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An Introductory Course in Ga

Jack Berry

and

Nii Amon Kotei

Northwestern University

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INTRODUCTION

GA

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

GA-ADANGBE

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

ORTHOGRAPHY AND TRANSCRIPTION

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

CONSONANTS

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

TABLE 1: The Symbols Used

CONSONANTS

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

TONES

High: /

Mid: |

Low: \

VOWELS

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

VOWELS

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

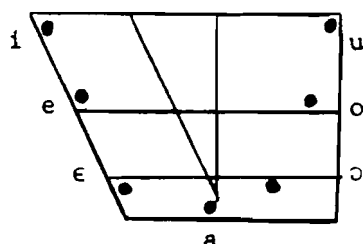


TABLE II: Diagram of the Ga Oral Vowels

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

faí. 'hat'

háu. 'girdle'

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

bú. 'hole' is a monosyllabic word

ba. 'to come' is a monosyllabic word

búu. 'mosquito net' is a disyllabic word

baa. 'coming' is a disyllabic word

baáá. 'crocodile' is a trisyllabic word

TONE

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

(i) /nyẽ yiwala dʒɛŋ/ are low-low-low-low-high-high-high.

(ii) /ɛ́kòɛ́kò/ are high-low-high-low.

(iii) /óbi gbekẽ¹ lè ba bíè nyẽ gbékè/ are high-high-high-mid-low-low-high-low-low-high-low.

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

(iv) /mǎdzù gbekẽ¹ lè ahe/ are high-mid-same-mid-same-mid-low-low-low.

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

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

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

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

These possibilities are all summarised in the following diagram.

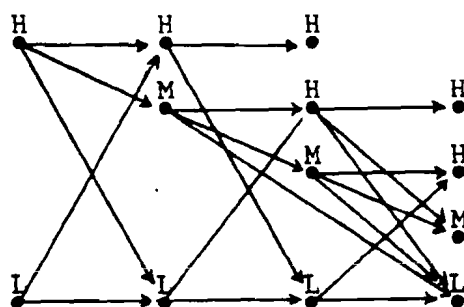


TABLE III: Tone Diagram 1: Terracing

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

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

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

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

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

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

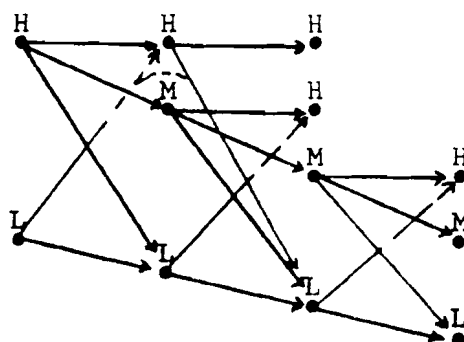


TABLE IV: Tone Diagram 2: Downdrift

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

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

LESSON ONE

Listen. Identify. Repeat.

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

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

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

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

Drill 3: High Tones.

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

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

- | | | | |
|----------|----------|----------|---------|
| 1. papá. | 'father' | 4. sísà. | 'ghost' |
| 2. papa. | 'fan' | 5. wolc. | 'book' |
| 3. fíto. | 'pepper' | 6. dadé. | 'iron' |

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

Drill 9: Long and Short Vowels.

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

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

Drill 10: Long and Short Vowels.

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

Drill 11: Long and short vowels in sentences.

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

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

LESSON THREE

Listen. Identify. Repeat.

Drill 12: Oral and Nasal Vowels.

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

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

Drill 13: Nasal Vowels after Nasal Consonants.

1. mũ.	'oil'	8. nyě.	'mother'
2. mũmǝ.	'breath'	9. nyěmĩ.	'sibling'
3. māmĩ.	'mother'	10. ɲǎ.	'wife'
4. mǝǝ.	'castle'	11. ɲǎǎǎ.	'lagoon-crab'
5. lamǝ.	'dream'	12. ɲmǝ.	'farm'
6. nũ.	'water'	13. nĩɲmǎǎ.	'writing'
7. nũũ.	'man'		

Drill 14: Nasal Consonants and Oral Vowels.

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

Drill 15: Nasal Consonants and Oral Vowels.

1. ɲmé.	'palm-nut'	6. sũne.	'pillow'
2. ɲmee.	'thorn'	7. sǝnè.	'fox'
3. ɲmé.	'kernel'	8. sǎne.	'story'
4. ɲmá.	'aroma'	9. kǎné	'light'
5. ɲmĩɲmi.	'panic', 'fear'	10. wǎnè.	'doubt'

LESSON FOUR

Listen. Identify. Repeat.

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

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

Drill 17: Vowel + i.

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

Drill 18: Succession of Vowels: Vowel + o.

- | | |
|---------------------|---------------------------------------|
| 1. amĩó. | 'it is taken orally.' |
| 2. eyio mĩ. | 'he believes in corporal punishment.' |
| 3. eféò ohé. | 'she is a flirt.' |
| 4. ekeò mĩ níí. | 'he is generous.' |
| 5. etséò ogbeí daa. | 'she always mentions you.' |
| 6. eleò tooi. | 'he breeds sheep.' |
| 7. eláà waa. | 'he sings very well.' |
| 8. efaa íiká. | 'he is a money-lender.' |
| 9. eíwéò íiká mĩṛ. | 'he is a big spender.' |
| 10. efóò Gã yaa. | 'he goes to Accra quite often.' |
| 11. efóò daa nĩĩ. | 'she is always weeping.' |
| 12. ebóò mĩ toí. | 'he takes advice.' |
| 13. etsũò níí. | 'he works.' |

Drill 19: Final Nasals.

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

3. wóh̃.	'juju'	9. kpĩŋ.	'cane rat'
4. dũh̃.	'darkness'	10. sɔŋ.	'prawns'
5. nyɔ́h̃.	'slave'	11. ŋmɔŋ.	'tick', 'lice'
6. gɔŋ.	'mountain'	12. koŋ.	'horn'
7. mǎŋ.	'town'	13. waŋ.	'grey hair'
8. tsɛŋ.	'beard'	14. gboŋ.	'limb', 'loin'
		15. adũŋ.	'monkey'

Drill 20: Final Nasals.

1. éfèé dĩŋŋ.	'he is quiet'	6. fǎŋŋ.	'clear'
2. éfèè ɟĩŋŋ.	'he is still'	7. sɔŋŋ.	'a lot'
3. óyɪwala dɔ́ŋŋ.	'thank you'	8. tũŋŋ.	'black'
4. ɟɔ́ŋŋ.	'afar'	9. gblǎŋŋ.	'strong' (of smell)
5. nɔ́ŋŋ.	'immediately'	10. hɛŋŋ.	'strong' (of pepper or hot food)

LESSON FIVE

Listen. Identify. Repeat.

Drill 21: Labialised Consonants.

1. tswéɪ.	'mustache'	7. wiémɔ́ (ywiémɔ́).	'speech', 'language'
2. tswéɪ.	'hair'	8. wírimɔ́ (ywírimɔ́).	'row!'
3. Atswéɪ.	(girl's name)	9. eewére là (eeywére là).	'he is warming himself before the fire'
4. dzwɛ́ŋmɔ́.	'thought'	10. kwakwé.	'mouse'
5. dzwéɪ.	'grass'		
6. adzwǎmǎŋ.	'prostitution'		

Drill 22:

1. kúkwéɪ.	'cooking-pot'	5. ehwǎŋ enǎne.	'he sprained his ankle.'
2. kwɔ́ɔ.	'climb!'	6. ŋwɛ́ɪ.	'sky'
3. gwǎŋtɛ́ŋ.	'lamb'	7. ŋwɛ́tɛ́ŋwɛ́tɛ́.	'stippled'
4. gwábɔɔ	'assembly'	8. ɟwǎné.	'afternoon'

9. ɛwélɛwél. 'ragged'

10. éɛwì. 'he is fat.'

Drill 23: Succession of Vowels.

1. áɛwìlé lè. 'he has been sacked'

5. nílèe. 'knowledge'

2. ewíeð pii. 'he talks a lot'

6. nú lè túè keba. 'the water gushed out.'

3. gbeébi. 'puppy'

7. núú lè púé. 'the man appeared.'

4. leébi. 'morning'

Drill 24:

1. ɛiélɔ́. 'preacher'

5. etiu amɛ́. 'he pursued them.'

2. ótsiě èhíě. 'you have woken him up.'

6. búu. 'mosquito-net'

3. kue. 'neck'

7. amɛ́huu ta. 'they waged war.'

4. see. 'back'

Drill 25: l, r in variant forms.

1. mlu. mulu. 'dust'

6. blɔ́. bɔ́lɔ́. 'broom'

2. mlá. malá. 'law'; 'guts'

7. plé. 'a bird'

3. mlã. mǎã. 'early'

8. plèkoó. 'nail'

4. blodo. brodo. 'bread'

9. flá. fálá. 'sore'

5. ablé. abelé. 'corn'

10. flɔ́. fɔ́lɔ́. 'hole'

LESSON SIX

Listen. Identify. Repeat.

Drill 26: Successions of Vowels.

1. ohíá. 'poverty'

6. nyěbòà mitoí. 'listen to me!'

2. atíá. 'cashew-nut'

7. afuá. 'mist'

3. nyěbià le. 'ask him!'

8. Akúá. (a female name)

4. nyěmèà wò. 'wait for us!'

9. atũá. 'defiance'

5. nyěbòà módèr. 'try hard!'

Drill 27: l, r in variant forms.

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

Drill 28: Successions of Vowels.

- | | | | |
|----------------|--------------|------------------|----------------|
| 1. fíò. | 'junior' | 5. méò. | 'sixpence' |
| 2. díoo. dīḡḡ. | 'quiet' | 6. té òyóò tēēḡ. | 'how are you?' |
| 3. bíbíoo. | 'small' | 7. fēéféo. | 'beautiful' |
| 4. Afí ooḡ! | 'hey, Ashi!' | | |

Drill 29: Successions of Vowels.

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

Drill 30: l, r in variant forms.

- | | | | |
|----------------------|------------|---------------------------|--------------------|
| 1. írema.
télema. | 'cowrie' | 5. atswré.
atswelé. | 'fist' |
| 2. dzra.
dzala. | 'price' | 6. dzwremḡ.
dzwélemḡ. | 'greeting' |
| 3. sre. sele. | 'to swim' | 7. amēfúre.
amēfúwéle. | 'they flourished.' |
| 4. yra. yala. | 'mourning' | | |

LESSON SEVEN

Dialogue 1: Greetings.

- A: Mĩṇṇã bð. 'I greet you.'
B: Mĩṇheleð nɔ̃. 'I respond.'
A: Té òyóó tēē\̃. 'How are you?'
B: Mĩ ye dzogbaṇṇ. 'I am well.'
A: Té omāmĩ yóó tēē\̃. 'How is your mother?'
B: Eye dzogbaṇṇ. 'She is well.'

Vocabulary

- | | | | |
|----------------|---------------------------------|--------------|-------------------|
| 1. mĩ. | 'I' | 6. yóð. | 'to be' |
| 2. ṇã. | 'greet' | 7. ye. | 'to be' |
| 3. bo. o. | 'you' (sg.) | 8. dzogbaṇṇ. | 'well' |
| 4. hére...nɔ̃. | 'respond', 'reply',
'answer' | 9. māmĩ. | 'mother' |
| 5. té...tēē\̃. | 'how?' | 10. e. | 'she', 'he', 'it' |

Notes

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

Dialogue 2: One person greeting two or more.

- Greeting: A: Mĩṇṇã nyē. 'I greet you (pl.).'
Response: B & C: Wəṇheleð nɔ̃. 'We respond.'

Dialogue 3: Two or more people greeting one person:

- Greeting: B & C: Wəṇṇã bð. 'We greet you.'
Response: A: Mĩṇhele nyē nɔ̃. 'I respond to you.'

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

Dialogue 4: Two or more people greeting and replying:

A & B: Wɔŋŋã nyẽ. 'We greet you.'

C & D: Wɔŋhẽle nyẽ nɔ. 'We respond.'

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

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

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

B: Eye dzogbaŋŋ. 'He is well.'

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

B: Eye dzogbaŋŋ. 'She is well.'

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

LESSON EIGHT

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

(i) Morning: A: Mɔ́ɔnɪŋ. 'Morning'

B: Mɔ́ɔnɪŋ. 'Morning'

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

B: Gúdɪvɪn. 'Good evening.'

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

(iii) Early morning, immediately after waking up:

A: Áwɔ́ŋ? or Ówɔ́ŋ? 'How was your sleep?'

B: Míwɔ́ŋ hĩ. 'My sleep was good.'

(iv) During the day:

A: Mǎǎníŋ? 'How is this town?'

B: Mǎŋ dzo. 'The town is peaceful.'

LESSON EIGHT

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- (i) Morning: A: Mɔ̃nɛ̃ŋ. 'Morning.'
B: Mɔ̃nɛ̃ŋ. 'Morning.'
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These English borrowings are in common use. The traditional Ga greetings, still heard from old people and in places where these things are preserved, are:

(iii) Early morning, immediately after waking up:

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

(iv) During the day:

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

2. Other greetings in general use:

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

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

(ii) On taking leave, at any time:

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

(iii) On taking leave, at night:

- A: Míyawɔ. 'I am off to bed.'
- B: Yaáwɔ dzogbaŋŋ. 'Sleep well.'

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

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

(v) Expressing thanks:

A: Óyìwala dǒǒǒ. 'Thank you.'

B: Wobé fídaa. 'There is no need of thanks.'

(vi) On returning from a journey:

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

Dialogue 1:

A: Amérikàbíìl mǐnǐbìd. 'Greetings from America.'

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

A: Bleoo. 'It is peaceful.'

B: Amérikàtsemé è? 'And the Americans?'

A: Améye dzogbaǒǒ. 'They are fine.'

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

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

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

LESSON NINE

Pronouns: Subject, Object and Possessive Forms

(i) The personal pronoun words are:

mǐ 'I', 'me' --1st person singular

bo 'you' --2nd person singular

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

wǒ 'we', 'us' --1st person plural

nyé 'you' --2nd person plural

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

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

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

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

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

2nd person singular: o-

3rd person singular: e-

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

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

Unrestricted pronoun: a-

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

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

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

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

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

Minã bo ye dzémẽ.

'I saw you at that-place.'

- | | |
|---|---|
| 1. <u>mi</u> <u>o</u> . I <u>you</u> . | 6. <u>amẽ</u> <u>mĩ</u> . <u>they</u> <u>me</u> . |
| 2. <u>mi</u> <u>le</u> . I <u>him</u> . | 7. <u>wo</u> <u>nyẽ</u> . <u>we</u> <u>you</u> . |
| 3. <u>mi</u> <u>nyẽ</u> . I <u>you</u> . | 8. <u>nyẽ</u> <u>mi</u> . <u>you</u> <u>me</u> . |
| 4. <u>o</u> <u>wo</u> . <u>you</u> <u>us</u> . | 9. <u>e</u> <u>le</u> . <u>he</u> <u>her</u> . |
| 5. <u>e</u> <u>amẽ</u> . <u>she</u> <u>them</u> . | |

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

Drill 39: Repeat

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

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

LESSON ELEVEN

Verbs: The Past Tense (cf. Appendix B)

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

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

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

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

Drill 40: Repeat.

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

Drill 41: Repeat.

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

Drill 42: Repeat.

- | | |
|----------------------------|----------------------------------|
| 1. Wotee Gǎǎnǎ nyěsee áfi. | 'We went to Ghana last year.' |
| 2. Wɔnǎ mēĩ pii ye dzémě̃. | 'We saw many people there.' |
| 3. Woyaǎ mǎr̃tsé lè. | 'We went and greeted the chief.' |

4. Ehéle wò hēmēē.

'He welcomed us and made us feel at home.'

5. Wokēé lè aké wòdze Amérìkà.

'We told him that we had come from the U. S.'

6. Wobí lè nībīl pii.

'We asked him many questions.'

7. Egba wò nǒfēēnǒ.

'He told us everything.'

8. Ehe dzo.

'He is a gentleman.'

LESSON TWELVE

Dialogue: Names.

A: Ófàí\ nē. Té àtséd nākāī nūū lè tēē\.

'Excuse me. What is that man called?'

B: Atséd lè Ataa Kòfí.

'He is called Ataa Kofi.'

A: Mēnī etsū.

'What work does he do?'

B: Draívà dzí lè.

'He is a driver.'

A: Nī ebí lè hū?

'And what about his son?'

B: Atséd lè Sówà. Eyo mèèti ehǎ etse.

'He is called Sowa. He works as a mate for his father.'

A: Nī enǎ lè?

'And his wife?'

B: Aá Dèdé, lóo Àkwélényè. Ehǒ nīī ye dzrá lè nǒ.

'Madam Dede, or Akwele's Mother. She is a petty-trader in the market.'

Vocabulary

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

13. lóo.	'or'	16. nĩĩ.	'things', 'wares'
14. h33.	'to sell'	17. dzra.	'market'
15. ye.	'at'	18. n3.	'on'

Notes

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

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

<u>Day</u>	<u>Male Name</u>	<u>Female Name</u>
Sunday	Kwaɟí	Ákoɟia
Monday	Kodzó	Ádzua
Tuesday	Kwaɓlā	Áblā
Wednesday	Kwakú	Akúá
Thursday	Kwao	Ábá
Friday	Kofí	Áfua
Saturday	Kwaámĩ (Kwami)	Ámá

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

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

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

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

(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: (Ašrē in Accra, Klānāā in Labadi)

Order	SET ONE		SET TWO	
	Male	Female	Male	Female
1	Kódté (Kotey)	Deí	Nííkwéi (Nikoí)	Adeí
2	Kótèí (Kotei)	Kúòkó	Amŋ (Amon)	Kútòókó
3	Aí	Koókààle	Dzāāí (Dsani)	Kótèíkál
4	Aíale	Kúòtsoó	Afútu	Kótèítsóo

ÁGBAWE CLAN NAMES: (Labadi)

Order	SET ONE		SET TWO	
	Male	Female	Male	Female
1	Okpoti	Adzéle	Adzeí	Atswéí
2	Akpó	Adzókó	Sówà	Ayókó
3	Kweí	Adzékál	Laasé	Kál
4	Boí	Adzétsoo	Ánāŋ	Tsotsóo

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 éee... after a name ending on a low tone, and óoo... after a name ending on a high or mid tone. Examples:

Examples: 1. Kofí ooo\ . 2. Sówà éee.

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

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

Verbs: The Habitual Tense

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

1. Emáled.	'He tells lies.'
2. Eláà.	'She sings.'
3. Edáà mĩṅ gbéd.	'He is a loud-mouth.'
4. Nĩí làa dǎa mǎṅkě.	'Nii dreams every night.'
5. Gbǝmǝ lè soled ∫ii énumǝ dǎa gbĩ.	'The fellow prays five times daily.'
6. Atséè le Tete.	'His name is Tetteh.'
7. Yoó lè tókèò.	'The woman is fond of grumbling.'
8. Yoó lè pásàà.	'The woman gossips.'
9. Mění fèd le.	'What ails him?'
10. Eṽwio mǝ.	'It's fattening.'

1. Emáàlè wòhè dǎá nǎǎ.¹ 'He is always misrepresenting us.'
2. Mǎnǎ gbéǎ nǎkǎ.² 'What is that loud noise?'
3. Elǎǎ wǎǎ. 'She is an excellent singer.'
4. Elǎǎ lǎlǎi sǎrǎtoisǎrǎtoi. 'She sings songs of many different types.'
5. Nǎí lǎǎ gbǎmǎí sǎrǎtoisǎrǎtoi. 'Nii dreams about all sorts of people.'
6. Nǎí lǎǎ dǎǎ mǎǎkǎ. 'Nii dreams every night.'
7. Tǎtǎ hulúǎ tsǎ. 'Tetteh jumps too much.'
8. Yǎǎ lǎ tǎlǎǎ tsǎ. 'The woman is too fond of grumbling.'
9. Nǎǎ lǎ tǎkǎǎ fǎ ǎǎ lǎ. 'The man complained more than his wife.'
10. Tǎtǎ tǎmǎ kǎ hǎwǎlǎ. '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_____ òkà. (fa. 'lend'; 'borrow') 'He is a moneylender.'
2. Gbeé nǎǎ _____ dǎa afi. (fó. 'give birth') 'This dog has puppies every year.'
3. Nyǎmǎ _____ wǎa ye bíé. (nǎ. 'to rain') 'It rains heavily here.'
4. Kofí _____ nǎǎ oyá. (kǎné. 'to read') 'Kofi reads fast.'
5. Kofí _____ wòlò oyá. (kǎné. 'to read') 'Kofi reads books fast.'
6. Nǎmǎ _____ bǎ fe lɛ. (sǔmǎ. 'to love') 'Who loves you more than she does?'
7. Nǎmǎ _____ bǎ fe lɛ. (sǔmǎ. 'to serve') 'Who serves you better than she does?'
8. Gbǎmǎ _____ ké etǎ lɛ. (hákú. 'yawn') 'A person yawns when he is tired.'

Drill 47: Repeat. Habitual tense forms are underlined.

1. Atséǎ lɛ Kofí. 'His name is Kofi.'
2. Etsǎǎ nǎǎ ye yunivéǎtǎ lɛ. 'He teaches at the university.'
3. Ekaséǎ nǎǎ daa gbekè. 'He studies every night.'
4. Míyǎa Gǎ dǎa Hǎgbǎa. 'I go to Accra every Sunday.'
5. Míyǎhéǎ nǎǎ ye dzrá lɛ nǎ. 'I shop in the market.'
6. Amétswǎa wǎ telifón dǎa gbǎ. 'They call us on the telephone every day.'
7. Mǎnǎ etsǎǎ? 'What work does he do?'
8. Egbuǎ tsǎnǎ àbǎí ye Pókǎase. 'He is a veterinary doctor at Pokoase.'

LESSON FOURTEEN

Some Tonal Changes

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

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

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

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

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

Drill 50: Repeat.

- | | |
|----------------------------------|---|
| 1. Ebí\ dzí lè. | 'She is his child.' |
| 2. Draíva dzí lè. | 'He is a driver.' |
| 3. Nónĩ mĩmè\ dzí ʃíká. | 'What I am waiting for is money.' |
| 4. Gbéké\ dzí mǝní fèé\. | 'Junior was the one who did it.' |
| 5. ʃító\ dzí nokó nĩ mĩsũm\ waa. | 'Pepper is something I like very much.' |

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

Drill 51: Repeat.

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

LESSON FIFTEEN

Verbs: Progressive Tense.

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

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

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

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

1. Eeye dóktà ye Tema. 'He is serving as a doctor at Tema.'
2. Ootsĩ mĩhĩě. 'You are blocking my line of vision.'
3. Ootsĩé èhĩě. 'You are disturbing her sleep.'
4. Nũũ lè mĩĩba ékóηη. 'The man is coming again.'
5. Ké èewié lè, bó lè toí. 'When she is speaking, listen to her.'
6. Nĩ èerĩmā nĩĩ lè, kàábi lè dǎǎ. 'Since she is writing, don't ask her yet.'

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

Example: Wò _____ Gǎ. (ya). Womĩĩya Gǎ. 'We are going to Accra.'

1. E _____ ŋíká mĩη. (ŋwé) 'He is squandering money.'
2. Nyǝηmo _____ wàa ye dzémě. (nẽ) 'It is raining very heavily there.'
3. Amě _____ àmětse. (fó) 'They are lamenting their father.'
4. Mĩhè _____ mĩ. (tĩtĩ) 'I am on tenterhooks.'
5. Kofí _____ wòlo. (kǎné) 'Kofi is reading a book.'
6. Kofí _____ nĩĩ. (kǎné) 'Kofi is reading.'
7. Mí _____ bð. (sumǝ) 'I love you.'
8. Moko _____ sóηη. (tsĩné) 'Someone keeps sneezing.'

Drill 54: Repeat.

1. Mĩĩyá. 'I am going.'
2. Mĩĩyá ŋĩǎ. 'I am going home.'
3. Mĩĩyà Gǎ. 'I am going to Accra.'
4. Mĩĩmǎ. 'I am waiting.'
5. Mĩĩmǎ lólè. 'I am waiting for a lorry.'

6. Mĩĩmẽ nyẽ. 'I am waiting for you.'
7. Mĩĩkpa. 'I am giving it up.'
8. Mĩĩkpa niŋelemẽ. 'I am giving up smoking.'
9. Mĩĩkpa dǎǎnumẽ. 'I am stopping drinking.'

LESSON SIXTEEN

Dialogue: Asking for Words.

- A: Té àtséǎ enẽ yè Gǎ mĩĩ tẽẽ. 'What is this called in Ga?'
- B: Énẽ, áloo enẽ. 'This, or this?'
- A: Énẽ. 'This.'
- B: Atséǎ le kǎné. 'It is called kané.'
- A: *Kǎné.....Kǎné.....?
- B: Daabí. Kané. 'No. Kǎné.'
- A: Kǎné.
- B: Éhẽ. Kǎné. 'Yes. Kǎné.'
- A: Té àtséǎ finger yè Gǎ mĩĩ tẽẽ. 'What is finger called in Ga?'
- B: Atséǎ le waó. 'It is called waó.'
- A: Té àkéǎ aké The man lit a lamp yè Gǎ mĩĩ tẽẽ.
- 'How does one say The man lit a lamp in Ga?'
- B: Akéǎ aké: Nũũ lè su kǎné. 'One says: etc.'
- A: Té àkéǎ aké The man bought three lamps yè Gǎ mĩĩ tẽẽ. 'How, etc.'
- B: Akéǎ aké: Nũũ lè hé kǎné! etẽ. 'One says, etc.'

Vocabulary

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

Notes:

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

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

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

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

Frame A: Asking.

(i) Té àtséò _____ (yè Gã mĩŋ) tée\.

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

(Phrases in brackets are optional.)

Frame B: Answering.

(i) Atséò le _____.

(ii) Akéò aké _____.

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

LESSON SEVENTEEN

Nouns: Tonal Classes

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

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

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

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

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

<u>Examples:</u>	<u>High</u>		<u>Low</u>
bí,	'child'	ta.	'war'
té.	'stone'	gbó.	'stranger, guest'
kpó.	'knot'	ɣmǝ.	'farm'
ɣmé,	'palm-nut'	tso.	'tree'
gbě.	'pimple'	gã.	'Ga'
ǝě.	'sugar-cane'		

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

In syllabic composition, they are of 3 kinds:

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

Examples:

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

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

- (iv) Low-High: abé. 'proverb'; agbó. 'gate'; ayé. 'witch';
 ṛkũ. 'shea-nut butter'; omṣ. 'rice'; ohá. 'hundred'.
- (v) High-Mid: ékò. 'some'; étě. 'three'.
- (b) CV V: the second syllable of such nouns, when a nasal consonant, is always written ṛ.
- (i) High-High: búu. 'mosquito-net'; háu. 'girdle'; j'ía. 'sand'.
- (ii) Low-Low: dǎǎ. 'drink'; baa. 'leaf'; ṛoo. 'salt';
 dzoo. 'valley'; ṛwěĩ. 'sky'; gṣṛ. 'mountain';
 mǎṛ. 'town'; tsěṛ. 'beard'.
- (iii) High-Low: láò. 'bedsheet'; méò. 'sixpence'.
- (iv) Low-High: gbeé. 'dog'; faí. 'hat'; sěĩ. 'chair'.
- (v) High-Mid: dzwéĩ. 'grass'; dũṛ. 'darkness'.
- (c) CV CV:
- (i) High-High: fíto. 'pepper'; sũne. 'pillow'; kítǎ. 'oath'.
- (ii) Low-Low: wolc. 'book'; gbṣmṣ. 'human being'; sǎne. 'story';
 papa. 'fan'; lɛlɛ. 'boat'.
- (iii) High-Low: sísà. 'ghost'; tũmò. 'rubbish dump'; gbékè. 'evening'.
- (iv) Low-High: fṛwǎné. 'afternoon'; dadé. 'iron'; nyṣṛmǎ. 'ten';
 seké. 'madness'; fíká. 'money'; mǎmá. 'cloth';
 dekǎ. 'leisure'; fufó. 'breast'; musú. 'taboo'.
- (v) High-Mid: gbékě. 'child'; gówá. 'guava'; gúgṣ. 'nose'; lálá. 'song'.
- (N.B. The citation-final mid tones of gbékě 'child', gówá 'guava', are not assimilable to a following low; those of the other nouns are.)

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

LESSON EIGHTEEN

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

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

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

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

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

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

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

Drill 58: Find the plurals of the following nouns.

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

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

In present day practice, the plural suffix of this group is always written -mẽɪ. Mẽɪ 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. Mẽɪ as an independent word is the plural form ('persons', 'people') corresponding to the singular word mɛ (cf. Appendix A, No. 2).

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

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

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

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

Drill 59: Repeat the following phrases:

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

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

- | | |
|-----------------------|---------------------------|
| 1. tsekwe. 'uncle' | 6. ɣiãtse. 'houseowner' |
| 2. nyẽkwẽ. 'aunt' | 7. helatse. 'sick person' |
| 3. nĩĩ. 'grandfather' | 8. ɣikátsè. 'rich man' |
| 4. nãã. 'grandmother' | 9. nũ-tsɔ. 'master' |
| 5. mãɣtse. 'chief' | 10. nããnyo. 'friend' |

LESSON NINETEEN

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

- | | | |
|-----------------------------------|-----------|-------------|
| 1. ékó (counting form),
ékómé, | 5. énumẽ. | 8. kpaanyɔ. |
| 2. ényɔ. | 6. ékpàa. | 9. nẽẽhũ. |
| 3. étẽ. | 7. kpawo. | 10. nyɔ-má. |
| 4. édzwè. | | |

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

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

- | | |
|----------------------------|-------------------------------|
| 1. Wonā yei ényǝ. | 'We saw two women.' |
| étě | 'three' |
| 2. Ehé māmáí edzwè. | 'She bought four cloths.' |
| ékòmé | 'one' |
| 3. Etsínè fii étě. | 'He sneezed three times.' |
| ékpàa | 'six' |
| 4. Māṇtsé lè mā tsũí ényǝ. | 'The chief built two houses.' |
| nyǝṛmǎ | 'ten' |
| 5. Kodzò yè bíyèi nēēhũ. | 'Kodzo has nine daughters.' |
| énũmǝ | 'five' |
| 6. Hĩĩ kpawo ʔre lè. | 'Seven men carried him.' |
| kpaanyǝ | 'eight' |

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

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

Drill 62: Repeat:

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

- | | |
|-----------------------------|------------------------------|
| 5. Ógbèe ṣṣṣ. | 'Your voice is pleasant.' |
| 6. Emāmá nḗ. | 'This is her cloth.' |
| 7. Eye wogówá lḗ fḗḗ. | 'He ate all our guava.' |
| 8. Tsṣṣmṣ mì nyḗ/ṣṣ lḗ. | 'Show me your house.' |
| 9. Tsṣṣmṣ mì nyḗtsū heé lḗ. | 'Show me your new building.' |
| 10. Mīnā amḗtse. | 'I saw their father.' |
| 11. Amḗdzo amḗdzoó lḗ. | 'They did their dance.' |

3. Nouns: Possession

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

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

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

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

Drill 63: Repeat:

- | | |
|----------------------------|--|
| 1. akwadú; ókwadú. | 'banana; your banana'. |
| 2. ṣketíḗ; ṣketíḗ. | 'peanuts; my peanuts'. |
| 3. akutú; ekutú. | 'orange; his orange'. |
| 4. omṣ lḗ ṣṣṣ; ómṣ lḗ ṣṣṣ. | 'the rice tastes good; your rice tastes good'. |
| 5. mfoníí; ófòníí. | 'photograph; your photograph'. |
| 6. ohíá; amḗhíá. | 'poverty; their poverty'. |
| 7. okadí; wokadí. | 'mark; our mark'. |
| 8. adékà; nyḗdékà. | 'box; your box'. |
| 9. éṣmṣmī; míṣmṣmī. | 'okro; my okro'. |
| 10. agbó; ógbo. | 'gate; your gate'. |

Drill 64: Repeat:

- | | |
|--------------------|-------------------------------|
| 1. Sówà māmí. | 'Sowa's mother' |
| 2. Sówamē amāmí. | 'mother of the Sowas.' |
| 3. yóomo sãne. | 'old woman's way of thought.' |
| 4. yeímedzi asãne. | 'old wives' tales.' |
| 5. sódzàfól atsũí. | 'barracks' |
| 6. loófíĩ fĩdzi. | 'bird's wings' |

LESSON TWENTY

Dialogue: Outdooring.

- A. Ónú kpodziém¹ lè he?
'Have you heard about the outdooring?'
- B. Ĕhěē. Atsú àbakeé mí.
'Yes. Someone was sent to tell me.'
- A. Obaáyà?
'Are you going?'
- B. Ĕhěē. Bo hũ òoya?
'Yes. Are you?'
- A. Ĕhěē. Ké òte fĩ mǎnké lè, tsé mí.
'Yes. When you wake up in the night, call me.'
- B. Mátè fĩ mlǎ.
'I'll get up early.'
- A. Míyadzle kpò mǎhǎ minyēmímé lè. Amēmiiya nĩtsũm².
'I am going to outdoor for my brothers. They are going to work.'
- B. Mí hũ nǎkǎĩ nǎ³.
'I am doing the same.'

Vocabulary

- | | | | |
|----------------------------|-----------------------|---------------------------|----------------|
| 1. nũ. | 'to hear' | 6. ké. | 'if, when' |
| 2. kpodziém ³ . | 'outdooring ceremony' | 7. te fĩ. | 'get up, wake' |
| 3. he. | 'about' | 8. mǎnké. | 'night' |
| 4. tsú. | 'to send' | 9. mlǎ. | 'early' |
| 5. hũ. | 'too, also' | 10. nĩtsũm ⁴ . | '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	Dzú	Friday	Sohaa
Tuesday	Dzúfó	Saturday	Hoo
Wednesday	ɔ̃	Sunday	Hogbaa
Thursday	Soo		

(ii) Expressions for different parts of day and night are:

leébi. 'morning'; leébi māŋkpa. 'very early in the morning'

ɔ̃wāné. 'noon, afternoon'; ɔ̃wāné fĩntĩŋŋ. 'the hottest part of the afternoon'

gbékè. 'evening'; gbékè tũŋŋ. 'late in the evening'

māŋkē. 'night'; māŋkē mlā 'early morning before dawn.'

wuŋgbèémó. 'at cockcrow'; dzetsélèmó. 'dawn'.

(iii) Some other expressions of time are:

ɔ̃mēné. 'today' nyē. 'yesterday'

nyēsee. 'in the past; ago' wó. 'tomorrow'

wósèe. '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:

(i) 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' ; bé. 'to quarrel'; fɔ́. 'to give birth to'
ɔ́wé. 'to play' ; wó. 'to lift' ; dá. 'to pose'
nyé. 'to be able'; dá. 'to race' ; mú. 'to submerge'

(b) Class II: Low

bé. 'to grip' ; nyé. 'to hate' ; mú. 'to breathe'
bã. 'to cut' ; fɔ́. 'to throw' ; wo. 'to praise'
ba. 'to beg' ; da. 'to be big' ;

(c) Class III: Low

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

Disyllabic Roots:

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

(ii) Four tone classes:

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

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

CV V:

(a) Class I: High-High:

yóo. 'to recognise'

(b) Class II: Low-High:

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

(c) Class III: High-Mid:

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

(c) Class IV: Low-Low:

dzwẽŋ, 'to think' ; hao. 'to molest' ; sɔɔ. 'to catch something
in flight'

CV CV:

(a) Class I: High-High:

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

(b) Class II: Low-High:

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

(c) Class III: High-Mid:

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

(d) Class IV: Low-Low:

gbobi. 'to hunt' ; sɔle. 'to pray' ; súmǒ. 'to love'

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

- | | |
|---------------------|--------------------------------------|
| 1. Efeé dīŋŋ. | 'He became quiet.' |
| 2. Mi mikó wèló lǎ. | 'I am the person who took the book.' |
| 3. Aǰwíé lè. | 'He was sent away.' |
| 4. Etiu amẽ. | 'He pursued them.' |
| 5. Amẽhuu ta. | 'They made war.' |

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

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

LESSON TWENTY TWO

1. Consonant Clusters with l or r:

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

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

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

r occurs after Alveolars and Palatals.

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

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

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

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

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

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

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

- | | | | |
|-------------------|---------------------------|-------------|--------|
| 1. amētálá dzemé | 'They are sitting there.' | 2. ɾmele. | 'bell' |
| 3. Efíllí kóóyòò. | 'He blew out his breath.' | 4. hūlū, | 'sun' |
| 5. étsùru. | 'red' | 6. ɾwālāmí. | 'star' |
| 7. Ele selemṣ̣. | 'He knows how to swim.' | | |

LESSON TWENTY THREE

Dialogue: Food

- A. Mēnì abaáyé gbekè nēē.
'What will we have for dinner?'
- B. Abaáyé kṣ̣mì ke íto kè kénā.
'We will have kenkey and pepper and fried fish.'
- A. Mēēba. Nókloklo be?
'Why? Is there nothing else?'
- B. Wónù ya dzémé, í m̀òko bé ni bàáfi fufuí.
'There is soup, but there is no one to pound fufu.'
- A. Mákpa mlā\ mó nī mīyafí.
'I'll close early then and go and do it.'
- B. Óò. Éfée nokò. Ké òsúmṣ̣ kénā, lé, òbaányē òke kṣ̣mì lé 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. kénā. | 'fried fish' | 7. í. | 'but' |
| 2. kṣ̣mì. | 'kenkey' | 8. í. | 'to pound' |
| 3. mēēba. | 'why?' | 9. bé\. | 'not to be' |
| 4. nókloklo. | 'something else' | 10. fufuí. | 'fufu' |
| 5. wónù. | 'soup' | 11. kpá. | 'to close from work' |
| 6. moko. | 'someone' | 12. mó. | 'then' |

Notes

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

a) fufú: related to fufui.

b) dzĩdzĩ: related to fufui.

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

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

e) tátales: fried plantain tarts.

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

2. Verbs: The Future Tense:

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

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

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

Drill 69: Repeat. Future tense forms are underlined.

- | | |
|--|--|
| 1. Mě̀nì <u>abaáyè</u> gbekè nḗ. | 'What <u>will we eat</u> tonight?' |
| 2. <u>Abaáyè</u> kǒmĩ ke íto kè kénáŋ. | 'We <u>will eat</u> kenkey and pepper and fried fish.' |
| 3. Moko bé ni <u>bàáfi</u> fufuí. | 'There is no one <u>to pound</u> fufu.' |
| 4. <u>Mákpa</u> mlǎ. | 'I <u>will close</u> early.' |
| 5. <u>Obaányè</u> òkè kǒmĩ le ayè wonú lè. | 'You <u>can eat</u> the soup with the kenkey.' |
| 6. <u>Mǎfi</u> fufuí wo. | 'I <u>will make</u> fufu tomorrow.' |
| 7. Nũú lè <u>baányè</u> bo. | 'The man <u>will hate</u> you.' |
| 8. <u>Ebaáyè</u> dzĩdzĩ. | 'He <u>will eat</u> dzidzi.' |
| 9. Nǎmò <u>baáfi</u> kelèwèlè éhǎ lè. | 'Who <u>will fry</u> kelewele for him?' |

10. Mǎĩ eně ekó mǎhǎ lè.

'I will leave some of this for him.'

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

1. E _____ èhe. (pilá) 'He will hurt himself.'

2. Mí _____ bò Gǎ. (tsú) 'I shall send you to Accra.'
(Give both forms)

3. Kofí _____ nyě. (láká) 'Kofi will deceive you.'

4. Mí _____ kǒmǐ gbékè nǛě. (yc) 'I shall eat kenkey tonight.'
(Give both forms)

5. Mí _____ dzémě gbékè nǛě. (ba) 'I shall come there tonight.'
(Give both forms)

6. Té ò _____ tǛě. (fée) 'What will you do?'

7. O _____ Gǎ? (ya) 'You will go to Accra?'

8. Mí _____ lè sǎne. (bí) 'I will question him.'
(Give both forms)

LESSON TWENTY FOUR

Verbs: The Negative Aorist tense

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

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

Drill 71: Repeat.

1. A. Oomǎle. B. Mímǎlee. A. 'You are lying.' B. 'I am not lying.'

2. A. Ole áké òmǎleò? A. 'Do you know that you tell lies?'
B. Mímǎlee. B. 'I do not lie.'

3. A. Omǎle òhǎ mì nyě. A. 'You lied to me yesterday.'
B. Mímǎlee. B. 'I did not lie.'

4. Tsú lè edǎ. 'The room is not big enough.'

5. Yoo lè kwé. 'The woman didn't look.'

6. Míyáa\, nì míbii lè nokò hũ. 'I am not going, and I am not asking him anything either.'
7. Bé okée nokò? 'You didn't say anything, did you?'
8. Mōnì tsũũ nĩĩ lè, èyée nĩĩ. 'He who does not work, does not eat.'

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

1. Gbékēbiì lè bii lè sãne. 'The children did not question him.'
2. Gbékēbiì lè egbée tɔ̃ɛtɔ̃ɛ lè. 'The children did not kill the mosquito.'
3. Kodzò baa ɛmēñ. 'Kojo did not come today.'
4. Gbɔ̃mɔ̃ lè dzwēɛɛ kwlaa. 'He is an out and out fool!'
5. Gbɔ̃mɔ̃ lè tsakée ènífèémɔ̃. 'The fellow did not change his behavior.'

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

1. Kofí _____ nyē. (lákà) 'Kofi was not deceiving you.'
2. Mí _____ dzémē gbekè nēē. (ba) 'I am not coming there tonight.'
3. E _____ mī sãne. (bí) 'She did not ask me anything.'
4. Kofí _____ mīsãne. (sũmɔ̃) 'Kofi does not like me.'
5. Kofí _____ sìgaréèti. (féele) 'Kofi does not smoke cigarettes.'
6. Mí _____ lè. (yóo) 'I did not recognise her.'
7. E _____ \. (fó) 'She did not cry.'

LESSON TWENTY FIVE

Nouns formed from Verbs

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

1. Gerunds:

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

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

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

Examples:

from polysyllabic Verbs, without frontshifting of a Nominal Object:

beé\.	'to sweep'	beém̃.	'sweeping'
dzoó\.	'to bless'	dzoóm̃.	'blessing'
sɔle.	'to pray'	sɔlem̃.	'prayer'
dzwẽ\.	'to think'	dzwẽm̃.	'thinking; thought'

from multisyllabic Verbs, with frontshifting of Nominal Object:

wié Gã.	'to speak Ga'	Gãwiém̃.	'speaking Ga'
feé e\á.	'to do evil'	é\afeém̃.	'doing evil; sinning'

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

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

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

gbe gb̃m̃.	'to kill a human'	gb̃m̃gbee.	'homicide; murder'
\wã.	'to boast'	\wãã.	'boasting'
le nĩ\.	'to know'	nĩlèe.	'knowledge'
ba.	'to come'	baa.	'coming'

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

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

dām̃ \ĩ.	'to stand'	\ĩdāām̃.	'standing'
sũm̃.	'love'	sũm̃.	'love'
wám̃.	'crawl'	wáām̃.	'crawling'

2. Other Gerunds, Abstract and Cognate Nouns:

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

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

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

3. Agent Nouns:

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

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

LESSON TWENTY SIX

Verbs: The Negative Future Tense

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

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

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

Drill 74: Repeat.

1. Gbɔbilo nɛ́ɛ́ egbéŋ, kooloo kɔ kooloo kɔ.
'This hunter will not kill any animal.'

2. Míbiñ lɛ nókó.
'I shall not ask him anything.'
3. Míkwoñ, nì lɛ hú edwóñ.
'I will not climb, and he will not climb either.'
4. Gbobiloi nēē egbēñ nokónokó.
'These hunters will not kill anything.'
5. Míbañ odzemē lē gbekē nēē.
'I will not come to your place tonight.'
6. Ké èfeé nākāñ lē, èléñ nokónokó.
'If she behaves that way, she will not learn anything.'
7. Wówóñ keyají nyēbaábá.
'We will not sleep till you come.'

Drill 75: Repeat.

1. Otse sūmōñ ni ofée nākāñ.
'Your father will not like you to do that.'
2. Ékaseñ nīñ ñmēñ?
'Will she not study today?'
3. Adzókó ehóon nīñ ñmēñ.
'Adzorkor will not cook today.'
4. Ké nyēbōñ nōmō lē, míkpātāñ.
'If you start fighting, I will not intervene.'
5. Nīhōñ lē tsakēñ oñkáká lē.
'The petty-traders will not change your money.'
6. Eyóon bo kókoko.
'He will never recognise you.'

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

1. Ó _____ Gā ñmēñ? (ya) 'Will you not go to Accra today?'
2. Enā lē _____ lē. (ñí) 'His wife will not leave him.'
3. Á _____ lē. (gbe, II) 'He will not be killed.'
4. Kápintá lē _____ èhe. (pilá) 'The carpenter will not hurt himself.'
5. E _____ óñkáká lē. (fíte) 'He will not waste your money.'
6. Nāmēñ _____ nīñ ye bié. (ye, III) 'Who will not eat here?'

7. Mǎntsé l'é _____ nò he. (wié) 'The chief will not talk about that subject.'

LESSON TWENTY SEVEN

Verbs: The Perfect Tense

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

Drill 77: Repeat.

- | | |
|---------------------------|--|
| 1. Émǎle. | 'He has told lies.' |
| 2. Nũú l'é emǎle. | 'The man has told lies.' |
| 3. Hĩĩ l'é emǎle. | 'The men have told lies.' |
| 4. Ésòle. | 'He has prayed.' |
| 5. Osófò l'é esòle. | 'The priest has prayed.' |
| 6. Osófòí l'é esòle. | 'The priests have prayed.' |
| 7. Étsáké. | 'He has changed.' |
| 8. Ópàpá ebí mì sǎné l'é. | 'Your father has asked me about the case.' |
| 9. Ópàpá epílá èhe. | 'Your father has hurt himself.' |
| 10. Ómǎmí ebóté ǝĩǎ l'é. | 'Your mother has gone into the house.' |

Drill 78: Repeat.

- | | |
|----------------------------------|--|
| 1. Míkàì bo, ǝí bo l'é òkálí mì. | 'I have remembered you, but you do not remember me.' |
| 2. Kodzó ebà bíè? | 'Has Kodzo come here?' |
| 3. Nǝgbè Ámá etèe. | 'Where has Ama gone?' |
| 4. Eṇǎ éfò yè Kòle Bú. | 'His wife has given birth to a baby at the Korle Bu Hospital.' |
| 5. Té ofèé l'é tǝǝ. | 'What have you done with her?' |

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

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

1. Ó _____ kpòdziémǝ lè he? (nũ) 'Have you heard about the outdoor-ing?'
2. Daabí. Nǎmǝ _____? (fó) 'No. Who has had a baby?'
3. Wónũ lè _____. (be) 'The soup is cooked.'
4. Nǎmǝ _____ fíà lè. (bóté) 'Who has gone into the house?'
5. Adzókò _____ dùadé lè fēē. (tsǝmǝ) 'Adzorkor has peeled all the cassava.'
6. Bótà lè _____. (fíte) 'The butter has gone rancid.'
7. Kodzò _____ mǎŋ nēē miŋ waa. (sũmǝ) 'Kodzo has fallen in love with this town.'

LESSON TWENTY EIGHT

Verbs: The Negative Perfect tense

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

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

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

Drill 80: Repeat.

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

LESSON TWENTY-EIGHT

Drill 81: Repeat.

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

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

1. E-ǎ lẹ́ _____ lẹ́. (fí) 'His wife has not left him.'
2. Á _____ lẹ́. (gbe) 'He has not been killed.'
3. Ó _____ Gǎ ṣmēñě? (ya) 'Have you not been to Accra today?'
4. Námò _____ wòlo kwláa ṣmēñě. (kǎñě) 'Who has not read a book at all today?'
5. E _____ òfíká lẹ́. (fíte) 'He has not squandered your money.'
6. Mǎṣtsé lẹ́ _____ nòhe. (wié) 'The chief has not talked about that.'
7. Kápíntá lẹ́ _____ èhe. (pilá) 'The carpenter has not hurt himself.'
8. Mí _____ wàa nēkě dǎǎ. (wolo) 'I have never coughed so badly.'

LESSON TWENTY-NINE

Dialogue: Seeing the Sights.

- | | |
|---|--|
| A: Gbaá mí nǒnĩ nyěfeé nyě. | 'Tell me what you did yesterday.' |
| B: Wófée nokò tsò. Wòfàrà fí keke ketee aklowá lẹ́. | 'We didn't do anything much. We only strolled to the village.' |
| A: ṣmēñě lẹ́, nyěyàa Gǎ mọ́. | 'Today, go to Accra.' |
| B: Èhě, wòbaáyá Bǎṣk, ní eyadzie fíká. Kéké lẹ́ wótèe Kòòt, kẹ́ Láìbrẹ, kẹ́Kòlẹ́ Bú hũ. | '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 lẹ́, kẹ́ lẹ́ ábà Temã ní ebakwe 'Tomorrow, bring him to Tema to see
haabò lẹ́. the harbour.'

B: Yoo. 'Okay.'

Vocabulary

gba.	'to narrate'	keke.	'only'
frà fĩ.	'to take a walk'	aklowá.	'village'

Notes

1. The places mentioned in the dialogue are interesting sights in Accra. Tema is east of Accra.
2. Verbs: The Direct Imperative.
 - (i) The Direct (2nd person) Imperative Positive Singular of monosyllabic verbs is marked by tonal pattern (High for Class I and III roots, Low-High--with the rise on the lengthened vowel of the root--for Class II roots).
 - (ii) The Direct Imperative Positive Singular of polysyllabic verbs is marked by the suffix -mɔ̃.
 - (iii) The Direct Imperative Positive Plural is marked by (a) the 2nd person plural pronominal prefix nyẽ - together with (b) the suffix -a.
 - (iv) The -a suffix is subject to tonal assimilation as are other suffixes. The 2nd person plural pronominal prefix has high tone in this context.

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

- | | |
|---------------------------------|-------------------------------------|
| 1. <u>Bí</u> lẹ́ heni èdze. | ' <u>Ask</u> him where he is from.' |
| 2. <u>Yáá</u> ofisí lẹ́. | ' <u>Go</u> to the office.' |
| 3. <u>Nyẽbià</u> lẹ́ hénĩ èdze. | ' <u>Ask</u> him where he is from.' |
| 4. <u>Nyẽyàa</u> ofisí lẹ́. | ' <u>Go</u> to the office.' |
| 5. <u>Kánémɔ̃</u> letè nɛ́ɛ́. | ' <u>Read</u> this letter.' |
| 6. <u>Nyẽkànèa</u> létèí lẹ́. | ' <u>Read</u> the letters.' |
| 7. <u>Feémɔ̃</u> oyá. | ' <u>Hurry up</u> .' |
| 8. <u>Nyẽfèa</u> oyá. | ' <u>Hurry up</u> .' |
| 9. <u>Kpétémɔ̃</u> lẹ́. | ' <u>Stick close</u> to him.' |

10. Bá wò lèébi. 'Come tomorrow morning.'
11. Nyěbàa ófisi lè wò lèébi. 'Come to the office tomorrow morning.'
12. Gbólem mí. 'Rub me.'

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

Drill 84 and 85: Repeat.

1. Daamo ^í dīīī. (dāmō) 'Stand still.'
2. Nyědāmōā ^í fíbo. (dāmō) 'Wait a little.'
3. Wáamō misèè. (wāmō) 'Scratch my back.'
4. Nyěwāmōa nyěñādzi ahe. (wāmō) 'Scratch your legs.'
5. Gúúmō àkutúl enyō. (gúmō) 'Peel two oranges.'
6. Tsōmō àmāḍḍá lè he. (tsōmō) 'Peel the plantain.'
7. Lóómō lè fṽāné kè gbékè. (lómō) 'Curse him afternoon and evening.'
8. Tsūúmō òkp13₁ lè nō. (tsūmō) 'Wipe the top of the table.'

LESSON THIRTY

Verbs: The Direct Imperative Negative.

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

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

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

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

1. _____ lè sǎné lè fěě. (gba) (S) 'Tell him the whole story.'
2. _____ lè egbél. (bí) (S) 'Ask him his name.'
3. _____ lè sǎné lè fěě. (gba) (P) 'Tell him the whole story.'

4. _____ lè nǒfēēnǒ. (bí) (P) 'Ask him about everything.'
5. _____ óhǎ ml. (sɔle) (S) 'Pray for me.'
6. _____ nyěhǎǎ wɔ. (sɔle) (P) 'Pray for us.'
7. _____ mǎmá lè he. (dzále) (S) 'Rinse the cloth.'
8. _____ ʃéètií lè ahe. (dzále) (P) 'Rinse the shirts.'
9. _____ nǐí. (kasé) (S) 'Study hard.'
10. _____ nǐí. (kasé) (P) 'Study hard.'
11. _____. (kǎné) (S) 'Read.'
12. _____ nyěwodzí lè. (kǎné) (P) 'Read your books.'
13. _____ hē. (gǔmǒ) (S) 'Peel it.'
14. _____ dǐ́ŋŋ. (feé\) (S) 'Be quiet.'
15. _____. (táó) (P) 'Look for it.'

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

1. _____. (feé\) (S)
2. _____ nǎkǎĩ. (feé\) (P)
3. _____. (ba) (S)
4. _____ ŋméné́. (ba) (P)
5. _____ lè. (bí) (S)
6. _____ ʃíká. (fíte) (S)
7. _____ ʃíká pìi. (fíte) (P)
8. _____ mǐŋ dǒŋŋ. (mǐǎ́) (S)
9. _____ mǐŋ tsǒ. (mǐǎ́) (P)
10. _____. (gbla) (P)

LESSON THIRTY-ONE

Enclitics of Emphasis and Sympathy.

(i) The Enclitic of Emphasis is *èè*. 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 ó₁, or óó. It implies that the speaker's attitude is one of sympathy or familiarity.

Drill 88: Repeat.

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

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

- | | | | |
|-------------|-----------------|--------------------|---------------------------|
| 1. Eeba! | 'He is coming!' | 4. Ebaáfée gbeyèi! | 'It will be spectacular.' |
| 2. Nǎǎ lè! | 'Here she is!' | 5. Oyáðyá. | 'Quickly.' |
| 3. Gbeé lè! | 'Mind the dog!' | | |

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

- | | |
|---------------------|--------------------------------|
| 6. Ákè nokò. | 'Take heart.' |
| 7. Éfée nokò. | 'It doesn't matter.' |
| 8. Emāmĩ nĩ gbó lè. | 'It was his mother that died.' |
| 9. Kaábd. | 'Don't come.' |
| 10. Oyáðyá. | 'Quickly.' |

LESSON THIRTY-TWO

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

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

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

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

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

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

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

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

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

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

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

II. The Permissive Tense.

(i) The Permissive tense marks the verb following hǎ 'to let' in a double verb structure. Its markers are the same as those of the Consecutive tense after sũmũũ 'to like.'

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

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

Drill 92: Repeat. Permissive tense forms are underlined.

1. Hǎ māyá. 'Let me go.'
2. Nyěhǎǎ māyàa. 'Let me go.'
3. Nyěhǎǎ māgbèa toó lè. 'Let me slaughter the sheep.'
4. Hǎ ebi lè. 'Let him ask him.'
5. Hǎ àměbà mī. 'Let them come in.'
6. Nyěhǎǎ woyàa. 'Let us go.'
7. Kaáhǎ wòlaádze. 'Don't lead us astray.'
8. Kaáhǎ èfó. 'Don't let her cry.'
9. Nyěkahǎǎ eféa nǎkǎĩ. 'Don't let him do that.'
10. Nyěhǎǎ gbekébií lè abàa mīnũũ. 'Let the children come unto me.'
11. Nyěkahǎǎ hũmũ yea gbékébií lè. 'Don't let the children go hungry.'
12. Kaáhǎ nũũ lè wié pii. 'Don't let the man talk a lot.'
13. Kaáhǎ àwié pii. 'Don't allow a lot of talking.'
14. Nyěkahǎǎ awíeà pii. 'Don't allow a lot of talking.'
15. Nyěkahǎǎ nũũ lè wíeà pii. 'Don't let the man talk a lot.'

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

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

2. _____ àmẽ? (tsé) 'Shouldn't I call them?'
3. Amẽkeé _____. (ya) 'They said you should go.'
4. Amẽkeé _____ dǝŋŋ. (ya) 'They said you should not go again.'
5. Námǝ sumǝ _____ ɛ́fiká. (fíte) 'Who likes throwing his money away?'
6. Esúmǝ _____ ɛ́bí lɛ́. (sɔle) 'He does not want me to baptise his child.'
7. _____! (tee; ya) 'Let us go!'
8. _____ plɪ tsǝ. (fó) 'She should not weep too much.'
9. Nǝú lɛ́ keé _____ (ŋmǎ) 'The man said you should do some writing this morning.'
10. Ómǎmǐ _____ mòko nókò (bí) 'Your mother should not ask anyone anything yet.'

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

1. Há _____ bò sǎne. (bí) 'Let me ask you one question.'
2. Kaáhǎ loyá lɛ́ _____ bò sǎne. (bí) 'Don't let the lawyer question you.'
3. Nyékhǎ _____ (lá) 'Let us sing.'
4. Nyékhǎ _____ (ya) 'Let us go.'
5. Nyékahǎ nyéwebí _____ (ɛ́) 'Don't make your followers fear you.'
6. Nǝú lɛ́ sǝmǝ _____ ɛ́bí (sɔle) 'The man does not want his child to be baptised.'
7. Nǝú lɛ́ hǎ _____ ɛ́bí lɛ́. (sɔle) 'The man did not allow his child to be baptised.'
8. Mǎhǎ ɔsɔfó lɛ́ _____ mǐ (wo) 'I will let the priest crown me king.'
9. Mǐhǎ ɔsɔfó _____ mǐ (wo) 'I will not allow a priest to crown me king.'

LESSON THIRTY THREE

I. The Numeral System.

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

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

- 11 *nyɔ̃má kɛ́ ekòmé.*
 16 *nyɔ̃má kɛ́ ekpàa.*
 19 *nyɔ̃má kɛ̀ nẽẽhú.*

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

- 21 *nyɔ̃máí enyɔ̃ kɛ́ ékòmé.*
 57 *nyɔ̃máí enũmɔ̃ kɛ́ kpawo.*
 99 *nyɔ̃máí nẽẽhú kɛ́ nẽẽhú.*
 100 *ohá.*
 115 *ohá lɛ́ nyɔ̃má kɛ́ enũmɔ̃.*
 227 *oháí enyɔ̃ (kɛ́) nyɔ̃máí enyɔ̃ kɛ́ kpawo.*
 1,000 *akpé.*
 1,001 *akpé kɛ́ ékòmé.*
 50,000 *akpéi nyɔ̃máí enũmɔ̃.*
 200,000 *akpéi oháí enyɔ̃.*

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

II. Time on the Clock.

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

<i>ɔ̃mlɛ, ɔ̃medzi.</i>	'hour', 'hours'
<i>míniti (mílnti).</i>	'minute'

Dialogue

- A: *Mẽẽbe obaábá.* 'When will you come?'
 B: *Mákpa nyɔ̃má kɛ́ enyɔ̃, hẽwó lɛ́ májé dzemẽ nyɔ̃má kɛ́ enyɔ̃ kɛ́ fá.* 'I shall close at 12, therefore I shall get there at 12:30.'
 A: *Mákpa ɔ̃mlɛ komé, nì máwo taksì, hẽwó lɛ́ mítseɔ̃ tsɔ̃.* 'I shall close at one and I shall take a taxi, therefore I shall be there soon after.'

- B: Obaáyá nĩtsũm̃ ʃwǎné? 'Will you go to work in the afternoon?'
 A: Ēhēē, ̀abaábá abawo mĩ ȳmedzi énỹ. 'Yes, they will come for me at two.'
 B: Ké òoyá lé, mĩ kebo baáyà mó. 'Then when you are going, you can give me a ride back.'

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

LESSON THIRTY FOUR

I. Tonal Classes: Polysyllabic Verbs.

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

Class II: pilá

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

Class III: tsáké

béȳké. 'to be near' ́flikí. 'to fly'
 dóȳkó. 'to swagger' dídáá. 'to stagger'; 'to reel'
 p̃énté. 'to paint' yóȳro. 'to worry seriously'

II. Tonal Classes: Polysyllabic Nouns.

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

<u>High-High:</u>	́trema. 'cowrie'	́plèkoó. 'nail'
	t̃ónt̃ó. 'mosquito'	
<u>High-Mid:</u>	ȳmónm̃lo. 'wooden plank'	́sráwa. 'lightning'
	dídéí. 'mudfish'	abónuá. 'lemon'
<u>High-Low:</u>	átatù. 'cloud'	ádèsǎ. 'human being'
	dúkumǎ. 'ostrich'	yóomǎ. 'camel'
<u>Low-High:</u>	aspáàtré. 'shoe'	kp̃ēȳkp̃l̃é. 'hare'
	adesǎ. 'story'	duadé. 'cassava'

	ṛkomó.	'sorrow'	kwafíá.	'fool'
<u>Low-Low:</u>	anããñũ.	'spider'	kwaabúète.	'rainbow'
	kpaakpo.	'lake'	maṛkẽ.	'midnight'
	adɔdɔṛ.	'fly'		

Drill 95: Repeat.

1. Béṛkémɔ wò. 'Draw closer to us.'
2. Ódekàí lè eládzekò; àkébà. 'Your boxes are not lost; they have arrived.'
3. Nũ lè yaápěntè tsũ lè he. 'The man is going to paint the building.'
4. Nũ lè baápenté íá lè. 'The man will paint the house.'
5. Sro ádèsã, nĩ sro adesã. 'Human being is different from story.'
6. Mátanyẽ anãñũ sãne. 'I will tell you a spider story.'
7. Blemá lè, írema\ dzí íkà ní àyèò. 'In the olden days, cowries were used as money.'
8. Tɔ́tɔ́, yèò yè Gã fe Kumããse. 'Accra suffers more from mosquitoes than Kumasi.'

LESSON THIRTY FIVE

Dialogue: Dress

- A: Měñ māmá\ Dedé bú. 'What was Dede wearing?'
- B: Ebú àgo yéñ futta, nĩ ewo kɛbaíéèti wuófò. 'She wore pure white velvet, with a yellow blouse.'
- Ekuení kɛ toíàní kɛ nineíiní lè fěẽ lè íkáyé, íí èwo waógà íkátèru. Her necklace, earrings and bracelet were all silver, but her ring was gold.'
- A: Nĩ Sówà hũ? 'And Sowa?'
- B: Ebúu māmá, èwo atalé. 'He did not wear cloth; he wore (European) clothes.'
- Ewo siùti blúù, nĩ eṇmɔ táì tsru. He wore a blue suit and red tie.
- Espáàtré dīh lè kplèò tāmɔ ayáwa. His black shoes were as shiny as brass.'

Vocabulary

bú.	'to wear'	ago.	'velvet'	yéñ.	'white'
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fútaa.	'very white'	toíàníl.	'earrings'
wo.	'to wear'	ninefiníl.	'bracelet'
kebaʃéèti.	'blouse'	ʃikáyeŋ.	'silver'
wuóʃd.	'yellow'	ʃikátʃru.	'gold'
kueníl.	'necklace'	waógà.	'ring'
atalé.	'clothes'	ŋmɔ̃.	'to tie'

Notes

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

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

3. Some colour words are:

édĩŋ.	'black'	étʃru.	'red'	baaŋmɔ̃ŋ.	'green'
éyeŋ.	'white'	wuóʃd.	'yellow'	blúù.	'blue'
éŋóli.	'yellowish green'				

LESSON THIRTY SIX

I. Phrasal Verbs:

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

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

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

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

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

II. Compound Verbs.

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

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

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

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

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

LESSON THIRTY SEVEN

Contonation Patterns: High Tone Verbs

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

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

TABLE V: CONTONATION PATTERNS OF HIGH TONE VERBS

	Marker	Root	Marker
Past	!	'	
Perfect	é!	'	
Progressive	mǎí	'	
Future	bàá	'	
Habitual	!	'	* o
Negat. Aorist		'	' (v)
Negat. Perfect		'	kò
Negat. Future		'	* ŋ
Imperat. Sing.		'	(mǎ)
Imperat. Pl.	nyé	'	* a
Neg. Imperat. Sing.	kàá	'	
Neg. Imperat. Pl.	nyéka	'	* a
Consecutive	á	'	* a

Tense	Marker	Root	Marker
Negat. Consec.	áká	'	
Permissive	á	'	([*] a)

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

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

e. g. Kofí _____ wàa. (mǎle) (Habitual)

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

1. Mēĩ édzwè _____ lè sǎne. (bí) (Past) 'Four people questioned him.'
2. Wotse _____ àdesǎ pl. (tǎ) (Habitual) 'Our father is good at telling stories.'
3. Kofí _____. (pása) (Perfect) 'Kofi has lied.'
4. Námǔ _____ lè. (gbóle) (Future) 'Who will rub her?'
5. Yoo ko _____. (fó) (Progressive) 'A woman is weeping.'
6. Sówà _____ lè faí. (kpá) (Neg. Future) 'Sowa will not beg him.'
7. Sówà _____ lè faí. (kpá) (Neg. Perfect) 'Sowa has not begged him.'
8. Mokokoko _____. (fó) (Neg. Aorist) 'Nobody cried.'
9. Mokokoko _____ lè. (fó) (Neg. Aorist) 'Nobody cried for him.'
10. Sówà _____ gbéyèi. (f́é) (Habitual) 'Sowa is faint-hearted.'

Drill 97.

1. Óyoo _____ dǔ́ŋŋ. (fó) (Neg. Future) 'Oyoo will not have another baby.'
2. _____ ónǐdzĩ anǔ. (wéle) (Dir. Imperat. Pl.) 'Raise your hands.'
3. _____ lè. (bí) (Dir. Imperat. Pl.) 'Ask him.'
4. _____ gbékébií lè. (tsé) (Dir. Imperat. Pl.) 'Ask the children.'
5. _____. (fó) (Neg. Imperat. Sing.) 'Don't weep.'
6. _____ yè mǐhèwǔ. (fó) (Neg. Imperat. Pl.) 'Don't weep for me.'
7. Ekeé Kòfí _____. (lá) (Consecutive) 'He said Kofi should sing.'

8. Ekeé Sowà _____. (lá) (Neg. Consecut.) 'He said Sowa should not sing.'
9. Há yòó lè _____ lóo. (hé) (Permissive Sing.) 'Let the woman buy fish.'
10. Nyèhã yeí lè _____ lóo. (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. Gbékè bíò etse dǎnǎ eféè nǎkǎĩ. | 'A child asks his father before he does that.' |
| 2. Kofí mǎle. | 'Kofi lied.' |
| 3. Kofí mǎleè. | 'Kofi lies.' |
| 4. Kofí mǎlee'. | 'Kofi does not tell lies.' |
| 5. Kofí mǎlekò. | 'Kofi has not lied.' |

LESSON THIRTY EIGHT

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

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

Forms of Prefixes

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

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

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

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

Tones of the Prefixes

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

the Imperative Plural, Permissive, Positive and Negative Consecutive.

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

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

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

Drill 99: Repeat.

- | | |
|---------------------------|---|
| 1. Mítsé lè. | 'I have called him.' |
| 2. Amēlá dzògbáŋ. | 'They sang well.' |
| 3. Abí lè egbéí. | 'He was asked his name.' |
| 4. Oogbá ènǎǎ. | 'You are annoying him.' |
| 5. Mĩĩbi lè. | 'I send him greetings.' |
| 6. Wòmĩĩbí mǎfǎmǎ. | 'We greet everyone.' |
| 7. Mǎkpe wu lè. | 'I'll chew the bone.' |
| 8. Mífítè òfiká wàa. | 'I spend a lot of money.' |
| 9. Etǎǎ adesǎ pì. | 'He is good at telling stories.' |
| 10. Míwaa lè, nì ewáa mǎ. | 'I did not help him, and he did not help me.' |

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

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

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

11. Contonation Patterns: Phrasal and Compound Verbs

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

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

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

LESSON THIRTY NINE

Dialogue: To the Beach

- | | |
|--|---|
| A: Wótèè wóyawu ńjò. | 'Let's go for a swim in the sea.' |
| B: Yé ńǐgbà. | 'Where?' |
| A: Yé Laa ńjò lè ńǎǎ. | 'At Labadi Beach.' |
| B: Woketso áyá ńǐ wòkéyayè odíí. | 'Let's take a surfboard with us to do some surf riding.' |
| A: Wobaanyè wòké woleméí lè ayagbla adrǎ hǔ. | 'We could also go and help the fishermen to pull in the dragnet.' |
| B: Alóo woyatsà kaáá yè Kpeéjǐ lè ńǎǎ. | 'Or dig up crabs at the Kpeshi Lagoon.' |

Vocabulary

wú. 'to do sea-bathing'

ṣṣò. 'sea'

ńégbè. 'where?'

odíí. 'surf-riding'

adrã. 'dragnet'

gbla. 'to pull'

tsa. 'to dig'

NOTES

I. Some More Time Expressions.

(i) Phrases with *see* 'after':

1. ṣṣéńṣṣé sèe.

'henceforth'; 'from today on'

2. nyě see áfi.

'last year'

3. nyě see áfi enyě.

'two years ago'.

4. wó sèe ótsi.

'next week' (i. e., during next week)

5. wó sèe Hògbaa.

'the coming Sunday'; 'this Sunday'

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

6. wó otsi.

'a week tomorrow'

7. ṣṣéńṣṣé otsi etě.

'three weeks from today'

8. ṣṣéńṣṣé \ dzí otsi etě.

'three weeks ago today'

9. ṣṣéńṣṣé Hòò.

'today is Saturday.'

10. ótsi etě ńě nĩ èba bíe.

'it is now three weeks since he came here.'

(iii) Some fixed time-expressions:

11. gbíí étě ńě.

'these days'; 'recently'

12. ótsi etě.

'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 contonation patterns, but the tense of the initial verb of the compound is regarded as that of the whole compound.

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

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

(a) Future: 2nd Verb has Consecutive

(b) Dir. Imperat. Sing.: 2nd Verb has Consecutive

(c) Neg. Dir. Imperat. Sing.: 2nd Verb has Positive Consecutive
or Past

(d) Neg. Dir. Imperat. Pl.: 2nd Verb has Positive Dir. Imperat.
Pl. or Past

III. Compound Verbs: Position of Objects

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

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

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

hé...yè e. g. Wohé Ọsófó. nǎǎ woye. 'We believed this priest.'

tsé...fɔ̃ e. g. Étsé èfíká.lé efɔ̃. 'He has wasted his money.'

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

ye búá... e. g. Mǎntsé lè ye búá wɔ̃. 'The chief helped us.'

fó tʃé... e. g. Gbékě lè fó ètsé ènyě. 'The child cried out for his mother.'

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

nyě...feé\... e. g.

Nũũ lè nyěẽ efée nǎnĩ.míkẹ́.lé.lé. 'The man could not do

Nũũ lè nyěẽ nǎnĩ.míkẹ́.lé.lé.efee\ what I told him.'

ná...yè... e. g.

Miná àkútú mìye.

Miná mìye àkútú.

'I wish I could eat an orange.'

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

1. Wahé òsófól fěě nĩ bà bié woye. 'We believed all priests who came here.'
2. ḡiká lè gbé ḡwá hefěěhe. 'The coins scattered everywhere.'
3. Kofí gbé efiká lè efwá tsú lè mĩ. 'Kofi scattered his money around the room.'
4. Měěba ógbé óyítsw'í ofwá něké. 'Why is your hair so tousled?'
5. Ewíé ěfí nyěfěě. 'He spoke against all of you.'
6. Átsí kpěé lè atò be klokóo. 'The meeting has been postponed to another time.'
7. Eeka bo eekwé. 'He is testing you.'
8. Eyékò ebuákò ebí kò dǎǎ. 'He has never been of any help to any child of his.'
9. Tsí obeké wo. 'Move nearer to us.'
10. Tsí ohé obeké wo. 'Move nearer to us.'

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

1. Elákò ehǎkò mi dǎǎ. 'She has never sung for me.'
2. Dóktà něě yee èbúáa mě kílaa. 'This doctor is not helpful at all.'
3. Nũũmo Amā bàáwíe efí bò ye kpeé lè. 'Old Man Armah will speak against you at the meeting.'
4. ḡí wòtsín kpeé lè watòr. 'But we will not postpone the meeting.'
5. Měĩ pii éhé bò aměyè mómo. 'Many people have believed you already.'
6. Sówà wíé ětsěě àmě. 'Sowa cautioned them.'
7. Námě tséé nĩ fěě fe bo. 'Who lets his stuff get lost faster than you?'
8. Gbéké lè tséé nĩ efěě tsě. 'The child loses his things too often.'

9. Óbí lẹ̀ lẹ̀ miifó miitsé bò. 'Your child is crying for you.'
10. Óbí lẹ̀ lẹ̀ miifó èetsé bò. 'Your child is crying for you.'

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

1. Kaáhe mòkomoko oye. 'Don't believe anyone.'
2. Kaáyè obúà lẹ̀. 'Don't help him.'
3. Nyékatselèa nyēwodzí lẹ̀ nyefwíeà. 'Don't throw your books away.'
4. Nyékawíeà nokónokò nyēfíà lẹ̀. 'Don't say anything against him.'
5. Hé Nyōmo oyé. 'Believe in God.'
6. Nyēyèa nyēbuàa nyēhe. 'Help each other.'
7. Kaáhe moko oyé. 'Don't believe anyone.'
8. Osófò lẹ̀ keé wòhe lẹ̀ woyé. 'The priest says we should believe him.'
9. Há māyè mābuà bo. 'Let me help you.'
10. Mísũmũ mātse wòlò lẹ̀ māfí. 'I don't want to throw the book away.'

Drill 105: Repeat.

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

3. Adè _____ moko _____ dǎǎ. (hé yè) Neg. Perf.

'Ade has never trusted anyone.'

4. Ekeé mǎǎdǎdzǎ 1ǎ _____ nyě _____. (hé yè) Neg. Consecut.

'He said the black people should not trust you.'

5. _____ wò. (tsí bǎkǎ) Neg. Imperat. Sing.

'Don't move near us.'

6. _____ mǎ. (tsí bǎkǎ) Neg. Imperat. Sing.

'Don't move near me.'

7. Mǎsumǎ _____ lǎ. (wié ǎí) Consecutive. 1st pers. sing.

'I do not want to speak against him.'

8. Hǎ _____ lǎ. (wié ǎí) Permissive. 1st pers. sing.

'Let me speak against him.'

9. Ehǎǎ _____ nyě. (wié ǎí) Consecutive. 3rd pers. pl.

'He did not let them speak against you.'

10. Nyěhǎǎ _____ lǎ. (wié ǎí) Permissive. 3rd pers. sing.

'Let him speak against him.'

LESSON FORTY

Contonation Patterns: Disyllabic Low tone Verbs.

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

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

TABLE VI: CONTONATION PATTERNS OF DISYLLABIC LOW TONE VERBS

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

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

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

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

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

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

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

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

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

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

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

1. Óbí lẹ́ _____ dǔ̀ǔ̀. (wǔ̀lǔ̀) (Neg. Fut.)
'Your child will not cough again.'
2. _____ èhè éfǔ̀ǔ̀. (dzwǔ̀ǔ̀) (Neg. Fut., 1st pers. pl.)
'We will not think evil of him.'
3. _____ míhè eflǔ̀. (sǔ̀ǔ̀) (Neg. Fut., 1st pers. sing.)
'I shall not hang myself for nothing.'
4. _____ lẹ̀. (gwao) (Imperative Sing.)
'Whip him!'
5. _____ àmẽ. (gwao) (Imperative Pl.)
'Whip them!'
6. _____ yè bíẹ̀. (sre) (Neg. Imperat. Sing.)
'Don't swim here!'
7. _____ yè faá lẹ̀ míǔ. (sre) (Neg. Imperat. Pl.)
'Don't swim in the river!'
8. Ekeé gbǔ̀bílǔ́ lẹ́ _____ lẹ̀. (tiu) (Consecutive)
'He said the hunters should follow him up.'
9. Ekeé _____ tsó lẹ́. (teo) (Neg. Consecut., 2nd pers. sing.)
'He said you should not plant the tree.'
10. Nyéhǎǎ _____ ǐ fíǔ. (dǎmǔ) (Permissive Pl., 3rd pers. pl.)
'Let them stand a little.'

LESSON FORTY ONE

Dialogue: At the Market

- A: Wobaágba nyě nǔ̀nǐ wǔ̀nà ye dzrá lẹ̀ nǔ̀.
'We will describe for you what we saw in the market.'
- B: Nyě lẹ̀ dǔ̀ra gbí, hẹ̀wó lẹ̀ dzémě so ékpakpa.
'Yesterday was market day, so the place was really crowded.'
- A: Kooǔbíl sǔ̀tǔ̀sǔ̀rǔ̀tǔ̀i dze aklowá lẹ̀ fěẽ mǔ̀ǔ amǔ̀bawo dzra.
'All kinds of country people came from the villages and displayed their wares.'
- B: Mě̀ikomě̀ ǐre yèlẹ̀, mě̀ikomě̀ ǐre àmód.
'Some carried yams, some carried tomatoes.'
- A: Mě̀ikomě̀ hǔ̀sǔ̀ mǔ̀tsru, mě̀ikomě̀ hǔ̀sǔ̀ sebe.
'Some sold palm oil; some sold garden eggs.'

B: Džrayeloɪ pii hũ kè lólè dze Gã kaba.
'Many traders too came by lorry from Accra.'

A: Mãmáhǎǎlǎi t̃re mãmá kèkpakpaá ʃĩ.
'Cloth-sellers were hawking their goods.'

B: Nĩ yei wúdzĩwúdzĩ komẽĩ trà loo kè kěntěĩ ase.
'And some big fat women sat behind baskets of fish.'

Vocabulary

sɔ. 'to teem with life or action'	sébe. 'garden egg'
koonbíl. 'rustics'	džrayelo. 'trader'
wo dzra. 'to lay out wares for sale'	kpa...ʃĩ. 'roam about'
amóò. 'tomato'	wúdzĩwúdzĩ. 'very big'
mutsru. 'palm oil'	kěntěĩ. '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 contonation patterns given below. A few monosyllabic verbs (Monosyllabic Class III) e. g. ba, 'to come' have the same contonation 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'	nũ. 'to hear'; 'to understand'
wa. 'to be hard'	bo...toí. 'to listen'
wo. 'to wear'	dze. 'to come from'
ho. 'to pass'	

TABLE VII: CONTONATION PATTERNS OF THE MONOSYLLABIC LOW TONE VERBS

Tense	Marker	Root	Marker
1. Past			

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

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

LESSON FORTY TWO

Drill 111: Repeat. Low tone verbs are underlined.

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

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

Drill 112: Repeat

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

Drill 113: Repeat

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

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

Drill 114: Repeat

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

Drill 115: Repeat

1. Éméẽ. (Neg. Aor.) 'He didn't wait.'
2. Sówà étsákò sù lé. (Neg. Perf.) 'Sowa hasn't dug up the soil.'
3. Wóméẽ nyé. (Neg. Fut.) 'We will not wait for you.'
4. Aménãã gbekébií lé. (Neg. Fut.) 'They will not see the children.'
5. Sówà étsáã bu lé. (Neg. Fut.) 'Sowa will not dig the hole.'
6. Mínũũ dāã dõũũ. (Neg. Fut.) 'I shall not drink alcohol again.'
7. Nūú lé egbéẽ dokòdókò. (Neg. Fut.) 'The man will not slaughter a duck.'
8. Nyékamẽa wo. (Neg. Imp. Pl.) 'Don't wait for us!'
9. Nyékamẽã. (Neg. Imp. Pl.) 'Don't wait!'
10. Nyékamẽã dõũũ. (Neg. Imp. Pl.) 'Don't wait any more!'

LESSON FORTY THREE

Drill 116: Repeat. Low tone verbs are underlined.

1. Kaámě. (Neg. Imp. Sing.) 'Don't wait!'
2. Kaámě Sowà. (Neg. Imp. Sing.) 'Don't wait for Sowa.'
3. Kaámě Kofí. (Neg. Imp. Sing.) 'Don't wait for Kofi.'
4. Kaámě mĩ. (Neg. Imp. Sing.) 'Don't wait for me.'
5. Kaámě tsɔ. (Neg. Imp. Sing.) 'Don't wait too much.'
6. Kaámě keke. (Neg. Imp. Sing.) 'Don't wait for nothing.'
7. Wómě. (Posit. Indir. Imp.) 'We should wait.'
8. Aměmě fiɔ. (Posit. Indir. Imp.) 'They should wait a little.'
9. Mímě? (Posit. Indir. Imp.) 'Should I wait?'
10. Wómě amě (Posit. Indir. Imp.) 'We should wait for them.'

Drill 117: Repeat

1. Kofí agbè toó lě. (Posit. Indir. Imp.) 'Kofi should slaughter the sheep.'
2. Kofí agbè dokèdókò. (Posit. Indir. Imp.) 'Kofi should kill the duck.'
3. Kofí kèé aměmě Sowà. (Posit. Consecut.) 'Kofi says they should wait for Sowa.'
4. Kofí kèé Sowà ámě amě. (Posit. Consecut.) 'Kofi says Sowa should wait for them.'
5. Ópàpá kèé omě. (Posit. Consecut.) 'Your father says you should wait.'
6. Aměkèé nyětsá bu lě. (Posit. Consecut.) 'They say you should dig the hole.'
7. Ópàpá kèé omě lě. (Consecut.) 'Your father says you should wait for him.'
8. Wókamě. (Neg. Indir. Imp.) 'We should not wait.'
9. Aměkamě kwlaa. (Neg. Indir. Imp.) 'They should not wait at all.'
10. Aměkamě wɔ. (Neg. Indir. Imp.) 'They should not wait for us.'

Drill 118: Repeat

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

3. Kofí¹me akame¹ dōŋŋ. (Neg. Indir. Imp.) 'Kofi and his friends should not wait anymore.'
4. Ómāmí kèé okamé¹. (Neg. Consecut.) 'Your mother says you should not wait.'
5. Ómāmí kèé okamé¹ lɛ. (Neg. Consecut.) 'Your mother says you should not wait for her.'
6. Amēkéé wokamé¹? (Neg. Consecut.) 'They say we should not wait?'
7. Amēkéé wokamé¹. (Neg. Consecut.) 'They say we should not wait.'
8. Kofí kèé Sowà ákamé¹. (Neg. Consecut.) 'Kofi said Sowa should not wait.'
9. Kofí kèé Sowà ákamé¹ lɛ. (Neg. Consecut.) 'Kofi said Sowa should not wait for him.'
10. Ekeé yòó lɛ akagbé dokòdókò lɛ. (Neg. Consecut.) 'He said the woman should not kill the duck.'

Drill 119 : Repeat

1. Há Kòfí amé¹. (Permis. Sing.) 'Let Kofi wait.'
2. Há àmémé¹. (Permis. Sing.) 'Let them wait.'
3. Há māmé¹. (Permis. Sing.) 'Let me wait.'
4. Há emé¹. (Permis. Sing.) 'Let him wait.'
5. Kaáhā Kòfí mé¹. (Permis. Sing.) 'Don't let Kofi wait.'
6. Kaáhā Kòfí mé¹ tsɔ́. (Permis. Sing.) 'Don't let Kofi wait too long.'
7. Kaáhā àmémé¹ wɔ. (Permis. Sing.) 'Don't let them wait for us.'
8. Nyékhā Kofí améā¹. (Permis. Pl.) 'Let Kofi wait.'
9. Nyékhā Kofí¹me améā¹. (Permis. Pl.) 'Let Kofi and his friends wait.'
10. Nyékhā māgbèa toó lɛ. " 'Let me slaughter the sheep.'

Drill 120: Repeat

1. Nyékahā Kofí méā¹. (Permis. Pl.) 'Don't let Kofi wait.'
2. Nyékahā Sowà méā¹ tsɔ́. (Permis. Pl.) 'Don't let Sowa wait too much.'

3. Nyɛ́kahãã Kofíṁ mãã. (Permis. Pl.) 'Don't let Kofi and company wait.'
4. Nyɛ́kahãã emãã pii. (Permis. Pl.) 'Don't let him wait a lot.'
5. Nyɛ́kahãã amẽmẽã. (Permis. Pl.) 'Don't let them wait.'
6. Nũú lɛ̃ hãã Kòfí amẽ. (Permis. Sing.) 'The man didn't let Kofi wait.'
7. Nũú lɛ̃ hã Kòfí mẽ. (Permis. Sing.) 'The man let Kofi wait.'
8. Nũú lɛ̃ hã Sowà ámẽ. (Permis. Sing.) 'The man will not let Sowa wait.'
9. Nũú lɛ̃ hãkò Sówà ámẽ. (Permis. Sing.) 'The man has not allowed Sowa to wait.'
10. Nyɛ́hã womẽ. (Consecut.) 'You will not let us wait.'

LESSON FORTY FOUR

Nouns and Adjectives

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

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

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

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

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

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

<u>Adjective</u>	<u>Noun</u>
kpákpa. 'good'	ékpakpa. 'good'
fɔ́ŋɔ́. 'bad'	éfɔ́ŋɔ́. 'evil'

Adjective

yéŋ. 'white'

tsru. 'red'

komé. 'one'

Noun

éyeŋ. 'white'

éṭsru. 'red'

ékòmé. 'one'

Drill 121: Repeat.

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

Drill 122: Repeat.

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

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

LESSON FORTY FIVE

Dialogue

A: Kílómō kapèdzĩ lè nĩ dzwre òkplǒŋ lè nǒ lè ohā mĩ.

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

B: Ānĩ okplǒŋ lè nǒ okeé lè, áloo èfĩfĩ.

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

A: Mikeé èyitéŋ.

'I said on top.'

B: Mĩhla fěě momo.

'I have picked them up already.'

A: Yoo. Kwémō sěĩ lè sɛɛ áké òbaánǎ mīgá lè ló.

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

B: Mĩnǎ. Eká sěĩ lè nĩ mã saatsó lè hĩě lè mãsɛí.

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

A: Mó. Ahékoo.

'Well done. Congratulations.'

Vocabulary

kíló. 'to pick'

hla. 'to pick up'

káp̃lɛ, kápèdzĩ. 'penny, pennies'

mómo. 'already'

nĩ. 'which'

ló. Interrogative word

dzwre. 'to lie on'

mã. 'to stand at'

okplǒŋ. 'table'

saatso. 'bedstead'

nǒ. 'on, upon'

hĩě. 'in front of'

ānĩ. 'is it?'

mãsɛí. 'near; by the side of'

yitéŋ. 'top'

NOTES

Contonation Patterns: High-Mid Verbs

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

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

LESSON FORTY SIX

Drills: Repeat. High-Mid Verbs are underlined.

Drill 123.

1. Kofí tsáké òiká lɛ. (Past) 'Kofi changed the money.'
2. Kofí tsáké mĩ òiká lɛ. (Past) 'Kofi changed my money.'

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

Drill 124

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

Drill 125

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

8. Míítsakè mīnífèém¹. (Progressive) 'I am changing my behaviour.'
9. Eeníñà wò. " 'He is catching up with us.'
10. Oosísè¹ tsò. " 'You are too much of a parasite.'

Drill 126

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

LESSON FORTY SEVEN

Drills: Repeat. High-Mid Verbs are underlined.

Drill 127

1. Kofí káì mòmoko. (Neg. Aorist) 'Kofi does not remember anybody.'
2. Ámá kánée nīymāá lè. " 'Ama did not read the writing.'
3. Tete táòò nokò. " 'Tetteh is not looking for anything.'
4. Gbéké¹ lè káì ètse gbéí. " 'The child does not remember his father's name.'
5. Míkáì lè. " 'I don't remember him.'
6. Amēkáì bò. " 'They don't remember you.'
7. Kofí kánékò woló lè. (Neg. Perf.) 'Kofi has not read the book.'
8. Amēkáìkò héní òdze. " 'They have not remembered where you are from.'
9. Mígūmòkò ékò dāā. " 'I have not peeled one before.'
10. Nūú lè gūmòkò akutú dāā. " 'The man has not peeled oranges before.'

Drill 128.

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

Drill 129.

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

Drill 130.

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

3. Ekeé Tète átsũm̃¹ kaá lè he. (Consecut.) 'He says Tetteh should
wipe the car.'
4. Ekeé Tète ákatsũm̃¹ kaá lè he. (Neg. Consecut.) 'He says Tetteh
should not wipe the car.'
5. Ekeé mĩkagũm̃² akutú lè. (Neg. Consecut.) 'He says I should not
peel the orange.'
6. Há m̃atsaké ofíká lè. (Permiss. Sing.) 'Let me change your money.'
7. Há Tète átsakè ífiká lè dǎǎ. " 'Let Tetteh change the money
first.'
8. Nyéháǎ m̃atsakèa ífiká lè dǎǎ. (Permiss. Pl.) 'Let me change the
money first.'
9. Nyéháǎ Amá akǎnèa míwòlò lè. (Permiss. Pl.) 'Let Ama read my book.'
10. Nyékahǎǎ Amá kǎnèa míwòlò lè. " 'Don't let Ama read my book.'

LESSON FORTY EIGHT

Compound Nouns and Possessive Noun Phrases

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

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

These patterns may be represented:

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

Drill 131. Repeat. Compound Nouns are underlined.

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

2. Eemãmõ tsotsũĩ étě ye Temã. 'He is erecting three wooden buildings at Tema.'
 3. Ótsòfã lè ke mi éyè. 'Your medicine has agreed with me.'
 4. Dokta Ádè há mì tsofãĩ srètoi. 'Dr. Addy gave me various drugs.'
 5. Kofí sũmõõ dadé àwalé lè. 'Kofi likes the iron spoon.'
 6. Kofí yè dadé àwaléi agboi pii. 'Kofi has many big iron spoons.'
 7. Négbè ówàógà yé' lè yóò. 'Where is your white ring?'
 8. Ewóo èwàógàì yédzĩ lè ɲmẽné. 'She didn't wear her white rings today.'
 9. Áfi yèlè fufuí. 'Let them prepare yam fufu'.
 10. Ewo fíkà gà. 'She is wearing a gold ring'.
- Drill 132: Repeat. Possessive Noun Phrases are underlined.
1. Eemã tootsũ ye Temã. 'He is building a sheep-pen at Tema.'
 2. Eemã tooiatsũ ye Temã. 'He is building a pen for sheep at Tema.'
 3. Eemãmõ tooiatsũĩ étě ye Temã. 'He is building three pens for sheep at Tema.'
 4. Mẽ tso fã né. 'Which tree's root is this?'
 5. Tseí afãĩ kũmõ tsú lè. 'Roots of trees broke down the building.'
 6. Tseí lè afãĩ lè kũmõ tsú lè. 'The roots of the trees broke down the building.'
 7. Ótsò lè fá lè kũ tsú lè. 'The root of your tree broke down the building.'
 8. Aafeé yèiakpeé lè ɲmẽné. 'The women's meeting is being held today.'
 9. Áfà fufuí dùadé. 'Let them dig up Cassava for making fufu.'
 10. Ehá lè nīyeli fíkà. 'He gave her money for food'.

LESSON FORTY NINE

Verbs: Plurals and Iteratives

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

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

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

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

(iii) Some monosyllabic roots have a suffix mō.

tũ. 'to jump'	tũmō.
mā. 'to build'	māmō.
fī. 'to tie'	fīmō.
bú. 'to wear'	búmō.

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

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

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

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

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

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

Verb		<u>Iterative</u>
bí.	'to ask'	bíbìí.
hé\.	'to buy'	héhèé.
dzo.	'to dance'	dzodzoó.
ye.	'to eat'	yeyéé.
írá.	'to sit'	íràtraá.
túm̃.	'to jump'	túm̃túm̃̃.
dzwre.	'to lie at'	dzwredzwreé.
sole.	'to pray'	solesoleé.
m̃ale.	'to lie'	m̃alem̃aleé.
tsákè.	'to change'	tsákètsakeé.
fútù.	'to mix'	fútùfutuú.
pilá.	'to wound'	pilápilá
títí.	'to scratch'	títítítí.
kodzó.	'to judge'	kodzókodzó.
m̃adze.	'to send by'	m̃adzém̃adze.
tswiá.	'to beat'	tswiátswiá.
ts̃̃é\.	'to teach'	ts̃̃éts̃̃é.

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

gbó.	'to die'	gbógbòí.
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Drill 133. Repeat. Plural forms are underlined.

1. Klám wòdzí lé ohā mī. 'Pick up the books for me.'
2. Skúùbíí lé fēē bàtrà fī. 'All the pupils came and sat down.'
3. Émlā wòdzí pii. 'He has written many books.'
4. Nyor,mafílmó lé kūm tsú lé. 'The thunder wrecked the house.'
5. Námò níbií dzwre dzemé lé. 'Whose things are lying there?'
6. Gbómēī mīgbóí tāmò baálábií. 'People are dying like locusts.'
7. Amēmiikóm amēhe. 'They are at each other's throats.'
8. Émām tsūī éhá èṣāmé lé fēē. 'He has built houses for all his wives.'
9. Efolo māmá lé dukuduku. 'She cut up the cloth into many pieces.'
10. Gbeé kò miibóló. 'A dog is barking.'

Drill 134. Repeat. Iterative forms are underlined.

1. Apilápilá lé yé wòhewò. 'He was wounded because of us.'
2. Amēfeéfēē níbií sròtoísròtoí. 'They did various things.'
3. Hīímedzí lé wiéwíé kètee kaba. 'The old men consulted amongst themselves.'
4. Gbóhīí dzwredzwre ǵá lé nò fēē. 'Dead bodies were scattered all over the field.'
5. Amibíbií lé sādzi pii. 'They asked him many questions.'
6. Gbékíbií lé fwéfwéé yé gbé lé toí. 'The children played by the road-side.'
7. Enamímē kekeé mí níí pii. 'His mother's group gave me many presents.'
8. Gbómēī lé dzodzoó dzé nēē mí, dzoi fēē. 'The people did many dances from around the world.'
9. Amētsákètsakeé fīkál sròtoí. 'They changed all sorts of money.'
10. Amébúà amēhe nāā yé tsú lé mí, ní amēsolesoleé. 'They assembled in the room and prayed.'

LESSON FIFTY

Contonation Patterns: Low-High Verbs:

The table below presents the contonation patterns for verbs with

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

TABLE IX: Contonation Patterns: Low-High Verbs

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

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

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

Drills: Repeat. Low-High verbs are underlined.

Drill 135

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

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

Drill 136

1. Wópilá lè. (Perfect) 'We have hurt him.'
2. Wopilá lè. (Past) 'We hurt him.'
3. Oodzidzé. mīnāā. (Progressive) 'You are molesting me.'
4. Eekasé nīī. " 'He is studying.'
5. Mīīkásé nīī. " 'I am learning.'
6. Mīīkódzo sàné lè. " 'I am adjudicating the case.'
7. Kofí mīīfédzé Ámá mīī. " 'Kofi is comforting Ama.'
8. Ámá mīīfédzé Kofí mīī. " 'Ama is comforting Kofi.'
9. Sówà mīīfédzé àmēfēfē àmēmīī. " 'Sowa is comforting all of them.'
10. Yoó lè mīīflí māmá pīi tsé. " 'The woman is buying too many cloths on credit.'

Drill 137

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

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

Drill 138

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

LESSON FIFTY ONE

Drills: Repeat. Low-high verbs are underlined.

Drill 139

1. Mídžīmīkò. (Neg. Perf.) 'I am not crazy.'
2. Éḡwīlakò. " 'He is not blind.'
3. Amékplēkò. " 'They haven't agreed.'
4. Ágo ekásekò nókò ḡmēñē. " 'Ago hasn't learned anything today.'
5. Tete ékásekò nīī ḡmēñē. " 'Tetteh hasn't studied today.'
6. Ámà ekásekò ewoló lè ḡmēñē. " 'Ama hasn't studied her book
today.'
7. Yoó lè epīlakò. " 'The woman isn't hurt.'
8. Mīpīlāḡ mokomoko. (Neg. Fut.) 'I will not hurt anyone.'

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

Drill 140

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

Drill 141

1. Kaátítí ohè yé mēí ahíē. (Neg.Imp.Sing.) 'Don't scratch yourself
in front of people!'
2. Kaákáse lè yé mēí ahíē. " 'Don't mimic him in front
of people.'
3. Kaákpíé. " 'Don't agree!'
4. Nyékátítí à~nyéhe yé (Neg.Imp.Pl.) 'Don't scratch yourselves
mēí ahíē. in public!'
5. Nyékadzídzeá mīnāā. " 'Don't provoke me!'
6. Nyékápílaà moko. " 'Don't hurt anyone!'
7. Nyékakáseá enē. " 'Don't learn this!'
8. Ágo asra lè. (Indir. Imperat.) 'Ago should visit her.'
9. Tete ákpíé. " 'Tetteh must agree.'
10. Yoó lè aflí māmá lè. " 'The woman should buy
the cloth on credit.'

Drill 142

1. Ákódzo lè oyá. (Indir. Imperat.) 'He should be tried early.'
2. Améhúlu gbògbó lè. " 'They should jump the wall.'
3. Ekeé akplé kèkè. (Consecutive) 'He said it should just be agreed to.'
4. Títsè kéé wokáse nǐí. " 'Teacher says we should study.'
5. Mikeé māfli māmá. " 'I said I will buy cloth on credit.'
6. Ekeé Amá akplé kèkè. " 'He said Ama should just agree.'
7. Kofí kéé Tète áfédze Amá mǐí. " 'Kofi said Tetteh should comfort Ama.'
8. Ekeé yéí lè akódzo sǎné lè. " 'He said the women should judge the case.'
9. Ékakplé. (Neg. Indir. Imperat.) 'He shouldn't agree!'
10. Amékakplé dzemé yaa. " 'They shouldn't agree to going there!'

Drill 143

1. Kofí akakódzo sǎné nǐí. (Neg. Indir. Imperat.) 'Kofi should not try this case.'
2. Yoó lè akamádze lè nokò. " 'The woman should not send anything by him.'
3. Ekeé wokapíla mòko. (Neg. Consecut.) 'He said we shouldn't hurt anyone.'
4. Ekeé míkatítí mǐhé. " 'He said I shouldn't scratch myself.'
5. Nǔú lè kéé améakakódzo lè. " 'The man said they shouldn't judge him.'
6. Amékéé yòò akakódzo nǎkǎ sǎné. " 'They said a woman should not try such a case.'
7. Ehǎǎ mákáse wòlo. (Permiss. Sing.) 'He didn't let me study.'
8. Há wokáse wòlo. " 'Let us study books.'
9. Nyǎhǎǎ gbeké lè akáseá nǐí. (Permiss. Pl.) 'Let the child study.'
10. Nyǎhǎǎ gbekábíl lè akáseá nǐí. " 'Let the children study.'

LESSON FIFTY TWO

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

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

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

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

Drill 145 : Repeat

- | | | |
|---|---------------|---|
| 1. <i>Mīnyíé\</i> . | (Past) | ' <u>I walked</u> .' |
| 2. <i>Mīnyíé</i> kēba. | " | 'I came on foot.' |
| 3. <i>Mīnyíé</i> osāné lè he. | " | 'I am <u>pursuing</u> your case.' |
| 4. <i>Mífèè</i> nākāĩ dāa. | (Habitual) | 'I <u>do</u> that always.' |
| 5. Gbéké ¹ yòó lè <i>fèè</i> ohé fióó. | " | 'The girl <u>shows off</u> quite a little.' |
| 6. <i>Eedzoó\</i> . | (Progressive) | 'It <u>tastes bitter</u> .' |
| 7. <i>Edzóó</i> . | (Habitual) | 'It <u>is bitter</u> .' |
| 8. <i>Ekéé\</i> . | (Past) | 'He <u>said it</u> .' |
| 9. <i>Ekéé</i> obá. | " | 'He <u>said</u> you should come.' |
| 10. <i>Ekéé</i> nīĩ nīĩ dāa. | (Habitual) | 'He always <u>says</u> this thing.' |

LESSON FIFTY THREE

Auxiliary ba and ya

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

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

Drill 146. Repeat.

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

Drill 147. Repeat.

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

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

Drill 148. Repeat.

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

Drill 149. Repeat.

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

LESSON FIFTY FOUR

Locatives

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

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

he.	'outside'	mãseí.	'near'
hew.	'around'; 'because'	téḡ.	'middle'
mĩ, mlĩ.	'inside'	ḡḡ.	'with; at'
hĩḡ.	'front'	ḡĩ, ḡĩḡĩ.	'under'
see.	'back'	nãã.	'mouth'
nḡ.	'upon'		

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

Drill 150. Repeat.

- | | |
|------------------------------------|---|
| 1. Mēĩ komēĩ ébà eḡḡḡ. | 'Some people have come to him.' |
| 2. Amētsí àmēba emãseí. | 'They moved near him.' |
| 3. Woló lè ká òkpłḡḡ lè nḡ. | 'The book is lying on the table.' |
| 4. Abũĩ lè ká òkpłḡḡ lè ḡĩḡĩ. | 'The needle is lying under the table.' |
| 5. Eedzu ebí lè he. | 'She is bathing her child.' |
| 6. Mēĩ pii ba tsũ lè mĩḡ. | 'Many people came into the room.' |
| 7. Amētrà tsũ lè see. | 'They are sitting at the back of the building.' |
| 8. Kofí nyĩḡ Tète hĩḡ. | 'Kofi went in front of Tetteh.' |
| 9. Loófèdzĩ sēmḡ faá lè nãã. | 'Birds are standing at the river's edge.' |
| 10. Loófłḡ yéḡ ko sḡ tsũ lè yitèḡ. | 'A white bird is perched on top of the building.' |

Drill 151. Repeat.

- | | |
|-------------------------------------|---|
| 1. Mēĩ komēĩ ébà enapámē aḡḡḡ. | 'Some people have come to see his parents.' |
| 2. Amētsí àmēba gbékébiĩ lè amãseí. | 'They moved near the children.' |
| 3. Wodzí lè dzwre òkpłḡḡ lè anḡ. | 'The books are lying on the tables.' |
| 4. Abũĩḡ lè kãmḡ opklḡḡ lè aḡĩḡĩ. | 'The books are lying under the tables.' |

- | | |
|---|---|
| 5. Eedzu ebí lè ahe. | 'She is bathing her children.' |
| 6. Měĩ pii ba tsũ lè amĩ. | 'Many people came into the rooms.' |
| 7. Amětrà tsũ lè asée. | 'They are sitting at the back of the building.' |
| 8. Kofí nyĩ Tètēmē ahĩ. | 'Kofi went in front of Tetteh's group.' |
| 9. Loófědzĩ sǒmǒ faá lè anāā. | 'There are flocks of birds by the rivers.' |
| 10. Loófědzĩ yédzĩ sǒmǒ tsũ lè
ayitěā. | 'White birds are perched on top of the
buildings.' |

Drill 152. Repeat.

- | | |
|-----------------------|------------------------------|
| 1. Námǒ ɲǒ etee. | 'To whom did she go?' |
| 2. Námǒ hewo oba. | 'For whom did you come?' |
| 3. No hewo eba. | 'That was what brought her.' |
| 4. Kofí hewo eba. | 'She came because of Kofi.' |
| 5. Gā sē gba dzí gbè. | 'Accra leads the world.' |
| 6. Emĩ dzo. | 'He is kind.' |
| 7. Gǒ lè nǒ kwo. | 'The mountain is high.' |
| 8. Ehe ye féo. | 'She is beautiful.' |
| 9. Tsé àměté, mokomé. | 'Call one of them.' |

Drill 153. Repeat.

- | | |
|-------------------------------------|---|
| 1. Eba bíe nyěsee áfi. | 'He came here last year.' |
| 2. Enā lè ye faá lè nāā. | 'He saw him by the river.' |
| 3. Ebíe miwa ehe. | 'This place hurts him.' |
| 4. Gbaá lè nǒnĩ wǒnā ye dzrá lè nǒ. | 'Tell him what we saw in the market.' |
| 5. Dzémě sǒ ékpakpa. | 'The place was full of people.' |
| 6. Gbǒmēĩ dze akłowá lè fěē amĩ. | 'People came from all the villages.' |
| 7. Yei komēĩ trà kǐntěĩ asse. | 'Some women were sitting behind baskets.' |
| 8. Amětra fĩ | 'They were sitting down.' |
| 9. Amēmiibí ǒfĩ. | 'They are asking after your health.' |
| 10. Eyitě, ye bado b di. | 'Her head is tender on top.' |

Drill 154. Repeat.

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

LESSON FIFTY FIVE

Anǎǎnũ Adesǎ. 'A Spider Story'

Be kó lè, dzée Anǎǎnũ nĩ yóò, ke eṛǎ Kónole,

'Once upon a time, there lived Spider, with his wife Kornorley,
ke ebí Kwàkuté. Nĩ māṛ nĩ àmēyóò mĩṛ lè,

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

went and made a huge yam farm.

Béní eṛwè fído nĩ yèlé lè baábò pẹ, nĩ Anǎǎnũ

When the yam was almost ripe,
keé ke ègbó lè, áfũ le yè ṛmò lè mĩṛ.

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

Etsé kwlaa ni Anāānū bagbó, nī afū lẹ yẹ ɣmǒ lẹ mī. ʃí benī yèlẹ lẹ bó lẹ,

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

dáa lèébl̩ beni èwebí l̩ lẹ baáyà ɣmǒ lẹ mī lẹ,

by the time his family reached the farm every morning

áfǎ yelẹ lẹ pii mómo. Hewó lẹ, Kwakútẹ kẹ Kónole

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

ʃí amāgǎ àgbo amēmā ɣmǒ lẹ mī.

made a big scarecrow and put it in the farm.

Amāgǎ n̄é, amā sǒ ǎkẹ feé. Nākāī māḡkẹ lẹ, bēni Ànāānū

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

yí ʃí kədze egbónyò adéká lẹ mī nī èyaáfǎ yelẹ lẹ pẹ, nī enā amāgǎ lẹ.

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

Kẹkẹ nī ekeé, "Dzeé mī ɣmǒ lẹ mī, nó lẹ, mǎgba otóí mī."

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

Gbǎm̄ lẹ efóo èdàà mī, hewó lẹ, Anāānū kẹ enīne dzr̄ gbá ètoí

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

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

ni nākāī nīné lẹ hū kà. Eke enādzí ʃím̄ lẹ ni nom̄

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

hū kàkàá. Nāāgbéé lẹ, eke emūsū hẹ lẹ, ni emūsū

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

hū kà. Anāānū ból̄ aahū, ʃí gb̄m̄ lẹ efóo èdàà mī.

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

Béni dzè tsélé ni èṇā ke ebíí lè ba ṇmǒ lè miṇ lè,

When dawn came and his wife and children came to the farm,
nāā Anāānū kpete amāgá lè hīē. Amēfēē àmēbo amēkéé.

there was Spider stuck to the scarecrow. They all shouted and said,
"Hewó lè, dāa nēē, bo ofāā woyelè lè. Ni ogbókò, nī ṇmāā

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

sóṇṇéhā ofwì nēké?" íí kē lè, amēyí lè íí.

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

íí hēgbìlè nāā sóṇṇ hēwó lè, Anāānū dzo foi kedze ṇmǒ lè miṇ ketee ííā,

But in shame, Spider ran home from the farm,

ni ekwo ketee tsūṇāāā lè nāā eyateé dzemē, ni enyēē eyi íí kwlaa.

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

No hewó ni dāa nēē, anāānū hīō tsūṇāāā nāā lè.

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

LESSON FIFTY SIX

nī and nī

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

(ii) nī. '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,

mēnī.	'who'	hénī	'where'
nōnī.	'which', 'what'	bonī, bōnī.	'how'; 'as'
bénī, beuī.	'when'		

Drill 155. Repeat.

- | | |
|--|---|
| 1. Minā nūú lè ke eṇṇá lè. | 'I saw the man and his wife.' |
| 2. Kofí yè kómí ke kénáṇ. | 'Kofi ate kenkey and fried fish.' |
| 3. Kómí ke kénáṇ ṇṇṇ. | 'Kenkey and fried fish tastes good.' |
| 4. Gbékṇbiì ke onúkpaì fṇṇ mligból. | 'Both children and adults are dying.' |
| 5. Minā lè nī mibí lè. | 'I saw him and asked him.' |
| 6. Sówà te ṇṇ nī ewiṇ. | 'Sowa stood up and spoke.' |
| 7. Amṇfo ṇṇkpṇ, nī amṇhú nṇ,
nī amṇdú yèlṇ. | 'They staked out some land,
ploughed it, and planted yam.' |
| 8. Nī Yésù fó. | 'And Jesus wept.' |
| 9. Kofí bàṇṇ nī Ámá bàwó. | 'Kofi left it and Ama picked it up.' |
| 10. Yei hóṇ nī nī hīṇ yeo. | 'It is women who cook for men to eat.' |

Drill 156. Repeat.

- | | |
|--------------------------------|---|
| 1. Yei hóṇ nī nī hīṇ yeo. | 'It is women who cook what men eat.' |
| 2. Nūú lè nī bà bié lè egbò. | 'The man who came here is dead.' |
| 3. Ete ṇṇ gbī nī dzi gbīṇ étṇ. | 'He rose on the third day.' |
| 4. Nī èebá lè, tá ṇṇ fiṇo. | 'Since he is coming, sit down for a while.' |
| 5. Bénī òbá lè, etá bié. | 'When you came, he was sitting here.' |
| 6. Nṇ nī òfṇé lè ehīṇ. | 'What you did was not good.' |
| 7. Lṇ hú èteṇ hénī òteé lè. | 'He too went where you went.' |
| 8. Eetáò mṇnī fṇ té lè. | 'He is looking for the one who threw
the stone.' |
| 9. Eetáò boní òtsṇ òfṇéṇ. | 'He is trying to find out how you did
it.' |
| 10. Nī efṇte lè, tsé ofṇ. | 'Since it is spoiled, throw it away.' |

LESSON FIFTY SEVEN

Interrogative Words

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

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

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

(a) with mě:

měni (full form); měě (reduced form). 'what?'

měěbe. 'when?'

měěgbĩ. 'when?'

měěgbĩmĩ. 'what kind of person?'

měěĩĩ. 'what house?'

měěba. 'why?'

měěhewo. 'why?'

(b) with ná:

námě. 'who?'

něgbè. 'where?'

(iii) Interrogative Particles

(a) Single, initial:

ànĩ. Neutral Interrogative

bú. Assumptive Interrogative

tó; nto. Assumptive Interrogative

béé. Assumptive Interrogative

té. 'which?'

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

(b) Single, final:

ló. Neutral Interrogative

béé. Assumptive Interrogative

éé. Intensive Interrogative

The Intensive Interrogative emphasises questions.

(c) Double, initial and final:

té.tɛ́ɛ\ 'how?'

ãĩlɔ́ Neutral Interrogative

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

Drill 157. Repeat.

1. Mɛ́nɛ nɛ́. 'What is this?'
2. Mɛ́nɛ ni. 'What is it?'
3. Mɛ́nɛ okɛ́ lɛ́. 'What was it you said?'
4. Mɛ́nɛ okɛ́ lɛ́. 'What did you tell him?'
5. Mɛ́nɛ okɛ́ lɛ́ lɛ́. 'What was it you told him?'
6. Mɛ́ɛbe obaábá. 'When will you come?'
7. Mɛ́ɛbe mɛ́bá. 'When shall I come?'
8. Mɛ́ɛbe yoo lɛ́ ba ʃiá. 'When did the woman come home?'
9. Mɛ́ɛ gbɛ́mɛ́ dzí bò. 'What kind of person are you?'
10. Mɛ́ɛ gbekɛ́\ nɛ́. 'What kind of child is this?'

Drill 158. Repeat.

1. Mɛ́ɛba Kofí fɛ́ɛ nãkãĩ. 'Why did Kofi do that?'
2. Mɛ́ɛba amɛ́gbɛ́e lɛ́ lɛ́. 'Why didn't they kill him?'
3. Mɛ́ɛba nyɛ́bólɔ́ nãkɛ́. 'Why are you shouting so much?'
4. Mɛ́nɛ hewɛ ní owo atalé ɲmɛ́nɛ́. 'Why are you wearing European-style dress today?'
5. Mɛ́ɛ hewɛ obúú mãmá ɲmɛ́nɛ́. 'Why are you not wearing African-style cloth today?'
6. Nãmɛ́ tsɛ́ɛ́ bò Gã wiémɛ́. 'Who taught you to speak Ga?'
7. Nãmɛ́ faí\ nɛ́. 'Whose hat is this?'
8. Nãmɛ́ onã yɛ́ dzémɛ́. 'Whom did you see there?'
9. Nɛ́gbà oyaa. 'Where are you going?'
10. Nɛ́gbà mɛ́dãá lɛ́ yɛ́. 'Where is my drink?'

Drill 159. Repeat.

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

Drill 160. Repeat.

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

LESSON FIFTY EIGHT

Some Pronoun Equivalents

(i) In the singular:

- | | |
|------------------------|----------------------|
| (a) moko. 'someone' | nókò. 'something' |
| (b) mǎfǎmǎ. 'everyone' | nǎfǎnǎ. 'everything' |

On the pattern of (b), any singular noun can be used distributively when repeated with *fěě* in the structure $N_1 - fěě + N_1$, e. g.

nũũ *fěě* nũũ. 'every man' tso *fěě* tsò. 'every tree'

ʃíǎ *fěě* ʃíǎ. 'every house'

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

(a) mǎĩ komǎĩ. 'some people' nǐbiĩ komǎĩ. 'some things'

(b) The adjectival *fěě* qualifying a plural noun has an inclusive signification:

mǎĩ *fěě*. 'all people' tsei *fěě*. 'all trees'

nǐbiĩ *fěě* 'all things' ʃíǎĩ *fěě*. 'all houses'

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

mokomoko. 'nobody' *nókò*nókò. 'nothing'

Drill 161. Repeat.

1. Moko miiba bíé. 'Someone is coming here.'
2. Moko nyíǎ àgbó lè nǎǎ. 'Someone is walking outside.'
3. Ónǎ moko kwílaa ebàho dzémǎ? 'Have you seen anyone at all go there?'
4. Eefó èetse mòko. 'He is crying out for someone.'
5. Mǐnǎkò moko ye bíé. 'I haven't seen anyone here.'
6. Nókò kǎ gbé lè nǎ. 'There is something on the road.'
7. Nókò miigbée. 'Something is making a noise.'
8. Onǎ *nókò* ye kǎ gbé lè nǎ? 'Can you see something white lying on the road?'
9. Baákwe *nókò*. 'Come and see something.'
10. Ónǎkò *nókò*. 'You haven't seen anything yet.'

Drill 162. Repeat.

1. Mǎfěěmǎ abá. 'Everybody should come.'
2. Mǎfěěmǎ ke lè *nókò*. 'Everybody gave him something.'
3. Esũmǎ mǎfěěmǎ sǎno. 'He likes everybody.'

4. Ehéṣ m̄fēēm̄ṣ eyeo. 'He trusts everybody.'
5. Bí m̄fēēm̄ṣ ní osūm̄ṣṣ. 'Ask anyone you like.'
6. Ebaáfēe n̄fēēn̄ṣ. 'He will do everything.'
7. N̄fēēn̄ṣ sà ehīē. 'He approves of anything.'
8. Gbaá l̄ n̄fēēn̄ṣ. 'Tell him everything.'
9. Ehéṣ n̄fēēn̄ṣ èyeo. 'He believes everything.'
10. Feém̄ṣ n̄fēēn̄ṣ ní òsūm̄ṣṣ. 'Do whatever you like.'

Drill 163. Repeat.

1. Nūū fēē nūū áhīē tū. 'Every man should carry a gun.'
2. Yoo fēē yòò átre dzàtsū. 'Every woman should carry a load.'
3. Māṣtse fēē māṣtse tsū mòko keba. 'Every chief sent somebody there.'
4. Am̄gbe nūū fēē nūū. 'They killed every man.'
5. Am̄fā fīā fēē fīā. 'They burnt every house.'
6. Yoo fēē yòò bí nyīē àhīē. 'Every woman's child walked in front of her.'
7. fīā fēē fīā mīṣ bíl dze kpo. 'The people in every house came out.'
8. ṣmāā nūū fēē nūū gbél. 'Write every man's name.'
9. Keé yòò fēē yòò fīká. 'Give every woman money.'
10. ṣmāā ogbàl ye ówòlò fēē wòlò mīṣ. 'Write your name in every book of yours.'

Drill 164. Repeat.

1. M̄ṣ kom̄ṣ miiba bíl. 'Some people are coming here.'
2. M̄ṣ kom̄ṣ nyīē tsū l̄ see. 'Some people are walking behind the house.'
3. M̄ṣ kom̄ṣ sūm̄ṣṣ èsāne. 'Some people don't like him.'
4. M̄nā m̄ṣ kom̄ṣ ye dzém̄ṣ. 'I have seen some people here.'
5. N̄bíl kom̄ṣ dzwre gbé l̄ n̄ṣ. 'There are things lying on the road.'
6. Onā n̄bíl kom̄ṣ ye gbé l̄ teṣ? 'Did you see things in the middle of the road?'
7. Égbāa n̄bíl fēē ní àfēé l̄. 'He doesn't tell all that he went through.'
8. Eṣā m̄ṣ fēē ní bà dzém̄ṣ l̄. 'He greeted all the people who came there.'

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

Drill 165. Repeat.

1. Mokomoko bé tsú lè mi. 'There is no-one in the room.'
2. Mokomoko bíkò lè nókò. 'No-one has asked him anything.'
3. Ebíkò mokomoko nókò. 'He hasn't asked anyone anything.'
4. Émákò mokomoko gbéí. 'He hasn't written anyone's name.'
5. Kaákè mòmokoko. 'Don't tell anyone.'
6. Nókónokò gbaa ènāā. 'Nothing worries him.'
7. Ónókónokò ekě mīhě. 'Nothing you have makes me envious.'
8. Míkòkò enókónokò dāā. 'I have never taken anything of his.'
9. Kaábi mī nokónokò. 'Don't ask me anything.'
10. Kaáwle nokónokò he. 'Don't complain about anything.'

LESSON FIFTY NINE

Blofómé bi 'The Pineapple Child'

Be kó lè dzée nūu ko nī yóò, nī eye ǵā nī foon.

'Once upon a time there was (lit: was not) a man, and he had a wife who was barren
Eyaǵ ǵā kłoklo, obláyòò kò,

He went and took another wife, a younger woman,
ǵí lè hū èfóò.

but she too proved barren.

Gbì kó lè nūu lè eǵā nūkpa lè tee ǵmǵ mī, améyafò blofómé.

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

ǵí blofómé lè bo waa ákè, "Kaáfò mī, kaáfò mī. Ké ofòò mī lè,

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

manao bi." Yoó lè èfóò lè. Kake nī

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

bìlófómé bíbìóó nǐ mǎ emāseí lè tsǒ

a little pineapple nearby turned
biyòò. ǐ nūú lè kè eṇǎ lè wo ǐ áké

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

they would not tell
hénǐ èdze. Nǐ àmē kè gbéké lè ba ǐǎ lè,

anyone where she came from. When they brought the baby home,
obláyòò lè bǐ́ bimǒ nǐ atsǒǒ lè hénǐ èdze,

the young woman began asking to be told where it came from,
ǐ àmētsǒǒ lè. Obláyòò lè gbá èwú lè nǎǎ aahú kèyafí

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

her husband even till the child was quite grown up.
Hewó lè nūú lè gba lè,

Therefore the man told her,
nǐ ewo ǐ áké ehǎṛ mokomoko álé.

and she promised that she wouldn't reveal it.
Gbí ko bénǐ nūú lè kè eṇǎ nūkpa lè tee ṇmǒ mǐṛ lè,

One day when the man and his senior wife went to the farm,
hǎmǒ bǐ́ gbeké lè yeli,

the child became hungry,
nǐ ebí ènyē fíó lè nǐyénǐ.

and she asked her step mother for something to eat.
ǐ yòó lè efó mǐṛ.

But the woman did not answer.

Kèkè nǐ èkèé\, "Edzí mǐmǎmǐ yè bíè kǔ lè, ebaáhǎ mǐ nǐ mǎye."

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

Kèkè nǐ obláyòó lè hū kèé\, "Dzeé dzeí!"

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

Dzéé bǐofómé bi kèkè dzí bò." Nǐ gbeké lè nū éné nǒŋŋ pè,

Aren't you just a pineapple child?" As soon as the child heard this,
nǐ eyí ŋmǒ lè mǐŋ gbè. Bénǐ èyaá lè

she set out for the farm. On the way

eefó, eelá: "Adene íree làí ke;

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

Adene tséé mǐ gbǒmǒ bí; Adene tsé mǐ bǐofómé bi;

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

Adene hūū, Adene." Obláyòó lè yí èsèè,

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

ŋí gbeké lè waa\ . Enyé kè etse nā amē

but the child would not stop. Her parents saw them

nǐ amēyí èsèè,

and pursued her,

ŋí èwáa\ . Nǐ èfè ŋmǒ lè mǐŋ pé

but she did not stop. When she reached the farm

nǐ etsé bǐofómé.

she turned into a pineapple.

ŋí ètse kpá ènīne

But her father reached out

mǐŋ, emé èyitswéí. Yitswéí lè kpé wò edé nǐ

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

ekabúa etsítsì nǒ. No dzí yìtswéí

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

on a man's chest.

LESSON SIXTY

I. Nākāī. 'that'

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

Drill 165. Repeat.

- | | |
|--------------------------------|---|
| 1. Nākāī nũũ lé ebà bíé. | 'That man has come here.' |
| 2. Míkànè nākāī woló lé. | 'I have read that book.' |
| 3. Námò wo lè nākāī gbéí lé. | 'Who gave him that name?' |
| 4. Nākāī wiémò lé enjòò mĩnǎǎ. | 'I don't find that allegation very pleasant.' |
| 5. Kaáfée nākāī. | 'Don't do that.' |
| 6. Kaáfée lè nākāī. | 'Don't do that to him.' |
| 7. Nākāī mífée. | 'That was what I did.' |
| 8. Ekeé nākāī. | 'He said so.' |
| 9. Nakāī ebí lè keé. | 'That was what his child said.' |
| 10. Éhĩĩ nākāī. | 'That's no good.' |

II. Nēkē. 'this'; 'such'

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

Drill 166. Repeat.

- | | |
|--------------------------|------------------------------------|
| 1. Námò wo lè nēké gbéí. | 'Who gave him a name like that?' |
| 2. Námò bú lè nēké mǎmá. | 'Who dressed her in such a cloth?' |
| 3. Měni títí bò nēké. | 'What scratched you like that?' |
| 4. Měèba ebóldò nēké. | 'Why is he shouting so?' |

5. Nēkē nūū nēē babí èfī. 'This man came and engaged her.'
6. Nēkē yēle nēē kwēō oyá. 'This yam grows fast.'
7. Áfòlò nēkē tsèi nēē. 'These trees should be cut down.'
8. Obaásūmò nēkē nūū? 'Would you like such a man?'
9. Obaányē nēkē gbekēbií? 'Can you cope with such children?'
10. Kaáfée nēkē. 'Don't behave this way.'

III. Dzée 'not'

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

Drill 167. Repeat.

1. Dzée bò. 'Not you.'
2. Dzée lè. 'Not he.'
3. Dzée opàpá. 'Not your father.'
4. Dzée nākāī. 'Not that way.'
5. Dzée nēkē. 'Not this way.'
6. Dzée Tètè feé\.. 'It wasn't Tetteh who did it.'
7. Dzée nokó. 'It's nothing.'
8. Dzée èskúù woló lè nē\? 'Is this not his textbook?'
9. Dzée b̄l̄eoo obaáfée\.. 'Don't be slow.'
10. Dzée m̄alem̄ē obaám̄ale. 'Don't tell lies.'

LESSON SIXTY ONE

Limited Verbs

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

- | | |
|------------------|------------------------|
| dzí. 'to be' | yó. 'to have'; 'to be' |
| yá. 'to have' | b̄í\.. 'to have not' |
| nī. 'to be that' | n̄í 'to be this' |

Drill 168. Repeat.

- | | |
|---------------------------|-----------------------------------|
| 1. Námò dzí lè. | 'Who is he?' |
| 2. Mĩdzí oðraívá lè. | 'I am your driver.' |
| 3. Nónĩ èsumòò dzí blòmò. | 'What he enjoys is making noise.' |
| 4. Kofí nĩ. | 'It is Kofi.' |
| 5. Dzulò nĩ. | 'He is a thief.' |
| 6. Námò nĩ | 'Who is it?' |
| 7. Nũú lè nĩ gbó lè nẽ. | 'This is the man who died!' |
| 8. Námò nẽ. | 'Who is this?' |
| 9. Ómámí\ nẽ? | 'Is this your mother?' |
| 10. Enĩtsũmò nẽ. | 'This is his current craze.' |

Drill 169. Repeat.

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

LESSON SIXTY TWO

I. Dialogue: Invitation

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

- A: Há w. yayé nokò mó? 'Let's go and eat something.'
- B: Ényí¹ átswà. 'What's the time?'
- A: Ny² má ké enyè ké fá. 'Twelve thirty.'
- B: Wómé¹ nĩ woyà m̄le komé. 'Let's wait and go at one o'clock.'
- A: Odzogba¹. 'Okay.'

II. Ké, 'and'; ké, 'when'

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

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

Drill 170. Repeat.

1. Ágbè Kofí kè Kwafí. 'Kofi and Kwashi have been killed.'
2. Wonā hĩ lè ké amē¹āmē¹ lè. 'We saw the men and their wives.'
3. Eetsí mĩ ké bo. 'He wants you and me.'
4. Kémĩ ké kénā¹ m̄¹ō¹. 'Kenkey and fried fish tastes good.'
5. Gbékē¹biì ké onúkpaì fēē m̄igbóì. 'Children and adults are both dying.'
6. Enyā m̄hè ké m̄ĩ¹fēē. 'He welcomed me happily.'
7. Kofí kè lema fòlò tsó lè. 'Kofi cut down the tree with an axe.'
8. Mĩ ké le baáwle¹. 'I shall speak to him.'
9. Oke síkle éwò tíl lè m̄ĩ? 'Have you put sugar in the tea.'
10. Ámā kè woló lè efò¹ fĩ. 'Ama has put the book down.'

Drill 171. Repeat.

1. Sāné lè gbe ké f̄wā m̄ā¹ lè m̄ĩ¹ fēē. 'The news spread all over town.'
2. Kofí yè ké búà wò waa. 'Kofi helped us a great deal.'
3. Gbékē¹nū lè rū ké tékè bu lè. 'The boy jumped over the hole.'
4. Wodzo fòl ktee Gā. 'We escaped to Accra.'
5. Nū lè dzo fòl kēdzo Gā kabats¹ biē ktee Māmp¹. 'The man ran through here from Accra to Mampong.'
6. Tete ts¹ Kofí kaba. 'Tetteh called Kofi there.'

- | | |
|----------------------------------|---------------------------------|
| 7. Etsé àmē kēba. | 'He called them here.' |
| 8. Hīí lè tsú gbekēbii lè ketee. | 'The men sent the children on.' |
| 9. Kofí tsí ɣĩnāá lè kēgbéé ɣí. | 'Kofi pushed the door down.' |
| 10. Kofí kēhá mī. | 'Kofi gave it to me.' |

Drill 172. Repeat.

- | | |
|---------------------------------|---|
| 1. Mákē lè ké mī kē lē kpe. | 'I shall tell him if I meet him.' |
| 2. Ké ohīē tsē pé nī obá. | 'Come as soon as you wake up.' |
| 3. Ké èmī, éfú lè éyaɣā ɣí. | 'If he's angry let him go burn the sea.' |
| 4. Ké bō ní lè, té òbaáfēe tēē. | 'If it were you, what would you do?' |
| 5. Esūmōō nī àtséd lē ké ewò. | 'He doesn't like being woken up when he is asleep.' |

LESSON SIXTY THREE

I. Linking Words

Other clause-linking and clause-initial words include:

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

Drill 173. Repeat.

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

10. Dzeṇ éḍò hewólè wòmiiya ṇḷḷḷ lè nãã. 'It's hot, so we are going to the beach.'

Drill 174. Repeat.

1. Kofí eyáá\ édzaáké èbé hèwale. 'Kofi didn't go, because he wasn't well.'
2. Mĩbu lè fò, édzaáké èsāne édzaá\ 'I gave judgment against him, because he was wrong.'
3. Ehāṇ bo, dza obí lè. 'He will not give it to you unless you ask him.'
4. Dza mĩtee. 'I had better be going.'
5. Woyéṇ nĩṇ, dza óbà. 'We won't eat until you come.'
6. Énũ, áloo èkékpá èhe. 'Should he drink it, or rub it on his body?'
7. Mĩtse mĩfò, alóo mĩkéké lè. 'Should I throw it away, or give it to him?'
8. Okéé ebá, áloo èba? 'Did you say 'he has come' or 'he came'?'
9. Ékò lè mǎbá. 'I may come.'
10. Ékò lè dzée ènḷ nĩ. 'Maybe it doesn't belong to him.'

II. Aspects of Negation

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

- e. g. hékò. 'somewhere'; hékòhekò. 'nowhere'
 gbĩko. 'one day'; gbĩkogbĩko. 'never'

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

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

Drill 175. Repeat.

1. Hékòhekò edzòkò. 'There is no peace anywhere.'
2. Kaábi mĩ Kofi kò Kofí kò he sāne. 'Don't ask me about Kofi.'
3. Wawókò lè gbéi kò gbéi ko. 'We haven't given him any name.'
4. Éyákò hékòhekò. 'He is around here somewhere.'
5. Wiémè ko wiémè ko é-ḷḷḷ ènãã fe "kòkòkò". 'There is no word he is fonder of than 'never'.'

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

LESSON SIXTY FOUR

I. Emphatic Personal Pronouns

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

Drill 176. Repeat.

- | | |
|------------------------|----------------------------------|
| 1. Lɛ efɛŋ. | 'It was he who did it.' |
| 2. Lɛ eʃiká nǐ. | 'It is his money.' |
| 3. Mǐ mǐkɔ wòlò lɛ. | 'It was I who took the book.' |
| 4. Bò oŋmā wolò lɛ. | 'Was it you who wrote the book?' |
| 5. Ekɛɛ bò óyá. | 'He said you should go.' |
| 6. Bò okɛɛ mǐ. | 'It was you who told me.' |
| 7. Bò okɛɛ òbaányɛ. | 'You asked for it!' |
| 8. Wò womā, nɛ. | 'This is our country.' |
| 9. Wò wobíi lɛ. | 'We will not ask him.' |
| 10. Esúmǝŋ nǐ wò wóbá. | 'He doesn't want us to come.' |

II. Postarticles

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

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

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

Drill 177. Repeat.

1. Hīī fēē drā. 'All men are big.'
2. Hīī lē fēē drā. 'All the men are big.'
3. Eetsé nyē fēē. 'He wants all of you.'
4. Lē dīēntse ekeé òesũmō. 'He himself said he liked it.'
5. Etsē dīēntse keé. 'His own father said it.'
6. Yoó lē dīēntse kehā mī. 'The woman herself gave it to me.'
7. Kaá'wa gbeké lē pē. 'Don't blame the child alone.'
8. Wō pé ètsé. 'We were the only ones he didn't invite.'
9. Ebínũ lē hũ ebà. 'His son too has come.'
10. Wonā lē hũ. '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. Esũmō wiémō. 'He loves to talk.'
2. Gā wiémō. 'Ga is a pleasant language.'
3. Bléfó wiémō wa. 'English is a difficult language.'
4. Amēbōī lē sānebímō. 'They started asking him questions.'
5. Hīīmedzī lē miitsé nyē kpee. 'The old men summon you to a meeting.'
6. Amēfō Gā yaa. 'They often go to Accra.'
7. Gbole miigbá ènāā. 'His problem is age.'
8. Ofrāā aka'rāā wò. 'May no accident befall us.'
9. Ékpá yēleyeli. 'He has stopped eating yams.'
10. Ake gbēmōgbelo éfēe nāānyo. 'You don't make friends with a murderer.'

LESSON SIXTY FIVE

I. Dialogue: Borrowing a Book

- A: Oye woló lẹ̀ ekò? 'Have you got a copy of the book?'
- B: Èhéhé, í ẹ̀ye íá. 'Yes, but it's in the house.'
- A: Obaányé òkémá mǐ ké ògbe nǎá? 'Can you lend it to me when you finish?'
- B: Míkǎnèkò mítǎkò kwláa. 'I still have a lot of it left to read.'
- A: Nókò biblío kẹ̀kẹ̀ mítádo mákwe yè mǐ. 'I only want to check a minor point of detail in it.'
- B: Blé bàáko ǵmédzǐ nyǒmǎ, kóní òkébà leébi mǎkpa. 'Then come for it at 10, and return it early in the morning.'
- A: Yoo. Óyíwala dǒǵǵ. 'Okay. Thank you very much.'

II. Adverbs

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

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

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

Drill 179. Repeat.

1. Ebáa òyá. 'He didn't come quickly.'
2. Wiémò bléoo. 'Speak softly.'
3. Kwé dzògbarǵ. 'Take care!'
4. Ewíed tsò. 'He talks too much.'
5. Ewíed pii. 'He talks a lot.'
6. Éhí kwláa. 'He is vicious.'
7. Eyaáwíe yè Temá. 'He is going to speak at Tema.'
8. Mǐnà ágbèné. 'I have seen it now.'
9. Ete í mǐlǎ. 'He woke up early.'

10. Ebákò lólo.

'He still hasn't come.'

Drill 180. Repeat.

1. Míńákò ékò dǎǎ.

'I haven't seen one before.'

2. Míńǎǎ lẹ dǎa.

'I see him all the time.'

3. Ebaa wǎŋǎǎ dǎa.

'He visits us regularly.'

4. Ebákò wǎŋǎǎ pǎŋ.

'He has never visited us.'

5. Ágběńě ohé oyè?

'Now do you believe it?'

6. Kpaáko\ obaa?

'Are you coming now?'

7. Nyéba oyá wàa.

'You've come rather early.'

8. Ewíè pii tsǎ.

'She talks too much.'

9. Eféè eníi bléoo náákpa.

'He is always very slow.'

10. Mídzoòkò foi waa nǎkǎ dǎǎ.

'I have never run so fast.'

APPENDIX

NOUNS: DERIVATION OF PLURAL FORMS FROM SINGULARS

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

Tone and process symbols and abbreviations have the customary meanings.

1. Pl. - Sing. + / i [*] /	<u>Singular</u>	<u>Plural</u>
'child'	bí	bíł
'ear'	toí	toíl
'thief'	dzulo	dzuloi
'language'	wiém ¹	wiém ¹ ĩ
'sheep'	too	tooi (Orthog. toi)
'pillow'	súne	súneł
'life'	wala	walai
'law'	mlá	mlál
'lamp'	kǎné	kǎnéł

2. Pl. = Sing. + /o→e/ + i

'tree'	tso	tsei
'woman'	yoo	yei
'person'	mɔ̃	mɛ̃i

3. Pl. = Sing. { X / \tilde{V} ~ \tilde{N} / } - / \tilde{V} ~ \tilde{N} / + \tilde{i} *

'table'	okp1 $\tilde{3}$ $\tilde{3}$, okp1 $\tilde{3}$ \tilde{r}_1	okp1 $\tilde{3}$ \tilde{i}
'mosquito'	t $\tilde{3}$ \tilde{r}_1 t $\tilde{3}$ $\tilde{3}$, t $\tilde{3}$ \tilde{r}_1 t $\tilde{3}$ \tilde{r}_1	t $\tilde{3}$ \tilde{r}_1 t $\tilde{3}$ \tilde{i}

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

	<u>Singular</u>	<u>Plural</u>
'sibling'	nyẽmĩ	nyẽmĩmẽ
'a proper name'	Mẽnsã	Mẽnsãmẽ
'a proper name'	Kofí	Kofímẽ
10. <u>Pl. = Sing. {Xmɔ̃} - /mɔ̃/ + dzĩ</u>		
'debt'	nyɔ̃mɔ̃	nyɔ̃dzĩ
'hunger'	hɔ̃mɔ̃	hɔ̃dzĩ
11. <u>Pl. = 'Person term' Sing. {Xmɔ̃} → {Xmẽĩ}</u>		
'human being'	gbɔ̃mɔ̃	gbɔ̃mẽĩ
'who?'	nãmɔ̃	nãmẽĩ
12. <u>Pl. = Sing. + bíĩ</u>		
'child'	gbékẽ	gbékẽbíĩ
'ant'	tsatsú	tsatsúbíĩ
13. <u>Pl. = Sing. -/X/ + bíĩ</u>		
'child'	abifáo	abifábíĩ
'thing'	nĩĩ	nĩbíĩ
14. <u>Pl. by suppletion</u>		
'man'	nũũ	hĩĩ 'men'
'thing'	nɔ̃	nĩĩ, nĩbíĩ 'things'
15. <u>Pl. = Sing. + ∅</u>		
'dust'	mlu	mlu 'dust'
'shrimp'	sɔ̃ŋ	sɔ̃ŋ 'shrimp'
'coal'	ŋãĩ	ŋãĩ 'coal'
16. <u>Plurals, no singulars</u>		
		hãããdzĩ 'twins'
		mũdzĩ 'dirt'

			<u>Singular</u>	<u>Plural</u>
17.	<u>Pl. - Sing. Xnyo - /nyo/ +</u>			
(a)	<u>i</u> [*]	'soldier'	asráàfónyò	asráàfól
		'farmer'	okwaafónyò	okwaafól
(b)	<u>mě</u> [*]	'a Ga'	Gānyo	Gāmē
		'an Ashanti'	Afāntényò	Afāntémē
		'fisherman'	wolenyo	wolēmē
(c)	<u>hīī</u>	'corpse'	gbónyò	gbóhīī
		'young man'	oblányò	obláhīī
(d)	<u>bīī</u> [*]	'rustic'	koseenyo	koseebíl
		'American'	Amérikànyo	Amérikàbíl

GLOSSARY

a

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

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

b

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

be...módēŋŋ
 Boí
 bú
 bú
 búá. ye...búá
 búu

to persevere
 clan name, male
 hole
 to put on; to wear
 to help
 mosquito-net

d

dá
 dǎ
 da
 dáa
 dáá
 dǎá
 dǎā
 daabí
 dadé
 dāmō ∫I
 Dedé
 Deí
 deká
 dē
 dǐ
 dǐŋŋ
 díoo
 dom
 dóktà
 dōŋŋ
 draivà
 dró
 drómō
 dū
 dūŋ

to race
 to pose
 to be big; to grow
 always
 mouth
 yet; before
 drink
 no!
 iron
 to stand
 girl's name (1st in order)
 clan name, female
 leisure
 palm of hand
 to be black
 quiet
 quiet
 to emigrate
 doctor
 never
 driver
 to happen luckily
 boon; good fortune; generosity
 to trap
 darkness

dz

dza
 dzadzé
 Dzānī, Dañī
 dze
 dze
 dze
 dze
 dzéí, dzéí
 dzí
 dzidzé nǎ
 dzié kpó
 dzo
 dzogbaŋŋ
 dzoo
 dzo
 dzoo

to be straight, correct
 to straighten
 clan name, male
 to be far
 to go out
 dawn
 to come from
 there
 to be
 to provoke
 to outdoor
 to dance
 well
 dance; dancing
 to be cold, quiet, peaceful
 valley

dzra	price; market
Dzú	Monday
Dzúfó	Tuesday
dzúne	jewelry
dzwél	grass
dzwēŋ	to think
dzwēŋmó	thought
dzwre	to congratulate
dzwremó	a congratulation

e

e	he, she, it
édžrǝ	right
édzwè	four
ékó	some; one
ékómé	one
ékóŋŋ	again
ékpàa	six
ékpakpa	good
énē	this one
énūmó	five
ényīē	how much, many?
ényǝ	two
éŋǝli	yellowish-green
éŋmǝmī	okra
éǝ	evil; badness
étē	three
étsùru	red
éwùlu	big
éyerŋ	white

é

ēēhē	no!
ēhēē	yes!

f

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

fíne	wing
fíḽ	smaller; junior
fíḽḽ	a little; small
fíte	to spoil
fíḽ	sore
fíḽ	to greet
fíḽ	to blow
fíḽ	to buy or sell on credit
fíḽí	to fly
fíḽ	hole
fó	to weep
Fofó	girl's name (5th in order)
fó	to give birth
fó...hé	to wash
fó	to usually do
fó	to throw
fófoí	flower
fú	selfishness
fū	stink
fua	to embrace
fufó	milk; breast

g

ga	ring
Gã	Ga; Accra
Gãnyo	a Ga
gli	to fly into a rage
googá	bucket
gówá	guava
gǒḽḽ	to swagger
gól	to belch
gǒḽ	mountain
gǒḽ	cemetery
gúḽḽ	nose
gúmá	to peel
gwá, (bo...gwá)	gang, company
gwáḽḽ	assembly
gwǎḽḽ	sheep, lamb
gwao	to whip

gb

gbá	to split; to tear
gbá	to branch off
gba	to narrate
gbédé	to weaken
gbeé	dog
gheé ¹	to fall down
gbéké	child; junior
gbélee	to be dressed up
gbé	water-pot
gbe	road

gbě	pimple
gbeé\	to sound
gbékè	evening
gbī	day
ghí\	dry
gblā\	strong (of smell)
gbí\	to rinse the mouth
gbogbo	wall
gbo\	hip
gbo	guest; stranger
gbo	to age
gbobi	to hunt
gbóm\	person; human being
gbu	to prick; to pierce
gbá...nã	to bother

h

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

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

kp

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

l

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

mā	to build
māle	to tell lies
māmá	cloth
māmí	mother
māṛ	town
māṛkē	night
māṛtse	king; chief
mēēti	driver's mate or assistant
méd	sixpence
mē	to wait
mēi	people
mēni	what?
Mēnsā	boy's name (3rd in order)
mfoníí	picture
mī	I; me; my
mli, mīṛ	in; inside
mlá	law; guts
mlā, mrā	early
mlé	underwater swimming or diving
mli	drum
mlu	dust
mó	well done!
moko	someone
mómo	already
moṛ	rather
mó	then; in that case
mō	person
móbò	mercy
módēṛṛ	effort
mōṇí	who
mōṣ	castle
mú	to submerge
mū	oil
mū	to breathe
mūdzi	dirt
mūmō	stomach
musú	taboo

nā	to get
nā	to see
nāā	Look!
nāā	mouth; edge
nāā	grandmother
nāānyo	friend
nākāi	that
nāmō	who?
nāne	leg; foot
nānemēi, nānemē	friends

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

ny

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

n

nā ¹	to greet
nā ¹	to close
nā	wife

ĩĩĩ	intelligence; skill
ĩĩĩ, ĩĩĩĩ	crab
ĩĩĩ	coal
ĩkátĩ, ĩkétĩ	ground nut
ĩkpál	libation
ĩkũ	shea-butter
ĩlǎ	to char
ĩlǎ, lǎ	light; flowing easily (of fluid)
ĩlǎ, lǎ	level
ĩlǎ, lǎ	salt
ĩlǎ, lǎ	to be sweet
ĩlǎ, lǎ	sea
ĩlǎ, lǎ	overseas
ĩlǎ, lǎ	sky; up
ĩlǎ, lǎ	stippled
ĩlǎ, lǎ	star

nm

ĩmǎ	aroma; pleasant scent
ĩmǎ	to write
ĩmǎ	palm nut
ĩmǎ	thorn
ĩmǎ	kernel
ĩmǎ, ĩmǎ	today
ĩmǎ, ĩmǎ	panic
ĩmǎ, ĩmǎ	bell
ĩmǎ, ĩmǎ	laughter
ĩmǎ, ĩmǎ	tick; lice
ĩmǎ, ĩmǎ	plank
ĩmǎ, ĩmǎ	farm
ĩmǎ, ĩmǎ	to laugh
ĩmǎ, ĩmǎ	new; fresh; green

o

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

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

P

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

S

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

Tute	boy's name (2nd in order)
tĩa	to pile up
tita	gum
tĩtĩ	to scratch
tĩtsè	teacher
tiu	to pursue
tói	multiplication
toí	ear
tokotá	sandal
tóo	tax
too	sheep; goat
to	bottle
tó	to be tired, full
tó	to err
tóké	to mutter
tóŋ	rainwater
érema	cowrie
tró	threepence
tróm33	straight
tũ	gun
túé	to gush out
túmò, tùmù	rubbish dump
tũŋ	red clay
tũŋŋ	black
tũŋtũ	directly

ts

tsáké	to change
tsé...nó	to reduce
tsei	trees
tsese	ceremonial calabash
tsé	to call
tse	father
tsekwé	uncle
tsēŋ	beard; chin
tsi	sceptre
tsĩ	to block
tsĩá	to swagger
tsĩé	to wake up
tsĩná	cow
tsĩné	to sneeze
tsĩtsĩ	chest
tso	tree
tso	to burn
Tsotso, Tsotsoó	girl's name (4th in order)
tsó	to pass
tsó	too much
tsóm3	to turn over and over
tsóm3	to twist; to peel
ts33	to show; to teach
ts331ó	teacher
ts3se	to train
tsú	to send

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

v

véveeve	loudly; insistently
voo	deep

w

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

yw

wére, ywéra	to warm oneself
wién, ywéén	to speak
wiémó, ywéémó	language; speech; word
wíri, ywírí	to row

y

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

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

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