FOREIGN SERVICE INSTITUTE

FULA

BASIC COURSE

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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.

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

INTRODUCTION

The Fula Language and People

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

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

The Fulɓe 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 Fulɓe.

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

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

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

Structure of the Course

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

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

UNITS 1-20

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

n.0   Dialog (or other 'Basic Sentences')

n.1   Variation Drills on Basic Sentences (including certain new vocabulary)

n.2   Grammar Note

n.3   Drills on the grammar point of n.2

n.4   Grammar Note

n.5   Drills on the point of n.4

n.6   Grammar Note

n.7   Drills on the point of n.6

n.8   Narrative (commencing with Unit 8)

n.9   Questions and Topics for Discussion (commencing with Unit 7)

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

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

The Dialog (n.0)

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

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

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

1.   The instructor takes one part and prompts the students, individually or collectively, as they attempt to recall the intervening sentences. If recall is partial or inaccurate, the sentences are again repeated by the students in imitation of the instructor.

2.   Two (or more) students are asked to take the parts and recite the dialog with the instructor's prompting and assistance. A sentence is not left until the student rendition is accurate at normal speed.

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

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

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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 -

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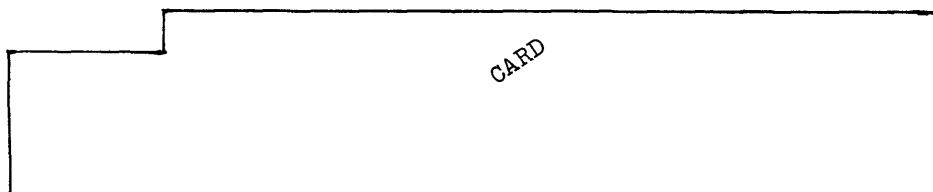
placed over the drill and slid downward, exposes first the pattern and first cue-

Cue   Pattern

Mi wayri yaade to saaremaa.

Bookari

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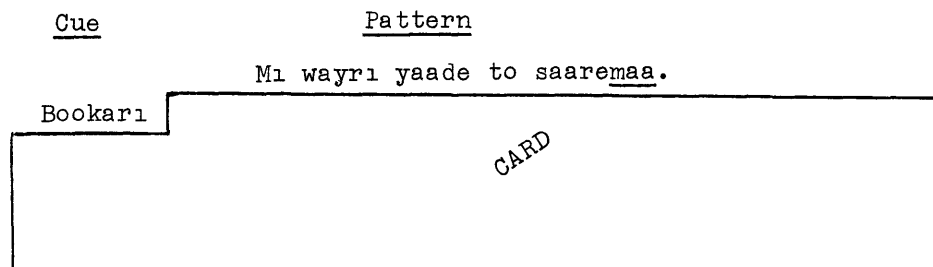
next the correct response sentence with the substitution of Bookari   for -maa, which is, in turn, the pattern for the next substitution, Demba -

Cue   Pattern

Mi wayri yaade to saaremaa.

Bookari   Mi wayri yaade to saare Bookari.

Demba

CARD

and so on -

Cue   Pattern

Mi wayri yaade to saaremaa.

Bookari   Mi wayri yaade to saare Bookari.

Demba   Mi wayri yaade to saare Demba.

kawmaa

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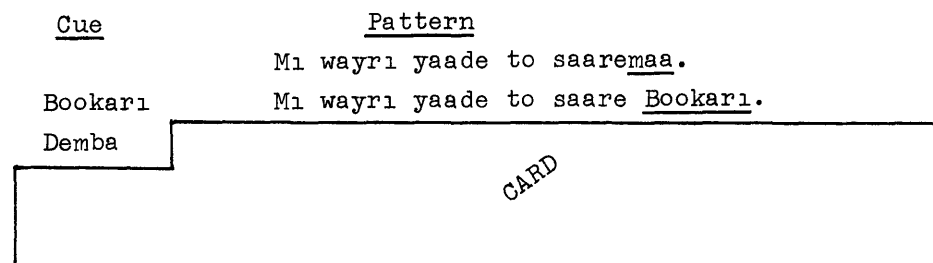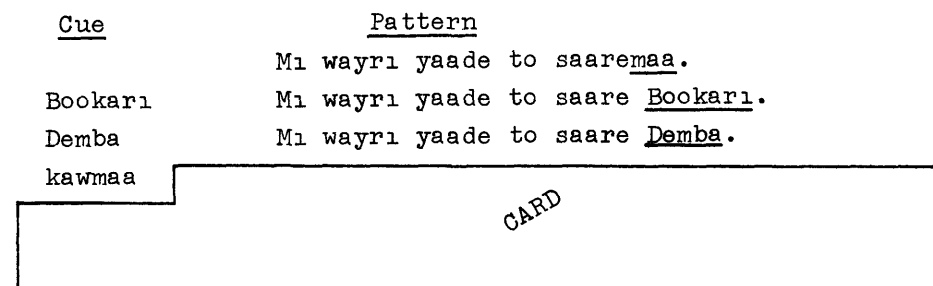
In order to facilitate this procedure, each drill which is continued from one page to the next is printed with the last line from the previous page repeated at the top of the succeeding page. This sentence is not, of course, repeated on the tape recording.

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 repertories, 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: <u>Morning Greetings</u>

-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/taŋ	only
Jam tan ↑	I'm fine.

-Demba-

kori/kor	hopefully
tana	trouble, something wrong
qalaa/qala	is not, no, not
Kori tana qalaa?	[I] hope nothing's wrong?

-Samba-

Jam tan ↑	O.K.

-Demba-

no	how?
neɗɗo [qo] (yimɓe)[2]	person
-maa/-maaɗa	your (sg.) (a suffix)
ɓe	(class marker for [ɓe] class)
No yímɓemaa ɓe?	How are your folks?

-Samba-

Jam tan ↑	Fine!

-Demba-

qáwa	OK, all right
mi	I

---

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

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

wayru[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] (caqe/saareeji)[3]   village

Bookari   (Proper name)

Qeeyi↑ mi yahiino, to saare   Yes. I'd gone to Bookari's
    Bookari.   village.

qe/-e   with, and

ɓe   they, them

Kor tána qalaa qe ɓe?   I hope nothing is amiss with
                                                them.

                        -Demba-

Jam tan↑   All fine.

1.1 <u>Variation Drills on Basic Sentences</u>   (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 |
+--+

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

----

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

[2]<u>yiide</u> 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 distinc-
tive, and is the form which occurs in the following sentence.

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

for example, is the general term for mother's brother while
<u>kawirawo</u> refers to the person who stands in this relationship
to a particular person. For this reason <u>kawirawo</u> 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!'

<u>Cue</u>	<u>Pattern</u>
	<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	<u>Mi</u> wayri ma yiide.

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	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>maa</u>.
yimɓemaa	Mi yahiino saare <u>yimɓemaa</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

<u>Cue</u>	<u>Pattern</u>
	<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>K</u>aw yahııno saare Bookarı.

neene   <u>Neene</u> yahııno saare Bookarı.

baaba   <u>Baaba</u> yahııno saare Bookarı.

mı   <u>Mı</u> yahııno saare Bookarı.

d) Simple Substitution Drill

> New form: yaade   to go (infinitive)

Cue   Pattern

Mı wayrı yaade saare <u>Bookarı</u>.   'I have been anxious to
                                            go to Bookarı's village.'
Samba   Mı wayrı yaade saare <u>Samba</u>.

Demba   Mı wayrı yaade saare <u>Demba</u>.

-maa   Mı wayrı yaade saare<u>maa</u>.

yımɓemaa   Mı wayrı yaade saare <u>yımɓemaa</u>.

kawmaa   Mı wayrı yaade saare <u>kawmaa</u>.

baabamaa   Mı wayrı yaade saare <u>baabamaa</u>.

neenemaa   Mı wayrı yaade saare <u>neenemaa</u>.

Bookarı   Mı wayrı yaade saare <u>Bookarı</u>.

e) Simple Substitution Drill

Cue   Pattern

<u>Mı</u> wayrı yaade saare Bookarı.

Samba   <u>Samba</u> wayrı yaade saare Bookarı.

Demba   <u>Demba</u> wayrı yaade saare Bookarı.

kaw   <u>Kaw</u> wayrı yaade saare Bookarı.

neene   <u>Neene</u> wayrı yaade saare Bookarı.

baaba   <u>Baaba</u> wayrı yaade saare Bookarı.

mı   <u>Mı</u> wayrı yaade saare Bookarı.

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

    In the sentence: Mı wayrı ma yııde.   'I longed to see you.'
the infinitive <u>yııde</u> 'to see' has, as its object, the pronoun <u>ma</u> '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: Mı yewtını yııde Demba.   'I longed to see Demba.'

1.3 Grammar Drill - Simple Substitution Drill

Cue	Pattern
	Mi wayri ma yiide.
Bookari	Mi wayri yiide Bookari.
yimɓemaa	Mi wayri yiide yimɓemaa.
Samba	Mi wayri yiide Samba.
Demba	Mi wayri yiide Demba.
saaremaa	Mi wayri yiide saaremaa.
saare Bookari	Mi wayri yiide saare Bookari.
yimɓemaa	Mi wayri yiide yimɓemaa.
kawmaa	Mi wayri yiide kawmaa.
miñirawomaa	Mi wayri yiide miñirawomaa.
mawnirawomaa	Mi wayri yiide mawnirawomaa.
neenemaa	Mi wayri yiide neenemaa.
baabamaa	Mi wayri yiide baabamaa.
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 transcrip-
tions into Roman letters appropriate to their own national traditions.

In this book the following alphabet is employed:

> a, b, mb, ɓ, c, d, nd, ɗ, ɗy, 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, ɗ, 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:

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

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

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

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

Point of closure:

	Labial	Dental	Palatal	Velar	Glottal
Voiceless	p	t	c	k	q
Voiced	b	d	ɟ	g	
Pre-glottalized	ɓ	ɗ	ɗy		
Pre-nasalized	mb	nd	ñɟ	ŋg	

/p/ — much as in English (eg. pill).

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

/ɓ/ — 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 (/ɓɓ/) 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 liklihood 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/.

/ɗ/ — preglottalized dental stop. The process is similar to that described above for /ɓ/ 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 <u>ch</u>'s in <u>church</u>.

/j/ - voiced equivalent of /c/, as the <u>j</u> and <u>dg</u> of <u>judge</u>.

/d́y/ - preglottalized palatal stop. The process is similar to that described above for /ɓ/ but the closure is made with the blade of the tongue against the hard palate. When doubled this sound will be written <u>d́d́y</u> in these materials, rather than <u>d́yd́y</u>.

/ñj/ - prenasalized equivalent of /j/. (See above for /mb/.)

/k/ - much like English <u>k</u> in <u>kill</u>, varying to a sound like the <u>c</u> in <u>cool</u>.

/g/ - voiced equivalent of /k/, as in English <u>gate</u> or <u>goon</u>.

/ng/ - 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 <u>tt</u> in <u>bottle</u> or <u>settle</u>.

<u>Continuants</u>: Sound made by closure or partial closure but with air emitted continuously.

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

/f/ - much as English <u>f</u> in <u>face</u>.

/w/ - a glide, sometimes with slight bilabial friction, similar to <u>w</u> in <u>well</u>.

/l/ - a lateral, similar to <u>l</u> in <u>lip</u>.

/s/ - much as English <u>s</u> in <u>some</u>. Occasionally in initial position may be heard like <u>s</u> in <u>sure</u>.

/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 <u>t</u> in the normal American pronunciation of <u>water</u>. Frequently 'trilled' or 'rolled' in syllable-final position, especially in slower speech.

/h/ - occurs only syllable-initially (as in English). Similar to <u>h</u> in <u>hall</u>, but often with more friction than in English.

/m/ - similar to <u>m</u> in <u>many</u>.

/n/ - dental - made with tongue behind upper teeth.

/ñ/ - not exactly like any English sound. Similar to <u>ni</u> of <u>onion</u> but farther back in the mouth.

/ŋ/ - like <u>ng</u> of <u>sing</u>. Unlike the English sound, occurs syllable initially as well as finally and before /g/.

/y/ - like <u>y</u> of <u>yes</u> or of <u>say</u>, 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 <u>na</u>. In such questions <u>?</u> 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 occurance of 'phrase stress' (a phenomenon characterized by raised pitch and sometimes increased length of vowel and/or loudness) on a syllable other than that predictable by the rules outlined below in 3.6.

1.6 Note: Long and Short Vowels.

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

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

jaaŋgo '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 - <u>mi jaaɓi</u> where the phrasal stress is on the syllable <u>jaa</u>).

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-/
        mayı   maayo
        babbı   baaba
        bald'e   baası
        ɓaŋ   ɓaawo
        ɓandu   mbaalu
        mbabba   daande
        dauna   faalde
        banda   haalı
        hande   laana
        d'am   laarı
        jaɓı   jaabı
        ñalel   ñaamrı
        wallude   waalde
        tawo   waawı
        lamd'am   laawol
        warı   maaro

b)   /-a/   vs.   /-aa/
        tuuba   wotaa
        kaba   ñjahataa
        banda   kaalaa
        ka   kaa
        kampama   gorkomaa
        yaha   ñjid'd'aa

c)   /-e-/   vs.   /-ee-/
        Demba   mbeewa
        deftere   jeed'ıd'ı
        jelu   jeegom
        gertogal   feere
        hewde   teew
        qenen   neene
        teren   reedu

d) /-e/   vs.   /-ee/
        pañe   ñjaree
        ñeɓɓe   keɓee
        horde   ñjahee
        worɓe   ŋgaree

e) /-ɪ-/   vs.   /-ɪɪ-/
        yɪɗde   yɪɪde
        Jɪbel   fɪɪde
        fɪttude   fɪɪta
        hɪrnaŋge   hɪɪrande

f) /-ɪ/   /-ɪɪ/
        ndɪ   fɪɪ
        qaañɪ   dɪnɪɪ
        nanɪ   nɪɪ

g) /-o-/   vs.   /-oo-/
        hollɪ   hoolɪ
        horde   hoore
        jom   lootɪ
        ñjoɓdɪ   joodo
        dow   doole
        qoɗon   sooɗɪ
        goɗɗo   gooto
        laawol   gooŋga
        wonɪ   joonɪ

h) /-o/   /-oo/
        joodo   joo
        bɪro   yoo

ɪ) /-u-/   vs.   /-uu-/
        fulɓe   juulde
        rullude   muusa
        burɪ   tuubaako
        huɓɓɪ   huuɓɪ
        buse   mbuuɗu
        bulu   suudu

ɟ) /-u/   vs.   /-uu/   (does not occur in word-final
        jelu   position)
        ndu
        qaccu
           etc.

UNIT 2

2.0 Dialog: <u>Afternoon Greetings</u>

	-Samba-
ñallu[1]	pass/spend the day
ñallı	passed/spent the day
Jam ñallı.	Good afternoon.
	-Demba-
Jam tan ↑	Greetings.
	-Samba-
debbo [qo] (rewɓe)	woman, wife
No debbomaa?	How's your wife?
	-Demba-
Jam tan ↑	O.K.
	-Samba-
ɓeŋgu [ŋgu]	(collective noun - taking plural verb form) family (self, spouse and descendents)
No ɓeŋgumaa?	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-
qaamıın	amen!
Qaamıın.	Peace. Amen.

---

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

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

-Samba-

ɓidɗo [qo] (ɓiɓɓe)   child
yahı   has gone, has been going
jaŋgu   read, study, learn
jaŋgurdu [ndu] (jaŋgurduuɟı),
    qekol, [∅] (qekolaaɟı),
    qeskul [∅] (qeskulaaɟı)   school
jooni/joo   now, nowadays
Kori ɓidɗomaa yahı jaŋgurdu jooni?   I hope your child is going to
                                               school now.[1]

                              -Demba-

Qeeyı ↑ yahı jaŋgurdu.   Yes, [he]'s been going.

                              -Samba-

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

                              -Demba-

jaŋgo [ŋgo] (   )   tomorrow
Jaŋgo.   Tomorrow.

2.1 Variation Drills on Basic Sentences

    a) Progressive Substitution Drill

        Cue   Pattern

                    No debbomaa?
        ɓidɗo   No ɓidɗomaa?
        Bookarı   No ɓidɗo Bookarı?
        yımɓe   No yımɓe Bookarı?
        Demba   No yımɓe Demba?
        saare   No saare Demba?
        Samba   No saare Samba?
        ɓeŋgu   No ɓeŋgu Samba?
        -maa   No ɓeŋgumaa?

---

[1]Note that yahı '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 ɓeŋgumaa?
yımɓe	No yımɓemaa?
Samba	No yımɓe Samba?
ɓıɗɗo	No ɓıɗɗo Samba?
Demba	No ɓıɗɗo Demba?
saare	No saare Demba?
-maa	No saaremaa?
kaw	No kawmaa?
Samba	No kaw Samba?
baaba	No baaba Samba?
Demba	No baaba Demba?
neene	No neene Demba?
-maa	No neenemaa?
debbo	No debbomaa?

b) Progressive Substitution Drill

Cue	Pattern
	No ɓeŋgu debbomaa?
Samba	No ɓeŋgu Samba?
yımɓe	No yımɓe Samba?
Bookarı	No yımɓe Bookarı?
saare	No saare Bookarı?
yımɓemaa	No saare yımɓemaa?
ɓıɓɓe	No ɓıɓɓe yımɓemaa?
Demba	No ɓıɓɓe Demba?
debbo	No debbo Demba?
Bookarı	No debbo Bookarı?
baaba	No baaba Bookarı?
Demba	No baaba Demba?
kaw	No kaw Demba?
debbomaa	No kaw debbomaa?
neene	No neene debbomaa?
Samba	No neene Samba?
ɓeŋgu	No ɓeŋgu Samba?
debbomaa	No ɓeŋgu debbomaa?

2.2   Note: Reference Note on Consonant Alternation.

Note the forms: debbo 'woman'   rewɓe   '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 rewɓe 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 or g[1]
y	"	"	ɟ or g[1]

In addition, the voiced stops /b, d, ɟ/ and /g/ alternate under certain
circumstances with their prenasalized equivalents /mb, nd, ñɟ/ 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 inter-
preted 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 rewɓe is a form rew. This is actually the root of the verb meaning 'to
follow'.

---

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

Certain noun class suffixes (of which -ɓe 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:

<div align="center">

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

</div>

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 ɓe qari and ɓe ŋgari but is advised to practice the latter as more widespread and more difficult (hence more worthy of drill).

2.3   Grammar Drill on Consonant Alternation in Verbs with Plural Subjects

     a)   Simple Substitution-Correlation Drill

Cue	Pattern	(Alternative Verbal Form)
	Tuma qo qartaa?	(qarata)
ɓe	Tuma ɓe ŋgartaa?	(ŋgarata)
yimɓemaa	Tuma yimɓemaa ŋgartaa?	(ŋgarata)
ɓidɗomaa	Tuma ɓidɗomaa qartaa?	(qarata)
debbomaa	Tuma debbomaa qartaa?	(qarata)
ɓeŋgumaa	Tuma ɓeŋgumaa ŋgartaa?	(ŋgarata)
ɓe	Tuma ɓe ŋgartaa?	(ŋgarata)
qo	Tuma qo qartaa?	(qarata)
ɓiɓɓemaa	Tuma ɓiɓɓemaa ŋgartaa?	(ŋgarata)
Samba	Tuma Samba qartaa?	(qarata)
qo	Tuma qo qartaa?	(qarata)

     b)   Simple Substitution-Correlation Drill

Cue	Pattern
	Qo waali.
ɓe	Be mbaali.
mi	Mi waali.
yimɓemaa	Yimɓemaa mbaali.
neenemaa	Neenemaa waali.
ɓeŋgumaa	Beŋgumaa mbaali.[1]
Bookari	Bookari waali.

---

[1]Remember that /ɓeŋgu/ is plural.

<div align="center">

15

</div>

                           Bookarı waalı.

rewɓemaa   Rewɓemaa mbaalı.

ɓıɗɗomaa   Bıɗɗomaa waalı.

ɓe   Ɓe mbaalı.

qo   Qo waalı.

c)   Simple Substitution-Correlation Drill

     Cue   Pattern

                             Qo yıyı saare Bookarı.

     ɓe   Ɓe ñɟıyı saare Bookarı.

     neenemaa   Neenemaa yıyı saare Bookarı.

     mawnıraaɓemaa   Mawnıraaɓemaa ñɟıyı saare Bookarı.

     baabamaa   Baabamaa yıyı saare Bookarı.

     ɓıɓɓemaa   Bıɓɓemaa ñɟıyı saare Bookarı.

     kawmaa   Kawmaa yıyı saare Bookarı.

     rewɓemaa   Rewɓemaa ñɟıyı saare Bookarı.

     mıñırawomaa   Mıñırawomaa yıyı saare Bookarı.

     yımɓemaa   Yımɓemaa ñɟıyı saare Bookarı.

     mı   Mı yıyı saare Bookarı.

     qo   Qo yıyı saare Bookarı.

d)   Random Substitution-Correlation Drill

     Cue   Pattern

                          Korı ɓıɗɗomaa yahı jaŋgurdu ɟoonı?

     Bookarı   Korı Bookarı yahı jaŋgurdu ɟoonı?

     Demba   Korı Demba yahı jaŋgurdu ɟoonı?

     saaremaa   Korı Demba yahı saaremaa ɟoonı?

     yımɓemaa   Korı yımɓemaa ñɟahı saaremaa ɟoonı?

     ɓe   Korı ɓe ñɟahı saaremaa ɟoonı?

     jaŋgurdu   Korı ɓe ñɟahı jaŋgurdu ɟoonı?

     qo   Korı qo yahı jaŋgurdu ɟoonı?

     saaremaa   Korı qo yahı saaremaa ɟoonı?

     Samba   Korı Samba yahı saaremaa ɟoonı?

     ɓe   Korı ɓe ñɟahı saaremaa ɟoonı?

     jaŋgurdu   Korı ɓe ñɟahı jaŋgurdu ɟoonı?

     ɓıɗɗoma   Korı ɓıɗɗomaa yahı jaŋgurdu ɟoonı?

2.4   The 'Stop' Sounds.

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

Simple:	Labial	Alveolar	Palatal	Velar	Glottal
Voiceless:	p	t	c	k	q
Voiced:	b	d	ɟ	g	-
Pre-glottalized:	ɓ	ɗ	ɗy	-	-
Pre-nasalized·	mb	nd	ñɟ	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:

beqi	'goats'
taaqam	'mine'
muqen	'mine'

The drills, below, provide additional examples.

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

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

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

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

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

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

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

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

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

See the drills (2.5 below) for further examples.

C.   The Voiced Alveolar, Palatal and Velar Stops /d/, /ɗ/, /nd/; /j/,
        /ɗy/, /ñj/; /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'	waɗ	'do'		

/ʝ-/		-ɗy-/		/ñʝ-/	
jam	'peace'	ɗyoɗy	'be wise'	ñjoɓdɪ	'payment'
/-ʝ-/		/-ɗy-/		/-ñʝ-/	
leemunaaʝɪ	'limes'	fɪɗyɪrde	'playing field'	kañja	'okra'
———		/-ɗy/		———	
		fɪɗy	'play'		
———		/-ɗɗy-/		———	
		moɗɗyo	'good'		
/g-/		———		/ŋg-/	
gasɪ	'finished'			ŋgesa	'farm'
/-g-/		———		/-ŋg-/	
nogas	'twenty'			lɪŋgu	'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:

		vs.		
a)	/b-/		/ɓ-/	
	baaba		ɓaawo	
	baalɪ		ɓaŋ	
	baasɪ		ɓe	
	babbɪ		ɓeŋgu	
	balɗe		ɓawlude	
	bɪro		ɓɪrde	
	bonɗo		ɓɪɗɗo	
	bool		ɓooyde	
	bulu		ɓuuɓde	
	buɪ		ɓurɪ	
b)	/b-/	vs.	/mb-/	
	babbɪ		mbabba	
	balɗe		mbaldɪ	
	barakɪn		mbaroodɪ	
	boobo		mbo	
	buse		mbuuɗu	
c)	/-b-/	vs.	/-ɓ-/	
	tuuba		fuɪɓe	
	nebam		heɓɪ	
	tuubaako		jaɓɪ	
d)	/-mb-/	vs.	/-mɓ-/	
	Samba		kamɓe	
	hombo		lamɓe	
	bɪmbɪ		yɪmɓe	

e) /-bb-/   vs.   /-ɓɓ-/
       babbɪ   faɓɓɪ
       debbo   woɓɓe
       ɗabbude   maɓɓe

f) /-Cɓ-/   vs.   /-bC-/
       rewɓe   ɉaɓde
       fulɓe   ñɉoɓdɪ
       worɓe   huuɓde
       lamɓe   heɓde

g) /d-/   vs.   /ɗ-/
       daande   ɗaanɪ
       dɪnɪɪ   ɗɪɗɪ
       def   ɗe
       dur   ɗum
       domoda   ɗomdude

h) /-d-/   vs.   /-ɗ-/
       bɪrdugal   mbuuɗu
       kadɪ   ɓeɗo
       yɪɪdaade   keɗam
       padɪ   seeɗa
       fada   daaɗe

l) /d-/   vs.   /nd-/
       dɪnɪɪ   ndɪ
       dur   ndu
       defɪ   nder

m) /-dd-/   vs.   /-ɗɗ-/
       ladde   lɪɗɗɪ
       quddɪt   koɗɗo
       mboddɪ   goɗɗo
       hedde

n) /ɉ-/   vs.   /ɗy-/
       ɉom   ɗyoɗy
       ɉeŋgɪ

o) /-ɉ-/   vs.   /-ɗy-/
       doɉere   fɪɗyɪ

p) /-ɉɉ-/   vs.   /-ɗɗy-/
       guɉɉo   moɗɗyo

q) /ɉ-/   vs.   /ñɉ-/
       ɉarga   ñɉarɪ
       ɉam   ñɉahɪ
       ɉoonɪ   ñɉottɪ

r) /g-/   vs.   /ŋg-/
       gese   ŋgesa
       gooto   ŋgol
       galle   ŋgal
       gooŋga   ŋgo

s) /-g-/   vs.   /-ŋg-/
       ɉeegom   peŋgu
       sago   ɉuŋgo

UNIT 3

3.0 Dialog: Morning Greetings (II)

-Samba-

Jam waali.   Good morning.

-Jaawo-

Jam tan ↑   Greetings.

-Samba-

No debbomaa?   How's your wife?

-Jaawo-

Jam tan ↑   Fine!

-Samba-

No kawmaa?   How's your uncle?

-Jaawo-

Jam tan ↑   Well!

-Samba-

No baabamaa?   How's your father?

-Jaawo-

Jam tan ↑   Fine!

-Samba-

    hon-   what?, which?
                                                        (interrogative prefix)
    honno   how?
Honno Yompa?   How's Yompa?

-Jaawo-

    wayru   go a long time without
                                                        doing something
    wayri   haven't... for a long time
Mi wayri yiide Yompa.   I haven't seen Yompa for a long
                                                       time.

-Samba-

    qa   you (sg.)
    nan   hear
    nanat   will hear
    kibaaru [ndu] (kibaruuji)   news

-makko

Kori qa nanat, kibaaru baabamakko.

his/her

I trust you hear news of his
    father.

-Jaawo-

haal
haali
kam/-am
hunde [nde] (kulle)

Debbomakko haali⁽ʼ⁾ kam, kullemakko.[1]

talk, tell, speak
has told
me (object pronoun form)
thing, matter, affair

His wife has told me some things
    about him.

-Samba-

hondum/hodum
haalan
haalan

Hondum qo haalani⁽ʼ⁾ ma?[1]

what (thing)?
tell to
has told to

What has she told you?

-Jaawo-

wii
wiyi
heɓ
heɓi
ligge [ŋge] (   )
moddyude
moddy-

Qo wiyi, Demba heɓi ligge moddyo.

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

She said Demba has a good job.

-Samba-

bárakin

Yallah barakin liggemakko.

bless

May God bless his work.

-Jaawo-

Qaamiin.

Amen.

-Samba-

ñjáataa/ñjáhataa

ŋgesa [mba] (gese)

Tuma ñjahataa, to ŋgesamaa?

(which) you will go
    (relative form)
farm, field

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

---

[1]Note 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
Jaŋgo, 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] (qaynaaɓe)   shepherd
-qam   my (possessive pronoun
                                                               suffix)
Min, 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

        Cue   Pattern

                        Mi wayri yaade to saare maa.
            Bookari   Mi wayri yaade to saare Bookari.
            Demba   Mi wayri yaade to saare Demba.
            kawmaa   Mi wayri yaade to saare kawmaa.
            -makko   Mi wayri yaade to saare makko.[1]
            neenemaa   Mi wayri yaade to saare neenemaa.
            yimɓemaa   Mi wayri yaade to saare yimɓemaa.
            debbomaa   Mi wayri yaade to saare debbomaa.
            ɓidɗomaa   Mi wayri yaade to saare ɓidɗomaa.
            baabamaa   Mi wayri yaade to saare baabamaa.
            miñirawomaa Mi wayri yaade to saare miñiraawomaa.
            mawnirawomaa Mi wayri yaade to saare mawniraawomaa.
            -maa   Mi wayri yaade to saare maa.

---

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

b) Progressive Substitution Drill

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

Cue	Pattern	
	Mi wayri yiide debbomaa.	'It's a long time since I've seen your wife (and now I have that chance).'
qo	Qo wayri yiide debbomaa.	'He hasn't seen your wife for a long time. or He didn't see your wife for a long time.'
ɓidɗomaa	Qo wayri yiide ɓidɗomaa.	
ɓe	Ɓe mbayri yiide ɓidɗomaa.	
rewɓemakko	Ɓe mbayri yiide rewɓemakko.	
qon	Qon mbayri yiide rewɓemakko.	
kawmaa	Qon mbayri yiide kawmaa.	
meŋ	Meŋ mbayri yiide kawmaa.	
Samba	Meŋ mbayri yiide Samba.	
qa	Qa wayri yiide Samba?[1]	
neenemaa	Qa wayri yiide neenemaa?	
mi	Mi wayri yiide neenemaa.	
Demba	Mi wayri yiide Demba.	
qa	Qa wayri yiide Demba?	
yimɓemaa	Qa wayri yiide yimɓemaa?	
ɓe	Ɓe mbayri yiide yimɓemaa.	
baabamaa	Ɓe mbayri yiide baabamaa.	
qon	Qon mbayri yiide baabamaa?	
miñiraawomaa	Qon mbayri yiide miñiraawomaa?	
meŋ	Meŋ mbayri yiide miñiraawomaa.	
mawniraawomaa	Meŋ mbayri yiide mawniraawomaa.	
mi	Mi wayri yiide mawniraawomaa.	
debbomaa	Mi wayri 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 wiyi 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.

---

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

Roots without final consonant are rare and some scholars interpret these roots as being consonant-final, but losing such consonant before consonant-initial suffixes. By this analysis <u>yah</u> + <u>de</u> = /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 *<u>yah</u>[1] occurs (the root of this verb occurring as a simple imperative is <u>yaa</u>), we prefer to interpret these roots as vowel-final with the vowel changing before vowel-initial suffixes. /a/ changes to /h/, /e/ and /ı/ to /y/ and /o/ to /w/. No examples of /u/ in these circumstances are available. These verbs are few, the common examples being: .

fıı	'strike'	qo fıyı	'he struck'
wıı	'say'	qo wıyı	'he said'
yaa	'go'	qo yahı	'he went'
yıı	'see'	qo yıyı	'he saw'

3.3   Grammar Drills on Verbal Roots ending in Vowels

     a)   Progressive Substitution-Correlation Drill

Cue	Pattern	
	<u>Qo</u> yahí jooni.	'He has just now gone / He is gone now.'[2]
ɓe	<u>Be</u> <u>ñjahí</u> jooni.	
wıı	<u>Be</u> <u>mbıyí</u> jooni.	
meŋ	Meŋ <u>mbıyí</u> jooni.	
yıı	Meŋ <u>ñjıyí</u> jooni.	
qa	Qa <u>yıyí</u> jooni?	
yaa	<u>Qa</u> yahí jooni?	
mı	Mı <u>yahí</u> jooni.	
waal	<u>Mı</u> waalí jooni.	
ɓe	<u>Be</u> <u>mbaalí</u> jooni.	
qar	<u>Be</u> <u>ŋgarí</u> jooni.	
qon	Qon <u>ŋgarí</u> jooni?	
yaa	<u>Qon</u> ñjahí jooni?	
qo	Qo yahí jooni.	

---

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

[2]Note the stress pattern in contrast to <u>Qo yahı jooni</u> (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

Cue	Pattern	
	Qo yahı saare Bookarı.	'He has gone to Bookarı's village.'
ɓe	Be ñjahı saare Bookarı.	
yıı	Be ñjıyı saare Bookarı.	
qa	Qa yıyı saare Bookarı?	
wayr	Qa wayrı saare Bookarı?	
neenemaa	Neenemaa wayrı saare Bookarı.	
ɓe	Be mbayrı saare Bookarı.	
yaa	Be ñjahı saare Bookarı.	
baabamaa	Baabamaa yahı saare Bookarı.	
qo	Qo yahı saare Bookarı.	

c)   Random Substitution-Correlation Drill

Cue	Pattern	
	Qo yahı saare Bookarı.	
ɓe	Be ñjahı saare Bookarı.	
neenemaa	Be ñjahı saare neenemaa.	
qo	Qo yahı saare neenemaa.	
baabamakko	Qo yahı saare baabamakko.	
mı	Mı yahı saare baabamakko.	
wayr	Mı wayrı saare baabamakko.	'I haven't been to his father's
ɓe	Be mbayrı saare baabamakko.	village for a long time.'
kawmaa	Be mbayrı saare kawmaa.	
qo	Qo wayrı saare kawmaa.	
yaa	Qo yahı saare kawmaa.	

3.4   Note: The Active 'Infinitive' Verbal Noun.

Note the sentence: Mı wayrı ma yııde.   'I've not seen you in ages.'

In this sentence the form yııde 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:

---

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

Root	Infinitive	Abrupt Imperative
waal	waalde	waal
yaa	yaade	yaa
ɲall	ɲallude	ɲallu
qokk	qokkude	qokku
jaŋg	jaŋgude	jaŋgu
haal	haalde	haal
wɪɪ	wɪɪde	wɪɪ
heɓ	heɓde	heɓ
moɗɗy	moɗɗyude	moɗɗyo[1]
barakɪn	barakɪnde	barakɪn
jaɓ	jaɓde	jaɓ

Certain verbs which have occurred are here omitted, either because they are not used as <u>active</u> 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 <u>may</u> pause; and obligatory-pause junctures, here marked by / ↑ /, / ? / or / · / and representing a place where the speaker <u>must</u>, 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.'

---

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

[2]The student should be particularly careful to distinguish between <u>vowel length</u>, which is characteristic of certain basic forms of Fula and may occur anywhere in a phrase, and phrase stress. Thus in the sentence: <u>Jam waalɪ.</u> the phrase stress coincides with the length of syllable, while in: <u>Debbomakko haalɪ kam,....</u> the stress of the phrase is on the syllable /-ɪ/, 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 /-ɪ/ syllable.

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

qa nanat.   is [qa nanat]

qa nanat?   is [qa nanat]

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

   2.   Mi wayri yaade saare Demba.
                              [']

   3.   Kori qa nanat, kibaaru baabamakko?
              [']   [']

   4.   Debbomakko haali kam, kullemakko.
                        [']   [']

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

B. 5.   Mi yahiino, to saare Bookari.
              [']   [']

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

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

---

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

$[\prime]$

C. 6. No yɪmɓemaa ɓeʔ

$[\prime]$

7. Mɪ wayrɪ yaade saaremaa.

The two sentences of C exhibit stress, earlier than the penultimate syl-
lable. Neither <u>saaremaa</u> nor <u>yɪmɓemaa ɓe</u> is a base, since saare and <u>yɪmɓe</u> occur
independently. Hence there must be something about the constructs here which is
different from eg. <u>yahiino</u>. The suffix -<u>maa</u> 'your (sg.)' belongs to a class of
monosyllabic pronoun suffixes the members of which do not affect stress. Sim-
ilarly <u>ɓe</u>, 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.

$[\prime]$

D. 8. Tuma qo qartaaʔ

$[\prime]$

9. Honno Yompaʔ

The sentences of D show phrase stress placement in the sentence earlier
that 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: <u>When</u> did he come?

                When did he <u>come</u>?

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.

$[\prime]$

E. 10. Yalla qokkur ɓe 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. Im-
peratives 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: <u>Additional Afternoon Greetings</u>

-Samba-

Jam ñallen.   Good afternoon.

-Demba-

Jam tan ↑   Greetings

-Samba-

    -mon/-moɗon   your (pl.)
No baabamon.   How's your father.

-Demba-

Jam tan ↑   Fine.
    qoɗon   you (pl.) are ----ing
Kori qoɗon 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 hoɗum heɓi mo?   What's wrong with him?   'What has
      gotten him? ')

-Samba-

    koyŋgal [ŋgal] (koyde)   leg, foot
    muus   suffer, be ill, hurt, ache
    muusata   which hurts (relative form)
Ko koyŋgalmakko, muusata.   His leg is bothering him.
      ('It's his leg that hurts. ')

-Demba-

    maa   or; one hopes

    ɗum   thing, that, it

    ɓur   surpass, exceed, improve,
      be greater than

    ɓuri   has improved, is better,
      is greater than

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seeɗa

Maa ɗum ɓuri seeɗa?[1]

a little, a bit, some

[I] hope it's gotten better.

-Samba-

Qeeyit qo ɓuri 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 yahı saare Jıbel.

My mother has gone to Jibel village.

4.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

New word: hıır   'spend the evening'

Cue	Pattern
	Jam waali.
ñallen	Jam ñallen.
hıırı	Jam hıırı.
ñallı	Jam ñallı.
mbaalen	Jam mbaalen.
kııren	Jam kııren.

b) Simple Substitution Drill

Cue	Pattern
	Mı sellaani.
ɓe	Ɓe cellaani.
qo	Qo sellaani.
Demba	Demba sellaani.
meŋ	Meŋ cellaani.
Samba	Samba sellaani.
qa	Qa sellaani?
mı	Mı sellaani.

---

[1]Note that seeɗa 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 ɓıɗɗomaa yahı jaŋgurdu joóni. in which jooni did receive a contrastive stress-hence the stress mark there.

c)   Random Substitution Drill

> New word: marse [∅]   (marseeɟɪ)   'market'

Cue   Pattern

	Kori ɓidɗomaa yahɪ jaŋgurdu jooni.
ɓiɓɓe	Kori ɓiɓɓemaa ñjahɪ jaŋgurdu jooni.
-mon	Kori ɓiɓɓemon ñjahɪ jaŋgurdu jooni.
saare	Kori ɓiɓɓemon ñjahɪ saare jooni.
yimɓe	Kori yimɓemon ñjahɪ saare jooni.
-maa	Kori yimɓemaa ñjahɪ saare jooni.
marse	Kori yimɓemaa ñjahɪ marse jooni.
debbo	Kori debbomaa yahɪ marse jooni.
rewɓemon	Kori rewɓemon ñjahɪ marse jooni.
jaŋgurdu	Kori rewɓemon ñjahɪ jaŋgurdu jooni.
ɓiɓɓe	Kori ɓiɓɓemon ñjahɪ jaŋgurdu jooni.
ɓidɗomaa	Kori ɓidɗomaa yahɪ jaŋgurdu jooni.

d)   Simple Substitution Drill

Cue   Pattern

	Ko hodum heɓi mo?
kam	Ko hodum heɓi kam?
ɓe	Ko hodum heɓi ɓe?
meŋ	Ko hodum heɓi meŋ?
Demba	Ko hodum heɓi Demba?
neenemaa	Ko hodum heɓi neenemaa?
baabamon	Ko hodum heɓi baabamon?
ɓidɗomaa	Ko hodum heɓi ɓidɗomaa?
kawmon	Ko hodum heɓi kawmon?
mawnɪrawomaa	Ko hodum heɓi mawnɪrawomaa?
miñɪrawomaa	Ko hodum heɓi miñɪrawomaa?
debbomaa	Ko hodum heɓi debbomaa?
rewɓemakko	Ko hodum heɓi rewɓemakko?
ɓengumaa	Ko hodum heɓi ɓengumaa?
Bookarɪ	Ko hodum heɓi Bookarɪ?
Samba	Ko hodum heɓi Samba?
mo	Ko hodum heɓi mo?

e) Simple Substitution Drill

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

f) Simple Substitution Drill

Cue	Pattern
	Maa <u>ɗum</u> ɓuri seeɗa?
qo	Maa <u>qo</u> ɓuri seeɗa?
ɓe	Maa <u>ɓe</u> ɓuri seeɗa?
qa	Maa <u>qa</u> ɓuri seeɗa?
qon	Maa <u>qon</u> ɓuri seeɗa?
koyŋgalmaa	Maa <u>koyŋgalmaa</u> ɓuri seeɗa?
baabamakko	Maa <u>baabamakko</u> ɓuri seeɗa?
neeneqam	Maa <u>neeneqam</u> ɓuri seeɗa?
kaw Samba	Maa <u>kaw Samba</u> ɓuri seeɗa?
mawnirawo Demba	Maa <u>mawnirawo Demba</u> ɓuri seeɗa?
miñirawo Samba	Maa <u>miñirawo Samba</u> ɓuri seeɗa?
debbomakko	Maa <u>debbomakko</u> ɓuri seeɗa?
ɓidɗoqam	Maa <u>ɓidɗoqam</u> ɓuri seeɗa?
Samba	Maa <u>Samba</u> ɓuri seeɗa?
Demba	Maa <u>Demba</u> ɓuri seeɗa?
ɗum	Maa ɗum ɓuri seeɗa?

g)   Progressive Substitution Drill

Cue	Pattern
	Neeneqam yahı saare Jıbel.
qo	Qo yahı saare Jıbel.
jaŋgurdu	Qo yahı jaŋgurdu.
debbomaa	Debbomaa yahı jaŋgurdu.
marse	Debbomaa yahı marse.
ɓe	Ɓe ñjahı marse.
saare Bookarı	Ɓe ñjahı saare Bookarı.
ɓıɗɗoqam	Ɓıɗɗoqam yahı saare Bookarı.
ŋgesamakko	Ɓıɗɗoqam yahı ŋgesamakko.
meŋ	Meŋ ñjahı ŋgesamakko.
saare Jıbel	Meŋ ñjahı saare Jıbel.
qon	Qon ñjahı saare Jıbel?
saare Bookarı	Qon ñjahı saare Bookarı?
kaw Samba	Kaw Samba yahı saare Bookarı.
marse	Kaw Samba yahı marse.
qa	Qa yahı marse?
jaŋgurdu	Qa yahı jaŋgurdu?
baabamaa	Baabamaa yahı jaŋgurdu.
ŋgesamakko	Baabamaa yahı ŋgesamakko.
neeneqam	Neeneqam yahı ŋgesamakko.
saare Jıbel	Neeneqam yahı saare Jıbel.

4.2   Note: Short-Form Subject Pronouns

While every noun class has a form, related to the class suffix, which func-
tions 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 per-
sons and the pronouns of the singular and plural personal, [qo] and [ɓe] classes.

The short-form subject pronouns are as follows:

	Singular	Plural	
1st person	mı	meŋ	
2nd person	qa	qen	(inclusive of speaker)
		qon	(exclusive of speaker)
3rd person	qo	ɓe	

The two forms of the second person plural are a source of potential confu-
sion 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 <u>formal</u> point of view, <u>ŋen</u> patterns with <u>ŋon</u> 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 <u>ŋen</u> 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 <u>ŋen</u> occurs as subject in the Fula translation, of such sentences as 'You remember, last year, <u>we</u> went together to the lake.'

However, in certain contexts - especially with certain verbs such as <u>ŋar</u> '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 <u>ŋen</u> 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 <u>ŋen</u> 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 <u>ŋen</u> 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 <u>ŋen</u> 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 <u>meŋ</u> to refer to the group's actions. In general <u>meŋ</u> is more common than <u>ŋen</u> and the latter is used to emphasize that the two persons are included. When such emphasis is not required <u>meŋ</u> 'we' or <u>ŋon</u> '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

Cue	Pattern
	<u>Qa</u> yahı to marse?
qo	<u>Qo</u> yahı to marse.
mı	<u>Mı</u> yahı to marse.
ɓe	<u>Be</u> ñjahı to marse.
meŋ	<u>Meŋ</u> ñjahı to marse.
qon	<u>Qon</u> ñjahı to marse.
qa	Qa yahı to marse?

b)   Simple Substitution Drill

Cue	Pattern
	<u>Qa</u> waalı to saare Bookarı?
qo	<u>Qo</u> waalı to saare Bookarı.
mı	<u>Mı</u> waalı to saare Bookarı.
ɓe	<u>Be</u> mbaalı to saare Bookarı.
meŋ	<u>Meŋ</u> mbaalı to saare Bookarı.
qon	<u>Qon</u> mbaalı to saare Bookarı?
qa	<u>Qa</u> waalı to saare Bookarı.
qen	<u>Qen</u> mbaalı to saare Bookarı.
qa	<u>Qa</u> waalı to saare Bookarı?

c)   Progressive Substitution Drill

Cue	Pattern
	<u>Qa</u> yahı to jaŋgurdu?
qo	Qo <u>yahı</u> to jaŋgurdu.
ñall	Qo ñallı to <u>jaŋgurdu</u>.
marse	<u>Qo</u> ñallı to marse.
ɓe	<u>Be</u> <u>ñallı</u> to marse.
yaa	Be ñjahı to <u>marse</u>.
jaŋgurdu	<u>Be</u> ñjahı to jaŋgurdu.
meŋ	Meŋ <u>ñjahı</u> to jaŋgurdu.
waal	Meŋ mbaalı to <u>jaŋgurdu</u>.
marse	<u>Meŋ</u> mbaalı to marse.
qon	Qon <u>mbaalı</u> to marse?
ñall	Qon ñallı to <u>marse</u>?
jaŋjurdu	<u>Qon</u> ñallı to jaŋgurdu?
qo	Qo <u>ñallı</u> to jaŋgurdu.
waal	Qo waalı to <u>jaŋgurdu</u>.
marse	<u>Qo</u> waalı to marse.

	Qo waalı to marse.
mı	Mı waalı to marse.
yaa	Mı yahı to marse.
jaŋgurdu	Mı yahı to jaŋgurdu.
qa	Qa yahı to jaŋgurdu?

d) Random Substitution Drill

Cue	Pattern
	Qo yahı to saare Bookarı.
marse	Qo yahı to marse.
ɓe	Be ñjahı to marse.
waal	Be mbaalı to marse.
mı	Mı waalı to marse.
saare Bookarı	Mı waalı to saare Bookarı.
meŋ	Meŋ mbaalı to saare Bookarı.
yaa	Meŋ ñjahı to saare Bookarı.
qa	Qa yahı to saare Bookarı?
marse	Qa yahı to marse?
qon	Qon ñjahı to marse?
qo	Qo yahı to marse.
waal	Qo waalı to marse.
saare Bookarı	Qo waalı to saare Bookarı.
yaa	Qo yahı to saare Bookarı.
ɓe	Be ñjahı to saare Bookarı.
waal	Be mbaalı to saare Bookarı.
qo	Qo waalı to saare Bookarı.
yaa	Qo yahı to saare Bookarı.

4.4 Reference Note on Verbal Forms ın Fula

The varıety of verbal forms whıch occurs ın Fula ıs great and potentıally
confusıng to the student. The varıous forms whıch occur must be ıntroduced ın
notes and systematıcally drılled one at a tıme through succeedıng unıts. However,
a certaın amount of termınology wıll be employed to dıstınguısh verbal forms and
ıt appears desırable to present an overvıew of the verbal structure and to ıntro-
duce some of the terms at thıs poınt.

Basıcally each verb consısts of a verb 'root', a form whıch cannot be
sub-dıvıded ınto smaller unıts carryıng meanıng. Thıs root may be employed
ın a sentence as the 'ımperatıve' 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 extensıon'
carryıng such meanıngs as 'causatıve', 'goal dırected', reciprocal', etc.

An example is furnished by the verbs <u>haal</u> 'say, tell' and <u>haalan</u> '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: Mi <u>wayri</u> yiide Yompa.
                            'I haven't seen Yompa for a long time.'

                Imperfective: Miďo <u>laaroya</u> gaynaakoqam.
                            'I'm going to look for my shepherd.'

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

        Examples: Active voice: Mi <u>wayri</u> yiide Yompa.
                            'I haven't seen Yompa for a long time.'

           Middle voice: ⎫
           Passive voice:⎬ (No examples have yet occured).
                      ⎭

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

        Examples: Simple: Mi <u>wayri</u> yiide Yompa.
                            'I haven't seen Yompa for a long time.'

              Preterit: Mi <u>yahiino</u> to saare Bookari.
                         'I'd gone to Bookari's village.'

      Potential/Habitual: Kori qa <u>nanat</u> 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 <u>wayri</u> 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 <u>yahiino</u> which
is perfective in aspect, active in voice and preterit in tense; or <u>nanat</u> which
is imperfective in aspect, active in voice and potential in tense. Examples of
other combinations of these categories will occur as the student progresses
through these units.

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

them (or a [-y] as we shall see). Thus the elements of meaning associated with
the several categories are correlated with particular suffixes and mastery of
them consists in learning the suffixes and the rules for their occurance (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 6uri 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 ŋgesamaa?   'When will you go to your farm?'
> Ko koyŋgalmakko, 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 infini-
tive (for example: yiide) is such a noun (of the [nde] noun class). Another
example which has occurred is jaŋgurdu from the verb root jaŋg with the [-r]
verbal extension (a 'locative' extension) making the verb base jaŋgur 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:

	Singular	Plural	
1st person	mid̶o	mid̶en	
2nd person	qad̶a	qed̶en	(inclusive of pseaker)
		qod̶on	(exclusive of speaker)
3rd person	qomo	ɓed̶o	

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 <u>Demba</u> would be:

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

The difference between <u>no</u> and <u>na</u> here is that <u>no</u> is commonly used with subjects of the [qo] 'personal' class and with relative clauses as subject while <u>na</u> 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 <u>qe jam</u> 'with (or in) peace':

Mid̶o qe jam.   'I'm in peace.'

Demba no qe jam.   'Demba is in peace.'

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

Perfective:	Singular	Plural
1st person	Mi yahi to saare Jibel.	Meŋ ñjahi to saare Jibel.
2nd person	Qa yahi to saare Jibel?	Qen ñjahi to saare Jibel.
		Qon ñjahi to saare Jibel?
3rd person	Qo yahi to saare Jibel.	Ɓe ñjahi to saare Jibel.

---

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

Noun Subject:

    Demba yahı to saare Jıbel.   Yımɓe ɓe ñjahı to saare Jıbel.[1]

Imperfective (Progressive):

    1st person   Miɗo yaha to saare Jıbel.   Miɗen ñjaha to saare Jıbel.

    2nd person   Qaɗa yaha to saare Jıbel.   Qeɗen ñjaha to saare Jıbel.

                                             Qoɗon ñjaha to saare Jıbel.

    3rd person   Qomo yaha to saare Jıbel.   Ɓeɗo ñjaha to saare Jıbel.

Noun Subject:

    Demba no yaha to saare Jıbel.   Yımɓe ɓe no ñjaha to saare Jıbel.

4.7   Grammar Drills on Progressive Verb Forms

    a)   Progressive Substitution-Transformation Drill

Cue	Pattern 1	Pattern 2
	Mı yahı marse.	Miɗo yaha marse.
qo	Qo yahı marse.	Qomo yaha marse.
ñall	Qo ñallı marse.	Qomo ñalla marse.
jaŋgurdu	Qo ñallı jaŋgurdu.	Qomo ñalla jaŋgurdu.
ɓe	Ɓe ñallı jaŋgurdu.	Ɓeɗo ñalla jaŋgurdu.
laaroyıı	Ɓe ndaaroyı jaŋgurdu.	Ɓeɗo ndaaroya jaŋgurdu.
gaynaakomaa	Ɓe ndaaroyı gaynaakomaa.	Ɓeɗo ndaaroya gaynaakomaa.
meŋ	Meŋ ndaaroyı gaynaakomaa.	Miɗen ndaaroya gaynaakomaa.
qokk	Meŋ ŋgokkı gaynaakomaa.	Miɗen ŋgokka gaynaakomaa.
Samba	Meŋ ŋgokkı Samba.	Miɗen ŋgokka Samba.
qa	Qa qokkı Samba?	Qaɗa qokka Samba?
laar	Qa laarı Samba?	Qaɗa laara Samba?
Bookarı	Qa laarı Bookarı?	Qaɗa laara Bookarı?
qon	Qon ndaarı Bookarı?	Qoɗon ndaara Bookarı?
yıı	Qon ñjıyı Bookarı?	Qoɗon ñjıya Bookarı?
marse	Qon ñjıyı marse?	Qoɗon ñjıya marse?
mı	Mı yıyı marse.	Miɗo yıya marse.
yaa	Mı yahı marse.	Miɗo yaha marse.

---

[1]The second /ɓe/ 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

Cue	Pattern 1	Pattern 2
	Samba jaŋgi.	Samba no jaŋga.
qar	Samba qari.	Samba no qara.
qen	Qen ŋgari.[1]	Qeɗen ŋgara.
waal	Qen mbaali.	Qeɗen mbaala.
Demba	Demba waali.	Demba no waala.
yaa	Demba yahi.	Demba no yaha.
qo	Qo yahi.	Qomo yaha.
laar	Qo laari.	Qomo laara.
Yompa	Yompa laari.	Yompa no laara.
jaŋg	Yompa jaŋgi.	Yompa no jaŋga.
mi	Mi jaŋgi.	Miɗo jaŋga.
Samba	Samba jaŋgi.	Samba no jaŋga.

---

[1]Note that this is one of the situations, noted in 4.2 above, where /qen/ cannot easily include the person spoken to and hence probably refers to the speaker and a single other. Substitution here of /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

yidʼ want, like

fof breathe

foft take a breather, relax

na[1] (question particle)

1. Qa yidʼi foftude na? Do you want to take a break?

2. Qeeyi↑ Yes.

foften let's (you and I) take a
break

3. Qawa↑ foften seedʼa. 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

kiŋkiliba [∅] herb tea

4. Ngaren, meŋ ñjara kiŋkiliba. Come on, we'll drink herb tea.

jaŋga may study, should study

5. Qawa, ngaren, meŋ jaŋga. OK, come on, we should study.

haalaa you (sg.) are to speak

haalon you (pl.) are to speak

6. Si mi haalí, haalaa. Repeat after me. ('When I have
spoken, you [sg.] are to speak.')

Si mi haalí, kaalon. .... you [pl.] ....

kadi again

7. Haal kadi. Repeat! ('Speak again!')

8. Dum na modʼyi. This is good. ('This in state
of having become good.')

9. Haalanam kadi. Say it again. ('Tell [it] to me
again')

quddu close

quddit open

deftere [nde] (defte) book

---

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

soora [∅] (sooraajı)   chapter
goqo   number one

10. Quddıt deftemon, soora goqo.   Open your books [to] chapter
                                            number one.

11. Qawa↑ jaŋgen soora qo.   OK, let's read this chapter.

12. Jaŋgu qo.   Learn this. / Study this.

5.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

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

Cue   Pattern

                Qa yıɗı yııde ɗum na?   'Do you [sg.] want to see it?'
qo   Qo yıɗı yııde ɗum na?
heɓde   Qo yıɗı heɓde ɗum na?   'Does he want to get it?'
qon   Qon ñjıɗı heɓde ɗum na?
jaŋgude   Qon ñjıɗı jaŋgude ɗum na?   'Do you [pl.] want to read it?'
ɓe   Ɓe ñjıɗı jaŋgude ɗum na?
yarde   Ɓe ñjıɗı yarde ɗum na?
gorko qo   Gorko qo yıɗı yarde ɗum na?
nande   Gorko qo yıɗı nande ɗum na?
qo   Qo yıɗı nande ɗum na?
laarde   Qo yıɗı laarde ɗum na?
qa   Qa yıɗı laarde ɗum na?
yııde   Qa yıɗı yııde ɗum na?

b) Progressive Substitution Drill

> New word: galle [∅] (galleejı)   compound, home

Cue   Pattern

                Qa yıɗı yaade to galleqam na?   'Do you [sg.] want to go
                                                    to my place?'
qo   Qo yıɗı yaade to galleqam na?
qarde   Qo yıɗı qarde to galleqam na?   'Does he want to come to
                                                    my place?'
ɓe   Ɓe ñjıɗı qarde to galleqam na?
waalde   Ɓe ñjıɗı waalde to galleqam na? 'Do they want to spend the
                                                    night at my place?

<u>Be</u> ñjidʼi waalde to galleqam na?

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

5.2 Note: Specific or Demonstrative Pronoun Particles

Note the sentences:

No yimɓemaa ɓe? How [are] the people of yours?

Qawa↑ 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, <u>debbo [qo] rewɓe</u>.

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, <u>ɓe</u> and ∅ (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 <u>qo</u> class (singular, personal [and other] nouns). Thus the borrowed word (from Arabic) <u>soora</u> takes the specific or demonstrative pronoun particle <u>qo</u>.

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

<u>Singular</u>	<u>Plural</u>
nedʼdʼo qo	yimɓe ɓe
debbo qo	rewɓe ɓe
ɓidʼdʼo qo	ɓiɓɓe ɓe
baaba qo	baabiraaɓe ɓe
kiŋkiliba qo	----------
soora qo	sooraaji dʼi
kibaaru ndu	----------
jaŋgurdu ndu	jaŋgurduuji dʼi
deftere nde	defte dʼe

hunde nde	kulle ɗe
saare nde	caqe ɗe / saareeji ɗi
galle nde	galleeji ɗi
beŋgu ŋgu	----------
ŋgesa mba	gese ɗe

Note that the plural class which has the suffix -ji takes a specific or demonstrative ɗi, while the plural class that has the suffix -e takes the demonstrative ɗe.

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', ɓéya rewɓe 'those women' or ɗéya 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

        Cue   Pattern

                               Qo sellaani.
        worɓe ɓe   Worɓe ɓe cellaani.
        gorko qo   Gorko qo sellaani.
        rewɓe ɓe   Rewɓe ɓe cellaani.
        debbo qo   Debbo qo sellaani.
        yimɓe ɓe   Yimɓe ɓe cellaani.
        neɗɗo qo   Neɗɗo qo sellaani.
        ɓe   Ɓe cellaani.
        qo   Qo sellaani.

    b) Simple Substitution Drill

        Cue   Pattern

                               Qo yahi jaŋgurdu.
        ɓe   Ɓe ñjahi jaŋgurdu.
        qo gorko   Qo gorko yahi jaŋgurdu.
        ɓe worɓe   Ɓe worɓe ñjahi jaŋgurdu.
        qo debbo   Qo debbo yahi jaŋgurdu.
        ɓe rewɓe   Ɓe rewɓe ñjahi jaŋgurdu.

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	Ɓe rewɓe ñjahı jaŋgurdu.
qo neɗɗo	Qo neɗɗo yahı jaŋgurdu.
ɓe yımɓe	Ɓe yımɓe ñjahı jaŋgurdu.
qo ɓıɗɗo	Qo ɓıɗɗo yahı jaŋgurdu.
ɓe ɓıɓɓe	Ɓe ɓıɓɓe ñjahı jaŋgurdu.
qo	Qo yahı jaŋgurdu.

c)   Simple Substitution Drill

Cue   Pattern

	Tuma qoya qarata?	'When will he come?'
ɓeya	Tuma ɓeya ŋgarata?	
qoya gorko	Tuma qoya gorko qarata?	
ɓeya worɓe	Tuma ɓeya worɓe ŋgarata?	
qoya debbo	Tuma qoya debbo qarata?	
ɓeya rewɓe	Tuma ɓeya rewɓe ŋgarata?	
qoya neɗɗo	Tuma qoya neɗɗo qarata?	
ɓeya yımɓe	Tuma ɓeya yımɓe ŋgarata?	
qoya	Tuma qoya qarata?	

d)   Progressive Substitution Drill

Cue   Pattern

	Rewɓe ɓe ñjahı to saare nde.
jaŋgurdu ndu	Rewɓe ɓe ñjahı to jaŋgurdu ndu.
worɓe ɓe	Worɓe ɓe ñjahı to jaŋgurdu ndu.
galle qo	Worɓe ɓe ñjahı to galle qo.
ɓeŋgu ŋgu	Ɓeŋgu ŋgu ñjahı to galle qo. [1]
ŋgesa mba	Ɓeŋgu ŋgu ñjahı to ŋgesa mba.
yımɓe ɓe	Yımɓe ɓe ñjahı to ŋgesa mba.
galleeɟı ɗı	Yımɓe ɓe ñjahı to galleeɟı ɗı.
ɓıɓɓe ɓe	Ɓıɓɓe ɓe ñjahı to galleeɟı ɗı.
gese ɗe	Ɓıɓɓe ɓe ñjahı to gese ɗe.
worɓe ɓe	Worɓe ɓe ñjahı to gese ɗe.
caqe ɗe	Worɓe ɓe ñjahı to caqe ɗe.
qaynaaɓe ɓe	Qaynaaɓe ɓe ñjahı to caqe ɗe.
saare nde	Qaynaaɓe ɓe ñjahı to saare nde.
rewɓe ɓe	Rewɓe ɓe ñjahı to saare nde.

---

[1]Remember that ɓeŋgu takes plural verbal forms.

e) Progressive Substitution Drill

Cue	Pattern

Mi nani kibaaru ndu.

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

f) Random Substitution Drill

Cue	Pattern

Mi nani kibaaru ndu.

Cue	Pattern
jaŋg-	Mi jaŋgi kibaaru ndu.
heɓ	Mi heɓi kibaaru ndu.
hunde nde	Mi heɓi hunde nde.
yii	Mi yiyi hunde nde.
saare nde	Mi yiyi saare nde.
yahi to	Mi yahi to saare nde.
jaŋgurdu ndu	Mi yahi to jaŋgurdu ndu.
ŋgesa mba	Mi yahi to ŋgesa mba.
galle qo	Mi yahi to galle qo.
yii	Mi yiyi galle qo.
heɓ	Mi heɓi galle qo.
hunde nde	Mi heɓi hunde nde.
jaŋg	Mi jaŋgi hunde nde.
kibaaru ndu	Mi jaŋgi kibaaru ndu.
deftere nde	Mi jaŋgi deftere nde.
yii	Mi yiyi deftere nde.
jaŋg	Mi jaŋgi deftere nde.
kibaaru ndu	Mi jaŋgi kibaaru ndu.

5.4 Note: Possessive Suffixes, the Possessive or Modifying Construction

Note these sentences from the dialogs:

1.	Mı yahııno saare Bookarı.	'I'd gone to Bookarı's village.'
2.	No yımɓemaa ɓe?	'How [are] the people of yours?
3.	No debbomaa?	'How['s] your wife?
4.	No ɓengumaa?	'How['s] your family?
5.	Korı ɓidd'omaa yahı jaŋgurdu joonı?	'I hope your child is attending school now?
6.	No baabamon?	'How['s] your [pl.] father?
7.	Korı qod'on nana kıbaaru baabamon?	'I hope you hear news of your father?
8.	Quddıt deftermon...	'Open your books.'
9.	Mıd'o laaroya gaynaakoqam.	'I'm going to look for my shepherd.'
10.	Ko koyŋgalmakko muusata.	'It's his leg which hurts.'

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

saare Bookarı   Bookarı's village

kıbaaru 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:

	Singular	Plural	
First person	-qam/-am	-qameŋ	
Second person	-maa/-maad'a	-muqen/-meed'en	(inclusive)
		-mon/-mod'on	(exclusive)
Third person	-makko	-maɓɓe	
	-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

<div align="center">

rewßeqam   'my wives'

defteqam   'my books'

</div>

The form -mu̇m̈ occurs as a third person singular form in certain circum-
stances.   Actually this is the possessive suffix of the d̉um 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 -d̉um class.   When the third person possessing a noun is stated or clear
from context, -mu̇m̈ may be used instead of -ma̋kko.   The suffix -mu̇m̈ assimilates
to certain nouns, especially relationship terms.   Thus ba̋aba-mum is often heard
ba̋mmum 'his father'.   The suffix -mu̇m̈ is sometimes heard with stress but not as
regularly as the polysyllabic suffixes.

Note that all the second person forms have two variants:

<div align="center">

Singular	-maa/-ma̋ad̉a
Plural inclusive	-mu̇d̈en/-me̋ed̉en
Plural exclusive	-mon/-mȯd̈on

</div>

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 _qe_ 'with/in' or _to_ 'to/at'.   For example:

<div align="center">

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

</div>

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:

<div align="center">

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

</div>

The appropriate demonstrative pronoun particle normally follows the possessive
construction:

<div align="center">

saare Bookari nde.   'the town of Bookari's'

ŋgesaqam mba   'the farm of mine'

</div>

5.5 Grammar Drills on Possessives

a) Simple Substitution Drill

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

Repeat the drill using -<u>maaɗa</u> in place of -<u>maa</u>.

b) Simple Substitution Drill

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

c) Simple Substitution Drill

Cue	Pattern	
	<u>Debbo</u>mon yahi.	'Your [pl.] woman has gone.'
ɓiɓɓe	<u>Biɓɓe</u>mon ñjahi.	(sister, etc.)
gorko	<u>Gorko</u>mon yahi.	
ɓidɗo	<u>Ɓidɗo</u>mon yahi.	
ɓeŋgu	<u>Ɓeŋgu</u>mon ñjahi.	
debbo	<u>Debbo</u>mon yahi.	

	Debbomon yahı.
yımɓe	Yımɓemon ñjahı.
baaba	Baabamon yahı.
mıñıraaɓe	Mıñıraaɓemon ñjahı.
neene	Neenemon yahı.
mawnıraaɓe	Mawnıraaɓemon ñjahı.
debbo	Debbomon yahı.

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

d)   Sımple Substıtutıon Drıll

Cue	Pattern	
	Beŋgumaɓɓe ŋgarı.	'Their family came.'
ɓıɗɗo	Bıɗɗomaɓɓe qarı.	
worɓe	Worɓemaɓɓe ŋgarı.	
gorko	Gorkomaɓɓe qarı.	
rewɓe	Rewɓemaɓɓe ŋgarı.	
debbo	Debbomaɓɓe qarı.	
yımɓe	Yımɓemaɓɓe ŋgarı.	
mıñırawo	Mıñırawomaɓɓe qarı.	
mawnıraaɓe	Mawnıraaɓemaɓɓe ŋgarı.	
ɓeŋgu	Beŋgumaɓɓe ŋgarı.	

e)   Sımple Substıtutıon Drıll

Cue	Pattern	
	Rewɓeqameŋ mbaalı.	'Our wives spent the night.'
gorko	Gorkoqameŋ waalı.	
worɓe	Worɓeqameŋ mbaalı.	
ɓıɗɗo	Bıɗɗoqameŋ waalı.	
ɓıɓɓe	Bıɓɓeqameŋ mbaalı.	
debbo	Debboqameŋ waalı.	
mawnıraaɓe	Mawnıraaɓeqameŋ mbaalı.	
rewɓe	Rewɓeqameŋ mbaalı.	

f)   Sımple Substıtutıon Drıll

Cue	Pattern	
	Ɓe ñjıyı neenemum.	'They saw his mother.'
baaba	Ɓe ñjıyı baabamum/baammum.	
ɓıɗɗo	Ɓe ñjıyı ɓıɗɗomum.	
mıñırawo	Ɓe ñjıyı mıñırawomum/mıñum	
mawnırawo	Ɓe ñjıyı mawnırawomum/mawnum	
kaw	Ɓe ñjıyı kawmúm.	

	Ɓe ñjiyi <u>kawmúm</u>.
debbo	Ɓe ñjiyi <u>debbomum</u>.
neene	Ɓe ñjiyi <u>neenemum</u>.

g)   Simple Substitution Drill

<u>Cue</u>   Pattern

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

Repeat the drill using <u>-meeɗen</u> in place of <u>-muqen</u>.

h)   Progressive Substitution Drill

<u>Cue</u>   Pattern

	<u>Qo</u> qari to saaremeeɗen.	'He came to our (your and
ɓe	<u>Ɓe</u> ŋgari to <u>saaremeeɗen</u>.	my) village.'
jaŋgurdu	<u>Ɓe</u> ŋgari to jaŋgurdumeeɗen.	
mi	<u>Mi</u> qari to jaŋgurdumeeɗen.	
marse	<u>Mi</u> qari to marsemeeɗen.	
qo	Qo qari to <u>marsemeeɗen</u>.	
ŋgesa	<u>Qo</u> qari to ŋgesameeɗen.	
ɓe	<u>Ɓe</u> ŋgari to <u>ŋgesameeɗen</u>.	
saare	<u>Ɓe</u> ŋgari to saaremeeɗen.	
qo	Qo qari to saaremeeɗen.	

i)   Progressive Substitution Drill

<u>Cue</u>   Pattern

	Honno <u>yimɓemakko</u>?
baaba	Honno baaba<u>makko</u>?
-mum	Honno <u>baabamum</u>?
neene	Honno neenemum?
-moɗon	Honno <u>neenemoɗon</u>?
kaw	Honno kaw <u>moɗon</u>?
-muqen	Honno <u>kaw</u> muqen?
yimɓe	Honno yimɓe<u>muqen</u>?
-meeɗen	Honno yimɓe<u>meeɗen</u>?
rewɓe	Honno rewɓe<u>meeɗen</u>?
-maa	Honno <u>rewɓemaa</u>?

	Honno rewɓemaa?
ɓiɓɓe	Honno ɓiɓɓemaa?
-qameŋ	Honno ɓiɓɓeqameŋ?
worɓe	Honno worɓeqameŋ?
-mon	Honno worɓemon?
saare	Honno saaremon?
-makko	Honno saaremakko?
yimɓe	Honno yimɓemakko?

j) Progressive Substitution Drill

Cue	Pattern
	Debbam sellaani.
ɓiɗɗo	Ɓiɗɗoqam sellaani.
-maa	Ɓiɗɗomaa sellaani.
yahi jaŋgurdu	Ɓiɗɗomaa yahi jaŋgurdu.
gorko	Gorkomaa yahi jaŋgurdu.
-makko	Gorkomakko yahi jaŋgurdu.
nanat kibaarumakko	Gorkomakko nanat kibaarumakko.
rewɓe	Rewɓemakko nanat kibaarumakko.
-mon	Rewɓemon nanat kibaarumakko.
yahiino saare	Rewɓemon ñjahiino saare.
ɓeŋgu	Ɓeŋgumon ñjahiino saare.
-qameŋ	Ɓeŋguqameŋ ñjahiino saare.
yahi jaŋgurdu	Ɓeŋguqameŋ ñjahi jaŋgurdu.
worɓe	Worɓeqameŋ ñjahi jaŋgurdu.
-maɓɓe	Worɓemaɓɓe ñjahi jaŋgurdu.
sellaani	Worɓemaɓɓe sellaani.
debbam	Debbam sellaani.

k) Random Substitution-Correlation Drill

Cue	Pattern
	Kori qoɗon nana kibaaru baabamon?
(qa)	Kori qaɗa nana kibaaru baabamaa?
(qo)	Kori qomo nana kibaaru baabamakko?
ɓeŋgu	Kori qomo nana kibaaru ɓeŋgumakko?
(qa)	Kori qaɗa nana kibaaru ɓeŋgumaa?
(qon)	Kori qoɗon nana kibaaru ɓeŋgumon?
yimɓe	Kori qoɗon nana kibaaru yimɓemon?
(qo)	Kori qomo nana kibaaru yimɓemakko?
(qa)	Kori qaɗa nana kibaaru yimɓemaa?
ɓiɓɓe	Kori qaɗa nana kibaaru ɓiɓɓemaa?

	Kori qaɗa nana kibaaru ɓiɓɓemaa?
(qon)	Kori qoɗon nana kibaaru ɓiɓɓemon?
(qo)	Kori qomo nana kibaaru ɓiɓɓemakko?
baaba	Kori qomo nana kibaaru baabamakko?
(qa)	Kori qaɗa nana kibaaru baabamaa?
(qon)	Kori qoɗon nana kibaaru baabamon?

1)   Progressive Substitution Drill

Cue   Pattern

	Qo yahi to saaremuqen.
waal	Qo waali to saaremuqen.
galle	Qo waali to gallemuqen.
-meeɗen	Qo waali to gallemeeɗen.
ɓe	Be mbaali to gallemeeɗen.
ñall	Be ñalli to gallemeeɗen.
saare	Be ñalli to saaremeeɗen.
-mum	Be ñalli to saaremum.
meŋ	Meŋ ñalli to saaremum.
yaa	Meŋ ñjahi to saaremum.
galle	Meŋ ñjahi to gallemum.
-muqen	Meŋ ñjahi to gallemuqen.
qon	Qon ñjahi to gallemuqen?
waal	Qon mbaali to gallemuqen?
saare	Qon mbaali to saaremuqen?
-meeɗen	Qon mbaali to saaremeeɗen?
qa	Qa waali to saaremeeɗen?
ñall	Qa ñalli to saaremeeɗen?
galle	Qa ñaali to gallemeeɗen?
-mum	Qa ñalli to gallemum?
qo	Qo ñalli to gallemum.
yaa	Qo yahi to gallemum.
saare	Qo yahi to saaremum.
-muqen	Qo yahi to saaremuqen.

m)   Progressive Substitution Drill

Cue   Pattern

	Qo ko ŋgesamuqen.
jaŋgurdu	Qo ko jaŋgurdumuqen.
-meeɗen	Qo ko jaŋgurdumeeɗen.
ŋgesa	Qo ko ŋgesameeɗen.
-mum	Qo ko ŋgesamum.
saare	Qo ko saaremum.

	Qo ko saare<u>mum</u>.
-muqen	Qo ko saare<u>muqen</u>.
galle	Qo ko galle<u>muqen</u>.
-meeɗen	Qo ko galle<u>meeɗen</u>.
saare	Qo ko saare<u>meeɗen</u>.
-mum	Qo ko saare<u>mum</u>.
ŋgesa	Qo ko ŋgesa<u>mum</u>.
-muqen	Qo ko ŋgesa<u>muqen</u>.
saare	Qo ko saare<u>muqen</u>.
-qameŋ	Qo ko saare<u>qameŋ</u>.
ŋgesa	Qo ko ŋgesa<u>qameŋ</u>.
-mon	Qo ko ŋgesa<u>mon</u>.
saare	Qo ko saare<u>mon</u>.
-makko	Qo ko saare<u>makko</u>.
ŋgesa	Qo ko ŋgesa<u>makko</u>.
-maɓɓe	Qo ko ŋgesa<u>maɓɓe</u>.
saare	Qo ko saare<u>maɓɓe</u>.
-moɗon	Qo ko saare<u>moɗon</u>.
jaŋgurdu	Qo ko jaŋgurdu<u>moɗon</u>.
-muqen	Qo ko <u>jaŋgurdu</u>muqen.
ŋgesa	Qo ko ŋgesa<u>muqen</u>.

n)   Progressive Substitution-Correlation Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Miɗo</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)	Miɗen <u>qara</u> to jaŋgurdu Bookari ndu.
yaa	Miɗen ñjaha to <u>jaŋgurdu</u> Bookari ndu.
saare	Miɗen ñjaha to saare <u>Bookari</u> nde.
neenemaa	<u>Miɗen</u> ñjaha to saare neenemaa nde.
(qon)	Qoɗon <u>ñjaha</u> to saare neenemaa nde.
qar	Qoɗon ŋgara to <u>saare</u> neenemaa nde.
marse	Qoɗon ŋgara to marse <u>neenemaa</u> qo.
kawqam	<u>Qoɗon</u> ŋgara to marse kawqam qo.
(qa)	Qaɗa <u>qara</u> to marse kawqam qo.
yaa	Qaɗa yaha to <u>marse</u> kawqam qo.
ŋgesa	Qaɗa yaha to ŋgesa <u>kawqam</u> mba.
baabaqam	<u>Qaɗa</u> yaha to ŋgesa baabaqam mba.
(mi)	Miɗo yaha to ŋgesa baabaqam mba.

5.6 Note: Object Personal Pronoun Forms

Note the sentences:

Mɪ wayrɪ ma yɪɪde.	'I haven't seen you for ages.'
Yalla qokkur ɓe jam.	'May God give them peace.'
Debbomakko haalɪ kam, kullemakko.	'His wife told me about him.'
Ko hoɗum heɓɪ mo?	'What is the matter with him?'

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

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

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

Mɪ wayrɪ ndu yɪɪde.   'I haven't seen it in ages.' (something of the ndu class, like jaŋgurdu)'

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

Qo haalani [ˊ] kam.   'He told me.'

Qo haalani [ˏ] Demba.   'He told Demba.'

5.7 Grammar Drills on Object Personal Pronouns

a) Simple Substitution Drill

Cue	Pattern	
	Qo yɪyɪ _mo_.	'He saw him.'
kam	Qo yɪyɪ _kam_.	
qon	Qo yɪyɪ _qon_.	
ɓe	Qo yɪyɪ _ɓe_.	
meŋ	Qo yɪyɪ _meŋ_.	
qen	Qo yɪyɪ _qen_.	
mo	Qo yɪyɪ mo.	

b)   Simple Substitution Drill

    <u>Cue</u>   <u>Pattern</u>

                 Qo yıyı <u>mo</u>.   'He saw him.'

    kam   Qo yıyı <u>kam</u>.

    qon   Qo yıyı <u>qon</u>.

    ɓe   Qo yıyı <u>ɓe</u>.

    meŋ   Qo yıyı <u>meŋ</u>.

    qen   Qo yıyı <u>qen</u>.

    mo   Qo yıyı mo.

c)   Progressive Substitution Drill

    <u>Cue</u>   <u>Pattern</u>

                 <u>Qo</u> haalı mo.

    mı   Mı <u>haalı</u> mo.

    yıı   Mı yıyı <u>mo</u>.

    ɓe   <u>Mı</u> yıyı ɓe.

    meŋ   Meŋ <u>ñjıyı</u> ɓe.

    haal   Meŋ kaalı <u>ɓe</u>.

    qon   <u>Meŋ</u> kaalı qon.

    qen   Qen <u>kaalı</u> qon.

    yıı   Qen ñjıyı <u>qon</u>.

    ma   <u>Qen</u> ñjıyı ma.

    Demba   Demba <u>yıyı</u> ma.

    haal   Demba haalı <u>ma</u>.

    kam   <u>Demba</u> haalı kam.

    ɓe   Ɓe <u>haalı</u> kam.

    yıı   Ɓe ñjıyı <u>kam</u>.

    mo   <u>Ɓe</u> ñjıyı mo.

    qo   Qo <u>yıyı</u> mo.

    haal   Qo haalı mo.

d)   Progressive Substitution-Correlation Drill

┌───┐
│ New words: ɗo/ɗon   here   │
│   ga   here[1]   │
└───┘

<u>Cue</u>   <u>Pattern</u>

          <u>Demba</u> qariino ɗo. Mi yiyi mo.
qa   Qa <u>qariino</u> ɗo. Mi yiyi ma.
waal   Qa qaaliino <u>ɗo</u>. Mi yiyi ma.
ga   <u>Qa</u> waaliino ga. Mi yiyi ma.
ɓe   Be mbaaliino ga. Mi yiyi ɓe.
ñall   Be ñalliino <u>ga</u>. Mi yiyi ɓe.
ɗo   <u>Be</u> ñalliino ɗo. Mi yiyi ɓe.
qon   Qon <u>ñalliino</u> ɗo. Mi yiyi qon.
ton yaa   Qon ñalliino ton. Mi yiyi qon.
yaa   Qon ñjahiino <u>ton</u>. Mi yiyi qon.
qo   Qo <u>yahiino</u> ton. Mi yiyi mo.
qar   Qo qariino <u>ton</u>. Mi yiyi mo.
ɗo   Qo qariino ɗo. Mi yiyi mo.

e)   Simple Substitution-Transformation Drill

<u>Cue</u>	<u>Pattern 1</u>	<u>Pattern 2</u>
	<u>Mi</u> nani kibaarumakko.	Qo haali kam, kibaarumakko.
ɓe	<u>Be</u> nani kibaarumakko.	Qo haali ɓe. kibaarumakko.
meŋ	<u>Meŋ</u> nani kibaarumakko.	Qo haali meŋ, kibaarumakko.
qen	<u>Qen</u> nani kibaarumakko.	Qo haali meŋ[2]. kibaarumakko.
qo	<u>Qo</u> nani kibaarumakko.	Qo haali mo, kibaarumakko.
mi	Mi nani kibaarumakko.	Qo haali kam, kibaarumakko.

---

[1]The two words <u>ɗo</u> and <u>ga</u> are used interchangeably to denote <u>here</u>, but <u>ga</u> is less common.

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

f)   Progressive Substitution-Response Drill

Cue	Stimulus Pattern	Response Pattern
	<u>Mı</u> yıɗı deftere.	Qo qokkı kam, deftere.
qo	Qo yıɗı <u>deftere</u>.	Qo qokkı mo, deftere.
lıgge	<u>Qo</u> yıɗı lıgge.	Qo qokkı mo, lıgge.
ɓe	Ɓe ñjıɗı lıgge.	Qo qokkı ɓe, lıgge.
ŋgesa	Ɓe ñjıɗı ŋgesa.	Qo qokkı ɓe, ŋgesa.
meŋ	Meŋ ñjıɗı <u>ŋgesa</u>.	Qo qokkı meŋ, ŋgesa.
kınkılıba	<u>Meŋ</u> ñjıɗı kıŋkılıba.	Qo qokkı meŋ, kınkılıba.
qa	Qa yıɗı <u>kíŋkılıba</u>?	Qo qokkı ma, kınkılıba.
lıgge	<u>Qa</u> yıɗı lıgge?	Qo qokkı ma, lıgge.
qon	Qon ñjıɗı <u>lıgge</u>?	Qo qokkı qon, lıgge.
deftere	<u>Qon</u> ñjıɗı deftere?	Qo qokkı qon, deftere.
mı	Mı yıɗı deftere.	Qo qokkı kam, deftere.

UNIT R-1

(Review of Units 1 - 5)

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

1. A. Jam waali.   A. Good morning.

   B. Jam tan.   B. Peace.

   A. Maa ɓidɗomaa yahı qekol jooni?   A. Hope your child has been going
                                             to school nowadays?

   B. Qeeyı, qo yahı qeskul.   B. Yes, he/she has been going to
                                             school.

2. A. Qa wayrı to saare Bookarı na?   A. Has it been a long time since
                                             you have been to Bookarı's town?

   B. Qalaa, mı wayraanı ton.   B. No, it hasn't been long since I
                                             have been there.

   A. Korı qaɗa nana kıbaaru baabamaa?   A. Hope you hear news of your father?

   B. Qeeyı, kono qo sellaanı.   B. Yes, but he's not well.

   A. Mı wayrı mo yıide.   A. I've been anxious to see him.

   B. Qo yahıino saare Bookarı.   B. He went to Bookarı's village.

   A. Yalla qokkur mo jam.   A. God give him peace.

   B. Qaamıın.   B. Amen.

3. A. Jam ñallen.   A. Good afternoon.

   B. Jam tan.   B. Peace!

   A. No ɓıɓɓemon?   A. How are your children?

   B. Ɓeɗo qe jam.   B. They are in peace.

   A. Korı qoɗon nana kıbaaru baabamon?   A. Hope you hear news of your (pl.)
                                             father?

   B. Qeeyı, kono qo sellaanı.   B. Yes, but he's not well.

   A. Ko hoɗum heɓı mo?   A. What's wrong with him?

   B. Ko koyŋgalmakko muusata.   B. It's his leg that hurts.

   A. Maa ɗum ɓurı seeɗa?   A. Hope it's gotten better?

   B. Qeeyı, qo ɓurı seeɗa joo.   B. Yes, it's bit better now.

   A. Yalla qokkur mo jam.   A. May God give him peace.

   B. Qaamıın.   B. Amen.

4. A. Jam ñallı.   A. Good afternoon.

   B. Jam tan.   B. Peace.

   A. Korı kawmaa yahı to ŋgesamakko?   A. I trust your uncle has gone to
                                             his farm?

   B. Qeeyı, qo yahı ton.   B. Yes, he went there.

   A. Mı wayrı mo yıide.   A. I've been longing to see him.

   B. Mın kadı.   B. Me too.

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A. Qaɗa nana kibaarumakko na?

B. Qalaa, kono ɓe mbiyi qo sellaani.

A. Yalla qokkur mo jam.

B. Qaamiin.

A. Do you hear from him?

B. No but they say he's ill.

A. May God give him peace.

B. Amen.

5. A. Honno debbo Jaawo?

    B. Jam tan.

    A. Maa qo wayraani to saare gorkomakko.

    B. Qalaa, qo wayraani ton.

    A. Kori tana qala qe neenemum.

    B. Jam tan.

    A. Yalla qokkur ɓe jam.

    B. Qaamiin.

A. How's Jaawo's wife?

B. Peace.

A. I suppose she hasn't been to her son's village for a long time.

B. No she's not been there for a long time.

A. Hope nothing's wrong with his (Jaawo's) mother?

B. Peace.

A. May God give them peace.

B. Amen.

6. A. Jam waali.

    B. Jam tan.

    A. Honno yimɓe debbomaa?

    B. Beɗo qe jam.

    A. Honno Samba?

    B. Qo yahiino saare Jibel.

    A. Min, mi wayri yaade ton.

    B. Ko debbomaa haali meŋ kibaarumon.

    A. Hoɗum qo haalani qon?

    B. Qo wiyi mawnirawomaa yahi to saare Jibel.

    A. Qeeyi, qo yahi jaŋgurdu to saare Jibel.

    B. Honno ŋgesamoɗon?

    A. Jam tan.

    B. Miɗo yaha marse.

    A. Qawa, ñallen jam.

    B. Qaamiin.

A. Good morning.

B. Peace only.

A. How are your wife's folks?

B. They are well.

A. [And] how's Samba?

B. He went to Jibel town.

A. Me, I haven't been there for a long time.

B. [It's] your wife told us news of you (plural).

A. What has she told you?

B. She said your (sg.) older brother went to Jibel town.

A. Yes, he went to school in Jibel town.

B. How's your (pl.) farm?

A. Fine.

B. I'm en route to market.

A. OK, good day.

B. Amen.

7. A. Jam hiiri.

    B. Jam tan.

    A. No ɓeŋgumaa.

    B. Beɗo qe jam.

    A. No ɓiɓɓemaa?

    B. Jam tan.

    A. Kori ɓe ñjahi jaŋgurdu jooni?

A. Good evening.

B. Peace.

A. How's your family?

B. They're well.

A. How are your children?

B. Fine.

A. Hope they're attending school now?

B. Qeeyı, 6e ñjahı jaŋgurdu.

A. Qa wayrı yııde Yómpa na?

B. Qalaa, mı wayraanı mo yııde.

A. Honno kawmaa?

B. Jam tan.

A. Korı qaɗa nana kıbaaru neenemaa?

B. Qalaa, ko joonı tan mı nanı
kıbaarumakko.

A. No baabamaa?

B. Jam tan.

A. Mbaalen jam.

B. Qaamıın.

B. Yes, they've gone to school.

A. Have you seen Yompa in a long
time?

B. No, I haven't seen him in a
long time.

A. How's your uncle?

B. Fine.

A. I trust you hear from your mother?

B. No, I just now hear from her.

A. How's your father?

B. Fine.

A. Goodnight.

B. Amen.

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

a)   Simple Substitution Drill

Cue	Pattern
	Demba wayrı kam yııde.
mo	Demba wayrı mo yııde.
ma	Demba wayrı ma yııde.
qon	Demba wayrı qon yııde.
meŋ	Demba wayrı meŋ yııde.
6e	Demba wayrı 6e yııde.
qen	Demba wayrı qen yııde.
kam	Demba wayrı kam yııde.

b)   Simple Substitution Drill

Cue	Pattern
	Samba wayrı yııde ma.
kam	Samba wayrı yııde kam.
qon	Samba wayrı yııde qon.
meŋ	Samba wayrı yııde meŋ.
6e	Samba wayrı yııde 6e.
qen	Samba wayrı yııde qen.
mon	Samba wayrı yııde mon.
neene	Samba wayrı yııde neene.
baaba	Samba wayrı yııde baaba.
kaw	Samba wayrı yııde kaw.
ma	Samba wayrı yııde ma.

c)   Progressive Substitution Drill

Cue	Pattern
	<u>Mi</u> wayri ma yiide.
qo	Qo wayri <u>ma</u> yiide.
mo	<u>Qo</u> wayri mo yiide.
meŋ	Meŋ mbayri <u>mo</u> yiide.
ɓe	<u>Meŋ</u> mbayri ɓe yiide.
qon	Qon mbayri <u>ɓe</u> yiide?
kam	<u>Qon</u> mbayri kam yiide?
ɓe	Be mbayri <u>kam</u> yiide.
mo	<u>Be</u> mbayri mo yiide.
mi	Mi wayri <u>mo</u> yiide.
ma	Mi wayri ma yiide.

d)   Simple Substitution Drill

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

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

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

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

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

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

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	Qa haalanı mo kulle Demba?	Qa haalanı ɓe 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 Drıll   (Sımple perfective with short form pronouns and imperfective with long form pronouns.) Use either pattern as cue for production of the other.

Pattern 1	Pattern 2
Mı jaŋgı.	Mıɗo jaŋga.
Mı yıyı.	Mıɗo yıya.
Qo yıyı.	Qomo yıya.
Qo nanı.	Qomo nana.
Ɓe nanı.	Ɓeɗo nana.
Ɓe kaalı.	Ɓeɗo kaala.
Qen kaalı.	Qeɗen kaala.
Qen ŋgokkı.	Qeden ŋgokka.
Qon ŋgokkı.	Qoɗon ŋgokka.
Qon ñjahı.	Qoɗon ñjaha.
Meŋ ñjahı.	Mıɗen ñjaha.
Meŋ ŋgarı.	Mıɗen ŋgara.
Mı qarı.	Mıɗo qara.
Mı jaŋgı.	Mıɗo jaŋga.

    c)   Transformation Drıll   (Sıngular-Plural. Use either pattern as cue for the other)

Pattern 1	Pattern 2
Mıɗo janaa.	Mıɗen jaŋga.
Mıɗo nana.	Mıɗen nana.
Qomo nana.	Ɓeɗo nana.
Qomo yıya.	Ɓeɗo ñjıya.
Mıɗo yıya.	Mıɗen ñjıya.
Mıɗo jaŋga.	Mıɗen jaŋga.
Mıɗen ŋgara.	Mıɗo qara.
Qomo qara	Ɓeɗo ŋgara.
Qomo jaŋga.	Ɓeɗo jaŋga.
Qoɗon jaŋga.	Qaɗa jaŋga.
Qoɗon nana.	Qaɗa nana.
Mıɗo nana.	Mıɗen nana.
Mıɗo jaŋga.	Mıɗen jaŋga.

d)   Simple Substitution Drill

Cue	Pattern
	Honno ɓeŋgumaaɗa?
ɓaaɓamakko	Honno ɓaabamakko?
miñirawomon	Honno miñirawomon?
mawnirawomaɓɓe	Honno mawnirawomaɓɓe?
kawmaa	Honno kawmaa?
bandirawoqam	Honno bandirawoqam?
debbomakko	Honno debbomakko?
ɓeŋgumaaɗa	Honno ɓeŋgumaaɗa?

e)   Progressive Substitution Drill

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

f)   Progressive Substitution Drill

Cue	Pattern
	Jaawo haalani kam kullemakko.
ma	Jaawo haalani ma kullemakko?
maɓɓe	Jaawo haalani ma kullemaɓɓe?
mo	Jaawo haalani mo kullemaɓɓe?
moɗon	Jaawo haalani mo kullemoɗon.
ɓe	Jaawo haalani ɓe kullemoɗon.
qameŋ	Jaawo haalani ɓe kulleqameŋ.
qon	Jaawo haalani qon kulleqameŋ?
maɓɓe	Jaawo haalani qon kullemaɓɓe?
meŋ	Jaawo haalani meŋ kullemaɓɓe.
makko	Jaawo haalani meŋ kullemakko.
kam	Jaawo haalani kam kullemakko.

g) Transformation Drill   (Noun to Pronoun)

Pattern 1   Pattern 2

Mi haali debbomakko.   Mi haali mo.
Qo haali debbomakko.   Qo haali mo.
Qo yiyi debbomakko.   Qo yiyi mo.
Qo yiyi yimɓemakko.   Qo yiyi ɓe.
Qa yiyi yimɓemakko?   Qa yiyi ɓe?
Qa qokki yimɓemakko?   Qa qokki ɓe?
Qa qokki rewɓemakko?   Qa qokki ɓe?
Be ŋgokki rewɓemakko?   Be ŋgokki ɓe?
Be nani rewɓemakko.   Be nani ɓe.
Be nani worɓemakko.   Be nani ɓe.
Meŋ nani worɓemakko.   Meŋ nani ɓe.
Meŋ ñjiyi worɓemakko.   Meŋ ñjiyi ɓe.
Meŋ ñjiyi yimɓemakko.   Meŋ ñjiyi ɓe.
Mi yiyi yimɓemakko.   Mi ñjiyi ɓe.
Mi haali yimɓemakko.   Mi haali ɓe.
Mi haali debbomakko.   Mi haali mo.

R1.3   Review Drills of Demonstrative Pronoun Particles

a)   Transformation Drill   (Possessive Suffix and Demonstrative Particle)

Pattern 1   Pattern 2

Mi haali debbomakko.   Mi haali debbo qo.
Qo haali debbomakko.   Qo haali debbo qo.
Qo yiyi debbomakko.   Qo yiyi debbo qo.
Qo yiyi yimɓemakko.   Qo yiyi yimɓe ɓe.
Qa yiyi yimɓemakko?   Qa yiyi yimɓe ɓe?
Qa qokki yimɓemakko?   Qa qokki yimɓe ɓe?
Qa qokki rewɓemakko?   Qa qokki rewɓe ɓe?
Be ŋgokki rewɓemakko?   Be ŋgokki rewɓe ɓe?
Be nani rewɓemakko.   Be nani rewɓe ɓe.
Be nani worɓemakko.   Be nani worɓe ɓe.
Meŋ nani worɓemakko.   Meŋ nani worɓe ɓe.
Meŋ ñjiyi worɓemakko.   Meŋ ñjiyi worɓe ɓe.
Meŋ ñjiyi yimɓemakko.   Meŋ ñjiyi yimɓe ɓe.
Mi yiyi yimɓemakko.   Mi yiyi yimɓe ɓe.
Mi haali yimɓemakko.   Mi haali yimɓe ɓe.
Mi haali debbomakko.   Mi haali debbo qo.

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

Cue	Pattern 1	Pattern 2
	Ko qo debbo yıyı ɓe na?	Qalaa, ko qoya debbo yıyı ɓe.
ɓe	Ko ɓe rewɓe ñjıyı ɓe na?	Qalaa, ko ɓeya rewɓe ñjıyı ɓe.
worɓe	Ko ɓe worɓe ñjıyı ɓe na?	Qalaa, ko ɓeya worɓe ñjıyı ɓe.
nan	Ko ɓe worɓe nanı ɓe na?	Qalaa, ko ɓeya worɓe nanı ɓe.
mo	Ko ɓe worɓe nanı mo na?	Qalaa, ko ɓeya worɓe nanı mo.
qo	Ko qo gorko nanı mo na?	Qalaa, ko qoya gorko nanı mo.
neɗɗo	Ko qo neɗɗo nanı mo na?	Qalaa, ko qoya neɗɗo nanı mo.
haal	Ko qo neɗɗo haalı mo na?	Qalaa, ko qoya neɗɗo haalı mo.
qon	Ko qo neɗɗo haalı qon na?	Qalaa, ko qoya neɗɗo haalı meŋ.
ɓe	Ko ɓe yımɓe kaalı qon na?	Qalaa, ko ɓeya yımɓe kaalı meŋ.
rewɓe	Ko ɓe rewɓe kaalı qon na?	Qalaa, ko ɓeya rewɓe kaalı meŋ.
laaroy	Ko ɓe rewɓe ndaaroyı qon na?	Qalaa, ko ɓeya rewɓe ndaaroyı meŋ.
ɓe	Ko ɓe rewɓe ndaaroyı ɓe na?	Qalaa, ko ɓeya rewɓe ndaaroyı ɓe.
qo	Ko qo debbo laaroyı ɓe na?	Qalaa, ko qoya debbo laaroyı ɓe.
gorko	Ko qo gorko laaroyı ɓe na?	Qalaa, ko qoya gorko laaroyı ɓe.
yıı	Ko qo gorko yıyı ɓe na?	Qalaa, ko qoya gorko yıyı ɓe.

R1.4   Recombination Drills

a)   Progressive Substitution Drill

Cue	Pattern
	Mı yahııno saare Bookarı.
Jaawo	Mı yahııno saare Jaawo.
qo	Qo yahııno saare Jaawo.
yımɓemaa	Qo yahııno saare yımɓemaa.
meŋ	Meŋ ñjahııno saare yımɓemaa.
kawmon	Meŋ ñjahııno saare kawmon.
qon	Qon ñjahııno saare kawmon?
neeneqam	Qon ñjahııno saare neeneqam?
qen	Qen ñjahııno saare neeneqam?
baabamaa	Qen ñjahııno saare baabamaa.
Jaawo	Jaawo ñjahııno saare baabamaa.
mawnırawomaa	Jaawo ñjahııno saare mawnırawomaa.
mı	Mı yahııno saare mawnırawomaa.
Bookarı	Mı yahııno saare Bookarı.

b) Progressive Substitution Drill.

Cue   Pattern

                    Mi wayri yaade saare Jibel.
        qo   Qo wayri yaade saare Jibel.
        Demba   Qo wayri yaade saare Demba.
        ɓe   Be mbayri yaade saare Demba.
        Samba   Be mbayri yaade saare Samba.
        qon   Qon mbayri yaade saare Samba?
        -maa   Qon mbayri yaade saaremaa.
        yimɓemaa   Yimɓemaa mbayri yaade saaremaa.
        kawmaa   Yimɓemaa mbayri yaade saare kawmaa.
        meŋ   Meŋ mbayri yaade saare kawmaa.
        neenemaa   Meŋ mbayri yaade saare neenemaa.
        mi   Mi wayri yaade saare neenemaa.
        Jibel   Mi wayri yaade saare Jibel.

c) Simple Substitution Drill

Cue   Pattern

                    Yalla barakin ɓiɗɗomaa.
        liggemon   Yalla barakin liggemon.
        ŋgesamakko Yalla barakin ŋgesamakko.
        ɓeŋguqam   Yalla barakin ɓeŋguqam.
        gorkomaaɗa Yalla barakin gorkomaaɗa.
        ɓiɓɓemon   Yalla barakin ɓiɓɓemon.
        rewɓe ɓe   Yalla barakin rewɓe ɓe.
        worɓe ɓe   Yalla barakin worɓe ɓe.
        ɓiɗɗomaa   Yalla barakin ɓiɗɗomaa.

d) Simple Substitution Drill

Cue   Pattern

                    Honno debbomaa?
        kawmakko   Honno kawmakko?
        neeneqam   Honno neeneqam?
        baabamaɓɓe Honno baabamaɓɓe?
        ɓiɓɓemon   Honno ɓiɓɓemon?
        yimɓemaaɗa Honno yimɓemaaɗa?
        rewɓe ɓe   Honno rewɓe ɓe?
        worɓe ɓe   Honno worɓe ɓe?
        debbomaa   Honno debbomaa?

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e)   Simple Substitution Drill

Cue	Pattern
	Hoɗum qo haalanı _qon?_
ma	Hoɗum qo haalanı _ma?_
mo	Hoɗum qo haalanı _mo?_
kam	Hoɗum qo haalanı _kam?_
ɓe	Hoɗum qo haalanı _ɓe?_
meŋ	Hoɗum qo haalanı _meŋ?_
Demba	Hoɗum qo haalanı _Demba?_
qon	Hoɗum qo haalanı qon?

f)   Progressive Substitution Drill

Cue	Pattern
	Hoɗum _qo_ haalanı qon?
ɓe	Hoɗum ɓe kaalanı _qon?_
mo	Hoɗum _ɓe_ kaalanı mo?
meŋ	Hoɗum meŋ kaalanı _mo?_
ma	Hoɗum _meŋ_ kaalanı ma?
Demba	Hoɗum Demba haalanı _ma?_
qon	Hoɗum _Demba_ haalanı qon?
mı	Hoɗum mı haalanı _qon?_
ɓe	Hoɗum qo haalanı ɓe?
qo	Hoɗum _mı_ haalanı ɓe?
qon	Hoɗum qo haalanı qon?

g)   Progressive Substitution Drill

Cue	Pattern
	Haal kam ko _ɓe_ mbıyı.
qon	Haal kam koon mbıyı.
jaŋg	Haal kam _koon_ jaŋgı.
qo	Haal kam koo _jaŋgı._
yıı	Haal kam koo yıyı.
meŋ	Haal kam ko meŋ _ñjıyı._
yar	Haal kam ko _meŋ_ ñjarı.
ɓe	Haal kam ko ɓe _ñjarı._
wıı	Haal kam ko ɓe mbıyı.

h)   Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                          Haal kam ko hoɗum.
      honno   Haal kam ko honno.
      Demba   Haal kam ko Demba.
      qan   Haal kam ko qan.
      qo   Haal kam ko qo.
      ɓe   Haal kam ko ɓe.
      qon   Haal kam ko qon.
      mon   Haal kam ko mon.
      meeɗen   Haal kam ko meeɗen.
      makko   Haal kam ko makko.

i)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                          Haalan mo <u>miɗo</u> yaha.
      (qon)   Haalan mo qoɗon <u>ñjaha</u>.
      qar   Haalan mo <u>qoɗon</u> ŋgara.
      (ɓe)   Haalan mo ɓeɗo <u>ŋgara</u>.
      haal   Haalan mo <u>ɓeɗo</u> kaala.
      (meŋ)   Haalan mo miɗen <u>kaala</u>.
      foft   Haalan mo <u>miɗen</u> fofta.
      (qo)   Haalan mo qomo <u>fofta</u>.
      yaa   Haalan mo <u>qomo</u> yaha.
      (qen)   Haalan mo qeɗen <u>ñjaha</u>.
      (mi)   Haalan mo <u>miɗo</u> yaha.

j)   Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                          Haal mo <u>miɗo</u> yaha.
      (qon)   Haal mo qoɗon <u>ñjaha</u>.
      qar   Haal mo <u>qoɗon</u> ŋgara.
      (ɓe)   Haal mo ɓeɗo <u>ŋgara</u>.
      haal   Haal mo <u>ɓeɗo</u> kaala.
      (meŋ)   Haal mo miɗen <u>kaala</u>.
      foft   Haal mo <u>miɗen</u> fofta.
      (mi)   Haal mo <u>miɗo</u> fofta.

NOTES

UNIT 6

6.0   Dialog: <u>Evening Greetings</u>

                                  -Samba-

      kiirɗaa   (which) you have spent
                                              the evening

Jam kiirɗaa?   Have you had a nice evening?

                                  -Demba-

Jam tan ↑   Fine.

                                  -Samba-

      gorgol [∅] (gorgolooɓe)   aunt (paternal)
No gorgolmaa?   How is your aunt?

                                  -Demba-

Jam tan ↑   Fine.

                                  -Samba-

      banda [∅]/bandiraawo   cousin
         (bandiraaɓe)
Honno bandiraawomaa?   How is your cousin ?

                                  -Demba-

Jam tan ↑   Fine.

                                  -Samba-

      jaatigi [∅] (jaatigiiɓe)   host
No jaatigimaa?   How is your host?

                                  -Demba-

Jam tan ↑   Fine.

                                  -Samba-

Kori tána qalaa, qe ɓeŋgumaaɗa?   Hope no trouble with your family?

                                  -Demba-

       hay   at all (with negative)
Hay tána qalaa, qe maɓɓe.   There is nothing at all wrong with
                                  them. ('with their [health]).

                                  -Samba-

No miñiraawogorkomaa?   How is your younger brother?

                                  -Demba-

Jam tan ↑   Fine.

                                  -Samba-

Honno debbo kawmaa?   How is your uncle's wife?

No ɓiɗɗomakko?   How is her baby?

-Demba-

Jam tan ↑   Fine.

-Samba-

    qaray   will come, may come
    kiikiiɗe [ɗe] (no sing.)   evening
Miɗo yaha galle, kono mi qaray   I am going home, but will come in
  kiikiiɗe.   the evening.

-Demba

    taw   find
    taway   will find
Qawa, qa táway kam ɗo.   OK, you will find me here.

-Samba-

Qawa, ñallen jam, Demba.   OK, (good) may we have a peaceful
                                      afternoon.

-Demba-

    jaaree[1]   be thanked
    jaaraama   have been thanked
Qa jaaraama, Samba.   Thank you Demba.

6.1   Variation Drills on Basic Sentences

    a)   Simple Substitution Drill

Cue	Pattern
	Kori tána qalaa, qe ɓeŋgumaaɗa?
bandirawoqam	Kori tána qalaa, qe bandirawoqam?
gorgolmaa	Kori tána qalaa, qe gorgolmaa?
debbomakko	Kori tána qalaa, qe debbomakko?
rewɓemaɓɓe	Kori tána qalaa, qe rewɓemaɓɓe?
ɓiɓɓemoɗon	Kori tána qalaa, qe ɓiɓɓemoɗon?
neenemon	Kori tána qalaa, qe neenemon?
baabamaaɗa	Kori tána qalaa, qe baabamaaɗa?
kawqam	Kori tána qalaa, qe kawqam?
mawnirawomakko	Kori tána qalaa, qe mawnirawomakko?
ɓeŋgumaaɗa	Kori tána qalaa, qe ɓeŋgumaaɗa?

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

b)   Simple Substitution Drill

   Cue   Pattern

	Hay tána qalaa, qe maɓɓe.
makko	Hay tána qalaa, qe makko.
mum	Hay tána qalaa, qe mum.
ɓe	Hay tána qalaa, qe ɓe.
qam	Hay tána qalaa, qe qám.
maɓɓe	Hay tána qalaa, qe maɓɓe.

c)   Response Drill

Kori tána qalaa, qe ɓeŋgumaaɗa?	Hay tána qalaa, qe maɓɓe.
Kori tána qalaa, qe neenemaa?	Hay tána qalaa, qe makko.
Kori tána qalaa, qe jaatigimakko?	Hay tána qalaa, qe mum.
Kori tána qalaa, qe ɓé?	Hay tána qalaa, qe maɓɓe.
Kori tána qalaa, qe moɗon?	Hay tánaa qala, qe méŋ.
Kori tána qalaa, qe maaɗa?	Hay tána qalaa, qe qám.
Kori tána qalaa, qe yimɓemakko?	Hay tána qalaa, qe maɓɓe.
Kori tána qalaa, qe baabamaa?	Hay tána qalaa, qe makko.

d)   Response Drill

Qa taway kam ɗo na?	Qalaa, mi taway ma to ↑
Qo taway ma ɗo na?	Qalaa, qo taway kam to ↑
Qon taway mo ɗo na?	Qalaa, meŋ taway mo to ↑
Ɓe taway qon ɗo na?	Qalaa, ɓe taway meŋ to ↑
Qen taway qon ɗo na?	Qalaa, qon taway meŋ to ↑
Meŋ taway ma ɗo na?	Qalaa, qon taway kam to ↑
Qa taway mo ɗo na?	Qalaa, mi taway mo to ↑
Qa taway kam ɗo na?	Qalaa, mi taway ma to ↑

e)   Progressive Substitution-Correlation Drill

   Cue   Pattern

	Miɗo yaha galle, kono mi qaray kiikiiɗe.
qomo	Qomo yaha galle, kono qo qaray kiikiiɗe.
saare	Qomo yaha saare, kono qo qaray kiikiiɗe.
ɓeɗo	Ɓeɗo ñjaha saare, kono ɓe ŋgaray kiikiiɗe.
marse	Ɓeɗo ñjaha marse, kono ɓe ŋgaray kiikiiɗe.
miɗen	Miɗen ñjaha marse, kono meŋ ŋgaray kiikiiɗe.
jaŋgurdu	Miɗen ñjaha jaŋgurdu, kono meŋ ŋgaray kiikiiɗe.
qoɗon	Qoɗon ñjaha jaŋgurdu, kono qon ŋgaray kiikiiɗe.
galle	Qoɗon ñjaha galle, kono qon ŋgaray kiikiiɗe.
miɗo	Miɗo yaha galle, kono mi qaray kiikiiɗe.

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 <u>will have finished</u> 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 <u>haali</u>, 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 <u>aspect</u> 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 <u>yahiino</u> 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 <u>qar</u> 'come':

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

Each of these forms has a negative equivalent:

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

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

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

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

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

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

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

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

qo heɓi	'he has' ('he secured - hence has - habitually or generally')
Demba jaɓi	'Demba approves'

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

qo yahi	'He went'

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 conven-ient designation for a group of verbs with a certain semantic unity as contrasted to another group of action verbs. Note also, that many concepts which, in English, are expressed by adjectives are, in Fula, expressed by stative verbs.

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

Qomo qari ďo.   '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.	Ɗum na mo'd'yi.	'That is good.'
2.	---Demba heɓi ligge mo'd'yo.	'---Demba has a good job.'
3.	Jaŋgo, si Qalla jaɓi.	'Tomorrow, if God is willing.'
4.	Kori ɓid'd'omaa yahi jaŋgurdu jooni.	'I trust your child is attending school now.'
5.	Qeeyi, qo ɓuri 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:

Ɓid'd'oqam no yaha jaŋgurdu jooni.   'My child is going ('en route') to school now.'

Ɓid'd'oqam yahi jaŋgurdu jooni.   'My child just now went to school.'
                  or
                       'My child is now attending school.'

The translation of the latter sentence depending upon context.

Group II.

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

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

B.   Emphatic Active Perfective Forms

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

<div align="right">

'He came here.'

'He has [already] come here.

</div>

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:

<div align="center">

Qo qari ɗo.

Qo qarí ɗo.

</div>

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

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

qo heɓi	'he has'
qo heɓí	'he has gotten'
qo jaɓi	'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 is willing' (I know because I secured his agreement.)
qo qarí ɗo	'he has come here' or 'he did come here' (I know because I saw him)

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

C. The Perfective Preterit

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

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

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

with the implication that this action has been frustrated for some time. In the
answer the preterit form denotes that the action of going preceded the period
covered by <u>wayri</u> (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: <u>Learning Drills</u>

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

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

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

Qo qokkaanı kam, deftere nde.	He dıdn't gıve/ hasn't gıven me the book.
Qen ñjıyaanı mo, to saare nde.	We dıdn't see hım ın town.
Be ñjaraanı kıŋkılıba, to galleqam.	They dıdn't drınk herb tea at my place.
Qo nanaanı kıbaaru ndu.	He dıdn't hear/hasn't heard the news.
Qaynaaɓe ɓe ñjahaanı, to saare Bookarı.	The shepherds dıdn't go/haven't gone to Bookarı's vıllage.

c)   Transformation Drill   (Change the statıve verbs from statıve form [wıth
                               long personal pronouns or noun subjects wıth
                               no/na] to sımple perfectıve form. Note the
                               meanıng changes.)

Pattern 1	Translation	Pattern 2	Translation
Beɗo jaɓı qokkude worɓe ɓe deftere nde.	They are wıllıng to gıve the men the book. (under certaın cırcumstances)	Be jaɓı qokkude worɓe ɓe, deftere nde.	They agree to gıve the men the book.
Mıɗo heɓı lıgge.	I've got a job. [already]	Mı heɓı lıgge.	I have a job. [to do]
Yompa no sellı joonı.	Yompa ıs ın good health nowadays.	Yompa sellı joonı.	Yompa ıs now well.
Qomo ɓurı.	He's ımprovıng.	Qo ɓurı.	He's better.

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

Be jaɓaanı qokkude worɓe ɓe deftere nde.	They dıdn't agree to gıve the men the book.
Mı heɓaanı lıgge.	I don't have work.
Yompa sellaanı joonı.	Yompa ıs not well now.
Qo ɓuraanı.	He's not better.

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

Pattern 1	Translation	Pattern 2	Translation
Samba tawi ɗum, to galleqam.	Samba found it at my place.	Samba no tawi ɗum to galleqam.	Samba seems to have found it at my place.
Qo qari ɗo.	He came here.	Qomo qari ɗo.	He is [apparently] (come) here.
Ɓe nani kulle Samba.	They heard about Samba.	Ɓeɗo 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.)

Pattern 1	Translation	Pattern 2	Translation
Samba tawí ɗum, to galleqam.	Samba has found it at my place.	Samba tawaani ɗum, to galleqam.	Samba didn't find it at my place.
Qo qarí ɗo.	He has come here.	Qo qaraani ɗo.	He didn't/hasn't come here.
Ɓe naní, kulle Samba.	They've heard about Samba.	Ɓe nanaani, kulle Samba.	They didn't hear/ haven't heard about Samba.

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

Pattern 1	Translation	Pattern 2	Translation
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.

Mı heɓı, Samba   I got [some],   Mı heɓııno,   I'd gotten [some],
  heɓı, ɓe   Samba got   Samba heɓııno   Samba had gotten
  kadı keɓı,   [some], they   ɓe kadı   [some], they too
  kono Demba   also got [some],   keɓııno, kono   had gotten [some]
  heɓaanı hay   but Demba dıdn't   Demba heɓaano   but Demba hadn't
  hunde.   get anythıng.   hay hunde.   gotten anythıng.

To marse, qo   It was at market   To marse, qo   It was at market
  nanı kıbaaru   he heard the   nanııno   he had heard
  ndu.   news.   kıbaaru ndu.   the news.

Meŋ ŋgokkı mo,   We gave him the   Meŋ ŋgokkııno   We had given him
  deftere nde.   book.   mo, deftere   the book.
                                             nde.

Part II: Practıce Drılls

    a) Sımple Substıtutıon Drıll

        Cue   Pattern

                Kono qo sellaanı.
        mı   Kono mı sellaanı.
        qa   Kono qa sellaanı.
        qon   Kono qon cellaanı?
        ɓe   Kono ɓe cellaanı?
        meŋ   Kono meŋ cellaanı?
        qen   Kono qen cellaanı?
        mı   Kono mı sellaanı.

    b) Sımple Substıtutıon Drıll

        Cue   Pattern

                Qo yahı jaŋgurdu.
        mı   Mı yahı jaŋgurdu.
        qa   Qa yahı jaŋgurdu?
        qon   Qon ñjahı jaŋgurdu?
        ɓe   Be ñjahı jaŋgrudu.
        meŋ   Meŋ ñjahı jaŋgurdu.
        qen   Qen ñjahı jaŋgurdu.
        qo   Qo yahı jaŋgurdu.

c)   Simple Substitution Drill

Cue	Pattern
	Mı yahııno, saare Bookarı.
qo	Qo yahııno, saare Bookarı.
qa	Qa yahııno, saare Bookarı?
6e	Be ñjahııno, saare Bookarı.
qon	Qon ñjahııno, saare Bookarı?
meŋ	Meŋ ñjahııno, saare Bookarı.
qen	Qen ñjahııno, saare Bookarı.
mı	Mı yahııno, saare Bookarı.

d)   Progressive Substitution Drill

Cue	Pattern
	Mı yahııno, saareqam.
qo	Qo yahııno, saareqam.
-makko	Qo yahııno, saaremakko.
qa	Qa yahııno, saaremakko?
-maa	Qa yahııno, saaremaa?
qon	Qon ñjahııno, saaremaa?
-mod'on	Qon ñjahııno, saaremod'on?
meŋ	Meŋ ñjahııno, saaremod'on.
-med'en	Meŋ ñjahııno, saaremed'en.
qen	Qen ñjahııno, saaremed'en.
-qameŋ	Qen ñjahııno, saareqameŋ.
6e	Be ñjahııno, saareqameŋ.
-maa	Be ñjahııno, saaremaa.
mı	Mı yahııno, saaremaa.
-qam	Mı yahııno, saareqam.

6.4   Note: Optative and Imperative Verb Forms - Active Voice

Note the sentences:

1. Yalla qokkur 6e jam.	'May God give them peace!'
2. Haal kadı.	'Say [ıt] again!'
3. Haalanam kadı.	'Say [ıt] to me again!'
4. Quddıt deftermon.	'Open your books!'
5. Jaŋgu qo.	'Read thıs!'

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

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

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

Verb Root	Singular	Plural	Translation	Negative
waal	Waal!	Mbaalee!	Spend the night!	Wataa waal!
yah	Yaa!	Ñjahee!	Go!	Wataa yaa!
qokk	Qokku!	Ŋgokkee!	Give!	Wataa qokku!
qar	Qar!	Ŋgaree!	Come!	Wataa qar!
haal	Haal!	Kaalee!	Speak!	Wataa haal!
heɓ	Heɓ!	Keɓee!	Get!	Wataa jaɓ!
jaɓ	Jaɓ!	Jaɓee!	Agree!	Wataa jaɓ!
yar	Yar!	Ñjaree!	Drink!	Wataa yar!
jaŋg	Jaŋgu!	Jaŋgee!	Read!	Wataa jaŋgu!
qudd	Quddu!	Ŋguddee!	Close!	Wataa quddu!
quddit	Quddit!	Ŋgudditee!	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

<div align="center">Pattern</div>

	Yoo yaa, to marse.
ɓe	Yo ɓe ñjaha to marse.
ñall	Yo ɓe ñallu, to marse.
saare	Yo ɓe ñallu, to saare.
meŋ	Yo meŋ ñallu, to saare.
yaa	Yo meŋ ñjaha to saare.
jaŋgurdu	Yo meŋ ñjaha to jaŋgurdu.
Demba	Yo Demba yaa, to jaŋgurdu.
waal	Yo Demba waal, to jaŋgurdu.
marse	Yo Demba waal, to marse.
qo	Yoo waal, to marse.
yaa	Yoo yaa, to marse.

 b) Random Substitution Drill

Cue	Pattern
	Yoo nana, kibaaru ndu.
meŋ	Yo meŋ nana, kibaaru ndu.
haal	Yo meŋ kaala, kibaaru ndu.
ɓe	Yo ɓe kaala, kibaaru ndu.
baabaqam	Yo baabaqam haala, kibaaru ndu.
nan	Yo baabaqam nana, kibaaru ndu.
Samba	Yo Samba nana, kibaaru ndu.
qo	Yoo nana, kibaaru ndu.

 c) Progressive Substitution Drill

Cue	Pattern
	Yoo yaa, to marse.
ñallu	Yo ñallu, to marse.
saare nde	Yoo ñallu, to saare nde.
ɓe	Yo ɓe ñallu, to saare nde.
yaa	Yo ɓe ñjaha, to saare nde.
marse	Yo ɓe ñjaha, to marse.
meŋ	Yo meŋ ñjaha, to marse.
waal	Yo meŋ mbaala, to marse.
galleqameŋ	Yo meŋ mbaala, to galleqameŋ.
Demba	Yo Demba waal, 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 ñallu, to <u>saare nde</u>.
galle Bookari	Yaa ñallu, to galle Bookari.
men	Yo men ñalla, to galle Bookari.
yaa	Yo men ñjaha to <u>galle Bookari</u>.
marse	Yo <u>men</u> ñjaha to marse.
qo	Yoo yaa, to marse.

d) Progressive Substitution Drill

Cue	Pattern
	Si <u>qo</u> yahı tan, ŋaree.
mı	Si mı <u>yahı</u> tan, ŋaree.
qar	Si mı qarı tan, <u>ŋaree</u>.
foft	Si <u>mı</u> qarı tan, foftee.
6e	Si 6e <u>ŋarı</u> tan, foftee.
yaa	Si 6e ñjahı tan, <u>foftee</u>.
jang	Si <u>6e</u> ñjahı tan, jaŋgee.
men	Si men <u>ñjahı</u> tan, jaŋgee.
qar	Si men ŋarı tan, <u>jaŋgee</u>.
qudd	Si <u>men</u> ŋarı tan, ŋguddee.
qon	Si qon <u>ŋarı</u> tan, ŋguddee.
yaa	Si qon ñjahı tan, <u>ŋguddee</u>.
quddıt	Si <u>qon</u> ñjahı tan, ŋguddıtee.
qa	Si qa <u>yahı</u> tan, ŋguddıtee.
qar	Si qa qarı tan, <u>ŋguddıtee</u>.
kıır	Si <u>qa</u> qarı tan, kııree.
qo	Si qo <u>qarı</u> tan, kııree.
yaa	Si qo yahı tan, <u>kııree</u>.
qar	Si qo yahı tan, ŋaree.

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-

   heɓno   which had (relative verb
                                                         form - preterit)
Ko hoɗum heɓno 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 [∅] (dokotorooɓe)   doctor, physician
Qa yahi to dokotormaa na?   Have you been to your doctor?

-Demba-

Qeeyi↑ mi yahiino.   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
   ɓandu [ndu] (ɓalli)   body
Qawa, ñjahaa, lelaa, haa ɓandumaa   OK. go lie down until you[r body]
  ɓura.   get[s] better.

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-Demba-

Qalaa ↑ miɗo yiɗi yaade saare.   No, I want to go to town.

-Samba-

   waɗ   do, make; happen
   mbaɗtaa   which you will do
Hóɗum mbaɗtaa, to saare?   What are you going to do in town?

-Demba-

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

-Samba-

   waɗaa   you (sg.) are to do
   leemuna [∅] (leemunaaji)   lime (fruit)
   ndiyam [ɗam] (   )   water
   ñjaraa   you (sg.) are to drink
Waɗaa leemuna, qe ndiyam, ñjaraa   Put ('do') lime in water [and]
  ɗum.   drink it.

-Demba-

   lekki [ki] (lekkiiji)   medicine, herb
   tuubaako [∅] (tuubaakooɓe)   European (white man)
   ñjaratami   which I'll drink
Mi heɓi lekki tuubaakooɓe,   I have European medicine, that's
  ɗum ñjaratami.   what I will drink.

-Samba-

   baasi   trouble, something wrong
Báasi qala. Miɗo yaha, haa jaŋgo.   OK! I am going [away] till
                                             tomorrow.

-Demba-

   salmin   greet, regard, compliment
   salminaa   you (sg.) are to greet
   nani   hear!, pay attention!,
                                                without fail
Qawa, salminaa kam, ɓeŋgumaa,   OK., greet your family for me,
  nani.   hear!

-Samba-

Be nanay. Qa jaaraama.   They will hear, thank you.

7.1 Variation Drill on Basic Sentences

a) Progressive Substitution Drill

New words:

Ɓaawo   [ŋgo] (ɓaawe)   - back; before   yitere [nde] (gite) - eye

ñiindere [nde] (ñiidye)   - teeth   daande [nde] (daaɗe) - neck

nofru   [ndu] (noppi)   - ear   juŋgo [ŋgo] (juuɗe) - hand,arm

wuro   [ŋgo] (gure)   - cattle shed

Cue	Pattern
	Tawo hooreqam na muusa.
koyŋgal	Tawo koyŋgalqam na muusa.
-makko	Tawo koyŋgalmakko na muusa.
ɓuri	Tawo koyŋgalmakko na ɓuri.[1]
juŋgo	Tawo juŋgomakko na ɓuri.
-maa	Tawo juŋgomaa na ɓuri.
selli	Tawo juŋgomaa na selli.
ɓaawo	Tawo ɓaawomaa na selli.
muusa	Tawo ɓaawomakko na muusa.
daande	Tawo daandemakko na muusa.
-qam	Tawo daandeqam na muusa.
ɓuri	Tawo daandeqam na ɓuri.
ñiidye	Tawo ñiidyeqam na ɓuri.
selli	Tawo ñiidyemakko na selli.
noppi	Tawo noppimakko na selli.
-maa	Tawo noppimaa na selli.
musa	Tawo noppimaa na muusa.
hoore	Tawo hooremaa na muusa.
-qam	Tawo hooreqam na muusa.

b) Progressive Substitution Drill

Cue	Pattern
	Lelaa, haa ɓandumaa ɓura.
hoore	Lelaa, haa hooremaa ɓura.
waal	Waalaa, haa hooremaa ɓura.
ñiidye	Waalaa, haa ñiidyemaa ɓura.
lel	Lelaa, haa ñiidyemaa ɓura.

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

	Lelaa, haa ɲiidʲyemaa ɓura.
ɓaawo	Lelaa haa ɓaawomaa ɓura.
waal	Waalaa, haa ɓaawomaa ɓura.
daande	Waalaa, haa daandemaa ɓura.
lel	Lelaa, haa daandemaa ɓura.
noppɪ	Lelaa, haa noppɪmaa ɓura.
waal	Waalaa, haa noppɪmaa ɓura.
koyŋgal	Waalaa, haa koyŋgalmaa ɓura.
foft	Foftaa, haa koyŋgalmaa ɓura.
ɓandu	Foftaa, haa ɓandumaa ɓura.
lel	Lelaa, haa ɓandumaa ɓura.

c)   Progressive Substitution Response Drill

Cue	Question Pattern	Answer Pattern
	Qa yahɪ to dokotormaa na?	Qeeyɪ↑mɪ yahɪ to dokotorqam.
ɓe	Be ɲjahɪ to dokotormaɓɓe na?	Qeeyɪ↑ ɓe ɲjahɪ to dokotormaɓɓe.
saare	Be ɲjahɪ to saaremaɓɓe na?	Qeeyɪ↑ ɓe ɲjahɪ to saaremaɓɓe.
qo	Qo yahɪ to saaremakko na?	Qeeyɪ↑ qo yahɪ to saaremakko.
jaŋgurdu	Qo yahɪ to jaŋgurdumakko na?	Qeeyɪ↑ qo yahɪ to jaŋgurdumakko.
qon	Qon ɲjahɪ to jaŋgurdumoɗon na?	Qeeyɪ↑ meŋ ɲjahɪ to jaŋgurduqameŋ/-meɗen.
ŋgesa	Qon ɲjahɪ to ŋgesamoɗon na?	Qeeyɪ↑ meŋ ɲjahɪ to ŋgesaqameŋ/-meɗen.
qa	Qa yahɪ to ŋgesamaa na?	Qeeyɪ↑ mɪ yahɪ to ŋgesaqam.
wuro	Qa yahɪ to wuromaa na?	Qeeyɪ↑ mɪ yahɪ to wuroqam.
ɓe	Be ɲjahɪ to wuromaɓɓe na?	Qeeyɪ↑ ɓe ɲjahɪ to wuromaɓɓe.
saare	Be ɲjahɪ to saaremaɓɓe na?	Qeeyɪ↑ ɓe ɲjahɪ to saaremaɓɓe.
neenemaa	Neenemaa yahɪ to saaremakko na?	Qeeyɪ↑ neeneqam yahɪ to saaremakko.
dokotor	Neenemaa yahɪ to dokotormakko na?	Qeeyɪ↑ neeneqam yahɪ to dokotormakko.
qa	Qa yahɪ to dokotormaa na?	Qeeyɪ↑ mɪ yahɪ to dokotorqam.

7.2   Note: Negatives to date

    Note the sentences:

      1.   Korɪ tána qala?   '[I] hope nothing's wrong?'
      2.   Kono qo sellaanɪ.   'But he's not well.'
      3.   Haŋkɪ mɪ sellaano.   'Yesterday I was not well.'

    There are actually many fewer negative forms in Fula than positive ones, with the result that subtle shades of difference possible to specify in a positive sentence are less specific in the negative. Sentence 1 above illustrates the form qala or qalaa, which functions as both the short negative 'noɪ' 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 ɗo na? Qalaaⁱ qo qalaa ɗo.   '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 /-nɪ/ which contains the /-ɪ/ 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 <u>sell</u> 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

Cue	Pattern	
	<u>Mɪ</u> wɪyaanɪ, yo ɓe ŋgara.	'I didn't tell them to come.'
qo	<u>Qo</u> wɪyaanɪ, yo ɓe ŋgara.	
qa	<u>Qa</u> wɪyaanɪ, yo ɓe ŋgara.	
qon	<u>Qon</u> mbɪyaanɪ, yo ɓe ŋgara.	
meŋ	<u>Meŋ</u> mbɪyaanɪ, yo ɓe ŋgara.	
qen	<u>Qen</u> mbɪyaanɪ, yo ɓe ŋgara.	
ɓe	<u>Ɓe</u> mbɪyaanɪ, yo ɓe ŋgara.	
mɪ	Mɪ wɪyaanɪ, yo ɓe ŋgara.	

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

Cue	Negative Pattern	Affirmative Pattern
	<u>Mɪ</u> nanaanɪ kɪbaaru<u>maa</u>.	Mɪ nanɪ' kɪbaarumaa.
qo	<u>Qo</u> nanaanɪ kɪbaaru<u>maa</u>.	Qo nanɪ kɪbaarumaa.
-mon	<u>Qo</u> nanaanɪ kɪbaaru<u>mon</u>.	Qo nanɪ kɪbaarumon.
ɓe	<u>Ɓe</u> nanaanɪ kɪbaaru<u>mon</u>.	Ɓe nanɪ kɪbaarumon.
-qam	<u>Ɓe</u> nanaanɪ kɪbaaruqam.	Ɓe nanɪ kɪbaaruqam.
qa	Qa nanaanɪ kɪbaaru<u>qam</u>?	Qa nanɪ kɪbaaruqam?
-makko	Qa nanaanɪ kɪbaaru<u>makko</u>?	Qa nanɪ kɪbaarumakko?
qen	Qen nanaanɪ kɪbaaru<u>makko</u>.	Qen nanɪ kɪbaarumaakko.
-maɓɓe	<u>Qen</u> nanaanɪ kɪbaaruma<u>ɓɓe</u>.	Qen nanɪ kɪbaarumaɓɓe.
meŋ	Meŋ nanaanɪ kɪbaaru<u>ma</u>ɓɓe.	Meŋ nanɪ kɪbaarumaɓɓe.
-moɗon	<u>Meŋ</u> nanaanɪ kɪbaarumoɗon.	Meŋ nanɪ kɪbaarumoɗon.
mɪ	Mɪ nanaanɪ kɪbaaru<u>moɗon</u>.	Mɪ nanɪ kɪbaarumoɗon.
-maa	Mɪ nanaanɪ kɪbaaru<u>maa</u>.	Mɪ nanɪ kɪbaarumaa.

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

Cue	Negative Pattern	Affirmative Pattern
	Mi yiyaani gaynaakoqam.	Mi yiyi gaynaakoqam.
qa	Qa yiyaani gaynaakoqam?	Qa yiyi gaynaakoqam?
-mon	Qa yiyaani gaynaakomon?	Qa yiyi gaynaakomon?
ɓe	Be ñjiyaani gaynaakomon.	Be ñjiyi gaynaakomon.
-maɓɓe	Be ñjiyaani gaynaakomaɓɓe.	Be ñjiyi gaynaakomaɓɓe.
qo	Qo yiyaani gaynaakomaɓɓe.	Qo yiyi gaynaakomaɓɓe.
-makko	Qo yiyaani gaynaakomakko.	Qo yiyi gaynaakomakko.
qen	Qen ñjiyaani gaynaakomakko.	Qen ñjiyi gaynaakomakko.
-qameŋ	Qen ñjiyaani gaynaakoqameŋ.	Qen ñjiyi gaynaaqameŋ.
meŋ	Meŋ ñjiyaani gaynaakoqameŋ.	Meŋ ñjiyi gaynaaqameŋ.
-muqen	Meŋ ñjiyaani gaynaakomuqen.	Meŋ ñjiyi gaynaakomuqen.
qon	Qon ñjiyaani gaynaakomuqen?	Qon ñjiyi gaynaakomuqen?
-meeɗen	Qon ñjiyaani gaynaakomeeɗen?	Qon ñjiyi gaynaakomeeɗen?
mi	Mi yiyaani gaynaakomeeɗen?	Mi yiyi gaynaakomeeɗen.
-qam	Mi yiyaani gaynaakoqam.	Mi yiyi gaynaakoqam.

d)   Progressive Substitution-Correlation Drill

Cue	Pattern
	Qo qaraano haŋki.
ɓe	Be ngaraano haŋki.
sell	Be cellaano haŋki.
qa	Qa sellaano haŋki?
yaa	Qa yahaano haŋki?
meŋ	Meŋ ñjahaano haŋki.
heɓ	Meŋ keɓaano haŋki.
mi	Mi heɓaano haŋki.
jaŋg	Mi jaŋgaano haŋki.
qon	Qon ñjaŋgaano haŋki?
qar	Qon ngaraano haŋki?
qo	Qo qaraano haŋki.

e)   Multiple Substitution-Correlation Drill

Cue	Pattern
	Mi heɓaani.
yii	Mi yiyaani.
qo	Qo yiyaani.
jaŋg	Qo jaŋgaani.
qa	Qa jaŋgaani?

	Qa ɟaŋgaanı?
quddıt	Qa quddıtaanı?
ɓe	Be ŋguddıtaanı.
heɓ	Be keɓaanı.
meŋ	Meŋ keɓaanı.
yıı	Meŋ ñɟıyaanı.
qen	Qen ñɟıyaanı.
ɟaŋg	Qen ñɟaŋgaanı.
mı	Mı ɟaŋgaanı.
heɓ	Mı heɓaanı.

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

Cue	Negative Pattern	Affirmative Pattern
	Mı yıyaanı gaynaakoqam.	Mı yıyı gaynaakoqam.
haal	Mı haalaanı gaynaakoqam.	Mı haalı gaynaakoqam.
-mon	Mı haalaanı gaynaakomon.	Mı haalı gaynaakomon.
ɓe	Be kaalaanı gaynaakomon.	Be kaalı gaynaakomon.
yıı	Be ñɟıyaanı gaynaakomon.	Be ñɟıyı gaynaakomon.
-maɓɓe	Be ñɟıyaanı gaynaakomaɓɓe.	Be ñɟıyı gaynaakomaɓɓe.
qo	Qo yıyaanı gaynaakomaɓɓe.	Qo yıyı gaynaakomaɓɓe.
haal	Qo haalaanı gaynaakomaɓɓe.	Qo haalı gaynaakomaɓɓe.
-meeɗen	Qo haalaanı gaynaakomeeɗen.	Qo haalı gaynakomeɗen.
meŋ	Meŋ kaalaanı gaynaakomeeɗen.	Meŋ kaalı gaynaakomeeɗen.
yıı	Meŋ ñɟıyaanı gaynaakomeeɗen.	Meŋ ñɟıyı gaynaakomeeɗen.
-qameŋ	Meŋ ñɟıyaanı gaynaakoqameŋ.	Meŋ ñɟıyı gaynaakoqameŋ.
qa	Qa yıyaanı gaynaakoqameŋ?	Qa haalı gaynaakoqameŋ?
haal	Qa haalaanı gaynaakoqameŋ?	Qa haalı gaynaakoqameŋ?
-makko	Qa haalaanı gaynaakomakko?	Qa haalı gaynaakomakko?
qen	Qen kaalaanı gaynaakomakko.	Qen kaalı gaynaakomakko.
yıı	Qen ñɟıyaanı gaynaakomakko.	Qen ñɟıyı gaynakomakko.
-moɗon	Qen ñɟıyaanı gaynaakomoɗon.	Qen ñɟıyı gaynakomoɗon.
mı	Mı yıyaanı gaynaakomoɗon.	Mı yıyı gaynaakomoɗon.
haal	Mı haalaanı gaynaakomoɗon.	Mı haalı gaynaakomoɗon.
-qam	Mı haalaanı gaynaakoqam.	Mı haalı gaynaakoqam.
yıı	Mı yıyaanı gaynaakoqam.	Mı yıyı gaynaakoqam.

g)   Progressive Substitution-Response Drill

Cue	Question	Response
	Qa yahı, to dokotormaa na?	Qalaaꜜ mı yahaanı, to dokotorqam.
ɓe	Be ñɟahı, to dokotormaɓɓe na?	Qalaaꜜ ɓe ñɟahaanı, to dokotormaɓɓe.
saare	Be ñɟahı, to saaremaɓɓe na?	Qalaaꜜ ɓe ñɟahaanı, to saaremaɓɓe.
qo	Qo yahı, to saaremakko na?	Qalaaꜜ qo yahaanı, to saaremakko.

	Qo yahı, to <u>saare</u>makko na?	Qalaa↑ qo yahaanı, to saaremakko.
jaŋgurdu	<u>Qo</u> yahı, to jaŋgurdumakko na?	Qalaa↑ qo yahaanı, to jaŋgurdumakko.
qon	Qon ñjahı, to <u>jaŋgurdumoɗ</u>on na?	Qalaa↑ meŋ ñjahaanı, to jaŋgurduqameŋ.
ŋgesa	<u>Qon</u> ñjahı, to ŋgesamoɗon na?	Qalaa↑ meŋ ñjahaanı, to ŋgesaqameŋ.
qa	Qa yahı, to <u>ŋge</u>samaa na?	Qalaa↑ mı yahaanı, to ŋgesaqam.
wuro	<u>Qa</u> yahı, to wuromaa na?	Qalaa↑ mı yahaanı, to wuroqam.
ɓe	<u>Be</u> ñjahı, to <u>wuro</u>maɓɓe na?	Qalaa↑ ɓe ñjahaanı, to wuromaɓɓe.
saare	<u>Be</u> ñjahı, to saaremaɓɓe na?	Qalaa↑ ɓe ñjahaanı, to saaremaɓɓe.
neenemaa	Neenemaa yahı, to <u>saare</u>makko na?	Qalaa↑ neeneqam yahaanı, to saaremakko.
docotor	<u>Neenemaa</u> yahı, to dokotormakko na?	Qalaa↑ neeneqam yahaanı, to dokotormakko.
qa	Qa yahı, to dokotormaa na?	Qalaa↑ mı yahaanı, to dokotorqam.

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

<u>Cue</u>

	<u>Baabaqam</u> nanı kıbaarumaa.	Baabaqam nanaanı kıbaarumaa.
baabamaa	Baabamaa <u>nanı kıbaarumaa.</u>	Baabamaa nanaanı kıbaarumaa.
heɓı deftere nde	<u>Baabamaa</u> heɓı deftere nde.	Baabamaa heɓaanı deftere nde.
sukaaɓeɓe	Sukaaɓeɓe <u>keɓı</u> deftere nde.	Sukaaɓeɓe keɓaanı deftere nde.
yıyı	<u>Sukaaɓeɓe</u> ñjıyı deftere nde.	Sukaaɓeɓe ñjıyaanı deftere nde.
baabamakko	Baabamakko <u>yıyı</u> deftere nde.	Baabamakko yıyaanı deftere nde.
qudditı	Baabamakko qudditı deftere nde.	Baabamakko qudditaanı deftere nde.
-makko	<u>Baabamakko</u> qudditı defteremakko.	Baabamakko qudditaanı defteremakko.
Samba	Samba qudditı deftere<u>makko</u>.	Samba qudditaanı defteremakko.
-maɓɓe	<u>Samba</u> qudditı defteremaɓɓe.	Samba qudditaanı defteremaɓɓe.
ɓe	Be ŋgudditı defteremaɓɓe.	Be ŋgudditaanı defteremaqameŋ.
meŋ	Be ŋgudditı deftereqameŋ.	Be ŋgudditaanı deftereqameŋ.
meŋ	Meŋ ŋgudditı deftereqameŋ.	Meŋ ŋgudditaanı deftereqameŋ.
nde	Meŋ <u>ŋgudditı</u> deftere nde.	Meŋ ŋgudditaanı deftere nde.
heɓı	Meŋ <u>keɓı deftere nde.</u>	Meŋ keɓaanı deftere nde.
nanı kıbaarumaa	Meŋ nanı kıbaarumaa.	Meŋ nanaanı kıbaarumaa.
baabaqam	Baabaqam nanı kıbaarumaa.	Baabaqam nanaanı kıbaarumaa.

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 charac-
teristic suffixes and which sometimes require concordial suffixes of agreement on
forms which are associated with them. Each class also has characteristic pro-
nominal and demonstrative forms. To date we have observed the personal classes
[qo] (singular) and [ɓe] (plural) and occasional occurrences of other classes.

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

1.	neɗɗo		yimɓe
	debbo		rewɓe
	ɓiɗɗo		ɓiɓɓe
	gorko		worɓe
	gaynaako		qaynaaɓe
	tuubaako		tuubaakooɓe
1(a)	jaatigi		jaatigiiɓe
	dokotor		dokotorooɓe
	gorgol		gorgolooɓe
2.	kaw / kawirawo		kawiraaɓe
	miña / miñirawo		miñiraaɓe
	mawna / mawnirawo		mawniraaɓe
	neene / neenirawo		neeniraaɓe
	baaba / baabirawo		baabiraaɓe
	band / bandirawo		bandiraaɓe
3.	leemuna		leemunaaji
	galle		galleeji
	marse		marseeji
	qekol		qekolaaji
	qeskul		qeskulaaji
	soora		sooraaji
	kiŋkiliba		( )
4.	saare		caqe
	deftere		defte
	hoore		koqe
	yitere		gite
	ñiindere		ñiiɗye
	hunde		kulle
	daande		daaɗe
5.	kibaaru		kibaaruuji
	jaŋgurdu		jaŋgurduuji
	ɓandu		ɓalli
	nofru		noppi
	ɓaawo		ɓaawe
	wuro		gure
	juŋgo		juuɗe

koyŋgal	koyɗe
ŋgesa	gese
lekkɪ	lekkɪɪjɪ
ndɪyam	( )
lɪgge	( )
ɓeŋgu	( )

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

Group 2, which ɪncludes most of the relationship terms used so far, has no members other than such terms, and exhɪbɪts a specɪal /-ɪrawo/ suffɪx pattern ɪn one sɪngular form and /-ɪraaɓe/ ɪn the plural. (Thɪs wɪll receɪve further attentɪon below ɪn 15.2.)

Group 1(a) consɪsts of certaɪn terms of non-Fula orɪgɪn for persons, has no characterɪstɪc sɪngular suffɪx and has /ɓe/ ɪn the plural after a double vowel (usually ɪdentɪcal wɪth the last vowel of the stem).

Neɪther of these groups shows any ɪnɪtɪal consonant alternatɪon. Both take pronomɪnal forms ɪn the sɪngular approprɪate to the [qo] class.

Group 3 consɪsts of non-personal nouns of non-Fula orɪgɪn. These show no consonant alternatɪon and are characterɪzed by no sɪngular suffɪx,whɪch we symbolɪze as zero, [∅], and by the suffɪx /-jɪ/ ɪn the plural (preceded by a double vowel -the base-fɪnal vowel ɪf there ɪs one, otherwɪse /-aa/.) These also take ɪn the sɪngular pronomɪnal forms approprɪate to the [qo] class.

These groups,(1(a), 2 and 3) ɪllustrate what we may call 'weak' nouns - exhɪbɪtɪng no sɪngular suffɪx and consɪstently suffɪxɪng one of two plural suffɪxes (/ɓe/ for persons and /-jɪ/ for non-persons) to a stem wɪth doubled vowel. Note that tuubaakooɓe has a sɪngular lɪke those of Group 1 but forms ɪts plural lɪke Group 1(a).

Groups 1, 4 and 5 ɪllustrate Fula 'strong' nouns wɪth sɪngulars ɪn one class and plurals ɪn another[1] - characterɪzed by suffɪxes ɪn both sɪngular and plural and havɪng consonant alternatɪon of the root-ɪnɪtɪal consonant where requɪred by the class membershɪp. The dɪscussɪon below wɪll concentrate on these forms.

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[1]Some nouns occur wɪth sɪngular forms ɪn a class but wɪth a plural formed by addɪng a plural suffɪx to the sɪngular class suffɪx. For example: jaŋgurdu of the [ndu] class, has a plural jaŋgurduujɪ. Thɪs ɪs descrɪbed as a 'strong noun havɪng a weak plural.'

Group 1

1.	neɗɗo	yimɓe
2.	debbo	rewɓe
3.	ɓiɗɗo	ɓiɓɓe
4.	gorko	worɓe
5.	gaynaako	qaynaaɓe

The plurals of these personal nouns are in the [ɓe] 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. ɓii
4. wor-
5. qayn-

1. **yim** functions as the root of the plural for **neɗɗo** but is actually a different root unrelated to the root of **neɗɗo**. This is a rare occurance and is analogous to 'people' as the plural of 'person' in English.

2. **rew** 'feminine', the root also of the verb 'follow', takes the [ɓe] 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. **ɓii** 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 /-ɗo/.

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/, /d̶o/ and /ko/. Most class suffixes occur in three or four forms. It is impossible to predict which form of the su 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.	ñiindere	ñiid̶ye
7.	hunde	kulle
8.	daande	daad̶e

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 [d̶e] class. There are four plural classes in Fula [ɓe], [d̶i], [d̶e] 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/
/d̶i/	-(q)i	-ji/-li	-d̶i	-d̶i	plural class have yet
/d̶e/	-(q)e	-je/-le	-d̶e	-d̶e(-d̶ye)	occurred.)

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

The second grades of all three of these classes, as profusely illustrated in examples above, have the effect of doubling a final vowel 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.	jaŋgurdu	jaŋgurduuji
3.	ɓandu	ɓalli
4.	nofru	noppi
5.	ɓaawo	ɓaawe
6.	wuro	gure
7.	juŋgo	juudे
8.	koyŋgal	koyde
9.	ŋgesa	gese
10.	lekki	lekkiiji
11.	ndiyam	( )
12.	ligge	( )
13.	ɓeŋgu	( )

These words furnish examples of seven additional singular classes.

1, 2, 3 and 4, kibaaru, ɓandu, jaŋgurdu, 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 [di] 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 jaŋgurdu.

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

1	2	3	4
-o	-wo	-go	-ŋgo

Its plural is in the [-de] class.

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

1	2	3	4
-al	-wal	-gal	-ŋgal

Its plural is in the [de] class.

9, <u>ŋgesa</u>, 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 [ɗe] class.

10, <u>lekki</u>, belongs to the [ki] class with grades:

1	2	3	4
-i	-hi	-ki	-ki

Its plural is, in the sense of 'medicine', a weak plural, <u>lekkiiji</u>, 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, <u>lekki</u> 'tree, plant' has a strong plural <u>leɗɗe</u> in the [ɗe] class.

11, <u>ndiyam</u>, belongs to the [ɗam] class, which causes alternation with prenasalization, with grades:

1	2	3	4
-am	-jam	-ɗam	-ɗam

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

12, <u>ligge</u>, belongs to the [ŋge] class with grades:

1	2	3	4
-e	-we	-ge	-ŋge

The plural is normally in the [ɗi] class but <u>ligge</u> does not commonly occur in the plural.

13, <u>ɓeŋgu</u>, belongs to the [ŋgu] class, which cause alternation with prenasalization. The grades of the suffix are:

1	2	3	4
-u	-wu	-gu	-ŋgu

The plural is commonly in the [ɗi] class but <u>ɓeŋgu</u> is already plural, possibly because of its root <u>ɓe</u>, or its collective sense.

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

<u>Singular:</u>

[qo]	causes alternation
[nde]	
[ndu]	} do not cause alternation
[ŋge]	

<u>Plural:</u>

/ɓe/	does not cause alternation
/ɗi/	} cause alternation of Fula roots, not of borrowed
/ɗe/	} words

[ŋgo]
[ŋgal] } cause alternation
[kı]

[mba]
[ɗam] } cause alternation and
[ŋgu]   prenasalızatıon

There ıs only one other plural
class and ıt ıs rare.

In addıtıon we have seen the pronoun of the [ɗum] class but no nouns used in that class. Other classes wıll be noted after examples of them occur. Unfortunately there ıs no consıstency between the shape of a suffıx and whether it causes alternatıon or alternatıon wıth prenasalızatıon.[1] Thıs, combıned wıth the fact that the grade of a suffıx cannot be predıcted, means that the suffıxes of sıngular and plural must be learned as part of memorızıng the noun. At the same tıme, of course, the class of the noun must be clearly understood, sınce demonstratıve pronoun partıcles and concordıal suffıxes vary wıth class. The demonstratıve pronomınal partıcle ıs ıdentıcal wıth the fourth grade of the class suffıx except for the [qo] class. In these unıts the class of a noun ıs ındıcated by lıstıng the class pronoun form ın sqare brackets after the sıngular. The nouns lısted above wıth theır demonstratıves are as follows:

1.	neɗɗo qo	yımɓe ɓe
	debbo qo	rewɓe ɓe
	ɓıɗɗo qo	ɓıɓɓe ɓe
	gorko qo	worɓe ɓe
	gaynaako qo	qaynaaɓe ɓe
1(a)	jaatıgı qo	jaatıgııɓe ɓe
	dokotor qo	dokotorooɓe ɓe
	gorgol qo	gorgolooɓe ɓe
2.	kaw qo	kawıraaɓe ɓe
	kawırawo qo	
	mıña qo	mıñıraaɓe ɓe
	mıñırawo qo	
	mawna qo	mawnıraaɓe ɓe
	mawnırawo qo	

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[1]Professor Joseph Greenberg, ın prıvate correspondence wıth the wrıter, has suggested that classes the independent pronouns of whıch end ın consonants cause alternatıon of some kınd, those where the consonant ıs nasal cause prenasalızatıon. He suggests the possıbılıty of a prefıx system ın the proto-language of whıch ınıtıal consonant alternatıon and prenasalızatıon are the only vestıges.

neene qo   neenɪraaɓe ɓe
neenɪrawo qo
baaba qo   baabɪraaɓe ɓe
baabɪrawo qo
band qo   bandɪraaɓe ɓe
bandɪrawo qo

3.   leemuna qo   leemunaaɟɪ ɗɪ
    galle qo   galleeɟɪ ɗɪ
    marse qo   marseeɟɪ ɗɪ
    qekol qo   qekolaaɟɪ ɗɪ
    qeskul qo   qeskulaaɟɪ ɗɪ
    soora qo   sooraaɟɪ ɗɪ
    kɪŋkɪlɪba qo   (   )

4.   saare nde   caqe ɗe
    deftere nde   defte ɗe
    hoore nde   koqe ɗe
    yɪtere nde   gɪte ɗe
    ñɪɪndere nde   ñɪɪɗye ɗe
    hunde nde   kulle ɗe
    daande nde   daaɗe ɗe

5.   kɪbaaru ndu   kɪbaaruuɟɪ ɗɪ
    nofru ndu   noppɪ ɗɪ
    ɓandu ndu   ɓallɪ ɗɪ
    koyŋgal ŋgal   koyɗe ɗe
    ŋgesa mba   gese ɗe
    lekkɪ kɪ   lekkɪɪɟɪ ɗɪ
    wuro ŋgo   gure ɗe
    bawo ŋgo   bawe ɗe
    ɟuŋgo ŋgo   ɟuuɗe ɗe
    ndɪyam ɗam   (   )
    lɪgge 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

Cue   Pattern

	Be ñjiyi <u>tuubaakooɓe</u> hewde.
saare	Be ñjiyi <u>caqe</u> hewde.
neddo	Be ñjiyi <u>yimɓe</u> hewde.
wuro	Be ñjiyi <u>gure</u> hewde.
marse	Be ñjiyi <u>marseeji</u> hewde
ŋgesa	Be ñjiyi <u>gese</u> hewde.
debbo	Be ñjiyi <u>rewɓe</u> hewde.
gorko	Be ñjiyi <u>worɓe</u> hewde.
deftere	Be ñjiyi <u>defte</u> hewde.
leemuna	Be ñjiyi <u>leemunaaji</u> hewde.
hoore	Be ñjiyi <u>koqe</u> hewde.
galle	Be ñjiyi <u>galleeji</u> hewde.
jaŋgurdu	Be ñjiyi <u>jaŋgurduuji</u> hewde.
dokotor	Be ñjiyi <u>dokotorooɓe</u> hewde.
tuubaako	Be ñjiyi <u>tuubaakooɓe</u> hewde.

b) Simple Substitution-Transformation Drill (First person (sg.) +

Singular ⟶ Third person (sg.) + Plural)

Cue	Pattern 1	Pattern 2
	Mi heɓi <u>miñirawo</u> gooto.	Qo heɓi <u>miñiraaɓe</u> hewde.
ɓiddo	Mi heɓi <u>ɓiddo</u> gooto.	Qo heɓi <u>ɓiɓɓe</u> hewde.
deftere	Mi heɓi <u>deftere</u> gooto.	Qo heɓi defte hewde.
bandirawo	Mi heɓi <u>bandirawo</u> gooto.	Qo heɓi bandiraaɓe hewde.
ñiindere	Mi heɓi <u>ñiindere</u> gooto.	Qo heɓi ñiidye hewde.
jaatigi	Mi heɓi <u>jaatigi</u> gooto.	Qo heɓi jatigiiɓe hewde.
galle	Mi heɓi <u>galle</u> gooto.	Qo heɓi galleeji hewde.
gaynaako	Mi heɓi <u>gaynaako</u> gooto.	Qo heɓi qaynaaɓe hewde.
debbo	Mi heɓi <u>debbo</u> gooto.	Qo heɓi rewɓe hewde.
kaw	Mi heɓi <u>kaw</u> gooto.	Qo heɓi kawiraaɓe hewde.
ŋgesa	Mi heɓi <u>ŋgesa</u> gooto.	Qo heɓi gese hewde.

c) Simple Substitution-Transformation Drill (First person (pl.) +

Singular → Third person (pl.) + Plural

Cue	Pattern 1	Pattern 2
	Meŋ ñjiyi <u>tuubaako</u> gooto.	Be ñjiyi tuubaakooɓe hewde.
saare	Meŋ ñjiyi <u>saare</u> gooto.	Be ñjiyi caqe hewde.
neɗɗo	Meŋ ñjiyi <u>neɗɗo</u> gooto.	Be ñjiyi yimɓe hewde.
galle	Meŋ ñjiyi <u>galle</u> gooto.	Be ñjiyi galleeji hewde.
wuro	Meŋ ñjiyi <u>wuro</u> gooto.	Be ñjiyi gure hewde.
marse	Meŋ ñjiyi <u>marse</u> gooto.	Be ñjiyi marseeji hewde.
ŋgesa	Meŋ ñjiyi <u>ŋgesa</u> gooto.	Be ñjiyi gese hewde.
debbo	Meŋ ñjiyi <u>debbo</u> gooto.	Be ñjiyi rewɓe hewde.
gorko	Meŋ ñjiyi <u>gorko</u> gooto.	Be ñjiyi worɓe hewde.
deftere	Meŋ ñjiyi <u>deftere</u> gooto.	Be ñjiyi defte hewde.
dokotor	Meŋ ñjiyi <u>dokotor</u> gooto.	Be ñjiyi dokotorooɓe hewde.
jaŋgurdu	Meŋ ñjiyi jaŋgurdu gooto.	Be ñjiyi jaŋgurduuji hewde.

d) Progressive Substitution-Correlation Drill

Cue	Pattern
	Ko deftere <u>gooto</u>, woni ɗo.
hewde	Ko <u>defte</u> hewde, ŋgoni ɗo.
neɗɗo	Ko yimɓe <u>hewde</u>, ŋgoni ɗo.
gooto	Ko <u>neɗɗo</u> gooto, woni ɗo.
debbo	Ko debbo <u>gooto</u>, woni ɗo.
hewde	Ko <u>rewɓe</u> hewde, ŋgoni ɗo.
gorko	Ko worɓe <u>hewde</u>, ŋgoni ɗo.
gooto	Ko <u>gorko</u> gooto, woni ɗo.
gaynaako	Ko gaynaako <u>gooto</u>, woni ɗo.
hewde	Ko <u>gaynaaɓe</u> hewde, ŋgoni ɗo.
tuubaako	Ko tuubaakooɓe <u>hewde</u>, ŋgoni ɗo.
gooto	Ko <u>tuubaako</u> gooto, woni ɗo.
wuro	Ko wuro <u>gooto</u>, woni ɗo.
hewde	Ko <u>gure</u> hewde, ŋgoni ɗo.
deftere	Ko defte <u>hewde</u>, ŋgoni ɗo.
gooto	Ko deftere gooto, woni ɗo.

7.9 Questions for Discussion

1. Hoore Demba, no muusa na?
2. Demba yahi, to dokotormakko na?
3. Demba leliino na, haa ɓandumakko ɓuri?
4. Hoɗum Demba waɗataa, to saare?
5. Hoɗum Samba wiyi Demba, yoo yar?
6. Demba heɓi lekki ki na?
7. Hooremaa no muusa na?
8. Qa yahay to saare na, kiikiiɗe?
9. Hoɗum mbaɗtaa to saare?
10. Qaɗa yara lekki na, jooni?

UNIT 8

8.0 Dialog: <u>Yompa's Wife is Sick.</u>

-Demba-

mbaɗɗaa   (which) you have done
No mbaɗɗaa?   How are you?   (How have you done?)

-Yompa-

Jam tan ↑   Fine.

-Demba-

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

-Yompa-

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

-Demba-

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

-Yompa-

Qo jaɓaani yaade.   She refused to go.

-Demba-

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

-Yompa-

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

-Demba-

waɗataa   will not do
haytus   [no]thing at all (with
                                                 negative)

Kono dokotor qo, waɗataa mo, haytus ↑   But the doctor will not do
                                       anything to her.

Ko mbaɗtaa, nabaa ɱo, to galleqameŋ.   I suggest ('What you will do'),
                                       take her to our compound.

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

8.1 Variation Drills on Basic Sentences

   a) Progressive Substitution Drill

New words:	
mettu	embarrass, discomfit; be sore
ñalloma [∅] (ñallomaaji)	afternoon
bimbi [∅] (bimbiiji)	morning
heccihaŋki	day before yesterday
feddandu [ndu] (peddaali)	fingernail
hunuko [ko] (kunuɗe)	mouth
hinere [nde] (kine)	nose
ɓal(e)	black (adjectival root)
ɓawlude	to be black (infinitive)[1]
hollu	show

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

<u>Cue</u>   <u>Pattern</u>

	<u>Reedumakko</u> na muusa, gɪla haŋkɪ ɟemma.
hooreqam	Hooreqam na <u>muusa</u>, gɪla haŋkɪ ɟemma.
mettɪ	Hooreqam na mettɪ, gɪla haŋkɪ <u>ɟemma</u>.
ñalloma	<u>Hooreqam</u> na mettɪ, gɪla haŋkɪ ñalloma.
ɓandumaa	Ɓandumaa na <u>mettɪ</u>, gɪla haŋkɪ ñalloma.
sellɪ	Ɓandumaa na sellɪ, gɪla haŋkɪ ñalloma.
kɪɪkɪɪɗe	Ɓandumaa na sellɪ, gɪla haŋkɪ kɪɪkɪɪɗe.
kunuɗemaɓɓe	Kunuɗemaɓɓe na <u>sellɪ</u>, gɪla haŋkɪ kɪɪkɪɪɗe.
muusa	Kunuɗemaɓɓe na muusa, gɪla haŋkɪ <u>kɪɪkɪɪɗe</u>.
heccɪhaŋkɪ	<u>Kunuɗemaɓɓe</u> na muusa, gɪla heccɪhaŋkɪ.
peddaalɪqam	Peddaalɪqam na <u>muusa</u>, gɪla heccɪhaŋkɪ.
ɓawlɪ	Peddaalɪqam na ɓawlɪ, gɪla <u>heccɪhaŋkɪ</u>.
bɪmbɪ	<u>Peddaalɪqam</u> na ɓawlɪ, gɪla bɪmbɪ.
kɪnemakko	Kɪnemakko na ɓawlɪ, gɪla bɪmbɪ.
mettɪ	Kɪnemakko na mettɪ, gɪla <u>bɪmbɪ</u>.
ɟemma	<u>Kɪnemakko</u> na mettɪ, gɪla ɟemma.
reedumakko	Reedumakko na <u>mettɪ</u>, gɪla ɟemma.
muusa	Reedumakko na muusa, gɪla ɟemma.

b)   Progressive Substitution-Correlation Drill

<u>Cue</u>   <u>Pattern</u>

	Qa <u>nabɪ</u> mo, to kampama na?
yɪɪ	Qa yɪyɪ <u>mo</u>, to kampama na?
ɓe	Qa yɪyɪ ɓe, to <u>kampama</u> na?
marse	<u>Qa</u> yɪyɪ ɓe, to marse na?
qon	Qon <u>ñɟɪyɪ</u> ɓe, to marse na?
fad	Qon padɪ <u>ɓe</u>, to marse na?
kam	Qon padɪ kam, to <u>marse</u> na?
saare	<u>Qon</u> padɪ kam, to saare na?
qo	Qo <u>fadɪ</u> kam, to saare na?
taw	Qo tawɪ <u>kam</u>, to saare na?
ma	Qo tawɪ ma, to <u>saare</u> na?
ɟaŋgurdu	<u>Qo</u> tawɪ ma, to ɟaŋgurdu na?
meŋ	Meŋ <u>tawɪ</u> ma, to ɟaŋgurdu na?
laar	Meŋ ndaarɪ <u>ma</u>, to ɟaŋgurdu na?
mo	Meŋ ndaarɪ mo, to <u>ɟaŋgurdu</u> na?
galle	<u>Meŋ</u> ndaarɪ mo, to galle na?
qon	Qon <u>ndaarɪ</u> mo, to galle na?
fad	Qon padɪ <u>mo</u>, to galle na?
ɓe	Qon padɪ ɓe, to <u>galle</u> na?
marse	<u>Qon</u> padɪ ɓe, to marse na?

<div align="center">

Ǫon padı ɓe, to marse na?

</div>

qa	Qa fadı ɓe, to marse na?
nab	Qa nabı ɓe, to marse na?
mo	Qa nabı mo, to marse na?
kampama	Qa nabı mo, to kampama na?

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

Cue	Statement Pattern	Question Pattern
	Qo jaɓaanı yaade, to kampama.	Qo jaɓaanı yaade, to kampama na?
suus	Qo suusaanı yaade, to kampama.	Qo suusaanı yaade, to kampama na?
qar	Qo suusaanı qarde, to kampama.	Qo suusaanı qarde, to kampama na?
marse	Qo suusaanı qarde, to marse.	Qo suusaanı qarde, to marse na?
qa	Qa suusaanı qarde, to marse.	Qa suusaanı qarde, to marse na?
yıɗ	Qa yıɗaanı qarde, to marse.	Qa yıɗaanı qarde, to marse na?
waal	Qa yıɗaanı waalde, to marse.	Qa yıɗaanı waalde, to marse na?
galle	Qa yıɗaanı waalde, to galle.	Qa yıɗaanı waalde, to galle na?
ɓe	Ɓe ñjıɗaanı waalde, to galle.	Ɓe ñjıɗaanı waalde, to galle na?
jaɓ	Ɓe jaɓaanı waalde, to galle.	Ɓe jaɓaanı waalde, to galle na?
yar	Ɓe jaɓaanı yarde, to galle.	Ɓe jaɓaanı yarde, to galle na?
jaŋgurdu	Ɓe jaɓaanı yarde, to jaŋgurdu.	Ɓe jaɓaanı yarde, to jaŋgurdu na?
meŋ	Meŋ jaɓaanı yarde, to jaŋgurdu.	Meŋ jaɓaanı yarde, to jaŋgurdu na?
yıɗ	Meŋ ñjıɗaanı yarde, to jaŋgurdu.	Meŋ ñjıɗaanı yarde, to jaŋgurdu na?
yaa	Meŋ ñjıɗaanı yaade, to jaŋgurdu.	Meŋ ñjıɗaanı yaade, to jaŋgurdu na?
kampama	Meŋ ñjıɗaanı yaade, to kampama.	Meŋ ñjıɗaanı yaade, to kampama na?
qo	Qo yıɗaanı yaade, to kampama.	Qo yıɗaanı yaade, to kampama na?
jaɓ	Qo jaɓaanı yaade, to kampama.	Qo jaɓaanı yaade, to kampama na?

d)   Progressive Substitution Drill

Cue	Pattern
	Ko waɗı, qo jaɓaanı yaade, to kampama?
ɓe	Ko waɗı, ɓe jaɓaanı yaade, to kampama?
suus	Ko waɗı, ɓe suusaanı yaade, to kampama?
qar	Ko waɗı, ɓe suusaanı qarde, to marse?
meŋ	Ko waɗı, meŋ suusaanı qarde, to marse?
yıɗ	Ko waɗı, meŋ ñjıdaanı yarde, to marse?
yaar	Ko waɗı, meŋ ñjıdaanı yarde, to marse?
saare	Ko waɗı, meŋ ñjıdaanı yarde, to saare?
qon	Ko waɗı, qon ñjıdaanı yarde, to saare?
jaɓ	Ko waɗı, qon jaɓaanı yarde, to saare?
waal	Ko waɗı, qon jaɓaanı waalde, to saare?

	Ko wadʼı,qon jaɓaanı waalde,to <u>saare</u>?
galle	Ko wadʼı,<u>qon</u> jaɓaanı waalde,to galle?
qa	Ko wadʼı,qa <u>ja</u>ɓaanı waalde,to galle?
suus	Ko wadʼı,qa suusaanı <u>waalde</u>,to galle?
yaa	Ko wadʼı,qa suusaanı yaade,to <u>galle</u>?
kampama	Ko wadʼı,qa _{suusaanı} yaade,to kampama?

e) Progressive Substitution-Correlation Drill

<u>Cue</u>   <u>Pattern</u>

	Kono <u>dokotor qo</u>,wadʼataa mo,haytus↑
baaba	Kono baaba,<u>wadʼa</u>taa mo,haytus↑
haal	Kono baaba,haalataa <u>mo</u>,haytus↑
ma	Kono <u>baaba</u>,haalataa ma,haytus↑
neenemaa	Kono neenemaa,<u>haala</u>taa ma,haytus↑
holl	Kono neenemaa,hollataa <u>ma</u>,haytus↑
ɓe	Kono <u>neenemaa</u>,hollataa ɓe,haytus↑
meŋ	Kono meŋ <u>kolla</u>taa ɓe,haytus↑
wıı	Kono meŋ mbıyataa <u>ɓe</u>,haytus↑
ma	Kono meŋ mbıyataa ma,haytus↑
qo	Kono qo <u>wıya</u>taa ma,haytus↑
qokk	Kono qo qokkataa <u>ma</u>,haytus↑
ɓe	Kono <u>qo</u> qokkataa ɓe,haytus↑
kawqam	Kono kawqam,<u>qokka</u>taa ɓe,haytus↑
wadʼ	Kono kawqam,wadʼataa ɓe,haytus↑
mo	Kono <u>kawqam</u>,wadʼataa mo,haytus↑
dokotor qo	Kono dokotor qo,wadʼataa mo,haytus↑

8.2 Note: Sentences with <u>ko</u> 'ıt ıs';   the Emphatic Pronoun Forms

Note the sentences:

1. Ko hodʼum heɓno ma?   'What was the matter with you?
2. Ko hodʼum heɓı mo?   'What's the matter with him?
3. Ko wadʼı qo jaɓaanı yaade?   'What made her refuse to go?'
4. Ko mbadʼtaa naɓaa mo to   'What you are to do [ıs] take
    galleqameŋ.   her to our compound.'

The particle <u>ko</u> ın the sentences above has three different functions.

1. In the first two sentences ıt occurs followed by a noun (equally ıt
    could be followed by a pronoun) which ıs ın turn the subject of the
    following verb. In such a sentence the translation of <u>ko</u> ıs 'ıt ıs'
    or 'there ıs' and the first sentence lıterally translates as 'It ıs
    what which had you?' The form of the verb here, <u>heɓno</u>, ıs a 'perfectıve

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

2. In the third sentence, <u>ko</u> immediately precedes a verb which has no other subject. Here <u>ko</u> is the subject and is translated 'what?' a question word. This construction is limited to a few verbs only.

3. In the fourth, <u>ko</u> precedes a verb form which has a suffixed subject /-aa/ 'you (sg.)'. In such a situtation <u>ko</u> 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 <u>ko</u> illustrated above.

There is a set of emphatic pronoun forms frequently used with <u>ko</u> 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 <u>ko</u> 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 <u>ko</u> with the non-emphatic pronoun after <u>ko</u>. The appropriate translation is usually 'As for [me, etc.], it is]...':

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

---

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

minen, ko meŋ...

qenen, ko qen...

qonon, ko qon...

kamɓe, ko ɓe...

8.3   Grammar Drills on <u>ko</u> and Emphatic Personal Pronouns:

a)   Simple Substitution-Correlation Drill

<u>Cue</u>   <u>Pattern</u>

	Ko <u>min</u> haali ɗum.
qan	Ko <u>qan</u> haali ɗum.
qo	Ko qo haali ɗum.
ɓe	Ko <u>ɓe</u> kaali ɗum.
qen	Ko <u>qen</u> kaali ɗum.
qenen	Ko <u>qenen</u> kaali ɗum.
meŋ	Ko <u>meŋ</u> kaali ɗum.
minen	Ko <u>minen</u> kaali ɗum.
kaŋko	Ko <u>kaŋko</u> haali ɗum.
kamɓe	Ko <u>kamɓe</u> kaali ɗum.
Demba	Ko <u>Demba</u> haali ɗum.
min	Ko min haali ɗum.

b)   Simple Substitution-Correlation Drill

<u>Cue</u>   <u>Pattern</u>

	<u>Min</u>, ko mi gorko.
qan	<u>Qan</u>, kaa gorko.
ɓe	<u>Ɓe</u>, ko ɓe worɓe.
meŋ	<u>Meŋ</u>, ko meŋ worɓe.
qonon	<u>Qonon</u>, ko qon worɓe.
qenen	<u>Qenen</u>, ko qen worɓe.
qo	<u>Qo</u>, koo gorko.
kaŋko	<u>Kaŋko</u>, koo gorko.
kamɓe	<u>Kamɓe</u>, ko ɓe worɓe.
Samba	<u>Samba</u>, koo gorko.
min	Min, ko mi gorko.

8.4   Note: Active Perfective Relative Verb Forms:

Note the sentences:

1.   Honɗum qo haalani ma?   'What did he tell you?

2.   Ko hoɗum heɓi mo?   'What's the matter with him?' ('It is
                                       what which got him?')

3. Jam kıırɗaa?   '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 /-ı/ (see sentences 1 and 2) although sometimes the /-ı/ is omitted. The first and second person forms, however, exhibit suffixed subject pronouns rather than independent pronoun subjects. With the verb waɗ these forms are:

No mbaɗmı?   How have I done?
No mbaɗɗaa?   How have you done?
No qo waɗ(ı)?   How has he done?
No mbaɗmeŋ?   How have we done?
No mbaɗɗen?   How have you and I/we done?
No mbaɗɗon?   How have you done?
No ɓe mbaɗ(ı)?   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:

Mı wıyı mo, no mbaɗmı ɗum.   'I told him how I did it.'
Mı wıyı mo, no mbaɗɗaa ɗum.
etc.

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

Mı wıyı mo, ko mbaɗmı.   'I told him what I did.'
Mı wıyı 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 mbaɗmı ɗum, no moɗɗyı.   'How I did it is good.'
Ko mbaɗmı, no moɗɗyı.   '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 waɗmı/ but this variation does not occur with other suffixes than /-mı/.

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 /-ı/. The forms for the persons are:

<div style="text-align:center">

Ko keɓnomı, no moɗɗyı.   'What I had was good.'
Ko keɓnoɗaa, no moɗɗyı.
Koo heɓno, no moɗɗyı.
Ko keɓnomeŋ, no moɗɗyı.
Ko keɓnoɗen, mo moɗɗyı.
Ko keɓnoɗon, no moɗɗyı.
Ko ɓe heɓno, no moɗɗyı.[1]

</div>

The regular active perfective preterit form <u>heɓıını</u> 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:

<div style="margin-left:4em">

                 ko meŋ mbaɗı
alternates with: ko mbaɗmeŋ

                 ko meŋ mbaɗı
alternates with: ko mbaɗmeŋ

</div>

The second person equivalents: <u>no qa waɗı</u> and <u>ko qon mbaɗı</u>, etc. are rare.

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

<div style="margin-left:4em">

ko mbıı mo mı   'what I told him'
to ñjıı ma mı   'where I saw you'

</div>

8.5 Grammar Drills on Relative Perfective Forms

   a) Simple Substitution Drill

Cue	Pattern
	Ko mbaɗmı,no moɗɗyı.
(qa)	Ko mbaɗɗaa.no moɗɗyı.
(qo)	Ko<u>o</u> waɗı.no moɗɗyı.
(qen)	Ko mbaɗɗen,no moɗɗyı.
(meŋ)	Ko mbaɗ<u>meŋ</u>,no moɗɗyı.
(qon)	Ko mbaɗɗon,no moɗɗyı.

---

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

                    Ko mbaɗɗon, no moɗɗyı.

(ɓe)   Ko ɓe mbaɗı, no moɗɗyı.

Samba   Ko Samba waɗı, no moɗɗyı.

neenemaa   Ko neenemaa waɗı, no moɗɗyı.

(mı)   Ko mbaɗmı, no moɗɗyı.

b)   Progressıve Substıtutıon Drıll

    Cue   Pattern

                       Ko mbaɗmı, no moɗɗyı.

    (qa)   Ko mbaɗɗaa, no moɗɗyı.

    yıı   Ko ñjııɗaa, no moɗɗyı.

    (qo)   Koo yıyı, no moɗɗyı.

    haal   Koo haalı, no moɗɗyı.

    (qon)   Ko kaalɗon, no moɗɗyı.

    nan   Kc nanɗon, no moɗɗyı.

    ɓe   Ko ɓe nanı, no moɗɗyı.

    jaŋg   Ko ɓe jaŋgı, no moɗɗyı.

    (meŋ)   Ko jaŋgumeŋ, no moɗɗyı.

    yar   Ko ñjarmeŋ, no moɗɗyı.

    Samba   Ko Samba yarı, no moɗɗyı.

    heɓ   Ko Samba heɓı, no moɗɗyı.

    (mı)   Ko keɓmı, no moɗɗyı.

    qokk   Ko ŋgokkumı, no moɗɗyı.

    (qa)   Ko ŋgokkuɗaa, no moɗɗyı.

    waɗ   Ko mbaɗɗaa, no moɗɗyı.

    (mı)   Ko mbaɗmı, no moɗɗyı.

c)   Progressıve Substıtutıon Drıll

    Cue   Pattern

                       Mı wıyı mo, no mbaɗmı ɗum.

    qo   Qo wıyı mo, no mbaɗmı ɗum.

    ɓe   Qo wıyı ɓe, no mbaɗmı ɗum.

    qa   Qa wıyı ɓe, no mbaɗmı ɗum.

    mo   Qa wıyı mo, no mbaɗumı ɗum.

    meŋ   Meŋ mbıyı mo, no mbaɗmı ɗum.

    ma   Meŋ wıyı ma, no mbaɗmı ɗum.

    qen   Qen mbıyı ma, no mbaɗmı ɗum.

    ɓe   Qen mbıyı ɓe, no mbaɗmı ɗum.

    qa   Qa wıyı ɓe, no mbaɗmı ɗum.

    mo   Qa wıyı mo, no mbaɗmı ɗum.

    mı   Mı wıyı mo, no mbaɗmı ɗum.

d) Progressive Substitution Drill

Cue	Pattern
	Mi wiyi mo, no mbadmi dum.
qo	Qo wiyi mo, no mbadmi dum.
6e	Qo wiyi 6e, no mbadmi dum.
he6	Qo wiyi 6e, no he6mi dum.
qa	Qa wiyi 6e, no he6mi dum?
Samba	Qa wiyi Samba, no he6mi dum?
nan	Qa wiyi Samba, no nanmi dum?
qon	Qon mbiyi Samba, no nanmi dum?
mo	Qon mbiyi mo, no nanmi dum?
taw	Qon mbiyi mo, no tawmi dum?
me ŋ	Meŋ mbiyi mo, no tawmi dum.
ma	Meŋ mbiyi ma, no tawmi dum.
nan	Meŋ mbiyi ma, no nanmi dum.
qen	Qen mbiyi ma, no nanmi dum.
6e	Qen mbiyi 6e, no nanmi dum.
taw	Qen mbiyi 6e, no tawmi dum.
mi	Mi wiyi 6e, no tawmi dum.
mo	Mi wiyi mo, no tawmi dum.
wad	Mi wiyi mo, no mbadmi dum.

e) Random Substitution-Correlation Drill

Cue	Pattern
	Mi wiyi mo, no mbadmi dum.
haal	Mi haali mo, no mbadmi dum.
qa	Qa haali mo, no mbaddaa dum.
he6	Qa haali mo, no ke6daa dum.
qon	Qon kaali mo, no ke6don dum.
taw	Qon kaali mo, no tawdon dum.
meŋ	Meŋ kaali mo, no tawmeŋ dum.
wii	Meŋ mbiyi mo, no tawmeŋ dum.
qen	Qen mbiyi mo, no tawden dum.
haal	Qen kaali mo, no tawden dum.
6e	6e kaali mo, no 6e tawi dum.
wad	6e kaali mo, no 6e mbadi dum.
mi	Mi haali mo, no mbadmi dum.
qo	Qo haali mo, noo wadi dum.
wii	Qo wiyi mo, noo wadi dum.
mi	Mi wiyi mo, no mbadmi dum.

f) Random Substitution-Correlation Drill

    <u>Cue</u>   <u>Pattern</u>

                  <u>Q</u>o wıyı kam,noo tawı ɗum.

    qa   <u>Qa</u> wıyı kam,no tawɗaa ɗum.

    ɓe   Ɓe mbıyı <u>kam</u>,no ɓe tawı ɗum.

    meŋ   Ɓe mbıyı meŋ,no ɓe tawı ɗum.

    qon   Qon mbıyı <u>meŋ</u>,no tawɗon ɗum.

    mo   <u>Qon</u> mbıyı mo,no tawɗon ɗum.

    qen   Qen mbıyı <u>mo</u>,no tawɗen ɗum.

    ɓe   Qen mbıyı ɓe,no tawɗen ɗum.

    mı   Mı wıyı <u>ɓe</u>,no tawmı ɗum.

    mo   <u>Mı</u> wıyı mo,no tawmı ɗum.

    qo   Qo wıyı <u>mo</u>,noo tawı ɗum.

    kam   Qo wıyı kam,noo tawı ɗum.

g) Random Substitution-Correlation Drill

    <u>Cue</u>   <u>Pattern</u>

                  <u>Q</u>o wıyı kam,noo tawı ɗum.

    qa   Qa <u>wıyı</u> kam,no tawɗaa ɗum.

    haal   Qa haalı <u>kam</u>,no tawɗaa ɗum.

    mo   Qa haalı mo,no <u>tawɗaa</u> ɗum.

    waɗ   <u>Qa</u> haalı mo,no mbaɗɗaa ɗum.

    ɓe   Ɓe <u>kaalı</u> mo,no ɓe mbaɗı ɗum.

    wıı   Ɓe mbıyı <u>mo</u>,no ɓe mbaɗı ɗum.

    ma   Ɓe mbıyı ma,no ɓe <u>mbaɗı</u> ɗum.

    heɓ   <u>Ɓe</u> mbıyı ma,no ɓe keɓı ɗum.

    mı   Mı wıyı ma,no keɓmı ɗum.

    haal   Mı haalı <u>ma</u>,no keɓmı ɗum.

    mo   Mı haalı mo,no keɓmı ɗum.

    nan   <u>Mı</u> haalı mo,no nanmı ɗum.

    qo   Qo haalı mo,noo nanı ɗum.

    wıı   Qo wıyı <u>mo</u>,noo nanı ɗum.

    kam   Qo wıyı kam,noo <u>nanı</u> ɗum.

    taw   Qo wıyı kam,noo tawı ɗum.

h)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                  <u>Qo</u> wıyı, ko mbıı<u>mı</u>.

6e   Be <u>mbıyı</u>, ko mbıımı.

wacɗ   Be mbacɗı, ko mbıımı.

qo   Be mbacɗı, koo <u>wıyı</u>.

wacɗ   <u>Be</u> mbacɗı, koo wacɗı.

meŋ   Meŋ <u>mbacɗı</u>, koo wacɗı.

yıı   Meŋ ñjıyı, koo wacɗı.

qa   Meŋ ñjıyı, ko <u>mbacɗaa</u>.

yıı   <u>Meŋ</u> ñjıyı, ko ñjııcɗaa.

qen   Qen <u>ñjıyı</u>, ko ñjııcɗaa.

qand   Qen ŋgandı, ko ñjııcɗaa.

Demba   Qen ŋgandı, ko Demba <u>yıyı</u>.

jog   <u>Qen</u> ŋgandı, ko Demba jogı.

mı   Mı <u>qandı</u>, ko Demba jogı.

taw   Mı tawı, ko <u>Demba</u> jogı.

baabam   <u>Mı</u> tawı, ko baabam <u>jogı</u>.

yıı   <u>Mı</u> tawı, ko baabam yıyı.

qo   Qo tawı, ko baabam yıyı.

ı)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                  <u>Qo</u> yahı, to ñjaanomı.

6e   Be <u>ñjahı</u>, to ñjaanomı.

waal   Be mbaalı, to ñjaano<u>mı</u>.

(qa)   <u>Be</u> mbaalı, to ñjaanocɗaa.

meŋ   Meŋ <u>mbaalı</u>, to ñjaanocɗaa.

ñall   Meŋ ñallı, to ñjaanocɗaa.

(qon)   <u>Meŋ</u> ñallı, to ñjaanocɗon.

mı   Mı <u>ñallı</u>, to ñjaanocɗon.

hıır   Mı hıırı, to ñjaano<u>cɗon</u>.

(qa)   <u>Mı</u> hıırı, to ñjaanocɗaa.

qo   Qo <u>hıırı</u>, to ñjaanocɗaa.

yaa   Qo yahı, to ñjaanocɗaa.

(mı)   Qo yahı, to ñjaanomı.

ɟ)   Random Substitution-Correlation Drill

Cue	Pattern
	Ko mbaɗtaa,nabaa mo,to galleqameŋ.
ɓe	Ko ɓe mbaɗata, ɓe naba mo,to galleqameŋ.
(qon)	Ko mbaɗton,nabon mo, to galleqameŋ.
ɗum	Ko mbaɗton,nabon ɗum, to galleqameŋ.
saare	Ko mbaɗton,nabon ɗum, to saareqameŋ.
Bookari	Ko mbaɗton,nabon ɗum, to saare Bookari.
(qen)	Ko mbaɗten,naben ɗum, to saare Bookari.
mo	Ko mbaɗten,naben mo, to saare Bookari.
ŋgesa	Ko mbaɗten,naben mo, to ŋgesa Bookari.
-makko	Ko mbaɗten,naben mo,to ŋgesamakko.
(qa)	Ko mbaɗtaa,nabaa mo, to ŋgesamakko.
ɗum	Ko mbaɗtaa,nabaa ɗum, to ŋgesamakko.
galle	Ko mbaɗtaa,nabaa ɗum, to gallemakko.
-qameŋ	Ko mbaɗtaa,nabaa ɗum,to galleqameŋ.

k)   Progressive Substitution Drill

Cue	Pattern	
	Neɗɗo qo,ñɟiimi ton,ko debbo Demba.	'The person I saw there is Demba's wife.'
debbo	Debbo qo,ñɟiimi ton,ko debbo Demba.	
ɓe	Debbo qo,ɓe ñɟiyi ton, ko debbo Demba.	
taw	Debbo qo,ɓe tawi ton, ko debbo Demba.	
ɗo	Debbo qo,ɓe tawi ɗo, ko debbo Demba.	
miñirawo	Debbo qo,ɓe tawi ɗo, ko miñirawo Demba.	
-makko	Debbo qo,ɓe tawi ɗo, ko miñirawomakko.	
gorko	Gorko qo,ɓe tawi ɗo, ko miñirawomakko.	
meŋ	Gorko qo,meŋ tawi ɗo,ko miñirawomakko.	
yii	Gorko qo,meŋ ñɟiyi ɗo, ko miñirawomakko.	
ton	Gorko qo,meŋ ñɟiyi ton, ko miñirawomakko.	
kaw	Gorko qo,meŋ ñɟiyi ton, ko kawmakko.	
-moɗon	Gorko qo,meŋ ñɟiyi ton, ko kawmoɗon.	
neɗɗo	Neɗɗo qo,meŋ ñɟiyi ton, ko kawmoɗon.	
mi	Neɗɗo qo,ñɟiimi ton,ko kawmoɗon.	
ɗo	Neɗɗo qo,ñɟiimi ɗo,ko kawmoɗon.	
debbo	Neɗɗo qo,ñɟiimi ɗo,ko debbomoɗon.	
Demba	Neɗɗo qo,ñɟiimi ɗo,ko debbo Demba.	
ton	Neɗɗo qo,ñɟiimi ton,ko debbo Demba.	

1) Response Drill

 Cue   Response

  Qa nanɪ koo waɗɪ?   Qalaa, hoɗum qo waɗɪ?

  Qa qandɪ too yahɪ?   Qalaa, honto qo yahɪ?

  Qa qandɪ honto ɓe ñjahɪ? Qalaa, honto ɓe ñjahɪ?

  Qa qandɪ honto ɓe mbaalɪ? Qalaa, honto ɓe mbaalɪ?

  Qa nanɪ ko ɓe mbɪyɪ?   Qalaa, hoɗum ɓe mbɪyɪ?

  Qa nanɪ koo wɪyɪ?   Qalaa, hoɗum qo wɪyɪ?

  Qa qandɪ ko ɓe keɓɪ?   Qalaa, hoɗum ɓe keɓɪ?

  Qa nanɪ koo waɗɪ?   Qalaa, hoɗum qo wadɪ?

m) Response Drill

 Cue   Response

  Qaɗa nanɪ koo wɪyɪ?   Qalaa, mɪ nanaa koo wɪyɪ.

  Qoɗon ŋgandɪ too njaamɪ? Qalaa, meŋ ŋgandaa to njaaɗaa.

  Qaɗa nanɪ ko mbɪmɪ?   Qalaa, mɪ nanaa ko mbɪɗaa.

  Ɓeɗo ŋgandɪ ko keɓmɪ?   Qalaa, ɓe ŋgandaa ko kebɗaa.

  Qomo qandɪ to ñjaamɪ?   Qalaa, qo qandaa to ñjaaɗaa.

  Qaɗa qandɪ ko hoɗum?   Qalaa, mɪ qandaa ko hoɗum.

n) Progressive Substitution Drill

 Cue   Pattern

       Qomo waalɪ to ŋgaccu ma mɪ.

  ɓe   Ɓeɗo mbaalɪ to ŋgaccu ma mɪ.

  ɗaan   Ɓeɗo ɗaanɪ to ŋgaccu ma mɪ.[1]

  tuma   Ɓeɗo ɗaanɪ tuma ŋgaccu ma mɪ.

  yɪɪ   Ɓeɗo ɗaanɪ tuma ñjɪɪ ma mɪ.

  qon   Qoɗon ɗaanɪ tuma ñjɪɪ ma mɪ.

  lel   Qoɗon lelɪ tuma ñjɪɪ ma mɪ.

  to   Qoɗon lelɪ to ñjɪɪ ma mɪ.

  taw   Qoɗon lelɪ to taw ma mɪ.

  qa   Qaɗa lelɪ to taw ma mɪ.

  ɗaan   Qaɗa ɗaanɪ to taw ma mɪ.

  tuma   Qaɗa ɗaanɪ tuma taw ma mɪ.

  yɪɪ   Qaɗa ɗaanɪ tuma ñjɪɪ ma mɪ.

  qo   Qomo ɗaanɪ tuma ñjɪɪ ma mɪ.

  waal   Qomo waalɪ tuma ñjɪɪ ma mɪ.

  to   Qomo waalɪ to ñjɪɪ ma mɪ.

  qacc   Qomo waalɪ to ŋgaccu ma mɪ.

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[1] ɗaan - 'sleep'

o) Transformation Drill

Cue	Pattern 1	Pattern 2
	Mı yıyı <u>ma</u>.	Qomo qandı, to ñjıı ma mı.
mo	Mı <u>yıyı</u> mo.	Qomo qandı, to ñjıı mo mı.
taw	Mı tawı <u>mo</u>.	Qomo qandı, to taw mo mı.
ma	Mı <u>tawı</u> ma.	Qomo qandı, to taw ma mı.
laar	Mı laarı <u>ma</u>.	Qomo qandı, to ndaar ma mı.
mo	Mı <u>laarı</u> mo.	Qomo qandı, to ndaar mo mı.
haal	Mı haalı <u>mo</u>.	Qomo qandı, to ƙaal mo mı.
ma	Mı <u>haalı</u> ma	Qomo qandı, to ƙaal ma mı.
wıı	Mı wıyı <u>ma</u>.	Qomo qandı, to mbıı ma mı.
mo	Mı <u>wıyı</u> mo.	Qomo qandı, to mbıı mo mı.
fad	Mı fadı <u>mo</u>.	Qomo qandı, to pad mo mı.
ma	Mı <u>fadı</u> ma.	Qomo qandı, to pad ma mı.
yıı	Mı yıyı ma.	Qomo qandı, to ñjıı ma mı.

p) Response-Transformation Drill

Cue	Pattern 1	Pattern 2
Qa yıyı kam na?	Qeeyı↑mı yıyı ma.	Qaɗa qandı, to ñjıı ma mı.
Ɓe ñjawtı kam na?	Qeeyı↑ɓe njawtı ma.	Beɗo ŋgandı, to ñjawtı ma mı.
Qa fadı kam na?	Qeeyı↑mı fadı ma.	Qaɗa qandı, to pad ma mı.
Qen ƙaalı mo na?	Qeeyı↑meŋ ƙaalı mo.	Qeɗen ŋgandı, to ƙaal meŋ mo.
Qon mbıyı mo na?	Qeeyı↑qen mbııyı mo.	Miɗen ŋgandı, to mbııden mo.
Qa tawı mo na?	Qeeyı↑mı tawıı mo.	Qaɗa qandı, to ñjıı mo mı.

q) Transformation Drill

Cue	Pattern
Mı tawı ma, to saare nde.	Qomo qandı, to taw ma mı.
Mı yıyı ma, to jaŋgırdu.	Qomo qandı, to ñjıı ma mı.
Mı nabı ma, to galleqameŋ.	Qomo qandı, to nab ma mı.
Mı fadı ma, to meɗen.	Qomo qandı, to pad ma mı.
Mı landıı ma, kullemakko.	Qomo qandı, ko lamdı ma mı.
Mı qokkı ma, kaalıs qo.	Qomo qandı, ko ŋgokku ma mı.
Mı haalı ma, fıı ɓıɗɗoqam.	Qomo qandı, ko ƙaal ma mı.
Mı waɗı mo, ko moɗɗyı.	Qomo qandı, ko mbad mo mı.
Mı qaddı ma leemuna.	Qomo qandı, ko ŋgaddu ma mı.
Mı sooɗı ma hunde.	Qomo qandı, ko cooɗ ma mı.
Mı nabı mo lekkı.	Qomo qandı, ko nab mo mı.
Mı wıyı mo kullemaa.	Qomo qandı, ko mbıı ma mı.
Mı tawı ma, to saare nde.	Qomo qandı, to taw ma mı.

r)   Progressive Substitution Drill

Cue

	Qomo qandı, tuma ñjıı ma mı.
(Ɓe)	Beɗo qandı, tuma ñjıı ma mı.
honto	Bedo qandı, honto ñjıı ma mı.
taw	Beɗo qandı, honto taw ma mı.
mo	Beɗo qandı, honto taw mo mı.
(qon)	Qoɗon qandı, honto taw mo ma.
honno	Qoɗon qandı, honno taw mo ma.
yıı	Qoɗon qandı, honno ñjıı mo ma.
ɓe	Qoɗon qandı, honno mı yıyı ɓe.
(mı)	Mıɗo qandı, honno mı yıyı ɓe.
honto	Mıɗo qandı, honto mı yıyı ɓe.
taw	Mıɗo qandı, honto mı tawı ɓe.
ma	Mıɗo qandı, honto taw ma mı.
(qo)	Qomo qandı, honto taw ma mı.
tuma	Qomo qandı, tuma taw ma mı.
yıı	Qomo qandı, tuma ñjıı ma mı.

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

For example: (o)

	Qomo waalı, to mı qaccı ɓe.
ɓe	Beɗo mbaalı, to mı qaccı ɓe.
ɗaan	Beɗo ɗaanı, to mı qaccı ɓe,
tuma	Beɗo ɗaanı, to mı qaccı ɓe.
yıı	Beɗo ɗaanı, to mı yıyı ɓe.
ma	Beɗo ɗaanı, to ñjıı ma mı.
	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:

	Simple	Emphatic
1st person singular	mı	mın
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 <u>kaŋko</u> and <u>kamɓe</u>, although <u>qo</u> and <u>ɓe</u> 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 <u>qon</u> (not to be confused with the second person plural pronoun). Similarly the pronoun of the [ɓe] class is <u>ɓen</u>, etc.

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

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

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

At this point <u>qon</u> 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 <u>to</u> 'to, at that place' and <u>ton</u> 'that (previously mentioned) place' and between <u>ɗo</u> 'here' and <u>ɗon</u> 'this (previously mentioned) place'.)

8.7 Grammar Drills on Restrospective Demonstrative <u>qon</u>

a) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Kono qon gorko yahı jooni.
debbo	Kono qon debbo yahı jooni.
sell	Kono qon debbo sellı jooni.
dokotor	Kono qon dokotor sellı jooni.
qar	Kono qon dokotor qarı jooni.
neɗɗo	Kono qon neɗɗo qarı jooni.
yaa	Kono qon neɗɗo yahı jooni.
gorko	Kono qon gorko yahı jooni.

b) Progressive Substitution-Correlation Drill

<u>Cue</u>   <u>Pattern</u>

	Mıɗo yıɗı qon defteremaaɗa.
(qo)	Qomo yıɗı qon defteremaaɗa.
moɗon	Qomo yıɗı qon defteremoɗon.
(qen)	Qeɗen ñjıɗı qon defteremoɗon.
makko	Qeɗen ñjıɗı qon defteremakko.
(meŋ)	Mıɗen ñjıɗı qon defteremakko.
maaɗa	Mıɗen ñjıɗı qon defteremaaɗa.
(mı)	Mıɗo yıɗı qon defteremaaɗa.

8.8 NARRATIVE

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New words:
    yiidaade                          to see one another
    lamdaade                          to ask
    haalaa  [ka] (     )              speech, language, talk
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Demba qe Yompa

Tuma Demba ñjiidi qe Yompa haŋki, Demba wiyi mo, Samba haalaani mo debbo Yompa sellaa. Non Yompa wiyi mo reedu debbomakko sellaano gila heccihaŋki, Demba lamdi mo kadi si qo nabi debbomakko to kampama. Non Yompa wiyi mo debbomakko jaɓaani yaade to kampama qo, paski qo suusaano dokotor qo. Kadi Demba wiyi mo, yoo nab deɓɓomakko to gallemaɓɓe, paski dokotor moɗɗyo no ton. Yompa jaɓi qe ɗum haalaa, kono qo haali Demba yoo fad haa jemma. Non kadi Demba wiyi mo, si qomo qarta, yoo qarta qe baabamum, paski qon no qandi dokotor qo.

8.9 Questions for Discussion

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

9.0  Dialog:  <u>An Accident on the Road</u>

-Seydu-

maay
Seeɗa tán, mı maaya, haŋkı
    kııkııɗe.

die
I nearly (just a bıt) died
    yesterday evenıng.

-Qabdul-

Qe hoɗum?

Why?  (with what?)

-Seydu-

moto [∅] (motoojı)
yan
he
laawol [ŋgol] (laabı)
Motoqameŋ yanı↑ he laawol ŋgol.

truck, bus, vehıcle
fall (over)
ın, on
road, way
Our bus fell over on the road.

-Qabdul-

jelu
Ko qonon jelu, wonno qe makko?

how much?, how many?
How many of you were ın ıt?

-Seydu-

tatı
sappo [ŋgo] (cappanɗe)[1]
jowı
Meŋ cappán tatı, qe jowı.

three
ten
fıve
Thırty-fıve of us.

-Qabdul-

gaañ
Korı yımɓe ɓe, gaañaanı.

be ınjured, get hurt
[I] hope people were not ınjured.

-Seydu-

hel
Debbo gooto maayı, gooto helı,
    juŋgomakko.

break
One woman dıed, one broke her arm.

-Qabdul-

Be tán?

Only those [two]?

-Seydu-

qandaa
Qalaa↑ mı qandaa, ko yımɓe
    jelu gaañı.

doesn't/don't know
No, I don't know how many people
    got ınjured.

_____

[1]Irregular plural in the [ɗe] class.  The origın of the /-an/ ıs not
    clear.  Often, as here, occurs wıthout the /-ɗe/ suffıx.

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-Qabdul-

teerı [∅] (teerıɓe)                              friend

Korı teerımaa, gaañaanı?                        [I] hope your friend was not
                                                  ınjured?

-Seydu-

Qalaa ↑ qo gaañaanı.                            No, he was not ınjured.

-Qabdul-

hombo [qo] (hoɓɓe)                              who?, which person?

Hombo qe hombo, gaañı kadı?                     Who else got ınjured?

-Seydu-

Ko Demba, qe ɓıɗɗo gorkomakko tán↑             Just Demba and hıs son.

-Qabdul-

Yalla qokku mon ɟam.                            May God gıve you peace.

-Seydu-

Qaamın.                                         Amen.


9.1  Varıatıon Drılls on Basıc Sentences

   a)  Progressıve Substıtutıon Drıll

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┌─────────────────────────────────────────────┐
│  New word:    ɗaan      sleep (verb)         │
└─────────────────────────────────────────────┘
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Cue	Pattern
	Seeɗa tán, mı maaya, haŋkı kııkııɗe.
qo	Seeɗa tán, qo maaya, haŋkı kııkııɗe.
gaañ	Seeɗa tán, qo gaaña, haŋkı kııkııɗe.
bımbı	Seeɗa tán, qo gaaña, haŋkı bımbı.
ɓe	Seeɗe tán, ɓe gaaña, haŋkı bımbı.
yaa	Seeɗa tán, ɓe ñɟaha, haŋkı bımbı.
ñalloma	Seeɗa tán, ɓe ñɟaha, haŋkı ñalloma.
meŋ	Seeɗa tán, meŋ ñɟaha, haŋkı ñalloma.
qar	Seeɗa tán, meŋ ŋgara, haŋkı ñalloma.
ɟemma	Seeɗa tán, meŋ ŋgara, haŋkı ɟemma.
qon	Seeɗa tán, qon ŋgara, haŋkı ɟemma.
ɗaan	Seeɗa tán, qon ɗaana, haŋkı ɟemma.
kııkııde	Seeɗa tán, qon ɗaana, haŋkı kııkııde.
neenemaa	Seeɗa tán, neenemaa ɗaana, haŋkı kııkııɗe.
yan	Seeɗa tán, neenemaa yana, haŋkı kııkııɗe.

	Seeɗa tán, neenemaa yana, haŋki <u>kiikiiɗe</u>.
bimbi	Seeɗa tán, <u>neenemaa</u> yana, haŋki bimbi.
mi	Seeɗa tán, mi <u>yana</u>, haŋki bimbi.
maay	Seeɗa tán, mi maaya, haŋki <u>bimbi</u>.
kiikiiɗe	Seeɗa tán, mi maaya, haŋki kiikiiɗe.

b)   Progressive Substitution Drill

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

<u>Cue</u>

	Seeɗa tán, <u>mi</u> qokka mo, kaalis.
qo	Seeɗa tán, qo <u>qokka</u> mo, kaalis.
qadd	Seeɗa tán, qo qadda <u>mo</u>, kaalis.
kam	Seeɗa tán, qo qadda kam, <u>kaalis</u>.
deftere nde	Seeɗa tán, <u>qo</u> qadda kam, deftere nde.
ɓe	Seeɗa tán, ɓe <u>ŋgadda</u> kam, deftere nde.
holl	Seeɗa tán, ɓe kolla <u>kam</u>, deftere nde.
ma	Seeɗa tán, ɓe kolla ma, <u>deftere nde</u>.
laawol ŋgol	Seeɗa tán, <u>ɓe</u> kolla ma, laawol ŋgol.
meŋ	Seeɗa tán, meŋ <u>kolla</u> ma, laawol ŋgol.
haal	Seeɗa tán, meŋ kaala <u>ma</u>, laawol ŋgol.
mo	Seeɗa tán, meŋ kaala mo, <u>laawol ŋgol</u>.
kibaaru ndu	Seeɗa tán, <u>meŋ</u> kaala mo, kibaaru ndu.
qo	Seeɗa tán, qo <u>haala</u> mo, kibaaru ndu.
yey	Seeɗa tán, qo yeya <u>mo</u>, kibaaru ndu.
ma	Seeɗa tán, qo yeya ma, <u>kibaaru ndu</u>.
suudu ndu	Seeɗa tán, <u>qo</u> yeya ma, suudu ndu.
ɓe	Seeɗa tán, ɓe <u>ñjeya</u> ma, suudu ndu.
qokk	Seeɗa tán, ɓe ŋgokka <u>ma</u>, suudu ndu.
mo	Seeɗa tán, ɓe ŋgokka mo, <u>suudu ndu</u>.
kaalis	Seeɗa tán, <u>ɓe</u> ŋgokka mo, kaalis.
mi	Seeɗa tán, mi qokka mo, kaalis.

c) Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Moto qameŋ yanı, to laawol ŋgol.
-makko	Moto<u>makko</u> yanı, to laawol ŋgol.
-moɗon	Moto<u>moɗon</u> yanı, to laawol ŋgol.
-meɗen	Moto<u>meɗen</u> yanı, to laawol ŋgol.
-maɓɓe	Moto<u>maɓɓe</u> yanı, to laawol ŋgol.
neenemaa	Moto <u>neenemaa</u> yanı, to laawol ŋgol.
baabamaa	Moto <u>baabamaa</u> yanı, to laawol ŋgol.
kawmaa	Moto <u>kawmaa</u> yanı, to laawol ŋgol.
bandırawomaa	Moto <u>bandırawomaa</u> yanı, to laawol ŋgol.
-qam	Moto<u>qam</u> yanı, to laawol ŋgol.
-maa	Moto<u>maa</u> yanı, to laawol ŋgol.
-mon	Moto<u>mon</u> yanı, to laawol ŋgol.
-qameŋ	Moto<u>qameŋ</u> yanı, to laawol ŋgol.

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>?
ɗum	Ko <u>worɓe</u> jelu, wonno qe ɗúm?
mınen	Ko mınen jelu, wonno qe ɗúm?
makko	Ko <u>mınen</u> jelu, wonno qe makko?
rewɓe	Ko rewɓe jelu, wonno qe <u>makko</u>?
maɓɓe	Ko <u>rewɓe</u> jelu, wonno qe maɓɓe?
yımɓe	Ko yımɓe jelu, wonno qe <u>maɓɓe</u>?
ɗum	Ko <u>yımɓe</u> jelu, wonno qe ɗúm?
qenen	Ko qenen jelu, wonno qe <u>ɗúm</u>.
makko	Ko <u>qenen</u> jelu, wonno qe makko?
meŋ	Ko meŋ jelu, wonno qe <u>makko</u>?
ɗum	Ko <u>meŋ</u> jelu, wonno qe ɗúm?
qonon	Ko qonon jelu, wonno qe ɗúm?
makko	Ko <u>qonon</u> jelu, wonno qe makko?

e) Random Substitution Drill

> New word: nogas   twenty

Cue	Pattern
Meŋ cappánďe tatı, qe jowı.
qonon	Qonon cappánďe tatı, qe jowı.
ɓe	Ɓe cappánďe tatı, qe jowı.
nogas	Ɓe nogas, qe jowı.
meŋ	Meŋ nogas, qe jowı.
sappo	Meŋ sappo, qe jowı.
qonon	Qonon sappo, qe jowı.
cappanďe tatı	Qonon cappánďe tatı, qe jowı.
meŋ	Meŋ cappánďe tatı, qe jowı.

f) Progressive Substitution Drill

> New word: faw   be sick

Cue	Pattern
Korı yımɓe ɓe, gaañaanı?
rewɓe	Korı rewɓe ɓe, gaañaanı?
maay	Korı rewɓe ɓe, maayaanı?
worɓe	Korı worɓe ɓe, maayaanı?
faw	Korı worɓe ɓe, fawaanı?
ɓıďďoqam	Korı ɓıďďoqam, fawaanı?
gaañ	Korı ɓıďďoqam, gaañaanı?
juŋgomakko	Korı júŋgomakko, gaañaanı?
muus	Korı júŋgomakko, muusaanı?
daandemaa	Korı daandemaa, muusaanı?
gaañ	Korı daandemaa, gaañaanı?
koyďemaɓɓe	Korı kóyďemaɓɓe, gaañaanı?
muus	Korı kóyďemaɓɓe, muusaanı?
gıtemaa	Korı gıtemaa, muusaanı?
gaañ	Korı gıtemaa, gaañaanı?
ñııďyemakko	Korı ñııďyemakko, gaañaanı?
muus	Korı ñııďyemakko, muusaanı?
hooremaa	Korı hooremaa muusaanı?
gaañ	Korı hooremaa, gaañaanı?
yımɓe ɓe	Korı yımɓe ɓe, gaañaanı?

g) Random Substitution Drill

Cue

	Qalaa ↑	<u>mɪ</u> qandaa, ko yɪmɓe jelu gaañɪ.
ɓe	Qalaa ↑	ɓe ŋgandaa, ko yɪmɓe jelu <u>gaañɪ</u>.
yaa	Qalaa ↑	ɓe ŋgandaa, ko <u>yɪmɓe</u> jelu ñjahɪ.
rewɓe	Qalaa ↑	<u>ɓe</u> ŋgandaa, ko rewɓe jelu ñjahɪ.
meŋ	Qalaa ↑	meŋ ŋgandaa, ko <u>rewɓe</u> jelu ñjahɪ.
worɓe	Qalaa ↑	meŋ ŋgandaa, ko worɓe jelu <u>ñjahɪ</u>.
qar	Qalaa ↑	<u>meŋ</u> ŋgandaa, ko worɓe jelu ŋgarɪ.
qon	Qalaa ↑	qon ŋgandaa, ko <u>worɓe</u> jelu ŋgarɪ.
yɪmɓe	Qalaa ↑	qon ŋgandaa, ko yɪmɓe jelu <u>ŋgarɪ</u>.
maay	Qalaa ↑	<u>qon</u> ŋgandaa, ko yɪmɓe jelu maayɪ.
qo	Qalaa ↑	qo qandaa, ko yɪmɓe jelu <u>maayɪ</u>.
yan	Qalaa ↑	<u>qo</u> qandaa, ko yɪmɓe jelu yanɪ.
ɓe	Qalaa ↑	ɓe ŋgandaa, ko <u>yɪmɓe</u> jelu yanɪ.
rewɓe	Qalaa ↑	ɓe ŋgandaa, ko rewɓe jelu <u>yanɪ</u>.
yaa	Qalaa ↑	<u>ɓe</u> ŋgandaa, ko rewɓe jelu ñjahɪ.
mɪ	Qalaa ↑	mɪ qandaa, ko <u>rewɓe</u> jelu ñjahɪ.
yɪmɓe	Qalaa ↑	mɪ qandaa, ko yɪmɓe jelu <u>ñjahɪ</u>.
gaañ	Qalaa ↑	mɪ qandaa, ko yɪmɓe jelu gaañɪ.

9.2 Note: Active Potential Verb Forms.

Note the sentences:

Korɪ qa <u>nanat</u> kɪbaaru baabamakko?	'I trust you hear news of his father.'
Mɪɗo yaha galle kono mɪ <u>qaray</u> kɪɪkɪɪɗe.	'I'm going home but I'll return [this] evening.'
Qawa, qa <u>taway</u> 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 <u>kori</u> 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:

<div align="center">mi qarat   meŋ ŋgarat</div>

9.3 Grammar Drills on Active Potential Verb Forms

    a) Simple Substitution Drill

Cue	Pattern
	Mi <u>yaha</u>t to saare Jibel.
foft	Mi <u>fofta</u>t to saare Jibel.
yar	Mi <u>yara</u>t to saare Jibel.
hiir	Mi <u>hiira</u>t to saare Jibel.
waal	Mi <u>waala</u>t to saare Jibel.
jaŋg	Mi <u>jaŋga</u>t to saare Jibel.
yaa	Mi yahat to saare Jibel.

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

    c) Simple Substitution Drill

Cue	Pattern
	Samba <u>haala</u>t ɗum.
nan	Samba <u>nana</u>t ɗum.
heɓ	Samba <u>heɓa</u>t ɗum.
laar	Samba <u>laara</u>t ɗum.
yar	Samba <u>yara</u>t ɗum.
wii	Samba <u>wiya</u>t ɗum.
qudd	Samba <u>qudda</u>t ɗum.
quddit	Samba <u>quddita</u>t ɗum.
yii	Samba <u>yiya</u>t ɗum.
laaroy	Samba <u>laaroya</u>t ɗum.
jaɓ	Samba <u>jaɓa</u>t ɗum.
qokk	Samba <u>qokka</u>t ɗum.
haal	Samba <u>haala</u>t ɗum.

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

e)   Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	<u>Neenemaa</u> qarat kɪɪkɪɪɗe.
ɓe	<u>Ɓe</u> ŋgarat kɪɪkɪɪɗe.
baabamakko	<u>Baabamakko</u> qarat kɪɪkɪɪɗe.
qon	<u>Qon</u> ŋgarat kɪɪkɪɪɗe?
debbam	<u>Debbam</u> qarat kɪɪkɪɪɗe.
meŋ	<u>Meŋ</u> ŋgarat kɪɪkɪɪɗe.
ɓɪɗɗomaa	<u>Bɪɗɗomaa</u> qarat kɪɪkɪɪɗe.
qo	<u>Qo</u> qarat kɪɪkɪɪɗe.
qa	<u>Qa</u> qarat kɪɪkɪɪɗe?
Samba	<u>Samba</u> qarat kɪɪkɪɪɗe.
Demba	<u>Demba</u> qarat kɪɪkɪɪɗe.
mɪ	<u>Mɪ</u> qarat kɪɪkɪɪɗe.
neenemaa	<u>Neenemaa</u> qarat kɪɪkɪɪɗe.

f)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Korɪ <u>qa</u> nanat, kɪbaarumakko?
qo	Korɪ <u>qo</u> nanat, kɪbaaru<u>makko</u>?
-mon	Korɪ <u>qo</u> nanat, kɪbaarumón?
ɓe	Korɪ <u>ɓe</u> nanat, kɪbaaru<u>món</u>?
-maaɗa	Korɪ <u>ɓe</u> nanat, kɪbaarumaaɗa?
meŋ	Korɪ <u>meŋ</u> nanat, kɪbaaru<u>maaɗa</u>?
-maɓɓe	Korɪ <u>meŋ</u> nanat, kɪbaarumaɓɓe?
qon	Korɪ <u>qon</u> nanat, kɪbaaruma<u>ɓɓe</u>?
-mum	Korɪ <u>qon</u> nanat, kɪbaarumúm?
qen	Korɪ <u>qen</u> nanat, kɪbaaru<u>múm</u>?
-makko	Korɪ <u>qen</u> nanat, kɪbaarumakko?
qa	Korɪ qa nanat, kɪbaarumakko?

g)   Progressive Substitution-Correlation Drill

<u>Cue</u>   <u>Pattern</u>

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

	Q̲o̲ nabay ma, to saaremaa.
ɓe	Ɓe nabay m̲a̲, to saaremaa.
yıı	Ɓe ñjıyay m̲a̲, to saaremaa.
mo	Ɓe ñjıyay mo, to saaremaa.
ŋgesa	Ɓe ñjıyay mo, to ŋgesam̲a̲a̲.
-moɗon	Ɓe̲ ñjıyay mo, to ŋgesamoɗon.
qon	Qon ñ̲j̲ı̲y̲ay mo, to ŋgesamoɗon.
fad	Qon paday m̲o̲, to ŋgesamoɗon.
meŋ	Qon paday meŋ, to ŋ̲g̲e̲samoɗon.
marse	Qon paday meŋ, to marsem̲o̲ɗ̲on.
-maɓɓe	Q̲o̲n̲ paday meŋ, to marsemaɓɓe.
qo	Qo p̲a̲d̲a̲y̲ meŋ, to marsemaɓɓe.
yıı	Qo yıyay m̲e̲ŋ̲, to marsemaɓɓe.
ma	Qo yıyay ma, to m̲a̲r̲semaɓɓe.
saare	Qo yıyay ma, to saarem̲a̲ɓ̲ɓe.
-mon	Q̲o̲ yıyay ma, to saaremon.
meŋ	Meŋ ñ̲j̲ı̲y̲ay ma, to saaremon.
fad	Meŋ paday m̲a̲, to saaremon.
mo	Meŋ paday mo, to s̲a̲a̲r̲e̲mon.
marse	Meŋ paday mo, to marsem̲o̲n̲.
-makko	M̲e̲ŋ̲ paday mo, to marsemakko.
qa	Qa f̲a̲d̲a̲y̲ mo, to marsemakko.
taw	Qa taway m̲o̲, to marsemakko.
kam	Qa taway kam, to m̲a̲r̲semakko.
galle	Qa taway kam, to gallem̲a̲k̲ko.
-qameŋ	Qa taway kam, to galleqameŋ.

h) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Demba waalat, t̲o̲ s̲a̲a̲r̲e̲qameŋ.
ɗo	Demba w̲a̲a̲l̲át ɗo.
qar	Demba q̲a̲r̲át ɗo.
sell	D̲e̲m̲b̲a̲ sellát ɗo.
debbomaa	Debbomaa sellát ɗ̲o̲.
to kampama qo	Debbomaa s̲e̲l̲l̲at, to kampama qo.
yaa	Debbomaa uahat, to kampama qo.
mı	M̲ı̲ sellat, to kampama qo.
kawqam	Kawqam sellat, to k̲a̲m̲p̲a̲m̲a̲ qo.
marse qo	Kawqam yahat, to marse qo.
hıır	K̲a̲w̲q̲a̲m̲ hıırat, to marse qo.
ɓe	Ɓe kıırat, t̲o̲ m̲a̲r̲s̲e̲ qo.
ton	Ɓe k̲ı̲ı̲r̲át ton.
tawat ma	Ɓe tawat má t̲o̲n̲.

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                           Ɓe tawat mā ton.

           to saare nde    Ɓe tawat ma, to saare nde.

           meŋ             Meŋ tawat ma, to saare nde.

           laaroy          Meŋ ndaaroyat ma to saare nde.

           yıı             Meŋ ñjıyat ma, to saare nde.

           Samba           Samba yıyat ma, to saare nde.

           saareqameŋ      Samba yıyat ma, to saareqameŋ.

           Demba           Demba waalat, to saareqameŋ.
```

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

j) Progressive Substitution Drill

Cue	Pattern
	Samba wıyat ma d'um.
qo	Qo wıyat ma d'um.
haal	Qo haalat ma d'um.
mo	Qo haalat mo d'um.
ɓe	Ɓe kaalat mo d'um.
qokk	Ɓe ŋgokkat mo d'um.
qon	Ɓe ŋgokkat qon d'um.
meŋ	Meŋ ŋgokkat qon d'um.
haal	Meŋ kaalat qon d'um.
mo	Meŋ kaalat mo d'um.
qo	Qo haalat mo d'um.
qokk	Qo qokkat mo d'um.
kam	Qo qokkat kam d'um.
Samba	Samba qokkat kam d'um.
wıı	Samba wıyat kam d'um.
ma	Samba wıyat ma d'um.

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

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         ┌─────────────────────────────────────────┐
         │  New word:   hande     today             │
         └─────────────────────────────────────────┘
```

Cue	Pattern 1	Pattern 2
	Neenemaa qarat kııkııd'e.	Sı Qalla jaɓı, neenemaa qaray kııkııd'e.
yımɓe ɓe	Yımɓe ɓe ŋgarat kııkııd'e.	Sı Qalla jaɓı, yımɓe ɓe ŋgaray kııkııd'e.
jaŋgo	Yımɓe ɓe ŋgarat jaŋgo.	Sı Qalla jaɓı, yımɓe ɓe ŋgaray jaŋgo.
yaa	Yımɓe ɓe ñjahat jaŋgo.	Sı Qalla jaɓı, yımɓe ɓe ñjahay jaŋgo.
bıddoqzm	Ɓıd'd'oqam yahat jaŋgo.	Sı Qalla jaɓı, ɓıd'd'oqam yahay jaŋgo.
wonat d'o	Ɓıd'd'oqam wonat d'o, jaŋgo.	Sı Qalla jaɓı, ɓıd'd'oqam wonay d'o, jaŋgo.

	Biɗɗoqam wonat ɗo, jaŋgo.	Si Qalla jaɓi, ɓiɗɗoqam wonay ɗo, jaŋgo.
hande	Biɗɗoqam wonat ɗo, hande.	Si Qalla jaɓi, ɓiɗɗoqam wonay ɗo, hande.
kawmakko.	Kawmakko wonat ɗo, hande.	Si Qalla jaɓi, kawmakko wonay ɗo, hande.
ñallat ton	Kawmakko ñallat ton, hande.	Si Qalla jaɓi, kawmakko ñallay ton, hande.
jaŋgo	Kawmakko ñallat ton, jaŋgo.	Si Qalla jaɓi, kawmakko ñallay ton, jaŋgo.
qo	Qo ñallat ton, jaŋgo.	Si Qalla jaɓi, qo ñallay ton, jaŋgo.
waal	Qo waalat ton, jaŋgo.	Si Qalla jaɓi, qo waalay ton, jaŋgo.
kiikiiɗe	Qo waalat ton, kiikiiɗe.	Si Qalla jaɓi, qo waalay ton, kiikiiɗe.
ɓe	Ɓe mbaalat ton, kiikiiɗe.	Si Qalla jaɓi, ɓe mbaalay ton, kiikiiɗe.
yaa	Ɓe njahat ton, kiikiiɗe.	Si Qalla jaɓi, ɓe ñjahay ton, kiikiiɗe.
jaŋgo	Ɓe njahat ton, jaŋgo.	Si Qalla jaɓi, ɓe ñjahay ton, jaŋgo.
neenemaa	Neenemaa yahat ton, jaŋgo.	Si Qalla jaɓi, neenemaa yahay ton, jaŋgo.
qar	Neenemaa qarat jaŋgo.	Si Qalla jaɓi, neenemaa qaray jaŋgo.
kiikiiɗe	Neenemaa qarat kiikiiɗe.	Si Qalla jaɓi, neenemaa qaray kiikiiɗe.

1) Response Drill   (Answer in the affirmative only)

Questions	Answers
Qa jaɓat yaade to saare na?	Qeeyi↑ mi jaɓat.
Qon ŋgarat jaŋgo na?	Qeeyi↑ meŋ ŋgarat jaŋgo.
Ɓe kaalanay mo ɗum na?	Qeeyi↑ ɓe kaalanay mo ɗum.
Qon ndaaroyat mo ton na?	Qeeyi↑ meŋ ndaaroyat mo ton.
Meŋ ŋgokkay Demba ɗum na?	Qeeyi↑ meŋ ŋgokkay mo ɗum.
Qa foftay ton na?	Qeeyi↑mi foftat ton.
Be ñjahat ton na?	Qeeyi↑ ɓe ñjahat ton.
Qon ŋgarat ɗo na?	Qeeyi↑ meŋ ŋgarat ɗo.
Meŋ mbaalat to mon na?	Qeeyi↑qon mbaalat to qameŋ.

9.4   Note: Active Imperfective Relative Verb Forms:

Note the sentences:

Tuma qo <u>qarata</u>?	'When will he come?'
Tuma <u>ñjaataa</u> ŋgesamaa?	'When are you going to go to your farm?'
Hoɗum <u>mbaɗtaa</u>, to saare?	'What will you do in town?'
Ko koyŋgalmakko, <u>muusata</u>.	'It's his leg that hurts.'
Ko <u>mbaɗtaa</u> naɓaa mo, to galleqameŋ.	'What you are to do [is] take her to our compound.'
Mi heɓi lekki tuubaakooɓe, ɗum <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 ŋgartaami?	When am I to come?
Tuma ŋgartaa?	When are you going to come?
Tuma qo qarata?	When is he going to come?
Tuma ŋgartaameŋ?	When are we going to come?
Tuma ŋgarten?	When are he and I/we going to come?
Tuma ŋgarton?	When are you going to come?
Tuma ɓe ŋgarata?	When are they going to come?

The third person forms also occur as:

Tuma qo qartaa?
Tuma ɓe ŋgartaa?

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 ŋgarataa?
Tuma ŋgareten?
Tuma ŋgaroton?

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

Tuma mi qarata?	Tuma meŋ ŋgarata?
Tuma qa qarata?	Tuma qon ŋgarata?
	Tuma qon ŋgarata?
Tuma qo qarata?	Tuma ɓe ŋgarata?

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

Cue   Pattern

              Tuma <u>qo</u> qarata, to galleqameŋ?
ɓe   Tuma ɓe <u>ŋgara</u>ta, to galleqameŋ?
yaa   Tuma ɓe ñjahata, to <u>galleqameŋ</u>?
saare   Tuma ɓe ñjahata, to <u>saareqameŋ</u>?
-qam   Tuma <u>ɓe</u> ñjahata, to saareqam?
(qa)   Tuma <u>ñjaha</u>taa, to saareqam?
qar   Tuma ŋgarataa, to <u>saareqam</u>?
ŋgesa   Tuma ŋgarataa, to ŋgesa<u>qam</u>?
-meeɗen   Tuma ŋgarata<u>a</u>, to ŋgesameeɗen?
(qon)   Tuma <u>ŋgaro</u>ton, to ŋgesameeɗen?
yaa   Tuma ñjahoton, to <u>ŋgesameeɗen</u>?
saare   Tuma ñjahoton, to saare<u>meeɗen</u>?
-moɗon   Tuma ñjaho<u>ton</u>, to saaremoɗon?
(qa)   Tuma <u>ñjaha</u>taa, to saaremoɗon?
qar   Tuma ŋgarataa, to <u>saaremoɗon</u>?
galle   Tuma ŋgarataa, to galle<u>moɗon</u>?
qameŋ   Tuma ŋgarataa, to galleqameŋ?

b) Progressive Substitution Drill

Cue   Pattern

              Ko mbaɗta<u>a</u>, nabaa <u>mo</u>, to galleqameŋ.
ɓe   Ko ɓe mbaɗata, ɓe naba <u>mo</u>, to galleqameŋ.
ɗum   Ko ɓe mbaɗata, ɓe naba ɗum, to <u>galleqameŋ</u>.
saare   Ko ɓe mbaɗata, ɓe naba ɗum, to saare<u>qameŋ</u>.
Bookari   Ko <u>ɓe</u> mbaɗata, ɓe naba ɗum, to saare Bookari.
(qon)   Ko mbaɗoton, nabon <u>ɗum</u>, to saare Bookari.
ɓe   Ko mbaɗoton, nabon ɓe, to <u>saare</u> Bookari.
galle   Ko mbaɗoton, nabón ɓe, to galle <u>Bookari</u>.
-moɗon   Ko mbaɗo<u>ton</u>, nabon ɓe, to gallemoɗon.
(qen)   Ko mbaɗeten, naben <u>ɓe</u>, to gallemoɗon.
mo   Ko mbaɗeten, naben mo, to <u>gallemoɗon</u>.
ŋgesa   Ko mbaɗeten, naben mo, to ŋgesa<u>moɗon</u>.
-meeɗen   Ko mbaɗ<u>eten</u>, naben mo, to ŋgesameeɗen.
meŋ   Ko meŋ mbaɗata, meŋ naba mo, to ŋgesameeɗen.

c)   Progressive Substitution Drill

Cue	Pattern
	Hoɗum mbaɗataa, to saare nde?
qo	Hoɗum qo waɗata, to saare nde?
yıı	Hoɗum qo yıyata, to saare nde?
ŋgesa mba	Hoɗum qo yıyata, to ŋgesa mba?
ɓe	Hoɗum ɓe ñjıyata, to ŋgesa mba?
taw	Hoɗum ɓe tawata, to ŋgesa mba?
marse qo	Hoɗum ɓe tawata, to marse qo?
meŋ	Hoɗum meŋ tawata, to marse qo?
nab	Hoɗum meŋ nabata to marse qo?
jaŋgurdu ndu	Hoɗum meŋ nabata, to jaŋgurdu ndu?
mı	Hoɗum mı nabata, to jaŋgurdu ndu?
jaŋg	Hoɗum mı jaŋgata, to jaŋgurdu ndu?
gallemaa	Hoɗum mı jaŋgata, to gallemaa?
(qa)	Hoɗum jaŋgataa, to gallemaa?
waɗ	Hoɗum mbaɗataa, to saare nde?
saare nde	Hoɗum mbaɗataa, to saare nde?

d)   Random Substitution Drill

New word: honto   where?

Cue	Pattern
	Honto qo yahata, kııkııɗe?
ɓe	Honto ɓe ñjahata, kııkııɗe?
waal	Honto ɓe mbaalata, kııkııɗe?
hande	Honto ɓe mbaalata, hande?
mı	Honto mı waalata, hande?
ñall	Honto mı ñallata, hande?
jaŋgo	Honto mı ñallata, jaŋgo?
qon	Honto qon ñallata, jaŋgo?
yar	Honto qon ñjarata, jaŋgo?
kııkııɗe	Honto qon ñjarata, kııkııɗe?
meŋ	Honto meŋ ñjarata, kııkııɗe?
yaa	Honto meŋ ñjahata, kııkııɗe?
hande	Honto meŋ ñjahata, hande?
qo	Honto qo yahata, hande?

9.8 Narrative:

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New words:
  qaksıdaŋ  [∅]  .(qaksıdaŋaajı)        accident
  -qen                                  (a pluralizing suffix)
  Seyduqen                              Seydu and his group
  gocfcfo  [qo]  (wo6Be)                another person, somèone
                                          else, another one
```

Qaksıdaŋ he6ııno moto Seyduqen haŋkı kııkııcfe. Dum yanııno to laawol
ŋgol. Seecfa tan Seydu maaya qe cfum, kono kaŋko qe teerımakko haytus he6aanı
6e. Debbo gooto maayı, gocfcfo helı juŋgo ŋgo-makko. Demba qe 6ıcfcfo-gorkomakko,
6e kadı gaañııno. Be cappancfe tatı qe jowı wonno qe moto qo.

9.9 Questions for Discussion

    1. Ko haŋkı moto Seyduqen yanı to laawol ŋgol na?
    2. Seydu qe teerımakko gaañııno na?
    3. Demba qe 6ıcfcfo-gorkomakko, ko 6e tan gaañııno na?
    4. Wo6Be kadı gaañııno na?
    5. Moto Seyduqen, ko ñallooma cfum yanııno na, maa ko kııkııcfe?
    6. Motoma6Be, ko to laawol ŋgol, yanııno na, maa to saare nde?
    7. Seydu qe teerımakko 6e gaañııno na, maa 6e gaañaano?
    8. Gocfcfo maayııno na, maa hay gooto maayaanı?
    9. Demba qe 6ıcfcfo gorkomakko gaañııno na, maa 6e gaañaanı?
   10. Ko teerı Seydu kelııno jaŋgo ŋgo makko na, maa wonaa kaŋko?
   11. Tuma moto Seyduqen yanııno to laawol ŋgol?
   12. Ko yım6e jelu wono he moto qo?
   13. Ko 6e jelu maayııno?
   14. Hombo qe hombo gaañaanı he 6e?
   15. Demba qe hombo kadı gaañııno?
   16. Ko moto ho6Be yanııno he laawol ŋgol?
```

NOTES

UNIT 10

10.0 Dialog: Inquiring About a Job

-Ceerno-

Jam kiiruɗaa?   Good morning.

-Jaawo-

Jam tan ↑   Fine.

-Ceerno-

  liggaade   to work (middle-voice infin-
                                                              itive)
Qaɗa ligga, haa jooni na?   Are you working (up to) now?

-Jaawo-

Qeeyi ↑ qaɗa yiɗi ligge?   Yes, do you want work?

-Ceerno-

  mawɗo [qo] (mawɓe/mawɗooɓe)   elderly person, elder
  waaw   be able
Min, ko mi mawɗo, mi waawataa   I am elderly, I can't work.
  liggaade.

-Jaawo-

  lamdaade   to ask, enquire (middle-
                                                          voice infinitive)
Ko waɗi qa lamdi kam, si miɗo   How come you asked me if I am
  ligga?   working?

-Ceerno-

Ko ɓidɗoqam wiyi, mi lamda ma.   My son ('child') told me to ask
                                                          you.

-Jaawo-

Ko waɗi qo wiyi, yaa lamda kam?   How come he told you to ('let you')
                                                          ask me?

-Ceerno-

Kaŋko kadi yiɗi liggaade.   He also wants to work.

-Jaawo-

  biro [∅] (birooji)   office
  fam   understand, comprehend
Mi famí jooni, yoo qar to biroqameŋ.   Now, I understand. Let him come
                                                          to our office.

-Ceerno-

  sikku   think, guess, suppose
Qa sikki, qa waaway heɓde mo ligge?   Do you think you will be able to
                                                          get him a job?

-Jaawo-
      qaccu   leave, abandon

Qaccen ɗum, qe juŋgo Qalla.   Let's leave that in the hand
                                         of God.

-Ceerno-

Qawa [†] baası qala, qo qaraɲ jaŋgo.   OK, no matter, he will be coming
                                       tomorrow.

-Jaawo-

Kııren jam, nanı.   Good night.

-Ceerno-

Qaamıın.   Amen.

10.1 Variation Drill on Basic Sentences

    a) Progressive Substitution Drill

New word: ñaam   eat

<u>Cue</u>   <u>Pattern</u>

                Qaɗa <u>lıgga</u>, haa jooni na?
jaŋg   <u>Qaɗa</u> jaŋga, haa jooni na?
(ɓe)   Beɗo <u>jaŋga</u>, haa jooni na?
ñaam   <u>Beɗo</u> ñaama, haa jooni na?
(qon)   Qoɗon <u>ñaama</u>, haa jooni na?
lıgg   <u>Qoɗon</u> lıgga, haa jooni na?
(qo)   Qomo <u>lıgga</u>, haa jooni na?
jaŋg   <u>Qomo</u> jaŋga, haa jooni na?
(meŋ)   Mıɗen <u>jaŋga</u>, haa jooni na?
yaa   Mıɗen ñjaha, haa jooni na?
(qon)   Qoɗon <u>ñjaha</u>, haa jooni na?
ñaam   Qoɗon ñaama, haa jooni na?
(ɓe)   Beɗo <u>ñaama</u>, haa jooni na?
lıgg   <u>Beɗo</u> lıgga, haa jooni na?
(qa)   Qaɗa lıgga, haa jooni na?

b) Progressive Substitution-Response Drill

Cue	Question Pattern	Answer Pattern
	Qaɗa <u>lɪgga</u>, haa jooni na?	Qeeyɪ↑ mɪɗo lɪgga, haa jooni.
jaŋg	Qaɗa jaŋga, haa jooni na?	Qeeyɪ↑ mɪɗo jaŋga, haa jooni.
(ɓe)	Beɗo <u>jaŋga</u>, haa jooni na?	Qeeyɪ↑ ɓeɗo jaŋga, haa jooni.
ñaam	Beɗo ñaama, haa jooni na?	Qeeyɪ↑ ɓeɗo ñaama, haa jooni.
(qon)	Qoɗon <u>ñaama</u>, haa jooni na?	Qeeyɪ↑ mɪɗen ñaama, haa jooni.
lɪgg	Qoɗon lɪgga, haa jooni na?	Qeeyɪ↑ mɪɗen lɪgga, haa jooni.
(qo)	Qomo <u>lɪgga</u>, haa jooni na?	Qeeyɪ↑ qomo lɪgga, haa jooni.
jaŋg	Qomo jaŋga, haa jooni na?	Qeeyɪ↑ qomo jaŋga, haa jooni.
(meŋ)	Mɪɗen <u>jaŋga</u>, haa jooni na?	Qeeyɪ↑ mɪɗen jaŋga, haa jooni.
yaa	Mɪɗen ñjaha, haa jooni na?	Qeeyɪ↑ mɪɗen ñjaha, haa jooni.
(qon)	Qoɗon <u>ñjaha</u>, haa jooni na?	Qeeyɪ↑ mɪɗen ñjaha, haa jooni.
ñaam	Qoɗon ñaama, haa jooni na?	Qeeyɪ↑ mɪɗen ñaama, haa jooni.
(ɓe)	Beɗo <u>ñaama</u>, haa jooni na?	Qeeyɪ↑ ɓeɗo ñaama, haa jooni.
lɪgg	Beɗo lɪgga, haa jooni na?	Qeeyɪ↑ ɓeɗo lɪgga, haa jooni.
(qa)	Qaɗa lɪgga, haa jooni na?	Qeeyɪ↑ mɪɗo lɪgga, haa jooni.

c) Progressive Substitution-Response Drill

Cue	Question Pattern	Answer Pattern
	<u>Qaɗa</u> yɪɗɪ lɪggaade?	Qeeyɪ↑ mɪɗo yɪɗɪ lɪggaade.
ɓe	Beɗo ñjɪɗɪ <u>lɪggaade</u>?	Qeeyɪ↑ ɓeɗo ñjɪɗɪ lɪggaade.
yar	Beɗo ñjɪɗɪ yarde?	Qeeyɪ↑ ɓeɗo ñjɪɗɪ yarde.
qo	Qomo yɪɗɪ <u>yarde</u>?	Qeeyɪ↑ qomo yɪɗɪ yarde.
ñaam	Qomo yɪɗɪ ñaamde?	Qeeyɪ↑ qomo yɪɗɪ ñaamde.
qon	Qoɗon ñjɪɗɪ <u>ñaamde</u>?	Qeeyɪ↑ mɪɗen ñjɪɗɪ ñaamde.
yaa	Qoɗon ñjɪɗɪ yaade?	Qeeyɪ↑ mɪɗen ñjɪɗɪ yaade.
qa	Qaɗa yɪɗɪ <u>yaade</u>?	Qeeyɪ↑ mɪɗo yɪɗɪ yaade.
waal	Qaɗa yɪɗɪ waalde?	Qeeyɪ↑ mɪɗo yɪɗɪ waalde.
ɓe	Beɗo ñjɪɗɪ waalde?	Qeeyɪ↑ ɓeɗo ñjɪɗɪ waalde.
ñall	Beɗo ñjɪɗɪ ñallude?	Qeeyɪ↑ ɓeɗo ñjɪɗɪ ñallude.
qo	Qomo yɪɗɪ <u>ñallude</u>?	Qeeyɪ↑ qomo yɪɗɪ ñallude.
lɪgg	Qomo yɪɗɪ lɪggaade?	Qeeyɪ↑ qomo yɪɗɪ lɪggaade.
qa	Qaɗa yɪɗɪ lɪggaade?	Qeeyɪ↑ mɪɗo yɪɗɪ lɪggaade.

d) Simple Substitution Drill

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New words:
    lam                                         order, command
    lamɗo        [qo] (lamiiɓe)                 chief (king)
    karamokko    [∅] (karamokkooɓe)            teacher, instructor
    ceerno       [∅] (ceernooɓe)               Quranic teacher
    qesirawo     [qo] (qesiraaɓe)              in-law
    rem                                         cultivate
    remoowo      [qo] (remooɓe)                farmer, cultivator
    def                                         cook (verb)
    defoowo      [qo] (defooɓe)                cook (noun)
```

Cue   Pattern

                 Qaccen ɗum, qe juŋgo Qalla.
lamɗo qo   Qaccen ɗum, qe juŋgo lamɗo qo.
karamokkomaa   Qaccen ɗum, qe juŋgo karamokkomaa.
jaatigiqameŋ   Qaccen ɗum, qe juŋgo jaatigiqameŋ.
ceernomaa   Qaccen ɗum, qe juŋgo ceernomaa.
rewɓe ɓe   Qaccen ɗum, qe juŋgo rewɓe ɓe.
worɓe ɓe   Qaccen ɗum, qe juŋgo worɓe ɓe.
yimɓe ɓe   Qaccen ɗum, qe juŋgo yimɓe ɓe.
mawɓe ɓe   Qaccen ɗum, qe juŋgo mawɓe ɓe.
qesiraaɓe ɓe   Qaccen ɗum, qe juŋgo qesiraaɓe ɓe.
remooɓe ɓe   Qaccen ɗum, qe juŋgo remooɓe ɓe.
defooɓe ɓe   Qaccen ɗum, qe juŋgo defooɓe ɓe.
Qalla   Qaccen ɗum, qe juŋgo Qalla.

e) Progressive Substitution Drill

Cue   Pattern

                 Ko waɗi, qa lamdi kam, si miɗo ligga?
jaŋg   Ko waɗi, qa lamdi kam, si miɗo jaŋga?
ɓe   Ko waɗi, ɓe lamdi kam, si miɗo jaŋga?
ma   Ko waɗi, ɓe lamdi ma, si miɗo jaŋga?
ñaam   Ko waɗi, ɓe lamdi ma, si miɗo ñaama?
qo   Ko waɗi, qo lamdi ma, si miɗo ñaama?
mo   Ko waɗi, qo lamdi mo, si miɗo ñaama?
yaa   Ko waɗi, qo lamdi mo, si miɗo yaha?
qon   Ko waɗi, qon lamdi mo, si miɗo yaha?
kam   Ko waɗi, qon lamdi kam, si miɗo yaha?
qar   Ko waɗi, qon lamdi kam, si miɗo qara?
ɓe   Ko waɗi, ɓe lamdi kam, si miɗo qara?

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

10.2 Review of Stative and Action Verbs

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

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

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

Group II ('Stative' Verbs in Stative Form)

7. <u>Ɗum na moɗɗyi</u>.   'That's good.'
8. Qalaa, <u>miɗo yiɗi</u> yaade saare.   'No, I want to go to town.'
9. ...<u>qomo qandi</u> dokotor qo.   '...he knows the doctor.'
10. Qeeyi, <u>qaɗa yiɗi</u> ligge?   'Yes, do you want work?'

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

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

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

12. Qeeyi ↑ kono <u>qo sellaani</u>.   'Yes, but she's not well.'
13. Haŋki <u>mi sellaano</u>.   'Yesterday, I wasn't well.'
14. Paski <u>qo suusaani</u> dokotor qo.   'Because she's afraid of that doctor.'

15. <u>Qo jaɓaani</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 6uri 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)

Cue	Pattern 1	Pattern 2
1.	Miɗo yiɗi ndiyam.	Mi yiɗi ndiyam.
2. (qo)	Qomo yiɗi ndiyam.	Qo yiɗi ndiyam.
3. heɓ	Qomo heɓi ndiyam.	Qo heɓi ndiyam.
4. ɗum	Qomo heɓi ɗum.	Qo heɓi ɗum.
5. (ɓe)	Beɗo keɓi ɗum.	Be keɓi ɗum.
6. bur	Beɗo ɓuri ɗum.	Be ɓuri ɗum.
7. qoya	Beɗo ɓuri qoya.	Be ɓuri qoya.
8. (meŋ)	Miɗen ɓuri qoya.	Meŋ ɓuri qoya.
9. qand	Miɗen ŋgandi qoya.	Meŋ ŋgandi qoya.
10. ɗum	Miɗen ŋgandi ɗum.	Meŋ ŋgandi ɗum.
11. (qen)	Qeɗen ŋgandi ɗum.	Qen ŋgandi ɗum.
12. waaw	Qeɗen mbaawi ɗum.	Qen mbaawi ɗum.
13. ligg	Qeɗen mbaawi liggaade.	Qen mbaawi liggaade.
14. (qa)	Qaɗa waawi liggaade?	Qa waawi liggaade?
15. yiɗ	Qaɗa yiɗi liggaade?	Qa yiɗi liggaade?
16. ndiyam	Qaɗa yiɗi ndiyam?	Qa yiɗi ndiyam?
17. (mi)	Miɗo yiɗi ndiyam.	Mi yiɗi 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)

Cue	Pattern 1	Pattern 2
1.	Mi yiɗi yaade, to saare.	Miɗo yiɗi yaade, to saare.
2. qo	Qo <u>yiɗi</u> yaade, to saare.	Qomo yiɗi yaade, to saare.
3. waw	Qo waawi <u>yaade</u>, to saare.	Qomo waawi yaade, to saare.
4. qar	Qo waawi qarde, to <u>saare</u>.	Qomo waawi qarde, to saare.
5. qameŋ	<u>Qo</u> waawi qarde, to qameŋ.	Qomo waawi qarde, to qameŋ.
6. ɓe	Be <u>mbaawi</u> qarde, to qameŋ.	Beɗo mbaawi qarde, to qameŋ.
7. yiɗ	Be ñjiɗi <u>qarde</u>, to qameŋ.	Beɗo ñjiɗi qarde, to qameŋ.
8. waal	Be ñjiɗi waalde, to <u>qameŋ</u>.	Beɗo ñjiɗi waalde, to qameŋ.
9. mon	<u>Be</u> ñjiɗi waalde, to mon.	Beɗo ñjiɗi waalde, to mon.
10. meŋ	Meŋ <u>ñjiɗi</u> waalde, to mon.	Miɗen ñjiɗi waalde, to mon.
11. suus	Meŋ cuusi <u>waalde</u>, to mon.	Miɗen cuusi. waalde, to mon.
12. ñall	Meŋ cuusi <u>ñallude</u>, to mon.	Miɗen cuusi ñallude, to mon.
13. wuro	<u>Meŋ</u> cuusi ñallude, to wuro.	Miɗen cuusi ñallude, to wuro.
14. qa	Qa <u>suusi</u> ñallude, to wuro?	Qaɗa suusi ñallude, to wuro?
15. yiɗ	Qa yiɗi <u>ñallude</u>, to wuro?	Qaɗa yiɗi ñallude, to wuro?
16. yaa	Qa yiɗi yaade, to <u>wuro</u>?	Qaɗa yiɗi yaade, to wuro?
17. saare	<u>Qa</u> yiɗi yaade, to saare?	Qaɗa yiɗi yaade, to saare?
18. mi	Mi yiɗi yaade, to saare.	Miɗo yiɗi 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)

Cue	Pattern 1	Pattern 2
	<u>Mi</u> yahaani, to saare nde tawo.	Jooni miɗo yaha ton.
qa	Qa yahaani, to saare nde tawo?	Jooni qaɗa yaha ton.
ɓe	<u>Be</u> ñjahaani, to saare nde tawo.	Jooni beɗo ñjaha ton.
qon	Qon ñjahaani, to saare nde tawo?	Jooni qoɗon ñjaha ton.
qen	<u>Qen</u> ñjahaani, to saare nde tawo.	Jooni qeɗen ñjaha ton.

Qen ñjahaani, to saare nde tawo.   Jooni qeɗen ñjaha ton.

men   Men ñjahaani, to saare nde tawo.   Jooni miɗen ñjaha ton.

qo   Qo yahaani, to saare nde tawo.   Jooni qomo yaha ton.

mı   Mı yahaani, to saare nde tawo.   Jooni miɗo yaha ton.

d)   Substitution-Transformation Drill   (Preterit to Imperfective)

Cue	Pattern 1	Pattern 2
	Mı yahıino saare.	Miɗo yaha ton, jooni kadı.
qa	Qa yahıino saare.	Qaɗa yaha ton, jooni kadı.
ɓe	Be ñjahıino saare.	Beɗo ñjaha ton, jooni kadı.
qo	Qo yahıino saare.	Qomo yaha ton, jooni kadı.
qen	Qen ñjahıino saare.	Qeɗen ñjaha ton, jooni kadı.
men	Men ñjahıino saare.	Miɗen ñjaha ton, jooni kadı.
qon	Qon ñjahıino saare.	Qoɗon ñjaha ton, jooni kadı.
mı	Mı yahıino saare.	Miɗo yaha ton, jooni kadı.

e)   Substitution-Transformation Drill   (Stative to Preterit)

Cue	Pattern 1	Pattern 2
	Miɗo yıdı yaade, to saare nde.	Hanki mı yahıino, to saare nde.
(qa)	Qaɗa yıdı yaade, to saare nde?	Hanki qa yahıino, to saare nde?
(qo)	Qomo yıdı yaade, to saare nde.	Hanki qo yahıino, to saare nde.
(ɓe)	Beɗo ñjıdı yaade, to saare nde.	Hanki ɓe ñjahıino, to saare nde.
(men)	Miɗen ñjıdı yaade, to saare nde.	Hanki men ñjahıino, to saare nde.
(qen)	Qeɗen ñjıdı yaade, to saare nde.	Hanki qen ñjahıino, to saare nde.
(qon)	Qoɗon ñjıdı yaade, to saare nde.	Hanki qon ñjahıino, to saare nde.
(mı)	Miɗo yıdı yaade, to saare nde.	Hanki mı yahıino, 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':

mı yaha
qa yaha
qo yaha
men ñjaha
qen ñjaha
qon ñjaʔ
ɓe ñjaha

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

For example: Qawa, ŋgaren, meŋ jaŋga.   'OK, come on, we should study.'
              Qawa, ñjahaa, lelaa haa   'OK, go lie down until your body
                ɓandumaa ɓura.   gets better.'
              Seeɗa tan mi maaya haŋki   'I almost ('just a little') died
                kiikiiɗe.   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!'
              ɓe 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 imper-
ative and supplement the inventory of imperative forms given above in 6.4.

     Note the following examples of injunctive forms:

              Qawa, ŋgaren, meŋ jaŋga.   'OK, come on, we should study.'
              Si mi haali, kaalaa.   'When I speak, (you[sg.])
              Si mi haali, kaalon.   'When I speak, (you[pl.]) speak!'
              Qawa, jaŋgen soora qo.   'OK, let's read this chapter.'

---

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

Qawa, <u>ñallen</u> ɟam Demba.   'OK, may we have a peaceful
                                            afternoon Demba.'

Qawa, <u>ñɟahaa</u>, <u>lelaa</u>, haa   'OK, go lie down until your body
  ɓandumaa ɓura.   recovers.'

<u>Waɗaa</u> leemuna qe ndıyam,   'Put lime in water and drink it.'
  <u>ñɟaraa</u> ɗum.

Ko mbaɗtaa, <u>naɓaa</u> mo to   'What you will do [ıs] take her
  galleqameŋ.   to our compound.'

In general, the simple imperfective is used to denote an action (or state)
which:
<div style="margin-left:3em">
may/might/might have
should/should have
can/could/could have
</div>

occur (or occurred) subsequent to and often as a consequence of an action
previously depicted. In some cases, following such adverbial phrases as <u>seeɗa</u>
<u>tan</u>, 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:

Cue	Pattern
	Sı mı <u>haalí</u>, kaalaa.
laar	Sı mı <u>laarí</u>, ndaaraa.
lıgg	Sı mı <u>lıggí</u>, lıggaa.
yaa	Sı mı <u>yahí</u>, ñɟaḥaa.
qar	Sı mı <u>qarí</u>, ŋaraa.
ɟaɓ	Sı mı <u>ɟaɓí</u>, ɟaɓaa.
qokk	Sı mı <u>qokkí</u>, ŋgokkaa.

b)   Progressive Substitution-Correlation Drill

Cue	Pattern
	Sı <u>mı</u> haalí, kaalaa.
ɓe	Sı ɓe <u>kaalí</u>, kaalaa.
qokk	Sı ɓe <u>ŋgokkí</u>, <u>ŋgokkaa</u>.
ŋgokken	Sı <u>ɓe</u> ŋgokkí, ŋgokken.
qo	Soo <u>qokkí</u>, ŋgokken.

```
                    Soo qokkí, ŋgokken.
        yaa         Soo yahí, ñjehen.
        ñjahon      Soo yahí, ñjahon.
        Samba       Sı Samba yahí, ñjahon.
        jaɓ         Sı Samba jaɓí, jaɓon.
        jaɓaa       Sı Samba jaɓí, jaɓaa.
        mı          Sı mı jaɓí, jaɓaa.
        haal        Sı mı haalí, kaalaa.
```

c)   Simple Substitution Drill

Cue   Pattern

```
                    Ñjahaa ton, nanı!              'Go there, hear!'
        ɓe          Ɓe ñjaha ton, nanı!
        qon         Ñjahon ton, nanı!
        qen         Ñjahen ton, nanı!
        meŋ         Meŋ ñjaha ton nanı!
        Demba       Demba yaha ton, nanı!
        (qa)        Ñjahaa ton, nanı!
```

d)   Progressive Substitution Drill

Cue   Pattern

```
                    Seeɗa tán, mı maaya haŋkı kııkııɗe.
        qo          Seeɗa tán, qo maaya haŋkı kııkııɗe.
        gaañ        Seeɗa tán, qo gaaña haŋkı ñalloma.
        ñalloma     Seeɗa tán, qo gaaña haŋkı ñalloma.
        ɓe          Seeɗa tán, ɓe gaaña haŋkı ñalloma.
        yan         Seeɗa tán, ɓe ñjana haŋkı ñalloma.
        bımbı       Seeɗa tán, ɓe ñjana haŋkı bımbı.
        meŋ         Seeɗa tán, meŋ ñjana haŋkı bımbı.
        qar         Seeɗa tán, meŋ ŋgara haŋkı bımbı.
        subaka      Seeɗa tán, meŋ ŋgara haŋkı subaka.
        qon         Seeɗa tán, qon ŋgara haŋkı subaka.
        waaw        Seeɗa tán, qon mbaawa haŋkı subaka.
        jemma       Seeɗa tán, qon mbaawa haŋkı jemma.
        qa          Seeɗa tán, qa waawa haŋkı jemma.
        yaa         Seeɗa tán, qa yaha haŋkı jemma.
        ñalloma     Seeɗa tán, qa yaha haŋkı ñalloma.
        mı          Seeɗa tán, mı yaha haŋkı ñalloma.
        maay        Seeɗa tán, mı maaya haŋkı ñalloma.
        kııkııɗe    Seeɗa tán, mı maaya haŋkı kııkııɗe.
```

e) Progressive Substitution Drill

Cue	Pattern
	Qawa, ñjahaa, <u>lelaa</u>, haa ɓandumaa ɓura.
waal	Qawa, ñjahaa, waalaa, haa ɓandumaa <u>ɓura</u>.
hoore	Qawa, ñjahaa, waalaa, haa hooremaa <u>ɓura</u>.
sell	Qawa, ñja<u>haa</u>, 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>.
ɓur	Qawa, ñjah<u>on</u>, fof<u>ton</u>, haa gite<u>mon</u> ɓura.
(qen)	Qawa, ñjehen, <u>foften</u>, haa giteqen ɓura.
ɗaan	Qawa, ñjehen, ɗaanen, haa <u>giteqen</u> ɓura.
koyɗe	Qawa, ñjehen, ɗaanen, haa koyɗeqen <u>ɓura</u>.
sell	Qawa, ñjeh<u>en</u>, ɗaanen, haa koyɗeqen sella.
(qa)	Qawa, ñjahaa, <u>ɗaanaa</u>, haa koyɗemaa sella.
lel	Qawa, ñjahaa, lelaa, haa <u>koyɗemaa</u> sella.
bandu	Qawa, ñjahaa, lelaa, haa bandu <u>sella</u>.
ɓur	Qawa, ñjahaa, lelaa, haa bandu ɓura.

10.8 NARRATIVE

> New words and forms:
>
> | | |
> |---|---|
> | si tawo | if perchance |
> | fii | matter, affair |
> | he fii | about, in the matter of... |
> | hewtu | meet (in place/region) |
> | yahoto | will come (of his own accord/by himself) [middle voice] |

Ceerno Qe Jaawo

Ñalloma gooto Ceerno qe Jaawo ñjiidi. Non Ceerno lamdi Jaawo si qomo ligga. Jaawo wiyi mo qeeyi, non Jaawo kadi lamdi Ceerno si tawo qo yidi ligge. Ceerno wiyi, kaŋko, qo waawataa liggaade, paski kaŋko, koo mawdo. Jaawo lamdi mo kadi, ko wadi qomo lamda mo si qomo ligga. Non Ceerno wiyi mo ko fii ɓidɗo-gorkomakko. Paski qomo yidi ligge. Jaawo wiyi mo, yoo haalan ɓidɗo-gorkomakko yoo yaha to biromaɓɓe jaŋgo ŋgo. Ceerno wiyi mo, ɓidɗo-gorkomakko yahoto to biromaɓɓe 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 heɓi ligge na?
     4.   Ceerno heɓi ligge na?
     5.   Jaawo no ligga haa jooni na?
     6.   Ceerno yiɗi ligge na?
     7.   Ko fii hombo waɗi, Ceerno lamdi Jaawo he fii ligge?
     8.   Ko hóɗum ɓiɗɗo-gorko Ceerno yiɗi?
     9.   Qa heɓi ligge na?
    10.   Teerimaa no yiɗi ligge na?
    11.   Debbomaa no ligga haa jooni na?
    12.   Ko fii hombo waɗi qaɗa jaŋga haa jooni?
    13.   Ko Ceerno heɓiino ligge na, maa ko Jaawo?
    14.   Ceerno qe Jaawo, ko ñalloma ɓe kewti na, maa ko kiikiiɗe?
    15.   Ko ɓiɗɗogorko Ceerno yiɗiino ligge na, maa ko ɓiɗɗo-gorko Jaawo?
    16.   Ko Ceerno haalaani Jaawo yoo haalan ɓiɗɗo-gorkomakko yoo yaha to
           ɓiromaɓɓe na, maa Jaawo?
    17.   Ko waɗi Ceerno yiɗaa ligge?
    18.   Ko qan yiɗi ligge na, maa ko teerimaa?
    19.   Ko teerimaa salminɗaa jooni na, maa ko miñagorkomaa?
    20.   Ko ñallooma ñjiiɗaa teerimaa na, maa ko kiikiiɗe?
    21.   Ko ɓiɗɗogorkomaa yiɗi ligge na, maa ko teerimaa?
    22.   Hombo salminii Ceerno he ñalloma?
    23.   Ko ɓiɗɗogorko hombo yiɗiino ligge ŋge?
    24.   Ko hoɗum Jaawo lamdiino Ceerno?
    25.   Ko pur hombo waɗi Ceerno lamdi Jaawo he fii ligge ŋge?
    26.   Hombo wiyiiino Ceerno yoo lamda Jaawo si qomo ligga?
    27.   Ko hoɗum ɓiɗɗo Ceerno yiɗi?
    28.   Hombo salminɗaa jooni?
    29.   Hombo yiɗi ligge jooni?
    30.   Ko hoɗum lamduɗaa kam jooni?
    31.   Hombo, wiyiino ma qomo yiɗi ligge?
    32.   Ko hoɗum ñjiɗɗaa jooni?
    33.   Ceerno, ko ligge qo yiɗiino na, maa ko ɓiɗɗo-gorkomakko yiɗiino?
    34.   Ko tuma ɓiɗɗo Ceerno yahata to ɓiro Jaawo?
    35.   Ko hoɗum lamdu ma mi jooni?
    36.   Teerimaa ko ligge qo yiɗi na, maa ko ɓiɗɗomakko yiɗi liggaade?
    37.   Ko tuma ñjahataa to moɗon?
    38.   Ko hoɗum lamduɗaa mo?
    39.   Tuma ñjahata to debbomaa.
    40.   Biɗɗomaa no yiɗi yaade jaŋgurdu na?

UNIT R-2

(Review of Units 6 - 10)

R2.0 <u>Recombination Dialogs</u>

a) A. Jam kiirɗaa.

     B. Jam tan↑

     A. Honno gorgolmaa qe bandirawomaaɗa waɗi?

     B. Jam tan↑

     A. No ɓeŋgumaa qe jatigimaa?

     B. Tana qala qe maɓɓe.

     A. Hoɗum heɓno ma haŋki kiikiiɗe?

     B. Mi sellaano, tawo hooreqam na muusa.

     A. Qa yahiino to dokotormaa na?

     B. Qeeyi ↑

     A. Qa lelliino na tuma ŋgimmuɗaa ton?

     B. Qalaa↑ mi laaroyiino neeneqam to saare nde.

     A. Honno mbaɗɗaa qe muusde hooremaa?

     B. Ko mbaɗmi, mi yari lekki tuubakooɓe.

     A. No reedu debbomaa waɗi?

     B. Dum mo muusa haa joo, paski qo jaɓaani yaade kampama.

     A. Ko waɗi? Qo suusa dokotor qo na?

     B. Qeeyi qo suusa mo.

     A. Qawa. Ko mbaɗtaa, ŋgaddaa mo to qameŋ kiikiiɗe.

b) A. Jam kiirɗaa.

     B. Jam tan↑

     A. Honno ɓeŋgumaa qe jatigimaa waɗi?

     B. Hay tana qala qe maɓɓe.

     A. Hoɗum heɓno ma haŋki kiikiiɗe?

     B. Mi sellaano, tawo hooreqam no muusa.

     A. Qa yahiino↑ to dokotormaa na?

     B. Qeeyi↑ qawa tuma ŋgarmi, mi laaroyiino neeneqam to saare.

     A. Honno mbaɗɗaa non qe muusde hooremaa?

     B. Mi yariino lekki tuubakooɓe.

     A. Honno reedu debbomaa waɗi?

     B. Dum no muusa haa joo, paski qo jaɓaani yaade kampama.

     A. Qawa ↑ ko mbaɗtaa, ŋgaddaa mo to dokotor, won to qameŋ.

     B. Qawa ↑ baasi qala. Mbiimi, mi nani seeɗa tan qa maaya.

     A. Qeeyi↑ motoqameŋ yani he laawol ngol.

     B. Yimɓe jelu gaañi.

     A. Diɗo gaañi.

     B. Qa qandi ɓe?

A. Qeeyı, ko Demba qe ɓıɗɗo-gorkomakko.

B. Yalla qokku ɓe jam.

A. Qamıın.

B. Mbıımı, qada lıgga haa joo na?

A. Qeeyı ko hoɗum, qada yıɗı lıgge?

B. Mın, mı waawata lıggaade joo. Ko ɓıɗɗoqam yıɗı lıgge.

A. Wıı mo,yoo qar to bıroqamen jaŋgo.

B. Qa sıkkı,qa waaway heɓde mo lıgge?

A. Mı qandaa tawo, kono qaccen ɗum qe jaŋgo Qalla.

B. Qawa ↑ baası qalaa. Kııren Jam.

B. Qamıın.

c) A. Jam kıırɗaa.

    B. Jam tan ↑

    A. No ɓeŋgumaa waɗı?

    B. Jam tan.

    A. Hoɗum hebnoo maa haŋkı?

    B. Mı sellaano.

    A. Hoɗum muusno ma?

    B. Hooreqam.

    A. Qa yahııno to dokotormaa?

    B. Qeeyı ↑ qo qokkı kam lekkı tuubakooɓe, ɗum ñjarmı.

    A. No reedu debbomaa waɗı?

    B. Haa joo ɗum no muusa mo, kono qo jaɓaa yaade kampama.

    A. Qawa ↑ non, qaddu mo to qameŋ, dokotor moɗɗyo no ton.

    B. Qawa ↑ baası qala, fad haa jemma.

    A. Mı nanı motomon yanı haŋkı.

    B. Qeeyı ↑ yımɓe ɗıɗo gaañı.

    A. Qada qandı ɓe na?

    B. Qeeyı, ko Demba qe ɓıɗɗo-gorkomakko.

    A. Yalla qokku ɓe jam.

    B. Qamıın.

    A. Mbıımı qaɗa lıgga haa joo na?

    B. Qalaa. Ko hoɗum, qa yıɗı lıgge na?

    A. Qala, ko ɓıɗɗoqam. Mın mı waawata lıggaade joo.

    B. Wıı mo,yoo qar to bıro qameŋ jaŋgo.

    A. Qawa, baası qala, kııren jam.

    B. Qamıın.

d) A. Jam hıırı.

    B. Jam tan ↑

    A. Hoto ñjaanoɗaa haŋkı?

    B. Hay dula,[1]tawo hooreqam na muusa.

---
[1]dula 'place', hay dula   'nowhere'

A. Qa yahııno to dokotormaa na?

B. Qeeyı↑

A. Qa lelııno na, haa ɓandumaa ɓurı, maa hoɗum?

B. Qalaa ↑ tawo mı yıɗııno yaade laarde neeneqam, to saare nde.

A. Hoɗum ñjarnoɗaa, tuma ñjahataa to saare neenemaa?

B. Tawo mıɗo heɓı lekkı tuubaakooɓe, ɗum mı yarı qe ndıyam.

A. Samba haalı kam debbomaa sellaa.

B. Qeeyı, reedumakko no muusa gıla haŋkı, kono qo jaɓaanı yaade to
    kampama.

A. Ko waɗı?

B. Qo wıyı qo suusa dokotor qo.

A. Qawa ko mbaɗtaa, naba mo to qameŋ, dokotor moɗɗyo no ton.

B. Baası qalaa, faɗ haa jemma, nanı.

A. Mı nanı haŋkı seeɗa tan qa maaya, tuma motomon yanı to laawol.

B. Qeeyı↑

A. Ko qonon jelu wono qe makko?

B. Qenen cappande tatı qe jowı.

A. Qaɗa qandı ko yımɓe jelu gaañı?

B. Qala mı qandaa fof, kono debbo gooto kelı juŋgo, gooto maayı, kono
    teerıqam gaañaanı.

A. Mı nanı Demba qe ɓıɗɗo-gorkomakko kadı gaañı.

B. Qeeyı, ɓe kadı gaañııno.

A. Mbıımı, qaɗa lıgga haa joonı na?

B. Qeeyı ko hoɗum? Qada yıɗı lıggaade na?

A. Qalaa ↑ mın, mı waawata lıggaade joo, ko ɓıɗɗoqam yıɗı lıgge.

B. Haal mo, yoo qar to bıroqameŋ jaŋgo.

A. Baası qalaa↑ qa sıkkı qa waaway wallude[1] mo he lıgge na?

B. Mı qandaa↑ kono qaccen ɗum he Qalla, nanı.

A. Qawa ↑ baası qalaa. Kııren jam.

B. Qamıın.

---

[1]wallude 'to help'

R2.1   Review Drill   (positive to negative)

a)   Substitution-Transformation Drill

Cue	Pattern 1	Pattern 2
	Qo selli.	Qo sellaani.
mi	Mi selli.	Mi sellaani.
qar	Mi qari.	Mi qaraani.
6e	Be ŋgari.	Be ŋgaraani.
yaa	Be ñjahi.	Be ñjahaani.
meŋ	Meŋ ñjahi.	Meŋ ñjahaani.
nan	Meŋ nani.	Meŋ nanaani.
qon	Qon nani?	Qon nanaani.
yii	Qon ñjiyi?	Qon ñjiyaani.
qen	Qen ñjiyi.	Qen ñjiyaani.
he6	Qen ke6i.	Qen ke6aani.
qa	Qa he6i?	Qa he6aani.
foft	Qa fofti?	Qa foftaani.
qo	Qo fofti.	Qo foftaani.
sell	Qo selli.	Qo sellaani.

b)   Substitution-Transformation Drill   (positive to negative)

Cue	Pattern 1	Pattern 2
	Qo yahi jaŋgurdu.	Qo yahaani jaŋgurdu.
qa	Qa yahi jaŋgurdu?	Qa yahaani jaŋgurdu.
qon	Qon ñjahi jaŋgurdu?	Qon ñjahaani jaŋgurdu.
6e	Be ñjahi jaŋgurdu.	Be ñjahaani jaŋgurdu.
qen	Qen ñjahi jaŋgurdu.	Qen ñjahaani jaŋgurdu.
meŋ	Meŋ ñjahi jaŋgurdu.	Meŋ ñjahaani jaŋgurdu.

c)   Substitution-Transformation Drill   (positive to negative)

Cue	Pattern 1	
	Si Demba qari, ñaamee.	Si Demba qaraani, ñaamee.
yaa	Si Demba yahi, ñaamee.	Si Demba yahaani, ñaamee.
6e	Si 6e ñjahi, ñaamee.	Si 6e ñjahaani, ñaamee.
qar	Si 6e ŋgari, ñaamee.	Si 6e ŋgaraani, ñaamee.
meŋ	Si meŋ ŋgari, ñaamee.	Si meŋ ŋgaraani, ñaamee.
yaa	Si meŋ ñjahi, ñaamee.	Si meŋ ñjahaani, ñaamee.
qon	Si qon ñjahi, ñaamee.	Si qon ñjahaani, ñaamee.
qar	Si qon ŋgari, ñaamee.	Si qon ŋgaraani, ñaamee.
Demba	Si Demba qari, ñaamee.	Si Demba qaraani, ñaamee.

d) Transformation Drill

<table>
<tr><th>Pattern 1</th><th>Pattern 2</th></tr>
<tr><td>Tawo hooreqam na muusa.</td><td>Tawo hooreqam muusaani.</td></tr>
<tr><td>Tawo juud'emaa na muusa.</td><td>Tawo juud'emaa muusaani.</td></tr>
<tr><td>Tawo daandemakko na selli.</td><td>Tawo daandemakko sellaani.</td></tr>
<tr><td>Tawo gitemod'on na selli.</td><td>Tawo gitemod'on sellaani.</td></tr>
<tr><td>Tawo koyd'emaɓɓe na ɓuri.</td><td>Tawo koyd'emaɓɓe ɓuraani.</td></tr>
<tr><td>Tawo noppimeed'en na ɓuri.</td><td>Tawo noppimeed'en ɓuraani.</td></tr>
<tr><td>Tawo ñiid'yeqam na muusa.</td><td>Tawo ñiid'yeqam muusaani.</td></tr>
<tr><td>Tawo hooreqam na muusa.</td><td>Tawo hooreqam muusaani.</td></tr>
</table>

e) Substitution-Transformation Drill (positive to negative)

Cue	Pattern 1	Pattern 2
	Qa yahi to dokotormaa na?	Qalaa↑ mi yahaani to dokotorqam.
ɓe	Be ñjahi to dokotormaɓɓe na?	Qalaa↑ ɓe ñjahaani to dokotormaɓɓe.
saare	Be ñjahi to saaremaɓɓe na?	Qalaa↑ ɓe ñjahaani to saaremaɓɓe.
qo	Qo yahi to saaremakko na?	Qalaa↑ qo yahaani to saaremakko.
jaŋgurdu	Qo yahi to jaŋgurdumakko na?	Qalaa↑ qo yahaani to juŋgurdumakko.
qon	Qon ñjahi to jaŋgurdumod'on na?	Qalaa↑ meŋ ñjahaani to jaŋgurduqameŋ.
ŋgesa	Qon ñjahi to ŋgesamod'on na?	Qalaa↑ meŋ ñjahaani to ŋgesaqameŋ.
qa	Qa yahi to ŋgesamaad'a na?	Qalaa↑ mi yahaani to ŋgesaqam.
dokotor	Qa yahi to dokotormaa na?	Qalaa↑ mi yahaani to dokotorqam.

f) Substitution-Transformation Drill (positive to negative)

Cue		
	Qa nabi mo kampama na?	Qalaa↑ mi nabaani mo kampama.
yii	Qa yiyi mo kampama na?	Qalaa↑ mi yiyd'ani mo kampama.
ɓe	Qa yiyi ɓe kampama na?	Qalaa↑ mi yiyaani ɓe kampama.
marse	Qa yiyi ɓe marse na?	Qalaa↑ mi yiyaani ɓe marse.
qon	Qon ñjiyi ɓe marse na?	Qalaa↑ meŋ ñjiyaani ɓe marse.
fad	Qon padi ɓe marse na?	Qalaa↑ meŋ padaani ɓe marse.
kam	Qon padi kam marse na?	Qalaa↑ meŋ padaani ma marse.
saare	Qon padi kam saare na?	Qalaa↑ meŋ padaani ma saare.
qo	Qo fadi kam saare na?	Qalaa↑ qo fadaani ma saare.
taw	Qo tawi kam saare na?	Qalaa↑ qo tawaani ma saare.
ɓe	Qo tawi ɓe saare na?	Qalaa↑ qo tawaani ɓe saare.
jaŋgurdu	Qo tawi ɓe jaŋgurdu na?	Qalaa↑ qo tawaani ɓe jaŋgurdu.
qa	Qa tawi ɓe jaŋgurdu na?	Qalaa↑ mi tawaani ɓe jaŋgurdu.
nab	Qa nabi ɓe jaŋgurdu na?	Qalaa↑ mi nabaani ɓe jaŋgurdu.
mo	Qa nabi mo jaŋgurdu na?	Qalaa↑ mi nabaani mo jaŋgurdu.
kampama	Qa nabi mo kampama na?	Qalaa↑ mi nabaani mo kampama.

g) Transformation Drill   (plural to singular)

Pattern 1	Pattern 2
Qo yɪyɪ defte hewde.	Mɪ yɪyɪ deftere gooto tan.
Qo yɪyɪ yɪmɓe hewde.	Mɪ yɪyɪ neɗɗo gooto tan.
Qo heɓɪ naqɪ hewde.	Mɪ heɓɪ nagge gooto tan.
Qo heɓɪ teerɪɓe hewde.	Mɪ heɓɪ teerɪ gooto tan.
Qo heɓɪ cuudɪ hewde.	Mɪ heɓɪ suudu gooto tan.
Qo qandɪ rewɓe hewde.	Mɪ qandɪ debbo gooto tan.
Qo qandɪ kulle hewde.	Mɪ qandɪ hunde gooto tan.
Qo waawɪ kulle hewde.	Mɪ waawɪ hunde gooto tan.
Qo haalɪ haalaa hewde.	Mɪ haalɪ haalaa gooto tan.
Qo tawɪ qaynaaɓe hewde.	Mɪ tawɪ gaynaako gooto tan.
Qo yɪyɪ yɪmɓe hewde.	Mɪ yɪyɪ neɗɗo gooto tan.
Qo heɓɪ gese hewde.	Mɪ heɓɪ ŋgesa gooto tan.
Qo heɓɪ galleejɪ hewde.	Mɪ heɓɪ galle gooto tan.
Qo yɪyɪ caqe hewde.	Mɪ yɪyɪ saare gooto tan.
Qo jaŋgɪ defte hewde.	Mɪ jaŋgɪ deftere gooto tan.
Qo yɪyɪ tuubaakooɓe hewde.	Mɪ yɪyɪ tuubaako gooto tan.

h) Transformation Drill   (singular to plural)

Pattern 1	Pattern 2
Mawnɪrawo gorkoqam sellaano.	Mawnɪraaɓe worɓeqam cellaano.
Teerɪqam wonɪɪno do.	Teerɪɪɓeqam ŋgonɪɪno ɗo.
Gaynaako qo wonɪɪno to wuro.	Qaynaaɓe ɓe ŋgonɪɪno to wuro.
Gorko qo yahɪɪno ŋgesa.	Worɓe ɓe ñjahɪɪno ŋgesa.
Debbo qo qarɪɪno galleqam.	Rewɓe ɓe ŋgarɪɪno galleqam.
Baabamaɓɓe qandɪɪno kam.	Baabɪraɓemaɓɓe ŋgandɪɪno kam.
Dokotor qo haalɪɪno mo ɗum.	Dokotorooɓe ɓe kaalɪɪno mo ɗum.
Sukaa qo yahɪɪno jaŋgurdu.	Sukaaɓe ɓe ñjahɪɪno jaŋgurdu.
Baabamon yahɪ saare Jɪbel.	Baabɪraaɓemon ñjahɪ saare Jɪbel.
Debbo qo qarɪɪno to qameŋ.	Rewɓe ɓe ŋgarɪɪno to qameŋ.

1)   Substitution-Transformation Drill   (noun/pronoun)

Cue	Pattern 1	Pattern 2
	Gɪte ɗe no muusa.	De no muusa.
gaañɪ	Gɪte ɗe no gaañɪ.	De no gaañɪ.
juŋgo ŋgo	Juŋgo ŋgo no gaañɪ.	Ŋgo no gaañɪ.
helɪ	Juŋgo ŋgo no helɪ.	Ŋgo no helɪ.
daande nde	Daande nde no helɪ.	Nde no helɪ.
muusa	Daande nde no muusa.	Nde no muusa.
reedu ndu	Reedu ndu no muusa.	Ndu no muusa.
mettɪ	Reedu ndu no mettɪ.	Ndu no mettɪ.
hoore nde	Hoore nde no mettɪ.	Nde no mettɪ.
gaañɪ	Hoore nde no gaañɪ.	Nde no gaañɪ.
noppɪ ɗɪ	Noppɪ ɗɪ no gaañɪ.	Ɗɪ no gaañɪ.
muusa	Noppɪ ɗɪ no muusa.	Ɗɪ no muusa.
gɪte ɗe	Gɪte ɗe no muusa.	De no muusa.

j)   Substitution Transformation Drill

Pattern 1	Cue	Pattern 2
Mɪn, mɪ yɪɗɪ defte ɗe.	lekkɪɪjɪ	Kaŋko yɪɗɪ lekkɪɪjɪ ɗɪ.
Mɪn, mɪ yɪɗɪ lekkɪɪjɪ ɗɪ.	leemunaajɪ	Kaŋko yɪɗɪ leemunaajɪ ɗɪ.
Mɪn, mɪ yɪɗɪ leemunaajɪ ɗɪ.	kaaley	Kaŋko yɪɗɪ kaaley qo.
Mɪn, mɪ yɪɗɪ kaaley qo.	naqɪ	Kaŋko yɪɗɪ naqɪ ɗɪ.
Mɪn, mɪ yɪɗɪ naqɪ ɗɪ.	qaynaaɓe	Kaŋko yɪɗɪ qaynaaɓe ɓe.
Mɪn, mɪ yɪɗɪ qaynaaɓe ɓe.	gure	Kaŋko yɪɗɪ gure ɗe.
Mɪn, mɪ yɪɗɪ gure ɗe.	yɪmɓe	Kaŋko yɪɗɪ yɪmɓe ɓe.
Mɪn, mɪ yɪɗɪ yɪmɓe ɓe.	rewɓe	Kaŋko yɪɗɪ rewɓe ɓe.
Mɪn, mɪ yɪɗɪ rewɓe ɓe.	worɓe	Kaŋko yɪɗɪ worɓe ɓe.
Mɪn, mɪ yɪɗɪ worɓe ɓe.	ɓɪɓɓe	Kaŋko yɪɗɪ ɓɪɓɓe ɓe.
Mɪn, mɪ yɪɗɪ ɓɪɓɓe ɓe.	sukaaɓe	Kaŋko yɪɗɪ sukaaɓe ɓe.
Mɪn, mɪ yɪɗɪ sukaaɓe ɓe.	mawnɪraaɓe	Kaŋko yɪɗɪ mawnɪraaɓe ɓe.
Mɪn, mɪ yɪɗɪ mawnɪraaɓe ɓe.	miñɪraaɓe	Kaŋko yɪɗɪ miñɪraaɓe ɓe.
Mɪn, mɪ yɪɗɪ miñɪraaɓe ɓe.	neenɪraaɓe	Kaŋko yɪɗɪ neenɪraaɓe ɓe.
Mɪn, mɪ yɪɗɪ neenɪraaɓe ɓe.	baabɪraaɓe	Kaŋko yɪɗɪ baabɪraaɓe ɓe.
Mɪn, mɪ yɪɗɪ baabɪraaɓe ɓe.	ɓeŋgu	Kaŋko yɪɗɪ ɓeŋgu ŋgu.
Mɪn, mɪ yɪɗɪ ɓeŋgu ŋgu.	kaaley	Kaŋko yɪɗɪ kaaley qo.
Mɪn, mɪ yɪɗɪ kaaley qo.	defte	Kaŋko yɪɗɪ defte ɗe.

k)   Substitution-Transformation Drill

Pattern 1	Cue	Pattern 2
Min, mi yiɗi kaalis qo.	ligge	Kaŋko yiɗi ligge ŋge.
Min, mi yiɗi ligge ŋge.	deftere	Kaŋko yiɗi deftere nde.
Min, mi yiɗi deftere nde.	lekki	Kaŋko yiɗi lekki ki.
Min, mi yiɗi lekki ki.	ndiyam	Kaŋko yiɗi ndiyam ɗam.
Min, mi yiɗi ndiyam ɗam.	leemuna	Kaŋko yiɗi leemuna qo.
Min, mi yiɗi leemuna qo.	kinkiliba	Kaŋko yiɗi kiŋkiliba qo.
Min, mi yiɗi kiŋkiliba qo.	kaalis	Kaŋko yiɗi kaalis qo.
Min, mi yiɗi kaalis qo.	ligge	Kaŋko yiɗi ligge ŋge.

l)   Phrasal Substitution Drill

Cue	Pattern
	Ñjahaa, lelaa, haa ɓandumaa ɓura.
hooremaa sella	Ñjahaa, lelaa, haa hooremaa sella.
ñjaraa lekki ki, foftaa	Ñjaraa lekki ki, foftaa, haa hooremaa sella.
dokotor qo qara.	Ñjaraa lekki ki, foftaa, haa dokotor qo qara.
foftaa, ñjaraa kiŋkiliba	Foftaa ñjaraa kiŋkiliba, haa dokotor qo qara.
kiikiiɗe	Foftaa, ñjaraa kiŋkiliba, haa kiikiiɗe.
wataa qimmu	Wataa qimmu, haa kiikiiɗe.
neenemaa qara	Wataa qimmu, haa neenemaa qara.
wataa defa	Wataa defa, haa neenemaa qara.
yimɓe ɓe ŋgara	Wataa defa, haa yimɓe ɓe ŋgara.
ñjahaa, padaa	Ñjahaa, padaa, haa yimɓe ɓe ŋgara.
jemma	Ñjahaa, padaa, haa jemma.
nabaa hiirandemaa, foftaa	Nabaa hiirandemaa, foftaa, haa jemma.
baabamaa qara	Nabaa hirandemaa, foftaa, haa baabamaa qara.
kiiraa to mon, wonaa ton	Kiiraa to mon, ŋgonaa ton, haa baabamaa qara.
kiikiiɗe	Kiiraa to mon, ŋgonaa ton, haa kiikiiɗe.
ñjahaa, lelaa to mon	Ñjahaa, lelaa to mon, haa kiikiiɗe.
hooremaa sella	Ñjahaa, lelaa to mon, haa hooremaa sella.
lelaa, foftaa	Lelaa, foftaa, haa hooremaa sella.
dokotor qo wiya yaa qimmu	Lelaa, foftaa, haa dokotor qo wiya yaa qimmu.
ñjaraa, lelaa	Ñjaraa, lelaa, haa dokotor qo wiya yaa qimmu.
ɓandumaa ɓura	Ñjaraa, lelaa, haa ɓandumaa ɓura.

m) Phrasal Substitution Drill

<div style="display:flex">

Cue

                         Pattern

</div>

Cue	Pattern
	Kori yimɓe ɓe gaañaani.
mi nani	Mi nani yimɓe ɓe gaañaani.
ɓeɗo celli	Mi nani ɓeɗo celli.
dokotor qo wiyi	Dokotor qo wiyi ɓeɗo celli.
koyŋgal ŋgal makko keli	Dokotor qo wiyi koyŋgal ŋgal makko keli.
mawnirawomaaɗa	Mawnirawomaaɗa wiyi koyŋgal ŋgal makko keli.
yahi kampama gila bimbi	Mawnirawomaaɗa yahi kampama gila bimbi.
qo wiyi debbomaa	Qo wiyi debbomaa yahi kampama gila bimbi.
haali mo kullemaa	Qo wiyi debbomaa haali mo kullemaa.
haŋki baabaqam	Haŋki baabaqam haali mo kullemaa.
yeyi ŋgarimakko	Haŋki baabaqam yeyi ŋgarimakko.
gaynaakomoɗon	Gaynaakomoɗon yeyi ŋgarimakko?
qaddi naggemakko	Gaynaakomoɗon qaddi naggemakko?
kori neɗɗo qo	Kori neɗɗo qo qaddi naggemakko?
gaañaani	Kori neɗɗo qo gaañaani?
kori yimɓe ɓe	Kori yimɓe ɓe gaañaani?

NOTES

1   UNIT 11

11.0 Dialog: <u>Visitors</u>

                                           -Paul-

      mısıɗɗo [qo] (musııɓe)   relatıve
Ɓe ↑ ko ɓe musııɓeqam.   These are my relatıves.

                                           -Demba-

      qımmu   orıgınate, be from, sprıng,
                                                          get up
Honto ɓe ŋgımmı?   Where are they from?

                                           -Paul-

      Qamerıka   Amerıca
Ko Qamerıka, ɓe ŋgımmı.   They are from Amerıca.

                                           -Demba-

      wıyete   ıs to be called
Honno ɓe mbıyete?   How are they to be addressed
                                             (called)?

                                           -Paul-

      qınde [nde] (qınɗe)   name
Qınde qo ɗo ko Brown.   The name of thıs one (here) ıs
                                             Brown.

                                           -Demba-

Hoɗum ɓe ñjıɗı?   What do they want?

                                           -Paul-

      faal   desıre, want
Ɓe paalı yaade saare.   They want to go to the town.

                                           -Demba-

Hoɗum ɓe mbaɗata, to saare?   What are they goıng to do ın town?

                                           -Paul-

      nder   ınsıde
Ɓe paalı yııde nder saare nde.   They want to see ınsıde the town.

                                           -Demba-

Honno ɓeya no?   How about those?

                                           -Paul-

      sukaa/sukaaɗo [qo] (sukaaɓe)   chıld
Ɓeya, ko ɓe sukaaɓeqam.   Those are my chıldren.

-Demba-

Hoɗum ɓe mbaɗata ton?   What are they going to do there?

-Paul-

   naat   enter
Miɗo yiɗi ɓe naata qeskul.   I want them to enter school.

-Demba-

Tuma ɓe ñjahata?   When are they going?

-Paul-

   faɓɓi-jaŋgo   day after tomorrow
Faɓɓi-jaŋgo, si Qalla jaɓi.   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 [∅] (goreeɓe)   companion (of same age group)
    taanirawo [qo] (taaniraaɓe)   grandchild
    maamirawo [qo] (maamiraaɓe)   grandparent
    saarenawo [qo] (saarenaaɓe)   villager, town person

Cue	Pattern 1	Pattern 2
	Ɓe, koɓe musiiɓeqam.	Ɓeya, koɓe musiiɓeqam.
sukaaɓeqam	Ɓe, koɓe sukaaɓeqam.	Ɓeya, koɓe sukaaɓeqam.
yimɓeqam	Ɓe, koɓe yimɓeqameŋ.	Ɓeya, koɓe yimɓeqameŋ.
qesiraaɓemakko	Ɓe, koɓe qesiraaɓemakko.	Ɓeya, koɓe qesiraaɓemakko.
goreeɓemoɗon	Ɓe, koɓe goreeɓemoɗon.	Ɓeya, koɓe goreeɓemoɗon.
rewɓemaɓɓe	Ɓe, koɓe rewɓemaɓɓe.	Ɓeya, koɓe rewɓemaɓɓe.
worɓemakko	Ɓe, koɓe worɓemakko.	Ɓeya, koɓe worɓemakko.
ɓiɓɓeqameŋ	Ɓe, koɓe ɓiɓɓeqameŋ.	Ɓeya, koɓe ɓiɓɓeqameŋ.
baabiraaɓeqam	Ɓe, koɓe ɓaabiraaɓeqam.	Ɓeya, koɓe ɓaabiraaɓeqam.
neeniraaɓemaa	Ɓe, koɓe neeniraaɓemaa.	Ɓeya, koɓe neeniraaɓemaa.
bandiraabeqam	Ɓe, koɓe ɓandiraaɓeqam.	Ɓeya, koɓe bandiraaɓeqam.
taaniraaɓemaa	Ɓe, koɓe taaniraaɓemaa.	Ɓeya, koɓe taaniraaɓemaa.
ceernooɓeqam	Ɓe, koɓe ceernooɓeqam.	Ɓeya, koɓe ceernooɓeqam.

	Ɓe, koɓe ceernooɓeqam.	Ɓeya, koɓe ceernooɓeqam.
saarenaaɓemaa	Ɓe, koɓe saarenaaɓemaa.	Ɓeya, koɓe saarenaaɓemaa.
miñiraaɓeqam	Ɓe, koɓe miñiraaɓeqam.	Ɓeya, koɓe miñiraaɓeqam.
mawniraaɓemaa	Ɓe, koɓe mawniraaɓemaa.	Ɓeya, koɓe mawniraaɓemaa.
kawiraaɓeqam	Ɓe, koɓe kawiraaɓeqam.	Ɓeya, koɓe kawiraaɓeqam.
maamiraaɓemaa	Ɓe, koɓe maamiraaɓemaa.	Ɓeya, koɓe maamiraaɓemaa.
musiiɓeqam	Ɓe, koɓe musiiɓeqam.	Ɓeya, koɓe musiiɓeqam.

b)   Repeat Drill (a) using singular: Qo koo..., etc.   Qoya koo..., etc.

c)   Progressive Substitution-Transformation Drill

Cue	Question Pattern	Answer Pattern
	Honto ɓe ŋgimmi?	Ko Qamerika, ɓe ŋgimmi.
yaa	Honto ɓe ñjahi?	Ko Qamerika, ɓe ñjahi.
qo	Honto qo yahi?	Ko Qamerika, qo yahi.
qimm	Honto qo qimmi?	Ko Qamerika, qo qimmi.
qon	Honto qon ŋgimmi?	Ko Qamerika, meŋ ŋgimmi.
yaa	Honto qon ñjahi?	Ko Qamerika, meŋ ñjahi.
qo	Honto qo yahi?	Ko Qamerika, qo yahi.
jaŋg	Honto qo jaŋgi?	Ko Qamerika, qo jaŋgi.
ɓe	Honto ɓe jaŋgi?	Ko Qamerika, ɓe jaŋgi.
qimm	Honto ɓe ŋgimmi?	Ko Qamerika, ɓe ŋgimmi.

d)   Simple Substitution Drill

> New word: jarga [ø] (jargaaɓe)   village head (mayor)

Cue	Pattern
	Honno ɓe mbiyete?
qon	Honno qon mbiyete?
qo	Honno qo wiyete?
meŋ	Honno meŋ mbiyete?
kawmaa	Honno kawmaa wiyete?
neenemakko	Honno neenemakko wiyete?
baabamaɓɓe	Honno baabamaɓɓe wiyete?
taanirawoqameŋ	Honno taanirawoqameŋ wiyete?
bandirawomaa	Honno bandirawomaa wiyete?
gorgolmakko	Honno gorgolmakko wiyete?
miñirawoqam	Honno miñirawoqam wiyete?
mawnirawomaa	Honno mawnirawomaa wiyete?
goremakko	Honno goremakko wiyete?

	Honno <u>goremakko</u> wiyete?
jargamaa	Honno <u>jargamaa</u> wiyete?
jaatigimoɗon	Honno <u>jaatigimoɗon</u> wiyete?
teerimaɓɓe	Honno <u>teerimaɓɓe</u> wiyete?
ɓe	Honno ɓe mbiyete?

e) Progressive Substitution Drill

Cue	Pattern
	<u>Ɓe</u> paali yaade saare.
qo	<u>Qo</u> 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 qarde <u>kampama</u>?
galle	<u>Qon</u> paali qarde galle?
meŋ	Meŋ paali <u>qarde</u> galle.
waal	Meŋ paali waalde <u>galle</u>.
saare	<u>Meŋ</u> paali waalde saare.
ɓe	Ɓe paali <u>waalde</u> saare.
yaa	Ɓe paali yaade <u>saare</u>.
jaŋgurdu	Ɓe paali yaade jaŋgurdu.
neenemaa	Neenemaa faali <u>yaade</u> jaŋgurdu.
qar	Neenemaa faali qarde <u>jaŋgurdu</u>.
marse	<u>Neenemaa</u> faali qarde marse.
baabaqam	Baabaqam faali <u>qarde</u> marse.
yaa	Baabaqam faali yaade <u>marse</u>.
ŋgesa	<u>Baabaqam</u> faali yaade ŋgesa.
mi	Mi faali <u>yaade</u> ŋgesa.
yii	Mi faali yiide <u>ŋgesa</u>.
saare	<u>Mi</u> faali yiide saare.
ɓe	Ɓe paali yiide saare.

f) Progressive Substitution Drill

New words:	
ɗabbu	look for, find, search for
ladde [∅] (laddeeji)	bush, forest

Cue	Pattern
	Hoɗum <u>ɓe</u> mbaɗata, to saare?
qo	Hoɗum qo <u>waɗata</u>, to saare?
yii	Hoɗum qo yiyata, to <u>saare</u>?
marse	Hoɗum <u>qo</u> yiyata, to marse?

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	Hoɗum <u>qo</u> yıyata, to marse?
qon	Hoɗum qon <u>ñɟıyata</u>, to marse?
yey	Hoɗum qon ñɟeyata, to <u>marse</u>?
saare	Hoɗum <u>qon</u> ñɟeyata, to saare?
meŋ	Hoɗum meŋ <u>ñɟeyata</u>, to saare?
ɗabb	Hoɗum meŋ ɗabbata, to <u>saare</u>?
ladde	Hoɗum <u>meŋ</u> ɗabbata, to ladde?
baabaqam	Hoɗum baabaqam <u>ɗabbata</u>, to ladde?
nab	Hoɗum baabaqam nabata, to <u>ladde</u>?
kampama	Hoɗum baabaqam nabata, to kampama?
yımbemaa	Hoɗum yımbemaa <u>nabata</u>, to kampama?
qadd	Hoɗum yımbemaa qaddata, to kampama?
marse	Hoɗum <u>yımbemaa</u> qaddata, to marse?
ɓe	Hoɗum ɓe <u>ŋgaddata</u>, to marse?
waɗ	Hoɗum ɓe mbaɗata, to <u>marse</u>?
saare	Hoɗum ɓe mbaɗata, to saare?

g)   Progressive Substitution Drill

<u>Cue</u>   Pattern

	<u>Mıɗo</u> yıɗı ɓe naata qeskul.
qomo	Qomo yıɗı ɓe <u>naata</u> qeskul.
yaa	Qomo yıɗı ɓe <u>ñjaha</u> qeskul.
ɓedo	Ɓeɗo ñɟıɗı ɓe <u>ñjaha</u> qeskul.
qar	<u>Ɓeɗo</u> ñɟıɗı ɓe ŋgara qeskul.
qoɗon	Qoɗon ñɟıɗı ɓe <u>ŋgara</u> qeskul?
yaa	<u>Qoɗon</u> ñɟıɗı ɓe ñjaha qeskul?
mıɗen	Mıɗen ñɟıɗı ɓe <u>ñjaha</u> qeskul.
naat	<u>Mıɗen</u> ñɟıɗı ɓe naata qeskul.
mıɗo	Mıɗo yıɗı ɓe naata qeskul.

h)   Progressive Substitution Drill

New words:	laana [ka] (laade)	boat, ship
	woyndu [ndu] (boylı)	well

<u>Cue</u>   Pattern

	<u>Ɓe</u> paalı yııde nder saare nde.
qo	Qo faalı <u>yııde</u> nder saare nde.
laar	Qo faalı laarde nder <u>saare</u> nde.
laana	<u>Qo</u> faalı laarde nder laana ka.
meŋ	Meŋ paalı <u>laarde</u> nder laana ka.

	Meŋ paalı <u>laarde</u> nder laana ka.
naat	Meŋ paalı naatde nder <u>laana</u> ka.
kampama	<u>Meŋ</u> paalı naatde nder kampama ɋo.
ɋon	Ɋon paalı <u>naatde</u> nder kampama ɋo?
waal	Ɋon paalı waalde nder <u>kampama</u> ɋo?
suudu	<u>Ɋon</u> paalı waalde nder suudu ndu?
ɋa	Ɋa faalı <u>waalde</u> nder suudu ndu?
yıı	Ɋa faalı yııde nder <u>suudu</u> ndu?
woyndu	<u>Ɋa</u> faalı yııde nder woyndu ndu?
mı	Mı faalı <u>yııde</u> nder woyndu ndu.
laar	Mı faalı laarde nder <u>woyndu</u> ndu.
gallemaa	<u>Mı</u> faalı laarde nder gallemaa ɋo.
6e	6e paalı <u>laarde</u> nder gallemaa ɋo.
yıı	6e paalı yııde nder <u>gallemaa</u> ɋo.
saare	6e paalı yııde nder saare nde.

11.2 Note: Passive Verbal Forms

While theoretically any verb ın Fula may be ınflected ın actıve voıce, mıddle voıce or passıve voıce, ın practıce most verbs occur much more commonly or exclusıvely ın one or two voıces and rarely or never ın the other(s).

Note the sentence:
      Honno 6e mbıyete.   'How are they called?'
The form <u>mbıyete</u> (<u>wıyete</u> wıth sıngular subjects), from the verb root /wıı/, ıs ımperfectıve ın aspect, potentıal ın tense, and passıve ın voıce.

Note the sentence:
      Hoɗum 6e mbaɗata to saare.   'What are they goıng to do ın town?'
The form <u>mbaɗata</u> (<u>waɗata</u> ın the sıngular) dıffers from the form <u>mbıyete</u> ın the root and ın the alternatıon of /a/ and /e/ ın the suffıxes.

Throughout the ımperfectıve forms the passıve has /e/ where the actıve has /a/. Thus: Mıɗo wıya mo.   'I'm sayıng to hım.'
               Mıɗo wıye Demba.   'I'm called Demba.'
However the passıve voıce has no potentıal forms ın statements comparable to <u>waɗat</u> or <u>waɗay</u> – usıng ınstead <u>wıyete</u> 'wıll be called' or 'ıs to be called'.

In perfectıve forms the passıve ıs characterızed by suffıx /-a(a)/ (where the actıve has /-ı(ı)/) followed ın the emphatıc perfectıve by a suffıx /-ma/ (see 6.2). Thus: Ɋa jaraama.   'You've been thanked'.
             Ɋo wıyaama Demba.
This suffıx /-ma/ occurs only ın mıddle voıce and passıve voıce, emphatıc perfectıve forms. The non-emphatıc perfectıve of the passıve, wıth suffıx /-a/ only, because of ıts resemblance to the ımperfectıve actıve and to the sımple perfectıve negatıve (wıth suffıx /-aa/) ıs very uncommon, the emphatıc form wıth suffıx /-ma/ beıng regularly used.

11.3   Grammar Drills on Passive Verb Forms

   a)   Simple Substitution Drill

Cue	Pattern	
	Honno ɗum <u>yeye</u>te?	How is this to be sold?
nab	Honno ɗum <u>nabe</u>te?	
def	Honno ɗum <u>defe</u>te?	
fof	Honno ɗum <u>fofe</u>te?	How is this to be blown (on)?
ñaam	Honno ɗum <u>ñaame</u>te?	
heɓ	Honno ɗum <u>heɓe</u>te?	How is this to be gotten?
wıı	Honno ɗum <u>wıye</u>te?	
jaŋg	Honno ɗum <u>jaŋge</u>te?	
yar	Honno ɗum <u>yare</u>te?	
qudd	Honno ɗum <u>qudde</u>te?	
quddıt	Honno ɗum <u>quddıte</u>te?	
yey	Honno ɗum <u>yeye</u>te?	

   b)   Progressive Substitution Drill

Cue	Pattern	
	<u>Honno</u> ɗum yeyete?	How is this to be sold?
honto	Honto ɗum <u>yeye</u>te?	Where is this to be sold?
nab	<u>Honto</u> ɗum nabete?	
honno	Honno ɗum <u>nabe</u>te?	
def	<u>Honno</u> ɗum defete?	
honto	Honto ɗum <u>defe</u>te?	
jaŋg	<u>Honto</u> ɗum jaŋgete?	
honno	Honno ɗum <u>jaŋge</u>te?	
fof	<u>Honno</u> ɗum fofete?	
honto	Honto ɗum <u>fofe</u>te?	
ñaam	<u>Honto</u> ɗum ñaamete?	
honno	Honno ɗum <u>ñaame</u>te?	
yıı	<u>Honno</u> ɗum yıyete?	
honto	Honto ɗum <u>yıye</u>te?	
heɓ	<u>Honto</u> ɗum heɓete?	
honno	Honno ɗum <u>heɓe</u>te?	
wıı	<u>Honno</u> ɗum wıyete?	
honto	Honto ɗum <u>wıye</u>te?	
yey	Honto ɗum <u>yeye</u>te?	

c)   Simple Substitution Drill

Cue	Pattern
	Dum yeyaama.
ñaam	Dum ñaamaama.
def	Dum defaama.
nab	Dum nabaama.
fof	Dum fofaama.
wɩɩ	Dum wɩyaama.
yɩɩ	Dum yɩyaama.
qudd	Dum quddaama.
quddɩt	Dum quddɩtaama.
yar	Dum yaraama.
jaŋg	Dum jaŋgaama.
lamd	Dum lamdaama.
faal	Dum faalaama.

d)   Progressive Substitution Drill

Cue	Pattern
	Honno ɗum yeyaama?
honto	Honto ɗum yeyaama?
def	Honto ɗum defaama?
honno	Honno ɗum defaama?
hel	Honno ɗum helaama?
honto	Honto ɗum helaama?
wɩɩ	Honto ɗum wɩyaama?
honno	Honno ɗum wɩyaama?
qudd	Honno ɗum quddaama?
honto	Honto ɗum quddaama?
quddɩt	Honto ɗum quddɩtaama?
honno	Honno ɗum quddɩtaama?
nab	Honno ɗum nabaama?
honto	Honto ɗum nabaama?
jaŋga	Honto ɗum jaŋgaama?
honno	Honno ɗum jaŋgaama?
ñaam	Honno ɗum ñaamaama?
honto	Honto ɗum ñaamaama?
yey	Honto ɗum yeyaama?
honno	Honno ɗum yeyaama?

e)   Simple Substitution-Transformation Drill   (Potential to Perfective)

Cue	Pattern 1	Pattern 2
	Tuma ɗum <u>yeye</u>te?	Tuma ɗum yeyaama?
waɗ	Tuma ɗum <u>waɗe</u>te?	Tuma ɗum waɗaama?
qudd	Tuma ɗum <u>qudde</u>te?	Tuma ɗum quddaama?
naat	Tuma ɗum <u>naat</u>ete?	Tuma ɗum naataama?
yıı	Tuma ɗum <u>yıye</u>te?	Tuma ɗum yıyaama?
nab	Tuma ɗum <u>nab</u>ete?	Tuma ɗum nabaama?
ñaam	Tuma ɗum <u>ñaam</u>ete?	Tuma ɗum ñaamaama?
def	Tuma ɗum <u>def</u>ete?	Tuma ɗum defaama?
yar	Tuma ɗum <u>yar</u>ete?	Tuma ɗum yaraama?
fof	Tuma ɗum <u>fof</u>ete?	Tuma ɗum fofaama?
holl	Tuma ɗum <u>holl</u>ete?	Tuma ɗum hollaama?
yey	Tuma ɗum <u>yeye</u>te?	Tuma ɗum yeyaama?

f)   Progressive Substitution-Transformation Drill (Potential to Perf̶   ̶e)

Cue	Pattern 1	Pattern 2
	<u>Tuma</u> ɗum heɓete?	Tuma ɗum heɓaama،
honno	Honno ɗum heɓete?	Honno ɗum heɓaama?
yey	<u>Honno</u> ɗum yeyete?	Honno ɗum yeyaama?
honto	Honto ɗum <u>yeye</u>te?	Honto ɗum yeyaama?
waɗ	<u>Honto</u> ɗum waɗete?	Honto ɗum waɗaama?
tuma	Tuma ɗum <u>waɗe</u>te?	Tuma ɗum waɗaama?
yıı	<u>Tuma</u> ɗum yıyete?	Tuma ɗum yıyaama?
honno	Honno ɗum <u>yıye</u>te?	Honno ɗum yıyaama?
nab	<u>Honno</u> ɗum nabete?	Honno ɗum nabaama?
honto	Honto ɗum <u>nab</u>ete?	Honto ɗum nabaama?
def	<u>Honto</u> ɗum defete?	Honto ɗum defaama?
tuma	Tuma ɗum <u>def</u>ete?	Tuma ɗum defaama?
heɓ	Tuma ɗum heɓete?	Tuma ɗum heɓaama?

g)   Simple Substitution-Transformation Drill   (Active to Passive)

Cue	Pattern 1	Pattern 2
	Honno qo <u>yeya</u>ta ɗum?	Honno ɗum yeyete?
heɓ	Honno qo <u>heɓa</u>ta ɗum?	Honno ɗum heɓete?
nab	Honno qo <u>nab</u>ata ɗum?	Honno ɗum nabete?
waɗ	Honno qo <u>waɗa</u>ta ɗum?	Honno ɗum waɗete?
yıı	Honno qo <u>yıya</u>ta ɗum?	Honno ɗum yıyete?
def	Honno qo <u>def</u>ata ɗum?	Honno ɗum defete?
ñaam	Honno qo <u>ñaam</u>ata ɗum?	Honno ɗum ñaamete?
yar	Honno qo <u>yar</u>ata ɗum?	Honno ɗum 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>quddi</u>tata 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?
jaŋg	Honno qo <u>jaŋg</u>ata d'um?	Honno d'um jaŋgete?
qokk	Honno qo <u>qokk</u>ata d'um?	Honno d'um qokkete?
wil	Honno qo <u>wiy</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)

Cue	Pattern 1	Pattern 2
	Be <u>ñjey</u>i d'um.	Dum yeyaama.
nab	Be <u>nab</u>i d'um.	Dum nabaama.
yar	Be <u>ñjar</u>i d'um.	Dum yaraama.
heɓ	Be <u>keɓ</u>i d'um.	Dum heɓaama.
qudd	Be <u>ŋgudd</u>i d'um.	Dum quddaama.
ñaam	Be <u>ñaam</u>i d'um.	Dum ñaamaama.
def	Be <u>dep</u>i d'um.	Dum defaama.
quddit	Be <u>ŋguddit</u>i d'um.	Dum qudditaama.
jaŋg	Be <u>jaŋg</u>i d'um.	Dum jaŋgaama.
wil	Be <u>mbiy</u>i d'um.	Dum wiyaama.
qand	Be <u>ŋgand</u>i d'um.	Dum qandaama.
hel	Be <u>kel</u>i d'um.	Dum helaama.
qadd	Be <u>ŋgadd</u>i d'um.	Dum qaddaama.
yid'	Be <u>ñjid'</u>i d'um.	Dum yid'aama.
haal	Be <u>kaal</u>i d'um.	Dum haalaama.
gaañ	Be <u>gaañ</u>i d'um.	Dum gaañaama.
yey	Be <u>ñjey</u>i d'um.	Dum yeyaama.

1)   Progressive Substitution-Correlation Drill   (Change aspect of verb to
accord with time word.)

Cue	Pattern
	Dum <u>yey</u>aama haŋki.
def	Dum <u>def</u>aama <u>haŋki</u>.
jaŋgo	Dum <u>def</u>ete jaŋgo.
ñaam	Dum <u>ñaam</u>ete <u>jaŋgo</u>.
heccihaŋki	Dum <u>ñaam</u>aama heccihaŋki.
nab	Dum <u>nab</u>aama <u>heccihaŋki</u>.
hande	Dum <u>nab</u>ete hande.
qadd	Dum <u>qadd</u>ete <u>hande</u>.
haŋki	Dum <u>qadd</u>aama haŋki.
quddit	Dum <u>quddit</u>aama <u>haŋki</u>.
bimbi	Dum <u>quddit</u>ete bimbi.
jaŋg	Dum <u>jaŋg</u>ete <u>bimbi</u>.
heccihaŋki	Dum <u>jaŋg</u>aama heccihaŋki.
def	Dum <u>def</u>aama <u>heccihaŋki</u>.
jemma	Dum <u>def</u>ete jemma.
yey	Dum <u>yey</u>ete <u>jemma</u>.
haŋki	Dum <u>yey</u>aama haŋki.

11.4 Note: Interrogative Sentences

<u>Type I</u> - '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. Qaɗa ligga haa jooni na?   'Are you working up to now?'
4. Qaɗa yiɗi 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 <u>na</u> which signals a 'yes-no' question may be omitted
since statements about second person action are often unlikely and there is nor-
mally no difficulty in understanding such sentences as 4 and 5 above to be ques-
tions. Other examples of this interrogative sentence-type with other subjects
(where <u>na</u> 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 kaŋko haalani ma ɗum 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
<u>na</u>, and the intonation (stress before <u>na</u>).

<u>Type II</u> - 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 gaañı?   'Who all got hurt?'
2. Ko hodum heɓno 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 ŋgarno do?   'It is you and who [else] who came here?'
5. Hombo haalanı ma dum?   'Who told you that?'

Note that <u>ko</u> 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 haalanıı ma?   'What did she tell you?'
2. Hodum mbadtaa 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 ŋgesamaa?   'When are you going to your farm?'
2. Honto ɓe ŋgımmı?   'Where are they from?'
3. Pur hombo wadantaa dum?   'For whom are you doing that?'
4. Tuma ŋgardaa?   'When did you come?'
5. Honto mbiınodaa?   'Where did you say?'
6. Ko honto ñjahataa kadı?'   'When are you going to go again?'
7. No waddaa dum?   'How did you do it?'

In these forms also <u>ko</u> is optional except that <u>ko</u> does not occur with <u>no</u>
(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 ŋgarmı?   'When did I come?'
Honto mbadmeŋ dum?   'Where did we do that?'

Also, of course, the inclusive second person plural:

Hodum ñjııden to marse?   'What did the two of us see at market?'

<u>Type III</u> - 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]?'

<u>Type IV</u> - Equational Questions with <u>no</u> or <u>honno</u>.

1.	No yimɓemaa ɓe?	'How are your folks?'
2.	Honno Yompa?	'How's Yompa?'

These sentences contain no verb. <u>Ko</u> does not occur.

<u>Type V</u> - 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 <u>ko</u> but the intonation plus the
fact that there is nothing more said in the sentence is the essential interrog-
ative 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

Cue	Question Pattern	Response Pattern
	<u>Qa</u> yahi ton na?	Qeeyi↑ mi yahiino ton.
ɓe	<u>Be</u> ñjahi ton na?	Qeeyi↑ ɓe ñjahiino ton.
waal	<u>Be</u> mɓaali ton na?	Qeeyi↑ ɓe mɓaaliino ton.
qon	<u>Qon</u> mɓaali ton na?	Qeeyi↑ meŋ mɓaaliino ton.
ñall	<u>Qon</u> ñalli ton na?	Qeeyi↑ meŋ ñalliino ton.
qo	Qo <u>ñalli</u> ton na?	Qeeyi↑ qo ñalliino ton.
ñaam	<u>Qo</u> ñaami ton na?	Qeeyi↑ qo ñaamiino ton.
qen	Qen <u>ñaami</u> ton na?	Qeeyi↑ qen ñaamiino ton.
yaa	<u>Qen</u> ñjahi ton na?	Qeeyi↑ qen ñjahiino ton.
qa	Qa yahi ton na?	Qeeyi↑ mi yahiino ton.

b)   Progressive Substitution-Response Drill

Cue	Question Pattern	Response Pattern
	Qa yahataa na?	Mı yahııno.
qo	Qo yahataa na?	Qo yahiino.
ñall	Qo ñallataa na?	Qo ñalliino.
ɓe	Be ñallataa na?	Be ñalliino.
ñaam	Be ñaamataa na?	Be ñaamiino.
qon	Qon ñaamataa na?	Meŋ ñaamiino.
hıır	Qon kıırataa na?	Meŋ kııriino.
qa	Qa hıırataa na?	Mı hııriino.
qar	Qa qarataa na?	Mı qariino.
qo	Qo qarataa na?	Qo qariino.
heɓ	Qo heɓataa na?	Qo heɓiino.
qa	Qa heɓataa na?	Mı heɓiino.
yaa	Qa yahataa na?	Mı yahiino.

c)   Progressive Substitution Drill

Cue	Pattern
	Hombo wıyı ɗum?
nan	Hombo nanı ɗum?
kam	Hombo nanı kam?
gaañ	Hombo gaañı kam?
mo	Hombo gaañı mo?
haal	Hombo haalı mo?
ma	Hombo haalı ma?
qokk	Hombo qokkı ma?
mo	Hombo qokkı mo?
ɓur	Hombo ɓurı mo?
kam	Hombo ɓurı kam?
yıı	Hombo yıyı kam?
ɗum	Hombo yıyı ɗum?
wıı	Hombo wıyı ɗum?

d)   Random Substitution-Response Drill

> New word: nıı   thus

Cue	Question Pattern	Response Pattern
	No mbaɗɗaa ɗum?	Ko níı, mbaɗmı ɗum.
qon	No mbaɗɗon ɗum?	Ko níı, mbaɗmeŋ ɗum.
taw	No tawɗon ɗum?	Ko níı, tawmeŋ ɗum.
heɓ	No keɓɗon ɗum?	Ko níı, keɓmeŋ ɗum.

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	No keɓɗon ɗum?	Ko níı, keɓmeŋ ɗum.
qen	No keɓɗen ɗum?	Ko níı, 'keɓmeŋ ɗum.
qa	No keɓɗaa ɗum?	Ko níı, keɓmı ɗum.
wad	No mbaɗɗaa ɗum?	Ko níı, mbaɗmı ɗum.

e) Simple Substitution Drill

	Cue	Pattern
		Hoɗum mbaɗtaa to saare?
nab		Hoɗum nabataa to saare?
qadd		Hoɗum ŋgaddataa to saare?
yıı		Hoɗum ñɟııtaa to saare?
yee		Hoɗum ñɟeyataa to saare?
qacc		Hoɗum ŋgaccataa to saare?
waɗ		Hoɗum mbaɗtaa to saare?

f) Simple Substitution Drill

	Cue	Pattern
		Honto Demba wonı?
(qa)		Honto ŋgonɗaa?
ɓe		Honto ɓe ŋgonı?
(qon)		Honto ŋgonɗon?
(qen)		Honto ŋgonɗen?
qo		Honto qo wonı?
Demba		Honto Demba wonı?

g) Simple Substitution Drill

	Cue	Pattern
		Tuma ŋgartaa?
(qon)		Tuma ŋgarton?
qo		Tuma qo qarata?
(qen)		Tuma ŋgarten?
meŋ		Tuma meŋ ŋgarata?
ɓe		Tuma ɓe ŋgarata?
(qa)		Tuma ŋgartaa?

h) Simple Substitution-Response Drill

	Cue	Question Pattern	Response Pattern
		Honto mbaɗɗaa ɗum?	Ko ton, mbaɗmı ɗum?
taw		Honto tawɗaa ɗum?	Ko ton, tawmı ɗum.
heɓ		Honto keɓɗaa ɗum?	Ko ton, keɓmı ɗum.
nan		Honto nanɗaa ɗum?	Ko ton, nanmı ɗum.

	Honto nanɗaa ɗum?	Ko tón, nanmi ɗum.
yıı	Honto ñɟııɗaa ɗum?	Ko tón, ñɟıımi ɗum.
qand	Honto ŋganduɗaa ɗum?	Ko tón, ŋgandumi ɗum.
hel	Honto kelɗaa ɗum?	Ko tón, kelmi ɗum.
waaw	Honto mbaawɗaa ɗum?	Ko tón, mbaawmi ɗum.
qacc	Honto ŋgaccuɗaa ɗum?	Ko tón, ŋgaccumi ɗum.
ñaam	Honto ñaamɗaa ɗum?	Ko tón, ñaami ɗum.
nab	Honto nabɗaa ɗum?	Ko tón, nabmi ɗum.
fad	Honto paddaa ɗum?	Ko tón, padmi ɗum.
haal	Honto kaalɗaa ɗum?	Ko tón, kaalmi ɗum.
yaar	Honto ñɟarɗaa ɗum?	Ko tón, ñɟarmi ɗum.
wıı	Honto mbııɗaa ɗum?	Ko tón mbıımi ɗum.

ı) **Progressive Substitution-Response Drill**

Cue	Pattern 1	Pattern 2
	Honto mbaɗɗaa ɗum?	Ko tón, mbaɗmi ɗum.
(qon)	Honto mbaɗɗon ɗum?	Ko tón, mbaɗmeŋ ɗum.
taw	Honto tawɗon ɗum?	Ko tón, tawmeŋ ɗum.
(qen)	Honto tawɗen ɗum?	Ko tón, tawmeŋ ɗum.
waaw	Honto mbaawɗen ɗum?	Ko tón, mbaawmeŋ ɗum.
(qa)	Honto mbaawɗaa ɗum?	Ko tón, mbaawmi ɗum.
yıı	Honto ñɟııɗaa ɗum?	Ko tón, ñɟıımi ɗum.
(qen)	Honto ñɟııɗen ɗum?	Ko tón, ñɟıımeŋ ɗum.
nan	Honto nanɗen ɗum?	Ko tón nanmeŋ ɗum.
(qa)	Honto nanɗaa ɗum?	Ko tón nanmi ɗum.
waɗ	Honto mbaɗɗaa ɗum?	Ko tón mbaɗmi ɗum.

ɟ) **Random Substitution-Response Drill**

Cue	Pattern 1	Pattern 2
	Hoɗum mbaɗɗaa mo?	Mi waɗaani mo haytus.
(qon)	Hoɗum mbaɗɗon mo?	Meŋ mbaɗaani mo haytus.
wıı	Hoɗum mbııɗon mo?	Meŋ mbıyaani mo haytus.
(qen)	Hoɗum mbııɗen mo?	Qen mbıyaani mo haytus.
qo	Hoɗum qo wıyıı mo?	Qo wıyaani mo haytus.
haal	Hoɗum qo haali mo?	Qo haalaani mo haytus.
ma	Hoɗum qo haali ma?	Qo haalaani kam haytus.
ɓe	Hoɗum ɓe kaali ma?	Ɓe kaalaani kam haytus.
mo	Hoɗum ɓe kaali mo?	Ɓe kaalaani mo haytus.
(qon)	Hoɗum kaalɗon mo?	Meŋ kaalaani mo haytus.
waɗ	Hoɗum mbaɗɗon mo?	Meŋ mbaɗaani mo haytus.
(qa)	Hoɗum mɓaɗɗaa mo?	Mi waɗaani mo haytus.

k)   Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                   Ko <u>hombo?</u>
       honto   Ko <u>honto?</u>
       hoɗum   Ko <u>hoɗum?</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

<u>Paul qe Demba</u>

New words and forms:
ñande [nde] (   )   day
non   this, so in this way
salminondir   greet one another
gaynu/gasnu   finish, cause to end
haalaa [∅] (   )   talk,speech, discussion
yaad   go with

Ñande gooto tawi[1] Paul qe musiiɓemakko qe ɓiɓɓemakko ɓeɗo ñjaha[2] to
saare, qawa[3] ɓe kewti qe Demba. Non ɓe calminondiri, qawa Demba lamdi mo he
·fii kulle musiiɓemakko, to ɓe ŋgimmi, qindemaɓɓe, hoɗum ɓe ñjiɗi, qe honto ɓe
ñjahata. Paul haali mo qindemaɓɓe, ko ɓe ñjiɗi qe honto ɓe ñjahata. Kadi,
Demba lamdi mo he fii sukaaɓemakko. Non Paul wiyi, qomo naba ɓe to qekol, pur
ɓe jaŋgoya. Tuma ɓe gayni qe haalaamaɓɓe, Paul yaadi qe yimɓemum, 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.

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[1]Note that <u>taw</u> 'find' is commonly used in various senses related to the
concept of 'chance' or 'happening'. We have observed <u>tawo</u> 'at that time,
then' and <u>si tawo</u> 'if'. Both can be construed as related to this verbal
root. Here <u>tawi</u> is translated as 'it happened that'.

[2]Note that <u>ɓeɗo ñjaha</u> here has reference to past time though it is in
progressive imperfective form. The translation here must be in a <u>past</u>
<u>progressive</u> 'they were going'.

[3]<u>Qawa</u> is much used in narratives as a general purpose conjunction translated
now <u>and</u>, now <u>so</u>, now <u>afterwards</u> etc.

11.9   Questions for Discussion

1.   Ɓeya yımɓe,ko ɓe musııɓe Paul na?

2.   Ko to Qamerıka ɓe ŋgımmı na?

3.   Ɓeya sukaaɓe no, ɓe kadı, koɓe ɓıɓɓe Paul na?

4.   Musııɓe Paul, to saare nde, ɓe njıɗı yaade na?

5.   Paul non, ko to qeskul qo yıɗı nabde ɓıɓɓemakko na?

6.   Indemaa ko Brown na?   Ko hoɗum?

7.   Qon faalı yaade to saare na?

8.   Qa faalı yaade to saare na?

9.   Soon ñjahı to saare nde, qon paalay yııde nder saare nde na?

10.   Saa yahı to saare nde, qa faalay yııde nder saare nde na?

11.   Ɓeya yımɓe ko ɓe musııɓemaa na?

12.   Ko to mon ɓe ŋgımmı na?

13.   Ɓeya sukaaɓe, ɓe koɓe ɓıɓɓemaa na?

14.   Ko to saare nde njıɗɗaa yaade na?

15.   Qa nabay ɓıɓɓemaa to qekol na?

16.   Ɓeya yımɓe, koɓe musııɓe Paul na, maa ɓe wonaa musııɓemakko?

17.   Ko Qamerıka ɓe ŋgımmı na, maa wonaa ton?

18.   Ɓeya sukaaɓe, koɓe ɓıɓɓemakko na, maa wonaa ɓıɓɓemakko?

19.   Musııɓe Paul, ko to saare nde ɓe ñjıɗı yaade na, maa ko to qeskul qo?

20.   Paul non, ko to qeskul qo nabata ɓıɓɓemakko na, maa ko to saare nde?

21.   Qındemaa ko John na, maa ko Paul?

22.   Qon paalı yaade to saare nde na, maa to qeskul qo?

23.   Qa faalı yaade to saare nde na, maa to qeskul qo?

24.   Soon ñjahı to saare nde, qon paalay yııde nder saare nde na, maa qon ñjıɗtaa?

25.   Saa yahı to saare nde, qa yıɗay yııɗe nder saare nde na, maa qa yıɗtaa.

26.   Ɓeya yımɓe koɓe musııɓemaa na, maa wonaa musııɓemaa?

27.   Musııɓemaa, ko to saare nde ɓe ñjıɗı vaade na, ma ko to qekˆl?

28.   Musııɓemaa, ko to saare nde ɓe ŋgonı na, ma ko ɗo?

29.   Faɓɓı-jaŋgo ko honto ñjahata?

30.   Ko tuma heɓtaa debbo.

31.   Honto musııɓe Paul ŋgımmı?

32. Honto ɓe ñjiɗi yaade?

33. Honto Paul nabata ɓiɓɓemakko?

34. Sukaaɓe Paul naatay qeskul na?

35. Ko tuma ɓe naatata qeskul?

36. Ko waɗi, musiiɓe ñjiɗi yaade to saare nde?

37. Ko hoɗum ɓe mbadata ton?

38. Sukaaɓemaaɗa ɓeɗo ñjaha qekol?

39. Musiiɓe Paul, ko to saare ɓe ñjiɗi yaade na, maa to qekol?

40. Faɓɓi-jaŋgo, ko honto Paul nabata ɓiɓɓemakko?

41. Honto musiiɓemaa woni?

42. Sukaaɓemaa, ɓe naati qeskul na, maa ɓe nataani?

43. Honto debbomaa woni?

44. Debbomaa no ɗo, maa to saare nde?

45. Tuma nabata ɓiɓɓemaaɗa to qekol?

46. Hoɗum mbaɗtaa hande.

47. Musiiɓemaa, sukaaɓe jelu ɓe keɓi?

48. Ɓiɓɓemaɓɓe no yaha qekol na?

49. Ko honto ɓe jaŋgata?

50. Ɓiɓɓe jelu keɓɗaa?

UNIT 12

12.0 Dialog: <u>What Day Will He Be Here?</u>

-Yoro-

Honto qoya gorkomaa, woni?

Where is that man of yours?

-Jallo-

Hombo?

Who?

-Yoro-

Teneŋ/Qaltíne[1]
yawt
yawtuɗo
Qoya gorko, qarno ɗo, Teneŋ
    yawtuɗo.

Monday
    pass, exceed, pass by
    past, who/which passes
That man who came here last
    Monday. (Monday past)

-Jallo-

Talata
Qalárba
Qo wiyiino, qo qarat, Talata
    maa Qalarba.

Tuesday
Wednesday
He said he would come Tuesday or
    Wednesday.

-Yoro-

Mi sikkaani, qo waaway qarde
    Qalarba.

I don't think he will be able
    to come on Wednesday.

-Jallo-

Ko waɗi, qo waawataa qarde.

Why can't he come.

-Yoro-

Mi waawataa ma, haalde ɗum?

I cannot tell you that.

-Jallo-

Qálkamis[1]
Juma
Soo qaraani Qalkamis, qo qaray
    Juma.

Thursday
Friday
If he does not come Thursday he
    will come Friday.

-Yoro-

Juma? Min, mi wontaa ɗo.

Friday, as for me I won't be here.

---

[1]The 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 /qalkamis/ is is on the prefix
itself.

-Jallo-

Mɪ qandaa hónto ñjahataa.   Tuma   I don't know where you are going.
   ŋgarataa?   When are you coming [back]?

-Yoro-

   Sɪbɪtɪ   Saturday
   Dɪmas   Sunday
Sɪbɪtɪ maa Dɪmas.   Saturday or Sunday.

-Jallo-

Qawa baasɪ qala ↑ ñallen jam.   OK, no trouble, good afternoon
                                           (may we pass the day in peace).

-Yoro-

Qaamɪɪn.   Amen.

12.1   Varɪation Drɪlls on Basɪc Sentences

   a)   Progressɪve Substɪtutɪon Drɪll

      Cue

                        Mɪɗo yaha, haa jaŋgo.

      (qo)   Qomo yaha, haa jaŋgo.

      Talata   Qomo yaha, haa Talata.

      (ɓe)   Ɓeɗo ñjaha, haa Talata.

      Qalarba   Ɓeɗo ñjaha, haa Qalarba.

      (qon)   Qoɗon ñjaha, haa Qalarba?

      faɓɓɪ-jaŋgo   Qoɗon ñjaha, haa faɓɓɪ-jaŋgo?

      (meŋ)   Mɪɗen ñjaha, haa faɓɓɪ-jaŋgo.

      Qaltɪne   Mɪɗen ñjaha, haa Qaltɪne.

      (mɪ)   Mɪɗo yaha haa Qaltɪne.

      jaŋgo   Mɪɗo yaha haa jaŋgo.

b) Substitution-Transformation Drill (Singular-Plural)

```
New words:
    gertogal [ŋgal] (gertooɗe)        chicken
    rawaandu [ndu]  (dawaaɗi)         dog
    qanasara [ø]    (qanasaraaɓe)     European
    talkuru  [ndu]  (talki)           'juju', charm, amulet
```

Cue	Singular Pattern	Plural Pattern
	Honto qóya <u>gorkomaa</u>, woni?	Honto ɓéya worɓemaa, ŋgoni?
debbo	Honto qóya <u>debbomaa</u>, woni?	Honto ɓéya rewɓemaa, ŋgoni?
ɓidɗo	Honto qóya <u>ɓidɗomaa</u>, woni?	Honto ɓéya ɓiɓɓemaa, ŋgoni?
sukaa	Honto qóya <u>sukaamaa</u>, woni?	Honto ɓéya sakaaɓemaa, ŋgoni?
nedɗo	Honto qóya <u>nedɗomaa</u>, woni?	Honto ɓéya yimɓemaa, ŋgoni?
saarenawo	Honto qóya <u>saarenawomaa</u>, woni?	Honto ɓéya saarenaaɓemaa, ŋgoni?
musidɗo	Honto qóya <u>musidɗomaa</u>, woni?	Honto ɓéya musiiɓemaa, ŋgoni?
ceerno	Honto qóya <u>ceernomaa</u>, woni?	Honto ɓéya ceernooɓemaa, ŋgoni?
jaatigi	Honto qóya <u>jaatigimaa</u>, woni?	Honto ɓéya jaatigiiɓemaa, ŋgoni?
rawaandu	Honto qóya <u>rawaandumaa</u>, woni?	Honto ɓéya dawaaɗimaa, ŋgoni?
gertogal	Honto qóya <u>gertogalmaa</u>, woni?	Honto ɓéya gertooɗemaa, ŋgoni?
qanasara	Honto qóya <u>qanasaramaa</u>, woni?	Honto ɓéya qanasaraɓemaa, ŋgoni?
talkuru	Honto qóya <u>talkurumaa</u>, woni?	Honto ɓéya talkimaa, ŋgoni?

c) Progressive Substitution Drill

```
New words:
    kodɗo  [qo]  (hoɓɓe)         stranger, guest
    mbomri [ndi] (bomi)          girl
    pullo  [qo]  (fulɓe)         Fula
    masoŋ  [ø]   (masoŋaaɓe)     mason
    polis  [ø]   (polisaaɓe)     policeman
    soldar [ø]   (soldarooɓe)    soldier
```

Cue	Pattern
	Qóya <u>gorko</u>, qarno ɗo, Teneŋ yawtudɗo.
debbo	Qóya debbo, qarno ɗo, <u>Teneŋ</u> yawtudɗo.
Talata	Qóya <u>debbo</u>, qarno ɗo, Talata yawtudɗo.
kodɗo	Qóya <u>kodɗo</u>, qarno ɗo, <u>Talata</u> uawtudɗo.
Qalarba	Qóya <u>kodɗo</u>, qarnoo ɗo, Qalarba yawtudɗo.
mbomri	Qóya mbomri, qarno ɗo, <u>Qalarba</u> yawtudɗo.
Qalkamis	Qóya <u>mbomri</u>, qarno ɗo, Qalkamis yawtudɗo.

	Qóya mbomri, qarno d'o, Qalkamis yawtud'o.
pullo	Qóya pullo, qarno d'o, Qalkamis yawtud'o.
Juma	Qóya pullo, qarno d'o, Juma yawtud'o.
mason	Qóya mason, qarno d'o, Juma yawtud'o.
Sibiti	Qóya mason, qarno d'o, Sibiti yawtud'o.
polis	Qóya polis, qarno d'o, Sibiti yawtud'o.
Dimas	Qóya polis, qarno d'o, Dimas yawtud'o.
soldar	Qóya soldar, qarno d'o, Dimas yawtud'o.
Tenen	Qóya soldar, qarno d'o, Tenen yawtud'o.
gorko	Qóya gorko, qarno d'o, Tenen yawtud'o.

d) Progressive Substitution Drill

Cue	Pattern
	Qo wiyiino, qo qarat, Tenen, maa Talata.
Talata, maa Qalarba	Qo wiyiino, qo qarat, Talata, maa Qalarba.
ɓe	Ɓe mbiyiino, ɓe ngarat, Talata, maa Qalarba.
Qalarba, maa Qalkamis	Ɓe mbiyiino, ɓe ngarat, Qalarba, maa Qalkamis.
qon	Qon mbiyiino, qon ngarat, Qalarba, maa Qalkamis.
Qalkamis, maa Juma	Qon mbiyiino, qon ngarat, Qalkamis, maa Juma.
mi	Mi wiyiino, mi qarat, Qalkamis, maa Juma.
Juma, maa Sibiti	Mi wiyiino, mi qarat, Juma, maa Sibiti.
qo	Qo wiyiino, qo qarat, Juma, maa Sibiti.
Sibiti, maa Dimas	Qo wiyiino, qo qarat, Sibiti, maa Dimas.
ɓe	Ɓe mbiyiino, ɓe ngarat, Sibiti, maa Dimas.
Dimas, maa Tenen	Ɓe mbiyiino, ɓe ngarat, Dimas, maa Tenen.
qon	Qon mbiyiino, qon ngarat, Dimas, maa Tenen.
Tenen, maa Talata	Qon mbiyiino, qon ngarat, Tenen, maa Talata.
qo	Qo wiyiino, qo qarat, Tenen, maa Talata.

e) Progressive Substitution Drill

Cue	Pattern
	Mi sikkaani, qo waaway qarde Qalarba.
yaa	Mi sikkaani, qo waaway yaade Qalarba.
ɓe	Mi sikkaani, ɓe mbaaway yaade Qalarba.
Talata	Mi sikkaani, ɓe mbaaway yaade Talata.
qar	Mi sikkaani, ɓe mbaaway qarde Talata.
men	Mi sikkaani, men mbaaway qarde Talata.
hande	Mi sikkaani, men mbaaway qarde hande.
yaa	Mi sikkaani, men mbaaway yaade hande.
qon	Mi sikkaani, qon mbaaway yaade hande.
jango	Mi sikkaani, qon mbaaway yaade jango.

	Mı sıkkaanı, qon mbaaway <u>yaade</u> jaŋgo.
lıgg	Mı sıkkaanı, <u>qon</u> mbaaway lıggaade jaŋgo.
qa	Mı sıkkaanı, qa waaway lıggaade <u>jaŋgo</u>.
Juma	Mı sıkkaanı, qa waaway <u>lıggaade</u> Juma.
qarde	Mı sıkkaanı, <u>qa</u> waaway qarde Juma.
qo	Mı sıkkaanı, qo waaway qarde <u>Juma</u>.
Qalarba	Mı sıkkaanı, qo waaway qarde Qalarba.

f) Simple Substitution Drill

Cue	Pattern
	Ko wadı, <u>qa</u> waawataa qarde?
qo	Ko wadı, <u>qo</u> waawataa qarde?
qon	Ko wadı, <u>qon</u> mbaawataa qarde?
ɓe	Ko wadı, <u>ɓe</u> mbaawataa qarde?
meŋ	Ko wadı, <u>meŋ</u> mbaawataa qarde?
qa	Ko wadı, <u>qa</u> waawataa qarde?
kaŋko	Ko wadı, <u>kaŋko</u> waawataa qarde?
kamɓe	Ko wadı, <u>kamɓe</u> mbaawataa qarde?
qa	Ko wadı, qa waawataa qarde?

g) Progressive Substitution Drill

Cue	Pattern
	<u>Mı</u> waawataa ma, haalde ɗum.
qo	Qo waawataa <u>ma</u>, haalde ɗum.
mo	<u>Qo</u> waawataa mo, haalde ɗum.
ɓe	ɓe mbaawataa <u>mo</u>, haalde ɗum.
kam	ɓe mbaawataa kam, haalde ɗum.
qon	Qon mbaawataa <u>kam</u>, haalde ɗum.
mo	<u>Qon</u> mbaawataa mo, haalde ɗum.
mı	Mı waawataa <u>mo</u>, haalde ɗum.
ma	Mı waawataa <u>ma</u>, haalde ɗum.

h)   Simple Substitution Drill

      Cue   Pattern

	Soo qaraani Qalkamis, qo qaray Juma.
Juma/Sibiti	Soo qaraani Juma, qo qaray Sibiti.
Sibiti/Dimas	Soo qaraani Sibiti, qo qaray Dimas.
Dimas/Teneŋ	Soo qaraani Dimas, qo qaray Teneŋ.
Teneŋ/Talata	Soo qaraani Teneŋ, qo qaray Talata.
Talata/Qalarba	Soo qaraani Talata, qo qaray Qalarba.
Qalarba/Qalkamis	Soo qaraani Qalarba, qo qaray Qalkamis.
Qalkamis/Juma	Soo qaraani Qalkamis, qo qaray Juma.
hande/jaŋgo	Soo qaraani hande qo qaray jaŋgo.
jaŋgo/faɓɓi-jaŋgo	Soo qaraani jaŋgo qo qaray faɓɓi-jaŋgo.

12.2 Note: Imperfective Negatives

In 7.2 the negatives of active perfective forms were seen to have the suffixes /-aa/ + /-ni/ as in:

                    Qo sellaani.   'He is not well.'

In Units 8 - 12, the following negative sentences have occurred using other forms:

1. Samba wiyii kam, debbomaa
    sellaa.   'Samba told me your wife is not well.'

2. Qalaa ↑ mi qandaa, ko yimɓe
    jelu gaañi.   'No, I don't know how many people got hurt.'

3. Mi qandaa, honto ñjahataa.   'I don't know where you are going.'

4. Kono kodotor qo, wadʼataa mo
    haytús.   'But the doctor will not do anything to her.'

5. Min, komi mawdʼo; mi waawataa
    liggaade.   'Me, I'm elderly, I can't work.'

6. Ko wadʼi, qo waawataa qarde?   'Why can't he come?'

7. Mi waawataa ma, haalde dʼum.   'I can't tell you that.'

8. Juma, min, mi wontaa dʼo.[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,

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[1]Note that /wontaa/ lacks the /-a/ before the /t/. This is a contraction permissable with any verb in this imperfective negative form.

6, 7 and 8 display the suffix pattern /-ataa/, consisting of the active imper-
fective 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 <u>Perfective</u> 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 <u>states</u> rather than actions. In the negative
there are two forms possible to denote the negation of a state. These are illus-
trated in the sentence above with the verb <u>sell</u>.

Qo sellaani.	'He is not well.'
...debbomaa sellaa.	'...your wife is not well.'

The first is a perfective, the second a simple imperfective form. The distinc-
tion, 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 imper-
fective negative implies that the absence of action or state is continuing. Thus,
with an 'action' verb.

qo yahaani	'He hasn't gone [yet].'
qo yahaa	'He didn't go [and the conditions for his going have passed, so his not going has continuing significance.]

Note that the <u>translation</u> of the simple imperfective negative is regularly
with an English <u>past</u>. 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 trans-
lation of 'He <u>isn</u>'t going.' is appropriate for <u>qo yahaa</u> - namely: 'We've waited
this long and now his not going has been established as permanent.'

Note, further, that when a non-performance is specified as being past in time
(as 'yesterday') the preterit (with /-no/) is used:

Qo yahaano haŋki	'He didn't go yesterday.'

The 'skew' nature of the time-relation between positive and negative forms
is further exemplified by the fact that all the imperfective forms of the posi-
tive:

Mid'o yaha.	'I'm going.'
Mi yahay.	'I'll go.'
Mi yahat.	'I'm going to go.'

are negated by the same potential-habitual negative form:

Mi yahataa.	'I'm not going.'
	'I won't go.'
	'I'm not going to go.'

implying that to the speaker of Fula all non-performance which is not complete
is potentially continuous into the future.

Miɗo 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: <u>mi yáhataa</u> unless there is more to the phrase: <u>mi yahatáa ɗum</u>. In
this characteristic this form is like the MV and PV potential forms: <u>qo liggoto,</u>
<u>mi wiyete</u>. 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: <u>mi yáhat</u> or two: <u>mi yáhataa</u>.

12.3 Grammar Drills on Negatives

    a) Simple Substitution Drill

        <u>Cue</u>

	Mi <u>waɗa</u>taa ɗum.
laar	Mi <u>laara</u>taa ɗum.
haal	Mi <u>haala</u>taa ɗum.
ñaam	Mi <u>ñaama</u>taa ɗum.
nab	Mi <u>naba</u>taa ɗum.
qadd	Mi <u>qadda</u>taa ɗum.
jaɓ	Mi <u>jaɓa</u>taa ɗum.
qacc	Mi <u>qacca</u>taa ɗum.
taw	Mi <u>tawa</u>taa ɗum.
waaw	Mi <u>waawa</u>taa ɗum.
heɓ	Mi <u>heɓa</u>taa ɗum.
jaŋg	Mi <u>jaŋga</u>taa ɗum.
qokk	Mi <u>qokka</u>taa ɗum.
yii	Mi <u>yiya</u>taa ɗum.
suus	Mi <u>suusa</u>taa ɗum.
def	Mi <u>defa</u>taa ɗum.
quddit	Mi <u>qudditi</u>taa ɗum.
ɓur	Mi <u>ɓura</u>taa ɗum
nan	Mi <u>nana</u>taa ɗum.

b) Progressive Substitution Drill

   <u>Cue</u>   <u>Pattern</u>

                    <u>Mi</u> waawataa wad'de, ko kaald'aa mo.
   qo   Qo <u>waawa</u>taa wad'de, ko kaald'aa mo.
   jaɓ   Qo jaɓataa <u>wad'</u>de, ko kaald'aa mo.
   qadd   Qo jaɓataa qaddude, ko <u>kaald'aa</u> mo.
   wil   Qo jaɓataa qaddude, ko mbiid'aa <u>mo</u>.
   kam   <u>Qo</u> jaɓataa qaddude, ko mbiid'aa kam.
   ɓe   Be <u>jaɓa</u>taa qaddude, ko mbiid'aa kam.
   suus   Be cuusataa <u>qaddude</u>, ko mbiid'aa kam.
   nab   Be cuusataa nabde, ko <u>mbiid'aa</u> kam.
   qokk   Be cuusataa nabde, ko ŋgokkud'aa <u>kam</u>.
   Demba   <u>Be</u> cuusataa nabde, ko ŋgokkud'aa Demba.
   meŋ   Meŋ <u>cuusa</u>taa nabde, ko ŋgokkud'aa Demba.
   faal   Meŋ paalataa <u>nab</u>de, ko ŋgokkud'aa Demba.
   qacc   Meŋ paalataa qaccude, ko <u>ŋgokkud'aa</u> Demba.
   wil   Meŋ paalataa qaccude, ko mbiid'aa <u>Demba</u>.
   ɓe   <u>Meŋ</u> paalataa qaccude, ko mbiid'aa ɓe.
   mi   Mi <u>faala</u>taa qaccude, ko mbiid'aa ɓe.
   waaw   Mi waawata <u>qaccu</u>de, ko mbiid'aa ɓe.
   wad'   Mi waawata wad'de, ko <u>mbiid'aa</u> ɓe.
   haal   Mi waawata wad'de, ko kaald'aa <u>ɓe</u>.
   mo   Mi waawata wad'de, ko kaald'aa mo.

c) Progressive Substitution Drill

   <u>Cue</u>   <u>Pattern</u>

                    Ko hod'um wad'i, <u>qa</u> waawataa wad'de d'um?
   qo   Ko hod'um wad'i, qo <u>waawa</u>taa wad'de d'um?
   jaɓ   Ko hod'um wad'i, qo jaɓataa <u>wad'</u>de d'um?
   nab   Ko hod'um wad'i, <u>qo</u> jaɓataa nabde d'um?
   qon   Ko hod'um wad'i, qon <u>jaɓa</u>taa nabde d'um?
   suus   Ko hod'um wad'i, qon cuusataa <u>nab</u>de d'um?
   qadd   Ko hod'um wad'i, <u>qon</u> cuusataa qaddude d'um?
   ɓe   Ko hod'um wad'i, ɓe <u>cuusa</u>taa qaddude d'um?
   faal   Ko hod'um wad'i, ɓe paalataa <u>qaddu</u>de d'um?
   ñaam   Ko hod'um wad'i, <u>ɓe</u> paalataa ñaamde d'um?
   meŋ   Ko hod'um wad'i, meŋ <u>paala</u>taa ñaamde d'um?
   yid'   Ko hod'um wad'i, meŋ ñjid'ataa <u>ñaam</u>de d'um?
   nan   Ko hod'um wad'i, <u>meŋ</u> ñjid'ataa nande d'um?
   mi   Ko hod'um wad'i, mi <u>yid'</u>ataa nande d'um?
   jaɓ   Ko hod'um wad'i, mi jaɓataa <u>nan</u>de d'um?

	Ko hoɗum waɗı, mı jaɓataa <u>nande</u> ɗum?
nab	Ko hoɗum waɗı, <u>mı</u> jaɓataa nabde ɗum?
qa	Ko hoɗum waɗı, qa <u>ja</u>ɓataa nabde ɗum?
waaw	Ko hoɗum waɗı, qa waawataa <u>nabde</u> ɗum?
waɗ	Ko hoɗum waɗı, qa waawataa waɗde ɗum?

d)   Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Mı</u> waawataa haalde mo ɗum.
qo	Qo <u>waawa</u>taa haalde mo ɗum.
suus	Qo suusataa <u>haal</u>de mo ɗum.
waɗ	Qo suusataa waɗde <u>mo</u> ɗum.
kam	<u>Qo</u> suusataa waɗde kam ɗum.
qa	Qa <u>suusa</u>taa waɗde kam ɗum.
jaɓ	Qa jaɓataa <u>waɗ</u>de kam ɗum.
qadd	Qa jaɓataa qaddude <u>kam</u> ɗum.
ɓe	<u>Qa</u> jaɓataa qaddude ɓe ɗum.
qon	Qon <u>ja</u>ɓataa qaddude ɓe ɗum.
waaw	Qon mbaawataa <u>qaddu</u>de ɓe ɗum.
def	Qon mbaawataa defde <u>ɓe</u> ɗum.
meŋ	<u>Qon</u> mbaawataa defde meŋ ɗum.
Demba	Demba <u>waawa</u>taa defde meŋ ɗum.
jaɓ	Demba jaɓataa <u>def</u>de meŋ ɗum.
haal	Demba jaɓataa haalde <u>meŋ</u> ɗum.
ma	<u>Demba</u> jaɓataa haalde ma ɗum.
mı	Mı <u>ja</u>ɓataa jaalde ma ɗum.
waaw	Mı waawataa <u>haal</u>de ma ɗum.
waɗ	Mı waawataa waɗde <u>ma</u> ɗum.
mo	Mı waawataa waɗde mo ɗum.

12.4   Note: Verbal Extension [-an] 'Benefactive' or 'Applicative'

Debbomakko haalanı kam kullemakko.	'His wife told me about him.'
Honɗum qo haalanı ma?	'What did she tell you?'
Haalanam kadı.	'Tell me again.'

So far in our materials this extension has occurred only on the verb <u>haal</u>. 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':   <u>Qo haalanı kam ɗum.</u>   'He told me that.'

or a 'third object' denoting the person on whose behalf the action was performed:

<u>Qo wiyani kam ɓe ɗum.</u>   'He said that to them for me.'

From comparison of these two examples it can be seen that a more literal trans-
lation 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 <u>for</u> or <u>on behalf of</u> someone, even if the most 'normal' translation is with
<u>to</u> rather than <u>for</u>.

    With verbal bases having verbal extensions exhibiting a vowel other than /a/
(as <u>quddit</u>, for example) the vowel preceding /n/ tends to be the same as the pre-
ceding one (<u>qudditin-</u>).

12.5 Drills on [-an] Verbal Extension

    a) Simple Substitution Drill

        <u>Cue</u>   <u>Pattern</u>
                         <u>Qadda</u>nam mo, deftereqam.
        nab   <u>Naba</u>nam mo, deftereqam.
        qokk   <u>Qokka</u>ram mo, deftereqam.[1]
        ɗabb   <u>Ɖabba</u>nam mo, deftereqam.
        laar   <u>Laara</u>nam mo, deftereqam.
        quddit   <u>Qudditi</u>nam mo, deftereqam.
        qudd   <u>Qudda</u>nam mo, deftereqam.
        holl   <u>Holla</u>nam mo, deftereqam.
        lamd   <u>Lamda</u>nam mo, deftereqam.
        naat   <u>Naata</u>nam mo, deftereqam.
        qadd   <u>Qadda</u>nam mo, deftereqam.

    b) Simple Substitution Drill

        <u>Cue</u>   <u>Pattern</u>
                         Ko Demba, <u>naba</u>ni kam ɗum.
        qadd   Ko Demba, <u>qadda</u>ni kam ɗum.
        naat   Ko Demba, <u>naata</u>ni kam ɗum.
        waɗ   Ko Demba, <u>waɗa</u>ni kam ɗum.
        quddit   Ko Demba, <u>quddita</u>ni kam ɗum.

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[1]For some reason, not clear to the writers, the verb <u>qokk</u> occurs with /-r/
rather than /-n/ in this form. It is probable that <u>historically</u> this is
a different verbal extension, but note that in the sentence:

        Yalla qokkur ɓe 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, quddıtanı kam ɗum.
qudd	Ko Demba, quddanı kam ɗum.
ɗabb	Ko Demba, ɗabbanı kam ɗum.
qacc	Ko Demba, qaccanı kam ɗum.
haal	Ko Demba, haalanı kam ɗum.
jaŋg	Ko Demba, jaŋganı kam ɗum.
heɓ	Ko Demba, heɓanı kam ɗum.
yıı	Ko Demba, yıyanı kam ɗum.
def	Ko Demba, defanı kam ɗum.
lamd	Ko Demba, lamdanı kam ɗum.
lıgg	Ko Demba, lıgganı kam ɗum.

c) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Qo heɓanı kam, deftere nde naʔ
ɓe	Ɓe keɓanı kam, deftere nde naʔ
mo	Ɓe keɓanı mo, deftere nde naʔ
qa	Qa heɓanı mo, deftere nde naʔ
kam	Qa heɓanı kam, deftere nde naʔ
qon	Qon keɓanı kam, deftere nde naʔ
meŋ	Qon keɓanı meŋ, deftere nde naʔ
Demba	Demba heɓanı meŋ, deftere nde naʔ
ɓe	Demba heɓanı ɓe, deftere nde naʔ
kawmaa	Kawmaa heɓanı ɓe, deftere nde naʔ
ma	Kawmaa heɓanı ma, deftere nde naʔ
qo	Qo heɓanı ma, deftere nde naʔ
kam	Qo heɓanı kam, deftere nde naʔ

d) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Qo qaddanı kam, defteremakko.
ɓe	Ɓe ŋgaddanı kam, defteremakko.
mo	Ɓe ŋgaddanı mo, defteremakko.
lekkı moɗɗyo	Ɓe ŋgaddanı mo, lekkı moɗɗyo.
meŋ	Meŋ ŋgaddanı mo, lekkı moɗɗyo.
qokk	Meŋ ŋgokkarı mo, lekkı moɗɗyo.
ɓe	Meŋ ŋgokkarı ɓe, lekkı moɗɗyo.
ŋgesaqam	Meŋ ŋgokkarı ɓe, ŋgesaqam.
ɓe	Ɓe ŋgokkarı ɓe, ŋgesaqam.
heɓ	Ɓe keɓanı ɓe, ŋgesaqam.
ma	Ɓe keɓanı ma, ŋgesaqam.

	Be keɓanı ma, ŋgesaqam.
dokotor qo	Be keɓanı ma, dokotor qo.
qen	Qen keɓanı ma, dokotor qo.
holl	Qen kollanı ma, dokotor qo.
mo	Qen kollanı mo, dokotor qo.
ndıyam	Qen kollanı mo, ndıyam.
qo	Qo hollanı mo, ndıyam.
qadd	Qo qaddanı mo, ndıyam.
kam	Qo qaddanı kam, ndıyam.
defteremakko	Qo qaddanı kam, defteremakko.

e)   Progressive Substitution Drill

Cue	Pattern
	Hoɗum qo haalanı qon?
ɓe	Hoɗum ɓe kaalanı qon?
heɓ	Hoɗum ɓe keɓanı qon?
mo	Hoɗum ɓe keɓanı mo?
qon	Hoɗum qon keɓanı mo?
qokk	Hoɗum qon ŋgokkarı mo?
ɓe	Hoɗum qon ŋgokkarı ɓe?
meŋ	Hoɗum meŋ ŋgokkarı ɓe?
qudd	Hoɗum meŋ ŋguddanı ɓe?
mo	Hoɗum meŋ ŋguddanı mo?
qa	Hoɗum qa quddanı mo?
heɓ	Hoɗum qa heɓanı mo?
ɓe	Hoɗum qa heɓanı ɓe?
qo	Hoɗum qo heɓanı ɓe?
haal	Hoɗum qo haalanı ɓe?
qon	Hoɗum qo haalanı qon?

12.8 NARRATIVE

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New words:
    qoññan/qo ñande     that day
    sal                 refuse
    jaab                reply, answer
    fow/fof             all
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Yoro qe Koɗɗomakko

Yoro lamdı Jallo, he fıı gorkomakko, qoññan. Non Jallo wıyı mo, 'Homɓo
mbıyataa nıı?' Yoro wıyı mo, 'Qoya gorkomaaɗa, qarno ɗo,Teneŋ yawtuɗo. Non
Jallo wıyı mo, gorko qo wıyııno, qo qarayno Talata, maa Qalarba. Yoro kadı,

wɪyɪ Jallo, kaŋko sɪkkaanɪ, gorko qo waaway qarde Qalarba. Nden Jallo lamdɪ mo, ko wadɪ, qo waawata qarde, kono Yoro salɪ haalde mo haytus qe dum. Non kadɪ, Jallo wɪyɪ Yoro, 'Sɪ gorko qo qaraanɪ Qalkamɪs, qo qaray Juma.' Yoro jaabɪ mo, qo wɪyɪ, kaŋko wontaa ton, qon ñande. Jallo lamdɪ mo, tuma qo qarata. Yoro wɪyɪ mo, qo qaray Sɪbɪtɪ, maa Dɪmas. Jallo jaabɪ mo, 'Qawa, baasɪ qalaa hen, ñallen jam.' Qawa non, ɓe fow ñjahɪ, to ɓe 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') <u>he</u> (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 fɪɪ hodum, Yoro lamdɪɪno Jallo?
2. Hombo lamdɪ Jallo, he fɪɪ gorkomakko?
3. Gorko Yoro qarɪɪno Teneŋ yawtudo na, maa qo qaraano?
4. Hombo wɪyɪɪno, qo qarat Talata maa Qalarba.
5. Ko gorko Yoro wɪyɪɪno, qo qarat Talata, maa Qalarba na, maa ko gorko Jallo wɪyɪɪno dum?
6. Hombo wɪyɪɪno, qo wontaa do Juma, ko Jallo na, maa ko Yoro?
7. Yoro qe Jallo, ɓe didó, gooto qe maɓɓe wɪyɪɪno, sɪ gorkomakko qaraanɪ Qalkamɪs, qo qaray Juma. Ko hombo haalɪ dum, ɓe didó?
8. Ko hombo wɪyɪɪno, qo sɪkkaanɪ gorko qo waaway qarde Qalarba?
9. Hombo qarɪɪno do, Teneŋ yawtudo? Ko gorko Yoro na, maa ko gorko Jallo?
10. Yoro qe Jallo, tuma ɓe gaynɪ haalaamaɓɓe, ko hodum ɓe mbadɪ kadɪ?
11. Tuma Yoro wɪyɪ qo wontaa to maɓɓe Juma qo, qo haalɪɪno Jallo tuma qo qarata na, maa qo haalaanɪ mo haytus?
12. Jallo qandɪɪno 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. Sɪ hande ko <u>Qalarba</u>, jaŋgo ko hodum?
14. Sɪ haŋkɪ ko <u>Teneŋ</u>, hande ko hodum?
15. Sɪ heccɪhankɪ ko <u>Dɪmas</u>, haŋkɪ ko hodum?
16. Sɪ jaŋgo ko <u>Qalkamɪs</u>, faɓɓɪ-jaŋgo ko hodum?
17. Sɪ faɓɓɪ-jaŋgo ko <u>Juma</u>, faɓɓɪtɪ-jaŋgo ko hodum?

UNIT 13

13.0 Dialog: Livestock

-Demba-

nagge [ŋge] (naqı/naı)   cow
Mı nanı, qa heɓı naqı hewde.   I heard you have many cattle.

-Samba-

Qeeyı↑ hombo haalanı ma ɗum?   Yes, who told you that?

-Demba-

Mı nanı ɗum, to nder saare nde.   I heard it in the town.

-Samba-

buı   much, many, plenty
ŋgaarı [ndı] (gaı/gaqı)   bull
Qeeyı↑ mı heɓı no buı. Qo wonı   Yes, I have many. This one is
    ŋgaarıqam.   my bull.

-Demba-

Qa yeyataa ndı na?   Won't you sell it?

-Samba-

Qalaa↑mı yeyataa ndı.   No, I am not selling it.

-Demba-

tam   hold, possess, have
Hoɗum kadı tamɗaa?   What else do you have?

-Samba-

mbeewa [mba] (beqı/beı)   goat
mbaalu [ŋgu] (baalı)   sheep
Mıɗo tamı beqı, qe baalı buı.   I have plenty of goats and sheep.

-Samba(continues)-

pucu [ŋgu] (pucı)   horse
mbabba [mba] (babbı)   donkey
Ko ñjıɗaa, pucu↑ maa mbabba?   What do you want, horse or donkey?

-Demba-

ran   white (adjectival root)
rane (+ class suffix)   white
Qaaa, mıɗo yıɗı pucu ranewu.   Ah, I want a white horse.

-Samba-

jog   have in hand, have, possess
Mıɗo jogı, ɓe tato.   I have three of them.

-Demba-

weydu   be fine, nice, beautiful
Qawa ↑ mi yid'i, ko ɓuri, weydude   I want the nicest of them all.
  ɓe fof ↑   ('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

        Cue   Pattern

                        Mi nani, qa heɓi nai hewde.
           meŋ   Meŋ nani, qa heɓi nai hewde.
           qon   Meŋ nani, qon heɓi nai hewde.
           baali   Meŋ nani, qon keɓi baali hewde.
           qo   Qo nani, qon keɓi baali hewde.
           qa   Qo nani, qa heɓi baali hewde.
           bei   Qo nani, qa heɓi bei hewde.
           mi   Mi nani, qa heɓi bei hewde.
           nai   Mi nani, qa heɓi nai hewde.

    b)   Progressive Substitution Drill

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+-------------------------------------------+
| New words:                                |
|    few          be in good shape          |
|    fewnu        fix, repair, arrange       |
|    sood         buy                        |
+-------------------------------------------+
```

        Cue   Pattern

                        Hombo haalani ma dum?
           qadd   Hombo qaddani ma dum?
           mo   Hombo qaddani mo dum?
           nab   Hombo nabani mo dum?
           ma   Hombo nabani ma dum?
           fewn   Hombo fewnini ma dum?
           ɓe   Hombo fewnini ɓe dum?
           sood'   Hombo soodani ɓe dum?
           mo   Hombo soodani mo dum?
           haal   Hombo haalani mo dum?
           ma   Hombo haalani ma dum?

c)   Substitution Response Drill

Question	Cue	Response
Hombo haalani ma ɗum?	qan	Ko qán, haalani kam ɗum.
Hombo haalani mo ɗum?	min	Ko mín, haalani mo ɗum.
Hombo haalani ɓe ɗum?	qo	Ko qó, haalani ɓe ɗum.
Hombo haalani mo ɗum?	meŋ	Ko méŋ, kaalani mo ɗum.
Hombo haalani qonon ɗum?	qo	Ko qó, haalani meŋ ɗum.
Hombo haalani ɓe ɗum?	min	Ko mín, haalani ɓe ɗum.
Hombo haalani mo ɗum?	minen	Ko minen, kaalani mo ɗum.

d)   Simple Substitution Drill

> New word: Bantanto   Name of a town

Cue	Pattern
	Mi nani ɗum, to nder <u>saare nde</u>.
biroqameŋ	Mi nani ɗum, to nder <u>biroqameŋ</u>.
gallemakko	Mi nani ɗum, to nder <u>gallemakko</u>.
kampama	Mi nani ɗum, to nder <u>kampama</u>.
saare Bookari	Mi nani ɗum, to nder <u>saare Bookari</u>.
Bantanto	Mi nani ɗum, to nder <u>Bantanto</u>.
marse qo	Mi nani ɗum, to nder <u>marse qo</u>.
yimɓe ɓe	Mi nani ɗum, to nder <u>yimɓe ɓe</u>.
galle lamɗo qo	Mi nani ɗum, to nder <u>galle lamɗo qo</u>.
suudu neenemaa	Mi nani ɗum, to nder <u>suudu neenemaa</u>.
cuudimaɓɓe	Mi nani ɗum, to nder <u>cuudimaɓɓe</u>.
galle soldarooɓe	Mi nani ɗum, to nder <u>galle soldarooɓe</u>.
marsemoɗon	Mi nani ɗum, to nder <u>marsemoɗon</u>.
saare nde	Mi nani ɗum, to nder saare nde.

e)   Progressive Substitution Drill

Cue	Pattern
	<u>Qa</u> yeyataa ndi na?
qo	<u>Qo</u> <u>yeya</u>taa ndi na?
qadd	<u>Qo</u> qaddataa ndi na?
ɓe	<u>Be</u> <u>ŋgadda</u>taa ndi na?
sooɗ	<u>Be</u> cooɗataa ndi na?
qon	<u>Qon</u> <u>cooɗa</u>taa ndi na?
yee	<u>Qon</u> ñjeyataa ndi na?
meŋ	<u>Meŋ</u> ñjeyataa ndi na?
nab	<u>Meŋ</u> nabataa ndi na?

<u>Meŋ</u> nabataa ndı na?

qo	Qo <u>na</u>bataa ndı na?
holl	<u>Q</u>o <u>holl</u>ataa ndı na?
ɓe	ɓe <u>koll</u>aataa ndı na?
qacc	<u>ɓe</u> ŋgaccataa ndı na?
qa	Qa <u>qacc</u>ataa ndı na?
yey	Qa yeyataa ndı na?

f)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

<u>Mıɗo</u> tamı beı, qe baalı buı.

(ɓe)	ɓeɗo <u>tamı</u> beı, qe baalı buı.
jog	ɓeɗo jogı beı, qe baalı buı.
pucı	ɓeɗo jogı pucı, qe <u>baalı</u> buı.
babbı	<u>ɓeɗo</u> jogı pucı, qe babbı buı.
(qon)	Qoɗon <u>jogı</u> pucı, qe babbı buı.
heɓ	Qoɗon keɓı <u>pucı</u>, qe babbı buı.
naı	Qoɗon keɓı naı, qe <u>babbı</u> buı.
gertooɗe	<u>Qoɗon</u> keɓı naı, qe gertooɗe buı.
(meŋ)	Mıɗen keɓı naı, qe gertooɗe buı.
jog	Mıɗen jogı naı, qe gertooɗe buı.
pucı	Mıɗen jogı pucı, qe <u>gertooɗe</u> buı.
babbı	<u>Mıɗen</u> jogı pucı, qe babbı buı.
(qo)	Qomo jogı <u>pucı</u>, qe babbı buı.
tam	Qomo tamı pucı, qe <u>babbı</u> buı.
beı	Qomo tamı beı, qe <u>babbı</u> buı.
baalı	<u>Qomo</u> tamı beı, qe baalı buı.
(mı)	Mıɗo tamı beı, qe baalı buı.

g)   Random Substitution Drill

<u>Cue</u>   <u>Pattern</u>

<u>Mı</u> yıɗaa, beı qe baalı.   Mıɗo yıɗı, pucu ranewu.

ɓe	ɓe ñjıɗaa, <u>beı</u> qe baalı.	ɓeɗo ñjıɗı, pucu ranewu.
gertooɗe	ɓe ñjıɗaa, gertooɗe qe <u>baalı</u>.	ɓeɗo ñjıɗı, pucu ranewu.
dawaaɗı	<u>ɓe</u> ñjıɗaa, gertooɗe qe dawaaɗı.	ɓeɗo ñjıɗı, pucu ranewu.
meŋ	Meŋ ñjıɗaa, gertooɗe qe dawaaɗı.	Mıɗen ñjıɗı, pucu ranewu.
faal	Meŋ paalaa, <u>gertooɗe</u> qe dawaaɗı.	Mıɗen paalı, pucu ranewu.
babbı	Meŋ paalaa, babbı qe <u>dawaaɗı</u>.	Mıɗen paalı, pucu ranewu.
baalı	<u>Meŋ</u> paalaa, babbı qe baalı.	Mıɗen paalı, pucu ranewu.
qo	Qo <u>faalaa</u>, babbı qe baalı.	Qomo faalı, pucu ranewu.
yıɗ	Qo yıɗaa, <u>babbı</u> qe baalı.	Qomo yıɗı, pucu ranewu.

	Qo yıɗaa, <u>babbı</u> qe baalı.	Qomo yıɗı, pucu ranewu.
gertoode	Qo yıɗaa, gertooɗe qe <u>baalı</u>.	Qomo yıɗı, pucu ranewu.
dawadı	<u>Qo</u> yıɗaa, gertooɗe qe dawadı.	Qomo yıɗı, pucu ranewu.
mı	Mı yıɗaa, <u>gertooɗe</u> qe dawadı.	Miɗo yıɗı, pucu ranewu.
beı	Mı yıɗaa, beı qe <u>dawadı</u>.	Miɗo yıɗı, pucu ranewu.
baalı	<u>Mı</u> yıɗaa, beı qe baalı.	Miɗo yıɗı, pucu ranewu.
qa	Qa yıɗaa, beı qe baalı.	Qaɗa yıɗı, pucu ranewu.

h)   Response Drill   (Choice question: Answer with the first item)

> New words: qullundu [ndu] (qulluuɗı)   cat
>   mbaroodı [ndı] (barooɗı)   lion
>   mboddı   [ndı] (bolle)   snake
>   fowru   [ndu] (pobbı)   hyena

<u>Cue</u>

    Hoɗum ñjıɗɗaa, pucu↑ maa mbabba?
    Hoɗum qo yıɗı, mbabba↑ maa mbeewa?
    Hoɗum ɓe ñjıɗı, mbeewa↑ maa mbaalu?
    Hoɗum ñjıɗɗon, mbaalu↑ maa rawandu?
    Hoɗum meŋ ñjıɗı, rawandu↑ maa gertogal?
    Hoɗum ñjıɗɗaa, gertogal↑ maa qullundu?
    Hoɗum qo yıɗı, qullundu↑ maa mboddı?
    Hoɗum ɓe ñjıɗı, mboddı↑ maa mbaroodı?
    Hoɗum ñjıɗɗon, mbaroodı↑ maa fowru?
    Hoɗum ñjıɗɗaa, fowru↑ maa pucu?
    Hoɗum ñjıɗɗaa, pucu↑ maa mbabba?

<u>Response</u>

    Miɗo yıɗı pucu.
    Qomo yıɗı mbabba.
    Beɗo ñjıɗı mbeewa.
    Miɗen ñjıɗı mbaalu.
    Miɗen ñjıɗı rawandu.
    Miɗo yıɗı gertogal.
    Qomo yıɗı qullundu.
    Beɗo ñjıɗı mboddı.
    Miɗen ñjıɗı mbaroodı.
    Miɗo yıɗı fowru.
    Miɗo yıɗı 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.

1.	Min, komı mawɗo, mı waawataa <u>lıggaade</u>.	'Me, I'm elderly; I can't work'.
2.	Kaŋko kadı yıɗı <u>lıggaade</u>.	'He, too, wants to work.'

Contrast the sentences with the active voice of the verb liggu:

   3. Qaɗa 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 liggáade in sentences 1 and 2 is the middle voice infinitive from the
root ligg. The active infinitive is, of course, líggude. Middle voice infini-
tives 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:

	Positive	Negative
Infinitive	liggaade	
Perfective		
Simple	liggi	liggaaki
Emphatic	liggiima	
Preterit	ligginoma	
Stative	miɗo (etc.) liggi	
Relative	liggiɗaa (etc.)	
Preterit	ligginoɗaa (etc.)	
Imperfective		
Simple	liggo	
Potential/habitual	liggoto	liggotaako/liggataako
Preterit	liggotono	
Relative	liggotomi (etc.)	
Preterit	liggotonomi (etc.)	
Imperative singular	liggo	
plural	liggoɗee	
Injunctive	liggoɗaa (etc.)	

Note that the simple perfective middle voice is identical with the simple perfec-
tive 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,

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[1]In this connection it should be noted that the passive infinitive has the
  suffix /-ee/ preceding /-de/. This form is relatively rare and has not
  appeared in these units.

however, the middle voice form in Fula will occur with a direct object and the difference in 'meaning' between active and middle voice forms on the same base is not entirely predictible.

> 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

       Cue   Pattern

Cue	Pattern	
	Be leloto ɗo, jaŋgo.	'They will sleep here tomorrow.'
qa	Qa leloto ɗo, jaŋgo?	
ligg	Qa liggoto ɗo, jaŋgo?	
mi	Mi liggoto ɗo, jaŋgo.	
waal	Mi waaloto ɗo, jaŋgo.	
qo	Qo waaloto ɗo, jaŋgo.	
yar	Qo yaroto ɗo, jaŋgo.	'He will drink here tomorrow.'
qon	Qon ñjaroto ɗo, jaŋgo.	
ɗan	Qon ɗaanoto ɗo, jaŋgo.	'You will sleep here tomorrow.'
meŋ	Meŋ ɗaanoto ɗo, jaŋgo.	
yey	Meŋ ñjeyoto ɗo, jaŋgo.	'We will do business ('sell') here tomorrow.')
ɓe	Be ñjeyoto ɗo, jaŋgo.	
lel	Be leloto ɗo, jaŋgo.	

    b)   Progressive Substitution Drill

       Cue   Pattern

Cue	Pattern	
	Qo waaliima ton, haŋki.	'He lay there yesterday.'
ɓe	Be mbaaliima ton, haŋki.	
lel	Be leliima ton, haŋki.	
mi	Mi leliima ton, haŋki.	
ɗan	Mi ɗaaniima ton, haŋki.	
qa	Qa ɗaaniima ton, haŋki?	
yey	Qa yeyiima ton, haŋki?	
meŋ	Meŋ ñjeyiima ton, haŋki.	
ñaam	Meŋ ñaamiima ton, haŋki.	
qon	Qon ñaamiima ton, haŋki?	
ligg	Qon liggiima ton, haŋki?	
qo	Qo liggiima ton, haŋki.	
waal	Qo waaliima ton, haŋki.	

c)   Progressive Substitution Drill

    <u>Cue</u>   <u>Pattern</u>

                        <u>Mi</u> leloto haa jaŋgo.   'I will rest until tomorrow.'
        ɓe   Ɓe <u>le</u>loto haa jaŋgo.
        waal   Ɓe mbaaloto haa jaŋgo.
        kiikiicɗe   <u>Ɓe</u> mbaaloto haa kiikiicɗe. 'They will lie down until evening.'
        qo   Qo <u>waa</u>loto haa kiikiicɗe.
        ligg   Qo liggoto haa <u>kiikiicɗe</u>.
        hande   <u>Qo</u> liggoto haa hande.
        qon   Qon <u>lig</u>goto haa hande.
        ñaam   Qon ñaamoto haa <u>hande</u>.
        ñallooma   <u>Qon</u> ñaamoto haa ñallooma.
        meŋ   Meŋ ñaamoto haa ñallooma.
        yey   Meŋ ñjeyoto haa <u>ñallooma</u>.
        bimbi   <u>Meŋ</u> ñjeyoto haa bimbi.
        mi   Mi <u>yey</u>oto haa bimbi.
        lel   Mi leloto haa <u>bimbi</u>.
        jaŋgo   Mi leloto haa jaŋgo.

d)   Progressive Substitution-Transformation Drill

    (Active Progressive to Middle Voice Emphatic Perfective)

    <u>Cue</u>   <u>Pattern 1</u>   <u>Pattern 2</u>

                    Ɓecɗo <u>cɗaana</u>.   Ɓe cɗaaniima.
        ñaam   Ɓecɗo <u>ñaama</u>.   Ɓe ñaamiima.
        (qo)   Qomo <u>ñaama</u>.   Qo ñaamiima.
        ligg   <u>Qomo</u> ligga.   Qo liggiima.
        (qon)   Qocɗon <u>ligga</u>.   Qon liggiima.
        yey   <u>Qocɗon</u> yeya.   Qon ñjeyiima.
        (meŋ)   Micɗen <u>yeya</u>.   Meŋ ñjeyiima.
        jaŋg   <u>Micɗen</u> jaŋga.   Meŋ jaŋgiima.
        (qa)   Qacɗa <u>jaŋga</u>.   Qa jaŋgiima.
        cɗaan   Qacɗa <u>cɗaana</u>.   Qa cɗaaniima.
        (ɓe)   Ɓecɗo cɗaana.   Ɓe cɗaaniima.

e)   Progressive Substitution-Transformation Drill

    (Active Progressive to Middle Voice Potential/Habitual)

    <u>Cue</u>   <u>Pattern 1</u>   <u>Pattern 2</u>

                    Micɗo ñaama.   Mi ñaamoto.
        (qo)   Qomo <u>ñaama</u>.   Qo ñaamoto.
        yar   <u>Qomo</u> yara.   Qo yaroto.
        (qa)   Qacɗa <u>yara</u>.   Qa yaroto.

	Qaɗa <u>yara</u>.	Qa yaroto.
yey	Qaɗa yeya.	Qa yeyoto.
(ɓe)	Beɗo ñjeya.	Be ñjeyoto.
ɗaan	Beɗo ɗaana.	Be ɗaanoto.
(meŋ)	Miɗen <u>ɗaana</u>.	Meŋ ɗaanoto.
naat	Miɗen naata.	Meŋ naatoto.
(qon)	Qoɗon <u>naata</u>.	Qon naatoto.
ligg	Qoɗon ligga.	Qon liggoto.
(qo)	Qomo <u>ligga</u>.	Qo liggoto.
qar	Qomo qara.	Qo qaroto.
(meŋ)	Miɗen <u>ŋgara</u>.	Meŋ ŋgaroto.
fad	Miɗen pada.	Meŋ padoto.
(mi)	Miɗo <u>fada</u>.	Mi fadoto.

f)   Progressive Substitution-Transformation Drill.

   (Middle Voice Potential/Habitual to Middle Voice Emphatic Perfective)

Cue	Pattern 1	Pattern 2
	Mi <u>ligg</u>oto.	Mi liggiima.
ñaam	Mi <u>ñaam</u>oto.	Mi ñaamiima.
qo	Qo <u>ñaam</u>oto.	Qo yeyiima.
yey	<u>Qo</u> yeyoto.	Qo yeyiima.
ɓe	<u>Be</u> ñjeyoto.	Be ñjeyiima.
fad	<u>Be</u> padoto.	Be padiima.
qa	Qa <u>fad</u>oto.	Qa fadiima.
ɗaan	<u>Qa</u> ɗaanoto.	Qa ɗaaniima.
qon	Qon <u>ɗaan</u>oto.	Qon ɗaaniima.
naat	<u>Qon</u> naatoto.	Qon naatiima.
meŋ	Meŋ <u>naat</u>oto.	Meŋ naatiima.
waal	<u>Meŋ</u> mbaaloto.	Meŋ mbaaliima.
mi	Mi <u>waal</u>oto.	Mi waaliima.
ligg	Mi <u>ligg</u>oto.	Mi liggiima.

13.4   Note: The Verbal Extension [-oy] 'Displacive'.

   Miɗo 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 <u>lel</u> 'lie down', this
form is more common in the progressive than is the root without it.

For example: Mido lela 'I'm in the process of reclining.' represents a
rather rare situation while: Mido leloya 'I'm going to lie down.' is relatively
common.

It must be borne in mind that the 'going to' of translations above is in-
tended to translate an actual motion toward the place of the performance of the
action and is not to be confused with the English 'going to' (or 'gonna') future
phrase.

Contrast: Mido laaroya gaynaakoqam.   'I am [now] going to look for my shepherd!'
            Mi laarat gaynaakoqam.   'I'm going to look for my shepherd (in
                                            future).'

13.5 Drills on Extension [-oy]:

    a) Progressive Substitution Drill

Cue	Pattern
	Mido laaroya, gaynaakoqam.
(qo)	Qomo laaroya, gaynaakoqam.
haal	Qomo haaloya, gaynaakoqam.
debbomum	Qomo haaloya, debbomum.
(ɓe)	Bedo haaloya, debbomum.
dabb	Bedo dabboya, debbomum.
neenemakko	Bedo dabboya, neenemakko.
(meŋ)	Miden dabboya, neenemakko.
taw	Miden tawoya, neenemakko.
yimɓeqameŋ	Miden tawoya, yimɓeqameŋ.
(qon)	Qodon tawoya, yimɓeqameŋ.
dabb	Qodon dabboya, yimɓeqameŋ.
deftemon	Qodon dabboya, deftemon.
(qa)	Qada dabboya, deftemon.
qadd	Qada qaddoya, deftemon.
gaynaakoqam	Qada qaddoya, qaynaakoqam.
(mi)	Mido qaddoya, gaynaakoqam.
laar	Mido laaroya, gaynaakoqam.

    b) Progressive Substitution Drill

Cue	Pattern
	Mi qaddoyi defteremaa.
qo	Qo qaddoyi defteremaa.
nab	Qo naboyi defteremaa.
ɓiddo	Qo naboyi ɓiddomaa.
-qam	Qo naboyi ɓiddoqam.
ɓe	Be naboyi ɓiddoqam.
laar	Be ndaaroyi ɓiddoqam.

	Ɓe ndaaroyı ɓidɗoqam.
neene	Ɓe ndaaroyı neeneqam.
-maɓɓe	Ɓe ndaaroyı neenemaɓɓe.
meŋ	Meŋ ndaaroyı neenemaɓɓe.
ɗabb	Meŋ ɗabboyı neenemaɓɓe.
yımɓe	Meŋ ɗabboyı yımɓemaɓɓe.
-makko	Meŋ ɗabboyı yımɓemakko.
qon	Qon ɗabboyı yımɓemakko.
taw	Qon tawoyı yımɓemakko.
debbo	Qon tawoyı debbomakko.
-maa	Qon tawoyı debbomaa.
mı	Mı tawoyı debbomaa.
qadd	Mı qaddoyı debbomaa.
deftere	Mı qaddoyı defteremaa.

c)   Progressive Substitution-Transformation Drill

   (Extended Base [Progressive] to root [stative])

Cue	Pattern 1	Pattern 2
	Mıɗo leloya.	Mıɗo leli.
(qa)	Qaɗa leloya.	Qaɗa leli.
waa	Qaɗa waaloya.	Qaɗa waali.
(qo)	Qomo waaloya.	Qomo waali.
ɗaan	Qomo ɗaanoya.	Qomo ɗaani.
(ɓe)	Ɓeɗo ɗaanoya.	Ɓeɗo ɗaani.
jog	Ɓeɗo jogoya.	Ɓeɗo jogi.
(qon)	Qoɗon jogoya.	Qoɗon jogi.
tam	Qoɗon tamoya.	Qoɗon tami.
(meŋ)	Mıɗen tamoya.	Mıɗen tami.
lel	Mıɗen leloya.	Mıɗen leli.
(mı)	Mıɗo leloya.	Mıɗo leli.

d)   Progressive Substitution-Transformation Drill

   (Extended Base [Progressive] to root [stative])

Cue	Pattern	
	Mıɗo leloya.	Mı leli.
(qo)	Qomo leloya.	Qo leli.
qadd	Qomo qaddoya.	Qo qaddi.
(qa)	Qaɗa qaddoya.	Qa qaddi.
ɗabb	Qaɗa ɗabboya.	Qa ɗabbi.
(ɓe)	Ɓeɗo ɗabboya.	Ɓe ɗabbi.

	Ɓeɗo ɗabboya.	Ɓe ɗabbı.
ɗaan	Ɓeɗo ɗaanoya.	Ɓe ɗaanı.
(qon)	Qoɗon ɗaanoya.	Qon ɗaanı.
ñall	Qoɗon ñalloya.	Qon ñallı.
(meŋ)	Mıɗen ñalloya.	Meŋ ñallı.
hıır	Mıɗen kııroya.	Meŋ kıırı.
(mı)	Mıɗo hııroya.	Mı hıırı.
lel	Mıɗo leloya.	Mı lelı.

e)   Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Tuma kaaloytaa ɗum?
qadd	Tuma ŋgaddoytaa ɗum?
ñaam	Tuma ñaamoytaa ɗum?
sooɗ	Tuma cooɗoytaa ɗum?
qand	Tuma ŋgandoytaa ɗum?
heɓ	Tuma keɓoytaa ɗum?
jaɓ	Tuma jaɓoytaa ɗum?
yıɗ	Tuma ñjıɗoytaa ɗum?
waɗ	Tuma mbaɗoytaa ɗum?
suus	Tuma cuusoytaa ɗum?
qudd	Tuma ŋguddoytaa ɗum?
lıgg	Tuma lıggoytaa ɗum?
haal	Tuma kaaloytaa ɗum?

f)   Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Honto kaaloytaa ɗum?
ɗabb	Honto ɗabboytaa ɗum?
waɗ	Honto mbaɗoytaa ɗum?
lıgg	Honto lıggoytaa ɗum?
yıı	Honto ñjıyoytaa ɗum?
wıı	Honto mbıyoytaa ɗum?
yıɗ	Honto ñjıɗoytaa ɗum?
nab	Honto naboytaa ɗum?
heɓ	Honto keɓoytaa ɗum?
ñaam	Honto ñaamoytaa ɗum?
nan	Honto nanoytaa ɗum?
yar	Honto ñjaroytaa ɗum?

g)   Simple Substitution Drill

Cue	Pattern
	Hombo ñjeyoytaa ɗum?
ɗabb	Hombo ɗabboytaa ɗum?
waɗ	Hombo mbaɗoytaa ɗum?
rem	Hombo demoytaa ɗum?
def	Hombo depoytaa ɗum?
nab	Hombo naboytaa ɗum?
sooɗ	Hombo cooɗoytaa ɗum?
fewn	Hombo pewnoytaa ɗum?
yar	Hombo ñjaroytaa ɗum?
ñaam	Hombo ñaamoytaa ɗum?
qokk	Hombo ŋgokkoytaa ɗum?
haal	Hombo kaaloytaa ɗum?
ligg	Hombo liggoytaa ɗum?
qacc	Hombo ŋgaccoytaa ɗum?
naat	Hombo naatoytaa ɗum?
wii	Hombo mbiyoytaa ɗum?
yii	Hombo ñjiyoytaa ɗum?
fad	Hombo padoytaa ɗum?
yey	Hombo ñjeyoytaa ɗum?

h)   Progressive Substitution-Transformation Drill   (Progressive to Potential)

Cue	Pattern 1	Pattern 2
	Miɗo laaroya gaynaakoqam.	Mi laaroyat gaynaakoqam.
(qo)	Qomo laaroya gaynaakoqam.	Qo laaroyat gaynaakoqam.
haal	Qomo haaloya gaynaakoqam.	Qo haaloyat gaynaakoqam.
debbomum	Qomo haaloya debbomum.	Qo haaloyat debbomum.
(ɓe)	Ɓeɗo kaaloya debbomum.	Ɓe kaaloyat debbomum.
ɗabb	Ɓeɗo ɗabboya debbomum.	Ɓe ɗabboyat debbomum.
neenemakko	Ɓeɗo ɗabboya neenemakko.	Ɓe ɗabboyat neenemakko.
(meŋ)	Miɗen ɗabboya neenemakko.	Meŋ ɗabboyat neenemakko.
taw	Miɗen tawoya neenemakko.	Meŋ tawoyat neenemakko.
yimɓeqameŋ	Miɗen tawoya yimɓeqameŋ.	Meŋ tawoyat yimɓeqameŋ.
(qon)	Qoɗon tawoya yimɓeqameŋ?	Qon tawoyat yimɓeqameŋ?
ɗabb	Qoɗon ɗabboya yimɓeqameŋ?	Qon ɗabboyat yimɓeqameŋ?
deftemon	Qoɗon ɗabboya deftemon?	Qon ɗabboyat deftemon?
(qa)	Qaɗa ɗabboya deftemon?	Qa ɗabboyat deftemon?
qadd	Qaɗa qaddoya deftemon?	Qa qaddoyat deftemon?
gaynaakoqam	Qaɗa qaddoya gaynaakoqam?	Qa qaddoyat gaynaakoqam?
(mi)	Miɗo qaddoya gaynaakoqam.	Mi qaddoyat gaynaakoqam.
laar	Miɗo laaroya gaynaakoqam.	Mi laaroyat gaynaakoqam.

1)   Random Substitution Drill

Cue	Pattern
	Tuma ɗabboytaa deftereqam?
(qon)	Tuma ɗabboyton deftereqam?
ŋgarımeɗen	Tuma ɗabboyton ŋgarımeɗen?
honto	Honto ɗabboyton ŋgarımeɗen?
yey	Honto ñjeyoyton ŋgarımeɗen?
naqımakko	Honto ñjeyoyton naqımakko?
tuma	Tuma ñjeyoyton naqımakko?
(qen)	Tuma ñjeyoyten naqımakko?
babbımakko	Tuma ñjeyoyten babbımaɓɓe?
honto	Honto ñjeyoyten babbımaɓɓe?
(qacc)	Honto ŋgaccoyten babbımaɓɓe?
gaqımon	Honto ŋgaccoyten gaqımon?
hombo	Hombo ŋgaccoyten gaqımon?
(qon)	Hombo ŋgaccoyton gaqımon?
ɓıɓɓeqameŋ	Hombo ŋgaccoyton ɓıɓɓeqameŋ?
tuma	Tuma ŋgaccoyton ɓıɓɓeqameŋ?
taw	Tuma tawoyton ɓıɓɓeqameŋ?
yımɓemakko	Tuma tawoyton yımɓemakko?
honto	Honto tawoyton yımɓemakko?
(qen)	Honto tawoyten yımɓemakko?
sukaaɓe ɓe	Honto tawoyten sukaaɓe ɓe?
tuma	Tuma tawoyten sukaaɓe ɓe?
laar	Tuma ndaaroyten sukaaɓe ɓe?
deɓɓomakko	Tuma ndaaroyten deɓɓomakko?
honto	Honto ndaaroyten deɓɓomakko?
fad	Honto padoyten deɓɓomakko?
ɓıɗɗomaa	Honto padoyten ɓıɗɗomaa?
tuma	Tuma padoyten ɓıɗɗomaa?
(qon)	Tuma padoyton ɓıɗɗomaa?
gaynaako qo	Tuma padoyton gaynaako qo?
honto	Honto padoyton gaynaako qo?
ɗabb	Honto ɗabboyton gaynaako qo?
deftereqam	Honto ɗabboyton deftereqam?
tuma	Tuma ɗabboyton deftereqam?
(qa)	Tuma ɗabboytaa deftereqam?

13.8 NARRATIVE

New words:
    jom [∅]/jomiraawo [qo] (jomiraaɓe) master, owner
    jawdi   [ndi] (jawle)   goods, riches, cattle, possessions
    mar   keep, raise, hold, domesticate
    yewtu   chat, converse
    gooŋga   [ko] (gooŋgaaji) truth, reality
    nden   then

Koɗɗo Samba

Samba ko jom jawdi, qomo mari[1] naqi hewde qe baali qe beqi. Ñannde gooto koɗɗomakko, wiyete Demba, qari to mum. Tuma ɓeɗo ñjewta, qon wiyi mo koo nani to saare he fii jawdimakko. Non Samba lamdi mo 'Hombo haalani ma miɗo jogi naqi hewde?' Koɗɗomakko wiyi qo nani ɗum to nder saare nde. Samba wiyi mo 'Qeeyi, ɗum ko gooŋga', non qo hollani mo ŋgaarimakko. Koɗɗomakko wiyi mo kadi, 'Qa yeyataa ndi na?' kono Samba wiyi mo, 'Qalaa'. Non kadi Demba, koɗɗomakko, lamdii mo ko hoɗum kadi qo jogi. Samba jaabi mo, qo wiyi qomo heɓi baali qe beqi hewde. Koɗɗomakko wiyi mo kaŋko yiɗaa beqi qe baali. Samba kadi lamdi si ko pucu maa mbabba qo yiɗi. Demba wiyi, qeeyi qomo yiɗi pucu ranewu. Nden Samba wiyi mo qomo mari ɓe tato. Non Demba wiyi mo qomo yiɗi gooto, ko ɓuri weydude ɓe fow. Samba jaɓi, qawa koɗɗomakko sooɗi ŋgu pucu ɓuri weydude tato ɗi.

13.9 Questions for Discussion

    1. Samba jogi naqi hewde na?
    2. Ko hoɗum kadi Samba mari, si wonaa naqi ɗi?
    3. Samba qe Demba hombo ɓuri naqi?
    4. Hombo haalaani Demba fii naqi Samba ɗi?
    5. Ko fii hoɗum Demba lamdi Samba?
    6. Ko hoɗum Samba hollaani Demba qonñan?
    7. Demba yiɗiino sooɗde baali qe beqi Samba na?
    8. Ko honto Demba nani, Samba jogi naqi hewde?
    9. Samba holliino Demba ŋgaarimakko na?
    10. Tuma Samba holli mo ŋgaarimakko, hoɗum Demba wiyi na?
    11. Ko hoɗum Demba wiyi Samba, he fii baali qe beqi ɗi?
    12. Demba non, ko mbabba, maa ko pucu, qo yiɗiino qontuma?
    13. Ko pucu ranewu, ma ko pucu ɓalewu Demba yiɗiino sooɗde he juŋgo Samba?
    14. Ko puci jelu Samba mari he juŋgomum?
    15. Koɓe balewu maa danewu?
    16. Hombo yiɗiino sooɗde gooto he maɓɓe?

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[1]Note that, to date, at least four verbs have occurred which deal with possession:
    heɓ   'have, obtain'
    tam   'possess, hold, have'
    jog   'be in possession of, have in hand'
    mar   'keep, hold, domesticate, husband'

The distinction here is that heɓ 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: <u>At The Market</u>

-Brown-

    maaro [ko]/maarori [ndı]   rice
      (maaroojı)
Jaawo qon keɓı maaro na?   Jaawo, do you have rice?

-Jaawo-

Qeeyı ↑ meŋ keɓı maaro. Ko jelu   Yes, we have rice. How much do
  ñjıdɗaa?   you want?

-Brown-

    bool [∅]/boolwol [ŋgol]   bowl
      (boolııjı)
Mı faalı boolwol gootol, ɗum ko jelu.   I want one bowl, that's how much.

-Jaawo-

    coggu [ŋgu] (cogguulı)   price
    taransu [∅] (taransuujı)   shilling
    ñataa [∅] (ñataajı)   threepence (three penny bıt)
Coggu ŋgu, ko taransu qe ñataa.   The price is one shilling and
                              threepence.

-Brown-

Hoɗum kadı tamɗaa?   What else have you?

-Jaawo-

    bantara [∅] (bantaraajı)   cassava
Mıɗo tamı bantara, qada yıɗı?   I have cassava, do you want (some)?

-Brown-

    kosam [ɗam] (   )   sour mılk
    laccırı [ndı] (   )   steamed mıllet
Qalaa ↑ kono mı yıɗı kosam qe laccırı.   No, but I want sour mılk and
                              steamed mıllet.

-Jaawo-

    keɗam [ɗam] (   )   mılk (fresh)
Mı heɓaanı kosam, kono mıɗo jogı   I have no sour mılk but I have
  keɗam.   fresh mılk.

-Brown-

Qawa, mıɗo yıɗı keɗam.   OK. I want mılk.

-Jaawo-

    kaba [∅] (kabaajı)   bottle
Kabaajı jelu ñjıdɗaa?   How many bottles do you want?

-Brown-

ɗiɗi [ɗi]   two (no singular)
yon   be enough, sufficient
Diɗi yoni.   Two is enough.

-Jaawo-

Hoɗum ñjiɗɗaa 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:
    lamɗam      [ɗam]/lamkal [kal]  (lamkon[kon])      salt
    maafe       [nde]               (          )       sauce
    hiirande    [nde]               (kiiraaɗe)         dinner
    lingu       [ngu]               (liɗɗi)            fish
    tamate      [∅]                 (tamateeji)        tomato
    kappere     [nde]               (kappe)            yam
```

Cue	Question Pattern	Answer Pattern
	Qon keɓi maaro na?	Qeeyi↑ meŋ keɓi maaro.
qo	Qo heɓi maaro na?	Qeeyi↑ qo heɓi maaro.
tamati	Qo heɓi tamate na?	Qeeyi↑ qo heɓi tamate.
ɓe	Ɓe keɓi tamate na?	Qeeyi↑ ɓe keɓi tamate.
lacciri	Ɓe keɓi lacciri na?	Qeeyi↑ ɓe keɓi lacciri.
meŋ	Meŋ keɓi lacciri na?	Qeeyi↑ meŋ keɓi lacciri.
lamɗam	Meŋ keɓi lamɗam na?	Qeeyi↑ meŋ keɓi lamɗam.
qa	Qa heɓi lamɗam na?	Qeeyi↑ mi heɓi lamɗam.
maafe	Qa heɓi maafe na?	Qeeyi↑ mi heɓi maafe.
qon	Qon keɓi maafe na?	Qeeyi↑ meŋ heɓi maafe
hiirande	Qon keɓi hiirande na?	Qeeyi↑ meŋ keɓi hiirande.
ɓe	Ɓe keɓi hiirande na?	Qeeyi↑ ɓe keɓi hiirande.
liɗɗi	Ɓe keɓi liɗɗi na?	Qeeyi↑ ɓe keɓi liɗɗi.
meŋ	Meŋ keɓi liɗɗi na?	Qeeyi↑ meŋ keɓi liɗɗi.
kappe	Meŋ keɓi kappe na?	Qeeyi↑ meŋ keɓi kappe.
qon	Qon keɓi kappe na?	Qeeyi↑ meŋ keɓi kappe.
bantara	Qon keɓi bantara na?	Qeeyi↑ meŋ keɓi bantara.
maaro	Qon keɓi maaro na?	Qeeyi↑ meŋ keɓi maaro.

b)   Simple Substitution Drill

```
          ┌─────────────────────────────────┐
          │  New word:   nayı      four      │
          └─────────────────────────────────┘
```

Cue   Pattern

                    Mı faalı boolwol <u>gootol</u>.
       ɗıɗı   Mı faalı boolııjı <u>ɗıɗı</u>.
       tatı   Mı faalı boolııjı <u>tatı</u>.
       nayı   Mı faalı boolııjı <u>nayı</u>.
       jowı   Mı faalı boolııjı jowı.

c)   Simple Substitution Drill

```
   ┌─────────────────────────────────────────────────────────────────┐
   │   New words:                                                     │
   │        genewala [∅]   (genewalaajı)      two shilling piece      │
   │        mbuuɗu   [ndu] (buuɗı)            five shilling piece     │
   └─────────────────────────────────────────────────────────────────┘
```

Cue   Pattern

                      Coggu qo ko <u>taransu</u> qe ñataa.
       genewala   Coggu qo ko <u>genewala</u> qe ñataa.
       taransuujı tatı   Coggu qo ko <u>taransuujı tatı</u> qe ñataa.
       mbuudu qe taransu   Coggu qo ko mbuuɗu qe taransu qe ñataa.

d)   Simple Substitution Drill

Cue   Pattern

                      <u>Ɗ</u>ıɗı yonı?
       tatı   <u>Tatı</u> yonı?
       nayı   <u>Nayı</u> yonı?
       jowı   <u>Jowı</u> yonı?
       gooto   <u>Gooto</u> yonı?
       sappo   <u>Sappo</u> yonı?
       nogas   <u>Nogas</u> yonı?

e)   Progressive Substitution Drill

Cue   Pattern

                      <u>Mı</u> heɓaanı kosam, kono <u>mı</u> heɓı keɗam.
       qo   <u>Qo</u> heɓaanı <u>kosam</u>, kono qo heɓı keɗam.
       maaro   <u>Qo</u> heɓaanı maaro, kono qo heɓı keɗam.
       ɓe   <u>Ɓe</u> keɓaanı <u>maaro</u>, kono ɓe heɓı keɗam.
       tamate   <u>Ɓe</u> keɓaanı tamate, kono <u>ɓe</u> keɓı keɗam.

	Ɓe keɓaanı tamate, kono ɓe keɓı keɗam.
meŋ	Meŋ keɓaanı tamate, kono meŋ keɓı keɗam.
laccırı	Meŋ keɓaanı laccırı, kono meŋ keɓı keɗam.
qon	Qon keɓaanı laccırı, kono qon keɓı keɗam.
lıɗɗı	Qon keɓaanı lıɗɗı, kono qon keɓı keɗam.
qo	Qo heɓaanı lıɗɗı, kono qo heɓı keɗam.
lamɗam	Qo heɓaanı lamɗam, kono qo heɓı keɗam.
mı	Mı heɓaanı lamɗam, kono mı heɓı kaɗam.

f) Simple Substitution Drill

Cue   Pattern

	Hoɗum kadı tamɗaa?
jog	Hoɗum kadı jogɗaa?
faal	Hoɗum kadı paalɗaa?
qadd	Hoɗum kadı ŋgadduɗaa?
yıı	Hoɗum kadı ñjııɗaa?
sooɗ	Hoɗum kadı cooɗɗaa?
yey	Hoɗum kadı ñjeyɗaa?
wıı	Hoɗum kadı mbııɗaa?
haal	Hoɗum kadı kaalɗaa?
nan	Hoɗum kadı nanɗaa?
ñaam	Hoɗum kadı ñaamɗaa?
qokk	Hoɗum kadı ŋgokkuɗaa?
yar	Hoɗum kadı ñjarɗaa?
nab	Hoɗum kadı nabɗaa?
waɗ	Hoɗum kadı mbaɗɗaa?
jaŋg	Hoɗum kadı jaŋguɗaa?

g) Simple Substitution Drill

Cue

	Honto kadı ñjaaɗaa?
ñaam	Honto kadı ñaamɗaa?
yar	Honto kadı ñjarɗaa?
yıı	Honto kadı ñjııɗaa?
waal	Honto kadı mbaalɗaa?
ñall	Honto kadı ñalluɗaa?
hıır	Honto kadı kııruɗaa?
lel	Honto kadı lelɗaa?
yey	Honto kadı ñjeyɗaa?
naat	Honto kadı naatɗaa?

h)   Simple Substitution Drill

Cue	Pattern
	Hombo kadı ñjııd'aa?
wıı	Hombo kadı <u>mbııd'aa</u>?
nab-	Hombo kadı <u>nabd'aa</u>?
haal	Hombo kadı <u>kaald'aa</u>?
taw-	Hombo kadı <u>tawd'aa</u>?
salmın-	Hombo kadı <u>calmınd'aa</u>?
lamd-	Hombo kadı <u>lamdud'aa</u>?
qadd	Hombo kadı <u>ŋgaddud'aa</u>?
heɓ-	Hombo kadı <u>keɓd'aa</u>?
sıkk	Hombo kadı <u>cıkkud'aa</u>?
nan	Hombo kadı <u>nand'aa</u>?

14.2   Note: Noun Classes (II)

In 7.4 examples were presented of fourteen classes of nouns in addition to borrowed words with no singular class suffix. Since then many more nouns have occurred including further examples of most of those fourteen classes and furnishing examples of four additional singular classes plus the one remaining plural class, or a total to date of nineteen classes.

Additional examples of classes previously discussed in addition to many examples of the [∅] class, the [qo] class and the [ɓe], [d'ı] and [d'e] plural classes:

[nde] class: (plural in [d'e] class)	Singular	Plural
	hınere	kıne
	maafe	----
	hıırande	kııraad'e
	kappere	kappe
[ndu] class: (plural in [d'ı] class)	reedu	deedı
	feddandu	peddaalı
	suudu	cuud'ı
	woyndu	boylı
	talkuru	talkı
	qullundu	qulluud'ı
	fowru	pobbı
	rawandu	dawaad'ı
[ŋgo] class: (no new examples)		
[ŋgal] class: (plural in [d'e] class)	gertogal	gertood'e
[kı] class: (no new examples)		

[ka] class:	(plural in [d'e] class)	laana	laade
[d'am] class:	(no plural, usually)	kosam	-----
		ked'am	-----
		lamd'am	(see also <u>lamkal</u> below)
[mba] class:		mbeewa	beqi
[ŋgu] class:	(plural in [d'i] class)	coggu	coggi
		liŋgu	lidd'i
		mbuud'u	buud'i

New Classes: Do not cause initial consonant alternation:

			Singular	Plural
1.	[ko] class:	(plural in [d'e] class)		
	Grades:	-o, -ho, -ko, -ko.	hunuko	kunud'e
			maaro	(maarooji)
				(see also <u>maarori</u> below)

Cause alternation but not nazalization:

2.	[ŋgol] class:	(plural in [d'i] class)		
	Grades:	-ol, -wol, -gol, -ŋgol	laawol	laabi
			boolwol	(booliiji)
3.	[kal] class:	(plural in [kon] class)		
	Grades:	-al, -hal, -kal, -kal	lamkal	lamkon

Cause alternation and prenasalization:

4.	[ndi] class:	(plural in [d'i] or [d'e] class)		
	Grades:	(-i), -ri, -di, -ndi	mbomri	bomi
			mbaroodi	barood'i
			mboddi	bolle
			lacciri	-----
			maarori	maarooji
5.	[kon] plural class:		lamkal	lamkon

    While no generalization is possible which will enable the student to remember exactly which classes cause alternation and prenasalization note that:

    1. All class suffixes which are consonant-final cause some change.

    2. All class suffixes ending in /l/ cause alternation but not pre-nasalization. (e.g. [ŋgal], [ŋgol], [kal])

3. All class suffixes ending in nasals cause pre-nasalization.
     (eg. [ɗam], [kon])

4. All class suffixes ending in /ɪ/ cause some alternation.
     (eg. [kɪ], [ɗɪ], [ndɪ])

5. All class suffixes ending in /e/ (except the plural /ɗe/) do <u>not</u>
     cause any alternation. (eg. [nde], [ɓe])[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 [∅] ('zero')
     classes in the singular and [ɓe] class in the plural.

2. Animals of the carnivorous kinds are generally in the [ndu] class. But
     note <u>mbaroodi</u> 'lion' of the [ndɪ] class (from <u>war</u> 'kill').

3. Larger herbivorous animals are generally in the [mba] class, but note
     <u>mballu</u> 'sheep' in the [ŋgu] class, contrasting with <u>mbeewa</u> 'goat' in
     the [mba] class.

4. Plants, herbs and trees are generally in the [kɪ] class.

5. Liquids are generally in the [ɗam] class.

6. The [ŋgal] and [ŋgel] classes (the latter not yet examplified), in
     addition to containing a conglomeration of nouns, are employed to
     show <u>augmentative</u> and <u>diminutive</u> meaning respectively: cf. <u>ɓiŋgel</u>
     'small offspring' or <u>cuukayel</u> 'small child', <u>mawŋgal</u> 'big one'.

---

[1]These generalizations hold true also for the several classes of which no
examples have yet occurred, with the exception of the [ɗum] 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 [ɗum] 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

Cue   Pattern

                    Mı tawı <u>mbaalu ŋgu</u>, to ŋgesa mba.
gertoode ɗe   Mı tawı <u>gertooɗe ɗe</u>, to ŋgesa mba.
pucu ŋgu   Mı tawı <u>pucu ŋgu</u>, to ŋgesa mba.
dawaaɗı ɗı   Mı tawı <u>dawaaɗı ɗı</u>, to ŋgesa mba.
mbeewa mba   Mı tawı <u>mbeewa mba</u>, to ŋgesa mba.
rawandu ndu   Mı tawı <u>rawandu ndu</u>, to ŋgesa mba.
pucı ɗı   Mı tawı <u>pucı ɗı</u>, to ŋgesa mba.
gertogal ŋgal   Mı tawı <u>gertogal ŋgal</u>, to ŋgesa mba.
ŋgaarı ndı   Mı tawı <u>ŋgaarı ndı</u>, to ŋgesa mba.
gaqı ɗı   Mı tawı <u>gaqı ɗı</u>, to ŋgesa mba.
ballı ɗı   Mı tawı <u>ballı ɗı</u>, to ŋgesa mba.
yımɓe ɓe   Mı tawı <u>yımɓe ɓe</u>, to ŋgesa mba.
gaynaako qo   Mı tawı <u>gaynaako qo</u>, to ŋgesa mba.
qaynaaɓe ɓe   Mı tawı <u>qaynaaɓe ɓe</u>, to ŋgesa mba.
mboddı ndı   Mı tawı <u>mboddı ndı</u>, to ŋgesa mba.
bolle ɗe   Mı tawı <u>bolle ɗe</u>, to ŋgesa mba.
mbaroodı ndı   Mı tawı <u>mbaroodı ndı</u>, to ŋgesa mba.
barooɗı ɗı   Mı tawı <u>barooɗı ɗı</u>, to ŋgesa mba.
talkuru ndu   Mı tawı <u>mbaalu ŋgu</u>, to ŋgesa mba.
mbaalu ŋgu   Mı tawı <u>mbaalu ŋgu</u>, to ŋgesa mba.

b) Progressive Substitution Drill

Cue   Pattern

                    <u>Mı</u> tawı mbaalu ŋgu, to ŋgesa mba.
qo   <u>Qo</u> tawı <u>mbaalu ŋgu</u>, to ŋgesa mba.
gertooɗe ɗe   <u>Qo</u> tawı gertooɗe ɗe, to ŋgesa mba.
ɓe   <u>Ɓe</u> tawı <u>gertooɗe ɗe</u>, to ŋgesa mba.
pucu ŋgu   <u>Ɓe</u> tawı pucu ŋgu, to ŋgesa mba.
qon   <u>Qon</u> tawı <u>pucu ŋgu</u>, to ŋgesa mba?
dawaaɗı ɗı   <u>Qon</u> tawı dawaaɗı ɗı, to ŋgesa mba?
meŋ   <u>Meŋ</u> tawı <u>dawaaɗı ɗı</u>, to ŋgesa mba?
mbeewa mba   <u>Meŋ</u> tawı mbeewa mba, to ŋgesa mba.
qen   <u>Qen</u> tawı <u>mbeewa mba</u>, to ŋgesa mba.
gaqı   <u>Qen</u> tawı gaqı ɗı, to ŋgesa mba.
qo   <u>Qo</u> tawı <u>gaqı ɗı</u>, to ŋgesa mba.
mbaalu ŋgu   <u>Qo</u> tawı mbaalu ŋgu, to ŋgesa mba.
mı   Mı tawı mbaalu ŋgu, to ŋgesa mba.

c)   Simple Substitution Drill

Cue   Pattern

                                 Nde saare ko saare Bookari.
ŋgu pucu   Ngu pucu ko pucu Bookari.
ndu suudu   Ndu suudu ko suudu Bookari.
ɗe defte   De defte ko defte Bookari.
ŋgal gertogal   Ngal gertogal ko gertogal Bookari.
ɗi baali   Di baali ko baali Bookari.
ndi ŋgaari   Ndi ŋgaari ko ŋgaari Bookari.
ndu rawaandu   Ndu rawandu ko rawandu Bookari.
ɗi talki   Di talki ko talki Bookari.
qo gaynaako   Qo gaynaako ko gaynaako Bookari.
ɓe yimɓe   Be yimɓe ko yimɓe Bookari.
ŋgu mbaalu   Ngu mbaalu ko mbaalu Bookari.
nde hiirande   Nde hiirande ko hiirande Bookari.
ko maaro   Ko maaro ko maaro Bookari.
ŋgu pucu   Ngu pucu ko pucu Bookari.

d)   Progressive Substitution Drill

Cue   Pattern

                                 Mi tawi baali ɗi to ladde nde.
qo   Qo tawi baali ɗi to ladde nde.
qacc   Qo qacci baali ɗi to ladde nde.
mbabba mba   Qo qacci mbabba mba to ladde nde.
wuro ŋgo   Qo qacci mbabba mba to wuro ŋgo.
ɓe   Be ŋgacci mbabba mba to wuro ŋgo.
nab   Be nabi mbabba mba to wuro ŋgo.
nagge ŋge   Be nabi nagge ŋge to wuro ŋgo.
saare nde   Be nabi nagge ŋge to saare nde.
meŋ   Meŋ nabi nagge ŋge to saare nde.
yii   Meŋ ñjiyi nagge ŋge to saare nde.
pucu ŋgu   Meŋ ñjiyi pucu ŋgu to saare nde.
laawol ŋgol   Meŋ ñjiyi pucu ŋgu to laawol ŋgol.
qon   Qon ñjiyi pucu ŋgu to laawol ŋgol.
taw   Qon tawi pucu ŋgu to laawol ŋgol.
baali ɗi   Qon tawi baali ɗi to laawol ŋgol.
ladde nde   Qon tawi baali ɗi to ladde nde?
mi   Mi tawi baali ɗi to ladde nde?

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e)   Substitution-Transformation Drill   (Singular to Plural)

Cue	Pattern 1	Pattern 2
	Deftere nde qalaa ɗo.	Defte ɗe ŋgalaa ɗo.
pucu ŋgu	Pucu ŋgu qalaa ɗo.	Puci ɗi ŋgalaa ɗo.
nagge ŋge	Nagge ŋge qalaa ɗo.	Naqi ɗi ŋgalaa ɗo.
gertogal ŋgal	Gertogal ŋgal qalaa ɗo.	Gertooɗe ɗe ŋgalaa ɗo.
laana ka	Laana ka qalaa ɗo.	Laaɗe ɗe ŋgalaa ɗo.
talkuru ndu	Talkuru ndu qalaa ɗo.	Talki ɗi ŋgalaa ɗo.
lingu ŋgu	Lingu ŋgu qalaa ɗo.	Liɗɗi ɗi ŋgalaa ɗo.
boolwol ŋgol.	Boolwol ŋgol qalaa ɗo.	Boolooji ɗi ŋgalaa ɗo.
mbomri ndi	Mbomri ndi qalaa ɗo.	Bomi ɗi ŋgalaa ɗo.
fowru ndu	Fowru ndu qalaa ɗo.	Pobbi ɗi ŋgalaa ɗo.
rawaandu ndu	Rawaandu ndu qalaa ɗo.	Dawaaɗi ɗi ŋgalaa ɗo.
mbeewa mba	Mbeewa mba qalaa ɗo.	Beqi ɗi ŋgalaa ɗo.
mbaalu ŋgu	Mbaalu ŋgu qalaa ɗo.	Baali ɗi ŋgalaa ɗo.
mbaroodi ndi	Mbaroodi ndi qalaa ɗo.	Barooɗi ɗi ŋgalaa ɗo.
laawol ŋgol	Laawol ŋgol qalaa ɗo.	Laabi ɗi ŋgalaa ɗo.
hiirande nde	Hiirande nde qalaa ɗo.	Kiiraaɗe ɗe ŋgalaa ɗo.
deftere nde	Deftere nde qalaa ɗo.	Defte ɗe ŋgalaa ɗo.

f)   Substitution-Transformation Drill   (Noun to Pronoun)

Cue	Pattern 1	Pattern 2
	Qa sooɗi nagge ŋge?	Qa sooɗi ŋge?
qo	Qo sooɗi nagge ŋge.	Qo sooɗi ŋge.
heɓ	Qo heɓi nagge ŋge.	Qo heɓi ŋge.
pucu	Qo heɓi pucu ŋgu.	Qo heɓi ŋgu.
meŋ	Meŋ keɓi pucu ŋgu.	Meŋ heɓi ŋgu.
yey	Meŋ ñjeyi pucu ŋgu.	Meŋ ñjeyi ŋgu.
mballu	Meŋ ñjeyi mballu ŋgu.	Meŋ ñjeyi ŋgu.
ɓe	Ɓe ñjeyi mballu ŋgu.	Ɓe ñjeyi ŋgu.
nab	Ɓe nabi mballu ŋgu.	Ɓe nabi ŋgu.
deftere	Ɓe nabi deftere nde.	Ɓe nabi nde.
qon	Qon nabi deftere nde?	Qon nabi nde?
jog	Qon jogi deftere nde?	Qon jogi nde?
coggu	Qon jogi coggu ŋgu?	Qon jogi ŋgu?
qo	Qo jogi coggu ŋgu.	Qo jogi ŋgu.
heɓ	Qo heɓi coggu ŋgu.	Qo heɓi ŋgu.
nagge	Qo heɓi nagge ŋge?	Qo heɓi ŋge.
qa	Qa heɓi nagge ŋge?	Qa heɓi ŋge?
sood	Qa sooɗi nagge ŋge?	Qa sooɗi ŋge?

g) Simple Substitution-Transformation Drill   (Noun

(Noun and Demonstrative Object to Demonstrative Only)

Cue	Pattern 1	Pattern 2
	Mı tawı mballu ŋgu to ŋgesa mba.	Mı tawı ŋgu to ŋgesa mba.
gertoode	Mı tawı gertoode de to ŋgesa mba.	Mı tawı de to ŋgesa mba.
pucu	Mı tawı pucu ŋgu to ŋgesa mba.	Mı tawı ŋgu to ŋgesa mba.
dawaadı	Mı tawı dawaadı dı to ŋgesa mba.	Mı tawı dı to ŋgesa mba.
mbeewa	Mı tawı mbeewa mba to ŋgesa mba.	Mı tawı mba to ŋgesa mba.
rawaandu	Mı tawı rawaandu ndu to ŋgesa mba.	Mı tawı ndu to ŋgesa mba.
pucı	Mı tawı pucı dı to ŋgesa mba.	Mı tawı dı to ŋgesa mba.
gertogal	Mı tawı gertogal ŋgal to ŋgesa mba.	Mı tawı ŋgal to ŋgesa mba.
ŋgaarı	Mı tawı ŋgarı ndı to ŋgesa mba.	Mı tawı ndı to ŋgesa mba.
naqı	Mı tawı naqı dı to ŋgesa mba.	Mı tawı dı to ŋgesa mba.
baalı	Mı tawı baalı dı to ŋgesa mba.	Mı tawı dı to ŋgesa mba.
yımɓe	Mı tawı yımɓe ɓe to ŋgesa mba.	Mı tawı ɓe to ŋgesa mba.
gaynaako	Mı tawı gaynaako qo to ŋgesa mba.	Mı tawı qo to ŋgesa mba.
mboddı	Mı tawı mboddı ndı to ŋgesa mba.	Mı tawı ndı to ŋgesa mba.
bolle	Mı tawı bolle de to ŋgesa mba.	Mı tawı de to ŋgesa mba.
mbaroodı	Mı tawı mbaroodı ndı to ŋgesa mba.	Mı tawı ndı to ŋgesa mba.
baroodı	Mı tawı baroodı dı to ŋgesa mba.	Mı tawı dı to ŋgesa mba.
talkuru	Mı tawı talkuru ndu to ŋgesa mba.	Mı tawı ndu to ŋgesa mba.
mballu	Mı tawı mballu ŋgu to ŋgesa mba.	Mı tawı ŋgu to ŋgesa mba.

h) Progressive Substitution-Transformation Drill

(Noun plus Demonstrative as Subject to Demonstrative Subject Only)

Cue	Pattern 1	Pattern 2
	Pucu ŋgu yeyaama.	Ŋgu yeyaama.
pucı	Pucı dı ñjeyaama.	Dı ñjeyaama.
sood	Pucı dı coodaama.	Dı coodaama.
mbabba	Mbabba mba soodaama.	Mba soodaama.
nab	Mbabba mba nabaama.	Mba nabaama.
baalı	Baalı dı nabaama.	Dı nabaama.
yıd	Baalı dı ñjıdaama.	Dı ñjıdaama.
mballu	Mballu ŋgu yıdaama.	Ŋgu yıdaama.
qadd	Mballu ŋgu qaddaama.	Ŋgu qaddaama.
naqı	Naqı dı ŋgaddaama.	Dı ŋgaddaama.
faal	Naqı dı paalaama.	Dı paalaama.
ŋgaarı	Ŋgaarı ndı faalaama.	Ndı faalaama.
sood	Ŋgaarı ndı soodaama.	Ndı soodaama.
babbı	Babbı dı coodaama.	Dı coodaama.
yey	Babbı dı ñjeyaama.	Dı ñjeyaama.
pucu	Pucu ŋgu yeyaama.	Ŋgu yeyaama.

1)   Progressive Substitution-Transformation Drill
      (Substitute only the demonstrative for each 'object' noun given as cue.)

Cue	Question Pattern	Answer Pattern
	Qa yeyataa ndı na?	Qalaa, mı yeyataa ndı.
qo	Qo yeyataa ndı na?	Qalaa, qo yeyataa ndı.
qadd	Qo qaddataa ndı na?	Qalaa, qo qaddataa ndı.
(pucu)	Qo qaddataa ŋgu na?	Qalaa, qo qaddataa ŋgu.
ɓe	Be ŋgaddataa ŋgu na?	Qalaa, ɓe ŋgaddataa ŋgu.
sooɗ	Be cooɗataa ŋgu na?	Qalaa, ɓe cooɗataa ŋgu.
(gertogal)	Be cooɗataa ŋgal na?	Qalaa, ɓe cooɗataa ŋgal.
qon	Qon cooɗataa ŋgal na?	Qalaa, meŋ cooɗataa ŋgal.
yey	Qon ñjeyataa ŋgal na?	Qalaa, meŋ ñjeyataa ŋgal.
(rawandu)	Qon ñjeyataa ndu na?	Qalaa, meŋ ñjeyataa ndu.
Demba	Demba yeyataa ndu na?	Qalaa, qo yeyataa ndu.
nab	Demba nabataa ndu na?	Qalaa, qo nabataa ndu.
(mbeewa)	Demba nabataa mba na?	Qalaa, qo nabataa mba.
qo	Qo nabataa mba na?	Qalaa, qo nabataa mba.
qacc	Qo qaccataa mba na?	Qalaa, qo qaccataa mba.
(mballu)	Qo qaccataa ŋgu na?	Qalaa, qo qaccataa ŋgu.
qa	Qa qaccataa ŋgu na?	Qalaa, mı qaccataa ŋgu.
yey	Qa yeyataa ŋgu na?	Qalaa, mı yeyataa ŋgu.
(ŋgaarı)	Qa yeyataa ndı na?	Qalaa, mı yeyataa ndı.

j)   Progressive Substitution-Response Drill

Cue	Question Pattern	Answer Pattern
	Qa jogı naqı hewde na?	Qalaa, ko nagge gooto tan mı jogı.
qo	Qo jogı naqı hewde na?	Qalaa, ko nagge gooto tan qo jogı.
tam	Qo tamı naqı hewde na?	Qalaa, ko nagge gooto tan qo tamı.
baalı	Qo tamı baalı hewde na?	Qalaa, ko mballu gooto tan qo tamı.
ɓe	Be tamı baalı hewde na?	Qalaa, ko mballu gooto tan ɓe tamı.
faal	Be paalı baalı hewde na?	Qalaa, ko mballu gooto tan ɓe paalı.
babbı	Be paalı babbı hewde na?	Qalaa, ko mbabba gooto tan ɓe paalı.
meŋ	Meŋ paalı babbı hewde na?	Qalaa, ko mbabba gooto tan meŋ paalı.
mar	Meŋ marı babbı hewde na?	Qalaa, ko mbabba gooto tan meŋ marı.
beqı	Meŋ marı beqı hewde na?	Qalaa, ko mbeewa gooto tan meŋ marı.
qen	Qen marı beqı hewde na?	Qalaa, ko mbeewa gooto tan qen marı.
heɓ	Qen keɓı beqı hewde na?	Qalaa, ko mbeewa gooto tan qen keɓı.
gertooɗe	Qen keɓı gertooɗe hewde na?	Qalaa, ko gertogal gooto tan qen keɓı.
qon	Qon keɓı gertooɗe hewde na?	Qalaa, ko gertogal gooto tan meŋ keɓı.
jogı	Qon jogı gertooɗe hewde na?	Qalaa, ko gertogal gooto tan meŋ jogı.
naqı	Qon jogı naqı hewde na?	Qalaa, ko nagge gooto tan meŋ jogı.
qa	Qa jogı naqı hewde na?	Qalaa, ko nagge gooto tan mı jogı.

k)   Phrasal Substitution Drill

<u>Cue</u>   <u>Pattern</u>

   Mid'o jogi ked'am kono mi he6aani kosam.

qomo yid'i kosam   Qomo yid'i kosam kono <u>mi he6aani kosam.</u>

qa waawataa yarde d'um   <u>Qomo yid'i kosam</u> kono qo waawataa yarde d'um.

Demba tami lekki   Demba tami lekki kono qo <u>waawataa yarde d'um.</u>

qo sellaani haa jooni   <u>Demba tami lekki</u> kono qo sellaani haa jooni.

6e tawi qomo leli   Be tawi qomo leli kono <u>qo sellaani haa jooni.</u>

6e haalaani mo haytus   <u>Be tawi qomo leli</u> kono 6e haalaani mo haytus.

yim6e 6e ñjiyi mo   Yim6e 6e ñjiyi mo kono 6e <u>haalaani mo haytus.</u>

tawo qo yari ked'am d'am   <u>Yim6e 6e ñjiyi mo</u> kono tawo qo yari ked'am d'am.

qo yid'iino qo yara lekki   Qo yid'iino qo yara lekki kono <u>tawo qo yari ked'am d'am.</u>

qo ja6aani yarde d'um   <u>Qo yid'iino qo yara lekki</u> kono qo ja6aani yarde d'um.

mid'o jogi ked'am   Mid'o jogi ked'am kono <u>qo ja6aani yarde d'um.</u>

mi he6aani kosam   Mid'o jogi ked'am kono mi he6aani kosam.

14.4 Note: The [-d] verbal extension - 'Associative'.

           Ŋgardaa 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'

[1] The student should exercise care in the use of this extension since its
use with such roots as <u>waal</u> 'spend the night' or <u>lel</u> 'lie down' carries
the possibility of being obscene.

[2] The imperative of verbs with this extension occurs with suffix /-a/.
(see 6.4)

Bases incorporating this extension are almost invariably followed by qe 'with'
plus a noun or pronoun denoting the one with whom the association in action
occurs.

Bases with this extension may be inflected in a variety of forms:

Mi qardi qe 6e.	'I came with them'
Mi qardat qe 6e.	'I'm going to come with them.'
Honto ñaamduɗaa qe 6e.	'Where did you eat with them?'

This verbal extension can be combined with others - for example the /-oy/
'displacive' extension:

Meŋ ñjaroydi qe Demba qe Yompa.   'We went to drink with Demba and Yompa.'

14.5 Drills on /-d/ extension

    a) Progressive Substitution Drill

Cue	Pattern
	Mi qardi, qe baabaqam.
qo	Qo qardi, qe baabaqam.
yaa	Qo yaadi, qe baabaqam.
yim6e 6e	Qo yaadi, qe yim6e 6e.
6e	Be ñjaadi, qe yim6e 6e.
haal	Be kaaldi, qe yim6e 6e.
neenema66e	Be kaaldi, qe neenema66e.
meŋ	Meŋ kaaldi, qe neenema66e.
yii	Meŋ ñjiidi, qe neenema66e.
lamɗo qo	Meŋ ñjiidi, qe lamɗo qo.
qa	Qa yiidi, qe lamɗo qo?
won	Qa wondi, qe lamɗo qo?
miñamakko	Qa wondi, qe miñamakko?
qon	Qon ŋgondi, qe miñamakko?
qar	Qon ŋgardi, qe miñamakko?
baabaqam	Qon ŋgardi, qe baabaqam?
mi	Mi qardi, qe baabaqam.

    b) Progressive Substitution Drill

Cue	Pattern
	Miɗo qarda, qe baabaqam.
(qo)	Qomo qarda, qe baabaqam.
yaa	Qomo yaada, qe baabaqam.
yim6e 6e	Qomo yaada, qe yim6e 6e.
(6e)	Beɗo ñjaada, qe yim6e 6e.
haal	Beɗo kaalda, qe yim6e 6e.
neenema66e	Beɗo kaalda, qe neenema66e.

                   Ɓeɗo kaalda, qe neenemaɓɓe.

(meŋ)	Miɗen kaalda, qe neenemaɓɓe.
yıı	Miɗen ñjııda, qe neenemaɓɓe.
lamɗo	Miɗen ñjııda, qe lamɗo qo?
(qon)	Qoɗon ñjııda, qe lamɗo qo?
yaa	Qoɗon ñjaada, qe lamɗo qo?
mıñamakko	Qoɗon ñjaada, qe mıñamakko.
(mı)	Miɗo yaada, qe mıñamakko.
qar	Miɗo qarda, qe mıñamakko.
baabaqam	Miɗo qarda, qe baabaqam.

   c)   Progressive Substitution-Transformation Drill (Progressive to Perfective)

Cue	Pattern 1	Pattern 2
	Miɗo qarda, qe baabaqam.	Mı qardı, qe baabaqam.
(qo)	Qomo qarda, qe baabaqam.	Qo qardı, qe baabaqam.
yaa	Qomo yaada, qe baabaqam.	Qo yaadı, qe baabaqam.
yımɓe ɓe	Qomo yaada, qe yımɓe ɓe.	Qo yaadı, qe yımɓe ɓe.
(ɓe)	Ɓeɗo ñjaada, qe yımɓe ɓe.	Ɓe ñjaadı, qe yımɓe ɓe.
haal	Ɓeɗo kaalda, qe yımɓe ɓe.	Ɓe kaaldı, qe yımɓe ɓe.
neenemaɓɓe	Ɓeɗo kaalda, qe neenemaɓɓe.	Ɓe kaaldı, qe neenemaɓɓe.
(meŋ)	Miɗen kaalda, qe neenemaɓɓe.	Meŋ kaaldı, qe neenemaɓɓe.
yıı	Miɗen ñjııda, qe neenemaɓɓe.	Meŋ ñjıdı, qe neenemaɓɓe.
lamɗo qo	Miɗen ñjııda, qe lamɗo qo.	Meŋ ñjıdı, qe lamɗo qo.
(qon)	Qoɗon ñjııda, qe lamɗo qo?	Qon ñjıdı, qe lamɗo qo?
yaa	Qoɗon ñjaada, qe lamɗo qo?	Qon ñjaadı, qe lamɗo qo?
makko	Qoɗon ñjaada, qe makko?	Qon ñjaadı, qe makko?
(mı)	Miɗo yaada, qe makko.	Mı yaadı, qe makko.
qar	Miɗo qarda, qe makko.	Mı qardı, qe makko.
baabaqam	Miɗo qarda, qe baabaqam.	Mı qardı, qe baabaqam.

   d) Expansion Drill

Addition Cue		Pattern
	1.	Ɓeɗo ɗaanı.
tuma ñjıımomı	2.	Ɓeɗo ɗaanı tuma ñjıımomı.
haŋkı	3.	Ɓeɗo ɗaanı tuma ñjıımomı haŋkı.
jemma	4.	Ɓeɗo ɗaanı tuma ñjıımomı haŋkı jemma.
haŋko qe debbomakko	5.	Ɓeɗo ɗaanı tuma ñjıımomı haŋkı jemma, kaŋko qe debbomakko.
tawo ɓeɗo lelı hedde wuro Samba	6.	Ɓeɗo ɗaanı tuma ñjıımomı haŋkı jemma, kaŋko qe debbomakko, tawo ɓeɗo lelı hedde wuro Samba.

kono tawo mɪn qe debboqam,   7.   Beɗo ɗaanɪ tuma ñjɪɪmomɪ haŋkɪ jemma, kaŋko
  qeden ñjaha   qe debbomakko, tawo ɓedo lelɪ heede wuro
                             Samba, kono tawo mɪn qe debboqam, qeden
                             ñjaha.

to dokotorqameŋ   8.   Beɗo ɗaanɪ tuma ñjɪɪmomɪ haŋkɪ jemma, kaŋko
                             qe debbomakko tawo ɓeɗo lelɪ hedde wuro
                             Samba, tawo mɪn qe debboqam qeden ñjaha to
                             dokotorqameŋ.

to kampama qo   9.   Beɗo ɗaanɪ tuma ñjɪɪmomɪ haŋkɪ jemma, kaŋko
                             qe debbomakko, ɓeɗo lelɪ hedde wuro Samba,
                             tawo mɪn qe debboqam, qeɗen ñjaha, to
                             dokotorqameŋ, to kampama qo.

tawɪ reedu debboqam   10. Beɗo ɗaanɪ tuma ñjɪɪmomɪ haŋkɪ jemma, kaŋko qe
  sellaano.   debbomakko, ɓeɗo lelɪ hedde wuro Samba, tawo
                             mɪn qe debboqam, qeden ñjaha, to dokotorqameŋ,
                             to kampama qo, tawɪ reedu debboqam sellaano.

14.8   NARRATIVE

```
┌─────────────────────────────────────────────────┐
│  New words:                                       │
│                                                   │
│                    jooɗ        sɪt                │
│                    hoot        go home            │
│                                                   │
└─────────────────────────────────────────────────┘
```

Brown qe Jom Maaro

Qonñan Brown yahɪ marse. Qo tawɪ jom maaro, ko no jooɗɪ. Qon no wɪye Jaawo.
Qo lamdɪ mo sɪ qo heɓɪ maaro. Qon jaabɪ mo, qo wɪyɪ mo qeeyɪ, qomo heɓɪ maaro.
Jaawo lamdɪ mo ko jelu qo yɪɗɪ sooɗde. Brown wɪyɪ mo ko boolwol gootol qo yɪɗɪ,
kono qomo yɪɗɪ qandude coggu ŋgu ko jelu. Jaawo wɪyɪ mo, coggu ŋgu ko taransu
qe ñataa. Non Brown lamdɪɪ mo kadɪ, ko hoɗum kadɪ qo jogi. Jaawo wɪyɪ mo kadɪ
qomo jogi bantara sɪ tawo qomo yɪɗɪ ɗum. Brown wɪyɪ mo kaŋko yɪɗaa ɗum, kono
qomo yɪɗɪ kosam qe laccɪrɪ. Jaawo wɪyɪ qo heɓaanɪ kosam kono qomo jogi keɗam, sɪ
qo yɪɗɪ ɗum kadɪ. Brown wɪyɪ mo, qomo yɪɗɪ ɗum, non Jaawo lamdɪ Brown ko kabaajɪ
jelu qo yɪɗɪ. Brown wɪyɪ mo 'ɗɪɗɪ yonɪ'. Tuma Brown sooɗɪ ɗum, qo hootɪ to maɓɓe.

14.9 Questions for Discussion

> New word:
>
> meeɗ   taste, experience, have
>
>   ever ---- (with infinitive)

1. Hombo lamdi Jaawo he fii maaro?

2. Jaawo koo yeyowo maaro na?

3. Jaawo qe Brown hombo yidiino soodde maaro?

4. Ko booliiji jelu Brown yidiino?

5. Coggu ŋgu ko jelu?

6. Ko hoɗum kadi Jaawo tamiino?

7. Qo heɓiino kosam na?

8. Kabaaji jelu Brown yidiino? Ko gooto qo soodiino, maa ko diɗi?

9. Si wonaa maaro qe qeɗam, ko hoɗum kadi Jaawo jogiino?

10. Brown yidiino soodde kosam qe lacciri na, maa qo yidaano?

11. Hombo woni jom maaro ko?

12. Qa meedi ñaamde lacciri na?[1]

13. Yimɓemaaɗa mo waawi defde lacciri na?

14. Saa yiyi lacciri, qa qanday ɗum na?

15. Qa waaway ɓirde naqi ɗi na?

---

[1]Have you ever eaten steamed millet? The verb <u>meeɗ</u> 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 ñaamde lacciri.   'I've never eaten steamed millet.'

NOTES

UNIT 15

15.0 Dialog: Weather

-Suŋkari-

toɓ

Mı sıkkı, qo toɓay hande.

ta ın (verb)

I think it will rain today.

-Samba-

Ko wad'ı qa wıyı d'um?

What makes you say that?

-Suŋkari-

laarí

ruulde [nde] (dule)

fud'd'u

qasaman [∅] (   )

Laarí, qasaman qo fud'd'i wad'de
   dule.

look there.!

cloud

start, begin

sky

Look there.! the sky has started
   to form clouds.

-Samba-

Ko ŋgandud'aa, qe kulle dule?

What do you know about ('in the
   matter of') clouds?

-Suŋkari-

ɓooy

dıraŋgo [ŋgo] (dıraalı)

Soo ɓooyı seed'a, qa nanay dıraŋgo
   ŋgo.

last long, be ancient

thunder, crash

In just a little while ('when it
   has lasted a bit') you will
   hear the thunder.

-Samba-

wel

weltaade

Mın, mı wéltoto qe d'um.

be sweet, nice, pleasing;
   be sharp

to be pleased, to rejoice

I will be pleased with that.

-Suŋkari-

nıɓɓu

Qa yıyaani, qo fud'd'i nıɓɓude?

get dark

Don't you see it has started
   getting dark?

-Samba-

Qa haalí gooŋga. Qo fud'd'i nıɓɓude.

You're right. (You have said the
   truth). It has started getting
   dark.

-Suŋkarı-

hool
Qan, qa hoolataa neďďo, ko ďum waďı.

trust, have condifence in
You don't trust anyone, that's why.

-Samba-

nden
wul
ɓet
no ɓete

then, when
be warm, hot
measure
very much ('how be measured')

Nden jaŋgo, qo wulataa, no ɓete.

Then tomoɹrow ıt wıll not be too warm.

Joonı mı jaɓí, qe haalaamaa.

Now I agree with your statement.

-Suŋkarı-

gas
Qawa, haalaa gası

be over, come to an end
All rıght, the talk ıs over.

15.1 Varıatıon Drılls on Basıc Sentences

a) Progressıve Substıtutıon Drıll

```
New words:  ɓuuɓ       be cool, cold
            laaɓ       be clear, clean
            rullu      be cloudy, get cloudy
```

Cue   Pattern

                 Mı sıkkı, qo toɓay hande.
qo   Qo sıkkı, qo toɓay hande.
nıɓɓ   Qo sıkkı, qo nıɓɓay hande.
jaŋgo   Qo sıkkı, qo nıɓɓay jaŋgo.
ɓe   Be cıkkı, qo nıɓɓay jaŋgo.
wul   Be cıkkı, qo wulay jaŋgo.
faɓɓı-jaŋgo   Be cıkkı, qo wulay faɓɓı-jaŋgo.
meŋ   Meŋ cıkkı, qo wulay faɓɓı-jaŋgo.
ɓuuɓ   Meŋ cıkkı, qo ɓuuɓay faɓɓı-jaŋgo.
kııkııďe   Meŋ cıkkı, qo ɓuuɓay kııkııďe.
qon   Qon cıkkı, qo ɓuuɓay kııkııďe?
rull   Qon cıkkı, qo rullay kııkııďe?
jemma   Qon cıkkı, qo rullay jemma?
qo   Qo sıkkı, qo rullay jemma.
laaɓ   Qo sıkkı, qo laaɓay jemma.

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	Qo sɪkkɪ, qo laaɓay <u>jemma</u>.
hande	<u>Qo</u> sɪkkɪ, qo laaɓay hande.
mɪ	Mɪ sɪkkɪ, qo <u>laaɓay</u> hande.
toɓ	Mɪ sɪkkɪ, qo toɓay hande.

b) Simple Substitution Drill

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┌──────────────────────────────────────────────────────────────────────────────┐
│ New words:                                                                     │
│     hendu      [ndu]                    (keelɪ)           wɪnd, breeze          │
│     kaŋkɪra  [∅]/kaŋkɪrawal [ŋgal]  (kaŋkɪraajɪ)      tub, large bucket      │
│     kafahɪ     [kɪ]                     (kafaaje)         sword                 │
│     meselal  [ŋgal]                     (mesele)          needle                │
│     toɓal    [ŋgal]/toɓo [ŋgo]          (toɓooji)         raɪn                  │
└──────────────────────────────────────────────────────────────────────────────┘
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<u>Cue</u>   <u>Pattern</u>

	Ko ŋganduɗaa, qe kulle <u>dule</u>?
toɓal	Ko ŋganduɗaa, qe kulle <u>toɓal</u>?
hendu	Ko ŋganduɗaa, qe kulle <u>hendu</u>?
meselal	Ko ŋganduɗaa, qe kulle <u>meselal</u>?
kafaaje	Ko ŋganduɗaa, qe kulle <u>kafaaje</u>?
kaŋkɪraajɪ	Ko ŋganduɗaa, qe kulle <u>kaŋkɪraajɪ</u>?
dɪraŋgo	Ko ŋganduɗaa, qe kulle <u>dɪraŋgo</u>?
yɪmɓe ɓe	Ko ŋganduɗaa, qe kulle <u>yɪmɓe ɓe</u>?
sukaaɓe ɓe	Ko ŋganduɗaa, qe kulle <u>sukaaɓe ɓe</u>?
rewɓe ɓe	Ko ŋganduɗaa, qe kulle <u>rewɓe ɓe</u>?
worɓe ɓe	Ko ŋganduɗaa, qe kulle <u>worɓe ɓe</u>?
saare qo	Ko ŋganduɗaa, qe kulle <u>saare qo</u>?
Bookarɪ	Ko ŋganduɗaa, qe kulle <u>Bookarɪ</u>?
Samba	Ko ŋganduɗaa, qe kulle <u>Samba</u>?
Suŋkarɪ	Ko ŋganduɗaa, qe kulle <u>Suŋkarɪ</u>?
dule	Ko ŋganduɗaa, qe kulle dule?

c) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Soo ɓooyɪ seeɗa, qa nanay *<u>dɪraŋgo ŋgo</u>*.
yɪmɓe ɓe	Soo ɓooyɪ seeɗa, qa nanay yɪmɓe ɓe.
yɪɪ	Soo ɓooyɪ seeɗa, <u>qa</u> yɪyay yɪmɓe ɓe.
qo	Soo ɓooyɪ seeɗa, qo yɪyay <u>yɪmɓe ɓe</u>.
sukaaɓe ɓe	Soo ɓooyɪ seeɗa, qo <u>yɪyay</u> sukaaɓe ɓe.
nan	Soo ɓooyɪ seeɗa, <u>qo</u> nanay sukaaɓe ɓe.
ɓe	Soo ɓooyɪ seeɗa, ɓe nanay <u>sukaaɓe ɓe</u>.

	Soo ɓooyɪ seeɗa, ɓe nanay <u>sukaaɓe</u> ɓe.
worɓe ɓe	Soo ɓooyɪ seeɗa, ɓe <u>nanay</u> worɓe ɓe.
yɪɪ	Soo ɓooyɪ seeɗa, <u>ɓe</u> ñjɪyay worɓe ɓe.
qon	Soo ɓooyɪ seeɗa, qon ñjɪyay <u>worɓe ɓe</u>.
rewɓe ɓe	Soo ɓooyɪ seeɗa, qon <u>ñjɪyay</u> rewɓe ɓe.
nan	Soo ɓooyɪ seeɗa, <u>qon</u> nanay rewɓe ɓe.
meŋ	Soo ɓooyɪ seeɗa, meŋ nanay <u>rewɓe ɓe</u>.
yɪmɓe ɓe	Soo ɓooyɪ seeɗa, meŋ <u>nanay</u> yɪmɓe ɓe.
yɪɪ	Soo ɓooyɪ seeɗa, <u>meŋ</u> ñjɪyay yɪmɓe ɓe.
mɪ	Soo ɓooyɪ seeɗa, mɪ yɪyay <u>yɪmɓe ɓe</u>.
saare nde	Soo ɓooyɪ seeɗa, mɪ yɪyay saare nde.

d)   Simple Substitution Drill

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┌────────────────────────────────────────┐
│  New word:   leppu        be wet        │
└────────────────────────────────────────┘
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<u>Cue</u>   <u>Pattern</u>

	Nden jaŋgo, qo <u>wula</u>taa, no ɓete.
toɓ	Nden jaŋgo, qo <u>toɓa</u>taa, no ɓete.
nɪɓɓ	Nden jaŋgo, qo <u>nɪɓɓa</u>taa, no ɓete.
ɓuuɓ	Nden jaŋgo, qo <u>ɓuuɓa</u>taa, no ɓete.
laaɓ	Nden jaŋgo, qo <u>laaɓa</u>taa, no ɓete.
lepp	Nden jaŋgo, qo <u>leppa</u>taa, no ɓete.
rull	Nden jaŋgo, qo <u>rulla</u>taa, no ɓete.
wul	Nden jaŋgo, qo wulataa, no ɓete.

e)   Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Qan, qa <u>hoola</u>taa neɗɗo, ko ɗum waɗɪ.
yɪɪ	Qan, qa <u>yɪya</u>taa, neɗɗo, ko ɗum waɗɪ.
nan	Qan, qa <u>nana</u>taa neɗɗo, ko ɗum waɗɪ.
lamd	Qan, qa <u>lamda</u>taa neɗɗo, ko ɗum waɗɪ.
ɗabb	Qan, qa <u>ɗabba</u>taa neɗɗo, ko ɗum waɗɪ.
laar	Qan, qa <u>laara</u>taa neɗɗo, ko ɗum waɗɪ.
salmɪn	Qan, qa <u>salmɪna</u>taa neɗɗo, ko ɗum waɗɪ.
nab	Qan, qa <u>naba</u>taa neɗɗo, ko ɗum waɗɪ.
hool	Qan, qa <u>hoola</u>taa neɗɗo, ko ɗum waɗɪ.

f)   Simple Substitution Drill

Cue	Pattern
	Qa haalí googga, qo fuďďi niɓɓude.
wul	Qa haalí googga, qo fuďďi wulde.
toɓ	Qa haalí googga, qo fuďďi toɓde.
ɓuuɓ	Qa haalí googga·, qo fuďďi ɓuuɓde.
rull	Qa haalí googga, qo fuďďi rullude.
laaɓ	Qa haalí googga, qo fuďďi laaɓde.
ɓawl	Qa haalí googga, qo fuďďi ɓawlude.
lepp	Qa haalí googga, qo fuďďi leppude.
niɓɓ	Qa haalí googga, qo fuďďi niɓɓude.

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 sooď 'buy' by the processes of:

1.   inflection with the third grade, /-gu/, of the suffix for the [ŋgu] class (causing initial consonant alternation):

$$\text{sooď} + \text{/-gu/} \rightarrow {}^* \text{cooďgu}$$

2.   assimilation of the root-final consonant to the suffix consonant:

$$ {}^* \text{cooďgu} \rightarrow {}^* \text{cooggu}$$

5.   shortening of the root vowel before the double consonant:

$$ {}^* \text{cooggu} \rightarrow \text{coggu}$$

Such formations are not at all regular and there is no point in trying to form such words from many verb roots by analogy - it is best to learn each noun as it is encountered. The analogy of English words like arrival, departure is helpful here.

However, there are certain noun forms commonly derived from a large number of verb roots by suffixation of a noun class suffix to the root or to an extended verbal base. We can classify such noun forms as verbal nouns. The one most commonly encountered to date has been the infinitive, which, we have noted is formed by suffixation of the third grade, /-de/, of the [nde] class suffix to the root of active verbs (with /-u/ where needed to avoid three consonants) or to the middle voice base with suffix /-aa/ or the passive voice base with suffix /-ee/:

ďabb	+	de	→	ďabbude	'to find'
qar	+	de	→	qarde	'to come'
liggaa	+	de	→	liggaade	'to work'
jaree	+	de	→	jareede	'to be thanked'

Two verbal nouns signifying the <u>doer</u> of the action have occurred in units to date. Note the sentences:

Qoya gorko qarno ɗo Teneŋ <u>yawtuɗo</u>.   'That man who came here last Monday.'
                                                ('Monday which has passed.')

Qaccen ɗum qe juŋgo <u>remooɓe</u> ɓe.   'Let's leave that in the hand(s) of
                                                the farmers.'

Qaccen ɗum qe juŋgo <u>defooɓe</u> ɓe.   '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 <u>demowo</u> 'farmer' and <u>defowo</u> 'cook'.

These two verbal nouns, thus, exhibit suffixes /-ɗo/ 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 <u>rem</u> 'cultivate' there occur:

    1. demɗo[1]   'who cultivates'
         remɓe   (plural)

    2. demowo   farmer, cultivator
         remooɓe   (plural)

Similarly from <u>yiɗ</u> 'want, like' there occur:

    1. jiɗɗo   'who wants/likes
         yiɗɓe   (plural)

    2. jiɗowo   'wanter, liker'
         yiɗooɓe   (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 <u>does</u> ____'. Note the sentences:

    <u>Defɗo</u> hiirande nde wonaa <u>defowoqameŋ</u>. 'The one who cooked the dinner is
      Ko min defi ɗum.   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.

---

[1]Note the resemblance to such nouns as <u>lamɗo</u> (<u>lamiiɓe</u>) 'chief' (where a verb <u>lam</u> 'command' is involved) or <u>neɗɗo</u> 'person', where no underlying verb is visible.

An example is afforded by <u>qand</u> 'know':

qanduɗo	'who knows, learned'
qandowo	'knowing person'
qandooɓe	(plural of both)

another by <u>qokk</u> 'give':

gokkuɗo	'who gives'
gokkowo	'giver'
qokkooɓe	(plural of both)

Note that the form with suffix /-ɗo/ is a true 'verbal' in that it may have an object as in:

defɗo 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 <u>qand</u> 'know', for example, yields a form:

gandaaɗo   'well known, famous'

As mentioned above, the form with /-ɗo/ 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	defatɗo	'the one who will cook'
PV	wiyeteeɗo Jallo	'the one who is called Jallo'

Similarly the active potential form with suffix /-ay/ may serve as stem for an indefinite agentive form:

Defayɗo hiirandeqameŋ jaŋgo, mi   'The one who is to ('may') cook
qandaa ko hombo.   our dinner tomorrow, I don't
      know who it it.'

A single paragraph may serve to illustrate these points:

<u>Defɗo</u> hiirandeqameŋ haŋki qe <u>defatɗo</u> ñaamrimon hande ko ɓe gootum. Qon <u>defowo</u> woni mawɗo <u>defooɓe ɓe</u> fow won to kampamaqameŋ. Kono <u>defayɗo</u> bottaariqameŋ jaŋgo mi qandaa hombo qo wontaa he ɓe.

'The <u>one who cooked</u> our dinner yesterday and the <u>one who is going to cook</u> our food today, are the same ('one'). This <u>cook</u> is the senior among all <u>the cooks</u> who are in our hospital. But I don't know who among them will be the <u>one who will cook</u> 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.:

<div align="center">baaba   baabiraawo   (baabiraaɓe)</div>

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:

<div align="center">baabiraaɗo</div>

of which <u>baabiraawo</u> is, by some scholars, construed as a 'contraction'. This
set of forms is reminiscent of the middle voice verbal nouns we have been con-
sidering, 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. <u>kawiraawo</u> as 'one who serves as (or stands
in the place of) uncle' is quite appropriate. Consideration of <u>saarenawo</u>
(<u>saarenaaɓe</u>) 'townsman' indicates that this use of <u>noun</u> 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 com-
prehension and fluency.)

1.   Demowo remata ŋgesamaa, wiyi, qo waawataa qarde hande.

2.   Demowo, demɗo ŋgesa Samba, maayi haŋki jemma.

3.   Remooɓe ɓe fowt ɓeɗo fofta to galleqam. Ko qan tan meŋ padata
    jooni, pur qa haala qe maɓɓe.

4.   Jiɗowo ndiyam yahi ꜛ qo wiyi qo yaroyay, to galle Seyduqen.

5.   Qoya neɗɗo jiɗɗo sooɗde pucumaa, qari ɗo haŋki bimbi.

6.   Defowo defata hiirande nde, ko miñirawoqam.

7.   Defooɓe ɓe fowt cali qokkude mo, ñaamrimakko.

8.   Defowo defɗo nde hiirande, ko kaŋko woni mawɓe defooɓe ɓe fow,
    won to galle lamɗoqameŋ.

9.   Gokkuɗo kam ŋge nagge, ko miña kawqam, wiyete Yoro.

10. Qanduɗo gaañɗo naggeqameŋ, mi qokkay qon neɗɗo buuɗi 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 <u>kaŋko woni mawɓe defooɓe ɓe fow</u>, 'he is the senior(s) of all the
       cooks', shows an anomaly in that <u>kaŋko</u> is singular while <u>mawɓe</u> has a
       plural suffix. With this 'adjectivel' root <u>maw</u> the suffix regularly
       agrees with the number of the noun specifying the group.   Thus <u>mawɓe-</u>
       <u>maɓɓe</u> '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 <u>ɓur</u> '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 /ɓur/

a) Progressive Substitution Drill

Cue	Pattern
	Ko <u>min</u> ɓur ma, heɓde naqi.
qo	Ko qo ɓur ma, heɓde <u>naqi</u>.
kaalis	Ko <u>qo</u> ɓur ma, heɓde kaalis.
ɓe	Ko ɓe ɓur ma, heɓde <u>kaalis</u>.
defte	Ko <u>ɓe</u>, ɓur ma, heɓde defte.
meŋ	Ko meŋ ɓur ma, heɓde <u>defte</u>.
baali	Ko <u>meŋ</u> ɓur ma, heɓde baali.
kaŋko	Ko kaŋko ɓur ma, heɓde <u>baali</u>.
beqi	Ko <u>kaŋko</u> bur ma, heɓde beqi.
kamɓe	Ko kamɓe ɓur ma, heɓde <u>beqi</u>.
babbi	Ko <u>kamɓe</u> ɓur ma, heɓde babbi.
qen	Ko qen ɓur ma, heɓde <u>babbi</u>.
musiiɓe	Ko <u>qen</u> ɓur ma, heɓde musiiɓe.
min	Ko min ɓur ma, heɓde <u>musiiɓe</u>.
naqi	Ko min ɓur ma, heɓde naqi.

b) Progressive Substitution Drill

New words:

raɓɓidde	to be short
fanɗude	to be small
ɗyoɗyde	to be wise, clever, cuning
juutde	to be tall, long
doole [nde] (no.sg.)	force, power, energy

Cue	Pattern
	Ko <u>kaŋko</u> ɓuri Demba, raɓɓidde.
min	Ko min ɓuri <u>Demba</u>, raɓɓidde.
mo	Ko min ɓuri mo, <u>raɓɓidde</u>.
ɗyoɗy	Ko <u>min</u> ɓuri mo, ɗyoɗyde.
qo	Ko qo ɓuri <u>mo</u>, ɗyoɗyde.
ma	Ko qo ɓuri ma, <u>ɗyoɗyde</u>.
juutde	Ko <u>qo</u> ɓuri ma, juutde.
qen	Ko qen ɓuri <u>ma</u>, juutde.
qon	Ko qen ɓuri qon, <u>juutde</u>.
doole	Ko <u>qen</u> ɓuri qon, doole.

	Ko <u>q</u>en ɓurɪ qon, doole.
meŋ	Ko meŋ ɓurɪ <u>qon</u>, doole.
ɓe	Ko meŋ ɓurɪ ɓe, <u>doole</u>.
famdude	Ko <u>meŋ</u> ɓurɪ ɓe, famdude.
ɓe	Ko ɓe ɓurɪ <u>ɓe</u>, famdude.
Demba	Ko ɓe ɓurɪ Demba, <u>famdude</u>.
raɓɓɪdde	Ko <u>ɓe</u> ɓurɪ Demba, raɓɓɪdde.
mɪn	Ko mɪn ɓurɪ Demba, raɓɓɪdde.

c)   Simple Substitution Drill

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New words:
    mawnu        grow, be big
    yaw          (be) fast
    yawnu        hasten, be quick
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<u>Cue</u>   <u>Pattern</u>

	Ko Samba ɓurɪ ma, <u>raɓɓɪdde</u>.
weydude	Ko Samba ɓurɪ ma, <u>weydude</u>.
doole	Ko Samba ɓurɪ ma, <u>doole</u>.
ɗyoɗyde	Ko Samba ɓurɪ ma, <u>ɗyoɗyde</u>.
ɉuutde	Ko Samba ɓurɪ ma, <u>ɉuutde</u>.
famdude	Ko Samba ɓurɪ ma, <u>famdude</u>.
mawnude	Ko Samba ɓurɪ ma, <u>mawnude</u>.
yawnude	Ko Samba ɓurɪ ma, <u>yawnude</u>.
suusde	Ko Samba ɓurɪ ma, <u>suusde</u>.
ɓawlude	Ko Samba ɓurɪ ma, <u>ɓawlude</u>.
qandude	Ko Samba ɓurɪ ma, <u>qandude</u>.
moɗɗyude	Ko Samba ɓurɪ ma, <u>moɗɗyude</u>.
raɓɓɪdde	Ko Samba ɓurɪ ma, raɓɓɪdde.

d)   Simple Substitution-Correlation Drill

<u>Cue</u>   <u>Pattern</u>

	K<u>aa</u> ɉuutɗo, kono ko Seydu ɓurɪ ma, ɉuutde.
qo	Ko<u>o</u> ɉuutɗo, kono ko Seydu ɓurɪ mo, ɉuutde.
qen	Ko <u>qen</u> ɉuutɗo, kono ko Seydu ɓurɪ qen, ɉuutde.
qon	Ko <u>qon</u> ɉuutɗo, kono ko Seydu ɓurɪ qon, ɉuutde.
ɓe	Ko <u>ɓe</u> ɉuutɗo, kono ko Seydu ɓurɪ ɓe, ɉuutde.
meŋ	Ko <u>meŋ</u> ɉuutɗo, kono ko Seydu ɓurɪ meŋ, ɉuutde.
qa	Kaa ɉuutɗo, kono ko Seydu ɓurɪ ma, ɉuutde.

e)   Progressive Substitution Drill

Cue   Pattern

Kaa juutɗo, kono ko Qabdul ɓuri ma, juutde.

qo   Koo juutɗo, kono ko Qabdul ɓuri mo, juutde.

yawde   Koo jawɗo, kono ko Qabdul ɓuri mo, yawde.

qen   Ko qen jawɗo kono ko Qabdul ɓuri qen, yawde.

daɓɓo   Ko qen daɓɓo, kono ko Qabdul ɓuri qen, raɓɓidde.

qon   Koon daɓɓo, kono ko Qabdul ɓuri qon, raɓɓidde.

suusde   Koon cuusɗo, kono ko Qabdul ɓuri qon, suusde.

ɓe   Ko ɓe cuusɗo, kono ko Qabdul ɓuri ɓe, suusde.

yawde   Ko ɓe jawɗo, kono ko Qabdul ɓuri ɓe, yawde.

meŋ   Ko meŋ jawɗo, kono ko Qabdul ɓuri meŋ, yawde.

juutde   Ko meŋ juutɗo kono ko Qabdul ɓuri meŋ, juutde.

qa   Kaa juutɗo, kono ko Qabdul ɓuri ma, juutde.

15.8   NARRATIVE

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New word:  qaduna [Ø]/qadunaru [ndu] (    )   world, this world
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Rullude Qasaman qo

Suŋkari qe Samba, ñande gooto, ɓeɗo haala he fii rullude qasaman qo. Non
Suŋkari wiyi mo kaŋko sikki qo toɓoto qonñan. Samba lamdi mo, ko wadi qo wiyi
ɗum. Suŋkari jaabi mo, qo wiyi yoo laar qasaman qo, Paski ɗum fuɗɗi wadde dule.
Non Samba wiyi mo, ko hoɗum qo qandi he fii kulle dule. Suŋkari wiyi mo, yoo fad
seeɗa tan, qo nanay diraŋgo ŋgo. Nden Samba wiyi kaŋko, qo weloto qe ɗum. Non
Suŋkari wiyi yoo laar qadunaru ndu, fuɗɗi niɓɓude, Samba jaabi, qo wiyi mo, 'Qa
haali gooŋga.' Jooni qo jaɓi qe haalaamakko. Suŋkari wiyi 'Qawa, haalaa gasi.'

15.9   Questions for Discussion

1.   Hombo wiyiino qo tobay hande?

2.   Ko hoɗum Suŋkari wiyi Samba, yoo laare?

3.   Ko fii hoɗum Suŋkari wiyi Samba, yoo laara qasaman qo?

4.   Hombo lamdi Suŋkari, he fii kulle dule?

5.   Suŋkari wiyiino Samba, soo ɓooyi seeɗa qo nanay hunde, ko hoɗum qo nanata?

6.   Ko wadi qadunaru ndu fuɗɗi niɓɓude?

7.   Ko hoɗum fuɗɗi, wadde dule?

8.   Hombo hoolata neɗɗo, Samba na, maa ko Suŋkari?

9.   Hoɗum ŋganduɗaa he kulle dule?

10. Qa sikki qo toɓay hande na?

11. Qasaman qo fuɗɗi wadde dule na?

12. Qa nanay diraŋgo ŋgo to mon na?

REVIEW UNIT 3

(Review of Units 11 - 15)

R3.0 Recombination Dialogs

A. Honno musiiɓemaa waɗi?

B. Ɓeɗo he jam.

A. Tuma ñjiimi qon haŋki, honto ñjaatoɗon?

B. Nden qeɗen ñjaha laarde nder saare nde, tawo mi yiɗiino ɓiɓɓeqam
     ɓe naata qeskul.

A. Mbiimi, hoto qoya gorkomaa woni, qarnoo ɗo Qaltine yawtuɗo.

B. Qo wiyiino kam qo qaray Talata maa Qalarba, kono soo qaraani hande
     qo qaray Qalkamis maa Juma.

A. Goɗɗo haali kam, qaɗa 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, ccggu maaro ko,
     ko taransu qe ñataa.

A. Mbiimi, ko cikkuɗaa he fii qasaman qo hande. Qajunaru 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 seeɗa, qa nanay ɗiraŋgo ŋgo.

R3-1 Variation Drills

a) Phrasal Substitution Drill.

Cue   Pattern

                          Tawo mi yiɗiino ɓiɓɓeqam ɓe naata qeskul.
fewnude biskalet Samba   Tawo mi yiɗiino fewnude biskalet Samba.
yaade laarde neeneqam   Tawo mi yiɗiino yaade laarde neeneqam.
nabde nagge ŋge to wuro ŋgo Tawo mi yiɗiino nabde nagge ŋge to wuro ŋgo.
yaade sooɗde bantara pur Demba Tawo mi yiɗiino yaade sooɗde bantara pur Demba.
defde hiirandemeeɗen   Tawo mi yiɗiino defde hiirandemeeɗen.
qarde haalde ma kulle debboqam Tawo mi yiɗiino qarde haalde ma kulle debboqam.
qokkude mo lekki ki   Tawo mi yiɗiino qokkude mo lekki ki.
yarde lekkiqam   Tawo mi yiɗiino yarde lekkiqam.
defde maafe hiirandemon   Tawo mi yiɗiino defde maafe hiirandemon.
fewnude moto baabaqam   Tawo mi yiɗiino fewnude moto baabaqam.
quddude dammugal ŋgal   Tawo mi yiɗiino quddude dammugal ŋgal.

	Tawo mı yıɗııno <u>quddude dammugal ŋgal</u>.
yaade to ŋgesameeɗen	Tawo mı yıɗııno <u>yaade to ŋgesameeɗen</u>.
yaade daɓɓude ŋgaarıqam	Tawo mı yıɗııno <u>yaade daɓɓude ŋgaarıqam</u>.
yaade remde ɓaawo suudu neene	Tawo mı yıɗııno <u>yaade remde ɓaawo suudu neene</u>.
naatde to nder fıɗyırde nde	Tawo mı yıɗııno <u>naatde to nder fıɗyırde nde</u>.
yaade yeyde mbaldı ndı	Tawo mı yıɗııno <u>yaade yeyde mbaldı ndı</u>.

b)   Phrasal Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Hoto qoya gorkomaa wonı jooni, <u>qarno ɗo Qaltıne yawtuɗo?</u>
yaano to galle jargamon	Hoto qoya gorkomaa wonı jooni, yaano to galle jargamon?
qaɗa qandı qınde qoya debbo	Qaɗa qandı qınde qoya debbo, <u>yaano to galle jargamon?</u>
sooɗno ɗo jooni lıɗɗı	Qaɗa qandı qınde qoya debbo, sooɗno ɗo jooni lıɗɗı?
hombo wonı qoya mawɗo	Hombo wonı qoya mawɗo, <u>sooɗno ɗo jooni lıɗɗı?</u>
wonno to galle jargaqameŋ	Hombo wonı qoya mawɗo, wonno to galle jargaqameŋ?
honno <u>musıɗɗo</u> Samba	Honno musıɗɗo Samba, <u>wonno to galle jargaqameŋ?</u>
heɓno ɓikon tuubaakooɓe	Honno musıɗɗo Samba, heɓno ɓikon tuubaakooɓe?
qaɗa nana kıbaaru teerımaa	Qaɗa nana kıbaaru teerımaa, <u>heɓno ɓikon tuubaakooɓe?</u>
qaccuno ɗo taanırawomum	Qaɗa nana kıbaaru teerımaa, qaccuno ɗo taanırawomum?
hoɗum wonı lıgge jatıgımaa	Hoɗum wonı lıgge jatıgımaa, <u>qaccuno ɗo taanırawomum?</u>
haalno ma fıı kulle debbomum	Hoɗum wonı lıgge jatıgımaa, haalno ma fıı kulle debbomum?
honno qoya pullo gorko	Honno qoya pullo gorko, <u>haalno ma fıı kulle debbomum?</u>
gaañɗo juŋgomum haŋkı	Honno qoya pullo gorko, <u>gaañɗo juŋgomum haŋkı?</u>
hombo wonı baaba qoya sukaa gorko	Hombo wonı baaba qoya sukaa gorko, <u>gaañɗo juŋgomum haŋkı?</u>
qokkuɗo kam deftere qonñan	Hombo wonı baaba qoya sukaa gorko, qokkuɗo kam deftere qonñan?
hoto qoya teerımaa	Hoto qoya teerımaa, <u>qokkuɗo kam deftere qonñan?</u>
qarno ɗo Qaltıne yawtuɗo	Hoto qoya teerımaa, qarno ɗo Qaltıne yawtuɗo?

c)   Progressive Substitution Drill

   <u>Cue</u>   <u>Pattern</u>

                      <u>Miɗo</u> tamı leemuna.
   (qo)   Qomo <u>tamı</u> leemuna.
   ɟog   Qomo ɟogı <u>leemuna</u>.
   ɟawdı   <u>Qomo</u> ɟogı ɟawdı.
   (ɓe)   Beɗo <u>ɟogı</u> ɟawdı.
   mar   Beɗo marı <u>ɟawdı</u>.
   kaalıs   Beɗo marı kaalıs.
   (qon)   Qoɗon <u>marı</u> kaalıs?
   ɟog   Qoɗon ɟogı <u>kaalıs</u>?
   gertogal   <u>Qoɗon</u> ɟogı gertogal?
   (qa)   Qaɗa <u>ɟogı</u> gertogal?
   tamı   Qaɗa tamı <u>gertogal</u>?
   genewala   <u>Qaɗa</u> tamı genewala?
   (qo)   Qomo <u>tamı</u> genewala.
   mar   Qomo marı <u>genewala</u>.
   mbomrı   <u>Qomo</u> marı mbomrı.
   (mı)   Mıɗo <u>marı</u> mbomrı.
   tam   Mıɗo tamı <u>mbomrı</u>.
   leemuna   Mıɗo tamı leemuna.

d)   Random Substitution Drill

   <u>Cue</u>   <u>Pattern</u>

                      Haal <u>kam</u> ko mbaɗɗaa.
   mo   Haal <u>mo</u> ko mbaɗɗaa.
   ɓe   Haal <u>ɓe</u> ko mbaɗɗaa.
   meŋ   Haal meŋ <u>ko</u> mbaɗɗaa.
   honno   Haal <u>meŋ</u> honno mbaɗɗa.
   kam   Haal <u>kam</u> honno mbaɗɗaa.
   mo   Haal <u>mo</u> honno mbaɗɗaa.
   ɓe   Haal <u>ɓe</u> honno mbaɗɗaa.

e)   Progressive Substitution Drill

   <u>Cue</u>   <u>Pattern</u>

                      Haal <u>kam</u> ko ñɟıɗɗaa.
   mo   Haal mo ko <u>ñɟıɗɗaa</u>.
   ɟog   Haal <u>mo</u> ko ɟogɗaa.
   ɓe   Haal ɓe ko <u>ɟogɗaa</u>.
   waaw   Haal <u>ɓe</u> ko mbaawɗaa.
   meŋ   Haal meŋ ko <u>mbaawɗaa</u>.

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	Haal meŋ ko mbaawɗaa.
yıı	Haal meŋ ko ñjııɗaa.
mo	Haal mo ko ñjııɗaa.
yey	Haal mo ko ñjeyɗaa.
kam	Haal kam ko ñjeyɗaa.
yıɗ	Haal kam ko ñjıɗɗaa.

f) Progressive Substitution Drill

Cue

	Mıɗo yeya leemuna.
(qo)	Qomo yeya leemuna.
ɗabb	Qomo ɗabba leemuna.
baabaqam	Qomo ɗabba baabaqam.
(ɓe)	Ɓeɗo ɗabba baabaqam.
fad	Ɓeɗo pada baabaqam.
Seydu	Ɓeɗo pada Seydu.
(meŋ)	Mıɗen pada Seydu.
ɗabb	Mıɗen ɗabba Seydu.
lıgge	Mıɗen ɗabba lıgge.
(ɟon)	Qoɗon ɗabba lıgge.
faalı	Qoɗon paalı lıgge?
ndıyam	Qoɗon paalı ndıyam?
(ɓe)	Ɓeɗo paalı ndıyam.
nab	Ɓeɗo naba ndıyam.
teerıqam	Ɓeɗo naba teerıqam.
(mı)	Mıɗo naba teerıqam.
fad	Mıɗo fada teerıqam.
Jaawo	Mıɗo fada Jaawo.
(qo)	Qomo fada Jaawo.
ɗabb	Qomo ɗabba Jaawo.
lekkı	Qomo ɗabba lekkı.
(qon)	Qoɗon ɗabba lekkı?
yey	Qoɗon ñjeya lekkı?
leemuna	Qoɗon ñjeya leemuna?
(mı)	Mıɗo yeya leemuna.

g) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	<u>Polısaaɓe</u> ɓe no yeya leemunaajı ɗı.
ɓıɓɓe	ɓıɓɓe ɓe no <u>yeya</u> leemunaajı ɗı.
ɗabb	ɓıɓɓe ɓe no ɗabba <u>leemunaajı</u> ɗı.
tuubaakooɓe	<u>ɓıɓɓe</u> ɓe no ɗabba tuubaakooɓe ɓe.
lamɗo	Lamɗo qo no <u>ɗabba</u> tuubaakooɓe ɓe.
fad	Lamɗo qo no fada <u>tuubaakooɓe</u> ɓe.
remooɓe	<u>Lamɗo</u> qo no fada remooɓe ɓe.
defowo	Defowo qo no <u>fada</u> remooɓe ɓe.
ɗabb	Defowo qo no ɗabba <u>remooɓe</u> ɓe.
gertooɗe	<u>Defowo</u> qo no ɗabba gertooɗe ɗe.
mbomrı	Mbomrı ndı no <u>ɗabba</u> gertooɗe ɗe.
yey	Mbomrı ndı no yeya <u>gertooɗe</u> ɗe.
lekkı	<u>Mbomrı</u> ndı no yeya lekkı kı.
dokotor	Dokotor qo no <u>yeya</u> lekkı kı.
ɗabb	Dokotor qo no ɗabba <u>lekkı</u> kı.
marse	<u>Dokotor</u> qo no ɗabba marse qo.
soldarooɓe	Soldarooɓe ɓe no <u>ɗabba</u> marse qo.
naat	Soldarooɓe ɓe no naata <u>marse</u> qo.
laana	<u>Soldarooɓe</u> ɓe no naata laana ka.
polısaaɓe	Polısaaɓe ɓe no <u>naata</u> laana ka.
yey	Polısaaɓe ɓe no yeya <u>laana</u> ka.
leemunaajı ɗı	Polısaaɓe ɓe no yeya leemunaajı ɗı.

h) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	<u>ɓeɗo</u> lıgga haa joonı.
(qo)	Qomo <u>lıgga</u> haa joonı.
fad	<u>Qomo</u> fada haa joonı.
(meŋ)	Mıɗen <u>pada</u> haa joonı.
ñaam	<u>Mıɗen</u> ñaama haa joonı.
(qon)	Qoɗon <u>ñaama</u> haa joonı?
yar	<u>Qoɗon</u> ñjara haa joonı?
(mı)	Mıɗo <u>yara</u> haa joonı.
haal	<u>Mıɗo</u> haala haa joonı.
(ɓe)	ɓeɗo <u>kaala</u> haa joonı.
ɗan	<u>ɓeɗo</u> ɗaana haa joonı.
(qo)	Qomo <u>ɗaana</u> haa joonı.
lıgg	Qòmo <u>lıgga</u> haa joonı.
(ɓe)	ɓeɗo lıgga haa joonı.

1) Progressive Substitution Drill

     <u>Cue</u>   <u>Pattern</u>

	Ɓeɗo <u>ligga</u> ton, haa jooni.
fad	Ɓeɗo pada ton, haa <u>jooni</u>.
jaŋgo	Ɓe <u>pad</u>oto ton, haa jaŋgo.
lel	Ɓe leloto ton, haa <u>jaŋgo</u>.
haŋki	Ɓe <u>lel</u>iino ton, haa haŋki.
won	Ɓe ŋgoniino ton, haa <u>haŋki</u>.
jooni	Ɓeɗo <u>ŋgon</u>i ton, haa jooni.
ligg	Ɓeɗo ligga ton, haa <u>jooni</u>.
faɓɓi-jaŋgo	Ɓe <u>ligg</u>oto ton, haa faɓɓi-jaŋgo.
lel	Ɓe leloto ton, haa <u>faɓɓi-jaŋgo</u>.
heccihaŋki	Ɓe <u>lel</u>iino ton, haa heccihaŋki.
fad	Ɓe padiino ton, haa <u>heccihaŋki</u>.
jooni	Ɓeɗo <u>pad</u>a ton, haa jooni.
ligg	Ɓeɗo ligga ton, haa jooni.

R3.2 EXERCISES

    a) <u>Directed Response Exercises</u>[1]

1. Instructor- Lamdu mo (student B), soo yidi yaade to saare jaŋgo.

        Student A.- Qa yidi yaade to saare na, jaŋgo?
        Student B.- Qeeyit mido yidi yaade to saare nde, jaŋgo.
        Student A.- Qeeyit qomo yidi yaade to saare, jaŋgo.

2. Instructor- Lamdu mo (student B), soo yidi qen ñjaada marse, pur qen cooɗa
              keɗam.

        Student A.- Qaɗa yidi yaade marse, qan qe qoya, pur qon cooɗoya keɗam?
        Student B.- Qeeyit mido yidi yaade marse, pur qen cooɗoya keɗam.
        Student A.- Qeeyit qomo yidi yaade marse pur qon cooɗoya keɗam.

3. Instructor- Lamdu mo (student B), si tawo qomo qandi hay hunde qe kulle Samba.

        Student A.- Qa qandi hay hunde qe kulle Samba na?
        Student B.- Qeeyit mido qandi seeɗa tan he kulle Samba.
        Student A.- Qeeyit Qomo qandi hunde he kulle Samba.

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[1]In these exercises the instructor may substitute names of students for <u>mo</u>
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- Lamɗu mo (student B), sɪ ko to saare qo sooɗoyotaa maaro ko na?

        Student A.- Ko to saare sooɗoyta maaro ko na?
        Student B.- Qeeyɪ↑ ko to saare cooɗoytaamɪ maaro ko.
        Student A.- Qeeyɪ↑ ko to saare qo cooɗoytaa maaro ko.

5. Instructor- Lamɗu mo)student B), ko waɗɪ qo salɪ qarde haŋkɪ to qameŋ.

        Student A.- Ko waɗɪ qa salɪ qarde to maƁƁe haŋkɪ.
        Student B.- Qalaa↑ mɪ salaanɪ, ko mɪ sellaano, ko ɗum waɗɪ.
        Student A.- Qalaa↑ qo salaanɪ, koo sellaano, ko ɗum waɗɪ.

6. Instructor- Lamɗu Ɓe (students B and C), sɪ ko joonɪ Ɓe ñjɪɗɪ nabde nagge
                    ŋge na?

        Student A.-   Ko joonɪ qon ñjɪɗɪ nabde nagge ŋge na?
        Student B or C- Qalaa↑ ko jaŋgo qen ñjɪɗɪ nabde ŋge.
        Student A.-   Qalaa↑ ko jaŋgo Ɓe ñjɪɗɪ nabde ŋge.

7. Instructor- Haal mo (student B), soo waawɪ qo qara jaŋgo, meŋ ñjaha to
                    jaŋgɪrdumakko.
        Student A.- Qa waaway qarde jaŋgo, qon ñjaha to jaŋgɪrdumon na?
        Student B.- Qeeyɪ↑ mɪ waaway qarde jaŋgo, meŋ ñjaha to jaŋgɪrduqameŋ.
        Student A.- Qeeyɪ↑ qo waaway qarde jaŋgo, qon ñjaha to jaŋgɪrdumaƁƁe.

8. Instructor- Haal mo (student B), soo waawɪ, soo Ɓooyɪ seeɗa qo qara, meŋ
                    ñjaha to dewgal Ɓɪɗɗo-debboqam.

        Student A.- Qa waaway qarde, qon ñjaha to dewgal[1] Ɓɪɗɗo-debbomakko.
        Student B.- Qeeyɪ↑ mɪ waaway qarde, meŋ ñjaha to dewgal Ɓɪɗɗo-debbomum.
        Student A.- Qeeyɪ↑ qo waaway qarde, qon ñjaha to dewgal Ɓɪɗɗo-deƁƁomaa.

9. Instructor- Lamɗu Ɓe (other students), sɪ ko kamƁe ŋgarɪ ɗo heccɪhaŋkɪ.

        Student A.- Ko qonon ŋgarɪ ɗo heccɪhaŋkɪ na?
        Student B.- Qalaa↑ wonaa meŋ ŋgarɪ ɗo heccɪhaŋkɪ.
        Student A.- Qalaa↑ wonaa kamƁe ŋgarɪ ɗo heccɪhaŋkɪ.

10. Instructor- Lamɗu mo (student B), soo qandɪ haytus qe kulle moto.

        Student A.- Qaɗa qandɪ hunde he kulle moto?
        Student B.- Qalaa↑ mɪ qandaa haytus he kulle moto.
        Student A.- Qalaa↑ qo qandaa haytus he kulle moto.

_____

    [1]dewgal- 'wedding'

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11. Instructor-   Lamdu mo (student B), sı tawo qo yıyı Demba to saare, qon
                  qanday mo na?

    Student A.-   Saa yıyı Demba to saare nde, qa qanday mo na?
    Student B.-   Qeeyı↑ sımı yıyı mo, mı qanday mo.
    Student A.-   Qeeyı↑ soo yıyı Demba to saare, qo qanday mo.

12. Instructor-   Lamdu ɓe (students), sı ɓe ñjıyı kaŋko kadı, ɓe waaway haalde
                  kam na?

    Student A.-   Soon njıyı kaŋko kadı, qon mbaaway haalde mo na?
    Students -   Qeeyı↑ sı meŋ njıyı, meŋ mbaaway haalde mo.
    Student A.-   Qeeyı↑ sı ɓe njıyı mo kadı, ɓe mbaaway ma haalde.

13. Instructor-   Lamdu mo (student B), sı qomo waawı fewnude bıskalet.

    Student A.-   Qaɗa waawı fewnude bıskalet na?
    Student B.-   Qalaa↑ mı waawaa fewnude bıskalet.
    Student A.-   Qalaa↑ qo waawaa fewnude bıskalet.

14. Instructor-   Lamdu mo (student B), soo yıɗı lıggaade to galleqameŋ.

    Student A.-   Qaɗa yıɗı lıggaade to gallemaɓɓe na?
    Student B.-   Qalaa↑ mı yıɗaa lıggaade to gallemaɓɓe.
    Student A.-   Qalaa↑ qo yıɗaa lıggaade to gallemon.

15. Instructor-   Haal mo (student B), sı qomo waawı, mıɗo yıɗı qo joganam
                  jawdıqam, haa mı qartaa.

    Student A.-   Qa waaway tamde jawdımakko, haa tuma qo qartaa na?
    Student B.-   Qeeyı↑ mı waaway tamde jawdımakko haa tuma qo qartaa.
    Student A.-   Qeeyı↑ qo waaway tamde jawdımaa haa tuma ŋgartaa.

16. Instructor-   Lamdu mo (student B), sı qomo waawı haalaa pular.[1]

    Student A.-   Qaɗa waawı haalaa pular na?
    Student B.-   Qeeyı↑ mıɗo waawı seeɗa he haalaa pular.
    Student A.-   Qeeyı↑ qomo waawı seeɗa he haalaa pular.

17. Instructor-   Lamdu mo sı baabamakko heɓı nelalqam[2] haŋkı.

    Student A.-   Baabamaa heɓı nelalmakko na haŋkı?
    Student B.-   Qeeyı↑ baabaqam heɓı nelalmakko haŋkı.
    Student A.-   Qeeyı↑ baabamakko heɓı nelalmaaɗa haŋkı.

---

[1]haalaa pular   'Fula (language)'
[2]nelal   'message'

18.   Instructor-   Lamdu mo (student B), sı ko haŋko tamı kafahıqam.

        Student A.-   Ko qan jogı kafahımakko na?

        Student B.-   Qalaaʔ wonaa mın jogı kafahımakko.

        Student A.-   Qalaaʔ wonaa kaŋko jogı kafahımaaɗa.

19.   Instructor-   Lamdu mo (student B), sı ko kaŋko wonı karamakko ɓıɗɗomaaɗa na?

        Student A.-   Ko qan wonı karamokko ɓıɗɗoqam na?

        Student B.-   Qeeyıʔ ko mın wonı karamokko ɓıddomaa.

        Student A.-   Qeeyıʔ ko kaŋko wonı karamokko ɓıddoqam.

20.   Instructor-   Lamdu mo (student B), sı qomo waawı yeyande kam ŋgaarıqam.

        Student A.-   Qaɗa waawı yeyde ŋgaarımakko na?

        Student B.-   Qeeyıʔ mıɗo waawı yeyde ŋgaarımakko.

        Student A.-   Qeeyıʔ qomo waawı yeyde ŋgaarımaaɗa.

    b)   Free Response Exercise[1]   (Ask two questions in response to each cue-
                                     one with a question word and one with /na/)

Cue   _Response_

1.   Hombo yıyı talkuruqam.   1. (a) Hoto wallınɗaa ɗum.
                                                     (b) Wonaa qo ɗo na?

2.   Mı qandaa to lekkıqam   2. (a) Hoto ŋgaccuɗaa ɗum?
     qo wonı?   (b) Wonaa qo ɗo na?

3.   Qo wıyııno qo qarata hande.   4. (a) Hombo?
                                                     (b) Wonaa jaŋgo qo wıyııno na?

5.   Mı yıyaanı jaatıgıqam hande fow. 5. (a) Honto qo yahı?
                                                     (b) Qo wıyaanı ma   qo yahayno marse
                                                              hande na?

6.   Mı waawaa ñaamde hıırande nde.   6. (a) Ko hoɗum waɗı?
                                                     (b) Ñaamrı ndı welaanı na?

7.   Mı gaañı juŋgoqam.   7. (a) Honno gaañɗaa ɗum?
                                                     (b) Ko hande na?

8.   Goreeɓeqam fow ŋgalaa ɗo han.   8. (a) Honto ɓe ñjahı.
                                                     (b) Ko to jaŋgırɗu ndu ɓe ñjahı na?

9.   Be koɓe qanasaraaɓe.   9. (a) Hoto ɓe ŋgımmı?
                                                     (b) Be koɓe musııɓemaaɗa na?

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[1]In this exercise the instructor should accept any response which is
appropriate to the situation presented. The printed responses are
suggestive.

10. Be calı kam haalde kullemakko.

10. (a) Hoɓe calı ma haalde ɗum?
    (b) Ko kamɓe tan qandı kullemakko na?

11. Mı qandaa honto debbam yahı.

11. (a) Wonaa ko qan nelı mo na?
    (b) Ko honto qo wıyııno qo yahayno?

12. Reeduqam no muusa.

12. (a) Hoɗum ñaamɗaa?
    (b) Ko suubaka qo fuɗɗı muusde na?

13. Mı yeyı ŋgaarıqam.

13. (a) Hombo sooɗı ndı?,
    (b) Jelu ñjeyɗaa ɗum?,
    (c) Ko han ñjeyɗaa ɗum na?

14. Mı waawaa waɗde ɗum.

14. (a) Fewnude bıskalet na?,
    (b) Hoɗum qa waawaa waɗde.

15. Qo yıyaanı teerıqam.

15. (a) Teerımaa hombo?
    (b) Demba na?
    (a) Qarno to mon haŋkı na?

16. Mı qandaa qındemakko.

16. (a) Ceernomon na?
    (b) Ko qoya gorko mbıyataa?

17. Be mbıyı ko Qamerıka qo qımmı.

17. (a) Debbo Demba na?
    (b) Ko kaŋko wonı karamokkomoɗon?

18. Mı waawaa qaddude ɗum.

18. (a) Ledde ɗe na?
    (b) Maa ko laana ka mbıyataa nıı?

19. Ko ɓe sappo.

19. (a) Hoɗum kaaltaa nıı?
    (b) Defte ɗe na?

20. Soldarooɓe mbarı mo.

20. (a) Hombo ɓe mbarı?
    (b) Lamɗo qo na?

UNIT 16

16.0 Dialog: <u>At The Butcher's</u>

-Yompa-

      teew [ŋgu] (tebbuli)   meat
      buse [∅]   (buseeɓe)   butcher
Buse, mido yidi teew.   Butcher, I want meat.

-Koba-

      libar [∅] (libaraaji)   pound (lb.)
Libaraaji jelu paaldaa?   How many pounds do you want?

-Yompa-

      jeegom   six
Jeegom, dum ko jelu?   Six, how much is that?

-Koba-

Dum wonay buudi jowi qe taransu.   That will be one pound one/
                                   /twenty-one shillings/

-Yompa-

      ɓerende [nde] (ɓerde)   heart
Qawatmido yidi ɓerende nde.   OK., I want the heart.

-Koba-

Qe hodum? Koyŋgal ŋgal paaldaa   And what [else]? Do you want
   kadi na?   the leg also?

-Yompa-

Qeeyi, dum kadi ko jelu?   Yes, that also is how much?

-Koba-

Mbuudu.   Four shillings.

-Yompa-

      beccal [ŋgal] (becce)   rib, chop
Mido yidi kadi becce de.   I also want the ribs.

-Koba-

Dum ko taransuuji tati.   That is three shillings (3/-).

-Yompa-

      piu   all, altogether
Be piu wonay jelu?   All of them will be how much?

-Koba-

Sappo qe goqo, qaddu kaalis.   That will be two pounds four
                                shillings. (44 shillings).
                                Give ('bring') the money.

-Yompa-

yoɓ

Mı waawaataa ma yoɓde ɗum.

pay

I will not be able to pay you that.

-Koba-

Jelu mbaawɗaa?

How much can you afford?

-Yompa-

Buuɗı sappo.

Two pounds (40 shillings).

-Koba-

Mı jaɓı, qaddu kaalıs qo.

I agree, bring the money.

-Yompa-

pañe [∅] (pañeejı)

Qa jaraama, mıɗo qadda pañeqam.

basket, container

Thank you, I am bringing my basket (container).

16.1 Variation Drills on Basic Sentences

 a) Progressive Substitution Drill

Cue	Pattern
	Buse, mıɗo yıɗı teew.
baaba	Baaba, mıɗo yıɗı teew.
deftere	Baaba, mıɗo yıɗı deftere.
neene	Neene, mıɗo yıɗı deftere.
maaro	Neene, mıɗo yıɗı maaro.
kaw	Kaw, mıɗo yıɗı maaro.
kappe	Kaw, mıɗo yıɗı kappe.
gorgol	Gorgol, mıɗo yıɗı kappe.
bantara	Gorgol, mıɗo yıɗı bantara.
mawnırawo	Mawnırawo, mıɗo yıɗı bantara.
kosam	Mawnırawo, mıɗo yıɗı kosam.
baaba	Baaba, mıɗo yıɗı kosam.
keɗam	Baaba, mıɗo yıɗı keɗam.
neene	Neene, mıɗo yıɗı keɗam.
ndıyam	Neene, mıɗo yıɗı ndıyam.
kaw	Kaw, mıɗo yıɗı ndıyam.
teew	Kaw, mıɗo yıɗı teew.
buse	Buse, mıɗo yıɗı teew.

b)   Simple Substitution Drill

```
┌─────────────────────────────────────────────────────────────────┐
│  New words:                                                       │
│       ñalel    [ŋgel]  (ñale)      calf                           │
│       horde    [nde]   (kore)      calabash                       │
│       feccere  [nde]   (pecce)     half                           │
│       haayre   [nde]   (kaaje)     stone                          │
│       ŋguru    [ŋgu]   (guri)      hide, skin                     │
│       padaĺ    [ŋgal]  (pade)      shoe                           │
│       hofru    [ndu]   (koppi)     knee                           │
│       mawŋgal  a large one (of /ŋgal/ class) [cf. mawdo]          │
└─────────────────────────────────────────────────────────────────┘
```

Cue   Pattern

                          Qawa, mido yidi ɓerende nde.

koyŋgal ŋgal   Qawa, mido yidi koyŋgal ŋgal.

hinere nde   Qawa, mido yidi hinere nde.

ɓaawo ŋgo   Qawa, mido yidi ɓaawo ngo.

ñalel ŋgel   Qawa, mido yidi ñalel ŋgel.

meselal ŋgal   Qawa, mido yidi meselal ŋgal.

pucu ŋgu   Qawa, mido yidi pucu ŋgu.

mbabba mba   Qawa, mido yidi mbabba mba.

padal ŋgal   Qawa, mido yidi padal ŋgal.

hayre nde   Qawa, mido yidi haayre nde.

hofru ndu   Qawa, mido yidi hofru ndu.

ŋguru ŋgu   Qawa, mido yidi ŋguru ŋgu.

feccere nde   Qawa, mido yidi feccere nde.

deftere nde   Qawa, mido yidi deftere nde.

nagge ŋge   Qawa, mido yidi nagge ŋge.

horde nde   Qawa, mido yidi horde nde.

mawŋgal ŋgal   Qawa, mido yidi mawŋgal ŋgal.

c)   Simple Phrasal-Substitution Drill

```
New words:  jeeɗɪɗɪ      seven
            jeetatɪ      eight
            jeenayɪ      nine
```

Cue   Pattern

	Qo wonay mbuuɗu ǫe taransu.
buuɗɪ ɗɪɗɪ	Qo wonay buuɗɪ ɗɪɗɪ ǫe taransu.
buuɗɪ tatɪ	Qo wonay buuɗɪ tatɪ ǫe taransu.
buuɗɪ nayɪ	Qo wonay buuɗɪ nayɪ ǫe taransu.
buuɗɪ jowɪ	Qo wonay buuɗɪ jowɪ ǫe taransu.
buuɗɪ jeegom	Qo wonay buuɗɪ jeegom ǫe taransu.
buuɗɪ jeeɗɪɗɪ	Qo wonay buuɗɪ jeeɗɪɗɪ ǫe taransu.
buuɗɪ jeetatɪ	Qo wonay buuɗɪ jeetatɪ ǫe taransu.
buuɗɪ jeenayɪ	Qo wonay buuɗɪ jeenayɪ ǫe taransu.
buuɗɪ sappo	Qo wonay buuɗɪ sappo ǫe taransu.
buuɗɪ sappo ǫe goǫo	Qo wonay buuɗɪ sappo ǫe goǫo ǫe taransu.
buuɗɪ sappo ǫe ɗɪɗɪ	Qo wonay buuɗɪ sappo ǫe ɗɪɗɪ ǫe taransu.
buuɗɪ sappo ǫe nayɪ	Qo wonay buuɗɪ sappo ǫe nayɪ ǫe taransu.
buuɗɪ sappo ǫe jowɪ	Qo wonay buuɗɪ sappo ǫe jowɪ ǫe taransu.
buuɗɪ sappo ǫe jeegom	Qo wonay buuɗɪ sappo ǫe jeegom ǫe taransu.
buuɗɪ sappo ǫe jeeɗɪɗɪ	Qo wonay buuɗɪ sappo ǫe jeeɗɪɗɪ ǫe taransu.
buuɗɪ sappo ǫe jeetatɪ	Qo wonay buuɗɪ sappo ǫe jeetatɪ ǫe taransu.
buuɗɪ nogas	Qo wonay buuɗɪ nogas ǫe taransu.

d)   Simple Substitution Drill

```
New words:  yakku     break, spoil, undo
            war       kɪll
```

Cue   Pattern

	Jelu mbaawɗaa?
yɪɗ	Jelu ñjɪɗɗaa?
qadd	Jelu ŋgaddudaa?
sood	Jelu cooɗaa?
yey	Jelu ñjeyɗaa?
ñaam	Jelu ñaamɗaa?
war	Jelu mbarɗaa?
yɪɪ	Jelu ñjɪɪɗaa?

	Jelu ñjɪɪɗaa?
wɪɪ	Jelu mbɪɪɗaa?
nab	Jelu nabɗaa?
taw	Jelu tawɗaa?
fewn	Jelu pewnuɗaa?
yakk	Jelu ñjakkuɗaa?

16.2 Note: Verbal Extension /-ondɪr/ - the 'Reciprocal' Form

Non ɓe calmɪnondɪrɪ.   'So they greeted one another.'

This sentence illustrates the verbal extension /-ondɪr/ (occasionally
/-ɪndɪr/), carrying a sense of performing the action reciprocally -each to the
other.

Other examples:

hool	'trust'	koolondɪra[1]	'trust one another'
qandu	'know'	ŋgandondɪra	'know one another'
yɪɪd	'see together	ñjɪɪdondɪra	'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 /-ondɪr/. Note further
that the reciprocal form always exhibits consonant alternation since reciprocity
requires a plurality of actors.

Further examples:

qokku	'give'	ŋgokkondɪra	'give one another'
haal	'speak'	kaalondɪra	'speak to one another'
laar	'look'	ndaarondɪra	'look at one another'
taw	'find'	tawondɪra	'find one another'
nan	'hear'	nanondɪra	'hear one another'
fad	'await'	padondɪra	'wait for one another'
yey	'sell'	ñjeyondɪra	'sell to one another'

---

[1]Note that the imperative form of verbs with this extension commonly occurs
with the suffix /-a/ (a phenomenon we have previously noted with other
verbal extensions [see 12.4, 13.4, 14.4 and also 6.4]).

16.3   Drills on Verbal Extension /-ondır/, the 'Reciprocal' Form

    a)   Simple Substitution Drill

Cue	Pattern
	Mın qe Samba ñjııdondırı haŋkı.
qo	Mın qe qo ñjııdondırı haŋkı.
neenemakko	Mın qe neenemakko ñjııdondırı haŋkı.
ɓe	Mın qe ɓe ñjııdondırı haŋkı.
qon	Mın qe qon ñjııdondırı haŋkı.
kamɓe	Mın qe kamɓe ñjııdondırı haŋkı.
kaŋko	Mın qe kaŋko ñjııdondırı haŋkı.
baabamaa	Mın qe baabamaa ñjııdondırı haŋkı.
mawɗo qo	Mın qe mawɗo qo ñjııdondırı haŋkı.
qesırawoqam	Mın qe qesırawoqam ñjııdondırı haŋkı.
karamokkomaɓɓe	Mın qe karamokkomaɓɓe ñjııdondırı haŋkı.
lamɗo qo	Mın qe lamɗo qo ñjııdondırı haŋkı.
dokotormaa	Mın qe dokotormaa ñjııdondırı haŋkı.
taanırawomakko	Mın qe taanırawomakko ñjııdondırı haŋkı.
jaatıgı Demba	Mın qe jaatıgı Demba ñjııdondırı haŋkı.
Samba	Mın qe Samba ñjııdondırı haŋkı.

    b)   Simple Substitution Drill

Cue	Pattern
	Mın qe Samba ñjııdondırı haŋkı bımbı.
jaab	Mın qe Samba jaabondırı haŋkı bımbı.
haal	Mın qe Samba kaalondırı haŋkı bımbı.
salmın	Mın qe Samba calmınondırı haŋkı bımbı.
taw	Mın qe Samba tawondırı haŋkı bımbı.
laar	Mın qe Samba ndaarondırı haŋkı bımbı.
fad	Mın qe Samba padondırı haŋkı bımbı.
qokk	Mın qe Samba ŋgokkondırı haŋkı bımbı.
yey	Mın qe Samba ñjeyondırı haŋkı bımbı.
yıı	Mın qe Samba ñjııdondırı haŋkı bımbı.
yaa	Mın qe Samba ñjaadondırı haŋkı bımbı.

c)   Progressive Substitution Drill

+---+
| New word: |
| subaka [∅] (subakaaʝɪ)   dawn, early morning |
+---+

<u>Cue</u>   <u>Pattern</u>

	Ko <u>kaŋko</u> qe baabaqam ŋgokkondɪrɪ haŋkɪ bɪmbɪ.
Demba	Ko Demba qe <u>baabaqam</u> ŋgokkondɪrɪ haŋkɪ bɪmbɪ.
kaŋko	Ko Demba qe kaŋko <u>ŋgokkondɪrɪ</u> haŋkɪ bɪmbɪ.
Salmɪn	Ko Demba qe kaŋko calmɪnondɪrɪ <u>haŋkɪ</u> bɪmbɪ.
hande	Ko Demba qe kaŋko calmɪnondɪrɪ hande <u>bɪmbɪ</u>.
ñalloma	Ko <u>Demba</u> qe kaŋko calmɪnondɪrɪ hande ñalloma.
mɪn	Ko mɪn qe <u>kaŋko</u> calmɪnondɪrɪ hande ñalloma.
ɓe	Ko mɪn qe ɓe <u>calmɪnondɪrɪ</u> hande ñalloma.
yɪɪ	Ko mɪn qe ɓe ñʝɪɪdondɪrɪ <u>hande</u> ñalloma.
heccɪhaŋkɪ	Ko mɪn qe ɓe ñʝɪɪdondɪrɪ heccɪhaŋkɪ <u>ñalloma</u>.
ʝemma	Ko <u>mɪn</u> qe ɓe ñʝɪɪdondɪrɪ heccɪhaŋkɪ ʝemma.
qo	Ko qo qe <u>ɓe</u> ñʝɪɪdondɪrɪ heccɪhaŋkɪ ʝemma.
kamɓe	Ko qo qe kamɓe <u>ñʝɪɪdondɪrɪ</u> heccɪhaŋkɪ ʝemma.
fad	Ko qo qe kamɓe padondɪrɪ <u>heccɪhaŋkɪ</u> ʝemma.
haŋkɪ	Ko qo qe kamɓe padondɪrɪ haŋkɪ <u>ʝemma</u>.
subaka	Ko <u>qo</u> qe kamɓe padondɪrɪ haŋkɪ subaka.
ɓe	Ko ɓe qe <u>kamɓe</u> padondɪrɪ haŋkɪ subaka.
meŋ	Ko ɓe qe meŋ <u>padondɪrɪ</u> haŋkɪ subaka.
haal	Ko ɓe qe meŋ kaalondɪrɪ <u>haŋkɪ</u> <u>subaka</u>.
hande	Ko ɓe qe meŋ kaalondɪrɪ hande <u>subaka</u>.
kɪɪkɪɪɗe	Ko <u>ɓe</u> qe meŋ kaalondɪrɪ hande kɪɪkɪɪɗe.
qon	Ko qon qe <u>meŋ</u> kaalondɪrɪ hande kɪɪkɪɪɗe.
qo	Ko qon qe qo <u>kaalondɪrɪ</u> hande kɪɪkɪɪɗe.
yaad	Ko qon qe qo ñʝaadondɪrɪ <u>hande</u> kɪɪkɪɪɗe.
heccɪhaŋkɪ	Ko qon qe qo ñʝaadondɪrɪ heccɪhaŋkɪ <u>kɪɪkɪɪɗe</u>.
bɪmbɪ	Ko <u>qon</u> qe qo ñʝaadondɪrɪ heccɪhaŋkɪ bɪmbɪ.
kaŋko	Ko kaŋko qe <u>qo</u> ñʝaadondɪrɪ heccɪhaŋkɪ bɪmbɪ.
baabaqam	Ko kaŋko qe baabaqam <u>ñʝaadondɪrɪ</u> heccɪhaŋkɪ bɪmbɪ.
qokk	Ko kaŋko qe baabaqam ŋgokkondɪrɪ <u>heccɪhaŋkɪ</u> bɪmbɪ.
haŋkɪ	Ko kaŋko qe baabaqam ŋgokkondɪrɪ haŋkɪ bɪmbɪ.

d)   Simple Substitution-Transformation Drill   (Simple to Reciprocal Form)

Cue	Pattern 1	Pattern 2
	Qo salmini kam.	Meŋ calminondiri.
yii	Qo yiyi kam.	Meŋ ñjiidondiri.
fad	Qo fadi kam.	Meŋ padondiri.
qokk	Qo qokki kam.	Meŋ ŋgokkondiri.
nan	Qo nani kam.	Meŋ nanondiri.
qand	Qo qandi kam.	Meŋ ŋgandondiri.
gaañ	Qo ɗabbi kam.	Meŋ ɗabbondiri.
laar	Qo laari kam.	Meŋ ndaarondiri.
yawt	Qo yawti kam.	Meŋ ñjawtondiri.
hool	Qo hooli kam.	Meŋ koolondiri.
yiɗ	Qo yiɗi kam.	Meŋ njiiɗondiri.

e)   Progressive Substitution-Transformation Drill   (Simple to Reciprocal Form)

Cue	Pattern 1	Pattern 2
	Qo salmini ɓe.	Ɓe calminondiri.
mi	Mi salmini ɓe.	Meŋ calminondiri.
yii	Mi yiyi ɓe.	Meŋ ñjiidondiri.
qon	Mi yiyi qon.	Meŋ ñjiidondiri.
ɓe	Ɓe ñjiyi qon.	Qon ñjiidondiri.
fad	Ɓe padi qon.	Qon padondiri.
ma	Ɓe padi ma.	Qon padondiri.
qen	Qen padi ma.	Meŋ padondiri.
ɗabb	Qen ɗabbi ma.	Meŋ ɗabbondiri.
qon	Qen ɗabbi qon.	Meŋ ɗabbondiri.
qo	Qo ɗabbi qon.	Qon ɗabbondiri.
qand	Qo qandi qon.	Qon ŋgandondiri.
ma	Qo qandi ma.	Qon ŋgandondiri.
mi	Mi qandi ma.	Meŋ ŋgandondiri.
nan	Mi nani ma.	Meŋ nanondiri.
mo	Mi nani mo.	Meŋ nanondiri.
qo	Qo nani mo.	Ɓe nanondiri.
salmin	Qo salmini mo.	Ɓe calminondiri.

16.4 Note: The 'Transformational' Verbal Extension [-w/-n] and the 'Causative'
             Verbal Extension [-(ɪ)n].

A. [-w/-n] The Transformational Extension

In 8.1, where the verbal infinitive ɓawlude, 'to become black', was in-
troduced, 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 adjectival
roots, are expressed in Fula by verbs - like moɗɗyude 'to be good.'

>   Compare: Ko mi ɓalejo.   'I'm a black man.'
>   Dum no moɗɗyi.   'That's good.' (Stative form of the verb)

Adjectival roots which end in /w/ are extended to make verb bases signi-
fying 'to become ____ ' by the addition of a suffix /n/. This suffix may be re-
lated historically to the verbal extension [-(ɪ)n], 'causative' (see B below),
but in practive this /n/ behaves like the /w/ extension.

Note the root maw 'big' as in:

>   mawɗo   'a big one'   (of the [qo] class)
>   mawŋgal   'a big one'   (of the [ŋgal] class)
>   mawŋgu   '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. [-(ɪ)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 gasi.   'The talk is finished'

Mı gaynı ɗum.   '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· /-ın/.

When this extension is suffixed to intransitive verbs the resultant form is an appropriate transitive:

gas-	'come to an end'	gayn-	'finish'
ɗaan-	'sleep'	ɗaanın-	'put asleep'
lel	'rest'	leln-	'cause to rest'
mawn-	'get big'	mawnın-	'enlarge, make grow'
bawl-	'become black'	bawlın-	'blacken'
rawn-	'get white'	rawnın-/ rannın-	'whiten, bleach'
moɗɗy-	'be good'	moɗɗyın-	'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'	jaŋgın-	'teach'
naat-	'enter'	naatın-	'cause to enter, take/ bring in, enroll'
qand-	'know'	qandın-	'inform'
qadd--	'bring'	qaddın-	'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 yawın- occurs de denoting 'make quick' as in:

Yawın ɗum!   'Speed it (a thing or process) up.'

from the base yawn- 'hurry up.' occurs a causative, yawnın- as in:

Yawnın 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 yawın-,while speeding up a donkey would require yawnın-.

Occasionally a true 'double causative' is encountered. For example, from gayn- 'finish' derives gaynın- 'get finished'.

Mı gaynını ɗum.   'I got it finished.'

Imperative forms of verb bases with the causative extension commonly (but not unvariably) occur with the suffix /-a/:

Jangına moˊ

    <u>also</u>꞉   Jangın moˊ   'Teach him.'

ɃawlIna ɗumˊ

    <u>also</u>꞉   ɃawlIn ɗumˊ   'Blacken it.'

Naatına mo to jaŋgurdu nduˊ

    <u>also</u>꞉   Naatın mo to jaŋgurdu nduˊ 'Enter him in the school.'

There occurs also, from the verb root <u>waal</u>, an anomalous phonetic change (/aa/ to /a/ and /l/ to /ll/) before this extension, giving the verb base <u>wallın</u> '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 <u>wall</u> 'help' and its derivatives.

16.5   The Causative Verbal Extension /ın/

New word꞉   tın   perceive, sense, understand

a)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Sı Qalla jaɓı, <u>mı</u> moɗɗyınat ma ɗum hande.
qo	Sı Qalla jaɓı, qo <u>moɗɗyınat</u> ma ɗum hande.
qımmın	Sı Qalla jaɓı, qo qımmınat <u>ma</u> ɗum hande.
mo	Sı Qalla jaɓı, <u>qo</u> qımmınat mo ɗum hande.
ɓe	Sı Qalla jaɓı, ɓe <u>ŋgımmınat</u> mo ɗum hande.
jaŋgın	Sı Qalla jaɓı, ɓe jaŋgınat <u>mo</u> ɗum hande.
meŋ	Sı Qalla jaɓı, <u>ɓe</u> jaŋgınat meŋ ɗum hande.
qo	Sı Qalla jaɓı, qo <u>jaŋgınat</u> meŋ ɗum hande.
tının	Sı Qalla jaɓı, qo tınınat <u>meŋ</u> ɗum hande.
qon	Sı Qalla jaɓı, <u>qo</u> tınınat qon ɗum hande.
meŋ	Sı Qalla jaɓı, meŋ <u>tınınat</u> qon ɗum hande.
moɗɗyın	Sı Qalla jaɓı, meŋ moɗɗyınat <u>qon</u> ɗum hande.
ma	Sı Qalla jaɓı, <u>meŋ</u> moɗɗyınat ma ɗum hande.
mı	Sı Qalla jaɓı, mı moɗɗyınat ma ɗum hande.

b)   Progressive Substitution Drill

Cue   Pattern

	Mi wadi haa qo jaŋgini kam dum.
qa	Qa wadi haa qo jaŋgini kam dum.
6e	Qa wadi haa 6e jaŋgini kam dum.
tinin	Qa wadi haa 6e tinini kam dum.
ma	Qa wadi haa 6e tinini ma dum.
qo	Qo wadi haa 6e tinini ma dum.
meŋ	Qo wadi haa meŋ tinini ma dum.
qimmin	Qo wadi haa meŋ qimmini ma dum.
mo	Qo wadi haa meŋ qimmini mo dum.
qon	Qon mbadi haa meŋ qimmini mo dum.
qen	Qon mbadi haa qen qimmini mo dum.
qandin	Qon mbadi haa qen qandini mo dum.
6e	Qon mbadi haa qen qandini 6e dum.
6i	Be mbadi haa qen gandini 6e dum.
qa	Be mbadi haa qa gandini 6e dum.
moddyin	Be mbadi haa qa moddyini 6e dum.
kam	Be mbadi haa qa moddyini kam dum.
mi	Mi wadi haa qa moddyini kam dum.
qo	Mi wadi haa qo moddyini kam dum.
jaŋgin	Mi wadi haa qo jaŋgini kam dum.

16.8   NARRATIVE

New words:	
yas/yasi	outside, outside of
6awli kirim	black as black can be, coal black
tigi	real, really; even
rutto	return to base, turn back
te	and
6aŋ/6am	take, appropriate
biskalet [∅] (biskaletji)	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 ǥe Buse ǫo

Qo waɗı subaka gooto, tawı Yompa ǥe debbomakko, ɓeɗo he suudumaɓɓe. Nden
Yompa ǫımmı, yaltı, laarı yası, ǫontuma ǫadunaru ndu fow no ɓawlı kırım he dule.
Tawı ndıyam ɗam no toɓa he doole. Non ǫo ruttı to nder suudumaɓɓe, ǫo wıyı
debbomum, kaŋko waawataa yaade lıggaade to ŋgesamum ǫonñan, te ǫo ǫandaa koo
waɗata he galle nde. Non debbomum wıyı mo, ǫawa koo waɗtaa, yoo ɓaŋ bıskalet-
makko, ǫo yaha marse sooɗde teew. Yompa nden ǫımmı, baŋı bıskaletmum, ɗyeŋı he
dow ɗum, ǫawa dognı ɗum haa to marse ǫo. Qo tawı ton goɗɗo wıyete Koba, ko ǫon
wonı buse ǫo. Qo wıyı mo, ǫomo yıɗı teew. Tuma Koba lamdı mo ko lıbaraajı jelu
ǫo yıɗı sooɗde, ǫo wıyı ǫon, ǫomo yıɗı jeegom. Nden kadı ǫo lamdı coggu koyŋgal
ŋgal ǥe becce ɗe. Koba haalanı mo cogguulı ɗı ɗe fow, non ǫo wıyı Koba yoo
ǫustan mo seeɗa, ǫon jaɓı, ǫawa ǫo sooɗı ɗe, ǫawa tuma ǫo parı, ǫo baŋı bıskalet-
mum kadı, ǫo hootı to gallemaɓɓe.

16.9   Questions for Discussion

1.   Hombo yıɗı sooɗde teew he jaŋgo buse ǫo ǫonñan?

2.   Koba ǥe Yompa hombo wonı buse ɗıɗo ǫo?

3.   Lıbaraajı jelu Yompa yıdııno sooɗde he juŋgo buse ǫo?

4.   Ko jelu Yompa yoɓı jom buse ǫo he lıbaraajı jeegom teew ǫo sooɗı he
juŋgomum?

6.   Hoɗum kadı ǫo sooɗı he juŋgomakko.

7.   Jelu wonı coggu becce ɗe, Yompa sooɗııno?

8.   Yompa sooɗııno koyŋgal ŋgal na?

9.   Tuma buse ǫo wıyı Yompa yoo yoɓ mo buuɗı sappo, Yompa wıyııno hunde,
ko hoɗum ǫo haalı buse ǫo?

10. Ko jelu Yompa wıyııno buse ǫo ko ɗum ǫo waawataa yoɓde mo?

11. Buse ǫo jaɓııno na he haalaa Yompa na, maa jaɓaanııno?

NOTES

UNIT 17

17.0 Dialog: <u>Kumba's Child is Cold</u>

-Kumba-

luɓ   lend
wudere [nde] (gude)   'Pagne' -a loin-cloth
                                                           worn by women
                                                        cover (with cloth/blanket)
mur   child, little offspring
ɓiŋgel [ŋgel] (ɓikon)   Fatu, lend me your cloth so I may
Fatu, luɓam wuderemaa, mi mura   cover my child up.
   ɓiŋgelqam.

-Fatu-

Ko hoɗum? Kori qo fawaani?   What is it? [I] hope she is not
                                                   sick?

-Kimba-

                                                        be cold, get cold, be chilled
jaaŋgo   No, she's not sick, but I think
Qalaa, qo fawaani, kono mi sikki   she has been chilled.
   qo jaaŋgaama.

-Fatu-

muynu   nurse, suckle (intransitive)
muynin   make nurse, give the
                                                          greast to
ɗaanaaki   has not slept
Fad, miɗo muynina ɓiɗɗoqam. Kaŋko   Wait, I am nursing my child. He
   kadi, gila haŋki, qo ɗaanaaki.   too, hasn't gotten any sleep
                                                   since yesterday.

-Kumba-

qendu [ndu] (qenɗi)   breast
Min de, hande fow, ɓiŋgelqam   As for me, all today, my child
   sali muynude, qenduqam.   has refused to suck my breast.

-Fatu-

taaqam[1]   my own
yahante   [is] going to go for you
Qawa ↑ si mi ɗaanini taaqam,   All right, when I've put mine to
   mi yahante marse, mi sooɗana   sleep I'm going to go to market
   mo, keɗam nani?   for you, and buy him milk, (you)
                                                   hear?

_____

[1]Also: taamaa 'your own', taamakko 'his own', etc.

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-Kumba-

hakkɪl [∅] (hakkɪleeɟɪ)   sense, ɪntellɪgence,
                                                    attentɪon

Qaa ↑ ɗum moɗɗyete puɾ makko.   Ah! that wɪll be good for hɪm.
  Qa ɟaaraama. Qan ɓurɪ kam   Thanks, you have more sense
  heɓde hakkɪl moɗɗyo.   than I. ('you exceed me to
                                             have good sense.')
      ɗc qe   between now and ...
      defante   wɪll cook for you
      ñaltaarɪ [ndɪ] (ñaltaaɗe)   afternoon snack (prɪmarɪly
                                                    for chɪldren) '
Qawa ↑ ɗo qe tuma ŋgartaa, mɪn   And, between now and the tɪme you
  kadɪ, mɪ defante ñaltaarɪmaaɗa.   return, as for me, I'll cook
                                             for you your afternoon snack.

-Fatu-

      tamp   be tɪred
      tampɪn   tɪre, cause to get tɪred
      hooremaa[1]   yourself
ʍotaa tampɪna hooremaa he ɗum.   Don't trouble yourself wɪth that.
  Mɪ ɓooyataa ton, ɟoo mɪ qartaa.   I won't be there·long I'll come
                                             come back soon.

17.1 Varɪatɪon Drɪlls on Basɪc Sentences

New words:
      wallu   help, aɪd, assɪst
      heeg   be hungry
      ɗomɗo   be thɪrsty
      naŋgu   hold, catch, seɪze
      dar   stand,. stop, remaɪn standɪng
      loot   wash

   a) Sɪmple Substɪtutɪon Drɪll

        Cue   Pattern

            Luɓam wuderemaa, mɪ muɾa ɓɪŋgelqam.
      qokk Qokkam wuderemaa, mɪ muɾa ɓɪŋgelqam.

_____

[1]Also: hooreqam 'myself', hooremakko 'hɪmself', etc.

Qokkam wuderemaa, mi mura ɓiŋgelqam.

laar	Laaranam[1] wuderemaa, mi mura ɓiŋgelqam.
holl	Hollam wuderemaa, mi mura ɓiŋgelqam.
wall	Wallam wuderemaa, mi mura ɓiŋgelqam.
qadd	Qaddanam[1] wuderemaa, mi mura ɓiŋgelqam.
luɓ	Luɓam wuderemaa, mi mura ɓiŋgelqam.

b)   Sample Sentences

Qalaa↑ qo fawaani, kono mi sikki qo jaaŋgaama.

Qalaa↑ qo heegaani, kono mi sikki qo ɗomɗaama.

Qalaa↑ qo ɗaanaani, kono mi sikki qo tampiima.

Qalaa↑ qo maayaani, kono mi sikki qo fawaama.

Qalaa↑ qo naamaani, kono mi sikki qo heegaama.

Qalaa↑ qo yaraani, kono mi sikki qo ɗomɗaama.

Qalaa↑ qo jooɗaani, kono mi sikki qo tampiima.

c)   Simple Substitution Drill

Cue	Pattern
	Mi sooɗana mo keɗam?
qo	Qo sooɗana mo keɗam?
ɓe	Ɓe cooɗana mo keɗam?
meŋ	Meŋ cooɗana mo keɗam?
qon	Qon cooɗana mo keɗam?
qa	Qa sooɗana mo keɗam?
qen	Qen cooɗana mo keɗam?
kaŋko	Kaŋko sooɗana mo keɗam?
kamɓe	Kamɓe cooɗana mo keɗam?
mi	Mi sooɗana mo keɗam?

d)   Progressive Substitution Drill

Cue	Pattern
	Mi sooɗana mo kedam?
qo	Qo sooɗana mo kedam?
ma	Qo sooɗana ma kedam?
meŋ	Meŋ cooɗana ma kedam?
qon	Meŋ cooɗana qon kedam?
ɓe	Ɓe cooɗana qon kedam?

---

[1]Note that laar and qadd require the [-an] verbal extension ('for, on behalf of') before the suffix /-am/.

                        Ɓe cooɗana <u>qon</u> keɗam?

kam   <u>Ɓe</u> cooɗana <u>kam</u> keɗam.

qon   Qon cooɗana <u>kam</u> keɗam.

mo   <u>Qon</u> cooɗana mo keɗam.

mı   Mı sooɗana mo keɗam?

e)   Simple Substitution Drill

     <u>Cue</u>   <u>Pattern</u>

                        Mı ɗanınay taa<u>qam</u>.

     -makko   Mı ɗanınay taa<u>makko</u>.

     -maɓɓe   Mı ɗanınay taa<u>maɓɓe</u>.

     -maaɗa   Mı ɗanınay taa<u>maaɗa</u>.

     -meeɗen   Mı ɗanınay taa<u>meeɗen</u>.

     -moɗon   Mı ɗanınay taa<u>moɗon</u>.

     -qam   Mı ɗanınay taaqam.

f)   Progressive Substitution Drill

     <u>Cue</u>   <u>Pattern</u>

                        <u>Mı</u> ɗanınay taaqam.

     qo   Qo ɗanınay taa<u>qam</u>.

     -makko   <u>Qo</u> ɗanınay taamakko.

     qon   Qon ɗanınay <u>taamakko</u>?

     -maɓɓe   <u>Qon</u> ɗanınay taamaɓɓe?

     ɓe   Ɓe ɗanınay taa<u>maɓɓe</u>.

     -maaɗa   <u>Ɓe</u> ɗanınay taamaaɗa.

     meŋ   Meŋ ɗanınay taa<u>maaɗa</u>.

     -mon   <u>Meŋ</u> ɗanınay taamon.

     qo   Qo ɗanınay taa<u>mon</u>.

     -qam   <u>Qo</u> ɗanınay taaqam.

     mı   Mı ɗanınay taaqam.

g)   Progressive Substitution Drill

     <u>Cue</u>   <u>Pattern</u>

                        <u>Mı</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.

     meŋ   Meŋ ñjahanay <u>mo</u> marse.

     ma   <u>Meŋ</u> ñjahanay ma marse.

     ɓe   Ɓe ñjahanay <u>ma</u> marse.

	Be ñjahanay <u>ma</u> marse.
mo	<u>Be</u> ñjahanay mo marse.
mɪ	Mɪ yahanay <u>mo</u> marse.
ma	Mɪ yahanay ma marse.

h) Simple Substitution Drill

Cue	Pattern
	Dum moɗɗyete pur <u>kaŋko</u>.
qan	Dum moɗɗyete pur <u>qan</u>.
qon	Dum moɗɗyete pur <u>qon</u>.
ɓe	Dum moɗɗyete pur <u>ɓe</u>.
qɔ	Dum moɗɗyete pur <u>qɔ</u>.
qen	Dum moɗɗyete pur <u>qen</u>.
meŋ	Dum moɗɗyete pur <u>meŋ</u>.
kamɓe	Dum moɗɗyete pur <u>kamɓe</u>.
kaŋko	Dum moɗɗyete pur <u>kaŋko</u>.

ɪ) Simple Substitution Drill

Cue	Pattern
	Mɪ ɗaanɪnɪ taaqam.
-makko	Mɪ ɗaanɪnɪ taa<u>makko</u>.
-maɓɓe	Mɪ ɗaanɪnɪ taama<u>ɓɓe</u>.
-moɗon	Mɪ ɗaanɪnɪ taa<u>moɗon</u>.
-meeɗen	Mɪ ɗaanɪnɪ taa<u>meeɗen</u>.
-maaɗa	Mɪ ɗaanɪnɪ taa<u>maaɗa</u>.
-qam	Mɪ ɗaanɪnɪ taa<u>qam</u>.

ȷ) Progressive Substitution Drill

Cue	Pattern
	<u>Mɪ</u> ɗaanɪnay taaqam.
qo	<u>Qo</u> ɗaanɪnay taa<u>qam</u>.
-makko	<u>Qo</u> ɗaanɪnay taa<u>makko</u>.
ɓe	<u>Be</u> ɗaanɪnay taa<u>makko</u>.
-moɗon	<u>Be</u> ɗaanɪnay taa<u>moɗon</u>.
meŋ	<u>Meŋ</u> ɗaanɪnay taa<u>moɗon</u>.
-maɓɓe	<u>Meŋ</u> ɗaanɪnay taama<u>ɓɓe</u>.
qen	<u>Qen</u> ɗaanɪnay taama<u>ɓɓe</u>.
-maaɗa	<u>Qen</u> ɗaanɪnay taa<u>maaɗa</u>.
qo	<u>Qa</u> ɗaanɪnay taa<u>maaɗa</u>ʔ
-maɓɓe	<u>Qa</u> ɗaanɪnay taa<u>maɓɓe</u>ʔ
qon	<u>Qon</u> ɗaanɪnay taa<u>maɓɓe</u>ʔ
-makko	<u>Qon</u> ɗaanɪnay taa<u>makko</u>ʔ
mɪ	<u>Mɪ</u> ɗaanɪnay taa<u>makko</u>.

k)   Simple Substitution-Correlation Drill

Cue   Pattern

        Wotaa tampɪna hooremaa be ɗum.
qo   Wotaa qo tampɪna hooremakko he ɗum.
qon   Wotaa qon tampɪna koqemoɗon he ɗum.
ɓe   Wotaa ɓe tampɪna koqemaɓɓe he ɗum.
meŋ   Wotaa meŋ tampɪna koqemeeɗen he ɗum.
qa   Wotaa tampɪna hooremaa he ɗum.

l)   Simple Substitution Drill

Cue   Pattern

            Wotaa tampɪna hooremaa he ɗum.
fɪɪ makko   Wotaa tampɪna hooremaa he fɪɪmakko.
teerɪqam   Wotaa tampɪna hooremaa he fɪɪ teerɪqam.
maɓɓe   Wotaa tampɪna hooremaa he fɪɪmaɓɓe.
qam   Wɔtaa tampɪna hooremaa he fɪɪqam.
meeɗen   Wotaa tampɪna hooremaa he fɪɪmeeɗen.
makko   Wotaa tampɪna hooremaa he fɪɪmakko.
ɗum   Wotaa tampɪna hooremaa he fɪɪ ɗum.

m)   Simple Substitution Drill

Cue   Pattern

            Qo ɗaanaakɪ gɪla haŋkɪ.
ñaamaakɪ   Qo ñaamaakɪ gɪla haŋkɪ.
jooɗaakɪ   Qo jooɗaakɪ gɪla haŋkɪ
ɗomɗaakɪ   Qo ɗomɗaakɪ gɪla kaŋkɪ.
lɪggaakɪ   Qo lɪggaakɪ gɪla kaŋkɪ.
jaaŋgaakɪ   Qo jaaŋgaakɪ gɪla kaŋkɪ.
heegaakɪ   Qo heegaakɪ gɪla haŋkɪ.
naŋgaakɪ   Qo naŋgaakɪ gɪla haŋkɪ.
daraakɪ   Qo daraakɪ gɪla haŋkɪ.
yaraakɪ   Qo yaraakɪ gɪla haŋkɪ.
lootaakɪ   Qo lootaakɪ gɪla haŋkɪ.
qɪmmaakɪ   Qo qɪmmaakɪ gɪla haŋkɪ.

17.2 <u>The Negatives of the Middle and Passive Voices</u> (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	-ı	-ı	-a
Imperfective	-a	-o	-e

Recall also that the liason consonant for the negative perfective in the active voice is /n/. Thus the following combinations of suffixes occur in the negative forms:

	A.V.	M.V.	P.V.
Perfective:	-aanı	-aakı	-aaka
Preterit:	-áanıno	-áakıno	-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 kadı, gıla haŋkı   'He, too, hasn't gotten any sleep
      qo ɗaanaakı.   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 kadı, gıla haŋkı   '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

---

[1]The stem vowel preceding /-taa/ in potential/habitual negative forms is often assimilated to the following /-aa/ (becoming /a/), or omitted completely in pronunciation.

the exercise of one's volition. To give this sense when the 'actor' is inanimate
we must in English use some such verbals as 'experience', 'be taken by', 'be
overcome by', 'undergo', etc.

    Imperfective negatives of the Middle and Passive Voices are rather special-
ized 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 yaráanino.	'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 yaratáakeno.   'This water would not have been drunk.'

The translation of the verb in the above sentences is not particularly dif-
ficult 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 for-
                                            bidden)

17.3   Grammar Drills on Passive Negatives

New words:	fem6u	shave
	tooñ	ccerce, oppress, offend, be unjust to
	yaaf	forgive
	6orno	dress, put on (garment), wear

a)   Simple Substitution-Transformation Drill   (Positive to Negative)

Cue	Pattern 1	Pattern 2	Translation of Pattern 2
	Mi heegaama.	Mi heegaaka.	'I'm not hungry.' ('I've not been overcome by hunger.')
domd	Mi domdaama.	Mi domdaaka.	'I'm not thirsty.'
nang	Mi nangaama.	Mi nangaaka.	'I've not been seized.'
femb	Mi fembaama.	Mi fembaaka.	'I've not been shaved.'
gaañ	Mi gaañaama.	Mi gaañaaka.	'I've not been wounded.'
loot	Mi lootaama.	Mi lootaaka.	'I've not been washed.'
yaaf	Mi yaafaama.	Mi yaafaaka.	'I've not been forgiven.'

	Mı yaafaama.	Mı yaafaaka.	'I've not been forgiven.'
jaar	Mı jaaraama.	Mı jaaraaka.	'I've not been thanked.'
fıı	Mı fıyaama.	Mı fıyaaka.	'I've not been struck.'
tooñ	Mı tooñaama.	Mı tooñaaka.	'I've not been offended.'
ɓorn	Mı ɓornaama.	Mı ɓornaaka.	'I've not been dressed.'

b) Simple Substitution-Transformation Drill (Positive to Preterit Negative
                                                 [with tawo])

Cue	Pattern 1	Pattern 2	Translation of Pattern 2
	Tawo qo heegáamano.	Tawo qo heegáakano.	'[At that time] he hadn't yet been overcome by hunger.'
femb	Tawo qo fembáamano.	Tawo qo fembáakano.	'He hadn't yet been shaved.'
naŋg	Tawo qo naŋgáamano.	Tawo qo naŋáakano.	'He hadn't yet been seized.'
war	Tawo qo waráamano.	Tawo qo waráakano.	'He hadn't yet been killed.'
yıı	Tawo qo yıyáamano.	Tawo qo yıyáakano.	'He hadn't yet been seen.
ɗomɗ	Tawo qo ɗomɗáamano.	Tawo qo ɗomɗáakano.	'He hadn't yet been overcome by thirst.'
yaaf	Tawo qo yaafáamano.	Tawo qo yaafáakano.	'He hadn't yet been forgiven.'
tooñ	Tawo qo tooñáamano.	Tawo qo tooñáakano.	'He hadn't yet been offended.'
fıı	Tawo qo fıyáamano.	Tawo qo fıyáakano.	'He had not yet been struck.'
lamd	Tawo qo lamdáamano.	Tawo qo laamdáakano.	'He had not yet been asked.'
yıɗ	Tawo qo yıɗáamano.	Tawo qo yıɗáakano.	'He had not yet been liked.'
qacc	Tawo qo qaccáamano.	Tawo qo qaccáakano.	'He had not yet been left.'
qudd	Tawo qo quddáamano.	Tawo qo quddáakano.	'It had not yet been closed.'
faal	Tawo qo faaláamano.	Tawo qo faaláakano.	'He had not yet been cared for.'
heɓ	Tawo qo heɓáamano.	Tawo qo heɓáakano.	'It had not yet been obtained.'
fewn	Tawo qo fewnáamano.	Tawo qo fewnáakano.	'It had not yet been repaired.'

c) Response Drill

        +---------------------------------+
        | New word: mem   touch |
        +---------------------------------+

EXAMPLE: Cue: Ɗam ndıyam yaraama.   'The water has been drunk.'
           Response: Qo ɗo yaraake.   'This (here) was not drunk.'
                                                (water or some other drink-
                                                 able liquid)

Cue	Response
Nde deftere memaama.	Qo ɗo memaake.
Ŋge nagge yıɗaama.	Qo ɗo yıɗaake.
Ŋgel sukaa fıyaama.	Qo ɗo fıyaake.
Qo moto fewnaama.	Qo ɗo fewnaake.
Ŋgo juŋgo gaañaama.	Qo ɗo gaañaake.

Ndu suudu naataama.   Qo ɗo naataake.

Ndı mboddı waraama.   Qo ɗo waraake.

Ŋgol laawol yahaama.   Qo ɗo yahaake.

d) Response Drill

EXAMPLE: <u>Cue</u>:   Ɗam ndıyam yaraama.   'This water has been drunk.'

           <u>Response</u>:   Ɗam ɗo yaraake.   'This [water] (here) was not
                                                     drunk.'

<u>Cue</u>	<u>Response</u>
Nde deftere memaama.	Nde ɗo memaake.
Ŋge nagge yıɗaama.	Ŋge ɗo yıɗaake.
Ŋgel sukaa fıyaama.	Ŋgel ɗo fıyaake.
Qo moto fewnaama.	Qo ɗo fewnaake.
Ŋgo juŋgo gaañaama.	Ŋgo ɗo gaañaake.
Ndu suudu naataama.	Ndu ɗo naataake.
Ndı mboddı waraama.	Ndı ɗo waraake.
Ŋgol laawol yahaama.	Ŋgol ɗo yahaake.

e) Simple Substitution-Response Drill

<u>Cue</u>	<u>Question</u>	<u>Response</u>
	Ɗum qaddete na?[1]	Qalaaↂ ɗum qaddataake.[2]
waɗ	Ɗum waɗete na?	Qalaaↂ ɗum waɗataake.
haal	Ɗum haalete na?	Qalaaↂ ɗum haalataake.
yar	Ɗum yarete na?	Qalaaↂ ɗum yarataake.
ñaam	Ɗum ñaamete na?	Qalaaↂ ɗum ñaamataake.
loot	Ɗum lootete na?	Qalaaↂ ɗum lootataake.

f) Response Drill on Active Negative Forms for Comparison

<u>Cue</u>	<u>Response</u>
Qa qadday ɗum na?	Qalaaↂ mı qaddataa ɗum.
Qa nabay ɗum na?	Qalaaↂ mı nabataa ɗum.
Qa qanday ɗum na?	Qalaaↂ mı qandataa ɗum.
Qa heɓay ɗum na?	Qalaaↂ mı heɓataa ɗum.
Qa yeyay ɗum na?	Qalaaↂ mı yeyataa ɗum.
Qa yaray ɗum na?	Qalaaↂ mı yarataa ɗum.
Qa waɗay ɗum na?	Qalaaↂ mı waɗataa ɗum.
Qa wıyay ɗum na?	Qalaaↂ mı wıyataa ɗum.
Qa ɑudday ɗum na?	Qalaaↂ mı quddataa ɗum.

---

[1] 'Will that be brought?'
[2] 'No, that won't be brought.'

g) Response Drill on Active Negative Forms - Preterit

Cue	Response
Qa qaddayno ɗum na?	Qalaaↇ mɩ qaddataano ɗum.
Qa nabayno ɗum na?	Qalaaↇ mɩ nabataano ɗum.
Qa qandayno ɗum na?	Qalaaↇ mɩ qandataano ɗum.
Qa yarayno ɗum na?	Qalaaↇ mɩ yarataano ɗum.
Qa waɗayno ɗum na?	Qalaaↇ mɩ waɗataano ɗum.
Qa jaɓayno ɗum na?	Qalaaↇ mɩ jaɓataano ɗum.
Qa yeyayno ɗum na?	Qalaaↇ mɩ yeyataawo ɗum.
Qa heɓayno ɗum na?	Qalaaↇ mɩ heɓataano ɗum.
Qa quddayno ɗum na?	Qalaaↇ mɩ quddataano ɗum.
Qa jaŋgayno ɗum na?	Qalaaↇ mɩ jaŋgataano ɗum.

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 in-
volved. 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 joodáakino.	'He hadn't [yet] sat down.'
23.	Qo joodaako.	'He didn't sit down.' (the whole time)
24.	Qo joodáakono.	'He didn't sit down.' (the entire [past] period)
25.	Qo joodotaako.	'He doesn't sit down.' (as a habit)
26.	Qo joodotáakono.	'He wouldn't have sat down.'

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[1]The numbering of examples is continuous with those of 17.2 for reasons of
comparison.

When, however, the subject of a MV verb is inanimate, the situation can
only be grasped with some difficulty by speakers of English:

27.	Qo ndiyam yaraaki.	'This water hasn't gotten drunk.'
28.	Qo ndiyam yaraako.	'This water didn't get drunk.' (for whatever reason, during the period under discussion)
29.	Qo ndiyam yarataako.	'This water doesn't usually get drunk. (though it could if people chose to drink it)
30.	Qo laawol yahaaki.	'This road has not [yet] gotten used.'
31.	Qo laawol yahaako.	'This road didn't get used.' (during the recent period under discussion)
32.	Qo laawol yahataako.	'This road doesn't normally get used.' (though it could)

Note that in 18-26 the subject is animate so the volition is attributable
to the person. But in 27-32 the subjects are inanimate and the volition involved
is difficult to construe as residing in them. If the word itself is inserted
after get in the translations of 27-32, the general sense of the MV is restored
and the passive idea is avoided.

Worthy of note here is the frequency with which the English verb get
followed by an adjective (get sick, get well, etc.) or by a participle (get
used, get drunk, etc.) is employed in the translation of MV forms in Fula. Where
get is not appropriate there is usually an intransitive verb like work involved.
But also recall how frequently in colloquial English we substitute, for such
intransitive verbs, phrases with get like: get some sleep, get a little work
done, get down (for descend), get in (for enter), get over (for recover), etc.
Hence, it seems helpful to suggest that the MV in Fula can be most commonly
rendered with some phrase containing get.

The distinctions described above between the AV, MV and PV negative forms
can be well reviewed and illustrated again by examining the full set of perfective
and imperfective (non-preterit) negatives of a stative verb like faw 'be sick':

Perfective:

AV	33.	Mi fawaani.	'I'm not sick [yet].'
MV	34.	Mi fawaaki.	'I've not gotten sick.'
PV	35.	Mi fawaaka.	'I've not been taken sick.'

Imperfective:

Simple:

AV	36.	Mi fawaa.	'I'm not sick.'
MV	37.	Mi fawaako.	'I didn't get sick.'
PV	38.	Mi fawaake.	'I was not taken sick.'

Potential/Habitual:

AV	39.	Mi fawataa.	'I'm not going to be sick.'
MV	40.	Mi fawataako.	'I don't get sick.'
PV	41.	Mi fawataake.	'I won't be taken sick.' (because of inoculation, etc. it is impossible for the disease to affect me)

There exist certain peculiar extensions of these usages in the PV in a specialized construction with the imperfective negative forms only. This construction would appear to be an extension of the use of this PV negative form (as in 14, 17, and 41 above) to denote the impossibility or forbidden nature of an action.

Compare:	20.	Qo liggotaako.	'He doesn't work.'
	42.	Qo liggotaake.	'He doesn't work at all.' (it is impossible or against orders for him to work)

Here the passive sense - that work is not done (or 'to be done') by him - conflicts with the grammar, since qo is, by position and the absence of other noun, the subject.

This construction also occurs with personal subject and an 'object' of the (formally) passive verb:

43. Hay si mi qariino to mon
haŋki, mi qandataake
ɓaŋɗo gudemon.

'Even if I had come to your [place] yesterday, I would certainly not recognize the one who took your clothes.'

Here the sense of the impossibility of my knowing the thief is expressed. The same construction may also occur with a MV verb in the potential negative:

44. Hay si mi qariino to mon
haŋki, mi qandataako
ɓaŋɗo gudemon.

'Even if......, I wouldn't have gotten myself into a position to know........'

Here the sense is weaker - not that my knowing would have been impossible but that it would have been most unlikely. In the background in this latter (MV) example seems to lurk a sense of happenstance, perhaps related to some exercise of volition on the part of someone.

Of course, the AV equivalent is also possible here:

45. Hay si mi qariino to mon
haŋki, mi qandataa ɓaŋɗo
gudemon.

'Even......, I wouldn't know the....'

This is relatively straight-forward and easy to comprehend. The 'equivalent' MV and PV constructions above cannot be fitted neatly into an exposition of the common concepts denoted by MV and PV forms. See the drills in 17.5 below (e, f, g) for further examples of these usages.

In summary: The negative of the perfective forms of all three voices stresses that the non-performance of the action in question (or the non-existence

of the state) has obtained prior to the time-reference point of the sentence, but that no prediction of the continuance of such non-performance (or non-existence) is implied.

The negative of the simple imperfective stresses that the non-performance or non-existence in question is a continuing matter, continuing from the beginning of the period in question right up to the reference-time point and presumably likely to continue on, perhaps because of the removal of the circumstances in which the performance of the action or the existence of the state might have been anticipated. Thus before the guests have departed one might remark that certain water had not [yet] been drunk (perfective) while after the departure of the guests one would more likely remark that the water in question wasn't drunk during the whole time when it might have been and now, presumably, the condition of 'not being drunk' is permanent (imperfective).

The negative of the potential/habitual imperfective stresses that the non-performance or non-existence in question is (or was) predictable for the future, either on the basis of a conscious choice or of an established pattern of habit or custom.

The AV negative forms stress that the non-performance or non-existence in question is the result of the intent of the subject, acting upon some outside object or set of circumstances.

The MV negative forms stress that the non-performance or non existence in question is the result of the volition of the subject exercised essentially upon or for the immediate benefit of himself (or itself).

The PV negative forms stress that the non-performance or non-existence is the result of some outside force (unspecified) acting upon the subject.

Clearly the equivalent <u>positive</u> forms generally stress the same aspects relative to the <u>performance</u> or <u>existence</u> 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: <u>waal</u> 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)

Cue	Question	Response
	Qo ɗaaniima na?[1]	Qo ɗaanaaki tawo.[2]
heeg	Qo heegiima na?	Qo heegaaki tawo.
jooɗ	Qo jooɗiima na?	Qo jooɗaaki tawo.
femɓ	Qo femɓiima na?	Qo femɓaaki tawo.
qimm	Qo qimmiima na?	Qo qimmaaki tawo.
loot	Qo lootiima na?	Qo lootaaki tawo.
qart	Qo qartiima na?	Qo qartaaki tawo.
maay	Qo maayiima na?	Qo maayaaki tawo.
lel	Qo leliima na?	Qo lelaaki tawo.
waal	Qo waaliima na?	Qo waalaaki tawo.
ñaam	Qo ñaamiima na?	Qo ñaamaaki tawo.
yar	Qo yariima na?	Qo yaraaki tawo.
jaŋg	Qo jaŋgiima na?	Qo jaŋgaaki tawo.
gaañ	Qo gaañiima na?	Qo gaañaaki tawo.
ɗaan	Qo ɗaaniima na?	Qo ɗaanaaki tawo.

     [1] 'Has he slept?'   [2] 'He hasn't slept yet.'

     b)   Simple Substitution-Response Drill   (Respond with Negative Imperfective Preterit)

Cue	Question	Response
	Qo ɗaaniino na?[1]	Qalaaꜛ qo ɗaanâakono.[2]
heeg	Qo heegiino na?	Qalaaꜛ qo heegáakono.
jooɗ	Qo jooɗiino na?	Qalaaꜛ qo jooɗáakono.
femɓ	Qo femɓiino na?	Qalaaꜛ qo femɓáakono.
qimm	Qo qimmiino na?	Qalaaꜛ qo qimmáakono.
loot	Qo lootiino na?	Qalaaꜛ qo lootáakono.
qart	Qo qartiino na?	Qalaaꜛ qo qartáakono.
maay	Qo maayiino na?	Qalaaꜛ qo maayáakono.
lel	Qo leliino na?	Qalaaꜛ qo leláakono.
ñaam	Qo ñaamiino na?	Qalaaꜛ qo ñaamáakono.
yar	Qo yariino na?	Qalaaꜛ qo yaráakono.
jaŋg	Qo jaŋgiino na?	Qalaaꜛ qo jaŋgáakono.
gaañ	Qo gaañiino na?	Qalaaꜛ qo gaañáakono.
naat	Qo naatiino na?	Qalaaꜛ qo naatáakono.
ɗaan	Qo ɗaaniino na?	Qalaaꜛ qo ɗaanáakono.

     [1] 'Had he slept?/Had he   [2] 'No, he hadn't slept/been asleep.'
        been asleep.

c)   Simple Substitution-Response Drill   (Respond with the Imperfective
                                             Negative)

Cue	Question	Response
	Qo liggi na?[1]	Qalaa↑ qo liggaako.[2]
femɓ	Qo femɓi na?	Qalaa↑ qo femɓaako.
jog	Qo jogi na?	Qalaa↑ qo jogaako.
gaañ	Qo gaañi na?	Qalaa↑ qo gaañaako.
loot	Qo looti na?	Qalaa↑ qo lootaako.
ɗaan	Qo ɗaani na?	Qalaa↑ qo ɗaanaako.
heeg	Qo heegi na?	Qalaa↑ qo heegaako.
ligg	Qo liggi na?	Qalaa↑ qo liggaako.

[1] 'Did he work?'   [2] 'No, he didn't work.'

d)   Simple Substitution-Response Drill   (Respond with Negative Perfective
                                             Preterit)

Cue	Question	Response
	Tawo qo heegiima na?[1]	Qalaa↑ tawo qo heegáakino.[2]
ɗomɗ	Tawo qo ɗomɗiima na?	Qalaa↑ tawo qo ɗomɗáakino.
femɓ	Tawo qo femɓiima na?	Qalaa↑ tawo qo femɓáakino.
loot	Tawo qo lootiima na?	Qalaa↑ tawo qo lootáakino.
ñaam	Tawo qo ñaamiima na?	Qalaa↑ tawo qo ñaamáakino.
yar	Tawo qo yariima na?	Qalaa↑ tawo qo yaráakino.
ɗaan	Tawo qo ɗaaniima na?	Qalaa↑ tawo qo ɗaanáakino.
jooɗ	Tawo qo jooɗiima na?	Qalaa↑ tawo qo jooɗáakino.
waal	Tawo qo waaliima na?	Qalaa↑ tawo qo waaláakino.
lel	Tawo qo leliima na?	Qalaa↑ tawo qo leláakino.
heeg	Tawo qo heegiima 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)

Cue	Question	Response
	Qo qaddotono ɗum na?[1]	Qalaa↑ qo qaddatáakono ɗum.[2]
ñaam	Qo ñaamotono ɗum na?	Qalaa↑ qo ñaamatáakono ɗum.
loot	Qo loototono ɗum na?	Qalaa↑ qo lootatáakono ɗum.
ligg	Qo liggotono ɗum na?	Qalaa↑ qo liggatáakono ɗum.
yar	Qo yarotono ɗum na?	Qalaa↑ qo yaratáakono ɗum.
yey	Qo yeyotono ɗum na?	Qalaa↑ qo yeyatáakono ɗum.
def	Qo defotono ɗum na?	Qalaa↑ qo defatáakono ɗum.
naat	Qo naatotono ɗum na?	Qalaa↑ qo natatáakono ɗum.

	Qo naatotono ɗum na?	Qalaa↑ qo naatatáakono ɗum.
ɓet	Qo ɓetotono ɗum na?	Qalaa↑ qo ɓetatáakono ɗum.
sooɗ	Qo sooɗotono ɗum na?	Qalaa↑ qo sooɗatáakono ɗum.
fewn	Qo fewnotono ɗum na?	Qalaa↑ qo fewnatáakono ɗum.
nab	Qo nabotono ɗum na?	Qalaa↑ qo nabatáakono ɗum.
qadd	Qo qaddotono ɗum na?	Qalaa↑ qo qaddatáakono ɗum.

---

[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)

Cue	Question	Response
	Tawo qa qandiima ɗum na?[1]	Tawo mi qandáakeno ɗum.[2]
qadd	Tawo qa qaddiima ɗum na?	Tawo mi qaddáakeno ɗum.
heɓ	Tawo qa heɓiima ɗum na?[3]	Tawo mi heɓáakeno ɗum.[4]
waaw	Tawo qa waawiima ɗum na?	Tawo mi waawáakeno ɗum.
yii	Tawo qa yiyiima ɗum na?	Tawo mi yiyáakeno ɗum.
yey	Tawo qa yeyiima ɗum na?	Tawo mi yeyáakeno ɗum.
tam	Tawo qa tamiima ɗum na?	Tawo mi tamáakeno ɗum.
nab	Tawo qa nabiima ɗum na?	Tawo mi nabáakeno ɗum.
jog	Tawo qa jogiima ɗum na?	Tawo mi jogáakeno ɗum.
nan	Tawo qa naniima ɗum na?	Tawo mi nanáakeno ɗum.
def	Tawo qa defiima ɗum na?	Tawo mi defáakeno ɗum.
qudd	Tawo qa quddiima ɗum na?	Tawo mi quddáakeno ɗum.
quddit	Tawo qa qudditiima ɗum na?	Tawo mi qudditáakeno ɗum.
naam	Tawo qa naamiima ɗum na?	Tawo mi naamáakeno ɗum.
ɓet	Tawo qo ɓetiima ɗum na?	Tawo mi ɓetáakeno ɗum.
haal	Tawo qo haaliima ɗum na?	Tawo mi haaláakeno ɗum.
laar	Tawo qo laariima ɗum na?	Tawo mi laaráakeno ɗum.
qand	Tawo qo qandiima ɗum na?	Tawo mi qandáakeno ɗum.

---

[1] 'Did you know it then?' ('Had you previously come to know it.')

[2] 'At that time I hadn't any notion of it at all.'

[3] 'Had you gotten it then?'

[4] 'I hadn't received it at all, then.'

g)   Simple Substitution-Response Drill (Respond with the 'impossibilitative'
                                          use of the Imperfective Potential
                                          Negative).

Cue	Question	Response
	Qa qaddoto ɗum na?[1]	Qalaa↑ mɪ qaddatáake ɗum.[2]
nab	Qa naboto ɗum na?	Qalaa↑ mɪ nabatáake ɗum.
qand	Qa qandoto ɗum na?	Qalaa↑ mɪ qandatáake ɗum.
heɓ	Qa heɓoto ɗum na?	Qalaa↑ mɪ heɓatáake ɗum.
yey	Qa yeyoto ɗum na?	Qalaa↑ mɪ yeyatáake ɗum.
yar	Qa yaroto ɗum na?	Qalaa↑ mɪ yaratáake ɗum.
qudd	Qa quddoto ɗum na?	Qalaa↑ mɪ quddatáake ɗum.
haal	Qa haaloto ɗum na?	Qalaa↑ mɪ haalatáake ɗum.
ñaam	Qa ñaamoto ɗum na?	Qalaa↑ mɪ ñaamatáake ɗum.
def	Qa defoto ɗum na?	Qalaa↑ mɪ defatáake ɗum.
quddɪt	Qa quddɪtoto ɗum na?	Qalaa↑ mɪ quddɪtatáake ɗum.
yɪɗ	Qa yɪɗoto ɗum na?	Qalaa↑ mɪ yɪɗatáake ɗum.
faal	Qa faaloto ɗum na?	Qalaa↑ mɪ faalatáake ɗum.
qadd	Qa qaddoto ɗum na?	Qalaa↑ mɪ qaddatáake ɗum.

----
[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 trans-
lated '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 follow-
ing 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>

                        Mi yahante <u>ma</u> marse.
        qon   Mi yahante <u>qon</u> marse.
        mo   Mi yahante <u>mo</u> marse.
        ɓe   Mi yahante <u>ɓe</u> marse.
        ma   Mi yahante ma marse.

   b)   Simple Substitution Drill

        <u>Cue</u>   <u>Pattern</u>

                        Mi <u>sooɗante</u> deftere nde.
        qadd   Mi <u>qaddante</u> deftere nde.
        yey   Mi <u>yeyante</u> deftere nde.
        laar   Mi <u>laarante</u> deftere nde.
        ɗabb   Mi <u>ɗabbante</u> deftere nde.
        nab   Mi <u>nabante</u> deftere nde.
        heɓ   Mi <u>heɓante</u> deftere nde.
        moɗɗy   Mi <u>moɗɗyante</u> deftere nde.
        fewn   Mi <u>fewnante</u> deftere nde.
        sooɗ   Mi <u>sooɗante</u> deftere nde.

   c)   Progressive Substitution Drill

        <u>Cue</u>   <u>Pattern</u>

                        <u>Mi</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.
        ɓe   Ɓe ñjahante <u>ma</u> marse.
        qon   <u>Ɓe</u> ñjahante qon marse.
        mi   Mi yahante <u>qon</u> marse.
        ma   Mi yahante ma marse.

d)   Simple Substitution-Response Drill   (This is a rhetorical question asked
                                            and answered by the same person.)

Cue	Question Pattern	Response Pattern
	Hombo qaddante ɗum?	Mi qaddante ɗum.
nab	Hombo nabante ɗum?	Mi nabante ɗum.
jaŋg	Hombo jaŋginte ɗum?	Mi jaŋginte ɗum.
yey	Hombo yeyante ɗum?	Mi yeyante ɗum.
sooɗ	Hombo sooɗante ɗum?	Mi sooɗante ɗum.
wall	Hombo wallante ɗum?	Mi wallante ɗum.
waɗ	Hombo waɗante ɗum?	Mi waɗante ɗum.
def	Hombo defante ɗum?	Mi defante ɗum.
holl	Hombo hollante ɗum?	Mi hollante ɗum.
qudd	Hombo quddante ɗum?	Mi quddante ɗum.
fewn	Hombo fewnante ɗum?	Mi fewnante ɗum.
haal	Hombo haalante ɗum?	Mi haalante ɗum.
laar	Hombo laarante ɗum?	Mi laarante ɗum.
jaŋg	Hombo jaŋginte ɗum?	Mi jaŋginte ɗum.
rem	Hombo remante ɗum?	Mi remante ɗum.
qimm	Hombo qimmante ɗum?	Mi qimmante ɗum.
luɓ	Hombo luɓante ɗum?	Mi luɓante ɗum.
tam	Hombo tamante ɗum?	Mi tamante ɗum.

17.8 NARRATIVE

> New words:
>   jaaŋgo [ŋgo] (jaali)   cold, (cold weather)
>   noddu   call

Jaaŋgo ŋgo naŋgi ɓiŋgel Kumba

Ñande gooto, waɗi jaaŋgo ŋgo naŋgi ɓiŋgel Kumba, tawi Kumba qe Fatu no
ŋgoni galle gooto. Kumba noddi Fatu, qo wiyi mo, yoo luɓ mo wuderemum maa qo
mura ɓiŋgelmakko, paski qon no jaaŋgi. Nden, qontuma, tawi Fatu kadi no muynina
ɓiŋgelmakko. Non Fatu kadi wiyi mo, yoo fad haa qo muynina ɓiŋgelmakko. Tawi
Fatu kadi qonñan fow ɓiŋgelmum ɗanaaki qon jemma. Nden Kumba wiyi mo, kaŋko
kadi ɓiŋgelmakko saliima muynude qendumum qonñan fow. Non Fatu wiyi mo, yoo
fad haa qo ɗaanina taamum, qawa si qon ɗaani, qo yahante mo marse pur qo sooɗana
mo keɗam. Kuma welti he qon haalaa, non qo wiyi Fatu,'Ko qan ɓuri kam heɓde
hakkil moɗɗyo.' Kumba kadi wiyi, 'Qawa do he tuma ŋgartaa to marse qo min kadi
mi defante ñaltaarimaaⲒ. Fatu jaabi mo, qo wiyi mo, wotaa qo tampina hooremum
he ɗum, paski qo ɓooyataa to marse qo.

17.9   Questions for Discussion

1.   Kumba qe Fatu, ɓe ɗiɗo ɓiŋgel hombo naŋgiino jaaŋgo?

2.   Hombo luɓi gorèmum pur qo mura ɓiŋgelmakko?

3.   Ko hoɗum heɓiino ɓiŋgel Kumba?

4.   Ɓiŋgel Kumba koo fawɗo na?

5.   Hoɗum Fatu lamdi Kumba, tuma Kumba wiyi mo yoo luɓ mo wuderemum?

6.   Ko hoɗum Fatu kadi haalani Kumba, he fii ɓiŋgelmum?

7.   Ɓiŋgel Kumba muyniino qendu neenemum qonñan fow na?

8.   Tuma Kumba wiyi Fatu, ɓiŋgelmakko kadi sali muynude qendumum, hoɗum Fatu wiyi mo?

9.   Hombo wiyiino qo yahante marse pur Kumba?

10.   Ko hoɗum Fatu yiɗiino sooɗde pur ɓiɗɗo Kumba.

11.   Kumba weliti he ɗum haalaa na?   Hoɗum kaŋko kadi wiyi Fatu, qo waɗante mo ɗo qe tuma qo qimmata to marse qo?

12.   Hombo wiyi Kumba, qo defante mo ñaltaaremakko?

13.   Kumba qe Fatu, hombo wiyi goremum, ko kaŋko ɓuri mo hakkil moɗɗyo?

UNIT 18

18.0 Dialog: <u>Fatu Returns From Market</u>

-Fatu-

dinii

Kumba, kedʼammaa dinii↑

here [it is]

Kumba, here is your milk.

-Kumba-

wallin

wakande [nde] (bakale)

Wallin dʼum to dow wakande nde.

lay, place, put ('cause to
                    lie')

box, chest, trunk

Put it on top of the chest.

-Fatu-

hedde

mbaldi [ndi] (baldʼi)

Qalaa, ton modʼdʼyaa. Fad mi wadʼ
    dʼum to hedde hoore mbaldimaa.

vicinity, beside

bed (from: waal)

No, that place is not good. Wait,
    let me put ('do') it beside the
    head of your bed.

-Kumba-

Qawa↑ mbiimi, hoto wallindʼaa
    wuderemaa nde?

O.K. Hey ('I say'), where did
    you put your cloth?

-Fatu-

Mi wadʼi dʼum, to dow mbaldi ndi.
    Qa yiyaani dʼum na?

I put ('did') it on the bed.
    Didn't you see it?

-Kumba-

Qalaa, mi laari dʼo fow, kono haa
    joo, mi waawa yiide dʼum.

No, I looked all [around] here,
    but up to now I can't see it.

-Fatu-

hakke [∅]

qaccanam hakke

ko fewi

Qaa. Qaccanam hakke. Dʼum dinii
    to dʼo ɓaawo mbaldi ndi. Mi
    wallinaani dʼum, ko fewi, ko
    dʼum wadʼi.

offense, sin, wrong

forgive me ('abandon for
    me the offense')

properly, well

Oh, forgive me. There it is
    behind the bed. I didn't
    place it properly, that's
    why [it fell].

-Kumba-

fereŋ

jaakilaade

completely, at all (with
    negative)

to get confused

295

wullu

Qandı non, hakkılqam yahaanı ton
   fereŋ↑ Tawo mıɗo jaakılı, nden
   ɓıŋgelqam, no wulla.

cry, cry out

[You] know something, my mınd
   wasn't on that ('dıdn't go
   there') at all. At that tıme
   I was confused because my baby
   was (then) cryıng.

-Fatu-

Mın de, mı heegaama joonı. Qen
   ñaamataa na?

As for me, I'm hungry now. Aren't
   we goıng to eat?

-Kumba-

huɓɓu
jayŋgol [ŋgol] (jaylı)
Qawa, fad. Mıɗo huɓɓa jayŋgol
   ŋgol pur ɗo wula seeɗa.

set fire to, light
fire
O.K., wait, I'm lighting the fire
   so that this place will warm up
   a little.

-Fatu-

Qawa↑ baası qala↑ Yawno, ŋgaraa,
   mıɗo fada ma.

O.K., no problem. Be quick.
   come, I'm waitıng for you.

18.1 Varıatıon Drılls on Basıc Sentences

a) Sımple Substıtutıon Drıll

```
┌─────────────────────────────────────────────────────────┐
│ New word:  wutte [∅] wutteejı   shırt, garment           │
└─────────────────────────────────────────────────────────┘
```

Cue   Pattern

                 Kumba, keɗammaa dınıı↑
   wuɗere   Kumba, wuɗeremaa dınıı↑
   wutte   Kumba, wuttemaa dınıı↑
   hıırande   K mba, hıırandemaa dınıı↑
   deftere   Kumba, defteremaa dınıı↑
   wakande   Kumba, wakandemaa dınıı↑
   kaalıs   Kumba, kaalısmaa dınıı↑
   karamokko   Kumba, karamokkomaa dınıı↑
   ɓıɗɗo   Kumba, ɓıɗɗomaa dınıı↑
   gorko   Kumba, gorkomaa dınıı↑
   neene   Kumba, neenemaa dınıı↑
   baaba   Kumba, baabamaa dınıı↑
   lekkı   Kumba, lekkımaa dınıı↑
   kafahı   Kumba, kafahımaa dınıı↑
   horde   Kumba, hordemaa dınıı↑

	Kumba, <u>horde</u>maa dıniı↑
maafe	Kumba, <u>maafe</u>maa dıniı↑
genewala	Kumba, <u>genewala</u>maa dıniı↑
tamate	Kumba, <u>tamate</u>maa dıniı↑
lamďam	Kumba, <u>lamďam</u>maa dıniı↑
keďam	Kumba, <u>keďam</u>maa dıniı↑

b) Sımple Substıtutıon Drıll

```
┌──────────────────────────────────────────────────────┐
│ New words:                                           │
│     saabunde [nde] (caabune)      soap               │
│     tımtorgol [ŋgol](      )      mırror             │
└──────────────────────────────────────────────────────┘
```

<u>Cue</u>   <u>Pattern</u>

	Hoto wallınďaa <u>wudere</u>maa nde?
bıŋgel	Hoto wallınďaa <u>bıŋgel</u>maa ŋgel?
horde	Hoto wallınďaa <u>horde</u>maa nde?
saabunde	Hoto wallınďaa <u>saabunde</u>maa nde?
tuuba	Hoto wallınďaa <u>tuuba</u>maa mba?
tımtorgal	Hoto wallınďaa <u>tımtorgal</u>maa ŋgal?
lıŋgu	Hoto wallınďaa <u>lıŋgu</u>maa ŋgu?
padal	Hoto wallınďaa <u>padal</u>maa ŋgal?
lekkı	Hoto wallınďaa <u>lekkı</u>maa kı?
kaalıs	Hoto wallınďaa <u>kaalıs</u>maa qo?
wudere	Hoto wallınďaa <u>wudere</u>maa nde?

c) Sımple Substıtutıon Drıll

```
┌──────────────────────────────────────────────────────┐
│ New words:                                           │
│     gay                       (varıant of ga)        │
│     dula [∅] (dulaaɟı)        place, space           │
└──────────────────────────────────────────────────────┘
```

<u>Cue</u>   <u>Pattern</u>

	Mı laarı <u>ďo</u> fow, kono haa ɟoo, mı waawaa yııde ďum.
ton	Mı laarı <u>ton</u> fow, kono haa ɟoo, mı waawaa hııde ďum.
ga	Mı laarı <u>ga</u> fow, kono haa hoo, mı waawaa yııde ďum.
dula	Mı laarı <u>dula</u> fow, kono haa ɟoo, mı waawaa yııde ďum.
to	Mı laarı <u>to</u> fow, kono haa ɟoo, mı waawaa yııde ďum.
don	Mı laarı <u>ďon</u> fow, kono haa ɟoo, mı waawaa yııde ďum.
gay	Mı laarı <u>gay</u> fow, kono haa ɟoo, mı waawaa yııde ďum.
ďo	Mı laarı ďo fow, kono haa ɟoo, mı waawaa yııde ďum.

d)   Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Min de, mi <u>heegaama</u>.
ɗomɗ	Min de, mi <u>ɗomɗaama</u>.
jaaŋg	Min de, mi <u>jaaŋgaama</u>.
ɓorn	Min de, mi <u>ɓornaama</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>.
wil	Min de, mi <u>wiyaama</u>.
faal	Min de, mi <u>faalaama</u>.
jog	Mi de, mi <u>jogaama</u>.
qand	Min de, mi <u>qandaama</u>. '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
ɗyoog		fetch/draw water
haɓɓu		tie

<u>Cue</u>   <u>Pattern</u>

	Miɗo huɓɓa jayŋgol ŋgol, <u>pur ɗo wula seeɗa</u>.
pur qo defa hiirande nde	Miɗo huɓɓa jayŋgol ŋgol, <u>pur qo defa hiirande nde</u>.
qomo lawja fayande nde	Qomo lawja fayande nde, <u>pur qo defa hiirande nde</u>.
maa qo waɗa hen ndiyam	<u>Qomo lawja fayande nde</u>, maa qo waɗa hen ndiyam.
miɗo lootoya loonde nde	Miɗo lootoya loonde nde, <u>maa qo waɗa hen ndiyam</u>.
maa mi ɗyoogoya	<u>Miɗo lootoya loonde nde</u>, maa mi ɗyoogoya.
qomo qaddoya horde nde	Qomo qaddoya horde nde, <u>maa mi ɗyoogoya</u>.
maa qo ɓira naqi ɗi	<u>Qomo qaddoya horde nde</u>, maa qo ɓira naqi ɗi.
miɗo haɓɓoya ñalel ŋgel	Miɗo haɓɓoya ñalel ŋgel, <u>maa qo ɓira naqi ɗi</u>.
maa mi noddoya gaynaako qo	<u>Miɗo haɓɓoya ñalel ŋgel</u>, maa mi noddoya gaynaako qo.
qo faday kam ɗo	Qo faday kam ɗo, <u>maa mi noddoya gaynaako qo</u>.
haa mi qarta	<u>Qo faday kam ɗo</u>, haa mi qarta.
naŋgan mo ɓiŋgel ŋgel	Naŋgan mo ɓiŋgel ŋgel, <u>haa mi qarta</u>.
haa gorkomum rutt	<u>Naŋgan mo ɓiŋgel ŋgel</u>, haa gorkomum rutto.
qo wiyi qo faday mo ɗo	Qo wiyi qo faday mo ɗo, <u>haa gorkomum rutto</u>.
soon cooɗanay mo hunde	Qo wiyi qo faday mo ɗo, <u>soon cooɗanay mo hunde</u>.

f) Progressive Phrasal Substitution Drill

New words:	
muuso	(adj. root) sore, aching
reedu muusoru	stomach ache ('aching/sore stomach')
waktu [∅] (waktuuji)	time, hour, when
qalansara	late afternoon (prayer time) -ca 4 PM-

Cue   Pattern

Tawo miɗo jaakili, <u>nden ɓiŋgelqam no wulla.</u>

nden miɗo wondi qe reedu   <u>Tawo miɗo jaakili,</u> nden miɗo wondi, qe reedu
     muusoru   muusoru.

qontuma miɗo leli   Qontuma miɗo leli, <u>nden miɗo wondi, qe reedu</u>
                                       <u>muusoru.</u>

tawo miɗo jaŋga deftereqam   Qontuma miɗo leli, tawo miɗo jaŋga deftereqam.

mi ɗanáakino   Mi ɗanáakino, <u>tawo miɗo jaŋga deftereqam.</u>

tawo qaɗa haala qe Kumba   <u>Mi ɗanáakino,</u> tawo qaɗa haala qe Kumba.

qo nani haalaamon   Qo nani haalaamon, <u>tawo qaɗa haala qe Kumba.</u>

nden qomo jooɗi ɗo   <u>Qo nani haalaamon,</u> nden qomo jooɗi ɗo.

waktu ŋgarɗaa haŋki   Waktu ŋgarɗaa haŋki, <u>nden qomo jooɗi ɗo.</u>

tawo mi yahiino marse   <u>Waktu ŋgarɗaa haŋki,</u> tawo mi yahiino marse.

tuma ñjiiɗaa kam   Tuma ñjiiɗaa kam, <u>tawo mi yahiino marse.</u>

nden miɗo yaha kampama   <u>Tuma ñjiiɗaa kam,</u> nden miɗo yaha kampama.

mi yawtiino to moɗon   Mi yawtiino to moɗon, <u>nden miɗo yaha kampama.</u>

waktu qalansara   <u>Mi yawtiino to moɗon,</u> waktu qalansara.

qo wiyiino qo qaray hande   Qo wiyiino qo qaray hande, <u>waktu qalansara.</u>

tuma ñjii mo mi haŋki   <u>Qo wiyiino qo qaray hande,</u> tuma ñjii mo mi haŋki.

tawo miɗo jaakili   Tawo miɗo jaakili, <u>tuma ñjii mo mi haŋki.</u>

nden ɓiŋgelqam no wulla   Tawo miɗo jaakili, nden ɓiŋgelqam no wulla.

      g) Question Response Drill   (Respond to the statement cue with appropriate
                                      question to be asked by the same speaker.)

New words:	yotto nel	reach, arrive at send

Pattern 1: <u>Statement</u>   Pattern 2: <u>Question</u>

Mi waɗi ɗum, to dow mbaldi ndi.   Qa yiyaani ɗum na?

Mi yotti ɗo, waktu mbiiɗaa kam.   Qa yiyaani kam na?

Mi haali ma ɗum.   Qa nanaani kam na?

Mi fiyi dammugal ŋgal.   Qa nanaani ɗum na?

Mi neldi letar qo.   Qa heɓaani ɗum na?

Mi jaŋgini ma deftere nde.   Qa famaani ɗum na?

Mi qacci kaalis qo ton.   Qa yiyaani ɗum ton na?

Mı qaccı ñaamrı ndı ton.   Qa yıyaanı ɗum ton na?
Mı gaynı lıgge ŋge.   Qa yıyaanı ɗum na?
Mı salmını musııɓemaa.   Qa nanaanı kam na?
Mı qaddı maaro ko.   Qa yıyaanı ɗum na?
Mı hollı mo laawol ŋgol.   Qa yıyaanı mo na?

18.2   Note: The Perfective Form of the Verb without Subject as an Imperative

Note the sentences from dialogs:

1.   Laarí, qasaman qo fuɗɗı   'Look there! The sky has started
     waɗde dule.   to form clouds.'

2.   Qawa↑ salmınaa kam,   'O.K., greet your family for me,
     ɓeŋgumaa, nanı.   hear.'

3.   Qandı non, hakkılqam   '[You] know something, my mind
     yahaanı ton fereŋ.   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.   Naní, goɗɗo no wulla.   'Listen! Somebody is crying.'

In sentences 2 and 3, the perfective verbs (nanı and qandı) 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.   Laarí, toɓal ŋgal fuɗɗı qarde.
2.   Laarí, qasaman qo fuɗɗı waɗde dule.
3.   Laarí, yımɓe ɓe no ŋgara.
4.   Laarí, qoya debbo, to qo naatata.
5.   Qandı non, mı yıyaanı ma fereŋ.
6.   Qandı non, mı nanaanı kıɓaarumaa fereŋ.
7.   Qandı non, hakkılqam yahaanı ton fereŋ.
8.   Qandı non, mı yıyı mo haŋkı kono mı waawaa haalde mo haytus.
9.   Naní, yımɓe ɓe no kaala.
10. Naní, ɓıŋgel ŋgel no wulla.
11. Naní, ndıyam no toɓa seeɗa, seeɗa.
12. Naní, hendu ndu, qe dıraŋgo ŋgo.

18.4 Note: The [-(ı)t] Verbal Extension: Iterative, Reversive and Reflexive

The verbal extension [-(ı)t] has three rather distinct meanings. It might be said that the basic element of meaning added by this extension is one of the repetition of the action in the same context. However, this basic meaning requires a rather liberal interpretation to account for the distinct usages encountered.

I. Iterative or Repetitive

1.	Qo ñaami.	'He ate.'
2.	Qo ñaamti.	'He ate again.'
3.	Demba jaŋgi.	'Demba studied.'
4.	Demba jaŋgiti.	'Demba studied again.'
5.	Mi jaŋgini.	'I taught.'
6.	Mi jaŋginiti.	'I taught again.'
7.	Be ŋgandi mo.	'They knew him.'
8.	Be ŋganditi mo	'They knew him again.' (ı.e. They recognized him from previous acquaintance.)

This usage is quite straight-forward.

II. Reversive

9.	Quddu deftemon.	'Close your books.'
10.	Quddit deftemon.	'Open your books.'
11.	Qokku mo kaalis qo.	'Give him the money.'
12.	Qokkit mo kaalis qo.	'Give him back the money.'
13.	Mi yoɓi mo.	'I paid him.'
14.	Qo yoɓti 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 <u>putting on</u> garments, <u>sticking</u> things in, <u>tightening up</u>, etc. are commonly found with a companion verb with this extension meaning to <u>take off</u> the garment, <u>extract</u>, <u>loosen</u>, etc.

Occasionally the reversive meaning of this extension is not quite so clearly related to such 'pendulum' action. For example, the verb <u>jaɓɓude</u> 'to accept, to welcome' has an extended form <u>jaɓɓitde</u> '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 <u>go and return</u>, instead of a form of <u>yaa</u> 'go' the verb form is:

15. Qo qarti.   'He came back.'

III.   Reflexive

Verbs which clearly illustrate this usage have not yet occured.   An example
with a new word is:

      16.   Mɪ laɓɪɪma.   'I got [myself] shaved.'
      17.   Mɪ laɓtɪɪma.   'I shaved [myself].'

In a previous note (16.4) the verb base <u>mawn-</u> was seen to carry a meaning of
'get big'.   The base <u>mawnɪt-</u> 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
<u>hoore</u> 'self':

      18.   Mɪ gaañɪ hooreqam.   'I wounded myself.'

The iterative extension can occur more than once on the same root.

      19.   Qo qartɪtɪ.   'He came back again.'

Clearly, unless the two occurrences carry different meanings, as in:

      20.   Qo laɓtɪtɪ.   '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 mean-
ing, further suffixation of this extension is iterative not reversive.   Thus:

      21.   Qo quddɪtɪtɪ.   'He reopened.'

<u>Kadɪ</u>, '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

Cue	Pattern 1	Pattern 2
	Mɪ <u>ñaamɪ</u> subaka.	Mɪ ñaamtɪ kadɪ joonɪ.
qart	Mɪ <u>qartɪ</u> subaka.	Mɪ qartɪtɪ kadɪ joonɪ.
jaŋg	Mɪ <u>jaŋgɪ</u> subaka.	Mɪ jaŋgɪtɪ kadɪ joonɪ.
naŋg	Mɪ <u>naŋgɪ</u> subaka.	Mɪ naŋgɪtɪ kadɪ joonɪ.
yɪɪ	Mɪ <u>yɪyɪ</u> subaka.	Mɪ yɪɪtɪ kadɪ joonɪ.
jaŋgɪn	Mɪ <u>jaŋgɪnɪ</u> subaka.	Mɪ jaŋgɪnɪtɪ kadɪ joonɪ.
quddɪt	Mɪ <u>quddɪtɪ</u> subaka.	Mɪ quddɪtɪtɪ kadɪ joonɪ.

	Mı <u>quddıtı</u> subaka.	Mı quddıtıtı kadı joonı.
nab	Mı <u>nabı</u> subaka.	Mı nabtı kadı joonı.
qokk	Mı <u>qokkı</u> subaka.	Mı qokkıtı kadı joonı.
daan	Mı <u>daanı</u> subaka.	Mı daantı kadı joonı.
fudd	Mı <u>fuddı</u> subaka.	Mı fuddıtı kadı joonı.
loot	Mı <u>lootı</u> subaka.	Mı lootıtı kadı joonı.
naat	Mı <u>naatı</u> subaka.	Mı naatıtı kadı joonı.
qand	Mı <u>qandı</u> subaka.	Mı qandıtı kadı joonı.
mem	Mı <u>memı</u> subaka.	Mı memtı kadı joonı.
wull	Mı <u>wullı</u> subaka.	Mı wullıtı kadı joonı.
sok	Mı <u>sokı</u> subaka.	Mı soktı kadı joonı.
haɓɓ	Mı <u>haɓɓı</u> subaka.	Mı haɓɓıtı kadı joonı.
wınd	Mı <u>wındı</u> subaka.	Mı wındıtı kadı joonı.

18.6   Spatial Relationships

Note the sentences from 18.0:

Wallın dum to dow wakande nde.	'Put ıt on top of the chest.'
Fad mı wadı dum to hedde hoore mbaldımaa.	'Wait, let me put ('do') ıt besıde the head of your bed.'
Mı wadı dum to dow mbaldı nde.	'I (put) ıt on the bed.'
Dum dınıı to ɓaawo mbaldı ndı.	'There ıt ıs behınd the bed.'

From these sentences ıt ıs clear that spacıal relatıons ın Fula are commonly expressed by a phrase wıth <u>to</u> plus a noun. Instead of <u>to</u>, other words such as <u>he</u> 'on, wıth' are also used. The closest Englısh analogy ıs not adverb-preposıtıons lıke <u>above</u>, <u>besıde</u>, <u>near</u> or <u>wıthın</u>, but ıs phrases lıke <u>on top of</u>, <u>at the back of</u>, <u>in the vıcınıty of</u>, <u>ın front of</u>, etc.

In previous unıts has occurred the word <u>nder</u> 'space wıthın, ınsıde'. Other, new words whıch are useful ın expressıng spatıal relatıons are:

---

takko [ko] (   ) 'vıcınıty', hence: <u>to takko</u> 'near'

yeeso [ŋgo] (jeese) 'front', hence: <u>to yeso</u> 'ın front of'

ley (c.f. leydı [ndı] (leyde) 'ground, earth, country', hence: <u>to ley</u> 'under, beneath, on the bottom of'

hakkunde [nde] (   ) 'mıddle', hence: <u>(to) hakkunde</u> 'between'

seŋgo [ŋgo] (ceŋde) 'sıde edge', hence: <u>to seŋgo</u> 'on the sıde 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 cf the noun modified. In general these directions are ñaamo (from junge 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:
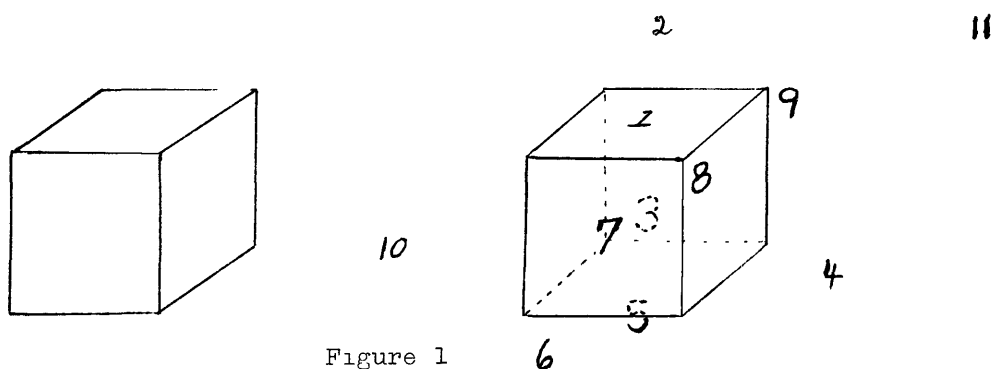
Figure 1

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 woni (to) hakkunde bakale ɗe.	'The cloth is between the chests.'
b)	Wudere nde no to hedde wakande nde.	'The cloth is beside the chest.'
c)	Wudere nde no to takko wakande nde.	'The cloth is near the chest.'
d)	Wudere nde no to nano wakande nde .	'The cloth is to the left of the chest.'
11.a)	(Qimma to) wakande nde qe wudere nde no woɗɗi.	'It's far from the chest to the cloth.'
b)	Wakande nde qe wudere nde ɓeɗo woɗɗondiri.	'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 <u>he</u> 'on, with', may be used. Where there is a separation <u>to</u> 'there, at' is used. An exception here is with <u>ley</u> where contact with the ground is enough to justify the use of <u>he</u>, even if the chest is above ground.

Note also that <u>no</u>, <u>woni</u>, and <u>no woni</u> 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

Cue	Pattern
	Wallin ɗum to <u>ɗow</u> wakande nde.
hedde	Wallin ɗum to <u>hedde</u> wakande nde.
seŋgo	Wallin ɗum to <u>seŋgo</u> wakande nde.
takko	Wallin ɗum to <u>takko</u> wakande nde.
yeeso	Wallin ɗum to <u>yeeso</u> wakande nde.
baawo	Wallin ɗum <u>baawo</u> wakande nde.
hakkunde	Wallin ɗum to <u>hakkunde</u> wakande nde.
ley	Wallin ɗum to <u>ley</u> wakande nde.
nano	Wallin ɗum to <u>nano</u> wakande nde.
ñaamo	Wallin ɗum to <u>ñaamo</u> wakande nde.
ɗow	Wallin ɗum to dow wakande nde.

b) Progressive Substitution Drill

Cue	Pattern
	Wallin ɗum to <u>dow</u> wakande nde.
hedde	Wallin ɗum to hedde <u>wakande nde.</u>
mbaldi ndi	Wallin ɗum to <u>hedde</u> mbaldi ndi.
takko	Wallin ɗum to takko <u>mbaldi ndi.</u>
suudu ndu	Wallin ɗum to <u>takko</u> suudu ndu.
ɓaawo	Wallin ɗum to ɓaawo <u>suudu ndu.</u>
joodirgal ŋgal	Wallin ɗum to <u>ɓaawo</u> joodirgal ŋgal.
yeeso	Wallin ɗum to yeeso <u>joodirgal ŋgal.</u>
ɓirdugal ŋgal	Wallin ɗum to <u>yeeso</u> ɓirdugal ŋgal.
seŋgo	Wallin ɗum to seŋgo <u>ɓirdugal ŋgal.</u>
horde nde	Wallin ɗum to <u>seŋgo</u> horde nde.
takko	Wallin ɗum to takko <u>horde nde.</u>
leggal ŋgal	Wallin ɗum to <u>takko</u> leggal ŋgal.
ɓaawo	Wallin ɗum to ɓaawo <u>leggal ŋgal.</u>
wakande nde	Wallin ɗum to <u>ɓaawo</u> wakande nde.
dow	Wallin ɗum to dow wakande nde.

c)   Simple Substitution Drill

Cue   Pattern

	Wallın ɗum to <u>dow</u> wakande nde.
seŋgo	Wallın ɗum to <u>seŋgo</u> wakande nde.
ɓaawo	Wallın ɗum to <u>ɓaawo</u> wokande nde.
hedde	Wallın ɗum to <u>hedde</u> wakande nde.
ley	Wallın ɗum to <u>ley</u> wakande nde.
hoore	Wallın ɗum to <u>hoore</u> wakande nde.
yeeso	Wallın ɗum to <u>yeeso</u> wakande nde.
takko	Wallın ɗum tu <u>takko</u> wakande nde.
dow	Wallın ɗum to dow wakande nde.

d)   Progressive Substitution Drill

Cue   Pattern

	<u>Mı</u> waɗı ɗum to nder wakande nde.
qo	Qo waɗı ɗum to <u>nder</u> wakande nde.
dow	<u>Qo</u> waɗı ɗum to dow wakande nde.
ɓe	Ɓe mbaɗı ɗum to <u>dow</u> wakande nde.
ɓaawo	Ɓe mbaɗı ɗum to ɓaawo wakande nde.
meŋ	Meŋ mbaɗı ɗum to <u>ɓaawo</u> wakande nde.
takko	<u>Meŋ</u> mbaɗı ɗum to takko wakande nde.
qon	Qon mbaɗı ɗum to <u>takko</u> wakande nde.
hedde	<u>Qon</u> mbaɗı ɗum to hedde wakande nde.
qa	Qa waɗı ɗum to <u>hedde</u> wakande nde?
seŋgo	<u>Qa</u> waɗı ɗum to seŋgo wakande nde?
Samba	Samba waɗı ɗum to <u>seŋgo</u> wakande nde.
yeeso	<u>Samba</u> waɗı ɗum to yeeso wakande nde.
mı	<u>Mı</u> waɗı ɗum to yeeso wakande nde.
nder	Mı waɗı ɗum to nder wakande nde.

e)   Simple Phrasal Substitution Drill

Cue   Pattern

	Wallın ɗum to <u>dow wakande nde</u>.
takko horde nde	Wallın ɗum to <u>takko horde nde</u>.
hedde mbaldı ndı	Wallın ɗum to <u>hedde mbaldı ndı</u>.
ley jooɗırgal ŋgal	Wallın ɗum to <u>ley jooɗırgal ŋgal</u>.
yeeso suudu ndu	Wallın ɗum to <u>yeeso suudu ndu</u>.
hakkunde laawol ŋgol	Wallın ɗum to <u>hakkunde laawol ŋgol</u>.
baawo lekkı kı	Wallın ɗum to <u>baawo lekkı kı</u>.
seŋgo ŋgesa mba	Wallın ɗum to <u>seŋgo ŋgesa mba</u>.
dow defte ɗe	Wallın ɗum to <u>dow defte ɗe</u>.
nder suudu ndu	Wallın ɗum to <u>nder suudu ndu</u>.
hoore wakande nde	Wallın ɗum to <u>hoore wakande nde</u>.
ley koyŋgal mbaldı ndı	Wallın ɗum to <u>ley koyŋgal mbaldı ndı</u>.

f)   Progressive Substitution Drill

Cue   Pattern

               Fad mı wad ɗum, to <u>hedde</u> hoore mbaldı ndı.
ɓaawo   Fad mı wad ɗum, to ɓaawo hoore <u>mbaldı ndı</u>.
ɓıŋgel   Fad mı wad ɗum, to <u>ɓaawo</u> hoore ɓıŋgel ŋgel.
takko   Fad mı wad ɗum, to takko hoore <u>ɓıŋgel ŋgel</u>.
nagge   Fad mı wad ɗum, to <u>takko</u> hoore nagge ŋge.
yeeso   Fad mı wad ɗum, to yeeso hoore <u>nagge ŋge</u>.
leggal   Fad mı wad ɗum, to <u>yeeso</u> hoore leggal ŋgal.
ley   Fad mı wad ɗum, to ley hoore <u>leggal ŋgal</u>.
kafahı   Fad mı wad ɗum, to <u>ley</u> hoore kafahı kı.
dow   Fad mı wad ɗum, to dow hoore <u>kafahı kı</u>.
laana   Fad mı wad ɗum, to <u>dow</u> hoore laana ka.
yeeso   Fad mı wad ɗum, to yeeso hoore <u>laana ka</u>.
mbaldı   Fad mı wad ɗum, to <u>yeeso</u> hoore mbaldı ndı.
hedde   Fad mı wad ɗum, to hedde hoore <u>mbaldı ndı</u>.

g)   Progressive Substitution Drill

| New words: | taabul [ø]   (taabulaajı) | table |
| | qılde [nde] (gıle) | hot pepper |

Cue   Pattern

               Ñaamrı ndı dınıı to <u>dow</u> taabul qo.
takko   <u>Ñaamrı ndı</u> dınıı to takko taabul qo.
ndıyam ɗam   Ndıyam ɗam dınıı to <u>takko</u> taabul qo.
ɓaawo   <u>Ndıyam ɗam</u> dınnı to ɓaawo taabul qo.
gıle ɗe   Gıle ɗe dınıı to <u>ɓaawo</u> taabul qo.
yeeso   <u>Gıle ɗe</u> dınıı to yeeso taabul qo.
goro ŋgo   Goro ŋgo dınıı to <u>yeeso</u> taabul qo.
hakkunde   <u>Goro ŋgo</u> dınıı to hakkunde taabul qo.
gerte ɗe   Gerte ɗe dınıı to <u>hakkunde</u> taabul qo.
seŋgo   <u>Gerte ɗe</u> dınıı to seŋgo taabul qo.
teew ŋgu   Teew ŋgu dınıı to <u>seŋgo</u> taabul qo.
hedde   <u>Teew ŋgu</u> dınıı to hedde taabul qo.
basalɗe ɗe   Basalɗe ɗe dınıı to <u>hedde</u> taabul qo.
ɓaawo   <u>Basalɗe ɗe</u> dınıı to ɓaawo taabul qo.
kosam ɗam   Kosam ɗam dınıı to <u>ɓaawo</u> taabul qo.
ley   <u>Kosam ɗam</u> dınıı to ley taabul qo.
ñamrı ndı   Ñaamrı ndı dınıı to <u>ley</u> taabul qo.
dow   Ñaamrı ndı dınıı to dow taabul qo.

h) Progressive Substitution Drill

Cue	Pattern
	Mı wallıní ñaamrı ndı to dow taabul qo.
qo	Qo wallıní ñaamrı ndı to dow taabul qo.
keɗam ɗam	Qo wallıní keɗam ɗam to dow taabul qo.
ley	Qo wallıní keɗam ɗam to ley taabul qo.
qen	Qen mballıní keɗam ɗam to ley taabul qo.
ndıyam ɗam	Qen mballıní ndıyam ɗam to ley taabul qo.
takko	Qen mballıní ndıyam ɗam to takko taabul qo.
meŋ	Meŋ mballıní ndıyam ɗam to takko taabul qo.
goro ŋgo	Meŋ mballıní goro ŋgo to takko taabul qo.
hedde	Meŋ mballıní goro ŋgo to hedde taabul qo.
ɓe	Ɓe mballıní goro ŋgo to hedde taabul qo.
gerte ɗe	Ɓe mballıní gerte ɗe to hedde taabul qo.
yeeso	Ɓe mballıní gerte ɗe to yeeso taabul qo.
mı	Mı wallıní gerte ɗe to yeeso taabul qo.
ñamrı ndı	Mı wallıní ñaamrı ndı to yeeso taabul qo.
dow	Mı wallıní ñaamrı ndı to dow taabul qo.

ı) Progressive Substitution-Transformation Drill (Use in Pattern 2 the opposite position from that of Pattern 1).

Cue	Pattern 1	Pattern 2
	Meselal ŋgal wonaanı, to ley taabul qo.	Qomo to dowmakko.
wakande nde	Wakande nde wonaanı, to ley taabul qo.	Qomo to dowmakko.
ɓaawo	Wakande nde wonaanı, to ɓaawo taabul qo.	Qomo to yeesomakko.
suudu ndu	Wakande nde wonaanı, to ɓaawo suudu ndu.	Qomo to yeesomakko.
nagge ŋge	Nagge ŋge wonaanı, to ɓaawo suudu ndu.	Qomo to yeesomakko.
nder	Nagge ŋgo wonaanı, to nder suudu ndu.	Qomo to yasımakko.
galle nde	Nagge ŋgo wonaanı, to nder galle nde.	Qomo to yasımakko.
leggal ŋgal	Leggal ŋgal wonaanı, to nder galle nde.	Qomo to yasımakko.
hakkunde	Leggal ŋgal wonaanı, to hakkunde galle nde.	Qomo to seŋgomakko.
saare nde	Leggal ŋgal wonaanı, to hakkunde saare nde.	Qomo to seŋgomakko.
hayre nde	Hayre nde wonaanı, to hakkunde saare nde.	Qomo to seŋgomakko.
ɓaawo	Hayre nde wonaanı, to ɓaawo saare nde.	Qomo to yeesomakko.
moto qo	Hayre nde wonaanı, to ɓaawo moto qo.	Qomo to yeesomakko.
kaba qo	Kaba qo wonaanı, to ɓaawo moto qo.	Qomo to yeesomakko.
ley	Kaba qo wonaanı, to ley moto qo.	Qomo to dowmakko.
taabul qo	Kaba qo wonaanı, to ley taabul qo.	Qomo to dowmakko.

18.8 NARRATIVE

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New words:  faw                          put, place¹
            heege [ŋgel] (      )        hunger
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Fatu yahaani Kumba marse

Qonñan Fatu yahani Kumba marse. Qo sooɗani mo keɗam. Tuma Fatu qarti,
qo tawi, Kumba kadi no ɗabba hunde he nder suudu ndu. Non Fatu noddi mo, qo
wiyi mo 'keɗam ma dinii'. Nden Kumba wiyi mo, yoo wallina ɗum to dow wakande-
makko. Kono Fatu jaɓaani wallinde ɗum ton, paski qo sikki ton wonaa ɗula moɗɗyo
pur keɗam ɗam. Non qo wiyi Kumba, qomo wallina ɗum to hedde mbaldimakko. Tawi
Kumba kadi tampi ɗabbude koo ɗabbataano, qawa kaŋko kadi lamdi Fatu 'Fatu, hoto
wallinɗaa wuderemaa nde'. Tawi Fatu fawi ɗum to dow mbaldi ndi kono ɗum yani he
ɓaawo ley mbaldi ndi. Tuma Fatu laari ley mbaldi ndi, qo yiyi ɗum, non qo wiyi
Kumba, yoo qaccana mo hakke, paski soo fawiino ɗum ko moɗɗyi, ɗum fow heɓataakeno.
Nden seeɗa tan, Fatu wiyi Kumba yoo ɓe ñaama, paski kaŋko no maaya qe heege.
Qontuma Kumba no huɓɓa jayŋgol ŋgol pur suudu ndu wula seeɗa. Qawa tuma Kumba
pari, qo yahi ɓe ñaami ñaamrimaɓɓe.

18.9 Questions for Discussion

1.   Hombo yahani Kumba marse?
2.   Ko hoɗum waɗi Fatu yahani Kumba marse?
3.   Ko hoɗum Fatu sooɗani Kumba to marse qo?
4.   Ko hoɗum Fatu wallini to hedde hoore mbaldi Kumba?
5.   Tuma Fatu yahata marse qo wallini wuderemakko he dow mbaldi ndi pur
     Kumba, Kumba yiyiino ɗum na?
6.   Ko waɗi Kumba yiyaani wudere nde?
7.   Kumba laariino ley mbaldi ndi na, tuma qomo ɗabba wudere nde?
8.   Ko hoɗum Fatu haalani Kumba, tuma Fatu laari ley mbaldi ndi, qo yiyi
     wudere nde Kumba ɗabbata no leli he ley mbaldi ndi?
9.   Tuma Fatu wiyi Kumba yoo qaccana mo hakke, nden holli mo wudere nde,
     ko hoɗum Kumba wiyi Fatu?
10. Ko hoɗum jakkili Kumba?
11. Ko hoɗum Kumba huɓɓata?
12. Ko Kumba yahani Fatu marse, maa ko Fatu yahani Kumba marse?
13. Ko ɓiŋgel hombo wulataano, haa neenemum jakkili, qo waawa yiide koo
     ɗabbataano.
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¹Note:  this verb is identical with <u>faw</u> 'be sick'  There is possibly (but
     not demonstrably) a connection.

UNIT 19

19.0 Dialog:  Cook This Fish!

-John-

Kumba, defanam ŋgu liŋgu.                     Kumba, cook this fish for me.

-Kumba-

Tuma?   Jooni na?                             When?   Now?

-John-

QeeyıↃ jóoni jooni.                           Yes, right now.

-Kumba-

Hoto coodɗaa ɗum?   To marse na?             Where did you buy it?   In the
                                                market?

-John-

QalaaↃ Mı soodɗaa ŋgu.   Ko mın              No, I didn't buy it.   I caught
    naŋgı ɗum.                                  it [myself].

-Kumba-

Honno naŋgırɗaa ɗum?                         How did you catch it?

-John-

No naŋgır mı ɗum, ko ɗum ñjıɗɗaa            How I caught it, is that what
    qandude na?                                 you want to know?

-Kumba-

QeeyıↃ                                        Yes.

-John-

Mbıımı.   Yaa, waɗ ko mbıı ma mı.            Listen ('what I said') go do what
                                                I told you.

-Kumba-

Honno ñjıɗɗaa mı defırtaa ɗum?              How do you want me to cook it?

-John-

        neɓam [ɗam] (nebbe)                          oil, butter, fat,
        kaanı [∅] (    )                             pimento, pepper
        wasalde [nde] (basalle)                      onion
        hen                                          in, within
Defıra ɗum he neɓam.   Waɗa hen            Cook it in oil.   Put pepper and
    kaanıↃ qe basalle.                            onion in.

-Kumba-

Nden hoɗum kadı.                             And what then?

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-John-

ɓendu                                                         to ripe, be cooked
Nden ŋgaccaa ɗum, haa ɗum ɓenda.             Then you're to leave it until
                                                                      its done.

-Kumba-

qittu                                                          remove, subtract, dish out
Hoto qittirtaa mi ɗum?                              Where shall I serve it?

-John-

korel [ŋgel] (     )                                       small calabash
Qittira ɗum he ŋgel korel.                         Dish it out in that little calabash.

-Kumba-

Qawa, baasi qala↑                                     O.K., no problem.

-John-

Qa jaaraama.                                             Thank you.


19.1  Variation Drills on Basic Sentences

+---------------------------------------------------------+
| New word:  hoccu        pick up, collect, gather        |
+---------------------------------------------------------+

a)  Simple Substitution Drill

| Cue | Pattern |
|-----|---------|
|      | Kumba, defanam ŋgu liŋgu. |
| qadd | Kumba, qaddanam ŋgu liŋgu. |
| nab  | Kumba, nabanam ŋgu liŋgu. |
| yey  | Kumba, yeyanam ŋgu liŋgu. |
| sooɗ | Kumba, sooɗanam ŋgu liŋgu. |
| naŋg | Kumba, naŋganam ŋgu liŋgu. |
| hocc | Kumba, hoccanam ŋgu liŋgu. |
| ɗabb | Kumba, ɗabbanam ŋgu liŋgu. |
| heɓ  | Kumba, heɓanam ŋgu liŋgu. |
| holl | Kumba, hollanam ŋgu liŋgu. |
| jog  | Kumba, joganam ŋgu liŋgu. |
| tam  | Kumba, tamanam ŋgu liŋgu. |
| laar | Kumba, laaranam ŋgu liŋgu. |
| war  | Kumba, waranam ŋgu liŋgu. |
| ñaam | Kumba, ñaamanam ŋgu liŋgu. |
| qitt | Kumba, qittanam ŋgu liŋgu. |
| loot | Kumba, lootanam ŋgu liŋgu. |
| def  | Kumba, defanam ŋgu liŋgu. |

19.1 b)   Simple Substitution Drill

<u>Cue</u>                                          <u>Pattern</u>

|  | Nden ŋgaccaa ɗum, haa ɗum <u>ɓenda</u>. |
|---|---|
| ɓawl | Nden ŋgaccaa ɗum, haa ɗum <u>ɓawla</u>. |
| ɓuuɓ | Nden ŋgaccaa ɗum, haa ɗum <u>ɓuuɓa</u>. |
| lepp | Nden ŋgaccaa ɗum, haa ɗum <u>leppa</u>. |
| huɓɓ | Nden ŋgaccaa ɗum, haa ɗum <u>huɓɓa</u>. |
| wul | Nden ŋgaccaa ɗum, haa ɗum <u>wula</u>. |
| gas | Nden ŋgaccaa ɗum, haa ɗum <u>gasa</u>. |
| laaɓ | Nden ŋgaccaa ɗum, haa ɗum <u>laaɓa</u>. |
| mawn | Nden ŋgaccaa ɗum, haa ɗum <u>mawna</u>. |
| naat | Nden ŋgaccaa ɗum, haa ɗum <u>naata</u>. |
| maay | Nden ŋgaccaa ɗum, haa ɗum <u>maaya</u>. |
| juut | Nden ŋgaccaa ɗum, haa ɗum <u>juuta</u>. |
| hew | Nden ŋgaccaa ɗum, haa ɗum <u>hewa</u>. |
| ɓend | Nden ŋgaccaa ɗum, haa ɗum <u>ɓenda</u>. |

c)   Simple Substitution Drill

```
New words:

    windu      write

    sok        lock
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<u>Cue</u>   <u>Pattern</u>

	Honto <u>cooɗɗaa</u> ɗum?
nan	Honto <u>nanɗaa</u> ɗum?
yii	Honto <u>ñjiiɗaa</u> ɗum?
heɓ	Honto <u>keɓɗaa</u> ɗum?
yar	Honto <u>ñjarɗaa</u> ɗum?
yey	Honto <u>ñjeyɗaa</u> ɗum?
waɗ	Honto <u>mbaɗɗaa</u> ɗum?
qacc	Honto <u>ŋgaccuɗaa</u> ɗum?
taw	Honto <u>tawɗaa</u> ɗum?
def	Honto <u>defɗaa</u> ɗum?
wii	Honto <u>mbiiɗaa</u> ɗum?
luɓ	Honto <u>luɓɗaa</u> ɗum?
haɓɓ	Honto <u>kaɓɓuɗaa</u> ɗum?
huɓɓ	Honto <u>kuɓɓuɗaa</u> ɗum?
wind	Honto <u>mbinduɗaa</u> ɗum?

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	Honto mbɩnduɗaa ɗum?
war	Honto mbarɗaa ɗum?
gaañ	Honto gaañɗaa ɗum?
ɗyoog	Honto ɗyoogɗaa ɗum?
sok	Honto cokɗaa ɗum?

d)   Progressive Substitution Drill

Cue	Pattern
	Mbɩɩmɩ, yaa, waɗ ko mbɩɩ ma mɩ.
qar	Mbɩɩmɩ, qar, waɗ ko mbɩɩ ma mɩ.
naɓ	Mbɩɩmɩ, qar, naɓ ko mbɩɩ ma mɩ.
yaa	Mbɩɩmɩ, yaa, nab ko mbɩɩ ma mɩ.
sooɗ	Mbɩɩmɩ, yaa, sooɗ ko mbɩɩ ma mɩ.
qar	Mbɩɩmɩ, qar, sooɗ ko mbɩɩ ma mɩ.
laar	Mbɩɩmɩ, qar, laar ko mbɩɩ ma mɩ.
yaa	Mbɩɩmɩ, yaa, laar ko mbɩɩ ma mɩ.
haal	Mbɩɩmɩ, yaa, haal ko mbɩɩ ma mɩ.
qar	Mbɩɩmɩ, qar, haal ko mbɩɩ ma mɩ.
ɗabb	Mbɩɩmɩ, qar, ɗabbu ko mbɩɩ ma mɩ.
yaa	Mbɩɩmɩ, yaa, ɗabbu ko mbɩɩ ma mɩ.
huɓɓ	Mbɩɩmɩ, yaa, huɓɓu ko mbɩɩ ma mɩ.
qar	Mbɩɩmɩ, qar, huɓɓu ko mbɩɩ ma mɩ.
jaŋg	Mbɩɩmɩ, qar, jaŋgu ko mbɩɩ ma mɩ.
yaa	Mbɩɩmɩ, yaa, jaŋgu ko mbɩɩ ma mɩ.
nan	Mbɩɩmɩ, yaa, nan ko mbɩɩ ma mɩ.
qar	Mbɩɩmɩ, qar, nan ko mbɩɩ ma mɩ.
naŋg	Mbɩɩmɩ, qar naŋgu ko mbɩɩ ma mɩ.
yaa	Mbɩɩmɩ, yaa, naŋgu ko mbɩɩ ma mɩ.
waɗ	Mbɩɩmɩ, yaa waɗ ko mbɩɩ ma mɩ.

e)   Simple Subdtitution Drill

Cue	Pattern
	Ko ɗum ñjɩɗaa qandude na?
waaw	Ko ɗum ñjɩɗaa waawde na?
waɗ	Ko ɗum ñjɩɗaa waɗde na?
heɓ	Ko ɗum ñjɩɗaa heɓde na?
sooɗ	Ko ɗum ñjɩɗaa sooɗde na?
nab	Ko ɗum ñjɩɗaa nabde na?
nan	Ko ɗum ñjɩɗaa nande na?
fewn	Ko ɗum ñjɩɗaa fewnude na?
haal	Ko ɗum ñjɩɗaa haalde na?
hel	Ko ɗum ñjɩɗaa helde na?
yey	Ko ɗum ñjɩɗaa yeyde na?

	Ko ɗum ñjɪɗaa <u>yey</u>de na?
ɓet	Ko ɗum ñjɪɗaa <u>ɓet</u>de na?
luɓ	Ko ɗum ñjɪɗaa <u>luɓ</u>de na?
war	Ko ɗum ñjɪɗaa <u>war</u>de na?
qɪtt	Ko ɗum ñjɪɗaa <u>qɪtt</u>ude na?
sok	Ko ɗum ñjɪɗaa <u>sok</u>de na?
haɓɓ	Ko ɗum ñjɪɗaa <u>haɓɓ</u>ude na?
wɪnd	Ko ɗum ñjɪɗaa <u>wɪnd</u>ude na?
laar	Ko ɗum ñjɪɗaa <u>laar</u>de na?
hocc	Ko ɗum ñjɪɗaa <u>hocc</u>ude na?
qand	Ko ɗum ñjɪɗaa <u>qand</u>ude na?

19.2   The Instrumental/Locative Verbal Extension [-Vr]

In 19.0 are several examples of the extension in question:

1. Honno naŋgɪrɗaa ɗum?	'How did you catch it?'
2. No naŋgɪrmɪ ɗum....	'How I caught it....'
3. Honno ñjɪɗɗaa mɪ defɪrtaa ɗum.	'How do you wish me to cook it.'
4. Defɪra ɗum he neɓam.	'Cook it in oil.'
5. Hoto qɪttɪrtaa mɪ ɗum.	'Where shall I serve it?'
6. Qɪttɪra ɗum 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:

ȷaŋgurdu/ȷaŋgɪrdu [ndu]   'school' ('place of study')

from the verb root /ȷaŋg/ 'study'. We also noted that /baabɪraawo/ 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 ɗum qe juŋgomaa.	'Measure it out with your hand.'
8.	Birira nagge ŋge he ŋgal koral.	'Milk the cow (with) [into] this calabash.'
9.	Ko nii qo yaari.	'This is how he went.' ('It is thus he went.')
10.	Naŋgira ɗum nii.	'Hold it this way.'
11.	Qo naatiri qe ɓaawo suudu ndu.	'He entered at the rear of the house.'
12.	Mi fiyri mo qe hooreqam.	'I struck him with my head.'

Note that, as with some other extensions, the imperative form of these verbs normally has the suffix /-a/, which, we noted, is optional with unextended (and some extended) verbs. (see 6.4).

Note that the form of this extension is /r/ after vowel-final stems and vowel – /r/ after consonant-final stems. The vowel used is generally /i/, but /e/, /u/ and /o/ occur. In general the practice is:

Root Vowel	Extension Vowel
i	e _or_ i _or_ u
e	i
a	i _or_ u
u	o _or_ i
o	u _or_ i

19.3 Grammar Drills on the [-Vr] Extension

    a) Simple Substitution Drill

Cue	Pattern
	Ko mbaɗtaa, <u>naŋgira</u> ɗum nii.[1]
fuɗɗir	Ko mbaɗtaa, <u>fuɗɗira</u> ɗum nii.
defir	Ko mbaɗtaa, <u>defira</u> ɗum nii.
naatir	Ko mbaɗtaa, <u>naatira</u> ɗum nii.
waɗir'	Ko mbaɗtaa, <u>warira</u> ɗum nii.
waɗir	Ko mbaɗtaa, <u>waɗira</u> ɗum nii.

	Ko mbadtaa, <u>wadıra</u> dum nıı.
qartır	Ko mbadtaa, <u>qartıra</u> dum nıı.
quddır	Ko mbadtaa, <u>quddıra</u> dum nıı.
qudditır	Ko mbadtaa, <u>qudditıra</u> dum nıı.
jakkır	Ko mbadtaa, <u>jakkıra</u> dum nıı.[2]
ɓetır	Ko mbadtaa, <u>ɓetıra</u> dum nıı.
fıdyır	Ko mbadtaa, <u>fıdyıra</u> dum nıı.
yeyır	Ko mbadtaa, <u>yeyıra</u> dum nıı.

[1]What you're to do [ıs] hold this thus.
[2]jakku - 'chew'

b) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Ko non tıgı qo <u>nangırı</u> dum.[1]
fudd	Ko non tıgı qo <u>fuddırı</u> dum.
def	Ko non tıgı qo <u>defırı</u> dum.
naat	Ko non tıgı qo <u>naatırı</u> dum.
qudd	Ko non tıgı qo <u>quddırı</u> dum.
quddıt	Ko non tıgı qo <u>qudditırı</u> dum.
war	Ko non tıgı qo <u>warırı</u> dum.
qadd	Ko non tıgı qo <u>qaddırı</u> dum.
nab	Ko non tıgı qo <u>nabırı</u> dum.
nang	Ko non tıgı qo <u>nangırı</u> dum.

[1]He held it just like this.

c) Simple Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	<u>Qıttıra</u> dum he dum.[1]
naat	<u>Naatıra</u> dum he dum.
quddıt	<u>Qudditıra</u> dum he dum.
qudd	<u>Quddıra</u> dum he dum.
dyoog	<u>Dyoogıra</u> dum he dum.
nang	<u>Nangıra</u> dum he dum.
qadd	<u>Qaddıra</u> dum he dum.
yar	<u>Yarıra</u> dum he dum.
def	<u>Defıra</u> dum he dum.
yey	<u>Yeyıra</u> dum he dum.
ɓet	<u>ɓetıra</u> dum he dum.
wınd	<u>Wındıra</u> dum he dum.
qart	<u>Qartıra</u> dum he dum.

[1]Remove it in this.

d) Progressive Substitution Drill

[Note: baaba-tokosel   father's younger brother]

Cue

	Qo qartiri qe baaba-tokoselmakko.
6e	Be ŋgartiri qe baaba-tokoselmakko.
maay	Be maayiri qe baaba-tokoselmakko.
-ma66e	Be maayiri qe baaba-tokoselma66e.
Qabdul	Qabdul maayiri qe baaba-tokoselma66e.
hewt	Qabdul hewtiri qe baaba-tokoselma66e.
-modon	Qabdul hewtiri qe baaba-tokoselmodon.
mi	Mi hewtiri qe baaba tokoselmodon.
fidy	Mi fidyiri qe baaba-tokoselmodon.
-maada	Mi fidyiri qe baaba-tokoselmaada.
qo	Qo fidyiri 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'
	mawŋgal	[ŋgal]	'large (of something in the [ŋgal] class'
	yawnde	[nde]	'speed, rapidity' (plural jawle)

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:	mawdoqameŋ.	'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
qhen employed, as in:

Haal kadi.	'Say [it] again.'
Haalaa gasi.	'The argument is over.'
Kaalɗo ɗo jooni ko	'The one who just now spoke
lamɗoqameŋ.	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 funcion 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 vocab-
ulary items - as useful nouns - as they occur in the students' experience with the
language. However, it would seem appropriate to exemplify the more common deri-
vations 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 invar-
iably) refer to the abstract concept underlying the verbal root. For
example:

qand	'know'	gandal	'knowledge'
fuɗɗ	'begin'	puɗal	'beginning'
			(c.f. puɗal naŋge 'sunrise')

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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:

| yiɗ | 'want, like' | jiɗal | '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:

jooɗ	'sit'	jooɗirgal	'seat, chair'
ɓir	'milk'	ɓirɗurgal	'milking calabash'
windu	'write'	windurgal	'pen'[1]
sok	'lock'	cokirgal	'padlock'
haɓɓu	'tie'	kaɓɓirgal	'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: moɗɗyal '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. koyŋgal '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:

yiɗ	'like, want'	jiɗgol	'wanting, liking'
ɓaŋ/ɓam	'take'	ɓamgol	'taking'
ɗaɓɓu	'search'	ɗaɓɓugol	'seeking, searching
jaŋgu	'study, read'	jaŋgugol	'study, the process of learning'

---

[1]Note that an extended verbal base occasionally does not have initial consonant alternation even when such would regularly occur on the unextended root.

Nouns occurring in this class (without clearly related verbal forms) commonly refer to long, thin objects.[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   dewel   'little woman'
                for feminine)
    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'
    ɓiɗɗo   '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'
    moɗɗy   'be good'   moɗɗyere   'kindness, goodness'
    tamp   'get tired,   tampere   'fatigue, suffering'
               tire'
    welt   'be pleased,   weltaare   'pleasure'
               rejoice'
    ɗabb   'search, find' ɗabbere   'finding'

Common nouns inflected in this class belong to a very large variety of semantic categories.

_____

[1]Perhaps it will not seem so strange to us that African languages have formal classes containing names for such categories of items if we consider the following native English names for long, thin objects (and related concepts):

        string, street, strap, stripe, stretch, strip,
        stream, streak, straight, strand, straw, stroke,
        strop, strike

E. [ɗum] 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)'	ɓaleɗum	'black (the color), black thing'
wul	'be warm'	gulɗum	'warmth, warm thing'
ran(e)	'white (root)'	daneɗum	'white, white thing'
woɗɗ	'be at a distance'	goɗɗoɗum	'distance, distant thing'
sok	'lock'	coktirɗum[1]	'key, thing for unlocking'
qacc	'leave'	qaccaaɗum	'inheritance, things left'
qadd	'take'	qaddirɗum	'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)'

---

[1]Note that in this form the root is inflected with the reversive extension
/t/, and the instrumental, /ir/, before the nominal suffix.

2. Root: rew 'follow, feminine'

        debbo   'woman'

        rewɓe   'women'

        dewel   'small woman'

        (pucu) ndewu   'mare'

        (rawandu) rewru   'bitch'

3. Root: jaŋg 'read, study'

        jaŋgurdu   'school'

        jaŋgirɗo   'teacher'

        jaŋgugol   'the process of study'

        jaŋgere   'education, erudition'

4. Root: tam 'possess, have in hand'

        tamal   'possession, ownership'

        tamugol   'owning (the fact of)

        tamre   'possession(s), thing(s) owned'

5. Root: tamp 'tire, get tired'

        tampin   'tire, make tired'

        tampere   'fatigue'

6. Root: lamd 'ask'

        lamdugol   'asking'

        lamdal   'question'

7. Root: yaa 'go'

        ñjahaŋgal   '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'

        balɗe   'days (of 24 hours)'

9. Root: ɗabb 'search'

        ɗabbere   'finding'
        ɗabbugol   'research, exploration'
        ɗabbiɗo (ɗabbiɓe)   'searcher'
        ɗabbitaaɗum   'ambition, aim, object of search'
        ɗabbal   'process of searching'

10. Root: qar 'come'

        qardu (garli)   'final stage of coming'
        garol (gari)   'arrival, coming'
        garooɗum   'future, that which is coming'
        qart   'return (verb)'
        gartol
        gartal   }(gartaale) 'return (noun)'
        gartaŋtal
        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, qaɗa hewi haalaa.
   3. Qawa, haalaa gasi, jooni qen ŋgoni 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 yiyi 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 yiyi mboɗdi mawndi, heccihaŋki ñalloma.
   7. Demba sooɗi ŋgaari mawndi, haŋki bimbi.
   8. Samba qokki kam kafahi mawki.
   9. Mi wari fowru mawndu haŋki jemma.

10. Qomo marı boolwol mawŋgol.

11. Qoya laawol mawŋgol yahataake.

12. Qekol mawŋgol[1] won to heddemon, qon wonı, 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. Mın ɓur ma gandal.

   2. Ko gandal ɓurı jawdı.

   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. Ɗum ko jıɗal Qalla.

   2. Jıɗalmaa no mettı heɓde.

   3. Jıɗalqam hande, ko ɓıɗɗo gorko tanʔ

      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 yottaanı meŋ.

   2. Ballal no moɗɗyı, sı tawo qaɗa jogı hunde.

   3. Ko Qalla tan qokkata neɗɗo, ballal.

      Translations:

      1. Your aid hasn't reached us.
      2. Helping is good, if you have the means.
      3. It is God alone who can help man.

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[1]Note 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 moɗɗyaa, he ɓiɗɗo gorko.

2. Kulol hewde, warataa jommakko.

3. Kulɗo 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 sooɗi windurgal moɗɗyo.

2. Luɓam windurgalmaaɗa.

3. Qokku mo jooɗirgal ŋgal, qo jooɗa.

4. Qaddu jooɗirgalmaa to seŋgo taaqam.

5. Qo jooɗaani hande fowt kono hay soo yiɗiino jooɗde, jooɗirgalqam
   moɗɗyaani.

    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 jaholmaaɗa, no hewi hande.

2. Garol qe jaholmaaɗa, 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. Ɗabbugol no metti, kono ɓamgol mettaani hay seeɗa.

2. Demba yahi ɗabbugol ledɗe.

3. Ɗabbugol 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 [∅] (cuballooɓe)   fisherman

Qonñan John naŋgɪ lɪŋgu. Tuma qo hootɪ to gallemaɓɓe, qo qokkɪ Kumba lɪŋgu
ŋgu pur qo defana mo ɗum. Non Kumba lamdɪ mo, ko tuma John yɪɗɪ qo defana mo ɗum.
John wɪyɪ mo 'joonɪ joonɪ'. Nden Kumba lamdɪ mo, honto qo sooɗɪ ŋgu. John jaabɪ
mo, qo wɪyɪ mo, qo sooɗaanɪ ŋgu, ko kaŋko hooremum naŋgɪ ŋgu. Nden kadɪ Kumba
lamdɪ mo, honno qo naŋgɪrɪ ɗum. Qawa qon lamdal welaanɪ John, non qo wɪyɪ Kumba,
yaa waɗ koo haalanɪ mo. Kumba kadɪ lamdɪ mo kadɪ, honno qo yɪɗɪ qo defɪrtaa mo
ŋgu. Nden John wɪyɪ mo, yoo defɪra ɗum he neɓam, qo waɗa hen kaanɪ qe basalle,
nden qo qacca ɗum haa ɗum benda. Sɪ ɗum bendɪ, qo qɪtta ɗum to korel ŋgel. Kumba
wɪyɪ qawa, baasɪ qalaa, qo waɗay koo wɪyɪ.

19.9   Questions for Discussion

   1.   Hombo naŋgɪ lɪŋgu ŋgu?
   2.   John haalanɪ goɗɗo yoo qon defana mo lɪŋgu ŋgu, qon ko hombo nɪɪ?
   3.   Honto John naŋgɪ ŋgu lɪŋgu?
   4.   John sooɗɪ ŋgu na, maa ko kaŋko hooremum naŋgɪ ŋgu?
   5.   Ko hoɗum Kumba lamdɪ John, he fɪɪ defgol lɪŋgu ŋgu?
   6.   Ko tuma John wɪyɪ Kumba yoo defana mo lɪŋgu ŋgu?
   7.   Ko hoɗum qe hoɗum John haalaanɪ Kumba yoo waɗ neɓam ɗam sɪ qomo
           defa lɪŋgu ŋgu?
   8.   Ko honno John haalanɪ Kumba yoo defɪra lɪŋgumakko?
   9.   Hoto John haalanɪ Kumba, yoo waɗa lɪŋgu ŋgu, so ɗum bendɪ.
  10.   A meeɗɪ naŋgɪrde lɪŋgu na?
  11.   Saa naŋgɪ lɪɗɗɪ hewde honno defɪrtaa ɗum?
  12.   Saaremon no hewɪ lɪɗɗɪ na?
  13.   Honno yeyoton lɪɗɗɪmon to moɗon?
  14.   Cuballooɓe hewɪ to moɗon na?
  15.   Qa meeɗɪ naŋgude lɪɗɗɪ na?
  16.   Sɪ tawo goɗɗo yɪɗɪ naŋgude lɪɗɗɪ to mon, ko hoto qo fota yaade?
  17.   Qaɗa waawɪ defde lɪɗɗɪ?
  18.   Lɪɗɗɪ no hewɪ to mon?
  19.   Saɗa defa lɪɗɗɪ, hoɗum qe hoɗum waɗtaa to maafemaa?
  20.   Qawa, honno qan defata lɪɗɗɪmaa ɗi saa naŋgɪ ɗɪ?

NOTES

UNIT 20

20.0 Dialog: <u>Frank Learns the Values of Money</u>

-Frank-

koni   please

Koni wallam. Mi qandaa kaalis   Please help me. I don't know
    mon..   your money.

-Samba-

kopar [∅] (koparaaji)   penny, copper

Qo woni koparqameŋ.   This is our penny.

-Frank-

Qo do non?   How about this one?

-Samba-

Dum ko ñataa, maa koparaaji tati.   That's a threepenny bit or three
                                                             pennies.

-Frank-

Koparaaji tati ko ñataa?   Three pennies is equal to one
                                                             threepenny bit?

-Samba-

Qeeyi, ñataaji didi ko taŋka.   Yes, two threepenny bits is one
                                                             sixpenny bit (sixpence).

-Frank-

Qawa, taŋkaaji didi ko jelu?   O.K., two sixpenny bits is how
                                                             much?

-Samba-

Taŋkaaji didi ko taransu.   Two sixpences is one shilling
                                                             piece.

-Frank-

Taransuuji didi non, ko jelu?   Then, two one shilling pieces is
                                                             how much?

-Samba-

Dum ko genewala.   That is a two-shilling piece.

-Frank-

Qawa, genewalaaji didi ko jelu?   O.K., two, tow-shilling pieces
                                                             is how much?

-Samba-

Ko mbuudu.   Four shillings.

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-Frank-

Mbuuɗu ko jelu ɗe kaalɪs qameŋ?   Four shillings is how much in
                                            our money?

-Samba-

sent (∅] (sentaajɪ)   cent
cappande jowɪ   (50) fifty
Ko sentaajɪ cappande jowɪ ɗe   That ɪs fifty-sɪx cents.
    jeegom.

20.1 Variation Drills on Basic Sentences

    a) Random Substitution Drill

        Cue   Pattern

                        Mɪ qandaa kaalɪsmon.
        qo   Qo qandaa kaalɪsmon.
        jaŋgurdu   Qo qandaa jaŋgurdumon.
        -maa   Qo qandaa jaŋgurdumaa.
        ɓe   Ɓe ŋgandaa jaŋgurdumaa.
        galle   Ɓe ŋgandaa gallemaa.
        -makko   Ɓe ŋgandaa gallemakko.
        qon   Qon ŋgandaa gallemakko.
        yɪɗ   Qon ñjɪɗaa gallemakko?
        debbo   Qon ñjɪɗaa debbomakko?
        Samba   Qon ñjɪɗaa debbo Samba?
        meŋ   Meŋ ñjɪɗaa debbo Samba.
        qand   Meŋ ŋgandaa debbo Samba.
        qo   Qo qandaa debbo Samba.
        kaalɪs   Qo qandaa kaalɪs Samba.
        -mon   Qo qandaa kaalɪsmon.
        mɪ   Mɪ qandaa kaalɪsmon.

    b) Progressive Substitution Drill

        Cue   Pattern

                        Qo wonɪ koparqameŋ.
        ñataa   Qo wonɪ ñataaqameŋ.
        -maɓɓe   Qo wonɪ ñataamaɓɓe.
        taŋka   Qo wonɪ taŋkamaɓɓe.
        -moɗon   Qo wonɪ taŋkamoɗon.
        taransu   Qo wonɪ taransumoɗon.
        -makko   Qo wonɪ taransumakko.
        genewala   Qo wonɪ genewalamakko.

```
                        Qo wonı genewalamakko.
          -maa          Qo wonı genewalamaa.
          mbuudu        Qo wonı mbuudumaa.
          -qameŋ        Qo wonı mbuuduqameŋ.
          kopar         Qo wonı koparqameŋ.
```

c) Transformation Drill (Multiply the Cue by ten)

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┌─────────────────────────────────────────────────────────────────┐
│  New word:  teemedere [nde] (teemeede)      'one hundred'         │
└─────────────────────────────────────────────────────────────────┘
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Cue   Pattern

goqo	(1)	sappo	(10)
dıdı	(2)	nogas	(20)
tatı	(3)	cappande tatı	(30)
nayı	(4)	cappande nayı	(40)
jowı	(5)	cappande jowı	(50)
jeegom	(6)	cappande jeegom	(60)
jedıdı	(7)	cappande jeedıdı	(70)
jeenayı	(9)	cappande jeenayı	(90)
sappo	(10)	teemedere	(100)

d) Transformation Drill (Add five to the Cue number)

Cue   Pattern

sappo	sappo qe jowı	(15)
nogas	nogas qe jowı	(25)
cappande-tatı	cappande-tatı qe jowı	(35)
cappande-nayı	cappande-nayı qe jowı	(45)
cappande-jowı	cappande-jowı qe jowı	(55)
cappande-jeegom	cappande-jeegom qe jowı	(65)
cappande-jeedıdı	cappande-jeedıdı qe jowı	(75)
cappande-jeetatı	cappande-jeetatı qe jowı	(85)
cappande-jeenayı	cappande-jeenayı qe jowı	(95)

e) Response Drill

Question	Response
Ñataajı dıdı ko jelu?	Ñataajı dıdı ko taŋka.
Ñataajı nayı ko jelu?	Ñataajı nayı ko taransu.
Ñataajı jeegom ko jelu?	Ñataajı jeegom ke taransu qe taŋka.
Ñataajı jeetatı ko jelu?	Ñataajı jeetatı ko genewala.
Ñataajı sappo ko jelu?	Ñataajı sappo ko genewala qe taŋka.
Ñataajı sappo qe dıdı ko jelu?	Ñataajı saapo qe dıdı ko taransuujı tatı.

Ñataajı sappo qe nay ko jelu?   Ñataajı sappo qe nayı ko taransuujı-tatı qe taŋka.

Ñataajı sappo qe jeegom ko jelu?   Ñataajı sappo qe jeegom ko mbuuɗu.

Ñataajı sappo qe jeetatı ko jelu?   Ñataajı sappo qe jeetatı ko mbuuɗu qe taŋka.

Ñataajı nogas ko jelu?   Ñataajı nogas ko mbuuɗu qe taransu.

20.2   Numbers, Addition and Subtraction.

The numbers up to 100 have been introduced. Thousand: junne [ø] (junneejı) or qujunere [nde] (guluuje).

For addition the word qe is used:

<div align="center">

Dıɗı qe ɗıɗı ko jelu?

Dıɗı qe ɗıɗı ko nayı.

</div>

For subtraction the words qıtt 'remove', he 'from', and heddu 'remain' are required:

Saa qıttııma ɗıɗı he jowı ko   'If you take away two from five,

   jelu heddata?   how much is it which remains?'

Saa qıttııma ɗıɗı he jowı, ko

   tatı heddata.

The question may be reversed:

     Ko jelu heddata, saa qıttııma ɗıɗı he jowı?

The verb form qıttı may be substituted for qıttııma.

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 'jowı' 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 'jowı'.

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?   2000 qe 3000 ko jelu?
      512 qe   512 ko jelu?   3000 qe 4000 ko jelu?
     1024 qe 1000 ko jelu?

k) Addition

      4 qe 3 ko jelu?   9 qe 7 ko jelu?
      5 qe 4 ko jelu?   6 qe 9 ko jelu?
      6 qe 5 ko jelu?   8 qe 7 ko jelu?
      5 qe 7 ko jelu?   9 qe 3 ko jelu?
      8 qe 6 ko jelu?   7 qe 6 ko jelu?
      3 qe 8 ko jelu?   5 qe 8 ko jelu?

l) Addition

       3 qe   3 ko jelu?   18 qe 18 ko jelu?
       6 qe   6 ko jelu?   19 qe 19 ko jelu?
       7 qe   7 ko jelu?   21 qe 21 ko jelu?
       8 qe   7 ko jelu?   22 qe 23 ko jelu?
       9 qe   9 ko jelu?   23 qe. 24 ko jelu?
      12 qe   12 ko jelu?   25 qe 25 ko jelu?
      14 qe   14 ko jelu?   35 qe 35 ko jelu?
      15 qe   15 ko jelu?   45 qe 45 ko jelu?
      16 qe   15 ko jelu?   55 qe 55 ko jelu?
      17 qe   17 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 <u>libar</u> 'pound', <u>kaba</u> 'bottle', <u>boolwol</u> '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	[∅]	(pootiiji)	pot, tin, can
muɗo	[∅]	(muɗooji)	variable measure for grains
siwo	[∅]	(siwooji)	bucket
saaku	[∅]	(saakuuji)	sack
Things:			
koko	[∅]	(kokooji)	coconut [ɓiɗɗo-kokooji-fruit of coconut]
tabaka	[∅]	( )	tobacco
konɗyam	[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)

Cue	Pattern 1	Pattern 2
	<u>Miɗo</u> mari rewɓe ɗiɗo.	Qan, ko gooto tan marɗaa.
(qo)	Qomo <u>mari</u> rewɓe ɗiɗo.	Qan, ko gooto tan marɗaa.
tam	Qomo tami <u>rewɓe</u> ɗiɗo.	Qan, ko gooto tam tamɗaa.
sukaaɓe	Qomo tami sukaaɓe <u>ɗiɗo</u>.	Qan, ko gootò tan tamɗaa.
jeegom	<u>Qomo</u> tami sukaaɓe jeegom.	Qan, ko jowi tan tamɗaa.
(ɓe)	Beɗo <u>tami</u> sukaaɓe jeegom.	Qan, ko jowi tan tamɗaa.
jog	Beɗo jogi <u>sukaaɓe</u> jeegom.	Qan, ko jowi tan jogɗaa.
hoɓɓe	Beɗo jogi hoɓɓe <u>jeegom</u>.	Qan, ko jowi tan jogɗaa.
sappo	<u>Beɗo</u> jogi hoɓɓe sappo.	Qan, ko jeenay tan jogɗaa.
(qen)	Qeɗen <u>jogi</u> hoɓɓe sappo.	Qan, ko jeenay tan jogɗaa.
heɓ	Qeɗen keɓi <u>hoɓɓe</u> sappo.	Qan, ko jeenay tan keɓɗaa.
gertooɗe	Qeɗen keɓi gertooɗe <u>sappo</u>.	Qan, ko jeenay tan keɓɗaa.
cappanɗe tati	<u>Qeɗen</u> keɓi gertooɗe cappanɗe-tati.	Qan, ko nogas qe jeenay tan keɓɗaa.
(mi)	Miɗo <u>heɓi</u> gertooɗe cappanɗe-tati.	Qan, ko nogas qe jeenay tan keɓɗaa.
mar	Miɗo mari <u>gertooɗe</u> cappande-tati.	Qan, ko nogas qe jeenay tan marɗaa.
rewɓe	Miɗo mari rewɓe <u>cappanɗe-tati</u>.	Qan, ko nogas qe jeenay tan marɗaa.
ɗiɗo	Miɗo mari rewɓe ɗiɗo.	Qan, ko gooto tan marɗaa.

b)   Phrasal Substitution Drill

Cue   Pattern

	Demba sooɗi <u>libaraaji sappo qe jowi maaro.</u>
kabaaji jeeɗiɗi nebam nagge haŋki	Demba sooɗi <u>kabaaji jeeɗiɗi nebam nagge haŋki.</u>
neenemaa ɓaŋi	Neenemaa ɓaŋi <u>kabaaji jeeɗiɗi nebam nagge</u> <u>haŋki.</u>
muɗooji jeegom he gawriqam	Neenemaa ɓaŋi <u>muɗooji jeegom he gawriqam.</u>
mi qokko mo	Mi qokko mo <u>muɗooji jeegom he gawriqam.</u>
pootiiji cappande-jeenay nebam	Mi qokki mo <u>pootiiji cappande-jeenay nebam.</u>
qo qaddani kam	Qo qaddani kam <u>pootiiji cappande-jeenay nebam.</u>
siwooji ɗiɗi gerte	Qo qaddani kam <u>siwooji ɗiɗi gerte.</u>
miɗo jogi	Miɗo jogi <u>siwooji ɗiɗi gerte.</u>
ɓiɗɗo, kokooji nogas qe jeeɗiɗi	Miɗo jogi <u>ɓiɗɗo-kokooji nogas qe jeeɗiɗi.</u>
Demba yeyi kam	Demba yeyi kam <u>ɓiɗɗo-kokooji nogas qe jeeɗiɗi.</u>
hoore tabaka cappande-tati	Demba yeyi kam <u>hoore tabaja cappande-tati.</u>
mi sooɗani mo	Mi sooɗani mo <u>hoore tabaka cappande-tati.</u>
kabaaji-jeegom konɗyam tuubaakooɓe	Mi sooɗani mo <u>kabaaji-jeegom konɗyam</u> <u>tuubaakooɓe.</u>
qo yeyi kam	Qo yeyi kam <u>kabaaji jeegom konɗyam tuubaakooɓe.</u>
saakuuji jowi gawri	Qo yeyi kam <u>saakuuji jowi gawri.</u>
Demba sooɗi	Demba sooɗi <u>saakuuji jowi gawri.</u>
libaraaji sappo qe jowi maaro	Demba sooɗi <u>libaraaji sappo qe jowi maaro.</u>

20.8   NARRATIVE

<u>Frank Yahi to Leydi Samba'en</u>

New word: pos [∅] (posiiji)   pocket

Waɗi Frank yahi to leydi Sambaqen. Tawo qontuma qo meeɗaa yiide kaalis
Sambaqen, qo qanɗaa honno ɗum ñaamete. Qawa ñande gooto, Qalla waɗi qo hawri
qe Samba qe laawol. Tawo qomo jogi kaalis, non qo wiyi Samba wallu mo he kaalis-
maɓɓe. Samba kadi qitti kaalis he pos mum, holli mo ko woni kopar, ñataa, taŋka,
taransu, genewala qe mbuuɗumaɓɓe. Qo haali mo kadi ko jelu fotti genewala he
kaalis Frankqen. Frank weltiima he ɗum, non kaŋko kadi jaari Demba. Qawa gila
qontuma haa joo Frank yeɗɗyitaani 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 hoɗum foti Samba holli mo he kaalismaɓɓe?

6.   Qontuma Frank yahaano to leydi Sambaqen qo meeɗiino yiide kaalismaɓɓe na?

7.   Tuma Frank hawriima qe Samba, ko hoɗum folo, Frank lamdi mo, yoo wallu
      mo he ɗum?

8.   Hombo yahi to leydi Sambaqen?

9.   Hombo haali Frank no kaalis Sambaqen ñaamete?

10. Qa meeɗi yiide kaalisqameŋ na?

11. Honno kaalismon ñaamete?

12. Haalanam, ñataaji ɗiɗi ko jelu?

13. Genewala, ɓe mbiyi ko ɗum woni feccere mbuuɗu Sambaqen, ɗum ko
      gooŋga na?

14. Genewalaaji ɗiɗi ko jelu?

15. Ko taransuuji jelu woni mbuuɗu?

UNIT 21

21.0 Dialog: <u>Koba, the Okra Salesman.</u>

-Yompa-

kañja [∅] (kañjaaɟi)   okra
sada [∅] (sadaaɟi)   unit of dry measurement
                                                    'Sada'
kala   each, every
Jom kañja, ɗi sadaaɟi kala ko   Okra owner, these 'sadas', how
  ɟelu?   much is each?

-Koba-

taŋka [∅] (taŋkaaɟi)   sixpence
kala qo kala   each one, apiece
Kala qo kala ko taŋka.   Sixpence each.

-Yompa-

Miɗo yiɗi ɟeeɗiɗi.   I want seven.

-Koba-

Hoɗum kadi ñɟiɗaa?   What else do you want?

-Yompa-

ñeɓɓe [ɗe] (no singular)   beans
sara [∅] (saraaɟi)   water melons
Miɗo yiɗi ñeɓɓe qe sara gooto.   I want beans and one water melon.

-Koba-

teney [∅] (teneeɟi)   palm tree
Miɗo tami nebam teney, qaɗa yiɗi? I have palm oil, do you want (it)?

-Yompa-

Qeeyi↑miɗo yiɗi.   Yes. I want it.

-Koba-

follere [nde] (   )   sorrel
Qa sooɗataa follere na?   Aren't you buying [some] sorrel?

-Yompa-

Si tawo qa qustinay kam seeɗa.   If you will reduce [it] for me
                                                     a little.

-Koba-

Qawa, mi qustini ma taŋka.   O.K. I've reduced sixpence for you.

-Yompa-

Mi tamani ma, mbuuɗu qe taransu.   I have you five shillings for you.

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                                    -Koba-

Qeeyı.   [Oh] yes.

                                    -Yompa-

Kaalısmaa dınıı.   Here ıs your money.

                                    -Koba-

Qa jaaraama.   Thank you.

21.1   Varıation Drılls on Basıc Sentences

    a)   Random Substıtution Drıll

┌───┐
│ New word: dar   stand, stop, remaın standıng   │
└───┘

Cue   Pattern

                    Hoɗum kadı ñjıɗɗaa?
    waɗ   Hoɗum kadı mbaɗɗaa?
    wıı   Hoɗum kadı mbııɗaa?
    yıı   Hoɗum kadı ñjııɗaa?
    ñaam   Hoɗum kadı ñaamɗaa?
    yar   Hoɗum kadı ñjarɗaa?
    nab   Hoɗum kadı nabɗaa?
    jog   Hoɗum kadı jogɗaa?
    ɗabb   Hoɗum kadı ɗabbuɗaa?
    hombo   Hombo kadı ɗabbuɗaa?
    fad   Hombo kadı padɗaa?
    taw   Hombo kadı tawɗaa?
    war   Hombo kadı mbarɗaa?
    wıı   Hombo kadı mbııɗaa?
    yıı   Hombo kadı ñjııɗaa?
    honto   Honto kadı ñjııɗaa?
    yaa   Honto kadı ñjaaɗaa?
    laar   Honto kadı ndaarɗaa?
    ñaam   Honto kadı ñaamɗaa?
    waal   Honto kadı mbaalɗaa?
    jooɗ   Honto kadı jooɗɗaa?
    dar   Honto kadı daroɗaa?
    wıı   Honto kadı mbııɗaa?
    hoɗum   Hoɗum kadı mbııɗaa?
    yıɗ   Hoɗum kadı ñjıɗɗaa?

b) Substitution-Response Drill

<u>Cue</u>

New word: gosɪ [∅] (   )   porridge

<u>Cue</u>	<u>Question</u>	<u>Answer</u>
	<u>Qa</u> sooɗataa follere na?	Qalaa, mɪ sooɗataa follere.
qo	Qo sooɗataa <u>follere</u> na?	Qalaa, qo sooɗataa follere.
maaro	<u>Qo</u> sooɗataa maaro na?	Qalaa, qo sooɗataa maaro.
ɓe	Ɓe <u>cooɗataa</u> maaro na?	Qalaa, ɓe cooɗataa maaro.
yeey	Ɓe ñjeyataa <u>maaro</u> na?	Qalaa, ɓe ñjeyataa maaro.
bantara	<u>Ɓe</u> ñjeyataa bantara na?	Qalaa, ɓe ñjeyataa bantara.
qon	Qon <u>ñjeya</u>taa bantara na?	Qalaa, meŋ ñjeyataa bantara.
ñaam	Qon ñaamataa <u>bantara</u> na?	Qalaa, meŋ ñaamataa bantara.
gosɪ	Qon <u>ñaa</u>mataa gosɪ na?	Qalaa, meŋ ñaamataa gosɪ.
yar	<u>Qon</u> ñjarataa gosɪ na?	Qalaa, meŋ ñjarataa gosɪ.
qa	Qa ñjarataa <u>gosɪ</u> na?	Qalaa, mɪ yarataa gosɪ.
kosam	Qa yarataa <u>kosam</u> na?	Qalaa, mɪ yarataa kosam.
kɪŋkɪlɪba	Qa <u>yar</u>ataa kɪŋkɪlɪba na?	Qalaa, mɪ yarataa kɪŋkɪlɪba.
sooɗ	Qa sooɗataa <u>kɪŋkɪlɪba</u> na?	Qalaa, mɪ sooɗataa kɪŋkɪlɪba.
follere	Qa sooɗataa follere na?	Qalaa, mɪ sooɗataa follere.

c) Progressive Substitution Drill

New words:	tɪmtorgal	[ŋgal]	(tɪmtorɗe)	mɪrror
	bulu	[∅]	(buluujɪ)	bluing
	saabunde	[nde]	(caabune)	soap
	tuuba	[mba]	(tuubaajɪ	trousers

<u>Cue</u>	<u>Pattern</u>
	<u>Mɪɗo</u> yɪɗi ñeɓɓe qe sara gooto.
(qo)	Qomo yɪɗi <u>ñeɓɓe</u> qe sara gooto.
saabunde	Qomo yɪɗi saabunde qe <u>sara</u> gooto.
bulu	<u>Qomo</u> yɪɗi saabunde qe bulu gooto.
(ɓe)	Ɓeɗo <u>yɪɗi</u> saabunde qe bulu gooto.
faal	Ɓeɗo paali <u>saabunde</u> qe bulu gooto.
tɪmtorgal	Ɓeɗo paali tɪmtorgal qe <u>bulu</u> gooto.
tuuba	<u>Ɓeɗo</u> paali tɪmtorgal qe tuuba gooto.
(meŋ)	Mɪɗen <u>paali</u> tɪmtorgal qe tuuba gooto.
yɪɗ	Mɪɗen ñjɪɗi <u>tɪmtorgal</u> qe tuuba gooto.
wutte	Mɪɗen ñjɪɗi wutte qe <u>tuuba</u> gooto.
sara	<u>Mɪɗen</u> ñjɪɗi wutte qe sara gooto.
(mɪ)	Mɪɗo yɪɗi <u>wutte</u> qe sara gooto.
ñeɓɓe	Mɪɗo yɪɗi ñeɓɓe qe sara gooto.

d) Simple Substitution Drill

Cue   Pattern

	Kala qo kala ko ñataa.
taŋka	Kala qo kala ko taŋka.
taŋka qe ñataa	Kala qo kala ko taŋka qe ñataa.
taransu	Kala qo kala ko taransu.
taransu qe ñataa	Kala qo kala ko taransu qe ñataa.
taransu qe taŋka	Kala qo kala qo taransu qe taŋka.
taransu qe taŋka qe ñataa	Kala qo kala ko taransu qe taŋka qe ñataa.
genewala	Kala qo kala ko genewala.
genewala qe ñataa	Kala qo kala ko genewala qe ñataa.
genewala qe taŋka	Kala qo kala ko genewala qe taŋka.
genewala qe taŋka qe ñataa	Kala qo kala ko genewala qe taŋka qe ñataa.
taransuuji tati	Kala qo kala ko taransuuji tati.
taransuuji tati qe ñataa	Kala qo kala ko taransuuji tati qe ñataa.
taransuuji tati qe taŋka	Kala qo kala ko taransuuji tati qe taŋka.
taransuuji qe taŋka qe ñataa	Kala qo kala ko taransuuji tati qe taŋki qe ñataa.
mbuuɗu	Kala qo kala ko mbuuɗu.

e) Phrasal Substitution Drill

Cue   Pattern

	Miɗo tami neɓam teney, qaɗa yiɗi?
ɓeɗo ñjiɗi ɗum na	Miɗo tami neɓam teney, ɓeɗo ñjiɗi ɗum na?
qomo yeye keɗam	Qomo yeya keɗam, ɓeɗo ñjiɗi ɗum na?
qaɗa yiɗi sooɗde ɗum na	Qomo yeya keɗam qaɗa yiɗi sooɗde ɗum na?
meɗen sooɗoya saabunde	Meɗen sooɗoya saaɓunde, qaɗa yiɗi sooɗde ɗum na?
kono meŋ waawata lootde gude de fow	Meɗen sooɗoya saabunde, kono meŋ waawataa lootde gude de fow.
ko hedde hen no hewi	Ko hedde hen no hewi, kono meŋ waawaataa lootde gude de fow.
qa sooɗata gooto na	Ko hedde hen no hewi, qa sooɗataa gooto na?
qo ɗo moɗɗyaani hay seeɗa	Qo ɗo moɗɗyaani hay seeɗa, qa sooɗataa gooto na?
hoto heɓataami ɗum kadi	Qo ɗo moɗɗyaani hay seeɗa, hoto heɓataani ɗum kadi?
keɗam qalaa ɗo fow han	Keɗam qalaa ɗo fow han, hoto heɓataami ɗum kadi.
qa yeyata kam taamaa na	Keɗam qalaa ɗo fow han, qa yeyataa kam taamaa na?
konɗyamqam huuɓi	Konɗyamqam huuɓi, qa yeyata kam taamaa na?
yaa sooɗanam kaba gooto	Konɗyamqam huuɓi, yaa sooɗanam kaba gooto.
qomo tami nebam teney	Qomo tami nebam teney, yaa sooɗanam kaba gooto.
qaɗa yiɗi	Qomo tami nebam teney, qaɗa yiɗi?

21.3 Directed Conversation Exercises

In these exercises one student reads the 'narrative' and, on the basis of
the facts therin, 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 qaɗa to saare Sambaqen. Qa yahi to marsemaɓɓe, qa tawi ton goɗɗo,
qon no yeya kañja, sara, ñeɓɓe, qe neɓam teney. Kono qaɗa yiɗi qo qustana ma
seeɗa he cogguuli ɗi, paski qa yiɗi sooɗde ɗe fow. Kono folo ko mbaɗtaa, salminaa
mo.

> Dialog:
> a) [Jam ñalli, jom kañja.]
> b) Jam tan ↑ Hoɗum ñjiɗɗaa?
> a) [Miɗo yiɗi sooɗde ɗe fow ko ñjeyataa ɗo.]
> b) Qawa, ɗum no moɗɗyo.
> a) [Kono miɗo yiɗi yaa qustanam seeɗa he cogguuli ɗi.]
> 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 seeɗa he haalaa Qamerika, waɗi qa
hawri qe goɗɗo, qo lamdi ma hunde qe kulle saaremon.

Dialog.

    a) No mbaďďaa teeri.
    b) [Jam tan.]

    a) Qan no wiyete?
    b) [Miďo wiye Demba. Hoďum ñjiďďaa?]

    a) Hoto galle mawďomoďon woni?
    b) [Gallemum no to hedde marse qo.]

    a) Qaďa waawi haalde haalaa Qamerika na?
    b) [Miďo waawi seeďa he ďum.]

    a) Qaďa qandi goďďo ďo, baawďo haalde haalaa Qamerika?
    b) [Qalaa↑ ko min tan waawi haalde seeďa he ďum.]

21.8 NARRATIVE

Yompa Yahi Marse

    Qonñan Yompa yahi marse sooďde kañja. Tuma qo yotti ton, qo tawi ton goďďo
wiyete Koba. Qo lamdi qon si qon jogi kañja. Koba, wiyi qeeyi, qomo jogi kañja,
ñeɓɓe, sara, neɓam teney qe follere. Koba wiyi mo kadi coggu kañjaaji ďi, ko
taŋka pur kala qo kala. Non Yompa wiyi mo, soo qustini mo seeďa, qo sooďoto ďum.
Koba kadi qustini mo, qawa Yompa sooďi koo sooďata, yahi he laawolmum.

21.9 Questions for Discussion

    1. Qonñan hombo yahi marse?
    2. Ko waďi qo yahi marse?
    3. Ko hoďum qo yahi sooďde ton?
    4. Hombo qo tawi to marse qo?
    5. Honno qon neďďo wiyete?
    6. Hombo woni jom kañja qo?
    7. Ko hoďum qe hoďum kadi jom kañja qo mari ko yeyeta.
    8. Ko jelu woni coggu kañja qo kañja.
    9. Hombo wiyi, yoo jom kañja qo qustana mo seeďa?
   10. Jom kañja qo, qustini mo na?
   11. Tuma jom kañja qo qustini mo, qo sooďiino ko sooďatano na,   maa qo
          sooďaanino?
   12. Qa meeďi yiide kañja na?
   13. Honno ñjeyoton kañjaajimoďon?
   14. Qoďon jogi maaro hewde leydimon na?
   15. Qa yahanay deɓɓomaa marse na?

UNIT 22

22.0 Dialog: <u>What's for Lunch?</u>

-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 [∅] (domodaaji)   .   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-

puido [qo] (fuiбe)   foolish person, foolish
Wotaa haalanam haalaa puido, nani.   Don't tell me foolish talk, hear!

-Banna-

Qaccanam hakke, kori dum weli.   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 [∅] ( )	sugar
Min,ko gosi ñjidmi. Wada hen kosam qe sukar.	As for me, it is porridge I want. Put in sour milk and sugar.

-Kumba-

sago [ŋgo] ( )	wish, desire, pleasure
Qawa sagomaa tan, mi defante dum.	OK, just as you wish, I cook that for you.

22.1   Variation Drills on Basic Sentences

     a)   Progressive Substitution Drill

Cue	Pattern
	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.
meŋ	Kono meŋ <u>kaalaani</u> ma qa waala galle.
wii	Kono meŋ mbiiyaani <u>ma</u> qa waala galle.
mo	Kono meŋ mbiiyaani mo qo <u>waala</u> galle.
jood	Kono meŋ mbiiyaani mo qo jooda <u>galle</u>.
marse	Kono <u>meŋ</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: kacıtaarı [ndı] (kacıtaade)   breakfast

<u>Cue</u>   <u>Pattern</u>

	Hodum defataa hıırande?
qo	Hodum qo defata <u>hıırande?</u>
bottaarı	Hodum <u>qo</u> defata bottaarı?
6e	Hodum 6e depata <u>bottaarı?</u>
kacıtaarı	Hodum <u>6e</u> depata kacıtaarı?
qon	Hodum qon depata <u>kacıtaarı?</u>
ñaltaarı	Hodum <u>qon</u> depata ñaltaarı?
qo	Hodum qo defata <u>ñaltaarı?</u>
hıırande	Hodum <u>qo</u> defata hıırande.
(qa)	Hodum defataa hıırande.

c)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	<u>Mın</u>, ko gosı ñjıdmı.
6e	Be, ko <u>gosı</u> 6e ñjıdı.
domoda	Be, ko domoda 6e ñjıdı.
meŋ	Meŋ, ko <u>domoda</u> meŋ ñjıdı.
laccırı	<u>Meŋ</u>, ko laccırı meŋ ñjıdı.
qo	Qo, ko <u>laccırı</u> qo yıdı.
kosam	<u>Qo</u>, ko kosam qo yıdı.
qon	Qon, ko <u>kosam</u> qon ñjıdı.
kedam	<u>Qon</u>, ko kedam qon ñjıdı.
mın	Mın, ko <u>kedam</u> ñjıdmı.
gosı	Mın, ko gosı ñjıdmı.

d)   Simple Substitution Drill

New words:			
fen			lie, tell an untruth
fenande	[nde]	(penaale)	lie, untruth
nafıgı	[∅]	(nafıgıı6e)	hypocrite
saysay	[∅]	(saysayı6e)	mad, wild, uncontrolled person
bon			be bad, wicked
bondo	[qo]	(bon6e)	bad person
kaŋgaado	[qo]	(haŋgaa6e)	crazy person, mad man

<u>Cue</u>   <u>Pattern</u>

                      Wotaa haalanam haalaa <u>puiɗo</u>.
fenande   Wotaa haalanam haalaa <u>fenande</u>.
nafɩgɩ   Wotaa haalaanam haalaa <u>nafɩgɩ</u>.
bonɗo   Wotaa haalanam haalaa <u>bonɗo</u>.
kaŋgaado   Wotaa haalanam haalaa <u>kaŋgaaɗo</u>.
neenema   Wotaa haalanam haalaa <u>neenemaa</u>.
kawmaa   Wotaa haalanam haalaa <u>kawmaa</u>.
baabamakko   Wotaa haalanam haalaa <u>baabamakko</u>.
yɩmɓeɓe   Wotaa haalanam haalaa <u>yɩmɓeɓe</u>.
karamokkomaa   Wotaa haalanam haalaa <u>karamokkomaa</u>.
ɓiɗɗomaa   Wotaa haalanam haalaa <u>ɓiɗɗomaa</u>.
rewɓemoɗon   Wotaa haalanam haalaa <u>rewɓemoɗon</u>.
saysay   Wotaa haalanam haalaa <u>saysay</u>.
puiɗo   Wotaa haalanam haalaa <u>puiɗo</u>.

22.2 Exercises:

a) Directed Conversation Exercise (Student takes part [b])

| New word: defgol [ŋgol] (   )   the process of cooking |

<u>Narrative:</u>

    Kaa debbo Banna. Ñande gooto, tuma qomo yaha lɩgge, qo wɩyaanɩ ma haytus
he fɩɩ defgol bottaare. Kono qan, qa yahɩ marse, qarɩ, defɩ demoda pur bottaare
nde. Qa waɗɩ gerte qe teew qe maaro to maafemaa. Tuma qa gaynɩ, qa noddɩ Banna
qe beŋgumum pur ɓe mbottoya.

    Dialog:

        a) Kumba, hoɗum kaal ma mɩ yaa defanam hande?
        b) [Qa haalaanɩ kam haytus he fɩɩ defgol bottaare.]

        a) Qaaa, qa haalɩ gooŋga. Qawa, nden hoɗum ɗefɗaa?
        b) [Ko domoda defmɩ.]

        a) Hombo yahanɩ ma marse?
        b) [Mɩn, hooreqam.]

        a) Kono mɩ haalananɩ ma qa yaha marse na?
        b) [Sɩ tawo mɩ yahaanɩ marse, qa ñaamataa bottare hande.]

        a) Qawa, hoɗum mbaɗɗaa to maafemaa?
        b) [Gerte qe teew qe maaro.]

a) Korı ɗum welı.

b) [Mı qandaa. Qar, meeɗu ɗum.]

a) Qawa, mıɗo qara, nanı.

b) Dırected Conversatıon Exarcıse   (Student takes part [a])

New words:	way	be like
	wayno	it seems, suppose (cause [yourself] to be as if...')
	ɓaggı [∅] (ɓaggııjı)	cloth

Narratıve:

Wayno, qaɗa to meeɗen. Qa yıɗı yaade posto, nden marse, kadı tawı qaɗa yıɗı yaade sooɗde ɓaggı. Kono qa qanɗaa hoto keɓata ɗe fow. Qalla   waɗı qa hawrııma qe goɗɗo he laawol. Hoɗum mbıyataa mo?

Dıalog:

a) [Teerı, jam ñallı.]

b) Jam tan, hoɗum ñjıɗaa?

a) [Mıɗo yıɗı yaade to postomon.]

b) Qaɗa qandı ton na?

a) [Qalla, haalanam hoto ton wonı.]

b) Posto qo, no to ɓaawo galle lamɗo qo.
    Honto kadı ñjıɗaa yaade?

a) [Mıɗo yıɗı yaade sooɗde ɓaggı.]

b) Yaa to, qoya bıtıkı won juŋgo nanomaa.

a) [Qa jaraama, teerı.]

b) Jaawuur.

22.8 NARRATIVE

Kumba Defı Bottaare

Qonñan, Kumba defı bottaare pur gorkomum, qawa tuma qo parı, qo yahı, noddı mo pur qo wottoya. Non gorkomum lamdı, ko hoɗum qo defı. Kumba wıyı mo, ko domoda qo defı, te ko kaŋko yahanı hooremum marse. Gorkomum kadı wıyı mo, 'Mı haalaanı ma qa yaha marse'. Qawa, qon haalaa mettı Kumba, non kaŋko kadı wıyı mo 'Wotaa tampınam qe haalaa puıɗo'. Gorkomum nden wıyı mo, yoo qaccana mo hakke. ɓooyaanı qo lamdı Kumba, koo defata pur hıırande. Kumba wıyı mo 'ko ñjıɗaa tan'. Gorko Kumba wıyı mo, qomo yıɗı gosı qe kosam qe sukara. Kumba wıyı mo.' Mı defante ɗum, sı Qalla jaɓı'.

22.9   Questions for Discussion

1.   Hombo yahanı Kumba to marse qo?

2.   Ko hoɗum Kumba defı bottaare?

3.   Tuma Kumba yahı noddude gorkomum, ko hoɗum qo haalanı mo?

4.   Ko pur hoɗum, qo noddoyı gorkomum?

5.   Ko hoɗum gorkomum lamdı mo he fıı bottaare nde?

6.   Hoɗum wonı qınde gorko Kumba?

7.   Ko hoɗum, gorko-Kumba haalanaanı mo yoo waɗ?

8.   Tuma gorko Kumba wıyı Kumba 'Mı haalaanı ma yaha marse', ko hoɗum
     Kumba jaabı mo?

9.   Gorko Kumba haalı Kumba hunde pur fıı hıırande nde. Ko hoɗum qo
     haalanı Kumba?

10. Banna, ko domoda qo yıɗı Kumba defa pur hıırande na, maa ko gosı?

11. Qaɗa qandı ko wonı gosı na?

12. Hoɗum wonı sagomaa hande?

13. Hoɗum ñjıɗɗaa ñaamde hande pur hıırande?

14. Qa meeɗı ñaamde sara na ?

15. To leydımoɗon, qoɗon jogı sara qe koko na?

16. Honno˙ domoda?

17. Qa meeɗı ñaamde kosam qe gosı na?

UNIT 23

23.0 Dialog: <u>A Snack and an Errand</u>.

                                          -Ibrayma-
Min, mido heegi.   I am hungry.

                                          -Demba-
        taabul [∅] (taabulaaji)   table
Ñaamri ndi dinii, to dow taabulqam.   There's food on top of my table.

                                          -Ibrayma-
        wood   own, possess
Hombo woodi?   Who owns it?

                                          -Demba-
Baŋ, ñaam, ko min woodi; qawa saa   Take [it], eat [it], it's mine.
   gayni ñaamde, soodoya kam liddi.   When you finish eating, go and
                                                             buy me some fish.

                                          -Ibrayma-
Hoto?   Where?

                                          -Demba-
To galle cuballooɓe.   At the compound of the fishermen.

                                          -Qibrayma-
Qe hodum kadi?   And what else?

                                          -Demba-
Lamdam qe basalle.   Salt and onions.

                                          -Qibrayma-
        mango (ŋgo) (maŋgooji)   mango
        ɓiradam [dam] (   )   milk (fresh from the ꜜow)
Min kadi, mido yidi soodde maŋgo   As for me, I want to buy mango
   qe ɓiradam.   and milk.

                                          -Demba-
        sigaret [∅] (sigaretiiji)   cigarette
        qalmet [∅] (qalmetaaji)   match
Fad, soodanam sigaret qe qalmet.   Wait, buy me cigarettes and

                                                             matches.

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-Qıbrayma-

goro [ŋgo] (goroojı)   kola nut

Goro non?   How about some kola nut?

-Demba-

Qawa, kono yawno, nanı.   OK, but hurry. Hear!

-Qıbrayma-

Mı nanı.   I hear (you).

23.1   Varıatıon Drılls on Basıc Sentences

a)   Progressıve Substıtutıon Drıll

┌───┐
│ New word: daantor   be sleepy   │
└───┘

Cue   Pattern

                           Mıdo heegı.
(qo)   Qomo heegı.
domd   Qomo domdı.
(ɓe)   Bedo domdı.
tamp   Bedo tampı.
(meŋ)   Mıden tampı.
daantor-   Mıden daantorı.
(qon)   Qodon daantorı.
tamp   Qodon tampı.
(qa)   Qada tampı.
heg   Qada heegı.
(mı)   Mıdo heegı.

b)   Sımple Substıtutıon Drıll

Cue   Pattern

                        Ñaamrı ndı dınıı, to dow taabul qo.
ndıyam   Ndıyam dam dınıı, to dow taabul qo.
gıle   Gıle de dınıı, to dow taabul qo.
teew   Teew ŋgu dınıı, to dow taabul qo.
kedam   Kedam dam dınıı, to dow taabul qo.
kosam   Kosam dam dınıı, to dow taabul qo.
goro   Goro ŋgo dınıı, to dow taabul qo.
laccırı   Laccırı ndı dınıı, to dow taabul qo.
kañja   Kañja qo dınıı, to dow taabul qo.
basalle   Basalle nde dınıı, to dow taabul qo.
sara   Sara qo dınıı, to dow taabul qo.

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	Sara qo dinii, to dow taabul qo.
gerte	Gerte ɗe dinii, to dow taabul qo.
maŋgo	Maŋgo ŋgo dinii, to dow taabul qo.
liɗɗi	Liɗɗi ɗi dinii, to dow taabul qo.
maaro	Maaro ko dinii, to dow taabul qo.

c) Transformation Drill   (Ask two questions with hoɗum and honto
                               respectively.)

```
New words:
    loonde  [nde] (loode)       a jar, drinking jar
    deferdu [ndu] (deferɗi      kitchen
```

Cue	Responses
Ñaamri dinii, to taabul qo.	Hoɗum woni to taabul qo?
	Honto ñaamri ndi woni?
Gosi dinii, to taabul qo.	Hoɗum woni to taabul qo?
	Honto gosi qo woni?
Keɗam dinii to nder kaba qo.	Hoɗum woni to nder kaba qo?
	Honto keɗam ɗam woni?
Gerte ɗe dinii to saaku ŋgu.	Hoɗum woni he saaku ŋgu?
	Honto gerte ɗe ŋgoni?
Lamɗam dinii to deferdu ndu.	Hoɗum woni to deferdu ndu?
	Honto lamɗam ɗam woni?
Ndiyam dinii he loonde nde.	Hoɗum woni he loonde nde?
	Honto ndiyam ɗam woni?
Lacciri dinii he horde nde.	Hoɗum woni he horde nde?
	Honto lacciri ndi woni?
Yimɓeɓe dinii he suudu ndu.	Hoɗum woni he suudu ndu?
	Honto yimɓe ɓe ŋgoni.
Tuubamaa dinii to mbaldi ndi.	Hoɗum woni to mbaldi ndi?
	Honto tuuba mba maa woni?

d)   Simple Substitution Drill

Cue	Pattern
	Ƙo min woodi.
ɓe	Ko ɓe ŋgoodi.
qonon	Ko qonon ŋgoodi.
meŋ	Ko meŋ ŋgoodi.
qo	Ko qo woodi.
Samba	Ko Samba woodi.
Demba	Ko Demba woodi.
Bookari	Ko Bookari woodi.
qan	Ko qan woodi.
min	Ko min woodi.

e)   Progressive Substitution Drill

Cue	Pattern
	Saa gayni ñaamde, coodoyaa kam laddi.
qon	Soon gayni ñaamde, coodoyon kam liddi.
gas	Soon gasi ñaamde, coodoyon kam liddi.
yar	Soon gasi yarde, coodoyon kam liddi.
qadd	Soon gasi yarde, ŋgaddoyon kam laddi.
mo	Soon gasi yarde, ŋgaddoyon mo liddi.
kedam	Soon gasi yarde, ŋgaddoyon mo kedam.
meŋ	Si meŋ gasi yarde, ŋgaddoyen mo kedam.
par	Si meŋ pari yarde, ŋgaddoyen mo kedam.
daan	Si meŋ pari daande, ŋgaddoyen mo kedam.
dabb	Si meŋ pari daande, dabboyen mo kedam.
kam	Si meŋ pari daande, dabboyen kam kedam.
ledde	Si meŋ pari daande, dabboyen kam ledde.
ɓe	Si ɓe pari daande, ɓe dabboya kam ledde.
gas	Si ɓe gasi daande, ɓe dabboya kam ledde.
ligg	Si ɓe gasi liggaade, ɓe dabboya kam ledde.
laar	Si ɓe gasi liggaade, ɓe ndaaroya kam ledde.
mo	Si ɓe gasi liggaade, ɓe ndaaroya mo ledde.
kosam	Si ɓe gasi liggaade, ɓe ndaaroya mo kosam.
qa	Saa gasi liggaade, ndaaroyaa mo kosam.
gayn	Saa gayni liggaade, ndaaroyaa mo kosam.
ñaam	Saa gayni ñaamde, ndaaroyaa mo kosam.
sood	Saa gayni ñaamde, coodoyaa mo kosam.
kam	Saa gayni ñaamde, coodoyaa kam kosam.
liddi	Saa gayni ñaamde, coodoyaa kam liddi.

f) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                              Mın kadı, mı yıd'ı maŋgo qe 6ıradʼam.
qo   Qo kadı, qo yıd'ı <u>maŋgo qe 6ıradʼam.</u>
lamd'am qe gıle   <u>Qo</u> Qo kadı, qo yıd'ı lamd'am qe gıle.
6e   'Be kadı, 6e ñjıd'ı <u>lamd'am qe gıle.</u>
ked'am qe sukar   'Be kadı, 6e ñjıd'ı ked'am qe sukar.
qonon   Qonon kadı, qonon ñjıd'ı <u>ked'am qe sukar.</u>
tamate qe basalle   <u>Qonon</u> kadı, qonon ñjıd'ı tamatı qe basalle.
mınen   <u>Mınen</u> kadı, mınen ñjıd'ı <u>tamatı qe basalle.</u>
sara qe maaro   <u>Mınen</u> kadı, mınen ñjıd'ı sara qe maaro.
qo   Qo kadı, qo yıd'ı <u>sara qe maaro.</u>
teew qe lıd'd'ı   Qo kadı, qo yıd'ı teew qe lıd'd'ı.
mı   Mın kadı, mı yıd'ı <u>teew qe lıd'd'ı.</u>
maŋgo qe 6ıradʼam   Mın kadı, mı yıd'ı maŋgo qe 6ıradʼam.

g) Phrasal Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                              Saa gaynı ñaamde, <u>sood'oya kam lıd'd'ı.</u>
yahana mo marse, nanı   <u>Saa gaynı ñaamde</u>, yahana mo marse, nanı.
saa yottı ton   Saa yottı ton, <u>yahana mo marse, nanı.</u>
salmına kam debbomakko   <u>Saa yottı ton</u>, salmına kam debbomakko.
saa yıyı Demba   Saa yıyı Demba, <u>salmına kam debbomakko.</u>
wıı mo yoo qar   <u>Saa yıyı Demba</u>, wıı mo yoo qar.
sı neenemaa qarı   Sı neenemaa qarı, <u>wıı mo yoo qar.</u>
qokku mo qo letar   <u>Sı neenemaa qarı</u>, qokku mo qo letar.
saa yahı ton   Saa yahı ton, <u>qokku mo qo letar.</u>
fad kam haa mı qarta   <u>Saa yahı ton</u>, fad kam haa mı qarta.
saa yıyaanı kam ton   Saa yıyaanı kam ton, <u>fad kam haa mı qarta.</u>
yey mo lıd'd'ı d'ı   <u>Saa yıyaanı kam ton</u>, yey mo lıd'd'ı d'ı.
soo qarı   Soo qarı, <u>yey mo lıd'd'ı d'ı.</u>
yahana kam marse   <u>Soo qarı</u>, yahana kam marse.
saa gaynı ñaamde   Saa gaynı ñaamde, <u>yahana kam marse.</u>
sood'oya kam lıd'd'ı   Saa gaynı ñaamde, sood'oya kam lıd'd'ı.

h) Phrasal Substitution Drill (Repeat drill ʒ replacing the imperative
                                 forms [sood'oya etc.] with the injunctive
                                 forms [cood'oyaa, etc.] throughout.

23.2 Exercises

a) Directed Conversation Exercise   (Student takes part [b])

Narrative:

Qaɗa wiye Demba. Teerimaa mo wiye Ibrayma. Heege naŋgi mo. Qa qari to gallemaa, tawo qaɗa mari ñaamri to dow taabulmaaɗa. Qa yiɗi qo ɓaŋa ñaamrimaaɗa, qo ñaama ɗum. Qawa kadi qaɗa yiɗi soo gayni ñaamde, qo yahan ma marse, qo soodana ma liɗɗi, basalle, qe lamɗam. Kono qaɗa yiɗi qo waɗa ɗum fow ko yawi.

Dialog:

a) Jam ñalli Demba.
b) [Jam tan Ibrayma, kori tana qalaa?]

a) Miɗo qe heege.
b) [Ñaamri dinii,to dow taabul qo,ɓaŋ ɗum, ñaamaa.]

a) Qa jaraama, Demba.
b) [Qawa saa gayni ñaamde, yahana kam to galle cuubalooɓe.]

a) Pur hoɗum 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 ɓiŋgel tokosel. Qonon fow, qoɗon ligga to Qambasadmoɗon. Qaɗa yiɗi goɗɗo naŋgan qon ɓiŋgel tokoselmoɗon, soon njahi gollude. Qawa qa hawri qe Samba, qa yiɗi haalde mo soklamaaɗa. Honno mbaɗataa?

Dialog:

a) [John: Jam waali Samba.]
b) Samba: Jam tan John, hoɗum ñjiɗaa mi waɗan ma?

a) [John: Mbiimi miɗo yiɗi yaa wallam debbo moɗɗyo ñjiɗɗo golle.]
b) Samba: Pur golle hoɗum ñjiɗɗaa qon waɗan ma?

a) [John: Miɗo yiɗi, qon naŋgan ɓiŋgel debboqam, si meŋ ñjahi
                gollude.]

b) Samba: Qawa, mi ɗabbante debbo moɗɗyo si Qalla jaɓi.

a) [John: Qa jaaraama faŋ faŋ.]

b) Samba: Jaawuur, ñallen jam.

23.8 NARRATIVE

Qibrayma qe Demba

Qibrayma qe Demba qonñan tuma ɓeɗo kiira to galle Dembaqen. Qibrayma wiyi
Demba kaŋko no heegi. Waɗi qontuma Demba no mari ñaamri he ɗow taabulmakko.
Demba non, wiyi mo yoo ɓam ɗum qo ñaam, qawa soo gayni ñaamde, qo yahana mo marse,
pur qo sooɗana mo lamɗam, basalle, cigaret qe qalmet. Tawi qontuma, Qibrayma kadi
no yiɗi maŋgo qe ɓiraɗam. Tuma Qibrayma fuɗɗi yaade, lamdi Demba kadi si qomo
yiɗi goro kadi, qon wiyi mo qeeyi, qomo yiɗi. Non qo yahi marse sooɗoyi ko Demba
wiyiino mo qe hooremum.

23.9 Questions for Dicsussion

1. Ko hombo qe hombo kiiri qonñan?

2. To galle hombo ɓe ŋgoniino?

3. Hombo wiyi qomo heegi?

4. To galle Qibrayma, Demba qe Qibrayma ŋgoniino maa ko to galle Dembaqen
    ɓe ŋgoniino?

5. Tuma Qibrayma wiyi Demba kaŋko no heegi, ko hoɗum Demba jaabi mo?

6. Hoɗum woniino to dow taabul Demba?

7. Demba wiyiino Qibrayma hunde, pur qo waɗan hunde soo gayni ñaamde,
    hoɗum qo wiyi mo?

8. Hombo Demba, wiyi, yoo sooɗana mo lamɗam?

9. Hombo yahani Demba marse?

10. Ko hoɗum qe hoɗum Demba haali Qibrayma yoo sooɗana mo to marse?

11. Tawo Qibrayma kadi yiɗiino sooɗde hunde to marse qo na, maa qo yiɗaano
    haytus?

12. Hoɗum kadi Demba yiɗiino Qibrayma sooɗana mo?

13. Demba qe Qibrayma hombo yiɗiino maŋgo qe ɓiraɗam.

UNIT 24

24.0 Dialog: Lots to Do.

-Demba-

Yoro, hoɗum mbaɗtaa hande?   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 [∅] (postoji)   post office
      folo   first, firstly
Folo miɗo yiɗi yaade posto.   First, I want to go to the post
                                                office.

-Demba-

Saa qiwi ton honto ñjahataa   When you come from there, where
    kadi?   will you go again?

-Yoro-

      qambasad [∅] (qambasadaaji)   Embassy
      Ghana   Ghana
Mi yahay to Qambasad Ghana.   I will go to the Ghana Embassy.

-Demba-

      maŋgasin [∅] (maŋgasinaaji)   store, shop
Qa yahata to maŋgasinmaa na?   Are   you going to your store?

-Yoro-

Qala, meŋ ŋgudditaani ɗum hande.   No, we didn't open it today.

-Demba-

Saa qiwi Qambasad Ghana, hoɗum   When you come from the Ghana
    mbaɗtaa?   Embassy, what will you do?

-Yoro-

      letar [∅] (letaraaji)   letter
Mi hootay galle, mi winda letarqam.   I will go home and write my letter.

-Demba-

      huub-   finish, come to an end
      sokla [∅] (soklaaji)   business, affairs
Qan non soklaajimaa huuɓataa   As for you, your business (work)
    hande.   is endless today.

-Yoro-

Qaduna ko non.   The world is like that.

-Demba-

Qawa↑ mın kadı, mıɗo hoota.   OK., Me too, I am going home.

24.1 Varıatıon Drılls on Basıc Sentences

    a) Random Substıtutıon Drıll

```
┌─────────────────────────────────────────────────────┐
│ New word:  julla [∅] jullaaɓe        merchant        │
└─────────────────────────────────────────────────────┘
```

  Cue   Pattern

               Qa yahata to maŋgasınmaa na?

  qo   Qo yahata to maŋgasınmakko na?

  Samba   Samba yahata to maŋgasınmakko na?

  ɓe   Ɓe ñjahata to maŋgasınmaɓɓe na?

  Demba   Demba yahata to maŋgasınmakko na?

  qon   Qon ñjahata to maŋgasınmoɗon na?

  qa   Qa yahata to maŋgasınmaa na?

  meŋ   Meŋ ñjahata to maŋgasınqameŋ na?

  ñall   Meŋ ñallata to maŋgasınqameŋ na?

  qon   Qon ñallata to maŋgasınmoɗon na?

  yey   Qon ñjeyata to maŋgasınmoɗon na?

  ɓe   Ɓe ñjeyata to maŋgasınmaɓɓe na?

  qar   Ɓe ñgarata to maŋgasınmaɓɓe na?

  yaa   Ɓe ñjahata to maŋgasınmaɓɓe na?

  julla qo   Julla qo yahata to maŋgasınmakko na?

  qa   Qa yahata to maŋgasınmaa na?

    b) Random Substıtutıon Drıll

```
┌──────────────────────────────────────────────────┐
│ New words:                                        │
│     faɓɓıtı jaŋŋgo        three days hence         │
│     jakku                 chew                     │
│     fım                   smoke                    │
└──────────────────────────────────────────────────┘
```

  Cue   Pattern

               Yoro, hoɗum mbaɗataa hanɗe?

  ñaam   Yoro, hoɗum ñaamataa hanɗe?

  yey   Yoro, hoɗum ñjeyataa hanɗe?

  sooɗ   Yoro, hoɗum cooɗataa hanɗe?

  jaŋg   Yoro, hoɗum jaŋgataa hanɗe?

	Yoro, hoɗum jaŋgataa <u>hande</u>?
jaŋgo	Yoro, hoɗum jaŋgataa <u>jaŋgo</u>?
kiikiiɗe	Yoro, hoɗum <u>jaŋgataa</u> kiikiiɗe?
wii	Yoro, hoɗum mbiyataa <u>kiikiiɗe</u>?
faɓɓi-jaŋgo	Yoro, hoɗum mbiyataa <u>faɓɓi-jaŋgo</u>?
faɓɓiti-jaŋgo	Yoro, hoɗum <u>mbiyataa</u> faɓɓiti jaŋgo?
haal	Yoro, hoɗum <u>kaalaataa</u> faɓɓiti jaŋgo?
wind	Yoro, hoɗum mbindataa <u>faɓɓiti jaŋgo</u>?
hande	Yoro, hoɗum <u>mbindataa</u> hande?
jakk	Yoro, hoɗum jakkataa <u>hande</u>?
jaŋgo	Yoro, hoɗum <u>jakkataa</u> jaŋgo?
yar	Yoro, hoɗum ñjarataa <u>jaŋgo</u>?
hande	Yoro, hoɗum <u>ñjarataa</u> hande?
waɗ	Yoro, hoɗum mbaɗataa hande?
fim	Yoro, hoɗum <u>pimataa</u> hande?
jaab	Yoro, hoɗum jaabataa hande?

c) Random Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Hoɗum mbaɗata<u>a</u> hande?
qo	Hoɗum qo waɗata <u>hande</u>?
jaŋgo	Hoɗum <u>qo</u> waɗata jaŋgo?
ɓe	Hoɗum ɓe mbaɗata <u>jaŋgo</u>?
faɓɓi-jaŋgo	Hoɗum <u>ɓe</u> mbaɗata faɓɓi-jaŋgo?
(qon)	Hoɗum mbaɗoton <u>faɓɓi-jaŋgo</u>?
Qalarba	Hoɗum mbaɗ<u>oton</u> Qalarba?
meŋ	Hoɗum meŋ mbaɗata <u>Qalarba</u>?
Juma	Hoɗum meŋ mbaɗata Juma?
neenemaa	Hoɗum neenemaa waɗata <u>Juma</u>?
Qalkamis	Hoɗum <u>neenemaa</u> waɗata Qalkamis?
yimɓeɓe	Hoɗum yimɓeɓe mbaɗata <u>Qalkamis</u>?
Teneŋ	Hoɗum yimɓeɓe <u>mbaɗata</u> Teneŋ?
ñaam	<u>Hoɗum</u> yimɓeɓe ñaamata Teneŋ?
honto	Honto yimɓeɓe <u>ñaama</u>ta Teneŋ?
waal	Honto yimɓeɓe mbaalata <u>Teneŋ</u>?
Talata	Honto <u>yimɓeɓe</u> mbaalata Talata?
(qon)	Honto <u>mbaal</u>oton Talata?
ligg	Honto liggoton <u>Talata</u>?
hande	Honto <u>ligg</u>oton hande?
ñall	Honto ñalloton <u>hande</u>?
faɓɓi-jaŋgo	Honto <u>ñall</u>oton faɓɓi-jaŋgo?
yaa	Honto ñjahoton <u>faɓɓi-jaŋgo</u>?
jaŋgo	Honto <u>ñjaho</u>ton jaŋgo?

	Honto <u>ñjaho</u>ton jaŋgo?
ñaam	<u>Honto</u> ñaamoton jaŋgo?
hoɗum	Hoɗum <u>ñaa</u>moton jaŋgo?
waɗ	Hoɗum mbaɗoton <u>jaŋgo</u>?
hande	Hoɗum mbaɗoton <u>han</u>de?
(qa)	Hoɗum mbaɗataa hande?

d)   Random Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Hombo ñjiya<u>taa</u> hande?
qo	Hombo qo yiyata <u>hande</u>?
jaŋgo	Hombo <u>qo</u> yiyata jaŋgo?
ɓe	Hombo ɓe <u>ñjiya</u>ta jaŋgo?
laar	Hombo ɓe ndaarata <u>jaŋgo</u>?
faɓɓi-jaŋgo	Hombo <u>ɓe</u> ndaarata faɓɓi-jaŋgo?
(qon)	Hombo <u>ndaa</u>roton faɓɓi-jaŋgo?
wind	Hombo mbindoton <u>faɓɓi-jaŋgo</u>?
hande	Hombo mbindoton <u>han</u>de?
meŋ	Hombo meŋ mbindata <u>hande</u>?
jaŋgo	Hombo meŋ <u>mbinda</u>ta jaŋgo?
yii	Hombo meŋ ñjiyata <u>jaŋgo</u>?
hande	Hombo <u>meŋ</u> ñjiyata hande?
(qa)	Hombo ñjiyataa hande?

e)   Progressive Substitution Drill

New words: maayo [ŋgo] (maaje)   river
kama   [∅]   (kamaaji)   toilet

<u>Cue</u>   <u>Pattern</u>

	Folo <u>miɗo</u> yiɗi yaade posto.
(qo)	Folo qomo yiɗi yaade <u>posto</u>.
kampama	Folo <u>qomo</u> yiɗi yaade kampama.
(ɓe)	Folo ɓeɗo ñjiɗi yaade <u>kampama</u>.
saare	Folo <u>ɓeɗo</u> ñjiɗi yaade saare.
(meŋ)	Folo miɗen ñjiɗi yaade <u>saare</u>.
jaŋgurdu	Folo <u>miɗen</u> ñjiɗi yaade jaŋgurdu.
(qon)	Folo qoɗon ñjiɗi yaade <u>jaŋgurdu</u>.
galle Bookari	Folo <u>qoɗon</u> ñjiɗi yaade galle Bookari.
(qo)	Folo qomo yiɗi yaade <u>galle Bookari</u>.
ladde	Folo <u>qomo</u> yiɗi yaade ladde.
(mi)	Folo miɗo yiɗi yaade <u>ladde</u>.
posto	Folo <u>miɗo</u> yiɗi yaade posto.

```
                      Folo miɗo yiɗi yaade posto.
      (ɓe)            Folo ɓeɗo ñjiɗi yaade posto.
      kama            Folo ɓeɗo ñjiɗi yaade kama.
      (qo)            Folo qomo yiɗi yaade kama.
      maayo           Folo qomo yiɗi yaade maayo.
      (mi)            Folo miɗo yiɗi yaade maayo.
      posto           Folo miɗo yiɗi yaade posto.
```

f)   Simple Substitution-Correlation Drill

   Cue   Pattern

                    Min kadi, miɗo hoota.
      qan   Qan kadi, qaɗa hoota.
      qo   Qo kadi, qomo hoota.
      ɓe   Be kadi, ɓeɗo koota.
      qon   Qon kadi, qoɗon koota.
      meŋ   Meŋ kadi, miɗen koota.
      qen   Qen kadi, qeɗen koota.

g)   Progressive Substitution Drill

   Cue   Pattern

                    Min kadi, miɗo hoota.
      qan   Qan kadi, qaɗa hoota.
      ñaam   Qan kadi, qaɗa ñaama.
      qo   Qo kadi, qomo ñaama.
      wind   Qo kadi, qomo winda.
      qon   Qon kadi, qoɗon mbinda.
      yaa   Qon kadi, qoɗon ñjaha.
      ɓe   Be kadi, ɓeɗo ñjaha.
      qar   Be kadi, ɓeɗo ŋgara.
      meŋ   Meŋ kadi, miɗen ŋgara.
      hoot   Meŋ kadi, miɗen koota.
      min   Min kadi, miɗo hoota.
```

24.2 Exercises

a) Directed Conversation Exercise (Student takes part B)

Narrative.

Qindemaa ko Demba. Yoro ko teerimaa. Ñande gooto qoɗon ŋgoni to gallemaaɗa. Qonñan qaɗa hewi ko mbaɗataa. Folo , qa yahay posto, nden Qambasad Ghana, nden hoota gallemon. Qon ŋgudditaani maŋgasinmoɗon. Saa hooti qa windoyay letarmaaɗa. Yoro yiɗi qandude kullemaa ɗe qonñan. Booyaani qo fuɗɗi lamdaade ma ɗum.

Dialog:

a) Demba, ko mbaɗtaa han?
b) [Ko hewi, mbaɗatami 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 ɗi kuuɓataa han.
b) [Qaduna ko non, Yoro.]

b) Directed Conversation Exercise. (Student takes part B)

```
New word: yeɗɗyit    forget
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Narrative:

Qaɗa wiye Jaawo. Karamokko-ɓiɗɗomaa ko John. Biɗɗomaa gaañi hooremum qe qaksiɗaŋ. Qo yahaani qekolmakko ɓalɗe jowi. Qa yeɗɗyiti haalde karamokkomakko. Nden ñande gooto qa hawri qe John. Qo salmini ma,nden qo lamdi ma ko waɗi ɗe ɓalɗe fow, ɓiɗɗomaa yahaani qekol. Hoɗum kaalataa mo?

Dialog:

a) Jam ñalli Jaawo.
b) [Jam tan John, honno mbaɗɗaa?]

a) Jam tan, mbiimi honno ɓiɗɗomaa?
b) [Qo gaañi hooremum he qaksiɗaŋ.]

a) Ko waɗi qa haalaani kam ɗum?
b) [Mi yeɗɗyiti.]

a) Kono hande woni ɓalɗe jowi qo qaraani to qekol qo.
b) [Miɗo qandi, ko mbii ma mi tan, ko ɗum tan. Mi yeɗɗyiti ma haalde ɗum.]

a) Qawa, baasi qalaa.

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24.8 NARRATIVE

Demba Qe Yoro

Demba qe Yoro qonñan ɓe ñjɪɪdɪ to laawol ŋgol. Demba lamdɪ Yoro, ko hoɗum qo waɗata qonñan. Yoro wɪyɪ mo, kaŋko waɗay ko hewɪ qonñan, paskɪ qomo yɪɗɪ yaade posto, qawa soo qɪmmɪ ton, qo yahay to Qambasad Ghana, nden qo hoototo galle, pur qo wɪndoya letarmakko. Nden Demba lamdɪ mo kadɪ sɪ qo yahata to maŋgasɪnmaɓɓe, kono Yoro wɪyɪ mo, ɓe ŋgudditaanɪ maŋgasɪnmaɓɓe qonñan. Qawa non Demba wɪyɪ mo, 'Qan, soklaajɪmaa ɗɪ kuuɓataa'. Yoro kadɪ jaabɪ mo. Qo wɪyɪ mo 'Qadunaru ndu, ko non'. Nden ɓe fow, kala yahɪ he laawolmakko.

24.9 Questions for Discussion

1. Hombo qe hombo qonñan ñjɪɪdɪ to laawol ŋgol?

2. Hombo lamdɪ goreejomakko koo waɗtaa qonñan?

3. Hombo wɪyɪ, kaŋko no jogɪ ko hewɪ koo waɗtaa?

4. Folo, hoto Yoro wɪyɪɪno ko ton qo yahata?

5. Qawa, to yahata, soo qɪwɪ ton, honto kadɪ qo yahata?

6. Hombo yahata to Qambasad Ghanaqen?

7. Qonñan, maŋgasɪn Yoroqen, ɓe ŋguɗɗɪtɪɪno ɗum na?

8. Demba wɪyɪɪno soo qɪmmɪ to Qambasad Ghana, qo yahay dula, honto qo
       yahata nɪ?

9. Hoɗum Demba waɗata to gallemaɓɓe?

10. Hombo wɪyɪ qo haalaa, 'Qan, soklaajɪmaa ɗɪ kuuɓataa'.

11. Qan, qaɗa hewɪ sokla na?

12. Qaɗa waawɪ wɪndude letar na?

13. Qaɗa wɪnda yɪmɓemaaɗa letar na?

14. Tuma ŋgarɗaa ɗo haa joonɪ, qa heɓɪ letar na?

15. Hombo mbɪndataa to mon, folo, saa hóotɪ gallemaa hande?

UNIT 25

25.0 Dialog: Qalfa Does Some Chores.

-Yompa-

Honto ñjaanoɗaa?   Where have you been?

-Qalfa-

To wuro.   To the cattle corral.

-Yompa-

     ɓir   milk (cow et.)
Qa ɓiri naqi ɗi na?   Have you milked the cows?

-Qalfa-

Qalaa, mi ɓiraani ɗi.   No, I didn't milk them.

-Yompa-

     tardaade   to be late
Ko waɗi qa tardiima?   What made you late?

-Qalfa-

Tawo miɗo haɓɓa naqi ɗi.   Then I was tying the cows.

-Yompa-

Honto gaynaako qo yahiino?   Where had the shepherd gone?

-Qalfa-

Qo ɗabboyiino ñalelqam.   He went to look for my calf.

-Yompa-

     saaku [∅] (saakuuji)   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-

Mi naba biskaletmaa na?   May I take your bicycle?

-Yompa-

     heɗo   wait, pay attention, stay
     ɓirdugal [ŋgal] (ɓirduɗe)   milking calabash
Qeeyi, kono heɗo, qokkaram   Yes, but wait, give me that
    ɓirdugal ŋgal.   milking calabash.

-Qalfa-

fus   be broken

Ɗum fusi.   That's broken.

-Yompa-

dog   run, race

Qawa, dog, ŋgaraa jooni.   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)

Cue	Pattern
	Qa ɓiri naqi ɗi na?
qo	Qo ɓiri naqi ɗi na?
beqi	Qo ɓiri ɓeqi ɗi na?
qayn	Qo qayni ɓeqi ɗi na?
ɓe	Be ŋgayni ɓeqi ɗi na?
baali	Be ŋgayni baali ɗi na?
dur	Be duri baali ɗi na?
qon	Qon duri baali ɗi na?
naqi	Qon duri naqi ɗi na?
hirs	Qon kirsi naqi ɗi na?
meŋ	Meŋ kirsi naqi ɗi na?
beqi	Meŋ kirsi beqi ɗi na?
ɓir	Meŋ ɓiri beqi ɗi na?
qo	Qo ɓiri beqi ɗi na?
naqi	Qo ɓiri naqi ɗi na?
qayn	Qo qayni naqi ɗi na?
Demba	Demba qayni naqi ɗi na?
baali	Demba qayni baali ɗi na?
firt	Demba firti baali ɗi na?
qa	Qa firti baali ɗi na?
naqi	Qa firti naqi ɗi na?
ɓir	Qa ɓiri naqi ɗi na?

b)   Substitution Response Drill   (Respond in the Negative)

Cue	Question	Response
	Qa ɓɪrɪ naqɪ ɗɪ na?	Qalaa mɪ ɓɪraanɪ naqɪ ɗɪ.
qo	Qo ɓɪrɪ naqɪ ɗɪ na?	Qalaa qo ɓɪraanɪ naqɪ ɗɪ.
qayn	Qo qaynɪ naqɪ ɗɪ na?	Qalaa qo qaynaanɪ naqɪ ɗɪ.
ɓeqɪ	Qo qaynɪ beqɪ ɗɪ na?	Qalaa qo qaynaanɪ beqɪ ɗɪ.
ɓe	Be qaynɪ beqɪ ɗɪ na?	Qalaa ɓe qaynaanɪ beqɪ ɗɪ.
baalɪ	Be qaynɪ baalɪ ɗɪ na?	Qalaa ɓe qaynaanɪ baalɪ ɗɪ.
dur	Be durɪ baalɪ ɗɪ na?	Qalaa ɓe duraanɪ baalɪ ɗɪ.
qon	Qon durɪ baalɪ ɗɪ na?	Qalaa meŋ duraanɪ baalɪ ɗɪ.
ɓeqɪ	Qon durɪ beqɪ ɗɪ na?	Qalaa meŋ duraanɪ beqɪ ɗɪ.
hɪrs	Qon kɪrsɪ beqɪ ɗɪ na?	Qalaa meŋ kɪrsaanɪ beqɪ ɗɪ.
meŋ	Meŋ kɪrsɪ beqɪ ɗɪ na?	Qalaa meŋ kɪraanɪ beqɪ ɗɪ.
naqɪ	Meŋ kɪrsɪ naqɪ ɗɪ na?	Qalaa meŋ kɪrsaanɪ naqɪ ɗɪ.
fɪrt	Meŋ fɪrtɪ naqɪ ɗɪ na?	Qalaa meŋ fɪrtaanɪ naqɪ ɗɪ.
qa	Qa fɪrtɪ naqɪ ɗɪ na?	Qalaa mɪ fɪrtaanɪ naqɪ ɗɪ.
baalɪ	Qa fɪrtɪ baalɪ ɗɪ na?	Qalaa mɪ fɪrtaanɪ baalɪ ɗɪ.
ɓɪr	Qa ɓɪrɪ baalɪ ɗɪ na?	Qalaa mɪ ɓɪraanɪ baalɪ ɗɪ.

c)   Progressive Substitution Drill

Cue	Pattern
	Qo ɗabboyɪɪno ñalelqam.
ɓe	Be ɗabboyɪɪno ñalelqam.
qadd	Be ŋgaddoyɪɪno ñalelqam.
ŋgarɪ maa	Be ŋgaddoyɪɪno ŋgarɪmaa.
meŋ	Meŋ ŋgaddoyɪɪno ŋgarɪmaa.
laar	Meŋ ndaaroyɪɪno ŋgarɪmaa.
neene	Meŋ ndaaroyɪɪno neene.
qo	Qo laaroyɪɪno neene.
nodd	Qo noddoyɪɪno neene.
baaba	Qo noddoyɪɪno baaba.
mɪ	Mɪ noddoyɪɪno baaba.
haal	Mɪ haalaanɪɪno baaba.
ma	Mɪ haalaanɪɪno ma.
qo	Qo haalaanɪɪno ma.
ɗabb	Qo ɗabboyɪɪno ma.
kam	Qo ɗabboyɪɪno kam.
ñalel qam	Qo ɗabboyɪɪno ñalelqam.

d)　　Progressive Substitution Drill

```
New words:
     juul       [nde]                     pray, worship
     juulirde   [nde]  (juulirɗe)         mosque, church
     fiɗyirde   [nde]  (piɗyirɗe)         playing field
     hirsirde   [nde]  (kirsirɗe)         slaughter house
     bamule     [nde]  (bame)             cemetery, graveyard
```

Cue　　　　　　　　　　　　　　　　Pattern

　　　　　　　　Qomo to galle Hamadi, hedde kampama.

(ɓe)　　　　　　Beɗo to galle Hamadi, hedde kampama.

juulirde　　　　Beɗo to galle Hamadi, hedde juulirde.

(mi)　　　　　　Miɗo to galle Hamadi, hedde juulirde.

fiɗyirde　　　　Miɗo to galle Hamadi, hedde fiɗyirde.

(meŋ)　　　　　Miɗen to gallɛ Hamadi, hedde fiɗyirde.

hirsirde　　　　Miɗen to galle Hamadi, hedde hirsirde.

(qo)　　　　　　Qomo to galle Hamadi, hedde hirsirde.

bamule　　　　Qomo to galle Hamadi, hedde bamule.

(qon)　　　　　Qoɗon to galle Hamadi, hedde bamule.

maayo ŋgo　　Qoɗon to galle Hamadi, hedde maayo ŋgo.

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 woɗɗaa.　Subaka gooto qa fini, tawi qa yiyaani baabamaa.　Qa yahi to marse.　Marse qo no hewi teew.　Qa sooɗaani ton hay hunde.　Nden qa hooti gallemoɗon, baabamaa noddi ma.

　　　　Dialog:

　　　　　　a)　Yompa, qar ɗo.　Hoto ñjaanoɗaa?
　　　　　　b)　[To marse ñjaanomi.]

　　　　　　a)　Qaa, mi yiɗiino nelde ma ton hande.　Teew nagge no to marse qo na?
　　　　　　b)　[Qeeyi, ɗum huuɓata ton hande.]

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a)   Qawa↑ hɪŋ, sooɗanam heññere moɗɗyo.

b)   [Qawa, baasɪ qala, mɪ qaray joonɪ.]

a)   Qa jaaraama, ɓɪɗɗoqam.

b)   Directed Conversation Exercise   (Student takes part [a])

Narrative:

Waɗɪ ñande gooto ɓɪŋgelmaa gaañɪ hooremum. Qaɗa yɪɗɪ nabde mo kampama.
Qa jogaakɪ moto. Teerɪma, wɪyete Banna, no jogɪ moto. Qaɗa yɪɗɪ qo luɓ ma
motomakko. Qa yahɪ to gallemakko. Qa salmɪnɪ mo. Kaŋko kadɪ jaaɓɪ ma, nden
qo lamdɪ ma ko ŋgarnoɗaa to makko.

Dialog:

a)   [Jam waalɪ Banna.]

b)   Jam tan teerɪ. Hoɗum ñjɪɗɗaa?

a)   [Mɪɗo yɪɗɪ yaa luɓam motomaaɗa.]

b)   Hoto ñjɪɗɗaa yaade?

a)   [Mɪɗo yɪɗɪ yaade kampama.]

b)   Pur hoɗum nɪɪ?

a)   [Ko ɓɪɗɗoqam nabatamɪ, qo gaañɪ hooremum.]

b)   Qawa, baasɪ qalaa, ɓaŋ ɗum.

a)   [Qa jaraama Banna.]

b)   Jaawuur.

25.8 NARRATIVE

Qe Baabamakko

Qonñan, tuma Yompa fɪnɪ, qo laarɪ, qo laarɪ dula fow he gallemakko pur
Qalfa, kono qo yɪyaanɪ mo. Ɓooyaanɪ tan, Qalfa qartɪ, non baabamum lamdɪ mo,
ko hoto qo yahɪɪno, qe hoɗum waɗɪ qo ɓooyɪ ton. Qalfa jaaɓɪ mo, qo wɪyɪ, ko to
wuro qo yahɪɪno kono qo ɓɪraanɪ naqɪ ɗɪ, paskɪ qontuma gaynaakomaɓɓe yahɪɪno
ɗabbude ñalelmakko. Nden baabamakko wɪyɪ mo yoo yaha to galle Demba, qo qaddana
mo saaku gertemakko won to ton. Non Qalfa ɓaŋɪ bɪskalet baabamum, yahɪ he
laawolmum.

25.9	Questions for Discussion

1. Honno baaba Qalfa wɪyete?

2. Ko honto Qalfa yahɪɪno qonñan subaka?

3. Hoɗum waɗɪ qo tardɪɪma?

4. Qalfa ɓɪrɪɪno naqɪ ɗɪ na?

5. Ko waɗɪ qo waawanɪ ɓɪrde naqɪ ɗɪ?

6. Honto gaynaakomaɓɓe yahɪɪno?

7. Ko ñalel hombo qo ɗabboyɪɪno?

8. Hedde hoto galle Hamadɪ wonɪ?

9. To galle hombo, saaku gerte Yompa wonɪ?

10. Ko to galle Hamadɪ, maa ko to galle
     Demba, saaku gerte Yompa wonɪɪno na?

11. Ko hoɗum fusɪ?

12. Qalfa nabɪɪno bɪskalet baabamum na?

13. Qa meeɗɪ ɓɪrde nagge na?

14. Qaɗa waawɪ dognude bɪskalet na?

15. Saa fɪnɪ subaka, hoɗum mbaɗataa
     folo?

UNIT 26

26.0 Dialog: Asking Directions

—Brown—

maɗɗu   be lost
Min ɗe, mi maɗɗyi.   As for me I am lost.

—Yompa—

Honto ñjiɗɗaa yaade?   Where do you want to go?

—Brown—

qotel qatlantik   Atlantic Hotel
Qotel Qatlantik.   To the Atlantic Hotel.

—Yompa—

Miɗo qandi to qo woni.   I know where it is.

—Brown—

Qa waawat hollude kam laawol   Can you show me the road (to)
   ton na?   there?

—Yompa—

Baŋ laawol tokosel ŋgel, haa   Take the small road up into the
   to nder saare nde.   town.

—Brown—

fot   be equal, be up to, have
                                                  to, should
yottaade   to reach, arrive at
Si mi yotti ton, hoɗum mi   When I get there, what should
   fota waɗde?   I do?

—Yompa—

hirinaŋge   west
Lamɗaa laawol yahata hirnaŋge.   Ask which road goes west.

—Brown—

taksi [∅] (taksiiji)   taxi
Si tawo ton no woɗɗi, mi baŋa t   If that place is far, am I to
   taksi na?   take a taxi?

—Yompa—

Qalaaʈ yahaa qe koyŋgalmaa   No, go on foot as far as the
   haa to saare nde.   town.

—Brown—

Waktuuji jelu ɗum baŋata?   How much time will that take?

-Yompa-

minit [Ø] (mintaaji)   minute

Dum wonay minitaaji sappo qe jowi.   That will be fifteen minutes.

-Brown-

jengu   be advanced (of time) to
                                                   get late

Maa qo jengataake, tuma mi   Hope it will not be late when I
  yottoto ton.   get there.

-Yompa-

futuro [Ø] (   )   evening sunset, evening
                                                   prayer time

Qalaa qa yottoto ton ɗo qe   No you will arrive there before
  futuro.   evening.

-Brown-

Qa jaraama.   Thank you.

-Yompa-

Jaawuur.   You are welcome.

26.1 Variation Drills on Basic Sentences

   a) Progressive Substitution Drill

       Cue   Pattern

                        Min de, mi maɗɗyi.
       tamp   Min de, mi tampi.
       qan   Qan de, qa tampi?
       loot   Qan de, qa looti?
       qo   Qo de, qo looti.
       ñaam   Qo de, qo ñaami.
       qoya   Qoya de, qo ñaami.
       ɗaan   Qoya, de qo ɗaani.
       qonon   Qonon de, qon ɗaani?
       waal   Qonon de, qon mbaali?
       minen   Minen de, meŋ mbaali.
       maɗɗ   Minen de, meŋ maɗɗyi.
       ɓe   Ɓe de, ɓe maɗɗyi.
       laar   Ɓe de, ɓe ñdaari.
       kaŋko   Kaŋko de, qo laari.
       yaa   Kaŋko de, qo yahi.
       kamɓe   Kamɓe de, ɓe ñjahi.
       yar   Kamɓe de, ɓe ñjari.
       min   Min de, mi yari.
       maɗɗ   Min de, mi maɗɗyi.

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b)   Progressive Substitution Drill

    <u>Cue</u>

	<u>Miɗo</u> qandı to qo wonı.
(qo)	<u>Qomo</u> qandı to qo <u>wonı</u>.
yaa	<u>Qomo</u> qandı to qo yahı.
(ɓe)	<u>Beɗo</u> ŋgandı to qo <u>yahı</u>.
waal	<u>Beɗo</u> ŋgandı to qo waalı.
(meŋ)	<u>Miɗen</u> ŋgandı to qo <u>waalı</u>.
ñaam	<u>Miɗen</u> ŋgandı to qo ñaamı.
(qon)	Qoɗon ŋgandı to qo <u>ñaamı</u>.
wott	<u>Qoɗon</u> ŋgandı to qo wottı.
(mı)	Miɗo qandı to qo <u>wottı</u>.
won	Miɗo qandı to qo wonı.

c)   Response Drill   (Produce the question to which the cue sentence is an
                           appropriate response)

<u>Cue</u>	<u>Response</u>
Miɗo qandı to qo wonı.	Qaɗa qandı to qo wonı na?
Qomo qandı to ɓe ŋgonı.	Qomo qandı to ɓe ŋgonı na?
Beɗo ŋgandı to meŋ ŋgonı.	Beɗo ŋgandı to meŋ wonı na?
Miɗen ŋgandı to ŋgonɗaa.	Qon ŋgandı to mı wonı na?
Qoɗon ŋgandı to qo wonı.	Qoɗon ŋgandı to mı wonı na?
Qaɗa qandı to meŋ wonı?	Qaɗa qandı to meŋ wonı na?
Miɗo qandı to qo wonı.	Qomo qandı to qo wonı na?

d)   Progressive Substitution Drill

New words:			
tereŋ	[ɸ]	(tereŋaajı)	train
qerpoot	[ɸ]	(qerpootııjı)	airport
huɓeere	[nde]	(kuɓeeje)	commercial district, downtown
pasıyoŋ	[ɸ]	(pasıyoŋaajı)	restaurant

<u>Cue</u>	<u>Pattern</u>
	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?
ɓe	Qa waawat hollude ɓe laawol <u>tereŋ</u> na?
qerpoot	Qa waawat hollude <u>ɓe</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?
pasıyon	Qa waawat hollude <u>mo</u> laawol pasıyon na?

	Qa wawat hollude <u>mo</u> laawol pasıyon na?
kam	Qa wawat hollude kam laawol <u>pasıyon</u> na?
ɟuulırde	Qa wawat hollude <u>kam</u> laawol ɟuulırde na?
ɓe	Qa wawat hollude ɓe laawol <u>ɟuulırde</u> na?
fıɗyırde	Qa wawat hollude <u>ɓe</u> laawol fıɗyırde na?
kam	Qa wawat hollude kam laawol <u>fıɗyırde</u> na?
ton	Qa wawat hollude kam laawol ton na?

e) **Simple Substitution Drill**

<u>Cue</u>   <u>Pattern</u>

	Baŋ laawol tokosel ŋgel, haa to <u>nder saare nde</u>.
kampama	Baŋ laawol tokosel ŋgel, haa to <u>kampama</u>.
galle Bookarı	Baŋ laawol tokosel ŋgel, haa to <u>galle Bookarı</u>.
ɟaŋgurdu	Baŋ laawol tokosel ŋgel, haa to <u>ɟaŋgurdu</u>.
kuɓeeɟe	Baŋ laawol tokosel ŋgel, haa to <u>kuɓeeɟe</u>.
pasıyoŋ Demba	Baŋ laawol tokosel ŋgel, haa to <u>pasıyoŋ Demba</u>.
qerpoot	Baŋ laawol tokosel ŋgel, haa to <u>qerpoot</u>.
marse	Baŋ laawol tokosel ŋgel, haa to <u>marse</u>.
Qotel Qatlantık	Baŋ laawol tokosel ŋgel, haa to <u>Qotel Qatlantık</u>.
huɓeereqameŋ	Baŋ laawol tokosel ŋgel, haa to <u>huɓeereqameŋ</u>.
ŋgesa qam	Baŋ laawol tokosel ŋgel, haa to <u>ŋgesaqam</u>.
Qambasad Ghana	Baŋ laawol tokosel ŋgel, haa to Qambasad Ghana.

f) **Random Substitution Drill**

<u>Cue</u>   <u>Pattern</u>

	Sı <u>mı</u> yottı ton, hoɗum mı fota waɗde?
qa	Saa yottı ton, hoɗum qa fota <u>waɗde</u>?
ñaam	Saa yottı ton, <u>hoɗum</u> qa fota ñaamde?
honto	Sa<u>a</u> yottı ton, honto qa fota ñaamde?
ɓe	Sıɓe ñɟottı ton, honto ɓe pota <u>ñaamde</u>?
laar	Sıɓe ñɟottı ton, <u>honto</u> ɓe pota laarde?
hombo	Sıɓe ñɟottı ton, hombo ɓe pota <u>laarde</u>?
nodd	Sı<u>ɓe</u> ñɟottı ton, hombo ɓe pota noddude?
meŋ	Sımeŋ ñɟottı ton, hombo meŋ pota <u>noddude</u>?
ɗaɓɓ	Sımeŋ ñɟottı ton, <u>hombo</u> meŋ pota ɗabbude?
hoɗum	Sımeŋ ñɟottı ton, hoɗum meŋ pota ɗabbude?
yar	Sıme<u>ŋ</u> ñɟottı ton, hoɗum meŋ pota yarde?
qon	Soon ñɟottı ton, hoɗum qon pota <u>yarde</u>?
ñaam	So<u>on</u> ñɟottı ton, hoɗum qon pota ñaamde?
mı	Sımı yottı ton, hoɗum mı fota <u>ñaamde</u>?
waɗ	Sımı yottı ton, hoɗum mı fota waɗde?

g)   Random Substitution Drill

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┌─────────────────────────────────────────────────┐
│   New words:                                      │
│       kuruye  [∅]  (kuruyeeɟi)       bus          │
│       sala    [∅]  (salaaɟi)         bridge       │
└─────────────────────────────────────────────────┘
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Cue   Pattern

	Qa yahay ɓe koyŋgalmaa, haa to saare nde.
ɓo	Qo yahay ɓe koyŋgalmakko, haa to saare nde.
kampama ɓo	Qo yahay ɓe koyŋgalmakko, haa to kampama ɓo.
moto	Qo yahay ɓe motomakko, haa to kampama ɓo.
ɓe	Be ñjahay ɓe motomaɓɓe, haa to kampama ɓo.
kuruye	Be ñjahay ɓe kuruyemaɓɓe, haa to kampama ɓo.
jaŋgurdu ndu	Be ñjahay ɓe kuruyemaɓɓe, haa to jaŋgurdu ndu.
meŋ	Meŋ ñjahay ɓe kuruyeqameŋ, haa to jaŋgurdu ndu.
sala ɓo	Meŋ ñjahay ɓe kuruyeqameŋ, haa to sala ɓo.
puci	Meŋ ñjahay ɓe puciqameŋ, haa to sala ɓo.
ɓon	Qon ñjahay ɓe pucimoɗon, haa to sala ɓo.
maayo ŋgo	Qon ñjahay ɓe pucimoɗon, haa to maayo ŋgo.
babbi	Qon ñjahay ɓe babbimoɗon, haa to maayo ŋgo.
marse ɓo	Qon ñjahay ɓe babbimoɗon, haa to marse ɓo.
mi	Mi yahay ɓe mbabbaqam, haa to marse ɓo.
kampama ɓo	Mi yahay ɓe mbabbaqam, haa to kampama ɓo.
pucu	Mi yahay ɓe pucuqam, haa to kampama ɓo.
koyŋgal	Mi yahay ɓe koyŋgalqam, haa to kampama ɓo.
saare nde	Mi yahay ɓe koyŋgalqam, haa to saare nde.
qa	Qa yahay ɓe koyŋgalmaa, haa to saare nde.

h)   Simple Substitution Drill

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┌──────────────────────────────────────────────────────┐
│   New words:                                           │
│       lewru    [ndu]  (lebbi)      month               │
│       balɗe    [ɗe]                days of 24 hours[1]  │
│       hitande  [nde]  (kitaale)    year                │
│       yontere  [nde]  (jonte)      week                │
└──────────────────────────────────────────────────────┘
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Cue   Pattern

	Waktuuɟi jelu ɗum baŋata.
balɗe	Balɗe jelu ɗum baŋata.
lebbi	Lebbi jelu ɗum baŋata.

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[1]From waal 'spend the night'. Has no singular.

	<u>Lebbi</u> jelu ɗum baŋata.
jonte	<u>Jonte</u> jelu ɗum baŋata.
minitaaji	<u>Minitaaji</u> jelu ɗum baŋata.
kitaale	<u>Kitaale</u> jelu ɗum baŋata.
jemmaaji	<u>Jemmaaji</u> jelu ɗum baŋata.
waktuuji	Waktuuji jelu ɗum baŋata.

26.2 Exercises

a) Directed Conversation Exercise (Student takes part B)

<u>Narrative:</u>

Kaa koɗɗo. Qaɗa wiye John. Qaɗa woni to saare Sambaqen. Qotel gooto no ton, no wiye Qotel Qatlantik. Qaɗa yiɗi yaade ton, kono qa qandaa laawol ŋgol yahata ton. Qa qandaa to ɗum woni. Qa hawri he gorko gooto he laawol. Qon no wiye Yompa. Qaɗa yiɗi qo haalana ma, laawol ŋgol yahata ton. Nden waɗi, kaŋko folo noddi ma nden qon calminondiri. Qa lamdi mo qindemakko.

Dialog:

a) Jam waali koɗɗo.

b) [Jam tan, honno mbiyeteɗaa?]

a) Miɗo wiye Yompa, qan non?

b) [Miɗo wiye John.]

a) Hoto ñjiɗaa yaade?

b) [Miɗo yiɗi yaade Qotel Qatlantik.]

a) Qaɗa qandi ton na?

b) [Qalaa mi qandaani ton, haalanam laawol ŋgol yahata ton.]

a) Qawa baasi qalaa.

b) [Qa jaaraama, Yompa.]

b) Directed Conversation Exercise (Student takes part B)

<u>Narrative:</u>

New words:	ñaamande [nde] (ñaamaale)	loan
	ñaamlu	lend

Qaɗa wiye Samba. Kaa demowo. Nduŋgu qari. Qaɗa yiɗi ñaamande. Tuubaako-maaɗa hooti to leydimaɓɓe. Frank ko teerimaa moɗɗyo. Koo jom kaalis. Qaɗa yiɗi qo ñaamlu ma kaalis. Qaɗa yiɗi sooɗde gerte, qe jawri qe maaro. Qa yahi to makko. Qo lamdi ma ko woni soklamaaɗa. Hoɗum kaalataa mo?

Dialog:
- a) Jam hiiri Samba.
- b) [Jam ton Frank.]

- a) Ko hoɗum.
- b) [Hombo min? Ko ñaamande ñjiɗmi, kono tuubaakoqam hooti to maɓɓe.]

- a) Qawa hoɗum ñjiɗaa mi waɗan ma?
- b) [Miɗo yiɗi yaa ñaamlam kaalis.]

- a) Hoɗum mbaɗtaa qe ɗum.
- b) [Miɗo yiɗi sooɗde gerte, gawri qe maaro.]

- a) Qawa, baasi qalaa.
- b) [Qa jaaraama, Frank.]

- a) Jaawuur Samba.

26.8 NARRATIVE

New word:
    (haalaa) pular   Fula (language)

Qonñan Yompa no yaha he laawol, qo hawri qe tuubaako gooto wiyete Brown.
Brown, no waawi haalde haalaa pular. Tuma qo yiyi Yompa, qo wiyi mo, 'Teeri,
min de, mi maɗɗyi'. Nden Yompa lamdi mo, hoto qo yahata. Qa haali Demba, to
Qotel Qatlantik qo yiɗi yaade. Non Yompa wiyi mo, yoo ɓaŋ laawol tokosel ŋgel
haa to saare nde, nden qo lamda yimɓe ɓe ton laawol yahata hiiraŋge. Brown nden
lamdi mo, 'Waktuuji jelu ɗum ɓaŋata'. Yompa haali ko jelu, kadi qo wiyi mo, qo
yottoto ton qontuma qe futuro.

26.9 Questions for Discussion
1. Hombo maɗɗyi he laawol qonñan?
2. Ko hoto, qo yahataano?
3. Kaŋko qe hombo kawri he laawol?
4. Ko hoɗum qo wiyi, yoo Yompa hollu mo?
5. Yompa holli mo ¨laawol ŋgol na?
6. Ko laawol hombo Yompa haali mo, qo ɓaŋaa qon?
7. Hoɗum woni qinde qotel qo, Brown yahatano?
8. Yompa wiyi mo qo yaha haa to saare nde, qawa hoɗum qo fottaa waɗde ton?
9. Ko koŋgalmakko qo yahata haa ton na, maa ko taksi?
10. Ko minitaaji jelu Yompa wiyiino ɗum ɓaŋata?
11. Qo jeŋgay na, maa jeŋgataa qontuma, haa tuma qo yottoto ton?
12. Ko jemma qo yottoto ton na?
13. Qa meeɗi yaade qe koyŋgalwaaɗa to woɗɗi?
14. Qa meeɗi maɗɗyude na he laawol?
15. Qon tami taksi to moɗon na?

UNIT 27

27.0 Dialog: Frank's Car Has a Breakdown.

-Frank-

fiita [∅] (fiitaaɓe)   fitter, mechanic
Fiita motoqam yakki.   Fitter, my car is broken.

-fiita-

sofer [∅] (soferiiɓe)   driver
Hoɗum yakki hen? Ko sofermaa   What's broken in (it). Was it
  yakki ɗum na?   your driver who broke it?

-Frank-

hayhunde   (not) anything
Mi qandaa hayhunde qe fii moto.   I don't know anything about ('in
                                                         the matter of') cars.

-fiita-

garas [∅] (garasiiji)   garage
Qawa,qaddu ɗum to garasqam.   OK, bring it in my garage.

-Frank-

qaparante [∅] (qaparanteeɓe)   apprentice
Haal qaparantemaa,yoo wallam mi   Tell your apprentice to help me
  qadda ɗum.   bring it.

-fiita-

Qalaa, fad,min mi wallu ma.   No, wait, I'll help you.

-Frank-

Ko jelu mi yoɓata ma?   How much do I have to pay you?

-fiita-

Simi fewni ɗum,qa yoɓay kam   When I fix it you will pay me
  buuɗi jeenay.   thirty-six shillings.

-Frank-

Qawa↑ kono qa fadat haa jaŋgo   OK, but you will have to wait
  kiikiiɗe.   till tomorrow evening.

-fiita-

Qalaa↑ mi jaɓataa qe ɗum.   No, I will not agree to that.

-Frank-

feere [nde] (peqe)   plan
Mi waɗay feere mi qaddan   I will make a plan to bring
  kaalismaa.   your money.

-fiita-

salifana

Qawa↑ kono ŋgaraa 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	[∅]	(montoraaji)	watch, clock
danna	[∅]	(dannaaɓe)	hunter
dewgal	[ŋgol]	(dewle)	marriage
kamiyon	[∅]	(kamiyonaaji)	truck

Cue	Pattern
	M̲i̲ qandaa hayhunde qe fii <u>moto</u>.
ɓe	B̲e ŋgandaa hayhunde qe fii <u>moto</u>.
kuruye	B̲e ŋgandaa hayhunde qe fii <u>kuruye</u>.
kamiyon	B̲e ŋgandaa hayhunde qe fii kamiyon.
qo	Q̲o qandaa hayhunde qe fii <u>kamiyon</u>.
biskalet	Q̲o qandaa hayhunde qe fii <u>biskalet</u>.
montor	Q̲o qandaa hayhunde qe fii montor.
qon	Q̲on ŋgandaa hayhunde qe fii <u>montor</u>.
danna	Q̲on ŋgandaa hayhunde qe fii danna.
meŋ	M̲eŋ ŋgandaa hayhunde qe fii <u>danna</u>.
dewgal	M̲eŋ ŋgandaa hayhunde qe fii dewgal.
ɓe	B̲e ŋgandaa hayhunde qe fii dewgal.
qo	Q̲o qandaa hayhunde qe fii <u>dewgal</u>.
moto	Q̲o qandaa hayhunde qe fii moto.

b) Progressive Substitution Drill

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┌─────────────────────────────────────────────────────────────────┐
│  New words:                                                        │
│      qalmuuɗo [qo] (qalmuuɓe)        student                       │
│      qarka     [∅] (qarkaajı)        box                           │
│      wotır     [∅] (wotıraajı)       car (Fr. voiture)             │
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Cue	Pattern
	Haal <u>qaparantemaa</u>, yoo wallam mı qadda ɗum.
yımɓe	Haal yımɓemaa, yo ɓe wallam mı qadda <u>ɗum</u>.
motoqam	Haal <u>yımɓemaa</u>, yo ɓe wallam mı qadda motoqam.
qalmuuɗo	Haal qalmuuɗomaa, yoo wallam mı qadda <u>motoqam</u>.
wotırmaa	Haal <u>qalmuuɗomaa</u>, yoo wallam mı qadda wotırmaa.
teerı	Haal teerımaa, yoo wallam mı qadda <u>wotırmaa</u>.
bıskaletqam	Haal <u>teerımaa</u>, yoo wallam mı qadda bıskaletqam.
kaw	Haal kawmaa, yoo wallam mı qadda bıskaletqam.
kamıyoŋmaa	Haal <u>kawmaa</u>, yoo wallam mı qadda kamıyoŋmaa.
sukaaɓeɓe	Haal sukaaɓeɓe, yoɓe wallam mı qadda <u>kamıyoŋmaa</u>.
nagge ŋge	Haal <u>sukaaɓeɓe</u>, yoɓe wallam mı qadda nagge ŋge.
worɓemaa	Haal worɓemaa, yoɓe wallam mı qadda <u>nagge ŋge</u>.
ŋgarıqam	Haal <u>worɓemaa</u>, yoɓe wallam mı qadda ŋgarıqam.
baaba	Haal baabamaa, yoo wallam mı qadda <u>ŋgarıqam</u>.
qarkamaa	Haal <u>baabamaa</u>, yoo wallam mı qadda qarkamaa.
qaparante	Haal qaparantemaa, yoo wallam mı qadda <u>qarkamaa</u>.
ɗum	Haal qaparantemaa, yoo wallam mı qadda ɗum.

c) Random Substitution Drill

Cue	Pattern
	Ko jelu <u>mı</u> yoɓata ma?
qo	Ko jelo qo <u>yoɓata</u> ma?
qokk	Ko jelu <u>qo</u> qokkata ma?
ɓe	Ko jelu ɓe ŋgokkata <u>ma</u>?
mo	Ko jelu <u>ɓe</u> ŋgokkata mo?
meŋ	Ko jelu meŋ <u>ŋgokkata</u> mo?
yey	Ko jelu <u>meŋ</u> ñjeyata mo?
qon	Ko jelu qon ñjeyata <u>mo</u>?
kam	Ko jelu <u>qon</u> ñjeyata kam?
qo	Ko jelu qo <u>ñjeyata</u> kam?

	Ko jelu qo ñjeyata kam?
ñaaml	Ko jelu qo ñaamlata kam?
ma	Ko jelu qo ñaamlata ma?
mı	Ko jelu mı ñaamlata ma?
yoɓ	Ko jelu mı yoɓata ma?

d)   Progressive Substitution Drill

Cue   Pattern

	Qawa↑ kono qa fadat, haa jaŋgo kııkııɗe.
qo	Qawa↑ kono qo fadat, haa jaŋgo kııkııɗe.
qalansara	Qawa↑ kono qo fadat, haa jaŋgo qalansara.
ɓe	Qawa↑ kono ɓe padat, haa jaŋgo qalansara.
salıfana	Qawa↑ kono ɓe padat, haa jaŋgo salıfana.
qon	Qawa↑ kono qon padat, haa jaŋgo salıfana.
jemma	Qawa↑ kono qon padat, haa jaŋgo jemma.
meŋ	Qawa↑ kono meŋ padat, haa jaŋgo jemma.
ñalloma	Qawa↑ kono meŋ padat, haa jaŋgo ñalloma.
mı	Qawa↑ kono mı fadat, haa jaŋgo ñalloma.
Qalkamıs	Qawa↑ kono mı fadat, haa Qalkamıs.
qo	Qawa↑ kono qo fadat, haa Qalkamıs.
teneŋ	Qawa↑ kono qo fadat, haa Teneŋ.
qa	Qawa↑ kono qa fadat, haa Teneŋ.
jaŋgo kııkııɗe	Qawa↑ kono qa fadat, haa jaŋgo kııkııɗe.

e)   Simple Substitution Drill

Cue   Pattern

	Qawa↑ kono ŋgaraa ɗo qe salıfana.
qalansara	Qawa↑ kono ŋgaraa ɗo qe qalansara.
kııkııɗe	Qawa↑ kono ŋgaraa ɗo qe kııkııɗe.
juma	Qawa↑ kono ŋgaraa ɗo qe Juma.
Qalarba	Qawa↑ kono ŋgaraa ɗo qe Qalarba.
Talata	Qawa↑ kono ŋgaraa ɗo qe Talata.
Sıbıtı	Qawa↑ kono ŋgaraa ɗo qe Sıbıtı.
ñalloma	Qawa↑ kono ŋgaraa ɗo qe ñalloma.
Teneŋ	Qawa↑ kono ŋgaraa ɗo qe Teneŋ.
Dımas	Qawa↑ kono ŋgaraa ɗo qe Dımas.
Qalkamıs	Qawa↑ kono ŋgaraa ɗo qe Qalkamıs.
futuro	Qawa↑ kono ŋgaraa ɗo qe futuro.

27.2 Exercises

a) Directed Conversation Exercise   (Student takes part A)

Narrative:

Wayno qa jogi moto. Dum yakki qe juŋgomaa. Qa qandaa hayhunde he kulle
moto. Qaɗa haali fiita qo fewnin ma 'ɗum. Qo wiyi qa yoɓay mo he ɗum. Qontuma qa
jogaaki kaalis. Qaɗa yiɗi qo fada haa jaŋgo kiikiiɗe, kono qo jaɓaani he ɗum.
Qaɗa yiɗi waɗde feere yoɓa mo qonñan. Qomo yiɗi ñjoɓaa mo qonñan salifana.
Qa wiyi mo qa qadday ñjoɓdimakko hakkunde salifana qe qalansara. Folo hoɗum
kaalataa fiita qo?

Dialog:

a) [Jam ñalli fiita.]
b) Jam tan, hoɗum ñjiɗaa?

a) [Motoqam yakki, miɗo yiɗi pewnanaa kam ɗum.]
b) Qawa, kono qa yobay kam pur ɗum.

a) [Qawa↑ baasi qalaa, kono qa faɗay haa jaŋgo kiikiiɗe.]
b) Qalaa↑ qaddaa ɗum, ɗo qe salifana.

a) [Qawa↑ mi waɗay feere, mi qadda ɗum hakkunde salifana qe qalansara.]
b) Qawa↑ baasi qalaa.

a) [Qa jaraama, fiita.]

b) Directed Conversation Drill (Student takes part A)

Narrative:

Kaa mawɗo pullo gorko. Qaɗa he hoore muusore. Qa dojoto he jemma.
Bandumaa kadi wulay. Qa waawataa fofde no moɗɗyi. Qawa beccemaa ɗe no metti
ma. Qa yahi kampama yiide dokotor. Qomo yiɗi haalana mo ko heɓ ma.

Dialog:

a) [Jam ñalli dokotor.]
b) Jam tan mawɗo, ko heɓ ma?

a) [Miɗo 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 ɗe na?

a) [Ɗum kadɪ no mettɪ kam.]

b) Qawa ɗum no moɗɗyɪ, jooɗo fadam.

a) [Qa jaraama dokotor.]

b) Jawuur.

27.8 NARRATIVE

New word: pos [∅] (posɪɪjɪ)   pocket

Qonñan moto Frank yakkɪ he laawol. Tawo kaŋko non waawaa haytus he fewnɪnde
moto. Waɗɪ qo yɪyɪ fɪɪta gooto. Qo haalɪ qon, yoo fewnana mo motomakko. Fɪɪta
qo jaɓɪ. Nden Frank lamdɪ mo ko jelu qo fota yoɓde mo he ɗum. Fɪɪta qo wɪyɪ mo,
qo yoɓay mo buuɗɪ jeenay. Kono tawo Frank jogaakɪ hay kopar he posmakko.   Non
qo wɪyɪ fɪɪta qo, yoo qon fada haa jaŋgo ŋgo. Kono fɪɪta qo salɪ. Nden Frank
wɪyɪ mo, qo waɗay feere, qo qaddan mo kaalɪsmakko, hakkunde salɪfana qe qalansara.

27.9   Questions for Discussion

1. Moto hombo yakkɪ he laawol qonñan?

2. Ko moto Frank yakkɪ he laawol na, maa ko moto goɗɗo?

3. Frank non, qomo qandɪ hunde he kulle moto na?

4. Tuma Frank yakkɪ motomakko, ko hombo qo wɪyɪ, qon fewnan mo ɗum?

5. Fɪɪta qo jaɓɪɪno fewnɪnde moto Frank na?

6. Ko jelu fɪɪta qo, wɪyɪ Frank, qo yoɓata mo, soo fewnɪnɪ mo motomakko?

7. Qontuma Frank no jogɪ kaalɪs na, maa qo jogaakɪ haytus?

8. Ko hoɗum Frank wɪyɪ Fɪɪta qo, tuma qon wɪyɪ mo, jelu qo fota mo yoɓde?

9. Fɪɪta qo jaɓɪɪno fadde ha jaŋgo ŋgo na?

10. Ko tuma fɪɪta qo, wɪyɪ Frank, yoo qadda kaalɪsmakko?

11. Frank wɪyɪ mo qo qadday kaalɪsmakko hakkunde waktu gooto qe gooto.
      Haalanam waktuujɪ ɗɪ.

12. Ko jelu meeɗuɗaa yoɓde fɪɪta?

13. Motomaa meeɗɪ yakkude he laawol na?

14. Qaɗa waawɪ dognude moto?

15. Tuma fuddɪɗaa dognude moto?

UNIT 28

28.0 Dialog: <u>Kumba's Baby was Sick.</u>

-Demba-

boobo [∅] (boobooɓe)
Kumba, no boobomaa wadʼi?

baby, infant
Kumba, how is your baby?

-Kumba-

doj
Qomo doja haa jooni, he jemma.

cough
He still coughs at night.

-Demba-

jaaŋgo [ŋgo] (jaali)
Mi sikki ko jaaŋgo ŋgo naŋgi mo.

cold, cold weather
I think it's the cold weather
[that] has affected him.

-Kumba-

nimoniya
Dokotor qo wiyi qo heɓi nimoniya.

pneumonia
The doctor said he has pneumonia.

-Demba-

jaŋgaro [∅] (jaŋgarooji)
Qon jaŋgaro modʼdʼyaa he ɓiŋgel.

disease
That disease is bad in a child.

-Kumba-

peŋga
Kono, gila ɓe peŋgi mo qe jooni,
  ɓandumakko ɓuri seedʼa.

inject
But since they gave him an injec-
  tion, he ('his body') has gotten
  a bit better.

-Demba-

dojere [nde] (doje)
Qokku mo ki lekki, dʼum no modʼdʼyi
  he dojere.

cough
Give him this medicine, its good
  for a cough.

-Kumba-

Wallam mi 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 word: tut   vomit, puke

Cue	Pattern
	Qomo doja haa jooni he jemma.
(ɓe)	Beɗo doja haa jooni he jemma.
muyn	Beɗo muyna haa jooni he jemma.
(mi)	Miɗo muyna haa jooni he jemma.
wull	Miɗo wulla haa jooni he jemma.
(meŋ)	Miɗen wulla haa jooni he jemma.
ñaam	Miɗen ñaama haa jooni he jemma.
(qon)	Qoɗon ñaama haa jooni he jemma?
doj	Qoɗon doja haa jooni he jemma?
(qo)	Qomo doja haa jooni he jemma.
tut	Qomo tuta haa jooni he jemma.

   b) Simple Substitution Drill

> New words:
>   nandal [∅] (nandalaaji)   purge, purgative
>   safara [∅] (safaraaji)   remedy

Cue	Pattern
	Qon jaŋgaro moɗɗyaa he ɓiŋgel.
ñaamri	Qon ñaamri moɗɗyaa he ɓiŋgel.
lekki	Qon lekki moɗɗyaa he ɓiŋgel.
safara	Qon safara moɗɗyaa he ɓiŋgel.
keɗam	Qon keɗam moɗɗyaa he ɓiŋgel.
kosam	Qon kosam moɗɗyaa he ɓiŋgel.
neɓam	Qon neɓam moɗɗyaa he ɓiŋgel.
ndiyam	Qon ndiyam moɗɗyaa he ɓiŋgel.
padal	Qon padal moɗɗyaa he ɓiŋgel.
wutte	Qon wutte moɗɗyaa he ɓiŋgel.
tuuba	Qon tuuba moɗɗyaa he ɓiŋgel.
mbaldi	Qon mbaldi moɗɗyaa he ɓiŋgel.
ɓiraɗam	Qon ɓiraɗam moɗɗyaa he ɓiŋgel.
hendu	Qon hendu moɗɗyaa he ɓiŋgel.
dojere	Qon dojere moɗɗyaa he ɓiŋgel.
nandal	Qon nandal moɗɗyaa he ɓiŋgel.
jaŋgaro	Qon jaŋgaro moɗɗyaa he ɓiŋgel.

c)   Progressive Substitution Drill

```
New words:
      sondel [ŋgel] (sondelaaɟı)      candle
      qaw                             sow (seed)
      ñoot                            to sew (cloth)
```

Cue   Pattern

                       Wallam mı huɓɓa ɟayŋgol ŋgol.
   sondel   Wallam mı huɓɓa sondel ŋgel.
   yey   Wallam mı yeya sondel ŋgel.
   wutte   Wallam mı yeya wutte qo.
   ñoot   Wallam mı ñoota wutte qo.
   tuuba   Wallam mı ñoota tuuba mba.
   loot   Wallam mı loota tuuba mba.
   maaro   Wallam mı loota maaro ko.
   qawa   Wallam mı qawa maaro ko.
   gerte   Wallam mı qawa gerte de.
   yey   Wallam mı yeya gerte ɗe.
   sondel   Wallam mı yeya sondel ŋgel.
   huɓɓ   Wallam mı huɓɓa sondel ŋgel.
   ɟayŋgol   Wallam mı huɓɓa ɟayŋgol ŋgol.

d)   Random Substitution Drill

   Cue   Pattern

                       Wallu kam, mı huɓɓa ɟayŋgol ŋgol.
   mo   Wallu mo, qo huɓɓa ɟayŋgol ŋgol.
   sondel   Wallu mo, qo huɓɓa sondel ŋgel.
   ɓe   Wallu ɓe, ɓe kuɓɓa sondel ŋgel.
   yey   Wallu ɓe, ɓe ñɟeya sondel ŋgel.
   wutteqam   Wallu ɓe, ɓe ñɟeya wutteqam.
   ñoot   Wallu ɓe, ɓe ñoota wutteqam.
   meŋ   Wallu meŋ, meŋ ñoota wutteqam.
   tuuba   Wallu meŋ, meŋ ñoota tuuba mba.
   loot   Wallu meŋ, meŋ loota tuuba mba.
   maaro   Wallu meŋ, meŋ loota maaro ko.
   mo   Wallu mo, qo loota maaro ko.
   qaw   Wallu mo, qo qawa maaro ko.
   gerte   Wallu mo, qo qawa gerte ɗe.
   yey   Wallu mo, qo yeya gerte ɗe.
   kam   Wallu kam, mı yeya gerte ɗe.
   sondel   Wallu kam, mı yeya sondel ŋgel.

Wallu kam, mɪ <u>yeya</u> sondel ŋgel.

huɓɓ   Wallu kam, mɪ huɓɓa <u>sondel</u> ŋgel.

jayŋgol   Wallu kam, mɪ huɓɓa jayŋgol ŋgol.

28.2 EXERCISES

a) Directed Conversation Exercise (Student takes part B)

<u>Narrative:</u>

Qɪndemaa ko Kumba. Qaɗa jogɪ boobo. Boobomaa dojoto he jemma. Qa naɓɪ mo kampama. Ton, ɓe peŋgɪ mo. Dokotor qo, wɪyɪ'ma, ɓɪŋgelmaa no heɓɪ nɪmonɪya. Demba qokkɪ ma lekkɪ pur ɓɪŋgelmaa. Demba yɪɗɪ qandude sɪ ɓandu ɓɪŋgelmaa ɓurɪ. Sɪ tawo Demba lamdɪ ma, hoɗum kaalataa mo?

Dialog:

a) Kumba, no ɓɪŋgelmaa waɗɪ?
b) [Qomo ɗoja haa joonɪ, he jemma.]

a) Korɪ wonaa jaaŋgo ŋgo naŋgɪ mo?
b) [Dokotor qo wɪyɪ, ko nɪmonɪya qo heɓɪ.]

a) Maa qo ɓurɪ seeɗa?
b) [Qeeyɪ ↑ gɪla ɓe peŋgɪ mo qe joonɪ, ɓandumum ɓurɪ seeɗa.]

a) Qokku mo kɪ lekkɪ, ɗum no moɗɗyɪ qe dojere.
b) [Qa jaaraama, Demba.]

a) Jaawuur, Kumba.

b) Directed Conversation Exercise (Student takes part A)

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New word:  haaju [∅] (haajuujɪ)       need, matter, requirement
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<u>Narrative:</u>

Kaa jom galle. Qaɗa resɪ debbo. Debbomaa heɓanɪ ma ɓɪɗɗo-gorko. Qon fotɪ naatde qekol. Ñande gooto qa yahɪ to ɓe jaŋgɪrtaa sukaaɓe ɓe. Qaɗa yɪɗɪ jaŋgɪnowo won to ton, yoo wallu ma qa naatɪna ɓɪɗɗomaa to qekol. Qaɗa yɪɗɪ qo haalana ma koo sooɗantaa ɓɪɗɗomaa he fɪɪ defte, wutte, qe pade. Tuma qo yottɪ ton, jaŋgɪnowo salmɪnɪ ma. Qawa soo lamdɪ ma ko wonɪ haajumaa, hoɗum kaalataa mo?

Dialog:

a) [Jam ñallɪ jaŋgɪnowo?]
b) Jam tan mawɗo, hoɗum qaranɗaa ɗo?

a) [Mıɗo yıɗı yaa wallam mı naatına ɓıɗɗoqam to qekolmaaɗa.]

b) Joonı non, hoɗum ñjıɗɗaa mı waɗan ma.

a) [Haalanam hoɗum fottaamı sooɗde he defte, wutte qe pade pur
        ɓıɗɗoqam?

b) Qaa,mı yıyı, yaa, ŋgaraa jaŋgo subaka,nanı?

a) [Qawa, baası qala.]

b) Qo jaaraama mawɗo.

a) [Qan kadı, qa jaaraama.]

28.8 NARRATIVE

<u>Kumba qe Demba Hawrı he Laawol</u>

     Tuma Kumba qe Demba kawrı qonñan, Demba lamdı mo, honno boobomakko waɗı.
Kumba wıyı mo, boobomakko no doja tan jemma qo jemma. Nden Demba wıyı mo, kaŋko
sıkkı, ko jaaŋgo naŋgı ɓıŋgel ŋgel. Kono Kumba wıyı, dokotormakko wıyı, boobo
qo, no heɓı 'ñımonıya — ɗum ko jaŋgaro-jaaŋgo'. Nden Demba qokkı Kumba lekkı
dojere pur boobomakko. Non ɓe jaarandırı, qawa kala qe maɓɓe yahı he laawolmum.

28.9 Questions for Discussion

     1. Ko boobo hombo dojata he jemma?

     2. Hombo lamdı Kumba he fıı boobomakko?

     3. Hoɗum dokotor qo wıyı Kumba he fıı boobomakko?

     4. Hoɗum dokotor qo wıyı, ko ɗum boobo Kumba heɓı?

     5. Qa meeɗı heɓde jaŋgaro 'nımonıya' na?

     6. Tuma ɓe peŋgı ɓıŋgel Kumba, ɓandumakko ɓurııno na?

     7. Hombo qokkı Kumba lekkı pur boobomakko?

     8. Lekkı kı, Demba qokkı Kumba, qon lekkı ko lekkı dojere na?

     9. Qa meeɗı heɓde dojere na?

    10. Hoɗum wonı jaŋgaro-jaaŋgo?

    11. Honno boobomaa waɗı?

    12. Ko hoɗum moɗɗyı he dojere?

UNIT 29

29.0 Dialog: Frank is Interested in Farming

-Frank-

Demba, mido yidi ngesa moddyo.   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 moddyo no to sengo ngesaqam.   There is a good land beside my
                                farm.

-Frank-

     janan   someone else's (property,
                                 quality or characteristic)
Ko janan hombo nii?   Whose property is it?

-Demba-

     qalkaali [ø] (qalkaaliiɓe)   village headman
Qalkaaliqamen wiyi kala yidi, yoo   Our village head said anyone
    ɓaŋ dum.   interested can have it.

-Frank-

Kori ledde de hewaani ton?   Hope there are not many trees?

-Demba-

Wotaa dum jaakli ma, nani.   Don't let that worry you, hear!

-Frank-

     faŋi [ø] (faŋiiji)   cutlass
     jambere [nde] (jambe)   ax
Ñjehen coodoyen faŋi 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
Faɓɓi-jaŋgo qen coppoyay ledde   After tomorrow we can go and
    de fow.   cut down all the trees.

-Demba-

Qawa, ɗum moɗɗyı, 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

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┌─────────────────────────────────────────────────────────┐
│   New words:                                             │
│       soynde [nde] (coynɗe)        open land            │
│       weendu [ndu] (beelı)         lake                 │
└─────────────────────────────────────────────────────────┘
```

Cue	Pattern
	Leydı moɗɗyo no to seŋgo ŋgesaqam.
soynde	Soynde moɗɗyo no to seŋgo ŋgesaqam.
laawol	Laawol moɗɗyo no to seŋgo ŋgesaqam.
weendu	Weendu moɗɗyo no to seŋgo ŋgesaqam.
suudu	Suudu moɗɗyo no to seŋgo ŋgesaqam.
wuro	Wuro moɗɗyo no to seŋgo ŋgesaqam.
hayre	Hayre moɗɗyo no to seŋgo ŋgesaqam.
leydı	Leydı moɗɗyo no to seŋgo ŋgesaqam.

    b)   Progressive Substitution Drill

Cue	Pattern
	Qalkalıqameŋ wıyı, kala yıɗı yoo ɓan ɗum.
karamokkomaa	Karamokkomaa wıyı, kala yıɗı yoo ɓaŋ ɗum.
yaa	Karamokkomaa wıyı, kala yıɗı yoo yaa.
baabamakko	Baabamakko wıyı, kala yıɗı yoo yaa.
qar	Baabamakko wıyı, kala yıɗı yoo qar.
lamɗo qo	Lamɗo qo wıyı, kala yıɗı yoo qar.
wındu	Lamɗo qo wıyı, kala yıɗı yoo wındu.
jargaqameŋ	Jargaqameŋ wıyı, kala yıɗı yoo wındu.
ñaam	Jargaqameŋ wıyı, kala yıɗı yoo ñaama.
neeneqam	Neeneqam wıyı, kala yıɗı yoo ñaama.
yar	Neeneqam wıyı, kala yıɗı yoo yara.
debbomaa	Debbomaa wıyı, kala yıɗı yoo yara.
laar	Debbomaa wıyı, kala yıɗı yoo laara.
kawmakko	Kawmakko wıyı, kala yıɗı yoo laara.
ɓaŋ ɗum	Kawmakko wıyı, kala yıɗı yoo ɓaŋ ɗum.
qalkalıqameŋ	Qalkalıqameŋ wıyı, kala yıɗı yoo ɓaŋ ɗum.

c)   Progressive Substitution Drill

```
New words:
    laɓi     [ki]    (laɓɓe)            knife
    kufune   [∅]     (kufuneeji)        hat
    tika     [∅]     (tikaaji)          head scarf
    genso    [∅]     (gensooji)         undershirt
    marto    [∅]     (martooji)         hammer
    pontu    [∅]     (pontuuji)         nail
    somɓi    [∅]     (somɓeeji)         digging stick (with iron tip)
```

Cue   Pattern

	Ñjehen cooɗoyen faŋi qe jambere.
(qon)	Ñjahon cooɗoyon faŋi qe jambere.
laɓɓi qe somɓe	Ñjahon cooɗoyon laɓi qe somɓe.
(qa)	Yaa sooɗoya laɓi qe somɓe.
wutte qe tuuba	Yaa sooɗoya wutte qe tuuba.
(qen)	Ñjehen cooɗoyen wutte qe tuuba.
wudere qe kufune	Ñjehen cooɗoyen wudere qe kufune.
(qon)	Ñjahon cooɗoyon wudere qe kufune.
tika qe genso	Ñjahon cooɗoyon tika qe genso.
(qa)	Yaa sooɗoya tika qe genso.
marto qe pontu	Yaa sooɗoya marto qe pontu.
(qon)	Ñjahon cooɗoyon marto qe pontu.
laɓi qe rato	Ñjahon cooɗoyon laɓi qe rato.
(qen)	Ñjehen cooɗoyen laɓi qe rato.
faŋi qe jambere	Ñjehen cooɗoyen faŋi qe jambere.

d)   Simple Substitution Drill

Cue   Pattern

	Kori ledde ɗe hewaani ton?
baali	Kori baali ɗi hewaani ton?
beqi	Kori beqi ɗi hewaani ton?
saraaji	Kori saraaji ɗi hewaani ton?
babbi	Kori babbi ɗi hewaani ton?
beeli	Kori beeli ɗi hewaani ton?
coynɗe	Kori coynɗe ɗe hewaani ton?
bolle	Kori bolle ɗe hewaani ton?
naqi	Kori naqi ɗi hewaani ton?
ndiyam	Kori ndiyam ɗam hewaani ton?
ledde	Kori ledde ɗe hewaani ton?

e)   Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                               <u>Faɓɓi-jaŋgo</u> meŋ coppoyay ledde ɗe.

jaŋgo   Jaŋgo <u>meŋ</u> coppoyay ledde ɗe.

qon   Jaŋgo qon <u>coppoyay</u> ledde ɗe.

qadd   Jaŋgo qon ŋgaddoyay <u>ledde</u> ɗe.

naqı   <u>Jaŋgo</u> qon ŋgaddoyay naqı ɗı.

faɓɓıtı-jaŋgo   Faɓɓıtı-jaŋgo <u>qon</u> ŋgaddoyay naqı ɗı.

ɓe   Faɓɓıtı-jaŋgo ɓe <u>ŋgaddoyay</u> naqı ɗı.

sooɗ   Faɓɓıtı-jaŋgo ɓe cooɗoyay <u>naqı</u> ɗı.

baalı   <u>Faɓɓıtı-jaŋgo</u> ɓe cooɗoyay baalı ɗı.

kııkııɗe   Kııkııɗe <u>ɓe</u> cooɗoyay baalı ɗı.

qen   Kııkııɗe qen <u>cooɗoyay</u> baalı ɗı.

yeey   Kııkııɗe qen ñjeyoyay <u>baalı</u> ɗı.

beqı   <u>Kııkııɗe</u> qen ñjeyoyay beqı ɗı.

salıfana   Salıfana <u>qen</u> ñjeyoyay beqı ɗı.

qo   Salıfana qo <u>yeey</u>oyay beqı ɗı.

qayu   Salıfana qo qaynoyay <u>beqı</u> ɗı.

pucı   <u>Salıfana</u> qo qaynoyay pucı ɗı.

jaŋgo   Jaŋgo <u>qo</u> qaynoyay pucı ɗı.

qa   Jaŋgo qa <u>qayn</u>oyay pucı ɗı.

qadd   Jaŋgo qa qaddoyay <u>pucı</u> ɗı.

ledde   <u>Jaŋgo</u> qa qaddoyay ledde ɗe.

faɓɓi-jaŋgo   Faɓɓi-jaŋgo <u>qa</u> qaddoyay ledde ɗe.

meŋ   Faɓɓi-jaŋgo meŋ <u>ŋgaddoyay</u> ledde ɗe.

sopp   Faɓɓi-jaŋgo meŋ coppoyay ledde ɗe.

29.2 EXERCISES

a)   Directed Conversation Exercise   (Student takes part A)

<u>Narrative:</u>

Frank, waɗı kaa demowo.   Qaɗa yıɗı heɓde ŋgesa moɗɗyo.   Qa yıɗı qawde ton
makara maa gawrı.   Leydı moɗɗyo no wonı to hedde ŋgesa Demba.   Qalkalımaɓɓe wıyı,
kala yıɗı, yoo ɓaŋ ɗum.   Qa jogaakı faŋı, qe jambere rato.   Qawa qa hawrı qe Demba
he laawol.   Qaɗa yıɗı haalde mo ko ñjıɗɗaa.

Dialog:

   a) [Jam waalı Demba.]
   b) Jam tan Frank.

   a) [Mbıımı, mın, mıɗo yıɗı ŋgesa moɗɗyo.]
   b) Dula moɗɗyo no to seŋgo ŋgesaqam.

a) [Ko hombo woodı ɗum?]

b) Mı qandaa kono qalkalıqameŋ wıyı kala yıɗı yoo ɓam ɗum.

a) [Kono mı jogaakı faŋı, qe jambere qe rato.]

b) Qawa, ñjehen cooɗoyen faŋı qe jambere.

a) [Qawa, rato won?]

b) Qawa ↑ , ɗum kadı.

a) [Qa jaaraama, Demba.]

b) Jaawuur, Frank.

   b) Directed Conversation Exercise   (Student takes part A).

Narrative:

   Sı tawo qan kaa John. Demba ko teerımaa. Waɗı qa yahı to leydımakko. Ñande
gooto waɗı qaɗa yaha dula qe motomaa. Dum yakkı he laawol. Qawa, to motomaa qe
saare nde ñjahataa, no woɗɗı. Qalla waɗı jom moto gooto tawı ma ton. Qaɗa yıɗı
qo naba ma to saare nde pur qa noddoya fııta qo. Qaɗa yıɗı kadı yoo wallu ma, yoo
haɓɓa motomaa he ɓaawo taamakko qo, ñjaada to saare nde. Honno mbaɗtaa he ɗum?

   Dialog:

a) [Jam ñallı, teerı.]

b) Jam tan ↑ Hoɗum heɓı motomaa?

a) [Dum yakkı.]

b) Joonı non, hoɗum mbaɗtaa he ɗum?

a) [Mıɗo yıɗı yaade to saare nde, sı tawo qaɗa waawı naba kam ton.]

b) Qawa, kono hoɗum kadı ñjıɗɗaa?

a) [Sı tawo qaɗa waawı, haɓɓa motoqam to ɓaawo taamaa, qen ñjaada
      to saare nde.]

b) Qawa, baası qala, mbaɗɗen ko mbııɗaa joonı.

a) [Qa jaaraama.]

29.8 NARRATIVE

Frank no Yıɗı Ŋgesa

   Demba qe Frank ko ɓe teerııɓe. Qonñan Frank wıyı Demba, qomo yıɗı ŋgesa
moɗɗyo. Tawı leydı moɗɗyo mo wonı hedde ŋgesa Demba. Qawa, non kaŋko kadı haalı
Frank fıı ɗum. Frank nden lamdı Demba, sı tawo ɗum ko janan goɗɗo. Kono Demba
wıyı mo, qalkalımaɓɓe wıyı, kala yıɗı qon leydı,yoo baŋ ɗum. Qawa non,Frank
wıyı mo, yoo ɓe ñjaha to saare pur ɓe cooɗoya jambere qe faŋı qe rato. Qawa,
faɓɓı-jaŋgo ŋgo Frank soppoyı ledde de fow ton.

29.9 Questions for Discussion

1. Hombo woni Frank?

2. Hombo yidi ŋgesa?

3. Ko hoɗum qon neɗɗo qawata he ŋgesamakko?

4. Demba qe Frank hombo heɓi leydi moɗɗyo to hedde ŋgesamakko?

5. Qon leydi won to hedde ŋgesa Demba, ko janan hombo nii?

6. Ko hoɗum qalkali Dembaqen wiyi he fii leydi ndi?

7. Hombo lamdi Demba, he fii lekkiji ɗi?

8. Hoɗum Frank wiyi Demba, yoo ɓe sooɗoya ɗum?

9. Hoɗum kadi ɓe cooɗata, si wonaa faŋi qe jambere?

10. Tuma Frank soppoytaa lekkiiji ɗi to ŋgesamakko.

11. Qa meeɗi waɗde ŋgesa hooremaa na?

12. Hoɗum ŋganduɗaa he fii ŋgesa?

UNIT 30

30.0 Dialog: Kumba's Daugther is Getting Married.

-Frank-

Jam hiiri pullo debbo.   Good evening Fula woman.

-Kumba-

Jam tan.   I'm fine.

-Frank-

    jombaajo [qo] (yombaaɓe)   bride/groom
Biɗɗo-debbomaa ko qo jombaajo 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 [∅] (mecceeji)   trade, profession, occupation
Hoɗum woni mecce gorkomakko?   What sort of trade does her husband
                                                              do?

-Kumba-

    minise [∅] (miniseeɓe)   carpenter
    waylu   forge, transform
    baylo [qo] (wayluuɓe)   smith
Kaŋko ko minise qe baylo.   He is a carpenter and smith.

-Frank-

    doŋgal [ŋgal] (doŋgle)   load, burden
Jooni doŋgalmaa gasi.   Now your task ('burden') is
                                                              finished.

-Kumba-

Joo, ko jawdimakko tan heddi   Now, only her property is left
   to qameŋ.   in our place.

-Frank-

    golle [∅] (golleeji)   work
Qon mbaɗi gollemoɗon.   You have done your ('work') part.

-Kumba-

Qa jaaraama teeri.   Thank you, friend.

-Frank-

yewtere [nde] (ɟewte)   conversation, chat

Qan kadı ɟaaraama,yewtereqameŋ   Thank you too, our conversation
  welı.   was nıce.

-Kumba-

Qawa,mballen ɟam.   OK., good nıght.

30.1   Variation Drills on Basic Sentences

New words:			
ɟaŋgırɗo	[qo]	(ɟaŋgırooɓe)	teacher
mbıru	[∅]	(mbıruuɟı)	wrestler
dıspensar	[∅]	(dıspensaaɓe)	male nurse, medic
kılak	[∅]	(kılakııɓe)	clerk
nelaaɗo	[qo]	(nelaaɓe)	messenger
garaŋke	[∅]	(garaŋkooɓe)	leather worker

a)   Progressive Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	Kaŋko, koo mınıse qe <u>baylo</u>.
dıspensar	<u>Kaŋko</u>, koo mınıse qe dıspensar.
kamɓe	Kamɓe, koɓe mınısaaɓe qe <u>dıspensaaɓe</u>.
baylo	<u>Kamɓe</u>, koɓe mınısaaɓe qe wayluuɓe.
ɓeya	Beya, koɓe mınısaaɓe qe <u>wayluuɓe</u>.
kılak	<u>Beya</u>, koɓe mınısaaɓe qe kılakııɓe.
qoya	Qoya, koo mınıse qe <u>kılak</u>.
nelaaɗo	<u>Qoya</u>, koo mınıse qe nelaaɗo.
kaŋko	Kaŋko, koo mınıse qe <u>nelaaɗo</u>.
ceerno	<u>Kaŋko</u>, koo mınıse qe ceerno.
kamɓe	Kamɓe, koɓe mınısaaɓe qe <u>ceernooɓe</u>.
garaŋke	<u>Kamɓe</u>, koɓe mınısaaɓe qe garaŋkooɓe.
ɓeya	Beya, koɓe mınısaaɓe qe <u>garaŋkooɓe</u>.
mbıru	<u>Beya</u>, koɓe mınısaaɓe qe mbıruuɟı.
qoya	Qoya, koo mınıse qe <u>mbıru</u>.
ɟaŋgırɗo	<u>Qoya</u>, koo mınıse qe ɟaŋgırɗo.
kaŋko	Kaŋko, koo mınıse qe <u>ɟaŋgırɗo</u>.
masoŋ	Kaŋko, koo mınıse qe masoŋ.

b) Progressive Substitution Drill

   Cue   Pattern

                    Joo, ko jawdɪmakko tan heddɪ to qameŋ.
   defte   Joo, ko deftemakko tan heddɪ to qameŋ.
   -maɓɓe   Joo, ko deftemaɓɓe tan heddɪ to qameŋ.
   galle Bookarɪ   Joo, ko deftemaɓɓe tan heddɪ to galle Bookarɪ.
   ñalel   Joo, ko ñalelmaɓɓe tan heddɪ to galle Bookarɪ.
   -moɗon   Joo, ko ñalelmoɗon tan heddɪ to galle Bookarɪ.
   wuroqameŋ   Joo, ko ñalelmoɗon·tan heddɪ to wuroqameŋ.
   yɪmɓe   Joo ko yɪmɓemoɗon tan heddɪ to wuroqameŋ.
   -qameŋ   Joo ko yɪmɓeqameŋ tan heddɪ to wuroqameŋ.
   saare nde   Joo ko yɪmɓeqameŋ tan heddɪ to saare nde.
   suƙaaɓe   Joo ko suƙaaɓeqameŋ tan heddɪ to saare nde.
   -makko   Joo ko suƙaaɓemakko tan heddɪ to saare nde.
   jaŋgɪrdu ndu   Joo ko suƙaaɓemakko tan heddɪ to jaŋgɪrdu ndu.
   jawdɪ   Joo ko jawdɪmakko tan heddɪ to jangɪrdu ndu.
   -qameŋ   Joo ko jawdɪqameŋ tan heddɪ to jaŋgɪrdu ndu.

c) Random Substitution Drill

   Cue   Pattern

                    Ɓiɗɗo-debbomakko qo jombaajo hande.
   gorko   Ɓiɗɗo-gorkomakko ko jombaajo hande.
   wonay   Ɓiɗɗo-gorkomaa wonay jombaajo hande.
   jaŋgo   Ɓiɗɗo-gorkomaa wonay jombaajo jaŋgo.
   teerɪmakko   Teerɪmakko wonay jombaajo jaŋgo.
   kɪɪkɪɪɗe   Teerɪmakko wonay jombaajo kɪɪkɪɪɗe.
   miñaqameŋ   Miñaqameŋ wonay jombaajo kɪɪkɪɪɗe.
   Qalarba   Miñaqameŋ wonay jombaajo Qalarba.
   qesɪrawomaaɗa   Qesɪrawomaaɗa wonay jombaajo Qalarba.
   Juma   Qesɪrawomaaɗa wonay jombaajo Juma.
   mawnɪraawoqam   Mawnɪrawoqam wonay jombaajo Juma.
   Talata   Mawnɪrawoqam wonay jombaajo Talata.
   musɪɪɗomaa   Musɪɗɗomaa wonay jombaajo Talata.
   faɓɓɪ-jaŋgo   Musɪɗɗomaa wonay jombaajo faɓɓɪ-jaŋgo.
   ɓiɗɗo-debbomaa   Ɓiɗɗo-debbomaa wonay jombaajo faɓɓɪ-jaŋgo.
   hande   Ɓiɗɗo-debbomaa wonay jombaajo hande.

d)   Progressive Substitution Drill

New word: muraadu [∅] (muraaduuɟi)   position, obligation, responsibility

Cue   Pattern

	Hoɗum woni <u>mecce</u> gorkomakko?
qinde	Hoɗum woni qinde <u>gorkomakko</u>?
teerimaɓɓe	Hoɗum woni <u>qinde</u> teerimaɓɓe?
ligge	Hoɗum woni ligge <u>teerimaɓɓe</u>?
baabamoɗon	Hoɗum woni <u>ligge</u> baabamoɗon?
muraadu	Hoɗum woni muraadu <u>baabamoɗon</u>?
kawmaa	Hoɗum woni <u>muraadu</u> kawmaa?
golle	Hoɗum woni golle <u>kawmaa</u>?
neenemakko	Hoɗum woni <u>golle</u> neenemakko?
qinde	Hoɗum woni qinde <u>neenemakko</u>?
gorkomakko	Hoɗum woni <u>qinde</u> gorkomakko?
mecce	Hoɗum woni mecce gorkomakko?

e)   Random Substitution Drill

Cue   Pattern

	Jooni <u>doŋgalmaa</u> gasi.
ligge	Jooni ligge<u>maa</u> gasi.
–makko	Jooni liggemakko <u>gasi</u>.
gayn	Jooni ligge<u>makko</u> gayni.
–qameŋ	Jooni <u>ligge</u>qameŋ gayni.
golle	Jooni golleqameŋ <u>gayni</u>.
huuɓ	Jooni golle<u>qameŋ</u> huuɓi.
–maɓɓe	Jooni <u>golle</u>maɓɓe huuɓi.
nduŋgi	Jooni nduŋgumaɓɓe <u>huuɓi</u>.
gasi	Jooni <u>nduŋguma</u>ɓɓe gasi.
tampere	Jooni tamperemaɓɓe gasi.
–moɗon	Jooni <u>tamperemoɗon</u> gasi.
doŋgalmaa	Jooni doŋgalmaa 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 jangaro nimoniya rowani. Jooni ko Demba woni lamɗomodon. Gorkomaa, Demba, windi Charles letar pur yoo qar to saaremodon. Demba qe Charles mbayri ñjidondirde duubi ɗiɗi jooni. Tuma Charles qarata to saaremodon to ŋgonɗon, qo hawri qe maaɗa he laawol. Tuma ñjiiɗaa mo, qa noddi mo, qon calminondiri, nden qon ñjaadi to saare nde.

Dialog:

Fatu-   [Charles, hoto ñjahataa nii?]
Charles-   Hey Fatu, miɗo yaha to gallemon.

Fatu-   [Qa nani kibaaru baaba Demba na?]
Charles-   Qalaa, kori ko jam?

Fatu-   [Qo maayi rowani he jangaro nimoniya.]
Charles-   Nden, jooni, hombo woni lamɗomodon?

Fatu-   [Ko gorkoqam, Demba.]
Charles-   Miɗo welti he ɗum, ko waɗi qo windaani kam he fii ɗum?

Fatu-   [Qo wiyi, qo windi ma letar, qa yiyaani ɗum na?]
Charles-   Qeeyi, mi heɓi ɗum, kono kulle baabamum qalaa hen.

Fatu-   [Qawa ñjehen, simeŋ ñjotti lamdaa mo he ɗum.]
Charles-   Qa haali gooŋga, qawa baasi qalaa.

b) Directed Conversation Exercise (Student takes part B)

Narrative

Qaɗa wiye Tom. Kaa jom kaalis. Demba no mari naqi hewde. Qaɗa yiɗi sooɗde ŋgaari. Demba yeyataa naqimakko ɗi. Qaɗa yiɗi sooɗde ŋgaari pur lamɗomaɓɓe. Demba non, ko ɗeɓɓomakko tan waawata yeyde naqimakko ɗi. Qalla waɗi, qa hawri qe debbomum subaka gooto. Debbomakko no qandi ma faŋ faŋ. Nde qo lamdi ma he fii kullemaaɗa. Qa yiɗi 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 ŋgaari tan ñjiɗmi, to Demba ñjahatami.]

a) Kono Demba yeyataa naqɪmakko ɗɪ.

b) [Mɪ nanɪ ko qan tan waawata yeyde naqɪmakko ɗɪ.]

a) Qeeyɪ ɗum ko gooŋga, qawa nɪ wallante he ɗum,nanɪ.

b) [Qa jaaraama Kumba.]

30.8   NARRATIVE

> New word: res   put away, keep; marry

Frank qe Kumba

Qonñan kɪɪkɪɪɗe, Frank yahɪ to galle Kumbaqen. Tawo ɓɪɗɗo-debbo Kumba resaama ɓooyaanɪ. Qawa tuma ɓeɗo kaala, Frank wɪyɪ Kumba fɪɪ jombaajo ɓɪɗɗo-debbo Kumba. Kumba jaabɪ mo, qo wɪyɪ mo 'tampereqam gasɪ joonɪ, te hakkɪlqam teŋkɪ'. Nden Frank lamdɪ Kumba, hoɗum wonɪ mecce gorko ɓɪɗɗo-debbo Kumba. Kumba wɪyɪ mo, koo mɪnɪse. Non qo wɪyɪ Frank kadɪ, ko heddɪ to maɓɓe he fɪɪ ɓɪɗɗo-debbomakko ko jawdɪ ndɪ tan. Qawa ɓooyaanɪ Frank jaarɪ mo, qawa qo yahɪ he laawol mum.

30.9   Questions for Discussion

1.   Ko ɓɪɗɗo-debbo hombo wonɪ jombaajo?

2.   Hombo wɪyɪ hakkɪlmakko teŋkɪ?

3.   Ko Kumba wɪyɪ tamperemakko gasɪ na, maa ko Frank wɪyɪ ɗum?

4.   Hoɗum wonɪ mecce gorko ɓɪɗɗo-debbo Kumba?

5.   Ko hoɗum heddɪ he juŋgo Kumba he fɪɪ ɓɪɗɗo-debbomum?

6.   Qaɗa jogɪ ɓɪɗɗo-debbo na?

7.   Qaɗa marɪ ɓɪɓɓe-worɓe na, maa ko rewɓe tan keɓɗaa?

8.   Qaɗa jogɪ debbo?

9.   Tuma resɗaa debbomaa?

10. Ɓɪɓɓemaa ɓe, ko duubɪ jelu kala heɓɪ joonɪ?

11. Woɓɓe qe ɓɪɓɓe-rewɓemaaɗa keɓɪ worɓe na?

12. Ko duubɪ jelu ɓɪɗɗo-mawnummaa keɓɪ?

13. Ɓɪɓɓemaa ɓe, ɓeɗo ñjaha qekol na?

14. Honno debbomaa no wɪyete?

UNIT 31

31.0 Dialog: Ramadan is Coming.

-Demba-

lewru koorka [ka] (   )   Ramadan (month)
Lewru qaraydu ko lewru korka.   The coming month is Ramadan.

-Samba-

hoor   keep [a] fast
Miɗo qandi ɗum. Qa sikki qa   I know that. Do you think you'll
   waaway hoorde na?   be able to keep the fast?

-Demba-

hikka   this year
sobe   seriously
Hikka non, mi waɗay sobe mi   This year, I will try hard to
   hoora.   keep the fast.

-Samba-

juulɗo [qo] (juulɓe)   Muslim ('one who prays')
Dum ko muraadu juulɓe ɓe fof.   That is the responsibility of
                                       every Muslim.

-Demba-

muk   definitely not, not at all
                                       (emphatic negative
                                       particle)
Ko metti hen qa waɗataa sagomaa   What is difficult about it [is
   muk ↑   that] you don't satisfy your
                                       desires at all.

-Samba-

mbaggu [ŋgu] (baaɗi)   drum
Qa haali gooŋga. Hay gooto   You're right. Nobody plays the
   fiyataa mbaggu.   drum.

-Demba-

haram [∅] (   )   accursed, sinful, illicit
                                       (thing)
Haram moɗɗyaa he lewru korka.   Sinning is not good in Ramadan.

-Samba-

fiɗygol [ŋgol] (   )   play, entertainment
Fiɗygol fof ko haram he lewru   All kinds of entertainment are
   korka.   sinful in Ramadan.

-Demba-

wakıl   try, endeavor

Qawa, mbakılen qenen fof kooren.   OK., let's both try to keep the
                                                       fast.

-Samba-

Qa haalı gooŋga, Demba, qa   You're right, Demba, thank you.
    jaaraama.

-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

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┌─────────────────────────────────────────────────────────────────┐
│ New words:                                                        │
│     ñañeru    [ndu]  (ñañeejı)       fıddle                        │
│     balaŋjı   [ɗı]   (no sıngular)   xylophone                     │
│     sagata    [∅]    (sagataaɓe)     youth                         │
│     kora      [∅]    (koraajı)       a lute-lıke musıcal           │
│                                          ınstrument                │
└─────────────────────────────────────────────────────────────────┘
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Cue   Pattern

                                 Hay gooto fıyataa mbaggu.
sagataaɓe   Sagataaɓe pıyataa mbaggu.
ñañeru   Sagataaɓe pıyataa ñañeru.
ɓe   Ɓe pıyataa ñañeru.
balaŋjı   Ɓe pıyataa balaŋjı.
qon   Qon pıyataa balaŋjı.
kora   Qon pıyataa kora.
meŋ   Meŋ pıyataa kora.
balaŋjı   Meŋ pıyataa balaŋjı.
mı   Mı fıyataa balaŋjı.
ñañeru   Mı fıyataa ñañeru.
qo   Qo fıyataa ñañeru.
mɓaggu   Qo fıyataa mbaggu.
qa   Qa fıyataa mbaggu.
hay gooto   Hay gooto fıyataa mbaggu.

b)   Progressive Substitution Drill

Cue	Pattern
	Qawa, mbakkilen qenen fof kooren.
(qon)	Qawa, mbakkilon qonon fof kooron.
ligg	Qawa, mbakkilon qonon fof liggon.
(meŋ)	Qawa, mbakkilen qenen for liggen.
ɗaan-	Qawa, mbakkilen qenen fof ɗaanen.
(qon)	Qawa, mbakkilon qonon fof ɗaanon.
fam	Qawa, mbakkilon qonon fof famon.
(meŋ)	Qawa, mbakkilen qenen fof famen.
jaŋg	Qawa, mbakkilen qenen fof jaŋgen.
(qon)	Qawa, mbakkilon qonon fof jaŋgon.
hoot	Qawa, mbakkilon qonon fof kooton.
(meŋ)	Qawa, mbakkilen qenen fof kooten.
yaa	Qawa, mbakkilen qenen fof ñjehen.
(qon)	Qawa, mbakkilon qonon fof ñjahon.
jaŋg	Qawa, mbakkilon qonon fof jaŋgon.
(meŋ)	Qawa, mbakkilen qenen fof jaŋgen.
ñaam	Qawa, mbakkilen qenen fof ñaamen.
(qon)	Qawa, mbakkilon qonon fof ñaamon.
ɓir	Qawa, mbakkilon qonon fof ɓiron.
(meŋ)	Qawa, mbakkilen qenen fof ɓiren.
hoor	Qawa, mbakkilen qenen fof kooren.

c)   Simple Substitution Drill

Cue	Pattern
	Fiɗyol fof ko haram he lewru koorka.
yargol	Yargol fof ko haram he lewru koorka.
bonol	Bonol fof ko haram he lewru koorka.
feŋgol[1]	Feŋgol fof ko haram he lewru koorka.
ñaamgol	Ñaamgol fof ko haram he lewru koorka.
ɗaaŋgol	Ɗaaŋgol[2] fof ko haram he lewru koorka.
wujjugol	Wujjugol[3] fof ko haram he lewru koorka.
nafigigol	Nafigigol fof ko haram he lewru koorka.
fiɗyol	Fiɗyol fof ko haram he lewru koorka.

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[1] fen - gol — feŋgol
[2] Note: sleeping during the day is considered to break the fast.
[3] wuj 'steal'

d)   Progressive Substitution Drill

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┌─────────────────────────────────────────────────────────┐
│ New words:                                                │
│     naf                           be of use               │
│     nafa [∅] (nafaaɟi)            utility, convenience     │
└─────────────────────────────────────────────────────────┘
```

Cue   Pattern

	Dum ko muraadu <u>ɟuulɓe</u> ɓe fof.
ɟimɓe	Dum ko <u>muraadu</u> ɟimɓe ɓe fof.
sokla	Dum ko sokla <u>ɟimɓe</u> ɓe fof.
rewɓe	Dum ko <u>sokla</u> rewɓe ɓe fof.
haaɟu	Dum ko haaɟu <u>rewɓe</u> ɓe fof.
worɓe	Dum ko <u>haaɟu</u> worɓe ɓe fof.
nafa	Dum ko nafa <u>worɓe</u> ɓe fof.
sukaaɓe	Dum ko <u>nafa</u> sukaaɓe ɓe fof.
muraadu	Dum ko muraadu <u>sukaaɓe</u> ɓe fof.
ceernooɓe	Dum ko <u>muraadu</u> ceernooɓe ɓe fof.
sokla	Dum ko sokla <u>ceernooɓe</u> ɓe fof.
lamɓe	Dum ko <u>sokla</u> lamɓe ɓe fof.
haaɟu	Dum ko haaɟu <u>lamɓe</u> ɓe fof.
sagataaɓe	Dum ko <u>haaɟu</u> sagataaɓe ɓe fof.
nafa	Dum ko nafa <u>sagataaɓe</u> ɓe fof.
ɟuulɓe	Dum ko <u>nafa</u> ɟuulɓe ɓe fof.
muraadu	Dum ko muraadu ɟuulɓe ɓe fof.

31.2 EXERCISES

a)   Directed Conversation Exercise   (Student takes part of Demba)

<u>Narrative:</u>

Qaɗa wiye Demba. Kaa ɟuulɗo. Lewru koorka dari. Teerimaa John qari to saaremon. Tawi yimɓe saaremon fow no koorɓ, kono kaŋko qandaa haytus he lewru koorka. Qa yiɗi haalde mo, he lewru koorka ɟuulɓe fow, hay gooto ñaamataa ñaamri, yarataa ndiyam. Jakkataa goro he ñalloma. Hay gooto fimataa sigaret, fiyataa mbaggu, qawa hay gooto fenataake, maa haala haalaa bondo fereŋ. Wadi John hooremum yiɗi lamdaade ma he fii ɗum, qawa hoɗum kaalataa mo.

Dialog:

John–   Jam ñalli Demba.

Demba– [Jam tan, John, honno mbaɗɗaa?]

John–   Jam tan. Yimɓe saaremon fof hay gooto waɗtaa haytus jooni.
          Ko waɗi?

Demba: [Qo lewru ko lewru koorka. Ko ɗum waɗi.]

John-   Ko hoɗum juulɓe ɓe fow mbaɗata he lewru koorka.

Demba- [Juulɓe fow, he lewru korka, hay gooto ñaamataa ñaamri, yarataa

           ndiyam, jakkataa goro he ñalloma.]

John-   Qe hoɗum kadi.

Demba- [Qawa, hay gooto fimataa sigaret, fiyataa mbaggu, qawa, hay gooto

           fenataake, maa haala haalaa bonɗo.]

John-   Jooni mi fami. Qa jaaraama, Demba.

Demba- [Jaawuur, John.]

b)   Directed Conversation Exercise   (Student takes the part of Jaawo)

+--+
| New word: palas [Ø] (palasaaji)   place, space, opening |
+--+

<u>Narrative:</u>

    Kaa pullo gorko wiyete Jaawo. Qaɗa jogi ɓidɗo-gorko. Kaa jam kaalis.
Brown ko teerimaa, qomo golla to Qambasadmaɓɓe. Kaŋko qokkata yimɓe ɓe visa,
si ɓe ñjiɗi yaade to leydimakko. Ɓidɗomaa yiɗi yaade jaŋgude kulle dokotor.
Qekol Washington won to leydi Brownqen heɓi palas pur makko. Kono qo waawataa
yaade soo heɓaani visa Brownqen. Nden qa yahi to Brown to Qambasadmaɓɓe. Qa
yiɗi haalde mo, yoo wallu ɓidɗomaa he fii visamaɓɓe.

Dialog:

Jaawo-   [Jam ñalli Brown.]

Brown-   Jam tan, Jaawo. Hoɗum ŋgarɗaa ɗo?

Jaawo-   [Mi qari yaa wallam qe hunde.]

Brown-   Qe hoɗum?

Jaawo-   [Visamon.]

Brown-   Pur hombo nii?

Jaawo-   [Pur ɓidɗo-gorkoqam.]

Brown-   Hoɗum qo waɗoytaa to meeɗen?

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-   Qaɗa jogi kaalis pur ñjoɓdi qekolmakko na?

Jaawo-   [Qeeyi, miɗo jogi kaalis.]

Brown-   Qawa baasi qalaa. Yoo ɓidɗo-gorkomaa qar ɗo jaŋgo, mi haala mo,

          ko woni fow he kulle qameŋ.

Jaawo-   [Qa jaraama.]

31.8 NARRATIVE

<u>Lewru Koorka</u>

Demba qe Samba qonñan tuma ɓeɗo 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, kaŋko waɗay sobe pur
qo hoora. Nden Samba wiyi mo, ko ɗum woni muraadu juulɓe ɓe fow. Nden Samba
wiyi, ko metti he lewru koorka, hay gooto waɗataa sagomaa, qawa, haram fow moɗɗyaa
he lewru koorka. Demba nden wiyi mo,'mbakkilen, qenen fow kooren.' Nden Samba
jaari mo, qawa kala qe maɓɓe 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 ɗum na, maa ko Samba?

     4. Ko hoɗum woni muraadu juulɓe ɓe fow?

     5. Ko hoɗum metti he lewru koorka?

     6. He lewru koorka neɗɗo fiyay mbaggu na?

     7. Fiɗygol no moɗɗyi he lewru koorka na?

     8. Ko hoɗum woni haram he lewru koorka?

     9. Hombo wiyi 'Mbakkilen qenen fow kooren'?

    10. Qa meeɗi hoorde na?

    11. Qaɗa qandi ko woni lewru koorka na?

    12. Qan, kaa juulɗo na?

    13. Yimɓe juulɓe no hewi to mon na?

    14. Qa sikki qa waaway hoorde si tawo qa woni juulɗo jooni?

UNIT 32

32.0 Dialog: <u>Buying Cloth</u>.

-Frank-

Jom baggi, jelu ñjeyata
  baggiijimaa ɗi.

Cloth owner, for how much are
  you selling your cloth?

-Demba-

    kasikoñoŋ/kasikoño [∅] ( )
    yaar [∅] (yaaruuji)
De kasikoñoŋ ko mbuuɗu puur yaar qo.

    brocade, print
    yard (36 inches)
These prints are four shillings
  the yard.

-Frank-

    fatara [∅] (pataraaji)
Pataraajimaa ɗi non?

    a narrow strip of woven cloth
How about your '<u>fatara</u>' cloths?

-Demba-

Yaar ko taransuuji tati qe taŋka.

It is three shillings and sixpence.

-Frank-

    kaki [∅] (kakiiji)
Qawa yeyam kaki qo qe fatara qo.

    khaki
OK., sell to me the khaki and the
  fatara cloth.

-Demba-

    diril [∅] (dirilaaji)
Miɗo tami diril moɗɗyo, qaɗa yiɗi?

    drill cloth
I have good drill (cloth). Do
  you want [it]?

-Frank-

    seer

Miɗo yiɗi, kono ɗum no seeri.

    be dear, expensive, costly
      (Fr. chere)
I want it, but it is very
  expensive.

-Demba-

    perekan [∅] (perekaaniiji)
Perekan qo non?

    white satin
OK., how about this white satin?

-Frank-

Qalaa, mi yiɗaa ɗum.

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>baggɪ</u>, jelu ñjeyataa baggɪɪjɪmaa ɗɪ?
lɪɗɗɪ	Jom <u>lɪɗɗɪ</u>, jelu ñjeyataa lɪɗɗɪmaa ɗɪ?
bantara	Jom <u>bantara</u>, jelu ñjeyataa bantaraajɪmaa ɗɪ?
kañja	Jom <u>kañja</u>, jelu ñjeyataa kañjaajɪmaa ɗɪ?
maŋgo	Jom <u>maŋgo</u>, jelu ñjeyataa maŋgoojɪmaa ɗɪ?
laccɪrɪ	Jom <u>laccɪrɪ</u>, jelu ñjeyataa laccɪrɪmaa ndɪ?
teew	Jom <u>teew</u>, jelu ñjeyataa teewmaa ŋgu?
kakɪ	Jom <u>kakɪ</u>, jelu ñjeyataa kakɪɪjɪmaa ɗɪ?
perekan	Jom <u>perekan</u>, jelu ñjeyataa pereekanɪɪjɪmaa ɗɪ?
fatara	Jom <u>fatara</u>, jelu ñjeyataa pataraajɪmaa ɗɪ?
dɪrɪl	Jom <u>dɪrɪl</u>, jelu ñjeyataa dɪrɪlaajɪmaa ɗɪ?
baggɪ	Jom baggɪ, jelu ñjeyataa baggɪɪjɪmaa ɗɪ?

    b)   Progressive Substitution Drill

New words:

hotolo	[ko]	(hotoloojɪ)	cotton
goblet	[ø]	(gobletaajɪ)	drinking glass, goblet
geese	[ɗe]	(no sing.)	cotton thread (warp)
fudan	[ø]	(fudanaajɪ)	henna
fayande	[nde]	(payanne)	clay pot
feggere	[nde]	(pegge)	ring (esp. toe ring)
darap	[ø]	(darapaajɪ)	bed sheet
ceen	[ø]	(ceenaajɪ)	chain
basaŋ	[ø]	(basaŋaajɪ)	mat
wulɪn	[ø]	(wulɪnaajɪ)	wool (cloth)

        <u>Cue</u>   <u>Pattern</u>

	Qawa <u>yeyam</u> kakɪ qo qe fatara qo.
qokk	Qawa qokkam <u>kakɪ</u> qo qe fatara qo.
dɪrɪl	Qawa <u>qokkam</u> dɪrɪl qo qe fatara qo.
yey	Qawa yeyam <u>dɪrɪl</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.
kasɪkoñoŋ	Qawa <u>qokkam</u> kasɪkoñoŋ qo qe fatara qo.
yey	Qawa yeyam <u>kasɪkoñoŋ</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 kañja qo qe fatara qo.
wutte	Qawa qokkam wutte qo qe fatara qo.
yey	Qawa yeyam wutte qo qe fatara qo.
tuuba	Qawa yeyam tuuba mba qe fatara qo.
yey	Qawa yeyam tuuba mba qe fatara qo.
basaŋ	Qawa yeyam basaŋ qo qe fatara qo.
qokk	Qawa qokkam basaŋ qo qe fatara qo.
fudan	Qawa qokkam fudan qo qe fatara qo.
yey	Qawa yeyam fudan qo qe fatara qo.
ceen	Qawa yeyam ceen qo qe fatara qo.
qokk	Qawa qokkam ceen qo qe fatara qo.
goblet	Qawa qokkam goblet qo qe fatara qo.
yey	Qawa yeyam goblet qo qe fatara qo.
darap	Qawa yeyam darap qo qe fatara qo.
qokk	Qawa qokkam darap qo qe fatara qo.
feggere	Qawa qokkam feggere nde qe fatara qo.
yey	Qawa yeyam feggere nde qe fatara qo.
fayande	Qawa yeyam fayande nde qe fatara qo.
qokk	Qawa qokkam fayande nde qe fatara qo.
geese	Qawa qokkam geese de qe fatara qo.
yey	Qawa yeyam geese de qe fatara qo.
hottolo	Qawa yeyam hottolo ko qe fatara qo.
qokk	Qawa qokkam hottolo ko qe fatara qo.
wulin	Qawa qokkam wulin qo qe fatara qo.
yey	Qawa yeyam wulin qo qe fatara qo.
kaki	Qawa yeyam kaki qo qe fatara qo.

c)   Simple Substitution Drill

     <u>Cue</u>

	Yaar ko taransuuji tati qe taŋka.
buudi	Yaar ko buudi tati qe taŋka.
nay	Yaar ko buudi nayi qe taŋka.
jowi	Yaar ko buudi jowi qe taŋka.
jeegom	Yaar ko buudi jeegom qe taŋka.
jeedidi	Yaar ko buudi jeedidi qe taŋka.
jeetati	Yaar ko buudi jeetati qe taŋka.
jeenayi	Yaar ko buudi jeenayi qe taŋka.
sappo	Yaar ko buudi sappo qe taŋka.
nogas	Yaar ko buudi nogas qe taŋka.
cappandetati	Yaar ko buudi cappandetati qe taŋka.

32.2 EXERCISES

    a) Directed Conversation Exercise (Student takes the role of Frank)

Narrative:

    Frank goes into a store, where he bargains to buy a pair of pants. The
store-keeper lowers the price for him, but Frank still thinks the price is too
high and asks for a further reduction. The store-keeper at first refuses and
points to the fine quality of the merchandise. Frank persists and suggests that
he doesn't really have to buy at this store, because there are other stores in
town. The store-keeper then lowers his price again. After some further bargain-
ing the two agree.

        Dialog:

        Frank-   [Jam ñalli jom bitiki.]
    Jom bitiki-   Jam tan tuubaako, hoɗum ñjidɗaa sooɗde?

        Frank-   [Tuuba ñjidmi sooɗde, kono qustanam coggumakko.]
    Jom bitiki-   Qawa, baasi qalaa, mi jaɓi.

        Frank-   [Kono, haa joo ɗum no metti coggu, qustanam seeɗa kadi.]
    Jom bitiki-   Qalaa, qan kadi, mi waawata ɗum.

        Frank-   [Qawa baasi qalaa, qaccu ɗum, mi sooɗoyay to qoya bitiki.]
    Jom bitiki-   Qalaa, wottaa waɗ ɗum, fad,mi qustana ma seeɗa kadi.

        Frank-   [Qawa ɗum no moɗɗyi, jooni mi sooɗay ɗum.]
    Jom bitiki-   Qa jaaraama.

32.8 NARRATIVE

    Qonñan Frank yahi to bitiki Demba. Tuma qo naati bitiki qo, qo lamdi
Demba ko jelu qon yeyata baggiijimakko ɗi. Demba wiyi mo, yaar kasikoñoŋ ko
mbuuɗu; pataraaji ɗi, ko taransuuji tati qe taŋka pur yaar gooto. Frank wiyi
mo, yoo yeya mo kaki qo,qe fatara qo. Non Demba wiyi mo kadi, qomo tami diril
moɗɗyo, si tawo qo yiɗi ɗum kadi. Frank wiyi mo, qomo yiɗi, kono ɗum no seeri
coggu. Nden Frank lamdi mo coggu perekan qo kadi. Demba wiyi mo ɗum ko taransu
qe ñataa pur yaar gooto. Booyaani Frank yahi he laawolmum.

32.9 Questions for Discussion

1.   Hombo woni jom baggi?

2.   Hombo lamdi jom baggi qo, coggu baggiijimakko?

3.   Ko jelu, jom baggi qo yeyata yaar kasikoñoŋmakko?

4.   Yaar pataraaji ɗi ko jelu?

5.   Hoɗum Frank sooɗi he juŋgo jom baggi qo?

6.   Jom baggi qo no jogi diril ma?

7.   Hoɗum Frank wiyi jom baggi he fii coggu dirilmakko?

8.   Yaar perekan ko jelu?

9.   Qaɗa qandi ko woni perekan?

10. Jelu ñjeyoton diril to leydimoɗon?

11. Qoɗon jogi ton kasikoñoŋ na?

12. Qaɗa jogi bitiki hooremaa na?

13. Qa meeɗi yiide fatara?

14. Hoɗum qe hoɗum tamɗon to mon he gude worɓe ɓe.

UNIT 33

33.0 Dialog: A Visit to the Dispensary.

-Frank-

dispenser [∅] (dispenseraaji)   dispensary
Mido lamda laawol yahata dispenser.   I am asking for the road which
                                                      goes to the dispensary.

-Demba-

Ɓan laawol mawŋgol ŋgol.   Take the big road.

-Frank-

Haa honto?   Up to where?

-Demba-

Haa hedde marse tokosel ŋgel.   Up to near the small market.

-Frank-

doft   to accompany, go with...
Ko mbadtaa, doftaa kam haa ton.   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-

Ɓiddoqam, koo fawdo.   My child, he is a patient.

-Demba-

Hodum heɓi mo?   What's the matter with him?

-Frank-

Becce qe yeesomakko muusata.   His ribs and his face are hurting
                                                      him.

-Demba-

sum   burn
sumol [ŋgol] (   )   burn
Maa sumolmakko ɓuri seeda.   Hope his burn is a little bit
                                                      better.

-Frank-

mettit [di] (no singular)   pains, aches
Qeeyi, joo mettit di wonaani nii   Yes, the pains are not as [at]
  folo.   first.

-Demba-

hoondu [ndu] (koolli)   finger, toe
Koollimakko celli na?   Have his fingers gotten better?

-Frank-

Qeeyi, qa jaaraama. Mido yaha jooni.   Yes, thank you, am going now.

-Demba-

Jaawuur, yalla qokko mo cellal ɓandu.   You're welcome. May God give
                                               him good health.

33.1 Variation Drills on Basic Sentences

    a) Random Substitution-Correlation Drill

Cue	Pattern
	Mido lamda laawol yahata dispenser.
(qo)	Qomo lamda laawol yahata dispenser.
laar	Qomo laara laawol yahata dispenser.
qar	Qomo laara laawol qarata dispenser.
galle	Qomo laara laawol qarata galle.
(ɓe)	Beɗo ndaara laawol qarata galle.
yaa	Beɗo ndaara laawol yahata galle.
jaŋgurdu	Beɗo ndaara laawol yahata jaŋgurdu.
(meŋ)	Miɗen ndaara laawol yahata jaŋgurdu.
lamd	Miɗen lamda laawol yahata jaŋgurdu.
qar	Miɗen lamda laawol qarata jaŋgurdu.
dispenser	Miɗen lamda laawol qarata dispenser.
(qon)	Qoɗon lamda laawol qarata dispenser?
ɗabb	Qoɗon ɗabba laawol qarata dispenser?
yaa	Qoɗon ɗabba laawol yahata dispenser?
hirnaŋge	Qoɗon ɗabba laawol yahata hirnaŋge?
(qa)	Qaɗa ɗabba laawol yahata hirnaŋge?
lamd	Qaɗa lamda laawol yahata hirnaŋge?
qar	Qaɗa lamda laawol qarata hirnaŋge?
dispenser	Qaɗa lamda laawol qarata dispenser?
(mi)	Miɗo lamda laawol qarata dispenser.
yaa	Miɗo lamda laawol yahata dispenser.

b) Progressive Substitution Drill

Cue	Pattern
	Ko mbadʼtaa, <u>doftaa</u> kam haa ton.
nab	Ko mbadʼtaa, nabaa <u>kam</u> haa ton.
mo	Ko mbadʼtaa, <u>nabaa</u> mo haa ton.
doft	Ko mbadʼtaa, doftaa <u>mo</u> haa ton.
ɓe	Ko mbadʼtaa, <u>dof</u>taa ɓe haa ton.
nab	Ko mbadʼtaa, nabaa <u>ɓe</u> haa ton.
meŋ	Ko mbadʼtaa, <u>nabaa meŋ</u> haa ton.
doft	Ko mbadʼtaa, doftaa <u>meŋ</u> haa ton.
mɪnen	Ko mbadʼtaa, <u>dof</u>taa mɪnen haa ton.
nab	Ko mbadʼtaa, nabaa <u>mɪnen</u> haa ton.
qo	Ko mbadʼtaa, <u>na</u>baa qo haa ton.
doft	Ko mbadʼtaa, doftaa <u>qo</u> haa ton.
kam	Ko mbadʼtaa, doftaa kam haa ton.

c) Progressive Substitution Drill

Cue	Pattern
	Maa <u>sumo</u>lmakko ɓurɪ seedʼa.
hoore	Maa hoore<u>makko</u> ɓurɪ seedʼa.
-maɓɓe	Maa <u>koqe</u>maɓɓe ɓurɪ seedʼa.
koollɪ	Maa <u>koollɪ</u>maɓɓe ɓurɪ seedʼa.
-modʼon	Maa <u>koollɪ</u>modʼon ɓurɪ seedʼa.
deedɪ	Maa <u>deedɪ</u>modʼon ɓurɪ seedʼa.
-maɓɓe	Maa <u>deedɪ</u>maɓɓe ɓurɪ seedʼa.
jude	Maa <u>jude</u>maɓɓe ɓurɪ seedʼa.
-modʼon	Maa <u>jude</u>modʼon ɓurɪ seedʼa.
daadʼe	Maa <u>daadʼe</u>modʼon ɓurɪ seedʼa.
-makko	Maa <u>daadʼe</u>makko ɓurɪ seedʼa.
koyŋgal	Maa <u>koyŋgal</u>makko ɓurɪ seedʼa.
-maɓɓe	Maa <u>koydʼe</u>maɓɓe ɓurɪ seedʼa.
gɪte	Maa <u>gɪte</u>maɓɓe ɓurɪ seedʼa.
-modʼon	Maa <u>gɪte</u>modʼon ɓurɪ seedʼa.
noppɪ	Maa <u>noppɪ</u>modʼon ɓurɪ seedʼa.
-maɓɓe	Maa <u>noppɪ</u>maɓɓe ɓurɪ seedʼa.
ñɪɪdʼye	Maa ñɪɪdʼye<u>maɓɓe</u> ɓurɪ seedʼa.
-makko	Maa <u>ñɪɪdʼye</u>makko ɓurɪ seedʼa.
sumol	Maa sumolmakko ɓurɪ seedʼa.

d)   Simple Substitution Drill

New words:				
(hoondu) wordu	[ndu]	(koolli gori)	thumb ('male finger'), great toe
tiinde	[nde]	(tiide)	forehead
daande juŋgo		(daade juŋgo)	wrist
goddol	[ŋgol]	(goddi)	throat
bufal	[ŋgol]	(buwe)	thigh
demŋgal	[ŋgol]	(demde)	tongue
jokkere	[nde]	(jokke)	joint

Cue

	Becce qe yeesomakko muusata.
daande	Becce qe daandemakko muusata.
juŋgo	Becce qe juŋgomakko muusata.
hoore	Becce qe hooremakko muusata.
reedu	Becce qe reedumakko muusata.
ɓandu	Becce qe ɓandumakko muusata.
gite	Becce qe gitemakko muusata.
noppi	Becce qe noppimakko muusata.
koppi	Becce qe koppimakko muusata.
koyŋgal	Becce qe koyŋgalmakke muusata.
ñiidye	Becce qe ñiidyemakko muusata.
kine	Becce qe kinemakko muusata.
hunuko	Becce qe hunukomakko muusata.
koolli	Becce qe koollimakko muusata.
peddaali	Becce qe peddaalimakko muusata.
yeeso	Becce qe yeesomakko muusata.
wordu	Becce qe wordumakko muusata.
tinde	Becce qe tindemakko muusata.
jokkere	Becce qe jokkeremakko muusata.
daande juŋgo	Becce qe daande juŋgomakko muusata.
bufal	Becce qe bufalmakko muusata.
goddol	Becce qe goddolmakko muusata.
demŋgal	Becce qe demŋgalmakko muusata.

33.2   EXERCISES

a)   Directed Conversation Exercise   (Student takes the role of Frank)

Narrative

Frank's son, Jimmy fell this morning at home and seems to have ·hurt the
back of his neck.   Frank takes him to the doctor about two and a half hours
after the accident.

Dialog:

Doctor-   Jam ñalli teeri, honno mbiyeteɗaa?
Frank-   [Miɗo wiye Frank.]

Doctor-   Hoɗum ŋgarandaa ɗo?
Frank-   [Ko ɓiɗɗo-gorkoqam ŋgaddu mi to maaɗa.]

Doctor-   Ko hoɗum heɓi mo?
Frank-   [Mi sikki ko ɓaawo daandemakko muusata.]

Doctor-   Honno ŋganduɗaa ɗum?
Frank-   [Bimbi qo yani to qameŋ, qawa gila qontuma haa joo, qo wiyi
          kam ton no muusa mo?]

Doctor-   Qontuma qe jooni ɓooyi na?
Frank-   [Qalaa, ɓooyaani, mi sikki qo wonay waktuuji ɗiɗi qe feccere
          jooni.]

Doctor-   Qawa, qaddu mo, mi laara to muusata he ɓandumakko.
Frank-   [Qa jaaraama, dokotor.]

Doctor-   Jaawuur.

33.8   NARRATIVE

Subaka gooto, Frank yahi to Demba.   Qo lamdi Demba laawol ŋgol yahata
dispenser.   Qawa Demba kadi wiyi mo, yoo baŋ laawol mawŋgol ŋgol haa to hedde
marse tokosel ŋgel.   Kono Frank lamdi mo kadi, si tawo Demba waaway doftaade mo
haa ton.   Demba jaɓi, kaŋko kadi lamdi mo, ko hombo qo laarata to dispenser qo.
Frank wiyi mo, ko ɓiɗɗomakko qo laarata ton.   Nden Demba lamdi mo kadi, ko hoɗum
heɓi mo.   Frank wiyi ko muusata ɓiɗɗomakko.   Demba lamdi mo kadi sumol ɓandu
ɓiɗɗomakko, he koollimakko.   Qawa, ɓe pari he ɗum, Frank jaari Demba.   Qawa,
kala qe maɓɓe yahi to qo yahatano.

33.9 Questions for Discussion

    1. Hombo lamdı Demba, laawol yahata dıspenser?

    2. Hoɗum wonı qınde gorko tuubaako qo lamduɗo Demba laawol dıspenser?

    3. Ko hoɗum Demba wıyı folo?

    4. Haa hedde hoto, Demba wıyı Frank yoo yaa haa ton?

    5. Demba doftı Frank na, maa qo doftaanı mo?

    6. Hombo wonı to dıspenser qo?

    7. Ko hoɗum qe hoɗum muusata mo?

    8. Ko koolı hombo muusata?

    9. Qa meeɗı yaade to dıspenser na?

  10. Koolımaaɗa meeɗı muusde ma na?

  11. Mettıt koolı qe noppı ko hoɗum ɓuran ma?

  12. Qa meeɗı waalde kampama na?

  13. Dokotor moɗɗyo no to kampamamon na?

  14. Honno ɓandumaa waɗı?

  15. Dojere ɓıŋgelmaa ɓurı na?

UNIT 34

34.0 Dialog: Going to the Bantanto Village.

-Frank-

Miɗen ñjiɗi yaade saare Bantanto.

We want to go to the Bantanto
village.

-Demba-

Kono pobbi ɗi kuuɓataa to laawol
ŋgol.

But, there are endless hyenas
on the way.

-Frank-

fetel [∅] (fetelaaji)
Qenen fof, qeɗen tami fetel.

gun
All of us have guns (with us).

-Demba-

Miɗo qandi ɗum, kono hayɗum, miɗo
huli he ñjahaŋgolmoɗon.

I know that, [but] even with
that, I'm still afraid for
your trip.

-Frank-

Ko waɗi?

Why?

-Demba-

wur
Paski qon meeɗaani yiide mbaroodi
wurɗo.

live, be alive
Because you have never seen a
living lion.

-Frank-

Meŋ mbarat ɗum, si meŋ ñjiyi
ɗum to laawol ŋgol.

We will kill it if we happen
to see it on the (road) way.

-Demba-

seese
Qawa, mbaɗon seese, nani.

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-

Baŋon laawol ŋgol won to seŋgo
ŋgesaqam.

You take the road which is near
my farm.

-Frank-

Qa jaaraama Demba. Miɗen ñjaha
jooni.

Thank you, we're leaving now
(going).

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-Demba-

    hıs   escape, be safe
    kısal [ŋgal] (kıse)   salvation, safety
Yalla qokku qon kısal qe   May God give you safety in your
   ñjahaŋgolmoɗon.   journey.

-Frank-

Qaamıın.   Amen.

34.1 Variation Drills on Basic Sentences

    a) Progressive Substitution Drill

```
New words:
    huɗo   [ko]   (kuɗoojı)       grass
    sondu  [ndu]  (collı)         bird
    bambe  [∅]    (bambeejı)      garden
    soras  [∅]    (sorasaajı)     orange
    wuj                           steal
    gujjo  [qo]   (wuybe)         thief
```

Cue	Pattern
	Pobbı ɗı kuuɓata to laawol ŋgol.
collı	Collı ɗı kuuɓata to laawol ŋgol.
ŋgesaqam	Collı ɗı kuuɓata to ŋgesaqam.
huɗo	Huɗo ko kuuɓata to ŋgesaqam.
bambeqameŋ	Huɗo ko kuuɓata to bambeqameŋ.
sorasaajı	Sorasaajı ɗı kuuɓata to bambeqameŋ.
laawol ŋgol	Sorasaajı ɗı kuuɓata to laawol ŋgol.
yımɓe	Yımɓe ɓe kuubata to laawol ŋgol.
saare nde	Yımɓe ɓe kuuɓata to saare nde.
wuyɓe	Wuyɓe ɓe kuuɓata to saare nde.
leydı ndı	Wuyɓe ɓe kuuɓata to leydı ndı.
ɗawaaɗı	Ɗawaaɗı ɗı kuuɓata to leydı ndı.
gallemakko	Ɗawaaɗı ɗı kuuɓata to gallemakko.
sukaaɓe	Sukaaɓe ɓe kuuɓata to gallemakko.
jaŋgırdu ndu	Sukaaɓe ɓe kuuɓata to jaŋgırdu ndu.
worɓe	Worɓe ɓe kuuɓata to jaŋgırdu ndu.
laawol ŋgol	Worɓe ɓe kuuɓata to laawol ŋgol.
pobbı	Pobbı ɗı kuuɓata to laawol ŋgol.

b) Progressive Substitution Drill

<u>Cue</u>   Pattern

	Qenen <u>fof</u>, qeɗen tamı fetel.
pıu	Qenen pıu, qeɗen <u>tamı</u> fetel.
jog	Qenen pıu, qeɗen jogı <u>fetel</u>.
debbo	<u>Qenen</u> pıu, qeɗen jogı debbo.
ɓe	Ɓe <u>pıu</u>, ɓeɗo jogı debbo.
fof	Ɓe fof, ɓeɗo <u>jogı</u> debbo.
mar	Ɓe fof, ɓeɗo marı <u>debbo</u>.
ɓıkon	<u>Ɓe</u> fof, ɓeɗo marı ɓıkon.
mınen	Mınen <u>fof</u>, mıɗen marı ɓıkon.
pıu	Mınen pıu, mıɗen <u>marı</u> ɓıkon.
jog	Mınen pıu, mıɗen jogı <u>ɓıkon</u>.
kaalıs	<u>Mınen</u> pıu, mıɗen jogı kaalıs.
qenen	Qenen <u>pıu</u>, qeɗen jogı kaalıs.
fof	Qenen for, qeɗen <u>jogı</u> kaalıs.
tam	Qenen fof, qeɗen tamı <u>kaalıs</u>.
fetel	Qenen for, qeɗen tamı fetel.

c) Progressive Substitution Drill

New words:
ñıwa   [mba] (ñıbbı)   elephant
ŋgelooba [mba] (gelooɗı)   camel
ŋgabbu   [ŋgu] (gabbı)   hippopotamus

<u>Cue</u>   Pattern

	Paskı <u>qon</u> meeɗaanı yııde mbaroodı wurɗo.
ɓe	Paskı ɓe meeɗaanı yııde <u>mbaroodı</u> wurɗo.
ñıwa	Paskı <u>ɓe</u> meeɗaanı yııde ñıwa wurɗo.
meŋ	Paskı meŋ meeɗaanı yııde <u>ñıwa</u> wurɗo.
ŋgelooba	Paskı <u>meŋ</u> meeɗaanı· yııde ŋgelooba wurɗo.
qen	Paskı qen meeɗaanı yııde <u>ŋgelooba</u> wurɗo.
ŋgabbu	Paskı <u>qen</u> meeɗaanı yııde ŋgabbu wurɗo.
qo	Paskı qo meeɗaanı yııde <u>ŋgabbu</u> wurɗo.
ñıwa	Paskı <u>qo</u> meeɗaanı yııde ñıwa wurɗo.
mı	Paskı mı meeɗaanı yııde <u>ñıwa</u> wurɗo.
mbaroodı	Paskı <u>mı</u> meeɗaanı yııde mbaroodı wurɗo.
qon	Paskı qon meeɗaanı yııde mbaroodı wurɗo.

c) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Mbo laawol ndewondirten?
qon	Mbo laawol ndewondirton?
yaa	Mbo laawol ñjaadondirton?
qen	Mbo laawol ñjaadondirten?
laar	Mbo laawol ndaarondirten?
qon	Mbo laawol ndaarondirton?
qar	Mbo laawol ŋgarondirton?
qen	Mbo laawol ŋgarondirten?
rew	Mbo laawol ndewondirten?

34.2 EXERCISES

a) Directed Conversation Exercise   (Student takes the role of Frank.)

<u>Narrative:</u>

The other day, Frank went on a trip by car to Bantanto Village with Demba
and Yompa. All took their guns.

On the way they had a flat tire. While they were fixing it, a lion came
up behind them. Demba saw the lion and shot at it, chasing it away. Frank,
after returning to the city, met his friend, Yoro, and told him of the experience.

> New word: riiw   chase, send away

Dialog:

Yoro- Frank, no mbadɗaa, mi nani qa yahi saare Bantanto qonñan.
Frank- [Qeeyi, kono seeɗa mi maaya he laawol.]

Yoro- Qe hoɗum? Kori qon keɓaani qaksidaŋ he laawol?
Frank- [Qalaa, kono koŋgal motoqameŋ fusi he laawol.]

Yoro- Ko ɗum tan na?
Frank- [Qalaa, tuma miɗen fewnina ɗum, mbaroodi qari he ɓaawoqameŋ.]

Yoro- Qawa, hoɗum mbadɗon?
Frank- [Yalla qe Demba, ko kaŋko yiyi ɗum, qawa qo riiwi ɗum qe
            fetelmakko.]

Yoro- Demba ko gorko moɗɗyo, yalla qokku mo jam.

34.8 NARRATIVE

Qonñan Frank qe yimɓemakko, ɓe mbiyi, ɓecʼo ñjidʼi yaade saare Bantanto.
Kono Demba wiyi mo, wottaa ɓe ñjaha, paski pobbi dʼi kuuɓataa to laawol ŋgol.
Kono Frank sali, qo wiyi ɓecʼo jogi fetel. Non Demba lamdi mo, si ɓe meedʼi
mbaroodi wurdʼo na. Frank wiyi mo, si ɓe ñjiyi, ɓe mbaray mo qe fetelmaɓɓe.
Nden Demba wiyi, qawa yo ɓe ŋgacca hakkilmaɓɓe he laawol ŋgol. Non Frank
lamdi Demba laawol ɓe ndewata. Demba kadi kolli ɓe. Qawa non, Frank qe
yimɓemakko ñjahi he laawolmaɓɓe to saare Bantanto.

34.9 Questions for Discussion

   1. Hombo wiyi ɓecʼo ñjidʼi yaade saare Bantanto?

   2. Hombo haali Frank fii pobbi dʼi?

   3. Frank qe yimɓemakko, ɓe jogi fetel na, maa ɓe jogaani haytus?

   4. Ko wadʼi Demba yidʼaani Frank qe yimɓemakko ñjaha saare Bantanto?

   5. Hodʼum Frank lamdi Demba?

   6. Frank meedʼi yiide mbaroodi wurdʼo na?

   7. Qan,qa meedʼi yiide mbaroodi wurdʼo na?

   8. Qadʼa jogi fetel?

   9. Demba holli Frank qe yimɓemakko laawol ŋgol yahata saare Bantanto na?

  10. Hodʼum mbadʼataa saa yiyi mbaroodi?

  11. Hodʼum Demba wiyi Frank he jahaŋgolmaɓɓe?

  12. Hodʼum kuuɓata to laawol Bantanto?

  13. Hoto ñjahataa hande?

  14. Qa meedʼi yiide mbaroodi maaydʼo na?

  15. Hoto meedʼudʼaa yiide mbaroodi wurdʼo?

UNIT 35

35.0 Dialog: <u>The Teacher Misbehaves</u>.

-Seeni-

surnal [∅] (surnalaaji)   magazine, newspaper

Mbiimi, qa jaŋgi surnal hande na?   Say, did you read today's
                                        newspaper?

-Saajo-

Qalaa, mi yeddyiti soodde dum   No, I completely forgot to buy
   fereŋ.   it.

-Seeni-

Mi yiyi hen kulle karamokko   I saw a story about your child's
   ɓiddomaa.   teacher in it.

-Saajo-

Maa wonaa kulle kaalis qekol   I hope it is not about the school
   qo?   money?

-Seeni-

Qeeyi, ko dum tigi, ɓe mbiyi qo   Yes, that's the very thing. They
   ñaami ñjoɓdi qekol qo fof.   said he spent all the school
                                     fees.

-Saajo-

Tuma nanmi dum, ɓooyi jooni.   I heard that a long time ago.
                                    ('It has been a long time
                                       since I heard of that'.)

-Seeni-

   ñaaw   judge, give judgement
   ñaawd   go to court together,
                                       (enter into litigation)

Kaŋko qe lamdoqameŋ ñaawdi qe   He and our chief went to court
   dum.   over it.

-Saajo-

   hiit-   condemn, punish
   kiitowo (hiitooɓe)   tribunal, judge (pl. means
                                     jury, panel of judges)

Maa hiitooɓe kitaani mo?   Hope the jury didn't find him
                                     guilty?

-Seeni-

kasso

Qeeyi, qo hiitaama, te qo yoɓat
   kaalis qo fof, maa ɓe naba mo
   kasso.

prison, jail

Yes, he was found guilty. Also
   he has to pay all the money
   or they take him to prison.

-Saajo-

Qo hebi kaalis qo na?

Has he got the money?

-Seeni-

Qalaa, ɓe naɓat mo kasso.

No, they are going to take him
   to prison.

-Saajo-

Lebbi jelu qo heɓata ton?

How many months will he have
   there?

-Seeni-

Saapo qe jeetati.

Eighteen [months].

-Saajo-

yurmin

Mi yurmini mo, kono qo waɗaani
   ko moɗɗyi.

have pity on, sympathize
   with

I pity him, but he did not do
   (what is) good.

-Seeni-

duwan

Qenen fof qandi ɗum, kono
   duwanen mo tan.

pray for

We all know that, but let's just
   pray for him.

-Saajo-

Qawa, yalla wallu mo qe jam.

May God help him with peace.

-Seeni-

Qaamiin.

Amen.

35.1 Variation Drills on Basic Sentences

   a) Progressive Substitution Drill

Cue	Pattern
	Mbiimi, <u>qa</u> jaŋgi surnal hande na?
qo	Mbiimi, qo jaŋgi surnal <u>hande</u> na?
haŋki	Mbiimi, <u>qo</u> jaŋgi surnal haŋki na?
ɓe	Mbiimi, ɓe jaŋgi surnal <u>haŋki</u> na?
heccihaŋki	Mbiimi, <u>ɓe</u> jaŋgi surnal heccihaŋki na?
qon	Mbiimi qon jaŋgi surnal <u>heccihaŋki</u> na?

	Mbiimi qon jaŋgi surnal <u>heccihaŋki</u> na?
Qalarba	Mbiimi <u>qon</u> jaŋgi surnal Qalarba na?
qen	Mbiimi qen jaŋgi surnal <u>Qalarba</u> na?
Qalkamis	Mbiimi <u>qen</u> jaŋgi surnal Qalkamis na?
qenen	Mbiimi qenen jaŋgi surnal <u>Qalkamis</u> na?
Juma	Mbiimi <u>qenen</u> jaŋgi surnal Juma na?
meŋ	Mbiimi meŋ jaŋgi surnal <u>Juma</u> na?
Talata	Mbiimi <u>meŋ</u> jaŋgi surnal Talata na?
qo	Mbiimi qo jaŋgi surnal <u>Talata</u> na?
subaka	Mbiimi <u>qo</u> jaŋgi surnal subaka na?
qa	Mbiimi qa jaŋgi surnal <u>subaka</u> na?
hande	Mbiimi qa jaŋgi surnal hande na?

b)   Progressive Substitution Drill

> New word: qafer [∅] (qaferaaji)   affair

<u>Cue</u>	<u>Pattern</u>
	<u>Mi</u> yiyi hen kulle karamokko ɓidɗomaa.
qo	Qo <u>yiyi</u> hen kulle karamokko ɓidɗomaa.
haal	Qo haali hen <u>kulle</u> karamokko ɓidɗomaa.
qafer	Qo haali hen qafer <u>karamokko</u> ɓidɗomaa.
leydi	Qo haali hen qafer leydi <u>ɓidɗomaa</u>.
teeri	<u>Qo</u> haali hen qafer leydi teerimaa.
ɓe	Ɓe <u>kaali</u> hen qafer leydi teerimaa.
wii	Ɓe mbiiyi hen <u>qafer</u> leydi teerimaa.
kulle	Ɓe mbiiyi hen kulle <u>leydi</u> teerimaa.
saare	Ɓe mbiiyi hen kulle saare <u>teerimaa</u>.
-qameŋ	<u>Ɓe</u> mbiiyi hen kulle saareqameŋ.
meŋ	Meŋ <u>mbiiyi</u> hen kulle saareqameŋ.
yii	Meŋ ñjiyi hen <u>kulle</u> saareqameŋ.
qafer	Meŋ ñjiyi hen qafer <u>saareqameŋ</u>.
lamɗo	Meŋ ñjiyi hen qafer lamɗoqameŋ.
-moɗon	<u>Meŋ</u> ñjiyi hen qafer lamɗomoɗon.
qen	Qen <u>ñjiyi</u> hen qafer lamɗomoɗon.
wind	Qen mbindi hen <u>qafer</u> lamɗomoɗon.
kulle	Qen mbindi hen kulle <u>lamɗomoɗon</u>.
jaŋgurdu	Qen mbindi hen kulle jaŋgurdu<u>moɗon</u>.
-meeɗen	<u>Qen</u> mbindi hen kulle jaŋgurdumeeɗen.
qa	Qa <u>windi</u> hen kulle jaŋgurdumeeɗen?
jaŋ	Qa jaŋgi hen <u>kulle</u> jaŋgurdumeeɗen?

	Qa jaŋgɪ hen <u>kulle</u> jaŋgurdumeeɗen?
qafer	Qa jaŋgɪ hen qafer <u>jaŋgurdumeeɗen</u>?
saare	Qa jaŋgɪ hen qafer <u>saaremeeɗen</u>?
-qam	<u>Qa</u> jaŋgɪ hen qafer saareqam?
mɪ	Mɪ <u>jaŋgɪ</u> hen qafer saareqam.
yɪɪ	Mɪ yɪyɪ hen <u>qafer</u> saareqam.
kulle	Mɪ yɪyɪ hen kulle <u>saareqam</u>.
karamokko	Mɪ yɪyɪ hen kulle karamokko<u>qam</u>.
ɓɪɗɗomaa	Mɪ yɪyɪ hen kulle karamokko ɓɪɗɗomaa.

c) Progressive Substitution Drill

Cue   Pattern

	Maa wonaa <u>kulle</u> kaalɪs qekol qo?
qafer	Maa wonaa qafer kaalɪs <u>qekol qo</u>?
gallemaa	Maa wonaa <u>qafer</u> kaalɪs gallemaa?
kulle	Maa wonaa kulle kaalɪs <u>gallemaa</u>?
ɓɪɗɗo Demba	Maa wonaa <u>kulle</u> kaalɪs ɓɪɗɗo Demba?
qafer	Maa wonaa qafer kaalɪs <u>ɓɪɗɗo Demba</u>?
saareqameŋ	Maa wonaa <u>qafer</u> kaalɪs saareqameŋ?
kulle	Maa wonaa kulle kaalɪs <u>saareqameŋ</u>?
Samba	Maa wonaa <u>kulle</u> kaalɪs Samba?
qafer	Maa wonaa qafer kaalɪs <u>Samba</u>?
leydɪ ndɪ	Maa wonaa <u>qafer</u> kaalɪs leydɪ ndɪ?
kulle	Maa wonaa kulle kaalɪs <u>leydɪ ndɪ</u>?
bɪromeeɗen	Maa wonaa <u>kulle</u> kaalɪs bɪromeeɗen?
qafer	Maa wonaa qafer kaalɪs <u>bɪromeeɗen</u>?
mbomrɪqam	Maa wonaa <u>qafer</u> kaalɪs mbomrɪqam?
kulle	Maa wonaa kulle kaalɪs <u>mbomrɪqam</u>?
qekol qo	Maa wonaa kulle kaalɪs qekol qo?

d) Simple Substitution Drill

Cue   Pattern

	Tuma <u>nanmɪ</u>, ɗum ɓooyɪ joonɪ.
qadd	Tuma <u>ŋgaddmɪ</u>, ɗum ɓooyɪ joonɪ.
sooɗ	Tuma <u>cooɗmɪ</u>, ɗum ɓooyɪ joonɪ.
yey	Tuma <u>ñjeymɪ</u>, ɗum ɓooyɪ joonɪ.
nab	Tuma <u>nabmɪ</u>, ɗum ɓooyɪ joonɪ.
war	Tuma <u>mbarmɪ</u>, ɗum ɓooyɪ joonɪ.
yar	Tuma <u>ñjarmɪ</u>, ɗum ɓooyɪ joonɪ.
wɪɪ	Tuma <u>mbɪɪmɪ</u>, ɗum ɓooyɪ joonɪ.
haal	Tuma <u>kaalmɪ</u>, ɗum ɓooyɪ joonɪ.

	Tuma <u>kaalmı</u>, ɗum ɓooyı joonı.
laar	Tuma <u>ndaarmı</u>, ɗum ɓooyı joonı.
heɓ	Tuma <u>keɓmı</u>, ɗum ɓooyı joonı.
fewn	Tuma <u>pewnımı</u>, ɗum ɓooyı joonı.
wıı	Tuma <u>mbıımı</u>, ɗum ɓooyı joonı.
yıı	Tuma <u>ñjıımı</u>, ɗum ɓooyı joonı.
nan	Tuma <u>nanmı</u>, ɗum ɓooyı joonı.

e) Progressive Substitution Drill

    ┌─────────────────────────────────────┐
    │ New word: suuɗ   hıde, cache   │
    └─────────────────────────────────────┘

<u>Cue</u>   <u>Pattern</u>

	Ɓe mbıyı <u>qo</u> ñaamı ñjoɓdı qekol qo fof.
qon	Ɓe mbıyı qon <u>ñaamı</u> ñjoɓdı qekol qo fof.
tam	<u>Ɓe</u> mbıyı qon tamı ñjoɓdı qekol qo fof.
qo	Qo wıyı <u>qon</u> tamı ñjoɓdı qekol qo fof.
meŋ	Qo wıyı meŋ <u>tamı</u> ñjoɓdı qekol qo fof.
ɓaŋ	<u>Qo</u> wıyı meŋ ɓaŋı ñjoɓdı qekol qo fof.
ɓe	Ɓe mbıyı <u>meŋ</u> ɓaŋı ñjoɓdı qekol qo fof.
qa	Ɓe mbıyı qa <u>ɓaŋı</u> ñjoɓdı qekol qo fof.
suuɗ	<u>Ɓe</u> mbıyı qa suuɗı ñjoɓdı qekol qo fof.
qo	Qo wıyı <u>qa</u> suuɗı ñjoɓdı qekol qo fof.
qo	Qo wıyı qo suuɗı ñjoɓdı qekol qo fof.

f) Progressive Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Maa <u>hııtooɓe</u> kııtaanı mo?
ɓe	Maa ɓe <u>kııtaanı</u> mo?
gaañ	Maa ɓe gaañaanı <u>mo</u>?
ɓe	Maa <u>ɓe</u> gaañaanı ɓe?
ɗum	Maa ɗum <u>gaañaanı</u> ɓe?
maɗɗy	Maa ɗum maɗɗyaanı <u>ɓe</u>?
qon	Maa <u>ɗum</u> maɗɗyaanı qon?
tuubaakooɓe	Maa tuubaakooɓe <u>maɗɗyaanı</u> qon?
naŋg	Maa tuubaakooɓe naŋgaanı <u>qon</u>?
ma	Maa <u>tuubaakooɓe</u> naŋgaanı ma?
rewɓe ɓe	Maa rewɓe ɓe <u>naŋgaanı</u> ma?
yıı	Maa rewɓe ɓe ñjıyaanı <u>ma</u>?
kam	Maa <u>rewɓe ɓe</u> ñjıyaanı kam?
qon	Maa qon <u>ñjıyaanı</u> kam?
nan	Maa qon nanaanı <u>kam</u>?

	Maa qon nanaani <u>kam</u>?
meŋ	Maa <u>qon</u> nanaani meŋ?
ɓe	Maa ɓe <u>nanaani</u> meŋ?
hiit	Maa ɓe kiitaani <u>meŋ</u>?
mo	Maa <u>ɓe</u> kiitaani mo?
hiitooɓe	Maa hiitooɓe kiitaani mo?

35.2 EXERCISES

> New word: kay   sure!, indeed! (emphatic particle)

a) Directed Conversation Exercise (Student takes the part of Seeni)

<u>Narrative:</u>

Qaɗa wiye Seeni. Saajo ko teerimaa. Sukaba gooto, tuma qaɗa jaŋga surnalmoɗon, qa yiyi, ɓe mbindi hen kulle karamokko ɓiɗɗo Saajo. Tawi qonñan Saajo jaŋgaaki surnal qo. He surnal qo, ɓe mbiyi hen karamokko ɓiɗɗo Saajo ñaami ñjoɓdi qekol qo fow. Tawi Saajo nani fii ɗum ɓooyi. Tawo karamokko ɓiɗɗo Saajo, kaŋko qe lamɗo Saajo, ñaawdi he fii ɗum haa hiitooɓe kiiti mo. Ɓe mbiyi, qo yoɓay kaalis qo, maa qo yaha kasso. Ɓe kiiti mo lebbi sappo qe jeetati. Qawa, tuma ñjiiɗaa Saajo, qa yiɗi mo haalde kibaaru ndu.

Dialog:

Seeni- [Jam waali Saajo.]
Saajo- Jam tan Seeni, no mbaɗɗaa?

Seeni- [Jam tan, mbiimi, qa jaŋgi surnal hande na?]
Saajo- Qalaa, ko hoɗum woni hen?

Seeni- [Mi jaŋgi hen kulle ɓiɗɗo karamokkomaaɗa.]
Saajo- Ko hoɗum ɓe mbiyi he fii kullemakko?

Seeni- [Ɓe mbiyi qo ñaami ñjoɓdi qekol qo fof.]
Saajo- Qaaa ɗum! Mi nani ɗum ko' ɓooyi jooni.

Seeni- [Qawa, maa kaŋko qe lamɗomon ñaawaaki he ɗum?]
Saajo- Qeeyi kay, haa ɓe kiiti mo.

Seeni- [Qawa, hoɗum hiitooɓe mbiyi he kullemakko.]
Saajo- Ɓe mbiyi, qo yoɓay kaalis qo, maa qo yaha kasso.

Seeni- [Ɓe kiiti mo lebbi jelu?]
Saajo- Ɓe kiiti mo lebbi sappo qe jeetati.

Seeni- [Qawa, haalaa gasi jooni.]

35.8 NARRATIVE

Karamokko Biɗɗo Saajo

Waɗı subaka gooto, tuma Seenı qe Saajo ñjııdı, Seenı lamdı mo, sı tawo qo
jaŋgı surnalmaɓɓe qonñan. Saajo wıyı mo, kaŋko yeɗɗyıtı sooɗde ɗum qonñan. Non
Saajo lamdı Seenı, ko hoɗum qo yıye qe surnal qo. Non kadı Seenı wıyı mo, qo
jaŋgı hen kulle karamokko biɗɗomakko. Qawa Saajo wıyı mo, sı ko fıı ñjoɓdı qekol
qo. Kaŋko qandııno fıı ɗum ko ɓooyı. Nden Seenı lamdı mo, ko hoɗum lamɗo Saajo
haalı he fıı ɗum. Non Saajo haalı mo, lamɗomaɓɓe ñaawdı qe karamokko biɗɗomakko,
haa qon kııtaama. Qawa hııtooɓe mbıyı,soo yoɓaanı kaalıs qo, qo yahay kasso lebbı
sappo qe jeetatı. Nden Seenı wıyo mo, 'Qawa,joonı haalaa gası'.

35.9 Questions for Discussion

1. Seenı qe Saajo, ko karamokko biɗɗo hombo ñaamı ñjoɓdı qekol qo?

2. Ko hoɗum Seenı lamdı Saajo tuma ɓe ñjııdı?

3. Ko waɗı Saajo jaŋgaanı surnalmaɓɓe qonñan?

4. Ko hoɗum Seenı yıyı he surnal qo?

5. Ko kulle hombo Seenı jaŋgı he surnal qo?

6. Qontuma Seenı no haala Saajo fıı karamokko biɗɗomakko, tawo Saajo
    qandııno ɗum na, maa qo qandaano?

7. Ko tuma Saajo nanı he fıı ɗum, ɓooyı, maa qo ɓooyaanı?

8. Lamɗo Saajoqen ñaawdı qe karamokko biɗɗomakko na?

9. Hııtooɓe kııtı mo na?

10. Ko hoɗum hııtooɓe mbıyı?

11. Lebbı jelu ɓe mbıyı ko ɗum qo heɓata kasso, soo yoɓaanı kaalıs qo.

12. Qo heɓııno kaalıs qo na?

13. Qa meeɗı yaade kasso na?

UNIT 36

36.0 Dialog: <u>Frank Does Some Vocabulary Learning</u>.

-Frank-

Jam ñalli.

Good afternoon.

-Demba-

Jam tan↑

I am fine.

-Frank-

Mbiimi, hoɗum tamɗaa he juŋgo
    nanomaa?

Say, what do you have in your
    left hand?

-Demba-

       foley [∅] (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 [∅] (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-

       tep

Qawa, mi pompay ɗum, haa ɗum hewa
    tep qe hendu.

      [full] up, to the top,
       (used with <u>hew</u>)

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-

Qeeyɪ, qon tɪgɪ.   Yes, that very one.

-Demba-

    qawdu [ndu] (gawlɪ)   seed
    qawdɪ   seed (adjective)
    nduŋgu [ŋgu] (duubɪ)   rainy season
Ko gerte, gerte qawdɪ qam, pur   It's ground nuts, my seed peanuts
  nduŋgu ŋgu.   for the coming rainy season.

-Frank-

Kono, nduŋgu ŋgu qaraanɪ tawo.   But the rainy season has not come
                                                yet.

-Demba-

Qeeyɪ ↑ mɪdo qandɪ dum, kono ko   Yes, I know that, that's what
  non yɪmɓe ɓe fof mbadata.   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 mbadtaa hen <u>hendu</u> ndu.
    ndɪyam   Honno mbadtaa hen <u>ndɪyam</u> dam.
    gerte   Honno mbadtaa hen <u>gerte</u> de.
    maaro   Honno mbadtaa hen <u>maaro</u> ko.
    kosam   Honno mbadtaa hen <u>kosam</u> dam.
    laccɪrɪ   Honno mbadtaa hen <u>laccɪrɪ</u> ndɪ.
    gawrɪ   Honno mbadtaa hen <u>gawrɪ</u> ndɪ.
    hendu   Honno mbadtaa hen hendu ndu.

b) Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Kono <u>ndungu</u> ŋgu qaraanı tawo.
yımɓe	Kono <u>yımɓe</u> ɓe ŋgaraanı tawo.
sukaaɓe	Kono <u>sukaaɓe</u> ɓe ŋgaraanı tawo.
naqı	Kono <u>naqı</u> ɗı ŋgaraanı tawo.
pucı	Kono <u>pucı</u> ɗı ŋgaraanı tawo.
worɓe	Kono <u>worɓe</u> ɓe ŋgaraanı tawo.
rewɓe	Kono <u>rewɓe</u> ɓe ŋgaraanı tawo.
ɗebbo	Kono <u>ɗebbo</u> qo qaraanı tawo.
neɗɗo	Kono <u>neɗɗo</u> qo qaraanı tawo.
ndungu	Kono ndungu ŋgu qaraanı tawo.

c) Simple Substitution Drill

<u>Cue</u>   <u>Pattern</u>

	Qeeyı, mıɗo qandı <u>pompe</u>.
neenemaa	Qeeyı, mıɗo qandı <u>neenemaa</u>.
ɗum	Qeeyı, mıɗo qandı <u>ɗum</u>.
qoya gorko	Qeeyı, mıɗo qandı <u>qoya gorko</u>.
qo debbo	Qeeyı, mıɗo qandı <u>qo debbo</u>.
Samba	Qeeyı, mıɗo qandı <u>Samba</u>.
mo	Qeeyı, mıɗo qandı <u>mo</u>.
qon	Qeeyı, mıɗo qandı <u>qon</u>.
ɓe	Qeeyı, mıɗo qandı <u>ɓe</u>.
debbomakko	Qeeyı, mıɗo qandı <u>debbomakko</u>.
rewɓemaɓɓe	Qeeyı, mıɗo qandı <u>rewɓemaɓɓe</u>.
yımɓemaa	Qeeyı, mıɗo qandı <u>yımɓemaa</u>.
jatıgımakko	Qeeyı, mıɗo qandı <u>jatıgımakko</u>.
baamum	Qeeyı, mıɗo qandı <u>baamum</u>.
musııɓemaɓɓe	Qeeyı, mıɗo qandı <u>musııɓemaɓɓe</u>.
mawɗomaa	Qeeyı, mıɗo qaṇdı <u>mawɗomaa</u>.
pompe	Qeeyı, mıɗo qandı <u>pompe</u>.

d)   Simple Substitution Drill

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┌─────────────────────────────────────────────────────┐
│ New words:                                          │
│     trakto [∅] (traktooɟi)        tractor           │
│     moto putu-putu                motorcycle        │
└─────────────────────────────────────────────────────┘
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Cue   Pattern

                    Mi waɗay ɗum to nden koyŋgal biskaletqam, mi waɗa
                    hen hendu.

kamiyoɲmaa   Mi waɗay ɗum to nder koyŋgal kamiyoɲmaa, mi waɗa hen
                    hendu.

wotirmakko   Mi waɗay ɗum to nder koyŋgal wotirmakko, mi waɗa hen
                    hendu.

moto putu-putuqameŋ Mi waɗay ɗum to nder koyŋgal moto putu-putuqameŋ,
                    mi waɗa hen hendu.

traktormoɗon   Mi waɗay ɗum to nder koyŋgal traktomoɗon, mi waɗa
                    hen hendu.

kuruyemaɓɓe   Mi waɗay ɗum to nder koyŋgal kuruyemaɓɓe, mi waɗa
                    hen hendu.

biskaletqam   Mi waɗay ɗum to nder koyŋgal biskaletqam, mi waɗa
                    hen hendu.

e)   Progressive Substitution Drill

Cue   Pattern

                    Mi waɗay ɗum to nder koyŋgal biskaletqam, mi waɗa
                    hen hendu.

qo   Qo waɗay ɗum to nder koŋgal biskaletmakko, qo waɗa
                    hen hendu.

wotir   Qo waɗay ɗum to nder koyŋgal wotirmakko, qo waɗa
                    hen hendu.

ɓe   Ɓe mbaɗay ɗum to nder koyŋgal wotirmaɓɓe, ɓe mbaɗa
                    hen hendu.

moto-putu-putumaɓɓe Ɓe mbaɗay ɗum to nder koyŋgal moto-putu-putumaɓɓe,
                    ɓe mbaɗa hen herɗdu.

meŋ   Meŋ mbaɗay ɗum to nder koyŋgal moto-putu-putuqameŋ,
                    meŋ mbaɗa hen hendu.

Meŋ mbaɗay ɗum to nder koyŋgal <u>moto-putu-putuqameŋ</u>,
meŋ mbaɗa hen hendu.

trakto   Meŋ mbaɗay ɗum to nder koyŋgal <u>trakto</u>qameŋ, meŋ mbaɗa
                    hen hendu.

mı   Mı waɗay ɗum to nder koyŋgal <u>traktoqam</u>, mı waɗa hen
                    hendu.

bıskalet   Mı waɗay ɗum to nder koyŋgal bıskaletqam, mı waɗa
                    hen hendu.

  f)   Progressive Substitution Drill

New word: gas   dig

<u>Cue</u>   <u>Pattern</u>

     Mbıımı, hoɗum <u>tamɗaa</u> qe juŋgo nanomaa?

jog   Mbıımı, hoɗum jogɗaa qo <u>juŋgo</u> nanomaa?

ɓaawo   Mbıımı, hoɗum jogɗaa qe ɓaawo <u>nanomaa</u>?

ŋgesamaa   Mbıımı, hoɗum jogɗaa qe ɓaawo ŋgesamaa

qaw   Mbıımı, hoɗum <u>ŋgawɗaa</u> qe <u>ɓaawo</u> ŋgesamaa?

nder   Mbıımı, hoɗum ŋgawɗaa qe nder <u>ŋgesamaa</u>?

bambemon   Mbıımı, hoɗum <u>ŋgawɗaa</u> qe nder bambemon?

gas   Mbıımı, hoɗum gasɗaa qe <u>nder</u> bambemon?

seŋgo   Mbıımı, hoɗum gasɗaa qe seŋgo <u>bambemon</u>?

maayo ŋgo   Mbıımı, hoɗum <u>gasɗaa</u> qe seŋgo maayo ŋgo?

suuɗ   Mbıımı, hoɗum cuuɗɗaa qe <u>seŋgo</u> maayo ŋgo?

hedde   Mbıımı, hoɗum cuuɗɗaa qe hedde <u>maayo ŋgo</u>?

Qambasad qo   Mbıımı, hoɗum <u>cuuɗɗaa</u> qe hedde Qambasad qo?

heɓ   Mbıımı, hoɗum keɓɗaa qe <u>hedde</u> Qambasad qo?

ɓaawo   Mbıımı, hoɗum keɓɗaa qe ɓaawo <u>Qambasad qo</u>?

nanomaa   Mbıımı, hoɗum <u>keɓɗaa</u> qe ɓaawo nanomaa?

tam   Mbıımı, hoɗum tamɗaa qe <u>ɓaawo</u> nanomaa?

juŋgo   Mbıımı, hoɗum tamɗaa qe <u>juŋgo</u> nanomaa?

36.2   EXERCISES

  a)   Directed Conversation Exercise   (Student takes the part of Frank)

<u>Narrative</u>:

  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 proceedes

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- Mbiimi Frank, qaɗa qandi qinde to juulɓe juulata na?
Frank- [Qeeyi, wonaa ko juulirɗe na?]

Demba- Qeeyi, ko ɗum tigi, qawa haalanam qinde nde to meŋ mbaɗata ndiyam.
Frank- [Mi qandaa ɗum, ko hoɗum?]

Demba- Qeɗen mbiya ɗum loonde, qawa honno to meŋ mbaɗata keɗam ɗam qameŋ.
Frank- [Qaaa, ɗum ko horde.]

Demba- Qeeyi, qawa hoɗum woni qinde suudu ndu to meŋ defata.
Frank- [Mi sikki qoɗon mbiya ɗum deferdu.]

Demba- Qeeyi, ko gooŋga: Qaɗa qandi qinde ko yimɓe ɓe ɓaŋata, si
        ɓeɗo ñoota.
Frank- [Mi yeɗɗyiti ɗum fereŋ.]
Demba- Ɗum ko meselal.

Frank- [Qa haali gooŋga.]
Demba- Honno qen mbiyata, ko yimɓe ɓe bornata, tuma ɓe bornata
        wuttemaɓɓe.

Frank- [Ɗum no wiyete genso.]
Demba- Qeeyi,ko non tigi, qawa, jaaraama.

Frank- [Jaawuur Demba.]

36.8 NARRATIVE

Qonñan tuma Frank hawri qe Demba, tawo Demba no jogi hunde he juŋgo
nanomakko. Frank lamdi mo ko hoɗum woni qon. Demba wiyi mo ɗum ko foley,
qawa kadi Frank lamdi mo hoɗum qo waɗataa qe ɗum. Non Demba wiyi mo, qo waɗay
ɗum he nder koyŋgal biskaletmakko, qo waɗa hen hendu. Nden Frank lamdi mo kadi,
 honno qo waɗata hen hendu ndu. Demba wiyi mo qo ɓaŋay pompe, qo pompa ɗum, haa
ɗum hewa tep. Qawa kadi Frank lamdi mo, ko woni he nder saaku qo. Demba wiyi
mo ɗum ko gerte qawdi makko pur nduŋgu ŋgu. Qawa tuma ɓe pari haalaamaɓɓe, kala
he maɓɓe yahi he laawolmakko.

36.9   Questions for Discussion

   1.   Hombo salmini Demba qonñan?

   2.   Frank qe Demba hombo jogiino hunde he juŋgo nanomakko?

   3.   Ko hoɗum Demba jogi he juŋgomakko?

   4.   Ko hoɗum Demba waɗata he foley qo?

   5.   Qaɗa qandi pompe?

   6.   He nder hoɗum Demba naatintaa foley qo?

   7.   Hoɗum woni he nder saaku qo.

   8.   Hoɗum woni gerte qawdi?

   9.   Qa meeɗi heɓde biskalet na?

  10.   Qaɗa waawi dognude biskalet?

  11.   Demba qe Frank hombo yakki koyŋgal biskaletmum?

  12.   Qaɗa jogi foley to leydimoɗon na?

UNIT 37

37.0 Dialog: <u>The Case of the Mistaken Drunk Driver</u>.

-Jim-

Jam ñallen.   Good afternoon.

-Jallo-

Jam tan↑   Greetings.

-Jim-

       minister [∅] (ministeraaɓe)   minister (government)
Miɗo yiɗi yiide ministermon.   I wish to see your minister.

-Jallo-

Qan no wiyete, qe honto liggotaa?   What is your name, and where do
                                         you work?

-Jim-

Miɗo wiye Jim. To Qambasad   I am called Jim. I work at the
   Qamerika liggotomi.   American Embassy.

-Jallo-

Qawa, fad seeɗa tan, minister qo   OK., wait a bit. The minister
   no haala qe goɗɗo.   is talking with someone.

-Jim-

    nel   send
Min mi waawata fadde, ko   I can't wait. It's our ambassador
   Qambasadorqameŋ neli kam   who sent me to him.
   to makko.

-Jallo-

Ko ñjiɗɗaa mi waɗa jooni?   What do you want me to do now?

-Jim-

     hawjaade   to be in a hurry
Yaa, haalana mo komi hawjuɗo.   Go, tell him I'm in a hurry.

-Jallo-

     hantin/hanti   then, now then
Hantin, haalaa gasi. Minister   Now then, the talk is over. Here
   qo dinii. Qomo qara.   comes the Minister.

-Jim-

Jam ñalli, Minister.   Good afternoon, Minister.

-Minister-

Jam tan, qan kaa hombo nii?   Fine, who are you?

-Jim-

Ko min woni kansilor Qambasad   I am the counsellor of the American
    Qamerika.   Embassy.

-Minister-

Jooni non, ko ñjidɗaa mi   Now then, what can I do for you?
    waɗan ma?   ('What do you want me to do
                                                       for you?')

-Jim-

Ko Qambasadorqamen neli kam   Our ambassador sent me to you,
    to maaɗa he fii soferqamen.   in the matter of our driver.

-Minister-

Ko hoɗum heɓi sofermon?   What happened to your driver?

-Jim-

Polisaajimon nangi mo gila   Your police have been holding
    hanki ñalloma.   him since yesterday afternoon.

-Minister-

Ko hoɗum qo waɗi? Kori qo   What did he do? I hope he didn't
    waraani neɗɗo qe motomakko?   kill anyone with his car.

-Jim-

Qo waraani hay gooto, ɓe mbiyi   He didn't kill anyone. They said
    qo yari konɗyam tuma qomo   he was drunk while he was driving
    dogna wotirqamen.   our car.

-Minister-

Ɗum ko goonga na?   Is that true?

-Jim-

Qalaa ↑ ɗum wonaa goonga.   No, that's not true.

-Minister-

Qawa↑ yaa mbiyaa qambasadormon,   OK., go tell your Ambassador, he
    ɓe ngaccay mo ɗo qe salifana.   will be released by this after-
                                                      noon.

-Jim-

Qambasadorqamen wiyi yomi haal   Our Ambassador said I was to tell
    ma Polisaajimon ko ɓe mbaɗi,   you that what your police did
    no metti mo ɓeteke.   distressed him very much.

-Minister-

Saa yahı, mbıyaa mo mı nanı   When you go, tell hım I have heard
  haalaamakko.   his complaint.

-Jım-

Qawa, qa jaaraama, Minister.   OK., thank you Mɪnister.

-Minister-

Jaawuur.   You are welcome!

37.1 Variation Drills on Basic Sentences.

a)   Progressive Substitution Drill

Cue   Pattern

                   Ko min wonı kansılor Qambasad Qamerıka.
qo   Ko do wonı kansılor Qambasad Qamerıka.
sofer   Ko qo wonı sofer Qambasad Qamerıka.
qoya   Ko qoya wonı sofer Qambasad Qamerıka.
Qambasador   Ko qoya wonı Qambasador Qambasad Qamerıka.
qan   Ko qan wonı Qambasador Qambasad Qamerıka.
dokotor   Ko qan wonı dokotor Qambasad Qamerıka.
qo   Ko qo wonı dokotor Qambasad Qamerıka.
mason   Ko qo wonı mason Qambasad Qamerıka.
qoya   Ko qoya wonı mason Qambasad Qamerıka.
polıs   Ko qoya wonı polıs Qambasad Qamerıka.
qo   Ko qo wonı polıs Qambasad Qamerıka.
fııta   Ko qo wonı fııta Qambasad Qamerıka.
mın   Ko mın wonı fııta Qambasad Qamerıka.
kansılor   Ko mın wonı kansılor Qambasad Qamerıka.

b)   Random Substitution Drill

Cue   Pattern

                   Joonı non ko ñjıddaa mı wadan ma.
(qon)   Joonı non ko ñjıddon mı wadan qon.
qo   Joonı non ko ñjıddon qo wadan qon.
(qa)   Joonı non ko ñjıddaa qo wadan qon.
mo   Joonı non ko ñjıddaa qo wadan mo.
6e   Joonı non ko ñjıddaa 6e mbadan mo.
(qon)   Joonı non ko ñjıddon 6e mbadan mo.
kam   Joonı non ko ñjıddon 6e mbadan kam.
qo   Joonı non ko ñjıddon qo wadan kam.
(qa)   Joonı non ko ñjıddaa qo wadan kam.
ma   Joonı non ko ñjıddaa qo wadan ma.
mı   Joonı non ko ñjıddaa mı wadan ma.

37.2 EXERCISES

   a) Directed Conversation Exercise   (Student takes the part of Jallo)

<u>Narrative</u>:

   Qaɗa wiye Jallo. Jim, ko Qamerika qo qimmi. Qomo ligga to Qambasadmaɓɓe.
Qambasadormaɓɓe neli mo to ministermoɗon. Tuma qo yotti to biramoɗon, qo səlmini
ma. Qomo yiɗi yiiɗe ministermon. Tawo qon no haala qe goɗɗo. Qaɗa yiɗi qo fada
seeɗa haa ɓe gayna haalaamaɓɓe. Tuma qoɗon kaala fii ɗum tan, ɓooyaani minister-
mon qari to ŋgondon.

   Dialog:

        a) Jam ñalli Jallo.
        b) [Jam tan Jim, hoɗum ñjiɗɗaa?]

        a) Miɗo yiɗi yiide ministermoɗon.
        b) [Hombo neli ma to makko?]

        a) Ko Qambasadorqameŋ.
        b) [Qawa fad seeɗa, qomo haala qe goɗɗo.]

        a) Qalaa, mi waawataa fadde.
        b) [Qawa laar, minister dinii, no qara.]

        a) Qawa, qa jaaraama.
        b) [Jaawuur.]

37.3 Story (Read and Discuss)

```
New words:
   qoto     [∅] (qotooji)        auto
   welo     [∅] (welooji)        bicycle
   diŋgira  [∅] (diŋgiraaji)     location, place
   teddu    [∅] (                be heavy
   roondu                        carry a load
   ñaw                           be sick
```

<u>Marde Welo qo Qoto, Mbabba qe Pucu</u>

   Saa yiɗi wonde to leydiqameŋ, qa foti sooɗde welo, ma qoto. Qawa, saa
waawaa heɓde ɗe, mbaɗaa feere, sooɗa mbabba maa pucu. Si wonaa ɗum, qa waawataa
waɗde soklaajimaa ɗi fow, paski diŋgiraaji ɗi no woɗɗondiri. Kono saɗa jogi welo
maa qoto, mbabba maa pucu, qa waaway waɗde haajuujimaa ɗi fow, tawo qa tampataa.
Qawa, saa jogaaki ɗe, waɗi qa jogi doŋgal, ɗum no teddi, qa waawaa roondude ɗum
he hooremaa, honno mbaɗtaa? Qawa, si tawo qaɗa jogi welo, ko mbaɗtaa tan, ɓaŋaa

doŋgalmaaɗa, haɓɓaa ɗum he boggol, haa ɗum ko fewi, nden ɓaŋgaa ɗum, haɓɓaa ɗum
to ɓaawo welomaa ko fewi, qawa, ɗyeŋaa dow welomaa, ñjahaa laawolmaaɗa.

Wayno kadi musiɗɗomaa ñawi, qaɗa yiɗi nabde mo to dokotor, tawi, moɗon
he to dokotor qo woni no woɗɗi. Qawa, si tawo qaɗa jogi qoto, ko mbaɗtaa, ɓaŋaa
musiɗɗomaa qo, naatinaa mo he ɗum, ñjahaa. Kono, saa jogaaki qoto, qa waawataa
nabde mo, qan tan hooremaa. Ko ɗum waɗi welo maa qoto, mbabba maa pucu, moɗɗyi
heɓde to leydimeeɗen.

37.8 NARRATIVE

Jallo qe Jim

Qonñan Jallo no jooɗi to biromaɓɓe. Jim qari, qo salmini mo, nden qo wiyi
mo, qomo yiɗi yiide ministermaɓɓe. Tawi minister qo no haalaa qe goɗɗo he
biromakko. Non Jallo lamdi mo, ko hombo neli mo to ministermaɓɓe. Jim wiyi mo
ko qambasadormaɓɓe neli mo. Nden, non Jallo wiyi mo yoo fad minister qo seeɗa
haa ɓe gayna haalaamaɓɓe. Kono Jim wiyi 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 wiyi Jallo, kaŋko no yiɗi yiide minister Jalloqen?
2.   Hoto Jim liggoto?
3.   Tuma Jim wiyi Jallo, qomo yiɗi yiide ministermaɓɓe, ko hoɗum Jallo
       jaabi mo?
4.   Hombo neli Jim to biro Jalloqen?
5.   Hombo woni kansilor Qambasad Qamerika?
6.   Ko fii hoɗum qambasador Jimqen neli Jim to minister Jalloqen?
7.   Ko hoɗum heɓi sofer Jimqen?
8.   Hoɓe naŋgi sofer Jimqen?
9.   Ko waɗi polisaaɓe naŋgi sofer Jimqen?
10. Gila tuma ɓe naŋgi mo?
11. Ko hoɗum polisaaɓe mbiyi, ko ɗum waɗi ɓe naŋgi sofer Jimqen?
12. Ko hoɗum minister qo wiyi he fii ɗum?
13. Ko waɗi Jim wiyi, kaŋko, qo waawataa fadde seeɗa.
14. Qa meeɗi yarde konɗyam na?
15. Polisaaɓe meeɗi ma naŋgude na?
16. Qaɗa waawi dognude wotir?
17. Qa meeɗi heɓde qaksidaŋ na?

UNIT 38

38.0 Dialog. <u>Ŋgay Wants to Register His Child in School.</u>

-Ŋgay-

Jam ñalli tuubaako.   Good afternoon, white man.

-Charles-

Jam tan Pullo, hoɗum ñjiɗɗaa   Greetings, Fula, what do you
  mi waɗan ma?   want me to do for you?

-Ŋgay-

Miɗo yiɗi yaa haalanam hunde   I want you to tell me something
  he jaŋgurduujimoɗon.   about your schools.

-Charles-

He fii hoɗum?   About what?

-Ŋgay-

He fii ñjoɓdimaɓɓe, qe honno   In the matter of fees, and also
  neɗɗo naatata qe maɓɓe.   tell me how one can enter them.

-Charles-

Mi waawataa ma haalde ɗum fow   I can't tell you all that but,
  kono, jaŋgurduuji qameŋ kala,   each of the schools has its
  no heɓi ñjoɓdimakko.   own fees.

-Ŋgay-

Qawa, hoɗum cikkuɗaa mi fota   OK., what do you thing I ought
  waɗde si mi yiɗi nelde   to do it if I want to send my
  ɓiɗɗoqam ton?   son there?

-Charles-

Folo, haalanam no jaŋguli   First, tell me how much schooling
  ɓiɗɗomaa foti.   your son has [had]('equaled').

-Ŋgay-

Qo gayni jaŋgurdu mawɗoqameŋ,   He has finished our high school.
  jooni qo yiɗi jaŋgude fii   Now he wants to study medicine.
  dokotor.

-Charles-

Ko mbaɗtaa folo, windu letar   What you are to do first, [is]
  to jaŋgurduujiqameŋ, mbiya   write a letter to our schools
  ɓe ko kaalɗaa kam.   [and] tell them what you told
                                                              me.

-Ŋgay-

Dum tan?   That's all?

-Charles-

Qalaa ↑ ɓe kadı wınday ma letar
  Qawa saa heɓı ɗum, ŋgaɗɗaa ɗum
  to qam, mı jaŋga ɗum.

No, they will write to you OK.,
  when you get it, brint it [and]
  let me read it.

-Ngay-

Qawa, jaaraama, tuubaako.

OK., thank you (white man).

-Charles-

Jaawuur, ñallen jam.

You are welcome, good afternoon.

- - - - - - -

-Ngay-

Jam waalı, letar qo qarı.

Good morning, the letter has come.

-Charles-

Qa jaŋgı ɗum na? Hoɗum ɓe
  mbıyı hen?

Did you read it? What did they
  say in it?

-Ngay-

Bıɗɗoqam wıyı, ɓe keɓı dula
  pur makko.

My son said they have got a place
  for him.

-Charles-

      paspor [Ø] (pasporaajı)
      kaytol [Ø] (kaytolaajı)
Qawa non haalaa gasi, mbıımı
  ɓıɗɗomaa no jogı paspor qe
  kaytol dokotor na?

      passport
      certificate
OK., the talk is finished. Now
  then, does your son have a
  passport and a doctor's
  certificate?

-Ngay-

Qeeyı ↑ qomo jogı ɗe fow, ko
  heddı joo, ko vısamakko tan.

Yes, he has them all. What
  remains now is his visa.

-Charles-

Qawa wıyı mo, yoo qar to
  Qambasadqameŋ jaŋgo.

OK, tell him to come to our
  Embassy tomorrow.

Ngay-

Mı haalanay mo ɗum, sı mı
  yottı galle.

I will tell him that when I get
  home.

-Charles-

Kadı, yoo qaddu paspor qe kaytol
  dokotormakko mı laar ɗum.

Also let him bring his passport
  and his doctor's certificate
  for me to see.

-Ŋgay-

Qawa, baasi qala, miɗo yaha nani,   OK., no trouble, now then I am
   qa jaaraama.   going. Thank you.

-Charles-

Jaawuur.   You are welcome.

38.1 Variation Drills on Basic Sentences

    a) Phrasal Substitution Drill

<u>Cue</u>   <u>Pattern</u>

                              Hoɗum cikkuɗaa mi fota waɗde, <u>si mi yiɗi nelde</u>
                                 <u>ɓiɗɗoqam ton?</u>

si ɓe mbiyi kam yo mi yaha   Hoɗum cikkuɗaa mi fota waɗde, si ɓe mbiyi kam yo
   jooni   mi yaha jooni?

hoɗum mbaɗataa   Hoɗum mbaɗataa, <u>si ɓe mbiyi kam yo mi yaha jooni?</u>

si mi hooti to leydiqameŋ   <u>Hoɗum mbaɗataa,</u> si mi hooti to leydiqameŋ?

hoɗum cikkuɗaa mi fota   Hoɗum cikkuɗaa mi fota ɓornude, <u>si mi hooti to
   ɓornude   leydiqameŋ?</u>

si lamɗo qo noddi kam   <u>Hoɗum cikkuɗaa mi fota ɓornude,</u> si lamɗo qo noddi
                                    kam?

hoɗum mbiyatami   Hoɗum mbiyatami, <u>si lamɗo qo noddi kam?</u>

si ɓe ŋgari ɗo he ɓaawomaa   <u>Hoɗum mbiyatami,</u> si ɓe ŋgari ɗo he ɓaawomaa?

hoɗum mbaɗataa,   Hoɗum mbaɗataa, si <u>ɓe ŋgari ɗo he ɓaawomaa?</u>

soo sali ñaamludemaa kaalis   <u>Hoɗum mbaɗataa,</u> soo sali ñaamludemaa kaalis?

hoɗum cikkuɗaa mi fota waɗde   Hoɗum cikkuɗaa mi fota waɗde, <u>soo sali ñaamludemaa</u>
                                    <u>kaalis?</u>

si debboqam sali yaaɗe   <u>Hoɗum cikkuɗaa mi fota waɗde,</u> si debboqam sali
   kampama   yaaɗe kampama?

hoɗum mbaɗataa   Hoɗum mbaɗataa, <u>si debboqam sali yaaɗe kampama?</u>

se mi tawi ɓiɗɗomaa ton   <u>Hoɗum mbaɗataa,</u> se mi tawi ɓiɗɗomaa ton?

hoɗum cikkuɗaa mi fota waɗde   Hoɗum cikkuɗaa mi fota waɗde <u>si mi tawi ɓiɗɗomaa</u>
                                    <u>ton?</u>

si mi yiɗi nelde ɓiɗɗoqam ton   Hoɗum cikkuɗaa mi fota waɗde si mi yiɗi nelde
                                    ɓiɗɗoqam ton?

b) Phrasal Substitution Drill

Cue   Pattern

Windu letar to jaŋgurduujiqameŋ, mbiyaaɓe, ko
    kaalɗaa kam.

yaa to mawɓe saare nde   Yaa to mawɓe saare nde, mbiyaaɓe, ko kaalɗaa kam.

haalaa ɓe, ko ñjiiɗaa he   Yaa to mawɓe saare nde, haalaa ɓe, ko ñjiiɗaa he
  laawol   laawol.

ɗeɓɓomaa haalaani kam haŋki   Deɓɓomaa haalaani kam haŋki, ko ñjiiɗaa he laawol.

kulle ɓiɗɗo-gorkomaa   Deɓɓomaa haalaani kam haŋki, kulle ɓiɗɗo-gorkomaa.

windu mo letar mbiya mo   Windu mo letar, mbiya mo kulle ɓiɗɗo-gorkomaa.

ko ñjiɗɗaa.   Windu mo letar, mbiya mo, koo ñjiɗɗaa.

c) Expansion Drill

Cue   Pattern

    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 ɗum qo tawataa kam   Yoo qaddu paspor qo qe kaytol dokotormakko to
  ton.   biroqam jaŋgo, hakkunde subaka qe salifana.
                     Si wona ɗum qo tawataa kam ton.

paski miɗo yiɗi yaade   Yoo qaddu paspor qo qe kaytol dokotormakko to
  kampama   biroqam jaŋgo, hakkunde subaka qe salifana.
                     Si wonaa ɗum qo tawataa kam ton, paski miɗo
                     yiɗi yaade kampama.

to dokotorqam   Yoo qaddu paspor qo qe kaytol dokotormakko to
    biroqam jaŋgo, hakkunde subaka qe salifana.
                     Si wonaa ɗum qo tawataa kam ton, paski miɗo
                     yiɗi yaade kampama to dokotorqam.

he fii kulle debboqam   Yoo qaddu paspor qo qe kaytol dokotormakko to
                        biroqam jaŋgo, hakkunde subaka qe salifana.
                        Si wonaa ɗum qo tawataa kam ton, paski miɗo
                        yiɗi yaaɗe kampama to dokotorqam, he fii kulle
                        debboqam.

nani. Qawa, ñallen jam   Yoo qaddu paspor qo qe·kaytol dokotormakko to
                        biroqam jaŋgo hakkunde subaka qe salifana.
                        Si wonaa ɗum qo tawataa kam ton, paski miɗo
                        yiɗi yaade kampama to dokotorqam he fii
                        debboqam, nani. Qawa, ñallen jam.

38.2 Story: Read and Discuss

```
New words:
    faro    [ŋgo] (parooji)        rice paddy
    taɗɗyu                         cut, chop
    yoor                           dry up
```

-NDUŊGU- I

Si nduŋgu ŋgu qari, yimɓe ɓe fow, kala waawi liggaade, liggoto. Neɗɗo qo
neɗɗo, si tawo qaɗa waawi waɗde ŋgesa maa faro, mbaɗaa ɗum. Folo ko mbaɗtaa, si
tawo kaa gorko, ñjahaa to leydi gese ɗe ŋgoni, qawa taɗɗyaa ledde ɗe qe huɗoko
ko, nden ŋgaccaa ɓe haa ɓe yoora, nden ŋgaraa titin, sumaa ɓe. Si ɗum qiwi hen,
padaa haa ndiyam ɗam qara. Si qo fuɗɗi toɓde, ñjahaa qe musiiɓemaaɗa to ŋgesamaa,
fuɗɗaa qawde gertemaa, maa gawri, ko ñjiɗɗaa qawde ton tan. Rewɓe ɓe kadi ko non
tan ɓe mbaɗata he paroojimaɓɓe.

38.8 NARRATIVE

Ŋgay qe Charles

Waɗi ñande gooto, Ŋgay yahi to biro Charlesqen. Tuma qo yotti ton, kaŋko
qe Charles calminondiri. Nden Charles lamdi mo, ko woni soklaamakko. Ŋgay wiyi
mo, yoo haal mo hunde he fii jaŋgurduujimaɓɓe. Charles kadi lamdi mo, ko hoɗum
qo yiɗi qandude he fii ɗum. Ŋgay nden haali mo, ko ɓiɗɗo-gorkomum yiɗi yaade
jaŋgude fii kulle dokotor to leydimaɓɓe, kono qon waawataa yaadi ton, soo heɓaani
visa Charlesqen. Non Charles kadi lamdi mo, si tawo ɓiɗɗomakko jogi paspor qe
kaytol dokotor, qawa kadi, si tawo ɓiɗɗomum heɓi dula to jaŋgurduujimaɓɓe to qo
yahata, qe kadi si tawo kaŋko waaway yoɓde ñjoɓdi qekolmakko. Tawi ɓiɗɗo Ŋgay
windiino letar he fii ɗum haa qo heɓi ton palas. Non Ŋgay wiyi Charles ɓiɗɗomakko
heɓi ton palas, qawa jooni ko fii visamakko tan heddi. Non Charles wiyi mo, yoo
haal ɓiɗɗomum yoo qaddu paspor qe kaytol dokotormakko to biromum qon jaŋgo. Nden
Ŋgay jaari Charles, qawa, hooti to gallemum.

38.9   Questions for Discussion

1.   Hombo lamdi Charles he fii jaŋgurduujimaɓɓe?

2.   Ko fii kulle hoɗum qo lamdi Charles!

3.   Ko hoɗum Charles wiyi mo he ɗum?

4.   Ko hoɗum woni he ɓerende Ŋgay, tuma qomo lamda Charles he fii
      jaŋgurduujimaɓɓe?

5.   Ko fii hombo waɗi, qo lamdi Charles he fii ɗum?

6.   Ko hoɗum ɓiɗɗo Ŋgay yiɗi jaŋgude to leydi Charlesqen.

7.   Ɓiɗɗo Ŋgay gayni jaŋgirdumaɓɓe na maa qo gaynaani ɗum?

8.   Ko hoɗum Charles wiyi Ŋgay koo waɗtaa folo?

9.   Letar qo qari na?

10.   Ɓiɗɗo Ŋgay heɓi dula ton na, maa qo heɓaani?

11.   Hombo yiɗi visa, ko Ŋgay na, maa ko ɓiɗɗomum?

12.   Hombo qo lamdi, yo qon wallu mo he fii ɗum?

13.   Ɓiɗɗo Ŋgay jogi paspor qe kaytol dokotor na, maa qo jogaaki?

14.   Hoɗum Charles haalani Ŋgay he ɓiɗɗomakko?

15.   Qa meeɗi yaade jaŋgirduuji Qamerika na?

UNIT 39

39.0 Dialog: <u>News of Friends and Family</u>.

-Qamadu-

Hey Ŋgay, no mbaɗɗaa?

('Oh there you are Ngay. How are
    you? ') Here is my Ngay, how
    are you doing?

-Ŋgay-

Jam tan ↑ Korı tana qala qe ma?

[I'm] fine, hope nothing is wrong
    with you?

-Qamadu-

Jam tan ↑ Mbıımı, honto ŋgonɗaa
    lebbı ɗı fow.

Just fine ('where have you been
    hiding all these past months')
    say where have you been hiding
    yourself all these past months.

-Ŋgay-

Hombo, mın? Hay dula, mıɗo to
    qameŋ.

Who me? No where. I (was) at
    our place.

-Qamadu-

Ko waɗı qa qaraanı to qameŋ.

Why didn't you come to our place
    [to see me].

-Ŋgay-

Qalla no qandı, mı yıɗııno qarde
    to mon, kono lıgge ŋge no hewı
    qe juŋgoqam.

God knows I wanted to come to your
    place, but I had lots of work
    on hand.

-Qamadu-

Honno debbomaa? Maa ɓıŋgelmakko
    mawnı joonı?

How is your wife?, I imagine her
    child is growing up now.

-Ŋgay-

Haytus heɓaanı mo, kaŋko qe
    ɓıŋgelmakko. Ñande qo ñande
    qo lamday kam he fıımaa.

Nothing is wrong with her, her or
    her child. She asks me about
    your affairs every day.

-Qamadu-

Cukaayel ŋgel fuɗɗı haalde na?

Has the child started to talk yet?

-Ŋgay-

Qeeyı ↑ kono, wonaa nıı ɓıŋgelmaa
    haalata.

Yes, but not like the way your
    child talks.

-Qamadu-

Honno bıɗɗo-gorko? Qa nabı mo
    qekol joonı na?

How is your son? Have you taken
    him to school now?

Qeeyı ↑ Qo fuɗɗı qekol he lewru
    koorka maayɗo.

-Ŋgay-

Yes, he started school during
    the past ['dead'] Ramadan month.

Duubı jelu qo heɓı joonı?

-Qamadu-

How old ıs he now?   ('How many
    years has he [got] now?')

Hıkka wonāy duubı jeegommakko.

-Ŋgay-

This year ıs hıs sıxth year.

Mbıımı, qenen ɗıɗo, hombo wonı
    mawɗo?

-Qamadu-

I say, [of the] two of us who ıs
    the elder?

Ko mın, paskı, hıkka, mı heɓay
    duubı cappande tatı. Mı sıkaa
    qan,qa heɓı ɗum tawo?

-Ŋgay-

It's me, because, thıs year, I
    wıll be thırty. I don't thınk
    you're that old yet?

Qa haalı gooŋga, hıkka mın mı
    heɓay duubı nogas qe jeetatı.

-Qamadu-

You're rıght. As for me, thıs
    year I wıll be twenty eıght
    years old.

       fulaŋ
Nden qan qe mıñırawo debboqam,ko
    qonon wonı fulaŋ.

-Ŋgay-

       companıon
Then you and my younger sıster
    could be companıons.

Qeeyı ↑ Mbıımı, honno maa-
    mırawo-gorkomaa? Duubı jelu
    qo heɓı joonı?

-Qamadu-

I thınk so. Say, how ıs your
    grandfather. How old ıs he
    now?

Mı qanɗaa ko duubı jelu qo heɓı.

-Ŋgay-

I don't know how old he ıs.

Hoto qo wonı joonı?

-Qamadu-

Where ıs he now?

Qomo ɗo, kono qo yahı to
    debbomum.

-Ŋgay-

He ıs here, but he went to [be
    wıth] hıs wıfe.

-Qamadu-

Ko han na, maa ko haŋkı qo yahı?

Was ıt today or yesterday he went?

-Ŋgay-

Ko haŋkı. Mbıımı, fad mı yaha
 galle. Qawa, ñallen jam.

Yesterday. Say wait, I'm going
 home. OK., good afternoon.

-Qamadu-

Qawa, baası qalaa, qa jaaraama.

OK., no trouble, thank you.

39.1 Variation Drills on Basic Sentences

   a) Simple Substitution Drill

Cue	Pattern
	Duubı jelu qo heɓı joonı?
lebbı	Lebbı jelu qo heɓı joonı?
jonte	Jonte jelu qo heɓı joonı?
balɗe	Balɗe jelu qo heɓı joonı?
waktuujı	Waktuujı qo heɓı joonı?
Jemmaajı	Jemmaajı jelu qo heɓı joonı?
duubı	Duubı jelu qo heɓı joonı?

   b) Progressive Substitution Drill

Cue	Pattern
	Duubı jelu qo heɓı?
lebbı	Lebbı jelu qo heɓı?
qon	Lebbı jelu qon keɓı?
jonte	Jonte jelu qon keɓı?
ɓe	Jonte jelu ɓe keɓı?
balɗe	Balɗe jelu ɓe keɓı?
qa	Balɗe jelu qa heɓı?
waktuujı	Waktuujı jelu qa heɓı?
qoya	Waktuujı jelu qoya heɓı?
jemmajı	Jemmaajı jelu qoya heɓı?
ɓeya	Jemmaajı jelu ɓeya keɓı?
duubı	Duubı jelu ɓeya keɓı?
qo	Duubı jelu qo heɓı?

   c) Progressive Substitution Transformation Drill

Pattern 1	Pattern 2
Ko han na, maa ko haŋkı?	Ko haŋkı, wonaa hande.
Ko haŋkı na, maa ko hande?	Ko hande, wonaa haŋkı.
Ko jango na, maa ko faɓɓı-jaŋgo?	Ko faɓɓı-jaŋgo, wonaa jaŋgo.
Ko faɓɓı-jaŋgo na, maa ko jaŋgo?	Ko jaŋgo, wonaa faɓɓı-jaŋgo.
Ko ñalloma na, maa bımbı?	Ko bımbı, wonaa ñalloma.
Ko bımbı na maa, ko ñalloma?	Ko ñalloma, wonaa bımbı.

Ko ñalloma na, maa ko kııkııd'e?   Ko kııkııd'e, wonaa ñalloma.
Ko kııkııd'e na, maa ko ñalloma?   Ko ñalloma, wonaa kııkııd'e.
Ko jemma na, maa ko kııkııd'e?   Ko kııkııd'e, wonaa jemma.
Ko kııkııd'e na, maa ko jemma?   Ko jemma, wonaa kııkııd'e.
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 mın.
Ko mın na, maa ko qon?   Ko mın, wonaa qon.
Ko qon na, maa ko ɓe?   Ko meŋ, wonaa ɓe.
Ko ɓe na, maa ko qo?   Ko ɓe, wonaa qo.
Ko han na, maa haŋkı?   Ko haŋkı, wonaa hande.

d) Simple Substitution Drill

    Cue   Pattern

                    Mbıımı, qenen d'ıd'o, hombo wonı mawd'o?
    tato   Mbıımı, qenen tato, hombo wonı mawd'o?
    nayo   Mbıımı, qenen nayo, hombo wonı mawd'o?
    jowı   Mbıımı, qenen jowı, hombo wonı mawd'o?
    jeegom   Mbıımı, qenen jeegom, hombo wonı mawd'o?
    jeed'ıd'ı   Mbıımı, qenen jeed'ıd'ı, hombo wonı mawd'o?
    jeetatı   Mbıımı, qenen jeetatı, hombo wonı mawd'o?
    jeenayı   Mbıımı, qenen jeenayı, hombo wonı mawd'o?
    sappo   Mbıımı, qenen sappo, hombo wonı mawd'o?
    fow   Mbıımı, qenen fow, hombo wonı mawd'o?
    pıu   Mbıımı, qenen pıu, hombo wonı mawd'o?
    fof   Mbıımı, qenen fof, hombo wonı mawd'o?
    d'ıd'o   Mbıımı, qenen d'ıd'o, hombo wonı mawd'o?

e) Progressive Substitution Drill

    Cue   Pattern

                    Mbıımı, honto ŋgonnod'aa lebbı d'ı fow?
    yaa   Mbıımı, honto ñjaanod'aa lebbı d'e fow?
    ɓald'e d'e   Mbıımı, honto ñjaanod'aa bald'e d'e fow?
    won   Mbıımı, honto ŋgonnod'aa bald'e d'e fow?
    duubı d'ı   Mbıımı, honto ŋgonnod'aa duubı d'ı fow?
    yaa   Mbıımı, honto ñjaanod'aa duubı d'ı fow?
    lebbı d'ı   Mbıımı, honto ñjaanod'aa lebbı d'ı fow?
    won   Mbıımı, honto ŋgonnod'aa lebbı d'ı fow?
    jonte d'e   Mbıımı, honto ŋgonnod'aa jonte d'e fow?
    yaa   Mbıımı, honto ñjaanod'aa jonte d'e fow?

	Mbıımı, honto ñjaanoɗaa <u>jonte ɗe</u> fow?
waktuujı ɗı	Mbıımı, honto <u>ñjaanoɗaa</u> waktuujı ɗı fow?
won	Mbıımı, honto ŋgonnoɗaa <u>waktuujı ɗı</u> fow?
hande	Mbıımı, honto <u>ŋgonnoɗaa</u> hande fow?
yaa	Mbıımı, honto ñjaanoɗaa <u>hande</u> fow?
haŋkı	Mbıımı, honto ñjaanoɗaa <u>haŋkı</u> fow?
won	Mbıımı, honto ŋgonnoɗaa <u>haŋkı</u> fow?
jemma	Mbıımı, honto <u>ŋgonnoɗaa</u> jemma fow?
yaa	Mbıımı, honto ñjaanoɗaa <u>jemma</u> fow?
lebbı ɗı	Mbıımı, honto ñjaanoɗaa lebbı ɗı fow?

39.2 Story: Read and Discuss

> New word: woppu   throw

NDUNGU (II)

Ñande qo ñande, sı yımɓe ɓe fını, worɓe ɓe ñjaha to gesemaɓɓe, rewɓe kadı
ko non, kono gooto qe maɓɓe heddoto galle defa ñaamrı pur lıggotooɓe won to gese
ɗe qe faroojı ɗı. Folo qo defay kacıtaarı ndı. Sı qawa ɗum gası, qo qokka sukaaɓe
ɓe, ɓe naba ɗum to yımɓe to ladde. Sı ɗum qıwı hen, qo fuɗɗa defde bottaarı ndı.
Sukaaɓe kadı nabay ñaamrı ndı to gese ɗe. Remooɓe, sı sukaaɓe ñjottı, ɓe ŋgacca
lıggemaɓɓe, ɓe ñaamoya. Sukaaɓe ɓe non fuɗɗa hoccude hudoko ko, ko remooɓe ɓe
ndemı, ɓe woppa ɗum to seŋgo ŋgesa mba. Sı yımɓemaɓɓe gası ñaamde, ɓe ɓaŋa kore
ɗe, ɓe koota, ɓe taway defɗo bottaarı ndı yahı to faro ŋgo. Sı ɓe yottı ɓe ñaama,
ɓe ɓaŋa ɓeqı ɗı qe baalı ɗı, ɓe ŋgaynoya to ladde haa hedde qalansara, ɓe ŋgarta
galle kadı. Qo ɓooyataa, lıggotooɓe kadı qartaa. Sı yımɓe fow ŋgartı, ɓe loototo,
qawa ɓe ñaama hıırande nde. Qawa sı ɗum parı, kala yıɗde waɗde soklamaa mbaɗaa.
Qawa, woɓɓe non ñjahay saare kııroya to teerıɓemaɓɓe haa waktu waalde fota. Nıı
tan yımɓe hewde waɗata to qameŋ, he nduŋgu.

39.8 NARRATIVE

Qamadu qe Ŋgay

Qamadu qe Ŋgay qonñan ɓe kawrı he laawol. Tawı Qamadu wayrı yııde Ŋgay.
Non Qamadu lamdı mo, ko hoto qo wonııno he lebbı ɗı fow. Ŋgay wıyı mo, qo
yahaanı hay dula. Nden Qamadu lamdı mo, ko waɗı qo yahaanı to maɓɓe gıla qontuma.
Ŋgay wıyı, qo yıɗııno yaade ton, kono tawo lıgge no hewı qe juŋgomakko. Non
Qamadu lamdı mo, no ɓıŋgelmakko waɗı, qe ɓıɗɗo-gorkomakko, sı tawo qon fuɗɗı
yaade qekol, qawa ko duubı jelu qon heɓı joonı. Non qo wıyı mo, ɓıɗɗo-gorkomum
heɓı duudı jeegom, te qo fuɗɗı qekol, qawa kadı ɓıŋgelmakko fuɗɗı haalde. Qawa
ɓe yewtı ton haa ɓooyı, nden Ŋgay wıyı Qamadu, kaŋko no yaha galle, non ɓe fow
ñjahı to gallemaɓɓe.

39.9 Questions for Discussion

1. Qamadu qe Ŋgay ko ɓe teeriiɓe na?

2. Ko waɗı Ŋgay wayrı to galle Qamaduqen?

3. Ŋgay yahııno dula na?

4. Ko debbo hombo heɓı ɓıŋgel?

5. Cukayel debbo-Ŋgay waawı haalde na?

6. Ko duubı jelu ɓıɗɗo-gorko Ŋgay heɓı?

7. Qo fuɗɗı yaade qekol na?

8. Ko tuma qo fuɗɗı yaade qekol?

9. Qamadu qe Ŋgay, hombo wonı mawɗo ɓe ɗıɗı?

10. Ko hombo qe Qamadu wonı fulaŋ?

11. Hoto miñırawo Ŋgay wonı?

12. Qaɗa jogı ɓıɗɗo-gorko na?

13. Ko ɓıɓɓe jelu keɓɗaa?

14. Qaɗa resı debbo?

15. Bıɗɗo-gorkomaa, ko duubı jelu qo heɓı?

UNIT 40

40.0 Dialog: <u>Renting a House</u>

-Charles-

luwas

rent (a house, apartment,
room)

Jam ñalli. Qaɗa jogi suudu pur
luwas na?

Good afternoon. Have you got a
house for rent?

-Hamadi-

Qeeyi, miɗo jogi cuudi hewde.
Ko jelu ñjidɗaa?

Yes. I have many houses. How
many do you want?

-Charles-

Ko gooto tan ñjidmi, kono ɗum
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.

-Hamadi-

Hedde hoto ñjidɗaa ɗum.

[On] which side [of town] would
you like it?

-Charles-

Si tawo qa heɓi gooto to takko
Qambasadqameŋ, ɗum moɗɗyay.

If you have one near our embassy,
that would be good.

-Hamadi-

Mi heɓi ton gooto, kono ɗum
ɓaŋaama.

I had one there, but it has been
taken.

-Charles-

Qawa ↑ jooni ɗabbanam ko moɗɗyi tan.

OK., now find me a good one.

-Hamadi-

Miɗo jogi gooto to hedde laawol
kampama qo. Mi sikki qa yiɗay
ɗum saa yiyi ɗum.

I have one near the hospital
street I think you will like
it when you see it.

-Charles-

Miɗo yiɗi hedde kampama. Ton heɓi
laawol moɗɗyo na, pur motoqam?

I like near the hospital. Is
there a good road there for
my car?

-Hamadi˜-

Qeeyi ↑ qon laawol ɓuri moɗɗyude
laabi ɗi fow. Kadi garas moɗɗyo
no ton.

Yes, that road is the best of
all our roads. Also there
is a good garage.

-Charles-

Haalaa huuɓɪ. Qen mɓaaway yaade   The talk is over. Can we go
    ton na?   there now?

-Hamadɪ-

Qeeyɪ ↑ sagomaa tan. Saa waawɪ,   Yes, just as you please. If you
    qen ñjaha joonɪ.   can, we can go now.

- - - - - - - - - - - - -

-Charles-

Mɪɗo yɪɗɪ ndu. Joonɪ non,   I like it. Now then, tell me
    haalanam fɪɪ ñjoɓdɪ ndɪ.   about the (payment) [rent].

-Hamadɪ-

Sɪ ko goɗɗo, qon yoɓay kam   If it were some one else, he
    buudɪ sappo qe jowɪ. Kono   would pay me sixty-shillings.
    qan, mɪ qokkay ma ɗum pur   But for you, I'll give it to
    sappo tan, lewru qo lewru.   you for 40 shillings per month.

-Charles-

Qawa ↑ ɗum moɗɗyɪ. Mɪ ɓaŋat   OK., that's good. I'll take it.
    ɗum.

-Hamadɪ-

Qawa ↑ tuma ñjɪɗɗaa qarde ɗo?   OK., when do you wish to come
    Sɪ tawo ko Qaljuma qó, ɗum   here? If it is this Friday,
    moɗɗyɪ he qam.   that's good for me.

-Charles-

Mɪɗo yɪɗɪ qarde Juma qó,   I wish to come this Friday, if
    sɪ Qalla jaɓɪ.   God wills.

-Qamadɪ-

        fɪtt   clean, sweep
Qawa ↑ baasɪ qala. Ɖo qe tuma   OK. no trouble. Between now and
    ŋgarataa, mɪ haalanat debbam   the time you come, I will tell
    yoo fɪtta ɗum. Qo moɗɗyɪna   my wife to sweep the place.
    ɗum, ko fewɪ.   She'll fix it up very well.

-Charles-

Qawa ↑ qa jaaraama.   OK., thank you.

-Hamadɪ-

Qawa haa Qaljuma, nanɪ. Ñallen   OK., till Friday. Good afternoon.
    jam.

-Charles-

Qaamɪɪn.   Amen.

40.2 EXERCISE

a) Directed Conversation Exercise [Student takes part of Charles]

Narrative:

Qaɗa wiye Charles. Qa yahi to leydi Sambaqen. Qaɗa yiɗi suudu to ŋgontaa haa lebbi jeegom. Kono ko ñjiɗaa, he nder makko, qaɗa yiɗi hen deferdu, kama, qe to loototaa. Qa nani Samba no jogi cuudi hewde. Waɗi tuma ñjottoɗaa ton, qa hawri qe makko he laawol. Qaɗa yiɗi haalde mo, qo wallu ma he suudu. Kono buuɗi sappo tan mbaawɗaa yoɓde mo, lewru qo lewru, pur suudumakko. Qawa qaɗa yiɗi qo haal ma coggu luwas suudumakko. Qaɗa yiɗi ɗum wona hedde laawol kampama qo.

Dialog:

Charles– [Jam waali Samba.]
Samba– Jam tan, hoɗum ñjiɗɗaa?

Charles– [Ko suudu ñjiɗmi, miɗo yiɗi yaa wallu kam gooto.]
Samba– Miɗo tami cuudi hewde, kono mi qanɗaa ko· ñjiɗɗaa.

Charles– [Min, ko ñjiɗmi, qon heɓay kama, deferɗe 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	[ŋgel]	( )	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

Ɓe worɓe tato, gooto he maɓɓe no weli gite, gooto qo no weli noppi, qawa gooto qo ko juutɗo juŋgo. Waɗi ñande gooto, ɓe tato kawri dula gooto. Tawi kala qe maɓɓe no yiɗi resde debbo. Nden, lamɗo gooto no wiye Hamadi, qomo jogi

ɓidɗo-debbo gooto. Non ɓe fow ñjaadı to saare Hamadı. Qawa tuma ɓe ñjottı.
Hamadı lamdı ɓe, koɓe ñjıdʼı. Be mbıyı mo, ɓedʼo ñjıdʼı debbo. Non Hamadı kadı
wıyı ɓe 'mın kadı, ko godʼdʼum tan ñjıdʼmı qon mbadʼan kam, qawa soon mbadʼı dʼum,
kala he mon, mı qokkay mo debbo. Be kadı jaɓı qe haalaa Hamadı. Non Hamadı
noddı ɓe, qo qokkı ɓe saaku fındı, qo wıyı ɓe, ' sı qon lumbını dʼum gadʼa maayo,
qawa wadʼı hay gootel qıwaanı hen, ko mbııdʼon kam, mın kadı mı qokkete kala he
mon dʼum. Tawı lamdʼo qo lımı ko won to saaku qo fow. Non qo wıyı ɓe, 'qawa ñjehen,
qenen nayo, haa to maayo ŋgo, qon lumbına dʼum he yeesoqam. Non ɓe ɓanı saaku
fındı qo, ɓe ñjaadı haa to maayo ŋgo. Tuma ɓe ñjottı ton. Hamadı darı, qawa
kamɓe tato naatı he laana ka, ɓe ñjahı. Qawa, tuma ɓe ñjahı haa to hakkunde
maayo ŋgo, beldʼo noppı wıyı kaŋko nanı hunde yanı he ndıyam, qawa non beldʼo gıte
laarı nder maayo ŋgo, kaŋko wıyı ɓe ko fındel gootel yanı, qawa juutdʼo ɓe fow
juŋgo, jolnı juŋgomakko he ndıyam dʼam, hoccı fındel gootel ŋgel, qawa wadʼı dʼum
to nder saaku qo kadı. Qawa tuma ɓe ŋgarı, Hamadı lımı kadı ko wonı fof he saaku
qo, kono qo tawı ton fow ko wonno ton. Non hamadı wıyı ɓe 'joonı koon mbııdʼon
kam, mın kadı mı wadʼay dʼum.' Non Hamadı noddı ɓidʼdʼo-debbomakko, qawa tuma qon
qarı, Hamadı ɓanı juŋgomakko, qo fıyı ɓidʼdʼo-debbomakko he yeeso, non qon kadı
wonı tato. ·Qo wıyı ɓe, 'kala qe mon ɓaŋ gooto, ñjahon laawolmum'.· Qawa, ɓe
nayo, hombo wonı baawdʼo, maa gorko tıgı. Mın de, mı qandaa, haalanam, sı tawo
qan, qadʼa qandı.

40.8 NARRATIVE

    Wadʼı ñande gooto, Charles yahı to galle Hamadı. Tuma qo yottı ton, qo
lamdı Hamadı sı qon heɓı suudu pur luwas. Tawı Hamadı no jogı ɓe hewde. Non
Hamdı lamdı mo, hoto hedde hoto qo yıdʼı dʼum he saare nde. Charles wıyı no sı
tawo qomo jogı gooto to hedde Qambasadmaɓɓe. Hamadı wıyı mo, qon ɓaŋaama kono
qomo jogı gooto to hedde laawol kampama qo. Charles wıyı mo, qomo yıdʼı. Nden
Charles lamdı mo sı ton heɓı laawol modʼdʼyo pur motomakko. Hamdı wıyı ton no jogı
laawol modʼdʼyo. Non ɓe ñjaadı haa ton, qawa tuma Charles laarı dʼum qo lamdı Hamadı
ñjoɓdımakko. Qawa qon kadı haalı mo ñjoɓdı ndı. Non Charles yoɓı mo, qawa tuma
ɓe parı, Charles hootı, Hamadı kadı ruttı to gallemakko.

40.9 Questions for Discussion

  1. Hombo yıdʼı suudu pur luwas?

  2. Hombo wonı jom galle qo?

  3. Hedde hoto Charles yıdʼı suudu ndu qo dʼabbatano?

  4. Hamadı wıyı qo heɓi gooto to laawol kampama qo. Ko qon Charles ɓaŋı
       na, maa wonaa qon?

  5. Qon suudu, he takkomakko garas no ton na, pur moto Charles?

  6. Laawol modʼdʼyo no ton na?

  7. Qadʼa jogı moto?

  8. Ko jelu wonı ñjoɓdı suudu ndu, Charles ɓaŋı?

  9. Charles jaɓııno he dʼum na?

10. Qa meedʼı wadʼde luwas?

11. Hombo wonı jatıgımaadʼa?

12. Ko tuma Charles, qon ñande qo qarata to suudu ndu?

13. Ko lewru qo lewru qo yoɓata Hamadı na maa ko jontere qo jontere?

GLOSSARY

Conventions Employed in the Glossary

The order of alphabetization is

B, MB, Ɓ, C, D, ND, Ɗ, DY, F, G, ŊG, H, J,

ÑJ, K, L, M, N, Ñ, Ŋ, 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 [∅] 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 [∅] (pañeeji) basket

from the French panier, listed under pañe as the 'root'.

    All proper names belong to the [∅] 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.

         toɓo[ŋgo](toɓooji) rain

is identical in stem with the verb toɓ 'rain', while

         ñjoɓdi[ndi](joɓɗi) payment

is related by initial consonant alternation to yoɓ 'pay'.

c. In some cases the stem or root is not very clear and the decision
is more or less arbitrary. For example

    jaaŋgo[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 jaaŋg 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 jaaŋg 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 [di] class suffix
perhaps conditioned by the existence of the nasal element on the end of
the root,and a process of assimilation of nasal to , say, the /-ji/ form
of the [di] class suffix. Actually there is a fairly large number of
similar cases with a nasal in the singular and plurals in /-li/ or /-le/.

    diraŋgo[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 jaaŋg, 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 diraŋgo 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 com-
prehensive 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 /-ll/ 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] (baadʼi) — 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 [∅] (baggiiji) — cloth — 22

balan [∅] (balanji) — xylophone — 31

baldʼe   (see waal)

bam

    bamule [nde] (bame) — cemetery, graveyard — 25

band

    banda/bandirawo [qo] (bandiraaɓe) — cousin — 6

Banna — P.N. — 22

Bantanto — P.N. (town) — 13

bantara [∅] (bantaraaji) — cassava — 14

barakin   V — bless — 3

becc

    beccal [ŋgal] (becce) — rib, chop — 16

bee / beq

    mbeewa [mba] (beqi/bei) — goat — 13

bimbi [∅] (bimbiiji) — morning — 8

biro [∅] (birooji) — office — 10

biskalet [∅] (biskaletji) — bicycle — 16

bom

    mbomri [ndi] (bomi) — girl — 12

bon   V — be bad, wicked — 22

    bondʼo [qo] (bonɓe) — bad person — 22

boobo [∅] (boobooɓe) — baby, infant — 28

Bookari — P.N. — 1

bool [∅]/

    boolwol [ŋgol] (booliiji) — bowl — 14

bottare   (see wott)

buf   (see buq)

bui — much, many, plenty — 13

bulu [∅] (buluuɟɪ)	bluing for laundry	21
buse [∅] (buseeɓe)	butcher	16
buq ~ buf		
bufal/buqal [ŋgal] (buwe)	thigh	33
buuɗ		
mbuuɗu [ndu] (buuɗɪ)	five-shilling piece (Gambia), four-franc piece	14

- MB -

mba	(Class Pronoun)	5
mbaalu	(see baal)	
mbabba	(see babb)	
mbaggu	(see baa)	
mbaldɪ	(see waal)	
mbaroodɪ	(see war)	
mbeewa	(see bee)	
mbɪru [∅] (mbɪruuɟɪ)	wrestler	30
mbo / hombo	which?	25
mboɗdɪ	(see woɗ)	
mbomrɪ	(see bom)	
mbuuɗu	(see buuɗ)	

- Ɓ -

ɓaaw		
ɓaawo [ŋgo] (ɓaawe)	back, rear, before	7
ɓal		
ɓale	black (adjective root)	8
ɓaleɗum [ɗum] ( )	black [the color], black thing	19
ɓaleɟo [qo] (ɓaleeɓe)	black person	16
ɓawl V	be black, get black	8
ɓawlugol [ŋgol] ( )	blackness	19
ɓawlɪ kɪrɪm	black as black can be	16
ɓam	(see baŋ)	
ɓand		
ɓandu [ndu] (ɓallɪ)	body	7
ɓaŋ / ɓam V	take, approriate	16
ɓamgol [ŋgol] ( )	taking	19
ɓawlu	(see ɓal)	
ɓe	they, them	1
	(Class Pronoun)	5
ɓeɗo	'they are ----ɪng '	4
ɓeŋgu [ŋgu] (no sɪngular)	family [self, spouse and descendents] (collective)	2
ɓeya	those people (Class Demonstrative)	5

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ɓend V	be ripe, cooked, done	19
ɓeŋgu (see ɓe)		
ɓer		
ɓerende/ ɓernde [nde] (ɓerɗe)	heart	16
ɓet V	measure	15
no ɓete	very much ['how be measured']	15
ɓil		
ɓiɗɗo [qo] (ɓiɓɓe)	offspring, child	2
ɓiŋgel [ŋgel] (ɓikon)	little child	17
ɓir V	milk [cow, etc.]	25
ɓiraɗam [ɗam] ( )	fresh milk	23
ɓirdugal [ŋgal] (ɓirduɗe)	milking calabash	19
ɓog		
ɓoggol [ŋgol] (ɓoggi)	rope	19
ɓorn V	dress, put on, wear	17
ɓooy V	last long, be ancient	15
ɓur V	surpass, exceed, be greater than, improve	4
ɓuuɓ V	be cool, be cold	15

- C -

cappanɗe (see sappo)		
ceen [∅] (ceenaaji)	chain	32
ceerno (see seern)		
Ceerno	P.N.	
coggu (see sooɗ)		
cuballo [∅] (cuballooɓe)	fisherman, member of a fishing clan	19

- D -

daa		
daande [nde] (daaɗe)	neck	7
daande juŋgo (daaɗe juŋgo)	wrist	33
dammu		
dammugal [ŋgal] (dammuɗe)	door, doorway	15
danna [∅] (dannaaɓe)	hunter	27
dar V	stand, stop, remain standing	21
darap [∅] (darapaaji)	bed sheet	32
de	(Particle used with em- phatic pronouns - 'as for')	17
def V	cook	10
deferdu [ndu] (deferɗi)	kitchen	23
defgol [ŋgol] ( )	cooking	22
defowo [qo] (defooɓe)	cook	10

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deft
    deftere [nde] (defte)   book   5

Demba   P.N.   1

demowo   (see rem)

dewel   (see rew)

dewgal   (see rew)

Dimas   Sunday   12

dinii   here [it is]   18

dingira [∅] (dingiraaji)   location, place   37

dir   V   crash, thunder   15
    dirango [ngo] (diraali)   thunder, crash   15

diril [∅] (dirilaaji)   drill [cloth]   32

dispensar [∅] (dispensaaɓe)   medic, male nurse 30

dispenser [∅] (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 [∅] (dokotorooɓe)   doctor, physician   7

domoda [∅] (domodaaji)   peanut soup, peanut sauce 22

dong
    dongal [ngal] (dongle)   load, burden   30

dool
    doole [ɗe] (no singular) force, power, energy 15

dow   up, upon, on top of 16

dula [∅] (dulaaji)   place, space, opening 18

dule   (see rul)

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 [ɗam] (   )   water   7

ndu   (Class Pronoun)   5

ndungu   (see duw)

- D -

ɗaan	V		sleep	9
	ɗaanin	VB	put to sleep	17
	ɗaantor	VB	be sleepy	23
ɗabb	V		look for, search for, find	11
	ɗabbal [ŋgal] ( )		process of searching	19
	ɗabbere [nde] (ɗabbe)		finding	19
	ɗabbiɗo [qo] (ɗabbiɓe)		searcher	19
	ɗabbotaaɗum [ɗum] ( )		ambition, aim, object of search	19
	ɗabbugol [ŋgol] ( )		seeking, research, exploration	19
ɗam			(Class Pronoun)	7
ɗe			(Class Pronoun)	5
ɗem				
	demŋgal [ŋgal] (ɗemɗe)		tongue	33
ɗi			(Class Pronoun)	5
	ɗiɗi		two (plural of ɗi [?])	14
ɗo / ɗon			here	5
	ɗo qe		between ['here and...']	17
ɗomɗ	V		be thirsty	17
ɗum			(Class Pronoun), thing, it, that	4

- DY -

ɗyeŋ	V	climb, ride, mount	16
ɗyoɗy	V	be cunning, wise	15
ɗyoog	V	fetch/draw water	18

- F -

faal	V		desire, want	11
	paalal [ŋgal] ( )		wish, desire	19
faɓɓ				
	faɓɓi jaŋgo		day after tomorrow	11
	faɓɓiti jaŋgo		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 [∅] (faŋiiji)			cutlass, machete	29
far				
	faro [ŋgo] (parooji)		rice paddy, rice field	38
fatara [∅] (pataraaji)			narrow strip of woven cloth	32
Fatu			P.N. (woman)	

faw V	be sick	9
faw V	put, place	18
fayan		
fayande [nde] (payanne)	clay pot	32
fecc		
feccere [nde] (pecce)	portion, part, share, fraction, half	16
fedd		
feddandu [ndu] (peddaalɪ)	fingernail	8
fee		
feere [nde] (feereeje)	plan	27
fegg		
feggere [nde] (pegge)	ring [esp. toe ring]	32
femb V	shave	17
fen V	lie, tell an untruth	22
fenande [nde] (penaale)	falsehood, untruth	22
fereŋ	completely, at all-[with negatives]	18
fetel [ø] (fetelaaji)	gun	34
few V	be in good condition	13
ko fewɪ	well, properly	18
fewn VB	fix, repair, arrange	13
fɪɗy V	play	
fɪɗyɪrde [nde] (pɪɗyɪrɗe)	playing field	25
fɪɗygol [ŋgol] ( )	play, entertainment	31
fɪɪ	matter, affair	10
he fɪɪ	about, concerning	10
fɪɪ V	strike, hit, beat	3
fɪɪta [ø] (fɪɪtaaɓe)	mechanic, fitter	27
fɪm V	smoke	24
fɪn V	wake up, get up, arise from sleep	25
fɪnd		
fɪndɪ [ɗi] (no singular)	grain	40
fɪndel [ŋgel] ( )	single little grain	40
fɪtt 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 _fof_)
fow
    fowru [ndu] (pobbɪ)   hyena   13
fudan [∅] (fudanaajɪ)   henna   32
fuɗɗ   V   start, begin   15
    puɗal[ŋgal] (   )   beginning   19
fuɪ
    puɪɗo [qo] (fuɪɓe)   foolish person   22
ful
    (haalaa) pular   Fula (language)   R3
    pullo [qo] fulɓe   Fula (person)   12
fulaŋ [∅] fulaŋaajɪ)   companion   39
fus   V   be broken, break   25
futuro [∅] (   )   evening, sunset, evening
                                        prayer time   26

- G -

ga / gay   here   5
gaa/ gaq
    ŋgaarɪ [ndɪ] (gaqɪ / gaɪ)   bull   13
gaañ   V   be hurt, wounded   9
gab
    ŋgabbu [ŋgu] (gabbɪ)   hippopotamus   34
gaɗa   behind, across, after[time] 40
galle [∅] (galleejɪ)   compound, home   5
garas [∅] (garasɪɪjɪ)   garage   27
garaŋke [∅] (garaŋkooɓe)   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 _gaa_)
gawrɪ   (see _qaw_)

gay   (see _ga_)
gayn   (see _gas_)
gaynaako   (see _qayn_)
geese [ɗe] (no singular)   cotton thread [warp]   32
gelo
    ŋgelooba [mba] (geloodɪ)   camel   34
genewala [∅] (genewalaajɪ)   two-shilling piece   14
genso [∅] (gensoojɪ)   undershirt   29
gerte (see _qertere_)

gerto

    gertogal [ŋgal] (gertooɗe)   chicken   12

ges

    ŋgesa [mba](gese)   farm, field   3

gıla   since   8

goblet [∅] (gobletaajı)   drinking glass, goblet   32

godd

    goddol [ŋgol] (goddı)   throat   33

goɗɗo   (see <u>woɗ</u>)

goll   V   work, hold a job   23

    golle [∅] (golleejı)   work   30

gooŋg

    gooŋga [ka] (gooŋgaajı)   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] (goroojı)   kola nut   20

gore[∅] /

    goreejo [qo] (goreeɓe)   companion of same age group 11

gorgol [∅] (gorgolooɓe)   aunt [paternal]   6

gorko   (see <u>wor</u>)

goq   (see <u>goot</u>)

gosı [∅] (   )   porridge   21

gujjo   (see <u>wuj</u>)

gur

    ŋguru [ŋgu] (gurı)   hide, skin   16

- ŊG -

ŋgaarı   (see <u>gaa</u>)

ŋgabbu   (see <u>gabb</u>)

ŋgal   (Class Pronoun)   7

ŋge   (Class Pronoun)   7

ŋgelooba   (see <u>gelo</u>)

ŋgesa   (see <u>ges</u>)

ŋgo   (Class Pronoun)   7

ŋgol   (Class Pronoun)   9

ŋgu   (Class Pronoun)   5

ŋguru   (see <u>gur</u>)

- H -

haa	until, up to, as far as 7
haa	
hayre [nde] (kaaɟe)	stone 16
ɦaaɟu [∅] (ɦaaɟuuɟı)	need, requirement, matter 28
haal V	talk, tell, speak 3
haalaa [ka] (haalaaɟı)	speech, language, talking, argument 11
haalan VB	tell to 3
haɓɓ V	tie 18
kaɓɓırgal [ŋgal] ( )	stake, rope, chain, etc. [implement for tying] 19
hakke [∅] ( )	offense, sin, wrong 18
hakkıl [∅] (hakkıleeɟı)	intelligence, mind, attention 17
hakku	
hakkunde [nde] (bakkundeeɟı)	middle 18
(to)hakkunde	between 18
Hamadı	P.N.
han	today (contraction of hande)22
hande	today 9
hantın / hantı	then, now then 37
haŋg V	be possessed, be insane 22
kaŋgaaɗo [qo] (haŋgaaɓe)	mad person 22
haŋkı	yesterday 7
hawɟ 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 haa)	
he	in, on, from 9
heɓ V	have, obtain, happen 3
hecc	
heccıhaŋkı	day before yesterday 8
hedd V	remain 20
hedde	near, beside 18
heɗ V	be attentive, pay attention 25
heɗo	wait!, stay! pay attention! 25
hee	
hendu [ndu](keelı)	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
hirnaŋge [ŋge] ( )		west	26
hiit	V	condemn, punish, hold court	35
kiitowo [qo] (hiitooɓe)		judge, tribunal, court, [pl. jury, panel of judges]	35
hikka		this year	31
hin			
hinere [nde] (kine)		nose	8
hirnaŋge (see hiir)			
hirs	V	slaughter, cut the throat	25
hirsirde [nde] (kirsirɗe)		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
hoɗ			
koɗɗo [qo] (hoɓɓe)		stranger, guest	12
hoɗum (see hon)			
hof			
hofru [ndu] (koppi)		knee	16
holl	V	show	8
hombo (see hon)			
(see also mbo)			
hon		what?, which?	3
honɗum / hoɗum		what thing?	3
hombo [qo] (hoɓe)		who?, what person?	9
honno (see also no)		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 hoo)			

hor

    horde [nde] (kore)   calabash   16

    korel [ŋgel] ( )   little calabash   19

hoto   (see hon)

hotolo [∅] (hotolooji)   cotton   32

huɓ

    huɓere [nde] (kuɓeeje)   downtown, commercial area   26

huɓɓ   V   light, set fire to   18

huɗo

    huɗoko [ko] (kuɗooji)   grass   34

hul   V   fear   19

    kulol [ŋgol] ( )   cowardice   19

hun

    hunde [nde] (kulle)   thing, matter, affair   3

hunu

    hunuko [ko] (kunuɗe)   mouth   8

huuɓ   V   come to an end, finish,
                              conclude   24

- J -

ja

    jaŋgo [ŋgo] ( )   tomorrow   2

jaaŋg   V   be cold, be chilled, get
                              cold   17

    jaaŋgo [ŋgo] (jaali)   cold, cold weather   17

jaab   V   reply   12

jaakil   V   get confused   18

jaar   V   thank   6

jaatigi [∅] (jaatigiiɓe)   host   6

Jaawo   P.N.   3

jaawuur   You're welcome.   8

jaɓ   V   agree, permit   3

jaɓɓ   V   accept, welcome, receive   18

    jaɓɓit   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] (jananɓe)   stranger, foreigner   29

jaŋ	V	read, study, learn	2
jaŋgere [nde] ( )		education, erudition	19
jaŋgirɗo [qo] (jaŋgirooɓe)		teacher	19
jaŋgugol [ŋgol] (jaŋguli)		study, the process of learning	19
jaŋgurdu/jaŋgirdu [ndu] (jaŋgirduuji)		school, school room	2
jaŋgin	VB	teach	16
jaŋgaro [∅] (jaŋgarooji)		disease	28
jarga [∅] jargaaɓe)		village head, mayor	11
jawd			
jawdi [ndi] (jawle)		riches, goods, wealth	13
jay			
jayŋgol [ŋgol] (jayli)		fire	18
jee		(jowi - qe 'five and')	
jeeɗidi		seven	16
jeegom		six	16
jeenayi		nine	16
jeetati		eight	16
jelu		how many?, how much?	9
jemma [∅] (jemmaaji)		night	8
jeŋg	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
jombaajo (see yomb)			
joo (see jooni)			
jooɗ	V	sit	14
jooɗirgal [ŋgal] ( )		seat, chair	19
jooni / joo		now, nowadays, right away	2
jowi		five	9
julla [∅] (jullaaɓe)		merchant	24
Juma		Friday, Friday prayers	12
junne [∅] (junneeji)		one thousand	20
juu			
juŋgo [ŋgo] (juuɗe)		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 -

ñjahaŋgal   (see <u>yaa</u>)
ñjoɓdı   (see <u>yoɓ</u>)

- K -

ka	(Class Pronouns)	11
kaaley (see <u>kaalıs</u>)		
kaalıs/ kaaley [∅] ( )	money	9
kaanı [∅] ( )	pımento, pepper [sweet]	19
kaba [∅] (kabaajı)	bottle	14
kacıtaa		
kacıtaarı [ndı] (kacıtaaɗe)	breakfast	22
kadı	again, more, stıll, too	5
kafa		
kafahı [kı] (kafaaje)	sword	15
kakı [∅] (kakııjı)	khakı	32
kala	each, every	17
kala qo kala	apıece	17
kam /-am	me	3
kama [∅] (kamaajı)	toılet, latrıne	24
kamɓe	they, as for them	8
kamıyon [∅] (kamıyonaajı)	truck	27
kampama [∅] (kampamaajı)	hospıtal	8
kañja [∅] (kañjaajı)	okra	21
kaŋgaaɗo (see <u>haŋg</u>)		
kaŋkıra [∅]/ kaŋkırawal [ŋgal](kaŋkıraajı)	tub, large bucket	15
kaŋko	he/she, as for hım/her	8
kapp		
kappere [nde] (kappe)	yam	14
karamokko [∅] (karamokkooɓe)	teacher, ınstructor	10
kasso [∅] (kassoojı)	jaıl, prıson	35
kaw / kawırawo [qo] (kawıraaɓe)	maternal uncle	1
kay	sure, ındeed emphatıc particle)	35
kayt		
kaytol [ŋgol] ( )	certıfıcate	38
ke		
keɗam [ɗam] ( )	fresh mılk	14
kı	(Class Pronoun)	7
kıbaar		
kıbaaru [ndu] (kıbaaruujı)	news	3
kıı		
kııkııɗe [ɗe] (no sıngular)	evenıng	6
kılak [∅] (kılakaaɓe)	clerk	30

kɪŋkɪlɪba [∅] ( )	herb tea	5
kɪrɪm (see <u>bawlɪ kɪrɪm</u>)		
kɪsal (see <u>hɪs</u>)		
ko	ɪt ɪs, there ɪs, what ɪs? what?	4
ko	(Class Pronoun)	14
Koba	P.N.	
koɗɗo (see <u>hoɗ</u>)		
koko [∅] (kokooɟɪ)	coconut	20
ɓɪɗɗo-kokooɟɪ	fruɪt of the coconut	20
kon		
konɗyam [ɗam] ( )	alcohol, palm wɪne	20
konɪ	please	20
kono	but	4
kopar [∅] (koparaaɟɪ)	copper, penny	20
kora [∅] (koraaɟɪ)	a musɪcal ɪnstrument -local [lute-lɪke, of 32 strɪngs]	31
koorka (see <u>hoor</u>)		
korel (see <u>hor</u>)		
korɪ /kor	hopefully	1
kos		
kosam [ɗam] ( )	sour mɪlk	14
koy		
koyŋgal [ŋgal] (koyɗe)	leg. foot	4
kufune [∅] (kufuneeɟɪ)	hat	29
Kumba	P.N.	
kuruye [∅] (kuruyeeɟɪ)	bus	26

- L -

laaɓ V	be clear, be clean	15
laa(n)		
laana [ka] (laaɗe)	boat	11
laar V	look for, look at	3
laarí	look there!	15
laaw		
laawol [ŋgol] (laabɪ)	road, way	9
laɓ		
laɓɪ [kɪ] (laɓɓe)	knɪfe	29
laccɪr		
laccɪrɪ [ndɪ] ( )	steamed mɪllet	14
ladde [∅] (laddeeɟɪ)	bush, forest	11
lam V	order, command	10
lamɗo [qo] (lamɪɪɓe)	chɪef, kɪng	10
lamɗam [ɗam]/lamkal [kal] (kamkon)	salt	14

lamd	V		ask, inquire	8
lamdal [ŋgal] ( )		question	19
lamdugol [ŋgol] ( )		asking	19
lawj	V		wash [dishes]	18
leemuna [∅] (leemunaaji)		lime [fruit]	7
lekki	(see leq)		
lel	V		lie down, be lying, rest	7
lepp	V		be wet	15
leq			
lekki [ki] (lekkiiji)		medicine, herb	7
lekki [ki] (ledɗe)		tree, shrub	7
leggal [ŋgal] (ledɗe)		log, stick of wood	17
letar [∅] (letaraaji)		letter	24
lew			
lewru [ndu] (lebbi)		month	26
lewru koorka		Ramadan	31
ley			under, beneath	18
leydi [nde] (leyɗe)		ground, earth, country	18
libar [∅] (libaraaji)		pound [weight]	16
ligg	V		work	10
ligge [ŋge] ( )		work, job	3
lii			
liŋgu [ŋgu] (liɗɗi)		fish	14
lim	V		count	40
loo			
loonde [nde] (looɗe)		jar, drinking jar	18
loot	V		wash	17
luɓ	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
-maaɗa		your (singular)	5
maaf			
maafe [nde] ( )		sauce	14
maam			
maama / maamirawo [qo] (maamiraaɓe)		grandparent	11
maar			
maaro [ko]/ maarori [ndi] (maarooji)		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 [∅] (makaraaji)	corn, maize	29
makko	him/her, his/hers	6
-makko	his/her	3
maŋgasin [∅] (maŋgasinaaji)	store, shop	24
maŋgo [ŋgo] (maŋgooji)	mango	23
mar V	keep, raise, hold, domesticate	13
marse [∅] (marseeji)	market	4
marto [∅] (martooji)	hammer	29
masoŋ [∅] (masoŋaaɓe)	mason	12
maw	(adj. root) large	
mawɗo [qo] (mawɓe / mawɗooɓe)	elder, senior, elderly person, chief, boss, headman	10
mawŋgal [ŋgal] ( )	a large one [of [ŋgal]class]	16
mawn V	be big, grow	
mawna / mawnirawo [qo] (mawniraaɓe)	older sibling	1
mawnit VB	swagger, assume unjustified importance	18
mecce [∅] (mecceeji)	trade, profession	30
meeɗ V	taste, experience, have eve....(with infinitive)	14
-meeɗen (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 [∅] (miniseeɓe)	carpenter	30
minister [∅] (ministereeɓe)	minister [governmental]	37
minit [∅] (minitaaji)	minute	26
miñ		
miña / miñirawo [qo] (miñiraaɓe)	younger sibling	1

mo	him/her/it[of [qo] class]	4
moɗon	you, yours (plural)	6
-moɗon (see also -mon)	your (plural)	4
moɗɗy V	be good	3
moɗɗy	(adj. root) good	3
moɗɗyere [nde] ( )	kindness, goodness	19
mon	you, yours (plural)	5
-mon (see also -moɗon)	your (plural)	4
montor [∅] (montoraaji)	clock, watch	27
moto [∅] (motooji)	motor vehicle	9
moto putu-putu	motorcycle	36
muɗo [∅] (muɗooji)	[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 meeɗen)	of the two of us	5
mur V	cover [with cloth /blanket]	17
muraadu [∅] (muraaduuji)	position, responsibility, obligation	30
musii		
musiɗɗo [qo] (musiiɓe)	relative	11
muus V	suffer, be ill, hurt, ache	4
muus(o)	(adj. stem) sore, aching	18
muyn V	suckle, breast feed, nurse	17
muynin VB	make to nurse, give the breast to	17

- N -

na	(question particle)	5
na/no (see no/na)		
naat V	enter	11
nab V	take away, carry	8
naf V	be of use	31
nafa[∅] (nafaaji)	utility, convenience	31
nafigi [∅] (nafigiiɓe)	hypocrite	22
nan V	hear	3
nan	(adj. root) left	18
nano	left (from juŋgo nano)	18
naŋg V	seize, catch, hold	17
naq		
nagge [ŋge] (naqi / nai)	cow	13

nayɪ	four	14
neb		
nebam [ɗam] (nebbe)	oil, butter	19
nebam nagge	butter	
neɗ		
neɗɗo [qo] (yɪmɓe)	person	1
neen		
neene /neenɪrawo [qo] (neenɪraaɓe)	mother	1
nel V	send	18
nelaaɗo [qo] (nelaaɓe)	messenger	30
nɪɓɓ V	get dark	15
nɪɪ	thus	11
nɪmonɪya	pneumonia	28
no (see also <u>honno</u>)	how?	1
no/na	is in...., is....ing	4
nodd V	call	17
nof		
nofru [ndu] (hoppɪ)	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>juŋgo ñaamo</u>)	18
ñaamrɪ [ndɪ] ( )	food, nutriment	15
ñaamlu V	lend, loan	26
ñaamande [nde] (ñaamaale)	loan, debt	26
ñaaw V	judge, pass judgement	35
ñaawd VB	go to court together, enter into litigation	35
ñal		
ñalel [ŋgel[(ñale)	calf	16
ñall V	pass/spend the day	2
ñalloma [∅] (ñallomaajɪ)	afternoon	8
ñannde/ñande [nde] ( )	day	11
ñaltaarɪ [nde] (ñaltaaɗe)	afternoon snack	16
ñande (see <u>ñall</u>)		
ñañe		
ñañeru [ndu] (ñañeejɪ)	fiddle	31
ñataa [∅] (ñataajɪ)	threepence	14
ñaw V	be sick	37

ñeɓɓ
    ñeɓɓe [ɗe] (no singular)   beans   21

ñɪɪ
    ñɪɪndere [nde] (ñɪɪɗye)   tooth   7

ñɪw
    ñɪwa [mba] (ñɪbbɪ)   elephant   34

ñoot   V   sew   28

- Ŋ -

- P -

pad
    padal [ŋgal] (paɗe)   shoe   16
palas [∅] (palasaajɪ)   place, opening   31
pañe [∅] (pañeejɪ)   basket, container   16
par   V   get done, finish   16
pasɪyon [∅] (pasɪyonaajɪ)   restaurant   26
paskɪ   because   8
Pate   P.N.   21
perekan [∅] (perekanɪɪjɪ)   white satin   32
pɪu   all, all together   16
polɪs [∅] (polɪsaaɓe)   policeman   12
pomp   V   pump   36
    pompe [∅] (pompeejɪ)   pump   36
pontu [∅](pontuujɪ)   nail   29
pootɪ [∅] (pootɪɪjɪ)   pot, can, tin   20
pos [∅] (posɪɪjɪ)   pocket   20
posto [∅] (postojɪ)   post office   24
puc
    pucu[ŋgu] (pucɪ)   horse   13
puɪɗo   (see <u>fuɪ</u>)
pullo   (see <u>ful</u>)
pur   for   8

- Q -

qa / -a   you (singular)   3
    qaɗa   you are ....ing   4
    qan   you (sg.), as for you (sg.)   8
qaa   Ah!   13
qaamɪɪn   amen   2
Qabdul   P.N.   15

qacc V	leave, abandon	10
qaccaaɗum [ɗum] ( )	inheritance, things left	19
qadd V	bring	9
qaddirɗum [ɗum] ( )	carrier, thing used to take something away	19
qaduna[∅] / qadunaru [ndu] ( )	world, this world	15
qafer [∅] (qaferaaji)	affair	35
qaksidaŋ [∅] (qaksidaŋaaji)	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 [∅] (qalkaaliiɓe)	village headman, local judge	29
Qalkamis	Thursday	12
Qalla	Allah, God	2
qalmet [∅] (qalmetaaji)	match	23
qalmu		
qalmuɗo [qo] (qalmuuɓe)	student	26
Qaltine (see also Teneŋ)	Monday	12
qam	me, mine	6
-qam / -am	my	3
Qamadu	P.N.	
qambasad [∅] (qambasadaaji)	embassy	24
Qamerika	America	11
qameŋ	ours, us	10
-qameŋ	our	5
qan (see qa)		
qand V	know	8
gandal [ŋgal] ( )	knowledge	19
qaparante [∅] (qaparanteeɓe)	apprentice	27
qar V	come	2
qardu [ndu] (garli)	final stage of coming	19
garol [ŋgol] (gari)	a rival, coming	19
garooɗum [ɗum] ( )	future, that which is coming	19
qart VB	return	
gartal [ŋgal] (gartaale)	return	19
gartol [ŋgol]		
qartid VB	return together	19
qartir VB	return bringing....	19
qarka [∅] (qarkaaji)	box	27
qasaman [∅] ( )	sky, heaven	15

qaw	V	
qawdı		sow [seed] 28
qawdu [ndu] (gawlı)		seed (adjective) 36
gawrı [ndı] (gawe)		seed 36
qawa		millet, 'couscous' 29
qayn	V	OK, all right, then, so 1
		herd [cattle]
gaynaako [qo] (qaynaaɓe)		shepherd 3
qe		and, with 1
qeɗen (see also qen)		we two are....ıng 4
qeeyı		yes 1
qekol [∅] (qekolaajı)		school 2
qen		we two, the two of us 4
qeɗen		we two are.....ıng 4
qenen		we two, as for the two of us 8
-qen		(pluralızıng suffıx) 9
qerpoot [∅] (qerpootııjı)		aırport 26
qertere [nde] gerte		peanut 22
qesırawo [qo] (qesıraaɓe)		ın-law 10
qeskul [∅] (qeskulaajı)		school 2
Qıbrayma		P.N.
qıl		
qılde [nde] (gıle)		hot pepper 18
qımm	V	spring, get up, orıgınate from, be from 11
qın		
qınde [nde] (qınɗe)		name 11
qıtt	V	remove, subtract, serve, take out 19
qıw	V	be from, come from 19
qo		he, she, ıt, thıs 2
		(Class Pronoun) 5
qomo		he/she ıs .....ıng 4
qon		thıs (retrospectıve pronoun) 8
qonñan		that day 12
qontuma		at that tıme 16
qoya		that [at a dıstance] 5
qoɗon (see qon)		
qokk	V	gıve
qomo (see qo)		
qon / -on		you (plural) 3
qoɗon		you (pl.) are ...ıng 4
qonon		you (pl.), as for you (pl.) 8
qon (see qo)		
qonon (see qon)		

qoto [∅] (qotooji)	auto	37
qoya (see qo)		
qudd V	close	5
quddit VB	open	5
qujunere [nde] (guluuje) (see also junne)	one thousand	20
qullu		
qullundu [ndu] (gulluudi)	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 [∅] (ratooji)	rake	29
rawa		
rawandu [ndu] (dawaadi)	dog	12
reed		
reedu [ndu] (deedi)	stomach	8
rem V	cultivate	10
demowo [qo] (remooɓe)	farmer	10
res V	put away, keep, marry	30
rew V	follow	34
	(adj. root) female	2
debbo [qo] (rewɓe)	woman	2
dewel [ŋgel] ( )	little woman	19
dewgal [ŋgal] (dewle)	marriage, wedding	27
ndewu [ŋgu] ( )	mare	19
rewru [ndu] ( )	bitch	19
riiw V	chase, send away	34
roond V	carry a load	37
rowani	last year	30
rulde (see rull)		
rull V	be cloudy, get cloudy	15
rulde [nde] (dule)	cloud	15
rutt V	turn back, return to base	16

- S -

saa / saq		
saare [nde] (caqe/saareeji)	village	1
saarenawo [qo] (saarenaaɓe)	villager, townsman	11
saabun		
saabunde [nde] (caabune)	soap	18
Saajo	P.N.	35
saaku [∅] (saakuuji)	sack, bag	20
sada [∅] (sadaaji)	unit of measurement	21
safara [∅] (safaraaji)	remedy	28
sagata [∅] sagataaɓe	youth	31
sago [ŋgo] ( )	wish, desire, pleasure	22
sagomaa tan	just as you wish	22
sal V	refuse	12
sala [∅] (salaaji)	bridge	26
salifana	early afternoon	27
salmin V	greet, regard, compliment	7
Samba	P.N.	1
sapp		
sappo [ŋgo] (cappanɗe)	ten	9
sara [∅] (saraaji)	watermelon	21
saysay [∅] (saysayiɓe)	mad, wild, uncontrolled person	22
seeɗa	a little, a bit, some	4
Seeni	P.N. (man or woman)	35
seer V	be expensive, costly	32
seern		
ceerno [qo] (seernooɓe / ceernooɓe)	Koranic teacher	11
seese	softly, gently, easily	34
sell V	be well	4
sent [∅] (sentaaji)	cent	20
seŋ		
seŋgo [ŋgo] (ceŋɗe)	side, edge	18
Seydu	P.N.	
si	if, when	3
si tawo	if, if perchance	10
Sibiti	Saturday	12
sigaret [∅] (segaretiiji)	cigarette	23
sikk V	think	10
siwo [∅] (siwooji)	bucket	20
sobe	seriously	31
sofer [∅] (soferiiɓe)	driver	27
sok V	lock	19
cokirgal [ŋgal] ( )	padlock	19
coktirɗum [ɗum] ( )	key, thing for unlocking	19
sokla [∅] soklaaji)	business, affairs	24
soldar [∅] (soldarooɓe)	soldier	12

sombe [∅] (sombeeji)	digging stick	29
son		
sondu [ndu] (colli)	bird	34
sondel [ŋgel] (sondelaaji)	candle	28
sooɗ V	buy	13
coggu [ŋgu] (cogguuli)	price	14
soora [∅] (sorraaji)	chapter, sura	5
sopp V	cut down	29
soras [∅] (sorasaaji)	orange	34
soyn		
soynde [nde] (coynɗe)	open land	29
subaka [∅] (subakaaji)	morning, early morning	16
sukaa		
sukaa / sukaaɗo [qo] (sukaaɓe)	child	11
cukayel [ŋgel] (cukayon)	little child	19
sukar [∅] ( )	sugar	22
sum V	burn	33
sumol [ŋgol] ( )	burn	33
Suŋkari	P.N.	
surnal [∅] (surnalaaji)	magazine, newspaper	35
suud		
suudu [ndu] (cuudi)	house	9
suuɗ V	hide, cache	35
suus V	be brave	8
cuusal [ŋgal] ( )	bravey, courage	19

- T -

taa- (plus possessive suffix)	own	17
taabul [∅] (taabulaaji)	table	18
taan		
taanirawo [qo] (taaniraaɓe)	grandchild	11
tabaka [∅] (tabakaaji)	tobacco	20
taɗɗy V	cut, chop	38
tak		
takko [ko] ( )	vicinity	18
taksi [∅] (taksiiji)	taxi	26
Talata	Tuesday	12
talk		
talkuru [ndu] (talki)	juju, charm, amulet	12
tam V	possess, have, hold	13
tamal [ŋgal] ( )	possession, ownership	19
tamre [nde] ( )	possession(s), things owned	19
tamugol [ŋgol] ( )	owning [the fact of]	19

tamate [∅] (tamateeɟɪ)	tomato	14
tamp V	be tired, get tired	17
tampere [nde] (tampe)	fatigue, suffering	19
tampɪn VB	tire, cause to get tired	17
tan	only	1
taɲa	trouble, something wrong	1
taŋka [∅] (taŋkaaɟɪ)	sixpence	17
taransu [∅] (taransuuɟɪ)	shilling	14
tard V	be late	25
tatɪ	three	9
tato	three [of [qo] class]	13
taw V	find	6
tawo	at that time, then, yet	7
sɪ tawo	if perchance	10
tawɪ	it happened	
te	and	16
tedd V	be heavy	37
teemed		
teemedere [nde] (teemeeɗe)	hundred	20
teerɪ [∅] (teerɪɪɓe)	friend	9
teew		
teew(u)[ŋgu] (tebbulɪ)	meat, flesh	16
teney [∅] (teneeɟɪ)	palm tree, oil palm	21
Teneŋ (see also Qaltɪne)	Monday	12
teŋk V	be steady, calm	30
tep	(full)up, to the top	36
teren [∅] (terenaaɟɪ)	train	26
tɪgɪ	real, really, even	16
tɪɪ		
tɪɪnde [nde] (tɪɪɗe)	forehead	33
tɪka [∅] (tɪkaaɟɪ)	head scarf	29
tɪmtor		
tɪmtorgal [ŋgal] (tɪmtorɗe)	mirror	18
tɪn V	perceive, sense, understand	16
tɪnɪn VB	show how, guide, make to understand	16
to/ton	there, to, at	1
toɓ V	rain	15
toɓal [ŋgal]/ toɓo [ŋgo] (toɓooɟɪ)	rain	15
tokos	small (adj. root)	19
tokosel [ŋgel] (tokosun)	small[one],little[one]	19
ton (see to)		
tooɲ V	coerce, oppress, offend, be unjust to	17

trakto [∅] (traktooɟı)	tractor	36
tuma	time, when, when?	2
tut V	vomit, puke	28
tuuba [∅] (tuubaaɟı)	trousers, pants	21
tuubaako [∅] (tuubaakooɓe)	European, white man, boss	7

- W -

waal V	pass/spend the night, lie down	1
balɗe [ɗe] (no singular)	days [of 24 hours]	26
mbaldı [ndı] (baldı)	bed	18
wallın VB	lay, place, put, cause to lie	18
walt VB	lie down flat	19
waltın VB	lay down flat, smooth out	19
waaw V	be able	10
waɗ V	do, make, happen	7
wak		
wakande [nde] (bakale)	box, chest	18
wakıl V	endeavor, try	31
waktu [∅] (waktuuɟı)	time, hour	18
wall V	help	17
ballal [ŋgal] ( )	aid	19
wallın (see waal)		
war V	kill	16
barogal [ŋgal] ( )	larger carnivorous beast	19
barogel [ŋgel] ( )	smaller carnivorous beast	19
mbaroodı [ndı] (baroodı)	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] (wayluuɓe)	smith	30
wayr V	go a long time without...ing	1
wee		
weendu [ndu] (beelı)	lake	29
wel V	be sweet, pleasing, nice, be sharp	15
welt VB	be pleased, rejoice	15
weltaare [nde] ( )	pleasure	19

welo [∅] (welooɟi)	bicycle	37
weyd V	be fine, nice, beautiful	13
wii V	say	3
wind V	write	19
windurgal [ŋgal] ( )	pen	19
woɗ	(adj. root) other	
goɗɗo [qo] (woββe)	someone [else]	9
goɗɗum [ɗum] ( )	something [else]	
woɗ V	to be taboo	
mboɗɗi [ndi] (bolle)	snake, serpent	13
woɗɗ V	be far, be at a distance	18
goɗɗoɗum [ɗum] ( )	distance, distant thing	19
won V	be, become, exist	7
wood V	have, possess, own	23
wopp V	throw	39
wor	(adj. root) male	
gorko [qo] (worβe)	man, male, husband	5
wotaa/ wataa	don't (with imperatives)	6
wotir [∅] (wotiraaɟi)	car	27
wott V	eat lunch	22
bottaare [nde] (bottaaje)	lunch, noon meal	22
woy		
woyndu [ndu] (boyli)	well	11
wud		
wudere [nde] (gude)	loin cloth, 'pagne'	17
wuɟ V	steal	34
guɟɟo [qo] (wuyβe)	thief	34
wul V	be warm, hot	15
gulɗum [ɗum] ( )	warmth, warm thing	19
wulin [∅] (wulinaaɟi)	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 [∅] (wutteeɟi)	shirt, garment	18

- Y -

-ya	that (demonstrative suffix)	5
yaa V	go	1
yaad VB	go with	11
yaadu [ndu] (jaali)	departure, journey	19
yaarowo [qo] (yaarooβe)	traveler	19
yahan VB	go for [someone]	19

yahowo [qo] (yahooɓe)	who went	19
jahal [ŋgal] (jahe)	traveling	19
jahol [ŋgol] ( )	going [the process]	19
ñjahaŋgal [ŋgal] ( )	journey, trip	19
yaaf V	forgive	17
yaar [∅] (yaaruuji)	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] (jaawlɪ)	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
yeɗɗyɪt V	forget	24
yees		
yeeso [ŋgo])jeese)	front	18
yewt V	chat, converse	13
yewtere [nde] (jewte)	conversation, chat	30
yey V	sell	9
yɪɗ V	want, like	5
jɪɗal [ŋgal] ( )	heart's desire, object of wanting	19
jɪɗgol [ŋgol] ( )	wanting, liking	19
yɪɪ V	see	1
yɪɪd VB	see one another	8
yɪmɓe (see neɗɗo)		
yɪt		
yɪtere [nde] (gɪte)	eye	7
yo	may [he, etc], let [him, etc.]	2
yoɓ V	pay	16
ñjoɓdo [ndɪ] (joɓɗɪ)	payment	39
yomb		
jombaajo [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

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