

# **Wollof Grammar Manual**

prepared by

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## PRONOUNCIATION GUIDE

The wolof pronunciation system is relatively simple. Every symbol stands for only one sound, that is every symbol is pronounced the same way in every word.

The distinction between short and long vowels is very important, because it is sometimes the only way to distinguish pairs of words which have different meanings. Long vowels are always doubled, while short vowels are not.

There is a lot of prenalization in wolof. There usually occur with nasals such as m, n, etc...

## V O W E L S

As indicated, wolof vowels are either long or short. A long vowel is indicated a doubling of the symbol, and it must be pronounced a little longer than a short vowel (which is not doubled).

Long and short vowels can occur anywhere in the word.

VOWEL	NEAREST ENGLISH EQUIVALENT	WOLOF EXAMPLES
a	absorb	banta, tapa, santa
aa	far	laaj, naaj, caabi
e	get	dem, lem, gerte
ee	where	seet, leel
é	say	bés
ée	sane	wéér, réér
ë	bird	kër, dëgër
i	in, pit	nit, simiis, timis
ii	meet	siis, lii, kii
o	moment	xob, romba
ó	no	nób, sóf
oo	door	loo, soo
óó	phone	góór, fóót
u	cook	nuyu, ubi
uu	moon	tuuru, yuuxu

## C O N S O N A N T

b	boy	bunta, ban
c	ch in church	caabi, ceeb, caamoñ
d	dog	def, dara
f	fire	fas fetel, fo ka
g	good	dogal, dugga
j	job	jaboore, jox
k	cool	kaala, kumpa
l	land	loolu, laal
m	moon	meew, dem
n	nob	nit, nax
ñ	onion (ny)	ñeebe, gaañu
	hang	ma
p	park	pare, soopa
r	rat	raxas, reer
s	sign	siis, safara
t	stamp	tubaab, aate
w	war	waaw, reew
x	between h and k	xale, xalis
y	your	yaay, yuuxu

## PRENASALIZED CONSONANTS

mb	mbéy, mbaam
nd	ndey, ndigte
nj	ngor, nga
ng	lampa
mp	ta ka, lu ka
k	

## GOAL

By the end of the greetings lesson, learner will be able to greet effectively using the general, specific and leave taking with the appropriate cultural protocol.

## OBJECTIVE

Learner will be able to greet effectively the different ages by the end of the class.

## GENERAL GREETINGS

Omar:	Salaamaaleekum	- Peace be upon you.
Moodu:	Maaleekum salaam	- Peace return to you.
Omar:	Jaama ngaam	- Do you have peace (Are you in peace)?
Moodu:	Jaama rek	- Peace only.
Omar:	Naka nga def	- How are you (How do you do)?
Moodu:	Maangi fi rek	- I am here only (I am fine).
Omar:	Sa yaram jaama	- Is your body in peace - (Are you in good health).
Moodu:	Jaama rek	- Peace only.
Omar:	Ana waa kër gi	- Where are the people at home? - (How is your family)?
Moodu:	Ñunga fa	- They are there (They are fine).
Omar:	Mbaa defuñu dara	- I hope nothing is wrong with them. - (Hope they are fine).
Moodu:	Déedéet, defuñu dara	- No, nothing is wrong with them - (They are fine).
Omar:	Naka ligéey bi	- How is the work.
Moodu:	Maangi si kowam ndanka, ndanka	- I am on it slowly, slowly.

## TRANSFORMATION

Question	Answer
Naka nga def	Maangi fi rek
Nanga def	Maangi fi rek
Noo def	Nii rek
Ana waa kër ga/gi	Ñungi fi/ñunga fa
Naka waa ker ga	Nung fa (Jaama rek)
Naka njaboot gi	Ñungi ci jaama, (Santa yalla).

## CULTURAL NOTES

Nanga def ? - Maangi fi rek.

This form of greeting is used for one's peers or juniors. It is not considered respectful to use this type of greeting with elder people. Greetings usually go together with handshake, some men do not shakehands with woman because of religions reasons. Therefore, women should wait for men to make the move especially in an unfamiliar milien. Greetings are very important in Gambian society and must be used to open conversation, business, transactions, etc.

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Here are other forms of informal greetings used among peers:

Question	Answer
Nakam	Nii rek (fine)
Nimu demee	Kuul

Drills to be used in this dialogue

- Whole text listening drill
- Sentence mimicry drill
- Sentence production drill
- Simultaneous drill
- Utterance response drill

Grammar used in this dialogue are

- Nga You (2nd person singular object emphasis).
- Sa Your (2nd person singular possessive pronoun).
- Uñu We/They (1st and 3rd person plurals verbal negation)
- Maangi I am (1st person singular location determinants)
- Ñungi We/They are (1st and 3rd person plurals location determinants)

### EXAMPLES

- Lan nga indi? - Xibaar laa indi.  
What did you bring? News I brought.
- Sa waa kër yi - Amuñu ligéey.  
Your home people? We/They do not have work.
- Maangi ci néeg bi - Ñungi taxaw ci biti.  
I am in the house We/They are standing outside.

### SPECIFIC GREETINGS

#### GOAL

Learners will be able to greet at the different times of the day by the end of the lesson.  
Learners will be able to greet in the morning greetings lesson by the end of the class.

#### Morning Greetings (Nuyoo Subba)

- Omar: Jaama nga fanaan - Did you spend the night in peace?
- Moodu: Jaama rek - Peace only.
- Omar: Naka subba si - How is the morning?
- Moodu: Subba sangi fi rek - The morning is here only.  
- (The morning is fine).

#### OBJECTIVE

Learners will be able to greet using the afternoon greetings by the end of the class.

#### Afternoon Greetings (Nuyoo Bëcëk)

- Omar: Jaama nga endu - Did you spend the afternoon in peace.
- Moodu: Jaama rek - Peace only
- Omar: Naka bëcëk bi - How is afternoon (The afternoon is fine).  
Bëcëk bangi fi rek - The afternoon is here only.

#### OBJECTIVE

Learners will be able to greet using the evening greetings by the end of the lesson.

#### Evening Greetings (Nuyoo Ngoon)

Omar:	Naka ngoon si	- How is the evening?
Moodu:	Ngoon saangi fi rek	- The evening is here only. - (The evening is fine).

#### OBJECTIVE

Learners will be able to use the night greetings by the end of the class.

#### Night Greetings (Nuyoo Guddi)

Omar:	Naka guddi gi	- How is the night?
Moodu:	Guddi gaangi fi rek	- The night is here only. - (The night is fine).

#### TRANSFORMATION

<u>Questions</u>	<u>Answers</u>
Noo fanaanee	Jaama rek
Noo endoo	Jaama rek
Noo ngoona lee	Nii rek or ci jaama
Nu guddi gi demee	Nii rek

Drills to be used in these dialogues are

- Whole text listening drill
- Sentence mimicry drill
- Sentence production drill
- Simultaneous drill
- Utterance response drill

#### GRAMMAR

Noo How (the question word "naka" meaning "how" is fused with "nga" the 2nd singular object emphasis.

Nu How (also is a slang word for "naka" and is used in functional language).

#### LEAVE TAKING

#### GOAL

Learners will be able to use leave taking at the different appropriate times by the end of each lesson.

#### OBJECTIVE

Learners will be able to make the day time leave taking by the end of the class.

#### Day Time Leave Taking (Taagoo Becëk)

Omar:	Mangee ñibi	- I am going home.
Moodu:	Bax na, ñu endoo jaama	- Okay, let's spend the day in peace.
Omar:	Jaama ak jaama	- Peace and peace.
Moodu:	Nga nuyul ma seen waa kër	- You extend my greetings to your home people.
Omar:	Bax na, dineñu ko deega	- Okay, they will hear it.

#### OBJECTIVE

By the end of the class learners will be able to leave take in the evening and night using the returned times leave taking.

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### Evening And Night Leave Taking (Taagoo Ngoon Ak Guddi)

Omar:	Mangee ñibi	- I am going home
Moodu:	Bax na, be elék	- Okay, till tomorrow
Omar:	Ñu faanan ak jaama	- Let us spend the night in peace.
Moodu:	Jaama ak jaama	- Peace and peace
Moodu:	Nga nuyul ma seen waa kër	- You greet your home people for me.
Omar:	Bax na, dineñu ko déega	- Okay, they will here it.

### TRANSFORMATIONS

Possessive Pronoun

Verb

Mangee

Dem

Ñibi

Dellu

Be

Elék

ci kanam

Beneen/yoona

Ci ngoon

Nga nuyul ma sa

Jëkar

Dóom yi

Goro

Mbokka yi

Nga nuyul ma seen

Waa kër

Waa dékka

Waa ligéeyukaay

### PERSONAL INFORMATION

#### OBJECTIVE

Trainees should be able to identify, introduce oneself and others, give and receive information by the end of the lesson.

#### INTRODUCTION

(Omar meets with Moodu on the street).

Omar:	Nanga def	- How are you?
Moodu:	Mangi fi rek	- I am fine (I am here only).
Omar:	Naka nga tudda	- How are you named?
Moodu:	Moodu laa tudda	- Moodu, I am named.
Omar:	Naka nga santa	- How are you surnamed?
Moodu:	Njaay laa santa	- Njaay I am surnamed.
Omar:	Fan nga jogée	- Where do you come from?
Moodu:	Serekunda laa jogée	- I am from Serekunda
Omar:	Fan nga jogee si Serekunda	- Where do you come from in Serekunda?
Moodu:	Bundun laa jogee ci Serekunda I am from Bundun in Serekunda.	
Omar:	Lan ngaay def fii	- What are you doing here?
Moodu:	Damaay ligéey fii	- I am working here.
Omar:	Kii kan la	- Who is this person?
Moodu:	Kii suma xarit la, Laamin la tudda	- This person is my friend, he is named Laamin.

## TRANSFORMATION

Questions	Answers
Naka nga tudda?	Moodu laa tudda
Nanga tudda?	Maangi tudda Moodu
Noo tudda?	
Tur wi?	

Naka nga santa?	Njaay laa santa
Nanga santa?	Maangi santa Njaay
Noo santa?	Njaay
Santa wi?	Njaay la

Fan nga jogée?	Banjul laa jogée
Foo jogée?	Banjul laa jogée
Mbokki fan?	Mbokki Banjul
Waa fan nga?	Waa Banjul laa

## VOCABULARY

### Nouns

Bëcëg (bi)	- Afternoon	Dara	- Nothing/something
Déedéet	- No	Fa	- There
Guddi	- Night	Jaama	- Peace
Kër	- Compound	Mbaa	- Hope
Mbokki	- Relative of	Santa	- Surname/last name
Si	- The, in	Subba (si)	- Morning
Tudda	- Named	Tiur(wi)	- Name
Waa	- Inhabitants, - citizens	Yaram(wi)	- Body
		Biti	- Outside

### Question Words

Ana	- Where
Fan	- Where
Naka	- How

### Verbs

Def	- To do/puts	Endu	- To spend a day/afternoon
Jogée	- To come from	Fanaan	- To spend the night
Ligéey	- To work	Ndanka	- Slowly
Taxaw	- To stand		

## DRILLS

- Whole text listening drill
- Sentence production drill
- Simultaneous production drill
- Utterance response drill
- Substitution drill

## VOCABULARY

Yaay	- Mother
Mag/mak bu jigéen	- Older sister
Rakka bu jigéen	- Younger sister
Xarit	- Friend

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Baay	- Father
Mag/mag bu góor	- older brother
Rakka bu góor	- Younger brother
Mbindaan	- Maid

### Examples

Naka la sa xarit tudda	- How is your friend named?
Sa mbindaan bi Konte la santa	- Your maid's surname is Konte.

### GRAMMAR

La	- He/She/It is (3rd person singular object emphasis).
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### EXTRA CULTURAL NOTES

Etiquette on meeting and greeting different forms of people, forms of address:

For formal situations	- Salaamaaléekum.
To a friend	- Ndoo, booy, rakka ji, mag gi.
To an unknown man	- Góor gi, waa ji, mbór,
To an unknown woman used by a man only	- Suma jigéen, Soxna si, ndaw si
To an unknown man used by a woman only	- Suma caameñ, burooda.
To a child	- Xale bi, suma raka
To a man who has performed pilgrimage at mecca	- Alaaji
To a woman who has performed pilgrimage at mecca	- Ajaratu, Ajaa.
To an elderly man	- Papa, Baay, Kotoo
To an elderly woman	- Yaa, Tanta, Maam.
To a younger woman	- Janxa bi, Maay sista. cepe

### RESPONSE

The usual way to respond to calls is "NAAM". This is an Arabic word meaning "yes, here, present, etc". In typical wolof settings men respond to their professors last names like "Mbake" or their own last names like Balde etc. Women can either use their husband's last name or their own last name. This way of answering to a call is very common in the wolof society.

### GOAL

By the end of these lessons, learners will be able to count in base five add and subtract figures, shop and bargain in the market, familiarized with the local currency and finally learn farewell strategies.

### OBJECTIVE

By the end of the lesson, trainees will be able to count from 1 to 50. The wolof counting system is in base 5.

### COUNTING

Benna	1	Juróom benna	6
Ñaar	2	Juróom ñaar	7
Ñetta	3	Juróom ñetta	8
Ñenent	4	Juróom ñenent	9
Juróom	5	Fukka	10
Fukka ak benna	11	Fukka ak juróom benna	16
	(ten and one)		
Fukka ak ñaar	12	Fukka ak juróom ñaar	17
Fukka ak ñetta	13	Fukka ak juróom ñetta	18
Fukka ak ñenent	14	Fukka ak juróom ñenent	19



Fukka ak juróom	15	Naar Fukka	20
Ñaar fukka ak benna	21	Ñaar fukka ak juróom benna	26
Ñaar fukka ak ñaar	22	Ñaar fukka ak juróom ñaar	27
Ñaar fukka ak ñetta	23	Ñaar fukka ak juróom ñetta	28
Ñaar fukka ak ñenent	24	Ñaar fukka ak juróom ñenent	29
Ñaar fukka ak juróom	25	Ñetta fukka (fanweer)	30

FANWEER: This is formed by the word fan which means day and weer which means month, the number of the day in a month.

Ñetta fukka ak benna or Fanweer ak benna is 31.

Ñenent fukka	40	Teemээр	100
Juróom fukka	50	Teemээр ak benna	101
Juróom benna fukka	60	Teemээр ak ñaar fukka ak juróom	125
Juróom ñaar fukka	70	Naar teemээр	200
Juróom ñetta fukka	80	Juróom ñenent téemээр	900
Juróom ñenent fukka	90	Junné	1000

### DRILLS

- Whole text listening drill
- Sentence production drill
- Simultaneous production drill
- Utterance response drill
- Pronunciation drill
- Substitution drill

### GRAMMAR

"I" It is a relationship marker which is used to express the amount or number of some measurable or countable substance or material. The examples below are made with quantity a container.

### EXAMPLES

These are three books	- Yii ñetti teere leñu
Five people	- Juróomi nit
I have ten farms	- Am naa fukki tool.
Today I dug two wells	- Tey gas naa ñaari teen.
I gave away thirty two trees	- Meye naa ñetta fukki garab ak naar.
He drank seven bottles of alcohol	- Naan na juróom ñaari buteeli sangara

### EXERCISE 1

WRITE THE FOLLOWING IN WOLOF

1)	33	(6)	77	(11)	66	(16)	2,789
2)	20	(7)	47	(12)	703	(17)	7,396
3)	17	(8)	197	(13)	557	(18)	1,007
4)	85	(9)	55	(14)	999	(19)	16,832
5)	27	(10)	43	(15)	849	(20)	1,234

### EXAMPLES

My dress has two buttons - Suma mbubba bi am na ñaari buto .

I have thirty five plants - Am naa ñetta fukka ak juróomi njiyeef.

## EXERCISE 2

### TRANSLATE THE FOLLOWING TO ENGLISH

- 1 Tey jënda naa ñetta mbubba
- 2 Suma Papa am na juróom-ñetti fukki at.
- 3 Hadi jox na ma fukki taati limo .
- 4 Dinaa béy ñenenti ékki maalo rën.
- 5 Benna néegi ñax la Billi sampa.
- 6 Dama wara am ndaje ak téeméeri jigéen.

### ADDITION - (BOOLE)

#### OBJECTIVE

Learners will be able to add up figures by the end of the lesson.

Soo boolee 7 ak 8 dina toolu ci 15.

If you add 7 and 8 it will equal 15.

Soo boolee 10 ak 30 dinga am 40

If you add 10 and 30 you have 40.

Soo boole 100 ak 29 dina nekka 129.

If you add 100 and 29 it will be 129.

### QUESTIONS

Soo boolee - ak - ñaata laa toolu?

If you add - and - how much will it equal to?

Soo boolee - ak - ñaata la wara nekka?

If you add - and - how much should it be?

Soo boolee - ak - ñaata ngaa am?

If you add - and - how much will you have?

### EXERCISE

Translate to English and Answer it in Wolof

1. Soo boolee juróom ñenent ak fukka ak juróom ñaata la?
2. Soo boolee fanweer ak ñaar fukka ak ñetta ñaata la?
3. Soo boolee ñenent fukki xale ak juróomi xale, ñaata xale nga wara am?
4. Soo boolee ñetti taati soraans ak juróom ñaar fukki taati soraans, dinga am ñaata taati soraans?
5. Soo boolee ñetta fukka ak netta, ak ñenent fukka ak juroóm ñenent ñaata ngaay am?

### SUBTRACTION - (GÉENÉE/WAANEE - SUBTRACT)

#### OBJECTIVE

Learners will be able to subtract by the end of the class.

Soo géenée ñaar ci fukka dina des juróom netta.

If you subtract two from ten it will remain eight.

Soo waañee juróom benna ci fukka ak juróom ñenent, fukka ak nettaay des

If you subtract six in nineteen, thirteen will remain.

QUESTIONS

Soo géenée 2 ci 4, ñaataay dés?

If you subtract 2 into 4, how will remain?

Soo waañee 15 toogu ci 27 toogu ñaata moo wara dés?

If you subtract 15 chairs into 27 chairs how much should remain?

EXERCISE

Translate to English and Answer in Wolof

- 1 Soo waanée juróom ci ñenent fukka ñaataay dés?
- 2 Soo waanée 3 ci 10 ñaata mooy dés?
- 3 Soo géenée 350 ci 800, ñaataay dés?
- 4 Soo waanée 230 ci 1000, ñaataay wara dés?
- 5 Soo géenée 45 ci 100, ñaataay dés?
- 6 Soo waanée 10 taati guyaab ci 40 taati guyaab, ñaata mooy dés?

DRILLS

- Whole text listening drill
- Sentence production drill
- Substitution drill
- Utterance response drill (cycles)

VOCABULARY

- Boole - Add  
 Waañi - To reduce, to cut down the price.  
 Géenée - To take away, to subtract.  
 Dés - To remain  
 Guyaab - Guava

CURRENCY - XAALIS

OBJECTIVE

To familiarize learners with the local currency and to use it by the end of the class.

Buráy -	2 bututs	Tanka ak ñaari kopar -	14 bututs
Ñaari kopar	4 bututs	Tanka ag ñettaa -	16 bututs
Ñettaa/Ñetti kopar	6 bututs	Tanka ag ñenenti kopar	18 bututs
Ñenent kopar	8 bututs	Tanka ag juróomi kopar	20 bututs
Juróomi kopar	10 bututs	Taransu	25 bututs
Tanka	12 bututs	Tulaaribar/Genawaala	50 bututs
Tanka ak buráy	14 bututs	Ñetti taransu	75 bututs
Dërëm		D1.00 Dalasi or D1.00	
Ñaari dërëm		D2.00	
Ñetti dërëm		D3.00	
Ñenenti dërëm		D4.00	
Juróomi dërëm		D5.00	
Fukki dërëm		D10.00	
Fukka ak juróomi dërëm		D15.00	
Ñaar fukki dërëm		D20.00	
Fanweeri dërëm		D30.00	
Juróomi fukki dërëm		D50.00	
Téemeéri dërëm		D100.00	
Juróomi téemeéri dërëm		D500.00	
Juróomi ñenenti téemeéri dërëm		D900.00	

Exercise 1

Translate to Wolof

- 1 15 bututs, 29b, 37b, 58b, 168b.
- 2 D3.35b, D5.50b, D17.75b, D26.87b, D56.00b, D93.70b.
- 3 D137.25, D240.24, D378.48, D435.90, D560.40, D759.00.
- 4 D997.00, D1110.00, D1072.00, D3986.00.

Exercise 2

Translate the following in to English

- 1 Tanka ak ñenent kopar.
- 2 Ñaari juróomi kopar.
- 3 Taransu ak ñettaa
- 4 Tulaaribar ak tanka ak buréy.
- 5 Ñetti taransu ak juróom ñenent kopar.
- 6 Dërëm ak tulaaribar/tulaalibar.
- 7 Ñetti dërëm ak ñetti taransu.
- 8 Juróom naari dërëm.
- 9 Juróom ñenent fukki dërëm ak juróom ñetta ak tanka

DRILLS FOR TEACHING CURRENCY

- Whole text listening drill
- Pronunciation drill
- Sentence production drill
- Substitution drill
- Utterance response drill

MARKET SHOPPING (NDUGUM MARSE)

OBJECTIVES

Learners will be able to ask for the price of items and bargain by the end of the lesson.

Learners will be able to ask for their change and leave take by the end of the dialogue in the class.

- Sierra: Kiliyaan jaama ngaam  
Do you have peace client?
- Mbay: Jaama rek kiliyaan, loo bugga?-  
Peace only client, what do you want?
- Sierra: Liño ak pompiteer laa bugga, kilo ñaata la?  
I want onions and potatoes, kilo is how much?
- Mbay: Kilo liño ak pompiteer ñetti dërëm ak tulaaribar leñu -  
Onions and potatoes kilo is three dalasis fifty bututs each.
- Sierra: Kon, jaay ma ñetti kilo liño ak ñenenti kilo pompiteer be pare nga wox/wax ma  
yép ñaata la.  
Then sell me three kilos of onions and four kilos of potatoes, and then you tell me all  
is how much.
- Mbay: Yép, ñaar fukki dërëm ak ñenent ak tulaaribar la -  
All is twenty four dalasis fifty bututs.
- Sierra: Loolu seer na de, dooma waañil tuuti -  
That is expensive, will you reduce a bit for me?
- Mbay: Yii, duñu leena waani, ndigte njëg bu taxaw la -  
These are not reduced because they are fixed prices.
- Sierra: Kon bóok, am sa xalis - Therefore, have your money.
- Mbay: Sa liño ak pompiteer yangi -

Sierra: Your onions and potatoes are here.  
 Jerejéf, manglee dem be beneen yoon -  
 Thank you, I am going until another time.  
 Mbye: Sawalla, nga nuyul ma sa waa kër -  
 You welcome, give my greetings to your family.  
 Sierra: Dineñu ko déega - They will hear it.

#### TRANSFORMATION

Loo - Lan nga  
 Kon - Bon  
 Be pare - Be noppi  
 Ndigte - Paski/ndig/ndax  
 Njäg - Piri

#### SUBSTITUTION

Kilo Yaapa Ñaata la?  
 Jaxatu

Saami/ Liño

Seeri Pompiteer  
 Foriñ  
 Poobar  
 Poti Sukur Ñaata la?  
 Meew  
 Xorom  
 Diwtiir  
 Maalo  
 Diwliin  
 Gerte  
 Yoxos  
 Dugub  
 Ñeebe

Saaku Maalo, Soraans Ñaata la?  
 Dugub  
 Buy  
 Gerte  
 Mbooxa  
 Ñeebe  
 Ñambi  
 Liñoŋ  
 Pompiteer  
 Sukur  
 Foriñ

#### DRILLS

- Whole text listening drill
- Sentence production drill
- Backward build-up drill
- Utterance response drill
- Substitution drill
- Transformation drill

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Vocabulary	Translation
Batanse	Garden egg
Daala	Shoes
Darab	Bed spread
Jaxatu	Bitter tomatoes
Jimboo/maji	Maggi cubes
Kaani bu sew	Pepper (small)
Kaani bu dija	Big pepper
Kanja	Okra
Laaj	Garlic
Liñoŋ	Onions
Makaróoni	Macaroni
Mbubba	Dress/shirt
Ñeebe	Beans
Persi	Parsley
Pompiteer	Potato
Poobar	Black pepper
Saabu	Soap
Sukur	Sugar
Yéet	Snail

Vocabulary	Translation
Banga/naajo/Yomba	Pumpkin
Bisaab/Basaab	Sorrel
Buy	Baobab
Daxaar	Tamarind
Dege	Peanut butter
Féenée	Cream milk
Géeja	Dried fish
Gerte xaaraan	Raw peanut
Gerte Baxal	Boiled peanut
Gerte Bambara	Malian peanut
Gerte Saaf/caaf	Roasted peanut
Jën	Fish
Karot	Carrot
Kereŋ kereŋ	Green leaves
Kobo bu tooy	Fresh fish
Kobo bu lakka	Smoked fish
Kooko	Coconut
Limoŋ	Lime
Lóriya	Bay leaf
Meew	Milk
Nawe	Radish
Nen	Eggs
ñaambi	Cassava
Papakaayo	Papaya
Pataat	Sweet potato
Soow	Sour milk
Soraans/soraas	Orange
Supome/su	Cabbage
Xaal/Bereef	Melon
Xorom	Salt
Yaapa	Meat

Yoxos

Oyster

## SUPPLEMENTARY

Market Dialogue (Ndugam Marse)

- Samba: Suma jigéen nanga def - My sister how are you?  
 Musu: Mangi fi, loo bugga - I am here, what do you want?  
 Samba: Daala bu ñuul laa bugga ñaata la - I want a pair of black shoes, how much is it?  
 Musu: Daali góor yi ñaari téeméer ak juróom fukka leñu - Men shoes are two hundred and fifty dalasis.  
 Samba: Ah, waay loolu seer na de! waanil ma - Oh, but that is too expensive, reduce it for me.  
 Musu: Wox ma linga am boog - Tell me what you have then.  
 Samba: Am naa téeméer ak juróom ñaar fukki dërëm - I have a hundred and seventy dalasis.  
 Musu: Loolu tamit tuuti na, yookal sa loxo, Yow tubaab nga , am nga xaaalis. That too is also little, add some you are a white man, you have money.  
 Samba: Kon, leegi, fey naa téeméer ak juróom ñenent fukki dërëm, te man дума borom xaaalis, man Peace Corps Volunteer laa, dama ñow pur dimbale waa rew mi, duñu ma dee fey. Then, now, I have paid D190.00 and I am not a rich man, I am a Peace Corps Volunteer I am here to help the country and I am not paid a salary.  
 Musu: Yow deega nga olof de - You can speak olof.  
 Samba: Tuuti rek, mantee jëem - Only a little, I am trying.  
 Musu: Waaw, bax na feeyal - Yes, it alright, pay it.  
 Samba: Am sa xaaalis - Have your money.  
 Musu: Am sa daala be beneen - Have your shoes, till next.  
 Samba: Jerejëf, mantee dem - Thanks, I am going.  
 Musu: Ñoo ko booka, yal nga eega ak jaama - We share it, may God guide you to reach home in peace.  
 Samba: Jamma ak jamma - Peace and peace.

## TRANSFORMATION

- |                 |   |            |
|-----------------|---|------------|
| Daala bu        | Ñuul, Buloo, dóomitaal<br>Weex, Xonxa<br>Sokolaa, Werta<br>Dóomi taal, Nete | Laa bugga. |
| Wax ma linga am | ñaata nga am  | loo am     |
| Yookal          | Tëgal   |            |
| Yow             | Tubaab<br>Borom xaaalis Nga<br>Ceebóor                                      |            |

## FAREWELL DIALOGUE - TAAGATOO

- Omar: Maam, saalaamaaleekum - Granny, peace be with you.

- Maam Laay: Maaleekum salaam, Omar geɗ naa laa gis torop foo nekkoon?  
Peace be with you Omar, I long to see you very much, where were you?
- Omar: Dama nekka si ay topotoo - I am in some transaction
- Maam Laay: Mootax, ma gëj laa gis - That's why I haven't seen you for a while.
- Omar: Maam, dama bugga tukki - Granny I want to travel.
- Maam Laay: Fooy dem, mbaa doo fa yaaga -  
Where are you going, hope you will not stay long.
- Omar: Axakañ, juróom beni at laa faa am, damaa jangi -  
Of course, I'll be there for 6 years, I am going for studies.
- Maam Laay: Waay, dinga ma weetal, yal nga eega ak jaama te nga am lingaa uti.  
But, I will miss you, may God guide you in your endeavours.
- Omar: Jerejëf, maam, Amin - Thanks granny, Amen.

#### SUPPLEMENTARY

#### AFTERNOON FAREWELL (TAAGATOO BECËG/BECËK)

- Saam: Mangee dem, dama yaakamti - I'm going, I'm in a hurry.
- Sira: Looy yaakamti, toogal tuuti nu wax ngela -  
What are you hurrying for, sit for a while lets talk please.
- Saam: Waat naa, dinaa dellusi elëk - I swear I will return back tomorrow.
- Sira: Baax na, dineñu giséé - It's okay, we will see tomorrow
- Saam: Nuyul ma sa jekar ak sa dóom - Send my greetings to your husband and  
child.
- Siira: Dineñu ko déega - They will here it.

#### NIGHT FAREWELL - (TAAGATOO GUDDI)

- Yaamay: Ana Sey? mangee téddi - Where is Sey? I am going to bed.  
Dama taayi, te gomantu itam - I am tired and sleepy as well
- Sey: Maangi, neñu woxtaan tuuti, guddi gi xaajagut, teel na -  
Here I am, let us chat for a while, the night is still young, its early.
- Yaamay: Tey daal, xaaral ma téddi, ñu fanaan jaama -  
Today wait, let me goto sleep, let's spend the night in peace.
- Sey: Baax na, jaama ak jaama - Okay, in peace.

#### COMMON PHRASES

- Demal ci jaama - go in peace
- Yal nga eega ak jaama - May God let you reach in peace.
- Yal na la yaala jiin si yooni jaama -  
May God drive you into a peaceful journey (good luck).



## VOCABULARY

Gisee	- To see each other
Téddi	- To go to bed
Gémantu	- To be sleepy
Xaajangut	- Not yet halfway
Teel	-To be early
Xaaral	- Wait
Daal	- Expression of certainty
Taayi	- To be tired
Tukki	- To travel
Nopaleku	- To rest

## DRILLS

- Whole text listening drill
- Sentence production drill
- Global explanation drill
- Pre production and early production drill
- Utterance response drill
- Substitution drill
- Backward buildup drill

## GRAMMAR

Nga	- You (object emphasis 2nd person singular)
Laa	- I (object emphasis 1st person singular)
Ma	- Me (object pronoun 1st person singular)
La	- Is (verb to be)
Na	- It (3rd person singular completion marker)
Ko	- It (3rd perhouse, rent a house, arrange for a cook and arrange for a laundry person and have an eating etiguate.

## HOUSING DIALOGUE (UTAM NÉEGI LUYAAS)

### OBJECTIVES

By the end of the lesson learners will be able to:

- Arrange for a house
- Discuss the rent and repairs
- Give the expected date of settling.

Sira: Saalaam maaleekum - Peace be upon you.

Mustafaa: Maaleekum saalaam - May peace return to you.

Sira: Naka waa kër gi - How are the people at home?

Mustafaa: Ñungi fii, santa yalla - They are here praise the lord.

Sira: Damaa ut néegi luwaas - I am looking for a house to rent.

Mustafaa: Am naa fi aay néeg, ban fasoŋi néeg nga soxla -  
I have here some houses, which type do you need?

Sira: Kabineet ak saal laa soxla - I need a bed and a sitting room.

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Mustafaa: Waaw, am naa ko, neñu dem nga seet -  
Yes, I have it, lets go and you have a look at it.

Sira: Aaxaa, néeg bi baax na, waay am na tuuti ligéey buñ fa wara def.  
Alright the house is good but it needs a bit of renovation.

Mustafaa: Loo ci wara ligéey? - What do you need to renovate?

Sira: Dama bugga raaxaat miir bi, ubi waat beneen palanteer, péntur ko ak defaraat bunta yi.  
I want to plaster the wall again, open another window, paint it and repair the doors.

Mustafaa: Baax na - Alright.

Sira: Ak itam, bugga naa suma wonagi boppa bu anda ak kamaam.  
And also, I want my own toilet accompanied by its toilet.

Mustafaa: Mun ngaa am loolu yép su la neexee, waay, man amuma xalis.  
You can have all that if you want, but I don't have money.

Sira; Be tey, dinaa def ligéey bi yép ñu géenée ko ci luwaas bi.  
Still now, I will do all the work, we reduce it of the rent.

Mustafaa: Nangu naa, luwaas bi D100.00 la weer bu nekka -  
I agree, the rent D100.00 every month.

Sira: Manit nangu naa, waay dinaa toxu si weer biij ñow  
I also agree but I will move in next month.

#### DRILLS

- Whole text listening drill
- Sentence production drill
- Dialogue drill (Global explanation)
- Substitution drill
- Utterance response drill

#### GRAMMAR

- Ñungi - They/we (1st and 3rd person plural location determinant)  
Dama - I (1st person singular verb predicator)  
Naa - I (1st person singular completion marker)  
Waat/aat - Again (suffix attached to a verb base to repeat on action).  
Mun - To be able.

#### VOCABULARY

- |             |                       |           |                 |
|-------------|-----------------------|-----------|-----------------|
| Bunta       | - Door                | Rodp      | - Blind/curtain |
| Palanteer   | - Window              | Taape     | - Carpet        |
| Kabinéet    | - Bedroom             | Kurañ     | - Current       |
| Saal        | - Sitting room/parlor | Darab     | - Bedsheet      |
| Waañ        | - Kitchen             | Toogu     | - Chair         |
| Wanag/wonak | - Backyard            | Taabul    | - Table         |
| Kama        | - Toilet              | Lal       | - Bed           |
| Sanguwaay   | - Bathroom            | Pajaas    | - Mattress      |
| Siliñ       | - Ceiling             | Njegenaay | - Pillow case   |

Daaj	- Nail	Mbaaja	- Blanket
Siment	- Cement	Almoor	- Cupboard
Pompe	- Tap	Saaket	- Fence
Teen	- Well	Ndaa/Ndaal	- Jar
Caabi	- Key	Fata	- To patch
Karnaat	- Padlock	Raax	- To plaster/to cement
Korse	- Lock	Mastik	- Mastique
Séluur - Lock		Firij	- Refrigerator
Lonku/lanka	- Hook		

## RENTING A FOOD BOWL (LUYAAS BOOLI LEKKA)

### OBJECTIVES

By the end of the lesson, learners will be able to:

- Rent a food bowl
- Discuss their nutritional needs
- Explain what they are allergic to

Sira: Jaama ngaam - Are you in peace

Diiye: Jaama rek - Peace only

Sira: Yow yaay jabari borom kër gi? - You are the wife of the land lord.

Diiye: Waaw, man la - Yes, is me.

Sira: Dama bugga luwaas booli lekka - I want to rent a food bowl

Diiye: Danga bugga ñetti bool walla ñaar rek - You want three bowls or only two?

Sira: Ndeewoo ak añ laa bugga - I want breakfast and lunch.

Diiye: Pur yooyu D50.00 la - It is D50.00 for those.

Sira: Waañil ma tuuti - Reduce the price off a bit.

Diiye: Kon, waañil naa la juróomi dërëm - Then, I leave out D5.00

Sira: Baax na anda naa ci - Yes, I agree

Diiye: Kañ leñoó tambali - When do we start.

Sira: Dinaa ñow weer buy ñow ci ñaari fan yi, su ko defee ñu tambali -  
I will come month coming the second so that we start.

Diiye: Baaxna - Ok/Alright

Fix appointments and dates.

Satuuru: Hey! Keebaa, nanga def - Hey kebaa, how are you?

Keebaa: Nii rek, yow gejj naa laa gis torop -  
Fine, I long to see you very much.

Satuuru: Teddu yow yaa ma digoon setsi te gisuma la -

Isn't it you who promised to visit and I did not see you

Keebaa: Ñow naa fa waay feeku ma la fa -  
I came there but I did not meet you there.

Satuuru: Wax nga dégga, duma dee teela wacca waay samdi walla dimaas dumay dem fen.  
It's true, I don't finish work early but saturday and sunday I don't go anywhere.

Keebaa: Baax na, dinaa fa ñow samdi buy ñow boori juróomi woxtu.  
Alright, I will come there next saturday around 5 o'clock.

Satuuru: Dinaa la séentu - I'll look forward to your coming.

### TRANSFORMATION

Waay/wante	Nii rek/mangi fii rek
Wacca/jeexal ligeey/ñibsi	Wax nga dégga/dégga la

### VOCABULARY

Téddu	- Isn't it	Yoor-yoor	- 10.00am to midday
Ndaxdu	- Isn't it	Ci saa si	- This very moment
Feeka	- To meet	Diir bu gaata	- In a short period
Teela	- To be early	Xej	- To start early(work)

### COMMON PHRASES

Séentu ma ëllék	- Expect me tomorrow
Dineñ gisee	- We will see each other
Dinaa la setsi beneen yóon	- I'll visit you next time
Fanaan fii	- Come spend the night with me
Dinaa la xaar	- I'll wait for you.
Su soobee yalla/su neexee yalla/bu ci yaala aandee	- By the grace of the Almighty.

### INVITING A FRIEND (PIRIYE XARIT)

#### OBJECTIVES

Learners will be able to demonstrate how to invite a friend by the end of the lesson.

Mustafaa:	Nanga def?	- How are you?
Musu:	Nii rek/manfi/mangi fi	- Fine only.
Mustafaa:	Naka afeer yi?	- How are the affairs.
Musu:	Seem seem/nii rek	- The same
Mustafaa:	Kañ nga maa endul si nak?	- When are you coming to spend the day with me! eh?
Musu:	Tey damaa tooga añ, waay ellék ci guddi dinaa ñow	- Today I'm cooking lunch, but tomorrow evening I will come
Mustafaa:	Kon loo bugga reer?	- Then what do you want for dinner?
Musu:	Loo am rek baax na	- What ever you have will be alright.
Mustafaa:	Kon dinaa santane yaasa ganaar - Then I will ask someone to cook roast chicken.	
Musu:	Mbaa loolu du seer?	- Hope that will not be expensive?
Mustafaa:	Amut solo, gan deñu koy teral - It's not important, a guest must be entertained.	
Musu:	Waaw, kon be ellék	- Yes, then till tomorrow
Mustafaa:	Dinaa la séentu	- I'll be expecting you.

Musu:	Séentu ma ganaw timis tuuti - Expect me a little after dusk.	
Mustafaa:	Baax na	- Alright

#### SUBSTITUTION

Kon dinaa santaane	Yaasa ganaar Soosi marina Ñambee neebe Ébe Soosi yoxos Reer Cere
--------------------	--

Gan deñu koy	Teral Woxtaanal Kontaanal Beral loxo Begloo Yaatal
--------------	---

#### TRANSFORMATION

Seem - seem/mena mi/benna bi  
Naka a feer yi/naka mbir yi/naka duggoo gi

#### COMMON PHRASES

Dinaa la séentu  
- I'm looking to your coming  
Yaa tax maay dugga waañ  
- It's your desire that why I'm going in the kitchen  
(I'm going to cook because of you)  
Soo egsee laay sooga yekka  
- If you arrive, that's the time I will dish out.  
Bool bi duñu ko dipi te agsee guloo  
- We will not open the bowl in your absence.  
Ken du reer boo ñowutee  
- None of us will have dinner if you do not come.  
Boo ñowutee, dinaa la bayi be faw  
- If you do not come I'll leave you for ever.  
Bés bi yow leñu ko jaglel  
- The day is dedicated to you.  
Teg naa bés bi ci sa loxo  
- I entrust the day to you.

#### VOCABULARY

Séentu	- To look forward to someone's coming
Sooga	- To do something just in time
Yekka	- To dish out food
Dipi	- Uncover/open a container
Jaglel	- To dedicate
Teg	- To entrust/to put/to place
Santaane	- To ask someone to do a task for you
Teral	- To be entertained
Gan	- A guest/visitor/stranger

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Ganaar	- Chicken
Yoxos	- Oyster
Marina	- Marinaded sauce
Ñaambee/ñeebe	- Cassava with beans
Cere	- Couscous

### DRILLS

- Whole text listening
- Global explanation (dialogue drill)
- Utterance response drill
- Substitution drill for structure practice
- Differential drills

### GRAMMAR

Nga	- You (2nd person singular object emphasis)
Yi	- The (plural definite article)
Maa	- I (1st person singular subject emphasis)
Damaa - I will	(1st person singular verb predicator)
Dinaa	- I will (1st person singular future tense)
Du	- He/she/it will not (3rd person singular future tense)
Ut	- He/she/it not (3rd person singular verb negation)
Koy	- He/she/it will (3rd singular object pronoun)
La	- You (2nd person singular object pronoun)
Ma	- Me (1st person singular object pronoun)
Na	- He/she/it (3rd person singular completion marker)

### TAILORING DIALOGUE (WOXTAANI ÑAWLU)

#### OBJECTIVES

By the end of the class, learners will be able to describe the clothing style to the tailor. Discuss price, ask an appointment for collecting the garment, talk about measurements, and give complements.

Saam:	Waaw booy, numu demee	- Yes boy, how did it go?
Ñawkat:	Ax, kuul	- Oh, cool
Saam:	Dama bugga nga ñawal ma tubéy bu gudda ak simis.	
	- I want you to sew long pants and shirt for me.	
Ñawkat:	Ñaata meetari piis nga jénda pur tubéy ak simis?	
	- How many metres of fabric did you buy for pants and shirt?	
Saam:	Beena bu neeka meetar ak genawalla.	
	- Each one is a metre and half.	
Ñawkat:	Ban fasoji simis nga bugga?	- What type of shirt do you want?
Saam:	Simisi loxo bu gudda.	- Long sleeve shirt.
Ñawkat:	Lóolu juróom fukka la.	- That is fifty dalasis.
Saam:	Waay na rafet de!	- But let it be nice!
Ñawkat:	Baax na, kaay ma nata la	- Okay, let me measure you.
Saam:	Bum dañ, te bum em rok. Kañ laa koy jelsi?	
	Let it not be tight or fit exactly.	- When should collect it?
Ñawkat:	Su paree dinga bëg. Waay jelsi ko ellek ci becëk.	
	- You'll be glad when it's done. Collect it tomorrow afternoon.	
Saam:	Baax na be bóoba.	- Okay, till that time.

### TRANSFORMATION

Nu mu demee/ naka la demee/ noo doxalee/nakam

Ban fason/ ban kalite  
Su pare dinga bég/kontaan

Dama bugga nga ñawal ma

Tubéy  
Simis  
Marinéer  
Sipa  
Rooba  
Caaya  
Caaya-awsa  
Xaftaan  
Tubéy bu gudda  
Mbubba  
Malaan  
kaba

Bu mu/Bum

daŋ  
yolom  
gaata  
gudda  
réemba

Bu

baat bi rëy  
tanka yi xat  
ndigga li bi oppa  
poos yi tuuti

Nga jelsi ko

ëllëk ci ngoon  
londi buy ñow  
tey ci bëcëg/becëk  
ganaw ëllëk  
bés bu aay  
somen buy ñow nii  
bes bu aay bii su dellusee

Dama bugga nga

ñawal ma  
dogal  
waañil  
tipil

oómbal  
emalel  
téjal  
kursel

ñaambaasal

#### COMMON PHRASES - KAADU NAWLU

Ubi ko dafa xat - Open it, it's tight.  
Na firéeku ci wet yi - Let it be free at the sides.  
Maas bu gudda laa soxla - I need a long sleeve shirt.  
Defal maas bu gaata - Make short sleeves for me.  
Na em, bumu oppa - let it fit, let it not be oversized

#### VOCABULARY

Maas/loxo - sleeve  
Réemba - to be loose  
Téj - to close  
Ubi - to open

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Dagit	_ blouse
Ñaambaas	_ to lengthen
Malaan	_ sharong/wrap around
Xaf	_ pieces of cloth joined together
Caaya	_ enormous local pants worn by all tribes except Manjagoes and Akus.
Caaya awsa	- draw string pants(Peace corps pants)
Mariñeer	- female (loose fitting) blouse
Rooba	- dress
Woñ	- thread
Pursa loxo	- needle
Pursa masin	- machine needle
Tubéy	- trouser
Simis	- shirt
Ngenso	- tang top
Biton/boton	- buttons
Genog/ musoor	- headtie
Garaan mbubba/	
Dëppë	- huge traditional gown for men and woman
Forok	- frock
Dawme	- embroidery
Siso	- scissors
Ras	- gathers
Boroos	- running stiches
Dubluur	- underlining
Mbuuse	- loosed
Déna	- chest
Réy	- big
Xat	- tight
Yolom	- loose
Oomba	- to hem

## DRILLS

Whole text listening drill  
Sentence production drill  
Dialogue drill (Global explanation)  
Backward build-up drill  
Utterance response drill  
Substitutional drill for structure practice

## GRAMMAR

Dama	- I (1st person singular verb predicator)
Ma	- me (1st " " object pronoun)
Nga	- you (2nd " " " emphasis)
La	- you (" " " " pronoun)
Laa	- I (1st " " "emphasis)
Ko	- he/she/it (3rd person singular object pronoun)
Na	- let him/her/it (3rd person singular expressing let)
Su	- If he/she/it (3rd " " conditional tense)
Dinga	- you will (2nd person singular Future tense)
Uma	- I don't (3rd " " verbal negation)
De	- intensifier
Rok	- intensifier



EXERCISE

Negate the following:

- |   |                    |   |                    |
|---|--------------------|---|--------------------|
| 1 | am naa mbuuru      | 2 | mungee bale néegam |
| 3 | dafa feebar déemba | 4 | leeka neñu be suur |
| 5 | gaañu nga bu baax  |   |                    |

BODY PARTS AND HEALTH TERMS

OBJECTIVES

By the end of the class, learners will be able to name atleast ten of their body parts. They will also be able to explain their health conditions

Tanka	leg	Baaraami loxo	finger
Loxo	hand	Teepax	pelvic
Noppa	ear	Poxotaan	armpit
Sikim	chin	Conco	elbow
Baken	nose	Yeel/eel	shin
Bet/bot	eye	Testan	heel
Géémén	mouth	Keluur	calf
Kawar	hair	Boti-tanka	ankle
Lex/ nenketen	cheek	We/wey	finger nail
Boñ	teeth	Ron-tanka	sole
Jë	forehead	Der	skin
Xef	eyelids	Takkunjara	wrist
Baat	neck	Kaan	skull
Purux	throat	Paxi-baken	nostrils
Kanam	face	Denna	chest
Ngaam	jaw	Ween	breast
Laameñ	tongue	Cus	nipple
Ciin'	gum	Mbagga	shoulder
Loos	nape	Wet	ribs/side
Tun'	lip	Faar	rib
Eén	eyebrow	Naxa	abdomen
Biiir	stomach	Kooy/sula/cuucu/dabal	penis
Wañ	Buttocks	Neni-kooy/xuur	testicles
Luppa	thigh	Ganaaw	back
Óom	knee	Ndunka	nape
Baaraami loxo toe		Ndigga	waist
Muuti/gat/tuun	anus/	Data/Caapa/	vagina
	asshole	Lef	pussy
Jumbax	belly button	Penka	hip

HEALTH CONDITION DIALOGUE - MBIRI WERGUYARAM

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| Saam: Nanga def?                    | - How are you?                       |
| Sira: Nii rek.                      | - Fine.                              |
| Saam: Yangi tédda, lu xew?          | - Why are you in bed?                |
| SIira: Dama féebar.                 | - I'm sick.                          |
| Saam: Lu laa méeti?                 | - What's paining you?                |
| Sira: Suma biir bey méeti.          | - My stomach aches.                  |
| Saam: Mbaa dem nga lopitaan?        | - Hope you've been to the hospital?  |
| Sira: Déédéet, waay naan naa garab. | - No, but I took some medicine.      |
| Saam: Lii dafa xew taan yii.        | - This is common these days.         |
| Sira: Moom laa déega.               | - Thats what I've heard.             |
| Saam: Yal na tane gaaw.             | - May God give you a quick recovery. |

Sira: Amin, jerejef. - Amen, thanks.

TRANSFORMATION

Lu laa méeti/ lu la jot/ lu la dal?

SUBSTITUTION

Suma	tanka	bey	meeti
	biir		
	boppa		
	dena		
	digi -ganaw		
	noppa		
	boñ		
	naxa		
	yaram		

Dafa am biir bu dow  
sexat  
biiri teñe  
njambataan  
poyiis  
ɲas

VOCABULARY

méeti	- to pain, to hurt	gaañu	- to be hurt
socc	- to have a flu or cold	tansiyon	- high blood pressure
foxoj	- sprain, dislocation	réxa	- sprain
aapolo/waanet	- conjunctivitis	taap	- boil
jumbuj	- a boil on the eye lid	xojogoone	- hunch back
wagga	- scabies	sibitu/sibiru	- fever, malaria
biir buy dow	- diarrhea	biiri-teñe	- dysentery
sexat	- cough	njambataan	- whooping cough
poyiis	- jaundice	ɲas	- measles
boppa buy méeti	- headache	tëx	- deaf
biir buy méeti	- stomachache	luu/mumu	- dumb
gumbo	- blind person	dof/kanasu	- crazy
ngaana	- leprosy	jot/dal	- reach
ñaaka deret	- anaemic		

GRAMMER

yangi	- you are (2nd person sing. - locative determinants)
lu/lan moo	- what
dama	- I (1st person sing. - verb predicator)
laa	- you (2nd person sing. - object pronoun + variant "a")
suma	- my (1st person sing. - possessive adjective)
naa	- I (1st person completion marker)
nga	- you (2nd person completion marker)

## COMPLIMENTS

### Objective

learners will be able to give and receive compliments by the end of the lesson.

Musu:	Nanga def? How are you?	Dama la soopa I like you?
Diiyee:	Mangi fi, waay maa la raw. I am fine but I surpassed you (like you more)	
Musa:	Foo dekka? Where do you live?	
Diiyee:	Bunduŋ laa dekka I live in Bundung	
Musa:	Dinaa la setsi I will visit you	
Diiyee:	Baaxna, dinaa la séentu. Alright, I will expect you.	

## COMMON PHRASES AND RESPONSES

Lalnaa ci cancite gi (I like the way you dress)	- Lali naa (I welcome your satisfaction)
Maangi ci/si sa mbubba bi (I admire your dress)	- Yow laa ko tuddée (I named it after you)
Xanaa bii nga maa mey	- (Are you going to give me this one)
Su la neexee, yaa ko moom	- (If you like it, its yours)
Tey danga soppi doxin	- Today you changed your way of walking
Sa ñaw bi amut morom	- Your garment is incomparable
Yangi biita/yangi sanse Daanu naa si mbubba mi	- You are stunning - (I'm falling for the dress)
Soo paree rek, nga jelsi ko	- (If you are ready you come get it)
Aaa jeeka nga/aaa yangi rafet	- (You are elegant)
Kaar, jerejef	- Ooh! thanks

The expression KAAR is used after compliments of beauty. It is believed that it should be used after the compliment before evil spirits cast their spell on the receiver.

## MARRIAGE CEREMONY - (XEWI TAKKA/SËY)

Sira: Ndokaleko ci besbi	- Congratulations for the day
Musu: Ndooka sa walla	- Thanks, Lets enjoy it
Sira: Yal na sëy bi barke te am muj	- May the marriage have blessing that last
Musu: Amiin	- Amen.

## TRANSFORMATION

yal na sëy bi barke te am muj/yal na la yalla yaagal ci sa néegi sëy/bi

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yel na la yaala sutural te mey la njaboot gubari te barke  
(May God secure you a long marriage and give you a large and blessed family)  
Yal na seen worsak anda - May your lucks coincide.

**NAMING CEREMONY - (XEWI NGËNTE)**

Seynabu: Ndookaleko ci bes bi  
Congratulations for the occasion  
Adam: Ndooka sa walla  
Thank you  
Seynabu: Yal na xale bi dunda te berke  
May the child live long and have good health and blessing  
Adam: Amiin, jerejef.  
Amen, thank you.

**FUNERAL - (DËJ)**

Omar: Mas, sigil ko - Sorry, accept my sympathy  
Ebrima: Sigil sa walla - Thank you  
Omar: Yal na ko yalla xaaree arjana te yiixee ñu  
- May God accept him in his kingdom of heaven and grant us long live and prosperity.  
Ebrima: Amiin - Amen  
Omar: Yel na fi gëj - God let it not happen here agian  
Ebrima: Yal na yaala nangu ñaan - May God accept prayers

**VISITING SICK PEOPLE**

Mariyaamaa: Jama ngaam, naka yaram wi? How are you, How are you feeling?  
Moodu: Mungee tane santayalla It's getting better praise the lord  
Mariyaama: Yal na tane yooku May God add more relief to the sickness

**COMMON PHRASES FOR DELIVERY, ACCIDENT, SICKNESS ETC.**

Masa cónó - Sorry for the suffering  
Ndooka sa baken - Congratulations for being safe  
Yal na la yaala mey fan wu gudda ak wér gu yaram  
May God give you long life and good health.  
Yal na la yaala mey piix May God grant you comfort  
Yal na tane yooku Wish you a speedy recovery  
Yal na la yaala musal May God save you  
Yal nga géena ci jaama May you be discharged in peace  
Yal nala yaala dimbale ci leppa lingaa ut May God help you in your endeavours

## DRILLS

Whole text listening drill

Transformation drill

Back ward build-up drill

## GRAMMAR

la	- you (object pron. - 2nd person sing.)
mangi	- here I am (1st person sing. - location determinants)
sa	- your (2nd person sing. - possessive adj)
bi	- the (definite article)
bii	- this one (demonstrative adj)
maa	- I (1st person sing. - subject emp.)
nga	- you (2nd person sing. - obj. emphasis)
yangi	- you (2nd person sing. location determinant)
naa	- I (1st person sing. completion marker)
nga	- you (2nd person sing. completion marker)
su	- if he/she/it (3rd person sing. conditional if)
soo	- if you (2nd person sing. conditional if)
te	- and
seen	- your (2nd, 3rd person plural possessive adj)
ko	- he/she/it (3rd person sing. object pronoun)
ñu	- we (1st person plural object pronoun)

## CULTURAL NOTES

## 1 PRIVACY AND BEING SICK

People express their sympathy to sick people by visiting them.

The patient feels very grateful if some time is spent with him/her at least for one hour or more. The sick person is not always left alone to sleep or rest for a whole day there will be people coming in and out until night falls so you would find out that the notion of privacy as known in the states does not exist here.

When visiting a sick person in the urban area, you are expected to take along fruits, money or food.

In The Gambia, people are only admitted at big hospital, and Basse hospital and Mansakonko hospital and Farafeni hospital for all other illnesses.

There are several health centres and clinics around the urban rural areas for treating minor illnesses and deliveries. Presently the medical and Health Departments has released a law that patients should be given time to rest and be alone for a while, so a result of that visiting hours in big hospitals is 4 p.m. to 6 p.m. every day except Sunday which is 2 p.m. to 6 p.m. People don't visit sick people at night.

## SUBSTITUTION

Dama leen bugga	xamal	ni nuy defaree		
		won	roose/suux	njiyéef
		jangal	jaxase	mbalit
			jëmbate	garab

li mun na      gejefal  
                                 tooyal

wowal  
nooyal  
dundal

### CULTURAL NOTES

It is best to held or organise meetings with villagers on their off days which you have to fine out from them. Speech must be smooth and simple. Try to get the people tender big trees to get shade. Make sure you involve them in the activities.

### VOCABULARY

teew	- to be present	mbëgte	- pleasure
uyu	- respond	xamal	- to make known, to notify,
dajale	- to collect, to gather	xam	- to know
olbati	- to turn	tambali	- to start
jaxase	- to mix	jiiyee	- plant with
lajte	- to ask	tooy	- to be wet
gejef	- to soften by soaking	nob	- to rot
waxtaan	- chat		

### DRILLS

Whole text listening drill  
Sentence production drill  
Global explanation (dialogue drill)  
Utterance response drill

### GRAMMER

yéen	- you(2nd person plural independent pron.)
mangi	- I (1st person sing. location determinants)
leen	- imperative plural e.g. dem leen
seen	- your (2nd/3rd person plural possessive adj.)
ma	- me (1st person sing. object pronoun)
ngeen	- you (2nd person plural. subject emphasis)
nu	- we/they (1st/3rd person subject emphasis)
dama	- I (1st person sing. verb predicator)
dangaay	- you (2nd person sing. verb predicator + varial "Y")
nga	- you (2nd person ding. subject emphasis)
ko	- he/she/it (3rd person sing. object pronoun)
mu	- he/she/it (3rd person sing. subject emphasis)
su	- if he/she/it (3rd person sing. conditional "if")
na	- he/she/it (3rd person sing. completion marker)
leñu	- we/they (1st/3rd person plural object emphasis)

### VOCABULARY

jut/jur	- animal (sheep, goat, chicken and cattle)		
puup	- defacation/stool		
nax	- grass	xob	- leave
pot	- tin/can	nayilon	- plastic, nylon
ndox	- water	bereb	- place
siwo/siyo	- bucket		

### SMALL CONVERSATION ON THE WAY TO THE NAAKOO OBJECTIVES

Learners will be able to do informal conversation on the way to the naakoo with the women or young children.

Kadii:	Jeré ngeen jëf gaay yi	- Praise to all of you
kiristin:	Waaw goora yéen	- Great, you'all
Kadii:	Yéenangee dem ci naakoo bi	- You are going to the naako
Kiristin:	Waaw ñungee dem	- Yes we are going
Kadii:	Baax na, be ci ngoon	- Alright till in the evening.

#### SUPPLEMENTARY

Kadii:	foo jogée	- where are you from?
Moodu:	ci gaadin bi laa jogee	- I am from the garden
Kadii:	naka cóonó bi?	- how is the struggle that?
Moodi:	ndanka ndanka rek	- slowly, slowly only
Kadii:	yangee ñibi ci kamp bi	- you are going back to the camp
Modou:	waaw mangee ñibi	- yes, I am returning
Kadii:	nga nuyul ma waa foofu	- you greet the people there for me
Modou:	dineñu ko déega	- they will hear it.

#### The Compliment And Object Redicator

The words *laa*, *nga*, *la* etc, are Compliments and Object Predicators. They predicate the noun, pronouns or question words the compliments of their subject. This predication function corresponds to the English verb "to be" but it has many more functions and is not always used in the same order as in English.

In this lesson we will look at it in its function as a compliment.

- raxasukaay	- a washer
- lekkukaay	- eating place
- deñcukaay	- a place to keep thing
- bindukaay	- a writing tool e.g. pen, pencil
- woxtaanukaay	- a chatting place (a vous)
- liggeyukaay	- an office, a working place
- naanukaay	- a drinking place (jar)
- ferejukaay	- a mincer

#### Examples

Ligéey kat laa	- I am a worker	Feccakat leñu	- we are dancers
Toogakat nga	- You are a cook	Laapatookat la	- He is a translator
Jaaykat ngeen	- You all are sellers	Jëndakat ngeen	- He is a buyer

#### Vocabulary

Janga	- to read/learn/study	Dawal	- to make run/to drive/ride
Jangale	- to teach	Jënda	- to buy
Nappa	- to trap/to fish	Tukki	- to travel
Béy	- to farm	Mandi	- to be drunk

#### Exercise IC Translate

- |                               |                         |
|-------------------------------|-------------------------|
| 1 You are a student (learner) | 2 He is teacher         |
| 3 We are trappers/fishers     | 4 They are buyers       |
| 5 I am a traveller            | 6 You all are drivers   |
| 7 She is a translator         | 8 You(pl) are drunkards |
| 9 They are farmers            | 10 We are buyers        |

Vocabulary

sangu	- to bath	bore	- to wrestle
dog	- to cutfo		- to play
noppaleku	- to rest	gas	- to dig

Exercise ID Translate

1 sangukaay la	2 dogukaay la
3 noppalekukaay la	4 bore-ukaay (borekaay)
5 fo-ukaay lenu (foukaay)	6 gasukaay lenu

Note that the word in parantheses are actually what people say

The Negative form DU

The chart below gives the different forms of the particle DU. The particle can have the meaning of "is not" when it is followed by a noun.

	Singular	Plural	
1st Person	Duma	Duñu	Duñ
2nd Person	Doo (Du nga)	Dungeen	Dooleen
3rd Person	Du	Duñu	Duñ

Examples

Duma waa Gamgiya	- I am not a Gambian
Doo Wolof	- You are not wolof
Dungeen Amerikan	- You all are not Americans
Du taabul	- It is a table
Dooleen Amerikan	- You all are not American

Vocabulary

njiit	- leader	Tubaab	- white person
beykat	- farmers	jangalekat	- teacher
saamak	- herdsman	walanteerukat	- volunteer

Exercise IA Translate

- 1 We are not people
- 2 It is not a chair
- 3 It is not a chart
- 4 They are not bags
- 5 You are not a learner
- 6 She is not a teacher
- 7 You all are not workers
- 8 He is not a cook
- 9 We are not sellers
- 10 It is not a wrestling place

Exercise IB Translate

- 1 Duma tukkikat
- 2 Doo fokat
- 3 Dungeen jendakat
- 4 Du noppalekukaay
- 5 Du tubéy
- 6 Duñu borekat
- 7 Duñu gaskat
- 8 Du nappakat
- 9 Duma jangalekat
- 10 Du dogukaay

Fill in the blanks with "Du" or "La"

1 Sierra	walanteerukat	- Sierra is not a volunteer
2 tubaab		- He is not a tubaab
3 Mbuuru	jënda	- He bought bread
4 Sam, njiit	.	- Sam is a leader
5 beykat		- He is not farmer
6 Willy	saamak	- Willy is not a Herdsman



## Demonstrative Adjectives

Lii - this (thing)                      Fii - this (place)                      kii - this (person)  
 Bii - This (one) (this used when one wants to be specific about  
 the article of reference)

Lele/lale - that thing                      Fele/fale - that place (there)  
 Kele/kale - that person                      Bele/bale - that one

## Questions Words

Lan - what                      Fan - where  
 Kan - who                      Ban - which

Lii lan la?	Lii siis la.	Lale lan la?	Lale oppukaay la.
This what is?	This chair is.	That thing is what?	That thing is a fan.
(what is this?)	(this a chair)		
Fale fan la?	Fale lopitaan la	There is where?	That place is a hospital
Fii fan la?	Fii Banjul la.	Here is where?	This is Banjul
Kale kan la?	Kale beykaat la.	Who is that person?	That person is a farmer
Kii kan la?	Kii Faatu la.	This who is?	This Faatu is.
Bale ban la?	Bale lampala.	Which one is this?	That one is a lamp.

## Substitution (Positive Description)

Lii Lan La?                      Fii Fan La?

Lii	siis	la	fii	ligéeyukaay	la
	tubey			dencukaay	
	montar		lopitaan		
	daala			jangukaay	
	néeg			maarse	
	waañ			wonag/wanak	
	saakus		kër		

## Kii Kan La?

Kii     jangalekat     la  
        ligéeykat  
        toogakat  
        jaaykat  
        jangakat

## Substitution (Negative Description)

Lii du siis	Fii du ligéeyukaay
tubéy	dencukaay
montar	lopitaan
daala	jangukaay
néeg	maarse
waañ	wonag

Kii du jangalekat  
        ligéeykat  
        toogakat  
        jaaykat

jangakat  
jandakat

### The Independent Subject Pronouns

The Independent Subject Pronouns are grammatically independent of nouns and verbs. Since it is not necessary for Independent Subject. Pronouns to be tied to a verb or noun, they are the ones which are used to form one word construction (usually questions or answers to questions) in which the pronouns stands alone. It should be noted that the Independent subject pronouns can be used in this way regardless of whether the context implies a subject or object grammatical functions. For instance, kan la? (who is it) Man(I) They are also used with prepositions like ag(and) ci(in/at etc..), be (to, up to, until), ngir (because of) and pur (for). Finally, the Independent Subject Pronous are used for emphasis or to clarify the person reference of certain pronouns.

	Singular	Plural
1st Person	Man	Ñun
2nd Person	Yow	yéen
3rd Person	Moom	Ñoom

The 3rd person singular (moom) represent him/her/it.

### Examples

Ñun, Jangalekat leñu - We are teachers

Ñoom, Jangalekat leñu - They are teachers

(In the above examples you will note that the function of the Independent Subject Pronouns is to help clarify person of reference in what could have been ambiguous statements).

Below are some negated examples:

### Examples

Man, duma feccakat	- I am not a dancer
Moom, du balekat	- She is not a cleaner (sweeper)
Ñun duñu bindakat	- We are not writers
Yow doo woykat	- You are not a singer
Ñoom duñu xarit	- They are not friends
Yeén dungeen beykat	- You(pl) are not farmers.

### Vocabulary

Feccakat - dancer	Balekat - cleaner (sweeper)
Bindakat - writer	Woykat - singer
Xarit - friend	Beykat - farmers

### Exercise 1

Translate to wolof

- |                |                    |                   |
|----------------|--------------------|-------------------|
| 1 I am wolof   | 2 You are American | 3 We are students |
| 4 They are men | 5 We are women     | 6 She is a worker |

### Exercise 2

Translate to English

- |                       |                         |
|-----------------------|-------------------------|
| 1 Lii, muus la        | 2 Man, nit laa          |
| 3 Yow, waa Gambia nga | 4 Yeen, xarit ngéen     |
| 5 Ñun, toogakat leñu  | 6 Ñoom, ligéeykat leñu. |

### Note

You will deal more with Independent Subject Pronouns in subsequent

chapters.

Exercise 3

Put the following vocabulary into sentences using Independent pronoun and the object predicator.

Example

mbindaan - maid                      moom mbindaan la - she is a maid  
 jangalekat - teacher                man jangalekat laa - I am a teacher

Dimbalekat - helper/assistant                      Fajkat - curer/doctor  
 Masonj - mason                                      Minise - carpenter  
 Wonekat - exhibitor                                  Nawkat - tailor  
 Uude - leather worker

Definite/Indefinite Articles

Definite Article

A Wolof noun often occurs with a special word which will be called **noun determiner**. The determiner (article is used for specificity). This meaning corresponds not exactly but fairly close to the article "The".

The second meaning of the wolof determiner is that spatial relation to the speaker. One form of the article indicates that the reference is remote. This is indicated by -i- for proximity and -a- for remoteness.

There are eight singular definite articles in Wolof and two plural articles. Wolof nouns are divided into eight different classes by the kind of singular article they take. In general, each wolof noun belongs to one class. Nouns of the **bi** class are by far the most common and all borrowings from other languages are incorporated into it. Further more, there is a marked tendency for nouns which were originally of other classes to come into the **bi** class. If the appropriate class is in doubt or has been forgotten the use of the **bi** class is the most common and acceptable practice.

Noun	Determine (proximity)	Remoteness	Plural (proximity)	Plural (remoteness)
toogu	bi	ba	yi	ya
soxna	si	sa	yi(ñi)	ya (ña)
jiggen	ji	ja	yi (ñi)	ya (ña)
muus	mi	ma	yi	ya
ndekki	li	la	yi	ya
garab	gi	ga	yi	ya
waañ	wi	wa	yi	ya
nit	ki	ka	ñi	ña

Examples

Man jigeen ji laa wax - I, the woman I said  
 (I said the woman)  
 Fii kër gi la - Here is the compound  
 Ñun nit ni leñu gis - We saw the people  
 Lii ndekki li la - This is the breakfast  
 Fale waañ wi la - That place is the kitchen  
 Bii ndox mi la - This one is the water.

Vocabulary

Nouns

Verbs

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kër gi - The compound      wax - to say  
ndox mi - The water      gis - to see

Only the noun nit (person) takes ki and ñi for the plural form (other nouns relating to people take both yi and ñi for the plural form).

**Definite Article With Complement**

Translate

1 toogu bi la	2 soxna si la	3 jiggen ñi leñu
4 muus ya leñu	5 ndekki li la	6 garab yi leñu
7 waañ wa la	8 nit ka la	9 ndox ma la

Translate

- 1 It is not the chair (proximity)
- 2 She is not the lady (remoteness)
- 3 It is not the cats (remoteness)
- 4 It is not the kitchen (proximity)
- 5 It is not the person (remoteness)

**The Presentative - angi**

The basic function of - angi and its variants is to present or call attention to something or someone existing or doing something at the time of speaking. The final vowel i in angi indicate what is referred to is close at hand. If the person or thing referred to is not close at, the final vowel used is a and the form of the presentative is anga instead. -angi has the English meaning of here is and anga there is.

The presentative - angi can be attached directly to the noun or the definite article and also to the Independent pronoun.

**Examples**

1 taabulangi - here is table	2 tabulbangi - here is the table
3 siisanga - there is chair	4 siis banga - there is the chair
5 maangi - here I am	6 mungi - here he/she/it is
7 ñungi - here we are	8 yeenanga - there you(pl) are
9 yangi - here you are	10 ñunga - there they are

**Exercise 1**

- |                      |                     |
|----------------------|---------------------|
| 1 Here is a man      | 2 There is a woman  |
| 3 There is a tree    | 4 Here is the man   |
| 5 There is the woman | 6 There is the tree |

**Exercise 2**

Translate to English

1 waañ wangi	2 muusangi
3 nit kanga	4 ndekki langi
5 soxna sangi	6 waañangi
7 jiggen janga	8 góor ganga

**Indefinite Articles**

In the singular there are no indefinite articles like a or an in wolof as there are in English, wolof uses the numerical benna (one) or ab. (Benna or) ab is placed before the noun. In the plural forms ay is placed before the noun.

Examples

- ab taabul la - It is a table
- ab jangalekat nga - You are a teacher
- lii du ab siis - This is not a chair
- kii du ab jangakat - This person is not a student
- ab nitangi - Here is a person
- ab siisanga - There os a table

Exercise 1

Translate

- |                        |                      |
|------------------------|----------------------|
| 1 Here is a lady       | 1 Doo ab jangakat    |
| 2 There is a woman     | 2 Du ab jaaykat      |
| 3 It is not a cat      | 3 Ab jendakatangi    |
| 4 It is a tree         | 4 Ab ligeeykat nga   |
| 5 There is a kitchen   | 5 Ab nit la          |
| 6 It is not a baby     | 6 Doo ab toogakat    |
| 7 It is not a woman    | 7 Lii du ab néeg     |
| 8 It is not a strub    | 8 Fii du ab lopitaan |
| 9 It is not a tree     | 9 Fii ab kër la      |
| 10 It is not a kitchen | 10 Lii ab tubey la   |

Exercise 2

Fill in the blanks with either of these "ab, ay"

- |                      |                          |
|----------------------|--------------------------|
| 1 Kale mbindaan la   | 2 Man duma lekkakat      |
| 3 Ñale tubaab leñu   | 4 Nit ka du góor         |
| 5 Muus ya siiru leñu | 6 Palaas ba jaayukaay la |
| 7 Bale palansoor la  | 8 Kii du caaxaankat      |

Vocabulary

- |                            |                        |
|----------------------------|------------------------|
| Lekkakat - eater (chopser) | Siiru - wild eat(male) |
| Palansoor - umbrella       | Caxaankat - joker      |

Relative Pronouns

An article of a person, place or thing is usually expressed by modifying a noun with an objective (stative verbs). A relative pronoun is the "linker" in such adjectival constructions. Relative pronouns are formed from the consonant appropriate to the noun class of modified noun plus the vowel u. Thus the relative pronouns for the following will be:

Noun	Definite Article	Relative Pronoun Sing.	Relative pronoun Plural
Toogu	bi	bu	yu
Soxna	si	su	yu
jigeen	ji	ju	yu/ñu
Muus	mi	mu	yu
ndekki	li	lu	yu
Garab	gi	gu	yu
Waañ	wi	wu	yu
Nit	ki	ku	ñu

Examples

- Toogu bu degër - Chair which is strong (strong chair)
- Jiggeen ju baax - Woman who is good (good woman)
- Muus mu weex - Cat which is white (white cat)

When the noun modified by a relative pronoun is determined, the definite article comes after the phrase rather than directly after the noun.

Examples

Noun	Relative Pronoun	Stative Verb	Article
Ndekki Lu Breakfast	Neex Which	Li Nice	The
Garab Tree	Gu Which	Gaata Short	Gi The
Nit Person	Ku Who	Baax Good	Ki The

Possessives

The Wolof possessive pronouns function fairly similarly to their English equivalents. Just as English uses the same form "your" for both singular and plural second person categories. Also as with other Wolof pronouns, one form is used for the third person singular with no distinction of gender.

	Singular	Plural
1st Person	suma/sama	suñu/suñ
2nd Person	sa	seen
3rd Person	-am	seen

  

Nouns			
Xarit	- friend	Tubey	- Trousers
Kër	- Compound	Neeg	- Mouse
Taabul	- Table	Teere	- Book
Dóom	- Child	Xaj	- Dog
Dékandoo	- Neighbour	Wonak	- Bathroom
Kama	- Toilet	Tawel/sarbet	- Towel
Meyekat	- Giver, fun cracker		

Examples

- Kii sa xarit la - This (person) is your friend
- Kii suñu xarit la - This (person) is our friend
- Fii neegam la - Here is his/her house
- Moodu sama xarit la - Moodu is my friend
- Lii seen téere la - This is your/their book
- Kale dóomam la - That person is a her/his/its child.

Note

The Independent Subject Pronoun will help to clarify what could have been an ambiguous statement.

Example

- Yeen, lii seen teere la - Your(all) this is your book
- Ñoom, lii seen teere la - They, this is their book.

Exercise 1A Translate to English

- 1 Kii suma jangalekat la
- 2 Faatu suma toogakat la
- 3 Fii suma lopitaan la
- 4 Lii sa muus la
- 5 Fii waañam la
- 6 Lii seen ndekki la

7 Ñale seen ay dóom leñu

8 Fale du sa wonak, suma kama la

### Exercise 1B Translate to Wolof

- |                          |                           |
|--------------------------|---------------------------|
| 1 This is our kitchen    | 2 This is his tree        |
| 3 These are our chairs   | 4 These are their friends |
| 5 These are my shoes     | 6 These are her house     |
| 7 Laay is his translator | 8 Alkaali is my brother   |

### Relationship Marker

#### The Particle "u" and "i"

A possessive relationship between one noun and another is indicated in Wolof by placing the noun referring to the thing possessed (the modified noun) before that referring to the possessor (the noun modified). In addition the first or possessed noun is usually followed by a special grammatical marker which marks the relationship between the two nouns. This relationship marker has two forms:- u and i. These are used indiscriminately depending on where you are located.

#### Examples

- |                   |                                   |
|-------------------|-----------------------------------|
| 1 Taabul - i Omar | - Table of Omar (Omar's table)    |
| 2 Tubey - i John  | - Trousers of John (John's pants) |

This relationship marker also exist in constructions with a possessive adjective. Its existence does not interfere with grammatical structures. Yet still the possessive adjectives precedes the noun it modifies.

#### Examples

- |                                 |   |
|---------------------------------|---|
| Suma xarit - i xarit            | - My friend's friend                          |
| Sa simis - i doom               | - Your child's shirt                          |
| Kii rak - i xaritam la          | - This person is her friend's younger sibling |
| Man, jabar - i Alikali bi laa   | - I am the Alkalo's wife                      |
| Moom, Suma reen - i xoli mag la | - She is my older sibling's sweet heart       |
| Lale alel - i John la           | - That is John's property/belonging           |

### NOUNS

- |           |              |              |               |
|-----------|--------------|--------------|---------------|
| Toogu     | - Chair      | Tali         | - Head/Street |
| Loxo      | - Hand       | Bale         | - Broom       |
| Toogu Weñ | - Iron Chair | Tali Godoron | - Tar Road    |
| Loxo Nit  | - Human Hand | Bale Néeg    | - House Broom |

Words ending in a the a us dropped when used with the relationship marker.

### NOUNS

- |                 |                |              |
|-----------------|----------------|--------------|
| Paaka - Knife   | Bunta - Door   | Daala - Shoe |
| Paak - i Nbuuru | - Bread Knife  |              |
| Daal - i Der    | - Leather Shoe |              |
| Bunt - i Xanxa  | - Wooden Door  |              |

### Vocabulary

- |           |             |              |           |
|-----------|-------------|--------------|-----------|
| Yaay      | - Mother    | Pot          | - Pot/Cup |
| Sukur     | - Sugar     | Kilo         | - Kilo    |
| Yappa     | - Meat      | Nijaay       | - Uncle   |
| Seer/Saam | - Pile/Heap | Benna        | - One     |
| Ñaar      | - Two       | Ñenent       | - Four    |
| Juróom    | - Five      | Juróom Benna | - Six     |

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Juróom Ñaar - Seven	Juróom Ñetta	- Eight
Juroóm Ñenent - Nine	Raka	- Younger Sibling
Mag - Elder Sibling	Ñaw	- To Sew
Tamaate - Tomato	Reeni xol	- Heart's root (sweet heart)
Alel - Belongings/riches		

Note

The 3rd person possessive adjective should always follow the noun it modifies even in constructions with the relationship marker.

Examples

Siis - i Doomam	- His/her child's Chair
Jangalekat - i Xaritam	- His/her friend's teacher

The relationship marker is used to indicate the kinds of relationship shown in the following phrases:-

Jaaykat - i jën	- Seller of fish (fish-Seller)
Neeg - i Ñax	- House of grass (Grass House)
Defarkat - i Montar	- Maker of watch (watch Maker)

The relationship marker is also used to express the amount or number of some measurable or countable substance. The phrases below are made with a quantity or container noun.

Paket - i Sigaret	- Packet of cigarette
Ñett - i Néeg	- Three Houses
Fukk - i Xaj	- Ten Dogs
Buteel - i Ndox	- Bottle of water

There is one noun in Wolof which when modified by another noun never has a relationship marker used with it.

Waa	- People of, Inhabitants. Residents
Waa Gambia	- People of Gambia (Gambians)
Suma waa ker	- People of my home (my Family)

Note

Words ending with vowels e, i, o, and u retain vowel ending. You will notice that in the functional Wolof the relationship marker with such words is not used.

Examples

Degé Sirra	- Sira's peanut butter
Téere Peace Corps	- Peace Corps's book
Moto suma yaay	- My mother's car
Toogu xale bi	- The child's seat
Caabi neegam bi	- His house's key

Examples

Lii suma bos la	- This is mine
Yii suma yos leñu	- These are mine
Teere bi suñu bos la	- The book is ours
Teere yi suñu yos leñu-	The books are ours

Exercise 1A

Translate To Wolof



- |                       |                        |
|-----------------------|------------------------|
| 1 The table is mine   | 2 The books are theirs |
| 3 The tables are ours | 4 The house is yours   |
| 5 The fish are theirs | 6 The trousers are his |

Exercise 1B

Translate To English

- |                       |                          |
|-----------------------|--------------------------|
| 1 Muus mi suma bos la | 2 Goor gi sa nijaay la   |
| 3 Jigéen ju bosam la  | 4 Wan wi seen bos la     |
| 5 Ker yi sa yos leñu  | 6 Teere yi sunu yos leñu |

Example "Du"

- Fii du suma palaas - Here is not my place  
 Binda bii du bosam - This writting is not her's

Exercise 2A

Translate To English

- |                          |                          |
|--------------------------|--------------------------|
| 1 Góor gi du baayam      | 2 Yere yii duñu suñu yos |
| 3 Dalla bi du sa bos     | 4 Natal bi du bosam      |
| 5 Naako yi duñu seen bos | 6 Xaalis bi du suma bos  |

Vocabulary

- |        |          |        |                       |
|--------|----------|--------|-----------------------|
| Góor   | - Man    | Yéré   | - Clothes             |
| Dalla  | - Shoe   | Waxtu  | - Time                |
| Naako  | - Garden | Nataal | - Photograph, Picture |
| Xaalis | - Money  |        |                       |

Exercise 1A

Translate To English

- |                            |                                 |
|----------------------------|---------------------------------|
| 1 Kii xarit i suma yaay la | 2 Fii néeg i Faatu la           |
| 3 Lii lal i Ayda la        | 4 Ñii jangalejakat i Wolof leñu |
| 5 Juroom i kilo yappa      | 6 Faatu jéndakat i jën la       |

Exercise 1B

Translate To Wolof

- |                                     |                    |
|-------------------------------------|--------------------|
| 1 This is my younger sister's chair |                    |
| 2 They are your friend's houses     |                    |
| 3 He is a tailor                    | 4 Pile of tomatoes |
| 5 His uncle'sbook                   | 6 A cup of sugar   |

Possessive Pronouns

When for one reason or another, the specific noun referring to the thing possessed is omitted, its place can be taken by the noun substituting **bos** for the singular, and **yos** modified by a possessive adjective are generally equivalent to the English possessive pronouns "mine", "yours" etc...

	Singular	Plural	Singular	Plural
1st Person	suma bos	suma yos	suñu bos	suñu yos
2nd Person	sa bos	sa yos	seen bos	seen yos
3rd Person	bosam	yos am seen bos		seen yos

Present Continous (Progressive Tense)

The word **di** sometimes **da** (or its variants **-a** and **-y**) has no real meaning of its own in Wolof. The particle **di** is place before a verb and its functions is to indicate that the action referred to by the verb is incomplete

The following examples will deal with the present continous tense in situations when a noun or

pronoun is modified by the presentative - angi.

Mangi di lekka	- (here) I am eating
Mungi di tooga	- (here) She is cooking
Muusangi di tob	- (here) Is a cat jumping
Nitangi di dox	- (here) is a person walking

The particle *di* is fused with the subject pronouns and the presentative to give the following forms:

	Singular	Plural
1st Person	Maangee	Ñungee
2nd Person	Yaangee	Yeenangee
3rd Person	Mungee	Ñungee

Examples

Maangi di lekka/Mangee lekka	- I am eating
Mungi di tooga/Mungee tooga	- She is cooking

Note

- 1 The -ee ending is also used when a noun, the presentative and the particle *di* are fused.
- 2 The -ee ending is also used when the presentative, the definite article and the particle *di* are fused.

Muusangi di tob/Muusangee tob - Cat is jumping

Nitangi di dox/Nitangee dox - Person is walking

Muus mi - angi di tob)

Muus mangi di tob) - Muus mangee tob - The cat is jumping

Nit ki angi di dox)

Nit kangi di dox) - Nit kangee dox - The person is walking

Woxtu wi angi di jot - Woxtu wangee lot - The time is approaching (It's almost time)

Exercise 1

Translate To Wolof

- |                    |                        |
|--------------------|------------------------|
| 1 I am teaching    | 2 You are studying     |
| 3 She is working   | 3 We are renting       |
| 5 They are fishing | 6 You (all) are buying |

Exercise 2

Translate To English

- |                          |                         |
|--------------------------|-------------------------|
| 1 Jangalekatangee wox    | 2 Toogakatangee tooga   |
| 3 Jangalekat bangee wox  | 4 Taabalangee daanu     |
| 5 Taabal bangee daanu    | 6 Toogakat bangee tooga |
| 7 Saamakata bangee róbba | 8 Nit kangee feéy       |

Vocabulary

wox	- to talk, to speak	woxtu	- time
daanu	- to fail	róbba	- hunt
feey	- swim		

### The Complement and Object Predicator with the Particle Di

In Wolof the object of a verb is emphasized by predicating it by means of laa, nga, la etc.. not by giving it special stress as in English. This lesson will show how laa, nga and la are treated as Object Predicators.

Examples		Direct Translation
Banjul laa di dem	- Banjul I (am) going	- I am going (to) Banjul
Mbuuru nga di lekka	- Bread you (are) eating	- You are eating bread
Xalel la di door	- Child he/she (is) beating	- He/She is beating a child

In functional Wolof the Object Predicators usually go with variant - y or - a

	Singular	Plural
1st Person	laay	lanuy (lanu-a) lañoo
2nd Person	ngay/ngaa	ngeena/ngeenay
3rd Person	lay/laa	lañuy (lañus) lañoo

### Note

The 1st person singular takes only the -y variant

- because of the vowels u and a coming together lañoo is used in functional Wolof
- the 2nd person plural takes the variant -a and also both -a and -y

In functional Wolof the above examples will be thus:

Banjul laay dem	- I am going to Banjul
Mbuuru ngay lekka	- You are eating bread

### Vocabulary

Fompa	- To wipe/to dust
Fóot	- To wash clothes
Indi	- To bring
Jel	- To take (from)/to collect (from)
Lem	- To fold
Paase	- To iron
Raxas	- To wash
Yoobu	- To take (to)/to carry

### Exercise 1

Use the variant y and a with the following sentences

- |                          |                         |
|--------------------------|-------------------------|
| 1 Simis bi laa di fóot   | 4 Xalel yi lenu di indi |
| 2 Taabul bi nga di raxas | 5 Mbuuru ngeen di jënda |
| 3 Daala yi la di fompa   | 6 Tubey lanu di jel     |

### Exercise 2

Translate to Wolof object predicators

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1 He is bringing the book   | 4 I am collecting the child          |
| 2 We are folding the shirts | 5 You (singular) are ironing a shirt |
| 3 They are washing trousers | 6 You (plural) are going to Banjul.  |

Description of Active And Static Verbs

Wolof has no adjectives and few if any, adverbs of manner, such as, verbs. Phrases are used to modify nouns and verbs, adjectives and adverbs of manner it will be helpful to consider Wolof verbs as being of two different types: *Active verbs* and *stative verbs*.

Active Verbs:- Are those which indicate an action or process e.g Lekka (to eat)  
naan (to drink)

Static Verbs:- Are verbs which indicate being in a particular state of mind or static condition. There are no true adjectives in Wolof therefore, verbs-adjective fall under stative verbs. Eg. tanga (to be hot) gudda (to be long) xiif (to be hungry)

Active Verbs

lekka	to eat
naan	to drink
wox	to talk
foót	to wash (clothes)
raxas	to wash
sangu	to bathe(oneself)
fompa	to wipe
paase	to iron
lem	to fold
defar	to make/mend
tooga	to cook
noppaleku	to rest
woxtaan	to chat
gis	to see
seeti	to visit
indi	to bring
jel	to take/collect
yobbu	to carry/take to
dem	to go
woccu	to vomit
gas	to dig
rocci	to pull out

Stative Verbs

sedda	to be cold
am	to have
mar	to be thirsty
neex	to be sweet/nice
nekka	to be located
ñor	to be cooked
ñaaw	to be ugly
rafet	to be pretty/beautiful
njool	to be tall
gaata	to be short
sori	to be far
jege	to be near
taayi	to be tired
yadaak	to be dull
dof	to be stupid
nooy	to be soft
deger	to be hard
wow	to be dry
feeber	to be sick/ill
xiif	to be hungry
tilim	to be dirty
tooy	to be wet
taapet	to be timid

The following verbs fall under both categories. They are considered as active verbs when one is in the process of performing the prescribed action. The continuous tense marker must be used to indicate action. In the absence of the continuous tense marker they are considered stative verbs. They are stative because one is in the described condition.

toog	- to sit	sukka	- to kneel
maata	- to bite	taxaw	- to stand
segga	- to bow/bend from the waist	tedda	- to lie down
taanu	- to lie on one's back	kanju	- to lie on one's side

In the following examples, the condition of the person of reference is described. (see the lesson on completion markers).

taxaw naa	- I am standing
toog nga	- You are sitting

sukka na	- He is kneeling
maata neñu	- We are biting

### Completion Markers

When used with stative verbs it indicates that the condition or state of mind is completed, therefore, one be considered as a **present tense marker** for stative verbs when used with active verbs the completion marker completes the action of the verbs and therefore, can be considered as a **simple past tense marker** for active verbs.

	Singular	Plural
1st Person	naa	nañu neñ
2nd Person	nga	ngeen
3rd Person	na	neñu neñ

### Note

The person of reference is indicated by using the appropriate completion marker. The 3rd person singular stands for he/she/it.

### Examples

#### Active verbs

lekka naa mbuuru	- I ate bread
Dem ngeen	- You (plural) went

#### Stative verbs

xiif nga	- You are hungry
am naa simis	- I have a shirt

### Vocabulary

meew	- milk	geej	- sea
demba	- yesterday	maarse	- market
tey	- today	benacin	- a Gambian dish
xaalis	- money	leetar	- letter
bataaxal	- message	woxtaan	- a discussion, a chat
boopa	- head	kawar	- hair
xeer	- stone	fas	- horse
xale	- child	nag	- cow
ag/ak	- and/with	sujeer	- cooking pot
banta	- stick	moto/oto	- car
ci/si	- at, in, to		

### Exercise 1A Translate to Wolof

- I saw a dog
- You visited your friend (singular)
- He brought the letter
- The shirt is pretty
- The stones are hard
- We are tired
- Serrekunda is far
- My friend's friend is short
- John is tall
- The rice is cooked

### Exercise 1B Translate to English

- Defar naa ab lal
- Paase naa suma simis bi
- Sangu na ci wonak wi
- Mbuuru bi wow na
- Ndox mi neex na
- Xale bi mar na
- Woxtaan naa ag sa yaay
- Demba gis neñu leetar bi
- Tey indi ngeen fas yi
- Jenda nga sujeer si

### Object Predicator as Completion Markers

When the object predicator is used with Active verbs without the continuous tense particle the sentence can be regarded as being in the simple past. When used with stative verbs it is in the simple present. The object predicators will appear in the following forms:

	Singular	Plural
1st person	laa	leñu/lañu/leñ
2nd person	nga	ngeen
3rd person	la	leñu/lañu/leñ

### Examples

xaalis laa am (It is) money I have  
 xaalis laa gis (It is) money I saw

### Note

The emphasis is on the object.

### Exercise 10 Translate to Wolof

These sentences are written as they would be said in Wolof

- |                      |                           |
|----------------------|---------------------------|
| 1 The child I saw    | 2 Bread I ate             |
| 3 Stones they bought | 4 Bed you (singular) have |
| 5 House you bought   | 6 Rice we cooked          |

### Verbal Negative

Wolof verbs are usually negated by means of special suffix which is added directly to the verb itself. The subject pronoun used in a negative verbal construction always immediately follow the negative suffix (the negative particle and pronoun are sort of fused together). See the paradigm below.

	Singular	Plural
1st Person	- uma	- unu
2nd Person	- uloo	- uleen
3rd Person	- ut /- ul	- unu

The 3rd person singular is used indiscriminately. In a verbal negative construction, the difference between stative and active verbs remain the same. Verbs ending in a loose the a in the connection.

### Examples

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 seeti naa Omar                 | - Seetina Omar           |
| 2 binda na leetar bi             | - binduma leetar bi      |
| 3 dem naa maarse                 | - demuma maarse          |
| 4 fóot nga mbubba mi             | - fóotuloo mbubba mi     |
| 5 Lekka neñu mango (mango)       | - lekkuñu mango          |
| 6 passe ngeen malaan me (malaan) | - paasew uleen malaan mi |
| 7 raxas na bool bi               | - raxasut bool bi        |
| 8 lem nga xaftaan bi             | - lemuloo xaftaan bi     |
| 9 naan neñu ndox mi              | - naanuñu ndox mi        |
| 10 gis ngeen seen xarit yi       | - gisuleen seen xarit yi |

### Object Predictors And Verbal Negative Phrases

When an object is emphasised in a sentence by mean of an object predicator the 3rd person singular is attached to the verb to negate it.

Exercise 1a

- |                    |                                  |
|--------------------|----------------------------------|
| Daala leñu solut   | - Shoes we do not wear           |
| Ndekki ngeen defut | - Breakfast you(pl) did not do   |
| Minti la moccut    | - Candy he did not munch         |
| Piis laa amut      | - Fabric I do not have           |
| Sa xarit la gisut  | - Your friend he/she did not see |

Exercise 1b These to Wolof

These sentences are written as they would be said in Wolof.

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1 My friend I did not greet   | 2 Banjul you did not go              |
| 3 A table he does not have    | 4 A bed he did not buy               |
| 5 Shoes we did not want       | 6 Breakfast you (plural) did not eat |
| 7 Studing wolof I do not like | 8 Strolling you did not do           |
| 9 Work she did not go         | 10 Bread I did not buy               |

Expressing "Not Yet"

The additions of the suffix - agul to a verb indicates that the action of the verb referred to has not yet taken place at the time of speaking. The suffix with the appropriate pronoun is used to indicate person of reference.

	Singular	Plural
1st Person	-aguma	-aguñu
2nd Person	-aguloo	-aguleen
3rd Person	-agul	-aguñu

Examples

- |                         |                                       |
|-------------------------|---------------------------------------|
| Feccaguma cëggin        | - I did not yet dance the dog style   |
| Dóoragul ligeeyam       | - He did not yet start his job        |
| Woxtaan aguleen ak ñoom | - You (pl) did not yet chat with them |

Subject Emphasis

When there is a need to emphasize or draw attention to the subject of a verbal construction, the following pronouns are used.

	Singular	Plural
1st Person	maa	ñoo
2nd Person	yaa	yeena
3rd Person	moo	ñoo

When used with stative verbs the simple present is indicated and with active verbs the simple past is indicated.

Examples

- |                  |  |
|------------------|--|
| maa am dala      | - I have shoe(s)/(I'm the one who has shoes) |
| maa lekka mbuuru | - I ate bread (I'm the one who ate bread)    |

When an action is incomplete, the marker di- is used and is usually realized as -Y

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	Singular	Plural
1st Person	maay	ñooy
2nd Person	yaay	yeenay
3rd Person	mooy	ñooy

Examples

Maay dem Banjul	- I am going to Banjul
Yaay binda leetar	- You are writing a letter
Mooy wox ci telephone bi	- She is (the one) talking on the phone
Sierra, mooy tooga reer	- She is cooking the dinner
John, yaay joxee lampa yi	- John is giving out the lamps

Imperatives (positive)

In Wolof the imperative form of the verb refers to the second person. This is formed by attaching the imperative marker to the verb. The singular imperative marker to the verb. The singular imperative marker is - al and plural - leen.

Example

ñow	- to come	toog	- to sit
taxaw	- to stand	nibi	- ti go home
yengal	- to stir, more, shake		

Singular

ñowal	- come
toogal	- sit
taxawal	- stand
ñibil	- go home
yengalal	- shake, stir

Plural

ñowleen
toogleen
taxawleen
ñibileen
yëngalleen

Note

Unlike the use of different plural imperative as a sign of politeness the difference in Wolof strictly relates to number.

Verbs ending in vowels take - l for the singular but take leen in the plural

Exercise 1a

Substitution

fóot	al (-l)	leen
jel		
woxtaan		
lekka		
indi		
yobbu		
janga		
togga		
liggéy		

Exercise 1a. Translate to Wolof

- |                                 |                            |
|---------------------------------|----------------------------|
| 1 Take away the bread now       | 2 You all eat the food     |
| 3 Chat very well ak sa xarit yi | 4 Buy a cheap fabric       |
| 5 Jélal fóot mi                 | 6 Indileen ay mbubba ellëk |

Vocabulary

Léegi	- now	ëlek	- tomorrow
-------	-------	------	------------



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be	- until	ci kanam	- later
ñem	- food	bubaax	- very good/well
ak/ag	- with/and	piis	- fabric
yomba	- cheap		

### Negative Imperative

The particle *bu* expresses *don't* and is usually followed by the appropriate subject pronoun to indicate person of reference.

	Singular	Plural
1st Person	buma	buñu
2nd Person	bul	buleen
3rd Person	bumu	buñu

As opposed to the positive imperative *-al* and *-leen*, the negative imperative always precede the verb.

### Example

bul yaakanti	- don't be in hurry
bumu dem	- don't he go
buleen wax	- don't you (plural) talk

### Exercise Translate to English

- 1 Bul jaay nag bi
- 2 Buñu yëngal maafe bi
- 3 Buñu fompama suma toogu yi
- 4 Buleen indi yereem yi

### Vocabulary

Ĕeg/yëeg	- To climb	Eb	- To load
Tob	- To jump	Jéem	- To try
Dimbale	- To help	Wanñi	- To decrease/reduce
Yokka	- To increase/add	Tëdda	- To lie down
Laaj	- To ask	Won	- To show
Xaar	- To wait	Binda	- To write
Seet	- To see/look	laajte	- To ask for
Raam	- To crawl	Rata	- To milk
Moytu	- To be careful		

### Exercise 1b

Form singular and plural imperatives using the list of verbs above and translate them to English.

### Exercise 1c

Put the following in their negative forms

- 1 Indil suma alel
- 2 Balel néegam bi
- 3 Jangaleen suñu doom yi
- 4 Waxal bubax waxal ci kow
- 5 Xoolal xale yi
- 6 Moytul safara si
- 7 Yokkal lekka bi
- 8 Waañil pire bi
- 9 Xaar leen Joon
- 10 Jéemal raam

### Object Pronouns

In Wolof, as in English, there are separate forms for pronouns used as subjects and as objects. In English, for example, the subject form for the first person singular pronoun is "I" while the object is "me".

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In Wolof, also, special forms exist for pronouns used as objects, of which two forms are identical with each other.

	Singular	Plural
1st Person	ma - me	ñu - us
2nd Person	la - you	leen - you
3rd Person	ko - him/her/it	leen - you

### Imperative with object pronouns

When an object pronoun is used with the imperative form there is a difference depending on whether the singular or the plural is used. The singular -al is dropped but the plural -leen is kept.

Please explain the use of LA and when and how to use LA.

### Examples

gis ma ëllek	- See me tomorrow
gisleen ma ëllek	- (You all) see me tomorrow
jox ko xalis bi	- Give him the money
joxleen ko xalis bi	- (You all) give him the money
lekka ko leegi	- Eat it now
lekkaleen ko leegi	- (You all) eat it now

### Exercise 1a Translate to Wolof

1 You (plural) write it	2 Give them the books
3 Ask for it	4 Show us the table
5 Load them	6 Ask them the shirt
7 Make it	8 You (plural) drink it
9 Cook it now	10 Reduce them

Another function of the imperative is to indicate a relation of benefaction between the subject of the verb and some third party(ies). This function can be seen in the following sentences:

### Examples

- yobbul ko téere bi	- take the book for him
- indil ma butéel bi	- bring the bottle for me

### Exercise 1b Translate to Wolof

1 Write the letter for us	2 Cook the rice for them
3 You(plural) bring the water for us	4 Teach me Wolof
5 Take the table for him	6 Increase the water for us
7 Load the shoes for them	8 Make the bed for him
9 Sweep the house for us	10 Bring the bottle for them

### Object Pronouns with Completion Markers

When used with completion markers the object pronoun should always follow the completion marker. See the following examples:

- gis naa ko	- I saw it
- lekka neñu ko	- We ate it
- indil nga ñu téere bi	- You bought the book for us
- raxasal na la taabul bi	- He washed the table for you

### Exercise 1c Translate to English

1 xaar naa ko	2 indi nga leen
3 yobbu na ñu	4 eb neñu leen

5 yokka ngeen ko	6 defaral naa ko bunta bi
7 toogal nga ma maalo mi	8 jangal na ko Wolof
9 bindal neñu leen leetar bi	10 jendal ngeen ñu jen yi

### Ci/Si And Noun Prepositional Phrases And The Verb Nekka

Ci conveys more specific information about special relationship in phrases where it is used in combination with certain nouns. These nouns are the combination which they form with ci are as follows:

digga middle	ci/si digga in the middle	* ci/si digg-i in the middle of
wet side		* ci/si wet-i In the side of (beside)
boor side (next to)		* Ci/si boor-i beside/next to
kanam front (face)	ci/si kanam in front	* ci/si kanam-i * in front of
ganaaw back (behind)	ci/si ganaaw at the back(behind)	* ci/si ganaaw-i at the back of (behind)
biir inside(stomach)	ci/si biir inside the	
biti outside	ci/si biti outside	
kow on/on top digante between	si/ci kow on top si/ci digante in between	* Si/ci kowi on the top
suuf bottom down	ci/si suuf at the bottom down	* ci/si suuf-i at the bottom beneath
ron under (underneath)	ci/si ron under the	

The above table shows how prepositions are used with Ci. The asterisk indicate the ones that can be used with the relationship marker.

### Prepositional Phrases with The Continuous Tense

#### Example

Mangee éeg ci kow garab gi	- I am climbing on top of the tree
Ci kow garab gi laay éeg	- It's on top of the tree I am climbing (this sentence emphasizes the object (the))

Exercise 1a Translate to English

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- 
- |  |   |
|--|---|
| 1 Mangee binda leetar ci biir néeg bi      | 3 Ñungee liggey ci ron garab gi           |
| 2 Yeenangee tob ci kow muus mi             | 4 Mungeen dox ci boor-i geej gi           |
| 5 Yeenangee indi xale bi ci kanam-i xaj bi | 6 Ci diggante neeg bi ag waan wi laay dem |
| 7 Ci ganaaw-i xale bi ngaa dóor            | 8 Ci kow néeg bi lañoo éeg                |
| 10 Ci biti ngeenay defar                   |   |

Prepositional Phrased With Completion Markers

Exercise 1b Paraphrase it as the example above

- |   |  |
|---|--|
| 1 Bindal naa ko leetar ci biir néeg bi                | 2 Indil nga leen muus yi ci ron garab gi |
| 3 Defaral na ñu taabul bi ci ganaaw-i waan wi         | 4 Now neñu/nañu ci wet-i maarse bi       |
| 5 Éeg ngeen ci kow garab gi                           | 6 Tedda naa ci kow lal bi                |
| 7 Won naa ko muus mi ci ron taabul bi                 | 8 Xaar nga leen ci biti                  |
| 9 Am na xaalis ci biir mbuusam bi                     |  |
| 10 Laajte neñu/nañu sa xarit bi ci boor-i lopitaan bi |  |

Subject Independent Pronoun With Prepositional Phases

The Subject in Independent Pronoun with the presentative -angi are often used with prepositional phrases. They are used as location determinants.

	<u>Singular</u>	<u>Plural</u>
1st Person	maangi	ñungi
2nd Person	yaangi	yeenangi
3rd person	mungi	ñungi

When asking about locations the question word Ana (where) is often used.

Examples

Ana téere bi? Mungi ci/si biir néeg bi  
Where is the book? It is inside the house

Ana paaka bi? Mungi ci/si kow taabul bi  
Where is the knife? It is on the table

Ana xale bi? Mungi ci ron garab gi ci ganaaw-i neeg bi  
Where is the child? He is under the tree behind the house

The verb NEKKA (to be/to be located) has many uses in Wolof, but most of all, the verb NEKKA give locations. A short form of the verb nekka is ne. The verb nekka can be used with all the above examples.

Ana teere bi? Mungi nekka ci/si biir néeg bi  
(It is (located) inside the house

Ana paaka bi? Mungi nekka ci/si kow taabul bi.  
(It is (located) on top of the table.

Ana xale bi? Mungi nekka ci/si ron garab gi ci ganaaw-i néeg bi  
He is (located) under the tree behind the house.

Exercise

Answer the following questions using the following prepositions and their respective locations

- 1 Digi - Ana Sierra? Bunta

2 Kowi	- Ana golo gi?	Taati garab
3 Boori	- Ana xalel bi?	Neeg
4 Digante	- Ana ñoom Sam?	Geej
5 Biir	- Ana waxambaaneyi (boys)	Ñaari jigéen yi
6 Jaakaarlool	- Ana Peace Corps office?	ak lanati

### Exercise 1c

#### Vocabulary

Sinema - Cinema		Seetan - To watch	
Maango	- Mango	Xar	- To tear
Soraans	- Orange	Dawal	- To drive
Saaykul	- Bicycle	Daw	- To run
Janxa	- Girl	Yey	- To chew
Taax	- Storey building		

Answer the following question in Wolof

1 Where are you?	Location	- Mangi si kow taati soraans bi.
2 Where are the guards?	Location	- Ñungi ci ron taax bi.
3 Where is your husband?	Location	- Mungi ci kër gi.
4 Where are your friends?	Location	- Ñungi ci leekukaay bi
5 Where is the school?	Location	- Mungi ci digante Serekunda ak Bakau

### Verb Predicators

The verb predicator has the basic function of indicating the verb it is used with is to be taken as an explanation of something. Some close to its meaning can be expressed by giving the English verb or adjective a special stress e.g. He works, its small. The wolof predicator also indicates that a certain stress is added to the verb. The predicator precedes the verb it modifies and has the same function as the Completion marker. See paradigm below for all forms.

	Singular	Plural
1st Person	dama	deñu/deñ
2nd Person	danga	dangéen
3rd Person	dafa	deñu/deñ

\* Dafa represents he/she/it

### Predicators With Active Verbs

#### Examples

dama lekka mbuuru - I ate bread

dafa indi xale bi - He brought the child

### Exercise 1a Translate to English

- dama yobbu tubéy yi ci fookat bi
- danga waxtaan ak sa xarit bi démba
- dafa doxantu ci boor-i gééj gi
- deñu tooga benacin ci ganaaw waan wi
- dangeen jënda kaala bi pur jigéen ji
- damaa fo ak xaj bi tey
- dafaa nappa jën ci ndox mi
- dafa jaay nag bi ci maarse bi
- dañu jëndal xaritam tubéy
- dangéen na raxasal seen yaay bunta bi

Predicators with Stative Verbs

Examples

dama am xaaalis            I have money  
danga rafet                You are pretty

Exercise 1b    Translate to Wolof

- |                             |                       |
|-----------------------------|-----------------------|
| 1 Lan la defaree montar bi? | 2 Fu mu sangoo?       |
| 3 Lan nga naawee?           | 4 Ñaata ngéen jéndée? |
| 5 Lan leñu dooree xale bi?  | 6 Foo jangee olof?    |
| 7 Naka nga ko defee?        | 8 Fu ñu naanee?       |
| 9 Lu ngéen raxasee bool yi? | 10 Noo endoo?         |

The Past Tense Marker - OON AND WOON

Although active verbs used with completion markers are technically past in the sense that their actions is marked as no longer at the time of speaking the action could have taken place or been completed just before speaking is done. When a stative verb is used with a completion marker, completion arises because it only indicates that act of coming into being of a particular state or condition has come into existence at the time of speaking.

In order to indicate that the action referred to by an active verb or the condition/state of mind referred to by a stative verb is limited to some time in the definite past, a special past tense marker is added to the verbal construction. This past tense marker can have three forms:

- 1 A suffix form                    - Woon which is attached to verb ending in a,e,i,o and u.
- 2 A suffix form                    - Oon which is attached to verbs ending in a consonants  
(Verbs ending in -a take -oon eg. lekka - lekkoon).
- 3 An Independent form        - Woon which is not attached to the preceding word. These  
are usually clauses without a verb.

Examples

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1 Seetiwoon naa suma xarit -        | I visited my friend                   |
| Sanguwoon nga demba -               | You washed (yourself) yesterday       |
| 2 Dama demoon ci maarse bi -        | I went to the market                  |
| Mbuuru laa lekkoon -                | Bread I have eaten                    |
| 3 Maangi fi woon -                  | I was here                            |
| Kan la woon                         | Who was it?                           |
| 4 Kerog Alkali laa jëndaloon ngëmba | That day I bought nappies for Alkali  |
| 5 Joyce moo fóotoon durosam yi -    | Joyce (himself) washed his underwears |
| 6 Sierra laa leetaloon kawaram bi   | I braided Sierra's hair for her.      |

Exercise 1b2            Translate in English

- |   |                                       |
|---|---------------------------------------|
| 1 Ñaata nga jendeewoon sa saaket-i kirintij bi? | 2 Kañ leñu néekoon Tendaba?           |
| 3 Mbubbam bu weexoon bi, ñaw naa ko?            | 4 Fan leñu fekkoon xaritam bi?        |
| 5 Janxa ñi geenoon neñu demba si guddi?         | 6 Moo xalootoon mbir-i jenda moto?    |
| 7 Ku jaxasewoon suuf-si ag siment bi?           | 8 Lan nga jiwoon ci ganaaw-i neeg bi? |
| 9 keppaloon nga ma tubéy bi ci buum bi?         | 10 Ku kafoon ak xale bi?              |

Exercise 1c

Dog	- To cut	Piis	- Fabric
Ekkati	- To lift	Siment -	Cement
Fekka	- To meet	Suuf	- Soil/sand
Fey	- To pay	Buum	- Rope
Géena	- To go out	Duroos	- Underwear pants
Xalaat	- To think	Saaket -	Fence
Jaxase	- To mix	Takka	- Marriage/tie
Ji	- To plant	Keppa	- To clip
Kaf	- To joke	Génta	- To dream

Different Constructions with the Past Tense Marker

The marker is used with verbal constructions and its position in the sentence depends on what kind of emphasis you want to make. Below is a summary of the different ways this marker can be used.

Affirmative

Negative

Demoon naa Banjul  
Lekkoon nga mbuuru  
Gisoon na téere bi

Demumawoon Banju  
Lekkuloowoon mbuuru  
Gisuloon téere bi

Object Emphasis

Banjul laa demoon  
Mbuuru nga lekkoon  
Teere bi la gisoon

Banjul laa demutoon  
Mbuuru nga lekkutoon  
Téere bi la gisuloon

Verb Predicators

Dema demoon Banjul  
Danga lekkoon mbuuru  
Dafa gisoon téere bi

Dama demutoon Banjul  
Danga lekkutoon mbuuru  
Dafa gisutoon téere bi

Subject Emphasis

Maa demoon Banjul  
Yaa lekkoon mbuuru  
Moo gisoon téere bi

Maa demutoon Banjul  
Yaa lekkutoon mbuuru  
Moo gisutoon téere bi

Verbal Construction With Object Pronouns

Demoon naa fa  
Lekkoon nga ko  
Gisoon na téere bi

Demuma fa woon  
Lekkulo ko woon  
Gisu(i) ko woon

Fa laa demoon  
Danga ko lekkoon  
Moo ko gisoon

Fa laa demutoon  
Danga ko lekkutoon  
Moo ko gisutoon

Note

The 3rd person negative ul and ut are used indiscriminately.

Exercise 1a Negate These Sentences Into The Past Tense

- 1 Fóot naa suma simis bi demba ci subba
- 2 Raxasu nga paski ndox am na
- 3 Danga bugga gis sa xarit bi
- 4 Noppaleku ngeen ci biir néeg bi

- 5 Ci ron garab gi lenu tedda
- 6 Daala bi laa jenda ci boor-i maarse bi
- 7 Yéena indi xar mi
- 8 Moo bindul leetar bi
- 9 Dangeen tukki

Exercise 1b                      Translate to English

Vocabulary

Soxla	- To need	Baayi	- To leave
Bañ	- To refuse	Bañ	- To perforate
Dekka	- To stay/reside (town./village)		
Dellu	- To return	Dig	- To promise
Gënta	- To dream	Jooy	- To cry
Wante/waay	- But	Mbir/Afeer	- Affair, About
Jot	- To have time	Jafe-jafe	- Problem, difficulty
Xamante	- To know each other	Tiye	- Hold

- 1 Dama soxloon xalis wante amuma woon jot pur jelli ko
- 2 Baayiwoon nga bool yi si biir ndox mi
- 3 Bañutooñ
- 4 Dafa gentoon sa jafe-jafe gi
- 5 Xalaatoon nga sa boopa bu bax
- 6 Buggoon naa xamante ak moom
- 7 Degluwoon na waxi yaayam ak xel
- 8 Danga beyoon dugub fii
- 9 Maa tiyewoon sa doom bi
- 10 Laajte utoon ma fii?

**VERB MODIFIERS**

These verbs as in English are often used with other verbs. They are used in verbal constructions where one verb is the complement of the other. In English, adverbs and auxillary verbs serve these function. They can also function as index. A special marker "a" links the two verbs. Independent verbs.

**VERBS MODIFIERS**

War	-	should
Bugga	-	to want
Mun	-	to be able (can)
Xaw/xala	-	be almost/sort of/similiar to
Sooy	-	just have
Gaaw	-	be quick to (to be quick)
Yiix	-	Be slow to (to be slow)
Faral	-	Usually/frequently
Gen	-	To be better than/to surpass/to be more than
Gej	-	To be unfrequent/not to have done (something) for a long time, to stay away from some place for a long time
Mus	-	To do at least once/ever
Jéem	-	To try/to make an effort
Bañ	-	To refuse

\* The bugga ends in -a therefore, you so not need to add the marker "a".  
Below is a summary of the different ways this marker can be used.



VERB PREDICATORS

AFFIRMATIVE

dama wara dem Banjul  
I should go to Banjul

dafa munoona daw  
He was able to run

NEGATIVE

dama waruta dem Banjul  
I should not go to Banjul

dafa munutoona daw  
He was not able to run

OBJECT PREDICATORS

Banjul laa wara dem  
Banjul I should go to

Benacin la musa lekka  
Benacin he has ones eaten

Banjul laa waruta dem  
Banjul I should not go to

Benacin la musutoona lekka  
Benacin he has never eaten

SUBJECT EMPHASIAS

maa muna tooga maalo  
I am able to cook rice

noo wara ligéey ellëk  
we should work tomorrow

maa munutoona tooga maalo  
I am not able to (cannot) cook rice

ñoo waruta ligéey ellëk  
we should not work tomorrow

Exercise 1a Translate to English

- |  |   |
|--|---|
| 1 dama la gaawa yobbu ci ron garab gi                | 2 daalaam yi deñu xala/xawa werta       |
| 3 tamaate nga gëja jenda ci maarse bi                | 4 Awa moo gena ligéey Faatu             |
| 5 dangeen yiixa indi xale bi ci lopitaan bi          | 6 maangee sooga binda leetar ci olof    |
| 7 musu maa defaral suma yaay rajo bi                 | 8 piss bu buloo lenu wara jenda         |
| 9 deñu buggoona fekka jangalekat yi ci boor-i kër gi |   |
| 10 dama geja gis picca bu nuul                       | 11 dafa baña dellu dekkeam              |
| 12 ci biti la baña genna                             | 13 jeemuta janga olof                   |
| 14 bugguta xalaat mbir-i rakaam                      | 15 danga wara keppa simis bi ci buum bi |

Expressing Future Tense (Positive/Negative)

The particle *di* was described as an auxiliary verb that indicates incomplete tenses.

The particle *di* is also used in Wolof to indicate the future tense. The way it is used when expressing the future positive tense is in combination with the marker *na*. The different forms appear in the paradigm below.

	Singular	Plural
1st Person	dinaa - I will	dineñ(u) - we will
2nd Person	dinga - you will	dingeen - you (all) will
3rd Person	dina - he/she/it will	dineñu - they will

Examples

- dinaa binda leetar ci olof - I will write a letter in Wolof  
dinaa la jox xalis - I will give you money

Exercise 1a Translate to English

Vocabulary

Ci kanam tuuti In a little while saaku - sack

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Ganaaw ellëk	Day after tomorrow	saak	- bag
Tey ci ngoon	This afternoon	Dajale	- together/gather
Tey ci subba	This morning	Teen	- well
Ellëk ci ngoon	Tomorrow evening	Uti	- to go look for
Ellëk ci subba	Tomorrow morning	Leb	- to borrow
Ay fan ci kanam	In a few days time	Laaka	- to be able to speak a language
Bes bu aay	Week	Bes yu aay	- weeks

- 1 dinaa seeti suma xarit yi ci kanam tuuti
- 2 ganaaw ellëk dinga rooti ci teen bi
- 3 tey ci ngoon dinaa sandi daala yu yaaxu yi
- 4 benna bes bu aay ci kanam dineñu dajale bool yi
- 5 dingeen bore ag waa Serekunda ay fan ci kanam
- 6 naar-i bes yu aay ci kanam dinaa uti ligéey
- 7 dinga leb nett-i saaku maalo ci jaaykat bi
- 8 dina ma balel suma néeg bi tey ci bécëk
- 9 dineñu ko ree ellëk ci subba
- 10 ay fan ci kanam dingeen muna laaka wolof

A combination of the particle *di* and the verbal negative form the future negative tense. The different forms appear in the paradigm below.

	Singular		Plural	
1st Person	duma	- I will not	duñu	we will not
2nd Person	doo (dunga)	- you will	dungeen/dooleen	you will not
3rd Person	du	- he/she/it will not	duñu	they will not

Note

The 2nd person singular *dunga* is never used in functional wolof but the contraction *doo*. The 2nd person plural has two forms which can be used indiscriminately.

Examples

- *duma binda leetar ci olof* - I will not write a letter in Wolof
- *duma la jox xalis* - I will not give you money

Exercise 1b Translate to Wolof

- 1 You will not visit the people at the hospital
- 2 I will not work in two years to come
- 3 They will not sell them to the seller located behind the market.
- 4 We will not return to the village
- 5 He will not wash his clothes which are dirty
- 6 You will not come in the evening
- 7 They will not be located besides the house this afternoon
- 8 The one which is pretty will not go to the village
- 9 I will not ask him about my chairs
- 10 It will be dark in a little while

Exercise 1c Translate to English

Vocabulary

- Paski (Ngir) - Because (of)
- Balaa - Before

- 1 Dama xiif torop wante duma lekka balaa naar-i waxtu

- 2 Danga waroona dem paski sa mak du ñow fii.
- 3 Dina ñibi wante du tey
- 4 Duñu fóot suñu mbubba yu tilim yi paski amuñu saabu.
- 5 Ci kanam tuuti dinaa noppaleku paski dama taayi torop
- 6 Dooleen seetaani bore pask-i amuleen moto
- 7 Dingeen tukki naar-i fan ci kanam wante dooleen yaaga
- 8 Balaa ngoon dina indi xalis bi
- 9 Dinga ñaw sa simis bu xar bi balaa ellëk
- 10 Bañ na maa jendal robba waay dina jendal janxaam bi

### The Temporal Relative Bu/Su

In Wolof, there is a special relative pronoun which is used to refer to the time in which the action of a verb takes place. This temporal relative indicates that the time referred to is either anticipated (i.e. In the future) or hypothetical (i.e. conditional) without any formal distinction between the two possibilities. This roughly correspond to the English "when" or "if".

The temporal relative is usually followed by a subject pronoun. See the paradigm for the different forms.

	Singular	Plural
1st Person	buma/suma	buñu/suñu
2nd Person	boo/soo	Booleen/sooleen
3rd Person	bu/su	buñu/suñu

### Note

The 2nd person singular bunga and sunga are not used in functional wolof but the contractions boo and soo. Both the bu/su forms can be used indiscriminately.

The verb which comes after the temporal relative ends in a long vowel. The verb ending determines the form of long vowel to be attached. Verbs ending in consonants and vowels e and i take the -ee ending.

### Examples

- Suma gisee leetar bi - If/when I see the letter
- Boo seeti-ee sa xarit - If/when you visit your friend
- Buñu bale-ee néeg bi - If/when we sweep the house

Verbs ending in a take an -aa ending or the -ee ending when the a is dropped.

### Examples

- Soo sangoo - If/when you bathe(yourself)

When the temporal relative is followed by the past continuous tense (doon) the following verb will not take the -ee ending.

### Examples

- Bima doon waxtaan gisoon naa sa xarit bi - When I was chatting , I saw your friend
- Bamu doon nelew demoon naa fa - When he was sleeping I went there
- Buma daanoo - If/when I fall

### Note

When used with object pronouns, the object pronouns should always come before the verb.

Examples

- Suma la gisee - If/when I see you  
Bu ko indi-ee - If/when he brings it

Exercise 1a Translate to English

- |               |                       |     |                   |
|---------------|-----------------------|-----|-------------------|
| Kontaan (beg) | - To be happy/pleased | Taw | - To rain         |
| Tooy          | - To be wet           | Mer | - To be mad/angry |
| Kon           | - Therefore/Then      | Ken | - No-one          |
| Yooni         | - To send             |     |                   |

- 1 Suma ko gisee dinaa indi téere bi
- 2 Suma la fekkee sa kër gi dinaa kontaan
- 3 Su demee ci maarse bi dina ma jendal soraans
- 4 Bu tawee nit ñi dineñu tooy torop
- 5 Buñu lekkutee benacin bi suma jabar dina mer
- 6 Soo jangutee Wolof doo ko muna laaka
- 7 Booleen ko indiwutee dinaa ko jeli
- 8 Suñu rootiwutee bon ken du sangu
- 9 Dinga ko dimbali su ñowee sa kër
- 10 Simisam bu buloo bi su setutee du geena

Exercise 1b Translate to Wolof

- 1 I should be able to speak Wolof if/when I study it.
- 2 You want to travel if/when the rain stops
- 3 She can see him if/when she tells me
- 4 It will be good if/when I make it
- 5 If/when it is far I will not visit him
- 6 You(plural) will eat it if/when it is cooked
- 7 If/when he bends he will fall down
- 8 If/when it is evening it will be cold
- 9 If/when it is located in the town I will be able to see it
- 10 You should rest if/when you are tired

Temporal Relative Bi/Ba

In Wolof there is a special relative pronoun which is used to refer to the time in which the action of a verb takes place. The temporal relative is made up of the formative consonant **b** plus one of the vowels **i** or **a**. These vowels suffixed to **b** indicate that the time in which the action of the verb takes place has already gone by. Since time gone by is no longer hypothetical **bi** and **ba** are equivalent to English when in the past. The essential difference between **bi/ba** seems to be that **ba** is used to refer to time which is more remote in the past than that referred to by **bi**. When this type of construction is used the endings are the same with that of the temporal relative **bu/su**. See the paradigm below for complete forms.

	<u>Singular</u>	<u>Plural</u>
1st Person	bima/bama	biñu/bañu
2nd Person	binga/banga	bingeen/bangeen
3rd Person	binu/banu	biñu/bañu

Examples

- bima nekkee America - When I was in America  
- banga demee Banjul - When you went to Banjul

When "be pare" or "be noppi" occurs at the end of a temporal relative clause introduced by **bi** or **ba**,

it indicates the completion of one event before the following one is emphasised.

be - until, till  
 pare - to be ready, to be finished  
 noppi - to be finished to stop, to be ready (to be quite)

**Examples**

bima waxee be pare dama demon ñibi  
 when I finished talking I went home

bamu añee be noppi dafa doon nelew  
 when he finish lunching he was sleeping.

Exercise 1c                      Translate to Wolof  
 Feebar                              - To be sick  
 Rab                                    - Animals  
 Dee                                    - To die  
 Déega                                - To hear  
 Oo                                      - To call  
 Deglu                                - To listen to  
 Dugga                                - To enter/entre

- 1 When I was in Boston I visited her father.
- 2 They went to Dakar when they were in Senegal
- 3 He wrote the letter when he was working
- 4 When you were travelling you saw the animals
- 5 When she was sick she went to the Doctor
- 6 When our friend died we cried
- 7 You did not hear
- 8 They were listening to the radio when she entered the house
- 9 When I tried I was not able to lift it
- 10 when Modu was in England he visited his uncle.

**HABITUALS**

**HABITUAL POSITIVE (PRESENT TENSE)**

When "dee" precedes a verb in wolof, it indicates that the action of the verb mentioned is performed everyday or more often Dee can translate to often, always, usually, frequently.

Here is a summary of how the marker is used.

Verb Predicators

Dama dee tux sigaret	I (do) smoke
Dafa dee tooga jën	He cook fish

Object Predicators

sigaret laa dee tux	(It is) cigarette I do smoke
jen la dee tooga	(It is) fish he does cook

Subject Emphasis

maa dee tux sigaret	(It is) I do smoke
moo dee tooga jen	(It is) He does cook fish

### Exercise 1a

#### Translate to Wolof using Verb Predicators

- 1 I always visit my friend
- 2 He always wash his dirty shoes
- 3 We always play with the kids
- 4 You always try to speak wolof
- 5 They always help the girls

#### Translate to Wolof using Object Predicators

- 6 I go to the cinema every evening
- 7 We have money when the month ends
- 8 You always see the river everytime
- 9 She always rest under the big tree
- 10 He always wear his shoes which are red
- 11 You (plural) drive a car every Sunday
- 12 I am always hungry in the evening
- 13 It is dirty everytime
- 14 They always mend the beds which are spoiled
- 15 You always write a letter every Tuesday

#### Answer the following in Wolof

- 16 Lan nga dee def bëcëk bu nekka?
- 17 Kañ leñu dee sangu?
- 18 Dafa leen dee yobbu geej saa yu nekka?
- 19 Fan la dee dem subba?
- 20 Ñaata xale nga dee indi ak moto bi?

#### Habitual Negative Present

When the negative *du* precedes the habitual *dee* it indicates that the action of the verb mentioned never took place. It has the sense of not often, not always, not usually, not frequently. In English *do not* is used.

#### Examples

duma dee tux sigaret

I do not smoke cigarette

du dee tooga jën

He does not cook fish

\*Sentences with the negative *du* are neutral statements

\* sigaret laa dut tux

Cigarette I do not smoke

\* jën la dut tooga

Fish he does not cook

#### Subject Emphasis

\* maa dut tux sigaret

I do not smoke cigarette

\* moo dut tooga jën

He does not cook fish

In the case of the Object Predicator and Subject Emphasis the habitual marker is negated. the negative *dee* is not used in function wolof but *dut*.

#### Verb Predicators

Dama dut tux sigaret

I do not smoke cigarette

dafa dut tooga jën

HE does not cook fish

### Exercise 1b

Translate to neutral statement in wolof

- 1 I do not always recognise the two kids (xaamee)
- 2 You do not hunt lions (robba - guynde)
- 3 He does not make the people laugh (reeloo)
- 4 We do not imitate the people of Brikama (roy)
- 5 The trees do not shed leaves in the rainy season (ruus - na et)

Translate to wolof using Verb Prdicators

- 6 She does not narrate lies (fen)
- 7 He does not greet the people (nuyu)
- 8 They do not help each other (dimbalante)
- 9 We do not dare chat with thg girls (sañ)
- 10 You do not chew meat which is tough. (yey)

Translate to Wolof using Object Emphasis

- 11 Mussa does not wear shirts which are dirty
- 12 He does not steal goats (sacca)
- 13 Their friends do not travel at night (tukki)
- 14 I do not light the fire (taal - safara)
- 15 She does not fetch wood in the afternoon (taxañ)

Translate to Wolof using Subject Emphasis

- 16 I do not close the door (tej)
- 17 You do not think about the car (xalaat)
- 18 She does not go beyond my house (paase)
- 19 The bird does not sign at night (woy)
- 20 You (plural) do not visit friends again. (seeti)

INTENSIFIERS

The function of these modifiers is to add intensity to the meaning of the verb in most cases stative verbs. In addition, Wolof has a number of other adverbs like modifiers which are limited in their occurrence. Some are used to modify a single verb. When "lool" and "torop" are used with active and stative verbs they translate as "very" and "too" respectively.

The words underlined are the intensifiers

<u>ñuul</u> kuk	- pitch	weex <u>tal</u> /fur	- snow white
xoŋxa <u>cur</u> /coy	- very red	lëndëm <u>kërus</u> /taras/us	- pitch dark
leer <u>nañ</u>	- very bright	wex <u>xat</u>	- terribly
seeda <u>guy</u>	- ice cold	tanga <u>jir</u>	- hot as hell
tooy <u>xep</u>	- soaking wet	wow <u>koŋ</u>	- bone dry
ratax <u>bayax</u> /bandaŋ	- very slippery		
xesew <u>xun</u>	- very smelly (unpleasant smell)		
forox <u>tol</u>	- very sour	set <u>wec</u>	- very clean
gaata <u>tukuñ</u> /tukus	- very short		
tuuti kalantaan /melentaan	- very little	taali <u>ñar</u> /ñareet-	very straight
nooy <u>nem</u>	- very soft	dëgër <u>kik</u>	- very strong
sew <u>ruj</u>	- tiny, very thin		
jeex <u>tak</u>	- completely finished	fees <u>teb</u> /del	- very full
suur <u>kël</u>	- very full	wer <u>keŋ</u>	- very healthy
ñor <u>xom</u>	- very ripe, properly cooked		
maandi <u>dur</u>	- very drunk	saf <u>sap</u> /saapa	- very tasty
em <u>rok</u>	- fit well		

Lool and Torop have no special verb to modify

e.g.

xiif torop/lool	- very hungry
tilim torop/lool	- very dirty
rafet torop	- very beautiful
taanga lool/wit/jir	- very hot

Examples

- 1 dama xiif lool - I am very hungry
- 2 maangoro bi dafa ñor xom - The mango is very ripe
- 3 siyo bi dafa fees teb - The bucket is very full
- 4 siis bi dafa wow koŋ - The chair is very dry
- 5 néeg baangi xesew xun - The house is very smelly
- 6 ndox mi sedda na guy - The water is very cold
- 7 mbubba bi dafa em rok - The dress fits well

E. g.

dox - adox	- walk a great deal
ñuul-a-ñuul	- very very black
bon-a-bon	- very very bad or detestably bad

- 1 Dama dox-a-dox be sonna - I walked until I was tired
- 2 Si biti dafa ñuul-a-ñuul kuk - Outside is very, very black
- 3 Dafa bon-a-bon - He/she is very bad

## DESCRIBING PEOPLE

### 1 Describing someone or something

a The question *Naka la mel* - what is he/she/it like?

Can both refer to both physical and moral description and *dafa* form is often used to answer these questions:

mel	- to be like/look alike
njool	- to be tall, tall
gaata	- to be short, short
réy	- big, to be big, to be fat
yem/em	- to be medium size, to fit, to be of overage size

E. g. *Naka la mel?*

- 1 dafa njool - He/she is tall
- 2 deñ(u) gaata - They/we are short
- 3 suma xarit bi dafa em - My friend is medium size
- 4 kër gi dafa réy - The compound is big

If the "dafa" form is not used, a construction with a relative pronoun can be substituted.

E.g.	dafa njool	- He/she is tall
	Ku njool la	- He is a tall person
	deñu gaata	- They are short
	ñu gaata leñ(u)	- They are short



## b Description Vocabulary

1	nuul	- to be black/dark
2	xees	- to be of lighter skin
3	xeereer	- to be in between dark and light
4	séw	- to thin
5	rafet	- to be pretty/to be beautiful
6	jeeka	- to be elegant
7	maaget	- to be old
8	dof	- stupid, crazy
9	reew	- rude
10	ŋjoota	- stingy
11	reelu	- funny
12	soof	- dull
13	baax	- good
14	bon	- bad
15	am yaram	- to be fat
16	am bêt/bót	- to have big eyes
17	am jëmma	- to be tall, status, commanding appearance
18	am taxawaay	- to be tall
19	am taar	- to be pretty
20	am taat	- to have a big bottom
21	am xel	- to be smart, to be brainy
22	am xam-xam	- to be knowledgeable
23	am worsag/worsak	- to be lucky
24	am barke	- to be blessed
25	am doole	- to be strong
26	am alel	- to be rich
27	am fayda	- to have personality, to be serious
28	am jot	- to be free, to be less busy

c Another way of giving a description is with the construction *am* plus the noun (examples)

Maaykel am na xel - Michael is smart

Other examples

- danga xeereer, jekka ak am xamxam  
you are fair in complexion, elegant and knowledgeable

- dafa reelu torop - she/he is very funny  
- dangeen dof - you are stupid/crazy  
- dama ñuul ak am taar - I'm black and pretty

Note that "ñuul, xees, and xeereer" are used to describe someone's complexion.

### Equality

The English construction as ..... as, example "John is as tall as Nancy" is rarely used in wolof. The equivalent structure is in the forms given below.

maase/tooloo - to be the same size as someone  
niróo - to look alike

Examples

- Paate ak Buuba ñoo tooloo - Paate and Buuba are of the same size  
Vincent ak Ilimaan ñoo niróo - Vincent and Ilimaan look alike  
Musu ak Ramu ñoo em - Musu and Ramu are equal

Another way of expressing equality is with the use of the word *bena* and the predicator *la*

Examples

- Néeg yi *bena* leñ(u) - These houses are the same  
Ameerika ak Angalteer *bena* leñu - America and England are the same

Superiority

- a Gén - To be spacious

E.g.

- Musu moo *gena* njool Aji - Musu is taller than Aji  
Siis bii moo *géna* réy siis bi - This chair is bigger than this chair  
Tool yii ñoo *géna* yaatu tool yii - These fields are wider than these fields  
Man, maa *géna* gaata faatu - I am shorter than Fatou

- b Corresponding to the "am" plus a noun construction. To bring comparison of superiority we use *óppa*

- Óppa* - to be in excess, to be too big, to be too large  
e.g. Kumba moo *óppa* Awa xel - Kumba is smarter than Awa  
Yow yaa *óppa* saayom wórsag - You are lukier than Simon

- c The word *daaxa* is often used when expressing superiority. It has the general meaning of "to be better than". When used with another verb, it is like an auxiliary and modifies that verb.

- e.g. Amadou moo *daaxa* musa ligéey - Amadou works better than Musa  
John moo *daaxa* Michealle janga - John is better student (studies better) than Michelle

When used alone (i.e. without another verb), *daaxa* takes the meaning of better. Depending on the context, it can have a very specialized meaning

- e.g. maalo moo *daaxa* jën - Rice is tastier than fish  
suma simis bi moo *daaxa* sa simis bi - My shirt prettier than your shirt

- Gambian moo *daxa* Ameerikan - Gambian is nicer than American

- d tane - better yées - to be worse

*tane* is not used in the same way *daaxa* is. It is the opposite of *yées* and indicates a general superiority

- e.g. siis bii baaxul, siis bii itam baaxul, wante bii moo *tane* bii  
This chair is not good, and this chair is not good either, but this one is better than this one.

4 Expressing difference

utée/wutéé	- to be different/difference
taabul bii ag/ak taabul bélé deñ(u) utée	- this table and that table are different
ñaari caabi yi deñ(u) wutéé	- the two keys are different

deñ(u) *bena* meaning *not the same* is also used to express difference

e.g.

Gambiya ag/ak ameerika duñ(u) *bena* - Gambia and America are not the same

Seen jikkoyi duñ(u) *bena* - Their habits are not the same

## 5 Inferiority

Yées	- to be worse/worse
- dafa yées	- He/she/it is worse
- yoon wii moo yées	- This road(way) is worse

### Exercise

Answer to the following questions

- as mag naka la mel?
- sa raka moo géna gaata sa mag?
- Carter ak Reagan, ñoo niroo?
- Kareem Abdul Jabaar ag Mickey Rooney Kan moo géna njool (moo sut?)
- yow ak sa jangalekat bi yéena maase?
- sa mag ak jabaram ñoo tooloo
- benacin ak yaasa bu daaxa?
- ñaari néeg yii bu génaa rafet?

## EXPRESSING "Let me"

Wolof has a special verbal construction to indicate the speaker's (wish or desire that something indicated by the verb) be done or (in the case of stative verbs) that a certain state or condition should come about.

The optative construction is formed by preceding the verb with the marker *na* (plus the appropriate subject pronoun). The optative marker is identical in form with the completion marker *na*. The difference between the two markers is that the optative *na* always precede the verb modified, while the completion *na* always follows on the verb.

## OPTATIVE MARKER

	Singular	Plural	
1st Person	naa - let me	neñu/nañu	- let us
2nd Person	nanga - let you	nangeen	- let you (pl)
3rd Person	na - let he/she/it	neñu/nañu	- let them

\* The 3rd person refers to he/she it

### Example

na ñow	- let him/her come
nanga dem	- let you go
neñu lekka	- let us eat

When the optative marker is used with an object pronoun the Construction in this form, it still proceeds the Object pronoun and the verb

na ma jëndal kuddu	- let him/her buy for me spoon
nanga ñu indil ndox	- let you bring water for us

Exercise

Translate to English

- 1 - let them eat the rice
- 2 - let them use my bed
- 3 - let me clean the plates
- 4 - let her go to Seerekunda
- 5 - let them fill the buckets with water
- 6 - let the chair fall
- 7 - let the table stand
- 8 - let us help each other
- 9 - let me complete my work
- 10 - let them water the garden for us

Vocabulary

lekka	- eat
jefoo	- use
raxas	- clean
feesal	- fill
daanu	- fall
taxaw	- stand
dimbale	- help
jeekali	- complete
roose	- water
-ante	- each other
-naako	- garden

MINIMAL VERBAL CONSTRUCTION

This construction is called minimal because it does not use the particle *angi, na, daf, or la*. The use of this particular construction is presented here with verbs we call verbs of communication. Such verbs are like *wax* (to talk) *ne* (to say) and any verb that inherently contain the idea of volition (act, power of using one's will of choosing, making a decision) e.g. *bugga* to like/want.

In English the infinitive would be used for this kind of construction as in:

Tell him to go - *wax ko mu dem*

In Wolof the minimal verb construction consist of the subject followed by the verb. The communicative pronoun take the following forms.

SUBJECT/COMMUNICATIVE PRONOUN

	<u>Singular</u>	<u>Plural</u>
1st Person	<i>ma</i>	<i>ñu</i>
2nd Person	<i>nga</i>	<i>ngeen</i>
3rd Person	<i>mu</i>	<i>ñu</i>

Examples

<i>Bugga naa mu ñow</i>	- I want him (to) come
<i>Mu ne nga dem</i>	- He said you go
<i>Wax leen ñu dugga</i>	- Tell them to go in

Exercise 1

Translate to English

- *Yaakaar naa mu ñow tey*
- *Ne na ko mu indi letar biñu binda*
- *Wax nga leen ñu binda*
- *bugga ngeen mu jeexal tééré bi*
- *dama bugga mu nob ma*

Exercise 2

Translate to Wolof

- Tell her to bring the box
- Ask them to leave the room
- You want me to wash the bucket
- He would like them to come
- We hope they take the car to Banjul

EXPRESSING "no longer" and "no more"

- Astu dootul xalel - Asto is no longer a child  
 Dootoo gan - You are no longer a stranger

In these sentences, *dootul* and *dootoo* take on the meaning of the verb to be. These forms roughly translate to "no longer" or "no more". The totality of the forms is given below.

	Singular	Plural
1st Person	dootuma	dootuñu
2nd Person	dootoo/dootuloo	dootuleen
3rd Person	dootul	dootuñu

When used with a verb the particle directly modifies that verb.

Examples

- dootul dem Banjul - He will no longer go to Banjul  
 dootuñu uti mbuuru - We will no longer go to look for bread

When used with an object pronoun, the pronoun comes directly after the article before the verb.

Examples

- dootuma la tooñ - I'll accuse you no more  
 dootu (l) la fóotal - He/she will no longer launder for you

Use

The particle "no longer" or "no more" with the following sentences

- gis naa waa ji ci dëkka bi
- seeti ngeen rab yi ci aala bi
- tooga na Mbaxal
- yóobuoon na doomam yi Serekunda
- nappioon neñu
- tukkioon neñu be si dex gi
- ñawoom na sippa yu xonxa
- dem neñu Banjul

Exercise 1

Translate to English

- 1 dootuloo laaka olof soo ñibee Ameerika                      2 dootuñu yaaxa suñu dekkuwaay wi  
 3 ñoom dootuñu nappi guddi    4 dootuma sol lu gaata  
 5 dootuleen ma yoobante

WORD FORMATION

(Verbal Derivations)

In English words with related meanings often are formed by means of suffixes added to a base word or stem. These suffixes (such as "-ing", "-er", "-ment". etc ..). The derived word often belongs to a different grammatical category than base word e.g. teach, a verb, with the addition of a suffix becomes teacher, a noun.

The same device is employed to form words in Wolof, usually with suffixes

- 1 . . kat

Wolof nouns ending in . . kat are usually words of the form is equivalent to the English suffix "er", one who performs the action specified by the verb base" The reference is not necessarily to a member

of a profession but merely to a door of some action

Examples

janga	- to teach	daw	- to run
jangalekat	- teacher	dawkat	- runner
jaay	- to sell	ñaw	- to sew
jaaykat	- seller	ñawkat	- tailor/semstress

## 2 . . aat (..aati/..ati)

The addition of the suffix *..aat* to verb results in modification of the meaning in generally is the same way the meaning of English verbs are modified by the prefix "re"-, to repeat the action specified by the verb base".

Examples

jël	- to take	defar	- to make
jëlaat	- to retake	defaraat	- remake

When the verb ends in a vowel other than *a*, the form of the suffix is usually *..waat*. The *w* is a glide in pronunciation.

Examples

faate	- to forget	indi	- to bring
faatewaat	- to forget again	indiwaat	- to bring again
dellu	- to go back		
delluwaat	- to go back again		

## 3 sin..

The most widely used prefix in wolof is *sin..* This prefix has a diminutive function (it indicates a small size of something). It is also used to make things/people look insignificant.

golo	- monkey	siñool	- a little monkey
muus	- cat	sinmuus	- a kitchen
soraans	- orange	sinsoraans	- a little orange
daala	- shoe	sindaala	- worthless shoe

## 4 . . . ante

When *... ante* is attached to a verb a mutual benefactive situation is created (parties referred to benefits)

Examples

fóon	- to kiss	fóonante	- to kiss each other
------	-----------	----------	----------------------

Faatu ag/ak Omar fóonante neñu - Faatu and Omar kissed each other

In some constructions the benefactive suffix *-al* also comes into play.

Examples

fóot	- to wash clothes	fóotalante	- to wash clothes for each other
Faatu ag/ak Omar fóotalante neñu			- Faatu and Omar wash each other's clothes

## 5 . . loo (causative)

The addition of the suffix *loo* to a verb base indicates that the action of the verb has been caused by the subject of the sentence.

Examples

*binda* - to write                      *bindaloo* - to make (caused) to write

*bindaloo naa faatu* - I made (caused) *faatu* to write

6            . . . *loo* + . . . *ante* - . . . *looante* (mutual causative)

In the mutual causative the construction takes the following form:

*fompa* - to wipe            *fompalooante* - cause to wipe for eachother

*Fompalante neñu taabal bi* - we made (caused) eachother wipe the table

7            . . . *u* (-*eeku*) (Reflexive)

This occurs in constructions where the object is the subject of the sentence

Examples

*sanga* - to bathe                      *sangu* - to bathe oneself

*selem* - to wash the face            *selmu* - to wash one's face

(\* verbs ending in *a*, in the connection verbs ending in *i* take *-eeku*)

Examples

*ubi* - to open                      *ubéeku* - to open oneself (to be opened)

*taati* - to straighten            *taaleeku* - to straighten oneself

(\* the *i* is dropped in the connection) (to be straightened)

8            . . . *adi*

The suffix . . . *adi* modifies the verb base to form an antonym of the verb. The derived word for *xam* - to know is *xamadi* (unknowledgeable)

*ñor* - to be cooked                      *ñoradi* - to be uncooked

*doy* - to be enough            *doyadi* - to be not unwise

*ñor* - to be wise                      *ñoradi* - to be stupid

Examples

*sangukaay* - bathroom                      *toogukaay* - cooking utensil

*béyukaay* - farming tool            *óppukaay* - fan

*deñcukaay* - a store

10            . . . *eel*

The addition of the suffix *...eel* to a number indicates the adjective of the number. See following examples:

*bena* - one                      *bena* - first

*ñaar* - two                      *ñaareel* - second

*ñenent* - four                      *ñenental* - forth

fukka - ten                      fukkéeel- tenth  
ñetta fukka - thirty              ñetta fukkéeel - thirtieth  
téemээр - hundred              téemээр gi - hundreth  
(\* Only the figures one and ten (bena,fukka) end in the vowel a. They lose the a in the connection)

11 . . . lu

The suffix . . . lu indicates a relation of benefaction between the subject of the verb and some third party(ies).

fóot - to wash clothes  
fóot naa suma simis bi - I have had my shirt wash for me

ut - to search  
utlu na téerээр bi - he has his book searched for him

12 . . . i (ji) "displaced Activity")

The suffix . . . i added to the base of a verb indicates that the action of the verb will not take place at where it was said (in other words, there must be some form of going). The activity of the verb is displaced, hence the name displaced activity.

root - to draw water                      lekka - to eat  
rooti - to go and draw water              lekki - to go and eat

- dinaa rooti si teen bi - I will go and draw water at the well  
- dina lekki si waañ wi- He will go and eat at the kitchen  
(\* verbs ending the vowel a drop the a in the connection)

When a verb ends in e, o, u, . . . ji is added to the verb.  
See the following examples:

raxaasu - to wash  
raxasuji - to go and wash  
maangee raxasuji si ndaal mi - I am going to wash at the jar

tere - to prevent  
tereji - to go and prevent  
mungee tereji xale yi xeex - he is going to prevent the kids from fighting

13 In the following verbal derivation. The verbs reoccurs with the suffix . . . lu to indicate that the action of the verb is not performed in the strictest sense of the term. It simply means that the action of the verb is pretended by the person referred to.  
See the following constructions:

lekka - to eat                      mun - to be able to  
lekka-lekkalu - to pretend to eat              mun-munlu - to pretend to be able  
gis - to see  
gis-gislu - to pretend to see

Yangee mun munlu werante - You are pretending to be able to argue



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Mungee lekka-lekkalu

- He/she is pretending to eat