Final Report

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An Introductory Course in Ga

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and

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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., ṝ as ᴜ而非 than ᴾ). 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, j, 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

<table>
<thead>
<tr>
<th>Types</th>
<th>Voiceless</th>
<th>Voiced</th>
<th>Voiceless</th>
<th>Voiced</th>
<th>Voiceless</th>
<th>Voiced</th>
<th>Voiceless</th>
<th>Voiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>Bilabial</td>
<td>Alveolar</td>
<td>Pre-Palatal</td>
<td>Velar</td>
<td>Labial Velar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(plain)</td>
<td>p</td>
<td>t</td>
<td>ts</td>
<td>k</td>
<td>kp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Labialised)</td>
<td>b</td>
<td>d</td>
<td>dz</td>
<td>g</td>
<td>gb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>m</td>
<td>n</td>
<td>Palatal ny</td>
<td>e</td>
<td>ηm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(plain)</td>
<td></td>
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<tr>
<td>(Labialised)</td>
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<tr>
<td>Fricatives</td>
<td>Labio-dental</td>
<td>Pre-Palatal</td>
<td>Pre-Palatal</td>
<td></td>
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<td></td>
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<tr>
<td>(plain)</td>
<td>f</td>
<td>v</td>
<td>s</td>
<td>jw</td>
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<td>(Labialised)</td>
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<td></td>
<td>z</td>
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<td>hw</td>
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<tr>
<td>Lateral</td>
<td>1, r</td>
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<tr>
<td>Approximants</td>
<td>Palatal</td>
<td>Labial Velar</td>
<td>Glottal</td>
<td>yw</td>
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<td>y</td>
<td>w</td>
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<tr>
<td>(Labialised)</td>
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<td></td>
<td></td>
<td>yw</td>
<td>h</td>
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Tones

<table>
<thead>
<tr>
<th>High: /</th>
<th>Front Spread</th>
<th>Neutral</th>
<th>Back Rounded</th>
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</thead>
<tbody>
<tr>
<td>Mid:</td>
<td>i</td>
<td>ü</td>
<td>u</td>
</tr>
<tr>
<td>Low: \</td>
<td>e</td>
<td>ë</td>
<td>o</td>
</tr>
</tbody>
</table>

Vowels

<table>
<thead>
<tr>
<th>Close</th>
<th>Oral</th>
<th>Nasal</th>
<th>Oral</th>
<th>Nasal</th>
<th>Oral</th>
<th>Nasal</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>i</td>
<td>ü</td>
<td>u</td>
<td>ü</td>
<td>i</td>
<td>ü</td>
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<td>e</td>
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</tbody>
</table>
1. In relation to the Cardinal Vowels, the phonetic values of the Ga oral vowels may be charted on the Vowel Diagram as follows:

![Vowel Diagram](image)

**TABLE II: Diagram of the Ga Oral Vowels**

2. i, ī, ū, are the nasal counterparts of i, a, u, respectively. ī is midway between e and ē, but is comparatively retracted. ū is midway between o and ō, 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) /nyé yiwala d̥ẹ́n/ are low-low-low-low-high-high-high.

(ii) /ʃıkʃıkɛ/ are high-low-high-low.
(iii) /óbi gbeke lè ba bíe nyë gbeke/ are high-high-high-mid-low-low-
high-low-high-low.

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

(iv) /mádzó gbeke 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 iso-
lated 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.

![Tone Diagram 1: Terracing](image)

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 diffi-
culty. 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:

![Tone Diagram 2: Downdrift](image)

**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'
2. wo. 'we'
3. lá. 'blood'
4. la. 'fire'
5. wú. 'bone'
6. wu. 'husband'

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

1. tse. 'father'
2. tso. 'tree'
3. tsí. 'sceptre'
4. he. 'waist'
5. to. 'bottle'
6. bo. 'you' (sg.)
7. bí. 'child'
8. bú. 'hole'
9. hé. 'place'
10. té. 'stone'
11. kú. 'group'
12. sú. 'type'

Drill 3: High Tones.

1. bí. 'Ask!'
2. bá. 'Come!'
3. wó. 'Sleep!'
4. bú. 'Wear it!'
5. lá. 'Sing!'
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'
2. papa. 'fan'
3. jítt. 'pepper'
4. sísà. 'ghost'
5. woic. 'book'
6. dadé. 'iron'
7. gówá. 'guava'  9. jíkójíkó. 'hiccough'
8. lálá. 'song'  10. ówólo lè. 'your book'

Drill 5: Tones in short sentences.
1. élé lè. 'he knows him'  6. wóbi lè. 'we have asked him'
2. élé lè. 'he does-not-know him'  7. wóbi lè. 'let us ask him'
3. élé lè. 'he has come to know him'  8. wókábi lè. 'let us not ask him'
4. wóbi lè. 'our child'  9. ebí lè da. 'her child is big'
5. wóbi lè. 'we asked him'  10. ebí lè edà. 'her child has grown 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. tokótá. 'sandal'
4. adékà. 'box'  9. lóllè. 'lorry'
5. tsítsí. 'chest'  10. welé. 'hide'

Drill 7: Simple Consonants and Vowels.
1. wolo. 'book'  6. wala. 'life'
2. wólo. 'egg'  7. òwòlu. 'a big thing'
3. yélé. 'yam'  8. tse. 'father'
4. abé. 'proverb'  9. abékú. 'left'
5. ofíkl. 'chance', 'dice'  10. okésé 'fashion'

Drill 8: Labial Velar Consonants: /kp/, /gb/. (For description of their pronunciation, see under 'Consonants' in the Introduction.)
1. akpakpa. 'pawpaw'  4. kpó. '12-yd. bale of cloth'
2. ékpakpa. 'a good thing'  5. kpo. 'court-yard'
3. akpakpa kpakpa. 'a good pawpaw'  6. kpé. 'knot'
7. agbó. 'gate'  
8. agbó. 'big'  
9. agbó agbó. 'big gate'  
10. gbé. 'water-pot'  

Drill 9: Long and Short Vowels.
1. bú. 'hole'  
2. búú. 'mosquito-net'  
3. baa. 'leaf'  
4. káá. 'car'  
5. baáá. 'crocodile'  

(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. góó. 'cemetery'  
2. yáá. 'fishing-net'  
3. loc. 'fish'; 'meat'  
4. yoo. 'woman'  

Drill 11: Long and short vowels in sentences.
1. eba. 'he came.'  
2. eeba. 'he is coming.'  
3. ebáa. 'he comes.'  
4. eébá. 'he may come.'  
5. ébá. 'he has come.'  
6. ebáá. 'he did not come.'  
7. wóbí lè. 'we asked him.'  
8. wóbí lè. 'we didn't ask him.'  
9. etókè píi. 'she muttered a lot.'  
10. etókèe píi. '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. gá. 'Ga'
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. mū. 'oil'</td>
</tr>
<tr>
<td>2. mūmā. 'breath'</td>
</tr>
<tr>
<td>3. māmā. 'mother'</td>
</tr>
<tr>
<td>4. mā. 'castle'</td>
</tr>
<tr>
<td>5. lāmā. 'dream'</td>
</tr>
<tr>
<td>6. nū. 'water'</td>
</tr>
<tr>
<td>7. nūū. 'man'</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drill 14: Nasal Consonants and Oral Vowels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. lāmā. 'vapour'</td>
</tr>
<tr>
<td>2. māmā. 'cloth'</td>
</tr>
<tr>
<td>3. ṣāā. 'intelligence', 'skill'</td>
</tr>
<tr>
<td>4. ṣō. 'salt'</td>
</tr>
<tr>
<td>5. éṭolé. 'yellowish-green'</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Drill 15: Nasal Consonants and Oral Vowels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ṣōmē. 'palm-nut'</td>
</tr>
<tr>
<td>2. ṣōme. 'thorn'</td>
</tr>
<tr>
<td>3. ṣōmē. 'kernel'</td>
</tr>
<tr>
<td>4. ṣōmā. 'aroma'</td>
</tr>
<tr>
<td>5. ṣōmā. 'panic', 'fear'</td>
</tr>
</tbody>
</table>

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. sɛɛ. "chair" 6. tof. "ear"
2. lei. "tail" 7. tsuí. "heart"
3. faí. "hat" 8. fɛ. "part"
5. fofíí. "flower" 10. ɳkpáí. "libation"

Drill 17: Vowel + i.
1. kóí. "hoe" 6. gai. "rings"
2. gíí. "to burp" 7. looi. "fish(es)"
3. tóí. "multiplication" 8. tooi. "sheep" (pl.)
5. tseí. "trees" 10. fofííí. "flowers"

Drill 18: Succession of Vowels: Vowel + o.
1. amíí. "it is taken orally."
2. eyi o mɛ. "he believes in corporal punishment."
3. efɛ ohé. "she is a flirt."
4. eke o mɛ nííí. "he is generous."
5. etsɛíí ogbɛl daa. "she always mentions you."
6. elo o tooi. "he breeds sheep."
7. eláa waa. "he sings very well."
8. efaa jiká. "he is a money-lender."
9. ejwɛí jiká mɛɛ. "he is a big spender."
10. efoó Gà yaa. "he goes to Accra quite often."
11. efɛí daa nɛɛ. "she is always weeping."
12. eloó mɛ tof. "he takes advice."
13. etsɛíí nííí. "he works."

Drill 19: Final Nasals.
1. kpáíí. "fishing-hook" 2. kóíí. "corner"
Drill 20: Final Nasals.

1. éfèè dīŋŋ.  'he is quiet'
2. éfèè jīŋŋ.  'he is still'
3. éyiwala dīŋŋ.  'thank you'
4. jīŋŋ.  'afar'
5. nōŋŋ.  'immediately'
6. fāŋŋ.  'clear'
7. sōŋŋ.  'a lot'
8. tūŋŋ.  'black'
9. gblāŋŋ.  'strong' (of smell)
10. hēŋŋ.  'strong' (of pepper or hot food)

LESSON FIVE

Listen. Identify. Repeat.

Drill 21: Labialised Consonants.

1. tsweł.  'mustache'
2. tsweł.  'hair'
3. Atswéi.  (girl's name)
4. dzweŋmè.  'thought'
5. dzwel.  'grass'
6. adzwāmāŋŋ.  'prostitution'
7. wiém (ywèém).  'speech', 'language'
8. wīrim (ywīrim).  'row!'
9. eewère là (eeywère là).  'he is warming himself before the fire'
10. kwakwé.  'mouse'

Drill 22:

1. kūkwéi.  'cooking-pot'
2. kwōŋ.  'climb!'
3. gwāŋtēŋŋ.  'lamb'
4. gwàbdé.  'assembly'
5. ehwēŋŋ enāne.  'he sprained his ankle.'
6. nōd.  'sky'
7. ngwēŋtie.  'stippled'
8. jwēné.  'afternoon'
9. jweljwel. 'ragged' 10. ģ̣ẉi. 'he is fat.'

Drill 23: Succession of Vowels.
1. ģ̣ẉle lé. 'he has been sacked' 5. nǐḷle. 'knowledge'
2. ewiè pi. 'he talks a lot' 6. nū lē tụ́ keba. 'the water gushed out.'
3. gbeébi. 'puppy' 7. nūḷ lē pụ̂. 'the man appeared.'
4. leébi. 'morning'

Drill 24:
1. ģ̣leḷ. 'preacher' 5. etiu aṃ. 'he pursued them.'
2. ótsiè cḥ̣è. 'you have woken him up.' 6. bụ̂. 'mosquito-net'
3. kū. 'neck' 7. aṃḥụu. ta. 'they waged war.'
4. sè. 'back'

Drill 25: l, r in variant forms.
1. ṃlu. mulu. 'dust' 6. ḅḷ. ḅḷ̣. 'broom'
2. ṃḷa. malá. 'law' ; guts' 7. pḷ. 'a bird'
3. ṃḷa. áṛ̣. 'early' 8. pḷ̣̣ o. 'nail'
4. bḷdo. brodo. 'bread' 9. f̣ḷ. f̣aḷ. 'sore'
5. abḷ. abelé. 'corn' 10. f̣ḷ̣. f̣ḷ̣. 'hole'

LESSON SIX
Listen. Identify. Repeat.

Drill 26: Successions of Vowels.
1. pḥ. 'poverty' 6. nyēbba mitofi. 'listen to me!'
2. atị. 'cashew-nut' 7. afuá. 'mist'
3. nyēbià le. 'ask him!' 8. Akúá. (a female name)
4. nyēmè wa. 'wait for us!' 9. atūá. 'defiance'
5. nyēbba ṃḍ. 'try hard!'
Drill 27: 1, r in variant forms.

1. akekre. 'man's headband'
   akeklé.

2. klá. kálá. 'spirit'
   krá.

3. nyčiklda. 'take them'
   nyčkolba.

4. egli. égrí. 'he got excited'

5. ńle. ńle. 'very fluid'
   ńlelele.

Drill 28: Successions of Vowels.

1. ffo. 'junior'

2. díóo. díjí. 'quiet'

3. bžblóo. 'small'

4. Añt oo. 'hey, Ashi!'

Drill 29: Successions of Vowels.

1. féo. 'beauty'

2. bëbëo. 'a kind of shellfish'

3. láò. 'bedsheet'

4. háo. háu. 'girdle'

Drill 30: 1, r in variant forms.

1. treme. 'cowrie'
   télema.

2. dzra. 'price'
   dzala.

3. sre. sele. 'to swim'

4. yra. yala. 'mourning'

5. ńjá. ńjá. 'it got charred.'

6. ńle. ńle. 'level'

7. ehlú. ehlú. 'he jumped.'
   ehrú.

8. hleññ. hleññ. 'radiant', 'flooded with light'

9. 'sixpence'

6. té dyóó tèèè. 'how are you?'

7. fèéfèo. 'beautiful'

5. ehao lc. 'he worried her'

6. abifáo. 'tiny tot'

7. tóó. 'tax'

7. amññ. 'they flourished.'
LESSON SEVEN

Dialogue 1: Greetings.

A: Մի Mi 'I greet you.'
B: Մի ե դզողա Մի ի e dzogba 'I respond.'
A: Տե բոո tß 'How are you?'
B: Մի ե ձողա Մի ի e dzogba 'I am well.'
A: Տե ումամի yô tß 'How is your mother?'
B: Ե ձողա Ե ի e dzogba 'She is well.'

Vocabulary

1. մի. 'I'
2. նա. 'greet'
3. բո. o, 'you' (sg.)
4. հերե...նե. 'respond', 'reply',
5. տե...տե 'how?'
6. յոֻ 'to be'
7. ե. 'to be'
8. ձողա 'well'
9. մամի. 'mother'
10. ե. '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: Մի նե Mi nyê 'I greet you (pl.).'
Response: B & C: Որկեղե նե Wôrôhele nô 'We respond.'

Dialogue 3: Two or more people greeting one person:

Greeting: B & C: Որկեղե նե Wôrôhele nô 'We greet you.'
Response: A: Մի ե նե Mi է nyê nô '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: Woŋha nyे. 'We greet you.'

C & D: Woŋhèle nyे ṇ̩. '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: Te opapa yo综艺节目 'How is your father?'
B: EYE dzogbanŋ. 'He is well.'

A: Te oŋa yo综艺节目 'How is your wife?'
B: EYE dzogbanŋ. '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: Mɔɔmŋ. 'Morning'
B: Mɔɔmŋ. 'Morning'

(ii) Evening: A: Gudilin. 'Good evening.'
B: Gudilin. '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: Áwɔŋ? or Ówɔŋ? 'How was your sleep?'
B: Miwɔŋ hì. 'My sleep was good.'

(iv) During the day:
A: Mùnĩi? 'How is this town?'
B: Mùŋ dzu. 'The town is peaceful.'
LESSON EIGHT

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

(i) **Morning:**
   - A: Më3nìη.  
     "Morning."
   - B: Më3nìη.  
     "Morning."

(ii) **Evening:**
   - A: Gúdlivin.  
     "Good evening."
   - B: Gúdlivin.  
     "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: Áwòη? or Ówòη?  
     "How was your sleep?"
   - B: Mìwòη hĩ.  
     "My sleep was good."

(iv) **During the day:**
   - A: Mânnìη?  
     "How is this town?"
   - B: Mñ ã dzò.  
     "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: Amēê.  
     (Entrance granted.)

(ii) **On taking leave, at any time:**
   - A: Mǐyabà.  
     "I am going."
   - B: Yaábà dzogbaññη.  
     "Go well."

(iii) **On taking leave, at night:**
   - A: Mǐyawò.  
     "I am off to bed."
   - B: Yaáwò dzogbaññη.  
     "Sleep well."

(iv) **Expressing congratulations on work done or in progress:**
   - A: Ahékoo.  
     "Well done!"
   - B: Yaa ëé.  
     "Thanks."
Expressing thanks:

A: Óyiwlala d3ηη. 'Thank you.'
B: Wébé jidaa. 'There is no need of thanks.'

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: Ámërkábil më-pid. 'Greetings from America.'
B: Yoo. Héni ódzé è? 'Fine. How is it there?'
A: Bleoo. 'It is peaceful.'
B: Ámërkátsemè è? 'And the Americans?'
A: Amëye dzogbañη. 'They are fine.'
B: Óñá ke óbil? 'And your wife and your children?'
A: Amëfëz amëye dzogbañη. '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:

- më 'I', 'me' -- 1st person singular
- bo 'you' -- 2nd person singular
- le 'he', 'him', 'she', 'her', 'it' -- 3rd person singular
- wë 'we', 'us' -- 1st person plural
- nyë 'you' -- 2nd person plural
- amë '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-, η- (i.e., a homorganic nasal, depending on the place of articulation of the consonant immediately following.)

2nd person singular: ọ-

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 η. 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. Mĩ nɛ. 'That's me.' 4. ____ nɛ. 'That's us.'
2. ____ nɛ. 'That's you (sg.).' 5. ____ nɛ. 'That's you (pl.).'
3. ____ nɛ. 'That's him.' 6. ____ nɛ. 'There they are.'

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

1. Naa __. 'Here I am.' 4. Naa __. 'Here we are.'
2. Naa __. 'Here you are.' 5. Naa __. 'Here you are.'
3. Naa __. 'Here he is.' 6. Naa __. 'Here they are.'

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

Mĩnã bo ye dzêmɛ. 'I saw you at that-place.'

1. mi o. I you. 6. amɛ mĩ. they me.
2. mi 1ɛ. I him. 7. wo nyɛ. we you.
3. mi nyɛ. I you. 8. nyɛ mi. you me.
4. e wo. you us. 9. e 1ɛ. he her.
5. e amɛ. she them.
<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Slow Speech</th>
<th>Ordinary Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. nūū 'man'</td>
<td>nūū 🔘 'the man'</td>
<td>nūū 🔘 'the man'</td>
</tr>
<tr>
<td>2. mī 'I'</td>
<td>mī 🔘 'as for me'</td>
<td>mī 🔘 'as for me'</td>
</tr>
<tr>
<td>3. faí 'hat'</td>
<td>faí 🔘 'the hat'</td>
<td>faí 🔘 'the hat'</td>
</tr>
<tr>
<td>4. hǎu 'girdle'</td>
<td>hǎu 🔘 'the girdle'</td>
<td>hǎu 🔘 'the girdle'</td>
</tr>
<tr>
<td>5. tso 'tree'</td>
<td>tso 🔘 'the tree'</td>
<td>tso 🔘 'the tree'</td>
</tr>
<tr>
<td>6. ablé 'corn'</td>
<td>ablé 🔘 'the corn'</td>
<td>ablé 🔘 'the corn'</td>
</tr>
<tr>
<td>7. adū 'monkey'</td>
<td>adū 🔘 'the monkey'</td>
<td>adū 🔘 'the monkey'</td>
</tr>
</tbody>
</table>

**Drill 39: Repeat**

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Slow Speech</th>
<th>Ordinary Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. etsè 'his father'</td>
<td>etsè 🔘 'his father'</td>
<td>etsè 🔘 'his father'</td>
</tr>
<tr>
<td>2. nyè 'yesterday'</td>
<td>nyè 🔘 'yesterday'</td>
<td>nyè 🔘 'yesterday'</td>
</tr>
<tr>
<td>3. tó 'bottle'</td>
<td>tó 🔘 'the bottle'</td>
<td>tó 🔘 'the bottle'</td>
</tr>
<tr>
<td>4. gbōm 'person'</td>
<td>gbōm 🔘 'the person'</td>
<td>gbōm 🔘 'the person'</td>
</tr>
<tr>
<td>5. baa 'leaf'</td>
<td>baa 🔘 'the leaf'</td>
<td>baa 🔘 'the leaf'</td>
</tr>
<tr>
<td>6. dāa 'alcohol'</td>
<td>dāa 🔘 'the alcohol'</td>
<td>dāa 🔘 'the alcohol'</td>
</tr>
<tr>
<td>7. ebí 🔘 'his child'</td>
<td>ebí 🔘 'his child'</td>
<td>ebí 🔘 'his child'</td>
</tr>
</tbody>
</table>

Find the two examples of reduced 🔘 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.
2. Elá.
3. Améwo.
5. Mfí là bo.
6. Tete hulú.
7. Osófo lè sóle.
8. Yoó lè pása ëhe.
9. Sówa káné níí le òòò.
10. Migbóbi baayéló lè.

**Drill 41:** Repeat.
1. Míná bo yè dzémè.
2. Wóna amé yè dzémè.
3. Ebi lè da.
4. Ele le.
5. Ehoó lóo píi.
6. Étú lè adésá.
7. Mífeé dííi.
8. Míba bíé nyé.
10. Mi miké wólo lè.

**Drill 42:** Repeat.
1. Wootee Gáñà nyësee áfi.
2. Wóna mëý píi yè dzémè.
3. Wóya-á mà'tsé lè.

'He lied.'
'She sang.'
'They slept.'
'Someone screamed.'
'Nñi dreamt about you.'
'Tetteh jumped.'
'The priest prayed.'
'The woman gossiped about her.'
'Sówa read everything.'
'I hunted the buck.'
'I saw you there.'
'We saw them there.'
'Her child looks big.'
'He knows him.'
'She cooked a lot of meat.'
'She told him a story.'
'I kept quiet.'
'I came here yesterday.'
'I settled myself in a seat.'
'I am the one who took the book.'
'We went to Ghana last year.'
'We saw many people there.'
'We went and greeted the chief.'
4. Ehéle wó hēmēr. 'He welcomed us and made us feel at home.'
5. Wokeè lè akè wódze Améríkà. 'We told him that we had come from the U. S.'
6. Wòbí lè nìbil pii. 'We asked him many questions.'
7. Egba wó nòfèènì. 'He told us everything.'
8. Ehe dzö. 'He is a gentleman.'

LESSON TWELVE

Dialogue: Names.

A: Ofáí ně. Té atsēè nākāë nùù lè tēëk. 'Excuse me. What is that man called?'
B: Atsēè lè Ataa Kòfí. 'He is called Ataa Kofi.'
A: Měnì etsūë. 'What work does he do?'
B: Draîvà dzì lè. 'He is a driver.'
A: Nì ebí lè húw? 'And what about his son?'
B: Atsēè lè Sowà. Eyeo mētì ehāë etsè. 'He is called Sowa. He works as a mate for his father.'
A: Nì eña lè? 'And his wife?'
B: Aá Dédé, lòó Akwéleýë. Ehùì nìì ye dzrā lè nìì. 'Madam Dede, or Akwele’s Mother. She is a petty-trader in the market.'

Vocabulary

1. ofáí ně. 'please', 'excuse me'
2. tsé. 'to call'
3. nākāì. 'that'
4. měnì. 'what?'
5. tsū. 'to work'
6. draîvà. 'driver'
7. dzì. 'is'
8. nìì. 'and'
9. hú. 'also'
10. ye. 'to work as'
11. mētì. 'mate' (driver’s assistant)
12. hù. 'for'; 'to give to'
1. **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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Male Name</th>
<th>Female Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Kwafí</td>
<td>Ákofia</td>
</tr>
<tr>
<td>Monday</td>
<td>Kodzó</td>
<td>Ádzua</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Kwablá</td>
<td>Áblá</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Kwakú</td>
<td>Akúá</td>
</tr>
<tr>
<td>Thursday</td>
<td>Kwao</td>
<td>Ábá</td>
</tr>
<tr>
<td>Friday</td>
<td>Kofí</td>
<td>Áfuá</td>
</tr>
<tr>
<td>Saturday</td>
<td>Kwámí (Kwami)</td>
<td>Ámá</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Order</th>
<th>Male Name</th>
<th>Female Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Tété</td>
<td>Dédé</td>
</tr>
<tr>
<td>2nd</td>
<td>Tétè</td>
<td>Kokó</td>
</tr>
<tr>
<td>3rd</td>
<td>Míaasì</td>
<td>Kái</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Order</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Twins:</td>
<td>Okó; Akwétè</td>
<td>Akwélè</td>
</tr>
<tr>
<td>2nd</td>
<td>Akúètè</td>
<td>Akuškó</td>
</tr>
<tr>
<td>After Twins:</td>
<td>Táywìa (Tawìa)</td>
<td>Táywìa (Tawìa)</td>
</tr>
<tr>
<td>2nd</td>
<td>Ágo</td>
<td>Ágo</td>
</tr>
<tr>
<td>3rd</td>
<td>Abá-ì</td>
<td>Abá-ì</td>
</tr>
</tbody>
</table>
(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:** (Asr€ in Accra, Klanaa in Labadi)

<table>
<thead>
<tr>
<th>Order</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kôbté</td>
<td>Déi</td>
<td>NIÎkwéi</td>
<td>Adef</td>
</tr>
<tr>
<td>2</td>
<td>Kôtéi</td>
<td>Kükêko</td>
<td>Amêni</td>
<td>Kûtëskô</td>
</tr>
<tr>
<td>3</td>
<td>Aji</td>
<td>Koókâale</td>
<td>Dzâãnî</td>
<td>Kôtëkâl</td>
</tr>
<tr>
<td>4</td>
<td>Ajaale</td>
<td>Kûtësôô</td>
<td>Afûtü</td>
<td>Kôtësôô</td>
</tr>
</tbody>
</table>

**ÂGBAWÈ CLAN NAMES:** (Labadi)

<table>
<thead>
<tr>
<th>Order</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Okpoti</td>
<td>Adzéêle</td>
<td>Adzeî</td>
<td>Atswéî</td>
</tr>
<tr>
<td>2</td>
<td>Akpô</td>
<td>Adzëkô</td>
<td>Sôwâ</td>
<td>Ayokô</td>
</tr>
<tr>
<td>3</td>
<td>Kweî</td>
<td>Adzëkâî</td>
<td>Laasé</td>
<td>Kâl</td>
</tr>
<tr>
<td>4</td>
<td>Bôî</td>
<td>Adzëtsoô</td>
<td>Ânâî</td>
<td>Tsotsôo</td>
</tr>
</tbody>
</table>

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 ê... after a name ending on a low tone, and ôôô...ê after a name ending on a high or mid tone. Examples:


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

1. Ádê. (m) 4. Ajaale. (m) 7. Ámã. (m)
2. Adeî. (f) 5. Akwélényê. (f) 8. Booba (m, f)
3. Tawîs. (m, f) 6. Ámã. (f)
LESSON THIRTEEN

Verbs: The Habitual Tense

(i) A verb in the Habitual tense is marked by the suffix /ɔ/. The suffix has the form /a/ when the final vowel of the root is /a/. The suffix is nasalised if the root vowel is nasal.

(ii) The Habitual tense suffix has low tone, but this tone is assimilated to mid when it occurs between two high tones.

Drill 44: Repeat.
1. Emáleb. 'He tells lies.'
2. Eláa. 'She sings.'
3. Edáa ni̊ gbé. 'He is a loud-mouth.'
4. Níí làa dáa mà̊̃ké. 'Nii dreams every night.'
5. Gbémí lende jëi èmënì dáa gbì. 'The fellow prays five times daily.'
6. Atëñ le Tëtë. 'His name is Tetteh.'
7. Yoó lè tókëo. 'The woman is fond of grumbling.'
8. Yoó lè pásaà. 'The woman gossips.'
9. Mënì fèd lë. 'What ails him?'
10. E'wo më. 'It's fattening.'

Drill 45: Repeat.
1. Emáleb wëhe dáa née. 'He is always misrepresenting us.'
2. Mënì gbé lë nëkë. 'What is that loud noise?'
3. Eláa waa. 'She is an excellent singer.'
4. Eláa lalài sëtoisëto. 'She sings songs of many different types.'
5. Níí làa gbëmë lëtëtoisëto. 'Nii dreams about all sorts of people.'
6. Níí làa dáa mà̊̃ké. 'Nii dreams every night.'
7. Tëtë hulù tær. 'Tetteh jumps too much.'
8. Yoó lè tólbótë. 'The woman is too fond of grumbling.'
9. Nëñë lè tókëo fe ená lë. 'The man complained more than his wife.'
10. Tëtë tûmë ke hewale. 'Tetteh jumps with all his strength.'
Drill 46: Insert in the sentences below the Habitual tense form of the verbs given in parenthesis.

1. E______ fiká. (fa. 'lend'; 'borrow') 'He is a moneylender.'
2. Gbeé nèè ______ dáa afí. (f6. 'give birth') 'This dog has puppies every year.'
3. Ny37mo ______ wàa ye bìe. (nè. 'to rain') 'It rains heavily here.'
4. Kofí ______ níí oyá. (kàné. 'to read') 'Kofi reads fast.'
5. Kofí ______ wòlo oyá. (kàné. 'to read') 'Kofi reads books fast.'
6. Nàmè ______ bò fe le. (sùmù. 'to love') 'Who loves you more than she does?'
7. Nàmè ______ bò fe le. (sùmù. 'to serve') 'Who serves you better than she does?'
8. Gb3mù ______ kè etò le. (hákù. 'yawn') 'A person yawns when he is tired.'

Drill 47: Repeat. Habitual tense forms are underlined.

1. Àtsèè le Kofí. 'His name is Kofi.'
2. Ètsèè nìí ye yunívesìtí le. 'He teaches at the university.'
3. Èkasèè nìí dáa gbékè. 'He studies every night.'
4. Míyàà Gà dáa Hògbàa. 'I go to Accra every Sunday.'
5. Míyàhèè nìí ye dzrà là nìí. 'I shop in the market.'
6. Amètswaawo telífióò dáa gbì. 'They call us on the telephone every day.'
7. Mèni ètsúèó? 'What work does he do?'
8. Egbaru tsína àbùù yè Pokóase. '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 le.

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 le.

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

Drill 50: Repeat.

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 le. 'She is his child.'
2. Draívá dzí le. 'He is a driver.'
3. Nóni mímè dzí jílká. 'What I am waiting for is money.'
4. Gbékè dzí móní fèèn. 'Junior was the one who did it.'
5. jíto dzí nokò ní mísùmò waa. 'Pepper is something I like very much.'

Drill 51: Repeat.

1. Ebí nè. 'This is his child.'
2. Òfàá nè. 'Please; excuse me.'
3. Gbogbo nè. 'This is a wall.'
4. Gówá nè. 'This is guava.'
5. Héni mawò nè. 'This is where I shall sleep.'
6. Boní dzí nè. 'That's the way it is.'

LESSON FIFTEEN

Verbs: Progressive Tense.

(i) A verb in the Progressive Tense is marked by the prefix mìi (written i after the 1st person singular pronoun mi).
(ii) In speech, the Progressive Tense prefix is reduced to  or a nasal homorganic with the succeeding consonant. In slow speech, m is a variant of mii.

(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 mìhi.  'You are blocking my line of vision.'
3. Ootsìè ìhi.  'You are disturbing her sleep.'
4. Ngu lè mìba ìko.  'The man is coming again.'
5. Ké ìwìe lè, báo lè toí.  'When she is speaking, listen to her.'
6. Ní ìenìà nìî le, kàbi lè dàà.  '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: Wo _____ Gà. (ya). Womìyya Gà. 'We are going to Accra.'
1. E _____ jìká mì. (jó) 'He is squandering money.'
2. Ny3;mo _____ wàa yè dzem. (nó) 'It is raining very heavily there.'
3. Amè _____ amètse. (fó) 'They are lamenting their father.'
4. Mìhè _____ mî. (tìtí) 'I am on tenterhooks.'
5. Kofi _____ wèlo. (kànè) 'Kofi is reading a book.'
6. Kofi _____ nìf. (kànè) 'Kofi is reading.'
7. Mí _____ bd. (sumò) 'I love you.'
8. Moko _____ sóyì. (tsìnè) 'Someone keeps sneezing.'

**Drill 54:** Repeat.

1. Mìiyá.  'I am going.'
2. Mìiyá jìgà.  'I am going home.'
3. Mìiyá Gà.  'I am going to Accra.'
4. MìImà.  'I am waiting.'
5. Mìîmè lèlè.  'I am waiting for a lorry.'
6. Mii'më nyë. 'I am waiting for you.'
7. Mii'kpa. 'I am giving it up.'
8. Mii'kpa njelemeë. 'I am giving up smoking.'
9. Mii'kpa daànunë. 'I am stopping drinking.'

LESSON SIXTEEN

Dialogue: Asking for Words.

A: Të àtsëö enë yë Gâ mîñ têë.' 'What is this called in Ga?'
B: Énë', áloo enë. 'This, or this?'
A: Énë.
B: Àtsëö le kânë. 'It is called kanë.'
A: *Kânë ...... Kânë......?
B: Daabï. Kanë. 'No. Kânë.'
A: Kânë.
B: Ehië. Kânë. 'Yes. Kânë.'
A: Të àtsëö finger yë Gâ mîñ têë. 'What is finger called in Ga?'
B: Àtsëö le waó. 'It is called waó.'
A: Të àkëö akë The man lit a lamp yë Gâ mîñ têë. 'How does one say The man lit a lamp in Ga?'
B: Akëö akë: Ñûù lë su kânë. 'One says: etc.'
A: Të akëö akë The man bought three lamps yë Gâ mîñ têë. 'How, etc.'
B: Akëö akë: Ñûù lë hé kânë etë. 'One says, etc.'

Vocabulary

1. énë. 'this'
2. áloo. 'or'
3. kânë. 'lamp', 'light'
4. keë. 'to say'
5. akë. 'that'
6. su. 'to light'
7. hé. 'to buy'
8. étë. 'three'

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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 àtsé (yè Gà mǐ) téé.

(ii) Té àke (aké) (yè Gà mǐ) téé.

(Phrases in brackets are optional.)

Frame B: Answering.

(i) Atsé 1e ________.

(ii) Aké aké ________.

1. 'finger' waó. 9. 'yes' ehéé.
2. 'arm' niíne. 10. 'eye' hí, méi.
3. 'Come here.' bá bié. 11. 'thank you' óyiwala dí.
4. 'shoulder' kéé. 12. 'again' ékéé.
5. 'It doesn't matter.' éfèe nkó. 13. 'legs' náá.
7. 'ear' tóí. 15. 'How do you do?' Té opí tóí.
8. 'no' táábi.

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

Examples: High Low

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bí</td>
<td>'child'</td>
<td>ta</td>
</tr>
<tr>
<td>té</td>
<td>'stone'</td>
<td>gbọ.</td>
</tr>
<tr>
<td>kpó.</td>
<td>'knot'</td>
<td>ṣmẹ.</td>
</tr>
<tr>
<td>ṣmé.</td>
<td>'palm-nut'</td>
<td>tso.</td>
</tr>
<tr>
<td>gbće.</td>
<td>'pimple'</td>
<td>gẹ.</td>
</tr>
<tr>
<td>jẹ.</td>
<td>'sugar-cane'</td>
<td></td>
</tr>
</tbody>
</table>

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'; énẹ. 'this thing'; ótsi. 'week'.
   (ii) Low-Low: ọjọ. 'sea'; agba. 'stall'; agc. 'velvet'.
   (iii) High-Low: ényọ. 'two'; édzwẹ. 'four'.

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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. tséfú. 'teacher' (1) 6. ífí. 'hole' (7)
2. eyè. 'a white thing' (6) 7. wóbíl. 'bees' (1)
3. lólè. 'lorry, truck' (1) 8. baa. 'leaf' (1)
4. nūú. 'man' (14) 9. tsékwè. 'uncle' (9)
5. nyèkwè. 'aunt' (9) 10. lálài. 'songs' (1)

**Drill 58:** Find the plurals of the following nouns.

1. bû. 'hole' (1) 5. sū. 'soil' (1)
2. búu. 'mosquito-net' (1) 6. loc. 'fish' (1)
3. nū. 'water' (1) 7. sísà. 'ghost' (1)
4. yè. 'yam' (7)

(2) **Noun Plurals with suffix -mè:** (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 -mè. Mè 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. Mè as an independent word is the plural form ('persons', 'people') corresponding to the singular word mè (cf. Appendix A, No. 2).

The plural suffix of this group is, however, in this course written and pronounced -mè, 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 mè is not merely a slovenly or substandard colloquial variant of mè but a true suffix is found in the different tonal behavior of the two forms.
MEI, both as an independent plural word and as the putative plural ending, always has low tone.

ME 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 ME is exactly that of -i and -dzi, 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. Gányo. 'a Ga'.
2. Gámé. 'Gas'.
3. Gá bíl 'Accra people'.
4. Gányo bí 'a true-born Ga'.
5. Gámé abíl. 'true-born Gas'.
6. Fántényò. 'a Fanti'.
7. Fantémé fëë 'all Fantis'.
8. ME asáne gbáá ènáa. 'Other people's problems do not worry him'.

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

1. tsékwé. 'uncle'
2. nyékwé. 'aunt'
3. níó. 'grandfather'
4. náá. 'grandmother'
5. mâtse, 'chief'
6. jíátsé. 'houseowner'
7. helatsé. 'sick person'
8. fikátsè. 'rich man'
9. nútsó. 'master'
10. náányo. 'friend'

**LESSON NINETEEN**

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

   1. éko (counting form), 5. énumè, 8. kpaanyè
   2. ényà
   3. étè
   4. édzwè

When used with a noun, 1 ékomé has the form komé.
Drill 61: Substitute the given numerals for those in the sentences below.

1. Woná yei ényé.
   étè
   'We saw two women.'

2. Ehé mámál edzwè.
   ékômé
   'She bought four cloths.'

3. Etsînè jîi étè.
   ékpàa
   'He sneezed three times.'

4. Mântsè lè më tsûî ényé.
   nyôômâ
   'The chief built two houses.'

5. Kodzo yè bîyèi néchú.
   énûmô
   'Kodzo has nine daughters.'

6. Hîi kpawo ère lè.
   kpaanyô
   'Seven men carried him.'

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.

<table>
<thead>
<tr>
<th>Full form</th>
<th>Affixal form</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I, me'</td>
<td>mi</td>
</tr>
<tr>
<td>'you' (sg.)</td>
<td>bo</td>
</tr>
<tr>
<td>'he, him, she, her, it'</td>
<td>le</td>
</tr>
<tr>
<td>'we, us'</td>
<td>wo</td>
</tr>
<tr>
<td>'you' (pl.)</td>
<td>nyê</td>
</tr>
<tr>
<td>'they, them'</td>
<td>amê</td>
</tr>
</tbody>
</table>

Drill 62: Repeat:

1. Mîgbê lè da.
   'My water-pot is a big one.'

2. Mîwû édzè kpo.
   'My husband has gone out.'

3. Mîtsè tsé ml.
   'My father called me.'

4. Ôgbêé lè miibólô.
   'Your dog is barking.'
5. Ogbée ẹ̀tò. ’Your voice is pleasant.’
6. Emámá ní. ’This is her cloth.’
7. Eye wogówá le ẹ̀tò. ’He ate all our guava.’
8. Tsì́nì ẹ̀dà ml nyétsú le. ’Show me your house.’
9. Tsì́nì ẹ̀dà ml nyétsú heé le. ’Show me your new building.’
10. Mínà amétse. ’I saw their father.’
11. Amédzo amédzoó le. ’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; ọkwadú. ’banana; your banana’.
2. ẹ̀kétíc; ẹ̀kétíc. ’peanuts; my peanuts’.
3. akutú; ekutú. ’orange; his orange’.
4. omú lè ẹ̀tò; omú lè ẹ̀tò. ’the rice tastes good; your rice tastes good’.
5. mfoní; ìfoní. ’photograph; your photograph’.
6. ohú; amóhú. ’poverty; their poverty’.
7. okadí; wókadí. ’mark; our mark’.
8. adéká; nyédéká. ’box; your box’.
9. é-mómí; mí-mómí. ’okro; my okro’.
10. agbó; ógbo. ’gate; your gate’.

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Drill 64: Repeat:

1. Sòwà māmí.
   'Sowa's mother'
2. Sòwàmè amāmí.
   'mother of the Sowas.'
3. yómo sāne.
   'old woman's way of thought.'
4. yeimèddz alsāne.
   'old wives' tales.'
5. sódzàfôn atsúi.
   'barracks'
6. ločifidzī.
   'bird's wings'

LESSON TWENTY

Dialogue: Outdooring.

A. Ònù kpodzièmè lè he?
   'Have you heard about the outdooring?'

B. Ñhèè. Atsú àbakè è.
   'Yes. Someone was sent to tell me.'

A. Obààyà?
   'Are you going?'

B. Ñhèè. Bo hù doya?
   'Yes. Are you?'

A. Ñhèè. Kè òte jì māŋkè lè, tsè è.
   'Yes. When you wake up in the night, call me.'

B. Mètè jì māà.
   'I'll get up early.'

A. Miyadziè kpò māhà minyèmìè lè. Amēmìya nītsūmè.
   'I am going to outdoor for my brothers. They are going to work.'

B. Mì hù nákā nàntù.
   'I am doing the same.'

Vocabulary

1. nù. 'to hear' 6. ké. 'if, when'
2. kpodzièmè. 'outdooring ceremony' 7. te jì. 'get up, wake'
3. he. 'about' 8. māŋkè. 'night'
4. tsè. 'to send' 9. māà. 'early'
5. hù. 'too, also' 10. nītsūmè. 'work'
Notes

1. Outdooring is an important ceremony performed for a newborn child on the 8th day after birth.

2. The Day:

   (i) The Ga names for the days of the week are:
   
   Monday  Düz  Friday  Sohaa
   Tuesday  Důfu  Saturday  Hoo
   Wednesday  Já  Sunday  Hógbaa
   Thursday  Soo

   (ii) Expressions for different parts of day and night are:
   
   leébl. 'morning'; leébl māfuka. 'very early in the morning'
   jwáné. 'noon, afternoon'; jwáné fIntń́n. 'the hottest part of the afternoon'
   gbékè. 'evening'; gbékè tū́n. 'late in the evening'
   mānję́. 'night'; mānję́ mí. 'early morning before dawn'.
   wu. gbélimá. 'at cockcrow'; dzetsélémé. 'dawn'.

   (iii) Some other expressions of time are:
   
   ñmé. 'today'  nyë. 'yesterday'
   nyésec. 'in the past; ago'  wó. 'tomorrow'
   wésè. 'in the future'

LESSON TWENTY ONE

Verbs: Tonal Classes: (cf. Appendix B)

Verb roots are classified into tone classes according to the number of syllables in the root and the tones of the root in the Past tense. All roots grouped into one class have the same tonal patterns in all tenses.

Monosyllabic Roots:

(1) These roots all have the syllabic form CV.
(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'
   - bè, 'to quarrel'
   - fó, 'to give birth to'
   - jwé, 'to play'
   - wó, 'to lift'
   - dá, 'to pose'
   - nyé, 'to be able'
   - dà, 'to race'
   - mú, 'to submerge'

(b) **Class II:** Low
   - be, 'to grip'
   - nyé, 'to hate'
   - mú, 'to breathe'
   - bá, 'to cut'
   - fó, 'to throw'
   - wó, 'to praise'
   - ba, 'to beg'
   - da, 'to be big'

(c) **Class III:** Low
   - le, 'to know'
   - ba, 'to come'
   - nû, 'to hear, understand'
   - wó, '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:
   - yóó, 'to recognise'
(b) Class II: Low-High:
hoô, 'to cook'; hôô, 'to sell'; feë, 'to do'
wîô, 'to speak'; gbëë, 'to sound'; leë, 'to be wide'
nyîë, 'to walk';

(c) Class III: High-Mid:
pôô, 'to emerge'; tîâ, 'to pile up'; pì'ì, 'to suffer'

(c) Class IV: Low-Low:
dzwë, 'to think'; hao, 'to molest'; soo, 'to catch something in flight'

CV.CV:

(a) Class I: High-High:
mâlé, 'to lie'; tsôse, 'to train'; sëmë, 'to serve'

(b) Class II: Low-High:
pilâ, 'to wound'; tîti, 'to scratch'; kasê, 'to learn'

(c) Class III: High-Mid:
sisë, 'to beg'; gûmë, 'to peel'; sësë, 'to calculate'
ntsâke, 'to change'; ëzë, 'to untie'; nînà, 'to catch up with'
kpôkpo, 'to shiver'

(d) Class IV: Low-Low:
bgbôbi, 'to hunt'; sôle, 'to pray'; sëmë, 'to love'

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

1. Efëe di, 'He became quiet.'
2. Mi mikô wôlo lô, 'I am the person who took the book.'
3. Àwîe lô, 'He was sent away.'
4. Etiu amë, 'He pursued them.'
5. Amëhiu 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 hú doya? 'Are you too going?'
3. Nám sì ã ṣñáa lè? 'Who closed the door?'
4. Godzidé minàa. 'You are annoying me.'
5. Gbékëbí lè miifite nàñàm. 'The children are spoiling everything.'
6. Wòdàmã jìn kpeŋ. 'We stood firm.'
7. Améyóó mí. 'They recognised me.'

LESSON TWENTY TWO

1. Consonant Clusters with 1 or r:

   (i) 1 and r are variants of the same sound in Ga. They can replace each other without causing any change in meaning. Only 1 occurs in word-initial position.

   (ii) 1 and r occur as the final element in certain consonant clusters. 1 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. loófílì lè őlíkì. 'the bird flew'  
4. írema, 'cowrie'
5. ñë, 'hole'  
6. mlu. 'dust'
Drill 68: Repeat. These are the full forms used in slow speech.
1. amétála dzémé 'They are sitting there.'
2. ṣméle. 'bell'
3. Effill košyø. 'He blew out his breath.'
4. húlu, 'sun'
5. étsúru. 'red'
6. ṭwálámí. 'star'
7. Ele selemu. 'He knows how to swim.'

LESSON TWENTY THREE

Dialogue: Food

A. Méní abaáye gbeke né? 'What will we have for dinner?'

B. Abaáye kómí ke jíto kë kénà. 'We will have kenkey and pepper and fried fish.'

A. Mécba. Nókloklo be? 'Why? Is there nothing else?'

B. Wónú yq dzémé, jí móbë ni bábí fufú. 'There is soup, but there is no one to pound fufu.'

A. Mákpa mòbë ni miyají. 'I'll close early then and go and do it.'

B. Ûd. Éfé nokó. Ké dšumá kénà lè, óbányé hke kómí lè ayé wonú lè. 'Oh. It doesn't matter. If you don't like the fried fish, you can eat the soup with the kenkey.'

Vocabulary

1. kéná. 'fried fish' 7. ṣí. 'but'
2. kómí. 'kenkey' 8. ṣí. 'to pound'
3. mécba. 'why?' 9. bëy. 'not to be'
4. nókloklo. 'something else' 10. fufú. 'fufu'
5. wónú. 'soup' 11. kpá. 'to close from work'
6. móbë. 'someone' 12. mò. 'then'
Notes

1. **Food:** 'Kenkey', made from maize, is the staple food of the Ga. '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) **dzídží**: related to fufui.
   c) **kpékple**: made from maize; a ceremonial dish for the Homowo festival.
   d) **kéléwèlé**: 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 baa-.
   (ii) With the 1st person singular pronominal prefix, the future tense prefix is ba-.
   (iii) The succession of 1st person singular pronominal prefix and future tense prefix, miba-, has a reduced variant m' which occurs more frequently than the full form.

**Drill 69:** Repeat. Future tense forms are underlined.

1. Méni abaayé gbékè nè. 'What will we eat tonight?'
2. Abaayé kómi ke jíto kè kénät. 'We will eat kenkey and pepper and fried fish.'
3. Moko bè ni baa dzidzi fufúi. 'There is no one to pound fufu.'
4. Mákpa mlè. 'I will close early.'
5. Obaanyè dé kómi le ayè wonú lè. 'You can eat the soup with the kenkey.'
6. M'fufuí wo. 'I will make fufu tomorrow.'
7. Nú le baanyè bo. 'The man will hate you.'
8. Ebaayé dzídží. 'He will eat dzidzi.'
9. Nám' baayí keléwèlé éhà lè. 'Who will fry kelewele for him?'
Drill 70: Insert the Future tense forms in the sentences below.

1. E _____ èhe. (pilá) 'He will hurt himself.'
2. Mí _____ bô Gâ. (tsú) 'I shall send you to Accra.' (Give both forms)
3. Kofi _____ nyê. (lákâ) 'Kofi will deceive you.'
4. Mí _____ kâmì gbékê nê. (yc) 'I shall eat kenkey tonight.' (Give both forms)
5. Mí _____ dzêmì gbékê uê. (ba) 'I shall come there tonight.' (Give both forms)
6. Té b _____ têkê. (íéé) 'What will you do?'
7. O _____ Gâ? (ya) 'You will go to Accra?'
8. Mí _____ lè sâne. (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. Omále. B. Mímálee. A. 'You are lying.' B. 'I am not lying.'
2. A. Ole âké omáleô? B. Mímálee. A. 'Do you know that you tell lies?' B. 'I do not lie.'
3. A. Omále bhá mi nyê. B. Mímálee. A. 'You lied to me yesterday.' B. 'I did not lie.'
4. Tsú lê edânâ. 'The room is not big enough.'
5. Yoo l' ñkê. 'The woman didn't look.'
6. Míaay, ní mìbìi lè nokò hù. 'I am not going, and I am not asking him anything either.'

7. Bè okè nà nokò? 'You didn't say anything, did you?'

8. Mè nì tsùù nìì lè, êyèe nìì. 'He who does not work, does not eat.'

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

1. Gbékèbi lè bìì lè sàné. 'The children did not question him.'

2. Gbékèbi lè egbèe tɔŋ tɔŋ lè. 'The children did not kill the mosquito.'

3. Kodzo baa ṭɔmë. 'Kojo did not come today.'

4. Gbëlì lè dzwëgn kwàa. 'He is an out and out fool!'

5. Gbëlì lè tsàkëì eñìfëëì. 'The fellow did not change his behavior.'

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

1. Kofì _____ nyè. (lákà) 'Kofi was not deceiving you.'

2. Mì _____ dzëmè gbèkè nè. (ba) 'I am not coming there tonight.'

3. E _____ mì sànë. (bí) 'She did not ask me anything.'

4. Kofì _____ mìsànë. (sùmë) 'Kofi does not like me.'

5. Kofì _____ sìgàrëti. (jële) 'Kofi does not smoke cigarettes.'

6. Mì _____ lè. (yòo) 'I did not recognise her.'

7. E _____ . (fò) '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 Singulare.

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 -më.
(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:

beëv. 'to sweep' beëm\textsuperscript{3}. 'sweeping'
dzööv. 'to bless' dzööm\textsuperscript{3}. 'blessing'
söl. 'to pray' sölën\textsuperscript{3}. 'prayer'
dzweëv. 'to think' dzweën\textsuperscript{3}. 'thinking; thought'

from multisyllabic Verbs, with frontshifting of Nominal Object:

wëe gä. 'to speak Ga' gäwieën\textsuperscript{3}. 'speaking Ga'
fee eëë. 'to do evil' eëëfeën\textsuperscript{3}. 'doing evil; sinning'

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

bë sëne. 'to ask a question' sënebën\textsuperscript{3}. 'questioning; interrogation'
dë. 'to be black' dëm\textsuperscript{3}. 'blackness'
dzë. 'to insult (someone)' dzëm\textsuperscript{3}. 'insult'

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

gbe gbëm\textsuperscript{3}. 'to kill a human' gbëm\textsuperscript{3}gbeë. 'homicide; murder'
swë. 'to boast' swëë. 'boasting'
le nëë. 'to know' nëëleë. 'knowledge'
ba. 'to come' bëa. 'coming'

(iv) the -m\textsuperscript{3} 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 m\textsuperscript{3} reduce this syllable to a V unit before the gerundial suffix -m\textsuperscript{3}:

däm\textsuperscript{3} fë. 'to stand' fëdäm\textsuperscript{3}. 'standing'
süm\textsuperscript{3}. 'love' süm\textsuperscript{3}. 'love'
wäm\textsuperscript{3}. 'crawl' wäm\textsuperscript{3}. '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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tîɛ.</td>
<td>'to be thick'</td>
<td>tîlɛ.</td>
<td>'thickness'</td>
</tr>
<tr>
<td>fâɛ.</td>
<td>'to be plenty'</td>
<td>fâlɛ.</td>
<td>'abundance'</td>
</tr>
<tr>
<td>gbûɛ.</td>
<td>'to age'</td>
<td>gbōlɛ.</td>
<td>'age'</td>
</tr>
<tr>
<td>ye yɛlɛ.</td>
<td>'to eat yam'</td>
<td>yɛlɛ yéli.</td>
<td>'yam festival'</td>
</tr>
<tr>
<td>lâ.</td>
<td>'to sing'</td>
<td>lâlɛ.</td>
<td>'song'</td>
</tr>
<tr>
<td>gbôɛ.</td>
<td>'to die'</td>
<td>gbélɛ.</td>
<td>'death'</td>
</tr>
<tr>
<td>bēɛ.</td>
<td>'to quarrel'</td>
<td>bêlɛ.</td>
<td>'quarrel'</td>
</tr>
</tbody>
</table>

3. Agent Nouns:

Agent Nouns may be derived from Verbs by suffixing -1ɔ, with or without frontshifting of a Nominal Object:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dzuɛ.</td>
<td>'to steal'</td>
<td>dzulo.</td>
<td>'thief'</td>
</tr>
<tr>
<td>gbe gbɔmɛ.</td>
<td>'to kill a human'</td>
<td>gbɔmɔgbelo.</td>
<td>'homicide; murderer'</td>
</tr>
<tr>
<td>dzo foi.</td>
<td>'to run a race'</td>
<td>foídzelɔ.</td>
<td>'runner'</td>
</tr>
</tbody>
</table>

LESSON TWENTY SIX

Verbs: The Negative Future Tense

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

(ii) The -ɛ̄ 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 e-. The class prefix e- does not occur together with a pronominal prefix to the root.

Drill 74: Repeat.

1. Gbôbilɛ ne3 egbé; kooloo ko kooloo ko.
   'This hunter will not kill any animal.'
2. Míbiŋ le nóko.
   'I shall not ask him anything.'

3. Míkwóŋ, nl le hú edwóŋ.
   'I will not climb, and he will not climb either.'

4. Gbóbólo ni e gbéŋ nokónokó.
   'These hunters will not kill anything.'

5. Míbáŋ odómé le gbékè nèe.
   'I will not come to your place tonight.'

   'If she behaves that way, she will not learn anything.'

7. Woórí keyaŋ l'nyèbaábá.
   'We will not sleep till you come.'

Drill 75: Repeat.

1. Otse sùmáŋ ni ofée nákáŋ.
   'Your father will not like you to do that.'

2. Êkáseŋ ni ëmèŋé?
   'Will she not study today?'

3. Adzóko ehoóŋ ni ëmèŋé.
   'Adzorkor will not cook today.'

4. Ké nỳèbòt n'máŋ le, mìkpàtán.
   'If you start fighting, I will not intervene.'

5. Nìbówí le t'sakíŋ o'òkáká le.
   'The petty-traders will not change your money.'

6. Eyóóŋ bo kokocoko.
   'He will never recognise you.'

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

1. Ó ______ įmèŋé? (ya) 'Will you not go to Accra today?'

2. Êr'á l' ______ lè. (jë) 'His wife will not leave him.'

3. Á ______ lè. (gbe, II) 'He will not be killed.'

4. Kápláñtá lè ______ èhe. (pílà) 'The carpenter will not hurt himself.'

5. E ______ o'òkáká lè. (fíte) 'He will not waste your money.'

6. Námëí ______ ní ŋe bí. (ye, III) 'Who will not eat here?'

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7. Māntse le no 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: wómalé. 'We have lied.'

(iii) Pronominal prefixes to Perfect tense Verbs have high tone.

Drill 77: Repeat.
1. Émale. 'He has told lies.'
2. Nūn le émale. 'The man has told lies.'
3. Htí le émale. 'The men have told lies.'
4. Eśole. 'He has prayed.'
5. Osófo le esóle. 'The priest has prayed.'
6. Osófol le esóle. 'The priests have prayed.'
7. Étsaké. 'He has changed.'
8. Opápá ebí mī sānë le. 'Your father has asked me about the case.'
9. Opápá eplá èhe. 'Your father has hurt himself.'
10. Ōmāmē ebotë jā le. 'Your mother has gone into the house.'

Drill 78: Repeat.
1. Mīkāl bo, jî bo le ôkālī mī. 'I have remembered you, but you do not remember me.'
2. Kodzo eba bëê? 'Has Kodzo come here?'
3. Ñégbē Āmă etëë. 'Where has Ama gone?'
4. Enā éfô yë Kole Bū. 'His wife has given birth to a baby at the Korle Bu Hospital.'
5. Té ofëë le tēë. 'What have you done with her?'

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There is a death in their house.'

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

1. ó _____ kpòdziemö lè he? (nô) 'Have you heard about the outdoor-

ing?'

2. Daabi. Nàmè _____? (fô) 'No. Who has had a baby?'

3. Wônô lè ______. (be) 'The soup is cooked.'

4. Nàmè _____ ñà lè. (bôtê) 'Who has gone into the house?'

5. Adzôkô _____ dûadé lè ñë̀. (tsômô) 'Adzorkor has peeled all the
cassava.'

6. Bôta lè _____, (fîre) 'The butter has gone rancid.'

7. Kodzô _____ mân neë mi n waa. (sûmô) '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 -kô,
as well as high pitch in the root.

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

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

Drill 80: Repeat.

1. Nônô lè bikô mekomoko nôkô.
   'The man has not asked anyone anything.'

2. Gbôbilo neë egbêko kooloo ko kooloo ko.
   'This hunter has not killed any animal.'

   'I have not asked him anything.'

4. Gbôbiloî neë egbêko nôkônôkô.
   'These hunters have not killed anything.'

5. Mîyekô kêlêwële ôتسî neë.
   'I have not eaten kelewele this week.'

6. Éwlekô anëhe eë̀kô.
   'He hasn't said one bad word about them.'
**LESSON TWENTY-EIGHT**

**Drill 81: Repeat.**

1. Ekaseko nii'men? (Has he not studied today?)
2. Skuobili le ekaseko amenil le? (Have the pupils not studied today?)
3. Adzok ehok owonu le. (Adzorkor has not cooked the soup.)
4. Nih33i3i le tsakok ojiká le. (The vendors have not changed your money.)
5. Eyooko bo lolo. (She has not recognised you yet.)
6. Nu le gbekọ móbọ le. (The man has not ground my corn into flour.)
7. Koff srekó daa. (Kofi has never swum.)
8. Hvábši étokó le daa. (He has never been drunk on whisky.)

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

1. Eja le _____ le. (f) 'His wife has not left him.'
2. A _____ le. (gbe) 'He has not been killed.'
3. O ____ Cà 'mënë? (ya) 'Have you not been to Accra today?'
4. Nümő ____ wlo kwala 'mënë. (káñ) 'Who has not read a book at all today?'
5. E ____ ojiká le. (fite) 'He has not squandered your money.'
6. Mä’tsé le _____ nóhe. (wié) 'The chief has not talked about that.'
7. Kápintá le _____ èhe. (pilá) 'The carpenter has not hurt himself.'
8. Mf ____ waa nêké dàa. (wo) 'I have never coughed so badly.'

**LESSON TWENTY-NINE**

**Dialogue: Seeing the Sights.**

A: Gbaá ml nënî nyéfe nyé. (Tell me what you did yesterday.)
B: Wôfe nôko tsò. Wôjá fi keke ketee aklówá le. (We didn't do anything much. We only strolled to the village.)
A: 'mënë le, nyéyà Gà mó. (Today, go to Accra.)
B: Čée, wôbaayá Bôk, nî eyadzie jiká. Keke le wôtée Kôt, kè Lâibre, keKole Òú hû. (Yes, we shall go to the Bank, so that he can withdraw money. And then we shall go to the Court, the Library and Korle Bu Hospital.)
A: Wó lɛ, kè le ábà Temâ ní ebakwe 'haabɔ lɛ. 'Tomorrow, bring him to Tema to see the harbour.'
B: Yoo. 'Okay.'

Vocabulary

gba. 'to narrate' keke. 'only'

jró 'tő. 'to take a walk' aklowa. '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 -mɔ.

(iii) The Direct Imperative Positive Plural is marked by (a) the 2nd person plural pronominal prefix nyɛ - 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 lɛ hení èdze. 'Ask him where he is from.'
2. Vaá ñdisí lɛ. 'Go to the office.'
3. Nyɛbià le héní èdze. 'Ask him where he is from.'
4. Nyɛyà ñdisí lɛ. 'Go to the office.'
5. Kànɛmɔ letɛ nɛɛ. 'Read this letter.'
6. Nyɛkànɛa lɛtɛlɛ. 'Read the letters.'
7. Feemɔ oyà. 'Hurry up.'
8. Nyɛfe a oyà. 'Hurry up.'
9. Kpëtemɔ lɛ. 'Stick close to him.'
10. Bá wo lëébl.  'Come tomorrow morning.'

11. Nyèba àéfsí lè w. lëébl.  'Come to the office tomorrow morning.'

12. Gbòlemè ml.  'Rub me.'

3. Some verb roots end in -mè. When this ending is replaced by the Imperative singular suffix the root vowel is doubled.

Drill 84 and 85: Repeat.

1. Dáamò lè dìgà. (dàmò)  'Stand still.'

2. Nyèdámà fì fídó. (dámà)  'Wait a little.'

3. Wáamè misèc. (wàmè)  'Scratch my back.'

4. Nyèwàmà nyènàdžì ahe. (wàmà)  'Scratch your legs.'

5. Gùmè akútúl enyè. (gùmè)  'Peel two oranges.'

6. Tsùmè ìmàdà à lè he. (tsùmè)  'Peel the plantain.'

7. Lómkè lè sàwàh kà gbèkè. (lómè)  ' Curse him afternoon and evening.'

8. Tsùmè ókpòh ì lè nì. (tsùmè)  '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 ka-á-. 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 nyè-. e.g. nyèkabia. '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 sànè lè ìkè. (gba) (S) 'Tell him the whole story.'

2. _______ lè egbèl. (bí) (S) 'Ask him his name.'

3. _______ lè sànè lè ìkè. (gba) (P) 'Tell him the whole story.'
4. _______ lè nöfëënò.  (bí)  (P)  'Ask him about everything.'
5. _______ ohâ ml.  (sôle)  (S)  'Pray for me.'
6. _______ nyëhâ wò.  (sôle)  (P)  'Pray for us.'
7. _______ mëmâ lè he.  (dzâle)  (S)  'Rinse the cloth.'
8. _______ ëëtëë lè ahe.  (dzâle)  (P)  'Rinse the shirts.'
9. _______ nët.  (kasé)  (S)  'Study hard.'
10. _______ nët.  (kasé)  (P)  'Study hard.'
11. _______ .  (kanë)  (S)  'Read.'
12. _______ nyëwëdzi lè.  (kanë)  (P)  'Read your books.'
13. _______ hé.  (gümëd)  (S)  'Peel it.'
14. _______ dë'ë.  (feëv)  (S)  'Be quiet.'
15. _______ .  (tâd)  (P)  'Look for it.'

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

1. _______  (feëv)  (S)
2. _______ nàkâi.  (feëv)  (P)
3. _______ .  (ba)  (S)
4. _______ mënë.  (ba)  (P)
5. _______ lè.  (bí)  (S)
6. _______ ëlkâ.  (fîte)  (S)
7. _______ ëlkâ pëli.  (fîte)  (P)
8. _______ mlë dë'ë.  (mîâ)  (S)
9. _______ mlë tsë.  (mîâ)  (P)
10. _______ .  (gbla)  (P)

LESSON THIRTY-ONE

Enclitics of Emphasis and Sympathy.

(i) The Enclitic of Emphasis is éë. 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 ọ́, or ọ̀. It implies that the speaker's attitude is one of sympathy or familiarity.

**Drill 88:** Repeat.

1. Bà. 'Come!' 6. Kaáyà èè. 'Don't go, whatever it is!'
2. Bànëè. 'Be sure you come!' 7. Kòfí èè. 'Remember Kòfí!'
5. Kpòd ọ́. 'Sorry, to be sure!' 10. Mì nì ọ́. 'It's me, alas.'

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

1. Èeba! 'He is coming!' 4. Èbaàfëè gbeèì! 'It will be spectacular.'
2. Náá 1è! 'Here she is!' 5. Oyáyá. 'Quickly.'
3. Ėbèè 1è! 'Mind the dog!'

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

6. Àkèè nokó. 'Take heart.'
7. Èfèè nokó. 'It doesn't matter.'
8. Èmùmì ní gbó 1è. 'It was his mother that died.'
9. Kaábá. 'Don't come.'
10. Oyáyá. '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 pro-nominal prefixes of the verb.

(ii) An Indirect Imperative verb with a Nominal subject has a high-toned prefix à-.
(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 kejë '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 sumà '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. Míkábi lè? 'Should I not ask him?'
5. Wótèe. Wóyà. 'Let's go!' 'Let's go!'
6. Wókayá.
7. Ékpa.
8. Mènì fẹ̣̣̣̀́ nì t lè ókpa. 'Whoever's doing that should stop.'
9. Ekeé níkpa wëm à. 'He said I should stop talking.'
10. Ekeé níkakpa wëm à. 'He said I should not stop talking.'

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

1. Gbëkëbi lè ayé nīf mià. 'The children should eat early.'
2. Àmà ahóo nì f lè. 'Ama should do the cooking.'
3. Amèkè hì t lè ṣàkà fì mà ñ lè mi. 'They said the men should not leave town.'
4. Amèkè akawò daà. 'They said you should not speak yet.'
5. Mikè owon. 'I said you should speak.'
6. Okeé akawò Gà? 'Did you say no one should speak Ga?'
7. Kodzó këe nyèwè Gà pé. 'Kodzo said you should speak only Ga.'
8. Átse lè aha mì. 'He should be sent for to see me.'

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9. Esūm3 māla.  'He does not want me to sing.'
10. Esūm3 māfée.  'He likes me to do it.'

II. The Permissive Tense.

(i) The Permissive tense marks the verb following hā 'to let' in a double verb structure. Its markers are the same as those of the Con­
secutive tense after sūm 'to like.'

(ii) The Permissive tense is positive, but hā 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 ā- prefix of Nominals does not occur when the Permissive tense follows a Negative Direct Imperative.

Drill 92: Repeat. Permissive tense forms are underlined.

1. Hā māyā.  'Let me go.'
2. Nyēnhā māvāa.  'Let me go.'
3. Nyēnhā māgbēa too lē.  'Let me slaughter the sheep.'
4. Hā ebi lē.  'Let him ask him.'
5. Hā amēbā miŋ.  'Let them come in.'
6. Nyēnhā woyāa.  'Let us go.'
7. Kaāhā wēlaadze.  'Don't lead us astray.'
8. Kaāhā ḍō.  'Don't let her cry.'
9. Nyēkahā efēa nākāř.  'Don't let him do that.'
10. Nyēnhā gbēkēbī lē abāa miŋ.  'Let the children come unto me.'
11. Nyēkahā hōm yēa gbēkēbī lē.  'Don't let the children go hungry.'
12. Kaāhā nūn lē wīe plī.  'Don't let the man talk a lot.'
13. Kaāhā wīe plī.  'Don't allow a lot of talking.'
14. Nyēkahā wīe plī.  'Don't allow a lot of talking.'
15. Nyēkahā nūn lē wīe plī.  'Don't let the man talk a lot.'

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

1. _______ lē?  (tsē)  'Should I call him?'
Drill 94: Insert Permissive or Consecutive tense forms of the verbs in these sentences.

1. Hā__________ bō sāne. (bī) 'Let me ask you one question.'
2. Kaahā lōyā lē __________ bō sāne. (bī) 'Don't let the lawyer question you.'
3. Nyēhāā___________ (lā) 'Let us sing.'
4. Nyēhāā___________ (ya) 'Let us go.'
5. Nyēkahāā nyēwebīl___________ (fē) 'Don't make your followers fear you.'
6. Nuū lē sūmē___________ èbī (sōlē) 'The man does not want his child to be baptised.'
7. Nuū lē háā___________ èbī lē. (sōlē) 'The man did not allow his child to be baptised.'
8. Māhā osōfō lē___________ mī (wō) 'I will let the priest crown me king.'
9. Mīhā; osōfō___________ mī (wō) '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 nyɔŋ m̩̃a ke eköme.
16 nyɔŋ m̩̃a ke kpaa.
19 nyɔŋ m̩̃a ke n تركيا.

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

21 nyɔŋ m̩̃a ɗ enyɔ ke eköme.
57 nyɔŋ m̩̃a ɗ enu m̩̃ ke kpawo.
99 nyɔŋ m̩̃a ɗ n تركيا ke n تركيا.
100 ohá.
115 ohá lè nyɔŋ m̩̃a ke enu m̩̃.
227 ohá l enyɔ (ke) nyɔŋ m̩̃a ɗ enyɔ ke kpawo.
1,000 akpé.
1,001 akpé ke eköme.
50,000 akpé nyɔŋ m̩̃a ɗ enu m̩̃.
200,000 akpé ohá enyɔ.

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.

ŋm̩̃le, ŋmedzi. 'hour', 'hours'
m̩̃li (m̩̃l̩̃nti). 'minute'

Dialogue
A: Mɛ̄be obaaba. 'When will you come?'
B: Mákpa nyɔŋ m̩̃a ke enyɔ, hɛwɔ lè m̩̃ke eko m̩̃a ke enyɔ ke f̩. 'I shall close at 12, therefore I
shall get there at 12:30.'
A: Mákpa ŋm̩̃le komé, nì mawo taksì, hɛwɔ lè mìtsë tı tu. 'I shall close at one and I shall
take a taxi, therefore I shall be there soon after.'
B: Obaáyá n ítšumá jwâné? 'Will you go to work in the afternoon?'

A: ñiè, ábaába abawo mì ñmedzi ényő. 'Yes, they will come for me at two.'

B: Ke dóyá lé, mì kebo baáyá mì. 'Then when you are going, you can give me a ride back.'

(ii) Hí, mdîtswà '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

laááde. 'to lose'; 'to get lost' sró. 'to become unruly'

Class III: tsáákè

béké. 'to be near' fiklì. 'to fly'

dókè. 'to swagger' dídá. 'to stagger'; 'to reel'
pénté. 'to paint' yöyro. '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.

High-High: tràma. 'cowrie' plèkoó. 'nail'

tókóó. 'mosquito'

High-Mid: mòghlo. 'wooden plank' srawá. 'lightning'

dídè. 'mudfish' abóna. 'lemon'

High-Low: átatu. 'cloud' ádesà. 'human being'

dúkumà. 'ostrich' yöma. 'camel'

Low-High: aspáátré. 'shoe' kpèkplè. 'hare'

adesà. 'story' duadé. 'cassava'
• komó. 'sorrow'  kwaʃiá. 'fool'
• Low-Low: anáanú. 'spider' kwaabúte. 'rainbow'
• kpaakpo. 'lake' ma-ŋkè. 'midnight'
• ad3d3:. 'fly'

Drill 95: Repeat.

1. Bèŋkèm³ wó.
   'Draw closer to us.'
2. Ódekà lè elàdzèkè; àkèbà. 'Your boxes are not lost; they have arrived.'
3. Núù lè yaàpèntè tsú lè he. 'The man is going to paint the building.'
4. Núù lè baàpèntè jìà lè. 'The man will paint the house.'
5. Sro àdèssà, ní sro adèssà. 'Human being is different from story.'
6. Mútånyè anáanú sàne. 'I will tell you a spider story.'
7. Blemá lè, érema dzì jìkà ní ìyeò. 'In the olden days, cowries were used as money.'
8. Té, tó, yèè yè Gà fe Kumaáse. 'Accra suffers more from mosquitoes than Kumasi.'

LESSON THIRTY FIVE

Dialogue: Dress

A: Méni mámà Dédé bú.
   'What was Dede wearing?'
B: Èbú ìgo yè fútta, ní èwo ke bájìètì wùfì.
   'She wore pure white velvet, with a yellow blouse.'

Ekùnìl ke tofànìl ke nìnefìnìl
lè fìì lè jìkàyè, jì èwo wàógà
jìkátìru.

Her necklace, earrings and bracelet were all silver, but her ring was gold.

A: Ní Sówà hù?
   'And Sowa?'
B: Èbúú mámà, èwo atalé.
   'He did not wear cloth; he wore (European) clothes.'

Èwo sìüì blùù, ní èŋmò tál tsùru. He wore a blue suit and red tie.

Espáàtìré dìi lè kplèì támò ayáwa. His black shoes were as shiny a brass.'

Vocabulary

bú. 'to wear'  ago. 'velvet'  yèè. 'white'
Notes

1. Indigenous Ghanaian dress is usually referred to with the native Ga words (māmā, kente, tokotā, etc.), whilst European-style dress is referred to with the borrowed words (sìut, tāl, sāndāl, etc.).

2. Notice the different Verbs meaning 'to wear', depending upon the item of dress:

- bu: māmā, faī to wear cloth, hat, etc.
- wo: atalé, tokotā, ga to wear clothes, sandals, ring, etc.
- ṭmō: tāl, wātsi to wear a tie, watch, etc.

3. Some colour words are:

- édí: 'black'
- étāru: 'red'
- baaṭmō: 'green'
- éye: 'white'
- wūfō: 'yellow'
- blūū: 'blue'
- éηōli: '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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Complement</th>
<th>Phrasal Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dzo.</td>
<td>'to dance'</td>
<td>dzo foī. 'to run'</td>
</tr>
<tr>
<td>2. bo.</td>
<td>'ear'</td>
<td>bo toī. 'to listen'</td>
</tr>
<tr>
<td>Verb</td>
<td>Complement</td>
<td>Phrasal Verb</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>kpá.</td>
<td>fafé.</td>
<td>kpá fàfé. 'to beg'</td>
</tr>
<tr>
<td>nà.</td>
<td>móbd.</td>
<td>nà móbd. 'to show mercy'</td>
</tr>
</tbody>
</table>

(ii) Locative Nouns are the most frequent complements in phrasal verbs.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Complement</th>
<th>Phrasal Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>kà.</td>
<td>he.</td>
<td>kà he. 'to persist'</td>
</tr>
<tr>
<td>gbe.</td>
<td>he</td>
<td>gbe he. 'to make a great effort.'</td>
</tr>
<tr>
<td>to.</td>
<td>he.</td>
<td>to he. 'reply'; 'retort'</td>
</tr>
<tr>
<td>bì.</td>
<td>bì jì.</td>
<td>bì jì. 'to ask after someone's health'</td>
</tr>
<tr>
<td>da</td>
<td>da jì.</td>
<td>da jì. 'to thank'</td>
</tr>
<tr>
<td>nyìë</td>
<td>nyìë jìjì.</td>
<td>nyìë jìjì. 'to undermine'</td>
</tr>
<tr>
<td>bì.</td>
<td>bì jìjì.</td>
<td>bì jìjì. 'to ask the meaning of'</td>
</tr>
<tr>
<td>kwé.</td>
<td>nà.</td>
<td>kwé nà. 'to take care of'</td>
</tr>
<tr>
<td>të.</td>
<td>të nà.</td>
<td>të nà. 'to wrong someone'</td>
</tr>
<tr>
<td>jwé.</td>
<td>jwé mì.</td>
<td>jwé mì. 'to use lavishly'</td>
</tr>
<tr>
<td>bì.</td>
<td>mì.</td>
<td>bì mì. 'to ask for a detailed explanation'</td>
</tr>
<tr>
<td>gbá.</td>
<td>gbá nà.</td>
<td>gbá nà. 'to worry someone'</td>
</tr>
<tr>
<td>gbé.</td>
<td>gbé nà.</td>
<td>gbé nà. 'to finish'</td>
</tr>
<tr>
<td>kù.</td>
<td>sée.</td>
<td>kù sée. 'to return'</td>
</tr>
<tr>
<td>kpe.</td>
<td>sée.</td>
<td>kpe sée. 'to be late'</td>
</tr>
<tr>
<td>kse.</td>
<td>híë.</td>
<td>kse híë. 'to expect'</td>
</tr>
<tr>
<td>k3.</td>
<td>híë.</td>
<td>k3 híë. 'to covet'</td>
</tr>
<tr>
<td>wa.</td>
<td>yi.</td>
<td>wa yi. 'to be cruel to'</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Complement</th>
<th>Phrasal Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>ye.</td>
<td>määtsë.</td>
<td>ye määtsë. 'to be a chief or king'</td>
</tr>
</tbody>
</table>
24. ye. seki. 'madness' ye seki. 'to be mad'
25. ye. he. ye he. 'to go scot-free'
26. ye. n3. ye n3. 'to oppress'
27. ye. sec. ye sec. 'to deputise for'
28. bo. hie. bo hie. 'to reprove'
29. bo. musu. bo musu. 'to break a taboo'
30. bo. moden. bo moden. '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.

<table>
<thead>
<tr>
<th>1st Verb</th>
<th>2nd Verb</th>
<th>Compound Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. he. 'to take'</td>
<td>ye. 'to eat'</td>
<td>he ye. 'to believe'</td>
</tr>
<tr>
<td>2. ye.</td>
<td>bua.</td>
<td>ye bua. 'to help'</td>
</tr>
<tr>
<td>3. tsé.</td>
<td>fi. 'to throw'</td>
<td>tsé fi. 'to throw away'</td>
</tr>
<tr>
<td>4. ká. 'to bite'</td>
<td>fi. 'to blow air'</td>
<td>ká fi. 'to forgive'</td>
</tr>
<tr>
<td>5. h3.</td>
<td>fa.</td>
<td>h3 fa. 'to forgive'</td>
</tr>
<tr>
<td>6. gbe. 'to open up'</td>
<td>sá. 'to scatter'</td>
<td>gbe sá. 'to scatter all over'</td>
</tr>
<tr>
<td>7. tsí. 'to push'</td>
<td>to. 'to hide'</td>
<td>tsí to. 'to postpone'</td>
</tr>
</tbody>
</table>

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

| 8. ná. | kwén. 'to look' | ná kwén. 'to wish' 'to see' |
| 9. ná. | feeén. 'to do' | ná feeén. 'to wish' 'to do' |
| 10. nyê. | feeén. | nyê feeén. 'to be able to do' |
| 11. nyê. | dzó foi. | nyê dzó foi. 'to be able to run' |
| 12. 'i sèc. 'to leave há. á message' | sèc há. 'to leave a message for'; 'to leave a message with' |
| 13. h3ñ. 'to sell' há. | h3ñ há. 'to sell for'; 'to sell to' |
14. *vie*. 'to speak'  
15. *dzo foi*. 'to run'  
16. *dze*. 'to come from'

**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., *kie* 'to ask', *mi* 'to tell lies.'

(ii) The tables below and in the Appendix show the cononation 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 semitone 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**

<table>
<thead>
<tr>
<th>Marker</th>
<th>Root</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>!</td>
<td></td>
</tr>
<tr>
<td>Perfect</td>
<td>é!</td>
<td></td>
</tr>
<tr>
<td>Progressive</td>
<td>mìì</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>bàá</td>
<td>*</td>
</tr>
<tr>
<td>Habitual</td>
<td>!</td>
<td>*</td>
</tr>
<tr>
<td>Negat. Aorist</td>
<td>(,)</td>
<td></td>
</tr>
<tr>
<td>Negat. Perfect</td>
<td>kò</td>
<td></td>
</tr>
<tr>
<td>Negat. Future</td>
<td>n</td>
<td>*</td>
</tr>
<tr>
<td>Imperat. Sing.</td>
<td>(mò)</td>
<td></td>
</tr>
<tr>
<td>Imperat. Pl.</td>
<td>nyé</td>
<td>a</td>
</tr>
<tr>
<td>Neg. Imperat. Sing.</td>
<td>kàá</td>
<td></td>
</tr>
<tr>
<td>Neg. Imperat. Pl.</td>
<td>nyéká</td>
<td>a</td>
</tr>
<tr>
<td>Consecutive</td>
<td>á</td>
<td>*</td>
</tr>
</tbody>
</table>
(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.

1. MEI édzwè ______ lè sáne. (bí) (Past) 'Four people questioned him.'
2. Wotsè ______ àdesá pl. (tã) (Habitual) 'Our father is good at telling stories.'
3. Koffi _____. (pása) (Perfect) 'Kofi has lied.'
4. Námó ____ lè. (gbóle) (Future) 'Who will rub her?'
5. Yoo ko _____. (fó) (Progressive) 'A woman is weeping.'
6. Sòwà____ lè fái. (kpá) (Neg. Future) 'Sowa will not beg him.'
7. Sòwà____ lè fái. (kpá) (Neg. Perfect) 'Sowa has not begged him.'
8. Mokomoko _____. (fó) (Neg. Aorist) 'Nobody cried.'
10. Sòwà____ gbéyè. (tà) (Habitual) 'Sowa is faint-hearted.'

Drill 97.

1. Oyoo ____ dëŋá. (fó) (Neg. Future) 'Oyoo will not have another baby.'
2. ____ ónídži anš. (wèle) (Dir. Imperat. Pl.) 'Raise your hands.'
3. ____ lè. (bí) (Dir. Imperat. Pl.) 'Ask him.'
4. ____ gbékëbil lè. (tsé) (Dir. Imperat. Pl.) 'Ask the children.'
5. _____. (fó) (Neg. Imperat. Sing.) 'Don't weep.'
6. ____ yè míhèwọ. (fó) (Neg. Imperat. Pl.) 'Don't weep for me.'
7. Ekeé Koffi _____. (lá) (Consecutive) 'He said Kofi should sing.'
8. Eke Sowa _______ (lá) (Neg. Consecut.) 'He said Sowa should not sing.'

9. Hà yó 1! _______ 100. (hé) (Permissive Sing.) 'Let the woman buy fish.'

10. Nyáháá yëf 1d _______ 100. (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. Góbé bi 1 bëtse dánì efèt nákáí. 'A child asks his father before he does that.'
   'Kofi lied.'

2. Kofi mële.

3. Kofi mële. 'Kofi lies.'

4. Kofi mëléè. 'Kofi does not tell lies.'

5. Kofi mëléekò. 'Kofi has not lied.'

LESSON THIRTY EIGHT


A high tone verb with a pronominal subject prefix has the same cononation 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 miì-

(iii) In the non-reduced Future tense, the tense-marking prefix baà- is reduced to ba- 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 m'i- retains its high tone in all other tenses. The Progressive tense-marking prefix mii 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. Mítsê lè. 'I have called him.'
2. Amélá dzògba, 'They sang well.'
3. Abí lè egbèl. 'He was asked his name.'
4. Oogbá ènàáà. 'You are annoying him.'
5. Mííbi lè. 'I send him greetings.'
6. Wàmííbí mòfèmè. 'We greet everyone.'
7. Mákpe wù le. 'I'll chew the bone.'
8. Mifité jìká wàa. 'I spend a lot of money.'
9. Etàà adesà pl. 'He is good at telling stories.'
10. Míwaa lè, ní 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 nòkó. (bí) (1st Sing. Neg. Perf.) 'I have not asked him anything.'
2. _____ nèké nìi. (tsù) (3rd Pl. Neg. Fut.) 'They will not do such work.'
3. _____ màmá lè he. (dzále) (Dir. Imperat. Sing.) 'Rinse the cloth.'
4. _____ wà adesà. (tà) (Dir. Imperat. Sing.) 'Tell us a story.'
5. _____ nyèbíl. (tsóse) (Dir. Imperat. Pl.) 'Give your children some discipline.'
6. _____ (màle) (Neg. Dir. Imperat. Sing.) 'Don't lie!'
7. _____ (fó) (Neg. Dir. Imperat. Pl.) 'Don't cry.'
Drill 10: Repeat. Identify the phrasal and compound verbs and their tenses.

1. Míkpa lè fá. 'I beg you.'
2. Já ohé. 'Hurry up.'
3. Ekà hè cece lolo. 'He is still doing it.'
4. Ádzua bič míj daa. 'Adzua visits me always.'
5. Okpákò lè jí lólo? 'Haven't you seen through him yet?'
6. Wohée lè wóyéé. 'We do not believe him.'
7. Miná lè mikwé. 'I wish I could see him.'
8. Miná lè mítso. 'I wish I were he.'

LESSON THIRTY NINE

Dialogue: To the Beach

A: Wétëe wóywú yóó.

B: Ye nígbé.

A: Ye Laa yóó lè náá.

B: Wókó tcó áýá ní wókénayé odíí.

A: Wébaányé wóké wólemí lè áyágblá acrá hú.

B: Alóó wóyatsà káda yé Kpééfí lè náá.

'Let's go for a swim in the sea.'

'Where?'

'At Labadi Beach.'

'Let's take a surfboard with us to do some surf riding.'

'We could also go and help the fishermen to pull in the dragnet.'

'Or dig up crabs at the Kpeshi Lagoon.'
Vocabulary

wu. 'to do sea-bathing'

ŋu. 'sea'
négbè. 'where?'

odi. 'surf-riding'

NOTES

I. Some More Time Expressions.

(i) Phrases with see 'after':

1. ṣiṣẹ nle see. 'henceforth'; 'from today on'

2. nyẹ see áfi. 'last year'

3. nyẹ see áfi ẹlẹnọ. 'two years ago'.

4. wọ see ótsi. 'next week' (i.e., during next week)

5. wọ see hogbaa. 'the coming Sunday'; 'this Sunday'

(ii) The following expressions imply specific points in time:

6. wọ ọtsi. 'a week tomorrow'

7. ṣiṣẹ nle ọtsi ete. 'three weeks from today'

8. ṣiṣẹ nle dži ọtsi ete. 'three weeks ago today'

9. ṣiṣẹ ṣiṣẹ nle. 'today is Saturday.'

10. ọtsi ete nẹ nē ẹba bù. 'it is now three weeks since he came here.'

(iii) Some fixed time-expressions:

11. gbili ete nẹ. 'these days'; 'recently'

12. ọtsi ete. 'the funeral ceremony three weeks after death.'

II. Compound Verbs: Tenses

(i) Each single verb constituting part of a Compound Verb structure
appears with its own tense affixes and cononation 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 Oséfò, nèt wave. 'We believed this priest.'
   tsc...ef e. g. Ètsè èji'ká l' efè. 'He has wasted his money.'

(b) Compound Verbs with Object Nominal occurring after the
   whole compound:
   ye bùà... e. g. Mèntsè lè ye bùà ìè. 'The chief helped us.'
   fò tje... e. g. Gbèkè lè fò ètsè ènyà. 'The child cried out
      for his mother.'

(c) Compound Verbs with Object Nominal occurring EITHER
   medially OR in End position.
   nyè...feè... e. g.
   Nùù lè nyèè efèè nòòñè mièkè. 'The man could not do
   Nùù lè nòòñè mièkè. 'what I told him.'

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

1. Mi hé dísétr lè ñi bô bîn wûye. 'We believed all priests who came here.'
2. Sîká lè gbè ñwá hefèhe. 'The coins scattered everywhere.'
3. Kóff gbè sîká lè ñwá tsi lè mî. 'Kofi scattered his money around the room.'
4. Mâbâ gbè ñwá sî ñwâ ndèknè. 'Why is your hair so tousled?'
5. Äwè ñfî nyèkké. 'He spoke against all of you.'
6. Atsî kpeè lè ato bôkóo. 'The meeting has been postponed to another time.'
7. Eeka bô eekwé. 'He is testing you.'
8. Eyèkó ebúákó èbí kò dàà. 'He has never been of any help to any child of his.'
9. Tsí obèkèl wô. 'Move nearer to us.'
10. Tsí ohè obèkè wô. 'Move nearer to us.'

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

1. Elàkò ehákò mì dàà. 'She has never sung for me.'
2. Dèktà nèè yee èbúáà mò kúlè. 'This doctor is not helpful at all.'
3. Nûmò Amè bâwûlè èjí bô yè kpeè lè. 'Old Man Armah will speak against you at the meeting.'
4. jì wètsírè kpeè lè wóttà. 'But we will not postpone the meeting.'
5. Mëi pîi èhè bô amèyè mòmò. 'Many people have believed you already.'
6. Sòwà wìè ètsèè amè. 'Sowa cautioned them.'
7. Nàmò tsiè nîë ëgà fe bo. 'Who lets his stuff get lost faster than you?'
8. Gbèkè lè tsiè nîë èfìì tsi. 'The child loses his things too often.'
9. Òbi lè miifó miitsé bò.
10. Òbi lè miifó èetsé bò.

Drill 104: Repeat. Identify the tenses of the Compound Verbs.
1. Kaáhe mòkomoko ove.
2. Kaave obùa le.
4. Nyékawìedè nokonokò nyèfìà le.
5. Hé Nyémo óvé.
8. Osófdò le koé wohe lè wòvé.
9. Há mèvè nàbùa bo.
10. Mísumó mìtsé wòlo le mìftì.

Drill 105: Repeat.
1. Bá wò otsì.
2. Bá wòsè otsì.
3. Nyèsee àfì lè, ebo mòdëì wàa.
4. Gbìì ètè nèì, èyeo awùì à wàa.
5. Ekpeo sec dàa gbì.
6. Kaákwè mìte ìmènì.
7. Mína le ìmènì dzì gbìì ètè.
8. Èye àfil nyìì mbàì ètè ke ènyò.
9. Òbi nìbe afò otsìl ètè lè.
10. Soo nì bàa nèè otsì.

'Your child is crying for you.'
'Your child is crying for you.'
'Don't believe anyone.'
'Don't help him.'
'Don't throw your books away.'
'Don't say anything against him.'
'Believe in God.'
'Help each other.'
'The priest says we should believe him.'
'Let me help you.'
'I don't want to throw the book away.'
'Come a week tomorrow.'
'Come next week.'
'Last year, he did very well.'
'These days she feels very jealous.'
'He is late every day.'
'Don't expect me today.'
'I saw him three days ago.'
'He is 32 years old.'
'When will the post-funeral ceremony be performed?'
'A week this coming Thursday.'
Drill 106: Complete the following sentences as directed.

1. ______ mŏkŏmŏko ______. (hé yè) Negative Aorist, 3rd pers. sing.
   'He does not believe anyone.'

2. Nyŏmĭ ______ ______ nyŏmĭ. (ye búá) Habitual
   'Brother helps brother.'

3. ______ təkŏ̀wɛ 1ɛ ______. (tsé ɪʔ) Dir. Imperative Sing.
   'Throw the rag away.'

4. ______ ______ nyɛ́. (lá hà) Future. 3rd pers. sing.
   'She will sing for you.'

   'How can I help you?'

6. Óbi 1ɛ lɛ ______ ____ bò. (fó tsé) Progressive.
   'Your child has been crying for you.'

7. ______ amɛnɛ̀tʊm̠i 1ɛ ______ amɛ̀. (ŋs fa) Dir. Imperat. Pl.
   'Forgive them their mistakes.'

8. Óyiswɛ́ lɛ _____ ______ óyiswɛ́. (gbe jwá) Perfect. 2nd pers. sing.
   'Your hair is all tousled up.'

   'I have not tested him.'

    'The chief postponed the meeting.'

Drill 107: Complete the following sentences as directed.

1. ______ bò ______ kókóko. (hé yè) Neg. Future. 3rd pers. pl.
   'They will never believe you.'

   'Your mother says you should help them.'
   'Ade has never trusted anyone.'

4. Eke m'Id'izâl' l' _____ nyë _____ . (hé yè) Neg. Consecut.
   'He said the black people should not trust you.'

   'Don't move near us.'

   'Don't move near me.'

   'I do not want to speak against him.'

   'Let me speak against him.'

   'He did not let them speak against you.'

    'Let him speak against him.'

LESSON FORTY

Contonation Patterns: Disyllabic Low tone Verbs.

Disyllabic Low tone verbs are those like sôle. 'to pray', 'to baptise'; dzwe. '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

<table>
<thead>
<tr>
<th>Marker</th>
<th>Root</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Perfect</td>
<td>é</td>
<td></td>
</tr>
<tr>
<td>3. Progressive</td>
<td>mìì</td>
<td>75</td>
</tr>
</tbody>
</table>
(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 े- in the Perfect and आ- 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. आम्बा-.) Only the initial आ- (Consecutive marker) of the Negative Consecutive आका- 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 मिबा- or मा-.

(iv) To supplement the above table, it should be noted that the 1st person singular prefix मि is high toned, while all other pronominal subject prefixes are low toned, but that मि- has low tone (like the other pronoun prefixes) in the Past tense, while the other pronouns have high tone (like मि-) 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. _____ mǐ vhā. (too) (Progres. 3rd Pers. Sing.) 'He is ironing.'
2. ______ nî́̀ anã́. (too) (Progres., 1st Pers. Sing.) 'I am ironing.'

3. Kotímé ______ nî́̀ anã́. (too) (Progres) 'Kofi and his friends are ironing.'

4. Gbèblè ______ loó lè́. (tsuko) (Past) 'The hunter cured the meat.'

5. Gbèblè ______ loó lè́. (tsuko) (Perfect) 'The hunter has cured the meat.'

6. ______ nycè. (sôle...há) (Perfect, 1st pers. sing.) 'I have prayed for you.'

7. ______ lè́. (sôle...há) (Perfect, 3rd pers. pl.) 'They have prayed for him.'

8. ______ gbè lè toí. (dàmã) (Future, partially reduced; 1st pers. sing.) 'I shall stand at the edge of the road.'

9. ______ gbè lè toí. (dàmã) (Future, fully reduced; 1st pers. sing.) 'I shall stand at the edge of the road.'

10. ______ gbè lè toí. (dàmã) (Future, 1st pers. pl.) 'We shall stand at the edge of the road.'

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

1. Enyãmí lè ______ gbè lè toí. (dàmã) (Future) 'His brother will stand at the edge of the road.'

2. ______ bòbó. (sôle...há) (Past, 1st pers. sing.) 'I prayed for you.'

3. ______ dáá gbí. (sôle) (Habitual, 1st pers. pl.) 'We pray every day.'

4. ______ dáá lèèblí. (sôle) (Habitual, 1st pers. sing.) 'I pray every morning.'

5. ______ lóc? (sùmã) (Neg. Aor., 2nd pers. sing.) 'Don't you like meat?'

6. ______ lóc. (sùmã) (Neg. Aor., 1st pers. sing.) 'I don't like meat.'

7. Nùú lè ______ mísänê. (sùmã) (Neg. Aor.) 'The man doesn't like me.'

8. Kòfí ______ wónù dàâá. (sùmã) (Neg. Perf.) 'Kofi has never liked soup.'

9. Sòwà ______ lóo dàâá. (sùmã) (Neg. Perf.) 'Sowa has never liked meat.'

10. ______ dɔ́ŋŋ. (wòło) (Neg. Perf., 1st pers. sing.) 'I have not coughed again.'

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Drill 110: Insert the low tone verbs in the sentences.

1. Óbi lè _____ dɔŋŋi. (wol.) (Neg. Fut.)
   'Your child will not cough again.'

2. _____ dhe efáŋ. (dzweŋ) (Neg. Fut., 1st pers. pl.)
   'we will not think evil of him.'

3. _____ m'hé eflo. (sché) (Neg. Fut., 1st pers. sing.)
   'I shall not hang myself for nothing.'

4. _____ lè. (gwao) (Imperative Sing.)
   'Whip him!'

5. _____ ìmè. (gwao) (Imperative Pl.)
   'Whip them!'

6. _____ yè bíl. (sre) (Neg. Imperat. Sing.)
   'Don't swim here!'

7. _____ yè faá lè miŋ. (sre) (Neg. Imperat. Pl.)
   'Don't swim in the river.'

8. Ekeé gbóbiloí lè _____ lè. (tiu) (Consecutive)
   'He said the hunters should follow him up.'

   'He said you should not plant the tree.'

10. Nyéháa _____ jì ffoò. (dámmó) (Permissive Pl., 3rd pers. pl.)
    'Let them stand a little.'

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LESSON FORTY ONE

Dialogue: At the Market

A: Wọbaágbà nyé nòngi wènà yè dzra lè ní.
   'We will describe for you what we saw in the market.'

B: Nyé lè dzra gbi, hèwé lè dzámbó sọ ékpakpa.
   'Yesterday was market day, so the place was really crowded.'

A: Koo-bíl sọtoírọtoí dzé aklowáí lè ìjì fọìì ìmèbawo dzra.
   'All kinds of country people came from the villages and displayed their wares.'

B: Mèikòmèí ìre yèlè, mèikòmèí ìre àmòdò.
   'Some carried yams, some carried tomatoes.'

A: Mèikòmèí họọ mûtṣu, mèikòmèí họọ sẹbè.
   'Some sold palm oil; some sold garden eggs.'
B: Dzrayeloj pi ru k' lôlè dze Gâ k'ba.
'Many traders too came by lorry from Accra.'

A: Mâmâhêkím ère mâmâ k'kôpakaï jî.
'Cloth-sellers were hawking their goods.'

B: Ni yei wûdzipûdzi konêl trà loo k. kêntê ir ase.
'And some big fat women sat behind baskets of fish.'

Vocabulary
só. 'to teem with life or action' sëbê. 'garden egg'
kooqôl. 'rustics' dzrayelo. 'trader'
wo dzra. 'to lay out wares for sale' kpa...û. 'roam about'
amô. 'tomato' wûdzipûdzi. 'very big'
mûtsru. 'palm oil' kêntê. 'basket'

NOTES
Contonation Patterns: Monosyllabic Low Tone Verbs

(i) Monosyllabic Low tone verbs, sometimes referred to here as Monosyllabic Class II, such as gbe 'to kill', ta 'to chew' have the connotation patterns given below. A few monosyllabic verbs (Monosyllabic Class III) e. g. ba, 'to come' have the same connotation patterns except in the Negative Aorist, Negative Perfect, Negative Future and Positive Imperative Singular, where they have the tonal patterns of High tone verbs.

The Class III roots are:
be. 'to be well cooked' ye. 'to eat'
ba. 'to come' le. 'to know'
wo. 'to sleep' mû. 'to hear'; 'to understand'
wa. 'to be hard' bo...toî. 'to listen'
wo. 'to wear' dzê. 'to come from'
ho. 'to pass'

<table>
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<tr>
<th>Tense</th>
<th>Marker</th>
<th>Root</th>
<th>Marker</th>
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<tbody>
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<td>Tense</td>
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<td>2. Perfect</td>
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<td>3. Progressive</td>
<td>màà!</td>
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<td>4. Future</td>
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<td>5. Habitual</td>
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<td>6. Neg. Aorist</td>
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<td>kò</td>
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<tr>
<td>8. Neg. Future</td>
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<tr>
<td>9. (b) Imp. Pl.</td>
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<tr>
<td>10. (a) Neg. Imp. Sing.</td>
<td>kàà!</td>
<td>*</td>
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<tr>
<td>10. (b) Neg. Imp. Pl.</td>
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<td>11. Consecutive</td>
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<td>*</td>
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<td>12. Neg. Consecut.</td>
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<td>*</td>
<td>-</td>
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<td>13. (a) Permissive Sing.</td>
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<td>-</td>
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<tr>
<td>13. (b) Permissive Pl.</td>
<td>à</td>
<td></td>
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</tbody>
</table>

(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 III: Repeat. Low tone verbs are underlined.

1. Kofì gbè toó 1è. (Past) 'Kofi *slaughtered* the sheep.'
2. Ámà gbè toó 1è. (Past) 'Ama *slaughtered* the sheep.'
3. Sòwà gbè toó 1è. (Past) 'Sowa *slaughtered* the sheep.'
4. Wògbe toó 1è. (Past) 'We *slaughtered* the sheep.'
5. Mìgbè toó 1è. (Past) 'I *slaughtered* the sheep.'
6. Nùù 1è gbè toó 1è. (Past) 'The man *slaughtered* the sheep.'
7. Kofì egbè dòkòdòkè.  (Perf.) 'Kofi has killed a duck.'
8. Ámá egbè dòkòdòkè.  (Perf.) 'Ama has killed a duck.'
9. Sòwa egbè dòkòdòkè.  (Perf.) 'Sowa has killed a duck.'
10. Wògbè dòkòdòkè.  (Perf.) 'We have killed a duck.'
11. Mìgbè dòkòdòkè.  (Perf.) 'I have killed a duck.'
12. Nūù le egbè dòkòdòkè.  (Perf.) 'The man has killed a duck.'

**Drill 112: Repeat**

1. Ago mìitsa bù.  (Progr.) 'Ago is digging a hole.'
2. Ootsa bù.  (Progr.) 'You are digging a hole.'
3. Eetsa bù.  (Progr.) 'He is digging a hole.'
4. Mìitsa bù.  (Progr.) 'I am digging a hole.'
5. Mìtsa kàâa.  (Progr.) 'I am digging up crabs.'
6. Mìts.  (Progr.) 'I am digging.'
7. Ómùsù mìlda.  (Progr.) 'Your stomach is growing big.'
8. Kofì làa dàa gbì.  (Habit.) 'Kofi dreams every day.'
9. Sòwa gbeo too waa.  (Habit.) 'Sowa is good at slaughtering sheep.'
10. Mìlàà dàa màjìkè.  (Habit.) 'I dream every night.'
11. Wògbè too dàa otsi.  (Habit.) 'We slaughter sheep every week.'
12. Nūù le tsaa kàâa wàa.  (Habit.) 'The man is good at digging up crabs.'

**Drill 113: Repeat**

1. Ebaatsè tsè.  (Fut.) 'It will delay too much.'
2. Ebaatsè waa.  (Fut.) 'He will stay very late.'
3. Mìbatsè 'mènlè.  (Fut.) 'I will stay late today.'
4. Mìbatsè Hògbaa.  (Fut.) 'I will stay late Sunday.'
5. Nūù le baàgbè too.  (Fut.) 'The man will slaughter a sheep.'
6. Gbèè dòo.  (Posit. Imp. Sing.) 'Slaughter a sheep!'
7. Gbèè dòkòdòkè.  (Posit. Imp. Sing.) 'Kill a duck!'
8. Tsaa su kébá. (Posit. Imp. Sing.) 'Dig up soil and bring it.'
9. Tsaa bu yè bé. (Posit. Imp. Sing.) 'Dig a hole here.'

Drill 114: Repeat

1. Kofí eme Sowa. (Neg. Aor.) 'Kofi didn't wait for Sowa.'
2. Sowa eme Kofi. (Neg. Aor.) 'Sowa didn't wait for Kofi.'
3. Núu lé etsaa su lè. (Neg. Aor.) 'The man didn't dig up the soil.'
4. Míme lè. (Neg. Aor.) 'I didn't wait for him.'
5. Étsi kwala. (Neg. Aor.) 'He didn't stay long at all.'
6. Aména mokomoko. (Neg. Aor.) 'They didn't see anyone.'
7. Kofi ekúko eyi lè. (Neg. Perf.) 'Kofi hasn't cut his hair.'
8. Ekúko eyi lè. (Neg. Perf.) 'He hasn't cut his hair.'
9. Ónako nóko. (Neg. Perf.) 'You haven't seen anything yet.'
10. Amégbokó too lè. (Neg. Perf.) 'They haven't slaughtered the sheep.'

Drill 115: Repeat

1. Eme. (Neg. Aor.) 'He didn't wait.'
2. Sowa etsakó su lè. (Neg. Perf.) 'Sowa hasn't dug up the soil.'
3. Wéme nyé. (Neg. Fut.) 'We will not wait for you.'
4. Aména gbekébi lè. (Neg. Fut.) 'They will not see the children.'
5. Sowa etsakó bu lè. (Neg. Fut.) 'Sowa will not dig the hole.'
6. Mínumí dja dójì. (Neg. Fut.) 'I shall not drink alcohol again.'
7. Núu lè egbá dokódko. (Neg. Fut.) 'The man will not slaughter a duck.'
8. Nyékamá wa. (Neg. Imp. Pl.) 'Don't wait for us!'
10. Nyékamá dójì. (Neg. Imp. Pl.) 'Don't wait any more!'

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LESSON FORTY THREE

Drill 116: Repeat. Low tone verbs are underlined.

1. Káa~ (Neg. Imp. Sing.) 'Don't wait!'
2. Káa~ Sowà. (Neg. Imp. Sing.) 'Don't wait for Sowà.'
3. Káa~ Kofi. (Neg. Imp. Sing.) 'Don't wait for Kofi.'
4. Káa~ mì. (Neg. Imp. Sing.) 'Don't wait for me.'
5. Káa~ tsf. (Neg. Imp. Sing.) 'Don't wait too much.'
6. Káa~ keke. (Neg. Imp. Sing.) 'Don't wait for nothing.'
7. Wàm. (Posit. Indir. Imp.) 'We should wait.'
8. Amèm. ëdo. (Posit. Indir. Imp.) 'They should wait a little.'
9. Mìm.? (Posit. Indir. Imp.) 'Should I wait?'
10. Wàm. amè (Posit. Indir. Imp.) 'We should wait for them.'

Drill 117: Repeat

1. Kofi aëbë too 1ë. (Posit. Indir. Imp.) 'Kofi should slaughter the sheep.'
2. Kofi aëbë dëkëdëkë. (Posit. Indir. Imp.) 'Kofi should kill the duck.'
3. Kofi këë ëmëmë Sowà. (Posit. Consecut.) 'Kofi says they should wait for Sowà.'
4. Kofi këë Sowà ëmëmë amè. (Posit. Consecut.) 'Kofi says Sowà should wait for them.'
5. Òpàpë këë omè. (Posit. Consecut.) 'Your father says you should wait.'
6. Amèkëë nyëtså bu 1ë. (Posit. Consecut.) 'They say you should dig the hole.'
7. Òpàpë këë omè 1ë. (Consecut.) 'Your father says you should wait for him.'
8. Wèkànè. (Neg. Indir. Imp.) 'We should not wait.'
9. Amèkànè kwëll. (Neg. Indir. Imp.) 'They should not wait at all.'
10. Amèkànè wo. (Neg. Indir. Imp.) 'They should not wait for us.'

Drill 118: Repeat

1. Kofí akamè. (Neg. Indir. Imp.) 'Kofi and his friends should not wait.'
2. Kofí akamè mì. (Neg. Indir. Imp.) 'Kofi and his friends should not wait for me.'
3. Kofímë akamë dënŋ.  (Neg. Indir. Imp.) 'Kofi and his friends should not wait anymore.'

4. Omãmë këë okamë.  (Neg. Consecut.) 'Your mother says you should not wait.'

5. Omãmë këë okamë le.  (Neg. Consecut.) 'Your mother says you should not wait for her.'

6. Amëkë wükamë.  (Neg. Consecut.) 'They say we should not wait.'

7. Amëkë wükamë.  (Neg. Consecut.) 'They say we should not wait.'

8. Kofi këë Sowa akamë.  (Neg. Consecut.) 'Kofi said Sowa should not wait.'

9. Kofi këë Sowa akamë le.  (Neg. Consecut.) 'Kofi said Sowa should not wait for him.'

10. Eke yòô le akagbe dokóko le.  (Neg. Consecut.) 'He said the woman should not kill the duck.'

Drill 119 : Repeat

1. Há Koff amë.  (Permis. Sing.) 'Let Kofi wait.'

2. Há amëmë.  (Permis. Sing.) 'Let them wait.'

3. Há mëmë.  (Permis. Sing.) 'Let me wait.'

4. Há emë.  (Permis. Sing.) 'Let him wait.'

5. Kaáhå Kofi më.  (Permis. Sing.) 'Don't let Kofi wait.'

6. Kaáhå Kofi më tsô.  (Permis. Sing.) 'Don't let Kofi wait too long.'

7. Kaáhå amëmë wo.  (Permis. Sing.) 'Don't let them wait for us.'


10. Nyëhåa mëgbëa toó le.  (Permis. Pl.) 'Let me slaughter the sheep.'

Drill 120: Repeat

1. Nyëkahåa Koff më.  (Permis. Pl.) 'Don't let Kofi wait.'

2. Nyëkahåa Sowa më tsô.  (Permis. Pl.) 'Don't let Sowa wait too much.'
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 1ę; an open Noun Phrase does not end in 1ę.

(v) Adjectives that qualify a Noun that is the head of a closed Noun Phrase occur before the enclitic 1ę.

(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.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>kpákpa. 'good'</td>
<td>ékpakpa. 'good'</td>
</tr>
<tr>
<td>fõɔŋi. 'bad'</td>
<td>éfõɔŋi. 'evil'</td>
</tr>
</tbody>
</table>
Adjective	 Noun
yɛ́, 'white'

Drill 121: Repeat.
1. Nūū. 'A man.'
2. Nūū ko. 'A certain man.'
3. Nūū tsru ko. 'A certain fair-coloured man.'
4. Nūū kakādāŋ kō. 'A certain tall man.'
5. Nūū tsru kakādāŋ kō. 'A tall fair-coloured man.'
6. Nūū lɛ. 'The man.'
7. Nūū tsru kakādāŋ lɛ. 'The tall red man.'
8. Be kō lɛ. 'Once upon a time.'
9. Hīī komē. 'Certain men.'
10. Hīī komē lɛ. 'Those men.'
11. Hīī tsudzi kakādādz komē. 'Certain tall fair-coloured men.'
12. Hīī tsudzi kakādādz komē lɛ. 'Those tall fair-coloured men.'

Drill 122: Repeat.
1. Agbó lɛ. 'The big one.'
2. Agbó agbo. 'A big gate.'
3. Agbó agboi étɛ lɛ. 'The three big gates.'
4. Wolo dī biblōo lɛ. 'The small black book.'
5. Édī biblōo lɛ. 'The small black one.'
6. Bibi lɛ. 'The small ones.'
7. Gbékébibil bibil lɛ. 'The little children.'
8. Hīī étɛ lɛ fɛɛ nà lɛ. 'All the three men saw him.'
9. Hīī fɛɛ hì. 'All men are good.'
10. Emāmī dītstē ba. 'Her mother came herself.'

LESSON FORTY FIVE

Dialogue

A: Klāmē kapēdzē lē nī dzwēre okplēn lē nō lē ohā nī.

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

B: Ānī okplēn lē nō okeē lē, ālōo ēṣi jī.

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

A: Mikeē ेyitē i.

'I said on top.'

B: Mīhla fē mōmo.

'I have picked them up already.'

A: Yoo. Kwēmo sēē lē sē ākē obānā migā lē lō.

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

B: Mīnā. Ėkā sēē lē nī mā saatso lē hīē lē māsēī.

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

A: Mā. Ahēkoo.

'Well done. Congratulations.'

Vocabulary

klē. 'to pick' hla. 'to pick up'
kāplē, kāpēdzē. 'penny, pennies' mōmo. 'already'
nī. 'which' lō. Interrogative word
dzwēre. 'to lie on' mā. 'to stand at'
okplēn. 'table' saatso. 'bedstead'
nō. 'on, upon' hīē. 'in front of'
ānī. 'is it?' māsēī. 'near; by the side of'
yitē i. 'top'
Contonation Patterns: High-Mid Verbs

The Table below sets out the contonation patterns for High-Mid tone verbs such as tsáéké 'to change' and béjiké '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

<table>
<thead>
<tr>
<th>Tense</th>
<th>Marker</th>
<th>Root</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Perfect</td>
<td>é'</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Progressive</td>
<td>mīl</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>bāá</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Habitual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neg. Aorist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neg. Perf.</td>
<td></td>
<td></td>
<td>kō</td>
</tr>
<tr>
<td>Neg. Fut.</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Imp. Sing.</td>
<td></td>
<td></td>
<td>m'č</td>
</tr>
<tr>
<td>Imp. Pl.</td>
<td>nyč</td>
<td></td>
<td>à</td>
</tr>
<tr>
<td>Neg. Imp. Sing.</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Neg. Imp. Pl.</td>
<td>nyčká</td>
<td></td>
<td>à</td>
</tr>
<tr>
<td>Consecut.</td>
<td>á</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Neg. Consecut.</td>
<td>á ká</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Permiss. Sing.</td>
<td>a</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Permiss. Pl.</td>
<td>á</td>
<td></td>
<td>à</td>
</tr>
</tbody>
</table>

LESSON FORTY SIX

Drills: Repeat. High-Mid Verbs are underlined.

Drill 123.

1. Kofi tsáéké iká lē. (Past) 'Kofi changed the money.'
2. Kofi tsáéké mīiká lē. (Past) 'Kofi changed my money.'
Drill 124

1. Kodzo etsákē  גיקא 1. (Perfect) 'Kodzo has changed the money.'
2. Áma etsákē  גיקא 1. (Perfect) 'Ama has changed my money.'
3. Kine םויבתיו טגבאצק. (Perfect) 'Kene has moved near us now.'
4. D'kta  עליך הקט'ה קומ'הטס. (Perfect) 'Doctor has flown to Kumasi.'
5. D'kta  גיקא 1. עליך הקט'ה קומ'הטס. (Perfect) 'The doctor has flown to Kumasi.'
6. Mǐtsákē גיקא 1. (Perfect) 'I have changed the money.'
7. Étsákē  וกายא 1. (Perfect) 'We have changed our money.'
8. Amǐtsákē  גיקא 1. (Perfect) 'They have changed my money.'
9. Étsákē גיקא 1. (Perfect) 'He has changed the money.'
10. Étsákē? (Perfect) 'Has he changed it?'

Drill 125

1. Kodzo  מימייסקאר גיקא 1. (Progressive) 'Kodzo is changing the money.'
2. Áma  מימייסקאר גיקא 1. 'Ama is changing your money.'
3. Sówà  מימייסקאר וกายא 1. 'Sowa is changing our money.'
4. Draīva 1 גימייסקאר etalè. 'The driver is changing his clothes.'
5. Amǐmǐtsákē  גימחי. 'They are changing.'
6. Étsákē  מימייסקאר גיקא 1. 'He is changing everything.'
7. Ooitsákē גיקא 1. 'Are you changing the money?'
8. Mítaké mënifeém. (Progressive) 'I am changing my behaviour.'
9. Fenêwo. " 'He is catching up with us.'
10. Oosítsë tsë. " 'You are too much of a parasite.'

Drill 126
1. Tëte baafënè kpàà 1ë. (Future) 'Tetteh will untie the string.'
2. Núü lë baafënè kpàà 1ë. " 'The man will untie the string.'
3. Ámà baafënè kpàà 1ë. " 'Ama will untie the string.'
4. Míbatsakè síká. " 'I will change money.'
5. Mákè jíká sàëñ. " 'I will change a considerable sum of money.'
6. Nyëbaatsakè jíká?i. " 'Will you change money?'
7. Kodzo kâlo nófënö. (Habitual) 'Kodzo remembers everything.'
8. Ámà kâlo emàmì dàà. " 'Ama always remembers her mother.'
9. Núü lë kâlo emàr, dàà gbë. " 'The man remembers his hometown every day.'
10. Múkëlì opàpà tsë. " 'I remember your father too well.'

Lesson Forty Seven

Drills: Repeat. High-Mid Verbs are underlined.

Drill 127
1. Kofì kâli mòkomoko. (Neg. Aorist) 'Kofi does not remember anybody.'
2. Ámà kànëe nìjìmàa lë. " 'Ama did not read the writing.'
3. Tëte tâdo noko. " 'Tetteh is not looking for anything.'
4. Gbékë lë kâli ètse gbël. " 'The child does not remember his father's name.'
5. Míkâli lë. " 'I don't remember him.'
6. Amëkâli bò. " 'They don't remember you.'
7. Kofì kànëkò wòlo lë. (Neg. Perf.) 'Kofi has not read the book.'
8. Amëkâkò hëni òdzë. " 'They have not remembered where you are from.'
9. Míbëñìkò èkò dàà. " 'I have not peeled one before.'
10. Núü lë gümìkò akutú dàà. " 'The man has not peeled oranges before.'
Drill 128.

1. Tëtë tsakë ifiká lè. (Neg. Fut.) 'Tettey will not change the money.'

2. Ámà kànnë nì;màà nèč. " 'Ama will not read this writing.'

3. Mìkpëtë sù lè. " 'I will not mix up the soil.'

4. Mìkposàr midè. " 'I will not rub my hands.'

5. Nûü lè kótàl màmà lè. " 'The man will not fold the cloth.'

6. Tëtë kànnë owoló lè. " 'Tetteh will not read your book.'

7. Tsàkëmë onifèémë. (Dir. Imp. Sing.) 'Change your behaviour!'

8. Òfáì nè, tsàkëmë mì;iká nèč. " 'Please change my money.'

9. Gùùmë akutù lè he. " 'Peel the orange!'

10. Tsùùmë kad lè he. " 'Wipe the car clean!'

Drill 129.

1. Nyàtsakëa nyèñifèémë. (Dir. Imp. Pl.) 'Change your behaviour!'

2. Nyàtsùùmë kad lè he. " 'Wipe the car clean!'

3. Nyègùùmë akutù lè. " 'Peel the oranges!'

4. Kaàtsakë fìikà ohà mènë. (Neg. Imp. Sing.) 'Don't change money for this fellow.'

5. Kaàtsakë nokòñoks òhà lè. " 'Don't change anything for him.'

6. Kaàtsùùmì kad lè he lëebl nèč. " 'Don't wipe the car this morning.'

7. Kàagùùmë akutù lè. " 'Don't peel the orange.'

8. Nyàkatsakëa nyèhe dàà. (Neg. Imp. Pl.) 'Don't change yet.'

9. Nyàkatsakëa nokòñokks. " 'Don't change anything.'

10. Nyàkafàa amëhe. " 'Don't join them.'

Drill 130.

1. Èkèè nûü lè àtsakë ejìkà lè. (Consecut.) 'He said the man should change his money.'

2. Èkèè ètsakë ejìká lè ohà lè. " 'He says you should change his money for him.'
3. Eke Tette átsümá kad lè he. (Consecut.) 'He says Tetteh should wipe the car.'

4. Eke Tette ákatsümá kad lè he. (Neg. Consecut.) 'He says Tetteh should not wipe the car.'

5. Eke mika ákutsü akutú lè. (Neg. Consecut.) 'He says I should not peel the orange.'

6. Há mätsaké jiká lè. (Permiss. Sing.) 'Let me change your money.'

7. Há Tette átsaké jiká lè dàá. 'Let Tetteh change the money first.'

8. Nyékñá mätsaké jiká lè dàá. (Permiss. Pl.) 'Let me change the money first.'


10. Nyékñá Ama káméa mìwolo 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:

<table>
<thead>
<tr>
<th>Compound Nouns:</th>
<th>Possessive Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Ns - Ns</td>
<td>(1) Ns - Ns</td>
</tr>
<tr>
<td>(2) Ns - Np</td>
<td>(2) Ns - Np</td>
</tr>
<tr>
<td>Singular</td>
<td>Singular Possessor</td>
</tr>
<tr>
<td>Plural</td>
<td>Plural Possessor</td>
</tr>
<tr>
<td></td>
<td>(3) Np - aNs</td>
</tr>
<tr>
<td></td>
<td>Plural Possessor</td>
</tr>
<tr>
<td>Drill 131. Repeat. Compound Nouns are underlined.</td>
<td></td>
</tr>
</tbody>
</table>

1. Eemá tsotsü yë Temá. 'He is erecting a wooden building at Tema.'
2. Eemūn tsootsu ętę ye Temā. 'He is erecting three wooden buildings at Tema.'

3. Ótsēfá lè ke mi éyè. 'Your medicine has agreed with me.'

4. Dikta Ádè há mì tsɔfāi ẹrọto. 'Dr. Addy gave me various drugs.'

5. Kofí sùmś dádé àwalé lè. 'Kofi likes the iron spoon.'

6. Kofí yè dádé àwalé agboi pii. 'Kofi has many big iron spoons.'

7. Négblè ọwaàgà yè yè lè yè. 'Where is your white ring?'

8. Ewōọ ọwaàgà yèdzí lè ọmènè. 'She didn't wear her white rings today.'

9. Áji yíle fuful. 'Let them prepare yam fufu.'

10. Ewo jiká gà. 'She is wearing a gold ring.'

Drill 132: Repeat. Possessive Noun Phrases are underlined.

1. Eemā tsootsu ye Temā. 'He is building a sheep-pen at Tema.'

2. Eemā tooiatsu ye Temā. 'He is building a pen for sheep at Tema.'

3. Eemān tsooatsu úr uu Temā. 'He is building three pens for sheep at Tema.'

4. Mè tso fà nè. 'Which tree's root is this?'

5. Tsel afāl kūmś tsù lè. 'Roots of trees broke down the building.'

6. Tsel lè afāl lè kūmś tsù lè. 'The roots of the trees broke down the building.'

7. Ótsō lè fà lè kū tsù lè. 'The root of your tree broke down the building.'

8. Aafeé yèiakpee lè ọmènè. 'The women's meeting is being held today.'

9. Áfà fuful dūdādè. 'Let them dig up Cassava for making fuful.'

10. Ehá lè nūyèl jiká. '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. Kofi ɗɛ dzɛmɛ. (Sing.) 'Kofi sat there.'
2. Kofi mɛ ɗɛ dzɛmɛ. (Pl.) 'Kofi and his friends sat there.'
3. Nuu 1ɛ kɛ te. (Sing.) 'The man picked up a stone.'
4. Nuu 1ɛ ɗɛ te. (Pl.) 'The man picked up stones.'
5. Eb๑. (Sing.) 'He shouted.' (once)
6. Ebół. (Pl.) 'He shouted.' (several times)

(iii) These plural forms are derivable from the verb roots. Some monosyllabic verb roots have a plural suffix LV (initial 1 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 CvLV or CLV form (cf. Lesson 22 for similar reductions).

<table>
<thead>
<tr>
<th>Root</th>
<th>Plural variants</th>
</tr>
</thead>
<tbody>
<tr>
<td>tá. 'to sit'</td>
<td>ɗrá, tála.</td>
</tr>
<tr>
<td>kó. 'to pick up'</td>
<td>ɗlå, kóla.</td>
</tr>
<tr>
<td>da. 'to be big'</td>
<td>ɗrá, dála.</td>
</tr>
<tr>
<td>bo. 'to shout'</td>
<td>ɗlå, bóla.</td>
</tr>
</tbody>
</table>

(iii) Some monosyllabic roots have a suffix m3.

<table>
<thead>
<tr>
<th>Root</th>
<th>Plural variants</th>
</tr>
</thead>
<tbody>
<tr>
<td>tū. 'to jump'</td>
<td>tům3.</td>
</tr>
<tr>
<td>mā. 'to build'</td>
<td>mām3.</td>
</tr>
<tr>
<td>fi. 'to tie'</td>
<td>fīm3.</td>
</tr>
<tr>
<td>bú. 'to wear'</td>
<td>būm3.</td>
</tr>
</tbody>
</table>

(iv) Some disyllabic verb roots of structure CVLV or CVm3 are plural in form and meaning but have no corresponding monosyllabic roots.

<table>
<thead>
<tr>
<th>Root</th>
<th>Plural variants</th>
</tr>
</thead>
<tbody>
<tr>
<td>gūm3. 'to peel'</td>
<td>wam3. 'to scratch'</td>
</tr>
<tr>
<td>hala, hla, hra. 'to pick'</td>
<td>gbɛ, gbɛle. 'to grind'</td>
</tr>
<tr>
<td>ts3m3. 'to peel'</td>
<td>ɗlå, fála. 'to greet'</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Root</th>
<th>Plural variants</th>
</tr>
</thead>
<tbody>
<tr>
<td>gbọ. 'to die'</td>
<td>gbél.</td>
</tr>
<tr>
<td>tswa. 'to hit'</td>
<td>tswiá.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Iterative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bí, 'to ask'</td>
<td>bíblí.</td>
</tr>
<tr>
<td>hê, 'to buy'</td>
<td>hêhê.</td>
</tr>
<tr>
<td>dzô, 'to dance'</td>
<td>dzodzoó.</td>
</tr>
<tr>
<td>ye, 'to eat'</td>
<td>yeyeé.</td>
</tr>
<tr>
<td>trâ, 'to sit'</td>
<td>trâtraá:</td>
</tr>
<tr>
<td>tûm, 'to jump'</td>
<td>tûmítûmû.</td>
</tr>
<tr>
<td>dzûre, 'to lie at'</td>
<td>dzûredzûreé.</td>
</tr>
<tr>
<td>sûle, 'to pray'</td>
<td>sôlesôleé.</td>
</tr>
<tr>
<td>mâle, 'to lie'</td>
<td>mâlemâleé.</td>
</tr>
<tr>
<td>tsáké, 'to change'</td>
<td>tsákèsakeé.</td>
</tr>
<tr>
<td>fûtú, 'to mix'</td>
<td>fûtufutuú.</td>
</tr>
<tr>
<td>pilá, 'to wound'</td>
<td>pilápilá</td>
</tr>
<tr>
<td>tîtî, 'to scratch'</td>
<td>tîtîtîtîtí.</td>
</tr>
<tr>
<td>kodzó, 'to judge'</td>
<td>kodzókodzó.</td>
</tr>
<tr>
<td>mädze, 'to send by'</td>
<td>mädzemädze.</td>
</tr>
<tr>
<td>tswiá, 'to beat'</td>
<td>tswiátswiá.</td>
</tr>
<tr>
<td>tsô, 'to teach'</td>
<td>tsôtsô.</td>
</tr>
</tbody>
</table>

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

gbô, 'to die' | gbôgbôí. |

95
Drill 133. Repeat. Plural forms are underlined.

1. Klém wodzi lé ohâ mí.
2. Skwúbil lé féé bàira jí.
3. É-amâ wodzi pii.
4. Nyj,mcúl mê lé küm tsú lé.
5. Nám nibil dwúr dzem lé.
7. Amémikùm amèhe.
8. Émâm tsú éhá èmâm lé féé.

Drill 134. Repeat. Iterative forms are underlined.

1. Apilapilâ lè ye wchoo.
2. Ameféfé nigbl srâtoisrtó.
3. Hlímédzi lè wiêwî kêtee keba.
4. Gbémízi dzuiredzré nga lè ní féé.
5. Ambibíli lè sådzi pii.
7. Énámim kekeè mi níli pii.
8. Gbémíji ditzizó dze néè mi, dzoi féé.
10. Amibul amèhe nàa ye tsú lè ní ní améksièlèe.

LESSON FIFTY

Contonation Patterns: L w-High Verbs:

The table below presents the contonation patterns for verbs with
low-high tone roots, such as pilá 'to wound':

<table>
<thead>
<tr>
<th>Tense</th>
<th>Marker</th>
<th>Root Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>é</td>
<td></td>
</tr>
<tr>
<td>Perfect</td>
<td>é</td>
<td></td>
</tr>
<tr>
<td>Progressive</td>
<td>mīī</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>baá'</td>
<td></td>
</tr>
<tr>
<td>Habitual</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Neg. Aorist</td>
<td>é'</td>
<td></td>
</tr>
<tr>
<td>Neg. Perfect</td>
<td>é'</td>
<td>ko</td>
</tr>
<tr>
<td>Neg. Future</td>
<td>é'</td>
<td>*</td>
</tr>
<tr>
<td>Imp. Sing.</td>
<td>nyč'</td>
<td>mö</td>
</tr>
<tr>
<td>Imp. Pl.</td>
<td>nyč'</td>
<td>*</td>
</tr>
<tr>
<td>Neg. Imp. Sing.</td>
<td>kaá'</td>
<td>a</td>
</tr>
<tr>
<td>Neg. Imp. Pl.</td>
<td>(nyč)kaá'</td>
<td>a</td>
</tr>
<tr>
<td>Consecutive</td>
<td>á'</td>
<td></td>
</tr>
<tr>
<td>Neg. Consecut.</td>
<td>(a)ká'</td>
<td></td>
</tr>
<tr>
<td>Permiss. Sing.</td>
<td>á'</td>
<td></td>
</tr>
<tr>
<td>Permiss. Pl.</td>
<td>á'</td>
<td></td>
</tr>
</tbody>
</table>

(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 mīī - and baá - undergo the same morphophonemic changes that occur in other tenses.

Drills: Repeat. Low-High verbs are underlined.

Drill 135
1. Kofi pilá èhe. (Past) 'Kofi wounded himself.'
2. Áma pilá èhe. " 'Ama wounded herself.'
3. Sowa pilá èhe. (Past) 'Sowa hurt himself.'
5. Ämepilá lè. " 'They hurt him.'
6. Kofi epilá èhe. (Perfect) 'Kofi has hurt himself.'
7. Äma epilá èhe. " 'Ama has hurt herself.'
8. Sowa épilá lè. " 'Sowa has hurt him.'
9. Nüü lè epilá èhe. " 'The man has hurt himself.'
10. Amepilá amèhe. " 'They have hurt themselves.'

Drill 136
1. Wopila lè. (Perfect) 'We have hurt him.'
2. Wopila lè. (Past) 'We hurt him.'
3. Ondzidze minàà. (Progressive) 'You are molesting me.'
4. Eekase nìñ. " 'He is studying.'
5. Mitkàse nìñ. " 'I am learning.'
6. Mitkôdzì sàñè lè. " 'I am adjudicating the case.'
7. Kofi mijòdze Æmà mìñ. " 'Kofi is comforting Ama.'
8. Ämà mijòdze Kofi mìñ. " 'Ama is comforting Kofi.'
9. Sowa miìdze améèr amèmìñ. " 'Sowa is comforting all of them.'
10. Yoó lè miìfìì màmà pilì tsè. " 'The woman is buying too many cloths on credit.'

Drill 137
1. Kofi bìàpìla èhe. (Future) 'Kofi will hurt himself.'
2. Sowa bìàpìla èhe. " 'Sowa will hurt himself.'
3. Æmà bìàtìì bè. " 'Ama will scratch you.'
4. Yoó lèRubàdze bè. " 'The woman will send something with you.'
5. Mìbañàñà nìñ. " 'We will learn.'
6. Mìbañàñà nìñ. " 'I will learn.'
7. Māra lē. (Future) 'I will visit him.'

8. Kofī krā mī dáa. (Habitual) 'Kofi visits me regularly.'

9. Sōwā nilāa che. ''Sowa hurts himself.'

10. Ámā jëdzē mīmī. ''Ama keeps me happy.'

Drill 138

1. Ekasē nī waa? (Habitual) 'Does he study a lot?'

2. Yoō lē flić ncfēnē. ''The woman buys everything on credit.'

3. Kofī ekpālē. (Neg. Aorist) 'Kofi did not agree.'

4. Gbēkēbi lē ekpālē tsū lē mīn, yaa. 'The children are not willing to enter the room.'

5. Yoo nē¢ eflii nokonokō. ''This woman buys nothing on credit.'

6. Sōwā ekāsee èwolō lē. ''Sowa did not study his book.'

7. Mīkplē. ''I don't agree.'

8. Wèkodzo lē. ''We do not judge him.'

9. Amēkāsee nī. ''They didn't study.'

10. Amēkāsee wōlō lē. ''They didn't study the book.'

LESSON FIFTY ONE

Drills: Repeat. Low-high verbs are underlined.

Drill 139

1. Mīdzimikē. (Neg. Perf.) 'I am not crazy.'

2. Èwilakē. ''He is not blind.'

3. Amēkplē. ''They haven't agreed.'

4. Ágo ekāseko nōkō ḏmēnē. ''Ago hasn't learned anything today.'

5. Tetteh ekāseko nī ḏmēnē. ''Tetteh hasn't studied today.'

6. Ámā ekāseko èwolō lē ḏmēnē. ''Ama hasn't studied her book today.'

7. Yoō lē epilakē. ''The woman isn't hurt.'

8. Mīplē, mokomoko. (Neg. Fut.) 'I will not hurt anyone.'
9. Wékáse nokónokó. (Neg. Fut.) 'We shall not learn anything.'
10. Amékólé nákáif feém. 'They won't agree to doing that.'

Drill 140
1. Ago ekáse níí. (Neg. Fut.) 'Ago will not study.'
2. Tette ékáse wolo. 'Tetteh will not study books.'
3. Gběmë ǎdzidze dzatá náa. 'A man will not provoke a lion.'
4. Yoó lë efli nyénii hú. 'The woman will not buy food on credit either.'
5. Kasém oní lë. (Dir. Imp. Sing.) 'Study your subject!'
6. Kasém mì. 'Imitate me!'
7. Kpëmë këkc. 'Just agree!'
8. Nyékáse à ñfëìñë. (Dir. Imp. Pl.) 'Learn everything!'
9. Nyékáse wolo. 'Study books!'
10. Nyékólë na yëchàà lë. 'Agree for his sake!'

Drill 141
1. Kaátìtí ohè ye mëì ahiç. (Neg. Imp. Sing.) 'Don't scratch yourself in front of people.'
2. Káákáse lë ye mëì ahiç. 'Don't mimic him in front of people.'
3. Káákölë. 'Don't agree!'
5. Nyékadzìldzë ìnììà. 'Don't provoke me!'
6. Nyékàppìlaa moko. 'Don't hurt anyone!'
7. Nyékàkáseà enë. 'Don't learn this!'
8. Ágo astra lë. (Indir. Imperat.) 'Ago should visit her.'
9. Itë akpìlë. 'Tetteh must agree.'
10. Yoó lë aëli nàmà lë. 'The woman should buy the cloth on credit.'
Drill 142

1. Akódzo lè oyal. (Indit. Imperat.) 'He should be tried early.'
2. Améhólu gbogbó lè. " 'They should jump the wall.'
3. Eké akélé kèke. (Consecutive) 'He said it should just be agreed to.'
4. Titsè ke' wökáse níi. " 'Teacher says we should study.'
5. Míké mài nó mawá. " 'I said I will buy cloth on credit.'
6. Eké Ama akélé kèke. " 'He said Ama should just agree.'
7. Kofi kèk Tète ãjédze
   Amá níi. 'Kofi said Tetteh should comfort Ama.'
8. Eké yèj lè akódzo
   sàné lè. 'He said the women should judge the case.'
9. Ékakólé. (Neg. Indir. Imperat.) 'He shouldn't agree.'
10. Amíkakólé dzemè yaa. " 'They shouldn't agree to going there.'

Drill 143

1. Kofi akakódo sàné nèj. (Neg. Indir. Imperat.) 'Kofi should not try this case.'
2. Yoó lè akamádze lè nokó. " 'The woman should not send anything by him.'
3. Eké wükápla móko. (Neg. Consecut.) 'He said we shouldn't hurt anyone.'
4. Eké mikati mihé. " 'He said I shouldn't scratch myself.'
5. Núú lè kí kí Amékakódo le. " 'The man said they shouldn't judge him.'
6. Amíkèkè yèo akakódo nèkè " 'They said a woman should not try such a case.'
7. Eháá mákáse wólo. (Permiss. Sing.) 'He didn't let me study.'
8. Há wükáse wólo. " 'Let us study books.'
9. Nyè'háá gbekè lè akáse níi. (Permiss. Pl.) 'Let the child study.'
10. Nyè'háá gbekebil lè akáse níi. " '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. efékó 'he hasn't done it.' (feé)

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

1. Éféé. (Perfect) 'He has done it.'
2. Éfée. (Past) 'He did it.'
3. Éféé díi. (Perfect) 'He has become quiet.'
4. Éfée nôô ókéé lé. (Past) 'He did what you said.'
5. Koffi miwié Gà. (Progressive) 'Kofi is speaking Ga.'
6. Koffi miwié. " 'Kofi is speaking.'
7. Koffi miwié sôô. " 'Kofi is speaking all the time.'
8. Kaáfée. (Neg. Imp. Sing.) 'Don't do it.'
9. Kaáfée nakaí. " 'Don't do that.'
10. Kaáfée eqá. " 'Don't do evil.'

Drill 145: Repeat

1. Mínvie. (Past) 'I walked.'
2. Mínvie keba. " 'I came on foot.'
3. Mínvie nsâné lé he. " 'I am pursuing your case.'
4. Mífe nákái dâa. (Habitual) 'I do that always.'
5. Gbékéyôô lé féô ohé fido. " 'The girl shows off quite a little.'
6. Eedzoô. (Progressive) 'It tastes bitter.'
7. Edzôl. (Habitual) 'It is bitter.'
8. Ekké. (Past) 'He said it.'
9. Ekké obé. " 'He said you should come.'
10. Ekké nôô nôô dàa. (Habitual) 'He always says this thing.'
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. Kofi blacked nii. 'Kofi came and studied.'
2. Nuu le blacked nii, ma. 'The man came and learned to write.'
3. Tette blacked sa'ne le. 'Tetteh has been and to judge the case.'
4. Ama blacked sa'ne le. 'Ama has been to judge the case.'
5. Mihasra le. 'I came and visited him.'
6. Mihasra ba. 'I have come and visited you.'
7. Ehasra mi daa. 'He comes and visits me regularly.'
8. Kodzo blacked zoo sa'ne le. 'Kodzo did not come and judge the case.'
9. Yo.o le ehasraa mi. 'The woman didn't come to visit me.'
10. Ama blacked nii. 'They didn't come to study.'

Drill 147. Repeat.
1. Yo.o le ehaflleko nokc. 'The woman hasn't come and bought anything on credit.'
2. Tette blacked zoo, sa'ne ne. 'Tetteh will not come and judge this.'
3. Ehasra wé wé. 'Come and visit us tomorrow.'
4. Nyéhasraa co e. 'Come and visit us tomorrow.'
5. Kaabazidze mënaa. 'Don't come and provoke me.'
6. Nyékabazidzea wona. 'Don't come and provoke us.'
7. Ekce Tette blacked nii. 'He said Tetteh should come and study.'
8. Ekce Ama akabazed nii. 'He said Ama should not come and study.'
9. Hô gbeke lè abakó nii. 'Let the child come and study.'
10. Nyéhàa ghekébi li' abakáse nii. 'Let the children come and study.'

Drill 148. Repeat.

1. Kofi vatsákè siká. 'Kofi went and changed money.'
2. Nuu lè yatsákè siká. 'The man went and changed money.'
3. Tette évàbi lè egbél. 'Tetteh has gone and asked him his name.'
4. Áma évàbi lè egbél. 'Ama has gone and asked him his name.'
5. Miyabí lè siká. 'I went and asked him for money.'
6. Miyabí lè siká. 'I have been and asked him for money.'
7. Miyabí lè siká. 'I will go and ask him for money.'
8. Yatsákè siká daa gbè. 'He goes and changes money every day.'
9. Yoó lè eyatsakèe siká lè. 'The woman didn't go and change the money.'
10. Am évabíi mòkomoko. 'They didn't go and ask anyone!'

Drill 149. Repeat.

1. Yoó lè eyabíkè moko. 'The woman hasn't gone and asked anyone.'
2. Tette évatsakèe Siká. 'Tetteh will not go and change this money.'
3. Yaátakè omamá lè. 'Go and change your cloth!'
4. Nyéyatsakèe nyétalé lè. 'Go and change your clothes!'
5. Kaayabí moko nòkò. 'Don't go and ask anyone anything!'
6. Nyékayabí moko nòkò. 'Don't go and ask anyone anything!'
7. Ekek Tette évatsakè efa lè. 'He said Tetteh should go and change.'
8. Ekek Ama ayatsakè efa lè. 'She said Ama should go and change her hat.'
9. Há gbekè lè ayabí lè egbél. 'Let the child go and ask him his name.'
10. Nyéhàa ghekèbèl lè yatsakè adétalé 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' māsci. 'near'
hew. 'around'; 'because' téŋ. 'middle'
mi, ml. 'inside' ƞ̀. 'with; at'
h. 'front' ǂ̃, ǂn. 'under'
se. 'back' nā. 'mouth'
n. 'upon'

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

Drill 150. Repeat.

1. Mē l komē e bā ẹnē. 'Some people have come to him.'
2. Amētsi àmēba enāsci. 'They moved near him.'
3. Wolō lē kâ òkplō lē nē. 'The book is lying on the table.'
4. Abū lē kâ òkplō lē ǂn. 'The needle is lying under the table.'
5. Eedzu ebî lē he. 'She is bathing her child.'
6. Mē l pi ba tsū lē mi. 'Many people came into the room.'
7. Amētāra tsū lē se. 'They are sitting at the back of the building.'
8. Kofi nyi=Tete h. 'Kofi went in front of Tetteh.'
9. Loó edzì s'om faā lē nā. 'Birds are standing at the river's edge.'
10. Loó yé ko sī tsū lē yîtē. 'A white bird is perched on top of the building.'

Drill 151. Repeat.

1. Mē l komē e bā enapāmē a:. 'Some people have come to see his parents.'
2. Amētsi àmēba gbékébi lē amāsci. 'They moved near the children.'
3. Wodzì lē dz̄wre òkplō lē an. 'The books are lying on the tables.'
4. Abū lē kâm̄ opkā lē ǂn. 'The books are lying under the tables.'
5. *Eedzu ebīl lè ahe.*
   'She is bathing her children.'

   'Many people came into the rooms.'

7. *Amētrā tsūtī lè aseq.*
   'They are sitting at the back of the building.'

8. *Kofī nyētī Tete mē ahīr.*
   'Kofi went in front of Tetteh's group.'

   'There are flocks of birds by the rivers.'

10. *Loofōdzi yēdzi sēmī tsūtī lè ayicēq.*
    'White birds are perched on top of the buildings.'

Drill 152. Repeat.

1. *Nāmī q̱s̱s eete.*
   'To whom did she go?'

2. *Nāmī he̱m̱o oba.*
   'For whom did you come?'

3. *No he̱m̱o eba.*
   'That was what brought her.'

4. *Kofī he̱m̱o eba.*
   'She came because of Kofi.'

5. *Gā sī gbe dzī gbe.*
   'Accra leads the world.'

6. *Em̱tī dzō.*
   'He is kind.'

7. *Gē' lè nē kwo.*
   'The mountain is high.'

8. *Ehe ye féo.*
   'She is beautiful.'

9. *Tsi àmitē; mokomē.*
   'Call one of them.'

Drill 153. Repeat.

1. *Eba bīl ny̱ssē sīfī.*
   'He came here last year.'

2. *Eṉ si yē sāa lè nāa.*
   'He saw him by the river.'

   'This place hurts him.'

   'Tell him what we saw in the market.'

5. *Dūmī sē ékpakpa.*
   'The place was full of people.'

   'People came from all the villages.'

7. *Yei komēzi trā Kintēt asē.*
   'Some women were sitting behind baskets.'

8. *Amētrā jī.*
   'They were sitting down.'

9. *Amētrībī e̱jī.*
   'They are asking after your health.'

10. *Evītē; ye bā b dū.*
    'Her head is tender on top.'
Drill 154. Repeat.

1. Sèt lè hí.
2. Nohewò lè, èbáákè.
3. Foo híè lè ohà mì.
4. Ènù bo ëììì.
5. Ènù osàné lè ëììì.
6. Adzie ìyì ìè èmòdè-ìbò lè hewò.
7. Eyahè mì ìè aògbò lè nààì.
10. Òbíè lè ye féo wàà.

'The other side is good.'
'Because of that, he didn't come.'
'Slice off the front part for me.'
'He has understood you.'
'He has understood your case.'
'He was praised because of his persistence.'
'He went and bought something at the gate.'
'Don't weep for me.'
'He has a very pleasant place.'
'Your place is beautiful.'

LESSON FIFTY FIVE
A Spider Story

Be kó lè, dzéè ànnànnù ní yè̀, kè ènà Kòmòlé,

'Once upon a time, there lived Spider, with his wife Kornorley,

kè èbì Kwakútà. Ní mà yòò ní àmèyòò mìì lè,

and his son Kwakutey. The town in which they lived was struck by a

hììmò ba dzéèmè wàà. Hewò lè, Ànnànnù kè èwèbbí lè fèè tèè àmèyàfèè yèlè

serious famine. Therefore, Spider and all his household

ììmè aògbò.

went and made a huge yam farm.

Bènì è̀wè fìì̀ ìì yèlè lè baábò pe, ní Ànnànnù

When the yam was almost ripe,

kè è̀ègbò lè, àrù lè ye ììmè lè mìì.

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

dáa lèèbl beni ìwébíl lè baàyà ìmò lè mi₇ lè,

by the time his family reached the farm every morning
áfì yelé lè píi mómo. Hewò lè, Kwakùtè kò Kònole

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

made a big scarecrow and put it in the farm.

Amàgà nòdè, amà ñùrù, àkè ìwèè. Nàkáì màrìkè lè, bèni Ànaànù

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

lè kòdè gòbòno adèkà lè mi₇ ní èyààfù yèlè lè pè, ní ènà amàgà lè.

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

Kè ke ní èkèèny, "Dzeè mi₇ ìmò lè mi₇, nò lè, màgbá ọtó mi₇."

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

Gbèmò lè ìwò ìdàà mi₇, hewò lè, Ànaànù kò ènìne dzrì gba ètòì

The person did not reply, therefore Spider slapped his ear with his right

mi₇, keke ní ènìne lè kà. Èkè èbèkù gba ètòì mi₇,

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

ni nàkáì níné lè hù kà. Èkè ènàdzì ìmò lè ni ènìne

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

hù kàkàa. Nàgbèè lè, èkè èmùsù hù lè, ní èmùsù

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

hù kà. Ànaànù bòlì zahùù, gèbèmò lè ìwò èdàà mi₇,

also stuck. Spider shouted and shouted, but the figure did not reply.
When dawn came and his wife and children came to the farm, there was Spider stuck to the scarecrow. They all shouted and said, "Hewö lè, dáa ñé, bo ofää wocyélé lè. Ni ogbókò, ní ðmáá "And so, all this time, you have been digging up our yam. And you are not dead, sóññóhá ñwi nèké?" jí ké lè, améyi lè jí. and good feeding has made you grow so fat." Yet, they set him down. jí hègbè láá sóññó hèwò lè, Anàánù dso foi kédze ðmó lè mìñ keteé jíá, But in shame, Spider ran home from the farm, ni ekwè keteé tsùñjá lè nàá eyateé dzèmè, ni enyè eyí jí kwlaa. and climbed to the roof-eaves and hid there, and he would not come down. No hewò ni dáá nè, Anàáñù hù tñùjá lð nàá lè. That is why a spider always stays in the roof-eaves.

LESSON FIFTY SIX

ni and nì

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

(ii) nì. '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,

mènì. 'who' hènì 'where'
nìnì. 'which', 'what' bònì, bònì. 'how'; 'as'
bènì, benì. 'when'
Drill 155. Repeat.
1. Minà nuú lè ke enà lè.
2. Kofi ye kómì ke kénà.
4. Gbékébi ke onúkpla lè mlígbo!
5. Minà lè nì mibí lè.
6. Sówà te ìfì nì ewíèn.
7. Amófo jíkò-fì, nì amèhú n'ì, nì amèdù yèlè.
10. Yei hò o nì hìì yèo.

Drill 156. Repeat.
1. Yei hò o nì hìì yèo.
2. Nìù lè nì bà bí e lè egbó.
3. Ète fì gbi nì dzi gbií étè.
5. Bènì òbà lè, étà biè.
6. Nìènì ítì póò lè èìfì
tè.
7. Lè hú ètè hénì ìtì póò lè.
8. Ètèbò miójì fò té lè.
9. Ètèbò bòni ôtsò ìtì póò.

'I saw the man and his wife.'
'Kofi ate kenkey and fried fish.'
'Kenkey and fried fish tastes good.'
'Both children and adults are dying.'
'I saw him and asked him.'
'Sowa stood up and spoke.'
'They staked out some land, ploughed it, and planted yam.'
'And Jesus wept.'
'Kofi left it and Ama picked it up.'
'It is women who cook for men to eat.'
'It is women who cook what men eat.'
'The man who came here is dead.'
'He rose on the third day.'
'Since he is coming, sit down for a while.'
'When you came, he was sitting here.'
'What you did was not good.'
'He too went where you went.'
'He is looking for the one who threw the stone.'
'He is trying to find out how you did it.'
'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, \textit{mē} and \textit{nā}.

(a) \textit{with mē}:

\begin{itemize}
  
  \item \textit{mēnī} (full form); \textit{mēz} (reduced form). 'what?'
  
  \item \textit{mēz} be. 'when?'
  
  \item \textit{mēz gbī}. 'when?'
  
  \item \textit{mēz gbōmō}. 'what kind of person?'
  
  \item \textit{mēz jīā}. 'what house?'
  
  \item \textit{mēzēba}. 'why?'
  
  \item \textit{mēzēhewō}. 'why?'
\end{itemize}

(b) \textit{with nā}:

\begin{itemize}
  
  \item \textit{nāmō}. 'who?'
  
  \item \textit{nēgbō}. 'where?'
\end{itemize}

(iii) **Interrogative Particles**

(a) **Single, initial:**

\begin{itemize}
  
  \item \textit{ānī}. Neutral Interrogative
  
  \item \textit{bō}. Assumptive Interrogative
  
  \item \textit{tō; ūto}. Assumptive Interrogative
  
  \item \textit{bēli}. Assumptive Interrogative
  
  \item \textit{tē}. 'which?'
\end{itemize}

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:**

\begin{itemize}
  
  \item \textit{lō}. Neutral Interrogative
  
  \item \textit{bēli}. Assumptive Interrogative
  
  \item \textit{ēli}. Intensive Interrogative
\end{itemize}
The Intensive Interrogative emphasises questions.

(c) Double, initial and final:

\[ \begin{align*}
\text{tē. . . . . } & \text{ 'how'} \\
\text{ānī . . . . . lō} & \text{ Neutral Interrogative}
\end{align*} \]

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

Drill 157. Repeat.

1. Mēnī nē. 'What is this?'
2. Mēnī ni. 'What is it?'
3. Mēnī oka: 1'. 'What was it you said?’
4. Mēnī oka: 1k. 'What did you tell him?’
5. Mēnī oka: 1l'. 'What was it you told him?’
6. Mē:be oba:ba. 'When will you come?’
7. Mē:be mī:ba. 'When shall I come?’
8. Mē:be yoo lo ba jī:ā. 'When did the woman come home?’
9. Mē: gbē:mē dzī bō. 'What kind of person are you?’
10. Mē: gbēkē:nē. 'What kind of child is this?’

Drill 158. Repeat.

1. Mē:ba Kōff feē nā:kā:ī. 'Why did Kofi do that?’
2. Mē:ba am:gbēe 1l 1l. 'Why didn't they kill him?’
3. Mē:ba ny: bōlé:nē mē:kē. 'Why are you shouting so much?’
4. Mēnī hē:m ni owo atalé:nē. 'Why are you wearing European-style dress today?’
5. Mē: hē:m obū:m māmā:nē. 'Why are you not wearing African-style cloth today?’
6. Nāmē tsē:bō Gā wi:mē. 'Who taught you to speak Ga?’
7. Nāmē fā:ri:nē. 'Whose hat is this?’
8. Nāmē ona yu dzē:mē. 'Whom did you see there?’
9. Nē:blē oyaa. 'Where are you going?’
10. Nē:blē mǐ:dē:nē 1. yē. 'Where is my drink?’

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Drill 159. Repeat.

1. Ānī eegbá onāà.
2. Ānī esa ní efèe nàkàñ.
4. Bé hùmì yée bò.
5. Tó onā àkè ànìkwále ní.
6. Tó oʃwié wéhíč aʃí.
7. Té jìtì ní dzi lè.
8. Té mòńí ñtse ʃí ʃí lè.
10. Ebí akè onā Kofí ló.

Drill 160. Repeat.

1. Bùulu dzi mǐ běč.
2. Óʃíʃíu lè běč.
3. Nyemība ʃí.
4. Óbǐ lè ʃí.
5. Bé obǐ lè ʃí.
6. Tó onā nòńí mìke ʃí lè ʃí.
7. Ānī eeba ló.
8. Ānī Tette ní ló.
9. Té õye tèeŋ.
10. Té wëbaafée tèeŋ.

"Is he bothering you?"
"Is it fitting that he should do that?"
"But he has already done it?"
"Surely you are not hungry?"
"Now do you see that that is the truth?"
"You have disgraced us after all?"
"Which house is it?"
"Which person do you mean?"
"He is asking whether you will go."
"He asked whether you have seen Kofi."

"You consider me a fool, don't you?"
"You have cheated him, haven't you?"
"You are coming, aren't you?"
"You have asked him, haven't you?"
"Surely you have asked him, haven't you?"
"Now you have realized what I said, haven't you?"
"Is he coming?"
"Was it Tetteh?"
"How are you?"
"What shall we do?"

LESSON FIFTY EIGHT

Some Pronoun Equivalents

(i) In the singular:

(a) moko. 'someone'
(b) mìʃíiʃíi. 'everyone'

nókò. 'something'

nàʃíiʃíi. 'everything'
On the pattern of (b), any singular noun can be used distributively when repeated with נוונ in the structure נ_ נ_ נ_ , e. g.

 nuw נז נז. 'every man'  tso נז נז. 'every tree'
 $^\text{זא} נז $^\text{זא}. 'every house'

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

(a) מ_ קומ_י. 'some people'  נ_יביל קומ_י. 'some things'

(b) The adjectival נז qualifying a plural noun has an inclusive significance:

 מ_ נז. 'all people'  $^\text{זא} נז. 'all trees'
 $^\text{זא} נז. 'all things'  $^\text{זא} נז. 'all houses'

(iii) Moko and noko, when reduplicated, colligate only with negatives:

 mokomoko. 'nobody'  nökönokö. 'nothing'

Drill 161. Repeat.

1. Moko miiba biz. 'Someone is coming here.'
2. Moko nyirë agbo lë nää. 'Someone is walking outside.'
3. Önä moko kwala ebaho dzäm? 'Have you seen anyone at all go there?'
4. Eefo bëtsë moko. 'He is crying out for someone.'
5. Ñnäkë moko ye biz. 'I haven't seen anyone here.'
6. Nokë kà gbd lë në. 'There is something on the road.'
7. Nokë miigbëës. 'Something is making a noise.'
8. Önä nokë ye, kà gbd lë në? 'Can you see something white lying on the road?'
9. Baâkëe nokë. 'Come and see something.'
10. Önëkë nökë. 'You haven't seen anything yet.'

Drill 162. Repeat.

1. Mëësëë abà. 'Everybody should come.'
2. Mëësëë ke l. nökë. 'Everybody gave him something.'
3. Esändë mëësëë sàne. 'He likes everybody.'

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4. Ebë më fëm më eyeo. 'He trusts everybody.'
5. Bë më fëm më nô osúmô. 'Ask anyone you like.'
6. Ebaáfëe nô fëm nô. 'He will do everything.'
7. Nô fëm nô så ebë. 'He approves of anything.'
8. Gbaa lë nô fëm nô. 'Tell him everything.'
9. Ebë nô fëm nô eyeo. 'He believes everything.'
10. Peém nô fëm nô bsúmô. 'Do whatever you like.'

Drill 163. Repeat.
1. Nûû fë fûû fûû áhë tû. 'Every man should carry a gun.'
2. Yoo fë yoo ayó átë dzàtsù. 'Every woman should carry a load.'
3. Më gë tsë fë fë gë tsë tsû mëko keba. 'Every chief sent somebody there.'
4. Anëgbe nûû fë fûû nûû. 'They killed every man.'
5. Anë jë fë fë jë fë. 'They burnt every house.'
6. Yoo fë yoo bë nyë ëhë. 'Every woman's child walked in front of her.'
7. fë fë fë jë më bëk dë dzë kpo. 'The people in every house came out.'
8. ñmë kûû fë fûû nô gbë. 'Write every man's name.'
9. Keë yoo fë yoo ñikà. 'Give every woman money.'
10. ñmë ñgbi yë òwòlo fë fë wòlo më. 'Write your name in every book of yours.'

Drill 164. Repeat.
1. Më kómbë miibá bëc. 'Some people are coming here.'
2. Më kómbë nijë tsû lë sëc. 'Some people are walking behind the house.'
3. Më kómbë sëmin ësône. 'Some people don't like him.'
4. Mënhkómbë yë dzëmì. 'I have seen some people here.'
5. Nûbi kómbë dzûre gbë lë nô. 'There are things lying on the road.'
6. Onë nûbi kómbë ye gbë lë teh? 'Did you see things in the middle of the road?'
7. Ebëbi nûbi fë fë nû fë fë lë. 'He doesn't tell all that he went through.'
8. E.ñkómbë fë fë nô ba dzëmì lë. 'He greeted all the people who came there.'
9. Tsei fē fō wō yibūl. 'All trees bear fruit.'
10. Dzee tseē fēē wōo yibūl. 'It isn't all trees that bear fruit.'

Drill 165. Repeat.
1. Mokomoko bē tsū lē mī. 'There is no-one in the room.'
2. Mokomoko bīkō lē nōkō. 'No-one has asked him anything.'
3. Ebīkō mokomoko nōkō. 'He hasn't asked anyone anything.'
4. Èmākō mokomoko gbē. 'He hasn't written anyone's name.'
5. Kākō mōkōmōko. 'Don't tell anyone.'
6. Nōkōnōkō gbā èn笋. 'Nothing worries him.'
7. Ónkōnōkō ekē nēmī. 'Nothing you have makes me envious.'
8. Mīkōkō ènōkōnōkō dā. 'I have never taken anything of his.'
9. Kaabī mī nokōnōkō. 'Don't ask me anything.'
10. Kaawīc nokōnōkō he. 'Don't complain about anything.'

LESSON FIFTY NINE

Bīsōfō mē bī 'The Pineapple Child'

Be kō 1! dzee nūū ko mē yē, mē yē nī fōo.

'Once upon a time there was (lit: was not) a man, and he had a wife who was barren.

Eyà, j̩ kō kloko, oblāyō ko,

He went and took another wife, a younger woman,

jī lē hū èfōcèn.

but she too proved barren.

Gbi kō lē nūū lē èt̩ kō nūkpa lē tee mē mī, am̩ yafō bīsōfō mē.

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

jī bīsōfō mē lē bo waa ákē, "Kāafō mī, kāafō mī. Kē ofō mī lē,

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

mānāo hī. Yōo lē efōcèn. Kēkē nī

I will give you a child." The woman did not cut it. And
a little pineapple nearby turned

into a baby girl. But the man and his wife promised that

they would not tell

anyone where she came from. When they brought the baby home,

the young woman began asking to be told where it came from,

But they did not tell her. The woman pestered,

gbekè lè bada.

her husband even till the child was quite grown up.

Therefore the man told her,

and she promised that she wouldn't reveal it.

One day when the man and his senior wife went to the farm,

the child became hungry,

and she asked her step mother for something to eat.

But the woman did not answer.
So she said, "If my mother were here, she would give me food to eat."

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

Aren't you just a pineapple child?" As soon as the child heard this,

she set out for the farm. On the way

eefó, eelá: "Adene éree lài ke;

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

Adene tsé mì gbàmbí; Adene tsé mì blòfómè bi;

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

Adene hù, Adene." Obláyóó lè yí èseè,

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

but the child would not stop. Her parents saw them

and pursued her,

but she did not stop. When she reached the farm

she turned into a pineapple.

But her father reached out

and grasped her hair. The hair came off in his hand and
he pressed it to his chest. That is the hair

on a man's chest.

LESSON SIXTY

1. Nákái. 'that'

Nákái, 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. Nákái nū tí le eba bí. 'That man has come here.'
2. Míkané nákái woló lę. 'I have read that book.'
3. Nám ré le nákái gbé lę. 'Who gave him that name?'
4. Nákái wiém ré le eni minná. 'I don't find that allegation very pleasant.'
5. Kaafée nákái. 'Don't do that.'
6. Kaafée lë nákái. 'Don't do that to him.'
7. Nákái mifèé. 'That was what I did.'
8. Eke nákái. 'He said so.'
9. Nákái ebí lë keé. 'That was what his child said.'
10. Éhíí nákái. 'That's no good.'

II. Nêké. 'this'; 'such'

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

Drill 166. Repeat.

1. Nám ré le nêké gbé. 'Who gave him a name like that?'
2. Nám ré bu lë nêké námá. 'Who dressed her in such a cloth?'
3. Mën ré tité bo nêké. 'What scratched you like that?'
4. Mëêba ebó lë nêké. 'Why is he shouting so?'

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5. Neke nuu neke babi efi.    'This man came and engaged her.'
6. Neke yele neke kwed oyá.    'This yam grows fast.'
7. Afole neke tsëi neke.    'These trees should be cut down.'
8. Obaasum neke nuu?    'Would you like such a man?'
9. Obaanye neke gbekebil?    'Can you cope with such children?'
10. Kaafée neke.    '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 bô.    'Not you.'
2. Dzée li.    'Not he.'
3. Dzée opapa.    'Not your father.'
4. Dzée nákè.    'Not that way.'
5. Dzée nèkè.    'Not this way.'
6. Dzée Tette feè.    'It wasn't Tetteh who did it.'
7. Dzée nokô.    'It's nothing.'
8. Dzée èskùù woló li nèkè?    'Is this not his textbook?'
9. Dzée bëëë obaafée.    'Don't be slow.'
10. Dzée mâlem obaâmâle.    '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 connotation patterns). They are:

dzi.    'to be'

yë.    'to have'; 'to be'

vb.    'to have'

bë.    'to have not'

ni.    'to be that'

në.    'to be this'
Drill 168. Repeat.
1. Nâmâ dzî lè.  'Who is he?'
2. Mîdzî odraîvâ lè.  'I am your driver.'
3. Nônî èsumô dzî bîlômô.  'What he enjoys is making noise.'
4. Koffi nî.  'It is Kofi.'
5. Dzulô nî.  'He is a thief.'
6. Nâmâ nî  'Who is it?'
7. Nûû lè nî gbô lè nê.  'This is the man who died!'
8. Nâmâ nê.  'Who is this?'
9. Ónâmîv nê?  'Is this your mother?'
10. Eñîtsûmô nê.  'This is his current craze.'

Drill 169. Repeat.
1. Âmâ yê jikâ.  'Ama has money.'
2. Âmâ hê ye féo.  'Ama is beautiful.'
3. Âmâ yê Gâ.  'Ama is in Accra.'
4. Sânê lè ye ìji.  'The story is true.'
5. Mênsâ bô jikâ.  'Mensa does not have money.'
6. Mênsâ bô bîlô.  'Mensa is not here.'
7. Mênsâ sânê bê mî.  'Mensa's case is not valid.'
8. Tê ëyë têê.  'How is she?'
9. Etsû yê bîlô lè.  'This is his house here.'
10. Nâmâ yê b jikâ.  'Who has money?'

LESSON SIXTY TWO

I. Dialogue: Invitation
A: Òyè nî'î momo?  'Have you eaten already?'
B: Daabî.  'No.'
A: Hâ w. yaye nokê mû? 'Let's go and eat something.'
B: Ényîfâ átswâ. 'What's the time?'
A: Nyên mû ké ènyô ké fâ. 'Twelve thirty.'
B: Wèmê nî woyâ .allocate komê. 'Let's wait and go at one o'clock.'
A: Odzogba–î. 'Okay.'

II. Kê 'and'; kë 'when'

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

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

Drill 170. Repeat.
1. Ágbè Kôfì kë Kwâlî. 'Kofi and Kwashi have been killed.'
2. Wônyâ hî lê ke amêjâmê le. 'We saw the men and their wives.'
3. Eetsé mî ké bo. 'He wants you and me.'
4. Kêmê kë kédô fô. 'Kenkey and fried fish tastes good.'
5. Gbékêhîlî ké onûkpâl fô miôglô. 'Children and adults are both dying.'
6. Ènyå mihê kë mîtîkë. 'He welcomed me happily.'
7. Kôfì kë lema fôlo tsó lê. 'Kofi cut down the tree with an axe.'
8. Mî kë le baâvlew. 'I shall speak to him.'
9. Oke sîkîlè èwô tîl lê mî. 'Have you put sugar in the tea.'
10. Ámà ké wolô lê efô jî. 'Anma has put the book down.'

Drill 171. Repeat.
1. Sânè lê agba kë fôwâ mât lê mîtî fôkë. 'The news spread all over town.'
2. Kôfì yé kë bûâ wâ waa. 'Kofi helped us a great deal.'
3. Gbékêhûn lê rû kë tékê bu lê. 'The boy jumped over the hole.'
4. Wôdzô fu fô kôtee Gâ. 'We escaped to Accra.'
5. Ñêlû lê dzo foô kôddo. Gâ kôbatsô biê kôtee Mômpô. 'The man ran through here from Accra to Mampô.'
6. Òtu tsô Kôfì kôba. 'Tetteh called Kofi there.'
7. Etsē amē keba. 'He called them here.'
8. Hīf lē tsū gbekebi kē ketee. 'The men sent the children on.'
9. Kōfī tsi jināā lē kgebē jī. 'Kofi pushed the door down.'
10. Kōfī kēhā mī. 'Kofi gave it to me.'

Drill 172. Repeat.
1. Mākē lē kē mī kē lē kpe. 'I shall tell him if I meet him.'
2. Kē ohīc tsē pé nī obā. 'Come as soon as you wake up.'
3. Kē ēmī, ētu lē ēyajā njo. 'If he's angry let him go burn the sea.'
4. Kē bō nī lē, té bbaafē kē e. 'If it were you, what would you do?'
5. Esumō nī àsēd lē kē ewō. '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:

kō nī. 'so that'
ēdzāákē. 'because'
fī. 'but'
dzā. 'unless; except'
ākē. 'that'
alo. 'or'

Drill 173. Repeat.
1. Yaā nī oyābi lē. 'Go and ask him.'
2. Ekō ēto kōnī okanā. 'He hid it so that you wouldn't see it.'
3. Mābā nī woyā amējī. 'I shall come so we can go to their place.'
4. Egbeō jī, jī epilaan. 'He fell down, but he didn't hurt himself.'
5. Etsē nī, jī ebōu lē. 'That's his father, but he doesn't respect him.'
6. Kōmē lē akē ēnāmemū lē ebā. 'Tell him that his friends are here.'
7. Bi lē akē ebāayā lā. 'Ask him whether he will go.'
8. Eswā ēhe akē ēseē nākāi. 'He regretted doing that.'
9. Mīgbē nāa hewōlē mīyā. 'I have finished, and so I am leaving.'
10. Dzen édi hewolle w'umiyia y'f ši lè náa. 'It's hot, so we are going to the beach.'

Drill 174. Repeat.

1. Kofi eyaay édzáaké ébè hèwale. 'Kofi didn't go, because he wasn't well.'

2. Mibu lo fó, édzáaké ésáne édzáay. 'I gave judgment against him, because he was wrong.'

3. Eháy bo, dza obí lè. 'He will not give it to you unless you ask him.'

4. Dza mítée. 'I had better be going.'

5. Wayé na ni, dza óbà. 'We won't eat until you come.'

6. Énu, áloo nkékpa éhe. 'Should he drink it, or rub it on his body?'

7. Mítsz míny, álóo míkékè le. 'Should I throw it away, or give it to him?'

8. Oké èbà, álóo èba? 'Did you say 'he has come' or 'he came'?'

9. Éko le nába. 'I may come.'

10. Éko le dzée ènó ni. '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. héko. 'somewhere'; hékoheko. 'nowhere'

   gbiko. 'one day'; gbikogbiko. 'never'

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

   dí. 'not again; never'

   kókóko. 'not at all; never'

Drill 175. Repeat.

1. Hékóheko edzéko. 'There is no peace anywhere.'

2. Kaábi mì Kofi kò Kofi ko he sáne. 'Don't ask me about Kofi!'

3. Wówóko le gbél ko gbél ko. 'We haven't given him any name.'

4. Éyáko hékóheko. 'He is around here somewhere.'

5. Wiém kò wiém kò édi ènáa fè kókóko. 'There is no word he is fonder of than 'never'.'
6. Ebáa dëŋi. 'He doesn't come anymore.'
7. Mitbi le dëŋi. 'I won't ask him again.'
8. Kaáyá Koforídda dëŋi. 'Don't go to Koforídua again.'
9. Ékkíi kókkoko. 'He will never agree.'
10. Kofí efë nákákk kókkoko. '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. Le efeë. 'It was he who did it.'
2. Le eʃiká ní. 'It is his money.'
3. Mí mëkë wëló lë. 'It was I who took the book.'
4. Bo oʃmâ woló lë. 'Was it you who wrote the book?'
5. Ékë bô ɔyd. 'He said you should go.'
6. Bo ɔkë më. 'It was you who told me.'
7. Bo ɔkë ɔbaányë. 'You asked for it!'
8. Wo womâ në. 'This is our country.'
9. Wo wobi lë. 'We will not ask him.'
10. Essùmë ní wo wóbd. '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:

díëŋtse. 'self'  pe. 'only'
ɛtë. 'all'  hù. 'too, also'

(ii) Postarticles also occur as adjectives in pronominal phrases.
Drill 177. Repeat.

1. Ṣi i rẹ̀̀ drà. 'All men are big.'
2. Ṣi lè rẹ̀̀ drà. 'All the men are big.'
3. Eetsé nyè rẹ̀̀. 'He wants all of you.'
4. Le díè tse eke ṣesùmọ. 'He himself said he liked it.'
5. Etsé díè tse kẹ̀. 'His own father said it.'
6. Yoò lè díè tse kehà mì. 'The woman herself gave it to me.'
7. Kàà'wa gbèkè lè pe. 'Don't blame the child alone.'
8. Wo pé etsèè. 'We were the only ones he didn't invite.'
9. Ebínùù lè ṣè ebà. 'His son too has come.'
10. Wọ́ à le hù. '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. Eṣǔmọ̀ wièmù. 'He loves to talk.'
2. Gà wièmù ọ̀jo. 'Ga is a pleasant language.'
3. Bílọ̀fo wièmù wa. 'English is a difficult language.'
4. Amèbọ̀ 1. sànebímọ̀. 'They started asking him questions.'
5. Ḥìmodo bi miísé nyè kpee. 'The old men summon you to a meeting.'
6. Amèbò Gà yaa. 'They often go to Accra.'
7. Gbọ̀le miígbá ènànn. 'His problem is age.'
8. Òrè̀a akàrè̀ dì. 'May no accident befall us.'
9. Èkà yìì̀yílì. 'He has stopped eating yams.'
10. Ake gbìmìgbèlù ìíle ìàànní. 'You don't make friends with a murderer.'
LESSON SIXTY FIVE

I. Dialogue: Borrowing a Book

A: Oye woio l'ekó?
B: Òhè, l'èye j'iyà.
A: Obányè ìkèmà mì kò ìgbè náà?
B: Mìkànèkò mítákò kúlåa.
A: Nòkò bíblóó kèkè mítádo mákwe yè mìn.
B: Òlé bááko ìmédzì ìnyìììà, kòní ìkèbà leëbí málàkpa.
A: Yoo. Òyìwàlálá dììnìì.

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. Ebáà òyá.
2. Wiémè bììòò.
4. Ewèè tsè.
5. Ewèè pii.
6. Èhèè kìláá.
7. Eyaàwìë yè Temà.
8. Mììnà ágbèènçè.
9. Ètè sì mílà.

'Have you got a copy of the book?'
'Yes, but it's in the house.'
'Can you lend it to me when you finish?'
'I still have a lot of it left to read.'
'I only want to check a minor point of detail in it.'
'Then come for it at 10, and return it early in the morning.'
'Okay. Thank you very much.'

'He didn't come quickly.'
'Speak softly.'
'Take care!'
'He talks too much.'
'He talks a lot.'
'He is vicious.'
'He is going to speak at Tema.'
'I have seen it now.'
'He woke up early.'
10. Ebákò lólo.

Drill 180. Repeat.
1. Mínáèkò ékò dàà.
2. Mínáè a le dàà.
3. Ebaa wọ̀rẹ̀ dàà.
4. Ebákò wọ̀rẹ̀ pẹ̀.
5. Ágbẹ̀nè ohè oyè?
6. Kpaáko obaa?
8. Ewèẹ̀ pìi tsé.
10. Mídzókò foi waa nìkè dàà.

'He still hasn't come.'
'I haven't seen one before.'
'I see him all the time.'
'He visits us regularly.'
'He has never visited us.'
'Now do you believe it?'
'Are you coming now?'
'You've come rather early.'
'She talks too much.'
'He is always very slow.'
'I have never run so fast.'
APPENDIX

NOUNS: DERIVATION OF PLURAL FORMS FROM SINGULARS

X = word or part of a word
N = syllabic Nasal
C = Consonant
* = Tonally assimilable
V = nasal Vowel
V ~ N = V or N
Ø = zero suffix
- = without

Tone and process symbols and abbreviations have the customary meanings.

<table>
<thead>
<tr>
<th>Pl.</th>
<th>Sing.</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pl. = Sing. + /i/</td>
<td>'child'</td>
<td>bí</td>
<td>bíl</td>
</tr>
<tr>
<td></td>
<td>'ear'</td>
<td>toí</td>
<td>toíl</td>
</tr>
<tr>
<td></td>
<td>'thief'</td>
<td>dzulu</td>
<td>dzuluí</td>
</tr>
<tr>
<td></td>
<td>'language'</td>
<td>wiém</td>
<td>wiémí</td>
</tr>
<tr>
<td></td>
<td>'sheep'</td>
<td>too</td>
<td>tooi (Orthog. toi)</td>
</tr>
<tr>
<td></td>
<td>'pillow'</td>
<td>súne</td>
<td>súnel</td>
</tr>
<tr>
<td></td>
<td>'life'</td>
<td>wala</td>
<td>walaí</td>
</tr>
<tr>
<td></td>
<td>'law'</td>
<td>mlá</td>
<td>mlál</td>
</tr>
<tr>
<td></td>
<td>'lamp'</td>
<td>káné</td>
<td>kánél</td>
</tr>
<tr>
<td>2. Pl. = Sing. + /o-e/ + i</td>
<td>'tree'</td>
<td>tso</td>
<td>tsei</td>
</tr>
<tr>
<td></td>
<td>'woman'</td>
<td>yoo</td>
<td>yei</td>
</tr>
<tr>
<td></td>
<td>'person'</td>
<td>më</td>
<td>mëí</td>
</tr>
<tr>
<td>3. Pl. = Sing. ( { X /\tilde{U} \sim \tilde{N} / } ) - /~{U} \sim \tilde{N} / + i</td>
<td>'table'</td>
<td>okplí33, okplí3í</td>
<td>okplí3í</td>
</tr>
<tr>
<td></td>
<td>'mosquito'</td>
<td>tó, tó3, tó,tó3í</td>
<td>tó,tó3í</td>
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4. Pl. = Sing. $+$ dzǐ

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</thead>
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<tr>
<td>'farm'</td>
<td>ṭmØ</td>
</tr>
<tr>
<td>'piece'</td>
<td>kúkù</td>
</tr>
</tbody>
</table>

5. Pl. = Sing. $+$ /o - e/ $+$ dzǐ

<table>
<thead>
<tr>
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<th>Plural</th>
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<tr>
<td>'old thing'</td>
<td>émomo</td>
</tr>
<tr>
<td></td>
<td>émemedzi</td>
</tr>
</tbody>
</table>

6. Pl. = Sing. $\{X / (V-N-N) / \} - (V-N-N) + dzǐ$ $+$

<table>
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<th>Plural</th>
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<tr>
<td>'castle'</td>
<td>módi</td>
</tr>
<tr>
<td>'town'</td>
<td>mādi</td>
</tr>
<tr>
<td>'monkey'</td>
<td>ađūdi</td>
</tr>
<tr>
<td>'corner'</td>
<td>kōdi</td>
</tr>
<tr>
<td>'horn'</td>
<td>kori</td>
</tr>
<tr>
<td>'slave'</td>
<td>nyōdi</td>
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</table>

7. Pl. = Sing. $\{X(Cz)LV / - / LV/ + dzǐ \}$ $+$

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<tr>
<td>'bird'</td>
<td>loofdzǐ</td>
</tr>
<tr>
<td>'sore'</td>
<td>fádzǐ</td>
</tr>
<tr>
<td>'bell'</td>
<td>tmedzi</td>
</tr>
<tr>
<td>'a red thing'</td>
<td>étsudzi</td>
</tr>
<tr>
<td>'book'</td>
<td>wodzi</td>
</tr>
<tr>
<td>'egg'</td>
<td>wodzi</td>
</tr>
</tbody>
</table>

8. Pl. = Sing. $\{X(ne) / - / ne/ + dzǐ \}$ $+$

<table>
<thead>
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<tr>
<td>'story'</td>
<td>sādzi</td>
</tr>
<tr>
<td>'engine'</td>
<td>tsōdzi</td>
</tr>
<tr>
<td>'wing'</td>
<td>fīdzi</td>
</tr>
</tbody>
</table>

9. Pl. = Sing. 'kinship term' $+$ me

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tr>
<td>'father'</td>
<td>tscme</td>
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<tr>
<td>'woman: term of address'</td>
<td>awōme</td>
</tr>
<tr>
<td>'wife'</td>
<td>ŋo</td>
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<tr>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>'sibling'</td>
<td>nyɛmĩ</td>
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<tr>
<td>'a proper name'</td>
<td>ɛnsã</td>
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<td>'a proper name'</td>
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<td>'debt'</td>
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<td>'hunger'</td>
<td>hɔmɔ</td>
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<td>'human being'</td>
<td>gbɔmɔ</td>
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<tr>
<td>'who?'</td>
<td>nɛmɔ</td>
</tr>
<tr>
<td>'child'</td>
<td>gbɛkɛ</td>
</tr>
<tr>
<td>'ant'</td>
<td>tsatsú</td>
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<tr>
<td>'child'</td>
<td>abifáɔ</td>
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<td>'thing'</td>
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<tr>
<td>'man'</td>
<td>nűu</td>
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<tr>
<td>'thing'</td>
<td>nɔ</td>
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<td>'shrimp'</td>
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<tr>
<td>'coal'</td>
<td>ṭɔŋ</td>
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<tr>
<td>'dust'</td>
<td>mlu</td>
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<tr>
<td>'shrimp'</td>
<td>sɔŋ</td>
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<td>'coal'</td>
<td>ṭɔŋ</td>
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<tr>
<td>'twins'</td>
<td>hɔ́ɔdzĩ</td>
</tr>
<tr>
<td>'dirt'</td>
<td>mʊdzĩ</td>
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### Pl. : Sing. Xnyo /nyo/ +

<table>
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<tbody>
<tr>
<td>(a) <em>i</em> ^1</td>
<td>asrâafônyô</td>
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</tr>
<tr>
<td>'farmer'</td>
<td>okwaafônyô</td>
</tr>
<tr>
<td>(b) mô</td>
<td>Gânyô</td>
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<tr>
<td>'a Ga'</td>
<td></td>
</tr>
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<td>'an Ashanti'</td>
<td>Añântényô</td>
</tr>
<tr>
<td>'fisherman'</td>
<td>wolenyo</td>
</tr>
<tr>
<td>(c) bîî</td>
<td>gbônyô</td>
</tr>
<tr>
<td>'corpse'</td>
<td></td>
</tr>
<tr>
<td>'young man'</td>
<td>oblânyô</td>
</tr>
<tr>
<td>(d) bîî *</td>
<td>koseennyô</td>
</tr>
<tr>
<td>'rustic'</td>
<td></td>
</tr>
<tr>
<td>'American'</td>
<td>Amérikânyô</td>
</tr>
</tbody>
</table>
GLOSSARY

áà ah; well
Aá Madam
Abá girl's name (Thursday-born)
Abáŋ name (3rd child after twins)
abé proverb
abékú left
abifao babe-in-arms
Abiá girl's name (Tuesday-born)
ablé corn
Ablotsírí, ablotsíi Europe
abó refuge
abuí needle
Adé clan name, male
Adéfí clan name, female
adékà box
adésá story; folk-tale
adu monkey
Adzeí clan name, male
Adzélé clan name, female
Adzekál clan name, female
Adzetsoo clan name, female
Adzokó clan name, female
Ádzua girl's name (Monday-born)
adzwàmá'; prostitution
áfí year
Áfua girl's name (Friday-born)
afuá mist
Afútú clan name, male
Ágo name (2nd child after twins)
ago velvet
agoó a greeting (cf. améé)
agba stall; shed
agbó gate
agbo big
aékoo, a congratulation
ahékoc
akeklé headband
áké that
áklátl cactus
Ákojía girl's name (Sunday-born)
Akú girl's name (Wednesday-born)
Akúete boy's name (2nd of twins)
Akúskó girl's name (2nd of twins)
akútú orange
akwadú banana
Akaiô  girl's name (lst of twins)
Akpaté  boy's name (lst of twins)
Akpakpa  pawpaw
Akpă  clan name, male
Akō, alōo  or
Amá  girl's name (Saturday-born)
Amā  clan name, male
ané  they; them; their
amé  a reply to a greeting (cf. agoo)
Amon, Amōn  clan name, male
Amōd  tomato
Anām  boy's name (4th in order)
Anūm  boy's name (5th)
asó  gambling
asrá😑ônyó  soldier
Asale  clan name, male
Até  clan name, male
Atadal  term of respect for men
atá  cashew-nut
atú  defiance
atúu  a greeting
Atswé, Atswél  clan name, female
atswenré  first
áwó  a greeting
ayé  witch
Ayokò  clan name, female

ba  to come
ba  to beg; to solicit
bā  to cut
bāa  leaf
bāá, bāá  crocodile
bāálábi  locust
bé  to quarrel
be  time
be  to be fully cooked
bénì  when
bè  to have not; to be not
bé  but; already
be  to grip
bèbé  a kind of shellfish
bí  child
bí  to ask
bíí  small
bíí  here
blè  pipe
blècoop  slow; softly
bodobodo, blodo  bread
bló  broom
bo  you (sg.)
bo  to shout
bo...tof  to listen
bòto  to shout repeatedly
bo...mòdë  to persevere

134
<table>
<thead>
<tr>
<th>b:</th>
<th>to persevere</th>
</tr>
</thead>
<tbody>
<tr>
<td>bu</td>
<td>clan name, male</td>
</tr>
<tr>
<td>bû</td>
<td>hole</td>
</tr>
<tr>
<td>bû</td>
<td>to put on; to wear</td>
</tr>
<tr>
<td>bûd. ye...bûd</td>
<td>to help</td>
</tr>
<tr>
<td>bûu</td>
<td>mosquito-net</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>d</th>
<th>to race</th>
</tr>
</thead>
<tbody>
<tr>
<td>dâ</td>
<td>to pose</td>
</tr>
<tr>
<td>da</td>
<td>to be big; to grow</td>
</tr>
<tr>
<td>dââ</td>
<td>always</td>
</tr>
<tr>
<td>dââ</td>
<td>mouth</td>
</tr>
<tr>
<td>dââ</td>
<td>yet; before</td>
</tr>
<tr>
<td>dââ</td>
<td>drink</td>
</tr>
<tr>
<td>daâbî</td>
<td>no!</td>
</tr>
<tr>
<td>dadé</td>
<td>iron</td>
</tr>
<tr>
<td>dâmâ</td>
<td>to stand</td>
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<td>Dédé</td>
<td>girl's name (1st in order)</td>
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<td>dekâ</td>
<td>leisure</td>
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<td>dë</td>
<td>palm of hand</td>
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<tr>
<td>dî</td>
<td>to be black</td>
</tr>
<tr>
<td>dînî</td>
<td>quiet</td>
</tr>
<tr>
<td>dîoo</td>
<td>quiet</td>
</tr>
<tr>
<td>dom</td>
<td>to emigrate</td>
</tr>
<tr>
<td>dïkà</td>
<td>doctor</td>
</tr>
<tr>
<td>dînî</td>
<td>never</td>
</tr>
<tr>
<td>draîvâ</td>
<td>driver</td>
</tr>
<tr>
<td>dró</td>
<td>to happen luckily</td>
</tr>
<tr>
<td>drónî</td>
<td>boon; good fortune; generosity</td>
</tr>
<tr>
<td>dû</td>
<td>to trap</td>
</tr>
<tr>
<td>dûh</td>
<td>darkness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>dz</th>
<th>to be straight, correct</th>
</tr>
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<tbody>
<tr>
<td>dzadzé</td>
<td>to straighten</td>
</tr>
<tr>
<td>Dzâ, Dzâni</td>
<td>clan name, male</td>
</tr>
<tr>
<td>dzëkâ</td>
<td>to be far</td>
</tr>
<tr>
<td>dzë</td>
<td>to go out</td>
</tr>
<tr>
<td>dzenî</td>
<td>dawn</td>
</tr>
<tr>
<td>dëzî</td>
<td>to come from</td>
</tr>
<tr>
<td>dëzi</td>
<td>there</td>
</tr>
<tr>
<td>dzidzé</td>
<td>to be</td>
</tr>
<tr>
<td>dzidzé mâm</td>
<td>to provoke</td>
</tr>
<tr>
<td>dzidi kpô</td>
<td>to outdoor</td>
</tr>
<tr>
<td>dzô</td>
<td>to dance</td>
</tr>
<tr>
<td>dzogbâni</td>
<td>well</td>
</tr>
<tr>
<td>dzoo</td>
<td>dance; dancing</td>
</tr>
<tr>
<td>dzô</td>
<td>to be cold, quiet, peaceful</td>
</tr>
<tr>
<td>dzôo</td>
<td>valley</td>
</tr>
</tbody>
</table>
price; market
Monday
Tuesday
ejewelry
grass
to think
thought
to congratulate
a congratulation

he, she, it
right
four
some; one
one
again
six
good
this one
five
how much, many?
two
yellowish-green
okra
evil; badness
three
red
big
white

no!
yes!
to lend; to borrow
root
hat
a Fanti
clearly; lucidly
to surpass
to do; to become
all
beautiful
part; half
to untie
beauty
wing
smaller; junior
a little; small
to spoil
sore
to greet
to blow
to buy or sell on credit
to fly
hole
to weep
girl's name (5th in order)
to give birth
to wash
to usually do
to throw
flower
selfishness
stink
to embrace
milk; breast

ring
Ga; Accra
a Ga
to fly into a rage
bucket
guava
to swagger
to belch
mountain
cemetery
nose
to peel
gang, company
assembly
sheep, lamb
to whip

to split; to tear
to branch off
to narrate
to weaken
dog
to fall down
child; junior
to be dressed up
water-pot
road
gbé
pimple
gbe

gbekè
to sound
gbì
evening
gbi
day
gbì
dry
gbì
gbì
strong (of smell)
gbì
to rinse the mouth
gbì
wall
gbo
hip
gbo
guest; stranger
gbo
to age
gbo
to hunt
gbo
to age
gbo
to hunt
gbo
to prick; to pierce
gbo
to bother

h

há
to give; to let
háku
to yawn
hao
to worry; to pester
hau
girdle
hé
place
hè
around, about
he
to buy
hee
new
hela
illness
helatse
sick person; patient
hèle
to take up; to respond
hènì
where
hetsélé
convalescence
hewale
health; strength
he
waist
hehë

hehë
to be good
hehë
face; front
hì
men
hì, mé
eye
hì, mè
radiant
hòò

to cook
hìì, hìì
shade
Hogbaa
Sunday
Hô

to sell
Hô
Saturday
hô
also; too
hulú
to jump
hulú
sun
huu
to wage (war)
huu
to sprain

138
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>ka3</td>
<td>car</td>
</tr>
<tr>
<td>ka3, ka33a</td>
<td>crab</td>
</tr>
<tr>
<td>k4bitti</td>
<td>very dark</td>
</tr>
<tr>
<td>k4di</td>
<td>to mark</td>
</tr>
<tr>
<td>k4ft</td>
<td>to praise; to flatter</td>
</tr>
<tr>
<td>K4l</td>
<td>girl's name (3rd in order)</td>
</tr>
<tr>
<td>k4n3e</td>
<td>to read; to count</td>
</tr>
<tr>
<td>k4n3e</td>
<td>light; lamp</td>
</tr>
<tr>
<td>k4p4le</td>
<td>penny; coin; money</td>
</tr>
<tr>
<td>k4s3e</td>
<td>to learn</td>
</tr>
<tr>
<td>ke</td>
<td>to give as a gift</td>
</tr>
<tr>
<td>K4t3, K4t3a</td>
<td>Keta</td>
</tr>
<tr>
<td>ke</td>
<td>when; if</td>
</tr>
<tr>
<td>k4c</td>
<td>and; with</td>
</tr>
<tr>
<td>ke3\336</td>
<td>to say; to tell</td>
</tr>
<tr>
<td>k4t33</td>
<td>oath</td>
</tr>
<tr>
<td>k4t3, k43t3</td>
<td>spirit; soul</td>
</tr>
<tr>
<td>k4t33</td>
<td>wolf</td>
</tr>
<tr>
<td>k4t33t3</td>
<td>cutlass</td>
</tr>
<tr>
<td>k4ok3o</td>
<td>other</td>
</tr>
<tr>
<td>kodzo</td>
<td>boy's name (Monday-born)</td>
</tr>
<tr>
<td>kodzo</td>
<td>to judge</td>
</tr>
<tr>
<td>Koff</td>
<td>boy's name (Friday-born)</td>
</tr>
<tr>
<td>kom3e</td>
<td>one</td>
</tr>
<tr>
<td>k43t4</td>
<td>corner</td>
</tr>
<tr>
<td>ko3</td>
<td>horn</td>
</tr>
<tr>
<td>Kokale, Koo3k3alle</td>
<td>clan name, female</td>
</tr>
<tr>
<td>Kote, Koot3e</td>
<td>clan name, male</td>
</tr>
<tr>
<td>Kotei, Koot3i</td>
<td>clan name, male</td>
</tr>
<tr>
<td>kotok3u</td>
<td>pocket</td>
</tr>
<tr>
<td>k3</td>
<td>to take; to pick</td>
</tr>
<tr>
<td>K43</td>
<td>hoe</td>
</tr>
<tr>
<td>Koo33</td>
<td>girl's name (2nd in order)</td>
</tr>
<tr>
<td>kom3i</td>
<td>kenkey</td>
</tr>
<tr>
<td>k43, k33t4</td>
<td>shoulder</td>
</tr>
<tr>
<td>ko3y3o</td>
<td>air; wind</td>
</tr>
<tr>
<td>k3</td>
<td>group</td>
</tr>
<tr>
<td>kud3e</td>
<td>to guide</td>
</tr>
<tr>
<td>kue</td>
<td>neck</td>
</tr>
<tr>
<td>k4uk4w3i</td>
<td>cooking-pot</td>
</tr>
<tr>
<td>Koo3w3ase, Koo3w3ase</td>
<td>Kumasi</td>
</tr>
<tr>
<td>Koo3k3</td>
<td>clan name, female</td>
</tr>
<tr>
<td>Koo3t3k3</td>
<td>clan name, female</td>
</tr>
<tr>
<td>Kw4m3l, Kwa4m3l</td>
<td>boy's name (Saturday-born)</td>
</tr>
<tr>
<td>Kwab3l3</td>
<td>boy's name (Tuesday-born)</td>
</tr>
<tr>
<td>Kwak3u</td>
<td>boy's name (Wednesday-born)</td>
</tr>
<tr>
<td>kwakwe36</td>
<td>mouse</td>
</tr>
<tr>
<td>Kwao</td>
<td>boy's name (Thursday-born)</td>
</tr>
<tr>
<td>Kw4fi</td>
<td>boy's name (Sunday-born)</td>
</tr>
<tr>
<td>Kwei</td>
<td>clan name, male</td>
</tr>
<tr>
<td>kw336</td>
<td>to look</td>
</tr>
<tr>
<td>k4wraa, k4l3aa</td>
<td>at all</td>
</tr>
<tr>
<td>kw36</td>
<td>climb</td>
</tr>
</tbody>
</table>
kpá  to stop; to fall off
kpă  a ceremonial dance
kpaά  string
kpaάko  only now
kpaanyŋ  eight
kpaŋka  good
kpaŋo  seven
kpe  to meet
kpeŋŋ  firm
kpite  cane rat
kpité  big
kpíeke  to descend
kpó  12-yard bale of cloth
kpo  courtyard
kpodziémŋ  outdooring
kpökó  to shiver
kpóŋŋ  fish hook
kpō  knot

lá  blood
lá  to sing
la  fire
la  to dream
Lasséy, Lasé, Laasé  clan name, male
lái  firewood
láí  song
lamö  vapour
lamö  dream
láð  bedsheets
le  to know
leébi  morning
leí  tail
lé  the
lé  he, she, it
lé  to rear, feed
leéw  to be wide
leketee  broad
léte  to eat sparingly
lígílígë  Praying Mantis
líléí  tongue
lóo  or
loo  fish; meat; flesh
loóv  to gather up
loófí  bird
lóilë  lorry; truck
lú  to confuse; to be confused
lúkutuu  portable; medium-sized; round
lele  boat
to build

to tell lies
cloth

mother
town

night

king; chief
driver's mate or assistant
sixpence
to wait
people
what?

boy's name (3rd in order)
picture

I; me; my
in; inside
law; guts
early
underwater swimming or diving

drum
dust

well done!
someone
already
rather
then; in that case
person

mercy
effort

who
castle
to submerge

oil
to breathe
dirt

stomach
taboo

to get

to see

Look!
mouth; edge

grandmother

friend

that

who?

leg; foot

friends
ni'LS is
l_l rain
locate
this
nine
where?
that; since
and
thing; things
title: Chief, Elder; personal name
grandfather
clan name, male
knowledge
to catch up with
hand; arm
writing
work
because of that
something
on; upon; up
everything
what; which
immediately; precisely
boy's name (6th in order)
twin
water
to hear
master
man
old man

ny

to be able
mother
yesterday
you (pl.)
to hate
to press
aunt
sibling
in the past; ago
to walk
slave
ten
God; rain

nā

to greet
to close
wife
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mbá</td>
<td>aroma; pleasant scent</td>
</tr>
<tr>
<td>mëé</td>
<td>to write</td>
</tr>
<tr>
<td>mëéj</td>
<td>palm nut</td>
</tr>
<tr>
<td>mëéjë</td>
<td>thorn</td>
</tr>
<tr>
<td>mëëjë</td>
<td>kernel</td>
</tr>
<tr>
<td>mëëjëjë</td>
<td>today</td>
</tr>
<tr>
<td>mëëjëjëjë</td>
<td>panic</td>
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<tr>
<td>mëëjëjëjëjë</td>
<td>bell</td>
</tr>
<tr>
<td>mëëjëjëjëjëjë</td>
<td>laughter</td>
</tr>
<tr>
<td>mëëjëjëjëjëjëjë</td>
<td>tick; lice</td>
</tr>
<tr>
<td>mëëjëjëjëjëjëjëjë</td>
<td>plank</td>
</tr>
<tr>
<td>mëëjëjëjëjëjëjëjëjë</td>
<td>farm</td>
</tr>
<tr>
<td>mëëjëjëjëjëjëjëjëjëjë</td>
<td>to laugh</td>
</tr>
<tr>
<td>mëëjëjëjëjëjëjëjëjëjëjëjëjë</td>
<td>new; fresh; green</td>
</tr>
<tr>
<td>oblá</td>
<td>fashion; swagger</td>
</tr>
<tr>
<td>obláñyô</td>
<td>lad; young man</td>
</tr>
<tr>
<td>odzo</td>
<td>fraud</td>
</tr>
<tr>
<td>ofîëtë</td>
<td>a kind of worm</td>
</tr>
<tr>
<td>ogboôlë</td>
<td>shark</td>
</tr>
<tr>
<td>ohá</td>
<td>hundred</td>
</tr>
<tr>
<td>ohé</td>
<td>showing off, ostentation</td>
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<tr>
<td>ohîdé</td>
<td>poverty</td>
</tr>
<tr>
<td>okadí</td>
<td>mark</td>
</tr>
<tr>
<td>okèsë</td>
<td>fashion; chic</td>
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<tr>
<td>Okô</td>
<td>boy's name (1st of twins)</td>
</tr>
<tr>
<td>Okpotô</td>
<td>clan name, male</td>
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<tr>
<td>omô</td>
<td>rice</td>
</tr>
<tr>
<td>osô</td>
<td>fox; mongoose</td>
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<tr>
<td>osôñô</td>
<td>priest; minister</td>
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<tr>
<td>Word</td>
<td>Translation</td>
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<td>------</td>
<td>-------------</td>
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<tr>
<td>Papá</td>
<td>father</td>
</tr>
<tr>
<td>Papa</td>
<td>fan</td>
</tr>
<tr>
<td>Pasa</td>
<td>to gossip</td>
</tr>
<tr>
<td>P'</td>
<td>exactly</td>
</tr>
<tr>
<td>Pèkehré</td>
<td>exactly</td>
</tr>
<tr>
<td>Pilé</td>
<td>to wound</td>
</tr>
<tr>
<td>Pii</td>
<td>a lot; much</td>
</tr>
<tr>
<td>Pl'</td>
<td>to suffer</td>
</tr>
<tr>
<td>Plé</td>
<td>a bird</td>
</tr>
<tr>
<td>Plèkoó</td>
<td>nail</td>
</tr>
<tr>
<td>Pokése</td>
<td>Pokoase</td>
</tr>
<tr>
<td>Pùè</td>
<td>to appear; to emerge</td>
</tr>
<tr>
<td>Sa</td>
<td>to befit</td>
</tr>
<tr>
<td>Sâ</td>
<td>nauseating smell</td>
</tr>
<tr>
<td>Saá</td>
<td>to repair</td>
</tr>
<tr>
<td>Sâne</td>
<td>story; behavior; problem</td>
</tr>
<tr>
<td>Sé</td>
<td>throat</td>
</tr>
<tr>
<td>Seé</td>
<td>back</td>
</tr>
<tr>
<td>Sèf</td>
<td>chair</td>
</tr>
<tr>
<td>Sísà</td>
<td>ghost</td>
</tr>
<tr>
<td>Sísé</td>
<td>to be for; to solicit</td>
</tr>
<tr>
<td>Sohaa</td>
<td>Friday</td>
</tr>
<tr>
<td>Soo</td>
<td>Thursday</td>
</tr>
<tr>
<td>Sòwà</td>
<td>clan name, male</td>
</tr>
<tr>
<td>Sole</td>
<td>to pray</td>
</tr>
<tr>
<td>Sômè</td>
<td>fox</td>
</tr>
<tr>
<td>Sônhà</td>
<td>prawns; shrimp</td>
</tr>
<tr>
<td>Sônhô</td>
<td>a lot; altogether; only</td>
</tr>
<tr>
<td>Sôp</td>
<td>to catch (something in flight)</td>
</tr>
<tr>
<td>Sere</td>
<td>to swim</td>
</tr>
<tr>
<td>Sero</td>
<td>to be different</td>
</tr>
<tr>
<td>Sôbàto</td>
<td>different; various</td>
</tr>
<tr>
<td>Sù</td>
<td>character; kind</td>
</tr>
<tr>
<td>Su</td>
<td>to light</td>
</tr>
<tr>
<td>Sùñ</td>
<td>soil</td>
</tr>
<tr>
<td>Sùníñ</td>
<td>to serve</td>
</tr>
<tr>
<td>Sùnô</td>
<td>to love; to like</td>
</tr>
<tr>
<td>Sùnè</td>
<td>pillow</td>
</tr>
<tr>
<td>Súsâ</td>
<td>to calculate</td>
</tr>
<tr>
<td>Seké</td>
<td>madness</td>
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<tr>
<td>Sódàñtonj</td>
<td>soldier</td>
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</tbody>
</table>
brother-in-law
to embrace
girl's name (6th in order)
to drag out
shilling
to arrive; to reach
sugar-cane
but
occasion, instance
down
to fry
sand
house
houseowner; landlord
thanks
to preach
money
rich man
hiccup
door
still
pepper
Wednesday
a berry
afar
noon; afternoon
store
to play
ragged
to be fat
to dismiss
to flourish
tá
ta
ta
tā
tā
Tāwla
té...tē
te/Y
tédzi
tee
téle, ēre
té
telifón
Temá
Teté

to sit
war
to chew
to narrate
to seek
name (1st born after twins)
how?
to rise up; to wake
ass; donkey
went; gone
to carry on the head
stone
telephone
Tema
boy's name (1st in order)
boy's name (2nd in order)
to pile up
gum
to scratch
teacher
to pursue
multiplication
car
sandal
tax
sheep; goat
bottle
to be tired, full
to err
to mutter
rainwater
cowrie
threepence
straight
gun
to gush out
rubbish dump
red clay
black
directly
to change
to reduce
trees
ceremonial calabash
to call
father
uncle
beard; chin
sceptre
to block
to swagger
to wake up
cow
to sneeze
chest
tree
to burn
girl's name (4th in order)
to pass
too much
to turn over and over
to twist; to peel
to show; to teach
teacher
to train
to send
to work
building; room
heart
red
to strike; to ring
moustache
hair

loudly; insistently
deepp

a lot; very; well
snail
life
doubt
grey hair
finger
hide
to lift
honey
to praise; to laud
bee
book
tomorrow
we; us; our
to sleep
egg
fetish, amulet, charm
in the future
bone
husband
chicken
cockcrow

to warm oneself
to speak
language; speech; word
to row

to go
fishing-net
confused
a response to a greeting
to eat
to help
vei  
ve  
ycle  
yl  
yl  
yitsé  
yoo  
yoo  
yooo  
yoomo  
yéé  
yoo  
yooo  
yooúf  
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