

ED 028 426

By-Berry, Jack; Kotei, Nii Amon
An Introductory Course in Ga. Final Report.
Northwestern Univ., Evanston, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0811

Pub Date Mar 69

Contract-OEC-1-7-070811-3889

Note-152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors-Descriptive Linguistics, *Ga, *Instructional Materials, *Language Instruction, Language Patterns, Language Tests, Pattern Drills (Language), Phonology, Standard Spoken Usage, *Structural Analysis, Tape Recordings, Tone Languages

Identifiers-Ghana

This course in Ga was designed for use by a teacher who is a professional linguist, perhaps with the assistance of a native speaker of Ga. In preparing the course, the authors had in mind that Ga has not yet been accorded the detailed description and analysis that some other Ghanaian languages have received. This is especially true in matters of tone and intonation. Their principal aim, accordingly, has been to present a working analysis of the more important features of modern spoken Ga, as well as sufficient additional material for further analysis by users of the course themselves. The first six lessons use a number of drills to lay the basis for familiarity with and control of the sound system. The remaining 59 lessons center around different aspects of structure. All lessons supply material for repetition by the students--conversations and structure drills. Some lessons also contain quizzes to test the student's understanding of the text. Answers to these quizzes are included in the tapes which accompany the course and so may be used by the student to check his answers. For information on obtaining the tapes, write to the authors at Northwestern University, Evanston, Illinois 60201. An appendix contains an outline of the derivation of the plural forms of nouns from the singular. A glossary concludes the text. (Author/DO)

ED028426

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

NDEA, Title VI
Sec. 602 PA-48
BR-7-0811
NDEA VI 602
PA-48
OE-BR

FINAL REPORT
Project No. 070811
Contract No. OEC-1-7-070811-3889

AN INTRODUCTORY COURSE IN GA

Jack Berry

and

Nii Amon Kotei

Northwestern University

Evanston, Illinois

March 1969

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

**Office of Education
Institute of International Studies**

AL 001 827

Final Report

**Project No. 070811
Contract No. OEC-1-7-070811-3889**

An Introductory Course in Ga

Jack Berry

and

Nii Amon Kotei

Northwestern University

Evanston, Illinois

March 1969

**The research reported herein was performed pursuant to
a Contract with the Office of Education, U.S. Department
of Health, Education, and Welfare.**

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

Office of Education

Institute of International Studies

The present course is designed for use by a teacher who is a professional linguist, perhaps with the assistance of a native speaker of Ga. In preparing the course we have had in mind that Ga has not yet been accorded the detailed description and analysis that some other Ghanaian languages have received. This is especially true in matters of tone and intonation. Our principal aim, accordingly, has been to present a working analysis of the more important features of modern spoken Ga, as well as sufficient additional material for further analysis by users of the course themselves.

The first few lessons use a number of drills to lay the basis for familiarity with and control of the sound system. The remaining lessons center around different aspects of structure. All lessons supply material for repetition by the students--conversations, drills, etc. Some lessons also contain quizzes to test the student's understanding of the text. Answers to these quizzes are included in the tapes which accompany the course and so may be used by the student to check his answers.

J.B.
N.A.K.

TABLE OF CONTENTS

	Page
Introduction	1 - 5
Lessons One - Sixty-five	6 - 128
Appendix	129
Glossary	133

LIST OF TABLES

		Page
Table I	Symbols Used	2
II	Ga Vowels	3
III	Terracing	4
IV	Downdrift	5
V	Contonation Patterns of High Tone Verbs	65
VI	Contonation Patterns of Disyllabic Low Tone Verbs	75
VII	Contonation Patterns of Monosyllabic Low Tone Verbs	79
VIII	Contonation Patterns of High-Mid Verbs	88
IX	Contonation Patterns of Low-High Verbs	97

INTRODUCTION

GA

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

GA-ADANGBE

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

ORTHOGRAPHY AND TRANSCRIPTION

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

CONSONANTS

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

TABLE I: The Symbols Used

CONSONANTS

TYPES	POSITIONS							
	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Voiced
STOPS (plain) (Labialised)	<u>Bilabial</u> p b		<u>Alveolar</u> t d		<u>Pre-Palatal</u> ts dz tsw dzw		<u>Velar</u> k g kw gw	
					<u>Palatal</u> ny			
NASALS (plain) (Labialised)			m n				ŋ ŋw	
FRICATIVES (plain) (Labialised)	<u>Labio-dental</u> f v		s z		<u>Pre-Palatal</u> ʃ ʒw			
			l, r					
LATERAL								
APPROXIMANTS (plain) (Labialised)					<u>Palatal</u> y yw (ŷ)		<u>Labial Velar</u> w	
							<u>Glottal</u> 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	ɔ̃
OPEN			a	ã		

VOWELS

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

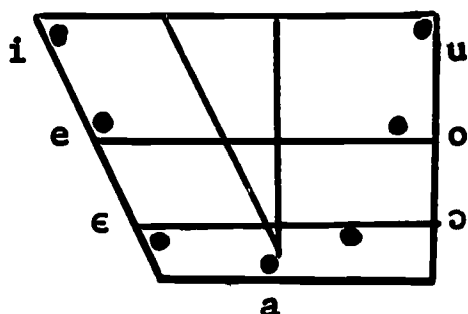


TABLE II: Diagram of the Ga Oral Vowels

2. \tilde{i} , \tilde{a} , \tilde{u} , are the nasal counterparts of i , a , u , respectively. \tilde{e} is midway between e and 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) /ɛ́kɔ̀ɛ́kɔ̀/ are high-low-high-low.

(iii) /óbi gbeké lè ba bíè nyě 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 gbekéil 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.

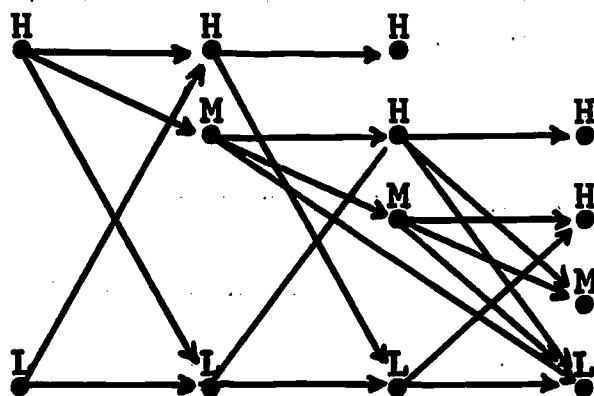


TABLE III: Tone Diagram 1: Terracing

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:

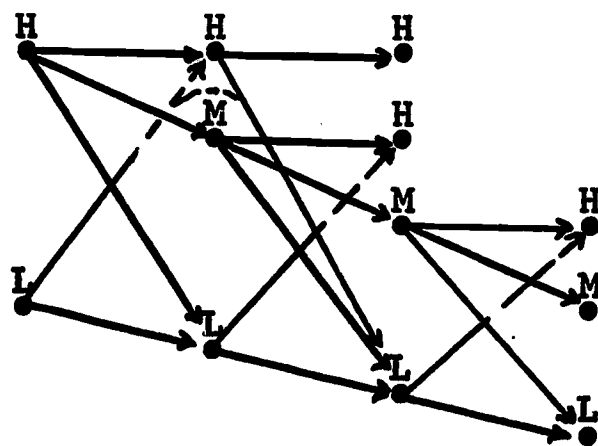


TABLE IV: Tone Diagram 2: Downdrift

(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. wɔ. | '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. tɔ. | 'bottle' | 11. kú. | 'group' |
| 6. bo. | 'you' (sg.) | 12. sú. | 'type' |

Drill 3: High Tones.

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

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

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

7. gówá. 'guava'

9. ʃíkòʃíkò. 'hiccough'

8. lálá. 'song'

10. ówòlò lẹ́. 'your book'

Drill 5: Tones in short sentences.

1. ele lẹ́. 'he knows him'

6. wóbí lẹ́. 'we have asked him'

2. elé lẹ́. 'he does-not-know him'

7. wóbí lẹ́. 'let us ask him'

3. élẹ́ lẹ́. 'he has come to know him'

8. wókabí lẹ́. 'let us not ask him'

4. wóbí lẹ́. 'our child'

9. ebí lẹ́ da. 'her child is big'

5. wóbí lẹ́. 'we asked him'

10. ebí lẹ́ edà. 'her child has grown big'

LESSON TWO

Listen. Identify. Repeat.

Drill 6: Simple Consonants and Vowels.

1. dadé. 'iron'

6. tita. 'gums'

2. fufó. 'milk', 'breast'

7. hela. 'illness'

3. kotokú. 'pocket'

8. tokotá. 'sandal'

4. adékà. 'box'

9. lólẹ́. 'lorry'

5. tsítsì. 'chest'

10. welé. 'hide'

Drill 7: Simple Consonants and Vowels.

1. wolo. 'book'

6. wala. 'life'

2. wolo. 'egg'

7. éwùlu. 'a big thing'

3. yelee. 'yam'

8. tse 'father'

4. abé. 'proverb'

9. abekú. 'left'

5. ofíkì. 'chance'; 'dice'

10. okesé 'fashion'

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

1. akpakpá. 'pawpaw'

4. kpó. '12-yd. bale of cloth'

2. ékpakpa. 'a good thing'

5. kpo. 'court-yard'

3. akpakpá kpakpa. 'a good pawpaw'

6. kpó. 'knot'

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

Drill 9: Long and Short Vowels.

1. bú.	'hole'	6. kaáá.	'crab'
2. búu.	'mosquito-net'	7. waáá.	'snail'
3. baa.	'leaf'	8. bí.	'child'
4. káà.	'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. góó.	'cemetery'	5. too.	'sheep'; 'goat'
2. yáá.	'fishing-net'	6. Hóó.	'Saturday'
3. loo.	'fish'; 'meat'	7. yóó.	'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. eebe.	'he is coming.'	7. wóbí lè.	'we asked him.'
3. ebba.	'he comes.'	8. wóbíí lè.	'we didn't ask him.'
4. eéba.	'he may come.'	9. etókè pii.	'she muttered a lot.'
5. éba.	'he has come.'	10. etókée pii.	'she didn't mutter much.'

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

LESSON THREE

Listen. Identify. Repeat.

Drill 12: Oral and Nasal Vowels.

1. ga.	'ring'	2. gǎ.	'Ga'
--------	--------	--------	------

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

Drill 13: Nasal Vowels after Nasal Consonants.

1. mũ.	'oil'	8. nyē.	'mother'
2. mũmǝ.	'breath'	9. nyēmí.	'sibling'
3. māmí.	'mother'	10. ŋǎ.	'wife'
4. mǝǝ.	'castle'	11. ŋǎǎǎ.	'lagoon-crab'
5. lamǝ.	'dream'	12. ŋmǝ.	'farm'
6. nũ.	'water'	13. níŋmǎǎ.	'writing'
7. nũũ.	'man'		

Drill 14: Nasal Consonants and Oral Vowels.

1. lamǝ.	'vapour'	6. mó.	'well done!'
2. māmá.	'cloth'	7. bí lè mǝ.	'ask him, then!'
3. ŋaa.	'intelligence', 'skill'	8. moko.	'someone'
4. ŋoo.	'salt'	9. nókǝ.	'something'
5. éŋǝli.	'yellowish-green'		

Drill 15: Nasal Consonants and Oral Vowels.

1. ŋmé.	'palm-nut'	6. sũne.	'pillow'
2. ŋmee.	'thorn'	7. sǝnè.	'fox'
3. ŋmé.	'kernel'	8. sǎne.	'story'
4. ŋmá.	'aroma'	9. kǎné	'light'
5. ŋmiŋmi.	'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. fɔfɔí.	'flower'	10. ɲkpáí.	'libation'

Drill 17: Vowel + i.

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

Drill 18: Succession of Vowels: Vowel + ɔ.

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

Drill 19: Final Nasals.

1. kpóɲ.	'fishing-hook'	2. kóɲ.	'corner'
----------	----------------	---------	----------

3. wóh.	'juju'	9. kpĩh.	'cane rat'
4. dũh.	'darkness'	10. sɔh.	'prawns'
5. nyɔ́h.	'slave'	11. ηmon.	'tick', 'lice'
6. gɔh.	'mountain'	12. koh.	'horn'
7. mãh.	'town'	13. wanh.	'grey hair'
8. tsẽh.	'beard'	14. gbɔh.	'limb', 'loin'
		15. adũh.	'monkey'

Drill 20: Final Nasals.

1. éfèé dĩh.	'he is quiet'	6. fáh.	'clear'
2. éfèé ɛ̃h.	'he is still'	7. sóh.	'a lot'
3. óyɪwala dɔ́h.	'thank you'	8. tũh.	'black'
4. ɛ̃h.	'afar'	9. gblãh.	'strong' (of smell)
5. nɔ́h.	'immediately'	10. heh.	'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. dzwẽhɔ́.	'thought'	10. kwakwé.	'mouse'
5. dzwéɪ.	'grass'		
6. adzwãmǎh.	'prostitution'		

Drill 22:

1. kúkwéɪ.	'cooking-pot'	5. ehwãh enãne.	'he sprained his ankle.'
2. kwɔ́.	'climb!'	6. ηwẽɪ.	'sky'
3. gwãhɛ̃h.	'lamb'	7. ηwẽtẽhɛ̃tẽ.	'stippled'
4. gwábɔ́.	'assembly'	8. ɛ̃wãné.	'afternoon'

9. ɟwéɪɟwɛɪ. 'ragged'

10. éɟwì. 'he is fat.'

Drill 23: Succession of Vowels.

1. áɟwìé lè. 'he has been sacked'

5. nǐlè. 'knowledge'

2. ewíè pií. 'he talks a lot'

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

3. gbeébi. 'puppy'

7. nǔú lè púé. 'the man appeared.'

4. leébi. 'morning'

Drill 24:

1. ɟiéɪɪ. 'preacher'

5. etiu amě. 'he pursued them.'

2. ótsǐě èhǐè. 'you have woken him up.'

6. búu. 'mosquito-net'

3. kue. 'neck'

7. aměhuu ta. 'they waged war.'

4. see. 'back'

Drill 25: l, r in variant forms.

1. mlu. mulu. 'dust'

6. blɪ. bɪɪ. 'broom'

2. mlá. malá. 'law'; 'guts'

7. plé. 'a bird'

3. mlǎ. mrǎ. 'early'

8. plèkoó. 'nail'

4. blodo. brodo. 'bread'

9. flá. fálá. 'sore'

5. ablé. abelé. 'corn'

10. flɪ. fɪɪ. 'hole'

LESSON SIX

Listen. Identify. Repeat.

Drill 26: Successions of Vowels.

1. ohǐǎ. 'poverty'

6. nyěbɔa mitoí. 'listen to me!'

2. atǐǎ. 'cashew-nut'

7. afuá. 'mist'

3. nyěbià le. 'ask him!'

8. Akúá. (a female name)

4. nyěměǎ wɔ. 'wait for us!'

9. atǔǎ. 'defiance'

5. nyěbɔa móděnn. 'try hard!'

Drill 27: l, r in variant forms.

- | | | | |
|------------------------|------------------|-----------------------------|------------------------------------|
| 1. akekré.
akeklé. | 'man's headband' | 6. ehlá. ehálá. | 'it got charred.' |
| 2. klà. kálà.
krà. | 'spirit' | 7. ηle. ηele. | 'level' |
| 3. nyéklà.
nyéklà. | 'take them!' | 8. ehlú. ehulú.
ehrú. | 'he jumped.' |
| 4. egli. egri. | 'he got excited' | 9. hlenη. helenη.
hrenη. | 'radiant', 'flooded
with light' |
| 5. ηlenle.
ηélenle. | 'very fluid' | | |

Drill 28: Successions of Vowels.

- | | | | |
|----------------|--------------|-----------------|----------------|
| 1. fíò. | 'junior' | 5. méò. | 'sixpence' |
| 2. díoo. díηη. | 'quiet' | 6. té òyóò tēē. | 'how are you?' |
| 3. bíbíóo. | 'small' | 7. fēéfeo. | 'beautiful' |
| 4. Afí oo! | 'hey, Ashi!' | | |

Drill 29: Successions of Vowels.

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

Drill 30: l, r in variant forms.

- | | | | |
|----------------------|------------|--------------------------|--------------------|
| 1. treme.
télema. | 'cowrie' | 5. atswré.
atswelé. | 'fist' |
| 2. dzra.
dzala. | 'price' | 6. dzwremó,
dzwélemó. | 'greeting' |
| 3. sre. sele. | 'to swim' | 7. amēwre.
amēwéle. | 'they flourished.' |
| 4. yra. yala. | 'mourning' | | |

LESSON SEVEN

Dialogue 1: Greetings.

- A: Míṇṇǎ bɔ̀. 'I greet you.'
B: Míṇheleɔ̀ nɔ́. 'I respond.'
A: Té ɔ̀yɔ́ɔ́ tɛ̃ɛ̃. 'How are you?'
B: Mí ye dzogbaṇṇ. 'I am well.'
A: Té omāmí yɔ́ɔ́ tɛ̃ɛ̃. 'How is your mother?'
B: Eye dzogbaṇṇ. 'She is well.'

Vocabulary

- | | | | |
|----------------|------------------------------|--------------|-------------------|
| 1. mĩ. | 'I' | 6. yɔ́ɔ́. | 'to be' |
| 2. ṇǎ. | 'greet' | 7. ye. | 'to be' |
| 3. bo. o. | 'you' (sg.) | 8. dzogbaṇṇ. | 'well' |
| 4. hére...nɔ́. | 'respond', 'reply', 'answer' | 9. māmí. | 'mother' |
| 5. té...tɛ̃ɛ̃. | '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: Míṇṇǎ nyɛ̃. 'I greet you (pl.).'
Response: B & C: Wɔ́ṇheleɔ̀ nɔ́. 'We respond.'

Dialogue 3: Two or more people greeting one person:

- Greeting: B & C: Wɔ́ṇṇǎ bɔ̀. 'We greet you.'
Response: A: Míṇhele nyɛ̃ nɔ́. '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: Wɔŋŋǎ nyɛ̃. 'We greet you.'

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

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

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

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

B: Eye dzogbaŋŋ. 'He is well.'

A: Té òŋǎ yɔ́ɔ̃ tɛ̃ɛ̃. 'How is your wife?'

B: Eye dzogbaŋŋ. 'She is well.'

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

LESSON EIGHT

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

(i) Morning: A: Mɔ̃ɔ̃nɛ̃ŋ. 'Morning'

B: Mɔ̃ɔ̃nɛ̃ŋ. '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: Mǎǎnɪ̃ŋ? 'How is this town?'

B: Mǎŋ dzo. 'The town is peaceful.'

LESSON EIGHT

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

- (i) Morning: A: Mɔ̃ɔ̃nɪ̃ŋ. 'Morning.'
B: Mɔ̃ɔ̃nɪ̃ŋ. 'Morning.'
- (ii) Evening: A: Gúdɪvɪ̃n. 'Good evening.'
B: Gúdɪvɪ̃n. 'Good evening.'

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

(iii) Early morning, immediately after waking up:

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

(iv) During the day:

- A: Mǎǎnɪ̃ŋ? 'How is this town?'
B: Mǎŋ dzɔ̃. 'The town is peaceful.'

2. Other greetings in general use:

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

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

(ii) On taking leave, at any time:

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

(iii) On taking leave, at night:

- A: Míyawɔ̃. 'I am off to bed.'
B: Yaáwɔ̃ 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 dǝ́ḡḡ. 'Thank you.'

B: Wǝbɛ́ ḡ́daa. 'There is no need of thanks.'

(vi) On returning from a journey:

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

Dialogue 1:

A: Amérikàbíì mǝḡbíd. 'Greetings from America.'

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

A: Bleoo. 'It is peaceful.'

B: Amérikàtsemé è? 'And the Americans?'

A: Améye dzogbaḡḡ. 'They are fine.'

B: Oḡǎ ke óbíì? 'And your wife and your children?'

A: Améǝǝǝ àméye dzogbaḡḡ. '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:

mǝ 'I', 'me' --1st person singular

bo 'you' --2nd person singular

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

wǝ 'we', 'us' --1st person plural

nyé 'you' --2nd person plural

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

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

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

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

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

2nd person singular: o-

3rd person singular: e-

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

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

Unrestricted pronoun: a-

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

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

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

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

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

Minã bo ye dzémě.

'I saw you at that-place.'

- | | |
|---|---|
| 1. <u>mi</u> <u>o</u> . <u>I</u> <u>you</u> . | 6. <u>amě</u> <u>mĩ</u> . <u>they</u> <u>me</u> . |
| 2. <u>mi</u> <u>lɛ</u> . <u>I</u> <u>him</u> . | 7. <u>wɔ</u> <u>nyě</u> . <u>we</u> <u>you</u> . |
| 3. <u>mi</u> <u>nyě</u> . <u>I</u> <u>you</u> . | 8. <u>nyě</u> <u>mi</u> . <u>you</u> <u>me</u> . |
| 4. <u>o</u> <u>wɔ</u> . <u>you</u> <u>us</u> . | 9. <u>e</u> <u>lɛ</u> . <u>he</u> <u>her</u> . |
| 5. <u>e</u> <u>amě</u> . <u>she</u> <u>them</u> . | |

Drill 37: Substitute the given phrases for those underlined in the sentence.

Mípàpá nǎ emāmí yè dzémě́.

'My father saw his mother there.'

1. wotse aměnyě.

our father their mother.

2. nyěnyě wonyě.

your mother our mother.

3. ómāmí mímāmí.

your mother my mother.

4. etse enyě.

his father his mother.

5. aměmāmí ópàpá.

their mother your father.

A nǎ lɛ yè dzémě́.

'Someone saw him there.'

6. A nyěmāmí.

Someone your mother.

7. A otse.

Someone your father.

8. A o.

Someone you.

LESSON TEN

Pronunciation of l'é

(i) l'é is a phrase-closing particle, often translated by English 'the'.

(ii) In slow speech and in reading, l'é is pronounced as written.

(iii) In ordinary and rapid speech, l'é is reduced to a vowel syllable, as follows:

a) After i, u, e, o, ɲ, l'é becomes ɛ.

b) After ɛ, ɔ, a, l'é becomes a reduplication of the preceding vowel.

c) After ɲ or a nasal vowel, ɛ is nasalized.

d) ɛ retains the tone of l'é.

Drill 38: Repeat these phrases after the teacher:

<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. adũḥ 'monkey'	adũḥ lé	'the monkey'	adũḥ 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. tó 'bottle'	tó lé	'the bottle'	tó ó	'the bottle'
4. gbɔ̃mɔ̃ 'person'	gbɔ̃mɔ̃ lé	'the person'	gbɔ̃mɔ̃ ɔ̃	'the person'
5. baa 'leaf'	baá lé	'the leaf'	baá á	'the leaf'
6. dǎǎ 'alcohol'	dǎǎ lé	'the alcohol'	dǎǎ ǎ	'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. Emáíe. | 'He lied.' |
| 2. Elá. | 'She sang.' |
| 3. Amēwo. | 'They slept.' |
| 4. Moko bo. | 'Someone screamed.' |
| 5. Nīí là bo. | 'Nii dreamt about you.' |
| 6. Tete hulú. | 'Tetteh jumped.' |
| 7. Osófó lè sòle. | 'The priest prayed.' |
| 8. Yoó lè pása èhe. | 'The woman gossiped about her.' |
| 9. Sówà kǎnè nīí lè fěě. | 'Sowa read everything.' |
| 10. Migbobi baayeló lè. | 'I hunted the buck.' |

Drill 41: Repeat.

- | | |
|-----------------------|-----------------------------------|
| 1. Mĩnǎ bo ye dzémě. | 'I saw you there.' |
| 2. Wonǎ amě ye dzémě. | 'We saw them there.' |
| 3. Ebí lè da. | 'Her child looks big.' |
| 4. Ele le. | 'He knows him.' |
| 5. Ehoó ldo pii. | 'She cooked a lot of meat.' |
| 6. Etǎ lè adesǎ. | 'She told him a story.' |
| 7. Mífee dĩṇṇ. | '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. Wonǎ mēĩ pii ye dzémě. | 'We saw many people there.' |
| 3. Woyanǎ mǎṇtsé lè. | 'We went and greeted the chief.' |

4. Ehéle wò héměě.

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

5. Wòkéé lé aké wòdze Amérikà.

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

6. Wóbí lé nĩbiì pii.

'We asked him many questions.'

7. Egba wò nǎfěěńǎ.

'He told us everything.'

8. Ehe dzo.

'He is a gentleman.'

LESSON TWELVE

Dialogue: Names.

A: Ófàí ně. Té àtséd nǎkǎĩ nũú lé těě.
'Excuse me. What is that man called?'

B: Atséd le Ataá Kòfí.
'He is called Ataa Kofi.'

A: Měńĩ etsú.
'What work does he do?'

B: Draívà dzí le.
'He is a driver.'

A: Nĩ ebí lé hũ?
'And what about his son?'

B: Atséd le Sówà. Eyé meèti ehǎǎ etse.
'He is called Sowa. He works as a mate for his father.'

A: Nĩ eńǎ le?
'And his wife?'

B: Aá Dèdé, lóo Àkwélényě. Ehǎǎ nĩ ye dzrá le nǎ.
'Madam Dede, or Akwele's Mother. She is a petty-trader in the market.'

Vocabulary

1. ófàí ně.	'please', 'excuse me'	7. dzí.	'is'
2. tsé.	'to call'	8. nĩ.	'and'
3. nǎkǎĩ.	'that'	9. hũ.	'also'
4. měńĩ.	'what?'	10. ye.	'to work as'
5. tsú.	'to work'	11. meèti.	'mate' (driver's assistant)
6. draívà.	'driver'	12. há.	'for'; 'to give to'

13. lóo. 'or'

14. h33\'. 'to sell'

15. ye. 'at'

16. níí. 'things', 'wares'

17. dzra. 'market'

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	Kwaámí (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	Měnsā	Káí

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	Abāń	Abāń

(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: (Aśrē in Accra, Klānāā in Labadi)

Order	SET ONE		SET TWO	
	Male	Female	Male	Female
1	Kódté (Kotey)	Deí	Nííkwéi (Nikoi)	Adeí
2	Kótèí (Kotei)	Kúòkó	Amɔ̃ɲ (Amon)	Kútòókó
3	Aɟí	Koókáàle	Dzāānī (Dsani)	Kótèíkál
4	Aɟale	Kúòtsoó	Afútu	Kótèítsóo

ÁGBAWÉ 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	Bóí	Adzétsoo	Ánāɲ	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 óoo.

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)

2. Adeí. (f)

3. Táwla. (m, f)

4. Aɟale. (m)

5. Akwélényè. (f)

6. Ámá. (f)

7. Ámā. (m)

8. Booba (m, f)

LESSON THIRTEEN

Verbs: The Habitual Tense

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

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

Drill 44: Repeat.

- | | |
|---------------------------------------|--------------------------------------|
| 1. Emáìè. | 'He tells lies.' |
| 2. Eláà. | 'She sings.' |
| 3. Edáà mĩη gbéè. | 'He is a loud-mouth.' |
| 4. Nĩí làa dása mǎṅkě. | 'Nii dreams every night.' |
| 5. Gbǝmǝ lè soìeɔ ʃii éñũmǝ dása gbǝ. | 'The fellow prays five times daily.' |
| 6. Atséè lè Tete. | 'His name is Tetteh.' |
| 7. Yoó lè tókèò. | 'The woman is fond of grumbling.' |
| 8. Yoó lè pásàà. | 'The woman gossips.' |
| 9. Měńĩ féè lè. | 'What ails him?' |
| 10. Eʃwio mǝ. | 'It's fattening.' |

Drill 45: Repeat.

- | | |
|-----------------------------------|--|
| 1. Emáìlèd wòhè dára nǎǎ. | 'He is always misrepresenting us.' |
| 2. Mǎnǎ gbéd nǎkǎ. | 'What is that loud noise?' |
| 3. Eláà waa. | 'She is an excellent singer.' |
| 4. Eláà lalàì sǎr̀toisǎr̀toi. | 'She sings songs of many different types.' |
| 5. Nǐí làa gbǎmǎí sǎr̀toisǎr̀toi. | 'Nii dreams about all sorts of people.' |
| 6. Nǐí làa dára mǎṅkǎ. | 'Nii dreams every night.' |
| 7. Tete hulúò tsǎ. | 'Tetteh jumps too much.' |
| 8. Yoó lè tóìlèò tsǎ. | 'The woman is too fond of grumbling.' |
| 9. Nǔú lè tókèò fè eṅǎ lè. | 'The man complained more than his wife.' |
| 10. Tete tǔmǎǎ kè hewale. | 'Tetteh jumps with all his strength.' |

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

1. E _____ òkà. (fa. 'lend'; 'borrow') 'He is a moneylender.'
2. Gbeé nǎǎ _____ dáa afi. (fó. 'give birth') 'This dog has puppies every year.'
3. Nyǎmǎ _____ wàa ye bié. (nǎ. 'to rain') 'It rains heavily here.'
4. Kofí _____ nǎǎ oyá. (kǎné. 'to read') 'Kofi reads fast.'
5. Kofí _____ wòlo oyá. (kǎné. 'to read') 'Kofi reads books fast.'
6. Nǎmǎ _____ bò fe lɛ. (sǔmǎ. 'to love') 'Who loves you more than she does?'
7. Nǎmǎ _____ bò fe lɛ. (sǔmǎ. 'to serve') 'Who serves you better than she does?'
8. Gbǎmǎ _____ ké etò lɛ. (hákú. 'yawn') 'A person yawns when he is tired.'

Drill 47: Repeat. Habitual tense forms are underlined.

1. Atséò lɛ Kofí. 'His name is Kofi.'
2. Etsǎǎ nǎǎ ye yunivésítí lɛ. 'He teaches at the university.'
3. Ekaséò nǎǎ daa gbekè. 'He studies every night.'
4. Míyàa Gǎ dáa Hògbaa. 'I go to Accra every Sunday.'
5. Míyàhéò nǎǎ ye dzrá lè nǎ. 'I shop in the market.'
6. Amétswaa wò telifón dáa gbí. 'They call us on the telephone every day.'
7. Mǎnǎ etsǎǎ? 'What work does he do?'
8. Egbuo tsínǎ àbǔí yè Pókòase. 'He is a veterinary doctor at Pokoase.'

LESSON FOURTEEN

Some Tonal Changes

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

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

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

1. Wó lé wòbaáyá. (wó. 'we') 'As for us, we will go.'
2. Wó lé, wòbaáyá. (wó. 'tomorrow') 'Tomorrow, we will go.'
3. Ebíyòó lé. (bí. 'child'; yoo. 'female'; e. 'his') 'His daughter.'
4. Ebí yòó lé. (bí. 'to ask'; yoo. 'female'; e. 'he') 'He asked the woman.'
5. Ebí lé 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. Draívà dzí lè. | 'He is a driver.' |
| 3. Nǒnǐ mǐmǐ dzí ʃíká. | 'What I am waiting for is money.' |
| 4. Gbékǎ\ dzí mǒnǐ fèé\. | 'Junior was the one who did it.' |
| 5. ʃító\ dzí nokó nǐ mǐsǔmǔ 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. Hénǐ mǎwò ně. | 'This is where I shall sleep.' |
| 3. Gbogbo ně. | 'This is a wall.' | 6. Bonǐ 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 *mǐ* (written *í* after the 1st person singular pronoun *mǐ*).

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

(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. Nũú lè mĩlba ékòŋŋ. 'The man is coming again.'
5. Ké èewié lè, bó lè toí. 'When she is speaking, listen to her.'
6. Nĩ èenmã 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). Womĩiya Gǎ. 'We are going to Accra.'

1. E _____ ɛ́íká mĩŋ. (ɛ́wé) 'He is squandering money.'
2. Nyɔ́ŋmɔ _____ wàa ye dzémě. (ně) '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 _____ bò. (sumɔ) 'I love you.'
8. Moko _____ sóŋŋ. (tsĩné) 'Someone keeps sneezing.'

Drill 54: Repeat.

1. Mĩiya. 'I am going.'
2. Mĩiya ɛ́iǎ. 'I am going home.'
3. Mĩiya Gǎ. 'I am going to Accra.'
4. Mĩimě. 'I am waiting.'
5. Mĩimě lɔlè. 'I am waiting for a lorry.'

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

LESSON SIXTEEN

Dialogue: Asking for Words.

- A: Té àtséó eně yè Gā mīŋ tēē. 'What is this called in Ga?'
- B: Éně, áloo eně. 'This, or this?'
- A: Éně. 'This.'
- B: Atséó le kǎné. 'It is called kané.'
- A: *Kǎné.....Kǎné.....? 'No. Kǎné.'
- B: Daabí. Kané.
- A: Kǎné. 'Yes. Kǎné.'
- B: Chēē. Kǎné.
- A: Té àtséó finger yè Gā mīŋ tēē. 'What is finger called in Ga?'
- B: Atséó le waó. 'It is called waó.'
- A: Té àkéó aké The man lit a lamp yè Gā mīŋ tēē. 'How does one say The man lit a lamp in Ga?'
- B: Akéó aké: Nūú lè su kǎné. 'One says: etc.'
- A: Té àkéó aké The man bought three lamps yè Gā mīŋ tēē. 'How, etc.'
- B: Akéó aké: Nūú lè hé kǎné! etē. 'One says, etc.'

Vocabulary

- | | | | |
|----------|-----------------|---------|------------|
| 1. éně. | 'this' | 5. áké. | 'that' |
| 2. áloo. | 'or' | 6. su. | 'to light' |
| 3. kǎné. | 'lamp', 'light' | 7. hé. | 'to buy' |
| 4. keé. | 'to say' | 8. etē. | '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 àtsé́ _____ (yè Gã mĩŋ) tḗ.

(ii) Té àké́ (aké) _____ (yè Gã mĩŋ) tḗ.

(Phrases in brackets are optional.)

Frame B: Answering.

(i) Atsé́ le _____.

(ii) Aké́ aké _____.

- | | | | |
|-------------------------|------------|----------------------|--------------|
| 1. 'finger' | waó. | 9. 'yes' | ehéé. |
| 2. 'arm' | nĩne. | 10. 'eye' | hĩŋméi. |
| 3. 'Come here.' | bá bié. | 11. 'thank you' | óyìwala dŋŋ. |
| 4. 'shoulder' | kŋŋ. | 12. 'again' | ékòŋŋ. |
| 5. 'It doesn't matter.' | éfée nokó. | 13. 'legs' | nadzĩ. |
| 6. 'head' | yĩtsó. | 14. 'tongue' | lĩléi. |
| 7. 'ear' | toí. | 15. 'How do you do?' | Té òyóó tḗ. |
| 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'	gbɔ. 'stranger, guest'
kpɔ.	'knot'	ɲmɔ. 'farm'
ɲmé.	'palm-nut'	tso. 'tree'
gbě.	'pimple'	gã. 'Ga'
ɲě.	'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'; éné. 'this thing'; ótsi. 'week'.
- (ii) Low-Low: ɲɔ, 'sea'; agba. 'stall'; ago. 'velvet'.
- (iii) High-Low: ényɔ. 'two'; édzwè. 'four'.

(iv) Low-High: abé. 'proverb'; agbó. 'gate'; ayé. 'witch';
ηkú. 'shea-nut butter'; omǝ. 'rice'; ohá. 'hundred'.

(v) High-Mid: ékò. 'some'; étě. 'three'.

(b) CV V: the second syllable of such nouns, when a nasal consonant, is always written η .

(i) High-High: búu. 'mosquito-net'; háu. 'girdle'; j'ía. 'sand'.

(ii) Low-Low: dǎǎ. 'drink'; baa. 'leaf'; ηoo. 'salt';

dzoo. 'valley'; ηwěĩ. 'sky'; gǝη. 'mountain';

mǎη. 'town'; tsěη. 'beard'.

(iii) High-Low: láò. 'bedsheet'; méò. 'sixpence'.

(iv) Low-High: gbeé. 'dog'; faí. 'hat'; sěĩ. 'chair'.

(v) High-Mid: dzwéĩ. 'grass'; dúĩ. 'darkness'.

(c) CV CV:

(i) High-High: j'ító. 'pepper'; sũne. 'pillow'; kítǎ. 'oath'.

(ii) Low-Low: wolo. 'book'; gbǝmǝ. 'human being'; sǎne. 'story';

papa. 'fan'; lele. 'boat'.

(iii) High-Low: sísa. 'ghost'; túmò. 'rubbish dump'; gbékè. 'evening'.

(iv) Low-High: jwǎné. 'afternoon'; dadé. 'iron'; nyǝηmǎ. 'ten';

seké. 'madness'; jíká. 'money'; mǎmá. 'cloth';

dekǎ. 'leisure'; fufó. 'breast'; musú. 'taboo'.

(v) High-Mid: gbékě. 'child'; gówá. 'guava'; gúgǝ. '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. tsɔ̃ɔ̃lɔ̃. 'teacher' (1) | 6. fɪl̃. 'hole' (7) |
| 2. éyɛ̃ɛ̃. 'a white thing' (6) | 7. wobíɪ. 'bees' (1) |
| 3. lɔ̃lɛ̃. 'lorry, truck' (1) | 8. baa. 'leaf' (1) |
| 4. nũũ. 'man' (14) | 9. tsekɰé. 'uncle' (9) |
| 5. nyẽkwé. '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. sílà. 'ghost' (1) |
| 4. yeɛ. '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 mɔ̃ (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 -dzi, the two plural endings whose suffixal status is impeccable and which between them are the most productive plural suffixes in Ga. This tonal behavior is also exactly that of most other suffixes (to nominal and verbal roots) in Ga.

Drill 59: Repeat the following phrases:

- | | |
|-------------------------------|---|
| 1. Gãnyo. 'a Ga'. | 5. Gãmẽ abí. 'true-born Gas'. |
| 2. Gãmẽ. 'Gas'. | 6. Fántényò. 'a Fanti'. |
| 3. Gã bí 'Accra people'. | 7. Fántémẽ 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. ɣĩàtse. 'houseowner' |
| 2. nyẽkwẽ. 'aunt' | 7. helatse. 'sick person' |
| 3. nĩĩ. 'grandfather' | 8. ɣikátsè. 'rich man' |
| 4. nãã. 'grandmother' | 9. núŋtsɔ. 'master' |
| 5. mãŋtse. '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 ékò (counting form),
ékòmé. | 5 énúmɔ. | 8 kpaanyɔ. |
| 2 ényɔ. | 6 ékpàa. | 9 nẽẽhũ. |
| 3 étẽ. | 7 kpawo. | 10 nyɔŋmã. |
| 4 édzwè. | | |

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

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

- | | |
|----------------------------|-------------------------------|
| 1. Wɔnā yei ényɔ̃. | 'We saw two women.' |
| étɛ̃ | 'three' |
| 2. Ehé māmáí edzwè. | 'She bought four cloths.' |
| ékòmé | 'one' |
| 3. Etsínè ∫ii étɛ̃. | 'He sneezed three times.' |
| ékpàa | 'six' |
| 4. Mā̃ṣé lè mā tsūĩ ényɔ̃. | 'The chief built two houses.' |
| nyɔ̃ṣmā | 'ten' |
| 5. Kodzò yè bíyèi nēēhú. | 'Kodzo has nine daughters.' |
| énūmɔ̃ | 'five' |
| 6. Hīĩ kpawo ́tre lè. | 'Seven men carried him.' |
| kpaanyɔ̃ | 'eight' |

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

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

Drill 62: Repeat:

- | | |
|----------------------|------------------------------|
| 1. Mígbe lè da. | 'My water-pot is a big one.' |
| 2. Míwù édzè kpo. | 'My husband has gone out.' |
| 3. Mítsè tsé mí. | 'My father called me.' |
| 4. Ógbèé lè miibóló. | '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/íá lḗ. | 'Show me your house.' |
| 9. Tsṣṣmṣ mì nyḗtsū heé lḗ. | 'Show me your new building.' |
| 10. Mĩnā 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. ṣkétíe; ṣketíe. | '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. éṣmṣmĩ; míṣmṣmĩ. | 'okro; my okro'. |
| 10. agbó; ógbo. | 'gate; your gate'. |

Drill 64: Repeat:

- | | |
|--------------------|-------------------------------|
| 1. Sówà māmí. | 'Sowa's mother' |
| 2. Sówamē amāmí. | 'mother of the Sows.' |
| 3. yóomo sãne. | 'old woman's way of thought.' |
| 4. yeímedzi asãne. | 'old wives' tales.' |
| 5. sódzàfól atsũĩ. | 'barracks' |
| 6. loóf13 fĩdzi. | 'bird's wings' |

LESSON TWENTY

Dialogue: Outdooring.

- A. Ónú kpodziém¹ lè he?
'Have you heard about the outdooring?'
- B. Ĕhěě. Atsũ àbakeé mĩ.
'Yes. Someone was sent to tell me.'
- A. Obaáyà?
'Are you going?'
- B. Ĕhěě. Bo hũ òoya?
'Yes. Are you?'
- A. Ĕhěě. Ké òte ɲĩ mǎṅkě lè, tsé mĩ.
'Yes. When you wake up in the night, call me.'
- B. Mǎtè ɲĩ mǎlǎ.
'I'll get up early.'
- A. Míyadzìe kpò mǎhǎ minyémímé lè. Amēmiiya nĩtsũm³.
'I am going to outdoor for my brothers. They are going to work.'
- B. Mĩ hũ nǎkǎĩ nǎṅṅ.
'I am doing the same.'

Vocabulary

- | | | | |
|----------------------------|-----------------------|---------------------------|----------------|
| 1. nũ, | 'to hear' | 6. ké, | 'if, when' |
| 2. kpodziém ³ , | 'outdooring ceremony' | 7. te ɲĩ: | 'get up, wake' |
| 3. he, | 'about' | 8. mǎṅkě, | 'night' |
| 4. tsũ. | 'to send' | 9. mǎlǎ, | 'early' |
| 5. hũ, | 'too, also' | 10. nĩtsũm ³ , | '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	ŋó	Sunday	Hogbaa
Thursday	Soo		

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

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

ŋwǎné. 'noon, afternoon'; ŋwǎné fĩntĩṅṅ. 'the hottest part of the afternoon'

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

mǎṅkē. 'night'; mǎṅkē mǎ 'early morning before dawn.'

wuógbèémǎ. 'at cockcrow'; dzetsélèmǎ. 'dawn'.

(iii) Some other expressions of time are:

ṅméné. 'today' nyě. 'yesterday'

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

wósée. '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'; fó, 'to give birth to'
ɔwé, 'to play' ; wó, 'to lift' ; dǎ, 'to pose'
nyě, 'to be able'; dá, 'to race' ; mǔ, 'to submerge'

(b) Class II: Low

bɛ, 'to grip' ; nyě, 'to hate' ; mǔ, 'to breathe'
bǎ, 'to cut' ; fǒ, 'to throw' ; wo, 'to praise'
ba, 'to beg' ; da, 'to be big' ;

(c) Class III: Low

le, 'to know' ; ba, 'to come' ; nǔ, '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' ; h33\, 'to sell' ; feé\, 'to do'
wié\, 'to speak' ; gbeé\, 'to sound' ; leé\, 'to be wide'
nyĩé\, 'to walk' ;

(c) Class III: High-Mid:

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

(c) Class IV: Low-Low:

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

CV CV:

(a) Class I: High-High:

mǎle. 'to lie' ; tsóse. 'to train' ; sũm3. 'to serve'

(b) Class II: Low-High:

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

(c) Class III: High-Mid:

sísé. 'to beg' ; gũm3. 'to peel' ; súsú. 'to calculate'
tsáké. 'to change'; fěné. 'to untie' ; nínǎ. 'to catch up with'
kpókpó. 'to shiver'

(d) Class IV: Low-Low:

gbóbi. 'to hunt' ; sòle. 'to pray' ; sũm3. 'to love'

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

1. Efeé dǐḡḡ.

'He became quiet.'

2. Mi mikó wòló lé.

'I am the person who took the book.'

3. Aḡwié lè.

'He was sent away.'

4. Etiu amě.

'He pursued them.'

5. Aměhuu ta.

'They made war.'

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

- | | |
|---------------------------------|---|
| 1. Ebí lè da. | 'Her child is big.' |
| 2. Bo hú òoya? | 'Are you too going?' |
| 3. Námò ɲá ʃínàá lè? | 'Who closed the door?' |
| 4. Oodzidzé minàa. | 'You are annoying me.' |
| 5. Gbékěbii lè miifíte nǒfěēnǒ. | 'The children are spoiling everything.' |
| 6. Wodāmǒ ʃi kpěɲɲ. | 'We stood firm.' |
| 7. Aměyóo mi. | '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. loófɪlɔ́ lè flikí, | 'the bird flew' | 4. írema, | 'cowrie' |
| 5. fɪlɔ́, | 'hole' | 6. mlu, | 'dust' |

7. mlá.	'law'	8. mlā.	'early'
9. Àmēdrá.	'they are big'	10. òróóm̃.	'good fortune'
11. d̀̀ra.	'market, price'	12. àt̃wré.	'fist'
13. ɣml̃.	'laughter'	14. kíà.	'spirit'

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

- | | | | |
|-------------------|---------------------------|--------------|--------|
| 1. amētálá dzem̃ | 'They are sitting there.' | 2. ɣm̃ele. | 'bell' |
| 3. Efĩll k̃óyòò. | 'He blew out his breath.' | 4. hūlū. | 'sun' |
| 5. étsùru. | 'red' | 6. ɣwālām̃í. | 'star' |
| 7. Ele selem̃. | 'He knows how to swim.' | | |

LESSON TWENTY THREE

Dialogue: Food

- A. Mēñí abaáyé gbekè ñéé.
'What will we have for dinner?'
- B. Abaáyé k̃m̃í k̃e ʃítò k̃e kénā̃ɣ.
'We will have kenkey and pepper and fried fish.'
- A. Mēēba. Nókloklo b̃e?
'Why? Is there nothing else?'
- B. Wónū ye dzém̃é, ʃí m̀̀ko b̃é ni bàáʃi fùfui.
'There is soup, but there is no one to pound fufu.'
- A. Mākpa mlā\ m̀̀o ñí m̃iyaʃi.
'I'll close early then and go and do it.'
- B. Óò. Éf̃é nokò. Ké òsūm̃̃ kénā̃ɣ l̃é, òbaányē òk̃e k̃m̃í l̃é ayé wonū l̃é.
'Oh. It doesn't matter. If you don't like the fried fish, you can eat the soup with the kenkey.'

Vocabulary

1. kénā̃ɣ.	'fried fish'	7. ʃí.	'but'
2. k̃m̃í.	'kenkey'	8. ʃí.	'to pound'
3. mēēba.	'why?'	9. b̃é\.	'not to be'
4. nókloklo.	'something else'	10. fufui.	'fufu'
5. wónū.	'soup'	11. kpá.	'to close from work'
6. m̀̀ko.	'someone'	12. m̀̀o.	'then'

Notes

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

a) fufú: related to fufui.

b) dzĩdzĩ: related to fufui.

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

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

e) 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>abaáyě</u> gbekè nḗ. | 'What <u>will we eat</u> tonight?' |
| 2. <u>Abaáyě</u> kǒmĩ ke íto kè kénǎ̃. | ' <u>We will eat</u> kenkey and pepper and fried fish.' |
| 3. Moko bé ni <u>bááfi</u> fùfuí. | 'There is no one <u>to pound</u> fufu.' |
| 4. <u>Mǎkpa</u> mlǎ. | ' <u>I will close</u> early.' |
| 5. <u>Obaányě</u> òke kǒmĩ le ayě wonũ le. | ' <u>You can eat</u> the soup with the kenkey.' |
| 6. <u>Mǎfi</u> fùfuí wo. | ' <u>I will make</u> fufu tomorrow.' |
| 7. Nũú le <u>baányě</u> bo. | 'The man <u>will hate</u> you.' |
| 8. <u>Ebaáyě</u> dzĩdzĩ. | ' <u>He will eat</u> dzidzi.' |
| 9. Nǎmǒ <u>baáfi</u> kelèwèle éhǎ le. | 'Who <u>will fry</u> kelewele for him?' |

10. Mǎǎ eně ekò 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 _____ kómǐ gbékè nǛě. (ye) '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. (feé) 'What will you do?'
7. O _____ Gǎ? (ya) 'You will go to Accra?'
8. Mí _____ lè sǎne. (bí) 'I will question him.'
(Give both forms)

LESSON TWENTY FOUR

Verbs: The Negative Aorist tense

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

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

Drill 71: Repeat.

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

6. Míyáa\, nì míbíí l'è nokò hũ. 'I am not going, and I am not asking him anything either.'

7. B'é okéé nokò? 'You didn't say anything, did you?'

8. M'óní tsũũ n'íí l'è, èyée n'íí. 'He who does not work, does not eat.'

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

1. Gbékébií l'è bií l'è s'áne. 'The children did not question him.'

2. Gbékébií l'è egbéé t'ɔ̃t'ɔ̃ l'è. 'The children did not kill the mosquito.'

3. Kodzó baa ɲm'ěé. 'Kojo did not come today.'

4. Gb'ɔ̃m'ɔ̃ l'è dzw'ěnn kwlaa. 'He is an out and out fool!'

5. Gb'ɔ̃m'ɔ̃ l'è tsakée èníf'ém'ɔ̃. 'The fellow did not change his behavior.'

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

1. Kofí _____ ny'ě. (láká) 'Kofi was not deceiving you.'

2. Mí _____ dzém'ě gbekè n'ě'ě. (ba) 'I am not coming there tonight.'

3. E _____ m'ì s'áne. (bí) 'She did not ask me anything.'

4. Kofí _____ m'ís'áne. (sũm'ɔ̃) 'Kofi does not like me.'

5. Kofí _____ sìgaré'èti. (f'éle) 'Kofi does not smoke cigarettes.'

6. Mí _____ l'è. (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 -m'ɔ̃.

(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'
sóle.	'to pray'	sólem̃.	'prayer'
dzwẽη.	'to think'	dzwẽηm̃.	'thinking; thought'

from multisyllabic Verbs, with frontshifting of Nominal Object:

wié Gǎ.	'to speak Ga'	Gǎwiém̃.	'speaking Ga'
feé eǎ.	'to do evil'	éǎfeém̃.	'doing evil; sinning'

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

bí sǎne.	'to ask a question'	sǎnebím̃.	'questioning; interrogation'
dí.	'to be black'	dím̃.	'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'
ɲwǎ.	'to boast'	ɲwǎǎ.	'boasting'
le níí.	'to know'	níílee.	'knowledge'
ba.	'to come'	baa.	'coming'

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

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

dām̃ ɲí.	'to stand'	ɲídāām̃.	'standing'
sūm̃.	'love'	sūm̃.	'love'
wám̃.	'crawl'	wáām̃.	'crawling'

2. Other Gerunds, Abstract and Cognate Nouns:

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

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

tí.	'to be thick'	tílé.	'thickness'
fá.	'to be plenty'	fále.	'abundance'
gbó.	'to age'	gbóle.	'age'
ye yele.	'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 -lo, with or without frontshifting of a Nominal Object:

dzu.	'to steal'	dzulo.	'thief'
gbe gbǝmǝ.	'to kill a human'	gbǝmǝgbelo.	'homicide; murderer'
dzo foi.	'to run a race'	foidzelo.	'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. Gbobiló nǝé egbǝn kooloo ko kooloo ko.
'This hunter will not kill any animal.'

2. Míbiñ lɛ nókò.
'I shall not ask him anything.'
3. Míkwoñ, nì lɛ hú edwòñ.
'I will not climb, and he will not climb either.'
4. Gbobilɔi nɛ́ ɛgbèñ nokónokò.
'These hunters will not kill anything.'
5. Míbañ odzemé lɛ gbekè nɛ́.
'I will not come to your place tonight.'
6. Ké èfée nàkǎí lɛ, èléñ nokónokò.
'If she behaves that way, she will not learn anything.'
7. Wòwòñ keyafí nyèbaábà.
'We will not sleep till you come.'

Drill 75: Repeat.

1. Otse sùmɔñ ni ofée nàkǎí.
'Your father will not like you to do that.'
2. Ékaseñ nǐñ ñmɛ́nɛ́?
'Will she not study today?'
3. Adzókò ehòon nǐñ ñmɛ́nɛ́.
'Adzorkor will not cook today.'
4. Ké nyèbɔ́ñ nɔ́mɔ́ lɛ, míkpátǎñ.
'If you start fighting, I will not intervene.'
5. Níhɔ́lòí lɛ tsakèñ ofíká lɛ.
'The petty-traders will not change your money.'
6. Eyóon bo kòkòkò.
'He will never recognise you.'

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

1. Ó _____ Gǎ ñmɛ́nɛ́? (ya) 'Will you not go to Accra today?'
2. Eñǎ lɛ _____ lɛ. (fí) 'His wife will not leave him.'
3. Á _____ lɛ. (gbe, II) 'He will not be killed.'
4. Kápintá lɛ _____ èhe. (pilá) 'The carpenter will not hurt himself.'
5. E _____ ofíká lɛ. (fíte) 'He will not waste your money.'
6. Námɛ́í _____ nǐñ ye bíé. (ye, III) 'Who will not eat here?'

7. Māṇtsé lé _____ nò he. (wié) 'The chief will not talk about that subject.'

LESSON TWENTY SEVEN

Verbs: The Perfect Tense

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

Drill 77: Repeat.

- | | |
|---|--|
| 1. Émá ¹ le. | 'He has told lies.' |
| 2. Nūú ¹ lé ¹ emá ¹ le. | 'The man has told lies.' |
| 3. Hīí ¹ lé ¹ emá ¹ le. | 'The men have told lies.' |
| 4. É ¹ sòle. | 'He has prayed.' |
| 5. Osó ¹ fò ¹ lé ¹ esò ¹ le. | 'The priest has prayed.' |
| 6. Osó ¹ fò ¹ í ¹ lé ¹ esò ¹ le. | 'The priests have prayed.' |
| 7. É ¹ tsáké ¹ . | 'He has changed.' |
| 8. Ópà ¹ pá ¹ ebi ¹ mī ¹ sǎné ¹ lé ¹ . | 'Your father has asked me about the case.' |
| 9. Ópà ¹ pá ¹ epí ¹ lá ¹ èhe. | 'Your father has hurt himself.' |
| 10. Ómǎ ¹ mí ¹ ebò ¹ té ¹ í ¹ ǎ ¹ lé ¹ . | 'Your mother has gone into the house.' |

Drill 78: Repeat.

- | | |
|---|--|
| 1. Míkà ¹ ì ¹ bo, í ¹ bo lé ¹ òkà ¹ ì ¹ mī ¹ . | 'I have remembered you, but you do not remember me.' |
| 2. Kodzó ebà bíè? | 'Has Kodzo come here?' |
| 3. Nē ¹ gbè Ámá ¹ etèè. | 'Where has Ama gone?' |
| 4. Eṇā ¹ éfò ¹ yè Kòle Bú. | 'His wife has given birth to a baby at the Korle Bu Hospital.' |
| 5. Té ofèé ¹ lé ¹ tēē ¹ . | 'What have you done with her?' |

6. Ágbò yè amḗfíà lẹ́.
'There is a death in their house.'

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

1. Ó _____ kpòdziém̃ lẹ́ he? (nũ) 'Have you heard about the outdoor-ing?'
2. Daabí. Nám̃ _____? (fó) 'No. Who has had a baby?'
3. Wónũ lẹ́ _____. (be) 'The soup is cooked.'
4. Nám̃ _____ fíà lẹ́. (bótè) 'Who has gone into the house?'
5. Adzókò _____ dùadé lẹ́ fěě. (ts̃m̃) 'Adzorkor has peeled all the cassava.'
6. Bótá lẹ́ _____. (fíte) 'The butter has gone rancid.'
7. Kodzò _____ mǎn něě miṇ waa. (sũm̃) '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. Nṹ lẹ́ bikò mokomoko nókò.
'The man has not asked anyone anything.'
2. Gbòbilò nẹ́ẹ́ egbékò kooloo ko kooloo ko.
'This hunter has not killed any animal.'
3. Míbikò lẹ́ nókò.
'I have not asked him anything.'
4. Gbòbilòí nẹ́ẹ́ egbékò nókónokò.
'These hunters have not killed anything.'
5. Míyekò kéléwèlẹ́ ótsi nẹ́ẹ́.
'I have not eaten kelewele this week.'
6. Éwíekò amḗhe éf̃́f̃́.
'He hasn't said one bad word about them.'

LESSON TWENTY-EIGHT

Drill 81: Repeat.

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

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

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

LESSON TWENTY-NINE

Dialogue: Seeing the Sights.

- | | |
|--|--|
| A: Gbaá mí nǒnǐ nyěfeé nyě. | 'Tell me what you did yesterday.' |
| B: Wófée nokò tsǒ. Wòfàrà fíí keke ketee aklowá lè. | 'We didn't do anything much. We only strolled to the village.' |
| A: ñmēñě lè, nyěyàa Gǎ mó. | 'Today, go to Accra.' |
| B: Ĕhěě, wòbaáyá Bǎñk, ní eyadzíe fíká. Keké lè wótèe Kóòt, kè Láìbre, kèKòle 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, kẹ̀ lẹ́ ábà Temã ní ebakwe 'Tomorrow, bring him to Tema to see
haabó lẹ́. the harbour.'

B: Yoo. 'Okay.'

Vocabulary

gba.	'to narrate'	keke.	'only'
ṣrà ṣí.	'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 -mǝ.
- (iii) The Direct Imperative Positive Plural is marked by (a) the 2nd person plural pronominal prefix nyě - 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>Yaa</u> ɔfisi lẹ́. | ' <u>Go</u> to the office.' |
| 3. <u>Nyěbià</u> lẹ́ héní èdze. | ' <u>Ask</u> him where he is from.' |
| 4. <u>Nyěyàa</u> ɔfisi lẹ́. | ' <u>Go</u> to the office.' |
| 5. <u>Kǎnemǝ</u> letè nẹ́. | ' <u>Read</u> this letter.' |
| 6. <u>Nyěkǎnèa</u> létèí lẹ́. | ' <u>Read</u> the letters.' |
| 7. <u>Feémǝ</u> òyá. | ' <u>Hurry up</u> .' |
| 8. <u>Nyěfèa</u> oyá. | ' <u>Hurry up</u> .' |
| 9. <u>Kpétémǝ</u> lẹ́. | ' <u>Stick close</u> to him.' |

10. Bá wò lèébl. 'Come tomorrow morning.'
11. Nyě̀bàa ófìsì lè wò lèébl. 'Come to the office tomorrow morning.'
12. Gbólem ml. 'Rub me.'

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

Drill 84 and 85: Repeat.

- | | | |
|------------------------------------|----------|------------------------------------|
| 1. <u>Daam</u> ɛ̃ dīŋŋ. | (dām̃) | 'Stand still.' |
| 2. <u>Nyě̀dām</u> ɛ̃ fíbo. | (dām̃) | 'Wait a little.' |
| 3. <u>Wáam</u> misèe. | (wām̃) | 'Scratch my back.' |
| 4. <u>Nyě̀wām</u> nyě̀nādzi ahe. | (wām̃) | 'Scratch your legs.' |
| 5. <u>Gúum</u> àkutúl enyě̀. | (gúum̃) | 'Peel two oranges.' |
| 6. <u>Tsě̀m</u> àmā́dā́ lè he. | (tsě̀m̃) | 'Peel the plantain.' |
| 7. <u>Lóom</u> lè ɛ̃wāné kè gbékè. | (lóm̃) | 'Curse him afternoon and evening.' |
| 8. <u>Tsúum</u> òkp13ŋ lè n̄. | (tsúum̃) | '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 nyě̀-. e. g. nyě̀kabià. '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 fě́ě. (gba) (S) 'Tell him the whole story.'
2. _____ lè egbéí. (bí) (S) 'Ask him his name.'
3. _____ lè sǎné lè fě́ě. (gba) (P) 'Tell him the whole story.'

4. _____ lè nǒfěēnǒ. (bí) (P) 'Ask him about everything.'
5. _____ óhǎ mí. (sǒle) (S) 'Pray for me.'
6. _____ nyéhǎǎ wǒ. (sǒle) (P) 'Pray for us.'
7. _____ mǎmá lè he. (dzále) (S) 'Rinse the cloth.'
8. _____ ǐéètií lè ahe. (dzále) (P) 'Rinse the shirts.'
9. _____ nǐí. (kasé) (S) 'Study hard.'
10. _____ nǐí. (kasé) (P) 'Study hard.'
11. _____. (kǎné) (S) 'Read.'
12. _____ nyéwodzi lè. (kǎné) (P) 'Read your books.'
13. _____ hè. (gúmǒ) (S) 'Peel it.'
14. _____ dǐǐǐ. (feé\) (S) 'Be quiet.'
15. _____. (táǒ) (P) 'Look for it.'

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

1. _____. (feé\) (S)
2. _____ nǎkǎí. (feé\) (P)
3. _____. (ba) (S)
4. _____ ǐméné. (ba) (P)
5. _____ lè. (bí) (S)
6. _____ ǐíká. (fíte) (S)
7. _____ ǐíká pǐi. (fíte) (P)
8. _____ mǐǐ dǐǐǐ. (mǐǐ) (S)
9. _____ mǐǐ tsǐ. (mǐǐ) (P)
10. _____. (gbǐa) (P)

LESSON THIRTY-ONE

Enclitics of Emphasis and Sympathy.

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

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

(ii) The Enclitic of Sympathy is óḡ, or óò. 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\ée. | 'Be sure you come!' | 7. Kofí\ éè. | 'Remember Kofi!' |
| 3. Bá oḡ. | 'Come for sure.' | 8. Kofí oḡ. | 'Kofi, alas!' |
| 4. Kpódò. | An expression of sympathy | 9. Mĩ nĩ éè. | 'It's me, indeed!' |
| 5. Kpódò óḡ. | 'Sorry, to be sure!' | 10. Mĩ nĩ óḡ. | 'It's me, alas.' |

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

- | | | | |
|-------------|-----------------|--------------------|--------------------------------|
| 1. Eeba! | 'He is coming!' | 4. Ebaáfée gbeyèi! | 'It will be spec-
tacular.' |
| 2. Nǎǎ lɛ! | 'Here she is!' | 5. Oyádyá. | 'Quickly.' |
| 3. Gbeé lɛ! | 'Mind the dog!' | | |

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

- | | |
|---------------------|--------------------------------|
| 6. Ákée nokò. | 'Take heart.' |
| 7. Éfée nokò. | 'It doesn't matter.' |
| 8. Emāmí nĩ gbó lɛ. | 'It was his mother that died.' |
| 9. Kaábá. | 'Don't come.' |
| 10. Oyádyá. | '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 <u>obá</u> . | 'He said <u>you should come</u> .' |
| 2. Ekeé <u>okabá</u> . | 'He said <u>you should not come</u> .' |
| 3. <u>Míbi</u> lè? | ' <u>Should I ask</u> him?' |
| 4. <u>Míkabi</u> lè? | ' <u>Should I not ask</u> him?' |
| 5. <u>Wótèè</u> . <u>Wóyá</u> . | ' <u>Let's go</u> !' ' <u>Let's go</u> !' |
| 6. <u>Wókayá</u> . | ' <u>Let us not go</u> !' |
| 7. <u>Ékpa</u> . | ' <u>Let him stop</u> !' |
| 8. Mõní fèb nĩ lè <u>ékpa</u> . | 'Whoever's doing that <u>should stop</u> .' |
| 9. Ekeé <u>mikpa</u> wíém. | 'He said <u>I should stop</u> talking.' |
| 10. Ekeé <u>mikakpa</u> wíém. | 'He said <u>I should not stop</u> talking.' |

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

- | | |
|---|---|
| 1. Gbékẽbil le <u>ayé</u> nĩ miã. | 'The children should <u>eat</u> early.' |
| 2. Ámá <u>ahòò</u> nĩ lè. | 'Ama <u>should do</u> the cooking.' |
| 3. Amẽkeé hĩ lè <u>akafĩ</u> mǎh lè mĩ. | 'They said the men <u>should not leave</u> town.' |
| 4. Amẽkeé <u>okawle</u> dǎǎ. | 'They said you <u>should not speak</u> yet.' |
| 5. Mikeé <u>owie</u> . | 'I said <u>you should speak</u> .' |
| 6. Okeé <u>akawle</u> Gǎ? | 'Did you say <u>no one should speak</u> Ga?' |
| 7. Kodzó kèé <u>nyẽwle</u> Gǎ pé. | 'Kodzo said you <u>should speak</u> only Ga.' |
| 8. <u>Átse</u> lè ahã ml. | 'He <u>should be sent for</u> to see me.' |

9. Esũm³³ māla. 'He does not want me to sing.'
10. Esũm³³ māfée. 'He likes me to do it.'

II. The Permissive Tense.

(i) The Permissive tense marks the verb following hã 'to let' in a double verb structure. Its markers are the same as those of the Consecutive tense after sũm³ 'to like.'

(ii) The Permissive tense is positive, but hã 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. Hã <u>māyá</u> . | 'Let <u>me go</u> .' |
| 2. Nyéhãá <u>māyàa</u> . | 'Let <u>me go</u> .' |
| 3. Nyéhãá <u>māgbèa</u> toó lè. | 'Let <u>me slaughter</u> the sheep.' |
| 4. Hã <u>ebi</u> lè. | 'Let <u>him ask</u> him.' |
| 5. Hã <u>àmébà</u> min. | 'Let <u>them come</u> in.' |
| 6. Nyéhãá <u>woyàa</u> . | 'Let <u>us go</u> .' |
| 7. Kaáhã <u>wòlaádze</u> . | 'Don't <u>lead us astray</u> .' |
| 8. Kaáhã <u>èfó</u> . | 'Don't let <u>her cry</u> .' |
| 9. Nyékahãá <u>eféa</u> nākāĩ. | 'Don't let <u>him do</u> that.' |
| 10. Nyéhãá gbekébií lè <u>abàa</u> míñ³³. | 'Let the children <u>come</u> unto me.' |
| 11. Nyékahãá h³m³ <u>yea</u> gbékébií lè. | 'Don't let the children <u>go hungry</u> .' |
| 12. Kaáhã nũú lè <u>wié</u> pii. | 'Don't let the man <u>talk</u> a lot.' |
| 13. Kaáhã <u>àwié</u> pii. | 'Don't allow a lot of talking.' |
| 14. Nyékahãá <u>awíeà</u> pii. | 'Don't allow a lot of talking.' |
| 15. Nyékahãá nũú lè <u>wíeà</u> pii. | 'Don't let the man <u>talk</u> 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. Amẽkéé _____. (ya) 'They said you should go.'
4. Amẽkéé _____ dʒɛɛ. (ya) 'They said you should not go again.'
5. Námʒ sumʒʒ _____ ɛfiká. (fíte) 'Who likes throwing his money away?'
6. Esúmʒʒ _____ ɛbí lɛ. (sɔle) 'He does not want me to baptise his child.'
7. _____! (tee; ya) 'Let us go!'
8. _____ pli tsʒ. (fó) 'She should not weep too much.'
9. Nũũ lɛ kéé _____
nĩĩ leébi nɛɛ. (ɲmã) 'The man said you should do some writing this morning.'
10. Ómãmĩ _____ mòko nókò
dãã. (bí) 'Your mother should not ask anyone anything yet.'

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

1. Hã _____ bɔ sãne. (bí) 'Let me ask you one question.'
2. Kaáhã loyá lɛ _____ bɔ sãne. (bí) 'Don't let the lawyer question you.'
3. Nyéhãã _____. (lá) 'Let us sing.'
4. Nyéhãã _____. (ya) 'Let us go.'
5. Nyékahãã nyẽwebíĩ _____
nyẽ gbéyèi. (ʒé) 'Don't make your followers fear you.'
6. Nũũ lɛ sũmʒʒ _____ ɛbí lɛ. (sɔle) 'The man does not want his child to be baptised.'
7. Nũũ lɛ hãã _____ ɛbí lɛ. (sɔle) 'The man did not allow his child to be baptised.'
8. Mähã ɔsófó lɛ _____ mĩ mǎɲtse. (wo) 'I will let the priest crown me king.'
9. Míhãɲ ɔsófó _____ mĩ mǎɲtse. (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 nyɔ̃ɲmǎ́ kɛ́ ekòmé.
 16 nyɔ̃ɲmǎ́ kɛ́ ekpàa.
 19 nyɔ̃ɲmǎ́ kɛ́ nɛ̃ɛ́hǔ́.

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

- 21 nyɔ̃ɲmǎ́ɪ enyɔ̃́ kɛ́ ékòmé.
 57 nyɔ̃ɲmǎ́ɪ enũmɔ̃́ kɛ́ kpawo.
 99 nyɔ̃ɲmǎ́ɪ nɛ̃ɛ́hǔ́ kɛ́ nɛ̃ɛ́hǔ́.
 100 ohá.
 115 ohá lɛ́ nyɔ̃ɲmǎ́ kɛ́ enũmɔ̃́.
 227 oháɪ enyɔ̃́ (kɛ́) nyɔ̃ɲmǎ́ɪ enyɔ̃́ kɛ́ kpawo.
 1,000 akpé.
 1,001 akpé kɛ́ ékòmé.
 50,000 akpéɪ nyɔ̃ɲmǎ́ɪ enũmɔ̃́.
 200,000 akpéɪ oháɪ enyɔ̃́.

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.

- ɲmle, ɲmedzi. 'hour', 'hours'
 mɪnɪti (mɪlɪnti). 'minute'

Dialogue

- A: Mɛ̃ɛ́be obaábá. 'When will you come?'
 B: Mákpa nyɔ̃ɲmǎ́ kɛ́ enyɔ̃́, hɛ́wó lɛ́ mǎ́fɛ́ dzemɛ́ nyɔ̃ɲmǎ́ kɛ́ enyɔ̃́ kɛ́ fá. 'I shall close at 12, therefore I shall get there at 12:30.'
 A: Mákpa ɲmle komé, nɪ mǎ́wo taksɪ, hɛ́wó lɛ́ mɪtsɛ́ɲ tsɔ̃́. 'I shall close at one and I shall take a taxi, therefore I shall be there soon after.'

B: Obaáyá nĩtsũm̃ ∫wǎné?

'Will you go to work in the afternoon?'

A: Ĕhěĕ, àbaábá abawo mĩ ηmedzi 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) Hĩηmeĩtswàa '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

bénké. 'to be near'

flíkl. 'to fly'

dónkó. 'to swagger'

dídǎǎ. 'to stagger'; 'to reel'

pénté. 'to paint'

yóyro. 'to worry seriously'

II. Tonal Classes: Polysyllabic Nouns.

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

High-High: írema. 'cowrie'

plèkoó. 'nail'

t̃̃nt̃̃. 'mosquito'

High-Mid: ηmónηmlo. 'wooden plank'

sráwa. 'lightning'

dídéi. 'mudfish'

abónú. 'lemon'

High-Low: átatù. 'cloud'

ádèsǎ. 'human being'

dúkumǎ. 'ostrich'

yóomǎ. 'camel'

Low-High: aspáàtré. 'shoe'

kpēηkp̃lě. 'hare'

adesǎ. 'story'

duadé. 'cassava'

	ηκομό.	'sorrow'	kwafiá.	'fool'
<u>Low-Low:</u>	anããnũ.	'spider'	kwaabúète.	'rainbow'
	kpaakpo.	'lake'	maṅkẽ.	'midnight'
	adɔdɔṅ.	'fly'		

Drill 95: Repeat.

1. Béṅkémɔ wò. 'Draw closer to us.'
2. Ódekàí lè eládzekò; àkébà. 'Your boxes are not lost; they have arrived.'
3. Nũũ lè yaápěntè tsũ lè he. 'The man is going to paint the building.'
4. Nũũ lè baápenté ɟiá lè. 'The man will paint the house.'
5. Sro ádèsã, nĩ sro adesã. 'Human being is different from story.'
6. Mátãnyẽ anããnũ sãne. 'I will tell you a spider story.'
7. Blemã lè, ɛrema\ dzí ɟiká ni àyeo. 'In the olden days, cowries were used as money.'
8. Tɔṅtɔṅ yèo ye Gã fe Kumããse. 'Accra suffers more from mosquitoes than Kumasi.'

LESSON THIRTY FIVE

Dialogue: Dress

- A: Mě̀nĩ māmá\ Dedé bú. 'What was Dede wearing?'
- B: Ebú àgo yéṅ futta, nĩ ewo kebaɟéèti wuófò. 'She wore pure white velvet, with a yellow blouse.'
- Ekueníì ke toíàníì ke nineɟiníì lè fěẽ lè ɟikáyeṅ, ɟí èwo waógà ɟikátèru. 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 síùti blúù, nĩ eṅmɔ táì tsru. He wore a blue suit and red tie.
- Espáàtré dīṅ lè kpìlèò tāmɔ ayáwa. His black shoes were as shiny as brass.'

Vocabulary

bú.	'to wear'	ago.	'velvet'	yéṅ.	'white'
-----	-----------	------	----------	------	---------

fútaa.	'very white'	toíàníf.	'earrings'
wo.	'to wear'	ninefiníí.	'bracelet'
kebaŋéèti.	'blouse'	ŋikáyeŋ.	'silver'
wuófò.	'yellow'	ŋikátèru.	'gold'
kueníí.	'necklace'	waógà.	'ring'
atalé.	'clothes'	nmɔ̃.	'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, táí, sándàl, 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>nmɔ̃</u> :	táí, wátsì	to wear a tie, watch, etc.

3. Some colour words are:

édĩŋ.	'black'	étèru.	'red'	baa nmɔ̃ŋ.	'green'
éyeŋ.	'white'	wuófò.	'yellow'	blúù.	'blue'
éŋòli.	'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. nǎ. 'to see'	móbò. 'pity'	nǎ móbò. 'to show mercy'

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

5. kǎ.	he.	kǎ hě. '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 some- one's health'
9. da	ɛ̃.	da ɛ̃. 'to thank'
10. nyĩé.	ɛ̃ɛ̃.	nyĩé ɛ̃ɛ̃. 'to undermine'
11. bí.	ɛ̃ɛ̃.	bí ɛ̃ɛ̃. 'to ask the meaning of'
12. kwé.	nǎ.	kwé nǎ. 'to take care of'
13. tǎ.	nǎ.	tǎ nǎ. 'to wrong someone'
14. ɛ̃wé	mĩ̃.	ɛ̃wé mĩ̃. 'to use lavishly'
15. bí.	mĩ̃.	bí mĩ̃. 'to ask for a de- tailed 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.	hĩ̃.	kwé hĩ̃. 'to expect'
21. kǎ.	hĩ̃.	kǎ hĩ̃. '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'
---------	---------	---------------------------------------

24. ye.	seké. 'madness'	ye seké. 'to be mad'
25. ye.	he.	ye he. 'to go scot-free'
26. ye.	nɔ̃.	ye nɔ̃. 'to oppress'
27. ye.	sɛɛ.	ye sɛɛ. 'to deputise for'
28. bɔ.	híɛ̃.	bɔ híɛ̃. 'to reprove'
29. bɔ.	musú.	bɔ musú. 'to break a taboo'
30. bɔ.	módɛ̃ɛ̃	bɔ módɛ̃ɛ̃. '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.	fɔ̃. 'to throw'	tsé fɔ̃. 'to throw away'
4. kɔ̃. 'to bite'	fíɪ. 'to blow air'	kɔ̃ fíɪ. 'to forgive'
5. ɲɔ̃.	fa.	ɲɔ̃ fa. 'to forgive'
6. gbɛ. 'to open up'	ɲwǎ. 'to scatter'	gbɛ ɲwǎ. 'to scatter all over'
7. tsí. 'to push'	to. 'to hide'	tsí tò. 'to postpone'

(ii) Sources of Compound Verbs include collocations with the verbs ná. 'to get'; nyé. 'to be able'; há. 'to give'; and tsɔ̃ɔ̃. '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. nyé.	feé\.		nyé fèé\.	'to be able to do'	
11. nyé.	dzo foi.		nyé dzò foi.	'to be able to run'	
12. ɲí sɛɛ. 'to leave a message'	há.		ɲí sɛɛ há.	'to leave a message for'; 'to leave a message with'	
13. hɔ̃ɔ̃. 'to sell'	há.		hɔ̃ɔ̃ há.	'to sell for'; 'to sell to'	

14. wié\ . 'to speak' ts33\ . 'to teach' wié ts33\ . 'to reason with'
15. dzo foi, 'to run' tee. 'to go' dzo foi tee. 'to run to'
16. dze. 'to come from' ba. 'to come' dze ba. 'to arrive'

LESSON THIRTY SEVEN

Contonation Patterns: High Tone Verbs

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

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

TABLE V: CONTONATION PATTERNS OF HIGH TONE VERBS

	Marker	Root	Marker
Past	!	'	
Perfect	é!	'	
Progressive	mĩĩ	'	
Future	bàá	'	
Habitual	!	'	* o
Negat. Aorist		'	(\)
Negat. Perfect		'	kò
Negat. Future		'	* ŋ
Imperat. Sing.		'	(m3)
Imperat. Pl.	nyé	'	* a
Neg. Imperat. Sing.	kàá	'	
Neg. Imperat. Pl.	nyéká	'	* a
Consecutive	á	'	* a

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

(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 mǎleò waa. 'Kofi is a confirmed liar.'

1. Měĩ édzwè _____ lè sǎne. (bí) (Past) 'Four people questioned him.'
2. Wotse _____ àdesǎ pì. (tǎ) (Habitual) 'Our father is good at telling stories.'
3. Kofí _____. (pása) (Perfect) 'Kofi has lied.'
4. Nǎmǎ _____ 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. Mekomoko _____. (fó) (Neg. Aorist) 'Nobody cried.'
9. Mekomoko _____ lè. (fó) (Neg. Aorist) 'Nobody cried for him.'
10. Sówà _____ gbéyèi. (ǎ) (Habitual) 'Sowa is faint-hearted.'

Drill 97.

1. Óyoo _____ dǎŋŋ. (fó) (Neg. Future) 'Oyoo will not have another baby.'
2. _____ ónǐdzĩ anǎ. (wéle) (Dir. Imperat. Pl.) 'Raise your hands.'
3. _____ lè. (bí) (Dir. Imperat. Pl.) 'Ask him.'
4. _____ gbékébił lè. (tsé) (Dir. Imperat. Pl.) 'Ask the children.'
5. _____. (fó) (Neg. Imperat. Sing.) 'Don't weep.'
6. _____ yè mǐhèwǎ. (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 yóó lè _____ lóó. (hé) (Permissive Sing.) 'Let the woman buy fish.'
10. Nyéhàà yéí lè _____ lóó. (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. Gbékě bíò etse dǎńǎ eféò nākǎĩ. | 'A child asks his father before he does that.' |
| 2. Kofí mǎle. | 'Kofi lied.' |
| 3. Kofí mǎleò. | '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 mǎĩ-

(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. Amělá dzògbaṇṇ. | '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 mǒfěěmǒ. | 'We greet everyone.' |
| 7. Mákpe wu lè. | 'I'll chew the bone.' |
| 8. Mífíwè ò fíká wàa. | 'I spend a lot of money.' |
| 9. Etǎǎ adesǎ pì. | 'He is good at telling stories.' |
| 10. Míwaa lè, nì ewáa mǐ. | 'I did not help him, and he did not help me.' |

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

- _____ lè nókò. (bí) (1st Sing. Neg. Perf.) 'I have not asked him anything.'
- _____ nẹ̀kẹ̀ nǐĩ. (tsũ) (3rd Pl. Neg. Fut.) 'They will not do such work.'
- _____ mǎmá lè he. (dzále) (Dir. Imperat. Sing.) 'Rinse the cloth.'
- _____ wò adesǎ. (tǎ) (Dir. Imperat. Sing.) 'Tell us a story.'
- _____ nyẹ̀bíí. (tsóse) (Dir. Imperat. Pl.) 'Give your children some discipline.'
- _____. (mǎle) (Neg. Dir. Imperat. Sing.) 'Don't lie!'
- _____. (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. (bi) (1 Sing. Permiss.) 'Let me ask my question.'

II. 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. Míṅkpa bò faí. | 'I beg you.' |
| 2. ǝ́á ohé. | 'Hurry up.' |
| 3. Ekǎ hẹ eefeé lolo. | 'He is still doing it.' |
| 4. Ádzua bíǝ mǐǝí daa. | 'Adzua visits me always.' |
| 5. Okpákò lẹ ǝ́í lóloṽ? | 'Haven't you seen through him yet?' |
| 6. Wohée lẹ woyéeṽ. | 'We do not believe him.' |
| 7. Minǎ lẹ mǐkwéṽ. | 'I wish I could see him.' |
| 8. Minǎ lẹ mǐtsǝ. | 'I wish I were he.' |

LESSON THIRTY NINE

Dialogue: To the Beach

- | | |
|--|---|
| A: Wótèè wóyawu ǝ́ǝ. | 'Let's go for a swim in the sea.' |
| B: Ye nǝ́gbè. | 'Where?' |
| A: Ye Laa ǝ́ǝ lẹ nǎǎ. | 'At Labadi Beach.' |
| B: Wǝketso áyá nǐ wǝkéyayè odíi. | 'Let's take a surfboard with us to do some surf riding.' |
| A: Wǝbaǝnyǝ wǝke wolemǝí lẹ ayagbla adrǎ hǔ. | 'We could also go and help the fishermen to pull in the dragnet.' |
| B: Alóo woyatsà kaáá yè Kpeéǝí lẹ nǎǎ. | 'Or dig up crabs at the Kpeshi Lagoon.' |

Vocabulary

wú. 'to do sea-bathing'

η̣ɔ. 'sea'

něgbè. 'where?'

odíi. 'surf-riding'

adrã. 'dragnet'

gbla. 'to pull'

tsa. 'to dig'

NOTES

I. Some More Time Expressions.

(i) Phrases with see 'after':

1. η̣mẽñẽ ṣẹ.

'henceforth'; 'from today on'

2. nyẽ ṣẹ áfi.

'last year'

3. nyẽ ṣẹ áfịl enỵ.

'two years ago'.

4. wó ṣẹ ótsi.

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

5. wó ṣẹ Hɔgbaa.

'the coming Sunday'; 'this Sunday'

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

6. wó otsi.

'a week tomorrow'

7. η̣mẽñẽ otsịl eṭẽ.

'three weeks from today'

8. η̣mẽñẽ \ dzí otsịl eṭẽ.

'three weeks ago today'

9. η̣mẽñẽ Hɔɔ.

'today is Saturday.'

10. ótsịl eṭẽ ñẽ nĩ èba bị́.

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

(iii) Some fixed time-expressions:

11. gbĩĩ éṭẽ ñẹ̣̃.

'these days'; 'recently'

12. ótsịl eṭẽ.

'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 Ọsọfọ. ně woye. 'We believed this priest.'

tsé...fò e. g. Étsé èfíká. lè efò. 'He has wasted his money.'

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

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

fó tǎé... 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.

Nũ lè nyě efée nǎnĩ. míkẹ. lè. lè. 'The man could not do

Nũ lè nyě nǎnĩ. míkẹ. lè. lè. efee. 'what I told him.'

MISSING PAGE

9. Óbì lè lè miifó miitsé b̀̀. 'Your child is crying for you.'
10. Óbì lè lè miifó èetsé b̀̀. 'Your child is crying for you.'

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

1. Kaáhe m̀̀komoko oye. 'Don't believe anyone.'
2. Kaáyè obúà lè. 'Don't help him.'
3. Nyékatselèa nyẽwodzí lè nye wíeà. 'Don't throw your books away.'
4. Nyékawíeà nokónokò nyẽfíà lè. 'Don't say anything against him.'
5. Hé Nyɔ̃m̀̀ óyè. 'Believe in God.'
6. Nyẽyèa nyẽbuàa nyẽhe. 'Help each other.'
7. Kaáhe m̀̀ko óyè. 'Don't believe anyone.'
8. Osófò lè kèé wòhe lè woyè. 'The priest says we should believe him.'
9. Há máye mābuà bo. 'Let me help you.'
10. Mísũm̀̀ mātse wòlò lè māf̃̃. 'I don't want to throw the book away.'

Drill 105: Repeat.

1. Bá wò otsi. 'Come a week tomorrow.'
2. Bá wòsèè ótsi. 'Come next week.'
3. Nyẽsèè áfi lè, ebo m̀̀dẽηη wàa. 'Last year, he did very well.'
4. Gbĩĩ étè n̄̄, èyeo awuñã wàa. 'These days she feels very jealous.'
5. Ekpeo sèè d́́a gbĩ. 'He is late every day.'
6. Kaákwe mihĩĩ ηm̄̄n̄̄. 'Don't expect me today.'
7. Minã lè ηm̄̄n̄̄ dzí gbĩĩ étè. 'I saw him three days ago.'
8. Éyè áfiì nyɔ̃m̄̄f̃̄ etè kè énỹ̃. 'He is 32 years old.'
9. M̄̄èbe aféò otsiì etè lè. 'When will the post-funeral ceremony be performed?'
10. Soo ní bàa n̄̄n̄̄ otsi. 'A week this coming Thursday.'

Drill 106: Complete the following sentences as directed.

1. _____ m̀̀komoko _____. (hé yè) Negative Aorist, 3rd pers. sing.

'He does not believe anyone.'

2. Nyẽmí _____ nyẽmí. (ye búá) Habitual

'Brother helps brother.'

3. _____ tàkófwe lè _____. (tsé f̃) Dir. Imperative Sing.

'Throw the rag away.'

4. _____ nyẽ. (lá h̃) Future. 3rd pers. sing.

'She will sing for you.'

5. Té _____ bò t̃ẽ. (ye búá) Future. 1st pers. sing.

'How can I help you?'

6. Óbi lè lè _____ bò. (fó tsé) Progressive.

'Your child has been crying for you.'

7. _____ am̃ñt̃m̃í lè _____ am̃. (ŋ̃ fa) Dir. Imperat. Pl.

'Forgive them their mistakes.'

8. Óyitswél _____ óyitéŋ. (gbe ɟw̃) Perfect. 2nd pers. sing.

'Your hair is all tousled up.'

9. _____ lè _____. (ka kwé) Neg. Perfect. 1st pers. sing.

'I have not tested him.'

10. M̃ntsé lè _____ kpèé lè _____. (tsí tò) Past.

'The chief postponed the meeting.'

Drill 107: Complete the following sentences as directed.

1. _____ bò _____ k̀̀k̀k̀k̀. (hé yè) Neg. Future. 3rd pers. pl.

'They will never believe you.'

2. Nyẽm̃m̃í k̃é _____ am̃. (ye búá) Consecutive. 2nd pers. pl.

'Your mother says you should help them.'

3. Ádè _____ m̀̀ko _____ dǎǎ. (hé yè) Neg. Perf.

'Ade has never trusted anyone.'

4. Ekeé mèídídzí lè _____ nyě _____. (hé yè) Neg. Consecut.

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

5. _____ ẁ̀. (tsí b́́kè) Neg. Imperat. Sing.

'Don't move near us.'

6. _____ m̀̀. (tsí b́́kè) Neg. Imperat. Sing.

'Don't move near me.'

7. Ḿ́sumǎǎ _____ lè. (wié í) Consecutive. 1st pers. sing.

'I do not want to speak against him.'

8. Há _____ lè. (wié í) Permissive. 1st pers. sing.

'Let me speak against him.'

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

'He did not let them speak against you.'

10. Nyěhǎǎ _____ lè. (wié í) 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'; dzwěŋ. '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	mǐí	ˊ ˊ	

Tense	Marker	Root	Marker
4. Future	bàá	‘ ‘	
5. Habitual		‘ ‘	ð
6. Neg. Aorist		‘ ‘	‘ (‘)
7. Neg. Perf.		‘ ‘	kò
8. Neg. Fut.		‘ ‘	* ŋ
9. (a) Imperat. Sing.		‘ ‘	mǝ
9. (b) Imperat. Pl.	nyě	‘ ‘	à
10. (a) Neg. Imperat. Sing.	kàá	‘ ‘	
10. (b) Neg. Imperat. Pl.	nyěká	‘ ‘	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. amé-.) Only the initial á- (Consecutive marker) of the Negative Consecutive áká- is replaced. Other formal changes when pronominal subject prefixes occur are (1) doubling of the pronominal vowel of the 2nd and 3rd person singular and the unrestricted personal pronouns (2) reduction of 1st person singular with Future tense marker to give míba- or má- .

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

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

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

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

1. Óbí lẹ́ _____ dǔ́n. (wɔ́lɔ) (Neg. Fut.)
'Your child will not cough again.'
2. _____ èhè éfǔ́n. (dzwẽn) (Neg. Fut., 1st pers. pl.)
'We will not think evil of him.'
3. _____ míhè eflò. (sẽn) (Neg. Fut., 1st pers. sing.)
'I shall not hang myself for nothing.'
4. _____ lẹ́. (gwao) (Imperative Sing.)
'Whip him!'
5. _____ àmẽ. (gwao) (Imperative Pl.)
'Whip them!'
6. _____ yè bíé. (sre) (Neg. Imperat. Sing.)
'Don't swim here!'
7. _____ yè faá lẹ́ mìn. (sre) (Neg. Imperat. Pl.)
'Don't swim in the river!'
8. Ekeé gbòbilóí lẹ́ _____ lẹ́. (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 fíbo. (dǎmɔ) (Permissive Pl., 3rd pers. pl.)
'Let them stand a little.'

LESSON FORTY ONE

Dialogue: At the Market

- A: Wobaágbà nyě nǎn wònà yè dzrá lẹ́ nǎ.
'We will describe for you what we saw in the market.'
- B: Nyě lẹ́ dzra gbí, hẹwó lẹ́ dzémě so ékpakpa.
'Yesterday was market day, so the place was really crowded.'
- A: Koonbíí sr̀toisr̀toi dze aklowáí le fěẽ mìn aměbawo dzra.
'All kinds of country people came from the villages and displayed their wares.'
- B: Měĩkoměĩ tre yèle, měĩkoměĩ tre àmód.
'Some carried yams, some carried tomatoes.'
- A: Měĩkoměĩ hǔǔ m̀tsru, měĩkoměĩ hǔǔ sebe.
'Some sold palm oil; some sold garden eggs.'

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

kěntěŋ. 'basket'

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

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

LESSON FORTY TWO

Drill 111: Repeat. Low tone verbs are underlined.

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

- | | | |
|-----------------------------------|---------|-------------------------------------|
| 7. Kofí <u>egbè</u> dókòddókò. | (Perf.) | 'Kofi <u>has killed</u> a duck.' |
| 8. Ámá <u>egbè</u> dókòddókò. | (Perf.) | 'Ama <u>has killed</u> a duck.' |
| 9. Sówà <u>égbè</u> dókòddókò. | (Perf.) | 'Sowa <u>has killed</u> a duck.' |
| 10. Wógbè dókòddókò. | (Perf.) | 'We <u>have killed</u> a duck.' |
| 11. Mígbè dókòddókò. | (Perf.) | 'I <u>have killed</u> a duck.' |
| 12. Nūú lè <u>egbè</u> dókòddókò. | (Perf.) | 'The man <u>has killed</u> a duck.' |

Drill 112: Repeat

- | | | |
|----------------------------------|----------|---|
| 1. Ágo <u>míitsa</u> bú. | (Progr.) | 'Ago <u>is digging</u> a hole.' |
| 2. <u>Ootsa</u> bú. | (Progr.) | 'You <u>are digging</u> a hole.' |
| 3. <u>Eetsa</u> bú. | (Progr.) | 'He <u>is digging</u> a hole.' |
| 4. <u>Míitsá</u> bu. | (Progr.) | 'I <u>am digging</u> a hole.' |
| 5. <u>Míitsá</u> kaáá. | (Progr.) | 'I am digging up crabs.' |
| 6. <u>Míitsá</u> . | (Progr.) | 'I am digging.' |
| 7. Ómūsū <u>míida</u> . | (Progr.) | 'Your stomach <u>is growing big</u> .' |
| 8. Kofí <u>lāa</u> dāa gbí. | (Habit.) | 'Kofi <u>dreams</u> every day.' |
| 9. Sówà <u>gbeo</u> too waa. | (Habit.) | 'Sowa is good at <u>slaughtering</u> sheep.' |
| 10. <u>Mílāa</u> dāa mǎṅkē. | (Habit.) | 'I <u>dream</u> every night.' |
| 11. <u>Wogbeo</u> too dāa otsi. | (Habit.) | 'We <u>slaughter</u> sheep every week.' |
| 12. Nūú lè <u>tsaa</u> kaáá wāa. | (Habit.) | 'The man is good at <u>digging up</u> crabs.' |

Drill 113: Repeat

- | | | |
|------------------------------|---------------------|--|
| 1. <u>Ebaátsé</u> tsɔ̃. | (Fut.) | 'It <u>will delay</u> too much.' |
| 2. <u>Ebaátsé</u> waa. | (Fut.) | 'He <u>will stay</u> very late.' |
| 3. <u>Míbatsé</u> ṁmēñě. | (Fut.) | 'I <u>will stay late</u> today.' |
| 4. <u>Míbatsé</u> Hɔgbaa. | (Fut.) | 'I <u>will stay late</u> Sunday.' |
| 5. Nūú lè <u>baágbè</u> too. | (Fut.) | 'The man <u>will slaughter</u> a sheep.' |
| 6. <u>Gbeé</u> tɔ̀o. | (Posit. Imp. Sing.) | ' <u>Slaughter</u> a sheep!' |
| 7. <u>Gbeé</u> dókòddókò. | (Posit. Imp. Sing.) | ' <u>Kill</u> 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. Aménáã 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. Eméẽ. (Neg. Aor.) 'He didn't wait.'
2. Sówà étsákò sù lé. (Neg. Perf.) 'Sowa hasn't dug up the soil.'
3. Wóméñ nyẽ. (Neg. Fut.) 'We will not wait for you.'
4. Aménáñ gbekébií lé. (Neg. Fut.) 'They will not see the children.'
5. Sówà étsáñ bu lé. (Neg. Fut.) 'Sowa will not dig the hole.'
6. Mínūñ dāã dññ. (Neg. Fut.) 'I shall not drink alcohol again.'
7. Nūú lé egbéñ dókòdókò. (Neg. Fut.) 'The man will not slaughter a duck.'
8. Nyékaméã wò. (Neg. Imp. Pl.) 'Don't wait for us!'
9. Nyékaméã. (Neg. Imp. Pl.) 'Don't wait!'
10. Nyékaméã dññ. (Neg. Imp. Pl.) 'Don't wait any more!'

LESSON FORTY THREE

Drill 116: Repeat. Low tone verbs are underlined.

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

Drill 117: Repeat

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

Drill 118: Repeat

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

3. Kofímě́ akamě́ dõηη. (Neg. Indir. Imp.) 'Kofi and his friends should not wait anymore.'
4. Ómāmí kèé okamě́. (Neg. Consecut.) 'Your mother says you should not wait.'
5. Ómāmí kèé okamě́ 1ε. (Neg. Consecut.) 'Your mother says you should not wait for her.'
6. Amě́kèé wokamě́? (Neg. Consecut.) 'They say we should not wait?'
7. Amě́kèé wokamě́. (Neg. Consecut.) 'They say we should not wait.'
8. Kofí kèé Sowà ákamě́. (Neg. Consecut.) 'Kofi said Sowa should not wait.'
9. Kofí kèé Sowà ákamě́ 1ε. (Neg. Consecut.) 'Kofi said Sowa should not wait for him.'
10. Ekéé yòó 1é akagbé dɔkòdókò 1é. (Neg. Consecut.) 'He said the woman should not kill the duck.'

Drill 119 : Repeat

1. Há Kòfí amě́. (Permis. Sing.) 'Let Kofi wait.'
2. Há àmě́mě́. (Permis. Sing.) 'Let them wait.'
3. Há māmě́. (Permis. Sing.) 'Let me wait.'
4. Há emě́. (Permis. Sing.) 'Let him wait.'
5. Kaáhă Kòfí mě́. (Permis. Sing.) 'Don't let Kofi wait.'
6. Kaáhă Kòfí mě́ tsǒ. (Permis. Sing.) 'Don't let Kofi wait too long.'
7. Kaáhă àmě́mě́ wɔ. (Permis. Sing.) 'Don't let them wait for us.'
8. Nyěhăă Kofí amě́ă. (Permis. Pl.) 'Let Kofi wait.'
9. Nyěhăă Kofímě́ amě́ă. (Permis. Pl.) 'Let Kofi and his friends wait.'
10. Nyěhăă măgbèa toó 1é. " 'Let me slaughter the sheep.'

Drill 120: Repeat

1. Nyěkahăă Kofí mě́ă. (Permis. Pl.) 'Don't let Kofi wait.'
2. Nyěkahăă Sowà mě́ă tsǒ. (Permis. Pl.) 'Don't let Sowa wait too much.'

- | | | |
|----------------------------------|-----------------|---|
| 3. Nyékahãã Kofimè <u>měã</u> . | (Permis. Pl.) | 'Don't let Kofi and company wait.' |
| 4. Nyékahãã <u>eměã</u> pii. | (Permis. Pl.) | 'Don't let <u>him</u> wait a lot.' |
| 5. Nyékahãã <u>aměměã</u> . | (Permis. Pl.) | 'Don't let <u>them</u> wait.' |
| 6. Nũú lé hãã Kòfí <u>amě</u> . | (Permis. Sing.) | 'The man didn't let Kofi <u>wait</u> .' |
| 7. Nũú lé há Kòfí <u>mě</u> . | (Permis. Sing.) | 'The man let Kofi <u>wait</u> .' |
| 8. Nũú lé hã Sowà <u>ámě</u> . | (Permis. Sing.) | 'The man will not let Sowa <u>wait</u> .' |
| 9. Nũú lé hãkò Sówà <u>ámě</u> . | (Permis. Sing.) | 'The man has not allowed Sowa to <u>wait</u> .' |
| 10. Nyěhãhã <u>womě</u> . | (Consecut.) | 'You will not let us <u>wait</u> .' |

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.

Adjective
kpákpa. 'good'
fɔ́hã. 'bad'

Noun
ékpakpa. 'good'
éfɔ́hã. 'evil'

Adjective

yéḡ. 'white'

tsru. 'red'

komé. 'one'

Noun

éyeḡ. 'white'

étèru. '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 kakãdãḡḡ kò. 'A certain tall man.'
5. Nũũ tsru kakãdãḡḡ kò. 'A tall fair-coloured man.'
6. Nũũ lé. 'The man.'
7. Nũũ tsru kakãdãḡḡ lé. 'The tall red man.'
8. Be kó lé. 'Once upon a time.'
9. Hĩĩ komẽĩ. 'Certain men.'
10. Hĩĩ komẽĩ lé. 'Those men.'
11. Hĩĩ tsudzĩ kakãdãdzĩ komẽĩ. 'Certain tall fair-coloured men.'
12. Hĩĩ tsudzĩ kakãdãdzĩ komẽĩ lé. 'Those tall fair-coloured men.'

Drill 122: Repeat.

- | | |
|--------------------------|------------------------------|
| 1. Agbó lé. | 'The big one.' |
| 2. Agbó àgbo. | 'A big gate.' |
| 3. Agból agboi étẽ lé. | 'The three big gates.' |
| 4. Wolo díḡ biblío lé. | 'The small black book.' |
| 5. Édíḡ biblío lé. | 'The small black one.' |
| 6. Bíbí lé. | 'The small ones.' |
| 7. Gbékẽbí bíbí lé. | 'The little children.' |
| 8. Hĩĩ étẽ lé fẽẽ nã 1e. | 'All the three men saw him.' |
| 9. Hĩĩ fẽẽ hí. | 'All men are good.' |

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

LESSON FORTY FIVE

Dialogue

A: Kíómō kapèdzí lè nī dzwre òkplǒŋ lè nǒ lè ohā mǐ.

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

B: Ānī okplǒŋ lè nǒ oké lè, áloo èfǐfǐ.

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

A: Mikeé èyitéh.

'I said on top.'

B: Míhla fěē momo.

'I have picked them up already.'

A: Yoo. Kwémo sěí lè see áké òbaáná migá lè ló.

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

B: Míñá. Eká sěí lè nī mã saatsó lè híě lè mãséí.

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

A: Mó. Ahékoo.

'Well done. Congratulations.'

Vocabulary

Kíó. 'to pick'

kápłe, kápèdzí. 'penny, pennies'

nī. 'which'

dzwre. 'to lie on'

okplǒŋ. 'table'

nǒ. 'on, upon'

ānī. 'is it?'

yitéh. 'top'

hla. 'to pick up'

mómo. 'already'

ló. Interrogative word

mã. 'to stand at'

saatso. 'bedstead'

híě. 'in front of'

mãséí. 'near; by the side of'

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 *bénké* '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		/' ' (↘)	
Neg. Perf.		/' ' kò	
Neg. Fut.		/' ' *	ŋ
Imp. Sing.		/' ' mǝ	
Imp. Pl.	nyě	/' \	à
Neg. Imp. Sing.	kàá	/' *	
Neg. Imp. Pl.	nyěká	/' \	à
Consecut.	á	/' *	
Neg. Consecut.	á ká	/' *	
Permiss. Sing.	á	/' *	
Permiss. Pl.	á	/' \	à

LESSON FORTY SIX

Drills: Repeat. High-Mid Verbs are underlined.

Drill 123.

1. Kofí tsáké fíká lé. (Past) 'Kofi changed the money.'
2. Kofí tsáké mĩfíká lé. (Past) 'Kofi changed my money.'

3. Ámá tsákè mǐfíká lé. (Past) 'Ama changed my money.'
4. Sówà tsákè fíká lé. (Past) 'Sowa changed the money.'
5. Sówà tsákè mǐfíká lé. (Past) 'Sowa changed my money.'
6. Nūú lè tsákè fíká lé. (Past) 'The man changed the money.'
7. Wobénkè amē. (Past) 'We are near them.'
8. Amēbénkè gbekēbíl lé. (Past) 'They are near the children.'
9. Mǐpénté fínǎǎ lè he nyē. (Past) 'I painted the door yesterday.'
10. Mǐfílikì kete Gã. (Past) 'I flew to Accra.'

Drill 124

1. Kodzò etsákè fíká lé. (Perfect) 'Kodzo has changed the money.'
2. Ámá etsákè mǐfíká lé. (Perfect) 'Ama has changed my money.'
3. Kǒnè ébénkè wò ágbèné. (Perfect) 'Koney has moved near us now.'
4. Dóktà éfílikì kètè Kūmǎǎse. (Perfect) 'Doctor has flown to Kumasi.'
5. Dóktà lè éfílikì kètè Kūmǎǎse. (Perfect) 'The doctor has flown to Kumasi.'
6. Mǐtsákè fíká lé. (Perfect) 'I have changed the money.'
7. Wótsákè wófíká lé. (Perfect) 'We have changed our money.'
8. Amētsákè mǐfíká lé. (Perfect) 'They have changed my money.'
9. Étsákè fíká lé. (Perfect) 'He has changed the money.'
10. Étsákè? (Perfect) 'Has he changed it?'

Drill 125

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

8. Míítsaké mīnífèémǝ. (Progressive) 'I am changing my behaviour.'
9. Eeníǎ wǝ. " 'He is catching up with us.'
10. Oosísǝ tsǝ. " 'You are too much of a parasite.'

Drill 126

1. Tete baáfēnè kpǎǎ lé. (Future) 'Tetteh will untie the string.'
2. Nūú lé baáfēnè kpǎǎ lé. " 'The man will untie the string.'
3. Ámá bàáfēnè kpǎǎ lé. " 'Ama will untie the string.'
4. Míbatsakè íkǎ. " 'I will change money.'
5. Mát sakè íkǎ sǎŋŋ. " 'I will change a considerable sum of money.'
6. Nyēbaátsakè íkǎ? " 'Will you change money?'
7. Kodzó káíǝ nǝfēēnǝ. (Habitual) 'Kodzo remembers everything.'
8. Ámá káíǝ emǎmǐ daa. " 'Ama always remembers her mother.'
9. Nūú lé káíǝ emǎŋ dǎa gbǐ. " 'The man remembers his hometown every day.'
10. Míkǎíǝ ópǎpǎ tsǝ. " 'I remember your father too well.'

LESSON FORTY SEVEN

Drills: Repeat. High-Mid Verbs are underlined.

Drill 127

1. Kofí kǎli mòkomoko. (Neg. Aorist) 'Kofi does not remember anybody.'
2. Ámá kǎnèe nǐŋmǎǎ lé. " 'Ama did not read the writing.'
3. Tete tábo nokó. " 'Tetteh is not looking for anything.'
4. Gbéké lé kǎli ètse gbéí. " 'The child does not remember his father's name.'
5. Míkǎli lé. " 'I don't remember him.'
6. Amēkǎli bǝ. " 'They don't remember you.'
7. Kofí kǎnèkò woló lé. (Neg. Perf.) 'Kofi has not read the book.'
8. Amēkáí kò hénǐ òdze. " 'They have not remembered where you are from.'
9. Mígūmǝkò ékò dǎǎ. " 'I have not peeled one before.'
10. Nūú lé gūmǝkò akutú dǎǎ. " 'The man has not peeled oranges before.'

Drill 128.

1. Tété tsakén fíká lè. (Neg. Fut.) 'Tetty will not change the money.'
2. Ámá kānéh nīh māā nēē. " 'Ama will not read this writing.'
3. Míkpoṭṭòh sū lè. " 'I will not mix up the soil.'
4. Míkposáh mīdē. " 'I will not rub my hands.'
5. Nūū lè kotáh māmá lè. " 'The man will not fold the cloth.'
6. Tete kánéh owòlò lè. " 'Tetteh will not read your book.'
7. Tsákémō onífèémō. (Dir. Imp. Sing.) 'Change your behaviour!'
8. Ófàí \ nē, tsákémō mífíká nēē. " 'Please change my money.'
9. Gūūmō àkutú lè he. " 'Peel the orange!'
10. Tsūūmō kaá lè he. " 'Wipe the car clean!'

Drill 129.

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

Drill 130.

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

3. Ekeé Tète átsũm¹ kaá lè he. (Consecut.) 'He says Tetteh should wipe the car.'
4. Ekeé Tète ákatsũm¹ kaá lè he. (Neg. Consecut.) 'He says Tetteh should not wipe the car.'
5. Ekeé mĩkagũm² akutú lè. (Neg. Consecut.) 'He says I should not peel the orange.'
6. Há mǎtsaké ofíká lè. (Permiss. Sing.) 'Let me change your money.'
7. Há Tète átsakè íkà lè dǎǎ. " 'Let Tetteh change the money first.'
8. Nyéháǎ mǎtsakèa íkà 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. Eemǎ tsotsũ yé Temǎ. 'He is erecting a wooden building at Tema.'

2. Eemãṁṁ tsotsũĩ étě ye Temã. 'He is erecting three wooden buildings at Tema.'
3. Ótsòfǎ lè ke mi éyè. 'Your medicine has agreed with me.'
4. Dɔkta Ádè há mĩ tsofǎĩ sr̀̀toĩ. 'Dr. Addy gave me various drugs.'
5. Kofí sũmṁṁṁ dadé àwalé lè. 'Kofi likes the iron spoon.'
6. Kofí yè dadé àwaléĩ agboĩ pii. 'Kofi has many big iron spoons.'
7. Nègbè ówàógà yéń lè yóḁ. 'Where is your white ring?'
8. Ewóo èwàógàĩ yédzĩ lè ɲmẽné. 'She didn't wear her white rings today.'
9. Áfĩ yèlè fufuí. 'Let them prepare yam fufu'.
10. Ewo fíká gà. 'She is wearing a gold ring'.

Drill 132: Repeat. Possessive Noun Phrases are underlined.

1. Eemã tootsũ ye Temã. 'He is building a sheep-pen at Tema.'
2. Eemã tooĩatsũ ye Temã. 'He is building a pen for sheep at Tema.'
3. Eemãṁṁ tooĩatsũĩ étě ye Temã. 'He is building three pens for sheep at Tema.'
4. Měě tso fǎ né. 'Which tree's root is this?'
5. Tseĩ afǎĩ kũmṁ tsú lè. 'Roots of trees broke down the building.'
6. Tseĩ lè afǎĩ lè kũmṁ tsú lè. 'The roots of the trees broke down the building.'
7. Ótsò lè fǎ lè kũ tsú lè. 'The root of your tree broke down the building.'
8. Aafeé yèĩakpeé lè ɲmẽné. 'The women's meeting is being held today.'
9. Áfǎ fufuí dùadé. 'Let them dig up Cassava for making fufu'.
10. Ehǎ lè nĩyeli fíká. 'He gave her money for food'.

LESSON FORTY NINE

Verbs: Plurals and Iteratives

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

- | | | |
|--|---------|--|
| 1. Kofí <u>tá</u> dzemé. ¹ | (Sing.) | 'Kofi <u>sat</u> there.' |
| 2. Kofímè <u>trá</u> dzemé. ¹ | (Pl.) | 'Kofi and his friends <u>sat</u> there.' |
| 3. Nūú lè <u>kó</u> te. | (Sing.) | 'The man <u>picked up</u> a stone.' |
| 4. Nūú lè <u>kló</u> teí. | (Pl.) | 'The man <u>picked up</u> stones.' |
| 5. Ebo. | (Sing.) | 'He <u>shouted</u> .' (once) |
| 6. Ebóló | (Pl.) | 'He <u>shouted</u> .' (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'	trá, tálá.
kó. 'to pick up'	kló, kóló.
da. 'to be big'	drá, dálá.
bo. 'to shout'	bló, bóló.

(iii) Some monosyllabic roots have a suffix mǝ.

tũ. 'to jump'	tũmǝ.
mǎ. 'to build'	mǎmǝ.
fĩ. 'to tie'	fĩmǝ.
bú. 'to wear'	búmǝ.

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

gũmǝ. ¹	'to peel'	wamǝ.	'to scratch'
hala, hla, hra.	'to pick'	gble, gbele.	'to grind'
tsǝmǝ.	'to peel'	flá, fálá.	'to greet'

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

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

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

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

Verb		<u>Iterative</u>
bí,	'to ask'	bíbìí.
hé\.	'to buy'	héhèé.
dzo.	'to dance'	dzodzoó.
ye.	'to eat'	yeyeé.
trá.	'to sit'	tràtraá:
túm̃.	'to jump'	túm̃túm̃̃.
dzwre.	'to lie at'	dzwredzwreé.
sole.	'to pray'	solesoleé.
māle.	'to lie'	mālemāleé.
tsáké.	'to change'	tsákètsakeé.
fútù.	'to mix'	fútùfutuú.
pilá.	'to wound'	pilápilà.
títí.	'to scratch'	títítítí.
kodzó.	'to judge'	kodzókòdzó.
mādze.	'to send by'	mādzémādzé.
tswiá.	'to beat'	tswiátswiá.
ts̃̃\.	'to teach'	ts̃̃ts̃̃̃.

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

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

Drill 133. Repeat. Plural forms are underlined.

1. Klómō wòdzĩ lè ohā mĩ. 'Pick up the books for me.'
2. Skúùbíí lè fěě bàtrà ʃĩ. 'All the pupils came and sat down.'
3. Éṅhlā wòdzĩ pii. 'He has written many books.'
4. Nyɔṅmɔʃíímō lè kūmō tsú lè. 'The thunder wrecked the house.'
5. Námō níbií dzwre dzemě lè. 'Whose things are lying there?'
6. Gbōmēĩ mīgbói tāmō baálábií. 'People are dying like locusts.'
7. Amēmiikōmō amēhe. 'They are at each other's throats.'
8. Émāmō tsūĩ éhá èṅāmě lè fěě. 'He has built houses for all his wives.'
9. Efolo māmá lè 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 lè ye wɔhewɔ. 'He was wounded because of us.'
2. Aměfeéfěe níbií srðtoisrðtoi. 'They did various things.'
3. Hĩĩmedzĩ lè wiěwiě kètee keba. 'The old men consulted amongst themselves.'
4. Gbóhĩĩ dzwredzwre ṅā lè nō fěě. 'Dead bodies were scattered all over the field.'
5. Aměbíbií lè sādzi pii. 'They asked him many questions.'
6. Gbékěbií lè ʃwéʃwěe yě gbé lè toí. 'The children played by the road-side.'
7. Emāmímě kekeé mĩ níĩ pii. 'His mother's group gave me many presents.'
8. Gbōmēĩ lè dzodzoó dzè nēě miṅ dzoí fěě. 'The people did many dances from around the world.'
9. Amětsákětsakeé ʃíkái srðtoi. 'They changed all sorts of money.'
10. Aměbúa amēhe nāā ye tsū lè miṅ ní aměsolesoleé. '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!	' ' /	'(\\)
Neg. Perfect	é!	' ' /	ko
Neg. Future	é!	' ' /	* ŋ
Imp. Sing.		\ ' /	mǔ
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 <u>pilá</u> èhe. | (Past) | 'Sowa <u>hurt</u> himself.' |
| 4. Nũũ lè <u>pilá</u> lè. | " | 'The man <u>hurt</u> him.' |
| 5. <u>Amēpilá</u> lè. | " | ' <u>They</u> <u>hurt</u> him.' |
| 6. Kofí <u>epilá</u> èhe. | (Perfect) | 'Kofi <u>has hurt</u> himself.' |
| 7. Ámá <u>epilá</u> èhe. | " | 'Ama <u>has hurt</u> herself.' |
| 8. Sówà <u>épilá</u> lè. | " | 'Sowa <u>has hurt</u> him.' |
| 9. Nũũ lè <u>epilá</u> èhe. | " | 'The man <u>has hurt</u> himself.' |
| 10. <u>Amēpilá</u> àmēhe. | " | ' <u>They</u> <u>have hurt</u> themselves.' |

Drill 136

- | | | |
|--|---------------|---|
| 1. <u>Wópilá</u> lè. | (Perfect) | ' <u>We have hurt</u> him.' |
| 2. <u>Wopilá</u> lè. | (Past) | ' <u>We hurt</u> him.' |
| 3. <u>Oodzidzé</u> mĩnãã. | (Progressive) | ' <u>You are molesting</u> me.' |
| 4. <u>Eekasé</u> nĩĩ. | " | ' <u>He is studying</u> .' |
| 5. <u>Mĩíkásé</u> nĩĩ. | " | ' <u>I am learning</u> .' |
| 6. <u>Mĩíkádzó</u> sǎné lè. | " | ' <u>I am adjudicating</u> the case.' |
| 7. Kofí <u>mĩíedzé</u> Ámá mĩĩ. | " | 'Kofi <u>is comforting</u> Ama.' |
| 8. Ámá <u>mĩíedzé</u> Kòfí mĩĩ. | " | 'Ama <u>is comforting</u> Kofi.' |
| 9. Sówà <u>mĩíedzé</u> àmēfěě àmēmĩĩ." | " | 'Sowa <u>is comforting</u> all of them.' |
| 10. Yoó lè <u>mĩíflí</u> mǎmá pìi tsǒ. " | " | 'The woman <u>is buying</u> too many cloths <u>on credit</u> .' |

Drill 137

- | | | |
|-------------------------------|----------|--|
| 1. Kofí <u>bàápila</u> èhe. | (Future) | 'Kofi <u>will hurt</u> himself.' |
| 2. Sówà <u>baápila</u> èhe. | " | 'Sowa <u>will hurt</u> himself.' |
| 3. Ámá <u>bàátítí</u> bò. | " | 'Ama <u>will scratch</u> you.' |
| 4. Yoó lè <u>baámádze</u> bò. | " | 'The woman <u>will send something with</u> you.' |
| 5. <u>Wobaákásé</u> nĩĩ. | " | 'We <u>will learn</u> .' |
| 6. <u>Míbakásé</u> nĩĩ. | " | 'I <u>will learn</u> .' |

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

Drill 138

1. Ekaséd nĩ waa? (Habitual) 'Does he study a lot?'
2. Yoó lè flíó nɔfěēñ. " 'The woman buys everything on credit.'
3. Kofí ekplěē. (Neg. Aorist) 'Kofi did not agree.'
4. Gbékěbií lè ekplěē " 'The children are not willing to
tsú lè mĩ yaa. enter the room.'
5. Yoo ně eflii nokónokó. " 'This woman buys nothing on credit.'
6. Sówà ékásee ewoló lè. " 'Sowa did not study his book.'
7. Míkplěē. " 'I don't agree.'
8. Wókódzoo lè. " 'We do not judge him.'
9. Aměkásee nĩ. " 'They didn't study.'
10. Aměkásee wóló lè. " 'They didn't study the book.'

LESSON FIFTY ONE

Drills: Repeat. Low-high verbs are underlined.

Drill 139

1. Mídžimĩkò. (Neg. Perf.) 'I am not crazy.'
2. Éśwílakò. " 'He is not blind.'
3. Aměkplěkò. " 'They haven't agreed.'
4. Ágo ekásekò nókó ηmēñ. " 'Ago hasn't learned anything today.'
5. Tete ékásekò nĩ ηmēñ. " 'Tetteh hasn't studied today.'
6. Ámà ekásekò ewoló lè ηmēñ. " 'Ama hasn't studied her book
today.'
7. Yoó lè epílakò. " 'The woman isn't hurt.'
8. Mípílañ mokomoko. (Neg. Fut.) 'I will not hurt anyone.'

9. Wókàseh nokónokó. (Neg. Fut.) 'We shall not learn anything.'
 10. Amékpilé nákáí feémó. " 'They won't agree to doing that.'

Drill 140

1. Ágo ekàseh níí. (Neg. Fut.) 'Ago will not study.'
 2. Tete ékàseh wolo. " 'Tetteh will not study books.'
 3. Gbómó édzídze dzatá nǎǎ. " 'A man will not provoke a lion.'
 4. Yoó lé eflín níyéníí hū. " 'The woman will not buy food on credit either.'
 5. Kasémó oníí lé. (Dir.Imp.Sing.) 'Study your subject!'
 6. Kasémó mí. " 'Imitate me!'
 7. Kplémó kèkè. " 'Just agree!'
 8. Nyékàseá nǎfěénó. (Dir.Imp.Pl.) 'Learn everything!'
 9. Nyékàseá wolo. " 'Study books!'
 10. Nyékpléá nyéhǎǎ lé. " 'Agree for his sake!'

Drill 141

1. Kaátítí ohè ye mǎí ahíě. (Neg.Imp.Sing.) 'Don't scratch yourself in front of people!'
 2. Kaákàse lè ye mǎí ahíě. " 'Don't mimic him in front of people.'
 3. Kaákplě. " 'Don't agree!'
 4. Nyékátítí ònyehé ye mǎí ahíě. (Neg.Imp.Pl.) 'Don't scratch yourselves in public!'
 5. Nyékadzídzeá mǎnǎǎ. " 'Don't provoke me!'
 6. Nyékápílaà moko. " 'Don't hurt anyone!'
 7. Nyékakàseá eně. " 'Don't learn this!'
 8. Ágo asra lè. (Indir. Imperat.) 'Ago should visit her.'
 9. Tete ákpí. " 'Tetteh must agree.'
 10. Yoó lé afli mǎmá lé. " 'The woman should buy the cloth on credit.'

Drill 142

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

Drill 143

1. Kofí akakódzo sàné nēé. (Neg. Indir. Imperat.) 'Kofi should not try this case.'
2. Yoó lè akamādze lè nokó. " 'The woman should not send anything by him.'
3. Ekeé wokapíla mòko. (Neg. Consecut.) 'He said we shouldn't hurt anyone.'
4. Ekeé mīkatītī mīhè. " 'He said I shouldn't scratch myself.'
5. Nūú lè keé amékakódzo lè. " 'The man said they shouldn't judge him.'
6. Amékeé yò ákakódzo nēké sàné. " 'They said a woman should not try such a case.'
7. Ehāā mākáse wòlo. (Permiss. Sing.) 'He didn't let me study.'
8. Há wokáse wòlo. " 'Let us study books.'
9. Nyéhāā gbeké lè akáseá níí. (Permiss. Pl.) 'Let the child study.'
10. Nyéhāā gbekébií lè akáseá níí. " 'Let the children study.'

LESSON FIFTY TWO

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

(ii) Such verbs may also lose a V syllable in the following tenses: Habitual, Neg. Perfect, Neg. Future, Dir. Imp. Pl., Neg. Dir. Imp. Pl. e.g. *éfèkò* '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 dīηη</i> . | (Perfect) | ' <u>He has become</u> quiet.' |
| 4. <i>Efeé nōnī òkéé lé</i> . | (Past) | ' <u>He did</u> what you said.' |
| 5. <i>Kofí mīwié Gǎ</i> . | (Progressive) | 'Kofi <u>is speaking</u> Ga.' |
| 6. <i>Kofí mīwié\</i> . | " | 'Kofi <u>is speaking</u> .' |
| 7. <i>Kofí mīwié sōηη</i> . | " | 'Kofi <u>is speaking</u> all the time.' |
| 8. <i>Kaáfée\</i> . | (Neg. Imp. Sing.) | ' <u>Don't do it!</u> ' |
| 9. <i>Kaáfée nǎkǎī</i> . | " | ' <u>Don't do</u> that.' |
| 10. <i>Kaáfée eǎ</i> . | " | ' <u>Don't do</u> evil.' |

Drill 145 : Repeat

- | | | |
|--------------------------------------|---------------|---|
| 1. <i>Mīnyīé\</i> . | (Past) | ' <u>I walked</u> .' |
| 2. <i>Mīnyīé keba</i> . | " | 'I came on foot.' |
| 3. <i>Mīnyīé osǎné lé he</i> . | " | ' <u>I am pursuing</u> your case.' |
| 4. <i>Míféò nǎkǎī dǎa</i> . | (Habitual) | ' <u>I do</u> that always.' |
| 5. <i>Gbékéyòó lé féò ohé fiòó</i> . | " | 'The girl <u>shows off</u> quite a little.' |
| 6. <i>Eedzoó\</i> . | (Progressive) | ' <u>It tastes bitter</u> .' |
| 7. <i>Edzódó</i> . | (Habitual) | ' <u>It is bitter</u> .' |
| 8. <i>Ekéé\</i> . | (Past) | ' <u>He said it</u> .' |
| 9. <i>Ekéé obá</i> . | " | ' <u>He said</u> you should come.' |
| 10. <i>Ekéó nīī nǎé daa</i> . | (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 nǐṇmǎǎ. 'The man came and learned to write.'
3. Tete ébàkodzó sǎné lè. 'Tetteh has been and to judge the case.'
4. Ámá ebàkodzó sǎné lè. 'Ama has been to judge the case.'
5. Mǐbasrá lè. 'I came and visited him.'
6. Mǐbàsrá bò. 'I have come and visited you.'
7. Ebasráà mǐ dǎa. '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. Amǎbakásee nǐí. 'They didn't come to study.'

Drill 147. Repeat.

1. Yoó lè ebaflìkò nókò. 'The woman hasn't come and bought anything on credit.'
2. Tete ébakódzon sǎne nǛé. 'Tetteh will not come and judge this.'
3. Baásra 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 wónǎǎ. 'Don't come and provoke us!'
7. Ekeé Tete ábakáse nǐí. 'He said Tetteh should come and study.'
8. Ekeé Amá akabàkasé nǐí. 'He said Ama should not come and study.'
9. Há gbeké lè abakáse nǐí. 'Let the child come and study.'

10. Nyéhãá gbekébií lé abakáseá níí. 'Let the children come and study.'

Drill 148. Repeat.

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

Drill 149. Repeat.

- | | |
|--|--|
| 1. Yoó lé <u>eyabikò</u> moko. | 'The woman <u>hasn't gone and asked</u> anyone.' |
| 2. Tete <u>éyatsakèñ</u> íkà nēē. | 'Tetteh <u>will not go and change</u> this money.' |
| 3. <u>Yaátsaké</u> omámá lé. | ' <u>Go and change</u> your cloth!' |
| 4. <u>Nyéyatsakèa</u> nyētalé lé. | ' <u>Go and change</u> your clothes!' |
| 5. <u>Kaáyàbí</u> moko nókò | ' <u>Don't go and ask</u> anyone anything!' |
| 6. <u>Nyéyayàbíà</u> moko nókò. | ' <u>Don't go and ask</u> anyone anything!' |
| 7. Ekéé Tete <u>áyatsakè</u> efaí lé. | 'He said Tetteh <u>should go and change</u> .' |
| 8. Ekéé Amá <u>ayatsakè</u> efaí lé. | 'She said Ama <u>should go and change</u> her hat.' |
| 9. Há gbeké lé <u>ayabi</u> lé egbéí. | 'Let the child <u>go and ask</u> him his name.' |
| 10. Nyéhãá gbekébií lé <u>ayatsakèa</u> amētaléí lé. | 'Let the children <u>go and change</u> their clothes.' |

LESSON FIFTY FOUR

Locatives

(i) 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'
hewɔ.	'around'; 'because'	téɲ.	'middle'
mĩɲ, mlĩɲ.	'inside'	ɲɔɔ.	'with; at'
hĩě.	'front'	ʃɪ, ʃɪʃɪ.	'under'
see.	'back'	nãã.	'mouth'
nɔ.	'upon'		

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

Drill 150. Repeat.

- | | |
|-------------------------------------|---|
| 1. Měĩ koměĩ ébà ɲɔɔ. | 'Some people have come to him.' |
| 2. Amětsí àměba emãseí. | 'They moved near him.' |
| 3. Woló lè kǎ òkpɔ́ɔɲ lɛ nɔ. | 'The book is lying on the table.' |
| 4. Abũí lè kǎ òkpɔ́ɔɲ lè ʃɪʃɪ. | 'The needle is lying under the table.' |
| 5. Eedzu ebí lè he. | 'She is bathing her child.' |
| 6. Měĩ pii ba tsũ lè mĩɲ. | 'Many people came into the room.' |
| 7. Amětrà tsũ lè see. | 'They are sitting at the back of the building.' |
| 8. Kofí nyĩě Tète hĩě. | 'Kofi went in front of Tetteh.' |
| 9. Loófɔ́dzĩ sǒmɔ́ faá lè nãã. | 'Birds are standing at the river's edge.' |
| 10. Loófɔ́ɔ yéɲ ko sǒ tsũ lè yitéɲ. | 'A white bird is perched on top of the building.' |

Drill 151. Repeat.

- | | |
|-------------------------------------|---|
| 1. Měĩ koměĩ ébà epapámě ɲɔɔ. | 'Some people have come to see his parents.' |
| 2. Amětsí àměba gbékébií lɛ amãseí. | 'They moved near the children.' |
| 3. Wodzí lè dzwre òkpɔ́ɔɪ lè anɔ. | 'The books are lying on the tables.' |
| 4. Abũíí lè kǎmɔ́ opkɔ́ɔɪ lè aʃɪʃɪ. | 'The books are lying under the tables.' |

- | | |
|---|--|
| 5. Eedzu ebíí lè ahe. | 'She is bathing her children.' |
| 6. Měĩ pii ba tsũí lè amĩñ. | 'Many people came into the rooms.' |
| 7. Amětrà tsũ lè aseẽ. | 'They are sitting at the back of the building.' |
| 8. Kofí nyĩě Tètẽmẽ ahĩě. | 'Kofi went in front of Tetteh's group.' |
| 9. Loófɔ́dzĩ sɔ́mɔ́ faá lè anãã. | 'There are flocks of birds by the rivers.' |
| 10. Loófɔ́dzĩ yédzĩ sɔ́mɔ́ tsũí lè ayitéàn. | 'White birds are perched on top of the buildings.' |

Drill 152. Repeat.

- | | |
|------------------------|------------------------------|
| 1. Námɔ́ ɲɔ́ etee. | 'To whom did she go?' |
| 2. Námɔ́ hewɔ oba. | 'For whom did you come?' |
| 3. No hewɔ eba. | 'That was what brought her.' |
| 4. Kofí hewɔ eba. | 'She came because of Kofi.' |
| 5. Gã sɛɛ gbɛ dzí gbè. | 'Accra leads the world.' |
| 6. Emĩñ dzo. | 'He is kind.' |
| 7. Gɔ́ñ lè nɔ́ kwɔ. | 'The mountain is high.' |
| 8. Ehe ye féo. | 'She is beautiful.' |
| 9. Tsé àmětéñ mokomé. | 'Call one of them.' |

Drill 153. Repeat.

- | | |
|--|---|
| 1. Eba bíè nyěsɛɛ áfi. | 'He came here last year.' |
| 2. Enã lɛ ye faá lè nãã. | 'He saw him by the river.' |
| 3. Ebíè miíwa ehe. | 'This place hurts him.' |
| 4. Gbaá lɛ nɔ́nĩ wɔ́nã ye dzrá lè nɔ́. | 'Tell him what we saw in the market.' |
| 5. Dzémě sɔ ékpakpa. | 'The place was full of people.' |
| 6. Gbɔ́mẽĩ dze aklowáí lɛ fěẽ àmĩñ. | 'People came from all the villages.' |
| 7. Yei komẽĩ trà kěntěĩ aseẽ. | 'Some women were sitting behind baskets.' |
| 8. Amětrà ɟĩ. | 'They were sitting down.' |
| 9. Aměmiibí oɟĩ. | 'They are asking after your health.' |
| 10. Eyitéñ ye bɔ́ɔbɔ́ɔ. | 'Her head is tender on top.' |

Drill 154. Repeat.

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

LESSON FIFTY FIVE

Anǎǎnú Adesá. 'A Spider Story'

Be kó lɛ́, dzée Ànǎǎnú nĩ yóɔ́, ke ɛ́ǎ Kónɔ́le,

'Once upon a time, there lived Spider, with his wife Kornorley,
ke ebí Kwàkúté. Nĩ mǎɛ nĩ àmɛ́yóɔ́ mĩɛ́ lɛ́,

and his son Kwakutey. The town in which they lived was struck by a
hɔ́mɔ́ ba dzémé waa. Hewó lɛ́, Anǎǎnú ke ewebí lɛ́ fɛ́ɛ́ tɛ́ amɛ́yafeé yèlɛ
serious famine. Therefore, Spider and all his household
ɛ́mɔ́ agbo.

went and made a huge yam farm.

Béní ɛ́wè fíbo nĩ yèlé lè baábó ɛ́, nĩ Anǎǎnú

When the yam was almost ripe,
keé ke ègbó lɛ́, áfù lɛ́ ye ɛ́mɔ́ lè mĩɛ́.

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

Etsé kwlaa nì Anāānū bagbó, nǐ afū lẹ yẹ ɲmǎ lè mìn. ɲí bení yèlé lè bó lè,

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

dáa lèébi bení èwebí lè baáyà ɲmǎ lè mìn lè,

by the time his family reached the farm every morning

áfà yèlé lè pii mómo. Hewó lè, Kwakútè kè Kónole

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

ɲí amāgá àgbo amēmā ɲmǎ lè mìn.

made a big scarecrow and put it in the farm.

Amāgá nǎǎ, amā sóɲɲ àkẹ feé. Nākāí mǎkẹ lè, b́ni Anāānū

This scarecrow was made of sticky gum. That night, when Spider yí ɲí kẹdze egbónyò adéká lè mìn nǐ àyaáfà yèlé lè pẹ, nì enā amāgá lè.

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

Kẹkẹ nǐ ekeé, "Dzeé mìnǎ lè mìn, nó lè, mǎgba otóí mìn."

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

Gbǎmǎ lè efóò èdàà mìn, hewó lè, Anāānū kẹ eníne dẏrẏ gbá ètoí

The person did not reply, therefore Spider slapped his ear with his right mìn, kẹkẹ nǐ eníne lè ka. Eke ebekú gbá ètoí mìn,

hand, and his hand stuck. He slapped the other ear with his left, ni nākāí níné lè hū kà. Eke enǎdẏí ɲímǎ lẹ ni nomé

and that hand also stuck. He kicked him with his feet, and these hū kàkàá. Nǎǎgbeé lè, eke emūsū hẹ lẹ, ni emūsū

also stuck. Finally, he bumped him with his stomach, and his stomach hū kà. Anāānū bólò aahúú, ɲí gbǎmǎ lè efóò èdàà mìn.

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

Béni dzè tséle ni èṇā ke ebí lè ba ṇmǎ lè miṇ lè,

When dawn came and his wife and children came to the farm,
nǎā Anǎānū kpete amǎgá lè hīē. Amēfēē àmēbo amēkeé.

there was Spider stuck to the scarecrow. They all shouted and said,
"Hewó lè, dǎa nēē, bo ofǎā woyelè lè. Ni ogbókò, nī ṇmǎā

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

sóṇṇéhǎ ofwì nēkē?" ǐ kē lè, amēyí lè ǐ.

and good feeding has made you grow so fat." Yet, they set him down.
ǐ hēgblè nǎā sóṇṇ hēwó lè, Anǎānū dzo foi kedze ṇmǎ lè miṇ ketee ǐǎ,

But in shame, Spider ran home from the farm,
ni ekwo ketee tsūṇǎǎǎ lè nǎā eyateé dzemē, ni enyēē eyi ǐ kwlaa.

and climbed to the roof-eaves and hid there, and he would not come down.
No hewo ni dǎa nēē, anǎānū hīṣ tsūṇǎǎǎ nǎā lè.

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

LESSON FIFTY SIX

nī and nǐ

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

(ii) nǐ. '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,

mōnǐ. 'who'

hénǐ. 'where'

nōnǐ. 'which', 'what'

bōnǐ, bònǐ. 'how'; 'as'

bénǐ, beuǐ. 'when'

Drill 155. Repeat.

- | | |
|---|---|
| 1. Minā nūú lè ke eṇá 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. Gbékébiì ke onúkpaì fěě mligbóì. | 'Both children and adults are dying.' |
| 5. Minā le nī mibí lè. | 'I saw him and asked him.' |
| 6. Sówà te í nī ewié. | 'Sowa stood up and spoke.' |
| 7. Amēfo íkpṇ, nī amēhú nṇ,
nī amēdú yèle. | 'They staked out some land,
ploughed it, and planted yam.' |
| 8. Nī Yésù fó. | 'And Jesus wept.' |
| 9. Kofí bàí nī Ámà bàwó. | 'Kofi left it and Ama picked it up.' |
| 10. Yei hóò nī nī hī yeo. | 'It is women who cook for men to eat.' |

Drill 156. Repeat.

- | | |
|------------------------------|---|
| 1. Yei hóò nī nī hī yeo. | 'It is women who cook what men eat.' |
| 2. Nūú lè nī bà bié lè egbo. | 'The man who came here is dead.' |
| 3. Ete í gbí nī dzi gbí été. | 'He rose on the third day.' |
| 4. Nī èebá lè, tá í fiò. | 'Since he is coming, sit down for a while.' |
| 5. Béní òbá lè, etá bié. | 'When you came, he was sitting here.' |
| 6. Nóní òfeé lè ehí. | 'What you did was not good.' |
| 7. Le hú ètee héní òtee lè. | 'He too went where you went.' |
| 8. Eetáò mṇí fṇ té lè. | 'He is looking for the one who threw
the stone.' |
| 9. Eetáò boní òtsṇ òfeé. | 'He is trying to find out how you did
it.' |
| 10. Nī efiṭe 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 nǎ.

(a) with mě:

mě̀nǐ (full form); mě̀ě (reduced form). 'what?'

mě̀ěbe. 'when?'

mě̀ě gbǐ. 'when?'

mě̀ě gbǒmǒ. 'what kind of person?'

mě̀ě ǐǎ. 'what house?'

mě̀ěba. 'why?'

mě̀ěhewo. 'why?'

(b) with nǎ:

nǎmǒ. 'who?'

nǎgbè. 'where?'

(iii) Interrogative Particles

(a) Single, initial:

ǎnǐ. Neutral Interrogative

bé. 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.tēē\ 'how?'

ānīló Neutral Interrogative

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

Drill 157. Repeat.

1. Mēnī nē. 'What is this?'
2. Mēnī ni. 'What is it?'
3. Mēnī okeé lē. 'What was it you said?'
4. Mēnī okeé lē. 'What did you tell him?'
5. Mēnī okeé lē lē. 'What was it you told him?'
6. Mēēbe obaábá. 'When will you come?'
7. Mēēbe mǐbá. 'When shall I come?'
8. Mēēbe yoo lē ba íǎ. 'When did the woman come home?'
9. Mēē gbǝmǝ dzí bō. 'What kind of person are you?'
10. Mēē gbekē\ nē. 'What kind of child is this?'

Drill 158. Repeat.

1. Mēēba Kofí fēé nākāī. 'Why did Kofi do that?'
2. Mēēba amēgbēe lē lē. 'Why didn't they kill him?'
3. Mēēba nyēbólǝ nēkē. 'Why are you shouting so much?'
4. Mēnī hewǝ nī owo atalé ηmēnē. 'Why are you wearing European-style dress today?'
5. Mēē hewǝ obúu mǎmá ηmēnē. 'Why are you not wearing African-style cloth today?'
6. Námǝ tsǝǝ bō Gǎ wiémǝ. 'Who taught you to speak Ga?'
7. Námǝ faí\ nē. 'Whose hat is this?'
8. Námǝ onǎ ye dzémē. 'Whom did you see there?'
9. Nēgbē oyaa. 'Where are you going?'
10. Nēgbē mǐdǎǎ lē yǝǝ. 'Where is my drink?'

Drill 159. Repeat.

- | | |
|----------------------------|--|
| 1. ãĩ eegbá onãã. | 'Is he bothering you?' |
| 2. ãĩ esa ní efée nãkãĩ. | 'Is it fitting that he should do that?' |
| 3. Bé efée momo\. | 'But he has already done it?' |
| 4. Bé hãmõ 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 wðhíè afĩ. | 'You have disgraced us after all?' |
| 7. Té fĩã nĩ dzi lè. | 'Which house is it?' |
| 8. Té mñĩ òtsõõ lè. | 'Which person do you mean?' |
| 9. Ekeé òbaáyà ló. | 'He is asking whether you will go.' |
| 10. Ebí aké ónã Kofí\ ló. | 'He asked whether you have seen Kofi.' |

Drill 160. Repeat.

- | | |
|----------------------------|---|
| 1. Búùlu dzi 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 nñĩ 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 wðbaáfée tẽẽ\. | 'What shall we do?' |

LESSON FIFTY EIGHT

Some Pronoun Equivalents

(i) In the singular:

(a) moko. 'someone'

nókó. 'something'

(b) mõfẽẽmõ. 'everyone'

nõfẽẽnõ. 'everything'

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

$n\ddot{u}\ddot{u} f\acute{e}\acute{e} n\ddot{u}\ddot{u}$, 'every man'

$tso f\acute{e}\acute{e} ts\grave{o}$, 'every tree'

$\int\acute{i}\acute{a} f\acute{e}\acute{e} \int\acute{i}\acute{a}$, 'every house'

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

(a) $m\acute{e}\acute{i} kom\acute{e}\acute{i}$, 'some people'

$n\acute{i}bi\grave{i} kom\acute{e}\acute{i}$, 'some things'

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

$m\acute{e}\acute{i} f\acute{e}\acute{e}$, 'all people'

$tsei f\acute{e}\acute{e}$, 'all trees'

$n\acute{i}bi\grave{i} f\acute{e}\acute{e}$, 'all things'

$\int\acute{i}\acute{a}\int\acute{i}\acute{a} f\acute{e}\acute{e}$, 'all houses'

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

$mokomoko$, 'nobody'

$n\acute{o}k\acute{o}n\acute{o}k\acute{o}$, 'nothing'

Drill 161. Repeat.

1. $Moko miiba b\acute{i}\acute{e}$.

'Someone is coming here.'

2. $Moko ny\acute{i}\acute{e} \grave{a}gb\acute{o} l\acute{e} n\acute{a}\acute{a}$.

'Someone is walking outside.'

3. $\acute{O}n\acute{a} moko kw\acute{l}aa eb\grave{a}ho dz\acute{e}m\acute{e}$?

'Have you seen anyone at all go there?'

4. $Eef\acute{o} \grave{e}ets\acute{e} m\acute{o}ko$.

'He is crying out for someone.'

5. $M\acute{i}n\acute{a}k\acute{o} moko ye b\acute{i}\acute{e}$.

'I haven't seen anyone here.'

6. $N\acute{o}k\acute{o} k\acute{a} gb\acute{e} l\acute{e} n\acute{o}$.

'There is something on the road.'

7. $N\acute{o}k\acute{o} miigbe\acute{e}$.

'Something is making a noise.'

8. $Oon\acute{a} n\acute{o}k\acute{o} ye\grave{n} k\acute{a} gb\acute{e} l\acute{e} n\acute{o}$?

'Can you see something white lying on the road?'

9. $Ba\acute{a}kwe nok\acute{o}$.

'Come and see something.'

10. $\acute{O}n\acute{a}k\acute{o} n\acute{o}k\acute{o}$.

'You haven't seen anything yet.'

Drill 162. Repeat.

1. $M\acute{e} f\acute{e}\acute{e}m\acute{o} \acute{a}b\acute{a}$.

'Everybody should come.'

2. $M\acute{o}f\acute{e}\acute{e}m\acute{o} ke l\acute{e} n\acute{o}k\acute{o}$.

'Everybody gave him something.'

3. $Es\ddot{u}m\ddot{u} m\acute{o}f\acute{e}\acute{e}m\acute{o} s\acute{a}ne$.

'He likes everybody.'

- | | |
|------------------------------|----------------------------|
| 4. Ehéd mǎfěēmǎ eyeo. | 'He trusts everybody.' |
| 5. Bí mǎfěēmǎ ní osũmǎǎ. | 'Ask anyone you like.' |
| 6. Ebaáfée nǎfěēnǎ. | 'He will do everything.' |
| 7. Nǎfěēnǎ sà ehĩē. | 'He approves of anything.' |
| 8. Gbaá lè nǎfěēnǎ. | 'Tell him everything.' |
| 9. Ehéd nǎfěēnǎ èyeo. | 'He believes everything.' |
| 10. Feémǎ nǎfěēnǎ ní òsũmǎǎ. | 'Do whatever you like.' |

Drill 163. Repeat.

- | | |
|---------------------------------------|---|
| 1. Nũũ fěē nũũ áhĩē tũ. | 'Every man should carry a gun.' |
| 2. Yoo fěē yò átre dzàtsũ. | 'Every woman should carry a load.' |
| 3. Mǎntse fěē mǎntse tsũ mòko keba. | 'Every chief sent somebody there.' |
| 4. Amēgbe nũũ fěē nũũ. | 'They killed every man.' |
| 5. Amēfǎ fǐǎ fěē fǐǎ. | 'They burnt every house.' |
| 6. Yoo fěē yò bí nyĩē èhĩē. | 'Every woman's child walked in front of her.' |
| 7. fǐǎ fěē fǐǎ mĩ bíl dze kpo. | 'The people in every house came out.' |
| 8. ηmǎǎ nũũ fěē nũũ gbéí. | 'Write every man's name.' |
| 9. Keé yò fěē yò fíká. | 'Give every woman money!' |
| 10. ηmǎǎ ogbei ye ówòlo fěē wòlo mĩη. | 'Write your name in every book of yours.' |

Drill 164. Repeat.

- | | |
|-----------------------------------|---|
| 1. Měĩ koměĩ miiba bíé. | 'Some people are coming here.' |
| 2. Měĩ koměĩ nyiē tsũ lè see. | 'Some people are walking behind the house.' |
| 3. Měĩ koměĩ sũmǎǎ èsǎne. | 'Some people don't like him.' |
| 4. Mĩnǎ mēĩ koměĩ ye dzémě. | 'I have seen some people here.' |
| 5. Nĩbiĩ koměĩ dzwre gbé lè nǎ. | 'There are things lying on the road.' |
| 6. Onǎ nĩbiĩ koměĩ ye gbé lè teη? | 'Did you see things in the middle of the road?' |
| 7. Égbǎa nĩbiĩ fěē nĩ àfeé lè. | 'He doesn't tell all that he went through.' |
| 8. Eηǎ mēĩ fěē nĩ bà dzémě lè. | 'He greeted all the people who came there.' |

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

Drill 165. Repeat.

1. Mocomoko bé tsú lè mī. 'There is no-one in the room.'
2. Mocomoko bíkò lè nókò. 'No-one has asked him anything.'
3. Ebíkò mocomoko nókò. 'He hasn't asked anyone anything.'
4. Émákò mocomoko gbéí. 'He hasn't written anyone's name.'
5. Kaáké mòmkomoko. 'Don't tell anyone.'
6. Nókónokò gbaa ènǎǎ. 'Nothing worries him.'
7. Ónókónokò ekǎǎ mīhǎ. 'Nothing you have makes me envious.'
8. Míkòkò enókónokò dǎǎ. 'I have never taken anything of his.'
9. Kaábi mǐ nokónokò. 'Don't ask me anything.'
10. Kaáwle nokónokò he. 'Don't complain about anything.'

LESSON FIFTY NINE

Blófómé bi 'The Pineapple Child'

Be kó lè dzée nǔú ko nǐ yóò, nǐ eye ǎ nǐ fòò.

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

Eyaǎ ǎ kókò, obláyò ko,

He went and took another wife, a younger woman,

ǐ lè hǔ èfòò.

but she too proved barren.

Gbǐ kó lè nǔú lè eǎ nǔkpa lè tee ǎ mǐ améyafò blófómé.

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

ǐ blófómé lè bo waa áké, "Kaáfò mǐ, kaáfò mǐ. Ké ofò mǐ lè,

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

mahao bi." Yoó lè efò lè. Kéke nǐ

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

bìlófómé bibíoó nǐ mǎ emāseí lè tsǒ

a little pineapple nearby turned

bíyò. ǐ nǔú lè ke enǎ lè wo ǐ áké

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

they would not tell

héní èdze. Ní àmé ke gbéké lè ba ǐǎ lè,

anyone where she came from. When they brought the baby home,
obláyó lè bǐ́ bimǒ nǐ atsǒ lè héní èdze,

the young woman began asking to be told where it came from,
ǐ àmétsǒ lè. Obláyó lè gbá èwú lè nǎa aahú kèyafí

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

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

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

and she promised that she wouldn't reveal it.
Gbí ko béní nǔú lè ke enǎ nǔkpa lè tee ṁṁ mǐ́ lè,

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

the child became hungry,
nǐ ebí ènyé fíó lè nǐyéní.

and she asked her step mother for something to eat.
ǐ yóó lè efóo mǐ́.

But the woman did not answer.

Kεκε nĩ eκεε\, "Edzĩ mĩmĩmĩ yè bíè kú lè, ebaáhā mĩ nĩĩ māyè."

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

Kεκε nĩ obláyòó lè hũ kèé\, "Dzeé dzeĩ!

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

Dzee òlófómé bi kèke dzĩ bò." Nĩ gbeké lè nũ éné nǝηη pε,

Aren't you just a pineapple child?" As soon as the child heard this,
nĩ eyĩ ηmǝ lè mĩη gbε. Bénĩ èyaá lè

she set out for the farm. On the way
eefó, eelá: "Adene tree làí ke;

she wept and sang: "Adene would not fetch firewood;
Adene tsée mĩ gbǝmǝ bí; Adene tsé mĩ òlófómé bi;

Adene would not call me a human child; Adene called me a pineapple child;
Adene hũũ, Adene." Obláyòó lè yĩ èsεε,

Adene, alas, Adene." The young woman followed her,
ǝĩ gbeké lè waa\ . Enyē ke etse nā amē

but the child would not stop. Her parents saw them
nĩ amēyĩ èsεε,

and pursued her,
ǝĩ èwáa\ . Nĩ èǝε ηmǝ lè mĩη pé

but she did not stop. When she reached the farm
nĩ etsǝ òlófómé.

she turned into a pineapple.
ǝĩ ètse kpǝ ènĩne

But her father reached out
mĩη emǝ èyitswéí. Yitswéí lè kpó wò edē nĩ

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

ekébúà etsítsì nǝ. No dzí yìtswéí

he pressed it to his chest. That is the hair
nǝ yǝǝ nǝũ tsítsì nǝ lé.

on a man's chest.

LESSON SIXTY

I. Nǎkǎí. 'that'

Nǎkǎí, 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. Nǎkǎí nǝũ lé ebà bíé. | 'That man has come here.' |
| 2. Míkǎnè nǎkǎí woló lé. | 'I have read that book.' |
| 3. Námǝ wo lé nǎkǎí gbéí lé. | 'Who gave him that name?' |
| 4. Nǎkǎí wiémǝ lé enǝǝ mǝnǎǎ. | 'I don't find that allegation very pleasant.' |
| 5. Kaáfée nǎkǎí. | 'Don't do that.' |
| 6. Kaáfée lé nǎkǎí. | 'Don't do that to him.' |
| 7. Nǎkǎí mǝféé. | 'That was what I did.' |
| 8. Ekeé nǎkǎí. | 'He said so.' |
| 9. Nakǎí ebí lé keé. | 'That was what his child said.' |
| 10. Éhǝí nǎkǎí. | 'That's no good.' |

II. Nǝkǝ. 'this'; 'such'

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

Drill 166. Repeat.

- | | |
|--------------------------|------------------------------------|
| 1. Námǝ wo lé nǝké gbéí. | 'Who gave him a name like that?' |
| 2. Námǝ bú lé nǝké mǎmá. | 'Who dressed her in such a cloth?' |
| 3. Mǝnǝ títí bǝ nǝké. | 'What scratched you like that?' |
| 4. Mǝéba ebóǝ nǝké. | 'Why is he shouting so?' |

- | | |
|---------------------------|------------------------------------|
| 5. Někě nũ nẽ babí ɛ̃ɪ. | 'This man came and engaged her.' |
| 6. Někě yèle nẽ kwẽɔ oyá. | 'This yam grows fast.' |
| 7. Áfòlɔ někě tsèi nẽ. | 'These trees should be cut down.' |
| 8. Obaásũmɔ někě nũ? | 'Would you like such a man?' |
| 9. Obaányẽ někě gbekẽbiɪ? | 'Can you cope with such children?' |
| 10. Kaáfée někě. | '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 bɔ. | 'Not you.' |
| 2. Dzée lɛ. | 'Not he.' |
| 3. Dzée opàpá. | 'Not your father.' |
| 4. Dzée nãkãɪ. | 'Not that way.' |
| 5. Dzée někě. | 'Not this way.' |
| 6. Dzée Tètɛ feéɲ. | 'It wasn't Tetteh who did it.' |
| 7. Dzée nokó. | 'It's nothing.' |
| 8. Dzée ɛskúù woló lɛ nẽɲ? | 'Is this not his textbook?' |
| 9. Dzée blɛoo obaáféeɲ. | 'Don't be slow.' |
| 10. Dzée mãlemɔ obaámãle. | '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' | yɔɔ. 'to have'; 'to be' |
| ye. 'to have' | béɲ. 'to have not' |
| nĩ. 'to be that' | nẽ. 'to be this' |

Drill 168. Repeat.

- | | |
|---------------------------|-----------------------------------|
| 1. Námò dzí lè. | 'Who is he?' |
| 2. Mídží odraívá 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 gbò lè nẽ. | 'This is the man who died!' |
| 8. Námò nẽ. | 'Who is this?' |
| 9. Ómámí\ nẽ? | 'Is this your mother?' |
| 10. Enítsũmò nẽ. | 'This is his current craze.' |

Drill 169. Repeat.

- | | |
|-----------------------|------------------------------|
| 1. Ámá yè fíká. | 'Ama has money.' |
| 2. Ámá hè yè féo. | 'Ama is beautiful.' |
| 3. Ámá yè Gã. | 'Ama is in Accra.' |
| 4. Sãné lè yè mĩŋ. | 'The story is true.' |
| 5. Měnsǎ be fíká. | 'Mensa does not have money.' |
| 6. Měnsǎ be bié. | 'Mensa is not here.' |
| 7. Měnsǎ sãne bé mĩŋ. | 'Mensa's case is not valid.' |
| 8. Té èyóò tẽẽ\. | '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 nĩí momo? | 'Have you eaten already?' |
| B: Daabí. | 'No.' |

- A: Há woyayé nokò mó? 'Let's go and eat something.'
- B: Ényíē\ átswà. 'What's the time?'
- A: Nyōṣmǎ ké enyō ké fá. 'Twelve thirty.'
- B: Wómē\ nĩ woyà ṣmle komé. 'Let's wait and go at one o'clock.'
- A: Odzogbaṣṣ. 'Okay.'

II. Ké, 'and'; ké, 'when'

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

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

Drill 170. Repeat.

1. Ágbè Kofí kè Kwafí. 'Kofi and Kwashi have been killed.'
2. Wónā hĩĩ lè ké amēṣāmē lè. 'We saw the men and their wives.'
3. Eetsé mĩ ké bo. 'He wants you and me.'
4. Kōmĩ ké kénāṣ ṣṣ. 'Kenkey and fried fish tastes good.'
5. Gbékēbiì ké onũkpai fēē mīigbói. 'Children and adults are both dying.'
6. Enyá mĩhè ké mĩṣṣ. 'He welcomed me happily.'
7. Kofí kè lema fòlò tsó lè. 'Kofi cut down the tree with an axe.'
8. Mĩ ké le baáwle\ . 'I shall speak to him.'
9. Oke síkle éwò tíí lè mĩṣ? 'Have you put sugar in the tea.'
10. Ámá kè woló lè efò ṣĩ. 'Ama has put the book down.'

Drill 171. Repeat.

1. Sāné lè gbé ké ṣwǎ mǎṣ lè mĩṣ fēē. 'The news spread all over town.'
2. Kofí yè ké búà wò waa. 'Kofi helped us a great deal.'
3. Gbékēnũ lè tũ ké téké bu lè. 'The boy jumped over the hole.'
4. Wodzo foi ketee Gǎ. 'We escaped to Accra.'
5. Nũ lè dzo foi kedze Gǎ kebatsō biè ketee Mǎmpōṣ. 'The man ran through here from Accra to Mampong.'
6. Tete tsé Kofí kèba. 'Tetteh called Kofi there.'

7. Etsé àmē keba. 'He called them here.'
8. Híí lè tsú gbekēbii lè ketee. 'The men sent the children on.'
9. Kofí tsi ɣínàá lè kegbeé ɣí. 'Kofi pushed the door down.'
10. Kofí kèhá mǐ. 'Kofi gave it to me.'

Drill 172. Repeat.

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

LESSON SIXTY THREE

I. Linking Words

Other clause-linking and clause-initial words include:

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

Drill 173. Repeat.

1. Yaá nǐ oyabi lè. 'Go and ask him.'
2. Ekó èto kónǐ okaná. 'He hid it so that you wouldn't see it.'
3. Mábá nǐ woyà amēñōō. '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 nǐ, 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 aké èfeé nākāí. 'He regretted doing that.'
9. Mǐgbè nāā hewólé mǐíyá. 'I have finished, and so I am leaving.'

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

Drill 174. Repeat.

1. Kofí eyáa\ édzaáké èbé hèwale. 'Kofi didn't go, because he wasn't well.'
2. Mĩbu le fó, édzaáké èsãne édzaa\ 'I gave judgment against him, because he was wrong.'
3. Ehãη bo, dza obí lè. 'He will not give it to you unless you ask him.'
4. Dza mĩtee. 'I had better be going.'
5. Woyéη nĩĩ, dza óbà. 'We won't eat until you come.'
6. Énú, áloo èkékpa èhe. 'Should he drink it, or rub it on his body?'
7. Mĩtsε mĩfó, alóo mĩkéké le. 'Should I throw it away, or give it to him?'
8. Okéé ebá, áloo èba? 'Did you say 'he has come' or 'he came'?'
9. Ékò lè mǎbá. 'I may come.'
10. Ékò lè dzée ènǒ 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:

- dǒηη. 'not again; never'
 kòkòkò. 'not at all; never'

Drill 175. Repeat.

1. Hékhékò edzòkò. 'There is no peace anywhere.'
2. Kaábi mĩ Kofí kò Kofí kò he sãne. 'Don't ask me about Kofi!'
3. Wówókò le gbéì ko gbéì ko. 'We haven't given him any name.'
4. Éyàkò hékhékò. 'He is around here somewhere.'
5. Wiémò ko wiémò ko éηǒǒ ènãã fe "kòkòkò". 'There is no word he is fonder of than 'never'.'

- | | |
|-----------------------------|--------------------------------|
| 6. Ebáa dɔ̃ɛɛ. | 'He doesn't come anymore.' |
| 7. Míbií lɛ̃ dɔ̃ɛɛ. | 'I won't ask him again.' |
| 8. Kaáyà Koforídúá dɔ̃ɛɛ. | 'Don't go to Koforidua again.' |
| 9. Ékpɛ̃lɛ̃ kókókó. | 'He will never agree.' |
| 10. Kofí efɛ̃ nākāī kókókó. | '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. Lɛ̃ efɛ̃ɛ̃. | 'It was he who did it.' |
| 2. Lɛ̃ efíká nĩ̃. | 'It is his money.' |
| 3. Mĩ̃ mĩ́kó wòlò lɛ̃. | 'It was I who took the book.' |
| 4. Bò ɔ̃mā wòlò lɛ̃. | 'Was it you who wrote the book?' |
| 5. Ekɛ̃é bò óyá. | 'He said you should go.' |
| 6. Bò okɛ̃é mĩ̃. | 'It was you who told me.' |
| 7. Bò okɛ̃é òbaányɛ̃. | 'You asked for it!' |
| 8. Wò wòmā̃ nɛ̃. | 'This is our country.' |
| 9. Wò wóbíi lɛ̃. | 'We will not ask him.' |
| 10. Esúmɔ̃ɔ̃ nĩ̃ 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:

díɛ̃ɛ̃tse.	'self'	pé.	'only'
fɛ̃ɛ̃.	'all'	hú.	'too, also'

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

Drill 177. Repeat.

- | | |
|----------------------------|---|
| 1. Hīī fēē drà. | 'All men are big.' |
| 2. Hīī lē fēē drà. | 'All the men are big.' |
| 3. Eetsé nyē fēē. | 'He wants all of you.' |
| 4. Le dĩēntse ekeé òesũm̃. | 'He himself said he liked it.' |
| 5. Etse dĩēntse keé. | 'His own father said it.' |
| 6. Yoó lē dĩēntse kehã mĩ. | 'The woman herself gave it to me.' |
| 7. Kaáfwa gbekẽ lē pe. | 'Don't blame the child alone.' |
| 8. Wò pé òtséé. | 'We were the only ones he didn't invite.' |
| 9. Ebínũũ lē hũ ebà. | 'His son too has come.' |
| 10. Wònã 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. Esũm̃ wiém̃. | 'He loves to talk.' |
| 2. Gã wiém̃ ñĩĩ. | 'Ga is a pleasant language.' |
| 3. Blófó wiém̃ wa. | 'English is a difficult language.' |
| 4. Amẽbĩĩ lē sãnebĩm̃. | 'They started asking him questions.' |
| 5. Hĩĩmedzĩ lē miitsé nyē kpee. | 'The old men summon you to a meeting.' |
| 6. Amẽfɔɔ Gã yaa. | 'They often go to Accra.' |
| 7. Gbɔle miigbá ènãã. | 'His problem is age.' |
| 8. Ofrãã akafrãã wò. | 'May no accident befall us.' |
| 9. Ékpá yèleyéli. | 'He has stopped eating yams.' |
| 10. Ake gbõm̃gbelɔ éfée nããnyo. | '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: Èhě, í ẹ̀yẹ́ ílǎ. 'Yes, but it's in the house.'
A: Obaányě òkémǎ mǐ ké ògbe nǎǎ? 'Can you lend it to me when you finish?'
B: Míkǎnèkò mító̀kò ḱwílaa. 'I still have a lot of it left to read.'
A: Nókò bíbílóo kẹ̀kẹ́ mító̀dò mǎkwe yẹ́ mǐn. 'I only want to check a minor point of detail in it.'
B: Bílẹ̀ bàákò ńmèdzí nyǎmǎ, kóní òkébà leébi mǎnkpá. 'Then come for it at 10, and return it early in the morning.'
A: Yoo. Óyíwala dǎn. '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. Wiémǎ̀ bílẹ̀. 'Speak softly.'
3. Kwé dzògbàn. 'Take care!'
4. Ewíeḽ tsǎ. 'He talks too much.'
5. Ewíeḽ pii. 'He talks a lot.'
6. Éhíí kwílaa. 'He is vicious.'
7. Eyaáwíe yẹ́ Temǎ. 'He is going to speak at Tema.'
8. Mǐnǎ ágběń. 'I have seen it now.'
9. Ete ílǎ 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 wɔŋɔɔ dǎa.

'He visits us regularly.'

4. Ebákò wɔŋɔɔ pɛŋ.

'He has never visited us.'

5. Ágběńě ohé oyè?

'Now do you believe it?'

6. Kpaáko\ obaa?

'Are you coming now?'

7. Nyěbà oyá wàa.

'You've come rather early.'

8. Ewíed pii tsɔ.

'She talks too much.'

9. Eféd eníí bléoo náákpa.

'He is always very slow.'

10. Mídẏòkò foi waa nẹ́kẹ́ 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 assimilable
 ~ of a word
 V = nasal Vowel V ~ N = V or N Ø = zero suffix - = without

Tone and process symbols and abbreviations have the customary meanings.

1. <u>Pl. = Sing. + / ĩ /</u>	<u>Singular</u>	<u>Plural</u>
'child'	bí	bíi
'ear'	toí	toíi
'thief'	dzulo	dzuloi
'language'	wiém̃	wiém̃i
'sheep'	too	tooi (Orthog. toi)
'pillow'	súne	súnei
'life'	wala	walai
'law'	mlá	mlái
'lamp'	kǎné	kǎnéi
2. <u>Pl. = Sing. + /o→e/ + i</u>		
'tree'	tso	tsei
'woman'	yoo	yei
'person'	m̃	m̃i
3. <u>Pl. = Sing. { X /ǃ ~ N/ } - /ǃ ~ N/ + ĩ*</u>		
'table'	okp1ǃǃ, okp1ǃŋ	okp1ǃi
'mosquito'	tǃŋtǃǃ, tǃŋtǃŋ	tǃŋtǃi

	<u>Singular</u>	<u>Plural</u>
4. <u>Pl. = Sing. + dzĩ</u>		
'farm'	ηmɔ̃	ηmɔ̃dzĩ
'piece'	kúkù	kúkùdzĩ
5. <u>Pl. = Sing. + /o → e/ + dzĩ*</u>		
'old thing'	émomo	émemedzĩ
6. <u>Pl. = Sing. {X /Ṽ~N̂~N̂/} - /Ṽ~N̂~N̂/ + dzĩ*</u>		
'castle'	mɔ̃ɔ̃	mɔ̃dzĩ
'town'	mãη	mãdzĩ
'monkey'	adú̃η	adú̃dzĩ
'corner'	kóη	kódzĩ
'horn'	koη	kodzĩ
'slave'	nyɔ̃̃η	nyɔ̃̃dzĩ
7. <u>Pl. = Sing. {X(Cə)LV} - /LV/ + dzĩ*</u>		
'bird'	loófɪɔ̃	loófɔ̃dzĩ
'sore'	fɪá	fádzĩ
'bell'	ηmɪɛ	ηmedzĩ
'a red thing'	ét̃sru	ét̃sùdzĩ
'book'	wolo	wodzĩ
'egg'	wolo	wodzĩ
8. <u>Pl. = Sing. {Xne} - /ne/ + dzĩ</u>		
'story'	sane	sãdzĩ
'engine'	tsɔ̃ne	tsɔ̃dzĩ
'wing'	fĩne	fĩdzĩ
9. <u>Pl. = Sing. 'kinship term' + m̃ĩ*</u>		
'father'	tse	tsem̃ĩ
'woman: term of address'	awó	awóm̃ĩ
'wife'	ηã	ηãm̃ĩ

	<u>Singular</u>	<u>Plural</u>
'sibling'	nyẽmí	nyẽmímé
'a proper name'	Mě́nsá	Mě́nsámé
'a proper name'	Kofí	Kofímé
10. <u>Pl. = Sing. {Xmɔ̃} - /mɔ̃/ + dzĩ</u>		
'debt'	nyɔ̃mɔ̃	nyɔ̃dzĩ
'hunger'	hɔ̃mɔ̃	hɔ̃dzĩ
11. <u>Pl. = 'Person term' Sing. {Xmɔ̃} → {Xmẽĩ}</u>		
'human being'	gbɔ̃mɔ̃	gbɔ̃mẽĩ
'who?'	námɔ̃	námẽĩ
12. <u>Pl. = Sing. + bíĩ</u>		
'child'	gbéké	gbékébíĩ
'ant'	tsatsú	tsatsúbíĩ
13. <u>Pl. = Sing. -/X/ + bíĩ</u>		
'child'	abifáo	abifábíĩ
'thing'	níĩ	níbíĩ
14. <u>Pl. by suppletion</u>		
'man'	nũũ	hĩĩ 'men'
'thing'	nɔ̃	níĩ, núbíĩ 'things'
15. <u>Pl. = Sing. + ∅</u>		
'dust'	mlu	mlu 'dust'
'shrimp'	sɔ̃ŋ	sɔ̃ŋ 'shrimp'
'coal'	ŋǎĩ	ŋǎĩ 'coal'
16. <u>Plurals, no singulars</u>		
		hǎǎǎdzĩ 'twins'
		múdzĩ 'dirt'

		<u>Singular</u>	<u>Plural</u>
17. Pl. = Sing. Xnyo - /nyo/ +			
(a) <u>i</u> *	'soldier'	asráàfónyò	asráàfól
	'farmer'	okwaafónyò	okwaafól
(b) <u>mě</u> *	'a Ga'	Gānyo	Gāmě
	'an Ashanti'	Aḵāntényò	Aḵāntémě
	'fisherman'	wolenyo	wolemě
(c) <u>hĩĩ</u>	'corpse'	gbónyò	gbóhĩĩ
	'young man'	oblányò	obláhĩĩ
(d) <u>bíi</u> *	'rustic'	koseenyò	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
Ablā	girl's name (Tuesday-born)
ablé	corn
Ablotsíri,	Europe
Ablotsíi	
abó	refuge
abūí	needle
Ádè	clan name, male
Adeí	clan name, female
adékà	box
adesā	story; folk-tale
adūñ	monkey
Adzeí	clan name, male
Adzéle	clan name, female
Adzékáí	clan name, female
Adzétsòò	clan name, female
Adzókò	clan name, female
Ádzua	girl's name (Monday-born)
adzwāmāñ	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. aměě)
agba	stall; shed
agbó	gate
agbo	big
aékoo,	a congratulation
ahékoò	
akeklé	headband
áké	that
áklátì	cactus
Ákoíia	girl's name (Sunday-born)
Akuā	girl's name (Wednesday-born)
Akúète	boy's name (2nd of twins)
Akuókò	girl's name (2nd of twins)
akutú	orange
akwadú	banana

Akwélé	girl's name (1st of twins)
Akwété	boy's name (1st of twins)
akpakpá	pawpaw
Akpó	clan name, male
áloo, alóo	or
Ámá	girl's name (Saturday-born)
Ámā	clan name, male
amē	they; them; their
amēē	a reply to a greeting (cf. agoo)
Amon, Amōη	clan name, male
amóò	tomato
Ánāη	boy's name (4th in order)
Ánūm	boy's name (5th)
asó	gambling
asráàfónyò	soldier
A ale	clan name, male
A í	clan name, male
Ataá	term of respect for men
atíā	cashew-nut
atūā	defiance
atúù	a greeting
Atsɔi, Atswéí	clan name, female
atswré	first
áwòη	a greeting
ayé	witch
Ayókó	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
bíbíóo	small
bíé	here
ble	pipe
bleoo	slow; softly
bodobodo, blodo	bread
bló	broom
bo	you (sg.)
bo	to shout
bo...toí	to listen
bóló	to shout repeatedly
bo...módēηη	to persevere

bo...módēηη
 Bóí
 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
 dǎǎ
 dǎǎ
 daabí
 dadé
 dāmǎ ∫ī
 Dedé
 Deí
 dekǎ
 dē
 dí
 díηη
 díoo
 dom
 dóktà
 dǎηη
 draíva
 dró
 drómǎ
 dū
 dūñ

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
 Dzǎñí, Dzǎǎñí
 dzeke
 dze...kpo
 dzetsélémǎ
 dze
 dzéí, dzémé
 dzí
 dzidzé nǎǎ
 dzié kpó
 dzo
 dzogbaηη
 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
Dzúfɔ	Tuesday
dzúne	jewelry
dzwéí	grass
dzwěŋ	to think
dzwěŋmɔ	thought
dzwre	to congratulate
dzwremɔ	a congratulation

e

e	he, she, it
édzrɔ	right
édzwè	four
ékó	some; one
ékòmé	one
ékòŋŋ	again
ékpàa	six
ékpakpa	good
éně	this one
énũmɔ	five
ényiě	how much, many?
ényɔ	two
éŋɔli	yellowish-green
éŋmɔmĩ	okra
éjǎ	evil; badness
étě	three
étsùru	red
éwùlu	big
éyeŋ	white

é

éèhě	no!
éhěě	yes!

f

fa	to lend; to borrow
fǎ	root
faí	hat
Fǎntényò	a Fanti
fǎŋŋ	clearly; lucidly
fe	to surpass
feé\	to do; to become
fěě	all
feéfeo	beautiful
fěí	part; half
fěné	to untie
féo	beauty

fīne	wing
fíò	smaller; junior
fíòò	a little; small
fíte	to spoil
flà	sore
flà	to greet
flí	to blow
flí	to buy or sell on credit
flikl'	to fly
flò	hole
fó	to weep
Fofó	girl's name (5th in order)
fó	to give birth
fó...hè	to wash
fó	to usually do
fó	to throw
fófóí	flower
fú	selfishness
fū	stink
fuá	to embrace
fufó	milk; breast

g

ga	ring
Gã	Ga; Accra
Gãnyo	a Ga
gli	to fly into a rage
googá	bucket
gówá	guava
góǵlǵ	to swagger
gól	to belch
gól	mountain
gól	cemetery
gúgól	nose
gúmól	to peel
gwá, (bó...gwá)	gang, company
gwábòò	assembly
gwǎntǣn	sheep, lamb
gwao	to whip

gb

gbá	to split; to tear
gbá	to branch off
gba	to narrate
gbédè	to weaken
gbéé	dog
gheé ^{ji}	to fall down
gbéké	child; junior
gbélee	to be dressed up
gbé	water-pot
gbe	road

gbě	pimple
gbéé\	to sound
gbékè	evening
gbĩ	day
ghĩṅ	dry
gbĩṅṅ	strong (of smell)
gbíḵ	to rinse the mouth
gbogbo	wall
gboṅ	hip
gbo	guest; stranger
gbo	to age
gbobi	to hunt
gbṵmṵ	person; human being
gbu	to prick; to pierce
gbá...nǎǎ	to bother

h

há	to give; to let
hákú	to yawn
hao	to worry; to pester
háu	girdle
hé	place
hé\	to buy
he	around, about
hee	new
hela	illness
helatse	sick person; patient
héle...nṵ	to take up; to respond
hénĩ	where
hetsélé	convalescence
hewale	health; strength
he	waist
heṅṅ	burning, vivid, intense
hĩ	to be good
hiě	face; front
hĩĩ	men
hiṅméi	eye
hleṅṅ	radiant
hoó\	to cook
hṵlṵ, h1ṵ	shade
Hogbaa	Sunday
hṵṵ\	to sell
Hoo	Saturday
hũ	also; too
hulú	to jump
hũlũ	sun
huu	to wage (war)
hwǎṅ	to sprain

k139

kp

kpá	to stop; to fall off
kpã	a ceremonial dance
kpãã	string
kpaáko	only now
kpaanyɔ̃	eight
kpákpa	good
kpawo	seven
kpe	to meet
kpɛ̃ɛ̃	firm
kpĩɲ	cane rat
kpléikpléi	big
kpléké	to descend
kpó	12-yard bale of cloth
kpo	courtyard
kpodziémɔ̃	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
lamɔ̃	dream
lád	bedsheet
le	to know
leébi	morning
leí	tail
lé	the
le	he, she, it
le	to rear, feed
leé\	to be wide
leketee	broad
lété	to eat sparingly
lígɔ̃lígɔ̃	Praying Mantis
líléi	tongue
lóo	or
loo	fish; meat; flesh
loó\	to gather up
loófɪɔ̃	bird
lólè	lorry; truck
lú	to confuse; to be confused
lúkutuu	portable; medium-sized; round
lele	boat

m

mã	to build
mãle	to tell lies
mãmá	cloth
mãmí	mother
mãŋ	town
mãŋkẽ	night
mãŋtse	king; chief
méèti	driver's mate or assistant
méd	sixpence
mẽ	to wait
mẽĩ	people
měni	what?
Měnsã	boy's name (3rd in order)
mfonĩ	picture
mĩ	I; me; my
mli, mĩŋ	in; inside
mlá	law; guts
mlã, mrã	early
mlé	underwater swimming or diving
mlĩ	drum
mlu	dust
mó	well done!
moko	someone
mómo	already
moŋ	rather
mó	then; in that case
mɔ	person
mɔbɔ	mercy
mɔdẽŋŋ	effort
mɔnĩ	who
mɔɔ	castle
mũ	to submerge
mũ	oil
mũ	to breathe
mũdzi	dirt
mũmɔ	stomach
musú	taboo

n

nã	to get
nã	to see
nãã	Look!
nãã	mouth; edge
nãã	grandmother
nããnyo	friend
nãkãi	that
nãmɔ	who?
nãne	leg; foot
nãnemẽĩ, nãnemẽ	friends

ně	this is
ně	to rain
něě	this
něěhũ	nine
něgbè	where?
někě	this
nĩ	that; since
nĩ	and
nĩĩ	thing; things
Nĩĩ	title: Chief, Elder; personal name
nĩĩ	grandfather
Nikoi, Nĩkwéi	clan name, male
nĩlèe	knowledge
nĩná	to catch up with
nĩne	hand; arm
nĩṇmǎǎ	writing
nĩtsũmǎ	work
nohewo	because of that
nókó	something
nǎ	on; upon; up
nǎfěěnǎ	everything
nǎnĩ	what; which
nǎṇṇ	immediately; precisely
N/ĩǎ	boy's name (6th in order)
ntá	twin
nũ	water
nũ	to hear
nũṇtsǎ	master
nũũ	man
nũũmo	old man

ny

nyě	to be able
nyě	mother
nye	yesterday
nye	you (pl.)
nyě	to hate
nyě...nǎ	to press
nyěkwé	aunt
nyěmĩ	sibling
nyěsee	in the past; ago
nyĩě	to walk
nyǎṇ	slave
nyǎṇmǎ	ten
Nyǎṇmo	God; rain

n

ṇǎ	to greet
ṇǎ	to close
ṇǎ	wife

ηaa	intelligence; skill
ηãã, ηããã	crab
ηãĩ	coal
ηkátie, ηkétie	ground nut
ηkpál	libation
ηkũ	shea-butter
ηlã	to char
ηlenle	light; flowing easily (of fluid)
ηlenĩ	level
ηoo	salt
ηõõ	to be sweet
ηj̄c	sea
ηj̄csee	overseas
ηwẽĩ	sky; up
ηwẽtẽηwẽtẽ	stippled
ηwlãmĩ	star

nm

ηmá	aroma; pleasant scent
ηmã	to write
ηmé	palm nut
ηmee	thorn
ηmé	kernel
ηméné	today
ηmĩηmĩ	panic
ηmle	bell
ηmlĩ	laughter
ηmon	tick; lice
ηmóηmlo	plank
ηmĩ	farm
ηmĩ	to laugh
ηmĩĩ	new; fresh; green

o

oblá	fashion; swagger
oblányò	lad; young man
odzo	fraud
oflĩĩ	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)
Okpotĩ	clan name, male
omĩ	rice
osó	fox; mongoose
osófò	priest; minister

oííki
oíráã
otsi
oyá

chance; lots; dice
danger; accident
week
quickly

p

papá
papa
pása
pé
pépeepe
pilá
pii
píñ
plé
plèkoó
Pókóase
púé

father
fan
to gossip
exactly
exactly
to wound
a lot; much
to suffer
a bird
nail
Pokoase
to appear; to emerge

s

sa
sã
saá\
sãne
sẽ
see
sẽí
sísà
sísẽ
Sohaa
Soo
Sówà
sole
sónè
sõñ
sóññ
sɔɔ
sre
sro
srðto
sú
su
sũ
sũmĩ
sũmĩ
sũne
súsù
seké
sódažfónyò

to befit
nauseating smell
to repair
story; behavior; problem
throat
back
chair
ghost
to be for; to solicit
Friday
Thursday
clan name, male
to pray
fox
prawns; shrimp
a lot; altogether; only
to catch (something in flight)
to swim
to be different
different; various
character; kind
to light
soil
to serve
to love; to like
pillow
to calculate
madness
soldier

ſ

abí	brother-in-law
áká	to embrace
ájá	girl's name (6th in order)
ātā	to drag out
élèŋ	shilling
é	to arrive; to reach
é	sugar-cane
í	but
í	occasion, instance
í	down
í	to fry
ía	sand
íá	house
íátse	houseowner; landlord
ídaa	thanks
íé	to preach
íká	money
íkátsè	rich man
íkò / íkò	hiccough
ínàá	door
íŋŋ	still
ító	pepper
ó	Wednesday
ó	a berry
óŋŋ	afar
wāné	noon; afternoon
wápò	store
wé	to play
wéí / weí	ragged
wi	to be fat
wié	to dismiss
wre, were	to flourish

t

tá	to sit
ta	war
ta	to chew
tā	to narrate
táo	to seek
Táwla	name (1st born after twins)
té...tēē	how?
te / t	to rise up; to wake
tédzi	ass; donkey
tee	went; gone
téle, tre	to carry on the head
té	stone
telifón	telephone
Temā	Tema
Teté	boy's name (1st in order)

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

ts

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

tsú	to work
tsū	building; room
tsuí	heart
tsuru, tsru	red
tswa	to strike; to ring
tswéí	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
wao	finger
welé	hide
wó	to lift
wo	honey
wo	to praise; to laud
wobí	bee
wolo	book
wó	tomorrow
wó	we; us; our
wó	to sleep
wólo	egg
wóh	fetish, amulet, charm
wósèè	in the future
wú	bone
wu	husband
wuó	chicken
wuógbèémó	cockcrow

yw

wére, ywére	to warm oneself
wié\, ywié\	to speak
wiémó, ywiémó	language; speech; word
wíri, ywíri	to row

y

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

yei	women
ye	to be; to have; at
yele	yam
yi	head
yi	to beat
yítsò	head
yóo	to recognize
yoo	woman
yooo	a response; okay
yoómo	old woman
yóó	to be
yoo	beans
yooo	sluggish
yooyí	a berry
yra	funeral; mourning