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An Introductory Course in Ga

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## INTRODUCTION

### GA

Ga is a language of Ghana, native to the Accra district and the coastal strip stretching east from the city and inland for several miles. Ga has fewer native speakers than, say, Twi or Ewe, but knowledge of it as a second or third language is far from negligible and is probably increasing, because of the influence of Accra as the capital of Ghana and one of the chief centres of education.

### GA-ADANGBE

Adangbe, spoken to the east of the Ga area is a language thought to be so closely related to Ga that the two are frequently listed as one language "Ga-Adangbe". The language described in this course is Ga properly so called, as spoken by one native of Labadi, a Ga town.

### ORTHOGRAPHY AND TRANSCRIPTION

The transcription used here departs very little from the accepted orthography, even when a sound is analysed differently (e. g.,  $\check{w}$  as  $yw$  rather than  $wy$ ). However, tone, nasality and vowel length have often been indicated more explicitly than the orthography requires.

### CONSONANTS

1. (i) Voiceless stops are plosives, i. e., aspirated.  
(ii) Prepalatal stops, plain and labialised, are affricates.  
(iii) With the exception  $t/d$ , there is no significant difference in place of articulation between voiced and voiceless correlates.  $t$ , however, is a denti-alveolar articulation with tongue-tip down, while  $d$  is an alveolar articulation with tongue-tip up.  
(iv) Alveolar, Palatal and Velar stops have fronted and retracted allophones depending on the following vowel.
2. Labial velars are of the velaric ingressive and pulmonic egressive type.
3. The following articulations are all made whilst the tongue-tip is down:  $ny$ ,  $s$ ,  $z$ ,  $\int$ , and the affricates.
4.  $l$  and  $r$  are allophones of the same phoneme; only  $l$  occurs in word-initial position.

TABLE I: The Symbols Used

CONSONANTS

TYPES	POSITIONS											
	Voiceless		Voiced		Voiceless		Voiced		Voiceless		Voiced	
STOPS (plain) (Labialised)	<u>Bilabial</u>		<u>Alveolar</u>		<u>Pre-Palatal</u>		<u>Velar</u>		<u>Labial Velar</u>			
	p	b	t	d	ts	dz	k	g	kp	gb		
NASALS (plain) (Labialised)					<u>Palatal</u>							
			m		n		ny		ŋ		ŋm	
FRICATIVES (plain) (Labialised)	<u>Labio-dental</u>				<u>Pre-Palatal</u>							
	f	v	s z		f <sub>w</sub>							
LATERAL					l, r							
APPROXIMANTS (plain) (Labialised)					<u>Palatal</u>		<u>Labial Velar</u>		<u>Glottal</u>			
					y yw (w̃)		w		h hw			

2

TONES

High: /

Mid: |

Low: \

VOWELS

	Front Spread		Neutral		Back Rounded	
	Oral	Nasal	Oral	Nasal	Oral	Nasal
CLOSE	i	ĩ			u	ũ
HALF-CLOSE	e				o	
HALF-OPEN	ɛ	ẽ			ɔ	ɔ̃
OPEN			a	ã		

## VOWELS

1. In relation to the Cardinal Vowels, the phonetic values of the Ga oral vowels may be charted on the Vowel Diagram as follows:

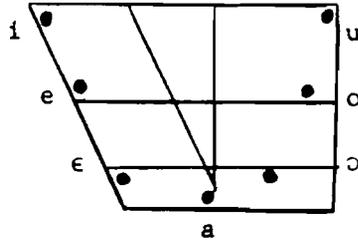


TABLE II: Diagram of the Ga Oral Vowels

2.  $\tilde{i}$ ,  $\tilde{a}$ ,  $\tilde{u}$ , are the nasal counterparts of  $i$ ,  $a$ ,  $u$ , respectively.  $\tilde{e}$  is midway between  $e$  and  $\epsilon$ , but is comparatively retracted.  $\tilde{o}$  is midway between  $o$  and  $\circ$ , and is comparatively fronted.
3. All the above are pure vowels. What may sometimes be heard as phonetic diphthongs and triphthongs are treated in this course as successions of pure vowels:

faí. 'hat'

háu. 'girdle'

4. Similarly, all the above vowels are uniformly short. In this course, what may be heard as phonetically longer vowels are treated as successions of like vowels:

bú. 'hole' is a monosyllabic word

ba. 'to come' is a monosyllabic word

búu. 'mosquito net' is a disyllabic word

baa. 'coming' is a disyllabic word

baáá. 'crocodile' is a trisyllabic word

## TONE

Tone is a property of the syllable and, depending on the type of syllable, is marked on the vowel or on the syllabic consonant (mostly nasals). An initial high tone in a sentence is marked; unmarked sentence initial tones are low. Other unmarked syllables have the same pitch as the last marked syllable preceding them; this principle carries across word boundaries. Thus the tones of

(i) /ny $\tilde{e}$  yiwala d $\tilde{z}$  $\eta$  $\eta$ / are low-low-low-low-high-high-high.

(ii) / $\int$ íkò $\int$ íkò/ are high-low-high-low.

(iii) /óbi gbeké<sup>1</sup> lè ba bíè nyè gbékè/ are high-high-high-mid-low-low-high-low-low-high-low.

Notice that this scheme admits of more than one level of Mid between High and Low:

(iv) /mádzú gbeké<sup>1</sup> lè ahe/ are high-mid-same-mid-same-mid-low-low-low.

Ga makes use of 3 level tones: High /'/, Mid /'/', Low /'/'.

A High tone implies higher pitch, and therefore usually sounds more prominent in a sequence than a Low tone. The Low tone has two allophones: a low tone in pause is accompanied by glottal constriction.

A Mid tone is always a very slight drop in pitch (about a semi-tone) from a preceding higher pitch, and is never glottalised. The 'preceding higher pitch' is either a High tone or another Mid tone: a Mid tone never occurs after a Low tone and is never initial in a sentence or isolated word. A Mid tone is therefore like a High tone that has slipped a semitone in pitch below the immediately preceding High.

The symbol \ represents a glide to Low tone which must occur after any High tone syllable that immediately precedes certain words in the utterance.

These possibilities are all summarised in the following diagram.

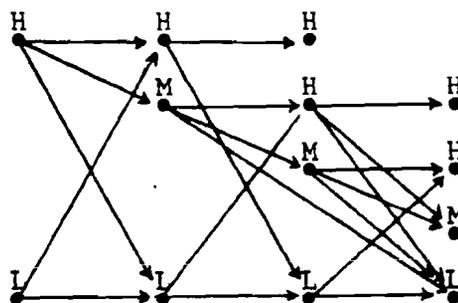


TABLE III: Tone Diagram 1: Terracing

Notice the downward 'terracing' of the top pitches of the sentence if a lower pitch intervenes.

The sequence High-High (level high pitch) seems to present the most difficulty for speakers of stress-using languages, who tend to reduce force after one strong (High) syllable.

The sequence Low-Low (level low pitch) presents a similar difficulty. Successive Low tones apparently drop slightly in actual pitch and usually it is only the last of them that has the tell-tale

glottalisation of the Low tone. Even if the foreign ear gets an impression of a slight fall, no conscious attempt should be made to reproduce it since such an attempt may be heard by a Ga speaker as an actual fall (High-Low or Mid-Low).

In this course, what may be heard as phonetically rising or falling pitches are regarded as composites of the three level tones. Since there can be a rise in utterance pitch only after a Low tone, and any rise is interpreted as Low-High, the actual phonetic range of rise that constitutes a Low-High sequence can be very small. Such narrow ranges are standard in spoken Ga in the earlier parts of the utterance, for example initially. But they are even more important because they are characteristic of the Casual Style, the style of 'normal' everyday speech and conversation, particularly Statement sentences. They contrast sharply with the corresponding ranges in the Emphatic Style, particularly Question sentences, where the pitch intervals between High and Low tones can be considerable.

An important modification to the tonal diagram above is necessary. The utterance is not terraced out of hearing in a collapsing of High with Low tone. Pitches remain level only when tones succeed themselves (M-H in the case of Mid). A subsequent High tone can be lower in pitch than a previous one when a Low or a Mid have intervened, and a subsequent Low tone can be lower in pitch than a previous one when a High or a High-Mid glide has intervened. The pitch pattern of the whole utterance is thus more like a downward drift from beginning to end:

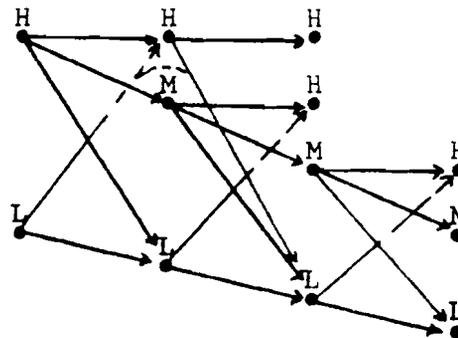


TABLE IV: Tone Diagram 2: Downdrift

(The broken lines indicate the area of possible occurrence of H after L.)

Finally, it should be remembered that although every syllable in every utterance has a tone, the same syllable does not necessarily have the same tone in every utterance. The tone can be different depending upon the grammatical context.

## LESSON ONE

Listen. Identify. Repeat.

Drill 1: High and Low Tones; Simple Consonants and Vowels. Remember, unmarked syllables have Low tone, if not preceded by other syllables.

- |        |            |        |           |
|--------|------------|--------|-----------|
| 1. wó. | 'tomorrow' | 4. la. | 'fire'    |
| 2. wó. | 'we'       | 5. wú. | 'bone'    |
| 3. lá. | 'blood'    | 6. wu. | 'husband' |

Drill 2: Pay particular attention also to the vowels /ɔ/, /ɛ/, /e/, and vowel length (these words are all monosyllabic and have single vowel length).

- |         |             |         |         |
|---------|-------------|---------|---------|
| 1. tɛɛ. | 'father'    | 7. bí.  | 'child' |
| 2. tso. | 'tree'      | 8. bú.  | 'hole'  |
| 3. tsi. | 'sceptre'   | 9. hé.  | 'place' |
| 4. hɛ.  | 'waist'     | 10. té. | 'stone' |
| 5. tɔ.  | 'bottle'    | 11. kú. | 'group' |
| 6. bo.  | 'you' (sg.) | 12. sú. | 'type'  |

Drill 3: High Tones.

- |        |          |        |            |
|--------|----------|--------|------------|
| 1. bí. | 'Ask!'   | 4. bú. | 'Wear it!' |
| 2. bá. | 'Come!'  | 5. lá. | 'Sing!'    |
| 3. wó. | 'Sleep!' | 6. fó. | 'Weep!'    |

Drill 4: High, Mid and Low Tones. Pay attention to the range of pitch within the sequences High-Mid, Low-High. Remember that there are no sequences Low-Mid, Mid-High; what you may hear as these intervals will be marked as Low-High in the text.

- |          |          |           |         |
|----------|----------|-----------|---------|
| 1. papá. | 'father' | 4. sí.sà. | 'ghost' |
| 2. papa. | 'fan'    | 5. wɔ.lɔ. | 'book'  |
| 3. fítɔ. | 'pepper' | 6. dadé.  | 'iron'  |

- |          |         |                |             |
|----------|---------|----------------|-------------|
| 7. gówá. | 'guava' | 9. fíkòfíkò.   | 'hiccough'  |
| 8. lálá. | 'song'  | 10. ówòlò lẹ́. | 'your book' |

Drill 5: Tones in short sentences.

- |              |                              |                  |                              |
|--------------|------------------------------|------------------|------------------------------|
| 1. ele lẹ́.  | 'he knows him'               | 6. wóbi lẹ́.     | 'we have asked him'          |
| 2. elé lẹ́.  | 'he does-not-know him'       | 7. wóbi lẹ́.     | 'let us ask him'             |
| 3. élẹ́ lẹ́. | 'he has come to know<br>him' | 8. wókabi lẹ́.   | 'let us not ask him'         |
| 4. wóbi lẹ́. | 'our child'                  | 9. ebí lẹ́ da.   | 'her child is big'           |
| 5. wóbi lẹ́. | 'we asked him'               | 10. ebí lẹ́ edà. | 'her child has grown<br>big' |

LESSON TWO

Listen. Identify. Repeat.

Drill 6: Simple Consonants and Vowels.

- |            |                  |            |           |
|------------|------------------|------------|-----------|
| 1. dadé.   | 'iron'           | 6. tita.   | 'gums'    |
| 2. fufó.   | 'milk', 'breast' | 7. hela.   | 'illness' |
| 3. kotokú. | 'pocket'         | 8. tokotá. | 'sandal'  |
| 4. adékà.  | 'box'            | 9. lólẹ́.  | 'lorry'   |
| 5. tsítsì. | 'chest'          | 10. welé.  | 'hide'    |

Drill 7: Simple Consonants and Vowels.

- |           |                  |           |               |
|-----------|------------------|-----------|---------------|
| 1. wolo.  | 'book'           | 6. wala.  | 'life'        |
| 2. wolo.  | 'egg'            | 7. éwùlu. | 'a big thing' |
| 3. yele.  | 'yam'            | 8. tse    | 'father'      |
| 4. abé.   | 'proverb'        | 9. abekú. | 'left'        |
| 5. ofíki. | 'chance'; 'dice' | 10. okesé | 'fashion'     |

Drill 8: Labial Velar Consonants: /kp/, /gb/. (For description of their pronunciation, see under 'Consonants' in the Introduction.)

- |                    |                 |         |                        |
|--------------------|-----------------|---------|------------------------|
| 1. akpakpá.        | 'pawpaw'        | 4. kpó. | '12-yd. bale of cloth' |
| 2. ékpakpa.        | 'a good thing'  | 5. kpo. | 'court-yard'           |
| 3. akpakpá kpakpa. | 'a good pawpaw' | 6. kpó. | 'knot'                 |

- |               |             |             |           |
|---------------|-------------|-------------|-----------|
| 7. agbó.      | 'gate'      | 11. gbè.    | 'road'    |
| 8. agbo.      | 'big'       | 12. gbékè.  | 'evening' |
| 9. agbó àgbo. | 'big gate'  | 13. gbogbo. | 'wall'    |
| 10. gbé.      | 'water-pot' | 14. gbo.    | 'guest'   |

Drill 9: Long and Short Vowels.

- |          |                |          |            |
|----------|----------------|----------|------------|
| 1. bú.   | 'hole'         | 6. kaáá. | 'crab'     |
| 2. búu.  | 'mosquito-net' | 7. waáá. | 'snail'    |
| 3. baa.  | 'leaf'         | 8. bí.   | 'child'    |
| 4. káá.  | 'car'          | 9. bíí.  | 'children' |
| 5. baáá. | 'crocodile'    | 10. dáá. | 'mouth'    |

(Numbers 5, 6 and 7 are written in the official orthography with two vowels only: viz, baa, kaa, waa.)

Drill 10: Long and Short Vowels.

- |          |                |          |                 |
|----------|----------------|----------|-----------------|
| 1. góbó. | 'cemetery'     | 5. too.  | 'sheep'; 'goat' |
| 2. yáá.  | 'fishing-net'  | 6. Hoo.  | 'Saturday'      |
| 3. loo.  | 'fish'; 'meat' | 7. yoo.  | 'beans'         |
| 4. yoo.  | 'woman'        | 8. gbeé. | 'dog'           |

Drill 11: Long and short vowels in sentences.

- |          |                 |                 |                           |
|----------|-----------------|-----------------|---------------------------|
| 1. eba.  | 'he came.'      | 6. ebáá.        | 'he did not come.'        |
| 2. eeba. | 'he is coming.' | 7. wobí lè.     | 'we asked him.'           |
| 3. ebaa. | 'he comes.'     | 8. wobíí lè.    | 'we didn't ask him.'      |
| 4. eéba. | 'he may come.'  | 9. etókè pii.   | 'she muttered a lot.'     |
| 5. éba.  | 'he has come.'  | 10. etókée pii. | 'she didn't mutter much.' |

(These examples show why it is important not to drawl in Ga.)

LESSON THREE

Listen. Identify. Repeat.

Drill 12: Oral and Nasal Vowels.

- |        |        |        |      |
|--------|--------|--------|------|
| 1. ga. | 'ring' | 2. gã. | 'Ga' |
|--------|--------|--------|------|

3. gbé.	'water-pot'	7. ekó.	'he took it.'
4. gbě.	'face-mark'	8. ekǝ.	'he bit it.'
5. sú.	'kind'	9. ʃía.	'sand'
6. sũ.	'soil'	10. ʃíã.	'house'

Drill 13: Nasal Vowels after Nasal Consonants.

1. mũ.	'oil'	8. nyẽ.	'mother'
2. mũmǝ.	'breath'	9. nyẽmí.	'sibling'
3. mãmí.	'mother'	10. ɲã.	'wife'
4. mǝǝ.	'castle'	11. ɲããã.	'lagoon-crab'
5. lamǝ.	'dream'	12. ɲmǝ.	'farm'
6. nũ.	'water'	13. níɲmãã.	'writing'
7. nũũ.	'man'		

Drill 14: Nasal Consonants and Oral Vowels.

1. lamǝ.	'vapour'	6. mó.	'well done!'
2. mãmá.	'cloth'	7. bí lè mó.	'ask him, then!'
3. ɲaa.	'intelligence', 'skill'	8. moko.	'someone'
4. ɲoo.	'salt'	9. nókó.	'something'
5. éɲbli.	'yellowish-green'		

Drill 15: Nasal Consonants and Oral Vowels.

1. ɲmé.	'palm-nut'	6. sũne.	'pillow'
2. ɲmee.	'thorn'	7. sǝnè.	'fox'
3. ɲmé.	'kernel'	8. sãne.	'story'
4. ɲmá.	'aroma'	9. kãné	'light'
5. ɲmĩmi.	'panic', 'fear'	10. wãnè.	'doubt'

LESSON FOUR

Listen. Identify. Repeat.

Drill 16: Succession of Vowels. The succession vowel + i on a rising pitch is pronounced rapidly and sounds phonetically like a diphthong.

- |           |            |            |            |
|-----------|------------|------------|------------|
| 1. sěí.   | 'chair'    | 6. toí.    | 'ear'      |
| 2. leí.   | 'tail'     | 7. tsuí.   | 'heart'    |
| 3. faí.   | 'hat'      | 8. féí.    | 'part'     |
| 4. laí.   | 'firewood' | 9. bíí.    | 'children' |
| 5. fofóí. | 'flower'   | 10. ṛkpáí. | 'libation' |

Drill 17: Vowel + i.

- |          |                  |             |               |
|----------|------------------|-------------|---------------|
| 1. kóí.  | 'hoe'            | 6. gai.     | 'rings'       |
| 2. góí.  | 'to burp'        | 7. looi.    | 'fish(es)'    |
| 3. tóí.  | 'multiplication' | 8. tooi.    | 'sheep' (pl.) |
| 4. túí.  | 'guns'           | 9. sěíí     | 'chairs'      |
| 5. tsei. | 'trees'          | 10. fofóíí. | 'flowers'     |

Drill 18: Succession of Vowels: Vowel + ɔ.

- |                     |                                       |
|---------------------|---------------------------------------|
| 1. amĩɔ.            | 'it is taken orally.'                 |
| 2. eyiɔ mɔ.         | 'he believes in corporal punishment.' |
| 3. eféd ohé.        | 'she is a flirt.'                     |
| 4. ekeɔ mɔ níí.     | 'he is generous.'                     |
| 5. etséɔ ogbéí daa. | 'she always mentions you.'            |
| 6. eleɔ tooi.       | 'he breeds sheep.'                    |
| 7. eláà waa.        | 'he sings very well.'                 |
| 8. efaa íiká.       | 'he is a money-lender.'               |
| 9. eíwéɔ íiká mĩṛ.  | 'he is a big spender.'                |
| 10. efɔɔ Gã yaa.    | 'he goes to Accra quite often.'       |
| 11. efóɔ daa nɛ́ɛ́. | 'she is always weeping.'              |
| 12. ebɔɔ mɔ toí.    | 'he takes advice.'                    |
| 13. etsúɔ níí.      | 'he works.'                           |

Drill 19: Final Nasals.

- |          |                |         |          |
|----------|----------------|---------|----------|
| 1. kpóí. | 'fishing-hook' | 2. kóí. | 'corner' |
|----------|----------------|---------|----------|

3. wóh̄.	'juju'	9. kpĩh̄.	'cane rat'
4. dũh̄.	'darkness'	10. sɔh̄.	'prawns'
5. nyɔ́h̄.	'slave'	11. h̄moh̄.	'tick', 'lice'
6. gɔh̄.	'mountain'	12. koh̄.	'horn'
7. mǎh̄.	'town'	13. wáh̄.	'grey hair'
8. tsɛ́h̄.	'beard'	14. gboh̄.	'limb', 'loin'
		15. adũh̄.	'monkey'

Drill 20: Final Nasals.

1. éfèé dīh̄h̄.	'he is quiet'	6. fǎ́h̄h̄.	'clear'
2. éfèè ɟīh̄h̄.	'he is still'	7. sɔ́h̄h̄.	'a lot'
3. óyiwala dɔ́h̄h̄.	'thank you'	8. tṹh̄h̄.	'black'
4. ɟɔ́h̄h̄.	'afar'	9. gblǎ́h̄h̄.	'strong' (of smell)
5. nɔ́h̄h̄.	'immediately'	10. hɛ́h̄h̄.	'strong' (of pepper or hot food)

LESSON FIVE

Listen. Identify. Repeat.

Drill 21: Labialised Consonants.

1. tswéí.	'mustache'	7. wiém̄ɔ́ (ywiém̄ɔ́).	'speech', 'language'
2. tswéí.	'hair'	8. wírim̄ɔ́ (ywírim̄ɔ́).	'row!'
3. Atswéí.	(girl's name)	9. eewére là (eeywére là).	'he is warming himself before the fire'
4. dzwɛ́h̄m̄ɔ́.	'thought'	10. kwakwé.	'mouse'
5. dzwéí.	'grass'		
6. adzwǎm̄áh̄.	'prostitution'		

Drill 22:

1. kúkwéí.	'cooking-pot'	5. ehwǎ́h̄ enǎne.	'he sprained his ankle.'
2. kwɔ́.	'climb!'	6. h̄wɛ́í.	'sky'
3. gwǎ́h̄tɛ́h̄.	'lamb'	7. h̄wɛ́tɛ́h̄wɛ́tɛ́.	'stippled'
4. gwábbò	'assembly'	8. ɟwǎ́né.	'afternoon'

9. ʃwélʃwél. 'ragged'                      10. éʃwì. 'he is fat.'

Drill 23: Succession of Vowels.

- |               |                      |                    |                         |
|---------------|----------------------|--------------------|-------------------------|
| 1. áʃwìlé lè. | 'he has been sacked' | 5. nílèe.          | 'knowledge'             |
| 2. ewiéè pii. | 'he talks a lot'     | 6. nú lè túè keba. | 'the water gushed out.' |
| 3. gbeébi.    | 'puppy'              | 7. nūú lè púé.     | 'the man appeared.'     |
| 4. leébi.     | 'morning'            |                    |                         |

Drill 24:

- |                |                          |               |                    |
|----------------|--------------------------|---------------|--------------------|
| 1. ʃiéló.      | 'preacher'               | 5. etiu amě.  | 'he pursued them.' |
| 2. ótsìě èhìè. | 'you have woken him up.' | 6. búu.       | 'mosquito-net'     |
| 3. kue.        | 'neck'                   | 7. aměhuu ta. | 'they waged war.'  |
| 4. see.        | 'back'                   |               |                    |

Drill 25: l, r in variant forms.

- |                  |               |                |          |
|------------------|---------------|----------------|----------|
| 1. mlu. mulu.    | 'dust'        | 6. bló. bóló.  | 'broom'  |
| 2. mlá. malá.    | 'law'; 'guts' | 7. plé.        | 'a bird' |
| 3. mlã. mǎ.      | 'early'       | 8. plèkoó.     | 'nail'   |
| 4. blodo. brodo. | 'bread'       | 9. flá. fálá.  | 'sore'   |
| 5. ablé. abelé.  | 'corn'        | 10. fló. fóló. | 'hole'   |

LESSON SIX

Listen. Identify. Repeat.

Drill 26: Successions of Vowels.

- |                 |                |                  |                 |
|-----------------|----------------|------------------|-----------------|
| 1. ohíá.        | 'poverty'      | 6. nyěbàa mitoí. | 'listen to me!' |
| 2. atíá.        | 'cashew-nut'   | 7. afuá.         | 'mist'          |
| 3. nyěbià le.   | 'ask him!'     | 8. Akúá.         | (a female name) |
| 4. nyěmèà wo.   | 'wait for us!' | 9. atũá.         | 'defiance'      |
| 5. nyěbàa módě. | 'try hard!'    |                  |                 |

Drill 27: l, r in variant forms.

- |                         |                  |                            |                                    |
|-------------------------|------------------|----------------------------|------------------------------------|
| 1. akekré.<br>akeklé.   | 'man's headband' | 6. eḡlǎ. eḡǎlǎ.            | 'it got charred.'                  |
| 2. kǎlà. kálà.<br>krà.  | 'spirit'         | 7. ḡle. ḡele.              | 'level'                            |
| 3. nyḡkǎlǎ.<br>nyḡkǎlǎ. | 'take them!'     | 8. ehlú. ehulú.<br>ehrú.   | 'he jumped.'                       |
| 4. eḡli. eḡri.          | 'he got excited' | 9. hleḡḡ. hleḡḡ.<br>hreḡḡ. | 'radiant', 'flooded<br>with light' |
| 5. ḡleḡle.<br>ḡéleḡele. | 'very fluid'     |                            |                                    |

Drill 28: Successions of Vowels.

- |                |              |                 |                |
|----------------|--------------|-----------------|----------------|
| 1. fíò.        | 'junior'     | 5. méò.         | 'sixpence'     |
| 2. díoo. dǐḡḡ. | 'quiet'      | 6. té òyòò tḡḡ. | 'how are you?' |
| 3. bíbíoo.     | 'small'      | 7. feéfeo.      | 'beautiful'    |
| 4. Afí oo!     | 'hey, Ashi!' |                 |                |

Drill 29: Successions of Vowels.

- |              |                          |             |                  |
|--------------|--------------------------|-------------|------------------|
| 1. féo.      | 'beauty'                 | 5. ehao le. | 'he worried her' |
| 2. bébéo.    | 'a kind of<br>shellfish' | 6. abifáo.  | 'tiny tot'       |
| 3. láò.      | 'bedsheet'               | 7. tóo.     | 'tax'            |
| 4. háo. háu. | 'girdle'                 |             |                  |

Drill 30: l, r in variant forms.

- |                      |            |                          |                    |
|----------------------|------------|--------------------------|--------------------|
| 1. írema.<br>télema. | 'cowrie'   | 5. atswré.<br>atswelé.   | 'fist'             |
| 2. dzra.<br>dzala.   | 'price'    | 6. dzwremǎ.<br>dzwélemǎ. | 'greeting'         |
| 3. sre. sele.        | 'to swim'  | 7. améwre.<br>améwéle.   | 'they flourished.' |
| 4. yra. yala.        | 'mourning' |                          |                    |

## LESSON SEVEN

### Dialogue 1: Greetings.

- A: Míḡḡã bð. 'I greet you.'  
B: Míḡheleð nð. 'I respond.'  
A: Té ðyóó tēē\̄. 'How are you?'  
B: Mí ye dzogbaḡḡ. 'I am well.'  
A: Té omāmí yóó tēē\̄. 'How is your mother?'  
B: Eye dzogbaḡḡ. 'She is well.'

### Vocabulary

- |                |                                 |              |                   |
|----------------|---------------------------------|--------------|-------------------|
| 1. mĩ.         | 'I'                             | 6. yóð.      | 'to be'           |
| 2. ḡã.         | 'greet'                         | 7. ye.       | 'to be'           |
| 3. bo. o.      | 'you' (sg.)                     | 8. dzogbaḡḡ. | 'well'            |
| 4. hére...nð.  | 'respond', 'reply',<br>'answer' | 9. māmí.     | 'mother'          |
| 5. té...tēē\̄. | 'how?'                          | 10. e.       | 'she', 'he', 'it' |

### Notes

1. Greeting people is an important part of Ga etiquette. One who does not greet as he should is considered boorish, unfriendly, antisocial. Not greeting someone, or not responding to his greeting, is a way of expressing extreme displeasure with him.
2. The greetings and responses in the Dialogue are general ones that can be used by anybody at any time. If more than one person were involved on either side, however, changes in pronouns would be necessary.

### Dialogue 2: One person greeting two or more.

- Greeting: A: Míḡḡã nyē. 'I greet you (pl.).'  
Response: B & C: Wḡḡhéleð nð. 'We respond.'

### Dialogue 3: Two or more people greeting one person:

- Greeting: B & C: Wḡḡã bð. 'We greet you.'  
Response: A: Míḡhele nyē nð. 'I respond to you.'

(The above are suitable for classroom use between college students and their professor.)

Dialogue 4: Two or more people greeting and replying:

A & B: Wɔŋŋã nyɛ̃. 'We greet you.'

C & D: Wɔŋhɛle nyɛ̃ nɔ̃. 'We respond.'

Drill 31: Take turns at greeting and answering in Ga.

Dialogue 5: The person whose health is inquired after can be varied as appropriate.

A: Té opàpá yɔ́ɔ tɛ̃ɛ̃. 'How is your father?'

B: Eye dzogbaŋŋ. 'He is well.'

A: Té òŋã yɔ́ɔ tɛ̃ɛ̃. 'How is your wife?'

B: Eye dzogbaŋŋ. 'She is well.'

Drill 32: Take turns at inquiring after the health of different people and answering.

#### LESSON EIGHT

1. Greetings and responses appropriate for certain times of day:

(i) Morning: A: Mɔ̃ɔnɪ̃ŋ. 'Morning'

B: Mɔ̃ɔnɪ̃ŋ. 'Morning'

(ii) Evening: A: Gúdɪvɪn. 'Good evening.'

B: Gúdɪvɪn. 'Good evening.'

These English borrowings are in common use. The traditional Ga greetings, still heard from old people and in places where these things are preserved, are:

(iii) Early morning, immediately after waking up:

A: Áwɔ̃ŋ? or Ówɔ̃ŋ? 'How was your sleep?'

B: Míwɔ̃ŋ hĩ. 'My sleep was good.'

(iv) During the day:

A: Mǎǎníŋ? 'How is this town?'

B: Mǎŋ dzo. 'The town is peaceful.'

## LESSON EIGHT

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- A: Áwɔ̃ŋ? or Ówɔ̃ŋ? 'How was your sleep?'  
B: Míwɔ̃ŋ hí. 'My sleep was good.'

### (iv) During the day:

- A: Mǎǎnĩ̀ŋ? 'How is this town?'  
B: Mǎŋ dzɔ. 'The town is peaceful.'

### 2. Other greetings in general use:

#### (i) Before entering a house, a room, or any place:

- A: Agoo. (Entrance requested.)  
B: Aměě. (Entrance granted.)

#### (ii) On taking leave, at any time:

- A: Míyabá. 'I am going.'  
B: Yaábà dzogbaŋŋ. 'Go well.'

#### (iii) On taking leave, at night:

- A: Míyawó. 'I am off to bed.'  
B: Yaáwò dzogbaŋŋ. 'Sleep well.'

#### (iv) Expressing congratulations on work done or in progress:

- A: Ahékoo. 'Well done!'  
B: Yaa èè. 'Thanks.'

(v) Expressing thanks:

A: Óyìwala dǒǒǒ. 'Thank you.'

B: Wobé f'idaa. 'There is no need of thanks.'

(vi) On returning from a journey:

"A" is the traveller. He shakes hands with the person he is exchanging greetings with, and the hand grip is maintained throughout the exchange:

Dialogue 1:

A: Amérikàbíì mǐnǐbìd. 'Greetings from America.'

B: Yoo. Héni òdzé è? 'Fine. How is it there?'

A: Bleoo. 'It is peaceful.'

B: Amérikàtsemé è? 'And the Americans?'

A: Améye dzogbaǒǒ. 'They are fine.'

B: Oǒǒ ke óbil? 'And your wife and your children?'

A: Améféé àméye dzogbaǒǒ. 'They are all well.'

Drill 33: Take turns at greeting and replying, using the greetings in this lesson.

LESSON NINE

Pronouns: Subject, Object and Possessive Forms

(i) The personal pronoun words are:

mǐ 'I', 'me' --1st person singular

bo 'you' --2nd person singular

le 'he', 'him', 'she', 'her', 'it' --3rd person singular

wǒ 'we', 'us' --1st person plural

nyé 'you' --2nd person plural

amé 'they', 'them' --3rd person plural

These words can be used either as single-word sentences and phrases or as objects of verbs. The plural words retain these forms in all other functions (except for changes in tone).

(ii) The singular words have other forms which are prefixed to verbs

when the pronoun is the subject of the verb, and prefixed to nouns when the pronoun is the possessor of the noun:

1st person singular: mĩ-, m-, n-, ŋ- (i. e., a homorganic nasal, depending on the place of articulation of the consonant immediately following.)

2nd person singular: o-

3rd person singular: e-

The 1st and 2nd person singular prefixal forms can also be suffixed to verbs when the pronoun is the object of the verb, especially in rapid speech. In this style the 1st person singular is usually the velar nasal ŋ. In this course, the 1st person singular pronoun is always written as /mi/.

(iii) There is also an unrestricted personal pronominal prefix, used as the subject of verbs, which does not specify any restriction of person or number:

Unrestricted pronoun: a-

Drill 34: Insert the personal pronoun words in the blank spaces in the sentences, using the pattern of No. 1.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. <u>Mi</u> nế. 'That's me.'   | 4. ____ nế. 'That's us.'        |
| 2. ____ nế. 'That's you (sg.).' | 5. ____ nế. 'That's you (pl.).' |
| 3. ____ nế. 'That's him.'       | 6. ____ nế. 'There they are.'   |

Drill 35: Insert the personal pronoun words required to complete the following sentences.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. Nấầ ____ . 'Here I am.'    | 4. Nấầ ____ . 'Here we are.'   |
| 2. Nấầ ____ . 'Here you are.' | 5. Nấầ ____ . 'Here you are.'  |
| 3. Nấầ ____ . 'Here he is.'   | 6. Nấầ ____ . 'Here they are.' |

Drill 36: Substitute the given phrases for those underlined in the sentence.

Minấầ bo ye dzémế. 'I saw you at that-place.'

- |  |   |
|--|---|
| 1. <u>mi</u> o. I <u>you</u> .             | 6. <u>amế</u> mĩ. <u>they</u> <u>me</u> . |
| 2. <u>mi</u> lẹ. I <u>him</u> .            | 7. <u>wỏ</u> nyế. <u>we</u> <u>you</u> .  |
| 3. <u>mi</u> nyế. I <u>you</u> .           | 8. <u>nyế</u> mĩ. <u>you</u> <u>me</u> .  |
| 4. o <u>wỏ</u> . <u>you</u> <u>us</u> .    | 9. e lẹ. <u>he</u> <u>her</u> .           |
| 5. e <u>amế</u> . <u>she</u> <u>them</u> . |   |

<u>Word/Phrase</u>	<u>Slow Speech</u>		<u>Ordinary Speech</u>	
	<u>Word + lé'</u>		<u>Word + Reduced lé'</u>	
1. nũũ 'man'	nũũ lé'	'the man'	nũũ é'	'the man'
2. mĩ 'I'	mĩ lé'	'as for me'	mĩ é'	'as for me'
3. faí 'hat'	faí lé'	'the hat'	faí é'	'the hat'
4. háu 'girdle'	háu lé'	'the girdle'	háu é'	'the girdle'
5. tso 'tree'	tsó	'the tree'	tsó é'	'the tree'
6. ablé 'corn'	ablé lé'	'the corn'	ablé é'	'the corn'
7. adũḡ 'monkey'	adũḡ lé'	'the monkey'	adũḡ é'	'the monkey'

Drill 39: Repeat

1. etsɛ 'his father'	etsé lé'	'his father'	etsé é'	'his father'
2. nyě 'yesterday'	nyě lé'	'yesterday'	nyě é'	'yesterday'
3. tɔ 'bottle'	tɔ lé'	'the bottle'	tɔ ɔ	'the bottle'
4. gbɔmɔ 'person'	gbɔmɔ lé'	'the person'	gbɔmɔ ɔ	'the person'
5. baa 'leaf'	baá lé'	'the leaf'	baá á	'the leaf'
6. dǎǎ 'alcohol'	dǎǎ lé'	'the alcohol'	dǎǎ á	'the alcohol'
7. ebí lé' 'his child'	ebí lé' lé'	'his child'	ebí lé' é'	'his child'

Find the two examples of reduced lé' in Lesson Eight, Dialogue 1.

LESSON ELEVEN

Verbs: The Past Tense (cf. Appendix B)

(i) a verb in the Past tense is marked by tone. The verb root does not have an affix.

(ii) The tones of verb roots in the Past tense are regarded as their basic ones, and it is upon these that the roots are grouped into tonal classes. A verb root does not necessarily retain its basic Past tense tone throughout all tenses, but its tones in other contexts are related in fixed ways to the basic tone.

(iii) Past, like Habitual, Progressive and other tense labels, is a grammatical term for the verb forms. Although these terms broadly indicate the notional meaning of the verb in each tense, they cannot indicate every possible use of the verb form.

(iv) The personal pronouns all have low tones when prefixed to a verb root in the Past tense.

Drill 40: Repeat.

- |                          |                                 |
|--------------------------|---------------------------------|
| 1. Emále.                | 'He lied.'                      |
| 2. Elá.                  | 'She sang.'                     |
| 3. Amēwɔ.                | 'They slept.'                   |
| 4. Moko bo.              | 'Someone screamed.'             |
| 5. Nīí là bo.            | 'Nii dreamt about you.'         |
| 6. Tete hulú.            | 'Tetteh jumped.'                |
| 7. Osófó lè sɔle.        | 'The priest prayed.'            |
| 8. Yoó lè pása èhe.      | 'The woman gossiped about her.' |
| 9. Sówà kǎné nīí lɛ fěě. | 'Sowa read everything.'         |
| 10. Migbɔbi baayeló lé.  | 'I hunted the buck.'            |

Drill 41: Repeat.

- |                        |                                   |
|------------------------|-----------------------------------|
| 1. Mīnǎ bo ye dzémě́.  | 'I saw you there.'                |
| 2. Wɔnǎ amě ye dzémě́. | 'We saw them there.'              |
| 3. Ebí lè da.          | 'Her child looks big.'            |
| 4. Ele lɛ.             | 'He knows him.'                   |
| 5. Ehoó lɔo pii.       | 'She cooked a lot of meat.'       |
| 6. Etǎ lè adesǎ.       | 'She told him a story.'           |
| 7. Mífeé dīrɪ.         | 'I kept quiet.'                   |
| 8. Miba bíè nyě.       | 'I came here yesterday.'          |
| 9. Mīho mitá í.        | 'I settled myself in a seat.'     |
| 10. Mi mikó wòlò lé.   | 'I am the one who took the book.' |

Drill 42: Repeat.

- |                            |                                  |
|----------------------------|----------------------------------|
| 1. Wotee Gǎǎnǎ nyěsee áfi. | 'We went to Ghana last year.'    |
| 2. Wɔnǎ mēí pii ye dzémě́. | 'We saw many people there.'      |
| 3. Wɔyǎǎ mǎrɪsé lé.        | 'We went and greeted the chief.' |

4. Ehéle wò hēměě. 'He welcomed us and made us feel at home.'
5. Wòkéé lé aké wòdze Amérikà. 'We told him that we had come from the U. S.'
6. Wobí lé nībil pii. 'We asked him many questions.'
7. Egba wò nǒfěěñǒ. 'He told us everything.'
8. Ehe dzo. 'He is a gentleman.'

### LESSON TWELVE

#### Dialogue: Names.

- A: Ófàí ně. Té àtséd nākāī nūú lé těě.  
'Excuse me. What is that man called?'
- B: Atséd le Ataá Kòfí.  
'He is called Ataa Kofi.'
- A: Měñì etsú.  
'What work does he do?'
- B: Draívà dzí lè.  
'He is a driver.'
- A: Nī ebí lé hū?  
'And what about his son?'
- B: Atséd le Sówà. Eyeo mèèti ehǎ etse.  
'He is called Sowa. He works as a mate for his father.'
- A: Nī enǎ lè?  
'And his wife?'
- B: Aá Dèdé, lóo Àkwélényè. Ehǒ nīi ye dzrá lè nǒ.  
'Madam Dede, or Akwele's Mother. She is a petty-trader in the market.'

#### Vocabulary

- |                                   |  |
|-----------------------------------|--|
| 1. ófàí ně. 'please', 'excuse me' | 7. dzí. 'is'                           |
| 2. tsé. 'to call'                 | 8. nī. 'and'                           |
| 3. nākāī. 'that'                  | 9. hū. 'also'                          |
| 4. mēñì. 'what?'                  | 10. ye. 'to work as'                   |
| 5. tsú. 'to work'                 | 11. mèèti. 'mate' (driver's assistant) |
| 6. draívà. 'driver'               | 12. há. 'for'; 'to give to'            |

13. lóo.	'or'	16. níí.	'things', 'wares'
14. h33.	'to sell'	17. dzra.	'market'
15. ye.	'at'	18. nǝ.	'on'

### Notes

1. Ga personal names are given according to a clearly defined system. If one knows the system, one can infer certain facts about a person from his name.

2. Day names are names given to people according to the day of the week on which they are born.

<u>Day</u>	<u>Male Name</u>	<u>Female Name</u>
Sunday	Kwaɸí	Ákoɸia
Monday	Kodzó	Ádzua
Tuesday	Kwaɸlã	Áɸlã
Wednesday	Kwakú	Akúá
Thursday	Kwao	Ábá
Friday	Kofí	Áfua
Saturday	Kwaámǝ (Kwami)	Ámá

3. Order names are given according to the order of birth of children of the same parents, counting boys and girls separately:

<u>Order</u>	<u>Male Name</u>	<u>Female Name</u>
1st	Teté	Dedé
2nd	Tete	Kokó
3rd	Méńsǎ	Kál

4. Special sets of names indicate certain special circumstances. For instance, these are the names for twins and single children born after twins:

	<u>Order</u>	<u>Male</u>	<u>Female</u>
The Twins:	1st	Okó; Akwété	Akwélé
	2nd	Akúète	Akuókó
After Twins:	1st	Táywla (Tawia)	Táywla (Tawia)
	2nd	Ágo	Ágo
	3rd	Abã	Abã

(Children born after twins use the same names, irrespective of sex.)

5. Clan names, however, are the most important names. Each clan has 2 sets of names: the generation bearing one set give the second set to their children; these children in turn give the first set (the names of their father's generation) to their children. The Gas are patrilineal.

ASERE CLAN NAMES: (Ásrē in Accra, Klānāã in Labadi)

Order	SET ONE		SET TWO	
	Male	Female	Male	Female
1	Kódté (Kotey)	Deí	Nííkwéi (Nikoi)	Adeí
2	Kótèí (Kotei)	Kúòkó	Amᵒᵒ (Amon)	Kútòòkò
3	Aᶜí	Koókààle	Dzāānᶜí (Dsani)	Kótèíkál
4	Aᶜale	Kúòtsoó	Afútu	Kótèítsoó

ÁGBAWÉ CLAN NAMES: (Labadi)

Order	SET ONE		SET TWO	
	Male	Female	Male	Female
1	Okpoti	Adzélé	Adzeí	Atswéí
2	Akpó	Adzókó	Sówà	Ayokó
3	Kweí	Adzékál	Laasé	Kál
4	Boí	Adzétsoó	Ánāᵒ	Tsotsóó

6. Vocative Enclitics: When calling people far away by shouting out their names (e. g. to children at play, to come home), a calling signal is added to the names, and is prolonged as necessary. The signal is éé... after a name ending on a low tone, and óó... after a name ending on a high or mid tone. Examples:

Examples: 1. Kofí óó... 2. Sówà éé.

Drill 43: Call the following people to come, using the appropriate calling signal: (m., f., indicate male, female names respectively.)

- |                  |                   |                 |
|------------------|-------------------|-----------------|
| 1. Ádè. (m)      | 4. Aᶜale. (m)     | 7. Ámā. (m)     |
| 2. Adeí. (f)     | 5. Akwélényē. (f) | 8. Booba (m, f) |
| 3. Táwíá. (m, f) | 6. Ámá. (f)       |                 |



Drill 46: Insert in the sentences below the Habitual tense form of the verbs given in parenthesis.

1. E\_\_\_\_\_ ɛ́íká. (fa. 'lend'; 'borrow') 'He is a moneylender.'
2. Gbeé nǎǎ \_\_\_\_\_ dáa afi. (fó. 'give birth') 'This dog has puppies every year.'
3. Nyɔ̃ηmɔ \_\_\_\_\_ wàa ye bíé. (nǎ. 'to rain') 'It rains heavily here.'
4. Kofí \_\_\_\_\_ nǎǎ oyá. (kǎné. 'to read') 'Kofi reads fast.'
5. Kofí \_\_\_\_\_ wòlò oyá. (kǎné. 'to read') 'Kofi reads books fast.'
6. Nǎmǎ \_\_\_\_\_ bɔ̀ fe lɛ. (sũmɔ. 'to love') 'Who loves you more than she does?'
7. Nǎmǎ \_\_\_\_\_ bɔ̀ fe lɛ. (sũmɔ. 'to serve') 'Who serves you better than she does?'
8. Gbɔ̃mɔ \_\_\_\_\_ ké etɔ̀ lɛ. (háku. 'yawn') 'A person yawns when he is tired.'

Drill 47: Repeat. Habitual tense forms are underlined.

1. Atsé lɛ Kofí. 'His name is Kofi.'
2. Etsɔ̀ nǎǎ ye yunivéɛ́tí lé. 'He teaches at the university.'
3. Ekasé nǎǎ daa gbekè. 'He studies every night.'
4. Míyàa Gã dáa Hɔ̀gbaa. 'I go to Accra every Sunday.'
5. Míyàhé nǎǎ ye dzrá lè nɔ̀. 'I shop in the market.'
6. Amɛ́tswaa wɔ̀ telifóh dáa gbí. 'They call us on the telephone every day.'
7. Mɛ́nǎ etsũ? 'What work does he do?'
8. Egbu tsĩná àbũí yè Pókóase. 'He is a veterinary doctor at Pokoase.'

## LESSON FOURTEEN

### Some Tonal Changes

1. lé : The syllable immediately preceding the phrase-closing particle lé always has a higher pitch than that of lé . A syllable that has low tone in other contexts therefore has high tone if it happens to precede lé in the stream of speech. The high tone of lé when in isolation is therefore realised as mid tone when not in isolation. This mid tone is not affected when in final position. In medial position, however, it can be assimilated to the low tone of the syllable that follows it.

Drill 48: Repeat Drill 39 of Lesson Ten. Notice the tonal changes in all phrases except numbers 3, 4 and 6.

Drill 49: Repeat. Notice the tonal similarities (and differences) traceable to the fact that different words can precede lé.

1. Wó lé wòbaáyá. (wó. 'we') 'As for us, we will go.'
2. Wó lé, wòbaáyá. (wó. 'tomorrow') 'Tomorrow, we will go.'
3. Ebíyòó lé. (bí. 'child'; yoo. 'female'; e. 'his') 'His daughter.'
4. Ebí yòó lé. (bí. 'to ask'; yoo. 'female'; e. 'he') 'He asked the woman.'
5. Ebí lé bi lé. 'His child's offspring.'
6. Ebí lè bí lè. 'His child asked him.'

2. dzí. 'to be'. Except in combination with certain connectives, dzí is always immediately preceded by a lower pitch than its own. This lower pitch takes the form of the high-to-low glide ˘ when the syllable preceding dzí has high tone. The same applies to a mid tone, but a mid tone syllable can in this context also be assimilated to low.

Drill 50: Repeat.

1. Ebí\ dzí lè. 'She is his child.'
2. Draívà dzí lè. 'He is a driver.'
3. Nónĩ mĩmè̃ dzí ʃíká. 'What I am waiting for is money.'
4. Gbékè\ dzí mǒní fèé\ . 'Junior was the one who did it.'
5. ʃító\ dzí nokó nĩ mĩsũm̃̃ waa. 'Pepper is something I like very much.'

3. ně: 'to be this'. The same tonal changes occur before ně as before dzí.

Drill 51: Repeat.

- |                                   |   |
|-----------------------------------|---|
| 1. Ebí\ ně. 'This is his child.'  | 4. Gówá\ ně. 'This is guava.'                   |
| 2. Ófàí\ ně. 'Please; excuse me.' | 5. Hénĩ mǎwò ně. 'This is where I shall sleep.' |
| 3. Gbogbo ně. 'This is a wall.'   | 6. Bónĩ dzí\ ně. 'That's the way it is.'        |

### LESSON FIFTEEN

Verbs: Progressive Tense.

(i) A verb in the Progressive Tense is marked by the prefix mĩĩ (written í after the 1st person singular pronoun mĩ).

(ii) In speech, the Progressive Tense prefix is reduced to  $\eta$  or a nasal homorganic with the succeeding consonant. In slow speech,  $m\tilde{\eta}$  is a variant of  $m\tilde{i}$ .

(iii) After the 2nd and 3rd person singular pronouns, the Progressive Tense prefix has the same form as the pronoun.

Drill 52: Repeat these sentences. Progressive tense forms are underlined.

1. Eeye dóktà ye Tema. 'He is serving as a doctor at Tema.'
2. Ootsi mihĩè. 'You are blocking my line of vision.'
3. Ootsié èhĩè. 'You are disturbing her sleep.'
4. Nũú lè mĩiba ékó $\eta\eta$ . 'The man is coming again.'
5. Ké èewié lè, bó lè toí. 'When she is speaking, listen to her.'
6. Ní èerĩmã nĩĩ lè, kàábi lè dǎǎ. 'Since she is writing, don't ask her yet.'

Drill 53: Insert the Progressive tense form of each verb in the sentence given. (Root-final mid tones are assimilated to low by immediately following low tones in the sentence.)

Example: Wó \_\_\_\_\_ Gǎ. (ya). Womĩiya Gǎ. 'We are going to Accra.'

1. E \_\_\_\_\_  $\int$ iká mĩ $\eta$ . ( $\int$ wé) 'He is squandering money.'
2. Ny $\tilde{\eta}$ mó \_\_\_\_\_ wàa ye dzémé. (nē) 'It is raining very heavily there.'
3. Amē \_\_\_\_\_ àmētse. (fó) 'They are lamenting their father.'
4. Mĩhè \_\_\_\_\_ mĩ. (tĩtĩ) 'I am on tenterhooks.'
5. Kofí \_\_\_\_\_ wòlo. (kǎné) 'Kofi is reading a book.'
6. Kofí \_\_\_\_\_ nĩĩ. (kǎné) 'Kofi is reading.'
7. Mí \_\_\_\_\_ bð. (sum $\tilde{\eta}$ ) 'I love you.'
8. Moko \_\_\_\_\_ só $\eta\eta$ . (tsíné) 'Someone keeps sneezing.'

Drill 54: Repeat.

1. Mĩiyá. 'I am going.'
2. Mĩiyá  $\int$ ĩá. 'I am going home.'
3. Mĩiyá Gǎ. 'I am going to Accra.'
4. Mĩim $\tilde{\eta}$ . 'I am waiting.'
5. Mĩim $\tilde{\eta}$  lolè. 'I am waiting for a lorry.'

6. Míimě nyě. 'I am waiting for you.'
7. Míikpa. 'I am giving it up.'
8. Míikpa niŋelemǝ. 'I am giving up smoking.'
9. Míikpa dǎānumǝ. 'I am stopping drinking.'

### LESSON SIXTEEN

Dialogue: Asking for Words.

- A: Té àtséǝ eně yè Gǎ mīŋ tǎǎ. 'What is this called in Ga?'
- B: Éně, áloo eně. 'This, or this?'
- A: Éně. 'This.'
- B: Atséǝ le kǎné. 'It is called kané.'
- A: \*Kǎné.....Kǎné.....?
- B: Daabí. Kané. 'No. Kǎné.'
- A: Kǎné.
- B: Chǎǎ. Kǎné. 'Yes. Kǎné.'
- A: Té àtséǝ finger yè Gǎ mīŋ tǎǎ. 'What is finger called in Ga?'
- B: Atséǝ le waó. 'It is called waó.'
- A: Té àkéǝ aké The man lit a lamp yè Gǎ mīŋ tǎǎ.  
'How does one say The man lit a lamp in Ga?'
- B: Akéǝ aké: Nǔú lè su kǎné. 'One says: etc.'
- A: Té àkéǝ aké The man bought three lamps yè Gǎ mīŋ tǎǎ. 'How, etc.'
- B: Akéǝ aké: Nǔú lè hé kǎnéǝ eté. 'One says, etc.'

### Vocabulary

- |                          |                   |
|--------------------------|-------------------|
| 1. éně. 'this'           | 5. áké. 'that'    |
| 2. áloo. 'or'            | 6. su. 'to light' |
| 3. kǎné. 'lamp', 'light' | 7. hé. 'to buy'   |
| 4. ké. 'to say'          | 8. été. 'three'   |

Notes:

1. tsé 'to name, to call'; keé\ 'to say':

(i) tsé is used in asking for or giving the names of entities, the equivalents of nouns and noun phrases in English.

(ii) keé\ is used in asking for or giving the equivalents of other single words or phrases and sentences in English.

Drill 55: Elicit the Ga equivalents of the English words and phrases, substituting the given forms in the appropriate frames.

Frame A: Asking.

(i) Té àtséò \_\_\_\_\_ (yè Gã mĩŋ) tée\.

(ii) Té àkéò (aké) \_\_\_\_\_ (yè Gã mĩŋ) tée\.

(Phrases in brackets are optional.)

Frame B: Answering.

(i) Atséò le \_\_\_\_\_.

(ii) Akéò aké \_\_\_\_\_.

1. 'finger'	waó.	9. 'yes'	ehéé.
2. 'arm'	nĩne.	10. 'eye'	hĩ-méi.
3. 'Come here.'	bá bié.	11. 'thank you'	óyiwala dǔ.
4. 'shoulder'	kǔé.	12. 'again'	ékó.
5. 'It doesn't matter.'	éféé nokó.	13. 'legs'	nadzĩ.
6. 'head'	yíesò.	14. 'tongue'	ííléi.
7. 'ear'	toí.	15. 'How do you do?'	Té nyé tǔ.
8. 'no'	daabí.		

LESSON SEVENTEEN

Nouns: Tonal Classes

In most sentences, most nouns retain their Statement citation tones, both for singular and plural forms. Differences between sentence-included tones of nouns and their Statement citation tones are mostly (i) tonal assimilations by certain immediately following words (cf. Lesson Fourteen); or (ii) tonal assimilations by immediately following tones (e.g. a low tone assimilating a preceding mid tone to low).

Since a syllable has only one tone, the tonal classes recognized for words depend on the number and kind of syllables in the words. Ga syllables are of 2 kinds: (i) V (ii) CV.

A V syllable consists of a single phoneme. This phoneme can be (a) any vowel, (b) any nasal consonant.

A CV syllable consists of one vowel phoneme preceded by one consonant phoneme. For this purpose, labialised, labial velar and similar consonants represented with digraphs and trigraphs are regarded as single consonant phonemes. The consonant l, however, is always a single consonant phoneme and therefore does not belong to the same syllable as an immediately preceding consonant phoneme.

Monosyllabic Nouns: These are all of syllabic shape CV, but of 2 tone classes: (i) High (ii) Low

<u>Examples:</u>	<u>High</u>		<u>Low</u>
bí,	'child'	ta.	'war'
té.	'stone'	gbo.	'stranger, guest'
kpó.	'knot'	ɾmɔ̃.	'farm'
ɾmé.	'palm-nut'	tso.	'tree'
gbé.	'pimple'	gã.	'Ga'
ʃé.	'sugar-cane'		

Disyllabic Nouns: Singular nouns. All 5 possible tone classes occur: (i) High-High; (ii) Low-Low; (iii) High-Low; (iv) Low-High; (v) High-Mid

In syllabic composition, they are of 3 kinds:

- (a) V CV (most frequently tone class iv)
- (b) CV V (most frequently tone class ii)
- (c) CV CV (most frequently tone class iv)

Examples:

(a) V CV: the first syllable of such nouns is either a, e, o, or a homorganic nasal:

- (i) High-High: áfi. 'year'; énɔ̃. 'this thing'; ótsi. 'week'.
- (ii) Low-Low: ɾɔ̃. 'sea'; agba. 'stall'; ago. 'velvet'.
- (iii) High-Low: ényɔ̃. 'two'; édzwè. 'four'.

- (iv) Low-High: abé. 'proverb'; agbó. 'gate'; ayé. 'witch';  
 ηkũ. 'shea-nut butter'; omḡ. 'rice'; ohá. 'hundred'.
- (v) High-Mid: ékò. 'some'; étě. 'three'.
- (b) CV V: the second syllable of such nouns, when a nasal consonant, is always written η.
- (i) High-High: búu. 'mosquito-net'; háu. 'girdle'; j'ía. 'sand'.
- (ii) Low-Low: dǎǎ. 'drink'; baa. 'leaf'; ηoo. 'salt';  
 dzoo. 'valley'; ηwěĩ. 'sky'; gḡη. 'mountain';  
 mãη. 'town'; tsěη. 'beard'.
- (iii) High-Low: láò. 'bedsheet'; méò. 'sixpence'.
- (iv) Low-High: gbeé. 'dog'; faí. 'hat'; sěĩ. 'chair'.
- (v) High-Mid: dzwéí. 'grass'; dũḡ. 'darkness'.
- (c) CV CV:
- (i) High-High: f'ító. 'pepper'; sũne. 'pillow'; kítǎ. 'oath'.
- (ii) Low-Low: wolc. 'book'; gbḡmḡ. 'human being'; sǎne. 'story';  
 papa. 'fan'; lele. 'boat'.
- (iii) High-Low: sísà. 'ghost'; tũmò. 'rubbish dump'; gbékè. 'evening'.
- (iv) Low-High: fwǎné. 'afternoon'; dadé. 'iron'; nyḡḡmǎ. 'ten';  
 seké. 'madness'; f'iká. 'money'; mãmá. 'cloth';  
 dekǎ. 'leisure'; fufó. 'breast'; musú. 'taboo'.
- (v) High-Mid: gbékě. 'child'; gówá. 'guava'; gúgḡ. 'nose'; lálá. 'song'.

(N.B. The citation-final mid tones of gbékě 'child', gówá 'guava', are not assimilable to a following low; those of the other nouns are.)

Drill 56: Choose a suitable Drill in Lessons One through Six. Group the nouns according to tone types.

### LESSON EIGHTEEN

1. Nouns: Singular and Plural (cf. Appendix A) Most nouns in Ga have Singular (for one) and Plural (for more than one) forms. There are several types of Plural forms, and Appendix A shows how each of these is related to the corresponding Singular form. The formulaic representations there mean, e.g.

(1) The plural of most nouns is the singular form with a suffix -i . The tone of the -i suffix is low when in contact with a low tone, but mid when in contact with a high.

(2) Some nouns have a change of vowel before suffixing -i.

(3) Some nouns lose a syllable before suffixing -i.

(15) and (16) Some nouns have only one form, either a Singular or a Plural.

Drill 57: Consult the formulas given in the Appendix to find the plurals or the singulars of the following nouns:

- |                              |                         |
|------------------------------|-------------------------|
| 1. tsɔ́lɔ́. 'teacher' (1)    | 6. fíɔ́. 'hole' (7)     |
| 2. éyɛ́. 'a white thing' (6) | 7. wobíí. 'bees' (1)    |
| 3. lólè. 'lorry, truck' (1)  | 8. baa. 'leaf' (1)      |
| 4. nṹ. 'man' (14)           | 9. tsekwě́. 'uncle' (9) |
| 5. nyěkwě́. 'aunt' (9)       | 10. lálàì. 'songs' (1)  |

Drill 58: Find the plurals of the following nouns.

- |                            |                      |
|----------------------------|----------------------|
| 1. bú. 'hole' (1)          | 5. sũ. 'soil' (1)    |
| 2. búu. 'mosquito-net' (1) | 6. loo. 'fish' (1)   |
| 3. nũ. 'water' (1)         | 7. sísà. 'ghost' (1) |
| 4. yɛɛ. 'yam' (7)          |                      |

(2) Noun Plurals with suffix -mẽ: (cf. Appendix A, Nos. 9 and 17b). The words in this group are mostly kinship terms, personal nouns and names of tribes.

In present day practice, the plural suffix of this group is always written -mẽí. Mẽí as a plural ending not having a variant spoken form does indeed occur in 2 words (cf. Appendix A, No. 11), though the structure of these words is perhaps better represented as Prefix + Root rather than Root + Suffix. Mẽí as an independent word is the plural form ('persons', 'people') corresponding to the singular word mɛ̃ (cf. Appendix A, No. 2).

The plural suffix of this group is, however, in this course written and pronounced -mẽ, as in Appendix A. This is the form that native Ga speakers consistently use, except in very slow speech or when they have other reasons for wanting to be hyper-correct. Evidence that mẽ is not merely a slovenly or substandard colloquial variant of mẽí but a true suffix is found in the different tonal behavior of the two forms.

Měĩ, both as an independent plural word and as the putative plural ending, always has low tone.

Mě is tonally assimilated to its environment: it has low tone when in contact with a low tone; it has mid tone only when in contact with a high tone.

The tonal behavior of mẽ is exactly that of -i and -dzĩ, the two plural endings whose suffixal status is impeccable and which between them are the most productive plural suffixes in Ga. This tonal behavior is also exactly that of most other suffixes (to nominal and verbal roots) in Ga.

Drill 59: Repeat the following phrases:

- |             |                   |                |                          |
|-------------|-------------------|----------------|--------------------------|
| 1. Gãnyo.   | 'a Ga'.           | 5. Gãmẽ abí.   | 'true-born Gas'.         |
| 2. Gãmẽ.    | 'Gas'.            | 6. Fãntényò.   | 'a Fanti'.               |
| 3. Gã bí.   | 'Accra people'.   | 7. Fãntémẽ fẽẽ | 'all Fantis'.            |
| 4. Gãnyo bí | 'a true-born Ga'. | 8. Měĩ asãne   | 'Other people's problems |
|             |                   | gbáa ènãa.     | do not worry him'.       |

Drill 60: Find the plural forms of the following singulars:

- |            |               |             |               |
|------------|---------------|-------------|---------------|
| 1. tsekwẽ. | 'uncle'       | 6. ʃiãtse.  | 'houseowner'  |
| 2. nyẽkwẽ. | 'aunt'        | 7. helatse. | 'sick person' |
| 3. nĩĩ.    | 'grandfather' | 8. ʃikátsè. | 'rich man'    |
| 4. nãã.    | 'grandmother' | 9. nú-tsɔ̃  | 'master'      |
| 5. mãɲtse. | 'chief'       | 10. nããnyo. | 'friend'      |

### LESSON NINETEEN

1. Cardinal Numbers: The numeral word, used with a noun, follows the noun it describes. The numeral words are:

- |                                   |            |              |
|-----------------------------------|------------|--------------|
| 1. ékó (counting form),<br>ékómé, | 5. énúmɔ̃. | 8. kpaanyɔ̃. |
| 2. ényɔ̃.                         | 6. ékpàa.  | 9. nẽẽhú.    |
| 3. été.                           | 7. kpawo.  | 10. nyɔ̃-má. |
| 4. édzwè.                         |            |              |

When used with a noun, 1 ékómé has the form komé.

Drill 61: Substitute the given numerals for those in the sentences below.

- |                            |                               |
|----------------------------|-------------------------------|
| 1. Wonā yei ényǝ.          | 'We saw two women.'           |
| étē                        | 'three'                       |
| 2. Ehé māmáí edzwè.        | 'She bought four cloths.'     |
| ékòmé                      | 'one'                         |
| 3. Etsínè fii étē.         | 'He sneezed three times.'     |
| ékpàa                      | 'six'                         |
| 4. Māḡtsé lè mā tsūi ényǝ. | 'The chief built two houses.' |
| nyǝḡmá                     | 'ten'                         |
| 5. Kodzó yè bíyèi nēēhū.   | 'Kodzo has nine daughters.'   |
| énūmǝ                      | 'five'                        |
| 6. Hīi kpawo tre lè.       | 'Seven men carried him.'      |
| kpaanyǝ                    | 'eight'                       |

2. Pronouns: Possessive forms: The affixal forms of the personal pronouns can be prefixed to noun words to indicate the idea of possession. These prefix forms are the same as those used with verbs.

	<u>Full form</u>	<u>Affixal form</u>	
'I, me'	mi	mí-, m-, n-, ḡ-	'my'
'you' (sg.)	bo	ó-, ò-	'your' (sg.)
'he, him, she, her, it'	le	e-	'his, her, its'
'we, us'	wɔ	wɔ-	'our'
'you' (pl.)	nyē	nyē-	'your' (pl.)
'they, them'	amē	amē-	'their'

Drill 62: Repeat:

- |                      |                              |
|----------------------|------------------------------|
| 1. Mígbe lè da.      | 'My water-pot is a big one.' |
| 2. Míwù édze kpo.    | 'My husband has gone out.'   |
| 3. Mítsè tsé mí.     | 'My father called me.'       |
| 4. Ógbèé lè miibólò. | 'Your dog is barking.'       |

- |                             |                              |
|-----------------------------|------------------------------|
| 5. Ógbèè ṛṛṛ.               | 'Your voice is pleasant.'    |
| 6. Emãámá\ nḗ.              | 'This is her cloth.'         |
| 7. Eye wogówá lḗ fḗḗ.       | 'He ate all our guava.'      |
| 8. Tsṛṛmṛ mì nyḗ/ṛṛ lḗ.     | 'Show me your house.'        |
| 9. Tsṛṛmṛ mì nyḗtsũ heé lḗ. | 'Show me your new building.' |
| 10. Mĩnã amḗtse.            | 'I saw their father.'        |
| 11. Amḗdzo amḗdzoó lḗ.      | 'They did their dance.'      |

3. Nouns: Possession

(i) A possessive pronoun prefixed to a noun that initially has a V syllable replaces the V syllable.

(ii) The order in a possessive phrase of 2 nouns is Possessor Noun + Possessed Noun.

(iii) When the Possessor Noun is a plural form, the possessive structure is marked by a syllable a- prefixed to the Possessed Noun.

(iv) When the Possessor Noun is a singular form, the possessive structure is marked overtly only by the juxtaposition of nouns.

Drill 63: Repeat:

- |                            |  |
|----------------------------|--|
| 1. akwadú; ókwadú.         | 'banana; your banana'.                         |
| 2. ṛketiḗ; ṛketiḗ.         | 'peanuts; my peanuts'.                         |
| 3. akutú; ekutú.           | 'orange; his orange'.                          |
| 4. omṛ lḗ ṛṛṛ; ómṛ lḗ ṛṛṛ. | 'the rice tastes good; your rice tastes good'. |
| 5. mfoníí; ófoníí.         | 'photograph; your photograph'.                 |
| 6. ohíá; amḗhíá.           | 'poverty; their poverty'.                      |
| 7. okadí; wokadí.          | 'mark; our mark'.                              |
| 8. adékà; nyḗdékà.         | 'box; your box'.                               |
| 9. éṛmṛmĩ; míṛmṛmĩ.        | 'okro; my okro'.                               |
| 10. agbó; ógbo.            | 'gate; your gate'.                             |

Drill 64: Repeat:

1. Sówà māmí. 'Sowa's mother'
2. Sówàmě amāmí. 'mother of the Sowa.'
3. yóómo sãne. 'old woman's way of thought.'
4. yeímedzi asãne. 'old wives' tales.'
5. sódzàfól atsũí. 'barracks'
6. loófíṣ fídzí. 'bird's wings'

LESSON TWENTY

Dialogue: Outdooring.

- A. Ónú kpodziémṣ lè he?  
'Have you heard about the outdooring?'
- B. Ĕhěě. Atsú àbakeé mí.  
'Yes. Someone was sent to tell me.'
- A. Obaáyà?  
'Are you going?'
- B. Ĕhěě. Bo hú òoya?  
'Yes. Are you?'
- A. Ĕhěě. Ké òte í māṅkě lé, tsé mí.  
'Yes. When you wake up in the night, call me.'
- B. Mátè í mlã.  
'I'll get up early.'
- A. Míyadzíe kpò mǎhã minyémímé lé. Amēmiya nītsũmṣ.  
'I am going to outdoor for my brothers. They are going to work.'
- B. Mí hú nākãí nṣṣṣ.  
'I am doing the same.'

Vocabulary

- |               |                       |              |                |
|---------------|-----------------------|--------------|----------------|
| 1. nũ.        | 'to hear'             | 6. ké.       | 'if, when'     |
| 2. kpodziémṣ. | 'outdooring ceremony' | 7. te í.     | 'get up, wake' |
| 3. he.        | 'about'               | 8. māṅkě.    | 'night'        |
| 4. tsú.       | 'to send'             | 9. mlã.      | 'early'        |
| 5. hú.        | 'too, also'           | 10. nītsũmṣ. | 'work'         |



(ii) Note that 2 such roots may differ because the vowel of one is oral and the vowel of the other is nasal.

(iii) Note that 2 such roots may have the same consonant and vowel constituents but differ because each belongs to a different tonal class.

(iv) The roots have either High or Low tone, but constitute 3 tonal classes. Class III roots have the same tonal patterns in most tenses as Class II, but in some they have the patterns of Class I.

(v) There are a few dialectal differences among Ga speakers as to the tonal classification of particular roots.

(a) Class I: High

bí, 'to ask' ; bé, 'to quarrel'; fó, 'to give birth to'  
fwé, 'to play' ; wó, 'to lift' ; dá, 'to pose'  
nyé, 'to be able'; dá, 'to race' ; mú, 'to submerge'

(b) Class II: Low

be, 'to grip' ; nyé, 'to hate' ; mú, 'to breathe'  
bã, 'to cut' ; fǒ, 'to throw' ; wo, 'to praise'  
ba, 'to beg' ; da, 'to be big' ;

(c) Class III: Low

le, 'to know' ; ba, 'to come' ; nū, 'to hear, understand'  
wo, 'to sleep' ; ye, 'to eat' ; be, 'to be fully cooked'

Disyllabic Roots:

(i) Syllabic forms: CVV; CVCV. Note that V syllables are never initial in Verb roots.

(ii) Four tone classes:

Class I: High-High  
Class II: Low-High

Class III: High-Mid  
Class IV: Low-Low

CV V:

(a) Class I: High-High:

yóo, 'to recognise'

(b) Class II: Low-High:

hoó\, 'to cook' ; hǒǒ\, 'to sell' ; feé\, 'to do'  
wíé\, 'to speak' ; gbeé\, 'to sound' ; leé\, 'to be wide'  
nyĩé\, 'to walk' ;

(c) Class III: High-Mid:

púé. 'to emerge'; tíǎ. 'to pile up'; píḥ. 'to suffer'

(c) Class IV: Low-Low:

dzwẽḥ, 'to think' ; hao. 'to molest' ; soo. 'to catch something  
in flight'

CV CV:

(a) Class I: High-High:

mále. 'to lie' ; tsóse. 'to train' ; sũmǒ. 'to serve'

(b) Class II: Low-High:

pilá. 'to wound' ; tíṭí. 'to scratch'; kasé. 'to learn'

(c) Class III: High-Mid:

sísé. 'to beg' ; gũmǒ. 'to peel' ; súsú. 'to calculate'  
tsáké. 'to change'; fěné. 'to untie' ; nínǎ. 'to catch up with'  
kpókpó. 'to shiver'

(d) Class IV: Low-Low:

gbóbi. 'to hunt' ; sòle. 'to pray' ; sũmǒ. 'to love'

Drill 65: Repeat. Identify the verb roots and group them by number of syllables and tone:

1. Efeé dīḥḥ. 'He became quiet.'
2. Mí mikó wèlò lǎ. 'I am the person who took the book.'
3. Aḵwíé lè. 'He was sent away.'
4. Etiu amẽ. 'He pursued them.'
5. Amẽhuu ta. 'They made war.'

Drill 66: Repeat. Identify the verb roots and group them by number of syllables and tone.

- |                                 |   |
|---------------------------------|---|
| 1. Ebí lè da.                   | 'Her child is big.'                     |
| 2. Bo hũ òoya?                  | 'Are you too going?'                    |
| 3. Námò ńǎ ńínǎǎ lè?            | 'Who closed the door?'                  |
| 4. Oodzidzé minàa.              | 'You are annoying me.'                  |
| 5. Gbékèbíl lè miifíte nǒfèènǒ. | 'The children are spoiling everything.' |
| 6. Wodāmǒ ńí kpéńń.             | 'We stood firm.'                        |
| 7. Aměyóo mí.                   | 'They recognised me.'                   |

### LESSON TWENTY TWO

#### 1. Consonant Clusters with l or r:

(i) l and r are variants of the same sound in Ga. They can replace each other without causing any change in meaning. Only l occurs in word-initial position.

(ii) l and r occur as the final element in certain consonant clusters.

l occurs after Bilabials, Labiodentals, Velars and Labial velars.

r occurs after Alveolars and Palatals.

The above pattern is the Ga norm. However, several words occur that reverse the normal pattern. They are for the most part foreign borrowings.

(iii) CLV sequences are disyllabic CVCV sequences in which, in rapid speech, the vowel of the 1st syllable is not heard, i.e. C(V)LV. This happens mostly in those sequences where the vowels of the 2 syllables are the same. The 'missing' vowel is present in slow speech.

(iv) In this course, the tone of the 1st syllable is marked on the C unit when the reduced form CLV is recorded, but marked on the V unit if the full form is used.

Drill 67: Repeat. These are the reduced forms used in rapid speech. Group the nouns and verbs by number of syllables and tones.

- |                     |                 |             |             |
|---------------------|-----------------|-------------|-------------|
| 1. ablé,            | 'corn'          | 2. oblányò. | 'young man' |
| 3. loófíǎ lè flikí. | 'the bird flew' | 4. írema,   | 'cowrie'    |
| 5. flǎ.             | 'hole'          | 6. mlu.     | 'dust'      |

7. mlá.	'law'	8. mlā.	'early'
9. Àmēdrá.	'they are big'	10. òróṃṣ̄.	'good fortune'
11. d̀zra.	'market, price'	12. àtṣwré.	'fist'
13. ṣ̄mlṣ̄.	'laughter'	14. k̀l̀.	'spirit'

Drill 68: Repeat. These are the full forms used in slow speech.

1. amētála dzemé	'They are sitting there.'	2. ṣ̄mēle.	'bell'
3. Efilí k̀óyòò.	'He blew out his breath.'	4. hūlū.	'sun'
5. étsùru.	'red'	6. ṣ̄wālāmí.	'star'
7. Ele selemṣ̄.	'He knows how to swim.'		

### LESSON TWENTY THREE

Dialogue: Food

- A. M̀nì abaáyé gbekè nēē.  
'What will we have for dinner?'
- B. Abaáyé k̀ṣ̄mì ke ṣ̄ító k̀ k̀énáṣ̄.  
'We will have kenkey and pepper and fried fish.'
- A. M̀ēēba. Nókloklo be?  
'Why? Is there nothing else?'
- B. Wónù ye dzémé, ṣ̄í m̀òkò bé ni bàáṣ̄i f̀ufuí.  
'There is soup, but there is no one to pound fufu.'
- A. M̀ákpa mlā\ mó nī m̀iyaṣ̄i.  
'I'll close early then and go and do it.'
- B. Òò. Éfèe nokò. Ké òs̀úmṣ̄ṣ̄ k̀énáṣ̄, lé, òbaányē òkè k̀ṣ̄mì lé ayé wonù lè.  
'Oh. It doesn't matter. If you don't like the fried fish, you can eat the soup with the kenkey.'

### Vocabulary

1. k̀énáṣ̄.	'fried fish'	7. ṣ̄í.	'but'
2. k̀ṣ̄mì.	'kenkey'	8. ṣ̄í.	'to pound'
3. m̀ēēba.	'why?'	9. bé\.	'not to be'
4. nókloklo.	'something else'	10. f̀ufuí.	'fufu'
5. wónù.	'soup'	11. kpá.	'to close from work'
6. m̀òkò.	'someone'	12. mó.	'then'

## Notes

1. Food: 'Kenkey', made from maize, is the staple food of the Gas. 'Fufui', made from tubers such as yam and cassava, is another favorite dish. Some other standard Ga dishes are:

a) fufú: related to fufui.

b) dzĩdzĩ: related to fufui.

c) kpékple: made from maize; a ceremonial dish for the Homowo festival.

d) kélèwèle: fried plantain chips, eaten like American potato chips or English potato crisps.

e) tátale: fried plantain tarts.

Ga soup contains fish and meat as well as beans, etc. The pepper sauce eaten with kenkey and fried fish is very hot.

## 2. Verbs: The Future Tense:

(i) A verb in the Future tense is marked by the prefix bàá-.

(ii) With the 1st person singular pronominal prefix, the future tense prefix is bá-.

(iii) The succession of 1st person singular pronominal prefix and future tense prefix, míba-, has a reduced variant mǎ- which occurs more frequently than the full form.

Drill 69: Repeat. Future tense forms are underlined.

1. Mě̀nì abaáyè gbekè nḗé. 'What will we eat tonight?'
2. Abaáyè kǒmǐ ke íto kè kénáŋ. 'We will eat kenkey and pepper and fried fish.'
3. Moko bé ni bááfi fùfui. 'There is no one to pound fufu.'
4. Mákpa mlǎ. 'I will close early.'
5. Obaányè òke kǒmǐ le ayè wonú lè. 'You can eat the soup with the kenkey.'
6. Mǎfi fùfui wo. 'I will make fufu tomorrow.'
7. Nǔú lè baányè bo. 'The man will hate you.'
8. Ebaáyè dzĩdzĩ. 'He will eat dzidzi.'
9. Námò baáfi kelèwèle éhǎ lè. 'Who will fry kelewele for him?'

10. Máfi eně ekó mǎhǎ lè. 'I will leave some of this for him.'

Drill 70: Insert the Future tense forms in the sentences below.

1. E \_\_\_\_\_ èhe. (pilá) 'He will hurt himself.'
2. Mí \_\_\_\_\_ bò Gǎ. (tsú) 'I shall send you to Accra.'  
(Give both forms)
3. Kofí \_\_\_\_\_ nyě. (láká) 'Kofi will deceive you.'
4. Mí \_\_\_\_\_ kǒmì gbékè něě. (yc) 'I shall eat kenkey tonight.'  
(Give both forms)
5. Mí \_\_\_\_\_ dzémě gbékè něě. (ba) 'I shall come there tonight.'  
(Give both forms)
6. Té ò \_\_\_\_\_ těě. (feé) 'What will you do?'
7. O \_\_\_\_\_ Gǎ? (ya) 'You will go to Accra?'
8. Mí \_\_\_\_\_ lè sǎne. (bí) 'I will question him.'  
(Give both forms)

#### LESSON TWENTY FOUR

Verbs: The Negative Aorist tense

1. A verb in the Negative Aorist tense is marked by high pitch, in the form of High or Mid tone, and by lengthening of the final V unit of the root, represented orthographically with an extra V symbol. Depending upon the style of speech, the lengthening may be considerable.

2. The Negative Aorist tense is in meaning the negative equivalent of the Positive Past, Progressive and Habitual tenses.

Drill 71: Repeat.

1. A. Oomǎle. B. Mímǎlee. A. 'You are lying.' B. 'I am not lying.'
2. A. Ole áké òmǎleò? A. 'Do you know that you tell lies?'  
B. Mímǎlee. B. 'I do not lie.'
3. A. Omǎle òhǎ mì nyě. A. 'You lied to me yesterday.'  
B. Mímǎlee. B. 'I did not lie.'
4. Tsú lé edǎa. 'The room is not big enough.'
5. Yoo lé kwé. 'The woman didn't look.'

6. Míyáá\, nì míbíí lé' nokò hũ. 'I am not going, and I am not asking him anything either.'
7. Bé okéé nokò? 'You didn't say anything, did you?'
8. Mōní tsūū nīí lé', èyéé nīí. 'He who does not work, does not eat.'

Drill 72. Repeat. Negative Aorist tense forms are underlined.

1. Gbékébií lé' bii lè sãne. 'The children did not question him.'
2. Gbékébií lé' egbée tɔ̃ŋtɔ̃ŋ lé'. 'The children did not kill the mosquito.'
3. Kodzó baa ŋmēñé. 'Kojó did not come today.'
4. Gbɔ̃mɔ̃ lé' dzwēŋŋ kwlaa. 'He is an out and out fool!'
5. Gbɔ̃mɔ̃ lé' tsakée ènífèémɔ̃. 'The fellow did not change his behavior.'

Drill 73: Insert the Negative Aorist tense forms of the verbs in the following sentences.

1. Kofí \_\_\_\_\_ nyè. (láká) 'Kofi was not deceiving you.'
2. Mí \_\_\_\_\_ dzémé' gbekè néé. (ba) 'I am not coming there tonight.'
3. E \_\_\_\_\_ m̀ sãne. (bí) 'She did not ask me anything.'
4. Kofí \_\_\_\_\_ mísãne. (sũmɔ̃) 'Kofi does not like me.'
5. Kofí \_\_\_\_\_ sìgaréèti. (f́éle) 'Kofi does not smoke cigarettes.'
6. Mí \_\_\_\_\_ lè. (yóo) 'I did not recognise her.'
7. E \_\_\_\_\_ \. (fó) 'She did not cry.'

## LESSON TWENTY FIVE

### Nouns formed from Verbs

Nouns formed from Verbs may or may not have Plural forms corresponding to their Singulars.

#### 1. Gerunds:

(i) One type of noun, Gerunds, may be derived from Verbs by the addition of a suffix, with or without front-shifting of the Nominal Object of the Verb.

(ii) For polysyllabic and monosyllabic High tone Verbs the suffix is -mɔ̃.

(iii) For monosyllabic Low tone Verbs, the suffix is the same as the V unit of the root (i.e. the vowel of the root is phonetically lengthened.)

Examples:

from polysyllabic Verbs, without frontshifting of a Nominal Object:

béé\.	'to sweep'	béém̃.	'sweeping'
dzoó\.	'to bless'	dzoóm̃.	'blessing'
sɔle.	'to pray'	sɔlem̃.	'prayer'
dzwẽη.	'to think'	dzwẽηm̃.	'thinking; thought'

from multisyllabic Verbs, with frontshifting of Nominal Object:

wié Gã.	'to speak Ga'	Gãwiém̃.	'speaking Ga'
feé eʃá.	'to do evil'	eʃáfeém̃.	'doing evil; sinning'

from monosyllabic High tone Verbs, with or without frontshifting of Object:

bí sãne.	'to ask a question'	sãnebím̃.	'questioning; interrogation'
dĩ.	'to be black'	dĩm̃.	'blackness'
dzé.	'to insult (someone)'	dzém̃.	'insult'

from monosyllabic Low tone Verbs, with or without frontshifting of Object:

gbe gb̃m̃.	'to kill a human'	gb̃m̃gbee.	'homicide; murder'
ʃwã.	'to boast'	ʃwãã.	'boasting'
le níí.	'to know'	níílee.	'knowledge'
ba.	'to come'	baa.	'coming'

(iv) the -m̃ suffix is subject to tonal assimilation: it has mid tone only when in contact with a high tone, low tone when in contact with any other tone.

(v) multisyllabic Verbs in which the final syllable is m̃ reduce this syllable to a V unit before the gerundial suffix -m̃:

dãm̃ ʃĩ.	'to stand'	ʃĩdããm̃.	'standing'
sũm̃.	'love'	sũãm̃.	'love'
wám̃.	'crawl'	wáãm̃.	'crawling'

## 2. Other Gerunds, Abstract and Cognate Nouns:

(i) Abstract Nouns may be derived from certain monosyllabic Verbs by suffixing -lɛ.

(ii) Gerunds, Cognate Nouns and other Abstract Nouns may be derived from certain other monosyllabic Verbs by suffixing -lɛ or equivalent suffixes, with or without word-internal changes.

tí.	'to be thick'	tílé.	'thickness'
fá.	'to be plenty'	fálé.	'abundance'
gbó.	'to age'	gbóle.	'age'
ye yeɛ.	'to eat yam'	yeɛ yéli.	'yam festival'
lá.	'to sing'	lálá.	'song'
gbó.	'to die'	gbélé.	'death'
bé.	'to quarrel'	béí.	'quarrel'

## 3. Agent Nouns:

Agent Nouns may be derived from Verbs by suffixing -lɔ, with or without frontshifting of a Nominal Object:

dzu.	'to steal'	dzulɔ.	'thief'
gbe gbɔ̃mɔ̃.	'to kill a human'	gbɔ̃mɔ̃gbelɔ.	'homicide; murderer'
dzo foi.	'to run a race'	foidzelɔ.	'runner'

## LESSON TWENTY SIX

### Verbs: The Negative Future Tense

(i) A Verb in the Negative Future tense is marked by the suffix -ŋ, as well as high pitch in the root.

(ii) The -ŋ suffix is tonally assimilated similarly to other suffixes: it has low tone when in contact with a low, mid when in contact with a high or mid tone.

(iii) Verb roots of tonal Classes Monosyllabic II (Low) and Disyllabic II (Low-High) have in the Negative Future tense an extra marker, the prefix é-. The class prefix é- does not occur together with a pronominal prefix to the root.

Drill 74: Repeat.

1. Gbobilɔ nɛ́ɛ́ egbɛ́ŋ, kooloo kɔ kooloo kɔ.  
'This hunter will not kill any animal.'

2. Míbiñ lè noko.  
'I shall not ask him anything.'
3. Míkwoñ, nì lè hú edwòñ.  
'I will not climb, and he will not climb either.'
4. Gbobiloi nēē egbéñ nokónokó.  
'These hunters will not kill anything.'
5. Míbañ odzemē lē gbekè nēē.  
'I will not come to your place tonight.'
6. Ké èfeé nākāí lē, èléñ nokónokó.  
'If she behaves that way, she will not learn anything.'
7. Wawóñ keyají nyēbaábá.  
'We will not sleep till you come.'

Drill 75: Repeat.

1. Otse sūmōñ ni ofée nākāí.  
'Your father will not like you to do that.'
2. Ékáseñ nīñ ñmēñ?  
'Will she not study today?'
3. Adzókó ehóon nīñ ñmēñ.  
'Adzorkor will not cook today.'
4. Ké nyēbóí nómó lē, míkpātáñ.  
'If you start fighting, I will not intervene.'
5. Níhóóí lē tsakēñ ófíká lē.  
'The petty-traders will not change your money.'
6. Eyóon bo kókooko.  
'He will never recognise you.'

Drill 76: Insert the Negative Future tense forms in the sentences below.

1. Ó \_\_\_\_\_ Gá ñmēñ? (ya) 'Will you not go to Accra today?'
2. Eñá lē \_\_\_\_\_ lè. (fí) 'His wife will not leave him.'
3. Á \_\_\_\_\_ lè. (gbe, II) 'He will not be killed.'
4. Kápintá lē \_\_\_\_\_ èhe. (pilá) 'The carpenter will not hurt himself.'
5. E \_\_\_\_\_ ófíká lē. (fíte) 'He will not waste your money.'
6. Námēí \_\_\_\_\_ nīñ ye bié. (ye, III) 'Who will not eat here?'

7. Māṅtsé lé \_\_\_\_\_ nò he. (wié) 'The chief will not talk about that subject.'

LESSON TWENTY SEVEN

Verbs: The Perfect Tense

- (i) With noun subjects a Verb in the Perfect tense is marked by the prefix é-.
- (ii) The Perfect tense prefix does not occur with a pronominal prefix: wómálé. 'We have lied.'
- (iii) Pronominal prefixes to Perfect tense Verbs have high tone.

Drill 77: Repeat.

- |                           |  |
|---------------------------|--|
| 1. Émá̄le.                | 'He has told lies.'                        |
| 2. Nūú lé emá̄le.         | 'The man has told lies.'                   |
| 3. Hīí lé emá̄le.         | 'The men have told lies.'                  |
| 4. É̀s̀d̀le.              | 'He has prayed.'                           |
| 5. Osófo lé es̀d̀le.      | 'The priest has prayed.'                   |
| 6. Osófoí lé es̀d̀le.     | 'The priests have prayed.'                 |
| 7. É̀ts̀ak̀é.             | 'He has changed.'                          |
| 8. Ópàpá ebí mī s̄áné lé. | 'Your father has asked me about the case.' |
| 9. Ópàpá epílá èhe.       | 'Your father has hurt himself.'            |
| 10. Ómámí ebóté fíá lé.   | 'Your mother has gone into the house.'     |

Drill 78: Repeat.

- |                                 |  |
|---------------------------------|--|
| 1. Míkàì bo, fí bo lé òkálí mī. | 'I have remembered you, but you do not remember me.'           |
| 2. Kodzó ebà bíè?               | 'Has Kodzo come here?'   |
| 3. Nēgbè Ámá etèe.              | 'Where has Ama gone?'  |
| 4. Eṅā éfó yè Kòle Bú.          | 'His wife has given birth to a baby at the Korle Bu Hospital.' |
| 5. Té ofèé lé tēē.              | 'What have you done with her?'                                 |

6. Ágbò yè amḗ fíá lè.  
'There is a death in their house.'

Drill 79: Insert the Perfect tense forms of the Verbs in the sentences:

1. Ó \_\_\_\_\_ kpòdziémṣ́ lè he? (nū) 'Have you heard about the outdoor-ing?'
2. Daabí. Námṣ́ \_\_\_\_\_? (fó) 'No. Who has had a baby?'
3. Wónú lè \_\_\_\_\_. (be) 'The soup is cooked.'
4. Námṣ́ \_\_\_\_\_ fíá lè. (bóté) 'Who has gone into the house?'
5. Adzókò \_\_\_\_\_ dùadé lè fēē. (tsṣmṣ) 'Adzorkor has peeled all the cassava.'
6. Bótá lè \_\_\_\_\_. (fíte) 'The butter has gone rancid.'
7. Kodzò \_\_\_\_\_ mǎṅ nēē miṅ waa. (sūmṣ) 'Kodzo has fallen in love with this town.'

#### LESSON TWENTY EIGHT

Verbs: The Negative Perfect tense

(i) A Verb in the Negative Perfect tense is marked by the suffix -kò, as well as high pitch in the root.

(ii) The tone of the suffix -kò is always low.

(iii) The negative class-marking prefix é- occurs in this tense (cf. Lesson 25, note iii).

Drill 80: Repeat.

1. Nūú lè bikò mokomoko nókò.  
'The man has not asked anyone anything.'
2. Gbòbilò nēē egbékò kooloo ko kooloo ko.  
'This hunter has not killed any animal.'
3. Mí bikò lè nókò.  
'I have not asked him anything.'
4. Gbòbilò nēē egbékò nókònokò.  
'These hunters have not killed anything.'
5. Mí yekò kéléwèle ótsi nēē.  
'I have not eaten kelewele this week.'
6. Éwílekò amēhe éfṣ́ṣ́.  
'He hasn't said one bad word about them.'

LESSON TWENTY-EIGHT

Drill 81: Repeat.

- |                                    |   |
|------------------------------------|---|
| 1. Ékásekò níí ṣmēnē?              | 'Has he not studied today?'                     |
| 2. Skúúbíí lẹ́ ekásekò amēníí lẹ́? | 'Have the pupils not studied today?'            |
| 3. Adzókò ehókò wónú lẹ́.          | 'Adzorkor has not cooked the soup.'             |
| 4. Níhòòìdì lẹ́ tsakékò ófíká lẹ́. | 'The vendors have not changed your<br>money.'   |
| 5. Eyóokò bo lólo.                 | 'She has not recognised you yet.'               |
| 6. Nūú lẹ́ gblekò míblé lẹ́.       | 'The man has not ground my corn into<br>flour.' |
| 7. Kofí srekò dǎǎ.                 | 'Kofi has never swum.'                          |
| 8. Hwískì étókò lẹ́ dǎǎ.           | 'He has never been drunk on whisky.'            |

Drill 82: Insert the Negative Perfect tense forms of the verbs in the following sentences.

- |                                       |   |
|---------------------------------------|---|
| 1. E-ǎ lẹ́ _____ lẹ́. (fí)            | 'His wife <u>has not left</u> him.'               |
| 2. Á _____ lẹ́. (gbe)                 | 'He <u>has not been</u> killed.'                  |
| 3. Ó _____ Gǎ ṣmēnē? (ya)             | ' <u>Have you not been</u> to Accra today?'       |
| 4. Námò _____ wòlo kóláa ṣmēnē. (kǎn) | 'Who <u>has not read</u> a book at<br>all today?' |
| 5. E _____ òfíká lẹ́. (fíte)          | 'He <u>has not squandered</u> your money.'        |
| 6. Mǎṣé lẹ́ _____ nòhe. (wié)         | 'The chief <u>has not talked</u> about that.'     |
| 7. Kápíntá lẹ́ _____ èhe. (pilá)      | 'The carpenter <u>has not hurt</u> himself.'      |
| 8. Mí _____ wǎa nēké dǎǎ. (wòlo)      | 'I <u>have never coughed</u> so badly.'           |

LESSON TWENTY-NINE

Dialogue: Seeing the Sights.

- |   |   |
|---|---|
| A: Gbaá mí nǒnǐ nyèfeé nyè.   | 'Tell me what you did yesterday.'   |
| B: Wófée nokó tsò. Wòfàrà fí keke<br>ketee aklowá lẹ́.                                      | 'We didn't do anything much. We<br>only strolled to the village.'   |
| A: ṣmēnē lẹ́, nyéyàa Gǎ mó.   | 'Today, go to Accra.'   |
| B: Èhèè, wòbaáyá Bǎṅk, ní eyadzie<br>fíká. Kéké lẹ́ wótèe Kóòt, kè<br>Láibre, kèKòle Bú hũ. | 'Yes, we shall go to the Bank, so<br>that he can withdraw money. And then<br>we shall go to the Court, the Library<br>and Korle Bu Hospital.' |

A: Wó lẹ́, kẹ̀ lẹ̀ ábà Temã ní ebakwe 'Tomorrow, bring him to Tema to see  
haabò lẹ́. the harbour.'

B: Yoo. 'Okay.'

#### Vocabulary

gba. 'to narrate'                      keke. 'only'  
jàrà fí. 'to take a walk'              aklowá. 'village'

#### Notes

1. The places mentioned in the dialogue are interesting sights in Accra. Tema is east of Accra.

#### 2. Verbs: The Direct Imperative.

(i) The Direct (2nd person) Imperative Positive Singular of monosyllabic verbs is marked by tonal pattern (High for Class I and III roots, Low-High--with the rise on the lengthened vowel of the root-- for Class II roots).

(ii) The Direct Imperative Positive Singular of polysyllabic verbs is marked by the suffix -m̩.

(iii) The Direct Imperative Positive Plural is marked by (a) the 2nd person plural pronominal prefix nyẽ - together with (b) the suffix -a.

(iv) The -a suffix is subject to tonal assimilation as are other suffixes. The 2nd person plural pronominal prefix has high tone in this context.

Drill 83: Repeat. Direct Imperative Positive forms are underlined.

1. Bí lẹ́ heni èdze. 'Ask him where he is from.'
2. Yaá ofisí lẹ́. 'Go to the office.'
3. Nyẽbià lẹ héní èdze. 'Ask him where he is from.'
4. Nyẽyàa ofisí lẹ́. 'Go to the office.'
5. Káném̩ letè nǎǎ́. 'Read this letter.'
6. Nyẽkànèa létèí lẹ́. 'Read the letters.'
7. Feém̩ òyá. 'Hurry up.'
8. Nyẽfèa oyá. 'Hurry up.'
9. Kpétém̩ lẹ́. 'Stick close to him.'

10. Éá wò lèébi. 'Come tomorrow morning.'
11. Nyěbàa ófìsì lẹ̀ wò lèébi. 'Come to the office tomorrow morning.'
12. Gbólem mí. 'Rub me.'
3. Some verb roots end in -m̄. When this ending is replaced by the Imperative singular suffix the root vowel is doubled.

Drill 84 and 85: Repeat.

1. Daam ɔ̄ dī̄ɔ̄ɔ̄. (dām̄) 'Stand still.'
2. Nyědām ɔ̄ fíbo. (dām̄) 'Wait a little.'
3. Wáam misèè. (wām̄) 'Scratch my back.'
4. Nyěwám nyě̀nǎdzi ahe. (wām̄) 'Scratch your legs.'
5. Gúúm àkutúl enȳ. (gúm̄) 'Peel two oranges.'
6. Ts̄m̄ àmǎdǎ́ lè he. (ts̄m̄) 'Peel the plantain.'
7. Lóm lè ɔ̄wǎné kè gbékè. (lóm̄) 'Curse him afternoon and evening.'
8. Ts̄m̄ òkp1̄ lè n̄. (ts̄m̄) 'Wipe the top of the table.'

### LESSON THIRTY

#### Verbs: The Direct Imperative Negative.

(i) The Direct (2nd person) Imperative Negative Singular is marked by the prefix kaá-. e. g. kaábi. 'Don't ask'

(ii) The Direct Imperative Negative Plural is marked by (a) the suffix -a, (b) the prefix ká- immediately before the verb root, (c) the 2nd person plural pronoun prefix nyě-. e. g. nyěkabià. 'Don't ask'

(iii) The -a suffix is subject to tonal assimilation, as with other suffixes. The two prefixes have high tone.

Drill 86: Insert the Direct Imperative Positive forms of the verbs in the sentences.

1. \_\_\_\_\_ lè sǎné lẹ̀ fě̄. (gba) (S) 'Tell him the whole story.'
2. \_\_\_\_\_ lè egbéí. (bí) (S) 'Ask him his name.'
3. \_\_\_\_\_ lè sǎné lẹ̀ fě̄. (gba) (P) 'Tell him the whole story.'

4. \_\_\_\_\_ lè nǒfēēnǒ. (bí) (P) 'Ask him about everything.'
5. \_\_\_\_\_ óhǎ mí. (sǒlè) (S) 'Pray for me.'
6. \_\_\_\_\_ nyēhǎǎ wǒ. (sǒlè) (P) 'Pray for us.'
7. \_\_\_\_\_ mǎmá lè he. (dzále) (S) 'Rinse the cloth.'
8. \_\_\_\_\_ fíètií lè ahe. (dzále) (P) 'Rinse the shirts.'
9. \_\_\_\_\_ níí. (kasé) (S) 'Study hard.'
10. \_\_\_\_\_ níí. (kasé) (P) 'Study hard.'
11. \_\_\_\_\_ . (kǎné) (S) 'Read.'
12. \_\_\_\_\_ nyēwodzí lè. (kǎné) (P) 'Read your books.'
13. \_\_\_\_\_ hé. (gǔmǒ) (S) 'Peel it.'
14. \_\_\_\_\_ díṣṣṣ. (feé\ ) (S) 'Be quiet.'
15. \_\_\_\_\_ . (táó) (P) 'Look for it.'

Drill 87: Insert the Direct Imperative Negative forms of the verbs in the blank spaces below.

1. \_\_\_\_\_ . (feé\ ) (S)
2. \_\_\_\_\_ nǎkǎí. (feé\ ) (P)
3. \_\_\_\_\_ . (ba) (S)
4. \_\_\_\_\_ ṣméné. (ba) (P)
5. \_\_\_\_\_ lè. (bí) (S)
6. \_\_\_\_\_ fíká. (fíte) (S)
7. \_\_\_\_\_ fíká pìi. (fíte) (P)
8. \_\_\_\_\_ mìṣṣ díṣṣ. (míá) (S)
9. \_\_\_\_\_ mìṣṣ tsṣ. (míá) (P)
10. \_\_\_\_\_ . (gbla) (P)

### LESSON THIRTY-ONE

#### Enclitics of Emphasis and Sympathy.

(i) The Enclitic of Emphasis is éè. It adds a note of emphasis,

insistence or warning to the utterance. The use of the Enclitic of Emphasis after a word ending in a high tone involves \.

(ii) The Enclitic of Sympathy is ó<sub>1</sub>, or óó. It implies that the speaker's attitude is one of sympathy or familiarity.

Drill 88: Repeat.

- |                          |                           |                            |                                |
|--------------------------|---------------------------|----------------------------|--------------------------------|
| 1. Bá.                   | 'Come!'                   | 6. Kaáyà éè.               | 'Don't go, whatever<br>it is!' |
| 2. Bá\éè.                | 'Be sure you come!'       | 7. Kofí\ éè.               | 'Remember Kofi!'               |
| 3. Bá ó <sub>1</sub> .   | 'Come for sure.'          | 8. Kofí ó <sub>1</sub> .   | 'Kofi, alas!'                  |
| 4. Kpòò.                 | An expression of sympathy | 9. Mí nǐ éè.               | 'It's me, indeed!'             |
| 5. Kpòò ó <sub>1</sub> . | 'Sorry, to be sure!'      | 10. Mí nǐ ó <sub>1</sub> . | 'It's me, alas.'               |

Drill 89: Make the following sentences more insistent, using the Enclitic of Emphasis.

- |             |                 |                    |                                |
|-------------|-----------------|--------------------|--------------------------------|
| 1. Eeba!    | 'He is coming!' | 4. Ebaáfée gbeyèi! | 'It will be spec-<br>tacular.' |
| 2. Náà lé!  | 'Here she is!'  | 5. Oyáðyá.         | 'Quickly.'                     |
| 3. Cbeé lé! | 'Mind the dog!' |                    |                                |

Make the following sentences more sympathetic, using the Enclitic of Sympathy.

- |                     |                                |
|---------------------|--------------------------------|
| 6. Ákde nokó.       | 'Take heart.'                  |
| 7. Éfée nokó.       | 'It doesn't matter.'           |
| 8. Emãmí nǐ gbó lé. | 'It was his mother that died.' |
| 9. Kaábdá.          | 'Don't come.'                  |
| 10. Oyáðyá.         | 'Quickly.'                     |

### LESSON THIRTY-TWO

#### I. Verbs: The Indirect Imperative and Consecutive tenses, Positive and Negative.

(i) The Indirect Imperative tenses are marked by high tone in the pronominal prefixes of the verb.

(ii) An Indirect Imperative verb with a Nominal subject has a high-toned prefix á-.

(iii) An Indirect Imperative Negative verb has an additional high-toned prefix -ká- occurring immediately before the verb root.

(iv) When the Indirect Imperative tense marks the second verb in a serial verb structure of *keé* 'to say' (or certain other verbs) and another verb, it is called here the Consecutive tense. The Consecutive tense occurs with Nominal and Pronominal subjects of all types.

(v) In the first person singular Positive, a Consecutive tense verb following *sũm* 'to like' (and certain other verbs) is identical in form with the Permissive or the reduced Future tense.

Drill 90: Repeat. Indirect Imperative and Consecutive forms are underlined.

1. *Ekeé obá.* 'He said you should come.'
2. *Ekeé okabá.* 'He said you should not come.'
3. *Míbi lè?* 'Should I ask him?'
4. *Míkabi lè?* 'Should I not ask him?'
5. *Wótèe. Wóyá.* 'Let's go!' 'Let's go!'
6. *Wókayá.* 'Let us not go!'
7. *Ékpa.* 'Let him stop!'
8. *M̄nĩ fèb nĩ lè ékpa.* 'Whoever's doing that should stop.'
9. *Ekeé mikpa wiém̄.* 'He said I should stop talking.'
10. *Ekeé mikakpa wiém̄.* 'He said I should not stop talking.'

Drill 91: Repeat. Indirect Imperative and Consecutive forms are underlined.

1. *Gbékēbií le ayé nĩ miã.* 'The children should eat early.'
2. *Ámá ahòo nĩ lè.* 'Ama should do the cooking.'
3. *Amēkeé hĩ lè akafĩ m̄á lè mi.* 'They said the men should not leave town.'
4. *Amēkeé okawle dáã.* 'They said you should not speak yet.'
5. *Mikeé owie.* 'I said you should speak.'
6. *Okeé akawle Gã?* 'Did you say no one should speak Ga?'
7. *Kodzó kèé nyēwle Gã pé.* 'Kodzo said you should speak only Ga.'
8. *Átsɛ lè ahã ml.* 'He should be sent for to see me.'

9. Esũm<sup>33</sup> māla. 'He does not want me to sing.'
10. Esũm<sup>33</sup> māfée. 'He likes me to do it.'

## II. The Permissive Tense.

(i) The Permissive tense marks the verb following há 'to let' in a double verb structure. Its markers are the same as those of the Consecutive tense after sũm<sup>33</sup> 'to like.'

(ii) The Permissive tense is positive, but há can be Positive or Negative. The two verbs have different subjects.

(iii) When following a Direct Imperative Plural, the Permissive tense is also marked by the -a suffix. The á- prefix of Nominals does not occur when the Permissive tense follows a Negative Direct Imperative.

Drill 92: Repeat. Permissive tense forms are underlined.

1. Há māyá. 'Let me go.'
2. Nyé<sup>hā</sup> māyàa. 'Let me go.'
3. Nyé<sup>hā</sup> māgbèa toó lè. 'Let me slaughter the sheep.'
4. Há ebi lè. 'Let him ask him.'
5. Há àmèbà mī. 'Let them come in.'
6. Nyé<sup>hā</sup> woyàa. 'Let us go.'
7. Kaáhā wòlaádze. 'Don't lead us astray.'
8. Kaáhā èfó. 'Don't let her cry.'
9. Nyé<sup>kahā</sup> eféa nākāī. 'Don't let him do that.'
10. Nyé<sup>hā</sup> gbeké<sup>hā</sup> lè abàa mī<sup>33</sup>. 'Let the children come unto me.'
11. Nyé<sup>kahā</sup> h<sup>3m</sup> yea gbéké<sup>hā</sup> lè. 'Don't let the children go hungry.'
12. Kaáhā nū lè wié pii. 'Don't let the man talk a lot.'
13. Kaáhā àwié pii. 'Don't allow a lot of talking.'
14. Nyé<sup>kahā</sup> awieà pii. 'Don't allow a lot of talking.'
15. Nyé<sup>kahā</sup> nū lè wieà pii. 'Don't let the man talk a lot.'

Drill 93: Insert Indirect Imperative or Consecutive tense forms of the verbs in these sentences.

1. \_\_\_\_\_ lè? (tsé) 'Should I call him?'

2. \_\_\_\_\_ àmẽ? (tsé) 'Shouldn't I call them?'
3. Amẽkeé \_\_\_\_\_. (ya) 'They said you should go.'
4. Amẽkeé \_\_\_\_\_ dǝ́ŋŋ. (ya) 'They said you should not go again.'
5. Námǝ sumǝǝ \_\_\_\_\_ èfíká. (fíte) 'Who likes throwing his money away?'
6. Esúmǝǝ \_\_\_\_\_ èbí lé. (sole) 'He does not want me to baptise his child.'
7. \_\_\_\_\_! (tee; ya) 'Let us go!'
8. \_\_\_\_\_ pli tsǝ́. (fó) 'She should not weep too much.'
9. Nũú lé keé \_\_\_\_\_ (ŋmǎ) 'The man said you should do some writing this morning.'
10. Ómámí \_\_\_\_\_ mǝ́ko nókǝ (bí) 'Your mother should not ask anyone anything yet.'

**Drill 94:** Insert Permissive or Consecutive tense forms of the verbs in these sentences.

1. Há \_\_\_\_\_ bǝ́ sǎne. (bí) 'Let me ask you one question.'
2. Kaáhǎ loyá lé \_\_\_\_\_ bǝ́ sǎne. (bí) 'Don't let the lawyer question you.'
3. Nyéhǎǎ \_\_\_\_\_ . (lá) 'Let us sing.'
4. Nyéhǎǎ \_\_\_\_\_ . (ya) 'Let us go.'
5. Nyékahǎǎ nyēwebíí \_\_\_\_\_ (fí) 'Don't make your followers fear you.'
6. Nũú lé sũmǝǝ \_\_\_\_\_ èbí (sole) 'The man does not want his child to be baptised.'
7. Nũú lé háǎ \_\_\_\_\_ èbí lé. (sole) 'The man did not allow his child to be baptised.'
8. Mǎhǎ òsǝ́fǝ́ lé \_\_\_\_\_ mì (wo) 'I will let the priest crown me king.'
9. Míhǎǎ osǝ́fǝ́ \_\_\_\_\_ mì (wo) 'I will not allow a priest to crown me king.'

### LESSON THIRTY THREE

#### I. The Numeral System.

(i) Numerals greater than 'ten' are phrases comprising the preceding

multiple of 10, *ke* 'and', and a numeral from 1 to 9. From 11 to 16, *ke* is tonally assimilated to mid.

11	<i>nyɔ̃ɪmá kɛ́ ekòmé.</i>
16	<i>nyɔ̃ɪmá kɛ́ ekpàa.</i>
19	<i>nyɔ̃ɪmá kɛ̀ nɛ̃ɛ́hú.</i>

(ii) There are single-word nouns for 'hundred' and 'thousand.' Other multiples of ten are phrases.

21	<i>nyɔ̃ɪmáí enyɔ̃́ kɛ́ ékòmé.</i>
57	<i>nyɔ̃ɪmáí enũmɔ̃́ kɛ́ kpawo.</i>
99	<i>nyɔ̃ɪmáí nɛ̃ɛ́hú kɛ̀ nɛ̃ɛ́hú.</i>
100	<i>ohá.</i>
115	<i>ohá lè nyɔ̃ɪmá kɛ́ enũmɔ̃́.</i>
227	<i>oháí enyɔ̃́ (kɛ) nyɔ̃ɪmáí enyɔ̃́ kɛ́ kpawo.</i>
1,000	<i>akpé.</i>
1,001	<i>akpé kɛ́ ékòmé.</i>
50,000	<i>akpéí nyɔ̃ɪmáí enũmɔ̃́.</i>
200,000	<i>akpéí oháí enyɔ̃́.</i>

English expressions for numbers, and for measurements of time and space, are used by most Ga speakers.

## II. Time on the Clock.

(i) The most common expressions are those for hours and minutes.

<i>ɪmlɛ, ɪmedzi.</i>	'hour', 'hours'
<i>mínìti ( mílnti).</i>	'minute'

### Dialogue

- A: *Mɛ̃ɛ́be obaábá.* 'When will you come?'
- B: *Mákpa nyɔ̃ɪmá kɛ́ enyɔ̃́, hɛ̀wó lɛ́ májé dzemɛ́ nyɔ̃ɪmá kɛ́ enyɔ̃́ kɛ́ fá.* 'I shall close at 12, therefore I shall get there at 12:30.'
- A: *Mákpa ɪmlɛ́ komé, nì máwo taksì, hɛ̀wó lɛ́ mítséɪ́ tsɔ̃́.* 'I shall close at one and I shall take a taxi, therefore I shall be there soon after.'

- B: Obaáyá nĩtsũmð ðwǎnév? 'Will you go to work in the afternoon?'  
 A: Èhèè, àbaábà abawo mì ηmedzi ényð. 'Yes, they will come for me at two.'  
 B: Ké òoyá lé, mì kebo baáyà mó. 'Then when you are going, you can give me a ride back.'

(ii) Hĩηmèitswàa 'fleeting moment' is sometimes used to translate the English word 'second'.

#### LESSON THIRTY FOUR

##### I. Tonal Classes: Polysyllabic Verbs.

Few Verb roots in Ga are more than two syllables long. Even these few behave morphologically like the disyllabic roots with which they compare tonally if account is taken only of their initial and final syllables, e. g.:

##### Class II: pilá

laádze. 'to lose'; 'to get lost'      srón. 'to become unruly'

##### Class III: tsáké

béηké. 'to be near'      flikí. 'to fly'  
 dónkò. 'to swagger'      dídáã. 'to stagger'; 'to reel'  
 pénté. 'to paint'      yóyro. 'to worry seriously'

##### II. Tonal Classes: Polysyllabic Nouns.

In the same way, polysyllabic noun roots are tonally identifiable with the disyllabics corresponding to them in initial and final tones.

<u>High-High:</u>	írema. 'cowrie'	plèkoó. 'nail'
	tóntòη. 'mosquito'	
<u>High-Mid:</u>	ηmónηmlo. 'wooden plank'	sráwa. 'lightning'
	dídéi. 'mudfish'	abónúa. 'lemon'
<u>High-Low:</u>	átatù. 'cloud'	ádèsã. 'human being'
	dúkumã. 'ostrich'	yóomã. 'camel'
<u>Low-High:</u>	aspáàtré. 'shoe'	kpēηkplē. 'hare'
	adesã. 'story'	duadé. 'cassava'

	ḡkomó.	'sorrow'	kwafiá.	'fool'
<u>Low-Low:</u>	anããñũ.	'spider'	kwaabúète.	'rainbow'
	kpaakpo.	'lake'	maḡkě.	'midnight'
	adḡḡḡ.	'fly'		

Drill 95: Repeat.

1. Béḡkémḡ wò. 'Draw closer to us.'
2. Ódekàí lé eládzekò; àkébà. 'Your boxes are not lost; they have arrived.'
3. Nũũ lé yaápěntè tsũ lé he. 'The man is going to paint the building.'
4. Nũũ lé baápenté ḡiá lé. 'The man will paint the house.'
5. Sro ádèsã, ñì sro adesã. 'Human being is different from story.'
6. Mátányě anããñũ sãne. 'I will tell you a spider story.'
7. Blemá lé, írema\ dzí ḡiká ní àyeò. 'In the olden days, cowries were used as money.'
8. Tḡḡḡ, yèò ye Gã fe Kumããse. 'Accra suffers more from mosquitoes than Kumasi.'

### LESSON THIRTY FIVE

Dialogue: Dress

- A: Měñĩ māmá\ Dedé bú. 'What was Dede wearing?'
- B: Ebú àgo yéḡ futta, ñì ewo kebaḡéèti wuófbò. 'She wore pure white velvet, with a yellow blouse.'
- Ekueníí ke toíàníí ke nineḡiníí lé fěě lé ḡikáyéḡ, ḡí èwo waógà ḡikátèru. Her necklace, earrings and bracelet were all silver, but her ring was gold.'
- A: Nĩ Sówà hú? 'And Sowa?'
- B: Ebúu māmá, èwo atalé. 'He did not wear cloth; he wore (European) clothes.'
- Ewo siùti blúu, ñì eḡmḡ táì tsru. He wore a blue suit and red tie.
- Espáàtré dīḡ lé kplèò tāmḡ ayáwa. His black shoes were as shiny a brass.'

### Vocabulary

bú. 'to wear'                      ago. 'velvet'                      yéḡ. 'white'

fútaa.	'very white'	toíàníl.	'earrings'
wo.	'to wear'	ninefiníl.	'bracelet'
kebaʃéèti.	'blouse'	ʃikáyeŋ.	'silver'
wuóʃò.	'yellow'	ʃikátòru.	'gold'
kueníl.	'necklace'	waógà.	'ring'
atalé.	'clothes'	ŋmò.	'to tie'

### Notes

1. Indigenous Ghanaian dress is usually referred to with the native Ga words (māmá, kenté, tokotá, etc.), whilst European-style dress is referred to with the borrowed words (síùt, táì, sǎndàl, etc.).
2. Notice the different Verbs meaning 'to wear', depending upon the item of dress:

<u>bú</u> :	māmá, faí	to wear cloth, hat, etc.
<u>wo</u> :	atalé, tokotá, ga	to wear clothes, sandals, ring, etc.
<u>ŋmò</u> :	táì, wátsì	to wear a tie, watch, etc.

3. Some colour words are:

édĩŋ.	'black'	étòru.	'red'	baaŋmòŋ.	'green'
éyeŋ.	'white'	wuóʃò.	'yellow'	blúù.	'blue'
éŋóli.	'yellowish green'				

### LESSON THIRTY SIX

#### I. Phrasal Verbs:

(i) A Phrasal Verb is composed of a single verb and its complement word of another class which together function as one verb. The complement is usually a Nominal object used with which the verb root assumes a specialised meaning.

<u>Verb</u>		<u>Complement</u>		<u>Phrasal Verb</u>
1. dzo.	'to dance'	foi.	'speed'; 'race'	dzo foi. 'to run'
2. bo.		toí.	'ear'	bo toí. 'to listen'

<u>Verb</u>	<u>Complement</u>	<u>Phrasal Verb</u>
3. kpá. 'to remove'	faí. 'hat'	kpá fàí. 'to beg'
4. nã. 'to see'	móbò. 'pity'	nã móbò. 'to show mercy'
(ii) Locative Nouns are the most frequent complements in phrasal verbs.		
5. ká.	he.	ká hé. 'to persist'
6. gbe.	he	gbe he. 'to make a great effort.'
7. to.	he.	to he. 'reply'; 'retort'
8. bí.	ḡí.	bi ḡí. 'to ask after someone's health'
9. da	ḡí	da ḡí. 'to thank'
10. nyĩé.	ḡíḡí.	nyĩé ḡíḡí. 'to undermine'
11. bí.	ḡíḡí.	bí ḡíḡí. 'to ask the meaning of'
12. kwé.	nǝ.	kwé nǝ. 'to take care of'
13. tǝ.	nǝ.	tǝ nǝ. 'to wrong someone'
14. ḡwé	mĩḡ.	ḡwé mĩḡ. 'to use lavishly'
15. bí	mĩḡ.	bí mĩḡ. 'to ask for a detailed explanation'
16. gbá.	nãã.	gbá nãã. 'to worry someone'
17. gbe.	nãã.	gbe nãã. 'to finish'
18. kũ	see.	kũ see. 'to return'
19. kpe.	see.	kpe see. 'to be late'
20. ksé.	hĩè.	kwé hĩè. 'to expect'
21. kǝ.	hĩè.	kǝ hĩè. 'to covet'
22. wa.	yi.	wa yi. 'to be cruel to'

(iii) A few verbs collocate with occupational and other terms to form phrasal verbs.

23. ye.	mãḡtse.	ye mãḡtse. 'to be a chief or king'
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24. ye.	seké. 'madness'	ye seké. 'to be mad'
25. ye.	he.	ye he. 'to go scot-free'
26. ye.	nǝ.	ye nǝ. 'to oppress'
27. ye.	see.	ye see. 'to deputise for'
28. bɔ.	híě.	bɔ híě. 'to reprove'
29. bɔ.	musú.	bɔ musú. 'to break a taboo'
30. bɔ.	móděηη	bɔ móděηη. 'to make an effort'

## II. Compound Verbs.

(i) A Compound Verb is a verbal phrase consisting of two or more Verbs which function together as a single verb. A Compound Verb may be composed of single verbs, phrasal verbs, or both.

<u>1st Verb</u>	<u>2nd Verb</u>	<u>Compound Verb</u>
1. hé. 'to take'	ye. 'to eat'	hé yè. 'to believe'
2. ye.	búá.	ye búá. 'to help'
3. tsé.	fǝ. 'to throw'	tsé fǝ. 'to throw away'
4. kǝ. 'to bite'	ǎlǎ. 'to blow air'	kǝ ǎlǎ. 'to forgive'
5. ηǝ.	fa.	ηǝ fa. 'to forgive'
6. gbe. 'to open up'	ǎwǎ. 'to scatter'	gbe ǎwǎ. 'to scatter all over'
7. tsí. 'to push'	tɔ. 'to hide'	tsí tɔ. 'to postpone'

(ii) Sources of Compound Verbs include collocations with the verbs ná. 'to get'; nyě. 'to be able'; há. 'to give'; and tsǝǝ. 'to show' as well as verbs of motion.

8. ná.	kwé. 'to look'	ná kwé. 'to wish' 'to see'
9. ná.	feé. 'to do'	ná feé. 'to wish' 'to do'
10. nyě.	feé.	nyě fèé. 'to be able to do'
11. nyě.	dzo foi.	nyě dzò foi. 'to be able to run'
12. ǎí sèe. 'to leave a message'	há.	ǎí sèe há. 'to leave a message for'; 'to leave a message with'
13. hǝǝ. 'to sell'	há.	hǝǝ há. 'to sell for'; 'to sell to'

14. wié\ . 'to speak'      tsóó\ . 'to teach'      wié tsóó\ . 'to reason with'
15. dzo foi, 'to run'      tee. 'to go'      dzo foi tee. 'to run to'
16. dze. 'to come from'      ba. 'to come'      dze ba. 'to arrive'

### LESSON THIRTY SEVEN

#### Contonation Patterns: High Tone Verbs

(i) Contonation patterns are the tonal patterns of the verb (root and affixes) in all its tenses. High tone verbs are those verbs which have only high tones on their roots, e. g., bí. 'to ask', mále. 'to tell lies.'

(ii) The tables below and in the Appendix show the contonation patterns of High tone verbs when occurring with Noun subjects. The tone of every syllable is marked. For polysyllabic roots, note the number of high tones in the root. The sign of exclamation ! indicates that the immediately succeeding high tone slips a semi-tone lower to mid. The asterisk \* means that the syllable is tonally assimilable in ways described already for various suffixes.

TABLE V: CONTONATION PATTERNS OF HIGH TONE VERBS

	Marker	Root	Marker
Past	!	'	
Perfect	é!	'	
Progressive	mĩĩ	'	
Future	bàá	'	
Habitual	!	'	* ó
Negat. Aorist		'	' (v)
Negat. Perfect		'	kò
Negat. Future		'	* ŋ
Imperat. Sing.		'	(mó)
Imperat. Pl.	nyě	'	* á
Neg. Imperat. Sing.	kàá	'	
Neg. Imperat. Pl.	nyěká	'	* á
Consecutive	á	'	* á

Tense	Marker	Root	Marker
Negat. Consec.	áká	'	
Permissive	á	'	( <sup>*</sup> a)

(iii) The table shows that a high tone verb has high tone in all tenses, except the Perfect, where the tone is downstepped to mid after the prefix.

Drill 96: Insert the required verb forms in the sentences below and give the tones.

e. g. Kofí \_\_\_\_\_ wàa. (mǎle) (Habitual)

Kofí mǎleḽ waa. 'Kofi is a confirmed liar.'

- Měĩ édzwè \_\_\_\_\_ lè sǎne. (bí) (Past) 'Four people questioned him.'
- Wotse \_\_\_\_\_ àdesǎ pì. (tǎ) (Habitual) 'Our father is good at telling stories.'
- Kofí \_\_\_\_\_. (pása) (Perfect) 'Kofi has lied.'
- Námǔ \_\_\_\_\_ lè. (gbóle) (Future) 'Who will rub her?'
- Yoo ko \_\_\_\_\_. (fó) (Progressive) 'A woman is weeping.'
- Sówà \_\_\_\_\_ lè faí. (kpá) (Neg. Future) 'Sowa will not beg him.'
- Sówà \_\_\_\_\_ lè faí. (kpá) (Neg. Perfect) 'Sowa has not begged him.'
- Mokomoko \_\_\_\_\_. (fó) (Neg. Aorist) 'Nobody cried.'
- Mokomoko \_\_\_\_\_ lè. (fó) (Neg. Aorist) 'Nobody cried for him.'
- Sówà \_\_\_\_\_ gbéyèi. (f'é) (Habitual) 'Sowa is faint-hearted.'

Drill 97.

- Óyoo \_\_\_\_\_ dǔŋŋ. (fó) (Neg. Future) 'Oyoo will not have another baby.'
- \_\_\_\_\_ ónǐdzĩ anǔ. (wéle) (Dir. Imperat. Pl.) 'Raise your hands.'
- \_\_\_\_\_ lè. (bí) (Dir. Imperat. Pl.) 'Ask him.'
- \_\_\_\_\_ gbékébií l'é. (tsé) (Dir. Imperat. Pl.) 'Ask the children.'
- \_\_\_\_\_. (fó) (Neg. Imperat. Sing.) 'Don't weep.'
- \_\_\_\_\_ yè mǐhèwɔ. (fó) (Neg. Imperat. Pl.) 'Don't weep for me.'
- Ekeé Kòfí \_\_\_\_\_. (lá) (Consecutive) 'He said Kofi should sing.'

8. Ekeé Sowà \_\_\_\_\_. (lá) (Neg. Consecut.) 'He said Sowa should not sing.'
9. Há yòó lè \_\_\_\_\_ lòo. (hé) (Permissive Sing.) 'Let the woman buy fish.'
10. Nyèhãã yeí lè \_\_\_\_\_ lòo. (hé) (Permissive Pl.) 'Let the woman buy fish.'

(iv) Note, from the table, that in the Past and Habitual tenses, the high tone verb root is downstepped to mid when the Verb is preceded by a Nominal subject with a final high-tone syllable.

Drill 98: Repeat.

- |                                     |  |
|-------------------------------------|--|
| 1. Gbéké bíò etse dǎnǎ́ eféè nākǎĩ. | 'A child asks his father before he does that.' |
| 2. Kofí mǎ́le.                      | 'Kofi lied.'                                   |
| 3. Kofí mǎ́leè.                     | 'Kofi lies.'                                   |
| 4. Kofí mǎ́lee'.                    | 'Kofi does not tell lies.'                     |
| 5. Kofí mǎ́lekò.                    | 'Kofi has not lied.'                           |

### LESSON THIRTY EIGHT

#### I. High Tone Verbs: Contonation patterns with Pronominal prefixes.

A High tone verb with a pronominal subject prefix has the same contonation pattern as with an independent nominal subject, except for the following differences affecting prefixes.

#### Forms of Prefixes

(i) In the Perfect tense, the tense-marking prefix é- is replaced by the pronominal prefix. The two do not occur together.

(ii) In the Progressive tense, 2nd and 3rd person singular, the vowel of the pronominal prefix is doubled replacing the tense-marker mĩ-

(iii) In the non-reduced Future tense, the tense-marking prefix baá- is reduced to bá- when following the 1st person singular pronominal prefix.

(iv) A tense-marking or any other co-occurring Verb prefix stands immediately before the verb root and therefore between the pronominal subject prefix and the verb root.

#### Tones of the Prefixes

(v) All pronominal subject prefixes have high tone in the Perfect tense (for the 3rd person plural, initial syllable remains low) and in

the Imperative Plural, Permissive, Positive and Negative Consecutive.

(vi) All pronominal prefixes have low tone in the Past tense.

(vii) The 1st person singular pronominal prefix mí- retains its high tone in all other tenses. The Progressive tense-marking prefix mīī has high tone when co-occurring with the 1st person singular pronoun.

(viii) All other pronominal prefixes retain their low tones in all other tenses.

Drill 99: Repeat.

1. Mítsé lè. 'I have called him.'
2. Amēlá dzògbaṛṛṛ. 'They sang well.'
3. Abí lè egbéí. 'He was asked his name.'
4. Oogbá ènāã. 'You are annoying him.'
5. Mīībi lè. 'I send him greetings.'
6. Wòmīībí mǒfǒmǒ. 'We greet everyone.'
7. Mǎkpe wu lé. 'I'll chew the bone.'
8. Mífítèḍ fíká wàa. 'I spend a lot of money.'
9. Etǎǎ adesǎ pí. 'He is good at telling stories.'
10. Míwaa lè, nì ewáa ml. 'I did not help him, and he did not help me.'

Drill 100: Insert the high tone verbs required to complete the following:

1. \_\_\_\_\_ lè nókó. (bí) (1st Sing. Neg. Perf.) 'I have not asked him anything.'
2. \_\_\_\_\_ nèkě níí. (tsú) (3rd Pl. Neg. Fut.) 'They will not do such work.'
3. \_\_\_\_\_ mǎmá lè he. (dzále) (Dir. Imperat. Sing.) 'Rinse the cloth.'
4. \_\_\_\_\_ wò adesǎ. (tǎ) (Dir. Imperat. Sing.) 'Tell us a story.'
5. \_\_\_\_\_ nyèbíí. (tsóse) (Dir. Imperat. Pl.) 'Give your children some discipline.'
6. \_\_\_\_\_. (mǎle) (Neg. Dir. Imperat. Sing.) 'Don't lie!'
7. \_\_\_\_\_. (fó) (Neg. Dir. Imperat. Pl.) 'Don't cry.'

8. Ekeé \_\_\_\_\_ lè. (bí) (2 Sing. Consec.) 'He said you should ask him.'
9. Ekeé \_\_\_\_\_ lè. (bí) (1 Sing. Neg. Consec.) 'He said I should not ask him.'
10. Nyéhǎǎ \_\_\_\_\_ mǐsǎné lè. (bí) (1 Sing. Permiss.) 'Let me ask my question.'

### 11. Contonation Patterns: Phrasal and Compound Verbs

The component parts of Phrasal and Compound verbs have the same contonation patterns as in their independent occurrences.

Drill 101: Repeat. Identify the phrasal and compound verbs and their tenses.

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. Míkpa lè faí.       | 'I beg you.'                        |
| 2. Já oté.             | 'Hurry up.'                         |
| 3. Eká hè eefeé lolo.  | 'He is still doing it.'             |
| 4. Adzua bió mǐjǐ daa. | 'Adzua visits me always.'           |
| 5. Okpákò lè jǐ lólo?  | 'Haven't you seen through him yet?' |
| 6. Wohée lè woyéé.     | 'We do not believe him.'            |
| 7. Miná lè mǐkwé.      | 'I wish I could see him.'           |
| 8. Miná lè mǐtsé.      | 'I wish I were he.'                 |

### LESSON THIRTY NINE

#### Dialogue: To the Beach

- |  |   |
|--|---|
| A: Wótè wóyawu ṣṣo.                          | 'Let's go for a swim in the sea.'                                 |
| B: Ye nǐgbà.                                 | 'Where?'  |
| A: Ye Laa ṣṣo lè nǎǎ.                        | 'At Labadi Beach.'  |
| B: Woketso áyá nǐ wòkéyayè odíi.             | 'Let's take a surfboard with us to do some surf riding.'          |
| A: Wobaanyè wòké woleméí lè ayagbla adrā hǔ. | 'We could also go and help the fishermen to pull in the dragnet.' |
| B: Alóo woyatsà kaáá yè Kpeéjǐ lè nǎǎ.       | 'Or dig up crabs at the Kpeshi Lagoon.'                           |



appears with its own tense affixes and contonation patterns, but the tense of the initial verb of the compound is regarded as that of the whole compound.

(ii) When the single verbs of the compound have identical tense, and the subject of the compound is an independent Nominal, the second verb appears with or without the third person singular pronominal prefix. The pronominal prefix is obligatory for both verbs when the subject is a pronoun.

(iii) In the following tenses, the second Verb has a different tense:

- (a) Future: 2nd Verb has Consecutive
- (b) Dir. Imperat. Sing.: 2nd Verb has Consecutive
- (c) Neg. Dir. Imperat. Sing.: 2nd Verb has Positive Consecutive or Past
- (d) Neg. Dir. Imperat. Pl.: 2nd Verb has Positive Dir. Imperat. Pl. or Past

### III. Compound Verbs: Position of Objects

The order of sentence constituents in Ga is Subject + Verb + Object.

(i) Compound Verbs having a single Object Nominal fall into 3 groups according to the position of the Object nominal:

(a) Compound Verbs with Object Nominal occurring medially within the compound:

- hé...yè e. g. Wohé Ọsófó. n̄n̄n̄ woye. 'We believed this priest.'
- tsé...fɔ̄ e. g. Étsé èfiká. l̄ l̄ efɔ̄. 'He has wasted his money.'

(b) Compound Verbs with Object Nominal occurring after the whole compound:

- ye búá... e. g. M̄n̄tsé lè ye búá wɔ̄. 'The chief helped us.'
- fó t̄f̄é... e. g. Gbék̄é lè fó ètsé ènȳ. 'The child cried out for his mother.'

(c) Compound Verbs with Object Nominal occurring EITHER medially OR in End position.

- nȳ...feé\... e. g.
- Nūú l̄ nȳ...efee n̄n̄n̄. m̄k̄k̄. l̄ l̄. 'The man could not do
- Nūú l̄ nȳ...n̄n̄n̄. m̄k̄k̄. l̄ l̄. efee\. what I told him.'

ná...yè... e. g.

Miná àkútú mīye.

'I wish I could eat an orange.'

Miná mīye àkútú.

Drill 102: Repeat. Compound Verbs are underlined. Identify their nominal objects.

1. Wahé òsófól fěě nī bà biè woye. 'We believed all priests who came here.'
2. fíká lè gbe f<sup>w</sup>á hefěěhe. 'The coins scattered everywhere.'
3. Kofí gbè efíká lè efwá tsú lè mī. 'Kofi scattered his money around the room.'
4. Měba ógbè óyìsw'í o<sup>f</sup>wá někě. 'Why is your hair so tousled?'
5. Ewié èfí nyěfěě. 'He spoke against all of you.'
6. Átsí kpèé lè atò be k'lok'ó. 'The meeting has been postponed to another time.'
7. Eeka bo eekwé. 'He is testing you.'
8. Eyékò ebúákò ebí kò dǎǎ. 'He has never been of any help to any child of his.'
9. Tsí oba<sup>n</sup>kè wò. 'Move nearer to us.'
10. Tsí ohé oba<sup>n</sup>kè wò. 'Move nearer to us.'

Drill 103: Repeat. Identify the tenses of the Compound Verbs.

1. Elákò ehǎkò mi dǎǎ. 'She has never sung for me.'
2. Dóktà něě yee èbúáa mǎ kwíaa. 'This doctor is not helpful at all.'
3. Nūúmo Amā bàáwíe efi bò ye kpeé lè. 'Old Man Armah will speak against you at the meeting.'
4. fí wòtsí<sup>n</sup> kpeé lè wòtò<sup>r</sup>. 'But we will not postpone the meeting.'
5. Měi pii éhé bò améyè mómo. 'Many people have believed you already.'
6. Sówà wíe ètsǎǎ àmē. 'Sowa cautioned them.'
7. Námò tséó nī fǎǎ fe bo. 'Who lets his stuff get lost faster than you?'
8. Gbéké lè tséó nī efǎǎ tsǎ. 'The child loses his things too often.'

9. Óbi lè lè miifó miitsé bò. 'Your child is crying for you.'
10. Óbi lè lè miifó èetsé bò. 'Your child is crying for you.'

Drill 104: Repeat. Identify the tenses of the Compound Verbs.

1. Kaáhe mòkomoko oye. 'Don't believe anyone.'
2. Kaáyè obúà le. 'Don't help him.'
3. Nyèkatselèa nyèwodzí lè nyefwíeà. 'Don't throw your books away.'
4. Nyèkawíeá nokónokò nyèfíà le. 'Don't say anything against him.'
5. Hé Nyèmo óyé. 'Believe in God.'
6. Nyèyèa nyèbuàa nyèhe. 'Help each other.'
7. Kaáhe mòko óyé. 'Don't believe anyone.'
8. Osófò lè keé wòhe lè woyé. 'The priest says we should believe him.'
9. Há māyé mābuà bo. 'Let me help you.'
10. Mísũmũ mātse wòlò lè māfũ. 'I don't want to throw the book away.'

Drill 105: Repeat.

1. Bá wò otsi. 'Come a week tomorrow.'
2. Bá wosèe ótsi. 'Come next week.'
3. Nyèsee áfi lè, ebo módèηη wàa. 'Last year, he did very well.'
4. Gbĩĩ étè nēē, èyeo awuηā wàa. 'These days she feels very jealous.'
5. Ekpeo see dāa gbĩ. 'He is late every day.'
6. Kaákwe mihīē ηmēnē. 'Don't expect me today.'
7. Minā le ηmēnē dzí gbĩĩ étē. 'I saw him three days ago.'
8. Éyè áfiì nyèηmāí etè ke ényè. 'He is 32 years old.'
9. Mēēbe aféò otsi etē lè. 'When will the post-funeral ceremony be performed?'
10. Soo ní bàa nēē otsi. 'A week this coming Thursday.'

Drill 106: Complete the following sentences as directed.

1. \_\_\_\_\_ m̀̀komoko \_\_\_\_\_. (hé yè) Negative Aorist, 3rd pers. sing.  
'He does not believe anyone.'
2. Nyẽmí \_\_\_\_\_ nyẽmí. (ye búá) Habitual  
'Brother helps brother.'
3. \_\_\_\_\_ tàkófwè lè \_\_\_\_\_. (tsé f̀̀) Dir. Imperative Sing.  
'Throw the rag away.'
4. \_\_\_\_\_ nyè. (lá há) Future. 3rd pers. sing.  
'She will sing for you.'
5. Té \_\_\_\_\_ b̀̀ t̀̀. (ye búá) Future. 1st pers. sing.  
'How can I help you?'
6. Óbi lè lè \_\_\_\_\_ b̀̀. (fó tsé) Progressive.  
'Your child has been crying for you.'
7. \_\_\_\_\_ amẽnõtõtómí lè \_\_\_\_\_ amẽ. (n̄ fa) Dir. Imperat. Pl.  
'Forgive them their mistakes.'
8. Óyítswéí \_\_\_\_\_ óyítéŋ. (gbe fwá) Perfect. 2nd pers. sing.  
'Your hair is all tousled up.'
9. \_\_\_\_\_ lè \_\_\_\_\_. (ka kwé) Neg. Perfect. 1st pers. sing.  
'I have not tested him.'
10. M̄ntsé lè \_\_\_\_\_ kpèé lè \_\_\_\_\_. (tsí t̀̀) Past.  
'The chief postponed the meeting.'

Drill 107: Complete the following sentences as directed.

1. \_\_\_\_\_ b̀̀ \_\_\_\_\_ k̀̀k̀k̀k̀. (hé yè) Neg. Future. 3rd pers. pl.  
'They will never believe you.'
2. Nyẽmámí kèé \_\_\_\_\_ àmẽ. (ye búá) Consecutive. 2nd pers. pl.  
'Your mother says you should help them.'

3. Adè \_\_\_\_\_ m̀̀̀ko \_\_\_\_\_ dǎǎ. (hé yè) Neg. Perf.  
'Ade has never trusted anyone.'
4. Ekeé mǎǎǎdǎǎǎ 1ǎ \_\_\_\_\_ nyě \_\_\_\_\_. (hé yè) Neg. Consecut.  
'He said the black people should not trust you.'
5. \_\_\_\_\_ ẁ̀. (tsí bérkè) Neg. Imperat. Sing.  
'Don't move near us.'
6. \_\_\_\_\_ m̀̀. (tsí bérkè) Neg. Imperat. Sing.  
'Don't move near me.'
7. Mǎsumǎǎ \_\_\_\_\_ lè. (wié ǎǎ) Consecutive. 1st pers. sing.  
'I do not want to speak against him.'
8. Há \_\_\_\_\_ lè. (wié ǎǎ) Permissive. 1st pers. sing.  
'Let me speak against him.'
9. Ehǎǎ \_\_\_\_\_ nyě. (wié ǎǎ) Consecutive. 3rd pers. pl.  
'He did not let them speak against you.'
10. Nyéhǎǎ \_\_\_\_\_ lè. (wié ǎǎ) Permissive. 3rd pers. sing.  
'Let him speak against him.'

#### LESSON FORTY

##### Contonation Patterns: Disyllabic Low tone Verbs.

Disyllabic Low tone verbs are those like sole. 'to pray', 'to baptise'; dzwǎǎ. 'to think' and gwao. 'to whip'. The root syllables of these verbs have low tones.

(i) The table below presents the contonation pattern of a disyllabic Low Tone verb when it has a noun subject. Every syllable is marked. The symbols used are the same as in Table V.

TABLE VI: CONTONATION PATTERNS OF DISYLLABIC LOW TONE VERBS

	Marker	Root	Marker
1. Past		\ \	
2. Perfect	é	\ \	
3. Progressive	mǎǎ	\ \	

Tense	Marker	Root	Marker
4. Future	bàá	´ ´	
5. Habitual		´ ´	ð
6. Neg. Aorist		´ ´	´ (s)
7. Neg. Perf.		´ ´	kò
8. Neg. Fut.		´ ´	* i
9. (a) Imperat. Sing.		´ ´	mǝ
9. (b) Imperat. Pl.	nyě́	´ ´	à
10. (a) Neg. Imperat. Sing.	kàá	´ ´	
10. (b) Neg. Imperat. Pl.	nyě́ká	´ ´	à
11. Consecutive	á	´ ´	
12. Neg. Consecut.	áká	´ ´	
13. Permissive Singl.	á	´ ´	(à)

(ii) Note the change in root tones in the Negative tenses (Aorist, Perfect and Future) and the Positive Imperative Singular.

(iii) When tense and pronominal prefixes co-occur, the latter precede the former. However, the pronominal prefixes replace the tense-marking prefixes é- in the Perfect and á- in the Consecutive, Negative Consecutive and Permissive, retaining the high tone of these prefixes so that all pronominal prefixes have high tones in these tenses. (In the 3rd pers. pl. the high tone occurs on the 2nd syllable, i. e. amě́-.) Only the initial á- (Consecutive marker) of the Negative Consecutive áká- is replaced. Other formal changes when pronominal subject prefixes occur are (1) doubling of the pronominal vowel of the 2nd and 3rd person singular and the unrestricted personal pronouns (2) reduction of 1st person singular with Future tense marker to give míba- or má- .

(iv) To supplement the above table, it should be noted that the 1st person singular prefix mǐ is high toned, while all other pronominal subject prefixes are low toned, but that mi- has low tone (like the other pronoun prefixes) in the Past tense, while the other pronouns have high tone (like mí- ) in the Perfect, Consecutive, Negative Consecutive and Permissive tenses. (In the 3rd person plural, the high tone occurs only on the 2nd syllable.)

**Drill 108:** Insert the correct verb forms in the following sentences.

1. \_\_\_\_\_ níí anǝ. (too) (Progres. 3rd Pers. Sing.) 'He is ironing.'

2. \_\_\_\_\_ níí anǝ. (too)(Progres., 1st Pers. Sing.) 'I am ironing.'
3. Kofímè \_\_\_\_\_ níí anǝ. (too) (Progres) 'Kofi and his friends are ironing.'
4. Gbobiló lè \_\_\_\_\_ loó lè. (tsuko) (Past) 'The hunter cured the meat.'
5. Gbobiló lè \_\_\_\_\_ loó lè. (tsuko) (Perfect) 'The hunter has cured the meat.'
6. \_\_\_\_\_ nyè. (sole...há) (Perfect, 1st pers. sing.) 'I have prayed for you.'
7. \_\_\_\_\_ lè. (sole...há) (Perfect, 3rd pers. pl.) 'They have prayed for him.'
8. \_\_\_\_\_ gbé lè toí. (dǎmǝ) (Future, partially reduced; 1st pers. sing.)  
'I shall stand at the edge of the road.'
9. \_\_\_\_\_ gbé lè toí. (dǎmǝ) (Future, fully reduced; 1st pers. sing.)  
'I shall stand at the edge of the road.'
10. \_\_\_\_\_ gbé lè toí. (dǎmǝ) (Future, 1st pers. pl.) 'We shall stand at the edge of the road.'

Drill 109: Insert the low tone verbs in the sentences.

1. Enyǎmí lè \_\_\_\_\_ gbé lè toí. (dǎmǝ) (Future)  
'His brother will stand at the edge of the road.'
2. \_\_\_\_\_ bð. (sole...há) (Past, 1st pers. sing.)  
'I prayed for you.'
3. \_\_\_\_\_ dǎa gbì. (sole) (Habitual, 1st pers. pl.)  
'We pray every day.'
4. \_\_\_\_\_ dǎa lèébi. (sole) (Habitual, 1st pers. sing.)  
'I pray every morning.'
5. \_\_\_\_\_ lòo? (sũmǝ) (Neg. Aor., 2nd pers. sing.)  
'Don't you like meat?'
6. \_\_\_\_\_ lòo. (sũmǝ) (Neg. Aor., 1st pers. sing.)  
'I don't like meat.'
7. Nũú lè \_\_\_\_\_ mǐsàne. (sũmǝ) (Neg. Aor.)  
'The man doesn't like me.'
8. Kofí \_\_\_\_\_ wónũ dǎǎ. (sũmǝ) (Neg. Perf.)  
'Kofi has never liked soup.'
9. Sówà \_\_\_\_\_ lòo dǎǎ. (sũmǝ) (Neg. Perf.)  
'Sowa has never liked meat.'
10. \_\_\_\_\_ dǝṛṛṛ. (wolo) (Neg. Perf., 1st pers. sing.)  
'I have not coughed again.'





Tense	Marker	Root	Marker
2. Perfect	é	`	
3. Progressive	mìì	`	
4. Future	bàá!	*	
5. Habitual		`	ò
6. Neg. Aorist	é!	´	´ (v)
7. Neg. Perfect	é!	´	kò
8. Neg. Future	é!	´	* ŋ
9. (a) Imp. Sing.		`	´
9. (b) Imp. Pl.	nyé	`	à
10. (a) Neg. Imp. Sing.	kàá!	*	
10. (b) Neg. Imp. Pl.	nyé ká	`	à
11. Consecutive	á!	*	-
12. Neg. Consecut.	áká!	*	-
13. (a) Permissive Sing.	á!	*	-
13. (b) Permissive Pl.	á	`	à

(ii) The symbols and the patterns used with pronominal subject prefixes are the same as for Tables V and VI. Pronominal subject prefixes also replace the marker prefix in the Negative Aorist, Negative Future and Negative Perfect tenses.

#### LESSON FORTY TWO

Drill 111: Repeat. Low tone verbs are underlined.

1. Kofí gbè toó lè. (Past) 'Kofi slaughtered the sheep.'
2. Ámá gbè toó lè. (Past) 'Ama slaughtered the sheep.'
3. Sówà gbe toó lè. (Past) 'Sowa slaughtered the sheep.'
4. Wogbe toó lè. (Past) 'We slaughtered the sheep.'
5. Migbe toó lè. (Past) 'I slaughtered the sheep.'
6. Nǔǔ lè gbe toó lè. (Past) 'The man slaughtered the sheep.'

7. Kofí egbè dókòdókò. (Perf.) 'Kofi has killed a duck.'
8. Ámá egbè dókòdókò. (Perf.) 'Ama has killed a duck.'
9. Sówà égbè dókòdókò. (Perf.) 'Sowa has killed a duck.'
10. Wógbè dókòdókò. (Perf.) 'We have killed a duck.'
11. Mígbè dókòdókò. (Perf.) 'I have killed a duck.'
12. Nǔú lè egbè dókòdókò. (Perf.) 'The man has killed a duck.'

Drill 112: Repeat

1. Ágo míítsa bú. (Progr.) 'Ago is digging a hole.'
2. Ootsa bú. (Progr.) 'You are digging a hole.'
3. Eetsa bú. (Progr.) 'He is digging a hole.'
4. Míítsá bu. (Progr.) 'I am digging a hole.'
5. Míítsà kaáá. (Progr.) 'I am digging up crabs.'
6. Míítsá. (Progr.) 'I am digging.'
7. Ómùsù míída. (Progr.) 'Your stomach is growing big.'
8. Kofí làa dáa gbì. (Habit.) 'Kofi dreams every day.'
9. Sówà gbeè too waa. (Habit.) 'Sowa is good at slaughtering sheep.'
10. Mílàa dáa màṛkē. (Habit.) 'I dream every night.'
11. Wágbeè too dáa otsi. (Habit.) 'We slaughter sheep every week.'
12. Nǔú lè tsaa kaáá wàa. (Habit.) 'The man is good at digging up crabs.'

Drill 113: Repeat

1. Ebaátsé tsǒ. (Fut.) 'It will delay too much.'
2. Ebaátsé waa. (Fut.) 'He will stay very late.'
3. Míbatsé ṛmēnē. (Fut.) 'I will stay late today.'
4. Míbatsé Hǒgbaa. (Fut.) 'I will stay late Sunday.'
5. Nǔú lè baágbè too. (Fut.) 'The man will slaughter a sheep.'
6. Gbeé tòò. (Posit. Imp. Sing.) 'Slaughter a sheep!'
7. Gbeé dókòdókò. (Posit. Imp. Sing.) 'Kill a duck!'

8. Tsaá sù kébá. (Posit. Imp. Sing.) 'Dig up soil and bring it.'
9. Tsaá bu yè bíé. (Posit. Imp. Sing.) 'Dig a hole here!'
10. Nyémèá fíbo. (Posit. Imp. Pl.) 'Wait a little!'

Drill 114: Repeat

1. Kofí eméé Sowà. (Neg. Aor.) 'Kofi didn't wait for Sowa.'
2. Sówà éméé Kòfí. (Neg. Aor.) 'Sowa didn't wait for Kofi.'
3. Nūú lé etsáa sù lé. (Neg. Aor.) 'The man didn't dig up the soil.'
4. Míméé lé. (Neg. Aor.) 'I didn't wait for him.'
5. Étséé kwlaa. (Neg. Aor.) 'He didn't stay long at all.'
6. Aménáá mòkomoko. (Neg. Aor.) 'They didn't see anyone.'
7. Kofí ekúkò eyí lé. (Neg. Perf.) 'Kofi hasn't cut his hair.'
8. Ékúkò eyí lé. (Neg. Perf.) 'He hasn't cut his hair.'
9. Ónákò nókò. (Neg. Perf.) 'You haven't seen anything yet.'
10. Amégbékò toó lé. (Neg. Perf.) 'They haven't slaughtered the sheep.'

Drill 115: Repeat

1. Éméé. (Neg. Aor.) 'He didn't wait.'
2. Sówà étsákò sù lé. (Neg. Perf.) 'Sowa hasn't dug up the soil.'
3. Wóméé nyé. (Neg. Fut.) 'We will not wait for you.'
4. Aménáá gbekébií lé. (Neg. Fut.) 'They will not see the children.'
5. Sówà étsáá bu lé. (Neg. Fut.) 'Sowa will not dig the hole.'
6. Mínúú dáá dṣṣṣ. (Neg. Fut.) 'I shall not drink alcohol again.'
7. Nūú lé egbéé dokòdókò. (Neg. Fut.) 'The man will not slaughter a duck.'
8. Nyékaméa wo. (Neg. Imp. Pl.) 'Don't wait for us!'
9. Nyékaméá. (Neg. Imp. Pl.) 'Don't wait!'
10. Nyékaméá dṣṣṣ. (Neg. Imp. Pl.) 'Don't wait any more!'

LESSON FORTY THREE

Drill 116: Repeat. Low tone verbs are underlined.

1. Kaámě́. (Neg. Imp. Sing.) 'Don't wait!'
2. Kaámě́ Sowà. (Neg. Imp. Sing.) 'Don't wait for Sowa.'
3. Kaámě́ Kofí. (Neg. Imp. Sing.) 'Don't wait for Kofi.'
4. Kaámě́ mĩ. (Neg. Imp. Sing.) 'Don't wait for me.'
5. Kaámě́ tsɔ. (Neg. Imp. Sing.) 'Don't wait too much.'
6. Kaámě́ kekɛ. (Neg. Imp. Sing.) 'Don't wait for nothing.'
7. Wómě́. (Posit. Indir. Imp.) 'We should wait.'
8. Amě́mě́ fiɔ. (Posit. Indir. Imp.) 'They should wait a little.'
9. Mímě́? (Posit. Indir. Imp.) 'Should I wait?'
10. Wómě́ amě́ (Posit. Indir. Imp.) 'We should wait for them.'

Drill 117: Repeat

1. Kofí agbè toó lè. (Posit. Indir. Imp.) 'Kofi should slaughter the sheep.'
2. Kofí agbè dokèdókò. (Posit. Indir. Imp.) 'Kofi should kill the duck.'
3. Kofí kèé amě́mě́ Sowà. (Posit. Consecut.) 'Kofi says they should wait for Sowa.'
4. Kofí kèé Sowà amě́ amě́. (Posit. Consecut.) 'Kofi says Sowa should wait for them.'
5. Ópàpá kèé omě́. (Posit. Consecut.) 'Your father says you should wait.'
6. Amě́kèé nyětsá bu lè. (Posit. Consecut.) 'They say you should dig the hole.'
7. Ópàpá kèé omě́ lɛ. (Consecut.) 'Your father says you should wait for him.'
8. Wókamě́. (Neg. Indir. Imp.) 'We should not wait.'
9. Amě́kamě́ kwlaa. (Neg. Indir. Imp.) 'They should not wait at all.'
10. Amě́kamě́ wɔ. (Neg. Indir. Imp.) 'They should not wait for us.'

Drill 118: Repeat

1. Kofímě́ akamě́. (Neg. Indir. Imp.) 'Kofi and his friends should not wait.'
2. Kofímě́ akamě́ mĩ. (Neg. Indir. Imp.) 'Kofi and his friends should not wait for me.'

3. Kofímé<sup>1</sup> akamé<sup>1</sup> dḡḡḡ. (Neg. Indir. Imp.) 'Kofi and his friends should not wait anymore.'
4. Ómámí kèé okamé<sup>1</sup>. (Neg. Consecut.) 'Your mother says you should not wait.'
5. Ómámí kèé okamé<sup>1</sup> le. (Neg. Consecut.) 'Your mother says you should not wait for her.'
6. Amēkéé wókamé<sup>1</sup>? (Neg. Consecut.) 'They say we should not wait?'
7. Amēkéé wókamé<sup>1</sup>. (Neg. Consecut.) 'They say we should not wait.'
8. Kofí kèé Sowà ákamé<sup>1</sup>. (Neg. Consecut.) 'Kofi said Sowa should not wait.'
9. Kofí kèé Sowà ákamé<sup>1</sup> le. (Neg. Consecut.) 'Kofi said Sowa should not wait for him.'
10. Ekeé yòó lé akagbé dokòdókò lé. (Neg. Consecut.) 'He said the woman should not kill the duck.'

Drill 119 : Repeat

1. Há Kòfí amé<sup>1</sup>. (Permis. Sing.) 'Let Kofi wait.'
2. Há àmémé<sup>1</sup>. (Permis. Sing.) 'Let them wait.'
3. Há māmé<sup>1</sup>. (Permis. Sing.) 'Let me wait.'
4. Há emé<sup>1</sup>. (Permis. Sing.) 'Let him wait.'
5. Kaáhã Kòfí mē. (Permis. Sing.) 'Don't let Kofi wait.'
6. Kaáhã Kòfí mē tsó. (Permis. Sing.) 'Don't let Kofi wait too long.'
7. Kaáhã àmēmē wó. (Permis. Sing.) 'Don't let them wait for us.'
8. Nyéháã Kofí amēã. (Permis. Pl.) 'Let Kofi wait.'
9. Nyéháã Kofímé<sup>1</sup> amēã. (Permis. Pl.) 'Let Kofi and his friends wait.'
10. Nyéháã mǎgbèa toó lé. " 'Let me slaughter the sheep.'

Drill 120: Repeat

1. Nyékahãã Kofí mēã. (Permis. Pl.) 'Don't let Kofi wait.'
2. Nyékahãã Sowà mēã tsó. (Permis. Pl.) 'Don't let Sowa wait too much.'

3. Nyékahãã Kofímè mãã. (Permis. Pl.) 'Don't let Kofi and company wait.'
4. Nyékahãã emãã pii. (Permis. Pl.) 'Don't let him wait a lot.'
5. Nyékahãã amẽmẽã. (Permis. Pl.) 'Don't let them wait.'
6. Nũú lè háã Kòfí amé. (Permis. Sing.) 'The man didn't let Kofi wait.'
7. Nũú lè há Kòfí mè. (Permis. Sing.) 'The man let Kofi wait.'
8. Nũú lè há Sowà ámé. (Permis. Sing.) 'The man will not let Sowa wait.'
9. Nũú lè hákò Sówà ámé. (Permis. Sing.) 'The man has not allowed Sowa to wait.'
10. Nyéhãã womé. (Consecut.) 'You will not let us wait.'

#### LESSON FORTY FOUR

##### Nouns and Adjectives

(i) Nouns and Adjectives are words which have different forms only for singular and plural number, and words which function similarly to those that have.

(ii) A Noun can be the head or the only member of a Noun Phrase that can function as the subject or object of a verb in the sentence. An Adjective qualifies a Noun, and cannot be the only member of a Noun Phrase.

(iii) An Adjective agrees in number with the Noun it qualifies, and follows it in the Noun Phrase. Other words functioning as Adjectives may precede the Noun.

(iv) A Noun Phrase can be either closed or open: a closed Noun Phrase has as its final constituent the enclitic lé; an open Noun Phrase does not end in lé.

(v) Adjectives that qualify a Noun that is the head of a closed Noun Phrase occur before the enclitic lé.

(vi) Some Nouns and Adjectives are distinguished only by the position they occupy in the Noun Phrase. Some Nouns begin with a high tone syllable é- that is absent in the corresponding adjectives.

<u>Adjective</u>	<u>Noun</u>
kpákpa. 'good'	ékpakpa. 'good'
fɔ́ŋí. 'bad'	éfɔ́ŋí. 'evil'

Adjective

yéŋ. 'white'  
tsru. 'red'  
komé. 'one'

Noun

éyeŋ. 'white'  
ét̄sru. 'red'  
ékòmé. 'one'

Drill 121: Repeat.

1. Nūũ. 'A man.'
2. Nūũ ko. 'A certain man.'
3. Nūũ tsru ko. 'A certain fair-coloured man.'
4. Nūũ kakãdãŋ kó. 'A certain tall man.'
5. Nūũ tsru kakãdãŋ kó. 'A tall fair-coloured man.'
6. Nūũ lé. 'The man.'
7. Nūũ tsru kakãdãŋ lé. 'The tall red man.'
8. Be kó lé. 'Once upon a time.'
9. Hĩĩ komẽĩ. 'Certain men.'
10. Hĩĩ komẽĩ lé. 'Those men.'
11. Hĩĩ tsudzĩ kakãdãdzĩ komẽĩ. 'Certain tall fair-coloured men.'
12. Hĩĩ tsudzĩ kakãdãdzĩ komẽĩ lé. 'Those tall fair-coloured men.'

Drill 122: Repeat.

1. Agbó lé. 'The big one.'
2. Agbó àgbo. 'A big gate.'
3. Agbóì agboi ét̄ lé. 'The three big gates.'
4. Wolo díŋ bibìóo lé. 'The small black book.'
5. Édíŋ bibìóo lé. 'The small black one.'
6. Bíbil lé. 'The small ones.'
7. Gbékẽbil bibil lé. 'The little children.'
8. Hĩĩ ét̄ lé fẽẽ nã le. 'All the three men saw him.'
9. Hĩĩ fẽẽ hi. 'All men are good.'

10. Emāmí dīēṅtse ba. 'Her mother came herself.'

### LESSON FORTY FIVE

#### Dialogue

A: Kílómō kapèdzī lé nī dzwre òkplǒṅ lè nǒ lé ohā mǐ.

'Pick up the pennies on the table for me.'

B: Ānī okplǒṅ lè nǒ okeé lè, áloo èfīfī.

'Did you say on the table, or under it?'

A: Mikeé èyitéṅ.

'I said on top.'

B: Míhla fēē momo.

'I have picked them up already.'

A: Yoo. Kwémō sēí lè sēé áké òbaáná migá lè ló.

'Okay. See if you can find my ring behind the chair.'

B: Míná. Eká sēí lé nī mà saatsó lé híē lè māséí.

'I have found it. It was beside the chair in front of the bedstead.'

A: Mó. Ahékoo.

'Well done. Congratulations.'

#### Vocabulary

kíló. 'to pick'

hla. 'to pick up'

káplé, kapèdzī. 'penny, pennies'

momo. 'already'

nī. 'which'

ló. Interrogative word

dzwre. 'to lie on'

mā. 'to stand at'

okplǒṅ. 'table'

saatso. 'bedstead'

nǒ. 'on, upon'

híē. 'in front of'

ānī. 'is it?'

māséí. 'near; by the side of'

yitéṅ. 'top'

NOTES

Contonation Patterns: High-Mid Verbs

The Table below sets out the contonation patterns for High-Mid tone verbs such as tsáké 'to change' and béŋké 'to move near'. Symbols and formal changes with pronominal prefixes are the same as for Tables V, VI and VII.

TABLE VIII: Contonation Patterns: High-Mid Verbs

<u>Tense</u>	<u>Marker</u>	<u>Root</u>	<u>Marker</u>
Past	!	ˊ *	
Perfect	é!	ˊ *	
Progressive	mĩĩ	ˊ *	
Future	bàá	ˊ *	
Habitual	!	ˊ ˋ	ò
Neg. Aorist		ˊ ˊ	ˊ (v)
Neg. Perf.		ˊ ˊ	kò
Neg. Fut.		ˊ ˊ	*
Imp. Sing.		ˊ ˊ	mě
Imp. Pl.	nyě	ˊ ˋ	à
Neg. Imp. Sing.	kàá	ˊ *	
Neg. Imp. Pl.	nyěká	ˊ ˋ	à
Consecut.	á	ˊ *	
Neg. Consecut.	á ká	ˊ *	
Permiss. Sing.	a	ˊ *	
Permiss. Pl.	á	ˊ ˋ	à

LESSON FORTY SIX

Drills: Repeat. High-Mid Verbs are underlined.

Drill 123.

1. Kofí tsákè ɲíká lɛ́. (Past) 'Kofi changed the money.'
2. Kofí tsákè mĩɲíká lɛ́. (Past) 'Kofi changed my money.'

3. Ámá tsákè mǐfíká lè. (Past) 'Ama changed my money.'
4. Sówà tsákè fíká lè. (Past) 'Sowa changed the money.'
5. Sówà tsákè mǐfíká lè. (Past) 'Sowa changed my money.'
6. Nūú lè tsákè fíká lè. (Past) 'The man changed the money.'
7. Wobé-kè amē. (Past) 'We are near them.'
8. Amēbékè gbekēbif lè. (Past) 'They are near the children.'
9. Mǐpánté fínàǎ lè he nyē. (Past) 'I  painted the door yesterday.'
10. Mǐfíkí katee Gā. (Past) 'I flew to Accra.'

#### Drill 124

1. Kodzó etsákè fíká lè. (Perfect) 'Kodzo has changed the money.'
2. Ámá etsákè mǐfíká lè. (Perfect) 'Ama has changed my money.'
3. Kūnè ébé-kè wo ágbènè. (Perfect) 'Koney has moved near us now.'
4. Dóktà éflikì kètèe Kūmāāse. (Perfect) 'Doctor has flown to Kumasi.'
5. Dóktá lè éflikì kètèe Kūmāāse. (Perfect) 'The doctor has flown to Kumasi.'
6. Mǐtsákè fíká lè. (Perfect) 'I have changed the money.'
7. Wǐtsákè wofíká lè. (Perfect) 'We have changed our money.'
8. Amētsákè mǐfíká lè. (Perfect) 'They have changed my money.'
9. Étsákè fíká lè. (Perfect) 'He has changed the money.'
10. Étsákè? (Perfect) 'Has he changed it?'

#### Drill 125

1. Kodzó mǐltsákè fíká lè. (Progressive) 'Kodzo is changing the money.'
2. Ámá mǐltsákè ofíká lè. " 'Ama is changing your money.'
3. Sówà mǐltsákè wofíká lè. " 'Sowa is changing our money.'
4. Draíva lè mǐltsákè etalé. " 'The driver is changing his clothes.'
5. Amēmǐltsákè amēhe. " 'They are changing.'
6. Eetsákè nǐfēnē. " 'He is changing everything.'
7. Ootsákè fíká lè? " 'Are you changing the money?'

8. Míítsaké mīnífèémó. (Progressive) 'I am changing my behaviour.'
9. Eeníṅà wó. " 'He is catching up with us.'
10. Oosísé tsō. " 'You are too much of a parasite.'

Drill 126

1. Tete baáfēnè kpāá lé. (Future) 'Tetteh will untie the string.'
2. Nūú lè baáfēnè kpāá lé. " 'The man will untie the string.'
3. Ámá bàáfēnè kpāá lé. " 'Ama will untie the string.'
4. Míbatsaké fíká. " 'I will change money.'
5. Mítsaké fíká sãṅṅ. " 'I will change a considerable sum of money.'
6. Nyēbaátsaké fíká? " 'Will you change money?'
7. Kodzó káìò nǒfēēnō. (Habitual) 'Kodzo remembers everything.'
8. Ámá káìò emāmí daa. " 'Ama always remembers her mother.'
9. Nūú lè káìò emāṅ dāa gbì. " 'The man remembers his hometown every day.'
10. Míkáìò ópàpá tsē. " 'I remember your father too well.'

LESSON FORTY SEVEN

Drills: Repeat. High-Mid Verbs are underlined.

Drill 127

1. Kofí káì mòmokoko. (Neg. Aorist) 'Kofi does not remember anybody.'
2. Ámá kánée nīṅmáá lé. " 'Ama did not read the writing.'
3. Tete táòò nokò. " 'Tetteh is not looking for anything.'
4. Gbéké lé káì ètse gbéí. " 'The child does not remember his father's name.'
5. Míkáì lè. " 'I don't remember him.'
6. Amēkáli bò. " 'They don't remember you.'
7. Kofí kánékò woló lé. (Neg. Perf.) 'Kofi has not read the book.'
8. Amēkálkò héní òdze. " 'They have not remembered where you are from.'
9. Mígūmókò ékò dāā. " 'I have not peeled one before.'
10. Nūú lé gūmókò akutú dāā. " 'The man has not peeled oranges before.'

Drill 128.

1. Tete tsakèh fìkà lè. (Neg. Fut.) 'Tetty will not change the money.'
2. Ámá kánèh nìymāā nēē. " 'Ama will not read this writing.'
3. Míkpotòh sù lè. " 'I will not mix up the soil.'
4. Míkposáh mīdè. " 'I will not rub my hands.'
5. Nūú lè kotàh māmá lè. " 'The man will not fold the cloth.'
6. Tete kánèh owòlò lè. " 'Tetteh will not read your book.'
7. Tsákémò onífèémò. (Dir. Imp. Sing.) 'Change your behaviour!'
8. Ófàí \ nē, tsákémò mīfìkà nēē. " 'Please change my money.'
9. Gūúmò àkutú lè he. " 'Peel the orange!'
10. Tsūúmò kaá lè he. " 'Wipe the car clean!'

Drill 129.

1. Nyétsakèa nyēnífèémò. (Dir. Imp. Pl.) 'Change your behaviour!'
2. Nyétsūmòā káá lè he. " 'Wipe the car clean!'
3. Nyégūmòā akutú lè. " 'Peel the oranges!'
4. Kaátsakè fìkà dhā mōnē. (Neg. Imp. Sing.) 'Don't change money for this fellow.'
5. Kaátsaké nokónokò ohā lè. " 'Don't change anything for him.'
6. Kaátsūmò kaá lè he leébi nēē. " 'Don't wipe the car this morning.'
7. Kaágūmò akutú lè. " 'Don't peel the orange.'
8. Nyékatsakèa nyēhe dāā. (Neg. Imp. Pl.) 'Don't change yet.'
9. Nyékatsakèa nókónokò. " 'Don't change anything.'
10. Nyékafatàa amēhe. " 'Don't join them.'

Drill 130.

1. Eké nūú lè atsakè efìkà lè. (Consecut.) 'He said the man should change his money.'
2. Eké otsakè efìkà lè ohā lè. " 'He says you should change his money for him.'

3. Ekeé Tète átsũm̃<sup>1</sup> kaá lè he. (Consecut.) 'He says Tetteh should wipe the car.'
4. Ekeé Tète ákatsũm̃<sup>1</sup> kaá lè he. (Neg. Consecut.) 'He says Tetteh should not wipe the car.'
5. Ekeé mĩkagũm̃<sup>2</sup> akutú lè. (Neg. Consecut.) 'He says I should not peel the orange.'
6. Há m̃atsaké ofíká lè. (Permiss. Sing.) 'Let me change your money.'
7. Há Tète átsakè fíká lè dǎǎ. " 'Let Tetteh change the money first.'
8. Nyéháǎ m̃atsakèa fíká lè dǎǎ. (Permiss. Pl.) 'Let me change the money first.'
9. Nyéháǎ Amá akǎnèa míwòlò lè. (Permiss. Pl.) 'Let Ama read my book.'
10. Nyékahǎǎ Amá kǎnèa míwòlò lè. " 'Don't let Ama read my book.'

#### LESSON FORTY EIGHT

##### Compound Nouns and Possessive Noun Phrases

(i) A Compound Noun is a structure of Noun + Noun which functions as a single Noun. A Compound Noun is marked by pluralisation of the structure as a whole, i. e. the plural form of the Compound Noun has the plural suffix marker only with the final Noun of the Compound.

(ii) A singular Compound Noun is in form very similar to a singular Noun Phrase of Possessive structure, since the order of elements is the same. But it is identifiable by reference to the corresponding plural form, since the Possessive Plural phrase has an overt a-marker.

These patterns may be represented:

<u>Compound Nouns:</u>	(1) Ns + Ns	<u>Singular</u>
	(2) Ns - Np	<u>Plural</u>
<u>Possessive Phrases:</u>	(1) Ns - Ns	<u>Singular Possessor</u>
	(2) Ns + Np	<u>Singular Possessor</u>
	(3) Np - aNs	<u>Plural Possessor</u>
	(4) Np - aNp	<u>Plural Possessor</u>

Drill 131. Repeat. Compound Nouns are underlined.

1. Eemá tsotsũ yé Tímǎ. 'He is erecting a wooden building at Tema.'

2. Eemãm̃ tsotsũĩ étě ye Temã. 'He is erecting three wooden buildings at Tema.'
3. Ótsòfã lè ke mi éyè. 'Your medicine has agreed with me.'
4. Dokta Ádè há mì tsofãĩ s̀r̀t̀toi. 'Dr. Addy gave me various drugs.'
5. Kofí sũm̃d̃ dadé àwalé lé. 'Kofi likes the iron spoon.'
6. Kofí yè dadé àwaléi agboi pii. 'Kofi has many big iron spoons.'
7. Négbè ówàógà yé' lè yóò. 'Where is your white ring?'
8. Ewóo èwàógài yédzĩ lé ɲm̃ñé. 'She didn't wear her white rings today.'
9. Áfi yèlè fufuí. 'Let them prepare yam fufu'.
10. Ewo fíká gà. 'She is wearing a gold ring.'

Drill 132: Repeat. Possessive Noun Phrases are underlined.

1. Eemã tootsũ ye Temã. 'He is building a sheep-pen at Tema.'
2. Eemã tooiatsũ ye Temã. 'He is building a pen for sheep at Tema.'
3. Eemãñ tooiatsũĩ étě ye Temã. 'He is building three pens for sheep at Tema.'
4. M̃t̃ tso fã ñé. 'Which tree's root is this?'
5. Tseí afãĩ kũm̃d̃ tsú lé. 'Roots of trees broke down the building.'
6. Tseí lè afãĩ lè kũm̃d̃ tsú lé. 'The roots of the trees broke down the building.'
7. Ótsò lè fá lè kũ tsú lé. 'The root of your tree broke down the building.'
8. Aafeé yèiakpeé lé ɲm̃ñé. 'The women's meeting is being held today.'
9. Áfã fufuí dùadé. 'Let them dig up Cassava for making fufu.'
10. Ehá lé ñiyeli fíká. 'He gave her money for food.'

#### LESSON FORTY NINE

##### Verbs: Plurals and Iteratives

1. Some verbs have plural forms that occur when the action of the verb is repeated, or when its nominal subject or object is plural.  
e. g.:

1. Kofí tá dzemé.<sup>1</sup> (Sing.) 'Kofi sat there.'
2. Kofímè írá dzemé.<sup>1</sup> (Pl.) 'Kofi and his friends sat there.'
3. Nūú lè kó te. (Sing.) 'The man picked up a stone.'
4. Nūú lè kló te. (Pl.) 'The man picked up stones.'
5. Ebo. (Sing.) 'He shouted.' (once)
6. Ebóló (Pl.) 'He shouted.' (several times)

(ii) These plural forms are derivable from the verb roots. Some monosyllabic verb roots have a plural suffix LV (initial l plus vowel) in which the V unit is most often the same vowel as that of the root. The resulting disyllabic verb form CVLV is most often reduced to a CəLV or CLV form (cf. Lesson 22 for similar reductions).

<u>Root</u>	<u>Plural variants</u>
tá. 'to sit'	írá, tálá.
kó. 'to pick up'	kló, kóló.
da. 'to be big'	drá, dálá.
bo. 'to shout'	bóló, bóló.

(iii) Some monosyllabic roots have a suffix mō.

tū. 'to jump'	túmō.
mā. 'to build'	māmō.
fī. 'to tie'	fīmō.
bú. 'to wear'	búmō.

(iv) Some disyllabic verb roots of structure CəLV or CVmō are plural in form and meaning but have no corresponding monosyllabic roots.

gúmō. 'to peel'	wamō. 'to scratch'
hala, hla, hra. 'to pick'	gbe, gbele. 'to grind'
tsēmō. 'to peel'	flá, fálá. 'to greet'

(v) Some verbs have plurals marked by an i affix.

gbó. 'to die'	gból.
tswa. 'to hit'	tswiá.

2. (i) Many verbs have iterative forms, indicating repetition or distribution of the action. The iterative is derived by reduplication of the verb with or without lengthening of the final vowel of the reduplicated form.

(ii) Iteratives of Low-High roots have reduplicated tones of the root. Other iteratives mostly have the tones of the base verb initially, low tones on the reduplicated second half, and a high tone on the final vowel lengthening.

Verb		<u>Iterative</u>
bí.	'to ask'	bíbìí.
hé.	'to buy'	héhèé.
dzo.	'to dance'	dzodzoó.
ye.	'to eat'	yeyeé.
trá.	'to sit'	tràtraá.
túm̃.	'to jump'	túm̃túm̃̃.
dzwre.	'to lie at'	dzwredzwreé.
sole.	'to pray'	solesoleé.
mále.	'to lie'	málemáleé.
tsáké.	'to change'	tsákètsakeé.
fútú.	'to mix'	fútùfutuú.
pilá.	'to wound'	pilápilá
títí.	'to scratch'	títítítí.
kodzó.	'to judge'	kodzókodzó.
mádze.	'to send by'	mádzémádzé.
tswiá.	'to beat'	tswiátswiá.
tsɛ́.	'to teach'	tsɛ́tsɛ́.

(iii) The iterative of gbó 'to die' has final i instead of lengthened root vowel:

gbó.	'to die'	gbógbòí.
------	----------	----------

Drill 133. Repeat. Plural forms are underlined.

1. Klámō wòdzí lé ohā mí. 'Pick up the books for me.'
2. Skúúbíí lé fēē bàtrà fī. 'All the pupils came and sat down.'
3. Émlā wòdzí pii. 'He has written many books.'
4. Nyòmá fíímō lé kūmō tsú lé. 'The thunder wrecked the house.'
5. Námō níbií dzwre dzemē lé. 'Whose things are lying there?'
6. Gbōmēí mīgbóí tāmō baálábií. 'People are dying like locusts.'
7. Amēmiikōmō amēhe. 'They are at each other's throats.'
8. Émāmō tsūí éhá èṅāmē lé fēē. 'He has built houses for all his wives.'
9. Efolo māmá lé dukudoku. 'She cut up the cloth into many pieces.'
10. Gbeé kò miibóló. 'A dog is barking.'

Drill 134. Repeat. Iterative forms are underlined.

1. Apilápilá lé yə wəhewə. 'He was wounded because of us.'
2. Amēfeéfēē níbií sr̀̀toísr̀̀toí. 'They did various things.'
3. Hīímedzī lé wiéwíé k̀̀tee k̀̀ba. 'The old men consulted amongst themselves.'
4. Gbóhíí dzwredzwre ṅá lé nō fēē. 'Dead bodies were scattered all over the field.'
5. Am̀̀bíbií lé s̀̀dzí pii. 'They asked him many questions.'
6. Gbék̀̀bíí lé fwéfwéé yə gbé lé toí. 'The children played by the road-side.'
7. Emámí kekeé mí níí pii. 'His mother's group gave me many presents.'
8. Gbōmēí lé dzodzoó dzè nēē mí, dzoi fēē. 'The people did many dances from around the world.'
9. Am̀̀tsákètsakéé f̀̀kál sr̀̀toí. 'They changed all sorts of money.'
10. Am̀̀búà amēhe nāā yə tsú lé mí, ní am̀̀s̀̀lesoléé. 'They assembled in the room and prayed.'

#### LESSON FIFTY

##### Contonation Patterns: Low-High Verbs:

The table below presents the contonation patterns for verbs with

low-high tone roots, such as pilá 'to wound':

TABLE IX: Contonation Patterns: Low-High Verbs

Tense	Marker	Root	Marker
Past		\ /	
Perfect	é	\ /	
Progressive	mĩĩ	\ /	
Future	baá!	/ /	
Habitual		\ /	* o
Neg. Aorist	é!	/ /	'(v)
Neg. Perfect	é!	/ /	ko
Neg. Future	é!	/ /	* ŋ
Imp. Sing.		\ /	mŏ
Imp. Pl.	nyě!	/ /	* a
Neg. Imp. Sing.	kaá!	/ /	
Neg. Imp. Pl.	(nyě)ká!	/ /	* a
Consecutive	á!	/ /	
Neg. Consecut.	(a)ká!	/ /	
Permiss. Sing.	á!	/ /	
Permiss. Pl.	á!	/ /	* a

(i) The high tone of the root remains in all tenses. Except in Tense 2, Positive Perfect, the initial low tone of the root is assimilated to mid in a high tone environment within the verb.

(ii) Pronominal subject prefixes and the tense markers mĩĩ - and baá - undergo the same morphophonemic changes that occur in other tenses.

Drills: Repeat. Low-High verbs are underlined.

Drill 135

1. Kofí pilá èhe. (Past) 'Kofi wounded himself.'
2. Ámá pilá èhe. " 'Ama wounded herself.'

3. Sòwà pilá èhe. (Past) 'Sowa hurt himself.'
4. Nūú lè pilá lè. " 'The man hurt him.'
5. Amēpilá lè. " 'They hurt him.'
6. Kofí epilá èhe. (Perfect) 'Kofi has hurt himself.'
7. Ámá epilá èhe. " 'Ama has hurt herself.'
8. Sòwà epilá lè. " 'Sowa has hurt him.'
9. Nūú lè epilá èhe. " 'The man has hurt himself.'
10. Amēpilá àmēhe. " 'They have hurt themselves.'

#### Drill 136

1. Wópilá lè. (Perfect) 'We have hurt him.'
2. Wopilá lè. (Past) 'We hurt him.'
3. Oodzidzé. mīnāā. (Progressive) 'You are molesting me.'
4. Eekasé nīí. " 'He is studying.'
5. Mīíkásé nīí. " 'I am learning.'
6. Mīíkódzo sàné lè. " 'I am adjudicating the case.'
7. Kofí mīífédzè Ámá mīí. " 'Kofi is comforting Ama.'
8. Ámá mīífédzè Kofí mīí. " 'Ama is comforting Kofi.'
9. Sòwà mīífédzè àmēfēfē àmēmīí." 'Sowa is comforting all of them.'
10. Yoó lè mīífílí māmá pii tsé. " 'The woman is buying too many cloths on credit.'

#### Drill 137

1. Kofí bàápíla èhe. (Future) 'Kofi will hurt himself.'
2. Sòwà bàápíla èhe. " 'Sowa will hurt himself.'
3. Ámá bàátítí bò. " 'Ama will scratch you.'
4. Yoó lè bàámádze bò. " 'The woman will send something with you.'
5. Wobaákásé nīí. " 'We will learn.'
6. Míbakásé nīí. " 'I will learn.'

7. Másra lè. (Future) 'I will visit him.'
8. Kofí sràà mī dāa. (Habitual) 'Kofi visits me regularly.'
9. Sòwà piláà ehe. " 'Sowa hurts himself.'
10. Ámá ḡedzéb mīmīí. " 'Ama keeps me happy.'

Drill 138

1. Ekasé nīí waa? (Habitual) 'Does he study a lot?'
2. Yoó lè flíó nofēēnō. " 'The woman buys everything on credit.'
3. Kofí ekplēē. (Neg. Aorist) 'Kofi did not agree.'
4. Gbékēbīí lè ekplēē " 'The children are not willing to  
tsú lè mīṛ yaa. enter the room.'
5. Yoo nēē eflīi nokónokò. " 'This woman buys nothing on credit.'
6. Sòwà ékásee èwoló lè. " 'Sowa did not study his book.'
7. Míkplēē. " 'I don't agree.'
8. Wókódzoo lè. " 'We do not judge him.'
9. Amékásee nīí. " 'They didn't study.'
10. Amékásee wòló lè. " 'They didn't study the book.'

LESSON FIFTY ONE

Drills: Repeat. Low-high verbs are underlined.

Drill 139

1. Mídzīmìkò. (Neg. Perf.) 'I am not crazy.'
2. Éḡwílakò. " 'He is not blind.'
3. Amékplēkò. " 'They haven't agreed.'
4. Ágo ekásekò nókò ḡmēnē. " 'Ago hasn't learned anything today.'
5. Tete ékásekò nīí ḡmēnē. " 'Tetteh hasn't studied today.'
6. Ámá ekásekò ewoló lè ḡmēnē. " 'Ama hasn't studied her book  
today.'
7. Yoó lè epílakò. " 'The woman isn't hurt.'
8. Míp!la mokomoko. (Neg. Fut.) 'I will not hurt anyone.'

9. Wókáse! nokónokó. (Neg. Fut.) 'We shall not learn anything.'
10. Amékpilé nākāī feémō. " 'They won't agree to doing that.'

Drill 140

1. Ágo ekáse! nīī. (Neg. Fut.) 'Ago will not study.'
2. Tete ékáse wolo. " 'Tetteh will not study books.'
3. Gbōmō édzídze dzatá nāā. " 'A man will not provoke a lion.'
4. Yoó lè efli! nīyénīī hū. " 'The woman will not buy food on credit either.'
5. Kasémō onīī lè. (Dir.Imp.Sing.) 'Study your subject!'
6. Kasémō mí. " 'Imitate me!'
7. Kplémō kèkè. " 'Just agree!'
8. Nyékáseá nōfēēnō. (Dir.Imp.Pl.) 'Learn everything!'
9. Nyékáseá wolo. " 'Study books!'
10. Nyékpléá nyēhāā lè. " 'Agree for his sake!'

Drill 141

1. Kaátití ohè yè mēī ahīē. (Neg.Imp.Sing.) 'Don't scratch yourself in front of people!'
2. Kaákáse lè yè mēī ahīē. " 'Don't mimic him in front of people.'
3. Kaákpé. " 'Don't agree!'
4. Nyékátítí nīyēhe yè mēī ahīē. (Neg.Imp.Pl.) 'Don't scratch yourselves in public!'
5. Nyékadzídzeá mīnāā. " 'Don't provoke me!'
6. Nyékápílaà moko. " 'Don't hurt anyone!'
7. Nyékakáseá enē. " 'Don't learn this!'
8. Ágo ásra lè. (Indir. Imperat.) 'Ago should visit her.'
9. Tete ákpé. " 'Tetteh must agree.'
10. Yoó lè afli māmá lè. " 'The woman should buy the cloth on credit.'

Drill 142

1. Ákódzo lè oyá. (Indir. Imperat.) 'He should be tried early.'
2. Améhúlu gbògbó lè. " 'They should jump the wall.'
3. Ekeé akplē kèke. (Consecutive) 'He said it should just be agreed to.'
4. Títsè keé wokáse níí. " 'Teacher says we should study.'
5. Mikeé māfli māmá. " 'I said I will buy cloth on credit.'
6. Ekeé Amá akplē kèke. " 'He said Ama should just agree.'
7. Kofí kèé Tète áfédze Amá níí. " 'Kofi said Tetteh should comfort Ama.'
8. Ekeé yèí lè akódzo sàné lè. " 'He said the women should judge the case.'
9. Ékakplē. (Neg. Indir. Imperat.) 'He shouldn't agree!'
10. Amékakplē dzem̃ yaa. " 'They shouldn't agree to going there!'

Drill 143

1. Kofí akakódzo sàné nḗ. (Neg. Indir. Imperat.) 'Kofi should not try this case.'
2. Yoó lè akamáde lè nokò. " 'The woman should not send anything by him.'
3. Ekeé wokapíla mòko. (Neg. Consecut.) 'He said we shouldn't hurt anyone.'
4. Ekeé míkatítí míhé. " 'He said I shouldn't scratch myself.'
5. Nūú lè keé améakakódzo lè. " 'The man said they shouldn't judge him.'
6. Amékeé yòo akakódzo nḗkḗ sàné. " 'They said a woman should not try such a case.'
7. Ehāā mākáse wòlo. (Permiss. Sing.) 'He didn't let me study.'
8. Há wokáse wòlo. " 'Let us study books.'
9. Nyéhāā gbeké́ lè akáseá níí. (Permiss. Pl.) 'Let the child study.'
10. Nyéhāā gbeké́bil lè akáseá níí. " 'Let the children study.'

LESSON FIFTY TWO

(i) Low-High verbs of root form CVV, such as *feé\* 'to do', have a following *\* when in final position.

(ii) Such verbs may also lose a V syllable in the following tenses: Habitual, Neg. Perfect, Neg. Future, Dir. Imp. Pl., Neg. Dir. Imp. Pl. e.g. *éfékò* 'he hasn't done it.' (*feé\*)

Drill 144. Examples of verbs derived from CVV roots are underlined.

- |                              |                   |   |
|------------------------------|-------------------|---|
| 1. <i>Éfèé\</i> .            | (Perfect)         | ' <u>He has done</u> it.'               |
| 2. <i>Efeé\</i> .            | (Past)            | ' <u>He did</u> it.'                    |
| 3. <i>Éfèé</i> dīηη.         | (Perfect)         | ' <u>He has become</u> quiet.'          |
| 4. <i>Efeé</i> nōnī òkéé lé. | (Past)            | ' <u>He did</u> what you said.'         |
| 5. Kofí <i>mīwié</i> Gǎ.     | (Progressive)     | 'Kofi <u>is speaking</u> Ga.'           |
| 6. Kofí <i>mīwié\</i> .      | "                 | 'Kofi <u>is speaking</u> .'             |
| 7. Kofí <i>mīwié</i> sōηη.   | "                 | 'Kofi <u>is speaking</u> all the time.' |
| 8. <i>Kaáfée\</i> .          | (Neg. Imp. Sing.) | ' <u>Don't do</u> it!'                  |
| 9. <i>Kaáfée</i> nākāī.      | "                 | ' <u>Don't do</u> that.'                |
| 10. <i>Kaáfée</i> eǰá.       | "                 | ' <u>Don't do</u> evil.'                |

Drill 145 : Repeat

- |   |               |   |
|---|---------------|---|
| 1. <i>Mīnyīé\</i> .                               | (Past)        | ' <u>I walked</u> .'                        |
| 2. <i>Mīnyīé</i> kaba.                            | "             | 'I came on foot.'                           |
| 3. <i>Mīnyīé</i> osǎné lè he.                     | "             | 'I am <u>pursuing</u> your case.'           |
| 4. <i>Míféè</i> nākāī dáa.                        | (Habitual)    | 'I <u>do</u> that always.'                  |
| 5. Gbéké <sup>1</sup> yòó lè <i>féd</i> ohé fióo. | "             | 'The girl <u>shows off</u> quite a little.' |
| 6. <i>Eedzoo\</i> .                               | (Progressive) | ' <u>It tastes bitter</u> .'                |
| 7. <i>Edzoo\</i> .                                | (Habitual)    | ' <u>It is bitter</u> .'                    |
| 8. <i>Ekéé\</i> .                                 | (Past)        | ' <u>He said</u> it.'                       |
| 9. <i>Ekéé</i> obá.                               | "             | ' <u>He said</u> you should come.'          |
| 10. <i>Ekéé</i> nīī nīé <sup>1</sup> daa.         | (Habitual)    | 'He always <u>says</u> this thing.'         |

## LESSON FIFTY THREE

### Auxiliary ba and ya

(i) The verb roots *ba* 'to come' and *ya* 'to go' are used with other verb roots as ingressive prefixes.

(ii) The auxiliary immediately precedes the verb root. Its tone, though basically low, is dependent upon that of the tense.

### Drill 146. Repeat.

1. Kofí bàkasé nǐí. 'Kofi came and studied.'
2. Nǔú lè bakasé nǐ, mǎã. 'The man came and learned to write.'
3. Tete ébàkodzó sǎné lè. 'Tetteh has been and to judge the case.'
4. Ámá ebàkodzó sǎné lè. 'Ama has been to judge the case.'
5. Mǐbasrá lè. 'I came and visited him.'
6. Mǐbàsrá bǒ. 'I have come and visited you.'
7. Ebasráà mǐ dáa. 'He comes and visits me regularly.'
8. Kodzó ebakódzoo sǎné lè. 'Kodzo did not come and judge the case.'
9. Yoó lè ebaśraa mǐ. 'The woman didn't come to visit me.'
10. Amébakásee nǐí. 'They didn't come to study.'

### Drill 147. Repeat.

1. Yoó lè ebaflìkò nókò. 'The woman hasn't come and bought anything on credit.'
2. Tete ébakódzor sǎne nǎé. 'Tetteh will not come and judge this.'
3. Baáśra wǒ wó. 'Come and visit us tomorrow!'
4. Nyébaśraà eó eó. 'Come and visit us tomorrow!'
5. Kaábàdzidzé mǐnǎã. 'Don't come and provoke me!'
6. Nyékabàdzidzéà wonǎã. 'Don't come and provoke us!'
7. Ekeé Tete ábakáse nǐí. 'He said Tetteh should come and study.'
8. Ekeé Amá akabàkasé nǐí. 'He said Ama should not come and study.'
9. Há gbeké lè abakáse nǐí. 'Let the child come and study.'

10. Nyéháá ghekébií lè abakáseá níí. 'Let the children come and study.'

Drill 148. Repeat.

1. Kofí yàtsákè fíká. 'Kofi went and changed money.'
2. Nūú lè yatsákè fíká. 'The man went and changed money.'
3. Tete évàbí lè egbéí. 'Tetteh has gone and asked him his name.'
4. Ámá eyàbí lè egbéí. 'Ama has gone and asked him his name.'
5. Míyabí lè fíká. 'I went and asked him for money.'
6. Míyàbí lè fíká. 'I have been and asked him for money.'
7. Míyabi lè fíká. 'I will go and ask him for money.'
8. Eyatsákèè fíká daa gbí. 'He goes and changes money every day.'
9. Yoó lè eyatsakée fíká lè. 'The woman didn't go and change the money.'
10. Amíyabii mòmoko. 'They didn't go and ask anyone!'

Drill 149. Repeat.

1. Yoó lè eyabikè moko. 'The woman hasn't gone and asked anyone.'
2. Tete éyatsakèè fíká níí. 'Tetteh will not go and change this money.'
3. Yaátsaké omámá lè. 'Go and change your cloth!'
4. Nyéyatsakèa nyéatalé lè. 'Go and change your clothes!'
5. Kaáyàbí moko nókò. 'Don't go and ask anyone anything!'
6. Nyéékayàbíà moko nókò. 'Don't go and ask anyone anything!'
7. Ekeé Tete áyatsakè efaí lè. 'He said Tetteh should go and change.'
8. Ekeé Amá ayatsakè efaí lè. 'She said Ama should go and change her hat.'
9. Há gbeké lè ayabi lè egbéí. 'Let the child go and ask him his name.'
10. Nyéháá gbekébií lè ayatsakèa améatalé lè. 'Let the children go and change their clothes.'

#### LESSON FIFTY FOUR

##### Locatives

(1) Locatives are a small subclass of nouns. They do not have

alternative forms for singular and plural, though some of them have full and reduced variants. They most frequently occur as the Possessed Noun in Possessive Noun Phrase constructions. The Locatives include:

he	'outside'	mãseí.	'near'
hewu	'around'; 'because'	téḡ.	'middle'
mĩ, mlĩ	'inside'	ḡḡ.	'with; at'
hiẽ.	'front'	ʃĩ, ʃĩʃĩ.	'under'
see.	'back'	nãã.	'mouth'
nũ.	'upon'		

(ii) An adverbial locative phrase (signifying 'location at') is often introduced by the limited verb ye 'to be at'.

Drill 150. Repeat.

- |                                    |   |
|------------------------------------|---|
| 1. Mēĩ komēĩ ébà eḡḡ.              | 'Some people have come to him.'                   |
| 2. Amētsí àmēba enãseí.            | 'They moved near him.'                            |
| 3. Woló lè ká òkp1ḡḡ lè nũ.        | 'The book is lying on the table.'                 |
| 4. Abũĩ lè ká òkp1ḡḡ lè ʃĩʃĩ.      | 'The needle is lying under the table.'            |
| 5. Eedzu ebí lè he.                | 'She is bathing her child.'                       |
| 6. Mēĩ pii ba tsú lè mĩḡ.          | 'Many people came into the room.'                 |
| 7. Amētrà tsú lè see.              | 'They are sitting at the back of the building.'   |
| 8. Kofí nyĩẽ Tète hiẽ.             | 'Kofi went in front of Tetteh.'                   |
| 9. Loófèdzĩ sēmō faá lè nãã.       | 'Birds are standing at the river's edge.'         |
| 10. Loófiḡ yeḡ ko sō tsú lè yitèḡ. | 'A white bird is perched on top of the building.' |

Drill 151. Repeat.

- |                                     |   |
|-------------------------------------|---|
| 1. Mēĩ komēĩ ébà enapámē aḡḡ.       | 'Some people have come to see his parents.' |
| 2. Amētsí àmēba gbékébií lè amãseí. | 'They moved near the children.'             |
| 3. Wodzí lè dzwre òkp1ḡḡ lè anũ.    | 'The books are lying on the tables.'        |
| 4. Abũĩ lè kãmō opk1ḡḡ lè aʃĩʃĩ.    | 'The books are lying under the tables.'     |

- |  |  |
|--|--|
| 5. Eedzu ebí lè ahe.                     | 'She is bathing her children.'                     |
| 6. Mēī pii ba tsūí lè amīŋ.              | 'Many people came into the rooms.'                 |
| 7. Amētrà tsū lè asee.                   | 'They are sitting at the back of the building.'    |
| 8. Kofí nyíē Tētēnē ahīē.                | 'Kofi went in front of Tetteh's group.'            |
| 9. Loófōdzī sōmō faá lè anāā.            | 'There are flocks of birds by the rivers.'         |
| 10. Loófōdzī yédzī sōmō tsūí lè ayitéāŋ. | 'White birds are perched on top of the buildings.' |

Drill 152. Repeat.

- |                        |                              |
|------------------------|------------------------------|
| 1. Námō ŋōō etee.      | 'To whom did she go?'        |
| 2. Námō hewo oba.      | 'For whom did you come?'     |
| 3. No hewo eba.        | 'That was what brought her.' |
| 4. Kofí hewo eba.      | 'She came because of Kofi.'  |
| 5. Gā see gbe dzí gbè. | 'Accra leads the world.'     |
| 6. Emīŋ dzo.           | 'He is kind.'                |
| 7. Gōŋ lè nō kwo.      | 'The mountain is high.'      |
| 8. Ehe ye féo.         | 'She is beautiful.'          |
| 9. Tsé àmētéŋ mokomé.  | 'Call one of them.'          |

Drill 153. Repeat.

- |                                     |   |
|-------------------------------------|---|
| 1. Eba bíē nyēsee áfi.              | 'He came here last year.'                 |
| 2. Enā lē ye faá lē nāā.            | 'He saw him by the river.'                |
| 3. Ebíē miíwa ehe.                  | 'This place hurts him.'                   |
| 4. Gbaá lē nōnī wōnā ye dzrá lē nō. | 'Tell him what we saw in the market.'     |
| 5. Dzémē se ékpakpa.                | 'The place was full of people.'           |
| 6. Gbōmēī dze aklowáí lē fēē amīŋ.  | 'People came from all the villages.'      |
| 7. Yei komēī trà kōntēī asse.       | 'Some women were sitting behind baskets.' |
| 8. Amētra fī                        | 'They were sitting down.'                 |
| 9. Amēmiibí oŋí.                    | 'They are asking after your health.'      |
| 10. Eyitéí ye badib di.             | 'Her head is tender on top.'              |

Drill 154. Repeat.

1. Sèé lè hĩ. 'The other side is good.'
2. Nohewó lè, èbáá. 'Because of that, he didn't come.'
3. Foó hié lè ohā mĩ. 'Slice off the front part for me.'
4. Énú bo ííí. 'He has understood you.'
5. Énú ósǎné lè ííí. 'He has understood your case.'
6. Adzié èyi ve emódèṛbḍó lè hewo. 'He was praised because of his persistence.'
7. Eyahé nĩ ye agbó lè nǎǎ. 'He went and bought something at the gate.'
8. Kaáfo yè mĩhèwo. 'Don't weep for me.'
9. Edzémé lè ṛḍḍ. 'He has a very pleasant place.'
10. Óbié lè ye féo wàa. 'Your place is beautiful.'

#### LESSON FIFTY FIVE

#### Anǎǎnũ Adesá. 'A Spider Story'

Be kó lè, dzée Anǎǎnũ nĩ yóḍ, ke eṛā Kónole,

'Once upon a time, there lived Spider, with his wife Kornorley,  
ke ebí Kwakuté. Nĩ māṛ nĩ àmēyóḍ miṛ lè,

and his son Kwakutey. The town in which they lived was struck by a  
hḗmḗ ba dzémé waa. Hewó lè, Anǎǎnũ ke ewebí lè fḗḗ tē amēyafeé yèle  
serious famine. Therefore, Spider and all his household  
ṛmḗ agbo.

went and made a huge yam farm.

Béni eḗwè fíḍo nĩ yèlé lè baábḍ pe, nĩ Anǎǎnũ

When the yam was almost ripe,  
keé ke ègbó lè, áfũ le ye ṛmḗ lè mĩṛ.

Spider said if he died he should be buried on the farm.

Etsé kwlaa ni Anāānū bagbó, nī afū lẹ ye ηmó lè miη. ∫ĩ benī yèlé lè bó lé,

Shortly afterwards Spider died, and he was buried on the farm. But when the yam was ripe,

dáa lèébl̄ beni èwebífl̄ lè baáyà ηmó lè miη lé,

by the time his family reached the farm every morning

áfã yelé lè pii mómo. Hewó lé, Kwakuté kè Kónole

much of it had been dug up already. Therefore, Kwakutey and Kornorley

∫ĩ amāgã àgbo amãmã ηmó lè miη.

made a big scarecrow and put it in the farm.

Amāgã néé, amā sṓṓ àkẹ feé. Nākāī māηké lé, béni Anāānū

This scarecrow was made of sticky gum. That night, when Spider

yí ∫ĩ kedze egbónyò adéká lè miη nī èyaáfã yelé lé pẹ, nī enā amāgã lé.

came down from his coffin to uproot yams, he noticed the figure.

Kẹkẹ nī ekeé, "Dzeé miηmó lè miη, nó lé, mǎgba otóí miη."

Then he said, "Get off my farm, or I will slap you in the ear."

Gbṓmó lé efóo èdàà miη, hewó lé, Anāānū kẹ enīne dzrṓ gbá ètoí

The person did not reply, therefore Spider slapped his ear with his right miη, kẹkẹ nī enīné lè ka. Eke ebekú gbá ètoí miη,

hand, and his hand stuck. He slapped the other ear with his left,

ni nākāī nīné lé hū kà. Eke enādzī ∫ímṓ lẹ ni nomē

and that hand also stuck. He kicked him with his feet, and these

hū kàkàá. Nāāgbeé lé, eke emūsū hẹ lẹ, ni emūsū

also stuck. Finally, he bumped him with his stomach, and his stomach

hū kà. Anāānū ból̄ aahūū, ∫ĩ gbṓmó lé efóo èdàà miη.

also stuck. Spider shouted and shouted, but the figure did not reply.

Béni dzè tsélé ni èṅã ke ebíí lè ba ṅmṓ lè miṅ lè,

When dawn came and his wife and children came to the farm,  
nãã Anããñũ kpete amãgã lè hĩè. Amẽfẽẽ àmẽbo amẽkeé.

there was Spider stuck to the scarecrow. They all shouted and said,  
"Hewó lè, dáa nẽé, bo ofãã woyelé lè. Ni ogbókò, nĩ ṅmãã

"And so, all this time, you have been digging up our yam. And you are  
not dead,

sóṅṅéhã ofwì nẽké?" ʃí kē lè, amēyí lè ʃí.

and good feeding has made you grow so fat." Yet, they set him down.

ʃí hēgblè nãã sóṅṅ hewó lè, Anããñũ dzo foi kedze ṅmṓ lè miṅ ketee ʃíã,

But in shame, Spider ran home from the farm,

ni ekwo ketee tsũṅããã lè nãã eyateé dzemé, ni enyẽẽ eyi ʃí kwlaa.

and climbed to the roof-eaves and hid there, and he would not come down.

No hewo ni dáa nẽé, anããñũ hĩṣ tsũṅããã nãã lè.

That is why a spider always stays in the roof-eaves.

## LESSON FIFTY SIX

### nĩ and nĩ

(i) nĩ. 'and' introduces or joins sentences and clauses. (When joining single words or phrases, particularly nominals, 'and' is kè.)

(ii) nĩ. 'since', 'that', 'when' introduces adjectival and adverbial clauses. As a relative, it is preceded immediately by its antecedent noun, with which it is sometimes compounded tonally into a single word,

mēní.	'who'	hénĩ	'where'
nǎnĩ.	'which', 'what'	bonĩ, bǎnĩ.	'how'; 'as'
bénĩ, beĩ.	'when'		

Drill 155. Repeat.

- |  |   |
|--|---|
| 1. Minā nūú lè ke eṅá lè.                      | 'I saw the man and his wife.'                                 |
| 2. Kofí yè kómí ke kénáṅ.                      | 'Kofi ate kenkey and fried fish.'                             |
| 3. Kómí ke kénáṅ ṅṅṅ.                          | 'Kenkey and fried fish tastes good.'                          |
| 4. Gbékébiì ke onúkpaì fěṅ mligból.            | 'Both children and adults are dying.'                         |
| 5. Minā lè nī mibí lè.                         | 'I saw him and asked him.'                                    |
| 6. Sówà te fí nī ewiév.                        | 'Sowa stood up and spoke.'                                    |
| 7. Amēfo fíkṣí, nī amēhú nṅ,<br>nī amēdú yèlè. | 'They staked out some land,<br>ploughed it, and planted yam.' |
| 8. Nī Yésù fó.                                 | 'And Jesus wept.'   |
| 9. Kofí bàfí nī Ámá bàwó.                      | 'Kofi left it and Ama picked it up.'                          |
| 10. Yei hóṅ nī nī hīi yeo.                     | 'It is women who cook for men to eat.'                        |

Drill 156. Repeat.

- |                                |   |
|--------------------------------|---|
| 1. Yei hó! nī nī hīi yeo.      | 'It is women who cook what men eat.'                |
| 2. Nūú lè nī bà bié lè egbò.   | 'The man who came here is dead.'                    |
| 3. Ete fí gbì ní dzi gbīi été. | 'He rose on the third day.'                         |
| 4. Ní èebá lè, tá fí fiòo.     | 'Since he is coming, sit down for a while.'         |
| 5. Béní òbá lè, etá bié.       | 'When you came, he was sitting here.'               |
| 6. Nṅ nī òfeé lè ehíi.         | 'What you did was not good.'                        |
| 7. Lè hú ètee héní òtee lè.    | 'He too went where you went.'                       |
| 8. Eetáò mṅní fò té lè.        | 'He is looking for the one who threw<br>the stone.' |
| 9. Eetáò boní òtsó òfeév.      | 'He is trying to find out how you did<br>it.'       |
| 10. Ní efiite lè, tsé ofó.     | 'Since it is spoiled, throw it away.'               |

LESSON FIFTY SEVEN

Interrogative Words

(i) Question sentences are often marked by the presence of Interrogative words. Interrogative Pronouns function both as single-word sentences and as parts of longer sentences. They almost always occur initially in

the sentence or clause, even when objects of verbs. Interrogative Particles occur only in sentences or clauses; they occur initially, finally or in both positions.

(ii) Interrogative Pronouns seem to be compounds or phrases of other words with one of 2 interrogative syllables, mě and ná.

(a) with mě:

mění (full form); mě (reduced form). 'what?'

měbe. 'when?'

měgbĩ. 'when?'

měgbõmõ. 'what kind of person?'

měĩ. 'what house?'

měba. 'why?'

měhewõ. 'why?'

(b) with ná:

nãmõ. 'who?'

něgbè. 'where?'

(iii) Interrogative Particles

(a) Single, initial:

ãní. Neutral Interrogative

bú. Assumptive Interrogative

tó; nto. Assumptive Interrogative

bé. Assumptive Interrogative

té. 'which?'

Assumptive Interrogatives indicate that the speaker implies that the probable truth of the content of the question has been assumed. Thus they often have contentious or combative connotations.

(b) Single, final:

ló. Neutral Interrogative

bé. Assumptive Interrogative

éé. Intensive Interrogative

The Intensive Interrogative emphasises questions.

(c) Double, initial and final:

- té. . . . .tɛ́ɛ̀\ 'how?'  
ãní . . . . .lò Neutral Interrogative

(Similar correlatives can be made of some items from (a) and (b) above.)

Drill 157. Repeat.

1. Mɛ́ní nɛ́. 'What is this?'
2. Mɛ́ní ní. 'What is it?'
3. Mɛ́ní okó lɛ́. 'What was it you said?'
4. Mɛ́ní okó lɛ́. 'What did you tell him?'
5. Mɛ́ní okó lɛ́ lɛ́. 'What was it you told him?'
6. Mɛ́be obaábá. 'When will you come?'
7. Mɛ́be míbá. 'When shall I come?'
8. Mɛ́be yoo lɛ́ ba jíá. 'When did the woman come home?'
9. Mɛ́ gbɛ́mɛ́ dzí bò. 'What kind of person are you?'
10. Mɛ́ gbekɛ́\ nɛ́. 'What kind of child is this?'

Drill 158. Repeat.

1. Mɛ́ba Kofí fɛ́ nàkãí. 'Why did Kofi do that?'
2. Mɛ́ba amɛ́gbée lɛ́ lɛ́. 'Why didn't they kill him?'
3. Mɛ́ba nyɛ́bólɔ̀ nɛ́kɛ́. 'Why are you shouting so much?'
4. Mɛ́ni hewɛ́ ní owó atalé ɔ̀mɛ́nɛ́. 'Why are you wearing European-style dress today?'
5. Mɛ́ni hewɛ́ obúu mǎmá ɔ̀mɛ́nɛ́. 'Why are you not wearing African-style cloth today?'
6. Námɛ́ tsɛ́́ bò Gã wiémɛ́. 'Who taught you to speak Ga?'
7. Námɛ́ faí\ nɛ́. 'Whose hat is this?'
8. Námɛ́ oná yó dzémɛ́. 'Whom did you see there?'
9. Nɛ́gbè oyaa. 'Where are you going?'
10. Nɛ́gbè mǐdǎá lɛ́ yó. 'Where is my drink?'

Drill 159. Repeat.

- |                            |  |
|----------------------------|--|
| 1. ãĩ eegbá onãã.          | 'Is he bothering you?'                   |
| 2. ãĩ esa ní efèe nãkãĩ.   | 'Is it fitting that he should do that?'  |
| 3. Bé efèé momo\.          | 'But he has already done it?'            |
| 4. Bé hẽmõ yée bõ.         | 'Surely you are not hungry?'             |
| 5. Tó onã áké ànõkwále ní. | 'Now do you see that that is the truth?' |
| 6. Tó ofwié wðhĩẽ afĩ.     | 'You have disgraced us after all?'       |
| 7. Té jĩã ní dzi lè.       | 'Which house is it?'                     |
| 8. Té mõní òtsõõ lè.       | 'Which person do you mean?'              |
| 9. Ekeé òbaáyà ló.         | 'He is asking whether you will go.'      |
| 10. Ebí aké onã Kofí\ ló.  | 'He asked whether you have seen Kofi.'   |

Drill 160. Repeat.

- |                             |   |
|-----------------------------|---|
| 1. Búulu dzi mĩ béé.        | 'You consider me a fool, don't you?'              |
| 2. Ófifíyú lè béé.          | 'You have cheated him, haven't you?'              |
| 3. Nyemĩiba éé.             | 'You are coming, aren't you?'                     |
| 4. Óbí lè éé.               | 'You have asked him, haven't you?'                |
| 5. Bé obi lè éé.            | 'Surely you have asked him, haven't you?'         |
| 6. Tó onã nõní mĩkéé lè éé. | 'Now you have realized what I said, haven't you?' |
| 7. ãĩ eeba ló.              | 'Is he coming?'                                   |
| 8. ãĩ Tete ní ló.           | 'Was it Tetteh?'                                  |
| 9. Té òyóó tẽẽ\.            | 'How are you?'                                    |
| 10. Té wòbaáfèe tẽẽ\.       | 'What shall we do?'                               |

LESSON FIFTY EIGHT

Some Pronoun Equivalents

(i) In the singular:

- |                         |                       |
|-------------------------|-----------------------|
| (a) moko. 'someone'     | nókò. 'something'     |
| (b) mǝfẽẽmè. 'everyone' | nǝfẽẽnǝ. 'everything' |

On the pattern of (b), any singular noun can be used distributively when repeated with  $f\acute{e}\acute{e}$  in the structure  $N_1 - f\acute{e}\acute{e} + N_1$ , e. g.

nũũ  $f\acute{e}\acute{e}$  nũũ. 'every man'      tso  $f\acute{e}\acute{e}$  tsò. 'every tree'  
 $\int\acute{i}\acute{a}$   $f\acute{e}\acute{e}$   $\int\acute{i}\acute{a}$ . 'every house'

(ii) The plurals corresponding roughly to these singulars are Noun Phrases of the structure Noun + Qualifier:

(a) mēĩ komēĩ. 'some people'      nĩbiì komēĩ. 'some things'

(b) The adjectival  $f\acute{e}\acute{e}$  qualifying a plural noun has an inclusive signification:

mēĩ  $f\acute{e}\acute{e}$ . 'all people'      tsei  $f\acute{e}\acute{e}$ . 'all trees'  
 nĩbiì  $f\acute{e}\acute{e}$  'all things'       $\int\acute{i}\acute{a}\acute{i}$   $f\acute{e}\acute{e}$ . 'all houses'

(iii) Moko and  $n\acute{o}k\acute{o}$ , when reduplicated, colligate only with negatives:

mokomoko. 'nobody'       $n\acute{o}k\acute{o}n\acute{o}k\acute{o}$ . 'nothing'

Drill 161. Repeat.

1. Moko miiba bíé. 'Someone is coming here.'
2. Moko nyíé àgbó lè nāā. 'Someone is walking outside.'
3. Ónā moko kwílaa ebàho dzémé? 'Have you seen anyone at all go there?'
4. Eefó èetsé mòko. 'He is crying out for someone.'
5. Míńákò moko ye bíé. 'I haven't seen anyone here.'
6.  $N\acute{o}k\acute{o}$  ká gbé lè nē. 'There is something on the road.'
7.  $N\acute{o}k\acute{o}$  miigbéé. 'Something is making a noise.'
8. Onā  $n\acute{o}k\acute{o}$  ye, ká gbé lè nē? 'Can you see something white lying on the road?'
9. Baákwe  $n\acute{o}k\acute{o}$ . 'Come and see something.'
10. Óńákò  $n\acute{o}k\acute{o}$ . 'You haven't seen anything yet.'

Drill 162. Repeat.

1. M $\acute{e}$   $f\acute{e}\acute{e}$ mè abá. 'Everybody should come.'
2. M $\acute{e}$   $f\acute{e}\acute{e}$ mè ke lè  $n\acute{o}k\acute{o}$ . 'Everybody gave him something.'
3. Esũmè m $\acute{e}$   $f\acute{e}\acute{e}$ mè sãno. 'He likes everybody.'

- |                              |                            |
|------------------------------|----------------------------|
| 4. Ehéḍ mǎfěēmḍ eyeo.        | 'He trusts everybody.'     |
| 5. Bí mǎfěēmḍ ní osũmḍḍ.     | 'Ask anyone you like.'     |
| 6. Ebaáfěe nǎfěēnḍ.          | 'He will do everything.'   |
| 7. Nǎfěēnḍ sà ehîē.          | 'He approves of anything.' |
| 8. Gbaá lè nǎfěēnḍ.          | 'Tell him everything.'     |
| 9. Ehéḍ nǎfěēnḍ èyeo.        | 'He believes everything.'  |
| 10. Feémḍ nǎfěēnḍ ní òsũmḍḍ. | 'Do whatever you like.'    |

Drill 163. Repeat.

- |                                       |   |
|---------------------------------------|---|
| 1. Nũũ fěē nũũ áhîē tũ.               | 'Every man should carry a gun.'               |
| 2. Yoo fěē yòo átre dzàtsũ.           | 'Every woman should carry a load.'            |
| 3. Mǎḥtse fěē mǎḥtse tsũ mòko keba.   | 'Every chief sent somebody there.'            |
| 4. Amēgbe nũũ fěē nũũ.                | 'They killed every man.'                      |
| 5. Amēfǎ fǐá fěē fǐá.                 | 'They burnt every house.'                     |
| 6. Yoo fěē yòo bí nyîē àhîē.          | 'Every woman's child walked in front of her.' |
| 7. fǐá fěē fǐá mǐḥ bíl dze kpo.       | 'The people in every house came out.'         |
| 8. ḥmǎá nũũ fěē nũũ gbéí.             | 'Write every man's name.'                     |
| 9. Keé yòo fěē yòo fǐká.              | 'Give every woman money.'                     |
| 10. ḥmǎá ogbài ye ówòlo fěē wòlo mǐḥ. | 'Write your name in every book of yours.'     |

Drill 164. Repeat.

- |                                   |   |
|-----------------------------------|---|
| 1. Mǎí komēí miiba bíé.           | 'Some people are coming here.'                  |
| 2. Mǎí komēí nyîé tsũ lè see.     | 'Some people are walking behind the house.'     |
| 3. Mǎí komēí sũmḍḍ èsǎne.         | 'Some people don't like him.'                   |
| 4. Mǐná mǎí komēí ye dzémé.       | 'I have seen some people here.'                 |
| 5. Nǐbíl komēí dzwre gbé lè nḍ.   | 'There are things lying on the road.'           |
| 6. Onǎ nǐbíl komēí ye gbé lè teḥ? | 'Did you see things in the middle of the road?' |
| 7. Égbáa nǐbíl fěē ní àfeé lè.    | 'He doesn't tell all that he went through.'     |
| 8. Eǎá mǎí fěē ní bà dzémé lè.    | 'He greeted all the people who came there.'     |

9. Tsei fěě wòo yibíí. 'All trees bear fruit.'
10. Dzée tsèi fěě wòo yibíí. 'It isn't all trees that bear fruit.'

Drill 165. Repeat.

1. Mokomoko bé tsú lè miṛ. 'There is no-one in the room.'
2. Mokomoko bíkò le nókò. 'No-one has asked him anything.'
3. Ebíkò mokomoko nókò. 'He hasn't asked anyone anything.'
4. Éṛmákò mokomoko gbéí. 'He hasn't written anyone's name.'
5. Kaáké mòmkomoko. 'Don't tell anyone.'
6. Nókónokò gbaa ènāã. 'Nothing worries him.'
7. Ónokónokò ekéè mīhīè. 'Nothing you have makes me envious.'
8. Míkòkò enókónokò dáã. 'I have never taken anything of his.'
9. Kaábi mī nokónokò. 'Don't ask me anything.'
10. Kaáwle nokónokò he. 'Don't complain about anything.'

LESSON FIFTY NINE

Blófómé bi 'The Pineapple Child'

Be kó lè dzée nūū ko nī yóò, nī eye ṛã ní fòò.

'Once upon a time there was (lit: was not) a man, and he had a wife who was barren  
Eyaṛṛ ṛã kłoklo, obláyòo kò,

He went and took another wife, a younger woman,

ḡí lè hū èfòò.

but she too proved barren.

Gbì kó lè nūū lè erã nūkpa lè tee ṛmè mī, améyafò blófómé.

One day the man and his senior wife went to the farm to cut pineapple.

ḡí blófómé lè bo waa ákè, "Kaáfò mī, kaáfò mī. Ké ofòo mī lè,

But the pineapple shouted out, "Don't cut me, don't cut me. If you don't cut me,

manao bi." Yoó lè èfòo lè. Kake nī

I will give you a child." The woman did not cut it. And

bìlǎfó, mé bibi'óo ní mǎ emāseí lè ts'ó

a little pineapple nearby turned  
biy'ò. ǐí nūú lè kè eṅá lè wo ǐí áké

into a baby girl. But the man and his wife promised that  
àmé'gbá, mokomoko

they would not tell  
héní èdze. Ní àmè kè gbéké lè ba ǐí'á lè,

anyone where she came from. When they brought the baby home,  
obláy'ò lè b'í bim'ó ní ats'ó lè héní èdze,

the young woman began asking to be told where it came from,  
ǐí àm'ets'ó lè. Obláy'ò lè gbá èwú lè nǎā aahú kèyafí

But they did not tell her. The woman pestered.  
gbeké lè bada.

her husband even till the child was quite grown up.  
Hew'ó lè nūú lè gba lè,

Therefore the man told her,  
ní ewo ǐí áké ehá'ṅ mokomoko álé.

and she promised that she wouldn't reveal it.  
Gbí ko b'éní nūú lè kè eṅá nūkpa lè tee ṅm'ó m'í lè,

One day when the man and his senior wife went to the farm,  
h'm'ó b'í gbeké lè yeli,

the child became hungry,  
ní ebí ènyè fí'ò lè níy'éníí.

and she asked her step mother for something to eat.  
ǐí y'ò lè ef'ò m'í.

But the woman did not answer.

Kèkè nǐ ekeé\, "Edzí mǐmǎmǐ yè bíè kú lé, ebaáhã mǐ nǐí mǎye."

So she said, "If my mother were here, she would give me food to eat."

Kèkè nǐ obláyóó lé hū kèé\, "Dzeé dzeí!"

And the young wife retorted, "Get away with you!"

Dzée b̀lɔ́fóṛm̀é bi kèkè dzí b̀ò." Ní gbeké́ lè nū éné nṛṛṛ pɛ,

Aren't you just a pineapple child?" As soon as the child heard this,  
nǐ eyí ṛm̀ṛ lè mǐṛ gbɛ. Béní èyaá lé

she set out for the farm. On the way

eefó, eelá: "Adene íree lài ke;

she wept and sang: "Adene would not fetch firewood;

Adene tséé m̀ì gbṛṛṛ bí; Adene tsé m̀ì b̀lɔ́fóṛm̀é bi;

Adene would not call me a human child; Adene called me a pineapple child;

Adene hūū, Adene." Obláyóó lè yí èsɛɛ,

Adene, alas, Adene." The young woman followed her,

ḡí gbeké́ lé waá\ . Enyé ke etse nã amē

but the child would not stop. Her parents saw them

nǐ amēyí ès... ,

and pursued her,

ḡí èwáá\ . Ní èfɛ ṛm̀ṛ lè mǐṛ, pé

but she did not stop. When she reached the farm

nǐ etsé b̀lɔ́fóṛm̀é.

she turned into a pineapple.

í etse kpã ènĩne

But her father reached out

mǐṛ, emṛ èyitswéí. Yitswéí lè kpé wò edē nǐ

and grasped her hair. The hair came off in his hand and

ekabúa etsítsì nǒ. No dzí yìtswéí

he pressed it to his chest. That is the hair  
nǐ yòò nūũ tsítsì nǒ lé.

on a man's chest.

### LESSON SIXTY

#### I. Nākāī. 'that'

Nākāī, as noun and adjective, can precede the head of its Noun Phrase or sentence, or follow the Verb or its other noun objects.

Drill 165. Repeat.

1. Nākāī nūũ lé ebà bíé. 'That man has come here.'
2. Míkānè nākāī woló lé. 'I have read that book.'
3. Nāmò wo le nākāī gbéí lé. 'Who gave him that name?'
4. Nākāī wiémé lé eṙṙṙ mīnāā. 'I don't find that allegation very pleasant.'
5. Kaáfée nākāī. 'Don't do that.'
6. Kaáfée lé nākāī. 'Don't do that to him.'
7. Nākāī mīfeé. 'That was what I did.'
8. Ekeé nākāī. 'He said so.'
9. Nakāī ebí le keé. 'That was what his child said.'
10. Éhíí nākāī. 'That's no good.'

#### II. Nēké. 'this'; 'such'

nēké, 'this,' functions as an adverb or a nominal. In prehead position it is usually correlated with posthead néé 'this'.

Drill 166. Repeat.

1. Nāmò wo le nēké gbéí. 'Who gave him a name like that?'
2. Nāmò bú le nēké māmá. 'Who dressed her in such a cloth?'
3. Mēnì títí bò nēké. 'What scratched you like that?'
4. Mēèba ebólòò nēké. 'Why is he shouting so?'

5. Nĕkĕ nũ nĕĕ babí èfĩ. 'This man came and engaged her.'
6. Nĕkĕ yĕle nĕĕ kwĕō oyá. 'This yam grows fast.'
7. Áfòlò nĕkĕ tsèi nĕĕ. 'These trees should be cut down.'
8. Obaásũmò nĕkĕ nũ? 'Would you like such a man?'
9. Obaányĕ nĕkĕ gbekĕbiì? 'Can you cope with such children?'
10. Kaáfĕe nĕkĕ. 'Don't behave this way.'

### III. Dzée 'not'

Dzée, a particle of negation, precedes the word, phrase or sentence it negates.

#### Drill 167. Repeat.

1. Dzée bò. 'Not you.'
2. Dzée lè. 'Not he.'
3. Dzée opàpá. 'Not your father.'
4. Dzée nĕkĕ. 'Not that way.'
5. Dzée nĕkĕ. 'Not this way.'
6. Dzée Tĕtĕ feé. 'It wasn't Tetteh who did it.'
7. Dzée nokò. 'It's nothing.'
8. Dzée èskúù woló lè nĕ? 'Is this not his textbook?'
9. Dzée bĕoò obaáfĕe. 'Don't be slow.'
10. Dzée màlemĕ obaámĕle. 'Don't tell lies.'

## LESSON SIXTY ONE

### Limited Verbs

Limited verbs are invariable in form (i. e. they do not occur with verb tense affixes and contonation patterns). They are:

- |                  |                        |
|------------------|------------------------|
| dzí. 'to be'     | yó. 'to have'; 'to be' |
| yá. 'to have'    | bĕ. 'to have not'      |
| nĩ. 'to be that' | nĕ. 'to be this'       |

Drill 168. Repeat.

1. Námò dzí lè. 'Who is he?'
2. Mídzi odraívá lé. 'I am your driver.'
3. Nóni èsumòò dzí blòmò. 'What he enjoys is making noise.'
4. Kofí ní. 'It is Kofi.'
5. Dzulo ní. 'He is a thief.'
6. Námò ní 'Who is it?'
7. Nũú lé ní gbó lè nẽ. 'This is the man who died!'
8. Námò nẽ. 'Who is this?'
9. Ómámí\ nẽ? 'Is this your mother?'
10. Enítsũmò nẽ. 'This is his current craze.'

Drill 169. Repeat.

1. Ámá yè fíká. 'Ama has money.'
2. Ámá hè ye féo. 'Ama is beautiful.'
3. Ámá yè Gã. 'Ama is in Accra.'
4. Sãné lè ye mĩṛ. 'The story is true.'
5. Měnsá be fíká. 'Mensa does not have money.'
6. Měnsá be bié. 'Mensa is not here.'
7. Měnsá sãne bé mĩṛ. 'Mensa's case is not valid.'
8. Té èyóò tẽẽ\ . 'How is she?'
9. Etsũ yóò bié lé. 'This is his house here.'
10. Námò yóò fíká. 'Who has money?'

LESSON SIXTY TWO

I. Dialogue: Invitation

- A: Óyè níí momo? 'Have you eaten already?'
- B: Daabí. 'No.'

- A: Há w. yáyé nokò mó? 'Let's go and eat something.'
- B: Ényí<sup>1</sup> átswà. 'What's the time?'
- A: Ny<sup>2</sup> má ké enyè ké fá. 'Twelve thirty.'
- B: Wómé<sup>1</sup> nĩ woyà ñmle komé. 'Let's wait and go at one o'clock.'
- A: Odzogba<sup>1</sup>. 'Okay.'

II. Ké, 'and'; ké, 'when'

(i) ké 'and' links words and phrases, coordinatively or subordinatively. Linked nominals remain noun phrases. Ké may link a series of verbs by replacing the nominal subject after the first in the series.

(ii) ké 'when, if' is an adverb introducing clauses in the sentence.

Drill 170. Repeat.

1. Ágbè Kofí kè Kwafí. 'Kofi and Kwashi have been killed.'
2. Wónā híí lè ké amēñāmē lè. 'We saw the men and their wives.'
3. Eetsí mī ké bo. 'He wants you and me.'
4. Kémì ké kénā<sup>1</sup> ñòò<sup>1</sup>. 'Kenkey and fried fish tastes good.'
5. Gbékēbiì ké onúkpaì fēē mīgboì. 'Children and adults are both dying.'
6. Enyá mīhè ké mīí<sup>1</sup> fēē. 'He welcomed me happily.'
7. Kofí kè lema fòlò tsó lè. 'Kofi cut down the tree with an axe.'
8. Mī ké lè baáwle<sup>1</sup>. 'I shall speak to him.'
9. Oke síkle éwò tíí lè mī<sup>1</sup>? 'Have you put sugar in the tea.'
10. Ámá kè woló lè efò<sup>1</sup> fí. 'Ama has put the book down.'

Drill 171. Repeat.

1. Sāné lè gbe ké f<sup>1</sup>wá mǎ<sup>1</sup> lè mī<sup>1</sup> fēē. 'The news spread all over town.'
2. Kofí yè ké búà wò waa. 'Kofi helped us a great deal.'
3. Gbékēnūú lè rú ké téké bu lè. 'The boy jumped over the hole.'
4. Wodzo foi katee Gā. 'We escaped to Accra.'
5. NŪú lè dzo foi kədzo Gā kabats<sup>1</sup> biè katee Māmp<sup>1</sup>. 'The man ran through here from Accra to Mampong.'
6. Tete ts<sup>1</sup> Kofí kaba. 'Tetteh called Kofi there.'

7. Etsé àmē keba. 'He called them here.'
8. Hīí lè tsú gbekēbií lè ketee. 'The men sent the children on.'
9. Kofí tsi ʃínàá lè kegbeé ʃí. 'Kofi pushed the door down.'
10. Kofí kèhá mí. 'Kofi gave it to me.'

Drill 172. Repeat.

1. Mákéè lè ké mí ke le kpe. 'I shall tell him if I meet him.'
2. Ké ohīē tsē pé nī obá. 'Come as soon as you wake up.'
3. Ké èmī, éfú lè éyaʃá ʃí. 'If he's angry let him go burn the sea.'
4. Ké bò ní lè, té òbaáfée tēē. 'If it were you, what would you do?'
5. Esúmōō nī àtsédò le ké ewò. 'He doesn't like being woken up when he is asleep.'

### LESSON SIXTY THREE

#### I. Linking Words

Other clause-linking and clause-initial words include:

kó nī.	'so that'	édzàáké.	'because'
ʃí.	'but'	dza.	'unless; except'
áké.	'that'	alóo.	'or'

Drill 173. Repeat.

1. Yaá nī oyabi lè. 'Go and ask him.'
2. Ekó èto kónī okaná. 'He hid it so that you wouldn't see it.'
3. Mábá nī woyà amēōō. 'I shall come so we can go to their place.'
4. Egbeé ʃí, ʃí epílaa. 'He fell down, but he didn't hurt himself.'
5. Etse nī, ʃí ebúu lè. 'That's his father, but he doesn't respect him.'
6. Keémō lè aké ènāmemēí lè ebà. 'Tell him that his friends are here.'
7. Bí lè aké èbaáyà ló. 'Ask him whether he will go.'
8. Eʃwá èhe aké èfeé nākāí. 'He regretted doing that.'
9. Mígbè nā hewólé mííyá. 'I have finished, and so I am leaving.'

10. Dzeη éđò hewólè wòmiiya ηjós lè nãã. 'It's hot, so we are going to the beach.'

Drill 174. Repeat.

1. Kofí eyáá\ édzaáké èbé hèwale. 'Kofi didn't go, because he wasn't well.'
2. Míbu lè fós, édzaáké èsãne édzaá\ 'I gave judgment against him, because he was wrong.'
3. Ehãñ bo, dza obí lè. 'He will not give it to you unless you ask him.'
4. Dza mĩtee. 'I had better be going.'
5. Woyéñ nĩí, dza óbà. 'We won't eat until you come.'
6. Énú, áloo èkékpa èhe. 'Should he drink it, or rub it on his body?'
7. Mítse mífò, alóo míkékè lè. 'Should I throw it away, or give it to him?'
8. Okéé ebá, áloo èba? 'Did you say 'he has come' or 'he came'?'
9. Ékò lè mǎbá. 'I may come.'
10. Ékò lè dzée ènǒ ní. 'Maybe it doesn't belong to him.'

## II. Aspects of Negation

(i) A Noun Phrase of Noun plus Indefinite Adjective, ko, when reduplicated, has a negative signification and occurs with a negative verb.

- e. g. hékò. 'somewhere'; hékòhekò. 'nowhere'  
 gbíko. 'one day'; gbíkogbíko. 'never'

(ii) A few adverbs occur only with negative verbs:

- dǒññ. 'not again; never'  
 kàkòkò. 'not at all; never'

Drill 175. Repeat.

1. Héköhekò edzòkò. 'There is no peace anywhere.'
2. Kaábi mĩ Kofi kò Kofí kò he sãne. 'Don't ask me about Kofi!'
3. Wówòkò lè gbéi ko gbéi ko. 'We haven't given him any name.'
4. Éyákö héköhekò. 'He is around here somewhere.'
5. Wiémè ko wiémè ko é-ǒò ènãã fe "kòkòkò". 'There is no word he is fonder of than 'never'.'

- |                               |                                |
|-------------------------------|--------------------------------|
| 6. Ebáa dǝŋŋ.                 | 'He doesn't come anymore.'     |
| 7. Mǐbii lè dǝŋŋ.             | 'I won't ask him again.'       |
| 8. Kaáyà Koforíddá dǝŋŋ.      | 'Don't go to Koforidua again.' |
| 9. Ékp1ǝŋ, kəkəkəkə.          | 'He will never agree.'         |
| 10. Kofí eféŋ nākāī kəkəkəkə. | 'Kofi will never do that.'     |

#### LESSON SIXTY FOUR

##### I. Emphatic Personal Pronouns

A personal pronoun is emphatic when it occurs as the independent subject of a verb retaining the pronominal subject prefix, or as the independent possessor in a noun phrase retaining the possessive pronominal prefix.

Drill 176. Repeat.

- |                        |                                  |
|------------------------|----------------------------------|
| 1. Lè efeé\.           | 'It was he who did it.'          |
| 2. Lè eŋiká nǐ.        | 'It is his money.'               |
| 3. Mǐ mǐkó wóló lè.    | 'It was I who took the book.'    |
| 4. Bò orṃā woló lè.    | 'Was it you who wrote the book?' |
| 5. Ekeé bò óyá.        | 'He said you should go.'         |
| 6. Bò okeé mǐ.         | 'It was you who told me.'        |
| 7. Bò okeé òbaányē.    | 'You asked for it!'              |
| 8. Wò womā, nē.        | 'This is our country.'           |
| 9. Wò wobíi lè.        | 'We will not ask him.'           |
| 10. Esúmǝŋ nǐ wò wóbá. | 'He doesn't want us to come.'    |

##### II. Postarticles

(i) Postarticles are nominals which can immediately follow and qualify a closed noun phrase. They are invariable in form:

dǝŋŋtse.	'self'	pé.	'only'
fǝŋ.	'all'	hú.	'too, also'

(ii) Postarticles also occur as adjectives in pronominal phrases.

Drill 177. Repeat.

1. Hīī fēē 'drà. 'All men are big.'
2. Hīī lé fēē 'drà. 'All the men are big.'
3. Eetsé nyè fēē. 'He wants all of you.'
4. Le dīēntse ekeé èsūmō. 'He himself said he liked it.'
5. Etsé dīēntse keé\ . 'His own father said it.'
6. Yoó lé dīēntse kehá mī. 'The woman herself gave it to me.'
7. Kaá\wa gbeké lé pe. 'Don't blame the child alone.'
8. Wo pé ètsé\ . 'We were the only ones he didn't invite.'
9. Ebínùú lé hū ebà. 'His son too has come.'
10. Wonā lé hū. 'We saw him too.'

### III. Gerunds and Cognate Nouns

Nouns formed from verbs function in sentences similarly to non-derived nouns and serve as subjects, objects as well as in possessive constructions.

Drill 178. Repeat.

1. Esūmō wiémō. 'He loves to talk.'
2. Gā wiémō \\_ōō\ . 'Ga is a pleasant language.'
3. Bléfó wiémō wa. 'English is a difficult language.'
4. Amēbōō lé sānebímō. 'They started asking him questions.'
5. Hīīmedzī lé miitsé nyè kpee. 'The old men summon you to a meeting.'
6. Amēfō Gā yaa. 'They often go to Accra.'
7. Gbole miigbá ènāā. 'His problem is age.'
8. O\ráā aka\ráā wò. 'May no accident befall us.'
9. Ékpá yèleyéli. 'He has stopped eating yams.'
10. Ake gbōmōgbelo éfée nāānyo. 'You don't make friends with a murderer.'

## LESSON SIXTY FIVE

### I. Dialogue: Borrowing a Book

- A: Oye woló lé ekò? 'Have you got a copy of the book?'
- B: Èhèè, sí èye síá. 'Yes, but it's in the house.'
- A: Obaányè òkémá mí ké ògbe nāā? 'Can you lend it to me when you finish?'
- B: Míkānèkò mítákò kwlaa. 'I still have a lot of it left to read.'
- A: Nókò biblío kèkè mítádo mákwe yè mī. 'I only want to check a minor point of detail in it.'
- B: Blé bàáko ñmédzī nyōñmá, kónī òkébà leébi māñkpa. 'Then come for it at 10, and return it early in the morning.'
- A: Yoo. Óyíwala dōññ. 'Okay. Thank you very much.'

### II. Adverbs

(i) Adverbs are mostly invariable in form and, within the Verb Phrase, follow the verbs they modify.

(ii) Usually, not more than 2 adverbs occur consecutively in the same verb phrase, in the order, Adverbs of (1) Manner (2) Quantity (3) Place (4) Time.

(iii) Some adverbs and adverb phrases can occur outside the verb phrase, at the beginning of the sentence.

Drill 179. Repeat.

1. Ebáa òyá. 'He didn't come quickly.'
2. Wiémò b́lèoo. 'Speak softly.'
3. Kwé dzògbarññ. 'Take care!'
4. Ewíeò tsò. 'He talks too much.'
5. Ewíeò pii. 'He talks a lot.'
6. Éhíí kwlaa. 'He is vicious.'
7. Eyaáwíe yè Temá. 'He is going to speak at Tema.'
8. Míñà ágbèñé. 'I have seen it now.'
9. Ete sí mílā. 'He woke up early.'

- |   |                              |
|---|------------------------------|
| 10. Ebákò lólo.   | 'He still hasn't come.'      |
| <u>Drill 180.</u> Repeat.   |                              |
| 1. Mí <sup>1</sup> nákò ékò dáá.  | 'I haven't seen one before.' |
| 2. Mí <sup>1</sup> náã lè dáa.  | 'I see him all the time.'    |
| 3. Ebaa w <sup>o</sup> ŋ <sup>33</sup> dáa.                                   | 'He visits us regularly.'    |
| 4. Ebákò w <sup>o</sup> ŋ <sup>33</sup> p <sup>é</sup> ŋ.                     | 'He has never visited us.'   |
| 5. Ágbè <sup>é</sup> ohé oyè?   | 'Now do you believe it?'     |
| 6. Kpaáko <sup>v</sup> obaa?  | 'Are you coming now?'        |
| 7. Nyé <sup>é</sup> bà oyá wàa.   | 'You've come rather early.'  |
| 8. Ewíè <sup>ò</sup> pii ts <sup>3</sup> .                                    | 'She talks too much.'        |
| 9. Efé <sup>ò</sup> ení <sup>ì</sup> bl <sup>ε</sup> oo náá <sup>1</sup> kpa. | 'He is always very slow.'    |
| 10. Míd <sup>z</sup> òkò foi waa n <sup>é</sup> k <sup>é</sup> dáá.           | 'I have never run so fast.'  |



	<u>Singular</u>	<u>Plural</u>
4. <u>Pl. = Sing. + dzi</u>		
'farm'	ŋmɔ̃	ŋmɔ̃dzi
'piece'	kúkù	kúkùdzi
5. <u>Pl. = Sing. + /o → e/ + dzi*</u>		
'old thing'	émomo	émemedzi'
6. <u>Pl. = Sing. {X /V̇~Ṅ~Ṅ/} - /V̇~Ṅ~Ṅ/ + dzi*</u>		
'castle'	mɔ̃ɔ̃'	mɔ̃dzi'
'town'	mãŋ	mãdzi
'monkey'	adúŋ	adúdzi
'corner'	kóŋ	kódzi
'horn'	koŋ	kodzi
'slave'	nyɔ̃ŋ	nyɔ̃dzi'
7. <u>Pl. = Sing. {X(Cə)LV} - /LV/ + dzi*</u>		
'bird'	loófɩɔ̃	loófɩɔ̃dzi
'sore'	fíá	fádzi'
'bell'	ŋmlɛ	ŋmedzi
'a red thing'	ét̀̀̀ru	éts̀̀̀dzi
'book'	wolo	wodzi
'egg'	wolo	wodzi
8. <u>Pl. = Sing. {Xne} - /ne/ + dzi</u>		
'story'	sane	sãdzi
'engine'	tsɔ̃ne	tsɔ̃dzi
'wing'	fĩne	fĩdzi
9. <u>Pl. = Sing. 'kinship term' + mɛ̃*</u>		
'father'	tse	tsemɛ̃
'woman: term of address'	awó	awómɛ̃'
'wife'	ŋã	ŋãmɛ̃

	<u>Singular</u>	<u>Plural</u>
'sibling'	nyẽmí	nyẽmímé
'a proper name'	Méńsá	Méńsámé
'a proper name'	Kofí	Kofímé
10. <u>Pl. = Sing. {Xmɔ̃} - /mɔ̃/ + dzĩ</u>		
'debt'	nyɔ̃mɔ̃	nyɔ̃dzĩ
'hunger'	hɔ̃mɔ̃	hɔ̃dzĩ
11. <u>Pl. = 'Person term' Sing. {Xmɔ̃} → {Xmɛĩ}</u>		
'human being'	gbɔ̃mɔ̃	gbɔ̃mɛĩ
'who?'	námɔ̃	námɛĩ
12. <u>Pl. = Sing. + bíĩ</u>		
'child'	gbéké	gbékébí
'ant'	tsatsú	tsatsúbí
13. <u>Pl. = Sing. -/X/ + bíĩ</u>		
'child'	abifáo	abifábí
'thing'	níĩ	níbí
14. <u>Pl. by suppletion</u>		
'man'	nũũ	hĩĩ 'men'
'thing'	nɔ̃	níĩ, níbí 'things'
15. <u>Pl. = Sing. + ∅</u>		
'dust'	mlu	mlu 'dust'
'shrimp'	sɔ̃ŋ	sɔ̃ŋ 'shrimp'
'coal'	ŋáĩ	ŋáĩ 'coal'
16. <u>Plurals, no singulars</u>		
		hááádzĩ 'twins'
		múdzĩ 'dirt'

			<u>Singular</u>	<u>Plural</u>
17.	<u>Pl. - Sing.</u>	Xnyo - /nyo/ +		
(a)	<u>i</u> <sup>*</sup>	'soldier'	asráàfónyò	asráàfól
		'farmer'	okwaafónyò	okwaafól
(b)	<u>mě</u> <sup>*</sup>	'a Ga'	Gãnyo	Gãmě
		'an Ashanti'	Afãntényò	Afãntémě <sup>!</sup>
		'fisherman'	wolenyo	wolemě
(c)	<u>hĩĩ</u>	'corpse'	gbónyò	gbóhĩĩ
		'young man'	oblányò	obláhĩĩ
(d)	<u>bíi</u> <sup>*</sup>	'rustic'	koseenyò	koseebíl
		'American'	Amérikànyò	Amérikàbíl

GLOSSARY

a

áà	ah; well
Aá	Madam
Ábá	girl's name (Thursday-born)
Abāñ	name (3rd child after twins)
abé	proverb
abekú	left
abifao	babe-in-arms
Áblā	girl's name (Tuesday-born)
ablé	corn
Ablotsíri, Ablotsíi	Europe
abó	refuge
abūī	needle
Ádè	clan name, male
Adeí	clan name, female
adékà	box
adesā	story; folk-tale
adūñ	monkey
Adzeí	clan name, male
Adzélé	clan name, female
Adzékáí	clan name, female
Adzétsoo	clan name, female
Adzókó	clan name, female
Ádzua	girl's name (Monday-born)
adzwāmáñ	prostitution
áfi	year
Áfua	girl's name (Friday-born)
aíuá	mist
Afútu	clan name, male
Ágo	name (2nd child after twins)
ago	velvet
agoo	a greeting (cf. amēē)
agba	stall; shed
agbó	gate
agbo	big
aékoo, ahékoo	a congratulation
akeklé	headband
áké	that
áklátì	cactus
Ákofia	girl's name (Sunday-born)
Akuá	girl's name (Wednesday-born)
Akúète	boy's name (2nd of twins)
Akuókó	girl's name (2nd of twins)
akutú	orange
akwadú	banana

Akwelè	girl's name (1st of twins)
Akweté	boy's name (1st of twins)
akpakpá	pawpaw
Akpó	clan name, male
áloo, alóo	or
Ámá	girl's name (Saturday-born)
Ámā	clan name, male
amē	they; them; their
amēē	a reply to a greeting (cf. agoo)
Amon, Amōη	clan name, male
amódò	tomato
Ánāη	boy's name (4th in order)
Ánūm	boy's name (5th)
asó	gambling
asráàfónyò	soldier
Afale	clan name, male
Ají	clan name, male
Ataá	term of respect for men
atíā	cashew-nut
atūā	defiance
atúù	a greeting
Atsoi, Atswéí	clan name, female
atswré	first
áwòì	a greeting
ayé	witch
Ayokó	clan name, female

b

ba	to come
ba	to beg; to solicit
bā	to cut
baa	leaf
baá, baáá	crocodile
baálábi	locust
bé	to quarrel
be	time
be	to be fully cooked
bénī	when
bé	to have not; to be not
bé	but; already
be	to grip
bébéo	a kind of shellfish
bí	child
bí	to ask
bíblíoo	small
bíé	here
ble	pipe
bleoo	slow; softly
bodobodo, blodo	bread
bló	broom
bo	you (sg.)
bo	to shout
bo...toí	to listen
bóló	to shout repeatedly
bo...módēηη	to persevere

be...módēηη	to persevere
Boí	clan name, male
bú	hole
bú	to put on; to wear
búá. ye...búá	to help
búu	mosquito-net

d

dá	to race
dǎ	to pose
da	to be big; to grow
dáa	always
dáá	mouth
dǎǎ	yet; before
dǎǎ	drink
daabí	no!
dadé	iron
dāmǎ ∫I	to stand
Dedé	girl's name (1st in order)
Deí	clan name, female
dekǎ	leisure
dē	palm of hand
dǐ	to be black
dǐηη	quiet
díoo	quiet
dom	to emigrate
dóktà	doctor
dǒηη	never
draívà	driver
dró	to happen luckily
drómǎ	boon; good fortune; generosity
dũ	to trap
dũŋ	darkness

dz

dza	to be straight, correct
dzadzé	to straighten
Dzǎnǐ, Dzǎnǐ	clan name, male
dze	to be far
dze	to go out
dze	dawn
dze	to come from
dzéŋ, dzéŋ	there
dzí	to be
dzidzé nǎŋ	to provoke
dzié kpó	to outdoor
dzo	to dance
dzogbaηη	well
dzoo	dance; dancing
dzo	to be cold, quiet, peaceful
dzoo	valley

dzra	price; market
Dzú	Monday
Dzúfó	Tuesday
dzúne	jewelry
dzwél	grass
dzwěŋ	to think
dzwěŋmɔ̃	thought
dzwre	to congratulate
dzwremɔ̃	a congratulation

e

e	he, she, it
édzrɔ̃	right
édzwè	four
ékó	some; one
ékómé	one
ékóŋŋ	again
ékpàa	six
ékpakpa	good
éně	this one
énúmɔ̃	five
ényiě	how much, many?
ényɔ̃	two
éŋɔ̃li	yellowish-green
éŋmɔ̃mɪ	okra
éŋa	evil; badness
éte	three
étsùru	red
éwùlu	big
éyerŋ	white

ɛ

ěhě	no!
ěhě	yes!

f

fa	to lend; to borrow
fā	root
faí	hat
Fántényò	a Fanti
fāŋŋ	clearly; lucidly
fe	to surpass
feé	to do; to become
fě	all
feéfeo	beautiful
féí	part; half
fěné	to untie
féo	beauty

fíne	wing
fíḥ	smaller; junior
fíbo	a little; small
fíte	to spoil
fíá	sore
fíá	to greet
fíí	to blow
fíí	to buy or sell on credit
fílikí'	to fly
fíḥ	hole
fó	to weep
Fofó	girl's name (5th in order)
fó	to give birth
fó...hé	to wash
fó	to usually do
fó	to throw
fófóí	flower
fú	selfishness
fũ	stink
fuá	to embrace
fufó	milk; breast

g

ga	ring
Gã	Ga; Accra
Gãnyo	a Ga
gli	to fly into a rage
googá	bucket
gówá	guava
gḥgḥ	to swagger
gól	to belch
gḥḥ	mountain
gḥḥ	cemetery
gúgḥ	nose
gúmá	to peel
gwá, (bo...gwá)	gang, company
gwábbó	assembly
gwáḥtḥḥ	sheep, lamb
gwao	to whip

gb

gbá	to split; to tear
gbá	to branch off
gba	to narrate
gbédé	to weaken
gbeé	dog
gheé ḥí	to fall down
gbéké	child; junior
gbélee	to be dressed up
gbé	water-pot
gbe	road

gbě	pimple
gbeé\	to sound
gbékè	evening
gbī	day
ghíṙ	dry
gblāṙṙ	strong (of smell)
gbló	to rinse the mouth
gbogbo	wall
gboṙ	hip
gbo	guest; stranger
gbo	to age
gbobi	to hunt
gbómó	person; human being
gbu	to prick; to pierce
gbá...nǎǎ	to bother

h

há	to give; to let
hákú	to yawn
hao	to worry; to pester
háu	girdle
hé	place
hé\	to buy
he	around, about
hee	new
hela	illness
helatse	sick person; patient
héle...nó	to take up; to respond
héní	where
hetsélé	convalescence
hewale	health; strength
he	waist
heṙṙ	burning, vivid, intense
hī	to be good
híè	face; front
hīī	men
hīṙméi	eye
hleṙṙ	radiant
hoó\	to cook
hó13, h13	shade
Hogbaa	Sunday
hó3\	to sell
Hoo	Saturday
hú	also; too
hulú	to jump
hūlū	sun
huu	to wage (war)
hwāṙ	to sprain

káà	car
kaá, kaáá	crab
kabitii	very dark
kádi	to mark
káfu	to praise; to flatter
Kál	girl's name (3rd in order)
káne	to read; to count
kāné	light; lamp
káple	penny; coin; money
kasé	to learn
ke	to give as a gift
Kétá, Kétáa	Keta
ké	when; if
ke	and; with
keé	to say; to tell
kítā	oath
klà, krà	spirit; soul
klā	wolf
klā̀tè	cutlass
kloklo	other
Kodzó	boy's name (Monday-born)
kodzó	to judge
Kofí	boy's name (Friday-born)
komé	one
kó	corner
ko	horn
Kokale, Koókààle	clan name, female
Kote, Kódté	clan name, male
Kotei, Kótèí	clan name, male
kotokú	pocket
kó	to take; to pick
Kól	hoe
Kókó	girl's name (2nd in order)
kómí	kenkey
kṓ, kṓ	shoulder
koɔyɔ	air; wind
kú	group
kúdó	to guide
kué	neck
kúkwéi	cooking-pot
Kūmāse, Kūmāāse	Kumasi
Kúðkó	clan name, female
Kútðkó	clan name, female
Kwámí, Kwaámí	boy's name (Saturday-born)
Kwabíā	boy's name (Tuesday-born)
Kwakú	boy's name (Wednesday-born)
kwakwé	mouse
Kwao	boy's name (Thursday-born)
Kwají	boy's name (Sunday-born)
Kweí	clan name, male
kwé	to look
kúraa, kwíāa	at all
kwo	climb

kp

kpá	to stop; to fall off
kpā	a ceremonial dance
kpāā	string
kpaāko	only now
kpaanyɔ	eight
kpákpa	good
kpawo	seven
kpe	to meet
kpéηη	firm
kpīη	cane rat
kpléikpléi	big
kpléké	to descend
kpó	12-yard bale of cloth
kpo	courtyard
kpodziémɔ	outdooring
kpókpó	to shiver
kpóη	fish hook
kpó	knot

l

lá	blood
lá	to sing
la	fire
la	to dream
Lasséy, Lasé, Laasé	clan name, male
laí	firewood
lálá	song
lamɔ	vapour
lamɔ	dream
lád	bedsheet
le	to know
leéhi	morning
leí	tail
lé	the
le	he, she, it
le	to rear, feed
leé\	to be wide
leketeé	broad
lété	to eat sparingly
lígɔ́lígɔ́	Praying Mantis
líléi	tongue
lóo	or
loo	fish; meat; flesh
loó\	to gather up
loóf13	bird
lólè	lorry; truck
lú	to confuse; to be confused
lúkutuu	portable; medium-sized; round
lele	boat

mā	to build
māle	to tell lies
māmá	cloth
māmí	mother
mā̀	town
mā̀kē	night
mā̀tse	king; chief
mèèti	driver's mate or assistant
médò	sixpence
mē	to wait
mēi	people
mēni	what?
Mēnsā	boy's name (3rd in order)
mfoníí	picture
mí	I; me; my
mli, mĩ̀	in; inside
mlá	law; guts
mlā, mrā	early
mlé	underwater swimming or diving
mlí	drum
mlu	dust
mó	well done!
moko	someone
mómo	already
moŋ	rather
mó	then; in that case
mō	person
móbò	mercy
módēŋŋ	effort
mōni	who
mṑ	castle
mú	to submerge
mũ	oil
mũ	to breathe
mũdzi	dirt
mũmō	stomach
musú	taboo

nā	to get
nā	to see
nā̀	Look!
nā̀	mouth; edge
nā̀	grandmother
nā̀nyo	friend
nākāi	that
nāmò	who?
nāne	leg; foot
nānemēi, nānemē	friends

n̄	this is
n̄ <sup>1</sup>	to rain
nēē	this
nēthū	nine
nēgbē	where?
nēkē	this
nī	that; since
nī	and
nī <sup>1</sup>	thing; things
Nīī	title: Chief, Elder; personal name
nīī	grandfather
Nikoi, Nīīkwēi	clan name, male
nīlèe	knowledge
nīnā	to catch up with
nīne	hand; arm
nī <sup>1</sup> māā	writing
nītsūmō	work
nohewo	because of that
nókó	something
nō	on; upon; up
nōfēēnō	everything
nōnī	what; which
nō <sup>1</sup> ŋ	immediately; precisely
N/īā	boy's name (6th in order)
ntá	twin
nū	water
nū	to hear
nū <sup>1</sup> tsó	master
nūū	man
nūūmo	old man

ny

nyē	to be able
nyē	mother
nye	yesterday
nye	you (pl.)
nyē	to hate
nyē...nō	to press
nyēkwē	aunt
nyēmi	sibling
nyēsee	in the past; ago
nyē <sup>1</sup>	to walk
nyō <sup>1</sup>	slave
nyō <sup>1</sup> mā	ten
Nyō <sup>1</sup> mo	God; rain

n

nā <sup>1</sup>	to greet
nā <sup>1</sup>	to close
nā	wife

ṣáá, ṣááá	intelligence; skill
ṣáí	crab
ṣkátí, ṣkétí	coal
ṣkpál	ground nut
ṣkù	libation
ṣlá	shea-butter
ṣlè, ṣlè	to char
ṣlènṣ	light; flowing easily (of fluid)
ṣoo	level
ṣṣṣ	salt
ṣc	to be sweet
ṣsee	sea
ṣwēí	overseas
ṣwētē, wētē	sky; up
ṣwīlāmí	stippled
	star

nm

ṣmá	aroma; pleasant scent
ṣmā	to write
ṣmé	palm nut
ṣmee	thorn
ṣmē	kernel
ṣmēnē	today
ṣmíṣmí	panic
ṣmle	bell
ṣmlṣ	laughter
ṣmṣ, ṣmṣ	tick; lice
ṣmóṣmlo	plank
ṣmṣ	farm
ṣmṣ	to laugh
ṣmṣṣ	new; fresh; green

o

oblá	fashion; swagger
oblányò	lad; young man
odzo	fraud
oflṣṣ	a kind of worm
ogboólé	shark
ohá	hundred
ohé	showing off, ostentation
ohīá	poverty
okadí	mark
okesé	fashion; chic
Okó	boy's name (1st of twins)
Okpotí	clan name, male
omṣ	rice
osó	fox; mongoose
osófò	priest; minister

o'iki	chance; lots; dice
o'raã	danger; accident
otsi	week
oyá	quickly

P

papá	father
papa	fan
pása	to gossip
pé	exactly
pépepe	exactly
pilá	to wound
píi	a lot; much
píŋ	to suffer
plé	a bird
plèkoó	nail
Pókoase	Pokoase
pué	to appear; to emerge

S

sa	to benefit
sã	nauseating smell
saã	to repair
sãne	story; behavior; problem
sē	throat
see	back
sēi	chair
sísà	ghost
sísé	to be for; to solicit
Sohaa	Friday
Soo	Thursday
Sówà	clan name, male
sole	to pray
sónè	fox
sŋ	prawns; shrimp
sŋŋ	a lot; altogether; only
sɔɔ	to catch (something in flight)
sre	to swim
sro	to be different
sr̀to	different; various
sú	character; kind
su	to light
sũ	soil
sũm̃	to serve
sũm̃	to love; to like
sũne	pillow
súsú	to calculate
seké	madness
sódaʒfónyò	soldier

abí	brother-in-law
áká	to embrace
ájá	girl's name (6th in order)
atā	to drag out
élè	shilling
é	to arrive; to reach
é	sugar-cane
í	but
í	occasion, instance
í	down
í	to fry
ía	sand
íá	house
íátse	houseowner; landlord
ídaa	thanks
ié	to preach
iká	money
ikátsè	rich man
íkò / íkò	hiccough
ināā	door
ínāā	still
ín	pepper
ító	Wednesday
ó	a berry
ó	afar
ón	noon; afternoon
wāné	store
wápò	to play
wé	ragged
wéí / wéí	to be fat
wí	to dismiss
wién	to flourish
wíre, wíre	

t

tá	to sit
ta	war
ta	to chew
tā	to narrate
táb	to seek
Táwla	name (1st born after twins)
té...tē	how?
te / Y	to rise up; to wake
tédzi	ass; donkey
tee	went; gone
téle, tre	to carry on the head
té	stone
telifón	telephone
Temā	Tema
Teté	boy's name (1st in order)

tute	boy's name (2nd in order)
tíá	to pile up
tita	gum
títí	to scratch
títsè	teacher
tiu	to pursue
tói	multiplication
toí	ear
tokotá	sandal
tóo	tax
too	sheep; goat
to	bottle
to	to be tired, full
tó	to err
tóké	to mutter
tóŋ	rainwater
érema	cowrie
tró	threepence
trómóó	straight
tú	gun
túé	to gush out
túmò, tímù	rubbish dump
tūŋ	red clay
tūŋŋ	black
tūŋtū	directly

ts

tsáké	to change
tsé...nó	to reduce
tsei	trees
tsese	ceremonial calabash
tsé	to call
tse	father
tsekwé	uncle
tsēŋ	beard; chin
tsi	sceptre
tsí	to block
tsiá	to swagger
tsíé	to wake up
tsíná	cow
tsíné	to sneeze
tsítsti	chest
tso	tree
tso	to burn
Tsotso, Tsotsoó	girl's name (4th in order)
tsó	to pass
tsó	too much
tsómó	to turn over and over
tsómó	to twist; to peel
tsóó	to show; to teach
tsóóló	teacher
tsóse	to train
tsú	to send

tsũ	to work
tsũ	building; room
tsuí	heart
tsuru, tsru	red
tswa	to strike; to ring
tswéí	moustache
tswéi	hair

v

véveeve	loudly; insistently
voó	deep

w

waa	a lot; very; well
waá, waáá	snail
wala	life
wánè	doubt
wañ	grey hair
waó	finger
welé	hide
wó	to lift
wo	honey
wo	to praise; to laud
wobí	bee
wolo	book
wó	tomorrow
wó	we; us; our
wó	to sleep
wolo	egg
wóñ	fetish, amulet, charm
wósèè	in the future
wú	bone
wu	husband
wuó	chicken
wuógbèémó	cockcrow

yw

wére, wéere	to warm oneself
wién, wíén	to speak
wiémó, wíémó	language; speech; word
wíri, wírí	to row

y

ya	to go
yáá	fishing-net
yaa	confused
yaa éá	a response to a greeting
ye	to eat
ye búá	to help

yei  
ye  
yele  
yi  
yi  
yítsó  
yóo  
yoo  
yooo  
yoómo  
yóó  
yoo  
yooo  
yooyí  
yra

women  
to be; to have; at  
yam  
head  
to beat  
head  
to recognize  
woman  
a response; okay  
old woman  
to be  
beans  
sluggish  
a berry  
funeral; mourning