jooni non ko fiidfon <u>be</u> mbaadan <u>mo</u> .
kam	Jooni non ko fiidfon <u>be</u> mbaadan kam.
qo	Jooni non ko fiidfon <u>qo</u> wadan kam.
(qa)	Jooni non ko fiidfaa <u>qo</u> wadan kam.
ma	Jooni non ko fiidfaa <u>qo</u> wadan ma.
mi	Jooni non ko fiidfaa <u>mi</u> wadan ma.

37.2 EXERCISES

- a) Directed Conversation Exercise (Student takes the part of Jallo)

Narrative:

Qada wiye Jallo. Jim, ko Qamerika qo qimmi. Qomo ligga to Qambasadmaabe. Qambasadormaabe neli mo to ministermoŋon. Tuma qo yotti to biramoŋon, qo selmini ma. Qomo yidi yiide ministermoŋon. Tawo qon no haala qe godŋo. Qada yidi qo fada seeda haa be gayna haalaamaabe. Tuma qoŋon kaala fii dūm tan, booyaani ministermoŋon qari to ngondon.

Dialog:

- a) Jam fialli Jallo.
 b) [Jam tan Jim, hodum fiidŋaa?]
 a) Miŋo yidi yiide ministermoŋon.
 b) [Hombo neli ma to makko?]
 a) Ko Qambasadorqameŋ.
 b) [Qawa fad seeda, qomo haala qe godŋo.]
 a) Qalaa, mi waawataa fadde.
 b) [Qawa laar, minister diŋi, no qara.]
 a) Qawa, qa jaaraama.
 b) [Jaawuur.]

37.3 Story (Read and Discuss)

New words:

qoto	[Ø] (qotooŋi)	auto
welo	[Ø] (weloŋi)	bicycle
dingira	[Ø] (dingiraaŋi)	location, place
teddu	[Ø] ()	be heavy
roondu		carry a load
fiaw		be sick

Marde Welo qo Qoto, Mbabba qe Pucu

Saa yidi wonde to leydiqameŋ, qa foti soodde welo, ma qoto. Qawa, saa waawaa hebde de, mbaŋaa feere, sooda mbabba maa pucu. Si wonaa dūm, qa waawataa wadde soklaajimaa di fow, paski dingiraaŋi di no wodŋondiri. Kono sada jogi welo maa qoto, mbabba maa pucu, qa waaway wadde haajuujimaa di fow, tawo qa tampataa. Qawa, saa jogaaki de, wadi qa jogi dŋgal, dūm no teddi, qa waawaa roondude dūm he hooremaa, honno mbaŋtaa? Qawa, si tawo qada jogi welo, ko mbaŋtaa tan, baŋaa

donɗalmaada, haɓɓaa d̥um he boggol, haa d̥um ko fewi, nden ɓaɗɗaa d̥um, haɓɓaa d̥um to ɓaawo welomaa ko fewi, qawa, d̥yeɗaa dow welomaa, fiɗahaa laawolmaaɗa.

Wayno kadi musid̥ɗomaa fiɗawɗi, qada yid̥i nabde mo to dokotor, tawɗi, moɗon he to dokotor qo woni no wod̥ɗi. Qawa, si tawo qada jogi qoto, ko mbaɗtaɗa, ɓaɗɗaa musid̥ɗomaa qo, naatinaa mo he d̥um, fiɗahaa. Kono, saa jogaaki qoto, qa waawataa nabde mo, qan tan hooremaa. Ko d̥um wad̥i welo maa qoto, mbabba maa pucu, moɗɗyi heɓɓe to leyɗimeed̥en.

37.8 NARRATIVE

Jallo qe Jim

Qonñan Jallo no joodi to biromaɓɓe. Jim qari, qo salmini mo, nden qo wiɗi mo, qomo yid̥i yiide ministermaɓɓe. Tawɗi minister qo no haalaa qe god̥ɗo he biromakko. Non Jallo lamdi mo, ko hombo neli mo to ministermaɓɓe. Jim wiɗi mo ko qambasadormaɓɓe neli mo. Nden, non Jallo wiɗi mo yoo fad̥i minister qo seeda haa ɓe gayna haalaamaɓɓe. Kono Jim wiɗi mo qo waawataa fadde. Qawa, ɓooyaani tan, minister qo qari, non kaŋko qe Jim kaaldi ko ɓe kaalata non.

37.9 Questions for Discussion

1. Hombo wiɗi Jallo, kaŋko no yid̥i yiide minister Jalloqen?
2. Hoto Jim liggoto?
3. Tuma Jim wiɗi Jallo, qomo yid̥i yiide ministermaɓɓe, ko hoɗum Jallo jaabi mo?
4. Hombo neli Jim to biro Jalloqen?
5. Hombo woni kansilor Qambasad Qamerika?
6. Ko fii hoɗum qambasad̥or Jimqen neli Jim to minister Jalloqen?
7. Ko hoɗum heɓi sofer Jimqen?
8. Hoɓe nanɗi sofer Jimqen?
9. Ko wad̥i polisaabe nanɗi sofer Jimqen?
10. Gila tuma ɓe nanɗi mo?
11. Ko hoɗum polisaabe mbiyi, ko d̥um wad̥i ɓe nanɗi sofer Jimqen?
12. Ko hoɗum minister qo wiɗi he fii d̥um?
13. Ko wad̥i Jim wiɗi, kaŋko, qo waawataa fadde seeda.
14. Qa meed̥i yarɗe kondyam na?
15. Polisaabe meed̥i ma nanɗude na?
16. Qada waawɗi dognude wotir?
17. Qa meed̥i heɓɓe qaksidaŋ na?

UNIT 38

38.0 Dialog. Ngay Wants to Register His Child in School.

- Jam ñalli tuubaako. -Ngay- Good afternoon, white man.
- Jam tan Pullo, hodum ñjiddaa -Charles- Greetings, Fula, what do you
mi wadan ma? want me to do for you?
- Mido yidi yaa haalanam hunde -Ngay- I want you to tell me something
he jangurduujimodon. about your schools.
- He fii hodum? -Charles- About what?
- He fii ñjibdimabbe, qe honno -Ngay- In the matter of fees, and also
neddo naatata qe mabbe. tell me how one can enter them.
- Mi waawataa ma haalde dum fow -Charles- I can't tell you all that but,
kono, jangurduuji qamej kala, each of the schools has its
no hebi ñjibdimakko. own fees.
- Qawa, hodum cikkuɗaa mi fota -Ngay- OK., what do you thing I ought
wadde si mi yidi nelde to do it if I want to send my
ɓiddoqam ton? son there?
- Folo, haalanam no janguli -Charles- First, tell me how much schooling
ɓiddomaa foti. your son has [had]('equaled').
- Qo gayni jangurdu mawɗoqamej, -Ngay- He has finished our high school.
jooni qo yidi jangude fii Now he wants to study medicine.
dokotor.
- Ko mbaɗtaa folo, windu letar -Charles- What you are to do first, [is]
to jangurduujiqamej, mbiya write a letter to our schools
ɓe ko kaalɗaa kam. [and] tell them what you told
me.
- Dum tan? -Ngay- That's all?

- Qalaa ↑ be kadi winday ma letar
Qawa saa hebi dūm, ngad'daa dūm
to qam, mi janga dūm.
- Charles-
No, they will write to you OK.,
when you get it, brint it [and]
let me read it.
- Qawa, jaaraama, tuubaako.
- Ngay-
OK., thank you (white man).
- Jaawuur, fallen jam.
- Charles-
You are welcome, good afternoon.
- - - - -
- Jam waali, letar qo qari.
- Ngay-
Good morning, the letter has come.
- Qa jangi dūm na? Ho'dum be
mbiyi hen?
- Charles-
Did you read it? What did they
say in it?
- Bidd'oqam wiyi, be kebi dula
pur makko.
- Ngay-
My son said they have got a place
for him.
- paspor [ø] (pasporaaji)
kaytol [ø] (kaytolaaaji)
- Charles-
passport
certificate
- Qawa non haalaa gasi, mbiimi
bidd'omaa no jogi paspor qe
kaytol dokotor na?
- OK., the talk is finished. Now
then, does your son have a
passport and a doctor's
certificate?
- Qeeyi ↑ qomo jogi de fow, ko
heddi joo, ko visamakko tan.
- Ngay-
Yes, he has them all. What
remains now is his visa.
- Qawa wiyi mo, yoo qar to
Qambasadqamen jango.
- Charles-
OK, tell him to come to our
Embassy tomorrow.
- Mi haalanay mo dūm, si mi
yotti galle.
- Ngay-
I will tell him that when I get
home.
- Kadi, yoo qaddu paspor qe kaytol
dokotormakko mi laar dūm.
- Charles-
Also let him bring his passport
and his doctor's certificate
for me to see.

-Ngay-

Qawa, baasi qala, mido yaha nani,
qa jaaraama.

OK., no trouble, now then I am
going. Thank you.

-Charles-

Jaawuur.

You are welcome.

38.1 Variation Drills on Basic Sentences

a) Phrasal Substitution Drill

Cue

Pattern

	Hodum cikkudaa mi fota wadde, <u>si mi yidi nelde biddoqam ton?</u>
si be mbiyi kam yo mi yaha jooni	<u>Hodum cikkudaa mi fota wadde, si be mbiyi kam yo mi yaha jooni?</u>
hodum mbaadataa	<u>Hodum mbaadataa, si be mbiyi kam yo mi yaha jooni?</u>
si mi hooti to leydiqamen	<u>Hodum mbaadataa, si mi hooti to leydiqamen?</u>
hodum cikkudaa mi fota bornude	<u>Hodum cikkudaa mi fota bornude, si mi hooti to leydiqamen?</u>
si lamdo qo nodd kam	<u>Hodum cikkudaa mi fota bornude, si lamdo qo nodd kam?</u>
hodum mbiyatami	<u>Hodum mbiyatami, si lamdo qo nodd kam?</u>
si be ngari do he baawomaa	<u>Hodum mbiyatami, si be ngari do he baawomaa?</u>
hodum mbaadataa,	<u>Hodum mbaadataa, si be ngari do he baawomaa?</u>
soo sali naamludemaa kaalis	<u>Hodum mbaadataa, soo sali naamludemaa kaalis?</u>
hodum cikkudaa mi fota wadde	<u>Hodum cikkudaa mi fota wadde, soo sali naamludemaa kaalis?</u>
si debboqam sali yaade kampama	<u>Hodum cikkudaa mi fota wadde, si debboqam sali yaade kampama?</u>
hodum mbaadataa	<u>Hodum mbaadataa, si debboqam sali yaade kampama?</u>
se mi tawi biddomaa ton	<u>Hodum mbaadataa, se mi tawi biddomaa ton?</u>
hodum cikkudaa mi fota wadde	<u>Hodum cikkudaa mi fota wadde si mi tawi biddomaa ton?</u>
si mi yidi nelde biddoqam ton	<u>Hodum cikkudaa mi fota wadde si mi yidi nelde biddoqam ton?</u>

b) Phrasal Substitution Drill

CuePattern

	<u>Windu letar to jangurduujiqamen, mbiyaa ße, ko kaaldaa kam.</u>
yaa to mawße saare nde	Yaa to mawße saare nde, <u>mbiyaa ße, ko kaaldaa kam.</u>
haalaa ße, ko ñjiidaa he laawol	<u>Yaa to mawße saare nde, haalaa ße, ko ñjiidaa he laawol.</u>
deßßomaa haalaani kam haŋki	Deßßomaa haalaani kam haŋki, <u>ko ñjiidaa he laawol.</u>
kulle biidfo-gorkomaa	<u>Deßßomaa haalaani kam haŋki, kulle biidfo-gorkomaa.</u>
windu mo letar mbiya mo	Windu mo letar, mbiya mo <u>kulle biidfo-gorkomaa.</u>
ko ñjiidaa.	Windu mo letar, mbiya mo, koo ñjiidaa.

c) Expansion Drill

CuePattern

	Yoo qaddu paspor qo.
qe kaytol dokotormakko	Yoo qaddu paspor qo qe kaytol dokotormakko.
to biroqam	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam.
jaŋgo	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam jaŋgo.
hakkunde subaka qe salifana	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam jaŋgo, hakkunde subaka qe salifana.
Si wonaa dūm qo tawataa kam ton.	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam jaŋgo, hakkunde subaka qe salifana. Si wona dūm qo tawataa kam ton.
paski mido yidi yaade kampama	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam jaŋgo, hakkunde subaka qe salifana. Si wonaa dūm qo tawataa kam ton, paski mido yidi yaade kampama.
to dokotorqam	Yoo qaddu paspor qo qe kaytol dokotormakko to biroqam jaŋgo, hakkunde subaka qe salifana. Si wonaa dūm qo tawataa kam ton, paski mido yidi yaade kampama to dokotorqam.

38.9 Questions for Discussion

1. Hombo lamdi Charles he fii jangurduujimaɓɓe?
2. Ko fii kulle hodum qo lamdi Charles?
3. Ko hodum Charles wiyi mo he dum?
4. Ko hodum woni he berende Ngay, tuma qomo lamda Charles he fii jangurduujimaɓɓe?
5. Ko fii hombo wadi, qo lamdi Charles he fii dum?
6. Ko hodum biddo Ngay yidi jangude to leydi Charlesqen.
7. Biddo Ngay gayni jangirdumaɓɓe na maa qo gaynaani dum?
8. Ko hodum Charles wiyi Ngay koo wadtaa folo?
9. Letar qo qari na?
10. Biddo Ngay hebi dula ton na, maa qo hebaani?
11. Hombo yidi visa, ko Ngay na, maa ko biddomum?
12. Hombo qo lamdi, yo qon wallu mo he fii dum?
13. Biddo Ngay jogi paspor qe kaytol dokotor na, maa qo jogaaki?
14. Hodum Charles haalani Ngay he biddomakko?
15. Qa meedi yaade jangirduuji Qamerika na?

UNIT 39

39.0 Dialog: News of Friends and Family.

- Hey Ngay, no mbaɗɗaa?
- Qamadu- ('Oh there you are Ngay. How are you?') Here is my Ngay, how are you doing?
- Jam tan ↑ Kori tana qala qe ma?
- Ngay- [I'm] fine, hope nothing is wrong with you?
- Jam tan ↑ Mbiimi, honto ngondaa lebbi di fow.
- Qamadu- Just fine ('where have you been hiding all these past months') say where have you been hiding yourself all these past months.
- Hombo, min? Hay dula, miɗo to qameɲ.
- Ngay- Who me? No where. I (was) at our place.
- Ko waɗi qa qaraani to qameɲ.
- Qamadu- Why didn't you come to our place [to see me].
- Qalla no qandi, mi yiɗiino qarde to mon, kono ligge nge no hewi qe jungoqam.
- Ngay- God knows I wanted to come to your place, but I had lots of work on hand.
- Honno debbomaa? Maa biɲgelmakko mawni jooni?
- Qamadu- How is your wife?, I imagine her child is growing up now.
- Haytus heɓaani mo, kaɲko qe biɲgelmakko. Ñande qo ñande qo lamday kam he fiimaa.
- Ngay- Nothing is wrong with her, her or her child. She asks me about your affairs every day.
- Cukaayel ngel fudɗi haalde na?
- Qamadu- Has the child started to talk yet?
- Qeeyi ↑ kono, wonaa nii biɲgelmaa haalata.
- Ngay- Yes, but not like the way your child talks.
- Honno biɗɗo-gorko? Qa nabi mo qekol jooni na?
- Qamadu- How is your son? Have you taken him to school now?

Qeeyi ↑ Qo fuddi qekol he lewru koorka maaydo.	-Ngay-	Yes, he started school during the past ['dead'] Ramadan month.
Duubi jelu qo hebi jooni?	-Qamadu-	How old is he now? ('How many years has he [got] now?')
Hikka wonay duubi jeegommakko.	-Ngay-	This year is his sixth year.
Mbiimi, qenen dido, hombo woni mawdo?	-Qamadu-	I say, [of the] two of us who is the elder?
Ko min, paski, hikka, mi hebay duubi cappande tati. Mi sikaa qan,qa hebi dum tawo?	-Ngay-	It's me, because, this year, I will be thirty. I don't think you're that old yet?
Qa haali goonga, hikka min mi hebay duubi nogas qe jeetati.	-Qamadu-	You're right. As for me, this year I will be twenty eight years old.
fulaŋ Nden qan qe miñirawo debboqam,ko qonon woni fulaŋ.	-Ngay-	companion Then you and my younger sister could be companions.
Qeeyi ↑ Mbiimi, honno maa- mirawo-gorkomaa? Duubi jelu qo hebi jooni?	-Qamadu-	I think so. Say, how is your grandfather. How old is he now?
Mi qandaa ko duubi jelu qo hebi.	-Ngay-	I don't know how old he is.
Hoto qo woni jooni?	-Qamadu-	Where is he now?
Qomo do, kono qo yahi to debbomum.	-Ngay-	He is here, but he went to [be with] his wife.
Ko han na, maa ko hanƙi qo yahi?	-Qamadu-	Was it today or yesterday he went?

-Ngay-

Ko haŋki. Mbiimi, fad mi yaha
galle. Qawa, ñallen jam.

Yesterday. Say wait, I'm going
home. OK., good afternoon.

-Qamadu-

Qawa, baasi qalaa, qa jaaraama.

OK., no trouble, thank you.

39.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Duubi</u> jelu qo heɓi jooni?
lebbi	<u>Lebbi</u> jelu qo heɓi jooni?
jonte	<u>Jonte</u> jelu qo heɓi jooni?
balde	<u>Balde</u> jelu qo heɓi jooni?
waktuuji	<u>Waktuuji</u> qo heɓi jooni?
Jemmaaji	<u>Jemmaaji</u> jelu qo heɓi jooni?
duubi	Duubi jelu qo heɓi jooni?

b) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Duubi</u> jelu qo heɓi?
lebbi	<u>Lebbi</u> jelu <u>qo</u> heɓi?
qon	<u>Lebbi</u> jelu qon keɓi?
jonte	<u>Jonte</u> jelu <u>qon</u> keɓi?
ɓe	<u>Jonte</u> jelu ɓe keɓi?
balde	<u>Balde</u> jelu <u>ɓe</u> keɓi?
qa	<u>Balde</u> jelu qa heɓi?
waktuuji	<u>Waktuuji</u> jelu <u>qa</u> heɓi?
qoya	<u>Waktuuji</u> jelu qoya heɓi?
jemmaaji	<u>Jemmaaji</u> jelu <u>qoya</u> heɓi?
ɓeya	<u>Jemmaaji</u> jelu ɓeya keɓi?
duubi	Duubi jelu <u>ɓeya</u> keɓi?
qo	Duubi jelu qo heɓi?

c) Progressive Substitution Transformation Drill

<u>Pattern 1</u>	<u>Pattern 2</u>
Ko han na, maa ko haŋki?	Ko haŋki, wonaa hande.
Ko haŋki na, maa ko hande?	Ko hande, wonaa haŋki.
Ko jaŋgo na, maa ko faɓɓi-jaŋgo?	Ko faɓɓi-jaŋgo, wonaa jaŋgo.
Ko faɓɓi-jaŋgo na, maa ko jaŋgo?	Ko jaŋgo, wonaa faɓɓi-jaŋgo.
Ko ñalloma na, maa bimbi?	Ko bimbi, wonaa ñalloma.
Ko bimbi na maa, ko ñalloma?	Ko ñalloma, wonaa bimbi.

Ko ñalloma na, maa ko kiikiide?	Ko kiikiide, wonaa ñalloma.
Ko kiikiide na, maa ko ñalloma?	Ko ñalloma, wonaa kiikiide.
Ko jemma na, maa ko kiikiide?	Ko kiikiide, wonaa jemma.
Ko kiikiide na, maa ko jemma?	Ko jemma, wonaa kiikiide.
Ko Demba na, maa ko Samba?	Ko Samba, wonaa Demba.
Ko Samba na, maa ko Yompa?	Ko Yompa, wonaa Samba.
Ko Yompa na, maa ko Yoro?	Ko Yoro, wonaa Yompa.
Ko Yoro na, maa ko Kumba?	Ko Kumba, wonaa Yoro.
Ko qan na, maa ko kaŋko?	Ko kaŋko, wonaa min.
Ko min na, maa ko qon?	Ko min, wonaa qon.
Ko qon na, maa ko ße?	Ko meŋ, wonaa ße.
Ko ße na, maa ko qo?	Ko ße, wonaa qo.
Ko han na, maa haŋki?	Ko haŋki, wonaa hande.

d) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mbiimi, qenen <u>dido</u> , hombo woni mawdo?
tato	Mbiimi, qenen <u>tato</u> , hombo woni mawdo?
nayo	Mbiimi, qenen <u>nayo</u> , hombo woni mawdo?
jowi	Mbiimi, qenen <u>jowi</u> , hombo woni mawdo?
jeegom	Mbiimi, qenen <u>jeegom</u> , hombo woni mawdo?
jeedidɪ	Mbiimi, qenen <u>jeedidɪ</u> , hombo woni mawdo?
jeetati	Mbiimi, qenen <u>jeetati</u> , hombo woni mawdo?
jeenayi	Mbiimi, qenen <u>jeenayi</u> , hombo woni mawdo?
sappo	Mbiimi, qenen <u>sappo</u> , hombo woni mawdo?
fow	Mbiimi, qenen <u>fow</u> , hombo woni mawdo?
piu	Mbiimi, qenen <u>piu</u> , hombo woni mawdo?
fof	Mbiimi, qenen <u>fof</u> , hombo woni mawdo?
dido	Mbiimi, qenen <u>dido</u> , hombo woni mawdo?

e) Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Mbiimi, honto <u>ngonnodaa</u> lebbi dɪ fow?
yaa	Mbiimi, honto ñjaanodaa <u>lebbi de</u> fow?
balde de	Mbiimi, honto ñjaanodaa <u>balde de</u> fow?
won	Mbiimi, honto ngonnodaa <u>balde de</u> fow?
duubi dɪ	Mbiimi, honto ngonnodaa <u>duubi dɪ</u> fow?
yaa	Mbiimi, honto ñjaanodaa <u>duubi dɪ</u> fow?
lebbi dɪ	Mbiimi, honto ñjaanodaa <u>lebbi dɪ</u> fow?
won	Mbiimi, honto ngonnodaa <u>lebbi dɪ</u> fow?
jonte de	Mbiimi, honto <u>ngonnodaa</u> jonte de fow?
yaa	Mbiimi, honto ñjaanodaa <u>jonte de</u> fow?

	Mbiimi, honto <u>ñjaanodaa jonte de</u> fow?
waktuuji d1	Mbiimi, honto <u>ñjaanodaa waktuuji d1</u> fow?
won	Mbiimi, honto <u>ngonnodaa waktuuji d1</u> fow?
hande	Mbiimi, honto <u>ngonnodaa hande</u> fow?
yaa	Mbiimi, honto <u>ñjaanodaa hande</u> fow?
haŋki	Mbiimi, honto <u>ñjaanodaa haŋki</u> fow?
won	Mbiimi, honto <u>ngonnodaa haŋki</u> fow?
jemma	Mbiimi, honto <u>ngonnodaa jemma</u> fow?
yaa	Mbiimi, honto <u>ñjaanodaa jemma</u> fow?
lebbi d1	Mbiimi, honto <u>ñjaanodaa lebbi d1</u> fow?

39.2 Story: Read and Discuss

New word: woppu	throw

NDUNGU (II)

Ñande qo ñande, si yimbe ñe fini, worbe ñe ñjaha to gesemañbe, rewbe kadi ko non, kono gooto qe mañbe heddoto galle defa ñaamri pur liggotooñbe won to gese ñe qe farooji d1. Folo qo defay kacitaari ndi. Si qawa dum gasi, qo qokka sukaañbe ñe, ñe naba dum to yimbe to ladde. Si dum qiw1 hen, qo fudña defde bottaari ndi. Sukaañbe kadi nabay ñaamri ndi to gese ñe. Remooñbe, si sukaañbe ñjotti, ñe ngacca liggemeñbe, ñe ñaamoya. Sukaañbe ñe non fudña hoccude hudoko ko, ko remooñbe ñe ndemi, ñe woppa dum to senjo ngesa mba. Si yimbemañbe gasi ñaamde, ñe ñaqa kore ñe, ñe koota, ñe taway defdo bottaari ndi yahi to faro ngo. Si ñe yotti ñe ñaama, ñe ñaqa ñeqi d1 qe baali d1, ñe ngaynoya to ladde haa hedde qalansara, ñe ngarta galle kadi. Qo ñooyataa, liggotooñbe kadi qartaa. Si yimbe fow ngarti, ñe loototo, qawa ñe ñaama hiirande nde. Qawa si dum pari, kala yidde wadde soklamaa mbañaa. Qawa, wobbbe non ñjahay saare kiroya to teeribemañbe haa waktu waalde fota. Nii tan yimbe hewde wadata to qamen, he ndungu.

39.8 NARRATIVE

Qamadu qe Ngay

Qamadu qe Ngay qonñan ñe kawri he laawol. Taw1 Qamadu wayri yiide Ngay. Non Qamadu lamdi mo, ko hoto qo woniino he lebbi d1 fow. Ngay wiya mo, qo yahaani hay dula. Nden Qamadu lamdi mo, ko wadi qo yahaani to mañbe gila qontuma. Ngay wiya, qo yidiino yaade ton, kono tawo ligge no hewi qe jungomakko. Non Qamadu lamdi mo, no ñingelmakko wadi, qe ñidfo-gorkomakko, si tawo qon fudñi yaade qekol, qawa ko duubi jelu qon heñi jooni. Non qo wiya mo, ñidfo-gorkomum heñi duudi jeegom, te qo fudñi qekol, qawa kadi ñingelmakko fudñi haalde. Qawa ñe yewti ton haa ñooyi, nden Ngay wiya Qamadu, kaŋko no yaha galle, non ñe fow ñjahi to gallemañbe.

39.9 Questions for Discussion

1. Qamadu qe Ngay ko ñe teeriibe na?
2. Ko waɗi Ngay wayri to galle Qamaduqen?
3. Ngay yahino dula na?
4. Ko debbo hombo heɓi ñingel?
5. Cukayel debbo-Ngay waawi haalde na?
6. Ko duubi jelu biɗɗo-gorko Ngay heɓi?
7. Qo fudɗi yaade qekol na?
8. Ko tuma qo fudɗi yaade qekol?
9. Qamadu qe Ngay, hombo woni mawɗo ñe diɗi?
10. Ko hombo qe Qamadu woni fulan?
11. Hoto miñirawo Ngay woni?
12. Qaɗa jogi biɗɗo-gorko na?
13. Ko ñiɓɓe jelu keɓɗaa?
14. Qaɗa resɓi debbo?
15. Biɗɗo-gorkomaa, ko duubi jelu qo heɓi?

UNIT 40

40.0 Dialog: Renting a House

- luwas
rent (a house, apartment, room)
- Jam ñallɪ. Qaɗa jogi suudu pur luwas na?
Good afternoon. Have you got a house for rent?
- Qeeyɪ, miɗo jogi cuudi hewde. Ko jelu ñjiɗɗaa?
Yes. I have many houses. How many do you want?
- Ko gooto tan ñjiɗmi, kono dɔm fota heɓde, dula to mi waaltaa, qe deferdu, qe to lootataami.
I only want one, but it should have a place where I can sleep, with a kitchen, and bath.
- Hedde hoto ñjiɗɗaa dɔm.
[On] which side [of town] would you like it?
- Sɪ tawo qa heɓi gooto to takko Qambasadqameɗ, dɔm modɗyay.
If you have one near our embassy, that would be good.
- Mɪ heɓi ton gooto, kono dɔm ɓaɗaama.
I had one there, but it has been taken.
- Qawa ↑ jooni dabbanam ko modɗyi tan.
OK., now find me a good one.
- Miɗo jogi gooto to hedde laawol kampama qo. Mɪ sikki qa yiɗay dɔm saa yiɪ dɔm.
I have one near the hospital street I think you will like it when you see it.
- Miɗo yiɗi hedde kampama. Ton heɓi laawol modɗyo na, pur motoqam?
I like near the hospital. Is there a good road there for my car?
- Qeeyɪ ↑ qon laawol ɓuri modɗyude laabi dɪ fow. Kadi garas modɗyo no ton.
Yes, that road is the best of all our roads. Also there is a good garage.

-Charles-

Haalaa huuḡi. Qen mḡaaway yaade
ton na?

The talk is over. Can we go
there now?

-Hamad1-

Qeeyi ↑ sagomaa tan. Saa waawi,
qen ñjaha jooni.

Yes, just as you please. If you
can, we can go now.

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
1990	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000

-Charles-

Mido yidi ndu. Jooni non,
haalanam fii ñjɔɔdi ndi.

I like it. Now then, tell me
about the (payment) [rent].

-Hamad1-

Si ko godfo, qon yobay kam
buudi sappo qe jowi. Kono
qan, mi qokkay ma d'um pur
sappo tan. lewru qo lewru.

If it were some one else, he
would pay me sixty-shillings.
But for you, I'll give it to
you for 40 shillings per month.

-Charles-

Qawa ↑ dum modifyl. Mi banat
dum.

OK., that's good. I'll take it.

-Hamadi-

Qawa ↑ tuma ŋjɪɗɗaa qarde dɔ?
Sɪ tawo ko Qalɓuma qó, dɔm
modɗyɪ he qam.

OK., when do you wish to come here? If it is this Friday, that's good for me.

-Charles-

Mido yidi qarde Juma qó,
sı Qalla jabı.

I wish to come this Friday, if
God wills.

-Qamad1-

f1tt

Qawa ↑ baasi qala. Do qe tuma
ngarataa, mi haalanat debbam
yoo fitta dum. Qo moddiyina
dum, ko fewi.

clean, sweep

OK. no trouble. Between now and the time you come, I will tell my wife to sweep the place. She'll fix it up very well.

-Charles-

Qawa ↑ qa jaaraama.

OK., thank you.

- Hamad 1 -

Qawa haa Qaljuma, nani. Ñallen
jam.

OK., till Friday. Good afternoon.

-Charles-

Qaamilin.

Amen.

40.2 EXERCISE

a) Directed Conversation Exercise [Student takes part of Charles]

Narrative:

Qaɗa wiye Charles. Qa yaɗi to leydi Sambaqen. Qaɗa yiɗi suudu to ngontaa haa lebɓi jeegom. Kono ko ɗjiɗaa, he nder makko, qaɗa yiɗi hen deferdu, kama, qe to loototaa. Qa nani Samba no jogi cuudi hewde. Waɗi tuma ɗjottodaa ton, qa haɗri qe makko he laawol. Qaɗa yiɗi haalde mo, qo wallu ma he suudu. Kono buuɗi sappo tan mbaawɗaayobde mo, lewru qo lewru, pur suudumakko. Qawa qaɗa yiɗi qo haal ma coggu luwas suudumakko. Qaɗa yiɗi dɗum wona hedde laawol kampama qo.

Dialog:

Charles- [Jam waali Samba.]
 Samba- Jam tan, hodum ɗjiɗɗaa?
 Charles- [Ko suudu ɗjiɗmi, miɗo yiɗi yaa wallu kam gooto.]
 Samba- Miɗo tami cuudi hewde, kono mi qandaa ko ɗjiɗɗaa.
 Charles- [Min, ko ɗjiɗmi, qon heɓay kama, deferde qe to loototaami.]
 Samba- Qawa, miɗo jogi gooto to hedde kampama qo.
 Charles- [Qawa miɗo yiɗi, ko jelu woni coggu luwas qo.]
 Samba- Luwas qo, ko buuɗi sappo, lewru qo lewru.
 Charles- [Qawa baasi qala mi jaɓi.]
 Samba- Qa jaraama. Coktirgalmaa dinii.
 Charles- [Qan kadi, qa jaaraama.]

40.3 Story: Read and Discuss

New words:

findi [ɗi]	(no singular)	grain
findel [ɗgeɗ]	()	single grain
gaɗa		across, behind, beyond
lim		court
lumb		cross over (body of water)
lumbin		take across " " "
jolnu		lower, put down (especially into water)

Worɓe Tato

Be worɓe tato, gooto he maɓɓe no weli gite, gooto qo no weli noppi, qawa gooto qo ko juutɗo jungo. Waɗi ɗiɗe gooto, ɓe tato kawri dula gooto. Tawɗi kala qe maɓɓe no yiɗi resde debbo. Nden, lamɗo gooto no wiye Hamadi, qomo jogi

ɓiɗɗo-debbo gooto. Non ɓe fow ɲjaadi to saare Hamadi. Qawa tuma ɓe ɲjotti. Hamadi lamdi ɓe, koɓe ɲjiɗi. Be mbiyi mo, ɓeɗo ɲjiɗi debbo. Non Hamadi kadi wiya ɓe 'min kadi, ko godɗum tan ɲjiɗmi qon mbaɗan kam, qawa soon mbaɗi dɗum, kala he mon, mi qokkay mo debbo. Be kadi jaɓi qe haalaa Hamadi. Non Hamadi noddɗi ɓe, qo qokki ɓe saaku findi, qo wiya ɓe, ' si qon lumbini dɗum gaɗa maayo, qawa wadi hay gootel qiwaani hen, ko mbiɗfon kam, min kadi mi qokkete kala he mon dɗum. Tawi lamɗo qo limi ko won to saaku qo fow. Non qo wiya ɓe, 'qawa ɲjehen, qenen nayo, haa to maayo ɲgo, qon lumbina dɗum he yeesoqam. Non ɓe ɓaɲi saaku findi qo, ɓe ɲjaadi haa to maayo ɲgo. Tuma ɓe ɲjotti ton. Hamadi dari, qawa kamɓe tato naati he laana ka, ɓe ɲjahi. Qawa, tuma ɓe ɲjahi haa to hakkunde maayo ɲgo, belɗo noppi wiya kanjo nani hunde yani he ndiyam, qawa non belɗo gite laari nder maayo ɲgo, kanjo wiya ɓe ko findel gootel yani, qawa juutɗo ɓe fow jungo, jolni jungomakko he ndiyam ɗam, hocco findel gootel ɲgel, qawa wadi dɗum to nder saaku qo kadi. Qawa tuma ɓe ɲgari, Hamadi limi kadi ko woni fof he saaku qo, kono qo tawi ton fow ko wonno ton. Non hamadi wiya ɓe 'jooni koon mbiɗfon kam, min kadi mi waday dɗum.' Non Hamadi noddɗi ɓiɗɗo-debbomakko, qawa tuma qon qari, Hamadi ɓaɲi jungomakko, qo fiyi ɓiɗɗo-debbomakko he yeeso, non qon kadi woni tato. 'Qo wiya ɓe, 'kala qe mon ɓaɲ gooto, ɲjahon laawolmum'.. Qawa, ɓe nayo, hombo woni baawɗo, maa gorko tigi. Min de, mi qandaa, haalanam, si tawo qan, qada qandi.

40.8 NARRATIVE

Wadi ɲande gooto, Charles yahi to galle Hamadi. Tuma qo yotti ton, qo lamdi Hamadi si qon heɓi suudu pur luwas. Tawi Hamadi no jogi ɓe hewde. Non Hamdi lamdi mo, hoto hedde hoto qo yiɗi dɗum he saare nde. Charles wiya no si tawo qomo jogi gooto to hedde Qambasadmaɓɓe. Hamadi wiya mo, qon ɓaɲaama kono qomo jogi gooto to hedde laawol kampama qo. Charles wiya mo, qomo yiɗi. Nden Charles lamdi mo si ton heɓi laawol modɗyo pur motomakko. Hamdi wiya ton no jogi laawol modɗyo. Non ɓe ɲjaadi haa ton, qawa tuma Charles laari dɗum qo lamdi Hamadi ɲjooɗimakko. Qawa qon kadi haali mo ɲjooɗi ndi. Non Charles yooɓi mo, qawa tuma ɓe pari, Charles hooti, Hamadi kadi rutti to gallemakko.

40.9 Questions for Discussion

1. Hombo yid'i suudu pur luwas?
2. Hombo woni jom galle qo?
3. Hedde hoto Charles yid'i suudu ndu qo dabbatano?
4. Hamadi wiyi qo hebi gooto to laawol kampama qo. Ko qon Charles baqi na, maa wonaa qon?
5. Qon suudu, he takkomakko garas no ton na, pur moto Charles?
6. Laawol mod'dyo no ton na?
7. Qada jogi moto?
8. Ko jelu woni fijobdi suudu ndu, Charles baqi?
9. Charles jabiino he d'um na?
10. Qa meed'i wadde luwas?
11. Hombo woni jatigimaada?
12. Ko tuma Charles, qon fiande qo qarata to suudu ndu?
13. Ko lewru qo lewru qo yobata Hamadi na maa ko jontere qo jontere?

GLOSSARY

Conventions Employed in the Glossary

The order of alphabetization is

B, MB, B, C, D, ND, D, DY, F, G, NG, H, J,
 NJ, K, L, M, N, Ñ, N, P, Q, R, S, T, W, Y

Each word is alphabetized under a root according to the following conventions:

1. Verb roots are listed with the letter V following the root. Verb bases (root plus extension) are listed with VB after them.
2. Other roots (Adjective roots, Pronouns, Adverbs, Prepositions, Conjunctions, Particles, Exclamations) are listed without special designation or with a grammatical designation in parentheses.e.g.

muk not at all (emphatic negative particle)

3. If a word belongs to the [Ø] noun class in the singular, it is probably of foreign origin and the singular form is assumed to function as the root. e.g.

pañe [Ø] (pañeejɪ) basket

from the French panier, listed under pañe as the 'root'.

All proper names belong to the [Ø] class and are of male human beings unless marked otherwise.

4. If the word belongs to a noun class with suffix in the singular, the stem is determined by removing the class suffixes from both singular and plural (if any) and comparing the resultant stem(s) with the roots of other words in the available corpus.

a. If no other root occurs in our corpus which is related to this resultant form by meaning and form (identity or relation by application of rules of consonant alternation), this stem is arbitrarily accepted as the root. e.g.

beccal [ŋgal](becce) rib, chop

where removal of the suffix /-al/ from the singular and /-e/ from the plural leaves becc as the stem. Since there is no related verb or other word with a root *wecc and no evidence in our corpus to support a root *bec or *wec, the stem, becc, is accepted as the root of this word.

b. If there is a root identical or related in form and meaning to the stem, the word is assigned to such root. e.g.

toḥo[ŋgo](toḥoojɪ) rain

is identical in stem with the verb toḥ 'rain', while

ñjoḥdi[ndɪ](joḥdɪ) payment

is related by initial consonant alternation to yoḥ 'pay'.

c. In some cases the stem or root is not very clear and the decision is more or less arbitrary. For example

jaango[ŋgo] (jaali) cold

might seem to have a stem jaa to which /-ŋgo/ in the singular and /-li/ in the plural have been suffixed. However, the verb root jaang would then be a verb derived from a non-verbal root by suffixation of /-ŋg/, a process and a suffix not encountered elsewhere. In this case it seems proper to assume that jaang is the root (from the evidence of the verb) and that the singular and plural suffix forms are respectively /-o/ and /-li/ with the occurrence of the /-li/ variant of the [dɪ] class suffix perhaps conditioned by the existence of the nasal element on the end of the root, and a process of assimilation of nasal to , say, the /-jɪ/ form of the [dɪ] class suffix. Actually there is a fairly large number of similar cases with a nasal in the singular and plurals in /-li/ or /-le/.

dirango[ŋgo] (diraali) thunder
 fenande[nde] (penaale) falsehood
 feddandu[ndu] (peddaali) fingernail
 hendu[ndu] (keeli) wind
 hunde[nde] (kulle) matter, affair
 weendu[ndu] (beeli) lake
 woyndu[ndu] (boyli) well

By analogy with jaang, one might assume that the root in each of these cases contained the nasal or nasal compound, and that this element was somehow responsible for the occurrence of the /l/-initial form of the plural suffix. However, there are several cases in the above list where the root is demonstrably lacking the nasal. For example fenande is clearly from the verb fen 'lie, speak falsely' and dirango from a verb dir 'crash, thunder'. Similarly there are plurals in /-li/ or /-le/ where no nasal is present in the singular.

teew[ŋgu] (tebbuli) meat
 gawdu[ndu] (gawli) seed

etc. Where related verb or other roots exist in the available corpus there is a basis for decision, otherwise it is arbitrary. Obviously, a thorough, comprehensive (and historical) survey of Fula resulting in a comprehensive dictionary of the language would solve many of these problems. In these materials we have opted to assume the shortest possible root (that is, to omit the nasal element from the 'root' wherever possible). However, occasionally other evidence (such as the doubling of a consonant in the plural) has led us to posit a (nasal) consonant-final root. e.g. hunde[nde] (kulle), where the root hun is posited because of the /-li/ of the plural, attributable to the assimilation of a root-final consonant with the initial consonant of the plural suffix.

Root	Derived Forms	Gloss	Unit in which Introduced
- B -			
baa			
	mbaggu [ŋgu] (baaɗɪ)	drum	31
baab			
	baaba/baabirawo [qo] (baabiraaɓe)	father	1
	baaba tokosel	father's younger brother	19
baal			
	mbaalu [ŋgu] (baali)	sheep	13
baasi		trouble, something wrong	7
babb			
	mbabba [mba] (babbi)	donkey	13
baggi [ø]	(baggiɪɟɪ)	cloth	22
balan [ø]	(balanɟɪ)	xylophone	31
balɗe	(see <u>waal</u>)		
bam			
	bamule [nde] (bame)	cemetery, graveyard	25
band			
	banda/bandirawo [qo] (bandiraaɓe)	cousin	6
Banna		P.N.	22
Bantanto		P.N. (town)	13
bantara [ø]	(bantaraaɟɪ)	cassava	14
barakin V		bless	3
becc			
	beccal [ŋgal] (becce)	rib, chop	16
bee / beq			
	mbeewa [mba] (beqi/bei)	goat	13
bimbi [ø]	(bimbiiɟɪ)	morning	8
biro [ø]	(birooɟɪ)	office	10
biskalet [ø]	(biskaletɟɪ)	bicycle	16
bom			
	mbomri [ndi] (bomi)	girl	12
bon V		be bad, wicked	22
	bondo [qo] (bonɓe)	bad person	22
boobo [ø]	(booboɓe)	baby, infant	28
Bookari		P.N.	1
bool [ø]/			
	boolwol [ŋgoll] (boolliɟɪ)	bowl	14
bottare	(see <u>wott</u>)		
buf	(see <u>buq</u>)		
bui		much, many, plenty	13

bulu [ø] (buluuɟɪ)	bluing for laundry	21
buse [ø] (buseeɓe)	butcher	16
buq ~ buf		
bufal/buqal [ɲgal] (buwe)	thigh	33
buud		
mbuudɗu [ndu] (buudɗi)	five-shilling piece (Gambia), four-franc piece	14

- MB -

mba	(Class Pronoun)	5
mbaalu	(see <u>baal</u>)	
mbabba	(see <u>babb</u>)	
mbaggu	(see <u>baa</u>)	
mbaldi	(see <u>waal</u>)	
mbaroodɪ	(see <u>war</u>)	
mbeewa	(see <u>bee</u>)	
mbiru [ø] (mbiruuɟɪ)	wrestler	30
mbo / hombo	which?	25
mbodɗɪ	(see <u>wod</u>)	
mbomri	(see <u>bom</u>)	
mbuudɗu	(see <u>buud</u>)	

- B -

ɓaaw		
ɓaawo [ɲgo] (ɓaawe)	back, rear, before	7
ɓal		
ɓale	black (adjective root)	8
ɓaledum [dum] ()	black [the color], black thing	19
ɓalejo [qo] (ɓaleeɓe)	black person	16
ɓawl V	be black, get black	8
ɓawlugol [ɲgol] ()	blackness	19
ɓawli kırım	black as black can be	16
ɓam	(see <u>baɲ</u>)	
ɓand		
ɓandu[ndu] (ɓallɪ)	body	7
ɓaɲ / ɓam V	take, appropriate	16
ɓamgol [ɲgol] ()	taking	19
ɓawlu	(see <u>ɓal</u>)	
ɓe	they, them	1
	(Class Pronoun)	5
ɓedo	'they are ----ing '	4
ɓengu [ɲgu] (no singular)	family [self, spouse and descendants] (collective)	2
ɓeya	those people (Class Demon- strative)	5

ðend	V	be ripe, cooked, done	19
ðeŋgu	(see <u>ðe</u>)		
ðer			
	ðerende/ ðernde [nde] (ðerde)	heart	16
ðet	V	measure	15
	no ðete	very much ['how be measured']	15
ðil			
	ðiddo [qo] (ðiððe)	offspring, child	2
	ðiŋgel [ŋgel] (ðikon)	little child	17
ðir	V	milk [cow, etc.]	25
	ðiraðam [ðam] ()	fresh milk	23
	ðirdugal [ŋgal] (ðirdude)	milking calabash	19
ðog			
	ðoggol [ŋgol] (ðoggi)	rope	19
ðorn	V	dress, put on, wear	17
ðooy	V	last long, be ancient	15
ður	V	surpass, exceed, be greater than, improve	4
ðuuð	V	be cool, be cold	15

- C -

cappande	(see <u>sappo</u>)		
ceen [ø]	(ceenaajɪ)	chain	32
ceerno	(see <u>seern</u>)		
	Ceerno	P.N.	
coggu	(see <u>sood</u>)		
cuballo [ø]	(cuballooðe)	fisherman, member of a fishing clan	19

- D -

daa			
	daande [nde] (daaðe)	neck	7
	daande juŋgo (daaðe juŋgo)	wrist	33
dammu			
	dammugal [ŋgal] (dammude)	door, doorway	15
danna [ø]	(dannaabe)	hunter	27
dar	V	stand, stop, remain standing	21
darap [ø]	(darapaaajɪ)	bed sheet	32
de		(Particle used with emphatic pronouns - 'as for')	17
def	V	cook	10
	deferdu [ndu] (deferɖɪ)	kitchen	23
	defgol [ŋgol] ()	cooking	22
	defowo [qo] (defooðe)	cook	10

deft			
deftere [nde] (defte)	book	5	
Demba	P.N.	1	
demowo (see <u>rem</u>)			
dewel (see <u>rew</u>)			
dewgal (see <u>rew</u>)			
Dimas	Sunday	12	
dinɩɩ	here [it is]	18	
dingira [Ø] (dingiraaji)	location, place	37	
dir V	crash, thunder	15	
dirango [ngo] (diraali)	thunder, crash	15	
diril [Ø] (dirilaaji)	drill [cloth]	32	
dispensar [Ø] (dispensaaɓe)	medic, male nurse	30	
dispenser [Ø] (dispenseraaji)	dispensary	33	
dof			
doft VB	accompany, go with	33	
dog V	run, race	25	
doj V	cough	28	
dojere [nde] (doje)	cough	28	
dokotor [Ø] (dokotorooɓe)	doctor, physician	7	
domoda [Ø] (domodaaaji)	peanut soup, peanut sauce	22	
dong			
dongal [ngal] (dongle)	load, burden	30	
dool			
doole [de] (no singular)	force, power, energy	15	
dow	up, upon, on top of	16	
dula [Ø] (dulaaji)	place, space, opening	18	
dule (see <u>rul</u>)			
dur V	graze cattle	25	
duw			
ndungu [ngu] (duubi)	rainy season, year of age	36	
duwan VB	pray [intercede] for	35	
- ND -			
nde	(Class Pronoun)	5	
nden	then, when	13	
nder	inside, within, in	11	
ndi	(Class Pronoun)	13	
ndii			
ndiyam [dam] ()	water	7	
ndu	(Class Pronoun)	5	
ndungu (see <u>duw</u>)			

- D -

dʌan	V	sleep	9
dʌanɪn	VB	put to sleep	17
dʌantor	VB	be sleepy	23
dabb	V	look for, search for, find	11
dabbal [ŋgal] ()		process of searching	19
dabbere [nde] (dabbe)		finding	19
dabbido [qo] (dabbide)		searcher	19
dabbotaadum [dum] ()		ambition, aim, object of search	19
dabbugol [ŋgol] ()		seeking, research, exploration	19
dʌm		(Class Pronoun)	7
dʌe		(Class Pronoun)	5
dʌem			
dʌemŋgal [ŋgal] (dʌemde)		tongue	33
dʌi		(Class Pronoun)	5
dʌidʌi		two (plural of dʌi [ʔ])	14
dʌo / dʌon		here	5
dʌo qe		between ['here and...']	17
dʌomdʌ	V	be thirsty	17
dʌum		(Class Pronoun), thing, it, that	4

- DY -

dʌyɛŋ	V	climb, ride, mount	16
dʌyody	V	be cunning, wise	15
dʌyoog	V	fetch/draw water	18

- F -

faal	V	desire, want	11
paalal [ŋgal] ()		wish, desire	19
faßß			
faßßi jango		day after tomorrow	11
faßßiti jango		third day hence	24
fad	V	wait, await	8
fam	V	understand, comprehend	10
famd	V	be small	15
faŋ faŋ		very well, very much	39
faŋi [ø] (faŋiɪjɪ)		cutlass, machete	29
far			
faro[ŋgo] (paroojɪ)		rice paddy, rice field	38
fataral [ø] (pataraajɪ)		narrow strip of woven cloth	32
Fatu		P.N. (woman)	

faw	V	be sick	9
faw	V	put, place	18
fayan			
	fayande [nde] (payanne)	clay pot	32
fecc			
	feccere [nde] (pecce)	portion, part, share, fraction, half	16
fedd			
	feddandu [ndu] (peddaali)	finger nail	8
fee			
	feere [nde] (feereje)	plan	27
fegg			
	feggere [nde] (pegge)	ring [esp. toe ring]	32
femb	V	shave	17
fen	V	lie, tell an untruth	22
	fenande [nde] (penaale)	falsehood, untruth	22
feren		completely, at all-[with negatives]	18
fetel [Ø] (fetelaaji)		gun	34
few	V	be in good condition	13
	ko fewi	well, properly	18
	fewn VB	fix, repair, arrange	13
fidy	V	play	
	fidyirde [nde] (pidyirde)	playing field	25
	fidyogol [ngol] ()	play, entertainment	31
fii		matter, affair	10
	he fii	about, concerning	10
fii	V	strike, hit, beat	3
fiiita [Ø] (fiitaase)		mechanic, fitter	27
fim	V	smoke	24
fin	V	wake up, get up, arise from sleep	25
find			
	findi [di] (no singular)	grain	40
	findel [ngel] ()	single little grain	40
fitt	V	clean, sweep	40
fof / fow		all, all together	13
fof	V	breathe, blow	5
	foft VB	take a breather, relax	5
foley [Ø] (poleeji)		rubber, tire [esp. inner tube]	36
foll			
	follere [nde] ()	sorrel	21
folo		first, firstly	21
fot	V	be equal to, be up to, have to, should	26

fow	(see <u>fof</u>)		
fow			
	fowru [ndu] (pobbi)	hyena	13
fudan	[ø] (fudanaajɪ)	henna	32
fudɔ	V	start, begin	15
	puɔal[ɲgal] ()	beginning	19
fui			
	puiɔo [qo] (fuiɔe)	foolish person	22
ful			
	(haalaa) pular	Fula (language)	R3
	pullo [qo] fulɔe	Fula (person)	12
fulaŋ	[ø] fulaŋaaɪɪ	companion	39
fus	V	be broken, break	25
futuro	[ø] ()	evening, sunset, evening prayer time	26
- G -			
ga / gay		here	5
gaa/ gaq			
	ŋgaari [ndi] (gaqɪ / gaɪ)	bull	13
gaañ	V	be hurt, wounded	9
gab			
	ŋgabbu [ŋgu] (gabbɪ)	hippopotamus	34
gaɔa		behind, across, after[time]	40
galle	[ø] (galleeɪɪ)	compound, home	5
garas	[ø] (garasiɪɪɪ)	garage	27
garaŋke	[ø] (garaŋkooɔe)	leather worker	30
gas / gay	V	be over, come to an end	15
	gasn / gayn VB	finish, get ready, be ready	11
gas / qas		dig	36
gaq	(see <u>gaa</u>)		
gawri	(see <u>qaw</u>)		
gay	(see <u>ga</u>)		
gayn	(see <u>gas</u>)		
gaynaako	(see <u>qayn</u>)		
geese	[ɔe] (no singular)	cotton thread [warp]	32
gelo			
	ŋgelooba [mba] (geloodɪ)	camel	34
genewala	[ø] (genewalaajɪ)	two-shilling piece	14
genso	[ø] (gensoojɪ)	undershirt	29
gerte	(see qertere)		

gerto			
gertogal	[ŋgal] (gertoode)	chicken	12
ges			
ngesa	[mba](gese)	farm, field	3
gila		since	8
goblet	[Ø] (gobletaaɟi)	drinking glass, goblet	32
godd			
goddol	[ŋgol] (goddɪ)	throat	33
godɗo	(see <u>wod</u>)		
goll	V	work, hold a job	23
golle	[Ø] (golleeɟi)	work	30
goong			
goonga	[ka] (goongaaɟi)	truth, reality	13
goot / goq			
gooto		one [person, etc.]	7
gootol	[ŋgol]	one [of [ŋgol] class]	14
gootum	[ɗum]	one thing [of [ɗum] class]	15
goqo		one [number]	5
gor			
goro	[ŋgo] (goroɔɟi)	kola nut	20
gore[Ø] /			
goreejo	[qo] (goreeɓe)	companion of same age group	11
gorgol	[Ø] (gorgolooɓe)	aunt [paternal]	6
gorko	(see <u>wor</u>)		
goq	(see <u>goot</u>)		
gosi	[Ø] ()	porridge	21
gujjo	(see <u>wuj</u>)		
gur			
nguru	[ŋgu] (guri)	hide, skin	16

- NG -

ngaari	(see <u>gaa</u>)		
ngabbu	(see <u>gabb</u>)		
ngal		(Class Pronoun)	7
nge		(Class Pronoun)	7
ngelooba	(see <u>gelo</u>)		
ngesa	(see <u>ges</u>)		
ngo		(Class Pronoun)	7
ngol		(Class Pronoun)	9
ngu		(Class Pronoun)	5
nguru	(see <u>gur</u>)		

- H -

haa	until, up to, as far as	7
haa		
hayre [nde] (kaaje)	stone	16
haaju [ø] (haajuuji)	need, requirement, matter	28
haal V	talk, tell, speak	3
haalaa [ka] (haalaaɟi)	speech, language, talking, argument	11
haalan VB	tell to	3
haɔɔ V	tie	18
kaɔɔirgaɪ [ŋgaɪ] ()	stake, rope, chain, etc. [implement for tying]	19
hakke [ø] ()	offense, sin, wrong	18
hakkɪɪ [ø] (hakkɪleeɟi)	intelligence, mind, attention	17
hakku		
hakkunde [nde] (bakkundeeɟi)	middle	18
(to)hakkunde	between	18
Hamadi	P.N.	
han	today (contraction of <u>hande</u>)	22
hande	today	9
hantɪn / hantɪ	then, now then	37
hang V	be possessed, be insane	22
kaŋgaado [qo] (haŋgaabe)	mad person	22
haŋkɪ	yesterday	7
hawj V	be in a hurry	37
hawr V	meet with, assemble	21
hay	at all (with negative)	6
hayhunde	not anything, nothing	24
haytus	nothing at all	8
hayre (see <u>haa</u>)		
he	in, on, from	9
heɔ V	have, obtain, happen	3
hecc		
heccɪhaŋkɪ	day before yesterday	8
hedd V	remain	20
hedde	near, beside	18
hedf V	be attentive, pay attention	25
hedo	wait!, stay! pay attention!	25
hee		
hendu [ndu](keeli)	wind, breeze	15
heeg V	be hungry	17
heege	hunger	18

hel	V	break	9
hen		in, within	19
hew	V	be full, be sufficient	7
hewde		many	7
hewt	V	meet [at a place]	10
hiir	V	spend the evening	4
hiirande [nde] (kiiraaɗe)		dinner	14
hirnange [ŋge] ()		west	26
hiit	V	condemn, punish, hold court	35
kiitowo [qo] (hiitooɗe)		judge, tribunal, court, [pl. jury, panel of judges]	35
hikka		this year	31
hin			
hinere [nde] (kine)		nose	8
hirnange (see <u>hiir</u>)			
hirs	V	slaughter, cut the throat	25
hirsirde [nde] (kirsirde)		slaughter house	25
his	V	escape, be safe	34
kisal [ŋgal] (kise)		salvation, safety	34
hita			
hitande [nde] (kitaale)		year	19
hocc	V	pick up	19
hod			
kodɗo [qo] (hoɗɗe)		stranger, guest	12
hodum (see <u>hon</u>)			
hof			
hofru [ndu] (koppi)		knee	16
holl	V	show	8
hombo (see <u>hon</u>)			
(see also <u>mbo</u>)			
hon		what? , which?	3
honɗum / hodum		what thing?	3
hombo[qo] (hoɗe)		who?, what person?	9
honno (see also <u>no</u>)		how?, what way?	3
honto / hoto		where? what place?	9
hoo/ hoq			
hoore [nde] (koqe)		head, self	7
hoondu [ndu] (kooli)		finger, toe	33
hoondu wordu (kooli gori)		thumb, large toe	33
hool	V	trust, have confidence in	15
hoor	V	fast	31
lewru koorka		Ramadan	31
hoot	V	go home	14
hoq (see <u>hoo</u>)			

hor			
	horde [nde] (kore)	calabash	16
	korel [ŋgel] ()	little calabash	19
hoto	(see <u>hon</u>)		
hotolo	[Ø] (hotoloojɪ)	cotton	32
huß			
	hußere [nde] (kußeje)	downtown, commercial area	26
hußß	V	light, set fire to	18
hufo			
	hufoko [ko] (kufoojɪ)	grass	34
hul	V	fear	19
	kulol [ŋgol] ()	cowardice	19
hun			
	hunde [nde] (kulle)	thing, matter, affair	3
hunu			
	hunuko [ko] (kunufe)	mouth	8
huuß	V	come to an end, finish, conclude	24
- J -			
ja			
	jango [ŋgo] ()	tomorrow	2
jaang	V	be cold, be chilled, get cold	17
	jaango [ŋgo] (jaali)	cold, cold weather	17
jaab	V	reply	12
jaakil	V	get confused	18
jaar	V	thank	6
jaatigi	[Ø] (jaatigiibe)	host	6
Jaawo		P.N.	3
jaawuur		You're welcome.	8
jaß	V	agree, permit	3
jaßß	V	accept, welcome, receive	18
	jaßßit VB	see off, say farewell to	18
jakk	V	chew	24
Jallo		P.N. (surname)	
jam		peace, well being	1
jamb			
	jambere [nde] (jambe)	ox	29
janan		(adj. root) foreign or strange quality, character or property	29
	janano [qo] (jananbe)	stranger, foreigner	29

jəŋg	V	read, study, learn	2
jəŋgere	[nde] ()	education, erudition	19
jəŋgirdo	[qo] (jəŋgirooɓe)	teacher	19
jəŋgugol	[ŋgol] (jəŋguli)	study, the process of learning	19
jəŋgurdu/jəŋgirdu	[ndu] (jəŋgirduuji)	school, school room	2
jəŋgin	VB	teach	16
jəŋgaro	[ø] (jəŋgarooji)	disease	28
jarga	[ø] jargaabe)	village head, mayor	11
jawd			
jawdi	[ndi] (jawle)	riches, goods, wealth	13
jay			
jayngol	[ŋgol] (jayli)	fire	18
jee		(jowi - qe 'five and')	
jeedidi		seven	16
jeegom		six	16
jeenayi		nine	16
jeetati		eight	16
jelu		how many?, how much?	9
jemma	[ø] (jemmaaji)	night	8
jəŋg	V	be advanced [of time], get late	26
Jibel		P.N. (place)	4
jog	V	have, possess, have in hand	13
jokk			
jokkere	[nde] (jokke)	joint	33
joln	V	lower, put down [esp. into water]	40
jom / jomirawo	[qo] (jomiraaɓe)	owner, master	13
jombaaɓo	(see yomb)		
joo	(see jooni)		
jood	V	sit	14
joodirgal	[ŋgal] ()	seat, chair	19
jooni / joo		now, nowadays, right away	2
jowi		five	9
julla	[ø] (jullaaɓe)	merchant	24
Juma		Friday, Friday prayers	12
junne	[ø] (junneeji)	one thousand	20
juu			
jungo	[ŋgo] (juude)	hand, arm	7
juul	V	pray, worship	25
juulɗo	[qo] (juulɗooɓe /juulɓe)	Muslim	31
juulirde	[nde] (juulirɗe)	mosque, place of worship	25
juut	V	be tall, long	15

- ÑJ -

ñjahangal (see yaa)
 ñjoɔdi (see yoɔ)

- K -

ka	(Class Pronouns)	11
kaailey (see <u>kaalis</u>)		
kaalis/ kaailey [ø] ()	money	9
kaani [ø] ()	pimento, pepper [sweet]	19
kaba [ø] (kabaaji)	bottle	14
kacitaa		
kacitaari [ndi] (kacitaade)	breakfast	22
kadi	again, more, still, too	5
kafa		
kafahi [ki] (kafaaje)	sword	15
kaki [ø] (kakiiji)	khaki	32
kala	each, every	17
kala qo kala	apiece	17
kam /-am	me	3
kama [ø] (kamaaji)	toilet, latrine	24
kamɔe	they, as for them	8
kamiyon [ø] (kamiyonaaji)	truck	27
kampama [ø] (kampamaaji)	hospital	8
kañja [ø] (kañjaaaji)	okra	21
kanɔaado (see <u>hang</u>)		
kankira [ø]/ kankirawal [ŋgal](kankiraaji)	tub, large bucket	15
kanke	he/she, as for him/her	8
kapp		
kappere [nde] (kappe)	yam	14
karamokko [ø] (karamokkoɔe)	teacher, instructor	10
kasso [ø] (kassooji)	jail, prison	35
kaw / kawirawo [qo] (kawiraaɔe)	maternal uncle	1
kay	sure, indeed (emphatic particle)	35
kayt		
kaytol [ŋgol] ()	certificate	38
ke		
keɔam [ɔam] ()	fresh milk	14
ki	(Class Pronoun)	7
kibaar		
kibaaru [ndu] (kibaaruuji)	news	3
kii		
kikiide [ɔe] (no singular)	evening	6
kilak [ø] (kilakaaɔe)	clerk	30

kɪŋkɪlɪba [Ø] ()	herb tea	5
kırım (see <u>bawli kırım</u>)		
kɪsal (see <u>hɪs</u>)		
ko	it is, there is, what is? what?	4
ko	(Class Pronoun)	14
Koba	P.N.	
koɖɔ (see <u>hod</u>)		
koko [Ø] (kokoojɪ)	coconut	20
ɓɪɖɔ-kokoojɪ	fruit of the coconut	20
kon		
kondyam [ɖam] ()	alcohol, palm wine	20
konɪ	please	20
kono	but	4
kopar [Ø] (koparaajɪ)	copper, penny	20
kora [Ø] (koraajɪ)	a musical instrument -local [lute-like, of 32 strings]	31
koorka (see <u>hoor</u>)		
korel (see <u>hor</u>)		
korɪ /kor	hopefully	1
kos		
kosam [ɖam] ()	sour milk	14
koy		
koyŋgal [ŋgal] (koyɖe)	leg. foot	4
kufune [Ø] (kufuneejɪ)	hat	29
Kumba	P.N.	
kuruye [Ø] (kuruyeejɪ)	bus	26

- L -

laaɓ V	be clear, be clean	15
laa(n)		
laana [ka] (laaɖe)	boat	11
laar V	look for, look at	3
laari	look there!	15
laaw		
laawol [ŋgol] (laabi)	road, way	9
laɓ		
laɓɪ [kɪ] (laɓɓe)	knife	29
laccir		
lacciri [ndɪ] ()	steamed millet	14
ladde [Ø] (laddeejɪ)	bush, forest	11
lam V	order, command	10
lamɔ [qo] (lamɪɓe)	chief, king	10
lamɖam [ɖam]/lamkal [kal] (kamkon)	salt	14

lamd	V	ask, inquire	8
lamdal	[ŋgal] ()	question	19
lamdugol	[ŋgol] ()	asking	19
lawj	V	wash [dishes]	18
leemuna	[ø] (leemunaaɟɪ)	lime [fruit]	7
lekki	(see <u>leq</u>)		
lel	V	lie down, be lying, rest	7
lepp	V	be wet	15
leq			
lekki	[kɪ] (lekkiɪɟɪ)	medicine, herb	7
lekki	[kɪ] (leɖɖe)	tree, shrub	7
leggal	[ŋgal] (leɖɖe)	log, stick of wood	17
letar	[ø] (letaraaɟɪ)	letter	24
lew			
lewru	[ndu] (lebbɪ)	month	26
lewru	koorka	Ramadan	31
ley		under, beneath	18
leydi	[nde] (leyɖe)	ground, earth, countru	18
libar	[ø] (libaraaɟɪ)	pound [weight]	16
ligg	V	work	10
ligge	[ŋge] ()	work, job	3
lii			
lingu	[ŋgu] (liɖɖɪ)	fish	14
lim	V	count	40
loo			
loonde	[nde] (loode)	jar, drinking jar	18
loot	V	wash	17
luɖ	V	lend	17
lumb	V	cross [a body of water]	40
lumbin	VB	take across [a body of water]	40
luwas	V	rent	40

- M -

ma		you (object pronoun)	1
maa		or, one hopes	4
-maa		your (singular)	1
-maada		your (singular)	5
maaf			
maafe	[nde] ()	sauce	14
maam			
maama	/ maamirawo [qo] (maamiraaɖe)	grandparent	11
maar			
maaro	[ko]/ maarori [ndɪ] (maarooɟɪ)	rice	14

maay	V	die	9
maa(y)			
maayo	[ŋgo] (maaje)	river	24
maɓɓe		them, theirs	6
-maɓɓe		their	5
maɗɗ	V	be lost	26
makara	[ø] (makaraaji)	corn, maize	29
makko		him/her, his/hers	6
-makko		his/her	3
manɗasin	[ø] (manɗasinaaji)	store, shop	24
manɗo	[ŋgo] (manɗooji)	mango	23
mar	V	keep, raise, hold, domesticate	13
marse	[ø] (marseeji)	market	4
marto	[ø] (martooji)	hammer	29
masoŋ	[ø] (masoŋaabe)	mason	12
maw		(adj. root) large	
mawɗo	[qo] (mawɓe / mawɗooɓe)	elder, senior, elderly per- son, chief, boss, headman	10
mawŋgal	[ŋgal] ()	a large one [of [ŋgal]class]	16
mawn	V	be big, grow	
mawna / mawnirawo	[qo] (mawnir- aabe)	older sibling	1
mawnit	VB	swagger, assume unjustified importance	18
mecce	[ø] (mecceeji)	trade, profession	30
meed	V	taste, experience, have eve....(with infinitive)	14
-meeden	(see also -muqen)	of the two of us	5
mem	V	touch	17
meŋ		we, us	3
mesel			
meselal	[ŋgal] (mesele)	needle	15
mett	V	embarrass, discomfit, be sore, be difficult	8
mettal	[ŋgal] (mettale)	pain, suffering	19
mettit	[ɗi] (no singular)	pains, wounds	33
mi		I	1
miɗo		I am ing	3
min		I, as for me	3
minen		we, as for us	8
minise	[ø] (miniseeɓe)	carpenter	30
minister	[ø] (ministereɓe)	minister [governmental]	37
minit	[ø] (minitaaji)	minute	26
miñ			
miña / miñirawo	[qo] (miñiraaɓe)	younger sibling	1

mo	him/her/it[of [qo] class]	4
moʔon	you, yours (plural)	6
-moʔon (see also - <u>mon</u>)	your (plural)	4
moʔdy V	be good	3
moʔdy	(adj. root) good	3
moʔdyere [nde] ()	kindness, goodness	19
mon	you, yours (plural)	5
-mon (see also - <u>moʔon</u>)	your (plural)	4
montor [ø] (montoraaʒɪ)	clock, watch	27
moto [ø] (motooʒɪ)	motor vehicle	9
moto putu-putu	motorcycle	36
mudʊ [ø] (mudʊooʒɪ)	[variable measure for grains]	20
muk	not at all (emphatic negative particle)	31
mum	him/her, his/hers (the one mentioned)	6
-mum	his/her (of the one mentioned)	5
-muqen (see also <u>meeden</u>)	of the two of us	5
mur V	cover [with cloth /blanket]	17
muraadu [ø] (muraaduʒɪ)	position, responsibility, obligation	30
musɪɪ		
musɪɪʔo [qo] (musɪɪʒe)	relative	11
muus V	suffer, be ill, hurt, ache	4
muus(o)	(adj. stem) sore, aching	18
muyn V	suckle, breast feed, nurse	17
muynɪn VB	make to nurse, give the breast to	17

- N -

na	(question particle)	5
na/no (see <u>no/na</u>)		
naat V	enter	11
nab V	take away, carry	8
naf V	be of use	31
nafa[ø] (nafaʒɪ)	utility, convenience	31
nafɪʒɪ [ø] (nafɪʒɪʒe)	hypocrite	22
nan V	hear	3
nan	(adj. root) left	18
nano	left (from <u>jungo nano</u>)	18
naŋg V	seize, catch, hold	17
naq		
nagge [ŋge] (naqɪ / naɪ)	cow	13

nayɪ		four	14
neb			
nebam	[ɗam] (nebbe)	oil, butter	19
nebam	nagge	butter	
neɗ			
neɗɗo	[qo] (yimbe)	person	1
neen			
neene	/neenirawo [qo] (neeniraaɓe)	mother	1
nel	V	send	18
nelaado	[qo] (nelaaɓe)	messenger	30
nɪɓɓ	V	get dark	15
nɪɪ		thus	11
nimonɪya		pneumonia	28
no	(see also <u>honno</u>)	how?	1
no/na		is in...., is....ing	4
nodd	V	call	17
nof			
nofru	[ndu] (hoppi)	ear	7
nogas		twenty	9
non		thus, so, this way	11

- Ñ -

ñaam	V	eat, spend	10
ñaam		(adj. root) right (direction)	18
ñaamo		right (from <u>jungo ñaamo</u>)	18
ñaamri	[ndɪ] ()	food, nutriment	15
ñaamlu	V	lend, loan	26
ñaamande	[nde] (ñaamaale)	loan, debt	26
ñaaw	V	judge, pass judgement	35
ñaawɗ	VB	go to court together, enter into litigation	35
ñal			
ñaleɪ	[ŋgel] (ñale)	calf	16
ñall	V	pass/spend the day	2
ñalloma	[ø] (ñallomaaɟɪ)	afternoon	8
ñannde/ñande	[nde] ()	day	11
ñaltaari	[nde] (ñaltaaɗe)	afternoon snack	16
ñande	(see <u>ñall</u>)		
ñañe			
ñañeru	[ndu] (ñañeeɟɪ)	fiddle	31
ñataa	[ø] (ñataaɟɪ)	threepence	14
ñaw	V	be sick	37

ñe66			
ñe66e	[de] (no singular)	beans	21
ñii			
ñiindere	[nde] (ñiidyē)	tooth	7
ñiw			
ñiwa	[mba] (ñibbi)	elephant	34
ñoot	V	sew	28

- n -

- P -

pad			
padal	[ŋgal] (pade)	shoe	16
palas	[ø] (palasaaɟi)	place, opening	31
pañe	[ø] (pañeeɟi)	basket, container	16
par	V	get done, finish	16
pasiyon	[ø] (pasijonaɟi)	restaurant	26
paski		because	8
Pate		P.N.	21
perekan	[ø] (perekanijɟi)	white satin	32
piu		all, all together	16
polis	[ø] (polisaabe)	policeman	12
pomp	V	pump	36
pompe	[ø] (pompeeɟi)	pump	36
pontu	[ø] (pontuuɟi)	nail	29
pooti	[ø] (pootijɟi)	pot, can, tin	20
pos	[ø] (posijɟi)	pocket	20
posto	[ø] (postojɟi)	post office	24
puc			
pucu	[ŋgu] (puci)	horse	13
puidfo	(see <u>ful</u>)		
pullo	(see <u>ful</u>)		
pur		for	8

- Q -

qa / -a		you (singular)	3
qada		you are ing	4
qan		you (sg.), as for you (sg.)	8
qaa		Ah!	13
qaamlin		amen	2
Qabdul		P.N.	15

qacc	V	leave, abandon	10
qaccaadum	[dum] ()	inheritance, things left	19
qadd	V	bring	9
qaddirdum	[dum] ()	carrier, thing used to take something away	19
qaduna[Ø] / qadunaru	[ndu] ()	world, this world	15
qafer	[Ø] (qaferaaɟi)	affair	35
qaksidaɗ	[Ø] (qaksidaɗaaɟi)	accident	9
qal	V	non-existent (used only in the negative)	
qalaa / qala		no, not, is not	1
qalansara		late afternoon [ca. 4 PM]	18
Qalarba		Wednesday	12
Qalfa		P.N.	
qalkaali	[Ø] (qalkaaliibe)	village headman, local judge	29
Qalkamis		Thursday	12
Qalla		Allah, God	2
qalmet	[Ø] (qalmetaaɟi)	match	23
qalmu			
qalmuɗo	[qo] (qalmuuɓe)	student	26
Qaltine	(see also Teneɗ)	Monday	12
qam		me, mine	6
-qam / -am		my	3
Qamadu		P.N.	
qambasad	[Ø] (qambasadaaɟi)	embassy	24
Qamerika		America	11
qameɗ		ours, us	10
-qameɗ		our	5
qan	(see qa)		
qand	V	know	8
gandal	[ɲgal] ()	knowledge	19
qaparante	[Ø] (qaparanteeɓe)	apprentice	27
qar	V	come	2
qardu	[ndu] (garli)	final stage of coming	19
garol	[ɲgol] (garɪ)	a rival, coming	19
garoodum	[dum] ()	future, that which is coming	19
qart	VB	return	
gartal	[ɲgal] (gartaale)	return	19
gartol	[ɲgol]		
qartid	VB	return together	19
qartir	VB	return bringing....	19
qarka	[Ø] (qarkaaɟi)	box	27
qasaman	[Ø] ()	sky, heaven	15

qaw	V	sow [seed]	28
qawdı		seed (adjective)	36
qawdu [ndu] (gawlı)		seed	36
gawrı [ndı] (gawe)		millet, 'couscous'	29
qawa		OK, all right, then, so	1
qayn	V	herd [cattle]	
gaynaako [qo] (qaynaaße)		shepherd	3
qe		and, with	1
qed'en (see also <u>qen</u>)		we two are....ing	4
qeeyı		yes	1
qekol [ø] (qekolaajı)		school	2
qen		we two, the two of us	4
qed'en		we two are.....ing	4
qenen		we two, as for the two of us	8
-qen		(pluralizing suffix)	9
qerpoot [ø] (qerpootııjı)		airport	26
qertere [nde] gerte		peanut	22
qesirawo [qo] (qesiraaße)		in-law	10
qeskul [ø] (qeskulaajı)		school	2
Qıbrayma		P.N.	
qıl			
qilde [nde] (gile)		hot pepper	18
qımm	V	spring, get up, originate from, be from	11
qın			
qinde [nde] (qinde)		name	11
qıtt	V	remove, subtract, serve, take out	19
qıw	V	be from, come from	19
qo		he, she, it, this	2
		(Class Pronoun)	5
qomo		he/she is ing	4
qon		this (retrospective pronoun)	8
qonñan		that day	12
qontuma		at that time	16
qoya		that [at a distance]	5
qoñon	(see qon)		
qokk	V	give	
qomo	(see <u>qo</u>)		
qon / -on		you (plural)	3
qoñon		you (pl.) are ...ing	4
qonon		you (pl.), as for you (pl.)	8
qon	(see <u>qo</u>)		
qonon	(see <u>qon</u>)		

qoto [ø] (qotooji)	auto	37
qoya (see <u>qo</u>)		
qudd V	close	5
quddit VB	open	5
qujunere [nde] (guluuje) (see also <u>junne</u>)	one thousand	20
qullu		
qullundu [ndu] (gulluudɪ)	cat	13
qust V	reduce, come down [in price or amount]	16

- R -

raɓɓid V	be short	15
ran		
rane	(adj. root) white	13
danedum [dum] ()	white [color], white thing	19
rato [ø] (ratooji)	rake	29
rawa		
rawandu [ndu] (dawaadɪ)	dog	12
reed		
reedu [ndu] (deedɪ)	stomach	8
rem V	cultivate	10
demowo [qo] (remooɓe)	farmer	10
res V	put away, keep, marry	30
rew V	follow	34
debbo [qo] (rewɓe)	(adj. root) female	2
dewel [ɲgel] ()	woman	2
dewgal [ɲgal] (dewle)	little woman	19
ndewu [ɲgu] ()	marriage, wedding	27
rewru [ndu] ()	mare	19
rɪɪw V	bitch	19
roond V	chase, send away	34
rowanɪ	carry a load	37
rulde (see <u>rull</u>)	last year	30
rull V	be cloudy, get cloudy	15
rulde[nde] (dule)	cloud	15
rutt V	turn back, return to base	16

BASIC COURSE

- S -

saa / saq			
saare [nde] (caqe/saareejɪ)	village	1	
saarenawo [qo] (saarenaaʒe)	villager, townsman	11	
saabun			
saabunde [nde] (caabune)	soap	18	
Saajo	P.N.	35	
saaku [Ø] (saakuujɪ)	sack, bag	20	
sada [Ø] (sadaajɪ)	unit of measurement	21	
safara [Ø] (safaraajɪ)	remedy	28	
sagata [Ø] sagataaʒe	youth	31	
sago [ŋgo] ()	wish, desire, pleasure	22	
sagomaa tan	just as you wish	22	
sal V	refuse	12	
sala [Ø] (salaajɪ)	bridge	26	
salɪfana	early afternoon	27	
salɪn V	greet, regard, compliment	7	
Samba	P.N.	1	
sapp			
sappo [ŋgo] (cappande)	ten	9	
sara [Ø] (saraajɪ)	watermelon	21	
saysay [Ø] (saysayɪʒe)	mad, wild, uncontrolled person	22	
seedə	a little, a bit, some	4	
Seenɪ	P.N. (man or woman)	35	
seer V	be expensive, costly	32	
seern			
ceerno [qo] (seernoʒe / ceernoʒe)	Koranic teacher	11	
seese	softly, gently, easily	34	
sell V	be well	4	
sent [Ø] (sentaajɪ)	cent	20	
seŋ			
seŋgo [ŋgo] (ceŋʒe)	side, edge	18	
Seydu	P.N.		
sɪ	if, when	3	
sɪ tawo	if, if perchance	10	
Sibitɪ	Saturday	12	
sigaret [Ø] (segaretɪɪjɪ)	cigarette	23	
sikk V	think	10	
siwo [Ø] (siwoojɪ)	bucket	20	
šobe	seriously	31	
sofer [Ø] (soferɪɪʒe)	driver	27	
sok V	lock	19	
cokɪrgal [ŋgal] ()	padlock	19	
coktɪrdum [dum] ()	key, thing for unlocking	19	
sokla [Ø] soklaajɪ	business, affairs	24	
soldar [Ø] (soldaroʒe)	soldier	12	

sombe [ø] (sombeejɪ)	digging stick	29
son		
sondu [ndu] (collɪ)	bird	34
sondel [ŋgel] (sondelaajɪ)	candle	28
sood V	buy	13
coggu [ŋgu] (cogguulɪ)	price	14
soora [ø] (sorraajɪ)	chapter, sura	5
sopp V	cut down	29
soras [ø] (sorasaajɪ)	orange	34
soyn		
soynde [nde] (coynde)	open land	29
subaka [ø] (subakaaajɪ)	morning, early morning	16
sukaa		
sukaa / sukaado [qo] (sukaabe)	child	11
cukayel [ŋgel] (cukayon)	little child	19
sukar [ø] ()	sugar	22
sum V	burn	33
sumol [ŋgol] ()	burn	33
Sunƙarɪ	P.N.	
surnal [ø] (surnalaajɪ)	magazine, newspaper	35
suud		
suudu[ndu] (cuudɪ)	house	9
suud V	hide, cache	35
suus V	be brave	8
cuusal [ŋgal] ()	bravey, courage	19
- T -		
taa- (plus possessive suffix)	own	17
taabul [ø] (taabulaajɪ)	table	18
taan		
taanɪrawo [qo] (taanɪraabe)	grandchild	11
tabaka [ø] (tabakaaajɪ)	tobacco	20
tadɗy V	cut, chop	38
tak		
takko[ko] ()	vicinity	18
taksi [ø](taksiɪjɪ)	taxi	26
Talata	Tuesday	12
talk		
talkuru [ndu] (talkɪ)	juju, charm, amulet	12
tam V	possess, have, hold	13
tamal [ŋgal] ()	possession, ownership	19
tamre [nde] ()	possession(s), things owned	19
tamugol [ŋgol] ()	owning [the fact of]	19

tamate [ø] (tamateeji)	tomato	14
tamp V	be tired, get tired	17
tampere [nde] (tampe)	fatigue, suffering	19
tampin VB	tire, cause to get tired	17
tan	only	1
tana	trouble, something wrong	1
taŋka [ø] (taŋkaaŋi)	sixpence	17
taransu [ø] (taransuuŋi)	shilling	14
tard V	be late	25
tati	three	9
tato	three [of [qo] class]	13
taw V	find	6
tawo	at that time, then, yet	7
si tawo	if perchance	10
tawɪ	it happened	
te	and	16
tedd V	be heavy	37
teemed		
teemedere [nde] (teemeede)	hundred	20
teeri [ø] (teeriibe)	friend	9
teew		
teew(u)[ŋgu] (tebbuli)	meat, flesh	16
teney [ø] (teneejɪ)	palm tree, oil palm	21
Teneŋ (see also Qaltine)	Monday	12
terŋk V	be steady, calm	30
tep	(full)up, to the top	36
teren [ø] (terenaajɪ)	train	26
tɪŋɪ	real, really, even	16
tɪɪ		
tɪinde [nde] (tɪide)	forehead	33
tɪka [ø] (tɪkaaŋɪ)	head scarf	29
tɪmtor		
tɪmtorgal [ŋgal] (tɪmtorde)	mirror	18
tɪn V	perceive, sense, understand	16
tɪnin VB	show how, guide, make to understand	16
to/ton	there, to, at	1
toɓ V	rain	15
toɓal [ŋgal]/ toɓo [ŋgo] (toɓooŋɪ)	rain	15
tokos	small (adj. root)	19
tokosel [ŋgel] (tokosun)	small[one], little[one]	19
ton (see to)		
tooŋ V	coerce, oppress, offend, be unjust to	17

trakto [Ø] (traktooɟɪ)	tractor	36
tuma	time, when, when?	2
tut V	vomit, puke	28
tuuba [Ø] (tuubaaɟɪ)	trousers, pants	21
tuubaako [Ø] (tuubaakooɕe)	European, white man, boss	7

- W -

waal V	pass/spend the night, lie down	1
balde [de] (no singular)	days [of 24 hours]	26
mbaldi [ndɪ] (balɔɪ)	bed	18
wallin VB	lay, place, put, cause to lie	18
walt VB	lie down flat	19
waltin VB	lay down flat, smooth out	19
waaw V	be able	10
wad V	do, make, happen	7
wak		
wakande [nde] (bakale)	box, chest	18
wakil V	endeavor, try	31
waktu [Ø] (waktuuɟɪ)	time, hour	18
wall V	help	17
ballal [ŋgal] ()	aid	19
wallin (see <u>waal</u>)		
war V	kill	16
barogal [ŋgal] ()	larger carnivorous beast	19
barogel [ŋgel] ()	smaller carnivorous beast	19
mbaroodɪ [ndɪ] (baroodɪ)	lion	13
wararaare [nde] ()	random carnage	19
warŋgo [ŋgo] ()	killing, carnage	19
wasal		
wasalde [nde] (basalle)	onion	19
way	(exclamation)	39
way V	be like	22
wayno	it seems, suppose	22
wayl V	forge, transform	30
baylo [qo] (wayluuɕe)	smith	30
wayr V	go a long time without...ing	1
wee		
weendu [ndu] (beeli)	lake	29
wel V	be sweet, pleasing, nice, be sharp	15
welt VB	be pleased, rejoice	15
weltaare [nde] ()	pleasure	19

welo [ø] (weloɔjɪ)	bicycle	37
weyd V	be fine, nice, beautiful	13
wɪl V	say	3
wɪnd V	write	19
wɪndɜrgal [ŋgal] ()	pen	19
wod	(adj. root) other	
godɔɔ [qo] (wɔɔɕe)	someone [else]	9
godɔɔm [ɔm] ()	something [else]	
wod V	to be taboo	
mboɔɔɔɔ [ndɪ] (bolle)	snake, serpent	13
wodɔ V	be far, be at a distance	18
godɔɔɔɔm [ɔm] ()	distance, distant thing	19
won V	be, become, exist	7
wod V	have, possess, own	23
wopp V	throw	39
wor	(adj. root) male	
gorko [qo] (worɕe)	man, male, husband	5
wotaa/ wataa	don't (with imperatives)	6
wotɪr [ø] (wotɪraajɪ)	car	27
wott V	eat lunch	22
bottaare [nde] (bottaaje)	lunch, noon meal	22
woy		
woyɔndu [ndu] (boyɪɪ)	well	11
wud		
wudere [nde] (gude)	loin cloth, 'pagne'	17
wuj V	steal	34
gujjo [qo] (wuyɕe)	thief	34
wul V	be warm, hot	15
gulɔm [ɔm] ()	warmth, warm thing	19
wulin [ø] (wulinajɪ)	wool [cloth]	32
wull V	cry out in fright or sadness	18
wur V	live, be alive	34
wuro [ŋgo] (gure)	cattle corral	7
wutte [ø] (wutteejɪ)	shirt, garment	18

- Y -

-ya	that (demonstrative suffix)	5
yaa V	go	1
yaad VB	go with	11
yaadu [ndu] (jaalɪ)	departure, journey	19
yaarowo [qo] (yaarooɕe)	traveler	19
yahan VB	go for [someone]	19

yahowo [qo] (yahooɓe)	who went	19
jahal [ɲgal] (jahe)	traveling	19
jahol [ɲgol] ()	going [the process]	19
ñjahangal [ɲgal] ()	journey, trip	19
yaaf V	forgive	17
yaar [ø] (yaaruujɪ)	yard [36 inches]	32
yakk V	break, spoil, undo	16
yan V	fall [over]	9
yar V	drink	5
yas/yasɪ	outside, outside of	16
yaw V	be fast, quick	15
yawnde [nde] (jaawɪɪ)	quickness, speed	19
yawn VB	be fast	15
yawɪn VB	accelerate	15
yawnɪn VB	accelerate	15
yawt V	pass, exceed, pass by	12
yawtuɗo [qo] ()	past, who/which passes	12
yedɗyɪt V	forget	24
yees		
yeeso [ɲgo])jeese)	front	18
yewt V	chat, converse	13
yewtere [nde] (jewte)	conversation, chat	30
yey V	sell	9
yɪɗ V	want, like	5
jɪɗal [ɲgal] ()	heart's desire, object of wanting	19
jɪɗgol [ɲgol] ()	wanting, liking	19
yɪɪ V	see	1
yɪɪɗ VB	see one another	8
yimɓe (see <u>nedɗo</u>)		
yɪt		
yɪtere [nde] (gite)	eye	7
yo	may [he, etc], let [him, etc.]	2
yooɓ V	pay	16
ñjooɓdo [ndɪ] (jooɓɗɪ)	payment	39
yomb		
jombaaɗo [qo] (yombaaɓe)	bride, groom	30
Yompa	P.N.	
yon V	be enough, sufficient	14
yont		
yontere [nde] (jonte)	week	26
yoor V	dry up	38
Yoro	P.N.	

yott	V	reach, arrive at	18
yurmin	VB	have pity on, sympathize with	35

Final copy typed by Irma Ponce