

HAUSA

BASIC COURSE



This work was compiled and published with the support of the Office of Education, Department of Health, Education and Welfare, United States of America.

CARLETON T. HODGE AND IBRAHIM UMARU
FOREIGN SERVICE INSTITUTE

WASHINGTON, D.C.

1963

DEPARTMENT OF STATE

HAUSA

FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES
Edited by
CARLETON T. HODGE

BASIC COURSE

P R E F A C E

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

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

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



Howard E. Sollenberger, Dean
School of Language and Area Studies
Foreign Service Institute
Department of State

HAUSA

TABLE OF CONTENTS

Preface	111
Introduction	x
Unit 1	
Basic Sentences: 'Greetings'	1
Note 1.1 Pronunciation and Spelling	3
Note 1.2 Tone	3
Note 1.3 Formulae	8
Unit 2	
Basic Sentences: 'Any News?'	14
Note 2.1 Vowels	16
Note 2.2 Interrogative /wàné/	18
Note 2.3 Particle /to/	18
Note 2.4 /kwānā/ /kwan/	19
Unit 3	
Basic Sentences: 'Directions'	23
Note 3.1 Consonants	25
Note 3.2 /nē/ of equivalence	27
Unit 4	
Basic Sentences: 'Messages'	32
Note 4.1 Verb: Perfective	34
Note 4.2 Verb: Relative Perfective	36
Note 4.3 Noun: /-n̄/ 'the'	37
Note 4.4 Adverbials. Short Vowel	37
Note 4.5 Verb: Verb with /dà/	38
Unit 5	
Basic Sentences: 'Workers'	45
Note 5.1 Pronoun	
Note 5.1.1 Independent Pronoun	47

BASIC COURSE

Note 5.1.2 /ma-/ plus Suffix Pronouns	48
Note 5.1.3 /n/, /r̄/ plus Suffix Pronouns	49
Note 5.2 Noun-n-Noun Construction	49
Note 5.3 Noun: /-n̄/, /-r̄/ 'the'	52
Note 5.4 Interrogative. /wàcè/	52
Unit 6	
Basic Sentences: 'Inquiries'	58
Note 6.1 Verb: Objects	60
Note 6.2 Verb: Review	
Note 6.2.1 Verb: Types	61
Note 6.2.2 Verb: Stem Vowel	62
Note 6.3 Pronoun Review	63
Note 6.4 /wajen/	64
Unit 7	
Basic Sentences: 'More Inquiries'	71
Note 7.1 Verb: Negative Perfective	73
Note 7.2 Negative /bā... ba/ in equational constructions.	74
Note 7.3 /nan/	74
Note 7.4 Syntax. Question and Answer	
Note 7.4.1 Answering question with question	74
Note 7.4.2 /ī/, /ā'ā/ as answers to questions	75
Note 7.5 Formulae	75
Note 7.6 Verbs /dāukā/ and /dāukē/	75
Unit 8	
Basic Sentences: 'We'll Visit You'	83
Note 8.1 Verb: /za-/ future	85
Note 8.2 /sa1/	86
Unit 9	
Basic Sentences: 'Going?'	94
Note 9.1 Verb: Negative Future	95
Note 9.2 Verb: /gaidā/, /gaisā/, /gaishē-/	96
Note 9.3 /fa/	96

HAUSA

Unit 10	
Basic Sentences: 'Go to Market'	103
Note 10.1 Verb: Optative	104
Note 10.2 Verb: /yɪ/ plus Noun	105
Unit 11	
Basic Sentences: 'Not Going'	113
Note 11.1 Verb: Negative Optative	114
Note 11.2 Verb: Verb: /sanɪ̃/	115
Unit 12	
Basic Sentences: 'Finding Someone'	122
Note 12.1 Verb: Imperative	123
Note 12.2 /màná/	125
Note 12.3 /wanɪ/, /wata/, /wasu/	126
Unit 13	
Basic Sentences: 'Going After Something'	133
Note 13.1 /nē/, /cē/	134
Unit 14	
Basic Sentences: 'You know?'	142
Note 14.1 /na/, /ta/	
Note 14.1.1 /na/, /ta/ forms	143
Note 14.1.2 /na/, /ta/ usage	145
Note 14.2 Verb: /sâtā/	145
Unit 15	
Basic Sentences: 'Going Away to Study'	154
Note 15.1 Verb: /zā̀/ 'go, about to go'	155
Note 15.2 /nã/ 'is'	157
Note 15.3 /wandà/	159
Note 15.4 /kwas̀/	159
Note 15.5 /kāmā/	159
Note 15.6 Verb: /tabbātā/	160

BASIC COURSE

Unit 16	
Basic Sentences: 'Medicine: Expecting'	165
Note 16.1 /nǎ/: Verbal Nouns and Verb Forms	166
Note 16.2 Verb: Plural	171
Unit 17	
Basic Sentences: 'Malingering?'	178
Note 17.1 /bǎ-/ - Negative Progressive	179
Note 17.2 /ruwan/ 'the business of __'	180
Unit 18	
Basic Sentences: 'Trying to Collect'	186
Note 18.1 Expressions of Possession	
Note 18.1.1 /nǎ/ plus /dà/ phrase	187
Note 18.1.2 /bǎ`/ plus /dà/ phrase	187
Note 18.2 Review of Negative Forms	
Note 18.2.1 /ba/	188
Note 18.2.2 Other Negatives	189
Note 18.3 Verb: /bǎ/ 'give'	190
Unit 19	
Basic Sentences: 'Tree-cutting'	196
Note 19.1 Verb: Relative Perfective	197
Note 19.2 Prefix /mǎi/, /mǎsu/	200
Unit 20	
Basic Sentences: 'Let's go Somewhere'	206
Note 20.1 /kě/ relative	207
Unit 21	
Basic Sentences: 'Let's Go to the Game'	213
Note 21.1 /kǎn/ - Habitual	214
Unit 22	
Basic Sentences: 'What Color Do You Want?'	220
Note 22.1 Noun: Plurals	222

HAUSA

Note 22.2	Noun: 'Adjective' type	227
Note 22.3	/gāra/	229
Unit 23		
Basic Sentences:	'Bikes for Tikes'	236
Note 23.1	Verb: Indefinite Future	237
Note 23.2	Pronoun Review	238
Unit 24		
Basic Sentences:	'Get It For Me'	251
Note 24.1.1	Cardinal Numerals	
Note 24.1.1	Cardinal Numerals	252
Note 24.1.2	Numerals in Compounds: /-ɗaɪ/	253
Note 24.1.3	Numerals and Other Quantity Words with /na/ and /ta/	253
Note 24.2	Telling Time	
Note 24.2.1	Time by the Hour	254
Note 24.2.2	Time of Day	254
Note 24.2.3	Other Terms for Time	258
Unit 25		
Basic Sentences:	'Around Home'	265
Note 25.1	/nan/ - /can/	266
Note 25.2	Verb: Suffix /-ɓ/	267
Unit 26		
Basic Sentences:	'Chitchat'	275
Note 26.1	Compounds of /wa/ and /me/	276
Note 26.1.1	/wā... wa/	277
Note 26.2	Verb: Suffix /-aɾ/	278
Unit 27		
Basic Sentences:	'Save Your Money'	286
Note 27.1	Noun: Adjective Type in /-aCC-ē/	288
Unit 28		
Basic Sentences:	'Foot in Mouth'	294

BASIC COURSE

Note 28.1	/don/	295
Note 28.2	/daɪ/	296
Unit 29			
Basic Sentences: 'Orders Around Home'			301
Note 29.1	Reduplication: Complete		302
Note 29.2	Diminutive /ɗan/		304
Unit 30			
Basic Sentences: 'Asking Around'			309
Note 30.1	Reduplicative Prefix CVC-		
Note 30.1.1	Verb: Reduplicative Prefix CVC-		310
Note 30.1.2	Noun: Reduplicative Prefix CVC-		315
Note 30.2	/kɔ̄ kùwā/		315
Appendix I Supplementary Conversations			
1.	At the Office in the Morning		322
2.	At the Office		324
3.	About Town		328
4.	At the Market		332
5.	Inspecting a School		336
6.	A Master and His Servants		340
7.	A Call on an Emir		344
Appendix II	Selected Translations of Drill Sentences ...		350
Hausa-English	Vocabulary		377

HAUSA

INTRODUCTION

The Hausa Language

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

This Course and Its Use

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

BASIC COURSE

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

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

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

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

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

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

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

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

BASIC COURSE

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

1. Sample Drill

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

a) GD 1.1.1 High Tone: Learning Drill

[Instructor or Tape]	[Student]
ni	(repeats: ni)
ka ₁	(repeats: ka ₁) etc.

b) GD 5.2 Variation Drill

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

c) GD 27.1.1 Forms in /-aCCe/

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

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

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

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

2 Substitution Drill

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

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

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

3 Transform Drill

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

BASIC COURSE

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

a) Simple Transform Drill

GD 10.1 Future with Optative Transform

[Future]	Zaka tafi gidan Musa da yamma.	(repeats)
[Cue]	Optative	(Ka tafi gidan Musa da yamma.)
[Confirmation]	Ka tafi gidan Musa da yamma.	(repeats)
[Future]	Zaka je ofis yanzu.	(repeats)
[Cue]	Optative	(Kaje ofis yanzu.)
[Confirmation]	Kaje ofis yanzu.	(repeats)

b) Multiple Transform Drill without Cue

GD 8.1 Perfective - Negative Perfective - Future

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

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

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

c) Multiple Transform Drill with Cue

These are to be drilled the same as substitution drills:

GD 9.1.3 Perfective - Negative Perfective - Future -
Future Negative

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

d) Transform Drill with Substitutions

GD 7.1.1 (see page 77) Perfective - Negative Perfective

[Perfective]	Yazo da alkalami.	(repeats)
[Cue]	Beep	(Bai zo da alkalami ba.)
[Confirmation]	Bai zo da alkalami ba.	(repeats)
[Cue]	ni	(Nazo da alkalami.)
[Confirmation]	Nazo da alkalami.	(repeats)
[Cue]	Beep	(Ban zo da alkalami ba.)
[Confirmation]	Banzo da alkalami ba.	(repeats)
[Cue]	ita	(Tazo da alkalami.)

BASIC COURSE

- [Confirmation] Tazo da alkalami. (repeats)
[Cue] Beep (Bata zo da alkalami ba.)
[Confirmation] Bata zo da alkalami ba. (repeats) etc.

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

4. Question and Answer Drill

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

GD 5.2

- [Question] Har su nawa? (repeats)
[Answer] Wajen mutum biyu. (repeats)
[Question] Har ku nawa? (repeats)
[Answer] Ni da Musa ne kafa. (repeats) etc.

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

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

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

GD 29.1.2

- | | | |
|----------------|--|---|
| [Question] | Abincin da kuka ci jiya
mai <u>ruwa</u> ne? | (repeats) |
| [Answer] | I, mai ruwa-ruwa ne, mara
dafi kuma. | (repeats) |
| [Cue] | sanyi | (Abincin da kuka ci jiya
mai sanyi ne?) |
| [Confirmation] | Abincin da kuka ci jiya
mai sanyi ne? | (I, mai sanyi-sanyi ne,
mara dafi kuma.) |
| [Confirmation] | I, mai sanyi-sanyi ne,
mara dafi kuma. | (repeats) |

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

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

BASIC COURSE

Further Study

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

Acknowledgments and Notes

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

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

Select Bibliography

General Works

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

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

International African Institute. Africa bibliography series: ethnography, sociology, linguistics and related subjects. (Based on the bibliographical card index of the International African Institute) compiled by Ruth Jones. London, 1958 __. Vol.1, West Africa, p. 28-31.

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

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

UNIT 1

BASIC SENTENCES

Audu

Hello.

Sàlāmù àlaikùm.

Yusufu

(particle of politeness)

àmīn

and greetings to you

wa 'àlaikà sàlāmù

Well, hello!

Àmīn, wa 'àlaikà sàlāmù.

A

where, why, how

inā

spending the night, night-time,

kwānā

(period of a) day

good morning, how are you

inā kwānā

Yusufu (Joseph)

Yūsufù

How are you, Yusufu?

Inā kwānā Yūsufù?

Y

health, well-being

lāfīyà

very

lau

Very well.

Lāfīyà lau.

A

how

yāyà

child, boy

yārò

children

yārā

How are the children?

Yāyà yārā?

Y

they're in [good] health	sunà lāfīyà
very, very	kalau
They're very well indeed.	Sunà lāfīyà kalau.

A

how	yà
family	iyālì
spending the night of the family	kwānan iyālì
How's the [rest of the] family?	Yà kwānan iyālì?

Y

Fine.	Kalau.
-------	--------

A

thanks; wonderful	mādàllā
except; until	sai
a short time	anjumà
I'm glad to hear that. See you later.	Mādàllā, sai anjumà.

Y

All right. ('That's it' or 'That's so')	Shīkēnan.
---	-----------

NOTES

Note 1.1 Pronunciation and Spelling

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

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

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

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

Note 1.2 Tone

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

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

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

kwānā	high - high
ƙalau	high - high
yārò	high - low
Yūsufù	high - high - low
ìnā	low - high
yārà	high - low - high
ìyālì	low - high - low
anjumà	high - high - low
yàyà	low - low
àmīn	low - high
lāfiyà	high - high - low

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

y ā r á

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

ì y á l ì

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

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

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

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

5 l ā f 1
 4 l a u
 3 y à
 2
 1

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

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

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

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

Examples from the Basic Sentences are:

6					s ú
5		n ā	k w ā	n ā	y ū
4					
3	ì				fù
2					
1					

6 r á
 5 y a
 4 à
 3 y à y à à
 2
 1

6 y á
 5 k w ā n a n
 4
 3 y à ì lî
 2
 1

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

Examples of two phrase sentences are:

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

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

The phrases are separated here by / | /.

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

Note 1.3 Formulae

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

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

Some information on the formulae of this unit is:

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

wa'alaikà sàlāmù	is the answer to the above.
inā kwānā́	is to be used in the morning. The reference is to how the other person has spent the night (/yā kwāna/ 'he spent the night')
sai anjumā́	implies that one is likely to see the person addressed in the near future.

GRAMMATICAL DRILL

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

GD 1.1 Tone Recognition - Learning Drill

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

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

nī	I	sū	they	kwānā́	day
kaɪ	you (m.)	lau	very	nēmā́	looking for
kē	you (f.)	ganī	seeing	dāwṓ	return
shī	he	gidā́	house	kātākṓ	lumber
mū	we	kusa	near	makarantā́	school
kū	you (pl)	cikī	inside	ma'aikatā́	place of work

GD 1.1.2 Low Tone

wà`	who?	yàyà`	how?	yàushè`	when?
mè`	what?	àkwàtì`	box	àyàbà`	banana

GD 1.1.3 High - Low Tone

sā`	put	bā`	there is not
sō`	liking	kyau`	goodness, beauty

High - Low Tone on separate syllables

ā`à`	no	jìyà`	yesterday	fārà`	began
watā`	moon	yārò`	child	gōdè`	thank
gayā`	say	dōkì`	horse	cīwò`	sickness
gabàs`	east				

GD 1.1.4 Low -High Tone

tàfì`	go	àkwai`	there is	hūlā`	hat
àmin`	amen	kòyō`	learn	dāmu`	worry
sānnu`	greetings	mātā`	woman	rīgā`	gown
yānzù`	now				

GD 1.1.5 Other Combinations of Tone

Low Low High

tàmbàyì`	ask	tākàlmī`	shoe, sandal
----------	-----	----------	--------------

Low High High

mātātā`	my wife	gòdiyā`	thanks	kāsuwā`	market
---------	---------	---------	--------	---------	--------

Low High Low

tàfiyā̀	going	lābārī̀	news
iyālī̀	family	sūkūnī̀	chance

High High Low

lāfiyā̀	well-being	anjumā̀	a short time
mālantā̀	teaching	kāfintā̀	carpenter

High Low High

hankālī̀	intelligence	mādāllā̀	thanks	laifī̀	fault
tabbātā̀	be sure	tunāwā̀	remembering	yārā̀	children
māgānī̀	medicine	yammā̀	evening		

Other Combinations:

Low Low High Low	wātākīlā̀	perhaps
High Low Low High	ma'āikācī̀	worker
High Low High Low	asibitī̀	hospital

GD 1.2 Tone Recognition - Same or Different Drills

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

GD 1.2.1 Same or Different

yāyā̀	scraping clean	yāyā̀	scraping clean	S
yāyā̀	how?	yāyā̀	how?	S

yāyā	scraping clean	yāyā̀	how?	D
yā̀ya	elder brother	yā̀yā̀	how?	D
yā̀ya	elder brother	yā̀ya	elder brother	S
yāyā	scraping clean	yā̀ya	elder brother	D
yā̀yā̀	how	yāyā	scraping clean	D

GD 1.2.2 Same or Different

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

GD 1.2.3 Same or Different

sū mā	they also	sū mā	they also	S
sū mā	they also	sūmā̀	(thick) hair	D
su mā	they also	sū mā	they also	S
sū mā	they also	sūnā̀	(thick) hair	D
sūmā̀	(thick) hair	sūmā̀	(thick) hair	S

GD 1.2.4 Same or Different

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

mātā	wives	mātā	wife	D
mātā	wife	mātā	wife	S

GD 1.3 Tone Recognition - Identification

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

GD 1.3.1 Tone Identification - Two Tone Sequences

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

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

GD 1.3.2 Tone Identification - Three and Four Tone Sequences

ma`aikātā	workers	HLLH	lābārī	news	LHL
makarantā	school	HHHH	yamma	west	HLH
àkwātì	box	LLL	jākādà	consul	LHL
hutāwā	resting	HLH	gidankà	your house	HHL
kō`inā	wherever	HLH	māsīnjà	messenger	HHL

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

UNIT 2

BASIC SENTENCES

A

(part of polite greeting)

baṙkà

in connection with, with; and

dà

sun, mid-day, late morning

rānā

Good afternoon. or: Good morning.

Baṙkà dà rānā.

Y

also

kàdaɪ

Good [afternoon to you,] too.

Baṙkà kàdaɪ.

A

work

aiki

How's work?

Yà aiki.

Y

thanks

gòdiyā

[Fine,] thanks be [to God].

Dà gòdiyā.

('with thanks')

A

there is, there are

àkwaɪ

news, information

lābārī

Is there any news?		Àkwa1 lābārì?
	Y	
what - ?, which - ? (m.)		wàné
kind, sort		irì
What kind?		Wàné irì?
	A	
in connection (with)		gàme (dà)
salary		àlbāshī
With regard to salary.		Gàme dà àlbāshī.
	Y	
back		bāyā
after ('back of')		bāyan
two		bīyu
[It'll be] two more days ('except after day two').		Sa1 bāyan kwānā bīyu.
	A	
yes (particle of assent)		tō`
Is that so? All right.		Tō`? Shīkēnan.
	Y	
he got off (conveyance), alighted, arrived		yā sàuka
get off, alight, arrive!		sàuka
Yes, [that's right]. Goodby ('arrive safely!').		Tō`, sàuka lāfiyā.
	A	
Goodby ('amen!', 'may it be so').		Àmīn.

NOTES

Note 2.1 Vowels

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

i	u	ī	ū
e	o	ē	ō
a		ā	

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

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

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

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

/u o a/ have a y glide before /ny/ or before /nk, ng, nʔ, nsh/ followed by /ɪ/ or /e/. For example, /sanyī/ 'cold' [sʌʏnyɪ:], /ruwankī/ 'your (f.) concern' [ruwʌʏŋkɪ˘], /ɪnā sɔ̀nkì/ 'I like you (f.)' [so˘ʏŋkɪ˘], /kwānan iyā̀lì/ 'the spending the night of the family' [kwa:nʌʏŋʔiya:lɪ˘]. /u/ may be [uʏ], [ūʏ] or [ü].

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

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

the ah said for the doctor). /aikī/ 'work' is often [ayki₁], [ayki·] or even [ayki]. It is rarely [ayki:]; it is never [ayki?].

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

An interesting contrast of length is found in the names of animals and nicknames based on these. /dōkī/ is 'horse'. /dōki/ (with a final short vowel) is a nickname for a person who reminds one of a horse. /jākī/ is 'donkey'; /jāk₁/ is a nickname for a person who reminds one of a donkey - that is, a person who plugs along doing work demanding great endurance yet suffering abuse without it seeming to bother him.

Note 2.2 Interrogative /wàné/

Wane iri?

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

Note 2.3 Affirmative particle /to/

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

/tō/	(high level)	respectful reply to an elder who has made a request or given an order (frequently used by children)
/tō`/	(high falling)	assent (between equals)
/tó/	(question tone, high with short fall)	1) reply when a person disagrees but doesn't want to say anything 2) expression of doubt 3) in connection with other words: /tó, shīkēnan/ 'well, that's how things are'
/tōṑ/	(drawled low high low)	expression of surprise at learning something
/tòtòtòtō`/	(indefinite number of lows followed by high falling)	expression of surprise

Note 2.4 /kwānā/ - /kwan/

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

GRAMMATICAL DRILL

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

GD 2.1 Vowel Quality

GD 2.1.1 /ɪ/

ɪrì	kind	ìdan	if
asìbitì	hospital	ìnā	where
bìyu	two	fìtā	going out
cìkì	stomach	tàfɪ	go
ɪtācē	tree		

GD 2.1.2 /ī/

ī	yes	lōkácī	time
nī	I	sanyī	cold
ànīnī	anini	saukī	ease
cīwō	illness	māgānī	medicine
rīgā	robe	ganī	seeing

GD 2.1.3 /e/

dà gāske	extremely	wàcè	which (f.)
gàme	together	wànè	which (m.)
gōbe	tomorrow	màcè	woman
gōdè	thank	àladè	pig

GD 2.1.4 /ē/

mē	what	wākē	beans
nēmā	searching	cē`	say
wajē	direction	darē	night
nājē	I went	ɪtācē	tree

GD 2.1.5 /u/

zuwà	coming	biyu	two
anjumà	a short time	dàmu	worry
kusa	near	sànnu	greetings
kullum	every day	yànzù	now

GD 2.1.6 /ū/

mū	we	sū	they
kū	you (pl.)	sùkūnì	time available

GD 2.1.7 /o/

zo	come!	dāwo	return!
----	-------	------	---------

GD 2.1.8 /ō/

dōkì	horse	lōkàcī	time
gōbe	tomorrow	dāwō	return
kōma1	everything	sābō	new

GD 2.1.9 /a/

dàgà	from	darē	night
màcè	woman	sani	know
hakà	thus	sarkī	emir
ìdan	if	wànè	which (m.)
gabàs	east	yànzù	now

GD 2.1.10 /ā/

ā'ā	no	yārò	child
rānā	day	gòdīyā	thanks
gyārà	repair	gyàdā	peanuts
bāyā	back	yārā	children

GD 2.1.11 /a₁/ (= /ay/ and /au/ (= /aw/))

aikì	work	kyaù	goodness, beauty
àkwai	there is	lau	very
bakwàì	seven	yaù	today
laifì	fault	daukà̀	take
ma 'àikàcì	worker		

GD 2.2 Short-Long Contrast in Final Position

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

dāma	right hand	dāmā	opportunity
nagàri	a good person	na gārī	one pertaining to the town
Sulè	(a nickname)	sulē	shilling
Jākì	(a nickname)	jākī	donkey
Dōkì	(a nickname)	dōkī	horse

UNIT 3

BASIC SENTENCES

Audu

afternoon to evening

yam̄mā

Good evening.

Baṛk̄ā̀ dā yam̄mā.

Bello

Good evening!

Baṛk̄ā̀ kàdā̀.

A

today

yaù

damp cold

sanyī

ease

saukī

to some extent, a little

dā saukī

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

Yaù sanyī dā saukī.

B

yes

ī

there is not, there

is no --; without

bā`

fault

laifī

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

bā` laifī

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

ī, bā` laifī.

A

where is (it, he - m.)

inā nē

office

ōfìs

consul	jàkādà
the office of the consul	ōfìshɪn jàkādà
American Consul	jàkādàn Amìrkà
Where is the American Consulate?	Ìnǎ nè ōfìshɪn jàkādàn Ámìrkà?

B

east	gabàs
west	yamma
it's east (of: /dà/)	yanà gabàs
market place	kàsuwā
It's east of the market place.	Yanà gabàs dà kàsuwā.

A

distance	nīsā
far ('with distance')	dà nīsā
from	dàgà
here	nan
Is it far from here?	Dà nīsā dàgà nan?

B

no	ā'á
near	kusa
No, it's close.	Ā'á, kusa nè.

A

thank	gōdè / gōdè
Thank you ('I thanked').	Nā gōdè.

B

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

dāmu
Kadà kà dāmu.

GRAMMATICAL NOTES

Note 3.1 Consonants

Hausa has the following consonants:

Plain Voiceless	p t k f h s c sh '
Glottalized Voiceless	ʔ ts
Plain Voiced	b d g z j r ɾ l m n w y
Glottalized Voiced	ɓ ɗ

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

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

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

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

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

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

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

The consonants /k g/ are palatalized [k̟ ɡ̟] and may have a y off-glide before /ɪ/ and /e/: /jàkɪ/ [k̟ʏ] 'donkey' /bàkī/ [k̟ʏ] 'mouth', /gɪdā/ [ɡ̟] 'house', /kē/ [k̟] 'you (f. sg.)'. They are also [k̟ ɡ̟] before /y/: /kyau/ 'goodness', /gyārā/ 'repair'.

/b ɓ k ƙ g/ are labialized (pronounced with rounded lips, usually with a w off-glide) before /u/ (short), /o/ and /ō/. While the lips are rounded before /ū/ also, there is no w off-glide. Examples: /bùhū/ [bʷ] 'sack' /ɗ'an bōkō/ [bʷ], [kʷ] 'person educated along western lines', /ɓuntū/ [ɓʷ] 'rice-husks', /ɓōyè/ [ɓʷ] 'hide', /kunnē/ [kʷ] 'ear', /kō/ 'or', /kùndū/ [kʷ] 'gizzard', /kōfā/ [kʷ] 'doorway'.

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

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

Compare:

garwā	[r ^u w]	gasoline can	kwaḵwalwā	[l ^u w]	'brain'
ḵaryā	[r ^l y]	lie	tākālmī	[l ^l m]	'sandal'
sarkī	[r ^l k]	emir	tākalmā	[l [^] m]	'sandals'

/r/ does not have any such release.

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

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

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

Note 3.2 /-nē/ of equivalence

inā nē

kusa nē

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

GRAMMATICAL DRILL

GD 3.1 Consonants

/t/	tābā	tobacco	fīta	go out!
	tāfɪ	go	ma 'aikātā	workers
	tarā	nine	man̄ta	forgetting
	tāre	together	mātā	wife
	tārō	meeting	mūtum̄	man
	tō`	yes	watā	moon
	tùkūnā	not yet	zātō	thinking
/k/	kāmā	one like	àkwātī	box
	kātākō	lumber	cikī	stomach
	kirā	call!	hakā	thus
	kō'inā	everywhere	hankālī	good sense
	kōyō	learn	makarantā	school
	kudī	money	tākālmī	shoe
/k/	kwallō	soccer	sākō	message
	karyā	lie	saukī	ease
	kārshē	end	watākīlā	perhaps
	kalau	very well		
/b/	bābbā	big	bāyā	back
	bakwāɪ	seven	bīyu	two

/b/	buntù bōyè	rice husks hide	kàrbā lēbè	receive lip
/d/	dabbā dāwō	animal return	darē dōkī	night horse
/d/	dāya dā	one son	kāfadā kadā1	shoulder only
/g/	ganī gidā	see house	dāgā rīgā	from robe
/f/	fitā fārā	going out begin	tāf1 dafā	go cook
/h/	har hārbā	until shooting	hūlā tāho	hat come!
/s/	sābō sāuka sū	new arrive they	gabās nīsā	east distance
/ts/	tsūfā tsōrō	grow old fear	tsuntsū	bird
/z/	zo zātō zaunā	come thinking sit	yānzū	now
/c/	cē cīwō	say sickness	itācē ābīnc1	tree food

/j/	jàkādà	consul		
/sh/	shī shiryà	he prepare	ōfìshì yàushè	the office when
/ʼ/	ā'ā ma'ālkātā 'yā	no workers daughter	(ʼ)inā kō'inā nā'am	where everywhere yes
/r/	ruwā rēnà	water despise	wurī irī	place kind
/r/	murnā ārbā'in tarā	joy forty nine	yā baṣ shi biyaṣ	he left him five
/l/	lābārī lāfiyā	news well-being	kullum mādallā	every day thanks
/r/, /l/ before other consonants				
	karfè	metal	kalwā	seeds of locust- bean tree
	sarkī	emir	ālfadarī	mule
	bùdurwā	girl	ālgaitā	a type of flute
	angùryā	cotton seed	ālkalamī	pen
	garwā	gasoline tin	ālbashī	salary
/m/	manṭā mùtum	forget man	mū mātā	we wives
/n/	nēmā nī	searching I	nan ìdan	here if

/w/	watà nawà	month how much	yaù kyaù	today goodness
/y/	yâyâ yāwò	how walking	iyālì kaì saì	family you until

Single and double consonants.

àljanā	female Jinn	àljannà	paradise
àljanī	male Jinn	àljannū	Jinn (pl.)
dabà	(name of a play in the game /ludò/	dabbâ	animal
yā sanî	he knows	yā san nî	he knows me

Bello

Good morning, Shehu.

Ìnā kwānā Shéhu?

Shehu

Fine.

Lāfiyā̀ lau.

B

he came

yāzō

house, compound

gidā

your (m.) house

gidankà

night

darē

at night

dà dare

Did Mamman come to your house
at night?

Mammàn yāzō gidankà dà daré?

S

they came

sunzō

direction

wajē

place of; about; towards

wajen

metal; o'clock

karfè

nine

taɾà

Yes, they came about nine
o'clock.

Ì, sunzō dà wajen karfè taɾà.

B

you (m.) came

kāzō

message; item sent by someone

sākō

the message

sākòn

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

yā gayà makà

the message which he told you

sākon dà ya gayà makà

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

Kāzō dà sākon dà ya gayà mákà?

S

he forgot
I forgot [it].

yā mantā

Nā mantā.

B

she came
cigarette(s); tobacco

tāzō

tābà

Did Halima come with cigarettes?

Hālīmà tāzō dà tābà?

S

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

wàtàkìlà/watakìlà/watakìlà

yā fìta

bàn fìta ba

nā ganī

Perhaps, I didn't go out and see.

Wàtàkìlà, bàn fìta nā ganī ba.

B

if
[or,
messenger
he returned

ìdan

in]

māsɪnjà

yā dāwō

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

S

All right. Tō`.

NOTES

Note 4.1 Verb: Perfective

nā gōdè	I thank	yā gayà makà	he told you
nā mantā	I forgot	yā dāwō	he returned
nā ganī	I saw	tāzō	she came
kāzō	you came	sunzō	they came
yāzō	he came		

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

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

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

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

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

The prefixes themselves fall into two groups, those which have high tone and length (/nā/, /kā/, /yā/, /tā/) and those which have high tone and /n/ (/kin/, /mun/, /kun/, /sun/, /an/).

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

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

nācē`	I said	mun dāwō	we returned
sun fīta	they went out	yā ganī	he saw
mun gayā̀	we told	kun maṅtā	you (pl.) forgot
tā gōdè	she thanked	an sāuka	someone arrived

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

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

From the point of view of pronunciation it should be noted that the prefixes in /-n/ are /kim/, /mum/, /kum/, /sum/ and /am/ before /m/ or /b/: /mum maṅtā/ 'we forgot' (written, of course, /mun manta/). (See Note 3.1)

Note 4.2 Verb: Relative Perfective

Kazo da sakon da ya gaya maka?

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

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

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

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

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

sākṑn̄

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

Note 4.4 Adverbials: Short Vowel

darē	night
Yāzṑ dā̀ dare.	He came at night.

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

rānā	day, sun	dā̀ rāna	during the day
yām̄mā	evening	dā̀ yamma	in the evening

For example,

Nā dā̀mu dà̀ rā̀nā. I'm bothered by ('with') the sun.

Nā dā̀mu dà̀ rā̀na. I'm bothered in the afternoon.

(/dā̀ rā̀na/ refers to [usually late] morning or early afternoon.)

Note 4.5 Verb: Verb with /dā̀/

Many verbs are regularly used with /dā̀/, as /dā̀mu/ in the examples above. Some verbs may take a direct object or be followed by /dā̀/. One of these is /màntā̀/: /yā̀ màntā̀ dà̀ sākò̀n/ 'he forgot the message'. Compare Note 6.1.

GRAMMATICAL DRILL

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

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

Statement - Mammā̀n yā̀zṑ. Student repeats after instructor.

Cue - Bellò̀ Student says: Bellò̀ yā̀zṑ.

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

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

Such a drill will be written:

Mammān yāzō.

Bellò Bellò yāzō.

Yūsufù Yūsufù yāzō. etc.

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

Mammān yāzō

Bellò

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

Mammān yāzō.

Bellò Bellò yāzō.

Yūsufù

Special instructions will be added where necessary.

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

For example:

Mammān yāzō

Hālīmā Hālīmā tāzō.

Yūsufù dà Bellò Yūsufù dà Bellò sunzō.

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

Progressive or random substitutions may be called for:

Progressive Substitution

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

Random Substitution

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

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

GD 4.1 Verb: Perfective - Simple Substitution Drill

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

	Sunzō dà wajen karfè tarà.
yā	<u>Yā</u> zō dà wajen karfè tarà.
kɪn	<u>Kɪn</u> zō dà wajen karfè tarà.
tā	<u>Tā</u> zō dà wajen karfè tarà.
nā	<u>Nā</u> zō dà wajen karfè tarà.
an	<u>An</u> zō dà wajen karfè tarà.
kun	<u>Kun</u> zō dà wajen karfè tarà.
kā	<u>Kā</u> zō dà wajen karfè tarà.
mun	<u>Mun</u> zō dà wajen karfè tarà.

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

	<u>Nā</u> fìta dà dare.
sun	<u>Sun</u> fìta dà dare.
mun	<u>Mun</u> fìta dà dare.
yā	<u>Yā</u> fìta dà dare.
tā	<u>Tā</u> fìta dà dare.
kun...?	<u>Kun</u> fìta dà daré?
kɪn	<u>Kɪn</u> fìta dà daré?
kā	<u>Kā</u> fìta dà daré?

	Wàtàkìlā <u>nā</u> mantā dà tābā.
kā	Wàtàkìlā <u>kā</u> mantā dà tābā.
yā	Wàtàkìlā <u>yā</u> mantā dà tābā.
tā	Wàtàkìlā <u>tā</u> mantā dà tābā.
sun	Wàtàkìlā <u>sun</u> mantā dà tābā.
kun	Wàtàkìlā <u>kun</u> mantā dà tābā.
mun	Wàtàkìlā <u>mun</u> mantā dà tābā.
an	Wàtàkìlā <u>an</u> mantā dà tābā.

	Ìdan sun <u>fita</u> bā` laifī.
dāwō	Ìdan sun <u>dāwō</u> bā` laifī.
zō	Ìdan sun <u>zō</u> bā` laifī.
ganī	Ìdan sun <u>ganī</u> bā` laifī.
mantā	Ìdan sun <u>mantā</u> bā` laifī.
cē`	Ìdan sun <u>cē`</u> bā` laifī.

GD 4.2 Substitution-Correlation Drill

	<u>Bellò</u> yā dāwō dà rāna.
Yūsufù	<u>Yūsufù</u> yā dāwō dà rāna.
Hālīmā	<u>Hālīmā</u> tā dāwō dà rāna.
māsīnjà	<u>Māsīnjà</u> yā dāwō dà rāna.
Mammàn dà Yūsufù	Mammàn dà Yūsufù sun dāwō dà rāna.

Random Substitution and Substitution-Correlation Drill.

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

Substitution-Correlation Drill

	<u>Yārò</u> yā gayà makà lābārì.
Yūsufù	<u>Yūsufù</u> yā gayà makà lābārì.
yārā	<u>Yārā</u> sun gayà makà lābārì.
Hàlīmà	<u>Hàlīmà</u> tā gayà makà lābārì.
jākādàn Amìrkà	<u>Jākādàn Amìrkà</u> yā gayà makà lābārì.
Bellò dà Mammàn	<u>Bellò dà Mammàn</u> sun gayà makà lābārì.
nā	<u>Nā</u> gayà makà lābārì.
mun	<u>Mun</u> gayà makà lābārì.

	<u>Mammàn</u> yāzō gidankà dà wajen karfè biyu.
Hàlīmà	<u>Hàlīmà</u> tāzō gidankà dà wajen karfè biyu.
Mammàn dà Hàlīmà	<u>Mammàn dà Hàlīmà</u> sunzō gidankà dà wajen karfè biyu.
jàkādàn Amīrkà	<u>Jàkādàn Amīrkà</u> yāzō gidankà dà wajen karfè biyu.
Yūsufù	<u>Yūsufù</u> yāzō gidankà dà wajen karfè biyu.
yārā	<u>Yārā</u> sunzō gidankà dà wajen karfè biyu.
Yūsufù dà Bellò	<u>Yūsufù dà Bellò</u> sunzō gidankà dà wajen karfè biyu.
yārò	<u>Yārò</u> yāzō gidankà dà wajen karfè biyu.
māsīnjà	Māsīnjà yāzō gidankà dà wajen karfè biyu.
	Wàtàkīlā <u>Mammàn</u> yā mantā yāzō dà sàkòn.
yārā	Wàtàkīlā <u>yārā</u> sun mantā yāzō dà sàkòn.
māsīnjà	Wàtàkīlā <u>māsīnjà</u> yā mantā yāzō dà sàkòn.
Hàlīmà	Wàtàkīlā <u>Hàlīmà</u> tā mantā yāzō dà sàkòn.
yārò	Wàtàkīlā <u>yārò</u> yā mantā yāzō dà sàkòn.

GD 4.3 Variation Drill (for repetition)

Kun dāmu dà rānā nè?

Ī, mun dāmu da rānā.

Ī, nā dāmu dà rānā.

Sun dāmu dà rānā nè? ¹

Ī, sun dāmu dà rānā.

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

UNIT 5

BASIC SENTENCES

Audu

you (sg. m.)	kaɪ
big (m., f.)	bàbbā
clerk (m.)	àkàwū
chief clerk	bàbban àkàwū
now	yànzū

Are you the chief clerk now, Musa? Mūsā kaɪ nè bàbban àkàwū yànzú?

Bello

No, Bello is. Ā'á, Bellò nè.

A

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

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

B

I	nī
alone, only	kaɗaɪ

Just Sanɪ and myself. Nī dà Sānɪ nè kaɗaɪ.

	A	
he heard, felt, perceived	yāɟɪ	
he took	yā d'aukā	
new (m.)	sābō	
pl.	sābābbī	
worker	ma 'aikācī	
pl.	ma 'aikātā	
new workers	sābābbin ma 'aikātā	
someone took [on] workers; workers were hired	an d'auki ma 'aikātā	
I heard they've taken on [some] new workers.	Nāɟɪ an d'auki sābābbin ma 'aikātā.	

	B	
at	à	
what, which? (f.)	wàcè	
place of work (f.)	ma 'aikatā	
At what office?	À wàcè ma 'aikatā?	

	A	
our place of work	ma 'aikatar̄ mù	
At our office.	À ma 'aikatar̄ mù.	

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

A

man

mùtum̀

seven

bakwà₁

About seven people.

Wajen mùtum̀ bakwà₁.

B

goodness, beauty

kyaù

That's good ('with good').

Dà kyaù.

NOTES

Note 5.1 Pronoun

Note 5.1.1 Independent Pronoun

Ka₁ ne babban akawu yanzu Musa?

Kū nawa zaku Ingila baɗi?

Nī da Sani ne kaɗa₁.

Har sū nawa.

/nī/ 'I' /ka₁/ 'you (masculine singular)', /kū/ 'you (plural)' and /sū/ 'they' are examples of pronouns used as separate words. (Note that while /nā/, /kā/, etc. [Note 4.1] are usually written separately, they are really prefixes to the following verb.) The full set of these independent pronouns is:

nī	I	mū	we
ka ₁	you (m. sg.)	kū	you (pl.)
kē	you (f. sg.)		
shī	he	sū	they
itā	she		

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

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

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

Note 5.1.2 /ma-/ plus Suffix Pronouns

Kazo da saƙon da ya gaya maka?

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

mini	to me, for me	manà	to us, for us
makà	to you, for you (m.sg.)	makù	to you, for you (pl.)
maki	to you, for you (f.sg.)		
masà	to him, for him	masù	to them, for them
matà	to her, for her		

Note that before /nì/ the form is /mì-/. The /-nà/ 'us' is also to be noted as contrasting with /mū/, /-mù/ in form.

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

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

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

Note 5.2 Noun-n-Noun Construction

ofishin jakadan Amirka

sababbin ma'aikata

gidanka

ma'aikatarmu

sakon da ya gaya maka

Hausa nouns are masculine (as /ōfīs/, /gidā/, /sākō/), feminine (as /ma'aikatā/) or plural (as /sābābbī/).

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

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

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

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

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

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

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

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

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

m	f	pl
sābō	sābuwā	sābābbī

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

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

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

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

<u>Suffix</u>	<u>masculine noun</u>			
-kà	gidankà	your house	ma'aikatar̥kà	your place of work
-kì	gidankì	your (f.) house	ma'aikatar̥kì	your (f.) place of work
-sà	gidansà	his house	ma'aikatar̥sà	his place of work
-tà	gidantà	her house	ma'aikatar̥tà	her place of work
-mù	gidanmù	our house	ma'aikatar̥mù	our place of work
-kù	gidankù	your house	ma'aikatar̥kù	your place of work
-sù	gidansù	their house	ma'aikatar̥sù	their place of work

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

The forms for 'my' are different:

gidānā	my house	ma'aikatātā	my place of work
--------	----------	-------------	------------------

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

Note 5.3 Noun: /-̀n̄/, /-̀r̄/ 'the'

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

/-̀n̄/ /-̀r̄/		/-n/ /-r/	
àkà̀wun̄	the clerk	àkà̀wun̄ jàkà̀dà̀	the consul's clerk
iyā̀lìn	the family	iyā̀lìnkù	your family
ma'aikatàr̄	the place of work	ma'aikatàrsà	his place of work
lā̀fiyà̀r̄	the well-being	lā̀fiyà̀r̄tā̀	her health
yā̀ràn̄	the children	yā̀ràn̄ mù	our children

Note 5.4 Interrogative /wà̀cè̄/

A wace ma'aikata?

/wà̀cè̄/ 'which?, what?' is the feminine counterpart of /wà̀nè̄/ (Note 2.2). In this sentence it modifies the feminine noun /ma'aikatā̀/.

GRAMMATICAL DRILL

GD 5.1 Independent Pronoun

Simple Substitution Drill

	<u>NĪ</u> dà Sānı nē̄ kaɗaɪ.
kaɪ	<u>Kaɪ</u> dà Sānı nē̄ kaɗaɪ.
sū	<u>Sū</u> dà Sānı nē̄ kaɗaɪ.
ıtā	<u>ıta</u> dà Sānı nē̄ kaɗaɪ.

mū	<u>Mū</u> dà Sānı nē kaɗaı.
shī	<u>Shī</u> dà Sānı nē kaɗaı.
kē	<u>Kē</u> dà Sānı nē kaɗaı.
kū	<u>Kū</u> dà Sānı nē kaɗaı.
	<u>Kaı</u> nē bàbban àkàwū yànzú?
Mūsā	<u>Mūsā</u> nē bàbban àkàwū yànzú?
shī	Shī nē <u>bàbban àkàwū</u> yànzú?
māsınjà	<u>Shī</u> nē māsınjà yànzú?
Bellò	<u>Bellò</u> nē māsınjà yànzú?
shī	Shī nē <u>māsınjà</u> yànzú?
jàkādàn Amırkà	<u>Shī</u> nē jàkādàn Amırkà yànzú?
kaı	Kaı nē jàkādàn Amırkà yànzú?

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

	Nā dāmu dà <u>Mūsā</u> .
P	Nā dāmu dà <u>shī</u> .
Hàlīmà	Nā dāmu dà <u>Hàlīmà</u> .
P	Nā dāmu dà <u>ıtā</u> .
Bellò	Nā dāmu dà <u>Bellò</u> .
P	Nā dāmu dà <u>shī</u> .
Bellò dà Hàlīmà	Nā dāmu dà <u>Bellò dà Hàlīmà</u> .
P	Nā dāmu dà <u>sū</u> .

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

In the following drills the independent pronoun will be given as the cue. It is not intended to be the form to be substituted but only a reminder of what form to use. For example, the cue (ka₁) in the following means 'use the proper second person masculine singular pronoun in the place indicated':

Aikin Bellò bā`kyau.

(ka₁) Aikinkà bā`kyau.

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

Aikin Bellò dà kyau.

P Aikinsà dà kyau.

Hàlīmà Aikin Hàlīmà dà kyau.

P Aikintà dà kyau.

Shēhù dà Mūsā Aikin Shēhù dà Mūsā dà kyau.

P Aikinsù dà kyau.

(ka₁) Aikinkà dà kyau.

(kē) Aikinkì dà kyau.

(kū) Aikinkù dà kyau.

(mū) Aikinmù dà kyau.

(nī) Aikīnā dà kyau.

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

Lāfiyàṛ Hàlīmà kaláú?

P Lāfiyàṛtā kaláú?

Mūsā Lāfiyàṛ Mūsā kaláú?

P Lāfiyàṛsà kaláú?

Mūsā dà Hālīmà Lāfīyàṛ Mūsā dà Hālīmà kaláú?

P Lāfīyàṛsù kaláú?

(ka₁) Lāfīyàṛkà kaláú?

(kū) Lāfīyàṛkù kaláú?

(mū) Lāfīyàṛmù kaláú?

(nī) Lāfīyàṛtā kaláú?

(kē) Lāfīyàṛkì kaláú?

Kwānan Bellò nawà à Ámìṛkà?

P Kwānansà nawà à Ámìṛkà?

Hālīmà Kwānan Hālīmà nawà à Ámìṛkà?

P Kwānantà nawà à Ámìṛkà?

Bellò dà Hālīmà Kwānan Bellò dà Hālīmà nawà à Ámìṛkà?

P Kwānansù nawà à Ámìṛkà?

(ka₁) Kwānankà nawà à Ámìṛkà?

(mū) Kwānanmù nawà à Ámìṛkà?

(kū) Kwānankù nawà à Ámìṛkà?

(nī) Kwānannā nawà à Ámìṛkà?

(kē) Kwānankì nawà à Ámìṛkà?

Ìyālìn Shēhù sun sàuka lāfīyà.

P Ìyālìnsà sun sàuka lāfīyà.

(ka₁) Ìyālìnkà sun sàuka lāfīyà.

(nī) Ìyālìnnā sun sàuka lāfīyà.

Àkwa₁ lābārì gàmè dà ìyālìn Shēhù?

(shī) Àkwa₁ lābārì gàmè dà ìyālìnsà?

(ka₁) Àkwa₁ lābārì gàmè dà ìyālìnkà?

(nī) Àkwa₁ lābārì gàmè dà ìyālìnnā?

	Nā maṅtā bāyan <u>Bellò</u> bā` lāfīyā.
P	Nā maṅtā bāyansà bā` lāfīyā.
Hālīma	Nā maṅtā bāyan <u>Hālīma</u> bā` lāfīyā.
P	Nā maṅtā bāyantà bā` lāfīyā.
Bellò dà Shēhù	Nā maṅtā <u>Bellò dà Shēhù</u> bā` lāfīyā.
P	Nā maṅtā bāyansù bā` lāfīyā.
(kū)	Nā maṅtā bāyankù bā` lāfīyā.
(ka ₁)	Nā maṅtā bāyankà bā` lāfīyā.
(kē)	Nā maṅtā bāyanki bā` lāfīyā.
	Kadà kà dāmu, bāyankà kalau nè.
(shī)	Kadà kà dāmu, bāyansà kalau nè.
(itā)	Kadà kà dāmu, bāyantà kalau nè.
(sū)	Kadà kà dāmu, bāyansù kalau nè.
(nī)	Kadà kà dāmu, bāyānā kalau nè.

GD 5.1.3 Pronoun after /ma-/

	Yā gayà ma <u>tà</u> sàkon dà dare.
(shī)	Yā gayà ma <u>sà</u> sàkon dà dare.
(mū)	Yā gayà ma <u>nà</u> sàkon dà dare.
(kē)	Yā gayà ma <u>kì</u> sàkon dà dare.
(sū)	Yā gayà ma <u>sù</u> sàkon dà dare.
(nī)	Yā gayà mi <u>nì</u> sàkon dà dare.
(kū)	Yā gayà ma <u>kù</u> sàkon dà dare.
(ka ₁)	Yā gayà ma <u>kà</u> sàkon dà dare.

GD 5.2 Variation Drill

Variations on sentences in GD 5.1.2 (for repetition)

Kwānan Bellò nawà à Ámìrkà?

Bellò kwānansà nawà à Ámìrkà?

Kwānan Hālīmà nawà à Ámìrkà?

Hālīmà kwānantà nawà à Ámìrkà?

Kwānan Bellò dà Hālīmà nawà à Ámìrkà?

Bellò dà Hālīmà kwānansù nawà à Ámìrkà?

Lāfiyār Hālīmà kalau.

Hālīmà lāfiyārtà kalau.

Lāfiyār Mūsā kalau.

Mūsā lāfiyārsà kalau.

Lāfiyār Hālīmà dà Mūsā kalau.

Hālīmà dà Mūsā lafiyārsù kalau.

Substitution Drill

	<u>Mammàn</u> yā d'auki àlbāshinsà yaù.
Hālīmà	<u>Hālīmà</u> tã d'auki àlbāshintà yaù.
Mammàn dà Hālīmà	Mammàn dà Hālīmà sun d'auki àlbāshinsù yaù.
(nī)	<u>Nā</u> d'auki àlbāshinā yaù.
(mū)	<u>Mun</u> d'auki àlbāshinmù yaù.
(ka ₁)	<u>Kā</u> d'auki àlbāshinkà yaù.
(kē)	<u>Kin</u> d'auki àlbāshinkì yaù.
(kū)	<u>Kun</u> d'auki àlbāshinkù yaù.
	Mūsā yā gayà makà <u>jakādàn Ingilà</u> yā sàuká?
bàbban àkãwū	Mūsā yā gayà makà <u>bàbban àkãwū</u> yā sàuká?
uwartà	Mūsā yā gayà makà <u>uwartà</u> tã sàuká? <i>her mother</i>
Hālīmà	Mūsā yā gayà makà Hālīmà tã sàuká?

	Wàtàkīlā yā fīta wajen <u>karfè</u> bakwàɪ.
karfè bīyu	Wàtàkīlā yā fīta wajen <u>karfè</u> bīyu.
<u>yammā</u>	Wàtàkīlā yā fīta wajen <u>yammā</u> .
karfè tarà	Wàtàkīlā yā fīta wajen karfè tarà.

Question and Answer Drill (for repetition)

Question	Answer
Har sū nāwà?	Wajen mùtum bīyu.
Har kū nāwà?	Nī dà Mūsā nè kaɗaɪ.
Karfè nawà yànzú?	Wajen karfè bakwàɪ nē.

UNIT 6

BASIC SENTENCES

	Audu	
early morning, dawn		àsùbā`
Good morning.		Barkà dà àsùbā`.
	Bello	
Good morning.		Barkà kàɗaɪ.
	A	
Is your son around?		Yārònkà nà kusá?
	B	
he sent		yā àikā
I sent him		nā àikēshì
No, I sent him to the market.		Ā'à, nā àikēshì kàsuwā.

A

daughter	'yā
your daughter	'yaṛkà
Is your daughter here?	'Yaṛkà nà nàṇ?

B

mother	uwā
her mother	uwaṛtā
she took her	tā d'aukēta
Her mother took her.	Uwaṛtā tā d'aukēta.

A

horse	dōkì
he recovered	yā warkē
Has your horse gotten well?	Dōkìnkà yā wárkē?

B

not yet	tùkùnā
yesterday	jìyà / jìyǎ
(emphatic particle), in fact, indeed	mā
he kicked; he shot	yā hàṛbā
he kicked me; he shot me	yā hàṛbēnì
Not yet, just yesterday he kicked me.	Tùkùnā, jìyà mā yā hàṛbēnì.

A

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

hospital	asìbitì
animal	dabbà
pl.	dabbōbī
Was he taken to the animal hospital?	An kaishì asìbitìn dabbōbī?

B

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

NOTES

Note 6.1 Verb. Objects

nā àikēshì kāsuwā
 tā d'aukētā
 an d'auki sãbãbbin ma 'àikātā
 yā hãrbēni
 an kaishì asìbitìn dabbōbī

These examples show pronoun suffixes as objects of verbs. Some verbs (as /kaɪ/) have the same form before pronoun suffixes as elsewhere, but most verbs are different (if only slightly) before pronoun suffixes than before noun objects. For example, the other verbs above have /-ɪ/ before noun objects, as /d'auki/, and /-ē/ before pronoun objects, as /d'aukē-/. Verbs having /-ē/ before pronouns and /-ɪ/ before nouns are listed in dictionaries under the form without object, which has /-ã/: /àikã/, /d'aukã/, etc. Some verbs vary only in vowel length: /yã man̄tã/, /yã man̄tãshì/, /yã man̄ta 'yarsà/, with /ã/ before pronoun and /a/ before noun object.

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

Form without object following	Form with pronoun object	Form with noun object
àikā	àikē-	àik ₁ / àik _ì
d'aukā	d'aukē-	d'auk ₁ / d'auk _ì
ganī	gan-	ga
hàrbā	hàrbē-	hàrb ₁ / hàrb _ì
jī	jī	j ₁
ka ₁	ka ₁	kā ₁
maṅtā	maṅtā-	maṅta / maṅtā
nēmā	nēmā-	nēm ₁ / nēm _ì

Note the forms of /ganī/ 'see'. Note also that /maṅtā dà/ may be used instead of /maṅtā-/ and /maṅta/. (The tone may also be low on the /-₁/ suffix before a noun object, /àik_ì/. It is normally left unmarked [high] in these units, but the variation should be noted.)

The pronoun suffixes to the verb may have either high or low tone. While no definite rule may be given, the tone is often the opposite of that of the preceding syllable: /yā gansh_ì/ 'he saw him', /yā àikēsh_ì/ 'he sent him'. The pronoun object forms are: /-n₁/, /-ka/, /-k₁/, /-sh₁/, /-ta/, /-mu/, /-ku/, /-su/.

Note 6.2 Verb: Review

Note 6.2.1 Verb: Types

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

1. Verbs which have the same form in all cases: ka₁

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

maṅtā	maṅta
jī	jɪ

3. Verbs with regular vowel alternation:

àikā	àikā-	àikɪ
ɗaukā	ɗaukē-	ɗaukɪ

4. Verbs with unpredictable variation:

ganī	gan-	ga
------	------	----

Note 6.2.2 Verb: Stem Vowel

The listing of verb types in Note 6.1 shows that the final vowel of the stem often varies, e.g. /àikā/, /àikē-/, /àikɪ/. The final stem vowel (the /-ā -ē -ɪ/) is a suffix.

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

There are two verbs for 'send': /àikā/ and /aikā̄/. The first has as object the person sent and has the /-ā -ē -ɪ/ variation:

Yā àikɪ Shēhù	He sent Shehu.
Yā àikēshì	He sent him.

The object sent with Shehu is after /dà/:

Yā àikɪ Shēhù dà sàkoṅ.	He sent Shehu with the message.
-------------------------	---------------------------------

Compare also:

Wà ya àikā dà sākòṅ?

Whom did he send with the
message?

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

Yā aikā dà sākòṅ.

He sent the message.

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

Yā aikā wà Shēhù da sākòṅ.

He sent the message to Shehu.

Yā aikā masà dà sākòṅ.

He sent him the message.

Compare the usage with /wā/ :

Wà ya aikā wà dà sākòṅ?

To whom did he send the message?

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

Note 6.3 Pronoun review

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

Independent	Suffix to verb	Suffix after /ma-/ /n/	Suffix to noun /n/	Perfective verb prefix
nī / n ₁	-n ₁ / -nì	-nì	-nā -tā	nā-
ka ₁	-ka / -kà	-kà	-kà	kā-
kē / ke	-k ₁ / -kì	-kì	-kì	k _{in} -
shī / sh ₁	-sh ₁ / -shì	-shì / -sà	-sà	yā-

itā / ita	-ta / -tà	-tà	-tà	tā-
mū / mu	-mu / -mù	-nà	-mù	mun-
kū / ku	-ku / -kù	-kù	-kù	kun-
sū / su	-su / -sù	-sù	-sù	sun-
--	---	---	---	an-

Note 6.4 /wajen/

I, sunzo da wajen karfe tara.

Wajen mutum bakwai.

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

Compare:

Nī nā maṅta wajen.

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

Dà sanyī wajen gidánsù?

Is it cold at their house?

GRAMMATICAL DRILL

GD 6.1 Verb Objects

	Mun àikēshì Ingilà.
(sū)	Mun àikēsù Ingilà.
(itā)	Mun àikētà Ingilà.
(kai)	Mun àikēkà Ingilà.

(kū)	<u>Mun</u> àikēkù Ingilà.
(sū)	Sun àikēsù Ingilà.
(nī)	Sun àikēnì Ingilà.
(mū)	Sun àikēmù Ingilà.
(kē)	Sun àikēkì Ingilà.

	Uwaṛtà tā d'aukēnì.
(ka ₁)	Uwaṛtà tā d'aukēkà.
(kē)	Uwaṛtà tā d'aukēkì.
(shī)	Uwaṛtà tā d'aukēshì.
(itā)	Uwaṛtà tā d'aukētà.
(mū)	Uwaṛtà tā d'aukēmù.
(kū)	Uwaṛtà tā d'aukēkù.
(sū)	Uwaṛtà tā d'aukēsù.

	An ka ₁ shì kāsuwā.
(sū)	<u>An</u> ka ₁ sù kāsuwā.
(nī)	Nā ka ₁ sù kāsuwā.
(itā)	<u>Nā</u> ka ₁ tà kāsuwā.
(ka ₁)	Kā ka ₁ tà kāsuwā.
(shī)	<u>Kā</u> ka ₁ shì kāsuwā.
(mū)	Mun ka ₁ shì kāsuwā.
(kē)	<u>Mun</u> ka ₁ kì kāsuwā.
(sū)	Sun ka ₁ kì kāsuwā.
(nī)	<u>Sun</u> ka ₁ nì kāsuwā.
(kē)	Kin ka ₁ nì kāsuwā.

	Dōkì yā hàrbēni.
(mū)	Dōkì yā hàrbēmù.
(shī)	Dōkì yā hàrbēshì.
(sū)	Dōkì yā hàrbēsù.
(ita)	Dōkì yā hàrbētà.
(ka)	Dōkì yā hàrbēkà.
(kē)	Dōkì yā hàrbēki.
(kū)	<u>Dōkì</u> yā hàrbēkù.
sanyī	Sanyī yā hàrbēkù.
(nī)	<u>Sanyī</u> yā hàrbēni.
jìyà	Jìyà yā hàrbēni.
	Mun àiki <u>Bellò</u> Ingilà.
P	Mun àikēshì Ingilà.
Mammàn	Mun àiki Mammàn <u>Ingilà</u> .
kāsuwā	Mun àiki <u>Mammàn</u> kāsuwā.
P	Mun àikēshì <u>kāsuwā</u> .
dà kàrfè tarà	Mun àikēshì dà kàrfè tarà.
Hàlīmà	Mun àiki <u>Hàlīmà</u> dà kàrfè tarà.
P	Mun àikētà <u>dà kàrfè tarà</u> .
jìyà dà rāna	<u>Mun</u> àikētà jìyà dà rāna.
(shī)	Yā àikētà jìyà dà rāna.
Shēhù	Yā àiki <u>Shēhù</u> jìyà dà rāna.
P	Yā àikēshì jìyà dà rāna.
Bellò dà Hàlīmà	Yā àiki <u>Bellò</u> dà <u>Hàlīmà</u> jìyà dà rāna.
P	Yā àikēsù jìyà dà rāna.

	Wàné òfìs najı an d'auki <u>Hàlímà</u> ?
P	Wàné òfìs najı an d'auk <u>é</u> tà?
(kaı)	Wàné òfìs najı an d'auk <u>é</u> ka?
(kē)	Wàné òfìs najı an d'auk <u>é</u> ki?
(kū)	Wàné òfìs najı an d'auk <u>é</u> kù?
(sū)	Wàné òfìs najı an d'auk <u>é</u> sù?
(shī)	Wàné òfìs najı an d'auk <u>é</u> shì?
	Wajen inā dōkinsà ya hārb <u>é</u> tà?
Hàlímà	Wajen inā dōkinsà ya hārbı <u>Hàlímà</u> ?
(shī)	Wajen inā dōkinsà ya hārb <u>é</u> shì?
Lawàl	Wajen inā dōkinsà ya hārbı <u>Làwàl</u> ?
(sū)	Wajen inā dōkinsà ya hārb <u>é</u> sù?
Lawàl da Hàlímà	Wajen inā dōkinsà ya hārbı Lawàl dà <u>Hàlímà</u> ?
	An d'auki <u>dabbōbī</u> dāgà nañ.
P	An d'auk <u>é</u> sù dāgà nañ.
'yarta	An d'auki <u>'yartà</u> dāgà nañ.
P	An d'auk <u>é</u> tà dāgà nañ.
māsınjà	An d'auki <u>māsınjà</u> dāgà nañ.
P	An d'auk <u>é</u> shì dāgà nañ.
jākādàn Ingilà	An d'auki <u>jākādàn Ingilà</u> dāgà nañ.
P	An d'auk <u>é</u> shì dāgà nañ.
yārò	An d'auki <u>yārò</u> dāgà nañ.
P	An d'auk <u>é</u> shì dāgà nañ.
yārā	An d'auki <u>yārā</u> dāgà nañ.
P	An d'auk <u>é</u> sù dāgà nañ.

GD 6.2 Independent Pronoun Review

	Tāzō dà <u>uwaɾsà</u> .
P	Tāzō dà <u>ɪtā</u> .
dabbōbī	Tāzō dà <u>dabbōbī</u> .
P	Tāzō dà <u>sū</u> .
sākōn	Tāzō dà <u>sākōn</u> .
P	Tāzō dà <u>shī</u> .
tābā	Tāzō dà <u>tābā</u> .
P	Tāzō dà <u>ɪtā</u> .
gyàɗan nān	Tāzō dà <u>gyàɗan nān</u> .
P	Tāzō dà <u>sū</u> .
yārō	Tāzō dà <u>yārō</u> .
P	Tāzō dà <u>shī</u> .
yārā	Tāzō dà <u>yārā</u> .
P	Tāzō dà <u>sū</u> .

GD 6.3 /-n̄/, /-r̄/

	Mammān yā dāwō dàgà <u>asibítin</u> ?
kāsuwān	Mammān yā dāwō dàgà <u>kāsuwān</u> ?
gɪdān	Mammān yā dāwō dàgà <u>gɪdān</u> ?
ōfīshin	Mammān yā dāwō dàgà <u>ōfīshin</u> ?
Amīrkā	Mammān yā dāwō dàgà <u>Amīrkā</u> .

/-n/, /-r/

	Mādàllā, <u>uwātā</u> tā dāwō yau.
(itā)	Mādàllā, <u>uwartā</u> tā dāwō yau.
(sū)	Mādàllā, <u>uwarṣū</u> tā dāwō yau.
(shī)	Mādàllā, <u>uwarṣà</u> tā dāwō yau.
yārò	Mādàllā, <u>yārònsà</u> yā dāwō yau.
(kū)	Mādàllā, <u>yārònkū</u> yā dāwō yau.
'yā	Mādàllā, ' <u>yarkū</u> tā dāwō yau.
yārā	Mādàllā, <u>yārānkū</u> sun dāwō yau.
(nī)	Mādàllā, <u>yārānā</u> sun dāwō yau.
(mū)	Mādàllā, <u>yārānmū</u> sun dāwō yau.

GD 6.4 Variation Drill

	Yāyā <u>uwarḳà</u> , tā warkè?
iyālī	Yāyā <u>iyālinkà</u> , sun warkè?
Hàlīmā	Yāyā <u>Hàlīmā</u> , tā warkè?
Mūsā	Yāyā <u>Mūsā</u> , yā warkè?
yārā	Yāyā <u>yārā</u> , sun warkè?
ma 'àikàcī	Yāyā <u>ma 'àikàcī</u> , yā warkè?
'yarkà	Yāyā ' <u>yarkà</u> , tā warkè?
yārò	Yāyā <u>yārò</u> , yā warkè?
ma 'àikàtā	Yāyā <u>ma 'àikàtā</u> , sun warkè?
	Barkà, <u>uwarḳà</u> tā warkè.
'yarkà	Barkà, ' <u>yarkà</u> tā warkè.
Mūsā	Barkà, <u>Mūsā</u> yā warkè.

Mūsā dà Hālīmà	Bar̄kà, <u>Mūsā dà Hālīmà</u> sun warkè.
dokìnkà	Bar̄kà, <u>dōkìnkà</u> yā warkè.
Hālīmà	Bar̄kà, Hālīmà tã warkè.
	Mammàn yā <u>dàukētà</u> jiyà dà rāna.
'yarsà	Mammàn yā <u>dàukì</u> 'yarsà jiyà dà rāna.
fìta dà	Mammàn yā <u>fìta</u> dà 'yarsà jiyà dà rāna.
dāwō	Mammàn yā <u>dāwō</u> dà 'yarsà jiyà dà rāna.
uwā	Mammàn yā <u>dāwō</u> dà uwar̄sà jiyà dà rāna.
	Sānì yā kai <u>Lawal</u> wajen Yūsúfu?
(kai)	Sānì yā kai <u>kai</u> wajen Yūsúfu?
dōkìn	Sānì yā kai <u>dōkìn</u> wajen Yūsúfu?
(kē)	Sānì yā kai <u>kai</u> wajen Yūsúfu?
	Uwātā tãzō jiyà dà dare.
Mūsā	Uwar̄ <u>Mūsā</u> tãzō jiyà dà dare.
(shì)	Uwar̄sà tãzō jiyà dà dare.
dāwō	Uwar̄sà tã <u>dāwō</u> jiyà dà dare.
fìta	Uwar̄sà tã <u>fìta</u> jiyà dà dare.
sàuka	Uwar̄sà tã <u>sàuka</u> jiyà dà dare.
àikēshì	Uwar̄sà tã <u>àikēshì</u> jiyà dà dare.
	<u>Kusa</u> dà asìbìtìn dabbōbì àkwai kàsuwā.
yamma	<u>Yamma</u> dà asìbìtìn dabbōbì àkwai kàsuwā.
gabàs	Gabàs dà <u>asìbìtìn dabbōbì</u> àkwai kàsuwā.
ma 'aikatar̄mù	<u>Gabàs</u> dà ma 'aikatar̄mù àkwai kàsuwā.

kusa	Kusa dà <u>ma'aikatarmù</u> àkwai kàsuwā.
ōfìshìnmù	<u>Kusa</u> dà òfìshìnmù àkwai kàsuwā.
yamma	<u>Yamma</u> dà òfìshìnmù àkwai kàsuwā.
bāyan	Bāyan <u>òfìshìnmù</u> àkwai kàsuwā.
asìbitìn dabbōbī	Bāyan asìbitìn dabbōbī àkwai kàsuwā.

UNIT 7

BASIC SENTENCES

Audu

greetings!

sànnu

Hello there, Shehu!

Sànnu dà aiki Shēhù.

('Greetings [to you as you]
work')

Shehu

(polite answer to greeting)

yawwā

Hello to you.

Yawwā, sànnu kàdai.

A

you didn't come

bàkàzō ba

pen

àlkalàmī

Didn't you bring a pen?

Bàkà zō dà àlkalàmī bá?

S

everything; (with neg.)

kōmai / kōmē

anything

I didn't bring anything.

Bàn zō dà kōmai ba.

A

what?	mè
he did, made	yāyī
one will do	zā'á y1
water	ruwā
this water	ruwan nān
What is to be done with this water?	Mè zā'á y1 dà ruwān nān?

S

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

A

you (pl.) didn't come	bàkù zō ba
meeting, group	tārō
You didn't come to the meeting yesterday.	Bàkù zō tārō ba jíyà.

S

No, ('yes') we didn't come.	Ī, bàmu zō ba.
-----------------------------	----------------

A

Haven't they come to your house yet ('up to now')?	Har yānzū bàsù zō gɪdankà bá?
---	-------------------------------

B

one didn't come	bà'á zō ba
he repaired	yā gyārà
No, they haven't come and fixed it.	Ī, bà'á zō an gyārà ba.

NOTES

Note 7.1 Verb: Negative Perfective

bàn fìta nā ganī ba

bàn zō dà koma₁ ba

bàkà zō dà àlkalàmī bá?

bàtà zō tã dfaukè ba

bàmù zō ba

bàkù zō tãro ba

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

bàn zō	I didn't come	bàmù zō ba	we didn't come
bàkà zō	you (m.sg.) didn't come	bàkù zō ba	you (pl.) didn't come
bàkì zō ba	you (f.sg.) didn't come		
bàì zō ba	he didn't come	bàsù zō ba	they didn't come
bàtà zō ba	she didn't come	bà'à zō ba	no one came

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

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

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

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

Note 7.2 Negative /bǎ - ba/ in equational constructions

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

Lǎfiyàr Hàlīmà bǎ kalau ba. 'Halima's health is no good'.

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

Note 7.3 /nan/

Dà nīsā dàgà nǎn?

Me za'a yī da ruwan nǎn.

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

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

/nǎn/ (high-low) means 'here'.

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

Note 7.4 Syntax: Question and Answer

Note 7.4.1 Answering question with question

Me za'a yī da ruwan nan?

Halima bata zo ta dauke ba?

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

Note 7.4.2 /ī/, /ā'ā/ as answers to questions

Baku zo taro ba jiya? I, bamu zo ba.

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

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

Compare: Har yanzu bàsù zō gidankà bá? Ā'ā, anzō an gyārā.

Note 7.5 Formulae

Sannu da aiki.

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

Sannu dà hūtāwā. (to one resting)

Sannu dà darē. (at night)

Sannu dà rānā. (afternoon) See Note 24.1

Sannu dà yammā. (evening)

Note 7.6 Verb: /ɗàukā/ and /ɗàukē/

Naji an ɗauki sababbin ma'aikata.

Halima bata zo ta ɗauke ba?

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

GRAMMATICAL DRILL

GD 7.1.1 Verb: Negative Perfective

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

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

ruwā	lābārì	
tābā	jàkādàn Amirkà	bàbban àkàwū
yārā	sākon	'yarḳà
iyālì	māsɪnjà	dōkì

Kāzō aɪkì dà rāna jíyà?

ī, nāzō aɪkì dà rāna jíyà.

ā'ā

Ā'ā, bān zō aɪkì ba dà rāna jíyà.

Mūsā	Ā'ā, <u>Mūsā</u> bāi zō aīkī ba dà rāna jiyā.
Hālīmā	Ā'ā, <u>Hālīmā</u> bātā zō aīkī ba dà rāna jiyā.
(sū)	Ā'ā, bāsū zō aīkī ba dà rāna jiyā.
	<u>Yā</u> gayā wà Hālīmā àkwai aīkī yau.
(nī)	Nā gayā wà Hālīmā àkwai aīkī yau.
Negative	Bān gayā wà Hālīmā ba àkwai aīkī yau.
(tā)	Bātā gayā wà Hālīmā bā àkwai aīkī yau.
(shī)	Bāi gayā wà Hālīmā bā àkwai aīkī yau.
(sū)	Bāsū gayā wà Hālīmā bā àkwai aīkī yau.
	Har yānzū bātā dāwō dāgā kāsūwā ba.
(shī)	Har yānzū bāi dāwō dāgā kāsūwā ba.
(sū)	Har yānzū bāsū dāwō dāgā kāsūwā ba.
(an)	Har yānzū bā'ā dāwō dāgā kāsūwā ba.

Negative Transform Drill

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

	<u>Yāzō</u> dà àlkalāmī.	Bāi zō dà àlkalāmī ba.
(nī)	<u>Nāzō</u> dà àlkalāmī.	Bān zō dà àlkalāmī ba.
(tā)	<u>Tāzō</u> dà àlkalāmī.	Bātā zō dà àlkalāmī ba.
(sū)	<u>Sūzō</u> dà àlkalāmī.	Bāsū zō dà àlkalāmī ba.
(mū)	<u>Mūzō</u> dà àlkalāmī.	Bāmū zō dà àlkalāmī ba.

(kē)	Kɪnzō dà àlkalàmī.	Bàkì zō dà àlkalàmī ba.
	Jɪyà an d'aukɪ <u>sàbàbbɪn</u> <u>ma'áikàtā</u> .	Jɪyà bà'á d'aukɪ <u>sàbàbbɪn</u> <u>ma'áikàtā</u> ba.
àlbāshī	Jɪyà an d'aukɪ àlbāshī.	Jɪyà bà'á d'aukɪ àlbāshī ba.
	Uwarsà tázō dà <u>ruwā</u> .	Uwarsà bàtā zō dà <u>ruwā</u> ba.
P	Uwarsà tázō dà <u>shī</u> .	Uwarsà bàtā zō dà <u>shī</u> ba.
yāròn	Uwarsà tázō dà <u>yāròn</u> .	Uwarsà bàtā zō dà <u>yāròn</u> ba.
P	Uwarsà tázō dà <u>shī</u> .	Uwarsà bàtā zō dà <u>shī</u> ba.
	Tā d'aukè 'yartà d'agà gidansà.	Bàtā d'aukè 'yartà d'agà gidansà ba.
yārā	Tā d'aukè <u>yārā</u> d'agà gidansà.	Bàtā d'aukè <u>yārā</u> d'agà gidansà ba.
Hālīmā	Tā d'aukè <u>Hālīmā</u> d'agà gidansà.	Bàtā d'aukè <u>Hālīmā</u> d'agà gidansà ba.
kōmaɪ	Tā d'aukè <u>kōmaɪ</u> d'agà gidansà.	Bàtā d'aukè <u>kōmaɪ</u> d'agà gidansà ba.
	Shēhù yā d'aukè <u>dōkɪnsà</u> .	Shēhù bàɪ d'aukè <u>dōkɪnsà</u> ba.
àlkalàmī	<u>Shēhù</u> yā d'aukè <u>àlkalàmɪnsà</u> .	<u>Shēhù</u> bàɪ d'aukè <u>àlkalàmɪnsà</u> ba.
Hālīmā	Hālīmā tā d'aukè <u>àlkalàmɪntà</u> .	Hālīmā bàtā d'aukè <u>àlkalàmɪntà</u> ba.
'yā	Hālīmā tā d'aukè 'yartà.	Hālīmā bàtā d'aukè 'yartà ba.
	Tázō <u>tārō</u> jɪyà dà yamma.	Bàtā zō <u>tārō</u> ba jɪyà dà yamma.
gidā	Tázō <u>gidā</u> jɪyà dà yamma.	Bàtā zō <u>gidā</u> ba jɪyà dà yamma.

ōfìs	<u>Tāzō</u> ōfìs jiyà dà yamma.	Bàtà zō ōfìs ba jiyà dà yamma.
(shī)	<u>Yāzō</u> ōfìs jiyà dà yamma.	Bàì zō ōfìs ba jiyà dà yamma.
(nī)	<u>Nāzō</u> ōfìs jiyà dà yamma.	Bàn zō ōfìs ba jiyà dà yamma.
(kū)	<u>Kunzō</u> ōfìs jiyà dà yamma.	Bàkù zō ōfìs ba jiyà dà yamma.
(sū)	<u>Sunzō</u> ōfìs jiyà dà yamma.	Bàsù zō ōfìs ba jiyà dà yamma.
(mū)	<u>Munzō</u> ōfìs jiyà dà yamma.	Bàmù zō ōfìs ba jiyà dà yamma.
(kē)	<u>Kinzō</u> ōfìs jiyà dà yamma.	Bàkì zō ōfìs ba jiyà dà yamma.

	Dōkinkà yā hārbētà jiyà.	Dōkinkà bàì hārbētà ba jiyà.
Hālīmà	Dōkinkà yā hārbì <u>Hālīmà</u> jiyà.	Dōkinkà bàì hārbì Hālīmà ba jiyà.
(shī)	Dōkinkà yā hārbēshì jiyà.	Dōkinkà bàì hārbēshì ba jiyà.
Mūsā	Dōkinkà yā hārbì <u>Mūsā</u> jiyà.	Dōkinkà bàì hārbì Mūsā ba jiyà.
(sū)	Dōkinkà yā hārbēsù jiyà.	Dōkinkà bàì hārbēsù ba jiyà.
Mūsā dà Hālīmà	Dōkinkà yā hārbì Mūsā dà Hālīmà jiyà.	Dōkinkà bàì hārbì Mūsā dà Hālīmà ba jiyà.

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

	<u>Nā</u> mañtā irin aikin Mūsā yānzū.	Bàn mañtā irin aikin Mūsā ba yānzū.
Shēhù	<u>Shēhù</u> yā mañtā irin aikin Mūsā yānzū.	Bàì mañtā irin aikin Mūsā ba yānzū.
Hālīmà	<u>Hālīmà</u> tā mañtā irin aikin Mūsā yānzū.	Bàtà mañtā irin aikin Mūsā ba yānzū.
(mū)	Mun mañtā irin aikin Mūsā yānzū.	Bàmù mañtā irin aikin Mūsā ba yānzū.

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

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

	Lāfiyàṙ <u>Hàlīmà</u> bà kalau ba.	Hàlīmà lāfiyàṙtā bà kalau ba.
Mūsā	Lāfiyàṙ <u>Mūsā</u> bà kalau ba.	Mūsā lāfiyàṙsà bà kalau ba.
Hàlīmà da Mūsā	Lāfiyàṙ <u>Hàlīmà</u> dà Mūsā bà kalau ba.	Mūsā da <u>Hàlīmà</u> lāfiyàṙsù bà kalau ba.

Further drill:

	Lāfiyàṙ <u>tā</u> bà kalau ba.
(mū)	Lāfiyàṙ <u>mù</u> bà kalau ba.
(sū)	Lāfiyàṙ <u>sù</u> bà kalau ba.
(shī)	Lāfiyàṙ <u>sà</u> bà kalau ba.
(ka ₁)	Lāfiyàṙ <u>kà</u> bà kalau ba.
(itā)	Lāfiyàṙ <u>tā</u> bà kalau ba.

GD 7.2 Variation Drill

	Mè zā'a y ₁ dà <u>ruwán</u> nàñ?
àlkalàmin	Mè zā'à y ₁ dà <u>àlkalàmin</u> nàñ?
sàkòn	Mè zā'a y ₁ dà <u>sàkón</u> nàñ?
	<u>Hàlīmà</u> bàtā zō tā ðaùkē bá?
uwartà	<u>Uwartà</u> bàtā zō tā ðaùkē bá?
'yartà	' <u>Yartà</u> bàtā zō tā ðaùkē bá?

Shēhù	<u>Shēhù</u> bàì zō yā fàukē bá?
māsɪnjà	<u>Māsɪnjà</u> bàì zō yā fàukē bá?
yārò	<u>Yārò</u> bàì zō yā fàukē bá?
bàbban àkàwū	<u>Bàbban àkàwū</u> bàì zō yā fàukē bá?
sàbabbɪn ma 'àìkàtā	<u>Sàbabbɪn ma 'àìkàtā</u> bàsù zō sun fàukē bá?
Bellò dà Mūsā	Bellò dà Mūsā bàsù zō sun fàukē bá?

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

	<u>Àkàwun</u> nà n yāzō dà sàkò.
māsɪnjà	<u>Māsɪnjàn</u> nà n yāzō dà sàkò.
mùtumì	<u>Mùtumìn</u> nà n yāzō dà sàkò.
yārò	<u>Yāròn</u> nà n yāzō dà sàkò.
yārā	<u>Yāran</u> nà n sunzō dà sàkò.

GD 7.5 Question and Answer Drill (unrecorded)

Bàkà zō dà tábà bá?	Ì, bà n zō dà kōmā ba.
Har yānzù bàsù zō gɪdànkà bá?	Ā'ā, sunzó.
Har yānzù dōkìnkà bàì warkè bá?	Ì, bàì warkè bà.
Sun gyārà gɪdànkà?	Ā'ā bàsù gyārà ba.
An gyārà gɪdànkà?	Ā'ā bà'ā gyārà ba.

An gyārà àlkalàmínkà?

Ī, an gyārà.

Ka gyārà àlkalàmínkà?

Ā'à, bàn gyārà ba.

Bàsù gyārà gɪdankà bá?

Ā'à, sun gyārà.

Bà'à gyārà gɪdankà bá?

Ā'à, an gyārà.

Bàkà gyārà àlkalàmínkà bá?

Ā'à, nā gyārà.

Make the substitutions and answer the following questions:

Bàsù zō gɪdankà bà tùkùná?

jìyà

Bàsù zō gɪdankà bà jìyà?

yàù

Bàsù zō gɪdankà bà yàù?

UNIT 8

BASIC SENTENCES

Audu

Hello there, Sale.

Baṛkā dà aìkì Sālè.

Shehu

Hello!

Yàwā, baṛkā kàdai.

A

I'll come

zaṅ zō

tomorrow

gōbe

I'm coming to your house
tomorrow noon.

Zaṅ zō gɪdankà gōbe dà rāna.

S

you (m.) will come

zākà zō

Are you coming by yourself?

Kai kàdai zākà zō?

A

I think

inà zàtō

woman, wife

mātā

my wife

mātātā

she'll come

zātà zō

I think my wife will be
coming, too.

Inà zàtō mātātā mā zātà zō.

S

who?

wā

he'll begin

zai fārā

coming

zuwā

inside, among

cìkī

among you (pl.)	cikinkù
Which of you will be the first to arrive? ('who among you will begin [the] coming?')	Wà zai fārà zuwà cikínkù?
	A
we'll come	zāmù zō
as a group, together	tāre
We'll come together.	Zāmù zō tāre.
	S
he prepared	yā shiryā
let one prepare, that one prepare	à shiryā
food	àbinci
Is someone to prepare food for you?	À shiryā makù àbincí?
	A
but	àmmā
abundance	yawā
a lot, in abundance	dà yawā
not a lot	bà dà yawā ba
Yes, but not a lot.	Ī, àmmā bà dà yawā ba.
	S
All right, see you then ('until you come').	Tō`, sai kunzō.

NOTES

Note 8.1 Verb: Future

za`n zō	I'll come
zāka` zō	you'll come
zai fāra`	he'll begin
zātā` zō	she'll come
zāmù` zō	we'll come

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

za`n zō	zāmù` zō
zāka` zō	zākù` zō
zāki` zō	
zai zō	zāsù` zō
zātā` zō	zā'a` zō

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

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

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

Note 8.2 /saɪ/

To, saɪ kunzo.

Saɪ bayan kwana biyu.

Madalla, saɪ anjuma.

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

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

Saɪ bayan kwana bakwai zata zo.

She'll come seven days later.

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

GRAMMATICAL DRILL

GD 8.1 /za-/ Future

	Wàcè rānā zākà <u>dāwō</u> ?
sàuka	Wàcè rānā zākà <u>sàukā</u> ?
zō	Wàcè rānā zākà <u>zō</u> ?
shiryā	Wàcè rānā zākà <u>shiryā</u> ?
fārā	Wàcè rānā zākà <u>fārā</u> ?
(kō)	Wàcè rānā zākà <u>kī</u> fārā?

(mū) Wàcè rānā zāmù fārā?

(kū) Wàcè rānā zākù fārā?

(nī) Wàcè rānā zaṅ fārā?

(shī) Wàcè rānā zai fārā?

(itā) Wàcè rānā zātā fārā?

Wàné ırın àbıncı mātar Mūsā zātā shıryā?

Hālīmā Wàné ırın àbıncı Hālīmā zātā shıryā?

mātarḳā Wàné ırın àbıncı mātarḳā zātā shıryā?

uwarsā Wàné ırın àbıncı uwarsā zātā shıryā?

Mammān Wàné ırın àbıncı Mammān zai shıryā?

(kaı) Wàné ırın àbıncı zākā shıryā?

(kē) Wàné ırın àbıncı zāki shıryā?

Karfè nawà māsınjā zai dāwō?

Mammān Karfè nawà Mammān zai dāwō?

uwarḳā Karfè nawà uwarḳā zātā dāwō?

yārònkā Karfè nawà yārònkā zai dāwō?

'yarḳā Karfè nawà 'yarḳā zātā dāwō?

Zai dāwō dà wajen karfè bakwāı.

bıyu Zai dāwō dà wajen karfè bıyu.

(itā) Zātā dāwō dà wajen karfè bıyu.

tarā Zātā dāwō dà wajen karfè tarā.

(sū) Zāsù dāwō dà wajen karfè tarā.

	Wàné irin karfè zā'á <u>ɗauké</u> ?
Hàlīmà	Wàné irin karfè <u>Hàlīmà</u> zātà <u>ɗauké</u> ?
Mūsā	Wàné irin karfè <u>Mūsā</u> zai <u>ɗauké</u> ?
(nī)	Wàné irin karfè zaɓ <u>ɗauké</u> ?
(kū)	Wàné irin karfè zākū <u>ɗauké</u> ?
(sū)	Wàné irin karfè zāsū <u>ɗauké</u> ?
(kaɪ)	Wàné irin karfè zākà <u>ɗauké</u> ?
(mū)	Wàné irin karfè zāmū <u>ɗauké</u> ?
(kē)	Wàné irin karfè zākì <u>ɗauké</u> ?
	Wàtàkìlā zā'á yɪ <u>sanyī</u> dà dare yaù.
tārō	Wàtàkìlā zā'á yɪ <u>tārō</u> dà dare yaù.
aikì	Wàtàkìlā zā'á yɪ aikì dà dare yaù.
(sū)	Wàtàkìlā zāsū yɪ aikì dà dare yaù.
(ɪtā)	Wàtàkìlā zātā yɪ aikì dà dare yaù.
(nī)	Wàtàkìlā zaɓ yɪ aikì dà dare yaù.
	<u>Uwarta</u> kaɗaɪ zātà zō gōbe.
Mūsā	<u>Mūsā</u> kaɗaɪ zai zō gōbe.
Hàlīmà	<u>Hàlīmà</u> kaɗaɪ zātà zō gōbe.
māsɪnjà	<u>Māsɪnjà</u> kaɗaɪ zai zō gōbe.
yārō	<u>Yārō</u> kaɗaɪ zai zō gōbe.
ma'aikàcī	<u>Ma'aikàcī</u> kaɗaɪ zai zō gōbe.
ma'aikàtā	<u>Ma'aikàtā</u> kaɗaɪ zāsū zō gōbe.
yārā	<u>Yārā</u> kaɗaɪ zāsū zō gōbe.
dabbōbī	Dabbōbī kaɗaɪ zāsū zō gōbe.

	Zāmù zō tārō gòbe dà rāna.
(itā)	Zātà zō tārō gòbe dà rāna.
Hālīmà	Hālīmà zātà zō tārō gòbe dà rāna.
Sālè	Sālè zai zō tārō gòbe dà rāna.
Hālīmà dà Sālè	Hālīmà dà Sālè zāsù zō tārō gòbe dà rāna.

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

	Nā mantā, an fìta dà dabbōbī.
[Negative]	Nā mantā bà' à fìta dà dabbōbī ba.
[Future]	Nā mantā zā' à fìta dà dabbōbī.
	Wàtàkìlā mātātā tā fārà aìkì.
[Negative]	Wàtàkìlā mātātā bàtā fārà aìkì ba.
[Future]	Wàtàkìlā mātātā zātā fārà aìkì.
	Sun dāwō wajen karfè biyu.
[Negative]	Bàsù dāwō wajen karfè biyu ba.
[Future]	Zāsù dāwō wajen karfè biyu.
	Māsinjà yā dāwō dà dōkìnkà.
[Negative]	Māsinjà bàì dāwō dà dōkìnkà ba.
[Future]	Māsinjà zai dāwō dà dōkìnkà.

	Wà ya ðaùkè ruwā cikínkù?
[Negative]	Wà bàì ðaùkè ruwā ba cikínkù?
[Future]	Wà zai ðaùkè ruwā cikínkù?
	Tā shiryà zuwà Amìrkà.
[Negative]	Bàtà shiryà zuwà Amìrkà ba.
[Future]	Zātà shiryà zuwà Amìrkà.

GD 8.2 Pronoun Review

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

	Nā dāwō dà <u>màtātā</u> .
yārō	Nā dāwō dà <u>yārōnā</u> .
uwā	Nā dāwō dà <u>uwātā</u> .
dōkī	Nā dāwō dà <u>dōkīnā</u> .
'yā	Nā dāwō dà 'yātā.
	Zāmù dāwō dà <u>màtaṛmù</u> .
yārā	Zāmù dāwō dà <u>yārānmù</u> .
uwā	Zāmù dāwō dà <u>uwaṛmù</u> .
dōkī	Zāmù dāwō dà <u>dōkīnmù</u> .
'yā	Zāmù dāwō dà 'yaṛmù.
	Wà zai fārà zuwà kāsuwā cikín <u>ku</u> ?
(sū)	Wà zai fārà zuwà kāsuwā cikíns <u>ù</u> ?
(mū)	Wà zai fārà zuwà <u>kāsuwā</u> cikínmù?
gidā	Wà zai fārà zuwà gidā cikín <u>mù</u> ?

(kū) Wà zai fārà zuwà gidā cìkínkù?
 (sū) Wà zai fārà zuwà gidā cìkínsù?
 òfìs Wà zai fārà zuwà òfìs cìkínsù?
 (mū) Wà zai fārà zuwà òfìs cìkínmù?
 (kū) Wà zai fārà zuwà òfìs cìkínkù?

An d'auki Hàlīmà jiyà dà rāna.

P An d'aukētà jiyà dà rāna.

Mūsā An d'auki Mūsā jiyà dà rāna.

P An d'aukēshì jiyà dà rāna.

ma 'àikàtā An d'auki ma 'àikàtā jiyà dà rāna.

P An d'aukēsù jiyà dà rāna.

àbinci An d'auki àbinci jiyà dà rāna.

P An d'aukēshì jiyà dà rāna.

ruwā An d'auki ruwā jiyà dà rāna.

P An d'aukēshì jiyà dà rāna.

àlbāshī An d'auki àlbāshī jiyà dà rāna.

P An d'aukēshì jiyà dà rāna.

mātarsà An d'auki mātarsà jiyà dà rāna.

P An d'aukētà jiyà dà rāna.

yārā An d'auki yārā jiyà dà rāna.

P An d'aukēsù jiyà dà rāna.

Inā zātō, kwānan Shēhù bīyu à Ingilà.

P Inā zātō, kwānansà bīyu à Ingilà.

Hàlīmà Inā zātō, kwānan Hàlīmà bīyu à Ingilà.

P Inā zātō, kwānantà bīyu à Ingilà.

Hàlīmà dà Shēhù	Inā zàtō, kwānan <u>Hàlīmà dà Shēhù</u> biyu à Ingilà.
P	Inā zàtō, kwānansù biyu à Ingilà.
	Nī zañ kai <u>Shēhù</u> ma 'aikatarṣù anjumã.
P	Nī zañ kai <u>shì</u> ma 'aikatarṣù anjumã.
Hàlīmà	Nī zañ kai <u>Hàlīmà</u> ma 'aikatarṣù anjumã.
P	Nī zañ kai <u>tà</u> ma 'aikatarṣù anjumã.
Hàlīmà dà Shēhù	Nī zañ kai <u>Hàlīmà dà Shēhù</u> ma 'aikatarṣù anjumã.
P	Nī zañ kaisù ma 'aikatarṣù anjumã.

Question and Answer Drill

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

Wà zai àikēshì dà <u>tābà</u> ?	[dōkì
Hàlīmà zātà àikēshì dà tābà.	sàkòn
Sālè dà Bellò zāsù àikēshì dà tābà.	àbincì
	àlkalāmī
Wà zai dāwō dà <u>mātātā</u> ?	yarònkà
Hàlīmà zātà dāwō dà mātātā.	'yarḳà]
Zāmù dāwō dà mātātā.	

GD 8.3 Variation Drill

	Kā fārà kai shì <u>ai kī</u> nè?
gidā	Kā fārà kai shì <u>gidā</u> nè?
kàsuwā	Kā fārà kai shì <u>kàsuwā</u> nè?

asìbitì Kā fārà kaishi asìbitì nè?
 òfis Kā fārà kaishi òfis né?

Sample Drill

Amīnà tā fārà fìta jìyà dà dare.
 Amīnà bàtà fārà fìtā ba.
 Amīnà zātà fārà fìta yau dà rāna.

Tā dāwō bāyan kwānā bakwàì.
 Saì bāyan kwānā bakwàì zātà dāwō.

Jìyà an d'aukè sàkon.
 Haṛ yānzū bà' à d'aukè sàkon bá?
 Zā' à d'aukè sàkon gōbe dà dare.

UNIT 9

BASIC SENTENCES

Alì

Good evening, Lawal.

Barkà dà dare Lawàl.

Lawal

Hello, Alì.

Barkà kàdaì Àlì.

A

he went (and returned)

yājē

you will go

zākù jē

he paid his respects to
emiryā gaidā / yā gaidā
sarkīAre you going to go pay your
respects to the emir today?

Zākù jē gaidā sarkī yáù?

L

We're not going to go.

Bà zāmù jē ba.

A

he put, put on; caused
what caused; what is it
that he put on

yāsā`

mè yasā`

What caused you not to go?

Mè yasā` bà zākù jē bá?

L

thus

hakānan

for no reason

kawàì

That's just the way it is.

Hakānan kawàì.

A

neighbor

makwàbcī

pl.

makwàbtā

what about

fá

What about your neighbors?

Makwàbtankà fá?

L

They're not going, either.

Bà zāsù jē ba sū mā.

A

I'm going to go

zā̀nì

I think I'll go.

Inà zà̀tō zā̀nì.

L

chance, opportunity

dāmā

you have the opportunity

kanà dà dāmā

You have the opportunity!

Kanà dà dāmā nē.

NOTES

Note 9.1 Verb: Negative Future

bà zāmù jē ba

bà zākù jē ba

bà zāsù jē ba

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

bà zàn zō ba

bà zāmù zō ba

bà zàkà zō ba

bà zākù zō ba

bà zāki zō ba

bà zai zō ba

bà zātà zō ba

bà zāsù zō ba

bà zā'à zō ba

Note 9.2 /gaidā/, /gaisā/, /gàishē-/

Zākù jē gaidà sarkī yàù?

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

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

Note 9.3 /fa/

Maḵwàbtankà fá?

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

Ìdan bàtā jē gaidà sarkī ba fá? And what if she doesn't go
greet the emir?

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

GRAMMATICAL DRILL

GD 9.1 /bà zā...ba/ Negative Future

GD 9.1.1 Learning Drill

	Bà zaṅ fārà aiki ba sai anjumà.
(itā)	Bà zātà fārà aiki ba sai anjumà.
(shī)	Bà zai fārà aiki ba sai anjumà.
(ka ₁)	Bà zākà fārà aiki ba sai anjumà.
(kē)	Bà zāki fārà aiki ba sai anjumà.
(sū)	Bà zāsù fārà aiki ba sai anjumà.
(kū)	Bà zākù fārà aiki ba sai anjumà.
(mū)	Bà zāmù fārà aiki ba sai anjumà.

	<u>Kē</u> mā bà zāki jē bá?
ka ₁	<u>Ka₁</u> mā bà zākà jē bá?
itā	<u>Ita</u> mā bà zātà jē bá?
shī	<u>Shī</u> mā bà zai jē bá?
sū	<u>Sū</u> mā bà zāsù jē bá?
nī	<u>Nī</u> mā bà zaṅ jē bá?
kū	<u>Kū</u> mā bà zākù jē bá?
mū	<u>Mū</u> mā bà zāmù jē bá?

	<u>Bellò</u> bà zai jē dà maƙwàbtansà ba.
Hàlīmà	<u>Hàlīmà</u> bà zātà jē dà maƙwàbtansà ba.
Bellò da Hàlīmà	Bellò dà Hàlīmà bà zāsù jē dà <u>maƙwàbtansà</u> ba.
yārā	Bellò dà Hàlīmà bà zāsù jē dà <u>yārā</u> ba.
dabbōbī	Bellò dà Hàlīmà bà zāsù jē dà <u>dabbōbī</u> ba.
Yūsufù	Bellò dà Hàlīmà bà zāsù jē dà <u>Yūsufù</u> ba.

	Bà zā' à fārà <u>ruwā</u> ba yānzù.
aiki	Bà zā' à fārà <u>aiki</u> ba yānzù.
sanyī	Bà zā' à fārà <u>sanyī</u> ba yānzù.
tārō	Bà zā' à fārà <u>tārō</u> ba yānzù.

fitā Bà zā' à fārà fitā ba yānzū.
 kōmaɪ Bà zā' à fārà kōmaɪ ba yānzū.

 Bà zaṅ gayā matā kōmaɪ ba.
 (shī) Bà zaṅ gayā masā kōmaɪ ba.
 (kē) Bà zaṅ gayā maki kōmaɪ ba.
 (sū) Bà zaṅ gayā masū kōmaɪ ba.
 (kaɪ) Bà zaṅ bayā makā kōmaɪ ba.
 (kū) Bà zaṅ gayā makū kōmaɪ ba.

Mūsā bà zai yɪ aikī ba yānzū.
 Hālīmā Hālīmā bà zātā yɪ aikī ba yānzū.
 Mūsā dà Hālīmā Mūsā dà Hālīmā bà zāsū yɪ aikī ba yānzū.
 yārā Yārā bà zāsū yɪ aikī ba yānzū.
 ma' àikātā Ma' àikātā bà zāsū yɪ aikī ba yānzū.

 Ídan Hālīmā bàtā jē gaidà sarkī ba fá?
 Mūsā Ídan Mūsā bàɪ jē gaidà sarkī ba fá?
 Mūsā dà Hālīmā Ídan Mūsā dà Hālīmā bàsū jē gaidà sarkī ba fá?
 yārā Ídan yārā bàsū jē gaidà sarkī ba fá?
 ma' àikātā Ídan ma' àikātā bàsū jē gaidà sarkī ba fá?

GD 9.1.2 Substitutions with Negative Transforms

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

	<u>Affirmative</u>	<u>Negative</u>
	Zaṅ jē aikī yaù.	Bà zaṅ jē aikī ba yaù.
(kē)	Zāki jē aikī yaù.	Bà zāki jē aikī ba yaù.
(shī)	Zai jē aikī yaù.	Bà zai jē aikī ba yaù.
(itā)	Zātā jē aikī yaù.	Bà zātā jē aikī ba yaù.
(sū)	Zāsū jē aikī yaù.	Bà zāsū jē aikī ba yaù.

(kū)	Zākù jē aìkì yaù.	Bà zākù jē aìkì ba yaù.
(mū)	Zāmù jē aìkì yaù.	Bà zāmù jē aìkì ba yaù.
	Hàlīmà zātà jē asìbitì dà yamma.	Hàlīmà bà zātà jē asìbitì dà yamma ba.
Shēhù	Shēhù zai jē asìbitì dà yamma.	Shēhù bà zai jē asìbitì dà yamma ba.
Hàlīmà dà Shēhù	Hàlīmà dà Shēhù zāsù jē asìbitì dà yamma.	Hàlīmà dà Shēhù bà zāsù jē asìbitì dà yamma ba.
(nī)	Zan jē <u>asìbitì</u> dà yamma.	Bà zan jē asìbitì dà yamma ba.
ōfìs	Zan jē ōfìs dà yamma.	Bà zan jē ōfìs dà yamma ba.
(kaì)	Zakà jē ōfìs dà yamma.	Bà zakà jē ōfìs dà yamma ba.
	Zan fìta nēman dōkìnā anjumà.	Bà zan fìta nēman dōkìnā ba anjumà.
(shī)	Zai fìta nēman dōkìnā anjumà.	Bà zai fìta nēman dōkìnā ba anjumà.
(sū)	Zāsù fìta nēman dōkìnā anjumà.	Bà zāsù fìta nēman dōkìnā ba anjumà.
(an)	Zā' à fìta nēman dōkìnā anjumà.	Bà zā' à fìta nēman dōkìnā ba anjumà.
	Inà zātō, <u>uwarṣà</u> zātà jē gaidà makwàbtansù.	Inà zātō, <u>uwarṣà</u> bà zātà jē gaidà makwàbtansù bà.
ùbansà	Inà zātō, <u>ùbansà</u> zai jē gaidà makwàbtansù.	Inà zātō, ùbansà bà zai jē gaidà makwàbtansù ba.
Àlì dà Lawàl	Inà zātō, Àlì dà Lawàl zāsù jē gaidà makwàbtansù.	Inà zātō, Àlì dà Lawàl bà zāsù jē gaidà makwàbtansù bà.

	Zāmù zō tārō gōbe dà rāna.	Bà zāmù zō tārō ba gōbe dà rāna. /- gōbe dà rāna ba.
'yātā	' <u>Yātā</u> zātā zō tārō gōbe dà rāna.	'Yātā bà zātā zō tārō ba gōbe dà rāna.
ùbanmù	Ùbanmù zai zō tārō gōbe dà rāna.	Ùbanmù bà zai zō tārō ba gōbe dà rāna.
yārānā	Yārānā zāsù zō tārō gōbe dà rāna.	Yārānā bà zāsù zō tārō ba gōbe dà rāna.
	<u>Māsinjā</u> kaɗai zai zō gōbe.	Māsinjā kaɗai bà zai zō ba gōbe.
ma 'àikātā	Ma 'àikātā kaɗai zāsù zō gōbe.	Ma 'àikātā kaɗai bà zāsù zō ba gōbe.
ìyālìnsà	Ìyālìnsà kaɗai zāsù zō gōbe.	Ìyālìnsà kaɗai bà zāsù zō ba gōbe.
	<u>Amīnà</u> zātā fārà fitā dà dare.	Amīnà bà zātā fārà fitā dà dare ba.
Shēhù	<u>Shēhù</u> zai fārà fitā dà dare.	Shēhù bà zai fārà fitā dà dare ba.
Amīnà dà Shēhù	Amīnà dà Shēhù zāsù fārà fitā dà dare.	Amīnà dà Shēhù bà zāsù fārà fitā dà dare ba.
	Nī zaɓ kai <u>Shēhù</u> ma 'aikatarɗsù anjumà.	Bà nī zaɓ kai Shēhù ma 'aikatarɗsù anjumà ba.
P	Nī zaɓ kai <u>kaishi</u> ma 'aikatarɗsù anjumà.	Bà nī zaɓ kai kaishi ma 'aikatarɗsù anjumà ba.
Hàlīmà	Nī zaɓ kai <u>Hàlīmà</u> ma 'aikatarɗsù anjumà.	Bà nī zaɓ kai Hàlīmà ma 'aikatarɗsù bà anjumà.

P	Nī zaṅ kaità ma'aikatar̥sù anjumã.	Bã nī zaṅ kaità ma'aikatar̥sù bà anjumã.
Àlì dà Lawàl	Nī zaṅ kai <u>Àlì dà Lawàl</u> ma'aikatar̥sù anjumã.	Bã nī zaṅ kai Àlì dà Lawàl ma'aikatar̥sù bà anjumã.
P	Nī zaṅ kaisù ma'aikatar̥sù anjumã.	Bã nī zaṅ kaisù ma'aikatar̥sù bà anjumã.

GD 9.1.3 Substitutions with Future and Negative Transforms

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

	Inà zàtō kunjē kāsuwā.	Inà zàtō bàkù jē kāsuwā ba.
za-	Inà zàtō zāku jē kāsuwā.	Inà zàtō bà zākù jē kāsuwā ba.
	Inà zàtō yā dāwō yānzū.	Inà zàtō bàì dāwō ba yānzū.
za-	Inà zàtō zai dāwō yānzū.	Inà zàtō bà zai dāwō ba yānzū.
	Inà zàtō tā dāwō yānzū.	Inà zàtō bàtà dāwō ba yānzū.
za-	Inà zàtō zātà dāwō yānzū.	Inà zàtō bà zātà dāwō ba yānzū.
	Hàlīmà dà Mūsā sun dāwō yaù.	Hàlīmà dà Mūsā bàsù dāwō ba yaù.
za-	Hàlīmà dà Mūsā zāsù dāwō yaù.	Hàlīmà dà Mūsā bà zāsù dāwō ba yaù.
	Bellò dà Mūsā sun sàuka yaù.	Bellò dà Mūsā bàsù sàuka ba yaù.
za-	Bellò dà Mūsā zāsù sàuka yaù.	Bellò dà Mūsā bà zāsù sàuka ba yaù.

Lawàl dà Àlì sun warkè
yaù.

Lawàl dà Àlì bàsù warkè bà
yaù.

za- Lawàl dà Àlì zāsù warkè
yaù.

Lawàl dà Àlì bà zāsù warkè bà
yaù.

Uwātā tājē shiryà àbinci.

Uwātā bàtā jē shiryà àbinci ba.

za- Uwātā zātā jē shiryà
àbinci.

Uwātā bà zātā jē shiryà àbinci
ba.

UNIT 10

BASIC SENTENCES

	A	
Saɪdu!		Sà 'īdù.
	S	
Yes!		Nà 'am.
	A	
he went		yā tàfɪ
go!		kà tàfɪ
peanut, peanuts		gyàdā
Go to the market with these peanuts.		Kà tàfɪ kàsuwā dà gyàdan nàn.
	S	
or; whether; (alternative particle)		kō
Now, or later?		Yànzú, kō saɪ anjùmā?
	A	
time, period of time		lōkàcī
the time which		lōkàcɪn dà
he received, got		yā sāmā (-ē/ɪ)
time to do something		sùkūnī
When you get time.		Lōkàcɪn dà ka sāmɪ sùkūnī.
	S	
let's go		mù tàfɪ
Should we go with Ibrahim? = Should we take Ibrahim?		Mù tàfɪ dà Ìbrāhīm?

A

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

S

let him go, that he go	yà tàfı
hat	hùlā
Was it you that told Sale to take ('go with') my hat?	Kaı kacē`Sālè yà tàfı dà hùlātá?

A

don't do	kadà kàyı
anger	fushı
don't be mad	kadà kàyı fushı
he bought	yā sayā (-ē/ı)
some, someone, another (f.)	wata
Don't get mad; I'll buy you another.	Kadà kàyı fushı zañ sayā makà wata.

S

All right.	Tō`.
------------	------

NOTES

Note 10.1 Verb: Optative

kà tàfı kàsuwā	go to the market
Kācē` Salè yà tàfı?	You said Sale was to go:
Mù tàfı dà İbrāhım?	Should we go with İbrahim?

The pronoun prefixes /ì- kà- kì- yà- tà- mù- kù- à-/ plus verb stem have an optative sense - 'may so-and-so (be the case)', 'let so-and-so (happen)'. In the second person they are a less abrupt request than the simple imperative (Note 12.1). So /kà tàf₁/ is 'go!', /yà tàf₁/ 'that he should go', /mù tàf₁/ 'let's go!' (in a question, 'should we go?'). The 'optative', as we may call this form, may be used by itself, as in /kà tàf₁/, /mù tàf₁/ or it may be used after another verb, as /yà tàf₁/ in /kācē` Sālè` yà tàf₁/ (above) or /kàcē` Sālè` yà tàf₁/ 'tell Sale to go'.

The full forms are:

ìnzō	mùzō
kàzō	kùzō
kìzō	
yàzō	sùzō
tàzō	àzō

Note 10.2 Verb: /yī/ plus noun

Kada kayi fushi

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

Wace rana za'a yī taro?

What day are they going to
have a meeting?

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

GRAMMATICAL DRILL

GD 10.1 Optative

	Yācē` nī in tàfı <u>kāsuwā</u> .
ōfis	Yācē` nī in <u>tàfı</u> ōfis.
dāwō	Yācē` <u>nī</u> in dāwō ōfis.
ka ₁	Yācē` ka ₁ kà dāwō <u>ōfis</u> .
gidā	Yācē` <u>ka₁</u> kà dāwō gidā.
kē	<u>Yācē`</u> kē kì dāwō gidā.
(mū)	Muncē` <u>kē</u> kì dāwō gidā.
shī	Muncē` shī yà dāwō gidā.
	Wàtàkīlā dà yamma sùzō <u>gidankà</u> .
tārō	Wàtàkīlā dà yamma sùzō <u>tārō</u> .
ōfis	Wàtàkīlā dà yamma <u>sùzō</u> ōfis.
Hālīmà	Wàtàkīlā dà yamma Hālīmà tàzō <u>ōfis</u> .
gidansù	Wàtàkīlā dà yamma <u>Hālīmà</u> tàzō gidansù.
uwarsà	Wàtàkīlā dà yamma <u>uwarsà</u> tàzō gidansù.
Shēhù	Wàtàkīlā dà yamma <u>Shēhù</u> yàzō gidansù.
Shēhù dà Àlı	Wàtàkīlā dà yamma <u>Shēhù dà Àlı</u> sùzō gidansù.
Hālīmà dà Àsàbe	Wàtàkīlā dà yamma Hālīmà dà Àsàbè sùzō gidansù.
	Kàcē` dà <u>yamma</u> yārā sù fìta.
rāna	Kàcē` <u>dà rāna</u> yārā sù fìta.
anjumà	Kàcē` <u>anjumà</u> yārā sù fìta.
gōbe	Kàcē` gōbe yārā sù fìta.

Laifī nè māsɪnjà yàzō dà rāna.
 Shēhù Laifī nè Shēhù yàzō dà rāna.
 Hālīmà Laifī nè Hālīmà tàzō dà rāna.
 yārā Laifī nè yārā sùzō dà rāna.
 ma 'àikàtā Laifī nè ma 'àikàtā sùzō dà rāna.

Zāmù zō mù ganī dà rāna.
 d'aukētā Zāmù zō mù d'aukētā dà rāna.
 kaɪshì Zāmù zō mù kaɪshì dà rāna.
 tàfɪ Zāmù zō mù tàfɪ dà rāna.
 shɪryā Zāmù zō mù shɪryā dà rāna.

Bā` dāmā sù kwāna à gɪdankà.
 Hālīmà Bā` dāmā Hālīmà tà kwāna à gɪdankà.
 Shēhù Bā` dāmā Shēhù yà kwāna à gɪdankà.
 (mū) Bā` dāmā mù kwāna à gɪdankà.

Wajen yamma Hālīmà tàzō dà tábà.
 Bellò Wajen yamma Bellò yàzō dà tábà.
 yārā Wajen yamma Bellò yàzō dà yārā.
 gyàdā Wajen yamma Bellò yàzō dà gyàdā.
 dabbōbī Wajen yamma Bellò yàzō dà dabbōbī.
 hūlā Wajen yamma Bellò yàzō dà hūlā.
 àbɪncɪ Wajen yamma Bellò yàzō dà àbɪncɪ.

	Kàcē` yà dāwō dà <u>karfē</u> blyu.
yamma	Kàcē` yà dāwō dà <u>yamma</u> .
dabbōbī	Kàcē` yà dāwō dà <u>dabbōbī</u> .
rāna	Kàcē` yà dāwō dà <u>rāna</u> .
yārā	Kàcē` yà dāwō dà <u>yārā</u> .
sākōn	Kàcē` yà dāwō dà <u>sākōn</u> .

	Wà zañ cē` yà kāwō <u>àbīncí</u> ?
ruwā	Wà zañ cē` yà <u>kāwō</u> ruwá?
gyārā	Wà zañ cē` yà gyārā <u>ruwá</u> ?
gīdā	Wà zañ cē` yà gyārā <u>gīdā</u> ?
ōfīs	Wà zañ cē` yà gyārā <u>ōfīs</u> ?

	Wà zañ cē` yà dāwō dà <u>sākōn</u> ?
uwartà	Wà zañ cē` yà dāwō dà <u>uwartà</u> ?
itā	Wà zañ cē` yà dāwō dà <u>itā</u> ?

Optative in Imperative Usage

	Kà tàfī kāsuwā dà <u>gyādan</u> nan.
dōkin	Kà tàfī <u>kāsuwā</u> dà dōkin nan.
gīdā	Kà tàfī <u>gīdā</u> dà dōkin nan.
asībītīn dabbōbī	Kà tàfī <u>asībītīn dabbōbī</u> dà dōkin nan.
ōfīs	Kà tàfī <u>ōfīs</u> dà <u>dōkin nan</u> .
maƙwàbtankà	Kà tàfī <u>ōfīs</u> dà maƙwàbtankà.
gīdā	Kà <u>tàfī</u> gīdā dà maƙwàbtankà.

dāwō Kà dāwō gɪdā dà makwàbtankà.
 'yaṛkà Kà dāwō gɪdā dà 'yaṛkà.

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

 Ìdan 'yaṛkà tāzō kà àikētà.
 uwaṛtà Ìdan uwaṛtà tāzō kà àikētà.
 yārònkà Ìdan yārònkà yāzō kà àikēshì.
 māsɪnjà Ìdan māsɪnjà yāzō kà àikēshì.
 Bellò Ìdan Bellò yāzō kà àikēshì.
 makwàbtankà Ìdan makwàbtankà sunzō kà àikēsù.
 yārā Ìdan yārā sunzō kà àikēsù.

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

 Ìdan Mūsā yā warkè kàcē` yāzō.
 Hālīmà Ìdan Hālīmà tā warkè kàcē` tāzō.
 uwaṛsù Ìdan uwaṛsù tā warkè kàcē` tāzō.
 yārā Ìdan yārā sun warkè kàcē` sùzō.
 Mūsā dà Hālīmà Ìdan Mūsā dà Hālīmà sun warkè kàcē` sùzō.
 yārònsà Ìdan yārònsà yā warkè kàcē` yāzō.

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

 Zākà tàfɪ gɪdan Mūsā dà yaɲma.
 0 Kà tàfɪ gɪdan Mūsā dà yaɲma.

Zāki tàfɪ kicē` Hālīmà tà bāki ruwā.

0 Kì tàfɪ kicē` Hālīmà tà bāki ruwā.

Zākù tàfɪ dà dabbōbɪn nà̀n asìbitì.

0 Kù tàfɪ dà dabbōbɪn nà̀n asìbitì.

Zākà dāwō dà gyàɗan nà̀n.

0 Kà dāwō dà gyàɗan nà̀n.

Zākà zō dà àbɪncɪ yà̀nzu.

0 Kà zō dà àbɪncɪ yà̀nzu.

Zākà jē ofìs yà̀nzu.

0 Kàjē ofìs yà̀nzu.

Zākà dāukɪ dōkì zuwā kāsuwā.

0 Kà dāukɪ dōkì zuwā kāsuwā.

Zākà zō dà hūlātā wajen tārō.

0 Kàzō dà hūlātā wajen tārō.

The transform pattern in the following drill is:

Perfective	Negative Perfective
Future	Negative Future
Optative	

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

- Shēhù yā d'aukɪ hūlar̩ Mūsā. Shēhù bàɪ d'aukɪ hūlar̩ Mūsā ba.
- F Shēhù zai d'aukɪ hūlar̩ Mūsā. Shēhù bà zai d'aukɪ hūlar̩ Mūsā
ba.
- O Shēhù yà d'aukɪ hūlar̩ Mūsā.
- Mūsā yā dāwō dāgà aɪkì Mūsā bàɪ dāwō dāgà aɪkì ba
yānzɔ.
- F Mūsā zai dāwō dāgà aɪkì Mūsā bà zai dāwō dāgà aɪkì
yānzɔ. ba yānzɔ.
- O Mūsā yà dāwō dāgà aɪkì
yānzɔ.
- Yā fārà zuwā ōfìshɪn jākādàn Bāɪ farà zuwā ōfìshɪn jākādàn
Amìrkà. Amìrkà ba.
- F Zai fārà zuwā ōfìshɪn Bā zai fārà zuwā ōfìshɪn
jākādàn Amìrkà. jākādàn Amìrkà ba.
- O Yà fārà zuwā ōfìshɪn jākādàn
Amìrkà.
- Àsàbè tázō dà àbɪncɪ Àsàbè bàtā zō dà àbɪncɪ ba
yānzɔ. yānzɔ.
- F Àsàbè zātā zō dà àbɪncɪ Àsàbè bà zātā zō dà àbɪncɪ
yānzɔ. ba yānzɔ.
- O Àsàbè tázō dà àbɪncɪ yānzɔ.

GD 10.2 Variation Drill

Kà tàfɪ kāsɔwā kà sáyɪ wata hūlā.

Kà sáyētā à kāsɔwā.

Kà dāwō gɪdā dà itā.

Nā sāmı gyàđan nān jıyà.

Nā sāmēsu yau.

Nā sāmı sūkūnī ìn tāfı.

lōkácın the time (of), the time that; when

Lōkácın zuwà aıkī yā kūsā. Mù tāfı.

Nā mańta lōkácın dà Ìbrāhım ya tāfı.

Wàné lōkácın zākù kaı sākòń nán?

Ídan tājē òfıs kà gayà masà.

Ídan bàtà jē òfıs ba kà gayà masà.

Ídan zātà jē òfıs kà gayà masà.

Ídan bà zātà jē òfıs ba kà gayà masà.

Ìnā zan shıryà gyàđán nán?

Kà shıryà à gidā.

UNIT 11

BASIC SENTENCES

A

early morning with sun
well up

hàntsī

Good morning!

Baṛkǎ dà hàntsī.

B

Good morning.

Baṛkǎ kàdǎ.

A

he informed him
that he not go, let
him not go

yā shǎidā masà

kadà yà tàfǐ

Did you tell him not to go?

Kā shǎidā masà kadà yà tàfǐ?

B

I haven't seen him yet.

Bàn gǎnshì bà hǎ yǎnzǔ.

A

fear, being afraid
I'm afraid
that they not go

tsōrō

inǎ tsōrō

kadà sù tàfǐ

I'm afraid that they won't go
with the children.

Inǎ tsōron kadà sù tàfǐ dà yārǎ.

B

What would cause them to do
that ('thus')?

Mě zài sǎ` sù yǐ hákà?

A

he knows
some people

yā sanī

wasu mutǎnē

good sense	hankàlī
they don't have good sense	bā̀su dà hankàlī
You know some people don't have good sense.	Kā san wasu mutānē bā̀su dà hankàlī.

B

truth	gaskiyā
That's so.	Gaskiyā nē.

A

let's not go everywhere; (with neg.) anywhere	kadà mù tafı kō'inā
Let's not go anywhere (from here).	Kadà mù tafı kō'inā dàgà nañ.

B

inclination, feeling	nīyyà /nīyà/
I didn't have the inclination a long time ago	bā̀ni dà nīyyà dā`
I didn't have any intention of going out anyway.	Bā̀ni dà nīyyà` fitā dāmā.

NOTES

Note 11.1 Verb: Negative Optative

Kadà kà dāmu.	Don't worry.
Kadà kàyi fushī	Don't get angry.
Kadà yà tafı.	That he not go.

Kā shaidā masà kadà yà tàfí? Did you tell him not to go?
 Kadà mù tàfí. Let's not go.
 Inà tsōron kadà sù tàfí I'm afraid that they will go
 dà yārā. with the children.

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

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

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

Note 11.2 Verb: /sanī/

yā sanī

Ka san wasu mutane basu da hānkali

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

GRAMMATICAL DRILL

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

GD 11.1 /kadà/

	Kadà kà̀yɪ <u>kōma</u> ɪ saɪ yā dāwō.
aikī	Kada <u>kay</u> ɪ aikɪ saɪ ya dawo.
(shī)	Kada <u>yay</u> ɪ aikɪ saɪ ya dawo.
(itā)	Kada <u>tay</u> ɪ aikɪ saɪ ya dawo.
(sū)	Kada <u>suy</u> ɪ aikɪ saɪ <u>ya</u> dawo.
(kē)	Kada <u>suy</u> ɪ aikɪ saɪ <u>kin</u> dawo.
(mū)	Kada <u>suy</u> ɪ aikɪ saɪ <u>mun</u> dawo.
(nī)	Kada <u>suy</u> ɪ aikɪ saɪ <u>na</u> dawo.
an	Kada <u>suy</u> ɪ aikɪ saɪ an dawo.
	Kadà kà̀ fɪta <u>kai</u> kà̀ɗaɪ dà yamma.
kē	Kada <u>ki</u> fɪta <u>ke</u> kà̀ɗaɪ da yamma.
itā	Kada <u>ta</u> fɪta <u>ita</u> kà̀ɗaɪ da yamma.
shī	Kada ya fɪta shɪ kà̀ɗaɪ da yamma.
	Kadà kà̀jē <u>gidā</u> saɪ nā dāwō.
kāsuwā	Kada kaje <u>kasuwa</u> saɪ na dawo.
ōfɪs	Kada kaje <u>ofɪs</u> saɪ na dawo.
asɪbitɪ	Kada kaje <u>asɪbitɪ</u> saɪ na dawo.
ma'aikatarkù	Kada kaje <u>ma'aikatarku</u> saɪ na dawo.
kō'inā	Kada kaje ko'ina saɪ na dawo.

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

Kà shaidā masa yàzo
gidānā dà rānā.

Kadà kà shaidā masà yàzo
gidānā dà rāna.

(itā)	Ka shaida <u>mata</u> tazo gidana da rana.	Kada ka shaida mata tazo gidana da rana.
(su)	Ka shaida masu suzo gidana da rana.	Kada ka shaida masu suzo gidana da rana.
	Idan akwai <u>mutānē</u> su fārā aikin yanzu.	Idan akwai mutānē kadā su fārā aikin yanzu.
ma'aikātā	Idan akwai <u>ma'aikata</u> su fara aikin yanzu.	Idan akwai ma'aikata kada su fara aikin yanzu.
lōkacī	Idan akwai <u>lokaci</u> su fara aikin yanzu.	Idan akwai lokaci kada su fara aikin yanzu.
àbinci	Idan akwai abinci su fara aikin yanzu.	Idan akwai abinci kada su fara aikin yanzu.

The transform pattern in the following drill is:

	Perfective	Negative Perfective
	Future	Negative Future
	Optative	Negative Optative
	Idan gaskiyā nè tázō dà sākon̄.	Idan gaskiyā nè bàtázō dà sākon̄ ba.
F	Idan gaskiyā nè zātā zō dà sākon̄.	Idan gaskiyā nè bà zātā zō dà sākon̄ ba.
O	Idan gaskiyá nè tázō dà sākon̄.	Idan gaskiyā nè kadā tázō dà sākon̄.
	Gaskiyā nè māsīnjà yā dāwō dàgà gidansà.	Gaskiyā nè māsīnjà bà dāwō dàgà gidansà ba.
F	Gaskiyā nè māsīnjà zai dāwō dàgà gidansà.	Gaskiyā nè māsīnjà bà zai dāwō dàgà gidansà ba.

- O Gaskiyā nè māsɪnjà yà dāwō
dàgà gɪdانسà. Gaskiyā nè kadà māsɪnjà yà
dāwō dàgà gɪdانسà.
- Yāran̄ sunjɪ tsōron dōkin̄. Yāran̄ bàsùjɪ tsōron dōkin̄ ba.
- F Yāran̄ zāsù jɪ tsōron dōkin̄. Yāran̄ bà zāsù jɪ tsōron dōkin̄
ba.
- O Yāran̄ sùjɪ tsōron dōkin̄. Kadà yāran̄ sùjɪ tsōron dōkin̄.
/Yāran̄ kadà sùjɪ tsōron dōkin̄.
- Wasu mutānē sunzō ōfɪshɪnmù. Wasu mutānē bàsùzō ōfɪshɪnmù
ba.
- F Wasu mutānē zāsù zō ōfɪshɪnmù. Wasu mutānē bà zāsù zō
ōfɪshɪnmù ba.
- O Wasu mutānē sùzō ōfɪshɪnmù. Kadà wasu mutānē sùzō
ōfɪshɪnmù.
- Nājɪ wasu ma'aikātā sunjē gaidà sarkī. Nājɪ wasu ma'aikātā bàsù jē
gaidà sarkī ba.
- F Nājɪ wasu ma'aikātā zāsù jē gaidà sarkī. Nājɪ wasu ma'aikātā bà zāsù
jē gaidà sarkī ba.
- O Nājɪ wasu ma'aikātā sùjē gaidà sarkī. Nājɪ kadà wasu ma'aikātā sùjē
gaidà sarkī.
/Nājɪ wasu ma'aikātā kadà sùjē gaidà sarkī.
- Ìbrāhìṃ yājē kāsuwā hakà. Ìbrāhìṃ bàjē kāsuwā hakà ba.
- F Ìbrāhìṃ zai jē kāsuwā hakà. Ìbrāhìṃ bà zai jē kāsuwā hakà
ba.
- O Ìbrāhìṃ yājē kāsuwā hakà. Kadà Ìbrāhìṃ yājē kāsuwā hakà.
/Ìbrāhìṃ kadà yājē kāsuwā hakà.

- | | | |
|---|---|--|
| | Ìdan sanyī dà saukī sun
kwāna. | Ìdan sanyī dà saukī bàsù
kwāna ba. |
| F | Ìdan sanyī dà saukī zāsù
kwāna. | Ìdan sanyī dà saukī bà zāsù
kwāna ba. |
| O | Ìdan sanyī dà saukī sù
kwāna. | Ìdan sanyī dà saukī kadà sù
kwāna. |
| | Hàlīmà tā d'aukī sàkòn. | Hàlīmà bàtā d'aukī sàkòn ba. |
| F | Hàlīmà zātā d'aukī sàkòn. | Hàlīmà bà zātā d'aukī sàkòn ba. |
| O | Hàlīmà tà d'aukī sàkòn. | Kadà Hàlīmà tà d'aukī sàkòn.
/Hàlīmà kadà tà d'aukī sàkòn. |
| | Kà shaidā masà sunzō gidānā
dà rāna. | Kà shaidā masà bàsù zō gidānā
dà rāna ba. |
| F | Kà shaidā masà zāsù zō
gidānā dà rāna. | Kà shaidā masà bà zāsù zō
gidānā dà rāna ba. |
| O | Kà shaidā masà sùzō gidānā
dà rāna. | Kà shaidā masà kadà sùzō
gidānā dà rāna. |
| | Yārā sun d'aukēshī dāgà nan. | Yārā bàsù d'aukēshī dāgà nan ba. |
| F | Yārā zāsù d'aukēshī dāgà nan. | Yārā bà zāsù d'aukēshī dāgà nan
ba. |
| O | Yārā sù d'aukēshī dāgà nan. | Kadà yārā sù d'aukēshī dāgà nan.
/Yārā kadà sù d'aukēshī dāgà
nan. |

GD 11.2 Variation Drill

	Bà zāmù jē kō'inā ba dàgà nan.
(shī)	Ba za ₁ je ko'ina ba daga nan.
(itā)	Ba zata je ko'ina ba daga nan.
(ka ₁)	Ba zaka je <u>ko'ina</u> ba daga nan.
ōfìs	Ba zaka je <u>ofis</u> ba daga nan.
kàsuwā	Ba zaka je <u>kasuwa</u> ba daga nan.
asìbitì	Ba zaka je <u>asibiti</u> ba daga nan.
gìdā	Ba zaka je gida ba daga nan.
	Àkwai <u>sanyī</u> kō'inā yāzu.
àbinci	Akwai <u>abinci</u> ko'ina yanzu.
dabbōbī	Akwai <u>dabbobi</u> ko'ina yanzu.
yārā	Akwai <u>yara</u> ko'ina yanzu.
mutānē	Akwai <u>mutane</u> ko'ina yanzu.
ma 'aìkātā	Akwai <u>ma'aikata</u> ko'ina yanzu.
ruwā	Akwai ruwa ko'ina yanzu.
	Àkwai wasu <u>yārā</u> à gidánkà?
mutānē	Akwai wasu <u>mutane</u> a gidanka?
dabbōbī	Akwai wasu dabbobi a <u>gidanka</u> ?
kàsuwā	Akwai wasu dabbobi a <u>kasuwa</u> ?
asìbitì	Akwai wasu dabbobi a <u>asibiti</u> ?
ma 'aìkatarkù	Akwai wasu dabbōbī a ma'aikatarku?

	Hakà za <u>n</u> fìta bā` hūlā?
(kaī)	Haka zaka fìta ba hula?
(kū)	Haka zaku fìta ba hula?
(shī)	Haka za <u>i</u> fìta ba hula?
dāwō	Haka za <u>i</u> dawo ba <u>hula</u> ?
àbinci	Haka za <u>i</u> dawo ba <u>abinci</u> ?
ruwā	Haka za <u>i</u> dawo ba <u>ruwa</u> ?
kōma <u>i</u>	Haka za <u>i</u> dawo ba kom <u>a</u> i?
	Wā ya shaidā mat <u>a</u> Shēhù yāzō?
(ka <u>i</u>)	Wa ya shaida mak <u>a</u> Shehu yazo?
(sh <u>ī</u>)	Wa <u>ya</u> shaida masa Shehu yazo?
Neg.	Wa ba <u>i</u> shaida masa Shehu yazo ba?
Fut.	Wa <u>za<u>i</u></u> shaida masa Shehu yazo?
Neg.	Wa ba za <u>i</u> shaida masa Shehu yazo ba?
	Ìdan hakà zākà <u>kwāna</u> shīkēnan.
shiry <u>à</u>	Idan haka zaka <u>shirya</u> shikenan.
wark <u>è</u>	Idan haka zaka <u>warke</u> shikenan.
sām <u>ā</u>	Idan haka zaka <u>sama</u> shikenan.
zō	Idan haka zaka <u>zo</u> shikenan.
jē	Idan haka zaka <u>je</u> shikenan.
sāuka	Idan haka zaka sauka shikenan.

UNIT 12

BASIC SENTENCES

A

he rested

yā hūtā

resting

hūtāwā

householder

māigīdā

How do you do. ('Greetings
on resting, householder')

Sànnu dà hūtāwā māigīdā`.

M

How do you do?

Yāwā, sànnu kàdai.

A

carpenter

kāfintā

Do you know Bello the carpenter?

Kāsan Bellò kāfintā?

M

No, I don't know him.

Ā'ā, bànsanshì ba.

A

I forgot where he is ('the
place').

Nī nā maṅta wajeṅ.

M

he asked

yā tàmbàyā (ē/1)

someone, a (----)

wani

(question particle)

màná

Why not ask someone?

Tàmbàyi wani màná?

/Why don't you ask someone else?

/Tàmbàyi wani màná?

A

Who should I ask?

Wā zan tàmbàyá?

M

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

Gǎ su Sālè caṅ.

he called

yā kirā

one

ɗaya

Call one of them.

Kira ɗaya dàgà cikinsù.

A

All right.

Tō`.

NOTES

Note 12.1 Verb: Imperative

tàf₁

go!

jē [kày₁ wàsā]

go [play]!

tàmbày₁ wan₁ mànà

Ask someone, why not.

The imperative of the verb has no prefix. It is an abrupt form so is not to be recommended for extensive use. It is more polite to use the optative (/kà tàf₁/, /kì tàf₁/, /kù tàf₁/ - see Note 10.1) in an imperative sense.

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

Perfective

Imperative

		- Pronoun	- Noun
yā àikā	àikā	àikēshì	àikɪ yārò
yā d'aukā	d'aukā / d'aukɪ	d'aukēshì	d'aukɪ ruwā
yā hàrbā	hàrbā / hàrbɪ	hàrbēshì	hàrbɪ wanɪ
yā nēmā	nēmɪ	nēmēshì	nēmɪ kāfɪntà
yā sāmā	sāmā / sāmɪ	sāmēshì	sāmɪ lōkàcī
yā tàmbàyā	tàmbàyā	tàmbàyēshì	tàmbàyɪ àkàwū
yā d'aukē	d'auke	d'aukēshì	d'aukè ruwā
yā gōdē	gōdē	gōdē masà	gōdē wà Shēhù gōdē Allàh
yā kɪrā	kɪra	kɪrāshì	kɪrā māsɪnjà
yā màntā	màntā	màntāshì	màntà sàkòn
yā shàidā	shàidā	shàidā masà	shàidā wà Shēhù
yā shìryà	shìryā	shìryāshì	shìryà sàkòn
yā kaɪ	kaɪ	kàɪshɪ	kaɪ sàkòn
yā jɪ	jɪ	jìshɪ	jɪ tsòrò
yā sō	so	sòshɪ	so d'ankà
yā yɪ	yɪ	yī shì / yìshɪ	yì aiki
yā zō	zo	-----	zō gidā
yā ganī		gànshɪ	gà yārò
yā gaidā		gàɪshēshì	gàidà sarkī

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

Some of the different types of verbs found here are:

Two tone stems	low high	low high	low high
$\bar{a}/\bar{e}/1$	$\grave{a}ik\bar{a}$	$\grave{a}ik\bar{e}sh\grave{i}$	$\grave{a}ik1\ y\bar{a}\bar{o}$
	low high	low high	low high
\bar{a}/a	$k\grave{i}r\bar{a}$	$k\grave{i}r\bar{a}sh\grave{i}$	$k\grave{i}r\bar{a}\ m\bar{a}s\grave{i}n\grave{j}\bar{a}$
Three tone stems	high low high	high low high	high low high
\bar{a}/a	$m\grave{a}n\bar{t}\bar{a}$	$m\grave{a}n\bar{t}\bar{a}sh\grave{i}$	$m\grave{a}n\bar{t}\bar{a}\ s\grave{a}\bar{k}on$

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

One tone stems	high	low	high
	$ka1$	$k\grave{a}1sh1$	$ka1\ s\grave{a}\bar{k}on$
	high	low/high	low
	$y1$	$y\grave{i}sh1$	$y\grave{i}\ a1k\grave{i}$
		$y\bar{i}sh\grave{i}$	

Verbs without direct object

high low high	high low high	high low high
$sh\grave{a}i\bar{d}\bar{a}$	$sh\grave{a}i\bar{d}\bar{a}\ mas\grave{a}$	$sh\grave{a}i\bar{d}\bar{a}\ w\grave{a}\ Sh\bar{e}h\bar{u}$

$/\grave{t}\bar{a}mb\grave{a}y\bar{a}, \grave{t}\bar{a}mb\grave{a}y\bar{e}-, \grave{t}\bar{a}mb\grave{a}y1/$ is the same pattern as $/\grave{a}ik\bar{a}/$ but a three tone verb (tones low low high for all imperative forms).

Note 12.2 $/m\grave{a}n\bar{a}/$

$\grave{t}\bar{a}mb\grave{a}y1\ wan1\ m\grave{a}n\bar{a}?$ Why not ask someone?

The imperative of verbs such as $/c\bar{e}\bar{`}/$ is frequently followed by an adverbial, as $/c\bar{e}\ m\grave{a}n\bar{a}/$ 'why not say it?', 'why don't you say it?' 'go ahead and say it', $/f\grave{a}d\bar{1}\ m\grave{a}n\bar{a}/$ 'go ahead and tell!', 'come on, tell!', $/d\grave{a}d\bar{e}\ m\grave{a}n\bar{a}/$ 'stay [and see what happens to you!]'.

Note 12.3 /wanɪ/, /wata/, /wasu/

Wasu mutane basu da hankali.

Zan saya maka wata.

Tambayi wani mana?

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

GRAMMATICAL DRILL

GD 12.1 Imperative

The transform pattern for the following drill is:

Perfective

Negative Perfective

Negative Optative

Imperative

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

Kā tãmbayɪ Mūsã læbãrìn àlbãshĩ?

Tã ðãukɪ àbɪncɪ̀n nã̀n?

Bàkã tãmbayɪ Mūsã læbãrìn àlbãshĩ bá?

Bàtã ðãukɪ àbɪncɪ̀n nã̀n bá?

Kadã kã tãmbayɪ Mūsã læbãrìn àlbãshĩ.

Kadã tã ðãukɪ àbɪncɪ̀n nã̀n.

Tãmbayɪ Mūsã læbãrìn àlbãshĩ.

Ðãukɪ àbɪncɪ̀n nã̀n.

Kã àikɪ Shẽhù kãsuwã?

Sun ðãukẽ sã̀kõ̀n nã̀n?

Bàkã àikɪ Shẽhù kãsuwã bá?

Bàsù ðãukẽ sã̀kõ̀n nã̀n bá?

Kadã kã àikɪ Shẽhù kãsuwã.

Kadã sù ðãukẽ sã̀kõ̀n nã̀n.

Àikɪ Shẽhù kãsuwã.

Ðãuke sã̀kõ̀n nã̀n.

Kā dāwō dàgà asìbítìn?
 Bàkà dāwō dàgà asìbítìn bá?
 Kadà kà dāwō dàgà asìbítìn.
 Dāwō dàgà asìbítìn.

Tā fārà áìkìn?
 Bàtā fārà aìkìn bá?
 Kadà tà fārà aìkìn.
 Fārà aìkìn.

Yā fìtā zuwà òfìs yànzú?
 Bàl fìtā zuwà òfìs ba yànzú?
 Kadà yà fìtā zuwà òfìs yànzú.
 Fìtā zuwà òfìs yànzú.

Kìn gayà masà yàzō dà yamma?
 Bàkì gayà masà yàzō dà yamma bá?
 Kadà kì gayà masà yàzō dà yamma.
 Gàyā masà yàzō dà yamma.

Tā gōdè sàkòn dà Shēhù ya káì?
 Bàtā gōdè sàkòn dà Shēhù ya káì bá?
 Kadà tà gōdè sàkòn dà Shēhù ya káì.
 Gōdè sàkòn dà Shēhù ya káì.

Kā gyārà hùlārì?
 Bàkà gyārà hùlārì bá?
 Kadà kà gyārà hùlārì.
 Gyārà hùlārì.

Yā jì tsòron dōkìn Shēhù?
 Bàl jì tsòron dōkìn Shēhù bá?
 Kadà yà jì tsòron dōkìn Shēhù.
 Jì tsòron dōkìn Shēhù.

À kírā Mammàn?
 Bà' à kírā Mammàn bá?
 Kadà à kírā Mammàn.
 Kírā Mammàn.

Mūsā yā kírā māsìnjà.
 Mūsā bàl kírā māsìnjà ba.
 Kadà Mūsā yà kírā māsìnjà.
 Kírā māsìnjà.

Tā sāmì àbìncìn?
 Bàtā sāmì àbìncìn bá?
 Kadà tà sāmì àbìncìn.
 Sāmì àbìncìn.

Yā sàuka à Àmìrkà?
 Bàl sàuka à Àmìrkà bá?
 Kadà yà sàuka à Àmìrkà.
 Sàuka à Àmìrkà.

Kā shaidā masà sàkòn?
 Bàkà shaidā masà sàkòn bá?
 Kadà kà shaidā masà sàkòn.
 Shaidā masà sàkòn.

Sun shiryà sàkòn yànzú?
 Bàsù shiryà sàkòn ba yànzú?
 Kadà sù shiryà sàkòn yànzú.
 Shiryà sàkòn.

Kun tàmbàyi kōmai wajénsà?
 Bàkù tàmbàyi kōmai wajénsà bá?
 Kadà kù tàmbàyi kōmai wajénsà.
 Tàmbàyi kōmai wajénsà.

Kā tàfi asibitì?
 Bàkà tàfi asibitì bá?
 Kadà kà tàfi asibitì.
 Tàfi asibitì.

Tāzō dà àbincin?
 Bàtà zō dà àbincin bá?
 Kadà tàzō dà àbincin.
 Zō dà àbincin.

GD 12.2 Variation Drill

Kirā wani nan.

(ka)	Kà kira wani nan.	Kada ka kira wani nan.
(kē)	Ki kira wani nan.	Kada ki kira wani nan.
(kū)	Ku kira wani nan.	Kada ku kira wani nan.

Wani kāfintà yāzō nan dà rāna.

mùtum	Wani <u>mutum</u> yazo nan da rana.
yārò	Wani <u>yaro</u> yazo nan da rana.
àkàwū	Wani akawu yazo nan da rana.

Maigīdan yā dāwō dàgà áiki?

ōfis	Maigīdan ya dawo daga <u>ofis</u> ?
kàsuwā	Maigīdan ya dawo daga <u>kasuwa</u> ?
asibitì	Maigīdan ya dawo daga <u>asibiti</u> ?
Amirkà	Maigīdan ya <u>dawo</u> daga Amirka?

zō	Maigidan <u>yazo</u> daga Amirka?
sàuka	Maigidan ya sauka daga Amirka?
	Tà tàmbàyi <u>uwartà</u> mànà.
Shēhù	Ta tambayi <u>Shehu</u> mana.
Hālīmà	Ta tambayi <u>Halima</u> mana.
wanɪ	Ta tambayi <u>wanɪ</u> mana.
yāròntà	<u>Ta</u> tambayi yaronta mana.
(kū)	<u>Ku</u> tambayi yaronta mana.
(kaɪ)	<u>Ka</u> tambayi yaronta mana.
(kē)	<u>Kɪ</u> tambayi yaronta mana.
(mū)	<u>Mu</u> tambayi yaronta mana.
(shī)	<u>Ya</u> tambayi yaronta mana.
(su)	<u>Su</u> tambayi yaronta mana.
(an)	A tambayi yaronta mana.
	<u>Nī</u> ɗaya zàn ɗàukè gyàɗán nàñ?
kaɪ	<u>Kaɪ</u> ɗaya zaka ɗauke gyadan nan?
shī	<u>Shɪ</u> ɗaya zaɪ ɗauke gyadan nan?
kē	<u>Ke</u> ɗaya zaki ɗauke gyadan nan?
ɪtā	Ita ɗaya zata ɗauke gyadan nan?
	Kaɪ ɗaya zākà <u>kwāna</u> à gɪɗán?
hūtā	Kaɪ ɗaya zaka <u>huta</u> a gɪɗan?
sàuka	Kaɪ ɗaya zaka sauka a <u>gɪɗan</u> ?
Amìrkà	Kaɪ ɗaya zaka sauka a Amirka?

	Wàné káfintà ya <u>gyàrà</u> ?
tàfì	Wane kafinta ya <u>tafi</u> ?
zō	Wane <u>kafinta</u> ya zo?
yārō	Wane <u>yaro</u> ya zo?
mùtum	Wane mutum ya zo?
	<u>Shēhù</u> yā maṅta wajen asibitin dabbōbī.
Hālīmà	<u>Halima</u> ta manta wajen asibitin dabbobī.
Shēhù da Hālīmà	Shehu da Halima sun manta wajen <u>asibitin dabbobī</u> .
gidānā	Shehu da Halima sun manta wajen <u>gidana</u> .
ma 'aikatarḳù	Shehu da Halima sun manta wajen ma 'aikatarku.
	Shēhù yā tàmbàyi wani <u>mùtum</u> jiyā.
yārō	Shehu ya <u>tambayi</u> wani yaro jiya.
àikā	Shehu ya <u>aiki</u> wani yaro jiya.
ɗàukā	Shehu ya <u>ɗauki</u> wani yaro jiya.
Negative	Shehu bai <u>ɗauki</u> wani yaro ba jiya.
	Ìnā zaṅ sāmī wani <u>àbīncī</u> yānzú?
àlkalāmī	Ina zan sami wani <u>alkalami</u> yanzu?
dōkì	Ina zan sami wani <u>doki</u> yanzu?
gidā	Ina zan sami wani <u>gida</u> yanzu?
yārō	Ina zan sami wani <u>yaro</u> yanzu?
káfintà	Ina zan sami wani <u>kafinta</u> yanzu?
	Ìnā nè wajen <u>gidánsà</u> ?
kàsuwā	Ina ne wajen <u>kasuwa</u> ?
asibitì	Ina ne wajen <u>asibiti</u> ?

ma 'aikatarkù	Ina ne wajen <u>ma 'aikatarku</u> ?
ōfìshinsù	Ina ne wajen ofìshinsu?
	Wajen wà zākà tàmàyá?
(itā)	Wajen wa zata tambaya?
(kū)	Wajen wa zaku tambaya?
(shī)	Wajen wa za ₁ tambaya?
(nī)	Wajen wa zan <u>tambaya</u> ?
jē	Wajen wa zan <u>je</u> ?
ganī	Wajen wa zan <u>gani</u> ?
tāfī	Wajen wa zan <u>tafi</u> ?
ka ₁	Wajen wa zan <u>ka₁</u> ?
sāuka	Wajen wa zan <u>sauka</u> ?
aikā	Wajen wa zan aika?
	<u>Nā</u> mantā yau akwai aiki.
(shī)	<u>Ya</u> manta yau akwai aiki.
(ita)	<u>Ta</u> manta yau akwai aiki.
(su)	<u>Sun</u> manta yau akwai aiki.
(ka ₁)	<u>Ka</u> manta yau akwai aiki.
(kē)	<u>Kin</u> manta yau akwai aiki.
(mū)	<u>Mun</u> manta yau akwai aiki.
(kū)	<u>Kun</u> manta yau akwai aiki.
an	An manta yau akwai aiki.
	Kadà tà mantā dà <u>sàkon</u> nān.
ruwā	Kada ta manta da <u>ruwan</u> nan.
àlkalāmī	Kada ta manta da <u>alkalamin</u> nan.

àbinci	Kada ta manta da <u>abincin</u> nan.
gyàdā	Kada ta manta da <u>gyadan</u> nan.
tābā	Kada ta manta da taban nan.
	<u>Mūsā</u> zai jē wajen aiki yáù?
Hàlīmà	<u>Halima</u> zata je wajen aiki yau?
Mūsā dà Hálīmà	Musa da Halima zasu je wajen <u>aiki</u> yau?
tārō	Musa da Halima zasu je wajen taro <u>yau</u> ?
anjumà	Musa da Halima zasu je wajen taro <u>anjuma</u> ?
gōbe	Musa da Halima zasu je wajen taro gobe?

UNIT 13

BASIC SENTENCES

A

Is this Sahabī's house?

Nañ nē gidan Sàhābī?

B

someone sent you here

an aikōkà

Yes, did someone send you?

Ī, an aikōkà né?

A

he gave

yā bā`

he gave me

yā bānì

ear

kunnē

earring

ɗankunne

pl.

'yankunne

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

Ī, Àsàbe cè tacē` àbānì 'yankunne.

B

Tell her they're not repaired.

Kàcē` matà bà`à gyārà ba.

A

when

yàushè

he received

yā kàrḡā (ē/1)

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

Tō`, yàushè zañce àzō à kàrḡá?

B

Sunday

lahàdī

On Sunday.

Rānar lahàdī.

A

morning

sāfe

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

Dà sāfe nè zā' à zō, kō dà
yammá?

B

Say I said in the evening.

Kàcē` nācē` dà yamma.

A

All right, goodbye.

Tō`, sai anjumā.

B

All right, give her my greetings.

Tō`, kà gaishē tà.

NOTES

Note 13.1 /nē/, /cē/.

Nan ne gidan Sahabı?

An aikoka nē?

Asabe ce tace abanı 'yankunne.

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

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

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

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

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

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

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

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

GRAMMATICAL DRILL

GD 13.1 /-nē/, /-cē/

	<u>Shī</u> nē bābban àkàwū yānzū.
ka ₁	<u>Ka₁</u> ne babban akawu yanzu.
nī	<u>Nī</u> <u>ne</u> babban akawu yanzu.
kē	<u>Ke</u> ce babban akawu yanzu.
itā	Ita ce <u>babban akawu</u> yanzu.
māsīnjà	Ita ce <u>masīnja</u> yanzu.
mātarsà	Ita ce matarsa yanzu.
	Àsàbe cè <u>màtar</u> Lāwàl?
uwā	Asabe ce <u>uwar</u> Lawal?
'yā	Asabe ce 'yar Lawal?
	<u>Àsàbe</u> cè zātà tàfī asībitī anjumà.
Mūsā	Musa ne zai tafi asibiti anjuma.

Àsàbe dà Mūsā	<u>Asabe da Musa</u> ne zasu tafi asibiti anjuma.
kai	<u>Kai</u> ne zaka tafi asibiti anjuma.
shī	<u>Shi</u> ne zai tafi asibiti anjuma.
kē	<u>Ke</u> ce zaki tafi asibiti anjuma.
nī	<u>Ni</u> ne zan tafi asibiti anjuma.
itā	Ita ce zata tafi <u>asibiti</u> anjuma.
kāsuwā	Ita ce zata tafi <u>kasuwa</u> anjuma.
ōfis	Ita ce zata tafi <u>ofis</u> anjuma.
gidā	Ita ce zata tafi <u>gida</u> anjuma.

Mūsā nè yaje Ingilā.

Hālīmā	Halima ce taje <u>Ingila</u> .
kāsuwā	<u>Halima</u> ce taje kasuwa.
Mūsā	Musa ne yaje <u>kasuwa</u> .
asibitī	<u>Musa</u> ne yaje asibiti.
Àsàbe	Asabe ce taje <u>asibiti</u> .
gidantā	<u>Asabe</u> ce taje gidanta.
Bellò	Bello ne yaje gidanta.

Wànè gidā nè Àsàbè tajé?

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

Gidan Yusufù nè nán?

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

hùlā	<u>Hular</u> Yusufu ce nan?
àbıncı	<u>Abıncın</u> Yusufu ne nan?
mātā	<u>Matar</u> Yusufu ce nan?
dōkî	<u>Dokın</u> Yusufu ne nan?
uwā	<u>Uwar</u> Yusufu ce nan?
yārò	Yarcı. Yusufu ne nan?
	<u>Hàlīmà</u> tā san nan nē gıdānā.
Shēhù	<u>Shehu</u> ya san nan ne gıdana.
(kaı)	<u>Ka</u> san nan ne gıdana.
(sū)	<u>Sun</u> san nan ne gıdana.
(kū)	<u>Kun</u> san nan ne gıdana.
(kē)	Kın san nan ne gıdana.
	Kāsan <u>Àsàbe</u> cè tázō jíyà?
Lawàl	Kasan Lawal ne yazo jíya?
tàfı	Kasan <u>Lawal</u> ne ya tafı jíya?
Àsàbe	Kasan Asabe ce ta <u>tafı</u> jíya?
dāwō	Kasan <u>Asabe</u> ce ta dawo jíya?
Lawàl	Kasan Lawal ne ya dawo jíya?
	<u>Kaı</u> nè ka gyārà ofıshın jākādan Ámırkà?
Lawàl	<u>Lawal</u> ne ya gyara ofıshın jakadan Amırka?
ıtā	<u>Ita</u> ce ta gyara ofıshın jakadan Amırka?
Hàlīmà	Halıma ce ta gyara ofıshın jakadan Amırka?

	Wà yacē` <u>ita</u> cē ta gyārà gyadàr?
shī	Wa yace <u>shī</u> ne ya gyara gyadar?
nī	Wa yace nī ne na <u>gyara</u> gyadar?
ɗaukē	Wa yace nī ne na <u>ɗauke</u> gyadar?
kaɪ	<u>Wa</u> yace nī ne na kaɪ gyadar?
Mūsā	<u>Musa</u> yace nī ne na kaɪ gyadar?
Àsàbe	Asabe tace nī ne na kaɪ gyadar?
	<u>Hàlīmà</u> cē ta gyārà gidānā.
Mūsā	Musa ne ya <u>gyara</u> gidana.
zō	<u>Musa</u> ne ya zo gidana.
Àsàbe	Asabe ce ta <u>zo</u> gidana.
sanì	<u>Asabe</u> ce ta san gidana.
Mūsā	Musa ne ya <u>san</u> gidana.
shiryà	<u>Musa</u> ne ya shirya gidana.
Hàlīmà	Halima ce ta shirya gidana.
	<u>Shēhù</u> yā aɪkō dà sàkòn nán nè?
Hàlīmà	Halima ta aiko da <u>sakon</u> nan ne?
àlkalāmī	Halima ta aiko da <u>alkalamīn</u> nan ne?
'yankunne	Halima ta aiko da 'yankunnen nan ne?
	Jiyà nē na <u>kàrbā</u> dà yamma.
dāwō	Jiya ne na <u>dawo</u> da yamma.
zō	Jiya ne na <u>zo</u> da yamma.
sàyā	Jiya ne na <u>saya</u> da yamma.
tàfɪ	Jiya ne na tafɪ da <u>yamma</u> .

rānā	Jiya ne na tafi da <u>rana</u> .
darē	Jiya ne na tafi da dare.
	'Yankunntà nē Mūsā ya <u>ɗaukē</u> ?
ka ₁	'Yankunnenta ne Musa ya <u>ka₁</u> ?
sāyā	'Yankunnenta ne Musa ya <u>saya</u> ?
gyārā	'Yankunnenta ne Musa ya <u>gyara</u> ?
ganī	'Yankunnenta ne Musa ya ganī?
	Yàushè nē tacē` zātà <u>zò</u> ?
tāfī	Yaushe ne tace zata <u>tafi</u> ?
dāwō	Yaushe ne tace zata <u>dawo</u> ?
sāuka	Yaushe ne tace zata <u>sauka</u> ?
ɗāukā	Yaushe ne tace zata <u>ɗauka</u> ?
fīta	Yaushe ne tace zata fita?
	Yàushè nē zā'ā fārā sanyī?
yaù	<u>Yau</u> ne za'a fara sanyī?
gòbe	Gobe ne za'a fara <u>sanyī</u> ?
aikī	Gobe ne za'a fara <u>aiki</u> ?
tārō	Gobe ne za'a fara taro?

GD 13.2 Variation Drill

	Wà <u>yazō</u> gidānā rānar Lahādī cikinkù?
jē	Wa yaje <u>gidana</u> ranar Lahadi cikinku?
òfìs	Wa yaje <u>ofis</u> ranar Lahadi cikinku?

kāsuwā	Wa yaje <u>kasuwa</u> ranar Lahadi cikinku?
asibitī	Wa yaje asibitī ranar Lahadi cikinku?
	Mūsā yā d'auki <u>hūlātā</u> dà sāfe.
àlkalāmī	<u>Musa</u> ya d'auki alƙalamina da safe.
Àsàbe	<u>Asabe</u> ta d'auki alƙalamina da safe.
Hàlīmà	Halima ta d'auki <u>alƙalamina</u> da safe.
àbinci	<u>Halima</u> ta d'auki abincina da safe.
Bellò	Bello ya d'auki abincina da <u>safe</u> .
rānā	Bello ya d'auki abincina da <u>rana</u> .
yamma	Bello ya d'auki abincina da yamma.
	Wàcè rānā zākà aiko dà hūlātī?
(kē)	Wace rana <u>zakī</u> aiko da hulata?
(itā)	Wace rana <u>zata</u> aiko da hulata?
(sū)	Wace rana <u>zasu</u> aiko da hulata?
(kū)	Wace rana <u>zaku</u> aiko da hulata?
(shī)	Wace rana zai aiko da <u>hulata</u> ?
àlkalāmī	Wace rana zai aiko da <u>alƙalamina</u> ?
dōkī	Wace rana zai aiko da dokina?

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

	<u>Sāhābī</u> yāzō dà 'yarsà dà sāfe.
Àsàbe	Asabe tazo da <u>'yarta</u> da safe.
yārō	<u>Asabe</u> tazo da yaronta da safe.
Bellò	<u>Bello</u> yazo da yaronsa da safe.

Àsàbe dà Sàhābī	Asabe da Sahabī sunzo da <u>yaronsu</u> da safe.
uwā	<u>Asabe da Sahabī</u> sunzo da uwarsu da safe.
Hālīmà	<u>Halima</u> tazo da uwarta da safe.
Shēhù	Shehu yazo da <u>uwarsa</u> da safe.
dokī	<u>Shehu</u> yazo da dokinsa da safe.
Àsàbe	Asabe tazo da dokinta da safe.
	Wajen Mūsā <u>ta</u> kàrbā?
(shī)	Wajen Musa <u>ya</u> karba?
(nī)	Wajen Musa <u>na</u> karba?
(ka ₁)	Wajen Musa ka <u>karba</u> ?
ka ₁	Wajen Musa ka <u>ka₁</u> ?
tāf ₁	Wajen Musa ka <u>taf₁</u> ?
dadē	Wajen Musa ka <u>dade</u> ?
sāyā	Wajen Musa ka saya?
	Zan sàyā wà mātātā <u>'yankunne</u> .
dōkī	Zan saya wa matata <u>dok₁</u> .
àlkalāmī	Zan saya wa <u>matata</u> alƙalamī.
yārō	Zan saya wa <u>yarona</u> alƙalamī.
'yā	Zan saya wa <u>'yata</u> alƙalamī.
àkàwū	Zan saya wa akawuna alƙalamī.

UNIT 14

BASIC SENTENCES

Audu

he put, kept

yā ajiyē

robe

rīgā

Where did you put Shehu's robe?

Ìnā ka ajiye rīgāṣ Shehù?

Bello

box

àkwàtì

In the box.

À cikin àkwàtì.

A

lumber

kātākō

the wooden one

na kātākō

The metal box or the wooden one?

Àkwàtìn karfè kō na kātākō?

B

I'll be able

zan̄ iyā

remembering

tunāwā

I can't remember ('I won't be able remembering')

Bā zan̄ iyā tunāwā ba.

A

stealing

sātā

beans

wākē

theft of beans

sātār wākē

someone stole beans ('someone made a theft of beans')

anyı sātār wākē

Do you know that some beans were stolen yesterday?

Kāsan jiyā anyı sātār wākē?

	B	
at whose house		à gidan wā
At whose house was it done?		À gidan wā akà yí?
	A	
I don't know.		Nī bàn sanī ba.
	B	
Well, I'm off to the market.		Tṑ, zañ tàfī kāsuwā.
	A	
May you return safely!		Kà dāwō lāfiyā.
	B	
God grant [it to be so]!		Allàh yàsā̀. /allàyàsā̀./

NOTES

Note 14.1 /na/, /ta/

Note 14.1.1 /na/, /ta/ forms

Akwatın karfe ko na katako?

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

a	k	w	a	t	ı	n	k	a	r	f	e	
k	o		n	a	k	a	t	a	k	o		that is, akwatın katako

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

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

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

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

Referring to something or someone of masculine gender

nāwa	mine
nākà	yours
nāki	yours
nāsà	his
nātà	hers
nāmù	ours
nākù	yours
nāsù	theirs

Referring to something or someone of feminine gender

tāwa	mine
tākà	yours
tāki	yours
tāsà	his
tātà	hers
tāmù	ours
tākù	yours
tāsù	theirs

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

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

Note 14.1.2 /na/, /ta/ usage

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

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

Another usage is:

Àbincin nà n na Shēhù nē. This food is Shehu's.

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

wāken nā n na Lawal these beans of Lawal's

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

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

Ìnā gidan̄ na Àsàbè? Where's the house, that of
Àsabe?

Note 14.2 Verb: /sātā/

Kasan jìya anyì satar wake?

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

GRAMMATICAL DRILL

GD 14.1 /na/ and /ta/

GD 14.1.1 /-n̄/ /-r̄/ Corresponding to 'the'

	'Yar Àsàbe cè ta d'aukè <u>gyàdàfà</u> .
'yankunne	'Yar Asabe ce ta d'auke <u>'yankunnen</u> .
kātākō	'Yar Asabe ce ta d'auke <u>katakōn</u> .
ruwā	'Yar Asabe ce ta d'auke <u>ruwan</u> .
àbincɪ	'Yar Asabe ce ta d'auke <u>abincɪn</u> .
wākē	'Yar Asabe ce ta d'auke <u>waken</u> .
dōkī	'Yar Asabe ce ta d'auke <u>dokɪn</u> .
àlkalāmī	'Yar Asabe ce ta d'auke <u>alkalamɪn</u> .

Wā ya sàyā makà hūlár?kaɪ Wa ya kaɪ maka hular?ajiyē Wa ya ajiyē maka hular?

GD 14.1.2 /n/ /r̄/ in NnN constructions

	Àkwai àkwàtɪn kātākō à <u>gidánkà</u> ?
ōfɪshɪnkà	Akwai akwatɪn katako a <u>ofɪshɪnkà</u> ?
ma 'aɪkatarkù	Akwai akwatɪn katako a <u>ma 'aɪkatarku</u> ?

Rìgar Àsàbe cè ka d'aukà?ajiyē Rɪgar Asabe ce ka ajiyē?kaɪ Rɪgar Asabe ce ka kaɪ?sàyū Rɪgar Asabe ce ka saya?

manṭā	Rigar Asabe ce ka <u>manta</u> ?
gyārā	Rigar <u>Asabe</u> ce ka gyara?
	Wàcè irin <u>rīgā</u> zākà sàyá? ¹
àkwàtì	Wane irin akwatì zaka saya?
hūlā	Wace irin <u>hula</u> zaka saya?
gīdā	Wane irin <u>gida</u> zaka saya?
tābā	Wace irin <u>taba</u> zaka saya?
àlkalāmī	Wane irin <u>alkalami</u> zaka saya?
	<u>Hūlarsà</u> cē Àmīnā ta d'aukā.
àlkalāmī	<u>Alkalaminsa</u> ne Amina ta d'auka.
'ya	' <u>Yarsa</u> ce Amina ta d'auka.
àkwàtì	<u>Akwatinsa</u> ne Amina ta d'auka.
rīgā	<u>Rigarsa</u> ce Amina ta d'auka.
dōkì	Dokinsa ne Amina ta d'auka.
	<u>Àbincin</u> Shēhù nē nán?
hūlā	<u>Hular</u> Shehu ce nan?
àkwàtì	<u>Akwatın</u> Shehu ne nan?
māṭā	<u>Matar</u> Shehu ce nan?
dōkì	<u>Dokın</u> Shehu ne nan?
rīgā	<u>Rigar</u> Shehu ce nan?
dabbā	Dabbar Shehu ce nan?

¹ Note agreement of /wàcè/ with /rīgā/.

	Yàushè zā 'à gyārà <u>'yankunnéntà?</u>
gɪdā	Yaushe za 'a gyara <u>gɪdanta?</u>
rìgā	Yaushe za 'a gyara <u>rìgarta?</u>
àkwàtì	Yaushe za 'a gyara akwatinta?

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

	<u>Yārònkà</u> na ganī kō na Bèllò?
uwā	<u>Uwarka</u> na ganī ko ta Bello?
dōkì	<u>Dokinka</u> na ganī ko na Bello?
'yā	' <u>Yarka</u> na ganī ko ta Bello?
rìgā	<u>Rìgarka</u> na ganī ko ta Bello?
kātākō	<u>Katakōnka</u> na ganī ko na Bello?
wākē	Wakenka na ganī ko na Bello?
	<u>Àlbāshīnā</u> ya kārḡā kō na Àsàbè?
rìgā	<u>Rìgata</u> ya karḡa ko ta Asabe?
sākō	<u>Sakona</u> ya karḡa ko na Asabe?
tābà	<u>Tabata</u> ya karḡa ko ta Asabe?
àlkalāmī	Alkalamina ya <u>karḡa</u> ko na Asabe?
	'Yar Mūsā cè tazò, kō ta Àsàbè?
dāwō	'Yar Musa ce ta <u>dawo</u> , ko ta Asabe?
kaɪ	'Yar Musa ce ta <u>kaɪ</u> , ko ta Asabe?
ganī	'Yar Musa ce ta <u>ganɪ</u> , ko ta Asabe?
ajiyē	'Yar Musa ce ta <u>ajɪye</u> , ko ta Asabe?
ɗàukā	'Yar Musa ce ta <u>ɗauka</u> , ko ta Asabe?

	<u>Rìgar</u> Mammàn cē nān, kō ta Sāhābī?
àbincɪ	<u>Abincin</u> Mamman ne nan, ko na Sahabi?
gyàdā	<u>Gyadar</u> Mamman ce nan, ko ta Sahabi?
wākē	<u>Waken</u> Mamman ne nan, ko na Sahabi?
uwā	Uwar Mamman ce nan, ko ta Sahabi?

	<u>Àkwàtìn</u> Mūsā nè bàbba kō na Hālīmà?
rīgā	<u>Rigar</u> Musa ce babba ko ta Halima?
gɪdā	<u>Gidan</u> Musa ne babba ko na Halima?
'yā	<u>'Yar</u> Musa ce babba ko ta Halima?
dōkì	<u>Dokin</u> Musa ne babba ko na Halima?
yārò	<u>Yaron</u> Musa ne babba ko na Halima?
sākō	Sakon Musa ne babba ko na Halima?

	<u>Àkwàtìn</u> Mūsā nè kō na Shēhù ka <u>ajiyé</u> ?
dāukā	Akwatin Musa ne ko na Shehu ka <u>dauka</u> ?
kaɪ	<u>Akwatin</u> Musa ne ko na Shehu ka kai?
rīgā	<u>Rigar</u> Musa ce ko ta Shehu ka kai?
hūlā	<u>Hular</u> Musa ce ko ta Shehu ka kai?
àlkalāmī	Alkalamın Musa ne ko na Shehu ka kai?

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

After /da/

	Yàushè zā'à bānì <u>àlbāshīnā</u> dà na yārònā?
àbincɪ	Yaushe za'a bani <u>abincina</u> da na yarona?
rīgā	Yaushe za'a bani <u>rigata</u> da ta yarona?

àkwàtì Yaushe za'a bani akwatina da na yarona?
 wākē Yaushe za'a bani wakena da na yarona?

Before /nē/ - /cē/

Àbincin nān na Hālīmā nē.
 Shēhù Abincin nan na Shehu ne.
 tābā Taban nan ta Shehu ce.
 Amīnā Taban nan ta Amina ce.
 ruwā Ruwan nan na Amina ne.
 Shēhù Ruwan nan na Shehu ne.

In apposition

Ìnā àbincin na Àsàbé?
 'yā Ina 'yar ta Asabe?
 gidā Ina gidan na Asabe?
 rīgā Ina rigar ta Asabe?
 wākē Ina waken na Asabe?
 uwā Ina uwar ta Asabe?
 'dā Ina 'dan na Asabe?
 'yankunne Ina 'yankunnen na Asabe?
 tābā Ina tabar ta Asabe?
 Wāken nān na Lawāl dà kyāu?
 Àsàbe Waken nan na Asabe da kyau?
 àbinci Abincin nan na Asabe da kyau?
 Lawāl Abincin nan na Lawal da kyau?
 rīgā Rigan nan ta Lawal da kyau?

Àsà̀be	<u>Rìgan</u> nan ta Asabe da kyau?
gìdā	Gìdan nan na <u>Asabe</u> da kyau?
Lawà̀l	Gìdan nan na Lawal da kyau?

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

	<u>Dòkìn</u> nān nākà nē kō na Hālīmà nē?
gìdā	<u>Gìdan</u> nan naka ne ko na Halima ne?
rìgā	<u>Rìgan</u> nan taka ce ko ta Halima ce?
gyàdā	<u>Gyàdan</u> nan taka ce ko ta Halima ce?
àlkalāmī	<u>Alkalamin</u> nan naka ne ko na Halima ne?
àkwātī	<u>Akwatin</u> nan naka ne ko na Halima ne?
tābā	<u>Taban</u> nan taka ce ko ta Halima ce?
'yā	'Yan nan taka ce ko ta Halima ce?

Àbincin nān nāwā nē.

(ka1)	Abincin nan naka ne.
(shī)	Abincin nan nashī ne.
(itā)	Abincin nan nata ne.
(mū)	Abincin nan namu ne.
(sū)	Abincin nan nasu ne.

Repeat above drill with /rìgā/ for /àbincī/.

Ìnā ya ajiye sākòn nāwá?

(ka1)	Ina ya ajiye sakon naka?
(itā)	Ina ya ajiye sakon nata?

(kē) Ina ya ajiye sakon nakɪ?

(sū) Ina ya ajiye sakon nasu?

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

GD 14.2 Variation Drill

Dōkɪn Àsàbè yā warkē.

'yā 'Yar Asabe ta warke.

zō 'Yar Asabe ta zo.

tāfɪ 'Yar Asabe ta tafɪ.

dāwō 'Yar Asabe ta dawo.

Àkwaɪ wākē à kāsuwā.

gɪdānā Akwaɪ wake a gɪdana.

Amɪrkā Akwaɪ wake a Amirka.

kō'ɪnā Akwaɪ wake a ko'ina.

ruwā Akwaɪ ruwa a ko'ina.

àbɪncɪ Akwaɪ abɪncɪ a ko'ina.

mutānē Akwaɪ mutane a ko'ina.

Hālīmā tā kaɪ wākē gɪdan Shēhù.

ma'aɪkatarmù Halima ta kaɪ wake ma'aikatarmu.

asɪbitɪ Halima ta kaɪ wake asɪbitɪ.

kāsuwā Halima ta kaɪ wake kasuwa.

ōfɪs Halima ta kaɪ wake ofɪs.

	Ìdan yārònā yā <u>dāwō</u> , shīkēnan.
tàfì	Idan yarona ya <u>tafì</u> , shikenan.
kaì	Idan yarona ya <u>kaì</u> , shikenan.
sàyā	Idan yarona ya <u>saya</u> , shikenan.
ɗaukà	Idan yarona ya <u>ɗauka</u> , shikenan.
ajìyē	Idan yarona ya ajìye, shikenan.

UNIT 15

BASIC SENTENCES

Audu

I'll go, I'm about to go
the day after tomorrow

zā̀nì

jībì

Did anyone tell you I'm going to
Lagos the day after tomorrow?

An gayà makà zā̀nì Lēgàs jībì?

Bello

there isn't anyone who
No one told me.

bā̀ wandà

Bā̀ wandà ya shaìdā minì.

A

course
I'm going to take a course
teaching

kwàs

zàn yì kwàs

mālantà

I'm going to take a course in
teaching.

Zàn yì kwàs nē na mālantà.

B

Is Yusufu going, too?

Yūsufù mā zā̀shì nē?

A

he's sure, certain
Perhaps, I'm not sure.

yā tabbātā

Watàkīlā, bān tabbātā ba.

B

When are you coming back?

Yāushè zākà dāwó?

A

one like
month

kāmā

watā̀

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

Bāyan kàmar watā biyu.

B

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

Wasu dàgà ofìshinmù mā zāsù.

A

he learned

yā kōyō

What are they going to study?

Mè zāsù kōyó?

B

I don't know.

Bàn sanī ba.

NOTES

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

Ku nawa zā̀ku Ingila baɗi?

An gaya maka zā̀ni Lagos jibi?

Yusufu ma zā̀shí ne?

Wasu daga ofìshinmu ma zāsù.

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

zā̀ni	I'm going, I'm going to go
zā̀ka	you're going, you're going to go
zā̀ki	you (f.) are going, you (f.) are going to go
zā̀shí	he's going, he's going to go
zā̀ta	she's going, she's going to go
zā̀mu	we're going, we're going to go

zā̀ku	you (pl.) are going, you (pl.) are going to go
zā̀su	they're going, they're going to go
zā̀'ā	going is being done or about to be done (by some one or more)

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

This verb /zā̀-/ and its use must be distinguished from the /zā̀-/ prefix (Note 8.1) which indicates future time. This future prefix (another form of the same root as /zā̀-/ 'go') also has suffix pronouns but is regularly followed by a verb form: /zā̀sù gayā̀ mini/ 'they will tell me', /zā̀mù zō/ 'we'll come'. The verb following this prefix may, of course, be a verb 'to go', as /zā̀i jē/ or /zā̀i tafi/ 'he'll go'. Note that the pronouns after /zā̀-/ 'will, shall' are low tone and some differ in form from those after /zā̀-/ 'go'; /zā̀n dāwō/ 'I'll return' but /zā̀ni/ 'I'm going'; /zā̀i dāwō/ 'he'll return' but /zā̀shi/ 'he's going'.

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

Zā̀ni kōyō.	I'm going [in order] to learn.
Zā̀n kōyō.	I'll learn.
Yāushè zā̀ka kwas na mā̀lántà?	When are you going [in order] to [take] the course in teaching?

Yàushè zākà y1 kwas
na mālántà?

When will you take the
course of teaching?

After /zā-/ nouns may be used adverbially: 'I'm going to learning', 'you're going to a course', etc. After /zā-/ (future) a verb is generally used (though in situations where /y1/ occurs, a construction without it may sometimes also be used).

Note 15.2 /nā/ 'is'

- a) Kullum ana kaishi.
Ina zato matata ma zatazo.
- b) Ina tsoron kada su tafi da yara.
Suna lafiya kalau.
Yana gabas da kasuwa.
Yaronka na kusa?
'Yarka nā nan?

/nā/ may occur after a pronoun (/i-/ 'I', /a-/ 'someone', /ya-/ 'he' /su-/ 'they') or after a noun (/yārònkà/, /'yaṙkà/). It may be followed by a verbal noun (/zàtō/ 'thinking'), by certain verbs (as /ka1/), as illustrated in group a), or by other nouns or adverbial expressions, as in group b). /tsòrō/ is a noun 'fear' or 'fearing' not a verb.

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

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

inà	munà
kanà	kunà
kinà	
yanà	sunà
tanà	anà

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

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

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

inà ganin dōkin	I am seeing the horse
inà ganinsa	I am seeing him
inà tsōron dōkin	I'm afraid of the horse
inà tsōronsa	I'm afraid of him

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

Examples of verbal nouns are:

Verb:	Verbal Noun:
dàukā (ē/1)	daukā / daukā
barì	barì
ganī	ganī
kirā	kirā
zō	zuwā
tàfī	tàfīyā
jī	jī`

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

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

Note 15.3 /wandà/

ba wanda

/wandà/ is /wā/ 'who' plus /n/ plus /dà/. The construction is the same as /lōkàcìn dà/.

Note 15.4 /kwaš/

Zan yī kwas ne na malanta.

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

Note 15.5 /kāmā/

Bayan kamar wata biyu.

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

Kamar da wane lokaci zata kasuwa?

About what time is she going
to market?

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

Note 15.6 /tabbàtā/

Watakila, ban tabbata ba.

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

GRAMMATICAL DRILL

GD 15.1 Verb /zā-/

	Yārā dà yawā zāsu <u>Amirkà</u> .
asìbitì	Yara da yawa zasu <u>asibiti</u> .
kāsuwā	Yara da yawa zasu <u>kasuwa</u> .
ōfis	<u>Yara</u> da yawa zasu ofis.
ma 'aikātā	<u>Ma'aikata</u> da yawa zasu ofis.
mak'wabtansā	Mak'wabtansa da yawa zasu ofis.

	Kin tabbàtā zāshì <u>asibitì</u> ?
Amirkà	Kin tabbata zashì <u>Amirka</u> ?
aikì	Kin tabbata zashì <u>aiki</u> ?
nēmansā	Kin tabbata zashì <u>nemansa</u> ?
jībì	Kin tabbata zashì <u>jibi</u> ?
kō'inā	Kin tabbata zashì <u>ko'ina</u> ?
kwàs	Kin tabbata zashì <u>kwasa</u> ?
Lēgàs	Kin tabbata zashì Legas?

	Wandà zāshì <u>Amirkà</u> yā tafì.
Lēgàs	Wanda zashì <u>Legas</u> ya tafì.
kwàs	Wanda zashì <u>kwasa</u> ya tafì.

cikinsù	Wanda zashì <u>cikinsu</u> ya tafi.
tārō	Wanda zashì <u>taro</u> ya tafi.
watakīlā	Wanda zashì <u>watakila</u> ya tafi.
yau	Wanda zashì yau ya tafi.
	Cikin watàn gōbe zānì <u>Lēgàs</u> .
Ingilā	Cikin watan gobe zani <u>Ingila</u> .
can	Cikin watan gobe zani <u>can</u> .
kwàs	Cikin watan gobe zani <u>kwàs</u> .
asibitì	Cikin watan gobe zani asibitì.
	Kàmar dà wànè lōkácì zāta <u>kāsuwā</u> ?
gidā	Kamar da wane lokaci zata <u>gida</u> ?
aikì	Kamar da wane lokaci zata <u>aiki</u> ?
ma 'aikatar̄kù	Kamar da wane lokaci zata <u>ma 'aikatar̄ku</u> ?
asibitì	Kamar da wane lokaci zata asibitì?
	Zānì kōyō aikin <u>ākāwū</u> watàn gōbe.
mālantā	Zani koyo aikin <u>malanta</u> watan gobe.
kāfintā	Zani koyo aikin <u>kafinta</u> watan gobe.
asibitì	Zani koyo aikin asibitì <u>watan gobe</u> .
jībì	Zani koyo aikin asibitì jibi.
	Yàushè zāka kwas na mālántā?
(kē)	Yaushe <u>zaki</u> kwas na malanta?
(sū)	<u>Yaushe</u> zasu kwas na malanta?
yau	<u>Yau</u> zasu kwas na malanta?
gōbe	<u>Gobe</u> zasu kwas na malanta?
jībì	Jibi zasu kwas na malanta?
	Wàtākīlā zāshì Amīrkā jībì.
(itā)	Watakila zata Amirka jibi.
(mū)	Watakila <u>zamu</u> Amirka jibi.
(nī)	Watakila <u>zani</u> Amirka jibi.
(sū)	Watakila <u>zasu</u> Amirka jibi.
(kū)	Watakila zaku Amirka jibi.

	Mè yāsā` jībī bà zāka <u>kāsuwā</u> bá?
ōfīs	Me yasa jibi ba zaka <u>ofis</u> ba?
Lēgās	Me yasa jibi ba zaka <u>Legas</u> ba?
asībītī	Me yasa jibi ba zaka <u>asibiti</u> ba?
gīdānsā	Me yasa jibi ba zaka <u>gidansa</u> ba?
can	Me yasa jibi ba zaka <u>can</u> ba?
kō'inā	Me yasa jibi ba zaka ko'ina ba?

	<u>Nā</u> jī kamar ancē` zāta Ingilā kō?
(ka ₁)	<u>Ka</u> jī kamar ance zata Ingila ko?
(shī)	<u>Ya</u> jī kamar ance zata Ingila ko?
(kē)	Kinjī kamar ance <u>zata</u> Ingila ko?
(shī)	Kinjī kamar ance <u>zashī</u> Ingila ko?
(sū)	Kinjī kamar ance <u>zasu</u> Ingila ko?
(nī)	Kinjī kamar ance <u>zanī</u> Ingila ko?
(mū)	Kinjī kamar ance <u>zamu</u> Ingila ko?

GD 15.2 /nā/ plus verbal noun.

	Mūsā yanā dāukan <u>àkwàtī</u> .
P	<u>Musa</u> yana dāukansa.
Àsābe	Asabe tana dāukan <u>sa</u> .
gyàdā	<u>Asabe</u> tana dāukan <u>gyada</u> .
Shēhù	Shehu yana dāukan <u>gyada</u> .
P	Shehu yana dāukan <u>ta</u> .
kātākō	Shehu yana dāukan katako.
Hālīmā dà Shēhù	Halima da Shehu suna dāukan <u>katako</u> .
P	<u>Halima da Shehu</u> suna dāukansa.
(mū)	Muna dāukan <u>sa</u> .
karfē	Muna dāukan <u>karfe</u> .
P	Muna dāukansa.
	Lawal yanā nēman <u>dōkī</u> .
P	<u>Lawal</u> yana nemansa.
Àsābe	Asabe tana nemansa.

Hàlīmà	Asabe tana neman <u>Halima</u> .
P	<u>Asabe</u> tana nemanta.
Mūsā	Musa yana nemanta.
māsɪnjà	<u>Musa</u> yana neman masɪnja.
Mūsā dà Bellò	Musa da Bello suna neman <u>masɪnja</u> .
P	<u>Musa da Bello</u> suna nemansa.
(mū)	Muna <u>nemansa</u> .
àbɪncɪ	Muna neman abɪncɪ.
	<u>Àsàbè tanà kɪrà̀n yāròntà</u> .
P	<u>Asabe</u> tana kiransa.
Mūsā	Musa yana kiransa.
uwarɔ̀sà	Musa yana kiran <u>uwarɔ̀sa</u> .
P	<u>Musa</u> yana kiranta.
Mūsā dà Shēhù	Musa da Shehu suna kiranta.
yārā	Musa da Shehu suna kiran <u>yara</u> .
P	<u>Musa da Shehu</u> suna kiransu.
(mū)	Muna kiransu.
dabbōbɪ	Muna kiran <u>dabbobɪ</u> .
P	Muna kiransu.
	Hàlīmà tanà ganɪn <u>àbɪncɪ̀n</u> .
àlkalāmɪ	Halima tana ganɪn <u>alkalamɪn</u> .
dōkɪ̀	Halima tana ganɪn <u>dokɪ̀n</u> .
àkwàtɪ̀	Halima tana ganɪn <u>akwatɪ̀n</u> .
gɪdā	Halima tana ganɪn <u>gɪdan</u> .
ma' àikàtā	Halima tana ganɪn ma' aikatan.
	<u>Inà</u> jɪn tsòron zuwà kàsuwā.
(shɪ̀)	<u>Yana</u> jɪn tsoron zuwa kasuwa.
(ɪtā)	<u>Tana</u> jɪn tsoron zuwa kasuwa.
(sū)	<u>Suna</u> jɪn tsoron zuwa kasuwa.
(kē)	<u>Kɪna</u> jɪn tsoron zuwa kasuwa.
(kū)	<u>Kuna</u> jɪn tsoron zuwa kasuwa.
(mū)	<u>Muna</u> jɪn tsoron zuwa kasuwa.
(kaɪ)	Kana jɪn tsoron zuwa kasuwa.

	<u>Àsàbè</u> tanā sàukā dàgà dōkì.
Shēhù	<u>Shehu</u> yana sauka daga dokì.
(nī)	<u>Ina</u> sauka daga dokì.
(ka ₁)	<u>Kana</u> sauka daga dokì.
(kē)	Kina sauka daga dokì.

UNIT 16

BASIC SENTENCES

	Audu	
How do you do.		Sànnu dà rānā.
	Bello	
How do you do..		Yāwā, sànnu kàdā.
	A	
I'm going		inā tàfīyā
he met, collected, was		yā gāmu
joined; (with: /dā/);		
was finished		
[It was as] I was going along		Inā tàfīyā na gāmu dà mātarkā.
that I met your wife.		
	B	
She returned from the hospital.		Tā dāwō dāgā asìbitì nē.
	A	
they're going		sunā tàfīyā
receiving		karbā / kàrbā
medicine		māgānī
Was she (and the others) going		Sunā tàfīyā karban māgānī nē?
to get medicine?		
	B	
stomach		cikī
he became old		yā tsūfā
Yes, she's in an advanced state		Ì, cikin nātà ya fārà tsūfā.
of pregnancy.		
	A	
arrival; confinement		sāukā
(woman's)		

When do they think she is due? Yàushè akè zàton sàukàrtà?

B

end

kàrshē

this

wannàn

Perhaps at the end of this
month.

Wàtàkīlā kàrshen wannàn watàn.

A

he delivered

yā sàukā (ē/1)

May God deliver her safely.

Allàh yà sàukētà lāfiyà.

B

Amen.

Àmin.

NOTES

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

Ina tafiya na gamu da matarka.

Suna tafiya karɗan magani ne?

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

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

PerfectiveProgressive

yā aikōni

yanā aikōni

yā fārāshi

yanā fārāshi

yā gōdè masà	yanà gōdè masà
yā sāshì	yanà sāshì
yā shiryàsu	yanà shiryàsu

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

yā fārà	yanà fāràwā
yā gōdè	yanà gōdèwā
yā gyārà	yanà gyāràwā
yā 1yà	yanà 1yàwā
yā sà`	yanà sàwā

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

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

<u>Perfective</u>	<u>Progressive</u>
yā àikā	
yā àikēshì	yanà aikansà
yā àikì yārò	yanà aikan yārò

yā kàrɓā	yanà kàrɓā
yā kàrɓēshì	yanà kàrɓansà
yā sātā	yanà sātā
yā sàcēshì	yanà sātànsà
yā sàcɪ dōkì	yanà sātàn dōkì
yā tàmbàyā	yanà tàmbayā
yā tàmbàyēshì	yanà tàmbayàrsà

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

yā dāmu	yanà dāmuwā
yā tàfɪ	yanà tàfɪyā
yā zō	yanà zuwā

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

yā gyārā	yanà gyārāshì	yanà gyāransà
----------	---------------	---------------

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

yā ajìyēshì	he put it down
yanà ajìyēshì	he's putting it down
yanà ajìyēwā	he's putting something down
àjìyā	something put into safe-keeping
yā shaidā masà	he informed him
shaidā	testimony (a witness)

Contrast /sātā/ 'theft' a verbal noun associated with a verb of the second category (/yā sàcēshì/ 'he stole it'): /yanà sātànsà/

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

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

1. Verbs using the verb form or the form with /-wā/ after /nà/

	<u>Verb Form</u>	<u>Form with /-wā/</u>
high-low	cē`	cēwā
	————	dadèwā
	fārâ (à)	fārâwā
	gayâ	————
	gōdè (e)	gōdèwā
	gyārâ (a)	gyārâwā ¹
	————	hūtâwā
	lyâ (a)	lyâwā
	sâ`	sâwā
	shiryâ (a)	shiryâwā
	tunâ (a)	tunâwā
	————	warkèwā
high-low-high	ajiyē (e)	ajiyèwā
	ɖaùkē (e)	ɖaùkèwā
	man̄tā (a)	man̄tāwā

¹ This verb also has a verbal noun /gyārâ/ which is used after /nà/.

shaidā (a)	_____
tabbātā (a)	tabbātāwā

high/

high-high	aikō (o)	aikōwā
	_____	dāwōwā
	kaɪ	kaiwā
	tahō	tahōwā

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

	<u>Verb Form</u> (not used after /nā/)	<u>Verbal Noun</u>
low-high	àikā (ē/ɪ)	aikā (n)
	d'aukā (ē/ɪ)	d'aukā (n) / d'aukā (n)
	fītā	fītā (r)
	hàrbā (ē/ɪ)	hàrbā (n)
	kàrbā (ē/ɪ)	kàrbā (n) karbā (n)
	nēmā (ē/ɪ)	nēmā (n)
	sāmā (ē/ɪ)	sāmā
	sātā (ē/ɪ)	sātā (n)
	sàuka	sàukā (r)
	sàyā (ē/ɪ)	sàyē (n)
	tàmbàyā (ē/ɪ)	tàmbayā (r) 1

1 /tàmbàyāwā/ is also used. Also /tàmbayā/ (n).

	dāmu	dāmuwā
	gāmu	gāmuwā (dà)
	tāfī	tāfīyā (r)
high / high-high	ganī (gan)	ganī (n)
	jī	jī` (n)
	kīrā	kīrā` (n)
	kōyō	kōyō (n)
	kwānā	kwānā (n)
	sō	sō` (n)
	tsūfā	tsūfā
	yī	yī` (n)
	zō	zuwā

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

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

The verb /jē/ is not used after /nā/.

Note 16.2 Verb: Plural

Suna tafīya karban maganī ne?

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

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

GRAMMATICAL DRILL

GD 16.1 /nā/

GD 16.1.1 /nā/ with pronoun prefix

	Kullum yanā tàfiyā <u>kāsuwā</u> dà yamma.
ōfìs	Kullum yana tafiya <u>ofìs</u> da yamma.
gìdā	Kullum yana tafiya <u>gìdā</u> da yamma.
aikì	Kullum yana tafiya <u>aikì</u> da yamma.
asibitì	Kullum <u>yana</u> tafiya asibitì da yamma.
(itā)	Kullum <u>tana</u> tafiya asibitì da yamma.
(sū)	Kullum <u>sunā</u> tafiya asibitì da yamma.
(mū)	Kullum muna tafiya asibitì da yamma.
	<u>Tanā</u> tàfiyā karɓan māgānī.
sū)	<u>Sunā</u> tafiya karɓan maganì.
(kaì)	<u>Kana</u> tafiya karɓan maganì.
(shī)	<u>Yana</u> tafiya karɓan maganì.
(kē)	Kina tafiya karɓan <u>maganì</u> .
àbɪncì	Kina tafiya karɓan <u>abɪncì</u> .
sākō	Kina tafiya karɓan <u>sako</u> .
wākē	Kina tafiya karɓan <u>wake</u> .
àlbāshī	Kina tafiya karɓan albashi.
	Yanā gāmuwā dà <u>sū</u> kullum.
yārā	Yana gamuwa da <u>yara</u> kullum.
dabbōbī	Yana gamuwa da <u>dabbobì</u> kullum.
Mūsā	<u>Yana</u> gamuwa da Musa kullum.
(nī)	<u>Ina</u> gamuwa da Musa kullum.

(mū)	<u>Muna</u> gamuwa da Musa kullum.
(an)	Ana gamuwa da Musa kullum.
	Inà zuwà karɓan <u>àbinci</u> à gidansa.
gyàdā	Ina zuwa karɓan <u>gyada</u> a gidansa.
àkwàtì	Ina zuwa karɓan <u>akwati</u> a gidansa.
kātākō	Ina zuwa karɓan <u>katako</u> a gidansa.
māgānī	Ina zuwa karɓan <u>maganī</u> a gidansa.
tābā	Ina zuwa karɓan <u>taba</u> a gidansa.
	Àlì yanà dawōwā daga <u>kàsuwā</u> .
aikì	Alì yana dawowa daga <u>aiki</u> .
asibitì	Alì yana dawowa daga <u>asibiti</u> .
Ingilà	Alì yana dawowa daga <u>Ingila</u> .
gidānā	<u>Alì</u> yana dawowa daga gidana.
Hàlīmà	<u>Halima</u> tana dawowa daga gidana.
yārā	Yara suna dawowa daga gidana.
	Shēhù yanà tahōwā <u>gidā</u> .
ōfìs	Shehu yana tahowa <u>ofis</u> .
ma 'aikatarmù	Shehu yana tahowa <u>ma 'aikatarmu</u> .
tārō	Shehu yana tahowa <u>taro</u> .
yau	Shehu yana tahowa <u>yau</u> .
yānzū	Shehu yana tahowa <u>yanzu</u> .
gōbe	Shehu yana tahowa <u>gobe</u> .
	Lawāl yanà gāmuwā dà <u>kāfintà</u> .
P	<u>Lawal</u> yana gamuwa da shi.
Hàlīmà	Halima tana gamuwa da <u>shi</u> .
dōkì	<u>Halima</u> tana gamuwa da doki.
Àsàbe	Asabè tana gamuwa da <u>doki</u> .
P	Asabe tana gamuwa da <u>shi</u> .
yārā	<u>Asabe</u> tana gamuwa da yara.
Mammān	Mamman yana gamuwa da <u>yara</u> .
P	Mamman yana gamuwa da su.

	Mammàn yanā tambayāwā.
sàkòn	Mamman yana tàmbyàn <u>sakon</u> .
àbincìn	Mamman yana tambayan <u>abincin</u> .
yāran	Mamman yana tambayan <u>yanan</u> .
maìgìdàn	Mamman yana tambayan maìgìdan.
	Shēhu yanā farāwā.
aìkìn	Shehu yana fara <u>aikin</u> .
gyāran	Shehu yana fara <u>gyaran</u> .
a jiyēwā	Shehu yana fara <u>ajiyewa</u> .
kōyō	Shehu yana fara koyo.
	Àsàbè tanā gyārāwā.
rìgarta	Asabe tana gyara <u>rigarta</u> .
'yankūnntà	Asabe tana gyara <u>'yankunnenta</u> .
àbincì	Asabe tana gyara <u>abinci</u> .
gìdā	Asabe tana gyara <u>gida</u> .
àkwàtì	Asabe tana gyara <u>akwati</u> .
àkƙalāmī	Asabe tana gyara alƙalamī.
	Yarōnā yanā kaiwā.
àbincì asibitì	Yarona yana kai <u>abinci</u> asibiti.
sàkòn	Yarona yana kai <u>sakon</u> asibiti.
dōkìn	Yarona yana kai <u>dokin</u> asibiti.
hūlar	Yarona yana kai <u>hular</u> asibiti.
dabbōbìn	Yarona yana kai <u>dabbobin</u> asibiti.
mātātā	Yarona yana kai <u>matata</u> asibiti.
(sū)	Yarona yana kaisu asibiti.
(itā)	Yarona yana kaita asibiti.
	Yanā shiryà gyàdar dà ya sàyā.
dabbōbī	Yana shirya <u>dabbobin</u> da ya saya.
wākē	Yana shirya <u>waken</u> da ya saya.
tābā	Yana shirya <u>tabar</u> da ya saya.
kātākō	Yana shirya katakon da ya saya.

	Māsinjā yanà shaidā masà sàkòn.
(itā)	<u>Masinja</u> yana shaida mata sakon.
Mammàn	<u>Mamman</u> yana shaida mata sakon.
Hàlīmà	<u>Halima</u> tana shaida mata sakon.
yārā	Yara suna shaida mata sakon.
	<u>Hàlīmà</u> tanà gayà wà uwartà sàkòn.
Shēhù	Shehu yana gaya wa <u>uwarta</u> sakon.
mātarsà	Shehu yana gaya wa <u>matarsa</u> sakon.
māsinjā	Shehu yana gaya wa <u>masinja</u> sakon.
	Mammàn yanà mantà <u>hūlarsà</u> .
P	Mamman yana <u>mantata</u> .
mantāwā	Mamman yana mantawa da <u>ita</u> .
sàkòn	Mamman yana mantawa da sakon.
	Hàlīmà tanà tunà <u>Mūsā</u> .
P	Halima tana <u>tunashi</u> .
tunāwā	Halima tana tunawa da <u>shi</u> .
Shēhù	Halima tana tunawa da Shehu.
	Inà zuwà ofis dà <u>dōkīnā</u> .
àlkalāmī	Ina zuwa ofis da <u>alkalami</u> .
àbinci	Ina zuwa ofis da <u>abinci</u> .
rīgātā	Ina zuwa ofis da <u>rigata</u> .
kōmai	Ina zuwa ofis da <u>komai</u> .
mātātā	Ina zuwa ofis da matata.
	Àsàbè tanà sātàn <u>tābà</u> .
àbinci	Asabe tana satan <u>abinci</u> .
wākē	Asabe tana satan <u>wake</u> .
'yankunne	Asabe tana satan <u>'yankunne</u> .
kātākō	Asabe tana satan <u>katako</u> .
gyàdā	Asabe tana satan gyada.

	Kullum anà <u>kaishì</u> makarantā.	<i>school</i>
(itā)	Kullum ana <u>ka₁ta</u> makaranta.	
(ka ₁)	Kullum ana <u>ka₁ka</u> makaranta.	
(sū)	Kullum ana <u>ka₁su</u> makaranta.	
(mū)	Kullum ana <u>ka₁mu</u> makaranta.	
(nī)	Kullum ana <u>ka₁n₁</u> makaranta.	

GD 16.1.2 Noun plus /nā/

	<u>Yārònkà</u> nā kusá?
Bellò	<u>Bello</u> na kusa?
'yarkà	<u>'Yarka</u> na kusa?
uwartà	<u>Uwarta</u> na kusa?
bàbban àkàwū	<u>Babban akawu</u> na kusa?
gìdankà	<u>Gidanka</u> na kusa?
māsìnjà	<u>Masinja</u> na <u>kusa</u> ?
nan	<u>Masinja</u> na nan?
màtar ₁ kà	<u>Matarka</u> na nan?
māgànin	<u>Maganin</u> na nan?
	<u>Yārònkà</u> nā gìdan Shēhù né?
Mūsā	<u>Musa</u> na gìdan Shehu ne?
dòkìn	<u>Dokin</u> na gìdan Shehu ne?
māsìnjà	<u>Masinja</u> na gìdan Shehu ne?
uwartà	<u>Uwarta</u> na gìdan Shehu ne?
yāran	<u>Yaran</u> na gìdan Shehu ne?
àlkalàmin	<u>Alkalamin</u> na gìdan Shehu ne?
	'Yarkà mā nā kàsuwā.
(kē)	'Yark ₁ ma na kasuwa.
(shī)	'Yarsa ma na kasuwa.
(sū)	'Yarsu ma na kasuwa.
(itā)	'Yarta ma na kasuwa.
(kū)	'Yarku ma na kasuwa.
(mū)	'Yarmu ma na kasuwa.

GD 16.2 Variation Drill

Àsàbe	Rìgar <u>Shēhù</u> cē wánnànc.
àkwàtì	<u>Rìgar</u> Asabe ce wannan.
àlkalàmī	<u>Akwatın</u> Asabe ne wannan.
dōkì	<u>Alkalamın</u> Asabe ne wannan.
'yā	<u>Dokın</u> Asabe ne wannan.
gīdā	' <u>Yar</u> Asabe ce wannan.
tābā	<u>Gıdan</u> Asabe ne wannan.
àbıncı	<u>Tabar</u> Asabe ce wannan.
	Abıncın Asabe ne wannan.

UNIT 17

BASIC SENTENCES

Audu

illness, disease,
pain, injury
Ali, my stomach hurts.

cīwò

Àlì, cìkìnā nā cīwò.

Bello

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

bākà tàfìyà

Bākà tàfìyà kō'inā dàgà nan.

A

he ran
And what if I ran away?

yā gudù

Ìdan na gudù fá?

B

I'm not going
policeman
Can't I go call a policeman?

bānā tàfìyà

ɗansāndā

Bānā tàfìyà in kira ɗansāndā?

A

this way, thus
he sat
Am I to sit like this with
this pain?

hakà

yā zaunā

Hakà zan zaunā dà cīwòn?

B

What do I care?

Ìnā ruwānā?

A

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

dà gāskē

school	makarantā
Isn't your daughter going to school at all?	Dà gàskē nè 'yarkà bātà tāfiyā makarantā?

B

Who told you that?	Wā ya gayā mākà?
--------------------	------------------

A

they say	anā fadī
I just hear what they say.	Nājɪ nè anā fadī.

B

lie	karyā
It's a lie!	Karyā nè.

NOTES

Note 17.1 /bā-/ - Negative Progressive
 Baka tafiya ko'ina daga nan.
 Bana tafiya in kira d'ansanda?
 'Yarka bata tafiya makaranta?

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

bānì zuwā	I'm not coming	bāmù zuwā	we're not coming
bākà zuwā	you're not coming	bākù zuwā	you (pl) are not coming

bāki zuwā̀ you (f) are not
coming

bāyā zuwā̀ he's not coming

bātā zuwā̀ she's not coming

bāsù zuwā̀ they're not coming

bā'ā zuwā̀ no one's coming

There are also short forms /bà zuwā̀/ and /baì zuwā̀/ for 'I' and 'he' respectively. Another set of pronouns is sometimes used.

These are:

bānā̀

bāmwā̀

bākā̀

bākwā̀

bākyā̀

bāyā̀

bāswā̀

bātā̀

bā'ā̀

Of this set some are more used than others.

Note 17.2 /ruwan/ 'the business of - '

Ina ruwana?

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

Inā̀ ruwā̀nkā̀?

What business is it of yours?

Bā̀ ruwā̀nkā̀.

It's no business of yours!

GRAMMATICAL DRILL

GD 17.1 /bā̀-/ Negative Progressive

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

Perfective
Progressive

Negative Perfective
Negative Progressive

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

	Àlì yā dāwō kāsuwā.	Àlì bàì dāwō kāsuwā ba.
Prog.	Àlì yanà dāwōwā <u>kāsuwā</u> .	Àlì bāyà dāwōwā kāsuwā.
yau	Alì yana dawowa yau.	Alì baya dawowa yau.
	Mammàn yā mantā dà hūlarsà.	Mamman bai manta da hularsa ba.
Prog.	Mammàn yanà mantāwā dà <u>hūlarsà</u> .	Mammàn bāyà mantāwā dà hūlarsà.
Pron.	Mamman yana mantawa da ita.	Mamman baya mantawa da ita.
	Na tahō gidā.	Ban taho gida ba.
Prog.	Inà tahōwā <u>gidā</u> .	Bānà tahōwā gidā.
aikì	<u>Ina</u> tahowa aikì.	Bana tahowa aikì.
(ka)	Kana tahowa <u>aikì</u> .	Baka tahowa aikì.
asìbitì	<u>Kana</u> tahowa asìbitì.	Baka tahowa asìbitì.
(kē)	Kina tahowa <u>asìbitì</u> .	Bakì tahowa asìbitì.
nan	<u>Kina</u> tahowa nan.	Bakì tahowa nan.
(mū)	Muna tahowa nan.	Bamu tahowa nan.
	Hàlīmà tā tunà dà Mūsā.	Halima bata tuna da Musa ba.
Prog.	Hàlīmà tanà tunāwā dà <u>Mūsā</u> .	Hàlīmà bātā tunāwā dà Mūsā.
Pron.	Halima tana tunawa da shi.	Halima bata tunawa da shi.

	Mammàn yā tàmbàyā.	Mamman bai tambaya ba.
Prog.	<u>Mammàn</u> yanà tàmbàyāwā.	Mammàn bāyà tàmbàyāwā.
Hàlīmà	<u>Halima</u> tana tambayawa.	Halima bata tambayawa.
ma 'aìkàtā	Ma 'aikata suna tambayawa.	Ma 'aikata basu tambayawa.
	Yārā sun tàmbàyēni.	Yara basu tambayeni ba.
Prog.	<u>Yārā</u> sunà tàmbàyàtā.	Yārā bāsù tàmbàyàtā.
àkàwū	Akawu yana tambayata.	Akawu baya tambayata.
(shī)	Akawu yana tambayarsa.	Akawu baya tambayarsa.
(mū)	Akawu yana tambayarmu.	Akawu baya tambayarmu.
	Shēhù yā fārà aikì.	Shehu bai fara aiki ba.
Prog.	<u>Shēhù</u> yanà fārà aikì.	Shēhù bāyà fārà aikì.
Àsàbe	Asabe tana fara aiki.	Asabe bata fara aiki.
	Lawàl yā tàfì gidā.	Lawal bai tafi gida ba.
Prog.	Lawàl yanà tàfìyà gidā.	Lawàl bāyà tàfìyà gidā.
	Yārònā yā kai àbinci gidā.	Yarona bai kai abinci gida ba.
Prog.	Yārònā yanà kai <u>àbinci</u> gidā.	Yārònā bāyà kai àbinci gidā.
Pron.	Yarona yana kaishi gida.	Yarona baya kaishi gida.

	Yārā sun ajiye rīgā à àkwàtì.	Yara basu ajiye riga a akwatì ba.
Prog.	Yārā sunà ajiye <u>rīgā</u> à àkwàtì.	Yārā bāsù ajiye rīgā à àkwàtì.
Pron.	Yara suna ajiyeta a akwatì.	Yara basu ajiyeta a akwatì.
	Àsàbè tā sàcì wākē.	Asabe bata saci wake ba.
Prog.	Àsàbè tanà sātàn <u>wākē</u> .	Àsàbè bātā sātàn wākē.
Pron.	Asabe tana satansa.	Asabe bata satansa.
	Kun shaidā masà sakon.	Baku shaida masa sakon ba.
Prog.	Kunà shaidā masà sakon.	Baku shaida masa sakon.

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

	Perfective	→	Negative Perfective
	Future	→	Negative Future
	Optative	→	Negative Optative
	Progressive	→	Negative Progressive
	Àlì yā dāwō kāsuwā.		Àlì bàì dāwō kāsuwā ba.
F	Àlì zai dāwō kāsuwā.		Àlì bà zai dāwō kāsuwā ba.
O	Àlì yà dāwō kāsuwā.		Kadà Àlì yà dāwō kāsuwā.
Pro	Àlì yanà dāwōwā kāsuwā.		Àlì bāyà dāwōwā kāsuwā.

	Àsàbè tājī yā fadī àkwai aiki.	Asabe bata jī ya fadī akwai aiki ba.
F	Asabe zata jī ya fadī akwai aiki.	Asabe ba zata jī ya fadī akwai aiki ba.
O	Asabe tājī yā fadī akwai aiki.	Kada Asabe tājī ya fadī akwai aiki.
Pro	Asabe tana jī yana fadī akwai aiki.	Asabe bātā jī yana fadī akwai aiki.
	Dà gaskē nè yā gamu dà matarsà.	Da gaske ne bai gamu da matarsa ba.
F	Da gaske ne zai gamu da matarsa.	Da gaske ne ba zai gamu da matarsa ba.
O	Da gaske ne yā gamu da matarsa.	Da gaske ne kada ya gamu da matarsa.
Pro	Da gaske ne yana gamuwa da matarsa.	Da gaske ne baya gamuwa da matarsa.
	Yārā sun gudu dàgà asibitī.	Yara basu gudu daga asibitī ba.
F	Yara zasu gudu daga asibitī.	Yara ba zasu gudu daga asibitī ba.
O	Yara sù gudu daga asibitī.	Kada yara su gudu daga asibitī.
Pro	Yara suna gudu daga asibitī.	Yara basu gudu daga asibitī.
	Yā tafī hakà bā` kōmai à wajensà.	Bai tafī haka ba komai a wajensa ba.
F	Zai tafī haka ba komai a wajensa.	Ba zai tafī haka ba komai a wajensa ba.

O	Yà tafi haka ba komai a wajensa.	Kada ya tafi haka ba komai a wajensa.
Pro	Yana tafiya haka ba komai a wajensa.	Baya tafiya haka ba komai a wajensa.
	Yā zaunā à gidā dà mātarsà.	Bai zauna a gida da matarsa ba.
F	Zai zauna a gida da matarsa.	Ba zai zauna a gida da matarsa ba.
O	Yà zauna a gida da matarsa.	Kada ya zauna a gida da matarsa.
Pro	Yana zaunawa a gida da matarsa.	Baya zaunawa a gida da matarsa.
	Hālīmà tā tafi makarantā dà yārā.	Halima bata tafi makaranta da yara ba.
F	Halima zata tafi makaranta da yara.	Halima ba zata tafi makaranta da yara ba.
O	Halima tā tafi makaranta da yara.	Kada Halima ta tafi makaranta da yara.
Pro	Halima tana tafiya makaranta da yara.	Halima bata tafiya makaranta da yara.

UNIT 18

BASIC SENTENCES

Audu

Good evening.

Baṙkà dà yammā.

Bello

Good evening (to you).

Baṙkà kàda.

A

money

kuḍī / kuḍfī

Does Halilu have any money?

Hālīlù nà dà kuḍfī?

B

anɪnɪ

àṅīnī

He doesn't even have an anɪnɪ.

Bāshɪ dà kō àṅīnī.

A

senior or only wife

uwaṙgɪdā

What about his wife?

Uwaṙgɪdansa fá?

B

She doesn't have anything.

Bāṭa dà kōmaɪ.

A

Are your neighbors here?

Maḱwàbtankù nà nán?

B

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

Kō sunà nan bāsu dà shī.

A

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

Tó? Allàh yà bāmù.

B

Amen. (Amen).

Àmɪn-àɪnɪ.

NOTES

Note 18.1 Expressions of Possession

Note 18.1.1 /nǎ/ plus /dà/ phrase

Halilu nǎ dà kurɔ.

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

Compare:

inǎ dà shī	I have it	munǎ dà shī	we have it
kanǎ dà shī	you (m) have it	kunǎ dà shī	you have it
kinǎ dà shī	you (f) have it		
yanǎ dà shī	he has it	sunǎ dà shī	they have it
tanǎ dà shī	she has it	anǎ dà shī	someone has it

Note 18.1.2 /bǎ`/ plus /dà/ phrase

Bǎni dà niyyar fɪta dama.

Bǎshi dà ko anɪni.

Bǎta dà kōmaɪ.

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

Inǎ dà niyyar fɪta dama.

Bǎni dà niyyar fɪta dama.

Halɪma nǎ dà kuɔ.

Halɪma bǎta dà kuɔ.

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

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

Note 18.2 Review of Negative Forms

Note 18.2.1 /ba/

I, bã̀ laifī.

Bàn fìta nã ganī ba.

Ī, àmma bà dà yawà bà.

Bà zāmù jē ba.

Kā san wàsù mutãne bāsù dà hankālī.

Bāni da niyyār fītā dāmā.

Bākà tafiyà kōinā dàgà nan.

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

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

Perfective	bàn zō ba	(/bã̀-....ba/ added to optative forms)
------------	-----------	---

Future	bà zan zō ba
--------	--------------

2. /bã̀-....ba/ negates non-verbal phrases and clauses.

Noun - /nē/	bà sarkī ba nē/
-------------	-----------------

Prepositional Phrase	/bã̀ dà yawà ba/
----------------------	------------------

See Note 9.1 for negation of pronoun with verb phrase in apposition.

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

Negative Progressive /bāmù tàfīyǎ/

4. /bā`/

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

Negates existence /bā` laifī/

Negates existence of partial /bā` dà kudī/

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

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

Negative possession /bā`shī dà kōmāi/

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

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

Note 18.2.2 Other negatives.

Ā`à, kusa ne.

Kadà ka damu.

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

Note 18.3 Verb: /bā/ 'give'

Allàh yà bāmù

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

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

yā bāsù rīgā He gave them robe[s].

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

GRAMMATICAL DRILL

GD 18.1 /nā` dà/, /bā` dà/

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

	Mūsā nā` dà <u>kudī</u> àmmā yā bā` mātarsà.
dōkì	Musa na da <u>dokì</u> amma ya ba matarsa.
àkwàtì	Musa na da <u>akwatì</u> amma ya ba matarsa.
gìdā	Musa na da <u>gìdā</u> amma ya ba matarsa.
àlkalāmì	Musa na da alƙalamì amma ya ba <u>matarsa</u> .
'yarsà	Musa na da alƙalamì amma ya ba <u>'yarsa</u> .
uwar̄sà	Musa na da alƙalamì amma ya ba <u>uwar̄sa</u> .
Hàlīmà	Musa na da alƙalamì amma ya ba <u>Halima</u> .
kāfintà	Musa na da alƙalamì amma ya ba <u>kafinta</u> .
Shēhù	Musa na da alƙalamì amma ya ba Shehu.

	<u>Inà</u> dà kudì wajen Shēhù.
(ita)	<u>Tana</u> da kudì wajen Shehu.
(ka ₁)	<u>Kana</u> da kudì wajen Shehu.
(mū)	<u>Muna</u> da kudì wajen Shehu.
(shī)	Yana da <u>kudì</u> wajen Shehu.
àbìncì	Yana da <u>abìncì</u> wajen Shehu.
tàkàlmī	Yana da <u>takalmì</u> wajen Shehu.
māgàní	Yana da <u>maganì</u> wajen Shehu.
rìgā	Yana da <u>riga</u> wajen Shehu.
kātākō	Yana da <u>katako</u> wajen Shehu.
gyàdā	Yana da <u>gyada</u> wajen Shehu.
sākō	Yana da <u>sako</u> wajen Shehu.
tābā	Yana da <u>taba</u> wajen Shehu.
ànīnī	Yana da <u>aninì</u> wajen Shehu.

The above drill is to be put into the negative.

Bānì dà kudì wajen Shēhù. etc.

	Uwargidātā bāta dà lābārī nā <u>dāwō</u> .
sāuka	Uwargidata bata da labarì na <u>sauka</u> .
tāfì	Uwargidata bata da labarì na <u>tafi</u> .
dāukā	Uwargidata bata da labarì na <u>dauka</u> .
sāyā	Uwargidata bata da labarì na <u>saya</u> .
sātā	Uwargidata bata da labarì na <u>sata</u> .
gudù	Uwargidata bata da labarì <u>na</u> gudu.
(shī)	Uwargidata bata da labarì <u>ya</u> gudu.
(mū)	Uwargidata bata da labarì <u>mun</u> gudu.
(sū)	Uwargidata bata da labarì <u>sun</u> gudu.
(kū)	Uwargidata bata da labarì <u>kun</u> gudu.

The above drill is to be put into the affirmative.

	Uwargidansà tanā dà <u>àkwāti</u> mǎi kyau.
dōkì	Uwargidansa tana da <u>dokì</u> mǎi kyau.
'yā	Uwargidansa tana da <u>'ya</u> mǎi kyau.

rìgā	<u>Uwargidansa</u> tana da riga mai kyau.
uwā	<u>Uwarsa</u> tana da riga mai kyau.
'yā	<u>'Yarsa</u> tana da riga mai kyau.
mâtā	<u>Matarsa</u> tana da riga mai kyau.

Repeat the above drill in the negative.

	Kanā̀ da <u>àlkalāmī</u> à nā̀n?
tābā̀	Kana da <u>taba</u> a nan?
māgā̀nī	Kana da <u>maganī</u> a nan?
kuđī	<u>Kana</u> da kuđi a nan?
(kē)	Kina da kuđi a <u>nan</u> ?
gidā̀	Kina da kuđi a <u>gida</u> ?
ōfīs	<u>Kina</u> da kuđi a ofis?
(kū)	Kuna da kuđi a <u>ofis</u> ?
wajēnā̀	Kuna da kuđi a <u>wajena</u> ?
ajiyē	Kuna da kuđi a <u>ajiyē</u> ?
àkwātī	Kuna da kuđi a <u>akwatī</u> ?
can	Kuna da kuđi a can?

in safekeeping

Repeat the above in the negative.

	Mātar̄kà bā̀ta da komá̀i nḕ?
'yarsa	'Yarsa bata da <u>komai</u> ne?
gaskiyā̀	<u>'Yarsa</u> bata da gaskiya ne?
dā̀nā̀	Dana bashi da gaskiya ne?
hankālī	<u>Dana</u> bashi da hankali ne?
makwā̀btā̀nā̀	Makwabtana basu da <u>hankali</u> ne?
lā̀fiyā̀	<u>Makwabtana</u> basu da lafiya ne?
uwargidā̀	Uwargida bata da <u>lafiya</u> ne?
yārā̀	<u>Uwargida</u> bata da yara ne?
ma 'àikātā̀	Ma 'aikata basu da <u>yara</u> ne?
sūkū̀nī	<u>Ma 'aikata</u> basu da sukuni ne?
bā̀bban àkā̀wū̀	Babban akawu bashi da <u>sukuni</u> ne?
lōkā̀cī	<u>Babban akawu</u> bashi da lokaci ne?

jàkādàn Ingìlà Jakadan Ingìla bashì da lokaci ne?
 nāshì Jakadan Ingìla bashì da nashì ne?

Repeat the above drill in the affirmative, omitting /nè/.

Matarka tana da komai. etc.

Àbincin nà dà kyau àmmā bā` yawā.
 ruwā Ruwan na da kyau amma ba yawa.
 kātākō Katakon na da kyau amma ba yawa.
 gyādā Gyadar na da kyau amma ba yawa.
 wākē Waken na da kyau amma ba yawa.
 māgānī Maganin na da kyau amma ba yawa.

 In yanā dà sùkūnì yā̀jē gōbe dà rāna.
 kārḅā In yana da sukunì ya karḅa gobe da rana.
 fadī In yana da sukunì ya fadī gobe da rana.
 kai In yana da sukunì ya kai gobe da rana.
 (itā) In tana da sukunì ta kai gobe da rana.
 (kai) In kana da sukunì ka kai gobe da rana.
 (kē) In kina da sukunì kī kai gobe da rana.
 (sū) In suna da sukunì su kai gobe da rana.
 yammā In suna da sukunì su kai gobe da yamma.
 darē In suna da sukunì su kai gobe da dare.

Repeat the above drill in the negative.

Kanā dà lābārì wani yārò yāzō nān?
 (kē) Kina da labarì wani yaro yazo nan?
 (kū) Kuna da labarì wani yaro yazo nan?
 òansāndā Kuna da labarì wani òansanda yazo nan?
 mùtūm Kuna da labarì wani mutum yazo nan?
 māi māgānī Kuna da labarì wani mai magani yazo nan?
 àkākū Kuna da labarì wani akawu yazo nan?

Repeat the above drill in the negative.

	Inā̀ dà nīyyàr kai <u>tà</u> asibitì gòbe dà rāna.
Shēhù	Ina da niyyar kai <u>Shehu</u> asibitì gobe da rana.
yārā	Ina da niyyar kai yara <u>asibitì</u> gobe da rana.
makarantā	Ina da niyyar kai yara <u>makaranta</u> gobe da rana.
gīdā	Ina da niyyar kai yara <u>gīda</u> gobe da rana.
ōfis	Ina da niyyar kai yara <u>ofis</u> gobe da rana.
kāsuwā	Ina da niyyar kai yara <u>kasuwa</u> gobe da rana.
wajensā	Ina da niyyar kai yara <u>wajensa</u> gobe da rana.
ma'aikatarmù	Ina da niyyar kai yara ma'aikatarmu gobe da rana.

Repeat the above drill in the negative.

	Bā̀nì dà sùkūnìn fitā sai lōkàcī yā kusa.
(ita)	Bā̀tā da sukunin fita sai lokaci ya kusa.
(sū)	Bā̀sū da sukunin fita sai lokaci ya kusa.
(shī)	Bā̀shì da sukunin <u>fitā</u> sai lokaci ya kusa.
gyārāwā	Bā̀shì da sukunin <u>gyarawa</u> sai lokaci ya kusa.
shiryāwā	Bā̀shì da sukunin <u>shiryawa</u> sai lokaci ya kusa.
ajiyēwā	Bā̀shì da sukunin <u>ajiyewa</u> sai lokaci ya kusa.
karbā	Bā̀shì da sukunin karba sai lokaci ya kusa.

The affirmative transform of this is:

Inā̀ da sùkūnìn fitā àmmā sai lōkàcī yā kusa. etc.

Following is a substitution with negative transform:

	Wàtàkìlā kanā̀ dà dāmā̀	[Wàtàkìlā bā̀ka dà dāmā̀
	anjumā̀.	anjumā̀.]
(ke)	Watakila kinā̀ da dama	[Watakila bā̀kì da dama
	anjuma.	anjuma.]
(itā̀)	Watakila tanā̀ da dama	[Watakila bā̀tā da dama
	anjuma.	anjuma.]
(shī)	Watakila yanā̀ da dama	[Watakila bā̀shì da dama
	anjuma.	anjuma.]

GD 18.2 Negative

Some uses of bā` are drilled here:

	À shaidā makù <u>bā`</u> zuwà <u>asìbitì</u> lōkàcìn aìkì.
kō'inā	A shaida maku ba zuwa <u>ko'ina</u> lokacin aiki.
can	<u>A</u> shaida maku ba zuwa can lokacin aiki.
(nī)	In shaida <u>maku</u> ba zuwa can lokacin aiki.
(ka ₁)	In shaida <u>maka</u> ba zuwa can lokacin aiki.
(kē)	In shaida <u>maki</u> ba zuwa can lokacin aiki.
	Yau <u>bā`</u> <u>gyādā</u> à kāsuwā sai wākē.
dabbōbī	Yau ba <u>dabbobī</u> a kasuwa sai wake.
kōma ₁	Yau ba komai a kasuwa sai <u>wake</u> .
mutānē	Yau ba komai a kasuwa sai <u>mutane</u> .
kātākō	Yau ba komai a kasuwa sai <u>katako</u> .
àbīncī	Yau ba komai a kasuwa sai <u>abinci</u> .
tābā	Yau ba komai a kasuwa sai <u>taba</u> .
	Àkwai <u>àbīncī</u> àmmā <u>bā`</u> kyau.
ruwā	Akwai <u>ruwa</u> amma ba kyau.
àkwātī	Akwai <u>akwati</u> amma ba kyau.
wākē	Akwai <u>wake</u> amma ba kyau.
māgānī	Akwai <u>maganī</u> amma ba kyau.
karfē	Akwai <u>karfe</u> amma ba kyau.

UNIT 19

BASIC SENTENCES

Audu

Hello ('greetings at work').

Sànnu dà aiki.

Bello

How do you do.

Yawwā, sànnu kàda.

A

he cut

yā sārè

tree

itācē

Who cut down this tree?

Wà ya sārè itācén nàn?

B

We're the ones who cut it down.

Mū mukà sārè.

A

permission

izini

Who gave you permission?

Wà ya bākù iziní?

B

those to whom it belongs

māsu shi

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

Māsu shī sukà bāmù.

A

malam, dignitary

mālām

bush, jungle, forest

dājì

forester

mālāmīn dājì

Did you tell the forester?

Kun gayà wà mālāmīn dājì?

B

What business is it of yours?

Ìnā ruwánkà?

A

because, on account of

sabòdà

he looked, inspected

yā dūbā

I (regularly) inspect

nī nakàn dūbā

Because I am the one who inspects
the forest.

Sabòdà nī nakàn dūbā dājìn.

B

Yes, we told him.

Tṑ, mun gayā masà.

NOTES

Note 19.1 Relative Perfective

Mu muka sare.

Masu shi suka bamu.

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

nazō mukà zō

kazō kukà zō

kıkà zō

yazō sukà zō

tazō akà zō

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

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

The owners it was who gave us permission.

We are the ones who cut it down.

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

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

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

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

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

2. After /dà/ and compounds in /-dà/.

Lōkàcín dà ka sāmī sūkūnì.	The time that you get the time to do something.
----------------------------	--

Bā` wandà ya shaìdā minì. There was) no one (who)
told me.

3. In a clause after /nē/, /cē/.

Rīgar̄ Àsàbe cē ka d'auká? Was it Asabe's robe that you
took?

Àsàbe cē tacē` àbānì 'yankunne. It was Asabe who said to give
me the earrings.

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

Mun dāwō bāyan kwānā bīyu. We returned two days later.

Bāyan kwānā bīyu mukà dāwō. It was two days later when
we arrived.

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

Compare /nī/ and /nī nē/ in:

Nī nā maṅta wajen. I forgot the place.

Nī nē na maṅta wajen. I was the one who forgot
the place.

Compare also:

Inà tàfīyà na gāmu dà mātarkà. [It was] as I was going
along that I met your
wife.

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

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

Note 19.2 Prefix /m̀aɪ-/ , /m̀asu-/

Sannu da hutawa maigida.

Masu shi suka bamu.

The prefix /m̀aɪ-/ indicates 'one to whom there belongs or pertains'. The /-ɪ-/ of /maɪ-/ is the third person singular (as the /-ɪ-/ in /b̀aɪz̄o ba/). There is no variation for gender. /m̀asu/ is the plural, 'ones to whom there belongs or pertains'. 'Householders' is therefore /m̀asu gid̄a/ and 'the one who owns it' is /m̀aɪ shi/.

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

/mar̄as/ or /mar̄a/ is the opposite of /m̀aɪ/: /mar̄as gid̄a/ or /mar̄a gid̄a/ 'one who does not have a house'. /mar̄as̄a/ is the opposite of /m̀asu/: /mar̄as̄a gid̄a/.

GRAMMATICAL DRILL

GD 19.1 Perfective Relative

	<u>Ni</u> kaɗaɪ na sauka a Amirka.
sh̄i	<u>Shi</u> kaɗaɪ ya sauka a Amirka.
kaɪ	<u>Kaɪ</u> kaɗaɪ ka sauka a Amirka.
ɪt̄a	<u>Ita</u> kaɗaɪ ta sauka a Amirka.
k̄e	<u>Ke</u> kaɗaɪ kika sauka a Amirka.
s̄u	<u>Su</u> kaɗaɪ suka sauka a Amirka.
k̄u	<u>Ku</u> kaɗaɪ kuka sauka a Amirka.
m̄u	<u>Mu</u> kaɗaɪ muka sauka a Amirka.
	<u>Mu</u> muk̄a d̄ub̄a abincin da ta ajiȳe nan̄.
s̄u	<u>Su</u> suka duba abincin da ta ajiye nan.
k̄u	<u>Ku</u> kuka duba abincin da ta ajiye nan.
k̄e	<u>Ke</u> kika duba abincin da ta ajiye nan.

itā	<u>Ita</u> ta duba abincin da ta ajiye nan.
kaɪ	Kaɪ ka duba <u>abincin</u> da ta ajiye nan.
sākō	Kaɪ ka duba <u>sakon</u> da ta ajiye nan.
àkwàtì	Kaɪ ka duba <u>akwatın</u> da ta ajiye nan.
itācē	Kaɪ ka duba itacen da ta ajiye nan.

	Ìnā ruwankà dà aikin dà suka yí?
(kē)	Ina ruwankɪ da aikin da suka yɪ?
(nī)	Ina ruwana da aikin da suka yɪ?
(kū)	Ina ruwanku da aikin da suka yɪ?
(sū)	Ina ruwansu da aikin da suka yɪ?
(itā)	Ina ruwanta da aikin da suka yɪ?
(mū)	Ina ruwanmu da <u>aikin</u> da suka yɪ?
laifī	Ina ruwanmu da <u>laifin</u> da suka yɪ?
karyā	Ina ruwanmu da <u>karyan</u> da suka yɪ?
kōyō	Ina ruwanmu da <u>koyon</u> da suka yɪ?
nīyyā	Ina ruwanmu da <u>niyyar</u> da suka yɪ?
sātā	Ina ruwanmu da <u>satar</u> da suka yɪ?
tāmbayā	Ina ruwanmu da <u>tambayar</u> da suka yɪ?

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

	Fushin mē <u>Hālīmā</u> tayi jiyā à wajen áikì?
yārā	Fushin me <u>yara</u> suka yɪ jiyā a wajen aikɪ?
kāfintā	Fushin me <u>kafinta</u> yayi jiyā a wajen aikɪ?
(kū)	Fushin me kuka yɪ jiyā a wajen <u>aikɪ</u> ?
tārō	Fushin me kuka yɪ jiyā a wajen <u>taro</u> ?
kwallō	Fushin me kuka yɪ jiyā a wajen <u>kwallo</u> ?

soccer

	Wajen inā <u>Yūsufu</u> ya hārbétà?
ma 'aìkàtā	Wajen ina <u>ma'aikata</u> suka harbeta?
(kū)	Wajen ina <u>kuka</u> harbeta?
dānsāndā	Wajen ina <u>dansanda</u> ya harbeta?
dōkī	Wajen ina doki ya harbeta?
	Wàné irin <u>aikī</u> akà yī à gidānsà?
tārō	Wane irin <u>taro</u> aka yī a gidansa?
ābīncī	Wane irin <u>abinci</u> aka yī a gidansa?
gyārā	Wane irin gyara aka yī a <u>gidansa</u> ?
asībītī	Wane irin gyara aka yī a <u>asibiti</u> ?
ōfīs	Wane irin gyara aka yī a <u>ofis</u> ?
makarantā	Wane irin gyara aka yī a makaranta?
	Sū nawā <u>ya</u> ganī jiyā à dājī?
(kaɪ)	Su nawa <u>ka</u> ganī jiyā a daji?
(kū)	Su nawa <u>kuka</u> ganī jiyā a daji?
(an)	Su nawa <u>aka</u> ganī jiyā a daji?
(sū)	Su nawa suka <u>ganī</u> jiyā a daji?
kwānā	Su nawa suka <u>kwana</u> jiyā a daji?
yīnī	Su nawa suka <u>yini</u> jiyā a daji?
dadē	Su nawa suka <u>dade</u> jiyā a daji?
	Wàné lōkacī <u>sukà</u> kaɪ sākōn nān?
(itā)	Wane lokaci <u>ta</u> kaɪ sakon nan?
(an)	Wane lokaci <u>aka</u> kaɪ sakon nan?
(kaɪ)	Wane lokaci <u>ka</u> kaɪ sakon nan?
(mū)	Wane lokaci <u>muka</u> kaɪ sakon nan?
(kū)	Wane lokaci kuka kaɪ <u>sakon</u> nan?
tākālmī	Wane lokaci kuka kaɪ takalmīn nan?
	Mē yāsā` ta dadē à <u>asībītī</u> ?
kāsūwā	Me yasa ta <u>dade</u> a <u>kasuwa</u> ?
gidā	Me yasa ta <u>dade</u> a <u>gida</u> ?
can	Me yasa ta <u>dade</u> a <u>can</u> ?
ōfīs	Me yasa ta <u>dade</u> a <u>ofis</u> ?

nañ	Me yasa ta daɗe a <u>nan</u> ?
dājī	Me yasa ta daɗe a <u>daɗi</u> ?
makarantā	Me yasa <u>ta</u> daɗe a makaranta?
(kū)	Me yasa <u>kuka</u> daɗe a makaranta?
(kē)	Me yasa <u>kika</u> daɗe a makaranta?
(mū)	Me yasa muka daɗe a makaranta?

	<u>Wā</u> ya bar̄ itācē à nañ bā` izinī?	<i>left</i>
shī	<u>Shi</u> ya bar̄ itace a nan ba izinī?	
kū	<u>Ku</u> kuka bar̄ itace a nan ba izinī?	
kē	<u>Ke</u> kika bar̄ <u>itace</u> a nan ba izinī?	

	<u>Hālīmà</u> ta sārē, bā` ruwānā idan akà tām̄bāyā.
Bellò	<u>Bello</u> ya sare, ba ruwana idan aka tambaya.
yārā	<u>Yara</u> suka sare, ba ruwana idan aka tambaya.
mātā	<u>Mata</u> suka sare, ba ruwana idan aka tambaya.
ma 'aìkātā	Ma 'aikata suka <u>sare</u> , ba ruwana idan aka tambaya.
ajìjē	Ma 'aikata suka <u>ajije</u> , ba ruwana idan aka tambaya.
ɗàukē	Ma 'aikata suka <u>ɗauke</u> , ba ruwana idan aka tambaya.
kār̄bā	Ma 'aikata suka <u>karɓa</u> , ba ruwana idan aka tambaya.
(kē)	Ma 'aikata suka karɓa, ba ruwan <u>ki</u> idan aka tambaya.
(shī)	Ma 'aikata suka karɓa, ba ruwan <u>sa</u> idan aka tambaya.
(mū)	Ma 'aikata suka karɓa, ba ruwanmu idan aka tambaya.

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

Wàcè rānā ka ɗàukè àlkalāmínkà?

Jiyà da yamma na ɗàukè
àlkalāmīnā.

Bā jiyà dà yamma na ɗàukè
àlkalāmīnā ba.

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

GD 19.2 /māɪ/, /māsu/

	Māsu <u>sū</u> suka ɗauka watakila, amma ban tabbata ba.
itā	Masu <u>ita</u> suka ɗauka watakila, amma ban tabbata ba.
shī	Masu <u>shi</u> suka ɗauka watakila, amma ban tabbata ba.
(shī)	Mai shi <u>ya</u> ɗauka watakila, amma ban tabbata ba.
(itā)	Mai shi ta <u>ɗauka</u> watakila, amma ban tabbata ba.
man̄tā	Mai shi ta <u>manta</u> watakila, amma ban tabbata ba.
aikō	Mai shi ta <u>aiko</u> watakila, amma ban tabbata ba.
ganī	Mai shi ta <u>gani</u> watakila, amma ban tabbata ba.
gyārā	Mai shi ta <u>gyara</u> watakila, amma ban tabbata ba.

GD 19.3 Variation Drill

	Yā <u>tāfi</u> yanzu, saboda anjuma ba lokaci.
dūbā	Ya <u>duba</u> yanzu, saboda anjuma ba lokaci.
ɗaukā	Ya <u>ɗauka</u> yanzu, saboda anjuma ba lokaci.
kārɓā	Ya <u>karɓa</u> yanzu, saboda anjuma ba lokaci.
shiryā	Ya <u>shirya</u> yanzu, saboda anjuma ba lokaci.
zō	Ya <u>zo</u> yanzu, saboda anjuma ba lokaci.
fadī	Ya <u>fadi</u> yanzu, saboda anjuma ba lokaci.
tahō	Ya <u>taho</u> yanzu, saboda anjuma ba lokaci.
tambayā	Ya <u>tambaya</u> yanzu, saboda anjuma ba lokaci.
zaunā	Ya zauna yanzu, <u>saboda</u> anjuma ba lokaci.
ɪdan	Ya zauna yanzu, ɪdan anjuma ba <u>lokaci</u> .
dāmā	Ya zauna yanzu, ɪdan anjuma ba dama.

	Mūsā yā sāmī izinī wajen <u>bàbban àkàwū</u> .
bàbban mālāmī	Musa ya samī izinī wajen <u>babban malamī</u> .
mālgidā	Musa ya samī izinī wajen <u>maigida</u> .
ɗansāndā	Musa ya samī izinī wajen <u>ɗansanda</u> .
uwargidansā	Musa ya samī izinī wajen <u>uwargidansa</u> .
kāfintā	Musa ya samī izinī wajen <u>kafinta</u> .
iyālinsā	Musa ya samī izinī wajen <u>iyalinsa</u> .
sarkī	Musa ya samī izinī wajen sarkī.
	Mālāmīn <u>dabbōbī</u> yācē` kadà à kaisū.
asibitī	Malamīn <u>asibitī</u> yace kada a kaisu.
dājī	Malamīn <u>daji</u> yace kada a kaisu.
makarantā	Malamīn makaranta yace kada a kaisu.
yārā	Malamīn makaranta yace kada a kai <u>yara</u> .
(itā)	Malamīn makaranta yace kada a kai <u>ta</u> .
tābā	Malamīn makaranta yace kada a kai <u>taba</u> .
kudī	Malamīn makaranta yace kada a kai <u>kudī</u> .
kōmai	Malamīn makaranta yace kada a kai <u>komai</u> .
	<u>Mammān</u> bà zai fushī ba idan akà àikēshī.
māsīnjā	<u>Masīnja</u> ba zai fushī ba idan aka aikeshī.
yārō	<u>Yaro</u> ba zai fushī ba idan aka aikeshī.
ɗansāndā	<u>Dansanda</u> ba zai fushī ba idan aka aikeshī.
kāfintā	<u>Kafinta</u> ba zai fushī ba idan aka aikeshī.
mālgidā	<u>Maigida</u> ba zai fushī ba idan aka aikeshī.
mātātā	<u>Matata</u> ba zatai fushī ba idan aka aiketa.
'yarsā	<u>'Yarsa</u> ba zatai fushī ba idan aka aiketa.
uwargidā	<u>Uwargida</u> ba zatai fushī ba idan aka aiketa.

Note: /zai fushī/ for /zai yī fushī/, /zātāi fushī/ for /zātā yī fushī/

UNIT 20

BASIC SENTENCES

Audu

Hello, [I see you're]
resting, Bello!

Baṙkà dà hùtāwā Bello.

Bello

Hello!

Yaŵwā, baṙkà kàdaɪ.

A

when you have time
a walk

yàushè kakè dà sùkūnì
yāwō

When you have time, let's go
for a walk.

Yàushè kakè da sùkūnì, mūjè yāwō.

B

Saturday

àsabàṙ

[Let's let it go] until
Saturday.

Saɪ rānar àsabàṙ.

A

he waited
waiting

yā jirā
jirā

What are we waiting for now?

Mè mukè jirā yànzú?

B

he became tired

yā gājɪ

I'm tired. I'm not going
anywhere.

Nā gājɪ bà zānì kō'ɪnā ba.

A

soccer

kwallō

What time do they begin
playing soccer?

Wàné lōkàcī sukè fārà kwallō?

B

five
I think at five o'clock.

bìyar
Inà zàtō dà karfē bìyar.

A

watching
Do you want (us) to go and
watch?

kallō
Kanà sō` mùjē kallō?

B

Yes, but not until I rest.

Ī, àmmā sai nā hūtā.

NOTES

Note 20.1 /kē/ relative

Yaushe kakē da sukunī muje yawo?

Me mukē jira yanzu?

Wane lokaci sukē fara kwallo:

/yaushe kake da sukunī/ 'when you have time' may be compared with /kana da sukunī/ 'you have time', /me muke jira yanzu/ 'what are we waiting for now' with /muna jiransu yanzu/. /kē/ is the relative equivalent of /nā/ (Note 16.1), just as the /-kà/ and other forms of Note 19.1 are the relative perfective which correspond to the simple perfective. More literal translations of the above would be 'when it is that you have ___', 'what is it that we're waiting for now', 'what time is it that they are beginning ___'. Examples of noun plus /kē/ are in the drills.

A good example illustrating how the relative is subordinate to what precedes is the construction in which the verbal noun is placed first: /sō` nakē/ 'it is desiring that I am' for /inà sō`/ 'I want'.

/kē dà/ is the relative equivalent of /nā dà/. For example:

Wà kē dà dāman tàmakōnā cıkínkù? Who of you has the time
(opportunity) to help
me?

GRAMMATICAL DRILL

GD 20.1 /kè/

Nājɪ Bellò yācē` ranar` àsabàr` Hàlīmà kè dāwōwā
dàgà Ingilà.

Shēhù Najɪ Bello yace ranar asabar Shehu ke dawowa daga
Ingila.

yāra`n Najɪ Bello yace ranar asabar yanan ke dawowa daga
Ingila.

mātarṣà Najɪ Bello yace ranar asabar matarsa ke dawowa
daga Ingila.

(mū) Rānar` àsabàr` take zuwā` kāsuwā` bā` kullum ba.
Ranar asabar muke zuwa kasuwa ba kullum ba.
(shī) Ranar asabar yake zuwa kasuwa ba kullum ba.
(an) Ranar asabar ake zuwa kasuwa ba kullum ba.
(sū) Ranar asabar suke zuwa kasuwa ba kullum ba.
dājì Ranar asabar suke zuwa daji ba kullum ba.
gɪdānā Ranar asabar suke zuwa gidana ba kullum ba.
makarantā Ranar asabar suke zuwa makaranta ba kullum ba.
yāwò Ranar asabar suke zuwa yawo ba kullum ba.
asibitì Ranar asabar suke zuwa asibiti ba kullum ba.

Sū bɪyar` dānsāndā` yakè` nēmā.
(kū) Ku bɪyar` dānsānda` yake nema.
(mū) Mu bɪyar` dānsānda` yake nema.
mùtùm Mutum bɪyar` dānsānda yake nema.
yārā Mutum bɪyar` yara suke nema.
Hālīmā Mutum bɪyar` Halima take nema.
sarkī Mutum bɪyar` sarki yake nema.

Watā` bɪyar` yakè yī` bāi` dāukɪ` àlbāshī` ba.
(nī) Wata bɪyar` nake yɪ` ban` dāukɪ` albashi ba.
(itā) Wata bɪyar` take yɪ` bata` dāukɪ` albashi ba.

(an) Wata biyar ake yi ba'a d'auki albashi ba.
 (sū) Wata biyar suke yi basu d'auki albashi ba.
 (mū) Wata biyar muke yi bamu d'auki albashi ba.
 ɪtācē Wata biyar muke yi bamu d'auki ɪtace ba.
 ma'aɪkātā Wata biyar muke yi bamu d'auki ma'aɪkata ba.
 kōmaɪ Wata biyar muke yi bamu d'auki komai ba.

Saɪ yāyi aɪkī yakē fadīn yā gājɪ.
 (ɪtā) Saɪ tayɪ aɪkɪ take fadīn ta gājɪ.
 (sū) Saɪ sunyɪ aɪkɪ suke fadīn sun gājɪ.
 táfɪyā Saɪ sunyɪ tafɪya suke fadīn sun gājɪ.
 gudū Saɪ sunyɪ gudu suke fadīn sun gājɪ.
 kwallō Saɪ sunyɪ kwallo suke fadīn sun gājɪ.

Mē yasā` akē gājɪyā dà shɪryā kātākō?
 aɪkī Me yasa ake gājɪya da shɪrya aɪkɪ?
 ɪtācē Me yasa ake gājɪya da shɪrya ɪtace?
 wākē Me yasa ake gājɪya da shɪrya wake?

Mē takē jɪrā ta zaunā à dājɪ hākā?
 (shī) Me yake jira ya zauna a dajɪ haka?
 (an) Me ake jira aka zauna a dajɪ haka?
 (sū) Me suke jira suka zauna a dajɪ haka?
 (kū) Me kuke jira kuka zauna a dajɪ haka?
 ofɪs Me kuke jira kuka zauna a ofɪs haka?
 gɪdā Me kuke jira kuka zauna a gɪda haka?
 kāsuwā Me kuke jira kuka zauna a kasuwa haka?
 nañ Me kuke jira kuka zauna a nan haka?

Nā san wandā sukē jɪrā à nañ.
 (shī) Ya san wanda suke jira a nan.
 (ɪtā) Ta san wanda suke jira a nan.
 (an) An san wanda suke jira a nan.
 (mū) An san wanda muke jira a nan.
 (kū) An san wanda kuke jira a nan.
 (kē) An san wanda kike jira a nan.

(an)	An san wanda ake jira a <u>nan</u> .
can	An san wanda ake jira a <u>can</u> .
ganī	An san wanda ake jira a <u>ganī</u> .
gaidā	An san wanda ake jira a <u>gaida</u> .
hàrbā	An san wanda ake jira a harba.
	Dà yamma <u>akè</u> yīn kwallō kullum.
(sū)	Da yamma <u>suke</u> yin kwallō kullum.
(itā)	Da yamma take yin <u>kwallō</u> kullum.
sātā	Da yamma take yin <u>sata</u> kullum.
kallō	Da yamma <u>take</u> yin kallo kullum.
(nī)	Da yamma nake yin <u>kallo</u> kullum.
gyārā	Da yamma nake yin <u>gyara</u> kullum.
sākō	Da yamma nake yin <u>sako</u> kullum.
kōmai	Da yamma nake yin komai kullum.
	Nā manta kō yaushè <u>takè</u> fārà aikī.
(shī)	Na manta ko yaushe <u>yake</u> fara aikī.
(sū)	Na manta ko yaushe <u>suke</u> fara aikī.
(nī)	Na manta ko yaushe <u>nake</u> fara aikī.
(kaī)	Na manta ko yaushe kake fara <u>aikī</u> .
yāwò	Na manta ko yaushe kake fara <u>yawo</u> .
kàrbā	Na manta ko yaushe kake fara <u>karba</u> .
fītā	Na manta ko yaushe kake fara <u>fita</u> .
tàfiyā	Na manta ko yaushe kake fara tafiya.
	Wànè lōkàcī <u>sukè</u> fītā zuwà yāwò, kā sání?
(shī)	Wane lokaci yake fita zuwa <u>yawo</u> , ka sani?
asibitī	Wane lokaci yake fita zuwa <u>asibiti</u> , ka sani?
ōfīs	Wane lokaci yake fita zuwa <u>ofis</u> , ka sani?
kāsuwā	Wane lokaci yake fita zuwa <u>kasuwa</u> , ka sani?
can	Wane lokaci yake fita zuwa <u>can</u> , ka sani?
dājī	Wane lokaci yake fita zuwa <u>daji</u> , ka sani?
tārō	Wane lokaci <u>yake</u> fita zuwa taro, ka sani?
(mū)	Wane lokaci muke fita zuwa <u>taro</u> , ka sani?

kallō Wane lokaci muke fita zuwa kallo, ka sani?
makarantā Wane lokaci muke fita zuwa makaranta, ka sani?
(kē) Wane lokaci muke fita zuwa makaranta, kin sani?
(kū) Wane lokaci muke fita zuwa makaranta, kun sani?

Ìdan kallō sukè yī`, kadà kàcè` sùzō.
(ıtā) Idan kallo take y1, kada kace tazo.
(shī) Idan kallo yake y1, kada kace yazo.
(an) Idan kallo ake y1, kada kace azo.
kwallō Idan kwallo ake y1, kada kace azo.
aiki Idan aiki ake y1, kada kace azo.
sanyi Idan sanyi ake y1, kada kace azo.
tafi Idan sanyi ake y1, kada kace a tafi.
zauna Idan sanyi ake y1, kada kace a zauna.
kwana Idan sanyi ake y1, kada kace a kwana.
huta Idan sanyi ake y1, kada kace a huta.

In yau sukè hūtāwā, nā tabbātā zāsù zō.
(shī) In yau yake hutawa, na tabbata za1 zo.
(ıtā) In yau take hutawa, na tabbata zata zo.
dāwōwā In yau take dawowa, na tabbata zata zo.
zuwā In yau take zuwa, na tabbata zata zo.
sāukā In yau take sauka, na tabbata zata zo.
tafiyā In yau take tafiya, na tabbata zata zo.

Mè takè zātō zā'ā y1 dà ruwán nan?
(ka1) Me kake zato za'a y1 da ruwan nan?
(shī) Me yake zato za'a y1 da ruwan nan?
(sū) Me suke zato za'a y1 da ruwan nan?
(kē) Me kike zato za'a y1 da ruwan nan?
(kū) Me kuke zato za'a y1 da ruwan nan?
kātākō Me kuke zato za'a y1 da katakon nan?
māgānī Me kuke zato za'a y1 da maganin nan?
ıtācē Me kuke zato za'a y1 da ıtacen nan?

	Wā ya san inda <u>yāra</u> n suke yanzu?	<i>where</i>
dabbōbī	Wa ya san inda <u>dabbobin</u> suke yanzu?	
ma 'aikātā	Wa ya san inda <u>ma 'aikatan</u> suke yanzu?	
mutānē	Wa ya san inda mutanen suke yanzu?	

UNIT 21

BASIC SENTENCES

Audu

How are you, Salihu?

Ìnā kwānā Sālìhù.

Salihu

Fine [thank you].

Lāfiyā̀ lau.

A

I customarily want

nakàn sō

he reached the terminus

yā̀ kùrè̀

time usually expires

lōkàcī kàn kùrè̀

I've been wanting to come but
just haven't had time ('I
(usually) want to come but
time runs out').

Nakàn sō tahōwā̀, àmmā lōkàcī kàn
kùrè̀.

S

you are used to do

kakàn yī

he got up

yā̀ tāshì

you get up from (and
therefore stop) work

kā̀ tāshì aìkì̀

What do you usually do after
you finish work?

Mè̀ kakàn yī bāyan kā̀ tāshì áìkì̀?

A

We usually go play soccer.

Mukàn jḕ kwallṑ.

S

Perhaps I'll go today.

Wàtàkìlā̀ zan jḕ yaù̀.

A

A lot of people usually go.

Mutānḕ dà yawā̀ sukàn jḕ.

S

If you're going to go, call me. Ìdan zākà tàfì kà kirānì.

A

All right, see you later. Tṑ, sai anjumà.

S

OK, see you later. Shīkènan, sai anjumà.

NOTES

Note 21.1 /kàn/ - Habitual

Saboda ni nakan duba daɓin.

Nakan so tahowa amma lokaci kan kure.

Me kakan yi bayan ta tashi aiki?

Mukan je kwallo.

Mutane da yawa sukan je.

/kàn/ indicates habitual action 'I am used to (doing so-and-so)'. It comes before the verb, with either a noun or a pronoun (prefix) before it. It may be used in constructions parallel to the relative forms or to the independent verbal forms. Compare the verb forms below. These are arranged as follows:

Perfective	Relative Perfective	Habitual
Progressive	Relative Progressive	

Examples:

nāzō	nazō	nakàn zō
inà zuwà	nakè zuwà	_____
munzō	mukà zō	mukàn zō
munà zuwà	mukè zuwà	_____

sun ajìyē	sukà ajìyē	sukan ajìyē
sunà ajìyēwā	sukè ajìyēwā	

The habitual may refer to present or past time. It may be independent. In short, it may replace any of the other four forms:

nā ganī	nakàn ganī
I saw	I used to see
àbìndà nakè ganī	àbìndà nakàn ganī
the thing I saw	the thing I used to see
inā ganī	nakàn ganī
I see	I usually see
àbìndà na ganī	àbìndà nakàn ganī
the thing I see	the thing I usually see

In this respect it corresponds to forms such as the future (zai ganī/), which may also occur in all these positions.

The negative of the habitual is formed with /bà... ba/:

bà nakàn ganī ba. I don't usually see.

GRAMMATICAL DRILL

GD 21.1 Habitual

Drills noted by * are to be repeated in the negative.

	* <u>Y</u> kàn kure lōkàcinsà wajen aikī.
(itā)	<u>T</u> akan kure lokacinta wajen aikī.
(sū)	<u>S</u> ukan kure lokacinsu wajen aikī.
(an)	<u>A</u> kan kure lokaci wajen aikī.
(mū)	<u>M</u> ukan kure lokacinmu wajen aikī.
(kū)	<u>K</u> ukan kure lokacinku wajen aikī.

(nī)	Nakan kure lokacina wajen aiki.
ƙwallō	Nakan kure lokacina wajen <u>ƙwallo</u> .
kallō	Nakan kure lokacina wajen <u>kallo</u> .
tārō	Nakan kure lokacina wajen taro.
	Yàushè <u>kakàn</u> tāshì dàgà wajen áikì?
(kū)	Yaushe <u>kukan</u> tashi daga wajen aiki?
(kē)	Yaushe <u>kikan</u> tashi daga wajen aiki?
(an)	Yaushe akan tashi daga wajen <u>aiki</u> ?
tārō	Yaushe akan tashi daga wajen taro?
	Mè yasā` sukan kīrā <u>yārā</u> kullum?
mutānē	Me yasa sukan kira <u>mutane</u> kullum?
Shēhù	Me yasa sukan kira <u>Shehu</u> kullum?
(mū)	Me yasa sukan kīramu kullum?
ɗansāndā	Me yasa sukan kira <u>ɗansanda</u> kullum?
mālāmīn dājī	Me yasa sukan kira <u>malamin daji</u> kullum?
māigīdā	Me yasa sukan kira <u>maigida</u> kullum?
Àsàbè	Me yasa sukan kira Asabe kullum?
	Nakàn kīrā <u>mutāne</u> sabōdā aiki.
ma'áikātā	Nakan kira <u>ma'aikata</u> saboda aiki.
(itā)	Nakan kīratā saboda aiki.
àkāwū	Nakan kira akawu saboda <u>aiki</u> .
àlbāshīnsā	Nakan kira akawu saboda <u>albashinsa</u> .
	<u>Mukàn</u> jē ofis dà kuɗī, àmmā bà kullum ba.
(shī)	<u>Yakan</u> je ofis da kuɗi, amma ba kullum ba.
(sū)	Sukan je ofis da <u>kuɗi</u> , amma ba kullum ba.
àbīncī	Sukan je ofis da <u>abinci</u> , amma ba kullum ba.
tābā	Sukan je ofis da <u>taba</u> , amma ba kullum ba.
gyàɗā	Sukan je ofis da <u>gyada</u> , amma ba kullum ba.
māgānī	Sukan je ofis da <u>magani</u> , amma ba kullum ba.
yārā	Sukan je ofis da <u>yara</u> , amma ba kullum ba.
hūlā	Sukan je ofis da <u>hula</u> , amma ba kullum ba.
ɗansāndā	Sukan je ofis da ɗansanda, amma ba kullum ba.

	Dà wàné lōkací <u>sukàn</u> jē nēman dabbōbí?
(an)	Da wane lokaci <u>akan</u> je neman dabbobi?
(itā)	Da wane lokaci <u>takan</u> je neman dabbobi?
(kū)	Da wane lokaci kukan je neman <u>dabbobi</u> ?
itācē	Da wane lokaci kukan je neman <u>itace</u> ?
māigīdantā	Da wane lokaci kukan je neman <u>maigidanta</u> ?
'yartā	Da wane lokaci kukan je neman <u>'yarta</u> ?
māgānī	Da wane lokaci kukan je neman <u>maganī</u> ?
māsu shī	Da wane lokaci kukan je neman <u>masu shi</u> ?
Yūsufū	Da wane lokaci kukan je neman <u>Yusufu</u> ?
(sū)	Da wane lokaci kukan je nemansu?
wākē	Da wane lokaci kukan je neman <u>wake</u> ?
	Yakàn zaunà à gīdā dà <u>mātarsà</u> suyī aikī.
Shēhū	Yakan zauna a gida da <u>Shehu</u> suyī aikī.
yārā	Yakan zauna a gida da <u>yara</u> suyī aikī.
ākāwū	Yakan zauna a gida da <u>akawu</u> suyī aikī.
yārōnsà	Yakan zauna a gida da <u>yaronsa</u> suyī aikī.
uwarsà	Yakan zauna a gida da <u>uwarsa</u> suyī aikī.
mutānē	Yakan zauna a gida da <u>mutane</u> suyī aikī.
kāfīntā	Yakan zauna a gida da <u>kafinta</u> suyī aikī.
ma'āikātā	Yakan zauna a gida da <u>ma'aikata</u> suyī aikī.
uwargīdānsà	Yakan zauna a gida da <u>uwargidansa</u> suyī aikī.
	<u>Sukàn</u> sō zuwà kwallō, sai dai bāsu dà sūkūnī.
(mū)	Mukan so zuwa <u>kwallo</u> , sai dai bamu da sukuni.
dājī	Mukan so zuwa <u>daji</u> , sai dai bamu da sukuni.
asībitī	Mukan so zuwa <u>asibiti</u> , sai dai bamu da sukuni.
gīdānsà	Mukan so zuwa <u>gidansa</u> , sai dai bamu da sukuni.
kallō	Mukan so zuwa <u>kallo</u> , sai dai bamu da sukuni.
yāwò	Mukan so zuwa <u>yawo</u> , sai dai bamu da sukuni.
can	Mukan so zuwa <u>can</u> , sai dai bamu da sukuni.
kāsūwā	Mukan so zuwa <u>kasuwa</u> , sai dai bamu da sukuni.
makarāntā	Mukan so zuwa <u>makaranta</u> , sai dai bamu da sukuni.

	Kin tabbātā yakān tāfi asībitī dà <u>yārān?</u>	
kudī	Kin tabbata yakan tafi asibiti da <u>kudī?</u>	
dabbōbīn	Kin tabbata yakan tafi asibiti da <u>dabbobin?</u>	
gyādā	Kin tabbata yakan tafi <u>asibiti</u> da gyada?	
yāwō	Kin tabbata yakan tafi <u>yawo</u> da gyada?	
aikī	Kin tabbata yakan tafi <u>aiki</u> da gyada?	
makarantā	Kin tabbata yakan tafi makaranta da gyada?	
	Hālīmā takān gayā wā <u>uwartā</u> sākōn.	
māsīnjā	Halima takan gaya wa <u>masinja</u> sakon.	
mutānē	Halima takan gaya wa <u>mutane</u> sakon.	
ākāwū	Halima takan gaya wa <u>akawu</u> sakon.	
ma 'aikātā	Halima takan gaya wa <u>ma'aikata</u> sakon.	
wasu	Halima takan gaya wa <u>wasu</u> sakon.	
māigīdā	Halima takan gaya wa <u>maigida</u> sakon.	
'yartā	Halima takan gaya wa <u>'yarta</u> sakon.	
mālāmīn dājī	Halima takan gaya wa malamīn daji sakon.	
	Yārōnā yakān kai <u>àbīncī</u> wajen harbī.	<i>hunting</i>
tābā	Yarona yakan kai <u>taba</u> wajen harbi.	
dōkī	Yarona yakan kai <u>doki</u> wajen harbi.	
gyādā	<u>Yarona</u> yakan kai gyada wajen harbi.	
yārānā	Yarana sukan kai gyada wajen <u>harbi</u> .	
kwallō	Yarana sukan kai gyada wajen <u>kwallo</u> .	
aikī	Yarana sukan kai gyada wajen <u>aiki</u> .	
kallō	Yarana sukan kai gyada wajen <u>kallo</u> .	
tārō	Yarana sukan kai gyada wajen taro.	
	Mūsā yakān ajiye <u>rīgā</u> à àkwātī.	
kudī	Musa yakan ajiye <u>kudī</u> a akwati.	
àlkalāmī	Musa yakan ajiye <u>alkalami</u> a akwati.	
tākalmī	Musa yakan ajiye <u>takalmi</u> a akwati.	
hūlā	Musa yakan ajiye hula a <u>akwati</u> .	
ōfīs	Musa yakan ajiye hula a <u>ofis</u> .	
gīdā	Musa yakan ajiye hula a <u>gida</u> .	

makarantā	Musa yakan ajiye hula a <u>makaranta</u> .
ma 'aikatarsu	Musa yakan ajiye hula a <u>ma 'aikatarsu</u> .
kō'inā	Musa yakan ajiye hula a ko'ina.
	<u>Yakān</u> dūbā dāji kullum da yamma.
(nī)	<u>Nakan</u> duba daji kullum da yamma.
(sū)	<u>Sukan</u> duba daji kullum da yamma.
(itā)	<u>Takan</u> duba <u>daji</u> kullum da yamma.
kāsuwā	<u>Takan</u> duba kasuwa kullum da yamma.
(mū)	<u>Mukan</u> duba <u>kasuwa</u> kullum da yamma.
makarantā	<u>Mukan</u> duba <u>makaranta</u> kullum da yamma.
gidansa	<u>Mukan</u> duba digansa kullum da yamma.

UNIT 22

BASIC SENTENCES

	Audu	
Good evening, Sale.		Bar̄kà dà yammā Sālè.
	Sale	
Good evening.		Yawwā, bar̄kà kàdái.
	A	
car		mōtā
What kind of car are you going to buy?		Wàcè irin mōtā zākà sàýá?
	S	
black		baḵī
f.		baḵā
I want to buy a black one.		Inā sō` in sàýi baḵā nè.
	A	
blue		shūdī
f.		shūdīyā
How come ('what caused you') you're not going to buy a blue one?		Mè yasā` bà zākà sàýi shūdīyā bá?
	S	
on behalf of, on account of; because		don
that particular one, the one you know about		wānnan
color		launī
Because I don't like that particular color.		Don bānā sōn wānnan launin.

A

by the way shiñ

white (one); light farī
in color

f. farā

shoe, sandal tākalmī

By the way, what did you pay Shiñ nawà ka sàyi farin tākalmīnè nán?
for ('how much did you
buy... for') those white
shoes?

S

how yaddà

I forget [just] how I bought Nā mañta yaddà na sàyã.
[them].

A

red (m.f.) jā

pl. jājãyé

shoes, sandals (pl.) tākalmã

every one; or: all dukà

duk

it deteriorated, spoiled yã lãlãcē

All my red shoes have worn Jãjãyen tãkalmãnã duk sun lãlãcē.
out.

S

it would be better to; gãra
one had better

Wouldn't it be better for Bã gãra kà sàyi mài bañin launè bá?
you to buy black ('one
with black color')?

A

he returned (thither)
Well, I have to get back to
('I'll return to ') the
office. See you later.

yā kōmā̀
Tṑ, zaɓ̄ kōmā̀ ofis, sai anjumā̀.

S

All right, see you later.

Tṑ, sai anjumā̀.

NOTES

Note 22.1 Noun: Plurals

yārṑ	yārā̀
ma'aikācī	ma'aikātā
mùtum̀	mutāne
dabbā̀	dabbōbī
maƙwābcī	maƙwābtā

A Hausa noun such as /yārṑ/, /ma'aikācī/ or /mùtum̀/ may refer to a single person (or other item) but may also refer to more than one (as, for example, before a numeral, /mùtum̀ bakwāɪ/; see Note 24.1). Many such nouns have separate masculine and feminine forms (/yārṑ/ 'boy' /yārinyā̀/ 'girl').

Most nouns also have special forms indicating a number of individuals or individual items. The above list gives examples of these plurals. The relationship of the singular to the plural is often rather complex. The difference between /yārṑ/ and /yārā̀/ has not only the change of ending from /-ṑ/ to /-ā̀/ but also the change in tone. /dabbōbī/ has a more complex ending, also with a change of tone. The following discussion endeavors to clarify this situation somewhat.

Nearly all Hausa nouns may be described as being composed of a root, base or stem with a tone pattern and an affix or affixes (prefix, suffix). For example:

	<u>Tone Pattern</u>	<u>Base</u>	<u>Suffix(es)</u>
yārò	high-low	yār-	-ò
yārinyà	high-high-low	yār-	iny -à
yārā	high-low-high	yār-	-ā

A more complex example is:

	<u>Tone Pattern</u>	<u>Prefix</u>	<u>Base</u>	<u>Suffixes</u>
ma'àikàcī	high-low-low-high	ma-	aik-	-ac -ī
ma'àikàciyā	high-low-low-high-low	ma-	aik-	-ac -iy -ā
ma'àikātā	high-low-low-high	ma-	aik-	-at -ā

This is a very regular set of formatives. The combination of these tone patterns, the prefix /ma-/ and the suffixes /-ī/, /-iy -ā/ and /-ā/ form nouns indicating 'the person involved in doing so-and-so'. (/ac-/ and /at-/ occur with only certain bases.) Such a noun may be made from many verb bases. Some of these are in more common use than others. Examples are:

<u>Verb Base</u>	<u>Nouns</u>		
nēm-	manēmī	'suitor'	pl. manēmā
san-	masānī	'learned person'	pl. masānā
koy-	makōyī	'learner'	pl. makōyā
	f. makōyiyā		
tafiy-	matāfiyī	'one on a journey'	pl. matāfiyā

A similar, regular, formation is illustrated by /ma'aikatā/ 'place of work', which is /ma- -ā/ with tone pattern high-high-high-high. This formation indicates the place where something is done.

In some cases the noun base does not include the vowel pattern involved:

	<u>Tone Pattern</u>	<u>Base</u>	<u>Vowel Pattern</u>	<u>Suffix</u>
sg. dōkî	high-low	d-k	-ō -	-ī
pl. dawākī	high-high-high	d w k	-a - ā -	-ī

Here the difference between the singular and the plural includes the shape of the base itself. As the suffix is the same, the difference in the base is what matters (compare man, men).

A very common type of plural suffix is (partial) reduplication. For example:

	<u>Tone Pattern</u>	<u>Base</u>	<u>Suffix(es)</u>
sg. dabbâ	high-low	dabb-	-ā
pl. dabbōbī	high-high-high	dabb-	-ōb -ī

Here /-ōb-/ adds a long vowel and repeats the last consonant of the base. There are a number of such 'reduplicative' suffixes. The vowel here is /-ō-/. Other suffixes have other vowels, other tone patterns and other features differing from this one. Some examples of reduplication with /-ō-/ plus consonant are:

âkwâtî	pl. akwātōcī	māsinjâ	pl. māsinjōjī
darē	pl. darōrī	ōfis	pl. ōfisōshī
kâsuwā	pl. kâsuwōyī	tābâ	pl. tābōbī

The reduplication may not be clear with some of these examples because of the change in the consonant. /t/ is replaced by /c/, /w/ by /y/ and /s/ by /sh/. These are regular replacements. In

word formation, though there are exceptions, the general pattern is that certain consonants including /t w s/, are replaced by others before /ɪ/ and /e/. These replacements are:

/t/	/c/	ma'áikáçí	pl. ma'áikátā
/d/	/j/	gidā	pl. gidǎjē
/s/	/sh/	ōfis, ofishin̄	pl. ōfisōshī
/z/	/j/	zō 'come'	jē 'go'
/w/	/y/	kāsuwā	pl. kāsuwōyī

These examples show that the base or stem is best thought of as something which the different forms have in common. /zō/, /zuwǎ/ and /jē/ all have /z/ in common. Before /ō/ and /u/ it remains /z/. Before /ē/ it is replaced by /j/. The suffix /-at-/ is replaced by /-ac-/ before /-ɪ/ but remains /-at-/ before /ā/, etc. These replacements go throughout the language. There are words in which consonants of this group are not replaced before /ɪ/ and /e/, but there are very few of them. Any discussion of word formation must assume these changes to be normal. (Although not illustrated here, a double consonant of the above group is usually replaced by its regular replacement, doubled. Examples in Note 27.1.)

Following is a list of some of the nouns which have occurred so far, with common plurals. For many nouns more than one plural is listed. This is because more than one plural may be used for most Hausa nouns. The situation is basically different from English and Indo-Hittite languages generally. The so-called singular in Hausa is a generic term. Reference to a number of individuals (the 'plural') may be made by using any one of a large number of formatives (usually suffixes). Which is used depends on style (that is, which one the speaker prefers on that occasion) and on usage (that is, certain plural formations are preferred for certain words in any given dialect). The plurals given here are ones frequent in the standard language for that word. Plurals in parentheses are less common.

Singular(s)Plural(s)

àkàwū	akāwunā, akāwunā
àkwàtì	akwātunā, akwātōcī
àlkalāmī	alkalumā, àlkalāmai
ànīnī	ànīnai
asìbitì	asìbitōcī
dā f. 'yā	'yā'yā
darē	darārē, darōrī
dōkī	dawākī
gīdā	gīdājē
hūlā	hūlunā
ɪtācē	ɪtātuwā
iyālī	iyālai
jākādà	jākādū
kāfintā	kāfintōcī
kāsuwā	kāsuwōyī
kunnē	kunnuwā
kwānā	kwānākī, kwānukā
kwās / kos	kwāsōshī / kosōshī
lōkàcī	lōkàtai, lōkutā
ma'àikàcī	ma'àikātā
màcè woman	mātā
māgānī	māgungunā
makarantā	màkàràntū
mālām f. mālāmā	mālāmai, mālumā

maƙwàbcī		maƙwàbtā
māsɪnjà		māsɪnjōjī
mātā	wife	mātā, mātāyē
nīyyà		nīyyàyyakī (nīyyōyī)
ōfìs		ōfìsōshī
rīgā		rīgunà (rīgunōnī)
sarkī	f. sarauniyā	sarākunà, sàràkai
tābà		tābōbī cigarettes, tobaccos
tālālmī		tākalmā
uwā		uwāyē
watā	month	watānnī
yārō		yārā

Note: Plurals in /-aɪ/ replaced this by /-a/ before /n/:
/iyàlan/ 'the families; the families of'. (This
is a regular replacement, not restricted to plurals.)

Note 22.2 Noun: 'Adjective' type

Musa kai ne babban akawu yanzu?

Naji an dauki sababbin ma'aikata.

Ina so in sayi baka ne.

Me yasa ba zaka sayi shudɪya ba?

Shin nawa ka sayi farin takalmɪn nan?

Several nouns discussed in Note 22.1 had forms for masculine singular, feminine singular and for plural. There is a group of such nouns which are referred to as 'adjectives', partly because of their meaning and partly because of their usage. (See note 5.2.)

These nouns may occur by themselves, meaning 'a black one, black ones', etc. with /n/ (or /r/) followed by another noun, or may follow the noun they refer to. When occurring with a noun they most frequently precede the noun and have /n/ or /r/:

babban akawu	big clerk ('big one of clerk')
baƙar hula	black hat ('black one of hat')
farin doki	white horse ('white one of robe')
farar riga	white robe ('white one of robe')

[There are a number of different types of modifiers both in English and Hausa. 'Modifier' should not be confused with 'adjective'. Compare /gidan mai kyau/ 'nice house' where /mai kyau/ may be called a modifier, but it is not an adjective.]

The 'adjectives' which have occurred so far are:

<u>Base</u>	<u>Masculine Singular</u>	<u>Feminine Singular</u>	<u>Plural</u>
baƙ-	baƙī	baƙā	baƙàƙē
far-	farī	farā	faràrē
sāb-	sābō	sābuwā	sābàbbī
shūf-	shūfì	shūfìyā	shūfàdā, shūfàyyē

An example of vowel variation in the base is seen by comparing the verb /yā tsūfā/, 'he became old' with the 'adjective':

tsōhō	tsōfuwā	tsōfàffī
-------	---------	----------

Note the reduplications /-āC-/ , /-aCC-/ (C standing for the last consonant of the base to which it is suffixed), as well as /-ōC-/.

There are also nouns which have the same form whether referring to masculine or feminine but which pattern like 'adjectives' otherwise. The singular is followed by /n/ if the reference is to masculine gender, by /r/ if to feminine. Examples are:

bàbbā	pl. manyā
jā	pl. jāyāyē

It should be emphasized that all of the above forms are really nouns, meaning 'a black one', 'a new one', 'a big one', 'a red one', etc.

Note also the replacement of /n/ by /l/ in /jal launì/.

Note 22.3 /gāra/

Ba gara ka sayi mai bakin launi ba?

/gāra/ means 'it would be preferable, it would be a good idea for, [so-and-so] had better', etc. It is followed by the optative. Particles of approximately the same meaning are /gwàda/, /gwanda/, /gwammà/.

GRAMMATICAL DRILL

GD 22.1 Noun: Plural

The following pairs (and other groups) of sentences are to be drilled with the instructor. After several drills, books are to be closed and the instructor will read the first sentence of each pair of group. The student whose turn it is to repeat the sentence given, then give the same sentence with a noun in the sentence changed to the plural.

Yàushè yacē`àkàwun nàn zai tàfì gidan sarkí?

Yaushe yace akawunan nan zasu tafì gidan sarkì?

Jan àkwàtìn dà màtarsà ta sàyā yā lālācē.

Jajayen akwātunān da matarsa ta saya sun lalace.

Ìnā Shēhù ya ajiye àlkalàmin Mūsá?

Ina Shehu ya ajiye alkaluman Musa?

Ìdan ka bā` yārò ànīnī, zai sàyi gyàdā.

Idan ka ba yaro aninaì zai sayi gyada.

Mè akàn yɪ à asibitìn dabbōbī dà sáfé?
 Me akan yɪ a asibitōcin dabbobɪ da safe?

Dānā yā fārā ɪyà sanìn yaddà akè aɪkì.
 'Yātā ta fara ɪya sanin yadda ake aɪkɪ.
 'Yā'yānā sun fara ɪya sanin yadda ake aɪkɪ.

Ma'āikātā sun sanì darē na kārēwā dà wurɪ.
 Ma'aikata sun sanɪ darārē na karewa da wurɪ.

Ākwaɪ dōkì māl kyau à gidanmù.
 Akwaɪ dawākì masu kyau a gidanmu.

Gidan dà sukā sàyā, à kusa dà kāsuwā nè.
 Gidājen da suka saya a kusa da kasuwa ne.

Kàcē`yà ajiye hūlātā a ofishin bābban àkàwū.
 Kace ya ajiye hūlunānā a ofishin babban akawu.

Kadà yārā sù sārè itācen nān yau saɪ gōbe.
 Kada yara su sare itātuwān nan yau saɪ gobe.

Īyālìn wā na ganī jɪyà dà sáfè à dājì?
 Īyālan wa na ganɪ jɪya da safe a dajɪ?

In jākādān Amīrkā nē, to bā`kōmaɪ.
 In jākādun Amirka ne, to ba komai.

Wànè ɪrìn aɪkì kāfintà yakàn yí`?
 Wane ɪrɪn aɪkɪ kāfintōcī sukan yɪ?

Zā`à sāmɪ ɪrìn rīgarkā à kāsuwā gōbé?
 Za'a samɪ ɪrɪn rigarka a kāsuwōyī gobe?

Kācē` kunnen yārōnkā nā cīwō kō?
 Kace kunnuwān yaronka na ciwo ko?

Wàtākìlā zañ kwānā ɗaya à Amīrkā.
 Watakiɪa zan kwānākī a Amirka.

Anà kwas` à makarantā sabōdà yārā sunjē hūtū.
 Ana kwasōshī a makaranta saboda yara sunje hutu.

Wàné lōkàcī yakan dāwō gidā dàgà kāsuwá?
 Wàd'annè lōkutà yakan dawo gida daga kasuwa?

Yàushè zā'`à bā` ma'`àikàcī àlbāshī à watàn nán?
 Yaushe za'`a ba ma'`àikātā albashi a watan nan?

Māgànin dà ka sàyā yā kārè nē dà wuri hákà?
 Māgungunàn da ka saya sun kare ne da wuri haka?

Yārā dà yawà sunà zuwà makarantā kullum.
 Yara da yawa suna zuwa makarantū kullum.

Kì nēmī izinī wajen mālāmīn makarantā tūkun.
 Kì nemi izini wajen mālāmā makaranta tukun.
 Kì nemi izini wajen mālumān makaranta tukun.
 Mālāmāi sun yī taro jīya a makaranta.

Māsīnjà bà yakan zō aiki` dà wuri ba kullum.
 Māsīnjōjī ba sukan zo aiki da wuri ba kullum.

Kun san mātār maigīdānā tā dāwō jīyà?
 Kun san mātān maigīdana sun dawo jīya?
 Kun san mātāyēn maigīdana sun dawo jīya?

Wà bàì yī nīyyà ba gāme dà wannàn áikì?
 Wa bai yī niyyōyī ba game da wannan aiki?
 Wa bai yī niyyāyyakī ba game da wannan aiki?

Nā mañta wajen dà òfishīnsù yakè.
 Na manta wajen da ofisōshīnsù suke.

Tā ajiye rīgar Bellò à cīkīn àkwàtī.
 Ta ajiye rīgunàn Bello a cīkīn akwatī.
 Ta ajiye rīgunōnīn Bello a cīkīn akwatī.

Sarkī zai zō tārō cikin watan jībī.
 Sarauniyā zata zo taro cikin watan jībī.
 Sàràkai zasu zo taro cikin watan jībī.
 Sarākunā zasu zo taro cikin watan jībī.

Yārō yā kai masà tábà ofis dà rāna.
 Yaro ya kai masa tábōbī ofis da rana.

Yanā sō`yà sàyā wà 'yarsà tākalmī.
 Yana so ya saya wa 'yarsa tākalmā.

Uwā bà zātà sō dantà yà lālācē ba.
 Uwāyē ba zasu so 'ya'yansu su lalace ba.

Yānzū watà nā kārēwā dà wurī.
 Yanzu wātānnī na karewa da wurī.

Yārō nā ganī akà òyè àbincinsà.
 Yārā na ganī aka òyè abincinsu.

GD 22.2 Noun: 'Adjective' type

àlkalāmī	Nā gankà dà bakīn <u>dōkī</u> , a inā ka sàyā?	
wākē	Na ganka da bakīn <u>alkalamī</u> a ina ka saya?	
	Na ganka da bakīn wake a ina ka saya?	
dabbā	Wā ka sayō wà wannān baƙar <u>hūlār</u> ?	
ƙwallō	Wa ka sayo wa wannan baƙar <u>dabbar</u> ?	
	Wa ka sayo wa wannan baƙar <u>ƙwallon</u> ?	
rīgūnā	Yanā sōn baƙāƙen <u>tākalmā</u> , àmmā bāshī dà ƙudī.	
akwātunā	Yana son baƙaƙen <u>riguna</u> , amma bashi da kudi.	
	Yana son baƙaƙen akwatuna amma bashi da kudi.	
tākalmī	Wancān farīn <u>gīdān</u> na wānē nē?	whose
dōkī	Wancan farīn <u>takalmīn</u> , na wane ne?	
	Wancan farīn <u>dokīn</u> , na wane ne?	

	Ìnā ka ajiye farar̄ <u>kēken</u> yāròn Shēhù?	<i>bicycle</i>
rīgā	Ina ka ajiye farar̄ <u>rīgar</u> yaron Shehu?	
hūlā	Ina ka ajiye farar̄ hular yaron Shehu?	
	Ìdan fārāren <u>dawākin</u> càn nāsà nē, lallaɪ yanā dà kuɖɪ.	
gɪdājē	Idan fararen <u>gɪdajen</u> can nasa ne, lallaɪ yana da kuɖɪ.	
akwātunā	Idan fararen akwatunan can nasa ne, lallaɪ yana da kuɖɪ.	
	Sābon <u>ma'áikácɪn</u> nàn yā ɪyà aɪkì sōsáɪ.	
àkāwū	Sabon <u>akawun</u> nan ya ɪya aɪkɪ sosáɪ.	
ɖansāndā	Sabon ɖansandan nan ya ɪya aɪkɪ sosáɪ.	
	A ìnā ya sāmɪ sābuwar̄ <u>mōtār̄</u> tāsà?	
hūlā	A ìnā ya samɪ sabuwar̄ <u>hular</u> tasa?	
kēkē	A ìna ya samɪ sabuwar̄ <u>keken</u> tasa?	
	Tā gayà masà an kāwō sàbàbbɪn akwātunā.	
mōtōcɪ	Ta gaya masa an kawo sababbɪn <u>motocɪ</u> .	
alkalumā	Ta gaya masa an kawo sababbɪn alkaluma.	
	Yā cē` zai sàɪyɪ shūdɪn <u>tākàlmɪ</u> , ìn kā bāshɪ kuɖɪn.	
àkālāmɪ	Ya ce zai sayɪ shudɪn <u>alkalami</u> , ìn ka bashɪ kuɖɪn.	
àkwātɪ	Ya ce zai sayɪ shudɪn akwatɪ, ìn ka bashɪ kuɖɪn.	
	Lawāl bāɪ sāmɪ shūdɪyar̄ <u>kēken</u> ba.	
rīgā	Lawal bai samɪ shudɪyar̄ <u>rīgar</u> ba.	
mōtā	Lawal bai samɪ shudɪyar̄ motar ba.	
	Kā san ìndà ya ajiye shūdāyen <u>hūlúnàn</u> ?	
akwātunā	Ka san ìnda ya ajiye shudāyen <u>akwatunan</u> ?	
rīgūnā	Ka san ìnda ya ajiye shudāyen rīgunan?	

GD 22.3 /gāra/

This exercise has two negative transforms, one of /gāra/ and the other of the following verb.

Gāra kɪjē kɪ gaidà uwar̄kɪ yaù dà yamma.

Ba gara ki je ki gaida uwarki ba yau da yamma?
Gara kada ki je ki gaida uwarki yau da yamma.

(sū) Gara su je su gaida uwarki yau da yamma.
Ba gara su je su gaida uwarki ba yau da yamma?
Gara kada su je su gaida uwarki yau da yamma.

(itā) Gara taje ta gaida uwarki yau da yamma.
Ba gara taje ta gaida uwarki ba yau da yamma?
Gara kada taje ta gaida uwarki yau da yamma.

GD 22.4 Variation Drill

Bàkà yì aikin irin yaddà nakè sō` ba.
(kē) Bakì yì aikin irin yadda nake so ba.
àbinci Bakì yì abincin irin yadda nake so ba.
gyārā Bakì yì gyaran irin yadda nake so ba.
gōdiyā Bakì yì godiya irin yadda nake so ba.
harbī Bakì yì harbi irin yadda nake so ba.
kōmai Bakì yì komai irin yadda nake so ba.

Yā fadī yaddà zā'a yī dà wākén?
àbinci Ya fadī yadda za'a yī da abincin?
kudī Ya fadī yadda za'a yī da kudin?
sākō Ya fadī yadda za'a yī da sakon?
māgānī ya fadī yadda za'a yī da maganin?
kātākō Ya fadī yadda za'a yī da katakon?
tākālmī Ya fadī yadda za'a yī da takalmīn?

Duk yāròn dà zai zō, yāzō dà àbincinsà.
jē Duk yaron da zai je, yaje abincinsa.
rīgā Duk yaron da zai je, yaje da rigarsa.
mùtum Duk mutumin da zai je, yaje da rigarsa.
mutānē Duk mutanen da zasu je, suje da rigarsu.
(wà) Duk wanda zai je, yaje da rigarsa.

àkàwū	Duk <u>akawun</u> da zai je, yaje da rigarsa.
màigídā	Duk maigidan da zai je, yaje da rigarsa.
	Àlkalàmin dà ya sàyā, yā lalācē jiyā.
gyàdā	<u>Gyadar</u> da ya saya, ta lalace jiya.
tākālmī	<u>Takalmin</u> da ya saya, ya lalace jiya.
mōtā	<u>Motar</u> da ya saya, ta lalace jiya.
māgānī	<u>Maganin</u> da ya saya, ya lalace jiya.

UNIT 23

BASIC SENTENCES

Audu

[Good evening!

Baṙkà dà yammā.]

Bello

[Good evening!

Baṙkà kàda₁.]

A

bicycle (f with /-n/)

kèkè

Did you buy that bicycle for
your son?

Kā sàyā wà ðankà kèkèn?

B

I haven't bought it for him
yet.

Bàn sàyā masà ba tükùna.

A

everyone, everybody

kōwwā /kōwā/

long since

tùni

Everyone [else] has bought
[one] for his son long
since.

Kōwwā ya sàyā wà ðansà tùni.

B

Has someone said that they
should be bought for them?

Ancē` nē à sàyā māsù? /músù/

A

Yes, so they'll get ('because
of the going') to school on
time.Ī, sabòdà zuwà makarantā
cikin lōkacī.

B

effort	kòkari
I'll try	nāyɪ kòkari
Well, I'll try to buy [one].	Tō, nāyɪ kòkari in sàyā.

A

I'll be on my way now. Have a good rest!	Zaṅ tàfɪ, à hùtá lāfɪyā.
---	--------------------------

B

All right, [I hope you] get there safely!	Tō, sàuka lāfɪyā.
--	-------------------

NOTES

Note 23.1 /nā`-/ , etc. forms

Tō, nāyɪ kòkari in sàyā.

This is an example of another 'future' form. This may be called the 'indefinite future': 'I may try to buy [one]', 'I'll try to buy one'. The full set of forms is:

nā` zō	mwā` zō / mā` zō
kā` zō	kwā` zō
kyā` zō	
yā` zō	swā` zō / sā` zō
tā` zō	ā` zō

The negative is with /bà... ba/: /bà nā` zō ba/, etc.

Note 23.2 Pronoun Review

The accompanying table reviews the forms of the pronouns. The numbers to the left in the table refer to the examples.

1	nī	ka ₁	kē	shī	itā	mū	kū	sū	
/	n ₁		ke	sh ₁	ita	mu	ku	su	
2a	n ₁	ka	k ₁	sh ₁	ta	mu	ku	su	
b	n ₁	ka	k ₁	sh ₁	ta	mu	ku	su	a
/	n _ì	kà	k _ì	sh _ì	tà	mù	kù	sù	
/	n _ì	kà	k _ì	sh _ì	tà	mù	kù	sù	à
3	n _ì	kà	k _ì	sà	tà	nà	kù	sù	
4	-V	kà	k _ì	sà	tà	mù	kù	sù	
b	-wa	kà	k _ì	sà	tà	mù	kù	sù	
5	n _ì	kà	k _ì	yà	tà	mù	kù	sù	à
6				ì				su	
7	ṇ	kà	k _ì	ì	tà	mù	kù	sù	à
8	ìn	kà	k _ì	yà	tà	mù	kù	sù	à
9	ì	ka	k ₁	ya	ta	mu	ku	su	a
10	na	ka	k ₁	ya	ta	mu	ku	su	a
11	na	ka	k ₁ kà	ya	ta	mukà	kukà	sukà	akà
12	nā	kā	k ₁ n	yā	tā	mun	kun	sun	an
13	nā`	kā`	kyā`	yā`	tā`	mwā`	kwā`	swā`	ā`
14	nà	kà	kyà	yà	tà	mwà	kwà	swà	à
15				s / -				sā	

- 1 Independent Pronoun (Note 5.1.1)
 / Alternate forms of the Independent Pronouns, short, with final glottal stop (/nɪ'/, /ke'/, etc.) (Note 5.1.1)
- 2a High tone suffixes to the verb (Notes 6.1., 6.3)
 b After /zā`-/ 'go' (Note 15.1) and /bā`-/ (Note 18.1.2)
 / Alternate low tone suffixes to the verb (Notes 6.1, 6.3)
 / Alternate low tone forms after /zā`-/ and /bā`-/ (Notes 15.1 and 18.1.2)
- 3 After /ma-/ 'to' (/mɪ-/ before /-ni/, alternate /mu-/ before /-kù/, /-sù/, Note 5.1.2)
- 4a After /n/, /r/. First person /-nā/ (for /-na/ plus -V), /-tā/ (for /-ta/ plus -V) (Note 5.2)
 b After /nā-/ , /tā-/ forming 'mine, yours' etc. (Note 14.1.1)
- 5 After /bā-/ (negative progressive, Note 17.1) See alternate 14.
- 6 After /mā`-/ , /mā`-/ 'one who has' (Note 19.2)
- 7 After /bā`-/ (negative, Note 7.1), /za-/ /zā`-/ (future, Note 8.1), /n̄/ and /ī/ also alternate forms after /ba-/ (negative progressive, Note 17.1); /n̄/ also after /ma-/.
- 8 Optative prefix (Note 10.1)
- 9 Before /nā̄/ (Note 15.2)
- 10 Before /kē̄/ (relative, Note 20.1) and /kàn/ (habitual, Note 21.1)
- 11 Relative perfective prefix (Note 19.1)
- 12 Perfective prefix (Note 4.1)
- 13 Indefinite future prefix (Note 23.1)
 / Alternate forms
- 14 After /bā`-/ (negative progressive, Note 16.1). See alternates in 5)
- 15 After /maṛà/ 'one who does not have' (Note 19.2)

Examples:

1	See chart	
2a	yā maṅtāni	yā maṅtāmu
	yā maṅtāka	yā maṅtāku
	yā maṅtāki	
	yā maṅtāshi	yā maṅtāsu
	yā maṅtāta	
b	zā̀ni	zā̀mu
	zā̀ka	zā̀ku
	zā̀ki	
	zā̀shi	zā̀su
	zā̀ta	zā̀a
	bā̀ni dà shī	bā̀mu dà shī
	bā̀ka dà shī	bā̀ku dà shī
	bā̀ki dà shī	
	bā̀shi dà shī	bā̀su dà shī
	bā̀ta dà shī	bā̀a da shī
/	yā bā̀ni	yā bā̀mu
	yā bā̀ka	yā bā̀ku
	yā bā̀ki	
	yā bā̀shi	yā bā̀su
	yā bā̀ta	

/• Low tone alternates of 2b

3	mini / man`	manà / mamù
	makà	makù / mukù
	maki / miki	
	masà	masù / musù
	matà	
4	ruwānā / ruwāna	ruwanmù
	ruwankà	ruwankù
	ruwanki	
	ruwansà	ruwansù
	ruwantà	
	hūlātā / hūlāta	hūlarṃmù
	hūlarḱà	hūlarḱù
	hūlarḱi	
	hūlarṣà	hūlarṣù
	hūlarṭà	
b	nāwa nāmù	tāwa tāmù
	nākà nākù	tākà tākù
	nāki	tāki
	nāsà nāsù	tāsà tāsù
	nātà	tātà
5	bāni tāshī	bāmù tāshī
	bākà tāshī	bākù tāshī
	bāki tāshī	
	bāyà tāshī	bāsù tāshī
	bātà tāshī	bā' à tāshī

6	màì kyaù	mā̀su kyaù
7	bàn gà̀jɪ ba	bāmù gà̀jɪ ba
	bàkà gà̀jɪ ba	bàkù gà̀jɪ ba
	bàkì gà̀jɪ ba	
	bàì gà̀jɪ ba	bàsù gà̀jɪ ba
	bàtà gà̀jɪ ba	bà' à gà̀jɪ ba
	zan gà̀jɪ	zāmù gà̀jɪ
	zākà gà̀jɪ	zākù gà̀jɪ
	zākì gà̀jɪ	
	zai gà̀jɪ	zāsù gà̀jɪ
	zātà gà̀jɪ	zā' à gà̀jɪ
8	ìn sà̀yā	mù sà̀yā
	kà sà̀yā	
	kì sà̀yā	kù sà̀yā
	yà sà̀yā	sù sà̀yā
	tà sà̀yā	à sà̀yā
9	inà̀ jɪrà̀	munà̀ jɪrà̀
	kanà̀ jɪrà̀	kunà̀ jɪrà̀
	kinà̀ jɪrà̀	
	yanà̀ jɪrà̀	sunà̀ jɪrà̀
	tanà̀ jɪrà̀	anà̀ jɪrà̀
	inà̀ dà shī	munà̀ dà shī
	kanà̀ dà shī	kunà̀ dà shī
	kinà̀ dà shī	

	yanà dà shī	sunà dà shī
	tanà dà shī	anà dà shī
10	nakè jirà	mukè jirà
	kakè jirà	kukè jirà
	kikè jirà	
	yakè jirà	sukè jirà
	take jirà	akè jirà
	nakàn jirā	mukàn jirā
	kakàn jirā	kukàn jirā
	kikàn jirā	
	yakàn jirā	sukàn jirā
	takàn jirā	akàn jirā
11	na gàjɪ	mukà gàjɪ
	ka gàjɪ	kukà gàjɪ
	kikà gàjɪ	
	ya gàjɪ	sukà gàjɪ
	ta gàjɪ	akà gàjɪ
12	nā gàjɪ	mun gàjɪ
	kā gàjɪ	kun gàjɪ
	kɪn gàjɪ	
	yā gàjɪ	sun gàjɪ
	tā gàjɪ	an gàjɪ
13	nā` gàjɪ	mwā` gàjɪ / mā` gàjɪ
	kā` gàjɪ	kwā` gàjɪ

	kyā` gàjɪ	
	yā` gàjɪ	swā` gàjɪ / sā` gajɪ
	tā` gàjɪ	ā` gàjɪ
14	bānā` tāshī	bāmwā` tāshī
	bākā` tāshī	bākwā` tāshī
	bākyā` tāshī	
	bāyā` tāshī	bāswā` tāshī
	bātā` tāshī	bā'ā` tāshī
15	maṛàs kyau`	maṛàsā kyau`
	/maṛà` kyau`	

Note the negatives:

- 7a. ba zaṅ gàjɪ ba
 8. kadà ìn sáyā
 10. bà nakàn jirā ba
 12. bà nā` gàjɪ ba

GRAMMATICAL DRILL

GD 23.1 Indefinite future

The following drills have the transform pattern:

Future (with /zā-/)

Negative Future

Indefinite Future

Negative Indefinite Future

Zākà aikā` dà baƙar`
 rīgarka` wajensà`.

Ba zaka aika da baƙar` rīgarka`
 wajensa ba.

	Kā` aikā` dà baƙar rīgarka` wajensà.	Ba ka aika da baƙar rīgarka wajensa ba.
(kē)	Zakı aika da baƙar rīgarki wajensa.	Ba zakı aika da baƙar rīgarki wajensa ba.
	<u>Kya</u> aika da baƙar rīgarki wajensa.	Ba kya aika da baƙar rīgarki wajensa ba.
(shī)	Zai aika da baƙar rīgarsa wajensa.	Ba zai aika da baƙar rīgarsa wajensa ba.
	Ya aika da baƙar rīgarsa wajensa.	Ba ya aika da baƙar rīgarsa wajensa ba.
	Nājı zā`à ıyà gyārà shudıyar mōtàn nan.	Najı ba za`a ıya gyara shudıyar motan nan ba.
	Nājı ā` ıyà <u>gyārà</u> shudıyar mōtàn nan.	Najı ba a ıya gyara shudıyar motan nan ba.
sāyē	Najı za`a ıya sayen shudıyar motan nan.	Najı ba za`a ıya sayen shudıyar motan nan ba.
	Najı a ıya <u>sayen</u> shudıyar motan nan.	Najı ba a ıya sayen shudıyar motan nan ba.
ɓoyē	Najı za`a ıya ɓoye shudıyar motan nan.	Najı ba za`a ıya ɓoye shudıyar motan nan ba.
	Najı a ıya ɓoye shudıyar motan nan.	Najı ba a ıya ɓoye shudıyar motan nan ba.
	Wàtàkìlā zan sō ganınsà anjumà.	Watakila ba zan so ganınsa ba anjuma.
	Wàtàkìlā nā` sō ganınsà anjumà.	Watakila ba na so ganınsa ba anjuma.

(1tā)	Watakila zan so ganinta anjuma	Watakila ba zan so ganinta ba anjuma.
	Watakila na so ganinta anjuma.	Watakila ba na so ganinta ba anjuma.
mātātā	Watakila zan so ganin matata anjuma.	Watakila ba zan so ganin matata ba anjuma.
	Watakila na so ganin <u>matata</u> anjuma.	Watakila ba na so ganin matata ba anjuma.
dānā	Watakila zan so ganin dāna anjuma.	Watakila ba zan so ganin dāna ba anjuma.
	Watakila na so ganin dāna anjuma.	Watakila ba na so ganin dāna ba anjuma.
	Zātā ɪyā karɓan rīgūnā māsū launī jā.	Ba zata ɪya karɓan rīgūna masu launī ja ba.
	Tā` ɪyā karɓan <u>rīgūnā</u> māsū launī jā.	Ba ta ɪya karɓan rīgūna masu launī ja ba.
'yankunne	Zata ɪya karɓan 'yankunne masu launī ja.	Ba zata ɪya karɓan 'yankunne masu launī ja ba.
	Ta ɪya karɓan 'yankunne masu launī ja.	Ba ta ɪya karɓan 'yankunne masu launī ja ba.
tākalmā	Zata ɪya karɓan takalma masu launī ja.	Ba zata ɪya karɓan takalma masu launī ja ba.
	Ta ɪya <u>karɓan</u> takalma masu launī ja.	Ba ta ɪya karɓan takalma masu launī ja ba.
bānī	Zata ɪya banī takalma masu launī ja.	Ba zata ɪya banī takalma masu launī ja ba.
	Ta ɪya banī takalma masu launī ja.	Ba ta ɪya banī takalma masu launī ja ba.

	Zāki sāmī farīn tākālmī à kāsūwā kī sàyā.	Ba zaki sami farin takalmi a kasuwa ki saya ba.
	Kyā` sāmī farīn tākālmī à <u>kāsūwa</u> kī sàyā.	Ba kya sami farin takalmi a kasuwa ki saya ba.
kō'inā	Zaki sami farin takalmi a ko'ina ki saya.	Ba zaki sami farin takalmi a ko'ina ki saya ba.
	Kya sami farin takalmi a ko'ina ki saya.	Ba kya sami farin takalmi a ko'ina ki saya ba.
	Ìdan tākalmān nā dà kyau zai sàyā wātākīlā.	Idan takalman na da kyau ba zai saya ba watakila.
	Ìdan <u>takalman</u> nā dà kyau yā` sàyā wātākīlā.	Idan takalman na da kyau ba ya saya ba watakila.
gīdā	Idan gidan na da kyau zai saya watakila.	Idan gidan na da kyau ba zai` saya ba watakila.
	Idan gidan na da kyau ya saya watakila.	Idan gidan na da kyau ba ya saya ba watakila.
	Irin aikin da kayi, ina zātō zāsū bākā kuđī.	Irin aikin da kayi, ina zato ba zasu baka kuđi ba.
	Irin aikin da kayi, ina zātō <u>swā`</u> bākā kuđī.	Irin aikin da kayi ina zato ba swa baka kuđi ba.
(itā)	Irin aikin da kayi, ina zato zata baka kuđi.	Irin aikin da kayi, ina zato ba zata baka kuđi ba.
	Irin aikin da kayi, ina zato <u>ta</u> baka kuđi.	Irin aikin da kayi, ina zato ba ta baka kuđi ba.
(shī)	Irin aikin da kayi, ina zato zai baka kuđi.	Irin aikin da kayi, ina zato ba zai baka kuđi ba.
	Irin aikin da kayi, ina zato ya baka kuđi.	Irin aikin da kayi, ina zato ba ya baka kuđi ba.

	Idan ka bar shi hakà, zai lālācē dà wurì.	Idan ka bar shi haka, ba zai lalace da wurì ba.
	Idan ka bar <u>shi</u> hakà, yā` lālācē dà wurì.	Idan ka bar shi haka, ba ya lalace da wurì ba.
tākalmā`	Idan ka bar takalma haka, zasu lalace da wurì.	Idan ka bar takalma haka, ba zasu lalace da wurì ba.
	Idan ka bar <u>takalma</u> haka, swa lalace da wurì.	Idan ka bar takalma haka, ba swa lalace da wurì ba.
rīgar`	Idan ka bar rigar haka, zata lalace da wurì.	Idan ka bar rigar haka, ba zata lalace da wurì ba.
	Idan ka bar <u>rigar</u> haka, ta lalace da wurì.	Idan ka bar rigar haka, ba ta lalace da wurì ba.
àbincin`	Idan ka bar abincin haka, zai lalace da wurì.	Idan ka bar abincin haka, ba zai lalace da wurì ba.
	Idan ka bar abincin haka, ya lalace da wurì.	Idan ka bar abincin haka, ba ya lalace da wurì ba.

The following drill has only the future with an indefinite future transform.

	Zākù 1yà <u>sārè</u> itācen nān, idan lōkacī bà zai kūrè ba.	Kwā` 1yà sārè itācen nān, idan lōkacī bà zai kūrè ba.
kāwō	Zaku 1ya <u>kawo</u> itacen nan, idan lokaci ba zai kure ba.	Kwa 1ya kawo itacen nan, idan lokaci ba zai kure ba.
ɗaukē	Zaku 1ya ɗauke <u>itacen nan</u> , idan lokaci ba zai kure ba.	Kwa 1ya ɗauke itacen nan, idan lokaci ba zai kure ba.

gyàdàr̀	Zaku ɪya ɗauke <u>gyadar</u> , ɪdan lokaci ba zai kure ba.	Kwa ɪya ɗauke gyadar, ɪdan lokaci ba zai kure ba.
kātākō	Zaku ɪya ɗauke <u>katakon</u> , ɪdan lokaci ba zai kure ba.	Kwa ɪya ɗauke katakon, ɪdan lokaci ba zai kure ba.
sākō	Zaku ɪya ɗauke sakon, ɪdan lokaci ba zai kure ba.	Kwa ɪya ɗauke sakon, ɪdan lokaci ba zai kure ba.

Random Substitution Drill

	Bà <u>kyā</u> ` sā` jājāyen tākalmānki` ba in zāmu wajen tārō?
(kū)	Ba <u>kwa</u> sa jajayen takalmanku ba in zamu wajen taro?
(ɪtā)	Ba <u>ta</u> sa jajayen takalmanta ba in zamu wajen taro?
(kaɪ)	Ba <u>ka</u> sa jajayen takalmanka ba in zamu wajen taro?
(mū)	Ba mwa sa jajayen <u>takalmanmu</u> ba in zamu wajen taro?
hūlunā	Ba mwa sa jajayen <u>hulunanmu</u> ba in zamu wajen taro?
rīgunā	Ba mwa sa jajayen rigunanmu ba in zamu wajen <u>taro</u> ?
kallō	Ba mwa sa jajayen rigunanmu ba in zamu wajen <u>kallo</u> ?
aikī	Ba mwa sa jajayen rigunanmu ba in zamu wajen <u>aiki</u> ?
kwallō	Ba mwa sa jajayen rigunanmu ba in zamu wajen <u>kwallo</u> ?
(shī)	Ba mwa sa jajayen rigunanmu ba in zamu wajensa?

	Tùni na dāwō, sabōdà zàton yā` cē` à bāni <u>kudī</u> dà wuri.
àbinci	Tuni na dawo, saboda zaton ya ce a bani <u>abinci</u> da wuri.
sākōǹ	Tuni na dawo, saboda zaton ya ce a bani <u>sakon</u> da wuri.
mōtār̀	Tuni na dawo, saboda zaton ya ce a bani <u>motar</u> da wuri.
māgānɪ̀ǹ	Tuni na dawo, saboda zaton ya ce a bani <u>maganin</u> da wuri.
àkwātɪ̀ǹ	Tuni na dawo, saboda zaton ya ce a bani <u>akwatɪn</u> da wuri.

àlbāshīnā	Tunɪ na dawo, saboda zaton ya ce a bani <u>albashina</u> da wuri.
tākalmān	Tunɪ na dawo, saboda zaton ya ce a bani takalman da wuri.
	Mwā` yɪ kòkari mù <u>gyārà</u> anjumà idan akwai lókaci.
kòyō	Mwa yɪ kòkari mu <u>koyo</u> anjuma idan akwai lokaci.
tāfi	Mwa yɪ kòkari mu <u>tafi</u> anjuma idan akwai lokaci.
sāyā	Mwa yɪ kòkari mu <u>saya</u> anjuma idan akwai lokaci.
kārḡā	Mwa yɪ kòkari mu <u>karḡa</u> anjuma idan akwai lokaci.
kaɪ	Mwa yɪ kòkari mu <u>kaɪ</u> anjuma idan akwai lokaci.
jirā	Mwa yɪ kòkari mu <u>jira</u> anjuma idan akwai lokaci.
fārā	Mwa yɪ kòkari mu <u>fara</u> anjuma idan akwai lokaci.
ajiyē	Mwa yɪ kòkari mu ajiye anjuma idan akwai lokaci.

UNIT 24

BASIC SENTENCES

A

[Hello there ('resting'). Sànnu dà hūtāwā.]

B

[Hello. Yāwā sànnu.]

A

half	rabī
Is it 1:30 ('one and a half')?	Karfè ɗaya dà rabī tāyī?

B

twelve	shā`biyu
quarter	kwatā
No, it's 12:15 ('twelve and a quarter').	Ā'ā, yānzū shā`biyu dà kwatā.

A

six	shidā
Tell me when it's 6:00.	Īdan karfè shidā tāyī, kà gayā minī.

B

oh (I'm sorry!)	aɪ
he left	yā barī
before	kāfīn
Oh, I'll be leaving here before 3:00.	Aɪ, zaŋ baɗ naŋ kāfīn karfè ukù.

A

What time will you be back?

Wàné lōkàcī zākà dāwō?

B

eight

takwàs

Perhaps at 7:45 ('eight
without a quarter').

Wàtàkīlā kàrfè takwàs bā` kwatā.

A

[Oh? All right.]

Tō? Shīkēnan.]

B

[See you later.]

Sai anjumā.]

NOTES

Note 24.1 Numerals

Note 24.1.1 Cardinal Numerals

Bayan kamar wata biyu.

Ina zato da karfe biyar.

Wajen mutum bakwai.

Hausa numerals follow the noun to which they refer. The noun is in the singular, as in the above examples. The simple numerals (those indicated by a single word), up to 1000, are:

ɗaya	1	shidā	6	àshīrīn	20	sàbà'in	70
biyu	2	bakwāi	7	tàlatīn	30	tāmānīn	80
ukù	3	takwàs	8	àrbà'in	40	càsà'in	90
hudū	4	tarā	9	hāmsīn	50	ɗarī	100
bīyar	5	gōmā	10	sittīn	60	dubū	1000

(Other numerals are combinations. Some examples are:

(gōmà) shā`ḍaya	11	(gōmà) shā`shidā	16	àshirìn dà biyu	22
(gōmà) shā`biyu	12	(gōmà) shā`bakwàl	17	àshirìn dà ukù	23
(gōmà) shā`ukù	13	(gōmà) shā`takwàs	18	tàlàtìn dà ḍaya	31
(gōmà) shā`hudū	14	(gōmà) shā`tarà	19	tàlàtìn dà biyu	32
(gōmà) shā`biyar	15	àshirìn dà ḍaya	21	càsà'in dà biyar	95

The use of /gōmà/ is optional. Either /shā`ḍaya/ or /gōmà shā`ḍaya/ may be used. Combinations such as 21, 22, 41, 42, 54, 65, etc. are all formed as above. Some other combinations are:

ḍarī biyu	200	dubū dà ḍaya	1001
ḍarī ukù	300	dubū ḍaya dà ḍarī ḍaya	1100

Note 24.1.2 Numerals in compounds: /-ḍaɪ/

Nɪ da Sanɪ ne kaḍaɪ.

Kaɪ kaḍaɪ zakazo?

Numerals form part of some compounds. The /-ḍaɪ/ of /kaḍaɪ/ is a form of /ḍaya/ 'one'.

Note 24.1.3 Numerals and Other Quantity Words with /na/ and /ta/

Numeral compounds with /na/ or /ta/ (prefixes though written separately; see Note 14.1) are equivalent to English ordinal numerals.

na ḍaya	ta ḍaya	first
na biyu	ta biyu	second
na shā`biyu	ta shā`biyu	twelfth
na àshirìn	ta àshirìn	twentieth
na ḍarī	ta ḍarī	hundredth

The use of /gōmà/ is optional:

na gōmà shā`bīyu / na shā`bīyu ta gōmà shā`bīyu / ta shā`bīyu

/na/ and /ta/ are also used with other quantity words:

na nawà ta nawà the how many-th; in what (numerical) place?

Note 24.2 Telling Time

Note 24.2.1 Time by the Hour

Karfe daya da rabi tayi?

Yanzu sha biyu da kwata.

Watakila karfe takwas ba kwata.

The quarter hour is referred to as /kwatā/, X:15 being /X dà kwatā/ that is, 'X and a quarter'. A quarter of the hour (X:45) may be /X bā`kwatā/ 'X without, or lacking, a quarter' or /X saurā kwatā/ 'X, remainder a quarter' that is, with a quarter to go. The half hour is /rabi/ 'half'. Time by the minute otherwise uses the numerals (X dà _____)

The reaching of an hour is expressed with the verb /yī/, as in the first sentence. /yī/ is also used of spending time.

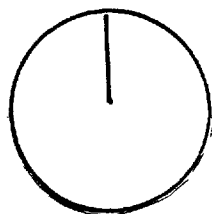
Note 24.2.2 Time of Day

Barka da rana.

Barka da yamma.

Barka da dare.

The terms above, translated in the units as 'day' (sometimes 'afternoon'), 'evening', 'night', do not equate exactly with English concepts. The following list gives some terms for times of day and night, with rough English equivalents. The usage is more determined by the position of the sun than by clock time. An effort is made to give some idea of the correlation by showing (very approximate) time span on a clock face (to the left) and the rising and setting sun to the right.



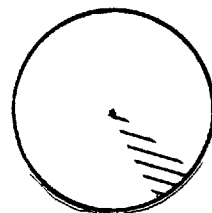
tsakaddarē

midnight



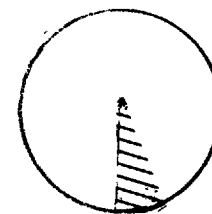
àsùbāhìn farkō

first cockcrow



sùbāhì
/ àsùbāhì
/ àsùbā

early morning
before dawn



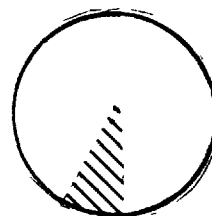
àlfijìr

first light of
the sun



sassāfe

dawn



sāfiyā

gārī yā wāyè
'the sky has
cleared'

sun-up, morning



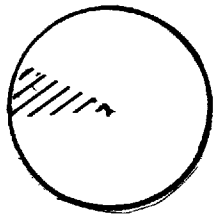
wāyèwan gārī
'the clearing
of the sky'



hàntsī

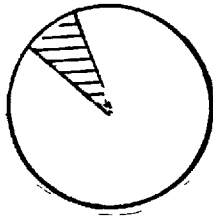
sun well up





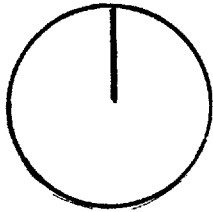
wàlàhā

time of supplementary
prayer



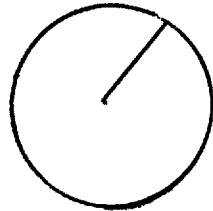
lālūrī

optional later time
for supplementary
prayer



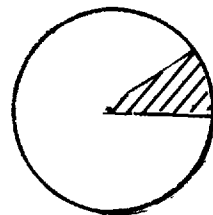
tsakar̄ rānā

mid-day, noon



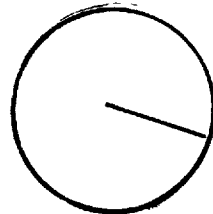
gōshin àzahar̄

about 1:30 P.M.



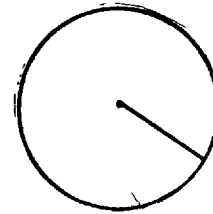
àzahar̄

about 2:00 to 3:00 P.M.



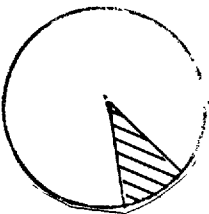

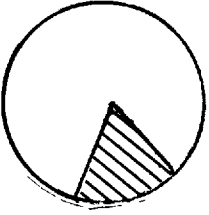

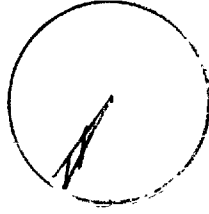

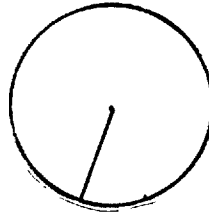

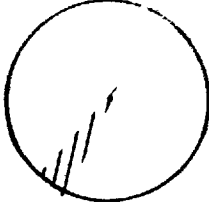

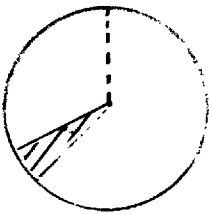

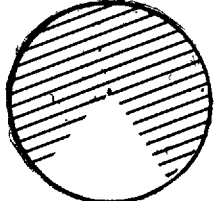

gōshin là'àsàriyā
/ gōshin là'asàr̄

about 3:30 P.M.



là'àsàriyā

begins about
4:00

	yammā	lā'āsàrīyā sākāliyā	about 4:30-5:30 P.M. sun still bright and clear but not hot	
		lā'āsàrīyā lis	dusk, sun visible but red	
		gōshin mágàribā	twilight; sun invisible	
		mágàribā	sunset, dark	
		bāyan mágàribā	just after sunset, early darkness of night	
		isshā'ī	time of last prayer of the day (until about midnight)	
		darē	night	

Note: When referring to the time /sāfiyā/ (sunrise and a couple of hours afterwards) one uses /dà sāfe/ 'at the /sāfiyā/ time', that is 'in the early morning'.

An examples of greetings correlated with the time of day, those with /barkā/ are:

Barkā̀ dà à̀sùbā̀.	may be used from very early morning until /sāfiyā/ (dà sāfe/).
Barkā̀ dà rānā.	may be used from /hantsī/ to about 2:00 P.M.
Barkā̀ dà yammā.	may be used from about 2:00 P.M. until dark.
Barkā̀ dà darē.	may be used through the night.

Note 24.2.3 Other Terms for Time

General terms

dàkīkà / sakàn	second	mākò / sātī	week
mintī	minute	watā	month; moon
sā'ā / awā	hour	shēkarā	year
kwānā	(spending of a) night; a day	kwānan watā	date
rānā	sun; day	hūtū	holiday, vaca- tion, leave
yinī	(spending of a) day		

- - - - -

jìyà	yesterday	gātà	two days after tomorrow
yaù	today	città	three days after tomorrow
gòbe	tomorrow	wànshèkarè /wàshègàrī	the following day day
jībì	the day after tomorrow		

- - - - -

shēkaran jìyà	the day before yesterday	wannàn watàn	this month
mākòn jìyà	last week	watàn jìyà	last month
mākòn gòbe /mākò màì zuwà	next week	watàn gòbe /watà màì zuwà	next month
mākòn jībì	the week after next	watàn jībì	the month after next
mākòn gātà	the week after the week after after next	watàn gātà	three months hence

- - - - -

Seasons

bazarā	hot season	kākā	harvest
dāminā /dāmanā /dāmunā	rainy season	hùntūrù (lòkàcìn dārī)	harmattan

Days of the Week

lahādī	Sunday	àlhàmìs	Thursday
litìnī` /litìnìn`	Monday	jūma'ā / jumma'ā	Friday
tālātā	Tuesday	àsabàr / àsabàt /àsabàcī /àsibicī	Saturday
làràbā / làrbā	Wednesday		

Months

There are two sets of month names in use. The more common is the English, while the Islamic names are used by the religiously more conservative. The two sets do not correspond to each other.

Western (English) month names:

Jànáirù	Àpírìl	Yūlī / Jūlai	Òktōbà
Fàbráirù	Māyù	Àgustà	Nùwambà
Māris	Jun	Sàtumbà	Dizambà

There are many minor variations in the pronunciation of these.

Islamic months:

Àlmùharràm	Ràbī'ìlāhīr	Ṛajāb	Shāwwal
Safār	Jīmādālawwāl	Shā'āban	Zùlki'idā
Ràbī'ìlawwāl	Jīmādālāhīr	Rāmālan	Zùlhajjī

Islamic Festivals

Sallàr Cìkà cìkì	New Year's festival of the 9/10 of Muharram
Sallàr Tākutāhā	Festival of Prophet's birthday or name-day
Sallàr Azūmī	Festival on breaking fast of Ramadan
Sallàr Layyā	Festival held on the tenth of Zulhajjī

/sallā/ means both 'performance of one of the five daily prayers' and '(Islamic) festival': /yanā sallā/ 'he's performing his devotions'. /Sallàr Layyā/ is also known as /bābbar sallā/. The five times of prayer are /āzahār/, /lā'asār/, /māgarībā/, /īsshā'ī/, /sūbāhī/.

GRAMMATICAL DRILL

GD 24.1.1 Time

	Yārā sun kai <u>kuḍī</u> gīdan Shēhū jīyā.
itacē	Yara sun kai <u>itace</u> gīdan Shehu jīya.
gyāḍā	Yara sun kai <u>gyaḍa</u> gīdan Shehu jīya.
yau	Yara sun kai <u>gyaḍa</u> gīdan Shehu <u>yau</u> .
shēkaran jīyā	Yara sun kai <u>gyaḍa</u> gīdan Shehu <u>shekaran jīya</u> .
mākōn jīyā	Yara sun kai <u>gyaḍa</u> gīdan Shehu <u>makon jīya</u> .
watān jīyā	Yara sun kai <u>gyaḍa</u> gīdan Shehu <u>watan jīya</u> .
wānshēkarē	Yara sun kai <u>gyaḍa</u> gīdan Shehu <u>wanshekare</u> .
	Ìdan àkwai <u>dāmā</u> , kazo dà wuri yau.
lōkàcī	Idan akwai <u>lokaci</u> , kazo da wuri yau.
sùkūnī	Idan akwai sukuni, kazo da wuri <u>yau</u> .
città	Idan akwai sukuni, kazo da wuri <u>citta</u> .
gōbe	Idan akwai sukuni, kazo da wuri <u>gobe</u> .
jībī	Idan akwai sukuni, kazo da wuri <u>jibi</u> .
gātā	Idan akwai sukuni, kazo da wuri <u>gata</u> .
wāshēgarī	Idan akwai sukuni, kazo da wuri <u>washegari</u> .

rānā	Kullum dà <u>sāfe</u> yakan cɪ àbincɪ.
màgàribà	Kullum da <u>rana</u> yakan cɪ abincɪ.
là'àsàriyà	Kullum da <u>magariba</u> yakan cɪ abincɪ.
darē	Kullum da <u>la'asariya</u> yakan cɪ abincɪ.
gòshɪn àzahàr	Kullum da <u>dare</u> yakan cɪ abincɪ.
hàntsɪ	Kullum da <u>goshin azahar</u> yakan cɪ abincɪ.
yammā	Kullum da <u>hantsɪ</u> yakan cɪ abincɪ.
	Kullum da <u>yamma</u> yakan cɪ abincɪ.
	Jiyà dà karfè <u>biyar dà kwatà</u> na tāshì aikì.
biyar dà rabì	Jiya da karfe <u>biyar da rabɪ</u> na tashɪ aikɪ.
tarà dà mɪntì hudū	Jiya da karfe tara da mɪntɪ hudu na tashɪ aikɪ.
biyar dà dàkìkà ɗaya	Jiya da karfe <u>biyar da dakika ɗaya</u> na tashɪ aikɪ.
shɪdà	Jiya da karfe shɪda na <u>tashɪ</u> aikɪ.
dāwō	Jiya da karfe shɪda na dawo aikɪ.
	<u>Kwānā</u> nawà mātarkà tayɪ à gidānsù?
watā	<u>Wata</u> nawa matarka tayɪ a gidansu?
sā'a	<u>Sa'a</u> nawa matarka tayɪ a gidansu?
mākō	<u>Mako</u> nawa matarka tayɪ a gidansu?
shèkarà	Shekara <u>nawa</u> matarka tayɪ a gidansu?
shɪdà	Shekara <u>shɪda</u> matarka tayɪ a gidansu?
gōmà shā` bakwàɪ	Shekara <u>goma sha bakwai</u> matarka tayɪ a gidansu?
tālātɪn	Shekara <u>talatin</u> matarka tayɪ a gidansu?
àshɪrɪn dà ukù	Shekara <u>ashirin da uku</u> matarka tayɪ a gidansu?
	Wàtākìlā zai <u>dāwō</u> rānar àsabàr dà yammā.
tāfɪ	Watakɪla zai <u>tafi</u> ranar asabar da yamma.
sāuka	Watakɪla zai sauka ranar <u>asabar da yamma</u> .
litɪnɪn dà hāntsɪ	Watakɪla zai sauka ranar <u>litinin da hantsɪ</u> .
jumma'ā dà là'àsàriyà	Watakɪla zai sauka ranar <u>jumma'a da la'asariya</u> .
lārābā dà tsakaddarē	Watakɪla zai sauka ranar <u>laraba da tsakaddare</u> .

àlhamìs dà màgàrìbà	Watakíla zaí sauka ranar <u>alhamís da magaríba</u> .
tàlātà dà rāna	Watakíla zaí sauka ranar talata da <u>rana</u> .
wurí	Watakíla zaí sauka ranar talata da <u>wurí</u> .
sùbāhì	Watakíla zaí sauka ranar talata da <u>subahí</u> .
ìsshā	Watakíla zaí sauka ranar talata da <u>issaha</u> .
	À cìkín wānè <u>watā</u> zā' à yí Sallàr <u>Tākutàhá?</u>
mākò	A cìkín wane mako za'a yí Sallar <u>Takutaha?</u>
Azùmī	A cìkín wane mako za'a yí Sallar <u>Azumí?</u>
Cìkà cìkì	A cìkín wane mako za'a yí Sallar <u>Cika ciki?</u>
Layyā	A cìkín wane mako za'a yí Sallar <u>Layya?</u>
hùntūrù	A cìkín wane mako za'a yí <u>hunturu?</u>
aìkìn	A cìkín wane mako za'a yí <u>aikin?</u>
	Lōkàcín yìn <u>àbìncì</u> yā kusa, sābòdà haka mù tàfì.
sallàr àzahàr	Lokacin yin <u>sallar azahar</u> ya kusa, saboda haka mu tafì.
kwallō	Lokacin yin <u>kwallo</u> ya kusa, saboda haka mu tafì.
aìkì	Lokacin yin <u>aiki</u> ya kusa, saboda haka mu tafì.
kallō	Lokacin yin <u>kallo</u> ya kusa, saboda haka mu tafì.
gyārā	Lokacin <u>yìn</u> gyara ya kusa, saboda haka mu tafì.
fārā	Lokacin <u>fara</u> gyara ya kusa, saboda haka mu tafì.
kārè	Lokacin <u>kare</u> gyara ya kusa, saboda haka mu tafì.
	Wā ya san sà'addà akè fārā <u>sallàr sùbāhì?</u>
kallon kwallō	Wa ya san sa'adda ake fara <u>kallon kwallo?</u>
cìn àbìncì	Wa ya san sa'adda ake fara <u>cìn abìncì?</u>
gyāran akwātunā	Wa ya san sa'adda ake fara gyaran <u>akwatuna?</u>
gìdājē	Wa ya san sa'adda ake fara gyaran <u>gidaje?</u>
tākalmā	Wa ya san sa'adda ake fara <u>gyaran takalma?</u>
būdè òfìsòshì	Wa ya san sa'adda ake fara bufe <u>ofisoshi?</u>
màkàràntū	Wa ya san sa'adda ake fara bufe <u>makarantu?</u>
asìbìtòcì	Wa ya san sa'adda ake fara bufe <u>asibitoci?</u>

	Wàtàkìlā àkwai hütū cikin watàn <u>città</u> .
gòbe	Watakila akwai hutu cikin watan gobe.
jìbì	Watakila akwai hutu cikin <u>watan</u> jìbì.
mākò	Watakila akwai hutu cikin makon <u>jìbì</u> .
nan	Watakila akwai hutu cikin makon <u>nan</u> .
gātā	Watakila akwai <u>hutu</u> cikin makon gata.
aikì	Watakila <u>akwai</u> aikì cikin makon gata.
bā`	Watakila ba aikì cikin makon gata.

GD 24.1.2 /na/ and /ta/ plus numerals and quantity words.

Question and Answer Drill

Na nawà kacē` Shēhù ya sayō?	Nācē` ya sayō na sulè gōmà shā`biyu.
Na nawà kakè zātō ta kāwó?	Na pam biyar dà sulè tarà.
Ìdan ya kāwō na sulè ukù,	Òho, na dai cē` ya kāwō na sulè.
yāyà zākà yí?	
Na kwānā nawà ya kāwō jiyà?	Yā kāwō na kwānā àshirín.

GD 24.1.3 Time

Read the following times in Hausa

9:00	12:15	3:35	6:45
10:05	1:20	4:40	7:50
11:08	2:30	5:44	8:58

GD 24.2 Variation Drill

	Kōwwā yasā` ruwā à <u>kunnuwànsà</u> , ruwansà.
rìgunànsà	Kowwa yasa ruwa a <u>rigunansa</u> , ruwansa.
māgungunà	Kowwa yasa ruwa a <u>magunguna</u> , ruwansa.
tābōbī	Kowwa yasa ruwa a <u>tabobì</u> , ruwansa.
tākalmā	Kowwa yasa ruwa a <u>takalma</u> , ruwansa.
àbinci	Kowwa yasa ruwa a <u>abinci</u> , ruwansa.
àkwàtì	Kowwa yasa <u>ruwa</u> a akwatì, ruwansa.
hūlunā	Kowwa yasa <u>huluna</u> a akwatì, ruwansa.
àninaì	Kowwa yasa <u>aninai</u> a akwatì, ruwansa.
alkalumā	Kowwa yasa <u>alkaluma</u> a akwatì, ruwansa.

UNIT 25

BASIC SENTENCES

A

Sa 'idu!

Sà 'īdù.

Sa 'idu

Yes, sir?

Nà 'ám?

A

water jug

būtā̀

he poured

yā zubā̀

he poured (with reference
to here)

yā zubō

Take this jug and get some
water ('pour [and bring]
hither').

Dàukì bûtàn nan` kà zubo ruwā̀.

S

heat

zāfī

Cold or hot?

Na sanyí, kō na zāfí?

A

whichever it is

kōwānnē

he received, got

yā sāmù

Whichever is available ('one
gets').

Kōwānnē akà sāmù.

S

All right.

Tō`.

A

(attention catching
expression), have it!

ùngo

there, over there

can`

he bought (and brought here)

yā sayō

sugar

sukārī

Here! Go over there to
[that] house and buy
([and bring] hither)
some sugar.

Ùngo! Tàfì caǹ gı̀dàǹ ka sayò sukàrì.

S

All right.

Tõ̀.

A

shirt

tagùwā

pl.

taguwōyī

on

kàǹ

chair, stool

kujèrā

pl.

kùjèrū / kujērōrī

Where is the shirt that
I put here on the chair?

Ìnā tagùwar̀ dà na ajiyē naǹ kàǹ kujèrá?

S

room

dākì

pl.

dākunā

Bala took it to that
room over there.

Bālā yā kai dākiǹ caǹ.

NOTES

Note 25.1 /nan/ - /can/

Dauki butan nan ka zubo ruwa.

Tafi can gidan ka sayo sukari.

Ina taguwar da na ajiye nan kan kujera?

Bala ya kai dakin can.

Both /nan/ and /can/ occur with different tone patterns. The basic meaning of /nan/ is that it refers to [something in] the immediate vicinity; that of /can/ that it refers to [something at] a distance. (See also Note 7.3.)

With low tone these occur after /n/ as 'this', 'that': /gɪdan nàṅ/ 'this house', /gɪdan càṅ/ 'that house'.

With high-low tone (/naṅ/ - /caṅ/) they are used for 'here (in sight)' and 'there (in sight)', as well as 'this', 'that'.

With high tone (/nan/, /can/) there are used for 'here (out of sight)' and 'there (out of sight)'.

For combinations with /wan-/ see Note 26.1.

Feminine nouns often have /n/ before /nan/ and /can/: /būtàn naṅ/, /būtàn caṅ/ but /būtàr/.

Note 25.2 Verb: Suffix /-ō/

Dauki butan nan ka zubo ruwa.

Tafi can gidan ka sayo sukari.

/zubō/ means 'pour [and bring back] hither'. /sayō/ means 'buy [and bring back] hither'. The suffix /-ō/ (with high tones on the verb) indicates that the action includes something hitherward, something done in the direction of the speaker. A number of other examples have occurred:

kaɪ	carry	kāwō	bring
jē	go	zō	come
		dāwō	return
tàfɪ	go	tahō	come

The following list gives further illustrations of verbs in /-o/ compared to other verb forms. The verbs in /-o/ generally have the same basic meaning as the other verb but with the added sense of 'in this direction, with reference to here'. Only occasional meanings are given for the /-o/ verbs.

aikā̀	send out	aikō	send here
d'aukā̀	take	d'aukō	bring
dūbā̀	look at	dūbō	
fadā̀	tell	fadō	
fārā̀	begin	fārō	
fitā̀	go out	fitō	come in
ganī	see	ganō	
gudū	run	gudō	run here
gyārā̀	repair	gyārō	
harbā̀	shoot, kick, throw	harbō	
kārṑ	receive	karō	
kōmā̀	go back	kōmō	come back
lālātā̀	spoil	lālātō	
mantā̀	forget	mantō	
nēmā̀	look for	nēmō	
sā̀	put, place, wear	sanyō	
sāmā̀	get	sāmō	
sārḕ	cut down	sārō	
sāukā̀	arrive (somewhere else)	saukō	arrive here
shiryā̀	arrange, prepare	shiryō	
tāmbāyā̀	ask	tāmbayō	
tāshī̀	get up	tāsō	
yī	do, make	yīwō	

See the sentences in GD 25.1.1 for illustrations of usage. The imperative of verbs in /-ō/ has low-high (low-low-high) tone pattern.

GRAMMATICAL DRILL

GD 25.1 Verb: Suffix /-ō/

GD 25.1.1 Suffix /-ō/, Paired Sentences - Learning Drill

The following sentences illustrate the contrast between verbs in /-ō/ and others with different suffixes. The first sentence uses the other verb, the second the verb in /-ō/. The verb is given to the left for easy reference. (These sentences may be used as the basis for other drills, such as substitution, question and answer, etc. Note: the translations relating to this drill are of the sentences containing the verbs in /-ō/.)

aikā Shēhù yā aikā wà mātātā dà kudī jiyà.

aikō Yàushè yacē` zai aikō dà rìgar` tawá?

ɗaukā Ìdan ka₁ ka ɗaukā bà zai cē` kōma₁ ba.

ɗaukō Wà ya ɗauko àbincin` dàgà gidānā?

farā Nā farā sanin yaddà zan y₁ rùbùtū.*writing*

farō Zan farō dàgà can, àmmā sai nā hūtā.

fita Yārā sun fita dà wur₁ yaù dà sāfe.

fitō Hālīmà ta fitō dà àkwàtìn nan jiyà.

gaidā Matar` Mūsā tā gaidā uwātā.

gaidō Inà zātō yā jē yā gaidō Shēhù nē.

ganī À inā ka ganī ya ajìye rìgar`?

ganō Tā ganō indà akè sayaddà wākē.

*sell*gyārā Lalla₁ kà gyārā minì mōtātā dà wur₁.gyārō Nā gyārō àlkalàmin` nan tūn₁.

hàrbā	Wā zai hàrbī dōkī in bā kai bá?	
harbō	Mammān yā harbō tsuntsū dà rāna.	<i>bird</i>
maṅtā	Kē kíkà maṅtā dà kuḍī à nān?	
mantō	Òho! bàn cē` kà manto nākà à gidā ba.	
nēmā	Sū sukà nēmā, sun kùwā ganī.	<i>indeed</i>
nemō	Àshē bàn cē` kà nēmō minì hūlātā bá?	<i>well!</i>
sāyā	Mùtum nawà sukà sāyā à wajénsà?	
sayō	Jiyà tā sayō tākalmā māsu kyau.	
sāmā	Ídan yāyī kòkarī zai sāmā à saukī.	
sāmō	Mun samō abūbuwā dà yawà dàgà can.	<i>things</i>
sàuka	Mè ya sàuka à kan dūtsèn nān?	<i>rock</i>
saukō	Nā gayā makà uwarṣà tācē` kà saukō dàgà itācēn.	
shiryā	Ídan ka shiryāsu, kà barsù à can.	
shiryō	Zaṅ shiryō rīgunān à cikin àkwātī.	
tāfī	Dà wānè lōkacī zāki tāfī aikī gòbé?	
tahō	Nā tahō dà kuḍī, kadà kà dāmu.	
dūbā	Māsīnjā yā dūbā à indā ka ajiyé?	<i>where</i>
dūbō	Bārī in dūbō, kō yanā gidā.	
fadā	Yī hàkurī, zātā fadā makà anjumā.	<i>patience</i>
fadō	Ídan kukà jē kukà fadō sākōn zaṅ bākū kuḍī.	

gudù	Wà ya gudù dàgà makarantā cikinkù?	
gudō	'Yaṙ Àsàbè tā gudō gidā dà rāna.	
kàrbā	Wàtākīlā zāsù kàrbā dà yāwā gōbe.	
karbō	Dà sanìn wā ka karbō waḡannān?	
sārè	Yārā sun sārè itācen dà kè cikin gidānā.	
sārō	An sārō itācen dà nacē`, kō kùwā?	<i>or not</i>
tàmbàyā	Kàje kà tàmbàyā kō àkwai sauran àbinci.	
tambayō	Mūsā yā tambayō lābārìn 'yarsā wajentā.	
tāshì	Yàù zāmù tāshì aikì dà wurì.	
tāsō	Duk lōkàcin dà ya tāsō dàgà wāsā zai zō.	<i>playing</i>
lālātā	Ma 'àikātā sun lālāta rīgunānsù dà mai.	<i>grease</i>
lālātō	Wà ya lālātō mañ kèkēnā cikinkù?	
kōmā	Inā zātō zañ kōmā aikì anjumā.	
kōmō	Sā 'àddā yā kōmō bānì dà kōmaì.	
zubā	Nā mantā nā zubā ruwā à tākālmīnā.	
zubō	Sàidù nē yā zubō wākē à cikin mōtā.	

GD 25.1.2 Verbs in /-ō/ - Substitution Drills

Yàushè ka sayō bütàn cān?

inā Ina ka sayo butan can?

kaì Kaì ka sayo butan can?

yau Yau ka sayo butan can?

daukō	Yau ka <u>dauko</u> butan can?
sāmō	Yau ka <u>samo</u> butan can?
gyārō	Yau ka gyaro butan <u>can</u> ?
tākà	Yau ka gyaro butar <u>taka</u> ?
nan̄	Yau ka gyaro butan nan?

Idan na tunà nā` zubo ruwā à būtār.

gyādā Idan na tuna na zubo gyada a butar.

mōtār Idan na tuna na zubo gyada a motar.

kātākō Idan na tuna na zubo katako a motar.

itācē Idan na tuna na zubo itace a motar.

kāyañ Idan na tuna na zubo kayan a motar.

the load

àkwàtì Idan na tuna na zubo kayan a akwatì.

rīgūnān Idan na tuna na zubo rigunan a akwatì.

alkalumān Idan na tuna na zubo alkaluman a akwatì.

nāsà Idan na tuna na zubo nasa a akwatì.

kōmē Idan na tuna na zubo kome a akwatì.

GD 25.2 Variation Drill

Yau rānar nā` dà zāfī kwarai.

ruwā Yau ruwan na da zafi kwarai.

ābīnci Yau abincin na da zafi kwarai.

kāḍan Yau abincin na da zafi kaḍan.

a little

sōsai Yau abincin na da zafi sosai.

	Ùngo kà <u>ka</u> masà à can.
sayō	Ungo ka <u>sayo</u> masa a can.
ajiyē	Ungo ka <u>ajiyē</u> masa a can.
gyārō	Ungo ka gyaro masa a <u>can</u> .
kāsuwā	Ungo ka gyaro masa a <u>kasuwa</u> .
gidānā	Ungo ka gyaro masa a <u>gidana</u> .
hankālī	Ungo ka gyaro masa a <u>hankali</u> .
ma 'aikatarku	Ungo ka gyaro masa a ma 'aikatarku.

	Àkwa ₁ sukārī à <u>kāsuwā</u> ?
gidansà	<u>Akwa</u> ₁ sukari a gidansa?
kàrbō	<u>Karbo</u> sukari a gidansa.
sàyō	<u>Sayo</u> sukari a gidansa.
dàukō	<u>Dauko</u> sukari a <u>gidansa</u> .
mōtātā	<u>Dauko</u> sukari a <u>motata</u> .
can	<u>Dauko</u> sukari a <u>can</u> .
cikī	<u>Dauko</u> sukari a <u>ciki</u> .

	Zan <u>sayo</u> taguwar gōbe in Allāh yāsō.
bāshī	Zan <u>bashi</u> taguwar gobe in Allah yaso.
karbō	Zan <u>karbo</u> taguwar gobe in Allah yaso.
ḡoyē	Zan <u>boye</u> taguwar gobe in Allah yaso.
wankō	Zan <u>wanko</u> taguwar gobe in Allah yaso.
gyārō	Zan <u>gyaro</u> taguwar gobe in Allah yaso.
sanyō	Zan <u>sanyo</u> taguwar gobe in Allah yaso.
biyā	Zan biya taguwar gobe in Allah yaso.

*hide**wash**pay for*

	Wàné káfintà ya <u>yīwo</u> kujèrán nan?
gyārō	Wane <u>kafinta</u> ya gyaro kujeran nan?
mutum̀	Wane mutum ya <u>gyaro</u> kujeran nan?
ɗaukō	Wane mutum ya ɗauko kujeran <u>nan</u> ?
tāwa	Wane mutum ya ɗauko kujerar <u>tawa</u> ?
jiyà	Wane mutum ya ɗauko kujeran <u>jiya</u> ?
caǹ	Wane mutum ya ɗauko kujeran <u>can</u> ?
karfē	Wane mutum ya ɗauko kujeran <u>karfe</u> ?

UNIT 26

BASIC SENTENCES

Bello

[How's the work going, Ali?]

Sànnu dà aìkì Ali?]

Ali

[Fine, thanks.]

Yàw̄wā sànnu kadaì.]

B

Who was given my robe to put
away?

Wà akà bā rìgātā yà ajìyè?

A

I don't know.

Bàn sanì ba.

B

he planted

yā shūkà

farm

gōnā

pl.

gònàkī / gònàkaì
/ gōnōnīWhat are you going to plant
on this farm?

Mè zākà shūkà à wannan gōnàr?

A

onion(s)

àlbasà

Onions and beans.

Àlbasà dà wākē.

B

he sold (thing: /dà/)

yā sayar

clock, watch

àgōgō

pl.

àgōgaì / agōgōyī
/ agōgunà

Who shall I sell this watch to?

Wà zan sayar wà dà àgōgón nà?

A

What are you going to do with
the money?

Mè zākà y1 dà kudín?

B

I want to buy shoes.

Inà sō` ìn sày1 tàkàlmī nè.

A

So? There's nothing to be
said against that.

Tō`? Bā` laifī.

NOTES

Note 26.1 Compounds of /wa/ and /me/

wa	who?	me	what
kowwa	everyone	koma1	everything
wannan	this	kowanne	whichever it is

Both /wa/ and /me/ are used in many compounds and constructions. Some of the common compounds are:

m.	f.	pl.	meaning
wan1	wata	wadansu / wasu	some
wàné	wàcè	wàdànnè	what - ?, which - ?
kōwwàné	kōwàcè	kōwwàdànnè	whatever, whoever
wànnē	wàccē	wàdànnē	which one?
wandà	waccè	wadàndà	who
wāné	wancè		someone

wàṅē (nè)	wācē (cè)	(sū) wāṅē (nè)	who (is it)? who (are they)?
wann̄an		wad̄annan	this, these
wannan			that (referred to)
wanc̄an	wacc̄an	wad̄anc̄an	that, those
mēṅē (nè)			what (is it)?
kōmē / kōma			everything, (not) anything
kōmēṅē (nè)			whatever (it is)

Note the use of /kō/ as a generalizing prefix: /wàṅē/ 'what?' /kōwàṅē/ 'whatever' (the double ww of the spelling is simply convention), /wāṅē/ 'which one' /kōwāṅē/ 'whichever one it is', /mē/ 'what' /kōmē/ 'everything' that is, 'what-ever', /mēṅē nè/ 'what is it?' /kōmēṅē nè/ 'whatever it is'.

Of the above forms /wàṅē/ and /kōwàṅē/ are used as modifiers. Of the others those with /-nē/ as part of the compound are used only independently. /wand̄a/ is used before a verb. The other /wa/ forms may be used both as modifiers and independently. For example /wan̄i mutum̄ yāzō/ or /wan̄i yāzō/.

Note 26.1.1 /wā...wà/

Wa aka ba rigata ya ajiye?

Wa zan sayar wa da agogon nan?

Two different constructions are illustrated here. The verb /bā/, as explained in Note 18.3, may be followed by two objects, quite as in English: /yā bān̄i rīgā/ 'he gave me a robe'. Here /n̄i/ indicates the recipient and /rīgā/ the object given. One may also say, as in English /wā ya bā rīgā/ 'who is the one he gave a robe [to]?', that is 'to whom did he give a robe?'

The second example uses the verb /sayar/ which is followed by /wà/ or /ma-/ plus the recipient and (usually) /d̄a/ plus the object

sold: /yā sayaṛ minì dà rîgā/ 'he sold me a robe' /yā sayaṛ wà Shēhù dà rîgā/ 'he sold Sheju a robe'. When /wà/ is used, it is placed before the verb and /wà/ 'to' follows (see Note 6.2.2): /wà ya sayaṛ wà dà rîgā/ 'who is the one he sold a robe to?'.
 Another example is:

Wà kacē` Shēhù yā aikā wà dà	To whom did you say Shehu
kuɗin dà na bākà jiyā.	sent the money I gave you
	yesterday.

Without /dà/ after /aikā/:

Wà kacē` Shēhù yā aikā wà kuɗin dà na bākà jiyā?

Note 26.2 Verbs: Suffix /-aṛ/

Wa zan sayar wa da agogon nan?

The suffix /-aṛ/ is used with a great many verbs. It has the meaning 'cause to do the action indicated' or the like. There is a variant /-as/ used by some speakers. Another form of the suffix is /-ad/, making a long /d/ with that of /dà/: /sayaddà/.

Compare the following list, giving 'causative' forms of some verbs which have occurred:

fītā	go out	fītaṛ (dà)	fītaddà	take out
gayā	tell	gayaṛ (dà)	gayaddà	greet
hàrbā	kick	haṛbas (dà)	harbaddà	kick off
sàuka	arrive	saukaṛ (dà)	saukaddà	set down (off something), put up (someone who arrives)
shā`	drink	shayaṛ (dà)	shayaddà	give to drink, water (an animal)

tabbàtā	be sure	tabbataṛ (dà)	tabbataddà	assure
warkè	get well	warkaṛ (dà)	warkaddà	make well
zaunà	be seated	zaunaṛ (dà)	zaunaddà	seat; make (some- one) waste (his) time
zubà	pour in	zubaṛ (dà)	zubaddà	pour out

These verbs may be used with no noun following or may have /wa/ (/ma-/) and /da/, as in the example given. This example has /wa/ referring back to /wà/. With a noun or pronoun the sentence would be:

Zan sayar wa Shehu da agogon nan.

Zan sayar masa da agogon nan.

It is also possible to have /wa/ (/ma-/) plus a direct object:

Zan sayar masa agogon nan.

Zan sayar masa agogon nan.

An example without /dà/ following or a direct object is:

Yā tabbataṛ manà cēwā zāmù	He assured us saying we
sāmī kudī.	would get money.

Without /wa/ (/ma-/) the verb is regularly used with /dà/ if a noun or pronoun follows:

Zan sayar da agogon nan.

These illustrate only some of the constructions in which these verbs are used.

In addition to the suffix /-aṛ/ (/as/, /ad/), there is also the use of the verb root before /dà/ as in /saidā/ 'sell' (for /sayda/ from /say-/ of /sâyā/, /gaidā/ 'greet' (for /gayda/ from /gay-/ of /gayā/)). The construction here may have the suffix /dà/ on the verb and another /dà/ before the noun:

Nā saidà masà dà hūlātā.	I sold him my hat.
--------------------------	--------------------

GRAMMATICAL DRILL

GD 26.1 /wà/

	Wà zai tàfi <u>Ingilà</u> cikinku?	
kàsuwā	Wa zai tafi <u>kasuwa</u> cikinku?	
makarantā	Wa zai tafi <u>makaranta</u> cikinku?	
can	Wa zai <u>tafi</u> can cikinku?	
zaunā	Wa zai <u>zauna</u> can cikinku?	
kwānā	Wa zai <u>kwana</u> can cikinku?	
yini	Wa zai yini can <u>cikinku</u> ?	
gōbe	Wa zai yini can <u>gobe</u> ?	
yau	Wa zai yini can <u>yau</u> ?	
	Wà ya <u>dàuki</u> rigā mai jan láuni?	
ajiyē	Wa ya <u>ajiyē</u> riga mai jan launi?	
wankē	Wa ya <u>wanke</u> riga mai jan launi?	wash
sayō	Wa ya <u>sayo</u> riga mai jan launi?	
(bari)	Wa ya <u>bar</u> riga mai jan launi?	
sācē	Wa ya <u>sace</u> riga mai jan launi?	
(gani)	Wa ya ga <u>riga</u> mai jan launi?	
àkwàtì	Wa ya ga <u>akwati</u> mai jan launi?	
àgōgō	Wa ya ga <u>agogo</u> mai jan launi?	
hūlā	Wa ya ga <u>hula</u> mai jan launi?	
	Wà na ganī à gidankà <u>jìyà</u> dà sáfé?	
yau	Wa <u>na</u> gani a gidanka yau da safe?	
(ita)	Wa ta gani a <u>gidanka</u> yau da safe?	
kàsuwā	Wa ta gani a <u>kasuwa</u> yau da safe?	
ōfìshinkā	Wa ta <u>gani</u> a ofishinka yau da safe?	
kirà	Wa ta <u>kira</u> a ofishinka yau da safe?	
àikā	Wa ta <u>aika</u> a ofishinka yau da safe?	
hàrbā	Wa ta <u>harba</u> a ofishinka yau da safe?	
gaidā	Wa ta <u>gaida</u> a ofishinka yau da safe?	
tàmbàyā	Wa ta <u>tambaya</u> a ofishinka yau da safe?	

Wà ka sayō wà tābà dà kuḍinà?
 àbinci Wa ka sayo wa abinci da kuḍina?
 gyàḍā Wa ka sayo wa gyada da kuḍina?
 wannān Wa ka sayo wa wannan da kuḍina?
 àlbasā Wa ka sayo wa albasā da kuḍina?
 àgōgō Wa ka sayo wa agogo da kuḍina?

Wà ka kaɪ wà rìgar dà Mūsā ya bá kà?
 sayar Wa ka sayar wa rìgar da Musa ya ba ka?
 ɗaukō Wa ka ɗauko wa rìgar da Musa ya ba ka?
 tàkalmī Wa ka ɗauko wa takalmɪn da Musa ya ba ka?
 ajiyē Wa ka ɗauko wa takalmɪn da Musa ya ajije?
 gyārā Wa ka ɗauko wa takalmɪn da Musa ya gyara?
 wankē Wa ka ɗauko wa takalmɪn da Musa ya wanke?
 sātō Wa ka ɗauko wa takalmɪn da Musa ya sato?

Wà zan yɪ wà maganā in na tàfí?
 aiki Wa zan yɪ wa aiki in na tafi?
 gōɗiyā Wa zan yɪ wa godiya in na tafi?
 sàuka Wa zan yɪ wa godiya in na sauka?
 ɗāwō Wa zan yɪ wa godiya in na dawo?
 kārḅā Wa zan yɪ wa godiya in na karba?
 sāmù Wa zan yɪ wa godiya in na samu?

talk

Gɪdan wà Mūsā ya tàfí, yā gayā mákà?
 kwānā Gɪdan wa Musa ya kwana, ya gaya maka?
 sàyā Gɪdan wa Musa ya saya, ya gaya maka?
 mōtā Motar wa Musa ya saya, ya gaya maka?
 rīgā Rìgar wa Musa ya saya, ya gaya maka?

Tākalmān wà na ganī à cikin mōtātā?
 àkwātī Takalman wa na ganɪ a cikin akwatina?
 òfìs Takalman wa na ganɪ a cikin ofishina?
 gɪdā Takalman wa na ganɪ a cikin gidana?

	Wà dà wà akà kai wà <u>kudín</u> ?
àbinci	Wa da wa aka <u>kai</u> wa abinci?
sayō	Wa da wa <u>aka</u> sayo wa abinci?
(sū)	Wa da wa suka sayo wa abinci?

GD 26.2 Compounds with /wà/

GD 26.2.1 Learning Drill

wānē nè	Wānē nè yazō nēman Shēhù jiyà?	
wācē cē	Wācē cē ta kira yārā cikínkù?	
sū wānē nè	Sū wānē nè sukà bātà gidán nà?	<i>spoiled</i>
wānē	Kācē` dà wānē yà bākà kudín.	
wancè	Tāfi gidan wancè kà karbo rīgar.	
wandà	Wandà ya àikēkà kāsuwā yā fita.	
waccè	Waccè tazō jiyà, ita cē uwar Bellò.	
wadàndà	Tā kirā wadàndà sukà kāwo dōkìn.	
wannan	Wannàn dōkì dà karfī yakè.	
	Wannàn mātār bāta dà lāfiyā.	
wadānnan	Wadānnan alkalumàn bā nāwa ba nè.	
wancàn	Inà zātō wancàn nē òfishin jakādàn Amīrkà.	
waccàn	Waccàn cē kāsuar garin? Tanà dà girmā.	<i>the city largeness</i>
wadāncàn	Idan ka kirā wadāncàn mutāneñ, kà bāsù àbinci.	
wànè	Wànè lōkaci zākà dāwō dàgà áikì?	
wàcè	Wàcè rānā zā'á y1 tāró?	
wadānnè	Wadānnè abūbuwà ka ajiyē à gidánsà?	<i>things</i>
wānnē	Wānnē nè nākà cikin wadānnan hūlúnà?	
wāccē	Wāccē cē tafī kyau, mātār Mūsā ko ta Shēhù?	<i>exceed</i>
wadānnē	Wadānnē nè kīkà ajiyē à ákwàtì?	

kōwwàné Kōwwàné mùtùm yā san àbindà yakè yī` *thing which*
 kōwwàcè Kōwwàcè rīgā ka kai masà bā` laifī.
 kōwwàd'annè Kōwwàd'annè irin tākalmā zañ sayā in na sāmù.

wani Nājī wani yarō yāzō nēmankà dà rāna.
 wata Sarkī yāsā` an kāmà wata mātā yaù dà sāfe.
 waɗansu Yāga waɗansu sunā sārè itàcè à dājī.

GD 26.2.2 Substitution Drill

lōkacī Wàné mùtùm yazō dàgà Ámírka?
 yārō Wane lokaci yazo daga Amírka?
 Wane yaro yazo daga Amírka?

rānā Wàcè shèkarà ya zama sarkī? *became*
 Wace rana ya zama sarki?

àkwàtì (pl.) Wàd'annè alkalumàn nē nākà?
 mágànī (pl.) Waɗanne akwatunan ne naka?
 Waɗanne magungunan ne naka?

tākalmī Wannàn wāken dà ka sayō jiyà nē?
 kātākō Wannan takalmin da ka sayo jiya ne?
 Wannan katakon da ka sayo jiya ne?

mātā Wannan hūlar Mūsā cè.
 gyàdā Wannan matar Musa ce.
 Wannan gyadar Musa ce.

iyālī (pl) Waɗannan 'yā'yan sarkī nē, àmmā bàn tabbàtā ba.
 maƙwàbcī (pl) Waɗannan iyalan sarki ne, amma ban tabbata ba.
 Waɗannan maƙwabtān sarki ne, amma ban tabbata ba.

wàsā Kōwwàné aikì akà kōyā minì, zañ iya.
 àbù Kowwane wasà aka koya minì, zan iya. *game*
 Kowwane abu aka koya minì, zan iya. *thing*

màcè	Kōwwàcè <u>dabbà</u> tā san maìgìdantà.
yārinya	Kowwace <u>mace</u> ta san maìgìdanta.
	Kowwace yarinya ta san maìgìdanta.
dabbà (pl)	Kōwwàɗànnè <u>yārā</u> ka ganī kà bāsù àbincin.
ma'aikaci (pl)	Kowwàɗanne <u>dabbobi</u> ka ganī ka basu abincin.
	Kowwàɗanne ma'aikata ka ganī ka basu abincin.
dansandā	Ìdan wani <u>mālāmī</u> yāzō kàcè` yà bākà sàkòn.
akawū	Idan wani <u>dansanda</u> yazo kace ya baka sakon.
	Idan wani akawu yazo kace ya baka sakon.
mōtā	Nāga wata <u>rīgā</u> maī kyau à kāsuwā jiyā.
hūlā	Naga wata <u>mota</u> maī kyau a kasuwa jiya.
	Naga wata hula maī kyau a kasuwa jiya.
gidā (pl)	Kyā` iya sāmùn wadansu <u>tākalman</u> watakila.
dōkī (pl)	Kya iya samun wadansu <u>gidajen</u> watakila.
	Kya iya samun wadansu dawakin watakila.

GD 26.3 /me/ - Learning Drill

mènè nè	Mènè nè ka bōyè à cikin àkwàtìn nán?
kòmènè nè	Kòmènè nè ka bānī bānā sō`.
kōmē	Kōmē ya sāmēkà ruwankà.

Substitution Drill

Mè akà cè` zā' à kai kāsūwa anjūmā?	
(itā)	Me <u>ta</u> ce za'a kai kasuwa anjuma?
(sū)	Me suka ce za'a kai kasuwa anjuma?
(nī)	Me suka ce za <u>n</u> kai kasuwa anjuma?
(kē)	Me suka ce zaki kai kasu <u>wa</u> anjuma?
ōfīs	Me suka ce zaki kai <u>ofis</u> anjuma?
asibitī	Me suka ce zaki kai <u>asibiti</u> anjuma?
makarantā	Me suka ce zaki kai <u>makaranta</u> anjuma?

gídā	Me suka ce zaki kai gida <u>anjuma</u> ?
jībī	Me suka ce zaki kai gida <u>jibi</u> ?
bādī	Me suka ce zaki kai gida <u>baɗi</u> ?
rīgūnā	Mè yārā sukà yī uwarsù ta kī bāsù àbīncí?
ruwā	Me yara suka y1 uwarsu ta k1 basu <u>riguna</u> ?
gyādā	Me yara suka y1 uwarsu ta k1 basu <u>ruwa</u> ?
kudī	Me yara suka y1 uwarsu ta k1 basu <u>gyaɗa</u> ?
kwallō	Me yara suka y1 uwarsu ta k1 basu <u>kudɪ</u> ?
dabbā (p1)	Mè zākà yī dà waɗànnà <u>ɪtātúwàn</u> ?
àkwātī (p1)	Me zaka y1 da waɗannan <u>dabbobɪn</u> ?
dōkī (p1)	Me zaka y1 da waɗannan <u>akwatunan</u> ?
māgānī (p1)	Me zaka y1 da waɗannan <u>dawakin</u> ?
àlkalāmī (p1)	Me zaka y1 da waɗannan <u>magungunan</u> ?
hūlā (p1)	Me zaka y1 da waɗannan <u>alkaluman</u> ?
	Me zaka y1 da waɗannan <u>hulunan</u> ?

GD 26.4 /nàn/, /càn/

nàn	Wàtākīlā ìdan ka bāshì rìgan nàn zai sō.	(this)
nàn	Wà yazō nàn jiyà dà rānā, kā gānshì?	(here)
	Kā kai masà sakon nān, kō tükuná?	(reference)
can	Lallai yāròn can bāshì dà hankālī sōsai.	(that)
can	Hālīmà tā ajiye àkwātìn à can gidansà.	(there)

Shu'aibu

as of now

wàrhakà

Mala Bala? Hello there
('now')!

Mālám Bálā! Bar̄kà dà wàrhakà.

Bala

Hello, Mala Shuaibu. How
[are you]?

Mālám Shù'áibù. Bar̄kà kàdai. Yàyà?

S

advice

shāwar̄à

they consulted each other,
discussed

sunyɪ shāwar̄à

I've come to have a talk with
you ('that we may make a
discussion')

Nā tahō mùyɪ wata shāwar̄à nē.

B

About what?

Gàme dà mē fá?

S

healthy

lāfiyayyē

I saw a healthy [looking]
horse that Sidi had ('at
Sidi's').

Nāga wanɪ lāfiyayyen dōkɪ nē wajen
Sìdì.

B

if you have in mind
buying [it]

in sàyē zākà yɪ

bought (one)

sàyayyē

If you were thinking of
buying it, that horse
is already bought!

In sàyē zākà yɪ, wannan dōkin
sàyayyē nē tūnɪ.

S

fixed (one)

gyārarrē

f.

gyārarrīyā

There's a reconditioned car;
should I buy that ('her')?

Àkwai wata gyārarrīyaṛ mótà, ko ita
zan sàyá?

B

one that has lasted a
long time

dàdaddē

f.

dàdaddīyā

What [good] will that old
car do you?

Mè wannan dàdaddīyaṛ mótàṛ zātà yī
mākà?

S

certainly

lallē / lallaɪ

he hid (something)

yā bōyē

You're right! I'd better
keep ('hide') my money.

Lallaɪ! Gāra in bōyē kuḏīnā.

B

it exceeds

yāfɪ

it's better ('it exceeds
in goodness')

yāfɪ kyau

usefulness

ànfànī / àmfànī/

it was useful

yāyɪ ànfànī

forward, front side

gāba

in the future ('here
in front')

nan gāba

That will be better. It
('they') may be useful
to you later.

Zai fɪ kyau, sā` yɪ makà ànfànī
nan gāba.

NOTES

Note 27.1 Noun: Adjective Type in /-aCC-ē/

Naga wani lafiyayyen dokɪ ne wajen Sidi.

Wannan dokin sayayye ne tuni.

Akwai wata gyararriyar mota.

Wannan daɗaɗɗiyar motar.

Compare:

		<u>Stem</u>		
lāfiyā̀	health	lafi-	lāfiyayyē	healthy
sāyā̀	buy	say-	sāyayyē	bought
gyārā̀	fix	gyar-	gyārarriyā̀	fixed up (f.)
daɗḕ	last	daɗ-	daɗaɗɗiyā̀	one that has lasted (f)

The forms to the right have an ending which repeats and doubles the last consonant of the stem. This may be represented by /-aCC-/ (C = consonant). This extension (or reduplication) is followed by an ending indicating masculine, feminine or plural. Masculine and feminine examples are given above, the extension and endings being /-aCCē/ for masculine and /-aCCiyā̀/ for feminine. There is also /-aCCā̀/ for feminine. With these endings the tone is always low on the stem and high on the extension and ending (see examples above). The plural is /-aCCū̀/, the tone being low on the stem and extension, high on the /-ū̀/. Another possible plural is /-aCCī̀/ with the same tones.

These forms indicate 'something characterized by the stem meaning'. If the stem is that of a transitive verb, the meaning of the form is close to that of the English past participle, '(something which has been) bought', '(something which has been) fixed', etc. The last example given above from the Basic Sentences illustrates the formation with an intransitive stem '(something which has) lasted'. /lāfiyayyē/ is an example formed from a noun stem.

Forms in /-aCCē/, etc. may be made from most verbs. Some other examples are: (The alternate feminine /-aCCā/ and plural /-aCCī/ are not given.)

ajiyē	put away	àjìyayyē	àjìyayyiyā	àjìyàyyū	set aside, reserved
d'aukā	take	d'aukakkē	d'aukakkīyā	d'aukàkkū	taken
fārā	begin	fārarrē	fārarrīyā	fāràrrū	begun
fita	go out	fìtaccē	fìtaccīyā	fìtàttū	gone out
ganī	see	gànannē	gànannīyā	gànànnū	seen
hàrbā	shoot, kick	hàrbabbē	hàrbabbīyā	hàrbàbbū	shot, kicked
kwāna	spend the night	kwànannē	kwànannīyā	kwànànnū	one who has spent the night, left-over (food)
man̄tā	forget	m̄antaccē	m̄antaccīyā	m̄antàttū	forgotten
nēmā	look for	nēmammē	nēmammīyā	nēmàmmū	sought after
sāmā	receive	sāmammē	sāmammīyā	sāmàmmū	received
sanī	know	sànannē	sànannīyā	sànànnū	known
sārē	cut down	sārarrē	sārarrīyā	sāràrrū	cut down
sātā	steal	sātaccē	sātaccīyā	sātàttū	stolen
tabbātā	be sure	tàbbàtaccē	tàbbàtaccīyā	tàbbàtàttū	reliable

GRAMMATICAL DRILL

GD 27.1 Forms in /-aCCē/, /-aCCiyā/, /-aCCū/

GD 27.1.1 Learning Drill

Înā ka ajiye māgānīn dà ya dadè à nān?

Înā ka ajiye dàdadɗen māgānīn nān?

Dàdadɗiyar rīgātā har yānzū tanā dà kyau.

Dàdadɗun tākalmānsà bàsù lālācē ba.

Wā ya gyārā àkwātīn dà ya kāwō?

Wā ya dāukī gyārarren àkwātīn dà ya kāwō?

Wā ya sàyi gyārariyar mōtān nan tāsà?

Wā ya sàyi gyārarrun akwātunān Mūsā?

Ka₁ ka shā ruwan dà ya kwānā cān?

Ka₁ ka shā kwānannen ruwān cān?

Ka₁ ka sàyi kwānanniyar gyāɗan cān?

Bākā san wandā ya kāwō kwānānnun māgungunān bá?

Lāfiyar dōkin Shēhù kalau.

Dōkin Shēhù lāfiyayyē nè sōsa.

Uwarsà bà lāfiyayyiyar mace cē ba.

Iyāyensa dukā lāfiyayyū nè.

parents

Jiyā na sàyā à kāsūwā dà rāna.

Itācen dà ka ganī sàyayyē nè.

Kā kāwō sàyayyiyar gyāɗan nān?

Gidājen nān sàyayyū nè.

Kaɪ kacē` à wajēnā ya sāmā.
 Mē zā' à yɪ dà sāmammen kárfèn?
 Tācē` tāga sāmammiyar kujèrarkà.
 Nā man̄ta indà akà ajè sāmammun kāyañ.

Mātātā ta ajiye kuɗī sabōdà sàyen àbɪncɪ.
 Wà ya sàyi àjìyayyen dōkin nàn na sarkí?
 Kē kíkà káwo àjìyayyiyar gyádán nàn?
 Àjìyàyyun abūbuwà sukàn yɪ ànfānī. *things*

Kā sanī bānā shañ tábā yānzú.
 Kanā zātō shī sánannē nē à garín nàn?
 Kōwwā yā sanī Hālīmà sánanniyā cē.
 Sānānnun mutānē bāsù karyā.

Wàtàkìlā zañ sārè itācen nàn dà yamma.
 Ita ta bākà sārarren kātākón càn?
 Wà ya sārè sārarriyar itācén càn?
 Sārārrun itātuwàn dà ka sayō sun kārè.

Nājɪ wai Mammān nā sātā yānzú. *by hearsay*
 Bà zāsù sàyi sātaccen dōkì ba.
 Inā ka kai sātacciyar rìgàr?
 Àkwai sātattun kāyā à kāsuwá? *merchandise*

Kā tabbātā yā kai matà kuɗìn?
 Tābbātaccen zāncē` bāyà zama karyā.
 Inā sō` in jɪ tābbātacciyar māganā yānzú.

GD 27.1.2 Substitution Drill

àbıncı	Wà ya kàwò wannàn dàdàdàdè <u>wàkè</u> nán?	
àkwàtì	Wa ya kawo wannan dadadadden <u>abıncın</u> nan?	
	Wa ya kawo wannan dadadadden akwatın nan?	
gyàdā	Kaı ka ðaukò dàdàdàdīyar <u>hūlar</u> Mūsá?	
jākā	Kaı ka ðauko dadadadiyar <u>gyadar</u> Musa?	
	Kaı ka ðauko dadadadiyar jakar Musa?	bag
māsınjā (pl)	Ìdan ya kırā dàdàdàdūn <u>ma'àikàtansà</u> , bā`laifī.	
ðansàndā (pl)	Idan ya kira dadadadun <u>masınjoji</u> , ba laifı.	
	Idan ya kira dadadadun 'yansanda, ba laifı.	
tākālmī	Nā sàyar wà Shēhù gyàrarren <u>àgōgōnā</u> .	
àkālāmī	Na sayar wa Shehu gyararren <u>takalmına</u> .	
	Na sayar wa Shehu gyararren alƙalamına.	
rīgā	Kın ga gyàrarriyar <u>mōtār</u> dà ya sayó?	
hūlā	Kın ga gyararriyar <u>rigar</u> da ya sayo?	
	Kın ga gyararriyar hular da ya sayo?	
'yankunne	À inā ya ajiye gyàrarrun <u>tākālmān</u> ?	
akwātunā	A ina ya ajiye gyararrun <u>'yankunnen</u> ?	
	A ina ya ajiye gyararrun akwatunan?	
wākē	Tā ðōyè kwānannen <u>àbıncın</u> dà na ganı.	
māgānī	Ta boye kwanannen <u>waken</u> da na ganı.	
	Ta boye kwanannen maganın da na ganı.	
yārō	Zā`à nēmō làfiyayyen <u>mùtum</u> yáyı aıkı.	
ma'àikācī	Za'a nemo lafiyayyen <u>yaro</u> yayı aıkı.	
	Za'a nemo lafiyayyen ma'aikacı yayı aıkı.	
mātā	<u>Mutānen</u> dà ka ganı à gidānā duk làfiyàyyū nè.	
dabbōbī	<u>Matan</u> da ka ganı a gidana duk lafiyayyu ne.	
	Dabbobın da ka ganı a gidana duk lafiyayyu ne.	

dōkì	Kā gayà masà yà bōyè sàyyayyen <u>kātākò</u> nán?	
tākàlmī	Ka gaya masa ya boye sayayyen <u>dokin</u> nan?	
	Ka gaya masa ya boye sayayyen takalmin nan?	
	Bà zañ sàyi àjìyayyen <u>wākē</u> ba.	
àlkalāmī	Ba zan sayi ajiyayyen <u>alkalam</u> ba.	
àbıncı	Ba zan sayi ajiyayyen abinci ba.	
	Kın karbo àjìyayyiyar <u>rīgarkì</u> dàgà wajéntà?	
tābā	Kın karbo ajiyayyiyar <u>tabarki</u> daga wajenta?	
mōtā	Kın karbo ajiyayyiyar <u>motarki</u> daga wajenta?	
	<u>Maƙwàbcınkà</u> sànnannen mùtùm nē à gàrın nán.	<i>town</i>
àbōkì	<u>Abokı</u> nkà sanannen mutum ne a garın nan.	
ùbā	Ubanka sanannen mutum ne a garın nan.	
	Nājı anā fadī <u>uwarkà</u> sànnaniyā cē gā kōwwā.	
'yarkà	Naji ana fadi <u>'yarka</u> sananniya ce ga kowwa.	
Àsàbe	Naji ana fadi Asabe sananniya ce ga kowwa.	
	Yā d'aukı sànnannun ma 'àkātā suyı masà aikì.	
mutānē	Ya dauki sanannun <u>mutane</u> suyı masa aiki.	
yārā	Ya dauki sanannun yara suyı masa aiki.	

UNIT 28

BASIC SENTENCES

Sule

Good morning, Malam Bala.

Mālām Bālā. Barkā dà hàntsī.

Bala

(exclamation of
surprise or caution)

a'a

Oh, hello, Malam Sule!

A'a? Mālām Sulè, barkā kàdaɪ.

S

why? ('on account
of what?')

don mè

Why is it said that you're
the one who's going to
Kaduna?

Don mè akà cē` kai zākà tàfɪ Kādūná?

B

Perhaps because I'm the only
one who can do the work
there.Wàtàkìlā don nī kàdaɪ zaɹ ɪyà
aìkìn à can.

S

indeed

daɪ

Or is it just because you're
the chief clerk?

Kō daɪ don kai nè bàbban àkāvú?

B

(expression of disagreement)

habà

thinking, thought

tùnānī

he thought

yāyɪ túnānī

Well! Did you think before
you said that?Habà! Kāyɪ túnānī kãfɪn ka faɖi
háka?

S

town

gàrī

Well, it seemed to me ('I
saw as if it were because')
you wouldn't want to leave
this town.

Tó? Nāga kàmaṛ don bà zākà sō barin
gàrin nān nē ba.

B

Why did you think this?

Sabōdà mè kayi wannān zātòn?

S

Because....

Don... tó?

talk, speech

māganā

Let's stop talking like this
('let's leave talk of this
sort').

Mù baṛ wannān māganāṛ hakà nan.

B

thing

àbù

pl.

abūbuwā

thing which

àbìndà

All right. It's because
you don't have anything
to say, isn't it?

Shīkēnan, don bākà dà àbìndà zākà
fadī bá?

NOTES

Note 28.1 /don/

Don bana son wannan launin.

Don me aka ce kai zaka tafi Kaduna?

Watakila don ni kadai zan iya aikin a can.

Ko dai don kai ne babban akawu?

Naga kamar don ba zaka so barin garin nan ne ba.

Don... to?

Don baka da abinda zaka fadi ba?

/don/ is similar to the noun-n-noun construction pattern. A longer form of /don/ is /dòmí-/ (/dòmí-/ is regularly in the noun-noun pattern, so is usually /dòmín/.) /don/ ~ /dòmí-/ means 'sake, account, cause'. /dòmīnā/ means '(for) my sake', /dòmínkà/ '(for) your sake', etc. /don/ and /dòmín/ usually correspond to English expressions such as 'for the sake of', 'on account of', 'because', etc., as illustrated in the above sentences. /don mē/ 'on account of what' is 'why?'. The basic meaning of /don/ is brought out in /naga kamar don.../ 'I saw as the reason [the fact that]..'.

/don/ ~ /dòmín/ may be followed by a noun, pronoun or a clause, but the basic meaning must be kept in mind to understand many constructions.

Note 28.2 /dai/

Ko dai don kai ne babban akawu?

/dai/ corresponds to reinforcers such as 'just', 'indeed'. /hakà dai nè/ is 'that's just how things are'. An often used formula is /kai dai kawà/. This is used to address a person when you feel that there is nothing that can be done about a situation and that he should stop struggling. It may be used in rebuke or as an exhortation to do what one can under the circumstances.

The reduplicated form /daidai/ means 'correctness, exactness; correct, exact, even, straight'.

GRAMMATICAL DRILL

GD 28.1 /don/

	Ídan don <u>ka</u> ne, ba wanda zai damu.
sū	Idan don <u>su</u> ne, ba wanda zai damu.
shī	Idan don <u>shi</u> ne, ba wanda zai damu.
itā	Idan don <u>ita</u> ne, ba wanda zai damu.
nī	Idan don <u>ni</u> ne ba wanda zai damu.
mū	Idan don <u>mu</u> ne, ba wanda zai damu.
kū	Idan don <u>ku</u> ne, ba wanda zai damu.
kē	Idan don ke ne, ba wanda zai damu.

	Don <u>ita</u> mē zai sã` kà kɪ zuwã cãn?	<i>refuse</i>
shī	Don <u>shi</u> me zai sa ka kɪ zuwa can?	
sū	Don su me zai sa ka kɪ <u>zuwa</u> can?	
ajiyēwā	Don su me zai sa ka kɪ <u>ajiyewa</u> can?	
kwānā	Don su me zai sa ka kɪ <u>kwana</u> can?	
kaiwā	Don su me zai sa ka kɪ <u>kaiwa</u> can?	
tāfiyā	Don su me zai sa ka kɪ tafiya <u>can</u> ?	
makarantā	Don su me zai sa ka kɪ tafiya <u>makaranta</u> ?	
gidā	Don su me zai sa ka kɪ tafiya <u>gida</u> ?	
ōfīs	Don su me zai sa ka kɪ tafiya <u>ofis</u> ?	
yānzū	Don su me zai sa ka kɪ tafiya <u>yanzu</u> ?	

	Bāshī dà hankālī, don haka bānā wāsā dà shī.	<i>playing</i>
māganā	Bashī da hankalī, don haka bana magana da shī.	
shāwarā	Bashī da hankalī, don haka bana shawara da shī.	
dāmuwā	Bashī da hankalī, don haka bana damuwa da shī.	
mātā	Bashī da mata, don haka bana damuwa da shī.	
dā	Bashī da da, don haka bana damuwa da shī.	
gaskiyā	Bashī da gaskiya, don haka bana damuwa da shī.	
kuɗī	Bashī da kuɗi, don haka bana damuwa da shī.	

	Wàtàkìlā don màgānā bā` wùyā nè kó?	<i>difficulty</i>
aikì	Watakila don <u>aiki</u> ba wuya ne ko?	
nōmā	Watakila don <u>noma</u> ba wuya ne ko?	<i>farming</i>
shūkā	Watakila don <u>shuka</u> ba wuya ne ko?	
kàràtū	Watakila don <u>karatu</u> ba wuya ne ko?	<i>reading</i>
gyārā	Watakila don <u>gyara</u> ba wuya ne ko?	
	Tā <u>dāwō</u> dà wurī, don haka na àiki Mūsā.	<i>quickly</i>
kāwō	Ta <u>kawo</u> da wurī, don haka na aiki Musa.	
sāuka	Ta <u>sauka</u> da wurī, don haka na aiki Musa.	
warkè	Ta <u>warke</u> da wurī, don haka na aiki Musa.	
dafā	Ta <u>dafa</u> da wurī, don haka na aiki Musa.	<i>cook</i>
sārè	Ta <u>sare</u> da wurī, don haka na aiki Musa.	
kàrbā	Ta <u>karba</u> da wurī, don haka na aiki Musa.	
ajiyē	Ta <u>ajiye</u> da <u>wurī</u> , don haka na aiki Musa.	
yawā	Ta <u>ajiye</u> da <u>yawa</u> , don haka na aiki Musa.	
nīsā	Ta <u>ajiye</u> da <u>nisa</u> , don haka na aiki Musa.	
izīnī	Ta <u>ajiye</u> da <u>izini</u> , don haka na aiki Musa.	
tsōrō	Ta <u>ajiye</u> da <u>tsoro</u> , don haka na aiki Musa.	
	Don nā je <u>kāsuwā</u> , makwābcīnā ya gudū.	
asībitī	Don na je <u>asibiti</u> , makwābcīna ya gudu.	
aikì	Don na je aiki, <u>makwābcīna</u> ya gudu.	
dōkī	Don na je aiki, <u>dokina</u> ya gudu.	
mātā	Don na je aiki, matata ta <u>gudu</u> .	
fīta	Don na je aiki, matata ta <u>fita</u> .	
kaī	Don na je aiki, matata ta <u>kaī</u> .	
ḡōyē	Don na je aiki, matata ta <u>ḡoye</u> .	
kàrbā	Don na je aiki, matata ta <u>karba</u> .	
	Don <u>kun</u> yī aikì zā'ā bākū kuḡin̄ yau.	
an	Don <u>an</u> yī aikì, za'a bada kuḡin̄ yau.	
(itā)	Don ta yī <u>aiki</u> , za'a bata kuḡin̄ yau.	
māgānā	Don ta yī magana, za'a bata <u>kuḡin̄</u> yau.	
rīgar̄	Don ta yī magana, za'a bata <u>rīgar</u> yau.	
dāmā	Don ta yī magana, za'a bata <u>dama</u> yau.	

izini Don ta yi magana, za'a bata izini yau.
 anjuma Don ta yi magana, za'a bata izini anjuma.
 gata Don ta yi magana, za'a bata izini gata.
 kullum Don te yi magana, za'a bata izini kullum.

Don munà kiran yārā, ya bar karatū. *stopped reading*
 aikā Don muna aikan yara, ya bar karatu.
 dāmù Don muna damun yara, ya bar karatu.
 gaidā Don muna gaida yara, ya bar karatu.
 sarkī Don muna gaida sarki, ya bar karatu.
 òfansandā Don muna gaida òfansanda, ya bar karatu.
 maigida Don muna gaida maigida, ya bar karatu.

Idan don yanà aiki ne, ba komai.
 wasā Idan don yana wasu ne, ba komai.
 barci Idan don yana barci ne, ba komai.
 yawo Idan don yana yawo ne, ba komai.
 tambayā Idan don yana tambaya ne, ba komai.
 tafiyā Idan don yana tafiya ne, ba komai.
 gyārā Idan don yana gyara ne, ba komai.
 ciwo Idan don yana ciwo ne, ba komai.
 godiya Idan don yana godiya ne, ba komai.
 laifi Idan don yana godiya ne, ba laifi.

Kanà zātō don mālamīn dāji bāyā nan bà zan iya zuwā
 bá?
 yārōnā Kana zato don yarona baya nan ba zan iya zuwa ba?
 mātarsā Kana zato don matarsa bata nan ba zan iya zuwa ba?
 sarkī Kana zato don sarki baya nan ba zan iya zuwa ba?
 uwātā Kana zato don uwata bata nan ba zan iya zuwa ba?
 babban akawū Kana zato don babban akawu baya nan ba zan iya zuwa
 ba?

	Don zā <u>mù</u> zō kacē` kanā cīwō?
(shī)	Don zai <u>zo</u> kace kana ciwo?
tāfī	Don zai <u>tafi</u> kace kana ciwo?
aikō	Don zai <u>aiko</u> kace kana ciwo?
gyārā	Don zai <u>gyara</u> kace kana ciwo?
sāuka	Don zai sauka kace kana <u>ciwo</u> ?
barcī	Don zai sauka kace kana <u>barci</u> ?
aikī	Don zai sauka kace kana <u>aiki</u> ?
wāsā	Don zai sauka kace kana <u>wasā</u> ?
zuwā	Don zai sauka <u>kace</u> <u>kana</u> zuwa?
(kē)	Don zai sauka kika ce kina zuwa?

UNIT 29

BASIC SENTENCES

Bello

somewhat cold

sanyɪ-sanyɪ

Mamman, did you get me some
cold water?

Mamman! Kā sāmō minì ruwàn màì
sanyɪ-sanyí?

Mamman

bigness, largeness

girmā

moderate bigness

girma-girma

Yes, I poured it into that
(somewhat) big pitcher.

Ē, nā zubā à būtàn nan màì girma-girma

B

moderate plenty

yawà-yawà

a little of moderate
plenty

ɗan yawà-yawà?

I hope you got enough.

Kā sāmō dà ɗan yawà-yawà kó?

M

straight; well; correctly

sòsai

Yes, but still not a whole
lot ('but not well').

Ī, àmmā bà sòsai ba.

B

something sounding
like talk

màganà-màganà

Look over there at that house
(and see); I hear voices.

Dūbā can gidañ kà ganī, inā jin
màganà-màganà.

M

I looked; there wasn't
anyone there.

Nā dūbā, bā` kōwwā.

B

Don't go far away; I'm going
to send you somewhere a
little later.

Kadà kà̀yɪ nīsā, anjumà zàn à̀ikēkà.

M

All right, but I'm going
to get my robe (and be
back).

Tṑ, àmmā zā̀nɪ ìn karɓō rīgātā.

B

All right, just don't take
long there.

Tṑ, kadà dai kà dadē à can.

M

Oh, I won't be long.

Aɪ, bàzan dadē ba.

NOTES

Note 29.1 Reduplication: Complete

sanyī	cold	sanyɪ-sanyɪ	somewhat cold
girmā	bigness	girma-girma	moderate bigness
yawà	a lot	yawà-yawà	moderate plenty
màganà	speech	màganà-màganà	speech-like noises

These are examples of total or near total reduplication. When the final vowel of the base form is long, the reduplicated forms regularly has a short vowel ending the first part of the reduplication, while the final vowel of the second part, though usually short, may be long. Reduplication of this kind usually gives the sense 'somewhat like - ', adding an indefiniteness. Some other examples are:

baḱī	black	baḱɪ-baḱɪ	blackish
------	-------	-----------	----------

barcī	sleep	barcī-barcī	something sleep-like
nauyī	heaviness	nauyī-nauyī	something like heaviness
ruwā	water	ruwa-ruwa	watery
saurī	speed	saurī-saurī	something speed-like
shūfī	blue	shūfī-shūfī	bluish
taurī	toughness	taurī-taurī	something like toughness
tsāda	expensiveness	tsāda-tsāda	a degree of expensiveness
wutā	heat	wuta-wuta	something like heat
zafī	heat	zāfī-zāfī	something like heat

Since words such as /nauyī/ mean 'toughness' rather than 'tough', they are often used with /māi/: /māi nauyī/ 'tough (one)', /māi tsāda/ 'expensive (one)', Note the directional aspect of some reduplication:

bākī	mouth, edge	bākī-bākī	a little closer to the edge, somewhat closer to the edge
kasā		kasā-kasā	a little lower, somewhat lower
kīrjī	chest	kīrjī-kīrjī	a little towards the chest
samā	sky	samā-samā	a little higher
yamma	evening	yamma-yamma	towards evening
yamma	west	yamma-yamma	westerly, towards the west

With some adverbs the meaning is one of more exactness rather than 'somewhat'.

yaù	today	yaù-yaù	today for certain
yànzū	now	yànzū-yànzū	immediately
jībī	day after tomorrow	jībī-jībī	specifically the day after tomorrow

Note 29.2 Diminutive /ɗan/

Ka samo da ɗan yawa-yawa ko?

/yawã/ means 'a lot, a great deal'. Reduplicated as described in Note 29.1, /yawà-yawà/ it means 'plenty to a moderate extent'. The /ɗan/ adds the concept 'a little', so /ɗan yawà-yawà/ is 'in the direction of being a lot in a small way'.

/ɗan/ may also be used before verbs, both simple and reduplicated, as shown by the following examples:

yā tsūfā	he's (become) old
yā ɗan tsūfā	he's somewhat old
yā tsūfa-tsūfa	he's old-like (looks or acts old)
tā ɗan tsūfa-tsūfa	she's just a bit old

The last example shows that /ɗan/ does not change for gender in this usage, occurring both with /yā/ and /tā/. Another example, using a familiar verb, is /yā ɗan warkè-warkè/ 'he's recovered just a bit'.

In contrast to the above, where /ɗan/ remains the same, /ɗan/, /'yar/ and the plural /'yan/ may be used in other constructions. /ɗansàndā/ 'policeman' pl. /'yansàndā/ is a familiar example. Another typical formation is /ɗan ƙaryā/ literally 'son of a lie'. This refers to a person who lives beyond his means to impress people. A woman who does so is /'yar ƙaryā/. Examples of these in sentences are:

Dan ƙaryā nè shī.	He is one who lives beyond his means.
'Yar ƙaryā cè ɪtā.	She is one who lives beyond her means.

In these the /nè/ agrees in gender with /ɗā/, and the /cè/ with /'yā/.

The last examples refer to people who are associated with a lie. There is also /'yaɾ karyā/ meaning 'a little lie':

Nāyɪ 'yaɾ karyā. I told ('made') a little lie.

Another set of examples where /ɗan/, etc. refer to the smallness of what follows is:

Inā dà ɗan kàramɪn dōkī. I have a little tiny horse.

Inā dà 'yaɾ kàramar mōtā. I have a little tiny car.

Inā dà 'yan kanānān abūbuwā. I have little tiny things.

In these examples /ɗan/ etc. emphasize the smallness, which is also indicated by /kàramī/, /kàramā/ 'small' and /kanānā/ (the plural of another word for 'small', /kankanē/; the plural of /kàramī/ is not usually used).

GRAMMATICAL DRILL

GD 29.1 Complete Reduplication

GD 29.1.1 Question and Answer Learning Drill

Wā akà cē` yanā cɪwòn bāyá?

Shēhù nē, àmmā yājɪ sauƙɪ-sauƙɪ.

Kā tabbàta àbɪndà ya faɗì
gaskɪyā nē?

Bàn tabbātā ba, àkwai dai àlāmàr
gaskɪya-gaskɪya. *indication*

Mammàn yacē` kàyɪ gudù zuwā
gɪdā?

Ā'à, nāga ɪn nayɪ gudù-gudù zaɪ
isa dà wurɪ.

Àbɪndà kɪkà karɓō māgàní nē?

Òho, yanā dà kàmar māgàní-māgàní
dai.

Dà gàske nē kākarsà tā tsūfa
ƙwará? *grandmother very much*

Wā ya sání? Wàtàkɪlà tā ɗan
tsūfa-tsūfa.

À yamma dà kàsuwā ka gánshì?

Ā'à, wajen yamma-yamma dà gidan
sarkī na gánshì.

- Dà yamma tacē` zātà tàfı asibítin? Ī, dà yamma-yamma zātà baɗ gıdā.
 Wā yacē` yā warkè dàgà cıwòn dà yakè yí`? Bā`wandà yacē` yā warkè. An dai cē` yā (ɗan) warkè-warkè, àmmā bā sōsai ba.
- Hālīmà tanà tsōron dōkin ùbántà? Bā ita kawàı ba, nī ma inā tsōro-tsōronsà.
- Mè ya sã` kà tsayà à bāyá? Sabōdà nafı jın dādī dàgà nan bāya-bāya. *pleasure*
- Itācen dà sukà sārè dōgō nè? Ī, dōgo-dōgo nè màı gırmā.
 Kāyan dà kukà kāwō dà nauyí? Yanā dà nauyı-nauyı dai.
 Sanyı dà saukı à gārınkù? Tō`? dà saukı-saukı, bā` laifı.
- Kàkar̄ Bellò na ganı kuwá? Ī, tanà ɗan ganı-ganı (màna).
 [A'a, bata ɗan ganı-ganı (sosai).]
- Kē kıkà dāwō dàgà kārshé? Ī, nī na dāwō dàgà kārshè-kārshè.
 [A'a, ba nı na dawo daga karshe-karshe ba.]
- Yàyà! bàbban àkàwū yājı sauķı? Ī, yājı sauķı-sauķı.
 [A'a, bai jı sauķı-sauķı ba.]
- Yartà tã warkè sōsai? Ī, tã ɗan warkè-warkè.
 [A'a, bata ɗan warke-warke ba.]
- Gıdankà dà nīsã dàgà nán? Ī, dà ɗan nısa-nısa.
 [A'a, ba ɗan nısa-nısa.]
- Mūsã yã ajıye àkwàtın à cıkı? Ī, shı ya ajıyè à cıkı-cıkı.
 [A'a, ba shı ya ajıye a cıkı-cıkı ba.]
- Yàran nã kòkarı à makarantã dáı? Ī, sunã kòkarı-kòkarı, (bã`laifı).
 [A'a, bas(w)a kòkarı-kòkarı.]
- Bã gãra mù zaunã à nan bá? Ī, gaskıyar̄kà, gãra-gãra mù zaunã (à nan).

GD 29.1.2 Question and Answer Substitution Drill

	Àbincin dà kuka cī` jiyà màì ruwá nè?	Ì, màì ruwa-ruwa nè, marà dādī kuma. [A'a, mara ruwa-ruwa ne, mai daɗi kuma.]
sanyī	Abincin da kuka ci jiya mai sanyi ne?	[I mai sanyi-sanyi ne, mara daɗi kuma.] A'a, mara sanyi-sanyi ne, mai daɗi kuma.
zāfī	Abincin da kuka ci jiya mai zafi ne?	I, mai zafi-zafi ne, mara daɗi kuma. [A'a, mara zafi-zafi ne, mai daɗi kuma.]
yawà	Abincin da kuka ci jiya mai yawa ne?	[I, mai yawa-yawa ne, mara daɗi kuma.] A'a, mara yawa-yawa ne, mai daɗi kuma.
	Rìgar dà sukà sātō bàbbá cè?	È, bàbba-bàbba cè, màì kyau. [A'a, ba babba-babba ce mai kyau ba.]
baḳā	Rìgar da suka sato baḳa ce?	[E, baḳa-baḳa ce, mai kyau.] A'a, ba baḳa-baḳa ce mai kyau ba.
farā	Rìgar da suka sato fara ce?	E, fara-fara ce, mai kyau. [A'a, ba fara-fara ce mai kyau ba.]
	Dōkin dà mukà ganī baḳī nè?	Inà zātō baḳi-baḳi nè. [Bana zato baḳi-baḳi ne.]
farī	Dokin da muka gani fari ne?	[Ina zato fari-fari ne.] Bana zato fari-fari ne.

	Māgànin dà yārā sukà kāwō nā dà yāwā?	Wàtàkìlā dà yawà-yawà, bàn tabbàtā ba. [Watakila ba yawa-yawa, ban tabbata ba.]
taurī	Maganin da yara suka kawo na da tauri?	[Watakila da tauri-tauri, ban tabbata ba.] Watakila ba tauri-tauri, ban tabbata ba.
zāfī	Maganin da yara suka kawo na da zafi?	Watakila da zafi-zafi, ban tabbata ba.] [Watakila ba zafi-zafi, ban tabbata ba.]
	Kū kukà cē` Shēhù yanà barçí?	Ā'a, mun dai cē` yanà barçi-barçi.
cīwō	Ku kuka ce Shehu yana ciwo?	A'a, mun dai ce yana ciwo-ciwo.
fushī	Ku kuka ce Shehu yana fushi?	A'a, mun dai ce yana fushi-fushi.
	Ābin dà māsīnjà zai kāwō mài nauyī nē?	Wàtàkìlā ya zamō mài nauyi-nauyi.
ānfānī	Abin da masinja zai kawo mai anfani ne?	Watakila ya zamo mai anfani-anfani.
kyau	Abin da masinja zai kawo mai kyau ne?	Wà ya sanī kō mài kyau-kyau nē?
tsādā	Abin da masinja zai kawo mai tsada ne?	Wa ya sani ko mai tsada-tsada ne?
wutā	Abin da masinja zai kawo mai wuta ne?	Don mè bàkà tàmbàyēshi bá? Zai fi kōwwā sanin kō mài wuta-wuta nē.
dāmā	Abin da masinja zai kawo mai dama ne?	Don me baka tambayeshi ba? Zai fi kowwa sanin ko mai dama-dama ne.

UNIT 30

BASIC SENTENCES

Bello

hey!

kai

Hey, Asabe! Who took my pen? Kai! Àsàbé? Wà ya d'auki àlkalàmīnà?

Asabe

he looked in various
places, he looked
all over

yā duddūbā

Did you look all over and
not see it?

Kā duddūbā nè bàkà ganī bá?

B

where that

indà / indà

There isn't anywhere that I
haven't looked.

Bā` indà bàn dūbā ba.

A

he asked here and there

yā tàntàmbàyā

Oh? Call the boys and ask
them, then.

Tó? Kirā yàran kà tàntàmbàyēsù mànà?

B

he called a number of
people

yā kikkirā

You think they'll come even
if I call them?

Kìnà zàtō kō nā kikkirāsù zāsù zó?

A

All right! [Just] sit down
and talk, [then]!

Tō`, zàunā kanà mǎganà.

	B	
(expression of sudden realization)		af
he divided		yā rabā̀
he distributed		yā rarrābā̀
Oh! Did you distribute the money to our neighbors?	Af!	Ƙin rarrābā̀ wà maƙwàbtanmù kuɗín?

	A	
since; while		tun
Yes, by yesterday evening. ('[That's been done] since yesterday evening')	Ē,	tun jiyà dà là'asār.

	B	
also, again; indeed		kùwā̀
or not		kō kùwā̀
Did they thank you (or not)?	Sunɓi	maki gòɗiyā̀ kō kùwā̀?

	A	
silence		shirū̀
Well, as far as you're concerned it's better just to be quiet.	Tó?	Kaɓi dai àyi shirū̀ kawàɓi.

NOTES

Note 30.1 Reduplicative Prefix CVC-

Note 30.1.1 Verb: Reduplicative Prefix CVC-

Ka dudduba ne baka ganɓi ba?

Kira yaran ka tantambayesu mana.

Kina zato ko na kikkirasu zasu zo?

Kin rarraba wa maƙwabtannu kuɗin?

Compare:

dūbà	look	duddūbā	search all through
tàmbàyā	ask	tàntàmbàyā	ask all over
kirā	call	kikkirā	call a number of people
rabà	separate	rarràbā	divide and distribute

The above verbs illustrate a prefix which consists of consonant-vowel-consonant (CVC-). The first consonant and the vowel following are the same as the first consonant and vowel of the root, but the prefix vowel is always short. The second consonant may be the same as the first, resulting in the doubling of the first consonant of the root: /kirā/ - /kikkirā/, /rabà/ - /rarràbā/, /dūbà/ - /duddūbā/. On the other hand, the second consonant may be /n/, /r/ or /l/: /tàmbàyā/ - /tàntàmbàyā/. This prefix indicates that the action is done a number of times. This may mean that the action is done on the same thing a number of times, that it is done by the same person a number of times, that it is done with respect to a number of different things, that it is done in various places or at various times, etc. For example:

Yā rarràba àbinci. He distributed food (to a number of people).

or, He distributed food (a number of times).

Kullum yanà rarràba àbinci. He distributes food every day

Yā tàntàmbàyēshì. He asked him (a number of questions).

The following list illustrates the use of this prefix with verbs which have occurred. The meanings given are only representative. Each of the verbs with the reduplicative prefix might have any of the types of meanings mentioned above.

àìkā	to send (something)	à''àìkā	to send to various places, to send at various times
àìkà	to send (by someone)	à''àìkà	to send various things, to send by various agents
ɓɔyè	to hide	ɓɔɓɔyè	to hide various things, to hide in various places
dāmu	to worry	dàddāmu	to worry about various things
dāwō	to return	daddāwō	to return at various times (plural subject)
dūbā	to look	duddūbā	to look in various places
d'aukā	to take	d'add'aukā	to take various things
fadī	to tell	farfadī	to tell various people
fārā	to begin	faffārā	to begin to do a number of things
fita	to go out	fiffitā	to go out a number of times
gàjī	to be tired	gàggàjī	to be tired all over; (also plural subject) be tired
gāmu	to meet	gàggāmu	to meet various people
gayā	to tell	gaggàyā	to tell various people
		garḡàyā	
gōdè	to thank	goggòdè	to thank various people
gudù	to run	guggudù	to run in different direc- tions, hither and yon (plural subject)
		gurḡudù	
gyārā	to repair	gyaggyārā	to repair a number of things

hàrbā	to shoot, kick	hàhnhàrbā	to shoot a number of things
hūtā	to rest	huhhūtā	to rest in more than one place (plural subject)
		hurhūtā	
jirā	to wait	jijjirā	to wait for various people
kàrbā	to receive	kàkkàrbā	to receive from various sources or at different times
kāwō	to bring	kakkāwō	to bring a variety of things
kirā	to call	kikkirā	to call various people
nēmā	to look for	nènnēmā	to look for a variety of things
rabā	to divide	rarrābā	to divide up, distribute
sāmā	to get	sàssāmā	to get from various sources
sārē	to cut	sassārē	to cut down various things; to cut in various places, chop up
sātā	to steal	sàssātā	to steal various things
sāuka	to get off, arrive	sàssāukā	to make various stops on the way; (plural subject) to get off (vehicle)
sâyā	to buy	sàssâyā	to buy a variety of things
shiryā	to arrange	shisshiryā	to arrange a number of things
tàmbâyā	to ask	tàttàmbâyā	to ask various people
		tàntàmbâyā	
tāshì	to get up	tattāshì	to get up a number of times

tsūfā	to become old	tsuttsūfā	to become completely old
warkè	to recover completely	wawwarkè	to recover from a number of things (such as a number of injuries)
zàunā	to sit	zazzàunā	to sit here and there (plural subject)
zubā	to pour	zuzzubā	to pour various things, to pour at various times, to pour into various things

Several things are illustrated by this list: 1) The same verb may have more than one form of the reduplicative prefix. 2) The prefix reduplicates both consonants when two begin the first syllable of the basic verb, as /gy-/ of /gyārā/. 3) The tone and vowel length of the reduplicated verb are usually predictable from those of the basic verb. The patterns illustrated above include:

If the basic verb pattern is: the reduplicated verb pattern is:

Low High	fīta	Low Low High	fīffītā
High High	kīrā	High High High	kīkkīrā
High Low	dūbā	High Low High	duddūbā
High Low	gudù	High High Low	guggudù

The pattern high-high: high-high-high is regular. The pattern high-low: high-low-high is the most frequent one for the high-low verbs, but others, including the last listed above, occur. The low-high: low-low-high pattern varies with other patterns but it is the general pattern of the text and tape of this course. An example of low-high-low in the basic pattern and high-high-low-high in the reduplicated form is: /tāmbayā/ - /tattāmbāyā/ 'make inquiries'.

Note that /i/, though not written initially, is reduplicated like any other consonant: /'àikā/ - /'à' 'àikā/.

Note 30.1.2 Noun: Reduplicative Prefix /CVC-/

While no examples have occurred in the text, it may be mentioned that nouns may also be formed with /CVC-/ prefixes. One type, with prefix /CVC-/, suffix /-ā/ and low-high-high tone, is illustrated by the following:

kyaù	goodness; beauty	kyàkkyāwā	good one; beautiful one
karfì	strength	kàkkarfā	strong one
mūnì	ugliness	mūmmūnā	ugly one
zurfì	depth	zùzzurfā	deep one

/kyaù/ is /kyaẁ/ (Note 2.1) and in the reduplicated form, with /-ā/ the spelling shows the /w/.

Note 30.2 /kō kùwā/

Sunyı makı godıya ko kuwa?

Both /kō/ 'or, even' and /kùwā/ 'indeed, again' have occurred used by themselves. The combination /kō kùwā/ may mean 'or not' in a question, as above, or 'or else' in a command. An example of each is.

Zākà jē kà sayō mañ àbıncıñ, kō kùwā? Are you going to buy me
food or not?

Jē kà sayō mañ àbıncı, kō kùwā! Go buy me [some] food,
or else!

GRAMMATICAL DRILL

GD 30.1 Verbs with Reduplicative Prefix

GD 30.1.1 Question and Answer Model Drill

The student is to give an affirmative answer to each of the following questions, using the verb of the question with the CVC-

prefix. The answer is to be natural, repeating only as much of the question as absolutely necessary, replacing nouns in the questions by pronouns, etc. See the first question and answer for the model.

Kun tàmbàyá kō tükúná?	I, mun tàntàmbàyā.
Sun gudù né?	Ī, sun gurgudù.
Kā sārè ɪtácén?	Ī, nā sassārē.
An sātā kùwá?	Ī, an sàssātā.
Tā ɓōyè àbincín?	Ī, tā ɓoɓɓōyē.
Yā fārà áikín?	Ī, yā faffārā.
Kin gyārà gidàn?	Ī, nā gyaggyārā.
Kā harbà dà sáfé?	Ī, nā hahhàrbā.
Tā kāwō kāyàn?	Ī, tā kakkawō.
Kun sàyá?	Ī, mun sàssàyā.
Sun warkè dáɪ?	Ī, sun wawwàrkē.
Tā rabà masù abincín?	Ī, tā rarràbā masù.
Kā gōdè māsù?	Ī, na goggòdē masù.
Sun tāshì áikì?	Ī, sun tattāshì aikì.
Kincē` sù záunà?	Ī, nā cē` sù zazzàunā.
Kā tabbàtā sun gàjí?	Ī, nā tabbàtā sun gàrgàjí.
Kā kīrā ma'áikàtán?	Ī, nā kikkīrāsù.
An fadà makà yāzō?	Ī, an fàrfadā minì.
Tā gāmu dà dabbōbí?	Ī, tā gaggāmu dà sū.
Kin jira mātánsà?	Ī, nā jɪjjirāsù.
Kā aikà dà rīgúnà?	Ī, na a''áikā dà sū.
Àn fìta dà dabbōbí?	Ī, an fìrfìta dà sū.

More of the original sentence is needed in the answers to the following.

Kun kàrɓā dà yáwà?	Ī, mun kàkkàrɓā dà yawà.
Sun sàuka à gɪdánkù?	Ī, sun sàssàuka à gɪdanmù.
À wajensà ya sāmā?	Ī, à wajensà ya sàssāmā.
Ka dūbā sōsaɪ à cikín àkwàtìn?	Ī, nā duddūbā sōsaɪ.
Yā hūtā dà rānā?	Ī, yā hurhūtā dà rāna.
Kun dāwō dà wurí?	Ī, mun daddāwō dà wurɪ.
Yā shiryā dà kyáù?	Ī, yā shishiryā dà kyau.
An zubā à cikí?	Ī, an zuzzubā à cikī.
Sun d'aukā dà yáwà?	Ī, sun d'ad'aukā dà yawà.
Tā nēmā à ofis?	Ī, tā nènnēmā à ofis.
Kɪn dāmu dà rānā nē?	Ī, nā dàddāmu dà rāna.
Yā gayā mata sākón?	Ī, yā gaggayā mata sākòn.

GD 30.1.2 Question and Answer Model Drill

Both question and answer use the verb with CVC- prefix. Each drill is to be gone through first with the students answering in the affirmative, then with the students answering in the negative. (Only affirmative answers recorded.)

Hālīmā tā rarrāba àbincí?	Ī, tā rarrābā. [A'a, bata rarraba ba.]
Uwarkì tā tàntàmbàyá?	Ī, tā tàntàmbàyā. [A'a, bata tantambaya ba.]
'Yansàndā sun daddāwō?	Ī, sun daddāwō. [A'a, basu daddawo ba.]

Màtarḳà tā shìsshìrya àbincín?	Ì, tā shìsshìryā. [A'a, bata shìsshìrya ba.]
Ma 'àikàtā sun tattāshì dāgà áikì?	Ì, sun tattāshì. [A'a, basu tattashì ba.]
Àsàbè tā zuzzùba ruwā a bûtā?	Ì, tā zuzzùbā. [A'a, bata zuzzuba ba.]
Kun d'ád'd'auki wākén?	Ì, mun d'ád'd'aukā. [A'a, bamu d'ád'd'auka ba.]
Màigìdansa yā wawwàrkē?	Ì, yā wawwàrkē. [A'a, bai wawwarke ba.]
Uwarsà tā kàkkàrbā?	Ì, tā kàkkàrbā. [A'a, bata kakkarba ba.]

This drill optionally includes more of the sentence. The optional part of the answer is in parentheses. (Only negative answers recorded.)

Kun zazzàunā à gidánsà?	[I, mun zazzauna (a gidansa).] Ā'à, bà'mù zazzàunā (à gidansa) ba.
An gàrgàjì dà yìn áikì?	[I, an gargajì (da yin aikì).] Ā'a, bà'à gàrgàjì (dà yìn aikì) ba.
Kā gayà masu sù hurhùtā?	[I, na gaya masu (su hurhuta).] Ā'à, bàn gayà masu (sù hurhùtā) ba.

This drill includes more of the sentence. (Only affirmative answers recorded.)

Yàràn sun sàssāmì àbincín?	I, sun sassamì abincin. [A'a, basu sassamì abincin ba.]
Mūsā yā duddùbā à cān?	I, ya dudduba a can. [A'a, bai dudduba a can ba.]

À kàsuwā sukà gàrgàmú?	I, a kasuwa suka gargamu. [A'a, ba a kasuwa suka gargamu ba.]
Mammàn dà Shēhù sun gurgudu jíyà?	I, sun gurgudu jiya. [A'a, basu gurgudu ba jiya]
Tā sassāre itácén?	I, ta sassare itacen. [A'a, bata sassare itacen ba]
An sàssātā dà yāwā?	I, an sassata da yawa. [A'a, ba'a sassata da yawa ba.]
Kun sàssàuka à makarantá?	I, mun sassauka a makaranta. [A'a, bamu sassauka a makaranta ba.]
Mālāman dājì sun fiffita dà wurí?	I, sun fiffita da wuri. [A'a, basu fiffita da wuri ba.]
Kin nènènmā à hankalí?	I, na nennema a hankali. [A'a, ban nennema a hankali ba.]
Yā dàddāmu dà zuwā cān?	I, ya daddamu da zuwa can. [A'a, bai daddamu da zuwa can ba.]

Answers with replacements required (other than the verb subject). (Only negative answers recorded.)

Àkāwū yā kikkira ma'áikàtá?	[I, ya kikkirasu.] A'a, bai kikkirasu ba.
Shēhù yā fàrfàdā mākù?	[I, ya farfada mana.] A'a, bai farfada mana ba.
Bellò yā jìjjira mutānén?	[I, ya jìjjirasu.] A'a, bai jìjjirasu ba.
Kin a''áikā dà tábàr?	[I, na a''aika da ita.] A'a, ban a''aika da ita ba.
Sun ɓɔɓɔye māgungúnà?	[I, sun ɓɔɓɔyesu.] A'a, basu ɓɔɓɔyesu ba.

An gyágyyàrà àkwàtìn?	[I, an gyaggyarashi.] A'a, ba'a gyaggyarashi ba.	
Dōkin yā hāhhàrbékù?	[I, ya hahharbemu.] A'a, bai hahharbemu ba.	
Māsɪnjà yā kakkāwō tàkàrdùn?	[I, ya kakkawosu.] A'a, bai kakkawosu ba.	<i>letters</i>
Kā sàssàyɪ alkalúmàn?	[I, na sassayesu.] A'a, ban sassayesu ba.	
Mātātā tā gaggàyā makù sākòn?	[I, ta gaggaya mana.] A'a, bata gaggaya mana ba.	
Kā goggōdē wà mātān sarkí?	[I, na goggode masu.] A'a, ban goggode masu ba.	

GD 30.1.3 Question and Answer Substitution Drill

Each question substitution drill below has a set of alternative answers to the right. Each time the substitutions are made on a drill one of the answers is to be used throughout that substitution exercise. The next time it is drilled another of the answers is to be used, etc.

	À inā ka sàssāmɪ wadānnān?	1) À makarantarmù.
kɪkkɪrā	A ina ka kɪkkɪra wadannan?	2) Nā maṅta wajeṅ.
duddūbā	A ina ka dudduba wadannan?	3) Bā zaṅ ɪyà tunāwā ba.
gāggāmu	A ina ka gaggamu da wadannan?	1)
kākkārḅā	A ina ka kakkarḅɪ wadannan?	2)
sàssātā	A ina ka sassaci wadannan?	3)
gyaggyārā	A ina ka gyaggyara wadannan?	1)

	Wā ya kikkira yāràn?	1) Matar Mūsā cē.
duddūbā	Wa ya dudduba yaran?	2) Inā zātō māsɪnjà nē.
tàttàmbàyā	Wa ya tattambayi yaran?	3) Tàmbàyı màıgıdankà mànà?
dàddāmu	Wa ya daddamu yaran?	4) Yā zan ıyà sánı?
jıjıjırā	Wa ya jıjıjıra yaran?	5) 'Yansàndā.
à' 'àıkā	Wa ya a' 'aıki yaran?	1)
hàhhàrbā	Wa ya hahharbi yaran?	2)
tattāshı	Wa ya tattashi yaran?	3)
nènnēmā	Wa ya nennemi yaran?	4)

	Yàushè zā' à rarràbā masu àlbāshı?	1)
kàkkàrbā	Yaushe za'a kakkarba masu albashi?	2)
boɔboɔyē	Yaushe za'a boɔboɔye masu albashi?	3)
kakkāwō	Yaushe za'a kakkawo masu albashi?	4)

- | | |
|---------------------------|-------------------------------|
| 1) Wàtàkılà gòbe dà rāna. | 3) Saı Bellò yā dāwō. |
| 2) Bakwāı gā watàn nan. | 4) Tàmbàyı bàbban àkāvū mànà? |

	Kā gayā masà yà faffàrā káfin in zó?	1)
duddūbā	Ka gaya masa ya dudduba kafin in zo?	2)
rarràbā	Ka gaya masa ya rarraba kafin in zo?	3)
farfadı	Ka gaya masa ya farfadi kafin in zo?	4)
sassārē	Ka gaya masa ya sassare kafin in zo?	1)
zuzzùbā	Ka gaya masa ya zuzzuba kafin in zo?	2)
tantambàyā	Ka gaya masa ya tantambaya kafin in zo?	3)
sàssàyā	Ka gaya masa ya sassaya kafin in zo?	4)

- | | |
|---------------------------------|---------------------|
| 1) Bān ganshı ba. | 3) Ī, dà wurı kùwā. |
| 2) Shēhù ya gayā masà bā nı ba. | 4) Ā' à, nā mantā. |

Appendix I

Following is a set of conversations on everyday matters. The recordings give each twice, once without pauses for comprehension, a second time with pauses for imitation. In class these are to be drilled as Basic Sentences, acted out, and then used as the basis for free conversations along similar lines. The texts are given in Hausa and translation, with no build-ups. New words are included in the master vocabulary at the end of the book.

Conversation 1

À ÒFÌS DÀ SĀFE

Malam Yakubu - Malam Tanimu - Malam Garba

T- Sàlāmù àlaikù.

Y- Àmīn - wa'àlaikà sàlāmù.

T- Ìnā kwānā?

Y- Lāfīyā lau.

Y,T- Mādāllā.

T- Mun tahō tare dà Garbà nē, kā sanshì kuwá?

Y- Ā'à, bàn sanshì ba, kirāwō shì mánà, don mù san jūná?

T- Mālām Garbà, bisimillā.

G- Sàlāmù àlaikù.

Y- Àmīn, gā kujērā, zàunā, kō kanā hanzarí nē?

G- Ē, inā sō` zān tàfī Zārīà nē.

Y- À mōtā kō à jirgī zāká?

G- Ā'à, inā sō` zān tàfī à bas nē. Karfē nawà yānzú? Don inā sō`
in isa dà wurī.

T- Yānzū karfē takwās dà kwatā.

G- Tō`, nī zān kāmà hanyā, sai nā dāwō kēnan.

Y,T- Shikēnan, Allāh yā kiyāye hanyā, à dāwō lāfīyā.

T- Nā tahō nē in shaidā makā rīgunān dà kacē` kanā bukātā sun sāmū,
māsu kyau kùwā.

BASIC COURSE

Supplementary Conversations

At the Office in the Morning

T- Hello.

Y- How do you do!

T- Did you have a good night?

Y- Very well.

Y,T-Praise be to God.

T- We came with Garba. Do you know him?

Y- No, I don't know him, call him please so that we can get acquainted with each other.

T- Malam Garba! Come in.

G- Hello.

Y- Hello. Here's a chair. Sit down, or are you in a hurry?

G- Yes, I'd like to go to Zaria.

Y- By car or by train?

G- Neither ('no'), I'd like to go by bus. What time is it now?
(Because) I should like to get there in time ('early').

T- It is a quarter after eight now.

G- All right, I'll be on my way. See you later.

Y,T-All right, have a safe journey, and come back in good health.

T- I just came to tell you that the gowns you said you'd like to buy are available now, and very good ones.

- Y Tō`, à nawà-nawà sùkè?
- T Kōwàcè ðaya à kaɓ pam biyaɗ dà sulè gōmà shā` ukù dà sīsì.
- Y Kai! sunyɪ tsādā, idan dai an sallāma pam huɗuɗu dà sulè biyaɗ tò, in biya.
- T Bàrɪ in tàfɪ in shaìdā wà m̀ai su, irin kuma àbɪndà ya faɗi nā` zō in gayà makà.
- Y To shìkènan, sai ka sāmèni à gidā dà yamma.

Conversation 2

À ÒFÌS

Dikkò - Àkàwū Mammàn - Māsɪnjà Sulè - Bàbban Àkàwū

- D Mammàn!
- M Nà'am.
- D Kai wadànnan takàrdun gidan wayà.
- M Tō`, shìkènan?
- D Gà sulè biyu kà sayo kaɓ sarkì na àhù-àhù.
- M Tō`.
- D Gà kumà sulè biyaɗ kà sayo fasàl òdà.
- M Tō`.
- D Shìkènan.
- M Nā dāwō. Gāsu.
- D Mādàllā, to bàrɪ in àikè kà kàntɪn littàfai.
- M Tō`.
- D Kāsan indà kàntɪn yákè?
- M Ā'á, àmma in kāyɪ maɓ kwatàncè zaɓ gānè.
- D Tō`, kàbɪ bàbban tītì kudù, kàyɪ kwanà dai dai wajen wata mangwàrò ta dāma zākà hàngɪ kàntɪn kōfàɗ na dūban gabàs.

BASIC COURSE

- Y Well! How much are they?
- T Five pounds thirteen shillings and sixpence each.
- Y Oh dear! They're too expensive, if one could be gotten for four pounds five shillings, then I'd pay [that].
- T Let me go and tell the one who has them. I'll come and tell you whatever he says.
- Y That's all right. Meet me at home then, in the evening.

At The Office

- D Mamman!
- M Yes, sir!
- D Take these letters to the post office.
- M Yes, sir, is that all?
- D Here is 2/-, buy 1 1/2 d. stamps.
- M Yes, sir.
- D Here is another 5/-, buy a money order.
- M Yes, sir.
- D That's all.
- M I'm back; here they are.
- D Thanks, I want to ('let me') send you to the bookstore.
- M All right, sir.
- D Do you know where the store is?
- M No, but if you explain where it is, I will understand.
- D All right, follow the main street south until you get to a mango tree, you then turn right. You will see the store ('store's door') facing east.

M Nā gānē.

D Kà sayō rūlā dà tawwadà jā dà bakā, dà àlkàlāma.

M Tō`.

D Kàyı hanzarī, don shā` biyu tā kusa.

M Tō`, sai nā dāwō.

D Tō`.

S Mālām Dikkō!

D Nà'am.

S Zō.

D Gānı.

S Kā aikā dà tàkàrdun nán?

D Ē, nā aikā tunda sāfe.

S İnā Māmmān?

D Nā àikēshì kàntın littāfa.

S Tō`, in yā dāwō kà turō minì shī.

D Tō`.

M Nā dāwō, Gā sàkon.

D Ya'wā! Kōmaı yāyı.

M Tō`.

D Kàjē bàbban àkāwū nā kırā.

M Tō`.

M Gānı.

S Sāmō minì ruwā.

M Mài sanyī kwaráı?

S Ī.

BASIC COURSE

M I understand.

D Buy rulers, red and black ink and pens.

M Yes, sir.

D Hurry please, it's almost twelve.

M Yes, sir. I'll be back.

D All right.

S (Mr.) Malam Dikko!

D Yes, please.

S Come here!

D Here I am.

S Have you sent those letters?

D Yes, sir, this ('since') morning.

S Where is Mamman?

D I sent him to the bookstore.

S All right, send him to me when he comes back.

D Yes, sir.

M I am back, here are the things.

D That's fine, everything is all right.

M Yes, sir.

D The chief clerk wants you; go [to him].

M Yes, sir.

M Here I am.

S Get me some water.

M Very cold?

S Yes.

M Gāshī.

S Mādāllā.

S Bārī in àikēkà gidānā.

M Tō`.

S Kàcē` wà mātātā tà bākà àbıncı kà kāwō nan.

M Tō`. Shīkēnán?

S Shīkēnan.

Conversation 3

ZĀGĀYĀ GĀRĪ

Hamza - John Smith - Jamo - Kabıru

H Zāmù dan zāgāyā gārī nē, kō kanā sō` kà hūtā?

S Dà wànè lōkácī ya kāmātà mù tafı?

H In dai kā shiryā m[w]lā` ıyā fıtā, tundā là'āsarıyā tā yı.

S Tō`, sai ka nēmo mōtār hāyā.

H Tō`, bārī in jē in nēmō.

H Kai! Wannān mōtār hāyā cē?

J Ī, ta hāyā cē.

H Tō`, zō mù tafı.

H John, kā shiryā? Gā mōtār.

S Ē, nā shiryā, mù tafı.

H Dirēbā, sai kà tūkā mu sānnu-sānnu.

S Karfē nawā yānzú?

H Yānzū karfē biyar saurā kwatā.

BASIC COURSE

M Here it is.

S Thank you.

S I want to ('let me') send you to my house.

M Yes, sir.

S Tell my wife to give you some food, and bring it here.

M Yes, sir, is that all?

S That's all.

About Town

H Shall we go around town or do you want to have a rest?

S What time will be convenient for us to go?

H If you're ready, we can go [now], as it is already late [in the] afternoon.

S All right! Call a taxi.

H O.K. Let me go and get one.

H You! Is that car a taxi?

J Yes, it is.

H O.K., let's go.

H John, are you ready? Here's the taxi.

S Yes, I'm ready, let's go.

H Driver, please drive (us) slowly and carefully ('steadily').

S What time is it now?

H It's now a quarter to five (4.45 p.m.).

- S Ìnā zāmù tàfì yànzú?
- H Inà sō` ìn nūnà makà filin wàsànnī, dà kumā sauran wuràrē
nà ban shà'awā.
- S Kai! Kāyì túnānī sòsai.
- S Af! Nā mantā dà tábātā à gidā.
- H M[w]lā` ɪyà sàyen wata.
- H Yawwā! Gā mài tábā.
- Dirēbā! Tsàya zāmù sàyì tábā nan.
- Wàcè irì kakè bùkātā Jóhn?
- S Pārèt nakè sō`.
- H Kāwō pārèt dà mài bāsukur kwālī dāi-dāi, dà pākìtìn àshānā
dāya.
- Nawà kè nān?
- K Sulè hudū dà sīsì kēnan.
- H Tō`, gāshì, kāwō canjì.
- K Tō, gā canjìn nākà. Sunyì dai dái?
- H Ē, shīkēnan mù tàfì dirēbā.
- S Bām[w]lā` kyālè mōtār nan dàgà nan ba, mù karàsà sauran yāwòn
dà káfà?
- H Ī, zai fì kyau, zāmā káfì sāmùn dāmar ganin kōmai sòsai.
- Dirēbā, tsàya mù sàuka à nan.
- Nawà zāmù biyākà?
- J Sulè bakwāi dà sīsì zākù biyā ni.
- H Kudīn yāyì yawā.
- J Nā kùwā yì makù kirkì, don bàn dōrā makù kudīn ya wucè
yaddà ya kāmātā ba.

BASIC COURSE

- S Where are we going now?
- H I'd like to show you the stadium and other places of interest.
- S Oh, fine ('you have thought well')!
- S Oh! I forgot [and left] my cigarettes at home.
- H We can buy more ('another').
- H Well! There's a cigarette seller.
Driver, stop! We want to buy some cigarettes (here).
Which brand do you like, John?
- S I'd like to have Pirates, please.
- H Bring Pirate and Bicycle cigarettes, a pack each and a pack of matches.
How much is that altogether?
- K That's four shillings and sixpence.
- H Here you are, bring the change.
- K All right. Here's your change, is it correct?
- H Yes. All right, let's go, driver.
- S Can't we leave this taxi (from here) and do the rest of the trip on foot?
- H Yes, that will be better. You will then have the chance of seeing things properly.
Driver, stop. We want to get out here.
How much do we owe ('are we to pay') you?
- J You owe me seven shillings sixpence.
- H That's too much money.
- J I am kind to you, I didn't charge you exorbitantly.

H Ā'á, nūnā manà takàrdar tsārìn kurɗin manà.

J To shīkēnan, biya sulē biyar.

H Gà kurɗin. Ùngo. Mun gōdè.

S Ìnā zāmù fārà zūwà?

H Inà sō` mù fārà zuwà wani kulob dà kè tsakiyar garì.

S Ìnā kumā zāmù dàgà càn?

H Sa'àn nan in nūnà makà bàbban gidan sılman garìn.

S Àkwai kumā indà zāmù dàgà càn?

H Ē, sa'àn nan zāmù filin wàsannī.

S Bākà zātō lōkacī zai kurè kâfin mùje waɗannan wuràren?

H Ā'á, bānà tsāmmānī.

S Shīkēnan.

Conversation 4

À KĀSUWĀ

Daudà - Bākō Hallirù - Tāfintà Yūsha'ù - Bādūkù

D Hallirù mùjē kāsuwā manà.

H Kanà sō` zākà sayi wani àbù né?

D Sō` nakè inga wurin kawai.

H Bà kā` bari sai dà là'asar mùjē bá?

D Nā kōsà in san wuràrē à garìn.

H Hakà nē. Tō`, mù tafī.

D Kāsuan kè nan?

H Ē, kāga kāsuar tanà dà girmā.

D Mù zāgāyā kō nā` sāmī àbin shà'awā in sayā.

BASIC COURSE

- H No, show us the table of fares.
- J All right, pay [me] five shillings.
- H Here's the money, thank you.
- S Where shall we go first?
- H I want (us) to go to a certain club which is in the middle of town.
- S Where (else) do we go from there?
- H I'll then show you the biggest movie theatre in town.
- S Is there any other place to go from there?
- H Yes, we'll then go to the stadium.
- S Don't you think [our] time will give out before we get to all these places?
- H No, I don't think so.
- S All right.

At The Market

- David-stranger Halliru-interpreter Yusa'u-leather worker
- D Halliru, how about going to the market?
- H Do you want to buy something?
- D I just want to see the place.
- H Can't you let it go [now] and let's go in the evening?
- D I am eager to [get to] know places in the town.
- H [So] that's the way it is! All right, let's go.
- D Is this the market?
- H Yes, you see, the market is big.
- D Let's walk around. I may come across ('get') something fancy to buy.

H To mù zāgāyā.

H Gā runfaṛ dūkākāwā kō zākā dūbā?

D To mù matsā kusa mù ganī.

Y Bātūrè! Gā tākalmā, gā jākā ta mātā, gā kumā àlabè.

D Hallírù, mē wannān mütumin kè fādī?

H Kırānkā yakè, kō zākā sayı wani àbù dàgà cıkın kāyansà.

D Inā son jakan mātā dà àlabè.

H Bārı in tāmbyēshı kuṛḏınsù.

D Tō`.

H Nawā jakar mātā dà àlabè?

Y Jākā sulè tarà, àlabè ukù dà sīsı.

H Nawā zākā ragè mánà?

Y Aı bā` ragı.

H Yı kōkarı dai!

Y To shıkēnan, nā ragè makù bıyu dà sīsı.

H À nawā-nawā kēnán?

Y Jakar mātā sulè bakwāı, àlabè sulè ukù.

H To mē kacē` Dáudà? Zākā bıyā hákà?

D Zan bıyā. Gā kuḏın, bāshı.

H Tō`.

Gā kuṛḏınkā, inā là`adātá?

Y Wàcè là`adā? Bayan nāyı rágı?

H Tō`, mun gödè, saı wani lōkácın.

Y Tō`.

BASIC COURSE

H O.K., let's walk round.

H Here's a leather worker's stall, do you want to have a look?

D All right, let's move over closer so we can see.

Y White man! Here are slippers, a ladies' handbag and (also a) purse.

D Halliru, what is this man saying?

H He is calling you, [to see] whether you'll buy something from him ('from among his merchandise').

D I'd like to have the ladies' hand-bag and the purse.

H Let me ask him what they cost.

D All right.

H How much are the ladies' handbag and purse?

Y The handbag is 9/- [and] the purse 3/6.

H How much will you reduce it for us?

Y No reduction.

H Please try.

Y All right. I'll reduce it 2/6 for you.

H How much is each at that [rate]?

Y The handbag is 7/- and the purse 3/-.

H What do you say, David? Will you pay that much ('so').

D I'll pay it. Here's the money, give it to him.

H All right.

Here is your money, where's my commission?

Y What commission? After I made a reduction!

H All right, thank you, see you later.

Y All right.

- D Ìnā kumā zāmù nùfá?
- H Saɪ shìgā cìkī sòsaɪ zāmù yɪ.
- D Karfè nawà yànzú?
- H Yànzú karfè gōmà dà rabì.
- D Wajen ìnā zan sāmɪ tagùwá?
- H Saɪ mù nùfɪ yamma cìkɪn kāsuwā.
- D Kō zāmù kōmà gɪdá nè?
- H Kā gājí nè?
- D Ā'á, nāga rānā tāyɪ zāfī nè.
- H To mù kōmà gɪdā.
- D Ta ìndà mukà biyō zāmù kómà?
- H Bā tīlās banè, munà iyà sākèwā.
- D To mù sākè, don ìn san hanyōyìn.
- H To shīkènan.

Conversation 5

DŪBĀ MAKARANTĀ

Bātūrèn Makarantā - Bābban Mālāmī - Sarkin Yārā

- M Barḳà dà zuwà.
- B Yawwā.
- M Yāyà iyāli?
- B Lāfɪyā lau.
- MB Mādāllā.
- B Yāushè kukà dāwō dàgà hūtú?
- M Watàn jiyà.
- B Aji nawà kukè dà sū?

D Where else should we go?

H We are to go right inside now.

D What's the time now?

H The time now is half past ten (10:30).

D Where can I get a shirt?

H In that case we should go west in the market.

D Or should we go back home?

H Are you tired?

D No, I've noticed ('seen') that the sun is getting hot.

H All right, let's go back home.

D Are we going back the way ('through where') we came?

H It's not necessary, we can do it differently ('change').

D O.K., let's do that ('change'), so that I can get to know the streets.

H That's all right.

Inspecting a School

Education Officer - Headmaster - Head Boy

M Welcome, sir.

B Thank you.

M How is your family?

B Very well.

MB Praise be to God.

B When did you get back from [your] vacation?

M Last month.

B How many classes have you?

- M Munā̀ dà aji̇ huɗū.
- B Mè sukè yī` yànzú?
- M Sunā̀ hūtū nè.
- B Wàné lōkàcī zāsù shìga áji̇?
- M Bāyan mīntī bìyaɗ.
- B Mè kōwàné aji̇ zāsù yí?
- M Aji̇ ɗaya zāsù yī kàràtū, aji̇ bìyu rùbùtū, aji̇ ukù lissāfi̇,
aji̇ huɗū kuma tūranci̇.
- B Yārā nawà kukè dà sū dúkà?
- M Yārā càsà'in dà bìyu.
- B Àkwaì 'yammātā?
- M Ē, àkwaì àshirīn dà huɗū.
- B Yārā nawà nè bàsù zō bá?
- M Yārā shidā.
- B Kāsan dàlīlīn rashīn zúwànsù?
- M Ē, bìyaɗ bàsù dà lāfiyā.
- B Kā dūbā sú?
- M Ē, nājē gidājensù nā gansù.
- B ɗaya yāròn fá?
- M Shī dāmā yā sàbà rashīn zuwā bā` dàlīlī.
- B Kāyī wani̇ àbù gāme dà shī?
- M Ē, nā gayā wà hākīmī yāyī wà ùbansà maganā.
- B Daì daì nè.
- M Zākà kaì gōbe à nān?
- B Ē, sai gōbe zan̄ dūbā makarantā sōsai.
- M Tō`, sai gōbeñ.

M We have four classes.

B What are they doing now?

M They are on their break.

B When are they going into classes?

M In five minutes.

B What will each class be doing?

M Class I will be reading, class II writing, class III arithmetic and class IV English.

B How many pupils do you have in all?

M There are ninety-two pupils.

B Any girls?

M Yes, there are twenty-four.

B How many boys are absent?

M Six boys.

B Do you know why they didn't come?

M Yes, five are not well.

B Have you seen them?

M Yes, I went to their homes and have seen them.

B What of the other ('one') boy?

M He is a habitual absentee without reason.

B Have you done something about him?

M Yes, I told the chief to speak with his father.

B That's the right [thing to do].

M Will you be here tomorrow?

B Yes, I'll inspect the school properly tomorrow.

M All right, until tomorrow, then.

- M Sarkin yārā!
- S Àlāgāfàtà Mālām.
- M Yākā nan.
- S Tō`. Gāni gāfàtà mālām.
- M Àkwai sābulù à sitō?
- S Ē, àkwai.
- M Zai isa à rabā wà yārā?
- S Ī, zai isa.
- M Tō à rabā masù.
- S Tō`.
- M Gōbe bàtūrèn makarantā zai zo yà dūbā ku.
- S Tō`.
- M Sabōdà hakà kōwwā yāyī wankī.
À kumā shārè wurī sōsai.
- S Tō`.

Conversation 6

MÀIGIDĀ DĀ YĀRANSĀ

Lawāl - Hassān - Yūsufù - Alu

- L Hassān!
- H Nā'am.
- L Kāwō minī tī` kwaf ɗaya.
- H Tō` màigidā.
- H Gāshī, shīkēnān?
- L Yawwā! Nā gōdè.
Zaṅyī bakī yaù, àbōkīnā dà màtarṣà, dà 'yarṣù.

M Head boy!

S Yes, sir.

M Come here.

S Yes, sir. Here I am, sir.

M Is there any soap in the storeroom?

S Yes, sir, there is.

M Will it be enough to distribute to the boys?

S Yes, sir, it will be enough.

M All right, distribute it to them.

S Yes, sir.

M Tomorrow, the education officer will be coming to inspect the school.

S All right, sir.

M (So) everybody must wash, and also sweep the area properly.

S Yes, sir.

Master and His Servants

L Hassan!

H Yes, sir.

L Bring me a cup of tea.

H Yes, master.

H Here it is. Is that all?

L Ah! Thank you.

I am having guests today. My friend, his wife and their daughter.

- H Dà wàné lōkàcī zāsù zō?
- L Dà yamma.
- H Tāre dà sū zākà cī àbincin yammán?
- L Ē, tāre zāmù cī. Mē zākà dafà màì dādī?
- H Àbindà kakē sō` zañ dafà aì.
- L Hakà nē Hassàn, tō kà dafà írìn wandà ka dafà daren jiyà.
- H Tō` màìgìdā.
- L Àkwai sauran kāyan àbincin nán?
- H Ē, sai dai madarā dà sukārī sun kārē.
- L Tō`, gā sulē gōmà kà sayō kō?
- H Tō` màìgìdā.
- L Inā Yūsúfù?
- H Yanà làmbū yanà ban ruwā.
- L Kírā minì shì.
- H Tō`.
- H Yūsúfù! Yūsúfù!
- Y Nà'am!
- H Màìgìdā nā kírā.
- Y Tō`! Inā zuwā.
- Y Gānì màìgìdā, Hassàn yācē` kanà kírā.
- L Ē, inā sō` nē kà shārē gìdā sōsai.
- Y Tō` màìgìdā.
- L Kā wankè gìdan wankā dà báyyì?
- Y Aì nā wankè su.
- L Kà gōgè tākalmā nā.

BASIC COURSE

H What time are they coming?

L In the evening.

H Will you have your dinner with them?

L Yes, what delicious food will you cook?

H I will cook what you like best.

L That's right, Hassan. Well, cook the kind which you cooked last night.

H Yes, master.

L Are there [still] some food supplies left?

H Yes, just the milk and sugar are all out.

L Well, here is 10/- to buy some.

H Yes, master.

L Where is Yusufu?

H He's in the garden watering [it].

L Call him for me.

H Yes, sir!

H Yusufu! Yusufu!

Y Yes, sir!

H Master wants you.

Y All right, I'm coming.

Y Here I am, master, Hassan said you wanted me.

L Yes, I'd like you to sweep the house (properly).

Y Yes, master.

L Have you washed the bathroom and latrine?

Y Yes, I have washed them.

L Polish my shoes, please.

Y Tō` màigídā.

L Hassàn zai tàfɪ ganɪn gídā, zākà iyà samō minì wani kúkù?

Y Ī, zan iyā.

L To, kà kāwō shì gōbe.

Y Tō` màigídā.

Y Gà sābon kúkùn dà na cē` zan kāwō.

L Cē masà yà shigō.

A Màigídā kwallāfiyā?

L Lāfiyā lau. Shèkarā nawà kanā aikin kúkù?

A Shèkarā gōmā, gà tàkàrdūnā.

L Nā ganī, dà kyau, gōbe kà dāwō.

A Tō`, sai gōben.

Conversation 7

GANIN SARKI

Smith-Rasdan Roberts-Bako Abubakar-Sarki Bello-Sarkin Gida

S Barkā dà rānā.

R Barkā kádaɪ.

S Nā gayā wà sarkī zāmù jē mù ganshi.

R Wàné lōkàcī kacē` masà zāmú?

S Nācē` masà zāmù dà karfē tarà na sáfē, gōbe.

R Tō shīkēnan.

S Kā shiryā? Lōkàcī yā kusa.

R Ī, nā shiryā, mù tàfɪ.

S Tō`.

BASIC COURSE

- Y Yes, master.
- L Hassan is going to go home on leave ('seeing home'); can you get me a[nother] cook?
- Y Yes, sir, I can.
- L All right! Bring him tomorrow.
- Y Yes, master.
- Y Here is the new cook I said I'd bring.
- L Tell him to come in.
- A Good morning, sir.
- L Good morning. How long have you been a cook?
- A Ten years. Here are my credentials.
- L I see! Very good, come back tomorrow.
- A All right sir, till tomorrow.

A Call on an Emir

- | | |
|------------------|------------------------|
| Smith-Resident | Abubakar-Emir |
| Roberts-Stranger | Bello-Palace Caretaker |
- S Good afternoon.
- R Good afternoon.
- S I told the Emir that we would go and see him.
- R What time did you tell him we'd go?
- S I told him we'd go by 9 a.m. tomorrow morning.
- R All right.
- S Are you ready? It's almost time.
- R Yes, I'm ready, let's go.
- S O.K.

- S Sàlāmù àlaikùm, kwallāfiyā?
- B Àmīn, lāfiyā kalau. Yāyā nē?
- S Munā sō` mùga Sarkī nē, yā fitō?
- B Ē, bari in yi makù isō.
- S Tō`.
- B Kù shiga.
- S Tō`, mun gōdē.
- A Sannukù dà zuwā.
- S Yawwā rankà yà dadē.
- A Inā kwānānkù?
- SR Lāfiyā lau rankà yà dadē.
- A Mādallā.
- Wannān nē kacē` zākà zō dà shī?
- S Ē, rankà yà dadē.
- A Kākà kakē bàtūrè?
- R Kalau rankà yà dadē.
- A Mùtumin wàcè kasá nē?
- S Mùtumin Amìrkà nē.
- A Tó`?
- S Shī nē sābon manàjàn bankì.
- A Daɪ daɪ nē. Yāyā kaga kasar tāmù?
- R Bā` laifī, sai daɪ saurō dà rānā.
- A Aɪ zākà sābā dà sū nan dà nan.
- R Yāyā lābārìn shùke-shùké?
- A An gōdè Allāh.
- Gyadā dà audugā nē, kō fa zāsù yi kamaɗ bārā?

BASIC COURSE

S Peace be upon you, good morning.

B Amen, good morning. What brings you here ('how')?

S We want to see the Emir, is he about ('has he come out')?

B Yes, let me inform him of your arrival.

S All right.

B You may go in.

S Thank you.

A Welcome.

S Yes, may your life be prolonged.

A Good morning to you.

SR Good morning, sir, may your life be prolonged.

A Praise be to God.

Is this the man you told me you would come with?

S Yes sir, may your life be prolonged.

A How do you do, white man?

R Fine, may your life be prolonged.

A What country is he from?

S He is an American.

A I see.

S He is the new bank manager.

A So. How do you like ('see') our country?

R Not bad, except for the mosquitoes and the sun.

A You'll soon get used to them.

R What news is there of the crops?

A Thanks be to God.

We don't know whether the peanuts and cotton will be like last year's.

R Mè yasā` akè shákkà?

A Sabõ dà karancin ruwan samà bana.

R Hārājì fá? An kārè tārāwá?

A Ā'á, sabõdà manõmā bàsù kaudà àmfànin gõnā dà wurì ba.
Hakà nè rankà yà dadè.

S Rankà yà dadè zāmù kōmà gidā.

A Tõ`, nāyì murṅà kwarai, kù sàuka lāfiyā.

SR Āmin, sai wani lōkacī kumā.

A To dai dai nè.

BASIC COURSE

R Why is it doubtful?

A Because of the shortage of rain this year.

R What about the taxes? Has the collection been finished?

A No, because the farmers didn't harvest their crops in time.

R That's right, may your life be prolonged.

S May your life be prolonged, we shall return home.

A All right, I thank you very much. May you arrive safely.

SR Amen, till some other time.

A So be it.

APPENDIX II

Selected Translations of Drill Sentences

Following are translations of key sentences in the drills. This will enable the student who has difficulty to look up the translation when in doubt as to the meaning.

- 4.1 He came to your house at night.
They came about nine o'clock.
He returned to your house safely.
I went out at night.
Perhaps I forgot the tobacco (or, cigarettes).
If they went out, there's no harm done (or, there's no objection).
- 4.2 Bello returned in the afternoon.
Musa said he forgot the message.
[The] boy told you [the] news.
Mamman came to your house about two o'clock.
Perhaps Mamman forgot he came with (or, brought) the message.
- 4.3 Are you bothered by the sun?
Are they bothered by the sun?
- 5.1 (It is or, It was) Sani and I alone.
Are you the chief clerk now?
I'm worried about Musa.
- 5.1.2 Bello's work is good. (Bello's work isn't good.)
Is Halima's health fine?
How many days was Bello in America?
Shehu's family arrived safely.
Is there news regarding Shehu's family?

I forgot Bello's back wasn't well.
Don't worry, your back is all right.

5.1.3 He told her the message at night.

5.2 How many days was Bello in America? (twice)
Halima's health is fine. (twice)
Mamman received his salary today.
Did Musa tell you that the English consul arrived?
Perhaps he went out about seven o'clock.
How many of them are there?

6.1 We sent him to England.
Her mother took me.
He was taken to the market.
A horse kicked me. (You (pl.) have been affected by the cold.)
We sent Bello to England.
What office is it I heard Halima was taken [by]? (that is, hired by)
Where did his horse kick her?
[The] animals were taken from here.

6.2 She came with his mother.

6.3 Did Mamman come back from the hospital?
Thanks (be to God), my mother returned today.

6.4 How is your mother? Has she recovered?
Congratulations, your mother has recovered.
Mamman took her yesterday afternoon.
Did Sani take Lawal to Yusufu's?
My Mother came last night.
There's a market near the animal hospital.

7.1.1 We didn't come to work with Shehu.

Did you come to work yesterday afternoon?

He told Halima there was work today.

Up to now she hasn't returned from the market.

He came with [a] pen.

Yesterday new workers were taken on.

His mother brought ('came with') water.

She took her daughter from his house.

Shehu took his horse.

She came to the meeting yesterday evening.

Your horse kicked her yesterday.

I've forgotten what kind of work Musa has now.

7.1.2 Halima's health isn't good.

My health isn't good.

7.2 What is to be done with this water?

Didn't Halima come take [it]?

Hello (as you work) Shehu.

This clerk came with (or, brought) the message.

8.1 What day will you return?

What kind of food is Musa's mother going to prepare?

What time will the messenger return?

He'll return at seven o'clock.

What kind of metal will be taken?

Perhaps it will get cold tonight.

Only her mother will come tomorrow.

We'll come together tomorrow during the day.

I forgot that someone went out with the animals.

Perhaps my mother began working.

They returned about two o'clock.

- The messenger returned with your horse.
Who among you took away [the] water?
She got ready to go to America.
- 8.2 I returned with my mother.
We'll return with our mother.
Which of you will start off to the market first?
Halima was taken yesterday (during the day).
I think Shehu was in England two days.
I'll take Shehu to their place of work later.
Who sent him with the tobacco?
Who will come back with my mother?
- 8.3 You started to take him to work, didn't you?
Amina started to go out yesterday evening.
She returned after seven days.
The message was taken yesterday.
- 9.1.1 I won't begin work until later.
Aren't you (f.) going, too?
Bello isn't going to go with his neighbors.
It won't start raining now.
I won't tell her anything.
Musa will not work now.
What if Halima won't go greet the emir?
- 9.1.2 I'll go to work today.
Halima will go to the hospital in the evening.
I'll go out looking for my horse later.
I think his mother is about to go greet their neighbors.
We'll come to [the] meeting tomorrow afternoon.
Only the messenger will come tomorrow.
Amina will start to go out at night.

I'm the one who will take Shehu to their place of work later.

9.1.3 I think you went to the market.

I think he's returned now.

I think she's returned now.

Halima and Musa returned today.

Bello and Musa arrived today.

Lawal and Ali got well today.

My mother went to prepare food.

10.1 He said for me to go to market.

Perhaps they should come to your house in the evening.

Say that the children are to go out in the evening.

It's a mistake ('fault') for the messenger to come in the afternoon.

We'll come to see in the afternoon.

There's no opportunity for them to stay over at your house.

Towards evening have Halima come with cigarettes.

Say for him to come back at two o'clock.

Who shall I say should bring food?

Who shall I say should return with the message?

Go to the market with these peanuts.

When your daughter comes, send her.

When Musa gets well, tell him to come.

You'll go to Musa's house in the evening.

You'll go tell Halima to give you water.

You'll go to the hospital with these animals.

You'll return with these peanuts.

You'll come with (or, bring) the food now.

You'll go to the office now.

You'll take a horse to market.

You'll come to the meeting with my hat. (-bring my hat)

Shehu took Musa's hat.

Musa has returned from work now.

He started to go to the office of the American consul.

Asabe has come with (or, brought) the food now.

10.2 Go to the market and buy another hat.

I got these peanuts yesterday.

It's nearly time to go to work ('The time of going to work has neared.') Let's go.

When she goes to the office, tell him.

Where shall I put these peanuts?

11.1 Don't do anything until he gets back.

Don't you go out alone in the evening.

Don't go home until I come back.

Inform him he is to come to my house in the afternoon.

If there are men [there], have them begin the work now.

If it is true, she came with the message.

It's true that a messenger came back from his house.

The children were afraid of the horse.

Some men came to our office.

I heard some workers went to greet the emir.

Ibrahim went to the market like that.

If the cold eased up a little, they spent the night.

Halima took the message.

Inform him that they came to my house in the afternoon

The children took him away from here.

11.2 We're not going anywhere from here.

It's cold everywhere now.

Are there some children at your house?

Should I go out like this without a hat?

Who informed her that Shehu came?

If you will spend the night that way, all right.

12.1 Did you ask Musa news about salary?

Did you send Shehu to the market?

Did she take that food?

They took that message.

Did you get back from the hospital?

Has she begun the work?

Has he left for ('begun to go to') the office now?

Did you (f.) tell him to come in the evening?

Was she thankful for the message Shehu took [her]?

Did you fix the hat?

Was he afraid of Shehu's horse?

Should Mamman be called?

Musa called a messenger.

Did she receive the food?

Did he arrive in America?

Did you inform him of the message?

Have they gotten the message ready yet ('now')?

Did you go to the hospital?

Did you (pl.) ask him for everything?

Did she bring the food?

12.2 Call someone [over] here.

Some carpenter came here this afternoon.

Did the householder come back from work?

Have her ask her mother then.

Shall I alone take these peanuts?

Are you going to sleep at the house alone?

What carpenter fixed it?

Shehu forgot where the animal hospital was ('the whereabouts of the animal hospital').

Shehu asked some man yesterday.

Where can I get food now?

What direction is his house?

Whom ('in whose direction') will you ask?

I forgot, there's work today.

Don't let her forget this message.

Is Musa going to go to work today?

13.1 He is the chief clerk now.

Is Asabe Lawal's mother?

It's Asabe who'll go to the hospital shortly.

It was Musa that went to England.

What house is it that Asabe went to?

Is it Yusufu's house here?

Halima knows that here is my house.

Do you know that it was Asabe that came yesterday?

Are you the one who fixed the office of the American consul?

Who said it was she who fixed the peanuts?

It was Halima that fixed my house.

Did Shehu send that message [back] here?

It was yesterday evening that I received it.

Was it her earrings that Musa took away?

When was it she said she was going to come?

When is it that it will begin to get cold?

13.2 Which one of you came to my house on Sunday?

Musa took my hat in the morning.

What day are you going to send back my hat?

Sahabi came in the morning with his daughter.

Did she receive it from Musa?

I'm going to buy earrings for my wife.

14.1.1 It was Asabe's daughter that took away the peanuts.
Who bought the hat for you?

14.1.2 Is there a wooden box in your house?
Was it Asabe's robe that you took?
What kind of robe are you going to buy?
It was his hat Amina took.
Is it Shehu's food here?
When will her earrings be fixed?

14.1.3 Was it your boy I saw or Bello's?
Was it my salary he received, or Asabe's?
Was it Musa's daughter that came, or Asabe's?
Is it Mamman's robe here, or Sahabi's?
Is it Musa's box that's big, or Halima's?
Was it Musa's box or Shehu's that you kept?

14.1.4 When will I be given my salary and that of my boy?
This food is Halima's.
Where is the food that is Asabe's? (or, that belongs
to Asabe)
Are these beans of Lawal's good?

14.1.5 Is this horse yours, or Halima's?
This food is mine.
Where did he keep that message (or, other item sent) of
mine?

14.2 Asabe's horse has gotten well.
There are beans at the market.
Halima took beans to Shehu's house.

If my boy returns, that's all right.

- 15.1 A lot of boys are going to America.
Are you sure he'll go to the hospital?
The one who was going to America has gone.
I'm going to go to Lagos sometime next month.
About what time is she going to go to market?
I'm going to learn how to be a clerk next month.
When are you going for the course in teaching?
Perhaps he'll go to America the day after tomorrow.
What's keeping you from going to the market the day
after tomorrow?
Didn't I hear something to the effect that she's about
to go to England?

- 15.2 Musa is taking a box.
Lawal is looking for a horse.
Asabe is calling her child.
Halima is seeing the food.
I'm afraid to go to the market.
Asabe is getting off the horse.

- 16.1.1 He goes to the market every day in the evening.
She's going to get medicine.
He meets with them every day.
I'm coming to get food at his house.
Ali is coming back from the market.
Shehu's coming home.
Lawal is meeting the carpenter.
Mamman is asking.
Shehu is beginning.
Asabe is fixing [it].

My child is taking [it].

He's preparing the peanuts that he bought.

The messenger is informing him of the message.

Halima is telling her mother the message.

Mamman is forgetting his hat.

Halima remembers Musa.

I'm going to the office with my horse.

Asabe is stealing tobacco.

He's taken to school every day.

16.1.2 Is your child nearby?

Is your child at Shehu's house?

Your daughter is also at the market.

16.2 Is this robe Shehu's?

17.1 Ali returned to the market.

Mamman forgot his hat.

I came home.

Halima remembered Musa.

We met a carpenter.

Mamman asked.

The children asked me.

Shehu began working.

Lawal went home.

My boy brought food home.

The children put away the robe in a box.

Asabe stole beans.

You informed him of the message.

Ali returned to the market.

Asabe heard him say there was work.

It's true that he met his wife.

The children ran from the hospital.

He went just like this (or, that), not having anything with him.

He sat at home with his mother.

Halima went to school with the children.

18.1 Musa had money but he gave it to his mother.

I have money [on deposit] with Shehu.

My wife does not have the news that I have returned.

His wife has a beautiful box.

Do you have a pen here?

Your wife doesn't have anything, does she?

The food is good but there's not much of it.

If he has the opportunity, have him go tomorrow afternoon.

Do you have news of a boy coming here?

I intend to take her to the hospital tomorrow afternoon.

I won't have the opportunity to go out until the time is near.

Perhaps you'll have the opportunity later on.

18.2 Have someone let you know without coming to the hospital during working hours.

Today there are no peanuts at the market, just beans.

There's food, but it's not good.

19.1 I only am the one who arrived in America.

We're the ones who saw the food that she put here.

What business do you have with the work they're doing?

Wherever he goes he'll return home in the evening.

What did Halima get mad about yesterday at work?

Where did Yusufu kick (or, shoot) her?

What kind of work is done at his house?

How many of them did he see yesterday in the bush? (last:
How many of them spent yesterday in the bush?)

What time did they take that message?

What caused her to stay for a long time at the hospital?

Who left wood here without permission?

Halima cut [it]; it's not my business if it's asked about.

What day did you take your pen?

19.2 Perhaps those who own them are [the ones] who took [them],
but I'm not sure.

19.3 He should go now as there won't be time later.

Musa got permission from the chief clerk.

The animal officer said they were not to be taken [there].

Mamman will not get angry if someone takes him.

20.1 I heard Bello say Halima is returning from England on
Saturday.

She comes to market on Saturday, not every day.

They five are the ones the policemen is looking for.

He's spent five months without getting [his] salary.

[It's] only if he has worked that he says he's tired.

What causes them to get tired of arranging lumber?

What is she waiting for that she has sat down like this
in the bush?

I know who they are waiting for here.

It's in the evening that soccer is played every day.

I forgot when it is she begins work.

What time is it that they go out for a walk, do you know?

If it's watching they're doing, don't tell them to come.

If today they're resting, I'm sure they'll come.

What does she think will be done with this water?

Who knows where the children are now?

21.1 He usually finishes his time at work.

When do you usually leave work?

What causes them to call the children every day?

I usually call men because of work.

We usually go to the office with money, but not every day.

What time do they usually go looking for animals?

He usually sits at home to work with his mother ('at home with his mother that they work').

They usually want to go to a soccer game, but they just don't have the time [for it].

Are you sure he usually goes to the hospital with the children?

Halima usually tells her mother the message.

My boy usually brings food to the hunting ground.

Musa usually puts the robe in a box.

He usually inspects the forest every evening.

22.1 When did he say this clerk will go to the emir's house?

The red box his wife bought has become ruined.

Where did Shehu put Musa's pen?

If you give a child an anini, he'll buy peanuts.

What is usually done at the animal hospital in the morning?

My son began to know how to work ('be able to know how work is done').

Workers know night ends quickly.

There's a good horse at our house.

The house they bought is near the market.

Tell him to put my hat in the chief clerk's office.

Don't have the boys cut down this tree until tomorrow.

Whose family was it I saw yesterday morning in the bush?

If he's the American consul, it doesn't matter.

What kind of work does the carpenter usually do?

Can one get a robe like yours ('your kind of robe') at the market tomorrow?

Did you say your boy's ear hurt ('was sick')?

Perhaps I'll spend a day in America.

They're giving a course at the school since the boys have gone on vacation.

What time does he usually get home from the market?

When will the worker be paid [his] salary this month?

Did the medicine you bought disappear this quickly?

A lot of boys are coming to the school every day.

Ask ('seek') permission from the schoolmaster now.

The messenger doesn't usually come to work early every day.

Do you know that the wife of the head of my house came back yesterday?

Who had no inclination to do ('in connection with') this work?

I forgot where their office is.

She put away Bello's robe in a box.

The emir will come to the meeting next month.

The boy bought him cigarettes at the office in the morning.

He wants to buy shoes for his daughter.

A mother will not want her son to go bad.

Now the month is quickly coming to an end.

The boy sees that his food has been hidden.

22.2 I saw you with a black horse; where did you buy it?

For whom did you buy this black hat?

He likes black shoes, but he doesn't have any money.

Whose is that white house?

Where did you put away Shehu's boy's white bicycle?

If those white horses are his, he definitely has money.

This new worker can work well.

And where did he get [that] new car of his?

She told him new boxes were brought.

He said he'd buy blue shoes if you give him the money.

Lawal didn't get the blue bicycle.

Do you know where he put the blue hats?

22.3 It would be fitting for you to [go] greet your mother
this evening.

22.4 You didn't do the kind of work I wanted.

Did he say what was to be done with the beans?

Have every child that's coming come with his [own] food.

The pen you bought went bad yesterday.

23.1 You'll send your black robe to him.

I heard someone will be able to fix this blue car.

Perhaps I'll want to see him later.

She will be able to get red colored robes.

You (f.) will find ('get') white shoe[s] at the market
for you to buy.

If the shirts are good, he will perhaps buy.

[For] the kind of work which you did, I think they'll
give you money.

If you leave it like this, it will spoil quickly.

You (pl.) will be able to cut down this tree if the time
doesn't give out.

Won't you (f) put on your red shoes if we go to the
meeting?

I came back a long time ago, (because of) thinking he
said. I would be given money quickly.

We may try to fix it later if there's time.

24.1.1 The children took money to Shehu's house yesterday.

If there's an opportunity come early today.

He usually eats food every (day in the) morning.

I quit work yesterday at a quarter after five.

How many days did your mother spend at their house?

Perhaps he'll return on Saturday evening.

In what month will the Prophet's birthday be celebrated?

It's nearly time to prepare food ('the time of making food has neared'), so let's go.

Who knows the hour at which morning prayer is begun?

Perhaps there's a holiday three months from now.

24.1.2 How much worth did you say Shehu bought (and brought)?

How much worth do you think she brought here?

If he brings three shillings worth here, what ('how') will you do?

How many days' worth did he bring yesterday?

24.2 Whoever put water in his ears, that's his business.

25.1.1 Shehu sent my mother the money yesterday.

When did he say he'll send my robe here?

Who took the food from my house (and brought it here)?

I'll begin (to do it this direction) from there, but only [after] I've rested.

Halima came in with this box yesterday.

I think he went, greeted Shehu (and came back).

She found out where beans were being sold (and came back).

I fixed (and brought here) this pen a long time ago.

Mamman shot (and brought here) a bird in the afternoon.

Oho (-It doesn't matter to me), I didn't ask you to forget [and leave] yours at the house.

Well, didn't I say for you to look for my hat for me (and bring it here).

Yesterday she bought [some] beautiful shoes (and brought them here).

They were the ones who looked for [it], and they saw [it].

We got a lot of things from there.

I told you his mother said for you to come down here out of the tree.

I'll (bring and) arrange the shirts in the box.

I came with money, don't you worry.

Let me look (here) [and see] whether he's home.

If you go deliver the message, (and come back) I'll give you money.

Asabe's daughter ran home here in the afternoon.

Who knows ('with whose knowledge') you received these [things] (here)?

Have they cut down (and brought) the tree I said, or not?

Musa (went and) asked her for news of his daughter (and returned).

Everytime he leaves off playing, he'll come.

Which one of you ruined my bicycle (with reference to here).

When he returned, I didn't have anything.

It was Saidu that poured beans into the car (here).

25.1.2 When did you buy that jug (and bring it here)?

If I remember, I'll pour water into the jug here.

25.2 Today the sun is very hot.

Here! Take [it] to him over there.

Is there [any] sugar in the market?

God willing, I'll buy the shirt tomorrow (and bring it here).

What carpenter made (and brought) this chair?

26.1 Who among you is going to go to England?

Who took the red-colored gown?

Whom did I see at your house yesterday morning?

For whom did you buy (and bring back) tobacco with my money?

To whom did you take the gown which Musa gave you?

To (or, with) whom will I speak if I go?

To whose house did Musa go; did he tell you?

Whose shoes did I see inside my car?

To whom (and whom) was the money taken?

26.2 Who was it came looking for Shehu yesterday?

Which (f) of you called the children?

Who were the ones who ruined this house?

Tell someone to give you the money.

Go to someone's (f) house and bring back the gown.

The one who sent you to market has gone out.

The one who came yesterday, she's Bello's mother.

She called the ones who brought the horse here.

This horse is strong.

This woman isn't well.

These pens are not mine.

I think that is the office of the American consul.

Is that the city market? It's big.

When you call those men, give them food.

What time will you get back from work?

What day will there be a meeting?

What things did you put away in his house?

Which one of these hats is yours?

Which one is prettier, (or, better) Musa's wife or Shehu's?

Which things did you put away in the box?

Every person knows what he's doing.

Whatever robe you bring him is all right.

I'll buy any kind of shoes I find ('whatever kind of shoes, I'll buy if I get [them]').

I heard that some boy came looking for you in the afternoon.

The emir had them sieze some woman this morning.

He saw some [people] cutting down a tree in the forest.

26.2.2 What person came from America?

What year did he become king?

What pens are yours?

Are these the beans you bought yesterday?

This is Musa's hat.

[I think] these are the emir's children, but I'm not sure.

Whatever [kind of] work they teach me, I'll be able [to do it]

Every animal knows its owner.

Give the food to whatever children you see.

When a malam comes, tell him to give you the message.

I saw a beautiful robe in the market yesterday.

You may perhaps be able to get some shoes.

26.3 What did you hide in this box?

What did they say would be brought to the market later?

What did the children do that their mother refused to give them food?

What are you going to do with these trees?

26.4 Perhaps if you give him this robe he'll want [it].

Did you see who came here yesterday afternoon?

Did you bring him that message, or [have]n't [you done so] yet?

That boy certainly doesn't have any sense at all.

Halima put away the box there in his house.

27.1.1 Where did you put the medicine that was here for [such] a long time?

Where did you put that medicine that remained for a long time?

The robe I have that has lasted a long time is still good.

The shoes he has that have lasted a long time [still] haven't gone to pieces ('bad').

Who fixed the box that he brought?

Are you the one that drank the water that stayed overnight there?

The health of Shehu's horse is fine.

It was yesterday noon that I bought it in the market.

You are the one that said he got it from me.

My wife put away money for buying food.

You know that I am not smoking now.

Perhaps I will cut down this tree in the evening.

I heard (hearsay) that Mamman is stealing now.

Are you sure he took the money to her?

27.1.2 Who bought these old beans?

Are you the one who brought Musa's old hat?

If he calls his old workers, that's all right.

I sold Shehu my watch that had been fixed.

Did you see the fixed-up car he bought?

And where did he put the shoes that had been fixed?

She hid the leftover food that I saw.

They'll look for a healthy man to do the work.

The men you saw at my house are all healthy.

Did you tell him to hide this lumber that had been bought?

I won't buy the beans that had been set aside.

Did you get your robe that had been put away from her?
 Your neighbor is a [well] known person in this town.
 I heard people say your mother is known to everyone.
 He took workers to work for him who were known.

- 28.1 If it's because of you, there isn't anyone who will worry.
 What is it on her account that will cause you to refuse
 to go there?
 He hasn't good sense; because of that I don't play with
 him.
 Is it perhaps because talking offers no difficulties?
 She returned early, so I sent Musa.
 Because I went to the market my neighbor ran away.
 Because you worked, you'll be given the money today.
 He stopped reading because we were calling the children.
 If it's because he's working, it doesn't matter.
 Do you think that because the forester isn't here, I
 won't be able to come?
 Did you say you were sick because we were coming?

- | | | |
|--------|--|---|
| 29.1.1 | Of whom was it said that
his back is hurt? | It's Shehu, but he feels
somewhat better. |
| | Are you sure what he said
is true? | I am not sure but it
sounds as if it were
true (there is an indi-
cation of something
like truth) |
| | Did Mamman say you should
run home? | No, I thought if I do
something like running,
I will get there in
time. |
| | Is the thing you received
[and brought] medicine? | I don't know, it looks
something like medicine |
| | Is it true that his grand-
mother is very very old? | Who knows? Perhaps she
a bit elderly. |

Is it west of the market that you saw him?

No, I saw him somewhere towards the west of Emir's house.

Is it in the evening that she said she will go to the hospital?

Yes, she will leave home towards evening.

Who said he recovered from the sickness he's suffering from?

No one said he recovered, it was said he recovered somewhat, but not completely.

Is Halima afraid of her father's horse?

Not only she, I'm a bit afraid of him myself.

What makes you stay behind?

Because I rather enjoy staying behind.

Is the tree they cut down a tall one?

Yes, it's big and somewhat tall.

Is the load you bought a heavy one?

It is somewhat heavy.

Is the cold not so severe at your town?

Well, rather mild. There's nothing to be said against it.

Does Bello's grandmother see at all?

Yes, she can see a little.

Are you the last one who returned?

Yes, I am just about the last one who returned.

How [are things]? Has the chief clerk gotten better?

Yes, he feels somewhat better.

Has her daughter recovered completely?

(Yes), she has recovered slightly.

Is your house far from here?

Yes, it's [just] a little far.

Is Musa the one who kept the box inside?

Yes, he is the one who kept it sort of inside.

Are the children trying in school?

Yes, they are sort of trying [we're not complaining.]

- Would it not be better for us to sit here? Yes, you're right, it's a bit better for us to sit here.
- 29.1.2 Was the food you ate yesterday watery? Yes, it was somewhat watery, not very good.
- Is the robe they stole a big one? Yes, it's pretty big, a good one.
- Is the horse we saw a black one? I think it's somewhat black.
- Is the medicine the children brought plenty? There may be quite a bit, I'm not sure.
- Are you the ones who said Shehu is sleeping? No, we just said he seems to be sleeping.
- Is the thing that messenger will bring heavy? It may be somewhat heavy.
- 30.1.1 Did you ask or not yet? Yes, I asked [all around].
- Did they run away?
- Did you cut down the tree?
- Was it [really] stolen?
- Did she hide the food?
- Has he started the work [did he start work?].
- Did you [f.] repair the house?
- Did you shoot in the morning?
- Did you bring the load?
- Did you (pl) buy?
- Did they really recover?
- Has she distributed the food to them?
- Did you thank them?
- Did they get off from (leave) work?
- Did you ask them to sit down?
- Are you sure they are tired?
- Did you call the workers?

Were you told he came?

Did she meet the animals?

Did you wait for his wives?

Did you send the robes?

Were the animals taken out?

Have you received plenty?

Did they arrive at your house?

Did he get [anything] from him? [Was it from him he got?]

Did you look well in the box?

Did he rest in the afternoon?

Did you return early?

Did he arrange [it] well?

Was it poured inside?

Did they take plenty?

Did she look for [it] at the office?

Are you [f.] bothered by the sun?

Did he tell her the message?

30.1.2 Did Halima distribute food?

Did your mother ask all around?

Did the policeman return (from various places/at various times).

Did your wife arrange the food (variously)?

Have the workers gotten off from (left) work?

Did Asabe pour water in the jug?

Did you take the beans (variously)?

Did the head of his household recover (from everything)?

Did his mother receive [them] (variously)?

Did you all sit down at his house?

Did people get tired of working?

Did you tell them to rest?

Did the children get the food (distributively)?

Did Musa look all over there.

Was it at the market they all got together?

Did Mamman and Shehu run off yesterday?

Did she cut up the tree?

Were a lot of things stolen? or, Was a lot stolen (at various times/from various places)?

Did you all arrive at school?

Did the forest inspectors go out (distributively) early?

Did you look all over with care?

Is he worried about going there?

Did a clerk call the workers?

Did Shehu tell you (distributively)?

Did Bello wait for the men?

Did you send the cigarettes?

Did they hide the medicines?

Was the box fixed (at various times)?

Did the horse kick you (pl) (distributively)?

Did the messenger bring the papers?

Did you buy the pens?

Did my wife tell you (pl) (distributively) the message?

Did you thank the Emir's wives (individually)?

30.1.3 And where did you get these?

At our school.

I forgot where.

I can't remember.

Who called the children?

It was Musa's wife.

I think it was a messenger.

Why don't you ask the head of the house?

When will salaries be
distributed to them?

Did you tell him that
he should start be-
fore I come?

How would I know? Po-
liceman.

Perhaps tomorrow after-
noon.

The seventh of this month.

When Bello gets back.

Why don't you ask the
chief clerk?

I didn't see him.

Shehu told him, not I.

Yes, early even.

No, I forgot.

BASIC COURSE

HAUSA-ENGLISH VOCABULARY

Feminine nouns have (r) postfixed when not after f; masculine nouns are unmarked. Verbal nouns are preceded by vn. Nouns in /-aCCē/ have the feminine and plural abbreviated to /-iyā/ and /-ū/. The feminines of nouns with the /ma-/ prefix are not usually given. Where convenient, related items are grouped. Where a verb on this root has occurred, the forms are all listed under this verb. Verbs are given first, then nouns. This affects the listing of such items as nouns in /ma-/, most of which are given under related words of the same root (/ma'àikàcī/ under /aikī/, for example). There is a minimum of cross-referencing. The student is therefore led to think in terms of related words, rather than isolated vocabulary items. It may be added that the vocabulary is short enough to be browsed through.

a

à	at
a'a	(exclamation of surprise or caution)
ā'a	no
àbıncı	food
àbōkī pl àbōkaı	friend
àbù / àbı- pl abūbuwā	thing
af	(expression of sudden realization)
àgōgō pl àgōgaı / agōgōgī /agōgunā	clock, watch
āhū	1 1/2 pence
aı	oh (I'm sorry)!
àikā (ē/ı) vn aikā	send
aikō	send here
aikī pl aikōkī / ayuyyukā	work
ma'àikàcī pl ma'àikatā	worker
ma'aikatā (r)	place of work
ajī pl ajūjuwā / azūzuwā	class (in school)

HAUSA

ajiyē / ajè	put, keep, set aside
àjìyayyē -iyā `-ū	(one) set aside, reserved
àjìyà	something put into safe-keeping
à ajiyē	in safe-keeping
àkàwū pl akāwunā / akāwunā	clerk
àkwaɪ	there is, there are
àkwàtì pl akwātunā / akwātōcī	box
alabè	(leather) purse
àlāmā (r)	indication, sign
àlbasā (r) pl àlbàsū / /albasōshī	onion(s)
àlbāshī	salary
àlfijir	first light of the sun
Àlhāmī	Thursday
àlkalāmī pl alkalumā /àlkàlāmaɪ	pen
àmīn / àmīn	(particle of polite reply), Amen
àmmā	but
ànfānī / àmfānī	usefulness
ànīnī pl ànīnaɪ	aninɪ (coin)
anjumā	a short time; later
àr̀bà'ɪn	forty
Àsabàr	Saturday
asìbitì pl asìbitōcī	hospital
àsùbāhì / àsùbā` / sùbāhì àsùbāhìn farkō	early morning just before dawn first cockcrow
àshānā (r)	match(es)
àshìr̀ɪn	twenty
awā / sā'ā	hour
<u>b</u>	
bā / bā`	give
bā-	(plus pronoun) one is not (Note 17.1)
bā`	there is not, there is no -, without
bàbbā (n,r) pl maɲyā	big, chief

BASIC COURSE

bàdūkù pl dùkàwā	leather worker
bàdī	next year
bākī	mouth, edge
bākī-bākī	somewhat closer to the edge
bakwàl	seven
bakī f bakā pl bakākē	black (one)
bakī-bakī	blackish
bākō pl bākī	guest
bana	this year
bankī	bank
bārā (r)	last year
barcī	sleep, sleeping
barcī-barcī	something sleep-like
barī / bar vn barī	leave
barḡā	(polite greeting)
bas / sàfā	bus
bātūrè pl tūrāwā	white man
bāyā	back
bāyan -	after -
bāyī	latrine
bazarā (r)	hot season
bī / bī`	follow
biyō	follow hither
bisimillā	(polite suggestion that the next move is up to the other person and he is to do whatever the situation calls for) please!, come in!, be seated!, etc.
biyā	pay for
biyaḡ	five
biyu	two
bùkātā (ē/1)	need
būtā (r) pl būtōcī	water jug
<u>ḡ</u>	
ḡātā	spoil
ḡōyè	hide (something)

HAUSA

c

can / caṅ	there, over there
canjì	change, substitution
casà'in	ninety
cē` / cē	say
cikì	stomach
cikī	inside; (with /n/) inside of, among
città	three days after tomorrow
cīwò	illness, disease, pain, injury

d

dà	in connection with, with, and
dā`	a long time ago
dabbā (r,n) pl dabbōbī	animal
dadè	take a long time, remain a long time
dàdádádē -lyā ` -ū	one that has lasted a long time
dādī	pleasantness
dafā	cook
dàgà	from
daɪ	indeed
daɪdaɪ	correct, exact, even, straight
dājì	bush, jungle, forest
dàkīkà (r)	second (of time)
dàlīlī pl dàlīlāɪ	reason
dīrēbà pl dīrēbōbī	driver
dāmā (r)	opportunity (allowed by circumstances)
dāmanā / dāmunā (r,n)	rainy season
dāmu vn dāmuwā / dāmù	worry
darē pl darārē / darōrī	night
dāwō	return hither
dōkī pl dawākī	horse
don / dōmɪn	on behalf of, on account of, because
dōrā	put - on -
dūbā	look at, inspect

BASIC COURSE

dūbō	look hither at
duddūbā	look in various places
dubū	one thousand
dukà / duk	all
dūtsè pl duwātsū	rock

d

dā	son
'yā (r)	daughter
'yā'yā	children
dān karyā f 'yaṛ karyā	one who lives beyond his means
'yaṛ karyā	a little lie
dānkunne pl 'yankunne	earring
dānsāndā pl 'yansāndā	policeman
dākī pl dākunā / dākōkī	room
dārī	one hundred
dārī	cold (brought by wind)
dāukā (ē/1) vn dāukā / dāukā	take
dāukē	take away; steal
dāukō	bring
dāukakkē -1yā `-ū	(one) taken
dāya /dayā	one

f

fa	(enclitic) what about ___?
fadī vn fadī	say
fadō	tell with reference to here
fārā	begin
fārō	begin with reference to here
fārarrē -1yā `-ū	(one) begun
farī f farā pl farārē	white (one), light in color
fasāl ōdā	money order
fī / fī-	exceed
fīlī	field

fīlin wāsānnī	stadium
fīta vn fītā (r)	go out
fītō	come (hither)
fītaɾ (dà)/fītaddà	take out
fītaccē -iyā `-ū	(one) gone out; deposed
fushī	anger
<u>g</u>	
gà / gārē-	with reference to, to, in the presence of
gābā	front side
gāba	in front
nañ gāba	in the future
gabās	east
gāfātā / gāfāɾtā	pardon
Allà yà gāfàttà mālām / alàgāfàttà mālām	may God be gracious to you, sir
gàjɪ vn gājɪyā (r)	be tired
gàme	in connection (with: /dà/)
gàmu vn gāmuwā	collect, be finished; (with /dà/) meet, be joined with
gānē	understand
ganī / gan-/ ga vn ganī	see
ganō	see with reference to here
gānannē -iyā `-ū	(one) seen
gāra	it would be better to, one had better (Note 22.3)
gārī	town
gārī	sky
gāske	
dà gāske	extremely; (with neg.) not at all
gaskiyā (r)	truth
gātà	two days after tomorrow
gayā	say, tell (with /ma-/)
gayar (dà) / gayaddà	greet

BASIC COURSE

gaidā / gaidā̇ / gaishē-	pay one's respects to
vn gaidā̇	
gaidō	greet (and return here)
gidā pl gidā̇jē	house, household, compound
girmā	bigness, largeness
girma-girma	moderate bigness
gōbe	tomorrow
gōdē	thank (with /ma-/)
gōdiyā	thanks
gōgē	polish, rub off
gōmā	ten
gōnā (r) pl gōnākī/gōnākā	farm
/ gōnōnī	
gōshī	forehead
gōshin āzahār	about 1:30 P.M.
gōshin là'asār(īyā)	about 3:30 P.M.
gōshin māgārībā	twilight
gudū	run
gudō	run here
gyādā (r) pl (n)	peanut(s)
gyārā vn gyārā	repair
gyārō	repair with reference to here
gyārarrē -īyā ` -ū	fixed (one)
<u>h</u>	
habā	expression of disagreement
hakā	this way, thus
hakānan / hakānan	thus
hākīmī	district head or other official
hākūrī	patience
yī hākūrī	be patient, have patience
hāmsin	fifty
hàngā (ē/ī)	sight, be able to see (from that place)

HAUSA

hankàlī	good sense
à hankàlī	slowly, carefully
hàntsī	early morning with sun well up
hanyā (r) pl hanyōyī	street, road, path, way
hanzarī / hamzarī	excuse; hurry
haṛ	until, up to
hàràjī	poll tax
haṛbā (ē/ī) vn haṛbā	kick, shoot, throw
haṛbā̀	fire, discharge missile
haṛbō	shoot, kick, throw with reference to here
haṛbas / haṛbaddā	kick off
haṛbabbē -iyā `-ū	(one) shot, kicked
haṛbī̀	hunting
hāyā̀ (r)	rent, hire
mōtāṛ hāyā̀	taxi
hudū	four
hūlā̀ (r) pl hūlunā̀	hat
hūntū̀rū̀	harmattan
hūtā̀	rest
hūtū̀	holiday, vacation, leave
<u>ī</u>	
ī	yes
īdan / in	if; when
īnā̀	where?, how?
īndā / īndā̀	where (that)
īrī̀	kind, sort
īsā̀	arrive; be sufficient
īsṑ	notification
yī ma- īsṑ	announce the arrival of -
īsshā̀'ī	time of last prayer (about 7:45 to 8:00 P.M.)
ītā̀ / ita	she
ītā̀cē pl itātuwā̀	tree

BASIC COURSE

iyà		be able
iyālī	pl iyālaı	family
iyāyē		parents
ızinī		permission
<u>ı</u>		
jā	pl jājāyē	red
jākā (r)	pl jakkunā / jakōkī / jakunkunā	bag, sack
jākādà	pl jākādū	consul
jākı		nickname for donkey-like person
jē / je		go
jı / jī-	vn jī`	hear, perceive, feel
jībı		the day after tomorrow
	jībı- jībı	specifically the day after tomorrow
jırā	vn jırā	wait
jırgī		train; vehicle of transport
jıyà (r)		yesterday
Jümma 'à		Friday
jünā		one another
<u>k</u>		
kadà		(negative with optative) don't, lest
kādaı		also
kađaı		only, alone
kāđan		a little
kāfın		before
kāfıntà	pl kāfıntōcī	carpenter
kaı		you (m sg)
kaı		take
	kāwō	bring
	kaudà	move (something)
	kāyā	load, merchandise
	pl kāyāyyakī	

HAUSA

kai	head
kan̄ sarkī	stamp
kai	hey!
kākā (r)	harvest
kākā (n,r), pl kākànnī	grandparent
kallō	looking at, watching
kāmā (r)	likeness (Note 15.5)
kāmā̀	sieze; set out on (road)
kāmātā̀	be fit, convenient, proper
kan̄ (/kai/ plus /n/)	on
kāntī	store
kārātū	reading
makaṛantā (r) pl makārāntū	school
kārḅā (ē/1) vn karḅā / kārḅā	receive
karḅō	receive with reference to here
kāsuwā (r) pl kāsuwōyī	market, market place
kātākō pl kātāttākī	lumber
kawāi	for no reason
kē / ke	you (f sg)
kèkè	bicycle
kirā vn kirā̀	call
kikkirā̀	call a number of people/times
kirkī̀	kindness
y1 ma- kirkī̀	treat well
kīyā̀yē	protect
kō	or, whether, even, (generalizer)
kō'ìnā	everywhere; (with neg) anywhere
kōmē / kōma1	everything; (with neg) anything
kōmènē nè	whatever it is
kōwwā	everyone, everybody
kōwwànè f kōwàcè	whoever, whatever
pl kōwàd'annè	
kōwànnè	whichever it is
kōmā̀	return (thither)
kōmō	return here

BASIC COURSE

kōyō	vn kōyō	learn
makōyī	f makōyiyā	learner
	pl makōyā	
kū		you (pl)
kudū		south
kuḏī / kuḏfī		money
kujērā (r)	pl kùjērū	chair, stool
	/ kujērōrī	
kūkū		cook
kullum		every day
kulob		club
kumā		also
kuñnē	pl kunnuwā	ear
kusa		approach, near
kusa		nearness
kūwā		indeed
kō kūwā		... or not?
kwaf / kofī / kopī		cup
kwālī		cardboard, carton, package
kwāna	vn kwānā	spend the night
kwānannē	-iyā -ū	one who has spent the night; left-over (food)
kwānā	pl kwānākī/kwānukā	day, time spent
	kwānan watā	date
	kwallāfiyā	good morning
kwās / koś	pl kwasōshī	course
	/ kosōshī	
kwatā		quarter
kwatāncē		guidance
kyau		goodness, beauty
dā kyau		fine!, good!
<u>k</u>		
kafā (r)	pl kafāfū / kafāfuwā	foot, leg (of person or thing)
kākā		how?

kɔlɔu		very very
kɔnkɔnɛ̀	f kɔnkɔnuwà	small, little
	pl kɔnɔnɔ̀	
kàramī	f kàramā	small, little
	karancī	smallness, small amount, scarcity
kārɛ̀		come to an end; be finished, complete
	kārāsā	finish, get to (complete the trip to)
	kārshɛ̀	end
karfɛ̀		metal; o'clock
karyā (r)		lie
kasā (r)	pl kasāshɛ̀	earth, country, state
	kasà-kasà	a little lower, somewhat lower
kī		refuse
kīrjī		chest
	kīrjɪ-kīrjɪ	a little towards the chest
kōfā (r)	pl kōfōfī	door
kōkarī		effort
	yɪ kōkarī	make an effort, try
kōsā		be eager
kurɛ̀		reach the terminus; expire (of time)
kwallō		soccer
kwarɔɪ		very much
kyālɛ̀	vn kyālɛ̀	not bother with, ignore

l

là'adā (r)		commission, cut
là'àsàɾɪyā (r)		late afternoon
	là'àsàɾɪyā sàkālìyā	about 4:30-5:30 P.M.
	là'àsàɾɪyā lɪs	dusk
làbārì		news, a story
làfɪyā (r)		health, well-being
	làfɪyayyɛ̀ -ɪyā ` -ū	healthy
Lahādì		Sunday
laifī		fault

BASIC COURSE

lālātā	spoil
lālācē	spoil, deteriorate, go bad
lālātō	spoil with reference to here
lallē / lallaɪ	certainly, for sure
lālūrī	optional later time for prayer
lāmbū	irrigated land, garden
Lārābā (r)	Wednesday
lau	very
launī	color
lissāfī	arithmetic, calculation
Litīnī	Monday
littāfī pl littāfaɪ	book
lōkēcī pl lōkētaɪ / lōkutā	time, period of time

m

ma- (plus pronoun) / wā (plus noun)	to, for
mā	(emphatic particle), in fact, indeed
mādāllā	thanks
madaṛā (r)	fresh milk, whole milk, canned milk
māganā (r)	talk, speech
māgānī pl māgungunā	medicine
māgāṛibā (r)	sunset (dark)
māɪ pl māsu māigīdā	possessor of householder
māɪ	grease
mākō / sāṭī	week
mākōn jiyā	last week
mākōn gōbe / mākō māɪ zuwā	next week
mākōn jībɪ	the week after next
mākōn gātā	three weeks hence
makwābcī pl makwābtā	neighbor
mālām / mālāmī f mālāmā pl mālāmāɪ / mālumā	malam

HAUSA

mālantà	teaching
mānà	how about...? (question particle)
manajà	manager
mangwārō	mango
mantā	forget
mantō	forget with reference to here
màntaccē -iyā pl mântàttū	(one) forgotten
māsinjā pl māsinjōjī	messenger
mātā (r) pl mātā / mātāyē	woman, wife
mācè pl mātā	woman
matsā	press (closer), squeeze against
mè	what?
mènē nē	what is it?
mintī	minute
mōtā (r)	car
mū	we
muṛnā (r)	joy, gladness
mùtum / mùtumi(n) pl mutānē	man
<u>n</u>	
na / nā- f ta / tā-	that characterized by or pertaining to (Notes 14.1.1, 24.1.3)
nā	is, are, was, were (Note 15.2)
na 'am	yes
nā 'am	yes?
nañ	here
nàn / nañ / nan	this
nauyī	heaviness
nauyī-nauyī	something like heaviness
nawā	how much?
nē / nē f cē / cē	is, was, are, were
nēmā (ē/1) vn nēmā	look for
nēmō	look for (with reference to here)
nēmammē -iyā `-ū	(one) sought after

BASIC COURSE

manēmī	pl manēmā	sutor
nī / nī		I
nīsā		distance
dā nīsā		far
nīyyā (r)	pl nīyyāyakī	inclination, feeling, intention
nōmā		farm, till
nōmā (r)		farming
manōmī	pl manōmā	farmer
nūfā (ē/ī)		intend, set out for
nūnā		show

o

ōfīs / ōfīshī(n)	pl ōfīsōshī	office
ōho		well! (my previous statements having been ignored)

p

pākītī / fākītī		pack(age)
paṁ / faṁ [pāw]		pound

r

rabā		divide
rarrābā		divide and distribute
rabī		half
ragē		reduce
ragī		reduction
rai		life
rānā (r)		sun, day, mid-day, afternoon
rashī		lack
rashīn zuwā		failure to come, absence
razdān		resident
rīgā (r)	pl rīgūnā	robe, gown
rūbūtū		writing
rūlā		ruler

HAUSA

rùmfā (r)	pl rumfunā	grass shed; hut
ruwā		water
inā ruwan -		what business is it of -
ruwa-ruwa		watery
<u>s</u>		
sā`		put, cause
sanyō		put, place, wear (with reference to here)
sā`à (r)	pl sā`ō`ī	hour
sā`addà		the hour which, when
sābā		become accustomed to (/dà/)
sàbà`in		seventy
sābō	f sābuwā pl sãbãbbī	new (one)
sabōdà		on account of, because
sãbulũ		soap
sāfē		morning
sāfiyā		sun-up
sassāfē		dawn
sai		until, except
sākè		repeat, change, alter
sākē		change
sākō		message, item sent by someone
sālāmù àlaikùm		(greeting)
sallā (r)		prayer, festival (Note 24.2.3)
sallāmā		agree to sell at a given price
sāmā (ē/ī)	vn sāmā	receive, get
sāmō		get (with reference to here)
sāmù		be one who has received
sāmammē	-iyā `-ū	(one) received
samā		sky, space
samā-samā		a little higher
sani / san(-)	vn sanī	know
sānannē	-iyā `-ū	(one) known
masānī	pl masānā	learned person

BASIC COURSE

sànnu	greetings!
sanyī	damp cold
sārè	cut, cut down
sārō	cut down (with reference to here)
sàrarre -iyā ` -ū	(one) cut down
sarkī f sarauniyā	emir
pl sarākunà / sàràka ₁	
sātā (sācē/sāc ₁) vn sātā (n,r)	steal
sācè	steal (and take away)
sātaccē -iyā ` -ū	(one) stolen
sātā (r)	stealing, theft
y ₁ sātā (r)	commit theft (of)
sātī / mākō	week
sàukā vn sàukā (r)	get off, alight, arrive
sàukā (ē/1)	deliver
saukō	arrive here
saukar (dà) / saukaddà	set down off something
sàukā	arrival, (woman's) confinement
saukī	ease
saurā	remainder
saurī	speed
saurī-saurī	something speed-like
saurō pl saurāyē	moussquito
sàyā (ē/1) vn sàyē	buy
sayō	buy (and bring hither)
sayar (dà) / sayaddà	sell
sàyayyē -iyā ` -ū	bought (one)
silmā	movie
gıdan silmā	movie theater
sīsī	sixpence
sītō`	storeroom
sittın	sixty
sō vn sō`	want, desire, love
sōsai	straight, well, correctly

HAUSA

sū / su	they
sukārī	sugar
sùkūnī	time (available to do something)
sulè	shilling
<u>sh</u>	
shā`	-teen formative
shā`	drink
shayaṛ (dà) / shayaddà	give to drink, water (an animal)
shà'awā (r)	admiration
yı shà'awàṛ -	admire -
shaidā	inform (/ma-/)
shaidā (n,r)	testimony
shakkā (r)	doubt
shārè vn shārā	sweep
shāwarā (r)	advice
shēkarā (r)	year
shēkaran jiyà	the day before yesterday
shī / shı	he
shıdā	six
shıgā	enter
shıkēnan	that's so
shın	by the way
shıryà	prepare, arrange
shıryō	arrange, prepare (with ref. to here)
shūdī f shūdīyā	blue (one)
pl shūdā / shūdāyē	
shudī-shudī	bluish
shūkā	plant
<u>t</u>	
ta (see na)	
tābā (r) pl tābōbī	cigarette(s), tobacco
tabbātā	be sure

BASIC COURSE

tabbatar (dà) / tabbataddà	assure
tàbbàtaccē -iyā ` -ū	reliable
tàfī vn tàfīyā (r)	go
tahō	come
matàfīyī pl matàfīyā	one on a journey
tāfīntā	interpreter
tagūwā (r) pl taguwōyī	shirt, blouse
tākālmī pl tākālmā	shoe, sandal
takārdā (r) pl takārdū	letter, paper
takwās	eight
Tālātā (r)	Tuesday
tālātīn	thirty
tāmānīn	eighty
tāmbayā (ē/1) vn tāmbayā (r)	ask
tambayō	ask (with reference to here)
tāntāmbayā / tāttāmbayā (ē/1)	ask here and there
tarā	nine
tārā	collect
tārē	together
tārō	meeting, collection of things
tāshī	get up
tāsō	get up (with reference to here)
taurī	toughness
taurī-taurī	something like toughness
tāwwadā (r)	ink
tī`	tea
tīlās	compulsion, something compulsory or necessary
tītī	street
tō` / tō / to	particle of assent; (interr.) really?
tūkūnā / tūkūn	not yet
tūkā	stir; drive (car)
tun	since, while

HAUSA

tùni	long since
tunà	remember
tùnànì	thinking, thought
tùrà	push
tùrō	push this way, send hither
tùrancì	English
bàtùrè pl tūrāwā	white man
tsàdā (r)	expensiveness
y₁ tsàdā	be expensive
tsakā (r)	middle
tsakaddarē	midnight
tsakar rānā	mid-day, noon
tsakiyā (r)	center, middle
tsāmmānì	thinking, presumption, supposition
tsārì	arrangement, arranging, neatness
tsayā	stop, stand
tsōrō	fear
tsūfā vn tsūfā	to have become old, be old
tsūfa-tsūfa	be old-like
ɗan tsūfā	be somewhat old
ɗan tsūfa-tsūfa	be just a bit old
tsōhō f tsōfuwā	old (one)
pl tsōfàffī	
tsuntsū	bird
<u>u</u>	
ukù	three
uwā (r) pl uwāyē	mother
uwargidā	senior or only wife
<u>w</u>	
wà (plus noun) / ma- (plus pronoun)	to, for
wà	who?

BASIC COURSE

wānē nē	who is it?
wandà / wandà	one who
f waccè / waccè	
pl wadàndà / wadàndà	
wannàn pl wadànnan	this, these
wannan	that particular one, the one known
wancàn f waccàn	that, those
pl wadàncàn	
wànè f wàcè pl wadànnè	what?, which?
wànnē f wàccē	which one?
pl wadànnē	
wani f wata	some, someone, another, others
pl wasu / wadansu	
wa'alaikà sàlāmù	(greeting in reply)
wai	(indicates hearsay)
wajē	direction
wajen -	(in) the direction of, about, towards
wākē	beans
wàlàhā (r)	time of supplementary morning prayer (9:00-10:00 A.M.)
wankē	wash
wankō	wash (with reference to here)
wankā	taking a bath
gidan wankā	bathroom
wankī	washing
wànshèkarè / wàshègarī	the following day
wàrhakà	as of now
warkē	recover, get well
warkè-warkè	be somewhat recovered
dan warkè-warkè	recover just a bit
warkar (dà) / warkaddà	make well
wāsā	playing, play
wàshègarī / wànshèkarè	the following day
watā pl wàtānnī	month, moon

HAUSA

wannàn watàn	this month
watàn jiyà	last month
watàn gòbe / watàn màì zuwà	next month
watàn jībì	the month after next
wàtàkìlà / watakìlà / watakìlà	perhaps
wayà / wāyà	wire
wàyàlìs	wireless
gìdan wayà	post office
wāyè	clear (of sky)
wucè	pass by
wurì	earliness
dà wurì	early
wurì pl wuràrè	place
wutā (r)	heat
wuta-wuta	something like heat
wùyā (r)	difficulty
<u>Y</u>	
yà / yāyà	how
yaddà	how
yākà f yāki	come here!
yaṁma	west
yaṁmā (r)	time when the sun is in the western sky and for a bit after it disappears
yaṁma-yaṁma	westerly, towards evening
yānzù	now
yānzù-yānzù	immediately
yārō pl yārā	child
yaù	today
yaù-yaù	today for certain
yāushè	when?
yawà	abundance
yāwō	a walk, walking
ya'wā	(reply to greeting)

BASIC COURSE

yī / yɪ vn yī`	do, make
yīwō	do, make (with reference to here)
kōmaɪ yāyɪ	everything's fine
'y	
'yā (r) (see dā)	daughter
'yammātā	girls
<u>z</u>	
zā-	going to go (Note 15.1)
zāfī	heat
zāfɪ-zāfɪ	something like heat
zāgāyā	go around
zamā	become, be
zamō	be(come) (with reference to here)
zātō	thought, thinking
zaunā	sit
zaunar (dà) / zaunaddà	seat; make (someone) waste time
zō / zo vn zūwā	come
zubā	pour
zubō	pour (with reference to here)
zubar (dà) / zubaddà	pour out