

Peace Corps

*Spoken Hausa
For
Non-Hausa beginners*



DOCUMENT RESUME

ED 142 070

FL 008 732

AUTHOR Akamba, Bawah; Denteh, A. Crakye
TITLE Spoken Hausa for Non-Hausa Beginners.
INSTITUTION Peace Corps, Washington, D.C.
PUB DATE [74]
NOTE 73p.; Not available in hard copy due to marginal legibility of original document. Best copy available

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *African Languages; *Hausa; *Instructional Materials; *Language Instruction; Language Proficiency; Language Skills; Language Usage; *Second Language Learning; Sociolinguistics; Speech Communication; Teaching Methods; *Textbooks

ABSTRACT

This text contains 62 lessons in Hausa for the student of Hausa as a second Language. The principal emphasis of the lessons is in developing skills in the spoken language, and study is preferable with a native speaker of Hausa. The use of English is to be avoided except when absolutely necessary. Because of the attention given to oral skills, the teaching of formal grammar is also avoided, and blackboard notes are not to be provided for the students to copy. Each lesson is structured around a specific situation or topic, such as greetings, the market place, or parts of the body, and occasionally around an element of grammar. Repetition is the basic method used; students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are then used to reinforce what the student has learned. Review lessons are interspersed at regular intervals. (CLK)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED142070

S P O K E N H A U S A
FOR
NON-HAUSA BEGINNERS

By

Bawah Akamba

and

A. Crakye Denteh

BEST COPY AVAILABLE

for POINTER LIMITED
P. O. Box 6999
ACCRA - NORTH

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Best Copy Available

7/1/68

FL008732

GENERAL HINTS

DON'T USE THIS BOOK until these "Ten Commandments" and the "Suggested Methods" have been carefully read:-

1. The book should be studied under someone who speak Hausa, preferably a native speaker.
2. In the course of the lessons, the use of English should be avoided except where it cannot be helped.
3. The ultimate aim is to help the Learner to speak the language. Therefore the main principle of teaching is that of DIRECT METHOD, with a lot of REPETITION by which the Learner is urged to say the same thing correctly over and over again.
4. The lessons have been designed to last an hour. If well handled, it should be mastered within the given time. Rushing through, especially in the first ten lessons, should be avoided.
5. The Instructor is warned not to introduce too many new words, that is, words which have not been dealt with before, into the new lesson. Some of the words may have been dealt with elsewhere in the book. A record should be kept of the new words introduced.

6. One temptation connected with this (No.6) is that of trying to answer digressive questions from the Learners. I should say that answers should be given only to those questions which are considered to be answerable.
7. Effort should be made to avoid the teaching of formal grammar. The Learners will eventually get to know the tenses, etc. through the exercises and drills in the book.
8. Every subsequent lesson should provide an opportunity for the revision of the previous Lesson(s). Revision always.
9. Blackboard notes for Learners to copy are not to be given: even the Learners themselves are to be discouraged from taking their own notes in class. Some of the Learners may oppose this idea. But it has been observed that generally those who depend on their notes are the ones who miss the main object of these lessons. However, Learners could built up their own English-Hausa Dictionary in their note books. Another thing to be encouraged is the recording of the various speech drills and practices for private rehearsal.
10. Attention should be strictly paid to the "Notes", especially to those portions recommending diagrams, sketches, tabular drills, etc.

1. Conversation: i. The Instructor reads the parts of A and B, and the Learners repeat these after him, line by line. One of the objects for this is enunciation. The "Conversation" is next explained in English. The Instructor then takes the part of A, while a Learner takes that of B; they go through the whole dialogue; and then another Learner, and so on, until each one gets a turn. ii. The dialogue may be acted, a Learner or a pair at a time.
2. Sentence Drill: i. The Learners read the lines after the Instructor. ii. The individuals then try them in turn, until all the lines are mastered. They may be repeated over and over again.
3. Sentence Practice: i and ii. (As in 2, i and ii).
iii. Through leading questions by the Instructor, the sentences may be applied to other situations, or may be used as patterns for the Learners' own sentences.

NOTE

It is one thing to be able to read and understand the Hausa Language, and quite another thing to be able to speak it. The emphasis here is on THE ABILITY TO SPEAK THE HAUSA LANGUAGE, and therefore all efforts should be geared to this objective.

EACH LESSON TAKES ONE HOUR

LESSON I

Admittance and greeting formalities:

1. A. Salamu Alaikum! (i)
- B. Alaikum/ Salam. (ii)
- A. Kwalahia Maijida. (iii)
- B. Lahialaw Samari. (iv)

NOTE: One hears also: Kwalahia; Lafialaw.

2. Other Forms:

(i) Gaƙara.

(ii) (a) Wanina ?

(Ans. Nine Ali)

(b) Shigo, Maraba

(iii) (a) Inakwana Maijida.

(pl. Kwalahianku; Inakwananku)

(b) Baba, Maa, Yaro, Yaria, Mallam.

(c) San' da rana!, San' da Ini!

(pl. Sanunku da rana!)

(Sanunku da Ini!)

Response: Sanukadee.

Note: Dialogue should be acted. Each Learner should have a turn and in pairs.

LESSON II

A and B ask of their health: B asks A to have a seat:

3. B. Kana Lafia?

A. Nna Lafia

Kai fa?

B. Ni kuma nna lafia.

A. Mungode ma Allah

B. Ga kujera, zauna.

A. Nagode.

4. (a) Other Forms:

(i) Kana da Lafia?

(ii) Nna da Lafia.

(b) Attention on:

Yaya jida? Yaya yara?

Yaya matanka (pl. maatanka)?

Mijinki (your husband)

(Ans. Jida na lafia; Yarana na lafia

or Simply "Lafialaw" to the questions.)

(c) Instructor and Learners should change parts and acted over and over again.

LESSON III

5. (a) Revision of Lessons I and II. Lesson I must be well treated.
- (b) Dialogue must be acted by Learners in turn.

LESSON IV

6. Numerals 1 to 10:

Daya	Biu	Uku	Hudu
Biyar	Shida	Bokwai	
Takwas	Tara	Goma.	

Note: One hears of Fudu (4).

The counting must be done several times. The idea is to commit them to memory.

7. Names of objects:

(i) (a)	Kofa	(pl.) Koofofi	(b) Kujera	(pl.) Kujeeru
	Daci	Daakuma	Riga	Riguna.
	Hanya	Hanyoyi	Ka a	Kaji
	Dusi	Duwasu	Zabo	Zabbi

(c) Sidi (cedi) Sule (shilling)
Kwabo [Kobo] (Penny/Pesewa)

(ii) DRILL: Kujera biu; Sule tara
Sidi hudu.

LESSON V

8. A and B ask each of their names:

- A. Yi hankuri, yaya sunanka? (i)
- B. Sunana SEIDU (ii)
Kai-fa? (What about you) or
Yaya sunanka?
- A. Susuna Jane.

Note: Yaya sunanki? (in case of a girl/female)

9. (a) DAYS OF THE WEEK:

Ladi/Lahadi	Liteni	Talata
Laruba	Alhamis	Jimma's
Asabar		

(b) Yau wani rana ni?

Yau Lahadi .

Raran Lahadi / Ran' Lahadi.

10. Variants of No. 8:

- A. Yaya ace ciranka (ciranki)?
- B. Ana cirana Bello.

LESSON VI

11. Week-day Names exist in few cases as nicknames for usually girls.

Lahadi-Ladi	LARUBA-LARUBA
Liteni-Teni	Alhamis-Lamie
Talata-Talata	Jimma'a-Jimmai
Asabar-Asibi	

12. Masculine names:

Lahadi - Dan-Ladi.
Litani - Dan-Tani.
Jimma'a- Dan-Jima.

Masculine names for the rest of the days do not exist.

13. Further Drill:

- A. Yaya sunanka?
B. Sunana Dan-Jima, etc.

14. A and B ask each other where they come from:

- A. Yi hankuri, ina kafito? (i)
B. Nafito Amerika (ii)
Ina kai kuma kafito? (iii)
A. Ni nafito Bayku.

Variation:

- (i) Yi hankuri, wani wuri kafito?
(ii) ina (where) wani wuri (which place)
(iii) Kai'fa? What about you?

15. Simple terms in common use:

- Yes - Ee; But Na'am - for responding to a call.
e.g. Seidu! Na'am.
No - Aa'a or Babu.
Please - Yi hankuri.
Thank you - Nagode
Dagodiya - with thanks.

16. For practice:

- i. Qn. Kafito Amerika (ne)?
Ans. Ee nafito Amerika (ne) (ne) can be omitted.
ii. Qn. Sunanka John? or
Ana ciranka John?
Ans. Aa'a. Sunana Seidu/Aa'a. Ana cirana Seidu.
iii. Ga abinci. To "To" (Yes but to questions in statement form)
Qn. Kaci abinci? iv. Kafito Turai (ne)?
Ee. Naci. Nagode. Aa'a Banfite Turai ba.

Note: The negative pattern "Banfite Turai ba" has been introduced. ("To" can also mean o.k.)

LESSON VIII

17. A says good-bye to B.

A. Zaani.

B. Kage da gida!

A. To. Gida yaji. Nagode.

B. Ba godiya.

18. A says good-night to B.

A. Zaani nyi kwana. Shei gobe.

B. Kakwana lafia.

A. To.

Note: Revise No.14 above.

LESSON IX

19. Sentence practice:

- (i) There is a book on/under/by/in/in front of/behind the table.

Litafi na kan table nan(a)

(Book = Litafi; Takarda; Book or Booko but book and takarda are more widely used in Ghana).

(When (a) is mastered introduce: karkashi, kusa da, cikin, gaban, bayan, giving adequate time to each in turn).

Then introduce:

- (ii) Kudi na kan table nan (b) etc. and

- (iii) Pensir (pen (alkalami) na kan table nan ... (c).

- (iv) Variation of (a), (b) and (c)

Akwai book, kudi, pensir kan table nan.

20. Revision of numerals 1 to 10.

Introduce 11 to 20. e.g. Goma sha daya.

then: ashirin, talatin, arba'in
hamsin, sitin, saba'in, tamanin
tas'in, dari.

LESSON X

21. Sentence drill: No.19 continued:

(i) Litafi na kan table	nan.
" " " adaka/akwati	"
" " " aljifu	"
" " " lore/mato	"

Use also karkashi, kusa da, cikin, gaban, bayan to fill in

(ii) Mixed drill:

Litafi na kan table	nan.
Kudi " " adaka/akwati	nan.

Alkalami/Pensir na kan aljifu nan.

Diku " " lore nan.

- (iii) The locative verbs "ajiye; kwance saye" may be introduced. e.g. Litafi na ajiye/kwance kan/cikin lore nan.

These can be used to fill in the tables.

LESSON XI

22. Pronouns:

I	=	Ni	We	=	mu
You	=	Kai	You	=	Ku
You	=	Key (kei) (f)	They	=	Su
He	=	Shi			
She	=	Ita			

A = Impersonal e.g. Annacin tuo

Note: Strictly speaking almost everything in Hausa, like French, is either masculine or feminine.

(i) DRILL:

Nnashan	fanta	Munashan	fanta
Kanashan	"	Kunashan	"
Kinashan (f)	"		
Inashan/Yanashan (m)	"	Sunashan	"
Tanashan	"		

(ii) For further practice:

- (a) Ci abinci/tuo
paaru/boɗoɓo
- (b)
- (c) Zo (zuwa) sukuuru/makaranta
- (d) Bida abinci
- (e) Yirawa. highlife
- (f) Tuuka lore.

LESSON XII

23. (a) More drills in the pronouns:

Sentence practice:

E.g. Nnaci paanu

Tanaci akwadu

Kanaci shinkafa.

Use the following constructions:

i. Ci paanu/dakumu/tuo/dundu (doya) kalawe/roogo.

ii. Tehi (tefi) Kumasi/Bawku/Tamale/Ho

Note: Zaani " ; Zaamu Tamale etc.

iii. Zo (zuwa) sukuru/nan/Legon/Gida/taarua (minti)

E.g. Nnazuwa sukuru.

iv. Bida abinci/kaasua.

v. So (like) magana/rawa/gujia.

vi. Yi rawa(n) highlife/adowa/soul etc.

E.g. Nnayi rawan " "

vii. Tuuka loore/Girigi/cece.

(b) Pronounce in sentences: Qns. and Ans.:

i. Me ? (what) e.g. Me cega? What is this?

ii. Ina? (where) Ina aaka Where are you going?

Pattern:

A. Me kace ci?

Me nice so?

Me Ace rawa?

Ina tatefi?

B. Nnaci tuo

Kanaso magana

Anaarawan highlife.

Tatefi jida etc.

LESSON XIII

24. Kwaana, Bokwai (mmaako) Wata, Shekara.

i. <u>Singular</u>	<u>Plural</u>
Kwaana	Kwaanaci
Bokwai	
Wata	Watanni
Shekara	Shekaru

ii. Kwana daya, Kwaanaci biu etc. to 10 days.

(Note: Kwana biu - collog. is also sai)

Note: 134 days: Kwanaci dari da talatin da hudu.

25. i. da sukawuce (pl.)
..... da yawuce (sing.)

E.g. Kwanaci dari da sukawuce.

Bokwai daya da yewuce.

ii. Jiya (yesterday) Goobe (tomorrow)

Note: Watan jiya = last month.

Watan goobe = next month.

- iii. da sukezuwa (pl.)
..... da kezuwa (sing.)

Variation of (ii)

Wata da yawuce = last month

Wata de kezuwa = next month.

- iv. da rabi/da kadan.

Wata daya da rabi = $1\frac{1}{2}$ months.

Wata daya da kadan.

For practice:

Ranan Letani da yawuce nga

Bokwai biu "

Watanni hudu " etc.

Use also: da sukezuwa

da kezuwa.

da rabi, and da kadan.

LESSON XIV

26. A and B ask each other how long they have been here:

A. Da kazo nan yadade?

B. Ee, yadade kadan.

Nasamu shekara daya da kadan(i)

Kai-fa?

A. Da nazo nan ba-yadade ba.

Nasamu watanni uku kade.(ii)

27. Variations of (i) and (ii) above:

(a) Nnada shekara daya da kadan.

Nnada watanni uku kade.

(b) Nadale korai.

(c) For practice:

Nasamu shekara .. / Nnada Shekara

Nasamu / Nnada

Use: da rabi; da kadan; kwaanaci etc.

LESSON XV

28. A and B ask each other what they do:

A. Yi hankuri, woni aiki kake yi?

B. Ni mallamin sukuuru ne.

Kai kuma woni aiki kake yi?

A. Ba ni yin aiki: nnazuwa sukuuru ne/nnakoyin abu ne.

B. Me kake koya?

A. Nnakoyan rawa daga Legon.

B. To yayi cawo. Zaani

A. Kagai da gida.

29. Notes: (a) i. yi aiki: to work

(Nnaa yin aiki, Ba ni yin. [Ban] aiki)

ii. Guada abu : to teach/show (something)

But Mallami - teacher.

Nnaguada abu = I am teaching (meaning)

I am a teacher.

iii. koya abu : to learn / to study.

(b) In "Koya abu" and Guada abu, if the object is named it should replace "abu". E.g.

Nnakoyan History/Hausa etc.

Nnaguada History/Hausa etc.

LESSON XVI

30. A finds B at work in the morning:

A. San'da aiki ! Sannuku da ... (pl.)

B. Sannu-kadee.

Yaya sanyi?

A. Lahialaw.

31. A. Yaya sanyi?

B. Lahialaw

But San'da sanyi?

Sannu-kadee.

San'da rana.

Sannu-kadee.

San'da Ini.

Sannu-kadee.

32. Common adjectives:

Kankani, Buba, daadi, cawo (beautiful)

For practice:

1. Yaro kankani

ii.kankani

Buban mutum

Buban

Abinci me daadi

..... me daadi.

Riga me cawo.

..... me cawo.

Note: i. Some verbs in Hausa come before the noun while others follow the noun.

ii. Some adjectives also require "me" before them.

LESSON XVII

33. A and B at the Post Office:

A. Yi hankuri, woni wuri/Ina kake?

B. Nna Legon.

A. Akwai niisa?

B. Ee, akwai niisa da nan

Woni wuri/Ina kai kuma kake?

A. Nna Osu. Ba niisa da nan.

B. Gaskiya?

A. Ee.

34. Colours: for practice

Ja, baki, fari, shundi

i. Jan takarda.

ii. Ali nada

Bakin riga.

Fati nada

Farin takalmi.

Nnada

Note: Revise adjectives in No.32.

Post Office = Post Office/Gidan waya.

LESSON XVIII

35. Where: Inna? /Woni wuri?

i. A. Inna kace? B. Nna Osu.
 Inna zaaka? Zaani Legon.
 Inna Kofi ke zuwa sukuuru? Ina uwa sukuuru Tema.

ii. A. Inna kasani? B. Nasan Kumashi.
 Inna ake shan
 giya/bonmi? Anashan giya gida.
 Inna ake hawan jiriji? Ana hawan jiriji Nsawam.

iii. A. Inna kake koyan abu? B. Nna koyan abu Tamale.
 Inna kasai koyi (egg)
 nga? Naasai koyi nga kasuwa.
 Inna kaci paano? Naaci paano Medina.

36. Construction of Sentences:

i. A. Inna B. (Ans.).....
 Inna

LESSON XIX

37. A asks B whether he can speak French:

- A. Yi kankuri kanajin Faransanci?
- B. Ee nna ji. Nna ji Tuuranci kuma.
- A. Ni kuma nna ji Tuuranci. Faransanci de banji.
- B. Faransanci beda karfi/wuya.

38. For practice:

- i. Faransanci beda karfi.
 - Aici nga beda karfi.
 - Toonanci (Twi) kuma beda karfi.
- ii. Greek nada karfi.
 - Tuukan lore nada karfi.
 - Zaman dunia nada karfi.
- iii. Faransanci nada wuya.
 - Aici nga nada wuya.
 - Toonanci nada wuya.

39. Note: Kanajin Faransanci?

Deal with answers as well.

LESSON XX

40. A introduces C to B:

A. (to B) Ga abocina Mallam Bawa.

B. (to A) Ina yafito?

A. (to B) Yaƙito Kumaƙi.

B. (to C) San da yuwa. Nayi farinciki da ganinka.

C. Ni kuma nayi farinciki da ganinka.

Notes:

i. Ga - here is.

41. Sentence Drill: Watakila = "Perhaps"

Watakila ya o.

Watakila anyi hadere (rain) yawu.

Watakila munsamu wani yawu.

Watakila yadoki.

Watakila yafadi haka.

Watakila haka yake.

Note: In Hausa "Watakila" always begins a sentence.

LESSON XXI

42. A meets B at Christmas or some other festive anniversary:

A. Sannumu da sabon shekara

Sannumu da shan ruwa. (After Ramadhan)

B. Sannu kadee. Allah yakaimu na badi Or

Allah yakaimu shekara ne uwa.

A. Amin. (Amen)

43. Other forms:

Sannumu da Sallah

Sannumu da Layyah

San da sawka (after E'el prayers)

(b) Revise some of the previous lessons.

LESSON XXII

44. Sentence Practice:

Agiye	)	Litaji	kan	Aljifu
Sa/Saka	)	Riga na	gikin	Table
Cire	)	kudi	cikin	adaka
Doki	)	abinci		

45. Revision: Adjectives and colours.

(a) i. Dogon/Guntun Hanya

or Hanya nada sawo (dogo)
Hanyan beda sawo/nisa

(b) i. Ja, Baki, Fari-n-riga

ii. " " " Takarda
" " " Diku
" " " Ankiti.

(c) Nna da cikin dacin Kofi
..... na kan taburun Ama.

LESSON XXIII

46. A and B ask each other whether they have been to Kumasi etc.

A. Kataba uwa Kumashi. (i)

B. A, a ban taba uwa Kumashi ba.

Kaifa, kataba uwa?

A. Ee, nataba uwa.

B. Hanya nada nisa/sawo?

A. Ee, aquai nisa: mele dari da sitin da tara.

47. Notes: Other form(s)

(i) Kasan Kumashi

(Ans.) (a) Ee nasan Kumashi da cawo (well)/korai.

(b) Bansa Kumashi ba kwataa.

(ii) (Adverbial numerals): Soo-guda (soo daya)

Soo-biu, Soo-uku, Soo-hudu etc.: Just add the prefix - soo - to the numerals.

(iii) (a) The Cardinal numerals up to 1,000 (Dubu) to be treated.

(b) "Kwataa" means 'at all' and goes with negatives.

LESSON XXIV

18. Sentence Practice:

(a) i. Kofa nga nada karami
or Kofa nga kankani ne.
Ali yaro ne/kankani ne.

ii. Garinshi nada jirima.
or Garinshi baba ne.
Hanyan Kumashi nada sawo.

iii. Wanga nada cawo.
Sunan kiriki nada cawo.

iv. Paanu nada dadi.
Danwana fari ne. (fair complexioned)

(b) i. Kofa nga yafi woncan karami.
Ali yafi Bawa karami.

ii. Sidi yafi pesewa 60 (sitin).
Garinshi yafi gari nga jirima.

iii. Hanyan Kumashi yafi na Tema sawo.
Ali yafi danwashi sawo.
Ali yafi kani/yaya-nshi sawo.

iv. Wanya yafi wancan cawo.
Sunan kiriki yafi ar iki.

v. Jan ankiti yafi bakin ankiti.
Paanu yafi dakunu daadi?

vi. Pensirinka yafi nawa ja.
Kanina/Yayana yafini fari.

LESSON XXV

49. A visits B, a colleague, in B's house (in the morning)

- A. Gaafara! / Asalamu Alaikum
B. Wanine? / Alaikum Salam.
A. Mine Ali.
B. Ngwaya! Ga kujera.
A. Yauwa, inaa kwana?
B. Lafia law, inaa gajiya?
A. Baa gajiya
B. Me akasha?
A. Me kake da shi?
B. Akwai pito, ruwa, beer, etc.
A. Bani pito. (pito is served)
B. San da uwa!
A. Sanna kade!
B. Lafia de?
A. O, Lafia ne/da aliheri.
B. Na o nduba lafia nku ne.
B. Na gode da uwan ka.
A. Yaya nan?
B. Nan da, to she talawci da nyinwa.
A. Allah ya sawuka.
B. Amin.
A. To, na koma jida.
B. Nagode korai. Kogai da jida.
A. To jida ya'iji.

Note: Dialogue to be practised and mastered.

LESSON XXVI

50. Sentence drill: nyinwa, kishin-ruwa, koshi/amfana

- (a) i. A. Nnaji nyinwa.
Nnaji nyinwa kadan.
Nnaji nyinwa korai
Nnaji nyinwa da cawo.
B. Ni de ba ni ji nyinwa.
- ii. A. Nnaji kishin-ruwa.
Nnaji kishin-ruwa da cawo.
Nnaji kishin-ruwa korai.
B. Karya! kishin-ruwa bejin'ka.

- (b) A. Na-koshi
Or Naci, nasha na-koshi.
Naci, nasha na-amfana.
Or Na koshi/Na-amfana.
simply B. Ni de, nnaçi ba ni koshi.

51. i. A. Nnaji sanyi
Nnaji sanyi korai: na yi ciwo.
B. Akwai sanyi, amaa ba ka ciwo.
- ii. A. Nnaji ufa/Nnaji ufa korai.
B. Ni de nnaji sanyi.
- iii. Akwai sahyi da gaskiya
Akwai ufa sosai. etc.

LESSON XXVII

52. A says good-bye to B: A takes leave of B:

A. Nnaso nroki hanya ntefi.

B. Yaya, yan u nga?

A. Yayi kamata ntehi, ani taruwa.

B. To, akwai hanya.

A. Shai anjima.

B. Ka sawuka lafia

A. Amin. Na gode.

B. Nnkatehi nnagai da maatan ka.

A. To taaji.

Notes: i. Attention on: roki hanya, yan u nga, yayi kamata, taruwa taaji.

ii. Dialogue to be mastered.

LESSON XXVIII

53. Sentence drill: Who: Wanine/Wa

- | | | | |
|----|---------------------|-----|-------------------|
| i. | Wa jazo nan? | ii. | Wa ya tafi wurin? |
| | Wa yaci zuwa? | | Wa ya cira ni? |
| | Wa ya tuuka lore? | | Wa ya awuna? |
| | Wa ya san toonanci? | | Wa ya fadi haka? |

- | | | |
|------|--------------------|----------|
| iii. | Wa etahi Ankara? | Wa |
| | Wa esayi takalimi? | Wa |
| | Wa e'o nan? | Wa |
| | Wa ke cira na? | Wa |

Note: Wanine or Wa is used only in questions, but never used to introduce adjectival clause such as in "The man who came here is my friend".

54. Revision of 49 and 54.

LESSON XXIX

55. Sentence practice: So (to like, to be found of, to love; etc)

- | | |
|---------------------|---------------------------|
| i. Nnaso akwada. | ii. Ali na so |
| Nnaso waaka. | Fatie kuma na so |
| Ka na so magana. | Alhasan na so wasa. |
| Ka na so fiira. | Wanine be so abinci? |
| Ina so maganan shi. | Wanine be so kudi? |
| Ina son shi. | He-nine ba ka so? |
| Ina son tafiya. | Yaya kake so gwanda haka? |

Or simply

iii. Trainees own sentences:

56. Sentence Practice:

Da nna so ... (I should like to ...)

- i. Da nna so nyi waka.
 Da " " nroki hanya ntefi.
 Da " " nyi Twi (toonanci)
 Da " " ko- o kaduba ni.
- ii. Ka naso kayi waka ne?
 " " kagan ni ne?
 " " ka tambayeni magana ne?
- iii. Ina so yatefi
 " " yaci abinci.
 " " ya yi/ya fadi magana.
 " " ya yi karatu.
 " " ya karanta (litafi)

- Notes: i. These are to be practised and mastered.
 ii. Fictorial or tabular devices can be employed to establish the above patterns.

LESSON XXX

57. Parts of the human body:

(a) i.	Kayi (kai)	Ido	Kunni
	Baaci	Hanci	Leebo
	Wuya	Hannu	Kiriji
	Mamma	Ciki	Muugu
	Dawawu	Katara	Gwiiwa
	Taafe-n -	hanmu ...	(palm)
	Taafe-n -	kafa ...	(sole)

ii. Other parts:

Hakori	Halshi	Jeemu
Yaasa	Hakaifa	
Gashi- n- kayi		
Yaasosi (pl. of yaasa)		
Yaasoosi- n- kafa.		

(b) Sentence Practice:

i. Hannu na, Hannun Ali,
Hannun wa ke ga?

ii. A. Inanka ke ciwo?

B. Gwiiwa na, kayi na, ciki na etc.

LESSON XXXI

58. Fruits to buy; and currency to use:

i. Currency: Pesewa (kwabo)
Pesewa/kwabo biyar.
sidi, sidi uku.

ii. Leemu, Gujiya, Akwadu, Gwanda, Tankwa, Kubeewa,
Wace, Gawuta, Masara, Daawa, Maiwa, aborobs etc.

Note: Introduce ci (eat)
e.g. Ci gujiya.

59. Sentence Practice:

Knea sannani (I think/believe, that

Knea sannani Seidu na nan.

Knea sannani ka na so bommin kwaakwa.

Za na sannani ina da cawo?

Negative Form:

Ban sannani Seidu na nan ba.

Ba ka sannani Seidu na nan ba?

LESSON XXXII

60. A buys oranges from B. They haggle about the price:

- A. Mei-Leemu, nawa nawa?
 B. Ka sayi (sai) woni?
 Uku sile (pesewa goma)
 A. Ina da saada, raje.
 B. Kawo pesewa takwas (i.e. takafa da damba)
 A. Raje
 B. Kai ma fadi na ka.
 A. Na baka pesewa biyar (takafa)
 B. Habs yayi kadan, kara mini.
 A. Pesewa bokwai.
 B. Kawo kudi. Nndawre ma ka?
 A. Aa-a. Pesewa ashirin (Dalla) ne
 ka na de canji (change)?
 B. Ee. Naaba ka canji pesewa goma sha uku.
 A. Ee. Ba-ni jara mana.
 B. Aa-a? Mallam? Ga shi.
 Chanji nka kuma cega.
 A. Naa goode.

Notes: i. Dialogue to be practised.

ii. Words to discuss:

Mai-Leemu, (Mei-Gujya etc.) raje, kara,
 dawre canji.

LESSON XXXIII

61. Practise No.60 over and over again between different pairs until it is mastered.

62. Sentence Practice: Yayi kamata --

i. Yayi kamata ran Tani (ya tafi)

ya yi kwana

Yayi kamata njira

Yayi kamata ya o nan.

ii. Yayi kamata yagan shi

Yayi kamata muyi aikin mu da cawo

Yayi kamata Asibi tatefi sukuuru yau (yau).

63. Notes: (a) The negative form:

Be kamata ba

E.g. Be kamata ka yi mi shi daaria ba.

Aa-a Be kamata ba.

(b) The sentences may be practised with the variants as well as the positive and the negative forms of the terms being studied.

LESSON XXXIV

54. A reports sick to B.:

- A. Mallam banda laffiya kokadan.
B. Inanka/ki ke kyiwo (ciwo)?
A. Kai na, da sakani na.
B. Shai ka (ki) je ka (kin) ga dokta?
A. Aa a, rafani yabani magani.
B. Yakye (ce) ka (ki) sha ko ka (ki) yi yaya dashi?
A. Wai iyi masi dashi
B. He, idan ka (ki) tafi likita ka(ki) tafi.
A. Banda kudi.
B. Karbi sidi biyu ka(ki) tafi likita maza.
A. To, nagode.
B. Baa godiya.

65. Notes: i. Banda lafiya; Ina ke kyiwo; banda karfi.
ii. Kai na/sakani/kafafuwa/hakori/kyiki etc.
iii. Sha/hadiye/shafa/dura/tauna/shaka/kurkure
etc. magani.
iv. The "Conversation" is to be gone through first and foremost then a treatment of any difficulties together with "Notes i - iii" and then a further practice (and acting) of the whole conversation.

LESSON XXIV

66. Sentence drill: Today = Yau, Tomorrow = Gobe, Yesterday = Jiya.

(final = karshe, the end = sakani, initial = farko)

(a) i. Zani Kumashi yau.

Naga ni Kofi nanga yau.

Ya'zo yau.

ii. Wai ka (ki) zo yau.

Yazo yau.

Hana nan yau duka.

iii. Yau ruwa yazo or (Anyi ruwa yau)

Yau Laruba or (Yau ranan Laraba)

Yau munkoyi Hausa or (Munkoyi Hausa yau)

(b) i. Zo ka (ki) ziyaracheni gobe.

Karkatafi (karkitafi) yau, tafigobe.

Duba hanya na gobe.

Kofi yayi waika gobe.

ii. Tafi warin gobe da safe.

Muntafi gobe damaranche

Ji radio, gobe,

Gobe alhamis.

(c) i. Ya zo (tazo) nanga jiya,

Munchi sakwara ji ya.

Yatafi (tatafi) Tamale jiya

Kunkoyi Hausa jiya.

...../

(ii) Jiya muntuka mato or lore (or Muntuka lore jiya)

• Jiya kayi (kinyi) waaka.

Munyi rawan "highlife" jiya da safe.

Jiya kadai mukasai wani.

67. Notes: i. There is opportunity here to deal with:

dasafe, darana, damaranche, dadare.

ii. The instructor may use his own, methodology
in dealing with the material in this lesson.

LESSON XXXVI

68. Revision of No. 25:

Watan da ya wuchan ga.

69. Sentence drill: Yana mini chiwo (a, b, c.)

(a) Of Physical pain:

Hafa na nanyi mini chiwo.

Kai na nanyi mini chiwo.

Hanu ka (or hanu ki) na chi wo ne?

Idanu nta (idanu shi) na chi wo ne?

Jikina na chi wo.

Inan ka (inan ki) ke chiwo?

(b)

Pitying:

Ya na mini chiwo da ba ya oba..

Ya na mini chiwo da banda kudi.

Yana mini chiwo da kache banta loka chinka

or (f. kina bata loka chinki)

Yana mini chiwo da baka samu wani kassai ba

or (f. bakisamu wani kinsaiba)

(c)

Apology:

Yana mini chiwo da na sawra boyo.

Yana mini chiwo da nafadi hukanon.

Yana mini chiwo da banzoba.

Yana mini chiwo da niche damanka.

....

- Note:
- i. Difficulties are to be dealt with.
 - ii. The sentences are to be practised.
 - iii. New words:- bata, lokachi; samu, damara.
 - iv. The Instructor may set up his own role-plays in which some of these expressions may be put into use.

LESSON XXXVII

70. Sentence Practice: Mai yasa? why? (used only at the initial position in the sentences)

To be explained and practised: Note the emphasis: -

= Mai yasa

- i. Mai yasa ka zo nan? or (Meya ki ka zo nan?)
Mai yasa ko ke zanne nan? or (meyasa ki ke zanne nan?)
Mai yasa ka ke koyon Hausa (Ke yasa kike ko yau Hausa?)
Mai yasa ka ke duba (or kalo) na hakanan?
- ii. Mai yasa zaka? or (zaki)
Mai yasa kasai abinchi or (kika sai abinchi)
Mai yasa baka (or ki) so ka (or ki) yi magana?
Mai yasa ka (or ki) ke dariya.

71. Notes: i. New words: - duba; dariya.

ii. "Domin" and "bakomi" are to be introduced.

The questions may now be practised on a dialogue form:

e.g. A. Meyasa kake (or kike) dubana hakanan?

B. Bakomi (or) Nadu banka (or ki) domin kanada
(or kinada) chao. (cawo)

The sentences will be taken up one by one, and answered, every one getting a turn.

iii. In a sentence like: "Because I said that/so, he left". would be translated "Domin...." but with another "because" which is "abinda ya sa .."

The translation then becomes "Domin fadi haka nan, sha ya (or ta) tafi."

.../

72. (i) Revision of the numerals to 1 Million.

(ii) The personal numerals 1 - 9 being:

daya, subiyu, suwunku, sufude, subiyar,
sushida, subakwai, sutakwas, sutara, to be
practised: e.g. Wadansu yara suudu na nanga.
Mmutani shida.

LESSON XXVIII

73. Vocab. for buying and selling:

- i. Fruits and vegetables (See No.58) Also: ayaba or burde, dundu, mankani, kwakwan tagara, kwakwaniya, kwai, masara.
- ii. Household goods: paranti; kyanshi, kato, asankanchin abinchi, tukunya, takalme, riga, fulla, zani, kujera, tabum, kofa, tukunya taba.

74. A buys from B at B's shop:

- A. Mallam yi hankuri, zaninga nawa?
- B. Kudinshi (or kasuan shi) sidi goma
- A. Yi hankuri ba arage wa?
- B. Aa, a, ama idan kisai (or kasai) donki sidi tara.
- A. Yi hankuri ba ka (or ki) karban takwas?
- B. Kawo.
- A. To, ama bari kadan; nanso lada ba garantinka, da mada da kyansuna ga kuma.
- B. To, ina sayarwane, sai ngana mako (or niki)
- A. Ka bani (kin bani) bashi?
- B. Yi hankuri nanga ba abada bashi.
Sai (ki or) kaje ka samo runche kabia.
- A. To, naji, karbi sidi takwas ga ta kuma
- B. To, nago.

Note: The "conversation" is to be practised, and then acted (as the rest look on, or in pairs when all get going at the same time.)

LESSON XXXIX

75. Revision of No.74.

76. Sentence Practice:- "whether - or":

(This is expressed in Hausa by the use of "oo".)

- i. Yazo oo, bezuwa oo, baruwana.
- ii. Yana chin abinchi oo, bechin abinchi oo, ban iyanguada.
- iii. Nkayimagana oo, bakayi magunaba oo, ankinaka.
- iv. Yaronam yanakwana oo, be kwa na oo, baya sani ba.

77. Sentence practice: But — ama

- i. Natafi wurin ama banyi maganan wani ba.
- ii. Ya yia (yi) de ama baikai ubanshi.
- iii. Yana son kuka ama nyayi yakayi daria.
- iv. Hanyan na da nisa de, ama muntafi.

78. Seeking or Showing Direction:
B. Helps A. to find his way to the U.T.C. Shop

- A. Tihankari, gudanini hanyan fiyadin U.T.C.
B. Wukye polisinsu, iyaso katafi gabangka mika.
A. Akwai wani lankwasa gaba ne?
B. Ee, akwai wani lankwasa. Idan ka kai wurin bitahagi.
A. Is a! me ne ne kuma?
B. Idan kabitahagi U.T.C: na wurin na.
A. To ena kasuwa kuma yake?
B. Yena baya U.T.C. nan ne.
A. Yoo, Mallam magode,
B. O, karka gode (or o, ba godiya)

- Notes: i. New words to be discussed: wuche, polisi, lankwasa, kaiwa, lankwasawa, wurin nan.
ii. The conversation should not be merely read but each learner should get the essential items and use them in his own expressions - a point to which the practice should be geared.

79. Sentence practice: No — even.

- i. Kai ma kache baka da shi bale ni.
Ki ma na iya aji.
Shi ma, ya iya gabaya bale kai.
Wanga ma, ito Allah ne da bama hariba.
ii. Baya dubi ido na bama.
Ko ruwa ma kansha ba.
Kai ma kayi dadin kai ai-kasamu kadan.
Yau ma kaga bale gobe.

Notes: Difficult sentences may be broken into simple forms for study, and then joined up again for practice.
E.g. "kansha ba" "Ko ruwa ma ..."

then "Ko ruwa ma kansha ba."

LESSON XII

81. Sentence practice: Me — what (or Yaya).

(a) i. Me sunan ka (ki)

or Yaya sunanka (ki)

Me kake dashi,

(f. kike dashi)

Me kasaba sae?

ii. Me zaka samu?

Me zaka sai?

Me yabata? or (me ya ba che?)

(b) i. Meka ke so? or (Me ka ke nema?)

Me ka che? (ce)

Me ya che? (ce)

ii. Me zakayi?

Me zakasha?

Me zaka bani?

(c) i. Wani abu? ii. Me yasa? iii. Me ya fa ru?

iv. Don ni?

Bisa kan ni ya sa?

Me zaka samu?

.../

Notes: i. New words to explain: samu sai, bayar, bayan, fasa, wazana (or labari)

ii. The questions may be practised with that appropriate answers:

e.g. Mai ka che?

(Answer) Ka che bani kudi

Ka che bani hanya.

Ka che biya shi (or biyata)

("Mai ka che"? is like "Yi ankuri" when you want a statement repeated).

iii. Role-plays and other ways may be used to establish the expressions with "ma" (what)

84. Extension of 83.

Shey-karanjiya - the day before yesterday.

Yau - today (with emphasis)

Jibi - the day before tomorrow.

i. Naachi rogo sheykaranjiya; yau kuma muna chin rogo;
donsi gobe baru chin rogo kuma.

ii. Mantafi garin Kofi jibi.

iii. Munkai Kumashi yau-yau.

Notes: i. Attention on: fahinta; rogo; kaiwa/kai.

ii. Much practice.

iii. Other aids may be employed.

EXERCISE XIV

85. New words to be explained: (safia - morning, rana - noon-tide,
maranche - evening, wayewa giri - day; dare -night.

(b) yi waka, tafi aiki, koyi Hausa, kuma fitila, yitafia,
yi wasa, tafi taruwa, donsi, karkayi kwana. - shey

86. i. Naatuka mato (or lore) dasafia.

or Nahan tuka mato dasafia.

Kofi karkayi waka dasafia.

ii. Banzuwa aiki darana;

Natafi aiki da-dare.

iii. Na-kuna fitila da-dare.

Ban kuna fitila da-safa.

iv. Yekan tuka mato da-dare.

Be-kan tuka mato da-rana.

v. Mukaayi waka kowani safia.

Shay mukaiyi wasa da-maranche.

vi. Mukaayi tafia da-rana.

Tafi taruwa da-maranche.

vii. Kofi kantafi tarbo da-safa.

Be kantafi tarbo da-dare.

viii. Ana tafiya da-dare.

Donsi ana kuma fitila da-dare.

ix. Nasha tii da-maranche.

Kai na ka kan sha tii da-maranche.

x. Samayin wasa yau.

Zunan taruwa da-ranan ga.

Note: There should be opportunity for the learners to make sentences of their own using these terms above.

LESSON XLV

87. Sentence drill: Wani lokachi (lit. "what time") when

- (a) i. Wani lokachi kake shan tii?
Wani lokachi kake zuwa aiki?
Wani lokachi ake farawa?
Wani lokachi ake gwada abu?
- ii. Wani lokachi katafi wurin?
Wani lokachi mukafadi hakanan?
Wani lokachi kazo nanga?
Wani lokachi kayi waka?
- iii. Wani lokachi yake zuwa?
Wani lokachi zamutafi?
Wani lokachi yashigu chiki?
Wani lokachi zamuyi rawan highlife?
- iv. Kanashan tii wani lokachi?
Munfadi hakanan wani lokachi?
Zamu wurin wani lokachi?
Munyi rawan highlife wani lokachi?

(b) Questions and Answers:

- i. Q. Wani lokachi kakeshan tii?
Ans. Nna shan tii da-safe/da raha, etc.
- ii. Q. Wani lokachi kazo nanga?
A. Nazoo nanga jiya.
- iii. Q. Wani lokachi ya kezuwa?
A. Yena zuwa da-maranchenga.
- iv. Q. Munyi rawan highlife wani lokachi?
A. Munyi rawan highlife yau/gobe etc.

Notes: i. Vocabs. (Revision) Fara, tafi, aiki, fadi hakanan,
yi aiki.

ii. Learners may be given the chance to put the
questions for others to answer, working in turns.

LESSON XLVI

88. Sentence practice: (a) ... Idan (b) Idan ...

(a) i. Idan natafi wurin (de) yayi aikin.

Idan yake magana (de) natambay shi magana.

Idan ... waka (de) yataashi.

Idan akabuga highlife (de) yaatafi gida.

ii. Idan Kofi yazo wurin kafita.

Idan kafahinta, kayinagana.

Idan ka-ganshi, kirani.

Idan yafadi hakanan, yikuwa.

(b) i. Idan yayidaria, fita katafi.

Idan kagani kaman yena chiwo, bashi magani.

Idan kaji maganan nan, kaboye.

Idan jinjin ruwan yataashi, ka zogida.

(c) Idan ... etc.

89. Notes: i. Vocabs. (Revision) yi aiki, tambayi, roki,

yi waka.

(new words) fita, yikuwa, tashi, boye, gida.

ii. Further practice of (a) and (b) should be done after the discussion of the vocabulary.

LESSON XLVII

90. Sentence practice: Ajiye etc. (Negative: kar-ka ajiye)

- (a) i. Ajiye wurin. ii. Ajiye kudin nan.
Chira bisa. Pensiri (alkalami)
Ajiye kuma. takalmi
(Doki) Chira bisa. takarda.

iii. Ajiye takardan nan kan teburun na/chikin, karkashin/
kusar etc. kudi, akwati, pensiri (alkalami)
kujera.

- (b) i. Zuba wurin.. ii. Zuba kasan wurir.
Chira, Zuba Zani nan nanga.
Zuba nan. Zuba lerai nan nanga.
Chira etc. Zuba kudin na wurin.

iii. Zuba zani nan kan kasan nan/chikin/kusa da
lerai, kudi, ruwa, la-aka, lore (mato)
adaka (akwati) etc.

- (c) i. Ajiye wurin. ii. Ajiye firawasi nan wurin
nan
Chira bisa, tii,
Ajiye nanga. giya,
Chira bisa. etc. kudi.

iii. Ajiye firawase nan kan teburun nan/karkashi etc.
Ruwa, kudi, tii, lore (mato) daki, akwati (adaka)

Note: i. Vocabs.: lerai, firawase, tii, giya, daki,

ii. The negative forms — "Karka ajiye firawase nan
wurin" etc. should be practised.

LESSON XLVIII

Pl. Sentence practice:

Kawo (bring)	Tafi dashi (take away)
Kawo ma (bring to)	Kai ma (take to)

- | | |
|-------------|--------------------|
| (a) i. Kawo | ii. Tafi dashi. |
| Kawo nan | Tafi dashi wurin. |
| Kawo maza | Tafi dashi maza. |
| Kawo wurin | Tafi dashi yawyau. |

(b) With dates: "kawo" becomes "kawoma" and "kai" becomes "kai ma"

- | | |
|-----------------|-------------------|
| i. Kawo mini | ii. Kai mi shi. |
| Kawo nishi | Kai musu. |
| Kawo muna | Kai ma suduka. |
| Kawo wurin nan. | Kai ma shi kadai. |

(c) With accusative without datives, the forms are: "Kawo" and "Tafi dashi".

- | | |
|-------------------|----------------------|
| i. Kawo ruwa nan. | ii. Tafida ruwa nan. |
| Kawo kujera nan. | Tafida kujera wurin. |
| Kawo kudi maza. | Tafida kudi yangu. |

(d) The dative is introduced, and therefore the forms change accordingly as before (see b. above)

- | | |
|---------------------------|-------------------------|
| i. Kawo mini kudi. | ii. Kai ma Amma Zani. |
| Kawo ma Kofi kayan kirki. | Kai ma dabi nan abinchi |
| Kawo muna alheri. | Kai ma Akua kudi. |

- (e) Notes: i. Negatives: kawo Karka kawo.
 Kawo mini. Karka kawo mini.
 Tafi dashi Karka tafi dashi.
 Kai ma Yaw ruwa. Karka kai ma Yaw ruwa.

ii. Methodology: At the discretion of the Instructor.

LESSON I.

94. Reading the clock:

(a) To be mastered:

- i. Karfe daya, karfe biyu, karfe uku, karfe fudu,
karfe biyar, karfe shida, karfe bakwai, karfe takwas,
karfe tara, karfe goma, karfe goma-shadaya, karfe goma-
shabiyu.
- ii. Karfe daya da-rabi; biyu da-rabi; uku da-rabi.

(b) Sanran minti goma abuga karfe daya.

" " goma-sha-daya abuga karfe shi-da.

(c) Karfe daya yawuche da minti ashirin,

karfe uku yawuche da minti biyar etc.

(d) Karfe Fudu da minti takwas.

Karfe shida da minti goma sha-biyar etc.

95. General practice: Ambuga nawa? (alternative: ambuga kaman...

(See the answer pattern in 94 a, b, c, and d)

Notes: i. Vocab. Kaman: it's about.....

(alternative : ambuga kaman.....)

ii. Learners should be given their turn to put the question for the others to answer. The whole exercise should be practised over and over again.

iii. The lesson proceeds better with a clock or with a paper clock or at least the diagram of a clock.

LESSON LI

96. i. New words: shiga chiki, kai, shekara, kwanafudu kega etc. gariruka.

ii. Revision: tafi, zo, kwanta, sha, chi.

97. Revision: Wani lokachi ... (No.87)

Question: Wani lokachi yazonan?

Patterns answers: i. Ya-a zona karfe shida da-rabi.

ii. " " " jiya

iii. " " " ranan da-dare.

iv. " " " dasafenga.

v. " " " (rana) ran-laraba.

vi. " " " rana litani daya wuche

vii. " " " shekara fudu kega.

viii. " " " ya-a dade.

ix. " " " yakai wata biyu.

x. " " " yau-nga/jiya kadai.

Note: (a) The question could be diversified.

e.g. Wani lokachi mukafara?

Wani lokachi ya zo?

Wani lokachi kukar kai wurin

(use other vocabs. too)

(b) Answers should be related to the questions.

LESSON LII

98. Relationships:

(a) Pronunciation drill: baba, uma, dan-uwa, da, rafani,
kaka, niji, nata, aboki, suriki, abeki, yaro.

(b) Sentence practice:

Question: Mallamga wa ne ne?

Mallamga

or Mallamga fa?

Yaronga wa ne ne?

or Yaronga fa?

Answer: 1. Baba-na ne

Uma-na ne

Dan-uwa-na ne

Da-na "

Rafani-na "

Kaka-na "

Niji na "

Nata-na "

Aboki-na "

Surukwa-na ne.

99. Note: Another term for "Uma" is "Uura" and for "baba" is "Uba". Paternal uncles and aunts are "babani", and maternal aunts are "umani": hence "baba bobba" and "baba-karani" and "Uma bobba" and "Uma karana". Maternal uncle is "Rafani", one's true avuncular relative.

LESSON LIII

100. Can: To be able, etc.

(a) Sentence drill:

- i. Na-iya tuka lore (or mato)
Ina-iya chin sakwara.
Yena-iya waka.
Yena-iya rawan adoa (solo)
- ii. free to ... (If you wish)
Ka-iya ka kirashi
Kun-iya mu sey abinchi nanga.
Ka-iya katafi.
Kun-iya kufadi wani.

(b) Questions and Answers:

- i. Q. Kana-iya chin abinchi Ghana? Ans. Ee, ina-iya chin abinchi Ghana.
- ii. Q. Kana-iya tuka lore? (or mato) " E, na-iya tu ka kowani irin lore (mato)
- iii. Q. Kana-iya fadi Hausa? " Ee, ya-iya fadi Hausa kwarai.
- iv. Q. Yena-iya rawan highlife? " Ee, ye na-iya rawan highlife kwarai.

101. The negative forms ... ban-iya fadi/chin etc.

- i. Ban iya tuka lore (or mato) etc. (see 100. i)
- ii. Baka-iya gaga nini hakanan: ka-ji (see 100. ii)
- iii. Q. Baki iya zuwa ne? Ans. A-a, ban-iya zuwa.
 Be-iya magana ne? " A-a, be-iya magana koo-ka dan.

Note: 100 and 101 should be practised and mastered.

102. Conversation: washing.

A. Yihankari, wanke hanuka ka wa.

B. Kanase nya naka wina abura?

A. Ee, inason ka wanke nini dikka da faringado na na.

B. Kanda sabulu, bla da kyanshi?

A. Ee, ina da wani.

B. To, idan kayan sukka bushe wazegoga naka?

A. Kani na ya goge.

B. Kana da teburi da gawayi?

A. Eee, mada biyun duka wani?

B. Ina zaka shanga?

A. Kan igiyan ga?

B. Madala, na wanke dachau.

A. To, magode.

B. O, ba godiya.

Note: (a) Vocabs, i. verbs — wawanke, wanke

ii. nouns: faringado, gidan-laferu;

sabulu, gawayi, bushe, gugu.

shangi, kyanshi.

(b) The conversation may now be practised over and over again. If the Learners deviate from the actual words here and use correct expressions of their own to embody this sense required — so much the better.

(c) The Instructor may employ "aids" to establish the vocabs in this lesson.

LESSON LV

103. Idan haka nan ne (then, i.e. "in that case" ...)

For practice:

i. Kazo? Idan haka nan ne tafi.

Kanaso sakwara? Idan haka nan ne zoma na.

Ya san hanya? Idan haka nan ne yatafi mana.

Munfahimta? Idan haka nan ne mutashi mana.

ii. A. Ni dan Kofi ne.

B. Idan haka nan ne tafi dashi.

Nasan gidan ka.

Idan haka nan ne zo wurin.

Yena da kudi.

" " " " sayar mi shi.

Yena nɛmanka.

" " " " kirawo shi.

104. Kuma (then, and then, also etc.)

i. Nayi waka, kuma iyi rawa.

Yena tuka lore (mato), kuma ye na noman gona.

Baya gani, kuma bayayin megana.

Yena da aziki, kuma yasen takarda.

ii. Yena gwada abu (karantawa), kuma

Chachawani, kuma

Yena shan giya, kuma

Yena jinya (nagana), kuma

105. i. Tukuna ii. Sanan (before)

i. Used in the final position of the sentence.

Ka-tafi? idan haka ne yiko kari ka gani tukuna.

Idan kana so denki, ama biya tukuna.

Ji abinda yakafadi tukuna.

Muntafi, ama yazo tukuna.

(or sanda yazo)

ii. Used in the initial or medial position of the sentences.

Kare sanan katafi.

Duba idana sanan kayi magana.

Nna-chin abinchi sanan ntafi.

Fara tafia sanan abuga karfe fudu.

Note: New words: tashi, bida (nr nemi), yikokari, biya.

LESSON XVI

106. Revision: i. Conversation: No.102.

ii. Relations No.98(b)

107. Yana nini kaman (It seems to me/it appears).

Sentence practice:

i. Yana nini kaman kanzin Hausa.

" " " kaha chiwo.

" " " kama neman wani.

" " " ka-iya kayi.

ii. Yana nishi kaman banusan bami.

" " " banda kudi.

" " " matan shi na nanga.

" " " kanda kudi deewa.

Note: With these as patterns, other sentences can be made.

LESSON XVII

108. Conversation: Drumming, Dancing and Singing.

A. and B. talk on drumming, dancing and singing.

A. Inason "highlife" kwarai (dagasko)

B. Ka iya rawa?

A. Ee, na iya rawan "highlife". Kuna naiya wakan
highlife.

B. Ka kan yi waka?

A. Ee, ne kan yi waka, bale waka ibada.
To, kaima kana son rawa da waka?

B. Inason waka (or wakewako). Huna, idan akoyi
kidi da chan, nikan yi rawa.

A. Kunada dan kalangu? (ney kalangu?)

B. Ege, mana da wani. Yaa-iya kidi sosai.

Notes: New words, bale (especially), kalangu, kidi, etc.

LESSON LVIII

109. Revision: i. Reading the clock: No.94.
/ ii. Nos.100 and 101.
110. It looks as if... i. Matana ii. Kaman
(Nna samani)

For practice:

- i. (a) Nna samani bakada lafiya?
" bakaji abindayafaru ba?
" bamuzuwa yau?
" Kwadwo yayi kwana?
- (b) Nna samani bakada lafiya?
Nna samani bakaji abinda yafaniba?
" " bamuzuwa yan?
" " Kwadwo yayi kwani?
- ii. (a) Kaman hadari/ruwan ga zaizo
Kaman Kofi kezwan ga.
" kanaso, kaman bakaso.
" yentakuka, " yena dariya.
- (b) Kaman hadari ga zaizo,
" Kofi ke zuwan ga
" kanaso, kaman bakaso.
" yentakuka, " yenadariya.

Note: Other sentences may be formed along these lines.
(i.e. i. and ii.)

III. Everyday Commands:

- i. Zo (come); Yaro, zo; zo nanga; Kwasi so, zo.
- ii. Bari (stop); kai, bari; Kofi, bari; bari haka nan.
- iii. Yi tayi (go on; proceed; go ahead.)
- iv. Kira (call) kira mini Amma; kira ta; kira su.
- v. Bida (or' nemi) (look for it; search for it; seek)
- vi. Yar (throw it away) Yar da na-ama nan (throw the meat away.)
- vii. Karkayi magana (don't talk) karkayi magana, kaji?
Yishuran (be quiet); yi kuran:
- viii. Ji (listen)
- ix. Duba (look); duba nan! (look here!) duba abu.
- x. Tashi (get up; be standing); tashi bisa; tashi katafi.
- xi. Fita wurin (get away) fita wurin katafi; fita wurin na.
- xii. Sanya (halt) sanya wurin; sanya mini da lora (nato) nan.
- xiii. Karkayi (don't ...); karkayi hakanan; karka kama,
- xiv. Fadi kuma (say it again; repeat it)
- xv. Yidariya (laugh, smile) yikuka (cry; weep)
- xvi. Yi kuya (shout) yikakara (shout repeatedly)
- xvii. Chi (eat it) chi abinchi (take some food) chi duka. Sha.
- xviii. Darki (take it, pick it up) Tafi dashi/kawo.
- xix. Karanta (read it)
- xx. Yigadu (run up: speed)

Note: Drill in these:- Each of them may be acted.

LESSON LX

112. Conversation:

In church, before the start of the service: A. whispers to B. who is sitting beside him

- A. Yihankuro, wahene zayayi sala yau (or wahene liman)
B. Liman Kofi.
A. Wani lokachi kake farawa?
B. Tara-darabi; nya so mutashi goma-sha-daya.
A. Meyasa Ibadan keda dadewa haka?
B. Mukan yi ibada (or aduwa), makaranta litafi, muji waka, muji wa-azi.
A. Ana arban kudi?
B. Chikin ibadan anka paranti gaban kowa.
A. Kuna da ganiya yanwaka (ishirihya)
B. Ee, mada "choir" sunada "singing band" kuma. Kuna sunada wani molo mai dadi. Kwa sanmani za kaso wanan ibada nana.
A. O, Haka ne, mna sanmani haka.

Notes: i. New words: masulachi (the church, prayer)

farawa, tashi (to bring any session or meeting to a close); yi adun; Hadisi; wa-azi.

ii. The "conversation should be practised and acted.

LESSON IXI

115. Sentence drill: Kuma (also, although ... yet)

i. Kaina ketafii?

Shima yazo nanga ywa.

Kuma maha koyon Hausa.

Kuma kayi kokari.

ii. Yena kokari; kuma yena da wayo.

Yena "Law", yena "Music"

Idan kashuka kunda (ayeba), shoy ka shu kwadu kuma.

iii. Ama (although, yet)

Bayasani ba, ama, bayafadi.

Yena zuwa nan kulun, ama bangani shi.

Kayi kuwa, ama bayaji ba.

Baya zuwasalachi, ama yasan batun Allah.

116. Sentence drill: Donshi/saboda (therefore, so, because of)
shu ya sa (that is why) etc.

i. Yena chiwo, donshi karka damashi; or baida lafiya

Kasan wurin, don shi tafi.

Yena na ari, shu ya sa, ya san abu.

Yena aiki shiya sa ya na da kudi.

ii. Donin (Because of ...)

Donin kai nazo wurin nan.

Donin una ne nayi hankali (or naduba dachau)

Donin ikon Allah bansoro.

iii. Shi ya sa (that is why)

Bansama lore (mate) ba, shiyasa banzo ba.

Baya san kowa ba, shiyasa yayi shurun-na.

Notes: i. Dama (to trouble: worry) Damawa (non-trouble - damawa
no)

ii. Learners should be encouraged to use these patterns
in sentences of their own.

LESSON LXII

115. A. intends to take a journey and talks to B. about it:

A. Zan yi tafiya.

B. Wani lekachi za kafara - - Gobey?

A. A-a, yau, kama akafu uku da minti goma sha biyar.

B. Da jirgi zaka?

A. A-a, da lore (moto) idan nadanki lore, naka maza.

B. Nawa akay karba?

A. Sidi da kwabo ashirin kadai.

B. Haili nawa ne?

A. Haili dari da talatin-da-biyu.

B. Hakanan ne yana da chan.

A. Yana da chan kwarai.

B. Na na da koya mai girma (or deyawi)

A. O, a-a, dan adaka (akurati) ne ke dai.

B. Madala, wungama.

Note: The dialogue may be practised in pairs after the drills. New words and difficulties should be dealt with first.

LESSON LXII

116. Hausa Songs: Two Gata-gitana songs to be learnt.