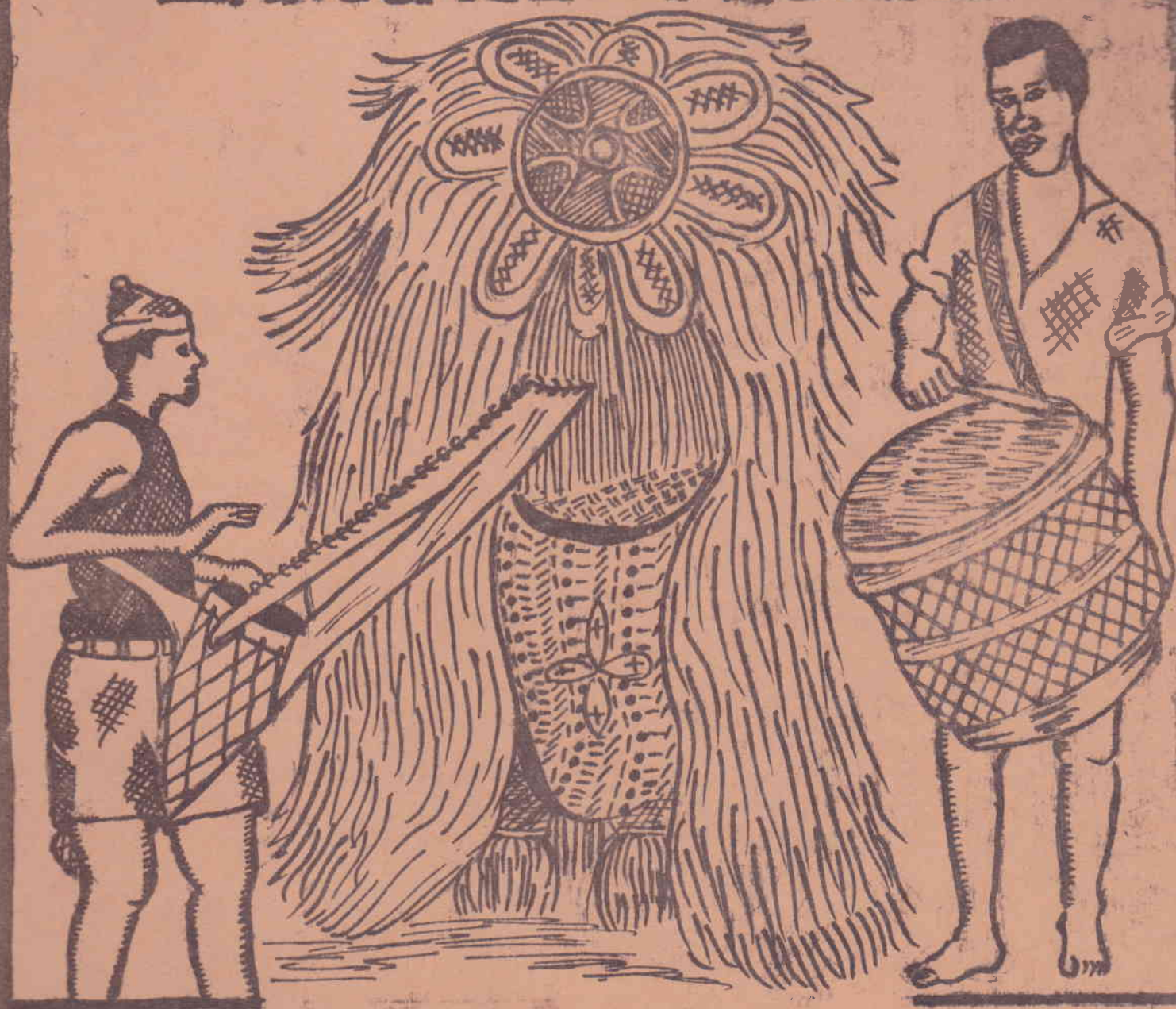


Peace Corps

Sierra Leone

MENDE LANGUAGE MANUAL



REVISED
EDITION

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MENDE LANGUAGE MANUAL
Revised Edition

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I N T R O D U C T I O N

This Mende Language Manual is written for the American Peace Corps in Sierra Leone. It is specifically designed for the Volunteers who need functional knowledge of the language within a relatively short time.

It has two parts. Part I is the result of many years of experience of Allieu Musa as a Language and Cross-Cultural Informant for the Peace Corps. The vocabulary and the sentences are based on concrete, everyday, practical settings; the dialogues are structured on situations in which the volunteer is bound to find himself during his service in Sierra Leone. A glance through this part will also reveal that it is based on the Audio Lingual approach to language teaching, whose tenet is that the learner rapidly acquires proficiency in the language through listening, speaking, reading and writing.

From lesson 8 onwards there are no English versions of the dialogues. It is assumed that the learner should have acquired enough vocabulary and grammatical structures to enable him cope with the dialogues.

The grammar guide in Part II is written in simple, direct language. Self-explanatory, descriptive terms and phrases are, naturally, preferred to technical jargons. It is hoped that both the volunteer and the language instructor will find this addition useful.

NOTE TO THE TEACHER

I. PRESENTATION OF DIALOGUE

- (A) Teacher reads dialogue at normal speed
- (B) Second reading using visual aids and gestures
- (C) Repetition of dialogue sentence by sentence

II. EXPLANATION

- (1) Dramatization (actions)
- (2) Student participation
- (3) Pointing to the object
- (4) Gestures
- (5) Opposite
- (6) Visual Aids
- (7) Always refer to the student real life
- (8) No English (if possible)

III. Dictation or distribution of dialogue

VI. Second dramatization (entire dialogue)

V. Exercises (drills etc.)

B) SUBSTITUTION DRILL

- 1) Make a pattern sentence e.g. Ndiamo biwaa
- 2) Drill the pattern sentence through repetition
- 3) Set a pattern exercise by saying:

- i. Your part while pointing at yourself.
- ii. Trainee's part while pointing; at him/her.

- 4) Then start the exercise thus:

Teacher's cue

Ndiamo

Ngo

Trainee's Response

Ndiamo bi waa

C) TRANSFORMATION DRILL

- 1) Make a model sentence e.g. ...Nyaa-lima Makiti hu
- 2) Set a pattern exercise by saying:

- i. Your part while pointing at yourself.
- ii. Trainee's part while pointing at him/her.

- 3) Then start the exercise thus:

Teacher

Nyaa lima Makiti hu
Nya li ma Bo

Trainee's

Ngii li ma Makiti hu
Ngii lima Bo lo

There are seven vowels in Mende (p. 67)

a	-	as	a	in English cattle
e	-	as	a	in English hay
ε	-	as	e	in English let
i	-	as	ea	in English meat
o	--	as	oa	in English boat
o	-	as	o	in English moth
U	-	as	U	in English choose

CONSONANT CLUSTERS NOT FOUND IN ENGLISH (p.64)

Consonant

nd	as	in	ndopo	child.
ng	"	"	ngenge	work.
nj	"	"	njai	water
mb	"	"	mbɛi	rice
gb	"	"	gbua	come out
kp	"	"	kpakpa	broom
ŋ as in (song)			ŋonii	bird

LESSON 1

Dialogue - Basic greetings

Jef ya vama ngi ndiamui Allieu ma.

Mende

Jef. Ndiamo bi waa (buaa)

Allieu: Mm, bi waa, bi sie

Jef. Gboo bi gaa hu?

Allieu: Kayei ii Ngewo ma; o bia bee?

Jef. Nya bee kayei ii Ngewo ma

Allieu. Ke malo gboma

Jef: Eye malo hoe

English

Hi friend

Hi

How are you?

I am fine; and you?

I am fine too.

See you again

O.K. we shall see/so long.

SUBSTITUTION DRILL

a) Single substitution drill

Teacher's cue

1) Ndiamo

Ngo

Ndake (Ndakpei)

Nyade

Maada

Mama

Keke

Nyapoi

Yie

Kenya

Kinii

Mahai

Trainee's Response

Ndiamo bi waa

2) Bi waa

Ndiamo bi waa

- 2) Bi waa) Ndiama bi waa
 Bia naa)
 Bi luvaa)

DOUBLE SLOT SUBSTITUTION DRILL

a) <u>Teacher's cue</u>	<u>Teacher's Response</u>
Ndiama	Ndiama bi waa
Bia naa	Ndiama bia naa
Maada	Maada bia naa
Bi luvaa	Maada bi luvaa
Ngo	Ngo bi luvaa

CYCLES

Instructions

- 1) Before this lesson, the teacher should make sure that he knows the names of the trainees in his class.
- 2) He should point to himself saying "Ya laa -----"
- 3) Drill the pattern "Nya laa - - - - -"
- 4) Ask individual trainees - - - - - 'Bi lei'?
- 5) Point to a trainee and say
 'Bi laa - - - - - (supply the name
 Point to another trainee by him and say 'Ngi laa - - - - -'
- 6) Teach the rest of the pronouns in similar manner (p. 84)

<u>Mende</u>	<u>English</u>
A: Nya laa - - - -, o bia bse?	My name is - - - - -; What about yourself?
B: Bi lei?	What is your name?
A: Nya laa - - - - -	My name is - - - - -
B: Bi biysi?	What is your name?
A: Nya biysi mia - - - - -; o bia bse?	My name is - - - - - What about yourself?

- 1 These literally mean 'have you come?' 'are you there?' and 'did you spend the day well', respectively.

B: Bi gbua/gbia milo?	Where are you from?
A: Ngi gbua/gbia - - - -	I am from - - - -
B: Mi gbe lo bi waa ndoe ji hu?	When did you come to Sierra Leone?
A: Ngi wai ogosti hu lo	I came in August
B: Gbo bi waa piema ndoei ji hu?	What have you come to do in Sierra Leone?
A: Ngi waa yenge maa	I have come to work
B: Gbe genge mia ba pie?	What is your job?
A: Tisa yengei mia nga pie	I am a teacher
B: Bi lima mi?	Where are you going?
A: Ngi lima Bo lo	I am going to Bo
B: Keta mia	O.K. See you
A: Eye ma lo hoe	Well, so long

TEACHING EXERCISE PRONOUNS (p. 84)

<u>Nya</u> laa - - - - -	(teacher's name)
<u>Bi</u> laa - - - - -	(name of trainee)
<u>Ngi</u> laa	(name of trainee)
<u>Mu</u> laa	(teacher & trainee)
<u>Wu</u> laa	(names of trainees)
<u>Ti</u> laa	(names of trainees)

USEFUL EXPRESSIONS

NOTE: The LCI should help the trainees to answer the questions.

1) o bi Kεke?	Where is your father?
2) Yo bi kεke le?	Who is your father?
3) o bi bodεisia?	Where is your family?
4) Ngingei ye na?	How is the work?
5) o bi nyahεi?	Where is your wife?
6) o bi hini?	Where is your husband?
7) Gbe vaa na?	What is the news there?
8) Nya ha ii nya yeya	I don't have a wife

SUBSTITUTION DRILL

<u>Teacher's cue</u>	<u>Trainee's Response</u>
1) Ameika Jamani Kabala Daru Makeni Kenema Bo Telu Njala Fritaun Koribundo	Ngi gbuaa <u>Ameika</u> lo
2) tei hu sukui hu makiti hu njopowa hu pee la kpaa hu kpetei hu ospitui hu	Ngi lima (Ngiima) <u>tei hu</u> lo.
Bi I Ngi Mu Ti Wu	<u>Bi</u> gbua <u>Ameika</u> lo

REVISION EXERCISE

(Parcel of normal greetings).

Instruction

- 1) The LCI should allow the class to exchange basic greetings.

A: Ndiamo bi waa	B: Mm, bi waa, bi sie
A: Gboo bi gaahu?	B: Kayei Ngweo ma; o bia bee?
A: Nya bee kayei Ngewo ma	B: Bi lei?
A: Nya laa - - - - -;	B: Nya laa - - - - -
o bia bee?	
A: Bi gbuaa milo?	B: Ngi gbuaa <u>Ameika</u> lo.
A: Gbe vaa na?	B: Ye nyamu ii na/kayei Ngewo ma
A: o bi bondeisia?	B: Tia <u>Ameika</u> , o bia bee? (bie)
A: Tia Bo	
A: Gboo bi wa piema bei?	B: Ngi yaa yenge maa mbei
A: Gbe yenge mia ba pie?	B: Tis yenge mia nga pie
A: Ke ta mia	B: Eye, malo hoe

Vocabulary Exercises using 'gboo a ji' and 'gboo a na'
questions.

Instructions (1)

- 1) Introduce the vocabulary items by holding the actual objects in front of the class.
- 2) Repeat the name of the object three times and have the trainees repeat after you.
- 3) Drill the pattern "pen lo a ji"
- 4) Substitute for 'pen' other items.
- 5) Hold an item in hand and ask a trainee 'gboo a ji?' and have the trainee respond "pen lo a ji."
- 6) Have other trainees substitute for 'pen?.'
- 7) Drill the pattern 'gboo a ji?'
- 8) Let trainees ask each other:

Trainee A: Gboo a ji?

Trainee B: Bukui lo a ji

Instruction (2)

- 1) Put the object on the table and move a little away from the table.
- 2) Point to the object on the table saying 'Bukui mia a na'
- 3) Follow 3 - 8 of instruction (1) above.

Vocabulary

pie	-	do/to do
gboo	-	what
konle	-	please
bi sei	-	thank (thank you)
mbodeisia	-	families
maada	-	grandfather
kinii	-	old man
ngo	-	elderly brother/sister

Vocabulary

ndake (ndakpei)	-	male colleague
nyande	-	my dear (for both male & female)
mama	-	grandmother
keke	-	father
yie	-	mother
kenya	-	uncle (mother's brother; not father's brother)
mahei	-	chief
ndolo (ndoo) mahei	-	paramount chief
nyapoi	-	woman/lady
hini	-	husband
ngeingei	-	work
ha	-	today

LESSON 2

Dialogue: Introducing a friend.

Jef ta ngi ndiamoi edi ti ya vama Aliu ma. Jef lo edi gema a Aliu.

Mende

Jef: Aliu bra naa
 Aliu: Mm, gboo bi gaahu?
 Jef: Kayei ii Ngewo ma;
 Ndake nya ndiamoi lo,
 ngi laa Edi
 Aliu: edi buaa,
 nyagohu neengo bi laa ma
 edi: Nya bee nya gohu neengo
 bi mei va
 Aliu: Mimia ba yenge na?
 edi: Telu mia
 Aliu: Migbe bi waa ndoe ji hu?
 edi: Foi na hu mia ngi wai
 Aliu: Bi gohu neengo yeva ndoe j
 ji hu?
 edi: Mm, nya longo wa a Salon
 Aliu: Ke malo gboma
 edi: Eye

English

Hi Allieu
 Yes, how are you?
 I am fine. This is my
 friend, his name is
 Eddie
 Hi Eddie, I'm glad to see
 you.
 I am also glad to meet
 you
 Where do you work?
 Telu
 When did you come to this
 country?
 I cam last year
 Are you happy to be in
 this country?
 Yes, I like Sierra Leone
 very much.
 See you again
 O.K.

'Bianaa' -- literally means' are you there?

SUBSTITUTION DRILL

Teacher's cue

ndiamo
 nje
 ndei
 keke
 kenya
 ngo
 nde waa
 maada
 ndee

Trainee's Response

ndake nya ndiamoi lo

Teacher's cue

Bi

Mu

Ngi

Mu

Wu

Jon

Jef

salon
mbei
bredi
botei
niki
tawei
sigaati
yabasi
saloi
lumbee
mangoi
pujei
neesi

Bi

Ngi

Ti

Wu

Joe

edi

Yema

Trainee's Response

Bi gohu neego yeEva ndo
lei ji hu?

Nya longo wa a Salon

Nya gohu neengo wa bi lo va

USEFUL EXPRESSIONS

Mende

- 1) Ngii koo
- 2) Ngii koo; ta ye toi
Mede yie hu?
- 3) Bi loi (ni) bi fe?
- 4) Bi loi bi pie?
- 5) Baa gulo bi nya
gulei wa
- 6) Konle baa nya vawei
- 7) Nde gboma lee
- 8) Ngi humei (ni)

English

I don't know
I don't know; how do they
call it in Mende?
You don't want to give?
You don't want to do it?
Will you be able to lunder
my clothes?
Please don't disturb me.
Say it again slowly.
I did not hear it.

TEACHER/TRAINEE EXERCISE

Instructions:

- 1) Teacher goes over the question 'gbo a ji' (p. 94)
- 2) Teacher drills 'Ngii koo. Ta ye toi Mende yie hu?'
- 3) Teacher then allows the trainees to practice the pattern:

Trainee A: Gbo a ji?

Trainee B: Ngii koo, ta ye toi?

Mende yie/German yie/Puu yie hu?

ALTERNATIVE EXPRESSIONS

- | | | | |
|----|----|-------------------|--------------|
| A) | 1) | gbo bi gaana? | How are you? |
| | 2) | gbe va bi gaana? | How are you? |
| | 3) | gbo kaahui? | How are you? |
| | 4) | kaahui ye na? | How are you? |
| | 5) | o kaahui? | How are you? |
| B) | 1) | Kaye ii ngoma ma | I am well |
| | 2) | Nya gaahu gbuango | I am well |
| | 3) | Ye nya mu ii na | I am well |
| | 4) | Nyaa ndonda ma | I am well |

PRONUNCIATION AND VOCABULARY PRACTICE (p. 71)

Instructions:

- 1) Teach the pronunciation and intonation using repetition drill
- 2) Teach the vocabulary by using visual objects where possible or by giving English equivalents.
- 3) Use the vocabulary items in short sentences.

- | | | | |
|-----|---------|----|--------------|
| 1) | koo | -- | know/to know |
| 2) | kopoi | -- | money |
| 3) | navoi | -- | money |
| 4) | pujei | -- | pepper |
| 5) | mbei | -- | rice |
| 6) | jowoi | -- | potato |
| 7) | sibaa | -- | onion |
| 8) | yabasi | -- | onion |
| 9) | lumbee | -- | orange |
| 10) | magoi | -- | mango |
| 11) | selei | -- | banana |
| 12) | ndocmai | -- | ground/floor |

13)	kulei	-	cloth
14)	bredei	-	bread
15)	mbowei	-	knife
16)	tagei	-	cassava
17)	kpoloi	-	salt
18)	botei	-	butter
19)	hui	-	meat
20)	kopui	-	cup
21)	nyini	-	rat/breast
22)	kpaddingo	-	it is hot
23)	kulo	-	small
24)	kulo-kulo	-	too small, little
25)	pensui	-	pencil
26)	pudii	-	mosquito
27)	mehee	-	food
28)	nonii	-	bird
29)	kowei	-	shoes
30)	ndomei	-	shirt
31)	sohui	-	shovel
32)	kali	-	hoe
33)	mbogbei	-	cutlass
34)	koni	-	axe
35)	kpetei	-	swamp
36)	patei	-	swamp soil, mud
37)	takpoi	-	palm tree
38)	tulei	-	koia nut

Look for negative pronouns on page - - - - -

LESSON 3

Dialogue: Bargaining

Jef ya teihu koo i jaa gulɛi yeya. Ta Momo lo yɛpɛma kulɛi va:

Jef:	Ndiamo bia naa	Hi friend
Momo:	Mm, bia naa	Hi
Jef:	Kaahui ye na?	How are you?
Momo:	Alihamidulilahi, kayei Mahima	I'm fine, thank God
Jef:	Ndiamo nya longo a jaa gulɛi, gbɛjongo mia	Friend, I would like to get the gara material; how much?
Momo:	Pon fele mia lapa yila va	Four Leones for one lapa
Jef:	Baa gbangowa, konɛle, ngi pon yila sin puu ve	It is very expensive, please let me pay three leones.
Momo:	o-o, Ngɛɛ na wumbu, sin yila lama	No, I will not take that; add ten cents to it.
Jef:	- Ndiamo, Pon yila sin puu mia lekɛɛ nya yeye	Friend, it is only three leones that I have.
Momo:	Kɛ wa la	O.K., bring it.
Jef:	Tagbe, malo gboma	Here is the money; see you again.
Momo:	Eye, malo hoe	O.K. See you.

SUBSTITUTION DRILL

Teacher's Cue

njaa gulɛi
sɛlɛi
pujɛi
sugɛi
kowɛi
ndomɛi
Yema
Boi
hui
wasi
redui

sɛlɛi
lumbee
nyɛi
mbɛi
bondɛi
yabasi
bukui
pensui
pɛn
rulɛi
tawɛi

Trainee's Response

Nya longo a njaa gulɛi

gbɛjongo mia a sɛlɛi?

SUBJECT PRONOUNS (p. 84)

Present Progressive Tense

a) Positive.

Instructions:

- 1) In teaching this tense, e.g. 'Nyaa lima' the teacher should be in the process of going when he says 'Nyaa lima'.
- 2) Teacher does the same thing with the other verbs.

Nyaa lima	-	I am going
Biaa lima	-	You are going
Taa lima	-	He is going
Muaa lima	-	We are going
Wuaa lima		You (pl.) are going
Tiaa lima		They are going

TEACHING EXERCISE

Instructions:

- 1) Teacher introduces the verbs by letting the students act them out (Teacher commands the trainees through gestures)
- 2) Drill each word (verb).
- 3) Now teach without gestures; say the verb and ask the trainees to act them out.
- 4) Have a trainee to command the others one at a time.

hi je	wɔ̃ ɛ
he i	m ɛ
wa	la
loo	ny ɛ i
li	mua
yama	ngila
yii	tɔ̃ we
kpaji	jɔ̃ mbo
yɛ p ɛ	m o
ndawo	wind ɛ
kpowu	ve
mbumbu	fombo
pote	yɛ ɛ (yɛ l ɛ)
w o o	nyuma
loli	

TEACHER/TRAINEE EXERCISE

Instructions:

- 1) Teacher revises the present progressive tense by saying the verbs and asking the trainees to act them and say the pattern 'Nyaa lima'.
- 2) Teacher asks one trainee to get up (Hiye). When he is getting up the teacher asks 'gboo bi pie ma'?
- 3) Drill the pattern 'gboo bi piema'?
- 4) Introduce such words as 'Pee lawo', 'Bukui gaa', 'Kolei nyei', etc. by doing the actions saying e.g. 'Nyaa pee lawoma', 'Nyaa hijema'.
- 5) While doing the actions, have the trainees ask you 'gboo bi piema'?
- 6) Let the trainees practice among themselves:

Trainee A: is doing the action (Kpaji)

Trainee B: gboo bi piema?

Trainee A: nyaa kpajema

SUBSTITUTION DRILL

Teacher's Cue

li
hiye
wa
me
yii
yepc
wec
yama
la
mbumbu
wote
ndawo
kpowu
kpoi

Trainee's Response

Nya lima

REFLECTIVE PRONOUNS (p.93)

Instructions

Teacher uses gestures to indicate the person referring to.

Nya	bEE	Myself
Bia	bEE	Yourself
Ta	bEE	Himself/herself
Mua	bEE	Ourselves
Wua	bEE	Yourselves
Tia	bEE	Themselves

SUBSTITUTION DRILL

Teacher's Cue

Nya bEE
Ta bEE
Mua bEE
Tia bEE
Bia bEE

Trainee's Response

Nya bEE kayei Ngewoma

PRESENT PROGRESSIVE TENSE (p.98)

B: Negative:

Ngii	Mui
Bii	Wui
Ii	Tii

e.g. Ngii lima sukui hu - I am not going to school.

TRANSFORMATION DRILL (p. 107)

Teacher

Trainee(s)

1) Muaa lima
Wua yiima
Biaa yenge ma
Taa wama
Wuaa yepema
Taa njai kpoima
Tiaa lima sukui hu

Mui lima
Wui yiima
Bi yengema
Ii wama
Wui yepema
Ii njai kpoima
Tii lima sukui hu

2) Biaa lima?
Tiaa wama?
Nyaa yii ma?
Wuaa yepema?

o-o, Ngii lima
o-o, Tii wama
o-o, Bii yii ma
o-o, Wui yepema

NOTE: "o-o, Ngii" - in Mende, the use of double negative is acceptable when giving an answer to a positive question.

The use of "Longo + noun" and 'Longo + la'

- e.g. 1) Nya longo a mbei - I want/like rice
 2) Nya longo a selei - I want banana
 3) Nya longo la - I like it.

QUESTION/ANSWER DRILL

- | | |
|---------------------------|--|
| A: Bi longo a mbei | B: Mm, nya longo la. |
| A: Gboo bi longo la? | B: Nya longo a mbei. |
| A: Gboo bi longo bi pie? | B: Nya longo ngi mua. |
| A: Bi mia bi lima na? | B: Ngii lima Bo lo. |
| A: Gboo bi lim pie ma Bo? | B: Ngii lima (ngiima) kowei lo yeyama. |

ANOTHER FORM OF PRESENT PROGRESSIVE TENSE

Ngii lima Bo lo	I'm going to Bo
Bi lima Bo lo	You are going to Bo
I lima Bo lo	He/She is going to Bo
Mu lima Bo lo	We are going to Bo
Wu lima Bo lo	You (pl.) are going to Bo
Ti lima Bo lo	They are going to Bo

NOTE: 'Ngiima' is the contracted form of 'Ngii lima'.

1. It is difficult for some one who is just learning to speak Mende for the first time to know which present progressive tense he/she has to use under different situations. However, questions may help to indicate the type of progressive tense to be used.
e.g.

- | | |
|-------------------|------------------|
| 1) gboo bi piema | 'nyaa yiima |
| 2) bi lima mi lo? | ngii lima Bo lo |
| 3) bii ma Bo lo? | mm, ngiima Bo lo |

3. However, in all the progressive tense -ma' is added to the end of the verbs to indicate the progressive tense.

SUBSTITUTION DRILL

Teacher's Cue

mehes
kowsi
bolei
ndomei
kanii
nikii
kulei
tebilei
yabasi
kowi

breidi
nyapoi
hapoi
sakii
joolaa
aginesi

Trainee's Response

Ngi lima mehes lo yeyama

Nya longo a breidi

ALTERNATIVE EXPRESSIONS

- | | |
|-------------------|----------------------|
| A) Bi lima mi? | Where are you going? |
| Bi lima mi lo? | Where are you going? |
| Bai mi? | Where are you going? |
| Bi ye lima? | Where are you going? |
| B) Ngi lima Bo lo | I am going to Bo |
| Ngai Bo lo | I am going to Bo |

SOME MORE USEFUL EXPRESSIONS ON BARGAINING

- | | |
|--|---|
| 1) Konle fe mbe wolta
sin yila va. | Please give me six for
ten cents. |
| 2) o-o, bi va mbumbu loolu
sin yila va | No, for you, take five for
ten cents |
| 3) Gbejongo mia a selei | How much is the banana? |
| 4) Nyande, bagbango, wai pon
yila hou | It is expensive, accept
two leones. |
| 5) o-o, be majo pon yila va | No, you won't get it for
two leones. |
| 5) Ke pon yila ve | Will pay two leones. |
| 7) Pon yila sin puu mia lapa
yila va. ke manene lo ma | It is three leones per lappa
but I will reduce the price |
| 8) Gbejongo mia bi longo bi fe? | How much do you want to pay? |

INDEPENDENT EXERCISE FOR TRAINEES

Transform the following affirmative to Negative.

- 1) Nyaa lima sukui hu
- 2) Taa yengema
- 3) Maiki lo mbei mama
- 4) Jef lo njai kpoima
- 5) ~~Alim~~ lo jesia
- 6) Muaa heima
- 7) Tiaa ndoi gboima

Vocabulary:

jesia	-	walk
kpoi	-	drink/to drink
gbejongo	-	how much
bagbango	-	expensive
tagbe	-	here it is
gboma	-	again

LESSON 4

Dialogue: How to get to Bo

Jef longo i li Bo. Taa Aliu molima Bo motuisia va.

Mende

Jef: Aliu bia naa
Aliu: Mm, bi waa, kaahui ye na?
Jef: Ye nyamu ii na, o bia bee?
Aliu: Nya bee nya gaahu gbuango
Jef: Mi mia Bo motuisia ta loo na?

Aliu: Tia gbe mia do
Jef: Bi sie hoe
Aliu: Eye

English

Hi Allieu
Yes, how are you?
I am fine and you?
I am fine too.
Where do the Bo lorries
usually park?
Look at them over there.
Thanks very much
O.K...

SUBSTITUTION DRILL

Teacher's Cue

1. Bo:
Kenema
Njala
Friitaun
Makeni
Kabala
Pujehun
Sumbuya
Koribundo
Jimmi

Nya bee
Bia bee
Ta bee
Tia bee
Mua bee
Wua bee

Trainee's Response

Mi mia Bo motuisia ta loo na?

Nya bee nya gaahu gbuango

USEFUL EXPRESSIONS

- 1: o bi hondei
2: Tagbe mia do
3: o ndopoisia?
4: Tiaa sukui hu
5: Ngii koo, ngi moli
6: o bi nyapoi?
7: Yo bi nyapoi le?

Where is your honde?
Look at it over there
Where are the children?
They are in the school
I don't know; ask him
Where is your girl friend?
Who is your girl friend?

QUESTION/ANSWER DRILL

<u>Teacher</u>	<u>Trainee</u>
1. o bi bagi?	Tagbe mia do
o bi ndee?	Taa mia do
2. o pensui?	Taa klasi hu.
o Mari?	Taa sukui hu.
3. o ndopoisia?	Tiaa sukui hu
o hingisia	Tiaa kpetei hu
o bi keke?	Taa Amaika
o bi nje?	Taa Kabala
o ngi wee?	Taa mia do
o nya pen?	Taa pee bu

REVISION EXERCISE

NOTE: Learner-learner participation should be encouraged, because they are the ones who need to master the language and not the LCI. The LCI should only set the pattern and allow students to ask him or other students the questions.

<u>Teacher</u>	<u>Trainee</u>
1) Migbe bi waa mbei?	Ha mia ngi waa
2) Migbe edi a yama?	Sina mia
3) o bi keke?	Nya keke lo Amaika
4) o bi nyapoi?	Taa Amaika
5) Ngi lei?	Ngi laa Magereti
6) o misa Jon?	Taa sukui hu

SOME POSTPOSITIONS (p.105)

- 1) 'ma' 'on'
e.g. Pen lo tebui ma - The pen is on the table
- 2) 'hu' - inside/in e.g. Njei lo kopui hu - The water is in the cup.
- 3) bu - under. e.g. bukui lo tebui bu.
- 4) poma - behind e.g. lo poma - Stand behind
- 5) gblanga - near. e.g. pen lo bukui gblanga - The pen is near the book

Vocabulary

miado	-	over there
mia	-	there
mbeindo	-	over here
mbei	-	here
nyamu	-	bad/ugly
loo	-	stand

LESSON 5

Dialogue: Back from Bo

Jef gbuaa Bo in waa. Jef Aliu menga Baa la. Aliu lo yepema ngi gaama.

Mende

Aliu: Ndakpei bi waa
 Jef: Mm, ndake bi sie
 Aliu: Bi gbuaa mi lo?
 Jef: Ngi gbuaa Bo lo
 Aliu: Gbe vaa na?
 Jef: Ye nyamu ii na
 Aliu: o nya yoyoi?
 Jef: o nya gulo kpatei?
 Aliu: Bi nya yoyoi vengaa, nga bi gulokpatei ve lo
 Jef: o-o, ndakpei, hile a yena
 Aliu: Ke ngi ya le
 Jef: Eye, ma lo hoe

English

Hi!
 Hi-
 Where are you from?
 I am from Bo
 How is the news there?
 It is not bad/it is fine
 there is no bad news there
 Where is my gift? (What did you bring for me?)
 What did you keep for me?
 If you give me what you brought for me, I will give you what I kept for you.
 No friend, that is not the usual way.
 Well I'm leaving (I have gone)
 O.K. see you.

SUBSTITUTION DRILL

Teacher's Cue

mbei
 gulokpatei
 yoyoi
 pensui
 hewui
 mbowei
 tebilei
 nyapoi
 kopoi
 havoe
 lomei
 sobui
 gali

Trainee's Response

o nya mbei?

GRAMMAR

FUTURE TENSE

a) Positive:

Nga	I will
Ba	You will
A	He/She will
Ma	We will
Wa	You (pl) will
Ta	They will

e.g. Nga lilo (Ngailo - contracted form of Nga lilo - I will go.

NOTE: Future can also be used for present habitual - e.g.
Nga li lo - I (usually) go.

b) Negative (p.10)

Nga li	I will not go
Be	You will not
E	He/She will not
Mue	We will not
Te	They will not
Wue	You (pl) will not

TRANSFORMATION DRILL

Teacher

Nga lilo sina
A walo sina
Ma walo ha
Ba yiilo ha
Ta yamalo sina yekei

Trainee's Response

Nge li sina
E wa sina
Mue wa ha
Be yii ha
Te yama sina yekei

USEFUL EXPRESSIONS

- 1) Nya longo la
- 2) Bi longo la?
- 3) Nya longo a Ngie
- 4) Nya longo ngi li
- 5) Konele hije
- 6) Wa mbei
- 7) Ngi lima lama
- 8) Wa bi hei
- 9) Ta was ha
- 10) Tee lima
- 11) Gboo bi longo bi pic

I want it/I like it
Do you like it
I like him/her
I want to go
Please get up
Come here
I am going to sleep/bed
Come and sit down
They will come today
He is leaving/going
What do you want to do?

TEACHING EXERCISE

Instructions:

- 1) Teacher goes over the sentence 'Nya longo a sɛlɛi' and substitutes the name of a person for 'sɛlɛi' e.g. Nya longo a Joe.
- 2) Introduce the pattern 'Nya longo a ngie' (p. 90)
- 3) Drill this pattern and run through the other object pronouns by means of substitutions:

Teacher's Cue

Ngie
Bie
Mue
Wue
Tie
A nge
tisa

Trainee's Response

Nya longo a ngie

Ngɪ longo a nge

SUBSTITUTION DRILL

Teacher's Cue

li
lei
wa
la
mɛ
yii
lɛvu
lowu
yɛpɛ
yama
hiɛ
loo
woo
wundɛ/windɛ

Trainee's Response

Nya longo ngɪ li

TRANSFORMATION DRILL

Teacher

- 1) Nya lima
Taa wa ma
Tiaa yiima
Muaa bukui yeyama
Wuaa yɛpɛma

Trainee

Nya longo ngɪ li
Ngɪ longo i wa
Ti longo ti yii
Mu longo mu bukui yeya
Wu longo wu yɛpɛ

Teacher

- 2) Gboo bi longo bi pie?
Gboo ngi longo i pie?
Gboo wu longo wu pie?

- 3) Fatu longo ngi li
Fatu longo ti wa
Fatu longo mu hei
Fatu longo i wa
Fatu longo wu me

Trainee

Bi longo bi li?
Ngi longo i li?
Wu longo wu li?

Gboo Fatu longo ngi pie?
Gboo Fatu longo ti pie?
Gboo Fatu longo mu pie?
Gboo Fatu longo i pie?
Gboo Fatu longo wu pie?

Vocabulary

konEle
njoyoi

Please
Present/Gift (the one sent for or
brought for a friend from a place of
visit).

va
nyamu

News
Bad/Ugly

NOTE: Teacher points out the difference in tone between the
question & statement 'Bi longo bi li' to trainees.

LESSON 6

Dialogue: How to get to the Peace Corps Office

Jef longo i li Piskop Ofisi hu. Taa Aliu molima koo i pilei ge a ngle.

Mende

Jef: Aliu bia naa
 Aliu: Mm, buaa bi sie
 Jef: Ndake ba pee nge lo a
 nge lima Pis Koo Ofisi hu?
 Aliu: Mm, li yakpe a pii ji
 Bi fonga pee lagbaamei
 na, bi li a bi ngowei.
 Li yakpe a yepiena ba Pis
 Koo Ofisi loo bi ngowo hu.
 Jef: Bi sie how
 Jef: Bi sie hoe
 Aliu: Eye

English

Hi Allieu
 Hi
 Friend, will you show me the
 road to the Peace Corps Office?
 Yes, go straight with this
 road when you arrive at that
 junction go with your left.
 Go straight with that road you
 will see the Peace Corps Office
 on your left.
 Thanks very much
 O.K.

SUBSTITUTION DRILL

Teacher's Cue

Jef
 Ti
 Bi
 Nya
 Joe ke Jon

Mattru
 Te hu
 Makiti hu
 Jopowa hu
 Friitaun
 Moyamba
 Amaika
 Makali
 Peeela
 Lumui hu

pee
 mahei
 humamoi
 ta mahei
 bukui

Trainee's Response

Jef longo i li Pis Koo Ofis.

Jef longo i li Mattru

Ba pee gelo a nge

USEFUL EXPRESSIONS

- | | | |
|----|-------------------|---|
| 1) | Malo gboma saange | See you again soon |
| 2) | Mu kpoko hoe | Good night |
| 3) | Nyaa wama saange | I am coming just now (I will be back soon). |
| 4) | Bi foa Amaika? | Have you been to America? |

THE USES OF "Gbi" (p)

a) For emphasis. e.g.

- | | | |
|----|-----------------------|-----------------------------|
| 1) | Nyaha ii nya yeya | I don't have a wife. |
| 2) | Nyaha gbi ii nya yeya | I don't have a wife at all. |
| 3) | Hai (Hani) ii na | There is nothing |
| 4) | Hai gbi ii na | There is nothing at all |
| 5) | Nge pie gbi | I will not do it at all |

b) 'Gbi' meaning 'all'

- | | | | |
|------|----|-------------|--------------------|
| e.g. | 1) | Wa a gbi | Bring all of them. |
| | 2) | Wu gbi a wa | All of you come. |
| | 3) | A gbi me lo | He will eat all. |
| | 4) | Gbi ya na | That is not all. |

SUBSTITUTION DRILL

Teacher's Cue

nyaha
nyapo
ndakpou
hini
kopo
navoo
hale
mehee
sigaati
pensui
pen
kula
niki
sobui

Trainee's Response

Nyaha gbi ii nya yeya

SIMPLE PAST TENSE (p. 99)

a) Positive:

Ngi liilo	I went
Bi liilo	You went
I liilo	He/She/It went
Mu liilo	We went
Wu liilo	You went
Ti liilo	They went

- b) Negative: Same as present progressive negative (p 12 - - - -) e.g. Ngii lili (lini)

VOCABULARY EXERCISE

Instructions:

- 1) Introduce vocabulary: Ha, gbue, gbengi, sina, ge, gbueyekei, gbengeyekei, huki na hu, sonde na ma, foi na hu. etc.
- 2) Use the day on which the lesson is taught to introduce e.g. If on Monday, say Monde ha.
- 3) Introduce the other words in a similar way e.g. Sonde, gbue yekei Satide. etc

SUBSTITUTION DRILL

<u>Teacher's Cue</u>	<u>Trainee's Response</u>
1 me wa yii la lo wime winde	Ngi <u>meilo</u>
2 me yii yenge ndawo wime	Ngi <u>meilo</u> gbue
3 wa me yama koi wime	i <u>wailo</u> ge
4 gbue gbengi yekei gbue yekei ge huki na hu foi na hu sonde na ma	Ti wailo <u>gbue</u>

TRANSFORMATION DRILL

<u>Teacher</u>	<u>Trainee(s)</u>
1: Nɣaa lima Bo	Ngi liilo Bo
2: Taa yiima	i yiilo
3: Muaa yama ma	Mu yamei lo
4: Biaa wimeɛma	Bi wimeilo
5: Wuaa heima	Mu heilo
1: Nga liilo Bo sina	Ngi liilo Bo gbue
2: Ba meilo ha	Bi meilo gbenge
3: A yamalo sina	i yameilo gbue
4: Ma waa sina yekei	Mu wailo gbenge yekei
5: Wa yepelo sina	Wu yepeli lo gbue
1: Ngi liilo Kenema gbue	Ngii lii Kenema gbue
2: Bi meilo gbue	Bii mei gbue
3: I yiilo ha	ii yii ha
4: Wu yameilo	Wui yamei
5: Ti wailo	Tii wai
1: Nga liilo sina	Nge li sina
2: Ma meilo ha	Mue mcha
3: Ba yamalo sina	Be yama sina
4: A yiilo ha	e yii ha
5: Wa yengei lo Sonde ma	Wue yenge Sonde ma
6: Ta meilo sina	Te me sina

INDEFINITE AND DEFINITE (p.75)

Forms of nouns

NOTE: In Mende the definite form of words is usually produced by suffixing -i to the base form. The addition of 'i' changes the vowel ending of the word.

- 1) Words ending with 'a' usually change their ending to 'ei' e.g.

Indefinite

mbogba
kula
ndooma
hokpa
haka
kpangba

Definite

mbogbei
kulai
ndoomai
hokpei
hakai
kpangbei

- 2) Irregular words

They form their definite by adding another 'a' to their ending e.g.

Indefinite

ndola
kana

Definite

ndolaa
kanaa

3) After l, n, nd, t, y, & w:

- a) The 'o' is usually replaced by 'i'
- b) The 'u' is usually replaced by 'ii'
- c) The 'o' is usually replaced by 'iii'

Indefinite

kolo
kolu
ngulu
kowu
kpolo

Definite

kolei
kolii
ngulii
kowii
kpolii

REVISION EXERCISE

- | | |
|---------------------------|-------------------------------|
| A: Bi lei | Nya laa - - - - - |
| Bi biyei? | Nya bi yei mia - - - - |
| Ngi biyei? | Ngi laa - - - - - |
| B: Bi gbuaa mi lo | Ngi gbua - - - lo, o bia bee? |
| Nya bee ngi gbuaa - - lo. | |
| C: Gboo a ji? | - - - - - a ji - |
| Gboo a na? | - - - - - a na |
| D: Gboo bi piema? | Nyaa - - - - - -ma |
| Gboo ti piema? | Tiaa - - - - - ma. |
| E: o bi hondei? | Taa mia do |
| o nya pen? | Taa mbei |
| F: Mi mia bi gbuaa na? | Taa kpetei na woma |
| o bi da kpetei? | Ta mia a yena mia do |

Vocabulary

halei
lumui
moli
ko-o
peelag
bamei
ngowoi
saange

medicine
room
ask/to ask
in order
junction
left hand
soon (just now)

LESSON 7

Dialogue: Begging

Jef ya jesiamma tei hu. I felimoi meinga titii ma. Felimoi lo Jef velima.

Felimoi:	Pumui buaa	Hi white man
Jef:	Mm, kini buaa bi sei	Hi old man
Felimoi:	Nya ndiamo mia a bie, hoe hoe?	Would you please be my friend?
Jef:	Eye	O.K.
Felimoi:	Ndiamo konele nya go a sin yila	Please friend give me ten cents
Jef:	Ba ye pie a sin yila?	What will you do with the ten cents?
Felimoi:	Nya longo ngi breedi yeya	I want to buy bread
Jef:	Kini kopo gbii na	Old man, there is no money at all.
Felimoi:	Ndee mia, taa na, bii loi (loni) bi fe	It is a lie, it is there, you just don't want to give.
Jef:	Ndee ya na, to nya va, kopo gbii nya yeya.	It is not a lie, it is true, I have no money.
Felimoi:	ke malo	Well, see you.
Jef:	Eye	O.K.

SUBSTITUTION DRILL

Teacher's Cue

ndake
nyade
ye
mama
paa
kini

kopo
navoo
pee
lumu
nyaha
hale
ndoma

yabasi
njei
kpolie
kopui
foki
pleti
pani

Trainee's Response

Ndake kopo gbi ii na

Kopo gbi ii nya yeya

Konele nya go a yabasi

Teacher's Cue

sobui
kali
mitei
pensui
mbogbei

Bii
Ngii
Ii
Tii
Muii
Wuii

njei
pen
pensui
soki
blaki bodi
heiwei

pujei
sigaati
tawei
ndomei
ndoi
staa biyei
staoti
selei
neesi
tebui
fatalaijai
kanii

Trainee's Response

Konele nya go a sobui

Bii loi bi fe.

Ba ye pie a njei?

Nya longo ngi pujei yeya

TRANSFORMATION DRILL (p. 10)

Teacher

Nde mia
Tonya mia
Kopo gbii na
Bi longo bi fe
Bi lengo

Trainee(s)

Nde ya na
Tonya ya na
Kopoi lo na
Bii loi bi fe
Bii leni

USEFUL EXPRESSIONS

- 1) Bi yii lo panda
- 2) Ngi yii lo panda
- 3) Gboo bi piema a pen?
- 4) Senti sawa mia lekee nya yeya

Did you sleep well?
I slept well
What are you doing with the pen?
I have only three cents.

PLURAL FORMATION

- 1) Nouns ending in with '-Mo' drop the '-Mo' and take '-blaa' to form the plural. (p. 80)

e.g.

Singular

nyandemo
njepemo
ngengemo
kpayamo
njaimo

Plural

nyandeblaa
nyepɛblaa
ngengeblaa
kpayablaa
njaiblaa

- 2) Add 'Sia' to the ending of nouns which are in the definite form when forming the plural.

Singular

kolei
ndopoi
pensui
nguli
bukui
sobui

Plural

kolei sia
ndopoisia
pensui sia
ngulisia
bukuisia
sobuisia

- 3) Nouns in the indefinite form add '-ngaa' to their ending to form the plural. e.g. (p. 77)

Singular

ngulu
nyaha

Plural

ngulu ngaa
nya hangaa

- 4) Demonstrative pronouns: (p. 94)

Singular

ji
na

Plural

jisia (these)
nasia (those)

SOME ADJECTIVES (p. 95)

Instructions:

- 1) Teacher brings to class various articles of varied types and colours.
- 2) Teacher introduces noun qualified by an adjective e.g.

2) bukui lelei
4) bukui ninei
6) bukui golei

3) bukui wovei
5) bukui nyamui
7) bukui nohui

SUBSTITUTION DRILL (Double slot substitution).

Teacher's Cue

mehēē
lulēi
sēlēi
nyamui
numu
nyade

Trainee's Response

mehēē yēkpei
mehēē lulēi
sēlēi lulēi
sēlēi nyamui
numu nyamui
numu nyadei

THE ADDITION OF 'Ni' TO THE NAMES OF PEOPLE (p. 78)

Instruction:

- 1) Explain to your trainees that the addition of suffix 'Ni' to the names of people indicate the person and the group of which he is a member. e.g.

Kenya	Uncle
Kenyani	Uncle and others
Joni	John and others
Joni lo wa ma	John and others are coming

- 2) All the trainees to make sentences of their own.

Vocabulary

jesia	walk
felimoi	the begger
tonya	true
nde	lie
nde mia	It is a lie
fe	give/to give
pumui	white man
ko	give/to give

LESSON 8

Dialogue: Sickness.

Aliu ya vama Jef ma. I meinga Jef lani. Aliu Jef molai
ina ngi gaahu ii gbuani.

Mende

English

Aliu: Jef bia naa

Jef: Mm, Aliu bi waa

Aliu: Gboo bi ma?

Jef: Nya goi mia gbaama

Aliu: Gbenaa hoe

Jef: Eye

Aliu: Bi halei gbinga?

Jef: Mm, tao kayei ii ngewoma
 kulo

Aliu: Ngewo i bi bawo

Jef: Amina

Aliu: Ke ngi ya le

Jef: Eye, malo gboma

What is wrong with you? (What
is on you?)

I have stomach pain

Have my sympathy

O.K.

Have you taken some medicine?

Yes, and I am feeling a bit all
right.

Let God give you a speedy
recovery.

Amen.

Well, I am leaving

O.K. See you again.

SUBSTITUTION DRILL

Teacher's Cue

Trainee's Response

1. wui
 yamei
 lokoi
 yongoi
 lihui
 goi
 woli
 bolei
 goe

Nya wui mia gbaama

 halei
 njei
 tawei
 ndoi
 sigaati

Bi halei gboinga?

 Bi
 Mu
 Wu
 Nya
 Ti

Ngewo i bi bao

PERFECT TENSE (p. 87)

- a) Positive: Formation: By adding 'Nga' to the verb stem except
for the verb 'li' (to go) which changes completely to 'ya'.

e.g. 1) Ngi yiinga - I have slept
(The verb stem here is 'nji' (to sleep)).

Bi yiinga	You have slept
I yiinga	He/She has slept
Wu yiinga	You (pl) have slept
Mu yiinga	We have slept
Ti yiinga	They have slept

NOTE: Please note the other perfect tense e.g.

Ngi ye liilo Bo I had gone to Bo

SUBSTITUTION DRILL

Teacher's Cue

Trainee's Response

mε
hei
wa
yama
windenga
li
yii
lo
yepe
kpaji

Ngi mēga (Mεε)

- b) Negative: Formation: Subject + Yaa + verb stem + Ni
e.g. Ngi + Yaa + Mε + Ni. I have not eaten
Ngi yaa lini (lii - is the contracted form of
'lini' - When contracted remove 'N').

TRANSFORMATION DRILL

Teacher's Part

Trainee's Response

1: Ngi mēga (mεa)
I yamanga
Mu waa
Ti yεpea
i laa
Jon mεa

Ngi yaa mēni (mēi)
I yaa yamai
Mu yaa wai
Ti yaa yεpei
i yaa lai
Jon i yaa mēi

2: Nya mēma
Taa lima
Jon lo wama
Tiaa yengema

Ngi yaa mēi
I yaa lii
Jo i yaa wai
Ti yaa yengei

MORE USEFUL EXPRESSIONS OF SICKNESS

- | | | |
|----|-----------------------|---------------------------|
| 1) | Halei lo bi yeya? | Do you have the medicine? |
| 2) | Nya go a halei wulo | Give me some medicine |
| 3) | Kolei mia nya ma | I have fever |
| 4) | Nya ngohu mia lee ma | I have diarrhoea |
| 5) | Kolei vulei mia nyama | I have malaria |
| 6) | ngama gboi mia nyama | I have dysentery |

DOUBLE AND MULTIPLE COMMANDS

Instructions:

- 1) Teacher revises simple commands by commanding trainees to carry out a number of orders e.g. 'Wa', 'Hei', 'Kpaji', etc.
- 2) Introduce the pattern 'wa bi hei' by making gestures.
- 3) Drill the pattern 'Wa bi hei'.
- 4) Introduce other patterns and drill them also e.g.
 - 1) Wa bi hei bi melise na
 - 2) Wa mui li ma joria

Men - e.g. the contracted form of 'Menga' when contracted 'Nga' is replaced by 'a'.

Counting (1 - 10) (p. 31)

Instructions:

- 1) Teacher uses his fingers to teach the numerals and have his trainees to imitate him.
- 2) Allow the trainees to count many times.
- 3) Explain the uses of 'ita' and 'yila' to the trainees e.g. to say 'one pen' you should say 'Pen yila and not 'Pen ita'.
- 4) Have trainees practice using the numbers through question and answer drill. e.g.

selai lola bi yeya
selai neadi nya yeya

ita	weita
fele	wofla
sawa	nyakpa
nanni	taalu
loolu	puu

NOTE: Teacher take note of the addition of - 'Kpe' to numbers (p. 83). e.g.

Yakpe - Only one
Felekpe - Only two

Vocabulary

kolei	fever
halei	medicine
kole vulai	malaria
ngohu lee	diarrhoea
nama gboi	dysentry

LESSON 9

Dialogue: Travelling by lorry

Jef longo i li Kenema. Taa yɛpɛma Dɛɛvai ngaama

Mende

Jef: Dɛɛva bia naa
 Dɛɛva: Mm, ndiamo biwaa bi sɛi
 Jef: Mi mia motui ji lima na?
 Dɛɛva: KɛNɛma mia motui ji lima
 na; o bia bɛɛ?
 Jef: Nya bɛɛ ngi lima KɛNɛma lo
 Dɛɛva: Kɛ bi motui lo
 Jef: Gbɛ jongo mia nga fe?
 Dɛɛva: Ii gbotoɔi sɛɛ puu mia
 lekee ba fe
 Jef: Sɛɛ puu ii nya yeya
 Dɛɛva: Gboɔ bi yeya?
 Jef: Sɛɛ wayakpa mia lekee nya
 yeya
 Dɛɛva: Kɛ le bi le (kɛ le)

English

Hi driver
 Hi friend
 Where is this lorry going to?
 Kenema, what about you?
 I am also going to Kenema
 Well, this lorry is for you
 (This is your lorry)
 How much should I pay?
 It is not much, just one leone
 I do not have one leone.
 What do you have?
 I have only eighty cents
 O.K. get on board.

SUBSTITUTION DRILL

Teacher's Cue

sawa
 naani
 wayakpa
 weita

Ii
 Mui
 Tii
 Wuui

motui ji
 Jon
 Yema
 Boi
 edi
 Jef
 Ti
 Wu

Nya bɛɛ
 Bia bɛɛ
 Wua bɛɛ
 Mua bɛɛ
 Tia bɛɛ
 Ta bɛɛ

Trainee's Response

Sɛɛ sawa mia lekee nya yeya

Ii gbotoɔi (nɪ)

Mi mia motui ji lima na?

Nya bɛɛ ngi lima KɛNɛma

TRANSFORMATION DRILL

<u>Teacher</u>	<u>Trainee(s)</u>
1) Pon fele mia lekee Jee yeya	Pon fele lekee ii Jee yeya
2) Pene sawa mia lekee nya yeya	Pon sawa lekee ii nya yeya
3) Kowa yagbe mia bi yeya	Kowa yagbe ii bi yeya

THE USES OF 'GBI', 'KPELEE', & 'GBEEMA GBI'.

- a) The use of 'gbi' meaning 'Every' e.g.
 - 1) Folo gbi nga lilo + I will go every day.
- b) The use of 'gbi' meaning 'all' e.g.
 - 1) Nga gbi melo - I will eat all
 - 2) Ti gbi ti waa - They have all come
 - 3) Wu gbi a wa - You all come
- c) The use of 'kpelee' 'all' e.g.
 - 1) Wu kpelee a wa - You all come
 - 2) Ti kpelee ti waa - They have all come.

SUBSTITUTION DRILL

<u>Teacher's Cue</u>	<u>Trainee's Response</u>
folo gbi	<u>Folo gbi</u> nga mheee melo
ngenda gbi	
kpoko gbi	
kpindi gbi	
hoki gbi	
Bo	A lilo <u>Bo</u> gbeema gbi
Kenema	
Kabala	
Sefadu	
Sumbuya	

COMBINATION PRONOUNS (p.89)

Instructions:

- 1) Teacher drills the pattern 'Muua Tom lo lima peela'
- 2) Teacher explains the meaning by using gestures.
- 3) Allow trainees to make sentences of their own.

- 1) Mua Ton lo lima peela - Tom and I are going to the house.
- 2) Wuaa Judi lo yepema - You and Judy are talking
- 3) Ta Momo lo mehehe mema - He and Momoh are eating.

NEGATIVE COMMANDS (p.90)

Instructions:

- 1) Teacher revises the simple commands.
- 2) Teacher introduces the negative commands by commanding a trainee to get up and while he is getting up say 'Baa hiye (Hiye)', making gestures with your head.
- 3) Drill the pattern 'Baa hiye'
- 4) Introduce the plural form of this negative commands by asking the whole class to get up saying 'A hiye' and while getting up say 'Waa hiye'.
- 5) Have trainees practice on one another.

Baa hiye
Aa hiye
Mua hiye
Waa hiye
Maa hiye
Taa hiye

SUBSTITUTION DRILL

Teacher's Cue

hiye
li
me
yama
yii
wime
wote
yep
jesia
londo
jole
ngila

Trainee's Response

Waa hiye

PREDICATIVE ADJECTIVES (p. 95)

'Ngo'

Instructions:

- 1) Teacher goes over the adjectives covered.
- 2) Teacher introduces their predicate forms. e.g. From Buku Nyandei' to Bukui ji nyandengo', 'Buku wovei' Bukui ji wovango.
- 3) Teacher drills the pattern 'Bukui ji nyandengo'.

SUBSTITUTION DRILL

Teacher's Cue

nyande
gbou
wova
nina
sese
noho
nyamu
yekpe

Trainee's Response

Bukui ji nyandengo

Vocabulary

Jole	to cause noise
ngila	to sweep
londo	keep quiet/to be quiet
motui	lorry
lekee	only

Dialogue: Inviting a friend to a meal.

Jef ya Aliu gaama. I menga Aliu a mehse me. Aliu Jef lolinga
(loi) mehse ma.

(Accepting the invitation)

Mende

Aliu: Ndade wa mu mehseme;
sie gbe
Jef: Yoo mehse yini?
Aliu: Nya nyahei mia
Jef: Konle nyago a njei
Aliu: Ta gbe
Jef: Bi sie
Aliu: Mehse yena?

English

Come let us eat; here is the
chair
Who did the cooking?
My wife did it
Please pass me the water
Here it is
Thank you
How is the food?

<u>Mende</u>	<u>English</u>
Jef: Nengo wa, pujei ii botoi (ni) hu.	Very delicious, there is not too much pepper.
Aliu: Nya bee ngii loi a puje gboto.	I don't like too much pepper myself.
Jef: Nya go vea, bi sie	I am full, thanks
Aliu: Mu ndo na	You are welcome

2) Refusing an invitation without causing annoyance)

Aliu: Ndadei wa mu mehee me	Come let us eat
Jef: Saage mia ngi mehee mea, nya go vengo wa.	I have eaten just few minutes ago, I'm full
Aliu: Ndade wa bi kolo me	Come and eat even a little
Jef: Konelo, nya haketo, nge YA GU NGA MEHEE ME siahuna	Please, excuse me, I won't be able to eat now.
Aliu: Ii nya muni (mui)	O.K. (It is not bad).

SUBSTITUTION DRILL

Teacher's Cue

ndake
nyande
kini
keke
maada
ye/yie
Jon

njei
kpolei
nbei
tawei
yabasi
kopui
sigaati

mehee
ngengei
ndoli
kolai
Bo
ndoo hu
Makeni

Nya
Bi
Ngi
Mu
Wu
Ti
Jon
Momo

Trainee's Response

Ndade wa mu mehee me

Konelo nya go a njei

Mehee yena?

Nya go vea

sɛɛɪ
mbeɪ
hakpeɪ
tangeɪ

sɛɛɪ neego wa

The use of 'gaama' - 'to him/her'

- e.g. 1) Ngi lima Jon gaama - I am going to John
2) Ngi lima ngi gaama I am going to him/her

SUBSTITUTION DRILL

Teacher's Cue

Jon
Momo
Kona
Magletɪ
Ngi
Ti
Wu

Trainee's Response

Ngi lima Jon gaama

THE VERBS 'to say' - 'Nde' (P. 93)

Instructions:

- 1) Drill this verb a lot to establish it since it is an irregular verb.
- 2) Explain to the trainees that the union between the verb 'Nde' and the pronouns is obscure.
- 3) Have your trainees take note that the pronouns in the sentences below do not exist separately.

Ngɛɛ	-	I say
Bɛɛ	-	You say
Yɛɛ	-	He say
Muɛɛ		
Wuɛɛ		
Tɛɛ		

USEFUL EXPRESSIONS

- | | | | |
|----|---------------------|-----|------------------------------|
| 1) | Ndoleɪ lo nya ma | - | I'm hungry (Hungry is on me) |
| 2) | Nya goɪi yaa vei | - : | I am not yet full. |
| 3) | Nya wo mia a pɛn ji | - | I am the owner of this pen |
| 4) | Nya wo yaa na | -: | I am not the owner |
| 5) | Nya ndeɪ yana | - | That is not mine |
| 6) | Ye wo mia? | - | Who is the owner? |
| 7) | Ngɛɛ gbe? | - | What did I say? |

SUBSTITUTION DRILL

<u>Teacher's Cue</u>	<u>Trainee's Response</u>
1) Nya	Ndole lo <u>nya</u> ma
Ngì	
Bi	
Mu	
Wu	
Ti	
Jon	
Nya	<u>Nya</u> go ii yaa vai
Bi	
Ngì	
Mu	
Wu	
Ti	
Ngì	<u>Ngì</u> wo mia a pen ji
Nya	
Bi	
Ti	
Mu	
Wu	

TRANSFORMATION DRILL

<u>Teacher's Part</u>	<u>Trainee's Response</u>
Ndolei lo nya ma	Ndole gbii nya ma
Ndolei lo ngi ma	Ndole gbii ngi ma
Ndolei lo mu ma	Ndole gbii mu ma
Ndolei lo Jon ma	Ndole gbii Jon ma
Nya wo mia a pen ji	Nya wo ya na
Ngì wo mia a pen ji	Ngì wo ya na
Jon wo mia a pen ji	Jon wo ya na
Nge bi wa	Nge gbe?
Ye bi wa	Ye gbe?
Te bi wa	Te gbe?
Mu bi wa	Lu gbe?

The use of 'Yoo and 'Yee or 'Yemia' meaning 'Who'.

- e.g. 1) Yoo lima sukui hu - Who is going to the school?
 2) Yee mia lima sukui hu? - Who is going to the school?

QUESTION/ANSWER DRILL

Teacher

Yo lima tei hu?
Ye mia mehe me ma?
Yoo a bia?

Trainee(s)

Nya mia
Jon mia
Pis Koo mia a nge

DISJUNCTIVE PRONOUNS (p.)

Nya Mua
Bia Wua
Ta Tia

e.g. Nya mia - It is me
Bia mia - It is you

Yoo - - contracted form of 'Yelo'

Vocabulary

kpoto	plenty/many
toli	call/to call
saage	very soon/just now/shortly
kolo	small
haketu	to forgive/to excuse
kavai/	to excuse
kavei	
ku	to be able
ndolei	hunger

LESSON 11

Dialogue: The tailors

Jeff ya a ngi gulɛi telɛi gama. Taa yɛpɛma tela ga ma

Jeff: Tela Biana

Tela: Mm, ndiamo bi waa, bi siɛ

Jeff: Tela nya longo bi nya gulɛi hoo, gbɛjongo mia nga fe?

Tela: Kulɛi yegbe mia?

Jeff: Mbɛlɛi mia

Tela: Nga yee hoo?

Jeff: Kanabi mia nya longo la; ta pokiti fele poma

Tela: Ba lion fɛle lo ve.

Jeff: Kɔnɛle lion yila hoe

Tela: Ngi kuunga

Jeff: Migbe nga wa poma?

Tela: Wa Satide ma

Jeff: Kɛ malo gboma

Tela: Eye

SUBSTITUTION DRILL

Teacher's Cue

kulɛi
ndomɛi
mbɛlɛi
bolɛi

gulɛi
ndomɛi
sɛlɛi
mbɛi
nɛɛsi
kinii

sawa
yila
yakpe
naani
woita
wayakpa
taalu
puu

Trainee's Response

Nya longo bi nya gulɛi hoo

Kulɛi yegbe mia?

Ba lion sawa lo ve

USEFUL EXPRESSIONS

- | | |
|----------------------------|-----------------------------|
| 1) Nya bɛɛngo a ndoli gala | I know how to dance |
| 2) Nga lilo bi gaama sina | I will go to you tomorrow |
| 3) Fe nya wɛ | Give it to me |
| 4) Bukui ve nya wɛ | Give me the book |
| 5) Wa sina a ngeeda tɛtɛi | Come early tomorrow morning |

SUBSTITUTION DRILL (p.106)

Teacher's Cue

Trainee's Response

Nya
Bi
Ti
Jon
Mu
Wu

Nya beengo a ndoliga la

motuijia
mehes yii
kulei gbongbo
kolei nyei

Nya beengo a motui jia la

Nya
Ngi
Ti
Mu

Fe nya we

bukui
wasi
ndomei
pensui
pen
kalei
siei
niki
salui
kali
sobui
tebilei

Bukui ve nya we

COMBINATION PRONOUNS (p. 89)

- e.g. 1) Mua a Jon lo lima sukui hu - John and I are going to school.
2) Tia Momo lo wa ma * He is coming with Momoh.
3) Mua Jon lo mehes me ma -

NOTE: Teacher should give other examples.

NOUN FORMATION USING

'Mo and 'Ma'

- 1) Nouns of possession: They are formed by adding 'Mo' to verb or names of things.

- e.g. 1) Ngenge (work) Ngengemo (worker)
2) Njɛpɛ (talk) Njɛpɛmo (talker)
3) Ndoma (shirt) Ndomamo (shirt owner)

- 2) Nouns of place: They are formed by adding 'Ma' to verbs

e.g. 1) Ngeŋge {work} Ngeŋgeŋi {working place} definite
 2) Ngeŋge {work} Ngeŋgeŋa {working place} Indefinite
 3) Ndoli {dance} Ndolima {dancing place}

THE SUFFIX '-Moi' (p. 80)

Instructions:

- 1) Teacher points out to the trainees that the suffix '-moi' when added to names of countries or tribes indicates person.
- 2) Drill by substitution.

Teacher's Cue

Mende
 Puu
 Amaika
 Ghana

Trainee's Response

Mendemoi

QUESTION/ANSWER DRILL

Instructions:

- 1) Drill the pattern 'gbemo mia a bie?'

Note that the indefinite of this suffix has no 'i' as in
 'i' context 'Mendemo' 'Gbemo',

- 2) The plural of '-Mo' is '-Blaa' (p. 80)

Teacher's Part

Gbemo mia a bie?
 Gbemo mia a nge?

Trainee's Response

Amaika mo mia a nge.
 Mendemo mia a nge.

REVISION EXERCISE

NOTE: Trainees should be allowed to play the role of the teacher to ask questions.

Teacher:	Bi keke lei	Ngi laa Momo
Student A:	Jon ngi keke lei?	
Student B:	kii koo	
Student A:	Ngi moli	
Student B:	Bi keke lei?	
Student C:	Nya keke laa Maik	
Teacher:	Bi gboo a kinie ji?	
	Bi gboo a nyapoi ji?	

Student: Nya keke mia
Nya nje/nyapoi/nyahei/ndee mia
Students A: Bi ndee hingehisia ti lole?
Student B: Ti sawa
Student B: o bi nyapoi?
Student C: Taa Amaika
Student B: Ngi biyei?
Student B: Ngi biyei mia a Judi
Student B: Judi gbe?
Student C: Judi Dohati

Vocabulary

tela	tailor
pumoi	European/white man
nikii	groundnut
beengo	know how to
hoo	sew/to sew
kuu	agree/accept/to accept

LESSON 12

Dialogue: The Dating Game

Jef ya jesiamā tēi hu. Taa ndoma (yēpēi) yia lēma nyapoi mā.

Jef: Nyade bi waa

Nyapoi: Mm, go bi waa, bi siē

Jef: Nyade bi lēi?

Nyapoi: Nya laa Mami

Jef: o bi hini?

Nyapoi: Hini gbi ii nya yeye

Jef: Tonya va; ndē yana baa yē gula mā?

Nyapoi: Tonya va; ndē ya na

Jef: Kē nyande nya longo a bie

Nyapoi: Gbē va?

Jef: Nya longo a bie ndoma va

Nyapoi: Nyaha ii bi yeya?

Jef: o-o; nyapo bēē ii nya yeya mbei

Nyapoi: Kē nya loko loma

Jef: Migbe malo gboma?

Nyapoi: Nga folo sina pēē la

Jef: Bi nya ye pēēla goo lo?

Nyapoi: o-o, mi mia?

Jef: Maheī gateī hu mia nga yii na

Nyapoi: Kē ta mia

Jef: Eē, malo sina

SUBSTITUTION DRILL

Teacher's Cue

nyaha
kopo
navo
kowa
nyapo
pensu
yabasi
ngila
ngoneē
tanga
teya wu

Ma
Wa
Ta

ndoma
hei
soo
nyapo loi
ndiamo ya
nyahajoo

Trainee's Response

Nyaha ii bi yeya?

Migbe malo gboma?

Nya longo a bie ndoma va

CONSONANT MUTATION (p. 68)

In Mende a word does not always begin with the same consonant each time it is used. This is called consonant mutation. In English there is no consonant mutation.

The mutation of consonants in Mende are as follows:

<u>Non-mutated</u>	<u>Mutated</u>
p	w
t	l
k	g
kp	gb
s	j
f	v
mb	b
nd	i
nj	y
ng	y When followed by i, e, a.
ng	w When followed by o, u.

The most common grammatical environments where consonant mutations are found are as follows:

- 1) Possessive: e.g.
 - 1) Ngeya (Hand)
Nya yeya - My hand
 - 2) Pee (House)
Nya wee - My house
- 2) Adjective: e.g. Ngova (old)
Kena wova - Old man
- 3) Intransitive verb e.g.
 - Ndi (go)
Nyaa lima - I am going
- 4) Transitive verb: e.g.
 - Ndewe (cut)
Taa kpiti lewe ma - He is cutting the grass
- 5) Compound nouns e.g. Fɛi (pot)
Pco vei - Earthing pot

COMPARISONS

- 1) Take two objects of different sizes to put across the concept of comparison.

- 2) Point to the bigger object and say, for example, 'Bukui ji wolongo ji ma.' or 'Bukui ji wolongo i lee ji ma.'
- 3) Substitute other items for 'Bukui' at first and later substitute other adjectives for 'Wo --longo' (Woloni)

THE VERBS 'TO BE' - 'Ye'

a) Present:

Nyaa	I am
Biaa	You are
Taa	He/She is
Muaa	We are
Wuaa	You (pl.) are
Tiaa	They are

e.g. Nyaa li ma - I am going

Without a pronoun; lo or mia are used e.g.

- 1) Bukui lo mbei The book is here
- 2) Bukui mia It is the book

Negative: "ii" or "yana" (p. 107) is used, e.g. Bukui ya na -
It is not the book

b) Past:

Ngi yee
Bi yee
I yee
Mu yee
Wu yee
Ti yee

- e.g. 1) Ngi yee na I was there
2) I yee Bo gbenge He was in Bo yesterday

c) Future:

Nga yee lo	I will be
A yee lo	
Ba yee lo	
Ma yee lo	
Wa yee lo	
Ta yee lo	

- e.g. Nga yee lo na I will be there
Nge yee na I will not be there

USEFUL EXPRESSIONS

- | | |
|-----------------------|-----------------------------------|
| 1) Bi ye luvai? | How did you spend the day? |
| 2) Bi nya yoyoilo? | Did you send me something? |
| 3) o njoyoi bi weila? | Where is the gift you brought? |
| 4) o kulo gbatei? | Where is the present kept for me? |
| 5) Kenga, nga lilo | Perhaps, I will go. |

SUBSTITUTION DRILL

Teacher's Cue

Nga

A

Ta

Ma

Wa

Ba

Bi

I

Wu

Ti

Trainee's Response

Kenga nga melo

Bi ye luvai?

NUMERALS (11 - 20) (p. 81)

Instructions:

- 1) Teacher revises the numerals 1 - 10.
- 2) Teacher introduces the numerals 11 - 20.

puu mahu yila (yia)
 puu mahu fele
 puu mahu sawa
 puu mahu naani
 puu mahu loolu
 puu mahu weita
 puu mahu wofla
 puu mahu wayakpa
 puu mahu taalu

Nuu (yila) gboyongo

NOTE: Teacher should explain to the trainees the actual meaning of 'Puu mahu yila' - 'One above ten' and 'Nuu yila gboyongo' - 'One person is finished.. (all 10 fingers + toes).

The Superlatives

Instructions

- 1) Teacher revises the comparatives e.g. Pɛn ji gbekpeni ji ma.
- 2) Brings three pens of different qualities and compare them.
e.g. Pɛn ji gbekpeni ji ma.
Pɛn ji gbekpeni ti gbima.
- 3) Drill the pattern 'Pɛn ji gbekpeni ti gbima'.
- 4) Substitute other items for 'Pɛn' and 'gbekpeni'.
- 5) Give chance to the trainees to practice these comparisons.

Vocabulary

kɛnga

fo

koo

ndomayɛɛ

perhaps

reach/arrive

in order to be/to know/know

love talk

LESSON 13

Dialogue: Asking for the Chief

Jef longo i mahei ye peela goot. Taa Aliu molima koo i mahei ye peela ge a ngie.

Jef: Aliu bia naa

Aliu: Mm, buaa, bi sie

Jef: Ndake, tei ji hu mia bi na?

Aliu: Mm, gbei gboo bi longo ngi pie bi we?

Jef: Nga lolo bi mahei ye peela ge a nge

Aliu: Mahei ye peela lo mia do, kee humea tee i ya jesiana

Jef: Bi koolo mia (miado) bi ya na?

Aliu: Ngii koo.

Jef: Bi Koolo migbe mia a wa?

Aliu: Mm, tee a walo sina a ngenlei

Jef: o ngi lavei, ta bee ii mbei?

Aliu: Taa ngi ye peela

Jef: Mi mia ngi ye peela le?

Aliu: Mia yaka

Jef: Bi sie, hoe

Aliu: Eye, malo gboma.

SUBSTITUTION DRILL

Teacher's Cue

ndake
nyande
mama
keke
maada
yei

Ngii
Jon
Mu
Jon ke Fred
Ti
Wu

Mahei
Nya
Ngii
Jon
Momo
Vandi
Ti
Mu

Trainee's Response

Ndake tei ji hu mia bi na?

Gbei gboo bi longo ngi pie

Mahei ye peela lo mia do.

Ti
I
Kee
Kona
Fatu
Judi

Bi koolo mia do ti ya na?

Nga
A
Ta
Ma
Wa
Ba

Bi Bi koolo migbe mia nga wa?

peela
yengemei
gbaahu
gbuela

Taa ngi ye pee la.

USEFUL EXPRESSIONS

- | | |
|----------------------------|----------------------------|
| 1) Nya gaahu gboyongo wa | I am very tired : |
| 2) Nya longo a selei | I like banana |
| Ke ngi loi a neesi | but I don't like pineapple |
| 3) Nya longo ngi mehee me, | I want to eat because I am |
| ajifa nolei lo nyama | hungry |

SUBSTITUTION DRILL

Teacher's Cue

mbei, pujei

magoi, lumbee
hakpei, supui
bredi, tagei
staa, staoti

la, nji mei

li, ndolei
hije (hiye), ndi mei

Trainee's Response

Ngi longo a mbei kee ii loi
a pujei

Nya longo ngi la ajifa nji mei
lo nya ma.

NOTE: Teacher should explain to the trainees that 'kee' could be used for both 'and' and 'but'. However, when 'kee' is used to mean 'but' the follow up pattern is usually negative.

- e.g. 1) Nga heilo kee nge mehee me -
I will sit down but I will not eat.
- 2) Ngi lilo Fo kee foi kenema -
I went to Bo but I did not reach Kenema.

QUESTION/ANSWER DRILL

- | | |
|--------------------------|--|
| A: Bii loi (ni) a hakpei | B: o-o pujui lo we hu. |
| A: Bi yiilo panda | B: o-o, ngi yii panda |
| A: Gbei? | B: Ajifa <u>pundi sia ti</u> gbotongo waa. |

USEFUL EXPRESSIONS

- | | |
|-------------------------|--|
| 1) Bii loi (ni) la | You don't want (like) it |
| 2) Njei lo wama | It is raining |
| 3) Mukpoko hoe | God night |
| 4) Nge wo i mu yi panda | Let God make us sleep well (Good night). |
| 5) Bi mahu gbe hoe | Take care of yourself. |
| 6) Li a ngai | Go with water (take water) |
| 7) Wa a pen | Come with the pen (Bring the pen). |

THE USE OF 'ina' - 'if'

Instructions:

- Teacher introduces the 'ina' clause.
e.g. ina bi liilo, nga lilo - If you go, I will go
- Teacher drills this pattern by repetition.
- Teacher gives two distinct sentences and has the trainees bland them together into one long sentence using 'ina'

- e.g.
- 1) Njei wailo nge li tei hu
 - 2) Foloi nyandei lo
Ta kulei walo
 - 3) Motui wailo
Ma lilo Bo

Vocabulary

humei	hear/to hear/understand
nuu	person/someone
lavai	speaker
gome	meet/to meet

SOME MORE USEFUL PHRASES AND EXPRESSIONS

<u>Mende</u>	<u>English</u>
1) Gbe ngi wa	Wait till I come
2) Nya mawo kulo	Wait for me a little
3) Wa mui	Come let's go
4) Ngi wa mui?	Shall I come and we go?
5) Ndi mia bi piema?	It is going you are going?
6) Bi yaa nga va ngi ma hoe	When you go extend my greetings to him/her.
7) Bi totoa a mehee yiila?	Have you started to cook the food?
8) Njei ji a gulo bi va?	This water will do for you?
9) Bi ya ge milo?	Where have you gone recently?
10) Woogba ngii ya foi na	I have never reached there
11) Saange mia ngi gbua na	It is just now I have left there
12) Ngii ya ha a ngi loi	I have not seen him today
13) Jon lo mbei?	Is John here?
14) Hiye na	Get up from there
15) A gbua gitiya	Go outside all of you
16) Baa luwa nya ma	Don't be afraid of me
17) Baa woo	Do not cry
18) A londo!	Be quiet!
19) Wu kbele (kpae) a gbua mbei	You get out of here
20) Gbe nya ma	Leave me
21) Baa nya vawei	Do not disturb me
22) Baa ndee gula nya ma	Don't lie on me
23) Bii makei	You are not brought up well
24) Hei panda	Sit carefully/Sit down properly
25) Ngi lima a gooma we lo	I am going on foot
26) Nya longo a ye pekei	I want the other one
27) Waa a peka	Bring another one
28) Ii na	It isn't there
29) Taa na	It is there/He or she is there
30) Lampoi longa	Light the lamp
31) Kele ngi to	Let me see it
32) Kanele nde gboma	Please say it again
33) Ti ge a nge	Show them to me
34) Bi humenga (mea)?	Have you understand?
35) Yembui a gboo?	What is it meaning?
36) Ta ye boi ji loi mende yie hu?	How do they call this thing in Mende?
37) Bia ii le/Bia ya na	Not you
38) Ngii yepema bia gaama	I am not talking to you
39) Bii ya kpoyo le?	You have not finished it yet?
40) Ngi kpoyoa	I have finished it
41) Wa mbei kaka	Come here quickly
42) Ti bi lei mi lo?	Where were you born?
43) Wu keke yakpe?	Do you have the same father?
44) Njk mai lo nya ma	I am sleepy
45) Nja gbamei lo nyama	I am thirsty
46) Wa a njei ngi kpoe	Bring water and let me drink

- | | | |
|-----|-------------------------|--------------------------------------|
| 47) | Wa a njei ngi mua | Bring water and let me take a birth. |
| 48) | Baa lema ma | Don't forget it |
| 49) | Baa nde nuu gbi mai | Don't tell anyone! |
| 50) | Baa lema nya ma | Don't forget me |
| 51) | Baa ngi lee | Don't beat him |
| 52) | Baa nya nemu | Don't wound me |
| 53) | Baa nyani ndake; fe mbe | Don't spoil it baddy, give me |
| 54) | Baa kputa | Don't burst it |
| 55) | Baa mbo | Don't dig/puncture it |
| 56) | Baa nya loi a pumoi | Don't call me white man |
| 57) | Nya la yana | That is not my name |
| 58) | Konle mavula | Please hurry up |
| 60) | Lewe (lee) nya ma | Pass me by |
| 61) | Baa jaa la | Don't touch it |
| 62) | Baa yaa gbiti ma | Don't touch it again |
| 63) | Baa ngeya | Don't buy it |
| 64) | Baa li na | Don't go there |
| 65) | Wa bi lo nya gulo | Come and stand in front of me |
| 66) | I ye na? | How is it? |
| 67) | Wasi ye gbe? | What time is it? |
| 68) | Gba le? | What is it? |
| 69) | Bi toa? | You have seen it? |
| 70) | Nya gbe | Here I am (Look at me) |
| 71) | Nga ye pie? | How can I do it? |
| 72) | Ndomei na bengo bi ma | That shirt suits you |
| 73) | Ngi lii nyaningo na va | He is sad for that |
| 74) | Mendemo mia vui a bie? | Are you a true Mende man |
| 75) | Mua ta mu loa ha | He and I have seen each other today. |
| 76) | Wu kpee ii le (ya na) | Not all of you |
| 77) | Mu venjo kpee | Both of us |
| 78) | Yekelamayei | The last one |
| 79) | Yesembai | The big one |
| 80) | Yehaaleyei | The first one |
| 81) | Foi gbandingo | The sun is hot |
| 82) | Ndondoi lo nyama | I am feeling hot |
| 83) | Ngi nya hei lo koi hu | His wife is pregnant |
| 84) | Mu li baa la | Let us go to the bar. |

SOME MENDE PROVERBS

- | | | |
|----|---|---|
| 1) | Ngomo lo a ngomo go | One good turn deserves another |
| 2) | Beki wopo ee gu a loo | An empty bag cannot stand |
| 3) | Ngulu yila ee wola. | One tree cannot make a forest |
| 4) | Kolu fele ee be gbanya ya | One cannot run after two rats at the same time |
| 5) | Ndoli na bii beeni la baa kula bi yemo wue hu | To avoid disgrace do not attempt doing anything you cannot do properly. |
| 6) | Pele (pee) huingua bee kaka a gee talo ma | There is an end to every problem |
| 7) | Tei a kpua ngi mbaa la lo a kpoi | 'Man live by man' (there is no perfect independence). |

- 8) Sole bakui ee taa loo
- 9) Kpandee yia i yia
- 10) Pimeii a lo to nyenye hu lo
- 11) Kali ee nuu nyi kulo loova
- 12) Ngla ye gbi lai (ni) a goolo
- 13) Nuw woowu lo a ngi ngenye ge
- 14) Nja yila ee luva (wuva) a
bele bua numu ma
- 15) Ngeya yaa bi ndei hu ndala
- 16) Mia ta nikei yili na, na
mia a meli na
- 17) Nja noho bee a ngombu luvelo
- 18) Ndopo ee nu waa wumbu a loko
yila
- 19) Ndo gbo gbii na ndo nyamu
wuliva
- 20) Sia ba bi gbukoi hu gbate,
hi na ba la hu.
- 21) nehemo ee ngi lee ge

Empty vessels make the most noise
What has been done cannot be
undone.

Charity begins at home
Destiny is inevitable
There is happiness in every
situation.

One's behaviour reveals one's
identity

Too much of one thing is good
for nothing.

Heat the nail when it is hot
One benefits from one's status

In the absence of something
good, anything will do.

Know your place

No matter how bad a child may be
can not be disowned by his
parents.

Your future is in your hand.

Beggars have no choice.

Vocabulary

beki	bag	to	see/look
bagi	bag	toolei	kola nut
kolu	iron	teyawii	egg
konda	montar	tei	chicken
kaye	confession	toto/tato	start
kali	hoe/snake	fawei	disturb
koti	stone	fenjo	both of
kawui	wood	haa	die/death
kpate	make/repair	heiwui	chair
kawo	peel	hondo	hundred
kpakpawui	ladder	hu	inside
kpandei	gun	woo	cry/to cry
kpongbo	pound/grind/iron	wolo	listen to/
kpangbei	broom		to listen
kpoei	hut/ban	yemoi	mother in law
kuaa	monkey	iuunbumoi	sinner
ndii	heart		
nduah	between		
lile	how many		
maanei	plantain		
mbomei	hammock		
mitai	spoon		
misii	mosque		
mbahui	see rice		
mbilii	drum		
nemu	wound/to wound		
naa	now		
ndaa	lead		
ndembi	delay		
dogboi	bush		
ngului	tree		
ngolei	forest		
nglei	dog		
ngawui	moon/egg		
ngitii	pestle		
ngombui	fire		
nyi	bite/to bite		
nyani	spoil/to spoil		
namei	blood		
nanyi	sand		
pawei	payment		
pani	dish/pan		
sani	bottle		
semei	barre		
sewesewe	very clean		
sewui	cutting grass/rodent		
faji	bucket		
fandei	thread		
fulai	village		
tavei	pipe		

Consonants

p	as in	pele	house
b	" "	bolo	hat, cap
t	" "	tolo	kolanut
d	" "	dowo	duck
k	" "	keke	father
g	" "	gulu	stick
kp	" "	kpawu	bridge
gb	" "	gbengi	yesterday
f	" "	fande	cotton
v	" "	vonu	last year
s	" "	sani	bottle
h	" "	ha	today
m	" "	maana	plantain
n	" "	nene	shadow
ny	" "	nyaha	woman
	" "	rama	blood
	" "	mba	rice
	" "	nda	mouth
	" "	ngoto	waist
apb	" "	sangba	sound drum
nj	" "	nja	water
l	" "	li	go
w	" "	wa	come
y	" "	yila	one

Most of these consonants have the same sound value as in English. The exceptions are the most difficult areas for a learner of Mende as a second language to master. These should therefore be intensively practised. As the above list shows these sounds are consonant clusters which are single sounds, and not two or three distinct sounds as their combination may suggest to a foreign learner. The sounds are:

<u>kp</u>	as in	kpaa	farm
	" "	kpale	pain
	" "	kpolo	salt
	" "	kpate	rich, wealth
	" "	kpunde	trouble

<u>gb</u>	as in	gb _i	all
	" "	gbengi	yesterday
	" "	gbei	why
	" "	gbɛhɛ	bench
	" "	gbembe	board
<u>ny</u>	as in	nyande	beauty
	" "	nyo	corn
	" "	nyoko	sugar-cane
	" "	nyina	rat
	" "	nyini	breast
<u>mb</u>	as in	mba	rice
	" "	mbala	sheep
	" "	mbu	owl
	" "	mbeke	branch
	" "	mbali	vomit
<u>nd</u>	as in	nda	name, mouth
	" "	ndamba	crocodile
	" "	ndovo	frog
	" "	ndɛvɛ	bat
	" "	ndo	child
<u>ng</u>	as in	ngɛlɔ	sky
	" "	ngoto	waist
	" "	ngili	cook, tie
	" "	ngat	set (trap)
	" "	ngaya	tear
<u>ngb</u>	as in	sangba	sound drum
	" "	Gbangba	name of man
<u>nj</u>	as in	njowo	potato
	" "	nje	goat
	" "	njala	lion
	" "	nja	water

It should be noted that n which is the final sound in English words such as sing, morning and going can occur in initial and final positions in Mende. For example:

noni	bird
nama	blood
polon	far
gbun	heavy falling sound

Vowels

Mende has seven vowels and these are:

i	as	in	ndili	housefly
e	"	"	fele	two
ɛ	"	"	sɛle	banana
a	"	"	hawa	brush
ɔ	"	"	bondo	okra
o	"	"	folo	sun
u	"	"	buku	book

All vowels can occur long and short. Long vowels are represented by double letters as in:

paa	kill
kpaa	farm
loolu	five
puu	ten
fajii	the bucket

Consonant Mutation

This is an important feature of the language which affects a substantial number of words. In these words the initial consonant changes according to certain basic phonological principles in certain grammatical contexts. The unchanged initial consonant is called the unmutated consonant, and it is this consonant which a word generally has in isolation. Its replacement consonant is called mutated consonant. The following table shows the mutations:

<u>Unmutated</u>				<u>Mutated</u>	
k	as in	kali	snake	g	gali
t	" "	tanga	cassava	l	langa
nd	" "	ndoli	hook	l	loli
s	" "	sani	bottle	j	jani
f	" "	folo	sun	v	volo
kp	" "	kpaki	arm	gb	gbaki
mb	" "	mba	rice	v	ba
nj	" "	nja	water	y	ya
p	" "	pɛɛ	house	w	wɛɛ
ng	" "	ngatɛ	set (trap)	y	yatɛ
ng	" "	ngoli	ear	w	woli

Note: ng is mutated to y before the vowels, a, e, i, but to w before o and u.

It should be realised during sound drills that the place of articulation of the unmutated and mutated initial consonants generally remains the same. It will also be realised that these mutations occur in the following contexts:

(a) a possessed noun has a mutated initial consonant

tangeɪ	cassava
ndomeɪ	shirt
kpaa	farm
mboma	hammock

Nya langei yilia
I ngi lomei wanga
Aliu ya ngi gbaa hu
Bi bomei wovango

My cassava has cooked
He has washed his shirt
Alieu has gone to his farm
Your hammock is old

- (b) the initial consonant of the second noun in a nominal compound is mutated.

ndolo
ndolo yia
kpolo
kpolo jani
ndo
Mende lo

nation
national conflict
salt
salt bottle
child
Mende child

- (c) a verb preceded by an object has a mutated initial consonant.

Ngi pilinilo
Mahai tewenilo
Ngi kotui wilinilo
Mahai ngiai lewenilo

I threw (it)
The chief decided (it)
I threw the stone
The chief decided the case

- (d) a postposition preceded by a noun, pronoun or nominal phrase has a mutated initial consonant

Nda kplanga
Nda pelei gblanga
Li poma
Li bafei woma

Place (it) near (it)
Place it near the house
Go behind it
Go behind the hut

- (e) an adjective preceded by a noun, pronoun or nominal phrase has a mutated initial consonant.

teli
kutu
nyande

black
short
beautiful

Nya go bolo lɛli na hu

Give me that black hat

Nu gutui mamaningo

Short people are arrogant

Nyapo nyande lo

This is a beautiful woman

There are certain words whose initial consonants are never mutated even though the same consonants can be mutated in other words. The words are senior kinship terms (except nje and kenya) and close relationship nouns, numerals (except fengo and sango), personal names, names of geographical places, days of the week and months.

Tone

Mende has two different tones, high and low which can be marked as follows:

High Tone

ndé	say it
héle	elephant
la	lie down

Low Tone

h e	blessing
btá	hat, cap
mbulá	intestine

In addition to these two tones there are phonetic glides from low to high and high to low where two vowels with different tones come together without an intervening consonant.

Rising Glide

tei	the fowl, chicken
ngui	the head
selee	the banana

Falling Glide

ngii	I not (negative pronoun)
hondoe	bean
bukui	book

It is important that the learner understand how tone operates in the language because:

- (a) some words are distinguished from each other according to their tones. For example:

ndóli	hook
ndóli	dance
káli	hoe
káli	snake
mbówó	clay
mbowò	to fly

- (b) the meaning of certain sentences is determined by tone

Béé lí?	Won't you go?
Bèè lí	You can't go
Máá bíá miá mú líma	We are going together
Máá bíá miá mú líma?	Are we going together?

Elision

Elision and contraction occur mostly in fast, casual speech in which consonants and vowels may be elided from a word or a sentence. It is important that one is able to recognise the same word in its elided and unelided forms and two words contracted into one word, when they occur in different contexts. Elision occurs in contexts including the following:

- (i) intervocalic l and w are generally elided

<u>unelided word</u>	<u>elided sound</u>	<u>elided word</u>
tewe cut	w	tee
ndowu hide	w	ndou
pele road	l	pee
ngolo break	l	ngoo

- (ii) consonants are frequently elided from the verbal suffixes

-nilo and -nga

Ngi liio	I went	(for ngi linilo)
Jo ndeio	Joe said it	(for Jo ndenilo)
Ti mēa	They have eaten it	(for ti mēnga)
I waa	He has come	(for i wanga)

- (iii) in the verbal suffixes, -mal and -ngalo the l may be elided and the o assimilated to the preceding vowel

Ngi limaa	I am going	(for ngi limalo)
Ye piēmaa?	Is mother doing it?	(for ye piemalo?)
I wolongaa?	Has it broken	(for i wolongalo?)
Ti hangaa?	They have died?	(for ti hangalo?)

- (iv) the l of the emphatic particle, lo can be elided and o assimilated to the last vowel of the preceding word

Nyaa wama	I am coming	(for nya lo wama)
Taa mema	He is eating it	(for ta lo mema)

- (v) the vowels u, i and e can be elided in certain words if they are followed by l

klo	infront	(for kulo)
mbia	male in-law	(for mbila)
blenn	to turn rapidly	(for balen)

Indefinite and Definite Forms

Definiteness and number are functionally related, for the language does not only have definite singular forms but also definite and indefinite singular and plural forms. The indefinite form of a noun is simply that which does not have a definite marker.

The most common definite singular marker is the suffix -i

indefinite singular form

hele	elephant
pele	house
ndopo	child
sani	bottle
bulu	horn
bolo	hat

definite singular form

helei	the elephant
pelei	the house
ndopoi	the child
sanii	the bottle
bului	the horn
boloi	the hat

There are three exceptions to this pattern.

- (a) when the definite singular marker -i is suffixed to a word ending in a the a is replaced by e. For example:

indefinite singular form

mba	rice
ndoma	shirt
nja	water
ha	death
mbala	sheep

definite singular form

mbei	the rice
ndomei	the shirt
njei	the water
hei	the death
mbalei	the sheep

- (b) a few nouns have their last vowel lengthened for their definite form.

<u>indefinite singular form</u>		<u>definite form</u>	
meme	mirror	meme	the mirror
ndola	baby	ndolaa	the baby
kaŋa	box	kaŋaa	the box

(c) some nouns have two freely variant definite forms.
 These normally end with the vowels, o, u and o

<u>indefinite singular form</u>		<u>definite singular form</u>	
bondo	okra	bondoi/bondoi	the okra
bolo	hat	boloi/boloi	the hat
kulu	washing place	kuloi/kuloi	the washing place
folo	sun	foloi/folei	the sun
tolo	kolanut	toloi/tolei	the kolanut

Number

The most frequently occurring plural markers are -ngaa which is the indefinite plural marker, and which is only suffixed to indefinite form of nouns and -sia which is suffixed to definite forms only.

indefinite singular form

maha	chief
ndili	housefly
hele	elephant
ndopo	child

indefinite plural form

mahangaa	chiefs
ndilingaa	house flies
helengaa	elephants
ndopongaa	children

definite plural

mahsisia	the chiefs
ndilisia	the house flies
heleisia	the elephants
ndopoisia	the children

Some nouns have alternative means of forming the definite plural. They do so by adding the definite suffix -sia to the indefinite plural suffix -ngaa as in, for example:

pundi	mosquito	- indefinite singular
nje	goat	" "
pundinga	mosquitoes	- indefinite plural
njengaa	goats	" "

pundi	the mosquito - definite singular
njei	the goat - " "
pundiisia	the mosquitoes - definite plural
njeisia	the goats - " "
pundingɛisia	the mosquitoes " "
njengɛisia	the goats " "

-ni

-ni is another plural marker, and it occurs only with personal names, kinship terms, some pronouns, and, in folklore, with the names of animal characters. It means 'and others' or 'group'.

Musani	Musa and others
kɛkɛni	father and group/others
Kasiloni	Mr Spider and others/group

Musani ti wanilo	Musa and others came
Joni ti passimaa	Joe and others will pass
Kadini mia ti pieni	Kadi and others did it

Used with the pronouns mua, wua, and tia, it has flattering derogatory/or arrogant connotation.

Wuani wɛ na wie	People like you cannot do that
Muani mɛ nyani	People like us cannot be poor
Tiani tɛ nafa	People like them cannot prosper

* It should be noted that a noun takes the definite singular marker -i before the definite plural marker.

The pronouns can take the definite plural suffix, -sia

Wuanisia wu mēhē yaa na

That is not food for people
like you

Tianisia ti hema yaa ji

This is not a sitting place
for people like them

Muanisia ma yili pēlē
yekpe bu lo

People like us sleep in good
houses

The Agentive Form

-mo and its corresponding plural markers, -blaa and -bleisia are roughly equivalent to English -er/-ers.

ngenge	work		
mε	eat		
pie	do		
ngengemo	worker	-	indefinite singular
memo	eater	...	" "
piemo	doer		" "
ngengemoi	the worker	-	definite singular
memoi	the eater		" "
piemoi	the doer		" "
ngengeblaa	workers	-	indefinite plural
mεblaa	eaters	-	" "
pieblaa	the doers-		" "
ngengebleisia	the workers	-	definite plural
mεbleisia	the eaters		" "
piebleisia	the doers		" "
Ngengemoi waa mεhe yiimoi gama	the worker has come to the cook.		
Li halemoi gama	Go to the doctor/medicine man		
Pεε loblaa lo mia	The house builders are there		
Ti humableisia hounga	They have caught the thieves		
KoLo nyεimo wa lo	This is a great writer		

Numerals

The following numerals are used in counting:

ita	one
fele	two
sawa	three
naani	four
loolu	five
woita	six
wofila	seven
wayakpa	eight
taawu	nine
puu	ten
puu mahu yila	eleven
numu gboyong	twenty
numu gboyong mahu puu	thirty
hondo yila	one hundred
tausi yila	one thousand

Ngila (mutated form yila), one has three other forms - ita which is used only in counting and the ordinal forms, haale and yese, both of which mean first. But ngila, haale and yese do not have the same grammatical distribution. For example:

Senti yila vembe
Haale Pis Koo lo
Nya yese ngi wani

Give me one cent
This is the first peace Corps
I came first

When it occurs with the prefix, ye - it means 'one of' as in, for example:

Yengila wu bagi hu
Yengila be ii nya yeya
Nansi yengila menga

Put one of them in the bag
I don't have even one
Nancy has eaten one of them

Haale can take the agentive singular and plural markers

Haalemoi yamanga	The first person has returned
Haaleblaa ti fonga	The first people have arrived
Haalebleisia ti kpele menga	the first people have eaten all

The suffix, -ngo occurs with the numerals fele to wayakpa but much more frequently with fele and sawa and rarely with naani to wayakpa.

Ti loolungo ti waa	All the five of them have come
Wu wofilango a li	All the seven of you go.
Mu wayakpango mea	We have eaten all the eight.

It is contracted with fele and sawa to fengo and sango respectively.

Fengo ve	Give all the two
Sango venda	Fill all the three
Bi wailo a fengo?	Did you bring all the two?
Nya longo a fengo	I want all the two

Ngila, fengo and sango are the only numerals whose initial consonants can be mutated (Cf p)

ngila	yila
fengo	vengo
sango	jango

Mu jango mia mu lima	Three of us are going
Ti venjo loli	Call the two of them
Nyaha yila mia nya yeya	I have one wife

When the suffix -kpe is suffixed to yila, fele and sawa they mean 'one only', 'two only' and 'three only' (with strong emphasis).

Ngi mēni yakpe

I ate only one

Nu felekpe mia wani

Only two people came

Jigi feni sawakpe

Jigi gave only three

When nouns are enumerated they do not take plural markers.
For instance:

Nje puu mia mu mēni

We ate ten goats

Nyaha loolu mia Kaimasa
yeya

Kaimasa has five wives

Nya go a mita fele

Give me two spoons

I buku wayakpa gaa

He has read eight books

Pronouns

To a learner of Mende as a second language, pronouns may be the most confusing word category. This may be due to the fact that the form of certain pronouns varies with the aspect/tense of the verb with which they occur and whether the sentence is positive or negative

The labels of the various sub-categories of pronouns in this text are only convenient labels, meant to serve self-explanatory purposes.

nya	first person singular	I
bia	second " "	you
ta	third " "	he/she/it ¹
mua	first person plural	we
wua	second " "	you
tia	third " "	they

These are personal pronouns but some authors have called them "basic pronouns" because they are the only pronouns that can occur alone. They occur in sentences such as:

Nya lo lima Sumbuya	I am going to Sumbuya
Bia " " "	You are going to Sumbuya
Ta " " "	He is going to Sumbuya
Mua " " "	We are going to Sumbuya
Wua " " "	You are going to Sumbuya
Tia " " "	They are going to Sumbuya

1. No gender distinction in pronouns in the language

These pronouns have their negative equivalents, but unlike the positive forms these never occur alone. They occur with the negative particle, *ii* (cf p. 107) but one of the *i*'s of the particle is elided and the other contracted with the pronouns. It is these contracted forms that have come to be conveniently regarded as negative pronouns.

<i>ngi</i>	+	<i>ii</i>	=	<i>ngi</i>	I not
<i>bi</i>	"	<i>ii</i>	"	<i>bii</i>	you not
<i>i</i>	"	<i>ii</i>	"	<i>ii</i>	he/she/it not
<i>mu</i>	"	<i>ii</i>	"	<i>mui</i>	we not
<i>wu</i>	"	<i>ii</i>	"	<i>wui</i>	you not
<i>ti</i>	"	<i>ii</i>	"	<i>tii</i>	they not

<i>Ngii</i>	<i>lima</i>	<i>Sumbuya</i>	I am not going to Sumbuya
<i>Bii</i>	"	"	You are not going to Sumbuya
<i>Ii</i>	"	"	He/she/it is not going to Sumbuya
<i>Mui</i>	"	"	We are not going to Sumbuya
<i>Wui</i>	"	"	You " " " " "
<i>Tii</i>	"	"	They are not " " "

Habitual/future pronouns

These are pronouns that occur with verbs referring to habitual or future activity. But whether the pronoun is habitual or future largely depends on the situation of the utterance and/or the addition of time element. There are two forms of these pronouns, positive and negative.

Nga mbei mɛlo	I eat rice
Ba " "	You eat rice
A " "	He eats "
Ma " "	We eat "
Wa " "	You eat "
Ta " "	They eat "

These pronouns occur as habitual pronouns in the above sentences but they occur as future pronouns in the following examples.

Nga mbei mɛlo sina	I shall eat (the) rice tomorrow
Nga walo	I shall come
Ta kpiti hawalo woi	They will brush the grass some- time today
Ba walo	You will come
A lolilo a kpokoi ji	He will dance this evening

Negative Habitual/Future Pronouns

These pronouns occur with verb stems only.

Nge mba me	I don't eat rice
Be " "	You " " "
e " "	He does not eat rice
Mue (me) mba me	We don't eat rice
Wue (we) " "	You don't " "
Te mba me	They don't eat rice
e li ha	He will not go today
Mue kpaa la foe ji	We are not going to make a farm this year.
Be lembi	You will not live long
Te te wa	They said they will not come

Past Pronouns

These pronouns occur with verbs which have the past positive suffixes -nily, -nga and -ngalo and the progressive suffixes -ma and -malo.

Ngi linilo Salon	I went to Freetown
Bi " "	You " " "
I " "	He/she/it went to Freetown
Mu " "	We went to Freetown
Wu " "	You " " "
Ti " "	They went to "
Ngi kpoyonga a Kaala	I have finished reading it
Bi " " "	You have finished reading it
I " " "	He/she/it have finished reading it
Mu " " "	We have finished reading it
Wu " " "	You " " " "
Ti " " "	They have " " "

Both -nga and -ngalo carry the same meaning of 'completed action' but the latter is emphatic. It is commonly used in response to questions such as:

Q: Gboo bi piea la?

What have you done to it?

A: Ngi paangalo

I have killed it.

Ngi ndewengalo

I have beaten him/her/it

Ngi ngi nonangalo

I have wounded him/her/it

Ngi nyaningalo

I have destroyed it

Q: I ye p ea a mbei?

What has he done with the rice?

A: I mengalo

He has eaten it

I pilingalo

He has thrown it

I ngilingalo

He has cooked it

The following are examples of the progressive use of these pronouns. It can be seen that the verb has the suffix -ma.

Ngi lima kpetei hu lo

I am going to the swamp

Bi " " " "

You are going to the swamp

I " " " "

He is " " " "

Mu " " " "

We are " " " "

Wu " " " "

You " " " "

Ti " " " "

They are " " " "

-malo, attached to a verb, can convey both progressive (for emphasis) and future meanings. For example

Ngi kulɛi wamalo

I am washing the clothes or I shall be washing the clothes.

Ngi kpandei wilimalo

I am firing the gun or I shall be firing the gun.

Ti kei yilamalo

They are sweeping or they will be sweeping.

Mu ngi lewemalo

We are beating him or we shall be beating him.

Past Negative Pronouns

These are the same as basic negative pronouns.

Ngii lima kpetei hu	I am not going to the swamp
Ngii kpandei wilima	I am not firing the gun
If pelei bu yilama	He is not sweeping the house
Mui ngi lewema	We are not beating him

Conjunctive Pronouns

These pronouns have, in addition to their meaning, the conjunction 'and'. They occur in constructions such as:

Maa Ali mia mu lini	Allie and I went
Waa Kaablaa a wa	You and learners come
Taa Jene mia ti lima	He and Jeneh are going
Mua bia mu lo	Let you and I remain
Wua Modu mia wu meni?	You and Modu ate it?

The suffix, -ni can be attached to the first, second and third person plural conjunctive pronouns -mua, wua and tia (cf. p).

Muani mu gba	People like us are different
Wuani we na wie	People of your class cannot do that
Tiani te lembi	People like them cannot live long

The definite marker -sia can be attached to wuani, muani, as in, for example:

Muanisia me mone	People of our class cannot struggle
Tianisia te tanga me	People like them cannot eat cassava

Wuanisia wa gbua Amerika
lo

People like you come from
America

Wueni and tieni are variants of wuani and tiani respectively, but they never take the definite plural marker -sia, and they are invariably preceded by conjunctive pronouns.

Maa tieni me li

They and I cannot go

Maa wueni mia mu pie ma

You and I are going to do it

Taa tieni ti kaanga

He and they have read it

Prohibitive Pronouns

These are:

ngaa

let me not

baa

do not

aa

let him not

maa

let us not

waa

do not

taa

let them not

Baa luma ngaa li

Don't let me go

Baa Pis Koo na gaa

Don't teach that Peace Corps

Waa gbua klasi hu

Don't leave the class

Aa li hinda gbi

Let him not go anywhere

Maa huma wie

Let us not steal

A - Pronouns

These are pronouns that always occur with the preposition, 'a' which invariably precedes them. Hence the label, a-pronouns. They never occur as subjects. They are:

nge

me

bie

you

ngie	her/she
mua	we
wue	you
tie	them

Numu yekpe lo a nge	I am a good person
Yo a bie	Who are you
Nu noho lo a ngie	He is a dirty person
Nya longo bie	I love/like you
Gbei bi lolongo a tie?	Why do you hate them?
Wa a tie bei	Bring them here

The third person singular a-pronoun ngie refers only to human nouns. Its variant form, la refers to non-human nouns and to human nouns if the latter has been previously mentioned or the audience knows the noun it refers to.

Nya longo la	I like it
Nyapoi na nya longo la	That woman I love her
Li bi wa la	Go and bring it
Mahei na, baa la la	That chief, don't trust him

Possessive Pronouns

Possessive pronouns are:

nya	my
bi	your
ngi	his/her/its
mu	our
wu	your
ti	their

Nya gbaysi nohonge.	My headtie is dirty
Bi loi lo?	Is this your child?

Ngi nje ya kpaa hu	His mother has gone to the farm
Li a mu lowoi kisi hu	Take our pumpkin to the kitchen
Ti wu welei longa?	Have they built your house?
Ti lei ya seweewe	Their town is clean

If the possessed noun is plural the third person plural past pronoun ti occurs between it and the verb.

Nya yengebleisia ti hawango	My workers are lazy
Bi nyapoisia ti lole	How many girl friends do you have?
Wu ndengaa ti waa?	Have your brothers/sisters come?
Ngi nikangaa ti ndoe lenga	His cows have given birth

All possessive pronouns can occur with 'nda' which means 'own'. For example:

Nya nda lavei lo	This is my own pipe
o bi nda gowei?	Where is your own shoe?
Wu nda ii na	Your own is not there

When a possessive pronoun and nda occur without an overtly expressed possessed noun, nda can take the definite singular and plural markers, -i and -sia.

Nya ndei ve	Give me my own
Bi ndeisia wumbu	Take your own

If, however, a noun is overtly expressed it takes the definite singular and plural markers.

Bi nda nyapoi ii loni a bie	Your own girl friend doesn't love you
Ngi nda huangaa ti mumungo	His own animals are small
Ti ti nda beleisia hongga	They have sewn their own trousers

Nge Pronouns

The name Nge derives from the contracted forms of subject pronouns and the irregular verb, nde (to say).

<u>Subject Pronoun & Nde</u>			<u>Contracted form</u>	
ngi	ndenilo	I said	nge	I said
bi	"	you said	be	you said
i	"	he said	ye	he/she said
mu	"	we said	me	we said
wu	"	you said	we	you said
ti	"	they said	te	they said

Reflexive Pronouns

Reflexiveness is expressed by the word yekpe (self) which immediately follows the pronoun 'affected'.

Ngi nya yekpe nonanga	I have wounded myself
e gbo ta yekpe ma	He doesn't help himself
Bi bi yekpe lo weema	You are deceiving yourself
Wu wu yekpe nyaninga	You have destroyed yourself.

Interrogative Pronouns

The interrogative pronouns are:

ye?	who?
gbe?	what?
Ye mia pee la?	Who is at the door?
Ye lo (or yeo)?	Who is it?
Gbe mia bi yeya?	What is that in your hand?
Gbe lo (gboo) are ji?	What is this?

Demonstrative Pronouns

There are two demonstrative pronouns - ji (this), na (that) and their plural forms jisia (these) and nasia, (those).

Ji me

Eat this

Na wili

Throw that

Jisia vawoi

Disturb these

Nasia tii gbekpeni

Those are not good

Na nyandeni ji ma

That is prettier than this

Jisia ti wovani nasia ma

These are older than those

Adjectives

Adjectives follow the nouns they qualify as gbaya and gutu, for example, do in the following sentences.

Numu gbaya ya a nge

I am not a strong person

Numu gutu mia

He is a short person

Adjectives in the language include

kuha	tall, long
kole	white
nyamu	ugly
nyande	beauty
kpekpe	good, kind
nina	new
nomi	green
kpolu	red
popo	light
baba	foolish, unserious
hawa	lazy
noho	dirty
ngova	old
sewe sewe	clean
kpowa	mad
teli	black
baji	yellow
mini	heavy
nein	sweet
ona	bitter

When adjectives occur with a definite and/or plural noun, the definite and/or plural markers are suffixed to the adjective and not the noun.

Ndopo nyamui ya

The ugly child has gone

Pele gbitii loe	Brush the bushy road
Jo lo lumbe lulɛisia mema	Joe is eating the rotten oranges
Mita goweisia mawa	Wash the white spoons
Nyaha nyandegaa lo	These are pretty women
Nu wovangaa leke mia ti wani	Only old people came.

The most frequently used adjectival form is the '-ngo form'.

nyandengo	he/she/it is beautiful
ninango	it is new
govango	it is old
telingo	it is black
Mahɛi mamanningo	The chief is proud, arrogant
Nyapoi nyandengo	The woman is beautiful
Ndomɛi lɛingo	The shirt is wet

This -ngo form can take the definite singular and plural markers.

Kena kutungoi hanga	The short man has died
Baa ngengemo hawangoi na go	Don't give that lazy worker
Nika lilengoisia gbe	Drive the angry cows away

The '-ngo form' can also take the agentive singular and plural markers.

Masubamo mia a ngie	He is a dangerous person
Nyamublaa kpɛɛ ti gbua	Let all ugly people go out
Hawablɛisia ti ndɛi mia	That belongs to the lazy people

To form the negative the adjectives take the suffix -ni.

Nyapoi ii nyandeni	The woman is not beautiful
Ndomɛi na ii nohoni	The shirt is not dirty
Ngii hawani	I am not lazy

The Habitual Form

-lo/lo is the habitual tense marker. Its grammatical distribution is not, however, fixed: it occurs as a verbal suffix when it directly follows a verb and as an independent lexical item in other positions.

Nga mehe melo	I eat food
Nu gbi a mualo	Everybody washes
Modu a yiilo wa	Modu sleeps a lot
A kpaa lalo fo gbi	He makes a farm every year
Njei a wa a hami lo	It rains in the rainy season
Kolci a wa a ngevoe lo	The cold blows/comes in the dry season
A li ngengemei a gendei lo	He goes to work in the morning
Ndopoisia ta loli a kpokoi lo	The children play in the evening

The Future Form

If a 'future element' is added to the verb to which -lo is suffixed, then the verb has a future reference.

Ma mbei melo sina	We shall eat the rice tomorrow
Mahci a kpaa lalo vonu	The chief will make a farm next year
Ba lilo sina	You will go tomorrow
Nga walo ha	I will come today

The Progressive Form

-ma is the progressive marker.

Ta lo lima	He is going
Jene lo kulɛi wama	Jene is washing the clothes
Majo lo kaama	Majoe is reading it.
Nja gbii lo vayama	The cloud is scattering

Related to -ma is -malo which is suffixed to a verb to emphasise and/or strongly confirm a present or future activity.

Ngi ndoi na gbi gbolimalo	I'm drinking/I'm going to drink all the rum
Ye i kpoyomalo sange	He said he will finish it soon
I nyanimalo	He's destroying it/will destroy it
Bi fendamalo kpa	You are filling/you are going to fill it to the brim

-ma and malo may occur together with the latter usually following the former to express a future activity.

Ngi wama limalo	I'm coming to go/I shall be going
Aifa wama bi lewemalo	Alpha will be coming to beat/ Alpha will be beating you
Kamo wama vamalo bi ma	Teacher will be coming to visit you/visiting you
Ngi wama limalo Pis Koo Ofisi hu	I am coming to go to the Peace Corps Office/I shall be going to the Peace Corps Office

The perfect form markers are the suffixes -nga and -ngalo

Ngi kpolo jani vendanga.	I've filled the salt bottle
Kamo mehe menga	Teacher has eaten
Modu kpoyonga	Modu has finished
Bi nyei yelenga?	Have fried the fish?

-ngalo is an emphatic perfect marker i.e. it is used to emphasise the completion of an-activity.

Ti nyaningalo	They have destroyed it
Sita glasi wolongalo	Sita has broken the glass
Abi yalo	Abi has gone
I kpatengalo	He has made it.

The Simple Past

The simple past is marked by the suffix -nilo

Miata kei yiñilo	Miatta sweep
Pis Kooisia ti pɛɛi loilo	The Peace Corps built the house
Ti linilo sukui hu	They went to the school
Ami vanilo ngi ma	Amie greeted him

Transitive and Intransitive Verbs

Transitive Verbs

Transitive verbs can be defined as verbs which occur with an object, overt or covert. The direct object, if present, precedes the verb. In, for example:

Sita lumbei wilinga
Ti mbei majianga
Kamo ngi lewenga
I nja lowei bonga

Sita has thrown the orange
They have sold the rice
Teacher has beaten him
He has dug a well

the verbs wilinga, majianga, lewenga and bonga are all preceded by objects, and it can be seen that they all, but one (majianga which has an unmutable initial consonant), have mutated initial consonants. But in the following sentences the verbs have unmutated initial consonants because the objects are not expressed. The understood object is the third person singular pronoun 'it'.

I ndonga pelei woma

He has left (it) behind the house

Mahai tewenga

The chief has decided/cut(it)

Mui pilini

We did not throw (it)

Mami fendanilo

Mamie filled (it)

Intransitive Verbs

Intransitive verbs do not occur with objects, as in, for example, the following sentences.

I longa lumui hu

He remained the room

Ngil windenga

I have jumped

Some verbs may or may not occur with mutated initial consonants. When they occur with unmutated initial consonants they behave transitively i.e. the direct object is understood even if not overtly present, but when they occur with mutated initial consonants they behave intransitively. In, for example:

• (a) Nga fembelo I'll swing it/I swing (it)

A kotolo

He will bend (it)

Kpana potenga

Kpana has turned (it)

Musu pindenga

Musu has jumped (it)

Nga vembelo

I swing

A gotolo

He bends/stoops

Kpana wotenga

Kpana has turned

Musu windenga

Musu has jumped

The verbs have mutated initial consonants and behave like intransitive verbs.

The Imperative Form

For the singular imperative form only the stem of the verb is used. If an object is unexpressed the verb has a mutated initial consonant; otherwise it has an unmutated initial consonant. In, example (a) the verbs have mutated initial consonants because no objects are present or implied.

(a)	le	go up
	wa	come
	li	go
	la	lie down

But in example (b) the verbs have unmutated initial consonants because the objects are understood.

(b)	fenda	fill it
	njoyo	send it

ng ngate
 koto

set it (trap)
bend it

Verbs of Posture

In English Majoe is standing refers both to the act and state of standing. In Mende these are expressed differently. The state is marked by the suffix - ni and the act by the suffix -ma (cf. p)

Somusu lo loma

Somusu is standing (act)

Somusu lo loni

Somusu is standing (state)

Nyaa hema

I'm sitting (act)

Nyaa heni

I'm sitting (state)

Taa weleⁿⁱ

He is bowing down (state)

Taa wele^{ma}

He is bowing down (act)

Ndoi lo lama

The child is lying down (act)

Ndoi lo lani

The child is lying down (state)

Adverbs

Adverbs generally occur in postverbal and initial positions.

- | | | |
|-----|---------------------|------------------------------|
| (a) | Li floflo | Go quickly |
| | Baa jia yelen | Don't walk slowly |
| | Wa siahuna | Come now |
| (b) | Na lo ngi lini na | It is there I want |
| | Bendo mia ba pie na | It is here you have to do it |
| | Ha lo i waa | It is today he came |

It can be seen from example (b) that adverbs that occur in initial positions are (generally) adverbs of place and time.

Below is a list of more adverbs.

kaka	quickly
ngaungaun	arrogantly, proudly
panda	cautiously, carefully
lombolo	sluggishly
lele	slowly
mbe	here
sina	tomorrow
sange	soon
baba	foolishly

Ideophones

Ideophones are adverbs mostly of degree and manner whose sound suggest their meaning. Very few ideophones can be said to have any English equivalents and no English translation can give the sound effect which is one of their most distinguishing features. Unlike most of the other adverbs ideophones always follow their governing verbs.

I ngeyei lewenilo kpe

He cut the rope . . .

Fendogo kpa

It is absolutely full

Ngi mēnga gao

I have eaten everything/I have eaten it up

I kpoilo gbinyo

He drank it

Gulii gulanilo gbuṅ

The tree fell

In the above examples kpe, kpa, gao, gbinyo and gbuṅ are ideophones. Kpe means cutting something with sharp instrument in one clear, clean sweep; gao does not only mean eating everything, but also eating it greedily, gbinyo is the sound produced by forcing a lump of food through the throat and gbuṅ is the falling sound of, say, a big tree.

Here are some more ideophones:

daṅ

very bright

gbeleinṅ

sound like that of a bell

polong

far, very far

gba

widely (open)

Interrogative Adverbs

mi/mido

where

migbe

when

lole

how

gbei

why

Mi/mindo mia bi lima na?

Where are you going?

Migbe mia bi wani ndaloi ji hu?

When did you come to this country?

Lole mia bi meni

How many did you eat?

Gbei bi ngi hooni?

Why did you stone him?

Postpositions and Prepositions

Postpositions generally occur after nouns, pronouns, nominal phrases and verbs, whereas prepositions occur before them.

Postpositions

In the following sample sentences the postpositions occur in final positions vis-a-vis after nouns and pronouns.

Sɛɛi la teɪi ma	Put the banana on the table
Taa pɛɛ woma	It is behind the house
Nda nya gulo	Put it in front of me
Too ngi yakama	Place/stand it by his side

Here are some more postpositions:

gɔɔɔɔ	near
kohu	inside
mahu	top
nda	at
mbu	in, into, under
wɛ	for
nduahu	between,
ndia	between, among
nga	at, in, from
hu	in, from, to

Bu and hu deserve special attention because they have several semantic equivalents in English, depending on the context in which they occur. For example:

(a) Tia lo kpaa hu	They are in the farm
Sao gbuaa kpaa hu lo	Sao has come from the farm
Mu li kpaa hu	Let us go to the farm

show that hu is roughly equivalent to 'in', 'from' and 'to' depending on grammatical context.

- | | | |
|-----|-----------------------|------------------------------|
| (b) | Nya nyahei lo pɛɛi bu | My wife is in the house |
| | Baa li la pɛɛi bu | Don't take it into the house |
| | Ngi gbɛ pɛɛi bu | Drive him from the house |
| | Kalii lo gbembei bu | The snake is under the board |

It can be seen that bu can mean 'in', 'into', 'from' and under depending, of course, on grammatical context.

Prepositions

Only two prepositions are known - 'a' which roughly means 'with' and keleke which means 'except'. Of the two 'a' has a much wider distribution.

- (a) it is used instrumentally

Me a loko	Eat with hand
Tewe a mbowɛi	Cut it with the knife
Ndala a kpaya	Draw it with strength

- (b) it introduces the object after certain verbs

Ti wanilo a mɛhe	They brought the food
I linilo a ngi navoe	He went with his money

- (c) it introduces dependent verbs

I gbenilo a piela	He stopped doing it
I totonga a woola	He has started crying
Gbe a yeɛla	Stop laughing

- (d) it introduces 'a-pronoun' (cf. p. 90)

Tii loni a bie	They don't like you
Baa la a ngie	Don't believe him
Nya longo a tie	I like them

Keleke occurs in sentences such as the following:

Mu kpεle mu linilo keleke Jon	We all went except John
Nge pie keleke bi nya pawa	I can't do it except you pay me

The Negative Forms

There are two negative particles *ya* and *ii* (cf. p. 107), and they occur in structures such as:

(a) Kenya ii lini suku	Uncle didn't go to school
Ndopoi ii nyamuni	The child is not ugly
Ngii mbei meni	I did not eat the rice
Jumbu ii nya ma	I don't have sin
Mbogbei ii houni	The cutlass is not sharp

It can be seen that *ii* precedes the verb it occurs with

ya is normally followed by the preposition *a* with which it can be contracted to form *yaa*.

Nu yekpe yaa nge	I'm not a good person
Nu nyamu yaa tie	They are not bad people
I yaa wani le	He hasn't come yet
Humamo yaa Jo	Joe is not a thief

The Particles Lo, Mia and Le

Although these particles have some grammatical distribution in common they nevertheless have individual characteristics.

1. Emphatic Function

One of the functions of these particles is to positively emphasise. In the following sentences, for example, the subjects are emphasised by these particles.

Nya le ngi pieni	I did it (nya emphasised)
Ye mia wanga	It is mother who has come (ye emphasised)
Jo lo wani	It was Joe who came (Jo emphasised)

Le is more emphatic and has a slightly different semantic implications. Mia suggests distance away from the speaker whilst lo nearness. Le does not suggest either but it connotes stronger emphasis than the others. In the following sentences mia and lo can follow ye and nya, but le is preferred because the speaker wishes to give an emphatic response that cannot be expressed by lo and mia.

Ye mia wanga?	Is it mother that has come?
M, ta le	Yes, it is she
Yo pɛlɛi la?	Who is at the door?
Nya le	I

Le occurs with stative verbs to emphasise them. The 'l' is, however, normally elided and the two words contracted.

Nyandegoe (for nyandengo le)	She is beautiful
Kutungoe (for kutungo le)	It is short
Kowengoe (for kowengo le)	It is white

Reduplicated Forms

Reduplication affects verbs, adjectives and nouns.

Verbs

Verbs are reduplicated in order to intensify for indicate repeated action. Reduplicated verbs have the same grammatical distribution as their single forms and their second part has the same initial consonant.

Single Forms

tewe	cut
mbla	tear
pote	turn
faya	scatter
pili	throw

Reduplicated Forms

tewetewe
mblambla
potepote
fayafaya
pilipili

Some adjectives are reduplicated as intensifying device.

Single Form

nyande	beautiful
noho	dirty
nyamu	ugly

Reduplicated Forms

nyandenyande
nohonoho
nyamunyanu

Numerals (cf.)

ngila	one	ngilangila
sawa	three	sawasawa
puu	ten	puupuu
fele	two	felefele

Adverbs

flo	quickly	fluflo
ble		blenble
yelen	slowly	yelenyelen