KITUBA

BASIC COURSE

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

L.B. SWIFT       E.W.A. ZOLA
FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1963

DEPARTMENT OF STATE
FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES

Edited by

CARLETON T. HODGE
PREFAE

Kituba, also known as Kikongo ya Leta and Munukutuba, is a vehicular or trade language spoken along the lower reaches of the Congo and its tributaries. There are no full-scale grammars or dictionaries in this seldom-studied language, and only a very few scholarly sketches of it are available. The present brief introduction to the essentials of this language is designed for study with Kituba-speaking instructors under professional supervision. Gifted students may be able to make some progress using the text and accompanying tapes alone.

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

The linguist in charge of developing the Kituba text has been Lloyd B. Swift, Acting Head of the Department of Near East and African Languages, assisted by Mr. Emile W. A. Zola. The text was prepared and class tested as part of the Special African Language Program of which Earl W. Stevick is coordinator. The tapes were recorded in the laboratory of the Foreign Service Institute under the direction of Gabriel Cordova.

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

GENERAL INTRODUCTION

I. The Kituba Language

The Kituba language appears to have arisen out of a need for intercommunication between up-river Congolese tribes speaking dialects of Lingala etc. and lower-river tribes speaking primarily dialects of Kikongo. This process began before the advent of Europeans in the inland areas but was apparently a response to trading needs stimulated by the arrival of European traders on the coast. Thus at the time of its original development Kituba was a pidgin language, an alteration of (primarily) Kikongo to meet the needs of inter-group communication. Later it began to become creolized as some people came to use it in the home as their primary language. The number of people to whom it is the 'native' language is probably still very small and the great majority of those who use this language (and there are perhaps 1,500,000 of these) also speak another, often several others.

The name of the language presents a problem. There are two main, mutually intelligible dialects. That of the eastern or Kwango-Kwilu region is called Kituba in some sections, Kikongo in others, the latter name reflecting the absence of speakers of real tribal Kikongo in that area. In the western areas of Congo (Leopoldville) the language is most often called Kikongo ya Leta, or Government Kikongo. In Congo (Brazzaville) it is called Munukutuba. In this course, although it represents essentially the western dialect, we have chosen to follow Fehderau in selecting the shorter, more convenient and generally acceptable name.

Kituba has been associated with the Belgian colonial administration, since it proved useful to Europeans who found it easier to use than Kikongo or other tribal languages. For this reason there is some residual feeling that the use of Kituba is an indication of opposition to the nationalist aspiration of, especially, the Bakongo people. However, it provides a means of communicating

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1 The writer is indebted to: Fehderau, Harold W. Descriptive Grammar of the Kituba Language, A Dialectal Survey, Leopoldville, 1962 (mimeo) for much of this information and for many helpful insights the application of which is evident throughout the course.
with a large number of people, speakers of various Kikongo dialects and a variety of other languages, and in certain areas where the tribal linguistic picture is very complicated, it shows signs of increasing use.

II. Patterns of Usage among Speakers of Kituba:¹

Schematic Diagram of the Major Kituba Language Usage Components

¹ This section is adapted with permission from Harold W. Fehderau's introduction to his critique of the preliminary edition of the Primer portion of this course. The writer is indebted to Fehderau for that critique and especially for permission to publish this valuable analysis of the usage situation in the Kituba speaking community. The fact that Fehderau has extensive field experience in the Kituba speaking area and sound linguistic training, makes it likely that his conclusions, whether based on statistically reliable samplings or on less extensive field records, are to be trusted.
A. Fehderau's investigation found two main dialect regions: western (Circle I) and eastern (Circle II). The speech of these two regions has a large common core of usage (C). However, each region has Kituba usages particular to speakers of that region: (A) which distinguishes the western dialect, and (B) which distinguishes the eastern dialect. (AC) could be called the common core Kituba of the western region; (BC) the common core Kituba of the eastern region.

B. However, many eastern-dialect speakers (II) use forms that do not fall into the (BC) area. (E) represents those forms (mainly vocabulary) which are drawn from local tribal languages (T). The circle is broken here between (E) and (T) to indicate the great freedom with which some speakers draw from tribal languages. Those who speak Kituba occasionally or have learned it as a second language late in life are more likely to draw freely on such tribal forms.

Historically, language items (especially vocabulary) can and do change status: an item from (T) can become a member of (B) and even of (C).

C. The same is true of Kituba in contact with Lingala (L) and French (F). There is a small common core of items in Kituba and Lingala (R), but individual speakers who know Lingala also draw on other forms in daily use: (P) and (S).

D. Contact with French (F) follows this pattern even to a greater degree. There is a common core (O) of items in Kituba that are borrowed from French and have become part of the language. Other items borrowed from French are western dialect common core items (M) or eastern dialect items (N). But there is a wide opening to French (F) from all areas since almost any form can be borrowed from French quite freely (within certain grammatical limits of Kituba).

E. Then, finally, paralleling the eastern tribal language usage, in the western region, many speakers make free use of Kikongo tribal language forms (K), from one dialect of Kikongo or another. Western speakers of Kituba (I) have a common core of Kikongo-like items (D) in their Kituba which do not occur in the eastern region (II). But other western speakers of Kituba draw more or less heavily on additional Kikongo forms, hence the free opening to Kikongo (K) from (D). Those who borrow freely from (K) are usually those who have only casual contacts with Kituba or have learned it late in life as a second language.
III. The Language of this Course

In terms of Fehderau's analysis above, this course represents the Kituba of the circle (I) which includes areas ACD plus MO and PR. The Congolese author of the course speaks also a dialect of Kikongo in some home contexts, Lingala in many contacts outside the home and French in most formal or academic contexts as well as with other Africans with whom he shares no common African language. He thus borrows rather freely from (L) and (F) and rather less freely from (K). The writers have compared his speech with that of a few representative speakers on tapes from Radio Leopoldville and Radio Brazzaville and find that the language here represented does not differ in any major respect from the language of those tapes,\(^1\) perhaps most closely paralleling the Brazzaville ones.\(^2\)

IV. Outline of These Materials

This course consists of a 'primer' in the language and a five subject-oriented group of lessons. The primer is intended to introduce the major grammatical structures of the language, to develop in the student an adequate pronunciation, and to present a certain amount of useful vocabulary for a variety of situations. The primer is prerequisite to the rest of the course, and the student is expected to go through it in order, as each unit presumes the vocabulary and the grammar of the earlier ones.

The subject-oriented lesson groups all presuppose the vocabulary and grammar of the entire primer, and each group is intended to be studied from the beginning—the vocabulary within a given group begin cumulative. However, no subject-oriented lesson group depends in any way on any other group so that the student is free to pursue his study of these lesson groups in any order after he has finished the primer.

This arrangement is intended to provide maximum flexibility. The class with only a few hours of time to devote to classroom drill with an instructor may find it possible to cover the primer only. Students with more time will wish to select such of the

\(^1\) But seems to include a somewhat heavier Lingala vocabulary element than is evident on either set of tapes.

\(^2\) This may be due to the fact that the few tapes available to us included highly informal field interviews from Brazzaville but only more formal studio recordings from Leopoldville.
subjects fields covered in the later lessons as are of most interest to them. Students in intensive courses with at least 300 hours of class and laboratory will be able to cover the entire content of the course. An additional element of flexibility is provided in that the primer may be used as an introduction to be followed by more specialized subject-oriented lessons which are not included in this course but which may be constructed by an instructor or a linguist to meet the specialized needs of particular students.

INTRODUCTION FOR THE USER

I. The Alphabet Used and the Phonemic System of Kituba

The alphabet used in these lessons is that commonly used for writing Kituba and consists of the letters:

a b d e f g i k l m n o p s t u v w y z

Note that there are no signs which are not familiar in the English alphabet and that c h j q r x are omitted. All of these latter letters may occur in words from French or other foreign languages borrowed into Kituba.

The phonemes (significant sound units) of Kituba are adequately represented by the above alphabet. They are:

<table>
<thead>
<tr>
<th>Consonants:</th>
<th>Labial</th>
<th>Dental-Alveolar- Palatal</th>
<th>Velar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops:</td>
<td>p</td>
<td>t</td>
<td>k</td>
</tr>
<tr>
<td>Voiceless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voiced</td>
<td>b</td>
<td>d</td>
<td>g</td>
</tr>
<tr>
<td>Fricatives:</td>
<td>f</td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>Voiceless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voiced</td>
<td>v</td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>Nasals:</td>
<td>m</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Liquid:</td>
<td></td>
<td>l</td>
<td></td>
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<tr>
<td>Glides:</td>
<td>w</td>
<td>y</td>
<td></td>
</tr>
<tr>
<td>Vowels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Front</td>
<td>i</td>
<td></td>
<td>u</td>
</tr>
<tr>
<td>Central</td>
<td></td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Back</td>
<td>e</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td></td>
<td>xiv</td>
</tr>
</tbody>
</table>
In addition the following complex consonants occur and pattern in the language like single consonants:

mp mb nt nd nk ng mf mv ns nz nl

In such 'nasal compounds' the nasal element is 'homorganic' (formed at the same place in the mouth) with the following sound: [m] before labials, [n] before dentals or palatais, and [ŋ] (like the ng of English sing) before velar stops (written /ŋ/).

Compounds of consonant plus glides (/y/ or /w/) are also common. All combinations of consonant plus glide are theoretically possible but some are more common than others due to the fact that such compounds commonly arise out of changes which occur during the combining of roots with various affixes.

In addition to the segmental phonemes listed above, Kituba employs stress and pitch differences. While not normally considered a tone language, Kituba does have a number of pairs of words the sole distinction between the members of which is a matter of stress and pitch.

For convenience, in these materials, we have chosen to accept one pattern as in some sense normal for Kituba and to mark variations from the pattern on each word where such variations occur the first time the word is cited. After citation of the word with these variations marked, the word occurs subsequently in standard orthography without such marks. An example of this:

kusolula 'to find' which is phonetically approximately:
[kus öl ula] where the macron [¨] represents accent — here principally an additional component of length of the vowel — and the accent [’] represents pitch rise.

and kusölula 'to converse' which is phonetically approximately [kusölula] with no appreciable variation in stress or pitch among syllables.

As illustrated in this example the symbol [¨] over the root syllable of a form indicates that the pattern of accent on the root syllable and pitch rise on the next to the last syllable — a pattern which we accept as normal for Kituba — does not occur or is replaced by a pattern of relative evenness of both accent (which is mainly length in Kituba) and pitch.
Words which have the stress-pitch pattern here associated with the symbol [´] are words which have cognate forms in Lingala in which language such cognates occur with a consistently low tone pattern. Thus it would appear that in these forms Kituba has words in which a feature of tone (pitch) is phonemic. The grammatical function of such tonal differences is zero and the number of pairs of words on which this feature operates is relatively low, so that it would not appear desirable for pedagogic purposes to mark all occurrences of pitch phonemes as one does for a language in which tone carries a much greater functional load.

A number of words of foreign origin - chiefly French - occur in Kituba with stress and a rise in pitch on other than the next to the last syllable. Such pitch rises have been marked in these materials with an acute [´] as in the examples:

pósita 'post' penzá 'very, extremely'
kamió 'truck'

In addition to these matters, Kituba employs intonational (pitch) differences over longer stretches than the word to signal such matters as interrogation. These will be explained in notes in the body of the course where drill on these distinctions is considered appropriate.

II. Pronunciation Pointers

The stops are generally unaspirated (lacking a puff of air such as is characteristic of initial voiceless stops in English - like the /t/ of tip) but in nasal compounds under certain circumstances a certain amount of aspiration is heard (see Note 1.6). The /t/ and /d/ are dental in articulation rather than alveolar as in English. That is, they are made by placing the tongue on the gum ridge behind the upper teeth but with the tongue tip touching the back of the teeth.

The fricatives /f/ and /v/ are much as in English. /s/ and /z/, however, vary considerably in pronunciation with different speakers and in different environments. After /n/ both are very far forward (dental articulation). Between vowels some speakers have /s/, some /z/ and some have sounds approximating the sh of she or the z of azure. Sounds approximating English /s/ and /z/ are common. Before /i/, /s/ and /z/ occur with an affricated
pronunciation approximating [ts] and [dz] respectively as in the words /insi/ 'country, land; under' which is phonetically [intsi], and /nzinzi/ 'fly' which is phonetically [ndzindzi].

There is no significant distinction in Kituba between [l]-like sounds and [r]-like sounds - all are written with the letter l except that the letter r occurs in some borrowed words.

Since speakers of Kituba are likely to be speakers also of some other language(s), there is more variation in pronunciation caused by interference of other language habits than is usually the case with monolingual speakers of a language. The student should imitate the pronunciation of his instructor regardless of the transcription in these units. For this reason also this course has fewer phonological drills than most courses published by the Foreign Service Institute.

If all the French sounds or approximations of French sounds which occur in French loan-words in the pronunciation of Kituba speakers who also know some French were to be included, the above list would be much complicated. As the student starting Kituba is assumed to know French, a detailed treatment of these sounds is not needed. However, as French sounds often are modified in Kituba the following table (adopted from Fehderau, Descriptive Grammar of the Kituba Language) may be helpful:

<table>
<thead>
<tr>
<th>French Sound:</th>
<th>Commonly Spelled in French</th>
<th>Becomes in Kituba:</th>
</tr>
</thead>
<tbody>
<tr>
<td>š</td>
<td>ch</td>
<td>s</td>
</tr>
<tr>
<td>ž</td>
<td>j or g</td>
<td>z</td>
</tr>
<tr>
<td>r</td>
<td>r</td>
<td>l</td>
</tr>
<tr>
<td>ü</td>
<td>u</td>
<td>i</td>
</tr>
<tr>
<td>æ</td>
<td>eu</td>
<td>e</td>
</tr>
<tr>
<td>ö</td>
<td>on</td>
<td>o</td>
</tr>
<tr>
<td>å</td>
<td>an</td>
<td>a</td>
</tr>
</tbody>
</table>
III. Structure and Use of the Materials

Each unit in the primer consists of a short dialogue, variation drills, a vocabulary supplement, grammar notes, and grammar drills. In units after the primer the dialogue is supplemented with a short narrative, notes are rare, and there are no drills. These materials are intended for use as follows:

**Dialogues**

The dialogues are short conversational pieces which the student should memorize until he can recite them to the complete satisfaction of the instructor - taking the roles and acting out the situations represented with near-native pronunciation, fluency and accuracy.

**Vocabulary Supplements**

Additional vocabulary is presented in drills, commonly simple substitution drills (see Types of Drill) below. The new words are given as items to be substituted in a certain slot in pattern sentences, generally selected from the dialogue of the unit being studied. Where appropriate the student should memorize these as alternate sentences for use in the dialogue and should be able to substitute the new vocabulary in his recitation of the dialogue upon the request of the instructor. The sentences incorporating new vocabulary will not always, of course, be appropriate to the situation of the dialogue. In such cases the instructor will furnish short 'minimal dialogues' within the vocabulary and grammatical competence of the students (such things as an appropriate question to which the sentence incorporating the new word might be a suitable response) to provide practice in the new items.

**Grammar Notes**

These are presented as explanations of points of grammar illustrated by one or more of the utterances already memorized as part of a dialogue, or as part of the Vocabulary Supplement. Occasionally sentences from the drills of earlier units may be used as illustrations of grammar points but drills generally do not contain grammatical points not already explained.

The notes are intended to be read by the student and to serve as a basis for whatever additional explanation of the grammar may prove necessary. If a trained linguist is available his
assistance should be sought. Lengthy discussion of the content of the notes by untrained instructors is discouraged, but the instructor can often help the student to understand the notes by providing additional examples of the same grammatical structures.

**Drills**

As indicated above drills are generally in two groups in any unit: a) variation drills on pattern sentences, which provide opportunities for the student to develop flexibility in the use of patterns already memorized, and b) grammar drills, which are intended to provide practice for the student in the operation of the patterns explained in the immediately preceding grammar notes. Drills in either group may be of any of the various types explained below under IV **Types of Drill**.

At various places in the course translations are provided. These are regularly provided in dialogues and in the drills of vocabulary supplements, occasionally in other drills.

In translations of sentences the enclosure of a word or phrase in parentheses, ( ), indicates that the equivalent of this word or phrase occurs in Kituba but that this item is not helpful to a smooth English translation. Square brackets, [ ], indicate that the word or phrase so enclosed is needed for a smooth English translation but has not direct equivalent in the Kituba. A smoother translation can thus commonly be obtained by reading the items in brackets and omitting those in parentheses. Where it is felt desirable to provide a supplementary more literal translation in addition, the supplementary translation is enclosed in parentheses and single quotation marks, (' '). A sentence illustrating these conventions is:

Inki ntangu kalaka ke kwenda na inzo n'andi?  
When ('what time') will [the] clerk go (to his) home ('house')?

Thus the smoothest English translation is 'When will the clerk go home?' while that closest to the Kituba original is 'What time will clerk go to his house?'

**IV Types of Drill**

Drills in this course are of a considerable variety. By far the largest number are substitution drills of one of the several sub-types outlined below. All drills are designed for
oral presentation to students whose books are closed, but the format adopted is intended also to provide maximum convenience to the student practicing the drill outside of class or with the tape. Below is an outline of the types of drills and the way in which each is intended to be used:

A Substitution Drills

1. Simple Substitution Drills: These are patterns provided with a list of words or phrases all of which fit into a single slot in the pattern to produce acceptable Kituba sentences. The instructor first presents each sentence in its entirety for student repetition and comprehension. He then presents the pattern followed by the individual substitution items for the student to make the substitution in the pattern.

2. Multiple Substitution Drills: These are patterns provided with two or more lists of words or phrases for substitution freely in two or more slots. These drills are so constructed that any combination of the items in the several slots will produce an intelligible sentence. Of course, this type of drill is subject to the restriction that many of the sentences, while intelligible, may not prove to be maximally useful in actual situations. For this reason the instructor is advised not to go through all the drill patterns which are possible with the items presented, but rather to choose items for substitution which make the more likely sentences.

In effect, simple and multiple substitution drills as presented in these units are not really drills as they appear on the printed page, but rather provide a set of material with which the instructor can construct a drill resembling one or more of the further types of substitution drills outlined below.

How this may be done can be illustrated by the following drill from Unit 1:

<table>
<thead>
<tr>
<th>Mu</th>
<th>ke na</th>
<th>kusosa</th>
<th>kisalu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nge</td>
<td>kuzola</td>
<td>magazini.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ntangu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>kalaka.</td>
<td></td>
</tr>
</tbody>
</table>

In practice this drill might be done as follows:

xx
After each of the sixteen sentences possible with this number of items in three substitution slots has been repeated by the students for practice, the following random substitution drill is possible with this material:

Teacher: Mu ke na kusosa kisalu.
Student(s): Mu ke na kusosa kisalu.
Teacher: kuzola
Student(s): Mu ke na kuzola kisalu.
Teacher: magazini
Student(s): Mu ke na kuzola magazini.
Teacher: nge
Student(s): Nge ke na kuzola magazini?\(^1\)
Teacher: ntangu
Student(s): Nge ke na kuzola ntangu?
Teacher: kusosa
Student(s): Nge ke na kusosa ntangu?
Teacher: kalaka
Student(s): Nge ke na kusosa kalaka?\(^2\)
Teacher: mu
Student(s): Mu ke na kusosa kalaka.
etc.

---

1 In drills in this course it is adopted as a convention that substitution of a second person pronoun in subject position requires a question intonation. This convention is followed consistently throughout the drills. The reason for the convention is that statements with second person subjects, while possible, are less frequent or likely than questions. The reverse also applies - namely that questions lacking a question word which have first person subjects are unlikely and do not occur in drills.

2 In this sentence the student is subjected to a decision concerning the slot into which /kalaka/ is to be substituted - it could be either /Kalaka ke na kusosa ntangu./ or the sentence given above. If such confusions are likely, the drill should be done as a progressive substitution drill rather than as a random one. (see the discussion below)
3. Progressive Substitution Drills: These consist of a pattern followed by a cue followed by the pattern as modified by the substitution of the cue followed by another cue, etc. If the drill is 'progressive' the items are intended to be substituted into the slots in order. Thus the first item may be substituted into the first slot, the second into the second slot and so forth, until all slots being used for substitution in the drill have undergone substitution, after which the pattern is again repeated. Progressive Substitution drill lends itself to the practice of patterns in which it is not clear from the grammar of the pattern sentence which slot a particular form is intended to be substituted into. Thus, in the English sentence John hit Bill., if the substitution word 'Mary' is supplied by the instructor for substitution, the student has no way to know whether this name is to be substituted for the subject or the object in the sentence, unless a pattern has been established of substituting first in the subject slot, then in the object slot, and so on.

4. Random Substitution Drills: These appear on the printed page and are operated like the progressive substitution drills described above except that the substitutions are not made in the several slots in any patterned order. This type of drill is possible when the grammar of the sentence makes clear which slot each substitution is intended to fill. Thus in the English sentence He hit Mary, if the substitution item is 'she' the substitution must clearly be made in one slot, while 'her' could only be substituted in another slot. If the substitution item 'you' were presented, however, this pattern could not be operated as a random substitution drill since 'you' may equally be put into two slots.

5. Substitution-Modification Drills: Either of the types of substitution drill outlined in (3) and (4) above may involve also a change of the form of the item presented for substitution. Thus the singular may be presented as the cue for substitution into a pattern where only the corresponding plural form is appropriate. This then involves a modification of the form of the word presented before the substitution can be made. In these materials drills requiring such changes in the forms of words are called substitution-modification drills in the early units. Later it is assumed that the student has become accustomed to having cues presented in 'citation form' (for example the infinitive form of verbs) and the word modification is dropped from the title of the drills.
6. Substitution-Correlation Drills: These are drills of either of the types outlined in (3) and (4) above in which the substitution of an item in one slot of the pattern requires a change at some point in the pattern. Thus, if the English sentence He gave her a book yesterday is the pattern and the word three is given as cue, the word book must be changed to books. In the same pattern, if the word tomorrow is presented as the cue, the form of gave must be changed to will give or is going to give.

B Transformation Drills

These are drills in which one form of a sentence is presented and the student is requested to produce a sentence which is related to the pattern sentence in an easily generalizable way. For example, a positive pattern may be presented and the student requested to respond with the negative; or a statement is given and the student asked to produce the corresponding question, or vice versa. Relatively few of these are printed in the course but large numbers of the drills which are, can be operated also with appropriate transformations. A few drills as printed combine substitution and transformation.

C Minimal Conversation Drills

These are drills in which a sentence is presented to which the student is expected to produce the appropriate response. The commonest type of minimal conversation drills are those involving the asking of a question to which the student is expected to provide the appropriate (or an appropriate) answer. In many units no drills of this type appear, it being supposed that the instructor can readily supply these as needed.

D Controlled Conversation Drills

These are drills in which the student is provided with a set of English directions outlining for him what his part of the conversation is supposed to contain and perhaps sketching also the nature of the responses which he can anticipate from the instructor or another student who is carrying the other part of the conversation. In a parallel column to these directions, the entire conversation is provided for the instructor (or the other student) to see. The student is expected to look only at the column of English directions and to produce the appropriate sentences to carry on his part of the conversation.
E. Free Conversation Drills

It is expected that the instructor will throughout the course engage the students in short periods of free conversation within the framework of the vocabulary and grammar which have been taught. At the beginning such free conversations will be restricted to greetings and minimal question-answer conversations in which the instructor will elicit as responses patterns which have already been memorized by the student. This part of the course depends very largely on the ingenuity of the instructor in eliciting from his students responses which are within their capability at any particular point and, of course, these drills cannot be printed as part of the material nor tape recorded for student practice. As the students progress, free conversational drill will become an ever increasing part of their experience with the language. The instructor needs, however, to curb his natural enthusiasm for this kind of exercise and to make sure that free conversation does not become for the student a laborious process of puzzling out sentences which do not resemble any which have been presented to him in other drills. In other words, the instructor needs to restrict free conversation rigorously to the patterns already thoroughly learned by the students and only as the student's inventory of patterns so thoroughly learned grows larger can the amount of time devoted to free conversation be increased.

A Note on the Format of Substitution Drills

Substitution Drills of the progressive or random type (and occasionally also Simple Substitution Drills which require correlation of other forms in the sentence) are printed in these materials with the cues in one column to the left and the pattern in a matching column to the right. The item in each column for which the cue is to be substituted is underlined. This format lends itself to the use of a 3 x 5 or 4 x 6 index card in which a notch of appropriate size has been cut from the upper left corner. When such a notched card is laid on the page and slid downward each pattern sentence appears above the card and the cue to be substituted in the sentence appears simultaneously in the space notched out of the card. This enables the instructor in class or the student in the laboratory or in his study to see at a glance each pattern in order, together with the cue to be substituted into the underlined slot in the pattern. After the substitution has been made and recited, merely sliding the card down another line exposes the correct response for comparison with the student's response.
This correct response in turn becomes the pattern for the next substitution.

It will be noted that the great majority of the substitution drills have identical first and last sentences. The purpose of this arrangement is that the drill may be continued circularly as long as necessary without interruption.

Substitution and Transformation drills which are printed in their entirety in these materials are recorded in full on the accompanying tapes. Substitution drills in the Supplementary Vocabulary sections are also recorded in full. Simple and Multiple Substitution Drills in other parts of the units are not recorded, the number of sentences and the order of substitution of the items in the various slots being subject to considerable variation. Minimal and controlled conversation drills are also not recorded, since a variety of responses is acceptable here.
DIALOGUE: LOOKING FOR WORK

-A-

m.bota

1

na

1

n.ge

you (singular)

Mbote na nge!

Good morning! / Greetings!

('Good to you!!')

-B-

ke / kele (ku-kal-a)

am, is, are

Mbote. Nge ke mbote?

Fine! Are you well?

-A-

mu / munu

I, me

melesi

Fr: merci; thanks

Mu ke mbote, melesi.

I'm fine, thanks.

-B-

inki?

what?, which?

ku-zol-a/ku-zon-a

to want, to like, to love

Inki nge zola?

What do you want?

-A-

ku-sos-a

to look for

ku-sal-a

to work, to do

ki-sal-u (bi-)

work, job

Mu ke na kusosa kisalu.

I'm in the process of looking for

1

work.
ku-zab-a to know
Inki kisalu nge zaba? What work do you know?

kalaka (ba-) Fr: clerc; clerk
ya of (relative particle)
magazini (ba-) Fr: magasin; shop, store
Mu ke kalaka a magazini. I'm a store clerk.

ina/yina that, which
mingi much, very, quite, many
Ina ke mbote mingi. That's very fine.

n.tangu sun, watch, clock, time
inki ntangu? when?
ku-bänd-a to begin, start
Inki ntangu mu ke banda? When am I to start?

kw-iz-a to come
m.bazi/m.basi tomorrow
suka (ba-) morning
Kwiza mbazi na suka, Come [back] tomorrow (in) mor-

ning.
-A-

ku-bik-a to cease, quit, leave, abandon, let

ku-bik.al-a to remain, stay, live, reside


(to person remaining)

-B-

kw-end-a to go

Kwenda mbote. Goodbye. (to person going)

1 Individual words and phrases presented in the dialogues of these units before the sentences where they are used are known as "build-ups". Items indented beyond other forms in build-ups are particles not commonly pronounced alone.

2 French words, including proper names, often appear in writing with their normal French spellings or a partial modification thereof. When the pronunciation approximates the standard French pronunciation such spellings are here retained. Often accent marks of the standard French spelling are omitted in written Kituba. In build-ups of the dialogues, the following conventions are employed in the right hand column:

a) If the word in Kituba is borrowed from French but is severely
altered in its pronunciation the abbreviation, Fr.:, appears in the right hand column followed by the French word and then the English translation:

Madí  
Fr.: Marie; Mary

b) If the word is used in Kituba with little change from the French pronunciation, the abbreviation (Fr.) is used in the right hand column followed immediately by the English translation:

juste  
(Fr.); exact(ly)

Similarly Port. indicates Portuguese, etc.

3 Portions of sentences in the dialogues which are written below the line are normally present in the spelling but not pronounced.

Drill 1.1 VARIATION DRILLS ON PATTERN SENTENCES

a) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Inki</th>
<th>nge</th>
<th>zola?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kalaka</td>
<td>kele?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mu</th>
<th>ke na</th>
<th>kusosa</th>
<th>kisalu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nge</td>
<td>kuzola</td>
<td>magazini.</td>
<td>ntangu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>kalaka.</td>
</tr>
</tbody>
</table>
c) Random Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalaka</td>
<td>Mu zola kalaka yina.</td>
</tr>
<tr>
<td>kuzaba</td>
<td>Mu zaba kalaka yina.</td>
</tr>
<tr>
<td>nge</td>
<td>Nge zaba kalaka yina?</td>
</tr>
<tr>
<td>magazini</td>
<td>Nge zaba magazini yina?</td>
</tr>
<tr>
<td>ntangu</td>
<td>Nge zaba ntangu yina?</td>
</tr>
<tr>
<td>mu</td>
<td>Mu zaba ntangu yina.</td>
</tr>
<tr>
<td>kuzola</td>
<td>Mu zola ntangu yina.</td>
</tr>
<tr>
<td>kisalu</td>
<td>Mu zola kisalu yina.</td>
</tr>
</tbody>
</table>

Do you know that watch.

d) Random Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwenda</td>
<td>Inki ntangu mu ke kwenda?</td>
</tr>
<tr>
<td>suka</td>
<td>Inki suka mu ke kwenda?</td>
</tr>
<tr>
<td>kusala</td>
<td>Inki suka mu ke sala?</td>
</tr>
<tr>
<td>nge</td>
<td>Inki suka nge ke sala?</td>
</tr>
<tr>
<td>kisalu</td>
<td>Inki kisalu nge ke sala?</td>
</tr>
<tr>
<td>kuzola</td>
<td>Inki kisalu nge ke zola?</td>
</tr>
<tr>
<td>kubanda</td>
<td>Inki kisalu nge ke banda?</td>
</tr>
<tr>
<td>suka</td>
<td>Inki suka nge ke banda?</td>
</tr>
<tr>
<td>mu</td>
<td>Inki suka mu ke banda?</td>
</tr>
</tbody>
</table>

What time am I to start?
What time am I to go?
What morning am I to go?
What morning am I to work?
What work are you to do?
What work will you want?
What work will you start?

Inki suka mu ke banda?¹
kwiza         Inki suka mu ke kwiza?
ntangu       Inki ntangu mu ke kwiza?
kubanda      Inki ntangu mu ke banda?

Drill 1.2  VOCABULARY SUPPLEMENT

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Mu ke na kusosa</th>
<th>kisalu.</th>
<th>I'm looking for [a] job.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dinkondo.</td>
<td>[a] banana.</td>
</tr>
<tr>
<td></td>
<td>nzila.</td>
<td>[a] path.</td>
</tr>
<tr>
<td></td>
<td>lukaya.</td>
<td>[a] leaf.</td>
</tr>
<tr>
<td></td>
<td>mwelo.</td>
<td>[a] door.</td>
</tr>
<tr>
<td></td>
<td>mbele.</td>
<td>[a] knife.</td>
</tr>
<tr>
<td></td>
<td>muntu.</td>
<td>[a] person (somebody)</td>
</tr>
<tr>
<td></td>
<td>mwana.</td>
<td>[a] child.</td>
</tr>
<tr>
<td></td>
<td>nkento.</td>
<td>[a] woman.</td>
</tr>
<tr>
<td></td>
<td>zandu.</td>
<td>[a] market.</td>
</tr>
</tbody>
</table>

¹ In substitution drills which continue from one page to the next in these materials, the final pattern from the previous page is repeated on the following page. This repetition is not reflected in the recordings.
b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Beto ke na kusosa</th>
<th>bisalu.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mlkanda.</td>
</tr>
<tr>
<td></td>
<td>mankondo.</td>
</tr>
<tr>
<td></td>
<td>banzila.</td>
</tr>
<tr>
<td></td>
<td>makaya.</td>
</tr>
<tr>
<td></td>
<td>mielo. /myelo/</td>
</tr>
<tr>
<td></td>
<td>bambele.</td>
</tr>
<tr>
<td></td>
<td>bantu.</td>
</tr>
<tr>
<td></td>
<td>bana.</td>
</tr>
<tr>
<td></td>
<td>bakento.</td>
</tr>
<tr>
<td></td>
<td>bazandu.</td>
</tr>
</tbody>
</table>

We're looking for jobs.

books.

bananas.

paths.

leaves.

doors.

knives.

people.

children.

women.

markets.

GRAMMAR NOTES AND DRILLS

Note 1.1 Singular and Plural: Noun Classes (Reference Note)\(^1\)

Compare:

<table>
<thead>
<tr>
<th>mu-n.tu</th>
<th>person</th>
<th>ba-n.tu</th>
<th>people</th>
</tr>
</thead>
<tbody>
<tr>
<td>mw-ana</td>
<td>child</td>
<td>b(a)-ana</td>
<td>children</td>
</tr>
<tr>
<td>n-kento</td>
<td>woman</td>
<td>ba-kento</td>
<td>women</td>
</tr>
<tr>
<td>n.zila</td>
<td>way</td>
<td>ba-n.zila</td>
<td>ways</td>
</tr>
</tbody>
</table>

\(^1\) A 'reference note' is one which explains a matter the understanding of which is necessary background for further progress, but which it is not desirable to drill in depth at once.
mu-kanda  |  book  |  mi-kanda  |  books  
mw-elo    |  door  |  mi-elo    |  doors  
ki-salu   |  job   |  bi-salu   |  jobs   
di-n.kondo|  banana|  ma-n.kondo|  bananas|
lu-kaya   |  leaf  |  ma-kaya   |  leaves  
suku      |  room  |  ma-suku   |  rooms   

From these examples it is clear that there are several classes of nouns in Kituba (as in all Bantu languages) distinguishable on the basis of the shapes of their singular and plural forms. A comparison of these examples shows singular forms with prefixes /mu-/, /mw-/, /n-/ , /ki-/, /di-/, /lu-/, and /ø/ (no prefix). Plural forms occur with prefixes /ba-/ , /mi-/, /bi-/, and /ma-/. But there is no regular correspondence between one singular and one plural form. Thus nouns with singular prefix /mu-/ may have plural prefix /ba-/ or plural prefix /mi-/. This means that to designate a class we must cite both the singular and the plural prefix. If we take into consideration the fact that /mw-/ occurs before vowels and /mu-/ before consonants and so consider both as forms of a prefix for which we may adopt the formula: MU-, we have the following noun classes illustrated by the examples above:

**CLASS**

<table>
<thead>
<tr>
<th>MU-</th>
<th>BA-</th>
<th>muntu</th>
<th>bantu</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-</td>
<td>BA-</td>
<td>nkento</td>
<td>bakento</td>
</tr>
</tbody>
</table>
In build-ups of dialogues and elsewhere, whenever a new noun is introduced, the singular form will be cited with a hyphen between the singular prefix (if any) and the root and the plural prefix will be given in parentheses. If the word does not normally occur in the singular, only the plural form is given. If it does not normally occur in the plural, an empty parenthesis will indicate the fact. If the root commences with a nasal compound the nasal of which is not a singular prefix, a dot between the nasal and the following letter indicates that the item is alphabetized under the following consonant. e.g.: /n.zila/ (plural /ba-n.zila/) which appears in the glossary under z. In accordance with these conventions these forms appear in the build-ups in the dialogue of Unit 1:

kalaka (ba-) singular: kalaka plural: bakalaka
magazini (ba-) magazini bamagazini
n.tangu (ba-) ntangu bantangu
ki-salu (bi-) kisalu bisalu
All but the last belong to the Ø- BA- class. In the list at the head of this note words of other classes are introduced with appropriate hyphens and dots. In build-ups these words would appear:

\[ \text{mu-n.tu} \quad \text{(ba-)} \]
\[ \text{mu-kanda} \quad \text{(mi-)} \]

etc.

All of the prefixes of these noun classes have more than one shape, determined by their phonemic environments. We have noted that MU- is \(/\text{mu-}/\) before consonants and \(/\text{mw-}/\) before vowels. In general, the rules for change of shape of noun prefixes are as follows:

1. Before consonants all prefixes have a 'basic' shape:
   \(/\text{mu-}/, /\text{ba-}/, /\text{ki}/, /\text{bi-}/\) etc.

2. Before vowels the following changes occur:
   a. If the vowel of the prefix and the initial vowel of the root are the same, the two are shortened to one vowel:
      \[ \begin{array}{llll}
      \text{ba-} & \text{ana} & \text{bana} & \text{children} \\
      \text{di-} & \text{inu} & \text{dinu} & \text{tooth} \\
      \end{array} \]
   b. If the vowel of the prefix is \(/u/\) or \(/i/\) the prefix occurs before vowel-initial roots with the semi-vowel \(/w/\) or \(/y/\) respectively:

10
mu-  -ana  mwana  child\(^1\)
mi-  -elo  myelo  doors (spelled mielo)

a. If the vowel of the prefix is /a/ the following statements apply:

1. /a/ + /i/ + nasal compound = /ai/
   ba-  -inzó  bainzo  houses
   ba-  -inti  bainti  trees

2. /a/ + /i/ + a single consonant = /e/:
   ma-  -inu  menu/meno\(^2\)

Vowel initial roots are relatively few except for those having /i/ plus a nasal compound. French words starting with vowels do not regularly produce any change in the prefix:

   ba-  -enemi  baenemi  enemies

The student is not expected to develop immediate automatic control of the singular and plural forms of all the nouns presented in this unit. The common classes will be taken up and drilled in subsequent units.

---

1 This change is regularly reflected in standard spelling.

2 This variation of final vowel is due to remnants of 'vowel harmony' which is not very common.
Note 1.2 Verbs (Reference Note)

Verbs are introduced in these materials in their 'infinitive' form with the prefix /ku-/ unless they do not occur in such form. Thus in the dialogue of Unit 1 the verbs /kuzola/ 'want, like', /kusosa/ 'look for', /kusala/ 'work', /kuzaba/ 'know', /kubanda/ 'begin', /kwiza/ 'come' and /kwenda/ 'go' are introduced.

Since /ku-/ is a prefix and may be omitted in other forms of the verb and since the /-a/ at the end can be replaced by other vowels in derived noun forms (e.g. /ku-sal-a/ 'to work' but /ki-sal-u/ 'job'), these two affixes are separated from the verb stem by hyphens in build-ups.

Actually the root (e.g. the sal of /ku-sal-a/) is not a verb unless or until the /-a/ is added. Thus /Sala!/ 'Work!' is a verbal form, but the same root occurs in the noun /ki-sal-u/ 'job'. While there are a large number of nouns which clearly do not share roots with verbal forms, a large number of nouns do, as in this example. We call those roots, which are shared among 'families' of related verbs and nouns, verbs as a matter of convenience and to distinguish them from those words which do not have similar shared roots, which we call nouns.

In these materials the terms root, extension, and stem are used in the following senses:
root is that indivisible element remaining when all affixes are removed. Examples of roots:

ku-sal-a, ki-sal-u, mu-n.tu, n.tang-u etc.

extension is a non-final affix to a root or stem. Extensions normally add concepts such as passive, reflexive, causative etc. to the dictionary meaning of the root or stem to which they are attached. An example of an extension is:

ku-bik.al-a added to root bik.

stem is that form which consists of root plus extensions to which final suffixes (and initial prefixes) are attached.

Note 1.3 Word Accent

Kituba words consist basically of a root, with or without a variety of affixes. Roots may have various forms (in the formulae below C stands for consonant or consonant cluster, V for vowel). All roots end in consonants:

Form:       Examples:

C           ku-w-a 'to hear', ku-nw-a 'to drink'
            ku-dy-a 'to eat', (spelled kudia)

VC          kw-end-a 'to go', kw-iz-a 'to come'

CVC         ku-sal-a 'to work', ku-bänd-a 'to begin',
            ku-ndim-a 'to permit'
The CVC root is by far the most common.

Roots which contain a vowel usually have that vowel longer than other vowels in the word. The next to the last syllable in the word (regardless of the length) is characterized by the 'word accent' - a noticeable rise in pitch. In most simple words in Kituba the root vowel is also the vowel of the next to the last syllable and thus length and pitch rise coincide. However, many Kituba words have derivational extensions added to the root to make extended stems. In such words the long syllable and the accented syllable do not coincide:

ku-sōs-a 'to look for'

ku-sōs.īl 'to look for (someone)'

The interplay of the long vowels of roots with the pitch accent of the next to last syllable in the word accounts for the characteristic rhythm of Kituba.

Certain words, of which /ku-bānd-a/ is the only example in Unit 1, do not have the length and accent of the root syllable described above but are characterized by relatively even pitch and length throughout (which sounds, by contrast with other Kituba words, like an accent on the final syllable). Such words are borrowings from Lingala, where they occur with low tones throughout. They will be marked in build-ups in these materials by a breve /˘/ over the root syllable: /ku-bānd-a/.
Some words, commonly of French origin, have the pitch-accent on a syllable other than the next to last. Such accents will be marked by an acute over the accented syllable: /avið/ 'airplane', /penzá/ 'very'.

Note 1.4 The Intonation of 'yes or no' Questions

Questions which do not contain a question word (such as /inki/ 'what?') are characterized by a maintainence of higher pitch through the sentence until the final accented syllable is reached. Following or (when the accent is on the final syllable) coinciding with this final accented syllable in the sentence there is a sharp dropoff in pitch. This contrasts with a more gradual fall in pitch throughout the sentence in statements and in questions with question words. In these materials this distinctive question intonation will be indicated only by a question mark (?) at the end of a sentence lacking a question word.

Note 1.5 Long and Short Forms of Certain Words

In the build-ups of Unit 1 occur the forms: /mu/ and /munu/, /ke/ and /kele/ as alternative forms of the 'same' words. In general the practice of speakers of Kituba in the use of these forms is as follows:

The short form occurs when the word occurs early in the phrase or sentence, the longer form is more likely to occur in phrase-final or sentence final position:
Mu ke kalak\textsubscript{a} ya magazini. but Inki nge kele?
Mu ke na kusosa kisalu. but Nge ke na kusosa munu?

('Are you looking for me?')

This would seem, therefore, to be a matter of phrase and sentence rhythm where the very short syllables /mu/ and /ke/ are less common at the end of a phrase or sentence. In phrases where it follows /ya/ or /na/, as will be demonstrated in subsequent units, the form /munu/ is almost universal.

Note 1.6 The Pronunciation of Nasal Compounds

The nasal compounds /\textsubscript{m}p/, /\textsubscript{m}b/, /\textsubscript{n}t/, /\textsubscript{n}d/, /\textsubscript{n}k/, and /\textsubscript{n}g/ vary in their pronunciation at different places in a word.

Compounds which occur initially in a word or phrase have the stop element prominent and the nasal element slighted, so much so that they are often pronounced (and spelled) with no nasal element at all:

\begin{itemize}
  \item ntangu is pronounced n\textsuperscript{t}angu or tangu
  \item nkento is pronounced n\textsuperscript{k}ento or kento
  \item mpe is pronounced m\textsuperscript{p}e or pe
\end{itemize}

Compounds of which the stop element is voiceless, when they occur after a vowel have a fairly equal pronunciation of both elements with the stop somewhat aspirated:

nkento is pronounced n\textsuperscript{k}ent'\textsuperscript{o} ; bant'u
Those of which the stop element is voiced occur after a vowel with the stop element very much reduced:

\[ nt\text{angu} \quad \text{is pronounced} \quad n_t\text{angu} \quad [\text{n}_t\text{angu}] \]

Compounds with fricatives or the liquid (/mf/, /mv/, /ns/, /nz/, /nl/) occur with both elements fairly equal.

**Drill 1.3  Pronunciation Drill on Nasal Compounds**

The words in the following drills are presented at this time for pronunciation practice rather than as vocabulary to be learned. All are words which will occur again elsewhere in the course.

<table>
<thead>
<tr>
<th>Initially</th>
<th>After a vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>/mp/</td>
<td></td>
</tr>
<tr>
<td>mpatu</td>
<td>plantation</td>
</tr>
<tr>
<td>mpe</td>
<td>also</td>
</tr>
<tr>
<td>Mputu</td>
<td>Europe</td>
</tr>
<tr>
<td>mpangi</td>
<td>sibling</td>
</tr>
<tr>
<td>mpimipa</td>
<td>night, darkness</td>
</tr>
</tbody>
</table>
### /mb/

<table>
<thead>
<tr>
<th>mbote</th>
<th>good, well</th>
<th>mpembe</th>
<th>white, fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>mbazi</td>
<td>tomorrow</td>
<td>nkumbu</td>
<td>name, noun</td>
</tr>
<tr>
<td>mbuta muntu</td>
<td>elder, sir</td>
<td>kitambala</td>
<td>kerchief, head scarf</td>
</tr>
<tr>
<td>mbisi</td>
<td>meat, animal</td>
<td>kuzimbala</td>
<td>to get lost</td>
</tr>
<tr>
<td>mbongo</td>
<td>money</td>
<td>mambu</td>
<td>matters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kusumba</td>
<td>to buy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kilambi</td>
<td>cook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mukombi</td>
<td>sweeper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sambanu</td>
<td>six</td>
</tr>
</tbody>
</table>

### /nt/

<table>
<thead>
<tr>
<th>ntangu</th>
<th>sun, time</th>
<th>nkento</th>
<th>woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntama</td>
<td>far, long ago</td>
<td>muntu</td>
<td>person</td>
</tr>
<tr>
<td>ntalu</td>
<td>price, value</td>
<td>intu</td>
<td>head</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kintuntu</td>
<td>flower</td>
</tr>
</tbody>
</table>

### /nd/

<table>
<thead>
<tr>
<th>ndambu</th>
<th>side</th>
<th>kubända</th>
<th>to start</th>
</tr>
</thead>
<tbody>
<tr>
<td>ndeke</td>
<td>bird</td>
<td>kwenda</td>
<td>to go</td>
</tr>
<tr>
<td>ndinga</td>
<td>language, tongue</td>
<td>mukanda</td>
<td>book, letter</td>
</tr>
<tr>
<td>ndombe</td>
<td>black, Negro</td>
<td>dinkondo</td>
<td>banana</td>
</tr>
<tr>
<td>ndumba</td>
<td>maiden</td>
<td>zandu</td>
<td>market</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yandi</td>
<td>he, she</td>
</tr>
</tbody>
</table>

18
<table>
<thead>
<tr>
<th>Primer</th>
<th>Basic Course</th>
<th>Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Uganda</td>
<td>Uganda</td>
</tr>
<tr>
<td></td>
<td>kuvwanda</td>
<td>to sit down</td>
</tr>
<tr>
<td></td>
<td>kulanda</td>
<td>to follow</td>
</tr>
<tr>
<td></td>
<td>bandunda</td>
<td>vegetables</td>
</tr>
<tr>
<td></td>
<td>inda</td>
<td>long, tall, size</td>
</tr>
<tr>
<td></td>
<td>kulenda</td>
<td>to be able</td>
</tr>
<tr>
<td></td>
<td>mundele</td>
<td>white person</td>
</tr>
</tbody>
</table>

/\nk/ 

<table>
<thead>
<tr>
<th>nkento</th>
<th>woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkumbu</td>
<td>name, noun</td>
</tr>
<tr>
<td>nkuni</td>
<td>wood</td>
</tr>
<tr>
<td>nkufi</td>
<td>short</td>
</tr>
</tbody>
</table>

/\ng/ 

<table>
<thead>
<tr>
<th>nge</th>
<th>you (sing.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngolo</td>
<td>hard, strong</td>
</tr>
<tr>
<td></td>
<td>ntangu</td>
</tr>
<tr>
<td></td>
<td>mingi</td>
</tr>
<tr>
<td></td>
<td>Kongó</td>
</tr>
<tr>
<td></td>
<td>mpangi</td>
</tr>
<tr>
<td></td>
<td>nsinga</td>
</tr>
<tr>
<td></td>
<td>kutunga</td>
</tr>
<tr>
<td></td>
<td>kutanga</td>
</tr>
<tr>
<td></td>
<td>mbongo</td>
</tr>
<tr>
<td>UNIT 1</td>
<td>KITUBA</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>manga</td>
</tr>
<tr>
<td></td>
<td>kukangila</td>
</tr>
<tr>
<td></td>
<td>nlongi</td>
</tr>
<tr>
<td></td>
<td>Bakongo</td>
</tr>
<tr>
<td>/mf/</td>
<td>mfuka</td>
</tr>
<tr>
<td></td>
<td>bamfuluta</td>
</tr>
<tr>
<td></td>
<td>mfumu</td>
</tr>
<tr>
<td></td>
<td>bamfumu</td>
</tr>
<tr>
<td></td>
<td>mfulu</td>
</tr>
<tr>
<td></td>
<td>mfinda</td>
</tr>
<tr>
<td>/mv/</td>
<td>mvula</td>
</tr>
<tr>
<td></td>
<td>kiamvu</td>
</tr>
<tr>
<td></td>
<td>mvutu</td>
</tr>
<tr>
<td></td>
<td>mvimba</td>
</tr>
<tr>
<td>/ns/</td>
<td>nsusu</td>
</tr>
<tr>
<td></td>
<td>kansi</td>
</tr>
<tr>
<td></td>
<td>nsinga</td>
</tr>
<tr>
<td></td>
<td>insi</td>
</tr>
<tr>
<td></td>
<td>nsengo</td>
</tr>
<tr>
<td></td>
<td>Falansé</td>
</tr>
<tr>
<td>/nz/</td>
<td>nzila</td>
</tr>
<tr>
<td></td>
<td>inzo</td>
</tr>
<tr>
<td></td>
<td>nzinzi</td>
</tr>
<tr>
<td></td>
<td>nzinzi</td>
</tr>
<tr>
<td></td>
<td>banzuzi</td>
</tr>
</tbody>
</table>
/n1/

nlongi  teacher

nlembo  finger, toe, thumb

nlemvo  grace, pardon

Note 1.7 Certain Subtle Distinctions between Initial /n/'s

(Reference Note)

Certain words, of which /nkento/ 'female' is the only example in this unit, can occur in either the N-BA noun class, which usually signifies something human, or in another class (originally an I-ZI Class but which has completely lost any distinction in Kituba from the Ø-BA Class) where the words in question may refer to animals or to other non-human referents. When /nkento/ has human reference the pronunciation has the 'normal' unaspirated /k/ and the /n/ is often reduced almost to the point of not being heard. When /nkento/ has animal reference, however, the pronunciation is, in the speech of the Congolese collaborator on this course, [ŋk'ento] with the /k/ aspirated. It is probable that such a phonemic distinction is restricted to speakers of Kituba who have a strongly Kikongo linguistic background and, since the forms for which this distinction operates are very few in the corpus of this course, no attempt is made here to indicate it in the orthography employed.
DIALOGUE: GREETINGS AND SALUTATIONS

-A-

Zozefu

Joseph (proper name)

Mbote Zozefu.

Greetings Joseph.

-B-

Madí

Fr: Marie; Mary (proper name)

Mbote Madi. Nge ke mbote?

Greetings, Mary. How are you?

-A-

e

yes, OK

kasi/kansi

but

maladi

Fr: malade; sick, ill

fioti/fyoti/

small, little, a little

E! Kasi mwanə na munu ke

OK. But my child is a bit sick.

maladi fioti.

-B-

ku-nat-a

to carry; to take; to bring

yandi

he, she; him, her

dokotolo

Fr: docteur: physician

Nata yandi na dokotolo.

Take him/her to the doctor.

-A-

kuna

there, that place

Mu ke na kwenda kuna.

I'm going there [now].

22
ku-pes-a to give

bakala (ba-) male, man, husband

-o (suffix - exclamatory)
Pesa bakala na nge mbote-o! Give your husband [my] regards.

-A-

pes.ak-a^2 give

m.pe /pe also, too, and

E, melesi mingi. Pesaka pe (Yes) thanks very much. And also

nkento na nge mbote. greet your wife.

-B-

E, melesi. Kwenda mbote-o! (Yes) thanks. Goodbye!

1 Items which occur in build-ups between slant lines: /fyoti/ represent a 'pronunciation spelling' of the item rather than a variety to normal Kituba spelling.

2 The symbol . is used in build-ups and notes to separate roots from extensions.
Drill 2.1 VARIATION DRILLS ON PATTERN SENTENCES

a) Multiple Substitution Drill - Note: In substitution drills in which items are presented in lists for substitution (without writing out each sentence in the pattern) elisions and contractions which occur in speech cannot be represented consistently. We give here a 'full' form and the student will learn the contracted form during oral presentation of the drill (See Note 2.4)

<table>
<thead>
<tr>
<th>Kasi</th>
<th>mwana</th>
<th>(na) munu ke</th>
<th>maladi</th>
<th>unrecorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>bakala</td>
<td></td>
<td>nge</td>
<td>mbote</td>
<td></td>
</tr>
<tr>
<td>nkento</td>
<td></td>
<td>na yandi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kalaka</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dokotolo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Multiple Substitution Drill

```
<table>
<thead>
<tr>
<th>Nata</th>
<th>mwana</th>
<th>na</th>
<th>Zozefu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pesa</td>
<td>nkento</td>
<td>yandi</td>
<td>dokotolo.</td>
</tr>
<tr>
<td></td>
<td>kisalu</td>
<td></td>
<td>kalaka.</td>
</tr>
<tr>
<td></td>
<td>melesi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Take the child to Joseph.
c) Progressive Substitution Drill

Cue | Pattern |
---|---------|
Mu ke na kwenda na dokotolo | I'm going to the doctor. |
magazini | Mu ke na kwenda na magazini. |
yandi | Yandi ke na kwenda na magazini. |
kwiza | Yandi ke na kwiza na magazini. |
kuna | Yandi ke na kwiza kuna. |
Madi | Madi ke na kwiza kuna. |
kwenda | Madi ke na kwenda kuna. |
na magazini | Madi ke na kwenda na magazini. |
mu | Mu ke na kwenda na magazini. |
dokotolo | Mu ke na kwenda na dokotolo. |

d) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Nge</th>
<th>ke na</th>
<th>kusosa</th>
<th>kalaka?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakala</td>
<td>kunata</td>
<td>yandi?</td>
<td></td>
</tr>
<tr>
<td>Dokotolo</td>
<td></td>
<td>Madi?</td>
<td></td>
</tr>
<tr>
<td>Zozefu</td>
<td></td>
<td>mvana?</td>
<td></td>
</tr>
</tbody>
</table>

Unrecorded

e) Progressive Substitution Drill

Cue | Pattern | English |
---|---------|---------|
Yandi ke na kubanda kisalu | He's starting work. |
Zozefu ke na kubanda kisalu |
Zozefu ke na kuzola kisalu | Joseph is looking for work. |
Zozefu ke na kuzola kisalu.

dokotolo  Zozefu ke na kuzola dokotolo.

mu  Mu ke na kuzola dokotolo.

zaba  Mu zaba dokotolo. I know[a]doctor.

nkento  Mu zaba nkento.

dokotolo  Dokotolo zaba nkento.

ke na kusosa Dokotolo ke na kusosa nkento.

kisalu  Dokotolo ke na kusosa kisalu.

yandi  Yandi ke na kusosa kisalu.

kubanda  Yandi ke na kubanda kisalu.

f) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Nata</th>
<th>yandi</th>
<th>na dokotolo. Take him to the doctor.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mwana na munu</td>
<td>na zandu.</td>
</tr>
<tr>
<td></td>
<td>nkento na nge</td>
<td>kuna.</td>
</tr>
<tr>
<td></td>
<td>mukanda</td>
<td>na magazini.</td>
</tr>
<tr>
<td></td>
<td>ntangu</td>
<td></td>
</tr>
</tbody>
</table>

g) Minimal Conversation Drill  (Respond to the cues with an affirmative reply if the cue is a question and with /Ina ke mbote mingi./ if it is a statement. The instructor will present the cues in the printed order first, then in random order):

<table>
<thead>
<tr>
<th>Cue</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yandi ke kalak_{a} y_{a} magazini.</td>
<td>Ina ke mbote mingi.</td>
</tr>
<tr>
<td>Yandi ke kalak_{a} y_{a} magazini?</td>
<td>E, yandi ke kalak_{a} y_{a} magazini.</td>
</tr>
</tbody>
</table>
Zozefu ke mbote?  E, yandi ke mbote.
Zozefu ke mbote.  Ina ke mbote mingi.
Kalaka ke na kusosa kisalu.  Ina ke mbote mingi.
Kalaka ke na kusosa kisalu?  E, yandi ke na kusosa kisalu.
Mu ke banda kisalu mbazi?  E, nge ke banda kisalu mbazi.
Mu ke banda kisalu mbazi.  Ina ke mbote mingi.
Dokotolo zaba mwan_a na munu?  E, yandi zaba yandi.
Dokotolo zaba mwan_a na munu.  Ina ke mbote mingi.
Madi zola mwana.  Ina ke mbote mingi.
Madi zola mwana?  E, yandi zola mwana.
Yandi ke kwiza na magazini.  Ina ke mbote mingi.
Yandi ke kwiza na magazini?  E, yandi ke kwiza kuna.
Nkento _a nge ke na kwenda kuna.  Ina ke mbote mingi.
Nkento _a nge ke na kwenda kuna?  E, yandi ke na kwenda kuna.

h) Progressive Substitution Transformation Drill. (Substitute according to the cue given, then change the resultant statement to an affirmative yes-no question by varying the intonation (see Note 1.5):

<table>
<thead>
<tr>
<th>Cue</th>
<th>Statement Pattern</th>
<th>Question Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zozefu</td>
<td>ke na kusosa kalaka.</td>
<td>Zozefu ke na kusosa kalaka?</td>
</tr>
<tr>
<td>dokotolo</td>
<td>Zozefu ke na kusosa dokotolo.</td>
<td>Zozefu ke na kusosa dokotolo?</td>
</tr>
</tbody>
</table>
Zozefu ke na kusosa dokotolo. Zozefu ke na kusosa dokotolo?
kwenda na Zozefu ke na kwenda na dokotolo. Zozefu ke na kwenda na dokotolo?
yandi Yandi ke na kwenda na dokotolo. Yandi ke na kwenda na dokotolo?
kisalu Yandi ke na kwenda na kisalu. Yandi ke na kwenda na kisalu?
kubikala Yandi ke na kubikala na kisalu. Yandi ke na kubikala na kisalu?
Madi Madi ke na kubikala na kisalu. Madi ke na kubikala na kisalu?
mwelo Madi ke na kubikala na mwelo. Madi ke na kubikala na mwelo?
kwiza Madi ke na kwiza na mwelo. Madi ke na kwiza na mwelo?
bakala Bakala ke na kwiza na mwelo. Bakala ke na kwiza na mwelo?
kalaka Bakala ke na kwiza na kalaka. Bakala ke na kwiza na kalaka?
kusosa Bakala ke na kusosa kalaka. Bakala ke na kusosa kalaka?
Zozefu Zozefu ke na kusosa kalaka. Zozefu ke na kusosa kalaka?

i) Minimal Conversation Drill

Reverse drill (h) above with the student(s) giving the cues in random order and the instructor responding according to what he hears.
Drill 2.2  VOCABULARY SUPPLEMENT

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Mwana na munu ke</th>
<th>maladi.</th>
<th>My child is sick.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mayele.</td>
<td>smart.</td>
</tr>
<tr>
<td></td>
<td>n.golo.</td>
<td>strong.</td>
</tr>
<tr>
<td></td>
<td>zoba.</td>
<td>stupid.</td>
</tr>
</tbody>
</table>

b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Inzo na munu ke</th>
<th>m.pembe.</th>
<th>My house is white/fair/light.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n.dombe.</td>
<td>black/dark.</td>
</tr>
</tbody>
</table>

c) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Mu ke na kwenda</th>
<th>kuna.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>na lupitalu. (ba-)</td>
</tr>
<tr>
<td></td>
<td>na inzo. (ba-)</td>
</tr>
<tr>
<td></td>
<td>na maza. (ba-)</td>
</tr>
<tr>
<td></td>
<td>na m.patu. (ba-)</td>
</tr>
<tr>
<td></td>
<td>na biló.2 (ba-)</td>
</tr>
</tbody>
</table>

1 French: l'hôpital

2 French: bureau
Drill 2.3 SUBSTITUTION DRILLS INCORPORATING SUPPLEMENTAL VOCABULARY

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Pesa</th>
<th>nkento</th>
<th>n'à nge mbote-o!</th>
<th>Give your wife my regards.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bakala</td>
<td></td>
<td>husband</td>
</tr>
<tr>
<td></td>
<td>mwana</td>
<td></td>
<td>child</td>
</tr>
<tr>
<td></td>
<td>bana</td>
<td></td>
<td>children</td>
</tr>
<tr>
<td></td>
<td>bakento</td>
<td></td>
<td>ladies</td>
</tr>
<tr>
<td></td>
<td>inzo</td>
<td></td>
<td>household</td>
</tr>
<tr>
<td></td>
<td>babakala</td>
<td></td>
<td>gentlemen</td>
</tr>
</tbody>
</table>

b) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Pesa</th>
<th>mbote</th>
<th>na</th>
<th>nkento</th>
<th>n'à nge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nata</td>
<td>melesi</td>
<td></td>
<td>mwana</td>
<td>n'à yändi.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(n’à) munu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bakala</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bakento</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bana</td>
<td></td>
</tr>
</tbody>
</table>
c) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Mu</th>
<th>ke na</th>
<th>kwenda</th>
<th>kuna.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madi</td>
<td>kwiza</td>
<td>na magazini.</td>
<td></td>
</tr>
<tr>
<td>Yandi</td>
<td>kubikala</td>
<td>na lupitalu.</td>
<td>na dokotolo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>na inzo na nge.</td>
<td>na mpatu na munu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>na bilo na yandi.</td>
<td></td>
</tr>
</tbody>
</table>

**Note 2.1** /ke/ + /na/ + /ku-/ + Verb = 'Present Action'

Note these sentences from dialogues:

Mu ke na kusosa kisalu.       'I'm looking for work./ I'm in the process of looking for work.'

Mu ke na kwenda kuna.         'I'm going there./ I'm in the process of going there.'

This verb phrase expresses the concept of immediate present action. It implies that the subject has already commenced the action. Of course, in practical situations, this form may be used to convey the impression that the action is already going on when actually it is still in the future:

Mu ke na kwiza.    I'm coming. (Either, 'I'm now en route.'
                   or, 'Just a second, I'll be right along.')
Note 2.2  The Use of the /ku-/ Prefix on Verbal Forms: The 'Infinitive'.

The verbal form with the prefix /ku-/ is an 'infinitive' or 'verbal noun' form. It occurs regularly:

1. After /na/ or /ya/: /Mu ke na kusosa kisalu./
2. In the negative imperative: /Kusala ve!/ Don't work!
3. In all forms of verbs, the roots of which are /C/ /see Note 1.3) and which, therefore, are mono-syllabic when the /-a/ suffix is added: /ku-w-a/, /ku-dy-a/ (spelled kudia), etc.
4. In all forms of verbs the roots of which are vowel initial (VC): /kw-end-a/, /kw-iz-a/ etc.

Elsewhere the use of the infinitive (with /ku-/ prefix) as main verb or in a verb phrase emphasizes the verb and is not very common.

Note 2.3 /ke/ + Verb: Potential or Future Action

Inki ntangu mu ke banda? When am I to start? When do I start?

This verb phrase expresses the general concept of future action. The translation 'will' is often appropriate in the sense of a willingness or intention to perform the action. The time of the action is not specified as to immediate or distant future. In some parts of the Kituba speaking area an auxiliary /ta/ is used instead of /ke/ in this potential verb phrase.
Note 2.4 The Simple Form of the Verb (without auxiliary)

In the sentence:

Inki kisalu nge zaba? What work do you know?

the simple form of the verb (root + /-a/) occurs alone as the predicate. It has a variety of usages but in the usage illustrated here (as verb of an independent clause in ordinary colloquial style) this form occurs much more frequently with certain very common verbs, of which /ku-zab-a/ is one. The meaning is of an indefinite non-past action. One is reminded of the several very common verbs in English which occur in the simple present rather than in the present progressive form: I see rather than I am seeing, I think or I suppose as contrasted to I am thinking, I know rather than I am knowing, etc.

Another use of the simple form of the verb is illustrated in the sentence /Nata yandi na dokotolo./ Take him to the doctor! Here this form is the imperative giving an order.

Note 2.5 Vowel Changes at Word Boundaries (Reference Note)

In Note 1.1 it was noted that prefixes undergo changes in shape before vowel-initial roots. The same types of changes occur where two vowels come together at a word boundary. This is common where /na/ and /ya/ occur between two nouns or pronouns, or noun and pronoun. The /y/ of /ya/ and, less frequently, the /n/ of /na/ are not heard in rapid speech with the result that the final vowel
of the preceding word now occurs adjacent to the remnant /a/ of the particle. The resultant shifts are just those outlined in Note 1.1:

\[
\begin{align*}
o/u + a & \quad \rightarrow \quad wa \\
e/i + a & \quad \rightarrow \quad ya \\
a + a & \quad \rightarrow \quad a
\end{align*}
\]

Note the example:

\[
\text{bakala} + \text{na} + \text{nge} \quad \rightarrow \quad \text{bakalange}
\]

The /y/ of /yandi/ 'he, she; him, her' is also commonly lost:

\[
\begin{align*}
\text{na} + \text{yandi} & \quad \rightarrow \quad \text{nandi} \, \text{(spelled n'andi)} \\
\text{bakala} + \text{nandi} & \quad \rightarrow \quad \text{bakalandi} \, \text{(spelled bakala n'andi)}
\end{align*}
\]

In Kituba spelling, loss of the /y/ consonant is regularly indicated by an apostrophe (n'andi) but the /n/ of /na/ is regularly spelled whether pronounced or not.

Note 2.6 The Conjunction /ná/ 'and'

The unstressed /na/ has been introduced as a general prepo-
sition translating 'with', 'at', 'in', etc. When /na/ occurs between two substantives (nouns or pronouns) with a greater degree of stress than elsewhere (characterized by a slight pause before it, an increase in loudness or both) it functions as a conjunction with the general meaning of 'and'. Thus:

Nat\text{a} \text{yandi na dokotolo} \quad \text{is} \quad \text{Take him to the doctor.}

while: Nat\text{a} \text{yandi ná dokotolo} \quad \text{is} \quad \text{Take him and the doctor.}
However, frequently where context or grammar makes ambiguity impossible, there is no phonetic difference between preposition and conjunction.

**Drill 2.4 Grammar Drills: /ke/ + /na/ + Verb:**

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>yandi</td>
<td>Yandi ke na <strong>kusosa</strong> mukanda.</td>
<td>I'm looking for a book.</td>
</tr>
<tr>
<td>kunata</td>
<td>Yandi ke na kunata <strong>mukanda</strong>.</td>
<td>He's carrying a book.</td>
</tr>
<tr>
<td>mankondo</td>
<td><strong>Yandi</strong> ke na kunata mankondo.</td>
<td>He's carrying bananas.</td>
</tr>
<tr>
<td>nge</td>
<td>Nge ke na kunata mankondo?</td>
<td></td>
</tr>
<tr>
<td>kubika</td>
<td>Nge ke na kubika <strong>mankondo</strong>?</td>
<td>Are you leaving bananas?</td>
</tr>
<tr>
<td>mbele</td>
<td>Nge ke na kubika mbele?</td>
<td>Are you leaving a knife?</td>
</tr>
<tr>
<td>yandi</td>
<td>Yandi ke na kubika mbele.</td>
<td></td>
</tr>
<tr>
<td>kuzola</td>
<td>Yandi ke na kuzola <strong>mbele</strong>.</td>
<td>He is wishing for a knife.</td>
</tr>
<tr>
<td>kisalu</td>
<td>Yandi ke na kuzola kisalu.</td>
<td>He is wanting work.</td>
</tr>
<tr>
<td>mu</td>
<td>Mu ke na <strong>kuzola</strong> kisalu.</td>
<td></td>
</tr>
<tr>
<td>kubanda</td>
<td>Mu ke na kubanda <strong>kisalu</strong>.</td>
<td>I'm starting work.</td>
</tr>
<tr>
<td>inzo</td>
<td>Mu ke na kubanda inzo.</td>
<td>I'm starting [on the] house.</td>
</tr>
<tr>
<td>Zozefu</td>
<td>Zozefu ke na <strong>kubanda</strong> inzo.</td>
<td></td>
</tr>
<tr>
<td>kusosa</td>
<td>Zozefu ke na kusosa <strong>inzo</strong>.</td>
<td>Joseph is looking for a house.</td>
</tr>
<tr>
<td>mukanda</td>
<td>Zozefu ke na kusosa mukanda.</td>
<td></td>
</tr>
<tr>
<td>mu</td>
<td>Mu ke na kusosa mukanda.</td>
<td></td>
</tr>
</tbody>
</table>
Drill 2.5 Grammar Drills: /ke/ + verb:

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inki</td>
<td>nge ke sosa?</td>
<td>What will you look for?</td>
</tr>
<tr>
<td>Madi</td>
<td>Inki Madi ke sosa?</td>
<td></td>
</tr>
<tr>
<td>kubika</td>
<td>Inki Madi ke bika?</td>
<td>What will Mary leave?</td>
</tr>
<tr>
<td>yandi</td>
<td>Inki yandi ke bika?</td>
<td></td>
</tr>
<tr>
<td>kunata</td>
<td>Inki yandi ke nata?</td>
<td>What will he carry?</td>
</tr>
<tr>
<td>Zozefu</td>
<td>Inki Zozefu ke nata?</td>
<td></td>
</tr>
<tr>
<td>kuzaba</td>
<td>Inki Zozefu ke zaba?</td>
<td>What will Joseph know?</td>
</tr>
<tr>
<td>Madi</td>
<td>Inki Madi ke zaba?</td>
<td></td>
</tr>
<tr>
<td>kusosa</td>
<td>Inki Madi ke sosa?</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>Inki nge ke sosa?</td>
<td></td>
</tr>
</tbody>
</table>

b) Progressive Substitution Drill:

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inki</td>
<td>nge ke pesa munu?</td>
<td>What will you give me?</td>
</tr>
<tr>
<td>yandi</td>
<td>Inki yandi ke pesa munu?</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>Inki yandi ke pesa nge?</td>
<td></td>
</tr>
<tr>
<td>kusala</td>
<td>Inki yandi ke sala nge?</td>
<td>What will he do to you?</td>
</tr>
<tr>
<td>Zozefu</td>
<td>Inki Zozefu ke sala nge?</td>
<td></td>
</tr>
<tr>
<td>mwana</td>
<td>Inki Zozefu ke sala mwana?</td>
<td>What [did] Joseph do to the child?</td>
</tr>
<tr>
<td>kupesa</td>
<td>Inki Zozefu ke pesa mwana?</td>
<td></td>
</tr>
</tbody>
</table>
Inki **Zozefu** ke pesa mwana?

Madi  Inki Madi ke pesa **mwana**?
munu  Inki Madi ke pesa **munu**?
kusala Inki Madi ke sala munu?
ngle  Inki nge ke sala munu?
kupesa Inki nge ke pesa munu?

c) Progressive Substitution Drill

**Cue**

**Pattern**

Nge ke bika inki?  (= Inki nge ke bika?) What will you leave?

mukanda  Nge ke bika mukanda?
mu   Mu ke **bika** mukanda.
kunata  Mu ke nata **mukanda**.
mwana  Mu ke nata **mwana**.
Zozefu  Zozefu ke nata **mwana**.
kusosa  Zozefu ke sosa **mwana**.
magazini  Zozefu ke sosa **magazini**.
Madi na yandi  Madi na yandi ke sosa **magazini**. Mary and he....
kuzolza  Madi na yandi ke zola **magazini**.
dinkondo  Madi na yandi ke zola **dinkondo**.
bakala  Bakala ke zola **dinkondo**.
kupesa  Bakala ke pesa **dinkondo**.
lukaya  Bakala ke pesa **lukaya**.
Bakala ke pesa lukaya.

gne Nge ke pesa lukaya?
kubika Nge ke bika lukaya?
mwana Nge ke bika mwana?
dokotolo Dokotolo ke bika mwana.
kusosa Dokotolo ke sosa mwana.
kisalu Dokotolo ke sosa kisalu.
Madi Madi ke sosa kisalu.
kunbanda Madi ke banda kisalu.

mpatu Madi ke banda mpatu. Mary will start [work on] the fields.
yandi Yandi ke banda mpatu.
kubikala na Yandi ke bikala na mpatu. He will remain in the fields.
inzo Yandi ke bikala na inzo.
nkento Nkento ke bikala na inzo.
kwenda Nkento ke kwenda na inzo.
dokotolo Nkento ke kwenda na dokotolo.
Zozefu Zozefu ke kwenda na dokotolo.
kwiza Zozefu ke kwiza na dokotolo.
kuna Zozefu ke kwiza kuna.
mwana Mwana ke kwiza kuna.

The child will like [it] there.
kuzola Mwana ke zola kuna.
Mwana ke zola kuna.

mukanda

Mwana ke zola mukanda.

nge

Nge ke zola mukanda?

kubika

Nge ke bika mukanda?

inki

Nge ke bika inki?

d) Simple Substitution Drill

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When will you go to the store?</td>
<td>When will Joseph start work?</td>
<td>When will I get to know Mary?</td>
<td>When will he look for [the] book?</td>
<td>When's the doctor coming there?</td>
<td>When will Mary stay in the fields?</td>
<td>When will the man look for water?</td>
<td>When am I to get to know the office of the clerk.</td>
<td>When will he bring the banana?</td>
<td>When will Joseph learn (know) the way?</td>
</tr>
</tbody>
</table>
DIALOGUE  INTRODUCING ONESELF

-A-

tata                     father, Mr., sir, paternal relative

Mbote tata!               Greetings sir!

-B-

n.kumbu (ba-)             name, noun

nani?                     who? whom?

Mbote! Nkumbu na nga ke   Greetings! What's your name?

nani? /nkumbwange/

-A-

Za                        Fr: Jean; John

Nkumbu na mu ke Za.       My name is John.

/nkumbwamu/

-B-

Zile                      Fr: Jules; Julius

Nkumbu na mu ke Zile.     My name is Jules.

-A-

insi (ba-)                country, ground, under, down, below

Inki ke insi nga?          What is your homeland?

-B-

Kongó                     Congo

Insi na mu ke Kongo. /insyamu/ My country is the Congo.
ya munu

Angeletele

Ya munu ke Angeletele.

Fr: Angleterre; England

Mine is England.

- B -

Inki ke kisalu na nge?

What is your work?

/kisalwange/

-A-

kalasi (ba-)

Fr: classe; school, class

mwan-a ya kalasi

student

/mwanakalasi/

Mu ke mwan-a ya kalasi.

I'm a student.

-B-

Mu ke pe mwan-a ya kalasi.

I too am a student.

Drill 3.1 VOCABULARY SUPPLEMENT

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Nkumbu na mu ke</th>
<th>Za</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo</td>
<td>Fr: Paul (first name-male)</td>
</tr>
<tr>
<td>Andelé</td>
<td>Fr: André (first name-male)</td>
</tr>
<tr>
<td>Kalala</td>
<td>family name</td>
</tr>
<tr>
<td>Maligeliti</td>
<td>Fr: Marguerite (first name-female)</td>
</tr>
<tr>
<td>Katelína</td>
<td>Fr: Catherine (first name-female)</td>
</tr>
<tr>
<td>Sofí</td>
<td>Fr: Sophie (first name-female)</td>
</tr>
</tbody>
</table>
b) Simple Substitution Drill

| Insi na mu ke | Kongó.                  |
|              | Gabón.                  |
|              | Kongó ya Falanse.       | (Congo - Brazzaville) |
|              | Uganda.                 |
|              | Francel /frans/         |
|              | Belizike.               | (Belgium)             |
|              | Amelike / Amerike.      |

c) Simple Substitution Drill

| Kongo          | ke na | Afelike. | (Africa) |
|               |       |          |
| Gabon         |       |          |
| Kongo ya Falanse |     |          |
| Uganda        |       |          |

d) Simple Substitution Drill

| France        | ke na | Mputu. | (Europe) |
|              |       |        |
| Belizike      |       |        |

1 The /r/ sound as well as spelling of some foreign words is retained in Kituba despite the fact that /r/ does not occur (as distinct from /l/) in native words.
Drill 3.2 VARIATION DRILL ON PATTERN SENTENCES

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Nani ke</th>
<th>Za?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zile?</td>
</tr>
<tr>
<td></td>
<td>dokotolo?</td>
</tr>
<tr>
<td></td>
<td>nkento n'andi?(^1)</td>
</tr>
<tr>
<td></td>
<td>bakala</td>
</tr>
<tr>
<td></td>
<td>mwana</td>
</tr>
</tbody>
</table>

Who is John?

b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Nani ke nkumbu</th>
<th>na nge?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n'andi?</td>
</tr>
<tr>
<td></td>
<td>ya bakala n'andi?</td>
</tr>
<tr>
<td></td>
<td>ya dokotolo?</td>
</tr>
</tbody>
</table>

What's your name?

his

What's the name of her husband?

What's the name of the doctor?

\(^1\) In normal Kituba spelling the omission of a consonant is symbolized by an apostrophe. The elision of two vowels is not so symbolized. This phrase is thus: /nkento na yandi/, reduced to /nkento na yandi/. Henceforth in these units this spelling convention will be used.
c) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Nkumbu</th>
<th>a nge</th>
<th>ke nani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakala</td>
<td>n'andi</td>
<td></td>
</tr>
<tr>
<td>Nkento</td>
<td>a munu</td>
<td></td>
</tr>
<tr>
<td>Mwana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dokotolo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Progressive Substitution Drill**

**Cue**

**Pattern**

Nani ke na kwenda na Angeletele? Who's going to England?

Madi ke na kwenda na Angeletele.

Madi ke na kwenda na Kongo.

Yandi ke na kwenda na Kongo.

Yandi ke na kwenda kuna.

Za ke na kwenda kuna.

Za ke na kwenda na magazini.

Nani ke na kwenda na magazini?

Nani ke na kwenda na Angeletele?

e) Progressive Substitution Drill

**Cue**

**Pattern**

Nani ke na kwenda na kalasi? Who is going to school?

Zile ke na kwenda na kalasi.

Zile ke na kwiza na kalasi.
Zile ke na kwiza na kalasi.

Kongo Zile ke na kwiza na Kongo.
dokotolo Dokotolo ke na kwiza na Kongo. The doctor is staying in the Congo.
kubikala Dokotolo ke na kubikala na Kongo.
bilo Dokotolo ke na kubikala na bilo.
Zozefu Zozefu ke na kubikala na bilo.
kwiza Zozefu ke na kwiza na bilo.
Madi Zozefu ke na kwiza na Madi. Joseph is coming to Mary's. (or 'with Mary')
nani Nani ke na kwiza na Madi?
kwenda Nani ke na kwenda na Madi?
kalasi Nani ke na kwenda na kalasi?

f) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Mu</th>
<th>ke na</th>
<th>kusosa</th>
<th>dinkondo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nge</td>
<td></td>
<td>kuzola</td>
<td>kisalu.</td>
</tr>
<tr>
<td>Nani</td>
<td></td>
<td></td>
<td>kalaka.</td>
</tr>
<tr>
<td>Dokotolo</td>
<td></td>
<td></td>
<td>magazini.</td>
</tr>
<tr>
<td>Madi</td>
<td></td>
<td></td>
<td>ntangu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mbele.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Za.</td>
</tr>
</tbody>
</table>

I'm looking for a banana.
g) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>dokotolo</td>
<td>Dokotolo ke na kubanda kisalu.</td>
<td>Are you starting the job?</td>
</tr>
<tr>
<td>kusosa</td>
<td>Dokotolo ke na kusosa kisalu.</td>
<td></td>
</tr>
<tr>
<td>Zile</td>
<td>Dokotolo ke na kusosa Zile.</td>
<td>The child is carrying Jules.</td>
</tr>
<tr>
<td>mwana</td>
<td>Mwana ke na kubanda kisalu.</td>
<td></td>
</tr>
<tr>
<td>kunata</td>
<td>Mwana ke na kunata Zile.</td>
<td></td>
</tr>
<tr>
<td>mukanda</td>
<td>Mwana ke na kunata mukanda.</td>
<td></td>
</tr>
<tr>
<td>mu</td>
<td>Mu ke na kunata mukanda.</td>
<td></td>
</tr>
<tr>
<td>kupesa</td>
<td>Mu ke na kubanda mukanda.</td>
<td></td>
</tr>
<tr>
<td>mankondo</td>
<td>Mu ke na kusosa mankondo.</td>
<td>I'm giving bananas.</td>
</tr>
<tr>
<td>Zozefu</td>
<td>Zozefu ke na kupesa mankondo.</td>
<td></td>
</tr>
<tr>
<td>kusosa</td>
<td>Zozefu ke na kusosa mankondo.</td>
<td></td>
</tr>
<tr>
<td>kisalu</td>
<td>Zozefu ke na kusosa kisalu.</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>Nge ke na kusosa kisalu?</td>
<td></td>
</tr>
<tr>
<td>kubanda</td>
<td>Nge ke na kubanda kisalu?</td>
<td></td>
</tr>
</tbody>
</table>
h) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Mu</th>
<th>ke</th>
<th>kwenda</th>
<th>na</th>
<th>magazini.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andele</td>
<td></td>
<td>kwiza</td>
<td></td>
<td>kalasi.</td>
</tr>
<tr>
<td>Sofi</td>
<td></td>
<td>bikala</td>
<td></td>
<td>mpatu.</td>
</tr>
<tr>
<td>Nge</td>
<td></td>
<td></td>
<td></td>
<td>kisalu.</td>
</tr>
<tr>
<td>Katelina</td>
<td></td>
<td></td>
<td></td>
<td>nzila.</td>
</tr>
</tbody>
</table>

I'll go to the store.

i) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Inki ntangu</th>
<th>mama</th>
<th>ke</th>
<th>sosa</th>
<th>kisalu?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo</td>
<td></td>
<td></td>
<td>zaba</td>
<td>kalasi?</td>
</tr>
<tr>
<td>Maligeliti</td>
<td></td>
<td></td>
<td></td>
<td>magazini?</td>
</tr>
<tr>
<td>Kalala</td>
<td></td>
<td></td>
<td></td>
<td>nzila?</td>
</tr>
<tr>
<td>Sofi</td>
<td></td>
<td></td>
<td></td>
<td>zandu?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>lupitalu?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>inzo?</td>
</tr>
</tbody>
</table>

When will mother look for work?

j) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Nata</th>
<th>mbote</th>
<th>na</th>
<th>Madi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pesa</td>
<td>dinkondo</td>
<td></td>
<td>munu.</td>
</tr>
<tr>
<td></td>
<td>lukaya</td>
<td></td>
<td>yandi.</td>
</tr>
<tr>
<td></td>
<td>Kalala</td>
<td></td>
<td>tata.</td>
</tr>
<tr>
<td></td>
<td>mukanda</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>melesi</td>
<td></td>
<td>Maligeliti.</td>
</tr>
<tr>
<td></td>
<td>ntangu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Give [my] best to Mary.
GRAMMAR NOTES AND DRILLS

Note 3.1 /na/ and /ya/ as Relative Particles

1. Mwanä na¹ munu ke maladi. My child is sick.
2. Pesa nkento na nge mbote-o! Give [my] best to your wife!
3. Nkumbu na nge ke nani? What's your name?
6. Mu ke mwanä ya kalasi. I'm a student.

In these sentences the particles /na/ (regularly written separate from the following word unless there is a contraction) and /ya/ (sometimes written together with the following word) occur as relative particles to show a relationship between the word preceding the particle and the one following. In general the rules for the choice of one or the other of these particles are as follows:

1. When the second of the two words being related is a pronoun and the relationship indicated is non-emphatic possession, an unstressed /na/ occurs:

   Mwana na nge   Your child   /mwanange/
   Bana na betu   Our children /banabetu/

---

1 na is commonly omitted in spelling after mwana on account of the elision /mwanä na/.
2. When the second of the words being related is a noun rather than a pronoun, /ya/ occurs (also unstressed):

   Mwana ya dokotolo    The doctor's child

3. When the second of the words being related is a pronoun but the possessive idea is emphasized (my child, in contrast to someone else's), /ya/ occurs unstressed:

   Mwana ya munu         My child

4. A stressed /ná/ between two words is a conjunction and not a relative particle (see Note 2.5) and is normally translated 'and':

   Mwana ná munu         The child and I

   Yandi ná Madi         He and Mary

5. When the first of the items being related is not expressed (being clear from the context) /ya/ occurs with either pronoun or noun and the resultant phrase functions much as does a possessive pronoun in English:

   Ya munu ke Angeletele.    Mine is England.

6. In rapid speech both the /n/ of /na/ and the /y/ of /ya/ may be omitted with the result that only /a/ remains and the
distinction between /na/ and /ya/ is entirely lost.¹

Where in English we have a variety of modification constructions: noun-noun (banana market) adjective-noun (good market), possessive adjective-noun (my market), in Kituba all the concepts implicit in these English constructions are expressed by the use of /na/ and /ya/ in accordance with the rules above:

Inzo ya mankondo      Banana house.
Inzo ya mbote         Good house.
Inzo nya munu          My house. (Inzo ya munu  
                                     My house.)

There are very few words in Kituba which can be classed as purely adjectives and even these occur with the relative particle /ya/ in this relational or 'adjectival' construction. The difference between noun and adjective in English will be reflected in translations of constructions which are identical in Kituba:

Nkento ya Polo        Paul's wife (woman of Paul)
Nkento ya maladi      [a] sick woman (woman of sickness)

¹ Comparison with other Bantu languages makes clear that, historically, /a/ is a possessive particle root and the /n/ and /y/ are prefixes correlating with the pronoun or the class of the noun preceding. Basically /n/ represents a prefix correlating with pronouns and /y/ one correlating with certain classes of nouns. Other noun class correlating prefixes have fallen together with /y/.
With a few words, notably /fioti/ and numbers, there exist structures with and without /ya/ with different meanings:

bakento ya fioti  little ladies
bakento fioti      few ladies

Note that /fioti/ (and /mingi/) also occur following adjectival constructions as degree words:

nkento ya maladi fioti  [a] slightly sick woman
nkento ya maladi mingi  [a] very sick woman

Drill 3.3 Grammar Drills on /ya/ and /na/ in Possessive and Modification (Adjective) Construction

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo</td>
<td>Polo ke mwan_a na nge.</td>
</tr>
<tr>
<td>kuzola</td>
<td>Polo zola mwan_a na nge.</td>
</tr>
<tr>
<td>nkumbu</td>
<td>Polo zola nkumbu na nge.</td>
</tr>
<tr>
<td>yandi</td>
<td>Polo zola nkumbu n'andi.</td>
</tr>
<tr>
<td>mu</td>
<td>Mu zola nkumbu n'andi.</td>
</tr>
<tr>
<td>ke na kusosa</td>
<td>Mu ke na kusosa nkumbu n'andi.</td>
</tr>
<tr>
<td>dinkondo</td>
<td>Mu ke na kusosa dinkondo n'andi.</td>
</tr>
<tr>
<td>munu</td>
<td>Mu ke na kusosa dinkondo na munu.</td>
</tr>
<tr>
<td>tata</td>
<td>Tata ke na kusosa dinkondo na munu.</td>
</tr>
</tbody>
</table>

Who is your child?
Paul likes your child.
I'm searching for his name.
Tata ke na kusosa dinkondo n a munu.
ke nata Tata ke nata dinkondo na munu. Dad will take (carry) my banana.
mwana Tata ke nata mwana na munu. Dad will carry my child.
yandi Tata ke nata mwana n'andi.
Zozefu Zozefu ke nata mwana n'andi.
zola Zozefu ke zola mwana n'andi.
banana Zozefu ke zola bana n'andi.
enge Zozefu ke zola bana na nge.
banani Banani ke zola bana na nge?
ke Banani ke bana na nge?
mwana Nani ke mwana na nge?

b) Multiple Substitution Drill unrecorded

<table>
<thead>
<tr>
<th>Insi na nge ke</th>
<th>Amelike</th>
<th>kasi</th>
<th>ya munu</th>
<th>ke</th>
<th>Kongo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Uganda</td>
<td></td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td></td>
<td>Belezike</td>
<td></td>
<td></td>
<td></td>
<td>Gabon</td>
</tr>
<tr>
<td></td>
<td>kuna</td>
<td></td>
<td></td>
<td></td>
<td>(kuna)</td>
</tr>
</tbody>
</table>

Your country is America but mine is the Congo.
c) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Ya nge</th>
<th>ke na</th>
<th>kusosa</th>
<th>munu.</th>
<th>Yours is looking for me. (i.e. Your child, your husband, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ya yandi</td>
<td>kuzola</td>
<td>mbele.</td>
<td>kunata</td>
<td>tata.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>mankondo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Za.</td>
</tr>
</tbody>
</table>

d) Inki | ya munu | ke na | kupesa? | What is mine giving? |

<table>
<thead>
<tr>
<th>ya yandi</th>
<th>ke</th>
<th>kunata?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ya nge</td>
<td></td>
<td>kubanda?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kuzola?</td>
</tr>
</tbody>
</table>

e) Progressive Substitution Drill

Cue | Pattern
---|--------------------------------------
Nata mukanda ya Sofi. | Bring Sophie's book!
kupesa | Pesa mukanda ya Sofi.
mbele | Pesa mbele ya Sofi.
tata | Pesa mbele ya tata.
kusosa | Sasa mbele ya tata.
mwana | Sasa mwana ya tata.
dokotolo | Sasa mwana ya dokotolo.
kuzola | Zola mwana ya dokotolo.
kalaka | Zola kalaka ya dokotolo.
Zola kalaka ya dokotolo.

Sofi Zola kalaka ya Sofi.

kunata Nata kalaka ya Sofi.

mukanda Nata mukanda ya Sofi.

f) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Mbazi</th>
<th>mu</th>
<th>ke</th>
<th>sosa</th>
<th>mwana</th>
<th>ya ngolo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>yandi</td>
<td>nata</td>
<td>ya mpembe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polo</td>
<td>pesa</td>
<td>ya mbote.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>banani</td>
<td>bika</td>
<td>ya mayele.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>zola</td>
<td>ya zoba.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ya ndombe.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tomorrow I'll look for a strong child.

---

g) Progressive Substitution Drill

Cue Pattern

Yandi ke na kusosa lukaya ya ngolo. He's looking for a strong leaf.

Sofi Sofi ke na kusosa lukaya ya ngolo.

kunata Sofi ke na kunata lukaya ya ngolo.

mukanda Sofi ke na kunata mukanda ya ngolo. Sofi is bringing a difficult book.

mbote Sofi ke na kunata mukanda ya mbote.

tata Tata ke na kunata mukanda ya mbote.

kuzola Tata ke na kuzola mukanda ya mbote.
Tata ke na kuzola **mukanda** ya mbote.

Father likes a good child.

**mwana**

Tata ke na kuzola mwana ya *mbote*.

**mayele**

Tata ke na kuzola mwana ya mayele.

**mu**

Mu ke na **kuzola** mwana ya mayele.

**kupesa**

Mu ke na **kupesa mwana** ya mayele.

I'm turning over a smart child.

**kisalu**

Mu ke na **kupesa kisalu** ya mayele.

I'm giving [someone] an intellectual job.

**ngolo**

Mu ke na **kupesa kisalu** ya ngolo.

**yandi**

Yandi ke na **kupesa kisalu** ya ngolo.

**kusosa**

Yandi ke na **kusosa kisalu** ya ngolo.

**lukaya**

Yandi ke na **kusosa lukaya** ya ngolo.

h) **Multiple Substitution Drill**

<table>
<thead>
<tr>
<th>Bana</th>
<th>ya fioti</th>
<th>ke na</th>
<th>kwiza.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babakala</td>
<td></td>
<td></td>
<td>kwenda.</td>
</tr>
<tr>
<td>Bakento</td>
<td></td>
<td></td>
<td>kubikala.</td>
</tr>
<tr>
<td>BaZozefu</td>
<td></td>
<td></td>
<td>kunata mankondo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>kupesa mbote na nge.</td>
</tr>
</tbody>
</table>

Little children are coming.
i) Progressive Substitution Drill

**Cue**  

**Pattern**  

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madi</td>
<td><em>Madi ke na kusosa mankondo y'a fioti.</em> Mary is looking for little bananas.</td>
</tr>
<tr>
<td>Polo</td>
<td><em>Polo ke na kusosa mankondo y'a fioti.</em></td>
</tr>
<tr>
<td>kunata</td>
<td><em>Polo ke na kunata mankondo y'a fioti.</em></td>
</tr>
<tr>
<td>makaya</td>
<td><em>Polo ke na kunata makaya y'a fioti.</em></td>
</tr>
<tr>
<td>nge</td>
<td><em>Nge ke na kunata makaya y'a fioti?</em></td>
</tr>
<tr>
<td>kubika</td>
<td><em>Nge ke na kubika makaya y'a fioti?</em> Are you leaving small leaves?</td>
</tr>
<tr>
<td>mukànda</td>
<td><em>Nge ke na kubika mukanda y'a fioti?</em></td>
</tr>
<tr>
<td>Madi</td>
<td><em>Madi ke na kubika mukanda y'a fioti.</em></td>
</tr>
<tr>
<td>kusosa</td>
<td><em>Madi ke na kusosa mukanda y'a fioti.</em></td>
</tr>
<tr>
<td>mankondo</td>
<td><em>Madi ke na kusosa mankondo y'a fioti.</em></td>
</tr>
</tbody>
</table>

j) Multiple Substitution Drill  

<table>
<thead>
<tr>
<th>Pesa</th>
<th>makaya</th>
<th>fioti. Give a few leaves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bika</td>
<td>bana</td>
<td></td>
</tr>
<tr>
<td>Nata</td>
<td>mikanda</td>
<td></td>
</tr>
<tr>
<td>Sosa</td>
<td>mankondo</td>
<td></td>
</tr>
</tbody>
</table>
k) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Language Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Za ke sosa mikanda fioti.</td>
<td>John will look for a few books.</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>Nge ke sosa mikanda fioti?</td>
<td>Are you to look for...?</td>
</tr>
<tr>
<td>kunata</td>
<td>Nge ke nata mikanda fioti?</td>
<td></td>
</tr>
<tr>
<td>mankondo</td>
<td>Nge ke nata mankondo fioti?</td>
<td></td>
</tr>
<tr>
<td>banani</td>
<td>Banani ke nata mankondo fioti.</td>
<td>Who (all) is to bring a few bananas?</td>
</tr>
<tr>
<td>kupesa</td>
<td>Banani ke pesa mankondo fioti?</td>
<td></td>
</tr>
<tr>
<td>bana</td>
<td>Banani ke pesa bana fioti?</td>
<td></td>
</tr>
<tr>
<td>tata</td>
<td>Tata ke pesa bana fioti.</td>
<td></td>
</tr>
<tr>
<td>kuzola</td>
<td>Tata ke zola bana fioti.</td>
<td></td>
</tr>
<tr>
<td>mielo</td>
<td>Tata ke zola mielo fioti.</td>
<td></td>
</tr>
<tr>
<td>Za</td>
<td>Za ke zola mielo fioti.</td>
<td></td>
</tr>
<tr>
<td>kusosa</td>
<td>Za ke sosa mielo fioti.</td>
<td></td>
</tr>
<tr>
<td>mikanda</td>
<td>Za ke sosa mikanda fioti.</td>
<td></td>
</tr>
</tbody>
</table>

1) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Nkento</th>
<th>ya</th>
<th>zoba</th>
<th>ke</th>
<th>bikala</th>
<th>na</th>
<th>Kongo,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwana</td>
<td>ngolo</td>
<td>kwiza</td>
<td>Mputu.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bakala</td>
<td>mbote</td>
<td>kwenda</td>
<td>France.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uganda.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gabon.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
m) Multiple Substitution Drill  

<table>
<thead>
<tr>
<th>Nani</th>
<th>ke</th>
<th>nata</th>
<th>bana</th>
<th>ya</th>
<th>ngolo</th>
<th>mingi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo</td>
<td>bika</td>
<td>babakala</td>
<td></td>
<td></td>
<td></td>
<td>maladi</td>
</tr>
<tr>
<td>Tata</td>
<td>pesa</td>
<td>bakento</td>
<td></td>
<td></td>
<td></td>
<td>zoba</td>
</tr>
<tr>
<td>Sofi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>mayele</td>
</tr>
<tr>
<td>Kalala</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yandi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n) Multiple Substitution Drill  

<table>
<thead>
<tr>
<th>Nani</th>
<th>ke</th>
<th>ngolo</th>
<th>fioti.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Za</td>
<td></td>
<td>maladi</td>
<td>mingi.</td>
</tr>
<tr>
<td>Yandi</td>
<td></td>
<td>mayele</td>
<td></td>
</tr>
<tr>
<td>Mu</td>
<td></td>
<td>zoba</td>
<td></td>
</tr>
<tr>
<td>Nge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who is a bit strong?

o) Multiple Substitution Drill  

<table>
<thead>
<tr>
<th>Sosa</th>
<th>dakento</th>
<th>ya</th>
<th>maladi</th>
<th>fioti.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pesa</td>
<td>bana</td>
<td></td>
<td>ngolo</td>
<td>mingi.</td>
</tr>
<tr>
<td>Nata</td>
<td>bakalaka</td>
<td></td>
<td>mayele</td>
<td></td>
</tr>
<tr>
<td>Bika</td>
<td></td>
<td></td>
<td>zoba</td>
<td></td>
</tr>
</tbody>
</table>

Look for a somewhat sick woman.
p) Progressive Substitution Drill

**Cue**  
**Pattern**

*Mbazi mama ke sosa kisalu ya ngolo fioti.*  
*Mother is (going) to look for a fairly hard job tomorrow.*

Za  
*Mbazi Za ke sosa kisalu ya ngolo fioti.*

kubanda  
*Mbazi Za ke banda kisalu ya ngolo fioti.*

mwelo  
*Mbazi Za ke banda mwelo ya ngolo fioti.*  
*John is (going) to start on a fairly strong door tomorrow.*

mpembe  
*Mbazi Za ke banda mwelo ya mpembe fioti.*

mingi  
*Mbazi Za ke banda mwelo ya mpembe mingi.*

nge  
*Mbazi nge ke banda mwelo ya mpembe mingi?*  
*Are you to start tomorrow on a very light (colored) door?*

kunata  
*Mbazi nge ke nata mwelo ya mpembe mingi?*

mukanda  
*Mbazi nge ke nata mukanda ya mpembe mingi?*

mayele  
*Mbazi nge ke nata mukanda ya mayele mingi?*

q) Progressive Substitution Drill

**Cue**  
**Pattern**

*Mu ke nata mankondo ya mbote fioti.*  
*I'll bring quite good bananas.*

nge  
*Nge ke nata mankondo ya mbote fioti?*  
*Are you to...?*

kusosa  
*Nge ke sosa mankondo ya mbote fioti?*
Nge ke sosa mankondo y'a mbote fioti?

bana Nge ke sosa bana y'a mbote fioti? Are you to look for rather good children?

ngolo Nge ke sosa bana y'a ngolo fioti?

Polo Polo ke sosa bana y'a ngolo fioti.

kubika Polo ko bika bana y'a ngolo fioti. Paul is to leave [some] rather strong children.

babakala Polo ke bika babakala y'a ngolo fioti.

mayele Polo ke bika babakala y'a mayele fioti.

mu Mu ke bika babakala y'a mayele fioti.

kunata Mu ke nata babakala y'a mayele fioti.

mankondo Mu ke nata mankondo y'a mayele fioti.

mpembe Mu ke nata mankondo y'a mbote fioti.
DIALOGUE: FAMILY

-A-

m.buta (ba-) elder, older brother
mbuta muntu (ba-) sir, Mr.
Mbote mbuta muntu! Good morning, sir!

-B-

di-ambu (m-) /dyambu/ matter, affair
Mbote mwana! Diambu ikele? Good morning, child! Is some-
thing the matter? (Is there something?)

-A-

me / mene (auxiliary for 'perfect')
ku-zimb.al-a to be lost, to forget, to fail to recognize one another
E, mu me zimbala. I'm lost. (I've become lost.)

-B-

Inki ke nkumbu na tata na nge? What's your father's name?

-A-

Meto

Nkumbu na yandi Meto. His name[is] Meto.

-B-

m.pangi (ba-) sibling (brother or sister)
ikwa? how many?
ke na / kele na (plus noun) to have (be with)
Nge ke na bampangi ikwa? How many brothers [and sisters] have you?
- A -

zole two
Mu ke na bampangi zole ya I have two brothers. (I have babakala. two male siblings.)

- B -

wapi (?) where?; no, not at all!

bau they, them

Wapi bau? Where are they?

- A -

Bau me kwenda na kalasi. They've gone to school.

- B -

ku-vwand-a to stay, to sit, to live, to be

benu you (plural)

Banani ke vwandaka na benu? Who lives with you?

- A -

yankaka other

bantu yankaka other person
/bantwankaka/ ve no (negative particle)

Bantu y'ankak a ikele ve. Nobody else does. (There are no other persons.)
-B-
mama

mother, lady, aunt, Mrs., Miss

Nge ke na mama?

Have you a mother?

betu

we, us

ku-fw-a
to die

n.tama

far, a long time ago, already

Mama na betu kufwaka ntama.

Our mother died a long time ago.

-A-

ku-land-a
to follow

famili (ba-)
Fr: famille; family

Landa munu. Mu zaba famili

na nge. /familyange/

Drill 4.1 VOCABULARY SUPPLEMENT

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Mu</th>
<th>me</th>
<th>zimbala.</th>
</tr>
</thead>
<tbody>
<tr>
<td>kudia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kunwa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sonika mukanda.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tanga mukanda.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have gotten lost.

eaten.
drunk.
written [a] book.
read [a] book.
b) Simple Substitution Drill

| Mu me sosa | dimpa.       | I've looked for bread. [di-m.pa (ma-)]  |
|            | sizó.       | (Fr: du pain)                               |
|            | n.singa.    | scissors. (ba-) (Fr:                       |
|            | kitambala.  | ciseaux)                                    |
|            |             | rope/cord. (ba-)                            |
|            |             | [a] kerchief/head scarf. [ki-tambala (bi-)]|

<table>
<thead>
<tr>
<th>Yandi ke na</th>
<th>bampangi</th>
<th>zole.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>tatu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iya.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tanu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sambanu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n.sambodia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nana.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ivwa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kumi.</td>
</tr>
<tr>
<td>He has two siblings.</td>
<td>three</td>
<td>four</td>
</tr>
<tr>
<td></td>
<td>five</td>
<td>six</td>
</tr>
<tr>
<td></td>
<td>seven (also nsambwadi)</td>
<td>eight</td>
</tr>
<tr>
<td></td>
<td>nine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ten (ma-)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>one sibling.</td>
<td></td>
</tr>
</tbody>
</table>
d) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Bantu</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nsusu</td>
<td>yankaka ikele ve.</td>
</tr>
<tr>
<td>Meza</td>
<td></td>
</tr>
<tr>
<td>Muyibi</td>
<td></td>
</tr>
</tbody>
</table>

My sibling is male.
large/big.
short.
long/tall.
young.

e) Simple Substitution Drill

GRAMMAR NOTES AND DRILLS

Note 4.1 /me/ + verb: Immediate Past

Note the sentence from the dialogue:

Mu me zimbala. I have become lost.

The auxiliary /me/, followed by the verb forms a verb phrase the meaning of which is immediate past. The sentence above could be translated 'I've just gotten lost.' As with the English present perfect verb phrase with have, the action has taken place before the present and is of concern or has a result in the present. The usage differs from the English present perfect, however, in that the English phrase may be used for actions in the distant past
which have bearing on the present situation as 'I've read that book (so I don't need to borrow it)' where the reading may have taken place a long time ago. In Kituba this form is used only when the action or state took place in the recent past. Of course, the concept of 'recent' is a relative one and the word /ntama/ 'a long time ago' or 'already' may be used with this construction:

Mu me zimbala ntama. I've been lost a long time.
Mu me kudia ntama. I've already eaten.

However, it would be distinctly unusual to hear /ntama mingi/ 'for a very long time' after this construction. The drills below contain examples of this construction.

Drill 4.2 Grammar Drills /me/ + verb:

a) Multiple Substitution Drill  unrecorded

<table>
<thead>
<tr>
<th>Mu</th>
<th>me</th>
<th>zimbala</th>
<th>ntama.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Za</td>
<td></td>
<td>kufwa</td>
<td></td>
</tr>
<tr>
<td>Meto</td>
<td></td>
<td>bikala</td>
<td></td>
</tr>
<tr>
<td>Mbuta muntu</td>
<td></td>
<td>kwenda</td>
<td></td>
</tr>
<tr>
<td>Bau</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benu</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Who has looked for [the] chicken?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bau</td>
<td>Bau me sosa nsusu.</td>
<td></td>
</tr>
<tr>
<td>kudia</td>
<td>Bau me kudia nsusu.</td>
<td></td>
</tr>
<tr>
<td>dimpa</td>
<td>Bau me kudia dimpa.</td>
<td></td>
</tr>
<tr>
<td>Zile</td>
<td>Zile me kudia dimpa.</td>
<td></td>
</tr>
<tr>
<td>kunata</td>
<td>Zile me nata dimpa.</td>
<td></td>
</tr>
<tr>
<td>sizo</td>
<td>Zile me nata sizo.</td>
<td></td>
</tr>
<tr>
<td>benu</td>
<td>Benu me nata sizo?</td>
<td></td>
</tr>
<tr>
<td>kubika</td>
<td>Benu me bika sizo?</td>
<td></td>
</tr>
<tr>
<td>mukanda</td>
<td>Benu me bika mukanda?</td>
<td></td>
</tr>
<tr>
<td>nani</td>
<td>Nani me bika mukanda?</td>
<td></td>
</tr>
<tr>
<td>kusosa</td>
<td>Nani me sosa mukanda?</td>
<td></td>
</tr>
<tr>
<td>nsusu</td>
<td>Nani me sosa nsusu?</td>
<td></td>
</tr>
</tbody>
</table>

c) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Nani me</th>
<th>tuba?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>zimbala?</td>
</tr>
<tr>
<td></td>
<td>kufwa?</td>
</tr>
<tr>
<td></td>
<td>banda?</td>
</tr>
<tr>
<td></td>
<td>kudia?</td>
</tr>
<tr>
<td></td>
<td>kunwa?</td>
</tr>
<tr>
<td></td>
<td>bikala?</td>
</tr>
</tbody>
</table>
d) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Madi</th>
<th>me</th>
<th>kudia</th>
<th>dinkondo</th>
<th>mosi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu</td>
<td>pesa</td>
<td>lukaya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Za</td>
<td>nata</td>
<td>dimpa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benu</td>
<td>bika</td>
<td>nsusu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yandi</td>
<td>sosa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zile</td>
<td>zola</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mary has eaten one banana.

e) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Ya nge</th>
<th>me</th>
<th>sosa</th>
<th>munu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ya yandi</td>
<td>zola</td>
<td></td>
<td>nsusu</td>
</tr>
<tr>
<td>Ya benu</td>
<td>nata</td>
<td></td>
<td>tata.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dinkondo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Za.</td>
</tr>
</tbody>
</table>

Yours has looked for me.

f) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Inki</th>
<th>ya</th>
<th>munu</th>
<th>me</th>
<th>(ku)zaba?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yandi</td>
<td>ke na</td>
<td>(ku)nata?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nge</td>
<td></td>
<td>(ku)banda?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ku)zola?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ku)pesa?</td>
<td></td>
</tr>
</tbody>
</table>

What has mine known?

Note 4.2 The Concept of Possession: /ke/ + /na/ + Noun

Mu ke na bampangi zole. I have two siblings.

Nge ke na mama? Have you a mother?

In Note 2.1 we noted that /ke/ + /na/ + Verb was a verb phrase
for present state or action. In the sentences above we note that when /ke + na/ is followed by a noun it carries the sense of having, literally 'being with'. Kituba has no verb equivalent to English have, the concept of possession being expressed by this construction.

Drill 4.3 Grammar Drill /ke/ + /na/ + Noun

a) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Yandi</th>
<th>ke na</th>
<th>babakala</th>
<th>ikwa?</th>
<th>How many men does he have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tata</td>
<td>(ba)nsusu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zile</td>
<td>mikanda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andele</td>
<td>mankondo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mu</td>
<td>mampa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benu</td>
<td>badokotolo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betu</td>
<td>mielo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Yandi</th>
<th>ke na</th>
<th>nsusu</th>
<th>yankaka.</th>
<th>We have another chicken.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yandi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bau</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Za</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"unrecorded"
c) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Nani</th>
<th>ke na</th>
<th>dinkondo</th>
<th>ya</th>
<th>munu.</th>
<th>Who has my banana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sofi</td>
<td>mikanda</td>
<td>Polo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yandi</td>
<td>bana</td>
<td>nge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bau</td>
<td>mbele</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d) Random Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>mikanda</td>
<td>Mama ke na mikanda mingi.</td>
<td>Mother has lots of bananas.</td>
</tr>
<tr>
<td>nge</td>
<td>Nge ke na mikanda mingi?</td>
<td></td>
</tr>
<tr>
<td>fioti</td>
<td>Nge ke na mikanda fioti?</td>
<td></td>
</tr>
<tr>
<td>Za</td>
<td>Za ke na mikanda fioti.</td>
<td></td>
</tr>
<tr>
<td>ya mpembe</td>
<td>Za ke na mpembe ya mpembe.</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>Za ke na nge ya nge.</td>
<td></td>
</tr>
<tr>
<td>bana</td>
<td>Za ke na bana ya nge.</td>
<td></td>
</tr>
<tr>
<td>nani</td>
<td>Nani ke na bana ya nge?</td>
<td>Who is with your children?</td>
</tr>
<tr>
<td>dokotolo</td>
<td>Nani ke na dokotolo ya nge?</td>
<td></td>
</tr>
<tr>
<td>mu</td>
<td>Mu ke na dokotolo ya nge.</td>
<td></td>
</tr>
<tr>
<td>mbele</td>
<td>Mu ke na mbele ya nge.</td>
<td></td>
</tr>
<tr>
<td>ngolo</td>
<td>Mu ke na ngolo.</td>
<td></td>
</tr>
<tr>
<td>Polo</td>
<td>Polo ke na ngolo.</td>
<td></td>
</tr>
<tr>
<td>mingi</td>
<td>Polo ke na ngolo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Polo ke na bambele mingi.
mama Mama ke na **bambele** mingi.
mankondo Mama ke na mankondo mingi.

e) Multiple Substitution Drill  *unrecorded*

<table>
<thead>
<tr>
<th>Mu</th>
<th>ke na</th>
<th>bampangi</th>
<th>tatu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tata</td>
<td></td>
<td>bakento</td>
<td>iya.</td>
</tr>
<tr>
<td>Za</td>
<td></td>
<td>bana</td>
<td>sambanu.</td>
</tr>
<tr>
<td>Yandi</td>
<td></td>
<td>(ba)nsusu</td>
<td>nana.</td>
</tr>
<tr>
<td>Betu</td>
<td></td>
<td>mampa</td>
<td>kumi.</td>
</tr>
<tr>
<td>Zile</td>
<td></td>
<td>mielo</td>
<td>zole.</td>
</tr>
<tr>
<td>Maligeliti</td>
<td></td>
<td>bantangu</td>
<td>mingi.</td>
</tr>
<tr>
<td>Polo</td>
<td></td>
<td>bakalasi</td>
<td>tanu.</td>
</tr>
<tr>
<td>Bau</td>
<td></td>
<td>bisalu</td>
<td>fioti.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mikanda</td>
<td></td>
</tr>
</tbody>
</table>

Note 4.3 The negative - /ve/

Note this sentence from the dialogue:

Bantu y'ankaka ikele ve. There aren't any other persons.

The negative of a predication is signalled in Kituba by the particle /ve/ following the entire predication. This particle may also precede almost any word within a predication in which case it serves to negate only the word or phrase it follows. Compare:

Muntu ke kuna ve. Nobody is there (Person is not there).

Muntu ve ke kuna. Nobody is there (No person is there).
The particle may also occur as a negative short answer 'No':

Ve, muntu ke kuna ve. No, nobody is there.

In negative imperatives verbs occur with the /ku-/ prefix:

Kusumba mampa ina ve! Don't buy that bread!

Drill 4.4 Grammar Drills - The Negative

Repeat Drills 4.3 (b), (d) and (e) making all the sentences negative.

Note 4.4 The Ø - BA Noun Class:

The noun class which has no prefix for the singular and a BA-prefix in the plural is the simplest of Kituba noun classes and contains a very large number of nouns, including all borrowed French nouns. Some nouns of this class are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Translation</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalaka</td>
<td>clerk</td>
<td>bakalaka</td>
</tr>
<tr>
<td>magazini</td>
<td>store</td>
<td>bamagazini</td>
</tr>
<tr>
<td>nzila</td>
<td>way, means</td>
<td>banzila</td>
</tr>
<tr>
<td>mbele</td>
<td>knife</td>
<td>bambele</td>
</tr>
<tr>
<td>bakala</td>
<td>male</td>
<td>babakala</td>
</tr>
<tr>
<td>lupitalu</td>
<td>hospital</td>
<td>balupitalu</td>
</tr>
<tr>
<td>inzo</td>
<td>house</td>
<td>bainzo</td>
</tr>
<tr>
<td>mpatu</td>
<td>field, farm</td>
<td>bampatu</td>
</tr>
<tr>
<td>bilo</td>
<td>office</td>
<td>babilo</td>
</tr>
<tr>
<td>nkumbu</td>
<td>name</td>
<td>bankumbu</td>
</tr>
</tbody>
</table>

72
<table>
<thead>
<tr>
<th>PRIMER</th>
<th>BASIC COURSE</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>nani</td>
<td>who?</td>
<td>banani</td>
</tr>
<tr>
<td>kalasi</td>
<td>school</td>
<td>bakalasi</td>
</tr>
<tr>
<td>mbuta</td>
<td>elder</td>
<td>bambuta</td>
</tr>
<tr>
<td>mpangi</td>
<td>sibling</td>
<td>bampangi</td>
</tr>
<tr>
<td>yankaka</td>
<td>another</td>
<td>bayankaka</td>
</tr>
<tr>
<td>sizo</td>
<td>scissors</td>
<td>basizo</td>
</tr>
<tr>
<td>nsinga</td>
<td>rope</td>
<td>bansinga</td>
</tr>
<tr>
<td>ngolo</td>
<td>strength</td>
<td>bangolo</td>
</tr>
<tr>
<td>meza</td>
<td>table</td>
<td>bameza</td>
</tr>
</tbody>
</table>

Drill 4.5 Grammar Drills - The Ø - BA Noun Class

a) Simple Substitution-Modification Drill (Substitute the Cue in its plural form):

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betu ke na kwenda na bamagazini.</td>
<td>We are going to [the] stores.</td>
</tr>
<tr>
<td>lupitalu</td>
<td>Betu ke na kwenda na balupitalu.</td>
</tr>
<tr>
<td>mpatu</td>
<td>Betu ke na kwenda na bampatu.</td>
</tr>
<tr>
<td>bilo</td>
<td>Betu ke na kwenda na babilo.</td>
</tr>
<tr>
<td>kalasi</td>
<td>Betu ke na kwenda na bakalasi.</td>
</tr>
<tr>
<td>inzo</td>
<td>Betu ke na kwenda na bainzo.</td>
</tr>
</tbody>
</table>
b) Progressive Substitution-Modification Drill (Substitute all nouns in plural form):

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>na bilo</td>
<td>Babakala na benu ke na kwiza kuna.</td>
</tr>
<tr>
<td>kwenda</td>
<td>Babakala ne benu ke na kwenda na babilo.</td>
</tr>
<tr>
<td>betu</td>
<td>Babakala na betu ke na kwenda na babilo.</td>
</tr>
<tr>
<td>kalaka</td>
<td>Bakalaka na betu ke na kwenda na babilo.</td>
</tr>
<tr>
<td>mbatu</td>
<td>Bakalaka na betu ke na kwenda na bampatu.</td>
</tr>
<tr>
<td>kubikala</td>
<td>Bakalaka na betu ke na kubikala na bampatu.</td>
</tr>
<tr>
<td>bau</td>
<td>Bakalaka na bau ke na kubikala na bampatu.</td>
</tr>
<tr>
<td>mbuta</td>
<td>Bambuta na bau ke na kubikala na bampatu.</td>
</tr>
<tr>
<td>inzo</td>
<td>Bambuta na bau ke na kubikala na bainzo.</td>
</tr>
<tr>
<td>kusala</td>
<td>Bambuta na bau ke na kusala na bainzo.</td>
</tr>
<tr>
<td>nani</td>
<td>Banani ke na kusala na bainzo?</td>
</tr>
<tr>
<td>kalasi</td>
<td>Banani ke na kusala na bakalasi?</td>
</tr>
<tr>
<td>kwenda</td>
<td>Banani ke na kwenda na bakalasi?</td>
</tr>
<tr>
<td>kalaka</td>
<td>Bakalaka ke na kwenda na bakalasi.</td>
</tr>
<tr>
<td>kuna</td>
<td>Bakalaka ke na kwenda kuna.</td>
</tr>
<tr>
<td>kwiza</td>
<td>Bakalaka ke na kwiza kuna.</td>
</tr>
<tr>
<td>bakala na benu</td>
<td>Babakala na benu ke na kwiza kuna.</td>
</tr>
</tbody>
</table>
Note 4.5 The Verb /kuvwanda/ 'to be'

In Unit 1 the verbal form /ke/ ~ /kele/ 'am, is, are' occurred and was introduced as coming from a verb /ku-kal-a/. This verb is widely used in tribal KiKongo but has a very restricted use in Kituba - the forms /ke/ and /kele/ being the only forms from this verb commonly encountered. The verb /ku-vwand-a/ replaces forms of /ku-kal-a/ in all verb phrases requiring a verb with the sense of 'to be'. Thus 'I will be...' translates as /Mu ke vwanda.../ in Kituba. Similarly in expressions of possession (see Note 4.2) /kuvwanda/ is used in verb phrases:

Mu ke na mukanda. I have a book.

Mu ke vwanda na mukanda. I will have a book.

In some areas this verb is heard as /ku-vand-a/.

Note 4.6 Various Uses of /mosi/ (Reference Note)

The 'basic' sense of /mosi/ is 'one'. This basic meaning is, however, extended to mean a variety of related concepts:

a) 'a', 'a certain':

Muntu mosi ke kwenda. A man is coming.

Mu ke landa muntu mosi. I'm going to follow a certain man.

b) 'self' - singular or plural; 'alone':

Munu mosi ke kwenda. I'm going to go myself.

Bau mosi ke na kudia. They themselves are eating.
c) 'same', 'one and the same':

Benu ke kwenda na ntangu mosi. We're going to go at the same time.
DIALOGUE: BUYING AND SELLING

-A-

n.talu (ba-)
value, price, figure, number

di-lala (ma-)
citrus fruit, orange

yai / yayi
this, these

Ntalu ikwa na malala yai?
What is the price of these oranges?

/ntalwikwa/

-B-

pata
five franc piece

Pata mosi na malala tatu.
Five francs for three oranges.

-A-

Malala nge ke ntalu mingi.
Your oranges are very expensive!

('are much price')

-B-

kiadi /kyadi/
Sorry!

ku-lend-a
to be able

ku-kakul-a
to reduce, to subtract

Kiadi. Mu lenda kakula ve.
Sorry, I can't reduce [it].

-A-

m.bisi (ba-)
meat, animal, fish

maza (ba-)
water, stream

mbisi ya maza /mbisyamaza/
fish

Nge lenda kakula na mbisi ya maza? Can you come down on fish?
-B-

kana

ku-sumb-a

Mu lenda kakula kana nge sumba
mingi.

I can come down if you buy a
lot.

-A-

Mbisí ikwa na pata kumi?

How many fish for fifty francs?

-B-

sambu / samu

sambu na / samu na

Samu nga nge mbisí iya.

For you ('on account of you')

four fish.

-A-

ki-ma (bi-)

thing

ku-lut-a

to surpass, to be more
than, to exceed

Bima nga nge me' luta ntalu

mingi, tata.

Your goods are too expensive

('have exceeded much price'),
sir.

-B-

mambu ve

no matter, all right

Mambu ve, sumba sambanu na

patu kumi.

All right, buy six for fifty
francs.
-A-

ku-kang-a to tie up, bind, close, catch

ku-kang.il-a to tie up for (someone)

yau it, they, them (impersonal third person pronoun)

Melesi, kangila munu yau. Thanks, wrap them up for me.
Drill 5.1 SUPPLEMENTARY VOCABULARY

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Ntalu ikwa na</th>
<th>malala</th>
<th>yai?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pidipidi</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>matiti</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>bandunda</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>bumbulutele</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>bambala</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>bapapayi</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>bamanga</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>nkuni</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What's the price of these oranges?
this pepper?
these herbs? [di-titi (ma-)]
these vegetables [n.dunda (ba-)]
these potatoes Fr: pommes de terre [bumbulutele (ba-)]
these sweet potatoes [m.bala (ba-)]
these papaya [papayi (ba-)]
these mangoes [manga (ba-)]
this firewood [n.kuni (ba-)]

1 Note: Some items such as firewood or pepper seldom bought in a single piece occur in such a pattern as this without the plural prefix even though a quantity is clearly thought of rather than a single item. /Bumbulutele/ possibly because of its length and because of the /bu-/ first syllable, seldom is used in the plural although the item is large enough that one might buy only one.

2 Also: grass, vegetables
b) Simple Substitution Drill

Pata mosi na malala tatu. Five francs for three oranges.

Falanka iy'a na malala tatu. Four Francs for three oranges.

Pata mosi na falanka mosi Six francs for three oranges.

na malala tatu. (Falanka

sambanu)

GRAMMAR NOTES AND DRILLS

Note 5.1 The Verb Extension /.-il-/ /.-in-/ 'to, for, on behalf of' etc.

Melesi, kangila munu yau. Thanks, wrap it up for me.

When a verb occurs with this extension of the root or stem it may be followed immediately by a noun or pronoun which is construed as the recipient or the beneficiary of the action rather than the undergoer. Note the contrast between:

Mu me futa pata mosi. I've paid five francs.

Mu me futa nge pata mosi. I've paid you five francs.

Mu me futila nge pata mosi. I've paid five francs for you.

If the verb root or stem has a nasal consonant which is not combined with a stop in a nasal compound the form of this extension is /.-in/-:

Mwana ke nata mukanda. The child will carry the book.

Mwana ke natina munu mukanda. The child will carry the book for me.

but compare an example with a nasal in compound:
Mu me banda kisalu. I've started work.
Mu me bandila yandi kisalu. I've started a job for him.

This extension is widely productive - it may occur on almost any verb. Other uses of this extension will be described later.

Note 5.2 Shift of /l/ to /d/ before /i/

Roots and stems ending in /l/ change the /l/ to /d/ before extensions and suffixes beginning with /i/. Note these examples:

Mu me banda kusala. I've begun to work.
Mu me banda kusadila yandi. I've begun to work for him.
Mu lenda kakula ve. I can't come down ('subtract')
Mu lenda kakudila nge ve. I can't come down for you.
Mu zola Madi. I want Mary.
Mu zodila yandi Madi. I want Mary for him.

Drill 5.2 Grammar Drill - Verb Extension /.il-/.in-/

a) Progressive Substitution-Modification Drill (Substitute all verbs with the /.il-/.in- extension):

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo</td>
<td>me sosila munu mbisi.</td>
<td>Paul has looked for meat for me.</td>
</tr>
<tr>
<td>kupesa</td>
<td>Polo me pesila munu mbisi.</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>Polo me pesila nge mbisi.</td>
<td></td>
</tr>
<tr>
<td>ntangu</td>
<td>Polo me pesila nge ntangu.</td>
<td></td>
</tr>
<tr>
<td>Meto</td>
<td>Meto me pesila nge ntangu.</td>
<td></td>
</tr>
</tbody>
</table>
Meto me pesila nge ntangu.

ke
Meto ke pesila nge ntangu.

Met will give a watch for you.

kunata
Meto ke natina nge ntangu.

yandi
Meto ke natina yandi ntangu.

mbele
Meto ke natina yandi mbele.

bau
Bau ke natina yandi mbele.

zola
Bau zola natina yandi mbele.

They want to bring a knife for him.

kusumba
Bau zola sumbila yandi mbele.

Madi
Bau zola sumbila Madi mbele.

dimpa
Bau zola simbila Madi dimpa.

Zile
Zile zola sumbila Madi dimpa.

lenda
Zile lenda sumbila Madi dimpa.

Julius can buy bread for Mary.

kukanga
Zile lenda kangila Madi dimpa.

benu
Zile lenda kangila benu dimpa.

mbongo
Zile lenda kangila benu mbongo.

mu
Mu lenda kangila benu mbongo.

zola...ve
Mu zola kangila benu mbongo ve.

I don't want to tie up the money for you.

kufuta
Mu zola futila benu mbongo ve.

Sofi
Mu zola futila Sofi mbongo ve.

mankondo
Mu zola futila Sofi mankondo ve.
Mu zola futila Sofi mankondo ve.
Polo Polo zola futila Sofi mankondo ve.
me Polo me futila Sofi mankondo. Paul has paid [over] bananas for Sophie.
kusosa Polo me sosila Sofi mankondo.
munu Polo me sosila munu mankondo.
mbisi Polo me sosila munu mbisi.

Note 5.3 The MU-BA and N-BA Noun Classes

Among the classes of nouns in Kituba which have prefixes for both singular and plural, the MU-BA and N-BA classes contain mostly nouns referring to persons. Some of the examples which have occurred to date are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Translation</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>muntu</td>
<td>person</td>
<td>bantu</td>
</tr>
<tr>
<td>mwana</td>
<td>child</td>
<td>bana</td>
</tr>
<tr>
<td>nkento</td>
<td>woman</td>
<td>bakento</td>
</tr>
</tbody>
</table>

Prefixed to tribal names the MU and BA prefixes refer to members of the group

Mukongo person of the Bakongo
   lower Congo

A few more words of these classes will occur in these units but the classes are not large in Kituba.
Note 5.4 The DI–MA Noun Class

Nouns of this class which have occurred to date are:

- dinkondo
- dilala
- diambu
- dititi
- dimpa
- banana
- orange
- matter
- herb
- bread
- mankondo
- malala
- mambu
- matiti
- mampa

As can be seen from these examples the names of several foods are included in this class. Parts of the body and various miscellaneous nouns also occur in this fairly large class.

Drill 5.3 Grammar Drills Illustrating the MU–BA, N–BA, and DI–MA Noun Classes

a) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Muntu</th>
<th>mosi</th>
<th>ke na</th>
<th>kwiza</th>
<th>kuna.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwana</td>
<td></td>
<td></td>
<td>kwenda</td>
<td>na dokotolo.</td>
</tr>
<tr>
<td>Nkento</td>
<td></td>
<td></td>
<td>kubikala</td>
<td>na mpatu.</td>
</tr>
<tr>
<td>Mukongo</td>
<td></td>
<td></td>
<td>kusala</td>
<td>na inzo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>na bilo.</td>
</tr>
</tbody>
</table>

b) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Bakongo</th>
<th>ikwa</th>
<th>ke</th>
<th>kwenda</th>
<th>na Uganda?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sala</td>
<td></td>
<td>kuna?</td>
<td></td>
</tr>
<tr>
<td>Bana</td>
<td>bikala</td>
<td></td>
<td>na Amelike?</td>
<td></td>
</tr>
<tr>
<td>Bakento</td>
<td>vwanda</td>
<td></td>
<td>na nge?</td>
<td></td>
</tr>
<tr>
<td>Bantu</td>
<td>kwiza</td>
<td></td>
<td>na Za?</td>
<td></td>
</tr>
</tbody>
</table>

How many Bakongo will go to Uganda?
c) Progressive Substitution-Modification Drill (Substitute Subject Nouns in Plural Form)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkento</td>
<td>Bakento ke <strong>zola</strong> Polo ve.</td>
<td>Who (all) won't like Paul?</td>
</tr>
<tr>
<td>kunata</td>
<td>Bakento ke nata <strong>Polo</strong> ve.</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td><strong>Bakento</strong> ke nata nge ve.</td>
<td></td>
</tr>
<tr>
<td>muntu</td>
<td>Bantu ke nata nge ve.</td>
<td></td>
</tr>
<tr>
<td>kusosa</td>
<td>Bantu ke sosa nge ve.</td>
<td></td>
</tr>
<tr>
<td>munu</td>
<td><strong>Bantu</strong> ke sosa munu ve.</td>
<td></td>
</tr>
<tr>
<td>mwana</td>
<td>Bana ke sosa munu ve.</td>
<td></td>
</tr>
<tr>
<td>kufuta</td>
<td>Bana ke futa munu ve.</td>
<td></td>
</tr>
<tr>
<td>dokotolo</td>
<td><strong>Bana</strong> ke futa dokotolo ve.</td>
<td></td>
</tr>
<tr>
<td>Mukongo</td>
<td>Bakongo ke <strong>futa</strong> dokotolo ve.</td>
<td></td>
</tr>
<tr>
<td>kulanda</td>
<td>Bakongo ke landa dokotolo ve.</td>
<td></td>
</tr>
</tbody>
</table>
| tata na munu   | **Bakongo** ke landa tata na munu ve.        | The Bakongo won't follow my fa-
|                |                                              | ther.                           |
| muntu          | Bantu ke landa tata na munu ve.              |                                  |
| kufwa          | Bantu ke kufwa tata na munu ve.              | Nobody will kill my father.     |
| nge            | **Bantu** ke kufwa nge ve.                   |                                  |
| nkento         | Bakento ke kufwa nge ve.                     |                                  |
| kuzola         | Bakento ke zola nge ve.                      |                                  |
Bakento ke zola nge ve.

Polo  **Bakento** ke zola Polo ve.

nani  Banani ke kuzola Polo ve?

d) Random Substitution-Modification Drill (Substitute Subject Nouns in singular form)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Nkento</em> mosi me kwenda na Uganda.</td>
</tr>
<tr>
<td>bantu</td>
<td>Muntu mosi me kwenda na <em>Uganda</em>.</td>
</tr>
<tr>
<td>Mputu</td>
<td>Muntu mosi me <em>kwenda</em> na Mputu.</td>
</tr>
<tr>
<td>kufwa</td>
<td><em>Muntu</em> mosi me kufwa na Mputu.</td>
</tr>
<tr>
<td>bana</td>
<td>Mwana mosi me <em>kufwa</em> na Mputu.</td>
</tr>
<tr>
<td>kubikala</td>
<td><em>Mwana</em> mosi me bikala na Mputu.</td>
</tr>
<tr>
<td>Bakongo</td>
<td>Mukongo mosi me <em>bikala</em> na Mputu.</td>
</tr>
<tr>
<td>kwiza</td>
<td>Mukongo mosi me kwiza na Mputu.</td>
</tr>
<tr>
<td>bantu</td>
<td>Muntu mosi me kwiza na Mputu.</td>
</tr>
<tr>
<td>France</td>
<td>Muntu mosi me <em>kwiza</em> na France.</td>
</tr>
<tr>
<td>kuzimbala</td>
<td><em>Muntu</em> mosi me zimbala na <em>France</em>.</td>
</tr>
<tr>
<td>Uganda</td>
<td>Muntu mosi me zimbala na Uganda.</td>
</tr>
<tr>
<td>bakento</td>
<td>Nkento mosi me <em>zimbala</em> na Uganda.</td>
</tr>
<tr>
<td>kwenda</td>
<td>Nkento mosi me kwenda na Uganda.</td>
</tr>
</tbody>
</table>

87
e) Progressive Substitution-Correlation Drill (Supply all nouns in form appropriate to the number supplied)

Cue | Pattern
---|---
Bantu zole ke na kusosa bansinga tanu. | Two men are looking for five ropes.
kalaka Bakalaka zole ke na kusosa bansinga tanu.
sambanu Bakalaka sambanu ke na kusosa bansinga tanu.
kunata Bakalaka sambanu ke na kunata bansinga tanu.
mwana Bakalaka sambanu ke na kunata bana tanu.
tatu Bakalaka sambanu ke na kunata bana tatu.
nkento Bakento sambanu ke na kunata bana tatu.
mosi Nkento mosi ke na kunata bana tatu.
kuzola Nkento mosi ke na kuzola bana tatu.
dimpa Nkento mosi ke na kuzola mampa tatu.
mungi Nkento mosi ke na kuzola mampa mingi.
Mukongo Mukongo mosi ke na kuzola mampa mingi.
kumi Bakongo kumi ke na kuzola mampa mingi.
kusumba Bakongo kumi ke na kusumba mampa mingi.
dititi Bakongo kumi ke na kusumba matiti mingi.
mosi Bakongo kumi ke na kusumba dititi mosi.
muntu Bantu kumi ke na kusumba dititi mosi.
zole Bantu zole ke na kusumba dititi mosi.
kusosa Bantu zole ke na kusosa dititi mosi.
Bantu zole ka na kusosa dititi mosi.

nsinga Bantu zole ke na kusosa nsinga mosi.

tanu Bantu zole ke na kusosa bansinga tanu.

f) Multiple Substitution Drill (The DI-MA Class) *unrecorded*

<table>
<thead>
<tr>
<th>Tata ke na dinkondo mosi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Za dilala</td>
</tr>
<tr>
<td>Nge (?) dititi</td>
</tr>
<tr>
<td>Nani (?) diambu</td>
</tr>
<tr>
<td>Betu</td>
</tr>
<tr>
<td>Bau</td>
</tr>
</tbody>
</table>

g) Simple Substitution Drill *unrecorded*

<table>
<thead>
<tr>
<th>Nani ke sosa matiti tatu?</th>
</tr>
</thead>
<tbody>
<tr>
<td>mankondo</td>
</tr>
<tr>
<td>malala</td>
</tr>
</tbody>
</table>

h) Progressive Substitution-Modification Drill (Substitute nouns in plural form)

**Cue**

**Pattern**

- **Sumbila** munu malala tanu.  Buy five oranges for me.
- **kukangila** Kangila munu malala tanu.
- **betu** Kangila betu malala tanu.
- **dinkondo** Kangila betu mankondo tanu.
- **mingi** Kangila betu mankondo mingi.
- **kubikila** Bikila betu mankondo mingi. Leave a lot of bananas for us.
Bikila betu mankondo mingi.

Za Bikila Za mankondo mingi.

mukanda Bikila Za mikanda mingi.

fioti Bikila Za mikanda fioti.

kunatina Natina Za mikanda fioti.

tata Natina tata mikanda fioti.

dititi Natina tata matiti fioti.

zole Natina tata matiti zole.

kusumbila Sumbila tata matiti zole.

munu Sumbila munu matiti zole.

dilala Sumbila munu malala zole.

tanu Sumbila munu malala tanu.

i) Random Substitution-Correlation Drill (Substitute nouns in appropriate form)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>dinkondo</td>
<td>Mu me nata malala zole na zandu.</td>
</tr>
<tr>
<td>Za</td>
<td>Za me nata mankondo zole na zandu.</td>
</tr>
<tr>
<td>kubika</td>
<td>Za me bika mankondo zole na zandu.</td>
</tr>
<tr>
<td>mosi</td>
<td>Za me bika dinkondo mosi na zandu.</td>
</tr>
<tr>
<td>dimpa</td>
<td>Za me bika dimpa mosi na zandu.</td>
</tr>
<tr>
<td>inzo</td>
<td>Za me bika dimpa mosi na inzo.</td>
</tr>
</tbody>
</table>
Za me bika dimpa mosi na inzo.

mingi  Za me bika mampa mingi na inzo.
kusumba  Za me sumba mampa mingi na inzo.
dititi  Za me sumba matiti mingi na inzo.
Polo  Polo me sumba matiti mingi na inzo.
kupesa  Polo me pesa matiti mingi na inzo.
sizo  Polo me pesa basizo mingi na inzo.
kusosa  Polo me sosa basizo mingi na inzo.
mu  Mu me sosa basizo mingi na inzo.
zandu  Mu me sosa basizo mingi na zandu.
dilala  Mu me sosa malala mingi na zandu.
kunata  Mu me nata malala mingi na zandu.
zole  Mu me nata malala zole na zandu.
j) Progressive Substitution-Modification Drill (Substitute Nouns in Plural Form)

Cue                  Pattern                          What will you give to the mothers?

mu                   Mu ke pesa inki na bamama?      I'll leave the oranges with the ladies.

kubika               Mu ke bika inki na bamama?  

dilala               Mu ke bika malala na bamama.   

nkento               Mu ke bika malala na bakento.  

mwana                Bana ke bika malala na bakento.  

kusumba              Bana ke sumba malala na bakento.  The children will buy oranges from the women.

dinkondo             Bana ke sumba mankondo na bakento.  

Mukongo              Bana ke sumba mankondo na Bakongo.   

muntu                Bantu ke sumba mankondo na Bakongo.   

kunata               Bantu ke nata mankondo na Bakongo.  People will bring bananas to the Bakongo. 

dimpa                Bantu ke nata mampa na Bakongo.  

1 Second in order of frequency of occurrence. 

2 First in order of frequency of occurrence. 

3 Third in order of frequency of occurrence.
Bantu ke nata mampa na Bakongo.

mwana Bantu ke nata mampa na bana.

nge Nge ke nata mampa na bana?

kupesa Nge ke pesa mampa na bana?

inki Nge ke pesa inki na bana?

mama Nge ke pesa inki na bamama?

Note 5.5 Other Noun Classes

Other noun classes exist (see Note 1.1) but nouns of these classes have not occurred in units to date in sufficient number to provide drills of each class separately. The most numerous of the other classes is the KI-BI class, the members of which frequently denote abstractions derived from verb roots (such as /ki-sal-u/ 'work, job'). This large class does not occur often in early units. We have also seen examples of the MU-MI class (/mu-kanda (mi-)/) and a few examples will occur from time to of other classes. In the drills which follow nouns introduced to date in these units are presented randomly for drill regardless of their class.
Drill 5.4 Drills with Mixed Noun Classes

a) Progressive Substitution-Correlation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bana zole ke pesa mikanda iya.</td>
<td>Two children will give four books.</td>
</tr>
<tr>
<td>kalaka</td>
<td>Bakalaka <em>zole</em> ke pesa mikanda iya.</td>
</tr>
<tr>
<td>mosi</td>
<td>Kalaka mosi ke <em>pesa</em> mikanda iya.</td>
</tr>
<tr>
<td>kusumba</td>
<td>Kalaka mosi ke sumba <em>mikanda</em> iya.</td>
</tr>
<tr>
<td>papayi</td>
<td>Kalaka mosi ke sumba <em>bapapayi</em> iya.</td>
</tr>
<tr>
<td>sambanu</td>
<td>Kalaka mosi ke sumba bapapayi sambanu.</td>
</tr>
<tr>
<td>muntu</td>
<td>Muntu <em>mosi</em> ke sumba bapapayi sambanu.</td>
</tr>
<tr>
<td>tatu</td>
<td>Bantu tatu ke <em>sumba</em> bapapayi sambanu.</td>
</tr>
<tr>
<td>kunata</td>
<td>Bantu tatu ke nata <em>bapapayi</em> sambanu.</td>
</tr>
<tr>
<td>nsusu</td>
<td>Bantu tatu ke nata bansusu <em>sambanu</em>.</td>
</tr>
<tr>
<td>mosi</td>
<td>Bantu tatu ke nata nsusu mosi.</td>
</tr>
<tr>
<td>bakala</td>
<td>Babakala <em>tatu</em> ke nata nsusu mosi.</td>
</tr>
<tr>
<td>iya</td>
<td>Babakala iya ke <em>nata</em> nsusu mosi.</td>
</tr>
<tr>
<td>kusosa</td>
<td>Babakala iya ke sosa <em>nsusu</em> mosi.</td>
</tr>
<tr>
<td>lukaya</td>
<td>Babakala iya ke sosa lukaya <em>mosi</em>.</td>
</tr>
<tr>
<td>tanu</td>
<td>Babakala iya ke sosa makaya tanu.</td>
</tr>
<tr>
<td>mwana</td>
<td>Bana <em>iya</em> ke sosa makaya tanu.</td>
</tr>
<tr>
<td>zole</td>
<td>Bana zole ke <em>sosa</em> makaya tanu.</td>
</tr>
<tr>
<td>kupesa</td>
<td>Bana zole ke pesa <em>makaya</em> tanu.</td>
</tr>
</tbody>
</table>
Bana zole ke pesa **makaya** tanu.

mukanda Bana zole ke pesa **mikanda** tanu.

iya Bana zole ke pesa **mikanda** iya.

b) **Progressive Substitution-Correlation Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sumbila</strong> munu mampa zole na mbisi ya maza mosi.</td>
<td></td>
</tr>
<tr>
<td>kunata</td>
<td>Natina <strong>munu</strong> mampa zole na mbisi ya maza mosi.</td>
</tr>
<tr>
<td>Za</td>
<td>Natina Za <strong>mampa</strong> zole na mbisi ya maza mosi.</td>
</tr>
<tr>
<td>dinkondo</td>
<td>Natina Za mankondo <strong>zole</strong> na mbisi ya maza mosi.</td>
</tr>
<tr>
<td>tatu</td>
<td>Natina Za mankondo tatu na <strong>mbisi ya maza</strong> mosi.</td>
</tr>
<tr>
<td>papayi</td>
<td>Natina Za mankondo tatu na papayi <strong>mosi</strong>.</td>
</tr>
<tr>
<td>zole</td>
<td>Natina Za mankondo tatu na bapapayi zole.</td>
</tr>
<tr>
<td>kubika</td>
<td>Bikila Za mankondo tatu na bapapayi zole.</td>
</tr>
<tr>
<td>tata</td>
<td>Bikila tata <strong>mankondo</strong> tatu na bapapayi zole.</td>
</tr>
<tr>
<td>mbele</td>
<td>Bikila tata bamele <strong>tatu</strong> na bapapayi zole.</td>
</tr>
<tr>
<td>mosi</td>
<td>Bikila tata mbele mosi na <strong>bapapayi</strong> zole.</td>
</tr>
<tr>
<td>dilala</td>
<td>Bikila tata mbele mosi na malala <strong>zole</strong>.</td>
</tr>
<tr>
<td>mosi</td>
<td>Bikila tata mbele mosi na dilala mosi.</td>
</tr>
<tr>
<td>kusumba</td>
<td>Sumbila tata mbele mosi na dilala mosi.</td>
</tr>
<tr>
<td>munu</td>
<td>Sumbila munu <strong>mbele</strong> mosi na dilala mosi.</td>
</tr>
<tr>
<td>dimpa</td>
<td>Sumbila munu dimpa <strong>mosi</strong> na dilala mosi.</td>
</tr>
<tr>
<td>zole</td>
<td>Sumbila munu mampa zole na <strong>dilala</strong> mosi.</td>
</tr>
<tr>
<td>mbisi ya maza</td>
<td>Sumbila munu mampa zole na mbisi ya maza mosi.</td>
</tr>
</tbody>
</table>
c) Progressive Substitution-Correlation Drill

    Nani ke na kusosa bisalu zole?  Who's looking for two jobs?

kwenda na  Nani ke na kwenda na bisalu zole?
dokotolo  Nani ke na kwenda na badokotolo zole?
mosi  Nani ke na kwenda na dokotolo mosi?
kuzola  Nani zola dokotolo mosi?
bilo  Nani zola bilo mosi?
tanu  Nani zola babilo tanu?
kuzaba  Nani zaba babilo tanu?
mwana  Nani zaba bana tanu?
kumi  Nani zaba bana kumi?
ke na kwiza na  Nani ke na kwiza na bana kumi?
Zozefu  Nani ke na kwiza na BaZozefu kumi?
mosi  Nani ke na kwiza na Zozefu mosi?
kusosa  Mani ke na kusosa Zozefu mosi?
kisalu  Nani ke na kusosa kisalu mosi?
zole  Nani ke na kusosa bisalu zole?
DIALOGUE: A CALL

-A-

ko ko ko ko kooooo! (Onomatopoeic form used in place of knocking on a door.)

Ko ko ko ko kooooo! Knock, knock------!

-B-

Nani ke kuna? Who is there?

-A-

ku-long-a to teach

n-long-i (ba-) teacher

Munu, nlongi y'a mpangi n'a nge. I, your brother's/sister's

/nlongyampangyange/ teacher.

-B-

ku-kot-a to enter, to be involved in

kota nge come in (polite imperative)


-A-

Piele Fr: Pierre; Peter

wapi (?) where?

Mbote mama. Wapi Piele? Greetings ma'am. Where's Peter?

-B-

ku-sak.an-a to play

Piele me kwenda sakana. Peter has gone playing.
-A-

ku-mon-a                      to see
Mu zonaka mona yandi.         I wanted to see him.
(Mu zolaka...)

-B-

Diambu ikele?                 Is there something?

-A-

ku-vut.uk-a                   to return
midi (ba-)                    (Fr.) noon

Ve, diambu ikele ve. Mu       No, may I return tomorrow at
lenda vutuka mbasi na midi?   noon?

-B-

E, mambu ve. Kwiza mbasi na   All right. Come tomorrow at
midi.                         noon.
Drill 6.1 SUPPLEMENTARY VOCABULARY

a) Simple Substitution Drill

Piele me kwenda sakana. Pierre has gone to play.

yobila. (ku-yob.il-a) bathe/swim.

nwana. (ku-nwan-a) fight.

tunga inzo. (ku-tung-a) build [a] house.

zibula mwelo. (ku-zib.ul-a) open [the] door.

bula ngunga. (ku-bul-a) [n.gunga (ba-)] ring 'strike'

vutula sizo. (ku-vut.ul-a)¹ [sizo (ba-)] return the scissors.

kotisa mwana na kalasi. (ku-kot.is-a) enter (cause to enter) [the] child in school.

lamba matiti. (ku-lamb-a) cook vegetables.

tala mwana. (ku-tal-a) look after/look at [the] child.

komba inzo. (ku-komb-a) sweep [the] house.

¹ ku-vut.ul-a 'return' also translates 'answer'.
b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Mu ke</th>
<th>nlongi</th>
<th>ya mpangi na nge.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kolodoni (ba-/ma-)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tayele (ba-)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kilambi [ki-lamb-i(bi)]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mukombi [mu-komb-i(ba-)]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mutubi [mu-tub-i(ba-)]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kisadi [ki-sad-i(bi)]</td>
<td></td>
</tr>
</tbody>
</table>

I am your brother's/sister's teacher.

shoemaker. (fr. cordonnier)
tailor. (Fr: tailleur)
cook.
sweeper.
spokesman/announcer.
worker/workman.

Drill 6.2 Variation Drills on Pattern Sentences

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Wapi</th>
<th>Piele?</th>
<th>Where's Peter?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tata na nge?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zozefu?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mbuta muntu?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mukombi?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kolodoni?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tayele?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mukombi?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kisadi?</td>
<td></td>
</tr>
</tbody>
</table>
b) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Polo</th>
<th>me</th>
<th>kwenda</th>
<th>sakana.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piele</td>
<td></td>
<td>kwiza</td>
<td>kudia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>kunwa.</td>
</tr>
<tr>
<td>Mu</td>
<td></td>
<td></td>
<td>zimbala.</td>
</tr>
<tr>
<td>Yandi</td>
<td></td>
<td></td>
<td>yobila.</td>
</tr>
<tr>
<td>Banani</td>
<td></td>
<td></td>
<td>longa.</td>
</tr>
<tr>
<td>Betu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bakento</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paul has gone to play.

n) Progressive Substitution Drill

**Cue**          **Pattern**                                      

**Piele** me kwenda kudia mbisi.  Peter has gone to eat meat.  

nge  Nge me kwenda kudia mbisi?  
kwiza  Nge me kwiza kudia mbisi?  
kusumba  Nge me kwiza sumba mbisi?  
mankondo  Nge me kwiza sumba mankondo?  
nani  Nani me kwiza sumba mankondo?  
kuzola  Nani me zola sumba mankondo?  
kuvutula  Nani me zola vutula mankondo?  
mukanda  Nani me zola vutula mukanda?  
balongi  Balongi me zola vutula mukanda.  
kubanda  Balongi me banda vutula mukanda.
Balongi me banda vutula mukanda.

kuzibula Balongi me banda zibula mukanda.

inzo Balongi me banda zibula inzo.

tayele Tayele me banda zibula inzo.

kubikala Tayele me bikala zibula inzo.

kutala Tayele me bikala tala inzo.

malala Tayele me bikala tala malala.

Piele Piele me bikala tala malala.

kwenda Piele me kwenda tala malala.

kudia Piele me kwenda kudia malala.

mbisi Piele me kwenda kudia mbisi.

d) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Za ke nlongi ya Madi ve.</td>
<td>John is not Mary's teacher.</td>
</tr>
<tr>
<td>mu</td>
<td>Mu ke nlongi ya Madi ve.</td>
</tr>
<tr>
<td>kalaka</td>
<td>Mu ke kalaka ya Madi ve.</td>
</tr>
<tr>
<td>nge</td>
<td>Mu ke kalaka ya nge ve.</td>
</tr>
<tr>
<td>yandi</td>
<td>Yandi ke kalaka ya nge ve.</td>
</tr>
<tr>
<td>tayele</td>
<td>Yandi ke tayele ya nge ve.</td>
</tr>
<tr>
<td>mukombi</td>
<td>Yandi ke tayele ya mukombi ve.</td>
</tr>
<tr>
<td>bakala</td>
<td>Bakala ke tayele ya mukombi ve.</td>
</tr>
<tr>
<td>mpangi</td>
<td>Bakala ke mpangi ya mukombi ve.</td>
</tr>
</tbody>
</table>
Bakala ke mpangi ya mukombi ve.

Madi  Bakala ke mpangi ya Madi ve.

Za  Za ke mpangi ya Madi ve.

nlongi  Za ke nlongi ya Madi ve.

e) Progressive Substitution Drill

Cue   Pattern

Zozefu ke zona kudia mbisi ya maza.  Joseph will want to eat fish.

nge  Nge ke zona kudia mbisi ya maza?

kwiza  Nge ke kwiza kudia mbisi ya maza;

kusumba  Nge ke kwiza sumba mbisi ya maza?

nkuni  Nge ke kwiza sumba nkuni?

nani  Nani ke kwiza sumba nkuni?

kwenda  Nani ke kwenda sumba nkuni?

kusosa  Nani ke kwenda sosa nkuni?

sizo  Nani ke kwenda sosa sizo?

kolodoni  Kolodoni ke kwenda sosa sizo.

kubikala  Kolodoni ke bikala sosa sizo.

kutala  Kolodoni ke bikala tala sizo.

mapapayi  Kolodoni ke bikala tala mapapayi.

betu  Betu ke bikala tala mapapayi.

kuvwanda  Betu ke vwanda tala mapapayi.

kudia  Betu ke vwanda kudia mapapayi.
Betu ke vwanda kudia mapapayi.

manga Betu ke vwanda kudia manga.

mutubi Mutubi ke vwanda kudia manga.

kubanda Mutubi ke banda kudia mangi.

kubika Mutubi ke banda bika manga. The spokesman will start to give up mangoes.

bumbulutele Mutubi ke banda bika bumbulutele.

Piele Piele ke banda bika bumbulutele.

kwenda Piele ke kwenda bika bumbulutele.

kukanga Piele ke kwenda kanga bumbulutele. Peter will go to wrap up potatoes.

nkuni Piele ke kwenda kanga nkuni. Peter will go to tie up firewood.

mama Mama ke kwenda kanga nkuni.

kuzona Mama ke zona kanga nkuni.

kukakula Mama ke zona kakula nkuni. Mother will wish to reduce [the price of] firewood.

ntalu ina Mama ke zona kakula nta lu ina.

Polo Polo ke zona kakula nta lu ina.

kwiza Polo ke kwiza kakula nta lu ina.

kufata Polo ke kwiza futa nta lu ina.

balongi Polo ke kwiza futa balongi. Paul will come to pay the teachers.

Zozefu Zozefu ke kwiza futa balongi.
Zozefu ke kwiza futa balongi.
kuzona Zozefu ke zona futa balongi.  

kudia Zozefu ke zona kudia balongi.  

mbisi ya maza Zozefu ke zona kudia mbisi ya maza.

Joseph will want to borrow [from the] teachers. (e.g. in a card game).

f) Random Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mama ke vutuka na midi.</td>
<td>Mother/[the] lady will return at noon.</td>
</tr>
</tbody>
</table>

mbasi       Mama ke vutuka mbasi.  

mwana      Mwana ke vutuka mbasi.  

kwiza Mwana ke kwiza mbasi.  

kutuba Mwana ke tuba mbasi.  

Za Za ke tuba mbasi.  

kwenda Za ke kwenda mbasi.  

na midi Za ke kwenda na midi.  

kusala Za ke sala na midi.  

kuna Za ke sala kuna.  

nge Nge ke sala kuna?  

kubikala Nge ke bikala kuna?  

me Nge me bikala kuna?  

na inzo Nge me bikala na inzo?  

nsusu Nsusu me bikala na inzo.
Nsusu me bikala na inzo.

kufwa  Nsusu me kufwa na inzo.

na kalasi  Nsusu me kufwa na kalasi.

kuvwanda  Nsusu me vwanda na kalasi.

bakento  Bakento me vwanda na kalasi.

kulonga  Bakento me longa na kalasi.

ke  Bakento ke longa na kalasi.

mama  Mama ke longa na kalasi.

kuvutuka  Mama ke vutuka na kalasi.

midi  Mama ke vutuka na midi.

g) Random Substitution Drill

**Cue**

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Are you going to go to market tomorrow?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mbasi nge ke kwenda na zandu?</td>
<td></td>
</tr>
</tbody>
</table>

Zile  Mbasi Zile ke kwenda na zandu.

inzo  Mbasi Zile ke kwenda na inzo.

na midi  Na midi Zile ke kwenda na inzo.

kusakana  Na midi Zile ke sakana na inzo.

nzila  Na midi Zile ke sakana na nzila.

kusala  Na midi Zile ke sala na nzila.

benu  Na midi benu ke sala na nzila?

mbasi  Mbasi benu ke sala na nzila?

kudia  Mbasi benu ke kudia na nzila?
Mbasi benu ke kudia na nzila?

bana  Mbasi bana ke kudia na nzila.

lupitalu  Mbasi bana ke kudia na lupitalu.

kuyobila  Mbasi bana ke yobila na lupitalu.

kwenda  Mbasi bana ke kwenda na lupitalu.

nge  Mbasi nge ke kwenda na lupitalu.

zandu  Mbasi nge ke kwenda na zandu?

h) Controlled Conversation Drill (The student takes part A in each conversation and looks only at the English in the left-hand column, covering the Kituba. The instructor (or other student) makes the responses of part B).

1. You meet a gentleman while you are looking for work downtown. Greet him. Reply to his question.

   A. Mbote.
   B. Mbote. Nge ke na kusosa kisalu?

       A. E, mu ke na kusosa kisalu.
       B. Munu mpe ke na kusosa kisalu.

2. Ask your new-found acquaintance what work he does. Tell him you are a salesperson in a store.

   A. Inki ke kisalu na nge?
   B. Mu ke tayele.

       A. Mu ke kalaka ya magazini.
       B. Mpangi ya munu mpe ke kalaka ya magazini.

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3. Inquire what country he is from. Inform him you are from Uganda.

A. Inki ke insi na nge?
B. Insi na munu ke Gabon.
A. Ya munu ke Uganda.
B. Ina ke mbote mingi.

4. Tell him your name (Meto) and ask him his. Since you both have to go, exchange goodbyes using the names you have learned.

A. Nkumbu na mu(nu) ke Meto.
B. Ya munu ke nani?
Nkumbu na nge ke nani?
A. Kwenda mbote, Kalala.
B. Kwenda mbote, Meto.

i) Controlled Conversation Drill

1. During a gathering of women you see a man looking for someone. Greet him. Ask him what he wants.

A. Mbote tata.
B. Mbote tata.
A. Inki nge zola?
B. Mu ke na kusosa famili y'a munu.

2. Ask him his wife's name. After he replies ask him how many children he has.

A. Nkumbu ya nkento na nge ke nani?
B. Nkumbu na y'andi ke Madi.
A. Nge ke na bana ikwa?
B. Mu ke na bana zole ya fioti.

Bau ke babakala.
3. Tell him to follow you, that you know his family. Reply to his thanks and say good-bye to him.

A. Landa munu. Mu zaba famili na nge.
B. Melesi mingi.
B. Bikala mbote.

GRAMMAR NOTES AND DRILLS
Note 6.1 The Polite Imperative
Kota nge, tata. Come in, sir.
The simple form of the verb - root or stem plus /-a/- is the abrupt imperative. The addition of /nge/ (or /benu/ for a plurality of persons addressed) adds an element of politeness to the imperative - an element which might commonly require 'please' in the translation. Still more polite is a structure which has not yet occurred in dialogues:
Benu vwanda ya benu. (You) [please] be seated.
A 'literal' translation of the phrase /ya benu/ is impossible. This is simply an idiomatic expression which softens the imperative making it polite and might better be translated 'Won't you please be seated.'
Drill 6.3  The Polite Imperative with /nge/

Random Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kota nge, <em>mama</em>.</td>
<td>Come in, madame!</td>
</tr>
<tr>
<td>Za</td>
<td>Kota nge, Za.</td>
<td></td>
</tr>
<tr>
<td>kwiza</td>
<td>Kwiza nge, Za.</td>
<td>Come, please, John.</td>
</tr>
<tr>
<td>kutuba</td>
<td>Tuba nge, Za.</td>
<td></td>
</tr>
<tr>
<td>Polo</td>
<td>Tuba nge, Polo.</td>
<td></td>
</tr>
<tr>
<td>kwenda</td>
<td>Kwenda nge, Polo.</td>
<td></td>
</tr>
<tr>
<td>kusala</td>
<td>Sala nge, Polo.</td>
<td></td>
</tr>
<tr>
<td>kuyobila</td>
<td>Yobila nge, Polo.</td>
<td></td>
</tr>
<tr>
<td>Meto</td>
<td>Yobila nge, Meto.</td>
<td></td>
</tr>
<tr>
<td>kudia</td>
<td>Kudia nge, Meto.</td>
<td></td>
</tr>
<tr>
<td>mwana</td>
<td>Kudia nge, mwana.</td>
<td></td>
</tr>
<tr>
<td>kuvwanda</td>
<td>Vwanda nge, mwana.</td>
<td>Be seated, child.</td>
</tr>
<tr>
<td>kuluta</td>
<td>Luta nge, mwana.</td>
<td></td>
</tr>
<tr>
<td>mama</td>
<td>Luta nge, mama.</td>
<td></td>
</tr>
<tr>
<td>kukota</td>
<td>Kota nge, mama.</td>
<td></td>
</tr>
</tbody>
</table>

1 /Vwanda nge/ may also mean 'Pay no attention.', 'Contain yourself'. (in the sense of 'Ignore the annoyance').
Note 6.2 The Impersonal Expression /ikele/ 'there is', 'there are', 'exists', 'is present'

       Diambu ikele?       Is something the matter? ('Is there something?')

The form /ikele/ consists of the verbal form /kele/, the longer form of /ke/ 'am, is, are', with a prefix /i-/. This prefix is an impersonal subject prefix translatable 'it' in some contexts. Thus /ikele na inzo/ means 'It is in the house.' Commonly the form /ikele/ has the sense of 'there is', 'there are' as in /Mikanda ikele?/ 'Are there [any] books?'. With a personal subject the sense is 'is here', 'is present' as in /Tata ikele?/ 'Is Father here?', or perhaps better 'Is Father available?'

Drill 6.4 /ikele/

Simple Substitution Drill  

<table>
<thead>
<tr>
<th>Nge</th>
<th>ikele?</th>
<th>Are you [there]?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diambu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tayele</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mutubi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Za</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nani</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note 6.3 The Verbal Extension /ak-/ 'Past' and 'Habitual'

a) Mama ṃa betu kufwaka ntama. Our mother died a long time ago.
   Mu zonaka mona yandi. I wanted to see him.

The verbal extension /ak-/, when the root or stem to which it is
attached is the first or only verb in the verb phrase, carries a
simple past denotation.

In contrast with other extensions such as /il-/ /in-/, the
extension /ak-/ is a 'tense' signal and may occur on all verbs
including auxiliaries. It follows any and all stem-formative ex-
tensions. On borrowed French verbs, which have infinitive forms
ending in /e/,, this extension has the form /ek-/.

b) Banani ke vwandaka na benu? Who (pl) lives with you?

This sentence illustrates the extension /ak-/ not on the first
verb of the verb phrase but on a verb following an auxiliary. In
this position /ak-/ carries a denotation of habitual state or
action. After the auxiliary /me/,, however, a verb form with
/ak-/ signals a 'intermediate past'.

c) Banani me vwandaka na benu? Who lived (was) with you (awhile
   ago)?

   Pesaka mpe nkento ṃa nge mbote. Also take greetings to
   your wife.

When attached to a verb used without subject as an 'imperative',
this extension softens the abruptness of the imperative and often
carries also a faint denotation of 'habitual'. In effect it re-
duces the immediacy of the imperative. Thus:

   Kwiza!    'Come!' but   Kwizaka.    'Come along [whenever you can]'
the latter carrying a sense of 'Make it your habit to come.' Si-
milarly:

   Kwenda na zandu!   Go to market!

   Kwendaka na zandu.   Go along to the market [from time to time].

The latter might be said by a parent starting on a trip to the
oldest child to remind him to keep food supplies up during the
parental absence.

Note 6.4 Summary of 'Past' Forms of Kituba Verbs (Reference Note)

Three verb forms or verb phrases have occurred to date which
have past reference: /me/ + verb + /-a/; /me/ + verb + ./ak/ +
/-a/; verb + ./ak/- + /-a/. These three are respectively 'immediate
past', 'intermediate past' and 'indefinite past (generally more
distant)'. Thus in sentences these forms translate approximately
as follows (the exact translation will, of course, depend on con-
text since time is a relative matter):

1. Mu me kudia.    I've (just) eaten.

2. Mu me kudiaka.   I ate (a while ago.)

3. Mu kudiaka.     I ate (in the past.)

It is immediately clear that (1) and (2) share an 'aspect' —of
the action's having been completed in the relatively recent past
so that it may bear on the present situation—which is lacking
from (3). For this reason (2) and especially (1) will often be translated with a 'perfect' form in English while (3) will much less frequently receive such a translation. There is, however, clearly no one-to-one correspondence between English 'perfect' verb phrases and these Kituba forms.

Drill 6.5 Grammar Drills on Verbal Extension /'ak-/ 'Past'

a) Progressive Substitution-Modification Drill (Substitute verbs with /'ak-/)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo</td>
<td>kwendaka ntama.</td>
</tr>
<tr>
<td>yandi</td>
<td>kwendaka ntama.</td>
</tr>
<tr>
<td>kudia</td>
<td>kudiaka ntama.</td>
</tr>
<tr>
<td>dimpa mosi</td>
<td>kudiaka dimpa mosi.</td>
</tr>
<tr>
<td>bau</td>
<td>kudiaka dimpa mosi.</td>
</tr>
<tr>
<td>kusumba</td>
<td>sumbaka dimpa mosi.</td>
</tr>
<tr>
<td>matiti mingi</td>
<td>sumbaka matiti mingi.</td>
</tr>
<tr>
<td>nani</td>
<td>sumbaka matiti mingi?</td>
</tr>
<tr>
<td>kunata</td>
<td>nataka matiti mingi?</td>
</tr>
<tr>
<td>mwana</td>
<td>nataka mwana?</td>
</tr>
<tr>
<td>Zozefu</td>
<td>nataka mwana.</td>
</tr>
<tr>
<td>kubula</td>
<td>bulaka mwana.</td>
</tr>
<tr>
<td>Madi</td>
<td>bulaka Madi.</td>
</tr>
</tbody>
</table>

Paul went a long time ago.

Joseph struck [the] child.
Zozefu bulaka Madi.
betu Betu bulaka Madi.
kufuta Metu futaka Madi.
tayele Betu futaka tayele.
betu na benu Betu na benu futaka tayele.¹
kumona Betu na benu monaka tayele.
nzila Betu na benu monaka nzila.
Za Za monaka nzila.
kusosa Za sosaka nzila.
sizo Za sosaka sizo.
mama Mama sosaka sizo.

kuvutula Mama vutulaka sizo. Mother returned the scissors.

mbongo na nge Mama vutulaka mbongo na nge.
Meto Meto vutulaka mbongo na nge.
kutanga Meto tangaka mbongo na nge. Meto counted your money.
mukanda yai Meto tangaka mukanda yai. Meto read that book.
mu Mu tangaka mukanda yai.
kuzaba Mu zabaka mukanda yai. I knew that book.
mpatu Mu zabaka mpatu.
Polo Polo zabaka mpatu.

¹ Note order: 'We and you' rather than normal English or French 'You and we'. There is no convention about this matter.
Polo zabaka mpatu.

kwenda na Polo kwendaka na mpatu.

ntama Polo kwendaka ntama.

b) Random Substitution-Modification Drill (Substitute Verbs with /.ak-/):

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bana tatu</td>
<td>Three children went to the Congo.</td>
</tr>
<tr>
<td>kwendaka</td>
<td></td>
</tr>
<tr>
<td>na Kongo.</td>
<td></td>
</tr>
<tr>
<td>kuzimbala</td>
<td>Bana tatu zimbalaka na Kongo.</td>
</tr>
<tr>
<td>bakento</td>
<td>Bakento tatu zimbalaka na Kongo.</td>
</tr>
<tr>
<td>Mputu</td>
<td>Bakento tatu zimbalaka na Mputu.</td>
</tr>
<tr>
<td>sambanu</td>
<td>Bakento sambanu zimbalaka na Mputu.</td>
</tr>
<tr>
<td>Uganda</td>
<td>Bakento sambanu zimbalaka na Uganda.</td>
</tr>
<tr>
<td>bafamili</td>
<td>Bafamili sambanu zimbalaka na Uganda.</td>
</tr>
<tr>
<td>kufwa</td>
<td>Bafamili sambanu kufwaka na Uganda.</td>
</tr>
<tr>
<td>bampangi</td>
<td>Bampangi sambanu kufwaka na Uganda.</td>
</tr>
<tr>
<td>kwiza</td>
<td>Bampangi sambanu kwizaka na Uganda.</td>
</tr>
<tr>
<td>tanu</td>
<td>Bampangi tanu kwizaka na Uganda.</td>
</tr>
<tr>
<td>Amelike</td>
<td>Bampangi tanu kwizaka na Amelike.</td>
</tr>
<tr>
<td>tatu</td>
<td>Bampangi tatu kwizaka na Amelike.</td>
</tr>
<tr>
<td>kwenda</td>
<td>Bampangi tatu kwendaka na Amelike.</td>
</tr>
<tr>
<td>Kongo</td>
<td>Bampangi tatu kwendaka na Kongo.</td>
</tr>
<tr>
<td>bana</td>
<td>Bana tatu kwendaka na Kongo.</td>
</tr>
</tbody>
</table>
c) Progressive Substitution-Modification Drill (Substitute Verbs in Past Form with /an-ak/):

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>nge</td>
<td>Nge zolaka mukanda ya ngolo ve?</td>
</tr>
<tr>
<td>kubika</td>
<td>Nge bikaka mukanda ya ngolo ve?</td>
</tr>
<tr>
<td>mwana</td>
<td>Nge bikaka mwana ya ngolo ve?</td>
</tr>
<tr>
<td>maladi</td>
<td>Nge bikaka mwana ya maladi ve?</td>
</tr>
<tr>
<td>nani</td>
<td>Nani bikaka mwana ya maladi ve?</td>
</tr>
<tr>
<td>kumona</td>
<td>Nani monaka mwana ya maladi ve?</td>
</tr>
<tr>
<td>nkento</td>
<td>Nani monaka nkento ya maladi ve?</td>
</tr>
<tr>
<td>ngolo</td>
<td>Nani monaka nkento ya ngolo ve?</td>
</tr>
<tr>
<td>tata</td>
<td>Tata monaka nkento ya ngolo ve.</td>
</tr>
<tr>
<td>kuzola</td>
<td>Tata zolaka nkento ya ngolo ve.</td>
</tr>
<tr>
<td>mukanda</td>
<td>Tata zolaka mukanda ya ngolo ve.</td>
</tr>
</tbody>
</table>

Father didn't like [the] hard book.

d) Random Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kunwa</td>
<td>Mu kunwaka kima ve.</td>
</tr>
<tr>
<td>Maza</td>
<td>Mu kunwaka maza ve.</td>
</tr>
<tr>
<td>Kwenda na</td>
<td>Mu kwendaka na maza ve.</td>
</tr>
<tr>
<td>Mputu</td>
<td>Mu kwendaka na Mputu ve.</td>
</tr>
<tr>
<td>Madi</td>
<td>Madi kwendaka na Mputu ve.</td>
</tr>
</tbody>
</table>

I didn't eat anything.

I didn't go to the river.
Madi kwendaka na Mputu ve.

Kongo Madi kwendaka na Kongo ve.
nani Nani kwendaka na Kongo ve?
kuvutuka Nani vutukaka na Kongo ve?
enge Nge vutukaka na Kongo ve?
Gabon Nge vutukaka na Gabon ve?
Polo Polo vutukaka na Gabon ve.
kufwa Polo kufwaka na Gabon ve.
kuna Polo kufwaka kuna ve.

e) Progressive Substitution Drill

Cue Pattern

Nge zonaka bika nani? (= Nani nge zonaka bika?)¹ Whom did you want to leave?

Maligeliti Nge zonaka bika Maligeliti?
Za Za zonaka bika Maligeliti.
kusosa Za zonaka sosa Maligeliti.
nsusu Za zonaka sosa nsusu.
benu Benu zonaka sosa nsusu?
kuluta Benu zonaka luta nsusu? Did you want to pass the chicken?
bau Benu zonaka luta bau?
bakento Bakento zonaka luta bau

¹ The second form is the more common of this particular question.
Bakento zonaka luta bau.
kunata Bakento zonaka nata bau.
maza Bakento zonaka nata maza.
Kalala Kalala zonaka nata maza.
kunwa Kalala zonaka kunwa maza.
inki Kalala zonaka kunwa inki?
ge Nge zonaka kunwa inki?
kubika Nge zonaka bika inki?
nani Nge zonaka bika nani?

f) Progressive Substitution Drill

**Cue**

Tata kwendaka sosa mielo ya mpembe.

**Pattern**

Father went to look for some white doors (painted white).

ngolo Tata kwendaka sosa mielo ya ngolo.
nani Nani kwendaka sosa mielo ya ngolo?
kunata Nani kwendaka nata mielo ya ngolo?
ngunga Nani kwendaka nata ngunga ya ngolo?
Za Nani kwendaka nata ngunga ya Za?
muyibi Muyibi kwendaka nata ngunga ya Za.
kubikala Muyibi bikalaka nata ngunga ya Za.
kubula Muyibi bikalaka bula ngunga ya Za.
mwana Muyibi bikalaka bula mwana ya Za.
Muyibi bikalaka bula mwana ya Za.

mayele Muyibi bikalaka bula mwana ya mayele.

Sofi Sofi bikalaka bula mwana ya mayele.

kuzona Sofi zonaka bula mwana ya mayele.

kutala Sofi zonaka tala mwana ya mayele.

kalasi Sofi zonaka tala kalasi ya mayele.

zoba Sofi zonaka tala kalasi ya zoba.

bau Bau zonaka tala kalasi ya zoba.

kubanda Bau bandaka tala kalasi ya zoba.

kukota Bau bandaka kota kalasi ya zoba.

mambu Bau bandaka kota mambu ya zoba. They started to be involved in stupid matters.

yandi Bau bandaka kota mambu n'andi.

Bakongo Bakongo bandaka kota mambu n'andi.

kwenda Bakongo kwendaka kota mambu n'andi.

kufwa Bakongo kwendaka kufwa mambu n'andi. The Bakongo went to finish off his affairs.

nkento Bakongo kwendaka kufwa nkento n'andi.

dokotolo Bakongo kwendaka kufwa nkento ya dokotolo.

mntu Muntu kwendaka kufwa nkento ya dokotolo.

kusosa Muntu sosaka kufwa nkento ya dokotolo.

kukanga Muntu sosaka kanga nkento ya dokotolo.

info Muntu sosaka kanga inzo ya dokotolo. Somebody wanted to close up the doctor's house.
Muntu sosaka kanga inzo ya dokotolo.

mpembe Muntu sosaka kanga inzo ya mpembe.

tata Tata sosaka kanga inzo ya mpembe.

kwenda Tata kwendaka kanga inzo ya mpembe.

kusosa Tata kwendaka sosa inzo ya mpembe.

mielo Tata kwendaka sosa mielo ya mpembe.

Drill 6.6 Grammar Drill with Verbal Extension /.ak-/ after /ke/ - 'Habitual'

a) Progressive Substitution Drill

Cue Pattern

Bau ke sosaka bana ya betu. They come after our children.

Za Za ke sosaka bana ya betu.

kunata Za ke nataka bana ya betu. John brings our children.

bansusu Za ke nataka bansusu ya betu.

Polo Za ke nataka bansusu ya Polo.

nani Nani ke nataka bansusu ya Polo?

kudia Nani ke kudiaka bansusu ya Polo? Who eats Paul's chickens?

mampa Nani ke kudiaka mampa ya Polo?

tata Nani ke kudiaka mampa ya tata?

Madi Madi ke kudiaka mampa ya tata.

kuzola Madi ke zolaka mampa ya tata.

maza Madi ke zolaka maza ya tata.
Madi ke zolaka maza ya tata.
dokotolo Madi ke zolaka maza ya dokotolo.
bau Bau ke zolaka maza ya dokotolo.
kusosa Bau ke sosaka maza ya dokotolo.
bana Bau ke sosaka bana ya dokotolo.
betu Bau ke sosaka bana ya betu.

b) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Banani (?)</th>
<th>ke</th>
<th>vwandaka</th>
<th>na</th>
<th>benu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bana ikwa (?)</td>
<td>kudiaka</td>
<td>nge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bakento</td>
<td>kwendaka</td>
<td>betu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bafamili</td>
<td>salaka</td>
<td>Za.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miyibi</td>
<td>kwizaka</td>
<td>munu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nani (?)</td>
<td>bambuta muntu.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bakolodoni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Random Substitution Drill

Cue Pattern
Betu ke kwendaka na kisalu. We go to work.
France Betu ke kwendaka na France.
banani Banani ke kwendaka na France?
kuvwanda Banani ke vwandaka na France?
tata na mama Tata na mama ke vwandaka na France.
kuna Tata na mama ke vwandaka kuna.
yandi Yandi ke vwandaka kuna.
Yandi ke *vwandaka* kuna.

kwiza: Yandi ke kwizaka *kuna*.

*na* Uganda: Yandi ke kwizaka *na* Uganda.

Meto: Meto ke kwizaka *na* Uganda.

inzо: Meto ke *kwizaka* na inzo.

kusakana: Meto ke sakanaka na *inzо*.

maza: Meto ke sakanaka na maza.

nge: Nge ke *sakanaka* na maza?

kwenda: Nge ke kwendaka na *maza*?

zandu: Nge ke kwendaka na zandu?

nani: Nani ke kwendaka na zandu?

kisalu: Nani ke kwendaka na kisalu?

betu: Betu ke kwendaka na kisalu.

---

1 In appropriate context this could also mean 'Meto plays with the [toy] house.'
d) Random Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>mampa</td>
<td>Nge ke salaka inki?</td>
</tr>
<tr>
<td></td>
<td>What do you do?</td>
</tr>
<tr>
<td>bau</td>
<td>Bau ke salaka mampa</td>
</tr>
<tr>
<td>kudia</td>
<td>Bau ke kudiaka mampa</td>
</tr>
<tr>
<td>Za</td>
<td>Za ke kudiaka mampa</td>
</tr>
<tr>
<td>mbisi</td>
<td>Za ke kudiaka mbisi</td>
</tr>
<tr>
<td>tata</td>
<td>Tata ke kudiaka mbisi</td>
</tr>
<tr>
<td>kusumba</td>
<td>Tata ke sumbaka mbisi</td>
</tr>
<tr>
<td>mankondo</td>
<td>Tata ke sumbaka mankondo</td>
</tr>
<tr>
<td>kunata</td>
<td>Tata ke nataka mankondo</td>
</tr>
<tr>
<td>bana</td>
<td>Tata ke nataka bana</td>
</tr>
<tr>
<td>nani</td>
<td>Nani ke nataka bana</td>
</tr>
<tr>
<td>kubula</td>
<td>Nani ke bulaka bana</td>
</tr>
</tbody>
</table>

e) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>dinkondo</td>
<td>Mu ke kudiaka mampa mingi.</td>
</tr>
<tr>
<td>fioti</td>
<td>Mu ke kudiaka mankondo fioti.</td>
</tr>
<tr>
<td>mama</td>
<td>Mama ke kudiaka mankondo fioti.</td>
</tr>
<tr>
<td>kusumba</td>
<td>Mama ke sumbaka mankondo fioti.</td>
</tr>
</tbody>
</table>

I eat a lot of bread.
Mama ke sumbaka **mankondo fioti.**
dilala Mama ke sumbaka malala **fioti.**
ya mbote Mama ke sumbaka malala ya mbote.
nani Nani ke sumbaka malala ya mbote?
kusosa Nani ke sosaka **malala ya mbote.**
bantu Nani ke sosaka bantu ya **mbote.**
zoba Nani ke sosaka bantu ya zoba?
bau Bau ke **sosaka bantu ya zoba.**
kufuta Bau ke futaka **bantu ya zoba.**
bisadi Bau ke futaka bisadi ya **zoba.**
tata Bau ke futaka bisadi ya tata.
balongi Balongi ke **futaka bisadi ya tata.**
kutala Balongi ke talaka **bisadi ya tata.**

**The teachers look after Father's children.**

Za **Balongi ke talaka bana ya Za.**
Madi Madi ke **talaka bana ya Za.**
kubula Madi ke bulaka **bana ya Za.**
mpangi Madi ke bulaka mpangi ya **Za.**
munu Madi ke bulaka mpangi ya munu.
benu Benu ke **bulaka mpangi ya munu?**
kunwana na Benu ke nwanaka na **mpangi ya munu?** Do you fight with my brother?
bakolodoni Benu ke nwanaka na bakolodoni ya **munu?**

125
Benu ke nwanaka na bakolodoni ya munu?

ya ngolo Benu ke nwanaka na bakolodoni ya ngolo?

banani Banani ke nwanaka na bakolodoni ya ngolo?

kusakana Banani ke sakanaka na bakolodoni ya ngolo?

bikombi Banani ke sakanaka na bikombi ya ngolo?

inda Banani ke sakanaka na bikombi ya inda?

nge na yandi Nge na yandi ke sakanaka na bikombi ya inda?

kudia Nge na yandi ke kudiaka na bikombi ya inda?

bakento Nge na yandi ke kudiaka na bakento ya inda?

mingi Nge na yandi ke kudiaka na bakento mingi?

mu Mu ke kudiaka na bakento mingi.

mampa Mu ke kudiaka mampa mingi.

Drill 6.7 Grammar Drill - /me/ + Verb + /ak/, 'Intermediate Past'

a) Multiple Substitution Drill

<table>
<thead>
<tr>
<th>Nani (?)</th>
<th>me</th>
<th>kufwaka</th>
<th>ntama</th>
<th>mingi</th>
<th>Who died quite a while ago?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo</td>
<td></td>
<td>kudiaka</td>
<td></td>
<td></td>
<td>fioti.</td>
</tr>
<tr>
<td>Maligeliti</td>
<td></td>
<td>tubaka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mama</td>
<td></td>
<td>zimbala ka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>bikalaka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>kwendaka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>kunwaka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tangaka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sonikaka</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIALOGUE: ASKING DIRECTIONS

-A-

mwana ya bakala young man, gentleman
ku-sad.is-a to help to do, cause to do

Nge, mwana ya bakala yai, nge You - this young man - could you
lenda sadisa munu? help me?

-B-

E mama, inki nge zola? Yes ma'am, what can I do for you?

-A-

n.dambu (ba-) part, half, section
balabala (ba-) street
Balumbú (name of street in Leopoldville)

Na inki ndambu ike balabala Where ('in what part') is Balambu
Balumbu? street?

-B-

ku-tal-a to look at, look after
ya iya fourth

Yau ke ntama ve. Tala kuna, It's not far. Look there, cross
luta babalabala tatu, ina three streets, (that) the fourth
ya iya ike Balumbu. is Balumbu.
-A-

dalakisio /dalaKisyo/ (ba-)

Fr: direction; cross street¹

Prince Baudoin

Proper name of Belgian Prince - now King Baudoin I

Dalakisio ya Prince Baudoin Is Prince Baudoin Street far?

ike ntama?

-B-

mingi mingi very much

n.tete first

bosi then

ku-yufus-a to ask

Ve. Ike ntama mingi mingi ve. No. It isn't so very far. First

Ntete kwenda na Balumbu, go to Balumbu [street], then you

bosi nge yufusa bantu ask other people.

yankaka.

-A-

lusad.is-u help

/lusad.us-u (ba-)/

Melesi mingi tata na lusadisu Thank you very much sir for your

ya nge. help.

¹ In Leopoldville cross streets, which do not have numbered lots facing them are called by this name, also used to refer to the lanes of a divided highway or boulevard.
**Drill 7.1 SUPPLEMENTARY VOCABULARY**

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Na inki</th>
<th>ndambu</th>
<th>ike balabala Balumbu?</th>
<th>In what area is Balumbu street?</th>
</tr>
</thead>
<tbody>
<tr>
<td>kifulu [ki-fulu(bi-)]</td>
<td></td>
<td></td>
<td>place</td>
</tr>
<tr>
<td>palasi (ba-)</td>
<td></td>
<td></td>
<td>place (Fr: place)</td>
</tr>
<tr>
<td>bwala (ma-)</td>
<td></td>
<td></td>
<td>village</td>
</tr>
<tr>
<td>sika (ba-)</td>
<td></td>
<td></td>
<td>place</td>
</tr>
</tbody>
</table>

b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Na inki ndambu ike</th>
<th>balabala Balumbu?</th>
<th>In what area is Balumbu Street?</th>
</tr>
</thead>
<tbody>
<tr>
<td>pósita ya letá?</td>
<td></td>
<td>the state house? (Fr: poste, l'état)</td>
</tr>
<tr>
<td>gale ya lukalu? [gale (ba-)] [lu.kalu (ba-)]</td>
<td></td>
<td>the train station? (Fr: gare)</td>
</tr>
<tr>
<td>posita ya mikanda</td>
<td></td>
<td>the post office?</td>
</tr>
<tr>
<td>dibungu [di-bungu (ma-)]?</td>
<td></td>
<td>the port?</td>
</tr>
<tr>
<td>n.zadi (ba-)?</td>
<td></td>
<td>the river?</td>
</tr>
</tbody>
</table>
### c) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Za me numa</th>
<th>masini. (ba-)</th>
<th>John has bought a machine. (Fr: machine)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kamiō. (ba-)</td>
<td>an automobile/truck. (Fr: camion)</td>
</tr>
<tr>
<td></td>
<td>velō. (ba-)</td>
<td>a bicycle. (Fr: vélo)</td>
</tr>
<tr>
<td></td>
<td>bisikaleti. (ba-)</td>
<td>a bicycle. (Fr: bicyclette)</td>
</tr>
<tr>
<td></td>
<td>vwatile. (ba-)</td>
<td>a car. (Fr: voiture)</td>
</tr>
<tr>
<td></td>
<td>pusu pusu. (ba-)</td>
<td>a push cart.</td>
</tr>
<tr>
<td></td>
<td>di-lata. (ma-)</td>
<td>a tin/can.</td>
</tr>
<tr>
<td></td>
<td>midiki. ( )</td>
<td>milk.</td>
</tr>
</tbody>
</table>

### d) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Nani ke</th>
<th>numa</th>
<th>kamio? Who will buy [the] truck?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tambusa [ku-tamb.us-a]</td>
<td>drive</td>
</tr>
<tr>
<td></td>
<td>pusa [ku-pus-a]</td>
<td>push</td>
</tr>
<tr>
<td></td>
<td>balula [ku-bal.ul-a]</td>
<td>turn [transitive]</td>
</tr>
<tr>
<td></td>
<td>teka [ku-tek-a]</td>
<td>sell</td>
</tr>
</tbody>
</table>

### e) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Tala</th>
<th>kuna. Look there.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>na manima.</td>
</tr>
<tr>
<td></td>
<td>malumalu.</td>
</tr>
</tbody>
</table>
f) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Kwenda</th>
<th>na manima.</th>
<th>Go back.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baluka</td>
<td></td>
<td>Turn [intransitive] /ku-bal.uk-a/</td>
</tr>
<tr>
<td>Tambula</td>
<td></td>
<td>Walk. [ku-tamb.ul-a]</td>
</tr>
</tbody>
</table>

g) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Yufusa</th>
<th>bantu yankaka.</th>
<th>Ask other people.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>podisi.</td>
<td>a policeman.</td>
</tr>
</tbody>
</table>

h) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Betu ke na kisalu</th>
<th>ya</th>
<th>mbote.</th>
<th>We have a good job.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n.golo.</td>
<td>a hard (physically) job.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>m.pasi.</td>
<td>a difficult job. (from any point of view)</td>
<td></td>
</tr>
</tbody>
</table>

i) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nani me kudia dimpa?</td>
<td>Who has eaten [the] bread?</td>
</tr>
<tr>
<td>kuzenga</td>
<td>Nani me zenga dimpa?</td>
</tr>
<tr>
<td>nzila</td>
<td>Nani me zenga nzila?</td>
</tr>
</tbody>
</table>
j) Simple Substitution Drill

| Zozefu kudiaka dimpa | mazono. (ba-)  
mazono na m.pimpa.  
bilumbu lutaka.  
bubu na nsuka.  
na m.vula lutaka.  
mazono na n.kokila. |
|----------------------|--------------------------------------------------|
|                      | Joseph ate bread yesterday.  
yesterday evening/night (also 'darkness')  
[during the] past days. [ki-lumbu (bi-)]  
this morning ('today in the morning')  
last ('past') year (ba-)  
yesterday afternoon/evening (ba-) |

k) Substitution-Correlation Drill (Change the verb phrases to correlate with the times given)

| Cue                  | Pattern                                             | Joseph ate bread yesterday.  
yesterday evening/night (also 'darkness')  
[during the] past days. [ki-lumbu (bi-)]  
this morning ('today in the morning')  
last ('past') year (ba-)  
yesterday afternoon/evening (ba-) |
|----------------------|--------------------------------------------------|
| Zozefu kudiaka dimpa | mazono.  
malumalu yai | Zozefu ke na kudia dimpa malumalu yai.  
Joseph is eating bread now. |
| bubu na mpimpa       | Zozefu ke kudia dimpa bubu na mpimpa.  
Joseph will eat bread tonight. |
| ntangu yonso         | Zozefu ke kudiaka dimpa ntangu yonso.  
Joseph always eats bread. |
Drill 7.2 VARIATION DRILLS ON PATTERN SENTENCES

a) Progressive Substitution-Correlation Drill (Substitute Words in Appropriate Forms)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>kusumba</td>
<td>Ntangu yonso Za ke sumbaka mampa zole.</td>
</tr>
<tr>
<td>mukanda</td>
<td>Ntangu yonso Za ke sumbaka mikanda zole.</td>
</tr>
<tr>
<td>mingi</td>
<td>Ntangu yonso Za ke sumbaka mikanda mingi.</td>
</tr>
<tr>
<td>mbasi</td>
<td>Mbasi Za ke sumba mikanda mingi.</td>
</tr>
<tr>
<td>Kalala</td>
<td>Mbasi Kalala ke sumba mikanda mingi.</td>
</tr>
<tr>
<td>kutanga</td>
<td>Mbasi Kalala ke tanga mikanda mingi.</td>
</tr>
<tr>
<td>natalu ya bana</td>
<td>Mbasi Kalala ke tanga natalu ya bana mingi.</td>
</tr>
<tr>
<td></td>
<td>Tomorrow, Kalala will count (the number of) many children.</td>
</tr>
<tr>
<td>fioti</td>
<td>Mbasi Kalala ke tanga natalu ya bana fioti.</td>
</tr>
<tr>
<td>mazono</td>
<td>Mazono Kalala tangaka natalu ya bana fioti.</td>
</tr>
<tr>
<td>betu</td>
<td>Mazono betu tangaka natalu ya bana fioti.</td>
</tr>
<tr>
<td>kulonga</td>
<td>Mazono betu longaka bana fioti.</td>
</tr>
<tr>
<td>bakento</td>
<td>Mazono betu longaka bakento fioti.</td>
</tr>
<tr>
<td>ya bau</td>
<td>Mazono betu longaka bakento ya bau.</td>
</tr>
<tr>
<td>malumalu yai</td>
<td>Malumalu yai betu ke na kulonga bakento ya bau.</td>
</tr>
<tr>
<td>banani</td>
<td>Malumalu yai banani ke na kulonga bakento ya bau?</td>
</tr>
<tr>
<td>kusosa</td>
<td>Malumalu yai banani ke na kusosa bakento ya bau?</td>
</tr>
</tbody>
</table>
Malumalu yai banani ke na kusosa bakento ya bau?

matiti Malumalu yai banani ke na kusosa matiti ya bau?
yina Malumalu yai banani ke na kusosa matiti yina?
ntangu yonso Ntangu yonso banani ke sosaka matiti yina?
Za Ntangu yonso Za ke sosaka matiti yina.
kudia Ntangu yonso Za ke kudiaza matiti yina.
dimpa Ntangu yonso Za ke kudiaza dimpa yina.
zole Ntangu yonso Za ke kudiaza mampa zole.

b) Random Substitution-Correlation Drill (The Time is Before Noon)

Cue | Pattern
--- | ---
Mbasi mu ke tambusa watile. | I'm going to drive a car tomorrow.
kusumba Mbasi mu ke sumba watile.
Za Mbasi Za ke sumba watile.
mazono Mazono Za sumbaka watile.
mankondo Mazono Za sumbaka mankondo.
kunata Mazono Za nataka mankondo.
malumalu yai Malumalu yai Za ke na kunata mankondo.
kuteka Malumalu yai Za ke na kuteka mankondo.
velo Malumalu yai Za ke na kuteka velo.
nani Malumalu yai nani ke na kuteka velo?
bansusu Malumalu yai nani ke na kuteka bansusu?
na suka Na suka nani tekaka bansusu?
Na suka *nani* tekaka bansusu?

Polo
Na suka Polo *tekaka* bansusu.

kusosà
Na suka Polo sosaka *bansusu*.

malala
Na suka Polo sosaka malala.

mbasi na midi
Mbatisa na midi Polo ke sosa *malala*.

vwatile
Mbatisa na midi Polo ke sosa vwatile.

kutambusa
Mbatisa na midi Polo ke tambusa vwatile.

mu
Mbatisa na midi mu ke tambusa vwatile.

mbasi
Mbatisa mu ke tambusa vwatile.

c) Simple Substitution-Correlation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nge me tanga ntalu ya meza na suka vai?</td>
<td>Have you counted the tables this morning? (immediate past)</td>
</tr>
<tr>
<td>mazono na mpimpa</td>
<td>Nge me tangaka ntalu ya meza mazono na mpimpa?</td>
</tr>
<tr>
<td>mbasi</td>
<td>Nge ke tanga ntalu ya meza mbasi?</td>
</tr>
<tr>
<td>malumalu yai</td>
<td>Nge ke na kutanga ntalu ya meza malumalu yai?</td>
</tr>
<tr>
<td>ntangu yonso</td>
<td>Nge ke tangaka ntalu ya meza ntangu yonso?</td>
</tr>
<tr>
<td>mbasi na midi</td>
<td>Nge ke tanga ntalu ya meza mbasi na midi?</td>
</tr>
</tbody>
</table>
d) Simple Substitution-Correlation Drill

**Cue**

**Pattern**

Polo ke tuba kuna na mpimpa.  
Paul will speak there at night.

mazono  
Polo tubaka kuna mazono.

mbasi  
Polo ke tuba kuna mbasi.

malumalu yai  
Polo ke na kutuba kuna malumalu yai.

ntama fioti  
Polo me tuba kuna ntama fioti.

ntangu yonso  
Polo ke tuba kuna ntangu yonso.

bubu na suka  
Polo tubaka kuna bubu na suka.

ntama mingi  
Polo tubaka kuna ntama mingi.

e) Progressive Substitution-Correlation Drill

**Cue**

**Pattern**

*Mama* ke sumbila betu mampa mbasi.  
Mother will buy us bread(s) tomorrow.

Zozefu  
Zozefu ke *sumbila* betu mampa mbasi.

kusala  
Zozefu ke sadila *betu* mampa mbasi.

bana  
Zozefu ke sadila bana *mampa* mbasi.

bavelo  
Zozefu ke sadila bana bavelo *mbasi*.

Joseph will fix the bikes for the children tomorrow.

mazono  
Zozefu sadilaka bana bavelo mazono.

podisi  
Podisi *sadilaka* bana bavelo mazono.

kutala  
Podisi tadilaka *bana* bavelo mazono.

The policeman took care of bicycles for the children yesterday.
Podisi tadilaka bana bavelo mazono.
bakento Podisi tadilaka bakento bavelo mazono.
mampa Podisi tadilaka bakento mampa mazono.
mbasi Podisi ke tadila bakento mampa mbasi.
mama Mama ke tadila bakento mampa mbasi.
kusumba Mama ke sumbila bakento mampa mbasi.
betu Mama ke sumbila betu mampa mbasi.

f) Progressive Substitution-Correlation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mbasi betu ke kudia mampa.</td>
<td>We'll eat bread tomorrow.</td>
</tr>
<tr>
<td>Malumalu yai</td>
<td>Malumalu yai betu ke na kudia mampa.</td>
</tr>
<tr>
<td>nani</td>
<td>Malumalu yai nani ke na kudia mampa?</td>
</tr>
<tr>
<td>kusumba</td>
<td>Malumalu yai nani ke na kusumba mampa?</td>
</tr>
<tr>
<td>mikanda</td>
<td>Malumalu yai nani ke na kusumba mikanda?</td>
</tr>
<tr>
<td>mazono</td>
<td>Mazono nani sumbaka mikanda?</td>
</tr>
<tr>
<td>Polo</td>
<td>Mazono Polo sumbaka mikanda.</td>
</tr>
<tr>
<td>kusosa</td>
<td>Mazono Polo sosaka mikanda.</td>
</tr>
<tr>
<td>mbongo</td>
<td>Mazono Polo sosaka mbongo.</td>
</tr>
<tr>
<td>mbasi na suka</td>
<td>Mbasi na suka Polo ke sosaka mbongo.</td>
</tr>
<tr>
<td>Kalala</td>
<td>Mbasi na suka Kalala ke sosaka mbongo.</td>
</tr>
<tr>
<td>kufuta</td>
<td>Mbasi na suka Kalala ke futa mbongo.</td>
</tr>
<tr>
<td>tayele</td>
<td>Mbasi na suka Kalala ke futa tayele.</td>
</tr>
</tbody>
</table>
Mbasi na suka Kalala ke futa tayele.
na mvula lutaka Na mvula lutaka Kalala futaka tayele.
bau Na mvula lutaka bau futaka tayele.
kumona Na mvula lutaka bau monaka tayele.
Kongo Na mvula lutaka bau monaka Kongo.
ntangu yonso Ntangu yonso bau ke monaka Kongo.
Za Ntangu yonso Za ke monaka Kongo.
kwenda na Ntangu yonso Za ke kwenda na Kongo.
Angeletele Ntangu yonso Za ke kwenda na Angeletele.
bubu yai Bubu yai Za me kwenda na Angeletele.
mama Bubu yai mama me kwenda na Angeletele.
kubikala Bubu yai mama me bikala na Angeletele.
Madi Bubu yai mama me bikala na Madi.
ntangu mosi Ntangu mosi mama bikalaka na Madi.
Zozefu Ntangu mosi Zozefu bikalaka na Madi.
kunata Ntangu mosi Zozefu nataka Madi.
malala Ntangu mosi Zozefu nataka malala.
mbasi Mbasi Zozefu ke nata malala.
betu Mbasi betu ke nata malala.
kudia Mbasi betu ke kudia malala.
mampa Mbasi betu ke kudia mampa.
g) Progressive Substitution-Correlation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>banani</td>
<td>Mazono banani zibulaka mwelo?</td>
</tr>
<tr>
<td>kukanga</td>
<td>Mazono banani kanga mwelo? ...shut/lock the door?</td>
</tr>
<tr>
<td>inzo</td>
<td>Mazono banani kanga inzo?</td>
</tr>
<tr>
<td>ntangu yonso</td>
<td>Ntangu yonso banani ke kanga inzo?</td>
</tr>
<tr>
<td>mu</td>
<td>Ntangu yonso mu ke kanga inzo.</td>
</tr>
<tr>
<td>kukomba</td>
<td>Ntangu yonso mu ke kombaka inzo.</td>
</tr>
<tr>
<td>balabala yai</td>
<td>Ntangu yonso mu ke kombaka balabala yai.</td>
</tr>
<tr>
<td>mbasi</td>
<td>Mbasi mu ke komba balabala yai.</td>
</tr>
<tr>
<td>yandi</td>
<td>Mbasi yandi ke komba balabala yai.</td>
</tr>
<tr>
<td>kulanda</td>
<td>Mbasi yandi ke landa balabala yai.</td>
</tr>
<tr>
<td>Andele</td>
<td>Mbasi yandi ke landa Andele.</td>
</tr>
<tr>
<td>malumalu yai</td>
<td>Malumalu yai yandi ke na kulanda Andele.</td>
</tr>
<tr>
<td>bantu</td>
<td>Malumalu yai bantu ke na kulanda Andele.</td>
</tr>
<tr>
<td>kusosa</td>
<td>Malumalu yai bantu ke na kusosa Andele.</td>
</tr>
<tr>
<td>benu</td>
<td>Malumalu yai bantu ke na kusosa benu.</td>
</tr>
<tr>
<td>mbasi na mpimpa</td>
<td>Mbasi na mpimpa bantu ke sosa benu.</td>
</tr>
<tr>
<td>Madi</td>
<td>Mbasi na mpimpa Madi ke sosa benu.</td>
</tr>
<tr>
<td>kuluta</td>
<td>Mbasi na mpimpa Madi ke luta benu.</td>
</tr>
<tr>
<td>babakala</td>
<td>Mbasi na mpimpa Madi ke luta babakala.</td>
</tr>
</tbody>
</table>
Mbasi na mpipma Madi ke luta babakala.
mazono na mizi Mazono na midi Madi lutaka babakala.
Bana Mazono na midi bana lutaka babakala.
kutuba na Mazono na midi bana tubaka na babakala.
mama Mazono na midi bana tubaka na mama.
bubu na mpimpa Bubu na mpimpa bana ke tuba na mama.
ge Bubu na mpimpa nge ke tuba na mama?
kwenda Bubu na mpimpa nge ke kwenda na mama?
ge Bubu na mpimpa nge ke kwenda na nge?

Tonight you will go with you? (two people)
Tonight you yourself will go? (one person)

na mpimpa ya mazono Na mpimpa ya mazono nge kwendaka na nge?
tayele Na mpimpa ya mazono tayele kwendaka na nge.
kufuta Na mpimpa ya mazono tayele futaka nge.
matiti Na mpimpa ya mazono tayele futaka matiti.
ntangu yonso Ntangu yonso tayele ke futaka matiti.
Za Ntangu yonso Za ke futaka matiti.
kunata Ntangu yonso Za ke nataka matiti.
malala kumi Ntangu yonso Za ke nataka malala kumi.
mazono Mazono Za nataka malala kumi.
tata Mazono tata nataka malala kumi.
kuzibula Mazono tata zibulaka malala kumi.
mwelo Mazono tata zibulaka mwelo.
h) Simple Substitution-Correlation Drill (The Time is Before Noon)

**Cue**

<table>
<thead>
<tr>
<th>Pattern</th>
<th>I won't read a book this noon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mazono mu tangaka mukanda ve.</td>
<td>Na suka ya mbasi mu ke tanga mukanda ve.</td>
</tr>
<tr>
<td>Na suka ya mbasi mukanda ve.</td>
<td>Ntangu yonso mu ke tangaka mukanda ve.</td>
</tr>
<tr>
<td>Na mpimpa mu ke tanga mukanda ve.</td>
<td>Mazono na nkokila mu tangaka mukanda ve.</td>
</tr>
<tr>
<td>Mazono na nkokila mukanda ve.</td>
<td>Malumalu yai mu ke na kutanga mukanda ve.</td>
</tr>
<tr>
<td>Malumalu yai mukanda ve.</td>
<td>Bubu na mpimpa mu ke tanga mukanda ve.</td>
</tr>
<tr>
<td>Bubu na mpimpa mukanda ve.</td>
<td></td>
</tr>
</tbody>
</table>

i) Simple Substitution-Correlation Drill (The Time is Before Noon)

**Cue**

<table>
<thead>
<tr>
<th>Pattern</th>
<th>I ate bread, then I went.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mazono ntete mu kudiaka dimpa bosi mu kwendaka.</td>
<td>Mbasi ntete mu ke kudia dimpa bosi mu ke kwenda.</td>
</tr>
</tbody>
</table>

141
Mbasi ntete mu ke kudia dimpa
  bosí mu ke kwenda.

bubu na nkokila
Bubu na nkokila ntete mu ke kudia
dimpa bosí mu ke kwenda.

ntangu yonso
Ntangu yonso ntete mu ke kudiaka
dimpa bosí mu ke kwenda.

malumalu yai
Malumalu yai ntete mu ke na kudia
dimpa bosí mu ke kwenda.

na mpimpa
Na mpimpa ntete mu ke kudia dimpa
bosí mu ke kwenda.

na midi ya bubu
Na midi ya bubu ntete mu ke kudia
dimpa bosí mu ke kwenda.

mazono na suka
Mazono na suka ntete mu kudiaka
dimpa bosí mu kwenda.

j) Progressive Substitution-Correlation Drill (The Time is Before Noon)

Cue

Pattern

Malumalu yai ñe bu ke na kudia mbisi. We're eating meat right now.

Mbasi na midi betu ke kudia mbisi.

Mbasi na midi Polo ke kudia mbisi.

Mbasi na midi Polo ke tanga mukanda.

Mazono Polo tangaka mukanda.

Mazono nani tangaka mukanda?
Mazono nani tangaka mukanda?

kwenda na zandu Mazono nani kwendaka na zandu?

na nkokila Na nkokila nani ke kwenda na zandu?

nge Na nkokila nge ke kwenda na zandu?

kuyobila Na nkokila nge ke yobila?

mazono na suka Mazono na suka nge yobilaka?

tata Mazono na suka tata yobilaka.

kutambusa wvatile ya nlongi na munu Mazono na suka tata tambusaka wvatile ya nlongi na munu.

bubu na mpimpa Bubu na mpimpa tata ke tambusa wvatile ya nlongi na munu.

Zozefu Bubu na mpimpa Zozefu ke tambusa wvatile ya nlongi na munu.

kumona podisi Bubu na mpimpa Zozefu ke mona podisi.

ntangu yons Ntangu yonso Zozefu ke mona podisi.

bana Ntangu yonso bana ke mona podisi.

kuyufusa ba balabala Ntangu yonso bana ke yufusaka babalabala.

bilumbo lutaka Bilumbo lutaka bana yufusaka babalabala.

Piele Bilumbo lutaka Piele yufusaka babalabala.

kuteka mankondo Bilumbo lutaka Piele tekaka mankondo.

bubu na midi Bubu na midi Piele ke teka mankondo.

nani Bubu na midi nani ke teka mankondo?
Bubu na midi nani ke teka mankondo?

kuzibula malala Bubu na midi nani ke zibula malala?

na mpimpa ya mbasi Na mpimpa ya mbasi nani ke zibula malala?

Madi Na mpimpa ya mbasi Madi ke zibula malala.

kunata mikanda na posita Na mpimpa ya mbasi Madi ke nata mikanda na posita.

na suka ya mazono Na suka ya mazono Madi nata mikanda na posita.

bau Na suka ya mazono bau nata mikanda na posita.

kupusa pusu pusu Na suka ya mazono bau pusaka pusu pusu.

mvula yonso Mvula yonso bau ke pusaka pusu pusu.

tata Mvula yonso tata ke pusaka pusu pusu.

kuzenga matiti Mvula yonso tata ke zengaka matiti.

na mvula lutaka Na mvula lutaka tata zengaka matiti.

kolodoni Na mvula lutaka kolodoni zengaka matiti.

kusumbila nkento kitambala Na mvula lutaka kolodoni sumbilaka nkento kitambala.

mbasi na suka Mbasi na suka kolodoni ke sumbila nkento kitambala.

mpangi na nge Mbasi na suka mpangi nge ke sumbila nkento kitambala.

kukota na kamio Mbasi na suka mpangi nge ke kota na kamio.

malumalu yai Malumalu yai mpangi nge ke na kukota na kamio.

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Malumalu yai mpangi na nge ke na kukota na kamio.

Betu Malumalu yai betu ke na kukota na kamio.

Kudia mbisi Malumalu yai betu ke na kudia mbisi.

GRAMMAR NOTES AND DRILLS

Note 7.1 Some Uses of the Simple Form of the Verb

A. Nata yandi na dokotolo. Take him/her to the doctor.

Kangila munu yau. Wrap it up for me.

Kota nge, tata. Come in [please], sir.

B. Inki kisalu nge zaba? What work [do] you know?

Mu zola kisalu. I want work.

Polo zola mwana nge. Paul likes your child.

Nani zola bana ya ngolo? Who likes strong children?

C. Mu lenda kakula ve. I can't come down [on the price].

Mu zola futila Sofi mbongo. I want to pay money for Sophie.

Mu zonaka mona yandi. I wanted to see him.

D. Inki nge pesa munu? What [did/will] you give me?

...bosi nge yufusa bantu ...then you'll ask other people.

yankaka.

Group A illustrates the use of the simple form of the verb alone (without /ku-/ prefix [except for monosyllabic roots or vowel-initial roots like /kwenda/], and without subject or auxiliary) as an imperative. Followed by /nge/ or /benu/ this form is a
polite imperative. This usage has been profusely illustrated in previous drills and does not present any particular difficulty to an English speaker.

Group B illustrates the indefinite non-past use of the simple form which was described briefly in Note 2.3. In that note it was mentioned that this use of the simple form is common with certain verbs. Among these are the following verbs which have been introduced:

ku-zol-a to wish, want, like, love
ku-mon-a to see, perceive
ku-zab-a to know
ku-lut-a to exceed, surpass, pass
ku-tub-a to say, speak, talk
ku-lend-a to be able

Group C illustrates (except for the last example) the use of the simple form of verbs as auxiliaries followed by another verb also in the simple form. Auxiliaries may occur with the /ak-/ extension 'past' (as in the last example of Group C) or with other auxiliaries preceding then in verb phrases, but they also commonly occur, as in the other examples, in the simple form with an indefinite non-past meaning. The common auxiliaries /ke/ and /me/ have particular functions in indicating time-aspect relations and are thus in a different category.
The verbs which have occurred to date which are commonly used as auxiliaries are: /ku-zol-a/, /ku-lend-a/, /ku-lut-a/ 'exceed' (used in comparison), and /ku-bik-a/ 'let'.

Group D illustrates somewhat more confusing uses of the simple form. In the first sentence, the time of the action is not specified at all. A literal translation would be 'What you give me?' with the time of the giving implicit in the context (probably) but not expressed. The second example illustrates the use of this form in a second clause (the first clause contained an imperative in the original context) where the time or aspect of the action has already been set by the first clause. This situation is roughly parallel to the English usage which requires a 'simple present' form in subordinate clauses following a non-past verb phrase in the main clause in such sentences as:

I'll see him if he comes.
I see him whenever I go there.
I'm buying at that store when I can.

etc.

In Kituba the general rule might be stated that wherever the time and aspect of the action is clear from preceding context the verb may be used in its simple form. This is especially true of second or later clauses in a sentence or of second or later sentences in a continuous narrative. Thus, whenever the action or state of
the clause in question is clearly subsequent to or consequent upon the action or state of the preceding context, the simple form may occur. The simple form does not direct attention to any time or aspect of the action or state and should not be used where attention to the time or aspect is desired but it is commonly used in connected narrative where such attention is not desired.

Subsequent units which develop longer sequences of clauses will illustrate these usages more fully.

Drill 7.3 Grammar Drill on Use of the Simple Form of the Verb in Second Clauses

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ntete kudia mankondo bosi nge nata maza.</td>
<td>First eat bananas then you [are to] bring water.</td>
</tr>
<tr>
<td>kusosa</td>
<td>Ntete sosa mankondo bosi nge nata maza.</td>
</tr>
<tr>
<td>malala</td>
<td>Ntete sosa malala bosi nge nata maza.</td>
</tr>
<tr>
<td>kunwa</td>
<td>Ntete sosa malala bosi nge kunwa maza.</td>
</tr>
<tr>
<td>midiki</td>
<td>Ntete sosa malala bosi nge kunwa midiki.</td>
</tr>
<tr>
<td>kusumba</td>
<td>Ntete sumba malala bosi nge kunwa midiki.</td>
</tr>
<tr>
<td>matiti</td>
<td>Ntete sumba matiti bosi nge kunwa midiki.</td>
</tr>
<tr>
<td>kupesa</td>
<td>Ntete sumba matiti bosi nge pesa midiki.</td>
</tr>
<tr>
<td>mukanda</td>
<td>Ntete sumba matiti bosi nge pesa mukanda.</td>
</tr>
<tr>
<td>kuzenga</td>
<td>Ntete zenga matiti bosi nge pesa mukanda.</td>
</tr>
</tbody>
</table>
Ntete zenga matiti bosí nge pesa mukanda.

Ndunda Ntete zenga ndunda bosí nge pesa mukanda.

Kukotisa Ntete zenga ndunda bosí nge kotisa mukanda.

Velo Ntete zenga ndunda bosí nge kotisa velo.

Kudia Ntete kudia ndunda bosí nge kotisa velo.

Mankondo Ntete kudia mankondo bosí nge kotisa velo.

Kunata Ntete kudia mankondo bosí nge nata velo.

Maza Ntete kudia mankondo bosí nge nata maza.

b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Podisi ke kanga nge kana nge</th>
<th>tuba.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yobila.</td>
</tr>
<tr>
<td></td>
<td>zenga nzila.</td>
</tr>
<tr>
<td></td>
<td>balula kamio.</td>
</tr>
<tr>
<td></td>
<td>teka mikanda yai.</td>
</tr>
<tr>
<td></td>
<td>pusa velo.</td>
</tr>
<tr>
<td></td>
<td>kota kuna.</td>
</tr>
<tr>
<td></td>
<td>landa munu.</td>
</tr>
<tr>
<td></td>
<td>bula ngunga.</td>
</tr>
</tbody>
</table>

The policeman will arrest you if you speak.

- wash/swim.
- cross the street.
- turn the truck.
- sell these books.
- push the bicycle.
- enter there.
- follow me.
- ring the bell.

Note 7.2 Adjectival Phrase with /ya/ + Infinitive (I)

This structure has not yet appeared in basic sentences. However, with the vocabulary already at the student's command a fairly large number of sentences can be constructed and drilled
using /ya/ plus the infinitive of the verb (with /ku-/ prefix) as a modifier of a noun. In English we employ the infinitive of verbs with *to* in such phrases as 'water to drink', 'work to do' etc. and these are commonly satisfactory translations for the Kituba /maza ya kunwa/, /kisalu ya kusala/ etc. However, the relative paucity of adjectives in Kituba makes this structure more widely used than is the English infinitive in the usage illustrated above and phrases such as 'an open door' are frequently expressed in Kituba by this structure with a verb meaning 'to be open'.

Drill 7.4 Grammar Drill on Adjectival Phrase with /ya/ + verb

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Nani ke na</th>
<th>maza ya kunwa?</th>
<th>Who has some drinking water (water to drink)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>matiti ya kuzenga?</td>
<td>vegetables to wrap?</td>
</tr>
<tr>
<td></td>
<td>mbisi ya kulamba?</td>
<td>meat to cook?</td>
</tr>
<tr>
<td></td>
<td>malala ya kuteka?</td>
<td>oranges to sell?</td>
</tr>
<tr>
<td></td>
<td>mbongo ya kufuta?</td>
<td>money to pay?</td>
</tr>
<tr>
<td></td>
<td>kisalu ya kusala?</td>
<td>work to do?</td>
</tr>
<tr>
<td></td>
<td>nsusu ya kunata?</td>
<td>chicken(s) to bring/take?</td>
</tr>
</tbody>
</table>
b) Progressive Substitution Drill

Cue | Pattern
---|---
Sofi ke na kusosa **malala** ya kusumba. | Sophie is looking for oranges to buy.

Sofi ke na kusosa ndunda ya **kusumba**.

Sofi ke na kusosa ndunda ya kunata.

Mu ke na **kusosa** ndunda ya kunata.

Mu ke na kutala **ndunda** ya kunata.

Mu ke na kutala mukanda ya **kunata**.

Mu ke na kutala mukanda ya kutanga.

Nani ke na **kutala** mukanda ya kutanga?

Nani ke na kuzola **mukanda** ya kutanga?

Nani ke na kuzola mbongo ya **kutanga**?

Nani ke na kuzola mbongo ya kudia? Who wants money to spend?

Sofi ke na **kuzola** mbongo ya kudia.

Sofi ke na kusosa **mbongo** ya kudia.

Sofi ke na kusosa **malala** ya kudia.

Sofi ke na kusosa **malala** ya kusumba.
c) Simple Substitution Drill

Pesila munu  mankondo ya kuteka na Polo.  Give Paul on my behalf bananas for sale.

maza ya kunwa na mwana.  Give the child on my behalf water to drink.

mikanda ya kutanga na nlongi.  Give the teacher on my behalf books to read.

malala ya kunata na Za.  Give John on my behalf oranges to carry.

kamio ya kutambusa na yandi.  Give him on my behalf a truck to drive.

mikanda ya kusonika na Zozefu.  Give Joseph on my behalf letters to write.

mbongo ya kufuta na podisi.  Give the policeman on my behalf money to pay.

midiki ya kunwa na bana.  Give the children on my behalf milk to drink.

Drill 7.5  REVIEW DRILLS  unrecorded

a) Controlled Dialogue Drill  (The student takes part B in the following conversations, looking only at the English summary of part B in the left-hand column. The instructor or another student provides part A.)

You are going to the market to sell bananas. A friend questions you about your purpose. Answer his questions.

A. Na inki ndambu nge ke na kwenda?

B. Mu ke na kwenda na zandu.
Your friend wishes to buy. Your asking price is 15 francs (three five-franc pieces) for five. When he bargains, explain that because of his being your friend (because of him) you will sell for ten francs (two five-franc coins).

In reply to your friends' question inform him you have oranges to sell. Your price is four francs for ten oranges.

b) Controlled Dialogue Drill: Repeat the drills of part (a) above varying the prices asked and given as suggested by the instructor.

c) Controlled Dialogue Drill (The student takes part B as before)

An elder greets you and asks your help. Greet him and ask what he wants.

A. Inki nge ke kwenda sala kuna?
B. Mu ke kwenda teka mankondo.

A. Ntalu ikwa na mankondo tanu?
B. Pata tatu na mankondo tanu.

A. Nge lenda kakula?
B. Samu na nge pesa pata zole.

A. Nge ke na malala?
B. E, mu ke na malala ya kuteka.

A. Ntalu ikwa na malala kumi?
B. Falanka iya na malala kumi.
A. Pesa munu malala kumi.

A. Mbote na nge mwana ya bakala.
B. Mbote na nge mbuta muntu.
A. Nge lenda sadisa munu?
B. E, tata, inki nge zola?
Tell him in response to his question to look there, to cross six streets, and that the street he seeks is the seventh.

A. Mu ke na kusosa balabala Balumbu.
B. Tala kuna, luta babalabala sambanu, ina ya nsombodia ikele Balumbu.

In response to his further question inform him that you (and he) are now in Prince Baudoin Street.

A. Na inki ndambu ikele dala-kisio ya Prince Baudoin?
B. Malumalu yai betu ke na Prince Baudoin.

In response to his offer say that we don't pay people for assistance. Take leave of him.

A. Mu zola futa nge.
B. Kiadi; betu ke kufutaka bantu samu na lusadisu ve.

A. Melesi mingi. Bikala mbote.
B. E, kwenda mbote tata.

d) Minimal Dialogue Drill: Answer the following questions in the affirmative, substituting the appropriate pronouns in the answer.

Q. Mama ke na kupusa pusu pusu?  A. E, yandi ke na kupusu yau.
Q. Bana me kunwaka midiki?  A. E, bau me kunwaka yau.
Q. Madi zaba tambusa velo?  A. E, yandi zaba tambusa yau.
Q. Nge ke kwiza na nkokila?  A. E, mu ke kwiza na ntangu yina.
Q. Benu ke kwenda na manima?  A. E, betu ke kwenda kuna.
Q. Polo me zengaka ndunda?  A. E, yandi me zengaka yau.
Q. Benu ke kwenda na dibungu? A. E, betu ke kwenda kuna.

Q. Nge kwendaka sumba malala? A. E, mu kwendaka sumba yau.

Q. Nkumbu na nge ke Madi? A. E, ya(u) ke Madi.


(Note: A certain amount of variation in the answers is, of course, possible, and the instructor should accept any correct answer.)

e) Minimal Dialogue Drill: Answer the questions in part (d) above in the negative, e.g.:

Q. Mama ke na kupusa pusu pusu? A. Ve, yandi ke na kupusa yau etc.

f) Minimal Dialogue Drill: Answer the following questions in the affirmative employing in the answer the key word(s) provided in parentheses:

Q. Sofi, inki nge ke na kusosa? (kitambala) A. Mu ke na kusosa kitambala.

Q. Nani kwendaka na zandu? (kolodoni) A. Kolodoni kwendaka kuna.

Q. Inki nge me kudia? (mbisi ya maza na bumbulutele) A. Mu me kudia mbisi ya maza na bumbulutele.

Q. Banani ke vwandaka na benu? (Kalala na Meto) A. Kalala na Meto ke vwandaka na betu.

Q. Nkumbu n'andi ke nani? (Maligeliti) A. Nkumbu n'andi ke Maligeliti./ Yau ke Maligeliti.
Q. Na inki ntangu benu ke tuba? (mbasi na midi)
   A. Betu ke tuba mbasi na midi.

Q. Inki ndambu nge ke na kwenda? (dibungu)
   A. Mu ke na kwenda na dibungu.

**g) Minimal Dialogue Drill:** Answer the following questions in the affirmative. Use in the answer the key word(s) provided, making whatever other changes in the sentence are required.

Q. Nge me teka malala? (ntama)
   A. E, mu me tekaka malala ntama.

Q. Yandi ke sumba midiki? (kusumbila benu)
   A. E, yandi ke sumbila benu midiki.

Q. Nge ke zenga matiti? (na nkokila)
   A. E, mu ke zenga matiti na nkokila.

Q. Nge ke kwenda na kalasi? (malumalu yai)
   A. E, mu ke na kwenda na kalasi malumalu yai.

Q. Wapi Piele? (kwenda kusakana)(ntama)
   A. Piele me kwendaka sakana ntama.

Q. Madi me kufwa? (ntama)
   A. E, Madi me kufwaka ntama.

Q. Bau me kwenda? (Amelike)
   A. E, bau me kwenda na Amelike.
h) Minimal Dialogue Drill: Answer the following questions in the negative. Then give the correct information using the cues provided in two ways: 1) in a complete sentence 2) using the word /kasi/ 'but' following the negative answer and adding the correct information.

Q. Nge me sumbilaka  A.1 Ve, mu me sumbilaka  A.2 Ve, mu me sumbilaka mwana dimpa? yandi dimpa ve. Mu laka yandi dimpa (dilala) me sumbilaka yandi ve kasi dilala. dilala.


Q. Nge ke na bampa-  A.1 Ve, mu ke na bampa-  A.2 Ve, mu ke na ngi zole ya ngi zole ya bake- bambangi zole ya bakento? (tatu) nto ve. Mu ke na bakento ve kasi (ya babakala) bambangi tatu ya tatu ya babakala. babakala.

Q. Nkumbu ya mpangi  A.1 Ve, yau ke Za ve.  A.2 Ve, yau ke Za ve n'ge ke Za? Yau ke Zile. kasi Zile. (Zile)


Q. Nge ke kalaka?  A.1 Ve, mu ke kalaka  A.2 Ve, mu ke kalaka (tayele) ve. Mu ke tayele. ve kasi tayele.
DIALOGUE:  HELP IN THE HOME

Mimi  (Given name or nickname for a girl)

Mimi

bända  since (from ku-bänd-a 'to start')

ku-tek-a maza  to fetch water

n.satu (ba-)  hunger, desire

kufwa nsatu  to be hungry ('die of desire')

Mama, banda nge kwenda teka  Mother, since you went to draw
maza, mu vwandaka kufwa  water, I have been dying of
nsatu mingi.  (great) hunger.

Mama

ku-vibidil-a  to be patient

Mu zaba, Mimi, vibidila  I know, Mimi, wait a bit, we'll
fioti, betu ke kudia.  eat.

Mimi

átá  even, though

Mama, nge lenda pesa munu  Mama, can't you even give me
ata midiki ve?  [some] milk?

Mama

samu na inki?  why?

ku-bak-a  to take, to get

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ku-ki-bak-il-a to take for oneself
fidigó (ba-) Fr: Frigo (brand name); refrigerator
Samu na inki nge kukibakilaka Why didn't you get yourself
midiki na fidigo ve? [some] milk from the refrigerator?
Mimi
kú-měk-a to try
Mu mekaka ngolo, kansi mu I tried hard but I couldn't
lendaka zibula yau ve. open it.
Mama
fofolo (ma-) match box (hence; matches)
suku (ma-) room
ku-lal-a to lie down, to sleep
Na ntangu mu ke vwanda bakila While I'm getting it for you go
nge yau, kwenda sosila find me some matches in the
munu fofolo na suku ya bedroom.
kulala.
Mimi
ku-pěl-a to burn (intransitive)
ku-pěd.is-a to light, ignite, stir up (a fire)
tiya (ba-) fire, electric power, heat
Mama, nge zona mu pedisila nge tiya?

Mother, do you want me to start the fire for you?

Mama

ku-yok-a to burn (transitive)
ku-ki-yok-a to burn oneself
ku-suk.ul-a to wash, to clean (transitive)
ku-suk.ud.is-a to have someone wash, to help someone wash
di-longa (ma-) dish

Bika; mu zona nge kukiyoka ve. Kana nge zona bosi nge sukudisa munu malonga.

Don't ('Give up'); I don't want you to burn yourself. If you wish (then) you [may] help me wash the dishes.

Mimi

ku-bul.akan-a to be potentially broken - i.e. to be breakable

Na inki kima bau ke sukudilaka malonga ina ke bulakanaka?

In what are the breakable dishes washed? ('In what thing they habitually wash using [it] the dishes which are potentially broken?')
Mama

ku-ving-a to expect
ku-vingil-a to wait, to await
ku-mon.is-a to show, to cause to see, to help to see

Vingila; mu ke monisa nge Wait, I'll show you when we (will)
ntangu betu ke sukula yau. wash them.

Mimi
mu-tindu (mi-) type, kind, sort
ma-dia food, comestibles

Mama, inki mutindu ya madia Mother, what kind of food do we
ke na betu? have?

Mama

mutindu na mutindu all kinds, a variety
di-dezo (ma-) bean
loso ( ) rice
kwanga (ba-) manioc dumpling
n.gombe (ba-) beef ('cow')
mu-n.sambu (mi-) salt fish
bima yankaka nkaka etc. and things like that, and so forth

Betu ke na madia ya mutindu We have all sorts of food: beans,
na mutindu: madezo, loso, rice, manioc dumplings, beef,
kwanga, ngombe, minsambu salt fish and so forth.
nabima yankaka nkaka.
Mimi

ku-man-a  to end, to come to an end
ku-man.is-a  to finish

Mama, ntangu betu ke manisa  Mother, when we finish eating
kudia inki kisalu nge zona  what work do you want me to
mu sala?  do?

Mama

ku-long-a  to teach
ku-long.uk-a  to learn

Ntete nge ke tekisa munu ma-
za, bosi nge ke banda lo-
nguka bantalu.  First you'll help me fetch water,
then you'll begin to learn
[study] the numbers.

Mimi

Kasi mama, inki ntangu mu  But Mother, when will I go to
ke kwenda lala?  sleep?

Mama

ku-vut.uk.is-a  to come back

Nge ke lala kana tata na  You'll sleep when your father
nge me vutukisa na kisalu.  returns ('has returned') from
work.

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Drill 8.1 SUPPLEMENTARY VOCABULARY

a) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Kwenda sosila munu</th>
<th>katini ya maza. (ba-)</th>
<th>Go look for a bucket of water for me.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kî-tunga ya malala. (bi-)</td>
<td>...a basket of oranges...</td>
</tr>
<tr>
<td></td>
<td>m.bidika ya maza. (ba-)</td>
<td>...kettle/pot of water...</td>
</tr>
<tr>
<td></td>
<td>mu-langi ya malafu. (mi-)</td>
<td>...a bottle of wine/liquor...</td>
</tr>
<tr>
<td></td>
<td>n.zungu ya madezo.(ba-)</td>
<td>...pan/pot of beans.</td>
</tr>
</tbody>
</table>

b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Yandi lendaka</th>
<th>sumbila Madi ata bilele ve. [ki-ilele (bi-)]</th>
<th>He wasn't able to buy Mary even clothes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sukudila¹ yau ata na sabuni na nsanu ve. [sabuni (ba-)], [n.sanu (ba-)]</td>
<td>...to wash it even with soap and sponge.</td>
</tr>
<tr>
<td></td>
<td>lambila ata na kikuku ya mama ve. [ki-kuku (bi-)]</td>
<td>...to cook even in Mother's kitchen.</td>
</tr>
<tr>
<td></td>
<td>lambila ata na dikukwa ya nge ve. [di-kukwa (ma-)]</td>
<td>...to cook even on/with your stove.</td>
</tr>
</tbody>
</table>

c) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Na inki kilumbu Za</th>
<th>ke sukidisa nge inzo?</th>
<th>On what day is John going to help you wash the house?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ke sumbila nge kisangala ya malafu? [ki-sangala (bi-)]</td>
<td>...going to buy you a demi-john of wine.</td>
</tr>
</tbody>
</table>

¹ Note the use of .il- extension in its instrumental sense (See Note 8.1.2)
d) Sample Sentence Drill

Natina munu yau awa, tula yau
    yana na meza. (ku-tul-a)

Natina munu yau kwaku, pusa
    yau kuna na nzila.

Bring it right here for me, put it right there on the table.
Bring it here for me, push it there in the road.

e) Simple Substitution Drill


    timuka? ...to jump/fly?
      [ku-tim.uk-a]
    zaula? ...to run/run away?
      [ku-zaul-a]
    vwata bilele kasi nsampatu ve? ...to wear the clothes but not the shoes?
      [n.sampatu
        (ba-)] [ku-vwat-a]

    kwenda lala na ...to go sleep in [the] bed?
    mfulu? [m.fulu
      (ba-)]

Drill 8.2 VARIATION DRILLS ON PATTERN SENTENCES

a) Progressive Substitution Drill

Cue                  Pattern

Tata mekaka kasi yandi lendaka bula Dad tried but he couldn't break it.
yau ve.

Betu mekaka kasi betu lendaka bula yau ve.

Betu kwendaka kasi betu lendaka bula yau ve.

¹ Ku-tin-a also may be translated 'to fear, to avoid'.

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Betu kwendaka kasi betu lendaka bula yau ve.

kuzona  Betu kwendaka kasi betu zonaka bula yau ve.
kunata  Betu kwendaka kasi betu zonaka nata yau ve.
kima    Betu kwendaka kasi betu zonaka nata kima ve.
nani    Nani kwendaka kasi yandi zonaka nata kima ve?
kumona  Nani monaka kasi yandi zonaka nata kima ve?
kubanda Nani monaka kasi yandi bandaka nata kima ve?
kuvutula Nani monaka kasi yandi bandaka vutula kima ve?
mulangi Nani monaka kasi yandi bandaka vutula mulangi ve?
tata    Tata monaka kasi yandi bandaka vutula mulangi ve.
kumeka  Tata mekaka kasi yandi bandaka vutula mulangi ve.
kulenda Tata mekaka kasi yandi lendaka vutula mulangi ve.
kubula  Tata mekaka kasi yandi lendaka bula mulangi ve.
yau     Tata mekaka kasi yandi lendaka bula yau ve.

b) Random Substitution Drill

Cue                  Pattern                                      What kind of food do we have?
Inki mutindu ya madia ke na betu?        What kind of food do we have?

bana     Inki mutindu ya bana ke na betu?
bau      Inki mutindu ya bana ke na bau?
ngé      Inki mutindu ya bana ke na nge?
mayele   Inki mutindu ya mayele ke na nge?                   What sort of intelligence do you have?
Inki mutindu ya mayele ke na nge?
Za Inki mutindu ya mayele ke na Za?
munu Inki mutindu ya mayele ke na munu?
mbidika Inki mutindu ya mbidika ke na munu?
nkento Inki mutindu ya nkento ke na munu?
Kalala Inki mutindu ya nkento ke na Kalala?
kitunga Inki mutindu ya kitunga ke na Kalala?
Madi Inki mutindu ya kitunga ke na Madi?
sabuni Inki mutindu ya sabuni ke na Madi?
yandi Inki mutindu ya sabuni ke na yandi?
mfulu Inki mutindu ya mfulu ke na yandi?
madezo Inki mutindu ya madezo ke na yandi?
kisalu Inki mutindu ya kisalu ke na yandi?
madia Inki mutindu ya madia ke na yandi?
betu Inki mutindu ya madia ke na betu?

c) Progressive Substitution Drill

Cue Pattern

Banda mama sukululaka malonga Since Mother washed the dishes.
kana Kana mama sukululaka malonga.
Mimi Kana Mimi sukululaka malonga. If/when/in case...
kunata Kana Mimi nataka malonga.
mulangi Kana Mimi nataka mulangi.
ntangu Ntangu Mimi nataka mulangi. When Mimi...
Ntangu Mimi nataka mulangi.

nge Ntangu nge nataka mulangi?

kumonisa Ntangu nge monisaka mulangi?

nsanu Ntangu nge monisaka nsanu?

 banda Banda nge monisaka nsanu?

mama Banda mama monisaka nsanu.

kusukula Banda mama sukulaka nsanu.

malonga Banda mama sukulaka malonga.

d) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Tubila munu kana nge kufwa nsatu ya</th>
<th>manga.</th>
</tr>
</thead>
<tbody>
<tr>
<td>maza.</td>
<td>...thirsty for water.</td>
</tr>
<tr>
<td>malafu.</td>
<td>...thirsty for wine.</td>
</tr>
<tr>
<td>midiki.</td>
<td>...thirsty for milk.</td>
</tr>
<tr>
<td>malala.</td>
<td>...hungry for oranges.</td>
</tr>
<tr>
<td>kudia.</td>
<td>...hungry (to eat).</td>
</tr>
<tr>
<td>kunwa maza.</td>
<td>...thirsty(to drink water.</td>
</tr>
</tbody>
</table>

e) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kudia</td>
<td>ata dimpa ve.</td>
<td>Don't even eat bread.</td>
</tr>
<tr>
<td>kutula</td>
<td>Kutula ata dimpa ve.</td>
<td>Don't even set out ('put') bread.</td>
</tr>
<tr>
<td>sizo</td>
<td>Kutula ata sizo ve.</td>
<td>Don't even lay down ('put') scissors.</td>
</tr>
</tbody>
</table>
Kutula ata sizo ve.

kunata Kunata ata sizo ve.

kima mosi Kunata ata kima mosi ve.

kumonisa Kumonisa ata kima mosi ve.

maza Kumonisa ata maza ve.

kunwa Kunwa ata maza ve.

midiki Kunwa ata midiki ve.

kusumba Kusumba ata midiki ve.

kwanga Kusumba ata kwanga ve.

kudia Kudia ata kwanga ve.

dimpa Kudia ata dimpa ve.

f) Progressive Substitution Drill

**Cue**

**Pattern**

Inki ntangu podisi ke kanga *yandi?*  
When is the policeman going to arrest him?

muyibi  

Inki *ntangu* podisi ke kanga muyibi?

kilumbu  

Inki kilumbu *podisi* ke kanga muyibi?

Za  

Inki kilumbu *Za* ke kanga muyibi?

nsusu  

Inki *kilumbu* Za ke kanga nsusu?  
What day is John going to catch the chicken?

imvu  

Inki imvu *Za* ke kanga nsusu?

Polo  

Inki imvu Polo ke kanga *nsusu*?

matiti  

Inki *imvu* Polo ke kanga matiti?  
What year is Paul going to bind hay?
Inki imvu Polo ke kanga matiti?

ntangu Inki ntangu Polo ke kanga matiti?

podisi Inki ntangu podisi ke kanga matiti?

yandi Inki ntangu podisi ke kanga yandi?

g) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vingila, mu</td>
<td>Wait, I'm cooking rice.</td>
</tr>
<tr>
<td>kuvividila</td>
<td>Vibidila, mu ke na kulamba loso.</td>
</tr>
<tr>
<td>betu</td>
<td>Vibidila, betu ke na kulamba loso.</td>
</tr>
<tr>
<td>kusukula</td>
<td>Vibidila, betu ke na kusukula loso.</td>
</tr>
<tr>
<td>bilele</td>
<td>Vibidila, betu ke na kusukula bilele.</td>
</tr>
<tr>
<td>kwiza</td>
<td>Kwiza, betu ke na kusukula bilele.</td>
</tr>
<tr>
<td>mama</td>
<td>Kwiza, mama ke na kusukula bilele.</td>
</tr>
<tr>
<td>kuvutula</td>
<td>Kwiza, mama ke na kuvutula bilele.</td>
</tr>
<tr>
<td>kwanga</td>
<td>Kwiza, mama ke na kuvutula kwanga.</td>
</tr>
<tr>
<td>kuvingila</td>
<td>Vingila, mama ke na kuvutula kwanga.</td>
</tr>
<tr>
<td>mu</td>
<td>Vingila, mu ke na kuvutula kwanga.</td>
</tr>
<tr>
<td>kulamba</td>
<td>Vingila, mu ke na kulamba kwanga.</td>
</tr>
<tr>
<td>loso</td>
<td>Vingila, mu ke na kulamba loso.</td>
</tr>
</tbody>
</table>
h) Minimal Dialogue Drill: Make responses to the following utterances utilizing the pattern 'Na inki kifu...' and employing the cue provided in the left hand column. One possible response is printed as part B. 

1. A. Madi, kwenda sosila munu fofolo. Mary, go find me matches. 

kubika yau

B. Na inki kifu nge bikaka yau?

2. A. Mu zona yobila kasi mu ke na kumona ata sabuni ve.

mama kubika yau

B. Na inki kifu mama bikaka yau?

3. A. Bana ke na kufwa nsatu ya maza. The kids are thirsty.

kutula mbidiki ya maza

B. Na inki kifu nge tulaka mbidika ya maza? Where did you put the kettle of water?

4. A. Muyibi mosi zonaka kota na inzo na betu. 

kumona podisi

B. Na inki kifu nge monaka podisi?
5. A. Za na Maligeliti kwizaka sosa nge.
   kwenda

B. Na inki kifulu bau me kwenda?

6. A. Bau ke na mbongo ya kusumbila bilele ve.
   kutula
   mbongo
   kupesa bau

B. Na inki kifulu bau tulaka mbongo mu pesaka bau?

7. A. Betu ke ata na kima mosi ya kudia ve.
   kutula
   dimpa
   kusumbila
   benu

B. Na inki kifulu nge tulaka dimpa ina mu sumbilaka benu?

i) Controlled Dialogue Drill: Student takes part B: unrecorded

You are planning to enter Mimi in a school in the vicinity of the large hospital in the morning.

Mimi: Mama, na inki ntangu nge ke kwenda kotisa munu na kalasi?

B: Mu ke kotisa nge na kalasi na suka.

Mimi: Na inki ndambu ikele kalasi yina?

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Tell her you plan to pay money but not much. You don't know how much - you'll know tomorrow.

B: Yau ikele na ndambu ya lupitalu ya nene.

Mimi: Samu na kukotisa munu na kalasi nge ke futa mbongo?

B: E, munu ke futa mbongo kasi mingi ve.

Mimi: Ntalu ikwa nge ke futa?

B: Mu zaba ntalu mu ke futa ve, mu ke zaba mbasi.

You haven't bought books for her yet because you don't know what kind to buy. First they will teach her to read and to write words (mambu) and figures. (not yet = ntete...ve)

Mimi: Nge me sumbilaka munu mikanda ya kunata na kalasi?

B: Mu me sumbila nge ntete mikanda ve samu mu zaba mutindu ya mikanda ina ya kusumba ve.

Mimi: Inki mambu bau ke longa munu na kalasi?

B: Ntete bau ke longa nge kutanga na kusonika mambu na bantalu.

If you don't have time, her father will take her on [his] bicycle. She won't get lost because she is smart, but if she has gotten lost she is to ask the aid of a policeman.

Mimi: Kana nge ke na ntangu ve, nani ke nata munu na kalasi?

B: Kana mu ke na ntangu ve, tata na nge ke natima nge na velo.
Mimi: Kana mu me zimbala inki mu ke sala?

B: O Mimi, nge ke kuzimbala ve samu nge ke mayele mingi; kasi kana nge me zimbala yufusa lusadisu ya podisi.

Mimi: Na midi kana mu kufwa nsatu inki mu ke sala?

B: Bosi nge kudia madia ina mu ke tula na kitunga.

Mimi: Ina ke mbote mingi; kasi inki mutindu ya madia nge ke tula kuna?

B: Mu ke tula kuna mampa zole ya fioti, ndambu zole ya mbisi, malala tatu, mulangi mosi ya midiki na yankaka ya maza.

Mimi: Inki ntangu mu ke vutuka kwaku?

B: Nge ke vutuka kwaku na nkokila.
Mimi: Inki mu ke kwiza sala
          kwaku ntangu mu vutuka?

B: Nge ke yobila, betu ke
    kudia, bosí na maníma nge
    ke kwenda lala na mfulu.

GRAMMAR NOTES AND DRILLS

Note 8.1 Some Verb Extensions

1. 'Reflexive' prefix /ki-/, with and without extension
   /.-il-/-in-/

   a) In Note 5.1 the verb extension /.-il-/-in/ was introduced
      with its meaning of 'for' or 'on behalf of' someone. In this
      unit occur further examples of this extension in this
      meaning:

      Mu ke vwanda bakíla nge yau. I will go to get it
          for you.

      Nge zona mu pedísíla nge tiya? Do you want me to light
          the fire for you?

Also in this unit occurs the following example of this extension
combined with a verbal prefix, /-ki-/ prefixed to the root but
following the /ku-/ prefix; which is obligatory on this form.

      Samu na inki nge kukíbakiílaka Why didn't you get some
          midíki na fidígo ve? milk from the refrigerato-
          tor for yourself?

The prefix without the extension is exemplified in the sentence:

      Mu zona nge kukiýoka ve. I don't want you to
          burn yourself.
These sentences exemplify a 'reflexive' verbal extension which is a prefix, /-ki-/ occurring before the root but after the obligatory /ku-/ prefix. When this prefix represents the only object of a transitive verb the extension /-.il-.in-/ is not used. When there is another object (as /midiki/ in the example), the extension /-.il-.in-/ combines with the prefix to carry a meaning 'for/on behalf of oneself'.

2. The 'applicative' extension, /-.il-.in/ used to express 'instrument' etc.

In the sentence

Na inki kima bau ke sukudilaka malonga...?  
In what thing to they wash the dishes...?

the extension /-.il-/ occurs together with the mention of an instrument /na inki kima/ 'in what thing' used for the performance of the action. Other examples are:

Yandi kwendilaka na kamio.  
He went by truck.

Mu ke na kubudila mwana na mukanda.  
I'm striking the child with a book.

A convenient way to think of this extension plus /na/ in such sentences is in terms of the English phrase 'use...for' - we use a tool for performing a task. Thus the three sentences above might be rendered:

What do they use for washing the dishes...?

He used a truck for going.

I'm using a book for hitting the child.
In some cases the item following /na/ is clearly not the instrument of the action but the relatively passive means or locale of the action. Note these two sentences for Drill 8.1 (b)

Yandi lendaka lambila
ata na kikuku ya mama ve.

He wasn't able to cook even
in Mother's kitchen. ('even
using Mother's kitchen')

Yandi lendaka lambila ata
na dikukwa na nge ve.

He wasn't able to cook even
on/with your stove.

In these examples the kitchen and the stove are in some sense instrumental to the cooking and this relationship emphasized by ata 'even', is fairly clear. In some contexts the relationship is more subtle:

Mu sosilaka bana na inzo. It was at home I looked for the children.

Here it is only by a stretch of the imagination that one conceives of the house as an instrument of the search. But the extension /ˌil-/ does here emphasize the place as the locale of the search.

Compare:

Mu sosaka bana. I looked for the children.

Mu kwendaka na zandu kusosa bana.
I went to the market to look for the children.

Mu kwendaka na zandu samu na kusosa bana.
I went to the market in order to look for the children.

Mu kwendaka sosa bana na zandu.
I went looking for the children in the market.
Mu kwendaka sosila bana    It was to the market I went
na zandu.         looking for the children.
(The market was the place
used for the search.)

This extension also occurs without na. Note the sentence from

Drill 8.2 (h):

Bau ke na mbongo ya    They don't have money to buy
kusumbila bilele ve.    clothing with.

Here the verbal form is a modifier (with ya) of mbongo rather
than the main verb of the predicate. Compare:

Bau sambilaka bilele na    They used money to buy clothing.
mbongo.

Note 8.2 /kuzola/kuzona/ as an auxiliary verb

To date the verb /kuzola/kuzona/ has occurred mainly in its
full verbal sense of 'to like, to love, to want, to desire'. As
an auxiliary (followed by another verb in a verb phrase) this verb
carries the sense of to want to do the action of the following verb:

Yandi zola mona bana n'andi.    He wants to see his children.

However, in some contexts this sense is patently impossible. This
verb, as an auxiliary, also signifies that the action of the fol-
lowing verb is imminent - about to happen. In such cases the
suitable translation is 'about to', 'almost';

Yandi zolaka kufwa.    He wanted to die.    He was about to
die. He almost died.

Following a conditional clause with /kana/ 'if/when' /kuzola/ is
used to indicate that, had the condition been true, the action of
the following verb would have happened:

Kana Piele monaka podisi yandi zolaka tubila yandi.

Had Peter seen a policeman he would have told him (but
he didn't see one).

These usages are illustrated in some of the following drills.

**Drill 8.3 Grammar Drills on Verbal Extensions**

a) Progressive Substitution-Modification Drill (Substitute Main
Verbs in the 'Reflective' form (with prefix /-ki-/)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mimi</td>
<td>Mimi zonaka kukiyoka.</td>
</tr>
<tr>
<td>nani</td>
<td>Nani zonaka kukiyoka?</td>
</tr>
<tr>
<td>kubanda</td>
<td>Nani bandaka kukiyoka?</td>
</tr>
<tr>
<td>kupusa</td>
<td>Nani bandaka kukipusa?</td>
</tr>
<tr>
<td>Andele</td>
<td>Andele bandaka kukipusa.</td>
</tr>
<tr>
<td>kumeka</td>
<td>Andele mekaka kukipusa.</td>
</tr>
<tr>
<td>kukanga</td>
<td>Andele mekaka kukikanga.</td>
</tr>
<tr>
<td>betu</td>
<td>Betu mekaka kukikanga.</td>
</tr>
<tr>
<td>kubikala</td>
<td>Betu bikalaka kukikanga.</td>
</tr>
<tr>
<td>kuzenga</td>
<td>Betu bikalaka kukizenga.</td>
</tr>
</tbody>
</table>

Mimi was about to burn herself.
Who wanted to burn himself?
Who began to push himself? (As to push himself on a wagon.)
Andrew tried to push himself.
Andrew tried to tie himself up.
We remained [here] [and] tied ourselves up.
We remained [here] [and] cut ourselves.
Betu bikalaka kukizenga.

bau Bau bikalaka kukizenga.

kwenda Bau kwendaka kukizenga. They went [and] cut themselves.

kuyufusa Bau kwendaka kukiyufusa. They went [and] wondered (asked themselves).

Mimi Mimi kwendaka kukiyufusa.

kuzona Mimi zonaka kukiyufusa.

kuyoka Mimi zonaka kukiyoka.

b) Progressive Substitution-Modification Drill (Substitute Verbs with /-i/.in/- extension)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nani</td>
<td>Nani me futila nge malala?</td>
<td></td>
</tr>
<tr>
<td>kusumba</td>
<td>Nani me sumbila nge malala?</td>
<td></td>
</tr>
<tr>
<td>Kalala</td>
<td>Nani me sumbila Kalala malala?</td>
<td></td>
</tr>
<tr>
<td>loso</td>
<td>Nani me sumbila Kalala loso?</td>
<td></td>
</tr>
<tr>
<td>Maligeliti</td>
<td>Maligeliti me sumbila Kalala loso.</td>
<td></td>
</tr>
<tr>
<td>kulambaa Maligeliti me lambila Kalala loso.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>munu</td>
<td>Maligeliti me lambila munu loso.</td>
<td></td>
</tr>
<tr>
<td>kwanga Maligeliti me lambila munu kwanga.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madi</td>
<td>Madi me lambila munu kwanga.</td>
<td></td>
</tr>
<tr>
<td>kufuta</td>
<td>Madi me futila munu kwanga.</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>Madi me futila nge kwanga.</td>
<td></td>
</tr>
<tr>
<td>malala</td>
<td>Madi me futila nge malala.</td>
<td></td>
</tr>
</tbody>
</table>

Mary has paid oranges for you.
c) Progressive Substitution-Modification Drill (Substitute
Second Verbs with /-il-/.-in-/ extension and in reflexive
form)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwenda</td>
<td>Kukisumbila malala ve.</td>
<td>Don't go and buy yourself oranges.</td>
</tr>
<tr>
<td>Kwiza</td>
<td>Kwiza kukisumbila malala ve.</td>
<td></td>
</tr>
<tr>
<td>Kukanga</td>
<td>Kwiza kukikangila malala ve.</td>
<td></td>
</tr>
<tr>
<td>Mankondo</td>
<td>Kwiza kukikangila mankondo ve.</td>
<td></td>
</tr>
<tr>
<td>Kumeka</td>
<td>Meka kukikangila mankondo ve.</td>
<td>Don't try to tie up bananas for yourself.</td>
</tr>
<tr>
<td>Kulamba</td>
<td>Meka kukilambila mankondo ve.</td>
<td></td>
</tr>
<tr>
<td>Madezo</td>
<td>Meka kukilambila madezo ve.</td>
<td></td>
</tr>
<tr>
<td>Kubanda</td>
<td>Banda kukilambila madezo ve.</td>
<td>Don't start to cook yourself beans.</td>
</tr>
<tr>
<td>Kunata</td>
<td>Banda kukinatina madezo ve.</td>
<td></td>
</tr>
<tr>
<td>Minsambu</td>
<td>Banda kukinatina minsambu ve.</td>
<td></td>
</tr>
<tr>
<td>Kubikala</td>
<td>Bikala kukinatina minsambu ve.</td>
<td></td>
</tr>
<tr>
<td>Kuzenga</td>
<td>Bikala kukizengila minsambu ve.</td>
<td></td>
</tr>
<tr>
<td>Matiti</td>
<td>Bikala kukizengila matiti ve.</td>
<td></td>
</tr>
<tr>
<td>Kwenda</td>
<td>Kukizengila matiti ve.</td>
<td></td>
</tr>
<tr>
<td>Kusumba</td>
<td>Kwenda kukisumbila matiti ve.</td>
<td></td>
</tr>
<tr>
<td>Malala</td>
<td>Kwenda kukisumbila malala ve.</td>
<td></td>
</tr>
</tbody>
</table>
d) Progressive Substitution-Modification-Correlation Drill
(Substitute verbs in the reflexive form and make any other changes suitable to the context)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mazono</td>
<td>Mazono</td>
<td>Mazono mu kukinatinaka na pusu pusu.</td>
</tr>
<tr>
<td>Madi</td>
<td>Mazono Madi kukinatinaka na pusu pusu.</td>
<td></td>
</tr>
<tr>
<td>kuyoka na tiya</td>
<td>Mazono Madi kukiyokaka(^1) na tiya.</td>
<td>Yesterday Mary burned herself (with fire).</td>
</tr>
<tr>
<td>ntangu yonso</td>
<td>Ntangu yonso Madi ke kukiyokaka na tiya.</td>
<td></td>
</tr>
<tr>
<td>bau</td>
<td>Ntangu yonso bau ke kukiyokaka na tiya.</td>
<td></td>
</tr>
<tr>
<td>kusumba loso</td>
<td>Ntangu yonso bau ke kukisumbilaka loso.</td>
<td>They always buy themselves rice.</td>
</tr>
<tr>
<td>mbasi</td>
<td>Mbasi bau ke kukisumbila loso.</td>
<td></td>
</tr>
<tr>
<td>bakento</td>
<td>Mbasi bakento ke kukisumbila loso.</td>
<td></td>
</tr>
<tr>
<td>kuteka maza</td>
<td>Mbasi bakento ke kukitekila maza.</td>
<td></td>
</tr>
<tr>
<td>bilumbu lutaka</td>
<td>Bilumbu lutaka bakento kukitekilaka maza.</td>
<td></td>
</tr>
<tr>
<td>bana</td>
<td>Bilumbu lutaka bana kukitekilaka maza.</td>
<td></td>
</tr>
<tr>
<td>kubaka bilele</td>
<td>Bilumbu lutaka bana kukibakilaka bilele.</td>
<td></td>
</tr>
<tr>
<td>mbasi</td>
<td>Mbasi bana ke kukibakila bilele.</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Note: kukiyokilaka is possible and would mean 'used fire to burn herself [on purpose]'.
Mbasi **bana** ke kukibakila bilele.

mu Mbasi **mu** ke **kukibakila bilele**.

kunata na Mbasi me ke kukinatina na pusu pusu

pusu pusu

e) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Na inki kima bau</th>
<th>ke sukudilaka malonga?</th>
<th>What does one wash dishes in?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>me nwinaka maza?</td>
<td>What have they drunk water out of [a while ago]?</td>
</tr>
<tr>
<td></td>
<td>ke natinaka malala?</td>
<td>What are oranges carried in?</td>
</tr>
<tr>
<td></td>
<td>ke kombilaka inzo?</td>
<td>What is the house swept with?</td>
</tr>
<tr>
<td></td>
<td>ke sumbilaka loso?</td>
<td>What is used to buy rice?</td>
</tr>
<tr>
<td></td>
<td>ke kangilaka matiti?</td>
<td>In what are vegetables wrapped?</td>
</tr>
<tr>
<td></td>
<td>ke pedisilaka tiya?</td>
<td>What's used to start the fire?</td>
</tr>
<tr>
<td></td>
<td>ke tungilaka inzo?</td>
<td>What do they build houses with?</td>
</tr>
<tr>
<td></td>
<td>ke zibudilaka malata?</td>
<td>With what does one open cans?</td>
</tr>
<tr>
<td></td>
<td>ke kwendilaka na maza?</td>
<td>What does one go to the water in?</td>
</tr>
<tr>
<td></td>
<td>ke bandilaka zenga bansi nga?</td>
<td>With what does one begin to cut rope?</td>
</tr>
<tr>
<td></td>
<td>ke manisinaka nsatu ya kudia?</td>
<td>What is used to satisfy hunger? ('end desire for food')</td>
</tr>
</tbody>
</table>
Na inki kima bau ke sonikanaka mikanda?  What is used to write books with?
ke kwendilaka na Leo?  What is used to go to Leopoldville?

f) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betu</td>
<td>ke sukudilaka malonga na maza. We use water to wash dishes.</td>
</tr>
<tr>
<td>nani</td>
<td>Nani ke <em>sukudilaka</em> malonga na maza?</td>
</tr>
<tr>
<td>kusosa</td>
<td>Nani ke <em>sosilaka malonga</em> na maza? Who searches in the river for dishes? ('Uses the river to look for dishes')</td>
</tr>
<tr>
<td>bansanu</td>
<td>Nani ke <em>sosilaka bansanu</em> na <em>maza</em>?</td>
</tr>
<tr>
<td>inzo</td>
<td>Nani ke <em>sosilaka bansanu</em> na inzo?</td>
</tr>
<tr>
<td>nge</td>
<td>Nge ke <em>sosilaka</em> bansanu na inzo?</td>
</tr>
<tr>
<td>me monisa</td>
<td>Nge me monisina <em>bansanu</em> na inzo? Is it in the house you have shown sponges?</td>
</tr>
<tr>
<td>bilele</td>
<td>Nge me monisina bilele na inzo?</td>
</tr>
<tr>
<td>zandu</td>
<td>Nge me monisina bilele na zandu?</td>
</tr>
<tr>
<td>betu</td>
<td>Betu me <em>monisina</em> bilele na zandu. It's in the market we have shown the clothes.</td>
</tr>
<tr>
<td>ke sukula</td>
<td>Betu ke sukudilaka <em>bilele</em> na zandu.</td>
</tr>
<tr>
<td>malonga</td>
<td>Betu ke sukudilaka malonga na zandu.</td>
</tr>
<tr>
<td>maza</td>
<td>Betu ke sukudilaka malonga na maza.</td>
</tr>
</tbody>
</table>
g) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Madi ke lambila madezo na nzungu. Mary will use a pot to cook beans.</td>
</tr>
<tr>
<td>mama</td>
<td>Mama ke lambila madezo na nzungu.</td>
</tr>
<tr>
<td>kusukula</td>
<td>Mama ke sukudila madezo na nzungu.</td>
</tr>
<tr>
<td>munsambu</td>
<td>Mama ke sukudila munsambu na nzungu.</td>
</tr>
<tr>
<td>katini</td>
<td>Mama ke sukudila munsambu na katini.</td>
</tr>
<tr>
<td>nani</td>
<td>Nani ke sukudila munsambu na katini?</td>
</tr>
<tr>
<td>kusumba</td>
<td>Nani ke sumbila munsambu na katini?</td>
</tr>
<tr>
<td>mampa</td>
<td>Nani ke sumbila mampa na katini?</td>
</tr>
<tr>
<td>kitunga</td>
<td>Nani ke sumbila mampa na kitunga?</td>
</tr>
<tr>
<td>Za</td>
<td>Za ke sumbila mampa na kitunga.</td>
</tr>
<tr>
<td>me nata</td>
<td>Za me natina mampa na kitunga.</td>
</tr>
<tr>
<td>mbisi</td>
<td>Za me natina mbisi na kitunga.</td>
</tr>
<tr>
<td>dilata</td>
<td>Za me natina mbisi na dilata.</td>
</tr>
<tr>
<td>Madi ke lambila</td>
<td>Madi ke lambila mbisi na dilata.</td>
</tr>
<tr>
<td>madezo</td>
<td>Madi ke lambila madezo na dilata.</td>
</tr>
<tr>
<td>nzungu</td>
<td>Madi ke lambila madezo na nzungu.</td>
</tr>
</tbody>
</table>
h) Progressive Substitution Drill

**Cue**

- Polo ke na kima ya kusukudila malonga.
- Mu ke na kima ya kusukudila malonga.
- Mu ke sosa kima ya kusukudila malonga.
- Mu ke sosa nzungu ya kusukudila malonga.
- Mu ke sosa nzungu ya kuvutudila malonga.
- Mu ke sosa nzungu ya kuvutudila madia.
- BaZa ke sosu nzungu ya kuvutudila madia.
- BaZa me zimbisa nzungu ya kuvutudila madia.
- BaZa me zimbisa katini ya kuvutudila madia.
- BaZa me zimbisa katini ya kuzengila madia.
- BaZa me zimbisa katini ya kuzengila manga.
- Polo me zimbisa katini ya kuzengila manga.
- Polo ke na katini ya kuzengila manga.
- Polo ke na kima ya kuzengila manga.
- Polo ke na kima ya kusukudila manga.
- Polo ke na kima ya kusukudila malonga.

**Pattern**

- Paul has [the] thing for washing [the] dishes.
- I will look for a pot to use to return [the] food.
- The Johns have lost...
- Paul has [the] thing to cut the mangos in.
DIALOGUE: A WEEK'S ACTIVITY

-A-

ki.ese (ba-)  gladness, joy
diaka  again, once more

Mbote Michel! Mu ke na kiese Greetings Michel! I'm delighted
mingi ya kumona nge diaka. to see you again.

-B-

Mbote Etienne! Mu ke mpe na Greetings, Etienne! I too am
kiese mingi ya kumona nge. very pleased to see you.
ku-kut-a  to meet, encounter
ku-kut.an-a  to meet one another
n.sangu (ba-)  news

Ntama betu kutanaka. Inki It's been a long time since
nsangu? we've met. ('We met a long
time ago.') What news?

-A-

ku-tub.il-a  to tell ('to say for...')

Mu ke na nsangu mingi ya I don't have much news to tell
kutubila nge ve. you.

kaka  only, just, still
imbi (ba-)  badness, evil
ku-vund-a  to rest
lumingu (ba-)  week
Diambu mosi kaka ya imbi, mu lendaka baka ntangu ya kuvunnda na lumingu lutaka ve. Only one bad thing I wasn't able to take time to rest last week.

-B-
congé (ba-) (Fr.): vacation
tu-bw-a to fall, befall, happen

Nge vwandaka na conge ve? Weren't you on vacation? What
Inki diambu kubwaka? (thing) happened?

-A-
bonso, (kome) as; (Fr: comme)
tu that (conjunction)
zulu/yulu (ba-) heaven, sky, up
na zulu above, up, on top
na zulu ya on top of, on
di-tadi (ma-) rock, stone
ku-kat.uk-a to depart, leave, be from
katuka from
ti/tii/ until, to
kilumbu ya lendi Fr: lundi; Monday

Bonso nge zaba ke mu kubwaka As you know (that) I fell on
na zulu ya matadi, katuka [some] rocks, from Monday un-
kilumbu ya lendi ti na kilu- till Tuesday I was going to
mbu ya zole mu vwandaka
the doctor.

kwenda na dokotolo.

to examine

ku-fimp-a

body

n.zutu (ba-)

Yandi vwandaka fimpa nzutu
He was examining my whole body.

na munu yonso.

---B---

result, answer (c.f. ku-vut.ul-a 'to return, to answer')

m.vutu (ba-)

Inki mvutu yandi pesaka nge?
What result did he give you?

---A---

medicine

bilongo (ba-)

to rub on, spread

ku-pɔk.ul-a

Yandi pesaka munu mvutu ve;
He didn't give me any result;

kasi yandi pesaka munu bi-
he gave me medicine to drink

longo ya kunwa, na ya kupa-
and to rub on [my] back.

kula na nima.

---B---

to rest (transitive)

ku-vund.is-a

Did he tell you to rest [your]

Yandi tubilaka nge vundisa (body)?

---A---

like; way, manner

m.pila (= mutindu)

188
m. pidina
E, yandi tubilaka munu mpidina.
Mu salaka kima mosi ve na ki-
lumbu ya tatu.
ku-fuk-a
Kasi na kilumbu ya iya, mu
kwendaka fukisa Zile inzo.

thus (m. pila + ina)
Yes, he told me that.
I didn't do a single thing on
Wednesday.
to roof, cover
On Thursday, I went to help
Julius put a roof on his house.

-B-
pënepënne
n. gwankazi (ba-)
near
maternal uncle

Inki Zile? Ina vwandaka vwanda
penepene na inzo ya ngwankazi
to live near your uncle's
na nge?
house?

-A-
ku-tim-a
to dig

di-bulu (ma-)
hole

E, yandi yina; bosí mpe na ki-
lumbu ya tanu, yandi yufusaka
munu timisa yandi dibulu ya
Friday he asked me to help
him dig a hole for grass [weeds
matiti.
and trimmings].

-B-
ku-banz-a
to think, to suppose

ku-kun-a
to plant
inti (ba-)  tree, plant
lupangu (ba-)  lot, yard, garden, enclosure

Mu banza nge kwendaka ve, samu  I guess you didn't go, because
bau tubilaka munu ke nge  I was told ('they told me')
vwandaka kuna bainti na  you were planting trees in
lupangu n a nge.  your yard.

-A-
tieleka (ba-)  truth
ya tieleka  true
di-ba (ma-)  palm
fololo (ba-)  flower
m. bwaki (ba-)  redness
ya mbwaki  red

E, ina ke ya tieleka. Mu  Yes, that's true. I was plant-
vwandaka kuna bainti, maba  ting trees, palms and those
na bafololo ya mbwaki ina  red flowers you gave me.
nge pesaka munu.

-B-
ku-fil-a  to send

Ntangu me ke baka yankaka, mu  When I get others I'll send
ke fidisa nge yau.  them to you.
sabala  Saturday, sabbath (Port.)
kilumbu ya sabala  Saturday
Inki nge salaka na kilumbu ya sabala?

- A -
ku-lob-a to fish
m.vula (ba-) rain, year
ku-nok-a to rain, to fall as rain

Na kilumbu ya sabala, mu zonaka kwenda loba mbisi kasi kome nge zaba, mvula ya ngolo nokaka.
yau yina that's why, therefore

Yau yina mu vwandaka kaka na inzo.

Therefore, I just stayed at home.

- B -
N.zambi God
Inzo ya Nzambi church

Nge kwendaka na Inzo ya Nzambi na kilumbu ya lumingu?

- A -
ku-lam.uk-a to get up
letale (ba-) Fr: retard; lateness
ku-lëmb-a to be tired
Mu zonaka kwenda kasi mu lampaka na letale, bowsi mpe mu lembaka mingi. I wanted to go but I got up late and (then) also I was very tired.

-B-

bika
let (auxiliary verb)

ku-samb. il-a
to worship

kati (ba-)
middle, center

na kati ya
between among

Kalina

Ki.n.tambu

} districts in Leopoldville

Kana nge zona na kilibi za lumingu ke kwiza, bika betu kwenda sambidila na Inzo ya Nzambi ina ke na kati ya Kalina na Kintambu.

If you wish, next Sunday, let's go to worship in the church which is between Kalina and Kintambu ('use the church... for worship').

-A-

n.gindu (ba-)
thought, idea

ku-sol.ü1-a
to talk, to converse

na manima
afterwards, later

Ina ke ngindu ya mbote; bowsi betu ke solula na manima. That's a good idea; then we'll talk afterwards.
-B-

E! Kwenda mbote Etienne. Yes, goodbye, Etienne. My
Pesaka inzo n a nge mbote! regards to your household!

-A-

mpila mosi same ('like one')
Melesi, mpila mosi na ya nge. Thanks, same to yours!

GRAMMAR NOTES AND DRILLS

Note 9.1 /vwandaka/ + verb 'used to...', 'was...ing'

Note these sentences from dialogues:

Mama, banda nge kwendaka teka Mother, since you went to
maza mu vwandaka kufwa draw water, I've been
nsatu mingi. dying of hunger.

...katuka kilumbu ya lendi ti From Monday until Tuesday I
na kilumbu ya zole mu was going to the doctor.
vwandaka kwenda na dokotolo.

Yandi vwandaka fimpa nzutu He was examining my whole body.
na munu yonso.

...nge vwandaka kuna bainti na You were planting trees in
lupangu na nge. your yard.

Ina vwandaka vwanda penepene [He] who used to live near
na inzo ya ngwankazi na nge? your (maternal) uncle?
These sentences illustrate a verb phrase consisting of the 'past' of /kuvwanda/ plus the simple form of the verb. The phrase translates commonly as a 'past progressive' or 'present perfect progressive' phrase in English and carries much the same senses as those English constructions - namely that the activity described continued for some period (often specified) or up to the present or was going on at some time in the past at which time it was observed, interrupted or accompanied by another action. 'I have been dying of hunger', 'What were you doing that you couldn't get any rest on your vacation?', 'For two days I was continually going to the doctor.' 'During that whole time he was examining me.' 'When observed by my informants you were planting trees.

In the last example above, however, we see an example of this construction without any context indicative of a period of time or of one activity concurrent with another. In such cases the sense is of a habitual action in the past, often better translated with the English verb-phrase construction with 'used to...'.

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Drill 9.1 Grammar Drill: vwandaka + Verb 'used to...', 'was ...ing':

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ntama betu vwandaka sakana na bau.</td>
<td>A long time ago we used to play with them.</td>
</tr>
<tr>
<td>Zile</td>
<td>Ntama Zile vwandaka sakana na bau.</td>
</tr>
<tr>
<td>kutambula</td>
<td>Ntama Zile vwandaka tambula na bau. ...used to walk...</td>
</tr>
<tr>
<td>Madi</td>
<td>Ntama Zile vwandaka tambula na Madi.</td>
</tr>
<tr>
<td>nani</td>
<td>Ntama nani vwandaka tambula na Madi?</td>
</tr>
<tr>
<td>kuzaula</td>
<td>Ntama nani vwandaka zaula na Madi? ...used to run...</td>
</tr>
<tr>
<td>Polo</td>
<td>Ntama nani vwandaka zaula na Polo?</td>
</tr>
<tr>
<td>benu</td>
<td>Ntama benu vwandaka zaula na Polo?</td>
</tr>
<tr>
<td>kutimuka</td>
<td>Ntama benu vwandaka timuka na Polo? ...used to jump...</td>
</tr>
<tr>
<td>bakombi</td>
<td>Ntama benu vwandaka timuka na bakombi?</td>
</tr>
<tr>
<td>babakala</td>
<td>Ntama babakala vwandaka timuka na bakombi.</td>
</tr>
<tr>
<td>kusala</td>
<td>Ntama babakala vwandaka sala na bakombi. ...used to work...</td>
</tr>
<tr>
<td>bakento</td>
<td>Ntama babakala vwandaka sala na bakento.</td>
</tr>
<tr>
<td>betu</td>
<td>Ntama betu vwandaka sala na bakento.</td>
</tr>
<tr>
<td>kusakana</td>
<td>Ntama betu vwandaka sakana na bakento.</td>
</tr>
<tr>
<td>bau</td>
<td>Ntama betu vwandaka sakana na bau.</td>
</tr>
</tbody>
</table>
b) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banda nge kwendaka tala yandi betu vwandaka sakana. Since you went to see him we have been playing.</td>
<td></td>
</tr>
<tr>
<td>kubikala</td>
<td>Banda nge bikalaka tala yandi betu vwandaka sakana. Since you stayed to look after him...</td>
</tr>
<tr>
<td>kusosa</td>
<td>Banda nge bikalaka sos_a yandi betu vwandaka sakana.</td>
</tr>
<tr>
<td>kutimuka</td>
<td>Banda nge bikalaka sos_a yandi betu vwandaka timuka.</td>
</tr>
<tr>
<td>kubanda</td>
<td>Banda nge bandaka sos_a yandi betu vwandaka timuka.</td>
</tr>
<tr>
<td>kuvingila</td>
<td>Banda nge bandaka vingila_y yandi betu vwandaka timuka.</td>
</tr>
<tr>
<td>kwenda</td>
<td>Banda nge bandaka vingila_y yandi betu vwandaka kwenda.</td>
</tr>
<tr>
<td>kuvutuka</td>
<td>Banda nge vutukaka vingila_y yandi betu vwandaka kwenda. We've been going since you went back to wait for him.</td>
</tr>
<tr>
<td>kunata</td>
<td>Banda nge vutukaka nat_a yandi betu vwandaka kwenda.</td>
</tr>
<tr>
<td>kuvunda</td>
<td>Banda nge vutukaka nat_a yandi betu vwandaka vunda.</td>
</tr>
<tr>
<td>kwiza</td>
<td>Banda nge kwizaka nat_a yandi betu vwandaka vunda.</td>
</tr>
<tr>
<td>kusadisa</td>
<td>Banda nge kwizaka sadis_a yandi betu vwandaka vunda.</td>
</tr>
<tr>
<td>kuzaula</td>
<td>Banda nge kwizaka sadis_a y andi betu vwandaka zaula.</td>
</tr>
<tr>
<td>kubanda</td>
<td>Banda nge bandaka sadis_a y andi betu vwandaka zaula.</td>
</tr>
<tr>
<td>kubula</td>
<td>Banda nge bandaka bul_a y andi betu vwandaka zaula.</td>
</tr>
<tr>
<td>kumona</td>
<td>Banda nge bandaka bul_a y andi betu vwandaka mona.</td>
</tr>
<tr>
<td></td>
<td>Since you started to hit him we've been observing.</td>
</tr>
</tbody>
</table>
Banda nge bandaka bula yandi betu vwandaka mona.

kubikala Banda nge bikalaka bula yandi betu vwandaka mona.
kutala Banda nge bikalaka tala yandi betu vwandaka mona.
kusakana Banda nge bikalaka tala yandi betu vwandaka sakana.
kwenda Banda nge kwendaka tala yandi betu vwandaka sakana.

c) Progressive Substitution Drill

Cue                  Pattern

Ntangu nge kwendaka betu vwandaka sonika mikanda.

When you left we were writing letters.

Michel  Ntangu Michel kwendaka betu vwandaka sonika mikanda.
kuzaula  Ntangu Michel zaulaka betu vwandaka sonika mikanda.
banani  Ntangu Michel zaulaka banani vwandaka sonika mikanda?
kutanga  Ntangu Michel zaulaka banani vwandaka tanga mikanda?
yau  Ntangu Michel zaulaka banani vwandaka tanga yau?
nge  Ntangu nge zaulaka banani vwandaka tanga yau?
kwenda  Ntangu nge kwendaka banani vwandaka tanga yau?
betu  Ntangu nge kwendaka betu vwandaka tanga yau.
kusonika  Ntangu nge kwendaka betu vwandaka sonika yau.
mikanda  Ntangu nge kwendaka betu vwandaka sonika mikanda.

Note 9.2 /ya/ + Verb - Adjectival use of the verb (II)

In Note 7.2 attention was called to such constructions as /maza ya kunwa/ 'water to drink' or 'drinking water'. In this
unit occurs:

Mu ke na kiese mingi ya kumona nge diaka.

I'm delighted to see you again.

In the first case the /ya/ + verb construction is clearly modifying the noun /maza/ and the whole can easily be translated with a modifying construction using a participle in English: 'drinking water'. In the new case the same structure occurs but here the presence of an object of the verbal form in 'to see you' requires an infinitive in the English translation and obscures the identity of structure with the earlier sentence. However, /kiese/ is a noun and as such is modified by the phrase with /ya/ + verb, so that an English participial translation such as 'I have seeing-you-again joy.' might be more literal.

In the dialogue of this unit occurs one other example of this structure, this one again without an object of the verb form:

...ntangu ya kuvunda 'time to rest' or 'resting time'.

Drill 9.2 Grammar Drill /ya/ + Verb

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yufusa kana ƀandi ke na malala ƅa kuteka.</td>
<td>Ask [him] if he has oranges to sell.</td>
</tr>
<tr>
<td>mbisi</td>
<td>Yufusa kana ƀandi ke na mbisi ƅa kuteka.</td>
</tr>
<tr>
<td>kulamba</td>
<td>Yufusa kana ƀandi ke na mbisi ƅa kuleamba.</td>
</tr>
</tbody>
</table>
Yufusa kana yandi ke na mbisi ya kulamba.

kima
Yufusa kana yandi ke na kima ya kulamba.

kunwa
Yufusa kana yandi ke na kima ya kunwa.

maza
Yufusa kana yandi ke na maza ya kunwa.

kunata
Yufusa kana yandi ke na maza ya kunata.

bilele
Yufusa kana yandi ke na bilele ya kunata.

kupesa
Yufusa kana yandi ke na bilele ya kupesa.

sabuni
Yufusa kana yandi ke na sabuni ya kupesa.

kusukudila
Yufusa kana yandi ke na sabuni ya kusukudila.

Ask if he has soap to use to wash [with].

nsanu
Yufusa kana yandi ke na nsanu ya kusukudila.

kumonisa
Yufusa kana yandi ke na nsanu ya kumonisa.

bilongo
Yufusa kana yandi ke na bilongo ya kumonisa.

kunwa
Yufusa kana yandi ke na bilongo ya kunwa.

malala
Yufusa kana yandi ke na malala ya kunwa.

Ask if he has oranges to suck.

kuteka
Yufusa kana yandi ke na malala ya kuteka.

b) Progressive Substitution Drill

Cue

Pattern

Nge ke vwanda na ngolo ya kusala kisalu ina?

Will you have the strength to do that work?

kiese
Nge ke vwanda na kiese y a kusala kisalu ina?

Are you going to be pleased to do that work?
Nge ke vwanda na kiese ya kusala kisalu ina?

kunata yau
Nge ke vwanda na kiese ya kunata yau?
Are you going to be willing to carry it?

mayele
Nge ke vwanda na mayele ya kunata yau?
Are you going to have the intelligence to carry it?

kuvwanda pene-pene
Nge ke vwanda na mayele ya kuvwanda pene-pene?
Are you going to have the sense to live nearby?

ngolo
Nge ke vwanda na ngolo ya kuvwanda pene-pene?

kusosa yandi
Nge ke vwanda na ngolo ya kusosa yandi?

kiadi
Nge ke vwanda na kiadi ya kusosa yandi?
Are you going to be sorry to look for him?

kumona yandi ve
Nge ke vwanda na kiadi ya kumona yandi ve?

nsatu
Nge ke vwanda na nsatu ya kumona yandi ve?
Are you not going to want to see him?

kutanga yau
Nge ke vwanda na nsatu ya kutanga yau?

ngolo
Nge ke vwanda na ngolo ya kutanga yau?

kusala kisalu ina
Nge ke vwanda na ngolo ya kusala kisalu ina?
c) Progressive Substitution Drill

**Cue**

**Pattern**

Nge ke vwanda na ntangu y'a kuvunda? Will you have time to rest?

kilumbu Nge ke vwanda na kilumbu y'a kuvunda?

kusakana Nge ke vwanda na kilumbu y'a kusakana?

ngolo Nge ke vwanda na ngolo y'a kusakana?

kuzaula Nge ke vwanda na ngolo y'a kuzaula?

nsatu Nge ke vwanda na nsatu y'a kuzaula? Are you going to want to run?

kwiza Nge ke vwanda na nsatu y'a kwiza?

ntangu Nge ke vwanda na ntangu y'a kwiza?

kuvunda Nge ke vwanda na ntangu y'a kuvunda?

d) Progressive Substitution Drill

**Cue**

**Pattern**

Ngwankazi ke na ngolo y'a kutubila. Uncle has strength to [use for] talking.

nzila Ngwankazi ke na nzila y'a kutubila. Uncle has a means of talking.

kwendila Ngwankazi ke na nzila y'a kwendila. Uncle has a way of going.

velo Ngwankazi ke na velo y'a kwendila. Uncle has a bicycle to use to go.

kutambudila Ngwankazi ke na velo y'a kutambudila.

kifulu Ngwankazi ke na kifulu y'a kutambudila. Uncle has a place to [use to] walk.
Ngwankazi ke na kifulu ya kutambudila.

kumonisa Ngwankazi ke na kifulu ya kumonisa. Uncle has a place to show.

kiese Ngwankazi ke na kiese ya kumonisa. Uncle enjoys showing [something].

kulonguka Ngwankazi ke na kiese ya kulonguka. Uncle enjoys learning.

mambu Ngwankazi ke na mambu ya kulonguka. Uncle has matters to learn.

kupesa Ngwankazi ke na mambu ya kupesa. Uncle has matters to contribute.

kima Ngwankazi ke na kima ya kupesa. Uncle has something to give.

kutubila Ngwankazi ke na kima ya kutubila. Uncle has something to use for talking.

ngolo Ngwankazi ke na ngolo ya kutubila.

Note 9.3 The days of the week - Ordinal Numerals

All the names of days of the week occurred in the dialogue of this unit as follows:

Sunday kilumbu ya lumingu day of [the] week
Monday kilumbu ya lendi day of Lundi
Tuesday kilumbu ya zole day of two (i.e. second day)
Wednesday kilumbu ya tatu day of three (third day)
Thursday kilumbu ya iya day of four (fourth day)
Friday kilumbu ya tanu day of five (fifth day)
Saturday kilumbu ya sabala day of Sabbath
The names for the days known in English as Tuesday through Friday illustrate the ordinal numeral construction /ya/ + number, which is, of course, exactly parallel to the general adjectival construction with /ya/. Recall the comparison between /ya fioti/ 'small' and /fioti/ 'few'. This ordinal construction occurred also in the sentence:

Tala kuna, luta babalabala tatu, Look there, cross inal ya iya ke Balumbu. three streets the fourth is Balumbu.

The concept of 'first' is expressed by /ntete/ rather than by an ordinal numeral construction.

The months of the year are popularly called by their French names although ordinal numeral construction is also used.

Drill 9.3 Grammar Drill - Ordinal Numerals

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muntu ya sambanu ke kwiza kana ya tanu me kwenda.</td>
<td></td>
</tr>
<tr>
<td>zole</td>
<td>Muntu ya zole ke kwiza kana ya tanu me kwenda.</td>
</tr>
<tr>
<td>kuzaula</td>
<td>Muntu ya zole ke zaula kana ya tanu me kwenda.</td>
</tr>
<tr>
<td>mosi</td>
<td>Muntu ya zole ke zaula kana ya ntete me kwenda.</td>
</tr>
<tr>
<td>kutuba</td>
<td>Muntu ya zole ke zaula kana ya ntete me tuba.</td>
</tr>
<tr>
<td>nana</td>
<td>Muntu ya nana ke zaula kana ya ntete me tuba.</td>
</tr>
</tbody>
</table>

1 Note here the use of /inal/ functioning like a definite article 'the'.

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Muntu ya nana ke zaula kana ya ntete me tuba.

kuyobila Muntu ya nana ke yobila kana ya ntete me tuba.

nsambodia Muntu ya nana ke yobila kana ya nsambodia me tuba.

kumanisa Muntu ya nana ke yobila kana ya nsambodia me manisa.

tatu Muntu ya tatu ke yobila kana ya nsambodia me manisa.

kudia yau Muntu ya tatu ke kudia yau kana ya nsambodia me manisa.

zole Muntu ya tatu ke kudia yau kana ya zole me manisa.

kuzola Muntu ya tatu ke kudia yau kana ya zole me zola.

sambanu Muntu ya sambanu ke kudia yau kana ya zole me zola.

kwiza Muntu ya sambanu ke kwiza kana ya zole me zola.

tanu Muntu ya sambanu ke kwiza kana ya tanu me zola.

kwenda Muntu ya sambanu ke kwiza kana ya tanu me kwenda.

Note 9.4 Some Further Verbal Extensions

1. The 'Causative' Extension, /is-/:  

We have previously noted that, while /kusala/ is 'to work, to do', /ku-sad.is-a/ is 'to help (to do).' This extension is usually called a 'causative' and it does often carry a sense of 'having someone do the action'. In effect this form denotes that the subject has added his efforts to those of the object, either as a casual agent or as a supplementary agent. Note these examples:

Mu ke monisa nge. I'll show you. ('Help you to see' or 'Cause you to see.')

Nge ke sukidisa munu malonga. Will you help me wash the dishes?
Note also /ku-ped.is-a/ 'to ignite, to cause to burn', and
/ku-man.is-a/ 'to finish, to cause to come to an end' which are examples of the causative extension to intransitive verbs making corresponding transitive ones.

One further example has occurred --*/ku-vut.uk.is-a/ 'to return from' which seems to be idiomatic. Compare:

Yandi vutukaka na kisalu. He returned to work.
Yandi vutukisaka na kisalu. He returned from work.

2. 'Reversive' Extensions /..uk-/- and /..ul-/

Note the forms

1. ku-long-a to teach
2. ku-long.uk-a to learn
3. ku-kang-a to tie, to wrap
4. ku-kang.uk-a to be untied, to be opened
5. ku-kang.ul-a to untie, to unwrap
6. ku-vut.uk-a to return, to come/go back
7. ku-vut.ul-a to return, to make restitution, to answer
8. ku-bal.uk-a to turn (of oneself)
9. ku-bal.ul-a to turn (something)

These forms illustrate the verbal extensions /..uk-/- which commonly have the effect of reversing the action of the verb and of producing respectively an intransitive and a transitive verb. The examples above illustrate a variety of distribution of these
suffixes:

In 1 and 2 we see the verb without extension and with the "/.uk-/ reversive extension but no member of the set with "/.ul-/ extension. Note that /ku-long.uk-a/ 'to learn' is not really a reversive of /ku-long-a/ 'to teach' and is not intransitive since it can have a direct object. This illustrates the element of unpredictability which is characteristic of derived forms in Kituba as in many languages. Often the student will find it simpler to learn an extended verb as a new word rather than try to rely on analysis of its elements. It is, however, generally useful to be aware of the extensions which occur and their most general functions.

In 3, 4, and 5 we see all three - the root and both transitive and intransitive reversive extensions.

In 6, 7, 8, and 9 we note that transitive and intransitive forms may occur with these extensions when there is no verb extant illustrating the root alone.

3. The 'Potential' Extension "/.akan-/"

In the clause:

\textbf{ina ke bulakanaka} \hspace*{1cm} which are able to be broken

we see an extension indicating the potentiality to undergo the action of the verb. The resultant verb is always intransitive (takes no direct object). Another example is:

\textbf{bana ya kuzolakana} \hspace*{1cm} lovable children
This extension is quite restricted.

Note 9.5 The Indefinite-Passive Construction with Subject /bau/

Note the sentence:

Na inki kima bau ke sukudilaka malonga...?

What does one ('do they') use to wash dishes...? What are dishes washed in?

In this sentence we see an example of /bau/ 'they', used as an indefinite subject much as we use 'one' or 'you' in English sentences like:

How do you fold this map?

Where does one get an application form?

As in English (with 'you') the Kituba is capable of two interpretations. This is a favorite form in Kituba for the avoidance of a passive form of the verb. The pronoun used is invariably /bau/.

The form of the main verb or auxiliary in such a sentence is commonly in the habitual form, but other forms occur:

Bau ke na kukomba inzo. 'They are sweeping the house', or 'The house is being swept.'

Bau lenda komba inzo. 'They can sweep the house.' or 'The house can be swept.'

If a past or future form is used the impersonal passive construction is normally signalled by putting the 'object' first in the sentences as a topic for emphasis:

Inzo, bau ke komba yau. 'The house will be swept.' or 'They'll sweep the house.'
In contrast to the English analogy this construction sometimes occurs with a statement of the person performing the action, preceded by /na/ (here translatable 'by'):

Mukanda, bau tangaka yau na mpangi na munu.  The book was read by my brother. ('Book, they read it by my brother.')

This latter construction has a decidedly novel ring to a speaker of English and, as it is not very common, the drills below contain few examples of it.

Drill 9.4 Grammar Drills on Verbal Extensions

a) Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kisadi ke zengisa nge matiti ya inda.</td>
<td>The worker will help you cut up long grass.</td>
</tr>
<tr>
<td>ngolo</td>
<td>Kisadi ke zengisa nge matiti ya ngolo.</td>
</tr>
<tr>
<td>bilele</td>
<td>Kisadi ke zengisa nge bilele ya ngolo.</td>
</tr>
<tr>
<td>Madi</td>
<td>Kisadi ke zengisa Madi bilele ya ngolo.</td>
</tr>
<tr>
<td>kumona</td>
<td>Kisadi ke monisa Madi bilele ya ngolo.</td>
</tr>
<tr>
<td>Polo</td>
<td>Polo ke monisa Madi bilele ya ngolo.</td>
</tr>
<tr>
<td>nene</td>
<td>Polo ke monisa Madi bilele ya nene.</td>
</tr>
<tr>
<td>fidigo</td>
<td>Polo ke monisa Madi fidigo ya nene.</td>
</tr>
<tr>
<td>benu</td>
<td>Polo ke monisa benu fidigo ya nene.</td>
</tr>
<tr>
<td>nataka</td>
<td>Polo natisaka benu fidigo ya nene.</td>
</tr>
<tr>
<td>nani</td>
<td>Nani natisaka benu fidigo ya nene?</td>
</tr>
</tbody>
</table>
Nani natisaka benu fidigo ya nene?

Nani natisaka benu fidigo ya inda?

Nani natisaka benu matiti ya inda?

Nani natisaka nge matiti ya inda?

Nani ke zengisa nge matiti ya inda?

Kisadi ke zengisa nge matiti ya inda.

b) Simple Substitution Drill

<table>
<thead>
<tr>
<th>Na bilumbu lutaka</th>
<th>Tiya pelaka na inzo.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Piele pedisaka tiya na inzo.</td>
</tr>
<tr>
<td></td>
<td>maza manaka na kisangala.</td>
</tr>
<tr>
<td></td>
<td>nge maniska maza na kisangala.</td>
</tr>
</tbody>
</table>

A fire burned in the house in past days.
Peter lit a fire...
the water in the demi-john ran out.
You finished the water...

c) Sample Sentence Drill: (The verbs here illustrated do not easily lend themselves to substitution one for the other. The sentences, therefore, are offered merely as examples of the use of these verbs):

1. kulonga, kulonguka, kulongulula, kulongakana:

Nani ke longa munu Kituba? Who will teach me Kituba?
Nani zona longuka Kituba? Who wants to learn Kituba?
Nani ke longulula munu Kituba? Who will reteach me Kituba?
Polo ke zoba, yandi ke longa- kanaka ve. Paul is stupid, he can't be taught.
2. kukanga, kukanguka, kukangula, kukangulula:

Kwenda kanga fidigo yina. Go and shut that refrigerator.
Kwenda kanga nsinga yina. Go and tie that rope.
Fidigo me kanguka diaka. The refrigerator has gotten opened again.
Nsinga me kanguka diaka. The rope has gotten untied again.
Meka kangula yau ve. Don't try to untie it/open it.
Kwenda kangulula yau. Go and tie/shut it again.

3. kuvutuka, kuvutula:

Vutuka kuna diaka ve. Don't return there again.
Kwenda vutula yau ve. Don't go give it back.

4. kutambula, kutambusa, kutambudisa:

Mu ke na kutambula. I am walking.
Za ke tambudisaka kamio yai. John starts this automobile.
Za ke tambusa kamio yai. John will drive this truck.

d) The 'impersonal' bau with the 'instrumental' extension /.il-/in-/ Minimal Dialogue Drill: (The student is to respond to the (A) utterances below with a question about the instrument or the place of the action):

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Response</th>
</tr>
</thead>
</table>
| A. Za, kwenda tekila munu maza. | B. Na inki kima bau ke teki-
|                                  | laka maza?                      |
| A. Bosi betu ke kwenda sakana.   | B. Na inki palasi bau ke saka-
|                                  | ninaka?                          |

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A. Nge zona sukula malonga ve?  
B. Na inki kima bau ke sukudila malonga?

A. Kwenda zengila munu sabuni.  
B. Na inki kima bau ke zengilaka sabuni?

A. Bosi nge kwenda na maza.  
B. Na inki kima bau ke kwendila na maza?

A. Mu ke na kusonika mukanda.  
B. Na inki kima bau ke soni-  
    kinaka mukanda?

A. Vingila, mu ke monisa nge kulamba mampa.  
B. Na inki kima bau ke lambila mampa?

**Drill 9.5 Controlled Dialogue Drill (The Student takes part A):**

*(You meet your friend, Zile:)*

You have been looking for him from Saturday until now and wonder where he has been.

A. Zile, mu vwandaka sosa nge katuka kilumbu ya sabala ti malumalu yai, inki ndambu nge vwendaka?

B. Mu vwandaka vwanda na inzo ya mpangi na munu Zozefu.

Remind him that his brother's house is near the house of your maternal uncle and that during the whole past week you have been visiting (seeing) his family. You wonder why you didn't see him (Zile).

A. Inzo ya mpangi a nge ikele penepene na inzo ya ngwankazi na munu; bos i mpe na lumingu yonso lutaka mu vwandaka kwenda tala famili na yandi. Samu na inki mu monaka nge ve?
You have been teaching your uncle's three daughters the numbers and cutting the grass in his yard while your uncle has been making a bed for one of his daughters. His wife also has been planting some flowers.

B. Mu zaba ve. Inki nge vwandaka sala kuna?

A. Mu vwandaka longa bantalu na bana na yandi tatu ya bakento, kuzenga matiti na lupangu ntangu ngwankazi vwandaka sala mfulu ya mwana na yandi mosi ya nkento. Mpe nkento na yandi vwandaka kuna bafololo yankaka.

B. Samu na inki nge vwandaka sosa munu?

A. Mu vwandaka sosa nge samu mu kuyufusa nge betu kwenda loba bambisi samu betu ikele na congé. Nge ke zonaka kuloba ve?

B. Ve, mu ke zonaka kuloba mingi. Kansi mu ke na bima ya kulo-lobila ve.
That is not a big matter. First you will seek a good day for both of you and then you will think about the fishing equipment (thing). If he is not too tired now, you can talk (about) a day and a place to fish. Ask him what day he wants and where he wants you (both) to go.

Ina ke diambu yanene ve. Ntete betu ke sosa kilumbu ya mbote na betu zole, bosibetu ke banza samu ya bima ya kulobila.

Kana nge me lemba mingi ve malumalu yai betu lenda solula kilumbu na palasi ya kulobila. Inki kilumbu nge zola? Na inki palasi nge zola betu kwenda?

B. Kilumbu ya lumingu ke kwiza ke vwanda kilumbu ya mbote na munu samu mu ke kwenda na Inzo ya Nzambi ve. Samu ya kifulu mu zaba na ndambu yai ve. Kana nge lenda zaba kifulu ya mbote, mu ke kwenda.

You are sorry (but) you regularly go to worship in church on Sunday. If he has no other day [when he can go] you will ask your family about going to fish on Sunday. As for a place, you don't know any place in this area.

A. Kiadi, mu ke kwenda sambila na Inzo ya Nzambi na kilumbu ya lumingu. Kana nge ke na kilumbu yankaka ve, mu ke yufusa famili na munu samu
ya kwenda loba na kilumbu ya lumingu. Samu ya kifu lu ya kulobila, mu zaba palasi ve na ndambu yai.
DIALOGUE: A FABLE

Mimi

di-sāpu (ma-)
fable, story

kitoko (ba-)
beauty

Mama, nlongi na betu tubilaka
Mama, our teacher told us one
betu disapu mosi ya kitoko.
lovely tale.

Mama

Yau vwandaka na kati ya nani
Between whom (and whom) did it
da nani?
take place ('was it')?

Mimi

m.fwenge (ba-)
a small civet-like predatory animal

Na.m.fwenge (ba-)
Mr. Civet

koko (ba-)
cock, rooster

Na.koko (ba-)
Mr. Rooster

Yau vwandaka na kati ya Na-
It was between Mr. Civet and
mfwenge na Nakoko.
Mr. Rooster.

Mama

ku-w-a
to listen, hear; to sense, understand

Nge kuwaka yau mbote?
Did you understand it well?

Mimi

E, mu kuwaka yau yonso.
Yes, I got it all.
Mama

Betu ke tala kana ina ke ya tieleka.

kamaladi (ba-)

Fr: camarade; friend

Na ntete Namfwenge na Nakoko vwandaka kamaladi?

At first were Mr. Civet and Mr. Rooster friends?

Mimi

Ve, bau vwandaka kamaladi ve.

Namfwenge vwandaka tina Nakoko.

ku-tub.an-a

to talk together

Kasi kilumbu mosi Nakoko zonaka ke bau tubana.

But one day, Mr. Rooster wanted them to talk together.

Mama

Inki Nakoko tubilaka Namfwenge? What did Mr. Rooster say to Mr. Civet?

Mimi

Nakoko tubaka: 'Mpangi na munu Namfwenge, samu na inki nge ke tinaka munu?'

Mr. Rooster said: 'My brother Civet, why do you avoid me?'

Mama

Inki Namfwenge vutulaka? What did Mr. Civet reply?
Mimi

intu (ba-) head

Yandi vutulaka: 'Kima ke tini-
saka munu ke tiya ina nge
ke nataka na yulu ya intu
na nge.'

Mama

Inki Nakoko tubilaka yandi? What did Mr. Rooster say to him?

Mimi

Nakoko tubilaka yandi: 'Nge ke zoba. Yau ke tiya ve.
He told him: 'You're stupid.
lwinda (ba-) cockscomb
ku-simb-a to touch
ku-yok.am-a to be burned
Yau ike lwinda na munu ya
mbwaki. Kwiza simba yau;
That's my red comb. Come touch
nge ke yokama ve.'

Mama

Namfwenge kwendaka? Did Mr. Civet go?

Mimi

E, yandi kwendaka simba yau,
Yes he went and touched it, then
bosiyandi tubaka: 'Melesi
he said: 'Thanks a lot. I
mingi. Mu ke tina nge diaka
won't fear you anymore.'
ve.'
Mama

Bosi inki diambu Namfwenge
zonzaka Nakoko sadila yandi?

Then what (matter) did Mr. Civet
want Mr. Rooster to do for him?

Mimi

ku-yimb-a to sing
mu-yimbu (mi-) song

Yandi yufusaka Nakoko: 'Nge
lenda yimbidila munu mu-
yimbu?'

He asked him: 'Can you sing me
a song?'

Mama

Na ntangu Nakoko manisaka yi-
mbila, inki mayele Namfwen-
ge monisaka yandi?

When Mr. Rooster finished singing,
what smart trick did Mr. Civet
play on ('show') him?

Mimi

mu-n.gôngo (mi-) voice, throat

Yandi tubilaka yandi: 'Nge
ke na mungongo ya kitoko
mingi.

di-(i)so (ma-) eye
[ma+iso - meso]

ku-w.am-a to be heard

n.toto (ba-) world, earth, ground, soil.
m.vimba ( ) whole entire
Kana nge ke kanga meso na ntangu ya kuyimbila, nge ke kuwama na ntoto ya mvimba.'

If you will close [your] eyes when singing, you will be heard by the whole world.'

Mama

Ntangu Nakoko mekaka yimbidila mpidina inki Namfwe-ng e salaka?

When Mr. Rooster tried to sing like that what did Mr. Civet do?

Mimi

n.singu (ba-)

neck

Yandi kangaka Nakoko na nsingu mpe nataka yandi na inzo n'andi. Kuna yandi ku-diaka yandi.

He took ('bound') Mr. Rooster by the neck and carried him to his house. There he ate him.

Mama

balavo!

bravo!

Balavo! Nge ke na mayele mingi; nge zaba yau mbote mbote.

Bravo! You're very smart; you know it very well.
GRAMMAR NOTES AND DRILLS

Note 10.1 The Extension /.am-/ 'Passive'

Note these sentences from the dialogue of this unit:

Nge ke yokama ve. You will not be burned.
Nge ke kuwama na ntoto ya mvimba. You will be heard by the whole world.

The extension /.am-/ forms a passive verb stem. Note that /ku-yok-a/ 'to burn' is intransitive and that the passive extension forms /ku-yok.am-a/ 'to be burned' also intransitive, while /ku-w-a/ 'to hear' is transitive and the passive stem /ku-w.am-a/ 'to be heard' is intransitive.

In certain parts of the Kituba speaking area an extension /.w-/ is heard making a passive. The equivalent form with this extension is /ku-yok.w-a/ but /ku-w-a/ does not occur with /.w-/ extension.

Actually in areas where both passives occur there is a shade of difference. Thus /ku-yok.am-a/ means 'to get burned' from no clear cause while /ku-yok.w-a/ means 'to be burned' by some active agent. For example, /ku-yok.w-a/ is used of brick which has been burned but /ku-yok.am-a/ is not. The brick didn't just get burned it was burned by somebody. This subtle distinction probably does not apply equally throughout the Kituba area.
Examples of this extension are:

/ku-sos.am-a/ to be looked for /ku-sos.w-a/
/ku-mon.am-a/ to be seen /ku-mon.w-a/

Further examples appear in the drills below.

Drill 10.1 Grammar Drill on the Extension /am/

a) Progressive Substitution-Correlation Drill

**Cue**

Kana nge simba tiya nge ke yokama.
If you touch fire you'll get burned.

**Namfwenge**
Kana Namfwenge simba tiya yandi ke yokama.

kwenda
penepene
Kana Namfwenge kwenda penepene yandi ke yokama.

bulama
Kana Namfwenge kwenda penepene yandi ke bulama.

Sofi
Kana Sofi kwenda penepene yandi ke bulama.

zaula
Kana Sofi zaula yandi ke bulama.

monama
Kana Sofi zaula yandi ke monama.

benu
Kana benu zaula benu ke monama.

lamuka
Kana benu lamuka benu ke monama.

kangama
Kana benu lamuka benu ke kangama.

nge
Kana nge lamuka nge ke kangama.

simba tiya
Kana nge simba tiya nge ke kangama.

yokama
Kana nge simba tiya nge ke yokama.
Note 10.2 The Extension /an-/ 'Reciprocal', /asan-/ 'continuous reciprocal'

Note the sentence:

Nakoko zonaka ke bau tubana. Mr. Rooster wished that they talk together.

This sentence illustrates the extension /an-/ which forms a stem denoting that the action of the verb took place reciprocally or mutually among the subjects (the grammatical subject is usually plural or compound). It often translates 'each other' Other examples:

<table>
<thead>
<tr>
<th>Ku-sad.is.an-a</th>
<th>to help one another</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ku-zon.an-a</td>
<td>to love one another</td>
</tr>
<tr>
<td>Ku-tal.an-a</td>
<td>to look at one another</td>
</tr>
<tr>
<td>Ku-pes.an-a (kima)</td>
<td>to give each other (something)</td>
</tr>
</tbody>
</table>

A singular subject is possible in some cases:

Yandi ke na kutubana na Polo. He is talking (together) with Paul.

The extension /asan-/ is also reciprocal and carries the additional denotation of 'continuously'.

Za na Madi ke zolasanaka. John and Mary love one another always.
Drill 10.2  Reciprocal Extensions /an-/ and /asan-/  

a) Progressive Substitution Drill  

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nzambi zona ke bantu yonso zolasana.</td>
<td>God wants all men to love one another (always).</td>
</tr>
<tr>
<td>nani</td>
<td>Nani zona ke bantu yonso zolasana?</td>
</tr>
<tr>
<td>tubaka</td>
<td>Nani tubaka ke bantu yonso zolasana?</td>
</tr>
<tr>
<td>benu</td>
<td>Nani tubaka ke benu zolasana?</td>
</tr>
<tr>
<td>sadisana</td>
<td>Nani tubaka ke benu sadisana?</td>
</tr>
<tr>
<td>nlongi</td>
<td>Nlongi tubaka ke benu sadisana.</td>
</tr>
<tr>
<td>zengaka</td>
<td>Nlongi zengaka ke benu sadisana.</td>
</tr>
<tr>
<td>bau</td>
<td>Nlongi zengaka ke bau sadisana.</td>
</tr>
</tbody>
</table>

1 A smooth English translation here after a verb like 'decide' requires 'are to help', 'ought to help' or some such. However, there is nothing in the Kituba to express any concept of necessity or compulsion. This is merely 'Teacher decided that your helping each other was appropriate.'
Nlongi zengaka ke bau sadisana.

landana Nlongi zengaka ke bau landana.

Teacher decided that they follow one another.

bapodisi Bapodisi zengaka ke bau landana.
tubaka Bapodisi tubaka ke bau landana.
Za na Zile Bapodisi tubaka ke Za na Zile landana.
yufusana Bapodisi tubaka ke Za na Zile yufusana.

The police said that John and Julius question one another.

Nzambi Nzambi tubaka ke Za na Zile yufusana.
zone Nzambi zona ke Za na Zile yufusana.
bantu yonso Nzambi zona ke bantu yonso yufusana.
zolasana Nzambi zona ke bantu yonso zolasana.

b) Progressive Substitution-Correlation Drill

Cue Pattern

Mbasi Nakoko na Namfwenge ke tubana.

Tomorrow Mr. Rooster and Mr. Civet are going to talk together.

mazono Mazono Nakoko na Namfwenge tubanaka.
nani na nani? Mazono nani na nani tubanaka?
kutala Mazono nani na nani talanaka?

Who (and who) saw one another yesterday?

ntangu yonso Ntangu yonso nani na nani ke talanaka?
Za na Madi Ntangu yonso Za na Madi ke talanaka.
Ntangu yonso Za na Madi ke talanaka.

John and Mary always meet (one another).

Na nkokila yai Za na Madi ke kutanaka.

John and Mary will meet (one another) this evening.

Na nkokila yai benu na betu ke kutana.

You and we will avoid each other this evening.

Na nkokila yai benu na betu ke tinana.

Mbasi benu na betu ke tinana.

Mbasi Nakoko na Namfwenge ke tinana.

Mbasi Nakoko na Namfwenge ke tubana.
GROUP A: VISITING FRIENDS AND RELATIVES (Home, Family and Work)

DIALOGUE: A FAMILY

Polo

ku-sans-a to raise, bring up, care for

Nani ke sansaka nge? Who takes care of you?

Zile

Mu ke na tata na munu. I am with my father.

Polo

Bantu ikwa ke bwandaka na How many people live in your
inzо na benu? home?

Zile

ku-vwam-a to get rich
m.vwama (ba-) a rich one, a wealthy person

Samu tata na betu ke mвwama, Since our father is wealthy, he
yandi ke sansaka bantu takes care of a lot of people.
mingi.

Polo

nani na nani? who and who?(i.e. who is included?)

---

¹ From this point on the special conventions commonly employed in the Primer to represent elisions are abandoned in favor of standard orthography. In the Primer this phrase was /tata na munu/.
Nani na nani yandi ke sansaka?  Whom does he take care of?

Zile

leke/leki (ba-)  younger sibling

Mu ke na leke mosi ya bakala,  I have a younger brother and two
na baleke zole ya bakento.  younger sisters.

Polo

Bantu yankaka ikele?  Are there other people?

Zile

tata ya bakala  paternal uncle

tata ya nkento  paternal aunt

E, bau ke mingi; betu ke na  Yes, lots; we have my uncles and
batata na munu ya babakala,  my aunts.

mpe ya bakento.

ku-kat.ul-a  to remove, subtract

katula  less, besides ('subtracting')

n.kazi (ba-)  brother (used by female of
 her own brothers - a term
denoting a special rela-
tionship and rôle in the
family)

mwana nkazi / mwana
ya nkazi/  child of the sister of a

male

Katula tata, bampangi n'andi,

Besides Father, his brothers and

mama na betu bana, betu ke

sisters, Mother and us children

mpe na mwana nkazi mosi ya

we have also a nephew (or niece)
tata.  of Father's.
Polo

Benu ke na muntu ve na ndambu ya mama na benu? Don't you have anybody from your mother's side?

Zile

Ikele ve; kasi ntangu yankaka bangwankazi na bamama ke kwizaka tala betu. There aren't; but sometimes our maternal uncles and aunts come to see us.

Polo

n.kaka (ba-) [nk'aaka]¹ grandparent, relative of older generation

Nge ke na nkaka ve? Haven't you anyone from the older generation?

Zile

Mu ke na bankaka mingi kasi mu zaba bau ve. I have lots of relatives in the older generation but I don't know them.

Polo

lau (ma-) luck

Nge ke na malau ya kuvwanda na famili ya nene. You're lucky to belong to a large family.

¹ For the distinction between the /nk/ of this word and that of /yankaka/ see Note 1.7.
Note 11.1 Kinship Terminology: (Reference Note)

Supplementary Vocabulary

kulantu (ba-) older sibling
ya kulantu older

n.kwezi (ba-) sibling in-law in one's own generation
semeki (ba-)

n.sanga (ba-) sister (term used by male to his own sisters)
n.tekolo (ba-) grandchild

In the dialogue of this unit occur a variety of kinship terms. Others have appeared in various units of the primer. The list above gives some other useful ones.

In the absence of detailed ethnographic information concerning the relationship terminology of Kituba speakers, and in the face of the probability that there is no consistent usage, since speakers of Kituba come from various tribal backgrounds, it is not the intention at this time to do more than point up certain useful facts about the kinship terms used by the Congolese collaborator in this text, whose usage probably reflects aspects of his Bakongo tribal affinity.

He calls and addresses all his siblings /mpangi/ (plural /bampanyi/) and applies the same term to his cousins in his own generation. Younger siblings and cousins are also called but not addressed as /leke/ and older ones /kulantu/ with /ya bakala/ or
/ya nkento/ appended when sex designation is appropriate. His own sisters are called but not addressed directly as /nsanga/ which is a term reflecting his special protective rôle relative to his sisters. The spouse of /mpangi/ is /nkwezi/ or /semeki/.

Sisters and female cousins of his mother are called /mama/ with /leke/ and /kuluntu/ added as modifiers where appropriate to indicate that the relative is younger or older than his own mother. The wives of his father's brothers (no biological relation to him) are called by the same terms.

Siblings and cousins of his father, of either sex, are called /tata/ with /ya nkento/ or /ya bakala/ added to distinguish sex where appropriate. Their children, as mentioned above, are his cousins and are called /mpangi/. In some Bakongo tribes, however, these cousins are also called /tata/. This seems to reflect variety in the incest taboo – marriages with /tata/ is possible but not with /mpangi/. The same tribes seem to apply the term /tata/ to the wives of fathers' brothers whom our informant calls, as mentioned above, /mama/.

A girl calls her brother but does not address him directly /nkazi/ reflecting the special rôle which a girls' brother plays. A maternal uncle is thus the /nkazi/ of /mama/ and this individual bears to his sister's children a special rôle relationship. They call and address him /ngwankazi/ which means /nkazi ya mama/. Our
informant also applies this term to the husbands of paternal aunts but this is apparently a term of respect and implies no special rôle or relationship. It varies in usage with /tata ya bakala/.

A man calls and addresses as /bana/ his own children, those of his brothers and sisters (/bampangi/ - however far he extends that term among his cousins). His sister's children are in a special rôle relationship to him (he is their /ngwankazi/) and he calls them but does not often address them /mwana nkazi/. The children of all /bana/ are called /ntekolo/.

All relatives of the generation older than the father and mother are /nkaka/\(^1\) whether grandparents, granduncles or grand-aunts by English usage. /ya nkento/ and /ya bakala/ distinguish sex when appropriate.

\(^1\) The pronunciation of /nkaka/ in isolation is, in the speech of the Congolese collaborator, different from the 'same' syllables of /yankaka/ 'other'. He gives the first /-ka-/ syllable more length in /nkaka/ and subordinates the /n-/ more. The resultant pronunciation is approximately [ŋká:ka]; compare [yaŋkáka].
In summary, the system of kinship reflects a matrilineal system with the brothers of one's mother bearing a special relationship to one (and also being looked to as the source of one's inheritance). The terminology applied to the relative of one's father is much less diverse and seems to vary a great deal - with conservative usage favoring /tata/ for all the father's side and more modern practice using /mama/, /ngwankazi/ and /mpangi/ to refer to the appropriate relatives.

NARRATIVE

DIALOGUE: A WEDDING INVITATION

Maligeliti

nsuka (ba-)
end, final part
ku-kwel-a
to get married

Piele, bakala ya munu, nge Pierre, my husband, do you know
zaba ke leke ya munu ya that my younger sister is get-
nkento ke na kukwela na ting married at the end of
nsuka ya imvu yai?
this year?

Piele
talatala (ma-)
glass; spectacle(s); mirror

Ina ke nsangu ya kiese mingi. That's good news.
Inki leke na nge, yina ke Which younger sister of yours, the
vwataka matalatala kana one who wears glasses or another?
yankaka?

Maligeliti

Ve, ina ve. Mu banza ke nge No, not that one. I think you
zaba yandi mbote mbote ve; don't know her very well; she
yandi ke vwandaka kuna doesn't stay there very much.
migi ve.

Piele

Inki ndambu yandi ke kwendaka Where does she go when we go to
ntangu betu ke kwendaka visit your family?
tala famili ya nge?
Maligeliti

Yandi ke vwandaka na mama She stays with her mother, I
n'andi mu banza. suppose.

Piele

na ndambu apart; away; on the side

O? Nge zona tuba ke mu ke na Oh? You mean to say that I have
bankwezi yankaka na ndambu other in-laws (apart) that I
dina mu zaba ve? don't know?

Maligeliti

E, nge ke zabaka ve ke nge Yes, don't you know you have a
ke na bankwezi mingi? lot of in-laws?

Piele

mapasa (ba-) twins

Mu zaba kaka bampangi ya nge I know only your three sisters:
tatu ya bakento: ina ke the one who wears glasses, and
vwataka matalatala, na zole the two who are twins (those
ina ya mapasa. two (of) twins).

Maligeliti

ku-bok-a to shout, cry out, scream
ku-bok.il-a to address, call someone, invite

Kató (a street name)
Kasi inki nge ke bokidilaka But what do you call ('what you bana ya mama leke ina ke use to call') the children of vwandaka na balabala ya Kato. the aunt ('younger maternal aunt') who lives on Kato street?

Piele

Kasi mu zaba ata yandi? But do I even know her?

Maligeliti

awa when, while, as

Inki mutindu nge lenda zabila How can you know her, when you yandi, awa nge ke zonaka don't like to go see other kwenda tala bantu yankaka people of the family? ya famili ve?

Piele

di-kulu (ma-) leg

Nani zengaka yandi makulu ya Who cut off her legs for coming kwizila kwaku? here?

Maligeliti

lu.zitu (ba-) respect, worth, value
m.pamba nothingness, uselessness
toko (ma-/bama-) young man, youth
n.dumba (ba-) young woman, unmarried woman, maiden; prostitute
Ata muntu zengaka yandi maku-lu ve; nge zaba ve ke baku-luntu ya luzitu ke kwendaka mpamba mpamba ve na bainzo ya bamatoko na bandumba?

Although nobody cut off her legs; don't you know that respected elders don't come for nothing at all to the homes of young gentlemen and ladies?

Piele

ku-fwand-a to suffice
fwanda must, should, ought to, have to
fwanda vwanda to have to be
ku-zit-a to be heavy, carry weight
ku-zit.is-a to respect, give weight to
kana...ve if not, unless

E, kasi betu mpe, bamatoko na bandumba, betu fwanda kwenda kuna ve kana diambu me kubwa ve; betu fwanda vwanda mpe kukizitisa.

Yes, but we too, young men and women, we don't have to go there unless something occurs; we have to keep our self-respect too ('we have to be also respecting ourselves').

Malgeliti

tie quiet, still

Bika betu vwanda nie malumalu yai.

Let's be quiet now.
ku-komase  Fr: commencer; start, begin
ma.kwele (ba-)  wedding, marriage

Mu ke tala kana nge ke kwenda  I'm going to watch whether you
ntangu bau ke komase mambu  will go when they start the
ya makwele na ngonda ke  wedding celebrations ('affairs')
kwiza.  next month.

Piele
ku-zab.is-a  to inform, let (one) know
silitú  Fr: surtout; above all, especially
bague (ba-)  (fr:) ring

Betu ke kwenda kana bau ke  We'll go when they let us know;
zabisa betu; silitu ntangu  especially the time when the
mwana ya bakala ke pesa  boy gives the ring.
bague,

Maligeliti
feti (ba-)  Fr: fête; celebration
fasó (ba-)  Fr: façon; manner, way
mu-sāpi (mi-)  finger, thumb, toe

Nge zona kwenda na feti ina  Do you want to go to the cele-
samu nge mona faso nge  bration so you [can] see how
tudilaka bague na musapf you placed the ring on my
na munu?  finger?

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Piele

ki-uvu (bi-)  question
E, nkento munu, ina ke kiuvu  Yes, my wife that's a good ques-
yama mbote. Nge ke na mayele.  tion. You're smart.
mu-tima (mi/bami-)  heart
n.tinu (ba-)  speed
Nge zaba ke ata mu vwandaka  Do you know that, although I was
da kiese, mutima na munu  happy, my heart was beating
vwandaka tambula na ntinu  ('walking') at great speed?
yonso?

Maligeliti

e-longi (bi-)  face
ku-basik-a  to get out, come out, go out
ku-tōk-a  to perspire
mu-tōki (mi-/bami-)  perspiration
kubasika mutoki  to break out in a sweat
Mu zabaka; samu elongi ya  I know because your face broke
nge vwandaka basika mutoki.  out in perspiration.
Note 12.1 'Indirect Discourse' following ke 'that'

Note the following sentences from dialogues to date:

Yandi tubilaka yandi ke tata n'andi ke mvwama.

He told him that his father is rich.

Polo tubilaka yandi ke vandi ke na malau ya kuvwanda na famili ya nene.

Polo told him that he was lucky to belong to a large family.

Mu banza ke nge zaba yandi mbote mbote ve.

I don't think that you know her very well.

Nge zona tuba ke mu ke na bankwezi yankaka na ndambu ina mu zaba ve?

You mean to say that I have other in-laws (apart) that I don't know?

E, nge ke zabaka ve ke nge ke na bankwezi mingi?

Yes, don't you know that you have a lot of in-laws?

Nge zaba ve ke bakuluntu ya luzitu ke kwendaka mpamba mpamba ve na bainzo ya bamatoko na bandumba?

Don't you know that respected elders don't come for nothing at all to the homes of young gentlemen and ladies.

Nge zaba ke ata mu vwandaka na kiese, mutima munu vwandaka tambula na ntinu yonso?

Do you know that, although I was happy, my heart was beating at great speed?

Maligeliti monisaka yandi ke ina ke kwela ke mwana ya mama na yandi ya leke ina ke vwandaka na Kato.

Margaret explained to him that [the one] who was going to get married was the child of her younger maternal aunt who lived in Kato.
Maligeliti zonaka ke bau vwanda nie.

Margaret wanted that they become quiet!

Note that the conjunction ke in these sentences follows immediately or often the object of the verbs: /kuzona/, /kutubila/, /kuzaba/, /kutuba/, /kumonisa/, /kubanza/, all of which have to do with the words, the thoughts, the ideas, the understandings of the actors or speakers. Other verbs, like /kulongisa/ 'to instruct', /kuvutula/ 'to reply' and the like may also occur with this structure.

The conjunction ti which has not yet been introduced in these units varies freely with ke in this construction with the same meaning. It is mainly used in the Eastern region.

In all the examples given ke is followed by a clause with subject and verb. This is the commonest pattern although it is not impossible for ke to be followed by a noun phrase, in which case the context makes clear that yau ke 'it is' could be inserted preceding such phrase.

Note that ke in these sentences, although it has the same shape as the auxiliary verb ke 'be', is clearly identified by the intonation pattern and its syntactic environment as a conjunction and there is no confusion caused by this identity of form.
NARRATIVE


DIALOGUE: A VISIT TO A CONGOLESE HOME

Andele

Ko...ko...ko...ko... Knock, knock...

Samiele

paladó (ba-) pardon

Palado...Benu vingila fioti, Pardon...Wait a bit, we're

betu ke na kwiza kotisa coming to let you in.

benu.

-----

Benu kota ya benu. Betu Come in please ('You enter of

vwandaka vingila benu na you' i.e. at your pleasure).

kiese yonso. We have been awaiting you with

great pleasure ('all joy').

Yai ke nkento na munu Lucie... This is my wife, Lucy. Lucy,

Lucie, yai ke Tata Andele his wife.

Dadié na nkento n'andi. this is Mr. Andrew Dadié and

Andele

nsoni (ba-) shyness, reticence

Melesi mingi. Yai ke nkento Thank you very much. This is my

ya munu, Odette; yandi ke na wife Odette; she is quite re-
nsoni mingi.
tiring.
Lucie

vwanda na nge                pay no attention
meso ya ngolo               bold eyed, wide awake,
                            aware, outgoing, ex-
                            troverted
ki-fu (bi-)                  habit, custom
ku-sok.us-a                  to tease

Vwanda na nge mpangi ya munu Pay no attention my sister
Odette, nge ke na meso ya   Odette. You're outgoing
ngolo; yau ke kifu ya ba-
bakala ya kusokusa bakento. (i.e. not shy). It is a
custom of men to tease women.

Odette

lezó (ba-)                   Fr: raison: right
ku-sěk-a                      to laugh
ku-sěk.is-a                   to make laugh, amuse

Nge ke na lezo. Bakala na You're right. My husband al-
munu ke zonaka sekisa bantu ways likes to amuse people.
ntangu yonso.
ku-bumb-a                     to hide, secrete

Yandi tubilaka munu ke benu He told me you have children.
ke na bana. Na inki ki-
fulu benu me bumbila bau? Where have you hidden them?
Lucie

ku-kos-a to lie, fib
Vana yandi kosaka nge ve. There he didn't lie [to] you.
Betu ke na bana zole ya ba-
    bakala, kasi bau me kwenda-
    ka na congé na bwala ya
gone (some time ago) for
    kamaladi ya betu mosi.
    vacation in the village of a
    friend of ours.

Odette

menga (ba-)
blood
menga ya mbote
good luck
Bau ke na menga ya mbote ya
    kwenda vundila kuna. They are lucky to go rest
    there.
n.gonda (ba-)
    month
ki-ozi (bi--baki-)
coldness, a cold, fever
ku-kos.ul-a
to cough
kosúkosu (ba-)
cough
Betu mpe ke na bana zole, We too have two children, boy
    bakala na nkento, kasi and girl, but since last
    banda ngonda lutaka bau month they have had ('been
    vwandaka vwanda na kiozi, with') colds, and now they
    mpe malumalu yai, bau ke na have coughs.
kosukosu.
Yau ina betu bikaka bau na That's why we left them at home.
inzo.
Samiele

Betu ke na kiadi mingi ya kuwa nsangu yina. We're very sorry to hear that.

kaka mpila ina/ kaka mpidina always thus ('that way only')

n.sungi (ba-) season

ki-sivu (bi-) winter, dry season

Yau ke kaka mpidina na nsungi It is always like that in this

yai ya kisivu. season of winter.

mu-tima (mi-) heart

kutula mutima to hope ('place heart')

kumona mbote to recover ('see goodness'), get well, be well

Betu ke na kutula mutima ke, We hope that they recover quickly.

bau ke mona mbote malu-

malu.

Lucie

ku-tel.am-a to get up, stand up, be standing

ku-ted.im.is-a to have/help/make get up, keep (one) standing

Mu zona tedimisa benu mingi I don't want to keep you standing

ve. Benu vwanda ya benu. longer. Please be seated

('You sit of you' i.e. as you please)
ku-kubik-a                      to put in order, arrange
n.guba (ba-)                     peanuts
ki-sikiti (bi-babi-)             Fr: biscuit; pastry, biscuit, cookie
gatô (ba-)                     Fr: gâteau; cake
fonô (ba-)                     phonograph
kubula fono                      to play the phonograph

Na ntangu mu ke na kumanisa While I'm finishing arranging
kubika bima, benu lenda         things, you may begin to drink
banda kunwa coca cola,          coca cola [or] lemonade; to
limonadi...kudia nguba,          eat peanuts, cookies, cake
bisikiti, gato...na kubula      [and] to play the phonograph.
fono.

Odette

di-boko (ma-)                     hand, arm
kupesa maboko                     give hands i.e. help

Melesi mingi...Kasi kana nge Thank you very much...But if you
zona mu lenda kwiza pesa         wish, I can come give you a
nge maboko, ntangu babakala      hand while our husbands are
ya betu ke vwanda solula.        chatting ('will be talking').

Lucie

Mambu ve.                           OK.
NARRATIVE

Andele na nkento n'andi Odette, vwandaka na inzo ya Samiele na nkento n'andi, Lucie. Samu ya kusekisa bau, yandi tubilaka bau ke Odette ke na nsoni mingi; kasi Lucie tubaka ke yandi ke na meso ya ngolo.

Samu Odette zaba kifu ya bakala n'andi ya kusokusa bantu, yandi zonaka zaba kana baSamiele ke na bana, kome Andele tubilaka yandi. Awa, yandi kosaka yandi ve. Bana babakala zole ya Samiele na Lucie, kwendaka na congé na bwala ya kamaladi ya bau mosi; bau ke na menga ya mbote ya kwenda vundila kuna; samu, bana ya Andele na Odette vwandaka ntete na kiozi pe malumalu yai, bau ke na kosukosu; yau ina, bau bikaka bau na inzo.

Samiele na nkento n'andi, vwandaka na kiadi ya kuwa mambu ina. Kasi, ata yau ke kaka mpidina na nsungi ya kisivu, bau tubilaka bau ke, bau tulaka mutima ke bau ke mona mbote malumalu.

Lucie zonaka mona bau kutelama ntangu ya inda ve. Yandi vwandisaka bau. Yandi tubilaka mpe bau kubanda kunwa coca cola, limonadi...kudia nguba, bisikiti, gato...na kubula fono; ntangu yina yandi zonaka manisa kukubika bima. Kasi Odette zonaka pesa yandi maboko, ntangu babakala na bau vwandaka banda solula. Lucie zonaka ngindu ina.
DIALOGUE: TALK ABOUT THE HOUSE

Andele

e-sëngo (bi-)
joy, happiness

Mu ke na esengo mingi ya ku-
I'm very happy to see your house.
mona inzo na benu.

penzá
very, extremely

Yau ke kitoko penza. Bau
It's very lovely. Was it built
tungaka yau ntama mingi?
a long time ago?

Samiele

wapi!
No! Not at all.

Wapi! Ntama mingi ve.
No! Not very long.
dayele
Fr: d'ailleurs; besides
ku-tom.is-a
to beautify, decorate
velandá (ba-)
Fr: véranda; porch

Dayele bau me manisa kutomisa
Besides, they finished decorating
velanda kaka na nsuka ya
the porch only at the end of
ngonda lutaka.
last month.

Andele

mongo (ba-)
mountain
fimongo mongo (ba-)
little hill
mu-pëpe (mi-)
breeze, wind
Samu ya fimongo mongo yai, Don't the winds blow ('come')
mupepe ke vwandaka ngolo strongly in the rainy season
ve na ntangu ya bamvula? ('time of rains') on account
of this little hill?

Samiele

Ve, yau ke vwandaka ngolo ve. No, they're not strong.
m.finda (ba-) woods, forest
Kome yau ke katukaka na nima As they are from the back of the
ya inzo na ndambu ke velanda house on the side [where] is
bainti ya mfinda ina ke the veranda, the trees of the
na ndambu ina ke sadisaka woods which are on that side
betu. help us.

Andele

molūnge (ba-) heat
Mu banza ke na ntangu ya I imagine that in hot times that
molunge, velanda ina ke porch is a good place to get
palasi ya mbote ya kuba-cool breezes.
kila mupepe ya kiozi.

Samiele

Ata na ntangu ya molunge ve. Not only in times of heat.
ku-pem-a to rest, relax, breathe
mw.ini (ba-) sunlight, daylight, light
nuni (ba-) bird
Mu ke zonaka pemina kuna,
silitu na mwini, samu ya kuwa banuni kuyimbila. I like to rest there especially in the daytime to hear the birds sing.

Andele

n.ganda (ba-)
outside

ku-mon.ik-a
to appear, seem

Na ntangu betu vwandaka na nganda, inzo ya benu vwandaka monika nene penza. When we were outside your house looked ('was appearing') very large.

étage (ba-)
(Fr.) upstairs

Benu ke na masuku ikwa na étage? How many rooms have you upstairs?

Samiele

Na étage betu ke na masuku iya. On the upper floor we have four rooms.

kabiné (ba-)
Fr: cabinet; water closet, toilet

Masuku tatu ke na kabine, Three rooms have toilets, wash kifulu ya kusukudila elongi, basins, and bathtubs. ('places na kifulu ya kuyobidila. to wash the face and places to bathe').

Andele

Masuku ina yonso ke ya inki? What are all those rooms for?
Samiele

n.zenza (ba-)

Disuku mosi ke ya betu, mosi ya bana, mpe mosi ya ba-
nenza.

ku-lund-a
to store, keep

Bosi betu ke na disuku mosi ya kulundila mikanda, yau ke mpe biLO.

Andele

Yau ke mbote na kuvwanda na masuku mingi.

n.de

then, in that case

sikalie (ba-)

Fr: escalier; stairs

ku-tomb.uk-a
to rise, go up

Ina nde ke sikalie ya kutombukila kuna?

That then is the stairs to go up there?

Samiele

ku-sol.ul-a
to find

E, yau ike ina. Kusolula yau ke mpasi.

Yes, that's it. It's hard to find it.

Bantu ke banzaka ke yau ke kaka mWelo ya disuku.

People think that it's only the door of a room.
Andele

benu mosi you yourselves
ku-mes.ān-a (na) to be used to
Mu banza ke ata benu mosi, I suppose that even you yourselves
fwanda mesana na yau, samu must be used to it to know that
ya kuzaba ke yau ke kuna. it is there.

Samiele

ku-kīt-a to go down, descend
Ina ke ya tieleka...Kuna mpe That's true...There also we have
betu ke na sikiarie ya ku-
kitiila na insi. a staircase to go down to the
ground.
k-u-yum-a to get dry
ku-yum.is-a to dry, make dry
ku-wom-a to iron, press
ki-seng-wa (bi-) steel, tool

Na ndambu ina, betu ke suku- There we wash, dry and iron
dilaka, kuyumisa, na kuwoma clothes; we also store some
bilele; mpe betu ke lundilaka tools there.
bisengwa yankaka kuna.

Andele

ku-kab.ul-a to divide, share
to /too/ or
Bau kabulaka yau na masuku Is it divided into rooms or is
to yau ke kaka disuku mosi? it only one room?

Samiele

fi.ki.fulu (ba-) little place
imbwa (ba-) dog
ku-but-a to give birth
n.ganzi (ba-) anger

Yau ke kaka disuku mosi; kasi It is only one room but we made
betu tungaka fikifulu ya a little place to tie the dog;
kukangila imbwa; samu banda because since she had puppies,
yandi butilaka, yandi ke na she is very touchy.
nganzi mingi.

ku-tatik-a to bite

Yandi ke zonaka tatika ata She wants to bite even me.
munu.

Andele

makelele (ba-) noise

Ina ke kifu ya imbwa ya That's the habit of female dogs,
nkento;¹ yau ina nkento na that's why my wife doesn't
munu ke zonaka kuwa ata like even the noise of dogs.
makelele ya imbwa ve.

¹ For the pronunciation of this form referring to animals see
Note 1.7.
n.kutu  even, besides, in addition
m.bumba (ba-)  cat
ku-zak.am.is-a  to cause to tremble

Ata nkutu bambumba yai lenda  Even these cats can set her
zakamisa yandi.  trembling.

Samiele

wonga (ba-)  fear

Lezo ya ngolo ikele ve ya  There's no strong reason to
kuvwanda na wonga ya mpidina.  have fear like that.

saló (ba-)  Fr: salon; large room

Kwaku betu ke na masuku iya;  Here we have four rooms: a
salo ya kusoludila, disuku  living room ('parlour for
ya kudila, kikuku, na ki-  conversation'), a dining room,
fulu ya kusukudila maboko.  a kitchen and a place to wash
up ('place to wash hands').

m.baimbai  after awhile

Kana nge zona, mbaimbai mu ke  If you like, after awhile I'll
monisa nge inzo yonso.  show you the whole house.
NARRATIVE

Samiele na Andele vwandaka solula. Na nganda ti na kati inzo ya Samiele ke monikaka nene mpe kitoko mingi. Andele vwandaka na esengo mingi ya kumona yau.

Bau tungaka yau ntama mingi ve. Dayele, bau manisaka kutomisa velanda na nsuka ya ngonda lutaka. Ata inzo ya Samiele ke na zulu ya fimongo mongo, mupepe ke vwandaka ngolo ve na ntangu ya bamvula, samu ya bainti ya mfinda ina ke na ndambu ya velanda, kuna mupepe ke katukaka.

Na ntangu ya molunge, velanda ina ke palasi ya mbote ya kubakila mupepe ya kiozi. Ntangu yankaka Samiele ke zonaka pemina kuna, silitu na mwini, samu ya kuwa banuni kuyimbila.


Yau ke mpasi ya kusolula sikalie ya kutombukila na zulu. Yau ke na mwelo mpila mosi ya disuku; kuna mpe ke sikalie ya kukitila na insi. Kuna na insi ke palasi ya kusukudila, kuyumisa, na kuwomina bilele mpe ya kubumbila bisengwa yankaka.

Bau kabulaka ndambu ina na masuku yankaka ve, kasi bau tungilaka imbwa na bau fikifu lu ya kukangila yandi; samu banda yandi butilaka, yandi ke na nganzi mingi. Yandi ke zonaka tatika
ata Samiele.

Andele tubilaka yandi ke, ina ke kifu ya imbwa ya nkento; nkento n'andi ke zonaka kuwa ata makelele ya imbwa ve; ata nkutu bambumba yai ke zakamisaka yandi.

Samiele tubilaka Andele ke Odette vwandaka na lezo mingi ve ya kuvwanda na wonga ya mpidina.

Na nsuka yandi tubilaka mpe yandi ke, kuna bau vwandaka vwanda ke masuku iya: salo ya kusoludila, disuku ya kudila, kikuku mpe kifulu ya kusukudila maboko.
DIALOGUE: TO BUY OR TO RENT

Andele

Samiele, mpangi na munu, nge Samuel, my good friend ('brother'),
salaka diambu ya mbote ya you did a good thing ('matter')
kusumba inzo yai. in buying this house.

lu.zingu (ba-) life
ku-los-a to throw away, waste, reject
ata...kasi even though...still
kasi...ve but...not, and...not, than

Ata yau ke ntalu, kasi na Even though it is expensive, still
luzingu yau kuluta mbote ya it is better in life to buy a
kusumba kima ya luzitu na worthy thing with much money
mbongo mingi, kasi kulosa than to waste a little money
mbongo fioti na kima ya on a useless thing.
mpamba ve.

Samiele

di-banza (ma-) thought, idea
ku-lung-a to suffice, fit, be enough
bosi mpe besides (= nkutu), then too

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Melesi mingi. Mu ke na ma-
banza ya kusumba inzo 
yankaka ve; yai me lunga, 
bosi mpe betu ke zonaka yau 
mungi.

Thank you. I haven't any thought 
of again buying another house; 
this is suitable ('has suf-
ficed'), besides we like it 
very very much.

Andele

Inki mutindu nge soludilaka inzo yai?
ku-zing-a
to live, live long, last

Samu mu mpe mu ke na kubanza 
sumba inzo mosi ya nene, 
kuna betu lenza zingila 
baimvu mingi.

Because I too am thinking of 
buying a big house where we 

can live for many years.

Samiele

Ina ke diambu ya mpasi mingi 
mogi ve.

That's not a very difficult 
matter.

kompani (ba-)
Fr: compagnie; firm, 
company, corporation

keledí (ba-)
Fr: crédit; terms, instal-
lations

Muntu mosi pesaka munu nkumbu 
ya kompani mosi ya nene, ina 
ke tungaka bainzo, mpe 
kuteka yau na keledí.

Somebody gave me the name of a 
big company which builds 
houses and sells then on 
credit.
Andele

di-baya (ma-) board, lumber, wood

Nge banza ke bau lenda vwanda Do you think they might have
na bainzo ya mabaya? frame houses ('houses of wood').

Samiele

Mu banza ke yau ke mpasi fioti I think that it is a bit diffi-
ya kumona bainzo ya mpidina; cult to find ('see') houses
samu bainzo ya mutindu yina like that; because houses of
ke zingaka baimvu mingi that type don't last here very
kwaku ve. many years.

Andele

kuluta zona to like better, prefer

Mu ke lutaka zona inzo ya I prefer a house of wood because
mabaya, samu mu me mesanaka I got used to houses like that
na bainzo ya mutindu ina na in America.

Amelike.

n.sunga (ba-) aroma, fragrance
kuwa nsunga to smell (transitive)('to
sense odor')

Bosi mpe diaka, mu ke zonaka Besides I like (to sense) the
kuwa nsunga ya mabaya. aroma of wood.

Samiele

Mu me mona. I see ('I have seen').
ti
ku-tung.w-a
bidiki (ba-)
simé (ba-)

that (conjunction)
to be built
Fr: brique; brick
Fr: ciment; cement, concrete

Mu banza ti kanà nge ke na I think that if you're lucky
menga ya mbote, nge lenda you can find a house built
solula inzo ya kutungwa na of wood and brick or con-
mabaya, na bidiki to simé. crete.

Andele

Ina ke vwanda diambu ya mbote. That would be (a) good (thing).
kuyok.w-a
to be burnt

Kasi banda betu kwizilaka kwaku, But since we came here, we've
betu vwandaka mono kaka been seeing only houses built
bainzo ya bidiki ya kuyokwa, of burnt brick or of concrete
to ya bidiki ya simé, to ya blocks or of bricks of
bidiki ya ntoto.
earth [unburnt].

Samiele

E, yau ke mpidina. Yes, it's like that.
nianga (ba-)

thatch

Bosi mpe na babwala nge lenda Then, too, in the villages you
mona bainzo ya matiti mpe ya can see houses of grass and
nianga.
ku-fut.il-a of thatch.
to rent
Inki ntalu benu ke futilaka           For how much do you rent the
  inzo ina benu ke na yau?           house which you have (it)?

Andele

mile (ba-)                       Fr: mille; thousand
n.kama (ba-)                      hundred

Betu ke futilaka yau na mile      We rent it for 1500 francs ('two
zole katula nkama tanu ya         thousand less five hundred of
falanka na ngonda.                francs') per month.

ekonomi (ba-)                     Fr: économie; saving

Betu zona vwanda na inzo ya       We want to have a house of our
betu mosi, kasi ntete betu        own but first we are saving
ke na kusala baekonomi fioti.     a little ('effecting a few
                                 economies').

Samiele

ku-def-a                             to borrow

Kasi kana benu zona vingila        But if you don't want to wait
ntama mingi ve, benu lenda         a very long time, you can get
baka inzo ya keledi mpila          a house on credit as we did
mosi betu salaka, to kudefa        or borrow money.
mbongo.

Andele

ku-zeng-a (mambu)                 to decide (matters)
Betu vwandaka banza mpila
mosi, kasi betu ke ntete
na mambu yankaka ya ku-
zenga.

We've been thinking like that
but we have first some matters
to decide.

NARRATIVE

Samiele salaka diambu ya mbote ya kusumba inzo ina. Na
luzingu, yau kuluta mbote ya kusumba kima ya luzitu na mbongo mingi,
kasi ya kulosa mbongo fioti na kima ya mpamba ve. Yandi ke mpe
na mabanza ya kusumba inzo yankaka ve: ina me lunga. Yandi
sumbaka yau na kompani mosi ya nene, ina ke tungaka bainzo mpe
kuteka yau na keledi.

Yau ke mpasi fioti ya kumona bainzo ya kutungwa na mabaya,
samu yau ke zingaka baimvu mingi kwaku ve. Andele ke zonaka
mutindu ya bainzo ina. Yandi me mesanaka na yau na Amelike.
Yandi ke mpe zonaka kuwa nsunga ya mabaya. Samiele banzaka ke,
kana yandi ke vwanda na menga ya mbote, yandi lenda solula inzo
ya kutungwa na mabaya na bidiki to sime.

Banda Andele na famili n'andi kwizilaka, bau vwandaka mona
kaka bainzo ya kutungwa na bidiki ya kuyokwa, to ya bidiki ya
sime, to ya bidiki ya ntoto. Samiele mpe tubilaka yandi ke, na
babwala bau lenda mona bainzo ya matiti mpe ya mianga.

Malumalu yai, baAndele ke futilaka inzo na mile zole katula
**DIALOGUE: IN THE KITCHEN**

Odette

Kongolé (ba-)

This is the first time ('day')

Yai ke kilumbu ya munu ya

for me to enter a Congolese

ntete ya kukota na kikuku

kitchen.

ya Kongole.

Lucie

O? Yau ke mpidina?

Oh, is that so ('is it thus')?

Odette

restaurant (ba-)

restaurant

/restorā/

E, samu banda betu kwizilaka

Yes, because since we came here,

kwaku, baKongole ina

Congolese who have been invi-

vwandaka bokila betu,

ting us have been taking us

vwandaka nata betu na ba-
to restaurants.

restaurants.

Lucie

petétele

Fr: peut-être; perhaps

Kasi samu na inki bau vwa-

But why have they been behaving

ndaka sala mpidina? Pete-

like that? Perhaps they have

tele bau ke na mbongo mingi.

a lot of money.

Odette

Wapi, yau ke samu ya mbongo

No, it's not on account of

ve.

money.
m. bala (ba-) occasion, time
mbala mosi once
leponse (ba-) Fr: réponse; response, answer
Mbala mosi betu yufusaka
famili mosi; kasi leponse answer they gave us caused us
bau pesaka betu salaka betu much sorrow.
kiadi mingi.

Lucie
Ina ke diambu ya kiadi. That's too bad. What did they
Inki bau tubilaka benu? tell you?

Odette
mu-n.dele (mi-) white person
Bau vwandaka banza ke, samu They thought that because we
betu ke mindele, na mpe are white people and also
banzenza kwaku, petetele strangers here perhaps we
betu vwandaka zona kudia wouldn't want to eat their
madia ya bau ve. food.

Lucie
Mu zaba mbote ina bau tubi-
laka benu. I know well that which they
told you.

Ntama, betu mpe vwandaka sala Formerly we also were behaving
mpidina; kasi na manima betu like that; but afterwards we
banzaka ke, muntu ya nzenza thought that a stranger should
fwanda mesana kudia madia get used to eating the food of
ya insi, kana yandi zona ku-
za ba insi ina, mpe kuzona
yau.

Odette

na zula ya ina on top of that, in addi-
ku-sob-a tion to that
to change, differ
peléseke Fr: presque; nearly, al-
most

Ina ke ya tieleka; bosì na That's true; then in addition to
zulu ya ina, madia na bainsi that, the food of many countries
mingi ke peleseke mutindu is almost the same ('one kind');
mosi; mutindu ya kulambila only the ways of cooking it
yau kaka ke sobaka. differ.

Lucie

Ina ke ya tieleka penza; mu That's very true. I remember
zaba ke ntangu mosi, tata ('know') that one time the
na mama ya kamaladi ya father and mother of a friend
nkwezi na munu ya bakala, of my brother-in-law wished
zonaka meka kudia madia ya to try to eat native food.
insi.

sakasaka manioc leaves
fufu (ba-)

manioc flour (and various staple dishes)

Betu lambilaka bau madia ya We cooked them all kinds of
mutindu na mutindu; na kati food; among all those things
ya bima ina yonso, bau lu-
taka zona madezo, sakasaka they liked best ('exceeded to like') beans, manioc leaves
na fufu. and fufu.

Odette

nzo! Oh! So! Aha!

Nzo, mpidina? Is that so?

Lucie

Bika mama! And how! Boy oh boy!, etc. (exclamation - to a lady)

Bika mama! Banda ntangu ina And how! Since that time we
betu ke soludilaka kaka discuss only that food.
madia ina.

Mu monisaka nkutu nkento Besides, I've shown the lady
mutindu ya kulambila yau. how to cook ('manner of cooking') it.

Odette

Yau ke mpasi ve na kulamba? Isn't it hard to cook?

Lucie

lu-zolo (ba-)

will, desire, motivation; love
Ata fioti ve, kana nge ke na luzolo. Not at all ('even a little not') if you have the desire to.

Odette

Inki ntangu nge lenda longisa When can you teach it to me?
munu yau?

Lucie

konso every, any

Konso ntangu nge zona. Any time you wish.

NARRATIVE

Odette na Lucie vwandaka solula na kikuku. Yau vwandaka kilumbu ya ntete ya Odette ya kukota na kikuku ya Kongole. Ba-Kongole ina vwandaka bokila famili n'andi, vwandaka nata bau na ba-restaurants.

Mbala mosi bau yufusaka famili mosi, samu na inki bau vwandaka sala mpidina. Mvutu ya bau pesaka bau kiadi mingi. Bau banzaka ke, samu bau ke bamindele na banzenza, petetele bau vwandaka zona kudia madia ya bau ve.

Lucie zabaka mbote ina bau tubilaka bau. Yandi mpe na bakala n'andi vwandaka sala pidina; kasi na manima bau sobaka samu bau banzaka ke muntu ya nzenza fwanda mesana kudia madia ya insi, kana yandi zona zaba insi ina mpe kuzola yau. Ina ke ya
tieleka. Bosi mpe na zulu ya ina, madia ya bainsi mingi ke pele-seke mutindu mosi; mutindu ya kulambila yau kaka ke sobaka.


Odette zonaka zaba kana yau ke mpasi ve na kulamba. Ve, yau ke mpasi ve kana yandi ke na luzolo. Lucie tubilaka yandi ke yandi lenda longisa yandi konso ntangu yandi zona.
DIALOGUE: DINNER IS SERVED

Samiele

di-sölo (ma-) chat, conversation, discussion
ku-bw-a tiya to become animated, to get warm ('fall fire')

Palado. Mu zaba ke disolo Excuse me. I know that your
na benu me kubwa tiya, conversation has gotten interest-
kasi benu lenda tubila ing but can you tell us
betu inki betu lenda what we can [do to] help you
sadila benu, samu ya kudia in order to eat as soon as
malumalu? possible?

Lucie

ti (ba-) Fr: thé; tea
ku-tok-a to boil (intransitive)
ku-bak-a kiozi to get cold, take cold

Maza ya ti pe ya kafe ka na The water for tea and coffee is
kutoka; bosí mpe mu banza boiling; then too I think
ke madia ke na kubaka that the food is getting cool.
kiozi.

Benu lenda tula bima ya Can you put the things to eat
kudila na meza? with onto the table?

Samiele

Ina ke diambu ya mpasi ve. That's not a difficult matter.
propre(s)  
(fr.) clean

Na inki palasi ke malonga ya  
propret?

Where are the clean dishes?

Lucie

tiliwale (ba-)
Fr: tiroire; drawer
lalemwale (ba-)
Fr: l'armoire; cupboard
kwe (ba-)
Fr: coin; corner

Yau ke na tiliwale ya lalemwale ina ke na kwe ina.
They're in the drawer of the cupboard which is in that corner.

Samiele

Melesi. Mu banza ke Andele  
Thanks. I think Andrew will
ke zona kwiza sadisa munu  
want to come help me put the
kutula malonga na meza.

Yau ke mpidina ve, Odette?
Isn't that so, Odette?

Odette

ina mpe  
there!

E, yau ke pidina. Yandi ina  
Yes, that's so. There - he's
mpe ke na kwiza.
coming.

Samiele

Andele, nge zaba ke na ntama  
Andrew, did you know that in
kwaku kisalu ya kutula  
the past here the job of
bima ya kudila na meza  
setting the table (‘putting
vwandaka kisalu ya bakento? the things to eat with on the 
table') was woman's work?

Andele

E, mu zaba; ata na Amelike Yes, I know; even in America 
yau vwandaka mpe pidina. it was also like that.

Lucie

Ata ti malumalu yai, ba- Even up to now many men don't 
bakala mingi ke zonaka like to help their wives.
sadisa bakento ya bau ve. to help one another
ku-sal.asan-a

Mu banza ke, yau ke mbote ya I think that it's good to work 
kusalasana; samu tala malu- together; because look! now,
malu yai, ntangu betu while we're bringing the pots 
vwandaka nata banzungu ya of food to the table you are 
madia na meza, benu vwandaka setting - isn't that good?
tula bima ya kudila. Ina ke
mbote ve?

Odette

nzalu (ba-) spoon
nsoma (ba-) fork
kopo (ba-) cup
Ina ke mbote kana bau zabaka
bapalasi ya kutula banzalu,
bansoma, bambele na bakopo.

That would be good, if they knew
the places to put the spoons,
forks, knives, and cups.

Andele

potopoto

confusion, disorder, mud

Mu banza ke potopoto me kubwa,
samu benu monisaka betu
mutindu ya kutudila yau ve.

I suspect the confusion has
occurred because you didn't
show us how to set them.

Lucie

foti (ba-)

Fr: faute; fault

Yau ke kaka kisalu ya babakala
ya kupesa foti na bakento.

It's always the way ('work') of
men to attribute the fault to
the ladies.

mungwa (ba-)
sukadi (ba-)

salt
sugar

Samiele, na ntangu mu ke
sosa mungwa, pidipidi na
sukadi, nge lenda natina
betu ti na kafe?

Samuel, while I look for the
salt, pepper and sugar, can
you bring us tea and coffee?

Samiele

E, mambu ve. Benu vwanda ya
benu na meza, bampangi ya
betu.

Yes, sure. Sit yourselves down
at the table, friends ('sib-
lings of us').
Lucie

Mpangi na munu Odette, nge lenda sambila samu ya madia? (My sister) Odette, could you offer grace? ('prayer about food').

lu.sambu (ba-) prayer, blessing
ku-tomb.ul-a to raise
ku-ki.tomb.ud.il-a to serve yourself (food)
(madia)

Na manima ya lusambu, Samiele After the prayer, Samm will put
ke tula mbisi na malonga meat on the plates, while we
ntangu betu ke kukitombu- help ourselves to the other
dila madia yankaka. food.

NARRATIVE


Na lalemwale na kwe vwandaka tiliwale ya malonga ya propres. Samiele vwandaka tula yau na meza. Andele kwizaka sadisa yandi.

Na ntama kuna, kisalu ya kutula malonga na meza, vwandaka kisalu ya bakento. Yau vwandaka mpila mosi ata na Amelike.
Lucie tubaka ke yau ke mbote ya kusalasana; ntangu bau vwandaka nata banzungu ya madia na meza, babakala na bau vwandaka tula bima ya kudila.

Ina vwandaka mbote; kasi bau zabaka bapalasi ya kutula banzalu, bansoma, bambele na bakopo ve. Andele tubaka ke poto-poto ina kubwaka, samu bakento monisaka bau mutindu ya kutudila yau ve. Ina ké kisalu ya babakala ve ya kupesa foti na bakento?

Na ntangu Lucie zonaka sosa mungwa, pidipidi na sukadi, yandi yufusaka bakala na yandi kunatina bau ti na kafe. Na meza yandi yufusaka mpe Odette kusambila samu ya madia. Na manima ya lusambu, Samiele vwandaka tula mbisi na malonga, ntangu bau vwandaka kukitombudila madia yankaka.
DIALOGUE: TABLE TALK

Odette

Andele, nge zaba ke yai ke Andrew, do you know that this
kilumbu ya betu ya ntete is our first time to eat fufu
ya kudia fufu na sakasaka? and sakasaka [manioc leaves]?

Andele

ki-lëngi (bi-)
flavor, taste

E, yau ke mpidina ata madezo... Yes, it's the same even with the
samu yai ke na elengi ya beans...since they have a
mutindu yankaka. different sort of flavor.

Odette

Lucie me tubila munu ke, Lucy just told me that she will
yandi ke longisa munu mu- teach me how to cook it.
tindu ya kulambila yau.

Lucie

E, konso ntangu nge zona, Yes, anytime you wish, madame,
mama, kwiza kaka. just come.

Samiele

Kana yandi zona kaka ve, kasi Not just when she wants but
mpe kana yandi ke vwanda rather if she has ('will
na ntangu, samu na kisalu have') time on account of her
n'andi. job.
Lucie

Nge ke salaka, Odette? Do you work Odette? Sam didn't
Samiele tubilaka munu ve. tell me.

Odette

ndinga (ba-) language

Angelé Fr: Anglais; English

sodá (ba-) Fr: soldat; soldier

avió (ba-) Fr: avion; airplane

E, mu ke longisaka ndinga Yes, I teach the English language
ya Angele na basoda ina ke to the soldiers who are
na kulonguka kutambusa learning to pilot planes.
baavio.

Andele

ku-tat.am.an-a to continue

Kasi betu zaba ntete ve, But we don't know yet if she will
kana yandi ke tatamana ku- continue to teach in the months
longa na bangonda ke na ahead.
kwiza.

Samiele

Samu na inki? Yandi ke ku- Why? Doesn't she like that job?
zonaka kisalu ina ve?
Andele

Yandi ke zonaka yau, kasi She likes it but after work
katuka na kisalu, yandi ke ('from at work') she hasn't
vwandaka na ntangu mingi much time to look after the
ya kutala mambu ya famili, affairs of the family and to
mpye ya kuvunda ve. rest.

Odette

sekeletele (ba-) Fr: secretaire; secretary
E, ina ke ya tieleka. Mu ke Yes, that's true. I am thinking
na kubanza kwenda vwanda of going to be a secretary
sekeletele na kompani ya in my husband's company; be-
bakala na munu; samu mu ke cause I won't have to work
fwanda sala na inzo ve at home like a teacher.
mpila mosi nlongi.

Samiele

lesanse Fr: l'essence; gasoline

Andele, bilo ya kompani ya Andrew, is the office of your
nge ya lesanse ke kaka oil company still there on
vana na zulu ya mongo ina? top of that hill?

Andele

tanki (ba-) Fr: tank; tank
kubaka tiya to catch fire
ya impa new
talié / tadié (ba-)

Fr: atelier; shop, factory

Chanic

Chanic (Chantier Naval de l'Intérieur du Congo - a Company)

Ve, banda batanki bakilaka

No, since the tanks caught fire,

tiya, mu tungisaka biko ya

I had a new office built near

impa penepene na talie ya

the shop of Chanic.

Chanic.

Lucie

masuwa (ba-)

ship, river boat

di-bēnde (bi-/ba-)

metal, steel

Inki talie ya Chanic? Ina ya

Which shop of Chanic? The ship

kutungua masuwa to ina ya

yard or that which fabricates

kuzenga bibende?

('cuts') metals?

Andele

Ina ya masuwa. Penepene vana

The shipyard ('that for ship').

mpe bau ke na kutunga inzo

Near there they're building a

mosi ya nene.

large building.

Kasi mu zaba ntete ve kana

But I don't know yet what it is

yau ke ya inki.

for ('if it is for what').

mfumu (ba-)

chief

sántela (ba-)

Fr: centre; center
Lucie

Mu banza ke yau ke inzo ina  I think that it's that building
mfumu ya kompani na betu  which our company manager told
tubilaka betu, ke vwanda  us will be a center for storing
santele ya kulundila bi-
longo.

Odette

falamasí (ba-)  Fr: pharmacie; drug store
Nge ke salaka na falamasi?  Do you work for a drug company?

Lucie

infirmiele, infirmière  Fr: infirmière; nurse
(ba-)
E; kasi kisalu ya munu ke penza  Yes, but my profession is
infirmière ya bana ya fioti.  actually ('more') a nurse of
little children.

Odette

Kasi samu na inki nge sobaka  But why did you change jobs?
kisalu?

Lucie

ku-dil-a  to cry
Samu mu ke monaka kiadi mingi  I experienced a lot of grief
ya kumona bana ke na kudila.  in seeing crying children.
NARRATIVE


Na Odette ina ke diambu ya luzolo kaka ve, kasi mpe ya ntangu. Yandi ke longisaka ndinga ya Angele na basoda ina ke na kulonguka kutambusa baavio. Katuka na kisalu, yandi ke vwandaka na ntangu mingi ya kutala mambu ya famili mpe ya kuvunda ve. Petetele na ntangu ke kwiza, yandi ke vwanda sekeletele na kompani ya bakala n'andi. Mpidina, yandi ke fwanda vwanda sala na inzo ve mpila mosi nlongi.

Bakala n'andi, Andele, ke na kompani ya lesanse. Bilo n'andi vwandaka na zulu ya mongo; kasi banda batanki bakilaka tiya, yandi tungisaka bilo ya impa penepene na talie ya Chanic, ina ya bibende ve, kasi ya masuwa.

DIALOGUE: THE END OF THE EVENING

Odette
Samiele, nge ke kaka na ku- Samuel, are you still working
sadila na palasi ina Andele at the place which Andy showed
monisaka munu? me?

Samiele
Juillet
Fr: Juillet; July
E, kasi na ngonda ya Juillet Yes, but in July we're going to
betu ke basika na inzo ina. move out of that building.
finances /finans/ Fr: finances; finance
ku-fut, is-a to make (someone) pay, collect
buludingi (ba-) building
mpaku (ba-) tax
Bau zona ke bantu yonso ke They want all the people who
salaka na bilo ya Finances, work in the Finance office to
fwanda vwanda na buludingi be in the same building with
mosi na bantu ya bilo ya the people of the tax collection office.
kufutisa mpaku.

Lucie
Benu ke monaka imbi ya ku- Don't you feel ('see') bad(ness)
sadila na inzo ina ve? to work in that building?
boloko (ba-) Fr: bloc; jail, prison
fenétele (ba-)  Fr: fenêtre; window
na zulu zulu high up
ki-baka (bi-) wall
ku-pas.uk-a to crack (intransitive)
ma-lembe ( ) slowness
malembe malembe slowly, gradually, softly

Yau ke mpila mósi boloko; It's just like a jail; all the
bafenetele yonso na zulu windows high up like that; and
zulu mpidina; bosi pe then the walls are cracking
bibaka ke na kupasuka gradually.
malembe malembe.

Samiele

E, ina ke ya tieleka. Yes, that's true.
ku-la.uk-a to go crazy
ki-lau (bi-) crazy one, insane person; foolish one

Bantu yankaka ke sokusaka Other people tease us that we're
crazy and for that reason they
betu ke betu ke bilau, yau shut us up there.
yina bau kangilaka betu
kuna.
kuna na kati inside there

Benu zaba inki betu ke tubi-
laka bau? Bau ke mpe bilau, Do you know what we tell them?
They're crazy too because they
samu bau ke kwizaka kuna
na kati.

Lucie

Nani ke na nsatu ya kima
yankaka ya kudia?
ku-los.am-a
Who wants something more to
eat?
to be thrown away

Kana betu ke manisa madia yai
ve, yau ke kaka losama,
Samu bantu ya kudia yau ke
vwanda ve.
If we don't finish this food,
it will just be thrown away
because there will be nobody
to eat it.

Odette

Ina ke kiadi mingi; madia
ya elengi mpila yai.
That's too bad - such delicious
food ('food of this kind of
flavor').

ki-vumu (bi-)
stomach, abdomen, pregnancy

zole zole
to be filled up

ku-ful.us-a
to fill up, cause to be full

Kiadi ke betu ke na bivumu
Too bad that we don't have two
zole zole ve...melesi mingi,
stomachs apiece...thanks a
mu me fuluka mingi.
lot, I am very full ('have
gotten very full').
Lucie
desele (ba-)
Fr: dessert; dessert
Ata gato ya desele?
Even cake for dessert?

Odette
Mu banza ke mu ke diaka na
I'm afraid ('I think') that I
kifulu ve. Melesi mingi.
have no more room. Thanks a
lot.

Andele
vela (ba-)
Fr: verre; glass, tumbler
Mu zona kaka vela mosi diaka
I just want another glass of
ya maza.
water.

Samiele
Konso ntangu benu zona kwenda,
Any time you wish to go (then)
bosi benu tubila betu; samu
tell us because we know you
betu zaba ke benu bikaka
left sick children at home.
bana ya maladi na inzo.

Andele
Ina ke ya tieleka.
That's right.
suka suka
early in the morning
Mu banza ke, betu fwanda kwenda I think that we must go right
malumalu yai, samu mpe
now also because I'll go to
mbasi mu ke kwenda na
work very early in the morning
kisalu na suka suka. tomorrow.
Odette

Betu ke na kiadi ke betu lenda solula mingi mingi ve; bosimpe, betufwanda kwenda vutuka na ntinu; kasi melesi mingina mambu yonso. ki-vuvu (bi-)
wikende (ba-)

We're sorry that we couldn't chat very much; also that we have to leave ('go to return') in a hurry; but thank you very much for everything. hope weekend

Betu ke na kivuvu ke betu ke monana na wikende ke kwiza. We hope that we will see each other next weekend.

Lucie

Betu ke mpe na kiese ya kuvwanda nabenu. Benu kwenda lala mbote.

And we are happy to be with you. Go along and sleep well.

Andele

E, melesi mingi. Thank you very much.

NARRATIVE

Bantu ke sadilaka na bilo ya Finances ke monaka imbi ya kusadila na inzo ina, samu yau ke kome boloko: bafenetele na zulu Zulu. Bosi mpe bibaka ke na kupasuka malembe malembe.

Bau ke sokusaka bau na bantu yankaka ke bau ke bilau, yau yina bau kangilaka bau kuna. Bau ke vutudilaka bau ke bau mpe ke bilau, samu bau ke kotaka na inzo ina.

Ata madia ke na elengi mingi, petetele yau ke losama, samu banzenza fulukaka mingi. Kiadi ke, bau vwandaka na bivumu zole zole ve, samu ya kudia ata gato ya desele. Andele kaka muntu zonaka vela mosi ya maza.

Banzenza fwanda kwenda malumalu, samu bau bikaka bana ya maladi na inzo; bosi pe Andele ke kwendaka na kisalu na suka suka.

Ata ke bau fwanda kwenda vutuka na ntinu, bau ke na kiese mingi na mambu yonso. Bau ke mpe na kivuvu ke bau ke monana na wikende ke kwiza.

Lucie na bakala n'andi vwandaka na kiese mingi ya kuvwanda na bau.
GROUP B: MONEY, COUNTING AND BARGAINING

DIALOGUE: BUYING CLOTHES

- A -

pantaló (ba-)
Fr: pantalon; trousers

ndombe (ba-)
blackness, Negro

Ntalu ikwa na pantalo ina How much for those black
ya ndombe?
trousers?

- B -

Yau ke pata makumi zole na It's 125 francs (25 five franc
tanu.
units).

mezile (ba-)
Fr: mesure; size

Nge zona mu pesa nge ina Do you want me to give you [one]
ke na mezile ya nge? which is your size?

- A -

bulé (ba-)
Fr: fleu; blue

Vingila fioti. Mu ḫanza ke Wait a bit. I think I want
mu zona ina ya bule. Yau [one] which [is] blue. Is it
ke ntlalu mosi?
the same price?

- B -

E, yonso ke ntlalu mosi. Yes, all are the same price.

ata...ata either...or

Ata ya ndombe ata ya bule, Either the black or the blue is
ke kaka pata makumi zole only 125 francs.
nan tanu.
-A-

ku-kīt-a  
descend, go down, diminish

Nge ke na bapantalo yankaka  
Don't you have other pants which

ve ina ya kukita na ntalu?  
are lower in price?

-B-

ki-baka (bi-)  
wall

ku-sol.ul-a  
to find

E, kuna na kibaka ina, nge  
Yes, there on that wall you can
lenda solula ya pata kumi  
find 95 franc [ones].
na ivwa.

-A-

kalité (ba-)  
Fr: qualité; quality

Mu banza ke ina ke ya kalite  
I think those are not of very
ya mbote mingi ve; monisa  
good quality; show me a blue
munu pantalo mosi ya bule,  
one [at] 125 francs.
ya pata makumi zole na  
tanu.

-B-

nimeiłó (ba-)  
Fr: numero; number, size

Nge zaba nimelo nge ke  
Do you know the number you wear?
vwataka?

-A-

Sosila munu ntete nimelo ya  
Find me first size sixteen.
kumi na sambanu.
-B-
ku-fwand-a to suffice
fwanda must, have to, should
ku-kũk-a to fit
lu.keto (ba-) waist

Kiadi nimelo ina me manisa. Sorry, that size is out of
Kasi ata kumi na nsambodia, stock ('has finished'). But
ata kumi na nana, ke fwanda either seventeen or eighteen
kuka nge na luketo. should fit you in the waist.

-A-
Mambu ve; pesa munu nimelo Never mind, give me size seven-
kumi na nsambodia. teen.
simisi Fr: chemise; shirt
Pesa munu mpe simisi ya bule, Give me also a blue shirt, size
nimelo makumi tatu na zole 32 neck.
na singu.

-B-
Nge zona diaka kima yankaka? Do you want something else
besides?
sentile (ba-) Fr: ceinture; belt
soseti (ba-) Fr: chausette; socks
impu (ba-) hat
fétele (ba-) Fr: feutre; felt
sengelé (ba-)

Eng: singlet; undershirt

kalesó (ba-)

Fr: caleçon; underdrawers

betu ke na basentile, ba-
soseti, basampatu, baimpu
ya fetele, basengele,
bakaleso na bima yankaka
nkaka.

We have belts, socks, shoes,
felt hats, undershirts, under-
pants and various other things.

-A-

ku-bīm-a

to come out

ku-bīm.is-a

to withdraw, take out

banki (ba-)

Fr: banque; bank

Kiadi ke mu bimisaka mbongo

Too bad I didn't take a lot of
mingi na banki ve.

money out of the bank.

totale (ba-)

Fr: totale; sum total

Pesa munu totale.

Give me the total amount.

-B-

na...na

both...and

ku-kat.ul-a

to remove, subtract, less

katula

less; besides, in addition
to ('subtracting')

Na simisi na pantalo, ke

Both shirt and pants [together]
pata makumi iya katula

are 195 francs ('forty five
pata mosi.
franc units minus one').

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-A-

sanzé (ba-)  
Fr: échange; change
mile / midi (ba-)  
Fr: mille; thousand
falá (= falanka)  
franc

Nge ke na sanze ya mile fala?  
Have you change of a thousand francs?

-B-

fwete  
must, should (fwanda)
kiliyá / kidiyá (ba-)  
Fr: client; customer

E, betu fwete vwanda na yau.  
Yes, we should have it. We
Betu ke na bakidiya mingi.  
have lots of customers.
nkama (ba-)  
100

Yai ke mbongo na nge: nkama  
Here's your money: two hundred,
zole, tatu, iya na tanu.  
three, four and five.

-A-

lu.kaya (ba-)  
banknote, bill, leaf

Mu pesaka nge lukaya ya  
I didn't give you a thousand
mile fala ve!  
franc note!!!!?

-B-

ku-zimb.an-a  
to make a mistake, get lost or mixed up

E, palado, mu me zimbana.  
Yes, excuse me, I made a mistake.
yai nde  
here then
biye (ba-)  
Fr: billet; bill

Yai nde biye ya nkama mosi ya pata.  
Here then, a five hundred franc bill ('bill of one hundred five franc units').

-A-

matabisi (ba-)  
Port: matabiche; gratuity, tip, thirteenth of the baker's dozen, bonus

Nge ke pesaka ata matabisi ve?  
Don't you even give a bonus?

-B-

Kwiza diaka mbasi kamaladi;  
Come back again tomorrow,

mu ke pesa nge matabisi ya nene.  
friend, [and] I'll give a big bonus.

NARRATIVE


Yau ina kidiya zonaka suma pantalo ya bule ya mutindu ina yandi yufusaka ntete. Nimelo ya mezile n'andi vwandaka kumi na sambanu; kasi kiadi yau manisaka. Kasi ata nimelo kumi na
nsambodia ata kumi na nana, zonaka vwanda kuka yandi na luketo. Yau ina yandi bakaka nimelo ya kumi na nsambodia. Yandi sum-baka mpe simisi ya bulu, ya nimelo makumi tatu na zole na singu.

Kalaka ya magazini, zonaka mpe tekila yandi basentile, basoseti, basampatu, baimpu ya fetele, basengele, bakaleso na bima yankaka nkaka. Kasi yandi sumbaka kima mosi diaka ve samu, kome yandi tubaka, yandi bimisaka mbongo mingi na banki ve.


Kidiya yufusaka matabisi na kalaka ya magazini. Kasi yandi pesaka yandi kima mosi ve; yandi tubilaka yandi kwenda diaka kilumbu vwanda landa samu ya kubaka matabisi ya mbote.
DIALOGUE: GETTING SOME CURIOS

Kidiya

Mbote mbuta muntu!  Greetings sir!

Muteki [mu-teki (mi-/bami-)'seller']

Mbote kidiya!  Greetings customer!

komande (ba-)  Fr: commande; order

Nge zona sumba malumalu yai,  Do you wish to buy now or do you

kana nge zona pesa komande?  wish to place an order?

Kidiya

Mu ke lutaka zona pesa  I prefer to place orders but I

komande, kasi mu ke na don't have time.

ntangu ve.

e-këko (bi-/babi-)  sculpture, statue, carving

n.zau (ba-)  elephant

m.pembe ya nzau (ba-)  ivory, tusk

Ntalu ikwa na ekeko yina ya  How much for that ivory sculp-

mpembe ya nzau?  ture?

Muteki

Yau ke kaka nkama mosi na  That's just 150 [francs].

pata kumi.

Kidiya

ku-tamb.ul-a  to accept; walk
Nge lenda tambula nkama na Can you accept 125?
pata tanu?

Muteki

Mu lenda ve. Kasi kana nge I cannot. But if you will buy
ke sumba mpe bima yankaka,
mu lenda baka ntalu ina. other things I can take that

price.

Kidiya

touriste (ba-)
tourist

souvenir (ba-)
souvenir

kwenda mvimba
to go for good, go per-
manently

Mu ke touriste ve, kasi mu I'm not a tourist, but I want
zona sumba basouvenirs to buy lots of souvenirs from
mingi ya Congo; samu mu ke the Congo, because I am going
na kwenda mvimba na Mputu. for good to Europe.

Muteki

Kana mpidina mu lenda kakudila In that case ('If thus') I can
nge mingi.
discount a lot for you.

Bima ya ntalu ikwa nge zona What price things do you want
sumba? to buy?

Kidiya

Mu zaba ntete mbote mbote ve. I don't yet know very well.

. ki-kunku (bi-) group

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Kasi kana nge zona mu lenda
sumbila na bikunku.

n. Đềke (ba-)
n. goma (ba-)
cendrier (ba-)
nioka (ba-)

But if you like I can buy in
groups.
bird
tom-tom, drum
(fr.) ash tray
snake

Ntete bikeko: pesa munu nDéke
ina ya mpembe ya nzau, intu
ya nkento ina ya inti,
muntu ina ke na kubula
ngoma, na cendrier ina ya
intu ya nioka.

First sculptures: give me that
ivory bird, that wooden head
of a woman, that man who is
beating a drum and that ash
tray [in the shape] of the
head of a snake.

Muteki

ki-timba (bi-)

pipe

I have also a lovely ivory pipe.

Mu ke mpe na kitimba mosi ya
kitoko ya mpembe ya nzau.

Yai kaka me bikala.

It's all that's left ('it only
has remained').

Nge zona sumbila yau ata
tat'a nge ve?

Don't you want to buy it perhaps
('even') for your father?

Kidiya

tabaka (ba-)
sigaleti (ba-)

Fr: tabac; tobacco
cigarette
Tat'a munu ke kunwaka tabaka ve, kasi sigaleti. My father doesn't smoke ('drink') [a pipe] ('tobacco') but cigarettes.

Muteki
ku-n.gëng-a to shine

Kana mpidina, nge zona kitimba In that case do you want this yai ya sigaleti? Tala yau cigarette holder? Look, it ke na kungenga. is shining.

Kidiya
Mambu ve, pesa munu yau. Nge O.K., give it to me. Can you lenda pesa munu totale? give me the total (for these things)?

Muteki
wonga (ba-) fear
ku-yib-a to steal, cheat

Mona wonga ve kidiya, mu ke Have no fear, [sir] ('customer'), yiba nge ve. I won't cheat you.
ku-sol-a to choose

Inki bima yankaka nge zona What else do you want to choose? sola?

Kidiya
sakosi (ba-) Fr: sacoche; handbag
m.pusu (ba-) raffia, palmetto, palm fiber
kulele (ba-) Fr: couleur; color
Mu zona basakosi ina, samu ya mwan'a munu ya nkento, ina ke mvula kumi na zole, impu ina ya bampusu, mpe kitunga ina ya basinga ya kulele ya mutindu na mutindu.

I want those handbags for my daughter who is twelve years old, that palmetto hat and that basket with strings of different colors.

Muteki
di-kulu (ma-) leg, foot
di-papa (ma-) sandals
samō (ba-) Fr: chameau; camel
Mu ke mpe na makulu ya mapapa, ya mikanda ya ngombe mpe ya samo. Nge zona tala yau?
I also have pairs ('feet') of sandals of calf leather ('skin') and of camel. Do you wish to see them?

Kidiya
dwani (ba-) Fr: douane; customs duty
Ve, melesi. Mu zona sumba
bima ina mu lenda sumbila na
Mputu ve, samu ntalu ya dwani ke mingi.
No, thanks. I don't want to buy things I can buy in Europe because the customs are high.
po (ba-) Fr: pot; pot
ku-men-a to grow
Nge ke na bapo ya kumenisina bafololo ve?  Don't you have pots for growing flowers in?

Muteki

Kiadi mu ke na yau ve, samu mu vwandaka na ntoto ya kusadila yau ve. Sorry, I don't have because I didn't have clay to make them with.

ntwala front

Hotel Regina (a hotel in Leopoldville)

Kana nge zona, nge lenda sumbila yau na ntwala ya If you wish you can buy them in front of the Hotel Regina.

Hotel Regina.

Kidiya

Melesi mingi penza. Ntalu Thank you very much. How much ikwa mu ke futa nge na bima yonso? must I pay you for all the things?

Muteki

Vingila fioti...Samu na nge, Just a moment...Since it's you, pesa munu mile zole na give me 2500 francs.
nkama tanu.

Kidiya

ku-beb-a to spoil, turn bad
ku-beb.is-a to waste, spend, spoil (tr.)
Kuwa kamaladi: nge zaba ke
mu ke bebisa mbongo mingi
na dwani.

avió (ba-)
ku-n.diM-a
kilo (ba-)

Bonso nge zaba kwendila na
avio, bau ke ndimaka kaka
bima ya bakilo makumi zole
na muntu muntu.

Katudila munu nkama tanu ina:
mu me sumba mingi.

Listen friend: you know that I
will spend a lot of money for
customs.

Fr: avion; airplane
to permit
kilogram

Similarly you are permitted only
things of twenty kilograms per
person.

Discount those five hundred for
me: I've bought a great deal.

Muteki

kukangila (muntu)
mutima
to be hard on someone
('to close for someone
the heart')

Mambu ve, mu zona kangila
nge mutima ve.

O.K., I don't want to be hard
on you.

Pesa munu mile zole, nkama
zole na pata kumi.

Give me 2250 francs.

Kidiya

Melesi. Wapi matabisi ya
munu?

Thanks. Where's my bonus?
Muteki

Matabasi diaka?  
Bonus too?
ku-pas.ul-a  
to split, divide, crack  
(c.f. ku-pas.uk-a)

n.suki (ba-)  
hair

ki-sanu / ki-sanunu  
(comb)
(bi-)

Inki nge zona - nsoma ya  
What do you want - a hair parting
kupasudila nsuki to kisanu?  
('fork for parting the hair' -  
a single pronged device) or  
a comb?

Kidiya

Pesa munu yonso zole.  
Give me both.

Muteki

di-bändi (ma-)  
baldness
Kasi nge ke na dibandi ve?  
But aren't you bald?  What are
Inki nge ke sadila yau?  
you going to do with them?

Kidiya

Mu ke pesa yau na mwan'a munu  
I'm going to give [them] to my  
yakakala, ina ke na imvu  
fifteen year old son.
kumi na tanu.

Muteki

Baka yau.  
Take them.
Kidiya
Melesi kamaladi. Mbongo ya Thanks, friend. Here's your nge yau yai. money.

NARRATIVE


Na kikunku ya ntete, yandi solaka bikeko na bikeko: ndeke ya mpembe na nzau, intu ya nkento, muntu ke na kubula ngoma, na cendrier ya intu ya nioka ya inti. Muteki sumbisaka yandi mpe kitimba mosi ya sigaleti; yau vwandaka ngenga.

Yandi yufusaka totale, kasi muteki tubilaka yandi kumona wonga ve; yandi zonaka vwanda kuyiba yandi ve.

Na kikunku ya zole, yandi sumbaka basakosi samu ya mwan'andi ya nkento ina ke na mvula kumi na zole. Yandi sumbaka mpe impu ya bampusu, na kitunga ya baisinga ya bakulele ya mutindu na mutindu.

Samu ya natalu ya dwani ke mingi, yandi zonaka sumba bima ina
yandi lendaka sumbila na Mputu ve; bonso makulu ya mapapa, ya
mikanda ya ngombe, mpe ya samo. Yandi zonaka mpe sumba bapo ya
kumenisina bafololo, kasi muteki vwandaka na yau ve; samu yandi
vwandaka na ntoto ya kusadila yau ve: yandi tubilaka yandi
kwenda na ntwala ya Hotel Regina.

Na totaled muteki yufusaka mile zole na nkama tanu. Kasi
kidiya monisaka yandi ke, yandi vwandaka kwenda babisa mbongo
mingi na dwani; bosí mpe, kwendila na avio, bau ke ndimaka kaka
bakilo makumi zole na muntu muntu. Yandi zonaka yandi katudila
yandi nkama tanu. Muteki zonaka kangila yandi mutima ve: yandi
yufusaka yandi mile zole na nkama zole na pata kumi.

Kome matabisi, muteki zonaka pesa yandi ata nsoma ya
kupasudila nsuki, to kisanunu. Kidiya ata yandi vwandaka na
dibandi, yandi zonaka baka yonso zole: samu na yandi mosi ve,
kasi samu na mwana na yandi ya bakala, ina ke na imvu kumi na
tanu.
DIALOGUE: TALKING SHOP

Mingiedi

Nge zaba, Luvwalu? You know [something], Luvwalu?

Luvwalu

E. Yeah [what?]

Mingiedi

lekenzi (ba-) Fr: la quinzaine; fifteenth of the month
ku-kit-a to trade, stock up
Thysville (City SW of Leopoldville)

Mu banza ke na kati ya I think that between the fif-
lekenzi ti na nsuku ya teenth of the month (until)
ngonda ke kwiza, mu ke [and] the end of next month
kwenda kitila na Thysville. I'll go to trade in Thysville.

Luvwalu

m.fuka (ba-) debt
wënze (ba-) small market, village market

Nge banza ke bantu mingi ya Do you think that a lot of
mfuka ke futa nge bubu na debtors are going to pay you
wenze? today in the small market?

Mingiedi

ku-def-a to borrow
ku-def.is-a to lend, cause to borrow, sell on credit
n. gonda (ba-) month
E mu ke na kubanza mpidina; Yes, I think so; besides I didn't
bosi mpe mu defisaka bantu lend to many people ('cause
mingi ve na ngonda lutaka. many people to borrow') last
E nge? month. And you?

Luvwalu

depi Fr: depuis; since
ku-komase Fr: commencer; begin
paké (ba-) Fr: paquet; package
bulé (ba-) Fr: bleu; bluing (for
laundry use)
twaleti (ba-) Fr: toilette; grooming
ku-bend-a to pull, attract

Depi mu komaseneke tekila Since I started to sell there
kuna bima ya fioti fioti, little things like packages
kome bapake ya sigaleti, of cigarettes, of matches, of
ya mafofolo, ya bule na bluing and toilet articles, I
bima ya twaleti, mu ke no longer attract people [who]
bendaka diaka bantu ke want to borrow.
zonaka defa ve.

Mingiedi
avant /avã/, ava (Fr.): before
Kasi ava, inki nge vwandaka
tekila kuna ina vwandaka
benda bau?

But what were you selling there
before which was attracting
them?

Luvwalu
Bika!

(an exclamation) Let be!
Don't ask! stop!

Bika mpangi'a munu Mingiedi!

métele (ba-)

Fr: mètre; meter, length
of cloth

ki-m. bundi (bi-)
dress-length of cloth for
woman's dress

pantúfule (ba-)

Fr: pantoufle; tennis
shoe

di-boko (ma-)
hand, arm

buteye (ba-)
Fr: bouteille; bottle

mananasi (ba-)
perfume

púdele (ba-)
Fr: poudre; powder

Na ntangu ina mu vwandaka

tekisa bametele ya bapantalo,
basimisi, bimbundi, bapantu-
fule; ntangu yankaka, kana
mu ke na muntu ya kupesa
munu maboko, mu vwandaka
nata mpe babuteye ya
mananasi, bapake ya púdele,
na bima yankaka ya twaleti.

At that time I was selling trouser
goods, shirts, dress goods,
tennis shoes; other times when
I had a man to help me I used
to take also bottles of perfume,
packages of powder and other
toilet goods.
Mingiedi

pélete (ba-) Fr: perte; loss
kubaka pelete to take a loss

Nge vwandaka baka pelete ve Weren't you taking a loss to
ya kudefisa bau bima yina? trust them for things like
that?

Luvwalu

Ata fio ti ve. Not a bit.

kudia mfuka to go into debt

Malumalu yai yau ikeke ve ke, Now it is not the case that I
mu ke nataka kaka bima ina, take those things in order to
samu ya kutina bantu ke avoid people who get into
dudiaka mfuka. debt.

Mingiedi

Kasi samu na inki? But why?

Luvwalu

butiki (ba-) Fr: boutique; shop
Samu mu me bakaka muntu ya Because I have hired ('gotten')
kubika na butiki, ntangu a man to leave in the shop
mu ke na zandu to na wenze. when I am in the big market or

komelesa (ba-) Fr: commerçant; business
man
mu-n.kita (mi-) business, trade
kusala munkita to carry on business

Yandi vwandaka ntete komelesa; He was originally a business
kasi banda yandi bwilaka, man; but since he failed ('fell'),
yandi zona sala fioti, ava he wants to work a little before
ya kukomase diaka kusala starting again to carry on a
munkita. business.

Mingiedi

litéle (ba-) Fr: litre; liter
petelô (ba-) Fr: pétrole; kerosene
mafuta (ba-) oil, fat, grease
sans (Fr.): without
potopoto (ba-) confusion, disorder, mud
konti (ba-) Fr: compte; accounts

Ina ke mayele ya mbote; samu That's very smart because when
kana nge me kwenda na babwala you go to the villages to
samu ya kukita, nge ke vwanda stock up you'll have a man to
na muntu ya kutekila nge, sell for you even liters of
ata balitele ya petelo, ya kerosene [or] of oil without
mafuta, sans kusala nge making you any trouble in
potopoto na konti. [your] accounts.

Luvwalu

Putuluké (ba-) Fr: Portuguais; Portu-
guese

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dese (ba-)
Fr: dessin; embroidery
má.m.vwemvwe/ ma.m.vwemvwe
cheap, inexpensive

Mu tubilaka nge ke mu kwendaka
Did I tell you I went to that
na magazini ya Putuluke ina
Portuguese store which sold
tekilaka nge basinga ya
you embroidery thread so
dese ya mamvwemvwe?
cheaply?

Mingiedi

Ve, nge tubilaka munu ve.
No, you didn't tell me. Did
Nge kutaka yau?
you find ('encounter') it?

Luvwalu

ku-pôl-a
to get wet

ku-pôd.is-a
to wet, dampen, soak

E, kasi basinga ya mbote
Yes, but the good thread has
kukimanisinaka; ina bika-
all been sold ('finished it-
laka, vwandaka kome bau
self'); that which remained
podisaka yau na maza.
was as if it had been soaked
in water.

Yau ina mu bakaka kima mosi
That's why I didn't get a
ve.
thing.

Mingiedi

ku-pôn-a
to choose
Nge ke na lezo. Ntangu mu You're right. When I bought
sumbaka ya munu, mu zabaka mine I didn't know that I
ve ke mu ponaka mpe yankaka also chose some of the bad.
ya imbi.

ku-sob-a to differ
ku-sob.is-a to change (transitive),
exchange
meya (ba-) Port: meya; half franc

Kasi samu mu vwandaka na But because I didn't have time
ntangu ya kwenda sobisa yau to go change it, I am selling
ve, mu ke na kutekila yau, it from two and a half francs
katuka falanka zole na meya, to five francs.
ti na pata mosi.

Luvwalu

ku-funt-a be thrown out, be unable
to be sold, go to waste

Kasi kana yau ke funta, nge But won't you take a loss if it
ke baka pelete ve? can't be sold ('goes to waste')?

Mingiedi

deja (Fr): already

Yau ke vwanda mingi ve, samu It won't be very much because
mu me tekaka deja mingi... I have already sold a lot...
ku-kos-a to lie, cheat, take ad-
vantage of
kuzibula meso  open [ones] eyes, be smart, watch out
Yau ina, kana komelesa zona That's why if a trader doesn't
kosama ve, yandi fwenda want to be cheated he must
zibula meso na kusumba look sharp in buying cheap
bima ya mamvwemvwe. things.

NARRATIVE

Petetele na kati ya lekenzi ti na nsuka ya ngonda ke kwiza, Mingiedi ke kwenda kitila na Thysville. Yandi ke na kubanze ke, bubu na wenze, bantu mingi ya mfuka ke futa yandi; bosi mpe yandi defisaka bantu mingi ve na ngonda lutaka.


Na ntama, yandi vwandaka benda bantu, samu yandi vwandaka tekisa bamelele ya bapantalo, basimisi, bimbundi, bapantufele; na ntangu yankaka kana yandi ke na muntu ya kupesa yandi maboko, yandi vwandaka nata mpe babuteye ya mananasi, bapake ya pudele na bima yankaka ya twaleti.

Yandi vwandaka baka ata pelete fioti ve na kudafisa bantu ina. Malumalu yai, ikele ve ke yandi ke nataka diaka bima ina
ve samu ya kutina bantu ke zonaka kudia mfuka, kasi samu yandi ke na muntu ya kubika na butiki ntangu yandi ke na zandu to na wenze. Muntu ina ke komelesa ya kubwa; yandi zona sala fioti, ava ya kukomase kusala diaka munkita.

Mingiedi zaba ke ina ke mayele ya mbote; Luvwalu lenda kwenda kitila na babwala, yandi ke vwanda na muntu ya kutekila yandi ata balitele ya petelo, ya mafuta, sans kusala yandi potopoto na konti.

Ntangu mosi Mingiedi monisaka Luvwalu magazini ya Putuluke mosi, ina tekilaka yandi basinga ya dese ya mamvwemvwe. Luvwalu kwenda kuna, kasi basinga ya mbote kukimanisinaka; yandi kutaka yau ve. Ina bikalaka, vwanda kome bau podsaka yau na maza. Yandi bakaka kima mosi ve.

Luvwalu ke na lezo. Ntangu Mingiedi sumbaka ya yandi, yandi zabaka ve ke yandi ponaka mpe yankaka ya imbi. Yandi vwanda na ntangu ya kwenda sobisa yau ve. Kana yau me funta, yandi ke baka pelete ve, samu yandi me tekaka deja mingi; malu-malu yai, yandi ke na kutekila yau katuka falanka zole na meya, ti na pata mosi.

Komelesa fwanda zibula meso, ntangu ya kusumba bima ya mamvwemvwe, kana yandi zona kosama ve.
GROUP C: GETTING ABOUT: DIRECTIONS, GEOGRAPHY AND CAR TROUBLES

DIALOGUE: DIRECTIONS IN TOWN

Anderson

dit Fr: dite; say! (polite prelude to a request)
ku-kum-a to reach, arrive
Ambassade Américaine (Fr.): American Embassy
Dit, mbuta muntu, inki nzila Say, sir, which [is] the short
ya nkufi ya kukumina na road to reach the American
Ambassade Americaine? Embassy?
Lutete

fasó (ba-) Fr: façon; means, method
Na inki faso nge ke kwendila How are you going to go there?
kuna?

Anderson

di-kulu (ma-) leg, foot
Mu ke na makulu. Yau ke I'm on foot. Is it far?
ntama?

Lutete

Ve, yau ke ntama mingi ve. No, it's not very far.
posita Post Office (= posita
ya mikanda)
Katuka kwaku na Posita, landa kaka Boulevard Albert Premier. monima

From here to the post office just follow Albert First Boulevard. Fr: monument; monument

Nge zaba monima ya Albert Premier? Do you know the Albert First monument?

Anderson

n.kulu age, oldness

E. Ina ke penepene na gale ya nene ya nkulu? Yes. That [which] is near the large old station?

Lutete

E, kwenda na ndambu ina. Yes, go there ('to that side').

ava Fr: avant; before

kubwa na (balabala...)
to run into (encounter) a street or place (not a person)

ku-zimb.is-a to forget, confuse (with)

Ava ya kukima kuna, nge ke kubwa na balabala ya... Before reaching there you will run into the street...Sorry

Kiadi mu me zimbisa nkumbu na yau...Vingila. I've forgotten its name...Wait.

Anderson

n.twala (ba-) front

Yau ke lutaka na ntwala ya It passes the front of what?

inki?
Lutete

lotele (ba-) Fr: l'hôtel; hotel
buludingi (ba-) building
Otraco Fr: Office de Transports du Congo

Yau ke lutaka na kati kati ya It passes between the Hotel
lotele Regina na buludingi Regina and the Otraco Building.
ya Otraco.

Anderson

Fima a company operating on the Congo River

Mu me mona. Yau ke kwendaka I see. It goes all the way to
ti na dibungu ya Fima? the Fima wharf?

Lutete

Inki ke 'dibungu ya Fima'? What's the Fima wharf?

Anderson

masuwa (ba-) boat, ship
Balazavile, Brazzaville Brazzaville

Dibungu ya masuwa ke nataka The port of the boat which takes
bantu na Balazavile. people to Brazzaville.

Lutete

O? Mu zabila yau kaka na Oh? I know it only by the
nkumbu ya 'dibungu ya name of 'Brazzaville Wharf'.
Balazavile'.

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Mambu ve; landa kaka balabala
ina ti nge ke kuma na
Avenue des Aviateurs. Nge
zaba yau?

Anyway; follow that very street
until you reach the Avenue des
Aviateurs. Do you know it?

Anderson

wi, oui (Fr.); yes
modidi, molili (ba-)
shade, shadow, obscurity,
darkness
ku-kab.ul-a
to divide

E, mu banza ke wi. Ina ke
molili fioti samu ya bainti
ke kabulaka badalakisio?
a little shaded on account of
the trees which divide the
lanes?

Lutete

ku-sab.uk-a
to cross (intransitive)

E, yau ina. Sabuka yau.
Yes, that's it. Cross it.
kwe (ba-)
Fr: coin; corner
di-boko (ma-)
hand
diboko ya bakala
right hand

Na kwe ya diboko ya bakala,
On the right hand corner you'll
nge ke mona inzo mosi ya
see a large building: it's
nene: yau ke Ambassade
the American Embassy.
Americaine.

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Anderson

ya impa

Yau ke kome ya impa to kome

Is it like new or old?

ya nkulu?

Lutete

Yau ke kome ya impa.

It's like new.

dalapó (ba-)

Fr: drapeau; flag

ku-pęp-a

to flap, wave (intr.) in the wind

n.ganda (ba-)

outside

Nge ke mona mpe dalapo ya

You'll also see the American flag waving outside.

Amelike kupepa na nganda.

Anderson

donc

(Fr.); therefore, thus, so

diboko ya nkento

left hand

Donc: katuka kwaku, luta

So: from here, pass the Regina,

Regina, baluka na diboko

turn left, cross the Avenue des Aviateurs, on the right

ya nkento, sabuka Avenue
des Aviateurs, na kwe ya

hand corner is the American
diboko ya bakala ke

Embassy.

Ambassade Americaine.

Lutete

juste

(Fr.); exactly

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E; nge ke kuma juste vana. Yes; you will arrive exactly there.

Anderson

penzá very, extremely

Melesi mingi penza mbuta Thank you very very much, sir.
muntu.

Lutete

Mambu ve, mwana. You're welcome, my boy.

NARRATIVE


Anderson zabaka ke balabala ina vwandaka kwenda na ndambu ya 'dibungu ya Fima'; Lutete zabilaka yau na nkumbu ya 'dibungu ya
Balazavile', samu masuwa ke nataka bantu na Balazavile, ke katukaka kuna.

Kulanda balabala ina, kome Lutete tubilaka yandi, Anderson vwandaka kwenda kubwa na Avenue des Aviateurs; yau ke molili fioti samu ya bainti ke kabulaka badalakisio ke na kati. Kusabuka yau na kwe ya diboko ya bakala, ke Ambassade Americaine: yau ke inzo mosi ya nene kome ya nkulu ve kasi kome ya impa; dalapo ya Amelike ke pepaka na nganda na yau.

Lutete monisaka yandi nzila ya mbote, mpe ya nkufi na makulu; katuka na Posita, luta Regina, baluka na diboko ya nkento, sabuka Avenue des Aviateurs, na kwe ya diboko ya bakala ke Ambassade Americaine. Anderson vwandaka kwenda kuma juste vana.
DIALOGUE:  ON THE TRAIN

Anderson

Ma banza ke lukalu ya bubu ke na letale fioti. I suppose today's train is a bit late.

Kontololele (conductor)

Fioti ve kasi mingi. Not a little, a lot.

Anderson

ku-bak-a to get, obtain, take

takisí (ba-) taxi

Yau ke vwanda mpasi ya kubaka Is it going to be hard to get a takisi na gale? taxi at the station?

Kontololele

silitú Fr: surtout; especially

Petetele yau ke vwanda mpasi, Perhaps it will be, especially silitu kome lukalu ke na letale mingi.

Bantu ke mwanina takisi samu People fight for taxis on ac-
y ya mpimpa. count of the darkness.

Anderson

mwayé (ba-) Fr: moyen; means

Mwaye yankaka ikele ve ya Isn't there another way to go?
kwendila?
Kontololele

otobisi (ba-)
bus

Kana nge zona nge lenda baka If you wish you can take a bus.

otobisi.

Yai ke nkumbu ya nge ya ntete Is this your first time in Leo?
a na Léo?

Anderson

Ve, kasi na nkumbu ya ntete No, but the first time people
came to meet me at the station.
bantu kwizaka kuta munu
na gale.

ku-sung-a to aim
ku-sung.am-a to be straight, go straight
ku-sung.am.an-a to remember

Mu lenda sungamana diaka I can't remember the way anymore.

nzila ve.

Kontololele

pelesé Fr: pressé; rushed, in a hurry

Kiadi ke mu ke vwanda pelese, Too bad that I'm going to be in
mpa mu ke kwendila na a hurry and that I'll go on
otobisi ya bakontololele. the conductors' bus.

Inki ndambu nge ke zona What direction will you want to
kwenda? go?

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Anderson

Yolo Sud (a section of Leopoldville)

simitiele (ba-)
Fr: cimetière; cemetery

Wando (a street name)

nimeló (ba-)
Fr: numero; number

Mu zona kwenda na Yolo Sud, I want to go to Yolo Sud, which
ina ke penepene na simitiele is near (to) the old cemetery,
ya nkulu, balabala Wando, Wando street, number 39.
nimelo 39 (makumi tatu na ivwa).

Kontololele

to get down, descend, get off
ku-kīt-a

ku-bîm-a to get out, come out

pólote (ba-)
Fr: porte; door

Kana nge ke zona vingila If you don't want to wait for
takisi ve, ntangu nge ke a taxi, when you get off the
kita na lukalu, bimina na train, go out the door on the
polote ya ndambu ya Prince Prince Baudouin side.
Baudouin.

Anderson

tiké (ba-)
ticket

tiké deké (ba-)
Fr: ticket de quai; platform pass
Na ndambu ina bau ke tekilaka On the side where they sell
batike na batike deke? tickets and platform passes?

Kontololele

Isoki (name of a street)

E, na ndambu ina. Baluka na Yes, on that side. Turn left
diboko ya nkento kwenda ti and go to Isoki street.
na balabala Isoki.

Anderson

ku-tel.am-a to stand, remain

Vana bantu ke bakaka batakisi Where people who get taxis
ke telamaka? stand?

Kontololele

E; kuma vana, baluka na Isoki, Yes; arrive there, turn into
kwenda na balabala Prince Isoki and go to Prince
Baudouin. Baudouin street.

Anderson

simé (ba-) Fr: ciment; concrete
to or
gudoló (ba-) Fr: goudron; asphalt

Prince Baudouin ke ya sime Is Prince Baudouin concrete
to ya gudolo? or asphalt?

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Kontololele

Yau ke ya sime. Nge ke zimbala ve. It's concrete. You won't get lost.

dayele Fr: d'ailleurs; besides

Dayele nge ke zenga to kuluta Besides you won't cross or pass any other street.

balabala yankaka ve.

Anderson

minda (ba-) lamp, light

Yau ke na minda? Does it have lights?

Kontololele

E, yau ke na minda mingi. Yes, it has lots of lights.

aré (ba-) Fr: arret; stop

ku-mǎt-a to climb, get in

Na kwe ya diboko ya bakala, On the right hand corner is a stop [where] you will get on the bus.

ke are nge ke matina na otobisi.

Anderson

línīe / línye / (ba-) Fr: ligne; line

Inki linie ke kwendaka na Which line goes to Yolo Sud?

Yolo Sud?
Kontololele

Linie 4 to 5 ke nata nge ti na Yolo.

pont (ba-)

Pont Cabu

Kana nge zona vingila balinie

ina ve, baka nimelo 6, 7 to 10; yau ke nata nge ti na Pont Cabu.

If you don't want to wait for those lines, take number 6, 7 or 10. They will take you to Pont Cabu.

Anderson

Inki ke vana na Pont Cabu?

What is there at Pont Cabu?

Kontololele

Ki.n.sasa (also spelled Kinshasa)

Leopoldville

M.boka ya Sika

new town (Lingala)

Yau ke kaka pont ya nene ina ke kabulaka Kinsasa ya nkulu, na Mboko ya Sika, to Nouvelle Cite.

That's just the big bridge which divides old Leopoldville and the new town, or Nouvelle Cité.

Anderson

Palado, vingila fioti, mu zona sonika mambu ina yonso na fipapie...

Pardon, wait a little, I wish to write all those things on a scrap of paper.
papié (ba-) Fr: papier; paper
ku-tat.am.an-a to continue

Tatamana ya nge tata kontolo-lele. [Please] continue Mr. Conductor.

Kontololele

Kana nge me kita na Pont Cabu, When you have gotten off at
baka linie 4 to 5 samu ya Pont Cabu, take line 4 or 5 to
kwenda na Yolo. go to Yolo.

Nge lenda zaba nzila ya Do you know the road to take in
kulanda na Yolo? Yolo?

Anderson

di-baya (ma-) board, signboard

Ve; kasi mu ke meka yufusa No, but I'll try to ask people
bantu, to mu ke tanga kaka or I'll just read the signs.
mabaya.

tólosi (ba-) Fr: torche; flashlight

Kana bau me tula ntete minda If they haven't installed lights
na balabala ve, mu ke na yet on the street, I have my
tolosì ya munu. flashlight.

Kontololele

zielo (ba-) sand

Nge zaba kana Wando ke na Do you know whether Wando is
gudolo to yau ke kaka na asphalted or still sand?
zielo?
Anderson

ku-komas-é  Fr: commencer; to begin
Na ntangu mu vwandaka kuna,
bau vwandaka komase kutula
gudolo.
    When I was there, they were
going to start to put down
asphalt.

Kontololele

sofele (ba-)  Fr: chauffeur; driver
Kana yau ke na gudolo, yau
lenda vwanda ke baotobisi
ke lutilaka na ndambu ina.
ku-kit.ís-a
to let out, send down
Yufusa sofele yandi kitisa
nge na are ke penepene na
Wando.
    Ask the driver to let you out
    at the stop nearest to Wando.

Anderson

Melesi mingi, mbuta muntu.  Thank you very much, sir.

Kontololele

mu-tima (mi-)(bamu-)  heart
ku-kit.ís-a mutima  to relax, cease worrying
    ('to put down the heart')
Mambu ve. Kitisa mutima; nge You're welcome. Don't worry;
ke simbana ve.  you won't get lost.
NARRATIVE

Anderson ke na lukalu. Yandi ke na kwenda na Leopoldville. Na nkumbu n'andi ya ntete ya kwenda kuna, bantu kwendaka kuta yandi na gale. Malumalu yai, yandi lenda sungamana diaka nzila ata fioti ve.

Samu lukalu ya bubu ke na letale mingi, yandi yufusaka kontololele kana yau ke vwanda mpasi ya kubaka takisi na gale. Kontololele tubilaka yandi ke, yau ke vwanda mpasi, samu bantu ke nwanina takisi na mpimpa; kasi mwayne yankaka ikele: kubaka otobisi.


Kontololele tubilaka Anderson ke kana yandi ke zona vingila takisi ve, yandi lenda bimina na polote ya ndambu ya Prince Baudoin, na ndambu ina bau ke tekilaka batike, na batike deke.

Bima kuna, yandi ke kwenda na balabala Isoki, vana ke telamaka bantu ke bakaka batakisi. Katuka Isoki, yandi ke kwenda na balabala ya Prince Baudoin; balabala yai ke ya gudolo ve kasi ya sime; yau ke na minda; yau ke mpasi ve ya kumona yau, samu balabala yankaka ya kuzenga to kuluta ikele ve.

Yandi ke matina na otobisi na are ina ke na kwe ya dibolo
ya bakala, na Prince Baudoin. Linie 4 to 5 ke nata yandi ti na Yolo. Kasi kana yandi ke zona vingila yau ve, yandi lenda baka linie 6, 7 to 10; yau ke nata yandi ti na Pont Cabu ina ke kabulaka Kinsasa ya nkulu, na Mboka ya Sika to Nouvelle Cité. Samu kontololele tubaka mambu mingi, Anderson zona ntete sonika yau na fipapie. Na manima kontololele tatamana ke yandi ke kita na Pont Cabu, samu ya kubaka linie 4 to 5 ya Yolo.

Ata Anderson zaba nzila ya kulanda na Yolo ve, yandi lenda yufusa bantu yankaka, to kutanga mabaya; kana minda ke vwanda ve, yandi ke na tolosi n'andi.

Balabala Wando ke diaka ya zielo ve. Na ntangu ya ntete Anderson vwandaka na Yolo, bau vwandaka komase kutula yau gudolo. Kana mpidina, yau lenda vwanda ke baotobisi ke lutilaka na ndambu ina; yandi lenda yufusa sofele, yandi kitisa yandi na are ina ke penepene na Wando.

Kontololele ke mbuta muntu ya mbote; yandi tubilaka Anderson: 'Kitisa mutima, nge ke zimbana ve.'
DIALOGUE: GETTING SET FOR A CAR TRIP

Anderson

litéle (ba-)
lesanse (ba-)
bido / bidon (ba-)
lezelevwale (ba-)

Fr: litre; liter
Fr: l'essence; gasoline
Fr: bidon; gasoline or oil can
Fr: reservoir; storage tank

Tudila munu balitéle 10 ya
lesanse na lezelevwale, mpe
20 na bido yai.

Put 10 liters of gas in the tank
for me and 20 in this can.

Alphonse

Inki diaka nge zona?

What else do you want?

Anderson

ku-tad.il-a

tiya (ba-)
bateli (ba-)

to look at/after for (someone), check
fire, heat, electric power
Fr: batterie; battery

Nge lenda tadila munu tiya ya bateli?

Can you check for me the power of the battery?

Alphonse

Kiadi, yau ke na ngolo mingi diaka ve.

Unfortunately it hasn't much power left ('has not much strength still').
Anderson

ku-lung-a to suffice, be enough
voyage (ba-) (Fr.); trip
Matadi (name of a port city in Congo)

Inki nge banza; .ngolo ina me What do you think; has it enough
lunga na voyage katuka kwaku power for a trip from here to
na Matadi ti na Kinsasa? Matadi and on to Leopoldville.
('has that power sufficed for...')

Alphonse

matata (ba-) trouble
ku-būt-a to climb
monté (ba-) Fr: montagne; mountain

Mu banza ke yau ke sala nge I think that it will give you a
matata fioti, silitu na ku- little trouble, especially in
buta bamonte. climbing mountains.

Anderson

ku-charg-è Fr: charger; to charge
ku-charg-el-è to charge for (someone)

Mambu ve, chargele munu yau. No matter, charge it for me.
yangó (ba-) the one(s) referred to, that those
imbi (ba-) badness, evil
Nzila yango ya Matadi - Leo ke imbi? Is that Matadi-Leopoldville road bad?

Alphonse

kwandi fairly, quite

Ve, yau ke kwandi mbote malu-maly yai, samu na gudolo. No, it's fairly good now on account of the asphalt.

lesole (ba-) Fr: ressort; spring

kiló (ba-) kilogram, weight

Na ntama, samu yau vwandaka Formerly, because it was (of) ya ntoto, mabulu vwandaka earth, the holes used to destroy kufwa bakamio mingi, silitu ('kill') a lot of trucks especially to break ('cut') the kuzenga balesole, kana kilo springs if the weight was too me lutisa. great ('has exceeded').

Anderson

déja (Fr.); already

Kome nge mona deja, mu zona As you already see, I'm about kwendila na Leo na vwatile to go to Leo in my own car. ya munu.

sanduku (ba-) box

valise (ba-) (Fr.); suitcase
Nge banza ke mu ke mona mpasi
samu ya kunata bima na munu
yonso - basanduku, na bava-
lises, na bima yankaka nkaka?

Do you think that I'll have
difficulty on account of
taking all my things - boxes,
suitcases and various other
things?

Alphonse

Kome mu tubaka ntete, samu
nzila ke na gudolo, yau ke
vwanda mpasi ve.

As I said in the first place,
because the road is asphalt
('has asphalt') it will not
be difficult.

ku-fwand-a
to suffice
fwanda
must, should, ought to
(auxiliary)

felé (ba-)
Fr: frein; brake

musielōlo
slippery

Kasi nge fwanda vwanda na
bafele ya ngolo, samu na
bamonte yankaka, mpe bapa-
lasi yankaka ke musielolo
fioti.

But you should have strong
brakes since some mountains
and some places are a bit
slippery.

Anderson

E, mu me mona; kana tiya me
kufwa na kati ya monte,

Yes, I understand; if power
gives out in the middle of a
kana bafele ke ngolo ve, slope, if the brakes are not
nge lenda vutuka na manima. strong, you can slip ('return')
accident (ba-) back.
ku-bw-a (Fr.); accident
to fall, happen, befall

Baaccidents mingi ke kubwaka Many accidents have happened
mpidina. that way.

kuluta mbote to be better, be best
('to exceed [in] goodness')

Kasi tubila munu, kamaladi, But, tell me, friend, what time
inki ntangu kuluta mbote ya is best for travelling that
kwendila na nzila ina? road?

Alphonse

kuluta zona to prefer
ku-zeng.ul.uk-a to twist and turn
nzenguluka (ba-) curve, bend
kúlube (ba-) Fr: courbe; curve

Mu ke lutaka zona na mpimpa, I prefer at night because,
samu kome banzenguluka to since bends or curves are nu-
bakulube ke mingi, nge merous, you can see the lights
lenda mona baminda ya kamio of other vehicles which are
yankaka ina ke na kwiza. coming.
bosi mpe then too, in addition
madidi (ba-)  
coldness

motele (ba-)  
Fr: moteur; engine

Bosi mpe, na mpimpa samu ya  
In addition in the evening, on
madidi, motele ke tambulaka  
account of the coolness, the
mbote mingi.  
engine runs much better.

Anderson

ku-tampon-é  
Fr: tamponner; to run
into, run down

ki-bulu (bi-)  
animal, beast

mfinda (ba-)  
woods, forest

Mu kuwaka ke na mpimpa, nge  
I heard that at night you can
lenda tampone bibulu ya  
run into wild animals, is
mfinda, ina ke ya tieleka?  
that correct?

Alphonse

E, ina ke ya tieleka.  
Yes, that's true.

mbulu (ba-)  
jackal

mbólóko (ba-)  
antelope

ku-finam-a  
to approach

kufwa meso  
to blind

Na ntangu yankaka, bibulu  
Sometimes animals such as
kome mbulu, mboloko, kana  
jackal and antelope, if they
bau ke na nzila, ata kamio  
are on the road, won't get
ke na kufinama, bau ke tinaka  
out of the way ('escaps,
ve, samu minda ya kamio  
flee'), even though an auto-
ke kufwaka bau meso. mobile is approaching because the auto's lights will blind them.

Anderson

kudia ntangu to waste time; to take /use/ require time

Mu ke na kudia ntangu na nge ve? Am I not taking up your time?

ki-uvu (bi-) question

kufwa kisalu to disturb [ones] work, spoil a job

Mu ke na biuvu yankaka ya kuyufusa, kasi mu zona kufwa kisalu na nge ve. I have some other questions to ask, but I don't want to dis-turb your work.

Alphonse

wonga (ba-) fear

kumona wonga to have fear, be afraid

Mona wonga ve, mu ke na bantu yankaka ke sadilaka munu. Don't worry, I have other people who work for me.

ku-bok-a to shout, cry out, scream

ku-bok. il-a to address, call (someone)

Kasi malumalu yai, kisadi na munu mosi ke na kubokila munu. But right now one of my workmen is calling me.

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miniti (ba-)             Fr: minute; minute
Kana nge lenda vingila baminiti  If you can wait a few minutes
fioti, mu ke vutuka.               I'll return.

Anderson
Mambu ve. Mu ke vingila.          OK, I'll wait.

NARRATIVE

Anderson zonaka kwendila na vwatile n'andi katuka Matadi
ti na Kinsasa. Yandi kwendaka sumba lesanse na palasi ya Alphonse:
balitele 10 na lezelevwale na 20 na bido.

Alphonse tadilaka yandi tiya ya bateli. Ngolo ina lungaka
ve samu ya kusala voyage ina; yau vwandaka zona sala matata fioti
na nzila, silitu na kubuta bamonte. Anderson zabaka nzila ina
ve. Yandi vwandaka yufusa Alphonse mambu yankaka ya nzila ina,
ntangu yandi vwandaka chargele yandi bateli.

Na ntama, nzila ya Matadi-Leo vwandaka ya ntoto. Yau vwandaka
kufwa bakamio mingi, silitu kuzenga balesole kana kilo me lutisa.
Kasi na manima samu na gudolo, yau kwizaka mbote. Ata mpidina,
kome Anderson zonaka nata bima ya kilo mingi; basanduku, bavalises
na bima yankaka nkaka, yau zonaka vwanda diambu ya imbi ya kuvwanda
na bafele ya ngolo ve; bapalasi yankaka vwandaka na bamonte mpe
na musielolo; baaccidents mingi ke kubwaka samu na yau.

Ntangu kuluta mbote ya kwendila na nzila ina ke mpimpma,
samu na ntangu ina kome banzenguluka to bakulube ke mingi, muntu lenda mona minda ya kamio yankaka; bosí mpe, motele ke tambulaka mbote samu ya madidi.

Mambu ina Anderson kuwaka déja ke, yau ke mpasi ve ya kuta- mpone bibulu ya mfinda na ntangu ina, vwandaka ya tieleka. Ata ke kamio ke na kufinama, bibulu kome mbulu, mboloko ke tinaka ve; minda ke kufwaka meso na bau.

DIALOGUE:  ADVICE FOR THE ROAD

Alphonse

Inki diaka nge zona zaba? What else do you want to know?

Anderson

ingo (ba-)
leopard

Diaka na mambu ina ya kutamponone bibulu: bau ke
More on those matters of running
into animals: do bad animals

tamponoke mpe bibulu ya
like leopards get run into?

imbi kome ingo...?

Alphonse

Mu me kuwa ntete na ndambu I haven't yet heard [of such]
yai ve.
in this place.

petétele Fr: peut être; perhaps
esöbe (ba-)
prairie, savanna, grassland

Petetele, samu betu ke na Perhaps because we have a lot
baesöbe mingi, mpe bamfinda
of grasslands and our forests
ya betu ke nene mingi ve.
aren't very big.

Anderson

koma Fr: comment; how?
ku-zing-a to live
n.kosi (ba-)
lion
n.zau (ba-)
elephant
m.pakasa (ba-)

Koma samu ya bibulu ke zingaka How about animals [which] live
na baosobe kome nkosi, nzau, on the prairies like lions,
mpakasa?
elephants, buffaloes?

Alphonse

ma.kelele noise

Yau ke mpila mosi; bosí mpe, It's the same; in addition the
bibulu ya imbi to ya nene bad and large animals don't
ke zonaka zinga penepene na like to live near places
bifulu ya makelele ya bakamio [which have] the noises of
ve.

ku-telam-a to stand up, start

Nge ke telama bubu na mpimpia? Are you going to start tonight?

Anderson

ku-pez-é Fr: peser; to weigh

Ve, mu banza mbasi na nkokila, No, I think tomorrow afternoon,
samu mbasi na suka, mu ke because tomorrow morning I
kwenda na gale kupezisa am going to the station to
bima yankaka ina ke kwendila get some things weighed which
na lukalu. are to go by train.

Alphonse

Bau me monisaka nge nzila ya Have you been shown the road
kulanda? to follow?
Anderson

Ve, ntete ve; mu vwandaka zona
yufusa nge yau. No, not yet. I was just about
to ask you that.
ku-zeng-a (mambu)
to decide
kálati (ba-)
Fr: carte; map, chart

Na suka yai, ntangu mu zengaka
ke mu ke kwendila na vwatile, This morning when I decided that
mu vwandaka tala kalati ya
Kongo, kasi bau monisaka was looking at a map of the
nzila ya kulanda ve.
is not shown.

Alphonse

Mu lenda pesa nge kalati na I can give you my map.
munu.

kulele (ba-)
Fr: couleur; color
n.kunzu unripeness, greenness
verte (Fr.); green

Tala: kome nge lenda mona, Look: as you can see the road
nzila ya kulanda ke na to follow is the color of a
kulele ya dititi ya nkunzu,
green leaf (or green).
to verte.

nord-est (Fr.); northeast

Leopoldville ke na Nord-Est Leopoldville is to the north-
ya Matadi.
east of Matadi.
Anderson

besoin (ba-) (Fr.); need, necessity
boussole (ba-) (Fr.); compass

Mu me mona. Donc mu ke na I see ('have seen'). Then don't
besoin ya boussole ve? I need a compass ('have need
of a compass')?

Alphonse

Ata fioti ve. Dayele, ata Not at all. In addition even if
nge ke mona banzila yankaka, you see ('will see') other
nge ke mona mabaya ya ku- roads, you will see signboards
monisa nge inki nzila nge to show you which road you
fwanda landa. must follow.

Anderson

lepalasió (ba-) Fr: reparation; repairs
Kana mu zona lepalasio, ba- If I wish repairs, are there
palasi mingi ikele na many places on the road?
nzila?

Alphonse

garage (ba-) (Fr.); repair shop, garage
Mona wonga ve. Bagarages Have no fear. Garages are
ke mingi. plentiful.
konso every, any
mafuta (ba-) oil, grease, fat
lulu (ba-)  tire
pneu (ba-) (Fr.); tire
Nge lenda sadisa kamio na You can have your car fixed or
nge to kusumba konso bima buy anything you want: gaso-
nge zona; lesanse, mafuta, line, oil, tires (or pneus),
balulu to bapneus, ata even food - you'll see them
madia nge ke mona yau. [all].
Anderson

laissez-passé (ba-) (Fr.); pass, permit
Inki nge banza, mu fwanda What do you think, should I
baka laissez-passé to ve? get a pass or not?
Alphonse

lu.ye permission
bulamatadi government¹
Yau ke vwanda diambu ya It will be a smart thing to
mayele ya kubaka luve ya get the permission of the
bulamatadi, samu ya ba-
podisi na nzila. government on account of the
police on the road.
Anderson

Inki mutindu ya luve? What kind of permission?

¹ 'Rock breakers' - the first Europeans used dynamite to clear rocks for roads, hence this sobriquet for government.
Alphonse

Mukanda ya kumonisa ke nge ke na mambu ve, bima ina ke vwanda na nge ke ya nge. A paper to show that you aren't in trouble ("have no affairs"), [and that] the things which are with you are yours.

ku-zimb.an-a to forget, to get mixed up

permis de conduire (ba-) (Fr.); driver's license

passeport (ba-) (Fr.); passport

kalati ya identité (ba-) Fr: carte d'identité; identification paper

Bosi mpe, zimbana vwanda na Then too don't forget to have

permis de conduire na nge your driver's license and your

na passeport na nge penepe ne; samu, kana diambu me passport near because if some-

ve; samu, kana diambu me thing happens they can serve

kubwa, yau ke vwanda kome as your identification papers.

bakalati ya identite ya nge.

Anderson

Melesi mingi na lusadisu na Thanks a lot for all your help.

nge yonso.

yau yai here it [is]

sanzé (ba-) Fr: échange; change

matabisi (ba-) Port: matabiche; tip gratuity, present to a buyer
Mbongo na nge yau yai. Sanze ke matabisi na nge. Here's your money. Keep the change. ('The change is your tip.')

Alphonse

bon voyage (Fr.); good trip

Melesi mingi. Bon voyage, Thanks a lot. Have a good trip, kamaladi. friend.

NARRATIVE


Anderson zonaka telama na mpampa ya kilumbu ina yandi sumbaka lesanse ve. Na kilumbu landila ina, yandi vwandaka kwenda na gale, samu ya kupezisa bima na yandi yankaka, ina vwandaka kwendila na lukalu.

Samu ya kusadisa yandi, Alphonse pesaka yandi diaka kalati n'andi ya Kongo. Nzila ya kulanda, vwandaka na kulele ya dititi ya nkunzu to verte. Ata ke Leopoldville ke na Nord Est ya Matadi,
Anderson vwandaka na besoin ya boussole ve; na kalati bau monisaka nzila ina mbote mbote; dayele na nzila mpe, mabaya ke monisaka nzila ya kulanda ke vwandaka mingi.

Anderson fwanda mona wonga ve, samu ya lepalasio na nzila; bagarages ke mingi. Yandi lenda sadisa vwatile n'andi, to kusumba konso kima yandi zona: lesanse, mafuta, balulu to bapneus, madia...

Yau ke vwanda diambu ya mayele ya kubaka laissez-passer na bulamatadi, samu na bapodisi na nzila; yau ke luve ya kumonisa ke yandi ke na mambu ve. Yandi fwanda zimbana mpe kuvwanda na permis de conduire, na passeport penepene ve; samu yau ke vwanda kome bakalati ya identité kana diambu me kubwa.

GROUP D: HOME MANAGEMENT AND CHILD CARE

DIALOGUE: LOOKING FOR SERVANTS

Clemantine

Betu ke na kusosa kisadi ya inzo.
ku-lweng-a to be wise
ku-lweng.is-a to advise
n.dwengoso (ba-) advice

Benu lenda pesa betu bandwe-ngoso?

Can you give us advice?

Pauline

Inki mutindu ya kisadi benu zona?

What sort of worker do you want?

Gautier

konso every, any
m.bāla (ba-) time, occasion
mbala mosi once
jardin (ba-) (Fr.); garden

Konso kisadi ina lenda sala
bisalu ya ngolo: kukomba
inzo mpe kusukula yau mbala

Any worker who can do hard work:
sweeping the house and washing
it once a week; work in the
mosi na lumingu, kusala na garden like cutting grass,
jardin kome kuzenga matiti, planting flowers and watering
kukuna bafololo na kutula them ('putting them water')...
yau maza...na bisalu yankaka and other work of that kind.
ya mpidina.

Clemantine

ku-zenz-il-a to watch, to look after

Mpe kwenda na zandu, kusukula And to go to market, to wash the
malonga na kuzenzila bana dishes and to look after the
ntangu yankaka. children sometimes.

Pauline

kũ-zw-a to get, obtain, earn, locate

Yau lenda vwanda mpasi ya It may be hard to find a person
kuzwa muntu ke sala bisalu who will do all that work.
yonso ina.
presque (Fr.); almost

Ata benu zwa yandi, benu ke Even if you locate him you'll
futa mbongo mingi samu pay a lot of money because
yandi ke sala presque ki- he will [be] work[ing] almost
lumbu ya mvimba. all week.

Gautier

Yau ke luta mbote ya kuvwanda How many workers is it better to
na bisadi ikwa? Zole kana have? Two? or ('whether')
tatu? three?
Pauline

Bantu yankaka ina ke na mbongo mingi ke vwandaka na konso ntalu bau zona.
ku-kūk-a n.ganda (ba-)
pƨepepe te ku-tūnd-a

Some people who have a lot of money have as many ('every number') as they wish.
to fit, suit outside soft, easy to spread, set, make (bed)

Kasi ya tieleka bisadi zole lenda kuka: mosi samu ya ('can suit'): one for the bisalu ya ngolo na kati ya hard work inside the house inzo mpe na nganda, mosi and outdoors, one for the samu ya bisalu ya petepete lighter work like dishwashing, kome kusukula malonga, ku- bed making, looking after tanda bamfulu, kutala bana... children...

Robert

E...Pauline, nge zaba kana Yes...Pauline, do you know if Monsieur Classen me zwilaka M. Classen has found work of bisadi na bau kisalu? their servants?

Pauline

idée (ba-)
ku-telephone

(Fr.); idea (Fr.); to telephone
Mu zaba ve. Ina ke idée ya mbote. Bika betu meka telephone bau.

I don't know. That's a good idea. Let's try to phone them.

Robert

Benu vingila fioti, mu meka yufusa bau. Mu ke na kwiza. You wait a little, I'll try to ask them. I'll be right back. ('I'm coming.')

Clemantine

Samu na inki bau ke na kusosila bisadi na bau kisalu? Why are they looking for work for their workers?

Bau zona kwenda na ndambu yankaka? Do they want to go to another place?

Pauline

E, bau ke kwenda na insi ya bau. Yes, they're going to their country.

kosúkosu (ba-)
kí-odzi (bi-)
ku-bel-a
ku-bel.uk-a
cough
coldness, a cold, fever
to be sick
to get well, recover, be cured

Nkento ke na kosúkosu mosi The wife has a bad cough; the ya ngolo; dokotolo tubilaka ya kwenda vwanda na insi ya kiozi fioti, kana bau zona yau beluka. doctor told them to go live in a somewhat cold[er] country, if they want it to be cured.
Clemantine

Ina ke diambu ya kiadi mingi. That's a very sad matter.

Pauline

penzá very, extremely
ku-w-a to hear, feel
silitú Fr: surtout; especially

Kiadi mingi penza. Bakala, Very sad indeed. The man, the
nkento ata bana ke na kuwa woman even the children are
kiadi mingi ya kubika insi very sorry ('feel great dis-
yai, silitu ya kubika bisadi tress') to leave this country,
na bau ina ke kome bumpangi especially to leave their wor-
ya bau. kers who are like their own

ku-vum.in-a to respect, be polite

Bau ke bakala na nkento They are a man and his wife.
n'andi. Bau ke zolaka mpe They love and respect them
kuvumina bau mingi. very much.

ku-bok-a to shout, cry out
ku-bok.il-a to call, address

Ata bau ke bisadi, bana na Even though they are servants
bau ke bokilaka bau tata their children call them
na mama. aunt and uncle.
Gautier

Yau ina bau ke na kusosila
bau kisalu?

Is that why they're looking for
work for them?

Pauline

di-boko (ma-)

hand

ku-zit-a
to carry weight, be heavy

ku-zit.is-a
to respect, give weight to

E, silitu bau zona bika bau
na maboko ya muntu ina
lenda zitisa bau.

Yes, especially do they want to
leave them in the hands of
someone who will ('can') re-
spect them.

Gautier

Kuzitisa bau na inki mutindu?

Respect them in what way?

Pauline

Kome benu zaba, bantu yankaka
samu bau ke na mbongo
mingi, bau ke tubaka konso
mambu bau zona na bantu ke
sadilaka bau.

As you know some people because
they have a lot of money,
(they) say anything they wish
('any matter they like') to
the people who work for them.

Clemantine

ku-fing-a

to insult

ki-fingu (bi-)

insult

Tubila bau inki mutindu ya
mambu? Kome bifingu...?

Say what kind of things to them?
Like insults...?
Pauline

m.pamba
nothing, uselessness

mu-n.gamba (ba-)
day laborer, unskilled
dolt

ku-niokol-a
to mistreat

ku-zeng.am-a
to be cut

Kufinga bau kaka ve kome zoba, Not only to insult them as stu-
muntu ya mpamba, mungamba... pid, worthless man, unskilled
dolt...but also to mistreat
kasi mpe kuniokola bau,
dolt...but also to mistreat
kufwemina bau: ata diambu
them, to get angry at them.
ya fioti mbongo me zengama.
Even [for] a small matter
wages ('money') have [been]
cut.

Kisadi mosi ve ke zonaka No worker likes things like
mambu ya mpidina.
that.

Clemantine

ki-m.beni (bi-)
hatred

Ina ke nataka kaka kimbeni That just brings hatred inside
na kati ya inzo. Mambu ina the house. Are such things
ke vwandaka mingi?
frequent ('many')?

Pauline

kizámpele (ba-)
Fr: exemple; example

E, mpangi na munu, yau ke Yes, my friend ('sister') they
vwandaka mingi; kasi are frequent ('many'); but
ntangu yonso ve, kome famili not always - as the Classen
ya Classen ke kizampele ya family is a good example...
mbote...
Bakala na munu ke na kwiza. My husband is coming. I think
Mu banza ke yandi ke na that he has good news.
nsangu ya kiese.

NARRATIVE

clemantine na bakala n'andi Gautier wandaka sosa kisadi ya inzo. Ntangu bau wandaka na inzo ya Pauline na Robert, bau
yufusaka bandwengoso na bau.

Nge zaba mutindu ya kisadi bau wandaka sosa? Kisadi ya kusala konso kisalu kome kusukula inzo mbala mosi na lumingu,
kusala bisalu ya mutindu na mutindu na jardin, kuzenzila bana na
bisalu yankaka nkaka.

Kiadi! Yau wandaka mpasi fioti ya kuzwa kisadi ina ku-
sadila bau bisalu yonso ina kilumbu ya mvimba. Pauline lwengisaka
bau kuvwanda na bisadi zole: mosi samu ya bisalu ya ngolo na
kati ya inzo mpe na nganda; yankaka samu ya bisalu ya petepete
kome kutanda bamfulu, kutala bana...

Na ntangu bau wandaka solula, Robert zwaka idée mosi ya
mbote. Yandi zonaka zaba kana M. Classen me zwilaka bisadi na
yandi kisalu. Yandi kwendaka telephone yandi.
Pauline bikalaka tubila Clemantine na Gautier mambu ya famili ya M. Classen. Samu nkento na yandi ke na kosukosu ya ngolo, dokotolo mosi tubilaka bau kwenda na insi ya kiozi samu ya kubelula yau. Yau vwandaka diambu ya kiadi penza ya kubika insi yina bau vwandaka vwanda; silitu kubika bisadi na bau ina vwandaka na bau kome bampangi.

Bisadi ina zole ya baClassen vwandaka bakala na nkento n'andi. Ata bau vwandaka kaka bisadi bau vwandaka zola mpe kuvumina bau. Bana vwandaka bokila bau tata na mama.

BaClassen zonaka bika bau na maboko ya konso muntu ve, kasi na maboko ya muntu ina lenda zitisa bau. Bau zabaka ke bantu yankaka ke salaka na bisadi konso mambu bau zona; kufinga bau kome zoba, muntu ya mpamba, mungamba...kuniokola na kufwemina bau...ata diambu ya foti mbongo me zengama.

DIALOGUE: AN INTERVIEW

Robert

Mu me tubila M. Classen benu ke banani na betu.
esengo (ba-)

I told M. Classen who you are contentment, happiness

Yau yina yandi ke na esengo mingi ya kubika bau na maboko na benu.

For that reason he is very pleased to leave them in your hands.

Yandi yufusaka munu kana benu lenda vwanda na ntangu ya kuyufusa mambu yankaka ina benu zona zaba na kisadi yina ya bakala.

He asked me if you might have time to ask things which you wish to know to that man servant.

Pauline

ku-n. dim-a to permit, accept

Nge ndimaka? Did you accept [the suggestion].

Robert

E, mu ndimaka.
bubu yai this very day

Yandi ke na nzila malumalu yai; nkento n'andi ke kwiza ve samu yandi ke na bisalu mingi bubu yai.

He's on the way now; his wife isn't going to come because she has a lot of work today.
Gautier

ku-komase Fr: commencer; to begin

Banda inki ntangu nge komaseke How long have you worked for
sadila na M. Classen? M. Classen? ('beginning what
time you began to work with M. Classen?')

François

Mu komaseke sadila na yandi I started working for him when
banda mu vwandaka kaka I was only fifteen.
mvula 15.
ku-tind-a to send

Mu vwandaka na muntu ya ku- I didn't have anyone to send me
tinda munu na kalasi ntangu to school for a long time; I
ya inua ve; mu longukaka only learned a little.
kaka fioti.

Mu komeseke sala banda I started to work from ('begin-
ntangu ina ti ntangu yai ning') that time until now
mu ke na imvu 34. [when] I am thirty four years
old.

Gautier

Ntangu nge komaseke inki What work were you doing when
kisalu nge vwandaka sala? you started?

François

boyi (ba-) houseboy
Mu vwandaka kaka kome boyi ya fio ti. I was just a minor houseboy.

propre (Fr.); clean
ku-pǚp.ul-a to wipe
putūlu (ba-)
mébele (ba-)
kiti (ba-)
lalemwale (ba-)

Fr: meuble; furniture chair
Fr: l'armoire; chest of drawers

Mu vwandaka tala ke inzo ke propre: kusukula yau, ku-kombula yau na kupupula clean: washing it, sweeping it and wiping the dust from
putulu na bamebele yonso-
bakiti, balalemwale...
all the furniture - the chairs, the chests...

n.gũngi (ba-)
mosquito
insecte (ba-)
(Fr.); insect
n.zĩnzi (ba-)
fly

Mu vwandaka mpe kufwa bangungi na bainsectes yankaka ya I was also killing mosquitoes and other harmful ('bad') in-
imbi kome banzinzi.
ssects like flies.
ku-sung.ik-a to straighten
ku-teng.am-a to be crooked

Mu vwanda mpe sadila na I also was working in the garden:
jardin: kuzenga matiti,
cutting grass, planting flowers
kukuna bafololo na bainti and other plants, watering
yankaka, kutula yau maza, them, straightening crooked
kusungika bainti ya ku-
   tengama...

Clemantine

Nge vwandaka sala na kikuku Weren't you working in the
ve? kitchen?

François

di-kwanza (ma-) scabies, the itch
mu-sāpi (mi-) finger, toe

Na ntete yau vwandaka mpasi At first that was difficult
samu bisalu ya jardin vwana- because the garden work was
daka pesa munu makwanza na giving me scabies between
kati ya misapi ya maboko. the fingers (of the hand).

yandi mosi kaka alone ('himself only')
déjeuner (ba-) (Fr.); breakfast, lunch
ku-tōk-a to perspire; to boil
   (intransitive)
ku-tōk.is-a to boil (transitive)

Fr: thé; tea
ti (ba-)
ku-kading-a to fry
di-ki (ma-) egg

Na manima kome M. Classen Later when ('as') M. Classen
vwandaka yandi mosi kaka was alone I used to make him
mu wandaka sadila yandi madia breakfast: boil water for
ya déjeuner ya suka: to-
tea, fry eggs...
kisa maza ya ti, kadinga
maki...

restaurant (ba-)
(Fr.); restaurant
Na midi na nkokila yandi At noon and at night he used
vwandaka kudia na barestau-
rants.

Gautier
ku-kum-a
to reach, become, arrive
cuisinier (ba-)
(Fr.); cook, chef
Bau tubilaka betu ke malu-
malu yai nge me kumaka They tell us that now you have
become a grand chef; who
cuisinier ya nene; nani taught you that work?
longisaka nge kisalu yina?

François
pâtisserie (ba-)
(Fr.); bakery, pastry shop
Na ntangu M. Classen kwendaka When M. Classen was in Europe
na Mputu samu ya kwenda in order to bring ('follow')
landa famili n'andi, yandi his family he left me at a
bikaka munu na pâtisserie bakery.
mosi.
gato (ba-)
Fr: gateau; cake
ki-sikiti (bi-/babi-) Fr: biscuit; pastry, biscuit
Kuna mu bandaka longuka kulu-
lamba mampa, bagato, bisi-
kiti...

kofitile (ba-)
Fr: confiture; preserves, jam

Na ntangu Mme. Classen kwizaka, yandi monisaka munu
mutindu ya kulambila madia
ya mutindu na mutindu ya
insi n'andi, kusala bako-
fitile mpe bima yankaka
nkaka.
bosi mpe
livre (ba-)

When Mme. Classen came she showed me how to cook various kinds of foods of her country [and] to make jam and other things.

Then too, in addition (Fr.); book

Bosi mpe kome mu zaba tanga,
mu ke na balivres yankaka
ya kulongukila kulamba
bima yankaka nkaka.

Then too, since I know [how] to read, I have some books which teach [how] to cook various other things.
NARRATIVE

M. Classen vwandaka na esengo mingi ya kubika bisadi n'andi na maboko ya Gautier na Clemantine samu Robert tubilaka yandi bau ke banani na famili n'andi. Yandi yufusaka mpe Robert kana Ba-Gautier zonaka vwanda na ntangu ya kusolula fioti na kisadi ya bakala; Robert ndimaka.

François, nkumbu ya kisadi yina, komaseke sadila na M. Classen banda yandi vwandaka kaka mvula 15 samu muntu ya kutinda yandi ntangu ya inda na kalasi vwandaka ve. Yandi longukaka fioti. Yandi ke na imvu 34.

Na ntangu yandi komaseke sala, yandi vwandaka kaka kome boyi ya fioti. Yandi vwandaka tala kana inzo ke propre; kusukula yau, kukombula yau na kupupula putulu na bamebele yonso: bakiti, bala-lemwale...Yandi vwandaka mpe kufwa banzinzi na bainsects yankaka ya imbi kome bangungi.

Yandi vwandaka mpe sadila na jardin: kuzenga matiti, kukuna bafololo na bainti yankaka, kutula maza, kusungika bainti ya kutengama...

Kasi yandi vwandaka sadila na kikuku ve? E, kasi na ntete yau vwandaka mpasi samu bisalu ya jardin vwandaka pesa yandi makwanza na kati ya misapi ya maboko.

Na manima yandi vwandaka sadila M. Classen kaka madia ya déjeuner ya suka, tokisa maza ya ti, kadinga maki...Na midi na
nkokila yandi vwandaka kudia na barestaurants.


Na ntangu Mme. Classen kwizaka, yandi monisaka yandi mutindu ya kulambila madia ya mutindu ya insi n'andi; kusala bukofitile na bima yankaka nkaka. Bosi mpe kome yandi zaba tanga, yandi ke na balivres yankaka ya kulongukila kulamba bima yankaka.
DIALOGUE: ALL IN THE DAY'S WORK

Clémantine

Bau tubilaka mpe betu ke nkento na nge ke salaka na nge. We were also told that your wife works with you.

Nge lenda tubila betu bisalu yandi ke salaka? Can you tell us what work she does?

François

Yandi ke salaka silitu na bana. She works mostly with the children.

Kome Mme. Classen ke kwendaka na kisalu katuka na suka ti na nkokila, yandi ke talaka mambu yonso ya bana. Since Mme. Classen goes to work from morning till night, she looks after all the affairs of the children.

Yandi ke salaka mpe bisalu yankaka ya bakento na inzo. She also does other women's jobs in the house.

Clémantine

Mpidina yandi ke mpila mosi Then she's just like a mother mama na bau! to them!

Robert

E, yau ke mpidina. Yes, that's the way it is. 

mwaye (ba-) Fr: moyen; means, way
Mu banza ke mbasi to kilumbu
yankaka betu ke sosa mwaye
samu benu solula na yandi.

I think tomorrow or another day
we'll find a way so you [can]
chat with her.

Gautier

programme (ba-)

(Mr.); schedule, program

Mbuta muntu, nge lenda tu-
bila betu programme ya
bisalu ya nge na inzo ya
ba Classen?

Sir, can you tell us the schedule
of your work at the Classens'
house?

François

Bokidila munu kaka François;
nkumbu na munu ke Mundonga
François.

Call me just François; my name
is Mundonga François.

François.

Programme ya munu konso
lumingu ke mpila yai:
ku-kat,ul-a
katula

My schedule each week is like
this:
to subtract
besides, in addition to
('subtracting')

Mu ke lambaka katuka kilumbu
ya lendi ti kilumbu ya
tanu; kasi katula kisalu
ya kulamba, ina mu ke
salaka ntangu mingi na
suka, kilumbu ya lendi mpe

I cook from Monday till Friday;
but in addition to the cooking
job, which I do mostly in
the morning, I go to market
on Monday and Friday to buy
food.

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kilumbu ya tanu me ke kwendaka
sumba madia na zandu.

Clémantine

Mme, Classen ke tubilaka nge bima ya kusumba?
Does Mme. tell you the things to buy?

François

liste (ba-)
(sFr.); list
sika (bi-)
place
sika mosi
together

E, yandi ke tubilaka munu; Yes, she tells me; but usually
kasi ntangu mingi betu ke we make a list together of
salaka liste ya bima ya things to buy.
kusumba sika mosi.

ku-wom-a
to press, iron

Na kilumbu ya zole, mu ke su-
kulaka bilele mpe kuwoma On Tuesday I wash the laundry
yau na kilumbu ya iya.
and press it on Thursday.

Clémantine

yangó the one referred to,
this, that

Inki bilele yango? What laundry is that?

François

saleté (ba-)
(Fr.); soiled, dirty
rideau(x) (ba-)  (Fr.); curtain
drap (ba-)  (Fr.); sheet

Bilele yonso ya salete na All the soiled laundry in the
inoz: bilele ya kuvwata house: clothing ('clothes
barideau, badraps na to wear'); curtains, sheets
bilele yankaka nkaka. and all sorts of linens.
Mpe kilumbu ya tatu mu ke And on Wednesday I work in the
salaka na jardin. garden.

Gautier

Ina ke kisalu mingi penza. That's a great deal of work.
Inki ntangu benu ke manisaka When do you finish work?
kisalu?

François

six heures  (Fr.); six o'clock
n.zenza (ba-) stranger, guest
Betu ke manisaka kisalu na We finish work at six o'clock
six heures ya nkokila in the evening if there are
kana banzenza ikele ve. no guests.
huit  (Fr.); eight
dix  (Fr.); ten
meza (ba-)  (Port.); table
Kasi kana bau ikele, ntangu But when there are, sometimes
yankaka na huit heures to at eight or ten o'clock in
dix heures samu ya kusadisa order to help Madame at table.
Madame na meza.

Gautier

Benu ke salaka na kilumbu Don't you work on Saturday?
y a sabala ve?

François

Kana kisalu ikele mingi to If there's a lot of work or
banzenza ikele, betu ke there are guests, we work
salaka ata kilumbu ya lu-
mingu even on Sunday.

Gautier

n.gonda (ba-) month

Mbala ikwa bau ke futaka How many times do you get paid
benu na ngonda? per month?

François

lekenzi (ba-) Fr: le quinzaine; the
fifteenth of the month

n.suka (ba-) end

Betu ke bakaka mbongo na We receive money on the fifteenth
lekenzi mpe na nsuka ya and at the end of the month.
ngonda.

avance (ba-) (Fr.); advance payment

salele (ba-) Fr: salaire; salary
Kasi kana betu zona mbongo
mingi yandi ke pesaka betu
baavances ya salele.

But if we need ('want') a lot
of money they gave us some
advances on our wages.

Clémantine
Melesi mingi na mambu yonso.
Inki ntangui betu lenda solula
na nkento na nge?
Betu ke na mambu yankaka ya
kuzaba.

Thanks a lot for everything.
When can we chat with your
wife?
We have some other things to
find out ('know').

François
ku-fwand-a
to suffice
fwanda
must, should, have to
ava / avant
(Fr.): before

Mu fwanda yufusa yandi avant
ya kutubila benu.
I must ask her before telling
you.

Kasi mu banza ke benu lenda
solula avant nsuka ya
lumingu yai.
But I think you may chat before
the end of this week.
NARRATIVE

Gautier na nkento n'andi Clémantine mpe Robert na nkento n'andi Pauline vwandaka kaka soludisa Tata François Mundonga samu ya kisalu n'andi.


Na kilumbu ya zole yandi ke sukulaka bilele mpe kuwoma yau na kilumbu ya iya. Bilele yango ke bilele yonso ya saleté na inzo: bilele ya kuvwata, barideaux, badraps...Kilumbu ya tatu ke kilumbu ya kusala na jardin.

Yau ke kisalu mingi penza.

Inki ntangu François na nkento n'andi ke manisaka kisalu? Bau ke manisaka kusala na 6 heures kana banzenza ikele ve; kasi kana ba ikele, bau ke manisaka na 8 heures to 10 heures samu ya kusadisa Madame na meza.

Bau ke futaka bau mbala zole na ngonda: lekenzi mpe na nsuka ya ngonda. Ntangu yankaka kana bau zona mbongo mingi, bau ke
baka baavances ya salele na bau.

François tubilaka bau ke samu ya kusolula na nkento n'andi,
yandi zonaka ntete kuyufusa yandi avant ya kutubila bau.
DIALOGUE: CHILD CARE

Clémantine

Madame Antoinette, mazono betu solulaka na bakala na nge M. François Mundonga.
Yandi tubilaka betu ke nge ke salaka silitu na bana ya M. Classen.
Nge lenda tubila betu ntalu ya bana na bau?

Antoinette

Bau ke na bana iya. Ya ntete ya bakala ke na imvu 12; ya zole, nkento, imvu 8; ya tatu nkento, imvu 6; na ya nsuka ke bakala, imvu 4.

Clémantine

kuluntu (ba-) older sibling
Bayina ya bakuluntu ke kwendaka na kalasi?

Antoinette

Sainte Marie (A school in Leopoldville)
E, tatu ke kwendaka na kalasi ya Sainte Marie. Yes, three go to St. Mary's school.

Ya fio ti ke bikalaka na munu na inzo, ntangu mama ya bau ke kwendaka na kisalu. The little one stays at home with me while his mother goes to work.

Clémantine

Nge lenda tubila betu, Madame Antoinette, Can you tell us, Mme. Antoinette,
Antoinette, programme na your work schedule?
ng e ya kisalu?

Antoinette

ku-bōng-a to be in order, be arranged

ku-bong.İs-a to arrange, put in order

Ntangu mu ke komaseke kisalu When I start work at eight
na huit heures, mu ke ba-
ndaka ntete kutanda bamfulu o'clock I begin first to
na kubongisa·bima yankaka make the beds and straighten
na masuku na bau. up various things in their
rooms.

vers (Fr.): toward
ku-lam.us-a to waken, arouse
ku-yob.is-a to wash (transitive)

Na vers dix heures mu ke Along toward ten o'clock I get
lamusaka mwana ina ya fio ti, that little child up, wash
kuyobisa yandi, na kupesa him and give him breakfast
yandi madia ya suka. ('morning food').

Pauline

Inki nge ke pesaka yandi na What do you give him in the
suka? morning?

Antoinette

kwakele (ba-)
Eng: Quaker; oatmeal
kamwá (ba-)
a bit [of], a little one [of]
biberón (ba-)
(Fr.); feeding cup,
- nursing bottle

Mu ke pesaka yandi maki, I give him eggs, oatmeal, a
kwakele, kamwa mampa, na bit of bread and a (feeding)
biberon ya midiki. cup of milk.

ku-mēm-a to conduct, bring

park (ba-)
(Fr.); park

Na manima, mu ke memaka yandi Afterward I take him to the
na park ya bana fioti, samu little children's park to go
ya kwenda sakana ti kana play until (when) he has
yandi me lemba na ndambu gotten tired around two
ya deux heures. o'clock.

Gautier
di-sāno (ma-)
game

Inki mutindu ya masano bau What kind of games do they have
ke na yau kuna? there?

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Antoinette

m.punda (ba-) horse, mule, donkey
di-baya (ma-) wood, board, lumber
zielo (ba-) sand
balançoire (ba-) (Fr.); swing
ku-måt-a to climb

Bau ke na bakamwa mpunda They have little wooden horses,
ya mabaya, palasi ya zielo, a sand pile, swings, little
babalançoires, bakamwa kamio cars and some things to
na bima yankaka ya kumata. climb.
Bau ke mpe na bima ya kutu- They also have things to build
ngila bainzo na bima ya- houses and various other
nkaka nkaka. things.

Gautier

Kana yandi me lemba na ku- When he has tired with playing,
sakana, nge ke nataka yandi do you take him home to eat?
na inzo samu ya kudia?

Antoinette

imene it finishes, it is done
velandå (ba-) Fr: veranda; porch
ku-bil-a to boil (intransitive)
ku-bid.is-a to boil (transitive)
E, mu ke pesaka yandi madia n'andi; kana imene, mu ke bikaka yandi na velanda samu ya kusakana fioti, na ntangu mu ke bidisaka maza ya kunwa na ya kusukudila malonga na babiberons ya midiki.

ku-bàmb-a to mend, patch
soseti (ba-) Fr: chausette; sock
ku-tob.uk-a to be pierced, be punctured
ku-bolos-éFr: brosser; to brush

Na manima mu ke salaka bisalu yankaka ya fioti kome ku- bamba bilele na basoseti ya kutobuka, kubolose bansampatu...

Afterwards I do various little jobs like mending clothes and socks with holes ('pierced'),

Clémantine

l'après-midi (Fr.); afternoon

Ina ya fioti ke lalaka ve Doesn't the little one lie
na l'après-midi? down in the afternoon?
Antoinette

mwini (ba-) light, sunlight, heat of sun
ku-dil-a to cry
E, kana mwini ke ngolo mingi Yes, if the day is very hot and
mpe yandi komase kudila, he starts to cry, I bathe
mu ke yobisaka yandi mpe him and put him to bed.
kutila yandi na mfulu.

sieste (ba-) (Fr.); siesta, nap
aré (ba-) Fr: arrêt; stop [noun]

Ntangu yandi ke na kubaka While he is taking his nap, I
sieste n'andi, mu ke go to the bus stop to get those
kwendaka na are ya otobisi who return from school.
samu ya kubaka bayina ke
kwendaka na kalasi.

Gautier

Yau ke mpidina na ntangu Is it like that during vacation?
y a congé?

Antoinette

kutambusa(muntu)intu to make a person dizzy
('to drive a person the head')

N a ntangu ya congé, kome bau During vacation, since all four
yonso iya ke vwandaka na are at home, they drive me
inz o, bau ke tambusaka munu crazy all day.
intu kilumbu ya mvimba.
Gautier

k̂i dikididi (ba-)
naughtiness, bickering

Kana kidikidi me luta inki
If the bickering gets too much
nge ke salaka?
what do you do?

Antoinette

punition (ba-)
punishment

ku-fuk.am-a
to kneel, prostrate oneself

Mu ke pesaka bau bapunitions:
I give them punishments, make
kufukamisa bau...
them kneel.

Clémantine

ma-tata
trouble (no singular)

Ina ya fioti mpe ke pesaka
And does the little one give
nge matata mingi?
you much trouble?

Antoinette

Ve, yandi ke salaka munu
No, he doesn't give me much
matata mingi ve.
trouble.

ki-fu (bi-)
habit, custom, practice

ku-sub-a / kusala maza
to urinate

kabiné (ba-)
Fr: cabinet; toilet

ku-nen-a / kwenda na
to defecate
kabiné

ku-lokut-a
to pick up, gather, collect
di-n.zaka (ma-)

fingernail, toenail

inwa (ba-)
mouth

Kasi yandi ke pesaka munu

But he causes me a lot of work

kisalu mingi ya kumonisa
to teach ('show') him certain

yandi bifu yankaka, kome
habits like to speak when he

kutuba kana yandi zona suba
wants to go to the toilet,
to kunena; kulokuta konso
not to pick up anything to

kima ya kudia na ntoto ve;
eat from the ground, not to

kutula manzaka n'andi ya
put his dirty nails in [his]
salete na inwa ve...
mouth...

Clémantine

zwa (ba-)

jealousy, envy

Na betu, nge ke mona mpasi

With us you'll experience a

fioti samu ya zwa ya mwana
little difficulty on account

betu ina ke na imvu 5.
of the jealousy of our child

n-leke (ba-)

who is five years old.
younger sibling

Yandi ke zonaka bau natina

He wants us to take him too

yandi mpe na pusu pusu kome
in the baby carriage like his

nleke n'andi ina ke na
little brother who is two.
imvu zole.

Kasi betu ke tala mambu
But we'll see [about] all

yonso yina.
those things.
NARRATIVE

Gautier na nkento n'andi Clémantine zwaka mpe mwaya ya kusolula na Mme. Antoinette Mudonga. Yandi ke salaka silitu na bana ya Mme. na M. Classen.

Bau ke na bana iya: zole ya babakala - ya ntete ke imvu, 12, ya zole imvu 4; ya bakento mpe ke zole - mosi ke imvu 8, yankaka 6.

Tatu ina ya bakuluntu ke kwendaka na kalasi ya Sainte Marie. Ya fioti ke bikalaka na yandi ntangu mama na bau ke kwendaka na kisalu.

Programme n'andi ya kisalu ke mpila yai: na suka ntete kutanda bamfulu na kubongisa bima na masuku; bosi kulamusa mwana ina ya fioti, kuyobisa yandi mpe kupesa yandi madia na suka: maki, kwakele, kamwa mampa na biberon ya midiki.

Na manima yandi ke memaka yandi na park ya bana ya fioti. Kuna bima ya masano ke mingi: bakamwa mpunda ya mabaya, palasi ya zielo, babalancoires, bakamwa kamio na bima yankaka ya kumata.

Na ndambu ya 2 heures kana yandi me lemba, yandi ke memaka yandi na inzo; kupesa yandi madia; kana imene, yandi ke bikaka yandi na velanda samu ya kusakana fioti. Na ntangu yina yandi ke bidisaka maza ya kusukudila malonga na babiberons ya midiki. Yandi ke bambaka mpe bilele na basoseti ya kutobuka, kubolose bansampatu...
Kasi mwana ina ya fioti ke lalaka ve na l'après-midi? E, kana mwini ke ngolo mingi mpe yandi komase kudila, Mme. Antoinette ke yobisaka yandi mpe kutula yandi na mfulu.

Ntangu mwana ina ke bakaka sieste, yandi ke kwendaka na are ya otobisi samu ya kubaka bayina ke kwendaka na kalasi.

Na ntangu ya congé, bau yonso iya ke vwandaka na inzo; bau ke tambusaka Mme. Antoinette intu kilumbu ya mvimba. Kasi kana kidikidi me luta yandi ke pesaka bau bapuntions kome kufukimisa bau.

Ina ya fioti ke pesaka yandi matata mingi ve. Yandi ke pesaka yandi kaka kisalu ya kumonisa yandi bifu yankaka kome kutuba, kana yandi zona sala maza, to kwenda na kabine; kulokuta konso kima ya kudia na ntoto ve; kutula manzaka n'andi ya salete na inwa ve...

Mme. Clémantine tubilaka yandi ke na bau, yandi ke mona mpasi fioti samu ya zwa ya mwana na bau ina ya imvu 5. Yandi ke zonaka bau natina yandi mpe na pusu pusu kome nleke n'andi ina ke na imvu 2.
DIALOGUE: COOKING INSTRUCTION

Lucie

sakasaka

Inki ntete nge zona mu monisa What do you want me to show you
nge kulamba? Madezo to [how to] cook first? Beans
sakasaka?
or manioc leaves?

Odette

petétele Fr: peut-être; perhaps

Mu banza madezo; samu petetele I think beans since perhaps
kulamba yau ke mpasi mingi to cook them isn't very diffi-
ve.
cult.

Lucie

Yau ke diambu ya mbote ke mu It's a good thing that I am
ke na kutokisa madezo ya ku-
dia na nkokila yai.

Kome nge lenda mona, nge As you can see you must boil
fwanda tokisa yau mbote mbote them well until they become
ti yau ke kuma petepete mu-
tindu nge zona.
as soft as you want [them to

Odette

kudia ntangu to take time, waste time
tiya (ba-)

fire, heat, power

Yau ke kudiaka ntangu mingi Do they require a lot of time
na tiya?
on the fire?
Lucie

ku-bol-a to get wet, spoil
ku-bod.is-a to soak, cause to spoil
lele (ba-) Fr: l'heure; hour

Ve, ntangu mingi ve; silitu No, not much time especially if
kana nge bodisa yau ntete you soak them first in water
na maza balele fioti ava for a few hours before boiling
ya kutokisa yau. them.

Kome yai, mu tulaka yau na As for these, I put them in water
maza na suka ava ya kwenda in the morning before going
ta kisalu ti na cinq heures. to work [and left them] until

five o'clock.

Ntangu mu kwizaka mu tulaka When I came I put them on the
yau na tiya mpe malumalu fire and now they are almost
yai yau ke penepene ya soft ('near to become soft').
kukuma petepete.

Odette

Mu me mona. I get it.

Lucie

mafuta (ba-) oil, fat, grease
ki-kadingu (bi-) frying pan

Kana imene, tula mafuta na When ready, put the fat in a
kikadingu. frying pan.
mú-dinga (mí-)  smoke
fulufulu (ba-)  froth
Kadinga yau ti yau ke manisa  Fry it until it stops [giving
mudinga mpe fulufulu.  off] smoke and froth.
di-tungulu (ma-)  onion
tomato / tomate (ba-)  tomato
ku-sōp-a  to pour
Tula matungulu na tomato kuna;  Put [in] the onions and tomatoes
na nsuka, sopa mafuta yango (there); and finally pour that
na nzungu ya madezo.  fat into the bean pot.
ku-sang-a  to mix
ku-sang.an-a  to get mixed up together
Tokisa yau diaka na tiya ti  Boil it again on the fire until
mafuta na bima yonso ke  the fat and all the things
sangana mbote mbote.  get thoroughly mixed together.

Odette
O! Mu me mona; yau ke  Oh, I see; it's not very hard.
mpasi mingi ve.

Lucie
E, yau ke mpasi ve kana nge  Yes, it's not hard if you are
ke na kulambila yau na  cooking it in fat.
mafuta.
Kasi kome nge zaba, kana nge zona lambila yau kome mu lambilaka madezo yina betu kudiaka na ntangu benu kwizaka kwaku, nge fwanda sala mingi fioti. But, as you know, if you want to cook it as I cooked those beans we ate when you came here, you must work a little more.

Odette

Samu na inki? Why?

Lucie

mw.amba (ba-) sauce, gravy, stew

Samu ya kusala mwamba.

m.bila (ba-) palm nuts

ku-tut-a to pound, crush

Tokisa madezo kome mu tubi-laka nge; tokisa mbila,

bosi tuta yau;

ku-kamun-a press, squeeze

supu (ba-) Fr: soupe; soup, stock, juice

passoire (ba-) (Fr.); sieve

Kana imene, tula yau na maza When done put then in water ya tiya, bosí kamuna mpe on the fire, then crush and lutisa supu na passoire; pass the [resultant] juice through a sieve;
Na nsuka sopa supu yango na madezo; tokisa na tiya ti supu ke kota na madezo.

Finally pour that juice on the beans; boil on the fire until the juice has been absorbed ('has entered') [by] the beans.

Odette

Kasi na inki ntangu nge fwanda tula bima yankaka kome matungulu, tomat, pidipidi...?

But when must you add other things like onions, tomato and pepper?

Lucie

Ntangu yau ke na tiya. e-lëngi (bi-)
ku-zimb, an-a
mu-sũni (mi-)
nišma (ba-)

When it's one the fire. flavor, good taste to forget
flesh, meat animal, beast

Kana nge zona yau vwanda elengi mingi, zimbana ve kutula kamwa musuni ya mbisi to ya niama.

If you wish it to be very delicious, don't forget to put in a little fish or meat ('flesh of fish or animal').

Odette

Mu me mona. Koma samu ya sakasaka?

I understand. How about the manioc leaves?
Lucie

Sakasaka mpe ke mpasi ve na kulamba; kasi nge fwanda sala mingi, mpe yau ke ku-diaaka ntangu mingi.

ku-yonzun-a
to strip of leaves

Ntete nge fwanda yonzuna yau;
kadinga yau fioti samu
yau kwiza petepete.
di-būka (ma-)
mortar

Kana imene, nge ke komase kututa yau na dibuka ti
yau ke tutama mbote mbote;

n.sunga (ba-)
odor, smell

mu-bisu (mi-~bamu-)
rawness

Tokisa yau na tiya ti yau ke manisa nsunga ya mu-bisu.

Cook it on the fire until it loses ('finishes') the raw smell.

Odette

Kana imene, nge lambila yau kaka kome madezo?

When that's done do you cook it just like beans?
Lucie

n.gazi (ba-) palm nut (~mbila)
E, kana nge zona lambila yau Yes, if you wish to cook it in
na mwambia ya ngazi. palm nut sauce.
besoin (ba-) (Fr.); need
Kasi kana na mafuta, nge ke But if in oil you don't have
na besoin ya kukadinga ma- to fry that oil.
futa yango ve.
Sopa yau kaka na nzungu ya Just pour it into the manioc
sakasaka. pot.

Odette

Nge fwanda tokisa diaka ntangu Do you have to boil it a little
ya inda fioti? longer? ('little long time')

Lucie

E, ti bima yonso ke sangana. Yes, until everything is mixed
together.

Kana nge zona mpe, nge lenda If you want you can put in other
tula bima yankaka na yulu things in addition to ('on
ya matungulu, tomate, pidi- top of') onions, tomatoes and
pidi kome kamwa musuni ya pepper like a little fish or
mbisi to ya niama. meat.
di-n.Žanža (ma-) can, tin
pidisale (ba-) Fr: pilchard; pilchard (a
type of fish)
Bantu yankaka ke zonaka sopa Some people like to pour in a
dinzanza ya mbisi kome ya can of fish like pilchard.
pidisale kuna.

Odette
ku-bimb-a to taste
Melesi mingi. Ntangu mu ke Thank you very much. When I
lamba yau, mu ke zimbana cook it I'll not forget to
bokila nge ve samu ya invite you to taste it.
kubimba yau.

Lucie
Mambu ve. Don't mention it.

NARRATIVE
Odette kwendaka na inzo ya Lucie samu yandi longisa yandi mutindu ya kulambila madia yankaka ya insi. Madia ya ntete yandi zonaka longuka vwandaka madezo, samu yau ke mpasi ve na kulamba.

Nge zona zaba mutindu Lucie longisaka Odette?

Bodisa madezo balele fioti na maza. Tokisa yau na tiya ti yau ke kuma petepete. Kana imene, kadinga mafuta na kikadingu; vingila ti mudinga na fulufulu ke manisa; bosi tula tomate na matungulu; na nsuka, sopa mafuta yango na nzungu ya madezo. Tokisa yau diaka ti mafuta na bima yankaka ke sangana mbote mbote.

Kome nge me mona, kulambila madezo na mafuta ke mpasi ve.
Kasi kana nge zona lambila yau na mwamba ya mbila, nge fwanda sala mingi fioti.

Tokisa mâdezo. Tokisa mbila bosìtìa yau na dibuка; tula yau na maza ya tiya; kamuna yau mpe lutisa supu yina na passoire; na nsuka, sopa mwamba yango na mâdezo. Tokisa yau diaka ti mwamba ke kota mbote mbote na mâdezo. Ntangu yau ke na kutoka, tula bima ina nge zona kome matungulu, tomate, pidipidi.

Nge zona yau vwanda elengi? Zimbana ve kutula musuni ya mbisi to ya niama.

Nge zona lamba sakasaka kome Odette? Ntete yonzuna yau; kadinga yau fioti samu ya kwiza petepete; tuta yau na dibuка ti yau ke tutama mbote mbote; samu ya kumanisa nsunga ya mubisu, tokisa yau na tiya ntangu ya inda mingi.


Kome mâdezo, kana nge zona sakasaka na nge vwanda elengi, na yulu ya matungulu, tomate, pidipidi, zimbana ve ya kutula musuni ya mbisi to ya niama; bantu yankaka ke zonaka sopa di-nzanza ya pidisale kuna.

Odette samu ya kupesa melesi na Lucie, yandi tubilaka yandi ke yandi ke zimbana ve kubokila yandi, samu ya kubimba madia n'andi ntangu yandi ke lamba yau.

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GROUP E: LEARNING MORE OF THE LANGUAGE

DIALOGUE: AN INFORMAL LANGUAGE LESSON

Charles (An American)

Mbote na nge, Paul.  Good morning, Paul.

Paul (A Congolese)

Mbote, Charles. Nge kwizaka Good morning, Charles. Have kwaku ntama?
you been here long? ('Did
you come here long ago?')

Charles

Ve, mu kwizaka kwaku ntama No, I haven't been here long.
ve.

Kana muntu zona tuba ve When someone doesn't want to 'ntama ve', inki yandi say 'not long ago' what lenda tuba?
can he say?

Paul

Yandi lenda tuba 'malumalu He can say 'just now'. yai'.

Charles

Mu lenda tuba: 'Mu kwizaka Can I say 'I came here just kwaku malumalu yai'? now'?

Paul

E, nge lenda tuba mpidina; Yes you can say that; but it kasi yau luta mbote ya is better to say: 'I've
kutuba: 'Mu me kwiza kwaku just now come here.'
malumalu yai.'

Charles

Mu me mona. I get it.
ku-bok-a to shout, cry out, scream
ku-bok, il-a to address, call; invite

Wapi mutindu bau ke bokilaka What does one call ('How do they
kima yina muntu yina ke na call') that thing that that
kudia? man is eating?

Paul

ma,kazu (ba-) kola nut (sing. di-kazu in Kikongo)
Bau ke bokilaka yau makazu. It's called 'kola nut'.
sukadi (ba-) sugar, sweetness
Nge zaba wapi mutindu betu Do you know what we call a thing
ke bokilaka kima yina ke which is not sweet?
yu sukadi ve?

Charles

Ve, mu zaba ve. Yau ke No, I don't know. What is it?
inki?

Paul

n.dudi (ba-) bitterness
Betu ke bokilaka yau kima We call it a bitter thing. Like
ya ndudi. Kome makazu, a kola nut, it's not a sweet
yau ke kima ya sukadi ve thing but a bitter [one].
kasi ya ndudi.

Charles
citron (ba-) (Fr.); lemon

Mu me mona. Kasi koma samu I see. But what about lemons?
ya citrons? Yau ke malala Are they 'bitter oranges'?
ya ndudi?

Paul
n.gšingši (ba-) sourness, acidity

Ve, yau ke malala ya ndudi No, they're not 'bitter oranges'
ve kasi ya ngaingai. but 'sour' [ones].
Bantu mingi mpe zabila yau A lot of people know them by
na nkumbu ya citrons. the name of 'citrons'.

Charles
Inki mutindu benu ke bokilaka How do you call the kola nut
inti ya makazu? tree?

Paul
Yau ke mpidina 'inti ya It's like that - 'Kola nut
makazu'. tree'.
Kasi nge lendə kuwa bantu But you can here some people
yankaka kubokila yau call it 'nkazu'.
'nkazu'.

foti (ba-) Fr: faute; fault

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Ki-tuba  the Kituba language
Ki-kongo  the Kikongo language

Yau ke foti ya nene ve;  It's not a big mistake but it's
kasi yau ke mpe Kituba ya also not good Kituba, it's
mbote ve, yau ke Kikongo. Kikongo.

Charles

m.būma (ba-)  fruit
Kana mpidina, kana nge zaba If that's the case, if you know
nkumbu ya mbuma, inti na the name of a fruit, the tree
yau ke mpasi ve. is not difficult.
Nge fwanda tuba kaka inti Must you just say the tree of
ya mbuma yina? that fruit?

Paul

n.safu (ba-) (a tropical, deep-purple
skinned fruit)
E; kome inki ke inti ya Yes, so what is the tree of
nsafu? 'nsafu'?

Charles

Yau ke inti ya nsafu. It's the 'nsafu tree'.

Paul

E, yau ke mpidina. That's right.

Charles

Inki kima mvwana yina ke na What's the thing that child is
kusimba? handling ('touching').
Paul

ballon (ba-)

(Fr.); ball, handball, football, etc.

Betu ke bokilaka yau ballon. We call it 'ballon'.

Charles

Nge lenda tuba ke bana yina Can you say that those children
ke na kusakana na ballon? are 'playing with a ball'?

Paul

silitú Fr: surtout; especially, usually

ekubula ballon to play football (soccer)

E, mu lenda tuba mpidina; Yes, I can say that; but usually
kasi silitu betu ke tubaka we say 'to play football'.

'kubula ballon'.

Bana yina ke na kubula ballon. Those children are playing
soccer.

Charles

fono (ba-)

phonograph

kubula fono to play the phonograph

miziki (ba-)

Fr: musique; music

kubula maza to swim

Yau ke mpila mosi kubula Is that the same as to play
fono, kubula miziki, kubula ('strike') the phonograph,
ngunga, kubula maza, ku- to play ('strike') music, to
bula mwana? ring a bell, to swim, to beat
a child?
Paul
E, yau ke mpila mosi. Yes, it's the same.

Charles
Inki ke nkumbu ya kima yina What's the name of the thing
bau ke budilaka mwana? used for beating a child?

Paul
sikoti (ba-) Fr: chicote; whip
Yau ke sikoti. That's a whip.

Charles
Melesi mingi. Mu banza ke Thank you. I suppose that we'll
betu ke kutana mbasi. meet one another tomorrow.

Paul

NARRATIVE

Paul na Charles zabana. Bau ke bakamaladi kasi bau ke
bantu ya insi mosi ve. Paul ke Kongole; yandi ke tubaka Kituba.
Charles ke muntu ya Amelike; yandi zaba Kituba mbote mbote ve;
Paul ke sadisa yandi.

Nge ke tubaka Kituba ya mbote ve? Landa mambu Paul ke
longisa Charles:

Kana muntu zona tuba 'ntama ve' ve, yandi lenda tuba 'malu-
malu yai'. Yau ke foti ya nene ve ya kutuba 'Mu kwizaka kwaku
malumalu yai', kasi yau kuluta mbote ya kutuba 'Mu me kwiza kwaku malumalu yai.'

Bima yonso ya kudia to ya kunwa ke ya sukadi ve; yankaka ke ya ndudi kome makazu. Kasi tuba ve ke citron ke malala ya ndudi; bau ke bokilaka yau malala ya ngaingai.

Nge zaba wapi mutindu bau ke bokilaka inti ya konso mbumba ina nge zaba? Yau ke mpasi ve; kome betu ke tubaka makazu ke katukaka na inti ya makazu. Nge lenda kuwa bantu kubikila yau nkazu. Yau ke foti ya nene ve kasi yau ke Kituba ya mbote mpe ve - yau ke Kikongo. Tubaka 'inti ya nsafu' kasi 'nsafu' ve.

Bana ya fioti ke zonaka simba ballon. Kasi ntangu bau ke sakana na yau, betu ke tubaka 'Bana ke na kubula ballon'. Yau ke mpila mosi kubula fono, kubula miziki, kubula ngunga, kubula maza, kubula mwana...

Nge zaba nkumbu ya kima yina bau ke budilaka mwana? Yau ke sikoti.
DIALOGUE: A HEALTH LESSON FROM THE RADIO

Sarah (An American)

n.ůku (ba-) friend, acquaintance
radio (ba-) (Fr.); radio
programme (ba-) (Fr.); program
tadila concerning, about
di-longi (ma-) instruction
mũ-n.ganga (mũ-)¹ physician

Ndũku Vicky! Mazono na nko-
    kila mu kuwaka na radio
    I heard a program on the radio
programme tadila malongi
    concerning instructions about
ya munganga.
    medicine.

Nge zaba programme yina? Do you know that program?

Victorine (A Congolese)

ku-bel-a to get well
ku-bel.ul-a to cure, heal

E, mu zaba yau. Nkumbu na Yes, I know it. Isn't its name
    yau ke 'Munganga zola
    'The doctor wants to heal
belula nge' ve?
    you'?

Sarah

E, yau yina. Mu mekaka landa Yes, that one. I tried to fol-
yau, kasi yau vwandaka low it but it was a bit diffi-
mpasi fioti ya kuzaba mambu cult to understand some things
yankaka bau vwandaka tu-
bila.
ku-enregistr-e (Fr.); to record
n.suka (ba-)
Mu enregistreke ndambu ya nsuka.
I recorded the last part.

Victorine
k-u-kūk-a to fit, suit, be able
Betu lenda kuwa yau samu We can listen to it in order to
ya kuzabisa nge mambu let you know the things you
yina nge kukaka zaba ve. weren't able to understand.

Sarah
ku-yuf.ul-a to ask, request
Melesi mingi, nduku Vicky! Thank you very much, (friend)
Mu vwandaka zona yufula Vicky! I was about to ask
nge yina.
you that.
Bika betu kuwa yau. Let's listen to it.

(Recording)
ki-lēmbo (bi-) signs, marks
m.pamba nothing, uselessness
mpamba ve because, on account of,
not for nothing
bwazi leprosy
ku-tind-a to send
luzadí (ba-) Fr: lazaret; leprosarium, sanitarium

'Konso muntu zaba muntu yina ke na bilembo na nzutu,
yandi fwanda tubila yandi kwenda na munganga; mpamba ve,
kana bilembo yina ke ya bwazi, munganga ke tinda yandi na luzadi.'

bōma (ba-) fear
kisi (ba-) medicine, drug, fetish
n.tūnga (ba-) needle, hypodermic syringe
ofelé Fr: au frais; free, without cost

'Vwanda na boma ve. Bima yonso ata kisi ya ntunga ke ya ofele.'

ku-yāmb-a to greet, welcome

'Bantu ya Nzambi ke vwandaka kuna samu ya kuyamba na kusadisa konso muntu.'

n.siku (ba-) law, rule
ata...ata...ve neither......nor
'Bansiku ya kulanda ke ata mpasi ata mingi ve.' 

'Na kati na yau yankaka yau yai:'

di-bele (ma-)
m.puta (ba-)
inwa (ba-)
kũ-zw-a
kũ-zw. sınıf-a
maladí (ba-)

The rules to follow are neither difficult nor numerous.'

'These are some of them:'

breast
sore, lesion
mouth, hole
to get, obtain, secure
to be gotten, be afflicted by
Fr: maladie; sickness, disease

'l. Bamama na bana ke pesa mabele na bana ve; mpamba ve, kana bana ke na bamputa na inwa to na bapalasi yankaka, bau ke zwama maladi yina.'

pwelšle
ki-zibuku (bi-)
n.zInzi (ba-)
ku-pänz-a
mikolobi (ba-)

'l. Mothers of babies are not to nurse the babies; because if the children have sores in the mouth or somewhere else, they can catch that disease.'

uncovered
cover, lid
fly
to spread
Fr: microbe; germ
2. Bima yonso ya kudia fwanda
   vwanda pwelele ve; yau fwanda
   vwanda na kizibuku: mpamba
   ve banzinzi ke panzaka mi-
   kolobi na bima ya kudia.'
   Victorine

   Inki mambu ke na kusala nge
   mpasi?
   What (thing) is giving you
difficulty?
   Sarah

   Yau ke mingi. Bosi mpe bau
   ke na kutuba malumalu mingi.
   They are many. In addition they
   are speaking very fast.
   Bika betu meka kuwila yau
   na ndambu.
   Let's try to listen to it in
   parts.
   (Recording)

   'Konso muntu zaba muntu yina
   ke na bilembo na nzutu,
   yandi fwanda tubila yandi
   kwenda na munganga: mpamba
   ve, kana bilembo yina ke ya
   bwazi, munganga ke tinda
   yandi na luzadi...'
   'Everybody who knows someone
   who has marks on [his] body,
   (he) should tell him to go to
   the doctor, because if the
   marks are of leprosy, the
   doctor will send him to a
   leprosarium.'
   Sarah

   Bwazi ke inki mutindu ya
   maladi?
   What sort of a disease is leprosy?
Victorine

Yau ke maladi yina ke salaka It is a disease which makes
bamputa na nzutu. lesions on the body.
mu-sāpi (mi-) finger, toe
di-kutu (ma-) ear
m.bombo (ba-) nose

Yau ke zengaka misapi, ma- It destroys ('cuts') the fingers
kutu, mbombo, kana bau [and toes], the ears [and] the
belula yau malumalu ve. nose if it isn't cured quickly.

Sarah

Mu me mona. Yau yina bau ke I see. Then it's what's called
bokilaka lèpre na français? 'lèpre' in French?

Victorine

E, yau yina. Yes, that's it.

Sarah

yangó that, the one referred to
Bantu mingi ke na maladi Do lots of people here have
yango kwaku? that disease?

Victorine

Na ntama; kasi na ntangu yai Formerly, but at the present
samu ya bakisi ya ngolo, time on account of powerful
yau ke na kuzimbala. drugs, it is disappearing.
ku-sw.ek-a to hide (something)
ku-sw.am-a to hide (oneself)
Bantu yina ke na yau, yankaka Some people who have it hide
ke swamaka kasi yankaka ke but others go voluntarily
kwendaka bau mosi na luzadi. ('themselves') to [the]

sanitarium.

NARRATIVE

Mazono na nkokila, Sarah kuwaka na radio programme tadila malongi ya munganga; nkumbu na yau ke 'Munganga zola belula nge.' Yandi mekaka landa yau kasi yau vwandaka mpasi fioti ya kuzaba mambu yankaka bau vwandaka tuba. Kasi Sarah salaka diambu ya mbote ya kuenregistre ndambu ya nsuka.


Na manima ya kuwa mambu yina ya radio, bau bandaka solula. Sarah vwandaka banza ke mambu mingi vwandaka mpasi na kuzaba, bosi mpe na radio bau tubaka malembe ve kasi malumalu mingi. Yandi zonaka bau kuwila yau na ndambu.

Bosi na ndambu yina bau kuwaka, Victorine monisaka Sarah ke bwazi, ina bau ke bokilaka na français lèpre, ke maladi mosi ya imbi penza. Yau ke salaka bamputa na nzuto. Kana bau belula ya
malumalu ve, yau ke zengaka misapi, makutu, mbombo...Na ntama bantu mingi vwandaka na maladi yango. Kasi malumalu yai yau ke na kuzimbala samu ya kisi ya ngolo. Bantu yankaka yina ke na yau ke swamaka; kasi yankaka ke kwendaka bau mosi na luzadi.

1
Contrast /mu-n.ganga (ba-)/, with normal penultimate stress, meaning 'witch doctor'.

2
Note that although the form here is passive the meaning is not - maladi yina is here not the actor but the object of the action despite the passive form of zwama. Similar patterns have been seen in kutekisa bima 'cause things to be sold' meaning simply to sell things with the causative form but not its meaning and in kusadisa muntu 'to help a person' with causative form.
DIALOGUE: SOME FRENCH BORROWINGS

Sarah

Na baluzadi yango, bantu  To those sanitaria, do only
ya bwazi kaka ke kwendaka lepers go there?
kuna?

Victorine

Ve, bantu ya bwazi kaka ve.  No, not only lepers.

ki-lau (bi-)
insane person, fool;
insanity

kosúkosu (ba-)
cough

tuberculose (ba-)
(Fr.); tuberculosis

Na baluzadi yankaka bantu  In some sanitaria people who are
ya kilau, ya kosukosu ya mentally ill, with bad coughs
imbi to tuberculose ke or tuberculosis stay there.
vwandaka na bau.

ku-sang.is-a  to mix

ku-kab.ul-a  to divide

Kasi bau ke sangisaka bau ve, But they are not mixed but sepa-
bau ke kabulaka bau na rated in different ('various')
bapalasi palasi. places.

bau na bau  to themselves

Na baluzadi yankaka bau ke In some sanitaria they are by
vwandaka kaka bau na bau. themselves only.
Sarah

Palado, mu me kuwa mbote ve Pardon, I didn't understand
yina nge me tuba na nsuka. well what you said at the
end.

ma-lembe slowness, slowly
Tuba diaka malembe fioti. Say [it] again a little slower.

Victorine

Mu me tuba: 'Na baluzadi I said: 'At some sanitaria
yankaka bau ke vwandaka they are by themselves only.'
kaka bau na bau.'
yau tuba ke... that means (that)...

Yau tuba ke bilau na luzadi That means mental patients in
ya bilau; bantu ya bwazi, their sanitarium; lepers in
na luzadi ya bau...
na luzadi ya bau...

Sarah

ku-tat.aman-a to continue
Mu me mona. Bika betu I get it. Let's go on.
tatamana.

(Recording)

'Vwanda na boma ve. Bima 'Don't be afraid. Everything,
yonso ata kisi ya ntunga even shots, is free.'
ke ya ofele.'
'Bantu ya Nzambi ke vwandaka kuna samu ya kuyamba na kusadisa konso muntu.'

'Bansiku ya kulanda ke ata mpasi ata mingi ve.'

'Clergy will be there to greet and help each person.'

'The rules to follow are neither difficult nor numerous.'

Victorine

n.tina (ba-) meaning, sense

Nge zaba ntina ya 'bima ya ofele'?

Do you know the meaning of 'bima ya ofele'?

Sarah

Ve, mu zaba ve.

No, I don't (know).

Victorine

Ofele mu banza ke diambu katukaka na français 'au frais'.

I think 'ofele' is (something) from French 'au frais'.

Bima ya ofele ke bakamaka sans kufuta.

Free things are gotten without paying.

Sarah

Oh, mu me mona. Yau yina bau tubaka ke 'Vwanda na boma ve'!

Oh, I see. That's why they said (that) 'Don't be afraid'!

Banani yango ke bantu yina ya Nzambi?

Who are those people who are of God?

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Victorine

missionnaire (ba-)
(kr.); missionary
kilistu (ba-)
Christian
Mupe (ba-)
Fr: mon père; Catholic; priest
Misioni (ba-)
Fr: mission; Protestant (mission)

Bau ke bmissionnaires na They are missionaries and
bakilistu ya Mupe na Misioni Christians of the Catholics
ke sadisaka bantu. and of the Protestants who
help people.

Sarah

ku-zimb, an-a to get mixed up

Vingila fioti: mu me zimbana; Wait a little; I've got confused
bamissionaires na banani? missionaries and who?

Victorine

chrétien (ba-)
(kr.); Christian
Bamissionaires na bakilistu Missionaries and Christians or
to bchrétiens...Nge zaba crétiens...Do you understand
yina? that?

Sarah

E, mu me kuwa: bakilistu to Yes, I understood: Christians
bchrétiens. or chrétiens.
Victorine

katolike Fr: catholique; catholic
Nge zaba Mupe? Bau ke ba- Do you know 'Mupe'? They are
katolike. Catholics.
Mupe katukaka na français 'Mupe' came from French 'mon
'mon père'
père'.

Sarah

ku-def-a to borrow
mo (ba-) Fr: mot; word
Ah...mu me mona. Kituba de- Ah, I see. Kituba borrowed
faka bamo mingi ya français. many words from French.

Victorine

Ina ke ya tieleka; yau yina That's true; that's why if you
kana nge zaba français, know French Kituba isn't
Kituba ke ngolo mingi ve. very hard.
di-bundu (ma-) denomination, sect, congregation
protestant (ba-) (Fr.); Protestant
Malumalu yai, Misioni ke Nowadays 'Misioni' is something
diambu betu ke sadilaka we use to refer to ('call')
samu ya kubokila dibundu the denomination of the
ya bamissionaires protestants Protestant missionaries.
Sarah

Mu me mona. I see.

NARRATIVE


Bau tubaka na bantu yina fwanda kwenda na baluzadi ke bau fwanda mona boma ve samu bau ke pesaka bau bima ya ofele: Yau zona tuba sans kufuta. Petetele diambu yango 'ofele' katukaka na français 'au frais.

Bantu yina ya Nzambi ke yambaka bau ke bamissionaires na bakilistu to bachrétien. Bau yonso ke bantu ya dibundu mosi ve. Bayankaka ke bantu ya Mupe: mo yai ke nkumbu ya dibundu ya kato-like; yau katukaka na français 'mon père'. Bayankaka ke bantu ya Misioni: mo yai ke samu ya dibundu salamaka na bamissionaires protestants.
DIALOGUE: SOME HEALTH RULES

Sarah

Mu zona zaba na inki mutindu
bantu ya Nzambi yango ke
sadisaka bantu ya bwazi ke
kwendaka na baluzadi.

ku-kum-a
ku-kum.is-a

to become
to cause to become, to
make

Bau ke kumisaka bau kaka
bakilitu?

Do they just make them Christians?

Victorine

Na ndambu ya kumonisa bau
mambu ya Yesu, bau ke
sadisaka bau na bamambu
mingi: Kulongisa bau
bisalu, kukotisa bana na
bau na kalasi...

In the process ('on the side')
of showing them the way of
Jesus ('things of Jesus'),
they help them in many things:
teaching them skills, entering
their children in school...

Sarah

Letâ (ba-)

Fr: l'état; the State,
government

Baluzadi yango ke ya Leta
to ya bau?

Do those sanitaria belong to
the state or to them?

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Victorine

Betu ke na ya mutindu na mu-
tindu. We have [some] of both ('various')
palasi mosi kinds.
Na ina ya Leta, Mupe na together ('one place')
Misioni ke kwendaka kuna In those of the state, Catholics
samu ya kusala palasi mosi. and Protestants go there to
work together.
Kasi yina ya Mupe ke kaka ya But the Catholic ones are only
Mupe mpe ya Misioni ke kaka Catholic and the Protestant
ya Misioni.
ones only Protestant.

Sarah

Bika betu kuwa basiku yango. Let's listen to those rules.

(Recording)

"Na kati na yau yankaka yau 'These are some of them:
yai:

1. Bamama na bana ke pesa 1. Mothers of babies are not
mabele na bana ve; mpamba to nurse the babies; because
ve, kana bana ke na bamputa if the children have sores in
na inwa to na bapalasi ya-
nkaka, bau ke zwama maladi the mouth or somewhere else,
yina. they can catch that disease.

2. Bima yonso ya kudia 2. Everything to eat should not
fwanda vwanda pwelele ve; be open; it should have a
yau fwanda vwanda na kizi-buku: mpamba ve, banzinzi ke panzaka mikolobi na bima ya kudia.'

Victorine
Kome nge me kuwa, mabele ike midiki ya nzutu yina nkento ke pesaka na mwana n'andi ya fioti.

Sarah
lezó (ba-)

Mu me mona. Bau ke na lezo ya kupesa bau basiku ya mpidina.

Inki yina ke 'pwelele'? What is that 'pwelele'?

Victorine
Pwelele ke mpila mosi ya kukangama ve.

Sarah
donc (Fr.); therefore, thus, so

ku-zib.uk-a to be opened, uncovered

ku-zib.ik-a to be covered
Donc yau ke ya kuzibuka; mpe kizibuku ke kima ya kuzibikila to kukanga kima yankaka.

Victorine

E, yau yina. Nge zaba ina me bikala? Yes, that's it. Do you know all the rest ('which has remained')?

Sarah

m. bála (ba-) time, occasion

E, mu zabu yau. Kasi mu zola kuwa diaka mbala mosi samu ya kutala kana mu ke zaba yonso ntangu yai. Yes, I know it. But I wish to listen again once to see if I can understand it all this time.

(Recording)

(Repeats the entire passage)

Sarah

Mu lenda zaba yonso malumalu yai. I can understand it all now.

Melesi mingi na lusadisu ya nge. Thank you very much for your help.

Victorine

Mambu ve. Tubila munu konso ntangu nge zona lusadisu. That's all right. Tell me any time you want help.
NARRATIVE

Nge zona zaba inki mutindu bantu ya Nzambi ke sadisaka bantu yango ya bwazi?

Ntete bau ke kumisaka bau bakilistu na ndambu ya kumonisa bau mambu ya Yesu, bau ke sadisaka bau na mambu mingi; kulongisa bau bisalu, kukotisa bana na bau na kalasi...

Na baluzadi ya Leta, Mupe na Misioni ke salaka palasi mosi; kasi na yina ke ya Mupe, Mupe kaka ke sadilaka kuna; yina ya Misioni, Misioni kaka.

Kome Sarah tubaka, bau ke na lezo ya kupesa bansiku na bantu ya maladi. Nge banza mpidina ve?

Na ntangu yai samu ya lusadisu ya Victorine, Sarah lenda zaba mambu yonso yina bau tubaka na radio. Kana nge mpe zona tuba mpe kuwa Kituba mbote mbote, yufusaka lusadisu ya bantu yina zaba yau mbote mbote.
**VOCABULARY**

**Conventions of Alphabetization:**

The listing of words below is based on the following conventions:

1. Each word is alphabetized by the first letter of the root regardless of the presence or absence of prefixes.
2. If a prefix to the word exists which is not present in some forms of the word or is replaced by a different prefix in another form of the word, the prefix is separated from the root by a hyphen. For example:

   mw-ana (ba-) 'child' where the singular is /mwana/, the plural /bana/.

   ku-bak-a 'to get' where forms with and without the /ku-/ prefix occur.

3. If a prefix occurs which is not omitted or replaced in other forms of the word, a dot between the prefix and the root records this fact. For example:

   lu,kalu (ba-) 'train' where the singular is /lukalu/ and the plural is /balukalu/.

The prefixes /lu-/ and /ma-/ are the only ones which commonly occur in this fashion and the reason for considering them prefixes here is that they function as prefixes in related Bantu languages and to consider them part of the root would make difficult a comparison with other forms (in Kituba or in related languages) using the same root.

4. If a word commences with a nasal compound, the nasal element is considered a prefix and the word is alphabetized under the second element of the compound. A dot is used between the nasal and the second element. For example:

   m,bala (ba-) 'time, occasion' where the singular is /mbala/ and the plural is /bambala/.

Here again the reason for considering the nasal a prefix is that it facilitates comparison with other words using the same root. For example:

   ku-long-a 'to teach' and n.longi (ba-) 'teacher'.

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5. Verbal extensions, whether prefixes or suffixes, are separated from the verbal root by dots. For example:

ku-ki,bak.il-a 'to take for oneself' where the root is /bak/ and the word is alphabetized under /b/.

6. The final /a/ of all verb forms is separated from the root by a hyphen. Related noun forms which occur with /a/ or some other vowel finally do not have such vowel separated from the root. For example:

ku-banz-a 'to think, suppose'
di-banza (ma-) 'thought, idea'
ku-long-a 'to teach'
n.longi 'teacher'
ku-bänd-a 'to begin'
bända 'since'

7. Borrowed words, mostly from French, have (Fr.) preceding their English gloss if the word occurs in Kituba with little or no change from its French form and Fr: followed by the French word preceding the English gloss where the Kituba form is substantially changed from the French.

8. Compounds of the listed word with others are indented from the other listings. For example:

ballon (ba-) (Fr.); ball, handball
kubula ballon to play soccer

9. The symbol /~/ is employed in the meaning 'varies with' to indicate synonyms. For example:

ku-bak-a 'to get'
~ku-zw-a q.v.
<table>
<thead>
<tr>
<th><strong>FORM:</strong></th>
<th><strong>GLOSS:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>accident (ba-)</td>
<td>(Fr.); accident</td>
</tr>
<tr>
<td>Afelike</td>
<td>Africa</td>
</tr>
<tr>
<td>di-ambu (ma-)</td>
<td>matter, affair</td>
</tr>
<tr>
<td>Amelike</td>
<td>USA</td>
</tr>
<tr>
<td>mw-ana (ba-)</td>
<td>child</td>
</tr>
<tr>
<td>Andele</td>
<td>Fr: André; Andrew</td>
</tr>
<tr>
<td>Angelé</td>
<td>Fr: Anglais; English</td>
</tr>
<tr>
<td>Angeletele</td>
<td>Fr: Angleterre; England</td>
</tr>
<tr>
<td>aré (ba-)</td>
<td>Fr: arrêt; stop</td>
</tr>
<tr>
<td>ata</td>
<td>even, though</td>
</tr>
<tr>
<td>ata...ata</td>
<td>either...or</td>
</tr>
<tr>
<td>ava ~ avant</td>
<td>Fr: avant; before</td>
</tr>
<tr>
<td>avance (ba-)</td>
<td>(Fr.); advance payment</td>
</tr>
<tr>
<td>avant ~ ava q.v.</td>
<td></td>
</tr>
<tr>
<td>avió (ba-)</td>
<td>Fr: avion; airplane</td>
</tr>
<tr>
<td>awa</td>
<td>here; when, while, as</td>
</tr>
<tr>
<td>di-ba (ma-)</td>
<td>palm</td>
</tr>
<tr>
<td>bague (ba-)</td>
<td>(Fr.); ring</td>
</tr>
<tr>
<td>m.baimbai</td>
<td>later</td>
</tr>
<tr>
<td>ku-bak-a</td>
<td>to take, get, obtain</td>
</tr>
</tbody>
</table>
to take a loss

kubaka kiozi

kubaka tiya

to take cold, get cold

to take fire, get hot

to take for oneself

ku-ki.bak.il-a

ki-baka (bi-)

wall

bakala (ba-)

man, husband, male, right direction

m.bala (ba-)

sweet potato

m.b'a la (ba-)

time, occasion

balac'soire (ba-)

(Fr.); swing

balavo (ba-)

Fr: bravo; hurrah!

ballon (ba-)

(Fr.) handball, soccer
to play soccer

kubula ballon

ku-bal.uk-a

to turn (intr.)

ku-bal.ul-a

to turn (tr.)

Balambu

(P.N. - street in Leo.)

ku-bamb-a

to patch, mend

di-bandi (ma-)

baldness

ku-ba.nd-a

to start, begin

banda

~depi q.v.

banki (ba-)

Fr: banque; bank

ku-banz-a

to think, suppose

di-banza (ma-)

thought, idea

~idée, ngindu q.v.
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>m.basi  ~m.bazi</td>
<td>tomorrow</td>
</tr>
<tr>
<td>ku-basik-a</td>
<td>to get out, go out, come out</td>
</tr>
<tr>
<td>~ku-bīma-a q.v.</td>
<td>to break out in a sweat</td>
</tr>
<tr>
<td>kubasika mutoki</td>
<td></td>
</tr>
<tr>
<td>batelī (ba-)</td>
<td>Fr: batterie; battery</td>
</tr>
<tr>
<td>bau</td>
<td>they, them</td>
</tr>
<tr>
<td>bau na bau</td>
<td>to themselves</td>
</tr>
<tr>
<td>di-baya (ma-)</td>
<td>board, lumber, wood, signboard</td>
</tr>
<tr>
<td>ku-beb-a</td>
<td>to turn bad, spoil (intr.)</td>
</tr>
<tr>
<td>ku-beb.is-a</td>
<td>to spoil (tr.), waste</td>
</tr>
<tr>
<td>ku-bel-a</td>
<td>to be sick</td>
</tr>
<tr>
<td>ku-bel.uk-a</td>
<td>to recover</td>
</tr>
<tr>
<td>ku-bel.ul-a</td>
<td>to cure, heal</td>
</tr>
<tr>
<td>di-bele (ma-)</td>
<td>breast</td>
</tr>
<tr>
<td>Belezike</td>
<td>Fr: Belgique;</td>
</tr>
<tr>
<td>ku-bend-a</td>
<td>to pull, attract</td>
</tr>
<tr>
<td>di-bēnde (bi- ~ba-)</td>
<td>metal, iron</td>
</tr>
<tr>
<td>ki-m.beni (bi-)</td>
<td>hatred</td>
</tr>
<tr>
<td>benu ~beno</td>
<td>you (pl.)</td>
</tr>
<tr>
<td>benu mosi</td>
<td>you yourselves</td>
</tr>
<tr>
<td>besoin (ba-)</td>
<td>(Fr.); need, necessity</td>
</tr>
<tr>
<td>betu ~beto</td>
<td>we, us</td>
</tr>
<tr>
<td>biberón (ba-)</td>
<td>(Fr.); nursing bottle, feeding cup</td>
</tr>
</tbody>
</table>

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m. bidika (ba-) kettle

bidiki (ba-) Fr: brique; brick

ku-bid.is-a (see ku-bil-a)

bido ~ bidon (ba-) Fr: bidon; gasoline or oil can or drum

ku-bik-a to leave, abandon, let, cease, quit

bika let

bika (mama)! and how! (to a woman)

bika! Let be! Don't ask! Stop!

ku-bik.al-a to stay, remain

ku-bil-a to boil (intr.)

ku-bid.is-a to boil (tr.)

m. bila (ba-) palm nuts

~ n. gazì

bilô (ba-) Fr: bureau; office

bilongo (ba-) medicine

~ kisi q.v.

ku-bIm-a to come out

~ kubasika q.v.

ku-bIm.is-a to withdraw, take out

ku-bimb-a to taste

~ ku-mëk-a q.v.

m. bisi (ba-) meat, fish

~ mbizi

mbisi ya maza fish

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bisikiti (ba-) Fr: biscuit; cookie, biscuit
biyé (ba-) Fr: billet; bill, banknote
^ lukaya q.v.
mu-bisu (mi-bamu-) rawness
m.bizi (ba-)
^ mbisi q.v.
ku-bod.is-a (see ku-bol-a)
ku-bok-a to shout, cry out, scream
ku-bok.il-a to address, call (someone or something), invite
M.boka ya Sika (P.N.) Newtown - Lingala term for new section of Leopoldville
di-boko (ma-) hand, arm
diboko ya bakala right hand
diboko ya nkento left hand
ku-bol-a to get well, spoil
ku-bod.is-a to soak, cause to rot
boloko (ba-) Fr: bloc; jail, prison
m.boloko (ba-) antelope
ku-bolos-é Fr: brossez; to brush
bōma (ba-) fear
m.bombo (ba-) nose
bon voyage (Fr.); good trip
ku-bōng-a to be in order, be arranged
424
<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ku-bong is-a</td>
<td>to arrange, put in order</td>
</tr>
<tr>
<td>m.bongo (ba-)</td>
<td>money</td>
</tr>
<tr>
<td>bonso</td>
<td>as</td>
</tr>
<tr>
<td>~kome q.v.</td>
<td></td>
</tr>
<tr>
<td>bosi</td>
<td>then, afterwards</td>
</tr>
<tr>
<td>bosi mpe</td>
<td>besides</td>
</tr>
<tr>
<td>m.bote</td>
<td>good, well; greetings</td>
</tr>
<tr>
<td>boussole (ba-)</td>
<td>(Fr.); compass</td>
</tr>
<tr>
<td>boyi (ba-)</td>
<td>Eng: boy; houseboy</td>
</tr>
<tr>
<td>bubu</td>
<td>today</td>
</tr>
<tr>
<td>bubu yai</td>
<td>this very day</td>
</tr>
<tr>
<td>di-būka (ma-)</td>
<td>mortar (implement)</td>
</tr>
<tr>
<td>ku-bul-a</td>
<td>to strike, ring (bell), play (instrument), knock (door)</td>
</tr>
<tr>
<td>kubula fono</td>
<td>to play the phonograph</td>
</tr>
<tr>
<td>kubula maza</td>
<td>to swim</td>
</tr>
<tr>
<td>bulamatatadi</td>
<td>government</td>
</tr>
<tr>
<td>ku-bul.akan-a</td>
<td>to be breakable</td>
</tr>
<tr>
<td>bulé (ba-)</td>
<td>Fr: bleu; blue, laundry bluing</td>
</tr>
<tr>
<td>di-bulu (ma-)</td>
<td>hole</td>
</tr>
<tr>
<td>ki-bulu (bi-)</td>
<td>animal, beast</td>
</tr>
<tr>
<td>m.bulu (ba-)</td>
<td>jackal</td>
</tr>
<tr>
<td>buludingi (ba-)</td>
<td>Eng: building</td>
</tr>
<tr>
<td>Kituba Word</td>
<td>English Translation</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>m.bùma (ba-)</td>
<td>fruit</td>
</tr>
<tr>
<td>ku-bumb-a</td>
<td>to hide, secrete</td>
</tr>
<tr>
<td>m.bumba (ba-)</td>
<td>cat</td>
</tr>
<tr>
<td>bumbulutele (ba-)</td>
<td>Fr: pomme de terre; potato</td>
</tr>
<tr>
<td>ki-m.bundi (bi-)</td>
<td>dress length of cloth</td>
</tr>
<tr>
<td>di-bundu (ma-)</td>
<td>denomination, sect, congregation</td>
</tr>
<tr>
<td>di-bungu (ma-)</td>
<td>port, wharf</td>
</tr>
<tr>
<td>ku-but-a</td>
<td>to give birth</td>
</tr>
<tr>
<td>ku-bùt-a</td>
<td>to climb</td>
</tr>
<tr>
<td>m.buta</td>
<td>elder, older brother</td>
</tr>
<tr>
<td>m.buta muntu (ba-)</td>
<td>sir, Mr.</td>
</tr>
<tr>
<td>buteye (ba-)</td>
<td>Fr: bouteille; bottle</td>
</tr>
<tr>
<td>butiki (ba-)</td>
<td>Fr: boutique; shop</td>
</tr>
<tr>
<td>ku-bw-a</td>
<td>to fall down, happen, befall</td>
</tr>
<tr>
<td>kubwa na...</td>
<td>to encounter, run into (a place not a person)</td>
</tr>
<tr>
<td>kubwa tiya</td>
<td>to become animated, get warm</td>
</tr>
<tr>
<td>m.bwaki (ba-)</td>
<td>redness</td>
</tr>
<tr>
<td>bwala (ba- ~ma-)</td>
<td>village, town</td>
</tr>
<tr>
<td>cendrier (ba-)</td>
<td>(Fr.); ash tray</td>
</tr>
<tr>
<td>ku-charg-é</td>
<td>(Fr.); to charge</td>
</tr>
<tr>
<td>ku-charg.el-e</td>
<td>to charge for (someone)</td>
</tr>
<tr>
<td>chrétien (ba-)</td>
<td>(Fr.); Christian</td>
</tr>
</tbody>
</table>
citrón (ba-) (Fr.); lemon
congé (ba-) (Fr.); vacation, leave
cuisinier (ba-) (Fr.); cook, chef
dalakisio (ba-) Fr: direction; cross street
dalapó (ba-) Fr: drapeau; flag
n.dambu (ba-) side, part, section
dayele Fr: d'ailleurs; besides
n.dé then, in that case
ku-def-a ~kuędva to borrow
ku-def.is-a to lend
déjà (Fr.); already
dejeuner (ba-) (Fr.); breakfast, lunch
n.dënke (ba-) bird
~nuni q.v.
mu-n.dele (mi-) white person, European
depi Fr: depuis; since
dese (ba-) Fr: dessin; embroidery
desele (ba-) Fr: dessert; dessert
ku-dev-a
~kudefa q.v.
di-dezo (ma-) bean
ku-di-a to eat

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<table>
<thead>
<tr>
<th>KITUBA</th>
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</thead>
<tbody>
<tr>
<td><strong>Kudia mfuka</strong></td>
</tr>
<tr>
<td><strong>Kudia ntangu</strong></td>
</tr>
<tr>
<td><strong>Ma-dia</strong></td>
</tr>
<tr>
<td><strong>Diaka</strong></td>
</tr>
<tr>
<td><strong>Ma-didi</strong></td>
</tr>
<tr>
<td><strong>Ku-dil-a</strong></td>
</tr>
<tr>
<td><strong>Ku-n. dim-a</strong></td>
</tr>
<tr>
<td><strong>Mú-dinga (mí-)</strong></td>
</tr>
<tr>
<td><strong>N. dinga (ba-)</strong></td>
</tr>
<tr>
<td><strong>Dit</strong></td>
</tr>
<tr>
<td><strong>Dix</strong></td>
</tr>
<tr>
<td><strong>Dokotolo (ba-)</strong></td>
</tr>
<tr>
<td><strong>N. dombe (ba-)</strong></td>
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<tr>
<td><strong>Donc</strong></td>
</tr>
<tr>
<td><strong>Drap (ba-)</strong></td>
</tr>
<tr>
<td><strong>N. dudi (ba-)</strong></td>
</tr>
<tr>
<td><strong>N. dũku (ba-)</strong></td>
</tr>
<tr>
<td><strong>~mpangi, kamaladi q.v.</strong></td>
</tr>
<tr>
<td><strong>N. dumba (ba-)</strong></td>
</tr>
<tr>
<td><strong>N. dundu (ba-)</strong></td>
</tr>
<tr>
<td><strong>~matiti q.v.</strong></td>
</tr>
<tr>
<td><strong>Dwani (ba-)</strong></td>
</tr>
<tr>
<td><strong>N. dwengoso (ba-)</strong></td>
</tr>
<tr>
<td>English</td>
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<tr>
<td>---------</td>
</tr>
<tr>
<td>e</td>
</tr>
<tr>
<td>ekonomí (ba-)</td>
</tr>
<tr>
<td>mw-elo (mi- ~bami-)</td>
</tr>
<tr>
<td>~polote q.v.</td>
</tr>
<tr>
<td>elongi</td>
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<tr>
<td>kw-end-a</td>
</tr>
<tr>
<td>kwenda na kabine</td>
</tr>
<tr>
<td>ku-enregistré</td>
</tr>
<tr>
<td>ki.ese (ba-)</td>
</tr>
<tr>
<td>~esěngo q.v.</td>
</tr>
<tr>
<td>esěngo (ba-)</td>
</tr>
<tr>
<td>esěbe (ba-)</td>
</tr>
<tr>
<td>etage (ba-)</td>
</tr>
<tr>
<td>falá (ba-)</td>
</tr>
<tr>
<td>~falanka q.v.</td>
</tr>
<tr>
<td>falamasí (ba-)</td>
</tr>
<tr>
<td>falanka (ba-)</td>
</tr>
<tr>
<td>falansé</td>
</tr>
<tr>
<td>famili (ba-)</td>
</tr>
<tr>
<td>fasó (ba-)</td>
</tr>
<tr>
<td>~mutindu q.v.</td>
</tr>
<tr>
<td>felé (ba-)</td>
</tr>
</tbody>
</table>
fenétele (ba-)  
Fr: fenêtre; window

fétele (ba-)  
Fr: feutre; felt

feti (ba-)  
Fr: fête; celebration

fidigó (ba-)  
refrigerator

ku-fid.is-a  
(see kufila)

to send

to have...sent

to examine

to approach

finance  
(Fr.); finance

m.finda (ba-)  
woods, forest

to insult

ki-fingu (bi-)  
insult

fioti  
little, few, a little

fofolo (ba-)  
mismatch

fololo (ba-)  
flower

fonó (ba-)  
(Fr.); phonograph

kubula fono  
to play the phonograph

foti (ba-)  
Fr: faute; fault

ki-fu (bi-)  
habit, custom

füfu (ba-)  
manioc flour (and various staple dishes)

to cover, roof

to kneel, prostrate oneself
ku-fuk,am,is-a to make to kneel
m.fuka (ba-) debt

kudia mfuka to go into debt
fulufulu (ba-) froth
ku-ful,uk-a to be filled up
ku-ful.us-a to fill (tr.)
ki-fulu (bi-) place
fi,ki.fulu (ba-) little place
m.fulu (ba-) bed
m.fumu (ba-) chief
ku-funt-a to be thrown out, be unable to be sold
ku-fut-a to pay
ku-fut.il-a to rent
ku-fut.is-a to collect, make (someone) pay
ma-futa (see mafuta)
ku-fw-a to die, kill

kufwa nsatu ya... to be hungry (thirsty, etc.) for

kufwa meso to blind

kufwa kisalu to disturb ones work, spoil a job

ku-fwand-a to suffice
fwanda must, should, have to
m.fwenge (ba-) civet-like predator
Na-m. fwenge

fwete

~fwanda q.v.

n. gěingái (ba-)
sourness, acidity

gale (ba-)
Fr: gare; station

gale ya lukalu
train station

mu-n. gamba (ba-)
day laborer, unskilled dolt

n. ganda (.)
outside

mú-n. ganga (mí-)
physician, doctor

n. ganzi (ba-)
anger

garage (ba-)
(Fr.); repair shop, garage

gató (ba-)
Fr: gateau; cake

n. gazi (ba-)
palm nut

~mbila

ku-n. gěng-a
to shine

n. gé
you (sg.)
n. gindu (ba-)
thought, idea

~idée, dibanza q.v.

n. golo (ba-)
strength, hardness

n. goma (ba-)
drum, tomtom

n. gombe (ba-)
cattle, beef, cow

n. gonda (ba-)
month, moon
mu-n.ɒngɔ (mi-) voice, throat
n.ɔgba (ba-) peanut
n.ɔngɔ (ba-) bell
n.ɔngi (ba-) mosquito
gudoló (ba-) Fr: goudron; asphalt
n.ɔwɔnkɔzi (ba-) maternal uncle

heure (ba-) (Fr.); hour, o'clock
	~lele q.v.

huit (Fr.); eight

idée (ba-) (Fr.); idea
	~ngindu, dibanza q.v.

ikwa? how much? how many?

imbi (ba-) badness, evil
imbwa (ba-) dog
impa (only in /ya impa/ 'new')
impu (ba-) hat
imvu (ba-) year
	~mvula

ina that, that one, which, the, those
	~yina q.v.

ina mpe there! see there!
inda  length, stature, longness
infirmiele (ba-)  Fr: infirmière; nurse
ingo (ba-)  leopard
inki?  what?
insect (ba-)  (Fr.); insect
insi (ba-)  country, under
inti (ba-)  tree, plant
intu (ba-)  head
inwa (ba-)  mouth
inzoo (ba-)  house, home, building
di-(i)so (meso)  eye

~disu

meso ya ngolo  bold eyed, wide awake, outgoing, extrovert

kuzibula meso  to be smart, keep a sharp lookout, watch out

kufwa meso  to blind

ivwa  nine
iya  four
kw-iz-a  to come

jardin (ba-)  (Fr.); garden
juillet  (Fr.); July
juste  (Fr.); exactly

~kaka q.v.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kabiné</td>
<td>Fr: cabinet; toilet</td>
</tr>
<tr>
<td>kwenda na kabiné</td>
<td>to go to the toilet</td>
</tr>
<tr>
<td>ku-kab.ul-a</td>
<td>to divide</td>
</tr>
<tr>
<td>ku-kading-a</td>
<td>to fry</td>
</tr>
<tr>
<td>ki-kadingu (bi-)</td>
<td>frying pan</td>
</tr>
<tr>
<td>kafé (ba-)</td>
<td>Fr: café; coffee</td>
</tr>
<tr>
<td>kaka</td>
<td>only, just, still, etc.</td>
</tr>
<tr>
<td>kaka mpila ina</td>
<td>always thus</td>
</tr>
<tr>
<td>~juste q.v.</td>
<td></td>
</tr>
<tr>
<td>n.kaka (ba-)</td>
<td>grandparent, ancestor, relative of older generation</td>
</tr>
<tr>
<td>[nk'āka]</td>
<td></td>
</tr>
<tr>
<td>ya.n.kaka (ba-)</td>
<td>other, others, some</td>
</tr>
<tr>
<td>[nkaka]</td>
<td></td>
</tr>
<tr>
<td>yankaka nkaka</td>
<td>and so forth, etc.</td>
</tr>
<tr>
<td>ku-kak.ul-a</td>
<td>to reduce, come down in price</td>
</tr>
<tr>
<td>ku-kal.a</td>
<td>(see /ke/, /kele/)</td>
</tr>
<tr>
<td>kalaka (ba-)</td>
<td>Fr: clerc; clerk, salesman</td>
</tr>
<tr>
<td>Kalala</td>
<td>(P.N.)</td>
</tr>
<tr>
<td>kalasi (ba-)</td>
<td>Fr: classe; school, class</td>
</tr>
<tr>
<td>kálati (ba-)</td>
<td>Fr: carte; map, chart</td>
</tr>
<tr>
<td>kalati ya identité</td>
<td>Fr: carte d'identification</td>
</tr>
<tr>
<td>kalesó (ba-)</td>
<td>Fr: caleçon; underdrawers</td>
</tr>
</tbody>
</table>
Kalinâ (p.n.) district in Leo.
kalité Fr: qualité; quality
lu.kalu (ba-) train
n.kama (ba-) hundred
kamaladi (ba-) Fr: camarade; friend

"mpangi, ndũku q.v.

kamió Fr: camion; truck, auto
ku-kamun-a to press, squeeze
kamwá (ba-) a bit [of], a little [of]
kana if, whether, when, or
kana...ve if not, unless
mu-kanda (mi-) book, letter
ku-kang-a to tie, wrap, close, rope up, arrest
ku-kang.il-a to wrap/tie for...
kukangila (muntu) mutima to be hard on (someone)
ku-kang.uk-a to be untied, unwrapped, opened
ku-kang.ul-a to untie, unwrap, open

"kuzibula q.v.
kasi but
"kansi
kati (ba-) middle, center
na kati ya between, among
na kati inside
katini (ba-)  bucket
Katō  (P.M. a street)
katolike (ba-)  (Fr.); Roman Catholic
  "catholique
  "Mupe q.v.
ku-kat.uk-a  to depart, leave, be from
katuka  from
ku-kat.ul-a  to remove, subtract
katula  less, besides
lu-kaya (ma-)  leaf, sheet, banknote, bill
  "biyé q.v.
n.kazi (ba-)  brother (used by female to her own brothers)
  mwana nkazi  sister's child
  ngwankazi  maternal uncle
ma.kazu (ba-)  kola nut
ke  to be (see kele)
ke  that (conjunction)
e-kěko (bi-)  carving, statue, sculpture
kele / ke  to be, to exist
keledǐ (ba-)  Fr: crédit; terms, installments
ma.kelele (ba-)  noise
n-kento (ba-)  woman, wife, female

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<table>
<thead>
<tr>
<th>Lu.keto (ba-)</th>
<th>waist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Di-ki (ma-)</td>
<td>egg</td>
</tr>
<tr>
<td>Kiadi</td>
<td>unfortunate, sorry, too bad</td>
</tr>
<tr>
<td>KiDikidi (ba-)</td>
<td>naughtiness, bickering</td>
</tr>
<tr>
<td>Kidiyá (ba-)</td>
<td>Fr: client; customer</td>
</tr>
<tr>
<td>Kilistu (ba-)</td>
<td>Christian</td>
</tr>
<tr>
<td>Kiliyá (ba-)</td>
<td>(see kidiya)</td>
</tr>
<tr>
<td>Kiló (ba-)</td>
<td>weight, kilogram</td>
</tr>
<tr>
<td>Kisi (ba-)</td>
<td>drug, medicine; fetish</td>
</tr>
</tbody>
</table>

"Bilongo q.v.

| Ku-kit-a | to go down, descend, diminish |
| Ku-kit.Is-a | to let out, send down |
| Kukitisa mutima | to relax, cease worrying |
| Ku-kit-a | to trade, stock up |
| Mu-n.kita (mi-) | business, trade |
| Kusala munkita | to carry on business |
| Kiti (ba-) | chair |
| Kitoko (ba-) | beauty |
| Kizámpele (ba-) | Fr: exemple; example |
| Ko ko ko ko... | knock knock (onomatopoeic sound for a knock on the door) |
| Kofitile (ba-) | Fr: confiture; preserves, jam |
| N.kokila (ba-) | evening |
koko (ba-)  rooster, cock
Nakoko  Mr. Rooster
kolodoní (ba-)  Fr: cordonnier; shoemaker
komá?  Fr: comment; how?
koma samu ya?  how about?
komande  Fr: commande; order
ku-komas-é  Fr: commencer; start, begin
ku-komb-a  to sweep
mu-kombi (mi-)  sweeper
kome  Fr: comme; as, like
~bonso q.v.
kompaní (ba-)  Fr: compagnie; firm, company, corporation
di-n.kondo (ma-)  banana
Kongó  Congo
ki-kongo  the Kikongo language
Kongolé (ba-)  Fr: Congolais; Congolese
konso  every, any
ku-kos-a  to lie, fib, cheat, take advantage of
n.kosi (ba-)  lion
kosúkosu (ba-)  a cough
ku-kot-a  to enter (inter.); be involved in
ku-kot.is-a  to put in, enter (tr.)

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<table>
<thead>
<tr>
<th>KITUBA</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ku-kubik-a</td>
<td>to put in order, arrange</td>
</tr>
<tr>
<td>n.kufi (ba-)</td>
<td>shortness, littleness</td>
</tr>
<tr>
<td>ku-kūk-a</td>
<td>to fit, suit, be able</td>
</tr>
<tr>
<td>ki-kuku (bi-)</td>
<td>kitchen</td>
</tr>
<tr>
<td>di-kukwa (ma-)</td>
<td>stove</td>
</tr>
<tr>
<td>kulele (ba-)</td>
<td>Fr: couleur; color</td>
</tr>
<tr>
<td>di-kulu (ma-)</td>
<td>leg, foot</td>
</tr>
<tr>
<td>n.kulu ( )</td>
<td>oldness, age</td>
</tr>
<tr>
<td>kúlube (ba-)</td>
<td>Fr: courbe; curve</td>
</tr>
<tr>
<td>kuluntu (ba-)</td>
<td>older sibling</td>
</tr>
<tr>
<td>ya kuluntu</td>
<td>older</td>
</tr>
<tr>
<td>ku-kum-a</td>
<td>to reach, arrive, become</td>
</tr>
<tr>
<td>ku-kum.is-a</td>
<td>to cause to become, make</td>
</tr>
<tr>
<td>n.kumbu (ba-)</td>
<td>name, noun; time</td>
</tr>
<tr>
<td>kumi (ma-)</td>
<td>ten</td>
</tr>
<tr>
<td>kuna</td>
<td>there</td>
</tr>
<tr>
<td>kuna na kati</td>
<td>inside there</td>
</tr>
<tr>
<td>ku-kun-a</td>
<td>to plant</td>
</tr>
<tr>
<td>n.kuni (ba-)</td>
<td>wood, firewood</td>
</tr>
<tr>
<td>ki-kunku (bi-)</td>
<td>group</td>
</tr>
<tr>
<td>n.kunzu</td>
<td>unripeness, greenness</td>
</tr>
<tr>
<td>ku-kut-a</td>
<td>to encounter</td>
</tr>
<tr>
<td>ku-kut.an-a</td>
<td>to meet (one another)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>di-kutu (ma-)</th>
<th>ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>n.kutu</td>
<td>even, besides, in addition</td>
</tr>
<tr>
<td>kwakele (ba-)</td>
<td>Eng: Quaker; oatmeal</td>
</tr>
<tr>
<td>kwaku</td>
<td>here</td>
</tr>
<tr>
<td>kwandi</td>
<td>fairly, quite</td>
</tr>
<tr>
<td>kwanga (ba-)</td>
<td>manioc, bread</td>
</tr>
<tr>
<td>di-kwanza (ma-)</td>
<td>scabies, the itch</td>
</tr>
<tr>
<td>kwe (ba-)</td>
<td>Fr: coin; corner</td>
</tr>
<tr>
<td>ku-kwel-a</td>
<td>to get married</td>
</tr>
<tr>
<td>ma.kwela (ba-)</td>
<td>wedding</td>
</tr>
<tr>
<td>ku-kwend-a</td>
<td>(see kw-end-a)</td>
</tr>
<tr>
<td>n.kwezi</td>
<td>sibling in-law in one's own generation</td>
</tr>
<tr>
<td>ku-kwiz-a</td>
<td>(see kw-iz-a)</td>
</tr>
<tr>
<td>laissez-passar (ba-)</td>
<td>(Fr.); pass, permit</td>
</tr>
<tr>
<td>ku-lal-a</td>
<td>to sleep, lie down</td>
</tr>
<tr>
<td>suku ya kulala</td>
<td>bedroom</td>
</tr>
<tr>
<td>di-lala (ma-)</td>
<td>orange, citrus fruit</td>
</tr>
<tr>
<td>lalemwale (ba-)</td>
<td>Fr: lârmoire; cupboard</td>
</tr>
<tr>
<td>ku-lamb-a</td>
<td>to cook</td>
</tr>
<tr>
<td>ki-lambi (bi-)</td>
<td>cook, chef</td>
</tr>
<tr>
<td>ku-lam.uk-a</td>
<td>to get up (intr.)</td>
</tr>
<tr>
<td>ku-lam.us-a</td>
<td>to awake, to arouse</td>
</tr>
</tbody>
</table>
ku-land-a to follow, pursue
mu-lăngi (mi-) bottle
l'aprè-s-midi (ba-) (Fr.); afternoon
di-lata (ma-) tin, can
ku-la.uk-a to go crazy
ki-lau (bi-) crazy one, insane person, foolish one
lau luck
n.leke (ba-) youth, youngness
¬nleki
¬leke
lekenzi (ba-) Fr: le quinze; fifteenth of the month
lele (ba-) Fr: l'heure; hour
¬heure q.v.
lele (bi-) cloth
ku-lęb-a to get tired
ma-lembe ( ) slowness
malembe malembe slowly, gradually, softly
ki-lębbo (bi-) mark, sign
ku-lend-a to be able to
lendí (kilumbu ya...) Fr: lundi; Monday
e-lăngi (bi-) flavor, good taste
¬ki-lębgi (bi-)
lepalasió (ba-)  Fr: reparation; repairs
lepose (ba-)  Fr: réponse; answer
lesanse (ba-)  Fr: l'essence; gasoline
lesole (ba-)  Fr: ressort; spring
letá (ba-)  Fr: l'état; the state, government
letale (ba-)  Fr: retard; lateness
lezelevvale (ba-)  Fr: reservoir; storage tank
lezó (ba-)  Fr: raison; rightness, correctness
línie (ba-)  Fr: ligne; line
liste (ba-)  (Fr.); list
létele (ba-)  Fr: litre; liter
livre (ba-)  (Fr.); book
ku-lob-a  to fish
ku-lokut-a  to pick up, gather, collect
ku-long-a  to teach
n.longi (ba-)  teacher, master
ku-long.is-a  to teach
ku-long.uk-a  to learn, study
di-longa (ma-)  dish, plate
di-longi (ma-)  instruction
e-lôngi (bi-)  face
bi.longo (ba-)  (see bilongo)
ku-los-a  to throw away, waste, reject
ku-los.am-a to be thrown away, wasted, rejected

loso rice

lotele (ba-) Fr: l'hôtel; hotel

lulu (ba-) Fr: roue; tire, wheel, circle

ki-lumbu (bi-) day

lumingu (ba-) (Port.); week, Sunday

ku-lund-a to store, keep

ku-lung-a to suffice, be fit, be enough

lupitalu (ba-) Fr: l'hôpital; hospital

ku-lut-a to exceed, surpass

kuluta zona to prefer, like better

luzadí (ba-) Fr: lazaret; leprosarium, sanitarium

ku-lweng-a to be wise

ku-lweng.is-a to advise

lwinda (ba-) cockscomb

ki-ma (bi-) thing, stuff

Mâdi Fr: Marie; Mary

madidi (ba-) coldness

mafuta (ba-) oil, fat, grease

magazini (ba-) Fr: magasin; store, shop

Maligeliti Fr: Marguerite
| maladi (ba-) | Fr: malade; sick, patient  |
| maladí (ba-) | Fr: maladie; sickness, disease |
| malafu ( ) | wine, liquor  |
| malu | quick  |
| malumalu | quickly  |
| malumalu yai | now, right away  |
| mama (ba-) | mother, Mrs., Madam, aunt  |
| **ku-man-a** | to come to an end  |
| **ku-man.is-a** | to finish (tr.)  |
| mananasi (ba-) | perfume  |
| manga (ba-) | mango  |
| ~mangu |  |
| manima | (see nima)  |
| mapasa (ba-) | twin(s)  |
| masini (ba-) | Fr: machine; engine, train  |
| masuwa (ba-) | ship, boat  |
| **ku-mât-a** | to climb, to get it  |
| matabisi (ba-) | Port: matabiche; gratuity, tip, bonus, thirteenth of a baker's dozen  |
| Matadi | (A port city in the Congo) (see also di-tadi)  |
| meya (ba-) | (Port.); half franc  |
| mayele (ba-) | intelligence, smartness  |
| maza (ba-) | water, river, stream  |

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<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mazono (ba-)</td>
<td>yesterday</td>
</tr>
<tr>
<td>mébele (ba-)</td>
<td>Fr: meuble; furniture</td>
</tr>
<tr>
<td>ku-měm-a</td>
<td>to conduct, bring</td>
</tr>
<tr>
<td>me</td>
<td>(auxiliary for 'perfect')</td>
</tr>
<tr>
<td>&quot;mene</td>
<td></td>
</tr>
<tr>
<td>i-mene</td>
<td>'it is done'</td>
</tr>
<tr>
<td>ku-měk-a</td>
<td>to try</td>
</tr>
<tr>
<td>melesi (ba-)</td>
<td>Fr: merci; thanks</td>
</tr>
<tr>
<td>ku-men-a</td>
<td>to grow</td>
</tr>
<tr>
<td>menga (ba-)</td>
<td>blood</td>
</tr>
<tr>
<td>menga ya mbote</td>
<td>good luck</td>
</tr>
<tr>
<td>ku-mes.ın-a [na]</td>
<td>to be used [to]</td>
</tr>
<tr>
<td>meso</td>
<td>(see di-(i)so)</td>
</tr>
<tr>
<td>métete (ba-)</td>
<td>Fr: metre; meter, length of cloth</td>
</tr>
<tr>
<td>Meto</td>
<td>(Congolese name - male)</td>
</tr>
<tr>
<td>meza (ba-)</td>
<td>(Port.); table</td>
</tr>
<tr>
<td>mezile (ba-)</td>
<td>Fr: mesure; size</td>
</tr>
<tr>
<td>midí (ba-)</td>
<td>(Fr.); noon</td>
</tr>
<tr>
<td>midiki (ba-)</td>
<td>Eng: milk</td>
</tr>
<tr>
<td>mikolobi (ba-)</td>
<td>Fr: microbe; germ</td>
</tr>
<tr>
<td>mile (ba-)</td>
<td>Fr: mille; thousand</td>
</tr>
<tr>
<td>&quot;midí</td>
<td></td>
</tr>
<tr>
<td>Mimí</td>
<td>(Fr.); (girl's nickname)</td>
</tr>
</tbody>
</table>
minda (ba-) lamp, light
mingi many, several
miniti (ba-) Fr: minute; minute
Misioni (ba-) Fr: mission; Protestant
missionnaire (ba-) (Fr.); missionary
miziki (ba-) Fr: musique; music
mo (ba-) Fr: mot; word
modIdi (ba-) shade, shadow, darkness, obscurity

~molIli
molùnge (ba-) heat, stifling
ku-mon-a to see
   kumona mbote to recover, get well, be well
ku-mon.ik-a to appear, seem
ku-mon.is-a to show
monimá (ba-) Fr: monument; monument
mongo (ba-) mountain
fi.mongo mongo little hill
monté (ba-) Fr: montagne; mountain
mosi one; a; a certain; self
   mpila mosi same (as), like, as
motele (ba-) Fr: moteur; engine
mungwa (ba-) salt
mu / munu I, me
<table>
<thead>
<tr>
<th>KITUBA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Múpe (ba-)</td>
<td>Fr: mon père; Catholic</td>
</tr>
<tr>
<td>musielólo</td>
<td>(see mu-sielólo)</td>
</tr>
<tr>
<td>mwamba (ba-)</td>
<td>sauce, gravy, stew</td>
</tr>
<tr>
<td>mwayé (ba-)</td>
<td>Fr: moyen; means, way</td>
</tr>
<tr>
<td>mwini (ba-)</td>
<td>light, sunlight, daylight, heat of the sun</td>
</tr>
<tr>
<td>na</td>
<td>to, for, with, from, by, on, at, etc.</td>
</tr>
<tr>
<td>(´)</td>
<td></td>
</tr>
<tr>
<td>na</td>
<td>and (see Note 2.6)</td>
</tr>
<tr>
<td>na...na</td>
<td>both...and</td>
</tr>
<tr>
<td>nana</td>
<td>eight</td>
</tr>
<tr>
<td>nani? (ba-)</td>
<td>who? whom?</td>
</tr>
<tr>
<td>ku-nat-a</td>
<td>to bring, carry</td>
</tr>
<tr>
<td>ku-nen-a</td>
<td>to deficate</td>
</tr>
<tr>
<td>nene (ba-)</td>
<td>largeness, greatness</td>
</tr>
<tr>
<td>nišma (ba-)</td>
<td>animal</td>
</tr>
<tr>
<td>nianga (ba-)</td>
<td>thatch</td>
</tr>
<tr>
<td>nie ( )</td>
<td>quiet</td>
</tr>
<tr>
<td>nima (ba-)</td>
<td>back</td>
</tr>
<tr>
<td>ma-nima</td>
<td>backwards</td>
</tr>
<tr>
<td>na manima</td>
<td>afterwards</td>
</tr>
<tr>
<td>nimeló (ba-)</td>
<td>Fr: numero; number</td>
</tr>
<tr>
<td>nioka (ba-)</td>
<td>snake</td>
</tr>
</tbody>
</table>

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ku-niokol-a  to mistreat
ku-nok-a  to fall as rain
nord-est  (Fr.); northeast
nuni (ba-)  bird
¬ndeke q.v.
ku-nw-a  to drink
ku-nwan-a  to fight

ofélé  Fr: au frais; free, without cost
otobisi (ba-)  Fr: autobus; bus
oui  (Fr.); yes
¬wi
ki-ozi (baki- ¬bi-)  a cold, a fever

di-m.pà (ma-)  Fr: du pain; bread
m.pakasa (ba-)  buffalo
paké (ba-)  Fr: paquet; package
ku-pak.ùl-a  to rub on, spread
m.paku (ba-)  tax
paladó (ba-)  Fr: pardon; excuse me
palasi (ba-)  Fr: place; place
palasi mosi  together
m.pamba  uselessness, nothingness
mpamba mpamba
  for nothing

mpamba ve
  because, on account of

m. pangí (ba-)
  sibling

lu. pangu (ba-)
  lot, yard, garden, enclosure, compound

ku-pang.us-a
  to wipe

pantaló (ba-)
  Fr: pantalon; trousers

pantúfule (ba-)
  Fr: pantoufle; tennis shoe

to spread

ku-pánz-a
  sandal

di-papa (ma-)
  papaya

papayi (ma-)
  Fr: papier; paper

papié (ba-)
  (Fr.); park

park (ba-)
  difficulty

m. pasi (ba-)
  (Fr.); passport

passeport (ba-)
  (Fr.); passport

passoire (ba-)
  (Fr.); sieve

to crack (intr.)

ku-pas.uk-a

to split, divide, part (tr.)

ku-pas.ul-a
  five franc piece

m. pata (ba-)
  (Fr.); bakery, pastry shop

pâtisserie (ba-)

m. patu (ba-)
  plantation, field, farm

m. pe
  also, too

~pe

ku-ped.is-a
  (see ku-pel-a)
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ku-pel-a</td>
<td>to burn (intr.)</td>
</tr>
<tr>
<td>ku-ped.is-a</td>
<td>to ignite, set fire to, light</td>
</tr>
<tr>
<td>pelesé</td>
<td>Fr: pressé; rushed, in a hurry</td>
</tr>
<tr>
<td>peléseke</td>
<td>Fr: presque; almost, nearly</td>
</tr>
<tr>
<td>pélete</td>
<td>Fr: perte; loss</td>
</tr>
<tr>
<td>kubaka pelete</td>
<td>to take a loss</td>
</tr>
<tr>
<td>ku-pem-a</td>
<td>to breathe, relax, rest</td>
</tr>
<tr>
<td>m.pembe ( )</td>
<td>whiteness, fairness, blondness</td>
</tr>
<tr>
<td>mpmeme ya nzau</td>
<td>ivory</td>
</tr>
<tr>
<td>pěnepěne [na]</td>
<td>near [to]</td>
</tr>
<tr>
<td>penzá</td>
<td>very, extremely</td>
</tr>
<tr>
<td>ku-pěp-a</td>
<td>to flap, wave (intr.)</td>
</tr>
<tr>
<td>mu-pěpe (mi-)</td>
<td>breeze, wind</td>
</tr>
<tr>
<td>permis de conduire</td>
<td>(Fr.); driver's license</td>
</tr>
<tr>
<td>ku-pes-a</td>
<td>to give</td>
</tr>
<tr>
<td>kupesa maboko</td>
<td>to give aid, help</td>
</tr>
<tr>
<td>peteló</td>
<td>Fr: pétrole; kerosene</td>
</tr>
<tr>
<td>pětepěte</td>
<td>soft, easy</td>
</tr>
<tr>
<td>petétele</td>
<td>Fr: peut-être; perhaps</td>
</tr>
<tr>
<td>ku-pez-é</td>
<td>Fr: peser; to weigh</td>
</tr>
<tr>
<td>ku-pez.is-a</td>
<td>to have...weigh(ed)</td>
</tr>
<tr>
<td>m.pidina</td>
<td>(see m.pila)</td>
</tr>
<tr>
<td>pidipidi (ba-)</td>
<td>pepper</td>
</tr>
<tr>
<td>KITUBA</td>
<td></td>
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<tr>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>pidisale (ba-)</td>
<td>Fr: pilchard; pilchard fish</td>
</tr>
<tr>
<td>Piele</td>
<td>Fr: Pierre; Peter</td>
</tr>
<tr>
<td>m.pila</td>
<td>like; manner, way</td>
</tr>
<tr>
<td>mpidina</td>
<td>thus (mpila + yina)</td>
</tr>
<tr>
<td>mpila mosi</td>
<td>same</td>
</tr>
<tr>
<td>m.pimpa (ba-)</td>
<td>night, darkness</td>
</tr>
<tr>
<td>pneu (ba-)</td>
<td>(Fr.); tire</td>
</tr>
<tr>
<td>po (ba-)</td>
<td>pot</td>
</tr>
<tr>
<td>ku-pod.is-a</td>
<td>(see ku-pől-a)</td>
</tr>
<tr>
<td>podisi (ba-)</td>
<td>Fr: police; policeman</td>
</tr>
<tr>
<td>ku-pől-a</td>
<td>to get wet</td>
</tr>
<tr>
<td>ku-pőd.is-a</td>
<td>to soak, wet</td>
</tr>
<tr>
<td>Polo</td>
<td>Fr: Paul</td>
</tr>
<tr>
<td>pólote</td>
<td>Fr: porte; door</td>
</tr>
<tr>
<td>ku-pőn-a</td>
<td>to choose</td>
</tr>
<tr>
<td>pont</td>
<td>(Fr.); bridge</td>
</tr>
<tr>
<td>pósitá (ba-)</td>
<td>Fr: post; mail; location</td>
</tr>
<tr>
<td>posita ya leta (ba-)</td>
<td>State office</td>
</tr>
<tr>
<td>posita ya mikanda (ba-)</td>
<td>Postoffice</td>
</tr>
<tr>
<td>potopoto ( )</td>
<td>confusion, disorder, mud</td>
</tr>
<tr>
<td>presque</td>
<td>(Fr.); almost</td>
</tr>
<tr>
<td>Prince Baudouin</td>
<td>(Name of Street in Léo)</td>
</tr>
<tr>
<td>programme (ba-)</td>
<td>(Fr.); schedule, program</td>
</tr>
</tbody>
</table>
propre          (Fr.); clean
protestant      (Fr.); Protestant
púdele          Fr: poudre; powder
m. punda (ba-)
                horse, donkey, mule
punition (ba-)
                (Fr.); punishment
ku-pul.ül-a
                to wipe, dust
ku-pus-a
                to push
pusupusu (ba-)
                push cart, baby carriage
m. pusu (ba-)
                palmetto, palm fiber
m. puta (ba-)
                sore, lesion, wound
M. putu         Europe (white man's country)
putulü (ba-)
                dust
Putuluké (ba-)
                Portuguese
pwelčle
                uncovered, open
radio (ba-)
                (Fr.); radio
restaurant (ba-)
                (Fr.); restaurant
rideau (ba-)
                (Fr.); curtain
sabala          (Port.); Saturday, sabbath
ku-sab.uk-a
                to cross (intr.)
sabuni (ba-)
                soap
ki-sadi (bi-)
                (see ku-sal-a)
ku-sad.is-a (see ku-sal-a)
lu.sad.is-u (see ku-sal-a)
n.safu (ba-) (a tropical black-skinned fruit)
ku-sakan-a to play
sakasaka manioc leaves
sakosi (ba-) Fr: sacoche; handbag
ku-sal-a to do, work
kusala maza to make water, urinate
ki-sadi (bi-) worker
ku-sad.is-a to help
lu.sad.isu (ba-) aid, help, assistance
^lusadusu
ku-sal.asan-a to work together
ki-salu (bi-) work, job
salele (ba-) Fr: salaire; salary
saleté (ba-) (Fr.); soiled, dirty
salô Fr: salon; large room
ku-samb.il-a to worship
lu.sambu (ba-) prayer, blessing
sambanu six
n.sambodia seven
^n.samwadi
lu.sambu (see ku-samb.il-a)
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>mu-n.sambu (mi-)</td>
<td>salted fish</td>
</tr>
<tr>
<td>n.sambwadi</td>
<td>seven</td>
</tr>
<tr>
<td>~n.sambodia</td>
<td></td>
</tr>
<tr>
<td>samó (ba-)</td>
<td>Fr: chameau; camel</td>
</tr>
<tr>
<td>n.sampatu (ba-)</td>
<td>shoe</td>
</tr>
<tr>
<td>samu</td>
<td>because</td>
</tr>
<tr>
<td>samu'na</td>
<td>because of, on account of</td>
</tr>
<tr>
<td>samu ya</td>
<td>in order to</td>
</tr>
<tr>
<td>sanduku (ba-)</td>
<td>box</td>
</tr>
<tr>
<td>ku-sang-a</td>
<td>to mix</td>
</tr>
<tr>
<td>ku-sang.an-a</td>
<td>to get mixed up together</td>
</tr>
<tr>
<td>ku-sang.is-a</td>
<td>to mix, cause to be mixed</td>
</tr>
<tr>
<td>n.sanga</td>
<td>sister (term used by male of his own sister)</td>
</tr>
<tr>
<td>ki-sangala (bi-)</td>
<td>demijohn</td>
</tr>
<tr>
<td>n.sangu (ba-)</td>
<td>news</td>
</tr>
<tr>
<td>di-sano (ma-)</td>
<td>game</td>
</tr>
<tr>
<td>sans</td>
<td>(Fr.); without</td>
</tr>
<tr>
<td>ku-sans-a</td>
<td>to raise, bring up, care for</td>
</tr>
<tr>
<td>sántele (ba-)</td>
<td>Fr: centre; center</td>
</tr>
<tr>
<td>ki-sanu (bi-)</td>
<td>comb</td>
</tr>
<tr>
<td>~ki-sanunu (bi-)</td>
<td></td>
</tr>
<tr>
<td>n.sanu (ba-)</td>
<td>sponge</td>
</tr>
<tr>
<td>sanzé (ba-)</td>
<td>Fr: échange; change</td>
</tr>
</tbody>
</table>

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mu-sāpi (mi-)  finger, toe
di-sapu (ma-) fable, story
Ki-n.sasa Leopoldville

~Kinshasa
n.satu (ba-) hunger, desire
kuwa nsatu ya to be hungry / desirous of
ku-sēk-a to laugh
ku-sek.īs-a to make laugh
sekeletele (ba-) Fr: secretaire; secretary
semeki (ba-) sibling in-law of own generation

~nkwezi
sengele (ba-) Eng: singlet; undershirt
e-sēngo joy, happiness
ki-sengwa (bi-) steel, tool
sentile (ba-) Fr: ceinture; belt
ku-senz.īl-a to watch, look after
mu-siēlōlo (bami- ~bamu-) slipperiness
siste (ba-) (Fr.); nap, siesta
sigaleti (ba-) Fr: cigarette
sika (bi-) place
sika mosi together
sikalié (ba-) Fr: escalier; stairs
ki-sikiti (bi- ~babi-) Fr: biscuit; pastry, biscuit
sikoti (ba-) Fr: chicote; whip
n. siku (ba-) rule, law
silitú Fr: surtout; especially
ku-simb-a to touch
simé (ba-) Fr: cement; concrete
simisi (ba-) Fr: chemise; shirt
simitiele (ba-) Fr: cimetière; cemetery
n. singa (ba-) cord, rope, thread
singu (ba-) neck
ki-sivu (bi-) dry season (winter)
six (Fr.); six
sizo (ba-) Fr: ciseaux; scissors
di-so (meso) (see di-(i)so)
ku-sob-a to change, differ
ku-sob.is-a to change (tr.), exchange
sodá (ba-) Fr: soldat; soldier
sofele (ba-) Fr: chaufferu; driver
Sofí Fr: Sophie
ku-sok.us-a to tease
ku-sol-a to choose
di-soló (ma-) (see kusolūla)
ku-sol.ūl-a to talk, converse
di-soló (ma-) conversation, discussion, chat
ku-sol.ul-a to find
n. soma (ba-) fork
n. soni (ba-) shyness, reticence
ku-sonik-a to write
ku-sōp-a to pour
ku-sos-a to look for

soseti (ba-) Fr: chaussette; socks
souvenir (ba-) (Fr.); souvenir

ku-sub-a to urinate
suka (ba-) morning

suka suka early in the morning
n. suka (ba-) end
sukadi (ba-) sugar, sweetness
n. suki (ba-) hair

di-suku (ma-) room

suku ya kulala bedroom
ku-suk.uk-a to be cleaned, washed
ku-suk.ul-a to clean, wash
ku-suk.ud.is-a to help someone clean, make someone clean

ku-sumb-a to buy
ku-sung-a to aim
ku-sung.am-a to be straight, go straight
ku-sung.am.an-a to remember
| English | X%
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>ku-sung.ik-a</td>
<td>to straighten</td>
</tr>
<tr>
<td>n.sunga (ba-)</td>
<td>smell, odor</td>
</tr>
<tr>
<td>n.sungi (ba-)</td>
<td>season</td>
</tr>
<tr>
<td>ku-sung.ik-a</td>
<td>(see ku-sung-a)</td>
</tr>
<tr>
<td>mu-sūni (mi-)</td>
<td>flesh</td>
</tr>
<tr>
<td>supu (ba-)</td>
<td>Fr: soupe; soup, stock, juice</td>
</tr>
<tr>
<td>n.susu (ba-)</td>
<td>chicken, hen, rooster</td>
</tr>
<tr>
<td>ku-sw.am-a</td>
<td>to hide (oneself) (intr.)</td>
</tr>
<tr>
<td>ku-sw.ek-a</td>
<td>to hide (something) (tr.)</td>
</tr>
<tr>
<td>tabaka (ba-)</td>
<td>Fr: tabac; tobacco</td>
</tr>
<tr>
<td>di-tadi (ma-)</td>
<td>rock, stone</td>
</tr>
<tr>
<td>tadié</td>
<td>(see talie)</td>
</tr>
<tr>
<td>ku-tad.il-a</td>
<td>(see ku-tal-a)</td>
</tr>
<tr>
<td>tadila</td>
<td>about, concerning</td>
</tr>
<tr>
<td>takisí (ba-)</td>
<td>Fr: taxi</td>
</tr>
<tr>
<td>ku-tal-a</td>
<td>to look at, behold, look after</td>
</tr>
<tr>
<td>ku-tad.il-a</td>
<td>to look at for (someone), check</td>
</tr>
<tr>
<td>talatala (ma-)</td>
<td>glass; spectacles; mirror</td>
</tr>
<tr>
<td>talié (ba-)</td>
<td>Fr: atelier; shop, factory</td>
</tr>
<tr>
<td>&quot;tadié</td>
<td></td>
</tr>
<tr>
<td>n.talu (ba-)</td>
<td>price, value, number, figure</td>
</tr>
<tr>
<td>Kituba</td>
<td>English</td>
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<tr>
<td>-------------------</td>
<td>-------------------------------------</td>
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<tr>
<td>n.tama</td>
<td>far, long ago</td>
</tr>
<tr>
<td>ki-tambala (bi-)</td>
<td>kerchief</td>
</tr>
<tr>
<td>Ki-n.tambu</td>
<td>(a district in Léo)</td>
</tr>
<tr>
<td>ku-tamb.ul-a</td>
<td>to walk</td>
</tr>
<tr>
<td></td>
<td>to accept</td>
</tr>
<tr>
<td>ku-tamb.us-a</td>
<td>to drive</td>
</tr>
<tr>
<td>kutambusa (mun)</td>
<td>to make (a person) dizzy</td>
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<tr>
<td>intu</td>
<td></td>
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<tr>
<td>ku-tampon-é</td>
<td>Fr: tamponner; to run down, run into</td>
</tr>
<tr>
<td>ku-tänd-a</td>
<td>to spread, set (table), make (bed)</td>
</tr>
<tr>
<td>ku-tang-a</td>
<td>to read, count</td>
</tr>
<tr>
<td>n.tangu (ba-)</td>
<td>time, sun, clock; when</td>
</tr>
<tr>
<td>tanki (ba-)</td>
<td>tank</td>
</tr>
<tr>
<td>tanu</td>
<td>five</td>
</tr>
<tr>
<td>tata (ba-)</td>
<td>father, mister, sir, paternal relative</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>tata ya bakala</td>
<td>paternal uncle</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>tata ya nkento</td>
<td>paternal aunt</td>
</tr>
<tr>
<td>ma-tata</td>
<td>troubles (no singular)</td>
</tr>
<tr>
<td>ku-tat.am.an-a</td>
<td>to continue</td>
</tr>
<tr>
<td>ku-tat.ik-a</td>
<td>to bite</td>
</tr>
<tr>
<td>tatu</td>
<td>three</td>
</tr>
<tr>
<td>tayele (ba-)</td>
<td>Fr: tailleur; tailor</td>
</tr>
</tbody>
</table>
ku-ted.im.is-a (see ku-tel.am-a)
ku-tek-a to sell
    kuteka maza to fetch water
mu-teki (mi- "bami-") seller
ku-tel.am-a to get up, stand, be standing, stop, remain
to start
ku-ted.im.is-a to make (one) get up, keep standing, stop (one)
ku-telephone-é (Fr.); to telephone
ku-teng.am-a to be crooked
n.tete first
    ntete...ve not yet
ti (ba-) Fr: thé; tea
ti that (conjunction)
ti /tii/ until, to
tieleka (ba-) truth
tiké (ba-) Fr: ticket
tiké deké Fr: ticket de quai; platform pass
tiliwale (ba-) Fr: tiroire; drawer
ku-tim-a to dig
ku-tim.is-a to make dig, help dig
mu-tima (mi- "bami-") heart
ki-timba (bi-) pipe (for smoking)
kitimba ya sigaleti  cigarette holder
ku-tim.uk-a  to fly, jump
ku-tin-a  to flee, escape, avoid fear
n.tina (ba-)  meaning, sense
ku-tind-a  to send
mu-tindu (mi-)  variety, fashion, kind, sort
mutindu na mutindu [ya]  all kinds [of]
n.tinu (ba-)  speed, hurry
di-titi (ma-)  herb, vegetation, grass, legume, vegetable
tiya (ba-)  fire, power, heat
to  or
ku-tob.uk-a  to be pierced, punctured
ku-tök-a  to perspire
to boil (intr.)
mu-töki (mi- ~bami-)  perspiration
di-toko (ma- ~bama-)  youth, young man
ki-toko  (see kitoko)
tólosi (ba-)  Fr: torche; flashlight
tomate (ba-)  (Fr.); tomato
~tomato
ku-tomb.uk-a  to rise, go up
ku-tomb.ul-a  to raise
ku-ki.tomb.ud.il-a [madia] to serve oneself [food]
totale (ba-) to beautify, decorate
n.toto (ba-) (Fr.); sum total
~toto

Ki-tuba

The Kituba language
ku-tub-a to speak, say
cyau tuba ke that means that
ku-tub.an-a to talk together
mu-tubi (ba-) spokesman, speaker, announcer
ku-tub.il-a to tell
tuberculose (Fr.); tuberculosis
ku-tul-a to put down, place, put

kutula maza to water
kutula mutima to hope; rely on, depend on
ku-tung-a to construct, build
ku-tung.w-a to be built
ki-tunga (bi-) basket
n.tünga (ba-) needle, hypodermic syringe
di-tungulu (ma-) onion
ku-tut-a to pound, crush
n.twala (ba-) front
<table>
<thead>
<tr>
<th>KITUBA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>na ntwala ya</td>
<td>in front of</td>
</tr>
<tr>
<td>twaleti (ba-)</td>
<td>Fr: toilette; grooming</td>
</tr>
<tr>
<td>ki-uvu (bi-)</td>
<td>question (see ku-yuf.us-a)</td>
</tr>
<tr>
<td>valise (ba-)</td>
<td>(Fr.); suitcase</td>
</tr>
<tr>
<td>vana</td>
<td>there (on)</td>
</tr>
<tr>
<td>ve</td>
<td>no; not</td>
</tr>
<tr>
<td>lu.ve (ba-)</td>
<td>permission</td>
</tr>
<tr>
<td>vela (ba-)</td>
<td>Fr: verre; glass, tumbler</td>
</tr>
<tr>
<td>velandá (ba-)</td>
<td>Fr: véranda; porch</td>
</tr>
<tr>
<td>veló (ba-)</td>
<td>Fr: vélo; bicycle</td>
</tr>
<tr>
<td>vers</td>
<td>(Fr.); toward</td>
</tr>
<tr>
<td>verte</td>
<td>(Fr.); green</td>
</tr>
<tr>
<td>ku-vib.id.il-a</td>
<td>to be patient</td>
</tr>
<tr>
<td>m.vimba ( )</td>
<td>entire, whole</td>
</tr>
<tr>
<td>ku-ving.il-a</td>
<td>to wait, await</td>
</tr>
<tr>
<td>voyage (ba-)</td>
<td>(Fr.); trip</td>
</tr>
<tr>
<td>m.vula (ba-)</td>
<td>rain, year</td>
</tr>
<tr>
<td>~imvu</td>
<td></td>
</tr>
<tr>
<td>ku-vum.in-a</td>
<td>to respect, be polite</td>
</tr>
<tr>
<td>ki-vumu (bi-)</td>
<td>stomach, abdomen, pregnancy</td>
</tr>
<tr>
<td>ku-vund-a</td>
<td>to rest (intr.)</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>ku-vund.is-a</td>
<td>to rest (tr.)</td>
</tr>
<tr>
<td>ku-vut.uk-a</td>
<td>to come back, go back, return (intr.)</td>
</tr>
<tr>
<td>ku-vut.uk.is-a</td>
<td>to come back</td>
</tr>
<tr>
<td>ku-vut.ul-a</td>
<td>to return; answer</td>
</tr>
<tr>
<td>m.vutu (ba-)</td>
<td>result, answer</td>
</tr>
<tr>
<td>ki-vuvu (bi-)</td>
<td>hope</td>
</tr>
<tr>
<td>ku-vwam-a</td>
<td>to get rich</td>
</tr>
<tr>
<td>m.vwama (ba-)</td>
<td>rich one</td>
</tr>
<tr>
<td>ku-vwand-a</td>
<td>to be, sit, be doing</td>
</tr>
<tr>
<td>vwanda na nge</td>
<td>pay no attention</td>
</tr>
<tr>
<td>ku-vwat-a</td>
<td>to wear</td>
</tr>
<tr>
<td>vwatile (ba-)</td>
<td>Fr: voiture; car</td>
</tr>
<tr>
<td>ma-m vwemvwe</td>
<td>cheapness (no singular)</td>
</tr>
<tr>
<td>~má-m vwemvwe</td>
<td></td>
</tr>
<tr>
<td>ku-w-a</td>
<td>to hear, listen, sense, understand</td>
</tr>
<tr>
<td>kuwa nsunga</td>
<td>to smell (tr.)</td>
</tr>
<tr>
<td>ku-w.am-a</td>
<td>to be heard</td>
</tr>
<tr>
<td>wapi</td>
<td>where</td>
</tr>
<tr>
<td>wënze (ba-)</td>
<td>No, not at all</td>
</tr>
<tr>
<td>wi</td>
<td>small market, village market</td>
</tr>
<tr>
<td>~oui</td>
<td>Fr: oui; yes</td>
</tr>
<tr>
<td><strong>KITUBA</strong></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>wikende (ba-)</td>
<td>Eng: weekend</td>
</tr>
<tr>
<td>ku-wom-a</td>
<td>to press, iron</td>
</tr>
<tr>
<td>wonga (ba-)</td>
<td>fear</td>
</tr>
<tr>
<td>kumona wonga</td>
<td>to fear, experience fear</td>
</tr>
<tr>
<td>ya</td>
<td>of (relative particle)</td>
</tr>
<tr>
<td>yar</td>
<td>it (see yau)</td>
</tr>
<tr>
<td>yai</td>
<td>this, these</td>
</tr>
<tr>
<td>~yayi</td>
<td></td>
</tr>
<tr>
<td>yai nde</td>
<td>here then</td>
</tr>
<tr>
<td>ku-yambil-a</td>
<td>to greet, welcome</td>
</tr>
<tr>
<td>yandi</td>
<td>he, she; him, her</td>
</tr>
<tr>
<td>yangó (ba-)</td>
<td>the one(s) referred to, that, those</td>
</tr>
<tr>
<td>yankaka</td>
<td>(see ya.n.kaka)</td>
</tr>
<tr>
<td>yau</td>
<td>it</td>
</tr>
<tr>
<td>~ya</td>
<td></td>
</tr>
<tr>
<td>yau ina</td>
<td>for that reason, therefore</td>
</tr>
<tr>
<td>yau yai</td>
<td>here it [is]</td>
</tr>
<tr>
<td>Yesu</td>
<td>Fr: Jésus; Jesus</td>
</tr>
<tr>
<td>ku-yib-a</td>
<td>to steal, cheat</td>
</tr>
<tr>
<td>mu-yibi (mi-)</td>
<td>thief</td>
</tr>
<tr>
<td>ku-yimb-a</td>
<td>to sing</td>
</tr>
<tr>
<td>ku-yimb.ila-a</td>
<td>to sing (for)</td>
</tr>
</tbody>
</table>
mu-yimbu (mi-)

yina (ba-)

~ina

ku-yob.il-a to get washed, clean; to swim
ku-yob.is-a to wash (tr.)
ku-yok-a to burn
ku-yok.am-a to get burned (see Note 10.1 p. 220)
ku-ki.yok-a to burn oneself
ku-yok.w-a to be burned (see Note 10.1 p. 220)
Yolo Sud (A section of Léo)
yonso all
ku-yonzun-a to strip of leaves
ku-yuf.ul-a to ask, request
ku-yuf.us-a to ask, query
yulu (see zulu)
ku-yum-a to get dry
ku-yum.is-a to dry

Za Fr: Jean; John
ku-zab-a to know, understand
ku-zab.is-a to inform

n.zadi (ba-)

river
ku-zak.am.is-a to cause to tremble, cause to be shaken
n.zalu (ba-)  spoon
N.zambi (ba-)  God, god
ki.zámpele (ba-)  (see kizámpele)
zandu (ba-)  market
di-n.žänza (ma-)  can, tin
n.zau (ba-)  elephant
mpembe ya nzau  ivory
ku-zaul-a  to run, flee
ku-zeng-a  to cut, cross
kuzenga [mambu]  to decide [matters]
ku-zeng.am-a  to be cut
ku-zeng.ul.uk-a  to twist and turn
n.zenguluka (ba-)  curve, bend
n.zenza (ba-)  guest, stranger, foreigner
ku-zib.ik-a  to be covered
ku-zib.uk-a  to be uncovered, opened
ki-zibuku (bi-)  lid, cover
ku-zib.ul-a  to open
kuzibula meso  to look sharp, watch out
zielo (ba-)  sand
n.zila (ba-)  way, path, street, means, opening

Zile  Fr: Jules

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<table>
<thead>
<tr>
<th>Basic Course</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ku-zimb.al-a</td>
<td>to get lost, disappear</td>
</tr>
<tr>
<td>ku-zimb.an-a</td>
<td>to make a mistake, get mixed up</td>
</tr>
<tr>
<td>ku-zimb.is-a</td>
<td>to confuse (with), forget</td>
</tr>
<tr>
<td>ku-zing-a</td>
<td>to live, live long, last</td>
</tr>
<tr>
<td>lu.zingu (ba-)</td>
<td>life</td>
</tr>
<tr>
<td>n.zInzi (ba-)</td>
<td>fly</td>
</tr>
<tr>
<td>ku-zit-a</td>
<td>to carry weight (intr.), be heavy</td>
</tr>
<tr>
<td>ku-zit.is-a</td>
<td>to respect, give weight to</td>
</tr>
<tr>
<td>lu.zitu (ba-)</td>
<td>worth, value, importance, respect, weight</td>
</tr>
<tr>
<td>n.zo</td>
<td>Oh!, so!, aha!</td>
</tr>
<tr>
<td>zoba ( )</td>
<td>stupidity</td>
</tr>
<tr>
<td>ku-zol-a</td>
<td>to want, like, love</td>
</tr>
<tr>
<td>~ku-zon-a</td>
<td>will, desire, motivation; love</td>
</tr>
<tr>
<td>lu.zolo (ba-)</td>
<td>two</td>
</tr>
<tr>
<td>zole</td>
<td>two each</td>
</tr>
<tr>
<td>zole zole</td>
<td>(see ku-zol-a)</td>
</tr>
<tr>
<td>lu.zolo (ba-)</td>
<td>(see ku-zol-a)</td>
</tr>
<tr>
<td>ku-zon-a</td>
<td>Fr: Joseph</td>
</tr>
<tr>
<td>Zozefu</td>
<td>heaven, sky, up</td>
</tr>
<tr>
<td>zulu (ba-)</td>
<td>above, up, on top</td>
</tr>
<tr>
<td>~yulu</td>
<td></td>
</tr>
<tr>
<td>na zulu</td>
<td></td>
</tr>
<tr>
<td>KITUBA</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>na zulu ya</td>
<td>on top of, on</td>
</tr>
<tr>
<td>na zulu ya ina</td>
<td>in addition to that</td>
</tr>
<tr>
<td>na zulu zulu</td>
<td>high up</td>
</tr>
<tr>
<td>n.zungu (ba-)</td>
<td>pan, pot</td>
</tr>
<tr>
<td>n.zutu (ba-)</td>
<td>body</td>
</tr>
<tr>
<td>kũ-zw-a</td>
<td>to get, obtain, earn, locate</td>
</tr>
<tr>
<td>ku-zw.ám-a</td>
<td>to be gotten, be afflicted by</td>
</tr>
</tbody>
</table>

Final typing by Miss Anne Lush