

T W I

BASIC COURSE



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D E P A R T M E N T O F S T A T E

TWI

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BASIC COURSE

P R E F A C E

The Twi Basic Course is one of a series prepared by the Foreign Service Institute in its Special African Languages Program, coordinated by Earl W. Stevick. This series is being produced under an agreement with the Office of Education, Department of Health, Education, and Welfare, under the National Defense Education Act.

The course in its present form is based on classroom experience with a group of Foreign Service Officers. It is designed to provide basic structures and vocabulary for the situations in which the foreigner is most likely to need Twi.

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The tapes which accompany the text were prepared in the Foreign Service Institute Language Laboratory under the supervision of Gabriel Cordova.



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TABLE OF CONTENTS

| | |
|---|------|
| Contents | iv |
| Introduction | |
| Identification and location | ix |
| Tone terracing | x |
| Sentence intonation | xii |
| Symbol list | xiii |
| Unit 1 | |
| Use of drills | 1 |
| Sound drills | 2 |
| Unit 2 | |
| Dialogue: 'Greetings' | 14 |
| Note: 9. Vowels and vowel harmony | 16 |
| 10. Subject and possessive pronouns | 18 |
| 11. Possessed nouns | 19 |
| 12. Noun plurals | 19 |
| 14. Sentence Drill model | 20 |
| Unit 3 | |
| Dialogue: 'Do you speak Twi?' | 24 |
| Note: 6. Vowel before /r/ | 26 |
| 7. Subject with two verbs | 26 |
| 11. Negative of verbs | 26 |
| 12. Nasal-stop assimilation | 27 |
| 17. Spelling of double nasals | 31 |
| Unit 4 | |
| Dialogue: 'How do you say....?' | 32 |
| Note: 1. Impersonal or passive of verbs | 33 |
| 8. Imperative | 34 |

BASIC COURSE

| | | |
|-----------|--|----|
| 15 | Suppletive negative of /wɔ/ | 38 |
| 17. | Spatial noun compounds | 39 |
| Unit 5 | | |
| Dialogue: | 'At the office.' | 40 |
| Note: 1-3 | /há/ and /hɔ/ | 41 |
| 4. | /tumi/ | 41 |
| 9. | Future positive | 43 |
| 11. | Verb object order | 43 |
| 12. | Sentence intonation | 47 |
| 13. | Stative verbs | 47 |
| Unit 6 | | |
| Dialogue: | 'Fufu' | 48 |
| Note: 1. | /agɔɔ/ and /amɛɛ/ | 49 |
| 4. | Noun plurals marked by nasal prefix | 49 |
| 5. | Progressive positive of verbs | 50 |
| 8. | Reduplication of adjectives | 50 |
| 10. | Comparison | 50 |
| 11. | Verbal nouns | 52 |
| 22. | Spatial/possessive compound nouns | 59 |
| 25. | /na/, /,/, Secondary tones | 59 |
| Unit 7 | | |
| Dialogue: | 'Buying fish' | 60 |
| Note: 1. | Auxiliary /kɔ/ | 61 |
| 7. | Distributive plurals | 62 |
| 11. | Double negative verbs | 68 |
| 12. | Negative progressive and future..... | 68 |
| 15. | /mã/ and 'indirect' object | 68 |
| 19. | /pɛ/ plus verbal noun | 69 |
| 21. | Compound nouns | 69 |

Unit 8

| | | |
|-----------|---|----|
| Dialogue: | 'At the doctor's' | 70 |
| Note: | 1. Agent nouns | 71 |
| | 4. Tone of object pronouns | 77 |
| | 5. Locative nouns | 77 |
| | 7. Emphatic subject pronouns | 78 |
| | 8. Masculine and feminine compounds | 78 |

Unit 9

| | | |
|-----------|---|----|
| Dialogue: | 'Have you gone to eat yet? | 79 |
| Note: | 1: Past positive of verbs | 80 |
| | 2. Perfect positive of verbs | 80 |
| | 3. Past negative of verbs | 81 |
| | 3. Perfect negative of verbs | 81 |
| | 4. Subjunctive positive and cohortative | 81 |
| | 8. Third person imperative | 86 |
| | 9. Negative cohortative | 86 |
| | 13. Negative of /dɛ/ | 87 |
| | 15. /wɔ̃n nɔ̃/ as verb subject | 87 |
| | 17. //k// | 87 |

Unit 10

| | | |
|-----------|---|----|
| Dialogue: | 'I went to Accra yesterday.' | 88 |
| Note: | 2. /kɔ/ plus consecutive of purpose | 89 |
| | 3. /sɛ/ with direct quotations | 89 |
| | 4. /sɛ́sɛi/ and immediate present | 89 |
| | 5. /bɛ/ of purpose | 95 |
| | 9. /ná/ with past tense | 96 |

Unit 11

| | | |
|-----------|--|-----|
| Dialogue: | 'An interview.' | 97 |
| Note: | 1. Days of the week and personal names | 103 |
| | 2. Passive with third person plural | 104 |
| | 6. /wíé/ with verbal nouns | 104 |
| | 6. /sɛ́sɛi/ with perfect, 'have just' | 104 |

BASIC COURSE

| | | |
|-----------|---|-----|
| 7. | Indirect quotation of commands | 105 |
| 8. | /tɛ/ and tɛná/, permanent vs. temporary ... | 105 |
| 10. | Prominence of initial position | 105 |
| 11. | Relative /nɛa/ | 106 |
| 12. | Compound nouns with /asɛ/ | 106 |
| 13. | Tones with verb objects | 106 |
| Unit 12 | | |
| Dialogue: | 'What time is it?' | 107 |
| Note: 1. | Alternation of /n/ and /r/ | 108 |
| 4. | Special uses of /yɛ/ | 108 |
| A. | Numerals | 116 |
| 5. | Compound numerals..... | 116 |
| 7. | If clauses | 116 |
| 8. | /nɛ/, 'to be' | 116 |
| Unit 13 | | |
| Dialogue: | 'How much is this?' | 117 |
| Note: 3. | Colors | 118 |
| 6. | Contraction in time clauses | 128 |
| 7. | /taá/, 'do often' | 128 |
| 14. | Special uses of /nyá/ | 129 |
| Unit 14 | | |
| Dialogue: | 'The telephone.' | 130 |
| Note: 2. | Spelling of borrowed English words | 131 |
| 6. | Progressive with noun subject | 139 |
| 7. | Noun-high-tone-adjective compounds | 139 |
| Unit 15 | | |
| Dialogue: | 'The bus' | 140 |
| Note: 7. | Spatial compounds and phrases | 149 |
| 8. | Instrumental relationships | 149 |
| 9. | Partitive constructions | 150 |
| 11. | /kɔ/ as the second verb | 150 |

| | |
|-----------|---|
| Unit 16 | |
| Dialogue: | 'The filling station 151 |
| Note: 1. | 'please' 152 |
| 2. | /be-/ of purpose with future 153 |
| 4. | /-wa/, /-ma/, /-ba/ 159 |
| 5. | Derived nouns with /-ɛ/ 159 |
| 6. | /ná/ plus perfect 159 |
| Unit 17 | |
| Dialogue: | 'Directions to the market.' 160 |
| Note: 6. | Distributive verbs 170 |
| 8. | Predicative adjectives 171 |
| Unit 18 | |
| Dialogue: | 'The cocoa farm' 172 |
| Note: 3. | Emphatic questions 173 |
| 4. | Distributive /gu/ 173 |
| 5. | Secondary tones 180 |
| Unit 19 | |
| Dialogue: | 'What will you do if it rains?' 182 |
| Note: 1. | Plural of accompaniment 183 |
| Unit 20 | |
| Dialogue: | 'An introduction' 192 |
| Note: 1. | Taking leave 193 |
| 2. | Prominent subject with /dɛɛ/ 200 |
| 4. | Double spacial relationships 201 |
| Glossary | 202 |

Introduction

Twɪ is spoken in the southern two-thirds of Ghana, mainly between the Volta and Tano Rivers, but in the last few centuries it has spread over a larger area, especially to the west, so that there are now a large number of speakers in contiguous areas. There are about three million native speakers of Twɪ, plus about one million more persons who regularly use the language. All dialects of Twɪ are mutually intellegible; but at conversational speed and on some subjects, speakers from distant areas may have difficulty understanding one another.

The first grammar of Twɪ was published in Copenhagen in 1764. Missionaries began to publish in Twɪ in the second quarter of the nineteenth century. Akuapɪm Twɪ, spoken in the south-east was the first dialect used for Bible translation and other literature. Because of this, Akuapɪm Twɪ became the prestige dialect and is still regarded by many people as the 'real' or 'pure' Twɪ. Fanti Twɪ, spoken in the south-central area, is rather different from the other dialects and also has a fairly extensive literature. This manual uses Ashanti Twɪ, spoken in the central area and by far the largest dialect. The speaker on whose speech the materials are based is from the eastern part of the Ashanti area, and some differences will be noted between the speech of Kumasi, regarded as the standard, and the form used herein. An effort has been made in the footnotes to indicate such differences.

There is also the tendency to use the name of the local dialect as a name of the language, e.g., Ashanti instead of Ashanti Twɪ. Often Akuapɪm Twɪ and Twɪ are used interchangeably, a practice which speakers of other forms of Twɪ don't always appreciate. Because of this, an attempt is being made to substitute the name Akan for Twɪ. Akan is an ethnographic term referring to all the peoples of the area and consequently is not felt to favor any one group or form of the language above the others.

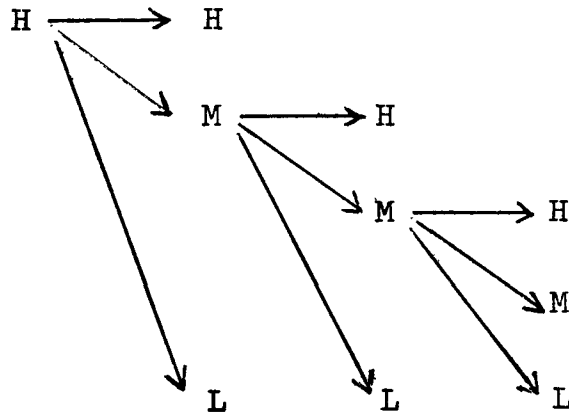
high; (2) step down slightly, which is interpreted as mid, and (3) step down a greater amount, which is interpreted as low.

After reaching the most prominent syllable of the sentence, usually the first high tone, the pitch level of the whole sentence gradually steps down so that a high near the end of the sentence may be lower than a low near the beginning of the sentence. A prominent syllable is usually stressed, i.e., louder than surrounding syllables

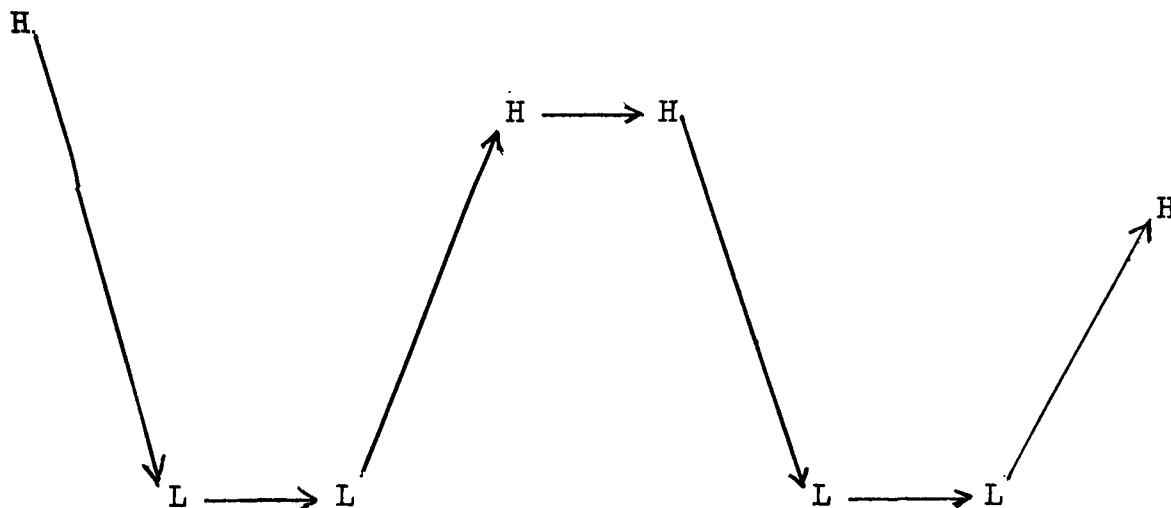
That is to say, on any one syllable in any one position in the sentence, there are at the most only three possible tones: high, mid, and low; but the absolute pitch of the syllable is limited or determined by a number of factors. The first tone in an utterance is more or less determined by the natural pitch level of the speaker's voice, and somewhat by his emotions. (See Unit 5 note 12 for explanation of statement and question intonation.)

Perhaps diagrams will make this clearer.

TONE TERRACING

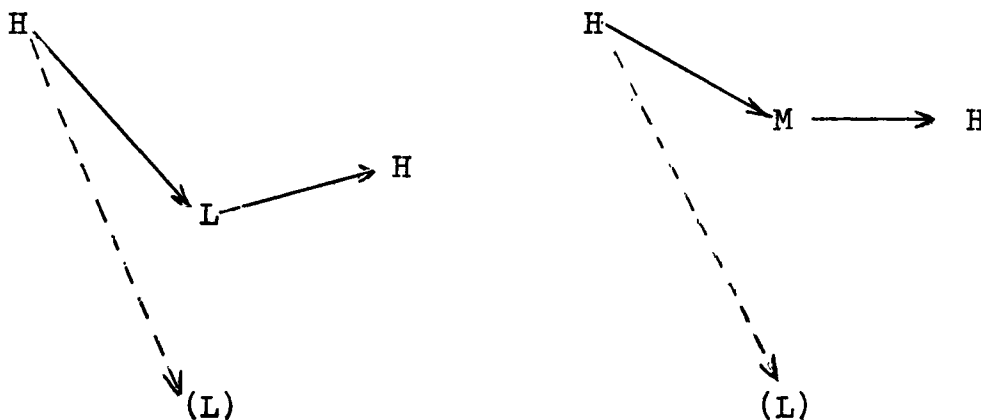


SENTENCE INTONATION



The above diagrams illustrate the pitch level of a sentence being gradually lowered by either tone terracing or sentence intonation; but in a real sentences both of these factors operate simultaneously.

A single low between two highs is higher in pitch than are two or more lows between highs. In addition, the second high of the high-low-high is lower than that of the high-low-low-high sequence. Because of this, the sequences high-low-high and high-mid-high are easily confused by the new student. Using the first two diagrams as source, compare the diagrams below.



BASIC COURSE

The system for marking tones used in this manual does not mark every syllable. Unmarked initial syllables and unmarked syllables after a low tone are low. Unmarked syllables after a high or mid tone are high. Word boundaries are indicated by spaces between words, and the tone marking system begins anew after each space.

In the five column chart given below, column I gives the symbols used in this manual, column II gives those used by the ordinary orthography, column III gives the phonemes, column IV gives the phonetic symbols, and column V is an approximation of the sound using American English and French sounds for comparison.

| I | II | III | IV | V |
|--------|-------------|---------|--|--|
| Symbol | Orthography | Phoneme | Phonetics | Approximation |
| p | p | /p/ | [p ^h] | p <u>in</u> |
| t | t | /t/ | [t ^h , t ^c] ^{1.} | <u>t</u> in |
| k | k | /k/ | [k ^h] | <u>c</u> ome |
| ky | ky | /k/ | [č] ^{1.} | <u>ch</u> in |
| b | b | /b/ | [b] | <u>b</u> e |
| d | d | /d/ | [d] ^{1.} | <u>d</u> o |
| g | g | /g/ | [g] | <u>g</u> o |
| gy | gy | /g/ | [ǰ] ^{1.} | <u>g</u> em |
| f | f | /f/ | [f] | <u>f</u> ee |
| s | s | /s/ | [s] | <u>s</u> ee |
| h | h | /h/ | [h] | <u>h</u> oe |
| hy | hy | /h/ | [ç] ^{1.} | whispered <u>h</u> e |
| m | m | /m/ | [m] | <u>m</u> e |
| n | n | /n/ | [n] | <u>n</u> o |
| ŋ | n | /n/ | [ŋ] | <u>s</u> ing |
| ng | ng | /nn/ | [ŋŋ] | double ŋ |
| ñ | n | /n/ | [ɲ] | <u>y</u> e pronounced through the nose |
| ñy | ng | /n/ | [ɲ] ^{1.} | ɲ |

| | | | | |
|-----|-----|--|---------------------------------|-------------------------------------|
| nñy | nny | /nn/ | [ɲɲ] ^{1.} | double ɲ |
| nỹ | ny | /nn/ | [ɲɲ] ^{1.} | double ɲ |
| ñg | ng | /n/ | [ɲ] ^{1.} | ɲ |
| r | r | /r/ | [r, ɾ, ɽ] | <u>t</u> ree, <u>l</u> adder |
| w | w | /w/ | [w] | <u>w</u> ant |
| ǃw | w | /w/ | [ɥ] ^{1.} | French <u>l</u> ui |
| tw | tw | /k ^w / | [č ɥ] ^{1.} | simultaneous <u>ch</u> ew and ǃw |
| dw | dw | /g ^w / | [ǰ ɥ] ^{1.} | simultaneous <u>j</u> ump and ǃw |
| ǰw | dw | /g/ | [ǰ] | simultaneous <u>j</u> ump and w |
| gu | gu | /g ^w / ^{1.} , /gu/ | [ǰ ^ɥ] ^{2.} | Cf. dw |
| hw | hw | /h ^w / | [h ^ɥ] | simultaneous ç and <u>w</u> hen |
| ɲw | nw | /nw/ | [ɲɲ ^w] | ɲ plus rounded ɲ |
| ñǃw | nw | /nn ^w / | [ɲɲ ^ɥ] | ɲ plus rounded ɲ |
| ñũ | nu | /n ^w ĩ/ | [ɲ ^ɥ ɪ] | rounded ɲ plus nasalized ɪ |
| ɲh | nh | /nh/ | [ɲɲ] | ɲ plus ɲ without voice hum |
| l | l | /l/ ^{3.} | [l, r, r ^w , d] | h <u>ello</u> |
| v | v | /v/ ^{3.} | [v, f, b] | a <u>ve</u> nu |
| ɪ | ɪ | /ɪ/ | [ɪ [^]] | be <u>a</u> t ⁵ |
| ɛ̃ | e | /ɪ/, /e/ ^{4.} | [ɪ [^]] | b <u>ai</u> t |
| e | e | /e/ | [e ^ˇ] | ba <u>it</u> ⁵ |
| ɛ | ɛ | /ɛ/ | [ɛ] | be <u>t</u> |
| ǣ | a | /æ/, /a/ ⁴ | [æ] | ba <u>t</u> |
| a | a | /a/ | [a] | bo <u>tt</u> le |

BASIC COURSE

| | | | | |
|---|---------------------|-----------------------|-------------------|--|
| o | o | /o/ | [o] | b <u>o</u> ught |
| o | o | /o/ | [o [^]] | bo <u>at</u> ⁵ |
| o | o | /u/, /o/ ⁴ | [u [^]] | bo <u>o</u> k |
| u | u | /u/ | [u [^]] | bo <u>o</u> t ⁵ |
| ĩ | ı, ĩ ⁶ . | /ĩ/ | [ĩ [~]] | nasalized ı |
| ẽ | e, ẽ ⁴ . | /ĩ/ | [ĩ [^]] | nasalized I |
| ɛ | ε, ɛ ⁴ . | /ɛ/ | [ɛ [^]] | nasalized ε |
| ǣ | a, ǣ | /ǣ/ | [æ [^]] | nasalized æ |
| ǣ | a, ǣ | /ǣ/ | [ǣ] | nasalized a |
| õ | o, õ ⁴ . | /õ/ | [õ] | nasalized o |
| õ | o, õ ⁴ . | /ũ/ | [ũ [^]] | nasalized u |
| ũ | u, ũ | /ũ/ | [ũ [^]] | nasalized u |
| . | . | /#/ | | step down in pitch on pre- ceding syllable and pause |
| , | , | / / | | pause and/or step down in pitch on the following syllable |
| ? | ? | / / | | elevation of the whole sen- tence level and a steep, abrupt fall on preceding syllable. |
| ! | ! | /X/ | | preceding syllable at least tripled in length |

A number of special symbols are also used as explained below.

() Enclosed Twi elements usually elided at conversation speed.

(' ') Literal English translation of the Twi.

// In the chart above, this symbol, means Tw1 phonemics; elsewhere, when enclosing Tw1, it means the symbolization used in this grammar. When enclosing English, it means words not occurring in the Tw1, but needed for clarity or accuracy of translation in English.

// Standard Tw1 orthography. Spaces between words to mark word boundaries are the same as those used in the orthography except as given in the footnotes.

NOTES

1. In general, before front vowels all consonants are to a greater or lesser degree palatalized and stops affricated, but the exact distribution of allophones, especially of /n/, is quite complex.
2. In Ashanti /gu/ when followed by a vowel is pronounced like /dw/; but in Akuapim and some other dialects, it is still pronounced /gu/.
3. /l/ and /v/ are used in recent loan-words only.
4. In most dialects there is little or no contrast of /ɛ/ versus /e/, /ɔ/ versus /o/, /ɔ̃/ versus /a/, /ẽ/ versus /ẽ/, and /õ/ versus /õ/.
5. There is no y- or w- offglide with Tw1 vowels in contrast to English vowels which sound somewhat the same.
6. Nasalized vowels are regularly indicated in the transcription. The ordinary orthography does not usually mark nasalized vowels. Where there is ambiguity, the nasalized vowel is sometimes marked. In the transcription, only the first vowel of a cluster of nasalized vowels is marked with /~/.

Unit I

Unit I consists of forty-eight drills of pairs of words that are distinguished by tone or consonant and vowel differences that often cause difficulty for speakers of English. On the tapes at the beginning of each drill, the two words are translated, identified as to how they differ, and said twice. Each drill is divided into two parts. In the first part, ten pairs of words are given. The student is to listen to the pairs and to tell whether the two words are same or different. Space is left on the tapes so that the student will have time to answer before the correct answer is given for verification. In the second part, ten single words are given. The student is to identify each word by its distinctive difference as explained at the beginning of each drill. Again space is left on the tape for the student to answer before verification is given.

Drill 1 - tones

he opens, low low high, obaá
 a woman, low high high, obáa

- | | | |
|-----|------|-----|
| 1. | obáa | lhh |
| 2. | obaá | llh |
| 3. | obáa | lhh |
| 4. | obaá | llh |
| 5. | obaá | llh |
| 6. | obáa | lhh |
| 7. | obáa | lhh |
| 8. | obáa | lhh |
| 9. | obaá | llh |
| 10. | obaá | llh |

Drill 2 - vowel length

a child, short, obá
 a woman, long, obáa

- | | | |
|-----|------|---|
| 1. | obá | s |
| 2. | obáa | l |
| 3. | obáa | l |
| 4. | obáa | l |
| 5. | obá | s |
| 6. | obáa | l |
| 7. | obá | s |
| 8. | obáa | l |
| 9. | obá | s |
| 10. | obá | s |

Drill 3 - tones

entirely, hhh, kóraa
 small calabash, llh, koraá

- | | | |
|-----|-------|-----|
| 1. | kóraa | hhh |
| 2. | koraá | llh |
| 3. | kóraa | hhh |
| 4. | koraá | llh |
| 5. | kóraa | hhh |
| 6. | kóraa | hhh |
| 7. | koraá | llh |
| 8. | koraá | llh |
| 9. | kóraa | hhh |
| 10. | koraá | llh |

Drill 4 - tones

brother-in-law, llh, akóntá
 arithmetic, lhmlh akóntàá

- | | | |
|-----|---------|-------|
| 1. | akóntá | lllh |
| 2. | akóntàá | lhmlh |
| 3. | akóntá | lllh |
| 4. | akóntá | lllh |
| 5. | akóntàá | lhmlh |
| 6. | akóntàá | lhmlh |
| 7. | akóntá | lllh |
| 8. | akóntá | lllh |
| 9. | akóntàá | lhmlh |
| 10. | akóntá | lllh |

Drill 5 - tones

good, high high, pápa
 father, low high, papá

| | | |
|-----|------|----|
| 1. | pápa | hh |
| 2. | papá | lh |
| 3. | papá | lh |
| 4. | pápa | hh |
| 5. | papá | lh |
| 6. | pápa | hh |
| 7. | papá | lh |
| 8. | pápa | hh |
| 9. | papá | lh |
| 10. | pápa | hh |

Drill 7 - tones

a fan, low low, papa
 father, low high, papá

| | | |
|-----|------|----|
| 1. | papa | ll |
| 2. | papá | lh |
| 3. | papá | lh |
| 4. | papa | ll |
| 5. | papá | lh |
| 6. | papá | lh |
| 7. | papa | ll |
| 8. | papa | ll |
| 9. | papá | lh |
| 10. | papa | ll |

Drill 6 - tones

a fan, low low, papa
 good, high high, pápa

| | | |
|-----|------|----|
| 1. | papa | ll |
| 2. | pápa | hh |
| 3. | pápa | hh |
| 4. | papa | ll |
| 5. | pápa | hh |
| 6. | papa | ll |
| 7. | papa | ll |
| 8. | pápa | hh |
| 9. | papa | ll |
| 10. | pápa | hh |

Drill 8 - vowel length

a fan, short, papa
 to pat, long, paapaa

| | | |
|-----|--------|---|
| 1. | papa | s |
| 2. | paapaa | l |
| 3. | paapaa | l |
| 4. | papa | s |
| 5. | paapaa | l |
| 6. | papa | s |
| 7. | papa | s |
| 8. | paapaa | l |
| 9. | papa | s |
| 10. | paapaa | l |

Drill 9 - tones and length

male twin, low high, atá
female twin, low low high, ataá

| | | |
|-----|------|-----|
| 1. | atá | lh |
| 2. | ataá | llh |
| 3. | atá | lh |
| 4. | ataá | llh |
| 5. | ataá | llh |
| 6. | atá | lh |
| 7. | atá | lh |
| 8. | ataá | llh |
| 9. | atá | lh |
| 10. | ataá | llh |

Drill 10 - tones

to speak, low low, kasa
a language, high mid, kásá

| | | |
|-----|------|----|
| 1. | kásá | hm |
| 2. | kasa | ll |
| 3. | kásá | hm |
| 4. | kásá | hm |
| 5. | kasa | ll |
| 6. | kásá | hm |
| 7. | kásá | hm |
| 8. | kasa | ll |
| 9. | kásá | hm |
| 10. | kásá | hm |

Drill 11 - tones

it is different, lll, esónọ
elephant, lhh, esónọ

| | | |
|-----|-------|-----|
| 1. | esónọ | lhh |
| 2. | esónọ | lll |
| 3. | esónọ | lhh |
| 4. | esónọ | lll |
| 5. | esónọ | lhh |
| 6. | esónọ | lhh |
| 7. | esónọ | lll |
| 8. | esónọ | lll |
| 9. | esónọ | lhh |
| 10. | esónọ | lll |

Drill 12 - tones

to hold, seize, low low, fuạ
single, one, low high, fuá

| | | |
|-----|-----|----|
| 1. | fuạ | ll |
| 2. | fuá | lh |
| 3. | fuá | lh |
| 4. | fuạ | ll |
| 5. | fuạ | ll |
| 6. | fuá | lh |
| 7. | fuạ | ll |
| 8. | fuá | lh |
| 9. | fuá | lh |
| 10. | fuá | lh |

Drill 13 - tones

white, high high high, fúfuo
 fufu, low high high, fufúo

- | | | |
|-----|-------|-----|
| 1. | fúfuo | hhh |
| 2. | fúfuo | hhh |
| 3. | fufúo | lhh |
| 4. | fúfuo | hhh |
| 5. | fufúo | lhh |
| 6. | fufúo | lhh |
| 7. | fúfuo | hhh |
| 8. | fufúo | lhh |
| 9. | fufúo | lhh |
| 10. | fúfuo | hhh |

Drill 14 - tones

to tell a lie, low high, bọá
 to help, low low, bọa

- | | | |
|-----|-----|----|
| 1. | bọa | ll |
| 2. | bọa | ll |
| 3. | bọá | lh |
| 4. | bọa | ll |
| 5. | bọá | lh |
| 6. | bọá | lh |
| 7. | bọa | ll |
| 8. | bọá | lh |
| 9. | bọá | lh |
| 10. | bọa | ll |

Drill 15 - vowel length

something, long, hwẹẹ
 to beat, short, hwẹ

- | | | |
|-----|------|---|
| 1. | hwẹ | s |
| 2. | hwẹ | s |
| 3. | hwẹẹ | l |
| 4. | hwẹ | s |
| 5. | hwẹẹ | l |
| 6. | hwẹẹ | l |
| 7. | hwẹ | s |
| 8. | hwẹẹ | l |
| 9. | hwẹ | s |
| 10. | hwẹ | s |

Drill 16 - nasal vowel

to take, oral, fa
 to be hoarse, nasal, fã

- | | | |
|-----|----|---|
| 1. | fa | o |
| 2. | fa | o |
| 3. | fã | n |
| 4. | fã | n |
| 5. | fa | o |
| 6. | fã | n |
| 7. | fa | o |
| 8. | fa | o |
| 9. | fã | n |
| 10. | fã | n |

Drill 17 - nasal vowel

hand, oral, nsá
palm wine, nasal, nsá

- | | | |
|-----|-----|---|
| 1. | nsá | o |
| 2. | nsá | n |
| 3. | nsá | n |
| 4. | nsá | o |
| 5. | nsá | n |
| 6. | nsá | o |
| 7. | nsá | o |
| 8. | nsá | n |
| 9. | nsá | o |
| 10. | nsá | o |

Drill 19 - nasal vowel

to dip, oral, sa
to lie along, nasal, sã

- | | | |
|-----|----|---|
| 1. | sa | o |
| 2. | sa | o |
| 3. | sã | n |
| 4. | sa | o |
| 5. | sã | n |
| 6. | sã | n |
| 7. | sa | o |
| 8. | sã | n |
| 9. | sã | n |
| 10. | sa | o |

Drill 18 - vowel length

to be hoarse, short, fã
tottering, long, fãa

- | | | |
|-----|-----|---|
| 1. | fã | s |
| 2. | fãa | l |
| 3. | fãa | l |
| 4. | fã | s |
| 5. | fã | s |
| 6. | fãa | l |
| 7. | fã | s |
| 8. | fãa | l |
| 9. | fã | s |
| 10. | fã | s |

Drill 20 - vowel before /r/

to mix, ẹ, fẹrà
to put on native dress, u, fura

- | | | |
|-----|-------|---|
| 1. | fẹ̀rà | ẹ |
| 2. | fẹ̀rà | ẹ |
| 3. | fura | u |
| 4. | fẹ̀rà | ẹ |
| 5. | fura | u |
| 6. | fura | u |
| 7. | fẹ̀rà | ẹ |
| 8. | fura | u |
| 9. | fẹ̀rà | ẹ |
| 10. | fura | u |

Drill 21 - tones

to thatch, low low, kuru
a sore, high high, kúru

| | | |
|-----|------|----|
| 1. | kuru | ll |
| 2. | kuru | ll |
| 3. | kúru | hh |
| 4. | kuru | ll |
| 5. | kúru | hh |
| 6. | kúru | hh |
| 7. | kuru | ll |
| 8. | kúru | hh |
| 9. | kúru | hh |
| 10. | kuru | ll |

Drill 23 - tones

co-wife, high low, kòrà
to hide, low low, kora

| | | |
|-----|------|----|
| 1. | kòrà | hl |
| 2. | kòrà | hl |
| 3. | kora | ll |
| 4. | kòrà | hl |
| 5. | kora | ll |
| 6. | kora | ll |
| 7. | kòrà | hl |
| 8. | kora | ll |
| 9. | kora | ll |
| 10. | kòrà | hl |

Drill 22 - vowel before /r/

to leave, ẹ, kẹrà
to grasp, u, kura

| | | |
|-----|------|---|
| 1. | kẹrà | ẹ |
| 2. | kura | u |
| 3. | kẹrà | ẹ |
| 4. | kura | u |
| 5. | kura | u |
| 6. | kẹrà | ẹ |
| 7. | kẹrà | ẹ |
| 8. | kura | u |
| 9. | kẹrà | ẹ |
| 10. | kura | u |

Drill 24 - tones

soul, high mid, kẹrà
to leave, high low, kẹrà

| | | |
|-----|------|----|
| 1. | kẹrà | hm |
| 2. | kẹrà | hl |
| 3. | kẹrà | hl |
| 4. | kẹrà | hm |
| 5. | kẹrà | hl |
| 6. | kẹrà | hm |
| 7. | kẹrà | hm |
| 8. | kẹrà | hl |
| 9. | kẹrà | hm |
| 10. | kẹrà | hl |

Drill 25 - fricatives

like, as, s, sɛ (alveolar)
insert, hy, hyɛ (palatal)

| | | |
|-----|-----|----|
| 1. | sɛ | s |
| 2. | sɛ | s |
| 3. | hyɛ | hy |
| 4. | hyɛ | hy |
| 5. | sɛ | s |
| 6. | hyɛ | hy |
| 7. | sɛ | s |
| 8. | hyɛ | hy |
| 9. | hyɛ | hy |
| 10. | sɛ | s |

Drill 27 - vowel before /r/

to tie up, bind, ɛ, dwɛrɛ
to crush, mash, ɛ, dwɛrɛ

| | | |
|-----|-------|---|
| 1. | dwɛrɛ | ɛ |
| 2. | dwɛrɛ | ɛ |
| 3. | dwɛrɛ | ɛ |
| 4. | dwɛrɛ | ɛ |
| 5. | dwɛrɛ | ɛ |
| 6. | dwɛrɛ | ɛ |
| 7. | dwɛrɛ | ɛ |
| 8. | dwɛrɛ | ɛ |
| 9. | dwɛrɛ | ɛ |
| 10. | dwɛrɛ | ɛ |

Drill 26 - palatal affricates

to cut up, voiced, dwɔ
to cut, voiceless, twɔ

| | | |
|-----|-----|----|
| 1. | dwɔ | vd |
| 2. | twɔ | vl |
| 3. | twɔ | vl |
| 4. | dwɔ | vd |
| 5. | twɔ | vl |
| 6. | dwɔ | vd |
| 7. | dwɔ | vd |
| 8. | twɔ | vl |
| 9. | dwɔ | vd |
| 10. | dwɔ | vd |

Drill 28 - ñ after nasal vowel

to lie along, without ñ, sã
to return, with ñ, sãñ

| | | |
|-----|-----|----|
| 1. | sã | ṽ |
| 2. | sãñ | ṽñ |
| 3. | sã | ṽ |
| 4. | sãñ | ṽñ |
| 5. | sã | ṽ |
| 6. | sã | ṽ |
| 7. | sãñ | ṽñ |
| 8. | sãñ | ṽñ |
| 9. | sã | ṽ |
| 10. | sã | ṽ |

Drill 29 - tones

a snake, low high, ɔwó

he has, low low, ɔwɔ

- | | | |
|-----|-----|----|
| 1. | ɔwó | lh |
| 2. | ɔwɔ | ll |
| 3. | ɔwɔ | ll |
| 4. | ɔwó | lh |
| 5. | ɔwó | lh |
| 6. | ɔwɔ | ll |
| 7. | ɔwó | lh |
| 8. | ɔwɔ | ll |
| 9. | ɔwɔ | ll |
| 10. | ɔwó | lh |

Drill 30 - tones

I don't buy, llh, měntó

I wouldn't buy, hlh, měntó

- | | | |
|-----|-------|-----|
| 1. | měntó | llh |
| 2. | měntó | llh |
| 3. | měntó | hlh |
| 4. | měntó | llh |
| 5. | měntó | hlh |
| 6. | měntó | hlh |
| 7. | měntó | llh |
| 8. | měntó | hlh |
| 9. | měntó | llh |
| 10. | měntó | llh |

Drill 31 - tones

that I may buy, hhh, měnto

I wouldn't buy, hlh, měntó

- | | | |
|-----|-------|-----|
| 1. | měnto | hhh |
| 2. | měntó | hlh |
| 3. | měnto | hhh |
| 4. | měntó | hlh |
| 5. | měntó | hlh |
| 6. | měntó | hlh |
| 7. | měnto | hhh |
| 8. | měnto | hhh |
| 9. | měntó | hlh |
| 10. | měntó | hlh |

Drill 32 - tones

that I may buy, hhh, měnto

I don't buy, llh, měntó

- | | | |
|-----|-------|-----|
| 1. | měnto | hhh |
| 2. | měntó | llh |
| 3. | měntó | llh |
| 4. | měnto | hhh |
| 5. | měnto | hhh |
| 6. | měntó | llh |
| 7. | měntó | llh |
| 8. | měnto | hhh |
| 9. | měntó | llh |
| 10. | měnto | hhh |

Drill 33 - statement and question

that I may buy, statement, mēnto.

Should I buy, question, mēnto?

- | | | |
|-----|--------|---|
| 1. | mēnto? | q |
| 2. | mēnto | s |
| 3. | mēnto | s |
| 4. | mēnto? | q |
| 5. | mēnto | s |
| 6. | mēnto? | q |
| 7. | mēnto | s |
| 8. | mēnto | s |
| 9. | mēnto? | q |
| 10. | mēnto? | q |

Drill 34 - tones

a girl, lhhh, abáawa

a servant girl, lllh, abaawá

- | | | |
|-----|--------|------|
| 1. | abaawá | lllh |
| 2. | abaawá | lllh |
| 3. | abáawa | lhhh |
| 4. | abáawa | lhhh |
| 5. | abáawa | lhhh |
| 6. | abaawá | lllh |
| 7. | abáawa | lhhh |
| 8. | abaawá | lllh |
| 9. | abáawa | lhhh |
| 10. | abaawá | lllh |

Drill 35 - tones and length

mouse, llh, akurá

village, lllh, akuraá

- | | | |
|-----|--------|------|
| 1. | akurá | llh |
| 2. | akuraá | lllh |
| 3. | akurá | llh |
| 4. | akurá | llh |
| 5. | akuraá | lllh |
| 6. | akuraá | lllh |
| 7. | akurá | llh |
| 8. | akuraá | lllh |
| 9. | akuraá | lllh |
| 10. | akurá | llh |

Drill 36 - tones

already, lll, dedaw

an old thing, hll, dédaw

- | | | |
|-----|-------|-----|
| 1. | dedaw | lll |
| 2. | dedaw | lll |
| 3. | dedaw | lll |
| 4. | dédaw | hll |
| 5. | dedaw | lll |
| 6. | dédaw | hll |
| 7. | dédaw | hll |
| 8. | dédaw | hll |
| 9. | dedaw | lll |
| 10. | dédaw | hll |

Drill 37 - tones

an agreement, llh, mmóm
rather, hlh, mmóm

- | | | |
|-----|------|-----|
| 1. | mmóm | llh |
| 2. | mmóm | hlh |
| 3. | mmóm | llh |
| 4. | mmóm | hlh |
| 5. | mmóm | hlh |
| 6. | mmóm | llh |
| 7. | mmóm | llh |
| 8. | mmóm | hlh |
| 9. | mmóm | llh |
| 10. | mmóm | llh |

Drill 39 - nasals

palm oil, velar, ng, ngó
it, alveolar, en, enó

- | | | |
|-----|-----|---|
| 1. | ngó | v |
| 2. | ngó | v |
| 3. | enó | a |
| 4. | ngó | v |
| 5. | enó | a |
| 6. | enó | a |
| 7. | ngó | v |
| 8. | enó | a |
| 9. | ngó | v |
| 10. | enó | a |

Drill 38 - tones

a bear, high high, sísl
to cheat, low low, sísl

- | | | |
|-----|------|----|
| 1. | sísl | hh |
| 2. | sísl | hh |
| 3. | sísl | ll |
| 4. | sísl | hh |
| 5. | sísl | ll |
| 6. | sísl | hh |
| 7. | sísl | ll |
| 8. | sísl | ll |
| 9. | sísl | hh |
| 10. | sísl | hh |

Drill 40 - nasal length

to blow a musical instrument,
short, hyéñ

bright, long, hyenn

- | | | |
|-----|-------|---|
| 1. | hyéñ | s |
| 2. | hyéñ | s |
| 3. | hyenn | l |
| 4. | hyenn | l |
| 5. | hyéñ | s |
| 6. | hyenn | l |
| 7. | hyéñ | s |
| 8. | hyenn | l |
| 9. | hyenn | l |
| 10. | hyéñ | s |

Drill 41 - tones

to dedicate, low low, mǒmǎ
forrid, high high, mǒma

- | | | |
|-----|------|----|
| 1. | mǒmǎ | ll |
| 2. | mǒmǎ | ll |
| 3. | mǒmǎ | hh |
| 4. | mǒmǎ | hh |
| 5. | mǒmǎ | ll |
| 6. | mǒmǎ | hh |
| 7. | mǒmǎ | hh |
| 8. | mǒmǎ | ll |
| 9. | mǒmǎ | hh |
| 10. | mǒmǎ | ll |

Drill 42 - tones

car, high low, kǎà
ring, low high kǎá

- | | | |
|-----|-----|----|
| 1. | kǎá | lh |
| 2. | kǎà | hl |
| 3. | kǎá | lh |
| 4. | kǎà | hl |
| 5. | kǎà | hl |
| 6. | kǎá | lh |
| 7. | kǎá | lh |
| 8. | kǎà | hl |
| 9. | kǎá | lh |
| 10. | kǎà | hl |

Drill 43 - nasal and oral
vowels

don't wave, nasal, ñnyám
don't grind, oral, nyám

- | | | |
|-----|-------|---|
| 1. | ñnyám | n |
| 2. | ñnyám | n |
| 3. | nyám | o |
| 4. | ñnyám | n |
| 5. | nyám | o |
| 6. | nyám | o |
| 7. | ñnyám | n |
| 8. | nyám | o |
| 9. | ñnyám | n |
| 10. | nyám | o |

Drill 44 - tones

wave, high, nyám
don't wave, low high, ñnyám

- | | | |
|-----|-------|----|
| 1. | nyám | h |
| 2. | ñnyám | lh |
| 3. | nyám | h |
| 4. | nyám | h |
| 5. | ñnyám | lh |
| 6. | ñnyám | lh |
| 7. | nyám | h |
| 8. | ñnyám | lh |
| 9. | ñnyám | lh |
| 10. | nyám | h |

Drill 45 - tones

he has gone, lh, wakó
 you have gone, hh, wáko

- | | | |
|-----|------|----|
| 1. | wáko | hh |
| 2. | wáko | hh |
| 3. | wáko | hh |
| 4. | wakó | lh |
| 5. | wakó | lh |
| 6. | wáko | hh |
| 7. | wakó | lh |
| 8. | wáko | hh |
| 9. | wáko | hh |
| 10. | wáko | hh |

Drill 47 - tones

Accra, llll, ɲkɛrǎǎ
 black ant, lhhh, ɲkɛrǎǎ

- | | | |
|-----|--------|------|
| 1. | ɲkɛrǎǎ | llll |
| 2. | ɲkɛrǎǎ | lhhh |
| 3. | ɲkɛrǎǎ | llll |
| 4. | ɲkɛrǎǎ | lhhh |
| 5. | ɲkɛrǎǎ | lhhh |
| 6. | ɲkɛrǎǎ | llll |
| 7. | ɲkɛrǎǎ | lhhh |
| 8. | ɲkɛrǎǎ | lhhh |
| 9. | ɲkɛrǎǎ | llll |
| 10. | ɲkɛrǎǎ | lhhh |

Drill 46 - tones

he didn't come, llh, wammá
 you didn't come, hlh, wámǎ

- | | | |
|-----|-------|-----|
| 1. | wammá | llh |
| 2. | wámǎ | hlh |
| 3. | wammá | llh |
| 4. | wammá | llh |
| 5. | wámǎ | hlh |
| 6. | wammá | llh |
| 7. | wámǎ | hlh |
| 8. | wámǎ | hlh |
| 9. | wammá | llh |
| 10. | wammá | llh |

Drill 48 - tones

here I am, hhh, mǐnní
 I don't have, llh, mǐnní

- | | | |
|-----|-------|-----|
| 1. | mǐnní | llh |
| 2. | mǐnní | llh |
| 3. | mǐnní | hhh |
| 4. | mǐnní | hhh |
| 5. | mǐnní | llh |
| 6. | mǐnní | llh |
| 7. | mǐnní | hhh |
| 8. | mǐnní | hhh |
| 9. | mǐnní | llh |
| 10. | mǐnní | hhh |

Unit 2

Basic Dialogue

-A-

mã

to give, present; cause

let; for, on behalf of

akyé

a becoming clear or visible,
a coming-forth

1 °Mã akyé

Good morning. ('/I/ bid /you/
dawning.')

-B-

yaa

a response to greetings

onũá (nũá) (pl. a-nõm)

brother, sister

2 Yaa nũá.

Yes, brother.

-A-

wó, wọ, w-, wú, wu

your (sg.)

ehó

the whole body; exterior;
at, by, near

tẹ

to perceive, feel, hear;
live, dwell; speak a
language

°sɛ̃n

what, how

3 Wọ hó tẹ sɛ̃n?

How are you?

-B-

mẽ, mĩ, m-, mế, mĩ

my

°ye

to be, become; do, make;
amount to; seem; be in
good condition

- 4 Mě hǒ yε. I'm fine.
 na and, but
 ńsọ also, too
- 5 Na wọ ńsọ, wọ hǒ tẹ sẹ́n? And you, how are you?
- A-
- 6 Mě hǒ yε. I'm fine.
 ofíe (fìe) (pl. e-) home, house
- 7 Ofíe tẹ sẹ́n? How is everything at home?
- B-
- ^odẹε to have, possess; be, be in
 a state of; continue, keep
 on; cause, make
- bókọọ soft, tender, cheap
- 8 Ofíe dẹε bókọọ. Everything is fine at home.
 ('Home is /in a state of/soft.')

Notes

1. /Mǎ akyě/ is usually //maakye//.
2. /ńǔǎ/ means either brother or sister, but it is used in greetings as a matter of politeness. /Yaa ńǔǎ/ is a customary way of acknowledging a greeting; it could be just as well translated, 'thank you' or 'good morning'. This response is used by persons of about the same age and social status.
3. /yaa ńǔǎ/ is yaa ńǔǎ/. See vowel harmony rules below. /u/ followed by /a/ is similar to the French semi-vowel 'u', e.g., /ńǔǎ/.

4. /sɛ̃/ is Ashanti Twi. /ɛdɛ̃/ or /dɛ̃/ is Akuapim Twi. In 1961 the Bureau of Ghana Languages issued Language Guide's for the various Twi dialects with the recommended spellings. Since most Twi texts printed before this time are based on Akuapim, it is necessary to know the forms for both dialects.

5. /ye/ 'to be in good condition', is /yé/ in Akuapim.

6. Many words that end in a single vowel in Akuapim have a diphthong in Ashanti:

| | Akuapim | Ashanti |
|-----------|---------|---------|
| house | ofí | ofíe |
| thing | odé | adéε |
| fufu | fufú | fufúo |
| caretaker | ohwéfo | ohwéfoo |

7. The noun prefixes /ɔ, o, ε, e/ are usually omitted if they are not with the first word in the sentence, e.g., /Yaɔ nũá/. Other noun prefixes aren't usually omitted.

8. It is necessary to use /hɔ̃/ when asking concerning one's health or physical condition. If /hɔ̃/ is not used, one is asking for a description, e.g., /Wɔ̃ yɛ̃rɛ̃ tɛ̃ sɛ̃/, 'What kind of wife do you have?' i.e., tall, fat, dark-haired, etc.

9. There are two series of vowels in Twi or Akan: a tense or outer series, and a lax or inner series.

| | | | | | |
|---------------|----|---|----|---|----|
| Tense series: | i | e | ɔ̃ | o | u |
| Lax series: | ɛ̃ | ε | a | ɔ | õ |

The relationship of the two series is perhaps more easily seen in a vowel triangle diagram.

IV All contiguous vowels are in the same series. If there is a tense vowel in a diphthong, all the vowels of the diphthong will be of the tense series.

10. The vowels of subject and possessive pronouns are determined by vowel harmony. Notice the underlined vowels:

| | | | |
|------|------------------|------|---------------|
| mēyε | I am | yεyε | we are |
| wóyè | you (sg.) are | móyè | you (pl.) are |
| oyε | he, she, it is | woyε | they are |
| eyε | it is | eyε | they are |
| mīhu | I see | yehũ | we see |
| wúhũ | you (sg.) see | múhũ | you (pl.) see |
| ohũ | he, she, it sees | wohũ | they see |

The third person singular /o- ~o-/ often translates 'it' when referring to animals.

The third person impersonal prefix /ε- ~e-/ is always used for inanimates (including ghosts), but it is occasionally used when referring to animals in a general way.

| | | | |
|--------|--------------------------|------------|--------------------|
| mē bá | my child | yε bá | our child |
| wó bá | your (sg.) child | mó bá | your (pl.) child |
| nē bá | his, her, its child | wón nó bá | their child |
| mī nūa | my brother | yé nūa | our brother |
| wú nūa | your (sg.) brother | mú nūa | your (pl.) brother |
| nī nūa | his, her, its brother | wón nū nūa | their brother |

In the new orthography, vowel harmony is never indicated in the possessive pronouns, e.g., /mī nūa/ is //me nua//. But some texts printed before the latest spelling revision do have //m1 nua//.

/wón nǒ/ has an alternate form /wǒŋ/ and is //wǒn//.

/yε/ has an alternate form /yεŋ/. Compare Unit 9 note 15.

The final consonant of /yεŋ/ and /wǒŋ/ is homorganic with the following consonant. See notes eleven and twelve of lesson three. Compare Unit 3, notes 11 and 12.

11. The tone pattern of some nouns differs when preceded by a possessive pronoun from the pattern of the non-possessed form, e.g., /nǔá/, 'brother', and /mí nǔá/, 'my brother'. If the tones of the possessed form are different, the possessed form is given in parentheses when the word first appears in the lessons, e.g., /okúnu/, 'husband' (kúnu). When the possessed noun has a high tone on the first syllable, the possessive pronoun is low; otherwise, the possessive pronoun is high. See also notes 14 and 15.

12. There are a number of ways of marking the plural of nouns. If the plural form is not the same as the singular, the plural prefix and/or suffix is listed in parentheses with the designation 'pl.' when the word first occurs. The plural of /okúnu/ is /okúnunǒm/. It appears as /okúnu/ (kúnu) (pl. -nǒm). If the plural is irregular, the entire form is given. If there is more than one plural, the most common plural is given. A hyphen /-/ after a form means the form is a prefix; a hyphen before a form means it is a suffix. Some plurals have both a prefix and a suffix.

New words in the drills.

| | |
|-------------------------|------------------|
| obá (pl. m-) | child, young one |
| oyéŋ (pl. -nǒm) | wife |
| papá (pl. -nǒm) | father |
| mǎamé (pl. -nǒm) | mother |
| okúnu (kúnu) (pl. -nǒm) | husband |

13. Note that /mbá/ is /mmá/. Compare Unit 3 note 12.

14. In part of the exercises in this manual, the student is asked to replace or insert a word or phrase in a previous utterance. The tutor gives a sentence. The student repeats. The tutor gives the word or phrase, which is underlined in the next sentence. The student fits it into the previous utterance.

Example:

| | |
|----------|----------------|
| Tutor: | Wọ hó tẹ s'ěń? |
| Student: | Wọ hó tẹ s'ěń? |
| Tutor: | Ně hó. |
| Student: | Ně hó tẹ s'ěń? |

Lexical Drill A

- | | |
|--------------------------------|------------------------------|
| 1. Wọ hó tẹ s'ěń? | How are you? |
| 2. <u>Ně hó</u> tẹ s'ěń? | How is <u>he</u> ? |
| 3. <u>Mó hó</u> tẹ s'ěń? | How are <u>you (pl.)</u> ? |
| 4. <u>Wọ họ</u> tẹ s'ěń? | How are <u>they</u> ? |
| 5. <u>Wọ bá hó</u> tẹ s'ěń? | How is <u>your child</u> ? |
| 6. <u>Wọ yẹrẹ hó</u> tẹ s'ěń? | How is <u>your wife</u> ? |
| 7. <u>Wọ papá hó</u> tẹ s'ěń? | How is <u>your father</u> ? |
| 8. <u>Wọ māmé hó</u> tẹ s'ěń? | How is <u>your mother</u> ? |
| 9. <u>Wú nūa hó</u> tẹ s'ěń? | How is <u>your brother</u> ? |
| 10. <u>Wú kúnú hó</u> tẹ s'ěń? | How is <u>your husband</u> ? |

Lexical Drill B

- | | |
|---------------------------|----------------------------|
| 1. Mě hǒ yε. | I am fine. |
| 2. <u>Ně hǒ</u> yε. | <u>He</u> is fine. |
| 3. <u>Ye hǒ</u> yε. | <u>We</u> are fine. |
| 4. <u>Wɔn hǒ</u> yε. | <u>They</u> are fine. |
| 5. <u>Mě bá hǒ</u> yε. | <u>My child</u> is fine. |
| 6. <u>Mě yere hǒ</u> yε. | <u>My wife</u> is fine. |
| 7. <u>Mě papá hǒ</u> yε. | <u>My father</u> is fine. |
| 8. <u>Mě māmé hǒ</u> yε. | <u>My mother</u> is fine. |
| 9. <u>Mí nǔa hǒ</u> yε. | <u>My brother</u> is fine. |
| 10. <u>Mí kúnu hǒ</u> yε. | <u>My husband</u> is fine. |

Lexical Drill C

- | | |
|--------------------------|-----------------------------|
| 1. Dye nǔ māmé. | She is his mother. |
| 2. Dye <u>ně papá</u> . | He is <u>his father</u> . |
| 3. <u>Měye</u> nǔ papá. | <u>I am</u> his father. |
| 4. Měye <u>ní nǔa</u> . | I am <u>his brother</u> . |
| 5. <u>Wóyè</u> ní nǔa. | <u>You are</u> her brother. |
| 6. Wóyè <u>ně bá</u> . | You are <u>her child</u> . |
| 7. <u>Dye</u> nǔ bá. | <u>She is</u> his child. |
| 8. Dye <u>ně yere</u> . | She is <u>his wife</u> . |
| 9. Dye <u>ní kúnu</u> . | He is <u>her husband</u> . |
| 10. <u>Měye</u> ní kúnu. | <u>I am</u> her husband. |

Lexical Drill D

- | | |
|-----------------------------|---|
| 1. Yeyɛ nɛ́ mmá. | We are his children. |
| 2. Mɔ́yɛ̀ nɛ́ mmá. | <u>You are</u> his children. |
| 3. Mɔ́yɛ̀ ní nũ̀aṅõm. | You are <u>his brothers and sisters</u> . |
| 4. Wɔ́yɛ̀ ní nũ̀aṅõm. | <u>They are</u> her brothers. |
| 5. Wɔ́yɛ̀ nɛ́ yɛ̀rɛṅõm. | They are <u>his wives</u> . |
| 6. Yeyɛ̀ nɛ́ yɛ̀rɛṅõm. | <u>We are</u> his wives. |
| 7. Yeyɛ̀ wɔ́n nṹ kùnunõm. | We are <u>their husbands</u> . |
| 8. Mɔ́yɛ̀ wɔ́n nṹ kùnunõm. | <u>You (pl.) are</u> their husbands. |
| 9. Mɔ́yɛ̀ yɛ́ papánõm. | You (pl.) are <u>our fathers</u> . |
| 10. Wɔ́yɛ̀ yɛ́ papánõm. | <u>They are</u> our fathers |

Lexical Drill E

- | | |
|----------------------------|--|
| 1. Wɔ́yɛ̀ mí nũ̀aṅõm. | They are my sisters. |
| 2. Wɔ́yɛ̀ wú nũ̀aṅõm. | They are <u>your sisters</u> . |
| 3. Yeyɛ̀ wú nũ̀aṅõm. | <u>We are</u> your brothers and sisters. |
| 4. Yeyɛ̀ wɔ́n nṹ nũ̀aṅõm. | We are <u>their brothers</u> . |
| 5. Yeyɛ̀ wɔ́n nṍ mmá. | We are <u>their children</u> . |
| 6. Mɔ́yɛ̀ wɔ́n nṍ mmá. | <u>You are</u> their children. |
| 7. Mɔ́yɛ̀ nɛ́ mmá. | You are <u>his children</u> . |
| 8. Mɔ́yɛ̀ nɛ́ yɛ̀rɛṅõm. | You are <u>his wives</u> . |
| 9. Mɔ́yɛ̀ yɛ́ yɛ̀rɛṅõm. | You are <u>our wives</u> . |
| 10. Wɔ́yɛ̀ yɛ́ yɛ̀rɛṅõm. | <u>They are</u> our wives. |

Lexical Drill F

- | | |
|-----------------------------|--------------------------------------|
| 1. Wɔyɛ mɛ mmá. | They are my children. |
| 2. Wɔyɛ <u>yɛ mmá.</u> | They are <u>our children.</u> |
| 3. <u>Mɔ̀yè</u> yɛ mmá. | <u>You are</u> our children. |
| 4. Mɔ̀yè <u>wón nǒ mmá.</u> | You are <u>their children.</u> |
| 5. <u>Yeyɛ</u> wón nǒ mmá. | <u>We are</u> their children. |
| 6. Yeyɛ <u>mɔ mmá.</u> | We are <u>your (pl.) children.</u> |
| 7. <u>Wɔyɛ</u> mɔ mmá. | <u>They are</u> your (pl.) children. |
| 8. Wɔyɛ <u>wɔ mmá.</u> | They are <u>your (sg.) children.</u> |
| 9. <u>Yeyɛ</u> wɔ mmá. | <u>We are</u> your (sg.) children. |
| 10. Yeyɛ <u>nɛ mmá.</u> | We are <u>her children.</u> |

14. Nouns with a low nasal prefix in the possessed form have a low-tone pronoun possessor, e.g., /mɛ mmá/, 'my child'.

15. When followed by a low tone, /wón nǒ/ is sometimes /wón nǒ/.

Unit 3

Basic Dialogue

-A-

ɛdá (pl. n-)

day

ɔwɔ

to cool, be cool

anaɔwɔ

night

1 ɔMá aɔwɔ.

Good evening.

-B-

owúra (wura)

sir, mister, owner

(pl. awúranóm)

2 Yáa owúra.

Yes sir.

-A-

ɔTwii

the Akan or Twi language

ɔanáa

or, a question marker

3 Wótè Twii anáa?

Do you speak Twi? ('You hear Twi or?')

-B-

ɔááñ, áané, éè

yes

4 Ááñ, mètè Twii.

Yes, I speak Twi.

-A-

Bɔɔɔfɔ

English

5 Wótè Bɔɔɔfɔ anáa?

Do you speak English?

-B-

°dɔɔbɪ, dɔbɪ

no, never

m-, n-, ñ-, ŋ-

not

6 Dɔɔbɪ, mɛntɛ Bɔrɔfɔ.

No, I don't speak English.

-A-

kɛ

to speak, say, talk

wɔ

to be at; have, own

7 Wɔkɛ Twii °wo fie anɛa?

Do you speak Twi at home?

('You speak Twi is at home
or?')

-B-

8 ɔɔɛ, mɛkɛ Twii wo fie.

Yes, I speak Twi at home.

Notes

1. /owurà/ is more polite than /oñũá/ and is used for an older man or one in a higher social status. The feminine form is /ɔwuraa/, madam, lady, landlady, mistress, miss, and does not indicate marital state.

2. /anɛa/ is //ana// or //anaa//.

3. /tɛ/ means to possess both understanding and speaking ability in a language. /kɛ/ means to speak in a particular language at a particular time.

4. /Twii/ is //Twi//.

5. /Bɔrɔfɔ/ means 'the language of the Europeans', but English will be understood if another language is not specified, e.g., /Faransɛ Bɔrɔfɔ/, 'French'.

6. Pay special attention to the short vowels between a consonant and /r/, as in /Bqɔɔfɔ́/. There are no clusters of a consonant plus /r/. It may be difficult for the student to tell which vowel is present. /ɛ/ is probably the most difficult vowel to hear between a consonant and /r/, e.g., /kɛ́rǎ/, 'soul'. Many of these short vowels, especially /ɛ/, are not indicated in the orthography.

7. Before /ɪ/ and /u/, /ɔ/ is /o/, e.g., /wɔ́ fié/ is /wó fié/ at conversation speed. In slow speech or if there is a pause between /wɔ/ and /fié/, /wɔ/ is not replaced by /wo/. Vowel harmony across word boundaries is not indicated in the orthography. Also note the examples of /wɔ/ in lexical drill A.

8. /wɔ/ is a verb and means to be located at a given place. Twi has many constructions of the type: subject plus verb plus object plus verb plus or minus object, e.g., /Wɔ́kǎ Twíí wɔ́ fié anǎa?/.

9. /kúro/ is //kurow//.

10. /mú/ is very often /m̃/, e.g., /kúro mú/ is very often /kúrom̃/ and is //kurow mu// or //kurow m'//.

11. A negative verb is formed by prefixing a low-toned nasal to the verb stem plus a high tone on the last syllable. The nasal is homorganic with the following consonant of the verb stem, i.e., it is made or articulated in the same position as the following consonant:

| | | |
|---|--------|------------------------------------|
| m | before | m, p, b, f |
| n | | n, w, t, d, s |
| ɲ | | ɲ, k, g, h |
| ñ | | ñ, y, ǃ, ky, tw, gy, dw, hy, hw |

(Some verbs with secondary tones have a high-toned negative prefix. See Unit 18, note 5.)

12. Combinations of nasal plus homorganic voiced stop do not occur. This combination is replaced by a long or geminate (double) nasal:

| | | |
|-----|----------------|-----------------------|
| mb | is replaced by | mm |
| nd | | nn |
| ñgy | | ññ, i.e., /ññy or ñỹ/ |
| ŋg | | ŋŋ, i.e., /ŋg/ |

See also note 17.

13. Vowel harmony doesn't usually operate across a nasal plus another consonant: /mēhũ/ is replaced by /mĩhũ/, but /mēnhũ/ is usually not replaced by /mĩnhũ/. Vowel harmony does operate across two nasal consonants nearly always.

Substitution Drill A

- | | |
|----------------------------|-------------------------------|
| 1. Mēte ɬwii. | I speak Twi. |
| 2. <u>Ye</u> te ɬwii. | <u>We</u> speak Twi. |
| 3. <u>O</u> te ɬwii. | <u>He</u> speaks Twi. |
| 4. <u>W</u> ote ɬwii. | <u>They</u> speak Twi. |
| 5. <u>Mĩ</u> kunu te ɬwii. | <u>My husband</u> speaks Twi. |
| 6. <u>Mē</u> yere te ɬwii. | <u>My wife</u> speaks Twi. |
| 7. <u>Mē</u> māmē te ɬwii. | <u>My mother</u> speaks Twi. |
| 8. <u>Mē</u> papá te ɬwii. | <u>My father</u> speaks Twi. |
| 9. <u>Mē</u> bá te ɬwii. | <u>My child</u> speaks Twi. |
| 10. <u>Mĩ</u> nua te ɬwii. | <u>My brother</u> speaks Twi. |

Substitution Drill B

- | | |
|-----------------------------|--------------------------------------|
| 1. Měnté Twíì. | I don't speak Twi. |
| 2. <u>Yenté</u> Twíì. | <u>We don't speak Twi.</u> |
| 3. <u>Onté</u> Twíì. | <u>He doesn't speak Twi.</u> |
| 4. <u>Wonté</u> Twíì. | <u>They don't speak Twi.</u> |
| 5. <u>Mí kùnu nté</u> Twíì. | <u>My husband doesn't speak Twi.</u> |
| 6. <u>Mě yere nté</u> Twíì. | <u>My wife doesn't speak Twi.</u> |
| 7. <u>Mě māmé nté</u> Twíì. | <u>My mother doesn't speak Twi.</u> |
| 8. <u>Mě papá nté</u> Twíì. | <u>My father doesn't speak Twi.</u> |
| 9. <u>Mě bá nté</u> Twíì. | <u>My child doesn't speak Twi.</u> |
| 10. <u>Mí nūa nté</u> Twíì. | <u>My brother doesn't speak Twi.</u> |

Question and Answer Drill A

The tutor gives the question. The student gives the affirmative response.

- | | |
|--------------------------|-----------------------|
| 1. Woté Twíì anáa? | Ààñ, měté Twíì. |
| 2. Móté Twíì anáa? | Ààñ, yeté Twíì. |
| 3. Oté Twíì anáa? | Ààñ, oté Twíì. |
| 4. Woté Twíì anáa? | Ààñ, woté Twíì. |
| 5. Wú kùnu tẹ Twíì anáa? | Ààñ, mí kùnu tẹ Twíì. |
| 6. Wọ yere tẹ Twíì anáa? | Ààñ, mě yere tẹ Twíì. |
| 7. Wọ māmé tẹ Twíì anáa? | Ààñ, mě māmé tẹ Twíì. |
| 8. Wọ papá tẹ Twíì anáa? | Ààñ, mě papá tẹ Twíì. |
| 9. Wọ bá tẹ Twíì anáa? | Ààñ, mě bá tẹ Twíì. |
| 10. Wú nūa tẹ Twíì anáa? | Ààñ, mí nūa tẹ Twíì. |

Question and Answer Drill B

Student gives negative answer.

- | | |
|---------------------------|---------------------------|
| 1. Wótè Twiì anáa? | Daq̄bí, mēnté Twiì. |
| 2. Mótè Twiì anáa? | Daq̄bí, yenté Twiì. |
| 3. Otè Twiì anáa? | Daq̄bí, onté Twiì. |
| 4. Wotè Twiì anáa? | Daq̄bí, wonté Twiì. |
| 5. Wú kúnu tẹ Twiì anáa? | Daq̄bí, mí kúnu nté Twiì. |
| 6. Wọ yére tẹ Twiì anáa? | Daq̄bí, mē yéré nté Twiì. |
| 7. Wọ māmé tẹ Twiì anáa? | Daq̄bí, mē māmé nté Twiì. |
| 8. Wọ papá tẹ Twiì anáa? | Daq̄bí, mē papá nté Twiì. |
| 9. Wọ bá tẹ Twiì anáa? | Daq̄bí, mē bá nté Twiì. |
| 10. Wú nūq̄ tẹ Twiì anáa? | Daq̄bí, mí nūq̄ nté Twiì. |

Lexical Drill A

- | | |
|---------------------------------|-----------------------------------|
| 1. Mēwo <u>fíe</u> . | I am at home. |
| 2. Mēwo <u>fíe nó mú</u> . | I am <u>in the house</u> . |
| 3. Mēwo <u>Nkerǎǎ</u> . | I am at <u>Accra</u> . |
| 4. Mēwo <u>fíe bí</u> . | I own <u>a house</u> . |
| 5. Mēwo <u>nūq̄</u> . | I have <u>a brother</u> . |
| 6. Mēwo <u>Kumásẹ</u> . | I am at <u>Kumasi</u> . |
| 7. Mēwo <u>bá</u> . | I have <u>a child</u> . |
| 8. Mēwo <u>pénsẹrẹ</u> . | I have <u>a pencil</u> . |
| 9. Mēwo <u>sukuù nó mú</u> . | I am <u>in the school</u> . |
| 10. Mēwo <u>fíe wo Kumásẹ</u> . | I have <u>a house in Kumasi</u> . |

14. /Nkɛrãñ/ is //Nkran//.

15. bɪ a, an, any, some

Avoid the use of /bɪ/, especially in reference to persons, unless you intend to mean 'some kind or other', 'any kind of', or 'just any kind'. In lexical drill A sentence four, /bɪ/ is required to distinguish 'I own a house' from 'I am at home'. A noun without the following demonstrative or article /nɔ̃/, 'the', 'that', is indefinite, i.e., it translates 'a' or 'an'.

Grammatical Drill A

Give the negative form of the following verbs.

| | Affirmative | | Negative |
|-----|-------------|---------------|----------|
| 1. | tɛ | (to feel) | ntɛ |
| 2. | tɛ | (to speak) | ntɛ |
| 3. | wɔ | (to have) | nnɪ |
| 4. | dɪ | (to eat) | nnɪ |
| 5. | yɛ | (to be) | ɛñyɛ |
| 6. | yɛ | (to be good) | ɛñyɛ |
| 7. | da | (to sleep) | nná |
| 8. | mã | (to give) | mmá |
| 9. | kã | (to speak) | ɲká |
| 10. | sũá | (to learn) | nsũá |
| 11. | kasa | (to talk) | ɲkasá |
| 12. | da asɛ | (to lie down) | enná asɛ |
| 13. | wɔ | (to be at) | nnɪ |
| 14. | hũ | (to see) | ɲhũ |
| 15. | twá | (to cut) | ñtwá |

| | | | |
|-----|------|-------------|------|
| 16. | to | (to buy) | ntó |
| 17. | ko | (to go) | ṅkó |
| 18. | bɛrá | (to come) | mma |
| 19. | hyɛ | (to insert) | ṛhyé |
| 20. | bo | (to strike) | mmo |

16. /daɸábi/ is Akuapim and also eastern Ashanti. /dabi/ is the form most used in Ashanti and is //dabi// in the new orthography.

17. The underlying aim of the new (1961) orthography is to provide a common writing system for all Twi dialects. Since it is necessary for the system to be readily intelligible to readers of all dialects, a number of words have been spelled without the assimilative changes that have taken place in Ashanti dialect.

Noun plurals of stems beginning with voiced stops are not spelled with geminate nasals, e.g., /nná/, 'days', is //nda//; but the same assimilation is written in the verbs, e.g., /nná/, 'Don't lie', 'Don't sleep', is //nna//

18. /ááñ/ is //aane// in the new orthography.

Unit 4

Basic Dialogue

-A-

- | | | |
|---|--|--|
| | na | and, emphatic particle |
| 1 | Sěñ na yeká <u>thank</u> <u>you</u> wo Twii mú? | How do you say 'thank you' in in Twi? |

-B-

- | | | |
|---|-----------------|--|
| | da | to lie, sleep, rest |
| | asę; asę̀ | the lower part; down, under; meaning, sense |
| 2 | Měda asę. | Thanks. ('I lie down. '), ('I prostrate /myself before you/.') |
| 3 | Wọtẹ asę̀ anáa? | Do you understand? |

-A-

- | | | |
|---|-----------------------------|---|
| 4 | Àñ, mětẹ ˚wasę. ebío | Yes, 'I understand you. again |
| 5 | Ká bío. kasa ˚bęřęęoo | Say it again. to talk, speak slow, soft, mild |
| 6 | Kasa bęřęęoo. | Talk slowly. Talk softly. |

-B-

- | | | |
|---|------------|------------|
| 7 | Měda wasę. | Thank you. |
|---|------------|------------|

-A-

- 8 Sɛ̃n na yɛkǎ you are welcome How do you say 'you are welcome'
wo Twii mú? in Twi?

-B-

- 9 ɔ̃Mmɛ̃ enná asɛ̃. You are welcome. Don't mention
it. ('Don't cause /yourself/
don't lie down.')

Notes

1. The first person plural of the Twi verb often translates with an English passive or impersonal you. /yɛkǎ/, literally 'we say', often corresponds to 'it is said' or 'you say'.
2. /na/, 'and', 'but', joins sentences; /né/, 'and', 'with', connects words. /na/ is put after a word or at the beginning of a sentence to add emphasis. It often isn't translated into English. Compare Unit 10, note 10.
3. /wɔ̃ asɛ̃é/ is usually /wásɛ̃é/ and is //wo ase// or //wo aseɛ//. If there is an expressed object, i.e., if the sentence tells who is understood, the student should use /asɛ̃é/ because /asɛ̃é/ doesn't occur often with an object. If there is no expressed object, use /asɛ̃é/ because /asɛ̃é/ may be misunderstood. /Wɔ̃tɛ̃ asɛ̃é/ may not only mean 'Do you understand?', but also 'Are you sitting down?', and 'Are you still living?'. /Wɔ̃tɛ̃ asɛ̃é?/ means only 'Do you understand?'.
4. On the telephone only can you say /Mɛ̃tɛ̃ asɛ̃é/ or /Mɛ̃tɛ̃ asɛ̃éé/, with a high tone on /tɛ̃é/, meaning 'I understand the meaning or message'.

5. /a/ followed by /y/ is high and front like a French 'a'.
 /o/ followed by /ɪ/ is /o/, e.g., /wɔ Twii/ is /wo Twii/.
 At less than conversation speed or if there is a pause between words, these vowel replacements don't occur. Vowel harmony across word boundaries is never shown in the orthography.
6. /ebio/ has an alternate form /ebibio/. /ebio/ is the more common form.
7. /Kasa bɛrɛɛoo/ means both 'Talk slowly and softly.' and is //brɛɛ oo// or //brɛɛw//. /oo/ is an emphasis marker.
8. The imperative (command form) singular is the same as the habitual stem, but with all low tones, e.g., /kasa/, 'talk', addressing one person. The imperative plural prefixes /mɔn-/, e.g., /Mɔnkasa/, 'talk', with all high tones.
9. Before initial /-nn/, /ɛ-/ occurs, e.g., /nná asɛ/ is /ɛnná asɛ/.

When a word beginning with a vowel is preceeded by a word ending in a vowel, the final vowel of the preceeding word is usually replaced by the same vowel as that which begins the following word, i.e., a long or rearticulated vowel occurs, e.g., /Mmá enná asɛ/ is /Mmɛ́ enná asɛ/, but it is //Mma ennaase//.

10. Notice the two negatives in /Mmɛ́ enná asɛ./.

Lexical Drill A

- | | |
|-----------------------------------|-------------------------|
| 1. Wɔ̀tɛ̀ asɛ̀ɛ̀ anáa? | Do you understand? |
| 2. Wɔ̀tɛ̀ ^o mase anáa? | Do you understand me? |
| 3. Wɔ̀tɛ̀ ^o nase anáa? | Do you understand him? |
| 4. Wɔ̀tɛ̀ wɔn asɛ anáa? | Do you understand them? |
| 5. Wɔ̀tɛ̀ yɛn asɛ anáa? | Do you understand us? |

Lexical Drill B

- | | |
|---------------------------------------|-------------------------------|
| 1. ɔtɛ asɛ́ɛ́ anáa? | Does he understand? |
| 2. ɔtɛ <u>mase</u> anáa? | Does he understand me? |
| 3. ɔtɛ ^o <u>wase</u> anáa? | Does he understand you? |
| 4. ɔtɛ ^o <u>masè</u> anáa? | Does he understand you (pl.)? |
| 5. ɔtɛ <u>wɔn ase</u> anáa? | Does he understand them? |

Lexical Drill C

- | | |
|--------------------------|-------------------------|
| 1. Mɛtɛ asɛ́ɛ́. | I understand. |
| 2. Mɛtɛ <u>wásè</u> . | I understand you. |
| 3. Mɛtɛ <u>nase</u> . | I understand him. |
| 4. Mɛtɛ <u>wɔn ase</u> . | I understand them. |
| 5. Mɛtɛ <u>masè</u> . | I understand you (pl.). |

Lexical Drill D

- | | |
|-------------------------|---------------------------|
| 1. ɔtɛ asɛ́ɛ́. | He understands. |
| 2. ɔtɛ <u>mase</u> . | He understands me. |
| 3. ɔtɛ <u>wase</u> . | He understands you. |
| 4. ɔtɛ <u>masè</u> . | He understands you (pl.). |
| 5. ɔtɛ <u>wɔn ase</u> . | He understands them. |

Lexical Drill E

- | | |
|------------------------------------|---------------------------------------|
| 1. Nɛ́ mǎamé ntɛ́ Bɔrɔfɔ́. | His mother doesn't know English. |
| 2. Nɛ́ mǎamé <u>tɛ Twii</u> . | His mother <u>knows Twi</u> . |
| 3. <u>Oné nɛ́ mǎamé</u> tɛ Twii. | <u>He and his mother</u> know Twi. |
| 4. Oné nɛ́ mǎamé <u>ká Twii</u> . | He <u>speaks Twi</u> with his mother. |
| 5. <u>Mɛ́ nɛ́ mé papá</u> ká Twii. | I speak Twi with my father. |

- | | |
|--------------------------------------|---------------------------|
| 6. Mě né mě papá tẹ <u>Nkerañ</u> | My father and I know Gã. |
| 7. Mí ñúá tẹ Nkerañ. | My sister knows Gã. |
| 8. Mí ñúá tẹ <u>Nkerañ</u> . | My sister lives at Accra. |
| 9. Mę bá tẹ Nkerañ. | My child lives in Accra. |
| 10. Mę bá <u>wó Nkerañ</u> . | My child is at Accra. |

Lexical Drill F

- | | |
|----------------------------------|-------------------------------------|
| 1. Woká Twii wo sukuù. | They speak Twi at school. |
| 2. <u>Yesúá Twii</u> wo sukuù. | <u>They study Twi</u> at school. |
| 3. Yesúá Twii <u>wó Nkerañ</u> . | We study Twi <u>at Accra</u> . |
| 4. <u>Wòwò fie</u> wó Nkerañ. | <u>You have a house</u> at Accra. |
| 5. Wòwò fie <u>wó Tamale</u> . | You have a house <u>at Tamale</u> . |
| 6. <u>Mó papá</u> wó Tamale. | <u>Your father</u> is at Tamale. |
| 7. Mó papá <u>wó fie</u> . | Your father <u>is at home</u> . |
| 8. <u>Ye yerenóm</u> wo fie. | <u>Our wives</u> are at home. |
| 9. Ye yerenóm <u>nní fie</u> . | Our wives <u>aren't at home</u> . |
| 10. <u>Mí kunu</u> nní fie. | <u>My husband</u> isn't at home. |

Lexical Drill G

- | | |
|----------------------------|---------------------------|
| 1. Kasa bεεεoo. | Talk slow. |
| 2. Kasa <u>děñ</u> . | Talk <u>loud</u> . |
| 3. <u>Eyé</u> děñ. | <u>It is</u> hard. |
| 4. Eyé <u>betee</u> . | It is <u>soft</u> . |
| 5. <u>Mę nsá ye</u> betee. | <u>My hand is</u> tender. |

- | | |
|--|------------------------------------|
| 6. Mě nsá ye <u>téntěn</u> . | My arm is <u>long</u> . |
| 7. <u>Mě káà nó</u> ye <u>téntěn</u> . | <u>My car</u> is long. |
| 8. Mě káà nó <u>nyé</u> . | My car <u>is no good</u> . |
| 9. <u>Ně pènsèrè nó</u> <u>nyé</u> . | His pencil is bad. |
| 10. Ně pènsèrè nó <u>da hó</u> . | His pencil <u>is lying there</u> . |

New words in the drills.

| | |
|-------------------|------------|
| pènsèrè (pènsèrè) | pencil |
| káà (káà) | automobile |

Lexical Drill H

- | | |
|-------------------------------|---------------------------------|
| 1. Mětẹ Twii. | I speak Twi. |
| 2. Mětẹ <u>Nkeraññ</u> . | I speak <u>Gã</u> . |
| 3. Mětẹ <u>Nkeraññ</u> . | <u>I live at</u> Accra. |
| 4. Mětẹ <u>aséè</u> . | I <u>understand</u> . |
| 5. Mětẹ <u>ase</u> . | I'm <u>sitting down</u> . |
| 6. Mětẹ <u>dón nó</u> . | I hear <u>the bell</u> . |
| 7. Mětẹ <u>mé māmé ásèm</u> . | I <u>obey my mother</u> . |
| 8. Mětẹ <u>akõññuá só</u> . | I'm sitting <u>in a chair</u> . |
| 9. Mětẹ <u>séé wọ</u> . | I am <u>as you are</u> . |
| 10. Mětẹ <u>séé abofára</u> . | I am <u>like a child</u> . |

New words in drills.

| | |
|----------------------|---------------------------|
| edón, odón (pl. n-) | bell |
| akõññuá (pl. n-) | chair, stool |
| asém (ásèm) (pl. n-) | word, saying, story, talk |
| tẹ ... asém | to obey |

| | |
|--------------------|---|
| séé' | as, like, that (as in 'I said <u>that</u> ...') |
| tɛ séé' | to be the same as, be in the same condition or position as |
| °abɔ́fára (pl. m-) | child |
| ɛsɔ́, sɔ́ | top, upper part; on, up, upon, over, above |

11. /masɛ/ is //me ase// or //m' ase//.
 /nasɛ/ is //ne ase// or //n' ase//.
 /máɛ/ is //mo ase// or //m' ase//.
 /wásɛ/ is //wo ase// or //w' ase//.

Usually elision is not indicated in the orthography.

12. /né/ means 'and' or 'with'. /ɔné/ is a contraction of /ɔnɔ́ né/. /ɔné né mǎámé/ is a contraction of /ɔnɔ́ né né mǎámé/.

13. /sũá/ means 'to study', 'learn', 'imitate', 'follow the example of'.

14. /Nkɛráń/ or Gã is also the name of the language of the /Nkɛráń/ or Gã people. The Gã live in the region of Accra. Twi and Gã are both Kwa languages, i.e., they are related to each other and "descended" from the same earlier form of the language, as French and Spanish are both Romance languages "descended" from Latin.

15. /wɔ/ has a suppletive negative, i.e., a different word is used to form the negative. /nní/ is the negative of /wɔ/. /mni/ is the negative of /dɪ/, 'to use, eat, contain, last, exist'.

16. /abqfára/ is //abofra//. /abqfára/ is used only of humans. /obá/ may be used for the young of animals and also as a diminutive.

17. Phrases like /Twíi mú/, 'in Twi' are possessive nominal compounds. Literally, this compound is 'Twi's insides'. This compound noun is the object of the verb /wɔ/. Modifiers of various kinds may occur between the possessive and possessed nouns. See Unit 6, note 22.

6 ʔeferéw sɛ́n?

What's your name?

('We call you what?')

-A-

7 ʔeferé mɛ́ Kofí Asanté.

My name is Kofi Asante.

-B-

ká

to speak, tell, say

kyeré

to show, teach, advise

sɛ́ɛ̀

that

8 Méká kyeré nɔ́ sɛ́ɛ̀ wɔ̀wò há. I will tell him you are here.

Notes

1. /ɔ̀wò hó/ usually means 'He, she, or it is there'; but if you come into or upto a building and ask /ɔ̀wò hó?/, you are asking, 'Is he in?', 'Is he in the building?', or 'Is he around here somewhere?'. The affirmative response will probably be /ɔ̀wò há/, 'He is here'. However, if the person answering doesn't know just where the other person is, he may answer you /ɔ̀wò hó/, 'He is around here somewhere'.

2. /ɔ̀wò há/ usually means 'He, she, or it is here'; but if you come into or upto a building and ask /ɔ̀wò há?/, you are asking, 'Is this his place?', i.e., 'Does he live here?', or 'Does he work here?'. The affirmative answer is /ɔ̀wò há/, 'This is his place'. You may then ask /ɔ̀wò hó?/.

3. After a noun /há/ and /hó/ can be translated like demonstratives, e.g., /ofíe há/, 'this house', and /ofíe hó/, 'that house'.

4. After /tumí/ the following verb is in the consecutive form, which has an /á- ɛ́- / prefix. The consecutive form often corresponds to an English complimentary infinitive, e.g.,

/Mítumí ákò/, 'I am able to go'. The implication of this form is often 'I am equal to /the task/', or '/I am sure/ I can do it /because I have done it before/'. It may also be used to ask and give permission, as in this dialogue.

The student should avoid the use of /tumí/ in the future (See note 9), when addressing someone because this form has a pejorative implication that you don't think the other person can do something or that you are daring the other person to do something, e.g., /Wóbetumí yé sěń?/. '/Just/ what could you /possibly/ do?' implying that the person addressed is not equal to the situation being discussed. If following a verb not ending in high tone, the consecutive prefix is low. Subject pronouns are not prefixed to the consecutive after /tumí/ except in the first singular, and this is not common. See also Unit 10, note 8.

The first person future of /tumí/ implies that you think you can do something but you aren't certain because you really don't know or you've never done the particular thing before, e.g., /Métumí ákò/, 'I will be able to go', or '/I think maybe/ I can go'. The student should avoid use of /tumí/ in the future when talking of himself because he will be thought to be boasting.

5. /sěé/, 'that', is required to introduce subordinate clause after verbs of 'saying' or 'telling'. See also Unit 18, note 5.

6. Many speakers use /hũ/ before an object pronoun and /hũnú/ elsewhere. Some use these forms interchangeably. Some use /hũ/ before an object and /hũnú/ without an object.

7. /fẹrẹ/ is //frẹ//. /Yẹfẹrẹw/ is a contraction and alternate form of /Yẹfẹrẹ wọ/ and is //Yẹfrẹ w'// or //Yẹfrẹ wọ//

8. The use of the first person plural, i.e., the we-form, often corresponds to English passive. /Yẹfẹrẹ nǒ sěń?/, 'What is it called?', but literally 'We call it what?'.
The student will also hear /Wu dín dẹ děń?/. /edín/ means 'name', 'reputation', and 'fame'. This is an Akuapim construction.

9. The positive future is marked by the prefix /bé-/ , e.g., /wò̀bəkò/ , 'you will go.' In the first person singular, a contracted form occurs, e.g., /mékò/ , 'I will go'. Verbs stems that are low high or low low in the present are mid high in the future. High low stems are high high in the future. Other stems have the same tones in the future as in the present.

10. You can /ká/ a story or something. /ká kyèré/ has the meaning 'to convey information' or 'relate'.

11. Order of verb objects is the same as English; the indirect object (1) precedes the direct (2) e.g., /Méká kyèré nǒ (1) séé wò̀wò há (2)/ , 'I will tell him (1) you are here (2)'.

Pattern Drill A

- | | |
|---------------------------------|------------------------------------|
| 1. Yeferéw sɛ́n? | What's your name? |
| 2. Yeferé <u>nǒ</u> sɛ́n? | What's <u>his</u> name? |
| 3. Yeferé <u>mó</u> sɛ́n? | What are <u>your</u> names? |
| 4. Yeferé <u>won</u> sɛ́n? | What are <u>their</u> names? |
| 5. Yeferé <u>wó kɪnu</u> sɛ́n? | What's <u>your husband's</u> name? |
| 6. Yeferé <u>wó yere</u> sɛ́n? | What's <u>your wife's</u> name? |
| 7. Yeferé <u>wó māmé</u> sɛ́n? | What's <u>your mother's</u> name? |
| 8. Yeferé <u>wó papá</u> sɛ́n? | What's <u>your father's</u> name? |
| 9. °Yeferé <u>wó bá</u> sɛ́n? | What's <u>your child's</u> name? |
| 10. °Yeferé <u>wó núa</u> sɛ́n? | What's <u>your brother's</u> name? |

Lexical Drill A

- | | |
|-------------------------------------|--|
| 1. Yeferé mɛ́ Kofí. | My name is Kofí. |
| 2. Yeferé <u>nǒ</u> Kofí. | <u>His</u> name is <u>Kofí</u> . |
| 3. Yeferé <u>yen Kofí né Afúa</u> . | Our names are <u>Kofí and Afua</u> . |
| 4. Yeferé <u>won Kofí né Afúa</u> . | Their names are <u>Kofí and Afua</u> . |

- | | | |
|-----|-------------------------------|-----------------------------------|
| 5. | Yefɛrɛ́ <u>mí kúnu Kofí.</u> | <u>My husband's name is Kofi.</u> |
| 6. | Yefɛrɛ́ <u>mě yéře Afúa.</u> | <u>My wife's name is Afua.</u> |
| 7. | Yefɛrɛ́ <u>mě mǎamě Afúa.</u> | <u>My mother's name is Afua.</u> |
| 8. | Yefɛrɛ́ <u>mě papá Kofí.</u> | <u>My father's name is Kofi.</u> |
| 9. | Yefɛrɛ́ <u>mě bá Kofí.</u> | <u>My child's name is Kofi.</u> |
| 10. | Yefɛrɛ́ <u>mí ñúá Kofí.</u> | <u>My brother's name is Kofi.</u> |

Pattern Drill B

Answer affirmatively.

- | | | |
|----|---------------------|---------------------------|
| 1. | Owo hó? | Is he there? |
| | Áǎñ, owo hó. | Yes, he is there. |
| 2. | Owo há? | Is he here? |
| | Áǎñ, owo há. | Yes, he is here. |
| 3. | Owo fíe? | Is he at home? |
| | Áǎñ, owo fíe. | Yes, he is at home. |
| 4. | Owo fíe nõ mú? | Is he in the house? |
| | Áǎñ, owo fíe nõ mú. | Yes, he is in the house. |
| 5. | Owo fíe há? | Is he in this house? |
| | Áǎñ, owo fíe há. | Yes, he is in this house. |
| 6. | Owo fíe hó? | Is he in that house? |
| | Áǎñ, owo fíe hó. | Yes, he is in that house. |

Pattern Drill C

Answer negatively.

- | | |
|---------------------------|--------------------------------|
| 1. Owo hó? | Is he in? |
| Daḡbí, onní hó. | No, he is not around. |
| 2. Owo há? | Is this his place? |
| Daḡbí, onní há. | No, this isn't his place. |
| 3. Owo fie? | Is he at home? |
| Daḡbí, onní fie. | No, he isn't at home. |
| 4. Owo <u>fie nǒ mú</u> ? | Is he in the house? |
| Daḡbí, onní fie nǒ mú. | No, he isn't in the house. |
| 5. Owo <u>fie há</u> ? | Does he own this house? |
| Daḡbí, onní fie há. | No, he doesn't own this house. |
| 6. Owo <u>fie hó</u> ? | Does he own that house? |
| Daḡbí, onní fie hó. | No, he doesn't own that house. |

Pattern Drill D

- | | |
|--------------------------|------------------------------|
| 1. Méko hó. | I will go there. |
| 2. <u>Wǒbeko</u> hó. | <u>You will go</u> there. |
| 3. Wǒbeko <u>nné</u> . | You will go <u>today</u> . |
| 4. <u>Obéko</u> nné. | <u>He will go</u> today. |
| 5. Obéko <u>okyéñá</u> . | He will go <u>tomorrow</u> . |
| 6. <u>Yebéko</u> okyéñá. | <u>We will go</u> tomorrow. |
| 7. Yebéko <u>bíó</u> . | We will go <u>again</u> . |
| 8. <u>Wǒbeko</u> bíó. | <u>You will go</u> again. |

- | | |
|------------------------------|---------------------------------|
| 9. Wɔ̀bɛkɔ́ <u>Tamale</u> . | You will go to <u>Tamale</u> . |
| 10. <u>Wɔ̀bɛkɔ́</u> Tamale. | <u>They will go</u> to Tamale. |
| 11. Wɔ̀bɛkɔ́ <u>Kumase</u> . | They will go to <u>Kumasi</u> . |
| 12. <u>Mɛ́kɔ́</u> Kumase. | <u>I will go</u> to Kumasi. |

Pattern Drill E

- | | |
|---|---|
| 1. Mɛ́ba hó. | I will be there. |
| 2. Mɛ́ba <u>dáñ mú</u> . | I will come <u>into the house</u> . |
| 3. <u>Métumí áhù nõ</u> wo dáñ mú. | <u>I can see him</u> in the room privately. |
| 4. Métumí áhù nõ <u>wo sukuú</u> . | I can see him <u>at school</u> . |
| 5. <u>Mẽ né nõ békasa</u> wo sukuú. | <u>I will talk to him</u> at school. |
| 6. Mẽ né nõ békasa <u>wo fie</u> . | I will talk to him <u>at home</u> . |
| 7. <u>Méká kyéré nõ sɛ́ɛ wɔ̀wò</u> fie. | <u>I will tell him you</u> are at home. |
| 8. Méka kyéré nõ sɛ́ɛ <u>wɔ̀bɛba</u> há. | I will tell him you <u>will be</u> <u>here</u> . |
| 9. <u>Mẽ yéře</u> bɛba há. | <u>My wife</u> will come here. |
| 10. Mẽ yéře <u>béfere wɔ̀</u> . | My wife <u>will call you</u> . |

Pattern Drill F

- | | |
|----------------------------|---------------------------|
| 1. Yeféré nõ sɛ́ɛ? | What is his name? |
| 2. Yeféré nõ <u>Kofí</u> . | His name is <u>Kofi</u> . |
| 3. <u>Méká kyéré</u> Kofí. | <u>I will tell</u> Kofi. |
| 4. Méká kyéré <u>wɔ̀</u> . | I will tell <u>them</u> . |
| 5. <u>Otumí féré</u> wɔ̀. | <u>He can phone</u> them. |
| 6. Otumí féré <u>mẽ</u> . | He can call <u>me</u> . |

- | | |
|-----------------------------------|------------------------------------|
| 7. <u>Obéká kyeré</u> mē. | <u>He will tell</u> me. |
| 8. <u>Obéká kyeré</u> <u>wo</u> . | He will tell <u>you</u> . |
| 9. <u>Onté</u> wọ. | <u>He doesn't hear</u> you. |
| 10. <u>Onté</u> <u>wase</u> . | He doesn't <u>understand you</u> . |

New words in the drills

odāñ (pl. a-) building, house, room, apartment

12. In addition to syllable tone, Twi also has sentence tone or intonation, i.e., tone used to distinguish statements and questions; compare English 'John is here.', and 'John is here?' In Twi the end of a sentence is signalled by a depression of the entire tone register on the last syllable, i.e., no matter what the phonemic status of the tone is, it will be lower on the absolute scale than a non-final tone of the same phoneme. And also the voice trails off to silence. In addition, a question signalled by intonation (i.e., not by a question word), the register of the whole sentence is elevated, and the last syllable falls down to the same level as the end of a statement. This of course means that there is a longer fall on the last syllable of a question than of a statement because the fall of the question begins higher. For this reason, it would probably be helpful to use an inverted question mark /¿/ at the beginning of a question marked by intonation.

Twi orthography like English uses at the end of a sentence a period ./ to mark statement intonation and a question mark /?/ to mark question intonation. When there is a question word, e.g., /sēñ/, statement intonation is used; however, a question mark is still written. This manual follows the orthography in this usage.

13. Stative verbs such as /wọ/, 'to be at', aren't usually inflected for tense. /ba/, 'to come', is used as a suppletive future for /wọ/. /méba há/, 'I will come here', also is used like English, 'I will be here'. Compare Unit 10, note 10.

Unit 6

Basic Dialogue

- A-
- 1 Agɔɔ Is anybody there?
- B-
- 2 Amɛɛ Come in.
- A-
- epó (pl. m-)
°εε joint, bump, knob
a question marker
- 3 Wɔ mpó mú εε? How are you?
('Your joints' in, what about? ')
- B-
- 4 Mɛ mpó mú dɛɛ bɔkɔɔ. I 'm fine.
- A-
- ɛdɛɛñ
yé what, what thing
to make, do
- 5 ɛdɛɛñ na °wɔɔyɛ? What are you making?
- B-
- nɔ́á
fufú to boil, cook by boiling
fufu
- 6 °Mɛɛnɔ́á fufú. I 'm making fufu.
- pɛ to like, be fond of, want,
seek, provide, try to get
- 7 Wɔ̀pè fufú anáa? Do you like fufu?

-A-

| | |
|-----------------------|------------------------|
| pá | good, much |
| pápaapa, pápapapa | very good, very much |
| 8 Měpe fufúo pápaapa. | I like fufu very much. |

-B-

| | |
|---------------------------|--|
| ampesíe | ampesi |
| sěñ | to surpass, pass; more than, than |
| 9 Měpe ampesíe sěñ fufúo. | I like ampesi better than fufu. ('I like ampesi exceed fufu. ') |

Notes

1. /agq̄q̄/ is a verbal signal to let another person know you are approaching. /aměe/ lets you know that it is all right to enter. If the person inside does not wish you to enter, he will probably answer /dāq̄bı/, 'no'. /agq̄q̄/ is also used to ask for the attention of a group or crowd. The response /aměe/ then means 'Speak, I'm listening'.

2. /o/ followed by /u/ becomes /o/, e.g., /mpó mú/ is /mpó mú/, but is //mpo mu//.

3. Fufu is boiled and mashed yams or plantains which is served with soup, /pkwáñ/. Ampesi is boiled and diced yams or plantains which is served with a stew, /abomúu/.

4. One of the ways of forming noun plurals is changing e- to m- or n-.

| | | | |
|-----|-------|-----|--------|
| epó | joint | mpó | joints |
| edá | day | nná | days |

5. The progressive tenses are formed by lengthening the vowel of the pronoun.

| | | | |
|------|---------|--------|---------------|
| mēyé | I make | °mēeyé | I 'm making |
| mēká | I speak | °mēeká | I 'm speaking |

In the regular orthography, the long vowel in the progressive is not written; instead // -re-// is written, as is spoken in the Akuapim dialect, e.g., /mēeká/ is written //mereká//. An Ashanti speaker may also say /mērəká/ sometimes. The /rɛ-/ form is often used when there is a noun subject, but /ɛɛ-/ is more common.

6. /u/ followed by vowels other than /a/ is short and sounds somewhat like /w/, e.g., /mũ ɛɛ/.

7. /ɛɛ/, which is // ɛ//, means 'what about', 'as to', 'concerning' in sentences where there is no verb. With a verb, it has an adverbial or subordinating function. See Unit 9, note 1.

8. Adjectives are reduplicated for intensity, i.e., all or some part of the word is repeated. For monosyllabic stems, the most common form is with a long middle vowel, e.g., /pápaapa/, 'very good'.

9. The consecutive form, /á ~ á/ plus simple stem, is not used after /pɛ/. 'I want him to go.' is /Mɛpɛ sɛɛ ɔkó/, literally 'I want that he go'.

10. To show degree of comparison corresponding to English adjective plus '-er' or '-est', Twi employs the verb /sɛñ/, 'to move along', 'to surpass'. If you ask a native speaker of Twi to translate /sɛñ/, he will probably say it means 'than'. There are two basic constructions using /sɛñ/: (1) /sɛñ/ plus or minus an object after a preceding verb, and (2) /sɛñ/ with an object, as the verb of the sentence. Compare the examples below.

/kyɛñ/, 'to surpass', 'excel', is also used in the same way to express comparison.

(1)

- | | |
|-------------------------|--------------------------------|
| (a) Dwareḡ. | He is tall. |
| Dwáreḡ sěń. | He is taller. |
| Dwáreḡ sěń ní ñńá. | He is taller than his brother. |
| Dwáreḡ sěń ní ñvĩńáa. | He is the tallest. |
| (b) Eyé duru. | It is heavy. |
| Eyé duru sěń. | It is heavier. |
| Eyé duru sěń búuku nó. | It is heavier than the book. |
| Eyé duru sěń ní ñyĩńáa. | It is the heaviest of all. |

(2)

- | | |
|-------------------------------------|---|
| (a) Osěń ní ñńá pãñyĩń. | He is older than his brother. ('He surpasses his brother in age. ') |
| (b) Osěń ní ñńá nó wo aḡesũá mú. | He is better educated than his brother. ('He sur- passes his brother in learning. ') |

New words

| | |
|------------------|---|
| wareḡ | to be tall, long |
| ñyĩńáa | all |
| duru | heavy |
| opãñyĩń (pl. m-) | adult, old person, person of rank; old, aged |
| aḡesũá | learning, study, education |

11. /adɛɛ/, 'thing', plus a verb stem is a very productive type of compound, i.e., it can be used to form many new words, e.g., /adɛɛ/ plus /sũá/, 'to learn' gives /adesũá/, 'learning'.

12. /yé/ has an alternate form /yó/, which is fairly common in Ashanti, but /yó/ will not be understood by some speakers outside the Ashanti area.

Lexical Drill A

- | | |
|--------------------------|-----------------------------|
| 1. Edeɛɛ na ɔ́oye? | What is she doing? |
| 2. Edeɛɛ na wɔ́oye? | What are they doing? |
| 3. Edeɛɛ na wɔ́oye? | What are you doing? |
| 4. Edeɛɛ na mɔ́oye? | What are you (pl.) doing? |
| 5. Edeɛɛ na wúudi? | What are you eating? |
| 6. Edeɛɛ na wɔ́oton? | What are they selling? |
| 7. Edeɛɛ na mɔ́oto? | What are you (pl.) buying? |
| 8. Edeɛɛ na ɔ́onɔ́m? | What is he drinking? |
| 9. Edeɛɛ na wɔ́ohwe? | What are they looking at? |
| 10. Edeɛɛ na wɔ́ohwehwe? | What are you searching for? |

Lexical Drill B

- | | |
|--------------------------|---------------------------------|
| 1. Áfèi na ɔ́odidi. | Now he is eating. |
| 2. Áfèi na wɔ́odidi. | Now they are eating. |
| 3. Áfèi na mɔ́idi. | Now I am eating. |
| 4. Áfèi na yéedidi. | Now we are eating. |
| 5. Áfèi na mɔ́idi ákùtú. | Now I am eating an orange. |
| 6. Áfèi na wɔ́oton nsá | Now they are selling palm wine. |

See Unit 18 notes 5 and 6 for discussion of secondary tones as in Lexical Drill B.

7. Áfèì na yéeto bankyé. We are now buying cassava.
8. Áfèì na ónóm °segaréète. He is now smoking a cigarette.
9. Áfèì na wóhwe °oseram. They are now looking at the moon.
10. Áfèì na méehwehwe mé pèn. I'm now looking for my pen.

New words

| | |
|-----------------------|--|
| dí | to employ, use, eat, spend, consume |
| dídí | to eat |
| tón | to buy |
| tó | to sell |
| nóm | to drink, smoke tobacco |
| hwehwe | to look for, search |
| áfèì, aféì | now |
| akutú | orange |
| nsá | palm wine, alcoholic beverage |
| °segaréète, ségàrete. | cigarette |
| °oseram (pl. a-) | moon, month |
| pèn (pén) | pen |

Lexical Drill C

1. Owáre sèn ní nũa nó. He is taller than his brother.
2. Nè hó yé dèñ sèn ní nũa nó. He is stronger than his brother.
3. Nè hó yé fe sèn ní nũa nó. She is prettier than her sister.

- | | |
|---|---|
| 4. <u>Ɔnɔ́á fufúo</u> sɛn ní nǔá nɔ́. | <u>She cooks fufu</u> better than her sister. |
| 5. <u>Ɔpe ampesie</u> sɛn ní nǔá nɔ́. | <u>He likes ampesie</u> better than his brother. |
| 6. <u>Ɔpe adidiadidi</u> sɛn ní nǔá nɔ́. | <u>He likes to eat</u> better than his brother. |
| 7. <u>Ɔyɛ adwuma</u> sɛn ní nǔá nɔ́. | <u>He works</u> better than his brother. |
| 8. <u>Ɔwo sika</u> sɛn ní nǔá nɔ́. | <u>He has</u> more money than his brother. |
| 9. <u>Ɔwo nnɛɛma</u> sɛn ní nǔá nɔ́. | <u>He has</u> more <u>things</u> than his brother. |
| 10. <u>Ɔsɔ</u> sɛn ní nǔá nɔ́. | <u>He is bigger</u> than his brother. |

New words

| | |
|-------------------------|--|
| fe | pretty, nice, beautiful |
| sika | gold, money |
| sɔ | to be big, large, much; to reach, arrive at |
| adidɛɛ | use, enjoyment, benefit |
| adidiadidi | enjoyment of eating a food |
| adɛɛ (dɛɛ) (pl. nnɛɛma) | thing, part |

Lexical Drill D

- | | |
|--|---|
| 1. Mẽ káà nǒ sǒ sěĩ wọ́ dẹ̀e nǒ. | My car is bigger than yours. |
| 2. <u>Mẽ hómá yẹ fófóro sěĩ wọ́ dẹ̀e nǒ.</u> | <u>My book is newer than yours.</u> |
| 3. Mẽ hómá yẹ fófóro sěĩ <u>ně dẹ̀e nǒ.</u> | My book is <u>newer than his.</u> |
| 4. <u>Wú akóńńúá yẹ dẹĩ sěĩ nẹ̀ dẹ̀e nǒ.</u> | <u>Your chair is stronger than his.</u> |
| 5. Wú akóńńúá yẹ dẹĩ sěĩ <u>mẹ̀ dẹ̀e nǒ.</u> | Your chair is <u>stronger than mine.</u> |
| 6. <u>Ně dǎĩ nǒ bọ́ yẹ dẹĩ sěĩ mẹ̀ dẹ̀e nǒ.</u> | <u>His house is more expensive than mine.</u> |
| 7. Nẹ̀ dǎĩ nǒ bọ́ yẹ dẹĩ <u>sěĩ yẹ dẹ̀e nǒ.</u> | <u>His house is more expensive than ours.</u> |
| 8. <u>Ně káà nǒ bọ́ yẹ ọ́fọ́ sěĩ mẹ̀ dẹ̀e nǒ.</u> | <u>His car costs less than mine.</u> |
| 9. Nẹ̀ káà nǒ bọ́ yẹ ọ́fọ́ <u>sěĩ mọ́ dẹ̀e nǒ.</u> | <u>His car costs less than yours.</u> |
| 10. <u>Mẽ pẹ̀nsẹ̀rẹ̀ nǒ yẹ sěĩ mọ́ dẹ̀e nǒ.</u> | <u>My pencil is better than yours.</u> |

New words

| | |
|---------------------------|--|
| nhómã (hómã) (pl. °ngómã) | skin, hide; vellum; book, letter; leather |
| fòfòrò | new, another |
| odán (dán) (pl. n-~a-) | house, room, building |
| εbòò (pl. m-) | price; stone, pit, seed |
| °fò | cheap, plenty, plentiful |

Lexical Drill E

- | | |
|--|---|
| 1. Odán yí mú suà sěñ baakó nó. | This room is smaller than that one. |
| 2. <u>Kanéa yí hyerěñ</u> sěñ baakó nó. | This light is brighter than the other one. |
| 3. Okwán yí ye sěñ baakó nó. | This road is better than that one. |
| 4. <u>Akóññuá yí ye fò</u> sěñ baakó nó. | This chair is cheaper than that one. |
| 5. <u>Nhómã yí mú ye duru</u> sěñ baakó nó. | This book is heavier than that one. |

New words in drills

| | |
|--------------|------------------|
| emú (pl. a-) | whole, entirety |
| suà | to be small, few |
| eyí | this, these |
| baakó | one |

| | |
|----------------|-------------------------------------|
| hyeréñ | to penetrate, get through, shine |
| okwáñ (pl. ñ-) | road, path, way |

Lexical Drill F

- | | |
|---|-------------------------------------|
| 1. Nẹa ewo hẹ na eyé fọ? | Which one is cheaper? |
| 2. Nẹa ewo hẹ na <u>eyé</u> ? | Which one <u>is better</u> ? |
| 3. Nẹa ewo hẹ na <u>ebékye</u> ? | Which one <u>will last longer</u> ? |
| 4. Nẹa ewo hẹ na <u>eyé dẹñ</u> ? | Which one <u>is harder</u> ? |
| 5. Nẹa ewo hẹ na <u>ewo</u> <u>ahóodẹñ</u> ? | Which one <u>is stronger</u> ? |

New words

| | |
|---------|--|
| kye | to last, endure; divide separate, share |
| ahóodẹñ | strength, (literally 'body hard') |
| nẹa | he who, that which, he whose, where |
| ahé | how much, how many, how long |

Pattern Drill A

- | | |
|--|---------------------------------------|
| 1. Edeñ na wọpè sẹẹ wúdí? | What would you like to eat? |
| 2. Edeñ na wọpè sẹẹ <u>wọhwe</u> ? | What would you like <u>to see</u> ? |
| 3. Edeñ na wọpè sẹẹ <u>wọto</u> ? | What would you like <u>to buy</u> ? |
| 4. Edeñ na wọpè sẹẹ <u>wókẹnkẹñ</u> ? | What would you like <u>to read</u> ? |
| 5. Edeñ na wọpè sẹẹ wọnóm? | What would you like <u>to drink</u> ? |

Pattern Drill B

- | | |
|--|---|
| 1. Měpe sée mǐdí əkwaḍú. | I'd like to eat a banana. |
| 2. Měpe sée <u>měhwé Ghána.</u> <u>Úniversití nǒ.</u> | I'd like <u>to see the University</u> <u>of Ghana.</u> |
| 3. Měpe sée <u>mětó mpabóá.</u> | I'd like <u>to buy some shoes.</u> |
| 4. Měpe sée <u>mǐkǎñ ñhómǎ.</u> | I'd like <u>to read a book.</u> |
| 5. Měpe sée <u>měnmǒm nsá.</u> | I'd like <u>to drink palm wine.</u> |

New words

| | |
|-----------------|---------------------|
| kǎñ | to count, read |
| kěñkǎñ | to read, count |
| əkwaḍú (pl. ñ-) | banana |
| mpabóá (mpábòá) | shoe, pair of shoes |

13. /edɛ́ɛñ/ is a contraction and alternate form of /edɛ́ɛ bɛ́ñ/, 'what thing'. /bɛ́ñ/ is 'what', 'which', 'what kind of'.

14. In statements if /dɪ/ is not followed by the name of some food, it is necessary to say /dɪdɪ/ for clarity and propriety because /mǐdí/ can mean 'I eat' or 'I have sexual relations with'.

15. /áfèl/ may also occur at the end of an utterance, but in response to a question like /Edɛ́ɛñ na óoyɛ?/ you must use /áfèl na/ at the beginning of the response if /áfèl/ is used.

16. Stative verbs like /pɛ/ and /wɔ/ have low tone. Other monosyllabic verbs have high tone in the present tenses.

17. /sɛgaréètɛ/ is //cigarette//.
/ɔsɛram/ is //sram//.

18. For explanation of /ampesíe/ and /fufúo/, see Unit 9.

19. /fɔ̄/ is // fow//.

20. /adéɛ/ does not refer to persons. To compare persons, you must use two nouns, e.g., 'My child is taller than yours', is /Mě bá wáɾɛ sɛ̃n wɔ̄ bá/.

21. /baakó nǒ/ means 'the second one', 'the other one', as opposed to the one previously mentioned.

22. Phrases, like those with /mǔ/, such as /ɔdǎñ yí mǔ/, 'the whole of this room', 'this room's entirety', are nominal phrases and function in a sentence in the same manner as any single-stem or compound noun. In this type of construction, the second noun (which indicates place or location) is always high-toned and never loses its vowel. For example, /mǔ/ is always /mǔ/ after a phrasal compound, but it may be /-m̄/ after a single-stem or compound noun. See also Unit 4, note 17.

Possession in nouns is marked by word order. The first noun is the possessor, the second, the possessed. If the first noun has modifiers other than possessive pronouns, they will occur between the two nouns, e.g., /nǛ dǎñ nǒ bǔɔ̄/, 'his house's price', 'the price of his house', literally 'his structure that one seed'.

23. /ŋǒmǎ/ is // nhoma//. /phǒmǎ/ has a number of plurals: /ŋǒmǎ/, /ahǒmǎ/, /phǒmǎ/. These are dialectal or regional variants.

24. It is VERY IMPORTANT to eat only with the RIGHT hand. The left hand is for toilet functions only. Do not hand another person anything with the left hand. Do not wave at anyone with the left hand.

25. Verbs have secondary tones after /na/. See Unit 18, note 5. Conjunctions which are followed by secondary tones are also followed by /,/. The /,/ is not written in this manual, as in the orthography, since it is predictable.

Unit 7

Basic Dialogue

- A-
- | | |
|--------|----------------|
| kó, ko | to go, go away |
| °sótòò | store |
- 1 Méko °sótòò mú okyēnã. I will go to the store tomorrow.
- B-
- 2 Wòòkótó deḗn? What are you going to buy?
- A-
- | | |
|-----------------|------|
| ḗduḗné (pl. n-) | food |
|-----------------|------|
- 3 Mēekótó ḗduḗné. I'm going to buy food.
- B-
- 4 ḗduḗné bēn na wòòkótó? What kind of food are you going to buy?
- A-
- | | |
|-----------|-------------|
| nsúo, nsú | water |
| enám | meat, flesh |
| nsuomnám | fish |
- 5 Mēekótó nsuomnám I'm going to buy fish.
- B-
- | | |
|-----------------------|--------------------------|
| ehé (pl. e-nóm) | where |
| ofá (fá) (pl. afũafá) | half, piece; other side, |
| | other part |
| tón | to sell |

6 Ehéǎ́ na yetón̄ nsuomám Where do they sell good fish?
pápa?

-A-

°Kíńśwèi

Kingsway super market

7 °Kíńśwèi na etón̄ nám pá. Kingsway sells good fish.

-B-

8 Na nsuomám bọ́ọ yε dēń Is fish expensive?
anáa?

-A-

mmẹrẹ

cheap

9 Daǎbí, nám nǒ bọ́ọ yε mmẹrẹ. No, fish is cheap.

Notes

1. Twɪ (like English) uses /kɔ/ 'go' as an auxiliary verb (1) for an immediate future and (2) to express purpose. For example /Míikodí/ can mean either (1) 'I am going relatively soon to eat' or (2) 'I am going for the purpose of eating'. The first syllable of the verb following /kɔ/ has high tone; the other syllables have the same tone as the present stem. The future /médí/, 'I will eat', is a proximate future. The implication of the proximate future is that the time referred to is more indefinite and/or further in the future than that referred to by an immediate future. Auxiliary /kɔ/ is always in the progressive.

2. /sótó/ is //store//. /ǎguǎdíǎǎ/, 'trading house', is also common. /ǎguǎ/ is 'market', 'market place', /di ǎguǎ/ is 'to trade', 'deal in'.

3. One of the characteristics of Ashanti Twɪ is an /ɛ/ at the end of many words which end in a nasal in other dialects, e.g., /ǎduǎɛ/. Consequently, in printed texts both //aduan// and

// aduane// will occur.

4. A schwa (a sound like the second vowel in English 'sofa') usually occurs between an /m/ and an /n/, as in /nsuomnám/.
5. /ehé/ and /ehéǎ/ can be used interchangeably.
6. /Kíńsweɪ/ is //Kingsway//.
7. Locative nominals like /ehé/ and /ehá/ have a distributive plural. /ehénóm/ means 'whereabouts', /ehánóm/, 'hereabouts', 'in this general vicinity'.
8. /ɔfá/ has an alternate form /efá/.

Pattern Drill A

- | | |
|--|---|
| 1. Méko sɔ́tɔ̀ mú ɔkyéna. | I will go to the store tomorrow. |
| 2. <u>Méɔ́ fufúo</u> ɔkyéǎ. | <u>I will eat fufu</u> tomorrow. |
| 3. <u>Méto ɔ́bɔrɔdɔ</u> ɔkyéǎ. | <u>I will buy bread</u> tomorrow. |
| 4. <u>ɔbéba há</u> ɔkyéǎ. | <u>He will come here</u> tomorrow. |
| 5. <u>ɔbéba há firi Kumáse</u> ɔkyéǎ. | <u>He will come here from Kumase</u> tomorrow. |
| 6. <u>Wobéko Nkɛráń</u> ɔkyéǎ. | <u>They will go to Accra</u> tomorrow. |
| 7. <u>Wobétu áfiri Nkɛráń</u> ɔkyéǎ. | <u>They will leave from Accra</u> tomorrow. |
| 8. <u>Yebétóń yɛn káà nó</u> ɔkyéǎ. | <u>We will sell our car</u> tomorrow. |

Pattern Drill C

- | | |
|---|--|
| 1. Ehéfá na wóoko? | Where are they going? |
| 2. Wookó <u>sótòò mú.</u> | They are going <u>to the store.</u> |
| 3. <u>Wookotó akutú wò</u> <u>sótòò</u> mú. | <u>They are going to buy oranges</u> <u>at the store.</u> |
| 4. Wookotó akutú wò <u>Kíńswèi.</u> | They are going to buy oranges at <u>Kingsway's.</u> |
| 5. <u>Yetón nsuomám pápa.</u> wò <u>Kíńswèi.</u> | <u>They sell good fish at</u> Kingway's. |
| 6. Yetón nsuomám pápa wò <u>Nkeráñ.</u> | They sell good fish at <u>Accra.</u> |
| 7. <u>Mífiri Nkeráñ.</u> | <u>I am from Accra.</u> |
| 8. Mífiri <u>Kumáse.</u> | I am from <u>Kumasi.</u> |
| 9. <u>Métu áfiri Kumáse.</u> | <u>I will move from Kumasi.</u> |
| 10. Métu áfiri <u>há.</u> | I will move from <u>here.</u> |

Pattern Drill D

- | | |
|---|--|
| 1. Měekotó fie wò Koforidua. | I'm going to buy a house at Koforidua. |
| 2. <u>Měekotón</u> fie wò Koforidua. | <u>I'm going to sell</u> a house at Koforidua. |
| 3. Měekotón <u>nsuomám yí.</u> | I'm going to sell <u>these fish.</u> |
| 4. <u>Měekofá</u> nsuomám yí. | <u>I'm going to take</u> these fish. |
| 5. Měekofá <u>ní síká amà nó.</u> | I'm going to take <u>the money to</u> <u>him.</u> |

6. Míikogyá síká nǒ áamá.
nǒ. I'm going to leave the money
for him.
7. Míikogyá nǒ wo fie. I'm going to leave her at
home.
8. ^oMěekoserá nǒ wo fie. I'm to visit him at home.
9. Měekoserá mě papá. I'm going to visit my father.
10. Míikohú mě papá. I'm going to see my father.

New words

| | |
|-------------------|--|
| fa | to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning |
| gyá | to leave, quit, forsake; send away; accompany |
| ^o será | to visit; smear, grease |

Question and Answer Drill A

1. Edeǎn na óokěnkǎn?
Ookǎn nhómǎ áà efá
Ghánà hǒ. What is he reading?
He is reading a book about
Ghana.
2. Edeǎn fufúo na wope?
Wope bɔrɔdɛ fufúo. What kind of fufu do they like?
They like plaintain fufu.
3. Ehéǎ na yetón mpabqá?
Yetón mpabqá wo sǒtòò
mú. Where do they sell shoes?
They sell shoes at the store.

4. Obédi nná ahé?

How long will he be here?

('He will consume days how many?')

Obédi ɔserám wo há.

He will spend a month here.

5. Wópéká ákyèré nǒ sée
mēwo há?

Will you tell him I am here?

Áań, méká ákyèré nǒ
sée wówò há?

Yes, I will tell him you
are here.

New Words

ɔdɛɛ

yam

bɔɔɔdɛɛ

plaintain, 'European yam'

áá

which, that, what, where

Question and Answer Drill B

1. Edeɛń na aduané na wópè dí?

What do you like to eat?

Mēpe akotúdie.

I like to eat oranges.

('I like orange-eating.')

2. Edeɛń na wópè yé?

What do you like to do?

Mēpe siníiko.

I like to go to the movies.

3. Edeɛń na wópè nsánǒm?

What do you like to drink?

Mēpe nsánǒm.

I like to drink palm wine.

11. If a subject has two verbs, both verbs have the negative prefix if the sentence is negative, e.g., /Wómá mfirí Kumásɛ/, 'They won't leave from Kumasi'.
12. The negative of the present progressive is also the negative of the future, e.g., /Mě̀nkó/ corresponds to both 'I am not going' and 'I will not go'. /Mě̀nkó/ is //Merenkɔ//.
13. /sɛrá/ is //sra//.
14. First person plural impersonal often corresponds to English third person plural impersonal, e.g., /Yɛtón/, 'they sell'. Compare Pattern Drill C, sentences 5 and 6.
15. /má/, 'to give', 'cause', when the second verb with a subject often corresponds to an English indirect object or benefactive prepositional phrase, i.e., it translates 'to', 'for', 'on the behalf of', 'for the benefit of'. For example, /Mě̀kofá ní síká áamá nõ/, 'I'm going to take him the money', 'I'm going to take the money to give /it/ to him'.
16. You can only /sɛrá/, 'to visit', a person. You /hwe/, 'to look at', 'observe' a building or place. You can /hũ/, 'to see', 'visit', a person, building, or place.
17. Verbs without objects are often reduplicated for clarity or specification, e.g., /káń/ is 'to read', 'count'; /káń nhómá/ is 'to read a book'; /kě̀nkě̀/ without an object usually means 'to read'. See Question and Answer Drill A, sentence one.
18. An English noun followed by a prepositional phrase corresponds in Twi to a noun plus a subordinate clause, e.g., /nhómá áà efá Ghána hõ/, 'a book about Ghana', 'a book which is about Ghana', literally 'book which takes hold of Ghana's self'.

19. Habitual desires or preferences are expressed by the simple stem following /pɛ/, 'to like'. Stems ending in /-ɪ/ have an alternate form ending in /-ɪe/, e.g., /dɪ ~ die/.

20. In Ghanaian folklore the spider is a wily, crafty fellow who nevertheless often gets the worse of a bargain or situation.

21. Compound nouns are formed in several ways. In some compounds, the first noun has the same tone(s) as in isolation and the second noun has the same tone(s) as when following a possessive pronoun. Compare Unit 6 note 22. In other compounds, the first noun has all low tones and the second the same tone(s) as in isolation, e.g., /nsúom̃ nám/ is /nsuomnám/.

22. /áá/ is //á//.

Unit 8

Basic Dialogue

-A-

yaré

to be ill, sick

sa

to cure

ɔyarɛsáfɔ̀ (pl. a-)

physician

1 ɔyarɛsáfɔ̀ nõ wɔ hó anáa?

Is the doctor in?

-B-

2 Áññ, ɔyarɛsáfɔ̀ nõ wɔ hó.

Yes, the doctor is in.

-C-

amannɛ́ (amánnɛ́)

message, mission

3 Wamánnɛ́?

What's the matter? Why have you
come? ('Your mission?')

-A-

4 Měntɛ́ ápò.

I don't feel well.

-C-

°eyá

pain, ache; grief, distress

5 Wɔ héfá na eyé wɔ °yá?

Where do you hurt? ('Your where
half then is your pain?')

-A-

etí, etírí (pl. ɛ-)

head

6 Mĩ tí yé mẽ yá.

My head hurts.

yám

the insides of the body

7 Mĩ yám nsɔ́ yé mẽ yá.

My stomach hurts too.

-C-

ɛyɛ

to take, receive, accept,
take internally

ɔduru (pl. n-)

medicine

8 ɔGyɪ ɔduru yi.

Take this medicine.

Notes

1. /-fɔɔ/, which is // -fo//, corresponds to English (1) '-er' which forms agent nouns from verbs, e.g., /ɔyarɛsɔ́fɔɔ/, 'diseasecurer', 'physician', and (2) '-er' or '-an' meaning 'the people of', 'the inhabitants of', e.g., /ŋkɛrɔ́fɔɔ/, 'the people of Accra'. /-fɔɔ/ occurs (a) with both the singular and plural of some stems, (b) with only the plural of some stems, having /-ní/ with the singular, and (c) with both the singular and plural, having /-ní/ as an alternate form with the singular. This type of noun has an /ɔ- ~ o-/ prefix in the singular and an /a- ~ ɔ-/ prefix in the plural. Sometimes /n-/ also occurs with the plural. /ɔyarɛsɔ́fɔɔ/, 'doctor', has an alternate form /ɔyarɛsɔ́nɪ/. /ayarɛsɔ́fɔɔ/, 'doctors', has an alternate form /nyarɛsɔ́fɔɔ/. /ɔsɔ́fɔɔ/, 'dancer' and /osɔ́nɪ/, 'warrior', both have the plural /asɔ́fɔɔ/.

2. /ɛyá/ is // ɛyaw//. Ashanti dialect usually has a final vowel where Akuapim dialect has a vowel plus /-w/, as in /ɛyáw/.

3. /Gyɪ ɔduru yi/ is // Gye aduru yi//. Vowel harmony agreement will not be footnoted after this unit. Review vowel harmony rules in Unit 2.

Lexical Drill A

- | | |
|----------------------------------|---------------------------|
| 1. Mĩ tí yé mē yá. | My head hurts. |
| 2. Mĩ <u>yám</u> yé mē yá. | My <u>stomach</u> hurts. |
| 3. Mē <u>nsá</u> yé mē yá. | My <u>hand</u> hurts. |
| 4. Mē <u>nǎñ</u> yé mē yá. | My <u>foot</u> hurts. |
| 5. ^o Mąkyí yé mē yá. | My <u>back</u> hurts. |
| 6. ^o Mąbatí yé mē yá. | My <u>shoulder</u> hurts. |

Pattern Drill A

- | | |
|------------------------|-----------------------------------|
| 1. Wamánnẹ́. | What's your problem? |
| 2. <u>Namánnẹ́</u> . | What's <u>his</u> problem? |
| 3. <u>Móámánnẹ́</u> . | What's <u>your</u> (pl.) problem? |
| 4. <u>Wón</u> amánnẹ́. | What's <u>their</u> problem? |
| 5. <u>Yamánnẹ́</u> . | What's <u>our</u> problem? |

New Words

| | |
|--------------------------------|------------------------------|
| nsá | hand, arm |
| enǎñ | foot, leg |
| ąkyí | the back, rear; back, behind |
| ąbatı, ąbatırı (bátı) (pl. m-) | shoulder |

Pattern Drill B

- | | |
|-------------------------------------|-------------------------------------|
| 1. Měhũ. | I see it. |
| 2. Měhũ <u>nó</u> . | I see <u>him</u> . |
| 3. <u>Měehwẹ́wé</u> nó. | <u>I'm looking for</u> him. |
| 4. Měehwẹ́wé <u>oyarẹ́sáfọ́</u> nó. | I'm looking for <u>the doctor</u> . |
| 5. <u>Kohũ</u> oyarẹ́sáfọ́ nó. | <u>Go see</u> the doctor. |

- | | |
|---|---|
| 6. Kohú nǒ sée' ɔpe biribí ádi. | Go see <u>if he wants some-</u> <u>thing to eat.</u> |
| 7. Bɪsa nǒ sée' ɔpe biribí ádi. | <u>Ask</u> him if he wants some- thing to eat. |
| 8. Bɪsa nǒ sée' nē hēfá' na eye nē yá. | Ask him <u>where he hurts.</u> |
| 9. Hwé sée' nē hēfá' na eye nē yá. | <u>See</u> where he hurts. |
| 10. Hwé sée' ɔpe nhómá átò. | See <u>if he wants to buy a</u> <u>book.</u> |

New word

biribí

something, anything, nothing
(in negative sentences)

Question and Answer Drill A

- | | |
|---|---|
| 1. ɔyareṣáfò' nǒ wɔ há? <u>Daabi</u> , ɔyareṣáfò' nǒ nní há. | Is the doctor in? <u>No</u> , the doctor isn't in. |
| 2. Ehéfá' na ɔyareṣáfò' nǒ wɔ? ɔyareṣáfò' nǒ <u>wɔ</u> <u>ayareṣábèa hó.</u> | Where is the doctor? The doctor <u>is at the</u> <u>hospital.</u> |
| 3. ɔyareṣáfò' nǒ wɔ ɔbqáfò' anáa? <u>Áań</u> , ɔwɔ ɔbqáfò'. | Does the doctor have an assistant? <u>Yes, he has</u> an assistant. |

4. Edeḗn ntí na wúukohũ
dókèta nõ?
Mĩkoghũ dókèta esiãḗ
séé mēyaré. Why are you going to see the
doctor?
I'm going to see the doctor
because I am sick.
5. Wópè séé mēbó wọ páanḗ? Do you want me to give you a
shot? ('You like that I
strike you needle?')
Áḗñ, mēpe séé wọbó mē
páanḗ. Yes, I want you to give me
a shot.
6. Mmọfára nõ °rẹgórọ wọ
sukuùdán nõ mũ?
Daḗbí, wọgórọ wọ
sukuùdán nõ ąkyí. Are the children playing in
the school building?
No, they are playing behind
the school building.
7. Mmọfára nõ rẹgórọ wọ
agóróbẹa hó?
Áḗñ, wọgórọ wọ
agóróbẹa hó? Are the children playing at
the playground?
Yes, they are playing at
the playground.
8. Dyarẹsáfọ nõ rikohũ
abọfára nõ anáa?
Áḗñ, obéhũ nõ. Is the doctor going to see the
child?
Yes, he will see him.
9. Wọ hó tẹ sḗn nné?
Mē hó yé nné sḗn
nnéra. How are you today?
I feel better today than I
did yesterday.
10. Wúbédı nná ahé wọ há?
Médi oseram. How long will you be here?
I will be here a month.

New words

| | |
|-----------------------|---|
| bẹ́á (bẹ́a) (pl. m-) | place; manner |
| ayarẹ́sábẹ́a (pl. ń-) | hospital, clinic, doctor's office |
| bọ́á | to help |
| obọ́áfọ́o (pl. a-) | helper, assistant |
| dókẹ́ta | doctor |
| esiáńẹ̀ | because, on account of |
| bo | to strike, hit, come in contact with; break, destroy; shoot |
| páanẹ́e (pl. m-) | needle |
| bo. . . páanẹ́e | to give a shot of medicine |
| gorọ́, goru | to play |
| agorọ́bẹ́a | place to play, playground |
| ntí | therefore, because |
| edeń́n ntí | why |

Lexical Drill B

- | | |
|--|--|
| 1. Měpe sée' wọ́ na wọ́kǎ kǎà nǎ. | I want YOU to drive the car. |
| 2. Měpe <u>sée' onǎ na okǎ kǎà nǎ.</u> | I want <u>HIM to drive the car.</u> |
| 3. <u>Wope sée' onǎ na okǎ kǎà nǎ.</u> | <u>They want</u> HIM to drive the car. |
| 4. Wope <u>nhómǎkyeréw.</u> | They like <u>to write letters.</u> |
| 5. <u>Yepe nhómǎkyeréw.</u> | <u>We like</u> to write letters. |

- | | |
|---------------------------------|----------------------------------|
| 6. Yɛpɛ <u>káàká</u> . | We like <u>to drive a car</u> . |
| 7. <u>Ɔpɛ</u> <u>káàká</u> . | <u>He likes</u> to drive a car. |
| 8. Ɔpɛ <u>káà áká</u> . | He wants <u>a car to drive</u> . |
| 9. <u>Mɛpɛ</u> <u>káà áká</u> . | <u>I want</u> a car to drive. |
| 10. Mɛpɛ <u>fufúo ádi</u> . | I want <u>some fufu to eat</u> . |

Lexical Drill C

- | | |
|--|---|
| 1. Mĩtumí <u>ká lórɛ</u> . | I am able to drive a car. |
| 2. <u>Mɛ̀ntumí</u> <u>ɲká lórɛ</u> . | <u>I can't</u> drive a car. |
| 3. Mɛ̀ntumí <u>ɲkó nné</u> . | I can't <u>go today</u> . |
| 4. <u>Wóntumí</u> <u>ɲkó nné</u> . | <u>They can't</u> go today. |
| 5. Wóntumí <u>ntɛ wɔ mfí há</u> . | They can't <u>hear you from here</u> . |
| 6. <u>ƆyaréƆɔ</u> <u>nó</u> <u>ntɛ wɔ mfí há</u> . | <u>The patient</u> can't hear you from here. |
| 7. ƆyaréƆɔ <u>nó</u> <u>pɛ biribí ákɛ̀nkáñ</u> . | The patient <u>wants something to read</u> . |
| 8. ^o Ɔbarémá <u>nó</u> <u>pɛ biribí ákɛ̀nkáñ</u> . | <u>The man</u> wants something to read. |
| 9. Ɔbarémá <u>nó</u> <u>béhũ ɔbáa nó ɔkyéna</u> . | The man <u>will see the woman tomorrow</u> . |
| 10. <u>AyaréƆɔ</u> <u>hwéƆɔ</u> <u>nó</u> <u>béhũ ɔbáa nó ɔkyéna</u> . | <u>The nurse</u> will see the woman tomorrow. |

New words

ayaréƆɔ (pl. a-)

patient, sick person, invalid

hwéƆɔ (pl. a-)

caretaker, supervisor

| | |
|------------------------------|---------------|
| ayaréfọ́ọ hwé́fọ́ọ (pl. ñ-) | nurse |
| ɔ́baré́má (pl. m-) | man, male |
| ɔ́báá (pl. m-) | woman, female |

Pattern Drill C

| | |
|----------------------|------------------------|
| 1. Tó | Buy <u>it</u> . |
| 2. Tó <u>ńǒ</u> . | Buy <u>him</u> . |
| 3. Tó <u>enǒ</u> . | Buy <u>that one</u> . |
| 4. Tó <u>bí</u> . | Buy <u>some</u> . |
| 5. Tó má <u>mě</u> . | Buy <u>it for me</u> . |

Pattern Drill D

| | |
|--------------------------|-----------------------------|
| 1. Mípe bí. | I want some. |
| 2. <u>Má mě</u> bí. | <u>Give me</u> some |
| 3. Fa <u>má mě</u> . | Give it <u>to me</u> . |
| 4. Fa <u>enǒ má mě</u> . | Give <u>me that one</u> . |
| 5. <u>Tó</u> enǒ má mě. | <u>Buy</u> that one for me. |

4. Object pronouns have low tone unless emphatic. Singular object pronouns at conversation speed sometimes occur with only their consonant, i.e., /mě, wọ, ńǒ/ may be low-toned verb suffixes /-m̃, -w̃, -ń̃/.

5. /bẹ́á/, 'place', corresponds to English '-ry', place where, e.g., /ayarésábẹ́á/, 'place where curing is done', 'hospital', 'clinic'.

/bẹ́á/, also means manner, as in /nkérábẹ́á/, 'fate', 'destiny',

'manner of death', from /kɛ̀rà/, 'to take leave of', 'bid farewell to'.

6. /gɔ̀rɔ̀/ is usually //goru//. In Akuapim it is /goru/.

7. To make the pronoun subject of a verb emphatic, an emphatic pronoun plus /na/ comes before the verb. The verb still has its pronoun subject prefix, e.g., /ɔ̀nɔ̀ na ɔ̀ká/, 'HE drives'. The emphatic pronouns are:

| | |
|-------|-------|
| mɛ́ | yɛ́ŋ |
| wɔ́ | mɔ́ |
| ɔ̀nɔ́ | wɔ́ŋ |
| ɛ̀nɔ́ | ɛ̀nɔ́ |

If a noun subject is emphatic, it is followed by /na/ and the verb has a pronoun subject prefix, singular or plural corresponding to the emphatic noun.

8. /ayarɛ́fɔ̀ hwɛ́fɔ̀/ also occurs as /ayarɛ̀hwɛ́fɔ̀/.

9. /ɔ̀barɛ́má/ is //ɔ̀barɪma// and is often /ɔ̀baɛ́má/. /ɔ̀barɛ́má/, 'the male of the species', is used to form compound nouns, e.g., /oñũ̀ɔ̀báɛ́má/, 'male sibling', 'brother', and /ɔ̀báɛ́má/, 'male child', 'son'.

10. /ɔ̀báa/ is /ɔ̀bɛ́a/ in Akuapim dialect. /ɔ̀báa/ is also used in compound nouns and means 'the female of the species'. Compare note 9.

Unit 9

Basic Dialogue

-A-

1 ^oWákòdídí anáá? Have you gone to eat yet?

-B-

2 ^oMínnídiìye. I haven't eaten yet.

-A-

3 Ehéfá na yénkodídí? Where shall we go to eat?
 (Where should we go to eat?)

-B-

4 M(ã) yenkó mí fie. Let's go to my house.

-A-

5 Edeḗñ na wópè sèè wúdí nné? What would you like to eat today?

-B-

 nnéra yesterday

6 Mídií ampesíe nnéra. I ate ampesi yesterday.

 entí therefore

7 Entí m(ã) yenni fufúo nné. So let's eat fufu today.

-A-

8 M(ã) yenkó áfèi. Let's go now.

-B-

 yọọ yes, O.K.

9 Yọọ, m(ã) yenkó. O.K., let's go.

Notes

1. The transitive positive past tense is marked by the doubling (or lengthening) of the last vowel, semi-vowel, or nasal, e.g., /hũũ/, 'saw' (from /hũ/), /taáá/, 'chased' (from /taá/), /buéé/, 'opened', 'undid' (from /bué/), /tónn̄n̄/, 'sold' (from /tón̄/), /kyeréw̄w̄/, 'wrote' (from /kyeréw̄/).

The tone of the positive past tense ending is low, and the tone of final stem vowel is high except as given below. (1) Monosyllabic stems have a low stem if followed by an object. (2) Verbs of motion and /hũ/, 'to see', have a low stem vowel with and without a following object. An intransitive suffix /-y/ is added if there is no verb object, and a temporal adverbial suffix /-ε/ also occurs after /-y/. But some verbs never occur without an expressed object. /-yε/ is a freely alternating form of /-y/ for some (especially younger) speakers, but many speakers use /-yε/ only in temporal clauses, e.g., /mēbaay/, 'I came', and /mēbaayε/, 'when I came', are kept distinct by many persons, but other use both forms in either sense. /-y/ is // -e // after lax vowels and /-ɪ/ after tense vowels, e.g., //mēbae//, 'I come', and //mēbaeε//, 'when I came'. (3) See Unit 18, note 5 for past tense secondary tones.

With verbs stems ending in nasals and semivowels, some (especially younger) speakers have a long nasal or semivowel in the intransitive just as in the transitive, but many speakers have /-ey/ and /-eyε/ with this type of stem, e.g., /mētón̄n̄ey/, 'I bought it (or some)', /mētón̄n̄eyε/, 'when I bought it (or some)'. These endings are // -ee // and // -eeε //.

It is often necessary to supply impersonal pronoun objects in English when translating Twi intransitive verbs, such as, 'it', 'one', 'some', 'any', or 'none', e.g., /mētóòy/, 'I bought it', or 'I bought some'.

2. The affirmative perfect tense is marked by a low-tone /a- a- / prefix to the first verb of a subject plus high tone on the first syllable of the verb. Succeeding syllables of the verb

are all high except the last which is low. But in the second person, a contracted form usually occurs, e.g., /wúàkòdìdì/ is replaced by /wákòdìdì/ and is //woakòdìdì//. Contracted forms occur in other persons, but there is no tone change in the first and third persons. In the orthography, the uncontracted form is used except in the first person singular.

| | | | |
|----------------|-------------------------|----------------|-------------------------------------|
| makó //makó// | I have gone | yakó //yeakó// | we have gone |
| wákò //woakó// | you have gone | mákò //moakó// | you have gone |
| wakó //wako// | he, she, it has gone | wakó //wako// | they have gone (Compare note 15) |
| akó //ako// | it has gone | akó //ako// | they have gone |

3. The past negative is the perfect affirmative plus a low-tone nasal before the stem, e.g., /mínnídíyè/, which is //mínnídíyè//. means 'I haven't eaten' and NOT 'I didn't eat.'

The perfect negative is the past affirmative plus a low-tone nasal before the stem, e.g., /maṅkó/ means 'I didn't go', and NOT 'I haven't gone'. The perfect negative has all the transitive and intransitive forms parallel to those of the past affirmative. See note 1.

4. The subjunctive affirmative is marked by a low-tone homorganic nasal prefix plus a high tone on the first syllable of the verb. Succeeding syllables have their simple-stem tones, e.g., /yèṅkòdìdì/, 'we should go eat'.

Pattern Drill A

- | | |
|----------------------|-----------------|
| 1. M(ǎ) yèṅkó. | Let's go. |
| 2. M(ǎ) yènnídì. | Let's eat. |
| 3. M(ǎ) yèṅkó fíe. | Let's go home. |
| 4. M(ǎ) yèṅkó áfèì. | Let's go now. |
| 5. M(ǎ) yèñnyína. | Let's stop. |
| 6. M(ǎ) yèntérá áşẹ. | Let's sit down. |

Pattern Drill B

- | | | |
|-----------------------|-----------------|---------------|
| 1. Mǎ nǒ ṅkó. | Let him go. | Have him go. |
| 2. Mǎ wəṅ ṅkó. | Let them go. | Have them go. |
| 3. Mǎ ɔbaremá nǒ ṅkó. | Let the man go. | |

- | | |
|-------------------------------|--------------------|
| 4. Mǎ <u>ɔbáa nǒ n̄kó.</u> | Let the woman go. |
| 5. Mǎ <u>abɔfára nǒ n̄kó.</u> | Let the child go. |
| 6. Mǎ <u>akwadaá nǒ n̄kó.</u> | Let the infant go. |

Pattern Drill C

- | | |
|--------------------------------------|---------------------|
| 1. ^o Emmá <u>yɛ̀n̄kó.</u> | Let's not go. |
| 2. Emmá <u>yɛ̀nnɪdí.</u> | Let's not eat. |
| 3. Emmá <u>yɛ̀n̄kó fie.</u> | Let's not go home. |
| 4. Emmá <u>yɛ̀n̄kó ɔfèi.</u> | Let's not go now. |
| 5. Emmá <u>yɛ̀n̄nyina.</u> | Let's not stop. |
| 6. Emmá <u>yɛ̀ntɛ̀rǎ ǎsɛ.</u> | Let's not sit down. |

Pattern Drill D

- | | |
|----------------------------------|--------------------------|
| 1. Emmá <u>nǒ n̄kó.</u> | Don't let him go. |
| 2. Emmá <u>wɔn̄ n̄kó.</u> | Don't let them go. |
| 3. Emmá <u>ɔbarɛ̀má nǒ n̄kó.</u> | Don't let the man go. |
| 4. Emmá <u>ɔbáa nǒ n̄kó.</u> | Don't let the woman go. |
| 5. Emmá <u>abɔfára nǒ n̄kó.</u> | Don't let the child go. |
| 6. Emmá <u>akwadaá nǒ n̄kó.</u> | Don't let the infant go. |

New words

gyina

to stop, stand, rest, come to a standing or upright position

^otɛ̀rǎ, tɛ̀nǎ

to sit, live, stay

Pattern Drill E

- | | |
|---|--|
| 1. <u>Měkoo Nkerañ</u> nnéera. | I went to Accra yesterday. |
| 2. <u>Obaa há</u> nnéera. | He came here yesterday. |
| 3. <u>Míhũu nõ</u> nnéera. | I saw him yesterday. |
| 4. <u>Yetoo mpabóá</u> nnéera. | We bought some shoes yesterday. |
| 5. <u>Móhwèhwéè nõ</u> nnéera. | You (pl.) looked for him yesterday. |
| 6. <u>Wótónnì nkókò</u> nnéera. | You sold some chickens yesterday. |
| 7. <u>Womáa mí síká nõ</u> nnéera. | They gave me the money yesterday. |
| 8. <u>Měde biribí beréè wó</u> nnéera. | I brought you something yesterday. |
| 9. <u>Měde nõ baa</u> nnéera. | I brought him yesterday. |
| 10. <u>Měde nõ koo</u> nnéera. | I sent him away yesterday. |

Pattern Drill F

- | | |
|--------------------------------|---|
| 1. <u>Mańkó Nkerañ</u> nnéera. | I didn't go to Accra yesterday. |
| 2. <u>Wamá há</u> nnéera. | He didn't come here yesterday. |
| 3. <u>Máńhũ nõ</u> nnéera. | I didn't see him yesterday. |
| 4. <u>Yantó mpabóá</u> nnéera. | We didn't buy any shoes yesterday. |
| 5. <u>Máńhwèhwé nõ</u> nnéera. | You (pl.) didn't look for him yesterday. |
| 6. <u>Wántón nkókò</u> nnéera. | You didn't sell any chickens yesterday. |

- | | |
|---|---|
| 7. <u>Wammá mí síká nǒ</u> nnéera. | They didn't give me the money yesterday. |
| 8. <u>Mamfá biribí ámmere wɔ</u> nnéera. | I didn't bring you anything yesterday. |
| 9. <u>Mamfá nǒ ámma</u> nnerá. | I didn't bring him yesterday. |
| 10. <u>Mamfá nǒ á̀̀̀ko</u> nnéera. | I didn't send him away yesterday. |

New words

| | |
|----------------|-------------------------------------|
| akókò (pl. ɲ-) | chicken |
| dɛ | to have, own; cause, make, force |
| bɛrɛ | to bring something to a person |
| dɛ...ba | to bring a person |
| dɛ...ko | to send away, cause to go |

Pattern Drill G

- | | |
|--|---|
| 1. Makó sǒtòò mú dedaw. | I have already gone to the store. |
| 2. <u>Makóhũ dókɛta</u> dedaw. | I've already gone to see the doctor. |
| 3. <u>Madí anɔpáaduáne</u> dedaw. | I've already eaten breakfast. |
| 4. <u>Wadí ewímũaduáne</u> dedaw. | He has already eaten lunch. |
| 5. <u>Wadí añwumméreaduáne</u> dedaw. | They have already eaten dinner. |

- | | |
|--|--|
| 6. <u>Wanǎà nám nǒ</u> dedaw. | They have already cooked the meat. |
| 7. <u>Wabá</u> dedaw. | They have already come. |
| 8. <u>Yakóserà okyerekyèrenì</u> <u>nǒ</u> dedaw. | We have already gone to visit the teacher. |
| 9. <u>Wákyèrè nǒ ákyèrèw</u> dedaw. | You have already taught him to write. |
| 10. <u>Mákyèrè mí ofie nǒ</u> dedaw. | You have already shown me the house. |

Pattern Drill H

- | | |
|--|---|
| 1. <u>Měnkóò sǒtòò mú</u> εε. | I haven't gone to the store yet. |
| 2. <u>Měnkóhũ dókèta</u> εε. | I haven't gone to see the doctor yet. |
| 3. <u>Mínniì anopáaduàné</u> εε. | I haven't eaten breakfast yet. |
| 4. <u>Onniì eǔmũaduàné</u> εε. | He hasn't eaten lunch yet. |
| 5. <u>Wonnii añwumméreaduàné</u> εε. | They haven't eaten dinner yet. |
| 6. <u>Wonnǒàà nám nǒ</u> εε. | They haven't cooked the meat yet. |
| 7. <u>Woomáàye</u> . | They haven't come yet. |
| 8. <u>Yenkóserà okyerekyèrenì</u> <u>nǒ</u> εε. | We haven't gone to visit the teacher yet. |

- | | |
|---|--|
| 9. <u>Wɔ̀ŋkyeréè nɔ́ akyeréw</u> εε. | You haven't taught him to read yet. |
| 10. <u>Mɔ̀ŋkyeréè mɛ́ ofié nɔ́</u> εε. | You haven't shown me the house yet. |

New words

| | |
|-----------------------|---|
| anɔpáɔ̀dùɔ̀nɛ́ | breakfast |
| eŵiá, ɔ̀wíá | sunshine; noon, late forenoon, and early afternoon |
| eŵiáɔ̀dùɔ̀nɛ́ | lunch, noon meal |
| ɔ̀ŋwumméɔ̀reɔ̀dùɔ̀nɛ́ | supper, evening meal |

7. /tɛ́rɔ́/ is // tra//.

8. The third person imperative, i.e., the form meaning 'to have someone have someone else do something' is marked by the causative /má/ at the beginning of the sentence and a low-tone nasal prefix on the verb plus a high tone on the last syllable of the verb, e.g., /má nɔ́ ŋkó/, 'Have him go', or 'Let him go'.

9. The negative cohortative is marked by the negative of /má/ plus a high tone on /yé/, a low tone on the nasal prefix, and a high tone on the last syllable of the verb, e.g., /ɛmmá yéŋkó/, 'Let's not go'. /ɛmmá/ is sometimes /mmá/ and is //mma//.

10. /ŋgyiná/ is /ñnyiná/. Compare Unit 3, note 12.

11. Note CAREFULLY that the past negative looks like a perfect positive plus a negative prefix and that the perfect negative looks like a past positive plus a negative prefix.

12. The perfect negative has a low tone on the last syllable and a high on the next to last. Other syllables are the same tone as in the present.

13. /dɛ/ has a suppletive negative /mfá/, which is the negative of /fa/, 'take'. The verb after /mfá/ is in the consecutive form, e.g., /Mamfá biribí ámmɛrɛ wɔ nnɛra/, 'I didn't bring you anything yesterday', 'I didn't take anything to bring to you yesterday'.
14. Vowel harmony does not usually influence more than one vowel across word boundaries or across stem boundaries in a nominal compound where there is more than one stem. For example, the usual form is /anɔpááduáne/; one will seldom hear /anɔpááduáne/.
15. In fast speech it is often impossible to tell the third person plural perfect from the third person singular because the (ɔ- ~ o-) of the plural pronoun may be elided; /woɔdi/ alternates with /wɔdi/, 'they have eaten'. If context does not indicate clearly whether the subject is plural or singular, /wón nɔ/ is used, e.g., /wón nɔ ɔdi/.
16. /aɲwummeduáne/, 'supper' also occurs.
/eɲlɔ mú ɔduáne/, 'lunch', 'noon meal' is also common.
17. The Twi dictionary still uses the symbol 'ɲ'; consequently, words like /aɲwummɛrɛ/, 'evening', and /ɲɔ́/, 'oil', will have to be looked up under //ɲ//. In the dictionary //ɲ// follows //n//. The revised orthography no longer uses this symbol. The glossary at the end of this manual does not use 'ɲ'.
18. /fa/, 'to take' occurs with both a high and a low stem vowel in the simple present, i.e., some speakers say /mɛfa/, others /mɛfá/.

Unit 10

Basic Dialogue

- A-
- 1 Měkoo Nkẹrān nnéra. I went to Accra yesterday.
- B-
- 2 Wọkòyéè deḗn? What did you go to do?
- A-
- ntāmá clothes, Ghanaian dress
- 3 Mětoo ntāmá. I bought some clothes.
- B-
- ńsoso also, else
- 4 Edéé bèn ńsoso na wọyéé? What else did you do?
- A-
- 5 Měkooye sée mĩkohú I went especially to see the
oyarẹsáfọ. doctor.
- sẹ to say
- 6 Oyarẹsáfọ nń sẹ mẹnkoda. The doctor said I should go to
bed.
- 7 Edẹn ntí na wọnkòdaaye? Why haven't you gone to bed?
- séesei until now, as yet, still
- 8 Mĩkó fie séesei. I'm on my way home now.

Notes

1. Verbs of motion have objects. In the sentence /Měkɔɔ Nkɛrãñ/, 'I went to Accra', /Nkɛrãñ/ is the object of the verb /kɔ/.
2. /kɔ/ plus the consecutive form is one way of expressing purpose, e.g., /měkɔɔ áhũ nɔ/, 'I want to see him'. To express emphatic purpose /sěě/ plus another /kɔ/ with a subject is used, e.g., /Měkɔɔyɛ sěě mĩkohũ nɔ/, 'I went purposely to see him'. Note that the first /kɔ/ is intransitive and adverbial. See note 5.
The consecutive form does not occur after the habitual present, but /měkɔɔ kohũũ nɔ/, 'I go to see him (regularly)'.
3. When /sɛ/, 'to say', is used to quote or relate instructions, it is followed by the subjunctive, e.g., /ɔsɛ mɛnkɔ/, 'He said I should go', /ɔsɛ mɛñkɔ/, 'He said I shouldn't go'.
4. /sěěsɛi/ indicates that the verb refers to a particular time segment. With the present or simple verb, it means 'right now', or 'in the act of', e.g., /Mĩkɔ fĩe sěěsɛi/, 'I am in the act of going home right now'.

Grammatical Drill A

Change to past positive.

- | | |
|------------|-----------|
| 1. Yekɔ. | Yekɔɔy. |
| 2. Ohũ. | Ohũuy. |
| 3. Mĩdĩdĩ. | Mĩdĩdĩy. |
| 4. Wɔyɛ. | Wɔyɛɛ. |
| 5. Wɔtɔñ. | Wɔtɔñɛ. |
| 6. Mũbisá. | Mũbisáay. |
| 7. Oba. | Obaay. |
| 8. Měhwé. | Měhwɛɛ. |
| 9. Mětɔ. | Mětɔɔy. |

| | |
|-------------|-----------|
| 10. Wónǎá. | Wónǎaày. |
| 11. Yefá | Yefaay. |
| 12. Oyeréw. | Okyeréwè. |
| 13. Wódà. | Wódaày. |
| 14. Woká. | Wokáay. |
| 15. Osúá. | Osúaày. |
| 16. Mēnóm. | Mēnómẹẹ. |
| 17. Wokohú. | Wokohúy. |
| 18. Mógyẹ. | Mógyẹẹ. |
| 19. Oféré. | Oféréè. |
| 20. Omá. | Omáay. |

Grammatical Drill B

Change to past positive.

| | |
|-----------------------|-------------------------------|
| 1. Mēsérá mē papá. | I visit my father. |
| Mēséráà mē papá. | I visited my father. |
| 2. Ohú mē. | He sees me. |
| Ohúu mē. | He saw me. |
| 3. Obá behú mē. | He comes to see me. |
| Obaa behúu mē. | He came to see me. |
| 4. Obá sée' obehú mē. | He comes purposely to see me. |
| Obaaye sée' obehú mē. | He came purposely to see me. |
| 5. Mětón ntámá. | I sell clothes. |
| Mětónnì ntámá. | I sold clothes. |
| 6. Mībisa nǎ. | I ask him. |
| Mībisáà nǎ. | I asked him. |

- | | |
|------------------------|---------------------------|
| 7. Ọtọ ẹkutú. | He buys oranges. |
| Ọtọ ẹkutú. | He bought oranges. |
| 8. Mědẹ ẹkutú bẹrẹ nǎ. | I bring him an orange. |
| Mẹdẹ ẹkutú bẹrẹ̀ nǎ. | I brought him an orange. |
| 9. Wúbùé ọhómǎ nǎ. | You open the book. |
| Wúbùéè ọhómǎ nǎ. | You opened the book. |
| 10. Ọbá ẹbegyẹ ọhómǎ. | He comes to get the book. |
| Ọbaaye begyẹ̀ ọhómǎ. | He came to get the book. |

Lexical Drill A

- | | |
|--|--|
| 1. Měkọọ Nkẹrǎn nnẹra. | I went to Accra yesterday. |
| 2. <u>Mětọọ káà fọfọrọ wọ</u> Nkẹrǎn nnẹra. | I bought a new car at Accra yesterday. |
| 3. Mětọọ káà fọfọrọ <u>mǎa</u> <u>mě yẹrẹ.</u> | I bought a new car for my wife. |
| 4. <u>Matọ káà fọfọrọ</u> ámǎ mế yẹrẹ. | I have bought another car for my wife. |
| 5. Matọ <u>káà mǎfírí nế</u> <u>ńkyěń.</u> | I have bought a car from him. |
| 6. <u>Watọ káà ẹfírí nế</u> <u>ńkyěń.</u> | She has bought a car from him. |
| 7. <u>Wabá sẹẹ ọbetọ káà</u> <u>ẹfírí nế ńkyěń.</u> | She has come purposely to buy a car from him. |
| 8. Wabá sẹẹ ọbetọ <u>ntamá</u> <u>ámǎ nế bá.</u> | She has come especially to buy clothes for her child. |

9. Éèbià obéto ntāmá áà
nē bá. She may buy clothes for her
child.
10. Éèbià obéto akōññúá
fíe. Maybe she will buy some chairs
for the house.

New words

fófóro

new, another

ñkyēñ

side; from, apart, by, near

éèbià

perhaps, maybe

Lexical Drill B

1. Mētón mē kóòkóò mǎ nǒ. I sell my cocoa to him.
2. Mēetón mē kóòkóò áà nǒ. I'm selling my cocoa to him.
3. Mēetón mǐ fíe áà ewo
Ñkerán nǒ. I'm selling my house at Accra.
4. Mēekoséraà mǐ núa nǒ áà
owo Ñkerán nǒ. I visited my brother who is at
Accra.
5. Mēekoséraà mǐ núa nǒ
mmér(ẹ) áà ná mēwo
Ñkerán. I visited my brother when I
was in Accra.
6. Míkohúù dókèta nǒ mmér(ẹ)
áà ná mēwo Ñkerán nǒ. I went to see the doctor when
I was in Accra.
7. Míkohúù dókèta nǒ
és(1)àṅẹ sèé ná
mēyaré. I went to see the doctor
because I was sick.

- | | |
|--|---|
| 7. Kofí <u>áhwèhwé wọ dá mú</u> <u>yí ñyĩnáã.</u> | Kofi has been looking for you all day. |
| 8. <u>Ámma áhwèhwé wọ dá mú</u> <u>yí ñyĩnáã.</u> | Amma has been looking for you all day. |
| 9. <u>Ámma sũáà Bọrọfọká wọ</u> <u>Ghana.</u> | Amma studied English in Ghana. |
| 10. <u>Èdèè nті na wúsũáà</u> <u>Bọrọfọká wọ Ghána.</u> | Why did you study English in Ghana? |

Lexical Drill D

- | | |
|---|---|
| 1. <u>Dyareşáfọọ nõ sẹ</u> <u>ménkoda.</u> | The doctor said I should go to bed. |
| 2. <u>Dyareşáfọọ nõ sẹ</u> <u>ese sèè ofá ádùru yí.</u> | The doctor said it is necessary for him to take this medicine. |
| 3. <u>Dyarehwéfọọ nõ sẹ</u> <u>ese sèè ofá ádùru yí.</u> | The nurse said he has to take this medicine. |
| 4. <u>Dyarehwéfọọ nõ sẹ</u> <u>ómfa ádùru yí.</u> | The doctor said he should take this medicine. |
| 5. <u>Nè bọàfọọ nõ sẹ ómfa</u> <u>ádùru yí.</u> | His assistant said he should take the medicine. |
| 6. <u>Nè bọàfọọ nõ baa behùù</u> <u>nõ.</u> | His assistant came to see him. |
| 7. <u>Akyerekyèrèfọọ nõ baa</u> <u>behùù nõ.</u> | The teachers came to see him. |
| 8. <u>Akyerekyèrèfọọ nõ baaye</u> <u>sèè wobehù nõ.</u> | The teachers were here pur- posely to see him. |

9. Mě papá baaye sée' obehú nõ. My father came especially to see him.
10. Mě papá firi Amèrèka ábà, na owo Kumáse. My father is back from America and he is at Kumasi.
11. Mí núàbaremà nõ firi Amèrèka ábà na owo Kumáse. My brother is back from America and he is at Kumasi.
12. Mí núàbaremà nõ firi Amèrèka ábà, na owo Kumáse séisei. My brother has already come back from America and he is (living) at Kumasi now.

5. /bɛ- ~ be-/, 'come in order to', 'come for', is used to form compound verbs, e.g., /mɛ̀bɛgyɛ́/, 'I come to get'. /bɛ-/ expressing purpose has a low tone unless preceded by a perfect prefix /a-/, then it has high tone. /bɛ́-/ indicating future is always high and is followed by a high.

/ba/, 'come' may precede a compound verb beginning with the /bɛ-/ of purpose, e.g., /ɔbá behú mɛ́/, 'He comes to see me'. If /sɛ́ɛ́/ occurs between /ba/ and /bɛ-/, the verb with /bɛ-/ also has a subject and the meaning is emphatic, e.g., /ɔbaaye sɛ́ɛ́ obehú mɛ́/, 'He comes purposely or especially to see me'. Compare note 2.

/bɛ- ~ be-/ also is used to express ingressive aspect, i.e., 'about to', e.g., /mɛ̀libedíɔ́/, 'I am about to eat'. Ingressive /bɛ- ~ be-/ occurs only with the progressive form of the verb. /bɛ- ~ be-/ expressing purpose occurs with the habitual or simple form of the verb.

/bɛ-/ is usually //be//, e.g., /mɛ̀bɛgyɛ́/ is //mebegye//.

6. /kɔ/ also means, 'to go with', 'match', 'suit', as /Éèbià obéto akoŋguá ákò fie/, 'Maybe she will buy some chairs to go with the house', i.e., chairs which will go well with the furnishings already in the house.

7. In a sentence like that in Lexical Drill A, sentence 5, where there is an object after the first verb, the consecutive form has a high tone prefix and may also have a first person singular pronoun prefix. See also Unit 5, note 4.

8. /éèbià/ is //ébia//. //éèbià//, 'perhaps', 'maybe', also corresponds to English 'may', e.g., /éèbià obéto/, translates 'Maybe she will buy' or 'She may buy'.

9. Stative verbs, i.e., verbs which refer to a state or condition, are usually not inflected for tense. A number of suppletive forms or periphrastic constructions are employed. Compare Unit 5, note 13.

Past time may be indicated in a stative verb by putting /ná/ at the beginning of the sentence or immediately after the conjunction if the stative verb occurs with other than the first grammatical subject of the sentence. If past time is clear from context /ná/ does not always occur. See Lexical Drill B, sentences 5, 6, 7, and 8 for examples of the stative verbs /wɔ/ and /yarɛ/. See also Unit 11, note 10.

/ná/ is also used with the progressive aspect to indicate both past and future. Context has to tell whether /ná mēekotó/ is 'I was going to buy' or 'I will be going to buy'.

/ná/ occur at the beginning of a sentence before any simple present verb and means 'used to'.

10. /Amɛrɛka/ is //Amerika//.

Unit 11

Basic Dialogue

-A-

wọ
 Èhèfá na yewọ̀ọ̀ wọ?

to beget, give birth to
 Where were you born?

-B-

Yewọ̀ọ̀ mē wo Kumásẹ.

I was born at Kumase.

-A-

afẹ́ (pl. mfíe)
 ahè
 Mfíe ahè na wáḍí?

year
 how many, how much
 How old are you? ('Years how
 many then you have used up?')

-B-

àduasá
 Madí mfíe àduasá.

thirty
 I'm thirty years old.

-A-

àdwùma (àdwùma) (pl.
 ññwùma)
 Èdẹ̀ḗñ àdwùma na wọ́yẹ?

work, occupation
 What's your occupation? ('What
 kind work then you do?')

-B-

abáñ (ábáñ) (pl. m-)
 Měyé abáñ àdwùma.

a large or strong building,
 the government
 I work for the government.

-A-

- | | | |
|---|-------------------|--------------------|
| | tɛ | to live, dwell |
| 7 | Ehɛ́fá na wɔ́tɛ̀? | Where do you live? |

-B-

- | | | |
|---|----------------|-------------------|
| 8 | Mɛ̀tɛ Tamalɛ̀. | I live at Tamale. |
|---|----------------|-------------------|

Grammatical Drill A

Change to perfect positive.

- | | | |
|-----|-------------|-------------|
| 1. | Yekó. | Yakó. |
| 2. | Ohú. | Wahú. |
| 3. | Mídídí. | Mɔ́dídí. |
| 4. | Wɔ́yɛ. | Wáyɛ̀. |
| 5. | Wɔ́tɔ̀n̄. | watɔ̀n̄ |
| 6. | Múbisá. | Mɔ́bisá. |
| 7. | Oba. | Wabá. |
| 8. | Mɛ̀hwé. | Mahwé. |
| 9. | Mɛ̀tɔ́. | Matɔ́. |
| 10. | Wɔ́nɔ́á. | Wanɔ́a |
| 11. | Yefá. | Yafá. |
| 12. | ɔ́kyɛ̀rɛ̀w. | Wakyɛ̀rɛ̀w. |
| 13. | Wɔ́dà. | Wáda. |
| 14. | Wɔ́ká. | Waká |
| 15. | Osṹá. | Wɔ́sṹá. |
| 16. | Mɛ̀nóm. | Manóm. |
| 17. | Wúkòhũ | Wákòhũ |

- | | |
|-------------|----------|
| 18. Móggyè. | Mágyè |
| 19. Ɔfɛrɛ́. | Wafɛ̀rɛ. |
| 20. Ɔmá. | Wamá. |

Question and Answer Drill A

- | | |
|---------------------------------------|--------------------------------|
| 1. Dá bɛ̀n na wɔwɔ̀ wɔ? | What day were you born? |
| Wɔwɔ̀ mɛ́ <u>Efíeda</u> . | I was born on Friday. |
| 2. Ehé́fá na wɔ̀tɛ̀ áfèi? | Where are you living now? |
| Mɛ̀tɛ̀ <u>Tamale</u> áfèi. | I'm living at Tamale now. |
| 3. Edéɛ̀n ntí wɔ̀kɔ̀ kohúu dɔ̀kɛ̀ta? | Why did you go see the doctor? |
| Mɛ̀kɔ̀ kohúu dɔ̀kɛ̀ta | I went to see the doctor |
| <u>esiá̀nè sɛ̀é ná</u> | because I was sick. |
| <u>mɛ̀yaré.</u> | |
| 4. Edéɛ̀n ntí wɔ̀sáñ báayè? | Why did you come back? |
| Mɛ̀sáñ báayè <u>sɛ̀é</u> | I came back to see you. |
| <u>míibehú wɔ̀.</u> | |
| 5. Ehé́fá na yewɔ̀ wɔ? | Where were you born? |
| Yewɔ̀ mɛ́ <u>wo Kumáse</u> | I was born at Kumase |
| <u>ayaresábɛ̀a.</u> | hospital. |
| 6. Ehé́fá na yewɔ̀ nɔ́? | Where was he born? |
| Yewɔ̀ nɔ́ <u>wɔ̀</u> | He was born at the hospital |
| <u>ayaresábɛ̀a áà ewo</u> | in Kumase. |
| <u>Kumáse.</u> | |

- | | |
|--|--|
| 7. Mfíe áhè na wọ bá ọdí? Mè bá ọdí <u>afé</u> . | How old is your child? My child is a year old. |
| 8. Ehéfá na wọye ọdwúma? Mèyè ọdwúma <u>wọ</u> <u>Tàkòradí</u> . | Where do you work? I work at Takoradi. |
| 9. Wọyeè ọdwúma mǎanǎ? <u>Àǎñ</u> , mèyèè ọdwúma mǎa nǎ. | Did you use to work for him? Yes, I used to work for him. |
| 10. Mfíe ahé wádì wọ há? <u>Mádí afé</u> wọ há. | How long have you been here? I have been here a year. |

Lexical Drill A

- | | |
|---|--------------------------------------|
| 1. Ná mē nǎñ ye mē yá nnéera. | My leg hurt yesterday. |
| 2. <u>Opíràà nē nǎñ</u> nnéera. | He hurt his leg yesterday. |
| 3. Opíràà nē nǎñ <u>ansá</u> na <u>mībedú hó</u> . | He hurt his leg before I arrived. |
| 4. <u>Ná ọwọ hó</u> ansá na mībedú hó. | He was there before I arrived. |
| 5. <u>Míním sée</u> ná ọwọ hó. | I know that he was there. |
| 6. Míním sée <u>ọwọ hó</u> . | I know he is there. |
| 7. <u>Ọsé</u> ọwọ hó. | He said he was there. |
| 8. Ọsé <u>wọwọ hó</u> . | He said they were there. |
| 9. <u>Ná míním</u> sée wọwọ hó. | I know they were there. |
| 10. Ná míním sée <u>ọwọ hó</u> . | I know he was there. |

New words

| | |
|----------|----------------------------|
| pirá | to injure, be injured |
| ansá | first, at first, meanwhile |
| ansá na | before (in time) |
| du, duru | to descend, arrive |

Pattern Drill A

| | |
|----------------------|---------------------------|
| 1. Mądídi áwìe. | I have finished eating. |
| 2. Makéńkǎń áwìe. | I have finished reading. |
| 3. Makyérew áwìe. | I have finished writing. |
| 4. Mayé ádwuma áwìe. | I have finished working. |
| 5. Masúá ádè áwìe. | I have finished studying. |

Pattern Drill B

| | |
|--------------------|---------------------------|
| 1. Mąwíè ądídí. | I have finished eating |
| 2. Mąwíè akéńkǎń. | I have finished reading. |
| 3. Mąwíè akyeréw. | I have finished writing. |
| 4. Mąwíè ądwúmaye. | I have finished working. |
| 5. Mąwíè ądesúá. | I have finished studying. |

Pattern Drill C

| | |
|---------------------------|------------------------------|
| 1. Ọsé <u>mém</u> para. | He said I should come. |
| 2. Ọsé <u>mém</u> ma. | He said I shouldn't come. |
| 3. Ọsé <u>mén</u> to bí. | He said I should buy some. |
| 4. Ọsé <u>mén</u> ntó bí. | He said I shouldn't buy any. |
| 5. Ọsé <u>mén</u> ko fie. | He said I should go home. |

- | | |
|--------------------------|---------------------------------|
| 6. Osé <u>mɛnkó fíe.</u> | He said I shouldn't go home. |
| 7. Osé <u>mɛnsúá.</u> | He said I should learn it. |
| 8. Osé <u>mɛnsúá.</u> | He said I shouldn't learn it. |
| 9. Osé <u>mɛnkoda.</u> | He said I should go to bed. |
| 10. Osé <u>mɛnkodá.</u> | He said I should not go to bed. |

Question and Answer Drill B

- | | |
|--|-------------------------------------|
| 1. Bɛrɛ ɔ̀dù? | Is it time? |
| <u>Daabi, bɛrɛ nnúuyɛ.</u> | No, it isn't time yet. |
| 2. Ná wɔ̀yɛ sukuúuní wɔ Ghána? | Were you a student in Ghana? |
| <u>Daabi, ná mɛñyé</u> sukuúuní wɔ Ghána. | No, I wasn't a student in Ghana. |
| 3. Mfíe ahé na wátɛná há? | How long have you lived here? |
| Matɛná há <u>firi</u> <u>mmɛr(ɛ) áá yewɔɔ mɛ.</u> | I have lived here since I was born. |
| 4. Ehé na ná wɔ̀wò Ghána? | Where were you in Ghana? |
| Ná mɛwɔ <u>Nsawam.</u> | I was at Nsawam. |
| 5. Mmɛrɛ bɛn na ná wɔ̀wò Kumáse? | When were you in Kumasi? |
| Ná mɛwɔ Kumáse <u>Kwasiéda.</u> | I was in Kumasi Sunday. |
| 6. Ehé na wɔtɛ? | Where do they live? |
| <u>Ehá na wɔtɛ.</u> | Here /is where/ they live. |
| 7. Wáwíè ɔ̀dwúmayɛ? | Have you finished working? |
| <u>Mfibeñié ɔ̀dwúmayɛ.</u> | I am about to finish working. |

8. Ehéřá na ɔtɛ áfèi? Where does he live now?
Fie yí mú na ɔtɛ áfèi. This is the house where he
lives now.
9. Héna na ábúe báègɛ nǒ? Who has opened the bag?
Mínním nea obuée báègɛ I don't know who opened the
nǒ. bag.
10. Mmèřɛ bèn na ɔteráà há? When did he live here?
ɔteráà há nɛ He lived here during his
mmořáraasɛ. childhood.

New words

| | |
|------------------|----------------------|
| ehéřa (pl. -nǒm) | who, whom, whose |
| báègɛ | bag, sack, briefcase |
| mmořáraasɛ | childhood |

Notes

1. One of the names which every Akan child receives corresponds to the name of the day of the week he was born on.

| | Day | Male | Female |
|-----------|----------|---------|--------|
| Sunday | Kwásíeda | Kwásí | Àkósua |
| Monday | Dwòòda | Kwadwò | Adwòà |
| Tuesday | Bɛnada | Kwabɛná | Ábɛnaa |
| Wednesday | Wúkuoda | Kwákú | Àkúà |
| Thursday | Yáwòda | Yaw | Yaá |
| Friday | Fíeda | Kofí | Afúà |
| Saturday | Mémɛnɛda | Kwámɛ | Ámma |

2. The third person plural is also sometimes used with a passive meaning, e.g., /wɔwɔɔ mə/, 'I was born', literally, 'they bore me'. Compare Unit 5, note 8 and Unit 7, note 14.
3. /ɔwɔ ayaɾɛsábɛ̀a áà ɛwɔ Nkɛrãñ/, 'He is at the hospital in Accra' must have the relative pronoun /áà/ and a subject with the second /wɔ/. Speakers of English often make the error of omitting /áà ɛ-/ . Question and Answer Drill A, sentence 6.
4. Clauses beginning with conjunctions usually occur after another clause. If a clause beginning with a conjunction occurs first in a sentence, then it has slightly more emphasis.
5. /Ná mĩnĩm séé' ɔwɔ hó/ is either 'I know or knew he was there'. (Lexical Drill A, sentence 10.)
6. In Pattern Drill A, the perfect followed by the consecutive of /wĩé/, 'finish' is used to express completion, e.g., /Mɛdídí áwĩé/, 'I have finished eating', literally 'I have eaten to finish'. In Pattern Drill B, the perfect of /wĩé/ followed by verbal noun is used to express completion, e.g., /Mɛwĩé ɛdídí/, 'I have finished eating'.

Verbal nouns are marked by a low-tone /a- ~ a-/ prefix to the verb stem which has the same tones as the simple present. There are also compound verbal nouns, which are composed of a noun plus a verb, e.g., /ɛdwĩmayɛ/, 'working', literally 'work-doing'. In compound verbal nouns, there is no /a- ~ a-/ prefix unless the noun of the compound has this prefix in isolation. Compare the examples in Unit 7, Question and Answer Drill B.

Immediate past is expressed by adding /séései/ or /séései áà/ to these constructions, e.g., /Mɛwĩé ɛdídí séései/, 'I have just eaten', or /Mɛwĩé ɛdídí séései áà/, 'I have eaten just now'. If /áà/ occurs, the time elapsed between the completion of the action and the present is even less than that when /séései/ alone is used.

7. Indirect quotation of commands is expressed by the subjunctive if the command is positive; but if the command is negative, the present negative is used in the first and third persons and the imperative negative in the second person, e.g., /ɔsɛ́ mɛ̀n̄kó/, 'He said I shouldn't go', /ɔsɛ́ ɛ̀n̄kó/, 'He said you shouldn't go', /ɔse ɔ̀n̄kó/, 'He said he shouldn't go'. See Pattern Drill C.

8. /tɛ́/, 'to be sitting', 'to be dwelling or living', 'to exist', is a stative verb and occurs only in the present or simple stem and with /ná/.

/tɛ́n̄á/, /tɛ́r̄á/, 'to sit down', 'come to a sitting position', 'live', 'stay', 'remain' is usually employed if a starting or ending point is indicated.

Compare sentence 3 and 6 of Question and Answer Drill B. Sentence 6 employs /tɛ́/ to refer to an existing condition with no reference to beginning or end; but sentence 3 uses /tɛ́n̄á/ to refer to a specific period, viz., from the time you began to live here until the present. /tɛ́n̄á/ also is used to describe temporary location, i.e., 'to remain', 'stay', and conditions which do not obtain at the present, e.g., 'used to live', 'will sit'. See also Question and Answer Drill B, sentence 10.

9. If there is an emphatic word or phrase followed by /na/ at the beginning of the sentence, /ná/ indicating past tense and/or emphasis for the verb comes after /na/ and not initially as is the usual case. See Question and Answer Drill B, sentences 4 and 5.

10. In Twi, as in English, initial position in the sentence is the position of prominence. Any element which is to be emphasized can be moved to the beginning of the sentence and /na/ placed after it to give it prominence. Compare /wɔtɛ́ há/, 'They live here', and /ɛ́há na wɔtɛ́/, 'Here /is where/ they live'; in the second example here is emphasized.

11. /ehéna/ is an interrogative personal pronoun, and it is only used to ask questions. /nəa/ is a relative pronoun or conjunction meaning, 'the one who', 'the one that', 'he who', 'he whose', 'where', and is used to introduce relative clauses. Compare the question and answer of Question and Answer Drill B, sentence 9. See also Unit 6, Lexical Drill F.

12. /asə/ when the last element of a nominal compound also means 'the time of or during', e.g., /mmɔ́fáraasè/, 'childhood', 'the time when a child'.

13. Most nouns with a low prefix and a high first stem vowel have a high prefix and low stem vowel when occurring after a high tone verb, e.g., /ɔyé ádùma/, 'He works'.

Unit 12

Basic Dialogue

-A-

- | | | |
|---|----------|------------------|
| | bə | to hit, strike |
| 1 | Abó sěń? | What time is it? |

-B-

- | | | |
|---|---------------------|--------------------|
| | ɔdɔŋ (nɔŋ) (pl. n-) | bell |
| | nsĩǎ | six |
| 2 | Abó nnón nsĩǎ. | It is six o'clock. |

-A-

- | | | |
|---|-----------------------------|--------------------|
| | ey(é) áà | usually |
| 3 | Ey(é) áà bẹrẹ bẹn n(a) ɔbá? | When does he come? |

-B-

- | | | |
|---|---|--------------------------|
| | dáa | always |
| | pa | to pass by, move along |
| | mẹnẹtẹ, mẹrẹtẹ (pl. m-) | minute |
| | ɔduonu | twenty |
| 4 | ɔbá dáa nnón nsĩǎ ápà hǔ mmẹrẹtẹ ɔduonũ. | He always comes at 6:20. |

-A-

- | | | |
|---|---|----------------------------|
| | gyina | to stand still, stop, halt |
| 5 | Edeń nті na ey(ε) áà emǎ ogyiná wə há? | Why does he stop here? |

- B-
- 6 Ogyiná wə há didí. He stops here and eats.
- A-
- 7 Odí mmér(ə) áhě? How long does he stay?
- B-
- 8 Odí béye mmérètẹ́ dúnńúm He stays about fifteen minutes.

Notes

1. In a number of words /n/ alternates with /r/ between vowels, as in /mẹ̀nẹ̀tẹ́/ or /mẹ̀rẹ̀tẹ́/ and /tẹ̀nńá/ or /tẹ̀rńá/.
2. Another common word for 'minute' is /simmá/. /mẹ̀nẹ̀tẹ́/ is //minítı//.
3. /gyına/ is not followed by the consecutive form, e.g., /Ogyına wə há didí/, 'He stops here and eats'.
4. One of the meanings of /yε/, 'to be', is 'to amount to', 'come to', 'total to', e.g., /wəyε dú/, 'There are ten of them'. Though /yε/ is a stative verb, it does have a future form, which has a specialized meaning of 'about', 'approximately', e.g., /wəbéyε dú/, 'There are about ten of them'; however, if a price is quoted, /béyε/ does not mean 'approximately', but 'the total is'.

Lexical Drill A

| | |
|-----------------|---|
| baakó, bíkó | 1 |
| mmienú, ąbień | 2 |
| mmiensá, abiesá | 3 |
| ennán | 4 |
| enúm | 5 |

| | |
|--------------|----|
| ensĩá | 6 |
| ensóŋ | 7 |
| enwòtwé | 8 |
| °enkqróŋ | 9 |
| edú | 10 |
| dúbàakó | 11 |
| dúmienu | 12 |
| dúmiensá | 13 |
| dúnnáñ | 14 |
| dúnnúm | 15 |
| dúnsíá | 16 |
| dúnsóŋ | 17 |
| dúnwòtwé | 18 |
| dúnkqróŋ | 19 |
| áduonũ | 20 |
| °áduonúbàakó | 21 |
| áduonúmienu | 22 |
| áduonúmiensá | 23 |
| áduonúnáñ | 24 |
| áduonúnúm | 25 |
| áduonúnsíá | 26 |
| áduonúnsóŋ | 27 |
| áduonúnwòtwé | 28 |
| áduonúnkqróŋ | 29 |
| áduasá | 30 |
| áduanáñ | 40 |

| | |
|---------------|------|
| aduonũm | 50 |
| aduosiã | 60 |
| aduosõn | 70 |
| aduowótwe | 80 |
| aduokorõn | 90 |
| oha | 100 |
| ohá nê baakõ | 101 |
| ohá nê dù | 110 |
| ahaanũ | 200 |
| apém (pl. m-) | 1000 |

Pattern Drill A

Read the numbers horizontally.

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| a. | 18 | 80 | 28 | b. | 40 | 50 | 4 | 5 |
| | 17 | 70 | 27 | | 14 | 15 | 45 | 54 |
| | 16 | 60 | 26 | | 60 | 70 | 6 | 7 |
| | 15 | 50 | 25 | | 16 | 17 | 67 | 76 |
| | 14 | 40 | 24 | | 20 | 30 | 2 | 3 |
| c. | 19 | 90 | 29 | d. | 36 | 63 | 33 | 66 |
| | 16 | 15 | 13 | | 25 | 52 | 22 | 55 |
| | 20 | 50 | 40 | | 67 | 76 | 77 | 66 |
| | 25 | 22 | 27 | | 19 | 99 | 9 | 11 |
| | 38 | 68 | 18 | | 8 | 88 | 38 | 78 |

| | | | | | | | |
|----|-----|-----|-----|----|------|------|------|
| e. | 200 | 102 | 202 | f. | 200 | 300 | 400 |
| | 600 | 604 | 640 | | 1500 | 1600 | 1700 |
| | 317 | 307 | 371 | | 1808 | 1919 | 2000 |
| | 869 | 879 | 829 | | 1962 | 2116 | 2473 |
| | 403 | 402 | 430 | | 7847 | 5353 | 4962 |

Lexical Drill B

1. Baakó (é)né baakó ye mmienú. 1 and 1 is 2
2. Mmienú né mmienú ye nnáñ. 2 and 2 is 4
3. Mmiensá né mmiensá ye nsíá. 3 and 3 is 6
4. Ennáñ né nnáñ ye ɲwotwé. 4 and 4 is 8
5. Enúm né enúm ye dú. 5 and 5 is 10
6. Ensíá né nsíá ye dúmienú. 6 and 6 is 12
7. Ensón né nsón ye dúnáñ. 7 and 7 is 14
8. Enwotwé né ɲwotwé ye dúnsíá. 8 and 8 is 16
9. Enkórón né nkórón ye dúɲwótwe. 9 and 9 is 18
10. Edu né dú ye ɶduonu. 10 and 10 is 20

Lexical Drill C

1. Wóyì mmiensá firí ensíá mú áà, 6 minus 3 is 3
eká mmiensá. ('When three is
from six's whole, it remains
three.')
2. Wóyì dú firí ɶduasá mú áà, 30 minus 10 is 20
eká ɶduonu.
3. Wóyì nnáñ firí enkórón mú áà, 9 minus 4 is 5
eká enúm.

4. Wóyì ɲwɔtwé fɪrɪ dʊmɪɛnũ mú áà, 12 minus 8 is 4
eká ennáñ.
5. Wóyì nsɪá fɪrɪ dʊnsɔŋ mú áà, 17 minus 6 is 11
eká dúbàakó.
6. Wóyì dúnũm fɪrɪ ɔduonũ mú áà, 20 minus 15 is 5
eká enũm.
7. Wóyì ɲwɔtwé fɪrɪ ɔduonũnãñ mú 24 minus 8 is 16
áà, eká dʊnsɪá.
8. Wóyì ɔduosɪá fɪrɪ ɔduosɔŋ mú áà, 70 minus 60 is 10
eká edú.
9. Wóyì ɔduanãnnãñ fɪrɪ dúbàakó mú 44 minus 11 is 33
áà, eká ɔduasãmiensã.
10. Wóyì ɔduosɪáɲwɔtwé fɪrɪ ɔduosɔŋ 70 minus 68 is 2
mú áà, eká mmɪɛnũ.

New words

/(Sɛ)....áà/

See note 7.

ka

to remain, be left

Question and Answer Drill A

1. Mfíe áhè ní áà wɔbetɛrãa How many years has it been
há? since you lived here?
Mfíe dú ní áà mɛbɛterãa It has been ten years
há. since I have lived here.

2. Mfíe áhè ní áà okoo
Amérèka?
Okoo Amérèka mfíe nǎǎ
ní. How long ago did he leave
for America?
He left for America four
years ago.
3. Ebédi mfíe áhè na wóbesǎǎ
ábà Ghána?
Médi mfíe mmienú ansáà
na méba Ghána. How long will it be until
you return to Ghana?
It will be two years
until I return to Ghana.
4. Nnípa ahé na ewo dǎǎ mú
hó?
Wobéye nnípa aduanúm na
ewo dǎǎ mú hó. How many people are there
in that room?
There are about fifty
people in that room.
5. Nnípa áhè pé n(a) eebá?
Wobéye aduanúm pépépe
na eebá. Exactly how many are coming?
There will be exactly
fifty.
6. Síká áhè na wówò?
Méwo pón baakó pé. How much money do you have?
I have exactly one pound.
7. Efí Nkèrǎǎ kó Kumásè béye
akwǎǎsǎǎ áhè?
Efí Nkèrǎǎ kó Kumásè
ebéye akwǎǎsǎǎ ohá ní
aduonú. How many miles is it from
Accra to Kumasi?
It's about 120 miles from
Accra to Kumasi.

8. Se wúfì Nkɛráǎ Kumáse
 áà, edí mmér(ɛ) áhě?
 Se wúfì Nkɛráǎ rɛko
 Kumáse áà, edí
nnɔnhwɛrɛw nkorɔn.
 How long does it take to
 get from Accra to Kumasi?
 It takes nine hours from
 Accra to Kumasi.
9. Wúgyinaà há ákyè?
 Maɣyina há mmérɛtɛ
núm pé.
 How long have you been
 standing here?
 I've been standing only
 five minutes.
10. Wɔtɛnàà há ákyè?
 Matɛnà há mmérɛtɛ
núm ní.
 How long have you been waiting?
 I've only been waiting some
 five minutes.

New words

| | |
|--------------------|--|
| nɛ | to be, (See note 6.) |
| bɛtɛrá | to come, sit down; settle, take up a habitation |
| pé | exactly, only, precisely, thoroughly |
| okwǎǎ (pl. a-) | road, path; way, method; opportunity |
| esín (pl. asínsín) | part, piece, fragment, remnant |
| okwǎnsín (pl. a-) | mile |
| tɛrɛ̀ | train |
| hwɛrɛ́ | to consume, use up, pass time |

dɔpɥwɛrɛw (pl. n-)

hour

kɥɛ

to continue, endure, last

Pattern Drill B

Nnón mmienú ábò ápà hó mménèté
dúnnúm.

It's 2:15. It's fifteen
after two.

Read the following times in Twi.

| | |
|-------|-------|
| 6:20 | 10:45 |
| 5:10 | 11:55 |
| 2:00 | 7:35 |
| 4:05 | 2:10 |
| 12:30 | 6:25 |
| 7:15 | 12:50 |
| 8:40 | 9:00 |
| 9:50 | 4:30 |
| 1:05 | 5:45 |
| 3:35 | 3:50 |

Pattern Drill C

Aká mmérèté dú na y(ɛ) ábò
dóp kɔrɔ.

It's ten minutes until one.

Read the following times in Twi.

| | |
|-------|-------|
| 1:35 | 2:53 |
| 11:50 | 6:33 |
| 7:45 | 10:45 |
| 8:55 | 3:57 |
| 9:42 | 4:50 |

5. Compound numerals are written in the orthography as two words; but they are written here as one word because they are compounds as shown by their tone sandhi, i.e., tone differences which occur in combination, e.g., /ɔ̀duonũbaakõ/ is //aduonu baako//. Tone sandhi of compounds will be discussed in detail in a later chapter.

Compound numerals between thirty and one hundred have the same tone pattern as that used in combination with twenty, i.e., /ɔ̀duonũ/. See Lexical Drill A.

6. /(\epsilon)nkɔ̀rɔ̃/ is //nkron//.

7. /sɛ/ at the beginning of a clause followed by /ãã/ at the end of a clause means, 'if', 'when', 'whenever', 'on the occasion that'. Quite often the /sɛ/ is omitted, but the meaning is still the same.

8. /ní/ is a contraction of /nɛ eyí/, 'is this', e.g., /Pénsɛrɛ ní/, 'Here is a pencil', 'This is a pencil'. See also Question and Answer Drill A, sentences one and two.

/nɛ nɔ̃/ contracts to /nɛn/.

/nɛ/ means 'to be', 'consist of', 'be identical with', e.g., /ɔ̀nɛ kɛsɛ̃ɛ/, 'He is great', 'He is the great one', (and no other is as great); but /ɔ̀yɛ̃ kɛsɛ̃ɛ/, 'He is great', (and there are also others who are as great).

9. /dɔ̃n kɔ̀rɔ̃/ and /dɔ̃n kɔ̃/ are alternate forms of /dɔ̃n baakõ/.

Unit 13

Basic Dialogue

-A-

- obɔ́ɔ (bɔ́ɔ) (pl. a-) price; stone; kernel, seed
 1 Nɛ́ bɔ́ɔ y(ɛ) ahé? How much is this?

-B-

- ˚sírɛ̀ɲ shilling
 2 Nɛ́ bɔ́ɔ yɛ́ sírɛ̀ɲ mmienú. It's 2 shillings.

-A-

- búùku, búùkuú book
 kɔ́kɔ́ red
 3 Búùku kɔ́kɔ́ nɔ́ y(ɛ) ahé? How much is this red book?

-B-

- Pón baakó ní sírɛ̀ɲ dú. One pound and ten shillings.

-A-

- fa to take, grasp, seize
 5 Fa enó má mẽ. Give me that one.

- akókɔ́sɛ̀ràdɛ́ɛ yellow
 kéraàtaá (pl. ɲ-) paper
 6 Mǎ mẽ akókɔ́sɛ̀ràdɛ́ɛ kéraàtaá Give me some yellow paper too.
 nsɔ́ bí.

-B-

- hwɛ̀hwé to look for, look after
 7 Ahé na wɔ́hwɛ̀hwé? How much do you want?

-A-

- | | | |
|---|--------------------------|------------------------------|
| | bɔaá | bundle, bunch |
| 8 | Má mẽ bɔaá. | Give me a package. |
| | nyĩnáa | all |
| | ní nyĩnáa | all of it |
| 9 | Ní nyĩnáa bọ́ọ béye ahé? | How much is the total price? |

-B-

- | | | |
|----|------------------------------------|-----------------------------------|
| 10 | Ní nyĩnáa bọ́ọ béye pón mmienú. | That will be 2 pounds altogether. |
|----|------------------------------------|-----------------------------------|

Notes

1. /Né bọ́ọ ahé?/, 'How much /is/ this?', is also very common.
2. /sírèṅ/ is often /sírè/ or /sérè/ and is //srɛ//.
3. Languages divide up the color spectrum in different ways. These are the most common color terms with their approximate equivalents in English:

| | |
|--------------|---|
| kəkó | red, reddish or chocolate brown, orange, purple |
| tuntún | black; dark shades of blue, green, brown, gray, or tan; very dark red |
| fítaa | white, (clear) |
| fúfuo | white |
| akókɔsɛràdéɛ | yellow, light tan |
| ahabãmmónó | green |
| °bíruù | blue |

/kòkòó/, /tuntúm/, /fítaa/, and /fúfuó/ are adjectives and follow their nouns, as other adjectives do. /akòkòsɛràdɛɛ/ and /ahabãmmõnõ/ are compound nouns and precede their nouns. /akòkò/, 'chicken' plus /sɛràdɛɛ/, 'fat', 'grease' indicates 'the color of hen's fat', i.e., 'yellow'. /ahabãñ/, 'leaf', 'foilage', plus /amõnõ/, 'fresh', 'green', 'unripe', indicates 'the color of fresh leaves', i.e., 'green'.

Light shades are indicated by a following /^okakɛrà/, 'little', 'small', e.g., /ahabãmmõnõ kakɛrà/, 'light green'. With adjectives only, reduplication is used to indicate dark shades, e.g., /tuntuuntúm/, 'very black', /fítafíta/, 'very white', /kòkòkò/, 'brilliant red', 'dark red'. The double vowel may be lengthened to several times its usual length to show more intensity of color. The longer the vowel, the darker or more intense the color.

4. /akòkòsɛràdɛɛ/ is // akòksràdɛɛ//
 /kɛràtàà/ is // kràtàà//
 /ní/, 'and', 'with', is // nɛ//
 /kakɛrà/ is // kakrà//
 /bíruù/ is // bruu//

Question and Answer Drill A

- | | |
|----------------------------|-----------------------------|
| 1. Nɛ̀ bọ̀ yɛ̀ sɛ̀n̄? | How much is this? |
| Nɛ̀ bọ̀ yɛ̀ tákú. | It is a sixpence. |
| 2. Nhómã yí bọ̀ yɛ̀ sɛ̀n̄? | How much is this book? |
| Nhómã yí bọ̀ yɛ̀ pón̄ | This book is one pound. |
| <u>kó</u> . | |
| 3. Ntãmã yí bọ̀ yɛ̀ sɛ̀n̄? | How much is this ntama? |
| Ntãmã yí bọ̀ yɛ̀ pón̄ | This ntama is three pounds. |
| <u>m̄m̄lɛ̀nsã</u> . | |

4. Pénsèrɛ yí bọ̀ yɛ sɛ́n? How much is this pencil?
Pénsèrɛ yí bọ̀ yɛ tɔrɔ́. This pencil is a threepence.
5. Ɖpɔ́n yí bọ̀ yɛ sɛ́n? How much is this table?
Ɖpɔ́n yí bọ̀ yɛ pɔ́n This table is ten pounds.
dú.
6. Kɛ́raàtaá yí bọ̀ yɛ sɛ́n? How much is this paper?
Kɛ́raàtaá yí bọ̀ yɛ sɛmpɔ́á. This paper is a sixpence.
7. Ɖsɛ́kàñ yí bọ̀ yɛ sɛ́n? How much is this knife?
Ɖsɛ́kàñ yí bọ̀ yɛ pɔ́n This knife is three pounds.
mmlensá.
8. Kyóòku yí bọ̀ yɛ sɛ́n? How much is this chalk?
Kyóòku yí bọ̀ yɛ takufá. This chalk is a sixpence.
9. Ofíe yí bọ̀ yɛ sɛ́n? How much is this house?
Ofíe yí bọ̀ yɛ pɔ́n This house is 5,000 pounds.
pɛm núm.
10. Ɖdóñ yí bọ̀ yɛ sɛ́n? How much is this bell?
Ɖdóñ yí bọ̀ yɛ sírɛ̀n This bell is thirty shillings.
aduásá.

New words

| | |
|-------------------------|---|
| opón (pl. a-) | door, gate; table, desk; meal, feast |
| osékáñ (sékáñ) (pl. a-) | knife, razor |
| kyóòku, kyóòko | chalk |
| tákú, takufá (pl. n-) | sixpence |
| tqró, tqró | threepence |
| səmpqá | sixpence |
| kápèrè | penny |

Question and Answer Drill B

1. Wúdíí na ahé wò
 Àburokyírí?
 Mídíí mfíe nǎñ wò
 Àburokyírí.

How long did you spend in
 Europe?
 I spent four years in
 Europe.
2. Wákò Àburokyírí péñ?
 Daabi, mēnkòò
 Àburokyírí péñ.

Have you been to Europe before?
 No, I have never been to
 Europe?
3. Wúbeduùye nǒ, ná abó
 ahé?
 Míbeduruùye nǒ, ná
 yabó dón kqró nē fá.

What time was it when you
 arrived?
 It was half past one when
 I arrived.
4. Edeñ nti na wqsǎñ
 baaye?
 Mēsǎñ baay séé mībehú
 wq.

Why did you come back?
 I came back to see you.

5. Mmá áhě na w(ó) awófọọ
wọ?
Máwọfọọ wọ mmá
mmiensá nsọ.
How many other children do
your parents have?
My parents have three other
children.
6. Mfíe áhě ní àà wátẹrǎ
há?
Matẹrǎ há mfíe nsón
ní.
How many years have you lived
here?
I have lived here for seven
years.
7. Se odídí áà edí mmẹr(ẹ)
ahě?
Se odídí áà ọtaá ọdì
mmẹrẹtẹ dúnúm.
How long does he take to eat?
He often takes fifteen
minutes to eat.
8. Mfíe áhě na wọ papá
ọdì?
Mẹ papá ọdì mfíe
aduonúnúm.
How old is your father?
My father is fifty-five
years old.
9. Ahě na wọsẹẹ wọ sọtọò
mú hó?
Mẹsẹẹ sírẹn dunnǎn
pẹ.
How much did you spend in that
store?
I spent only fourteen
shillings.
10. Nnịpa áhě na éhyiaḡ wọ
sukúù mú hó?
Nnịpa bẹye ọhá na
éhyiaḡ wọ sukúù mú
hó.
How many people met at the
school?
About a hundred people met
at the school.

New words

| | |
|-------------------|---|
| Àburokyírí | Europe, America |
| pén | once, one time, ever, before |
| du, duru | to arrive, reach; be sufficient |
| awófọ́, awófọ́nǒm | parents |
| taá | to pursue, chase, follow; do often or repeatedly |
| sɛɛ | to use up, spend; destroy, mar, ruin |
| hyiá | to meet, assemble; agree, be in accord |

Pattern Drill A

1. Búùku kẹ̀tẹ̀waa tuntúm da
opónǒ nǒ sọ́. A small black book is lying
on the table.
2. Pénsẹ̀rẹ̀ tẹ̀ntẹ̀n kọ̀kọ̀ da
opónǒ nǒ sọ́. A long red pencil is lying on
the table.
3. Pénsẹ̀rẹ̀ tẹ̀ntẹ̀n kọ̀kọ̀ nǒ
ye mé dẹ̀a. The long red pencil is mine.
4. Ahabámmónǒ káà fọ́fọ́rọ́
nǒ ye mé dẹ̀a. That new green car is mine.
5. Ahabámmónǒ káà fọ́fọ́rọ́
nǒ fírí Àburokyírí. That new green car is from
Europe.
6. °Ataadẹ̀ dẹ̀dàw fítaa yí
fírí Àburokyírí. This old white dress came from
Europe.
7. Ataadẹ̀ dẹ̀dàw fítaa yí
ńyẹ̀. This old white dress is no
good.

- | | |
|--|--|
| 8. <u>Mé sèkán fòfòrò keséé</u> nó ñyé. | My other big knife is no good. |
| 9. <u>Mé sèkán fòfòrò keséé</u> nó <u>wo abontéñ.</u> | My other big knife is outside. |
| 10. ^o <u>Okèrāmāñ keséé kəkóó</u> kakerá wo abontéñ. | The big light-brown dog is outside. |

New words

| | |
|----------------------|--------------------------|
| kètəwa (pl. n-) | small, little |
| téntéñ | long, high, tall |
| ^o ataadéé | clothes |
| keséé (pl. a-) | big, large; great, grand |
| abontéñ (pl. m-) | street |
| dédàw | old, ancient |
| okèrāmāñ (pl. a-) | dog |

Pattern Drill B

- | | |
|------------------------------------|-------------------------|
| 1. Edeén ntí na wúkoò fíe? | Why did you go home? |
| 2. Edeén ntí na <u>wánkò fíe?</u> | Why didn't you go home? |
| 3. Edeén ntí na <u>wòbaáy?</u> | Why did you come? |
| 4. Edeén ntí na <u>wámmá?</u> | Why didn't you come? |
| 5. Edeén ntí na <u>wòtóy?</u> | Why did you buy it? |
| 6. Edeén ntí na <u>wántò?</u> | Why didn't you buy it? |
| 7. Edeén ntí na <u>wúbisáá nó?</u> | Why did you ask him? |
| 8. Edeén ntí na <u>wámmisa nó?</u> | Why didn't you ask him? |
| 9. Edeén ntí na <u>wókáá saá?</u> | Why did you say that? |
| 10. Edeén ntí na <u>wánkà saá?</u> | Why didn't you say so? |

New words

sa, saá

so, thus, in that manner

Question and Answer Drill C

1. Mfíe áhě na ná mǎdǐ
mmér(ẹ) áà móbaà
Amérẹka?

How old were you when you
came to America?

Ná mǎdǐ mfíe dúnnǎǎ
mmér(ẹ) áà yebáà
Amérẹka?

I was fourteen when we came
to America.

2. Pépà ahě na wọ́ḡhwehwe?
Měěhwehwe pépà sírẹ̀n
átò.

How much paper do you want?
I want a shilling's worth of
paper.

3. Sírẹ̀n bétò pépà ahě?

How much paper will a shilling
buy?

Sírẹ̀n bétò pépà adáká
baakó.

A shilling will buy one box
of paper.

4. Ebédǐ mmér(ẹ) áhě ansá
na obésǎǎ ábà?
Ebédǐ béye nnónhwẹrẹw
mmienú ansá na
obésǎǎ ábà.

How long will it be until he
gets back?

It will be about two hours
until he gets back.

5. Ehíá má wọ́ nnípa ahě?
Ehíá má mě nnípa
kétewaa bí.

How many people do you need?

I need a few more people.

6. Ehiá má wọ nnípa áhè
bío?
Ehiá má mě nnípa nsíá
bío.
How many more people do you
need?
I need six more people.
7. Síká ahé na ehiá máw?
Ehiá má mě sírèṅ
mmienú.
How much money do you need?
I need two shillings.
8. Mméréṅ bèn na ofí ádwùma
asẹ?
Ofí ádwùma asẹ nnón
du.
When does he start to work?
He starts to work at ten
o'clock.
9. Mméréṅ bèn na opón
ádwùma?
Opón ádwùma nnón nsíá
né fá.
When does he quit work?
He quits work at six thirty.
10. Dá bèn na eyé àà wọkọ
hó?
Měkó hó dáa.
What days do you go there?
I go there every day.
11. Wọtàá kó hó dáa?
Nnawótwe bíara měkó
hó nnansá.
How often do you go there?
I go there three times a
week.

New words

pépà

paper

adáká

box, case, trunk, suitcase

hiá

to distress, trouble, need,
require

| | |
|----------|---|
| fi...ase | to begin, start |
| pón | to go away, cease, stop; disjoin, separate |
| nnawótwe | week |
| biara | each, every |
| nnansá | three days |
| dáa | always, ever, continually, every day |

Pattern Drill C

- | | |
|---|---|
| 1. Se wúnyá wíé pé áà, berá mĩ fíe. | As soon as you finish, come to my house. |
| 2. Se wúnyá wíé pé áà, <u>kotó bọrọdọ má mẽ.</u> | As soon as you finish, go buy some bread. |
| 3. <u>Se wúwò síkà áà,</u> kotó bọrọdọ má mẽ. | If you have any money, go buy me some bread. |
| 4. Se wúwò síkà áà, <u>tuá</u> <u>mpá nǒ ká má mẽ.</u> | If you have the money pay me for the bed. |
| 5. <u>Kyere nǒ má óntuá</u> mpá nǒ ká má mẽ. | Tell him to pay me for the bed. |
| 6. Kyere nǒ má <u>ónkọ fíe.</u> | Tell him to go home. |
| 7. <u>Bisa nǒ má ónkọ</u> fíe. | Ask him to go home. |
| 8. Bisa nǒ má <u>óntuá mẽ ká.</u> | Ask him to pay me. |
| 9. <u>Oñnyá</u> ntúàà mẽ ká. | He hasn't paid me yet. |
| 10. Oñnyá <u>mmaaye.</u> | He hasn't come yet. |

New words

| | |
|--------------|----------------------------------|
| εká (pl. η-) | debt, something which is lacking |
| tuá | to pay, repay, fill up, replace |
| nyá | to get, acquire, receive, obtain |

5. /ɔpɔ̃n̄ yí/ is /ɔpɔ̃ñ yí/, i.e., before /y/, /n/ and /ɲ/ are replaced by /ñ/. /ɔpɔ̃ñ/, means only 'table', 'desk', and is often used if /ɔpɔ̃n̄/ is not clear from the context.

6. /nɔ̃/, 'that', and /yí/, 'this', at the end of an adverbial clause mark the contraction of a longer clause, e.g., /wúbeduùye nɔ̃/, 'when you arrived', is a contraction of /mmér(ɛ) áà wúbeduùye mɔ̃/, 'the time /at/ which you arrived'.

7. /taá/ 'to pursue', 'follow', when followed by another verb means 'to do often or repeatedly'.

8. /dɛa/ is the same as /nɛa/.

9. A few adjectives have plurals. /kétɛwa/ has plural /ɲkétɛwa/. /kétɛwaa/ is an intensive form, i.e., 'very small'.

10. /ataadɛɛ/ is often //atade//. /ataadɛɛ/ refers to clothes which are tailored to fit the body in contrast to /ntámá/ which are wrapped or draped around the body.

11. /wɔ̃ abontɛ̃n̄/ is literally 'to be on the street', but it is often used to mean 'outside', 'not indoors'. Also used in this way are /ɔ̃dí/, 'out', 'outside', 'outdoors', 'abroad', and /ɔ̃díwo/, 'the yard around a house', 'outside', 'outdoors'.

12. /ɔkɛ́rãmãñ/ is //ɔkraman//.

13. /ɛdɛ́ɛñ ntí/ is often /ɛdɛ́ɛn ntí/, i.e., /ñ/ is usually /n/ before /n/.

14. /sɛ ñyã...áà/ has the significance 'as soon as'. The negative of /ñyã/ when preceding another verb means 'not yet'.

-C-

7 Měda wasę. Thank you.

-B-

8 Mmė enná asę. You're welcome. Don't mention it.

Notes

1. Telephone numbers are usually given in English in Ghana. If given in English, the numbers are said in groups of two, e.g., 3578 is thirty-five, seventy-eight. If given in Twi, 3578 would be said like this: /mpēm miensá ahá nŭm nế ąduosõŋ ńwotwé/.

2. English words are quite common in Twi. Words that were borrowed some time ago have been modified so that they now fit the structure of the Twi sound system, e.g., /sírẹŋ/, 'shilling'. Initial l was interpreted as /d/, and l in other positions was interpreted as /r/. /l/ is now commonly used in words, recently borrowed, such as /hélò/ and /telefón/. English words are often spelled in English fashion, but also they may be spelled as they are pronounced in Twi. Common words may be spelled both ways, e.g., /káà/ is both //kaa// and //car//. If English spelling isn't used, word-final consonants are either dropped or a vowel is added after them. Consonant clusters either lose a consonant or a vowel is inserted between the consonants. Double consonants lose a letter. The table below indicates how respelling is usually done.

| English | Twi |
|----------------------|-----|
| c (if pronounced k) | k |
| ch (if pronounced k) | k |
| ch (if pronounced č) | ky |
| j | gy |
| ph | f |

| | |
|----|-------------|
| qu | kw |
| sh | s (also hy) |
| th | t |
| v | w |
| z | s |

Even though a word is borrowed, it may be used only in some of the situations or with only some of the meanings that it has in English. For example, /hélò/ is regularly used on the telephone; but when greeting another person face to face, the customary Twi greetings are used nearly always.

3. /tɛlɛfɔ̀n/ is // telefon//.

4. Notice the s-like sound between /t/ and /ɪ/ in /tié/.

Pattern Drill A

- | | |
|---|---|
| 1. Ehéfá na mínyã ɓaɓbí ná yásiesie mē káà nǒ? | Where can I find a place to get my car fixed? |
| 2. Ehéfá na mínyã ɓaɓbí <u>ná</u> <u>yáhɔ̀rò mē ntáádeɛ?</u> | Where can I find a place to get my clothes washed? |
| 3. Ehéfá na mínyã ɓaɓbí <u>ná</u> <u>°yáhyáɪn mī °hyúù?</u> | Where can I find a place to get my shoes shined? |
| 4. Ehéfá na mínyã ɓaɓbí <u>ná</u> <u>yáyì mī tí?</u> | Where can I find a place to get my haircut? |
| 5. Ehéfá na mínyã ɓaɓbí <u>átò</u> <u>aduɔ̀nɛ (ádi)?</u> | Where can I find a place to buy food? |

Pattern Drill B

- | | |
|--|---|
| 1. Ehéfá na mínyá obí ná wásiesie mē káà nó? | Where can I find someone to fix my car? |
| 2. Ehéfá na mínyá obí <u>ná</u> <u>wáhòrò mē ntáádẹ̀ẹ̀?</u> | Where can I find someone to wash my clothes? |
| 3. Ehéfá na mínyá obí <u>ná</u> <u>°wáhyàì n mĩ °hyúù?</u> | Where can I find someone to shine my shoes? |
| 4. Ehéfá na mínyá obí <u>ná</u> <u>wáyí mĩ tí?</u> | Where can I find someone to cut my hair? |
| 5. Ehéfá na mínyá obí <u>áà</u> <u>ótón ẹ̀dùàṅẹ̀?</u> | Where can I find someone who sells food? |

Pattern Drill C

- | | |
|---|--|
| 1. Bąąbı pápa wọ Kégyetią Nkwantá. | There's a good place at Kegyeta Crossroad. |
| 2. Bąąbı pápa <u>wọ kúrom.</u> | There's a good place in town. |
| 3. Bąąbı pápa <u>wọ ąsubontén</u> <u>nó ñkyéń.</u> | There's a good place by the river. |
| 4. Bąąbı pápa <u>tọa</u> <u>sıkakórabẹ̀adán nó sọ.</u> | There's a good place adjoining the bank. |
| 5. Bąąbı pápa <u>wọ adán áà</u> <u>esí wánim yí.</u> | There's a good place in the building opposite us. |

Pattern Drill D

- | | |
|---|---|
| 1. Baabí nní há áà <u>yeesiésìe</u> <u>káà</u> . | There's no place here that repairs cars. |
| 2. Baabí nní há áà <u>yehóro</u> <u>nnéema</u> . | There's no place here that washes things. |
| 3. Baabí nní há áà <u>yeyí tí</u> . | There's no place here that gives haircuts. |
| 4. Baabí nní há áà <u>yestòh</u> <u>aduané</u> . | There's no place here that sells food. |
| 5. Baabí nní há áà <u>yeyé</u> <u>pépà</u> . | There's no place here that makes paper. |

New words

| | |
|--------------------------|--|
| horo, hohoro | to wash |
| yi | to take away, remove; shave, cut the hair |
| obi (pl. -nõm) | someone, somebody, anybody, one |
| asubontẽ, asútẽ (pl. n-) | river, stream |
| sikakorabèa | bank, safe, place to keep money |
| sikakorabèadã | bank, bank building |
| tõa | to join, connect, bring together |
| ani | eye; color |
| anim | face, countenance; front; before, in front of |

Lexical Drill A

1. Se wúdu fíe áà, fẹ́rẹ́
 mě. As soon as you get home, call
 me.
2. Se wúdu fíe áà, bẹfẹ́rẹ́
 mě. As soon as you get home, come
 (over) and call me.
3. Se wúwìe áà, bẹfẹ́rẹ́ mě. When you finish, come (over)
 and call me.
4. Se wúwìe áà, fẹ́rẹ́ nǒ
 wo telefón' sọ. When you finish, phone him.
5. Ansá na wúbẹfí asẹ́ nǒ,
 fẹ́rẹ́ nǒ wo telefón' sọ. Before you start, call him.
6. Ansá na wúbẹfí asẹ́ nǒ,
 kọfẹ́rẹ́ nǒ. Before you start, go call him.
7. Se telefón' nǒ bó pé áà,
 kọfẹ́rẹ́ nǒ. If the telephone rings, go
 call him.
8. Se telefón' nǒ bó pé áà,
 tíe. If the telephone rings,
 answer it.
9. Se obá bẹkasá áà, tíe
 nǒ. If he comes to talk, listen
 to him. (be patient with
 him)
10. Se obá bẹkasá áà, fẹ́rẹ́
 mě. If he comes to talk, call me.

Lexical Drill B

- | | |
|---|---|
| 1. Kyɛ́ɛwɔ̀n nɔ́ ye mé dɛ́a. | The desk is mine. |
| 2. Kyɛ́ɛwɔ̀n nɔ́ <u>sɪ ofásu</u> nɔ́ hɔ́. | The desk is next to the wall. |
| 3. <u>Àkɔ̀nnúá</u> nɔ́ sɪ ofásu nɔ́ hɔ́. | The chair is by the wall. |
| 4. <u>Àkɔ̀nnúá</u> nɔ́ <u>nní há.</u> | The chair isn't here. |
| 5. <u>Abɔ́fára</u> nɔ́ nní há. | The child isn't here. |
| 6. Abɔ́fára nɔ́ <u>da mpá nɔ́</u> <u>sɔ́.</u> | The child is lying on the bed. |
| 7. <u>Safówá</u> nɔ́ da mpá nɔ́ sɔ́. | The key is lying on the bed. |
| 8. Safówá nɔ́ <u>tuá ɔ̀pɔ̀n nɔ́</u> <u>aní.</u> | The key is in the lock. |
| 9. Safówá <u>áà ábù tuá ɔ̀pɔ̀n</u> <u>nɔ́ aní.</u> | There is a broken key in the lock. |
| 10. <u>Mítuu safówá</u> áà ábù nɔ́ fɪɪ ɔ̀pɔ̀n nɔ́ aní. | I took the broken key out of the door. |

New words

| | |
|-----------------------|--|
| fɪ...asɛ | to begin |
| ofásu (pl. á-) | wall |
| safówá, sáfé (pl. n-) | key |
| tuá | to stick at or in, be stuck at or in |
| bu | to bend, curve; break, break off, decide, judge |
| mpá | bed, couch, mattress |

opónani(wa)

lock, keyhole

esó

upper part or surface of;
on, upon, over, above

Lexical Drill C

- | | |
|---|---|
| 1. Tie okyerekyerefoo nó. | Listen to the teacher. |
| 2. <u>Wón ãnhú</u> kyerekyerefoo nó. | They couldn't find the teacher. |
| 3. <u>Wón ãnhú abofára nó</u> <u>nhómã.</u> | They couldn't find the child's book. |
| 4. <u>Obuée</u> abofára nó <u>nhómã</u> nó. | He opened the child's book. |
| 5. Obuée <u>opón nó</u> <u>mãa mē.</u> | He opened the door for me. |
| 6. <u>Ɔtɔɔ</u> opón nó <u>mú</u> <u>mãa mē.</u> | He closed the door for me. |
| 7. <u>Ɔtɔɔ</u> <u>káa nó</u> <u>mú.</u> | He locked the car up. |
| 8. <u>Ná ɔtɛ</u> <u>káa nó</u> <u>mú.</u> | He was sitting in the car. |
| 9. <u>Ná ɔtɛ</u> <u>kyeréwpon nó</u> <u>hó.</u> | She was sitting at the desk. |
| 10. <u>Měben</u> <u>kyeréwpon nó</u> <u>hó.</u> | I'm near the desk. |

Question and Answer Drill A

- | | |
|---|--|
| 1. <u>Hwáñ</u> na <u>ná wó</u> <u>né nó</u> <u>rɛkasa nó?</u> <u>Ná mē</u> <u>né mē</u> <u>yere</u> <u>ɛɛkasa.</u> | With whom were you talking? I was talking to my wife. |
| 2. <u>Ná mookã</u> <u>edeññ</u> <u>hó</u> <u>asém</u> <u>Ná yɛeká</u> <u>asóre</u> <u>hó</u> <u>asém.</u> | What were you talking about? We were talking about church. |

3. Edeɛ̃n na ɔɔpe? What did she want?
 ɔɔpe baabi aa
yebesiesie ne kaa
ama no. She wanted to know where she
 could get her car fixed.
4. Eɛfa na wɔkyereɛ no? Where did you send her?
 Mɛkyereɛ no sɛɛ
onko Kegyedia
Nkwanta. I told her to go to Kegyedia
 Crossroad.
5. Edeɛ̃n nti na wɔkyereɛ Why did you send her there?
 no sɛɛ onko ho?
Won no ye adwuma pa
enti na mɛkyereɛ
 no sɛɛ onko ho. I sent her there because they
 do good work.
6. Wɔ ataaɔdeɛ no anɔ te What color are your clothes?
 sɛɛ?
Mataaɔdeɛ ye fitaa ne
tuntum kakera. My clothes are white and light
 blue.
7. Miɛyaa letɛ nnɛ? Did I get any mail today?
 Wuɛyaa letɛ baako
pe. You got only one letter.
8. Omaɛ ben mu na wufiri? What country are you from?
 Mifiri Ghana man mu. I'm from the country of Ghana.
9. Kuro ben mu na wufiri? Where are you from? (What town
 are you from?)
 Mifiri Tema krom. I'm from the city of Tema.

10. Ehéna na óóbó opón nó Who is knocking at the door?
 ákyì?
 Ohóhọ́ na óóbó opón A stranger is knocking at
 nó ákyì. the door.

New words

| | |
|-----------------|---|
| tọ | to lay, put; cast, throw; apply to, lay on |
| tọ...mú | to close, shut, lock |
| beṅ | to be near, approach |
| asóre | church service, devotional meeting |
| soré, sóm | to be careful about; worship, adore |
| omáń (pl. a-) | nation, people |
| ohóhọ́ (pl. a-) | stranger, foreigner, guest |
| ká...hó asém | to talk about, discuss |

5. /hyáìn/ and /hyúù/ would probably be spelled as they are in English. See note 2.

6. /εε-/ may be prefixed to a verb instead of /re-/ even though there is a noun subject with the verb. See Question and Answer Drill A, sentence 1.

7. Certain high tone adjectives compound with nouns and have similar tone changes, e.g., /baṅbí pápa/ is /baṅbı pápa/.

Unit 15

Basic Dialogue

-A-

bóòsɔ

bus

- 1 Ehéǎ́ na bóòsɔ nǒ gyɪna? Where does the bus stop?

-B-

bóòsɔtapɔ

bus stop

- 2 Bóòsɔtapɔ nǒ wɔ ñkyéñ hó. The bus stop is over there.

-A-

wéi

this, these, that, those

- 3 Bóòsɔ wéi kó kúrom ànáa? Does this bus go into town?

-B-

- 4 Daǎbí, wéi na ekó kúrom. No, that one goes into town.

-A-

- 5 Yegyé áhè? How much is the fare?

-B-

- 6 Yegyé sírɛn dúnson. The fare is seventeen shillings.

-A-

tu

to leave, depart

- 7 Béré bɛn na bóòsɔ nǒ tú? When does the bus leave?

-B-

- 8 Bóòsɔ nǒ tú nnónnúm. The bus leaves at five o'clock.

-A-

- 9 Béré bɛn na bóòsɔ nǒ bá? When does the bus arrive?

-B-

- 10 Bóòsọ nǒ bédu nnónkòrǒn nǎ fá. The bus will arrive at nine thirty.

Notes

1. If an English word that ends in a consonant is borrowed into Twi, it has a vowel after the final consonant. If the consonant before this vowel is voiceless, the vowel is usually voiceless unless followed by another vowel, e.g., /bóòsọtapọ/.
2. /wěi/ is interchangeable with /eyi/.
3. When there is an emphatic subject marked by a following /na/, a subject pronoun is prefixed to the verb, e.g., /wěi na ɛkó kuróm/, literally, 'that one, it goes into town'.
4. Transportation schedules use the twenty-four method for stating arrivals and departures, but for other purposes the first hour after noon is one o'clock, etc.

Pattern Drill A

1. Ehéfa na bóòsọ gyínabẹa Where is the bus station?
nǒ wọ?
2. Ehéfa na kẹtẹkẹ gyínabẹa Where is the train station?
nǒ wọ?
3. Ehéfa na ewimhyěñ Where is the airport?
gyínabẹa nǒ wọ?
4. Ehéfa na taksii gyínabẹa Where is the taxi stand?
nǒ wọ?
5. Ehéfa na hyěñ gyínabẹa Where is the harbor?
wọ?

Pattern Drill B

- | | |
|---|--|
| 1. Bẹ̀rẹ̀ bẹ̀n na kẹ̀tẹ̀kẹ̀ nǒ bẹ̀tu. | What time will the train leave? |
| 2. Bẹ̀rẹ̀ bẹ̀n na <u>eẁimhyẹ̀n nǒ bẹ̀ba?</u> | What time will the plane arrive? |
| 3. Bẹ̀rẹ̀ bẹ̀n na <u>bóòsọ nǒ bẹ̀duru Kumáse.</u> | What time will the bus arrive at Kumasi? |
| 4. Bẹ̀rẹ̀ bẹ̀n na <u>eẁimhyẹ̀n nǒ bẹ̀tu fírí Nkẹ̀ràń?</u> | What time will the plane leave from Accra? |
| 5. Bẹ̀rẹ̀ bẹ̀n na <u>wọ̀kọ́fa hyẹ̀n nǒ?</u> | What time are you leaving to catch the ship? |

New words

| | |
|-----------------------------------|--------------------------|
| okẹ̀tẹ̀kẹ̀ (pl. n-) | hyena; locomotive, train |
| shyẹ̀ń (pl. a-) | ship, vessel, liner |
| eẁimhyẹ̀ń, eẁimũhyẹ̀ń (pl. ñ-) | airplane |
| tàksíì | taxi |

Lexical Drill A

- | | |
|--------------------------------|---|
| 1. Pẹ̀nsẹ̀rẹ̀ ní. | Here is a pencil. This is a pencil. |
| 2. Pẹ̀nsẹ̀rẹ̀ <u>nǒ ní.</u> | Here is the pencil. This is the pencil. |
| 3. Pẹ̀nsẹ̀rẹ̀ <u>bí ní.</u> | Here is a pencil of some kind. |
| 4. Pẹ̀nsẹ̀rẹ̀ <u>nǒ bí ní.</u> | Here is one of the pencils. Here are some of the pencils. This is the kind of pencil. |
| 5. Pẹ̀nsẹ̀rẹ̀ <u>yí ní.</u> | HERE is the pencil. THIS is the pencil. |

Question and Answer Drill A

1. Wòdè lórè anáa kètèkè'
na eekó Kumásè anáa?
Dàábí, mēdè ewímũhyēñ
na eekó Kumásè.
2. Wòbeye dèñ na wáko
éerpòrt hó?
Madámfò bí béba abefá
mē ákò éerpòrt hó.
3. Wátò wò tètètè anáa?
Mētòò mē tètètè wò
Kíñswèi nnéra.
4. Bóòsò bèn na ekó
éerpòrt?
Bóòsò wéí na ekó
éerpòrt.
5. Bóòsò nǒ bédí mmérètè
áhè wò há?
Bóòsò nǒ bédí mmérètè
dú wò há.
6. Mpén áhè na bóòsò bí
taá tú firí há?
Bóòsò bí tú firí há
dònhwérèw bíara.
- Are you taking the bus or the train to Kumasi?
No, I'm going to Kumasi by plane?
- How will you get to the airport?
A friend of mine is taking me to the airport.
- Did you buy your ticket?
I bought my ticket at Kingsway's yesterday.
- Which bus goes to the airport?
That bus goes to the airport.
- How many minutes will the bus stay here?
The bus will stay here for ten minutes.
- How often does a bus leave from here?
A bus leaves from here every hour.

7. Aaṅɛ bɔ̀ɔsɔ ʔʔ ɛkɔ́ Kumáse Ɔ Does the bus go to Kumasi by
kɔ́fʔ Koforidua ʔnsʔ way of Koforidua?
na akɔ́ anʔʔ?
ʔʔʔ, ɛkɔ́fʔ Koforidua Yes, it goes to Kumasi by
ʔnsʔ na akɔ́ Kumáse. way of Koforidua.
8. Efiri há kɔ́ Kumáse Ɔ How much is the fare from here
yegye ʔhɛ? to Kumasi?
Yegye pɔ́n baakɔ́ firi Ɔ The fare from here to Kumasi
há kɔ́ Kumáse. is one pound.
9. Wɔ́betumi de wɔ́ kʔʔ nɔ́ Ɔ Can you take me to the bus
ʔfʔ mɛ akɔ́ bɔ̀ɔs station in your car?
sɔ́tehyɛn?
Daabi, mɛ yere de wɔ́ Ɔ No, but my wife will take
bɛkɔ́ bɔ̀ɔs sɔ́tehyɛn you to the bus station.
hɔ́.
10. Dʔ bɛn na wɔ́besʔʔ ʔbʔ? Ɔ What day will you return?
Mɛsʔʔ ʔbʔ Yawɔ́da. Ɔ I will return Thursday.

New words

| | |
|--------------------------------|---|
| lɔ́re | lorry, truck, bus, car |
| adamfɔ́ (adamfɔ́) (pl. n-nɔ́m) | friend |
| ɛɛrpɔ́rt | airport |
| tɛkɛtɛ | ticket |
| aaṅɛ | a question marker; Is it true /that/ |
| sɔ́tehyɛn | station |

Lexical Drill B

- | | |
|---|--|
| 1. Mfoní p11 wə fásù nǒ hǒ. | There are many pictures on the wall. |
| 2. <u>Safǒwá nǒ da fám</u> wə fásù nǒ hǒ. | The key is lying on the floor by the wall. |
| 3. Safǒwá nǒ <u>nná ɔpǒn áà</u> <u>esí mfénseré nǒ hǒ</u> <u>nǒ sǒ.</u> | The key isn't on the table near the window. |
| 4. <u>Mě sɛkǎñ</u> nná ɔpǒn áà esí mfénseré nǒ hǒ nǒ sǒ. | My knife isn't on the table near the window. |
| 5. <u>Mě sɛkǎñ</u> da ɔpǒn áà <u>ewə fásù nǒ hǒ nǒ</u> <u>asɛ.</u> | My knife is lying under the table next to the wall. |
| 6. <u>Pénsèrɛ nǒ tɔɔ ɔpǒn áà</u> ewə fásù nǒ hǒ nǒ asɛ. | The pencil fell under the table by the window. |
| 7. <u>Pénsèrɛ nǒ tɔɔ adáká</u> <u>áà esí ɔpǒnǒ nǒ</u> <u>ñkyén nǒ mú.</u> | The pencil fell into the box by the table. |
| 8. <u>Měɔ sɛkǎñ átò</u> adáká áà esí ɔpǒnǒ nǒ ñkyén nǒ mú. | I put the knife into the box by the table. |

9. Mēdɛ sɛkãñ twaa nãm I cut the meat with a knife.
nõ mü.
10. Mēdɛ sɛkãñ nõ áhyè mē I put the knife into my
kotokú mü. pocket.

New words

| | |
|-----------------|---|
| mfoní | picture |
| piɪ | many, much |
| ɛfá | earth, soil, dirt |
| ɛfám | ground, floor, bottom; below |
| mfɛ̀nsɛrɛ́ | window |
| to | to drop, full, fall, rain |
| twá | to cut, cut up; cross, pass by |
| hyɛ | to stick into, be stuck into; wear, put on (clothes) |
| kotokú (pl. ŋ-) | pocket, bag |

Question and Answer Drill B

1. Wú kùrom kásá yɛ dɛɛñ? What is your native language?
 Mí kùrom kásá yɛ My native language is Twi.
Twíi.
2. Mmɛrɛ bɛn na wɔko What time do you leave for work?
 ádwùma?
 Mɛkó ádwùma nnón I leave for work at eight
ɲwɔtwé. o'clock.
3. Aanɛ wɔnàntɛ kó ádwùma? Do you walk to work?
Sɛ ɛwím yé áà, I walk to work when the
 mɛnàntɛ kó ádwùma. weather is nice.

4. Se osúo tó áà, wòdè
bóòsọ na ekó ádwùma?
Daabi, se osúo tó
áà, mèkà mè kàà
na ekó ádwùma. Do you ride the bus to work
when it rains?
No, I drive to work when it
rains.
5. Hèna na ohwé mmọfára
nó sọ mmér(ẹ) áà wọ
yẹrẹ rẹyẹ ádwùma?
Mè yẹrẹ māmé na
ehwé mmọfára nó sọ
mmér(ẹ) áà mè yẹrẹ
rẹyẹ ádwùma. Who looks after the children
while your wife is working?
My wife's mother looks after
the children while my wife
works.
6. Ná wówò há nnéra?
Daabi, ná minní há
nnéra. Were you here yesterday?
No, I wasn't here yesterday.
7. Edeń na ná wọoye
mmér(ẹ) áà obaaye
nó?
Ná mīdidi mmér(ẹ)
áà obaaye nń. What were you doing when he
came?
I was eating when he came.
8. Obí wọ há áà obétùní
abọa mē?
Sáà māmé yí bétùní
abọa wọ. Is there anyone here who can
help me?
That woman can help you.

Lexical Drill D

- | | |
|--|--|
| 1. Okó séesei. | He left a short while ago. |
| 2. Okó <u>séesei áà</u> . | He just left. |
| 3. <u>Měebegyé mé hómã</u> siesiè áà. | I'm coming over to get my book right away. |
| 4. Měebegyé mé hómã <u>séesiè</u> . | I'll be over soon to get my book. |
| 5. Měebegyé mé hómã <u>okyěná anopá</u> . | I'll be over to get my book tomorrow morning. |

5. A locomotive is called /okétəkəkə/, 'hyena', supposedly because it howls like a hyena.

6. /sɔ̄tehyɛn/, usually // station//, is often used as frequently as /gyínabɛa/.

7. Spatial relationships are indicated by a class of verbs indicating location plus a nominal compound or phrase whose last noun indicates location or part, e.g., /Safõwá nõ da opõn nõ sɔ̄/, 'The key lies the table's top', i.e., 'The key is on the table'. If a third item or location occurs in a sentence, it is in a subordinate clause with /áà/, e.g., /Safõwá nõ da opõn áà esi mfènsɛrɛ nõ nõ nõ sɔ̄/, 'The key lies the table's top which stands the window's exterior', i.e., 'The key is on the table by the window'.

8. Instrumental relationships are shown by /dɛ/, 'to have', plus the instrument or tool plus a second verb which shows what is done with the instrument, e.g., /Mědɛ sɛkã twaa nám nõ mú/, 'I take knife cut the meat's insides', i.e., 'I cut the meat with a knife'.

9. Partitive constructions are possessive compounds with /mũ/, 'entirety', 'whole', plus a numeral or adjective of quantity, e.g., /mũ mũ baakó/, 'your entirety's one', i.e., 'one of you'.
10. /séèsei áà/ is sometimes /séèsei ára/. /ára/ is 'just', 'even', 'ever', 'the very'.
11. /kó/, 'to go', 'go to', when used as the second verb often translates as 'to'. See Question and Answer Drill A, sentence 8.

Unit 16

Basic Dialogue

-A-

tǎ̀nkẹ̀

tank

emá

full

hye...má

to fill up

1 Hye mē tǎ̀nkẹ̀ nǒ má.

Fill my tank up.

-B-

2 Yọọ, matẹ́.

Yes, I will.

(Yes, I have understood.)

óòlẹ̀, óyẹ̀yẹ̀

oil

3 Wọ̀pẹ̀ sẹ́ẹ̀ mēhwé óòlẹ̀ nǒ
anǎa?

Do you want me to check the oil?

-A-

pa

to take off, skim, scrape
off; beg, beseech

ekyéw

hat, cap

pa kyéw

please

4 Ẹ̀ǎń, mēpaw kyéw.

Yes, please.

-B-

kótà

quart

5 Óòlẹ̀ nǒ átò sǐn béye kótà
baakó.

The oil is about a quart low.

-A-

- gu to pour; scatter, be
scattered, be located
in groups
- Fa baak^o gú mú. Put in one.
- °táè tire; (necktie)
- yíyè good; repaired, mended
- 7 Wúbetúmi áyè mē táè nõ yíyè Can you repair my tire?
ámà mē?

-B-

- 8 Áàñ, se wúbetúmi átwèñ dé Yes, if you can wait.
áà.

-A-

- gyà to leave, forsake
- ąkyírı yí afterwards
- 9 Mégyà nõ wó há na ąkyírı yí I'll leave it here and come for
mabεgyé. it later.

Notes

1. /pa kyéw/ is an idiom which means 'please', or 'I beg you'. /tu/, 'to pull', 'jerk', 'remove' is used for removing clothing. /hyε/, 'to insert', 'apply to', 'fill' also means 'to put on clothing'. /pa kyéw/ is used when interrupting someone or in making a request.

/kɔsε/ 'sorry', 'pardon', 'oops', is used when you have stepped on someone or bumped into someone. /agɔɔ/, besides the uses given earlier, requests permission to pass, i.e., 'Let me by', 'Let me through'.

/sɛrɛ́/, 'beg', 'ask', is used to make a request of someone, to beg another's pardon or forgiveness, or to interrupt an angered or offended person.

2. After a verb plus /na/, 'and', consecutive forms like /mabɛgyɛ́/ are sometimes preceded by a free form, e.g., in sentence 9 of the dialogue /mɛ́ba mábɛgyɛ́/ may replace /mabɛgyɛ́/. Pronouns other than first person singular regularly occur with the consecutive form in this position. Compare Unit 5, note 4.

Lexical Drill A

- | | |
|---|--|
| 1. Fa nsúo má gú mí kúruwà nǒ mú. | Fill my cup up with water. |
| 2. <u>Hwiè nsúo nǒ firí</u> kúruwà nǒ mú. | Pour the water out of my cup. |
| 3. Hwiè nsúo nǒ firí <u>bòkètɛ nǒ mú.</u> | Pour the water out of the bucket. |
| 4. <u>Nsúo nní</u> bòkètɛ nǒ mú. | There is no water in the bucket. |
| 5. Nsúo nní <u>hó áà yɛdɛ</u> <u>béhòrɔ.</u> | There is no water here to wash with. |
| 6. <u>Sámíná nní</u> hó áà yɛdɛ béhòrɔ. | There is no soap here to wash with. |
| 7. Sámíná nní <u>pónǒ nǒ sọ.</u> | There is no soap on the table. |
| 8. <u>Ngó nǒ wə</u> pónǒ nǒ sọ. | The cooking oil is on the table. |
| 9. Ngó nǒ <u>ye mɛ máamé</u> <u>dɛa.</u> | The palm oil belongs to my mother. |
| 10. <u>Kúruwà kɛtɛwaa</u> fítaa <u>nǒ</u> ye mɛ máamé dɛa. | The small white cup belongs to my mother. |

New words

| | |
|-----------------|-----------------------|
| ekúruwá | cup, pitcher |
| hwíé | to pour out of |
| bókètɛ | bucket |
| sámíná (sámíná) | soap |
| ngó | palm oil, cooking oil |

Lexical Drill B

- | | |
|--|---|
| 1. Okyéńǎ ye dá bɛ́ń? | What day is tomorrow? |
| 2. Okyéńá ye <u>Kwasiáda</u> . | Tomorrow will be Sunday. |
| 3. <u>Ná Owúsunõm wo há</u> Kwasiáda. | The Owusus were here Sunday. |
| 4. Ná Owúsunõm ye <u>osukúufóo w(ɔ)</u> <u>Amérèka</u> . | The Owusus were students in America. |
| 5. <u>Ná mayé ádwùma wo</u> <u>pɛtɛròò dòmpo wo</u> <u>Amérèka</u> . | I worked in a filling station in America. |
| 6. Ná mayé ádwùma <u>anwumèrɛ ná makó</u> <u>sukúù anopá</u> . | I worked at night and I went to school during the day. |
| 7. Ná mayé ádwùma <u>má nó</u> <u>ansá na mɛbaa há</u> . | I had worked for him a year before I came here. |
| 8. <u>Yehyɛɛ mɛ tɛ̀nkɛ nó má</u> <u>ansá mɛbaa há</u> . | I had my tank filled up before I came here. |

9. Yehyεε mē tǎ̀nkẹ́ nǒ
mǎ wo Owúsù hó. I had my tank filled up at
Owusu's.
10. Mětóó ataadéε yí wo I bought these clothes at
Owúsù hó. Owusu's.

New word

peteróò dǒmpọ́ filling station

Lexical Drill C

1. Měda asẹ. Thanks.
2. Kyeré asẹ. Translate it.
3. Tọ asẹ. Make a deposit.
Pay something down.
4. Tẹrá asẹ. Sit down.
5. Fí asẹ. Start. Begin.
6. Hwé asẹ. Fall down.
7. Hwé asẹ. Look under it.
8. Bẹrá asẹ. Be humble. Come down off your
high horse. Bend over.
Stoop down.
9. Dí asẹ. Strike a bargain.
Agree on a price.
10. Twá asẹ. Draw a line under it.

Lexical Drill D

1. Waká ąkyírí. He's late.
2. Obedurúù há ąkyírí. He arrived late.
3. Obedurúù há mméřẹ nǒ
péřεεřε. He arrived on time.

- | | |
|---|--|
| 4. <u>Wàbéduru</u> há mmér(ẹ) nó pépɛɛɛ. | He is on time. He is in time. He has arrived in time. |
| 5. Wàbéduru há <u>ntém</u> . | He is on time. |
| 6. <u>Ewímhyén</u> nó ẹbèdu há ntém. | The bus arrived on time. |
| 7. Ewímhyén nó ẹbèdu <u>mmér(ẹ) àà yáhyèhyé</u> <u>ámà nó pépɛɛɛ.</u> | The airplane arrived on schedule. |
| 8. <u>Bóòsọ</u> nó <u>bèdu</u> mmér(ẹ) àà yáhyèhyé ámà nó pépɛɛɛ. | The bus will arrive on schedule. |
| 9. Bóòsọ nó <u>béka</u> ẹkyírí <u>dọnhwéré kó.</u> | The bus will arrive an hour late. |
| 10. Bóòsọ nó <u>béduru</u> há <u>ntém dọnhwéré kó.</u> | The bus will arrive an hour early. |

New words

| | |
|-----------------|---|
| ntém | haste, swiftness; fast, quick; early, soon |
| hyèhyé | to arrange, adjust; fit out, equip |
| abáawa (pl. m-) | girl |
| pẹrá | to sweep |
| ẹdíhọ, ẹdíwọ | yard, court |
| pẹráẹ | broom |

Lexical Drill E

1. Abáawa nǒ rẹ̀pẹ̀rá
 àdíwo. The girl is sweeping the yard.
2. Abáawa nǒ wọ̀ pẹ̀ráẹ̀
 fọ̀fọ̀rọ̀. The girl has a new broom.
3. Abáawa nǒ dẹ̀ pẹ̀ráẹ̀
 na ẹ̀pẹ̀rá. The girl is sweeping with a
 broom.
4. Abáawa nǒ dẹ̀ pẹ̀ráẹ̀
 àà mḗyẹ̀ máà nǒ nǒ
 na ẹ̀pẹ̀rá. The girl is sweeping with the
 broom I made for her.
5. Abáawa nǒ áfì asẹ̀
 pẹ̀rá. The girl has begun to sweep the
 room.
6. Abáawa nǒ pẹ̀ráà dǎn
 nǒ mú síésíe áà. The girl has just swept the
 room.
7. Abáawa nǒ a pẹ̀rá dǎn
 nǒ mú áwìe. The girl has finished sweeping
 the room.
8. Abáawa nǒ mpẹ̀ráà ọ̀dǎn
 nǒ mú (εε). The girl hasn't swept the room
 yet.
9. Abáawa nǒ mfìì asẹ̀
 mpẹ̀ráà yε. The girl hasn't started to
 sweep yet.
10. Áfẹ̀ì ansá na abáawa
 nǒ bẹ̀pẹ̀ra. The girl is about to sweep now.

Pattern Drill A

- | | |
|--|---|
| 1. Se m'igyá m'ě mpábòà n'ó àà, wúbetùmí áyè àmà m'ě anáà? | If I leave my shoes, can you repair them? |
| 2. Se <u>m'ēde m'ě káà n'ó</u> <u>bá àà, wúbetùmí</u> áyè àmà m'ě anáà? | If I bring my car can you repair it for me? |
| 3. Sa m'ēde m'ě káà n'ó bá àà, <u>w'òdè óyèyere</u> <u>f'òf'òrò b'egu mú àmà</u> <u>m'ě anáà?</u> | If I bring my car will you change the oil? |
| 4. Se <u>m'ēbá ntém àà, w'òdè</u> <u>óyèyere f'òf'òrò b'egu</u> <u>mú àmà m'ě anáà?</u> | If I come early, will you change the oil for me? |
| 5. Se m'ēbá ntém àà <u>ese</u> <u>s'èè m'ētwn' n'ó.</u> | If I call early, I'll have to wait for him. |
| 6. Se <u>wammá àà, ese s'èè</u> <u>m'ētwn' n'ó.</u> | If he doesn't come, I'll have to wait for him. |
| 7. Se <u>wammá àà, yenni</u> <u>nám àà yebédí.</u> | If he doesn't come, we won't have any meat to eat. |
| 8. Se <u>yan'kúm oguáñ àà</u> <u>yenni nám àà yebédí.</u> | If we don't kill a sheep, we won't have any meat to eat. |
| 9. Se <u>yan'kúm oguáñ àà</u> <u>ókóm b'ede yen.</u> | If we don't kill a sheep, we'll be hungry. |
| 10. Se <u>yammá ntém àà,</u> <u>ókóm b'ede yen.</u> | If we don't get back early, we'll be hungry. |

| | |
|-------|---|
| kũm | to kill, execute; cause to cease, extinguish |
| oguãñ | sheep |
| okóm | hunger |

3. Verbs whose noun objects indicate place or location very often have meaning which cannot be guessed. See Lexical Drill C. The student should learn these verbs plus objects as vocabulary items.

4. /-wa/, /-ma/, /-ba/ are productive suffixes, i.e., are used to form many new words. /-wa/ means 'feminine' or 'the female' of the noun to which it is attached. If /-wa/ is preceded by a single /-a/, /-awa/ is usually /-aá/, e.g., /Atá/, 'a male twin', and /Ataá/, 'a female twin'. /-ma/ means the 'masculine' or 'the male' of the noun. /-ba/ means, 'the child of' or 'the young of' the noun.

5. A low-tone /-ẹ/ suffix forms instrument nouns from verbs, e.g., /pẹràẹ/, 'broom' from /pẹrá/, 'to sweep' and /fitáẹ/, 'bellows', 'a woven fan', from /fitá/, 'to fan a fire'. Though this suffix is fairly common, the student should avoid coining new verb stems.

6. /ná/ plus the perfect makes up the past perfect. See Lexical Drill B, sentences 6 and 7.

Unit 17

Basic Dialogue

-A-

- 1 Měpaw kyéw. I beg your pardon.
 edwómũ (pl. (e)ññwómũ) market, market place
- 2 Ehéfá na edwómũ wɔ? Where is the market?

-B-

- tēe straight
- 3 Kó wānīm tēe. Go straight. ('Go your face-
 plane straight.')
- nífá (nífá) right
- 4 Se wụduru sukuùdǎñ nǒ hó When you reach the school, turn
 áà, fa wụ nífá. right.
 bēnkūm (bēnkūm) left
 ohẹnẹ (hẹnẹ) king, chief
 (pl. a-nǒm)
- 5 Fa wọ bēnkūm wɔ Ohẹnẹ Turn left at King's Junction.
 Ñkwantá.
 ko sọ to keep on, continue
- 6 Ko sọ ko tēe kosí sée Keep on going until you come
 wụbedu edwómũ nǒ hó. to the market.
- A-
- 7 Mmẹrẹ sēn na métumí de How long will it take me to
 ánantẹ ádùru hó? walk there?

-B-

| | |
|------------------------------------|--|
| dẹ | to take, require |
| 8 Wúbetúmi dẹ dọnhwéréfá ádùru. | It will take you half an hour to get there. |

Notes

1. /guáàsọ/, which is // guaso//, is also commonly used for 'market' 'market'. This is an Akuapim word meaning 'an assembly', 'place where people come together', 'market'.
2. /dẹ/ also is used in the sense of 'taking or requiring a certain amount of time or a certain tool (including money) to do a certain activity'.

Question and Answer Drill A

- | | |
|---|--|
| 1. Okwáń bèn na ekó edwómũ? <u>Okwáń áà edá nifá</u> <u>nó</u> kó edwómũ. | Which road goes to the market? The road on the right goes to the market. |
| 2. Guáàsọkwáń wọ hé? Guáàsọkwáń <u>wọ</u> <u>běnkúm</u> . | Where is the market road? The market road is on the left. |
| 3. Ehéfá na bóòsọgyinábẹa nó wọ? Bóòsọgyinábẹa nó <u>wọ</u> <u>waním</u> . | Where is the bus station? The bus station is /straight/ ahead. |
| 4. Okwáń yí kó hé? Okwáń yí <u>kó mpọanó</u> . | Where does this road go? This road goes to the seaside. |

5. Ehéfá na lórè nò fáày? Which way did the car go?
 Lórè nò fáa bēnkúm. The car took a left.
6. Edeḗn na ebó wọ nsá What are you wearing on your
 bēnkúm nò? left arm?
Wákyè na ebó mē nsá I'm wearing a watch on my
 bēnkúm nò. left arm.
7. Wọyèè deḗn na wútwáá How did you cut your right
 wọ nsá nífá? hand?
Sékañ na etwáá mē It was a knife that cut my
 nsá nífá. hand.
8. Dá bēn na yedí guḗ? What day is the market held?
 Yedí guḗ Benada. Market day is Tuesday.
9. Ofaa kwáñ wéí sọ anáa Did he take this road or that
 séé wéí sọ? one?
 Ofaa kwáñ wéí sọ. He took this road.
10. Yebétọ́a sọ ákò yẹḗ Shall we continue on straight
 ọ̀nìḗ tēe anáa? ahead?
Daabi, yentọ́a sọ No, we aren't going to
 ákò yẹḗ ọ̀nìḗ tēe? continue on straight ahead.

New words

epọ

ocean, sea

anó

mouth; edge, brim; beginning

mpọanó, epọanó

seaside, seashore

bo

to tie, tie up, tie on

wákyè

watch

tọ́a

to join, connect, string; follow,
continue

Lexical Drill A

1. Mědẹ sạmíná na ehọrọ̀ mē káà nǒ. I used soap to wash my car.
2. Mědẹ sạmíná họrọ̀ mē káà nǒ. I washed my car with soap.
3. Mětọ̀n mē káà nǒ. I sold my car.
4. Mětọ̀n bayẹre wo edwómǔ. I sold yams at the market.
5. Mihǔ bayẹre wo edwómǔ. I saw yams at the market.
6. Mihǔ nǒ sée' óhọrọ̀ ñe káà nǒ. I saw him washing his car.
7. Měgyẹ mǐdí sée' óhọrọ̀ ñe káà nǒ. I believe he is washing his car.
8. Měgyẹ mǐdí sée' osúo bétọ nné. I believe it will rain today.
9. Obisáà mē sée' osúo bétọ nné. He asked me if it will rain today.
10. Obisáà mē ọ́ẹ́ eguáọsọ wo? He asked me where the market is?

New words

| | |
|--------|------------|
| gyẹ dí | to believe |
| bayẹre | yam |

Question and Answer Drill B

1. Edeɛ̃n ntí na wúusãñ ákò sukúù mú bío? Why are you going back to school again?
 Mĩsãñ ákò sukúù mú bío ésiàne sée I'm going back to school because I forgot my coat.
měwɛɛ áfiri mé
koòt.
2. Mpɛ̃n ahé na móto ábà? How often do you hold elections?
 Yetó ábà mfie nũm We hold elections every five
biara. years.
3. Ekwãñ yí kó hé? Where does this road go?
 Ekwãñ yí kó akuraa It goes down to a certain
bi ase. village.
4. Edeɛ̃n ntí na wámma. Why didn't you come last Friday?
 Fíeda áà etwá mú nó? I didn't come last Friday
 Mammá Fíeda áà etwá because my wife went on a
 mú nó efi sée mě trip.
yɛɛ ɛ̀tù kwãñ.
5. Wó nē mẽ békò Mémè̀nɛ̀da Are you going to go with me
 áà éeba yí? next Saturday?
Méentumí nē wó nkó I won't be able to go with
 Mémè̀nɛ̀da áà éeba you next Saturday.
 yí.

6. Póstòfẹs nǒ wǒ wǎnìm
anǎa?
Daḃí, póstòfẹs nǒ
wǒ w(o) ákyì.
- Is the post office straight
ahead?
No, the post office is back
that way.
7. Edeḃn na wǒyèè mmér(e)
áà mífì há nǒ?
Mmér(e) áà wífì há
nǒ, měkǒhwěè
Omǎñnyiamúdañ.
- What did you do after I left?
I went to look around the
House of Parliament.
8. Wákòhwé Asanteheneḃie
pen anǎa?
Añ, měkǒ hó sěè
měekǒhwé
Asanteheneḃie.
- Have you ever seen the
Ashantihene's palace?
Yes, I went there especially
to see the Ashantihene's
palace.
9. Wǒkòò ahémḃie nǒ,
wúhú Síkáagùà
Kofí nǒ anǎa?
Daḃí, mañnyá kwán
àñkǒhwé Síkáagùà
Kofí nǒ.
- When you went to the palace,
did you see the Golden Stool?
No, I didn't have an oppor-
tunity to see the Golden Stool.
10. Wúhú Asantehene
àñkasa?
Daḃí mañhú nǒ;
mmòm mihú nē
kyéame.
- Did you see the Asantehene
himself?
No, I didn't see him; but
rather I talked to his
spokesman.

New words

| | |
|--|--|
| wě̀rè | mind, memory; the seat of the emotions |
| wě̀rè f ₁ (r ₁) | to forget |
| tɔ ba | to elect, choose |
| əkuraá asɛ | village |
| okuraaséni (pl. ɲ-fòɔ) | villager |
| tu kwãñ | to travel, take a trip |
| Omãññhyiàmúďãñ | House of Parliament |
| Asantɛ | Ashanti language or region |
| Asantɛhɛɲɛ | the King of Ashanti |
| pɛɲ | before, previously |
| ahémfɛ | palace, chief's house |
| Sikáagùà Kofí | the Golden Stool |
| nyã kwãñ | to have an opportunity, get the chance |
| à̀nkasa | self |
| ímò̀m | rather |
| okyéãmɛ (pl. a-) | a chief's spokesman |

Pattern Drill A

- Ná mḗyé abɔ́fára nɔ́, When I was a child, I lived in
mētɛrãà Ñkɛrãñ. Accra.
- Mmɛr(ɛ) áà mḗwɔ Ghána While I was in Ghana, I stayed
nɔ́, mētɛnãà Ñkɛrãñ. in Accra. When I was in Ghana,
I lived in Accra for a while.

3. Mmɛr(ɛ) áà mɛwo Ghána When I was in Ghana, I lived
nɔ́, ná mɛtɛ Nkɛrǎǎ. in Accra.
4. Mɛ papá wúì nɔ́, ná When my father died, I lived
mɛtɛ Nkɛrǎǎ. in Accra.
5. Mɛ papá wúì nɔ́, ná When my father died, I was ten
mađí mfíe dú. years old.
6. Mmɛr(ɛ) áà yetú kóò When we moved to Takoradı, I
Tákòrądı, ná mađí was ten years old.
mfíe dú.
7. Mmɛr(ɛ) áà yetú kóò When we moved to Takoradı, my
Tákòrądı, ná yɛrwoqò sister wasn't born yet.
mí nũabàa nɔ́ ɛɛ.
8. Mmɛr(ɛ) áà mífíì sukúù When I started to school, my
asɛ nɔ́, ná yɛrwoqò sister wasn't born yet.
mí nũabàa nɔ́ ɛɛ.
9. Mmɛr(ɛ) áà mífíì sukúù When I started to school, we
asɛ nɔ́, ná yetɛ lived close to the school.
sukúùdǎǎ nɔ́ ñkyɛ̃
pɛɛ.
10. Ná mɛyɛ abofára nɔ́, When I was a child, we lived
ná yetɛ sukúùdǎǎ close to the school.
nɔ́ ñkyɛ̃ pɛɛ.

Lexical Drill B

- | | |
|--|---|
| 1. Ɔpɔ̀nkɔ́ nɔ́ da ɔkwáń nɔ́ mú. | The horse is lying in the road. |
| 2. Ɔpɔ̀nkɔ́ nɔ́ <u>gyina</u> ɔkwáń nɔ́ mú. | The horse is standing in the road. |
| 3. Mpɔ̀nkɔ́ nɔ́ <u>bɔa</u> ɔkwáń nɔ́ mú. | The horses are lying together in the street. |
| 4. Mpɔ̀nkɔ́ nɔ́ <u>bɔábɔa</u> ɔkwáń nɔ́ mú. | The horses are lying about in groups in the street. |
| 5. Mpɔ̀nkɔ́ nɔ́ <u>dɛda</u> ɔkwáń nɔ́ mú. | The horses lying about in the road. |
| 6. Mpɔ̀nkɔ́ nɔ́ <u>gyinagyina</u> ɔkwáń nɔ́ mú. | The horses are standing about in the street. |

Lexical Drill C

- | | |
|--------------------------|--|
| 1. Duá da fám. | There is a stick lying on the floor. |
| 2. Nnuá <u>gu</u> fám. | There are trees lying on the ground. |
| 3. Nnuá <u>gugu</u> fám. | There are sticks scattered on the ground. |
| 4. Nnuá <u>dɛda</u> fám. | There are logs lying about the ground. |
| 5. Nnuá <u>sɪsɪ</u> fám. | There are trees /standing/ about the ground. |

New words

| | |
|-------------------------|--------------------------|
| oponkó (pónko) (pl. m-) | horse |
| bqa | to lie or lay in a group |
| duá (nnuá) | tree, stick, wood |

Lexical Drill D

- | | |
|-------------------|--------------------------------------|
| 1. Okóm dẹ mē. | I'm hungry. ('Hunger possesses me.') |
| 2. Osukóm dẹ mē. | I'm thirsty. |
| 3. Awó dẹ mē. | I'm cold. |
| 4. Ẹhúhurọ dẹ mē. | I'm hot. |
-
- | | |
|--------------|--|
| 5. Mạní kũm. | I'm sleepy. ('My eyes are dead.') |
| 6. Mabẹre. | I'm tired. ('I have /become/ fatigued.') |
-
- | | |
|-------------------------|--------------------------------------|
| 7. Eyé mē de. | It's sweet. ('It is /to/ me sweet.') |
| 8. Eyé mē ñwẹnẹ. | It's bitter. |
| 9. Eyé mē ñkyẹnẹñkyẹnẹ. | It's salty. |
-
- | | |
|--------------------|-------------------------------|
| 10. Ewím yẹ hyẹ. | It's hot. ('The air is hot.') |
| 11. Ewím yẹ ñwínì. | It's cold. |

New words

| | |
|------------|----------------------------|
| okóm | hunger |
| awó | cold, chill |
| ḡhúhurḡ | heat, steam |
| kũm | to die, be dead, kill |
| bḡrḡ | to fatigue, grow weary |
| dḡ | sweet; pleasant, agreeable |
| ñwḡḡ | bitter, sour |
| ñkyḡḡ | salt |
| ñkyḡḡñkyḡḡ | salty |
| hyḡ | to burn; hot |
| ñwĩñĩ | cool |

3. /mḡwḡrḡ ḡfirĩ/ is often /mĩwĩ ḡfirĩ/.

4. Before the Europeans came the Ashanti Empire controlled most of the central and southern part of what is now Ghana. The /Asantḡḡḡ/ or King of the Ashanti ruled from Kumasi where he sat on the Golden Stool, which was believed to have descended from heaven. One did not directly address a chief, but one spoke to the king's /okyḡḡmḡ/, 'spokesman', who whispered the message to the chief. The spokesman then gave the king's reply to the inquirer.

5. /ḡḡkasa/ may be preceded by independent personal pronouns, e.g., /mḡ ḡḡkasa/, 'myself'.

6. Most stative verbs showing location are reduplicated to indicate the subjects of the verb are scattered or distributed about in the position or manner indicated by the verb stem.

7. The perfect of some verbs is often used to describe a present condition resulting from something past, e.g., /mabé̄re/, 'I'm tired', literally 'I have /become/ fatigued'.

8. Some adjectives occur only after a verb, e.g., /de/, 'sweet'. If the verb of the sentence is not a stative verb, this type of adjective follows the noun in a subordinate clause beginning with /áà yé̄/, 'which is'.

9. /póstòfēs/ is //posuofese//.

Unit 18

Basic Dialogue

- A-
- 1 Wóye deḗñ ádwùma? What's your occupation?
- B-
- kookôò cocoa, cocoa tree
 áfúo, áfúw (pl. m-) farm, field
 do to produce, raise, increase
- 2 Mědó kookôò áfúo. I'm a cocoa farmer.
- A-
- sõ to be big, be large
- 3 Wó áfúo nõ sõ anáa? Is your farm large?
- B-
- 4 Áḗñ, esõ kakęráa. Yes it's not so big.
- A-
- yaręe (yáreę) (pl. ñ-) sickness, disease
- 5 Wó áfúo nõ kookôò yaręe wo Are you troubled by swollen
 mú? shoot disease?
- B-
- 6 Áḗñ, kookôò yaręe ákùm nnuá Yes, swollen shoot has killed
 nõ fá. about half my trees.
- A-
- 7 Entí nnuá áà yaręe wo mú What do you do then with the
 nõ wóye nõ deḗñ? infected trees?

-B-

| | | |
|---|--|---|
| | mmará (mmára') | law, rule |
| | twá...gu | to cut in various locations |
| 8 | Abán mmará kyéré sée' ese sée' yetwá nnuá áà yaréé wó mú nó ñyĩnáa gu. | Government regulations say that all infected trees must be cut out. |

Notes

1. /esõ kakéráa/, 'It's not so big', literally 'It's big a little' is a modest way of implying 'It's quite large'.
2. /kookóò yaréé/, 'swollen shoot disease' attacks and kills cocoa trees. At present there is no known cure for swollen shoot. The government pays farmers to cut out infected trees. Ghana is the world's leading producer of cocoa and depends on her export of about a quarter of a million tons per annum for most of her foreign exchange.
3. /Entí...wóye nó dèññ?/ is quite emphatic and shows surprise or other emotion. If emphasis were not desired, dialogue sentence 7 would probably be /Édèññ na wódè nnuá áà yaréé wó mú nó yé?/, 'What do you do with the infected trees?'.
 4. /gu/, 'to be poured, sprinkled, or spread about', is used after another verb to show that the action is performed at various places, or with a number of items, e.g., /twá...gu/, 'to cut out pieces here and there', 'cut at several locations'. Sometimes /gu/ translates 'onto', 'upon'; 'away', e.g., /mětqọ pènsèrè nó guùye/, 'I threw the pencils away' or /Mětqọ pènsèrè nó guu pọp sọ/, 'I threw the pencils onto the table'.

Lexical Drill A

- | | |
|---|--|
| 1. Mědó kookóò afúo wɔ Juáàsɔ. | I'm a cocoa farmer at Juaso. |
| 2. Mědó <u>nkátɛɛ</u> afúo wɔ <u>Mpraəsɔ</u> . | I'm a peanut farmer at Mpraeso. |
| 3. <u>Mě papá yɛ porísini</u> wɔ Mpraəsɔ. | My father is a policeman at Mpraeso. |
| 4. Mě papá di porósi <u>wɔ</u> <u>Yendi</u> . | My father is in the police at Yendi. |
| 5. <u>Woyɛn anantwíe</u> wɔ Yendi. | They raise cattle at Yendi. |
| 6. Woyɛn anantwíe <u>wɔ</u> <u>Esiremũ</u> . | They raise cattle in Northern Ghana. |
| 7. <u>Yeyé abáñ ádwuma</u> wɔ Esiremũ. | We work for the government in Northern Ghana. |
| 8. Yeyé abáñ ádwuma <u>wɔ</u> <u>Adáa</u> . | We work for the government at Ada. |
| 9. <u>Otú fikyɛnɛ</u> wɔ Adáa. | He mines salt at Ada. |
| 10. Otú <u>siká wɔ Obuási</u> . | He mines gold at Obuasi. |

New words

| | |
|----------------------------|-----------------------------------|
| nkátɛɛ | peanut, groundnut |
| porísini (pl. m- ~ a- fɔɔ) | policeman |
| pórisi | police |
| di | to work as, be employed as |
| yɛn | to breed, nurse, raise animals |

| | |
|---|---|
| n̄antwíe (n̄antwíe) (pl. ɔ̄n̄antwíe) | a head of cattle |
| es̄érè (s̄érè) | grass |
| Es̄íremũ | the grasslands in the north of Ghana |
| Es̄íremũf̄o | the inhabitants of the grasslands |
| tú | to dig, farm, mine |

Lexical Drill B

1. An̄om̄áá n̄ó s̄í duá n̄ó s̄ó. The bird is in the tree.
2. An̄om̄áá n̄ó ɔ̄tú ákòs̄í duá
n̄ó s̄ó. The bird has flown into the
tree.
3. An̄om̄áá n̄ó ɔ̄tú áf̄ír̄í duá
n̄ó s̄ó. The bird has flown out of
the tree.
4. An̄om̄áá n̄ó ɔ̄tú áf̄à duá
n̄ó as̄e. The bird flew under the tree.
5. An̄om̄áá n̄ó eetú áf̄à duá
n̄ó h̄ó. The bird is flying past the
tree.
6. An̄om̄áá n̄ó ɔ̄tú tw̄à duá
n̄ó h̄ó áhyiá. The bird flew around the
tree.
7. An̄om̄áá n̄ó ɔ̄tú kò duá
n̄ó h̄ó. The bird flew toward the
tree.
8. An̄om̄áá n̄ó ɔ̄tú áf̄ír̄í
duá n̄ó h̄ó. The bird flew away from the
tree.

9. Anõmãá nõ atú áfà duá
nõ sọ. The bird flew over the tree.
10. Anõmãá nõ atú áfà
nnuá nõ ntém. The bird flew between the trees.

New words

| | |
|--------------------------|-----------------------------|
| anõmãá (ánõmãa) (pl. n-) | bird |
| tu | to fly |
| n̄hyá | meeting, interview, session |

Lexical Drill C

1. Ooduá kookóò wò náfqòm. He is planting cocoa on his farm.
2. Ooduá kookóò wò nnuá
keséé nõ asẹ He is planting cocoa under the tall trees.
3. Ní fíe s1 nnuá keséé
nõ asẹ. His house is under the big trees.
4. Ní fíe s1 nsúo nõ hõ. His house is by the river.
5. Ɖonam nsúo nõ hõ. He is walking by the river.
6. Ɖonam nsúoanõ. He is walking along the river bank.
7. Ɖsǎn̄ koo nsúoanõ. He went back to the edge of the river.
8. Ɖsǎn̄ kofáà nneemã áà
ná wágya nē hó nõ. He went down to get the things he had left.

9. Okoo sòrò hó kofáà
nnèemã àà ná wágya
nè hó nǒ.
He went up to get his things
that he had left.
10. Okoo sòrò kodáay.
I went upstairs and went to
bed.

New words

sǎñ, sǎnè

to return

nsúoanǒ

edge of water, riverbank,
lakeside

osòrò

top, upper part; above, over

Pattern Drill A

1. ^oAbarémáá àà ókasa nǒ
ye mí nǔa.
The boy who is talking is my
brother.
2. Abarémáá àà óoko nǒ ye
mí nǔa.
The boy who is going is my
brother.
3. Abarémáá àà óopera nǒ
ye mí nǔa.
The boy who is sweeping is my
brother.
4. Abarémáá àà oté há nǒ
ye mí nǔa.
The boy who is sitting there
is my brother.
5. Abarémáá àà opera nǒ ye
mí nǔa.
The boy who sweeps is my
brother.
6. Abarémáá àà okó nǒ ye
mí nǔa.
The boy who goes is my
brother.
7. Abarémáá àà obisá nǒ
ye mí nǔa.
The boy who asks is my
brother.

- | | |
|--|---|
| 8. Abarɛmáá <u>áà ɔtɛnáá</u> hɔ nɔ yɛ mí nūá. | The boy who sat there is my brother. |
| 9. Abarɛmáá <u>áà ɔpɛraá</u> nɔ yɛ mí nūá. | The boy who swept is my brother. |
| 10. Abarɛmáá <u>áà ɔkásaáy</u> nɔ yɛ mí nūá. | The boy who talked is my brother. |
| 11. Abarɛmáá <u>áà ɔbisaáy</u> nɔ yɛ mí nūá. | The boy who asked is my brother. |
| 12. Abarɛmáá <u>áà ɔbaáy</u> nɔ yɛ mí nūá. | The boy who came is my brother. |
| 13. Abarɛmáá <u>áà ɔtɔɔy</u> nɔ yɛ mí nūá. | The boy who bought it is my brother. |

Pattern Drill B

- | | |
|--|--|
| 1. Abarɛmáá <u>áà ɔɔnkása</u> nɔ yɛ mí nūá. | The boy who isn't talking is my brother. |
| 2. Abarɛmáá <u>áà ɔɔnkò</u> nɔ yɛ mí nūá. | The boy who isn't going is my brother. |
| 3. Abarɛmáá <u>áà ɔɔmpɛra</u> nɔ yɛ mí nūá. | The boy who isn't sweeping is my brother. |
| 4. Abarɛmáá <u>áà ɔntɛ há</u> nɔ yɛ mí nūá. | The boy who isn't sitting here is my brother. |
| 5. Abarɛmáá <u>áà ɔmpɛra</u> nɔ yɛ mí nūá. | The boy who doesn't sweep is my brother. |
| 6. Abarɛmáá <u>áà ɔnkò</u> nɔ yɛ mí nūá. | The boy who doesn't go is my brother. |

- | | |
|---|--|
| 7. Abarẹmáá <u>áà ómmìsà</u> nǒ ye mǐ nǔá. | The boy who doesn't ask is my brother. |
| 8. Abarẹmáá <u>áà óntẹ há</u> nǒ ye mǐ nǔá. | The boy who doesn't sit here is my brother. |
| 9. Abarẹmáá <u>áà wámpẹra</u> nǒ ye mǐ nǔá. | The boy who didn't sweep is my brother. |
| 10. Abarẹmáá <u>áà wánkàsa</u> nǒ ye mǐ nǔá. | The boy who didn't talk is my brother. |
| 11. Abarẹmáá <u>áà wómmìsà</u> nǒ ye mǐ nǔá. | The boy who didn't ask is my brother. |
| 12. Abarẹmáá <u>áà wámmá</u> nǒ ye mǐ nǔá. | The boy who didn't come is my brother. |
| 13. Abarẹmáá <u>áà wántó</u> nǒ ye mǐ nǔá. | The boy who didn't buy it is my brother. |

New word

abarẹmáá (pl. m-)

boy, lad

Lexical Drill D

- | | |
|---|--|
| 1. Abáń áhyẹhyé mmára fófóro p11. | The government has passed many new laws. |
| 2. Abáń áhyẹhye <u>má</u> <u>sukúùfọ́ọ ábà Amẹrẹka.</u> | The government has arranged for students to come to America. |
| 3. <u>Wabọ́a</u> má <u>sukúùfọ́ọ ábà</u> <u>Amẹrẹka.</u> | He has helped students come to America. |

4. Wabòḗ mě mǎ máhyèhyé
mě báèsekere. He has helped me repair my
bicycle.
5. Wóbetúmí ábòḗ mě mǎ
máhyèhyé mē báèsekere. Can you help me fix my
bicycle?
6. Wóbetúmí ábòḗ mě mǎ
máhwehwé^o Nkúruma
Ávenu? Can you help me find Nkrumah
Avenue?
7. Méte Nkúruma Ávenu. I live on Nkrumah Avenue.
8. Méte^o Kembéré^o Ávenu
né^o Pégèn^o Róòdo
nkwantá. I live at Kimberly Avenue
and Pagan Road.
9. Márkòla nómà wǎn sǐ
Kembélé^o Ávenu né^o
Pégèn Róòdo nkwantá. Markola Number One is at the
corner of Kimberly Avenue
and Pagan Road.
10. Márkòla nómà wǎn dí
Mmára Súkuù só. Markola Number One is next
to the Law School.

New words

báèsekere

bicycle

dí...só

to follow, come after,
be next, to be beside

5. The tone pattern which a verb has in isolation is the primary tone pattern. The verb in most independent clauses has the primary pattern. In relative clauses and after emphatic /na/, most verbs have a different or secondary tone pattern, but the positive simple present and the positive stative verbs do not have a secondary pattern. Verb forms that have secondary tone patterns are: (1) positive progressive and positive perfect, high throughout, (2)

positive past, primary prefixes, high stem vowels, mid tense suffix, high adverbial suffixes, (3) positive future and all negatives, high prefixes, mid on first stem vowel, high on succeeding stem vowels.

6. /abareṃáá/ is //abarímaa//.

7. /Nkúruma Ávenu/ is //Nkrumah Avenue//.
/Kembéré/ or /Kembélé Róòdo/ is //Kimberly Road//.
/Pègèn Róòdo/ is //Pagan Road//.

Unit 19

Basic Dialogue

-A-

- 1 Wúgyi dí s'ée osú b'etó enné Do you think it will rain
an'aa? today?

-B-

- 2 Daqabi, miññyi nni s'ée osú No, I don't believe it will
b'etó. rain today.

- 3 W'okoko baqabi an'aa? Are you going somewhere?

-A-

- f'otbòol soccer
4 A'añ, m'epe s'ée m'ekohwé Yes, I want to go to a soccer
f'otbòol. game.

-B-

- b'òol ball
5 Hw'annóm na eebó b'òol enné? Which teams are playing today?

-A-

- kotoko brave companions, able
teammates

- 6 Kotoko n' Gerét Ashántès. The Kotokos and the Great
Ashantis.

-B-

- 7 Se nsúo t(ó) áà, w'obeye What will you do if it rains?
de'ñ?

-A-

- 8 Se nsúo t(ó) áà, métẹnǎ fíe If it rains, I'll stay home
makēnkǎñ mé hómǎ. and read.

Notes

1. /-nǒm/, which forms the plural of many nouns referring to persons, may also mean 'and those with the subject', e.g., /Owúsunǒm/, may mean 'The Owusus (any two or more persons with this name)' or 'Owusu and the people with him'.

Pattern Drill A

- | | |
|--|--|
| 1. Wúgyi dí sée' óoba? | Do you think he is coming? |
| 2. Wúgyi dí sée' óoko? | Do you think he is going? |
| 3. <u>Wúním obarémá áà</u> óoko nǒ? | Do you know the man who is going? |
| 4. <u>Wúním baqabi áà</u> owo? | Do you know where he is? |
| 5. <u>Mínním</u> baqabi áà owo. | I don't know where he is. |
| 6. <u>Mínním</u> nea óoye. | I don't know what he is doing. |
| 7. <u>Kohwé</u> nea óoye. | Go see what he is doing. |
| 8. <u>Kohwé</u> sée' nsúo éeto. | Go see if it is raining. |
| 9. <u>Bisa nǒ</u> sée' nsúo éeto. | Ask him if it is raining. |
| 10. <u>Bisa nǒ</u> sée' <u>Kotoko</u> éebo <u>enné.</u> | Ask him if the Kotokos are playing today. |

Question and Answer Drill A

1. Tiim bɛn na wɔpɛ wɔn
á sɛm?
Mɛpɛ Kotoko asɛm. What is your favorite team?
I like the Kotokos.
2. Wɔgyɛ nɛa okááye nɔ́
dí?
Dɔɔbí, mañnyɛ nɛa
okááye nɔ́ ɔnní. Do you believe what he said?
No, I didn't believe what he
said.
3. Se osúo t(ó) áà,
wɔbɛye dɛɛñ?
Se osúo t(ɔ) áà,
mɛɛnkó. What will you do if it rains?
If it rains, I'm not going to
go.
4. Mmarɛmá nɔ́ mú nɛa ɔwo
hɛn na ɔohwɛhwé mɛ?
Barɛmá áà ɔohye
ataadɛɛ ntuntum nɔ́
na ɔohwɛhwé wɔ. Which one of the men is looking
for me?
The man wearing the blue
trousers is looking for
you.
5. Obáa bɛn na ɔosɔ egyá
nɔ́?
Minním obáa nɔ́, áà
ɔosɔ egyá nɔ́. Who is that woman carrying
firewood?
I don't know that woman who
is carrying the firewood.
6. Ehé na kúruwá áà mɛ
mãamé dɛ mãa mɛ nɔ́
wɔ?
Kúruwá áà wɔ mãamé
dɛ mãa wɔ nɔ́ abó. Where is the cup that my mother
gave me?
The cup that your mother give
you got broken.

7. Hwáǎ na ɔfáà ɲhómǎ áà
edá ɔpón nó sọ́?
Ɔsófọ́ ɔ nó fáà ɲhómǎ
áà edá ɔpón nó
sọ́?
Who took the book that was
lying on the table?
The preacher took the book
that was lying on the
table.
8. Abaremaa' bên na wọ́ né
nó kasa?
Abaremaa' nó ye mí
sukuúfúo nó mú baakó.
Who was that boy you were
talking to?
That boy is one of my students.
9. Ɔkońńúá áà n(a) esí
mfènsẹrẹánò nó wọ
hé?
Ye ton Ɔkońńúá nó
máa ɔbaa áà ɔbaa
ehá nnéra.
Where is the chair that was
under the window?
That chair was sold to a
woman who came yesterday.
10. Mfènsẹrẹ nó kyẹrẹ́
ehé?
Mfènsẹrẹ nó kyẹrẹ́
abontéń.
Which direction does the
window face?
The window faces the street.

New words

tíim

team

ɔsófọ́ (pl. a-)

preacher, minister, priest

Question and Answer Drill B

1. Wɔ̀wò tuntum̄ anáa
fítaa?
Měwo kɔkɔ́ nkóaa.
Do you have either a black one
or a white one?
I have only red ones.
2. Hwán na ɔ́ko kúro
keséε mú?
Yɛn mú baakó ɛkó
kúro keséε mú.
Who is going into the city?
Either he or I am going into
the city.
3. Hwáñ na ɔkǎáy sée
ómára?
Kofi né Ámma mú
baakó na ɛnkǎáy
sée ómára.
Who asked him to come?
Neither Kofi nor Amma asked
him to come.
4. Edeɛn̄ ntí na wɔ́kɔ́ hó?
Měkɔ́ hó kɔhánè
dǎñ.
Why did you go there?
I went there to rent a room?
5. Wuhũu barémá áà na
wɔ́phwɛ́hwe nó?
Mǎnhũ barémá áà na
méehwɛ́hwe nó.
Did you find the man you were
looking for?
I couldn't find the man I
was looking for.
6. Wɔ́gyɛɛ nneɛma áà ɔde
baaye nó.
Měgyɛɛ nneɛma áà
ɔde baaye nó bí.
Did you accept the things he
brought?
I accepted some of the things
he brought.

7. Wọ́ dǎǎ nǒ wọ sọ́rọ́
 anáa fám?
 Mé dǎǎ nǒ wọ esọ́rọ́
hó etírí hó. Is your room upstairs or
 downstairs?
 My room is upstairs at the
 end /of the hall/.
8. Wọ́dẹ́ egyá nǒ áà
 wọ́twaàye nǒ koyé dẹ́ǎ?
 Mědẹ́ egyá nǒ áà
 wọ́twaàye nǒ.
rẹ́kosíe. What are you going to do with
 the wood they cut up?
 I'm going to save the firewood
 that they cut up.
9. Wọ́kyẹ̀rẹ̀ nǒ sénéà
 yehyé káà asẹ́.
Daàbí, Kwákù na
 ekyẹ̀rẹ̀ nǒ sénéà
 yehyé káà asẹ́. Did you explain to him how to
 start the car?
 No, but Kwaku explained to
 him how to start the car.
10. Wáhyiá ñkọ́rọ́fọ́ áà ọ́tẹ́
 ọ́dǎǎ baakó nǒ m(ú)?
Áǎ, maḥyíá ñkọ́rọ́fọ́
 áà ọ́tẹ́ ọ́dǎǎ baakó
 nǒ m(ú). Have you met the people who
 live next door?
 Yes, I have met the neighbors.

New words

| | |
|----------------|------------------|
| hánè, háẹ | to rent, hire |
| síe | to save, keep |
| kyẹ̀rẹ̀...asẹ́ | to explain, show |
| ñkọ́rọ́fọ́ | neighbors |

Lexical Drill B

- | | |
|---|--|
| 1. Èèbíà nsúo bétọ́ ansá na yasáń ábà. | It will probably rain before we get back. |
| 2. Èèbíà nsúo bétọ́ <u>mákyí</u> . | It will probably rain while I'm out. |
| 3. <u>Wọkđo</u> mákyí. | They fought during my absence. |
| 4. Wọkđo <u>wọ bẹ̀pọ́ nń sọ́</u> . | They fought a battle on the hilltop. |
| 5. <u>Osii dǎń</u> wọ bẹ̀pọ́ nń sọ́. | He built a house on top of the hill. |
| 6. Osii dǎń <u>wọ bẹ̀pọ́ nń</u> <u>asẹ́</u> . | He built a house at the foot of the mountain. |
| 7. <u>Asubúra</u> da bẹ̀pọ́ nń asẹ́. | There's a well at the bottom of the mountain. |
| 8. <u>Asubúra</u> da <u>ọdǎń nń</u> <u>ńkyéń</u> . | There's a well on the other side of the house. |
| 9. <u>Obí rẹ̀twẹ̀n wọ</u> wọ ọdǎń nń ńkyéń. | There's someone waiting for you on the other side of the house. |
| 10. <u>Ebínǒm</u> rẹ̀twẹ̀n wọ wọ ọdǎń nń ńkyéń. | Some of the people are waiting for you on the other side of the house. |
| 11. <u>Ñkọ̀rọ̀fọ̀</u> bí rẹ̀twẹ̀n wọ wọ ọdǎń nń ńkyéń. | There are some people waiting for you on the other side of the house. |

Lexical Drill C

- | | |
|--|--|
| 1. Omãa mẽ nantẹ́ yíyè. | He bade me farewell. |
| 2. Omãa mẽ <u>nhómã bí àà</u> <u>efá Ghána hò.</u> | He gave me a book about Ghana. |
| 3. <u>Mẽ nsá ákà</u> <u>nhómã bí</u> <u>àà efá Ghána hò.</u> | I have received a book about Ghana. |
| 4. Mẽ nsá ákà <u>síká àà</u> <u>ohẹnẹ nõ dẹ mǎnèè</u> <u>mẽ nõ.</u> | I have received the money which the chief sent me. |
| 5. <u>Obí ǎwìǎ</u> <u>síká àà</u> <u>ohẹnẹ nõ dẹ mǎnèè</u> <u>mẽ nõ.</u> | Someone has stolen the money which the chief sent me. |
| 6. Obí ǎwìǎ <u>síká àà mẽ</u> <u>nsá kǎàye nõ.</u> <u>ńyĩnǎa.</u> | Someone has stolen all the money that I received. |
| 7. <u>Masẹẹ</u> <u>síká àà mẽ nsá</u> <u>kǎàye nõ ńyĩnǎa.</u> | I have used up all the money that I received. |
| 8. Masẹẹ <u>mẽ pènsẹrẹ àà</u> <u>ákà nõ.</u> | I have used up my last pencil. |
| 9. <u>Wafá</u> mẽ pènsẹrẹ àà <u>ákà nõ.</u> | He has taken my last pencil. |
| 10. Wafá <u>saá kwǎń yí sọ</u> <u>da.</u> | He has used this road before. |

New words

| | |
|------------|---|
| kã | to touch, come in contact with, come to, reach |
| mãñé, mãná | to send, receive |
| wlǎ | to steal |
| sẹ | to spend, use up; damage, ruin |

Lexical Drill D

- Métuǎ wọ pón baakó
mã wapẹrá dǎn mũ
há.
I will pay you one pount to
clean this room.
- Pón baakó suǎ mã mẽ
séé mẽpẹrá dǎn mũ
há.
One pound is not enough for me
to clean this room.
- Pón baakó suǎ mã
ataadéé fófọrọ.
One pound isn't enough for a
new suit.
- Saá ntamǎ yí yé mã
ataadéé fófọrọ.
This material is suitable for
a new dress.
- Saá ntamǎ yí nế mẽ
kyé yí na ẹẹkó.
This material goes well with
my hat.
- Mě táè yí nế mataáadéé
fófọrọ nó na ẹẹkó.
This tie of mine goes well with
my new suit.
- Mě táè yí nế mataáadéé
fófọrọ nó fírí
Aburokyírí.
This tie of mine and my new
suit are from Europe.

8. Mawófọ̀nǒm fírí My parents are from Europe.
 Àburokyírí.
9. Mawófọ̀nǒm fírí My parents are back from
 Àburokyírí ábà. Europe.
10. Ọ̀dẹ̀ nkẹ̀rá fírí He brought a message from
 Àburokyírí ábà. Europe.

New word

suą

to be little, few, insufficient

Unit 20

Basic Dialogue

-A-

kyiá

to greet, shake hands,
welcome; bet, wager

1 Owúra Měnsàh, mēde mí nūá
yí ribekyiá wó.

Mr. Mensah, I want to present
my brother to you.

-B-

2 Yeféré wọ sēñ?

What's your name?

-C-

3 Yeféré mē Kwákú Bónsù.

My name is Kwaku Bonsu.

-B-

4 Wótè kúrom há anáa? Esiáñé
sèè mēñhyiáà wọ da.

Do you live in the city?
I've never met you before.

-C-

5 Daábí, mēnté há. Mēte
Kumáse. Mēbeseráà mí
nūá.

No, I don't live here. I live
at Kumasi. I'm /here/
visiting my brother.

-B-

6 Wúním owúra Kwabéna Antwi?
Otó kookóò wọ Kumáse.

Do you know Kwabena Antwi?
He is a cocoa buyer at Kumasi.

-C-

7 Ááñ, mīnīm nō. Otó kookóò
firi mē papá ñkyēñ.

Yes, I know him. He buys cocoa
from my father.

-B-

- 8 Dá b'én na w'óbésáñ ákò When do you return to Kumasi?
Kumásẹ?

-C-

- 9 Oky'éna anópá. Tomorrow morning.

-B-

- 10 Nanté yiyé. Goodbye. Have a good trip.
Farewell.

-C-

- 11 Yaq owúra. Yes sir.

Notes

1. /Nanté yiyé/, 'Farewell', is used when someone is going on a trip. /Mak'era wq/, 'Goodbye', 'I'm taking leave of you' is used when you expect to see the person again fairly soon.

Pattern Drill A

1. Měpaw kyéw, mā mē Please let me introduce you
mfáw ñkyérè opañyín yí. to this man.
2. Měpaw kyéw, mā Please let me show you where
mēñkyerèw nea ewo. it is.
3. Měpaw kyéw, fa nkwán Please pass me the soup.
mā mē nō.
4. Měpaw kyéw, mā mē Please let me have some of
fufúo nō bí. the fufu.
5. Měpaw kyéw, kyeré mē Please show me where it is.
nea ewo.

- | | |
|--|---|
| 6. Měpaw kyéw, <u>kǎ kyere</u> <u>nõ sée' óonko.</u> | Please tell him to leave. |
| 7. Měpaw kyéw, <u>kǎ kyere'</u> <u>nõ sée' mēwo há.</u> | Please tell him I am here. |
| 8. Měpaw kyéw, <u>kotó</u> <u>núusopèpa mā mē.</u> | Please go buy me a newspaper. |
| 9. Měpaw kyéw, <u>twen mē</u> <u>wo há.</u> | Please wait for me here. |
| 10. Měpaw kyéw, <u>befá mē</u> <u>nnónwòtwẹ.</u> | Please come for me at eight o'clock. |

New words

opañyíñ (pl. m-fɔ̀ɔ̀)

adult, grown person

núusopèpa

newspaper

Lexical Drill A

- | | |
|---|---|
| 1. Yetq̄q̄ akwadaá nõ dĩñ Asamóá. | We named the baby Asamoa. |
| 2. Yetq̄q̄ <u>põn nõ mú ansá</u> <u>na yekoo ye.</u> | We locked the door before we left. |
| 3. <u>Wansán amma' ansá</u> na yekooye. | He didn't come back before we left. |
| 4. Wansán amma' <u>kopem</u> <u>nnón mmiensá né fá.</u> | He didn't come back until three thirty. |
| 5. <u>Mañnyá kwáñ mañyé</u> kopem nnón mmiensá né fá. | I didn't get a chance to do it until three thirty. |

6. Mañnyá kwáñ maṅkogyé
vísà mēde béko
Ghánà nǒ. I didn't get a chance to go
get a visa for Ghana.
7. Esé sée mēkogyé vísà
mēde béko Ghánà nǒ. I have to go get a visa for
Ghana.
8. Esé sée mēkogyé
mataáde e áà ewo
téela hó nǒ. I've got to go get my suit
which is at the tailor's.
9. Wúbenyá kwáñ akogyé
mataáde e áà ewo
téela hó nǒ? Will you have time to go
get my suit which is at
the tailor's?
10. Wúbenyá kwáñ abqá
mē má mahyehyé mē
nné emá? Will you have time to help
me pack?

New words

kópém

until, as far as

vísà

visa

téela

tailor

Question and Answer Drill A

1. Sén na wógyé dí sée
obégyé? How much do you think she
will charge?
- Mégyé dí sée pón
nnáñ bésò naní. I think that she will be
pleased with four pounds.
('I take use that four
pounds will catch her eye.')

2. Mmɔ́fára yí dɛɛ, wɔ́dɛ
wɔ́n bɛ́kɔ?
Mmɔ́fára yí dɛɛ, wɔ́n
né wɔ́n māamé na
ɛbɛ́kɔ. What about the children, are
they going?
As for the children, they
will go with their
mother.
3. Mɛ́rɛ ˚dɔ́dɔ sɛ́n na wúním
nɔ́?
Míním nɔ́ fírí mē
mmɔ́fáraasɛ. How long have you know him?
I have known him since I
was a child.
4. Pɔ́nkɔ́ bɛ́n na wɔ́betɔ́
ñkyiá wɔ́ nɔ́ sɔ́?
Mɛ́tɔ́ ñhyiá wɔ́ pɔ́nkɔ́
áà ogyina
mfinimfini nɔ́. Which horse are you going to
bet on?
I'm going to bet on the
horse in the middle.
5. Sɪká sɛ́n na wúnɣáá
yɛ wɔ́ rɛ́sɛ́s(ɛ)?
Míñɣáá pón mpém
nné. How much money did you win at
the races?
I won a thousand pounds
today.
6. Sɪká sɛ́n na wɔ́sɛ́ɛ wɔ́
rɛ́sɛ́s(ɛ)?
Mɛ́sɛ́ɛ mí sɪká mēwɔ
ñyínáá. How much did you lose at the
races?
I lost all the money I had.
7. Dá bɛ́n na wón nɔ́
waréèyɛ.
Wón nɔ́ waréè anɔ́pá
yí áá. When did they get married?
They got married this
morning.

8. Wón nǒ ñyǎǎ akyédè bí? Did they receive any gifts?
 Wón nǒ ñyǎǎ akyédè They received many gifts.
pi.
9. Edeń na wódè hyee wọ? What did you give them?
 Měkyee wọ mperétè. I gave them dishes.
10. Edeń na wópè sée mēde What do you want me to give
 kyéw? you?
 Mēpe sée wókye mē I want you to give me your
wọ fótò. picture.

New words

| | |
|--------------------------|----------------------------|
| so | to drip; kindle; try; seal |
| so ǎní | to please, satisfy |
| dódọ | how many, how much |
| mfinimfini | in the middle of |
| résès(ẹ) | races |
| warẹ | to marry, get married |
| akyédè (ákyédè) (pl. ñ-) | gift |
| pérètẹ (pl. m-) | plate, dish |
| fótò (pl. m-) | photograph |

Lexical Drill B

1. Okó ǎfúom àkòduǎ He's gone to the farm to
 ǎburó. plant corn.
2. Okó whéhwe baabi átèná. He's gone to look for a place
 to live.
3. Mēpe baabi átèná. I'm looking for a place to live.

- | | |
|--|---|
| 4. <u>Měepe obí mã ɔdɛ mē</u> <u>ákò ewímũhyɛ̃</u> <u>gyinábɛ̃a.</u> | I'm looking for someone to take me to the airport. |
| 5. <u>Ehĩá obí mã ɔdɛ mē</u> <u>ákò ewímũhyɛ̃</u> <u>gyinábɛ̃a.</u> | I need someone to take me to the airport. |
| 6. <u>Ehĩá sɪká áà mēdɛ</u> <u>bétò ɔduɔnɛ̃.</u> | I need some money to buy food. |
| 7. <u>Obisáà sɪká áà ɔdɛ</u> <u>bétò ɔduɔnɛ̃.</u> | She asked for money to buy food. |
| 8. <u>Obisáà mē sɛ̃é métumɪ</u> <u>ábesɛraà nɔ̃.</u> | She asked me if I can visit her. |
| 9. <u>Wúnim sɛ̃é métumɪ</u> <u>akosɛra nɔ̃?</u> | Do you know if I can visit her? |
| 10. <u>Wúnim sɛ̃nɛ̃a yebéye</u> <u>nay(ɛ) áhũ nɔ̃?</u> | Do you know how she can be found? |

New word

ɔburó (abúró) corn, maize

Pattern Drill B

- | | |
|---|--|
| 1. Ogyina káà esɪ duá nɔ̃ hɔ̃. | He is standing by the car next to the tree. |
| 2. <u>Nsúo nɔ̃ sɪ</u> káà esɪ duá nɔ̃ hɔ̃. | The bucket of water is by the car near the tree. |
| 3. Nsúo nɔ̃ sɪ <u>ɔpɔ̃nɔ̃ nɔ̃ sɔ̃</u> <u>wɔ mfɛ̃nsɛrɛ̃ nɔ̃ asɛ̃.</u> | The bucket of water is sitting on the table under the window. |

4. Nhómã áà yabọ́a anó gú
 ọpónó nń sọ wọ
 mfènsẹrẹ nń asẹ.
 A stack of papers is lying on
 the table under the window.
5. Nhómã áà yabọ́a anó gú
adákà mú s1 ọkónńúá
nń sọ.
 There's a stack of papers in
 the box on the chair.
6. Safówá nń da adákà mú
 s1 ọkónńúá nń sọ.
 The key is lying in the box
 on the chair.
7. Safówá nń da ọpónaním
wọ fám hó.
 The key is lying on the floor
 in front of the door.
8. Mígyaá nń ọpónaním wọ
fám hó.
 I left it on the floor in
 front of the door.
9. Mígyaá nń ọpónó nń sọ
wọ nhómã sọ.
 I left it on the table on top
 of a book.
10. Mígyí dí sée éda ọpónó
nń sọ wọ nhómã sọ.
 I think it is on the table on
 top of a book.

New words

ọpónaním

front of a door, (door's face)

Pattern Drill C

1. Méde káà hó nnẹmã
mánée nnẹra.
 I sent him the automobile
 parts yesterday.
2. Méde káà hó nnẹmã
fófóro nń síésíèè
mě káà nń.
 I repaired my car with the
 new parts.

- | | |
|--|---|
| 3. Mědɛ <u>ně pɛn nɔ</u> <u>kyɛrɛwɔ mɪ dɪ̃.</u> | I wrote my name with his pen. |
| 4. Mědɛ <u>nɔ kohúù dókɛ̀ta</u> <u>nɔ.</u> | I took him to see the doctor. |
| 5. Mědɛ <u>nɔ koo mã</u> <u>okosiesieè mɛ káà</u> <u>nɔ.</u> | I sent him to fix my car. |
| 6. Mědɛ <u>sékáñ sɪ̃nsɪ̃ñ</u> <u>mɛ pɛnsɛrɛ anɔ.</u> | I sharpened my pencil with a knife. |
| 7. Mědɛ <u>pɛnsɛrɛ tɔɔ adáká</u> <u>nɔ sɔ.</u> | I put the pencil on the box. |
| 8. Mědɛ <u>nɔ baɔ ɔdwúma.</u> | I brought him to work with me. |
| 9. Mědɛ <u>nataádɛ komáà</u> <u>wahyɛmáñ.</u> | I sent his clothes to the laundryman. |
| 10. Mědɛ <u>násɛm nɔ ákòtɔ</u> <u>ɔpañyɪn nɔ ɔnim.</u> | I have presented his case to the boss. |

New words

sɪ̃nsɪ̃ñ

to cut, carve, sharpen, peel

wahyɛmáñ

washerman, launderer

2. /dɛɛ/, 'as for', 'concerning', 'what about' is used after a noun to give strong emphasis or special prominence to it.

See Question and Answer Drill A, sentence 2.

3. /dɔdɔ/ is usually // dodow//.

4. When two locations are specified for an object, usually /áà. precedes the second location; but as shown in Pattern Drill B, it is possible to omit the /áà/. For example, in sentence 1 /áà/ may occur between /káà/ and /esí/. Compare Unit 15, note 7.
5. /s1/, means 'to be in a vertical position'. If water is to /s1/, it must be in a container. See Pattern Drill B, sentence 2. The same would be true of an item like a box of salt.

GLOSSARY - This vocabulary is alphabetized according to the stem consonant and not according to the prefixes, e.g., /edá/, 'day', is alphabetized under 'd'.

| | |
|-----------------------|---|
| áà | which, that, what, where |
| (sɛ)... áà | if, when, whenever |
| ba | to come, arrive |
| bɛrá | Come (imperative) |
| dɛ... ba | bring |
| ɔbá (pl. m-) | child, young one |
| baá | to open |
| ɔbáa (pl. m-) | woman, female |
| ɔbábarema | son, male child |
| baabi (pl. -nɔm) | a place, somewhere |
| baako | one |
| baako nɔ | the second one, the other one |
| baɛɛ | bag, sach, briefcase |
| abani (bani) (pl. m-) | a large or strong building, the government |
| yɛ abani adwuma | to work for the government, be a civil servant |
| bankye | cassava |
| ɔbaréma (pl. m-) | man, male |
| abati (pl. m-) | shoulder |
| abaawa (pl. m-) | servant girl, maid |
| abaawa (pl. m-) | girl |
| bayere | yam |
| bɛ- | to come for, to come to do |
| bɛ- | will, shall, future time |
| beye (with numerals) | approximately |
| (with prices) | the total is |
| bɛa (bɛa) (pl. m-) | place; manner |
| bɛni | what, which, what kind of |
| bɛn | to be near, approaching |
| Bɛnada | Tuesday |

BASIC COURSE

| | |
|---------------------|--|
| bě̀nkú̄m (bě̀nkum) | left, left side |
| bé̄pó | mountain, hilltop |
| bé̄ré | to bring something to a person |
| bé̄ré | to fatigue, grow weary or tired |
| bé̄rẹ̀ (pl. m-) | time |
| mm̄ér(e) áà | when, time that |
| bé̄rẹ̀ẹ̀ọ̀, bé̄rẹ̀w | soft, slow, mild |
| bé̄tẹ̀ | soft, tender |
| bí | a, an, some, any |
| obí | someone, anyone |
| é̄é̄bià̄ | perhaps, maybe |
| bià̄ra | every, each |
| obià̄ra | everyone |
| ebíó | again |
| biribí | something, anything; nothing (in negative sentence) |
| biruù | blue |
| bisá | to ask, question |
| bó | to hit, strike, set in motion come in contact with; break, destroy, shoot; tie, tie up tie on |
| bó... páanẹ̀ | to give a shot of medicine |
| ebó̄ | price; store, pit, seed |
| bọ̄ | to group or be grouped together in a bunch or group |
| bọ̄ábọ̄ | to be distributed in groups |
| bọ̄ | to help, aid, assist |
| bọ̄á | to lie, tell a lie |
| bọ̄áá | bundle, package |
| obọ̄áfọ̄ (pl. a-) | helper, assistant |
| abọ̄fára (pl. m-) | child |
| bọ̄kẹ̀tẹ̀ | bucket |
| bókọ̀ | soft, tender, cheap |
| bóòl | ball |

| | |
|-----------------------------|---|
| ḁbomúú | stew |
| abonkó (bonkó) (pl. m-) | shrimps |
| abontéñ (pl. m-) | street; outdoors, outside |
| bḁrḁdéε | plantain, European yam |
| bḁrḁdḁ | bread |
| Bḁrḁfḁ | English, European language |
| Bḁrḁfḁká | English language, spoken English |
| bḁḁsḁ | bus |
| bḁḁsḁgyinábḁa | bus station, bus stop |
| bḁḁsḁtapḁ | bus stop |
| bu | to bend, curve; break, break off; decide, judge |
| bue | to spread, open, flatten out |
| búúku, búúkuú | book |
| ḁburó (ḁbúró) | corn, maize |
| ḁburokyiri | Europe, America |
| Oburoni (pl. Abḁrḁfḁ) | a European |
| da | to sleep, lie, rest, be in a prone position |
| da ase | to lie down; thank |
| dḁda | to lie about |
| εdá (pl. n-) | day |
| dáa | always |
| dḁḁbí, dḁbí | no, not, never |
| adáká | box, case, trunk, suitcase |
| adamfḁ (adámfḁ) (pl. n-nḁm) | friend |
| εdāñ (dāñ) (pl. n-na-) | building, house, room |
| dḁ, dḁε | to have, possess; be, be in a state of; keep on, continue; cause, make; take, require |
| dḁε | concerning, as to, with reference to |
| de | sweet |
| adḁε (dḁε) (pl. nnḁεma) | thing |

BASIC COURSE

| | |
|-----------------------|---|
| ɔdɛ̀ɛ̀ | yam |
| dɛ̀ɛ̀ | he who, he whose, that which, where |
| dedaw | already |
| dédaw | old, encient |
| edɛ̀n | what, how |
| edɛ̀ɛ̀ñ = edɛ̀ɛ̀ bɛ̀ñ | |
| adesũá | learning, study, education |
| di | to eat, employ, use, spend |
| didí | to eat |
| di ase | to agree on a price, strike a bargain |
| adi | out, outside, outdoors |
| adidɛ̀ɛ̀ | use, enjoyment, benefit |
| adidiadidi | the enjoyment of eating |
| adidi | eating, to eat |
| adiho, adiwo | the yard around a house; outside, outdoors |
| dɛ̀ñ | hard, difficult, expensive |
| edĩñ | name; reputation, fame |
| dodo | how many, how much |
| dokɛ̀ta | doctor, physician |
| ɔdɔ̀n (nɔ̀n) (pl. n-) | bell |
| dɔ̀nhwɛ̀rɛ̀fã | half-hour |
| dɔ̀nhwɛ̀rɛ̀w (pl. n-) | hour |
| aduanè (pl. n-) | food |
| du, duru | to descend, arrive |
| edú | ten |
| duá (nnuá) | tree, stick, wood |
| aduokorɔ̀n | ninety |
| aduanañ | forty |
| aduonũ | twenty |
| aduonúm | fifty |
| aduasa | thirty |
| aduosĩá | sixty |

| | |
|------------------------------|---|
| aduosón | seventy |
| aduowótwe | eighty |
| duru | heavy |
| adúru | medicine, herbs |
| dwà | to cut up, cut in pieces |
| dwèrè | to tie up, bind |
| dwèrè | to crush, mash |
| dwo | to cool, be cool |
| Dwòòda | Monday |
| edwómũ (pl. (e)ññwómũ) | market, market place |
| adwúma (adwùma) (pl. ññwúma) | work, job |
| adwúmaye | work, working, to work |
| ee | a question marker |
| éé | yes |
| fa | to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning |
| fã | to be hoarse |
| efá | earth, soil, dirt |
| ofá (fá) (pl. afúafá) | half, piece, other side, other part |
| efám | ground, floor, bottom; below |
| Faransèè | French |
| ofásù (pl. a-) | wall |
| fe | pretty, nice, beautiful |
| afé (pl. mfie) | year |
| áfèi | now |
| áfèi ansá na... bé- | to be about to |
| mfènsèrè | window |
| fèrà | to mix |
| fèré | to call, name; telephone |

BASIC COURSE

| | |
|----------------------|--|
| fɪ, fɪrɪ | to be from, from, to leave, leave from |
| fɪ... asɛ | to begin, start |
| ofie | house, home |
| Fiɛda | Friday |
| mfinimfini | in the middle of |
| fɪtá | to fan a fire |
| fɪtaa | white, clear |
| fɪtáɛ | bellows, woven fan |
| fɔ | cheap, plenty, plentiful |
| fɔfɔrɔ | new, another |
| mfonɪ | picture |
| fɔtɔɔl | soccer |
| fɔtò (pl. m-) | photograph |
| fua | to hold, seize |
| fuá | single, one |
| fufúo | fufu, a Bhananian food |
| fúfuo | white |
| afúo, (fúo) (pl. m-) | farm, field |
| fura | to wear or put Ghanaian dress |
| agɔɔ | Is anybody there? Quiet please. (said to a group) Let me pass. |
| ngó | palm oil, cooking oil |
| gorɔ, goru | to play |
| agɔrɔbɛa | place to play, playground |
| gu | to pour; scatter, be located in groups, be scattered |
| gugu | to be scattered about |
| oguáñ (pl. ñ-) | sheep |
| guáasɔ | market, market place |
| guáasɔkwáñ | market road, the road to the market |

| | |
|--------------------------|---|
| gya | to leave, quit, forsake; send away, accompany |
| ągyá (ágyà) (pl. -nǒm) | father |
| egyá (gyà) | firewood |
| ogyá | fire |
| gye | to take, receive, accept; take internally; charge a price |
| gye di | to believe |
| gyina | to stop, stand, rest, come to a standing on, upright position |
| gyinağyina | to stand about |
| gyinabęa | stopping place, station, harbor |
| ahá | weariness; an afternoon greeting |
| ehá (pl. e-nǒm) | here; this |
| oha | hundred |
| ahabámmóno | green |
| ahabáń (pl. ń-) | leaf, foliage |
| háę | to rent, hire |
| ahé | how much, how many, how long |
| ehé (pl. e-nǒm) | where |
| ehéfa | where |
| hélò | hello |
| ahémfie | palace, king's house, chief's house |
| ehéna (pl. -nǒm) | who, whom, whose |
| ehéne (héné) (pl. a-nǒm) | king, chief |
| ehénefie | king's house than palace |
| hĩa | to distress, trouble, need, require |
| ehó (pl. e-nǒm) | there; that; from |
| ehó | the whole body; exterior; at, by, near |
| ahóoděń | strength |
| ohóhọ (pl. a-) | stranger, foreigner, guest |
| nhómã (hómã) (pl. ngómã) | skin, hide; leather, book, letter |
| nhómãkyeréw | letter writing, to write letters |

BASIC COURSE

| | |
|------------------|---|
| họ̀rọ̀, hohọ̀rọ̀ | to wash, launder |
| hũ, hũnũ | to see |
| ạ̀hũhurọ̀ | hot |
| hwe | to look at; look after; consider; know |
| hwe | to fall, tumble, beat |
| hwe ase | to fall down |
| hwee | something, anything |
| hwẽfọ̀o (pl. a-) | caretaker, supervisor |
| hwehwẽ | to search for, look for; want, desire |
| hwe`re | to consume, use up, pass time |
| hwié | to pour out of |
| hyain | to shine, polish |
| hye | to insert, put in; put on, wear |
| hye... mã | to fill up |
| hye | to burn, be on fire; be hot (weathe) |
| hyehye | to arrange, adjust; fit out, equip |
| hyẽñ | to blow a musical instrument |
| shyẽñ (pl. a-) | boat, ship |
| hyenn | bright, brilliant |
| hyerẽñ | to penetrate, get through, shine |
| hyia | to meet, assemble; agree, be in accord |
| ñhyiam | meeting, conference, assembly |
| ñhyiamũ dãn | assembly hall, conference room |
| hyuu | shoe, pair of shoes |
| ka | to remain, be left |
| ká | to speak, say, talk |
| kã kyere | to tell, give information to |
| ká... hõ asẽm | to talk about, discuss |

| | |
|--------------------|--|
| kā | to touch, come in contact with, come to, reach, receive |
| ɛká (pl. ɲ-) | debt, something which is lacking |
| kaa | ring, bracelet |
| kaa | car, automobile |
| kaaká | automobile driving, to drive a car |
| kāñ | to count, read |
| kēñkāñ | to read, count |
| kanéa | light, light fixture |
| kapèɛ | penny |
| kasa | to talk |
| ánkasa | self |
| ɲkátéɛ | peanut, groundnut |
| akēñkāñ | reading, to read |
| kɛrà | to leave, take leave of, say goodbye |
| kɛrà | soul |
| ɲkɛrà (ɲkɛrà) | message |
| ɲkɛràbɛa | fate, destiny, manner of death |
| okɛràmanñ (pl. a-) | dog |
| kɛràataa (pl. n-) | paper, sheet of paper, letter |
| kesɛɛ (pl. a-) | by, large; great, grand |
| okɛtɛkɛ (pl. ɲ-) | hyena; locomotive, train |
| kɛtɛwa (pl. ɲ-) | small, little |
| kɛtwaa | very small |
| ko | to go, go away, go to do |
| de... ko | to send away, cause to go |
| ko sɔ | to keep on, continue |
| kɔ | one |
| kɔ | to fight |
| ɲkɔaa | only, just |
| akɔkɔ (pl. ɲ-) | chicken |
| kɔkɔ | red, orange, reddish brown, purple |
| kookoo (koo'koo') | cocoa |

BASIC COURSE

| | |
|-------------------------|---|
| okóm | hunger |
| akókoseràdèè | yellow, light tan |
| akónnūá (pl. n-) | chair, stool |
| akontá | brother-in-law |
| akóntáá | arithmetic, reckoning, accounting |
| kopém | until, as far as |
| korá | to save, hide, conceal, keep |
| kòrà | co-wife |
| koraá | colabash |
| korọ | one |
| nkorofọo | neighbors |
| enkorón | nine |
| kosí | until, up to |
| kóotu | coat |
| kótà | quart |
| kotoko | brave companions; able teammates |
| kotokú (pl. n-) | pocket, bag |
| kúm | to kill, execute; cause to |
| okúnu (kúnu) (pl. -nóm) | husband, sister's husband |
| akurá (pl. n-) | mouse |
| akuraá | village, country town |
| okuraaséni (pl. n-fọo) | villager |
| kúro | town, city, village |
| kuru | to thatch, build a thatch roof |
| kúru | a sore |
| ekúruwá | cup, pitcher |
| akutú | orange |
| akutúdié | eating of oranges, to eat oranges, orange-eating |
| akwadaá (pl. n-) | baby, infant |
| akwádu | banana |
| nkwáñ | soup |
| okwáñ (pl. a-) | road, path; way, method; opportunity |

| | |
|--------------------------|---|
| okwānsiŋ (pl. a-) | mile |
| ŋkwantá | crossroad, junction, a Y |
| kwasiéda | Sunday |
| kyɛ | to last, ending; divide, separate, share |
| akyé | a becoming clear or visible, a coming- |
| okyéãmɛ (pl. a-) | a chief's spokesman, interpreter |
| akyéde (ákyéde) (pl. ñ-) | |
| kyɛñ | to surpass, pass excel; more than, than |
| ñkyɛñ | side; from, apart, by, near |
| okyéna | tomorrow |
| ñkyéne | salt |
| ñkyéneñkyéne | salty |
| kyɛré | to show, exhibit, point out; advise |
| kyɛré ase | to translate; show, explain |
| kyɛré kyɛre | to teach, instruct |
| okyɛrekyɛrɛfɔɔ (pl. a-) | teacher |
| kyɛréw | to write |
| akyɛréw | writing, to write |
| kyɛréwpɔŋ | desk, writing table |
| ekyɛw | hat, cap |
| kyiá | to greet, shake hands, welcome; bet, wager |
| akyí, akýiri | the back rear; back, behind; late |
| kyóòku, kyóòko | chalk |
| óèlɛ, óèyɛrɛ | oil |
| lɛtɛ | letter |
| lórɛ | truck, lorry, bus, car |

BASIC COURSE

| | |
|-------------------------|--|
| mã | to give, present; let, cause; for, on behalf of |
| emã | full |
| hyε... mã | to fill up |
| mãamé (pl. -nom) | mother |
| omãñ (pl. a-) | nation, people |
| mãñē | to send |
| amannēé (mãnnēε) | message, mission |
| mmará | law, rule |
| mē, mī, m- | I, me, my |
| amēe | Come in. Speak, we are listening |
| Mēmēnēda | Saturday |
| mēnēté, mērēté (pl. m-) | minute |
| mmērε | cheap |
| mmienú | two |
| mmiensá | three |
| mó, mú, m- | you, your (pl.) |
| mmořáraasē | childhood |
| mmóm | rather |
| mmóm | agreement, contract |
| mómã | to dedicate |
| mómá | forrid |
| amónō, omónō | fresh, green, unripe, new |
| emú, mú, mū, -m | in, inside |
| emú (pl. a-) | whole, entirety |
| n-, m-, ñ, ñ | not |
| ããñ, ããné, éé | yes |
| na | and, but; emphasis marker |
| ná | used to, was formerly in the state of |
| anáã | or, a question marker |

| | |
|----------------------------|--|
| anaḍwó | night |
| enám | meat, flesh |
| risuomnám | fish |
| enán | foot, leg |
| ennán | four |
| ananse | spider |
| nnansá | three days |
| anansesemká | traditional story, 'fairy tale' |
| nanté | to walk, go on foot |
| nántwie (nántwie) (pl. a-) | a head of cattle |
| nnawótwe | a week |
| ne | to be, to consist of |
| né | and, with |
| oné = onó né | |
| nē, nī, n- | his, hers, its |
| nné, enné | today |
| neḥ | he who, that which, he whose, where |
| nnéra, nnóra | yesterday |
| nní | negative of di and wo |
| ḥní | eye; color |
| nifá (nifá) | right, right side |
| nīm | to know, understand |
| ḥním | face, countenance, front; before, in front of |
| onípa (pl. n-) | person, individual |
| anó | mouth; edge, brim; beginning |
| enó, e-, e- | it, they, them |
| onó, nó, o-, o- | he, she, it, they, him, her, them; when |
| nóá | to boil, to cook by boiling |
| nóm | to drink |
| anómáá (ánómáa) (pl. n-) | bird |
| anopá | morning, in the morning |
| anopáḍuḍané | breakfast |

| | |
|---------------------------------|---|
| ntí | therefore, because |
| edeḗn ntí | why |
| oñúá (ñúá))pl. a-nóm) | brother, sister, sibling |
| oñúábaa (ñúábàa) (pl. ññúammáa) | sister |
| oñúábáreḡa (ñúabareḡa) | brother, male sibling |
| (pl. ññúammáreḡa) | |
| enúm | five |
| nyá | to get, acquire, receive, obtain |
| ñnyá plus another verb | 'not yet |
| se nyá ...áà | as soon as |
| nyá kwáñ | to have an opportunity |
| nyán | to ware |
| nyíñá | all |
| oo | an emphasis marker |
| pa | to pass by, more along |
| pa | to take off, skim, scrape off; beg, beseech |
| mēpaw kyéw | please |
| pá, pápa | good, much |
| pápaapa, pápapapa | very good |
| mpá | bed, couch, mattress |
| mpabọ́á (mpábọ́a) | shoe, pair of shoes |
| páanḡe (pl. m-) | needle |
| páanḡ | bread |
| opáñyíñ | adult, old person, person of rank; old, aged |
| papa | a woven palm, leaf fan |
| papá (pápa) (pl. -nóm) | father |

| | |
|--|---|
| pɛ | to like, be fond of, want, seek, provide, try to get |
| pɛ́ | exactly, only, precisely, thoroughly |
| pɛɛ | near, close to |
| apɛ́m (pl. m-) | thousand |
| pɛ́n (pɛ́n) | pen |
| pɛ́n̩ (pl. m-) | once, one time, ever, before, time, occasion |
| pɛ́nsɛ̀re | pencil |
| pɛ́pà | paper |
| pɛ́rá | to sweep |
| pɛ́ràɛ̀ | brown |
| pɛ́rɛ̀tɛ̀ (pl. m-) | plate, dish |
| ampesɛ̀ | Ampesi, a Ghanaian food |
| pɛ̀tɛ̀roò dɔ̀mpɔ̀ | filling station, petrol dump |
| pɪɪ | much, many |
| pɪrá | to injure, be injured |
| ɛpɔ̀ (pl. m-) | joint, bump, knob |
| ɛpɔ̀ | ocean, sea |
| mpɔ̀anɔ̀, ɛpɔ̀anɔ̀ | seaside, seashore |
| pɔ̀n̩ | pound sterling |
| pɔ̀n̩ | to go away, cease, stop; disjoin, separate |
| ɔpɔ̀n̩ (pl. a-) | door, gate; table, desk |
| ɔpɔ̀nkɔ̀ (pɔ̀nkɔ̀) (pl. mpɔ̀nkɔ̀) | horse |
| ɔpɔ̀nɔ̀ (pɔ̀nɔ̀) (pl. m-) | table, desk |
| pɔ̀rosɪ̀ | police |
| pɔ̀rosɪ̀nɪ̀ (pl. m- fɔ̀ɔ̀ or ɔ̀-fɔ̀ɔ̀) | policeman |
| pɔ̀suɔ̀fɛ̀sɛ̀ | post office |
| re-, rɪ- | progressive action, with act of |
| rɛ̀sɛ̀s(ɛ̀) | paces |
| rɔ̀òdo | road |
| ɛ̀ɛ̀rpɔ̀rt | airport |

BASIC COURSE

| | |
|-------------------------|---|
| sa | to heal, cure |
| sa | to dance; dip |
| sã | to lie along |
| sa, saá | so, thus, in that manner |
| nsá | hand |
| nsá | palm wine, alcoholic beverage |
| ansá | first, at first, meanwhile |
| ansá na | be before (in time) |
| osáfọọ (pl. a-) | dancer |
| safówá, sáfé (pl. n-) | key |
| samíná (sámíná) | soap |
| sãñ | to return, send back |
| sãñ ákò | to return |
| sãñ ábà | personally |
| osáni (pl. asáfọọ) | warrior |
| nsánòm | drinking, wine-drinking |
| sẹ | to day, tell, speak about |
| sɛ | if, when, whenever; thus, so; in order that, in order to |
| ɛsɛ sɛ́ɛ́ | it is necessary, one must |
| sɛɛ | to use up, spend; destroy, mar, ruin |
| sɛ́ɛ́ | as like; that (in introducing subordinate |
| sɛ́ɛ́ ... anáa | if, if, whether |
| asẹ, asẹ̀c | bottom; down, under; sense meaning |
| sẹgarɛ̀tẹ, sẹgàrete | cigarette |
| osẹkǎñ (sẹkǎñ) (pl. a-) | knife, razor |
| asɛm (ásɛm) (pl. n-) | word, saying, story, talk |
| té ... asɛm | to obey |
| sẹmpọ́á | sixpence |
| sɛñ | to surpass, pass, excel; more than, than |
| sɛ́ñ | what, how |
| sẹrá | to visit; smear, grease |

| | |
|--------------------|---|
| seradéε | fat, grease |
| oseram | moon, month |
| seré | to pardon (me), excuse (me), interrupt an angered or off offended person |
| eséré (séré) | grass |
| séesei | until now, as yet, still |
| séesei áá | or |
| séesei ára | just, even, ever; the very |
| s1 | to stand, be fixed in upright position, to put, place, or fix in upright position |
| s1 | |
| s1s1 | to to stand about |
| ensíá | six |
| esláne | because, on account of |
| s1é | to save, keep |
| s1ésie | to repair, fix, arrange, prepare |
| s1ká | money |
| s1kákórá | money-saving, to save money |
| s1kákórabéa | bank, safe, place to keep money |
| s1kákórabeadáñ | bank, bank building |
| s1mma | minute |
| esín (pl. asínsín) | part, piece, fragment, remnant |
| s1niiko | going to the movies, to go to the movies, movie-going |
| s1ñs1ñ | to cut, carve, sharpe, peel |
| s1rèñ | shilling |
| s1s1 | to cheat |
| s1s1 | a bear |
| sò | to catch, seize, take hold of |
| sò | to drip; kindle; try; seal |
| sò aní | to please, satisfy |
| sòá | to carry on the head |
| esò | the upper part or surface of; on, upon, over, above |
| nsò | also, too |

| | |
|-------------------------------|--|
| sõ | to be by, large, fat |
| ɔsɔ́fɔɔ (pl. a-) | preacher, minister, priest |
| ensõṅ | seven |
| sɔṅɔ | to differ, be different |
| esɔṅɔ | elephant |
| sɔrɛ́, sɔm | to be careful about; worship, adore |
| asɔrɛ | church service, devotional meeting |
| ɔsɔrɔ | top, upper part; above, over |
| ńsɔsɔ | also, else |
| sɔtehyɛ̀n | station |
| sɔtɔ̀ɔ | store |
| sua | to be small, few |
| osukóm, nsukóm | thirst |
| sũá | to study, learn, follow the example of |
| asubɔntɛ̀n, asútɛ̀n (pl. n-) | river, stream |
| asubúra (asubúra) (pl. n-) | a well |
| sukúù | school, school building |
| sukúùdãñ | school building |
| sukúùní (pl. -fɔ̀ɔ) | student, pupil |
| nsúo, nsú | water, rain |
| nsúoanɔ̀ | edge of water, riverbank, lakeside |
| taa | to chase, pursue |
| /taa/ plus verb | 'to do often' |
| ataadɛ̀ɛ̀ (taádɛ̀ɛ̀) (pl. n-) | clothes, dress, clothes tailored to fit the shape of the body |
| tãɛ̀ | tire; necktie |
| taksii | taxi |
| takú, takufá | sixpence |
| ntãmá, ntõmá | clothes, dress, african dress, wrap-around clothes not tailored to fit the shape of the body |

| | |
|----------------------|--|
| tã̀nke | tank |
| tẹ | to perceive, feel, hear; live, dwell; speak a language |
| tẹ sɛ̀ɛ | to be the same as, be in the same condition or position as |
| tɛe | straight |
| tɛkɛtɛ | ticket |
| tɛɛla | tailor |
| tɛlɛfɔ̀n | telephone |
| ntɛm | haste, swiftness, fast, quick; early, soon |
| tɛntɛ̃ | long, high, tall |
| tɛrɔ́, tɛnɔ́ | to sit, live, stay |
| bɛtɛrɔ́ | to come, sit down; settle, take up a habitation |
| tɛrɔ́ asɛ | to sit down |
| tɛrɛ̀n | train |
| etí, etírɪ (pl. ɔ́-) | head |
| tíé | to hear, listen |
| tíim | team |
| tɔ | to buy |
| tɔ | to drop, fall, sink, rain |
| tɔ | to lay, put; cast, throw; apply to, lay on |
| tɔ́ ... mú | to close, lock, shut |
| tɔ́ ... ba | to elect, choose, to make a deposit |
| tɔ́ ... asɛ | pay something down |
| toá | to join, connect, bring together, string; follow, continue |
| tɔ̀n | to sell |
| tɔ̀rɔ́, tɛ̀rɔ́ | threepence |
| tu | to leave, depart; fly; dig, farm, mine |
| tu kwã̃ | to travel, take a trip |
| tuá | to pay, repay, fill up, replace |
| tuá | to stick at or in, be stuck at or in |

BASIC COURSE

| | |
|-----------------------------|---|
| tumí | to be able, can; to be well-versed in, to have permission |
| tuntum | black; dark shades of blue, green, brown, gray, or tan; very dark red |
| twá | to cut, cut up; cross, pass by |
| twá asẹ | to draw a line under |
| twẹn | to wait, wait for, expect |
| Twíí | the Twi language |
| ávénu | avenue |
| visá | visa |
| wahyemán | washerwoman, launderer |
| ware | to marry, get married |
| ware | to be tall, long |
| wákyè | watch |
| wɔ | to be at; have, own |
| wɔ, wɔn, wɔn nɔ | they, their, them |
| wɔ, wu, w- | you, your (sg.) |
| wɔ | to beget, give birth to |
| awó | cold |
| awɔfɔɔ, awɔfɔnɔm | parents |
| enwɔtwé | eight |
| wu | to die |
| Wúkuoda | Wednesday |
| owúra (wúra) (pl. owúranɔm) | sir, mister, gentleman |
| wéí | this, these, that, those |
| nwéné | bitter |

| | |
|--------------------------|--|
| wě̀rɛ | mind, memory; the seat of the emotions |
| wě̀rɛ fɪ(rɪ) | to forget |
| wiá | to steal |
| eŵiá, aŵiá | sunshine; noon, late, early afternoon |
| eŵiááduané | lunch, noon meal |
| eŵiá mú áduané | noon meal |
| wlé | to finish, complete |
| oŵigyinaé | afternoon |
| eŵim | air, weather, atmosphere |
| eŵimhyéñ, eŵimùhyéñ | airplane |
| nŵini | to be cold (weather) |
| añwumméɾɛ | evening, in the evening |
| añwumméɾeáduané | supper, evening meal |
| añwmmeduané | supper |
| | |
| ɛyá | pain, ache; grief, distress |
| yaa | a response to greetings |
| yám | to grind |
| yám | to insides of the body |
| yaré | to be ill, sick |
| yaréɛ (yáɾéɛ) (pl. ñ-) | sickness, disease |
| kookòò yaréɛ | swollen, shoot disease |
| ayaréfɔɔ | patient, sick person, invalid |
| ayaréfɔɔ hwéfɔɔ (pl. ñ-) | nurse |
| ayaréhwéfɔɔ (pl. ñ-) | nurse |
| ayaresábɛa (pl. ñ-) | hospital |
| ɔyaresáfɔɔ | physician, doctor |
| ɔyaresáɲɪ | physician, doctor |
| Yáwòda, Yáwòɔda | Thursday |
| yɛ | to be, exist |
| ɛy(ɛ) áá | usually |
| yé | to be good, all right |

BASIC COURSE

| | |
|-------------------|--|
| yé | to do, make |
| yɛ, yɛɲ | we, our, us |
| yɛɲ | to breed, nurse, raise animals |
| oyɛrɛ (pl. -nɔ̃m) | wife, wife's sister |
| yɪ | to take away, remove; shave, cut the hair |
| eyí | this, these |
| yíyè | good, repaired, mended |
| yó | to do, make |
| yoo | yes, O.K., I will comply, I'm listening |

PROPER NAMES

| | |
|-----------|---|
| Ábɛnaa | Abenaa, a female born on Tuesday |
| Bonsu | Bonsu, a proper name |
| Adwɔ̀a | Adwoa, a female born on Monday |
| Afuà | Afua, a female born on Friday |
| Ghàna | Ghana |
| Juaaso | city of Juaaso |
| Kɛgyɛtia | the city of Kegyɛtia, a certain road junction to this city |
| Nkɛrãñ | the city of Accra; the Gã language |
| Kĩnswèi | Kingsway store |
| Kofi | Kofi, a male born on Friday |
| Koforiɖua | the city of Koforiɖua |
| Akɔsua | Akosua, a female born on Sunday |
| Akuà | Akua, a female born on Wednesday |
| Kumase | the city of Kumasi |
| Kwabɛna | Kwabena, a male born on Tuesday |
| Kwadwo | Kwadwo, a male born on Monday |
| Kwaku | Kwaku, a male born on Wednesday |
| Kwame | Kwame, a male born on Saturday |
| Kwasi | Kwasi, a male born on Sunday |

| | |
|----------------|---|
| Ámma | Amma, a female born on Saturday |
| Omáññhyiamúďāñ | House of Parliament |
| Ménsàh | Mensah, a proper name |
| Amérèka | America |
| Mpraésò | city of Mpraeso |
| Asante | Ashanti, name of region and tribe; personal name |
| Asantehene | the King of Ashanti |
| Asantehenefie | Asantehene's palace or house |
| Asantewa | Asantewa, a proper name |
| Nsawam | the city of Nsawam |
| Sikáagua Kofi | The Golden Stool, the throne of the Asantehene |
| Esiremũ | the grasslands in the north of Ghana |
| Esiremũfò | the inhabitants of grasslands of northern Ghana |
| Atá | ata, proper name of a male twin |
| Ataa | Ataa, proper name of a female twin |
| Tàkòradí | the city of Takoradi |
| Tamale | the city of Tamale |
| Antwi | Antwi, a proper name |
| Owusu | Owusu, a proper name |
| Yaa | Yaa, a female born on Thursday |
| Yaw | Yaw, a male born on Thursday |
| Yendi | city of Yendi |