

M O R É

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.

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WASHINGTON, D.C.

1966

D E P A R T M E N T O F S T A T E

MORÉ BASIC COURSE

FOREIGN SERVICE INSTITUTE

BASIC COURSE SERIES

Edited by

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MORÉ BASIC COURSE

P R E F A C E


Moré is the language spoken by the Mossi people of Upper Volta, about 2,000,000 in number. This book is intended to give the student a start in Moré, providing him with dialogues that relate to some of the first situations in which he is likely to use the language, as well as with systematic practice in all major points of grammar.

Moré Basic Course in one of a series of short Basic Courses in selected African languages prepared by the Foreign Service Institute with the support of the Office of Education, Department of Health, Education and Welfare, under provisions of the National Defense Education Act.

The course is laid out in three cycles. Cycle One is devoted mainly to socially useful set expressions and to general notes on social usage and the major points of grammar. Cycle Two concentrates on developing fuller control of the language structure within the context of high frequency situations. Cycle Three presents additional material for comprehension and conversation practice aimed at the consolidation of skills developed in Cycle Two.

All Moré texts were provided by Adamã Balima. James E. Redden developed the system of transcription and the notes on the phonemic system incorporated in the introduction, he was also primarily responsible for the development of Cycle One and the last three units of Cycle Two. Marianne Lehr developed the remainder of Cycle Two, organized the supplementary materials incorporated as Cycle Three, and is responsible for the glossary and much of the introduction. Useful suggestions came from Earl W. Stevick and Lloyd B. Swift of the FSI staff. The Moré-French Dictionary of R. P. Alexandre, published by L'Institut Français d'Afrique Noire, was of particular value.

The tape recordings to accompany this text were prepared in the studios of the Foreign Service Institute under the technical direction of Gary Alley. Mrs. Evelyn Vass prepared the manuscript for reproduction.


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INTRODUCTION

Speakers of Moré

The Moré language is spoken by the Mossi people who live, along with Bambara and Fula speaking people, in the central part of Upper Volta. There are about two million native speakers. Unofficially there are estimated to be from 1,700,000 Mossi (Europe-France Outremer, March, 1964) to 2,200,000, (Skinner, E., The Mossi of the Upper Volta). Approximately one million more people also use the language regularly although it is not their first or native language.

Language Family

Moré belongs to the Niger-Congo family, a very large family of languages spoken south of the Sahara. It is surrounded by a number of very closely related languages, the closest being Dagomba, Kusasi, Nankanse, Talensi, Mamprusi, Wala, Dagari, Birifor and Namnam which are spoken south and southwest of Ouagadougou in Upper Volta and northern Ghana. (Greenberg, Joseph H., The Languages of Africa, International Journal of American Linguistics, Volume 29, Number 1, Part II, January 1963.)

The Language of this Manual

This book is based on the speech of Adamã Balima, a Mossi from Upper Volta. He lived in Tenkodogo during his childhood, and moved to Ouagadougou in his early teens. His speech, therefore, must be considered as a mixture of the Moré spoken in Tenkodogo and Ouagadougou.

Mr. Balima's speech is, of course, represented with complete accuracy only on the accompanying tape recordings of which the printed text is merely a transcription. The student, user of this manual, should follow his instructor's example even when his pronunciation, choice of vocabulary, or turn of phrase differs from what appears on these pages. It is hoped that the general format will, nevertheless, prove suggestive, and that, with appropriate substitutions to fit local usage, the dialogs, drills and narratives may be used with instructors speaking different dialects.

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A LEARNER'S SYNOPSIS OF MORÉ STRUCTURE

The following synopsis of Moré structure is, in no way, an exhaustive presentation of Moré sounds and grammar. It is, rather, a summary of the most important points. Its purpose is to provide orientation for the student, who, by knowing on which areas of the language he must lavish attention, can learn more quickly and easily. So that each point will be readily understood, the vocabulary of the examples has been kept small. The exercises are not intended to make this synopsis into an auto-instructional program, but only to give the reader an opportunity to participate if he desires to do so, and to keep constant check on his understanding.

General Characteristics of the Language

Moré can be considered to have four major characteristics.

1. It has lexically significant tones.
2. It has meaningful patterns of intonation.
3. It has a stem and suffix system.
4. 'Parts of speech' can be distinguished from each other only in context. In other words, although there are only a few varieties of word order, these nevertheless contribute a great deal to the meaning of the words used.

Basic Word Structure

Structurally, there are two kinds of words in Moré: major words and particles. Major words are nouns, verbs and long form pronouns. Particles are connectives and short form pronouns. All major words are two syllables long in their dictionary form. Particles are only syllable, or less, in length.

Examples:

Major Words: /wumá/ - understood
 /págà/ - woman
 /píndà/ - early
 /yámbà/ - you, master
 /pélgà/ - white

Particles: /m/ - I
 /né/ - and, with, also
 /ti/ - that (clause connective)

Major Words

Nouns and verbs are composed of stems and suffixes. These component parts can be identified, listed, and usually defined.

Structural Formation of Stems: A stem always consists of a single consonant followed by a vowel. Vowels are long, short or nasalized. The entire

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stem has a characteristic pitch, either high or low, in addition to its consonant and vowel. This lexically significant pitch is called tone. Thus all basic stem forms have the structure: consonant plus vowel plus tone.

Examples:

Stems: /ta/ - pertaining to reaching (low tone)
/kéé/ - pertaining to movement (high tone)
/ko/ - pertaining to selling (low tone)

Structural Formation of Suffixes: Every word is limited to one stem but may have several suffixes. One consonant plus a vowel is a suffix. Several consonants plus a vowel is a cluster of suffixes. Each suffix consonant serves to limit the wide range of meaning of the stem; the suffix vowel relates the word to the rest of the sentence.

The suffix has no characteristic tone of its own. Its pitch is not part of its own structure but is determined by the tone of the stem. In citation form, high tone stems are followed by suffixes with low pitch; low tone stems by suffixes with high pitch. Primarily these pitches are characteristic of vowels. They do, however, influence the adjacent voiced consonants.

Examples:

Suffix forms: /-d(a)/ - habit, state of
/-t(a)/ - continuation
/-g(a)/ - reversive (intransitive)
/-s(a)/ - transitiviser

Stem-suffix combination: /tadá/ - have, state of having reached
/tasá/ - reached something
/tagsá/ - distracted from something
/tata/ - is arriving
/kéendà/ - is travelling
/kéentà/ - is entering
/kéengà/ - went away
/kéengdà/ - is going away
/kéèsà/ - put something inside

The above description applies to most major words. There are a few exceptions, however, which should be noted.

1. Some verbs, in the shortest form, appear without any suffix.
2. One lexically significant suffix is a vowel without any accompanying consonant.
3. Mass nouns do not end in a vowel but in /-m/.

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Examples:

1. Verb without a suffix:

/A wáa mè./ - He arrived.

contrast: /A wátà mé./ - He is arriving.

2. Vowel without consonant as lexically significant suffix:

/koo/ - selling, getting rid of, pulling out

/koosá/ - sold something

/koasá/ - merchant

3. Mass nouns:

/kòòm/ - water

/zòòm/ - flour

Test Yourself:

1. Label the following words: 'MW' for major word or 'P' for particle. The correct answer is given in square brackets at the right.

/pélgà/ _____ [MW]

/yàmbà/ _____ [MW]

/m/ _____ [P]

/né/ _____ [P]

/wéefò/ _____ [MW]

2. In the following examples, all of them major words, divide the stem from the suffix by drawing a slant line between them.

/ t a s á / [ta/sá]

/ p é l g à / [pé/lgà]

/ k é ě s a / [kéě/sa]

/ p ó g l g à / [pó/glgà]

/ k o a s á / [ko/asá]

3. Label the following consonant - vowel combinations 'St' if they can only be stems, 'Su' if they can only be suffixes, and 'SS' if they might be either stem or suffix.

/kéě/ [St]

/glga/ [Su]

/ta/ [SS]

/koa/ [St]

/gda/ [Su]

/ba/ [SS]

The Syllable

The syllable consists of (a) a consonant with the vowels that follow it; (b) a consonant cluster with the one vowel that follows it or, (c) sometimes a consonant cluster with no vowel. This division is a useful one from a phonetic as well as a functional point of view. There are three phonetic-grammatical reasons for making this syllable division.

1. Individual consonants, members of a cluster, may be separated from each other by minimal vocalization, i.e. [ə], the last vowel in 'sofa'. This vocalization, however, has no lexical significance. It appears and disappears depending on the speed of speaking or the emphasis that the speaker wants to give the word. This minimal inter-consonantal vocalization can, therefore, be considered non-syllabic.

Examples of Consonant Clusters:

- /póglgà/ - wounded
- /gúlsdà/ - writes
- /kadmá/ - taught
- /kéngdá/ - goes away

The Consonant clusters with vocalization marked:

- | | |
|--------------------|--------------------|
| [pó <u>g</u> əlgà] | [ka <u>d</u> əmə] |
| [gú <u>l</u> əsà] | [ké <u>ng</u> ədà] |

2. Each suffix consonant carries meaning, and no suffix consonant is very limited as to the stems with which it can co-occur.

3. In various grammatical environments, the suffix vowel is lost. In these cases, the consonant cluster often carries the pitch of the lost vowel. Most consonants are voiced. The occurrence of the characteristic pitch on a consonant cluster or on another following vowel depends on speed and style of speaking.

Examples of the Lost Vowel:

- /kéngdà/ - goes
- /M ká kéngd yè./ - I am not going.

The pitch usually drops on /-gd/.

- /M ká kéng yè./ - I did not go.

The pitch drop on /-g/ is less apparent.

In summary then, because of the arrangement of the sounds and the roles that they play in the grammar, Moré major words are composed of a stem syllable and a suffix syllable.

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There are a few syllables consisting only of vowels. Their occurrence is very limited however. All major words, exclusive of words borrowed from other languages, have consonants. Only three particles begin with vowels. These particles are syllables when they begin an utterance. In other environments, they are parts of syllables.

The Three Moré Words that Begin with Vowels:

- /a/ - he, she, him, her, his
- /i/ - you, your (formal)
- /ub/ - they, them, their

Test Yourself:

Divide the following Moré words into syllables by drawing a line at syllable boundaries.

1. /p ó g l g à/ [pó/ɟlgà]
2. /k é e n g d à/ [kée/ngdà]
3. /A k á k á d m d y è/ [A/ká/ka/dmd/ye]

Functional Classification of Major Words

Nouns and verbs share stems, suffix consonants and some suffix vowels. Therefore the class of a word is not always apparent from its shape in isolation. The classification of major words into 'parts of speech' depends, rather, on the shape of the word in relation to its location in the sentence or in relation to a close derivative.

In this respect Moré shows partial similarities to some of the European languages. Many English words are both nouns and verbs. Some Moré words are also both nouns and verbs in isolation. In context, however, the suffix vowel and the position in the sentence determine the form class.

Examples:

Stems and Suffixes used for Both Nouns and Verbs:

- /daa/ - pertaining to acquisition
- /zá/ - pertaining to distance
- /-ga/ - action (sometimes reversive)
- /daagá/ - market, place of trading activity
- /zágà/ - moved away

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Moré Noun-Verb:

/kěě/	- pertaining to movement
/-da/	- habit, process, continuation
/kěěndà ya wóok wùsgò./	- <u>This trip</u> is very long.
/M kěěndà búdòě dád fáã./	- I <u>go</u> to the office every day.

In the Romance languages, one significant determiner or ending can be isolated which will identify nouns; another, which will identify verbs. Moré words, however, can be most efficiently classified by the association of the stem with pairs of suffixes. Thus a word can be identified as a noun when its singular and plural forms are known, and as a verb when its perfective and imperfective forms are known. One of the suffixes may be common to the two classes, but both suffixes together will not be.

Examples:

Pairs of Nouns and Verbs:

/págà/ - woman	/pagá/ - closed
/págbà/ - women	/pagdá/ - closes
/kěěngdà/ - traveller, dancer	/kěěngà/ - went away
/kěěng(d)bà/ - travellers, dancers	/kěěngdà/ - goes away

Test Yourself:

Label the underlined Moré words N for noun or V for verb.

- | | | | |
|--------------------------------|-----|-----------------------|-----|
| (a) /A <u>kěěngà</u> mé./ | ___ | He went away. | [V] |
| (b) /A <u>kěěngdà</u> mé./ | ___ | He is going away. | [V] |
| (c) / <u>Kěěndà</u> ya wóokò./ | ___ | This trip is long. | [N] |
| (d) / <u>Kěěngdà</u> bée ká./ | ___ | A dancer is here. | [N] |
| (e) / <u>Kěěngbà</u> bée ká./ | ___ | The dancers are here. | [N] |

Inflection of the Suffix Vowel

Of the two criteria for classifying words, form (morphology) and environment (syntax), let us discuss form first. By way of review, nouns and verbs are made up of a stem, one to four suffix consonants, each limiting the meaning of the stem, and a vowel. Three different things happen to this final vowel under different conditions: it can be oral, as in citation form; it can be nasal; or it can disappear. Each of these three events indicates one type of relationship for nouns, and another type of relationship for verbs. The following tables, though not exhaustive, summarize these relationships.

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Nouns

1. Oral vowel indicates
 - (a) citation or dictionary form,
 - (b) non-specific noun at end of phrase,
 - (c) specific or demonstrative before end of phrase.
2. Nasal vowel indicates
 - (a) a specific or demonstrative noun at end of phrase,
 - (b) the locative ending.
3. No final vowel indicates
 - (a) first noun of a compound noun,
 - (b) this is the subject; the verb follows,
 - (c) negation.

Examples:

Nouns, final vowel:

1(a) /záabdè/	evening
1(b) /Ub lóogdà <u>záabdè</u> ./	They are leaving in the evening.
1(c) /;Ub lóogdà <u>záabdà</u> bí?/	Are they leaving <u>this evening</u> ?
2(a) /Ub lóogdà <u>záabdã</u> ./	They are leaving <u>this evening</u> .
2(b) /A námsdà <u>mobílé</u> ./	She gets tired <u>in a car</u> .
3(a) /kútù/	iron
/wéefò/	horse
/kút wéefò/	bicycle
3(b) /A Kúkà/	proper name
/ <u>A Kúk</u> lóogdà záabdã./	Kuka is leaving this evening.
3(c) /bumbu/	thing
/ <u>ká búm</u> yé./	<u>nothing</u>

Test Yourself:

Choose the best English translations for the underlined Moré words. All Moré words used below are found in the preceding examples.

- | | | |
|--------------------------------------|---------------------|-----|
| (a) /Ub kéengdà <u>záabdã</u> ./ | They are going | |
| | (1) any evening, | |
| | (2) in the evening, | |
| | (3) this evening. | [3] |
| (b) /Ub ká kéengd <u>záabdà</u> yé./ | They are not going. | |
| | (1) in the evening, | |
| | (2) any evening, | |
| | (3) this evening. | [5] |

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(c) /Ub kéengdà <u>záabdè</u> ./	They are going (1) in the evening, (2) any evening, (3) this evening.	[1]
(d) /Ub námsdà <u>móbilè</u> ./	(1) They tire the car out. (2) They get tired in the car.	[2]
(e) /Ub ká lóogd <u>záabd</u> yè./	They are not leaving (1) this evening, (2) in the evening, (3) in the next few evenings	[2]

Verbs

There are three types of significant positions of the verb: independent, connected and surrounded.

1. Oral vowel occurs in affirmative questions, statements and commands. (Independent Position)
2. Nasal vowel occurs with the connective /n/ in verb plus verb constructions. (Connected Position)
3. No final vowel occurs when negative markers or subordinate conjunctions surround the phrase. (Surrounded Position)

Examples:

Verbs, final vowel:

- | | |
|---------------------------------|---------------------------------------|
| 1. /Ub <u>lóogdà</u> záabdà./ | They <u>are leaving</u> this evening. |
| 2. /Ub <u>dátè n</u> lóogà mé./ | They <u>want to</u> leave. |

contrast:

- | | |
|-----------------------------|-------------------------------|
| /Ub <u>dátà</u> móbilì./ | They <u>want</u> a car. |
| 3. /Ub <u>ká lóogd</u> yè./ | They <u>are not leaving</u> . |

Test Yourself:

In the Moré sentences below, the verb is missing. Fill it in from the choices given.

- | | |
|--------------------------|---------------------|
| (a) /A _____ kút wéefò./ | He wants a bicycle. |
| (1) dátà | |
| (2) dátè n | |
| (3) dát | [1] |

(b)	/A _____ kéengà mé./	He wants to go away.
	(1) dátà	
	(2) dátè n	
	(3) dát	[2]
(c)	/A ka _____ bùm yè./	He doesn't want anything.
	(1) dátà	
	(2) dátè n	
	(3) dát	[3]

Syntax (Environment)

Although some words are usually used as nouns and some are usually used as verbs, the fact that a word ends in /-è/, /-ã/, /-a/, /-e/, or no vowel at all does not identify this word as a noun or a verb. These endings, in relation to the place of occurrence in the sentence give the rest of the necessary information for this classification. The following tables of nominal and verbal environments further elaborate the noun phrase and the verb phrase as they occur within the sentence.

Verbs and Nouns

Either a noun or a verb may be preceded by: (1) a pronoun, (2) a noun, (3) the negative marker. In complete sentences, however, this marker regularly follows the subject and precedes the verb.

Examples:

Words which may precede either a noun or a verb:

- | | | |
|-----|--------------------|---------------------------------|
| (1) | /Ub lóogdà mé./ | <u>They</u> are leaving. |
| | /ub móbilǎ/ | <u>their</u> car |
| (2) | /Lógtòd lóogà mé./ | The <u>doctor</u> left. |
| | /lógtòd yíidì/ | hospital, <u>doctor's</u> house |
| (3) | /ká bùm yè/ | <u>nothing</u> |
| | /Ub ká lóogd yè./ | They are <u>not</u> leaving. |

Markers standing between subject and verb:

- (1) the subordinate connective /sǎ/ - if, when
- (2) the relative connective /sé/ - that, which
- (3) the negative marker /ká/ - not, no ...
- (4) any verb ending in a nasal vowel plus /n/, /dátè/ - want, /tǒè/ - can, /nǎǎ/ - will
- (5) the past tense marker /dá/
- (6) the proximity marker /nǎ/ plus /n/.

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Of the above markers, only (1) and (2) may not occur together. All of the others may occur together in the same sentence.

Examples:

Markers between subject and verb:

- | | |
|---|---------------------------------------|
| (1) /Ub <u>sá</u> lóogà mé.../ | If <u>(when)</u> they leave... |
| (2) /Ub <u>téngà</u> , <u>sé</u> yá neede.../ | their town, <u>which</u> is pretty... |
| (3) /Ub <u>ká</u> lóog ye./ | They did <u>not</u> leave. |
| (4) /Ub <u>dátè</u> n lóogà mé./ | They <u>want to</u> leave. |
| (5) /Ub <u>dá</u> lóogà mé./ | They had left. |
| (6) /Ub <u>ná</u> n lóogà mé./ | They have <u>just</u> left. |

Markers occurring together:

- | | |
|----------------------------------|-------------------------------------|
| /Ub <u>sá ká ná</u> lóogà mé.../ | If they have <u>not yet</u> left... |
| /Ub <u>dá ná</u> n lóogà mé./ | They had <u>just</u> left. |

There are no adjectives and adverbs in Moré. Some words which must be translated by English adjectives behave just like verbs in Moré; others behave just like nouns. Words which must be translated by English adverbs, behave just like nouns. That is, Moré words are here separated into different classes on the basis of form and location within the sentence.

Examples:

Adjectives and Adverbs:

- | | |
|--|--|
| /A <u>záda</u> mé./ | It <u>is far away</u> . (verb - to be far) |
| /Yá <u>súngò</u> ./ | That is <u>good</u> . |
| /A yá <u>súngò</u> ./ | It is a <u>good thing</u> . |
| /pélgà/ | <u>white flower</u> |
| /pélg fúgù/ | <u>white</u> item of clothing |
| /Píndà a <u>dágè</u> n kéengà táǎsgò./ | <u>Formerly</u> , he used to go hunting. |
| /pínd <u>zliga</u> / | <u>the former</u> place |

Test Yourself:

In the following sentences, write S over the subject and V over the main verb. Subject and main verb can be recognized by the words that occur between them.

- | | | |
|--------------------------|----------|--------|
| (1) /Lógtòd ká lóog yè./ | S | V |
| The doctor has not left. | [lógtòd] | [lóog] |

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(2) /A dá nǎ n wáa mé./ He had just arrived.	S V [A] [wáa]
(3) /A sǎ wa,...../ When he comes,	[A] [wa]
(4) /Ub ká tóě n tum yé./ They cannot work.	[Ub] [tum]

There are, then, two major form classes in Moré: particles and major words. The major-word class has two subdivisions based on endings and environment: verbs and nouns.

Summary of General Characteristics

The student of Moré then has two major mental occupations. (1) He learns major words and tries to understand the component parts. (2) He tries to find the common denominator of stems and suffixes as they occur in different environments. Thus he memorizes some rules and some translations, but he is constantly adapting his impressions to new combinations. The questions which he will often ask himself are 'How does this familiar suffix affect this familiar stem, and how does this familiar stem affect this familiar suffix?' In short, 'What do new relationships do to old ideas?'

Many of the suffix consonants and stems have been isolated and identified in this text. Some work remains to be done in this area, however. Two questions to which the student of Moré might address himself are:

- (1) Can the nasalization of the stem vowel be isolated and defined? Does this nasalization have the same kind of effect as the suffix consonants?
- (2) Similarly is the tone of the stem vowel also definable, thus being the equivalent of a suffix consonant?

The Sounds of Moré: List of Symbols

In the five column chart given below, column I gives the symbols used in this manual; column II gives the letters used in various orthographies; column III gives all the symbols representing all the sounds which comprise one meaningful unit i.e. the phonetics; column IV summarizes this variety in one cover symbol, the phoneme; and column V illustrates the sounds as accurately as possible by giving the nearest American English or French equivalent.

I	II	III	IV	V
<u>Symbol</u>	<u>Orthography</u>	<u>Phonetics</u>	<u>Phoneme</u>	<u>Approximation</u>
p	p	[p]	/p/	sp <u>oo</u> l
t	t	[t]	/t/	st <u>oo</u> l
k	k	[k]	/k/	sch <u>oo</u> l

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I	II	III	IV	V
<u>Symbol</u>	<u>Orthography</u>	<u>Phonetics</u>	<u>Phoneme</u>	<u>Approximation</u>
k	ky	[k ^h , t ^y , k ^y , č]	/k/ ¹	simultaneous <u>k</u> and <u>y</u>
b	b	[b]	/b/	<u>be</u>
d	d, r	[d, r]	/d/ ²	<u>do</u> , <u>ladder</u>
g	g	[g]	/g/	<u>go</u>
g	gy	[ɟ, d ^y , g ^y , ɣ]	/g/ ¹	simultaneous <u>g</u> and <u>y</u>
g	gh	[ʁ, g]	/g/ ³	<u>mare</u> (French for ocean)
f	f	[f]	/f/	<u>fee</u>
s	s, sh	[s, (š)]	/s/ ¹	<u>see</u>
h	h	[h]	/h/	<u>he</u>
v	v	[v]	/v/	<u>van</u>
z	z	[z]	/z/	<u>zebra</u>
m	m	[m]	/m/ ¹	<u>me</u>
n	n	[n, ŋ]	/n/ ⁴	<u>no</u> , <u>sing</u>
y	y, ny	[y, ɲ, ỹ]	/i/ ⁵	<u>yes</u> , <u>ye</u> with nasal onset, <u>canyon</u>
l	l	[l]	/l/	<u>let</u>
w, u, o	w, w̄	[w, ʍ]	/w/ ⁶	<u>we</u> , <u>lui</u> (French - him)
	ɹ	[ʔ]	/ / ¹¹	<u>button</u> (when no tongue contact is made)
i	i	[i, ɪ] ¹²	/i/	<u>seat</u> ⁹
e	é	[e, ɛ] ¹²	/e/	<u>bait</u> ⁹
e	è	[ɛ, e]	/e/	<u>bet</u>
	e ⁷	[ə]	/ /	<u>sofa</u>
a	a	[a]	/a/	<u>not</u>
o	o, ao ⁸	[u, o, ɔ] ¹²	/o/	<u>boat</u> ⁹
u	u, ou	[u, ʊ] ¹²	/u/	<u>blue</u> ⁹
ɪ	î, ĩ, in, ĩ ¹⁰	[ɪ, ɨ]	/ɪ/	<u>lean</u> ¹³
ě	ê, ě, en ě	[ě, ɛ, œ]	/ě/	<u>bain</u> (French - bath)
ã	â, ã, an, ä	[ã]	/ã/	<u>banc</u> (French - bank)
õ	ô, õ, on ö	[õ, ɔ]	/õ/	<u>bon</u> (French - good)

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I	II	III	IV	V
<u>Symbol</u>	<u>Orthography</u>	<u>Phonetics</u>	<u>Phoneme</u>	<u>Approximation</u>
ǻ	û, ũ, un, ü	[ǻ, ʊ]	/ǻ/	dune ¹³
.	.		/#/	end of sentence ¹⁴
,	,		/ /	pause, pitch level or slight rise.
ǻ...?	?	/ /	/ /	last vowel has descending pitch.

A number of special symbols are also used as explained below:

- () enclosed Moré elements may or may not occur.
- () enclosed English elements are literal translations of the Moré.
- / / In the chart above, this symbol means Moré phonemics; elsewhere, it means the Moré symbolization used in the text when inserted in an otherwise English selection.
- [] enclosed English elements are words not occurring in the Moré but needed for accuracy of translation or clarity in English.

Notes

0.1 The phonemes /k/, /g/, /m/ and /n/ have postpalatal or prevelar allophones [ɟ], [ʝ], [my] and [ɲ] respectively before front vowels. Specifically, when preceding /i/, /e/, /ɪ/ and /ɛ/, /k/ is pronounced something like the fricative 'k' of 'keep' plus a simultaneous 'y'. /g/ is something like the fricative 'g' of 'geese' plus a simultaneous 'y'. /m/ is pronounced like the first consonant in 'mean' plus a simultaneous 'y'. /n/ is pronounced like the first consonant in 'yeah' with 'n' onset, e.g. *'nyeah!'. Some speakers also have /ʃ/, the first sound of 'she', as a variation of /s/ before front vowels.

0.2 The letter /d/ represents the sounds, [d] as in 'do' and [r] as in 'ladder'. In many environments, one variant or the other is used at random, both being interpreted as the same meaningful sound. Some rules, however, may be stated.

- (1) /d/ represents the sound [r]
 - (a) before /i/ and /e/. Examples: [ríbò] - food, [sòrè] - road
 - (b) when this consonant is the first of a consonant cluster. Example: [karmdá] - learns.
- (2) /d/ represents the sound [d]
 - (a) before /o/ and /u/. Examples: /dúndà/ - today, /doogó/ - house

(b) when this consonant is not the first of a consonant cluster. Example: [fǎǎgà] - saves.

(3) Free variation occurs initially before /-a/ and medially when /d/ is the only consonant. Examples: [rǎwà] or [dǎwà] - man, [tadá] or [tará] - has, have.

0.3 The phoneme, /g/ sounds like [g] in some environments, like [j] in others and like [ʒ] in still others.

/g/ sounds like [g]

(a) after /i/ and /u/: [bígà] - child, [zugú] - head,

(b) before /o/ and /u/: [gómà] - spoke, [gúlà] - grew up

(c) after a nasal consonant: [bǎngà] - found out.

/g/ sound like [j] or [ʃ]

(d) before /i/ or /e/: [gésà] - saw

/g/ sounds like [ʒ] everywhere else:

(e) [pooʒlǎ] - wounded

0.4 /n/ sounds like [ŋ], the last sound in 'sing' before the velar consonants /k/ and /g/: [kángà] - 'arm'. The sound that is sometimes written as a long nasalized vowel before a velar consonant is a vowel plus [ŋ]: /káǎngà/ and /kángà/ are the same word [kángà] - 'arm'.

0.5 /i/ sounds like [y] when it is combined with an oral vowel: [yàè] - 'where', written /yàè/, [sáyà] - 'ended', written /sáyà/, when /i/ is combined with a nasal vowel, it sounds like [ɲ]: /ɲǎmbà/ - 'you'. This is written /yǎmbà/. See also Note 0.1.

0.6 The sound /w/ is written as /o/ or /u/ to show relationships among words and to preserve the stem in one, unaltered form. The summary symbol /w/ stands for the sounds [w] and [ỹ], the semivowel of the French 'lui'. /w/ sounds like [ỹ] in non-initial position before /i/ and /e/: [kÿisa] - went home. This is written /kúisà/. /w/ sounds like [w] everywhere else: [wótò] - how.

Orthography: /w/ is written as /w/ in initial position. /w/ is written as /o/ or /u/ elsewhere to show derivation: /kó/ - selling, /koada/, [kwádà] - merchant.

0.7 Between any two consonants there is potential vocalization. This results in a vowel similar to the second vowel of 'sofa'. Technically it is called 'shwa', [ə]. This vocalization is sometimes written as /e/. This manual does not write it at all.

0.8 A meaningful distinction between [o] and [ɔ] is reported for some speakers in Ouagadougou. When this distinction is included in the orthography, one sound is written as /o/; the other as /ao/. The speaker used as a model for this manual did not distinguish [o] from [ɔ] significantly. Therefore, this manual recognizes only one significant sound /o/ which has a range from [ɔ] to [ʊ].

0.9 There is no *[-y] or *[-w] offglide on Moré vowels. The Moré vowels /i/ and /e/ are like the English vowels in the words 'seat' and 'bait' if the tongue rise to [-y] is eliminated. Likewise, the Moré vowels /o/ and /u/ are like the English vowels of 'boat' and 'blue' but without the glide to [-w].

There are vowel combinations with [-y] and [-w] in Moré. In these cases the semivowels form part of a diphthong. They are not an essential part of one vowel, but rather one part of two vowels appearing together.

0.10 Not all orthographies of Moré indicate nasalized vowels. This manual has attempted to do so. Generally '˜' is written over a nasalized vowel. All vowels followed by nasal consonants, however, are automatically nasalized. This automatic nasalization is not always indicated.

0.11 Some speakers of Moré have a glottal stop [ʔ] initially in words borrowed from Arabic. For the speaker who helped prepare this manual, however, these words begin with a vowel.

0.12 The sounds [ʊ], the first vowel in 'pudding', and [ɪ], the vowel in 'sing', present problems. At present we are not certain whether [ʊ] is a variant of /o/ or /u/, nor whether [ɪ] is a variant of /i/ or /e/. There is evidence for all four suppositions.

These doubts are based on the characteristics of Moré as described in the previous pages: (a) the stem system and (b) the allophones of the consonants.

- (a) If it is true that a stem is composed of a consonant and one unalterable vowel, then some stem vowels have been misspelled in this text. Some words which obviously have the same stem have been written with two different stem vowels.
- (b) /u/ and /i/ are always followed by the [g] allophone of /g/, but never by the [ʒ] allophone.

Examples:

Stems which have been written in two ways:

- /pú/ ~ /pó/ - having to do with interior
- /púgà/ - stomach

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- /póoglgà/ - wounded, cut
/wí/ ~ /wě/ - sun, Almighty Power
/wín tòogó/ - noon
/wénà/ - God

Some of these same words written phonetically:

[púòà] [wín toogó] [wínà]

0.13 English vowels followed by /n/ or /m/ have something in common with the Moré nasalized vowels. The vowel in the English words 'lean' and the 'dune' have nasal off-glides. The Moré vowels /ɪ/ and /ũ/ are nasalized throughout.

Sounds of Moré: Pitch Contour

The pitch contour of any Moré sentence is the resultant of two forces: tone and intonation. As previously stated, Moré stems have tones which influence the suffix vowels. A stem, in citation form, is either high or low. If it is high, it is followed by a low suffix. If it is low, it is followed by a high suffix. This is the basic pattern. It varies somewhat in context. The interplay of stems and suffixes within phrases characterizes the pitch contour of Moré.

Examples:

- high tone root: /pá/ - addition, acquisition
low tone root: /pa/ - opening
high tone root plus suffix: /págà/ - woman
low tone root plus suffix: /pagá/ - opened

Characteristics of the Two Tones

Central to the discussion of the behavior of tones in context is the description of the two tones themselves. High and low are, of course, relative terms. They can only be distinguished as they can be contrasted. Low tone contrasts with high tone in two environments:

1. in citation form
2. after a preceding high

Low tone and high tone do not contrast after a preceding low. They are both equally high in this environment.

Examples:

low and high tone contrasted:

- | | |
|------------------|------------------------------|
| 1. /págà/ - wife | 2. /yám págà/ - your wife |
| /pagá/ - closed | /yám pagá me./ - You closed. |

low and high tone without contrast:

/a págà/ - his wife
/a págà mé./ - He closed.

The previous description leads to the conclusion that the melody of Moré is a constant alternation of high and low. This is true. Yet there are two further considerations.

1. what is the behaviour of the word in context?
2. what effect does vowel loss have on the pitch contour?

In answer to the first question, the sequence, high plus high is relatively rare. High stems are regularly followed by low suffixes. Low stems are regularly followed by high suffixes unless another major word follows. When another major word follows, both the stem and the suffix of the first word are low, and the following major word is always high-low. Lows are always followed by a high. Only a high particle is followed by another high. The conclusion to be drawn from this explanation is the same as that cited above: The melody of Moré is a constant alternation of high and low, with some lows and some highs stretching over two syllables.

Examples:

Low roots in isolation and in context:

/tumdá/ - working
/Yám tumda mé./ - You are working.
/Yám tumda wúsgò./ - You work a lot.
/A túmdà mé./ - He is working.
/A dátè n túmdà mé./ - He wants to work.

Mid Tone or Down Step

Even under conditions of vowel loss, the sequence, high plus high, is rare. It does not occur, contrary to expectation, on a sequence containing two high stems where the suffix vowel on the first stem (which is, of course, low in pitch) has been lost. The lost low pitch still makes its effect felt either as a low pitch on the now vowelless voiced suffix consonants on the first stem or as a slight lowering of the pitch of the following stem. This slight drop in pitch is the 'mid tone'. This 'mid tone' is thus a predictable variant of high stem tone lowered by the influence of lost low pitch on the preceding suffix syllable.

A sequence of two equally high pitches occurs only in the sequence high particle plus high stem. All other sequences of two high tones with no low pitch intervening will have the 'mid tone' variant of high on the second syllable.

Examples:

Down Step:

/yámbà/ - you /gěsà/ - saw
/Yám gěsà mé./ - You saw.

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/kéengdà/ - go /táǎsgò/ - hunting
/Ub sǎ kéengd táǎsgò.../ - If they go hunting...
[Ub sǎ kéengd táǎsgò...] - If they go hunting...

High plus high:

/M kéengdà né móbilì./ - I am going by car.

Test Yourself:

1. Mark the pitch on the second syllable of the following words for possible use in a dictionary. /'/ - high, /\ - low and /' - mid. An initial unmarked vowel is low.

pá <u>ga</u>	[à]
pa <u>ga</u>	[á]
de <u>em</u> da	[á]
g <u>é</u> sa	[à]
wu <u>m</u> a	[á]

2. Mark the contextual pitches in the sentences below for the words cited between slash lines.

/tum <u>dá</u> /	A tumda mé. He is working.	[túmdà]
/tum <u>dá</u> /	Yám tumda mé. You are working.	[tumda]
/yámbà, góm <u>dà</u> /	Yam gomda mé. You are speaking.	[Yám góm <u>dà</u>]
/góm <u>dà</u> /	A gomda mé. He is speaking.	[góm <u>dà</u>]

Symbols for Tones and Pitches

The tones and pitches described above are written in this manual in the following manner:

1. high /'/
2. mid /' -
3. low /\ -

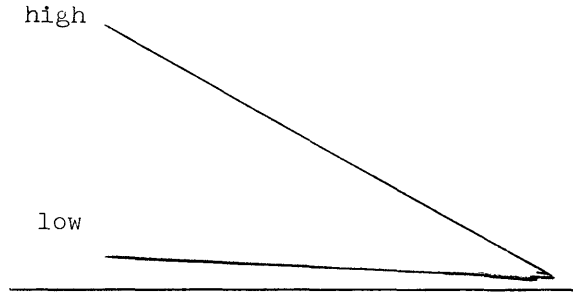
These marks are not used over every syllable, however. Unmarked initial syllables are low. Unmarked syllables after low are low. Unmarked syllables after high or mid are high. In other words, initial high and mid are marked and, after the first vowel, only changes of significant pitch are marked. Word boundaries are indicated by spaces between words. The tone marking system begins anew after each space.

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Intonation Patterns

The tone and pitch sequences already described, in addition to the phrase final melodic glide, comprise the intonation patterns. All Moré utterances start with a wide range between high and low. This range gradually compresses toward low as one approaches the end of the sentence.

Diagram one: Range of high to low pitch in one sentence.



This pattern of compression is expressed in two major types of tone-pitch sequences: (1) low, high, low in alternation and (2) high, mid, mid, low in steady descent. The beginning may be high or low; the end, high, low or mid.

Diagram two: Low and high in alternation.

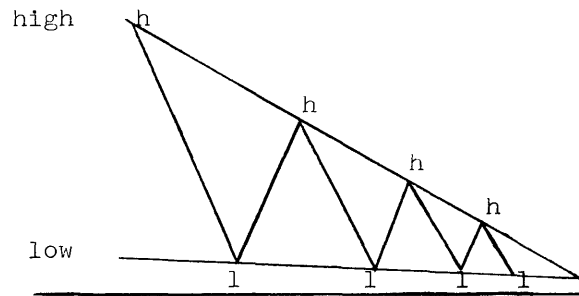
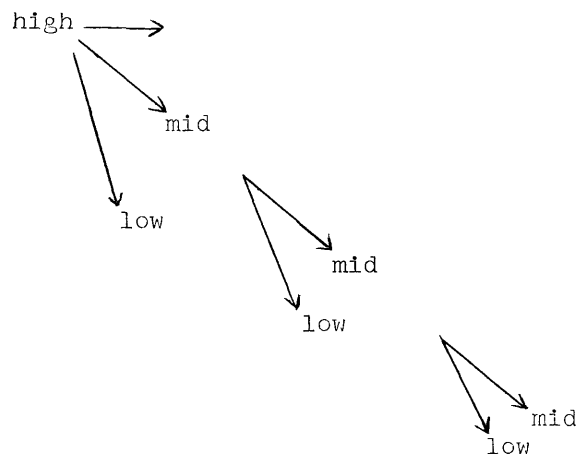


Diagram three: High, mid, low in steady descent.



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The following phrase final glides occur. They are not marked in the text.

- (1) end of affirmative statement: last vowel drops to low level.
- (2) end of question which has no question word: last vowel lengthened with accompanying downward glide.
- (3) end of negative statement: last two words are low and level.
- (4) non final item of a series: last vowel rises slightly.

Examples:

Phrase final Glides:

- (1) /A kéengdà mé./ He is leaving.
 - - - -
- (2) /¿A kéengdà mé?/ Is he leaving?
 - - - -
- (3) /A ká kéengd zaabd yè./ He is not leaving in the evening.
 - - - -
- (4) /M gómà Mòdè, Bámbadandè, la Silmiidi./ I speak Moré, Bambara,
 - - - - and Fula.

Tones of Borrowed Words

Many foreign words, especially of French origin, are used in Moré. Whereas French and English words have characteristic stress in their original environments, they have characteristic pitch when transferred to a Moré utterance. The first syllable, of course, is the most important since it is interpreted to be the Moré stem syllable. Therefore, an initial stressed syllable is interpreted as high tone, and an initial weak syllable is interpreted as Moré low tone. Examples: The French capital, 'Paris', is in Moré /Paí/. The United States' capital, 'Washington', is in Moré, /Wásinton/. An effort is generally made, however, to pronounce foreign words as they occur in the source language.

The Writing System

There is no official or standard orthography for Moré. Various missionaries have used a number of different orthographies. In 1959 a meeting of several missionary groups and representatives of L'Institut Français d'Afrique Norie was held for the purpose of establishing orthographies for a number of African languages. Suggestions were put forward to create writing systems based on the symbols of the standard French typewriter keyboard. It was thought that this inventory of symbols could easily be adapted to a number of West African languages. The system used in this manual follows, for the most part, the guidelines laid down at this conference.

Because several people worked independently on this text, there are some inconsistencies. They are listed below.

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In the same word:

1. single short vowel occurs as well as long or double vowel e.g. /kéngà/ ~ /kéengà/ - went,
2. nasalized vowel occurs as well as vowel plus /N/. e.g. /téndà/~ /tédà/ - think,
3. used as subject, final vowel occurs as well as no final vowel. e.g., /Dáwà Kámpaodè kéngà mé/~ /Dáwà Kámpaod kéngà mé/ - Mr. Campaode went away.
4. used as the first element of a compound, a space sometimes occurs and sometimes does not occur between it and the following word. e.g. /kút wéefò/~ /kútwéefò/ - bicycle.

Other inconsistencies:

5. Across word boundaries, in vowel plus vowel environments, one vowel is sometimes dropped and sometimes written. e.g. /ti a/ /t a/ - that he..
6. The verbal connective /n/ is written /m/ before bilabial consonants only. The pronoun /m/, however, is always written /m/.
7. The same word is written with the stem vowel /e/ in some places and the stem vowel /i/ in others. The same inconsistencies exist for the stem vowels /o/ and /u/.
8. Tones are marked with some inconsistency.

THE ORGANIZATION OF THIS MANUAL

This manual is organized into three sections, called cycles. Cycle One, Units One through Fifteen, is an introduction to the language; Cycle Two, Units Sixteen through Thirty-seven, is the detailed study of the structure, and Cycle Three is listening and conversation practice. Units One through Fifteen have the following format:

1. Basic Sentences, which are made up of set, unchanging conversations. They are mostly unalterable.
2. General Notes on structure and linguistic custom. They are usually not related to the drills.
3. Drills which accentuate the basic sentences. They call attention to the sounds and structures and they give added practice in the use of set expressions.

Units Sixteen through Thirty-seven are also composed of these three sections, but with the following differences:

1. The basic sentences are examples of informative conversation. Therefore they illustrate points of structure.
2. There are general notes on the basic sentences as in Cycle One.

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3. The drills are presented in series. Each series is designed to illustrate a point, first of all, and then to guide the student gradually to the independent use of this point. A typical series might contain the following items: (a) repetition, (b) explanation, (c) substitution, (d) response, (e) transformation response, (f) comprehension drill.

Units Thirty-eight through Forty-eight are comprehension units, organized by topics.

In all three cycles each explanation and each drill has a number. These numbers are used in the table of contents and the index. General notes are indicated by the unit number and a letter, e.g. 3A - The Verb System; drill series are indicated by the unit number, a decimal point, and another number, e.g. 18.1 - Negation. Separate sections within a series are indicated by letters, e.g. 18.1A - Repetition. Comprehension drills also are indicated by the unit number, a decimal point and another number.

Suggestions for the Use of this Manual

This manual purports to be a scientific study of the Moré language. All notes are assumed to be scientific statements; all dialogues and exercises, evidence. A scientific statement, however, is not an ultimate truth but a hypothesis to be tested. It is the student's job, therefore, to master the materials here presented so that he can effectively test the hypotheses.

Although each student will develop his own methods of study, a few suggestions accompanied by more specific descriptions of the term 'mastery' might prove to be useful. The material in this course is based on spoken Moré. A reading knowledge of it is useful only as a crutch to the spoken language. The student's goal, then, is to understand and be able to respond to sequences of the language at conversation speed. To achieve this goal it is wise to

- (1) memorize the basic sentences, and
- (2) be able to recite them as a conversation with a native speaker, each taking one of the roles of the dialogue;
- (3) respond, without hesitation, to the drills. 'No hesitation' means a response almost as fast as a native speaker's or, using the tapes, a correct response in the pause provided without stopping the machine; and
- (4) achieve understanding of the short comprehension drill at the end of every unit without the need for repetition.

The material of the course is limited; mastery can approach the optimum outlined above.

We believe that the description in this manual is scientifically accurate. It is a synthesis, however, of many individual ideas. Each example of Moré structure gives an analyst (the student) an impression about usage. A descriptive note is a composite of all the relevant grammatical impressions within the analyst's experience. Its purpose is to shorten the process of impressionistic synthesis for the student. It cannot substitute for this process. Thus, when the student's idea about any particular descriptive note comes into conflict

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with the data, his job is to reconcile them to each other. A complete rejection of either the description or the data hinders the learning process. The student's job, therefore, is a cultivation of certain thought processes: awareness of the relationships between items and receptivity to new data. Successful thinking about relationships and data is produced by (1) mastery of the available material and (2) flexibility in the comprehension of structure.

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INTRODUCTION TO CYCLE ONE

UNITS 1 - 15

A general notion about a language need not be entirely intellectual. One can have an impression of the language in the ear and the speech muscles as well. An introduction to a language is a brief exposure to all of it: the grammar, sound system and social usage - by way of all the relevant abilities: understanding, hearing, and speaking.

The first fifteen units of this course are designed to be a balanced introduction to the Moré language. The notes are a survey of socially correct greetings and forms of address as well as of the grammar and phonology.

The dialogues, drills and comprehension exercises offer the practical examples of the sounds, grammar and usage. The drills are illustrations of some of the important sound distinctions. The comprehension drills are designed to develop a little bit of flexibility in the ears and the mind. They consist of the dialogue material slightly varied.

By the end of these fifteen units, it is hoped that the student of Moré

1. will have an idea about and an experience with the major characteristics of the language,
2. will be able to use the most common greetings and expressions of courtesy, and
3. will have a few expressions pertaining to basic tourist needs at his disposal.

UNIT 1

Basic Sentences-DÁWA-MAN-

né	with, and
i	you, your
yíbeogò, -tò, -dò	morning
Né i yíbeogò.	Good morning. (sunrise until 11:00 a.m.)
ya	be, exist, become
laafí	peace, tranquility, health
¿I yíbeog ya laafí?	How are you this morning? (Your morning is in peace?)

-PÁGA-WOMAN-

balá	only, just
Laafí balá.	Just fine.
la	and, and also, but
yámbà	you, your
yé	self
¿La yám yé?	And you? (And yourself?)

-DÁWA-

Laafí balá.	Just fine.
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USEFUL PHRASES

Né i wíntoogo.	Good morning/afternoon. (11:00 a.m. until 1:00 p.m.)
Né i zaábdè.	Good afternoon. (1:00 p.m. until sundown)
Né i yúngò.	Good evening. (after sundown)
¿I wíntoog yá laafí?	How are you this noon?
¿I zaábd ya laafí?	How are you this afternoon?
¿I yúng ya laafí?	How are you this evening?

GENERAL NOTES

1A Greetings.

To be able to use Moré greetings, one has to know both the grammatical and social situations. Greetings often take five, ten, or more minutes, asking about various members of the family. Often mention is made in the greetings of what the persons being addressed are doing, e.g., one might say something like, 'Hello to you people sitting there talking'. Various pronouns and titles of respect are used according to the persons involved. However, a fairly small number of much simpler greetings will take care of the needs of a foreigner quite adequately.

1B Pronouns

Moré pronouns are somewhat different from English pronouns. Each Moré pronoun has three different forms. These forms can be conveniently described as short, medium and long.

<u>Person</u>	<u>Singular Forms</u>			<u>Plural Forms</u>		
	<u>short</u>	<u>medium</u>	<u>long</u>	<u>short</u>	<u>medium</u>	<u>long</u>
1st	m	mam/mã		(i)d	tond	tóndò
2nd	f	fo	fom	i	yám/yã	yámbà
3rd	a	yén	yéndà	(u)b	bám	bámbà

The parenthesis of /(i)d/ and /(u)b/ above mean that these pronouns sometimes occur with the vowel and sometimes without it.

In terms of general meaning, Moré pronouns are classified in two dimensions: (1) number; that is singular and plural and (2) person; that is first, second and third. The first person refers to the speaker (I, me, my); the second person refers to the person addressed (you, your); and the third person refers to people and things talked about (he, she, it, they). This much is familiar from English and European languages, but there are other complications. These have to do with the fact that for each person and number, there are three different pronominal forms which do not correspond with pronominal forms in European languages.

All three forms of the pronoun are more or less identical in meaning. The selection of the short, medium or long form of a pronoun is describable on the basis of two further dimensions: stylistic and social. The stylistic dimension has to do with degree of emphasis; the social dimension, with social prominence and degree of familiarity.

1C Pronouns, the Stylistic Dimension.

Short and medium forms are grammatically connected to the word which immediately follows them. They are subjects and possessive pronouns. Medium and long forms are grammatically connected to the word which immediately precedes them. They are objects of verbs and prepositions.

/ <u>mam</u> góm̄da mé/	<u>I</u> speak
/ <u>ub</u> zoa/	<u>their</u> friend
/né <u>tónd</u> /	with <u>us</u>
/ya <u>yám̄bà</u> /	it is (really) <u>you</u>

The shorter form in both cases is unemphatic; the longer form is emphatic. Before verbs and nouns the medium form is emphatic; after verbs and prepositions the medium form is unemphatic. In other words, to emphasize a pronoun, one moves up one degree in pronominal length: from short to medium in the case of subjects and adjectives, and from medium to long in the case of objects.

/né <u>tónd</u> /	with us
/né <u>tóndò</u> /	with us indeed
/ <u>m</u> góm̄la mé/	I am speaking
/ <u>mam</u> góm̄da mé/	I am the one who is speaking

A given pronoun is emphasized only once in one continuous stretch of speech.

/¿ <u>Yám</u> waa né <u>i</u> pág bí?/	Did you come with your wife?
--	------------------------------

The above stretch of speech begins with an emphatic form and continues with an unemphatic form. We do not say: */¿Yám waa ne yám pág bí?/.

The medium forms /mam/, /bam/, /yě̄n/ and /yám̄/ lose their consonants and end in nasal vowels in phrase final position.

/Mam gomda né <u>yã.</u> /	I am talking to you.
----------------------------	----------------------

As we have seen in the above explanation, there is no equivalent in Moré of the case differentiation common to European languages. There is no nominative, no possessive, no objective, no dative, no accusative or other case ending. The grammatical relationship which these endings express in other languages are expressed in Moré by the location of the pronoun in the sentence: A pronoun before a noun expresses possession. A pronoun before a verb is the subject of the verb. A pronoun (not followed by a noun) following a preposition is the object of the preposition. A pronoun following a verb is the object of the verb. A verb can have only one object. Therefore the distinction of 'direct' and 'indirect' object, so important from the point of view of a European

language, is as much a function of the verb as of the pronoun. (See Unit 20).

1D Pronouns: The Social Dimension

The selection of singular vs. plural pronouns in any conversation indicates the social relationship the speakers have with one another. Is one of higher social standing than the rest? Are they close friends? Is there a significant difference in age? etc. All of these social questions fall into three categories: the familiar, the polite, and the honorific.

All pronouns, singular and plural, are used in the 'familiar' situation. All pronouns, except the second person singular /f, fo, fom/, are used in polite situations. In polite situations /i, yám, yámbà/ take over the singular and plural uses of 'you'. In honorific situations, only the plural pronouns are used.

The student has probably come into contact with a familiar-polite distinction previously in one of the European languages. The familiar-polite distinction in Moré resembles that of some other languages in that (1) it is expressed in the second person of the pronoun and (2) it is an indication of socially organized relationships. The following rules deal with the use /f, fo, fom/ in the singular and the use of only /i, yám, yámbà/ for both singular and plural. One must use:

The Familiar

1. with one's offspring,
2. with younger siblings and most other younger members of the family,
3. with one's wife,
4. with very good friends,
5. with any child of less than seven or eight years of age except a chief's child.

The Polite

1. with older members of the family,
2. with older siblings and parents' siblings even though they may be younger than the speaker,
3. with one's husband,
4. with acquaintances,
5. with strangers.

Since honorifics do not permit the use of the singular pronouns, they are similar to the 'royal we', adding also a 'royal they'. Honorifics are used when a chief, a member of his family or another government official is present. At such a time, everyone uses honorifics even though intimates may also be included in the conversation. The 'honored' person may drop the use of honorific pronouns after the initial greetings. The 'ordinary' person, however, continues to use honorifics until invited to do otherwise by the official.

Official: /ǀYǎm waa láafì?/	Did <u>you</u> arrive in peace?
Ordinary man: /Ngéee, <u>tond</u> waa láafì./	Yes, <u>I</u> arrived in peace.
/ǀYǎm yáa waa láafì?/	Did <u>your</u> brother have a good trip?
Official: /Ngéee, <u>ub</u> waa láafì./	Yes, <u>he</u> arrived well.
Ordinary man: /ǀLa yǎm yě?/	And you?
Official: /ǀM waa láafì./	Fine, thank you.

Practice in the socially correct use of pronouns can be found in Unit 29.

1E Elision of Word-Final Vowels

All native Moré nouns and verbs are two syllables long. They are composed of one consonant plus vowel(s) and a second consonant or consonant group plus a vowel. This second vowel always occurs at the end of a sentence. It may be dropped, however, in the middle. Some places where it is dropped are: (1) before the verb /ya/, (2) after the first noun in a noun-noun construction (3) before interrogative words.

(1) /yíbeoogo/	/ǀI yíbeoog ya laafi?/
(2) /kútù/ /wéefò/	/kút wéefò/ - bicycle
(3) /ǀA gómd Mod bí?/	Does he speak Moré?

1F Instructions for Use of 1.1A and 1.1B Substitution Drills

Practice: Familiarization with greetings.

Directions: The instructor reads the first sentence of each drill. The student repeats. The instructor then reads the next item. The student fits this word into the previous sentence.

1.1A Substitution Drill

<u>Cue</u>	<u>Response</u>
Né i yíbeoogò.	Né i yíbeoogò.
zaábdè.	Né i zaábdè.
yúngò.	Né i yúngò.
wíntoogo.	Né i wíntoogo.

1.1B Substitution Drill

<u>Cue</u>	<u>Response</u>
ǀI yíbeoog ya laafí?	ǀI yíbeoog ya laafí?
zaábdè	ǀI záabd ya laafí?
yúngò	ǀI yúng ya laafí?
wíntoogo	ǀI wíntoog yá laafí?

UNIT 2

Basic Sentences

	-Dáwa Sékù-	
yeelá, -bá		welcome, greetings
dáwa, -pá		man, male, Mister
Dáwa Tembila		Mr. Tembila
I yeelbá, Dáwa Tembila.		Welcome, Mr. Tembila.
	-Dáwa Tembila-	
naaá, -bá		acceptance, approval
Naabá.		Thank you. ((I) accept (your greetings.))
	-Dáwa Sékù-	
waa		arrived, came
Yám waa mé		you arrived
¿Yám waa láafi?		How was your trip?
	-Dáwa Tembila-	
Laafí balá.		Just fine.
bee		be located at; be in a certain condition; exist
¿La laafí bee yámbà?		And how are <u>you</u> ?
	-Dáwa Sékù-	
Laafí balá.		Fine, thank you.
	-Dáwa Tembila-	
yíidì, -yà		house, compound
yíiddàmbá		family, household
fáã		all, every, entire
¿Yíiddàm fáã?		How's all the family?
	-Dáwa Sékù-	
Id fáã ya láafi balá.		We are all fine.

USEFUL PHRASES

I yeelbá.	Welcome, Sir/Madam
I yeelá.	Welcome.
I bielbá.	Welcome, Sir/Madam
I bielá.	Welcome.
Naabá.	Thank you, Sir/Madam
Naaá.	Thank you.
Saambá.	Thank you, Sir/Madam
Mbá.	Thank you.
¿Laafí bee yámbà?	How are <u>you</u> ?
¿Laafí bee yám?	How are you?
¿I yíiddám yá laafí?	How is the family?
¿I zakdám ya láafi?	How is the family?

NEW WORDS

yíidì, -yà	house, compound
yíiddám	family, members of a household
zaká, -sé	house, quarters, apartment
zakdám	family, members of a household

GENERAL NOTES

2A Welcoming Greetings: Informal/Polite.

FAMILIAR

I yeelá.

Naaá.

Áíí.

POLITE

I yeelbá.

Naabá.

Áíí.

The familiar forms are used only between persons on intimate terms, i.e., /I yeelá/, 'Welcome!', and the response /Naaá/, would be used only by or for those persons described in Note 1D as using familiar pronouns with each other. Other persons use the formal forms /I yeelbá/ and the response /Naabá/, as in the dialogue. Only men use the responses /Naaá/ and /Naabá/. Women use /Áíí/ as the response to both /I yeelá/ and /I yeelbá/.

2B Regional Variations of the Welcoming Greeting.

FAMILIAR

I bielá,

Mbá.

POLITE

I bielbá.

Saambá.

There are varieties in the welcoming greetings in various areas. East of Ouagadougou, /I bielbá/ and /I bielá/ are used with the same meanings as /I yeelbá/ and /I yeelá/. The responses, however, are just like those of Ouagadougou. West of Ouagadougou /Saambá/ and /Mbá/ are used by both men and women as responses to /I yeelbá/ and /I yeelá/ respectively. Only the Ouagadougou usage will appear in this course hereafter.

2C Greetings: Other Members of the Family.

¿Yíiddàm fǎǎ?

¿Yíiddàm yá laafí?

After asking concerning the health of the person to whom he is talking, a stranger would not ask about particular members of the family but only concerning the family in general, e.g., /¿Yíiddàm fǎǎ?/, 'And all the family?', or /¿Yíiddàm yá laafí?/, 'How is the family?'

Unless you really know the person to whom you are speaking very well, you would not ask concerning the health of his or her spouse. Persons who have grown up together might ask /¿F pagá yá laafí?/, 'How is your wife?', or /¿F sidá yá laafí?/, 'How is your husband?' To a brother, especially a younger brother, one would say /¿M pág yá laafí?/, 'How is your (sic) wife?' To an older brother or a long-time friend, in order to be polite, one would say /¿Tónd pagá ya laafí?/, 'How is your (sic) wife?' If you knew a person quite well, you could say, /¿I pága yá laafí?/ or /¿Madám ya laafí?/, 'How is your wife?' The latter is preferable.

2D ¿Yám waa láafi?

/¿Yám waa láafi?/ asks not only, 'How was your trip?', 'Did you have any trouble while travelling?', but also 'Did you arrive all right?', 'Are you feeling all right now that you have arrived?'

2E Collective Plural: /-damba/

Yíiddàmbá

Zakdámba

In addition to forming the plural of a class of nouns as explained in the introduction, /-damba/ also forms a collective plural with both the singular and plural of many nouns with the meaning, 'belonging to', 'members of', e.g., /yíiddàmbá/, 'family', i.e., 'those belonging to the house(hold)', 'members of the house(hold)'.

2F Obligatory /mé/ after verbs.

Yám waa mé.

It is very rare for a verb to end a sentence. Except for certain special constructions, the indefinite adverb /mé/, 'somewhere', occurs after a verb if there is no object, complement, or adverb, e.g., /Yám waa mé/, 'You arrived.'

UNIT 3

Seku and Tembila continue their conversation.

-Dáwa Sékù-

sódè, -yà	road, way, voyage
tugá	go to do, go get, go for
n, m	and (see Note 3B)
yi	was
néede	well, good, beautiful
¿Yám sod tugó n yi néede?	How was your trip? (Your trip went and was well?)

-Dáwa Tembila-

ngée, nyée	yes
wúsgo	much, many, very
Ngée, a tógó n yi néed wúsgo.	It went very well.

-Dáwa Sékù-

Ámedikà	America, U.S.A.
Ámedikdàmbá	Americans
¿Ámedikdàm fǎǎ ya láafi?	How is everybody in America?

-Dáwa Tembila-

Ub fǎǎ ya láafi balá.	They are all fine.
-----------------------	--------------------

USEFUL PHRASES

A wáa Wágdùgě.	He came to Ouagadougou. He has come to Ouagadougou. He arrived in Ouagadougou. He has arrived in Ouagadougou.
A yíi Wágdùgě.	He came from Ouagadougou. He has come from Ouagadougou. He left (from) Ouagadougou. He has left (from) Ouagadougou.
A bée Wágdùgě.	He is at Ouagadougou. It is located in Ouagadougou.
A wáě n la Bóboě.	He came to Bobo. He has arrived in Bobo.

A yíí n la Bóboè.

He left Bobo.

He has left from Bobo.

A béè n la Boboè.

He was at Bobo.

NEW WORDS

yíí

to be/come from; come back from;
become, get

Wagdúgò

Ouagadougou

Bobó

Bobo-Dioulasso

la

to be, exist, be the 'truth', be
the case that.....

3A The Moré Verb System

Moré has three types of verb constructions: (1) the single verb, (2) the verb plus verb construction and (3) the marker plus verb construction.

(1) The Single Verb

The single verb has the same general structure as the noun, that is the stem + additional consonant + final vowel. Verbs of action must indicate completion or incompleteness of action. Their forms are:

stem + a

e.g. /goma/ - spoke

stem + d + a

e.g. /gomda/ - speaking

The verb form, stem + /a/, will be called perfective; the form, stem + d + a, will be called imperfective. The distinction of perfective versus imperfective action will be called aspect.

As of this writing, no exceptions have been found to this rule of the Moré verb system. Some action verbs, however, seem to be monosyllables in the perfective. These verbs, however, add /-ta/ instead of /-da/ to form the imperfective. The stems of these verbs end in /-d/ but this /-d/ is dropped in the perfective to avoid confusion.

/waa/ - arrived

/wata/ - arriving

/yi/ - left

/yita/ - leaving

Some verbs, like having and being, are not action verbs. Thus the question of completed or incompleted action is not applicable. These verbs do not have the option of adding or subtracting a /-d/. They are not marked for aspect; they have one constant form.

/tada/ - have

/yaa/ - be

*/ta/ and */yada/ do not exist.

There are two additional possible forms of the single verb:

stem + s + aspect

stem + g + aspect

/-s-/ indicates that a verb has an object; /-g/ indicates that the action is reversed.

/A kě mé./

- He entered.

/A kěsà válizdàmbá./

- He put the suitcases inside.

/A kěngà Bóbò./

- He went (away) to Bobo.

/A kěngdà mé./

- He is going away.

/A kěsdà válizdàmbá vwatúdè./

- He is putting the suitcases in the car.

(2) The Verb + Verb Construction

The verb plus verb construction involves nasalizing the final vowel of the first verb and adding the verbal connective /n/. The form is the following:

Single verb \check{v} + n + Single verb

/A datě n goma me./ - I want to speak.

/A datě n gomda me./ - I want to continue speaking.

As will be seen later, many verbs, in fact almost all of them, can stand in the position of the first verb in a verb plus verb construction. Some of the most common ones, however, are /datě/ - want to, /nãã/ - will, and /toě/ - can.

These constructions usually consist of two, occasionally three verbs, each being separated from the following verb by a nasal vowel and /n/.

/A tóě n gómà mǒǒdè./ - He can speak Moré.

/A dátě n gómà mǒǒdè./ - He wants to speak Moré.

(3) Marker + Verb Construction

There are two verb markers in Moré: /da/ - past time and /ná/ proximity. These markers are not verbs; they cannot be used as single verbs, and they cannot be negated. Markers occur before the negator /ka/; verbs occur after the negator.

/A ká náã n gómà mé./ - He will not speak.

/A ná ká góm ye./ - He has not yet spoken.

(4) Occurrence of Verbal Constructions

The rich variety of Moré verbal expression is achieved by the co-occurrence of forms and construction. Roughly speaking, a Moré verbal stem may be preceded by two things and followed by two things. A stem may be followed by /s/ or /g/ and the aspect marker.

/M zám̄sda m̄óó̄dè./ - I am learning Moré.

/A k̄éngdà B̄ób̄òě./ - He is going to Bobo.

A stem may be preceded by another stem, the past tense marker and another stem, or the past tense and the proximity marker, or any one of the above items occurring singly.

/A ná gómà mé./ - He has just spoken.

/A dá ná gómà mé./ - He had just spoken.

/A dá toě n gómà mé./ - He was able to speak.

/A dá dátě n gómà mé./ - He wanted to speak.

/A náã n gómà mé./ - He will continue speaking.

This explanation is, of course, a thumbnail sketch. The details are presented throughout the course, specifically in the following units:

Perfective vs. Imperfective	- Units 17, 18, 19
Stative verbs like /yaa/ and /tada/	- Units 20, 21, 22, 26
Verb plus Verb Constructions	- Units 7, 20, 23, 26, 27
The past tense marker /dá/	- Units 23, 24, 25
The proximity marker /ná/	- Unit 8
The reversive consonant /-g-/	- Unit 23

It is hoped that the limitations of our English translations will become clear to the student after he has studied these units.

This study, hopefully, will lead to a comprehension of each Moré verbal unit within a context. Each item, which has been given many translations and much explanation, will be understood to have really one function within Moré.

3B Connective /n/.

Yám sod tugó n yi néede?

In many cases, two or more Moré verbs translate as a single verb or a verb plus a preposition or adverb. If the verbs have the same subject and there is a close relationship between the verbs, such as, 'to go to do', 'to do simultaneously', 'to use to do', 'to use for', the close connective /n/ occurs before the second verb and the subject is not repeated, e.g., /Yám sod tugó n yi néede?/, 'Your trip went and was well?', i.e., 'How was your trip?' The going and the being are closely related as parts of the trip.

Connective /n/ is homorganic with the first consonant of the following verb, i.e., is made in the same tongue position. Before /m, p, b, f, v/, connective /n/ is /m/. Elsewhere it is /n/, but before /k, g/ it is phonetically [ŋ], the last sound in 'sing'.

3C Locative: /-è/

A wáa Wágdùgè.

A yíi Wágdùgè.

The suffix /-è/ means, 'in/at a place or thing', e.g., the sentences above, 'He arrived in/at Ouagadougou', and 'He left from (in/at) Ouagadougou'. Younger persons who speak French tend to omit the /-è/ ending after place names, especially the /-è/ of foreign words.

3D Subject-Conditioned Tones of Verbs.

Words often have different tones in different grammatical environments. The tone of the first syllable of a word is often influenced by the preceding word. For example, the first syllable of a low-class verb is high after a low pronoun or noun (including a contracted noun that no longer ends in a high), but low after a high pronoun or noun or a contracted pronoun or noun that no longer has its final syllable, e.g., /A wáa me/, but /Yám waa mé/. The first syllable of a high-class verb is also high after a low pronoun or noun or a contracted noun that no longer ends in a high; but after a contracted pronoun or noun that no longer ends in a low tone, the first syllable is just a little lower than the high of the preceding pronoun or noun, i.e., it is mid tone, e.g., /A yíi mé/, but /Yám yíi mé/.

In the following drills, notice especially the tones of the first syllable of the verbs.

3.1A Repetition Drill

- a. A wáa Bóboě
 A yíi Bóboě
 A bée Bóboě
- b. Yám waa Bobóě
 Yám bee Bobóě
- c. Yám yíi Bóboě

3.1B Substitution Drill

Practice: tone of some verbs.

<u>Cue</u>	<u>Response</u>
A wáa Wágdùgě.	A wáa Wágdùgě.
Yám	Yám waa Wagdúgě.
yíi	Yám yíi Wágdùgě.
A	A yíi Wágdùgě.
bée	A bée Wágdùgě.
Yám	Yám bee Wagdúgě.

3.1C Substitution Drill

Practice of tone

<u>Cue</u>	<u>Response</u>
A wáě n la Bóboě.	A wáě n la Bóboě.
Yám	Yám waě n la Bóboě.
yíi	Yám yíi n la Bóboě.
A	A yíi n la Bóboě.
béě	A béě n la Bóboě.
Yám	Yám beě n la Bóboě.

3.2A Question Intonation

Statements and questions answerable by yes or no may contain the same words and the same word order. Only the intonation distinguishes one from the other. The last vowel of the question is longer and lower than the last vowel of the statement.

3.2A Repetition Drill

Statement vs. Question intonation (Listen to the last vowel carefully.)

- | | |
|-----------------------------|------------------------------|
| 1. ¿A sód tugó n yi néede? | Did he have a good trip? |
| 2. A sód tugó n yi néede. | He had a good trip. |
| 3. ¿Ámedikdàm fǎǎ ya láafi? | How is everyone in America? |
| 4. Ámedikdàm fǎǎ ya láafi. | Everyone in America is fine. |
| 5. ¿Dáwa Tembíl wáa mé? | Has Mr. Tembila arrived? |
| 6. Dáwa Tembíl wáa mé. | Mr. Tembila has arrived. |
| 7. ¿A wáa láafi? | Did he arrive all right? |
| 8. A wáa láafi. | He arrived all right. |

3.2B Response Drill

Intonation Practice.

Cue

- ¿A sód tugó n yi néede?
 ¿Ámedikdàm fǎǎ ya láafi?
 ¿Dáwa Tembíl wáa mé?
 ¿A wáa láafi?

Response

- Ngée, a sód tugó n yi néede.
 Ngée, Ámedikdàm fǎǎ ya láafi.
 Ngée, Dáwa Tembíl wáa mé.
 Ngée, a wáa láafi.

3.2C Transformation Drill

More intonation practice.

The instructor makes the statement. One student changes the statement to a question. Another student may answer this question.

Cue

- A sód tugó n yi néede.
 Ámedikdàm fǎǎ ya láafi.
 Dáwa Tembíl wáa mé.
 A wáa láafi.

Response

- ¿A sód tugó n yi néede?
 ¿Ámedikdàm fǎǎ ya láafi?
 ¿Dáwa Tembíl wáa mé?
 ¿A wáa láafi?

Comprehension Drill 1

Dáwa Tembíl wáa mé.

A yá láafi.

A sód tugó n yi néede.

Questions:

1. ¿Dáwa Tembíl wáa mé?

Ngée, a wáa mé.

2. ¿A wáa láafi?

Ngée, a wáa láafi.

3. ¿A sód tugó n yi néede?

Ngée, a sód tugó n yi néede.

Comprehension Drill 2

Dáwa Tembíl wáa á yíidè.

A pág yá láafi.

Yíidàm fáã ya láafi.

Questions:

1. ¿Dáwa Tembíl wáa á yíidè?

Ngée, a wáa á yíidè.

2. ¿A pág yá láafi?

Ngée, a págà yá láafi?

3. ¿La a yíidàm fáã?

Ub fáã ya láafi.

UNIT 4

Basic Sentences

	-Dáwa Kúka-	
Dáwa Tembila!		Tembila, old friend!
pága, -bá		woman, wife, Mrs.
wotó		like, thus, so
ně		indeed
Yá Pága Mádía, lá wotò ně.		This is my very old friend Maria.
	-Pága Mádía-	
Áíí.		Thank you.
	-Dáwa Tembila-	
¿Laafí bee yǎmbà?		How are <u>you</u> ?
	-Pága Mádía-	
Laafí balá.		Just fine.
¿La yǎm yě?		And you?
	-Dáwa Tembila-	
Laafí balá.		Just fine.
¿La Ámedikdàmbá?		And /how's/ everyone in America?
	-Pága Mádía-	
Ub fǎǎ ya láafi.		They are all fine.
	-Dáwa Tembila-	
zamsa		taught, learned, studied
Mǒǒdé		the Moré language
gómde, *góamà		speech, talk, discussion, language
yae		where
¿Yǎm zamsá Mǒǒd góam yǎe?		Where did you learn Moré?

-Pága Mádía-

Kúlga
M zámàsà á la Ámedikè né Dáwa Kúlga.

Kulga (proper name)
I learned it in America with my
friend Kulga.

-Dáwa Tembila-

dě, déndà, dénnà
sumdé, -á
Dě ya sùmà.

that
thing which is good, fitting,
proper
That's very good.

USEFUL PHRASES

Yá m ma.	This is my mother.
Yá m bá.	This is my father.
Yá m ma Mádía.	This is 'Aunt' Mary.
Yá m bá Kúka.	This is 'Uncle' Kuka.
Yá m bííga.	This is my child.
Yá m koambá.	These are my children.
A zámàsà Fídāsé.	He studied French.
A zámàsà Ánglèsì.	He studied English.
A zámàsà Bámbadande.	He studied Bambara.
A zámàsà Sílmíidi.	He studied Fula.

NEW WORDS

ma, -dám̀bà	mother; maternal aunt; lady; old friend
bá, -dám̀bá	father; paternal uncle; sir; old friend
bííga, *koambá	child
Fídāsé	French
Ánglèsì	English
Bámbadande	Bambara
Sílmíidi	Fula, Fulani

GENERAL NOTES

- 4A Titles of Respect: Titles of Familiarity
Dáwa Tembíl
Yá Pága Mádía, lá wótò ně.

Yá m ma Mádía.

Yá m bá Kúka.

In addition to the showing of respect and familiarity by pronouns, there are also numerous titles of respect and familiarity. /Dáwa/ and /Pága/ plus a family name corresponds very closely to our 'Mr.' or 'Mrs.' plus a family name. But /Dáwa/ or /Pága/ plus a given name shows a great deal of familiarity. If the two persons involved are more or less the same age, then it is understood that they have grown up together, i.e., /Pága Mádía/ translates 'my very old friend Mary'. If the person addressed is a good bit older than the person speaking, /Dáwa/ or /Pága/ plus a given name means 'old friend of the family', e.g., /Pága Mádía/, 'Maria, a long-time friend of the family'. This last usage is not too different from our custom of calling elderly, long-time friends of the family, 'Aunt', or 'Uncle'.

To address such long-time friends as described above, one uses /Dáwa/ or /Pága/ plus the first name if the other person is about the same age as the speaker, but one usually uses /m ma/ 'my mother' or /m bá/ 'my father', to address older persons, e.g., /M ma Mádía/, 'Aunt Mary', 'Maria, my dear old friend'.

All the names introduced thus far are given names.

4B Tones of initial /ya/. Before complements.

Yá Pága Mádía.

Ya mám.

Initial /yá/ before a noun complement is high but low before a pronoun. In the sentences above, /yá/ is high before the noun /pága/ in 'This is my old friend Maria', but /ya/ is low before the pronoun complement /mám/ in, 'It's me'. /yá/ is high before a short possessive pronoun, e.g., /Yá m pága/, 'It's my wife', but /ya/ is low before a long possessive pronoun, e.g., /Ya tónd biigá/, 'It's our child'.

4C Tones of Verb Objects.

Yám zamsá Móòdè.

The tone of the first syllable of a verb object is just the opposite of the tone of the last syllable of the verb if there is no word between the verb and its object, e.g., /Yám zamsá Móòdè/, 'You learned/studied Moré', the last syllable of /zamsa/ is low and the first syllable of /Móòde/ is high.

4D A Vowel Changes in Stems

gómǎ góamà gwámà

The noun suffixes which have the shape /-a/, when occurring after a stem containing an /o/ or an /e/, may also occur with an /a/ after the stem vowel, e.g., the stem /góm-/ plus /-a/ is /góamà/ or /gwámà/ 'languages'.

There are various changes in different stems, e.g., the stem /pog-/ plus /-a/ is /pága/, 'woman', with neither /o/ nor /w/. Different dialects of Moré also handle this stem variation in a number of ways. In this manual /o/ is regularly written between a consonant and following vowel even though the speaker may vary between /o/ and /w/, e.g., /koambá/ 'children', always occurs in the text, but the tapes may vary between /koambá/ and /kwambá/.

The student should be aware that other speakers also say /kambá/ and /kombá/.

4E /la/ With Short Form of Pronouns.

M zámǎ á la Ámedikè.

If a short form of a pronoun occurs as the object of a verb, the pronoun is always followed by /la/, 'to be (really)', e.g., in the sentence above, 'I learned it in America', /á/, a short form of a pronoun, is followed by /la/.

4F Bambara and Silmiidi.

In the savanna area between the desert and the rain forest, there has been a lot of east-west communication for many centuries. Many languages, especially the larger ones, are well known outside of the area where they are the predominant language. Bambara, which is centered in Mali, is well known from Upper Volta to the west coast. The dialect of Bambara spoken in Guinea and Senegal is usually called Malinke.

The Fula or Fulani, whose center is on the west coast, are now scattered along the savanna from Senegal to the Sudan. The Fula language is called Silmiidi in Moré.

4.1A Substitution Drill

Practice: tones

<u>Cue</u>	<u>Response</u>
Ya mám	Ya mám.
tóndò	Ya tóndò.
yě	Ya yě.

<u>Cue</u>	<u>Response</u>
Ya bábà	Ya bábà.
fó	Ya fó.
yám	Ya yám.
tónd	Ya tónd.
bám	Ya bám
yéndà	Ya yéndà.

4.1B Substitution Drill

Practice: tones

<u>Cue</u>	<u>Response</u>
Yá m pága.	Yá m pága.
ub sída	Yá b sída
i bá	Yá i bá
i ma	Yá i ma
id bíiga	Yá d bíiga
a pága	Yá a pága
a sída	Yá a sída
m bá	Yá m bá
id bá	Yá d bá
ub ma	Yá b ma

4.1C Substitution Drill

Practice: tones

<u>Cue</u>	<u>Response</u>
Ya tónd biigá.	Ya tónd biigá.
yám pagá.	Ya yám pagá.
bám biigá.	Ya bám biigá.
yám sidá.	Ya yám sidá.
tónd bà.	Ya tónd bà.
tónd ma.	Ya tónd ma.
yám bà.	Ya yám bà.
yám ma.	Ya yám ma.
yám biigá.	Ya yám biigá.
bám biigá.	Ya bám biigá.
bám bà.	Ya bám bà.

4.1D Substitution Drill

Practice: Tones of pronouns

<u>Cue</u>	<u>Response</u>
M zám̄sà á la mé.	M zám̄sà á la mé.
I	I zám̄sà á la mé.
A	A zám̄sà á la mé.
Yám̄	Yám̄ zamsá á la mé.
Tón	Tón zamsá á la mé.
Bám̄	Bám̄ zamsá á la mé.
A sída	A sída zamsa á la mé.
Yám̄ pagá	Yám̄ pagá zamsa á la mé.
Ub bá	Ub bá zamsa á la mé.
A ma	A ma zám̄sà á la mé.

Comprehension Drill 1

Dáwa Sékù né Dáwa Kúk wáa Ámedikè. Ub fáǎ waa láafi. Ub zám̄sà Ángles gòam Haute Voltaè. Dé ya sùmà.

Questions:

- ¿Dáwa Sékù né Dáwa Kúk wáa yae?
Ub wáa Ámedikè.
- ¿Ub wáa láafi?
Ngée, ub fáǎ waa láafi.
- ¿Ub zám̄sà ánglesgòam yae?
Ub zám̄sà ángles gòam Haute Voltaè.

Comprehension Drill 2

Pága Mádía waa Haute Voltaè. A yá láafi balá. A zám̄sà Móòd gòam Ámedikè. A zám̄sà Móòd needé.

Questions:

- ¿Pága Mádía waa yae?
A wáa Haute Voltaè.
- ¿A wáa laafí?
Laafí balá.
- ¿A zám̄sà Móòdgòam yae?
A zám̄sà á la Ámedikè.
- ¿A zám̄sà Móòd needé?
Ngée, a zám̄sà Móòd needé.

UNIT 5

Basic Sentences

	-Sékù-		or; a question marker
bí			
¿Yá m bá Kúk bí?			Is it my esteemed Kuka?
	-Kúka-		
Ngée.			Yes.
	-Sékù-		
kěě			enter
Kěě yá waé.			Come in please.
zii			be seated, sit, live at/in, dwell
Zínde yá.			Have a seat please.
¿I yíbeog ya láafi?			How are you?
	-Kúka-		
Laafí balá.			Fine, thank you.
	-Sékù-		
¿I zakdám fáã ya laafí?			How is all your family?
	-Kúka-		
Laafí balá.			Fine, (thank you)
	-Sékù-		
¿I pág né a koambá?			Your wife and (her) children?
	-Kúka-		
Laafí balá.			Just fine
¿La yám yě?			and you?
	-Sékù-		
Laafí balá.			Fine, (thank you)

USEFUL WORDS

A zii mé.	He is seated. He (has) sat.
A zindà mé.	He has (just) sat down. He is (in the process of) sitting.
A kée mé.	He (has) entered
A yíi mé.	He is out. He has gone out.
Paké yá i lívddàmbá.	Please open your books.
Pagé yá i lívddàmbá.	Please close your books.
Kelgé yá néede.	Please listen carefully.
Yeelé yá yaasa.	Please say it again.
Púglge yá mam n yeelé.	Please repeat after me. (Follow you me and say.)

NEW WORDS

paka	to open; let out
lívdè, -dàmbá	book
paga	to close, shut, lock, fasten
kelga	to listen, pay attention to, care for, look after, regard, observe, look at
yeela	to say, tell, affirm
yaasa	again
púglgà	to double; come/follow after; repeat

GENERAL NOTES

5A Question Marker /bí/.

¿Yá m bá Kúk bí?

One way of marking a question is to have /bí/, 'or', at the end of the sentence, as in the sentence above, 'It's my friend Kuka or?', i.e., 'Is it my friend Kuka?'

5B Imperative:

Kée yá waé.

Zinde yá.

The imperative singular is marked by the suffix /-é/, e.g., /zinde/, 'Sit

down' (talking to one person). This is the familiar form and should be used only under those circumstances as previously described in Note 1B for the use of familiar forms. The plural imperative is marked by the suffix /-e/ plus /yǎ/, 'you' (polite or honorific) e.g. /zínde yǎ/, 'Sit down' (talking to more than one person). The plural imperative is also the polite and honorific imperative for both singular and plural. In the lesson text, the polite form is translated 'please', as in /Zínde yǎ/, 'Please sit down'. Obviously the word 'please' does not occur in this construction in Moré, but this is about as close as we can come in English to the sense of the Moré. If there is more than one imperative verb, it is not necessary to repeat /yǎ/ since one has already shown the proper respect, e.g., /Kéé yǎ waé/, 'Come in please'.

5C Imperative after /i/.

Yíì yǎ.

The imperative ending after a stem ending in /i/ is /-i/, e.g., /Yíì yǎ/, 'Please leave', 'Please go out'.

5.1A Repetition Drill

Additional practice on the tonal features.

yǎm zaká	your house
a zaká	her house
yǎm pagá	your wife
a pága	his wife
yǎm koambá	your children
m koambá	my children
yǎm zamsa mé	you learned
Ub zámsà mé	they learned

5.1B Substitution Drill

More practice of tonal feature.

<u>Cue</u>	<u>Response</u>
a zaká	a zaká
yǎm	yǎm zaká
pága	yǎm pagá
a	a pága
koambá	a koambá
yǎm	yǎm koambá

<u>Cue</u>	<u>Response</u>
yám zamsa mé	yám zamsá mé
mam	mam zámsà mé
ub	ub zámsà mé
yám	yám zamsá mé
wáa mé	yám waa mé
A	A wáa mé

5.2A Repetition Drill

Illustration: Formal Commands

Zamsé yǎ.	Learn!
Waé yǎ.	Come here!
Paké yǎ.	Open it!
Pagé yǎ.	Close them!
Kelgé yǎ.	Listen!
Yeelé yǎ.	Speak!
Púglgè yǎ.	Continue!
Yíì yǎ.	Leave!

5.2B Substitution Drill

Practice: Command forms.

<u>Cue</u>	<u>Response</u>
Zamsé yǎ.	Zamsé yǎ.
Waé	Waé yǎ.
Paké	Paké yǎ.
Pagé	Pagé yǎ.
Kelgé	Kelgé yǎ.
Yeelé	Yeelé yǎ.
Púglgè	Púglgè yǎ.
Yíì	Yíì yǎ.

Comprehension Drill

M koambá zamsa wúsgo.
 Ub zámsà ángles go'amà.
 Ub yá sùmà.

Questions:

1. ¿Yám koambá zamsa wúsgo bí?
Ngée, ub zámsà wúsgo.
2. ¿Ub zámsà ánglesgòama bí?
Ngée, ub zámsà ánglesgòamà.
3. ¿La b yá sùmà bí?
Ngée, ub yá sùmà.

UNIT 6

Basic Sentences

-Sékù-

wāna	how, how much/many
pindá	before(hand), early
¡Yá wāna?	What is going on?
¡Yá wán né yíbeog pindá?	What brings you here so early in the morning?

-Kúka-

áyò	no
ká, pá	not
búmbù, *bǒǒgà	something
yé	one, any, some; once, yet
Áyò, ká búm yé.	Oh, nothing.
gésà	to see, look, examine; visit
nǎǎ	to be going to do, have the intention of doing, (See Note 6B)
Mam wáa mé balá, n nǎǎ n gés yām.	I just came to see you.

-Sékù-

Dé ya sùmà.	That's nice.
-------------	--------------

-Kúka-

súúdi, -yá	heart; interior; sentiment, affection
noogó, -dó	good, agreeable
sě	that, who, which, what, where, when, while
ká	here
káe	right here
sě...wǎ	that, which
M súúd yá noog wúsgo, m sě wa káe né wǎ.	I am happy to be here.

USEFUL PHRASES

A wáa pindá.	He came early. He came on time.
A ká wá pind yé.	He came late. He didn't come on time.
Id náã n wa, n yé taab yíbeoogò.	We'll see each other in the morning.
Id náã n wa, n yé taab yíbeoogà.	We'll see each other this morning.
Id náã n wa, n yé taab béoogò.	We'll see each other tomorrow.
Id náã n wa, n yé taab dúnda.	We'll see each other today.
Id náã n wa, n yé taab mwásmwasà.	We'll see each other in a minute.

GENERAL NOTES

6A Negative

Ká búm yé.

Negative is marked by /ká/ or /pá/ before the noun or verb being negated and /yé/ at the end of the sentence, e.g., in the sentence above, 'It's nothing'. Final vowels of suffixes of negated nouns and verbs do not occur, e.g., /A ká wá yé/, 'He didn't come'.

6B Proximate Future: Purpose

Mam wáa mé balá n náã n gés yãm.

Id náã n wa, n yé taab yíbeoogò.

The auxiliary /náã/ plus the connective /n/ before a verb marks: (1) the proximate future and (2) purpose or intention.

(1) The proximate future most often means sometime within the next month after the moment of speaking, but it may refer to a more distant time if the speaker considers that the event will take place soon and usually translates 'going to (verb)', e.g., /Id náã n wa, n yé taab yíbeoogò/, 'I'll see you tomorrow', literally, 'We will come see two (both) tomorrow'.

(2) Purpose or intention means the translation is 'intend to (verb)', or 'in order to (verb)', e.g., /Mam wáa balá n náã n gés yãm/, 'I just (only) came to see you', or 'I just (only) came in order to see you'.

6C Relative Connective /sé/

M súüd yá noog wúsg m sé wa káe né wã.

The relative connective /sé/ occurs after the subject of the relative

clause, as in the sentence above, 'I am happy to be here', /sé/, 'that', occurs after the subject /m/, 'I'. /sé/ translates a number of English relatives, e.g., 'that', 'who', 'which', 'what', 'where', 'while'. Clauses with /sé/ do not have a vowel suffix to the verb, e.g., /wa/, not /waa/, and often have /wǎ/ at the end.

6D Definiteness: /wǎ/, /-ǎ/

Any noun may be translated with 'a' or 'the'; but if a definite or particular thing is implied, the suffix /-ǎ/ is used. /-ǎ/ may translate, 'the', 'this', 'that', 'these', 'those'. After a stem ending in a vowel, /-ǎ/ is /-wǎ/, e.g., /vwatúudǎ/, 'the automobile', 'this/that automobile', or /m bǎwǎ/, 'my father over there'.

Also /-ǎ/ plus /-damba/ is very productive, i.e., makes many new words, in the formation of nouns, e.g., /vwatúudǎdamba/, 'those people in the automobile'.

Except in monosyllables /-ǎ/ and /wǎ/ have the same tone as the final vowel of the stem they occur with e.g., /vwátuudǎ/, 'the car', but /silgǎ/, 'the bird', 'the airplane'. After a monosyllable /wǎ/ is low, e.g., /m bǎwǎ/.

6.1A Repetition Drill

Illustration: Negation

Ká búmbù.	It's something.
Ká búm yé.	It's nothing.
Yám waa me.	You came.
Yám ká wá ye.	You didn't come.
M yá laafí.	I'm fine.
M ká laafí yé.	I don't feel well.
A tógó n yi néede.	He had a good trip.
A ká tógó n yi néed yé.	His trip didn't go well.
Yám zamsá wúsug.	You learned a lot.
Yám ká záms wúsg ye.	You didn't learn much.
M súúd yá noogó.	I am happy.
M súúd ká noog yé.	I am not happy.

6.1B Transformation Drill

Make the following expressions negative.

<u>Cue</u>	<u>Response</u>
Ya búmbù	Ká bùm yé.
Mam wáa mé	Mam ká wá ye.
A yá laafí	A ká laafí yé.
A tógò n yi néede	A ká tógò n yi néed yé.
A zámàsà wúsgo	A ká zám wúsug yé.
M sùúd yá noogó	M sùúd ká noog yé.

6.1C Response Drill

Answer each of the following questions negatively.

<u>Cue</u>	<u>Response</u>
¿A tógò n yi néed bí?	Áyò, a ká tógò n yi néed yé.
¿A pága ya laafí bí?	Áyò, a págà ká laafí yé.
¿A sùúd ya noog bí?	Áyò, a sùúd ká noog yé.
¿Yám zamsá wúsgo bí?	Áyò, m ká zams wúsug yé.
¿Yá m bá Kúk bí?	Áyó, ká m bá Kúk yé.

Comprehension Drill

Dáwa Kúlg ká wá ye.
 A ká laafí yé.
 A sùúd ká noog yé.
 A págà yí sódè.

Questions:

- ¿Dáwa Kúlg wáa mé bí?
Áyò, a ká wá yé.
- ¿A yá laafí bí?
Áyò, a ká laafí yé.
- ¿Yá wāna?
A sùúd ká noog yé.
- ¿A págà yíi sód bí.
Ngée, a págà yíi sódè.

UNIT 7

Basic Sentences

zoa, -dám̀bà
Né i zaábdè, m zoa.

-Kúlga-

friend
Good afternoon, my friend.

¿I zaábd ya laafí?

-Sékù-

How are you?

Laafí balá.

-Kúlga-

Fine, thank you.

adé
Ad á ya m zoa Kúka.

-Sékù-

here
This is my friend, Kuka.

¿Laafí bee mé, m zoa?

-Kúlga-

How are you, my friend?

Laafí balá.

-Kúka-

Fine, thank you.

ná
Fidãsé
A Kúk ná n yi mé.
A Kúk ná n yi Fídãsé.

-Sékù-

to have just (verb) (see
Note 7B)
France, French; a French
(woman)
Kuka has just left.
Kuka has just come from France.

ohóò
Ohóò.
banga
Mam súúd yá noogó.

-Kúlga-

yes, O.K.
Is that so?
to know, come to know, make
the acquaintance of
I am happy.

-Kúlga- (continues)

Mam súúd yá noog wúsgo m sé bang yámbà. I am pleased to meet you.

USEFUL PHRASES

A ná m pagá búdò.	He has just locked up the office.
A ná m pagá dóogò.	He has just closed the door.
A ná m paká dágnoodà.	He has just opened the door.
A ná m paká fínetdè.	He has just opened the window.
Bám lá Dáwa Wedáoogò.	This is Mr. Ouedraogo.
Bám lá Pága Wedáoogò.	This is Mrs. Ouedraogo.
Bám lá Président.	This is the President.
M míi b lá mé.	I know him/them.
M míi Wáyguia.	I'm acquainted with Ouahigouya.
M míi daagà sódè.	I know the way to the market.
M míi Ámèdiké.	I know an American.
A gésà á lá mé.	He saw her.
A yíi a lá mé.	He left there.
¿A ká pág a lá?	He closed it, didn't he?
¿A ká kèng a lá?	He went there, didn't he?
¿A ká wúm a lá?	He understood it, didn't he?

NEW WORDS

búdo	office
doogó, -tó, -dó	room; cabin
dagnódè, dignóodè, dognóodè, -ya	door, opening
fínetdè, -a, -dàmbá	window
mii	to know, know how to, be familiar with
Wayugíà	city of Ouahigouya
daagá, -sé	market, marketplace; purchase
Amediké, dàmbá	an American
wuma	to hear, understand, know a language

GENERAL NOTES

7A /a/ Before Proper Names

Ad á ya m zoa Kúka.

A Kúk nǎ n yi Fídǎsě.

If a proper name occurs without a title preceding it, the proper name is preceded by /a/, e.g., the sentences above, 'This is my friend Kuka', and 'Kuka has just returned from France.' /zoa/ is a title.

7B The proximity marker /nǎ/

A Kuk nǎ n yi Fídǎsě.

The proximity marker /nǎ/ can be easily translated into English by the expression: 'to have just'. Thus the above sentence in English is 'Kuka has just come from France.'

7C Ohóò: ngée

Both /ohóò/ and /ngée/ translate, 'yes!'; but /ohóò/ is much more uncertain and vague than /ngée/. /ngée/ means, 'Yes, it's true!', 'Yes, I accept/concur/agree!'. /ohóò/ means, 'Well, O.K., if you say so!', 'Well, I accept, but I can't personally guarantee that this is the case.'

7D yíidì: zaká: doogó

A typical Mossi house is a square, rectangular, or round courtyard surrounded on all sides by a series of rooms which open on the courtyard. In general there is only one door to the outside. The whole structure is a /yíidì/. Two or more families, nearly always closely related, may live in the same /yíidì/, but each family has its own /zaká/, 'apartment', or 'quarters', in the /yíidì/. A /yíidì/ may consist of one or several /zaká/. A /doogó/ is a single room, or occasionally a one-room building. A /zaká/ may consist of one or several /doogó/. A European-style house is also called a /yíidì/.

7E Verb /lá/.

The verb /lá/ draws attention to the word that precedes it. It is an emphasizer. For practical purposes, we will distinguish three uses of /lá/: (1) main verb, (2) object pronoun marker, (3) secondary verb.

(1) /lá/ contrasts with /ya/ as the main verb of a sentence. When /ya/ is used the speaker does not guarantee that the statement is true or that he is totally familiar with the situation. When /lá/ is used the speaker asserts that the statement is true and that he is well acquainted with the situation.

- example: /Ad á ya m zoa Kúka./
 translation: 'This is my friend Kuka whom I have not known for a long time.'
 example: /Ad á lá m zoa Kúka./
 translation: 'This is my friend Kuka with whom I grew up.'
 example: /Bám ya Dáwa Wedáoogò./
 translation: 'This is Mr. Ouedraogo whom I don't know very well.'
 example: /Bám lá Dáwa Wedáoogò./
 translation: 'This is Mr. Ouedraogo whom I know well.'
 examples: /Ad á ya lá m pága./ /Ad á lá m pága./
 translation: 'This is my wife.'

After /ad/ both /ya/ and /la/ may occur. The meaning of /lá/ takes precedence.

- example: /Ad á ya m pága./
 translation: 'This is my brother's/cousin's wife.'

One only introduces government officials by their titles when one knows the correct one. Thus:

- /Bám lá Président./ 'This is the President.'

does not occur with /ya/.

(2) /lá/ marks the short object pronoun.

- /M gésà á la mé./ 'I saw her/him.'
 /M gésa b la mé./ 'I saw them.'

(3) The main verb of a sentence is emphasized when /lá/ follows it.

- /A gésà mé./ He saw.
 /A gesě n la mé./ He really saw.

Since /la/ in the above example is the second verb of a verb plus verb construction, it must be preceded by a nasal vowel and /n/.

7F Note, Negative or Affirmative?

/lá/ is a verb. Therefore it is usually followed by /me/, /ye/ or an object since verbs don't usually end a sentence.

/¿A ká pág a lá?/ seems to be an incomplete sentence. It is neither affirmative, ending in /mé/, nor negative, ending in /yé/. It expresses doubt. Sentences of this type may be translated by the English tag question, 'He closed it, didn't he?'

7G Verb Object Replacement

Almost all Moré verbs may be directly followed by nouns.

/A gesa mobilì./	He saw the car.
/A waa Bobo./	} He arrived in Bobo.
/A waa Boboě./	
/A yi Fidãse./	} He left France
/A yi Fidãsě./	

These nouns may be replaced by a pronoun: /a la me/ or /ub la me/.

/A gésà á lá mé./	He saw it.
/A waa a lá mé./	He arrived there.
/A yíí á lá mé./	He left there.

Since these are short pronouns, which cannot end the sentence, the verb /la/ follows.

7.1A Repetition Drill

/á la/ and /la/ following the main verb.

A gésà móbilì.	He saw the car.
A gésà á la mé.	He saw it.
A págà zákà.	She closed the outside door.
A págà á la mé.	She closed it.
A yíí mé.	He went out.
A yíí á la mé.	He left there.
A waa mé.	He arrived.
A waa á la mé.	He arrived there.

7.1B Expansion Drill

Insert /á la/ after the verb.

A gésà mé.	A gésà á la mé.
A kélgà mé.	A kélgà á la mé.
A págà mé.	A págà á la mé.
A yéelà mé.	A yéelà á la mé.
A pákà mé.	A pákà á la mé.
A yíi mé.	A yíi a la mé.
A zámsà mé.	A zámsà a la mé.
A bángà mé.	A bángà á la mé.
A wúmà mé.	A wúmà á la mé.

7.1C Substitution Drill

<u>Cue</u>	<u>Response</u>
A yá m pága.	A yá m pága.
a pága.	A yá a pága.
Yám ya	Yám ya a pága.
a sída	Yám ya a sída.
A yá	A yá a sída.
ub bá	A yá b bá.
id ma	A yá d ma.
M yá	M yá d ma.
ub sída	M yá b sída.
Ub yá	Ub yá b sída.

7.1D Transformation Drill

Change unemphatic verb to emphatic form with /la/.

A gésà mé.	A gésè n la mé.
A kélgà mé.	A kélgè n la mé.
A págà mé.	A págè n la mé.
A yéelà mé.	A yéelè n la mé.
A pákà mé.	A pákè n la mé.
A yíi mé.	A yíè n la mé.
A zámsà mé.	A zámsè n la mé.
A bángà mé.	A bángè n la mé.
A wúmà mé.	A wúmè n la mé.

7.1E Transformation Drill

Insert /la/ in the following sentences. Make any necessary changes.

Bám waa mé.	Bám waa a lá mé.
A yá Amedikè.	A yá la Àmèdikè.
A yá m págà.	A yá la m págà.
A yíi Wágdugè.	A yíi la Wágdugè.
Tón zii mé.	Tón zii a lá mé.
Yám paká mé.	Yám paká á la mé.
Bám pagá mé.	Bám pagá á la mé.
A yéelà mé.	A yéelà á la mé.

7.1F Transformation Desponse Drill

Practice: Contrast between stressed and unstressed verbs.

Directions: The instructor asks a question. One student answers it negatively. Another student emphatically contradicts the first.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
¿Bám waa mé bí?	Áyò, ub ká wá ye.	Ngée, ub wáa a la mé.
¿A Kúk yá Àmèdikè bí?	Áyò, a ká Àmèdikè yé.	Ngée, a yá la Àmèdikè.
¿A yá yám pág bí?	Áyò, a ká m pág ye.	Ngée, a yá la m págà.
¿A yíi Wágdugè bí?	Áyò, a ká yí Wágdugè yé.	Ngée, a yíi la Wágdugè.
¿Bám pagá budó wà bí?	Áyò, ub ká pág budó wà yé.	Ngée, ub págè la búdo wà.

UNIT 8

Basic Sentences

	-Pogsádà-	
dooga		to give birth; be born
¿Yám doogá Bóboè bí?		Is Bobo your home town? Were you born in Bobo?
	-Kúlga-	
Áyò, mam dóogà Wágdugè.		No, my home is in Ouagadougou.
	-Pogsádà-	
yíkããd̀m̀		marriage
¿Yám yí yíkããd̀m̀ bí?		Are you married? (You were/have been married or?)
	-Kúlga-	
tada		to have, own, posses; use, utilize
tããbó		three
Ngée, m táda pága né koamb á tããbó.		Yes, I have a wife and three children.

SUPPLEMENTARY VOCABULARY - NUMERALS

yémbò, yémbdè	1
yiibú	2
tããbó	3
naasé	4
núũ	5
yobé	6
yopoe	7
níí	8
wáe	9
pííga	10

USEFUL PHRASES

A tádà dóog á yé.	It has one room.
A tádà dót á yii.	It has two rooms.
A tádà dót píiga.	It has ten rooms.
A kélgà dádíó.	He listened to the radio.
A kélgà kíbàese.	He listened to the news.
A kélgà kíbàes dadíoè.	He listened to the news on the radio.
A yá Ámèdiké	He is American.
A yá Fídàsé	She is French.
A yá Vóltaik	He is Voltaic.
A yá Mõagà	She is Mossi.
A yá Sílmíiga	He is Fula.
A yá Bámbara	She is Bambara.

NEW WORDS

doogó, -tó, -dó	room, bedroom
dádíó, -dàmbá	radio
kibádè, *kibàesè	news, information
Fídàsé, -dàmbà	a French(wo)man
Vóltaik, -dàmbá	a Voltaic
Mõagá, -sé	a Mossi
Sílmíiga, -sé	a Fula(ni)
Bámbara, *Bámbarandàmbá	a Bambara

GENERAL NOTES

8A Some Special Expressions

¿Yám dooga Bóboè bí?

It is worthwhile to list the several translations of this sentence. 'Are you from Bobo?', 'Were you born in Bobo?', 'Is your home in Bobo?'. The verb of the sentence is /dooga/ - be born, give birth.

¿Yám yi yí kããdm bí?

The verb of this sentence is /yi/ - became, (in the present tense: /yita/ - become). Thus the only way to ask if someone is married is to ask if he has become married. (See Unit 26.)

8B Numerals preceded by /á/.

A tádà dóog á yé.

The numerals 'one' through 'nine' are preceded by /á/, e.g., the sentence above, 'I possess house it one', i.e., 'I have one house.'

8.1A Substitution Drill

Insert the underlined portions in the preceding sentence.

A tádà dóog á yé.	It has one room.
A tádà dót á <u>yii</u> .	It has two rooms.
A tádà dót á <u>tǎǎbó</u> .	It has three rooms.
A tádà dót á <u>naasé</u> .	It has four rooms.
A tádà dót á <u>nũũ</u> .	It has five rooms.
A tádà dót á <u>yoobé</u> .	It has six rooms.
A tádà dót á <u>yopoe</u> .	It has seven rooms.
A tádà dót á <u>níí</u> .	It has eight rooms.
A tádà dót á <u>wáe</u> .	It has nine rooms.
A tádà dót <u>pííga</u> .	It has ten rooms.

8.1B Substitution Drill

M tádà m pága Pádiè.	I have a wife in Paris.
M tádà <u>yíiy á yii</u> Bobóè.	I have two houses in Bobo-Dioulasso.
M tádà <u>kóamb á tǎǎ</u> Ámedikè.	I have three children in America.
M tádà <u>págb á naas</u> Wágdugè.	I have four wives in Ouagadougou.
M tádà <u>lívdàmb á nũũ</u> m doogé.	I have five books in my room.
M tádà <u>zóadàmb á yoob</u> New Yorkè.	I have six friends in New York.
M tádà <u>bádàmb á yopoe</u> Wáyugiyè.	I have seven uncles in Ouahigouya.
M tádà <u>mádàmb á níí</u> Abigiǎè.	I have eight aunts in Abidjan.
M tádà <u>kóamb á wáe</u> Haute Voltaè.	I have nine children in Upper Volta.
M tádà <u>lívdàmb píig</u> búdoè.	I have ten books at the office.
M tádà m <u>pága</u> Pádiè.	I have a wife in Paris.

Comprehension Drill 1

Dáwa Kúk nǎ n yí yíkǎǎdm̄.

A págà ya néede.

A dóogà Bóboě.

Questions:

1. ¿Dáwa Kúk nǎ n yí yíkǎǎdm̄ bí?

Ngée, a nǎ n yí yíkǎǎdm̄.

2. ¿A pága ya néed bí?

Ngée, a yá néede.

3. ¿A dóogà yae?

A dóogà Boboě.

Comprehension Drill 2

Dáwa Sékù né Pága Mádía yí yíkǎǎdm̄.

Ub tádà koamb á naasé.

Ub tádà zák néede.

Questions:

1. ¿Dáwa Sékù yí yíkǎǎdm̄ bí?

Ngée, a yí yíkǎǎdm̄ né Pága Mádía.

2. ¿Ub tádà kóamb bí?

Ngée, ub tádà koamb á naasé.

3. ¿La b zak yá néede bí?

Ngée, ub zak yá néede.

UNIT 9

Basic Sentences

-M. l'Ambassadeur-

tuma
 ¿Yám tundá mé bí?

work, employ, use
 Do you work?

-Kúlga-

Áyò, m pá túnd yé.

No, I don't work.

-M. l'Ambassadeur-

maana
 bwě
 ¿La yám maandá bwě?

do, make, prepare
 what, what kind of
 What do you do?

-Kúlga-

kadma
 kadembííga, -si
 M yá kádèmbííga.

read, study, learn, go to
 school, teach
 student
 I'm a student.

-M. l'Ambassadeur-

Ya sùmà.

That's a good thing.

SUPPLEMENTARY VOCABULARY

Mam yá díplomatè.
 Mam yá kóadà.
 Mam yá tãmeta.
 Mam yá sóddaagà.
 Mam yá lógtodè.
 Mam yá kádènambá.
 Mam yá kóasà.

I am a diplomat.
 I am a farmer.
 I am a mason.
 I am a soldier.
 I am a doctor.
 I am a teacher.
 I am a merchant.

NEW WORDS

díplomatè, -dàmbá	diplomat
kóadà, -bà	farmer, planter
támèta, -bá	mason
soddáagà, -sè	soldier, policeman
logtódè, *logtódàmbá	doctor; shaman, medicine man
kadnĕsambá, -dambá	teacher
koaasá, *koaasdbá	merchant, vender

GENERAL NOTES

9A Aspect: Perfective: Imperfective

There are two aspects: the perfective and the imperfective. There are several perfective and several imperfective tenses. The perfective is unmarked, i.e., there is no grammatical element to indicate perfective, but it is indicated by the lack of the imperfective suffix. The perfective aspect indicates that at the time referred to (1) the action referred to has already been completed, e.g., /A wáa mé/, 'He came (already)', 'He has (already) come', or (2) the state of being referred to has already been achieved, e.g., /A yá Ámèdikĕ/, 'He is (already) an American', 'He has (already) become an American'.

The imperfective aspect is marked by the suffix /-d/, which occurs before the final vowels /-a/ and /-ĕ/, and indicates that at the time referred to, the action referred to is (1) going on or continuing, e.g., /A gómà mé/, 'He is talking (now)', (2) repeated from time to time, e.g., /A zámà Mòòdè/, 'He studies Moré (from time to time)', or 'He is studying Moré (now)', or (3) engaged in habitually, e.g., /A gómà Mòòdè/, 'He speaks Moré.' Imperfective action is incompleting.

9B Present Tense: Immediate Present: Present Habitual

¿Yám tumdá mé?

The present tense is marked by the imperfect suffix /-d/ plus the /-a/ suffix and indicates that something (1) is going on or in the process at the present moment of speaking, (2) is done from time to time, or (3) is done habitually, e.g., /¿Yám tumdá mé?/, means not only, 'What do you do regularly', or, 'What is your occupation', but also 'What are you doing?', i.e., 'What activity are you engaged in right at this moment?'

9C Stem Irregularity in Imperfectives.

A number of stems that now end in a vowel in the perfective apparently ended in a /-d/ at one time, and the influence of this /-d/ can still be seen in imperfectives such as the present, and also in agent nouns (Note 9E). A /-d/ at the end of a stem followed by a /-d/ suffix occurs as /t/ (Note 9D), e.g., /A wátà mé/, 'He is coming', is the imperfective of the perfective /waa/, /A yítà mé/, 'He is leaving', 'He is coming from (somewhere)', is the imperfective of /yíi/, and /A métà mé/, 'He is building', is the imperfective of /mee/, 'build/construct of adobe'.

Verbs that end in /-s/ in the perfective have /-t/ in the imperfective, e.g., /A gétà mé/ 'He sees', 'He is looking', is the imperfective of /gésà/.

9D Voiced Consonant Plus Identical Voiced Consonant.

If a suffix beginning with a voiced consonant occurs after a stem ending in the same consonant, except as given below, a single voiceless consonant occurs, i.e., /bb/ is /p/, /dd/ is /t/, and /gg/ is /k/, e.g., /zag/ plus /-gá/ is /zaká/, 'house'. The stem can be seen in the plural /zagsé/ 'houses'. /wb/ or /ob/ is also /p/ after a vowel, e.g., /dáv/ plus /-bá/ is /dápa/ 'men'.

Some words have a plural in both a voiceless and a voiced consonant, e.g., /doogó/, 'room', has both /dotó/ and /doodó/, both meaning, 'rooms'. In such cases, there is a single vowel before the voiceless consonant, as in /dotó/, but a long or double vowel before the voiced vowel, as in /doodó/.

If a stem that ends in an /-nd/ is followed by a /-d/ suffix, both /d/'s occur, e.g., /A zínddà mé/, 'He is (in the act of) sitting down'. Between these two /d/'s, there is usually a [ə], i.e., the second vowel in English 'sofa'.

If a stem ending in /-d/ is followed by /-damba/, either a flapped 'r' or a voiceless palatal fricative [ç] plus a flapped 'r' may occur.

9E Agent Nouns.

Agent nouns, i.e., actor nouns derived from verbs, also have the imperfective suffix /-d/, e.g., /góamdà, -bà/, 'speaker', i.e., 'one who talks regularly or habitually'. The irregularities given in Note 9C are also reflected in agent nouns, e.g., /táméta/, 'mason', is from /mee/, 'build with adobe or mortar'. (/tám/ is from /tándo/, 'wet earth', 'mortar'.) /táméta/ then means 'one who builds with mortar or adobe', i.e., 'mason'.

Stems that end in /-s/ have the /-d/ suffix only in the plural, e.g., /koaasá/, 'vender', vs. /koaasdbá/, 'venders'.

9.1A Repetition Drill

Review Note 3E. Practice: Tone of first syllable of verb.

Yám watá mé.	You arrived.
Yám tumdá mé.	You arrived.
¿Yám maandá bwě?	What are you doing?
Yám gètà mé.	You saw.
A gètà me.	He saw.
A wáa mé.	He arrived.

9.1B Substitution Drill

Practice: Tone of first syllable of verb.

<u>Cue</u>	<u>Response</u>
Yám waa mé	Yám waa mé.
maandá bwě?	¿Yám maandá bwě?
A	¿A maandá bwě?
túmdà mé	A túmdà mé.
Yám	Yám tumda mé.
wáa mé	Yám waa mé.
gètà mé	Yám gètà mé.
A	A gètà mé.
wáa mé	A wáa mé.

Comprehension Drill 1

Dáwa Sékù yá kádnsambá.
 A táda kádmbíis píiga.
 A táda kádndoogó.
 Kadnsamb né kadembíis túmdà wúsgo.

Questions:

- ¿Dáwa Sékù maandá bwě?
 A yá kádnsambá.
- ¿A táda kádmbíis bí?
 Ngée, a táda kádmbíis píiga.

3. ¿Dáwa Sékù tádá kádndoog bí?
Ngée, a tádà kádndoogó.
4. ¿Ub túmdà wúsgo bí?
Ngée, ub túmdà wúsgo.

Comprehension Drill 2

Dáwa Kúk yá koaasa, la a ká máand bum yé. A ká tád bum yé, la a sũũd yá noogó.

Questions:

1. ¿Dáwa Kúk yá koaas bí?
Ngée, a yá kóaaasà.
2. ¿La a máandà bwě?
Áyò, a ká máand bum yé.
3. ¿A tádà bwě?
Áyò, a ká tád bum ué.
4. ¿A Kúk sũũd yá noog bí?
Ngée, a sũũd yá noogó.

UNIT 10

Basic Sentences

-Dáwa Tembila-

kosa	beg, ask, entreat
súgdì	pardon, excuse
M kótà yám súgdì.	I beg your pardon. Pardon/Excuse me.
túmde, -á	work, job
tao	fast, quick
dúnda, dúнна	today
M ká wá tumdè, taotao dúnda yé.	I didn't get to work very early today.

-Dáwa Sékù-

sídà	truth
Yá sídà.	That's true.
¿Ya wánã?	Why is that?

-Dáwa Tembila-

kútu	iron
weefó, *wíidí	horse
kútweefo, -dí	bicycle
sáãmà	damage, hurt, injure, spoil
dá, dágè	Past tense marker (see Note 10A)
Mam kútweef dágè n sáãmà mé.	My bicycle was broken down.

-Dáwa Sékù-

nto	yes, O.K.
Nto, dè pá sáãm yé.	O.K., it doesn't matter. O.K., no harm done.

USEFUL PHRASES

Bám kèndà tumdè.	They are going to work. They are on the way to work. They go to work. They walk to work.
Bám kèngdà túumdè.	They are leaving for work. They are on the way to work. They are going to their jobs. They walk to work.
A báodà bòè tumdé.	He's looking for a job as a house-boy.
A báodà póst dòogó.	He's looking for the post office.
A báodà dáagà,	He's looking for the market.

NEW WORDS

kéngà	leave, go away
bao	search, look for
bòè, -dàmbá	houseboy, servant, maid, governess
bòètuumdé, -á	job for/as a houseboy/maid
póstdòogó, -tó, -dó	post office
daagá, -sé	market(place)

GENERAL NOTES

10A Reduplication for Intensity.

M ká wá túmdè taotao dúnd yé.

Adverbs are often reduplicated to show intensity, e.g., /tao/, 'fast', in the sentence from the dialogue, 'I didn't get to work today very early/quickly'.

10B The Past Tense Marker

Mam kútweef dágè n sǎǎmà mé.

/dá/ and /dágè/ are alternate forms of the past tense marker. There are many translations into English for this marker. This does not mean that the marker has many functions, but rather that English has several ways of indicating past time. The Moré past tense marker /dá/ and /dágè/ does one thing: it marks past time.

/Mam kútweef sǎǎmà mé./

My bicycle was wrecked. (and it is still wrecked.)

/Mam kútweef dágè n sǎàmà mé./	I had an accident with my bicycle.
/Mam tádà kútweefò./	I have a bicycle.
/Mam dá tádà kútweefò./	I used to have a bicycle.

10C /nto/

/nto/ also translates, 'yes', but it is rather vague and means something like 'well, o.k.', or 'Well, if that's the way it is, we'll just have to make the best of the situation'.

10D Reversive

Bám kèngdà túumdě.
Paké yǎ i lívddàmbá.

The reversive suffix /-g/ has two functions: (1) negative, and (2) directive. The negative reversive indicates the opposite or negative of the verb base, e.g., /paga/, 'close', vs. /paka/, 'open', as in the second sentence above, 'Please open your books.' (/pákà/ is from /pág/ plus /-ga/). The directive reversive indicates direction away from or off of, e.g., /kéndà/, 'go', vs. /kèngdà/, 'go away', as in the first sentence above, 'They are leaving for work', or /maanaga/, 'do away', 'do work', i.e., 'fix (up)', 'repair', 'arrange'.

10.1 Expansion Drill

Change to past with /dá/.

M kótà yǎm sùgdi.	M dá kota yǎm sùgdi.
Yǎm ká wá tumdě yé.	Yǎm dá ká wá tumdě yé.
¿Ya wánǎ?	¿Dá ya wǎna?
Tónd kútweef sǎàmà mé.	Tónd kútweef dá sǎàmà mé.
Dě pá sǎám yé.	Dě dá pá sǎám ye.
Bám kéndà túumdě.	Bám dá kéndà túumdě.
Ub báodà bòè túumde.	Ub dá baoda bòè túumde.
M kèngdà póst dòogě.	M dá kèngdà póst dòogě.
A bée dáagě.	A dá bee dáagě.

10.2 Substitution Drill

M túumdà né bàm.	I work for/with him.
<u>A</u> túumdà né bàm.	He works for/with him.
A <u>kéngà</u> túumdě.	He has gone to work.
<u>Ub</u> kéngà túumdě.	They have left for work.
Ub <u>kéndà</u> túumdě.	They are on the way to work.
Ub <u>kéngà</u> túumdě.	He is leaving for work.
Ub <u>bée mám</u> tuumdě.	He is in my employ.
<u>Yám</u> bee mám tuumdě.	You are in my employ.
Yám <u>kéndà</u> túumdě né kútweefò.	You ride your bike to work.
Yám kéndà tuumdě <u>né móbilì</u> .	You come to work by car.

10.3 Transformation Drill

Answer the questions negatively.

- ¿A dá kèngà tuumdě bí?
 Áyò, a dá pà kèng túumdě yé.
- ¿A dá maanaga kútweef bí?
 Áyò, a dá pà máanag kútweef ye.
- ¿Ub dágè bao livddám bí?
 Áyò, ub dágè ká báo lívddám yé.
- ¿A da bee póst doogě bí?
 Áyò, a dá kà bé póst dòogě yé.
- ¿A dá sǎǎmà mé bí?
 Áyò, a dá kà sǎǎm yé.
- ¿Yám dà kèngà dáagě bí?
 Áyò, m dá kà kèng daagě yé.
- ¿Ub dá bee lá b yíidě bí?
 Áyò, ub dá kà bée úb yíidě yé.
- ¿A dá ya kádembíig bí?
 Áyò, a dá kà kádembíig yé.
- ¿Bám dà gèsà kóaad bí?
 Áyò, a dá kà gès kóaad yé.
- ¿Yám dà maanaga i vwátuudà bí?
 Áyò, m dá kà máanag m vwátuudà yé.

Comprehension Drill

Dáwa Tembíl ká wá taotao túumdě yé.

A págǎ dágè n ká láafi yé.

A kútweefǎ dágè n sǎǎmà mé.

Questions:

1. ;Dáwa Tembíl wáa tuumdě taotao dúnda bí?

Áyò, a ká wá tuumdě taotao dúnda yé.

2. ;A págǎ ya laafí bí?

Áyò, a pákǎ ya laafí yé.

3. ;Yá á bwě n mà mé?

A kútweef dágè n sǎǎmà mé.

UNIT 11

Basic Sentences

	-John-	
boola		call, name
tí		that, which; because
¿Yám boondá wǎ tí bwě?		What do you call that?(You call that that/is/what?)
	-Kúlga-	
kúmde, -bá		eggplant
Tónd boondá wǎ tí kúmba.		We call that eggplant(s).
	-John-	
M ká wúm yé.		I don't understand.
bílfu		little, a little
Góme yǎ bílfbílfulù.		Speak much slower please.
	-Kúlga-	
yaasá		again
Ngée, yeelé yǎ yaasá.		Yes, say it again. /please, repeat/
	-John-	
Nto.		O.K.
	-John and Kúlga-	
Tónd boondá wǎ tí kúmba.		We call that eggplant.

USEFUL PHRASES

Boolé yǎ n kǒ má.	Please call (him) for me.
Yeelé yǎ n kǒ má.	Please say (it) for me.
Maané yǎ díibo n kǒ má.	Please fix the/some food for me.
Dá boolé yǎ bám n kǒ d yé.	Please don't call them for us.
Dá suké yǎ bám n kǒ d yé.	Please don't ask them for us.
Dá kóose yǎ b n kǒ d yé.	Please don't sell them for us.

NEW WORDS

kǒǒ	give; to, for
dííbo	food
dá...	Don't (verb)
suka	ask, question, ask for
kóosà	sell

GENERAL NOTES

11A /l/ plus /d/

bóolà bóondà

Stems ending in /-l/ plus a /-d/ suffix regularly have /nd/, e.g., /bool/ plus /-da/ is /boonda/.

11B /wǎ tí/

The sequence /wǎ/ plus noun is not permitted. Therefore /tí/ occurs between /wǎ/ and /bwé/. This is a special function of /tí/ different from its usual function. Thus it is best to consider the sentences containing /wǎ tí/ to be fixed, unalterable units.

/ǃYám boondá wǎ tí bwé?/	'What do you call this?'
/Tónd boondá wǎ tí kúmba./	'We call that eggplant.'

11C /n kǒ má/ - 'for me'

Boolé yǎ n kǒ má.

The indirect object in Moré is expressed by /kǒ/ + noun or pronoun. /kǒ/ is a verb. When it introduces the indirect object, it is, of course, the second verb of the sentence. Therefore it is preceded by the verbal connective /n/. (See Unit 20).

11D /Boole yǎ n kǒ má./

The forms of the pronoun are interesting here. /Boole yǎ/ and /n kǒ má/ both use medium forms of the pronouns. That is, they are unemphasized and follow the verbs with which they are associated. The form /mǎ/ is an alternate form of /mam/, and the form /yǎ/ is an alternate form of /yam/. In sentence final position either one may occur. In fact, in the recordings accompanying this course /mǎ/ alternates freely with /mam/, and /yǎ/ alternates freely with /yam/ in phrase final position.

Short forms of the pronoun do not end the sentence.

/A ká bóol bām n kǒ <u>m</u> yé./	He didn't call them for me.
/A bóolà <u>á la me</u> ./	He called her.

In the first sentence, the negative marker /-ye/ occurs finally, permitting unemphasized /m/ as the object pronoun. In the second sentence, /la/ and /me/ are added, thus marking /a/ as object pronoun. One exception to this rule is the occurrence of /a/ alone after /kǒ/ when /kǒ/ marks the indirect object.

/Boole yǎ n kǒ a./	Call him for her.
--------------------	-------------------

11E Negative Imperative

Dá boolé yǎ bām n kǒ d yé.

The negative imperative is marked by /dá/ at the beginning of the sentence plus /yé/ at the end of the sentence, as in the sentence above, 'Don't call them for us.'

11.1 Repetition Drill

Dá boolé yǎ yé.	Don't call.
Dá kǎǎ yǎ yé.	Don't enter.
Dá kǎnge yǎ yé.	Don't leave.
Dá suké yǎ yé.	Don't ask.
Dá waé yǎ yé.	Don't come.
Dá tumé yǎ yé.	Don't work.
Dá gése yǎ yé.	Don't watch.
Dá sǎǎmé yǎ yé.	Don't ruin it.

11.2 Transformation Drill

Change to negative.

Waé yǎ mam yíidè.	Dá waé yǎ mam yíidè yé.
A wáa mām yíidè.	A ká wá mam yíidè yé.
Kéngé yǎ logtód yíidè.	Dá kéngé yǎ logtód yíidè yé.
A kégà lógtód yíidè.	A ká kég logtód yíidè yé.

Suké yǎ kádèsambá.
 Dá suké yǎ kádèsamb yé.
 Bám suká kádèsambá.
 Bám ká súk kadèsamb yé.
 Tumé yǎ dúndà.
 Dá tumé yǎ dúnda yé.
 Yám tumá dúndà.
 Yám ká túm dúnda yé.
 Gése yǎ i bá.
 Dá gesé yǎ i bá yé.
 Bám gètà i bá.
 Bám ka gét i bá yé.

11.3 Substitution Drill

Boolé yǎ n kǒ má.	Call (him) for me.
<u>Suké</u> yǎ n kǒ má.	Ask (him) for me.
<u>Koosé</u> yǎ n kǒ má.	Buy (it) for me.
<u>Maangé</u> yǎ n kǒ má.	Fix (it) for me.
<u>Yeelé</u> yǎ n kǒ má.	Say (it) for me.
<u>Tumé</u> yǎ n kǒ má.	Do (it) for me.
<u>Kadmé</u> yǎ n kǒ má.	Read (it) for me.
<u>Góme</u> yǎ n kǒ má.	Speak/Talk for me.
<u>Page</u> yǎ n kǒ má.	Close (it) for me.
<u>Paké</u> yǎ n kǒ má.	Open (it) for me.

11.4 Transformation Drill

Answer questions affirmatively.

¿Yám dà boola bííga bí?
 Ngée, m dá boola bíígã.
 ¿Yám boondá wǎ tí kúmba bí?
 Ngée, id bóondà wǎ tí kúmba.
 ¿A dá yeela mé yaas bí?
 Ngée, a dá yeela mé yaasá.
 ¿A dá maaná díibo n kǒ d bí?
 Ngée, a dá maaná díibo n kǒ dó.
 ¿Yám dà yeela dénd bí?
 Ngée, tónd dà yeela dénda.

¿A báo bòè tuumd bí?

Ngée, a báo bòè tuumdé.

¿Yá síd bí?

Ngée, yá sídà.

¿Mam kútweef sããamá mé bí?

Ngée, yãm kútweef sããamá mé.

¿Bám dà bao póst dòog bí?

Ngée, bàm bao póst dòogó.

¿Bám kèngà Pádiè bí?

Ngée, bàm kèngà Pádiè.

UNIT 12

Basic Sentences

yúudè, -yà ¿Yám yúudè?	-Pogsádà- given name (What is) your name?
Mam yúud la á Kúlga.	-Kúlga- My name is Kulga.
sonddé, -á ¿La i sonddé?	-Pogsádà- family/last name And your last name?
Kampáooode Mam sondd lá á Kámpàooode.	-Kúlga- Campaore (proper name) My last name is Campaore.
¿Yám yítà yae?	-Pogsádà- Where are you coming from?
Mam yítà Bóboè.	-Kúlga- I am coming from Bobo.

USEFUL PHRASES

¿Yám yúud lá á bwě?	What is your name?
¿Yám sondd lá á bwě?	What is your family name?
¿Yám yíid bee yae?	Where do you live?
¿Yám yíi téng bug Haute Voltaè?	What region of Upper Volta do you come from?
¿Yám waa dábudè?	When did you arrive?
¿Yám waa wákat bugo?	When did you arrive?
¿Ya ándà n wáa záamè?	Who arrived yesterday?
¿Ya ándà n wáa dábitě?	Who arrived the day before yesterday?
¿Ya ándà n wáa ká?	Who came here?
¿Ya ándà n wáa bé?	Who came there?

NEW WORDS

ténga, * téěse, * témse	country, region, village
bugo	what, which
dáade, -yá'	day, daytime
dabúde	when, what day
wákat	time, hour
ánda, áanna, -dàmbá	who
zaamé	yesterday
dábitě	day before yesterday
ká	here
bé	there

GENERAL NOTES

12A pogsádà: pága: dáwa

/pogsádà, -bà/ means 'young woman', 'young human female'. It applies to both married and unmarried women up to about the age of twenty-five. /pága/, 'human female', and /dáwa/, 'human male' apply to all members of the appropriate sex without regard to age.

12B /yítà/: /yíi/

¿Yám yítà yae?

¿Yám yíi teng bug Haute Voltaě?

The imperfective /yítà/ is usually understood to mean very recent departure, e.g., /¿Yám yítà yae?/, 'Where are you coming from?', 'Where have you just arrived from?' The perfective /yíi/ is usually understood to mean origin, e.g., /¿Yám yíi teng bug Haute Voltaě?/, 'What region of Upper Volta do you come from?', 'What is your home region in Upper Volta?'

12C Stem of /ténga/: /témse/

Before the velars (k,g), /m/ is /n/, and as given in Note 3C /n/ is [ŋ] before velar stops. The stem of /ténga/ is /tém-/ , as can be seen in the plural /témse/, 'regions', 'villages'.

12D Alternation of Vowel plus Consonant with Long Nasal Vowel.

témse téesse

Stems ending in a vowel plus a nasal consonant (m, n) that are followed by the ending /-se/ have an alternate shape with a long or double nasal vowel and no nasal consonant, e.g., /témse/ has the alternate shape /téesse/ both meaning 'regions', 'villages'.

It is reported that some speakers also have the same type of alternation before /-ga/, e.g., /ténga/ has the alternate shape /téesga/, but the speaker on whose speech these materials are based uses only /ténga/, 'region', 'village'.

12.1 Substitution Drill

M wáa <u>záamè</u> .	I arrived yesterday.
M wáa <u>dábitě</u> .	I arrived the day before yesterday.
M wáa <u>yíbeoogǎ</u> .	I arrived this morning.
M wáa <u>dúnda</u> .	I arrived today.
M wáa <u>zaábdǎ</u> .	I arrived this afternoon.
M wáa <u>wíntoogǎ</u> .	I arrived this noon.
M wáa <u>yúngǎ</u> .	I arrived this evening.

12.2 Transformation Drill

Answer the questions according to the cues. Note: Strangers use honorifics.

ǃYám yúud lá á bwě?	Tónd yúud lá á <u>Sékù</u> .
ǃYám sondd lá á bwě?	Tónd sondd lá á <u>Weddaoogo</u> .
ǃYám yíid bee yae?	Tónd yíid bee <u>Wágdugě</u> .
ǃYám yíi téng bug Haute Voltaè?	Tónd yíi <u>Wayùgiyě</u> .
ǃYám waa dábudě?	Tónd waa <u>záamè</u> .
ǃYám waa wákat bugo?	Tónd waa <u>zaábdǎ</u> .

¿Yám tumdá bwě?

Tónd ya díplomatè.

¿Ya ándà n wáa záamè?

Ya tónd Ambassadeur waa záamè.

¿Ya ándà n kénga Pádíè?

Ya Pogsáda Mádía n k'èngà Pádíè.

¿Ya ándà n dágè n ya yám kadnsambá?

Ya Dáwa Kampáooode dágè n ya tónd kadnsambá.

12.3 Substitution Drill

M kútweef sǎǎmá mé.

My bicycle won't work.

M móbil sǎǎmá mé.

My car has broken down.

M móbil ká bé ká yé.

My car isn't here.

M síd ká bé ká yé.

My husband isn't here.

M síd yúud la á Kúlga.

My husband's name is Kulga.

M bíig yúud la á Kúlga.

My child's name is Kulga.

M bíig dóogà Wágdugè.

My child was born at Ouagadougou.

M bá doogá Wágdugè.

My father was born at Ouagadougou.

M bá yítà Wágdugè.

My father is coming from Ouagadougou.

M zoa yítà Wágdugè.

My friend is coming from Ouagadougou.

Comprehension Drill 1

Mam yúud la á Kúka la m sondd lá á Wedáooogò. M yá díplomatè. M túmdà Wágdugè la m dóogà New Yorkè.

Questions: Answer the questions as if the information given in the Comprehension Drill pertained to you.

1. ¿Yám yúud lá á bwě?

Mam yúud la á Kúka.

2. ¿La yám sondd lá á bwě?

Mam sondd lá á Wedáooogò.

3. ¿Yám tumdá bwě túmà?

Mam yá díplomatè.

4. ¿Yám tumdá yae?

Mam túmdà Wágdugè.

5. ¿La yám doogá téng bugo?

M dóogà New Yorkè.

UNIT 13

Basic Sentences-Kúlga-

bananá, -dám̀bà, *bananá̀dám̀bá
 ;Yám̀ koosdá́ bánana wã wánwana?

banana

For how much do you sell these
 bananas?

-Pogsádà-

wakídè, -yà
 Bananá wã yá tããb wakídè.

five-franc coin or bill

These bananas are three for five
 francs. These bananas are three
 for a wakire.

-Kúlga-

bii
 wae
 ;Ub bíi m(é) wae?

be ripe, grown, adult

really; question marker. (see
 Note 13C).

Are they really ripe?

-Pogsádà-

Ngée, ub bíi mé.

Yes, they are really ripe.

USEFUL PHRASES

A kóodà pápaidám̀bá.

He grows papaya.

A kóodà góayavdám̀bá.

He grows guava.

A kóodà mángòdódám̀bá.

He grows mango.

Lembúyà lígd yá tóog wúsgo.

The oranges are too expensive.

Síbà lígd yá tóog wúsgo.

The grapes are too expensive.

Táamà lígd yá tóog wúsgo.

The karités are too expensive.

A kóosdà mé.

He sells (it).
 It is for sale.

A kóodà mé.

He is cultivating.
 It is being cultivated.

A bútà mé.

He is planting (them).
 It is being planted.

A búdà mé.

He planted (them)
 It has been/is planted.

A dáadà mé.

He is buying (it).
It is available for purchase.

A dáa mé.

He sold (it).
It was sold.

NEW WORDS

pápaya, -dàmbá	papaya
góayavà, -dàmbá	guava
mángòdó, * mánɡòdódàmbá	mango
lembúdi, -yà	orange
ligdi	money
tóogo, -dó	hard, difficult, strong, painful
síbde, -á	grape
táamà, -sè	karité
kóo	cultivate, weed
mée	build with adobe or mortar
buda	plant
daa	buy, purchase

GENERAL NOTES

13A Noun plus Adjective.

Bánana wã yá tããb wakíde.

Bánana wã yá yínd wakíyà á tããbó.

Adjectives follow their nouns. In the first sentence above, 'These bananas are three for a wakire', /tããb/, 'three', does not modify /wakíde/ since it precedes /wakíde/. In the second sentence above, 'These bananas are one for three wakide', /tããbó/ follows /wakíyà/.

13B ǰUb bíi m(é) wae?

The vowel of /mé/ often does not occur if there is another word after it. However, almost never would /m/, 'I', 'me', be confused with /m/, 'somewhere', because the /m/ of /mé/ is always followed by an interrogative adverb such as /wae/ or a conjunction such as /tí/, whereas /m/, 'I', 'me', always precedes a noun or verb or is followed by /la/.

13C /wae/

/wae/ is a question marker which occurs at the end of a sentence and means, 'Is it really true that...?'

13D Alternate Translations of Some Verbs

/A kóosdà mé./

/A dáadà mé.

Some verbs may be translated as active or passive depending on the context. Thus /A kóosdà mé/ may be 'he sells', 'he is selling', or 'it is for sale'. /A dáadà mé/ may be 'he is buying', 'it is being bought', or 'it is available for purchase'.

This is not the only method for expressing the passive in Moré. There is also an 'impersonal they'. The relative clarity in context governs the choice.

/Ub kóosdà lembúya./

They sell oranges. Or: Oranges are sold.

13E Alternation of /i/ and /y/.

A kóodà pápaidàmbá.

Before another vowel /i/ is [y] and is /y/ in this manual, e.g., /pápaya/; but /i/ is [i] as the second member of a diphthong, e.g., /pápaidàmbá/, 'papayas'.

13.1 Substitution Drill

Pápaidàmbá bii la mé.

These papaya are ripe.

Mángòdòdàmbá bii la mé.

These mangos are ripe.

Mángòdòdàmbá buda mé.

These mangos have been planted.

Táamsà búdà mé.

These karité have been planted.

Táamsà kóosà mé.

These karité have been sold.

Lembúyà kóosà mé.

These oranges have been sold.

Lembúyà lígá yá tóog wúsgo.

The oranges are too expensive.

Síbà lígá yá tóog wúsgo.

These grapes are too expensive.

Síbà kóosdà mé.

These grapes are in salable condition.

Bananádàmbá koosda mé.

These bananas are in salable condition.

13.2 Transformation Drill

Answer the questions, fitting the cues into the questions.

¿Yám koosdá banána wã wánwana?

Bananá wã ya tããb wakídè.

- ¿Ub bí mé wae?
Ngée, ub bíi la mé.
- ¿Ub kóosdà bánandàmbá ká bí?
Áyò, ub ká kóosd bánandámb ká yé?
- ¿Ub búdà pápaydàmb bí?
Ngée, ub búdà pápaydàmbá.
- ¿Yám yíi teng bug Ámèdiké?
Tónd yíi New Yorkè.
- ¿Yám waa Wágdugè dábudé?
Tónd waa Wágdugè záamè.
- ¿Ya ándà n waa zaame,
Yá Dáwa Smith n waa záamè.
- ¿Yám yíid bee yae?
Tónd yíid bee Washingtonè.
- ¿Yám yúud lá á bwè?
Tónd yúud la a John Jones.
- ¿M wátuudà máanagà mé bí?
Áyò, yám wátuudà ká máanagà yé.

13.3 Transformation Drill

Answer the questions, fitting the cues into the questions.

- ¿Lembúdà bí m(é) wae?
Áyò, a ká bí yé.
- ¿A waa m(é) wae?
Ngée, a waa la mé.
- ¿Yám boondá wá tí bwè?
Tónd boondá wá tí taama.
- ¿Yám wumá mé bí?
Ngée, m wumà mé.
- ¿Yám kéndà yae?
Tónd kéndà Padíè.
- ¿Yám maandá bwè?
M yá kádèmbíga.
- ¿Logtódylid bee yae?
Logtódylid bee bé.
- ¿Yá sídà?
Ngée, yá sídà.

¿M bòè bée yae?

Yám bòè bee dáagè.

¿Kúmba wǎ dá bíi m(é) wae?

Áyò, ub ká ká bíi yé.

Comprehension Drill 1

Pogsádà Elízabet tada pápai néede.

A kóosda b la á yí wakídè.

A pápaidàmbá bíi wúsgo.

Questions:

1. ¿Pogsádà Elizabet tada bwě?
A tádà pápai néede.
2. ¿A pápaidàmbá ya néed bí?
Ngée, ub yá néede.
3. ¿A kóosda b la wánwana?
A kóosda b la á yí wakídè.
4. ¿A pápaidàmbá bíi mé bí?
Ngée, ub bíi wúsgo.

13F Alternation of /-ǎ/ and /-à/.

Táamsà búda mé.

Lembúyà kóosà mé.

M pága waa mé.

In Note 1E it was shown that final vowels of most words are elided, and in Note 6D /-ǎ/ was given as the definite suffix for nouns. After a consonant /-ǎ/ often is an oral vowel, i.e., /-à/. This is most readily apparent in nouns that don't end in /-a/, such as /táamsè/, 'karités', vs. /táamsà/, 'these karités', as in the first sentence above, 'These karités have (already) been planted'; but it is also apparent in /Lembúyà kóosà mé/, 'These oranges have been sold', because 'The oranges have been sold', is /Lembúíi koosa mé/. Nouns preceded by possessive pronouns also have /-à/ or occasionally the alternate form /-ǎ/, e.g., the third sentence above, 'My wife has arrived', literally 'That wife of mine has arrived'.

UNIT 14

Basic Sentences: Kulga still at the market

	-Kúlga-	
díkà		take
M nǎǎ n dík ub la mé.		I'll take them.
Ad wákiyà tǎǎb déndà.		Here are fifteen francs. Here are three wakires.

	-Pogsádà-	
lénga, * lémse		matabiche, tip, gratuity something extra given as an incentive to buy
Adé i lénga.		Here's something extra for you.

	-Kúlga-	
púusà		greet, salute, show honor or respect
bádkà		thanks, blessing
M púusà yǎm bádkà.		Thank you very much.
Wénǎm		God
Wénǎ kǒ d bécóogo.		Good bye. (May God give us to- morrow.)

	-Pogsádà-	
Wénǎ kǒ d bécóogo.		Good bye.

USEFUL PHRASES

I bádkà.	Thank you.
Naabá	You're welcome
I kábdè.	Excuse me.
Áyò, ká búm yé.	I beg your pardon.
¿Yǎm tǒǒ m peká fút bí?	Don't mention it.
¿Yǎm tǒǒ n depasá fút bí?	It's nothing.
¿Yǎm tǒǒ m maaná díib bí?	Can you do washing?
	Can you do ironing?
	Do you know how to cook?

NEW WORDS

kábdè	excuse, pardon
tóògà	be(come) master of; be capable of, be able to, can
peka	wash
fúugu, -tú	cloth; (pl.) clothes
dépasà	iron
díibo	food

SUPPLEMENTARY VOCABULARY

píig la á yimbé	11
píig la á yibú	12
píig la á tǎǎbó	13
píig la á naasé	14
píig la á nú	15
píig la á yoobé	16
píig la á yopoe	17
píig la á níi	18
píig la á wae	19
písì	20
písì la á yimbé	21

GENERAL NOTES

14A Saying Thanks.

I bádkà

Naabá

M púusdà yǎm bádkà

The usual way of saying, 'Thank you' is /I bádkà/, and the response is /Naabá/. One can say /I bádk wúsgo/, 'Thank you very much', but if one wishes to be especially polite, one can say /M púusdà yǎm bádkà/, 'I greet/honor your thanks/blessing.'

14B I kábdè

Áyò, ká búm yé.

To excuse oneself for a social blunder such as stepping on another person's foot or bumping into another person, one says /I kábdè/, 'Excuse me', and the

response is /Áyò, ká bùm yé./ . To ask another person to move out of the way so one can pass, one also says /I kábdè/, but usually there is no verbal response in this case. To interrupt someone, one also says /I kábdè/ plus an appropriate greeting. The response will usually be /Waé yǎ/, 'Come (in)', or /Kéé yǎ/, 'Enter', plus an appropriate greeting.

14C /toě n/ plus another verb

/toě/ is an auxilliary verb like /nǎǎ/ in Unit 6. All auxilliary verbs end in nasal vowels. All are followed by /n/ and another verb in its perfective form. (See Unit 26.)

/ǃYǎm <u>tóě n</u> peka fút bí?/	Can you do washing?
/Mam wáa mé balá, n <u>nǎǎ</u>	I just came to see you.
<u>n gés</u> yǎm./	

14.1 Substitution Drill

M tádà wákii píig la á yimbé.
 M tádà wákii píig la á yiibú.
 M tádà wákii píig la á tǎǎbó.
 M tádà wákii píig la á naasé.
 M tádà wákii píig la á nú.
 M tádà wákii píig la á yoobé.
 M tádà wákii píig la á yopoe.
 M tádà wákii píig la á níi.
 M tádà wákii píig la á wae.
 M tádà wákii písi.

14.2 Substitution Drill

A sǎǎmà a fúugù.	He tore his clothes.
A sǎǎmà <u>túumde</u> .	He bungled the job.
A sǎǎmà <u>díibo</u> .	He ruined the food.
M <u>máana</u> díibo.	I fixed the food.
M <u>máana</u> <u>fútù</u> .	I made the clothes.
<u>Bám nǎǎ</u> n daa fútù.	They are going to buy some clothes.
<u>Bám nǎǎ</u> n daa <u>kútweefò</u> .	They are going to buy a bicycle.
<u>Ub nǎ</u> m maanga <u>kútweefò</u> .	They have just repaired the bicycle.
<u>Ub nǎ</u> m maanga <u>d vwátuudǎ</u> .	They have just repaired our car.
<u>Péke yǎ</u> d vwátuudǎ.	Wash our car please.

14.3 Transformation Drill

¿Yám tǒǒ m kengá yíbeooga bí?

Ngée, m tǒǒ m kengá.

¿Yám tǒǒ n depasá fút bí?

Áyò, m ká tǒǒ n depas fút yé.

¿A tádà wákii písi bí?

Áyò, a ká tád wákii pís yé.

¿Ub náǎ n dík ub la me?

Ngée, ub náǎ n dík ub la mé.

¿Yám dá daa bwě?

N dá daa lémbuyà.

¿A dá tumda bwě.

A dá butá kumba.

¿Yám dík ub la mé bí?

Áyò, m ká dík ub yé.

¿Yám dá boadá bóè bí?

Ngée, m dá boadá bóè.

¿Ya ándà n wáa zaamé?

Yá m bá la m ma wáa zaamé.

¿Yám kèngà yae dúnda?

M kèngà dáagě dúnda.

14D The past tense marker /da/

/¿A dá tumda bwě?/

/Dá/, preceded by a subject, marks the past tense. It has no other function. Past tense verbs, however, have a variety of translations into English depending on the possible verbal endings. Some of these are:

/A tuma mé./	He worked.
/A <u>dá</u> tuma mé./	He had worked.
/A tumda mé./	He is working.
/A <u>dá</u> tumda me.../	He was working...

The possible combinations of /dá/ plus a verb are treated in Units 23 through 25.

Comprehension Drill 1

Dáwa Sékù díkà bánana á nú, kúmb píig, lembúyà á yoobe, la mǎngòdòdambá á tǎǎ. Pogsádà Elizabet sǔúd yí noog wúsgo, t(í) a kǒ Dáwa Sékù lénga.

Questions:

1. ¿Dáwa Sékù díkà bánana á nú bí?
Ngée, a díkà bánana á nú.
2. ¿Dáwa Sékù díkà bánana wǎna?
A díkà bánana á nú.
3. ¿Dáwa Sékù díkà kúmb píig bí?
Ngée, a díkà kúmb píiga.
4. ¿Dáwa Sékù díkà kúmb wǎna?
A díkà kúmb píiga.
5. ¿Dáwa Sékù díkà lémbui á yoobe.
Ngée, a díkà lémbui á yoobe.
6. ¿Dáwa Sékù díkà lémbui wǎna?
A díkà lémbui á yoobe.
7. ¿Dáwa Sékù díkà mǎngòdó á tǎǎ bí?
Ngée, a díkà mǎngòdó á tǎǎbó.
8. ¿Dáwa Sékù díkà mǎngòdó wǎna?
A díkà mǎngòdó á tǎǎbó.
9. ¿Pogsada Elizabet sǔúd yí noog bí?
Ngée, a sǔúd yí noog wúsgo.

UNIT 15

Basic Sentences

	-Kúlga-	
taksí, -dàmbá		taxi
sóo		own, possess
Taksí soabà!		Chauffeur!
dálgà		want; require; intend; about to
ótel, -dàmbá		hotel
M dátě n kengá ótelě.		I want to go to a hotel.
	-Taksísoabà-	
¿Ótel bugò?		Which hotel?
	-Kúlga-	
Indépendance Hòtelě.		Independence Hotel.
	-Taksísoabà-	
valízè, -dàmbá		suitcase, valise
¿Yám tadá válizdám wǎna?		How many suitcases do you have?
	-Kúlga-	
Mam tádà válizdám á yilibú.		I have two suitcases.
kéèsà		put in
púga, -sé		inside, interior
Kéese yá fǎǎ móbila pugě.		Put them all in the car.
	-Taksísoabà-	
bí		after that; well then
kénà		go, travel, walk
Bí d kéne.		O.K., let's go.

(Arriving at the Independence Hotel)

	-Kúlga-	
¿A lígd yá wǎna?		How much (money) is it?

-Taksísoabà-

Wakíi pís náasè.

200 francs.

-Kúlga-

Adé i lígdi.

Here's your money.

USEFUL PHRASES

Tónd sígà m ma yíidè.	I'm staying at my mother's.
Tónd sígà m bá Jones yíidè.	We are staying with our friends the Jones.
Tónd sígà Central Hôtélè.	We are staying at the Central Hotel.
M básà m téed gádè.	I left my things at the station.
M básà m válizdàmbá a silg yíidè.	I left my luggage at the airport.
M básà m yíiddàm Dákadè.	I left my family in Dakar.
Bám dátè n kengá mé.	They are about to leave.
Bám dátè n gusá mé.	They are about to go to bed.
Bám dátè n yiká mé.	They are about to get up.

NEW WORDS

sígà	descend, come down; stay/put up at
basa	leave, permit, abandon
teogo, * teedo	thing, something; affair
gádè, -dàmbá	station, terminal
gusa	go to bed/sleep
yika	get/stand up; leave

SUPPLEMENTARY VOCABULARY

pístà	30
pístà la yímbdè	31
písnaasè	40
písnaas la yimbde	41
písnu	50
písnu la yimbde	51
písyoobé	60

písyopoe	70
písniì	80
píswàe	90
koabgá	100

GENERAL NOTES

15A Verb + Verb Constructions

M dátě n kenga otelě.

/datě/ may occur as the first verb in a verb + verb construction.

/datě/ corresponds roughly to the English verb, 'want', including also the idea of immediate action on the desire. Thus /M dátě n kenga otelě./ may be translated as: 'I want to go to the hotel', or 'I am about to go to the hotel.'

15B Transitivezizer /-s/.

Kéese yá b fãã móbilà púgè.

Intransitive verbs such as /kéě/, 'enter', 'come in', can be transitivezized by the suffix /-s/, e.g., /kéěsà/, 'put in/at', 'make/cause to come in /approach', e.g., the sentence above, 'Put them all in the car', and /M kéěsà á la mé/, 'I had him come in.' This is one of several ways of forming causatives in Moré.

15C Location

Kéese yá b fãã móbilà púgè.

The locative suffix /-è/, 'in', 'at', is a bit vague. To specify location more exactly, a compound noun with a second element such as /púga/, 'inside', 'interior', is used, as in the sentence above, 'Put them all in(side) the car.' Compare /séaaga, -sé/, 'side', in /Kéese yá b fãã móbilàséaagè/, 'Put them all in/at the car-side.'

15D Cohortative: /Bí/.

The cohortative or first person imperative is marked by a short form of the first person plural pronoun /-d/ plus the imperative ending /-è/. /Bí/, 'then', always with the cohortative, e.g., /Bí d kéne/, 'Let's go'. Usually there is no point in translating /Bí/.

With a second person imperative, /Bí/ would not be used the first time, e.g., if someone asked permission to enter but was asked to wait, one would then say /Bí i kěě yá/, 'Please come in now'. Also if giving a series of commands, one can use /Bí/, 'after that', 'then', with the second and following commands.

15.1 Substitution Drill

Bám tadá válizdàmb á tããbó.	They have three suitcases.
Bám tadá b válizdàmb yíidè.	They have their suitcases at home.
<u>M basá</u> m válizdàmb yíidè.	I left my suitcases at home.
M basá m <u>yíiddàm Dákadè</u> .	I left my family in Dakar.
M basá m <u>pág m ma yíidè</u> .	I left my wife at my mother's house.
M basá m <u>téed gádè</u> .	I left my things at the station.
Tónd <u>sigà</u> m ma yíidè.	We are staying at my mother's place.
Tónd sigà <u>Wagdugè</u> .	We are staying in Ouadougou.
Tónd sigà m bá <u>Weddáooog yíidè</u> .	We are staying with our friends the Ouedraogo's.
Tónd sigà <u>Indépendance Hôtelè</u> .	We have put up at the Independence Hotel.

15.2 Transformation Drill

¿Yám sigà yae?	Tónd sigà <u>Indépendance Hôtelè</u> .
¿Yám dátè n kengá mé bí?	<u>Ngée</u> , tónd dátè n kengá mé.
¿Yám basá i téed yae?	Tónd basá id téed <u>gádè</u> .
¿A dátè n gusá mé bí?	<u>Áyò</u> , a ká dátè n gus yé,
¿A kěèsà téedà yae?	A kěèsà téedà <u>móbilà púgè</u> .
¿Yám tadá válizdàm wána?	Tónd tadá válizdàmb á <u>naasé</u> .

¿Taksiwà kèngà yae?

Taksiwà kèngà a silg yíidè.

¿Bám dátè n yiká mé bí?

Ngée, bám dátè n yiká mé.

¿A sígà Central Hôtelè wae?

Ngée, a sígà Central Hôtelè.

¿A nǎǎ n kèngà dúnda bí?

Ngée, a nǎǎ n kèngà dúnda.

Comprehension Drill 1

Taksiwàdám dátà lígd wúsgo.

Yíbeogǎ m zóa Sékù kèngà Indépendance Hôtelè.

La a kǒǒ taksiwà sóab wakíi pístǎ la yopoe.

Questions:

- ¿Taksiwàdám dátà lígd wúsgo bí?
Ngée, taksiwàdám dátà lígd wúsgo.
- ¿Yíbeogǎ m zóa Sékù kèngà Indépendance Hôtelè bí?
Ngée, yíbeogǎ m zóa Sékù kèngà Indépendance Hôtelè.
- ¿A Sékù dátè n kengá ótel bugo?
A dátè n kengá Indépendance Hôtelè.
- ¿La kǒǒ taksiwà sóab wakíi wána?
A kǒǒ taksiwà sóab wakíi pístǎ la yopoe.

Comprehension Drill 2

Yíbeogǎ yaasá Dáwa Kúk dákà táksì nǎǎ n tugǒ n gés Pogsádà Elizabet.

La a kǒǒ taksiwà sóab wakíi písi la yímbdè.

Dáwa Kúk ká tád lígd wúsgo yé.

Questions:

- ¿Yíbeogǎ Dáwa Kúk díkà táksì bí?
Ngée, a díkà táksì.
- ¿Yíbeogǎ Dáwa Kúk tugǒ n gesà Pogsádà Elizabet bí?
Ngée, yíbeogǎ Dáwa Kúk tugǒ n gésà Pogsada Elizabet.
- ¿La a kǒǒ taksiwà sóab wakíi wǎnǎ?
A kǒǒ taksiwà sóab wakíi písi la yímbdè.
- ¿Dáwa Kúk táda lígd wúsgo bí?
Áyò, Dáwa Kúk ká tád lígd wúsgo yé.

MORÉ BASIC COURSE

INTRODUCTION TO CYCLE TWO

UNITS 16 - 37

Cycle 2 presents the major grammatical points of the language. There are extensive drills relating to every note in this section. These drills are designed to illustrate the possibilities of expression so that the student of Moré can use the language beyond memorized expressions.

With that end in mind, each grammatical point is presented as a repetition drill to illustrate it. The subsequent drills are designed to put the student on his own using the one particular structure. Wherever possible, the sentences of the drills are contextually related to facilitate comprehension and to further clarify the function of the grammatical point. The comprehension drills at the end of each unit represent the greatest student independence that can be written into a course. The student should work through it so carefully that he can retell it in his own good use of Moré.

We believe that any student has only mastered those things which he has used independently. Therefore, the grammatical points and the vocabulary are put to immediate use in the comprehension drills. Difficulty in this last drill of every unit indicates the need for review.

It is fondly hoped that the units of this cycle are so carefully organized that the student will feel free to use all the material in his own conversation once he has mastered it. He should, of course, restrict himself to the lesson material. An unquenchable thirst for knowledge of Moré should lead to 100% mastery per unit followed by advancement to further units. It should not lead to research in a dictionary or request for words from other sources. Too great a burden of supplementary information leads to imperfect mastery of all information. Thorough control of a small amount is the solid foundation to build on.

UNIT 16

Basic Sentences

	-John-	
Yám gòmdà mé		you speak
¿Yám gòmdà bwé?		What do you speak?
¿Yám gòmdà bwé góamà?		What languages do you speak?
¿Yám gòmdà bwé góam yám ténga?		What languages do you speak in your country?
	-Kúlga-	
Tónd gòmdà mé		we speak
Tónd gòmdà Móòdè.		We speak Moré.
Bámbadande		Bambara
Bámbadande la Sílmíidi		Bambara and Fula
Tónd gòmdà Móòdè, Bámbadande la Sílmíidi.		We speak Moré, Bambara and Fula.
	-John-	
Yám gòmdà Fídàse.		You speak French.
¿Yám gòmdà Fídàs mé bí?		Do you also speak French?
	-Kúlga-	
Ká wúsg ye		not much
M gòmdà Fídàse.		I speak French.
Ngée, m gòmdà Fídàse, la ká wúsg ye.		Yes, I speak French but not much.
	-John-	
¿Yám gòmdà Anglès mé bí?		Do you also speak English?
	-Kúlga-	
m gòmdà Fídàse		I speak French
la ká Anglès ye		but not English
Áyò, m gòmdà Fídàse la ká Anglès ye.		No, I speak French but not English.
¿Yám zamsá Móòd yae?		Where did you learn Moré?

-John-

M zámà Mòòd Amédika.	I learned Moré in America.
La m pá gomd Mood wúsg ye.	But I don't speak Moré much.

-Kúlga-

Yám góm̄da Mòòd needé!	You speak Moré well!
------------------------	----------------------

-John-

nédà	person
Yám ya né sungo	You are a nice person.
Yám ya né sung wúsgo.	You are a very nice person.

16.1A Repetition Drill

Practice: A feature of tone

Directions: All of the following words are like /gésà/ of Unit 9.

Yám gésa mé.	You saw.
Tónd góm̄dà mé.	We speak.
A díkà mé.	He took.
Ub kéndà mé.	They are going.
m yíidì	my house
Yám kóotà mé.	You beg.
A dátà mé.	She wants.
Yám yuudè?	Your name?
Tónd yíta mé.	We are leaving.

16.1B Repetition Drill

Practice: Tonal feature.

Directions: All of the following words are like /waa/ of Unit 9.

Yám boondá mé.	You are calling.
A bóondà mé.	He is calling.
Tónd koosdá mé.	We sell.
A kóosdà mé.	She sells.
Yám sǎámá mé.	You had an accident.
M sǎámà mé.	I had an accident.
Tónd wumá mé.	We understand.
Ub wúmà mé.	They understand.

Yám zamsá mé.	You taught, learned.
Mam zámsà mé.	I taught, learned.
Tónd míi mé.	We know.
A míi mé.	He knows.
Tónd logtódè.	Our doctor.
Mam lógtòdé.	My doctor.

16.1C Note: tones

All Moré words belong to either one of two tone classes: the high class or the low class. Moré function words (conjunctions, tense markers, noun markers) have one vowel sequence and consequently one tone. Lexical words (nouns and verbs) have two vowel sequences: the stem vowel(s) and the ending vowel(s). The tone class is part of the stem-vowel sequence.

The following notations are used in this text:

/´/	high pitch
/`/	low pitch
/˘/	mid pitch

The tone class will not be marked in this text. The pitch variations as described below are marked:

The low class

After low pitch, a low class word sounds high. After high pitch, a low class word sounds low.

/Ub wúmà mé./ - They understand.

/Tónd wuma mé./ - We understand.

The high class

After low pitch, a high class word sounds high. After high pitch, a high class word sounds high, level with the previous high pitch.

/Ámadu gésà mé./ - Amadu saw.

/Ub gésà mé./ - They saw.

The distinction between high-class and low class is evident after high pitch but not after low pitch.

The mid tone

In some positions in the sentence, words of two vowel sequences are shortened to one vowel sequence. The second sequence is lost. This vowel loss alters pitch occurrence in the phrase under the following conditions only:

1. If the shortened word originally had the pitches high plus low,

2. If the next word, immediately following the shortened word, belongs to the high tone class,

3. then the second high is slightly lower than the first high.

/yǎmbà/ - you /gésà/ - saw

/Yám gésà mé./ - You saw.

16.1D Substitution Drill

<u>Cue</u>	<u>Response</u>
Yám gésà mé.	Yám gésà mé.
a	A gésà mé.
yíidì	a yíidì
tónd	tónd yíidè
díkà mé	Tónd díkà mé.
ub	Ub díkà mé.
kóotà mé	Ub kóotà mé.
kéndà mé	Ub kéndà mé
mam	Mam kéndà mé.
gómdà mé	Mam gómdà mé.
dátà mé	Mam dátà mé.
yám	Yám dátà mé.
yúudè	Yám yúudè
gómdà mé	Yám gómdà mé.
gésà mé	Yám gésà mé.

16.1E Substitution Drill

Practice: Tonal features in random order.

<u>Cue</u>	<u>Response</u>
Yám gésà mé.	Yám gésà mé.
boondá mé	Yám boondá mé.
mam	Mam bóondà mé.
dátà	Mam dátà mé.
tónd	Tónd dátà mé.
koosdá mé	Tónd koosdá mé.
ub	Ub kóosdà mé.
díkà mé	Ub díkà mé.

Yám	Yám díkà mé.
maandá mé	Yám maandá mé.
a	A máandà mé.
kéngà mé	A kéngà mé.
tónd	Tónd k'èngà mé.
sǎámá mé	Tónd sǎámá mé.
mam	Mam sǎámà mé.
yíidì	mam yíidì
yám	yám yíidì
wumá mé	Yám wumá mé.
ub	Ub wumà mé.
yítà mé	Ub yítà mé.
tónd	Tónd yítà mé.
zamsá mé	Tónd zamsá mé.
a	A zámàsà mé.
gèsà mé	A gèsà mé.
yám	Yám g'èsa mé.

16.2A Repetition Drill

Illustration: Short forms of nouns

¿Yám g'ómà mé bí?	Are you talking?
¿Yám g'ómà Móòd bí?	Do you speak Moré?
Ngée, mam g'ómà Móòdè.	Yes, I speak Moré.
¿Yám díkà lémbùd bí?	Did you take the orange?
¿Yám díkà mé bí?	Did you take it?
Ngée, m díkà lembúde.	Yes, I took the orange.
¿Yám k'èngà mé bí?	Did you go?
¿Yám k'èngà Fídàs bí?	Did you go to France?
Ngée, m k'èngà Fídàse.	Yes, I went to France.
Yám zamsá Móòd a Kúlg bí?	Did you teach Moré to Kulga?
Ngée, m zámàsà Móòd a Kúlgà.	Yes, I taught Moré to Kulga.

16.2B Note: Lexical Words, long and short forms.

Nouns and verbs have long and short forms just as pronouns do. (See Unit 1.) The long form of nouns and verbs has two vowel sequences; the short form, has only one.

/gómɔ̀dà/ - speaks, long form

/gómɔ̀d/ - speaks, short form

The position in the sentence of long and short forms is the same for nouns, verbs and pronouns. Short forms indicate close connection between themselves and a following word. Short forms never end a phrase. Short forms always signal 'more to come'.

Short form positions are the following:

1. Subject in subject verb phrase,

/A Kúka/ - proper name

/A Kúk gómɔ̀dà Mòɔ̀dè./ - Kuka speaks Moré.

2. First noun of noun noun phrase,

/Mòɔ̀dé/ - Moré language

/M zámàsà Mòɔ̀d Amédikà./ - I learned Moré in America.

3. Between the /ká/ and /ye/ of negative sentences,

/gómɔ̀dà/ /Mòɔ̀dé/ /wúsgo/

/M pá gómɔ̀d Mòɔ̀d wúsg ye./ - I don't speak much Moré.

4. Between the /sá/ and /wǎ/ of conditional sentences (See Unit 22).

5. After the conjunction /la/ (See Unit 17.),

6. Nouns followed by question markers,

/¿Yám zámàsà Mòɔ̀d yae?/ - Where did you learn Moré?

/¿Yám gómɔ̀dà Mòɔ̀d bí?/ - Do you speak Moré?

The realization of the short form may be either loss of vowel or metathesis. /wúsg-/ and /wúsog/ are alternate pronunciations of the same short form.

16.2C Response Drill

Practice: Vowel occurrence.

Directions: Answer the questions affirmatively.

<u>Cue</u>	<u>Response</u>
¿Yám gómɔ̀dà Mòɔ̀d bí?	Ngée, m gómɔ̀dà Mòɔ̀dè.
¿A Sékù gómɔ̀dà Anglès bí?	Ngée, a gómɔ̀dà anglésì.
¿A Kúk kèngà Fídàs bí?	Ngée, a kèngà fídàsě.
¿Yám kèngà Amédik bí?	Ngée, mam kèngà Amédikà.
¿Ub díkà lémbùd bí?	Ngée, ub díkà lembúde.
¿Ub díkà lígd bí?	Ngée, ub díkà lígdì.
¿A Kúk sáámà kútwèef bí?	Ngée, a sáámà kutwéefò.
¿Ub yítà Fídàs bí?	Ngée, ub yítà Fídàsě.

<u>Cue</u>	<u>Response</u>
¿Yám koosdá banán bí?	Ngée, m kóosdá banánǎ.
¿Yám dátà lémbùd bí?	Ngée, m dátà lembúde.

16.2D Transformation Response Drill

Practice: Vowel occurrence in questions and statements.

Directions: The instructor makes a statement. A student changes it to a question, and another student answers it.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
Mam díkà lígdì.	¿Yám díkà lígd bí?	Ngée, mam díkà lígdì.
Mam díkà lembúde.	¿Yám díkà lembúd bí?	Ngée, mam díkà lembúde.
Mam kèngà Amédikà.	¿Yám kèngà Ámedik bí?	Ngée, mam kèngà Amédikà.
Mam kèngà Fidásě.	¿Yám kèngà Fidàs bí?	Ngée, mam kèngà Fidásě.
Mam gómà Mǒǒdè.	¿Yám gómà Mǒǒd bí?	Ngée, mam gómà Mǒǒdè.
Mam gómà Anglésì.	¿Yám gómà Ángles bí?	Ngée, mam gómà Anglésì.
Mam wáa Wágdùgu.	¿Yám waa Wágdùg bí?	Ngée, mam wáa Wágdògu.
Mam kóosdá kúmbà.	¿Yám koosdá kúmb bí?	Ngée, mam kóosdá kúmbà.
Mam yúüd lá Kúkà.	¿Yám yúüd lá Kúk bí?	Ngée, mam yúüd lá Kúkà.
Mam sǎama kutwéefò.	¿Yám sǎama kútweef bí?	Ngée, mam sǎama kutwéefò.
Mam yítà Wágdùgú.	¿Yám yítà Wágdùg bí?	Ngée, mam yítà Wágdùgú.
Mam dátà pápaye.	¿Yám dátà pápài bí?	Ngée, mam dátà pápaye.
Mam gésà móbilì.	¿Yám gèsà móbil bí?	Ngée, mam gésà móbilì.
Mam zámà Mǒǒdè.	¿Yám zamsá Mǒǒd bí?	Ngée, mam zámà Mǒǒdè.

Comprehension Drill 1

A Jóhn ká gómà Mǒǒd yé; a Kúlg ká gómà Anglés yé.

A Jóhn zamsdá a Kúlg Anglésì ti a Kúlg zámà a John Mǒǒdè.

Questions:

1. ¿A John gómà Mǒǒd bí?
Ngée, a John gómà Mǒǒdè la ká wúsg ye.
2. ¿A Kúlg gómà Anglès bí?
Áyò, a Kúlg ká gómà Anglés ye.
3. ¿A John zamsdá a Kúlg bwě?
A John zamsdá a Kúlg Anglésì.
4. ¿La a Kúlg zámà a John bwě?
A Kúlg zámà a John Mǒǒdè.

Comprehension Drill 2

A John waa Wágùgu la a ká gómd Silmíid wúsg ye. A John né a Kúlg zám̀sdà Bám̀badandè. La a Kúlg zám̀sdà Dáwa John Silmíidì.

Questions:

1. ¿Dáwa John waa Wágùgu bí?
Ngée, a waa mé.
2. ¿La a gómdà Sílmiid wúsg bí?
Áyò, Dáwa John ká gómd Silmíid wúsg yè.
3. ¿A Jónn né a Kúlg zám̀sdà Bám̀badand bí?
Ngée, ub zám̀sdà Bám̀badandè.
4. ¿La a Kúlg zám̀sdà Dáwa John M̀òòd bí?
Ngée, a zám̀sdà á la mé M̀òòdè.

UNIT 17

Basic Sentences: Seku has a new job. Kuka talks to him about it.

-Kúka-

Yám tumdá mé.	You work
Yám tumdá wúsgo.	You work a lot.
Yám tumdá wúsgò mwásà.	You work a lot now.
¿Yám tumdá wúsgò mwásà bí?	Do you work a lot now?

-Sékù-

Áyò.	No.
Áyò, m túmdà mé.	No, I work.
Áyò, m túmdà bílfù.	No, I work a little.
M pákdà mé.	I open up
la m págdè.	and I close
M pákdà mé la m págd budó.	I open and I close the office.

-Kúka-

ǒhǒǒ	Ah ha!
ǒhǒǒ, dé podé	Ah ha! then
ǒhǒǒ, dé podé yám kelgdá mé.	Ah ha! Then you listen
ǒhǒǒ, dé podé yám kelgdá dáǎio,	Ah ha! Then you listen to the radio,
la i kádmè	and you read
la i kádm sebdé.	and you read the paper.

-Sékù-

¿La yám yé?	And you?
¿I déemdà mé?	Do you have a good time?
¿I déemdà wúsgo?	You enjoy yourself a lot?
¿I déemdà wúsgo dáǎ fǎ?	Do you have a good time everyday?
¿I déemdà wúsgo dáǎ fǎ bí?	Do you have a good time very/all day?

-Kúka-

ngée	yes
Ngée, la m túmdà mé.	Yes, but I also work.

17.1A Repetition Drill

Illustration: Review of tones. All of the following words are like /waa/ of Unit 1.

Yám waa mé.	You arrived
A wáa mé.	He arrived
tónd tenga	our country
m ténga	my country
yám doogó	your house
ub doogó	their house
Tónd deemdá mé.	We are having a good time.
A déemda mé.	He is have a good time.
yám ligdí	your money
ub lígdi	their money
tónd lengá	our gift
m lénga	my gift
Yám zamsá mé.	You learned.
A zamsà mé.	He learned.
Yám pagdá mé.	You open.
A págdà mé.	She opens.
tónd kadnsaambá	our teacher
ub kád̀nsaambá	their teacher
Yám koosdá mé.	You sell.
M kóodsà mé.	I am selling.
Tónd wumá mé.	We understand.
M wúmà mé.	I understand.
Yám yeelá mé.	You spoke.
A yéelà mé.	She spoke.
Tónd boondá mé.	We are calling.
A bóondà mé.	She/he is calling.

17.1B Note:

All of the nouns and verbs of this unit are low class. The first vowel or the stem vowel of all of them sounds very low in contrast to the high pronouns /yám/ and /tónd/. The stem vowels sound high in contrast to the low pronouns /ub/, /m/ and /a/.

17.1C Substitution Drill

Practice: Tonal feature.

<u>Cue</u>	<u>Response</u>
Yám waa mé.	Yám waa mé.
a	a wáa mé
tenga	a ténga
tond	tónd tenga
doogo	tónd doogó
ub	ub dóogo
ligdi	ub lígdi
yám	yám ligdí
wumá mé	yám wumá mé
mam	mam wumà mé
kóosdà mé.	mam kóosdà mé.
tónd	tónd koosdá mé
koambá	tónd koambá
a	a koambá
bóondà mé	a bóondà mé
yám	yám boondá mé
kadensaambá	yám kàdensaambá
a	a kádènsàambá
zámàsà mé	a zámàsà mé
tónd	tónd zamsá mé
yeelá mé	tónd yeelá mé
yám	yám yeelá mé
waa me	yám waa mé

17.1D Substitution Drill

Practice: High and low tone classes in contrast.

<u>Cue</u>	<u>Response</u>
Tónd boondá mé.	Tónd boondá mé.
gomda me	Tónd gòmdà mé.
a	A gómà mé.
koambá	a koámbà
yám	yám koambá
yíidi	yám yíidi
mam	mam yíidi

lígdi	mam lídgi
tónd	tónd lígdí
díkà mé	Tónd díkà mé.
ub	Ub díkà mé.
wúmà mé	Ub wúmà mé.
yám	Yám wumá mé.
yúudè	yám yuudé
mam	mam yúudè
doogó	mam doogo
Tónd	Tónd doogó
kéndà mé	Tónd kéndà mé
a	a kéndà mé
bóondà mé	a bóondà mé
Yám	Yám boondá mé.

17.2A Repetition Drill

Illustration: Verb Inflection, the Present Tense

Tónd tumdá wúsgo.	We work a lot.
M pákdà búdo dád fã.	I open the office every day.
A kélgdà dádìo.	He is listening to the radio.
M déemdà mé.	I am having a good time.
Ub wátà mé.	They are arriving.
Yám gómà Mòòdè.	You speak Moré.
A yítà mwásã.	He is leaving now.
¿Yám boondá wã tí bwě?	What do you call this?
M zámádà Mòòdè.	I am learning Moré.
A kóotà búmu.	She is asking for something.
M dátà sébdè.	I want a paper.
Ub yítà Wágdùgú.	They are leaving Ouagadougou.

17.2B Note: Verb stem + /d/ + /a/

1. This is the imperfective form of the verb. Its parts can be analyzed as follows:

góm + d (or t) + a
 verb stem + imperfective marker + final vowel

2. Verb stem + /d/ + /a/ means that the action of the verb has not been completed or that it is usually in progress.

3. /d/ marks aspect, i.e. imperfective. The ending /a/ indicates the long form of the verb.

4. Verb stem + /d/ + /a/ has no tense marker. It functions as present tense.

5. The notes of Units 3 and 9 give additional information.

17.2C Response Drill

Practice: The imperfective form of the verb.

Directions: The student answers the questions affirmatively.

<u>Cue</u>	<u>Response</u>
¿Yám tumdá wúsg bí?	Ngée, m túmdà wúsgò.
¿Yám gòmà mòòd bí?	Ngée, m gòmà Mòòdè.
¿A Sékù kélgdà dádiò dád fǎ bí?	Ngée, a kélgdà dádiò dád fǎ.
¿A Sékù kádmà sébd dád fǎ bí?	Ngée, a kádmà sébd dád fǎ.
¿Yám zamsdá wúsg bí?	Ngée, m zámsdà wúsgò.
¿Ub págdà búdo dád fǎ bí?	Ngée, ub págdà búdo dád fǎ.
¿Ub déemdà wúsg bí?	Ngée, ub déembà wúsgò.
¿Ub kóosdà lémbùya bí?	Ngée, ub kóosdà lémbùyǎ.
¿Yám wumdá Mòòd bí?	Ngée, m wúmdà Mòòdè.
¿A kóotà búm bí?	Ngée, a kóotà búmu.
¿A dátà lígd bí?	Ngée, a dátà lígdì.
¿Ub yítà Fídǎs bí?	Ngée, ub yítà Fídǎsě.

17.3A Repetition Drill

Illustration: The short form after /la/.

Man pákdà mé la m págd budó.	I open and I close the office.
Yám kelgdá dádiò la i kádm sebdé.	You listen to the radio and read the paper.
Tónd gòmà mé la id wúmd Mòòdé.	We speak and understand Moré.
A wúmdà mé la a kádm Fídǎsé.	He understands and reads French.
Ub déemdà mé la ub túmdě.	They have a good time and they work.

17.3B Note: Verb forms after /la/.

1. After the connector, /la/, the following verb forms occur:
 stem + /d/ + /ě/.
 stem + /d/.
2. /La/ + verb stem + /d/ + /ě/ marks the end of the sentence.
 Ub déemdà mé la ub tumdě.
 The obligatory complement /me/ does not occur here.
3. /La/ + verb stem + /d/ indicates that the verb does not end the sentence.
 M pákdà mé la m págd budó.

Comprehension Drill

Dáwa Ámadu né Dáwa Sékù túmdà wúsgo ámbasadě. Ub kélgdà dádìo la ub kádmd sébà. Dáwa Sékù gómdà dád fǎǎ né a zóa Ámadu. Ub túmdà ya néedè. Ub ká déemd wúsg ye. A Ámadu yéelà mé tí á sũũd ya nóogò né a túmdà.

Questions:

1. ¿Dáwa Ámadu né Dáwa Sékù túmdà wúsg bí?
 Ngée, ub túmdà wúsg ámbasadě.
2. ¿Ub máandà bwě?
 Ub kélgdà dádìo la ub kádmd sébà.
3. ¿Dáwa Sékù gómdà dád fǎǎ né a Ámadu bí?
 Ngée, a gómdà dád fǎǎ né a Ámadu.
4. ¿Ub túm yá need bí?
 Ngée, ub túm yá neede.
5. ¿La ùb déemdà mé bí?
 Áyò, ub ká déemd wúsg yé.
6. A Ámadu yéelà mé yí a sũũd yá nóog né a túmdà bí?
 Ngée, a yéelà mé tí a sũũd yá nóog né a túmdà.

UNIT 18

Basic Sentences: Kuka has decided to go hunting.

	-Sékù-	
yám k'èngdà...		you are going...
yám k'èngdà táǎsgò		you are going hunting
yám k'èngdà táǎsgò béoogò		you are going hunting to- morrow
¿Yám k'èngdà táǎsgò béoog bí?		Are you going hunting tomorrow?
	-Kúka-	
Áyò		No.
ká k'èngd ye		not going
m ká k'èngd ye		I am not going
M ká k'èngd béoog ye; m k'èngdà zaábdà.		I'm not going tomorrow; I am going this evening.
	-Sékù-	
Áhà! zaábdà!		Oh! this evening!
	-Kúka-	
ngée, m lóogdà mé		yes, I am leaving
m lóogdà píndà		I am leaving early
Ngée, m lóogdà zaábdà píndà.		Yes, I am leaving early this evening.
	-Sékù-	
yám díkdà mé		you are taking
¿Yám díkdà tídè bí?		Are you taking the train?
¿Yám díkdà tídè bí, bí móbilì?		Are you taking the train or the car?
	-Kúka-	
M díkdà tídè.		I am taking the train.
m námsdà mé		I get tired
M námsdà móbilè.		I get tired driving.

GENERAL NOTES

18A Aspect

All the verbs of this unit are imperfective. They end in /-d/ or /-da/. They refer to imminent or habitual activity. The verbs of Unit 16 referred to action in progress. None of the verbs ending in /-da/ or /-ta/ refer to completed action. This is the present tense.

18B Tone Class

All the verbs presented in this unit are high class.

18C Metathesis

The short form of words ending in /-o/ and of words containing a cluster of three consonants before the final vowel often sounds like an inversion of final consonant and final vowel.

<u>long form</u>	<u>short form</u>
/wúsgò/	*/wúsòg/
/tǎǎsgò/	*/tǎǎsòg/
/kéngdà/	*/kéngàd/

18.1A Repetition Drill

Illustration: Negative contrasted to affirmative statements

Yám pakdá búdò.	You open the office.
Yám kà pákd budo yé.	You don't open the office.
Tónd kelgdá dádìo.	We listen to the radio.
Tónd kà kélgd dadío yé.	We don't listen to the radio.
Yám tumdá wúsgò.	You work a lot.
Yám kà túnd wusg yé.	You don't work very much.
Tónd koosdá lembúyà.	We sell oranges.
Tónd kà kóosd lembúy ye.	We do not sell oranges.
A gómà Mǎǎdè.	He speaks Moré.
A ká gómǎ Mǎǎd yé.	He doesn't speak Moré.
Ub lóogdà píndà.	They are leaving early.
Ub ká lóogd pínd yé.	They don't leave early.
Mam díkdà móbillì.	I am taking the car.
Mam ká díkd mobil yé.	I'm not taking the car.

18.1B Note: Negation

Negation is marked in the following ways:

1. /ká...ye/ or /pá...ye/
2. vowel loss
3. tone sequence

1. /ká/ or /pá/ occurs after the subject. /ye/ ends the sentence.
2. All words occurring between /ká/ or /pá/ and /ye/ are short forms except for borrowed words like /budó/.
3. The first word after /ká/ or /pá/ sounds high and is followed by a sharp drop. The onset of the drop occurs at the end of the above mentioned high word.

18.1C Transformation Drill

Practice: Affirmative and negative statements.

Directions: The instructor will take Role A and the student Role B; then vice versa.

Role A

Tónd kéndà béoogò.
 M kéndà tǎǎsgò.
 Ub lóogdà píndà.
 Yám díkdá tídè.
 Yám pakdá búdo.
 A kélgdà dádìo.
 A gómà Mǎǎdè.
 Tónd tumdá wúsgò.
 Tónd kadmdá sébdè.
 Tónd koosdá síbà.
 M táda sébdè.

Role B

Tónd kà kénd beoog yé.
 M ká kénd tǎǎsg yé.
 Ub ká lóogd pínd yé.
 Yám ká díkd tídè yé.
 Yám ká pákd budo yé.
 A ká kélgd dadío yé.
 A ká góm Mǎǎd yé.
 Tónd ká túmd wusg yé.
 Tónd ká kámd sebd yé.
 Tónd ká kóosd síb yé.
 M ká tád sebd yé.

18.1D Response Drill

Practice: Using negative statements in a controlled conversation.

Directions: The student will deny the instructor's statement.

Cue

M págdà búdo dád fǎǎ.
 Tónd pakdá búdo dád fǎǎ.
 Ub kélgdà dádìo.

Response

Áyò, yám ká págd budo dád fǎ yé.
 Áyò, yám ká pákd budo dád fǎ yé.
 Áyò, ub ká kélgd dadío yé.

<u>Cue</u>	<u>Response</u>
Ub kélgdà dádiò dád fǎǎ.	Áyò, ub ká kélgd dadío dád fǎ yé.
Mam gómà Mǒǒdè.	Áyò, yám ká góm Mǒǒd yé.
Mam gómà wúsgò.	Áyò, yám ká góm wusg yé.
Tónd tumdá bílfù.	Áyò, yám ká túnd bilf yé.
Ub kámdà sébdè.	Áyò, ub ká kámd sebd yé.
M lóogà beóogò.	Áyò, yám ká lóogd beoog yé.
M lóogà béoog yíbeoogò.	Áyò, yám ká lóogd beoog yíbeoog yé.
Tónd kéndà táǒsgò.	Áyò, yám ká kénd táǒsg yé.
Ub lóogà píndà.	Áyò, ub ká lóogd pínd yé.
Tónd díkdà móbillì.	Áyò, yám ká díkd mobil yé.

18.2A Repetition Drill

Illustration: Noun Inflection.

M déemdà zaábdǎ.	I'm having fun this evening.
M ká déemd zaábdà yé.	I'm not having fun this evening.
M déemdà zaábdè.	I enjoy myself in the evening.
M ká déemd zaábd ye.	I don't usually enjoy myself in the evening.
Ub túmdà yíbeoogǎ.	They are working this morning.
Ub ká túmd yíbeooga yé.	They are not working this morning.
Ub túmdà yíbeoogò.	They work in the morning.
Ub ká túmd yíbeoog yé.	They don't work in the morning.
Yám kadmdá sébdǎ.	You are reading that paper.
¿Yám kadmdá sébdà bí?	Are you reading that paper/book?
Yám kadmdá sébdè.	You are reading a book.
Yám ká kámd sébd ye.	You are not reading a book/document.
Ub kélgdà dádiowǎ.	They are listening to that radio.
¿Ub kélgdà dádiowa bí?	Are they listening to that radio?
Ub kélgdà dádío.	They are listening to the radio.
Ub págdà búdowǎ.	They are closing this office.
Mam námsdà móbillè.	I get tired in a car.
Mam ká námsd móbillè yé.	I don't get tired in a car.
Mam díkdà móbillì.	I take a car. I go by car.
¿Yám díkdà móbill bí?	Do you go by car?
Ub túmdà búdòě.	They work in an office.
Ub pákdà búdò.	They are opening an office.

Ub ká túmd budoě yé.	They don't work in an office.
Ub kéndà téngà.	They walk on the ground.
Ub ká kénd teng yé.	They are not walking on the ground.
Ub kéndà ub tengě.	They are going to their country.
Ub ká kénd ub tengě yé.	They are not going to their country.

18.2B Note: Noun Inflection

1. The citation or dictionary form of a Moré noun usually ends in an oral vowel.

zaábdè - evening
sebde - a paper

2. The demonstrative ending is a nasal vowel, as is the locative ending.

zaábdǎ - this evening
sebdǎ - that paper

3. In a negative sentence and in a question with /bí/, this noun appears without final vowel.

M ká déemd zaábd ye.	I don't have a good time evenings.
¿Yám kadmdá sébd bí?	Are you reading a paper?

4. In a negative sentence and in a question with /bí/, the demonstrative appears without nasalization.

M ká déemd zaábdà yé.	I am not having a good time this evening.
¿Yám kadmdá sébdà bí?	Are you reading this paper?

5. Words borrowed from French do not have changes in the final vowel. The demonstrative endings are added to the entire word.

dadíó - a radio
dadíowǎ - that radio
budó - an office
budówǎ - the office

6. The locative ending /ě/ undergoes no changes.

18.2C Response Drill

Practice: Noun Inflection in statements.

Directions: The student answers the questions either negatively or affirmatively. Both answers are recorded.

<u>Instructor</u>	<u>Student</u>
¿Yám deemdá zaábdà bí?	Ngée, m déemdà zaábdǎ. Áyò, m ká déemd zaábdà yé.
¿Yám deemdá zaábd bí?	Ngée, m déemdà zaábdè. Áyò, m ká déemd zaábd yé.
¿Ub túmdà yíbeogà bí?	Ngée, ub túmdà yíbeogǎ. Áyò, ub ká túmd yibéogà yé.
¿Ub túmdà yíbeog bí?	Ngée, ub túmdà yíbeogò. Áyò, ub ká túmd yibéog yé.
¿Ub kámdà sébd bí?	Ngée, ub kámdà sébde. Áyò, ub ká kámd sebd yé.
¿Yám kelgdá dádìò bí?	Ngée, m kélgdà dádìò. Áyò, m ká kelgd dadìò yé.
¿Ub págdà búdò bí?	Ngée, ub págdà búdò. Áyò, ub ká pádg budó yé.
¿Ub kámdà séebdǎ bí?	Ngée, ub kámdà séebdǎ. Áyò, ub ká kámd séebdà yé.

18.2D Transformation Response Drill

Practice: Noun Inflection in questions.

Directions: The instructor makes a statement. A student turns it into a question. Another student answers it. Only 'student A' has been recorded.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
M déemdà zaábdǎ.	¿Yám deemdá zaábdà bí?	Ngée, m déemdà zaábdǎ. Áyò, m ká déemd zaábdà yé.
M déemdà zaábdè.	¿Yám deemdá zaábd bí?	Ngée, m déemdà zaábdè. Áyò, m ká déemd zaábd yé.
Ub túmdà yíbeogò.	¿Ub túmdà yíbeog bí?	Ngée, ub túmdà yíbeogò. Áyò, ub ká túmd yibéog yé.
Yám kadmdá sébdǎ.	¿Yám kadmdá sébdà bí?	Ngée, m kámdà sébdǎ. Áyò, m ká kadmd sebdá yé.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
Yám kadmdá sébdè.	¿Yám kadmdá sébd bí?	Ngée, m kámdà sébdè. Áyò, m ká kámd sebd yé.
Ub kélgdà dádiowǎ.	¿Ub kélgdà dádiowa bí?	Ngée, ub kélgdà dádiowǎ. Áyò, ub ká dadío wa ye.
Ub kélgdà dádiò bí.	¿Ub kélgdà dádiò bí?	Ngée, ub kélgdà dádiò. Áyò, ub ká kélgd dadíò yé.
Ub págdà búdòwǎ.	¿Ub págdà búdowa bí?	Ngée, ub págdà búdowǎ. Áyò, ub ka pagd búdowa yé.
Ub págdà búdò.	¿Ub págdà búdò bí?	Ngée, ub págdà búdò. Áyò, ub ká págd budó yé.

18.2E Response Exercise

Practice: Affirmative and negative patterns, noun inflections in conversation.

Directions: The student denies the instructor's assertion and submits another idea.

<u>Instructor</u>	<u>Suggestions for Student</u>
A Sékù kéndà tǎǎsg zaábdǎ.	Áyò, a ká kénd tǎǎsg zaábdà yé. . A kéndà béoogò.
A kéndà a Sablógò.	Áyò, a ká kénd a Sablóg yé. A kéndà Ábigeǎ.
A lóogdà muásǎ.	Áyò, a ká loógd muásǎ yé. A lóogdà béoogò.
A díkdà tídè.	Áyò, a ká díkd tídè yé. A díkda móbílì.
A námsdà móbilè.	Áyò, a ká námsd móbilè. A námsdà tídè.

18.3A Response Drill

Practice: Use of /bí, bí/, 'or'.

Directions: The student rejects the first choice and accepts the second.

<u>Instructor</u>	<u>Student</u>
¿Yám kéndà né tídè bí, bí móbílì?	Áyò, m ká kénd né tídè yé, m kéndà né móbílì.

Instructor

Student

¿Yám tumdá mé bí, bí
deemdá mé?

Áyò, m ká túmd ye, m déemdà mé.

¿Yám kelgdá mé bí, bí
kadmdá mé?

Áyò, m ká kélgd mé, m kámdà mé.

¿Yám gòmdà Mòòd bí, bí
Fídãse?

Áyò, m ká gòmd Mòòd yé, m gòmdà
Fídãse.

¿Yám kèngdà zàkè bí, bí
budóè?

Áyò, m ká kèngd zakè yé, m kèngdà
búdòè.

¿Yám pagdá móbil bí, bí
budó?

Áyò, m ká pagd mobíl yé, m pagdà
búdò.

¿Yám kelgdá dádiò bí, bí
deemdá mé?

Áyò, m ká kélgd dadíò yé, m déemdà
mé.

¿Yám díkdà móbil bí, bí
tidé?

Áyò, m ká díkd mobil yé, m díkdà
tídè.

18.4A Comprehension: New Words for Repetition.

a Sablógò

name of a forest

bugdaogó

rifle

díibo

food

A Kúk né mam kéndà tãõsgò a Sablógè. Tónd loogdá zaábdã la ká pínd ye. Tónd díkdà búgdàogó la díibo. A Kúk pagà kèngdà né tónd. A lóogdà búdò pínd wúsgo. M pagà ká kèngd ye. A ká déemd tãõsgè yé.

Questions:

1. ¿A Kúk né mam kéndà tãõsg bí?
2. ¿Tónd kéndà á Sablóg bí?
3. ¿Tónd kéndà Ámèdik bí?
4. ¿Tónd loogdá zaábdã bí?
5. ¿Tónd loogdá béoog bí?
6. ¿Tónd loogdá pínd bí?
7. ¿Tónd díkdà búgdàog bí?
8. ¿Tónd díkdà díibo bí?
9. ¿Tónd díkdà bwè?
10. ¿A Kúk pagà kéndà mé bí?
11. ¿A lóogdà búdò pínd bí?
12. ¿M pagà kéndà mé bí?
13. ¿A déemdà tãõsgè bí?

Answers to Questions:

1. Ngée, a Kúk né mam kèngdà tãõsgo.
2. Ngée, tónd kèngdà a Sablógò.
3. Áyò, tónd kà kèngd Ámèdik yé.
4. Ngée, tónd loogdá zaábdà.
5. Áyò, tónd kà lóogd beoog yé.
6. Áyò, tónd kà lóogd pind yé.
7. Ngée, tónd díkdà búgdàogó.
8. Ngée, tónd díkdà díibo.
9. Tónd díkdà búgdàog la díibo.
10. Ngée, a Kúk págà kèngdà mé.
11. Ngée, a lóogdà búdò pind wúsgo.
12. Áyò, yám págà ká kèngd ye.
13. Áyò, a ká déemd tãõsgě yé.

UNIT 19

Basic Sentences: Seku tells Kuka that he just heard the news broadcast.

-Kúka-
 ¿Yám kelgá dádìo dabùdè? When did you listen to the radio?

-Sékù-
 Dúnda. Today.

-Kúka-
 ya kíbaesè It's the news.
 ¿Ya kíbaes bwé? What news is there?
 n lá a kǒ á yǎ and it gave it to you
 ¿Ya kíbaes bwé n lá a kǒ á yǎ? What news did it give?

-Sékù-
 tí nasad silgá lui Dakad that a plane fell in Dakar
 Dakád né Marseilles Dakar and Marseilles
 Dakád né Marseilles súkà between Dakar and Marseilles
 A yéelà mé tí nasad silgá lui Dákàd né It said that a plane crashed between Dakar and Marseilles.
 Marseilles súkà.

-Kúka-
 m wúmà mé I understand
 M ká wúm ye! I didn't know that!

-Sékù-
 la nébà but the people
 pooglgá mé hurt
 La néb ká póoglg ye. But the people weren't hurt.
 Bató fáǎgà mé a boat saved
 Batóò fáǎg nébà. The boat saved the people.

-Kúka-
 Yá súmà. That's good.

-Sékù-

Ub wáa Dákad.
 Ub wáa Dákad zaamé.

They arrived in Dakar.
 They arrived in Dakar yesterday.

19.1A Repetition Drill

Illustration: Verb form and meaning.

A fáǎgà nébǎ.	He saved the people. (The people are saved.)
A kádà sébdǎ.	He read the document. (The document has been studied.)
Tónd waa Dákàd.	We arrived in Dakar. (We are in Dakar.)
M wúmà sébdǎ.	We understand the document. (The process of trying to comprehend has been completed.)
Néb pooglgá mé.	They people are hurt. (Have come to be hurt.)
Mam námsà mwásǎ.	I'm tired. (I got tired.)

19.1B Note: The perfective form of the verb is used as the simple past tense.

19.1C Response Drill

Practice: Use of simple past tense.

Directions: The student answers the following questions either negatively or affirmatively to familiarize himself with the forms of the past. All the sentences are related contextually to facilitate comprehension.

InstructorStudent

¿Avion lui zaam bí?

Ngée, avion lui zaamé.

Áyò, avion ká lúi ye.

¿Néb pooglgá mé bí?

Ngée, néb pooglgá mé.

Áyò, néb ká póoglg ye.

¿Ub fáǎgà néba fáǎ bí?

Ngée, ub fáǎgà nébǎ fáǎ.

Áyò, ub ká fáǎg nebǎ fáǎ yé.

¿Dáadio yeelá fáǎ bí?

Ngée, dáadio yeelá fáǎ.

Áyò, dáadio ká yéel fá ye.

¿Nébǎ waa Dákàd bí?

Ngée, nébǎ waa Dákàd.

Áyò, nébǎ ká waa Dákàd yé.

Instructor

Student

¿Dáwa Kúk wáa Dákàd zaam bí?

Ngée, Dáwa Kúk wáa Dákàd zaamé.

¿Yám waa laafí bí?

Áyò, Dáwa Kúk ká wá Dákàd zaam yé.

Ngée, m wáa laafí.

¿Yám wumá mam bí?

Áyò, m ká wá laafí yé.

Ngée, m wumà yám.

¿Yám kelgá kíbaes bí?

Áyò, m ká wum yám ye.

Ngée, m kélgà kíbaese.

Áyò, m ká kélg kibaés yé.

19.1D Response Exercise

Practice: Sentence construction using the simple past tense.

Directions: The student answers the questions as he chooses. The questions are contextually related to facilitate comprehension.

¿Dáwa Kúk kégà yae?

¿A díkà tídè bí, bí avion?

¿A lóogà né tídè bí, bí avion?

¿A lóogà dábudè?

¿Avión waa mé bí?

¿Avión lui mé bí?

¿Avión lui yae?

¿Bató fáǎgà Dáwa Kúk bí?

¿Bwě fáǎg Dáwa Kúka?

¿Dáwa Kúk pooglgá mé bí?

¿A námsà mé bí?

¿Dáadio yeelá mé tí avión lui mé bí?

¿Dáadio yeelá bwé?

¿Yám kelga kíbaes bí?

19.2A Repetition Drill

Verbs whose imperfective form is -ta.

Nasad silga lui me.

The airplane fell.

Yám luitá mé.

You are falling.

A yíi Fídàse.

She left France.

Tónd yítà Fídàse.

We are leaving France.

M gósà mé.

I asked.

M gótà mé.	I am asking.
Dáadio kóó kibáesè.	The radio gave the news.
Dáadio kótà kibáesè.	The radio is giving the news.

19.2B Note: Imperfective in -ta. See Note 9C.

19.2C Transformation Drill

Practice: Imperfective endings in -da and -ta.

Directions: The instructor gives the perfective form of a verb. The student repeats the verb in the imperfective form. Then vice versa.

<u>Role A</u>	<u>Role B</u>
Nasad silga lui mé.	Nasad silga luita mé.
M túmà mé.	M túmdà mé.
A wáa mé.	A wátà mé.
A Kúk námsà mé.	A Kúk námsdà mé.
Ub yíi Wagdugu.	Ub yítà Wágdugu.
A Sékù díká tídè.	A Sékù díkdà tídè.
M gósà mé.	M gótà mé.
A kóosà lembúyà.	A kóosdà lembúyà.
Dáadio kóó kibáesè.	Dáadio kóntà kibáesè.
A Sékù gómà wúsgo.	A Sékù gómdà wúsgo.
Tónd kadmá Móóde.	Tónd kadmdá Móóde.

19.2D Transformation Response Drill

Practice: Contrast of perfective form to imperfective form.

Directions: The instructor makes a statement about what 'Kuka' has done. One student shows surprise at this news and inquires whether 'Kuka' does this every day. Another student answers. All sentences are related contextually to facilitate comprehension and to illustrate the use of the tense.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
A Kúk díká díib dúnda.	Ohóó! A díká díib dúnda!	
	¿A díkdà díib dád fã bí?	Ngée, a díkdà díib dád fãã.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
A díkà búgdàogó.	Ohǝǝ! A díkà búgdàogó! ¿A díkà búgdàog dád fǎ bí?	Ngée, a díkà búgdàogò dád fǎǎ.
A kégà tǎǝsgò.	Ohǝǝ! A kégà tǎǝsgò! ¿A kéndà tǎǝsg dád fǎ bí?	Ngée, a kéndà tǎǝsg dád. fǎǎ.
A lóogà né móbilì.	Ohǝǝ! A lóogà né móbilì! ¿A lóogdà né móbil dád fǎ bí?	Ngée, a lóogdà né móbil dád fǎǎ.
A kégà a Sablóg.	Ohoo! A kégà a Sablóg. ¿A kéndà a Sablóg dád fǎ bí?	Ngée, a kéndà a Sablóg dád fǎǎ.
A lúi tengě.	Ohǝǝ! A lúi tengě! ¿A luítà téngě dád fǎ bí?	Ngée, a luítà téngě dád fǎǎ.
A yíí a Sablóg pindà.	Ohǝǝ! A yíí a Sablóg pindá! ¿A yítà a Sablóg pind dád fǎ bí?	Ngée, a yítà a Sablóg pind dád fǎǎ.

19.3A Repetition Drill

Illustration: Inverse word order. The second sentence of each of the following pairs means the same thing as the first.

- | | |
|---------------------------------|---------------------------------|
| 1. ¿A kǝǝ bwě kíbaesè? | What news did he give? |
| 2. ¿Yá kíbaes bwě la a kǝ á yǎ? | What was the news that he gave? |
| 1. M díkà móbilì. | I'm taking the car. |
| 2. Yá móbil la m díkà. | It's the car that I'm taking. |
| 1. Ub kégà tǎǝsgò. | They went hunting. |
| 2. Ya tǎǝsgo la ub kégě. | It was hunting that they went. |

- | | |
|-----------------------------|-------------------------------------|
| 1. Ub wáa Dákad. | They arrived in Dakar. |
| 2. Ya Dákad lá ub wáè. | It was in Dakar that they arrived. |
| 1. Id tùmà zaamé. | We worked yesterday. |
| 2. Ya záamè la id tùmè. | It was yesterday that we worked. |
| 1. Id ká tùm zaam yé. | We didn't work yesterday. |
| 2. Ká zaam la id tùm yé. | It wasn't yesterday that we worked. |
| 1. M kégà a Sablògo. | I went to Sablogo. |
| 2. Ká a Sablòg la m kég ye. | It wasn't Sablogo that I went to. |

19.3B Note: Inverse Word Order

1. The second sentence of each pair has the same denotative meaning as the first.

2. The first sentence of each pair has the usual Moré word order. Therefore it is matter of fact, unaccented. This word order is subject - verb - object or complement.

<u>subject</u>	<u>verb</u>	<u>object</u>
A	kóó	bwě kíbaesè
M	díkdà	móbilì

3. In the second sentence, the complement precedes the main verb. In this way the speaker has drawn attention to it.

4. The grammatical mechanism for accenting the complement is the following:

/ya/ introduces the complement of an affirmative sentence.

/ka/ introduces the complement of a negative sentence.

/la/ introduces the subject and verb.

¿Ya kíbaes bwě la kóó á yá?

Ká móbil la m díkd ye.

19.3C Transformation Drill

Practice: Inverse word order and normal word order.

Directions: The instructor gives a sentence with emphatic word order. The student repeats the sentence using bland word order. After the entire exercise has been completed, student and instructor switch roles.

Role A

¡Yá kíbàes, lá á kǒ yǎ?
 Yá móbil, lá m dík yǎ.
 Ya tǎǎsgò, lá b kéng yǎ.
 Ya Dákàd, lá b wa yǎ.
 Ya záam, lá d tum yǎ.
 Ya Mǒǒd, lá m góm yǎ.
 Yá dádió, lá a kelg yǎ.
 Yá sébd, lá d kadm yǎ.
 Yá nébà, lá b fǎǎg yǎ.
 Ya dád fǎ lá m tumdá.
 ¡Ya bwé lá i gómà?
 Ya Mǒǒd, lá m wumdá.

Role B

¡A kǒǒ bwé kíbàesè?
 M díkà móbilì.
 Ub kéngà tǎǎsgo.
 Ub wáa Dákàd.
 Id túmà záamè.
 M gómà Mǒǒdè.
 A kélgà dádiò.
 Id kádmà sébdè.
 Ub fǎǎgà nébà.
 M túmà dád fǎ.
 ¡Yǎm gómà bwé?
 M wúmà Mǒǒdè.

19.3D Transformation Drill

Practice: Emphatic word order in negative sentences.

Directions: Like 19.3C.

Role A

Ká záam lá d tum yé.
 Ká Bóbo lá m kéng yé.
 Ká a Sablóg lá b wa yé.
 Ká Mǒǒd lá m góm yé.
 Ká móbil lá i dík yé.
 Ká pind lá i lóog yé.
 Ká záabdà la b kéngd yè.
 Ká móbilè lá b námsd yé.
 Ká dádió lá á kelgd yé.
 Ká sébdǎ lá a kadmd yé.
 Ká nébà lá i fǎǎg yé.
 Ká Silmíid lá m wúmd yé.

Role B

Id ká túm zaam yé.
 M ká kéng Bobo yé.
 Ub ká wá a Sablóg yé.
 M ká góm Mǒǒd yé.
 Yǎm ká dík móbil yé.
 Yǎm ká lóog pind yé.
 Ub ká kéngd zaabdǎ yé.
 Ub námsdà móbilè.
 A ká kélgd dadío yé.
 A ká kádmà sébdǎ yé.
 Yǎm ká fǎǎg nébà yé.
 M ká wúmd Silmíid yé.

19.3E Transformation Response Drill

Practice: Use of emphatic word order in conversation.

Directions: The instructor asks a question involving a choice. The student indicates a strong preference for the first item and rejects the second.

InstructorStudent

¿Yám díkdà tídè bí, bí móbilì?

Yá tídè lá m díkdà. M ká díkd móbil yé.

¿Yám gómà Mòòd bí, bí Anglèsì?

Yá Mòòd lá m gómà. M ká gómà Ánglès yé.

¿Ub wáa Ámèdik bí, bí Haute Volta?

Yá Ámèdik lá b wá yã. Ub ká wá Haute Volta yé.

¿A túmà búdoè bí, bí tengè?

Yá búdoè lá a túm yã. A ká túm tengè yé.

¿Yám waa né bató bí, bí né silga?

Ya né bató lá m wa yã. M ká wá né silgá yé.

¿A Sékù kóosdà síbà bí, bí lembúyã?

Yá síbà lá a kóosdà. A ká kóosd lembúy yé.

¿Yám dátà bánan bí, bí papáyà?

Yá bánan lá m dátà. M ká dát papáy yé.

¿Yám gésdà a Kúk bí, bí a Sékù?

Yá a Kúk lá m gésdà. M ká gésd a Sékù yé.

¿Ub sããma kútweef bí, bí móbilì?

Yá kútweef lá b sããm yã. Ub ká sããm móbil yé.

¿A tádà zákà bí, bí ótel?

Yá zák lá a tádà. A ká tád ótel yé.

¿A yíí Fídãs bí, bí Ámèdika?

Ya Fídãs lá a yí yã. A ká yí Ámèdik yé.

19.3F Transformation Response Drill

Practice: Emphatic negative word order.

Directions: The instructor asks a question involving a choice. The student emphatically rejects the first item and accepts the second.

InstructorStudent

¿Yám díkdà tídè bí, bí móbilì?

Ká tídè lá m díkd yé. M díkdà móbilì.

Instructor

¿A lóogà záabd bí, bí yíbeoogà?

¿Ub túmdà zákè bí, bí búdoè?

¿Ub taa dúnda bí, bí zaamé?

¿Ub waa Dákàd bí, bí Marseilles?

¿A Sékù zamsà Móòd bí, bí Silmíidi?

¿Yám wumda Fídàs bí, bí Ànglèsi?

¿Silgá lóogà dúnda bí, bí zaamé?

¿Yám dátà lémbuyà bí, bí síbà?

¿A kóosdà bánan bí, bí pápayà?

Student

Ká záabd lá a lóog yé. A lóogà yíbeoogà.

Ká zákè lá b tumd yé. Ub túmdà búdoè.

Ká dúnd lá b ta yé. Ub taa záamè.

Ká Dákàd lá b wa yé. Ub waa Marseilles.

Ká Móòd lá a zams yé. A zamsà Silmíidi.

Ká Fídàs la m wumd yé. M wúmdà Ànglèsi.

Ká dúnd lá a loog yé. A lóogà záamè.

Ká lémbuy lá m' dát yé. M dátà síbà.

Ká bánan lá a kóosd yé. A kóosdà pápayà.

19.4A Repetition

M kóò á la mé.

M kóò á la sébdà.

M kóò yám.

M kóò yám sébdà.

Ub kóò íd la mé.

Ub kóò íd la sébdà.

Ub kóò tond.

Ub kóò tónd sébdà.

Yám kóò ub la mé.

Yám kóò ub la sébdà.

Yám kóò bam.

Yám kóò bàm sébdà.

A kóò m la mé.

A kóò m la sébdà.

A kóò mam.

A kóò màm sébdà.

I gave it.

I gave her the paper.

I gave you.

I gave you the paper.

They gave us.

They gave us the paper.

They gave us.

They gave us the paper.

You gave them.

You gave them the paper.

You gave them.

You gave them the paper.

He gave me.

He gave me the paper.

She gave me.

She gave me the paper.

M kóě á la a Kúka.	I gave it to Kuka.
M kóě a la a Kúka sébdǎ.	I gave Kuka the paper.
M kóě a la a nébǎ.	I gave it to the people.
M kóó nébǎ sébdǎ.	I gave the people the paper.
M kóě a Kúka sébdǎ.	I gave Kuka the paper.

19.4B Notes

In Note 4D it was shown that /o/ before another vowel is often /w/. The /óó/ of /kóó/ is /óě/ or /wé/ before /a/, e.g., /M kóó á la mé/ is /M kóě á la mé/ or /M kwé á la mé/, 'I gave it'. In this manual /óó/ before another vowel is written /óě/, though the speaker may vary between /óě/ and /wé/.

19.5A Comprehension Drill 1

Dáwa Kúk kégà Dákàd zaamé né nasad silgá. La dádio yeelá yíbeogǎ tí nasad silgá lui Dákàd né Abigéǎ súkà. La Dáwa Kúk póoglg wúsg yé. Batóó fáǎgà á la mé.

Questions:

- ¿Dáwa Kúk kégà yae?
A kégà Dákàd záamé.
- ¿A kégà Dákàd záamé né bwě?
A kégà né nasadsilgá.
La dádio yeelá yíbeogǎ tí nasadsilgá lui mé.
- ¿La dádio yeelá mé tí nasadsilgá lui yae?
A yéelà mé tí a lui Dakad né Abigéǎ súkà.
- ¿Dáwa Kúk póoglgà mé bí?
Ngée, a póoglgà bílf balá, batóó fáǎgà.

19.5B Comprehension Drill II

Dáwa Kúk lóogdà Bóbò dúnda. A kégdà né Dáwa Tembíl móbilǎ. A ká kégd né tídè yé. Dáwa Kúk yéelà mé tí a ká náǎ n dík tídè yé.

Questions II

- ¿Dáwa Kúk lóogdà yae dúnda?
A lóogdà Bóbò dúnda.
- ¿A kégdà né bwě?
A kégdà né Dáwa Tembíl móbilǎ.
- ¿A ká kégd né tídè la?
Áyò, a yéelà mé tí a ká náǎ n dík tídè yé.

UNIT 20

Basic Sentences 1

	-Kúka-	
¿Álò, yá logtód bí?		Hello is this the doctor?
	-Pága Pókò-	
Áyò, ya mám.		No, it's me.
	-Kúka-	
¿Ya ándà?		Who is that?
	-Pága Pókò-	
Ya mám a Pókò.		I'm Poko.
¿Ya wánǎ?		What can I do for you?
	-Kúka-	
M dátě n gómà ne logtódè.		I want to talk to the doctor.
	-Pága Pókò-	
Ntó.		O.K.
yaasé yǎ		wait
yaasé yǎ tí m bóola.		wait while I call him
Yaasé yǎ tí m bóolǎ n kǒe yǎ.		Wait while I call him for you.
	-Kúka-	
Í badká.		Thank you.
	-Pókò-	
Í badká.		You're welcome.

Basic Sentences 2

	-Pága Pókò-	
¿Yám mĩ a Pául bí?		Do you know Paul?

-Dáwa Tembila-

ngée	yes
m tédà mé	I think
tí a ya tāmétà	that he is a mason
Ngée, m tédà mé tí a ya tāmétà.	Yes, I think he's a mason.

-Pága Pókò-

Áyò, a ya dáagà sóabà.	No, he's the administrator of the market.
A ya wók wúsgo.	He is very tall.

-Dáwa Tembila-

Ohóò! m mīī á la mé.	Oh! I know him.
A ya lígd soab mē.	He is also rich.
A tádà zák bédde.	He has a big house.
Wágdùg téngsukà.	In the center of Ouagadougou.
A tádà zák bedde Wágdùg téng sukà.	He has a big house in the center of Ouagadougou.

-Pága Pókò-

Ya sídà.	That's true.
A tádà yéelè	He has something to say
A tádà yéelè n dátě n góm né yām.	He wants to talk to you.

GENERAL NOTES20A Stative Verbs

The verbs /tada/, /mīī/, /ya/ and /bee/ have no distinction between the perfective and imperfective aspects. Their endings never change. They always occur as they are listed above. Because these verbs do not refer to any activity, but rather to a state of being, they will be called stative verbs.

20B Notice

/Ya sùmà./ - That is good.
 /A ya sùmà./ - He is good.

20.1A Repetition Drill

Illustration: Commands.

Waé yǎ túuma béoogò.	Come to work tomorrow.
Yaasé yǎ bílfù.	Wait a moment.
Boolé yǎ n kǒ mǎm.	Call him for me.
Gomé yǎ bílfbilfù.	Speak slowly.
Kǒné yǎ mǎm.	Give it to me.
Kelgé yǎ mǎm.	Listen to me.
Da díki yǎ dádlowa yé.	Don't take the radio.
Da sǎǎme yǎ kút wèefa yé.	Don't wreck the bicycl .
Da kǒe yǎ lígdà yé.	Don't give him the money.
¿M yáas bí?	Should I wait?
¿M wá túmà béoog bí?	Shall I come to work tomorrow?
¿M mǎan bwě?	What should I do?

20.1B Note: Commands

1. The command form of the verb is stem + /é/ or stem + /d/ + /é/.
2. /yǎ/ is a form of the pronoun /yǎmbà/. It is a post verbal subject.
3. Thus formal affirmative commands are:

/Kelgé yǎ./	Listen.
/Góme yǎ./	Speak.
/Kelgdé yǎ./	Continue listening.
/Gómde yǎ./	Continue speaking.

4. The negative command is marked by /dá...yé/. This marker influences the pitch in the same way that /ká...yé/ does.

/Da góme yǎ yé./	Don't speak.
/Da gómde yǎ yé./	Don't go on talking.

20.1C Response Drill

Practice: Commands.

Directions: This drill should be done twice. The instructor asks the student for an order. The first time through the exercise the student gives the order affirmatively; the second time through, negatively.

<u>Instructor</u>	<u>Student</u>
¿M yáas bí?	Ngée, yaasé yǎ. Áyò, da yaasé yǎ yé.
¿M góm né a Paul bí?	Ngée, góme yǎ né a Paul. Áyò, da góme yǎ né a Paul yé.

<u>Instructor</u>	<u>Student</u>
¿M déem bí?	Ngée, deemé yǎ. Áyò, da deemé yǎ yé.
¿M wá tùmà béoog bí?	Ngée, waé yǎ tuma béoogò. Áyò, da wáe yǎ tùm béoog yé.
¿M pak búdò bí?	Ngée, paké yǎ búdò. Áyò, da paké yǎ búdò yé.
¿M loog mwásà bí?	Ngée, loogé yǎ mwásà. Áyò, da loogé yǎ mwásà yé.
¿M kě bí?	Ngée, kěe yǎ. Áyò, da kě yǎ yé.
¿M kěs válìzdámà bí?	Ngée, kěse yǎ válìzdámà. Áyò, da kěse yǎ válìzdámà yé.
¿M kadm sébdà bí?	Ngée, kadmé yǎ sébdà. Áyò, da kadmé yǎ sébdà yé.
¿M dík lígda bí?	Ngée, díke yǎ lígdà. Áyò, da díke yǎ lígda yé.
¿M bool a Paul bí?	Ngée, boolé yǎ a Paul. Áyò, da boolé yǎ a Paul yé.

20.1D Transformation Response Drill

Practice: Commands and questions which elicit commands.

Directions: The instructor says that some one is doing something.

Student A asks Student B if he should do this thing. Student B gives Student A a command - negative or affirmative.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
A yáasà bífù.	¿M yáas bilf bí?	Ngée, yaasé yǎ bilfù. Áyò, da yaasé yǎ yé.
A díkdà lígdà.	¿M dík lígda bí?	Ngée, díke yǎ lígdà. Áyò, da díke yǎ lígda yé.
M díkà kúmbà.	¿M dík kúmbà bí?	Ngée, díke yǎ kúmbà. Áyò, da díke yǎ kúmba yé.
Ub págdà dóogà.	¿Id pág doogá bí?	Ngée, pagé yǎ doogá. Áyò, da pagé yǎ doogá yé.
Tónd kelgdá dádiò.	¿Id kélg dádiò bí?	Ngée, kelgé yǎ dáliò. Áyò, da kelgé yǎ dádiò yé.
A kóosà móbilà.	¿M kóos móbilà bí?	Ngée, koosé yǎ móbilà. Áyò, da koosé yǎ móbilà yé.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
A bóondà a Paul.	¿M bóol a Paul bí?	Ngée, boolé yǎ a Paul. Áyò, dá boolé yǎ a Paul yé.
A gómdà né a Paul.	¿M góm né a Paul bí?	Ngée, góme yǎ né a Paul. Áyò, da góme yǎ né a Paul yé.
Tónd kadmá sébdǎ.	¿Id kádm sébdà bí?	Ngée, kadmé yǎ sébdǎ. Áyò, dá kadmé yǎ sébaa yé.
Ub kēsà válìzdám̀bà.	¿Id kēs válìzdám̀bà bí?	Ngée, kē yǎ válìzdám̀bà. Áyò, dá kēse yǎ válìzdám̀bà yé.
A Kúlg pákdà bú̀dò.	¿M pák bú̀dòwa bí?	Ngée, paké yǎ bú̀dòwǎ. Áyò, dá paké yǎ bú̀dòwa yé.

20.2A Repetition Drill

Uses and pronunciation of kǒ.

M kǒě a yǎm sébdè.	I gave you a paper.
M kǒě a la sébdè.	I have him a paper.
M kǒǒ ub la sébdè.	I gave them a paper.
M kǒě a koambá sébdè.	I gave the children a paper.
A kǒǒ mam sébdè.	He gave me a paper.
A díkà sébdǎ n kǒ mǎm.	He took the paper and gave it to me.
A kádmà sébdǎ n kǒ mǎm.	He read the paper for me.
Ub kēsà válìzdám̀bà móbilè n kǒ á.	They put the suitcases in the car for her.
¿Yǎm koosá móbilì n kǒ ándà?	For whom did you sell the car?
¿Yǎm tumdá n kǒ ándà?	For whom do you work?

20.2B Note: Uses of /kǒ/.

The verb /kǒǒ/, 'give' occurs as the main verb in a sentence, e.g., /M kǒě á la a Paul záamè/, 'I gave it to Paul yesterday'. /kǒǒ/ also occurs as the second verb in a sentence and means, 'to', 'for', 'on the behalf of', e.g., /M díkà dádiò n kǒ yǎm/, 'I got you a radio'. As the second verb of a subject, /kǒ/ is preceded by /n/. (See Notes 3C and 11C).

20.2C Response Drill

Practice: Use of /kǒ/ in simple sentences.

Directions: The instructor wonders out loud if the student has a particular object. The student says that he doesn't, that he gave it to Paul yesterday.

InstructorStudent

¿Yám tádà sébdà bí?	Áyò, m kǒě á la a Paul záamè.
¿Yám tádà i móbilà bí?	Áyò, m kǒě á la a Paul záamè.
¿A Kúlg kóosà a kúmba bí?	Áyò, a kǒě b la a Paul záamè.
¿Yám tádà i dádiowa bí?	Áyò, m kǒě á la a Paul záamè.
¿A Elizabet tádà lémbui bí?	Áyò, a kǒě á la a Paul záamè.
¿Yám tádà mángòdó bí?	Áyò, m kǒě á la a Paul záamè.
¿A tádà pápai bí?	Áyò, a kǒě a la a Paul záamè.
¿A Sékù tádà kútweef bí?	Áyò, a kǒě á la a Paul záamè.
¿A Paul tádà tomat bí?	Áyò, a kǒě á la a Paul záamè.
¿Ub tádà góyàv bí?	Áyò, ub kǒě á la a Paul záamè.

20.2D Response Drill

Practice: Use of /kǒ/ in complex sentences.

Directions: Answer the following questions.

InstructorStudent

¿Yám díkà dádiò n kǒ mam bí?	Ngée, m díkà dádiò n kǒ yám.
¿Yám díkà lémbui n kǒ tond bí?	Ngée, m dákà lémbui n kǒ yám.
¿Ub díkà góyàvã n kǒ a bí?	Ngée, ub díkà góyàvã n kǒ a.
¿A díkà mángòdó n kǒ bíigà bí?	Ngée, a díkà mángòdó n kǒ bíigà.
¿Yám díkà síbã n kǒ Dáwa Íssàk bí?	Ngée, m díkà síbã n kǒ Dáwa Íssàk.
¿Yám díkà kútweefã n kǒ i zoa bí?	Ngée, m díkà kútweefã n kǒ m zóa.
¿Yám díkà tomatã n kǒ Pága Elizabet bí?	Ngée, m díkà tomatã n kǒ Pága Elizabet.
¿Yám díkà kúmbã n kǒ i zoa bí?	Ngée, m díkà kúmbã n kò m zoa.
¿A díkà mángòdówã n kǒ yám bí?	Ngée, a díkà mángòdówã n kǒ má.
¿A kádmã sébdã n kǒ yám bí?	Ngée, a kádmã sébdã n kǒ má.
¿A kéndà válìzdámã n kǒ bam?	Ngée, a kéndà válìzdámã n kǒ bam.
¿Ub kóosà móbilã n kǒ Dáwa Sékù bí?	Ngée, ub kóosà móbilã n kǒ Dáwa Sékù.
¿A pákã búdówã n kǒ a Kúk bí?	Ngée, a pákã búdówã n kǒ a Kúka.
¿A sããmã kútweefã n kǒ a Elizabet bí?	Ngée, a sããmã kútweefã n kǒ a Elizabet.

Instructor

Student

¿Pága Elizabet maana díibò n kǒ
a Kúlg bí?

Ngée, a mánnà díibò n kǒ a Kúlgá.

¿A bóolà a John n kǒ a Antoine
bí?

Ngée, a bóolà a John n kǒ a Antoine.

20.2E Transformation Response Exercise

Practice: Use of /kǒ/, double verbs in questions with freedom in answering.

Directions: The instructor makes a statement. A student turns the statement into a question using /kǒ ándà/. Another student answers the question.

Instructor

Student A

M díkà dádíó.

¿Yám díkà dádíó n kǒ ándà?

M kēsà válìzdám̀bà.

¿Yám kēsà válìzdám̀bà n kǒ ándà?

A kóosà móbilì.

¿A kóosà móbilì n kǒ ándà?

Ub bóolà a Kùka.

¿Ub bóolà a Kùka n kǒ ándà?

A pákà búdò.

¿A pákà búdò n kǒ ándà?

M kádmà sébdè.

¿Yám kádmà sébdè n kǒ ándà?

A págà dádíó.

¿A págà dádíó n kǒ ándà?

Ub díkà kúmbà.

¿Ub díkà kúmbà n kǒ ándà?

M kēsà kútweefò.

¿Yám kēsà kútweefò n kǒ ándà?

A kóosà góyavà.

¿A kóosà góyavà n kǒ ándà?

20.3A Repetition Drill

/dátà/ + Noun, /dátě/ + Verb.

M dátà dóogò.

I want a house.

M dátě n gómà mé.

I want to speak.

A dátà kibáesè.

He wants news.

A dátě n wuma kibáesè.

He wants to hear some news.

Tónd dátà lígdì.

We want money.

¿Yám dátě n maana bwě zaábdà?

What do you want to do this evening?

20.3B Note /data/ + noun, /datě/ + /n/ + verb.

A verb followed by another verb ends in a nasal vowel, plus the connective /n/. A verb followed by anything else ends in an oral vowel.

20.3C Substitution Drill

Practice: Inflection of the verb /dátà/ when a noun follows and when a verb follows.

<u>Cue</u>	<u>Response</u>
M dátà dóogò.	M dátà dóogò.
goma me	M dátě n gómà mé.
kibaese	M dátà kíbaesè.
kadma me	M dátě n kadmá mé.
ligdi	M dátà lígdi.
tuma me	M dátě n tumá mé.
mobili	M dátà móbilì.
zamsa me	M dátě n zamsá mé.
lenga	M dátà léngà.
kě me	M dátě n ké mé.
yi me	M dátě n yí mé.
doogo	M dátà dóogò.

20.4A Repetition Drill

Yaasé yǎ, tí m bóolà mé.	Wait, while I call him.
Kelgé yǎ, tí m gómà mé.	Listen, since I am talking.
Deemé yǎ, tí m túndà mé.	Have a good time while I work.
Kénde yǎ, tí m wátà mé.	Go away because I'm arriving.
¿Yám boondá wǎ tí bwé?	What do you call this?
Tónd boondá wǎ tí kúbà.	We call this 'eggplant'.

20.4B Note: Connective /tí/.

If two verbs in a sentence do not have the same subject, /tí/, 'that' occurs between the two clauses, e.g., /Yaasé yá tí m bóolà mé/, 'Wait while I call him.'

After /tí/, /ya/, 'is', usually does not occur, e.g., /¿Yám boondá wá tí bwě?/, 'What do you call this?'

If there is a subject change after a present usage of /dálgà/, /dátà/ occurs with /tí/, and the second verb does not have the /-a/ ending, e.g., /M dátà mé á wa/, 'I want him to come'.

Before a word beginning with a vowel /tí/ is usually /t/, as in the sentence above, and the following vowel is high.

20.5A Comprehension Drill

Zaamé zaábdà a Pókò dágè ká láafi yé. A námsà wúsgo la a ká maan búm yé. A Elizabet boolá logtódè. Logtód waa n díkà á la mé n kéng logtód yíidì.

Questions:

1. ¿Zaamé zaábdè ya bwě dágè n tádà Pókò?
Zaamé zaábdè a Pók dágè ká láafi yé.
2. ¿La a máanà bwě?
A ká máan búm yé.
3. ¿A Elizabet boolá logtód bí?
Ngée, a bóolà logtódè.
4. ¿La logtód waa n díkà a la mé bí?
Ngée, logtód waa díkà a la mé.
5. ¿N kéng yae?
N kéng logtód yíidì.

UNIT 21

Basic Sentences

-John-

M bóosdà mé
 tí i tógsm
 tí i tógs m logtód yíidì

M bóosdà mé tí i tógsm logtód yíidì.

I beg (you)
 that you inform me
 that you tell me where the
 hospital is

Please tell me where the hospital
 is.

-Kúlga-

A bée me.
 bánkà dóogò
 bánkà dóog sèaaga

A bée bánka dóog sèaaga.

It is.
 bank
 next to the bank

It is next to the bank.

-John-

¿Tónd bée yae mwásà?

¿Tónd bée yae mwásà wóto ne wã?

Where are we now?

By the way, where are we now?

-Kúlga-

Ya Wágdug dáagà.
 Ya Wágdug dáagà méngà.

Ya Wágdug dáagà méng púgě.

la tónd sě́ bée wã

Ya Wágdug dáagà méng púgě la tónd
 sě́ bée wã.

It is the Wagadougou market.

It is exactly the Wagadougou
 market.

It is inside the Wagadougou
 market itself.

that we are in fact

We are in the Wagadougou market.

21.1A Repetition Drill

Illustration: /bee/ and /ya/.

¿Ya lógtòd bí?

Ya mám.

A yá dáaga soaba.

Is this the doctor?

It's me.

He is the administrator of the
 market.

A yá wók wusgo.	He is very tall.
Ya sídà.	That's true.
A bée bánkà dóog sèaaga.	It is next to the bank.
¿Tónd bee yae mwásà?	Where are we now?
...la tónd sè bee wã	...where we are
¿I yibeóog ya láafi?	Is your morning peaceful?
Laafi bee mé.	(There) is peace. (Peace is here.)
A Pók kutwéefà ya néede.	Poko's bicycle is pretty. (totally)
A Pók kutwéefà bee néede.	Poko's bicycle is pretty. (in part, somewhat)

21.1B Repetition Drill

Illustration: /bee/ and /ya/ in negative sentences.

A ká dáag soab yé.	He is not the administrator of the market.
A ká wók ye.	She is not tall.
Ká síd ye.	That's not true.
A ká bé bánk dòog sèaag ye.	It is not near the bank.
Tónd ká bé daagè yé.	We are not in the market.

21.1C Note: Distinction: /bee/ and /ya/.

1. /Bee/ and /ya/ are both translated into English as the verb, 'to be'.
2. /Bee/ is used for location.

/A bée bánkà dóog sèaaga./ It is next to the bank.

3. /Ya/ is used for description.

/A yá wók wusgo./ He is very tall.

4. /Bee/ is used for weak descriptions.

/Kútweefà bee néede./ The bicycle is somewhat pretty.

5. Negatively, /bee/ has the short form /be/ and /ya/ has the short form 'zero'.

21.1D Substitution Drill

Practice: Use of /bee/ for location. Use of /ya/ for everything else.

<u>Cue</u>	<u>Response</u>
A Kúk yá lógtodè.	A Kúk yá lógtodè.
dáagè	A Kúk bée dáagè.
kóaasà	A Kúk yá kóaasà.
bánkè	A kúk bée bánkè.
díplomàt	A Kúk yá díplomàt.
ótelè	A Kúk bée ótelè.
tãmetà	A Kúk yá tãmetà.
búdòè	A Kúk bée búdòè.
dáagà soabá	A Kúk yá dáagà soabá.
lógtòd yíidè	A Kúk bée lógtòd yíidè.
Móagà	A Kúk yá Móagà.
Wágdùgo	A Kúk bée Wágdùgo.

21.1E Response Drill

Practice: The use of /bee/ and /ya/ in controlled conversation.

Directions: The instructor reads a short narrative and asks questions on it. The student answers the questions with reference to the narrative.

A. A Kúk ya kád̀nsaambá. Mwásà a bée kád̀ndoogè.

<u>Questions</u>	<u>Answers</u>
1. ¿A Kúk yá bwè?	A Kúk yá kád̀nsaambá.
2. ¿A Kúk bée yae?	A Kúk bée kád̀ndoogè.

B. A Sékù yá lógtòde. A bée lógtòd yíid mwásà.

<u>Questions</u>	<u>Answers</u>
1. ¿A Sékù yá bwè?	A Sékù yá logtòde.
2. ¿A Sékù bée yae?	A Sékù bée lógtòd yíidì.

C. A Kúlg yá dáagà sóabà. Mwásà bée dáagà pùgè.

<u>Questions</u>	<u>Answers</u>
1. ¿A Kúlg yá bwè?	A Kúlg yá dáagà sóabà.
2. ¿A Kúlg bée yae?	A bée dáagà pùgè mwásà.

D. Tónd bee ótelè. La ótelà ya bílfù.

<u>Questions</u>	<u>Answers</u>
1. ¿Tónd bee yae?	Tónd bee ótelè.
2. ¿La ótelà ya wána?	La ótelà ya bílfù.

E. Tónd bee ambassáda púgè. La yá néedè.

<u>Questions</u>	<u>Answers</u>
1. ¿Tónd bee yae?	Tónd bee amabassáda púgè.
2. ¿La a yá wána?	La a yá néedè.

F. Tónd zoa a Kúk bee Bóbò. La yá téng bílfù.

<u>Questions</u>	<u>Answers</u>
1. ¿Tónd zoa a Kúk bée yae?	Tónd zoa a Kúk bée Bóbò.
2. ¿La yá téng wána?	La yá téng bílfù.

G. Lembúyà bée dáagè. La ub yá bílfù.

<u>Questions</u>	<u>Answers</u>
1. ¿Lembúyà bee yae?	Lembúyà bee dáagè.
2. ¿La ub yá wánã?	La ub yá bílfù.

21.1F Transformation Response Drill

Practice: Use of /bee/ and /ya/ in questions.

Directions: The instructor reads a short narrative. Then he mentions a question word. One student asks a question using that word. Another student answers it.

A. A Kúk yá kádnsaambá. Mwásà a bée kádndoogé.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
bwě	¿A Kúk yá bwě?	A Kúk yá kádnsaambá.
yae	¿A Kúk bée yae?	A Kúk bée kádndoogé.

B. A Sékù yá lógtòde. A bée lógtòd yíid mwásà.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
bwě	¿A Sékù ya bwě?	A Sékù ya lógtòde.
yae	¿A Sékù bee yae?	A Sékù bee lógtòd yíidì.

C. A Kúlg yá dáagà sóabà. Mwásà a bée dáagà púgè.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
bwě	¿A Kúlg yá bwě?	A Kúlg yá dáagà sóabà.
yae	¿A Kúlg bee yae?	A bée dáagà púgè.

D. Tónd bee ótelè, la ótelà ya bílfù.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
yae	¿Tónd bee yáe?	Tónd bee ótelè.
wana	¿Ótelà yá wána?	Ótelà yá bílfù.

E. Tónd bee ambassáda púgè, la a yáa néedè.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
yae	¿Tónd bee yae?	Tónd bee ambassáda púgè.
wána	¿A yá wána?	A yá néede.

F. Tónd zoa a Kúk bée Bóbò. La a yá teng bílfù.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
yae	¿Tónd zoa a Kúk bée yae?	A bée Bóbò.
wána	¿La yá wána?	La a yá teng bílfù.

G. Lembúyà bée dáagè. La ub yá bílfu.

<u>Cue</u>	<u>Student A</u>	<u>Student B</u>
yae	¿Lembúyà bée yae?	Lembúyà bee dáagè.
wána	¿La ub yá wána?	La ub yá bílfu.

21.2A Repetition Drill

Illustration: The particle /sě/ + /wǎ/.

Yá sébd la ub kámdà.

It's the paper that they are reading.

Yá sébd la ub sě kadmdǎ.

It's the paper that they are indeed reading.

Yá dáagè la tónd sě be wǎ.

We are in the market.

M sűüd yá noogó m sě bé ká wǎ.

I am happy because I am here.

Ya dáagè la tónd sě be wă.	We are in the market.
M súüd yá noogó m sě bé ká wă.	I am happy because I am here.
Tónd sě waã n taa Dapoy daaga seegě, a Kúk lui mé.	When we arrived near the Dapoy market, Kuka fell.
Tónd dátà néb sě nǎã n tuma.	We want some one who will work.
Mam yěě néb piig sě loogda.	I see ten people who are leaving.

21.2B Note: Relative connective /sě/.

The relative connective /sě/ occurs after the subject of a subordinate clause. See Note 6C. In a negative subordinate clause, /ká/, /pá/ occurs without /yé/ in most cases. Compare Note 6A. If /yé/ does occur it occurs finally.

21.2C Transformation Drill

Practice: The use of the particle /sě/.

Directions: The instructor will read two sentences. The student will combine them into one complex sentence using the particle /sě/.

Instructor

Student

M súüd yá noogó.

M súüd ká noogó, m sě be ká wă.

M bé ká wă.

A Kúk lui mé.

A Kúk lui mé, tónd sě waã n taa
dáagà séagè.

Tónd waã n taa dáagà séagè.

M yěě néb piiga.

N yěě néb piiga, ub sě loogda.

Ub loogda mé.

A Elizabet pooglá mé.

A Elizabet pooglá mé, nasad silgá
sě lui wă.

Nasad silgá lui wă.

M yíi la Kúk.

M yíi la Kúk, m sě yí tǎõsgè wă

M yíi tǎõsgè wă.

Tónd díi né m zoa Sékù.

Tónd díi né m zoa Sékù, id sě keng
ótelè wă.

Id kengà ótelè wă.

Instructor

A gómà né díplomatã.
A kée ámbasadèwã.

A kóosà lémbuyã.
A kèngà dáagèwã.

Ub súúú yá noogó.
Ub tádà kútweefã.

Pága Pók koosa síbã.
A kèngà dáagèwã.

Tónd gómà Fídãsé.
Tónd kèngà Fídãsé.

Student

A gómà né díplomatã, a sè ké
ámbasadèwã.

A kóosà lémbuyã, a sè kèng dáagèwã.

Ub súúú yá noogó, ub sè tád kútweefã.

Pága Pók koosa síbã, a sè kèng
dáagèwã.

Tónd gómà Fídãsé, tónd sè kèng
Fídãsé.

21.3A Comprehension Drill 1

Pága Elizabet tumda Dáwa John b́ankà púgè. Dáwa John lá b́ankà sóaba.
B́ankà búdo b́ee dáagà séeaagè. Dáwa John né Pága Elizabet tumda b́ankà púgè ýibeoog
la zaábd fáã.

Questions:

1. ¿Pága Elizabet tumda yae?
A túmdà Dáwa John b́ankà púgè.
2. ¿Yá Dáwa John lá b́ankà sóabà bí?
Ngée, yá Dáwa John lá b́ankà sóabà.
3. ¿B́ankà búdo b́ee yae?
B́ankà búdo b́ee dáagà séeaagè.
4. ¿Dáwa John né Pága Elizabet tumda yae?
Ub tumda b́ankà púgè.
5. ¿Ub túmdà ýibeoog la zaábd fáã bí?
Ngée, ub túmdà ýibeoog la zaábd fáã.

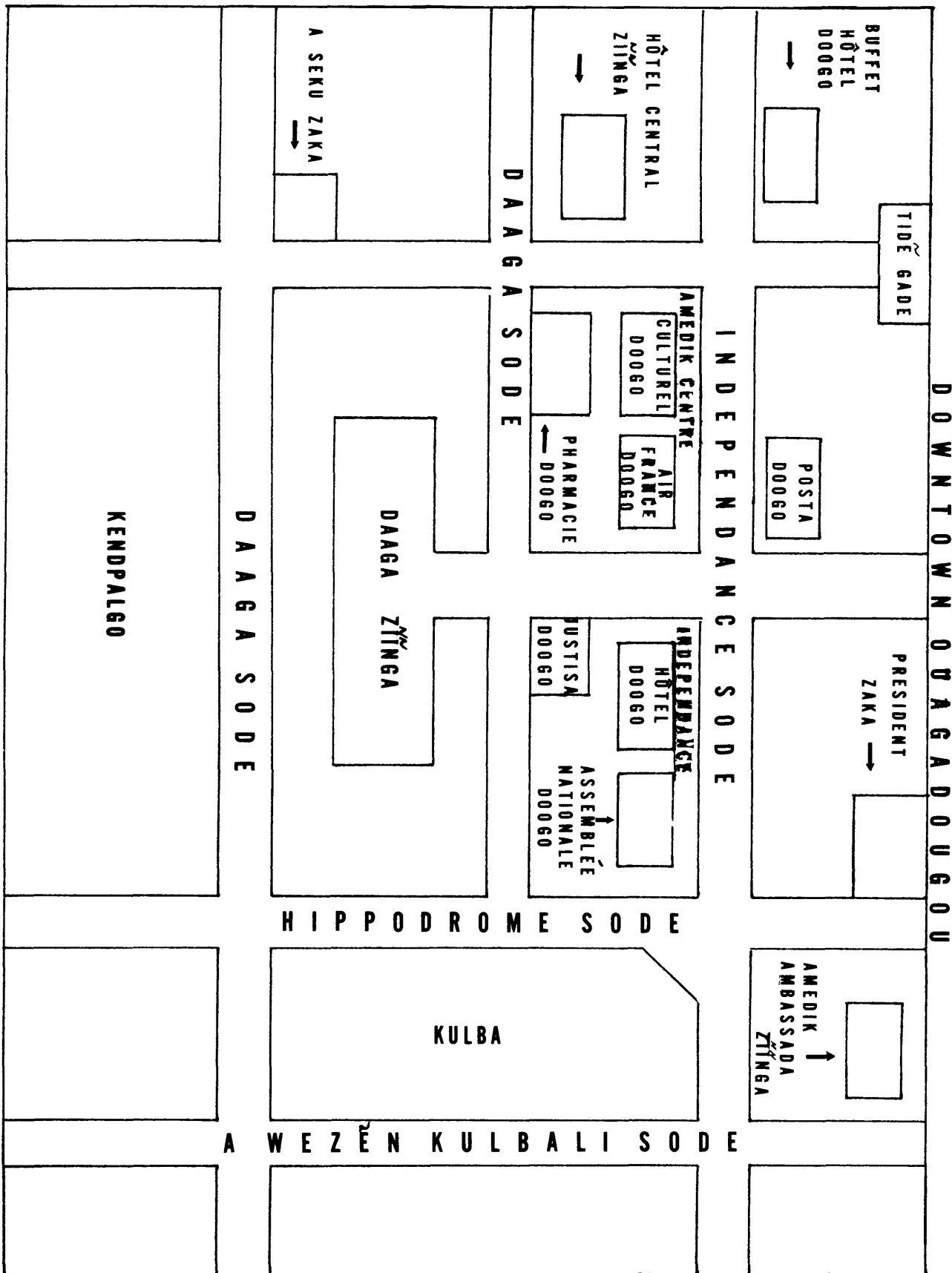
21.3B Comprehension Drill 2

Pága Elizábet yíidè bée tenga pùgè.
 A yíidè bée Ámèdík ambassáda séaagè.
 Pága Elizabet yíidè yá bílfù la a yá néede.
 A tádà zénd bílf mé a zákà pugè.
 Zendá pugè, a tádà kúmba, góyava, la tómató.

Questions

1. ¿Pága Elizabet yíidà bée yae?
 A yíidà bée tenga pùgè.
2. ¿A yíidà zíig bée yae tenga pùgè?
 A bée Ámèdík ambassáda pùgè.
3. ¿A yíidà yá bílf bí, bí bedde?
 A yá bílfù.
4. ¿A yá néed bí?
 Ngée, a yá néede.
5. ¿A tádà zénd bílfù a zaká pugè bí?
 Ngée, a tádà zénd bílf mé a zaká pugè.
6. ¿A tádà bwè zéndà pùgè?
 A tádà kúmba, góyavo, la tómató.

MORÉ BASIC COURSE



UNIT 22

Basic Sentences: John and Kulga continue their conversation.

	-John-	
A zǎdà mé.		It is far.
¿A zǎdà ká?		Is it far from here?
	-Kúlga-	
Áyò.		No.
Kéngé yǎ taode		go ahead
Kéngé yǎ taode tédga.		Go straight ahead.
	-John-	
M sǎ		If I, when I
M sǎ yǒsgo		When I have passed
¿M sǎ yǒsgo síigà, bí m maana bwě?		When I have passed that place, what do I do
¿M sǎ yǒsgo zíigà bí m maana bwě?		What do I do when I've passed that place?
	-Kúlga-	
Yám sǎ yǒsg yéndà		When you have passed it
sódà bée égliisà pódè.		that road is beyond the church.
Yám sǎ yǒsg yéndà, sódà bée		When you have passed it, the road
égliisà pógè.		(to the hospital) is beyond the church.
	-John-	
¿M sǎ dík sód kángà, m tátà yae?		If I take that road, where do I arrive? (Where does that road take me?)

-Kúlga-

Sód kang tanta yãm
Sód kang tanta yãm n kèng
logtód yĩidi.

that road takes you
That road takes you and you go to
the hospital. (That road takes
you to the hospital.)

-John-

I bádka.

Thank you.

22.1A Repetition Drill

Illustration: /sǎ/. Notice the tonal properties of this particle.

Yãm sǎ kèngdà á Kúgdi, bí i
díke né mǎ.

If you go to Kúgri, take me
along.

A sǎ wae, bí i togsé né mǎ.

If he comes, inform me.

¿M sǎ yǒsg zǐgǎ, bí m maan bwě?

When I have passed that place,
what do I do?

¿M sǎ dík sód kàngà, m tátà yae?

If I take that road, where do I
come out?

A sǎ zǎdà mé, bí id díke tidě.

If it is far away, let's take the
train.

Yãm sǎ tumda mé, m dátě n kèngà
né yãm.

If you are working, I want to go
with you.

A sǎ ká wá, bí i togsé né mǎ.

If he doesn't come, inform me.

A sǎ ká wá, bí id lóog.

If he doesn't come, let's leave.

22.1B Note: /sǎ/

/sǎ/ is a subordinate conjunction meaning: 'if', 'when', or 'the following is a possibility'. /sǎ/ regularly occurs after the subject.

22.1C Transformation Drill

Practice: Formation of complex sentences with /sǎ/.

Directions: The instructor makes two statements. The student combines them into one sentence with /sǎ/.

Instructor

Yãm kèngdà á Kúgdě.
Bí i díke né mǎ.

Student

Yãm sǎ kèngdà á Kúgdě, bí díke
yã né mǎ.

Instructor

Yám lóogdà búdòě.
Bí i boolé né mǎ.

Yám k'èngdà dáagě.
Bí i togsé né mǎ.

Yám t'áa mé.
Bí i boolé yǎ á Kúka.

Yám kadma' mé.
Bí i dá wá yé.

Yám t'ádà móbillì.
Bí i waě n díke né mǎ.

Yám dádiowǎ yá s'úmà.
Bí id kelgé yǎ kibáesè.

Yám dátě n k'èngà Kúlbà.
Bí id lóog pindá.

Yám dátà m'ám dadíowǎ.
Bí i díke yǎ.

Yám dátà á Kúk kútweefǎ.
Bí i díke yǎ.

Student

Yám sǎ lóogd budóě, bí i boolé
né mǎ.

Yám sǎ k'èngd daagě, bí i togsé
né mǎ.

Yám sǎ t'áa mé, bí i boolé yǎ á
Kúka.

Yám sǎ kadma mé, bí da wá yé.

Yám sǎ t'ádà móbillì, bí i waě n
díke né mǎ.

Yám dádiowǎ sǎ ya s'úmà, bí id
kelg kibáesè.

Yám sǎ dátě k'èng Kulbá, bí id
lóog pindá.

Yám sǎ dát m'ám dadíowǎ, bí i
díke yǎ.

Yám sǎ dátà á Kúk kútweefǎ, bí i
díke yǎ.

22.2A Repetition Drill

Illustration: /zǎdà/, 'to be far'

A zǎdà ká.

It is far from here.

A ká zǎd né ká yé.

It is not far from here.

Wagdúg zǎdà né Washington.

Ouagadougou is far from Washington.

Bóbò ká zǎd w'usgo né a

Bobo is not very far from Sablogo.

Sablóg yé.

22.2B Note:

/zǎ̀dà/ like /tá̀dà/ does not have the perfective-imperfective contrast. It is a stative verb.

22.3A Repetition Drill

Illustration: Spatial relationships.

Tónd yíidà bée téngà súkè.	Our house is downtown.
A Pók yíidà bée yám taodé.	Poko's house is ahead of you.
Móbilǎ bée dáagà púgè.	The car is in the market.
A yíidà bée Bóbò poodé.	His house is beyond Bobo.
Yám kèndà ótel bugo?	Which hotel are you going to?
Tónd lóogà ótelǎ séaagè.	We passed by the side of the hotel.
Yám yíidà bée dáagà séaagè.	Your house is next to the market.

22.3B Note: Spatial Relationships.

One of the most common ways of marking spatial relationships is with compound nouns, the second element of which indicates a location. This type of noun also occurs independently, just as other nouns, e.g., /súka/, 'middle', and /téngàsúkè/, 'in the middle of city/village/region'; /séaaga/, 'side', and /daagáseaagè/, 'beside/next to the market'. Below is a list of such nouns.

súka, -sé	middle; in the middle of, among
séaaga, -sé	side; beside, next to
taodé, *toayá	front; in front of, before
púga, -sé	interior, inside; inside (of), (with)in
poodé, *poayá	back; behind, in back of
zúgù, -tù	top, summit, head; on top of, on
téngdè, *téngiya	bottom; underneath beneath, on the bottom of
yingá, -sé	exterior, outside; outside
kídinga, -sé	distance; far, distant

22.3C Response Exercise

Practice: The use of the spatial compounds.

Directions: The student will look at the map to answer the following questions. The student should state what is behind, next to or in front of the place mentioned.

1. ¿Pharmaciewà dóog bee yae?
2. ¿Air-Franceà dóog bee yae?
3. ¿Indépendance Hôtel bee yae?
4. ¿Présidentwà dóog bee yae?
5. ¿Tidě gad bee yae?
6. ¿Daagá ziig bée yae?
7. ¿Justiceà dóog bee yae?
8. ¿Póstà dóog bee yae?
9. ¿Kulbá bee yae?
10. ¿Ámedik ambassadà zĩĩg bee yae?

SITUATION A

Useful Phrases

nǎǎ	in order to
Yám sǎ yí Kúblà n nǎǎ n kèng póstè,	If you leave Couluba to go to the post office,
m góndgà mé	I turn
góndgà yǎ	Turn!
góndgè yǎ i goabgá.	turn to your left.
n tugõ	go away/on
Tugõ n góndge yǎ i goabgá.	Keep on going and (then) turn left.
taatá, taaldá	take, lead, result in, cause
Sód kang taaldá yām.	That road takes you.

From Couluba to the Post Office.

Yám sǎ yí Kúblà n nǎǎ n kèng póstè, i díkdà Hippodromà sóde n tugõ n góndg i goabgà n dík Indépendansà sóde. Sód kang taalnta yám tídgè n kèng póstèwǎ.

Questions, Section 1:

1. ¿Tónd bee yae?
Tónd bee Kúblà.
2. ¿Tónd dátè n kèngà póstè.
Tónd dátè n kèngà póstè.
3. ¿Yá sód bug la id díkdà?
Id díkdà Hippodromeà sód.

4. ¿Tónd sá¹ tugó n góndg bee, sód bug la id díkdà?
Id díkdà Indépendansà sódè.
5. ¿Sód káng kéngdà yae?
Sód káng kéngdà póstèwǎ.
6. ¿Sód káng taaldà yǎm n kèng yae,
Sód káng taaldà tónd n kèng póstèwǎ.

Questions, Section 2:

Now give commands as answers to the questions you hear.

1. ¿Yá sód bug la m díkdà?
Díke yǎ Hippodromà sódè.
2. ¿M góndg goabg bí?
Ngée, góndge yǎ i goabgá.
3. ¿Dé poodé m díkdà sód bugo?
Dé poodé díke yǎ Indépendansà sódè.
4. ¿M díkdà sód káng tídg bí?
Ngée, díke yǎ sód káng tídga.

SITUATION BUseful Phrases

tidé gade	railroad station
M dátè n áǎ n kéngà tidé gade.	I want to go to the railroad station.
tugdé	go away/on
Yǎm tugdé n taa Dáwa Sékù yíidǎ,	You will arrive at Seku's house,
kétè	continue
I kétè n tádà kénd tídga i táodè.	continue to walk straight ahead.
zùgù	ahead
sód zùgù	on the street
Dáwa Sékù yíidǎ kétè m bé dáagǎ	Seku's house is right on Market Street.
sód zùgù.	

From Kendpalogo to the train station.

Yǎm sá¹ yí Kéndpalogò n dátè n náǎ n kég tidé gadé. I díkdà dáagà sód tídga. Yǎm tugdé táatà Dáwa Sékù yíidǎ. Dáwa Sékù yíidè. Dáwa Sékù yíidà kétè bée dáagà sód zùgù. Yǎm sá¹ yōsgo bé, i táatà Central Hôtelà dóog séaagè. I sá¹ taa bé, bí i kétè tada i kénd tídg i taodé. I tugdè n taa Indépendans sód zùgù.

Yénd ya sód beede. Yám sá yǒsgo sod kángà i túgdě taa búffet Hòtelá dóog séaagě.
Yám sá yǒsgo bé bílfu, i táatà tídě gádě wá.

Section 1: Both people involved in these questions and answers are in the same place.

1. ¿Tónd bee yáe mwásá?
Tónd bee Kendpalogě.
2. ¿Tónd dátě n kěngà yae?
Tónd dátě n kěngà tídě gádě.
3. ¿Tónd díkdà sód bugo?
Tónd díkdà dáagà sódè.
4. ¿Tónd tudgě n taa yae?
Tónd tudgě n taa Dáwa Sékù yíidá.
5. ¿Dáwa Sékù yíidà bée yae?
Dáwa Sékù yíidà bée dáagà sód zugu.
6. ¿Tónd sá yǒsgo bee, id táatà yae?
Tónd sá yǒsgo bee, id táatà Central Hòtelà dóog séaagě.
7. ¿Tónd kéndà yae de poodě?
Dé poodě id kéndà Indépendansa sód zùgũ.
8. ¿Yénd ya wáná?
Yénd ya sód béede.
9. ¿Tónd sá yǒsgo sód kángà, id túgdě n taa yae?
Tónd sá yǒsgo sód kángà, id táatà Búffet Hòtelě.
10. ¿Tónd sá yǒsgo be bílfu, id táatà yae?
Tónd sá yǒsgo be bílfu, id táatà tídě gádě.

Section 2: The following questions are answered by commands.

1. ¿M sá náã n kéng tídě gádě, m díkdà sód bugo?
Díke yá daagá sòde.
2. ¿M sá dík daagá sòde m kéngdà yac?
Kéng yá Dáwa Sékù yíidá séaagě.
3. ¿M sá yǒsgo bé, m táata yae?
Yósge yá bé n taa Central Hòtelà dóog séaagě.
4. ¿M kéngdà yae, dé poodě?
Dé poodě kenge yá Indépendansa sód zugu.
5. ¿M yósgdà sód kángě n tugó n taa yae?
Yósge yá sód kángě n tugó n taa Búffet Hòtelě.

6. ¿M yǒsgà bé bílfu n táa yae?
Yǒsge yǎ bé bílfu n táa tídè gaděwǎ.

SITUATION C

Useful Phrases

núgù	hand
núg ditgó	right hand
Díke yǎ i núg ditgó.	Take your right hand
bé	here, there
Yǒsge yǎ bé	Pass there
hálě	until
Kétě tád yá kénd hálě n tugǒ n táa Hippodromǎ sódě.	Continue walking until you arrive at Hippodrome Street.

From Central Hotel to the President's House.

Yǎm sǎ yí Central Hôtelě, bí i kenge yǎ bílfu. I sǎ tugǒ n táa Indépendansà sód zugě, bí i díke yǎ i núg ditgó. I sǎ táa póstà dóogě, bí i yǒsgě yǎ bé n kétě n táde yǎ kénd, hálě n tugǒ n tá Hippodromǎ sódà zugǔ. I sǎ wa tá be, bí i díke yǎ núg goabgá. Yǎm sǎ keng bílfu, i taatà Président zakě.

Questions: Section 1. Tond

- ¿Tónd bee yae mwasǎ?
Tónd bee Central Hôtelě.
- ¿Président yíidà bee yae ká?
Président yíidà zǎdà ká bílfu.
- ¿La id díkdà sód bugo n keng be?
Id sǎ yí ká, bí id keng bílfu.
- ¿N túgǒ n tá yae?
N túgǒ n tá Indépendansà sód zùgě.
- ¿Tónd sǎ tá bé, bí id máan wánǎ?
Id sǎ tá bé, bí id dík íd núg ditgó.
- ¿Sód káng kéndà yae?
Sód káng táantà yǎm n keng póstà dóog sèaagě.
- ¿Tónd sǎ tá póstà dóogě, bí id máan wánǎ?
Id sǎ tá be, bí id yǒsgě n kétě tád kéndè.
- ¿Tónd sǎ tád kéndè, id túgdě n táa yae?
Id sǎ tád kéndè, id túgdě n táa Hippodromǎ sód zùgu.

9. ¿Tónd sá wa tá bé, bí íd dík yae?
Id sá wa tá bé, bí íd dík íd nùg goabgá.
10. ¿Tónd sá tá bé, bí íd kénéng yae?
Id sá tá bé, bí íd kénéng bílfu.
11. ¿Tónd sá kénéng bílfu, id táatà yae?
Id sá kénéng bílfu, id táatà Présidént zakě.

Section 2, Commands

1. ¿Tónd bee yae mwasã?
Tónd bee Central Hôtelě.
2. ¿Président yíidà sód bee yae?
Président yíidà sód ká bé ka ye.
3. ¿M sá yí ká m kénéngà yae?
Yám sá yí ká, bí i kénéng yá bílfu.
4. ¿M sá kénéng bílfu, m túgdě n taa yae?
Yám sá kénéng bílfu, i túgdě n taa Indépendansà sód zùgu.
5. ¿M sá tá bé, bí m dík yae?
I sá tá bé, bí i díke yá i nùg ditgó.
6. ¿M sá díké m nùg ditgó, m kénéngà yae?
Yám sá díke i nùg ditgó, bí i kété n táde yá kende.
7. ¿M túgdě n taa yae?
I túgdě n taa Hippodromă sód zùgu.
8. ¿M sá tá bé, bí m dík yae?
I sá tá bé, bí i díke yá i nùg goabgá.
9. ¿La n sá kénéng bílfu m táatà yae?
Yám sá kénéng bílfu, i táatà Présidént zakě.

UNIT 23

Basic Sentences

	-Tembila-	
Ya sídà		That's true
Sǎ ya sídà		really
Sǎ ya sídà, m zoa Sékù,		Really, Seku,
m súùd ká nóog yé		I am not happy
m ká tád ye		I don't have
M ká tád m zéènd yé.		I don't have my garden.
M ká lebé n tad m zéènda yé.		I don't have my garden anymore.
M súùd ká nóog yé, m sè ká		I am sad because I don't have my
lebé n tad zéènda yé.		garden anymore.
	-Sékù-	
Yám tádà zéèndǎ.		You have a garden.
Yám dà tádà zéèndǎ.		You had a garden.
¿Yám dà tádà zéènd la?		Oh! You had a garden?
	-Tembila-	
Ngée.		Yes.
M dá tádà zéènd bílfu.		I had a little garden.
M dá tádà zéènd bílfu m zaká pugè.		I had a little garden at my house.
	-Sékù-	
¿Yám dà tádà bwé a pugè?		What did you have in it?
¿Yám dà tádà bwé né bwé a pugè?		What variety of things did you
		have in it?
	-Tembila-	
Kipadé, tomátò, la kúmba.		Peppers, tomatoes and eggplants.

USEFUL PHRASES

A lébà né tidě.	He returned by train.
A lébà né vwatúudè.	He returned by car.
A lébà né móbillì.	He returned by car/truck.
A lébà né silgá.	He returned by plane.
A lébà Dákadě.	He (has) recently returned to Dakar.
A lébgà Dákadě.	He (has) recently left Dakar.
A lébgà Dákadě n wá.	He has returned from Dakar.
A lébgà Dákadě n wa Wagdúgě.	He has returned to Ouagadougou from Dakar
A lébgà Móöd né nasáademde.	He translated it from Moré into French.
Yám nǎǎ n kengà Dákadě.	You will go to Dakar.
Yám nǎǎ n yíi Dákadě n keng Padiě.	You will go from Dakar to Paris.
Yám nǎǎ n yíi Dakadě n wá Padiě.	You will arrive in Paris from Dakar.

SUPPLEMENTARY VOCABULARY

Landi fǎǎ m dá tumda mé.	Mondays I used to work.
Zimáas fǎǎ m dá tumda mé.	Sundays I used to work.
Máddi fǎǎ m dá tumda me.	Tuesdays I used to work.
Medkdedi fǎǎ m dá tumda mé.	Wednesdays I used to work.
Zedí fǎǎ m dá tumda mé.	Thursdays I used to work.
Vǎddadi fǎǎ m dá tumda mé.	Fridays I used to work.
Sámdi fǎǎ m dá tumda mé.	Saturdays I used to work.
M dá tumda landi fǎǎ.	I used to work on Monday.
M dá tumda zimas fǎǎ.	I used to work on Sunday.
M dá tumda maddi fǎǎ.	I used to work on Tuesday.
M dá tumda medkdedi fǎǎ.	I used to work on Wednesday.
M dá tumda zedi fǎǎ.	I used to work on Thursday.
M dá tumda vǎddadi fǎǎ.	I used to work on Friday.
M dá tumda samdi fǎǎ.	I used to work on Saturday.

NEW WORDS

leba	to return to, come to again; redo; take the place of; start
lebga	to leave from, depart from; change, convert; translate
nasáada, nasaadambá	a European
nasáadmde	European-like, pertaining to Europeans; a European language, especially French
zimáasà, -dàmbá	Sunday
lándi, -dàmbá	Monday
máddi, -dàmbá	Tuesday
médkdedi, -dàmbá	Wednesday
zedí, -dàmbá	Thursday
vǎddadi, -dàmbá	Friday
sám-di, -dàmbá	Saturday

GENERAL NOTES

23A /lebě/ plus another verb.

M sũũd ká nóog yé m sě ká lebě n tadě m zěěda yé.

/leba/, 'return', 'come back', is another of the verbs that have a meaning that is not easily guessed when it occurs as the first of two verbs with a single subject. See Note 11C. /lebě/ plus the connective /n/ before a positive verb means 'still', 'again', and with the negative /ká/ means 'no more', 'not any longer', 'not any more', e.g., the sentence above, 'I am sad because I don't have my garden any more.' /Bám lebě n táda kúmba dáagè/, 'They have eggplant at the market again/still'.

23B Reversive

A lébgà Dákadě.

The reversive suffix /-g/ indicates opposite meaning or direction, as in the sentence above, 'He left (from) Dakar'. See Note 10D.

23C /-mde/

The ending /-mde/ or /-amde/ forms descriptive nouns meaning, 'of', 'pertaining to', 'characteristic of', 'in the fashion of', e.g., /nassáadmde/, 'speech/talk like that of a European', i.e., 'a European language', usually, 'French'.

23.1A Repetition Drill

The verb /lebě/.

A lébà Dákadè.	He has returned to Dakar.
A lébè n zinda mé.	He has sat down again.
A ká lebě n zind yé.	He has not yet sat down again.
Tónd kà lébè n zăđ yé.	We are not far away any more.
M ká lébè n tád zěđ yé.	I don't have a garden any more.

23.1B Substitution Drill

<u>Cue</u>	<u>Response</u>
Móbilà lébà mé.	Móbilà lébà mé.
lébgà	Móbilà lébgà mé.
Vwátuudà	Vwátuudà lébgà mé.
lébà	Vwátuudà lébà mé.
Móbilà	Móbilà lébà mé.
lébgà	Móbilà lébgà mé.
Silgá	Silgá lebgà mé.
leba	Silgá leba mé.
Tiděwà	Tiděwà lébà mé.

23.1C Substitution Drill

<u>Cue</u>	<u>Response</u>
A kégà né tiděwà.	A kégà né tiděwà.
silgá.	A kégà né silgá.
lébà	A lébà né silgá.
Wágdugè né silgá.	A leba Wágdugè né silgá.
lébgà	A lébgà Wágdugè né silgá.
Wágdugè n wá.	A lébgà Wágdugè n wá.
Padiě.	A lébgà Wágdugè n wa Padiě.

<u>Cue</u>	<u>Response</u>
Bám nǎǎ n yíi Dákadè. n kèng Padiè.	Bám nǎǎ n yíi Dákadè n wa Padiè. Bám nǎǎ n yíi Dákadè n kèng Padiè.

23.2A Repetition Drill

The tense marker /dá/ or /dágè/ as used with stative verbs.

Yám tǎda zéèdò.	You have a garden.
Yám dá tǎda zéèdò.	You had a garden.
A zǎdà ká.	It is far from here.
A dá zǎdà ká. }	It was far from here.
A dágè zǎdà ká. }	
M dátè n gómà né yám.	I want to talk to you.
M dá dátè n góma bé yám. }	I wanted to talk to you.
M dágè n dátè n gómà né yám. }	

23.2B Repetition Drill

The tonal properties of the tense marker /dá/.

Tónd tǎdà zéèdò.	We have a garden.
Tónd dá tǎdà zéèdò.	We had a garden.
Ub tǎdà zéèdò.	They have a garden.
Ub dá tǎdà zéèdò.	They had a garden.
Ub ká tǎd zéèd ye.	They do not have a garden.
Ub dá ká tǎd zéèd ye.	They didn't have a garden.
Tónd dá ká tǎd zéèd ye.	We didn't have a garden.
Tónd dá dátè n looga me.	We wanted to leave.
Tónd dá ká dátè n loog ye.	We didn't want to leave.

23.2C Note

The past tense of stative verbs.

1. The preverbal particle /dá/ marks the past tense of stative verbs.

M dá tǎdà zéèdò.	I had a garden.
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2. This particle marks the only past tense form of stative verbs since there is no perfective-imperfective distinction.

23.2D Transformation Drill

Practice: The position and the tone of the tense marker /dá/.

Directions: The instructor makes a statement. The student repeats the sentence and adds /dá/ in the proper place.

Instructor

M tádà móbilì.
 Tónd tádà móbilì.
 A zádà ká.
 A ká zád yé.
 Ub dátě n zinda mé.
 Ub ká dátě n zind yé.
 M tádà zákà.
 Tónd tádà zákà.
 A bée ká.
 A ká bée ká yé.
 Ub dátě n looga mé.
 Ub ká dátě n loog yé.
 Tónd tádà zěédò.
 M ká tád zěéd ye.
 A zádà ká wúsgo.
 A ká zád ká wúsg yé.
 Tónd tádà kúmba.
 M yá kádmbíga.
 M ká kádmbíig yé.

Student

M dá tádà móbilì.
 Tónd dá tádà móbilì.
 A dá zádà ká.
 A dá ká zád yé.
 Ub dá dátě n zinda mé.
 Ub dá ká dátě n zind yé.
 M dá tádà zákà.
 Tónd dá tádà zákà.
 A dá bee ká.
 A dá ká bée ká yé.
 Ub dá dátě n looga mé.
 Ub dá ká dátě n loog yé.
 Tónd dá tádà zěédò.
 M dá ká tád zěéd yé.
 A dá zádà ká wúsgo.
 A dá ká zád ká wúsg yé.
 Tónd dá tádà kúmba.
 M dá yá kádmbíga.
 M dá ká kádmbíig yé.

23.2E Response Drill

Practice: The tense marker /dá/ in controlled conversation.

Directions: The instructor asks a question. The student answers it by saying that the condition existed at one time but does not exist any more.

Instructor

¿Yám dátě n kěě mé bí?
 ¿Tónd dátě n kadmá mé bí?
 ¿Ub dátě n yií mé bí?

Student

Ngée, m dágě n dátě n kěě mé, la m ká lébě n dát yé.
 Ngée, id dágě n dátě n kadmá mé, la id ká lébě n dát yé.
 Ngée, ub dágě n dátě n yií mé, la ub ká lébě n dát yé.

Instructor

¿A dátě n loogá mé bí?

¿Tónd dátě n dii mé bí?

¿Yám dátě n kelgá mé bí?

¿A dátě n tumá mé bí?

¿Yám dátě n deemá mé bí?

¿Yám tádà kútweef bí?

¿Yám tádà lígd bí?

¿Yám ya táksì soab bí?

¿Bám ya ótel sòab bí?

¿A tádà zéèd bí?

¿A Kúk tádà lígd bí?

¿A Sékù ya lógtòd bí?

¿A Kúlg bée tãõsg bí?

¿Yám tádà dádío bí?

¿Yám tádà búgdàog bí?

¿Yám ya kádèmbíig bí?

¿I yá támnet bí?

Student

Ngée, a dágè n dátě n loogá mé,
la a ká lébè n dát yé.

Ngée, id dágè n dátě n dii mé, la
id ká lébè n dát yé.

Ngée, m dágè n dátě n kelgá mé,
la m ká lébè n dát yé.

Ngée, a dágè n dátě n tumá mé, la
a ká lébè n dát yé.

Ngée, m dágè n dátě n deemá mé,
la m ká lébè n dát yé.

Ngée, m dágè n tádà kútweefà, la
m ká lébè n tád yé.

Ngée, m dágè n tádà lígdi, la m
ká lébè n tád yé.

Ngée, m dágè n ya tádkì soabá, la
m ká lébè n ya a ye.

Ngée, ub dágè n ya ótel sòaba, la
ub ká lébè n ya ub yé.

Ngée, a dágè n tádà zéèndò, la a ká
lébè n tád yé.

Ngée, a Kúk dágè n tádà lígdi, la
a ká lébè n tád yé.

Ngée, a Sékù dágè n ya lógtodè,
la a ká lébè n ya lógtòd yé.

Ngée, a Kúlg dágè m bee tãõsgo,
la a ká lébè n be tãõsg yé.

Ngée, m dágè n tádà dádío, la m
ká lébè n tád yé.

Ngée, m dágè n tádà búgdàog, la m
ká lébè n tád á yé.

Ngée, m dágè n ya kádèmbíiga, la
m ká lébè n yá á yé.

Ngée, tónd dágè ya tammeta, la
tónd ká lébè n yá á yé.

Comprehension Drill 1

Dúnda ya zimáasà. Ambassadeur né mam náã n kégà a Sablógò. ¿Ya bwé n bee bé? Ya déem n bée bé. Dé podé id náã m maana táãsgò. ¿Néb wána n kég né yãm? Néba a naasé. Ambassadeur né a pága la a bíiga n pas né mam. ¿Yãm loogdá yíbeoogà bí, bí zaábdã? Tónd loogdá mwásmwasã. ¿Kíbaès bugõ n bee ámbassadè dúnda? Ya kíbaès nóogò n bee ámbassadè dúnda.

Questions:

1. ¿Dúnda ya bwé?
Dúnda ya zimáasà.
2. ¿Ambassadeur né yãm kégdà yae?
Ambassadeur né mam kégdà a Sablógò.
3. ¿Ya bwé n bee bé?
Ya déem n bee bé.
4. ¿Dé podé, yãm náã m maana bwé?
Dé podé, tónd náã m maana táãsgò.
5. ¿Ya néb wána n kég né yãm?
Neba a naasé.
6. ¿Ya Ambassadeur né ándà?
Ya Ambassadeur né a pága la a bíiga.
7. ¿N pas ándà?
N pas mám.
8. ¿Yãm loogdá yíbeoogà bí, bí zaábdã?
Tónd loogdá mwásmwasã.
9. ¿Ya kíbaès bugõ n bee ámbassadè dúnda?
Ya kíbaès nóogò n bee ámbassadè dúnda.

UNIT 24

Basic Sentences: Tembila and Seku continue their conversation.

-Tembila-

M dá mii wala zěédã.

I used to spray the garden.

M dá mii wala zěéda koom.

I used to spray the garden
with water.

Zimáas fáã, m dá mii n wáalà m
zěéda kóòm.

Every Sunday, I used to water the
garden.

-Sékù-

¿Yám dá míi n tuma i yé?

Did you work alone?

-Tembila-

Áyò.

No.

Dáwa Ísak dà songdá mam.

Dawa Isak helped me.

Tónd míi n yá kà zěéd kòamba.

We used to pick the plants.

Tónd míi yákà zěéda koamb níng súb.

We used to pick those plants.

Tónd míi n yákà zěéd kòamb níng súb
sé bíbã.

We picked the plants which were
ripe.

-Sékù-

¿Dá ya túm tóog bí?

Was it hard work?

-Tembila-

Ngée,

Yes,

la mam dágè n nóngà á la mé.

but I liked it.

GENERAL NOTES

24A /míi/ plus another verb.

Zimáas fáã, m dá míi n wáalà m zěéda kóòm.

The verb /míi/, 'know', 'be acquainted with', 'know how to', as the first of two verbs with a single subject means, 'do habitually, regularly, usually, from time to time, sometimes', e.g., the sentence above, 'Every Sunday, I used to water the garden.'

24.1A Repetition Drill

The tense marker /da/.

¿Yám dà tumda bwé yíbeog fá?

What work did you do every day?

¿Bám dà kèngdà yae zaábd fá?

Where did they go every evening?

¿Yám dà mii n tumda i yé?

Did you have the habit of working alone?

M da mii n wáalà zěěda kóòm.

I used to have the habit of watering the garden.

Dáwa Isák dà songdá mam.

Isaac used to help me.

24.1B Habitual Action in the past

There are two ways to indicate habitual action in the past: /dá mii/ plus the perfective, and /dá/ plus the imperfective form of the verb. They may be used interchangeably.

24.1C Response Drill

Practice: Habitual action in the past.

Directions: The instructor will ask a question. The student answers it. All questions are contextually related to facilitate comprehension and to demonstrate the use of the tense marker. The students and instructor discuss what they used to do every day when they were studying at Bobo.

Instructor

Student

¿Yám dà kèngda kadn dóogè
dád fá bí?

Ngée, tónd dà kèngdà kadědoogè
dád fá.

¿Yám dà kadmda sebd dád
fá bí?

Ngée, tónd dà kadmda seb dád fá.

¿Yám dà kelgda dádiò zaábd
fá bí?

Ngée, tónd dà kelgda dádiò zaábd
fá.

¿Yám dà mii n díka tídè dád
fá bí?

Ngée, tónd dà mii n díka tídè dád
fá.

¿Yám dà mii n lóogà pond dád
fá bí?

Ngée, tónd dà mii n lóogà pind dád
fá.

¿Yám dà mii n gómà Mõõd dad
fá bí?

Ngée, tónd dà mii n gómà Mõõd dád
fá.

¿Yám dà mii bángà i kádèng dád
fá bí?

Ngée, tónd dà mii bángà id kádèng
dád fá.

¿Yám dà gómà ánglès bí?

Ngée, tónd dà mii n gómà ánglèsi.

InstructorStudent

¿Yám dá yítà kadn dóogè dád
fá bí?
¿Yám dá wumda gómà fá bí?

Ngée, tónd dá yítà kadn dóogè dád
fá.
Ngée, tónd dá wumda gómà fá.

Comprehension Drill 1

Dáwa Tembíl dá tádà zěěnd bílf a zákà púgè. A zěědà púgè, a dá tádà kipade, tomato, la kumba. Dáwa Ísak dá tumda né bam. Ya yéndà dágè n geet zěěndă. A dágè n míi n waalg ub la koom yibeog fáă. Dáwa Sékù sũüd da ya noog wusg né Dáwa Ísak tuumă. Ub dá kà daad zěěnd yé să pá mǎngòdó la papaye bala.

Questions:

- ¿M bá Tembila, yám dá tádà zěěd bí?
Ngée, m dá tádà zěěd bílf m zakě.
- ¿Yám dá tádà bwé né bwé a púgè.
M dá tádà kipade, tomáto, la kumba.
- ¿Yám dá tádà banana la papáyè mé bí?
Áyò, m dá kà tádà banana la papái yé.
- ¿Dáwa Ísak dá tumda né yám bí?
Ngée, a dá tumda né mam.
- ¿Yám sũüd dá ya nóog né a tuuma bí?
Ngée, mam sũüd dá ya nóog né a tuuma wusgo. Tónd dágè n ká daad zěěd yé.

Comprehension Drill 2

Mam dá tádà kútweefò, la m ká lébě n tád yé. Mam kutwéefà dá ká kénd yé. Dád fá mam míi n tala a la mé kéng tí ub tugó n manage. M zoa Kúk tádà kútweefò, la yénd dē wă ya paalga.

Questions:

- ¿Yám dá tádà kútweef bí?
Ngée, mam dá tádà kútweefò, la mam kutwéefà dá ká kénd yé.
- ¿Yám mám tí a dá ká kéndà?
A kadsă dágè n ká sùmà yé.

3. ¿Tí yám mí n tala á la mé keng tí bu tugó m manag bí?
Ngée, dad fá mí n tala á la mé keng tí ub tugó m manage.
4. ¿Yám zoa Kúk dá tádà wéef bí?
Ngée, m zoa Kúk dá tádà kutwéefò.
5. ¿I zoa Kúk dǎ wǎ dá ya wána?
M zoa Kúk dǎ wǎ da ya paalga.

UNIT 25

Basic Sentences

-Sékù-

ya wána
 ¿Ya wán tí yám ká wáa tónd yíid zaamé?

why
 Why didn't you come to our house
 yesterday?

-Kúka-

mam dá wata mé
 tí m kútwèef sǎám sódè
 Mam dá wata mé tí m kútwèef sǎám sódè.

I was coming
 when my bicycle
 broke down on the road
 I was on my way, when my bicycle
 broke down.

-Sékù-

bwé maane
 ¿Bwé máan yám kútwèefà?

What happened
 What happened to your bicycle?

-Kúka-

A pédalè a dá ká suma yé.
 M dá kèngdà sódè n waa n lui.

The pedal wasn't working.
 I was coming on the road and fell.

GENERAL NOTES

25A Partitive with /-é/.

A pédalè n dá ká suma yé.

A piece of a whole is indicated by /-é/ suffixed to the piece, e.g., /a pédalè/, literally 'its pedal in/from/of (the bicycle)', shows that the pedal is a part of something larger, namely, a bicycle. Often it is not convenient to translate this sort of partitive, as in the sentence above, 'Its pedal was no good.', perhaps more literally, 'Its pedal piece was no good.'

25.1A Repetition Drill

/dá/ plus the imperfective for past interrupted action.

Mam dá wata mé tí m kútwèef
 sǎám sódè.

I was coming when my bicycle
 broke down on the road.

M dá pagdá búdò tí ub dá yítà.	I was closing the office as they were leaving.
M dá kèngdà sódè n wa n lui.	I was walking on the street and fell.
Mam dá lóogdà lógtòd yíidè tí a kédè.	I was leaving the hospital as he was entering.
Mam dá yítà mé tí Pága Mádía watě.	I was going out when Maria came.
Tónd dà lóogdà mé tí nasad silgǎ luitě.	We were leaving, when the plane was crashing.

25.1B Note: Past Interrupted Action

/dá/ plus the imperfective indicates past interrupted action as well as past habitual action depending on the context.

Of interest in the above drill is the last verb of each sentence. Two simultaneously continuing and incomplete actions are both /dá/ plus imperfective. If one action interrupts another, one verb is perfective and the other is /dá/ plus the imperfective.

25.1C Response Drill

Practice: /dá/ plus the imperfective used to indicate interrupted action, in controlled conversation.

Directions: The instructor will ask a question. The student will answer it. All the questions are contextually related having to do with 'What were you doing as Paul was entering the room.'

Instructor

Student

ǃYǎm dà kelgdà kíbàes tí á Paul watě bí?

Ngée, tónd dà kelgdá kíbàes tí á Paul watě.

ǃYǎm dà pagadá búdò tí á Paul watě bí?

Ngée, tónd dà pagdá búdo tí á Paul watě.

ǃYǎm dà boondá á John tí á Paul watě bí?

Ngée, tónd dà boondá a John tí á Paul watě.

ǃYǎm dà kelgdá dáadio tí á Paul watě bí?

Ngée, tónd dà kelgdá dadio tí á Paul watě.

ǃYǎm dà kadmdá mé tí á Paul watě bí?

Ngée, tónd dà kadmdá mé tí á Paul watě.

ǃYǎm dà dikdà tídè tí á Paul watě bí?

Ngée, tónd dà dikdà tídè tí á Paul watě.

InstructorStudent

¿Yám dà pakdá dáagà tí á

Paul watě bí?

¿Yám dà yítà mé tí á Paul

watě bí?

¿Yám dà deemdá mé tí á Paul

watě bí?

¿Yám dà tumdá mé tí á Paul

watě bí?

Ngée, tónd dà pakda daagã tí á

Paul watě.

Ngée, tónd dà yítà mé tí á Paul

watě.

Ngée, tónd dà deemdá mé tí á

Paul watě.

Ngée, tónd dà tumdá mé tí á

Paul watě.

Comprehension Drill 1

Pága Pók kà gě m bá Sékù zaam yé. M bá Sékù yéelà mé tí laafí dágè n ká bé b yé. Ub zúgà dágè zaábdà. Ub kútweefà mé dágè n sǎǎmà mé. A pédalě n dágè ká suma yé. M bá Sékù yéelà mé tí ub dágè n kéngdà sodě n wa n lui.

Questions:

- ¿Pága Pók gě la m bá Sékù zaame bí?
Áyò, ub ká gě b yé.
- ¿Ya bwé n dágè n tád bábà?
Ub yéelà mé tí laafí dágè n ká bé b yé.
- ¿M bá Sékù bwé dágè zaábdà?
Ub zúgà dágè zaábdà.
- ¿Ub kútweefà mé dágè n sǎǎmà mé bí?
Ngée, ub kútweefà mé dágè sǎǎmà mé.
- ¿Ya bwé n dágè n sǎǎmà mé?
A pédalě n dágè n sǎǎmà mé.
- ¿M bá Sékù yéelà mé tí b dágè n kéngdà yae?
Ub yéelà mé tí b dágè n kéngdà sodě n wa n lui.

Comprehension Drill 2

Dáwa Sékù dá kéngdà Kulbà zaame, tí Pága Mádía watě. Pága Mádía dágè n zómbà kútweefò. A kútweefà tógò n sǎǎmà dáagà sod zugě. A pédaldámá dágè n ka suma yé. A dágè n kéngdà mé n wa n tugó n lui.

Questions:

- ¿Dáwa Sékù dá kéngdà yae zaamé?
Ub dá kéngdà Kulba.
- ¿Pága Mádía dá wata mé bí?
Ngée, tí Pága Mádía dá watě.

3. ¿Pága Mádía dágè n zómbà bwě?
Pága Mádía dágè n zómbà kútweefò.
4. ¿Ub kútweefà tógò n sǎǎmà mé bí?
Ngée, ub kútweefà tógò n sǎǎmà mé.
5. ¿A tógò n sǎǎmà yae?
A tógò n sǎǎmà dáaga sòd zugě.
6. ¿Ya bwě n dágè n ká suma?
A pèdaldambá n dágè n ká suma yé.
7. ¿A dágè n kéngdà mé tí bwě máane?
A dágè n kéngdà mé n wa n tugó n lui.

UNIT 26

Basic Sentences: Tembila looks for a gas station. He runs into Kuka on the Daaga Sode.

	-Tembila-	
Essence zìig p'ěě yāmba.		The gas station is near you.
¿Essence zìig p'ěě yām ká bí,		Is the gas station near (you) here,
m zoa?		my friend?
	-Kúka-	
Ngée.		Yes.
	-Tembila-	
¿Yae?		Where?
	-Kúka-	
Daagá séaagè.		Next to the market.
	-Tembila-	
¿Móbil gadáz me toě m páamà bé bí?		Is there also a garage there?
	-Kúka-	
Ngée, a soabá tádà móbil gadáz,		Yes, the owner has an automobile
m pas né		garage,
M pas né, móbil maangd zíigà.		in addition
		and also an automobile repair
		station.
	-Tembila-	
Mam dátě n daa essence.		I want to buy gas.
¿Lítà lígid t'ěě n taa wána?		How much does a liter cost? (How
		much can a liter come to?)
	-Kúka-	
Lítà ya wákyà yopoe.		The liter costs thirty-five CFA
		francs.

26.1A Repetition Drill

Illustration: 'having', 'knowing', 'being', etc. when preceded by an auxiliary verb.

A soabá tádà móbil gádáz.	The owner has a service station.
A soabá páamà móbil gádáz.	The owner got (obtained) a service station.
A páamdà móbil gádáz.	He is making the arrangements to get a service station.
A dátě m paamá móbil gádáz.	He wants to have (purchase, acquire) a service station.
A Sékù yá lógtòde.	Seku is a doctor.
A Sékù yíl lógtòde.	Seku became a doctor.
A Sékù yítà lógtòde.	Seku is in the process of becoming a doctor.
A Sékù tǒě n yíl lógtòde.	Seku can be (become) a doctor.
Tidě zǎdà mé né ká.	The train is far from here.
Tidě zǎǎgà mé né ká.	The train has gone away from here.
Tidě zǎǎgdà mé né ká.	The train is going away from here.
Tónd dátě n zǎǎgá kóambá né tiděwà sódé.	We want to get the children away from the railroad track. (put a distance between the children and the track.)
Mam míi mé, tí yám waa mé.	I know (am in a state of knowing) that you came.
Mam bángà mé tí yám waa mé.	I know (found out) that you came.
Mam tǒě m bangá kíbaesà béoogò.	I can find out the news tomorrow.
Mam dá bee ká zaamé.	I was here yesterday.
Mam tǒě n waa ká zaábdǎ.	I can be (arrive) here this evening.
Mam tǒě n naamá ká béoogò.	I can be here tomorrow.
Mam dátě m bangá ambassadeur.	I want to get to know the ambassador.

26.1B Note: 'having', 'knowing', 'being', etc. preceded by auxiliary verbs.

1. Stative verbs are those that have one ending for both the complete and the incomplete aspects of the verb. In other words, they are the verbs that lack the distinction between verb + /a/ and verb + /da/. See Notes 8A and 9A.

2. These verbs follow tense markers like /dá/ and /nǎ/.

26.1D Transformation Response Drill

Practice: 'knowing', 'having', and 'being', as the only verb in a sentence and then as preceded by an auxiliary.

Directions: The instructor asks a question. Student A says 'No, but he can...'. Student A then asks the same question of Student B. Student B says 'No, but he wants to...'.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
¿A Kúk míi yǎm zoawa bí?	Áyò, la á tǒě m bangá á la mé. ¿A Kúk míi yǎm zoawǎ bí?	Áyò, la a dátě m bangá á la mé.
¿A Pók míi kibáesà bí?	Áyò, la á tǒě m bangá á la mé. ¿A Pók míi kibáesà bí?	Áyò, la á dátě m bangá á la mé.
¿Dáwa Tembil táda móbil bí?	Áyò, la á tǒě m paamá móbilì. ¿Dáwa Tembil táda móbil bí?	Áyò, la á dátě m paamá á la mé.
¿A Básàb míi tǎǎsǎ bí?	Áyò, la á tǒě m bangá á la mé. ¿A Básàb míi tǎǎsǎ bí?	Áyò, la á dátě m bangá á la mé.
¿Yǎm míi la i káděg bí?	Áyò, la m tǒě m bangá á la mé. ¿Yǎm míi la i káděg bí?	Áyò, la m dátě m bangá á la mé.
¿A Sékù táda wákid kóbisì bí?	Áyò, la a tǒě m paamá á la mé. ¿A Sékù táda wákid kóbisì bí?	Áyò, la a dátě m paamá á la mé.
¿A Ísak ya lígd sòab bí?	Áyò, la a tǒě n yi lígd sòaba. ¿A Ísak ya lígd sòab bí?	Áyò, la a dátě n yi lígd soaba.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
¿Dáwa Tembíl tádà vǎlìz bí?	Áyò, la a tǒě m paamá vǎlìza.	
	¿Dáwa Tembíl tádà vǎlìz bí?	Áyò, la a dátě m paamá vǎlìzà.
¿A Antoine ya káděsamb bí?	Áyò, la a tǒě n yí káděsambá.	
	¿A Antoine ya káděsamb bí?	Áyò, la a dátě n yi káděsambá.
¿Dáwa Kúk tádà kútweef bí?	Áyò, la a tǒě m paamá kútweefò.	
	¿Dáwa Kúk tádà kútweef bí?	Áyò, la a dátě m paamá kútweefò.
¿Pága Mádía yíidě zǎdà ká bí?	Áyò, la á tǒě n zaagá ká.	
	¿Pága Mádía yíidě zǎdà ká bí?	Áyò, la a dátě n zaagá á la ká.
¿Pága Elizabet míi bíiga bí?	Áyò, la á tǒě m bangá á la mé.	
	¿Pága Elizabet míi bíiga bí?	Áyò, la á dátě m bangá á la mé.
¿Yám míi Dáwa Basb bí?	Áyò, la m tǒě m bangá á la mé.	
	¿Yám míi Dáwa Basb bí?	Áyò, la m dátě m bangá á la mé.
¿A Ísak tádà sébd bí?	Áyò, la á tǒě m paamá á la mé.	
	¿A Ísak tádà sébd bí?	Áyò, la á dátě m paamá á la mé.
¿Nébà zíig zǎdà ká bí?	Áyò, la b zíig tǒě n zǎǎgá ká.	
	¿Nébàzíig zǎdà ká bí?	Áyò, la b dátě n zǎǎgá ká.
¿Yám tádà lígd bí?	Áyò, la m tǒě m paamá lígd	
	¿Yám tádà lígd bí?	Áyò, la m dátě m paamá lígdì.

Comprehension Drill 1

Essence zìig pée yǎmbà ká, m zoa. A bée dáagà séaagè. Móbil gádáz mé tǒǒ m paamá bé. Yá Dáwa Tembíl lá essenceǎ zìig sòaba. Dáwa Tembíl tádà gádáz mé, m pás né móbil mànagde zìigà. Essence litd ya wákya yopoe.

Questions:

1. ¿Essence zìig pée yǎmbà ká bí?
Ngée, a bée dáagà séaagè.
2. ¿Móbil gádáz mé tǒǒ m paamá bé bí?
Ngée, móbil gádáz mé tǒǒ m paamá bé.
3. ¿Yá Dáwa Tembíl la essenceǎ zìig sòab bí?
Ngée, yá Dáwa Tembíl la essenceǎ síig sòaba.
4. ¿A Tembíl tádà gádáz mé bí?
Ngée, a tádà gádáz mé.
5. ¿A tádà móbil mànagde zìig mé bí?
Ngée, a tádà móbil mànagde zìig mé.
6. ¿Essence litd lígd ya wána?
Essence litd lígd ya wákya yopoe.

UNIT 27

Basic Sentences

	-Lókdè-	
kadēsāmbá		teacher
Mam wúmà dádioè, ti yám dátē		I heard on the radio, that
m mee kádn doogó.		you want to build a school
		house.
Kadensāmba, mam wúmà dádioè, t yám		Professor, I heard on the radio
dátē m mee kádn doog Kúlba.		that you want to build a school
		in Kulba.
¿Yá sídà?		Is it true?
	-Sékù-	
Ngée, yá sídà.		Yes, that's true.
	-Lókdè-	
Mam yùud lá Lókdè.		My mame is Lokde.
Mam yá <u>Hersent</u> tuma kásma.		I am an official of the <u>Hersent</u>
		company.
¿Yám sá dátà, tónd tōē m mee mé.		If you want, we can build it.
	-Sékù-	
Tónd síd dátà mé		We really want
Tónd síd dátà nébà		We really want a person
Tónd síd dátà néb sē nǎǎ m mee.		We really want some one who will
		build it.
¿Yám tōē n singá dábudè?		When can you begin?
	-Lókdè-	
Béooḡò, m nǎǎ n waa yéel yǎ.		Tomorrow I'll tell you.

27.1A Repetition Drill

Illustration: The tones of the verb /nǎǎ/.

Yám nǎǎ m mee kádn doogó.	You will build a school.
Yám mee kádn doogó.	You built a school.
Tónd wumda Mōōdè.	We understand Moré.
Tónd nǎǎ n wuma Mōōdè.	We will understand Moré.

Ub nǎǎ n wuma Mǒǒdè.	They will understand Moré.
A mée kádn doogó.	He built a school.
A nǎǎ m mee kádn doogó.	He will build a school.
A ká nǎǎ m mee kádn doog yé.	He won't build a school.
Tónd ká nǎǎ m mee kádn doog yé.	We won't build a school.

27.2A Repetition Drill

Illustration: The use of the verb /nǎǎ/.

A Sékù nǎǎ m mee kádn doogó.	Seku will build a school.
A Ísak nǎǎ n kèngà lógtòd yíidè.	Isaac is going to the hospital.
A Pók ká nǎǎ n dík taksí yé.	Poko is not going to take a cab.
Tónd nǎǎ n kèngà tidè gadè.	We are going to the railroad station.
A Kúlg nǎǎ n sǎǎmà kútweefà.	Kulga will wreck the bicycle.
Tónd ká nǎǎ n lóog tǎǎsg béoog yé.	We are not going hunting tomorrow.
A Kúk nǎǎ n kèsà válìzdambá.	Kuka will put the suitcases inside.

27.2B Repetition Drill

Illustration: The use of /nǎǎ/ plus /waa/.

M nǎǎ n waa yeel yá.	I intend to tell you.
Tidè nǎǎ n waa kèngà Bóbò.	The train will have to go to Bobo.
A ká nǎǎ n waa dii yé.	He does not intend to eat.
Tónd nǎǎ n waa kelga dádiò.	We will have to listen to the radio.
M ká nǎǎ n waa kadm béoog yé.	I will not have to study tomorrow.
A Pók nǎǎ n waa kèngà dáagè.	Poko intends to go to the market.
Tónd nǎǎ n waa zamsa kádnngó.	We will have to learn the lesson.
Ub ká nǎǎ n waa daa móbil yé.	They do not intend to buy a car.
A nǎǎ n waa tuma mé.	He will have to work.
A nǎǎ n waa kóosà a móbilà.	She plans to sell her car.
A nǎǎ n kèsà válìzdambá.	He must put the valises inside.
Yám nǎǎ n waa díkà táksì.	You intend to take a cab.

27.2C Note: Proximate future: Indefinite future.

The verbal constructions /nǎǎ/ and /nǎǎ n waa/. /nǎǎ/ indicates the proximate future and purpose. See Note 6B. It stands after the negative marker /ká/.

/nǎǎ n waa/ indicates the indefinite future and purpose. The time referent of the indefinite future is rather vague and the probability of occurrence is much less than that of the proximate future. The proximate future most often translates, 'going to', 'will', but the indefinite future most often translates 'plan to', 'intend to'.

27.2D Transformation Response Drill

Practice: Use of /nǎǎ/ in contrast to /nǎǎ n waa/.

Directions: The instructor makes a statement saying that some one wants to do something. One student then asks another 'Is it true that so-and-so will do such-and-such?' The second student answers 'I don't know, but I think that he intends to do it.'

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
A Pók dátě n koosa a móbilǎ.	ǃYá sídà tí a Pók nǎǎ n koosa a móbilǎ bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa koosa á la mé.
A Básb dátě n waa ká.	ǃYá sídà tí a Básb nǎǎ n waa ká bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa waa mé.
Logtód a Sékù dátě n díkà sílgà n kéng Abigéǎ.	ǃYá sídà tí logtód a Sékù nǎǎ n díkà sílgà n kéng Abigéǎ?	M ká mí yé, la m tédà mé tí a nǎǎ n waa kéngà mé.
Président dátě n gómà dádioè dumda.	ǃYá dídà tí Président n nǎǎ n gómà dádioè dúnda?	M ká mí yé, la m tédà mé tí a nǎǎ n waa gómà mé.
A Básb dátě n daa kútweefò.	ǃYá sídà tí a Básb nǎǎ n daa kútweef bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa daa mé.
A Elizabet dátě n kéngà Dápoì zaábdǎ.	ǃYá sídà tí a Elizabet nǎǎ n kéngà Dapoì zaábdǎ bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa kéngà mé.
Abigéǎ sílgǎ wata béoogò.	ǃYá sídà tí Abigéǎ sílga nǎǎ n waa béoog bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa waa béoogò.
Dáwa Antpine lebda Pádì béoogò.	ǃYá sídà tí a Antoine nǎǎ n leba Pádì béoog bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa leba mé.
A Pók dátě n zamsa Móòdè.	ǃYá sídà tí a Pók nǎǎ n zamsa móòd bí?	M ká mí yé la m tédà mé, tí a nǎǎ n waa zamsa á la mé.

<u>Instructor</u>	<u>Student A</u>	<u>Student B</u>
Ambassadeur dátě n gómà béoogò.	¿Yá sídà tí Ambassadeur nǎǎ n gómà béoog bí?	M ká mí yé, la m tédà mé tí ub nǎǎ n waa gómà mé.
A Pók yákà tòmàtdamb zěědě.	¿Yá sídà tí a Pók nǎǎ n yákà tòmàtdamb zěědě?	M ká mí yé, la m tédà mé tí a nǎǎ n waa yákà mé.
A Lókd dátě m mée kádn doogò.	¿Yá sídà tí a Lókd nǎǎ m mée kádn doog bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa mée mé.
A Pók dátě m boola lógtòde.	¿Yá sídà tí a Pók nǎǎ m boola lógtòd bí?	M ká mí yé, la m tédà mé tí a nǎǎ n waa boola á la mé.

27.3A Repetition Drill

Illustration: A special use of /nǎǎ/.

M waa mé n nǎǎ n gés yām.	I came (in order) to see you.
M waa mé n nǎǎ n deem.	I came (in order) to have a good time.
M díkdà tídè n nǎǎ n kéng Bobó.	I am taking the train to go to Bobo.
M zómbà kútweefà n nǎǎ n kéng Dapoyá.	I rode my bicycle to go to Dapoy.
A pákà dáadio n nǎǎ n kélg kibáesè.	He turned on the radio to hear the news.
A Kúlg wata mé n nǎǎ n gés mam.	Kulga is coming to see me.
Tónd yíi Abigéè n nǎǎ n kéng Bobó.	We left Abidjan for the purpose of going to Bobo.

27.3B Note: Special use of /nǎǎ/.

1. Each of the illustration sentences of drill 27.3A begins with a complete clause: subject + verb + object or complement, e.g.,

M waa mé.

M díkdà tídè.

Tónd yíi Abigéè.

2. The verb /nǎǎ/ has the same subject as the preceding verb, but this subject is not repeated.
3. When /nǎǎ/ stands in this position, it is translated as 'in order to' or 'for the purpose of'.
4. /nǎǎ/ indicates a future time in all positions. Sometimes it is a future to some previous past. It is only its translation into English which varies.
5. The verb following /nǎǎ/ in this position appears as a stem only.

27.30 Transformation Response Drill

Practice: /nǎǎ/ special use.

Directions: The instructor suggests an answer and then asks a question. The student responds to the question with the suggested answer. In other words, the instructor says, 'to have a good time. Why did you come?' The student then says 'I came to have a good time.'

Cue

deema mé. ǃYa bwé tí yám waa?

tuma mé. ǃYa bwé tí yám waa?

kéng Bobo. ǃYa bwé tí yám díkd
tídé?

kelg kibáesè. ǃYa bwé tí a Pók
pak dáadio?

kéng Bobo. ǃYa bwé tí a Pók yí
Abigéǎ?

tugó n daa móbili. ǃYa bwé tí a
Kúk lóogà Abigéǎ?

koos fuugu. ǃYa bwé tí a Sékù
dáa fúugù?

tugó n tum. ǃYa bwé tú a kéng
búdoè?

gómà Fídàsé. ǃYa bwé tí b zams
Fídàsé?

dii a. ǃYa bwé tí a Ísak yák
tomátà?

kéngà Sablógò. ǃYa bwé tí yám
dát móbili?

Response

M wáa mé n nǎǎ n deem.

M wáa mé n nǎǎ n tum.

M díkdà tídè n nǎǎ n kéng Bobó.

A Pók paka dáadio n nǎǎ n kelg
kibáesè.

A Pók yí Abigéǎ nǎǎ n kéng Bobó.

A Kúk lóogà Abigéǎ n nǎǎ n tugó
n daa móbili.

A Sékù dáa fúugù n nǎǎ n koose.

A kéngà búdoè n nǎǎ n tugó n tum.

Ub zamsè Fídàsé n nǎǎ n góm á.

A Ísak yákà tomatà n nǎǎ n dí á.

M dátà móbili nǎǎ n kéng á Sablógò.

<u>Cue</u>	<u>Response</u>
daa kútweefò. ¿Ya bwé tí yám koos i móbilà?	M kóosdà m móbilà nnáá n daa kútweefo.
puusa. ¿Ya bwé tí a bóol a Sékù?	A bóolà a Sékù n náá n puusa.

27.4A Repetition Drill

Illustration: The future tense of 'having', being' and 'knowing'.

1. Écolà bée dáagà séaagè. Écolà dá bee dáagà séaagè. Écolà náá n nàmà dáagà séaagè.	The school is near the market. The school was near the market. The school will be near the market.
2. Mam yá lógtodè. Mam dá ya lógtodè. Mam náá n waa yíi lógtodè.	I am a doctor. I was a doctor. I shall become a doctor.
3. Pága Mádía tada wákid kóbisì. Pága Mádía dá tada wákid kóbisì. Pága Mádía náá m paama wákid kóbisì.	Mary has one thousand francs. Mary had one thousand francs. Mary will have one thousand francs.
4. Écolà zíig zádà mé né daagá. Écolà zíig dá zádà mé né daagá. Écolà zíig m náá n waa záága mé né daagé.	The school is far from the market. The school was far from the market. The school will be far from the market.
5. M ká mí yé. M dá ká mí yé. M náá n waa bángà mé.	I don't know. I didn't know. I will know.

27.4D Response Drill

Practice: The use of /náá/ and /náá n waa/ with stative verbs.

Directions: The instructor asks the student a question. The student always answers, 'No, but I will...', 'No, but he will, etc'.

<u>Instructor</u>	<u>Student</u>
¿Yám ya lógtod bí?	Áyò, la m náá n waa yi logtode.
¿Pága Mádía tada wákid kóbisì bí?	Áyò, la a náá n waa paamá wákid kóbisì.
¿Yám mií síd bí?	Áyò, la m náá n waa bángà sídà.
¿Lécolà zíig záda mé né daagá bí?	Áyò, la a zíig náá n waa záága né daagé.

Instructor

¿Lécolà bee dáagà séaagè bí?
 ¿Yám mii mé bí?
 ¿Tammeta mii kádèsamb bí?
 ¿Yám bee ótelè mwásà bí?
 ¿Logtód a Sékù tádà wáliz bí?
 ¿A Tembíl yá lígd sòab bí?

Student

Áyò, la a nǎǎ waa bee daagǎ séaagè.
 Áyò, la m nǎǎ n waa n bǎngà á la mé.
 Áyò, la a nǎǎ n waa n bǎngà á la mé.
 Áyò, la m nǎǎ n waa n wáa bé.
 Áyò, la a nǎǎ n waa n paama á la mé.
 Áyò, la a nǎǎ n yíi á la mé.

27.5A Repetition Drill

M nǎǎ n lebé m paamá wákíd kóbisì béoogò.	I'll have another thousand francs tomorrow.
M ká nǎǎ n lebé m paamá wákíd kóbisì béoog yé.	I'll not have another thousand francs tomorrow.
A Sékù nǎǎ n lebé n daa móbil mwásmwasà.	Seku will buy a car again right away.
A Sékù ká nǎǎ n lebé n daa móbil mwásmwasà yé.	Seku will not buy another car right away.
A Sékù lebé n nǎǎ n daa móbil mwásmwasà.	Seku will buy a car again right away.
A Sékù ká nǎǎ n lebé n daa móbil mwásmwasà yé.	Seku will not buy another car right away.

Comprehension Drill

Kádèsambá Sékù dátè m mee kádn dóogò. A bóolà támmeta Lokde tí a wáa mé. Támmeta Lókd tumda Hersent. A yá Hersent kasma. Kádèsambá Sékù dátà mé tí a Lókd mee kádn dóogà Kúlba. Dáwa Lókd nǎǎ n waa sǎngà kádn dóogà méeb béoogò.

Questions:

- ¿Kádèsambá Sékù dátè m mee kádn dóog bí?
Ngée, a dátè m mee kádn dóogò.
- ¿A bóolà támmeta Lókde tí a waa mee bí?
Ngée, a bóolà támmeta Lókde tí a waa mee.
- ¿Tammeta Lókd tumda yae?
A túmdà Hersent.

4. ¿Támmeta Lókd yá Hersent kasm bí?
Ngée, a yá Hersent kasma.
5. ¿A Lókd nǎǎ m mee kádn dóogà yae?
A nǎǎ m mee á la mé Kúlba.
6. ¿A nǎǎ n sǒngà á méeb dáudé?
A nǎǎ n sǐngà á méeb béoogò.

UNIT 28

Basic Sentences 1

Né i zaábdè.

¿Yám waa mé bí?

¿Yám ná waa mé bí?

¿Bí i kausa mé?

¿Bí i sé waa kausa mé.

¿Yám ná n waa mé bí, bí i sé waa
káusà mé?

-Sékù-

Good evening.

Did you arrive?

Did you just arrive?

Did you stay a long time?

Did you arrive a long time ago?

Did you just arrive or have you been here a long time?

Áyò, m ná n t'atà né yám móbilà.

-Lókdè-

No, I just came with your car.

Basic Sentences 2

zíig búgò

¿Zíig búg la yám dát tí b mee?

-Lókdè-

What place

Where do you want it to be built?

Églisà séaagè.

¿Yám náã m mee wána?

-Sékù-

Next to the church.

For how much will you build?

Tónd sè ká gè zíigà...

Tónd sè ná n ká gè zíigà...

né doogá búdá

Tónd sè ná n ka yé zíigà né doogá búdá,

tónd ná n ká t'óè n togs yá a lígd yé.

-Lókdè-

Since we have not seen the place...

Since we have not yet seen the place...

and the kind of building

Since we have not yet seen the site and the kind of building, we cannot yet quote a price.

28.1A Repetition Drill

Illustration: The tonal properties of the proximity marker /ná/.

Tónd wata mé.	We are arriving.
Tónd ná n wata mé.	We are just beginning to arrive.
Tónd kadma mé.	We read.
Tónd ná n kadma mé.	We have just read.
Ub ká wúmd Mòòd yé.	They don't understand Moré
Ub ná n ká wúmd Mòòd yé.	They don't understand Moré yet.
Yám ká túmd wùsog yé.	You don't work much.
Yám ná k ká túmd wùsog yé.	You have not yet begun working very much.

28.1B Note

The proximity marker /ná n/ is discussed in Note 7B. /ná/ precedes the negative /ká/ or /pá/.

28.1C Repetition Drill

Practice: Distinction of /ná/ and /náã/.

Directions: The student repeats the instructor's statement and then says 'future' or 'not future' to indicate his comprehension.

<u>Instructor</u>	<u>Student</u>
Ub ná n ká wá yé.	not future
Ub ká náã n wa yé.	future
A ká náã n dík taksí yé.	future
A ná n ka dik taksí yé.	not future
M ná n ká kèng yé.	not future
M ká náã n kèng yé.	future
Ub ká náã n zams Mòòd yé.	future
Ub ná n ká n zams Mòòd yé.	not future
A ná n ká n gómè anglés yé.	not future
A ká náã n góm anglés yé.	future
Ub náã n waa mé.	not future
Ub náã n waa mé.	future
A náã n díkà táksì	future
A ná n díkà táksì.	not future
A ná n kèngà Bòbò.	not future

<u>Instructor</u>	<u>Student</u>
A náã n kɛngá Bóbò.	future
Ub náã n zamsa Mòòdè.	future
Ub ná n zamsa Mòòdè.	not future

28.1D Alternate Substitution Drill

Insert the underlined portions in the preceding sentence.

- | | |
|------------------------------------|--|
| 1. A ná n yíi mé. | He has just left. |
| 2. A <u>náã n</u> yíi mé. | He is about to leave |
| 3. A náã n <u>waa</u> mé. | He's coming right away. |
| 4. A <u>ná n</u> waa mé. | He just arrived. |
| 5. A ná n <u>tuga sódè</u> . | He has just left on a trip. |
| 6. A <u>náã n</u> tugá sódè. | He's going to leave on a trip very soon. |
| 7. A náã n <u>waa gésà yám</u> . | He's coming to see you very soon. |
| 8. A <u>ná n waa gésà yám</u> . | He has just come to see you. |
| 9. A ná n waa n <u>yéelà yám</u> . | He has just come to tell you. |
| 10. A <u>náã n</u> waa yeela yám. | He's coming right away to tell you. |

28.2A Repetition Drill

Illustration: Use of the particle /ná/.

Ub ná n kéndà mé.	They are just beginning to leave.
Ub ná n kɛngà mé.	They have just left.
Ub ná ká kɛng yé.	They have not yet left.
Ub ná n ká kénd yé.	They are not yet leaving.
Ub ná n wata mé.	They have just begun arriving.
Ub ná n waa mé.	They have just arrived.
Ub ná n ká wá yé.	They have not yet arrived.
Ub ná n ká wát yé.	They have not yet begun to arrive.

28.2B Note

The particle /ná/, its use

1. The preverbal particle /ná/ indicates immediate past action.
2. When the completive form of the verb follows (stem + a), the action has just occurred.

3. When the incompletive form of the verb follows (stem - da), the action is just beginning to occur.

4. /nǎ/ + negative + completive form of verb, means that the action has not yet occurred.

5. /nǎ/ + negative + incompletive form of verb means that the action is not yet occurring.

28.2C Transformation Response Drill

Practice: Particle /nǎ/ in negative sentences.

Directions: All of the following questions are contextually related. The situation is the following: We are all employees in the same school. The students play the part of the faculty. The instructor plays the part of the principal. The principal asks each employee whether the pupils /kadm̀b̀is̀i/ are studying, working, etc. And each employee answers 'No, not yet...!'.
 The situation is the following: We are all employees in the same school. The students play the part of the faculty. The instructor plays the part of the principal. The principal asks each employee whether the pupils /kadm̀b̀is̀i/ are studying, working, etc. And each employee answers 'No, not yet...!'.
 The situation is the following: We are all employees in the same school. The students play the part of the faculty. The instructor plays the part of the principal. The principal asks each employee whether the pupils /kadm̀b̀is̀i/ are studying, working, etc. And each employee answers 'No, not yet...!'.

Instructor

Student

ǎYǎm kadm̀b̀is̀is̀à lóogà mé bí?

Áyò, ub nǎ n ká lóog yé.

ǎUb s̀ingà kádèg bí?

Áyò, ub nǎ n ká s̀ing kádèg yé.

ǎYǎm kadm̀b̀is̀is̀à déemdà mé bí?

Áyò, ub nǎ n ká déemd ye.

ǎUb túmdà mé bí?

Áyò, ub nǎ n ká túmd yé.

ǎYǎm kadm̀b̀is̀is̀à z̀indà mé bí?

Áyò, ub ná n ká z̀ind yé.

ǎUb díka b s̀éb bí?

Áyò, ub nǎ n ká dík úb ye.

ǎUb z̀ámsa b kádèg bí?

Áyò, ub nǎ n ká z̀áms ub kádèg yé.

ǎUb b́anga b kádèg bí?

Áyò, ub nǎ n ká b́ang ub kádèg yé.

ǎUb gómdà ánglès bí?

Áyò, ub nǎ n ká gómd anglés yé.

ǎKadm̀b̀is̀is̀à kóotà tuum bí?

Áyò, ub nǎ n ká kóot tuumd yé.

28.2D Transformation Response Drill

Practice: /nǎ/ in affirmative sentences.

Directions: All sentences are contextually related. Instructor and students discuss a mutual acquaintance, Kulga. To every inquiry of the instructor, the student answers that Kulga has just now done it, /nǎ + n + verb + mwásmwas̀à./.

Instructor

Student

ǎA Kúlg ỳíi Bóboè n waa bí?

Ngée, a nǎ n ỳíi Bóboè n waa mwásmwas̀à.

Instructor

¿A Kùlg kóosà a móbilà bí?

¿A Kùlg lóogà dáagè bí?

¿A Kùla díi mé?

¿A Kùlg daa yíid bí?

¿A Kùlg kóosà móbil bí?

¿A Kùlg pákà búdowà bí?

¿A Kùlg págà dóogà bí?

¿A Kùlg bóolà táksiwà bí?

¿A Kùlg kēsà válizdambá bí?

¿A Kùlg sǎǎmà kútweefà bí?

Student

Ngée, a nǎ n kóosà a móbilǎ mwásmwasǎ.

Ngée, a nǎ n lóogà dáagè mwásmwasǎ.

Ngée, a nǎ n dii mwásmwasǎ.

Ngée, a nǎ n daa yíid mwásmwasǎ.

Ngée, a nǎ n kóosà á la mé mwásmwasǎ.

Ngée, a nǎ m paka á la mé mwásmwasǎ.

Ngée, a nǎ m paga á la mé mwásmwasǎ.

Ngée, a nǎ m boola á la mé mwásmwasǎ.

Ngée, a nǎ n kēs ub la mé mwásmwasǎ.

Ngée, a nǎ n sǎǎmà á la mé mwásmwasǎ.

28.2E Response Drill

Practice: /nǎ/ with imperfective verb endings.

Directions: The instructor asks the students if they see a particular object. They answer that they do since it is just beginning to leave.

Instructor

¿Yǎm gèsà móbil bí?

¿Yǎm gè tidéwǎ bí?

¿Yǎm gè la a Kùlg bí?

¿Yǎm gè nasaadsílgà bí?

¿Yǎm gèsà wéefǎ bí?

¿Yǎm gè logtód a Sékù bí?

¿Yǎm gè Pága Elizabet bí?

Student

Ngée, a nǎ n lóogdà mé.

Ngée, a nǎ n lóogdà mé.

Ngée, a nǎ n lóogdà mé.

Ngée, u nǎ n lóogdà mé.

Ngée, a nǎ n lóogdà mé.

Ngée, ub nǎ n lóogdà mé.

Ngée, a nǎ n lóogdà mé.

28.2F Response Exercises

Practice: Understanding Tenses.

Directions: The instructor will read a statement followed by several questions. The students will answer the questions as appropriately as possible. The questions are all designed to check the student's comprehension of the verb form.

1. A Kúlg gésdà móbilà tí a nǎ n loogdë.

Questions

- ¿Móbilà lóogà mé bí?
¿Móbilà lóogdà mé bí?
¿Móbilà síngà lóogd bí?

Possible Response

- Áyò, a nǎ n loogda mé.
Ngée, a nǎ n loogda mé.
Ngée, a nǎ n loogda mé.

2. Pága Elizabet nǎǎ n kégà ótelè béoogò.

Questions

- ¿Pága Elizabet kégà mé bí?
¿Pága Elizabet kégdà mé bí?
¿Pága Elizabet síngà kénd bí?

Possible Response

- Áyò, a nǎ n ká kég yé.
Ngée, a nǎǎ n kégà mé.
Áyò, a nǎ n ká síng kénd yé.

3. Dáwa Tembíl nǎǎ n waa koosa a móbilà.

Questions

- ¿Dáwa Tembíl kóosà a móbilà bí?
¿Dáwa Tembíl kóosdà a móbilà bí?
¿Dáwa Tembíl nǎǎ n koosa a m
móbilà bí?
¿A dátë n koosa a móbilà bí?

Possible Response

- Áyò, a nǎ n ká koos á yé.
Ngée, a nǎ n koosda á la mé.
Áyò, m ká míi yé.
Ngée, a nǎǎ n waa koosa á la
mé.

4. Kadmbíiga Ísak dá kà zámssd a kadong dád fá yé.

Questions

- ¿Kadmbíiga Ísak zamsa a kadong
bí?
¿Kadmbíiga Ísak dá zamsda
bí?
¿Kadmbíiga Ísak dátë n waa
zamsa kadong bí?

Possible Response

- Áyò, a nǎ n ká záms á yé.
Áyò, a dá ká zámssd á yé.
M ká míi yé.

5. A Kúlg ká nǎǎ n kég tum dúnda yé.

Questions

- ¿A Kúlg kégà tum dúnda bí?
¿A Kúlg kégdà tuum dúnda bí?
¿A Kúlg nǎǎ n waa kégà tuum
dúnda bí?

Possible Response

- Áyò, a ká nǎǎ n kég tum dúnda
yé.
Áyò, a ká kégd tuum dúnda yé.
Áyò, a ká nǎǎ n waa kég tuum
dúnda yé.

6. ǃKadēsamb bee yae? A nǎ n ká wát yé.

Questions

- ǃKadēsamb wáa mé bí?
 ǃKadēsamb wáta mé bí?
 ǃKadēsamb nǎǎ waa me bí?
 ǃA gě kadesamb bí?

Possible Response

- Áyò, a nǎ n ká wá yé.
 Áyò, a nǎ n ká wat yé.
 M ká míi yé.
 Áyò, a ká gě á yé.

7. ǃYǎm dà dátě n gě tammeta bí? Ad á sě nǎ n watá.

Questions

- ǃTámmetǎ dá waa m(é) bí?
 ǃTámmetǎ wata mé bí?
 ǃTámmetǎ waa mé bí?

Possible Response

- Ayo, a dá nǎ n ká wá yé.
 Ngée, a dá nǎ n watá mé.
 Áyò, a nǎ n ká wá yé.

8. A Tembil nǎǎ d díkà tídè béoogǎ n kéng Bobóě.

Questions

- ǃA Tembil díkà tídè béoog bí?
 ǃA Tembil kéngdà Bóboě béoog bí?
 ǃA Tembil díkà tídè n kéng Bobóě bí?

Possible Response

- Ngée, a nǎǎ n díkà tídè
 Ngée, a nǎǎ n kéngà Bóboě
 béoogò.
 Áyò, a nǎ n ká dík tídè n kéng
 Bobóě yé.

9. Dáwa Sékù nǎǎ n waa daa fúugù.

Questions

- ǃDáwa Sékù daa fúugù bí?
 ǃDáwa Sékù dátě n waa daa
 fúug bí?
 ǃDáwa Sékù dáadà fúug bí?

Possible Response

- Áyò, a nǎ n ká daa fúug yé.
 Ngée, a nǎǎ n waa daa fúugù.
 Áyò, a nǎ n ká daad yé.

10. Pága Pók nǎǎ n kéngà a Sáblog béoogò.

Questions

- ǃPága Pók kéngdà a Sáblog bí?
 ǃPága Pók nǎǎ n waa kéng a
 Sáblog bí?
 ǃPága Pók kéngà a Sáblog
 bí?

Possible Response

- Áyò, Pága Pók nǎ n ká kéngd
 a Sáblog yé.
 Ngée, a nǎǎ n waa kéng a
 Sáblogò.
 Áyò, a nǎ n ká kéng a Sáblog
 yé.

11. A Ísak yítà lógtòd yíid dúnda zaábdà.

Questions

¿A Ísak yíi lógtòd yíid bí?

¿A Ísak yítà lógtòd yíid bí?

¿A Ísak náã n yíi lógtòd yíidè bí?

Possible Response

Áyò, a ná n ká yí lógtòd yíid yé.

Ngée, a náã n waa yí lógtòd yíidè.

Ngée, a náã n yíi lógtòd yíidè.

12. A John ká dátè n waa zams Móòd yé.

Questions

¿A John dátè n waa zamsà Móòd bí?

¿A John dátè n náã n zamsá Móòd bí?

Possible Response

Áyò, a ká dátè n náã n waa zams Móòd yé.

Áyò, a ká dátè n náã n zams Móòd yé.

13. Tónd ná m paamá kádèsambá tóo. A waa lècolèwà záamè.

Questions

¿Yám paama kádèsambá tó bí?

¿A waa dábudè?

¿Yám dà paama kádèsambá tó bí?

Possible Response

Ngée, tónd ná m paamá kádèsambá tó.

A ná n waa záamè.

Áyò, tónd dà ná n ká paam kádèsambá tó yé.

14. A Tembíl ná n yáka kúmbawà mwásmwasà.

Questions

¿A Tembíl yáka kúmbawà záamè bí?

¿A Tembíl dátè n yáka kúmbawà bí?

Possible Response

Áyò, a ná n yák úb la mé mwásmwasà.

Ngée, a ná n yák úb la mwásmwasà.

28.3A Repetition Drill

Illustration: Use of two markers: /dá/ and /ná/.

M gésdà á la mé tí a ná n watè.

I see him (he is) just arriving.

M dá gésdà á la mé, tí a dá ná n watè.

I was watching him just as he was arriving.

A dá ná n waa mé, tí m dá pagd búdò.

He had just arrived when I was opening the office.

A dá ná n lóogdà mé, tí mam dá tumdè m zéédè.

He was just leaving as I was working in my garden.

A dá nǎ lóogà mé tí mam dá tumd m zéndè.	He had just left when I was working in my garden.
M nǎ n yǎkà kúmba tí a Ísak nǎ n waté.	I have just picked egg plant. Isaac is just arriving.
M dá nǎ n yǎkà kúmba tí Ísak dá nǎ n waté.	I had just picked the egg plant when Isaac was arriving.
M dá nǎ n yǎkdà kúmba tí a Ísaak dá waté.	I was just picking the egg plant as Isaac was arriving.
M nǎ n yǒsgà lógtòd yíidè tí a Sékù kédè.	I passed the hospital just as Seku was going in.
M dá nǎ n yǒsgà lógtòd yíidè tí a Sékù dá kédè.	I had just passed the hospital as Seku was going in.
M dá nǎ yǒsgdà lógtòd yíidè tí a Sékù dá kédè.	I was just passing the hospital when Seku was going in.

28.3B Note: Use of two particles: /dá/ and /nǎ/.

1. /dá/ indicates past time. /nǎ/ indicates immediacy.
2. One of them or both of them may precede the verb.
3. The main verb may be either perfective (verb + /-a/) or imperfective (verb + /-da/).
4. The word order is subject + da + nǎ + verb + complement or object.
5. The English equivalent might be the following:

Subject + past + immediate + verb

a.	A	dá	nǎ	n lóogdà mé.
	He	was	just	leaving
b.	A	dá	nǎ	n lóogà mé.
	He	had	just	left.

Comprehension Drill 1

Tónd tumda ká. M zoa Ísak né mam yá kádèbíisi. Tónd sè waa ká, ya yúma tǎǎb mwásà la wótò. M zoa Kúk mé tumda ká, yénd ká kádèbíig yé. A yá lógtòd tónd écolà púgè. Tónd kadè doogá ya bedde. Kádèbíís píig m bée a púgè.

Questions:

1. ¿M zoa, yám tumda ká bí?
Ngée, mam túmdà ká.
2. ¿Yám tumda bwé ká,
Mam yá kádèbíiga.

3. ¿La yám zoawã yě?
Mam zoawã mé ya kádèbííga.
4. ¿Yám yuudè?
Mam yuud lá a Jean.
5. ¿La yám zoawã yuudè?
Mam zoawã yuud la a Ísakà.
6. ¿Yám sè waa ká, ya yúmà wána?
Tónd sè waa ká, ya yúme á tããb muásã lá wótò.
7. ¿La yám zoa tówà yě?
Bám mé túmdà ká.
8. ¿Ub yá kádèbííig bí?
Áyò, ub yá lógtodè.
9. ¿Ub bée écolà púgè ká bí?
Ngée, ub bée écolà púgè ká.
10. ¿Yám kádè doogã ya béede bí?
Ngée, tond kádè doogã ya bédde.
11. ¿Kádèbííis wána m bée a púgè?
Kádèbííis píig m bée a púgè.

Comprehension Drill 2

Kádèsambá Sékù dátè m mée kádè doogó. A dátè m mée kádè doogá Kúlba églisà séaagè. Dáwa Lókdè, tammetã, nãã m mée kádè doogá. La a dátè mée n nãã m bang zíigà mé doogó búudu. A Lókdè nã n ká tõe n togs á lígd yé.

Questions:

1. ¿Kádèsambá Sékù dátè m mée kádè doog bí?
Ngée, a dátè m mée kádè doogó.
2. ¿A dátè m mée kádè doogã yae?
A dátè m mée á la mé Kúlba églisà séaagè.
3. ¿Dáwa Lókd n nãã m mée kádè doogã bí?
Ngée, Dáwa Lókd n nãã m mée kádè doogã.
4. ¿A Lókd dátè m bangá zíigà né doogá búud bí?
Ngée, a dátè m bangá zíigà né doogá búudu.
5. ¿A Lókd tõe n togsa dóogà lígd bí?
Áyò, a nã n ká tõe n togs doogá lígd yé.

UNIT 29

Basic Sentences 1: While taking a walk near the market, Tembila starts a conversation with a child.

- ¿Bííga f yúudè?
Mam yúud lá a Nóaagà.
¿F kéndà yae wótò ne?
Mam kúisà mé.
Mam kúisà yíidè.
- ¿F ya Dáwa Básb bíig bí?
Áyò, mam ká Dawa Básb bíig yé.
¿F bá yúudè?
Mam bá yúud lá a Kúlga.
Ohǝǝ! Mam dá tǝda mé tí f dá ya
Dáwa Básb bííga!
- Tembila-
What's your name, child?
- Bííga-
My name is Noaga.
- Tembila-
Where are you going like that?
- Bííga-
I'm going home.
I'm going home.
- Tembila-
Are you Mr. Basba's child?
- Bííga-
No, I'm not Rawa Basba's child.
- Tembila-
What's your father's name?
- Bííga-
My father's name is Kulga.
- Tembila-
Oh! I thought you were Rawa Basba's child!

Basic Sentences 2: Mr. Antoine, an automobile dealer, is introduced to Tiiba, a prince.

-Tembila-

Monsieur Antoine, Nábiig a Tiib lá wótò ne. Mr. Antoine, this is Prince Tiiba.

-Antoine-

¿Laafí bee yǎmbà, Nábiiga? How are you?

-Nabiiga-

Tónd yaa laafí. ¿La yǎm yě? I'm fine, thank you, and you?

-Antoine-

Áyò, tónd mè ya laafí balá. I am fine also.
¿Ya bwé lá yǎm dátà, Nabiiga? What would you like?

-Nabiiga-

Tónd dátě n daa móbilì. I would like to buy a car.

-Antoine-

¿Móbil bug buud la yǎm dátà? What kind of car would you like?

-Nabiiga-

Tónd dátà ub sě boonda soab tí Peugeot wǎ. I want what is called a Peugeot.

¿Yǎm koosda model beeddǎ wána? For how much do you sell the big one?

-Antoine-

Model beeddǎ lígd ya tus piiga. The big one is ten thousand.

La tond nǎǎ koosa a la ne yǎm wakid tus a yopoe. But I'll sell it to you for seven thousand.

29.1A Substitution Drill

Practice: Pronoun familiarization.

<u>Cue</u>	<u>Response</u>
Yám waa mé.	Yám waa mé.
Mam	Mam wáa mé.
Fo	F wáa mé.
A	A wáa mé.
Id	Id wáa mé.
I	I wáa mé.
Ub	Ub wáa mé.
Tónd	Tónd waa mé.
Yám	Yám waa mé.
Bám	Bám waa mé.
Mam	Mam wáa mé.
Fo	F wáa mé.
Yé	Yé wáa mé.

29.1B Situation Exercise

Practice: The use of the familiar polite and honorific pronouns.

Directions: The instructor will describe a situation. Then he and a student will take part in a conversation enacting the situation. The student may give any answer at all to the questions asked of him. His only concern should be the proper use of the pronouns. No new vocabulary should be introduced in this drill.

1. Mam yá ambassadeur Nigeria. Yám waa ambasadě nǎǎ n dii ne mam. Ya zaábdà.

Suggested Questions

Né i zaábdè!

¿Laafí bee yám̀bà?

Tónd ya láafi balá.

¿Ya bwé tum la yám tumda?

Possible Responses

Né i záabdè, Monsieur l'Ambassadeur.

Tónd ya láafi. ¿La yám yé?

Mam yá támmeta.

2. Mam yá lógtodè. Yám ká laafi ye. Yám nǎ n waa m yíidè.

Suggested Questions

Né i béoogò, m zoa.

¿Yám ya laafí?

Possible Responses

Tónd ká laafi ye.

Suggested Questions

¿Ya wána?
¿Yám bwé tí yám maana wótò?

Possible Responses

Mam póoglgà mé.
Mam lui né móbilli.

3. Mam lá nabiig a Básba. Mam wáa mé nǎǎ n gés yám. Yám boola mam.

Suggested Questions

Né i yibeogò.
¿I yíbeog ya laafí?
Tónd ya láafi balá.

Possible Responses

Né i béoogò.
Tónd ya láafi balá. ¿La yám yé?
Mam súud yá noog wúsgo yám sé
tǒǒ n waa ká wǎ.

Mam súud yá noog wúsga mam
sé bee ká wǎ.

4. Yám là Nabiig Basba. Yám waa mé n nǎǎ n gés tond. Mám boola yám.

Suggested Questions

¿Yám là Nabiig Básb bí?
¿Yám waa mé n nǎǎ n gés tond bí?

Possible Responses

Ngée, tónd là Nabiig Basba.
Ngée, tónd waa mé n nǎǎ n gés yám.

5. Yám yíi mé n nǎǎ n gés tenga poodě balá. Ya dǎ tí yám waa buls ká. Yám yítà Wagdugu. Yám ná n ká wá buls ká yé.

Suggested Questions

¿Yám yíi mé n nǎǎ n gés teng
poodě bí?
¿Ya dǎ tí yám waa buls bí?
¿Yám yítà yae?
¿Yám dá waa buls ká bí?

Possible Responses

Ngée, tónd yíi mé n nǎǎ n gés n
teng poodě.
Ngée, ya dǎ tónd waa bulsa.
Tónd yítà Wagdugu.
Áyò, tónd ná n ká wá buls ká yé.

6. Yám sod yii neede. Yám ká náms wúsg yé. Dakáddàm puusid yám. Ub fǎǎ ya láafi.

Suggested Questions

¿Yám sod yii neede?
¿Yám ká náms wusgo?
¿Dakaddam ya laafi?

Possible Responses

Ngée, tónd sod yii neede.
Áyò, tónd ká náms wúsg yé.
Ngée, ub yá laafi.

Comprehension Drill 1

Bíigã yuud lá a Nóaagà. A kuisa yíidè. Bíiga ká Dáwa Básàb bíig yé. A bá yúud la Kúlga. Dáwa Tembìl dá tédà mé tí bíiga ya Dáwa Básàb bíiga.

Questions:

1. ¿Bíiga yúude?
A yúud lá a Nóaagà.
2. ¿A kuisà yíidè bí?
Ngée, a kuisà yíidè.
3. ¿A Noag ya Dáwa Básàb bíig bí?
Áyò, a ká Dáwa Básàb bíig yé.
4. ¿A bá yúude?
A bá yúud lá a Kúlga.
5. ¿A Tembìl dá tédà mé tí a yá a Básàb bíig bí?
Ngée, a dá tédà me tí a ya a Básàb bíiga.

Comprehension Drill 2

Monsieur Antoine ya mobil koaasa. A yěě Nabiig Tiib dunda. Nabiiga Tiib yeela mé tí laafi bee b la mé. Nabiiga Tiib datě daa mobili. Ub tádà b sě boonda soab tí Peugeotwã. Ub dátà model beddã. Model beddã lígd yá tus piiga. La Dáwa Antoine nãã n koosa né ub tusa yopoe.

Questions:

1. ¿Monsieur Antoine maanda bwě?
Monsieur Antoine ya mobil koaasa.
2. ¿Monsieur Antoine gě Nabiiga Tiib dúnda bí?
Ngée, a gě Nabiiga Tiib dunda.
3. ¿Nabiiga Tiib yeela mé ti b ya laaf bí?
Ngée, ub yeela mé tí b ya laafi.
4. ¿Nabiiga Tiib dátě n daa bwě?
Ub dátě n daa móbilì.
5. ¿Ub dátě n daa móbil bwě buudu?
Ub dátě n daa la b sě boonda soab tí Peugeotwã.
6. ¿Nabiiga Tiib data model bugo?
Ub dátà model beddã.
7. ¿Model beddã ligd ya wána?
Model beddã ligd ya tus piiga.
8. ¿La Dáwa Antoine nãã n koosa ne b wána?
Dáwa Antoine nãã n koosa ne b tusa yopoe.

UNIT 30

Basic Sentences: Seku and Tembila run into each other in an open area in the center of town. It is /Mòòs kíbsà/, one of the principal holidays on which animal sacrifices are made for the repose of the souls of ancestors. Tembila wants to know if Seku has brought his entire family.

- | | | |
|---------------------------------------|-----------|--|
| | -Tembila- | |
| I yéelà m bá Sékù! | | Hello, Seku! |
| | -Sékù- | |
| Naabá. | | Hello. |
| | -Tembila- | |
| ¿Yám waa mé? | | Did you all come? |
| | -Sékù- | |
| Ngée, tónd waa mé. | | Yes, we all came. |
| | -Tembila- | |
| ¿Yám waa né i bá bí? | | Did you come with your father? |
| | -Sékù- | |
| Ngée, m bá mé waa mé. | | Yes, my father came too. |
| | -Tembila- | |
| ¿La i ma yé? | | And your mother (herself)? |
| | -Sékù- | |
| Áyò, ub ká wá yé. | | No, she didn't come. |
| | -Tembila- | |
| ¿Bígabadàmb waa mé? | | Did your (father and/or paternal) uncles come? |
| | -Sékù- | |
| Ngée, la m táǎpà nǎ n yíi Bobó n waa. | | Yes, and my sisters have just arrived from Bobo. |

	-Tembila-	
¿Ánda yaasě n waa né yãm?		Who else came with you?
	-Sékù-	
m pógdba		my aunt (FaSi)
m bábilà		my uncle (FaYoBr)
m tǎǒbilà		my younger sister
M pógdba, né m bábila, la né m tǎǒbila n waa.		My aunt, my uncle and my younger sister came.
	-Tembila-	
¿Yãm yáopà waa mé bí?		Did your brothers come?
	-Sékù-	
Áyò, ub bée dáagě né m bákasmǎ.		No, they're at the market with my (older) uncle.
	-Tembila-	
Tónd tǎda mé tí kibsà yì noog wúsgo dúnda.		I hope the holiday turns out very well (for us) today.
	-Sékù-	
Ntoo.		Agreed

GENERAL NOTES

30A /ub/ as polite reference.

Ub ká wá yé.

/ub/ is used for polite reference in both the singular and the plural, e.g., the sentences above, 'She didn't come'. See Note 1D.

30B Kinship Terminology

The system of classifying relatives used by speakers of Moré is quite different from that used by speakers of English and French. Consequently, translation of kinship terms can only be approximated. There is not sufficient space in this manual for a detailed discussion of social organization and kinship terminology. Interested students can read a standard orthorpolological work,

such as Murdock, G.P., Social Structure, Macmillan, New York, 1949.

Below is a list of the more common kinship terms, as used by the person on whose speech this manual is based. There is some variation of kinship terms from region to region. (Fa - father, Mo - mother, Br - brother, Si - sister, So - son, Da - daughter, Wi - wife, Hu - husband, Yo - younger, Ol - older, Pa - parents, Co - cousin, Ma - male, Fe - female).

bá, -dàmbá	Fa; (pl.) FaFa and/or FaBr
bábilà, * bábi(dàmbá)	FaYoBr, FaYoMaCo
bákasmà, -dàmbá	FaOlBr, FaOlMaCo
ma, -dámà	FaWi, Mo, co-wife of Mo; (pl.) aunts
mabíla, * mabí(dàmbá)	MoYoSi, MoYoFeCo
makásmà, -dàmbá	MoOlSi, MoOlFeCo
pógdba, -dàmbá	FaSi, FaFaBrDa
pógdbbilà, * pógdbbi(dàmbá)	FaYoSi, FaYoFeCo
pógdbkasmà, -dàmbá	FaOlSi, FaOlFeCo
yásbà, -dàmbá	MoBr, MoMoSiSo, (pl.) MoPa
yásbbilà, * yásbbi(dàmbá)	MoYoBr, MoYoMaCo
yásbkasmà, -dàmbá	MoOlBr, MoOlMaCo
yáo, yáwà, -pà	Br, MaCo (parallel and cross)
yáobilà, yáobi(dàmbá)	YoBr, YoMaCo
yáokasmà, -dàmbá	OlBr, OlMaCo
tǎǎ, tǎwà, -pà	Si, FeCo (parallel and cross)
tǎǎbilà, * tǎǎbi(dàmbá)	YoSi, YoFeCo
tǎǎkasmà, -dàmbá	OlSi, OlFeCo
deembá, * deemdámà	Pa in-law
saambá, * saamdámà	FaBr; progenitor, ancestor
bíiga, * koambá	child, grandchild, offspring, descendant
bídiblà, * komdíblì	boy, young man, male child, son
bípuglà, * kompúglì	girl, young woman, female child, daughter
bíiga bádámà	Fa and FaBr
yáabà, dàmà	grandfather, grandmother

Kinship terms are nearly always preceded by a possessive pronoun. The range of meaning of the terms listed above is even greater than given above, e.g., /pógdba/, 'classificatory FaSi', includes 'FaFaFaBrSoDa', etc.

/-kěěmà/, 'be older', is also often used like /-kásmà/.

30C Diminutive

/-bílà/ is a diminutive.

It refers to someone younger or smaller: /m bábílà/ - my father's younger brother. It refers to something small: /móbilbila/ - a small car. It is a term of endearment: /A Kúkbila/ - my dear little Kuka (Kuka honey).

30D Augmentative

/-kásmà/ is an augmentative.

It refers to someone older: /m bákasmǎ/ - my father's older brother.

30E Sex of Humans

/-díblà/, 'male', and /-púglà/, 'female', compound with various nouns referring to humans to mark masculine and feminine, e.g., /bídiblà/, 'boy', 'male child', and /bípuglà/, 'girl', 'female child'. The plural of /-díblà/ is /díblì/, of /-púglà/, /púglì/.

/póakà, *-pógsè/ is also used to indicate feminine in some compounds, e.g., /yáo/, is masculine and means, 'brother', but /yáopoakà/ is, 'sister'.

It is reported that /tǎǎ/ is used for both sexes by some speakers, but the speaker used as a model herein had /tǎǎ/ only as, 'sister'.

30.1A Repetition Drill and Supplementary Vocabulary

Illustration: Plural formation of certain nouns. The translations are rough.

m bá Sékù	my cherished and respected Seku
ǎBíigabadàmb waa mé?	Did your uncles come? (father's side)
ǎLa i ma yé?	And your mother?
ǎBíigamadám waa mé?	Have your aunts arrived? (mother's side)
m bá kasmǎ	my older uncle (older than father)
m bá kasmdamba	my older uncles
m ma kásmǎ	my older aunt (older than mother)
m ma kásmdámbá	my older aunts
m bá bílà	my younger uncle (younger than father)

m bá bíldàmbá	my younger uncles
M tǎǎ waa mé.	My sister arrived. My female cousin came.
M tǎǎpà waa mé.	My female relatives of my age came.
M tǎǎ bílà waa mé.	My younger sister has arrived.
M tǎǎ bíldàmbá waa mé.	My younger female relatives came.
M táó kásmà waa mé.	My older girl cousin arrived.
¿Yám yáo waa mé bí?	Did your male cousin of your age come?
¿Yám yáopà waa mé bí?	Did your male cousins come?
¿Yám yáo bílà waa mé bí?	Did you younger cousin arrived?
¿Yám yáo kásmà waa mé bí?	Has your older brother arrived?
¿Yám yáo bíldàmbá waa mé bí?	Did your younger male cousins come?
¿M pógdbà waa mé?	Did my aunt come? (father's side)
¿M pógdbdàmbá waa mé?	Did my aunts come? (father's side)
¿M yáo poaka waa mé bí?	Did my sister come?
¿M yáo pogse waa mé bí?	Did my sisters arrive?
¿M kéesmà waa mé bí?	Has my elder relative arrived?
¿M bíigà waa mé bí?	Did my child come?

30.1B Note: Plural Formations, nouns referring to people.

Names of people form their plurals in two ways: (1) by adding the word /dámà/ or (2) by using the suffix /-ba/ or /-pa/. Compound nouns always use /-dámà/; simple nouns may use /-dámà/. When /-damba/ follows a Moré word, it means 'people associated with' e.g., /bá bílà/ - uncle, /bá bíldambà/ - uncles. /dámà/ is also the regular plural formation for borrowed foreign words. Simple nouns referring to people form their plurals by adding /-ba/ or /-pa/ to the stem. If the stem vowel is a diphthong, /ao/ or /ǎǎ/, the ending is /-pa/; elsewhere, it is /-ba/. Examples:

/págà/	-	woman
/págbà/	-	women
/yáo/	-	male cousin
/yáopà/	-	male cousins

30.1C Substitution Drill

¿ <u>Yám bá</u> yíi Pádiè n waa la?	Your father has come back from Paris, hasn't he?
¿ <u>Yám bábilà</u> yíi Pádiè n waa la?	Your uncle has come back from Paris, hasn't he?
¿ <u>Yám pógaba</u> yíi Pádiè n waa la?	Your aunt has come back from Paris, hasn't she?
¿ <u>Yám yásbà</u> yíi Pádiè n waa la?	Your uncle has come back from Paris, hasn't he?
¿ <u>Yám makásmà</u> yíi Pádiè n waa la?	Your aunt has come back from Paris, hasn't she?
¿ <u>Yám yàwà</u> yíi Pádiè n waa la?	Your brother has come back from Paris, hasn't he?
¿ <u>Yám táöbilà</u> yíi Pádiè n waa la?	Your sister has come back from Paris, hasn't she?
¿ <u>Yám yàokasmà</u> yíi Pádiè n waa la?	Your cousin has come back from Paris, hasn't he?
¿ <u>Yám táwà</u> yóì Pádiè n waa la?	Your cousin has come back from Paris, hasn't she?
¿ <u>Yám yàabà</u> yíi Pádiè n waa la?	Your grandfather has come back from Paris, hasn't he?
¿ <u>Yám dembá</u> yíi Pádiè n waa la?	Your mother-in-law has come back from Paris, hasn't she?
¿ <u>Yám komdíblì</u> yíi Pádiè n waa la?	Your sons have come back from Paris, haven't they?
¿ <u>Yám kompúglì</u> yíi Pádiè n waa la?	Your daughters have come back from Paris, haven't they?

30.2A Transforamtion Drill

Repeat entire drill; then change to plural.

M yíid bee Wágduǵè.	M yíi bee Wágduǵè.
I yeelá.	I yeelbá.
Naaá.	Naabá.
M págà lóogà mé.	M págbà lóogà mé.
Yá m bíiga.	Yá m koambá.
Yá tónd sidá.	Yá tónd sidbá.
A págà dóogò.	Ub págà dótò.
Pág pákà a lívdè.	Págb pákà ub lívddàmbá.
M míi Wáyugìà.	Tónd miì Wáyugìà.
A gésà á la mé.	Ub gésà b la mé.
A yá Mòòagà.	Ub yá Mòòsè.
Pag dóogà mé.	Págb dóogà mé.

30.2B Transformation Drill

Change the following commands to the negative.

Kéngé yǎ	Dá k'enge yǎ yé
Kée yǎ	Dá k'ee yǎ yé
Waé yǎ mam yíidè.	Dá waé yǎ mam yíidè yé.
Tumé yǎ dúnda.	Dá tumé yǎ dúnda yé.
Maané yǎ díibo n k'ó má.	Dá maané yǎ díibo n k'ó m yé.
Yeelé yǎ yaasá.	Dá yeelé yǎ yaas yé.
Kéése yǎ b fǎǎ móbilápúgè.	Dá kéése yǎ b fǎǎ móbilápúgè yé.
Báse yǎ i téed gádè.	Dá báse yǎ i teed gádè yé.
Daé yǎ lembúyà n k'ó má.	Dá daé yǎ lembúyà n k'ó m yé.
Peké yǎ fútù	Dá peké yǎ fút yé.
Depáse yǎ fútù.	Dá depáse yǎ fút yé.
Díke yǎ banána.	Dá díke yǎ banan yé.

30.2C Transformation Drill

Change nouns to plural.

M bíiga dá bee Dákadè.	M koambá dá bee Dákadè.
A yáwà ya kádembíiga.	A yáopà ya kádèmbiisi.
Yám bá yii Wagdúgè.	Yám bàdàmbá yii Wagdúgè.
I bábila ya koasá.	I bábildamba ya koasdba.
Ub bákasma ya kóada.	Ub bakasmdamba ya koadba.
Tónd yasbbila ya sodáagà.	Tond yasbbildamba ya sodáasè.
Bám pògdbbila ya kadēsambá.	Bám pògdbbildamba ya kadēsambdamba.
M pógdbkasmá máanda díibo.	M podgbkasmdamba maanda díibo.
A bidibla tumda silgaziigpugè.	A komdibli tumda silgaziigpugè.
M bipugla waa zaame.	M kompugli waa zaame.
Ub táwà ká wá yé.	Ub táǎpà ká wá yé.
Yám ma dá daa fúugù.	Yám madámba dá daa fútù.

30.2D Transformation Drill

Change to negative.

A wáa dúnda.	A ká wá dúnda yé.
A yá m pógdba.	A ká m pogdb yé.
Ub bée daagè né m bá.	Ub ká bé daagè né m bá yé.
M págà gómà M'òòdè.	M págà ká gómà M'òòd yé.

F ya Dáwa Básb bíga.
 Tónd dátě n daa móbilì.
 Bám boola á la mé.
 A Tembìl nǎǎ n koosa á la mé.
 A nǎ n zamsa Mǒǒdè.
 Ub nǎǎ n waa mé.
 Ub nǎ n waa mé.
 Tónd sígà Central Hòtelè.

F ká Dáwa Básb bíig yé.
 Tónd ká dátě n daa móbil yé.
 Bám ká bóol á yé.
 A Tembìl ká nǎǎ n koosa á yé.
 A nǎ n ká zams Mǒǒd yé.
 Ub ká nǎǎ n wa yé.
 Ub nǎ n ká wá yé.
 Tónd ká síg Central Hòtelè yé.

30.2E Transformation Drill

Change to imperfective.

Bòe máanà díibo.
 M dá gómà Bámbarande.
 Bám waa Ábìgěǎ.
 M mée yíidì.
 A bóolà á la mé.
 I bábila kéngà mé.
 Ub pógdbà gésà mé.
 A kélgà kíbàis dadíoè.
 M ká túm yé.
 ;Yǎm bao pósta dòog bí?
 M kósà yǎm sùgdì.
 M ma dá daa fútù.

Bòe máandà díibo.
 M bá gómà Bámbarande.
 Bám wata Ábìgěǎ.
 M métà yíidì.
 A bóondà á la mé.
 I bábila kéngà mé.
 Ub pógdbà gétà mé.
 A kélgà kíbàis dadíoè.
 M ká túmd yé.
 ;Yǎm baoda pósta doog bí?
 M kótà yǎm sùgdì.
 M ma dá daada fútù.

UNIT 31

Basic Sentences: Tembila, who is a farmer from Sablogho, has gone to Ouagadougou. There he speaks to the Minister of Agriculture in order to explain his situation. The greetings have already transpired...

-Ministre d'Agriculture-

kóo	cultivate, weed, farm
¿Yám kóodà ziig bugo, Dáwa Tembila?	Where do you farm, Mr. Tembila?

-Tembila-

Mam kóodà á Sáblogò.	I farm in Sablogo.
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-Ministre-

¿A Sáblogzlig zádà mé ká bí?	Is your place in Sablogo far from here?
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-Tembila-

Áyò, a ziig ká zád né ká wúsg yé.	No, the place is not very far from here.
-----------------------------------	--

-Ministre-

buda	plant
¿Yám buta bwě né bwě i ziiga púgè?	What sort of things do you plant on your farm?

-Tembila-

káafò, *kí	(a grain of) millet
kamáandè, -à	(a grain of) corn
mwífù, *mwí	(a grain of) rice
Mam bútà kí, kamáanà la mwí.	I plant millet, corn and rice.

-Ministre-

koóm	water
¿La yám tada kóòm wúsg i ziiga púgè bí?	And do you have enough water on your farm?

	-Tembila-	
saagá, -sé		sky; rain, storm
níi		(to) rain
Ngée, saag sá níi, mam tádà kóòm wúsg á púgè.		Yes, after it's rained, I have a lot of water.
	-Ministre-	
náafò, *níisì		cow
biism		milk
¿La yám níisà kótà yám biism bí?		And do your cows give you milk?
	-Tembila-	
Ngée, ub kótà m la bíism.		Yes, they give me milk.
	-Ministre-	
¿Yám tada bíisd i zaká pugè bí?		Do you have sand in your house?
	-Tembila-	
Ngée, m tádà bíisd wúsg n zákà púgè.		Yes, I have a lot of sand in my house.
	-Ministre-	
to, *taaba		another, additional; parallel, like that
¿Yám data búm á to yaas bí?		Do you want anything else?
	-Tembila-	
Áyò, m ká dát búm á to yaas yé. I bádka.		No, I don't want anything else. Thank you.

USEFUL WORDS AND PHRASES

M nóngà dáàm.	I like beer.
M nóngà bíed.	I like beer.
Kúgd lui kóòm púgè.	A rock fell into the water.
Zóõg bee dáàm púgè.	There's a fly in the beer.
Zóõs bée zómè.	There are insects in the flour.
M dátě m paamá yamsm.	I want to get some salt.
M dátě m paamá súkdè.	I want to get some sugar.

M dátě m paamá kípaya.

Silgá bee pémsmè.

Silgá yíkdà pémsmè.

Pemsm bée mé.

Pemsm wátà mé.

Saagá níidà mé.

Saag níi mé.

I want to get some red peppers.

There's a plane in the air.
The airplane is in the air.

There's a bird flying in the air.
The bird is flying in the air.

There is wind. It is windy.
The wind is blowing.

It's getting windy.
The wind is starting to blow.

It is raining.

It (has) rained.

NEW WORDS

nóngà

like, love, be pleased (by)

dáam

alcoholic beverage, especially
beer made from millet

bíed

beer (international kind)

kúgdì, -à

rock, stone

zǒǎgà, -sè

insect, bug, fly

zóm

flour, meal

paama

get, obtain, have

yamsm

salt

súkdè

sugar

kípade, -yá

red peppers, pimento

pemsm

air, wind

yíkà

fly, soar

GENERAL NOTES

31A bwě né bwě

/bwě né bwě/ is used to ask, 'what sort, variety, or mixture of things'.

31B One usually asks questions from a favorable point of view. Thus the Moré equivalent of the following English sentences is:

Do you have enough water?

¿Yám tada kóòm wúsgo bí?

Do you need money?

¿Yám tada lígd wúsgo bí?

31C Mass Nouns

Most mass nouns end in /-m/ e.g., /kooḿ/, '(some) water'. Some things that are considered mass nouns from the English or French point of view are plurals in Moré, e.g., /kamáandè/, 'a grain of corn', and /kamáanà/, '(some) corn'.

31D saag sǎ níi...

These are the most common forms of /saaga/ and /níi/. In the present, /saagá níidà mé/, 'It is raining', is the most common form. In the perfective, /saaga níi mé/, 'It (has) rained', is the most common form.

31E M tádà bíisd wúsg m zákà púgè.

Sand is a practical floor covering in many areas.

31.1A Repetition Drill

Illustration: /-è/ vs. /-púgè/

m ziigǎ	my place
m ziiga púgè	within my place
m ziigè	in/at my place
tónd zèèdǎ	our garden
tónd zèèda púgè	inside our garden
tónd zèèdè	in/at our garden
a móbilǎ	his car
a móbilà púgè	inside his car
a móbilè	in/at his car

31.2A Substitution Drill

Insert the underlined portions in the preceding sentence.

Biismá ya nóog wúsgo.	The milk is very good.
<u>Dáam</u> ya nóog wúsgo.	The beer is very good.
Dáam <u>bee zákà púgè</u> .	The beer is in the house.
<u>M bá kásmà</u> bée zákà púgè.	My uncle is in the house.
M bádasma <u>zíig zákà né ká</u> .	My uncle('s place) is far from here.
<u>Ténkdòog</u> zádà né ká.	Tenkodogo is far from here.
<u>A Sáblog ká</u> zád né ká yé.	Sablogo is not far from here.

Bám yíidà ká zǎd né ká yé.
Bám yíidà bée ótel seaagě.
M vwátuudà bée ótelsèaagě.
 M vwátuudà bée bíis zùgě.
M zíi bíis zùgě.

Their house isn't far from here.
 Their house is next to the hotel.
 My car is next to the hotel.
 My car is sitting on the sand.
 I'm sitting on the sand.

31.2B Substitution Drill

Insert the underlined portions into the preceding sentences.

Mam tádà bíism wúsgo.
Mam níisà kǒtá m lá bíism wúsgo.
M dá daa bíism wúsgo.
 M dá daa lémbuyà wúsgo.
 M dá koosa lébmuyà wúsgo.
 M dá buda lémbuyà wúsgo.
 M dá buda kí la mwí.
A nǎ m buda kí la mwí.
A nǎǎ m buda kí la mwí.
 A nǎǎ n níi mē.
 A nǎǎ n kǒǒ m la dáàm.
A ká kǒ m dáàm yé.

I have a lot of milk.
 My cows give me lots of milk.
 I sold a lot of milk.
 I sold a lot of oranges.
 I brought a lot of oranges.
 I planted a lot of oranges.
 I planted millet and rice.
 He has just planted millet and rice.
 He's going to plant millet and rice.
 It's going to rain.
 He's going to give me some beer.
 He didn't give me any beer.

31.2C Substitution Drill

Insert the underlined portions into the preceding sentences.

Koom bée bíisà pùgě.
 Koom bée bíisà zùgě.
M zíi bíisà zùgě.
 M zii yám seaagě.
Dáam bee yám seaagě.
 Dáam bee wúsgo.
M nóngà bíism wúsgo.
 M nóngà m págà wúsgò.
 M nóngà táamà wúsgo.
 M dátě n dii táamà wúsgò.
 M dátě m paamá yamsm.
 M dátě m paamá kipade.

There is water in the sand.
 There is water on/over the sand.
 I'm sitting on the sand.
 I'm sitting next to you.
 The beer is next to you.
 There's plenty of beer.
 I like milk very much.
 I love my wife very much.
 I like karités very much.
 I am crazy about karités.
 I want to get some salt.
 I want to get some peppers.

31.3A Transformation Drill

Repeat each item; then change to plural.

Yá káafò	Yá kí
Yá kamáandè	Yá kamáanà
Yá mwífù	Yá mwí
Yá náafò	Yá níisì
Yá wéefò	Ya wíidì
Ya zàkà	Ya zàgsè
Yá pága	Yá págba
Yá lívdè	Yá lívddàmbá
Ya sílgà	Ya sílsè
Yá dáwa	Yá dáopà
Yá yíidè	Yá yíyà
Yá sóde	Yá sóyà
Ya sùmdè	Ya sùmà
Ya Mǒǒgà	Ya Mǒǒsè
Ya Ámèdiké	Ya Ámèdikédàmbá
Yá búmbù	yá bǒǒyà
Ya dóogò	Ya dótò
Ya kíbàde	Ya kíbaisè
Yá kóadà	Yá kóadbà
Ya kóasà	Ya kóasdbà

31.3B Transformation Drill

Change to present.

Mam kóo a Sablógò.	Mam kóodà a Sablógò.
Mam búdà kí la mwí.	Mam bútà kí la mwí.
Saag níi mé.	Saaga níidà mé.
A kǒǒ m la bíism.	A kǒtà m la bíism.
M dá nongá dáam.	M nóngà dáam.
Zǒs dà bee zóm pugè.	Zǒs bee zóm pugè.
M dá dátè m paamá súkdè.	M dátè m paamá súkdè.
Pemsm wáa mé.	Pemsm wátà mé.
Bám yíi Wagdugè.	Bám yítà Wagdugè.
A wáa mé n nǎǎ n gés yām.	A wátà mé n nǎǎ n gés yām.
Ub dá ya láafi balá.	Ub yá laafí balá.
A yéé Nábíiga Tíib dúnda.	A yétà Nabíiga Tíib dúnda.

31.3C Response Drill

Answer the questions according to the underlined cues.

- ¿Virginia zìig zǎdà né Washington bí?
 Àyò, Virginia zìig ká zǎd né Washington yé.
- ¿Yám tumda zìig bugo?
 M túmdà dáagè.
- ¿Yám tada dáam wúsg i ziiga púgè bí?
Ngée, m tádà dáam wúsg m ziiga púgè.
- ¿Yám koosda bwé né bwé dáagà púgè?
 M kóosdà búm fáǎ.
- ¿Yám babilà kóõ i la lígd bí?
Ngée, zaamé m babilà kóõ m la lígdí.
- ¿Yám data búm á to yaas bí?
 Ngée, m dátà yasmsm né.
- ¿Saagá níidà mé bí?
 Àyò, saagá nǎ n ká níid yé.
- ¿Saagá níidà á silg yíidè bí?
Ngée, saagá níidà á silg yíidè mwásǎ.
- ¿Yám yàokasmà bée yae mwásǎ?
 M yàokasmà bée Páidè mwásǎ.
- ¿Neuilly zìig zǎdà né Pádì bí?
 Ngée, Neuilly zìig zǎdà né Pádì.

Comprehension Drill

Dáwa Tembìl yá kóadà n bee Haute Voltaè. A zíi la á Sablóg né a págà. Dáwa Tembìl né a pág tádà zìig béddè. Ub búda kí ub zìigà púgè. Ub tada níis né píis mé. Saag sǎ níi, ub tádà kóom wúsgo. Dáwa Tembìl níisà kótà á la mé bíism. Dáwa Tembìl tádà bíis wúsg a zákè.

Questions:

- ¿Dáwa Tembìl yá bwé?
 Dáwa Tembìl yá kóadà.
- ¿A bée teng bugo?
 A bée Haute Voltaè.
- ¿A zíi Haute Voltaè zíi bugo?
 A zíi la á Sablóg.
- ¿A zíi la a Sablóg né ándà?
 A zíi la a Sablóg né a págà.

5. ¿Dáwa Tembíl né a págà tádà bwé a Sablógo?
Ub zii bedd a Sablógo.
6. ¿Ub butà bwé' a púgè?
Ub búta kí a púgè.
7. ¿Ub tádà bwé né bwé yaasá?
Ub níis né píis mé.
8. ¿Saag sǎ níi ub tádà bwé?
Saag sǎ níi ub tádà koom wúsgo.
9. ¿Dáwa Tembíl níi sǎ kǒtá á la bwé?
Dáwa Tembíl níi sǎ kǒtá á la bíism.
10. ¿Dáwa Tembíl níi sǎ kǒtá á la mé bíism bí?
Ngée, a níi sǎ kǒtá á la mé bíism.
11. ¿Dáwa Tembíl tádà bíisd a zákè bí?
Ngée, a tádà bíisd wúsg a zákè.

UNIT 32

Basic Sentences: Kuka and Tembila talk about their old friend, Kulga.

- | | | |
|--------------------------------|-----------|-----------------------------------|
| | -Kúkà- | |
| ¿A Kúlg bee yae mwásà? | | Where is Kulga now? |
| | -Tembila- | |
| A bée Wáyugiě. | | He's in Ouahigouya. |
| | -Kúkà- | |
| ¿A túmdà bwě bé? | | What's he doing there? |
| | -Tembila- | |
| A yá lígd soabà n bee bé. | | He's a rich man there. |
| A tádà yíid bédd sě ya néede. | | He has a big, beautiful house. |
| | -Kúkà- | |
| ¿A tádà bwě yaasá? | | What else does he have? |
| | -Tembila- | |
| leddá, -dambá | | duck |
| búugà, -sì | | goat |
| péesgò, -sì | | sheep |
| nóagà, *nóosè | | chicken |
| A tádà léddambá, nóosè, búusi, | | He has ducks, chickens, goats and |
| la píis mè. | | sheep. |
| | -Kúkà- | |
| ¿A tádà níis la wíid mé bí? | | Does he have cows and horses too? |
| | -Tembila- | |
| Ngée, a tádà níis la wíid mé. | | Yes, he has a lot of cows and |
| | | horses. |
| | -Kúkà- | |
| ¿A Kúlg túmdà wúsg bí? | | Does Kulga work a great deal? |

	-Tembila-	
Áyò, a ká tád tùum wúsg yé.		No, he doesn't have much work.
	-Kúkà-	
¿La a máandà bwě?		And so, what does he do?
	-Tembila-	
baaga, -se		dog
A míi n kégà dáagě né a baaga.		He occasionally goes to the market with his dog.
A súüd yá noog wúsgo.		He's getting along fine.

USEFUL WORDS AND PHRASES

A zíi zíndìgě.	He is sitting in a chair.
A gěě gǎǎdìgě.	He is lying in bed.
A sóagà sóagdìga.	He fastened the button.
Níkemà Kampáod tádà nágdaoogò.	Old Mr. Campaode has a bull.
Níkemà Kampáod tádà wédsadgà.	Old Mr. Campaode has a mare.
Pogyǎngà Kampáod pílgà mángòdò.	Old Mrs. Campaode peeled a mango.
Pogyǎngà Kampáod fúkà nánguyà.	Old Mrs. Campaode shelled some peanuts.
A kégà tǎǎsgò.	He went hunting.
A kégà wáls tǎǎsgó.	He went gazelle hunting.
A kégà yíisà tǎǎsgo.	He went deer hunting.
A kúu wálgà.	He killed a gazelle.
A kúu weníisì.	He killed some buffalo.

NEW WORDS

zindígà, -sè	chair, seat
gěě	be in bed
gǎǎdìgà, -sè	bed
soaga	attach, affix, fasten
sóadìga	button, fastener
nágdaoogò, -dò	bull
wédsadgà, -sè	mare
nikémà, *nikémsè	elderly gentleman
pogyǎngà, *pogyǎǎsè	elderly lady

pila	roll up, fold up
pilga	unroll, unfold, peel
fuka	shell, husk
tǎǎsgò, -sè	hunt(ing)
wálga, -sé	gazelle
yǐdé, -sá	deer
kúu	kill
weenáafò, -sì	buffalo

GENERAL NOTES

32A Word Order: location and time.

¿A Kúlg bée yae mwásǎ?

Words indicating location and time most often occur after the verb object, or after the verb if there is no object. Words indicating location occur before words indicating time, as in the sentence above, 'Where is Kulga now?'

32B Multiple modifiers of nouns

A tádà yǐid bédde sé ya néede.

If there are two or more modifiers with a noun, in most cases only one modifier occurs with the noun and the other modifiers occur in a subordinate clause, e.g., the sentence above, 'He has a big, beautiful house', literally, 'He has a big house which is beautiful'.

32C Instrument nouns

A sóagà sóadigà.

Instrument nouns, indicating 'the tool or instrument with which something is done', are derived from verb stems by the suffixes /-d/ and /-í/ plus the noun class suffixes /-ga/ and /-se/, e.g., in the sentence above, 'He buttoned the button', 'He fastened the fastener'.

32D Titles of great respect for elderly persons.

Níkemà Kampáode

Pogyǎngà Kampáode

Age is much respected among the Mossi, and elderly persons have high esteem everywhere. The titles /níkemà/, 'elderly gentlemen', and /pogyǎngà/, 'elderly lady', reflect this deference and respect to age, and by no means indicate the levity or commonness found in English in, 'old man Jones', or

'Old MacDonald'. /níkèmə/ or /pogyǎngà/ plus the family name is used for elderly persons whom one does not know exceedingly well, but /níkèmə/ or /pogyǎngà/ plus a given name is used only by persons on familiar terms. Compare Note 4A.

32E Sex of animals

/-dáooogo/, 'male', and /-sádǎgà/, 'female', compounds with various nouns referring to animals to mark masculine and feminine, e.g., /weddáooogo/, '(male) horse', and /wedsádǎgà/, 'mare'. The plural of /-dáooogo/ is /-dáado/, of /-sádǎgà/, /-sádsè/.

32.1A Repetition Drill and Supplementary Vocabulary

Illustration: Plural formation of some nouns.

Dáwa Kúlg tádà níisì.	Kulga has cows.
Dáwa Kúlg tádà náaf'á yé.	Kulga has one cow.
A Kúlg tádà búusì.	Kulga has some goats.
A tádà búug á yé.	He has one goat.
A yíidà púgè a tádà báasè.	He has dogs at home.
A yíidà púgè a tádà báag á yé.	He has a dog at home.
Pága Pók dǎa noagǎ.	Poko bought that chicken.
Pága Pók dǎa noasǎ,	Poko bought those chickens.
Mam tádà zák'á yé.	I have only one house.
A tádà zǎgsè.	He has several houses.
Tǎǎsǎ Kúk kúu piisi.	Kuka, the hunter, killed several sheep.
Tǎǎsǎ Kúk kúu pesg á yí.	Kuka, the hunter, killed only one sheep.
Tenkódog tádà nábiisi.	Tenkodogo has several princes.
Búls tádà nábiig á yé.	Boulsa has only one prince.
Dáwa Ísak dǎ tádà yúusì.	Isaac had several cats.
Mwásǎ a tádà yúug á yé.	Now he has only one cat.
Mam tádà nús á yi.	I have two hands.
Daagá bee nóg goabgá.	The market is on the left hand.
Mam yěě Silmiisǎ.	I saw those Fulas.
A yěě Silmiigǎ.	He saw that Fula.
Dáwa Bǎsb tádà zíisì.	Basba has several places (property).
A tádà zíigà.	He has a piece of property.

Koomá pugè zóòs bee mé.	There are some flies in the water.
Koomá pugè zóåg á yí bée mé.	There is a fly in the water.
Pága Pók dáa sáasè.	Poko bought brooms.
A dáa sáag á ye.	She bought only one broom.
Dáwa Sékù tádà násàd sílì.	Seku has several airplanes.
A tádà násàd sílg á yé.	He only has one plane.
Dáwa Kúlg tádà níisì.	Kulga has some cows.
A tádà náafò.	He has a cow.
Tónd tada báase.	We have some dogs.
A tádà báagà.	He has a dog.
Sáagà níidà mé.	It's raining.
Mam tádà síbga m yíidè.	I have a grapevine at home.
A Kúk tádà síbsi a yíidè.	Kuka has some grapes at home.

32.1B Note: Plural Formations. Nouns of Action.

Most of the nouns presented above end /-ga/ in the singular and in /-se/ in the plural. Therefore they belong to the class we shall call /-ga -se/. Generally, this can be considered the action class. The nouns that belong to this class refer to things that move, to places where action occurs, and to actions themselves.

The nouns of the previous exercise show one regular phonetic alternation. When the stem vowel is /u/ or /i/, the plural ending /-se/ becomes /-si/.

A few of the above nouns straddle two classes. In the plural they are moving objects: /niisi/ - cows, /piisi/ - sheep, and /nusi/ - hands. The singular endings of these nouns, however, draw attention to a different characteristic which will be explained later.

This classification and the following ones are intended to be aids to learning and observation. They cannot, of course, predict the classification of nouns. The foreigner's idea about the outstanding characteristic of any object does not necessarily correspond to the native speaker's idea of the same. Furthermore, the 'meanings' of the endings are implicit from the native speaker's point of view. He has a feeling that a given noun should have a given ending. And he is right. No description can adequately cover groups of words which experience shows us must all belong together.

32.1C Response Drill

Practice: Plural formation of certain nouns.

Directions: All sentences of the drill relate to the first or topic sentence: /Níkemà Kampáod dá tada zíigà./, 'Old Mr. Campaode has a farm'. The instructor gives the name of an animal. The student says that Old Mr. Campaode had some such animals on his farm, or /Níkemà Kampód dá tada.....zíigè./

Níkemà Kampáod dá tada zíigà.

Instructor

naafò

búuga

báaga

nóagà

zaká

péesgò

yuugá

Student

Níkemà Kampáod dá tada níis a zíigè.

Níkemà Kampáod dá tada búus a zíigè.

Níkemà Kampáod dá tada báas a zíigè.

Níkemà Kampáod dá tada noosi a zíigè.

Níkemà Kampáod dá tada zágs a zíigè.

Níkemà Kampáod dá tada píis a zíigè.

Níkemà Kampáod dá tada yúus a zíigè.

32.1D Response Drill

Practice: Plural formation of certain nouns and definite vs. indefinite nouns.

Directions: All sentences of the drill are related to the first or topic sentence: /Níkemà Kampáod dá yéè píis Wágdugè./ 'Old Mr. Campaode had seen some sheep in Ouagadougou. The instructor gives the noun. The student says that Campaode had seen some such things in Ouagadougou.

Instructor

a zíigà

Silmíigà

Silmíigà

kadembíiga

kadembíigà

naafó

naafóà

búuga

búugà

báaga

báagà

nóagà

Student

Níkemà Kampáod dá yéè a zíis Wágdugè.

Níkemà Kampáod dá yéè Sílmìis Wágdugè.

Níkemà Kampáod dá yéè Sílmìisa Wágdugè.

Níkemà Kampáod dá yéè kádembíis Wágdugè.

Níkemà Kampáod dá yéè kádembíisà Wágdugè.

Níkemà Kampáod dá yéè níis Wágdugè.

Níkemà Kampáod dá yéè níisà Wágdugè.

Níkemà Kampáod dá yéè búus Wágdugè.

Níkemà Kampáod dá yéè búusà Wágdugè.

Níkemà Kampáod dá yéè báas Wágdugè.

Níkemà Kampáod dá yéè báasà Wágdugè.

Níkemà Kampáod dá yéè nóos Wágdugè.

<u>Instructor</u>	<u>Student</u>
nóagà	Níkemà Kampáod dá yéè nóosà Wágdùgè.
péesgò	Níkemà Kampáod dá yéè píis Wágdùgè.
péesgoà	Níkemà Kampáod dá yéè píisà Wágdùgè.
Moagá	Níkemà Kampáod dá yéè Mǒǒs Wágdùgè.
Moagã	Níkemà Kampáod dá yéè Mǒǒsà Wágdùgè.
nabíiga	Níkemà Kampáod dá yéè nábiis Wágdùgè.
nabíigà	Níkemà Kampáod dá yéè nábiisa Wágdùgè.
yuuga	Níkemà Kampáod dá yéè yúus Wágdùgè.
yuugã	Níkemà Kampáod dá yéè yúusà Wágdùgè.
zakà	Níkemà Kampáod dá yéè zǎgsà Wágdùgè.
daagǎ	Níkemà Kampáod dá yéè dáasà Wágdùgè.
báaga	Níkemà Kampáod dá yéè báas Wágdùgè.
zǒǎgà	Níkemà Kampáod dá yéè zǒǎsà Wágdùgè.
yuugã	Níkemà Kampáod dá yéè yúusà Wágdùgè.
noagã	Níkemà Kampáod dá yéè nóosà Wágdùgè.
báaga	Níkemà Kampáod dá yéè báas Wágdùgè.
sibga	Níkemà Kampáod dá yéè síbs Wágdùgè.
soddáagǎ	Níkemà Kampáod dá yéè sóddàasa Wágdùgè.

32.2A Substitution Drill

Illustration: /mí/ as the first of two verbs with one subject.

A mí n kégà dáagè.	He used to go the market.
A mí n kéngdà dáagè.	He often goes to the market.
A mí n tuma mé.	He used to work.
A mí n tumda dád fǎ.	He usually works every day.
A mí n tumda dáagè.	He regularly works at the market.
A mí n tuma dáagè.	He used to work in the market.
A mí n kadma dád fǎǎ.	He used to read every day.
A mí n kadmda dád fǎ.	He usually reads every day.
A mí n daa bánanadambá.	He used to buy bananas.
A mí n daada bánanadambá.	He habitually buys bananas.
A mí n buda kamáanà.	He used to plant corn.
A mí n buta kamáanà.	He regularly plants corn.

32.2B Note

/mii/ as the first of two verbs of a subject has specialized meanings as shown in Note 24A. /mii n/ with a perfective verb means, 'used to', or 'did now and then', e.g., /A mii m kèngà mé/, 'He used to go', but /mii n/ with an imperfective means, 'often', 'habitually', or 'regularly', e.g., /A mii n kèngdà mé/, 'He goes often'.

32.2C Substitution Drill

Pogyǎngà Kampáod fúkdà kámaanà.	Mrs. Campaode is husking corn.
Pogyǎngà Kampáod <u>pílgdà bánandambà.</u>	Mrs. Campaode is peeling bananas.
Pogyǎngà Kampáod <u>tádà níis á tǎǎ.</u>	Mrs. Campaode has three cows.
Pogyǎngà Kampáod <u>kóosà nóosads á naase.</u>	Mrs. Campaode sold four hens.
Pogyǎngà Kampáod <u>tádà yíid bédde sé ya néede.</u>	Mrs. Campaode has a big, beautiful house.
Pogyǎngà Kampáod <u>dá kà tád níisì la léddàm wúsg yé.</u>	Mrs. Campaode didn't used to have a lot of ducks and sheep.
Pogyǎngà Kampáod <u>zii zíndigè.</u>	Mrs. Campaode is sitting in a chair.
Pogyǎngà Kampáod <u>gěě mé.</u>	Mrs. Campaode is (already) in bed.
Pogyǎngà Kampáod <u>dátà nánguyà.</u>	Mrs. Campaode wants some peanuts.
Pogyǎngà Kampáod <u>kéngà mé n nǎǎ n tógò n daa sóogdsè.</u>	Mrs. Campaode went to buy some buttons.

32.3A Transformation Drill

Change to negative past with /dá/.

A bée bé.	A dá kà bé yé.
A tádà yíid béede.	A dá kà tád yíid bédde yé.
Mam kóodà á Sáblogò.	Mám dá kà kóod á Sáblog yé.
Yǎm tada kóom wúsgo.	Yǎm dá kà tád kóom wúsg yé.
M nóngà daam.	A dá kà nóng daam yé.
Sáag níi mé.	Sáag dá kà níi yé.
M dátè m paamá súkdè.	M dá kà dátè m paam súkd yé.
Yǎm waa né i bá.	Yǎm dá kà wá né i bá yé.
Bám kúisà yíidè.	Bám dá kà kúis yíidè yé.
M dóogà Wágdugè.	M dá kà dóog Wágdugè yé.
Yá sídà.	Da kà síd yé.
M wúmà mé.	M dá kà wúm yé.

Comprehension Drill 1

A Kúlg bée Wáyùgiě. A yá lígd soabà n bee bé. A tádè yíid bedde sé ya néede. A tádà léddámá, búusì, píisì, nóosè, níisì, la wíid mé. A Kúlg ká tumd wúsg yé. A míi n kégà dáagè né a báaga. A sũũd yá noog wúsgo.

Questions:

1. ¿A Kúlg bée yae?
A bée Wáyùgiě.
2. ¿A yá lígd soab n bée bè bí?
Ngée, a yá lígd soab n bée bé.
3. ¿A tádà yíid bedd sé ya néed bí?
Ngée, a tádà yíid bedd sé ya néede.
4. ¿A Kúlg tádà bwě yaasa?
A tádà léddámá, búusì, píisì, la nóos mé.
5. ¿A tádà níis la wíid mé bí?
Ngée, a tádà níis la wíid mé.
6. ¿A Kúlg túmdà wúsg bí?
Áyò, a ká túmd wúsg yé.
7. ¿A míi n kégà dáagè né a báag bí?
Ngée, a míi n kégà dáagè né a báaga.
8. ¿A sũũd yá noog wúsg bí?
Ngée, a sũũd yé noog wúsgo.

Comprehension Drill 2

Dáwa Kúlg dá tada báagà. A dágè m boondá báagà tí a zóa Wésà. A Wés dá ya báag bílf sé ya néede. A Wés dà nòngà kóamb wúsgo. A míi n deemdá né koambá. A Wés dà míi n kengá táǎsg né Dáwa Kúлга.

Questions:

1. ¿Dáwa Kúlg dá tada bwě?
Dáwa Kúlg dá tada báagà.
2. ¿A dágè m boondá a báagà tí a bwě?
A dágè m boondá a báagà tí a zóa Wésà.
3. ¿A Wés dá ya báag bílf bí?
Ngée, a dá ya báag bílf sé ya néede.
4. ¿A Wés dà nòngà kóamb bí?
Ngée, a dá nòngà kóamb wúsgo.
5. ¿A míi n deemdá mé né koamb bí?
Ngée, a míi n deemdá mé né koambá.
6. ¿A Wés dà míi n kengá táǎsg né ándà?
A dá míi n kengá táǎsò né Dáwa Kúлга.

UNIT 33

Basic Sentences: A Tembìl kèngà mé n nǎǎ n tugõ n gésà lógtòde.

	-Tembila-	
Logtódè, m wáa mé n nǎǎ n gés yǎm!		Doctor, I came to see you.
	-Logtódè-	
¿Ya wána?		What's the matter?
	-Tembila-	
Laafí ká bé mam yé.		I don't feel well.
	-Logtódè-	
zaba		hurt, be painful, suffer, have a fever
¿Ya yǎm bwě n zǎbdà?		What is it that hurts you (so)?
	-Tembila-	
Mam zúg nè m púg n zǎbdà.		My head and my stomach hurt!
	-Logtódè-	
¿Yǎm sũũda ká zǎbd lá?		Doesn't your chest hurt?
	-Tembila-	
nífò, *nínì		eye
Áyò, la m nínà zǎbdà mé.		No, but my eyes hurt.
	-Logtódè-	
bǎǎga, -sé		sickness, disease
¿Yǎm bǎǎga singa dábudè?		When did your illness begin?
	-Tembila-	
Zaamé zaábdè.		Last night.

-Logtódè-

tiím, *titó
Ad tíim.
Ya tíim sùngò.

medicine
Here is some medicine.
It's good.

-Tembila-

I bádk wùsgo.

Thank you very much.

USEFUL WORDS AND PHRASES

Bám yúùdà tíimà.	They drink the medicine.
Bám yúùdà sígàde.	They smoke a cigar.
Túulg tada mám.	I'm hot.
Wógd tada mám.	I'm cold.
Kóm tada mám.	I'm hungry.
Koyúùd tada mám.	I'm thirsty.
Mam yáe mé.	I'm tired.
Mam wúbà mé.	I vomited.
A kii mé.	He is dead.
A kíitá mé.	He is dying.
A táda pùgà.	She is pregnant.
M wǎǎgà nùg ditgò.	I cut my right hand.
M wǎǎgà nùg goabgá.	I cut my left hand.
Tónd kèndà né d nàwà.	We are going on foot.

NEW WORDS

yúù	drank, smoked
sigáde, -yá	cigarette, cigar, tobacco
túulgò	heat
wógdò	cold
kóm	hunger, famine
koyúùdu	thirst
yáe	be tired/fatigued
wóbà	vomit
kii	die
wǎǎga	cut
nùgù, -sì	hand
ditgó	right (opposite left)

goabgá	left (opposite right)
náodè, *náwà	sole

SUPPLEMENTARY VOCABULARY

koabg lá yímbdè	101
koabg lá písì lá yímbdè	121
kóbsì	200
kóbs tã	300
kóbs náasè	400
kóbs nú	500
kóbs yoobé	600
kóbs yopoe	700
kóbs níì	800
kóbs wáe	900
túsdì	1000
túsa yi	2000
túsa tãã	3000

GENERAL NOTES

33A Emphatic sentences

¿Ya yám bwě n zábda?!
 Mam zúg nè m púg n zábda!
 Áyò, la m nínà zábda mé.

In most cases, /mé/ occurs after a verb if there is no object or complement, e.g., the third sentence above, 'No, but my eyes hurt!'. See Note 2F. This is the usual or favorite sentence type, but certain types of emphatic sentences do not have /mé/ after a verb even if there is no object or complement. The second sentence above without /ya/ is somewhat more emphatic, i.e., 'My head and my stomach hurt!'. Such a sentence is an elliptical or shortened form of a sentence with /ya/, as shown by the connective /n/ and lack of /mé/. With /ya/, a sentence is even more emphatic, e.g., the first sentence above, 'What is it that hurts you so?!'

33.1A Repetition Drill and Supplementary Vocabulary

Illustration: Noun plurals

<u>Singular</u>	<u>Plural</u>	<u>Glossary</u>
zóobgò	zóobdò	hair of head
nífù	nínì	eye
yóòde	yóya	nose, nostril
tubdé	tubá	ear
yéndè	yénà	tooth
kõbgó	kõbdó	body hair
súúdi	súya	heart, chest, upper torso
pugá	pusí	stomach, intestinal area, middle torso
taodé	tawá	lower torso
núgù	núsì	arm, hand
núgbila	núgbi	finger
kadgá	kadsé	leg, foot
náodè	náwà	sole
náobila	náobi	toe
poodé	pooyá	back
zúgù	zútù	head
nóodè	nóyà	mouth
zilmdé	zilmá	tongue
kokódè	kokóyà	neck

33.1A Note: Plural Formations: Nouns of result and nouns of enclosure.

The Repetition Drill above presents two noun classes: /-de -a/ and /-go -do/. The first class refers generally to results of actions and to small things. Some of the names in this class are some parts of the body, fruits, small plants and animals, names of languages. Fruits are 'results' of plants with the same name, and languages are the 'results' of the people who speak them.

The second class refers to nouns whose outstanding characteristic is that they are encasements, coverings or expanses. They often have the additional quality of an extractable content.

Some regular phonetic changes apply to the stems and endings. An ending in /-o/ changes to /-u/ when preceded by /u/ or /i/ in the stem. An ending in /-e/ changes to /-i/ when preceded by /u/ or /i/ in the stem. Thus /súúdi/

and /poodé/ belong to the same noun class. /zúgù/ and /zóobgò/ also belong to the same class. When the plural ending /-a/ occurs immediately after a vowel, it is pronounced /-ya/.

33.2A Number Drill

Review Supplementary Vocabulary of Units 8 and 15. Read the numbers horizontally.

(a)	18	80	28	(b)	40	50	4	5
	17	70	27		14	15	45	54
	16	60	26		60	70	6	7
	15	50	25		16	17	67	76
	14	40	24		20	30	3	2
(c)	19	90	29	(d)	36	63	33	66
	16	15	13		25	52	22	55
	20	50	40		67	76	77	66
	25	22	27		19	99	9	11
	38	68	18		8	88	38	78
(e)	200	102	202	(f)	200	300	400	
	600	604	640		1500	1600	1700	
	317	307	371		1808	1919	2000	
	869	879	829		1965	2116	2473	
	403	402	430		8217	5353	4962	

33.2A Transformation Drill

Change to more emphatic form with /n/.

M pood zàbdà mé.	M pod n zàbdà.
M zúg zàbdà mé.	M zúg n zàbdà.
M níf zàbdà mé.	M níf n zàbdà.
M yěnd zàbdà mé.	M yěnd n zàbdà.
M sũũd zàbdà mé.	M sũũd n zàbdà.
M tubd zàbdà mé.	M tubd n zàbdà.
M pug zàbdà mé.	M pug n zàbdà.
M kadg zàbdà mé.	M kadg n zàbdà.
M núg zàbdà mé.	M núg n zàbdà.
M nús zàbdà mé.	M nús n zàbdà.
M náó zàbdà mé.	M náó n zàbdà.
M tao zàbdà mé.	M tao n zàbdà.

33.2B Transformation Drill

Change francs to /wakíyà/. One 'wakide' equals five francs.

5 francs (C.F.A.)	wakíd á yimbè
10 francs	wakíy á yìibù
15 francs	wakíy á tǎǎbò
20 francs	wakíy á náasè
25 francs	wakíy á núu
30 francs	wakíy á yòobè
35 francs	wakíy á yòpoè
40 francs	wakíy á níì
45 francs	wakíy á wàe
50 francs	wakí piiga

33.2C Substitution Drill

M yúùdà dáam̄.	I drink beer.
M yúùdà <u>sígàde</u> .	I'm smoking.
M yúùdà <u>tiim</u> .	I'm drinking the medicine.
M <u>díkà</u> tíim̄.	I took the medicine.
M <u>díkà á la mé n kégà silg yíidè</u> .	I took him to the airport.
M <u>kégà mé n tugó n díkà á silgyiidè</u> .	I went to get him at the airport.
M <u>kégà mé n tugó n gés lógtòde</u> .	I went to see the doctor.
M <u>díkà m pága n tugó n gés lógtòde</u> .	I took my wife to see the doctor.
M <u>díkà m pága n kég dáagè</u> .	I took my wife to the market.
M <u>díkà m pága n tugó n gés a ma</u> .	I took my wife to see her mother.

Comprehension Drill 1

Logtód kóò la Dáwa Tembìl tíim záamè. Dáwa Tembìl dá kà láafi yé. A zúg né a pug n dá zàbdà. A yéelà mé tí a nínà mé dá zàbdà mé. A báàga singa zaamè. Logtód a Sékù tíimà ya tíim sungo. A kóò Dáwa Tembìl láafi.

Questions:

- ¿Logtód kóò Dáwa Tembìl tíim záamè?
Ngée, Logtód kóò Dáwa Tembìl tíim záamè.
- ¿Dáwa Tembìl dá ya láafi bí?
Áyò, Dáwa Tembìl dá kà láafi yé.
- ¿A Tembìl bwě n dá zàbdà?
A Tembìl zúg né a pug n dá zàbdà.

4. ¿Dáwa Tembíl yéelà mé tí a nín mè dá zàbdà mé bí?
Ngée, a yéelà mé tí a nín mè dá zàbdà mé.
5. ¿A bǎǎga singa dábudè?
A bǎǎga singa záamè balá.
6. ¿Logtód tíima ya tíim sùng bí?
Ngée, a tíimà ya tíim sùngò.
7. ¿A tíimà kǒǒ Dáwa Tembíl láafì bí?
Ngée, logtód tíimà kǒǒ Dáwa Tembila láafì.

Comprehension Drill 2

áspidinì

aspirin

píkúudè, -yà

shot (medical)

Logtódè, laafí ká bé mam yé. M zúg n zàbdà. A síngà m la zàbd záamè balá. A zàbdà m la wúsgo. Mam dátà áspidin la píkúudè. M púusdà yǎm bǎdk wúsgo, logtódè.

Questions: Answer the questions as though you were Tembila or the doctor.

1. ¿Tembila, i yíbeog ya laafí?
Áyò, laafí ká bé mam yé.
2. ¿Yǎm bwě n zàbda?
Mam zúg n zàbdà.
3. ¿Yǎm zúgà síngà la dábudè?
A síngà záamè balá.
4. ¿Yǎm zùgà zàbdà yǎm wúsgo bí?
Ngée, a zàbdà m la wúsgo.
5. ¿Yǎm dátà mé tí m kǒǒ i píkúud bí?
Ngée, m dátà mé tí i kǒǒ m píkúude.
6. ¿Yǎm tǒě n lèbě n wa ká béoog yíbeòog bí?
Ngée, m tǒě n lèbě n wa mé.
7. ¿Yǎm tàdà áspidin i zákè bí?
Áyò, m ká tàd àpidin m zákè yé.
8. ¿Yǎm dátà áspidin mé bí?
Ngée, m dátà áspidin mé.
9. ¿M tǒě n dikà áspidinà mwásmwasà?
Ngée, díke yǎ á yi mwásà, a yíib zaábdè.
10. ¿M tǒě n yíi dúndà bí?
Áyò, dá yíi dúnda yé.
11. ¿Yǎm wùmà mé bí?
Ngée, m wùmà mé.

UNIT 34

Basic Sentences: 1

	-Sékù-	
M báodà bée tùumde.		I'm looking for a job as a house-boy.
	-Edward-	
¿Yám tóě m peká fút la i dépase?		Can you do washing and ironing?
	-Sékù-	
Áyò, m tóě m peká mé la m ká tóě n dépas yé.		No, I can wash, but I can't iron.
díide, -bó		food, nourishment
M tóě m maaná díib mé.		I can cook also.
	-Edward-	
Dě ya sùrà.		That's good.
dèngà		do first/beforehand; be early/ in advance; start with, pre- cede by
¿Yám dengě n tuma zíi bugo?		Have you worked anywhere before?
	-Sékù-	
Ngée.		Yes.
	-Edward-	
¿Yae?		Where?
	-Sékù-	
Monsieur Antoine yíidè.		At Mr. Antoine's.
	-Edward-	
yáo		pay, repay, compensate
kíuugù, -sì		moon; month
¿Monsieur Antoine dá yàodà yám kíuug fàã wána?		How much did Mr. Antoine pay you per month?

(U)b dá yáoda mām kóbisnaas kiuug fǎǎ.
 -Sékù-
 He paid me 2000 francs a month.

Mam nǎǎ n díkà yǎm kóbinaas kiuug fǎǎ.
 sákà
 ;Yǎm saka mé?
 -Edward-
 I'll hire you at 2000 francs a month.
 obey, consent, accept, agree
 Is that satisfactory to you?

Ohǒ, m sákà mé.
 -Sékù-
 Well, all right, I accept.

Basic Sentences: 2

Id gés bwě túumd la yǎm nǎǎ n tum yíbeoogǎ.
 sálǒǒ, -dàmbá
 ;Yǎm dà pèkà sálǒowǎ záamě bí?
 -Edward-
 Let's see what sort of work there is for you this morning.
 living room, salon, reception room
 Did you mop the living room yesterday.

Ngée.
 -Sékù-
 Yes.

Dúnda yǎm nǎǎ m pékà fút la vwátuudǎ.
 safándè, -à
 ódzavel (eau de Javel)
 ;Safánd né ódzavel bée mé?
 -Edward-
 Today you will wash the car and the clothes.
 soap
 bleach
 Is there any soap and bleach?

M tádà ódzavel la safánd ká yé.
 M nǎǎ n túgǒ n daa mwásmwasǎ n waa.
 -Sékù-
 I have some bleach, but there's no soap.
 I'm going to go buy some right away.

	-Edward-	
lébà		return to, come to, again, redo, start; take the place of; (re)wind; resemble; still, yet, besides
páogà		lack, be insufficient, despise, underestimate, undervalue, disparage
¿Bwě lébè m páog yãm yaasá?		What do you need besides? (What has come back and is lacking you still?)
	-Sékù-	
Áyò, búm kà páog m yáas yé.		(No,) I don't need anything else.
	-Edward-	
súkà		ask
kéesà		remain, last, endure, be left
Bí i súde yǎ Madame n gés bwě túumd kéese.		After that, ask my wife and see what else there is to do.
	-Sékù-	
M wúmà mé.		I understand.

USEFUL WORDS AND PHRASES

¿Bwě m páoge?	What is needed? What is lacking?
Koom m páoge.	There hasn't been enough water.
Búd m páoge.	There hasn't been enough bread,
Búd páogà mé.	There isn't enough bread.
Némd páogà mé.	There isn't enough meat.
Búd kà bé yé.	There isn't any bread.
A tádà sáfand m pékd fútù.	He is washing the clothes.
A tádà sáag m píisd dóogò.	He is sweeping the room with a broom.
A tádà ódzavel m pékd díib dòogó.	He is mopping the dining room with bleach.
A tádà fúkudg n sǒǒgd táble.	He dusted the table with a rag.
Lebé m péke yǎ ténga.	Mop the floor again.
Lebé m péke yǎ láasè.	Redo the dishes.
Lebé n kwiisé yǎ láasè.	Dry the dishes again.

Tápi pila mé.	The rug is/has been rolled up.
Tápi pilga mé.	The rug is/has been unrolled.
Bám lebě n waa Wágdùgě.	He has come back to Ouagadougou.
Bám lebě n táda sáfànd dáagě.	They have soap at the market again.
Bám lebě n táda sáfànd butíkě.	They have soap at the store again.

NEW WORDS

búdi	bread
néongò, *némdò	meat
safándè, -dàmbá	soap
sáagà, -sè	broom
píisà	sweep
kúdga, -sé	old, worn-out, ragged
táblè, -dàmbá	table
láaga, -sé	dish
kwiisa	dry
tápi, -dàmbá	rug, mat
butíkè, -dàmbá	store, shop

GENERAL NOTES

34A Close connective /n/: Loose connective /la/.

A táda sáfand m pékd fútù.

Yám tōě m peká fút la i depas?

As noted previously, two or more Moré verbs often translate as a single verb or a verb plus a preposition or adverb. If there is a close relationship between the verbs, such as, 'to do simultaneously', or 'use in order to do', the close connective /n/ occurs before the second verb (and also before a third or fourth verb), and the subject is not repeated, e.g., the first sentence above, 'He is washing the clothes with soap'.

If there is a loose connection between the verbs, i.e., the actions are independent of each other, the loose connective /la/ occurs, and the subject is repeated, e.g., the second sentence above, 'Can you wash and iron?'. The meaning of the close versus the loose connective can be unusual, to say the least, to soap clothes without washing them or to wash clothes without soap.

34B Subordinate /-e/

¿Yám tóě m peká fut la i dípase?
 ¿Bwě m páoge?

After the connectives /n/ and /la/, the verb often has the ending /-e/, e.g., /dépase/, 'iron', and /páoge/, 'lack', 'need', in the sentences above, 'Can you wash and iron?', and 'What is needed?'.

34C The noun ending /-bó/

díibo

The noun ending of /-bo/ indicates a mass of something, e.g., /díibo/ 'food', 'some food'. Some such nouns have a singular in /-dé/, which means a 'small bit of', e.g., /díide/, 'a little bit/scrap of food'. The student should not coin new singulars analogically from nouns with /-bó/ because many of these noun stems are incompatible with /-bó/.

34D /dégà/ as the first of two verbs.

¿Yám dengě n tuma zíi bugo?

/dégě/ before another verb means, 'do previously/beforehand', 'start with', or 'precede by', e.g., the sentence above, 'Have you worked somewhere previously?'.

34E Iterative

¿Monsieur Antoine dá yàoda yám kíuug fáã wána?

Action that is repeated from time to time is marked by the imperfective suffix /-d/, e.g., in the sentence above, 'How much did Mr. Antoine pay you each month?', the English translation has a past non-progressive verb, but the Moré must have the /-d/ since the action is repeated on several occasions.

34F Quoting prices

(U)B dá yàoda mám kóbisnaas kí ug fáã.

As shown in Unit 13, prices are quoted in /wakíyà/, i.e., five-franc units, e.g., in the sentence above, 'He paid me 2000 francs a month', /kóbisnaas/ is literally '400', i.e., '400 wakides' or '2000 francs'. (Only a very inexperienced houseboy could be obtained at this price. A good houseboy may make ten times this amount.)

34G Cohortative

Id gés bwě túumd la yãm nãã n tum yíbeoogã.

A cohortative is sometimes marked with just the first person plural and no /bí/. See Note 15D. For example, the sentence above, 'Let's see what sort of work there is for you this morning!'.
 34H /lébà/ as the first of two verbs

¿Bwě lébè m páog yãm yaasá?

Lebè m páke yã ténga.

/lébè/ as the first of two verbs with a subject means, (1) 'still', 'yet', 'besides', 'in addition', 'else', e.g., the first sentence above, 'What else do you need?', 'What do you need besides?', and (2) 'again', 'over', 'another time', e.g., the second sentence above, 'Mop the floor again/over/another time'. It may refer to redoing something over again in order to get it right or it may refer to two different and separate occurrences of an action.

34I Omission of initial /ya/.

¿Bwě m páoge?

Koom m paoge.

The above sentences, 'What is needed', and 'There isn't enough water', are short forms of /¿Ya bwě m páoge/ and /Ya koom m paoge/. The long forms of the sentences are much more emphatic than the short forms.

34J Instrument: Means

A tádà ódzavel m pekd díibdòogó.

Instrument or means is very often expressed by /tádà/ plus the means/instrument plus another verb with or without an object, e.g., the sentence above, 'He is mopping the dining room with bleach', literally, 'He has bleach and is mopping the dining room!'.
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34.1A Substitution Drill

Illustration: Passive Actions

Díib máanà mé.

The food is/has been cooked.

Téng pékà mé.

The floor is/has been mopped.

Fút dépassà mé.

The clothes are/have been ironed.

Doog píisà mé.

The room is/has been swept.

Sáfand dâa mé.

The soap has been bought.

Tápi pila mé.

The rug is/has been rolled up.

Búd paoga mé.

There isn't enough bread.

Dáam koosa mé.

The beer has been sold.

Láas kwiisà mé.

The dishes are dry/have been dried.

Tábl sóǒgà mé.

The table is/has been dusted.

Némd sěě mé.

The meat has been cooked.

Fút pilga mé.

The clothes are/have been unfolded.

34.1B Substitution Drill

Díib máandà mé.

The food is being prepared.

Téng pékdà mé.

The floor is being mopped.

Fút dépassdà mé.

The clothes are being ironed.

Doog píisdà mé.

The room is being swept.

Sáfand dâadà mé.

Soap is available for purchase.

Tápi pilda mé.

The rug is being rolled up.

Búd paogda mé.

There's not going to be enough bread.

Dáam kóosdà mé.

The beer is salable.

Láas kwiisdà mé.

The dishes are being dried.

Tábl sóǒgdà mé.

The table is being dusted.

Némd sěěda mé.

The meat is being roasted.

Fút pilgda mé.

The clothes are being unfolded.

34.1C Substitution Drill

;Bwě m páoge?

What is needed?

Koom m páoge.

What is insufficient?

Búd m páoge.

There hasn't been enough water.

Sáag m páoge.

There hasn't been enough bread.

Rain is needed.

Logtód m páoge.

Safánd m páoge.

Ódzavel m páoge.

Doog m páoge.

Tábl m páoge.

Laas m páoge.

A doctor is needed.

There is insufficient soap.

There is insufficient bleach.

More/Another room is needed.

A table is needed.

Some/More dishes are needed.

34.2A Substitution Drill

Review: Double verbs with one subject.

Bám lebé n waa Wágùgě.

Bám lebé n kéngà Wágùgě.

Bám lebé m pékà fútù.

Bám lebé m pékdà fútù.

Bám lebé m pékdà fútà yáasà.

Bám lebé m pékdà laasè.

Bám lebé n tádà sáfànd dáagě.

Bám lebé n tádà nemd butíkě.

Bám lebé n tádà zíndig sílgě.

He has come back to Ouagadougou.

He has gone back to Ouagadougou.

He (has) washed (clothes) again.

He is washing (clothes) again.

He washed (the clothes) over again.

He is washing dishes again.

They have soap at the market again.

They have meat again at the market.

They have seat(s) on the plane again.

34.2B Substitution Drill

¿Yám dengě n tuma zíi bugo?

¿Yám dengě n dii wálg nemd bí?

¿Yám dengě n zindá Bóboě bí?

¿Yám dengě m peká fút bí?

¿Yám dengě m míi a la mé bí?

¿Yám dengě n zindá Ghána bí?

¿Yám dengě n kadmá lívd bí?

¿Yám dengě n gomá Móöd bí?

¿Yám dengě n yíi yíkãdm bí?

¿Yám dengě n díi kamáan bud bí?

Have you worked anywhere before?

Have you ever eaten gazelle?

Have you ever been to Bobo-Dioulasso?

Have you ever done washing before?

Have you met him before?

Have you been to Ghana before?

Have you ever read a book?

Have you spoken Moré before?

Have you ever been married?

Have you eaten cornbread?

34.2C Substitution Drill

A dá tadá sáfand m pékd fútù.

A dá tadá sáag m píisd dóogò.

A dá tadá fúkudg n sőögđ táblè.

A dá tadá ódzavel m pékd sálőwă.

He washed the clothes with soap.

He swept the room with a broom.

He dusted the table with a rag.

He mopped the living room with bleach.

A dá tadá <u>fúug n kwíisd láasè.</u>	He dried the dishes with a cloth.
A dá tadá <u>yámsm m maand diibo.</u>	He cooked the food with salt.
A dá tadá <u>lígd n daad vwátuudè.</u>	He bought a car with the money.
A dá tadá <u>sébd n kadmdě.</u>	He took the paper and read it.
A dá tadá <u>móbil n kénd Bobóě.</u>	He took the car and went to Bobo-Dioulasso.
A dá tadá <u>tómàt n kóosdě.</u>	He took the tomatoes and sold them.

34.3A Substitution Drill

A lébà Dákàdě.	He (has) returned to Dakar recently.
A <u>lébgà</u> Dákàdě.	He (has) left from Dakar recently.
A <u>lébè</u> n la Dákàdě.	He (has) returned to Dakar.
A <u>lébgè</u> n la Dákàdě.	He (has) departed from Dakar.
A <u>lébè</u> n waa Wágùgě.	He (has) returned to Ouagadougou.
A <u>lébgà</u> Dakadě n waa New Yorkě.	He (has) returned to New York from Dakar.
A <u>lébsà yám sebda.</u>	He (has) returned your book.
A lébsà <u>yám sebda n kó yã.</u>	He (has) returned your book to you.

UNIT 35

Basic Sentences

	-John-	
zíiga, -se		place; weather
yingá		outside
¿Zíiga ya wán yingá?		How's the weather outside?
	-Sékù-	
yě		be really/very
módmod		hot and humid
Zíiga yě n ya módmod bílf yíngà.		It's really hot and stuffy out.
	-John-	
¿Yám tédà mé tí saagá dátě n waa mé bí?		Do you think it's going to rain?
	-Sékù-	
Ngée, mam tédà mé ti á dátě n níi mé.		Yes, I believe it's going to rain.
	-John-	
¿Mwásmwasà bí?		Right away?
	-Sékù-	
káoosà		last, endure, be long time
Áyò, la m tédà ti á ká nǎǎ n káoos yé.		No, but I don't think it will be very long.
	-John-	
kángà		this, that
¿Saag níidà téng kángà wúsgo bí?		Does it rain much in this country?
	-Sékù-	
yumdé, -á		year
Ngée, la ká yúm fǎǎ yé.		Yes, but not every year.

	-John-	
síõgo, -dó		rainy season
¿Yám síõg káosdà kíuug wána?		How many months does your rainy season last?
	-Sékù-	
Kís á náasè.		Four months.
	-John-	
sípalògo, -sè		dry season
¿La sípalòg yě?		And the dry season?
	-Sékù-	
Sípalòg yě n ya kís á tǎǎbò.		The dry season lasts three months.
lóogà		happen, pass, go away, be gone
La sípalòg lóogde píigè n wógdè wátà.		And after the dry season comes the cold.
	-John-	
¿Yám nòngà túulg bí, bí wógdò?		Do you like the heat or the cold?
	-Sékù-	
Mam nòngà wógdò.		Me, I like the cold.

USEFUL WORDS AND PHRASES

Yá túulgò	It's hot
Yá wógdò	It's cool
Zíig túulà mé.	It is/has gotten hot.
Zíig náagà mé.	It is/has gotten brisk.
Zíig bóogà mé.	It is/has gotten partly cloudy.
Zíig yěègà mé.	It is/has gotten clear.
	It is/has gotten light.
Zíig sóbgà mé.	It is/has gotten dark.
Zíig yókkà mé.	It is/has gotten stuffy.
Zíig módgà mé.	It is/has gotten clouded up.
¿Yám tádà yúm wána?	How old are you?
Mam tádà yúm pístà.	I am thirty years old.

Mam yíì Wágdùgě yum á yíib sé
lóog mwasà.

I left Ouagadougou two years ago.

Mam náã n waa kéngà Wágdùgě
kàè la yum á yíibú.

I'm going to Ouagadougou two years
from now.

GENERAL NOTES

35A /yě/ as the first of two verbs of a subject

Zíiga yě n ya módmod bílf yíngà.

/yě/ as the first of two verbs of a subject means, 'be really/truly/very much so', e.g., the sentence above, 'It's really hot and stuffy outside.'

35B Intonation after particles

¿Yám nòngà túulg bí, bí wogdo?

After certain particles, such as the interrogative particle /bí/, the tone register of the entire sentence steps down approximately the amount of difference between high and low, e.g., in the sentence above, 'Do you like the heat or the cold?', the pitch steps down from the first to the second /bí/ and amount equal from high to low. But the second /bí/ is still phonemically high, and a low in this position would have been as much again as low.

35.1A Substitution Drill

Practice: /tédà/ with a subordinate clause.

¿Yám tédà mé ti á náã n waa mé bí?	Do you think he will come?
¿Yám tédà mé <u>ti á waa mé bí?</u>	Do you think he came?
¿Yám tédà mé <u>ti á dátě n níi me bí?</u>	Do you think it's going to rain?
¿Yám tédà mé <u>ti á bee yíngě bí?</u>	Do you think he is outside?
¿Yám tédà mé <u>ti á kéngà Pádìě bí?</u>	Do you think he went to Paris?
¿Yám tédà mé <u>ti a náã n tuma né mam bí?</u>	Do you think he'll work for me?
¿Yám tédà mé <u>ti á lebè n waa mé bí?</u>	Do you think he came back again?
¿Yám tédà mé <u>ti á táda vwátuuda bí?</u>	Do you think he has the car?
¿Yám tédà mé <u>ti á míi a Kúlga bí?</u>	Do you think he knows Kulga?
¿Yám tédà mé <u>ti á yeelá á la mé n kó a Kúk bí?</u>	Do you think he told Kuka about it?

35.1B Substitution Drill

Practice: Imperative

Waé yǎ púgè.	Come inside.
Waé yǎ <u>yingě</u> .	Come outside.
<u>Yíì yǎ</u> yingě.	Go outside.
<u>Lebě n yíì yǎ</u> yingě.	Go outside again.
Lebě n <u>túulge yǎ koom</u> .	Heat the water again.
<u>Dengě n</u> túulge yǎ koom.	Heat the water first.
Dengě n <u>máage yǎ koom</u> .	Start by cooling the water.
<u>Yeelé yǎ tí a máag</u> koom.	Tell her to cool the water.
Yeelé yǎ <u>tí a wa yíngě</u> .	Tell her to come outside.
<u>Dá yeelé yǎ ti a wa yúngě ye</u> .	Don't tell her to come outside.
Dá yeelé yǎ <u>ti a yí yíngě ye</u> .	Don't tell her to go outside.
Dá yeelé yǎ tí a <u>lebě n yí yíngě</u> ye.	Don't tell her to go outside again.

35.2A Substitution Drill

Wógd bee dúnda.	It's cool today.
<u>Ya túulg</u> dúnda.	It's hot today.
<u>Zíig túulà</u> dúnda.	It's hot today.
Zíig <u>máagà</u> dúnda.	It's brisk today.
Zíig <u>módgà</u> dúnda.	It has clouded up.
Zíig <u>yǒkà</u> dúnda.	It's stuffy today.
Zíig <u>sóbgà</u> dúnda.	It's gotten dark today.
Zíig <u>bóogà</u> dúnda.	It's somewhat cloudy today.
Zíig <u>yá módmod bílf ying</u> dúnda.	It's rather hot and stuffy out today.
Zíig <u>yá wán</u> ying dúnda?	How's the weather (out) today?

35.2B Substitution Drill

Mam táda kóom wúsgo.	I have plenty of water.
Mam táda <u>bíism</u> wúsgo.	I have plenty of milk.
<u>Mam níisà kótà m la</u> bíism wúsgo.	My cows give me plenty of milk.
Mam níisà <u>bee dóogà púgè</u> .	My cows are inside the building.
<u>Zǒǎg</u> bee dóogàpúgè.	There's a fly in the room.
Zǒǎg bee <u>m dáamà púgè</u> .	There's a fly in my beer.

Zóǎg lui m dáamà pùgè.
 Zóǎg lui kóòm pùgè.
 Kúgd lui kóòm pùgè.
 Kúgd lui sód zùgè.
 Koom bée sód zùgè.
 Koom bée m dóog pùgè.

A fly fell in my beer.
 A fly fell into the water.
 A rock fell into the water.
 A rock fell into the road.
 There's water on the road.
 There's water in my room.

35.2C Substitution Drill

A tádà yámsm̄.
 A dátè n daa yámsm̄.
 Bám dá dátè n daa yámsà
 Bám dá dátè n yéè yám mwásmwasà.
 Yám babilà dá dátè n yéè yám
 mwásmwasà.
 Yám babilà yíi Dákàdè n waa.
 M pogdbá yíi Dákàdè n waa.
 M pogdbá nǎ n yíi Dákàdè n waa.
 M bákàsmà nǎ n yíi Dákàdè n waa.
 M bákàsmà sígà m bá yíidè.
 M nǎǎ n sígà m bá yíidè.
 M nǎǎ n sígà m bá Jones yíidè.

He wants some salt.
 He wants to buy some salt.
 They wanted to buy some salt.
 They wanted to see you right
 away.
 Your uncle wanted to see you
 right away.
 Your uncle has come back from
 Dakar.
 My aunt has come back from Dakar.
 My aunt has just come back from
 Dakar.
 My uncle has just come back from
 Dakar.
 My uncle stayed at my father's
 house.
 I'm going to stay at my father's
 house.
 I'm going to stay with my friends
 the Jones'.

Comprehension

Dúnda zíiga ya módmod bílfù. Mam tédà mé bí saagá dátè n waa mé. A ká nǎǎ n waa mwásmwasà yé. La m tédà mé tí á ká nǎǎ n kaoos n waa yé. Saag níidà Wágdug wúsgo. La ká yumd fǎǎ yé. Tónd siǒg káoosdà kís á tǎǎbo. Sípalòg sǎ lóogè, ya wígd n wátà. Mam nóngà wógd bílfù la túulg bílfù.

Questions:

- ¿Zíiga ya wán dúnda?
A yá módmod dúnda.
- ¿Yám tédà mé tí saagá dátè n waa mé bí?
Ngée, mam kéndà mé t á dátè n waa mé.

3. ¿Saagá nǎǎ n waa mwásmwasà bí?
Áyò, a ká nǎǎ n wa mwásmwasà yé.
4. ¿La yǎm tédà t á nǎǎ n kaoosa mé n waa bí?
Áyò, m ká téd t á nǎǎ n kaoosa mé n wa yé.
5. ¿Saag níidà Wágdùg wúsg bí?
Ngée, saag níidà wúsgo, la ká yumd fáǎ yé.
6. ¿Yǎm siǒg káoosdà kís wána?
Tónd siǒg káoosdà kís á tǎǎbo.
7. ¿La yǎm sípalòg yé?
Tónd sípalòg káoosdà kís á tǎǎbo.
8. ¿Sípalòg sǎ lóoge, ya bwé n wátà?
Sípalòg sǎ lóoge, ya wódgě n wáta.
9. ¿Yǎm nonga wógd bí, bí túulgò?
Mam nongà wógd bífù, la túulg bífù.

UNIT 36

Basic Sentences

	-Tembila-	
bál, -dàmbá		ball; soccer
taõ		hit, strike, kick; play soccer
taõbo		playing, game
¿Bál tàõb bée dúnda la?		Isn't there a soccer game today?
	-Sékù-	
Ngée, Stade Municipaleè.		Yes at Municipal Stadium.
	-Tembila-	
équipe		team
¿Yá équipe bug né bug n táõdà?		What teams are playing?
	-Sékù-	
Ya Étoile Filante né J.A. n taõda.		It's the Étoile Filante and the Jeanne d'Arc.
	-Tembila-	
dál		unless, without; then, well
wae		Oh! Well!
Dál tónd náã n yěè dúnda wae!		Well, in that case we will see a good game!
	-Sékù-	
M tēda me yé.		I believe so.
	-Tembila-	
¿La b yáodà wána n kěè?		How much does it cost to get in?
	-Sékù-	
Wakíi písì bée mé, wakíi pístå, né písnàase mé zíig bée mé.		There are seats at 100, 150, and 200 francs.

-Tembila-

wákatò, -dàmbá	time; clock
¿Wákat bug lá b síngdà?	What time does it start?

-Sékù-

méngà	self
léedà	hour
púi sukà, -sè	half
Matchà méng síngdà léeda naas la púi sukà.	The game itself starts at 4:30.

-Tembila-

Bí d kèng taotao n túgõ m páam zíig sungó.	Let's go right away so we'll get a good seat.
--	---

-Sékù-

Id kéne.	Let's go.
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USEFUL WORDS AND PHRASES

¿Yám tādà wákat bugo?	What time do you have?
¿Ya wákat bugo m bee?	What time is it?
Ya wákat á yè.	It's one o'clock.
Ya wákat á yìlibù.	It's two o'clock.
Ya wákat á yìib yíbeogò.	It's 2:00 a.m.
Ya wákat á yìib zaábde.	It's 2:00 p.m.
Ya wákat á ye la púi sukà.	It's 1:30.
Ya wákat á ye la mínit píiga lá nú.	It's 1:15.
Wákat taa mé, id tõe n loogà mé.	It is time for us to go.
Wákat taa mé, ub tõe n singá kádengó.	It's time for them to start studying.
Wákat taa mé, a tõe n siga tuumde.	It's time for him to quit work.
M náã m paamá zíig n tuma á.	I will have time to do it.
M ká náã m paam zíig n tum á yé.	I don't have time to do it.
La tónd sá n kèng bál tàõb n yé.	Suppose we go to the soccer match.

NEW WORDS

mínti, -dàmbà	minute
kadengó	study(ing), lesson

GENERAL NOTES

36A Verbal Nouns: /-go/ and /-ga/.

Wákat t^áa mé, ub t^óě n singá kádèngó.

Verbal nouns meaning the 'act(ion) of', are marked by the noun suffixes /-go/ and /-ga/ to the stem, e.g., /kadengó/, 'study', 'studying', 'to study', in the sentence above, 'It's time for them to start studying'.

36B Polite Suggestion

La tónd s^á n k^éng bál tà^òb n y^ě.

/la/, 'and', 'before', and /s^á/, 'if', 'when', after the subject of a sentence mark a polite suggestion, i.e., 'Suppose that', 'What would you think of', 'Would you care to', 'How about', e.g., the sentence above, 'How about going to see the soccer game?'.

36.1A Substitution Drill

¿Wákat bug la a waě?	What time did he come?
¿Wákat bug <u>la a wátà?</u>	What time does he/it come?
¿Wákat bug <u>la d dítà?</u>	What time are we going to eat?
¿Wákat bug <u>la bál tà^òb síngdà?</u>	What time does the ball game begin?
¿Wákat bug <u>la tí^dě lóogdà?</u>	What time does the train leave?
¿Wákat bug <u>la y^ám n^á n waa?</u>	What time will you return?
¿Wákat bug <u>la y^ám síngd tuumdè?</u>	What time do you start to work?
¿Wákat bug <u>la y^ám sígd tuumde?</u>	What time do you quit work?
¿Wákat bug <u>la a dátà?</u>	What time does he want?
¿Wákat bug <u>la a suk y^á?</u>	What time did he ask you for?

36.1B Substitution Drill

Wákat t ^á a mé; id t ^ó ě n lóogà mé.	It's time for us to go.
Wákat t ^á a mé; <u>m t^óě n sígà mé.</u>	It's time for me to quit.
Wákat t ^á a mé; <u>a t^óě n k^éngà a yí^dě.</u>	It's time for him to go home.
Wákat t ^á a mé; <u>a t^óě m pékà fútù.</u>	It's time for him to do the wash.
Wákat t ^á a mé; <u>ub t^óě n waa mé.</u>	It's time for them to arrive.
Wákat t ^á a mé; <u>m t^óě n síngà díⁱb</u> <u>máanagò.</u>	It's time for me to start cooking.

Wákat t'aa mé, <u>m t'óě n k'engà p'ostě.</u>	It's time for me to go to the post office.
Wákat t'aa mé, <u>ub t'óě n s'ingà kád'engó.</u>	It's time for them to start studying.
Wákat t'aa mé, <u>a t'óě n díkà tíimà.</u>	It's time for him to take his medicine.
Wákat t'aa mé, <u>t'ond t'óě n dii mé.</u>	It's time for us to eat.

36.2A Response Drill

Answer the questions according to the cues.

¿Yám mii Dáwa Kúk bí?	<u>Ngée</u> , m mii Dáwa Kúka.
¿Dáwa Kúk yá bwě?	Dáwa Kúk yá <u>t'á'ó'sà.</u>
¿Dáwa Kúk bée yae?	A bée <u>la a Sablóg weogě.</u>
¿A Sablóg weog bée téng búgò?	A Sablóg weog bée <u>Haute Voltaě.</u>
¿A Sablóg yá weog bédd bí?	<u>Ngée</u> , a yá wéog b'eddě.
¿Bwě bée a Sablóg p'ugě?	<u>Katá, w'obdò, né weogniis</u> m bée a p'ugě.
¿Dáwa Kúk mii n yíi t'á'ó'sg wákat bugo?	A mii n yíi t'á'ó'sg <u>zaábd f'ãã.</u>
¿A t'á'ó'sdà né bwě?	A t'á'ó'sdà né <u>bugdaogó.</u>

NEW WORDS

weogó, -tó	forest, bush, brush
kátde, *katá	hyena
w'obgò, -to	elephant

36.3A Substitution Drill

La t'ond s'á n k'eng bál t'á'ob n yě.	Suppose we go to the soccer game.
La t'ond s'á n <u>k'eng Wayugíà b'eoogò.</u>	Suppose we go to Ouahigouya tomorrow.
La t'ond s'á n <u>di pindá.</u>	Suppose we eat early.
La t'ond s'á n <u>dík tídě.</u>	Suppose we take the train.
La t'ond s'á n <u>yě Níkemà Kampáode.</u>	Suppose we see old Mr. Campaode.
La t'ond s'á n <u>baas id téed gádě.</u>	Suppose we leave our things at the station.
La t'ond s'á n <u>tum zaábdě.</u>	Suppose we work this afternoon.
La t'ond s'á n <u>di m yíidě.</u>	Suppose we eat at my house.
La t'ond s'á n <u>bool a.</u>	Suppose we call him (up).

36.4A Pattern Drill

Ya wakat á ye la mínit píiga lá nú. It's 1:15.

Read the following times in Moré.

6:20	10:45
5:10	11:55
2:00	7:35
4:05	2:10
12:30	6:25
7:15	12:50
8:40	9:00
9:50	4:30
1:05	5:45
3:35	3:50

Comprehension Drill 1

Basg yá Mŏŏs tigongó. Basg tígòng yá sepálòg wákatò. Tónd kí sǎ n bii tí sása looge, tónd, bádám máandà tígòngó ti b bóond tí Bǎsgà. Basgdáadè, zak fǎǎ púgè ya sũud noog dáadè. Mŏag fǎǎ kúudà pésgò la nóosè a yábdám yúudè. Mŏag fǎǎ deemdá Basgdáadè a yábdám yúudè. Basg dá ya Mŏŏs tígòng bédde. Dá ya deem dáadè, dá ya yíil daadé.

NEW WORDS

Basagá, -sé	Feast of the Ancestors
tigongó, -dó	holiday, feast
sasá	time, moment
yíilà	sing
yíilè, -à	song

Questions:

1. ¿Basg yá Mŏŏs tigong bí?
Ngée, Basg yá Mŏŏs tigongó.
2. ¿Ya wákat bug lá Basg tigongó?
Ya sépalòg wákatò.
3. ¿Ya kí sǎ m bii ti sása loog bí?
Ngée, ya tónd kí sǎ m bii tí sása looge.
4. ¿Basg yá yám bádám tigong bí?
Ngée, Basg yá tónd bádám tigongó.

5. ¿Zak fǎǎ sǔǔd yá noog Basgdáad bí?
Ngée, zak fǎǎ sǔǔd yá noog wúsg Basgdáadè.
6. ¿Mōag fǎǎ kúudà pésg la nóos a yábdàm yíidè bí?
Ngée, Moag fǎǎ kúudà pésg la nóos a yábdàm yúudè.
7. ¿Basg dá ya Mōōs tigong bédde bí?
Ngée, Basg dá ya Mōōs tídòng bédde.
8. ¿Basg dá ya deem dáad né yíid dáad bí?
Ngée, Basg dá ya deem dáad né yíil dáadè.

Comprehension Drill 2

Indépendance daad yá tígòng bédde. Haute Volta púgè fǎǎ ya deem, ya sǔǔd noogó. Indépendance tigong yá sépalòg wákatò. Nasaaddam bóondà kíuug kàng tí 'Décembre'. Indépendance tigong dáadè, tónd Président wǎ gómdà mé. Ub gómdà dádìoě né Haute Volta nébà fǎǎ. Wagdúg pugè, sǎǎm wàtà wúsgo. Wagdúg ya nóogò dǎ daadé.

Questions:

1. ¿Indépendance daad yá tígòng bédde bí?
Ngée, Indépendance daad yá tígòng bédde.
2. ¿Haute Volta púgè, ya deem né sǔǔd noog dáad bí?
Ngée, Haute Volta púgè, ya deem, ya sǔǔd noog dáadè.
3. ¿Indépendance tigong yá wákat bugo?
Indépendance tigong yá sépalòg wákatò.
4. ¿Nasaaddam bóondà kíuug kàng tí bwě?
Nasaaddam bóondà kíuug kàng tí 'Décembre'.
5. ¿Yǎm Président wa gómdà Indépendance tigong dáad bí?
Ngée, tónd Président wa gómdà Indépendance tigong dáadè.
6. ¿Yǎm Président wa gómdà né Haute Volta nébà fǎǎ dádìoě bí?
Ngée, ub gómdà né Haute Volta nébà fǎǎ dádìoě.
7. ¿Sǎǎm wàtà wúsg Wagdúg pugè bí?
Ngée, sǎǎm wàtà wúsg Wagdúg pugè.
8. ¿Wagdúg ya nóogò dǎ daad bí?
Ngée, Wagdúg ya nóogò wúsg dǎ daadé.

UNIT 37

Basic Sentences

gádà
 ¿Ya án n kǒ yām sód tí i gád i
 vwátuudà ká?
 ¿Yām ká mí tí móbil ká tǒǒ n gádè
 ká la?

-Polísì-

park (a car)
 Who gave you permission to park
 here?
 Don't you know that you can't park
 here?

banga
 Áyò, mam ká báng yé.

-John-

know
 No, I didn't know.

sǎǎnà, -bà
 ¿Yām ya sǎǎmb la?

-Polísì-

stranger
 You're a stranger, aren't you?

Ngée, mam yá sǎǎnà.
 Maané yǎ né m sùgdì.

-John-

Yes, I'm a stranger.
 Excuse me, please.

plákà, -dàmbá
 taodé, -yá
 ¿Yām ká gě plák í taod lá?

-Polísì-

sign, plate, placard
 front; before, in front of
 Didn't you see the sign in front
 of you?

Áyò, mam ká gě plákà yé.

-John-

No, I didn't see the sign.

lóogà
 Dúnda yě lóogà mé.
 pásà
 La i dá lebé m pás béoog yé.

-Polísì-

leave, go away; forget, let
 go
 Today (I'll) let it go.
 add
 But don't do it again tomorrow.

-John-

M púusd yãm bák wúsgo.

Thanks a lot.

USEFUL WORDS AND PHRASES

¿Ya ándà la yãm gũdá?	Who are you waiting for?
¿Ya bwě la yãm gũdá?	What are you waiting for?
M gũdà Dáwa Kemtóode.	I am waiting for Mr. Kemtoode.
M gũdà náabà.	I am waiting for the chief.
M gũdà náabà tí b wa.	I am waiting for the chief to come.
M gũdà m zúg maanagdé.	I am waiting to have my hair cut.
Mam vwatúudà ya míugu.	My car is red.
Mam vwatúudà ya kéegà.	My car is green.
Mam vwatúudà ya sáblgà.	My car is black.
Mam vwatúudà ya péelgà.	My car is white.
Mam vwatúudà ya buláà.	My car is blue.
Sǎǎnà ká mí a sód yé.	The stranger has lost his way.
Sǎǎnà dátě n loogá mé.	The stranger is getting ready to leave.
Sǎǎnà gádà vwatúudà sódà séaagě.	The stranger parked his car by the side of the road.
Ub kǒǒ sǎǎnà kǒvokasiǒ.	The stranger got a ticket. They gave the stranger a ticket.

NEW WORDS

gũũ	wait (for/on); guard, protect
naabá, *nanaamsé	chief
míugu, -tú, -dú	red
keegá, -sé	green
sáblgà, -sè	black
peelgá, -sé	white
buláà	blue

37.1A Substitution Drill

¿Yãm ká mí tí móbil ká tǒě n gádè ká la?	Don't you know you can't park here?
¿Yãm ká mí <u>tí i ká tǒě n gù bǎnkà dóogà púgě la?</u>	Don't you know you can't wait inside the bank?

¿Yám kà mí tí i ká tǒě n ku
wóbg la?

Don't you know you can't kill an elephant?

¿Yám kà mí tí i ká tǒě n tugó
n gě bál tàǒb la?

Don't you know you can't go see the ball game?

¿Yám kà mí tí i ká tǒě n kénég la?

Don't you know you can't leave?

¿Yám kà mí tí i ká tǒě m pék fùt
la?

Don't you know you can't do wash-
ing.

¿Yám kà mí tí i ká tǒě n daa ódzavel
la?

Don't you know you can't buy bleach?

¿Yám kà mí tí i ká tǒě m piis
díib dòogǎ la?

Don't you know you can't sweep the dining room?

¿Yám kà mí tí i ká tǒě n yǔ m
dáamà la?

Don't you know you can't drink my beer?

¿Yám kà mí tí i ká tǒě n yéel
wótò la?

Don't you know you can't talk like that?

37.1B Substitution Drill

¿Ya án n kǒ yám sód tí i gád i
vwátuudà ká?

Who gave you permission to park here?

¿Ya án n kǒ yám sód tí i gǔd
bánkàdóogápúgě?

Who gave you permission to wait inside the bank?

¿Ya án n kǒ yám sód tí i ku
wóbgǎ?

Who gave you permission to kill an elephant?

¿Ya án n kǒ yám sód tí i túgǒ
n yě báltàobo?

Who gave you permission to go see the ball game?

¿Ya án n kǒ yám sód tí i kénég?

Who gave you permission to leave?

¿Ya án n kǒ yám sód tí i pék
fùtù?

Who gave you permission to do washing?

¿Ya án n kǒ yám sód tí i dá
ódzavel?

Who gave you permission to buy bleach?

¿Ya án n kǒ yám sód tí i piis
díibdòogó?

Who gave you permission to sweep the dining room?

¿Ya án n kǒ yám sód tí i yǔ m
dáamà?

Who gave you permission to drink my beer?

¿Ya án n kǒ yám sod tí i yéel
wótò?

Who gave you permission to say that?

37.2A Substitution Drill

Sáàná kěě dáwà né a kútweefò.

The stranger ran into a man on a bicycle.

Sáàná gádà a vwátuudà sódà séaagě.

The stranger parked his car by the side of the road.

Polísà gádà vwátuudà sódà séaagě.

The policeman parked his car by the side of the road.

Polísà kěě á la kóvokasiõ.

The policeman gave him a traffic ticket.

Polísà gǔdà náabà tí b wa.

The policeman is waiting for the Chief to come.

Págba gǔdà náabà tí b wa.

The women are waiting for the Chief to come.

Págba kà mí sod yé.

The women didn't know the way.

Koambá ká mí sod yé.

The children didn't know the way.

Koambá bóadà káděsambá.

The children are looking for the teacher.

¿Ya ándà m bóad kaděsambá?

Who is looking for the teacher?

37.2B Substitution Drill

Silgá nǎ n lébà Dákàdě.

The plane will return to Dakar.

Silgá nǎ n yíì Dákàdě n wa.

The plane has just returned from Dakar.

M bá nǎ n yíì Dákàdě n wa.

My father has just returned from Dakar.

M bá nǎ n yíì táõõsgě n wa.

My father has just returned from hunting.

Tónd komdíblì nǎ n yíì táõõsgě
n wa.

Our sons have just returned from hunting.

Tónd komdíblì gǔdà tónd daagě.

Our sons are waiting for us at the market.

Tónd pagbá gǔdà tónd daagě.

Our wives are waiting for us at the market.

Tónd pagbá kóõ kóambà sod tí b
kéng butíkě.

Our wives gave the children permission to go to the store.

Tónd badámà kóõ kóambà sod tí
b kéng butíkě.

Our parents gave the children permission to go to the store.

¿Ya ándà n kóõ kóambà sód tí b
kéng butíkě?

Who was it that gave the children permission to go to the store?

Comprehension Drill 1

Haute Volta tadá tígòng béddà yóobè: Kíbsà, Nowélè, Noodlokdè, Pákà, Indépendance la Basgá. Kíbs ya tígòng bédd wúsgo. Ya Mòos Kíbsà; ya Kíditiãdàm Kíbsà; ya Móems mè Kíbsà. Ya néb fáã Kíbs daadè kángà. Dáadè kángà, néd fáã kuda pésgò wala nóagà. Mòos kúdà píis ub yáabdàm yúudè. Móems kúdà píis Nábiiga Íbdahim yúudè.

NEW WORDS

Nowélè	Christmas
Noodlokdè	Ramadan
Pákà	Easter
kíditiã, -dambá	a Christian
Módè, *Móemsè	A Muslim
wala	or
Íbdahim	Abraham

Questions:

- ¿Haute Volta tadá tígòng bédd wána?
Haute Volta tadá tígòng bédd yoobé.
- ¿Tigong búg né búgò?
Kíbsà, Nowélè, Noodlokdè, Pákà, Indépendance, la Basgà.
- ¿Kíbs ya tígòng bédd bí?
Ngée, a yá tígòng bédd wúsgo.
- ¿Kíbs ya néb fáã tigong bí?
Ngée, Kíbs ya néb fáã tigongó.
- ¿Dáadè kángà, néd fáã kuda pésgò wala nóag bí?
Ngée, Kíbs ya néb fáã tigongo.
- ¿Mòos kúdà píis ub yáabdàm yúud bí?
Ngée, Mòos kúdà píis ub yáabdàm yúudè.
- ¿La Móems mè kúdà píis Nábiiga Íbdahim yúud bí?
Ngée, Móems mè kúdà píis Nábiiga Íbdahim yúudè.

Comprehension Drill 2

Nóodlokd ya Móems tigongó. Móemsà lóetà ub nóod kluug á yembde. Ya Nóodlokd daad la b dita. Dé daade, Móemsà kéndà púusg míisdè. Nóodlokd daade, ub ká túmd Haute Volta ye. Dé daade Móems tóè n dii me la b yúú kóòm. Nóodlokdè wala tigong á tããba fáã ya deem daade. Wagdúg pùgè néb fáã deemdá mé.

NEW WORDS

l ^ó e	(to) fast
míisdè, -sì	mosque
púusgo	prayer

Questions:

- ¿Nóodlokd ya bwè?
Nóodlokd ya Móems tigongó.
- ¿Móemsà lóetà ub nóod kluug á yembde?
Ngée, ub lóetà ub nóod kluug á yembde.
- ¿Ya Nóodloka daad la b dit bí?
Ngée, ya Nóodlokd daad la b dita.
- ¿Dé daade, Móems à kéndà puusg bí?
Ngée, dé daade, ub kéndà púusgò.
- ¿Nóodlokd daade, néb tumda Haute Voltaè?
Áyò, Nóodlokd daade, néb ká túmd Haute Voltaè yé.
- ¿Nóodlokd daade, Móems tóè n dii mé la b yúú kóòm?
Ngée, Nóodlokd daade, ub tóè n dii la b yúú kóòm.
- ¿Nóodlokd wala tigong á tããba daad fáã ya deem bí?
Ngée, néb deemda Nóodlokdè wala tigong a tããba daad fáã.
- ¿Wagdúgpugè, néb fáã deemdá mé bí?
Ngée, Wagdúg pugè, néb fáã deemda mé.

Comprehension Drill 3

Pák né nowélè ya Kídistiãdàm tígòngo. Haute Voltaè, tónd kà túmd Pák daad yé. Pák ya tónd súùd noog dáadè. Ya Násaddàm tigongó, ya Móõs mé tigongó. Kídistiãdàm kéndà égliisè n tugõ m puusd Wénàm. Ub sã yíi églisè, ub fáã kuisa b yíidè. Néd fáã deemdá mé, néd fáã ditá mé.

Questions:

1. ¿Pák né Nowélè ya Kídistiãdàm tígòng bí?
Ngée, Pák né Nowélè ya Kídistiãdàm tígòngó.
2. ¿Yám tumda Haute Voltaè Pak daad bí?
Áyò, tónd kà túmd Haute Voltaè Pák daad yé.
3. ¿Pák ya yám súùd noog dáad bí?
Ngée, Pák ya tónd súùd noog dáadè.
4. ¿Ya Násaddàm né Móõs tígòng dáad bí?
Ngée, ya Násaddàm mé Móõs tígòng dáadè.
5. ¿Kídistiãdàm kéndà égliisè n tugõ m puusd Wénàm?
Ngée, ub kéndà égliisè n tugõ m puusd Wénàm.
6. ¿Ub sã yíi égliisè, ub fáã kuisa b yíidè bí?
Ngée, ub sã yíi égliisè, ub fáã kuisa b yíidè.
7. ¿Ya déem la díib dáad bí?
Ngée, ya déem la díib dáade.

MORÉ BASIC COURSE

INTRODUCTION TO CYCLE THREE

UNITS 38 - 48

Supplementary Comprehension with Expansion of Vocabulary and Conversation.

Cycle 3 is a supplement to Cycles 1 and 2. It consists of eleven units designed for listening and conversation practice. Therefore, they have not been restricted as to structure. No particular grammatical point is treated in any unit, and all structures may occur. The units of Cycle 3 are not controlled for vocabulary and grammar. They are, however, graded.

The earlier units are less complex than the later units in content and style. All of the units are composed of a series of very short narratives. In the earlier units, each narrative is a complete story; in the later units, each short narrative is a chapter in a unit-long story. Therefore, each of the complete-story narratives is immediately followed by questions, but the questions appear at the end of the entire unit where all the narratives are related. Since some of the narratives may seem to be less complex than they, in fact, are, suggested grammatical review accompanies them. Since some other units contain special expressions, they are accompanied by translations. The translation of course, is never word for word. It is only a tool toward expanding the student's use of Moré expressions. All of the narratives introduce new vocabulary as well as new uses of old vocabulary.

UNIT 38

SHORT DESCRIPTIONS OF OUAGADOUGOU

38.1 Comprehension Drill 1

Vocabulary

dootá - houses	náasè - four
butík - store	gúbgà - surround
sóyà - streets	béadà - big (pl.)

Grammar Review

/bée/ and /ya/	- 20.1 -F
space relationships	- 15C, 22.3A-C
/sě/	- 6C, 21.2A-C
plural formations	- 33.1A-B, 36.A

Exercises

1. The student retells the story in Moré in his own words.
2. The student describes a market with which he is familiar, using only the words and structures covered to date.

The Central Market

Wágdùg daagà bée Wágdùg teng súkà. Yá daag sě ya bédd bílfù. A bée komédsà doot súkà. Butík dam mé bée a góab nè a dítg fǎǎ. Sóyà ya náasè gúbgò. Ub yá sóy déadà.

Questions

1. ¿Wágdùg daagá bée yàe?
2. ¿Yá daag sě yá bédd bí?
3. ¿A bée komédsà doot súk bí?
4. ¿Butík dam bée la a góab nè a dítg fǎ bí?
5. ¿Sóyà ya náasè gúbgò bí?
6. ¿Ya sóy béad bí?

Answers

- Wágdùg daagá bée Wágdùg teng súkà.
 Ngée, yá daag sě yá bédd bílfù.
 Ngée, a bée komédsà doot súkà.
 Ngée, butík dam bée la a góab nè a dítg fǎǎ.
 Ngée, sóyà ya náasè gúbgò.
 Ngée, ya sóy béadà.

38.2 Comprehension Drill 2

Vocabulary

Polísà dá maangd sódà. - The policeman was directing traffic.

Grammar Review

past tense marker, /dá/ - 25.1A-C
 space relationships, /zúgú/ - 15C, 22.3A-C
 noun inflection - 18.1A-D

Exercises

1. The student retells the story in his own words.
2. The student describes a street he knows using only the structures and vocabulary covered in this course so far.

Market Street on a Work Day

A Tembíl dá bée Wágùg sódà zúgè, la néb dà kà bée sódà zúg wúsg yè. Néb plìg bala dagè lóogdà sódà zúgè. Polísà yí mè n dá bée sódà zúgè. Polísà dá maangda sódà. Nébà dá kèengdà dáagè.

Questions

Answers

- | | |
|---|--|
| 1. ¿A Tembíl dá bée Wágùg sódà zúgè bí? | Ngée, a dá bée Wágùg sódà zúgè. |
| 2. ¿Néb dá bée sódà zúgè wúsg bí? | Áyò, néb dà kà bée sódà zúgè wúsg yè. |
| 3. ¿Néb plìgà dá lóogdà zúgè bí? | Ngée, néb plìgà dá lóogdà zúgè. |
| 4. ¿Polísà yí mè n dá bée sódà zúgè bí? | Ngée, polísà yí mè a dá bée sódà zúgè. |
| 5. ¿Polísà dá maangda sódà bí? | Ngée, a dá maangda sódà. |
| 6. ¿Nébà dá kèengdà dáagè bí? | Ngée, ub dá kèengdà dáagè. |

38.3 Comprehension Drill 3

Vocabulary

déndà - his, hers
 páalgà - new

Grammar Review

- the past tense marker /dá/ - 23.2A-D
 the demonstrative - 13F

Exercises

1. Retell the story.
2. Discuss bicycles with the structure and vocabulary you know. If you try to use unfamiliar items, the lesson will lose its value. You will be making unavoidable mistakes and you will not have a thorough mastery of the past material.

In Ouagadougou Practically Everybody has a Bicycle

Dáwà Sékù tádà kút wéefò. Dáwà Sékù zóa wa mé tada kút wéefò. A Kúlg mē dá tada kút wéefò. La a Kúlg koosá a kút wéefà. A Kúlg zoa wá mé koosá a déndà. A Kúlg zoa wá kút wéef dá ká páalg yé.

Questions

Answers

- | | |
|---|---------------------------------------|
| 1. ¿Dáwà Sékù tádà kút wéef bí? | Ngée, a tádà kút wéefò. |
| 2. ¿Dáwà Sékù zóa wá mé tada kút wéef bí? | Ngée, a zóa wá tada kút wéefò. |
| 3. ¿Dáwà Kúlg mē dá tada kút wéef bí? | Ngée, Dáwà Kúlg mē dá tada kút wéefò. |
| 4. ¿Dáwà Kúlg koosá a kút wéefà bí? | Ngée, a koosá a kút wéefà. |
| 5. ¿Dáwà Kúlg zóa wá mé koosá dénd bí? | Ngée, a zóa wá mé koosá a déndà. |
| 6. ¿A kút wéefà dá ya páalg bí? | Áyò, a dá ká páalg yé. |

38.4 Comprehension Drill 4

Vocabulary

- | | |
|---------|-----------------|
| toy tóy | - varieties |
| búdù | - kind, species |
| taalá | - bring, take |
| maangá | - fix, repair |

Grammar Review

the conditional clause with /sǎ/	- 22.1A-C
the relative clause with /sé/	- 21.2A-C
the connective /tí/	- 20.4A-B, 37.1A-B
verb + verb constructions	- 20.3A-C, 34.2A-C, 37.2A-B

Exercises

1. Retell the story.
2. Describe the kinds of cars we have here. Remember that you are putting the Moré you know to practice. That is the purpose of the exercise.

The Kinds of Cars

Wágoòg pùgè, id tádà vwatúud damb sé ya tóy-tòy wúsgò. Id tádà Peugeot dambá; id tádà Citroën dambá; la bam fáǎ ya Fidás vwatúud damb búdù. I vwatúud sǎ sǎám sòdè, i tǒè n taalá a la mé n kéeng ti ub tǔgè n máang a Héràsà, wala Drágasè, wala a Tóliè zǐngè. Bám fáǎ yá doot sé maang vwatúud damb Wágoòg pùgè.

Questions

1. ;Tónd tada vwatúud damb Wágoòg pùgè bí?
2. ;Tónd tada bwé vwatúud dambá?
3. ;Bám fáǎ ya Fidás vwatúud damb búd bí?
4. ;La tónd vwatúud sǎ sǎám sòdè, tónd kéengdà né a yáe, tí ub tǔgè n máangè?
5. ;Bám fáǎ yá doot sé maang vwatúud damb bí?

Answers

- Ngée, yám tada vwatúud damb tóy tòy wúsgò Wágoòg pùgè.
- Yám tada Peugeot la Citroën dambá.
- Ngée, bám fáǎ ya Fidás vwatúud damb búdù.
- Yám vwatúud sǎ sǎám sòdè, yám kéengdà né a Héràsà, wala Drágasè, wala Tóliè zǐngè.
- Ngée, bám fáǎ yá doot sé maang vwatúud damb Wágoòg pùgè.

38.5 Comprehension Drill 5

Vocabulary

poí	- divide
poí suká	- and a half
yíkà	- get up
baodá	- look for

wĩntòog - sùkà	- noon
vóosà	- rest, repose
sígdà	- descend, quit

Grammar Review

present tense	- 17.2A-C
conditional clause with /sǎ/	- 22.1A-C
verb chains	- 34.2A-C, 37.2A-B

Exercises

1. Retell the story in your own good Moré.
2. Describe the beginning of the work day here. You need not be truthful, just accurate.

Early to Work

Tónd tengě, tumd síngdà yíbeoog wákatà yópòe wala wákatà yópòe la pói suká. Dáwà Kúk sǎ yí, yíbeoog pìndà. Dáwà Kúk baoda díib bílf n díi, la a lóog tumdě. Dáwà Kúk sǎ tugó tumě n taa wĩntòog suká. A sígdà mé n waa yíidě n waa díi, la vóos bílf yaasá.

Questions

Answers

- | | |
|--|---|
| 1. ¿Tónd tengě, tumd síngdà wákat bug yíbeoogò? | Yám tengě, tumd síngdà wákatà yópòe wala yópòe la pói suká. |
| 2. ¿Dáwà Kúk sǎ yík yíbeoog pìndà, a máandà bwě? | A sǎ yík yíbeoog pìndà, a báodà díib bílf n díi, la a lóog tumdě. |
| 3. ¿Dáwà Kúk tumda mé n taa wákat bugó? | Dáwà Kúk tumda mé n taa wĩntòog suká. |
| 4. ¿A sígdà mé n waa a yíidě bí? | Ngée, a sígdà mé n waa a yíidě. |
| 5. ¿A sígdà mé n waa díi la a vóos bí? | Ngée, a sígdà mé n waa díi la a vóosè. |

38.6 Comprehension Drill 6

Vocabulary

néb sǎǎ nébà	- some people
gǒǎngà	- here and there, in a circle
weoogó	- the bush, forest

sóòsà, sóòsda	- talk privately
mésè	- (French) mass

Grammar Review

present tense	- 17.2A-C
auxiliary verb /nǎǎ/	- 27.2A-D, 27.3A-C, 27.4A-D, 27.5A

Exercises

1. The student retells the story, not word for word, but simply stating the major events of the story.
2. Short narrative: Sunday in my home town. This narrative should be only as interesting as it can be within the limits of the vocabulary and structure of the lessons to date.

'Sunday' in Ouagadougou

Dúndà ya zimás yíbeoogò. Wágdùg púgè túmd ká bée yé. Néb s' tumd ub nasád-damb túmà, ká tumd dúndà yé. Néb sǎǎ néb kéengdà mésè. Sǎǎ néb kéengdà góǎgà wala weoogè nǎǎ n tugò n tǎǎmsè. Néb sǎǎ néb m' kéengdà weooghè nǎǎ n tugò n sóòsè.

Questions

Answers

- | | |
|--|---|
| 1. ¿Dúndà ya bwé daadé? | Dúndà ya zimásè. |
| 2. ¿Wágdùg púgè túmd bée mé bí? | Áyò, Wágdùg púgè túmd ká bé yé. |
| 3. ¿Né ^{s'} tumd ub né nasád damba túmdà dúndà bí? | Áyò, néb s' tumd ub né nasád damba ká tumd dúndà yé. |
| 4. ¿Né ^{s'} sǎǎ néb kéengdà m' bí? | Ngée, néb sǎǎ néb kéengdà mésè. |
| 5. ¿Né ^{s'} sǎǎ néb kéengdà góǎg bí? | Ngée, néb sǎǎ néb kéengdà góǎgà. |
| 6. ¿Né ^{s'} sǎǎ néb kéengdà weoogè nǎǎ n tugò n tǎǎms bí? | Ngée, néb sǎǎ néb kéengdà weoogè nǎǎ n tugò n tǎǎmsè. |
| 7. ¿Né ^{s'} sǎǎ néb m' kéengdà weoogè nǎǎ n tugò n sóòs bí? | Ngée, néb sǎǎ néb m' kéengdà weoogè nǎǎ n tugò n sóòsè. |

38.7 Comprehension Drill 7

Vocabulary

faa	- approval, encouragement
fassá	- beautify

yěngà	-	according to
páalgà	-	new
nǎndà	-	do with ease, have just
páalg nǎndà	-	brand new

Grammar Review

the relative connective /sě/	-	21.2A-C
the verbs /bée/ and /ya/	-	21.1A-F
verb + verb constructions	-	/míi/: 24A, 32.2B, 26.1A-D /dátè/: 20.3A-C /tugǒ/: 34.2A-C

Exercises

1. Retell the story.
2. Discuss an attractive building in this area. Remember: accuracy is more important than interesting information.

A New Church

Doota fáasè n bée Wágdùgǎ. Doog-níng, sě ya néedè, Dáwà Sékù yěngà, ya mǒg-pédà dóog sě bée Dápoyà. Yá doog bílfù, la a yá doog néed wusgo. Dáwà Sékù né a zóa Tembíl mǐi n dátè n kéengè n tugǒ n gésa á la mé. Yá doog páalg nǎndà.

Questions

Answers

- | | |
|----------------------------------|------------------------------------|
| 1. ¿Doota fáasè n bée Wágdùg bí? | Ngée, doota fáasè n bée Wágdùgǎ. |
| 2. ¿Mǒg-pédà dóog ya néed bí? | Ngée, mǒg-pédà dóog ya néed wusgo. |
| 3. ¿A yá doog bédd bí? | Áyò, a ká bédd yè, a ya bílfù. |
| 4. ¿Yá doog páalg bí? | Ngée, yá doog páalg nǎndà. |

38.8 Comprehension Drill 8

Vocabulary

wala - or

Grammar Review

emphatic word order	-	19.3A-F
space relationships	-	22.3A-C

verbs whose imperfective forms show /-t-/ - 19.2A-D

Exercises

1. Retell the story in good Moré but do not feel obliged to repeat it word for word.
2. Describe the nearest station in this area. The purpose of this exercise is the practical use of Moré. Consequently accuracy in using previously mastered material matters more than information about stations.

The Railroad Station

Wágdùg tidé-gàd bée Buffét Ótelà pódè. Yám sá yíi daagě n dík Buffét Ótelà sódè, i tátà bée. Ya gád sě ya bílf balá. Tidé damb wata dád fǎǎ. Ub yítà Bóbò né Ábidgeǎ n wátè. Yám sá kéeng gádà púgè yíbèoog fǎǎ, i gětà néb sě kéngd Bóbò wala Ábidgeǎ.

Questions

Answers

- | | |
|---|---|
| 1. ;Wágdùg tidé-gàd bée yàe? | Wágdùg tidé-gàd bée Buffét Ótelà pódè. |
| 2. ;Yám sá yíi daagě wǎ, i díkdà yae n taa bée? | Yám sá yíi daagě n dík Buffét Ótelà sódè, i tátà bée. |
| 3. ;Gádà ya bédd bí, bí bílfù? | Ya gád sě ya bílf balá. |
| 4. ;Tidé damb wátà dád fǎǎ bí? | Ngée, tidé damb wátà dád fǎǎ. |
| 5. ;Ub yítà Bóbò né Ábidgeǎ n wátè bí? | Ngée, ub yítà Bóbò né Ábidgeǎ n wátè. |
| 6. ;I sǎ kéeng gádà púgè yíbèoogò, i gětà néb bí? | Ngée, id sǎ kéeng gádà púgè yíbèoogò, id gětà nébà. |
| 7. ;Nébà kéengdà yàe? | Ub kéengdà Bóbò wala Ábidgeǎ. |

UNIT 39

HOUSES

39.1 Comprehension Drill 1

Vocabulary

yíidì, yíiyà	- compound
zákà, zágsè	- apartment
doogó, dootó	- room
sóab ti yíidà	- a property
víi	- (French) live
págà, págbà	- wife, woman wives, women
búudù	- family, race

Note: /né a.../ /lá a.../

Since /a/ can be translated as the English 'his' or 'her', the specific possessor in a given phrase is indicated by other means. In the selection below, /né a.../ refers to the first noun, i.e. /sóabà/ and /lá a.../ refers to the second noun, i.e. /págbà/. Thus the last sentence of the following comprehension drill might be translated into English as: 'The proprietor, with his wives and their children and also with his entire family, lives there!'

Exercises

1. Discussion of story.
2. Student commentary on who lives in his house. A review of Unit Thirty is recommended to facilitate the preparation of accurate commentaries and to avoid less organized investigation of vocabulary.

How Big is a House?

Ub sě boonda sóab tí yíidà, ya zák bèddè, tí doot wúsgò bée a pùgè. Zák káng pùgè, néb wusgo víi bée. Zák sóabà né a págbà la a kóambà, né a búud fáà víi bée.

Questions

1. ¿Ub sě boonda sóab tí yíidà ya bwě?

Answers

Ub sě boonda sóab tí yíidà ya zák bèede.

Questions	Answers
2. ¿Doot wúsgò bée la a pùgè bí?	Ngée, doot wúsgò bée la a pùgè.
3. ¿Zák kàng pùgè, néb wusgo víi bí?	Ngée, zák kàng pùgè néb wusgo víi bée.
4. ¿Néb wánà n víi a pùgè?	Ya zák sóabà né a págbà la a kóambà, né a búud fáà.

39.2 Comprehension Drill 2

Vocabulary

búlgà	- a well
bookó	- a hole
tuká	- dig, dug
wókò	- long, deep, tall
yũúdà	- drink (verb)
sóab tí búlgà	- a well site

A Well

Ub sé bõõnda sóab tí búlgà, yá book bílf balá, ub sé tuki tí a kõõnt kóom. Néb sãã néb túkdà búlg wókò, sãã néb túkdà búlg bílf bala, la a kõõntà kõõm tí zák damb páamè n yũúdà, la ub tádà túumd ub túmà, la ub máand ub díibò.

Questions	Answers
1. ¿Ub bõõndà bwé tí búlgà?	Búlg yá book bílf bala, ub tí túkà, tí a kõõnt kóom.
2. ¿Néb sãã néb túkdà búlg wánà?	Néb sãã néb túkdà búlg wookó.
3. ¿Néb sãã néb mè túkdà búlg wánà?	Néb sãã néb mè túkdà búlg bílf balá.
4. ¿La a kõõntà kóom bí?	Ngée, a kõõntà kóom.
5. ¿Tí zák damb páamè n yũúd la ub túmd ub túm bí?	Ngée, tí zák damb páamè n yũúd la ub túmd ub túma.
6. ¿Ub tádà kóomà n máãnd ub díib mè bí?	Ngée, ub tádà kóomà n máãnd ub díib mè.

39.3 Comprehension Drill 3

Vocabulary

makdá	- is trying to
-------	----------------

gílgù	- round
tǎǎbó	- together, in a group with others
tǎǎndà	- almost
sáyà	- finished, ended
taabá	- another
truéllè	- (French) trowel

Building a House

A Kúlg makda dóog pàalgà nǎǎ n mǎǎ. Yá doog gílgù la a dátè n mǎǎ, wala a táabà. Ad tǎǎnd sáy mè. A sǎ makǎ n sáy, a nǎǎ n mǎǎ mè. A dátè n mǎǎ né a nùgù. Né nùg kèengdà táo tào mè. A míi woto. A mǎǎntà doogá yé dǎsmà a tǎǎbò.

Questions

Answers

- | | |
|---|--|
| 1. ¿A Kúlg makda dóog pàalgà nǎǎ n mǎǎ bí? | Ngée, a Kúlg makda dóog pàalgà nǎǎ n mǎǎ. |
| 2. ¿Yá doog gílgù la a dátè n nǎǎ n mǎǎ bí? | Ngée, yá doog gílgù la a dátè n nǎǎ n mǎǎ. |
| 3. ¿Wala a táabà bí? | Ngée, walá a taabá. |
| 4. ¿Tǎǎnd sáy mè bí? | Ngée, táand sáy mè. |
| 5. ¿A Kúlg sǎ makǎ n sáy a nǎǎ n mǎǎ mè bí? | Ngée, a Kúlg sǎ makǎ n sáy a nǎǎ n mǎǎ mè. |
| 6. ¿A Kúlg mǎǎntà né bwé? | A mǎǎntà né a nùgù. |
| 7. ¿A Kúlg tada truéllè bí? | Áyò, a ká tad truéllè yè. |
| 8. ¿La a mǎǎntà né a nùg bí? | Ngée, a mǎǎntà né a nùgù. |
| 9. ¿Né nùg kèengdà táo tào bí? | Ngée, a kèengdà táo tào. |
| 10. ¿A míi woto bí? | Ngée, a míi woto. |
| 11. ¿A mǎǎntà doogá yé dǎsmà wǎnà? | A mǎǎntà doogá yé dǎsmà tǎǎbò. |

39.4 Comprehension Drill 4

Vocabulary

mǎǎdè	- mature, full grown
míigà, míisi } níigà, níisi }	- sour or bitter plants

Note: /sě...wǎ/ and /pa...ye/

Both /sě...wǎ/ and /pa...ye/ are markers which surround the sentence. Both expressions can occur at once, i.e. a negative subordinate clause. In such a case the relative connector, /sě/ precedes the negative marker /pá/ or /ká/. Only one of the usual final particles occurs, however. /wǎ/ only marks the end of the clause.

Taking Care of the Garden

Samdí dád fǎǎ, Dáwà Sékù míí n maanga a zěěndò. Dáwà Sékù míí n yánkà móod níís ub sé pá sumá wǎ. De pòodè, Dáwà Sékù búta tómatò la kípàdè. Dáwà Sékù tada kúmbà mé a zěěndè wǎ. Dáwà Sékù míí n yánkà ub lá me.

Questions

1. ¿Dáwà Sékù míí n maanda bwé, samdí dád fǎǎ?
2. ¿Dáwà Sékù míí n maanga bwé a zěěndè wǎ?
3. ¿La dé pòodè, Dáwà Sékù maanda bwé yaasá?
4. ¿Dáwà Sékù tada kúmbà a zěěndè wǎ bí?
5. ¿Dáwà Sékù míí n yánkà a kúmbà bí?

Answers

- Samdí dád fǎǎ Dáwà Sékù míí n maanga a zěěndà.
- Dáwà Sékù míí n yánkà móod níís ub sé pá sùma wǎ.
- Dé pòodè, Dáwà Sékù buta tómatò la kípàdè.
- Ngée, Dáwà Sékù tada kúmbà a zěěndè wǎ.
- Ngée, Dáwà Sékù míí n yánkà ub lá me.

UNIT 40

FOOD

40.1 Comprehension Drill 1

Vocabulary

sagbó	- native staple food
muěmbó	- mixing, preparing
díglìga	- earthen house
gǎǎngà	- colorful cloth
wuká	- gathered up
téedò	- belongings, things
súubù	- collecting

Note: /sé...wǎ/ and /ká...yé/

When both /sé...wǎ/ and /ka...ye/ occur in one clause, either /sé pá...wǎ/ expresses both ideas or /sé ká...yé/. In Unit 39, drill 4, we saw /sé pa...wǎ/. In this selection, we have /sé ká...yé/.

The Inside of the House

Yá doog néedè, la a yá bílfù. Sagb múemb zǐing bée mé. Kóom suub zǐing mè bée mé. Mam díkà m gǎǎngà n wáa díglìg a púgè. M wúkà m téed mè n wáa díglìg bée. Yá doog sé ká bédè yé, la a yá néed wusgó. Mam nongá á la mé.

Questions

- ¿Yá doog néed bí?
- ¿A yá bílf bí, bí bédè?
- ¿Sagb múemb zǐing bée mé bí?
- ¿Kóom suub zǐing mè bée mé bí?
- ¿Yám díkà i gǎǎngà waa díglìg á púgè bí?
- ¿Yám díkà i téed mè waa díglìg bée bí?
- ¿La a yá doog sé ya bédè bí?
- ¿La á ya néed bí?
- ¿Yám nongá á la me bí?

Answers

- Ngée, yá doog néedè.
 A yá bílfù.
 Ngée, sagb múemb zǐing bée mé.
 Ngée, kóom suub zǐing mè bée mé.
 Ngée, m díkà m gǎǎngà waa díglìg á púgè.
 Ngée, m díkà m téed mè waa díglìg bée.
 Áyò, a ká bédè yé.
 Ngée, a ya néed wusgó.
 Ngée, mam nongá á la mé.

40.2 Comprehension Drill 2

Vocabulary

kí	-	millet
zòòm	-	flour
zeendó	-	sauce
tíis vándò	-	leaves from trees
tóodè	-	stuck together, sticky

Sagbo, the Traditional Dish

Págà Élizabèth mǎǎnda ságbo. Sagb yá díibò. Ub mǎǎnda sagb né kí sóòm. Dáwà Sékù tengé ub mǎǎnda ságbo. Ub díita Sagb né zǎǎndó. Ságb zend yá tóodè. Ub mǎǎnda ságb zeend né tíis vándò. Sagb yá Dáwà Sékù tengé díibò.

Questions

Answers

- | | |
|--|---------------------------------------|
| 1. ¿Págà Élizabèth mǎǎnda bwé? | Págà Élizabèth mǎǎnda ságbo. |
| 2. ¿Ságb yá bwé? | Ságb yá díibò. |
| 3. ¿Ub mǎǎnda ságb né bwé? | Ub mǎǎnda ságb né kí zòòm. |
| 4. ¿Ub mǎǎnda ságb Dáwà Sékù tengé bí? | Ngée, ub mǎǎnda ságb Dáwà Sékù tengé. |
| 5. ¿Ub díita ságb né zǎǎnd bí? | Ngée, ub díita ságb né zǎǎndò. |
| 6. ¿Ságb zǎǎnd yá tóod bí? | Ngée, Ságb zǎǎnd yá tóodè. |
| 7. ¿Ub mǎǎnda ságb zeend né bwé? | Ub mǎǎnda ságb zeend né tíis vándò. |
| 8. ¿Ságb yá Dáwà Sékù tengé díib bí? | Ngée, ságb yá Dáwà Sékù tengé díibò. |

40.3 Comprehension Drill 3

Vocabulary

némdo	-	meat
dúngà, dúmsì	-	animal, mammal
náafò, níisì	-	cow, cows
nóagà, nóosè	-	chicken
kúundà	-	kill

The Variety of Meat

Haute Volta tónd tada néemd búud tòy-tòy wusgó. Id tádà dúmsì; id tádà níisì; id tádà nóos mè. Bam fáǎ tónd díita ub lá me. Tónd kúundà ub lá me díitè. Yám sǎ kéngà Silmiisà yíidì, a gètà níis wusgo bée.

Questions

Answers

- | | |
|---|---|
| 1. ¿Haute Volta ub tádà néemd
buud tóy-tóy bí? | Ngée, ub tádà néemd buud tóy-tóy wusgo. |
| 2. ¿Ub tádà dúms la níis bí? | Ngée, ub tádà dúms la níisì. |
| 3. ¿Ub tádà nóos mè bí? | Ngée, ub tádà nóos mè. |
| 4. ¿Bám fáã ub díitá ub lá me
bí? | Ngée, bàm fáã ub díitá ub lá me. |
| 5. ¿Ub kúudà ub lá me díitè bí? | Ngée, ub kúudà ub lá me díitè. |
| 6. ¿Sílmiisà yíidì níis wusgo bée
mè bí? | Ngée, Sílmiis yíidì níis wusgo bée mè. |

UNIT 41

THE WEATHER

41.1 Comprehension Drill 1

Vocabulary

túulgò	-	warmth, warm season
wákatò	-	time, season
wógdò	-	cold
sépalgò	-	rainy season
sáagà, sáasè	-	sky, rain
sóbdè	-	shade, night

The Seasons in Upper Volta

¿Yám dátè n bángà Háute Vólta id sé tada wákat sèem waè? Id táda sépalgò, dé ya sáas wákatò. Id táda túulgò, dé ya túulg wákatò. Túulgò wúsgò mêngà! Id lébè n tada wógd wákatò, dé wákatò wógd bée wúsgò. Id táda sóbd mé.

Questions

Answers

- | | |
|--|--|
| 1. ¿Yám dátè n bángà ub sé tada wákat sèem Háute Vólta bí? | Ngée, tónd dátè n bángà ub sé tada wákat sèem Háute Vólta. |
| 2. ¿Yám tada sépalg bí? | Ngée, tónd tada sépalgò. |
| 3. ¿Dé ya wákat búgò? | Ré ya sáas wákatò. |
| 4. ¿Yám tada túulg bí? | Ngée, tónd tada túulgò. |
| 5. ¿Ré ya wákat búgò? | Ré ya túulg wákatò. |
| 6. ¿Ya túulg wusg méng bí? | Ngée, ya túulg wusgo mêngà. |
| 7. ¿Yám tada wógd wákat bí? | Ngée, id lébè n tada wógd wákatò. |
| 8. ¿Dé wákatò wógd bée wusgo bí? | Ngée, dé wákatò wógd bée wúsgò. |
| 9. ¿Yám tada sóbd mé bí? | Ngée, tónd tada sóbd mé. |

41.2 Comprehension Drill 2

Vocabulary

baatá	-	hole for catching rain water
pídà	-	fill up
kóobà	-	fields

datě n sããama bílfù	- almost ruined
niná	- some one, something
nin dádè	- some day
nin dádè wala kái	- sooner or later
yíngà	- because of
bílfù sáagà yíngà	- because of the low rain fall

Rain

Wágdòogo yíbèoogě sáagà níi mè. A pá mí wusg ye. Baatã pá píd koom ye. Kóobà mé datě n sããama bílfù sáagà yíngà. La id těëndà mé ti nin dádè wala kái la dá sumá á ye, id twě paama kóom sě yíid woto.

Questions

Answers

- | | |
|---|--|
| 1. ¿Sáagà níi Wágdòogě yíbèoogě bí? | Ngée, a níi mè. |
| 2. ¿A níi wusg bí? | Áyò, a pá níi wusg ye. |
| 3. ¿Baatã pídà kóom bí? | Áyò, ub pá píd koom ye. |
| 4. ¿Kóobà datě n sããama mé bí? | Ngée, kóobà mé datě n sããama mé sáagà yíngà. |
| 5. ¿La yám těnda mé tí i twě paama kóom bí? | Ngée, id těnda mé ti nin dádè, wala kái la dá sumá ye, id twě paama kóom sě yíid woto. |

41.3 Comprehension Drill 3

Vocabulary

néige - (French) snow

A European Winter

Dúndà yógd bée mé, la ká wusg ye. Dábítě néige lúi mè. Wógd yíi wusgo téngà púgě. Záamè yíi tũulg bílfù; wíntòog yíi mè.

Questions

Answers

- | | |
|-----------------------------------|----------------------------------|
| 1. ¿Dúndà yógd bée wúsg bí? | Ngée, la a ká wusg ye. |
| 2. ¿Dábítě néige lui mé bí? | Ngée, dábítě néige lui mé. |
| 3. ¿Wógd yíi wusgo téngà púgě bí? | Ngée, wógd yíi wusgo téngà púgě. |
| 4. ¿Záamè yíi tũulg bílfù bí? | Ngée, záamè yíi tũulg bílfù. |
| 5. ¿Wíntòogo yíi mè bí? | Ngée, wíntòogo yíi mè. |

UNIT 42

SCHOOLSVocabulary

kásangà, kasámsè	- large, great
sáyà	- finished, end

We Want to Build Schools

Id dátè n mée kádn doot wúsgò kái la yúmà nú. Id dátè n paama kádn bíis wusgo mé. Yá tum kásang wusgo. A ká twé sáy yúmà yé yé. A yá tum tóog mé, la tónd náã n tuma á la mé yúmà nú.

Questions

Answers

- | | |
|---|---|
| 1. ¿Yám twé n mée kádn doot wusgo kái la yúmà nú? | Ngée, id dátè n mée kádn doot wúsgò kái la yúmà nú. |
| 2. ¿Yám dátè n paama kádn bíis wusgo mé bí? | Ngée, id dátè n paama kádn bíis wusgo mé. |
| 3. ¿La a yá tum kásang bí? | Ngée, a yá tum kásang wusgo. |
| 4. ¿Yám tuma twé n sáy yúmà yé bí? | Áyò, a ká twé n sáy yúmà yé yé. |
| 5. ¿A yá tum tóog bí? | Ngée, a yá tuma tóogò. |
| 6. ¿Yám náã n tuma á la mé yúmà wánà? | Tónd náã n tuma á la mé yúmà nú. |

42.2 Comprehension Drill 2

Vocabulary

séekdà, séekà	- suffice, be enough
zíímsì	- seats
méembò	- act of building

How Many Do We Need?

Záamè a Kúlg n kádn saam páalgà gómà kádn doot méemb goam Wágdòogè. Ub dátè n mée kádn doot wúsgò Wágdòog púgè. Kádn doot pístà ká twé séek yé. Kádn doot pís-nù twé séekà mé, la ká né zííms taab yé.

Questions

1. ¿Záamè, a Kúlg mǎǎna bwé n'è kádn saam páalgǎ?
2. ¿Ub dátè n m'èè kádn doot bí?
3. ¿Kádn doot pístà t'èè s'èekà mé bí?
4. ¿Kádn doot wǎnà t'èè s'èekè?
5. ¿Né z'íĩnsà táabà bí?

Answers

- Záamè ub gómà kádn doot méemb g'òam Wágdoogè.
- Ngée, ub dátè n m'èè kádn doot wúsgò Wágdoogè.
- Áyò, kádn doot pístà ká t'èè s'èek yè.
- Kádn doot pís-nù t'èè s'èekà mé.
- Áyò, ká né z'íĩns táab yè.

42.3 Comprehension Drill 3

Vocabulary

- dúnì, dúnyà - earth, world
 a dá nǎǎ n - he would...

Isaac Has Dreams

A Isák sǎ dà ya kádn saambá, a nǎǎ n m'èè kádn doot wúsgò. A nǎǎ n kadma kádn blis wusg mé. A Isák dátà mé tí a kádn blisà bángà búmbù. A dátà mé tí koamba bángà búm n'ing sé b'èe dúnì p'ugè fǎǎ.

Questions

1. ¿A Isák sǎ dà ya kádn saambá, a nǎǎ n mǎǎna bwé?
2. ¿A dá nǎǎ n kadma kádn blis wusgo mé bí?
3. ¿A Isák dátà mé tí a kádn blisà bángà búm bí?
4. ¿A Isák dátè n zámsà koamba tí ub bángà búm n'ing sé b'èe dúnì p'ugè fǎǎ bí?

Answers

- A Isák sǎ dà ya kádn saambá, a nǎǎ n m'èè kádn doot wúsgò.
- Ngée, a dá nǎǎ n kadma kádn blis wusgo mé.
- Ngée, a dátà mé tí ub bángà búmbù.
- Ngée, a dátè n zámsà ub lá me tí ub bángà búm n'ing sé b'èe dúnì p'ugè fǎǎ.

42.4 Comprehension Drill 4

The Home Town French Class

Págà a Pók zámsà fídǎs teng bílf p'ugè. Ub bóondà téngà tí Kómbisdì. A Pók dooga Kómbisdì. Kómbisd tada kádn doot a níigi, né kadn saam damba níigi.

Kádn bíis yá wusgo á púgè. A Pók kadn sáambà dá ya móagà. A kádnà néedè. A Pók dá kà gómd fidās yè, la muásà a gómdà mé. A Pók kadn sáambà yá kadn sáamb sùngò.

Questions

Answers

- | | |
|---|--------------------------------------|
| 1. ¿Págà Pók zámsà fidās teng búgò? | A zámsà fidās teng bílf púgè. |
| 2. ¿Ub bóondà téngà tí bwé? | Ub bóondà téngà tí Kómbisdì. |
| 3. ¿Págà Pók dooga Kómbisd bí? | Ngée, a dóogà Kómbisdì. |
| 4. ¿Kómbisd tada kádn doot wánà? | Kómbisd tada kádn doot níngì. |
| 5. ¿Né kadn sáam dam wánà? | Né kadn sáam damba a níngì. |
| 6. ¿Kádn bíis yá wusg á púgè bí? | Ngée, kádn bíis yá wusg á púgè. |
| 7. ¿A Pók kadn sáambà dá yá móag bí? | Ngée, A Pók kadn sáambà dá yá móagà. |
| 8. ¿A kádnà néed bí? | Ngée, a kádnà néedè. |
| 9. ¿A Pók dá gómdà fidās bí? | Áyò, a dá kà gómd fidās yè. |
| 10. ¿La muásà a gómdà mé bí? | Ngée, la muásà a gómdà mé. |
| 11. ¿A Pók kadn sáambà yá kadn sáamb sùng bí? | Ngée, a yá kadn sáamb sùngò. |

UNIT 43

TRAVELLING

43.1 Comprehension Drill 1

Vocabulary

- néngà - see, appear, keep up to date
sódè - trip

Kuka and Tembila Plan a Trip

A Kúk nǎǎ n kéengà sódè. A nǎǎ n kéengà né a zóa Tembílà. Ub nǎǎ n kéengà Bóbò. Ub kéengdà Bóbòě ub zóa nèngè. A Kúk né a zóa Tembíl nǎǎ n kéengà záabdè, záabd wákàt a nú. Ub nǎǎ n taa Bóbò wákàt piig né yúngò. Ya kéend wòok wusgo. La Bóbò nǎǎ n yíi nòog béoogò.

Questions

Answers

- | | |
|--|---------------------------------------|
| 1. ¿Sámdì níng sé waatá, a Kúk nǎǎ n kéengà sód bí? | Ngée, A Kúk nǎǎ n kéengà sódè. |
| 2. ¿A Kúk nǎǎ n kéengà sód né ánda? | A nǎǎ n kéengà sód né a zóa Tembílà. |
| 3. ¿Ub nǎǎ n kéengà yáe? | Ub nǎǎ n kéengà Bóbòě. |
| 4. ¿Ub kéengdà Bóbòě ub zóa nèng bí? | Ngée, ub kéengdà Bóbòě ub zóa nèngè. |
| 5. ¿A Kúk né a zóa Tembíl kéengdà wákàt búgò? | A Kúk né a zóa Tembíl kéengdà záabdè. |
| 6. ¿Záabd wákàt búgò? | Záabd wákàt a nú. |
| 7. ¿La a Kúk né a zóa Tembíl nǎǎ n taa wákàt búgò Bóbòě? | Ub nǎǎ n taa bée wákàt piig né yúngò. |
| 8. ¿Ya kéend wòok bí? | Ngée, ya kéend wòok wusgo. |
| 9. ¿Bóbò nǎǎ n yíi nòog béoog bí? | Ngée, Bóbò nǎǎ n yíi nòog béoogò. |

43.2 Comprehension Drill 2

Vocabulary

- klásà - class (on a train)
kéendà - trip

The Train Trip to Bobo

Ub díkà tídè Wágdoogè n kéeng Bóbòě, a Kúk né a zóa Tembíla. Néb pida

tídè wǎ púgè wusgo. Ub díkà klás a tǎǎb sòabà. Yénd yà doota tǎǎbò. Néb bée bée wusgo. Ub ká náms ub kéendà púgè yé.

Questions

Answers

- | | |
|--|--------------------------------------|
| 1. ¿Ub díkà tídè Wágdoògè n kéeng yáe? | Ub díkà tídè Wágdoògè n kéeng Bòbòè. |
| 2. ¿A Kúk nè ándà? | A Kúk nè a zóa Tembíla. |
| 3. ¿Néb pida tídè wǎ púgè bí? | Ngée, néb pida á púgè wúsgò. |
| 4. ¿Ub díkà klás a tǎǎb sòabà bí? | Ngée, ub díkà klás a tǎǎb sòabà. |
| 5. ¿Yénd yà doot á tǎǎb bí? | Ngée, yénd yà doot a tǎǎbò. |
| 6. ¿Ti néb bée bée wusg bí? | Ngée, néb bée bée wusgo. |
| 7. ¿Ub námsà i kéendà púgè bí? | Áyò, ub ká náms ub kéendà púgè yé. |

43.3 Comprehension Drill 3

Review

/bàngà/ and /míi/ - 26.1A-D

Poko Will Also Be in Bobo

Págà Pók dà bée Dapóyà, la a kéengà Bòbòè muásà. A súúd ká nóog wusg bé yé. A dá ká míi néb wúsg Bòbòè yé. La a bángà néb bée muásà. A zííndg yà nóog wusgo.

Questions

Answers

- | | |
|--------------------------------------|----------------------------------|
| 1. ¿Págà Pók dà bée yáe? | A dá bée Dapóyà. |
| 2. ¿La a kéengà yáe muásà? | A kéengà Bòbò. |
| 3. ¿A Pók súúd ya nóog Bòbòè bí? | A súúd ká nóog wusg yé. |
| 4. ¿A Pók dà míi néb Bòbòè bí? | Áyò, a dá ká míi néb wusg Bòbòè. |
| 5. ¿La a bángà néb bée bí? | Ngée, a bángà néb bée. |
| 6. ¿A zííndg yíi nóog wúsg Bòbòè bí? | Ngée, a zííndg yíi nóog wusgo. |

43.4 Comprehension Drill 4

Vocabulary

gè, gèntà - saw, see
 páalg nǎndà - brand new
 sídè - in construction

Grammar Review

/nã/ - 28.1A-D, 28.2A-F

/nãã/ - 27.2A-D, 27.3A-C, 27.4A-D

We Pass Some Construction

Záamè a Tembíl dikà lógtòd yíidà sódè nãã n kèeng bée né. Sídè wã butíkà dóog seaagá, a gèntà dóog páalgà, ub sé nã mēentà. Ub yéelà mé tí yá bánk doogo lá yéndà; la ub nã kà mēē a sáy yè; la yá doog páalg nãndà. F sã yúsgò bée nè, f gèntà doog bífù á yémbè, ub sé mēentà bée nè.

Questions

Answers

- | | |
|--|------------------------------------|
| 1. ¿Záamè a Tembíl dikà lógtòd yíid sòdà bí? | Ngée, a dikà lógtòd yíidà sódè. |
| 2. ¿A Tembíl gè bwé sídè wã dóog seaagá? | A gè dóog páalgà, ub sé nã mēentà. |
| 3. ¿Ya bwé doog lá yéndà? | Ya bánk doogó. |
| 4. ¿La ub mēē á la mé n sáy bí? | Áyò, ub nã kà mēē n sáy yè. |

UNIT 44

THE NEIGHBORHOODS OF OUAGADOUGOU

44.1 Comprehension Drill 1

Vocabulary

sígdà	- continue, follow
goángà	- promenade, a walk
ámbsasadà	- (French) embassy
mõgpér	- (French) mon pere, priest
póg sádà	- young lady, girl
púg sádbà	- young ladies, girls

Kúlba, Dapóyà, Láglè

Fo sá waa Wágdoogè goáng balá, zíims níng yám sé sídgè n tógò n gés, ya Kúlba, Dapóyà, la Láglè. Bám ya zíims sé ya néedè. Ub bée Wágdoog púgè. Kúlba ya Ámbasad damba zíimsì. Dapóy mõgpér doogã ya bílfù la a ya néed wusgo. Láglè mé ya teng bílfù né a náabà. Láglè mé, póg sádb kádn doog bédd bée bée.

44.2 Comprehension Drill 2

Vocabulary

básdà	- neighborhood, this place
mákà, mákdà	- measured, measure
yálmà, yálnà	- extended, extend
keelá	- remain, be left over
keelè n taalá	- occupy, fit into
dígdà	- area, town
sémsé	- a joint, corner
koi	- intently, or purpose

How Big Is Laglè?

F sá bée Láglè mwásá, f básdà Wídè n f dítgò. Ub sé makdá, Láglè yálm kòí! Láglè síd ya yálngò. Géna n keelè n taalè n dígd Bàogè, n dígd Nóosè la sémsè fáá.

44.3 Comprehension Drill 3

Vocabulary

dábdà - approach, extend towards

The Extent of Laglě

Fo sǎ síd bée a Dakwéngò, f sǎ gěsà f poodè wǎ, sé tadě n dábdà a Nóosé, ya Laglě la dëndà. Laglě méngà bée Wágdoòg táodè; n tádà Dóagě, n tádà ub sé boond tí Kaviéd, n tádà Nákùmbúgò la Dapóyà, la Háya.

44.4 Comprehension Drill 4

Vocabulary

soándgà - census, counting
wěendà, wěenà - seems, seemed to have the appearance of
yídà - more, more than

Many People Live There

Laglě yálmà mé. Ub síd yèelà mé, ti dě soandga úb sé makda, sǎ ká Dapóyà, ká weenda á táab lebě n bée me n yídà a né súúd yé.

44.5 Comprehension Drill 5

Vocabulary

mǒmpér, mompiámà - (French) priest, priests
eglíisì - (French) church
yúngdà - return often to a given place
Wénǎm - God
sésà - prayed, spoke through the teeth

The Church at Kolg-Naaba

Id sǎ yòsg bée mwásà lébgà Kolg-Náab la id kéendà. Ya Kolg-Náab la mompiámà tugǒ n mǎě. Ub dóot bée né, ti ub bóond tí eglíisì, ti ub kéendè n yúngd wénǎm sées bée.

44.6 Comprehension Drill 6

Vocabulary

bádaagà, bádaasè	- dam, dams (French)
básà	- stopped, left off, let alone
zondá	- set up, built
maamsé	- assimilate, collect

The Dam at Kolg-Naaba

Ti id sá sígd Kolg-Naab mwásà, lébè n yá b́adasà. Zonde n wáa b́as b́ee. B́adasà t́oo m̀e lébè n b́ee b́ee. B́adag ḱang mé sá ká ub śe pagá néd mwásà wá, kóomà dagè t́õ b́adag ḱangà káodè, tí ub máams dé tí pá máän yè.

44.7 Comprehension Drill 7

Vocabulary

zéémà, zéemsè	- equality
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Tampúy

Tónd sá yíi b́ee mwásà lébgà T́ampuy. Bám m̀e tada ub náab b́ee. Ya t́eng bílf b́alà n zéemsè.

44.8 Comprehension Drill 8

Vocabulary

púugò, púutò	- field, fields
koodá	- cultivate
ai	- but, while
teká	- extent
togsé	- imitate, represent

Where Are the Ouagadougou City Limits?

La t́ond sá síg b́ee mwásà, m t́ënd tí lébgà púutò. Lébgà púut mwásà tí nebà tadè n kóod bala n taalè n díg B́agsìonk mwásà. Ai Wágdòòg t́ekà pá t́õ yángè n t́ogs yè. Wágdòòg ya bédde wúsgò. Ya id wáa bas wótò balá.

Drill 1

Questions

1. ¿Fo ná n waa Wágdoòg dúndà bí?
2. ¿Fo wáa mè náá n zum bwé Wágdoògè?
3. ¿Fo dátè n gésà zííns tenga Wágdoòg púgè bí?
4. ¿Zííns búgò ya néed kà?
5. ¿Ub bée Wágdoòg púgè bí?
6. ¿Bwé bée Kúblà?
7. ¿La Dapóyà bwé bée bée?
8. ¿La Láglè bwé bée bée?
9. ¿Láglè tada bwé yaasa?
10. ¿Yám náá n kéengà bée béoog bí?

Answers

- Ngée, mam ná n waa Wágdoòg dúndà bálà.
Mam wáa goang bál ka.
- Ngée, m dátè n gésà zííns sè ya Wágdoòg púgè.
- Kúblà ya néedè; Dapóyà ya néedè; Láglè ya néedè.
- Ngée, ub bée Wágdoòg púgè.
- Ámbassad damba zííns bée Kúblà.
- Dapóyà mōgpér doog néedè n bée bée.
- Láglè ya téng bílf nè a náabà.
- Láglè tada pogsádè kádn doog bédd mè.
- Ngée, m náá n kéengà bée béoogò.

Drill 2

Questions

11. ¿Láglè bée yáe muásà?
12. ¿A Sékù sá bée Laglé, a básdà Wídè yáe?
13. ¿Ub sè makdá, Láglè yálmà mé bí?
14. ¿Láglè táalà mé n kéeng yáe?

Answers

- Láglè bée Wídè dítgò.
- A Sékù sá bée Láglè, a básdà Wídè a nùg dítgò.
- Ngée, ub sè makdá, Láglè yálmà wúsgò.
- Láglè táalà mé n kéeng Bàogè, Nóosè, la Sémsè.

Drill 3

Questions

15. ¿A Dákwèng poodè wá kéetè ya Láglè la bée me bí?
16. ¿Láglè bée yáe Wágdoògo?

Answers

- Ngée, a Dákwèng poodè wá kéetè ya Láglè la bée me fǎǎ.
- Láglè bée Wágdoòg táodè.

Drill 4

Questions

17. ¿Láglè yálmà mé bí?

Answers

- Ngée, Láglè yálmà mé.

18. ¿Dapóy né Láglě búgò ya béddè? Dapóy ya bédd wusgo n yíd Láglě.

(No questions for Drill 5)

Drill 6

Questions

19. ¿Kolg-Náabà tada b́adas bí?
 20. ¿Kolg-Náabà b́adasà yá bédd bí?
 21. ¿La a yá śumà bí?

Answers

- Ngée, Kolg-Náabà tada b́adasè.
 Ngée, Kolg-Náabà b́adasà yá béddè.
 Áyò, a ká śum yé.

Drill 7

Questions

22. ¿Tónd śá yíi b́ee, id kéengdà yáe?
 23. ¿Tampúy tada náab bí?
 24. ¿Tampúy ya téng bílf bí?

Answers

- Tónd śá yíi b́ee, id kéengdà T́ampúy.
 Ngée, Tampúy tada náabà.
 Ngée, Tampúy ya téng bílf balá.

Drill 8

Questions

25. ¿La t́ond śá síg b́ee muásà, id t́atà yáe?
 26. ¿Ya bwé ṕutò?
 27. ¿Nébà ḿããndà bwé nè ub ṕutà?
 28. ¿Ṕutà táalè n t́aa B́agsiõnk bí?
 29. ¿Wágdoòg ték la wótò né bí?
 30. ¿Wágdoòg ya bédd wusg bí?

Answers

- Tónd śá síg b́ee muásà, id lébgà ṕutò.
 Ya néb ṕutò.
 Nébà kóodà ub ṕutà ṕugě.
 Ngée, ṕutà táalè n t́aa B́agsiõnkò.
 Áyò, Wágdoòg ték ká woto né bal yé.
 Ngée, Wágdoòg yá bédd wusgo.

Translations

Drill 1

If you take a walk in Ouagadougou, the places you will see are Kulba, Dapoya, and Laglě. They are the prettiest places. They are in Ouagadougou. The foreign embassies are in Kulba. There is a little church in Dapoya which is very pretty. Laglě is a small town with its own chief. There is also a

large school for girls there.

Drill 2

If you are in Laglě now, you have Widě on your right. Laglě is indeed very big! Laglě is really vast. It occupies Boogě and Noosě both.

Drill 3

When you are in Dakwengo, look behind you toward Noosě. That's Laglě. Laglě is right in front of Ouagadougou. It contains Doagě, another place called Caviere, Nakumbugo, Dapoya and Haya.

Drill 4

Laglě covers a large area. At the last census, it was established that Laglě is the most populated area, next to Dapoya.

Drill 5

If we pass there now, we come to Kolg-Naaba. The good fathers built a house there called a church. They go there from time to time to pray.

Drill 6

Then, continuing our trip after Kolg-Naaba, we come to the end of a dam which was built in that neighborhood. There are various dams there. This one dam here, which has just been built, could collect water for every one to use, but is is not quite ready yet. (It has suffered from continuous flooding.)

Drill 7

After we have left there, we come to Tampuy. They also have their own chief there. It is also only a small town.

Drill 8

After that, I think that we come to the open country. There are people there now cultivating the fields which extend to Bagnionko. The Ouagadougou city limits are not here. Ouagadougou is very big. It is we who come to the end of our trip.

UNIT 45

CHILDHOOD MEMORIES

45.1 Comprehension Drill 1

Vocabulary

yǎndò, yǎndde	-	childhood
téngdà, téngà	-	remember, remind
ketá	-	remain

My Home Town

Teng níng mam sé ketě n tēēndà yéel wusgo ya Lódopèni. Mam dátě n lébè n gě á la mé yaasa. A téngdà yéel wusgo m yǎnd mè.

45.2 Comprehension Drill 2

Vocabulary

pípì	-	at first
sóol`	-	possession, property
kóabgà	-	one hundred

It is a Small Town

Pípì dalá, f bángà tí Lódopèni bée Dedugù né Bóbò suka. La yá Dédug sóolmè n la a bée. Lódopèni yá teng bílf bala. A tádà néb kóabg balá.

45.3 Comprehension Drill 3

Vocabulary

gúlá	-	raised, grow up
saam bílà	-	uncle

Not My Birth Place

Mam ká doog bée né yé. La mam gúlà bée. Mam búlà m saam bíl níng bée.

45.4 Comprehension Drill 4

Vocabulary

tólmè - change for a purpose

My Uncle's House

M sáam bíl sè yíi yíidì ya yúm plìsì muásà n tógò zíí Lódopèni n tólmè.
Ya yénd zàkè la mam bángà m yándm nógò.

45.5 Comprehension Drill 5

Vocabulary

wóoglm - length, size (of clothes)

táabà - each other, together

yídà - exceed, surpass

táagsò - idea, thought

táagsà - guess, imagine, think

The Six of Us Had One Thing in Common

M sáam bíl dà tada kóambà nu. Tónd fáã dà ká tad yúmd yè yè. La id wóoglm dà ká yíd táab wusg yé. A bíig diblì kásmà dá tada yúm píng-la-yébù.
;Yám mè tágsè n gés sè késà mwásà? A kóamba fáã yá kom bíblì. Ngée, ub fáã!
A Ámadu, a Músà, a Yúsùf, A Álí, la a Hámídu.

45.6 Comprehension Drill 6

Vocabulary

yísà, yísda - take out

kéengà - outside, a short distance away

deongó - game, playing

Our Activities

Dád ñngà tónd míí n yíisà dúmsí kéeng pùgè. Wákat ñngà tónd kéendà táãsgò. Wákat ñng bí kóòm deong púgò séaagè bée.

45.7 Comprehension Drill 7

Vocabulary

tasá	- reached
zěěndó	- sauce, gravy
mánà	- okra
túdà	- companions, a following

Evenings

Záabdè sá mǐi n wata, mam né m túdà tasě n díkdà yíid sòdè né sũũd nòogò. Tónd sũũdà ya nóg wusgo id sě ná n lébè n tugě n gě m má Tani wǎ, la id gě sag túulgǎ né mán zend nógò.

Drill 1

Questions

1. ¿Fó téndà téng òg yéel wusgo?
2. ¿A téngdà la f la yéel wusgo bí?

Answers

- Mam téndà Lódopèni yéel wusgo.
 Ngée, a téngdà m la yéel wusgo.

Drill 2

Questions

3. ¿Lódopèni bée yáe?
4. ¿La yá sóolmè n lá bée?
5. ¿Lódopèni ya téng bèdd bí, bí bílfù?
6. ¿A tádà néb wǎnà a púgè?

Answers

- Lódopèni bée Dédugù né Bóbò súkà.
 A bée Dédugù sóolmè.
 Lódopèni ya téng bílf balá.
 A tádà néb k'oabg balá.

Drill 3

Questions

7. ¿A Tembíl dooga bée bí?
8. ¿Ub gúlà á la mé yáe?
9. ¿Ya ándà yěng la a gúlè a?

Answers

- Áyò, a ká doog bé yé.
 Ub búlà á la mé bée.
 A gúlà a sáam bílf yěngà.

Drill 4

Questions

10. ¿A sáam bílf sè yíi yíid ya yúm wánà?
 11. ¿La a sáam bílfà túmdà bwé tum Lodopèni?
 12. ¿A bángà a yándm nóog yàe?

Answers

- A sáam bílf sè yíi yíid ya yúm písi mwásà.
 A sáam bílfà tólmdà Lódopèni.
 A bángà a yándm nóog bàm zàkè.

Drill 5

Questions

13. ¿A sáam bílfà dá tada kóam wánà?
 14. ¿Koamba fáã yúm dá ya a yé bí?
 15. ¿Koamba wóoglòm dá yídà táab wusgo bí?
 16. ¿A bíig diblí kásmà dá tada yúm wánà?
 17. ¿A kóambà fáã ya kómdiblí bí?

Answers

- A sáam bílfà dá tada kóamb á nú.
 Áyò, ub fáã yúm dá kà a yé yé.
 Áyò, koamba wóoglòm dá kà yíd táab wusg yé.
 A bíig diblí kásmà dá tada yúm píig-la-yébù.
 Ngée, a kóambà fáã ya kómdiblí.

Drill 6

Questions

18. ¿A koábà míí n yísà dúmsì n kéeng pùgè bí?
 19. ¿Wákat níngà ub míí n kéengà tãõsg bí?
 20. ¿Wákat níngà ub míí n kéengà kóom deong mé bí?

Answers

- Ngée, ub míí yísà dúmsì n kéeng pùgè.
 Ngée, wákat níngà ub míí n kéengà tãõsgò.
 Ngée, wákat níngà ub míí n kéengà kóom deongo.

Drill 7

Questions

21. ¿Záabd sá taa, koamba mããndà bwé?

Answers

- Záabd sá taa, ub kúisà yíidè.

22. ;Koamba sũũd ya nóog nè ub má Ngée, ub sũũd ya nóog wusgo né ub má a
 a Tani bí? Tani.
23. ;Ub nóngà ságb nè zeend wúsè bí? Ngée, ub nóngà ságb nè zeend wúsò.

Translations

Drill 1

The place which remains most in my mind is Lodopeni. I want to see it again. It reminds me a lot of my childhood.

Drill 2

At first, you must know that Lodopeni is between Dedugu and Bobo. It is in the Dedugu administrative area. Lodopeni is only a small place. It has only one hundred inhabitants.

Drill 3

I was not born there, but I grew up there. My uncle there raised me.

Drill 4

My uncle, in whose house I spent ten years, was a merchant. It was in his house that I knew the happiness of childhood.

Drill 5

My uncle has five children. We didn't all have the same age. But our sizes were almost the same. The oldest boy was twelve years old. Can you guess the rest? All the children were boys. Yes, all of them! Amadu, Mousa, Yusuf, Ali and Hamidu.

Drill 6

During the day, we used to take the animals out. At that time we would go hunting. Or we would play in the water next to the fields there.

Drill 7

When evening came, my companions and I would take the road home cheerfully. We were very happy if just on our arrival we would see my aunt Tani and also the hot sagbo with some good okra sauce.

UNIT 46

HUNTING

46.1 Comprehension Drill 1

Vocabulary

yaab-dambà	-	ancestors
wá-wánà	-	how?
tígsdà táabà	-	gather together
néb sǎǎ nébà	-	some people

Hunting, Old Style

;Tónd yaab dam dágè tǎǎsdà wá-wánà? Tónd yaab dam dágè tígsdà táabà, dágè n bée téms tóod-tóodè, la ub tígsdà táab tenga yímbdè bám wusgo. Néb sǎǎ néb kèengdà né nǎo; néb sǎǎ néb kèengdà né wíidì.

46.2 Comprehension Drill 2

Vocabulary

zǒǒmbá	-	mount, ride
zandá	-	pick up, grasp
kándè, kánà	-	lance, spear, arrow
támbgò, támbdò	-	club, whips
basá	-	left behind
pógdà	-	follow
támpò	-	bows for arrows
kalbdé, kalbá	-	club, clubs

Pedestrians and Riders

La sé zoomba ub wíidì wǎ pá tat sé kèengdà ub né nǎwà ye. La wíidì wǎ dǎmbà, bám zaanda kǎnà la támbdò. La nǎwà dǎmbà ya baasé bógd bám. La bám mé tada támpò la kálbà.

46.3 Comprehension Drill 3

Vocabulary

soámbà, soámsè	- game animal
yalsá, yalsdá	- bring out of hiding
wudgí	- escape, run
lòbgà	- once, only one time
kúongà	- caught
dígà, dígdà	- took
yúnkà	- snatched up

The Hunting-Dogs

Kalbdé, lá ub sé taantě, báas mwásà wã wáe. Baase sé míi n pògd n'awà d'ambà, bàm sá míi n tugõ n gé soambà, ub sá yalsá mwásà ta, a sá wudgí tí ub sá lòbgà kuongè. Ya báasà dígdà a. Ub sá tugõ n paamá, yúnkè. Ub kéldè n taa basa á la mé.

46.4 Comprehension Drill 4

Vocabulary

tidá	- stand up
tida wéef zùg woto	- stand up on the horse
yánkà	- close, pulled out
zoómà, zóondà	- continue, last
koomá, koondá	- strike
kadsá	- detach, unglue
ketá	- remain, stay
lóogdè	- the side

Hunting on Horseback

Ub yéelà tí wíidi wã d'ambà nínà míi n twé n tugõ tídà wéef zùg woto, n dígà waa yánkà, n dígà-dígà waa tugõ n zóond woto né. Kóondà kadsà bala táo-táo balè n kètè n tád lóogdè.

46.5 Comprehension Drill 5

Vocabulary

nasádènde	- European style
kúu, kúudà	- kill, die

Our Ancestors were Excellent Hunters

Muásà lébgà nasádèndè. Nínà sǎ dà nǎ yáas nè támpò tǎǎ a twé síd kúu sòamsà a yíibù. Id ká míi sǎ ya síd yén yé, la ub sé dàgè makda yéndà, ub dá tǎǎda la sùmà.

46.4 Comprehension Drill 6

Vocabulary

búgùn	- fire
búg-dáogò	- gun
búg-dáoodò	- guns
tíim	- powder, medicine
níigà, níigdà	- ooze, sweat, leak
kúgdè, kúgà	- stone, stones
pooglá, pooglgá	- wounded, mourned
zóom	- powder, flour

Guns

La ub dá tada búg-dáood mè sé níigd tíim zóom, tí ub bóond tí búg-dáood tíim, tí ub píi kúgà púgè wǎ. A kúgà yén dàgè míi pógnd dúmsà wáè!

46.7 Comprehension Drill 7

Vocabulary

kúdmà	- the times of the ancestors, long ago
hálà	- until, since, even
légà, légdà	- came back without having accomplished the mission
lé	- not any more (from /lébà/)
yéngà	- spread out
pínd zíingè	- formerly (lit. - in an earlier place)
lóngà, lómsè	- drum

Hunting Today

Dúndà, tǎǎsgà lé kà yánk yéng wusg yé. Ya sídà. Muásà tǎǎsgà ká lébè n bée a pínd zlingè yé. Ub básà kúdà n kée nasadéndè. Néba sé mǐi n tígì táabà hál tí yá wíidì la lómsè. Muásà ya f gé a yé wǎ kée, n díkì légè n wáat f yíidì.

46.8 Comprehension Drill 8

Vocabulary

dadá	- perhaps
báo	- search for, make an effort to get
báo-báo	- the object of the search
báa	- add, increasing
yěéntá	- discourage

The Lone Hunter Has Less Endurance

Píndà f dágè n tǎǎ paam dáda á yé n báo-báo, f pá yěenta mé, kété n ya báob balá. La muásà f sǎ kèngà f yé né búg-dáoo, f sǎ ká tugö n páam, f yěéntà mé, tí ya f sé ya f gé bùm la f sé ká paamǎ, n lébgè n wáa.

46.9 Comprehension Drill 9

Vocabulary

náagdà	- meet, unite
sáadà	- vagabond
vöödè	- hole, emptiness, loneliness

Nowadays Hunters Are Not Organized

Mwásà yíi téedà wáa mé, sé náǎ n kúu wáe la néba sé ká lébè n náagd táabà. Né ká fáǎ saadè n báodà a méng vöödè bal mwásà.

Translations

Drill 1

How did our ancestors hunt? Coming from different places, they would gather together in one village, chosen before hand. Some would come on foot;

others on horseback.

Drill 2

Those on horseback were not as numerous as the foot travellers. The horseback riders had bows and arrows. The pedestrians were accompanied by their dogs and had bows and clubs also. These clubs were used for the final kill.

Drill 3

The dogs, which accompanied the hunters, were specially trained for their work. When they saw an animal, they knew how to bring it out into the open. If the animal ran, they caught it. It was these dogs who took it. If they succeeded in throwing it down on the ground, then the hunters came to finish it off.

Drill 4

They said that the horsemen used to stand up on their horses, to take an animal, while their mounts rode on. They got their animal by piercing it swiftly with a lance from this position.

Drill 5

Now hunting is practiced European style. Formerly a good hunter could kill two animals at once. We don't know if what people say is true or not. It seems, nevertheless, that our ancestors were excellent hunters.

Drill 6

And they also had fire arms which spat powder, which they call guns of powder. They put the powder in some pebbles. These pebbles would wound the animals fatally.

Drill 7

Today, hunting is not so attractive any more. That's true. Now hunting is no longer what it was before. They have abandoned the style of the ancestors and adopted European style. People used to gallop together [to the forest to the accompaniment of] horses and drums. Now you see one sole traveller, who returns home without having accomplished his mission.

Drill 8

Formerly you could perhaps find something if you did not get discouraged and continued your search all day long. But now if you go out alone with a gun, you get discouraged if you don't get anything, that is if you see something which you do not succeed in bringing home.

Drill 9

Now there is a lot of equipment to hunt with, but there are no more hunting groups. Now a hunter goes out alone and does not seek companionship anymore.

UNIT 47

THE CAT AND THE BUGS

47.1 Comprehension Drill 1

Vocabulary

nángdùsà	- change, return to former state
kii	- spoil, kill, put an end to
dálà	- one must
bengá	- covered up
mustikédà	- (French) mosquito netting
sáǎngà	- improved, better
dũ, dundá	- sting, nip, prick
pompá, pompdá	- sprayed, spray
petrólà	- gas, oil, kerosene

Bugs

Ya nángdùs wàkatò. Dúmsà ya wúsgò. Ya kii wǎ né kámǎnǎ sé bée wǎ. F sǎ kǎe doogě, dálà f pagé, wala f bengà mustikedà, tí dǎ watě n sǎǎngà. F yéngà á la mé, sǎ pà dǎndà. Dúmsà ya wúsgò. Ub dúndà f lá me. Sǎǎ néb pompda né petról kóom bílfǎ.

47.2 Comprehension Drill 2

Vocabulary

pítà	- are found
pómpidà	- squirt gun

Bugs at Night

Yúngò ub pítà wúsgò. F sǎ kǎe doogě yúngò, dálà f pómipi né tíim kóom ub sé boond tí petról wala Flýtòx. Ya yénd bala f tǎdǎ n pómpidǎ. A kúudà dúms wusgo wálà f kii fùg doog púgě.

47.3 Comprehension Drill 3

Vocabulary

yúgà	- cat
káosà	- stayed
maana	- happened
dádè, dádsòm	- day
suká	- asked
toolá	- do business, send an order

The Dead Cat

Dàwà Tembíl dá tada yúg bílfù ub sě kǒǒ á. Dàwà Tembíl dá nòngà á la wúsgò. La a pá káos nè Dàwà Tembíl yè. A máanà dásm píig-la-náas bala. Dádà yémbè, Dàwà Tembíl sígà túmdè n taa tí a Isák yéel Dàwà Tembíl tí a kíi mè. Dàwà Tembíl suka tí bwě maana, tí ub taa gèsà a. Dàwà Tembíl dá tëndà mé tí ya báasè n dǔmà á la. Ai. Búmbà a yé pá toolě n máanà yé. A kíi woto né bala.

Translations

Drill 1

It is between seasons. There are many animals (bugs) around. They have spoiled the corn. When you go into the house, be sure to close it or use the mosquito netting, which is better. You spread it out afterwards (when you get inside). There are many bugs. They bite you. Some people spray a little with kerosene.

Drill 2

At night there are many of them. When you go into the house at night, be sure to spray with a remedy called kerosene or Flytox. Of course, you must have a spray gun. It kills many bugs or you spoil the clothes in your house.

Drill 3

Tembila had a little cat which some one gave him. He liked it a lot. But it didn't stay with him. Something happened only fifteen days after he got it.

One day Tembila came home from work, and Isaac told him that the cat had died. Tembila asked what happened, were they able to see it. Tembila thought that some dogs overpowered it. It wasn't such a big thing. It died just like that.

UNIT 48

INDEPENDENCE DAY

48.1 Comprehension Drill 1

Vocabulary

kíbsà	- holiday
kólgà, kólgdà	- approach
děngà, dēngdà	- start
togsm	- information
sáagà, sáagdà	- spread, go everywhere
teng-téngà	- from place to place
kiúugù	- month

Independence Day

Índependensà kíbsà sá mii n waa kólgè, ub déngdè n sáagà mé tógs teng-téngà. A yá kiúug kàngà yé.

48.2 Comprehension Drill 2

Vocabulary

bàsà	- left alone, abandoned
hát tí	- thus, therefore
gílì	- all
tígm	- assembling
fáãngdè	- liberation, saving
maká	- designated, named

Independence Day in Ouagadougou

Tónd bàsà násad kíbsà fáã ké yéndà mwàsà. Hál tí ub sá yéel tí a kólgdà woto né, temsa fáã gíl nèbà wata Wágdoogè n waa, tígm táabà n déem súud nóog deem. Ub sé maká n yá tónd teng fáãngdè dádè. Nèbà tígsdà táabà n waa wusgo náã n waa déem.

48.3 Comprehension Drill 3

Vocabulary

Wádbà	- a kind of dance
sáoda, sáodbà	- dancer
yánkà	- choose
bínga	- wear, put on
drapeáu	- flag (French)
drapeáu wã fúta	- uniforms

Travelling by Car

Ub sígdà táab Wágoògě a dádà. La muásà wã ká mobíl la ub kóontà bám! Ub wátà né mobíl muásà. Wádb sáóndbà, la téng fáã mé yánkà néb tí ub náã n waa bíng drapeáu wã fútà.

48.4 Comprehension Drill 4

Vocabulary

wáogà	- numerous, many
biskǎngà, biskánsè	- bicycle
zoombá	- ride
néedè, néedm	- beautiful, beauty
píndà	- formerly

Horseback Riders

La muásà wíidì wã dám ká lébè waog yé. Ub básà wíidì wã muásà n kěě biskánsà. Biskánà dám mé míí n zóombà mé, la bám néedm ká dátè n ta wíidì wã dám yé. Píndà, sé dá ya wíidì wã. Nasád kíbsà, ub míí n mǎãna mé tí yá néedè.

48.5 Comprehension Drill 5

Vocabulary

lé	- command form of /lébà/
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From Horses to Bicycles to Feet

Muásà ub básà wíidì wã n kéend né biskánsà. Kíbsà sǎ taa wótò, lébgà

biskánsà yíd s'è kéend ub né n'áwà. La ká d'è mwásà, la ub s'è y'èel tí kíbsà dád bí ub dá lé zoom biskánsà. Ub s'áámà kéenà, tí ub y'èel tí ub dá lé zoom biskánsà yé. La ub s'á d'atà bí ub yíi tenga p'ugè n zóombè.

48.6 Comprehension Drill 6

Vocabulary

koamb-póglè	- girls
koamb-díblì	- boys
toodé	- in a separate group, alone
néd k'áo	- a group
kéengè n kéengà	- go in a group, go in orderly fashion

Two Groups in Laglè

La kíbsà dád y'èng y'ibeoog woto, t'ond m'èng s'è b'èe Laglè wá, t'ond g'èntà Laglè koamb s'è y'it né drapeáu wá fútù. Koamb póglè yá toodé; koamb díblì mé yá toodé. Néd k'áo f'áá b'èe né a náabà, tí ub n'áá n kéengà muásà n kéengà Índependásà Z'íngè.

48.7 Comprehension Drill 7

Vocabulary

t'óongà, t'óongdà	- attach, glue back to back
púkà, púkdà	- cover with, reach to
Moéemà, Moéembà	- Muslim, Mohammedan
Kidíst-nébà	- Christians
náagà, náagdà	- make an effort

The Spirit of Unity

Ti ub t'óong né y'ibeoog muásà tí w'intoog n'á n púkdè. Moéembà, Kidíst-nébà, págbà la koambá, f'áá kéengdà né táabà, ká léb'è n b'èe tí fo yá woto né, mam yá woto né ye. Ya ub náag táab muásà n déem tí ya ub s'úud d'adè.

48.8 Comprehension Drill 8

Vocabulary

défilè	- (French) parade
yédà, yédbà	- be dressed in
gáddè, gád dambá	- guard, guards
pembá, pembdá	- play an instrument, make music
tán tándò	- drums, instruments
fléur, fléur dambá	- (French) flowers
háya	- so that
díglìg	- a grave

The Parade

Déndà id góm défilè wã yéelà mé. Défilè wã yá sóddaasè, né sě yédb drapeáu damba fútà né gád damba. Ai tí ub péebd tántándò, tí sóddaasà kéendà, háya tí néb béada getě. Ub sã maan dendã say, ti ub dik fleur dam me tugö diglig be.

48.9 Comprehension Drill 9

Vocabulary

dígà	- form all over, converged
singá, singdá	- begin, start
witér	- (French) huit heures, eight o'clock
onzér	- (French) onze heures, eleven o'clock
sagá, sasé	- time, hour, o'clock
yíigà	- pass by, go beyond
tángà, tángdà	- stumble head on

The Long Celebration

Wala, dígè tónd independansã, Móog nèb wusg waa mè. Móogà néb fãã waa mé. Défilè wã mǎng singda yíbéoog woto né witér wakat sagá. N tógò tang onzér saba. A waa yíigà dén mǎngà.

48.10 Comprehension Drill 10

Vocabulary

pípì, píndà	- in the first place, formerly
tántàndà	- player of an instrument
tántàndà dambà	- orchestra
gěngà, gěngdà	- aim, direct towards
pée, péedà	- lead, put together
pógà, pógdà	- follow
záalgà, záalsè	- simple, lone one
yélgà, yélgdà	- put on clothes
toongá, toongdá	- follow one right after the other
kómì dambà	- employees, workers

The Band, Children, Soldiers and Workers

Tí pípì ya tántàndà dambà gěngè n lóogè n tógò n yáasà. Bám mē tugò n yáas tàodè n péedè. Sè pógd muàsà, yíi sòddaasà méngà. Bám mē kéengd muàsà tóongà. Bám sè lóog muàsà lébgà né záalsà, mam dátè n yéelà mé tí kádm bìisà. Kádm bìisà mé toonga mé, dágè n yélgà fút budà yé. Bám mē kéengè n lóogè, sám sè lóogè, yíi kómì dambà, sám dágè yélgà fút péelsè. Bám wàolmè dágè n nǎǎ n ylig fáǎ gílì.

48.11 Comprehension Drill 11

Vocabulary

sák sákà	- one after the other
yǎǎngà, yǎǎngdà	- helped, aided
zíp	- jeep
búg dàoogò, búg dàodò	- gun, guns
padasút dambá	- paratroopers
póglgè ~ púglè	- both, doubled
RDA	- Rassemblement Democratique Africain
JDV	- Jeunesse Democratique Voltaïque, affiliated with Union Democratique Voltaïque.
zemse	- (French) GMC, truck

The Army and the Parties

Tí ub yǎǎngè n yánk tenga sák sák fáǎ nèbà, tí sám yáongè n nǎǎng táab

muásà né ub fút yéndè n lóogdè. Háute Vóltà sóddaas mè la sé yáongè n yá wusg la, ti bàm mè toong táab muásà lóogè. Bàm poodě yíi sóddaas móbíl dam ub sé boond ub dám tí zémsè wǎ né zíp, tí búg-dád bèadà bée ub poodè. Bàm sé lóogè, lébgà padasút dambá. Bàm lóogdè poodè tí JDV-RDA púglgè.

48.12 Comprehension Drill 12

Vocabulary

- basket dábà - basketball players
bala dábà - football players

Athletes

Bàm mè sé lóogè yíi basket dábà. Bàm ká yíi wusg ye, tí bàm mè kompóglè. Bàm sé lóogè, lébgà bala dám muásà. Bàm yé dá ya wúsgò.

48.13 Comprehension Drill 13

Vocabulary

- gílì - all, entirely, around
miúgù, mídù - red color
sáblè - black color
péelsè - white color

Different Colored Uniforms

Bàm dágè yélgà drapeáu wǎ fútù. Sǎǎ néb yélgà sábl gílì sǎǎ néb yélgà míd gílì. Mídà dágè bée poodè tí sáblesǎ bée táodè. Péelsà muásà bée ten súkà.

48.14 Comprehension Drill 14

Vocabulary

- gymnástikà - gymnastics, acrobatics
wíngà, wíngdà - showed, demonstrated
zoambgá, zoomsé - one who is mounted
koléz - secondary school (French)
kúdsà dábà - racers (French)

School Children and Cyclists

Sě maand ub gymnástikà bàm pògdà bálà dám̀bà. Bàm mè dágè n yélgà ub fút toodé. Dě ya sě dátè n wíngè kádn zak fáã né a koamba. Aí tí bàm kěè nè lóogè, yíi kùdsà dàm muásà sě zoamb kút wíidì wã. Bàm mè dá ya wúsgò. Bàm sě lóogè, yíi kádm bíi bèadà muásà wáa koléz koambã.

48.15 Comprehension Drill 15

Vocabulary

togsm	- information
gésn	- watching
nébà gésn gésn	- spectators
togsá	- inform, retell
wéengà, wéendà	- press with the hands, clap
nùg-pògà	- palm of the hand
yáa, yáadà	- tired out, fatigued
zíindà	- make someone stay
káosà	- lasted a long time

The Spectators

Ká tõe togsn sáy yè. Id sã nãã n zíind i n tógse, i nãã n káosà mé; tí nébà gésn gésn wéend nùg pògsè wáa yàe.

48.16 Comprehension Drill 16

Vocabulary

tígdè	- joy, satisfaction
sígà, sígdà	- descend, drop

Why the Joy?

Tígdè kángà búd nã pá zíind Wágdòog tí tónd gě yè. Nébà yíi wusgo. Sã yá woto dė yènd sígdà mé. La dė-yèn sígdà mé bùm sě ya tónd fáãngdè dáde.

48.17 Comprehension Drill 17

Vocabulary

sǎǎ	- dance, improve
Wádbà	- a kind of dance
Tádkày	- a kind of dance
Wáogò	- a kind of dance
kenga, kengba	- walker, traveller, performer on the feet
wísì	- flutes

The Dancers

Ya záabdà la tónd nǎǎ n gě wádb sǎǎbdà sé nǎǎ n sǎǎ ub súúnd nóogà. Wádb sǎǎbdà bám mé ya wúsgò, téng fáǎ né a wádb sǎǎbdà. Kéngbà bée ká m péebd wísì, tí kéngbà bée ká sǎǎnd Tádkày, tí kéngbà sǎǎd Wádb mēngà, tí kéngbà bée ká maane Wáǎgò.

48.18 Comprehension Drill 18

Vocabulary

másque dambá	- people wearing masks, Waongo dancers
lóebà, lóebdà	- tied up, attached, wrapped
zúúndù	- leather, bark
yégdà	- threads, fibers, long hanging fibers

The Masked Dance

Dě ya násàd ub sé boond tí máscara dambá. Bám lóeb nēng gílì né zúúnd muásà yégdà n sǎǎdè.

48.19 Comprehension Drill 19

Vocabulary

yǎngontà	- lighted, lights
flambeáu	- (French) torch
baadé, baadádè	- things to see

Fireworks

Kíbsà bée tí béoogò ub yǒngontà búgùm. Násad ub sě boond tí flambeáu wã. Badaasě wã la ub túgò n máanè badaadè.

48.20 Comprehension Drill 20

Vocabulary

wě	- hit, strike, cause something to happen
náodè, náwà	- foot, blow, stroke, shot

The Cannon Sounds

Tí ub wě búg-dáooog kéengà, yíi náod kóabgà la yá la ub sě wě wã.

48.21 Comprehension Drill 21

Vocabulary

gusá, gusdá	- went to sleep, went to bed
ba	- even, not even
ba dádè	- that very day
věngà	- light, clarity
káagà, káagdà	- shone from afar
wéngà, wéngdà	- followed, came after

Happiness

Ba dádà wágoog pá gusd bá bílfù. Néba fǎǎ sě dágè n tád deem, la béoogà sě věng káagè, aí tí deem lébè n wéngè n síng bala. Ya kóam-bíi, tí ya bíi-kasmsé, ti ya ni-kémsè wã, fǎǎ ya sũũd nòog bala.

Translations

Drill 1

When Independence Day approaches, people go from place to place spreading the information. It is (that month) in September.

Drill 2

We have abandoned all the European holidays now. Thus when the approaching holiday is announced (like that) all the people from the entire republic come to Ouagadougou to see each other and to enjoy themselves. They have named it our country's liberation day. A great many people gather together to celebrate it.

Drill 3

They all arrive in Ouagadougou that day. But now the government gives transportation to those who don't have cars. They arrive by car now, the Waruba dancers [for example]. Every town chooses the people who will wear the uniforms.

Drill 4

Now the horseback riders are not so numerous anymore. They've abandoned horses for bicycles. There are [many] cyclists arriving, but their beauty does not approach that of the horseback riders. Formerly, there were horses. The colonial holidays also used them (something attractive).

Drill 5

Now they've abandoned the horses and taken to bicycles. On the day of the holiday, bicycles outnumber pedestrians. Therefore now, it has been decided to forbid bicycle riding on the holiday! It's because cyclists interfere with traffic that bicycle riding is forbidden. But if they want to, they can go out into the country and ride.

Drill 6

The morning of the holiday, those of us who are in Laglě watch the Laglě children leave in their uniforms. The girls are in one group; the boys in another. Every group has a leader, and they will march in procession to Independence Square.

Drill 7

[The preparations] begin at dawn (when the sun comes up). Muslims, Christians, women and children all go out together. There is no more religious prejudice. (You are one thing, and I am another.) And every one strives together to have a good time on this (their) special day.

Drill 8

We should discuss the parade now. There are soldiers, young people in uniform and area guards. Accompanied by the orchestra of the national guard, the parade passes by the important personalities. After the parade, comes the ceremony of placing flowers on the tomb of the unknown soldier.

Drill 9

Many Mossi people from all over attended our Independence celebration [last year]. Many many Mossi people came. The parade began at eight o'clock and continued until eleven o'clock. In fact, it even continued beyond that time.

Drill 10

The orchestra of the national guard paraded in the first row. They were supposed to lead the parade. Next came the soldiers, marching in perfect formation. Those who came next were the as yet unformed ones, meaning the school children. They also marched in order and all wore the same outfits. After them came the workers all dressed in white clothes. They are more numerous than all the others.

Drill 11

In all the neighborhoods people have gotten together to choose the young people who are to march together in uniform. The Voltan army also has many soldiers who have also marched in good formation today. Next, came the military vehicles, trucks and jeeps, with huge guns behind them. Those who came next were the paratroopers. After that came both the JDV - RDA.

Drill 12

Next came the basketball players. There were not many of them. There were also girls' teams. After them came the football players. There were really a lot of them.

Drill 13

All the teams were dressed in a uniform the color of the national flag. Some wore black; some wore red. Those in red were in the back; those in black were in the front. Those in white were in the middle.

Drill 14

The football players followed those who practice acrobatics. They also had their own uniforms. Each group of school children wore the uniforms of their schools. The children came and went. Those who passed next were the bicycle racers. There were also many of them. When they passed, the bigger school children and the secondary school students came.

Drill 15

There is no end to this information. If we make you stay to tell it, you will remain [here all night]. Suffice it to say that the spectators [filled with joy] applauded until they were exhausted.

Drill 16

We have never before seen such a celebration in Ouagadougou. There were many, many people. But that is normal. (When things are like this, these things happen.) The joy is even more normal when it is seen as the attachment of a people to independence and to the peace which is a product of independence.

Drill 17

In the evening we will attend the performance of the Waduba dancers, who dance gaily. The Waduba dancers are also very numerous. Each village has its own dancers. There are some here who play the flute; some who dance Tadjay; even some who dance Waduba; and others who do the Waongo.

Drill 18

It is the white man who called the Waongo the masked dance. The dancers wrap themselves up in fibers or bark from a tree to dance.

Drill 19

On the eve on the holiday they light a great fire [fireworks]. The white people call it a torch. The fireworks display took place at the dam [that day].

Drill 20

The cannon shots sounded. It was one hundred and one shots that they gave.

Drill 21

That day the people of Ouagadougou did not sleep at all, not even a little. The whole population had a good time until dawn at which time the dancing began all over again. Children, adults, old people, everybody is very happy and the cries of joy can be heard everywhere.

MORE BASIC COURSE

Verb Suffixes:

<u>Suffix</u>	<u>Class Name</u>	<u>Example</u>
/-ba/	the contrary	/bíi/ - child; /bíibà/ - mature
/-da/	habit, state	/kóo/ - grow; /kóodà/ - grows
/-ga/	the reverse activity	/kéè/ - entered; /kéengà/-left
/-s/	the transitive	/pá/ - acquisition; /pàsà/ - added something
/-k-/	double reverse	/pa/ - available; /pagá/ - closed; /paká/ - opened
/-t-/	double habit	/-ta/ - reached; /-tadá/ - has; /-tatá/- generally arrives

Alternate spellings for the same word are indicated by /~/ between the two representations.

Words borrowed from the French are indicated by (Fr.) after the English translation.

GLOSSARY: MORE - ENGLISH

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
-A-			
a		1. he, his, her, she 2. particle occurring before names of people	3
	adé	this, that	7
ái		1. no (shortened form) 2. while	44 48
áíí		greetings are accepted (used by a woman)	4
ambassáda		embassy (Fr.)	21
ambassadéur		ambassador (Fr.)	9
Ámedikà		America, U.S.A.	3
	Ámedik dàmá	Americans	3
	Ámedikè	American	8
ándà		who	12
	ánd dàmá	who (pl.)	12
Ánglèsi		English	4
áyò		no	6
áspidìni		aspirine	33

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
		-B-	
bá		father, esteemed person	4
	bá bílà	uncle, father's younger brother	30
	bá dambá	esteemed persons	4
	bá kásmà	uncle, father's older brother	30
	m bá	1. my good friend 2. thank you	2
	bíigà bá	uncle, father's younger brother	30
ba		distinguish, separate	
	ba dádè	that very day	48
	balá	only	1
	badmá	separated, different	36
	basdá	neighborhood, this area	44
	basá, basdá	1. left behind, abandoned 2. completed an action	15 46
	basé	stopped, let alone	44
	Basgá	feast of the Ancestors	36
báá		added, increased	33
	bángà	know, found out	7
báágà, báásè		sickness, ill person	33
baadé, baadádè		things to see	48
baagá, baasé		dog	32
baatá		hole for catching rain water	41
baddágà, baddásè		dam (Fr. - barrage)	44
bádkà		thanks, blessings	14
bálà		ball, soccer	36
	bál damba	soccer players	48
bámbà		they, their, them (long form)	1
	bám	he, they, their, them (medium form)	7
Bámbada		Bambara (person)	4

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	Bámbadandè	Bambara (language)	4
bananá		banana	13
	bananá d'ambá	bananas	13
bánkà		bank (Fr.)	22
bao		search	10
	bao báo	object of a search	46
	bao, baodá	looked for, made an effort to obtain	46
	baobó	a search	46
	boě ~ bwě	what	9
báskèt		basketball	48
	báskèt d'ambà	basketball players	48
bató		boat, ship (Fr.)	19
beddé, beadá		big, great	20
bée		1. there	12
		2. is, is located	2
béooogo		tomorrow	14
bě		stop up, cover, stick on	47
	běngá, běngdá	covered, covered up	47
bíed		beer (Fr.)	31
bíelà		welcome	2
bíelbà		welcome	2
bí		1. question marker	5
		2. after that, well then	15
		3. let, indirect command	34
bí ~ bíí		small, diminutive	
	bí d'ibla	boy, young man, son	30
	bí púglà ~ pòglà	girl, young lady, daughter	30
	bíiba ~ bíi, bíibda	matured, ripe	13
	bíiga, bíisi	child	4
	bíigà bá	the child's father	30
	kadm bíigà	pupil, student	9
	na bíigà	prince	29
	bílà	small thing	30
	bá bílà	uncle	30
	má bílà	aunt	30

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	pógd bà bílà	aunt	30
	táǎ bílà	younger sister	30
	yáo bílà	younger brother	30
	yásb bílà	uncle	30
	bílfù	small, few, little	11
	bílf bílfù	slowly	11
	bíisde	sand	31
	bíism	milk	31
bíngà, bíngdà		wore, put on	48
biskǎngà, biskǎmsè		bicycle	48
Bóbò		Sobo Dioulassi	3
bóe		houseboy, servant	10
bóe	bóe dàmbá	servants	10
	òóe tùmǎé	job of servant	10
boo		opened up	
	boogá, boogdá	got partly cloudy	35
	boolá, boondá	called	11
	boosá, boosdá	begged, asked for	21
	bookó, boogdó	hole in the ground	39
botó ~ wotó		how, same, like	39
budá, butá		planted	13
búdǐ		bread	34
búgùm		fire	48
	búg daǒgò	rifle, gun	18
bulá		blue	35
búlgà, búlsè		a well	39
butíke		store, shop (Fr.)	34
	butík dàmbá	shops (Fr.)	34
búdù ~ búudù		1. kind, sort	28
		2. race, family, group, spreading one kind of item	30
	da búde	when, which day	12
	búgò	what, which	12
	búmbù	thing	6
búdò		office (Fr.)	7
búugà, búusì		goat	32
bwě		what	9

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
-D-			
dá ~ dáa		arrived at a certain state of being	
	dá, dágè	past tense marker	10
	dá...yé	negative command marker	11
	dábà, dábàdà	approached, extended to	44
	dádà	perhaps	46
	dádè ~ dáadè	day, daytime	12
	dáyà ~ dásmà	days	12
	dá bitè	day before yesterday	12
	dá bùdè	when	12
	bá dádè	that very day	48
	nín dádè	one of these days	41
	dálà	1. one must, necessity	47
		2. unless, well	36
	pípì dálà	at first	45
	dátà	want, wish	15
dáa		acquiring	13
	dáa, dáadà	bought	13
	dáadà, dáabdà	buyer, one who acquires	13
	dáagà, dáasè	the market	7
dag nóodè		door, opening	7
	dag nóyà	doors, openings	7
dáam		millet beer	31
dáògo ~ dáòogo		male, strength, greatness	32
	dáwà, dáopà	man, mister	1
	búg dáogò	gun, rifle	18
	nág dáoogo	bull	32
dádiò, dádiò dambà		radio (Fr.)	8
défilè		parade (Fr.)	48
dé, dëndà		1. that, this (demonstrative pronoun)	4
		2. his, hers	38
	děná, dëndà	followed	48
	děngà, dēngdà	started, began	34
	dé pòodè	then	17

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
dee		diversion	17
	deemá, deemdá	played, had a good time	17
	deongó	game, amusement	45
deembá, deem dambà		parents-in-law	30
depásà, depásdà		ironed (Fr. repasser)	14
dí		press, oppress	
	dígà, dígdà	1. converged	48
		2. caused to fall	46
	dígdè, dígsè	area, town	44
	díglà	put down on the ground	40
	díglà	a grave, grown stiff	48
	díglìg	adobe house	40
	díkà, díkda	took	14
díi		used, consumed	11
	díibò	food	11
	dítgò	right, right hand, hand with which one eats	22
díblà		young male	30
díplomatè, díplomat dambá		diplomat	9
doogó, dotó ~ dootó		house, room	8
	doogá, doogdá	gave birth, was born, lived	8
	bánk doogó	bank building	22
	kadn doogò	school house	22
	mõg-pédà doogó	church	38
drápeau		flag (Fr.)	48
	drápeau wã fútà	uniform	48
dũ		stung	47
	dũmá, dũndá	stung, nipped	47
	dũngá, dũmsí	animal	40
dúndà		today	6
dúnì, dúnyà		earth, world	42

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduceed</u>
-E-			
ecólà		school (Fr.)	28
égliisà ~ églisà		church (Fr.)	22
équipe		team (Fr.)	36
éssènce		gasoline (Fr.)	26
-F-			
faa		encouragement, approval	38
	faasá, faasdá	decorated, beautified	38
fáã		all, every, entire	2
	fáãgà, fáãgdà	saved	19
	fáãngdè	saving, liberation	48
Fídãsé		France, French (Fr.)	4
fínetdè		window (Fr.)	7
flambeau		torch (Fr.)	48
fleur		flower (Fr.)	48
fúgù ~ fúugù		cloth, clothes, covering	14
	fútù ~ fúutù	clothes (pl.)	14
	fúkà, fúgsè	shell, husk	32
	fúkúdgà	old rag	34
-G-			
gádà		parked the car (Fr.)	37
	gádàz	garage (Fr.)	26
	gádè, gád dambá	station (Fr.)	15
gáddè, gád dambá		guard (Fr.)	48
gãã ~ gẽẽ		lie down	32
	gããngdà, gããndsè	bed, place to lie down	32
	gããngà	colorful cloth	40
gế		saw, light, sight	
	ngée	yes	3
	gếngà ~ yếgà, gếngdà	became clear	35
	gếngà, gếngdà	put on the right course	48
	gésà, gétà	saw, watched, looked	6
	gésm	watching	48

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	nébà gèsm gès̀m̀	spectators	48
gíli		entirely, all around	48
	gílgu	round in shape	39
góabgà		left hand	22
	gób̀gà ~ gúb̀gà	surrounded	38
gó		run, wander	
	góndgà ~ gó̀dgà	turned	22
	góã̀gà, goã̀mse	1. here and there in a circle	38
		2. a walk, promenade	44
	tí góngò	a holiday	36
góm		speaking	
	gómà, góm̀dà	spoke, said	11
	góm̀dè, góamà	word, language, discussion	4
gũũ		wait, protect	37
gúb̀gà ~ gób̀gà		surrounded	38
gulá		grew up, was raised	45
gusá, gusdá		went to bed, sleep	15
gúdì: nã̀n gúdì		peanut	32
gymnástikà		acrobatics (Fr.)	48
		-H-	
hála		until	22
	há l tì	thus, so, therefore	48
		-I-	
i		you, your (short form)	1
id		we, our (short form)	2
		-J-	
JDV		Jeunesse Democratique Voltaire (Fr.)	48
		-K-	
ká		here	6

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	káí	right here	6
	káí né wǎ	this very spot	6
	ká...yé	negative marker	6
káafò, kí		millet	31
ka		unglue, come apart, movable	
	kadgá, kadsé	leg	33
	kalbdé, kalbá	whip, club	46
	kadsá, kadsdá	detached	46
	kamáandè, kamáanà	corn	31
	kasángà, kasámsè	vastness, non cohesion	42
kadmá, kadmdá		read, studied, taught	9
	kadm bíigà	pupil, student	9
	kadn dóogò	school house	22
	kadn sámbà ~ sáambà	teacher	9
	kádngò	studying, lesson	36
kǎndè, kǎnà		lance, spear, arrow	46
kángà		that (demonstrative adj.)	22
kángà, kángdà		sounded	48
káagà, káagdà		shone from far away	48
kábdè		excuse, pardon	14
	i kábdè	excuse me	14
káo		pertaining to length	
	káosà, káosdà	1. stayed, remained	28
		2. lasted, endured	35
	néd káo	group of people	48
	káusà ~ káosà	remained	35
kásmà		boss, official, older member of family	27
	bá kásmà	uncle, older than father	30
	má kásmà	aunt, older than mother	30
	pógdb kásmà	aunt, older than father	30
	tǎǎ kásmà	older sister	30
	yáo kásmà	older brother	30
	yásb kásmà	uncle, older than mother	30
kátè, kátà		hyena	36

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
ke		patience, endurance	
	kelá, keldá	left over, remained	44
	kelé n talá	occupied, fit into	44
	kelgá, kelgdá	heard, listened	5
	keesá, ketá	remained, lasted, endured	34
	kemá, kemsé	brittle, hard, difficult, old	32
	ni kémà, ni kémsè	elderly gentleman	32
	ketá	stay, remain	45
kée ~ ké		budging, moving, walking	
	kée, kéěntà	came in, entered	5
	kěná, kéndà	travelled	15
	kénga, kéngdà	went, went away	7
	kéngdà, kéngbà	walker, traveller, performer on the feet	48
	kéngè n kéngà	go in orderly fashion	48
	kéngò	vastness	44
	kéěsà	put something inside	15
keegá, keesé		green, parakeet	37
kii, kiitá		1. died, dead	33
		2. spoiled, ruined	47
kíbàde, kíbàes ~			
	kíbàise	news	8
kíbsà		Mossi holiday	30
kídnà, kídnsì		distance	22
kípadé, kipayá		a pepper	23
Kíditìà, Kíditìà			
	dambá	A christian	37
	Kídist nèbà	Christians	48
kíuugù, kíuusì		moon, month	34
klásà		class on trains and airplanes (Fr.)	43
kó ~ kóo		shove, force out	
	kóadà, kóadbà	farmer, planter	9
	kóbgò, kóbdò	body hair, fur, feather	33

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	kóo, kóodà	grew something	13
	kóobà	fields under cultivation	41
	kósà, kótà	begged, asked for	10
ko ~ koo		get rid of	
	koasá, koasdbá	merchant	9
	koosá, koosdá	sold something	13
	koolgá, koolgdá	approached	48
kõ ~ kõõ		give, hit	
	kõ ~ kõõ, kontá	gave, for	11
	koomá, koomdá	struck repeatedly	46
	kondé, konyá	1. something given, 2. hit, slap, strike	46
	koambá	children, offspring	4
	komb díblì	boys, sons	30
	komb púglì ~ púglì	girls, daughters	48
	zeend koambá	plants	24
	kom, kombá	1. hollow 2. hunger, famine	33
koabgá		one hundred	15
koi		indeed, on purpose	44
kokódè, kokóyà		neck	33
koléz		secondary school (Fr.)	48
kom		hunger, famine	33
	kõ yúùdù	thirst	33
komb díblì		boys, sons	30
komb púglì		girls, daughters	48
kóòm		water	24
komédsà		commerce, trade (Fr.)	38
	kómì dábà	employees, workers (Fr.)	48
kõvokasiò		summons (Fr.)	37
kú ~ kúu		old, bent, dead, ancestors	
	kúu, kúudà	1. killed 2. grown old, walk bent over	32 46
	kúdgà, kúdsè	something old and worn out	34
	fú kúdgà	old rag	34

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	kúdmà	long ago, the time of the ancestors	46
	kúgdì, kùgà	stone, rock	46
	kuísà, kuítà	went home	29
	kuísà ~ kwíisà	dried up	34
kú		pile up, amass	
	kúmbdè, kúmbà	eggplant	11
	kuóngà, kuóngdà	caught	46
kúdsà		competition (Fr.)	48
	kúdsà dábà	racers	48
kútù		iron	10
	kút wéefò	bicycle	10
	kút wíidi	bicycles	10
-L-			
la		1. and, but	1
		2. verb used to emphasize	3
		3. object marker	
laafí		health, peace	1
láagà, láasè		dishes	34
lándì		Monday (Fr.)	23
lé		continuing, parallel	
	lé	1. command form of /lébà/ 2. not any more, still	48 44
	lébà, lébdà	1. repeated 2. stopped, quit (negative)	23
	lébgà, lébgdà	1. returned, left from 2. changed, converted	23
	lédà	time span, hour	36
	légà, légdà	came back without having accomplished the intended mission	46
lé		something hidden, covered	
	lénga, lémsè	gift, gratuity	14
	lémbùdè, lémbùyà	orange	13
lédà	léd dambá	a duck	32
lígdì		money	13

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
lítde		liter (Fr.)	26
lífde, lívd dambá		book (Fr.)	5
lío		pass from...to	
	lóobgà	did something only one time	46
	lóogà, lóogdà	left, came out	18
	lóogdè, lóogà	the side	46
lóa	restricted		
	lóa, lóetà	fasted, did not eat	37
	lóebà, lóebdà	tied up, wrapped up, attached to	48
	lókde	end of fast	37
	nóod lókde	Ramadan	37
lógtodè		doctor (Fr.)	9
lóngà, lómsè		a drum	46
lui, luitá		fell, dropped	19
-M-			
mam		I, me, my (medium form)	4
	m	I, my (short form)	1
	mã ~ mam	I, me (pre-pause medium form)	11
	m bá	thank you	2
má		mother, aunt	4
	má dambá	mothers, aunts	4
	má bilà	aunt younger than mother	30
	má kásmà	aunt older than mother	30
maa		doing	
	maagá, maagdá	cooled off, slowed down	35
	maaká, maakdá	1. attempted, tried	39
		2. measured	44
	maamsá, maamsdá	acquired something, assimilated	44
	maaná, maandá	1. did, made	9
		2. happened	47
	maangdé, maangá	repair, repair shop	24
maddí		Tuesday (Fr.)	23
mánà		okra	45

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
mángdò ~ mángodò		mango	13
másque dambá		people wearing masks, Waongo dancers	48
mátchà		game, match (Fr.)	36
mé		1. obligatory verb object	2
		2. also, too	4
měě ~ mée, mēētà		built, constructed	13
médkdèdì		Wednesday (Fr.)	23
méngà ~ myéngà		self, exactly, indeed	20
mesé		mass (Fr.)	38
míi		1. know	7
		2. do habitually	
míigà, míisì		bitter plants, weeds	39
míisdè, míisì		mosque	37
minítì		minute (Fr.)	36
miúgù, miútù ~ mídù		red color	37
móo		mature, red, done	
	Móagà, Móosè	a Mossi	8
	móasà ~ muásà	now	6
	módsà, módsdà	ripened, softened	35
	mód mòd	hot and wet	35
	módgà, módgdà	1. clouded, overcast 2. constrained, not free	35
	Móodè ~ Mǒǒdè	1. like a Mossi, Moré language	4
		2. mature, full grown	39
mobíli		automobile, car	18
Moéemà		Muslim, Mohammedan	48
	Moéembà ~ Moéemsè	Muslims	37
mǒmpéda		priest (Fr.)	44
	mǒmpiámbà	priests	44
	mǒgpédà dóogò	church	38
muásà		now	6
	múas muásà	right away	6
muěmbó		1. stirring, mixing	40
		2. meal	40
mwífù, mwí		rice	31

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
mustikédà		mosquito netting (Fr.)	47
-N-			
n ~ m		verbal connective	3
naa		profiting, respected, aloof	
	naaá	greetings are accepted	2
	naabá	1. chief	29
		2. greetings are accepted	2
	na bíigà	prince	29
	naagá, naagdá	united, met	46
	nasáadà	white person	19
	nasáadènde	1. European style	
		2. European language	23
náa			
	náafò, níisì	cow	31
	nág dáoogò	bull	32
	wée náafò	buffalo	32
	náasè	flour	8
nǎ ~ nǎǎ		ease, proximity	
	nǎ	have just, (neg.) not yet	7
	nǎǎ	1. future marker	6
		2. in order to	27
	nǎǎmà	1. arrange easily to be	26
		2. docile	44
	nǎnà, nǎndà	have provided something, done easily, almost	38
	páalg nǎndà	brand new	43
	nǎngà, nǎngdà	made an effort	48
	nǎngdùsà	changed back to	47
	nǎngdùs wakátò	change of season	47
	námsà, námsdà	got tired, exhausted	18
nangúdi, nǎngúyà		peanut	32
náo		bottom, poverty, base	
	náodè, náwà	1. foot	33
		2. blow, stroke	48

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	náo bílà	toe	33
né		and, with, into	1
ne		indeed	4
nédà, nébà		person	16
	nébà gésn gésn	spectators	48
	néb sǎǎ nébà	some people	38
	Kídíst nébà	Christians	48
	néd káo	a group of people	48
	sǎǎ nébà	some people	38
needé		pleasant, pretty	3
	needmá	beauty, pleasure	48
neige		snow (Fr.)	42
némdò		meat	34
ngée		yes	3
nífù, níni		eye	33
níi		twisted, tied up in knots	
	ní kémà	elderly gentleman	32
	níi	eight	8
	níi ~ níigà, níigdà	1. oozed, leaked, sweated	46
		2. rained	31
niná, ningá		1. that, some one, some thing	41
		2. the one who	24
		3. because of, during	41
	nin dádè	the other day, one of these days	41
nóagà, nóosè		chicken	32
nóngà, nóngdà		liked, loved	24
nóodè, nóyà		mouth, opening	33
	Nóod lókdè	Ramadan	37
noogé		approximately	43
noogó, noogdó		happy, content, contributing to someone's benefit	6
Nowélé		Christmas (Fr.)	37
ntó		agreed, O.K.	13
núu		pertaining to five	

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	núu	five	8
	núgù, núsí	hand	22
	núg bílà	finger	33
	núg pùgà ~ pògà	palm of hand	48
-O-			
ódzavel		bleach (Fr.)	34
ohóó		aha! yes, O.K.	7
õnzer		eleven o'clock (Fr.)	48
otél		hotel (Fr.)	15
-P-			
pá. r. yé		negative marker	9
pá ~ páa		acquisition, addition	
	páalgà, páalsè	new	24
	páalg nándà	brand new	43
	páamà, páamdà	obtained	26
	págà, págbà	wife, woman	1
	páogà, páogdà	lacked, needed	34
	pàsà, pàsàdà	added something	37
	m pás nè	in addition	26
pa		available	
	pagá, pagdá	closed	5
	paká, pakdá	opened	5
pádasùt dambà		paratroopers (Fr.)	48
Padí		Paris (Fr.)	23
Pákà		Easter (Fr.)	37
papáyà, papái dambá		papaya	13
pé		lead, unite	
	pée, péedà	led, united	48
	péelgà, péelsè	white, the color of mourning clothes	37
	pékà, pékdà	washed, whitened	14
	pésgò, píisì	sheep	31
pěě		nearness, proximity	

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	pěě, pěěntá	was near	26
	pěěmbá, pěěmbdá	played on instrument, scratched	48
	pemsm	air, wind	31
pédà		priest (Fr.)	38
petdólè, petdólà		gas, oil, kerosene (Fr.)	47
pí		pile, heap, a covering	
	pídà, pítà	1. filled up, abounded	41
		2. found and acquired	47
	píigà, píisì	ten	8
	píisà, píisdà	swept up	34
	píisì	sheep (plural)	31
	pílà, píldà	rolled, folded up	32
	pílga, pílgdà	unrolled, unfolded, peeled	32
	píisì ~ píisì	tens, twenty	8
	písnàasè	forty	15
	písnìi	eighty	15
	písnùu	fifty	15
	pístàã	thirty	15
	píswàe	ninety	15
	písyòobè	sixty	15
	písyòpòe	seventy	15
pikúudè, pikúuyà		injection, shot, (Fr.)	33
píndà		formerly, early	6
pípì		at first, first	48
plákà, plák dambá		license plate (Fr.)	37
pó ~ pú			
	póakà, pógèsè	female relative	30
	pógà ~ pùgà, pùgsè	inside, stomach	15
	nùg pógà	palm of hand	48
	pógà, pógdà	followed, succeeded	46
	pógd bà, pógdb dambá	aunt	30
	pógd bílà	aunt	30
	pógd kàsmà	aunt	30

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	pógè ~ pùgè	interior	15
	póglà	female	30
	bí pòglà	girl, daughter	30
	koamb pòglè	girls, daughters	48
	komb pòglè	girls, daughters	30
	póglgà ~ pùglgà	repeated, doubled	5
	póglgè	both	48
	pógsàdà	young lady	15
	pógyàngà, pógyàmsè	elderly lady	32
	pói ~ púi	divided	36
	pói suká	half	36
polísà		policeman (Fr.)	38
pompídà		squirt gun (Fr.)	47
pompá, pompdá		sprayed	
poodé, poayá		back, behind	22
pooglá, poogndá		mourned	46
pooglgá, poogndá		wounded, hurt	19
póstà		mail (Fr.)	10
	póst doogó	post office	10
pú ~ pó			
	pùgà ~ pógà, pógèsè	stomach, inside	15
	nùg pògà	palm of hand	48
	pùgè ~ pógè	interior	15
	pùglà	female	30
	bí pùglà	girl, daughter	30
	komb pùglì	girls, daughters	30
	pùglgà ~ pòglgà	repeated, followed	5
	púi ~ pói	divided	36
	púi suká	half	36
púkà, púkdà		1. reached to 2. woke up	48
púugò, púutò		field	44
puusá, puusdá		greeted, prayed, wished	14
puusgó		prayer	37

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
		-R-	
RDA		Rassemblement Democratique Africain (Fr.)	48
		-S-	
sá		whole, complete, accomplished, ready	
	sádà	mature girl	15
	pógsádà	young lady, Miss	15
	sádè, saya	the end, the completion	39
	sádgà, sádsè	mature female who is not yet a mother	32
	wed sádgà	mare	32
	sákà, ságsè	part of town, neighborhood	48
	sák sákà	one after the other	48
	teng sákà	part of a village	48
	sáyà	finished	39
sa		slippery, goes by quickly, smooth	
	sagbó	native dish	40
	sagá, sasé	short time span, hour, o'clock	48
	saká, sakdá	obeyed, agreed, submitted	34
	sasé	times, moments	36
sáa		every where, spread out	
	sáadà, sáadbà	vagabond	46
	sáagà, sáagdà	spread out, went all over	48
	sáagà, sáasè	1. sky, rain	31
		2. broom	32
	sáas wakátò	rainy season	41
sǎ		if, when	22
sǎǎ		debt, owing, be in debt	
	sǎǎmá, sǎǎmdá	1. spoiled, broke, interfered with	10
		2. owed	38
	sǎǎ nébà	some people	38
	sǎǎmbá	thank you	2

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	sããmbá, sããm dambà	progenitor	30
	kadn sáambà	teacher	9
	sããná, sããmbá	stranger, visitor	36
sáblgà, sáblsè		black (Fr.)	37
safándà, safána		soap (Fr.)	34
salóó		living room (Fr.)	34
samdí		Saturday (Fr.)	23
sáá		dance, jump, shake	48
	sááodà, sááodbà	dancer	48
sááongà, sááomsè		better, cured	47
sé		concede, meet	
	séaagà, séaasè	side, beside	21
	sékà, sékdà	sufficed, was enough	42
	sésà, sésdà	made something coincide, spoke through the teeth	44
sebdé, sebá		book, paper	17
seongó ~ siongó		rainy season	36
sepálgò ~ si páalgò		dry season	35
sé		joined together	
	sé	that, which, since (subordinate conjunction)	6
	sémè	converged, from all over	41
	sémsà	a joint, a place where the parts meet	44
síbdè, síbà		grape	13
	síbgà, síbsì	grapevine	32
sídà		truth	10
sídè		in construction	43
sígà, sígdà		descended, lodged	15
sigá, sigdá		quit, stopped	36
sigádè, sigáyà		cigar, cigarette (Fr.)	33
silgá, silsí		kite(bird), airplane	19
Síلميigà, Síلميisi		Fula person	8
	Síلميidi	1. Fula language 2. Fula fashion	4
singá, singdá		began	27

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	sĩngá, simsĩ	beginning	48
sipálgò, sipálsè		dry season	35
siõngó, siõndó		rainy season	35
só		pertaining to ownership	
	sóabà, sóabdà	owner, proprietor	15
	sóagà, sóagdà	attached, fixed	32
	sóadgà, sóadsè	fastener, button	32
	sólm, sólm dambá	property, governed area	45
sóambà, sóamsè		game animal	46
soandgá		counting, census	44
sobdé, sobá		shade, night	41
	sobgá, sobgdá	got dark	41
sóddaagà, sóddaasè		soldier (Fr.)	9
sódè, sóyà		road, trip, run along the surface	3
sondé		family name	12
sõngá, sõngdá		helped, assisted	24
sõõgà, sõõgdà		rubbed	34
sõõsà, sõõsdà		talked privately	38
stádè		stadium (Fr.)	36
sú		something good	
	súgdì	pardon, excuse	10
	súmdè, súmà	good thing	4
	súngò	of good character	16
	súũdì, súũyà	1. heart	6
		2. upper torso	33
subá		assurance	24
súkà		center, between	19
suká, sukdá		asked	11
súkdè		sugar (Fr.)	31
súubù		collection, gathering	40
-T-			
ta		reached, arrived	
	tadá	have (state of successful reach)	8

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	tagsgá, tagsé	distracted, guessed	45
	talá ~ taalá	brought	24
	kēelē n talá	occupy, fit into	44
	tasá, tasdá	reached something	45
	tatá, taantá ~ taaldá	arrived, resulted in	22
tǎ		stick together with adobe	39
	tǎmètà, tǎmètà	mason	9
táabá		1. together, each other	39
		2. another	31
tǎǎbó		three	8
táamà, táamsè		karité	13
taalá, taandá		stopped often	39
tángà, tángdà		stumbled head on	48
Tadkáy		a kind of dance	48
táksì, táksì dǎmbà		taxi (Fr.)	15
tǎmbgò, tǎmbdò		club, stick	46
	tǎmpò	bows for arrows	46
	tǎmpò tǎǎ	hunter	46
	tǎntǎndà, tǎntǎndà dǎmbà	orchestra	48
tao		soon	10
	tao tao	quickly, on time	10
	taodé, taoyá	1. straight ahead, in front of, in line	22
		2. lower torso	33
tǎǎ, tǎǎpà ~ tǎwà		sister, female cousin	30
	tǎǎ bílà	younger sister	30
	tǎǎ kǎsmà	older sister	30
tǎǎ		piercing, hitting	
	tǎǎ, tǎǎndá	1. hit, kicked, played a hitting game	36
		2. pierced, stabbed	45
		3. hunted	46
	tǎǎbó	game, playing	36
	tǎǎsgó	hunting	18
	tǎmpò tǎǎ	hunter	46
tapi, tapi dǎmbà		rug, mat (Fr.)	34

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
té		mental activity	
	těma, těndà	thought	30
	těngà, těngdà	remembered	45
tě		surface	
	těká	extent	44
	těngá, těmsé	country, region, village	12
	těngdé, tengyá	bottom, underneath	22
	teng sákà	part of a town	48
	teng tēngà	from place to place	48
teógò, téedò		belongings, things	15
tí		that, which	11
ti		straight, correct	
	tidá	up right, standing	46
	tidgá ~ tedgá	straight, correct	22
tídè		train (Fr.)	18
tigóngò		Mossi holiday	36
tígsà, tígsdà		gathered, harvested	46
	tígdè, tígà	satiation, satisfaction	48
	tígm	an assembly	48
tíim, títo		1. medicine, remedy	33
		2. powder	47
tíigà, tíisì		tree	41
	tíis vándò	leaves from trees	40
tí, táabà		another, additional	31
tóo		pain, difficult	
	tóodè	sticky, viscous	41
	tóogò	painful, difficult	13
	tóě, tóogà	can, is capable of	14
too		detach, separate	
	toodé, totóyà	1. varying, different	40
		2. along in a separate group	48
	togsá, togsdá	1. imitated	48
		2. retold, informed	21
	togsm	information	48

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	toolá, toondá	do business	47
	tolmdé, tolmsé	1. deliberate change 2. door to door commerce	45
	togá ~ tugá	went to do	3
	toongá, toongdá	1. attached, glued 2. follow one right after the other	48
	toy tóy	different kinds	38
tóndò		we, us (long form)	1
	tónd	we, us (medium form)	11
truelle		trowel (Fr.)	39
tubdé, tubá		ear	33
túdà, túdm		companions	45
tugá ~ togá		went to do, went for	3
tuká, tukdá		dug	39
tumá, tumdá		worked	9
tumdé ~ tuumdé		work, job	10
	tumá	jobs	10
	bóe tumdé	job as servant	10
tusá		a thousand	29
túulà, tuundà		got hot	35
	túulgò	heat, warmth	35
-U-			
ub		they, them, their	3
UDV		Union Democratique Voltaique (Fr.)	48
-V-			
valíze, valíz dambá		suitcase (Fr.)	15
vánddadì		Friday (Fr.)	23
venà, véndà		is clear, light, healthy	48
	véngà, véngdà	illuminated, clarified	48
	véngà, vémsè	clear thing	48
víi		resided, lived (Fr.)	39

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
Vóltalk, Vóltaík	dambá	Voltaic	8
vóosà		rest, repose	38
vóòdè		hole	46
-W-			
wǎ		this, that (demonstrative adjective)	6
waa, wata		arrived, came	2
wǎǎgá, wǎǎgdá		cut	33
waalá, waaldá		sprayed	24
Wádbà		kind of dance	48
wae		then, please, oh, well	5
wáe		nine	8
Wágdùgu ~ Wágdògo		Ouagadougou	3
wákatò		time, hour, o'clock	12
	nǎngdùs wákatò	change of season	47
	sáas wákatò	rainy season	41
wakídè, wakíyà		five franc piece	13
walá		1. or	37
		2. even, still	48
wálgà, wálsè		gazelle	32
wánà		how	6
	wá wánà	how much	13
Wáogò		kind of dance	48
wáogà		numerous, many	48
Wáyùya ~ Wáyùgia		Ouahigouya	32
wéefò, wíidì		horse	10
	wéd sádgà	mare	32
	wée náafò	buffalo	32
	kút wéefò	bicycle	10
wé ~ wí		Sun, God	
	wénám	God	14
	wín tòogò ~ tògò	noon	1
	wénà, wéndà ~ wínà	seemed, appeared to be	44
	wéndgà ~ wíndgà	sunshine, daylight	48

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	wéngà, wengda ~ wíngà	showed, demonstrated, manifested	48
wěě	weengá, weengdá	press, shape 1. pressed with the hands 2. applauded	48
weogó, weotó ~ wetó		bush, forest	36
wí ~ wě	wíntòogó ~ wěntòogó	Sun, God, Almighty noon	1
	wínà ~ wěná	appeared to be	44
	wíndgá ~ wěndgà	sunshine	48
	wíngà ~ wéngà	showed, manifested	48
Wídèn		name of town	44
wíidì		horses	10
witér		eight o'clock (Fr.)	48
wígà, wísì		flute	48
wó	wóbgò, wótò	long, tall elephant	36
	wóglm	length, size (of clothes)	45
	wókò	tall, long	20
wógdò		cold	33
wotó		like, thus, so	4
wu	wubá, wubdá	nourish, assimilate vomited	33
	wudgá	ran, escaped	46
	wuká, wukdá	gathered up	40
	wumá, wumdá	came to understand	7
	wusgó	much, very	3
-Y-			
yá ~ yáa	yáabà, yáab dambá	stretch beyond grandparent	30
	yáa, yáadà	tired out, fatigued	33
	yálngò, yálm	width, extended area	44
	yálmà, yáln dà	extended	44

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<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
ya ~ yaa		is (without any idea of change)	1
	yaasá, yaasdá	stood around, waited	5
	yae	where	4
	yalsá, yalsdá	stood up, brought out of hiding	46
yǎ		master, acquired, acquirer	
	yǎ	you (medium form)	11
	yǎm	you, your (medium form)	1
	yámbà	you (long form)	2
	yángà, yángdà	threw down	45
	yándò, yánddè	childhood	45
	yángà, yámsè	one who has given birth	32
	póg yángà	elderly lady	32
	póg yámsè	elderly ladies	32
	yánkà, yánkdà	1. picked	24
		2. picked up	46
		3. chose	48
yáo, yáopà ~ yáwà		brother, male cousin	30
	yáo bílà	younger brother	30
	yáo kásmà	older brother	30
	yásbà	uncle	30
	yásb dàmbá	uncles	30
	yásb bílà	uncle younger than mother	30
	yásb kásmà	uncle older than mother	30
yǎǎ		kind of food	
	yǎǎ, yǎǎdà	payed, compensated	34
	yǎǎngà, yǎǎngdà	helped, aided	48
yé		not, not one	
	dá...yé	don't (for commands)	11
	ká...yé	negative marker	6
	pá...yé	negative marker	9
yédà, yédbà	yédà, yédbà	be dressed in	48
	yégdè, yégbà	thread, fiber	48
	yélgà, yélgdà	put on (clothes)	48

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
yeelbá		welcome greetings	2
yeelá		1. said, told	5
		2. welcome greetings	2
yémsm̄		salt	31
yéndè, yénà		tooth	33
yě		self, really, (short form)	1
	yémbò, yémbdè	one	8
	yéndà	1. self	1
		2. her, him, it (long form)	22
yé ~ yěě		bottom	
	yecndá, yeentá	discouraged	46
	yengá, yengdá	1. spread out over the surface	46
		2. appeared	38
yí ~ yíi		exceed	
	yí ~ yíi, yíta	became	3
	yíibù ~ yébù	more than one, two	8
	yíidì, yíyà	house, compound	2
	yíid dambá	extended family	2
	yída	excess, more than	46
	yíigà, yíigdà	went beyond	48
	yíkà, yíkdà	1. got up, stood up	15
		2. flew	31
	yíkàdm	marriage	8
	yíngà	1. exterior	22
		2. place beyond	
yíbéogò		morning	1
yídè, yísa		deer	32
yíilà		sang	36
yíilì, yíilà		song	
yǒnkà, yǒnkà		got stuffy	35
yǒngontà		lighted, lights	48
yǒsgó		passed by	22
yóobè		six	8
yǒǒdé, yǒǒyá		nose, nostril	33
yópoè		seven	8

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
yǔ	yúngà, yúngdà	in a snap	
		1. returned to a given place	44
		2. hurled down	46
	yúngò	evening, after sun down	1
	yúnkà, yúnkàdà	snatched up	46
yúmdè, yúmà		year	28
yǔū, yǔūdá		drank, smoked	33
	kǒ yǔūdú	thirst	33
yúudè		given name	12
yúugà, yúusì		cat	32
-Z-			
záa		distance	
	záabdè	afternoon	1
	záagà, záagdà	go far away	26
	záalgà, záalsè	lone one, simplicity	48
	záamè	yesterday	12
	záadà ~ záadà	be far away	22
za		hold together, tied up	
	zabá, zabdá	hurt, pained, argued	25
	zaká, zagsé	house, apartment	2
	zak dábà	immediate family	2
	zálá, zandá	held, grasped	46
	zamsá, zamsdá	learned	4
zédì		Thursday	23
zeendó ~ zendó		1. garden	21
~ zěédó		2. vegetables, fruit	24
		3. sauce, soup	45
	zěënd kóambà	plants	24
zéemà, zéemsè		equality	44
zémsè		GMC, truck (Fr.)	48
zíí ~ zíi		placed, spot, property	
	zíí, zííndà	sat down	5

MORÉ BASIC COURSE

<u>Stem</u>	<u>Related Words</u>	<u>Glossary</u>	<u>Unit in which introduced</u>
	zĩndga ~ zĩĩga	1. property, place	22
		2. square (in a town)	22
		3. chair, seat	32
	zĩndsè ~ zĩĩmsè	properties, seats	32
zilmdé, zilmá		tongue	33
zimás		Sunday (Fr.)	23
zíp		jeep	48
zoa, zoa dámbà		friend	7
zóǎgà, zóǎsè		fly, insect	31
zòòm		flour	31
zóobgò, zóobdò		hair of head	33
zóomà, zóondà		continued, lasted	46
zoombá, zoombdá		rode, mounted	46
	zoolá, zoondá	built, erected	44
	zoombgá, zoomsé	rider, (e.g. astride a horse, bicycle)	48
	zoompá	riders, horsemen	46
zugú, zutú		1. head	33
		2. top of	22
	sód zugú	on the street	22
zũũndù		leather, bark of tree	48

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