TWI

BASIC COURSE

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J. E. REDDEN  N. OWUSU  AND ASSOCIATES

FOREIGN SERVICE INSTITUTE
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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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Introduction

Twi 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 Twi, plus about one million more persons who regularly use the language. All dialects of Twi are mutually intelligible, but at conversational speed and on some subjects, speakers from distant areas may have difficulty understanding one another.

The first grammar of Twi was published in Copenhagen in 1764. Missionaries began to publish in Twi in the second quarter of the nineteenth century. Akuapim Twi, spoken in the south-east was the first dialect used for Bible translation and other literature. Because of this, Akuapim Twi became the prestige dialect and is still regarded by many people as the 'real' or 'pure' Twi. Fanti Twi, spoken in the south-central area, is rather different from the other dialects and also has a fairly extensive literature. This manual uses Ashanti Twi, 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 Twi. Often Akuapim Twi and Twi are used interchangeably, a practice which speakers of other forms of Twi don't always appreciate. Because of this, an attempt is being made to substitute the name Akan for Twi. 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.
The Bureau of Ghana Languages has developed a common script for all the Twi dialects. The transcription system used in this manual is the standard orthography plus a number of diacritical markings to indicate tone, which is not usually written, and to make it clear how a word or segment is pronounced in cases where the student may have difficulty in interpreting the orthography. Some words have been respelled; but to indicate this, the mark * is placed before a respelled word the first time it occurs, and the regular spelling is given in a footnote. English words, which are very commonly used even when speaking about everyday affairs, have been respelled as they are pronounced in Twi unless the word is one where an attempt would be made to pronounce it in the English fashion, e.g. /university/, but /síreŋ/, 'shilling'.

Twi, like almost all the languages spoken south of the Sahara, is a tone language. Each syllable has its own tone or pitch. It is just as important to get the correct tones as it is to get the correct vowels and consonants. There are many words that are distinguished only by their tones, e.g., /papa/ 'a palm-leaf fan' (with two low tones), /pápa/, 'good' (with two high tones), and /papá/, 'father' (with a low followed by a high tone).

Twi has three contrastive or phonemic tones: high /*/  
mid /~/  
low /~/

Like many West African tone systems, Twi tones are terraced, i.e., mid tone is always a downstep in absolute pitch from the preceding syllable, and there is no upstep in the sequence mid to high, but the pitch remains approximately the same. After a low tone there are two possibilities: (1) remain on approximately the same pitch, which is interpreted as low, and (2) step up to a higher level, which is interpreted as high. After a juncture, i.e., a pause, there are also only two possibilities: (1) high, or (2) low. After a high or a mid tone, there are three possibilities (1) remain on approximately the same pitch, which is interpreted as
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 sur-
rounding 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 intona-
tion.)

Perhaps diagrams will make this clearer.

**TONE TERRACING**

![Tone Terracing Diagram]

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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.
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.

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<th>IV</th>
<th>V</th>
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<td>ng</td>
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<td>r</td>
</tr>
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<td>w</td>
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<tr>
<td>a</td>
<td>a</td>
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</tbody>
</table>

- ññy: [ŋŋ] ¹. Double ñ
- ññý: [ŋŋ] ¹. Double ñ
- ñg: [ŋ] ¹. ñ
- r: [r, ř, ř] tree, ladder
- w: [w] want
- w: [u] ¹. French lui
- tw: [cũ] ¹. Simultaneous chew and w
- dw: [ju] ¹. Simultaneous jump and w
- ñw: [ŋ] ¹. Simultaneous jump and w
- gu: [ŋu] ². Cf. dw
- hw: [hu] simultaneous q and when
- űw: [ŋw] ¹. ñ plus rounded ñ
- űw: [ŋu] ¹. ñ plus rounded ñ
- űu: [ŋũ] rounded ñ plus nasalized 1
- űh: [ŋũ] ñ plus ñ without voice hum
- l: [l, r, ř, d] hello
- v: [v, ř, b] avenue
- l: [l̃] beat ⁵
- e: [ẽ] beat ⁵
- e: [ẽ] beat
- e: [ẽ] beat
- a: [ae] bat
- a: [a] bottle
### Basic Course

<table>
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<td>/o/</td>
<td>[ɔ]</td>
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<td>[u̞]</td>
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</tr>
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<tr>
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<td>/ʊ/</td>
<td>[ʊ̞]</td>
<td>nasalized u</td>
</tr>
</tbody>
</table>

- . . /#/ step down in pitch on preceding syllable and pause
- , , /\/ pause and/or step down in pitch on the following syllable
- ? ? /||/ elevation of the whole sentence level and a steep, abrupt fall on preceding syllable.
- ! ! /XML/ 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 Twi phonemics; elsewhere, when enclosing Twi, it means the symbolization used in this grammar. When enclosing English, it means words not occurring in the Twi, but needed for clarity or accuracy of translation in English.

Standard Twi 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/, /ɑ/ versus /a/, /ʊ/ versus /u/, and /ʌ/ versus /ʊ/.

5. There is no y- or w- offglide with Twi 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 /~/.

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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, ṣbaá
a woman, low high high, ṣbaá

1. ṣbaá
2. ṣbaá
3. ṣbaá
4. ṣbaá
5. ṣbaá
6. ṣbaá
7. ṣbaá
8. ṣbaá
9. ṣbaá
10. ṣbaá

### Drill 2 - vowel length
a child, short, ṣba
a woman, long, ṣbaá

1. ṣba
2. ṣbaá
3. ṣbaá
4. ṣbaá
5. ṣba
6. ṣbaá
7. ṣba
8. ṣbaá
9. ṣba
10. ṣba

### Drill 3 - tones
to entirely, hhh, kọraa
small calabash, llh, kọraa

1. kọraa
2. kọraá
3. kọraa
4. kọraá
5. kọraa
6. kọraa
7. kọraá
8. kọraá
9. kọraa
10. kọraá

### Drill 4 - tones
brother-in-law, lllh, akọntá
arithmetic, lhmlh akọntáá

1. akọntá
2. akọntáá
3. akọntá
4. akọntá
5. akọntáá
6. akọntáá
7. akọntá
8. akọntá
9. akọntáá
10. akọntá
**Drill 5 - tones**

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<table>
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<td>good, high high, papa &amp; good, high high, papa</td>
<td></td>
</tr>
<tr>
<td>father, low high, papa &amp; father, low high, papa</td>
<td></td>
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**Drill 6 - tones**

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<td>a fan, low low, papa &amp; a fan, low low, papa</td>
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</tr>
<tr>
<td>good, high high, papa &amp; good, high high, papa</td>
<td></td>
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</tbody>
</table>

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<table>
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**Drill 7 - tones**

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<p>| | |</p>
<table>
<thead>
<tr>
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**Drill 8 - vowel length**

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<td>to pat, long, paapaa &amp; to pat, long, paapaa</td>
<td></td>
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<p>| | |</p>
<table>
<thead>
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3
### Drill 9 - tones and length

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### Drill 10 - tones

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

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### Drill 11 - tones

it is different, lll, ešónq
elephant, lhh, ešónq

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### Drill 12 - tones

to hold, seize, low low, fuq
single, one, low high, fuq

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Drill 13 - tones
white, high high high, fufu
fufu, low high high, fufu

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Drill 14 - tones
to tell a lie, low high, bqa
to help, low low, bqa

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Drill 15 - vowel length
something, long, hwê

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<tr>
<td>6</td>
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Drill 16 - nasal vowel
to take, oral, fa
to be hoarse, nasal, fã
### UNIT 1

#### Drill 17 - nasal vowel

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<td>palm wine, nasal, nsá</td>
<td>to be hoarse, short, fá</td>
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<td>o</td>
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<td>o</td>
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#### Drill 18 - vowel length

tottering, long, fáa

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#### Drill 19 - nasal vowel

to dip, oral, sa

to lie along, nasal, sá

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#### Drill 20 - vowel before /r/

to put on native dress, u, fura

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### Drill 21 - tones

to thatch, low low, kuru
a sore, high high, k'uru

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### Drill 22 - vowel before /r/
to leave, e, k'er'a
to grasp, u, kura

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### Drill 23 - tones

co-wife, high low, k'ora
to hide, low low, k'ora

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### Drill 24 - tones
soul, high mid, k'er'a
to leave, high low, k'er'a

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**Drill 25 - fricatives**

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**Drill 26 - palatal affricates**

to cut up, voiced, dwq
to cut, voiceless, twq

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**Drill 27 - vowel before /r/**
to tie up, bind, e, dwere
to crush, mash, e, dwere

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**Drill 28 - ū after nasal vowel**
to lie along, without ū, sā
to return, with ū, sā

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Drill 29 - tones
a snake, low high, owó
he has, low low, owó

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Drill 30 - tones
I don't buy, llh, měntó
I wouldn't buy, hlh, měntó

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Drill 31 - tones
that I may buy, hhh, měntó
I wouldn't buy, hlh, měntó

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Drill 32 - tones
that I may buy, hhh, měntó
I don't buy, llh, měntó

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Drill 33 - statement and question
that I may buy, statement, ménto.
Should I buy, question, ménto?
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2. ménto s
3. ménto s
4. ménto? q
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6. ménto? q
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8. ménto s
9. ménto? q
10. ménto? q

Drill 34 - tones
a girl, lhhh, abaåawa
a servant girl, lllh, abaåawa
1. abaåawa lllh
2. abaåawa lllh
3. abaåawa lhhh
4. abaåawa lhhh
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9. abaåawa lhhh
10. abaåawa lllh

Drill 35 - tones and length
mouse, lllh, àkurà
village, lllh, àkuraà
1. àkurà lllh
2. àkurà lllh
3. àkurà lllh
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9. àkurà lllh
10. àkurà lllh

Drill 36 - tones
already, lll, dedåw
an old thing, hll, dëdåw
1. dedåw lll
2. dedåw lll
3. dedåw lll
4. dëdåw hll
5. dedåw lll
6. dëdåw hll
7. dëdåw hll
8. dëdåw hll
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10. dëdåw hll
### Drill 37 - tones

- an agreement, llh, mməm
- rather, hlh, mməm

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### Drill 38 - tones

- a bear, high high, sisı
- to cheat, low low, sisı

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### Drill 39 - nasals

- palm oil, velar, ng, ng￼
- it, alveolar, en, en￼

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### Drill 40 - nasal length

- to blow a musical instrument, short, hyɛn
- bright, long, hyɛn

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### Drill 41 - tones

to dedicate, low low, mooma
forrid, high high, mooma

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### Drill 42 - tones

car, high low, kaa
ring, low high kaa

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### Drill 43 - nasal and oral vowels

don't wave, nasal, nyam
don't grind, oral, nyam

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### Drill 44 - tones

wave, high, nyam
don't wave, low high, nyam

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**BASIC COURSE  UNIT 1**

**Drill 45 - tones**  
he has gone, lh, wako  
you have gone, hh, wako

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**Drill 46 - tones**  
he didn't come, llh, wammatá  
you didn't come, hh, wammatá

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**Drill 47 - tones**  
Accra, llll, Ṇkèrãni Ṇkèrãni  
black ant, lhhh, Ṇkèrãni Ṇkèrãni

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**Drill 48 - tones**  
here I am, hhh, minni  
I don't have, llh, minni

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13
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 ṭũ mã akyé Good morning. ('/I/ bid /you/
dawning.')

-B-

yaa

a response to greetings

ofu (ũũ) (pl. a-nõm) brother, sister

2 Yaq ũũ. Yes, brother.

-A-

wo, wo, w-, wú, wu your (sg.)

chê

the whole body; exterior;
at, by, near

tê

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

e stũ

what, how

3 Wo hê tê stũ How are you?

-B-

mê, mĩ, m-, mê, mĩ my

e yê

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

14
4 Mē hö yē. I'm fine.
    na and, but
    ñaq also, too

5 Na wō ñaq, wō hö té sēm? And you, how are you?

   -A-

6 Mē hö yē. I'm fine.

    ofie (fie) (pl. e-) home, house

7 Ofie té sēm? How is everything at home?

   -B-

   6 đēc to have, possess; be, be in
   a state of; continue, keep
   on; cause, make

    bokoo soft, tender, cheap

8 Ofie đēc bokoo. Everything is fine at home.
    ('Home is /in a state of/soft.')

Notes

1. /Mā akyē/ is usually //maakyē//.

2. /ñu'/ means either brother or sister, but it is used in greet-
   ings as a matter of politeness. /Yaa ñu'/ 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 ñu'/ is yaa ñu'/. See vowel harmony rules below. /u/
   followed by /ə/ is similar to the French semi-vowel 'u', e.g.,
   /ñu'/.
4. /sɛŋ/ is Ashanti Twi. /ɛdɛŋ/ or /dɛŋ/ 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. /yɛ/ 'to be in good condition', is /yɛ/ in Akuapim.

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

<table>
<thead>
<tr>
<th>Akuapim</th>
<th>Ashanti</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>ofi</td>
</tr>
<tr>
<td>thing</td>
<td>odɛ</td>
</tr>
<tr>
<td>fufu</td>
<td>fufu</td>
</tr>
<tr>
<td>caretaker</td>
<td>ohwɛfɔ</td>
</tr>
</tbody>
</table>

7. The noun prefixes /ɔ, ɔ, ɛ, e/ are usually omitted if they are not with the first word in the sentence, e.g., /Yaa nũq/. Other noun prefixes aren't usually omitted.

8. It is necessary to use /hɔ/ when asking concerning one’s health or physical condition. If /hɔ/ is not used, one is asking for a description, e.g., /Wo yɛre tɛ stɛŋ/, '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  ɛ  o  u
   Lax series:   ɔ  ɛ  a  o  ɔ

   The relationship of the two series is perhaps more easily seen in a vowel triangle diagram.
There are limitations as to which vowels can precede or follow certain other vowels. These limitations are called vowel harmony.

Vowel harmony rules.

I. Lax vowels followed by /i/, /a/, or /u/ are replaced by the next highest (see vowel triangle diagram) vowel in the tense series:

   $\hat{e}$ is replaced by $e$
   $\hat{a}$ $\hat{o}$ $u$

II. After /a/, /e/, or /o/, /e/ and /o/ are replaced by the next highest vowel in the lax series:

   $e$ is replaced by $\hat{e}$
   $o$ $\hat{o}$

III. Rule I takes precedence over Rule II.
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:

męye I am yęye we are
węye you (sg.) are męye you (pl.) are
gęye he, she, it is węye they are
gęye it is gęye they are

męhu I see yehu we see
wuhu you (sg.) see męhu you (pl.) see
ngu he, she, it sees wohu they see

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

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

mę bę my child yę bę our child
wę bę your (sg.) child mę bę your (pl.) child
ngę bę his, her, its child węngę bę their child

mę nhu my brother yę nhu our brother
wu nhu your (sg.) brother mę nhu your (pl.) brother
ngę nhu his, her, its brother węngę nhu their brother

In the new orthography, vowel harmony is never indicated in the possessive pronouns, e.g., /mę nhu/ is /me nhu/. But some texts printed before the latest spelling revision do have /mę nhu/.
/won nọ/ has an alternate form /wọn/ and is //wọn//.
/yɛ/ has an alternate form /yɛŋ/. Compare Unit 9 note 15.
The final consonant of /yɛŋ/ and /wọn/ 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., /mũ̀q/, 'brother', and /mĩ́ ŋũq/, '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., /okũnu/, 'husband' (kũnu). 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 /okũnu/ is /okũnuŋm/. It appears as /okũnu/ (kũnu) (pl. -ŋm). 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.

ọbá (pl. m-) child, young one
oyẹrẹ (pl. -ŋm) wife
papá (pl. -ŋm) father
mamẹ (pl. -ŋm) mother
okũnu (kũnu) (pl. -ŋm) husband
13. Note that /mbá/ is /má/. 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 họ tẹ sẹni?
Student: Wọ họ tẹ sẹni?
Tutor: Nẹ họ.
Student: Nẹ họ tẹ sẹni?

Lexical Drill A

1. Wọ họ tẹ sẹni?  How are you?
2. Nẹ họ tẹ sẹni?  How is he?
3. Mọ họ tẹ sẹni?  How are you (pl.)?
4. Wọp họ tẹ sẹni?  How are they?
5. Wọ bá họ tẹ sẹni?  How is your child?
6. Wọ vẹrẹ họ tẹ sẹni?  How is your wife?
7. Wọ pẹpẹ họ tẹ sẹni?  How is your father?
8. Wọ mẹẹẹ họ tẹ sẹni?  How is your mother?
9. Wọ ẹẹẹ họ tẹ sẹni?  How is your brother?
10. Wọ kunu họ tẹ sẹni?  How is your husband?
Lexical Drill B

1. Mę hō yे. I am fine.
2. Nę hō yе. He is fine.
3. Yę hō yе. We are fine.
4. Won hō yе. They are fine.
5. Mę bá hō yе. My child is fine.
6. Mę yère hō yе. My wife is fine.
7. Mę papa hō yе. My father is fine.
8. Mę māmē hō yе. My mother is fine.
9. Mę núq hō yе. My brother is fine.
10. Mę kunu hō yе. My husband is fine.

Lexical Drill C

1. Oye nę māmē. She is his mother.
2. Oye nę papa. He is his father.
3. Męye nę papa. I am his father.
4. Męye nę núq. I am his brother.
5. Wøyè nę núq. You are her brother.
6. Wøyè nę bá. You are her child.
7. Oye nę bá. She is his child.
8. Oye nę yère. She is his wife.
9. Oye nę kunu. He is her husband.
10. Męye nę kunu. I am her husband.
Lexical Drill D

1. Ye ye nē mmā. We are his children.
2. Møye nē mmā. You are his children.
3. Møye nē ṭuānōm. You are his brothers and sisters.
4. Wøye nē ṭuānōm. They are her brothers.
5. Wøye nē yērēnōm. They are his wives.
6. Ye ye nē yērēnōm. We are his wives.
7. Ye ye wón nū kümūnōm. We are their husbands.
8. Møye wón nū kümūnōm. You (pl.) are their husbands.
9. Møye yē papānōm. You (pl.) are our fathers.
10. Wøye yē papānōm. They are our fathers.

Lexical Drill E

1. Wøye mī ṭuānōm. They are my sisters.
2. Wøye wū ṭuānōm. They are your sisters.
3. Ye ye wū ṭuānōm. We are your brothers and sisters.
4. Ye ye wón nū ṭuānōm. We are their brothers.
5. Ye ye wón nō mmā. We are their children.
6. Møye wón nō mmā. You are their children.
7. Møye nē mmā. You are his children.
8. Møye nē yērēnōm. You are his wives.
9. Møye yē yērēnōm. You are our wives.
10. Wøye yē yērēnōm. They are our wives.
Lexical Drill F

1. Wọye mọ mmá.
   They are my children.

2. Wọye yẹ mmá.
   They are our children.

3. Mọyè yẹ mmá.
   You are our children.

4. Mọyè wọn nọ mmá.
   You are their children.

5. Yeye wọn nọ mmá.
   We are their children.

6. Yeye mọ mmá.
   We are your (pl.) children.

7. Wọye mọ mmá.
   They are your (pl.) children.

8. Wọye wọ mmá.
   They are your (sg.) children.

   We are your (sg.) children.

10. Yeye nẹ mmá.
    We are her children.

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

15. When followed by a low tone, /wọn nọ/ is sometimes /wọn nọ/. 
Unit 3

Basic Dialogue

-A-
edá (pl. n-) day
dwó to cool, be cool
anašwó night

1 ọMá ašwó.

Good evening.

-B-
owúrà (wurà) sir, mister, owner
(pl. ašwúrànóm)

2 Yàsì owúrà.

Yes sir.

-A-

Twíì the Akan or Twí language
ašà or, a question marker

3 Wótì Twíì anšà?

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

-B-

ašà, ásàné, òe yes

4 Ìsàn, mètè Twíì.

Yes, I speak Twí.

-A-

Bòrofo English

5 Wótì Bòrofo anšà?

Do you speak English?
-B-

"dągbi, dąbi
m-, n-, ŋ-, ñ-

6 Dągbi, męntę Bqrofq. No, I don't speak English.

-A-

ką
wo
to speak, say, talk
to be at; have, own

7 Wóką Twiì wo fie anąa? Do you speak Twi at home?
('You speak Twi is at home or?')

-B-

8 Aąn, męką Twiì wo fie. Yes, I speak Twi at home.

Notes

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

2. /anąa/ is //ana/ or //anaa//.

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

4. /Twìì/ is //Twi//.

5. /Bqrofq/ means 'the language of the Europeans', but English will be understood if another language is not specified, e.g., /Faranseè Bqrofq/, 'French'.
6. Pay special attention to the short vowels between a consonant and /r/, as in /Bqrof/. There are no clusters of a consonant plus /r/. It may be difficult for the student to tell which vowel is present. /œ/ is probably the most difficult vowel to hear between a consonant and /r/, e.g., /kera/, 'soul'. Many of these short vowels, especially /œ/, are not indicated in the orthography.

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

8. /wo/ 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., /Wok Twi wo fie anaa?/.

9. /kuro/ is //kurow//.

10. /mu/ is very often /m/, e.g., /kuro mu/ is very often /kurom/ 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
   ŋ            ŋ, k, g, h
   ñ            ñ, ŋ, ŋ, 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:

\[
\begin{align*}
mb & \text{ is replaced by } mm \\
nd & \text{ nn} \\
\emptyset y & \text{ ŋ̂m, i.e., } /\emptyset m̃\emptyset y \text{ or } \emptyset ĝ/ \\
\emptyset g & \text{ ŋ̂, i.e., } /\emptyset g/ \\
\end{align*}
\]

See also note 17.

13. Vowel harmony doesn’t usually operate across a nasal plus another consonant: /měnhǔ/ is replaced by /mǐn̥hǔ/, but /měnhǔ/ is usually not replaced by /mǐnhǔ/. Vowel harmony does operate across two nasal consonants nearly always.

Substitution Drill A

1. Mětę Twiįį.  
   I speak Twiįį.

2. Yětę Twiįį.  
   We speak Twiįį.

3. Ňtę Twiįį.  
   He speaks Twiįį.

4. Wotę Twiįį.  
   They speak Twiįį.

5. Mį́ kun̥ tę Twiįį.  
   My husband speaks Twiįį.

6. Mě yěrę tę Twiįį.  
   My wife speaks Twiįį.

7. Mě mạmạ tę Twiįį.  
   My mother speaks Twiįį.

8. Mě pąpą tę Twiįį.  
   My father speaks Twiįį.

9. Mě bạ tę Twiįį.  
   My child speaks Twiįį.

10. Mį́ núą tę Twiįį.  
    My brother speaks Twiįį.
Substitution Drill B

1. Mëntë Twii.
2. Yeñtë Twii.
3. Ontë Twii.
4. Wontë Twii.
5. Mì kùnu ntë Twii.
6. Më yërë ntë Twii.
7. Më mëamë ntë Twii.
8. Më papá ntë Twii.
9. Më bá ntë Twii.
10. Mì múqa ntë Twii.

I don't speak Twi.
We don't speak Twi.
He doesn't speak Twi.
They don't speak Twi.
My husband doesn't speak Twi.
My wife doesn't speak Twi.
My mother doesn't speak Twi.
My father doesn't speak Twi.
My child doesn't speak Twi.
My brother doesn't speak Twi.

Question and Answer Drill A

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

1. Wôtë Twii anáa?
2. Mëtë Twii anáa?
3. Otë Twii anáa?
4. Wôtë Twii anáa?
5. Wù kùnu tê Twii anáa?
6. Wô yërë tê Twii anáa?
7. Wô mëamë tê Twii anáa?
8. Wô papá tê Twii anáa?
9. Wô bá tê Twii anáa?
10. Wù múqa tê Twii anáa?

Àññ, mëtë Twii.
Àññ, yeñtë Twii.
Àññ, otë Twii.
Àññ, wôtë Twii.
Àññ, mì kùnu tê Twii.
Àññ, më yërë tê Twii.
Àññ, më mëamë tê Twii.
Àññ, më papá tê Twii.
Àññ, më bá tê Twii.
Àññ, mì múqa tê Twii.
Question and Answer Drill B

Student gives negative answer.

3. Ọtę Twii anāa? Dąqbi, onę Twii.
5. Wú kùnu tę Twii anāa? Dąqbi, mǐ kùnu ntę Twii.

Lexical Drill A

1. Męwo fie. I am at home.
5. Męwo nụq. I have a brother.
6. Męwo Kumásę. I am at Kumasi.
7. Męwo bá. I have a child.
8. Męwo pęnsıre. I have a pencil.
10. Męwo fie wo Kumásę. I have a house in Kumasi.
14. \( \text{Nkran} / \) is //Nkran//.

15. bi a, an, any, some

Avoid the use of /bi/, 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, /bi/ is required to distinguish 'I own a house' from 'I am at home'. A noun without the following demonstrative or article /nə/, 'the', 'that', is indefinite, i.e., it translates 'a' or 'an'.

Grammatical Drill A

Give the negative form of the following verbs.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tɛ (to feel)</td>
<td>ntɛ</td>
</tr>
<tr>
<td>2. tɛ (to speak)</td>
<td>ntɛ</td>
</tr>
<tr>
<td>3. wo (to have)</td>
<td>nni</td>
</tr>
<tr>
<td>4. di (to eat)</td>
<td>nni</td>
</tr>
<tr>
<td>5. yɛ (to be)</td>
<td>eñyɛ</td>
</tr>
<tr>
<td>6. yɛ (to be good)</td>
<td>eñyɛ</td>
</tr>
<tr>
<td>7. da (to sleep)</td>
<td>nná</td>
</tr>
<tr>
<td>8. mā (to give)</td>
<td>mmá</td>
</tr>
<tr>
<td>9. kā (to speak)</td>
<td>ṱkā</td>
</tr>
<tr>
<td>10. sʊq (to learn)</td>
<td>nsʊq</td>
</tr>
<tr>
<td>11. kasa (to talk)</td>
<td>ṱkasá</td>
</tr>
<tr>
<td>12. da asq (to lie down)</td>
<td>enná asq</td>
</tr>
<tr>
<td>13. wo (to be at)</td>
<td>nni</td>
</tr>
<tr>
<td>14. hʊ (to see)</td>
<td>ṱhʊ</td>
</tr>
<tr>
<td>15. twą (to cut)</td>
<td>ṱtwą</td>
</tr>
</tbody>
</table>
16. to (to buy) ntô
17. ko (to go) ŋkô
18. bîrà (to come) mmâ
19. hîs (to insert) ŋhîs
20. bo (to strike) mmô

16. /daqbi/ is Akuapim and also eastern Ashanti. /daqbi/ is the form most used in Ashanti and is //daqbi// 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., /nmâ/, 'days', is //nda//; but the same assimilation is written in the verbs, e.g., /nmâ/, 'Don't lie', 'Don't sleep', is //nna//.

18. /daqbi/ is //aane// in the new orthography.
Unit 4

Basic Dialogue

A-

1. Sëfì na yêkâ thank you wo Twi mû?
   and, emphatic particle
   How do you say 'thank you' in Twi?

B-

da
asê; asêè

to lie, sleep, rest
the lower part; down,
under; meaning, sense

2. Mëda asê.
   Thanks. ('I lie down.'), ('I prostrate /myself before you/')

3. Wôtê asêè anâa?
   Do you understand?

A-

4. Aññì, mëtê èwàsê.
   ebíó
   Yes, I understand you.
   again

5. Kà bió.
   kasa
   èbërëëo
   Say it again.
   to talk, speak
   slow, soft, mild

   Talk slowly. Talk softly.

B-

7. Mëda wasê.
   Thank you.
8  Sëñ na yckâ you are welcome How do you say 'you are welcome' wo Twi mû?
in Twi?

-B-

9  Emê ennâ asè. 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. /yckâ/, literally 'we say', often corresponds to 'it is said' or 'you say'.

2. /na/, 'and', 'but', joins sentences; /nê/, '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. /wô asèt/ is usually /wasèt/ and is // wo ase// or // wo ase//. If there is an expressed object, i.e., if the sentence tells who is understood, the student should use /asë/ because /asèt/ doesn't occur often with an object. If there is no expressed object, use /asèt/ because /asë/ may be misunderstood. /Wôtô asè?/ may not only mean 'Do you understand?', but also 'Are you sitting down?', and 'Are you still living?'. /Wôtô asèt/ means only 'Do you understand?'.

4. On the telephone only can you say /Môtô asë/ or /Môtô asèt/, with a high tone on /tô/, meaning 'I understand the meaning or message'.
5. /a/ followed by /y/ is high and front like a French 'a'.  
/o/ followed by /i/ is /o/, e.g., /wo Twi/ is /wo Twi/.  
At less than conversation speed or if there is a pause be- 
 tween words, these vowel replacements don't occur. Vowel harmony 
 across word boundaries is never shown in the orthography.  
6. /ebio/ has an alternate form /ebibo/. /ebio/ is the more 
common form.  
7. /Kasa bekehr/ 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 /-mn/, /ɛ/- occurs, e.g., /mná aseq/ is /ɛmná 
 aseq/.  
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., 
/Mmɛ ɛnná aseq/ is /Mmɛ ɛnná aseq/, but it is //Mmɛ ɛnnase//.  
10. Notice the two negatives in /Mmɛ ɛnná aseq/.  

Lexical Drill A  

1. Wōtè aseq anfà?  Do you understand?  
2. Wōtè ɛmase anfà?  Do you understand me?  
3. Wōtè ɛnasè anfà?  Do you understand him?  
4. Wōtè wɔn aseq anfà?  Do you understand them?  
5. Wōtè ɛn aseq anfà?  Do you understand us?
Lexical Drill B

1. Ọtụ asẹ́ anàa? Does he understand?
2. Ọtụ masé anàa? Does he understand me?
3. Ọtụ owasé anàa? Does he understand you?
4. Ọtụ omáṣẹ́ anàa? Does he understand you (pl.)?
5. Ọtụ won asẹ́ anàa? Does he understand them?

Lexical Drill C

1. Mětụ asẹ́. I understand.
4. Mětụ won asẹ. I understand them.
5. Mětụ máṣẹ. I understand you (pl.).

Lexical Drill D

1. Ọtụ asẹ́. He understands.
2. Ọtụ masé. He understands me.
3. Ọtụ wasé. He understands you.
4. Ọtụ máṣẹ. He understands you (pl.).
5. Ọtụ won asẹ. He understands them.

Lexical Drill E

1. Né mạ̄mẹ nọ́ Bqọ́ọ́. His mother doesn't know English.
2. Né mạ̄mẹ tọ́ Twí. His mother knows Twi.
3. Oọ́ nẹ́ mạ̄mẹ tọ́ Twí. He and his mother know Twi.
4. Oọ́ nẹ́ mạ̄mẹ ká Twí. He speaks Twi with his mother.
5. Mě nẹ́ mé papá ká Twí. I speak Twi with my father.
6. Mē nē mē papā tē  Nkērān
   My father and I know Gā.

7. Mī nū tē Nkērān.
   My sister knows Gā.

8. Mī nū tē Nkērān.
   My sister lives at Accra.

   My child lives in Accra.

10. Mē bā wo Nkērān.
    My child is at Accra.

Lexical Drill F

1. Wokā Twiì wo sukuù.
   They speak Twi at school.

2. Yesuì Twiì wo sukuù.
   They study Twi at school.

3. Yesuì Twiì wo Nkērān.
   We study Twi at Accra.

4. Wôwô fie wo Nkērān.
   You have a house at Accra.

5. Wôwô fie wo Tamalē.
   You have a house at Tamale.

6. Mē papā wo Tamalē.
   Your father is at Tamale.

7. Mē papā wo fie.
   Your father is at home.

8. Ye yeñęm mō fie.
   Our wives are at home.

   Our wives aren't at home.

10. Mī kūnù mē fie.
    My husband isn't at home.

Lexical Drill G

1. Kasa bēreéoo.
   Talk slow.

2. Kasa dēn.
   Talk loud.

3. Eyé dēn.
   It is hard.

4. Eyé bëteé.
   It is soft.

5. Mē nsa' ye bëteé.
   My hand is tender.
6. Më nsá ye tëntën. My arm is long.
7. Më kàà nò ye tëntën. My car is long.
8. Më kàà nò ñùkì. My car is no good.
9. Në pënsèrë nò ñùkì. His pencil is bad.
10. Në pënsèrë nò da hò. His pencil is lying there.

New words in the drills.

pënsèrë (pënsèrë) pencil
kàà (kàà) automobile

Lexical Drill H

5. Mëtë asq. I'm sitting down.
8. Mëtë akònñùá sò. I'm sitting in a chair.
9. Mëtë sét wò. I am as you are.
10. Mëtë sét abofàra. I am like a child.

New words in drills.

édòñ, odòñ (pl. n-) bell
akònñùá (pl. n-) chair, stool
asëm (asëm) (pl. n-) word, saying, story, talk
të ... asëm to obey
sē

as, like, that (as in 'I said that ... '

tē sē

to be the same as, be in the same condition or position as

ôabọfara (pl. m-)

child
tęissance, sę

top, upper part; on, up, upon, over, above

11. /masę/ is //me ase// or //m' ase//.
/nasę/ is //ne ase// or //n' ase//.
/másę/ is //mo ase// or //m' ase//.
/wasę/ is //wo ase// or //w' ase//.

Usually elision is not indicated in the orthography.

12. /né/ means 'and' or 'with'. /oné/ is a contraction of /oné né/. /oné nę maaemę/ is a contraction of /oné nę nę maaemę/.

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

14. /Nkọreń/ or Gā is also the name of the language of the /Nkọreń/ or Gā people. The Gā live in the region of Accra. Twi and Gā 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. /wo/ has a suppletive negative, i.e., a different word is used to form the negative. /nōu/ is the negative of /wo/. /nūi/ is the negative of /di/, 'to use, eat, contain, last, exist'.
16. /abqfära/ is //aboFra//. /abqfära/ is used only of humans. /çbá/ 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 /wö/. Modifiers of various kinds may occur between the possessive and possessed nouns. See Unit 6, note 22.
Unit 5

Basic Dialogue

- A -

ahá
weariness

1 Má ahá.
Good afternoon.

- B -

2 Yaa owúrà.
Yes sir.

- A -

chó (pl. e-nóm)
there; that; from

3 Owúrà Owúsu wó hó anáa?
Is Mr. Owusu in?

- B -

ó-, onó
he, she, it

chá (pl. e-nóm)
here; this

4 Aññi, owo há.
Yes, he is here.

- A -

tumí
to be able, can, to be
well-versed in, to have
permission

há, húnú
to see

onó, nó
him, her, it

5 Mitumí áhú nó anáa?
Can I see him?

- B -

ye
we

ôfôrê
to call

40
6  Yeferè wé kó?  
What's your name?  
('We call you what?')

-A-

7  Yeferè mē Kofī Asanté.  
My name is Kofī Asante.

-B-

ekā  
to speak, tell, say

kyerè  
to show, teach, advise

sā  
that

8  Mēkā kyerè nō sē wōwō hā.  
I will tell him you are here.

Notes

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

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

3. After a noun /hā/ and /hō/ can be translated like demonstratives, e.g., /ofie hā/, 'this house', and /ofie hō/, 'that house'.

4. After /tumi/ the following verb is in the consecutive form, which has an /ā- qé-/ prefix. The consecutive form often corresponds to an English complimentary infinitive, e.g.
/Mítumi akɔ/, '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 /tumi/ 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., /Wóbetumi ye séni?/. '/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 /tumi/ except in the first singular, and this is not common. See also Unit 10, note 8.

The first person future of /tumi/ 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., /Métumi akɔ/, 'I will be able to go', or '/I think maybe/ I can go'. The student should avoid use of /tumi/ in the future when talking of himself because he will be thought to be boasting.

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

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

7. /fere/ is /fere/. /Yeferɛw/ is a contraction and alternate form of /Yeferɛ wo/ and is /Yeferɛ w'/ or /Yeferɛ wo/

8. The use of the first person plural, i.e., the we-form, often corresponds to English passive. /Yeferɛ nọ sɛɛi/, 'What is it called?', but literally 'We call it what?'.

The student will also hear /Wu dime dɛ dɛn?/. /edin/ means 'name', 'reputation', and 'fame'. This is an Akuapim construction.
9. The positive future is marked by the prefix /bɛ-/ , e.g., /wɔbɛko/ , 'you will go.' In the first person singular, a contracted form occurs, e.g., /mɛko/ , '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 /kɔ/ a story or something. /kɔ kyɛrɛ/ 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., /Mɛkɔ kyɛrɛ nɔ (1) sɛɛ wɔwɔ hɔ (2)/, 'I will tell him (1) you are here (2)'.

Pattern Drill A

1. Yeferɛ wɔ sɛni? What's your name?
2. Yeferɛ nɔ sɛni? What's his name?
3. Yeferɛ mɔ sɛni? What are your names?
4. Yeferɛ wɔn sɛni? What are their names?
5. Yeferɛ wɔ kiu sɛni? What's your husband's name?
6. Yeferɛ wɔ ye're sɛni? What's your wife's name?
7. Yeferɛ wɔ maa'mɛ sɛni? What's your mother's name?
8. Yeferɛ wɔ papɛ sɛni? What's your father's name?
9. Yeferɛ wɔ ba sɛni? What's your child's name?
10. Yeferɛ wɔ mua sɛni? What's your brother's name?

Lexical Drill A

1. Yeferɛ mɔ Kɔfi. My name is Kofi.
2. Yeferɛ nɔ Kɔfi. His name is Kofi.
3. Yeferɛ yen Kɔfi nɛ Afua. Our names are Kofi and Afua.
4. Yeferɛ wɔn Kɔfi nɛ Afua. Their names are Kofi and Afua.
5. Yefere m ko nu Kofi.  
   My husband's name is Kofi.

6. Yefere m yere Afua.  
   My wife's name is Afua.

7. Yefere m maame Afua.  
   My mother's name is Afua.

8. Yefere m pap Kofi.  
   My father's name is Kofi.

9. Yefere m ba Kofi.  
   My child's name is Kofi.

10. Yefere m naa Kofi.  
    My brother's name is Kofi.

Pattern Drill B

Answer affirmatively.

1. Wwo ho?  
   \( \text{Ak\ン}, \text{owo ho.} \)  
   Is he there?  
   Yes, he is there.

2. Wwo ha?  
   \( \text{Ak\ン}, \text{owo ha.} \)  
   Is he here?  
   Yes, he is here.

3. Wwo fie?  
   \( \text{Ak\ン}, \text{owo fie.} \)  
   Is he at home?  
   Yes, he is at home.

4. Wwo fie no m\u00f2?  
   \( \text{Ak\ン}, \text{owo fie no m\u00f2.} \)  
   Is he in the house?  
   Yes, he is in the house.

5. Wwo fie ha?  
   \( \text{Ak\ン}, \text{owo fie ha.} \)  
   Is he in this house?  
   Yes, he is in this house.

6. Wwo fie ho?  
   \( \text{Ak\ン}, \text{owo fie ho.} \)  
   Is he in that house?  
   Yes, he is in that house.
Pattern Drill C

Answer negatively.

1. €wo ho?
   Da$qbi, onni ho.                 Is he in?
   No, he is not around.

2. €wo ha?
   Da$qbi, onni ha.                 Is this his place?
   No, this isn't his place.

3. €wo fie?
   Da$qbi, onni fie.                 Is he at home?
   No, he isn't at home.

4. €wo fie n'o mu?
   Da$qbi, onni fie n'o mu.        Is he in the house?
   No, he isn't in the house.

5. €wo fie ha?
   Da$qbi, onni fie ha.            Does he own this house?
   No, he doesn't own this house.

6. €wo fie ho?
   Da$qbi, onni fie ho.            Does he own that house?
   No, he doesn't own that house.

Pattern Drill D

1. Me$ko ho.                      I will go there.

2. Wo$eko ho.                     You will go there.

3. Wo$eko mne.                    You will go today.

4. Obeko mne.                     He will go today.

5. Obeko okyenä.                  He will go tomorrow.

6. Yebeko okyenä.                 We will go tomorrow.

7. Yebeko bio.                    We will go again.

8. Wo$beko bio.                   You will go again.
9. Wóbēko Tamalę. You will go to Tamale.
10. Wóbēko Tamalę. They will go to Tamale.
11. Wóbēko Kumásę. They will go to Kumasi.
12. Méko Kumásę. I will go to Kumasi.

Pattern Drill E

1. Méba hó. I will be there.
2. Méba dáf mú. I will come into the house.
3. Mëtümí áhù nō wo dáf mú. I can see him in the room privately.
4. Mëtümí áhù nō wo sukúù. I can see him at school.
5. Më né nō békása wo sukúù. I will talk to him at school.
6. Më né nō békása wo fie. I will talk to him at home.
7. Mékà kyërë nō sëe wòwò fie. I will tell him you are at home.
8. Méka kyërë nō sëe wòbëba há. I will tell him you will be here.
9. Më yërë bëba há. My wife will come here.
10. Më yërë bëfëre wq. My wife will call you.

Pattern Drill F

1. Yëfërë nō sën? What is his name?
2. Yëfërë nō Kofì. His name is Kofi.
3. Mékà kyërë Kofì. I will tell Kofi.
4. Mékà kyërë wɔn. I will tell them.
5. Otumí fërë wɔn. He can phone them.
6. Otumí fërë më. He can call me.
7. Obéká kyéré mé.  He will tell me.
8. Obéká kyéré wo.  He will tell you.
9. Onté wo.  He doesn't hear you.
10. Onté wasé.  He doesn't understand you.

New words in the drills

côdan (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., /sô/, statement intonation is used; however, a question mark is still written. This manual follows the orthography in this usage.

13. Stative verbs such as /wo/, 'to be at', aren't usually inflected for tense. /ba/, 'to come', is used as a suppletive future for /wo/. /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  Agọq  Is anybody there?

-B-

2  Amẹẹ  Come in.

-A-

3  Wọ mpọ mú ee?  How are you?
   ( 'Your joints' in, what about? ')

-B-

4  Mẹ mpọ mú dẹẹ bọkọ.  I'm fine.

-A-

5  Edẹn na owoye?  What are you making?

-B-

6  Mẹẹ ndá fufúo.  I'm making fufu.

   pẹ  to like, be fond of, want,
   seek, provide, try to get

7  Wẹpẹ fufúo anáa?  Do you like fufu?
-A-

pá  good, much
pápaapa, pápapapa  very good, very much

8 Měpe fufūo pápaapa.  I like fufu very much.

-B-

ampesie  ampesi
sěn  to surpass, pass; more
than, than

9 Měpe ampesie sěn fufūo.  I like ampesi better than fufu.
('I like ampesi exceed fufu.')

Notes

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

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

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

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

epό  joint  mpό  joints
cdá  day  nná  days
5. The progressive tenses are formed by lengthening the vowel of the pronoun.

mēyɛ    I make          ɔmēyɛ    I'm making
mēkạ    I speak         ɔmēkạ    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., /mēkạ/ is written //mereka//. An Ashanti speaker may also say /mērêkạ/ 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., /mụɛɛ/.

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., /pāapaapa/, 'very good'.

9. The consecutive form, /á - ạ/ plus simple stem, is not used after /pe/. 'I want him to go.' is /Mɓe sɛɛ okọ/, literally 'I want that he go'.

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

(a) Ọwarę.  He is tall.

Ọwarę sëng.  He is taller.

Ọwarę sën nì ṣẹnṣa.  He is taller than his brother.

Ọwarę sën nì ọnyíná.  He is the tallest.

(b) Eye duru.  It is heavy.

Eye duru sëng.  It is heavier.

Eye duru sën bùuku nọ.  It is heavier than the book.

Eye duru sën nì ọnyíná.  It is the heaviest of all.

(2)

(a) Ọṣẹn nì ṣẹn n pulled ṣẹna.  He is older than his brother.

('He surpasses his brother in age.')

(b) Ọṣẹn nì ṣẹn nọ wo ọdesẹná  má.  He is better educated than his brother. ('He surpasses his brother in learning.')

New words

warę  to be tall, long

ọnyíná  all

duru  heavy

ọpānłḵ (pl. m–)  adult, old person, person of rank; old, aged

ọdesẹná  learning, study, education
UNIT 6

11. /adɔɛ/,'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., /adɔɛ/ plus /sɔɛ/, 'to learn' gives /adɛsɔɛ/, 'learning'.

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

Lexical Drill A

1. Edɛɛn na ɔɔye? What is she doing?
2. Edɛɛn na wɔɔye? What are they doing?
3. Edɛɛn na wɔɔye? What are you doing?
4. Edɛɛn na mɔɔye? What are you (pl.) doing?
5. Edɛɛn na wuunu? What are you eating?
6. Edɛɛn na wɔɔton? What are they selling?
7. Edɛɛn na mɔɔto? What are you (pl.) buying?
8. Edɛɛn na ɔɔnɔm? What is he drinking?
9. Edɛɛn na wɔɔhwe? What are they looking at?
10. Edɛɛn na wɔɔhwe? What are you searching for?

Lexical Drill B

1. Afɛi na ɔɔdɔdi. Now he is eating.
2. Afɛi na wɔɔdɔdi. Now they are eating.
3. Afɛi na mifi. Now I am eating.
4. Afɛi na yeedi. Now we are eating.
5. Afɛi na mifi akutu. Now I am eating an orange.
6. Afɛi na wooton nsɛ. Now they are selling palm wine.

See Unit 18 notes 5 and 6 for discussion of secondary tones as in Lexical Drill B.
7. Afèi na yeesto bankye.  We are now buying cassava.
8. Afèi na óonóm oségarétté. He is now smoking a cigarette.
9. Afèi na wôohwe osèram. They are now looking at the moon.
10. Afèi na mèéhwëhwe mè pèn. I'm now looking for my pen.

New words

dí       to employ, use, eat, spend, consume

didi'    to eat
tòñ      to buy
tò        to sell
nôm      to drink, smoke tobacco
hwëhwë   to look for, search
afèi, afèi now
akutú    orange
nsà       palm wine, alcoholic beverage
ºségarétté, sègàretté. cigarette
ºosèram (pl. a-) moon, month
pèn (pèn) pen

Lexical Drill C

1. Owârë sën nì ñùà nò. He is taller than his brother.
2. Në hò yè dëm sën nì ñùà nò. He is stronger than his brother.
3. Në hò yè fè sën nì ñùà nò. She is prettier than her sister.
4. Ọnọ ọfuọ sẹn nị ụzọ nọ. She cooks fufu better than her sister.
5. Ọpe ampesie sẹn nị ụzọ nọ. He likes ampesie better than his brother.
6. Ọpe ọdịdịdị sẹn nị ụzọ nọ. He likes to eat better than his brother.
7. Ọye ọdụma sẹn nị ụzọ nọ. He works better than his brother.
8. Ọwo sika sẹn nị ụzọ nọ. He has more money than his brother.
9. Ọwo nnẹma sẹn nị ụzọ nọ. He has more things than his brother.
10. Ọsọ sẹn nị ụzọ nọ. He is bigger than his brother.

New words

фе pretty, nice, beautiful
sika gold, money
sọ to be big, large, much; to reach, arrive at
ọdịdịdị use, enjoyment, benefit
ọdịdịdịdị enjoyment of eating a food
adịg (de) (pl. nnẹma) thing, part
Lexical Drill D

1. Më kàà nò së së̀n wò dë̀ nò. My car is bigger than yours.
4. Wù akòmmû̀ yè dë̀n së̀n nè dë̀ nò. Your chair is stronger than his.
5. Wù akòmmû̀ yè dë̀n së̀n më dë̀ nò. Your chair is stronger than mine.
6. Nè dànn nò bôo yè dë̀n së̀n më dë̀ nò. His house is more expensive than mine.
7. Nè dànn nò bôo yè dë̀n së̀n yè dë̀ nò. His house is more expensive than ours.
8. Nè kàà nò bôo yè òfô së̀n më dë̀ nò. His car costs less than mine.
9. Nè kàà nò bôoye òfô së̀n mò dë̀ nò. His car costs less than yours.
10. Më pënsèrè nò yè së̀n më dë̀ nò. My pencil is better than yours.
New words

ŋhóma (ńhóma) (pl. ńŋgóma)  skin, hide; vellum; book, letter; leather

fófófóq  new, another

ɔdán (dáŋ) (pl. n-a-)  house, room, building

ɛbóč (pl. m-)  price; stone, pit, seed

ɛfo  cheap, plenty, plentiful

Lexical Drill E

1. ɔdáŋ yi mú suá sëf  This room is smaller than that baákó nö.
    one.

2. Kaneá yi hyerën sëf  This light is brighter than baákó nö.
    the other one.

3. ðkwáñ yì ye sëf  This road is better than that baákó nö.
    one.

4. Akóñfúá yì ye fo sëf  This chair is cheaper than baákó nö.
    that one.

5. Nhóma yì mú ye duru  This book is heavier than sëf baákó nö.
    that one.

New words in drills

emá (pl. a-)  whole, entirety

suá  to be small, few

eyí  this, these

baákó  one
hyër'ti  to penetrate, get through, shine
okwaŋ (pl. ṇ-)  road, path, way

Lexical Drill F

1. Nẹa ewo he na eyɛ fọ?  Which one is cheaper?
2. Nẹa ewo he na eyɛ?  Which one is better?
3. Nẹa ewo he na eb'kye?  Which one will last longer?
4. Nẹa ewo he na eyɛ děn?  Which one is harder?
5. Nẹa ewo he na ewo  Which one is stronger?
   ahọdẹŋ?

New words

kyɛ  to last, endure; divide
    separate, share
ahọdẹŋ  strength, (literally 'body hard')
ne  he who, that which, he whose, where
ahɛ  how much, how many, how long

Pattern Drill A

1. Edẹn na wọpɛ sɛɛ wudi?  What would you like to eat?
2. Edẹn na wọpɛ sɛɛ wohwe?  What would you like to see?
3. Edẹn na wọpɛ sɛɛ wọto?  What would you like to buy?
4. Edẹn na wọpɛ sɛɛ  What would you like to read?
   wọkɛmkẹn?
5. Edẹn na wọpɛ sɛɛ wọnọmọ?  What would you like to drink?
Pattern Drill B

1. Mēpe see mīdī ąkwadū. I'd like to eat a banana.
2. Mēpe see mēhwē Ghana. I'd like to see the University of Ghana.
3. Mēpe see mētō mpaboq. I'd like to buy some shoes.
4. Mēpe see mīkān nēmē. I'd like to read a book.
5. Mēpe see mēnōm nsā. I'd like to drink palm wine.

New words

kēn to count, read
kēnkēn to read, count
ąkwadū (pl. ń-) banana
mpaboq (mpaboq) shoe, pair of shoes

13. /dēkē/ is a contraction and alternate form of /dēkē bēk/, 'what thing'. /bēk/ is 'what', 'which', 'what kind of'.

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

15. /āfē1/ may also occur at the end of an utterance, but in response to a question like /dēkē na ọọyē?/ you must use /āfē1 na/ at the beginning of the response if /āfē1/ is used.

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

17. /sēgarētē/ is //cigarette//.
   /sēram/ is //osram//.

18. For explanation of /ampesie/ and /fufu/, see Unit 9.
19. /fow/ is // fow//.

20. /adəs/ does not refer to persons. To compare persons, you must use two nouns, e.g., 'My child is taller than yours', is /Mə bə wərə sən wə bə//.

21. /baakə nə/ means 'the second one', 'the other one', as opposed to the one previously mentioned.

22. Phrases, like those with /mə/, such as /ədən yə mə//, '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, /mə// is always /mə// after a phrasal compound, but it may be /-m/ 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., /nə dən nə bəo//, 'his house's price', 'the price of his house', literally 'his structure that one seed'.

23. /ŋəmə/ is // nəhma//. /nəmə/ has a number of plurals: /ŋəmə/, /ənəmə/, /nəmə/. 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-

dú, ko  
stoó
1 Méko stoó mú okyèná. I will go to the store tomorrow.

-B-

2 Wòókôtó dëkkî? What are you going to buy?

-A-

duànè (pl. n-)
food
3 Meekôtó duànè. I'm going to buy food.

-B-

4 Duànè bêng na wòókôtó? What kind of food are you going to buy?

-A-

nsúo, nsú  water
enám  meat, flesh
nsuönnám  fish
5 Meekôtó nsuönnám I'm going to buy fish.

-B-

eché (pl. e-nõm)  where
ofâ (fâ) (pl. afûqafâ)  half, piece; other side, other part
tôn  to sell

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6 Chéù na yetòn nsuommám
   pàpa?
   -A-
   Kìnsweî
   Kingsway super market

7 Kìnsweî na étòn nàm pà.
   Kingsway sells good fish.
   -B-

8 Na nsuommám bòc ñe dënn
   anàa?
   -A-
   mmërë
   cheap

9 Dàðbi, nàm nò bòc ñe mmërë.
   No, fish is cheap.

Notes

1. Twi (like English) uses /kò/ 'go' as an auxiliary verb (1) for an immediate future and (2) to express purpose. For example /Mìkodidi/' 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 /kò/ has high tone; the other syllables have the same tone as the present stem. The future /médidi/, '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 /kò/ is always in the progressive.

2. /sòtoò/ is //store//. /güqidàâñ/, 'trading house', is also common. /güq/ is 'market', 'market place', /dí güq/ is 'to trade', 'deal in'.

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

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// aduanə// will occur.

4. A schwa (a sound like the second vowel in English 'sofa') usually occurs between an /m/ and an /n/, as in /nsuɔmnám/.

5. /ɛhɛ/ and /ɛhɛfɔ/ can be used interchangeably.

6. /Kifsɔwɛ/ is //Kingsway/.

7. Locative nominals like /ɛhɛ/ and /ɛhá/ have a distributive plural. /ɛhɛnɔm/ means 'whereabouts', /ɛháŋɔm/, 'hereabouts', 'in this general vicinity'.

8. /ɛfɔ/ has an alternate form /ɛfɔ/. 

Pattern Drill A

1. Méko sɔtɔɔ mú ɔkyɛnə. I will go to the store tomorrow.


3. Méto ɔbɔrɔdɔ ɔkyɛnə. I will buy bread tomorrow.

4. Obɛba há ɔkyɛnə. He will come here tomorrow.

5. Obɛba há fiiri Kumáse ɔkyɛnə. He will come here from Kumase tomorrow.

6. Wobɛko Nkɛrɛni ɔkyɛnə. They will go to Accra tomorrow.

7. Wobɛtu firi Nkɛrɛni ɔkyɛnə. They will leave from Accra tomorrow.

8. Yeboŋ yɛŋ káa nɔ ɔkyɛnə. We will sell our car tomorrow.
9. Yebédi nsuomnám okyënà. We will eat fish tomorrow.

10. Ehëfà na mëhù wo okyënà? Where will you be tomorrow? ('Where I will see you tomorrow?')

Pattern Drill B

1. Mééñko sòtocò mù okyënà. I will not go to the store tomorrow.

2. Méënní fufúo okyënà. I will not eat fufu tomorrow.

3. Méëntó bôrôdqo okyënà. I will not buy bread tomorrow.

4. Òómmá há okyënà. He will not come here tomorrow.

5. Òómmá há mflirì Kumáse okyënà. He will not come here from Kumase tomorrow.

6. Wòóñko Nkèrëqì okyënà. They will not go to Accra tomorrow.

7. Wòómmá mflirì Nkèrëqì okyënà. They will not leave from Accra tomorrow.

8. Yëëmmá wo fie okyënà. We won't come to your house tomorrow.

9. Móómmá sukuù okyënà. You (pl.) won't be at school tomorrow.

10. Méëntumì nkó okyënà. I won't be able to go tomorrow.
Pattern Drill C

1. Ehefà na wóoko?  Where are they going?
2. Wóoko sọtso mù.  They are going to the store.
3. Wóokó sọtso mù.  They are going to buy oranges
                      at the store.
4. Wóokó sọtso mù  They are going to buy oranges
                      Kĩnsweì.  at Kingsway's.
5. Yetόŋ nsuommám pàpa.  They sell good fish at
                      wo Kĩnsweì.  Kingway's.
6. Yetόŋ nsuommám pàpa wo  They sell good fish at Accra.
                      Nkeràn.
8. Mifiri Kumasì.  I am from Kumasi.
9. Métu áfirì Kumasì.  I will move from Kumasi.
10. Métu áfirì há.  I will move from here.

Pattern Drill D

1. Méekoto fec wo  I'm going to buy a house at
                      Koforíduà.  Koforídua.
2. Méekoto fec wo  I'm going to sell a house at
                      Koforídua.
3. Méekoto fec  I'm going to sell these fish.
            nsuommám yì.
4. Méekofà  I'm going to take these fish.
            nsuommám yì.
5. Méekofà ní siká ámà nó.  I'm going to take the money to
                      him.
6. **Mīlkogyá siká nō ámá.**
   I'm going to leave the money
   nō.

7. **Mīlkogyá nō wo ūie.**
   I'm going to leave her at
   home.

8. **Mēkosèrā nō wo ūie.**
   I'm to visit him at home.

9. **Mēkosèrā mē pāpā.**
   I'm going to visit my father.

10. **Mīlkohú mē pāpā.**
    I'm going to see my father.

New words

| Fā | to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning |
| Gvā | to leave, quit, forsake; send away; accompany |
| Sèrā | to visit; smear, grease |

Question and Answer Drill A

1. **Edēn na ōokēkīkān?**
   What is he reading?
   Ōokān phōmā āā ēfā
   Ghana hō.
   He is reading a book about
   Ghana.

2. **Edēn fufūo na wōpe?**
   What kind of fufu do they like?
   Wōpe bōrdōkē fufūo.
   They like plaintain fufu.

3. **Ehēra na yetōn mpabqā?**
   Where do they sell shoes?
   Yetōn mpabqā wo sōtōo
   mū.
   They sell shoes at the store.
4. Obédi nná ahé?

How long will he be here?
('He will consume days how many?')

Obédi cósérám wo há.
He will spend a month here.

5. Wóbéká ákyèré nó sèe
mōwo háí?

Will you tell him I am here?

Aàá, mēkā ákyèré nó
sèe wówó háí?

Yes, I will tell him you
are here.

New Words

odèt yam
borodèt plaintain, 'European yam'
ôa which, that, what, where

Question and Answer Drill B

1. Edéññ ạduanè na wópè dí?
Mépè akotúdie.

What do you like to eat?
I like to eat oranges.
('I like orange-eating.')

2. Edéññ na wópè yè?
Mépè sìniiko.

What do you like to do?
I like to go to the movies.

3. Edéññ na wópè nsánòm?
Mépè nsánòm.

What do you like to drink?
I like to drink palm wine.
4. Edēn na wopē ye?    What do you like to do?
    Mēpē anansesemkâ.    I like to tell fairy tales.
                        ('I like spider story telling.')

5. Edēn na wopē korâ?   What do you like to save?
    Mēpē slikakorâ.     I like to save money.

Pattern Drill E

1. Kâ kyërê nô sêe ewo    Tell him that it is here.
    hâ.

2. Bisa nô sêe ewo hâ.    Ask him if it is here.

3. Bisa nô sêe okô anaâa.    Ask him if he is gone.

4. Hwē sêe okô anaâa.     See if he is gone.

5. Hwē sêe owo hâ anaâa.     See if he is here.

6. Wûnim sêe owo hâ anaââ?    Do you know if he is here?

7. Wûnim nêa owo?    Do you know where it is?

8. Onnim nêa owo.    He doesn't know where he is.

9. Onnim nêa owo.    He doesn't know where it is.


New words
    sêe . . . anaâa    if, whether
    nîm               to know, know how

9. /bôqôqô/ is //broôo/>. Another common word for bread is
    /pâânô/.

10. /Miência Kumásq/ is 'I am from Kumasi', i.e., 'Kumasi is my
    home town'. /Miência Kumásq na mëebâ/ is 'I am coming from Kumasi'.

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11. If a subject has two verbs, both verbs have the negative prefix if the sentence is negative, e.g., /wómmá mfirí Kumáṣé/, 'They won't leave from Kumasi'.

12. The negative of the present progressive is also the negative of the future, e.g., /Mënko/ corresponds to both 'I am not going' and 'I will not go'. /Mënko/ is //Merenko//.

13. /sèrā/ is //sra//.

14. First person plural impersonal often corresponds to English third person plural impersonal, e.g., /Yɛtʊn/ , '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, /Mèkofá ní siká ámá ná/, 'I'm going to take him the money', 'I'm going to take the money to give /it/ to him'.

16. You can only /sèrā/, 'to visit', a person. You /hwe/, 'to look at', 'observe' a building or place. You can /hú/, 'to see', 'visit', a person, building, or place.

17. Verbs without objects are often reduplicated for clarity or specification, e.g., /káñ/ is 'to read', 'count'; /káñ phómá/ is 'to read a book'; /káñkáñ/ 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., /nhómmá áá efá Ghánà hē/, 'a book about Ghana', 'a book which is about Ghana', literally 'book which takes hold of Ghana's self'.

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19. Habitual desires or preferences are expressed by the simple stem following /pɛ/, 'to like'. Stems ending in /-1/ have an alternate form ending in /-ie/, e.g., /d1 ~ d1e/.

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., /nsuom nám/ is /nsuomnám/.

22. /'әә/' is //a//.
Unit 8

Basic Dialogue

-A-

yaré
sa
cyarqasâfô (pl. a-)

to be ill, sick
to cure
physician

1 Cyarqasâfô no wo ho anâa?
Is the doctor in?

-B-

aâñ, cyarqasâfô no wo ho.
Yes, the doctor is in.

-C-

amannê (amannê)
message, mission

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

-A-

4 Mënté ápô.
I don't feel well.

-C-

öeyâ
pain, ache; grief, distress

5 Wô hefâ na eyé wô ^öya?
Where do you hurt? ('Your where half then is your pain?')

-A-

etî, etîri (pl. ə-)
head

6 Mî tî yê më yâ.
My head hurts.

yâm
the insides of the body

7 Mî yâm əsq yê më yâ.
My stomach hurts too.

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-C-

yyq

to take, receive, accept, take internally

adru (pl. n-)

medicine

8 Gyi adru yi.

Take this medicine.

Notes

1. /-fо/, which is // -fo//, corresponds to English (1) '-er' which forms agent nouns from verbs, e.g., /oarəfоo/, 'diseasecurer', 'physician', and (2) '-er' or '-an' meaning 'the people of', 'the inhabitants of', e.g., /Nkrufоо/, 'the people of Accra'. /-fо/ occurs (a) with both the singular and plural of some stems, (b) with only the plural of some stems, having /-ni/ with the singular, and (c) with both the singular and plural, having /-ni/ as an alternate form with the singular. This type of noun has an /ɔ- ~ o-/~ prefix in the singular and an /a- ~ q-/~ prefix in the plural. Sometimes /n-/~ also occurs with the plural. /oarəfоо/, 'doctor', has an alternate form /oarənı/. /aarəfоо/, 'doctors', has an alternate form /Nyаarəfоо/. /osəfоо/, 'dancer' and /osənı/, 'warrior', both have the plural /asəfоо/.

2. /eyá/ is // eyaw//. Ashanti dialect usually has a final vowel where Akuapim dialect has a vowel plus /-w/, as in /eyáw/.

3. /Gyi adru 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. Mī tī yē mē yā. My head hurts.

Pattern Drill A

1. Wamānnē. What's your problem?
2. Namānnē. What's his problem?
3. Nkāmānnē. What's your (pl.) problem?
4. Wōn amānnē. What's their problem?
5. Yamānnē. What's our problem?

New Words

nsā hand, arm

nān foot, leg

qkyi the back, rear; back, behind

batis, batiri (bati) (pl. m-) shoulder

Pattern Drill B

1. Mēhū. I see it.
3. Mēehwehwe nō. I'm looking for him.
4. Mēehwehwe oyarṣafō nō. I'm looking for the doctor.
5. Kohū oyarṣafō nō. Go see the doctor.
8. Bisa nọ sẹ̀ nọ hēfâ na ẹye nē yá.
9. Hwe sẹ̀ nọ hēfâ na ẹye nē yá.
10. Hwe sẹ̀ ọpẹ̀ pómā ̀tò.

Go see if he wants something to eat.
Ask him if he wants something to eat.
Ask him where he hurts.
See where he hurts.
See if he wants to buy a book.

New word
biribi something, anything, nothing (in negative sentences)

Question and Answer Drill A
1. Oyarṣāfọ̀ nọ wọ hâ?
   Daṣ̀bi, oyarṣāfọ̀ nọ nni hâ.
   Is the doctor in?
   No, the doctor isn't in.

2. Ehēfâ na oyarṣāfọ̀ nọ wọ?
   Oyarṣāfọ̀ nọ wọ
   Where is the doctor?
   The doctor is at the hospital.

3. Oyarṣāfọ̀ nọ wọ ọgbāfọ̀ anâa?
   Ànṣ̀i, owo ọgbāfọ̀.
   Does the doctor have an assistant?
   Yes, he has an assistant.
4. Edɛɛn nti na wùukohù
dókɛta nɔ?
Mìkohù dókɛta esiɛnɛ
sɛɛ mɛyɛre.
5. Wɔpɛ sɛɛ mɛbɔ wɔ pàanɛɛ?

Why are you going to see the
doctor?
I'm going to see the doctor
because I am sick.
Do you want me to give you a
shot? ("You like that I
strike you needle?")
Yes, I want you to give me
a shot.

Are the children playing in
the school building?
No, they are playing behind
the school building.
Are the children playing at
the playground?
Yes, they are playing at
the playground.
Is the doctor going to see the
child?
Yes, he will see him.
How are you today?
I feel better today than I
did yesterday.
How long will you be here?
I will be here a month.
New words

bọ́ (bọ́a) (pl. m-) place; manner
ayarṣabẹ́a (pl. f-) hospital, clinic, doctor's office
bọ́ to help
oṣaṣafọ́ (pl. a-) helper, assistant
dókẹ̀ta doctor
esilà̀nè because, on account of
bo to strike, hit, come in contact with; break, destroy; shoot
páanẹ̀ (pl. m-) needle
bo...páanẹ̀ to give a shot of medicine
gorọ̀ goru to play
agorọ̀bẹ̀a place to play, playground
ntí therefore, because
edẹ̀n ntí why

Lexical Drill B

1. Mọ̀pe sèé wọ́ na wọ́ká kàà nọ́. I want YOU to drive the car.
2. Mọ̀pe sèé onó na oká kàà nọ́. I want HIM to drive the car.
3. Wọ̀pe sèé onó na oká kàà nọ́. They want HIM to drive the car.
4. Wọ̀pe nhọ̀màkyqré́w. They like to write letters.
5. Yẹ̀pe nhọ̀màkyqré́w. We like to write letters.
6. Yepe káàká. We like to drive a car.
7. Ope káàká. He likes to drive a car.
8. Ope káà aká. He wants a car to drive.
10. Mẽpe fufúo ádī. I want some fufu to eat.

Lexical Drill C

1. Mítumí ká lórə. I am able to drive a car.
2. Mëntumí nká lórə. I can't drive a car.
3. Mëntumí nkó mné. I can't go today.
4. Wóntumí nkó mné. They can't go today.
5. Wóntumí ntê wọ mfi há. They can't hear you from here.
6. Oyaréfọ nọ ntê wọ mfi há. The patient can't hear you from here.
7. Oyaréfọ nọ pe biribi əkënkJañ. The patient wants something to read.
8. Œbarémà nọ pe biribi əkënkJañ. The man wants something to read.
9. Œbarémà nọ bẽhũ obáa nọ okyéna. The man will see the woman tomorrow.
10. Ayaréfọ hwéfọ nọ bẽhũ obáa nọ okyéna. The nurse will see the woman tomorrow.

New words
ayaréfọ (pl. a-) patient, sick person, invalid
hwéfọ (pl. a-) caretaker, supervisor
ayarĩfo (pl. ń-) nurse
obořmá (pl. m-) man, male
obáa (pl. m-) woman, female

Pattern Drill C

1. Tó
2. Tó nọ.
3. Tó enọ.
4. Tó bi.
5. Tó mā mē.

Buy it.
Buy him.
Buy that one.
Buy some.
Buy it for me.

Pattern Drill D

1. Mīpe bi.
2. Mā mē bi.
3. Fa mā mē.
4. Fa enọ mā mē.
5. Tó enọ mā mē.

I want some.
Give me some
Give it to me.
Give me that one.
Buy 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., /mē, wọ, nọ/ may be low-toned verb suffixes /-ń, -w, -ń/.  

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

/bẹ́a/, also means manner, as in /nkẹ́rōbẹ́a/, 'fate', 'destiny',
'manner of death', from /kèrà/, 'to take leave of', 'bid farewell to'.

6. /gorò/ 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., /onò na økã/, 'HE drives'. The emphatic pronouns are:

<table>
<thead>
<tr>
<th>mò</th>
<th>yèŋ</th>
</tr>
</thead>
<tbody>
<tr>
<td>wò</td>
<td>mò</td>
</tr>
<tr>
<td>onò</td>
<td>wòŋ</td>
</tr>
<tr>
<td>ènò</td>
<td>ènò</td>
</tr>
</tbody>
</table>

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. /ayaréfòo hwéfòo/ also occurs as /ayaréhwéfòo/.

9. /ôbarémã/ is //ôbaríma// and is often /ôbaíma/. /ôbarémã/, 'the male of the species', is used to form compound nouns, e.g., /ofùgbárempã/, 'male sibling', 'brother', and /ôbábarémã/, 'male child', 'son'.

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

Basic Dialogue

-A-

1. "Wąkōdidi anāa? Have you gone to eat yet?

-B-

2. "Minnidīiye. I haven't eaten yet.

-A-

3. Ėhefā na yęŋkōdidi? Where shall we go to eat?

   (Where should we go to eat?)

-B-

4. M(ā) yęŋkō mī fie. Let's go to my house.

-A-

5. Ėdeṯē na wōpe sēe wūdī mnē? What would you like to eat today?

-B-

nnēra yesterday

6. Mīdi ampesiie nnēra. I ate ampesi yesterday.

   entī therefore

7. Entī m(ā) yennī fufūo mnē. So let's eat fufu today.

-A-

8. M(ā) yęŋkō āfejun. Let's go now.

-B-

yoo yes, O.K.

9. Yoo, m(ā) yęŋkō. 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., /hũu/, 'saw' (from /hũ/), /taág/, 'chased' (from /taá/), /buéé/, 'opened', 'undid' (from /bué/), /túm/, 'sold' (from /tú/), /kyeřew/, 'wrote' (from /kyeřew/).

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 /-ɛ/ also occurs after /-y/. But some verbs never occur without an expressed object. /-yɛ/ is a freely alternating form of /-y/ for some (especially younger) speakers, but many speakers use /-yɛ/ only in temporal clauses, e.g., /mẽbaay/, 'I came', and /mẽbaayɛ/, 'when I came', are kept distinct by many persons, but other use both forms in either sense. /-y/ is /-e/ after lax vowels and /-l/ after tense vowels, e.g., /mebae/, 'I come', and /mebaeɛ/, '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 /-qy/ and /-qye/ with this type of stem, e.g., /mẽtõnéy/, 'I bought it (or some), /mẽtõnéye/, 'when I bought it (or some)'. These endings are /-ee/ and /-eeɛ/.

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., /mẽtõjy/, 'I bought it', or 'I bought some'.

2. The affirmative perfect tense is marked by a low-tone /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., /wu'akódidi/ is replaced by /wa'akódidi/ and is /woakódidi/. 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 /yakó/ we have gone
wákó /woakó/ you have gone mákó /moakó/ you have gone
wakó /wakó/ he, she, it wakó /woakó/ they have gone

(Compare note 15)
akó /akó/ it has gone akó /akó/ they have gone

3. The past negative is the perfect affirmative plus a low-tone nasal before the stem, e.g., /fimni'diye/, which is /fimni'di/. 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., /mánkó/ 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., /yənkó'didi/, 'we should go eat'.

Pattern Drill A

1. M(ə) yənkó. Let's go.
3. M(ə) yənkó fie. Let's go home.
4. M(ə) yənkó afèi. Let's go now.
5. M(ə) yənmyi'na. Let's stop.

Pattern Drill B

2. Mə wοn nko. Let them go. Have them go.
3. Mə obar'əmə nσə nko. Let the man go.

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4. Mā obáa nō nkó. Let the woman go.
5. Mā abqáfára nō nkó. Let the child go.
6. Mā akwadaá nō nkó. Let the infant go.

Pattern Drill C

1. ÒEmma yēnkó. Let's not go.
2. ÒEmma yēnnidi. Let's not eat.
3. ÒEmma yēnkó fie. Let's not go home.
4. ÒEmma yēnkó efal. Let's not go now.
5. ÒEmma yēnniyiná. Let's not stop.
6. ÒEmma yēnterá ësqé. Let's not sit down.

Pattern Drill D

1. ÒEmma nō nkó. Don't let him go.
2. ÒEmma woŋ nkó. Don't let them go.
3. ÒEmma obarémá nō nkó. Don't let the man go.
4. ÒEmma obáa nō nkó. Don't let the woman go.
5. ÒEmma abqáfára nō nkó. Don't let the child go.
6. ÒEmma akwadaá nō nkó. Don't let the infant go.

New words

gyina to stop, stand, rest, come to a standing or upright position
òterá, tenná to sit, live, stay
Pattern Drill E

1. Mēkōo ṉkɛrɛ̃ nɛ́rə. I went to Accra yesterday.
2. Ọbaa hə nɛ́rə. He came here yesterday.
4. Yɛtɔɔ mpaɓqɔ nɛ́rə. We bought some shoes yesterday.
7. Wɔmɔa mĩ́ sika nə nɛ́rə. They gave me the money yesterday.
8. M̱eɖe biribí bɛrɛ̀ wɔ nɛ́rə. I brought you something yesterday.
10. M̱eɖe nə kɔɔ nɛ́rə. I sent him away yesterday.

Pattern Drill F

1. Mɑŋkɔ Nkɛrɛ̃ nɛ́rə. I didn't go to Accra yesterday.
2. Wɔmɔa hə nɛ́rə. He didn't come here yesterday.
3. M̱iŋhù nə nɛ́rə. I didn't see him yesterday.
4. Yɔntɔ mpaɓqɔ nɛ́rə. We didn't buy any shoes yesterday.
7. Wammá mf siká nó nnéra. They didn't give me the money yesterday.
8. Mamfá biribi ámmeré wo nnéra. I didn't bring you anything yesterday.
10. Mamfá nó áŋko nnéra. I didn't send him away yesterday.

New words
akókó (pl. q-)
dé to have, own; cause, make, force
béré to bring something to a person
dé...ba to bring a person
dé...ko to send away, cause to go

Pattern Drill G
1. Makó sóto só mú dedáw. I have already gone to the store.
2. Mākóhū dółëta dedáw. I've already gone to see the doctor.
4. Wādī ñwimúhuduáno dedáw. He has already eaten lunch.
5. Wādī anñwumméuaduáno dedáw. They have already eaten dinner.
6. Wan ŋ a nám nó dedaw.
   They have already cooked the meat.

7. Wabá dedaw.
   They have already come.

8. Yakósərə a kyərəkyəreni
   nō dedaw.
   We have already gone to visit the teacher.

9. Wákyərə nō ákyərəw
   dedaw.
   You have already taught him to write.

10. Mákyərə mí ofie nō dedaw.
    You have already shown me the house.

Pattern Drill H

1. Məŋkə̀k sòto mů əə.
   I haven't gone to the store yet.

2. Məŋkə̀hůu dǒkêta əə.
   I haven't gone to see the doctor yet.

   I haven't eaten breakfast yet.

4. Onnii ewiməaduənə əə.
   He hasn't eaten lunch yet.

5. Wonnii aŋwummeəduənə əə.
   They haven't eaten dinner yet.

6. Wonnə̀gà nám nō əə.
   They haven't cooked the meat yet.

7. Woomáaye.
   They haven't come yet.

8. Yeŋkəsərəa akyərəkyəreni
    nō əə.
   We haven't gone to visit the teacher yet.
9.  Mónkýeré nó akyeréw
   ee.
   You haven't taught him to read yet.

10. Mónkýeré n mó ofie nó
    ee.
    You haven't shown me the house yet.

New words

anópáduąnqó breakfast
ēwiá, āwiá sunshine; noon, late forenoon, and early afternoon
ēwiąqáduąnqó lunch, noon meal
qənwummoqeqáduąnqó supper, evening meal

7. /teɾá/ is //teə/. 

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 nó ṭkó/, 'Have him go', or 'Let him go'.

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

10. /ńgyiná/ is /ńńyiná/. 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. /de/ has a suppletive negative /mfa/, which is the negative of /fa/, 'take'. The verb after /mfa/ is in the consecutive form, e.g., /Mami biribi ammen wo nnéna/, '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 /anopæaduænëa/; one will seldom hear /anopæaduænë/.

15. In fast speech it is often impossible to tell the third person plural perfect from the third person singular because the (o - o-) of the plural pronoun may be elided; /woqdi/ alternates with /wadi/, 'they have eaten'. If context does not indicate clearly whether the subject is plural or singular, /wön no/ is used, e.g., /wön no ãdi/.

16. /aŋwummeduænëa/, 'supper' also occurs.  
/eǹla ma ãduænë/, 'lunch', 'noon meal' is also common.

17. The Twi dictionary still uses the symbol 'ŋ'; consequently, words like /aŋwummrë/, 'evening', and /ngë/, 'oil', will have to be looked up under /n/. In the dictionary /ŋ/ follows /n/. The revised orthography no longer uses this symbol. The glossary at the end of this manual does not use 'ŋ'.

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 /mœfa/.
Unit 10

Basic Dialogue

-A-
1 Mőkoo Ṋkerän mnera. I went to Accra yesterday.

-B-
2 Wǒkọyẹ̀ë dẹ̀gbẹ̀ What did you go to do?

-A-
3 Mėtọ̀ ntẹ̀má. clothes, Ghanian dress I bought some clothes.

-B-
4 Edẹ̀ bẹ̀n ọ̀sọ̀ọ̀ na wọ́yẹ̀? also, else What else did you do?

-A-
5 Mőkọyẹ̀ sẹ̀ mĩkohú to say I went especially to see the
    sẹ̀ doctor.

6 Ṣe yarẹsáfọ̀ nọ̀ sẹ̀ mě̀nkọda. The doctor said I should go to

7 Edẹ̀n ntí na ŏwọ́nkọ́daaye? bed. Why haven't you gone to bed?
    sẹ̀sẹ̀i until now, as yet, still

8 Mǐlko fíe sẹ̀sẹ̀i. I'm on my way home now.
Notes

1. Verbs of motion have objects. In the sentence /Měkoo ṇkeréw/, 'I went to Accra', /.getElementDisplayObject(411082656) is the object of the verb /ko/.

2. /ko/ plus the consecutive form is one way of expressing purpose, e.g., /měkoo ṛhù nò/, 'I want to see him'. To express emphatic purpose /séé/ plus another /ko/ with a subject is used, e.g., /Měkoooy séé měkohú nò/, 'I went purposely to see him'. Note that the first /ko/ is intransitive and adverbial. See note 5.

The consecutive form does not occur after the habitual present, but /měkoo kohú nò/, 'I go to see him (regularly)'.

3. When /sé/, 'to say', is used to quote or relate instructions, it is followed by the subjunctive, e.g., /sé měnkó/, 'He said I should go', /sé měnkó/, 'He said I shouldn't go'.

4. /sééëí/ 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., /Měkó fíë sëéëí/, 'I am in the act of going home right now'.

Grammatical Drill A

Change to past positive.

7. Òba. Òbaay.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Yefa</td>
</tr>
<tr>
<td>15.</td>
<td>Osùa</td>
</tr>
<tr>
<td>17.</td>
<td>Wokohá</td>
</tr>
<tr>
<td>18.</td>
<td>Mógyè</td>
</tr>
<tr>
<td>20.</td>
<td>Omá</td>
</tr>
</tbody>
</table>

**Grammatical Drill B**

**Change to past positive.**

1. **Mësérá më papa.** I visit my father.
   **Mëséráà më papa.** I visited my father.

2. **Ohu më.** He sees me.
   **Ohuu më.** He saw me.

3. **Obá behú më.** He comes to see me.
   **Obaa behúu më.** He came to see me.

4. **Obá séè obehú më.** He comes purposely to see me.
   **Obaaye séè obehú më.** He came purposely to see me.

5. **Mëton̆ ntámá.** I sell clothes.
   **Mëton̆ń ntámá.** I sold clothes.

6. **Mibisa nš.** I ask him.
   **Mibisaà nš.** I asked him.
7. Ọtọ ọkutú.
    Ọto ọkutú.
    He buys oranges.
    He bought oranges.
8. Mèdè ọkutú bẹrẹ nọ.
    Mèdè ọkutú bẹrẹ nọ.
    I bring him an orange.
    I brought him an orange.
    Wùbùè ṣhómà nọ.
    You open the book.
    You opened the book.
10. Òbá Ọbegye ṣhómà.
    Òbaayę ṣegyę ṣhómà.
    He comes to get the book.
    He came to get the book.

Lexical Drill A

1. Mèko Ọkèràn nnèra.
    I went to Accra yesterday.
2. Mèko kàà fòfòrọ wo
    Nkèràn nnèra.
    I bought a new car at Accra
    yesterday.
3. Mèko kàà fòfòrọ màa
    mè yèrẹ.
    I bought a new car for my
    wife.
4. Màtò kàà fòfòrọ àmà mè
    yèrẹ.
    I have bought another car for
    my wife.
5. Màtò kàà màfìrì nè
    fìkyèn.
    I have bought a car from him.
6. Wàtò kàà àfìrì nè
    fìkyèn.
    She has bought a car from him.
7. Wàbà sè obètò kàà
    àfìrì nè fìkyèn.
    She has come purposely to buy
    a car from him.
8. Wàbà sè obètò ntamà
    àmà nè bá.
    She has come especially to buy
    clothes for her child.
9. Eèbià obéto ntámá ámà ně bā. She may buy clothes for her child.
10. Eèbià obéto akónmúá fie. Maybe she will buy some chairs for the house.

New words
fóforó
mkyné
éèbià
new, another
side; from, apart, by, near
perhaps, maybe

Lexical Drill B
1. Mètɔ̀n mɛ kòkùkù má nɔ. I sell my cocoa to him.
2. Mètɔ̀n mɛ kòkùkù ámà nɔ. I'm selling my cocoa to him.
5. Mèkɔsèraà mì nùa nɔ mmɛr(ɛ) akù ná mɛwɔ Nkɔrɛn. I visited my brother when I was in Accra.
6. Mìkohù dɔkèta nɔ mmɛr(ɛ) akù ná mɛwɔ Nkɔrɛn nɔ. I went to see the doctor when I was in Accra.
7. Mìkohù dɔkèta nɔ es(1)ːnɛ sɛɛ ná mɛyare. I went to see the doctor because I was sick.
8. Mëtërâa fie ésiâne së'ë \[\text{nâ mëyarë.}\] I stayed home because I was sick.
9. Mëtërâa fie kosi së'ë \[\text{obaaye.}\] I stayed home until he came.
10. Mëtwëpp kosi së'ë \[\text{obaaye.}\] I waited until he came.

New words
- kookô, (kô'kô) cocoa
- abërë (pl. m-) time
- mmërë åå when, (time that)
- ésiâng because, on account of
- kosi until, up to
- twëŋ to wait

Lexical Drill C
1. Œkô sôtoô mû. He is gone to the store.
2. Wabá firï sôtoô mû. He has come back from the store.
3. Wabá firï Koforiduà. He has come back from Koforidua.
4. Masâñ ábà Koforiduà. I have returned to Koforidua.
5. Masâñ ábà rëbegyë mé \[\text{hômë nô.}\] I have returned to get my book.
6. Kofi rëbegyë mé hômë \[\text{nô.}\] Kofi has come to get my book.
    Kofi has been looking for you all day.
    Amma has been looking for you all day.
    Amma studied English in Ghana.
10. Edèn ntì na wúsùa Ꙟ  
    Bǝrofókà wq Ghana.  
    Why did you study English in Ghana?

Lexical Drill D

1. Cyaręsáfo nq se ꙛ méŋkoda.  
    The doctor said I should go to bed.
2. Cyaręsáfo nq se ꙛ ese sê ofá adùru yí.  
    The doctor said it is necessary for him to take this medicine.
3. Cyaręhwéfóo nq se ꙛ ese sê ofá adùru yí.  
    The nurse said he has to take this medicine.
4. Cyaręhwéfóo nq se ꙛ omfa adùru yí.  
    The doctor said he should take this medicine.
5. Nǝ baafòo nq se ꙛ omfa adùru yí.  
    His assistant said he should take the medicine.
    His assistant came to see him.
7. Akyǝrekyǝrefo nq baa behu nq.  
    The teachers came to see him.
8. Akyǝrekyǝrefo nq baayǝ sê sê wobehu nq.  
    The teachers were here purposely to see him.
9. Mé papá baayė së̀e obehù̀ nọ́.
My father came especially to see him.

10. Mé papá firi Ámḗrè̀ka ábà, na ówọ́ Kumásè́. My father is back from America and he is at Kumasi.

11. Mí n'ụ̀ṣabẹ̀má nọ́ firi Ámḗrè̀ka ábà na ówọ́ Kumásè́. My brother is back from America and he is at Kumasi.

12. Mí n'ụ̀ṣabẹ̀má nọ́ firi Ámḗrè̀ka ábà, na ówọ́ Kumásè́ së̀isè. My brother has already come back from America and he is (living) at Kumasi now.

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

/ba/, 'come' may precede a compound verb beginning with the /be-/ of purpose, e.g., /Obà̀ behù̀ mēò/, 'He comes to see me'. If /së̀e/ occurs between /ba/ and /be-/, the verb with /be-/ also has a subject and the meaning is emphatic, e.g., /Obaayė̀ së̀e obehù̀ mēò/, 'He comes purposely or especially to see me'. Compare note 2.

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

/be-/ is usually //be//, e.g., /mḗbẹ̀gye/ is //mebegye//.
6. /ko/ also means 'to go with', 'match', 'suit', as /Ebeia obeto akoigui akwo 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. /Ebeia/ is /ebia/. /Ebeia/, 'perhaps', 'maybe', also corresponds to English 'may', e.g., /Ebeia obeto/, 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 /na/ 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 /na/ does not always occur. See Lexical Drill B, sentences 5, 6, 7, and 8 for examples of the stative verbs /wo/ and /yarq/. See also Unit 11, note 10.

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

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

10. /Amerika/ is //Amerika//.
Unit 11

Basic Dialogue

-A-

wô

Mane na ye wô wô?

Where were you born?

-B-

Ye wô më wo Kumâsê.

I was born at Kumase.

-A-

afê (pl. mfие)

year

ahê

how many, how much

Mfие ahê na wâdi?

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

-B-

æduasâ

thirty

Mâdi mфie æduasâ.

I'm thirty years old.

-A-

ædwûma (ædwûma) (pl. ædhûwa)

work, occupation

Edëmâ ædwûma na wôye?

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

-B-

abân (âban) (pl. m-)

a large or strong building, the government

Meëye abân ædwûma.

I work for the government.
UNIT 11

TWI

-A-

-tʊ

to live, dwell

7 Ehɛfɛ na wɔtɛ?
Where do you live?

-B-

8 Mɛtʊ Tamalɛ.
I live at Tamale.

Grammatical Drill A

Change to perfect positive.

1. Yeɛɔ.
   Yakɔ.
2. Ohɛ.
   Wɔhɔ.
3. Mɛdidi.
   Mɛdidi.
4. Wɔyɛ.
   Wɔyɛ.
5. Wɔtɔn.
   Wɔtɔn.
   Mɛbisa.
7. Oba.
   Waba.
8. Mɛnwɛ.
   Mahwɛ.
   Matɔ.
10. Wɔndɔ.
    Wana.
11. Yeɛa.
    Yafɔ.
12. Skyɛrɛw.
    Wakyɛrɛw.
13. Wɔdɔa.
    Wada.
    Wako.
15. Osuqa.
    Wasoqa.
    Manɔm.
17. Wukoŋa
    Wakoŋa

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18. Mogyę.
19. Ofere.
20. Oma.

Magyę
Wafere.
Wamá.

Question and Answer Drill A

1. Da bèn na wowqq wq?  What day were you born?
Wowqq më Efieda.  I was born on Friday.

2. Ehéfa na wòtè sфеi?  Where are you living now?
Mëtë Tamale sфеi.  I'm living at Tamale now.

3. Edéñ ntí wqqo kohũu dòkëta?  Why did you go see the doctor?
Mëkó kohũu dòkëta  I went to see the doctor
esiŋë sëe ná  because I was sick.
mëyarę.

4. Edéñ ntí wósàñ báayë?  Why did you come back?
Mësàñ báayë sëe  I came back to see you.
mëbehũ wq.

5. Ehéfa na yewqq wq?  Where were you born?
Yewqq më wo Kumáse  I was born at Kumase
ayarsábęa.

6. Ehéfa na yewqq nò?  Where was he born?
Yewqq nò wo  He was born at the hospital
ayarsábęa àà ñwo  in Kumase.
Kumáse.
7. Mfie ahè na wq ba qdí? How old is your child?  
Mè ba qdí afè. My child is a year old.

8. Ehèfà na wòye ãdwúma? Where do you work?  
Mèyè ãdwúma wo I work at Takoradì.
  Tàkoràdí.

9. Wòye ãdwúma mèa nö? Did you use to work for him?  
Aagn, mèyè ãdwúma mèa nö. Yes, I used to work for him.

10. Mfie ahè wàdì wo hà? How long have you been here?  
Màdì afè wo hà. I have been here a year.

Lexical Drill A

1. Nà mè nàñ yè mè yà nnèra. My leg hurt yesterday.

2. Òpiràa nè nàñ nnèra. He hurt his leg yesterday.

3. Òpiràa nè nàñ ansà na mèñbeðú hà. He hurt his leg before I arrived.

4. Nà owo hà ansà na mèñbeðú hà. He was there before I arrived.

5. Mìnìm sèt nà owo hà. I know that he was there.

6. Mìnìm sèt owo hà. I know he is there.

7. Òsè owo hà. He said he was there.

8. Òsè wowo hà. He said they were there.

9. Nà mìnìm sèt wowo hà. I know they were there.

10. Nà mìnìm sèt owo hà. 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 ˚kwie. I have finished eating.
2. Makéňkáň ˚kwie. I have finished reading.
3. Makýrëw ˚kwie. I have finished writing.
4. Mayé ˚dwúma ˚kwie. I have finished working.
5. Másiq áđe ˚kwie. I have finished studying.

Pattern Drill B

1. M˚wie qdidí. I have finished eating
2. M˚wie akéňkáň. I have finished reading.
3. M˚wie akýrëw. I have finished writing.
4. M˚wie ˚dwúmaye. I have finished working.
5. M˚wie ˚desũq. I have finished studying.

Pattern Drill C

1. Òsé mëmmara. He said I should come.
2. Òsé mëmma. He said I shouldn't come.
3. Òsé mënto bi. He said I should buy some.
4. Òsé mënnto bi. He said I shouldn't buy any.
5. Òsé mënko fie. He said I should go home.
6. Osé mēŋkō fie. He said I shouldn't go home.
7. Osé mēnsuā. He said I should learn it.
8. Osé mēnsuā. He said I shouldn't learn it.
9. Osé mēŋkoda. He said I should go to bed.
10. Osé mēŋkoda. He said I should not go to bed.

Question and Answer Drill B

1. Bërê ãdu? Is it time?
   Dqâbi, bërê nnûyyê. No, it isn't time yet.
2. Ná wôyê sukuuní wo Were you a student in Ghana?
   Ghâna?
   Dqâbi, ná mēŋyê No, I wasn't a student in
   sukuuní wo Ghana.
   Ghana.
3. Mfie ahê na wâtênâ hâ? How long have you lived here?
   Matênâ hâ firî I have lived here since I
   mmër(e) ãa yêwop më. was born.
4. Ehê na ná wôwô Ghânâ? Where were you in Ghana?
   Ná mëwo Nsawam. I was at Nsawam.
5. Mmërë ben na ná wôwô When were you in Kumasi?
   Kumâsê? I was in Kumasi Sunday.
   Ná mëwo Kumâsê
   Kwâsìêdâ.
6. Ehê na wotê? Where do they live?
   Châ na wotê. Here /is where/ they live.
7. Wâwîe ădwûmayê? Have you finished working?
   Môibewîe ădwûmayê. I am about to finish working.
8. Ehêfâ na ɔtɛ ɖèfɛ?  
   Fie yi nú na ɔtɛ ɖèfɛ.  
   Where does he live now?  
   This is the house where he lives now.

9. Hêna na ɖu bâgê nô?  
   Minnim nea obue bâgê nô.  
   Who has opened the bag?  
   I don't know who opened the bag.

10. Mme rè bên na ɔṭerâ hâ?  
    ɔṭerâ hâ nê  
    mmofâraasô.  
    When did he live here?  
    He lived here during his childhood.

New words
chêna (pl. -nôm) who, whom, whose
bâgê bag, sack, briefcase
mmofâraasê 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.

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<th>Female</th>
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<td>Kwâkù</td>
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<td>Yaâ</td>
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<td>Saturday</td>
<td>Mêmênêda</td>
<td>Kwâmê</td>
</tr>
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</table>
2. The third person plural is also sometimes used with a passive meaning, e.g., /wọwọ mẹ/, 'I was born', literally, 'they bore me'. Compare Unit 5, note 8 and Unit 7, note 14.

3. /Ọwo ayarṣábẹ́ Ọwó Ọkẹ́rẹ̀/, 'He is at the hospital in Accra' must have the relative pronoun /Ọwó/ and a subject with the second /Ọwo/. Speakers of English often make the error of omitting /Ọwó ṣe/. 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 míním sè Ọwó 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 /wẹ́/, 'finish' is used to express completion, e.g., /Mẹ́didi Ọwé/, 'I have finished eating', literally 'I have eaten to finish'. In Pattern Drill B, the perfect of /wẹ́/ followed by verbal noun is used to express completion, e.g., /Mẹ́wé ọdidi/, '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., /qdwúmaye/, 'working', literally 'work-doing'. In compound verbal nouns, there is no /a- ~ ẹ-/ 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 Ọwó/ to these constructions, e.g., /Mẹ́wé ọdidi séései/, 'I have just eaten', or /Mẹ́wé ọdidi séései Ọwó/, 'I have eaten just now'. If /ọwó/ 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., /Gsqá méŋkö/, 'He said I shouldn't go', /Gsqá ŋŋko/, 'He said you shouldn't go', /ose ŋŋko/, 'He said he shouldn't go'. See Pattern Drill C.

8. /tq/, '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/.

/tëŋk/, /tëŋk/, '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 /tq/ to refer to an existing condition with no reference to beginning or end; but sentence 3 uses /tëŋk/ to refer to a specific period, viz., from the time you began to live here until the present. /tëŋk/ 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 /ná/ at the beginning of the sentence, /ná/ indicating past tense and/or emphasis for the verb comes after /ná/ 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 /ná/ placed after it to give it prominence. Compare /wotqá há/, 'They live here', and /ɛná na wotqá/, 'Here /is where/ they live'; in the second example here is emphasized.
11. /chêna/ is an interrogative personal pronoun, and it is only used to ask questions. /nêa/ 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. /asq/ when the last element of a nominal compound also means 'the time of or during', e.g., /mmqfâraasq/, '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., /oyê ạdùma/, 'He works'.

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Unit 12

Basic Dialogue

-A-

bo \text{to hit, strike}

1 Abó sëŋ? What time is it?

-B-

ôdôŋ (nôŋ) (pl. n-) bell

nsîŋ six

2 Abó nnôn nsîŋ. It is six o'clock.

-A-

ey(ê) åà usually

3 ey(ê) åà bërë bëŋ n(a) əbâ? When does he come?

-B-

daà always

pa to pass by, move along

mërëtë, mërëtë (pl. m-) minute

qđuonu twenty

4 əbâ dáa nnôn nsîŋ ápà hô He always comes at 6:20.
mërëtë qđuonu.

-A-

gyîna to stand still, stop, halt

5 ëdëgë̀n ntì na ey(ê) åà emâ Why does he stop here?

ogyînà wò hâ?
6 Ogyina wo ha didi. He stops here and eats.

7 Odi mmor(ε) ane? How long does he stay?

8 Odi beye mmorete dunnun He stays about fifteen minutes.

Notes

1. In a number of words /n/ alternates with /r/ between vowels, as in /menete/ or /morrε/ and /tena/ or /terε/.

2. Another common word for 'minute' is /simma/. /menete/ is //minkl/.

3. /gyina/ is not followed by the consecutive form, e.g., /Ogyina wo ha didi/, 'He stops here and eats'.

4. One of the meanings of /ye/, 'to be', is 'to amount to', 'come to', 'total to', e.g., /woye du/, 'There are ten of them'. Though /ye/ is a stative verb, it does have a future form, which has a specialized meaning of 'about', 'approximately', e.g., /woeye du/, 'There are about ten of them'; however, if a price is quoted, /bye/ does not mean 'approximately', but 'the total is'.

Lexical Drill A

baakọ, biqọ 1
mmienu, qaieŋ 2
mmiensa, abiesa 3
ennan 4
enun 5
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**Pattern Drill A**

Read the numbers horizontally.

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### BASIC COURSE

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### Lexical Drill B

1. *Baafo (ε) ne baafọ ye mmenufu.*
   1 and 1 is 2
2. *Mmenufu ne mmenufu ye naaai.*
   2 and 2 is 4
3. *Mmenufu ne mmenufu ye nsiq.*
   3 and 3 is 6
4. *Emnaa ne naaai ye qwoiwe.*
   4 and 4 is 8
5. *Emnu ne enum ye du.*
   5 and 5 is 10
   6 and 6 is 12
7. *Ensoq ne nsoq ye dunnaai.*
   7 and 7 is 14
8. *Qwoiwe ne qwoiwe ye dunsiq.*
   8 and 8 is 16
   9 and 9 is 18
    10 and 10 is 20

### Lexical Drill C

1. *Woyi mmenufu firi ensiq maa, ekaa mmenufu.* ('When three is from six's whole, it remains three."


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4. Wóyi ntwɔtwɛ firi dùmienũ mũ ɑɑ, eká ennάn.
   12 minus 8 is 4

5. Wóyi nsiq firi dùnsɔŋ mũ ɑɑ, eká dùbàakɔ.
   17 minus 6 is 11

   20 minus 15 is 5

7. Wóyi ntwɔtwɛ firi ɑduɔnumũnάn mũ ɑɑ, eká dunsia.
   24 minus 8 is 16

8. Wóyi ɑduosisia firi ɑduosɔŋ mũ ɑɑ, eká edu.
   70 minus 60 is 10

   44 minus 11 is 33

10. Wóyi ɑduosisin-twɛ firi ɑduosɔŋ mũ ɑɑ, eká mmienũ.
    70 minus 68 is 2

New words

/(Sc)... ɑɑ/

ka

to remain, be left

Question and Answer Drill A

1. Mfie ahɛ ni ɑɑ wɔbɛterãa ha?
   How many years has it been since you lived here?

   Mfie du ni ɑɑ mɔbɛterãa ha.
   It has been ten years since I have lived here.
2. Mfie áhè ní ạ̀ ọ́o skoo
   Améřè̂ka?
   Skoo Améřè̂ka mfie ná̊n
   ní.
   
3. Ebédi mfie áhè na wọ́besànn
   ábà Ghanà?
   Médì mfie mmienú ansàà
   na méba Ghanà.
   
4. Nnìpa ahè na ewo dánn mú
   hò?
   Wàbèye nnìpa ọdùànmù ná
   ewo dánn mú hò.
   
5. Nnìpa áhè pé n(a) èsèbá?
   Wàbèye ọdùànmù pépéèpe
   na èsèbá.
   
6. Síká áhè na wọ́wọ̀?
   Mèwo pọ́n baakó pé.
   
7. Efí Ìkèrè́n kò Kumáasà bèye
   akwánsíí ni ahè?
   Efí Ìkèrè́n kò Kumáasà
   èbèye akwánsíí chá ní
   ọduonú.

How long ago did he leave
for America?
He left for America four
years ago.

How long will it be until
you return to Ghana?
It will be two years
until I return to Ghana.

How many people are there
in that room?
There are about fifty
people in that room.

Exactly how many are coming?
There will be exactly
fifty.

How much money do you have?
I have exactly one pound.

How many miles is it from
Accra to Kumasi?
It's about 120 miles from
Accra to Kumasi.
8. Se wufi Ṇkera Tanner Kumase a, ediri mmër(e) ahe?
    Se wufi Ṇkera Tanner Kumase a, ediri mmër(e) nkoro.
    How long does it take to get from Accra to Kumasi?
    It takes nine hours from Accra to Kumasi.

9. Wugyinaa ha akye?
    Magyina ha mmërète num pe.
    How long have you been standing here?
    I've been standing only five minutes.

10. Woṭenaa ha akye?
    Matenaa ha mmërète num ni.
    How long have you been waiting?
    I've only been waiting some five minutes.

New words

né to be, (See note 6.)
betera to come, sit down; settle, take up a habitation
pé exactly, only, precisely, thoroughly
okwan (pl. a-)
road, path; way, method; opportunity
esin (pl. asiisin)
part, piece, fragment, remnant
okwansin (pl. a-)
mile
teren train
hwere to consume, use up, pass time
dophwôrìw (pl. n-) hour
kye to continue, endure, last

Pattern Drill B

Nnón mmìenú ábô ápà hó mméńetë dunùnm. It's 2:15. It's fifteen after two.

Read the following times in Tw1.
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

Aka mméńetë dû na y(e) ábô dóñ kórqó. It's ten minutes until one.

Read the following times in Tw1.
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., /adjumubaakɔ/ is //adjunu 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., /adjumʊ/. See Lexical Drill A.

6. /(ɛ)nkwɔŋ/ is //nkron/.

7. /sɛ/ at the beginning of a clause followed by /aɔ/ 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. /nĩ/ is a contraction of /nɛ eyi/, 'is this', e.g., /Pɛnsɛrŋ nĩ/, 'Here is a pencil', 'This is a pencil'. See also Question and Answer Drill A, sentences one and two.

   /nɛ nɛ/ contracts to /nɛŋ/.

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

9. /dɔŋ kɔʁŋ/ and /dɔŋ kʊ/ are alternate forms of /dɔŋ baakɔ/.
Unit 13

Basic Dialogue

-A-
obọ (bọ) (pl. a-) price; stone; kernel, seed

1 Ọ bọ y(e) ahē? How much is this?

-B-
sirẹ̀n shilling

2 Ọ bọ yẹ sì rẹ̀n mmien. It's 2 shillings.

-A-
búùku, búùkuú book
köko red

3 Búùku köko nọ y(e) ahē? How much is this red book?

-B-

4 Pón baakó ní sìrẹ̀n dú. One pound and ten shillings.

-A-
fa to take, grasp, seize

5 Fa enọ má mẹ. Give me that one.
akókosqaràdè yellow
kèraàtaá (pl. n-) paper

6 Má mẹ akókosqaràdè kèraàtaá Give me some yellow paper too.
ñso bí.

-B-
hwẹhwẹ to look for, look after

7 Ahē na wóhwẹhwẹ? How much do you want?
UNIT 13

-TWI-

-A-

bqáá

8 Má mē bqáá. Give me a package.

nyíñáa

ní nyíñáa all all of it

9 Ní nyíñáa bọ̀ bẹ̀yẹ̀ ahẹ̀? How much is the total price?

-B-

10 Ní nyíñáa bọ̀ bẹ̀yẹ̀ póŋ That will be 2 pounds altogether.

mmienü.

Notes

1. /Né bọ̀ ahẹ̀/, 'How much /is/ this?', is also very common.

2. /sirẹ̀/ is often /sírẹ̀/ or /sẹ̀rẹ̀/ and is //sẹ̀rẹ//.

3. Languages divide up the color spectrum in different ways. These are the most common color terms with their approximate equivalents in English:

    kokọ̀ red, reddish or chocolate
    brown, orange, purple

    tuntumú black; dark shades of blue,
    green, brown, gray, or
    tan; very dark red

    fitaa white, (clear)

    fufu white

    akókósẹrâdèt yellow, light tan

    ahabàmmònò green

    èbíruù blue

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/koko/, /tuntun/, /fitaa/, and /fufo/ are adjectives and follow their nouns, as other adjectives do. /akokosgreye/ and /ahabammoná/ are compound nouns and precede their nouns. /akoko/, 'chicken' plus /sreye/, 'fat', 'grease' indicates 'the color of hen's fat', i.e., 'yellow'. /ahabán/, 'leaf', 'foliage', plus /amoná/, 'fresh', 'green', 'unripe', indicates 'the color of fresh leaves', i.e., 'green'.

Light shades are indicated by a following /kakará/, 'little', 'small', e.g., /ahabammoná kakará/, 'light green'. With adjectives only, reduplication is used to indicate dark shades, e.g., /tuntuuntuná/, 'very black', /fitafita/, 'very white', /kokoko/, '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. /akokosgreye/ is //akoksrade//.
/kraataá/ is //kraataa//.
/ni/, 'and', 'with', is //ne//.
/kakará/ is //kakra//.
/buru/ is //bruu//.

Question and Answer Drill A

1. Né bōo ye sëni? How much is this?
Né bōo ye takú. It is a sixpence.

2. Nhomá yi bōo ye sëni? How much is this book?
Nhomá yi bōo ye pon
kó.
This book is one pound.

3. Ntámá yi bōo ye sëni? How much is this ntama?
Ntamá yi bōo ye pon
nëmensë.
This ntama is three pounds.
4. Pensible yì bóó ye sëñ?  
   Pensible yì bóó ye  
   toró.

5. Ọpọ̀ yì bóó ye sëñ?  
   Ọpọ̀ yì bóó ye pón  
   dú.

6. Kéraàtata yì bóó ye sëñ?  
   Kéraàtata yì bóó ye  
   sempọ̀.

7. Osékañ yì bóó ye sëñ?  
   Osékañ yì bóó ye pón  
   mmọnsá.

8. Kyóóku yì bóó ye sëñ?  
   Kyóóku yì bóó ye  
   tákufá.

9. Ofie yì bóó ye sëñ?  
   Ofie yì bóó ye pón  
   pém núm.

10. Edóñ yì bóó ye sëñ?  
    Edóñ yì bóó ye sìrìn  
    aduáṣá.

How much is this pencil?  
This pencil is a threepence.

How much is this table?  
This table is ten pounds.

How much is this paper?  
This paper is a sixpence.

How much is this knife?  
This knife is three pounds.

How much is this chalk?  
This chalk is a sixpence.

How much is this house?  
This house is 5,000 pounds.

How much is this bell?  
This bell is thirty shillings.
New words

opé (pl. a-) door, gate; table, desk; meal, feast
osékā (sékā) (pl. a-) knife, razor
kyō̂ko, kyō̂ko chalk
taku, takufa (pl. n-) sixpence
tōro, tōro threepence
sumpqá sixpence
ká pê̂rε penny

Question and Answer Drill B

1. Wúdii na ahé wo  How long did you spend in
    Abyurokyírî? Europe?
    Mídii mźe nān̄ wo I spent four years in
    Abyurokyírî.
    Europe.

2. Wáko Abyurokyírî pēn? Have you been to Europe before?
    Daqábi, mënko Abyurokyírî pēn.
    No, I have never been to

3. Wúbeduuyë nô, ná abo What time was it when you
    ahé? arrived?
    Mídëduuyë nô, ná It was half past one when
    yabo dön kōr nô fâ. I arrived.

4. Edë̂n nti na wósâñ Why did you come back?
    baayê I came back to see you.
    Mêsâñ baay së mëbahô wô.
5. Mmá áhè na w(ฎ) awófọ wọ?
Máwófọ wọ mmá mmámensá nṣq.

6. Mfie áhè ni àà wáterá hà?
Máterá hà mfie nsón ni.

7. Se odídí àà edí mmér(ฎ) ahè?
Se odídí àà ọtaa ạdì mmérọtè dúnúm.

8. Mfie áhè na wọ papá ạdì?
Mẹ papá ạdì mfie ạduonụnụnụ.

9. Ahè na wọsée wọ sọtoọ mú hô?
Mọsée sịrọn dunnáñ pe.

10. Nnìpa áhè na éhịlị wọ sukuù mú hô?
Nnìpa bẹ́ẹ̀ sǹá na éhịlị wọ sukuù mú hô.

How many other children do your parents have?
My parents have three other children.
How many years have you lived here?
I have lived here for seven years.
How long does he take to eat?
He often takes fifteen minutes to eat.
How old is your father?
My father is fifty-five years old.
How much did you spend in that store?
I spent only fourteen shillings.
How many people met at the school?
About a hundred people met at the school.
New words

Aburoky'iri
péŋ
du, duru
aw'f'qo, aw'f'qonm
taá
séé
hylá

Europe, America
once, one time, ever, before
to arrive, reach; be
sufficient
parents
to pursue, chase, follow;
do often or repeatedly
to use up, spend; destroy,
mar, ruin
to meet, assemble; agree,
be in accord

Pattern Drill A

1. Bu'uku kët'qaa tuntum da
   opönó nö sq'.
   A small black book is lying
   on the table.

2. Pënsërë tëntën koko'o da
   opönó nö sq'.
   A long red pencil is lying on
   the table.

3. Pënsërë tëntën koko'o nö
   ye mé dëa.
   The long red pencil is mine.

4. Ahabammonó ka'á fof'fro
   nö ye mé dëa.
   That new green car is mine.

5. Ahabammonó ka'á fof'fro
   nö firi Aburoky'iri.
   That new green car is from
   Europe.

6. Ataadëe dëdaw fitaa yi
   firi Aburoky'iri.
   This old white dress came from
   Europe.

7. Ataadëe dëdaw fitaa yi
   fiyé.
   This old white dress is no
   good.
8. Mé sèkàn fôfôro kësëè
    nô Nyë.                    My other big knife is no good.
9. Mé sèkàn fôfôro kësëè
    nô wo abontëè.             My other big knife is outside.
10. °Okéramóò kësëè kokoò
    kakerà wo abontëè.        The big light-brown dog is outside.

New words

kétewa (pl. ñ-)         small, little
êtreér
ëtataadèt
kësëè (pl. a-)         big, large; great, grand
abontëè (pl. m-)       street
dédiw                   old, ancient
okéràmóò (pl. a-)       dog

Pattern Drill B

1. Edéèn ntì na wùkùoò fie? Why did you go home?
2. Edéèn ntì na wàńköò fie? Why didn't you go home?
3. Edéèn ntì na wòbààw? Why did you come?
4. Edéèn ntì na wàmàà? Why didn't you come?
5. Edéèn ntì na wòtoòy? Why did you buy it?
6. Edéèn ntì na wàntò? Why didn't you buy it?
7. Edéèn ntì na wùbìsàa nô? Why did you ask him?
8. Edéèn ntì na wàmmìsa nô? Why didn't you ask him?
9. Edéèn ntì na wòkàà saà? Why did you say that?
10. Edéèn ntì na wàńka saà? Why didn't you say so?
New words

sa, saá

so, thus, in that manner

Question and Answer Drill C

1. Mfie āhê na ná mādí mmër(ŋ) áà mōbaà
   Amērēka?
   Ná mādí mfie ñūnnàñ
   mmër(ŋ) áà yēbáà
   Amērēka?
   How old were you when you came to America?
   I was fourteen when we came to America.

2. Pépâ ahê na wō̊whwēwē?
   Mēñhwēwē pépâ sîrën ātâ.
   How much paper do you want?
   I want a shilling's worth of paper.

3. Sîrën bēto pépâ ahê?
   Sîrën bēto pépâ adâkâ baakô.
   How much paper will a shilling buy?
   A shilling will buy one box of paper.

4. Ebēdi mmër(ŋ) ahê ansâ na ōbēsāñ ābâ?
   Ebēdi bêye mnōñhwērēw mmienù ansâ na ōbēsāñ ābâ.
   How long will it be until he gets back?
   It will be about two hours until he gets back.

5. Ehīâ mā wô mnîpa ahê?
   Ehīâ mā mē mnîpa kētēwâ bi.
   How many people do you need?
   I need a few more people.
6. Ehĩ́q mà wọ nnípa áhẹ̀ bíò?
   Ehĩ́q mà mě̀ nnípa nsiá bíò.
   How many more people do you need?
   I need six more people.

7. Siká aḥẹ̀ na ehĩ́q maw? 
   Ehĩ́q mà mě̀ sìrèn mmienú.
   How much money do you need?
   I need two shillings.

8. Mmọrẹ̀ bẹ̀n na ofí ãdwúma asẹ̀?
   Ofí ãdwúma asẹ̀ nnón òdí.
   When does he start to work?
   He starts to work at ten o'clock.

9. Mmọrẹ̀ bẹ̀n na opó Ꙍ ãdwúma?
   Opó ãdwúma nnón nsiá nɛ̀ fá.
   When does he quit work?
   He quits work at six thirty.

10. Dá bẹ̀n na eyé ̀sà wókọ́ hó?
    Měkó hó dáa.
    What days do you go there?
    I go there every day.

11. Wọ́táà kó hó dáa?
    Nnawótwę bíara měkó hó nnansa.
    How often do you go there?
    I go there three times a week.

New words
   pépà  
   paper
   adàká 
   box, case, trunk, suitcase
   hĩ́q 
   to distress, trouble, need, require
fl...asq
pop
nnawótwé
biara
mnansâ
daâ
to begin, start
to go away, cease, stop;
disjoin, separate
week
each, every
three days
always, ever, continually,
every day

Pattern Drill C

1. Se wúnyâ wid pè åà,
   bërah mî fie.
   As soon as you finish, come
to my house.
2. Se wúnyâ wid pè åà,
   kótô bò bulbô mà më.
   As soon as you finish, go buy
some bread.
3. Se wúwò wíkà åà, kótô
   bò bulbô mà më.
   If you have any money, go buy
me some bread.
4. Se wúwò wíkà åà, tuà
   mpâ nô kà mà më.
   If you have the money pay me
for the bed.
5. Kyôre nô mà ôntuà mpâ
   nô kà mà më.
   Tell him to pay me for the
bed.
10. Oñnyâ mmaaye.
    Tell him to go home.
    Ask him to go home.
    Ask him to pay me.
    He hasn't paid me yet.
    He hasn't come yet.
New words

εκά (pl. η-) debt, something which is lacking

tuṇ to pay, repay, fill up, replace

άγι to get, acquire, receive, obtain

5. /οπόν yī/ is /οπόν yī/, i.e., before /y/, /n/ and /η/ are replaced by /n/. /οπόνς/, means only 'table', 'desk', and is often used if /οπόν/ is not clear from the context.

6. /n̩/, 'that', and /y̩/, 'this', at the end of an adverbial clause mark the contraction of a longer clause, e.g., /wúbeduuyέ n̩/, 'when you arrived', is a contraction of /mmeq(q) ãa wúbeduuyέ m̩/, 'the time /at/ which you arrived'.

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

8. /d̩a̱/ is the same as /n̩a/.

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

10. /ataad̩e/ is often /ataade/. /ataad̩e/ refers to clothes which are tailored to fit the body in contrast to /nt̩a̱m̩a/ which are wrapped or draped around the body.

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

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12. /əkɾəmān/ is /əkraman/.

13. /ɛdɛ短时间内tɛ/ is often /ɛdɛ短时间内tɛ/, i.e., /ŋ/ is usually /n/ before /n/.

14. /se fyyə...àà/ has the significance 'as soon as'. The negative of /fyyə/ when preceding another verb means 'not yet'.
Unit 14

Basic Dialogue

-A-

1 Ṭelefon nô rëbô. Kotie telefon nô. The phone is ringing. Answer the phone.

-B-

tie to hear, listen

2 Hëlo, më Owusù na, mëkasa yi. Hello, Owusu speaking.

-C-

3 Yqq, kasa na mëtie wq; eye Yes, I hear you; this is Abena me Abenaa Asantëwa. Asantewa.

-B-

4 Na wamanëc? What can I do for you?

-C-

silé silé to repair, fix, arrange, prepare

bağa (pl. -nqîm) a place, somewhere

5 Çëfà na mëñqà bağa nà Where can I find a place to get yasile më kàà nô? my car fixed?

-B-

ŋkwantá crossroad, junction, a 'Y'

6 Bağa papa wo Këgyetìq ŋkwantá. There's a good place at Kegyetia Crossroad.
-C-

7 Méda was électrique. Thank you.

-B-

8 Mné ennà as électrique. 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: /mpem miensé ahá núm né aduosôŋ ñwotwé/. 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., /sírëŋ/, '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 /hélo/ and /téléfon/. 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., /káa/ 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.

<table>
<thead>
<tr>
<th>English</th>
<th>Twi</th>
</tr>
</thead>
<tbody>
<tr>
<td>c (if pronounced k)</td>
<td>k</td>
</tr>
<tr>
<td>ch (if pronounced k)</td>
<td>k</td>
</tr>
<tr>
<td>ch (if pronounced ç)</td>
<td>ky</td>
</tr>
<tr>
<td>j</td>
<td>gy</td>
</tr>
<tr>
<td>ph</td>
<td>f</td>
</tr>
</tbody>
</table>

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UNIT 14

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, /hèlò/ is regularly used on the telephone; but when greeting another person face to face, the customary Twi greetings are used nearly always.

3. /telegen/ is //telefon//.

4. Notice the s-like sound between /t/ and /l/ in /tiè/.

Pattern Drill A

1. Èchéfà na mínyà bṣàbì ná yàsìsìsìe më kàà nò? Where can I find a place to get my car fixed?

2. Èchéfà na mínyà bṣàbì ná yàhùqù më nùáàdéé? Where can I find a place to get my clothes washed?

3. Èchéfà na mínyà bṣàbì ná ìyàùùùì mì ìhyùùù? Where can I find a place to get my shoes shined?

4. Èchéfà na mínyà bṣàbì ná yàví mì ti? Where can I find a place to get my haircut?

5. Èchéfà na mínyà bṣàbì átò àduáñé (ádì)? Where can I find a place to buy food?
Pattern Drill B

1. Chéfá na mínyá obí ná wâslesie më kâa nö?
   Where can I find someone to fix my car?
2. Chéfá na mínyá obí ná wahôrô më ntââdëg?
   Where can I find someone to wash my clothes?
3. Chéfá na mínyá obí ná wâhyân më ôhyûù?
   Where can I find someone to shine my shoes?
4. Chéfá na mínyá obí ná wäyi më tï?
   Where can I find someone to cut my hair?
5. Chéfá na mínyá obí âà stôp âduâñë?
   Where can I find someone who sells food?

Pattern Drill C

1. Bâbâ bi pâpâ wo Kégyetìå Ñkwantá.
   There's a good place at Kegyetia Crossroad.
2. Bâbâ bi pâpâ wo kírom.
   There's a good place in town.
3. Bâbâ bi pâpâ wo ąsubontén no mkyën.
   There's a good place by the river.
   There's a good place adjoining the bank.
5. Bâbâ bi pâpâ wo âdân âà esî wânim yi.
   There's a good place in the building opposite us.
Pattern Drill D

1. Bąbí ní há áá yesiésíe kāà. There's no place here that repairs cars.
2. Bąbí ní há áá yehóró nméema. There's no place here that washes things.
3. Bąbí ní há áá yeyí ti. There's no place here that gives haircuts.
4. Bąbí ní há áá yetón aduna. There's no place here that sells food.
5. Bąbí ní há áá yeyé pépà. There's no place here that makes paper.

New words

hórqò, hýhórqò to wash
y1 to take away, remove; shave, cut the hair
obi (pl. -nöm) someone, somebody, anybody, one
qsubontèn, qsubóten (pl. n-) river, stream
sikakôrabqà bank, safe, place to keep money
sikakôrabqàdàn bank, bank building
tà to join, connect, bring together
qñí eye; color
qñím face, countenance; front; before, in front of
Lexical Drill A

1. Se wúdu fie åà, fərè mẽ. As soon as you get home, call me.
2. Se wúdu fie åà, bəʃɛʁè mẽ. As soon as you get home, come (over) and call me.
3. Se wúwìe åà, bəʃɛʁè mẽ. When you finish, come (over) and call me.
4. Se wúwìe åà, fərè nô wo tɛlɛfɔ̃ sô. When you finish, phone him.
7. Se tɛlɛfɔ̃ nô bó pé åà, kɔfɛʁè nô. If the telephone rings, go call him.
8. Se tɛlɛfɔ̃ nô bó pé åà, tìe. If the telephone rings, answer it.
9. Se obá bɛkasà åà, tìe nô. If he comes to talk, listen to him. (be patient with him)
10. Se obá bɛkasà åà, fərè mẽ. If he comes to talk, call me.
Lexical Drill B

1. Kyeřéwpon nó ye mé dəa. The desk is mine.
2. Kyeřéwpon nó s1 ofású nó hə. The desk is next to the wall.
3. Akoñnuá nó s1 ofású nó hə. The chair is by the wall.
4. Akoñnuá nó nní hə. The chair isn't here.
5. Abofára nó nní hə. The child isn't here.
6. Abofára nó da mpá nó so. The child is lying on the bed.
7. Safówá nó da mpá nó so. The key is lying on the bed.
8. Safówá nó tuq opón nó aní. The key is in the lock.
9. Safówá áː əbù tuq opón nó aní. There is a broken key in the lock.
10. Mituu safówá áː əbù nó fő1 opón nó aní. I took the broken key out of the door.

New words

f1...asə to begin
ofású (pl. ə- ) wall
safówá, safé (pl. n- ) key
tuq to stick at or in, be stuck at or in
bu to bend, curve; break, break off, decide, judge
mpá bed, couch, mattress
opon'na (wa)  

esô

lock, keyhole

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

Lexical Drill C

1. Tie okyerekyerefo nô.  
   Listen to the teacher.

2. Wôn ènhû kyerekyerefo nô.  
   They couldn't find the teacher.

3. Wôn ènhû abôfâra nô nhômâ.  
   They couldn't find the child's book.

4. Obue abôfâra nô nhômâ nô.  
   He opened the child's book.

5. Obue opôn nô màa më.  
   He opened the door for me.

6. Otô opôn nô mú màa më.  
   He closed the door for me.

7. Otô kàà nô mú.  
   He locked the car up.

8. Nà oté kàà nô mú.  
   He was sitting in the car.

   She was sitting at the desk.

10. Mëben kyerewpon nô hó.  
    I'm near the desk.

Question and Answer Drill A

1. Hwâñ na nà wò nê nô rëkasa nô?  
   With whom were you talking?
   Nà më nê më yëre  
   I was talking to my wife.
   ëkasa.

2. Nà mòokâ edëñâ hó asêm  
   What where you talking about?
   Nà yëskâ asorë hó  
   We were talking about
   asêm.
   church.
3. Edqën na sọpe?

Sọpe baa bi àa
yebésiesie nè kàà
amà nô.

What did she want?
She wanted to know where she
could get her car fixed.

4. Ehèfa na wòkyे́rè́ nô?
Mẽkyे́rè́ nô sèè
òŋko Kègyetìà
Nkwantà.

Where did you send her?
I told her to go to Kegyetia
Crossroad.

5. Edqën ntí na wòkyè́rè́
nô sèè óŋko hò?
Wòn nô yé àdwùma pà
entì na mẽkyè́rè́
nô sèè óŋko hò.

Why did you send her there?
I sent her there because they
do good work.

6. Wò atààdđè nô qnì tì
séè?
Matààdđè ye fitàa nè
tuntùm kàkrà.

What color are your clothes?
My clothes are white and light
blue.

7. Mìnyàa lètè nmè?
Wùnyàa lètè baakkó
pè.

Did I get any mail today?
You got only one letter.

8. Òmàñ bèn mù na wùfìrì?
Mìfìrì Ghanà màñ mù.

What country are you from?
I'm from the country of Ghana.

9. Kùro bèn mù na wùfìrì?
Mìfìrì Temà kùrom.

Where are you from? (What town
are you from?)
I'm from the city of Tema.
10. ᖐมูลค่า(196,142),(366,182) na ߋːbo ߋpɔn n由中国 is knocking at the door?
 tákyiŋ?
  ो hô hô na ߋːbo Incre 0pɔn
   n由中国 is knocking at
   the door.

New words

tó to lay, put; cast, throw;
apply to, lay on

tó...mu to close, shut, look

bęŋ to be near, approach

asóré church service, devotional
meeting

sorë, sôm to be careful about; worship, adore

onmáñ (pl. a-)
nation, people

ô hô hô asém stranger, foreigner, guest

tó talk about, discuss

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

6. /eŋ/- 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 compund with nouns and have
similar tone changes, e.g., /bąbâi pąpa/ is /bąbąi pąpa/.
Unit 15

Basic Dialogue

-A-

bɔ́ɔsq

1 Ehɛfɔ na bɔ́ɔsq nɔ gynɔ? Where does the bus stop?

-B-

bɔ́ɔsqtapɔ

2 Bɔ́ɔsqtapɔ nɔ wɔ ᴱᵏʸɛn hɔ. The bus stop is over there.

-A-

wɛ́i

3 Bɔ́ɔsq wɛ́i kɔ kurom andɛ? Does this bus go into town?

-B-

Dæ̲bì, wɛ́i na skɔ kurom. No, that one goes into town.

-A-

Yɛgyɛ ɛ̲nɛ?

5 How much is the fare?

-B-

Yɛgyɛ ʂirɛn dunsɔŋ. The fare is seventeen shillings.

-A-

tu
to leave, depart

7 Bɔ́rq bɛn na bɔ́ɔsq nɔ tɔ? When does the bus leave?

-B-

8 Bɔ́ɔsq nɔ tɔ mnɔnnɔm. The bus leaves at five o'clock.

-A-

9 Bɔ́rq bɛn na bɔ́ɔsq nɔ bɛ? When does the bus arrive?

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-B-

10 Bɔsɔŋ nɔ bɛdu mɔŋkɔqɔŋ nɔ 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., /bɔsɔtɔpɔ/.

2. /weí/ is interchangeable with /eyi/.

3. When there is an emphatic subject marked by a following /nə/, a subject pronoun is prefixed to the verb, e.g., /weí na ñkɔ kurɔm/, 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. Ehɛfɔ na bɔsɔŋ gyinabɔa Where is the bus station? nɔ wɔ?
2. Ehɛfɔ na kɛtekɛ gyinabɔa Where is the train station? nɔ wɔ?
3. Ehɛfɔ na ewimhyɛn Where is the airport? gyinabɔa nɔ wɔ?
4. Ehɛfɔ na tɔksi gyinabɔa Where is the taxi stand? nɔ wɔ?
5. Ehɛfɔ na hyɛŋ gyinabɔa Where is the harbor? wɔ?

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Pattern Drill B

1. Bɛrɛ bɛn na kɔtɛkɛ nɔ bɛtu.
   What time will the train leave?

2. Bɛrɛ bɛn na ewimhyɛn nɔ bɛbɛ?
   What time will the plane arrive?

   What time will the bus arrive at Kumasi?

4. Bɛrɛ bɛn na ewimhyɛn nɔ bɛtu firi Nkorɔn?
   What time will the plane leave from Accra?

5. Bɛrɛ bɛn na wɔkɔfɔ hyɛn nɔ?
   What time are you leaving to catch the ship?

New words

okɔtɛkɛ (pl. n-)

hyena; locomotive, train

shyɛn (pl. a-)

ship, vessel, liner

ewimhyɛn, ewimuhyɛn (pl. ŋ-)

airplane

tɔksil

taxi

Lexical Drill A

1. Pɛnsɛrɛ ní.
   Here is a pencil.
   This is a pencil.

2. Pɛnsɛrɛ nɔ ní.
   Here is the pencil.
   This is the pencil.

3. Pɛnsɛrɛ bi ní.
   Here is a pencil of some kind.

4. Pɛnsɛrɛ nɔ bi ní.
   Here is one of the pencils.
   Here are some of the pencils.
   This is the kind of pencil.

5. Pɛnsɛrɛ yi ní.
   HERE is the pencil.
   THIS is the pencil.
Question and Answer Drill A

1. Wôdë lôrê anàa këtêké na ékô Kumasë anàa?
   Dégbì, mëdë swimûnyëñ na ékô Kumasë.
   Are you taking the bus or the train to Kumasi?
   No, I'm going to Kumasi by plane?

2. Wôbsye dêgn na wako wërpôrt hó?
   Madámìf bi bèba aberå më akô wërpôrt hó.
   How will you get to the airport?
   A friend of mine is taking me to the airport.

3. Wàto wò têkëtë anàa?
   Métoo më têkëtë wo Kíñswëi nñéra.
   Did you buy your ticket?
   I bought my ticket at Kingsway's yesterday.

4. Bòsóq bèn na ékô wërpôrt?
   Bòsóq wèi na ékô wërpôrt.
   Which bus goes to the airport?
   That bus goes to the airport.

5. Bòsóq nó bèdë mmërëtë ahè wò hà?
   Bòsóq nó bèdë mmërëtë dù wò hà.
   How many minutes will the bus stay here?
   The bus will stay here for ten minutes.

6. Mpëñ ahè na bòsóq bi taà tú firi hà?
   Bòsóq bi tú firi hà donhwërëw biogra.
   How often does a bus leave from here?
   A bus leaves from here every hour.
7. Aanę bòoa áa skó Kumáṣę kofá Koforídua ansá na akó anša?
   Àań, skofá Koforídua ansá na akó Kumáṣę.
   Does the bus go to Kumasi by way of Koforidua?  
   Yes, it goes to Kumasi by way of Koforidua.

8. Efírí há ko Kumáṣę yegyé ahé?
   Yegyé pón baakó fírí há ko Kumáṣę.
   How much is the fare from here to Kumasi?  
   The fare from here to Kumasi is one pound.

9. Wòbetumi dę wọ kāa nó áfà mě akó bòós sótehyẹn?
   Daqbió, mě yọrọ dę wọ bẹkọ bòós sótehyẹn hó.
   Can you take me to the bus station in your car?  
   No, but my wife will take you to the bus station.

10. Dá bèn na wòbesań ábá? Mésań ábá Yáwọdá.
    What day will you return?  
    I will return Thursday.

New words:

lórę  lorry, truck, bus, car
adamfọ (adamfọ) (pl. n-nóm) friend
éerpört airport
tékẹtẹ ticket
aanę a question marker; Is it true /that/
sótehyẹn station
Lexical Drill B

1. Mfoní píi wo fásù nọ họ.

2. Safọwá nọ da fám wo fásù nọ họ.

3. Safọwá nọ mmá opó n'ē
   esi mfẹnsèrè nọ họ nọ sú.

4. Mē sèkán mmá opó n'ē
   esi mfẹnsèrè nọ họ nọ sú.

5. Mē sèkán da opó n'ē
   ewo fásù nọ họ nọ asẹ.

6. Pẹnsèrè nọ to opon n'ē
   ewo fásù nọ họ nọ asẹ.

7. Pẹnsèrè nọ to adàká
   n'ē esi opó nọ
   fikyèn nọ mú.

8. Mè̀dà sèkán ńto adàká
   n'ē esi opó nọ
   fikyèn nọ mú.
9. Mëdë sekàñ twàq nám
   nò mú.
I cut the meat with a knife.

10. Mëdë sekàñ nò áhyè më
    kotokú mú.
I put the knife into my pocket.

New words

mfoni
picture

pil
many, much

efá
earth, soil, dirt

efám
ground, floor, bottom; below

mfénsérë
window

to
to drop, full, fall, rain

twà
to cut, cut up; cross, pass by

hyè
to stick into, be stuck into;
wear, put on (clothes)

kotokú (pl. ñ-)
pocket, bag

Question and Answer Drill B

1. Wú kùrom kása ye déññ?
   What is your native language?
   Mí kùrom kása ye
   My native language is Twi.
   Twíì.

2. Mmèrë bën na wóko
   What time do you leave for work?
   Ádwúma?
   Mëkò ádwúma nnón
   I leave for work at eight
   pwotwò.

3. Aanq wòñàntë ko ádwúma?
   Do you walk to work?
   Sc ewím yë ìì,
   I walk to work when the
   mëñantì ko ádwúma.
   weather is nice.

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4. Se osúo tó áà, wódè bósó na ekó qdwúma?
Dáqbi, se osúo tó áà, mëkà më kàà na ekó qdwúma.

Do you ride the bus to work when it rains?
No, I drive to work when it rains.

5. Héna na chwé mmqfára no sọ mmër(ɨ) áà wq yërë rëyë qdwúma?
Më yërë māamé na chwé mmqfára no sọ mmër(e) áà më yërë rëyë qdwúma.

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 mnéra?
Dáqbi, ná minní há mnéra.

Were you here yesterday?
No, I wasn't here yesterday.

7. Edéén na ná wóqye mmër(ɨ) áà obaaye nò?
Ná mādidí mmër(ɨ) áà obaaye ñò.

What were you doing when he came?
I was eating when he came.

8. Obí wo há áà obétúmì abeqa më?
Sàà māamé yí bétúmì abeqa wq.

Is there anyone here who can help me?
That woman can help you.
9. Wúbetumí ásáñ ábá
   okyéná? Can you come back tomorrow?
   Métemí ásáñ ábá
   okyéná owigyinaq. I can come back tomorrow
   afternoon.
10. Se osúo tó áà, wóbekó?
    Áàñ, se osúo tó áà, If it rains, will you go?
    méko. Yes, I will go if it rains.

New words

ewìn air, atmosphere, weather

Lexical Drill C

1. Méba mmónsì ákyi. I will come after six o'clock.
2. Méba wú fíe anañqí yì. I will come to your house
   tonight.
3. Má yẹŋkó wú fíe Let's go to your house this
   qóñwumèmé rì yì.
4. Má yẹŋkófá bóóso nqó Let's go to Kumási by bus.
   Kumáso.
5. Emfá bóóso nqó Kumáso. Don't go to Kumási by bus.
6. Emfá okérámán nò mmá. Don't bring the dog.
7. Okérámán nò mmá fíe The dog doesn't come into the
   hà. house.
8. Mú mú baakó mmá fíe Don't any of you come into this
   hà. house.
Lexical Drill D

1. Okó sësësi.
2. Okó sësësi áà.
3. Mëebegyè mé hòmà
   sësësi áà.
5. Mëebegyè mé hòmà
   okyënà anopà.

   He left a short while ago.
   He just left.
   I'm coming over to get my book right away.
   I'll be over soon to get my book.
   I'll be over to get my book tomorrow morning.

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

6. /sótehëyen/, usually // station//, is often used as frequently as /gyínabê/.

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., /Safowà nò da opôn nò só/, '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., /Safowà nò da opôn áà esí mfënsërë nò hò nò só/, '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 /dë/, 'to have', plus the instrument or tool plus a second verb which shows what is done with the instrument, e.g., /Mëdë sëkân twàq nâm nò mû/, 'I take knife cut the meat's insides', i.e., 'I cut the meat with a knife'.

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9. Partitive constructions are possessive compounds with /mũ/, 'entirety', 'whole', plus a numeral or adjective of quantity, e.g., /mũ mũ baako/, 'your entirety's one', i.e., 'one of you'.

10. /séesei áà/ is sometimes /séesei ára/. /ára/ is 'just', 'even', 'ever', 'the very'.

11. /ko/, '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-

tǎŋkè  
ɛmá  
hyɛ...má

1  Ḥye mě tǎŋkè nô má.  Fill my tank up.

-B-

2  Yqq, matq.  Yes, I will.  
(Yes, I have understood.)

ô'èlè, ô'èyɛrɛ  
Oil

3  Wôpè së mëhwë ô'èlè nô an말a?  Do you want me to check the oil?

-A-

pa  
ɛkyɛw  
pa kỳɛw

4  Ḥqq, mëpaw kỳɛw.  Yes, please.

-B-

kôtâ  
quart

5  ô'èlè nô á tô sîn bëye kôtâ baakô.  The oil is about a quart low.
-A-  
gu  
to pour; scatter, be scattered, be located in groups  
Fa baakɛ gu mɛ.  
Put in one.  
ɛtɛ́  
tie; (necktie)  
yiye  
good; repaired, mended  
7 Wùbetumí áyè mè táq nɔ yiye  
áma mɛ?  
Can you repair my tire?  
-A-  
gya  
to leave, forsake  
akyiri yi  
afterwards  
8 Òmì, se wùbetumí átwɛ̌ dɛ́  
áà.  
Yes, if you can wait.  
-A-  
mabɛgyo.  
I'll leave it here and come for it later.  
-B-  
Notes  
1. /pa kyɛw/ is an idiom which means 'please', or 'I beg you'. /tu/, 'to pull', 'jerk', 'remove' is used for removing clothing. /nyɛ/, 'to insert', 'apply to', 'fill' also means 'to put on clothing'. /pa kyɛw/ is used when interrupting someone or in making a request. /kɔsɛ/ 'sorry', 'pardon', 'oops', is used when you have stepped on someone or bumped into someone. /agqo/, besides the uses given earlier, requests permission to pass, i.e., 'Let me by', 'Let me through'.  
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/sërê/, '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 /mabêgyê/ are sometimes preceded by a free form, e.g., in sentence 9 of the dialogue /mèba mabêgyê/ may replace /mabêgyê/. 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 nsùo mà gú mî
   kûruwâ nô mú.
   Fill my cup up with water.

2. Hwîè nsùo nô firî
   kûruwâ nô mú.
   Pour the water out of my cup.

3. Hwîè nsùo nô firî
   bôkête nô mú.
   Pour the water out of the bucket.

4. Nsùo nî bôkête nô mú.
   There is no water in the bucket.

5. Nsùo nî hô áâ yêdê
   bêhörq.
   There is no water here to wash with.

6. Sâminâ nî hô áâ yêdê
   bêhörq.
   There is no soap here to wash with.

7. Sâminâ nî pônsô nô sô.
   There is no soap on the table.

8. Ngê nô wo pânsô nô sô.
   The cooking oil is on the table.

9. Ngô nô ye më mâmâmê
dëa.
   The palm oil belongs to my mother.

10. Kûruwâ kêtâwaa fitaa
    nô ye më mâmâmê dëa.
    The small white cup belongs to my mother.
New words

ekúruwá  
cup, pitcher

hwíé  
to pour out of

bókëtë  
bucket

sámíná (sámíná)  
soap

ŋó  
palm oil, cooking oil

Lexical Drill B

1. Okyêná ye dá bëñ?  
What day is tomorrow?

2. Okyêná ye Kwásiáda.  
Tomorrow will be Sunday.

3. Ná Owúsunóñ wó há  
Kwásiáda.  
The Owusus were here Sunday.

4. Ná Owúsunóñ ye  
osukuùfo w(ó)  
Amérga.  
The Owusus were students in America.

5. Ná mayé _SHADERA wó  
péteróó dómpong wó  
Amérga.  
I worked in a filling station in America.

6. Ná mayé _SHADERA  
anwumérë ná makó  
sukuù anopé.  
I worked at night and I went to school during the day.

7. Ná mayé _SHADERA má nò  
ansá na mëbba há.  
I had worked for him a year before I came here.

8. Yeñye më táñkë nò má  
ansá mëbba há.  
I had my tank filled up before I came here.
9. Yeheë më təŋkè nò mà wo Owusù hò. I had my tank filled up at Owusu's.
10. Mëtoɔ ataadë yì wo Owusù hò. I bought these clothes at Owusu's.

New word
petɛɾóɔ dɔmpɔ filling station

Lexical Drill C

1. Méda asè. Thanks.
2. Kyɛrɛ asè. Translate it.
3. Tò asè. Make a deposit.
   Pay something down.
4. Tërɛ asè. Sit down.
6. Hwɛ asè. Fall down.
7. Hwɛ asè. Look under it.
   Stoop down.
   Agree on a price.
10. Twà asè. Draw a line under it.

Lexical Drill D

1. Waká ḣkyiri. He's late.
2. Obedurùù ḣá ḣkyiri. He arrived late.
3. Obedurùù ḣá mmërɛ nò He arrived on time.
   pépepe.
4. Wábéduru há mmér(q) nô pépéépe.
   He is on time. He is in time. He has arrived in time.
5. Wábéduru há ntém.
   He is on time.
   The bus arrived on time.
7. Ewímhyén nô ámbédu mmér(q) àà yahyéhyé ámá nô pépéépe.
   The airplane arrived on schedule.
8. Bòsòq nô béduru mmér(q) àà yahyéhyé ámá nô pépéépe.
   The bus will arrive on schedule.
   The bus will arrive an hour late.
    The bus will arrive an hour early.

New words

ntém  haste, swiftness; fast, quick; early, soon
hyéhyé  to arrange, adjust; fit out, equip
abáawa (pl. m-)  girl
përâ  to sweep
qáihq, qáiwó  yard, court
përâq  broom
Lexical Drill E

1. Abáawa nᵒ rèpërâ qâdiwo.  
The girl is sweeping the yard.

2. Abáawa nᵒ wo rèràè fâforq.  
The girl has a new broom.

3. Abáawa nᵒ dè rèràè na èpërâ.  
The girl is sweeping with a broom.

4. Abáawa nᵒ dè rèràè âà mëye mâà nô nô na èpërâ.  
The girl is sweeping with the broom I made for her.

5. Abáawa nᵒ ̀fì ase rèrà.  
The girl has begun to sweep the room.

6. Abáawa nô rèràà dâñ nô mû sîsîe àà.  
The girl has just swept the room.

7. Abáawa nô aperâ dâñ nô mû ̀wîe.  
The girl has finished sweeping the room.

8. Abáawa nô mperâà odân nô mû (èè).  
The girl hasn't swept the room yet.

The girl hasn't started to sweep yet.

10. Àfêì ansâ na abáawa nô bèpërâ.  
The girl is about to sweep now.
Pattern Drill A

1. Se mígys mé mpábòa
   nó áà, wùbetùmì
   áyè ámà më anàà?
   If I leave my shoes, can you repair them?

2. Se mëdë mé kàà nò
   bá áà, wùbetùmì
   áyè ámà më anàà?

3. Sa mëdë mé kàà nò bá
   áà, wòdë ògyëre
   fòfòro bégu mú ámà
   më anàà?
   If I bring my car will you change the oil?

4. Se mëbá ntem áà, wòdë
   ògyëre fòfòro bégu
   mú ámà më anàà?
   If I come early, will you change the oil for me?

5. Se mëbá ntem áà ese
   sëë métwéè nò.
   If I call early, I'll have to wait for him.

6. Se wammà áà, ese sëë
   métwéè nò.
   If he doesn't come, I'll have to wait for him.

7. Se wammà áà, yenni
   nàm áà yebèdì.
   If he doesn't come, we won't have any meat to eat.

8. Se yankùm ogùàn áà
   yenni nàm áà yebèdì.
   If we don't kill a sheep, we won't have any meat to eat.

9. Se yankùm ogùàn áà
    okóm bëdë yëp.
    If we don't kill a sheep, we'll be hungry.

10. Se wammà ntem áà,
    okóm bëdë yëp.
    If we don't get back early, we'll be hungry.
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 /-e/ suffix forms instrument nouns from verbs, e.g., /perēː/, 'broom' from /perá/, 'to sweep' and /fitāː/, 'bells', '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.
edwomū (pl. (e)ēnhwomū) market, market place

2 Ehēfā na edwomū wo? Where is the market?
tēe

-B-

3 Kō wənīm tēe. Go straight. ('Go your face-
nifā (nifā) plane straight.')

4 Se wùduru sukunúdām nō hō right
   āa, fa wū nifā.
bēnkūm (bēnkūm) left
chēnqū (hēnqū) king, chief
   (pl. a-nōm)

5 Fa wō bēnkūm wo Chēnqū
   Ňkwanta. Turn left at King's Junction.
   ko sō to keep on, continue

6 Ko sō ko tēe kosi sē
   wùbedu edwomū nō hō. Keep on going until you come
tō the market.

-A-

7 Mmẹn sẹn na mētūm dẹ to the market.
   ãnəntẹ ᣙdụru hō? How long will it take me to
   walk there?

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-B-

də to take, require

8 Wùbetùmì də ðoŋhwेɾəfẹ It will take you half an hour
ədùru. to get there.

Notes

1. /guₐaₐsq/, which is // guₐaso//, is also commonly used for 'market' 'market'. This is an Akuapim word meaning 'an assembly', 'place where people come together', 'market'.

2. /də/ 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. Okwàŋ bən na ëkò Which road goes to the market?
edwòmù?

Okwàŋ aà edà nɪfẹ The road on the right goes
nô kò edwòmù.
to the market.

2. Guₐaₐsqkwaŋ wɔ hɛ Where is the market road?
Guₐaₐsqkwaŋ wɔ The market road is on the
bënkùm.
left.

3. Chèrə na bòòsqgyinàbə̀ The bus station is /straight/
ɔ wɔ The bus station is /straight/
wànim. ahead.

4. Okwàŋ yì kò hɛ Where does this road go?
Okwàŋ yì kò mpoanẹ. This road goes to the seaside.

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5. Chêrê na lôrê nô fàây? Which way did the car go?
   Lôrê nô fââ bênkûm. The car took a left.

6. Edến na ebo wô nsâ What are you wearing on your
   bênkûm nô? left arm?
   Wâkyê na ebo mê nsâ I'm wearing a watch on my
   bênkûm nô. left arm.

7. Wôyêc deên na wûtwàâ How did you cut your right
   wô nsá nifâ? hand?
   Sekân na etwàà mê It was a knife that cut my
   nsá nifâ. hand.

8. Da bên na yedi guà? What day is the market held?
   Yedi guà Bônâda. Market day is Tuesday.

9. Ofaa kwañ wei só anàa Did he take this road or that
   sëc wei só? one?
   Ofaa kwañ wei só. He took this road.

10. Yebebòa só akô yêñ Shall we continue on straight
    qûim têe anàa? ahead?
    Daqbi, yëntqà só No, we aren't going to
    akô yêñ qûim têe? continue on straight ahead.

New words

epô ocean, sea
andô mouth; edge, brim; beginning
mpôamô, epônô seaside, seashore
bo to tie, tie up, tie on
wàkyê watch
tôa to join, connect, string; follow, continue
Lexical Drill A

1. Mëde sãmíná na chórqó   I used soap to wash my car.
   më kàà nô.
2. Mëde sãmíná hórqó më   I washed my car with soap.
   kàà nô.
4. Mëtonn bayére wo        I sold yams at the market.
   edwómû.
5. Mìnhûu bayére wo         I saw yams at the market.
   edwómû.
6. Mìnhûu nô sëe òchórqó     I saw him washing his car.
   ñë kàà nô.
7. Mëgyé mìdi sëe òchórqó    I believe he is washing his car.
   ñë kàà nô.
8. Mëgyé mìdi sëe osûo       I believe it will rain today.
   bèto mnë.
9. Obisàa më sëe osûo       He asked me if it will rain
   bèto mnë.       today.
10. Obisàa më nga eguásqo    He asked me where the market
    wo?  is?

New words

gyé dì          to believe
bayére        yam
Question and Answer Drill B

1. Ṣe dẹ́n nti na wúusǎn ákò sukuù m̀ biò?
   Mìsànjí ákò sukuù mú bió èsiànè sèè m̀wẹ̀re àfìrì m̀
   kòòt.
   Why are you going back to school again?
   I'm going back to school because I forgot my coat.

2. Mèŋ ahé na móto ábà?
   Yètò ábà m'fìe núm biara.
   How often do you hold elections?
   We hold elections every five years.

3. Èkwàŋ yì kó hè?
   Èkwàŋ yì kó ṣêkùraà bi asè.
   Where does this road go?
   It goes down to a certain village.

4. Ṣe dẹ́n nti na wámma.
   Fìeda áà etwà mú nò?
   Mìmì Fìeda áà etwà mú nò efl sèè m̀
   yèrù ɡùtù kwàñ.
   Why didn't you come last Friday?
   I didn't come last Friday because my wife went on a trip.

5. Wò nè m̀ bẹ́ko Mèmènèda ̀ àa ètba yì?
   Mè̀ntumù nè wò ṣòkò Mèmènèda ̀ àa ètba yì.
   Are you going to go with me next Saturday?
   I won't be able to go with you next Saturday.
6. Póstofɛs nô wo wânim anâa?
   Dàbi, póstofɛs nô wo w(o) âkyi.
   Is the post office straight ahead?
   No, the post office is back that way.

7. Edɛn na wôye môm(e) âa mîfîi há nô?
   Mêm(e) âa wûfîi há nô, mëkohwɛ
   Omaâñhyi'amúdâñ.
   What did you do after I left?
   I went to look around the House of Parliament.

8. Wàkohwɛ Asantehénéfle peñ anâa?
   Āññ, mëkoo hô së mëkohwɛ
   Asantehénéfle.
   Have you ever seen the Ashantihene's palace?
   Yes, I went there especially to see the Ashantihene's palace.

9. Wôkoô ahômflë nô, wûhûu Sîkágwâa
   Kôfî nô anâa?
   Dàbi, mânniâ kważ
   âŋkohwɛ Sîkágwâa
   Kôfî nô.
   When you went to the palace, did you see the Golden Stool?
   No, I didn't have an opportunity to see the Golden Stool.

10. Wûhûu Asantehéné
    âŋkasa?
    Dàbi mânhu nô;
    mëkõm mânhu nô
    kyââmâ.
    Did you see the Asantehene himself?
    No, I didn't see him; but rather I talked to his spokesman.
New words

wọrè
wọrè fr1(r1)
ti ba
akuraà asè
okurąséni (pl. ñ-fàò)
tu kwàñ
Owàrìñhyììmùdàñ
Asantò
Asantèhènè
dù ñó
ahemfìè
Sikàagùà Kofì
ñyà kwàñ
àÌìkasa
òmòmò
okyàámè (pl. a-)

mind, memory; the seat of the emotions
to forget
to elect, choose
village
villager
to travel, take a trip
House of Parliament
Ashanti language or region
the King of Ashanti
before, previously
palace, chief's house
the Golden Stool
to have an opportunity, get
the chance
self
rather
a chief's spokesman

Pattern Drill A

1. Nà mèyè abqìrara nó, mètòrãà ÌÌkèrõñì.
   When I was a child, I lived in Accra.

2. ÌÌmqèr(è) àà mèwò Ghanà
   nò, mètenàà ÌÌkèrõñì.
   While I was in Ghana, I stayed in Accra. When I was in Ghana,
   I lived in Accra for a while.
3. Mmér(e) àà mëwọ Ghana nọ, ná mëtë Nkërãñ.
When I was in Ghana, I lived in Accra.

When my father died, I lived in Accra.

5. Më papa wùi nọ, ná mądì mfie dù.
When my father died, I was ten years old.

6. Mmér(e) àà yetú kò Tàkòrádì, ná mądì mfie dù.
When we moved to Takoradi, I was ten years old.

7. Mmér(e) àà yetú kò Tàkòrádì, ná yerwòq mì ñàbàa nọ ee.
When we moved to Takoradi, my sister wasn't born yet.

8. Mmér(e) àà müfìì sukùù asù nọ, ná yerwòq mì ñàbàa nọ ee.
When I started to school, my sister wasn't born yet.

9. Mmér(e) àà müfìì sukùù asù nọ, ná yete sukùùdàm nọ fìkyëñ pëe.
When I started to school, we lived close to the school.

10. Nà mëyë abofàra nọ, ná yete sukùùdàm nọ fìkyëñ pëe.
When I was a child, we lived close to the school.
Lexical Drill B

1. Ọrọ mkọ nọ da ọkwàn nọ mú.
The horse is lying on the road.

2. Ọrọ mkọ nọ ọyìna ọkwàn nọ mú.
The horse is standing in the road.

3. Mọọọ mkọ nọ bọọ mkọ ọkwàn nọ mú.
The horses are lying together in the street.

4. Mọọọ mkọ nọ bọọbọọ ọkwàn nọ mú.
The horses are lying about in groups in the street.

5. Mọọọ mkọ nọ dẹdẹ ọkwàn nọ mú.
The horses lying about in the road.

The horses are standing about in the street.

Lexical Drill C

1. Duù da fàm.
There is a stick lying on the floor.

2. Nnuù gu fàm.
There are trees lying on the ground.

There are sticks scattered on the ground.

There are logs lying about the ground.

5. Nnuù sisi fàm.
There are trees /standing/ about the ground.
New words

opɔŋko (pɔŋko) (pl. m-) horse
bɔa to lie or lay in a group
duɔ (nuɔ) tree, stick, wood

Lexical Drill D

1. ɔkɔm dɛ me. I'm hungry. ('Hunger possesses me.')
2. osukɔm dɛ me. I'm thirsty.
3. awɔ dɛ me. I'm cold.
4. ənhurɔ dɛ me. I'm hot.
5. mənî kûm. I'm sleepy. ('My eyes are dead.')
6. mabɛtɛ. I'm tired. ('I have /become/ fatigued.')
7. eyɛ me dɛ. It's sweet. ('It is /to/ me sweet.')
8. eyɛ me fiŋelen. It's bitter.
9. eyɛ me fiŋyɛŋfiŋyɛn. It's salty.
10. ewim ye hyɛ. It's hot. ('The air is hot.')
11. ewim ye fiŋwini. It's cold.
New words

okom hunger
awo cold, chill
qhuhurq heat, steam
kum to die, be dead, kill
bqere to fatigue, grow weary
dsi sweet; pleasant, agreeable
nwnenq bitter, sour
nkyenq salt
nkyenq nkyenq salty
hyq to burn; hot
nwin cool

3. /mewere qfiri/ is often /miwi qfiri/.

4. Before the Europeans came the Ashanti Empire controlled most of the central and southern part of what is now Ghana. The /Asantehene/ 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 /okyeame/, 'spokesman', who whispered the message to the chief. The spokesman then gave the king's reply to the inquirer.

5. /ankasa/ may be preceded by independent personal pronouns, e.g., /me ankasa/, '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., /mabërc/, 'I'm tired', literally 'I have /become/ fatigued'.

8. Some adjectives occur only after a verb, e.g., /dë/, '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 /āa ye/, 'which is'.

9. /póstofe/ is //posuofese/>. 
Unit 18

Basic Dialogue

-A-

1. Wọye dẹkù àdwùma?
   What's your occupation?

-B-

 kookòò               cocoa, cocoa tree
 qfùo, qfùw (pl. m-)
   farm, field
   do                      to produce, raise, increase

2. Mèdò kookòò qfùo.
   I'm a cocoa farmer.

-A-

 sè                   to be big, be large

3. Wọ qfùo nè sè anàa?
   Is your farm large?

-B-

4. Ààñ, èsè kàkèràà.
   Yes it's not so big.

-A-

 yarèç (yarèç) (pl. n-)
   sickness, disease

5. Wọ qfùo nè kookòò yarèç wo
   Are you troubled by swollen
   mù?
   shoot disease?

-B-

6. Ààñ, kookòò yarèç àkùm nnuà
   Yes, swollen shoot has killed
   nò fá.
   about half my trees.

-A-

7. Entì nnuà àà yarèç wo mú
   What do you do then with the
   nè wọye nè dẹkù?
   infected trees?
-B-

mmará (mmárá) law, rule
twá...gu to cut in various locations
8 Abán mmará kyqré sëë sëë Government regulations say that
sëë yetwá nnuá áá yaréë all infected trees must be cut
wo mú nó ṅyínáa gu. out.

Notes

1. /ëssö kakqráa/, 'It's not so big', literally 'It's big a little'
is a modest way of implying 'It's quite large'.

2. /kookôo yaréë/, '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...wóyë nó dësëë/ is quite emphatic and shows surprise or
other emotion. If emphasis were not desired, dialogue sentence 7
would probably be /Edëkë na wódó nnuá áá yaréë wo mú nó yëë/,
'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., /mëtqë pénsëřë nó
guûyë/, 'I threw the pencils away' or /Mëtqë pénsëřë nó guu póñ
só/, 'I threw the pencils onto the table'.

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Lexical Drill A

1. Mëdò kookōo əfu wɔ Juqasq. I’m a cocoa farmer at Juaso.
2. Mëdò ŋkåtсе afu wɔ Mpraesq. I’m a peanut farmer at Mpraeso.
3. Mé papa ye porisini wɔ Mpraesq. My father is a policeman at Mpraeso.
4. Mé papa dì porøsi wɔ Yendi. My father is in the police at Yendi.
5. Woyɛŋ əŋanstwiw wɔ Yendi. They raise cattle at Yendi.
7. Ye ye abÁn ádwума wɔ Esíremu. We work for the government in Northern Ghana.
8. Ye ye abÁn ádwума wɔ Ìdà. We work for the government at Ada.
10. Otú siká wɔ Obaqisi. He mines gold at Obaqisi.

New words

ŋkåtсе peanut, groundnut
porisini (pl. m- a- fɔɔ) policeman
porisì police
dì to work as, be employed as
yeŋ to breed, nurse, raise animals
nàntwìe (nàntwìe)  
(pl. nàntwìe)  
a head of cattle

ésè rè (sè rè)  
grass

Esìremù  
the grasslands in the north of Ghana

Esìremùfò  
the inhabitants of the grasslands

tù  
to dig, farm, mine

Lexical Drill B

1. Anọmàá nọ sì duá nọ så. The bird is in the tree.

2. Anọmàá nọ ātú ākòsì duá nọ så. The bird has flown into the tree.

3. Anọmàá nọ ātú áfìrì duá nọ så. The bird has flown out of the tree.

4. Anọmàá nọ ātú áfà duá nọ asè. The bird flew under the tree.

5. Anọmàá nọ eetú áfà duá nọ hò. The bird is flying past the tree.

6. Anọmàá nọ ātú twá duá nọ hò áhyìà. The bird flew around the tree.

7. Anọmàá nọ ātú ko duá nọ hò. The bird flew toward the tree.

8. Anọmàá nọ ātú áfìrì duá nọ hò. The bird flew away from the tree.
9. Anɔmā́ nò ṣtu āfà duá
    nò sò.
10. Anɔmā́ nò ṣtu āfà
    nnuág nò ント́m.

The bird flew over the tree.
The bird flew between the
trees.

New words
anɔmā́ (ánɔmā́a) (pl. n-)
tu
nihylá

bird
to fly
meeting, interview, session

Lexical Drill C

1. Ooduá kookóò wɔ náfqom. He is planting cocoa on his
farm.
2. Ooduá kookóò wɔ nnuág
    kẹsẹ́ nọ ẹsẹ
He is planting cocoa under the
tall trees.
3. Ní fie sì nnuág kẹsẹ́
    nọ ẹsẹ.
His house is under the big
trees.
5. Ọnám nsùo nọ họ.
6. Ọnám nsùọándó.

His house is by the river.
He is walking by the river.
He is walking along the river
bank.

7. Ọsań kọo nsùọándó.
He went back to the edge of
the river.
8. Ọsań kọ́̀à mmésmà àà
    ná wágyà nɛ họ nọ.
He went down to get the things
he had left.
9. Ṣọọ̀ sọ̀rọ̀ hó kọfáà
    nneetọa åà ná wágyà
    ně ro nô.
10. Ṣọọ̀ sọ̀rọ̀ kọdáày.

He went up to get his things
that he had left.

I went upstairs and went to
bed.

New words
sâñ, sâne
nsùọañqì
osọ̀rọ̀
to return
edge of water, riverbank,
lakeside
top, upper part; above, over

Pattern Drill A
1. Abarọmàaa åà óòùsa nô
   ye mi ńụq.
The boy who is talking is my
brother.
2. Abarọmàaa åà óòko nô ye
   mi ńụq.
The boy who is going is my
brother.
3. Abarọmàaa åà ópọ̀ra nô
   ye mi ńụq.
The boy who is sweeping is my
brother.
4. Abarọmàaa åà ọtọ hà nô
   ye mi ńụq.
The boy who is sitting there
is my brother.
5. Abarọmàaa åà ópọ̀ra nô ye
   mi ńụq.
The boy who sweeps is my
brother.
6. Abarọmàaa åà óko nô ye
   mi ńụq.
The boy who goes is my
brother.
7. Abarọmàaa åà óbíṣa nô
   ye mi ńụq.
The boy who asks is my
brother.
8. Abarəməa' āā oṭənāā hō
   nō ye mi ūṇq. The boy who sat there is my
   brother.
9. Abarəməa' āā opēraā nō
   ye mi ūṇq. The boy who swept is my
   brother.
10. Abarəməa' āā ókāsāy nō
    ye mi ūṇq. The boy who talked is my
    brother.
11. Abarəməa' āā obisāy nō
    ye mi ūṇq. The boy who asked is my
    brother.
12. Abarəməa' āā obaāy nō ye
    mi ūṇq. The boy who came is my
    brother.
13. Abarəməa' āā oṭōoy nō ye
    mi ūṇq. The boy who bought it is my
    brother.

Pattern Drill B

1. Abarəməa' āā ōŋkása
   nō ye mi ūṇq. The boy who isn't talking is
   my brother.
2. Abarəməa' āā ōŋko nō
   ye mi ūṇq. The boy who isn't going is my
   brother.
3. Abarəməa' āā ōmpēra nō
   ye mi ūṇq. The boy who isn't sweeping is
   my brother.
4. Abarəməa' āā ōntē hā nō
   ye mi ūṇq. The boy who isn't sitting
   here is my brother.
5. Abarəməa' āā ōmpēra nō
   ye mi ūṇq. The boy who doesn't sweep is
   my brother.
6. Abarəməa' āā ōŋko nō ye
   mi ūṇq. The boy who doesn't go is
   my brother.
7. Abarəmā'á åà əmmisa nö ye mi Ṉuq. The boy who doesn't ask is my brother.
8. Abarəmā'á åà ōntə há nö ye mi Ṉuq. The boy who doesn't sit here is my brother.
9. Abarəmā'á åà wāmpēra nö ye mi Ṉuq. The boy who didn't sweep is my brother.
10. Abarəmā'á åà wāŋkəsa nö ye mi Ṉuq. The boy who didn't talk is my brother.
11. Abarəmā'á åà wəmmisa nö ye mi Ṉuq. The boy who didn't ask is my brother.
12. Abarəmā'á åà wammə nö ye mi Ṉuq. The boy who didn't come is my brother.
13. Abarəmā'á åà wəntə nö ye mi Ṉuq. The boy who didn't buy it is my brother.

New word
abarəmā' (pl. m-) boy, lad

Lexical Drill D

1. Abān əhyəhye mmāra foforo p11. The government has passed many new laws.
2. Abān əhyəhye mə sukuufō əbə Amérəkə. The government has arranged for students to come to America.
3. Wabə mə sukuufō əbə Amérəkə. He has helped students come to America.
4. Wabọ̀a mẹ́ mẹ́ máhyéhyé
   mẹ́ bæsẹ́kẹ́rẹ́.

5. Wóbetúmí əbɔ̀a mẹ́ mẹ́
   máhyéhyé mẹ́ bæsẹ́kẹ́rẹ́.

6. Wóbetúmí əbɔ̀a mẹ́ mẹ́
   máhwehwé ọ́Nkúruma
   ọ́Avẹ̀nu?

7. Mẹ̀lẹ̀ Nkúruma ọ́Avẹ̀nu.

8. Mẹ̀lẹ̀ ọ́Kèmbére ọ́Avẹ̀nu
   nè ọ́Pẹ̀gẹ̀n ọ́Róòdó
   ọ́kwantá.

9. Márkọ̀la nómà wàń sì
   Kèmbéle ọ́Avẹ̀nu nè
   Pẹ̀gẹ̀n Róòdó ọ́kwantá.

10. Márkọ̀la nómà wàń dì
    Mmàra Súkuu só.

New words
    bæsẹ́kẹ́rẹ́
    dì...só

He has helped me repair my bicycle.
Can you help me fix my bicycle?
Can you help me find Nkrumah Avenue?
I live on Nkrumah Avenue.
I live at Kimberly Avenue and Pagan Road.
Markola Number One is at the corner of Kimberly Avenue and Pagan Road.
Markola Number One is next to the Law School.

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. /abaremaa/ is //abarimaa//.

7. /Nkuruma Avenu/ is //Nkrumah Avenue//.
   /Kembe're/ or /Kembelefoodo/ is //Kimberly Road//.
   /Pegan Rodo/ is //Pagan Road//.
Unit 19

Basic Dialogue

-A-
1 Wúgyi dí sè'è osú béto enné? Do you think it will rain today?
   anãa?

-B-
2 Dṣąbí, mïñnyí mni sè'è osú No, I don't believe it will rain today.
   béto.
3 Wóoko bąbì anãa? Are you going somewhere?

   -A-
   fótbɔ̱ol soccer
4 Ańń, mèpe sè'è mèkɔhwé Yes, I want to go to a soccer game.
   fótbɔ̱ol.

   -B-
   bòól ball
5 Hwànnɔm na èbbó bòól enné? Which teams are playing today?
   -A-
   kotoko brave companions, able
   teammates
6 Kotoko nɔ Gerét Ashántɛs. The Kotokos and the Great Ashantis.
   -B-
7 Se nsúo t(ɔ) åà, wóbye What will you do if it rains?
   dɛŋɔ?
8 Se nsuo t(s) aâ, metənâ fie If it rains, I'll stay home makənkən mē hōmâ. and read.

Notes

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

Pattern Drill A

1. Wûgyî di sê' ñôba? Do you think he is coming?
2. Wûgyî di sê' ñoko? Do you think he is going?
3. Wûnim ñabaręmâ aâ ñoko nô? Do you know the man who is going?
4. Wûnim bəsəbí aâ ñoção? Do you know where he is?
5. Mînmîm bəsəbí aâ ñoção. I don't know where he is.
6. Mînmîm ña ɔçye. I don't know what he is doing.
7. Kohwê ña ɔçye. Go see what he is doing.
8. Kohwê sê' nsuo ëte. Go see if it is raining.
9. Bisa nô sê' nsuo ëte. Ask him if it is raining.
10. Bisa nô sê' Kotoko ëtebo enné. Ask him if the Kotokos are playing today.
Question and Answer Drill A

1. Tiím bëñ na wëpè wọŋ àsëm?  
   Mëpe Kotoko àsëm.  
   What is your favorite team?  
   I like the Kotokos.

2. Wëgye nña okàayı nọ dí?  
   Daqbi, màññyó nña  
   okàayı nọ ãnni.  
   Do you believe what he said?  
   No, I didn't believe what he said.

3. Se osú t(ɔ) āà,  
   wọbëye dëññi  
   Se osú t(ɔ) āà,  
   méènkó.  
   What will you do if it rains?  
   If it rains, I'm not going to go.

4. Mmarémà nö mú nña ọwọ  
   hón na oohwèhè wọ  
   Barémà àà oohye  
   ataadè ntìntum nö  
   na oohwèhè wọ.  
   Which one of the men is looking for me?  
   The man wearing the blue trousers is looking for you.

5. Òbàa bëñ na òoso ẹgyà nö?  
   Mìnnìm òbàa nö, āà  
   òoso ẹgyà nö.  
   Who is that woman carrying firewood?  
   I don't know that woman who is carrying the firewood.

6. Chè na kúruwa āà mé  
   màamë dë màa më nö  
   wọ?  
   Kúruwa āà wọ màamë  
   dë màa wọ nö abó.  
   Where is the cup that my mother gave me?  
   The cup that your mother gave you got broken.
7. Hwān na ofāa ṣhōmā àà ẹdá ọpọ̀n nọ ọ̀pọ̀? Who took the book that was lying on the table?
Ọsọ̀fọ̀ nọ fāa ṣhōmā àà ẹdá ọpọ̀n nọ sọ̀?
The preacher took the book that was lying on the table.

8. Abarẹmáà bèn na wọ nè nọ kasa? Who was that boy you were talking to?
Abarẹmáà nọ yẹ mì sukuúfúo nọ m̀ baakọ. That boy is one of my students.

9. Akooflíá àà n(a) esi mfénsérè yè nọ wọ nे? Where is the chair that was under the window?
Yètonn akooflíá nọ méa ọbàa àà ọbàa éhá nnéra.
That chair was sold to a woman who came yesterday.

10. Mfénsérè nọ kyèrè Which direction does the window face?
èhè?
Mfénsérè nọ kyèrè abontéè. The window faces the street.

New words
tiím team
cọsọ̀fọ̀ (pl. a-) preacher, minister, priest
Question and Answer Drill B

1. Wôwô tuntun na anâa fîtaaf.
   Môwô kokô o nkôa.
   Do you have either a black one or a white one?
   I have only red ones.

2. Hwân na ooko kîro kêsê mû?
   Yeô mû baakô eekô kîro kêsê mû.
   Who is going into the city?
   Either he or I am going into the city.

3. Hwân na okaôay sêê ommâra?
   Kofî ne Âmâ mû baakô na enkaôay sêê ommâra.
   Who asked him to come?
   Neither Kofi nor Amma asked him to come.

4. Edêân ntî na wôkôo hô?
   Môkô o hô kôhânê dâô.
   Why did you go there?
   I went there to rent a room.

5. Wûhû barëmâ aâ na wôphwèhwe nô?
   Mônhû barëmâ aâ na meehwèhwe nô.
   Did you find the man you were looking for?
   I couldn't find the man I was looking for.

6. Wôgûya neêmâ aâ odê baaye nô.
   Mêgûya neêmâ aâ odê baaye nô bî.
   Did you accept the things he brought?
   I accepted some of the things he brought.
7. Wò dàñ nò wo sòròq anàa fàñì?
   Më dàñ nò wo sòròq hò etìri hò.
Is your room upstairs or downstairs?
My room is upstairs at the end of the hall.

   rêkosie.
What are you going to do with the wood they cut up?
I’m going to save the firewood that they cut up.

Dɔäbì, Kwàkù na eykyèììsì nò sëñëà yshyè kàà asè.
Did you explain to him how to start the car?
No, but Kwaku explained to him how to start the car.

10. Wàhìyì ñkJørɔfɔo ìì òtè Have you met the people who
    ëñìì, màyìì ñkJørɔfɔo ìì òtè ëñìì baakò
    nò m(ù).
    live next door?
    Yes, I have met the neighbors.

New words
hàñè, hàè to rent, hire
siè to save, keep
kyèrè...asè to explain, show
ñkJørɔfɔo neighbors
Lexical Drill B

1. Eëbià nsúó bèŋo ansà na yasàà ábà. It will probably rain before we get back.
2. Eëbià nsúó bèŋo màkyì. It will probably rain while I'm out.
3. Wòkò màkyì. They fought during my absence.
4. Wòkò wo bèpo nò sò. They fought a battle on the hilltop.
5. Osií đànj wo bèpo nò sò. He built a house on top of the hill.
6. Osií đànj wo bèpo nò asè. He built a house at the foot of the mountain.
7. Ašubùrà da bèpo nò asè. There's a well at the bottom of the mountain.
8. Ašubùrà da ođàŋ nò ñkyèŋ. There's a well on the other side of the house.
9. Obí rètvèŋ wò wo ođàŋ nò ñkyèŋ. There's someone waiting for you on the other side of the house.
10. Ebìnòm rètvèŋ wò wo ođàŋ nò ñkyèŋ. Some of the people are waiting for you on the other side of the house.
11. Nkorofo bi rètvèŋ wò wo ođàŋ nò ñkyèŋ. There are some people waiting for you on the other side of the house.
Lexical Drill C

1. Òmãa mě nantè yìye. He bade me farewell.
2. Òmãa mě phómã bì áà He gave me a book about Ghana.
   efa Ghana hò.
3. Mě nsá ákà phómã bì I have received a book about
4. Mě nsá ákà sîká áà I have received the money
   ohêngê nò dê mânêè which the chief sent me.
   më nò.
5. Obí ìwìa sîká áà Someone has stolen the money
   ohêngê nò dê mânêè which the chief sent me.
   më nò.
6. Obí ìwìa sîká áà mě Someone has stolen all the
   nsá kàâys nò. money that I received.
   Òyînàa.
7. Masèè sîká áà mě nsá I have used up all the money
   kàâys nò Òyînàa. that I received.
8. Masèè mě pënsèrê áà I have used up my last pencil.
   ákà nò.
9. Wafá mě pënsèrê áà He has taken my last pencil.
    ákà nò.
10. Wafá saá kwâñ yì sò He has used this road before.
    da.
New words

kə to touch, come in contact with, come to, reach
mánə, mánə to send, receive
ŵlə to steal
sə to spend, use up; damage, ruin

Lexical Drill D

1. Mētuə wə pɔŋ bəakə I will pay you one point to
    mə wəpərə dən mə
    hə. to clean this room.

2. Pɔŋ bəakə suə mə mə One pound is not enough for me
    sət məpərə dən mə to clean this room.
    hə.

3. Pɔŋ bəakə suə mə One pound isn't enough for a
    atəaadə fəfəroq. new suit.

4. Saə ntəmə yi yə mə This material is suitable for
    atəaadə fəfəroq. a new dress.

5. Saə ntəmə yi nə mə This material goes well with
    kə yə nə eeko. my hat.

6. Mə təə yi nə maatəaadə This tie of mine goes well with
    fəfəroq nə nə eeko. my new suit.

7. Mə təə yi nə maatəaadə This tie of mine and my new
    fəfəroq nə firi suit are from Europe.
    Āburokyiri.
8. *Mawọfọọnm firi*  
    *Aburokyíri.*  
  My parents are from Europe.

9. *Mawọfọọnm firi*  
    *Aburokyíri àbà.*  
  My parents are back from Europe.

10. *Ọdẹ ńkọrá firi*  
    *Aburokyíri àbà.*  
  He brought a message from Europe.

New word

  *suq*  
  to be little, few, insufficient
Unit 20

Basic Dialogue

-A-

kyi

1 Owúrà Mensah, mēdē mī ŋu
yī ribekyía wó. Mr. Mensah, I want to present my brother to you.

-B-

2 Yeke re wó sēn? What's your name?

-C-

3 Yeke re mē Kwaku Bonsù. My name is Kwaku Bonsu.

-B-


-C-


-B-

6 Wúním owúrà Kwabną Antwi? Do you know Kwabena Antwi?
Ötō kookó wó Kumásq. He is a cocoa buyer at Kumasi.

-C-

7 Àkk, mën nō. Ötō kookó Yes, I know him. He buys cocoa firi mē papa kuye. from my father.
-B-
8  Dá bén na wóbesãní àkò
   Kumásì?

-C-
9  Òkyéna anópá.
   Tomorrow morning.

-B-
10 Nanté yíyé.
   Goodbye. Have a good trip.
   Farewell.

-C-
11 Yàqà owúrà.
   Yes sir.

Notes
1. /Nanté yíyé/, 'Farewell', is used when someone is going on a trip. /Makéra wó/, 'Goodbye', 'I'm taking leave of you' is used when you expect to see the person again fairly soon.

Pattern Drill A

1. Mëpaw kyéw, mà mě
   mfàw ꟏kyére opanýin yí.
   Please let me introduce you to this man.

2. Mëpaw kyéw, mě
   mëñkyéreå nga ewo.
   Please let me show you where it is.

3. Mëpaw kyéw, fa nkwán
   má mě nó.
   Please pass me the soup.

4. Mëpaw kyéw, mà mě
   fufúo nó bi.
   Please let me have some of the fufu.

5. Mëpaw kyéw, kyére mě
   nga ewó.
   Please show me where it is.
6. Mepaw kyéw, ká kyére
   nő sé él ẹnko.
   Please tell him to leave.

7. Mepaw kyéw, ká kyére
   nő sé él mëwo há.
   Please tell him I am here.

8. Mepaw kyéw, kótó
   nùusqèpépa më më.
   Please go buy me a newspaper.

9. Mepaw kyéw, twen më
   wo há.
   Please wait for me here.

10. Mepaw kyéw, befa më
    mnónwòtwé.
    Please come for me at eight o'clock.

New words

opañyiĩ (pl. m-fqø)
adult, grown person

nùusqèpépa
newspaper

Lexical Drill A

1. Yétyó akwadaá nő
díñ Asamá.
   We named the baby Asamoa.

2. Yétyó pón nő mú ansá
   na yskoo ye.
   We locked the door before we left.

3. Wansá ammá ansá na
   yskoo ye.
   He didn't come back before we left.

4. Wansá ammá kópèm
   mnón mmiensá né rà.
   He didn't come back until three thirty.

5. Mafñiĩyá kwáñ mañyé
    kópèm mnón mmiensá
    né rà.
    I didn't get a chance to do it until three thirty.
6. Māññya kwā nh mankogyê
visà médë bëko
Ghanâ nô.

7. Ese sêõ mëkogyê visâ
médë bëko Ghanâ nô.

8. Ese sêõ mëkogyê
mataâdë ñâ ewo
tëëla hô nô.

9. Wûbenyâ kwâ akogyê
mataâdë ñâ ewo
tëëla hô nô?

10. Wûbenyâ kwâ abôâ
më mä mahyêhyê më
nnësmâ?

I didn't get a chance to go
get a visa for Ghana.

I have to go get a visa for
Ghana.

I've got to go get my suit
which is at the tailor's.

Will you have time to go
get my suit which is at
the tailor's?

Will you have time to help
me pack?

New words
kopêm
visâ
tëëla

until, as far as
visa
tailor

Question and Answer Drill A

1. Šën na wôgyê di sêâ
ôbêgyô?
Mëgyê di sêâ pôn
nnàn bëso nani.

How much do you think she
will charge?

I think that she will be
pleased with four pounds.
('I take use that four
pounds will catch her eye.')

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2. Mmqárára yí dëe, wòdë wɔŋ bëko?
Mmqárára yí dëe, wɔŋ nè wɔŋ maaamé na ebëko.

What about the children, are they going?
As for the children, they will go with their mother.

3. Mèrë oòdò sën na wùnim nò?
Mínim nò firì më mmmqáráase.

How long have you known him?
I have known him since I was a child.

4. Pøŋkó bèn na wòbetò ñkylá wɔ nò sò?
Mètò ñkylá wɔ pøŋkó àà ogyína mìnìmìnì nò.

Which horse are you going to bet on?
I’m going to bet on the horse in the middle.

5. Sìká sën na wùnyaà ye wɔ réssè(ŋ)?
Mìnyaà pòn mpëm nnè.

How much money did you win at the races?
I won a thousand pounds today.

6. Sìká sën na wòsèe wɔ réssè(ŋ)?
Mèssè mí sìká mëwò ñyínàà.

How much did you lose at the races?
I lost all the money I had.

7. Dà bèn na wòn nò warëyë.

When did they get married?

They got married this morning.
8. Wón nô fỳqâ akỳɛ̀ɗe bî? Did they receive any gifts?
Wón nô fỳqâ akỳɛ̀ɗe

pl.

9. Edɛ̀ŋ na wòdɛ̀ hỳye wɔŋ? What did you give them?
Mëkye wɔŋ mòrɛtɛ.

10. Edɛ̀ŋ na wɔ̀pɛ̀ së̀ɛ̀ mëdɛ̀
kyɛ̀w?
Mëpe së̀ wòkysë më
wɔ̀ fòtqi.

I want you to give me your picture.

New words
so to drip; kindle; try; seal
so ənî to please, satisfy
dòdò how many, how much
mùnìmùnì in the middle of
résèṣ(ə) races
warə to marry, get married
akyɛ̀ɗe (akyɛ̀ɗe) (pl. ñ-) gift
pỳrɛ̀tq (pl. m-) plate, dish
fòtqi (pl. m-) photograph

Lexical Drill B

1. Òkɔ ʄùwùm âkòduq He's gone to the farm to
  ʄùwùm. plant corn.

2. Òkwëhwe bəbɔ̀ ətənà He's gone to look for a place
to live.

3. Mëpe bəbɔ̀ ətənà. I'm looking for a place to live.
4. Mëpe obi më odë më
   áko eëimuhyn
   gynàbëa.

5. Ehìà obi më odë më
   áko eëimuhyn
   gynàbëa.

6. Ehìà siká àà mëde
   bëto aðuànë.

7. Obílàà siká àà odë
   bëto aðuànë.

8. Obílàà më sëë métûmì
     ábësëraà nö.

9. Wùnùm sëë métûmì
     akosëra nö?

10. Wùnùm sëngà yëbéye
     nay(s) aðu nö?

New word

qùrû (abùrò)
corn, maize

Pattern Drill B

1. Ogyìna kàà esì duà
   nö hë.

2. Nsùò nö sì kàà esì duà
   nö hë.

3. Nsùò nö sì opùnö nö só
   wo mënsëre nö ase.

He is standing by the car
next to the tree.
The bucket of water is by the
car near the tree.
The bucket of water is sitting
on the table under the window.
4. Nhö̂mä̀ ə̀ gə̀ yaɓoa anò gí
   çoisò no só wo
   mfènsérè no asè.

5. Nhö̂mä̀ ə̀ gə̀ yaɓoa anò gí
   adàkà mú si ə̀ kòŋnwà
   no só.

6. Safòwà no da adàkà mú
   si ə̀ kòŋnwà no só.

7. Safòwà no da opònànim
   wo fàm hò.

8. Ṁígyàa no opònànim wo
   fàm hò.

9. Ṁígyàa no opònò no só
   wo nhö̂mà só.

10. Ṁígyì dí së̀ e da opònò
    no só wo nhö̂mà só.

New words

oponànim  front of a door, (door's face)

Pattern Drill C

1. Mëdè kàa hò nnè́emà
   mänèé nnèra.
   I sent him the automobile
   parts yesterday.

2. Mëdè kàa hò nnè́emà
   fofoùro no sì̀sì̀eè
   më kàa nò.
   I repaired my car with the
   new parts.
3. Mēdq nē pēn nō
kyeśew mī dīn.
I wrote my name with his pen.

4. Mēdq nō kohū dōkēta
nō.
I took him to see the doctor.

5. Mēdq nō koo māa
okosiesieè mē kāa
nō.
I sent him to fix my car.

6. Mēdq sēkān sīnṣiñ
mē pēnsērə anō.
I sharpened my pencil with a knife.

7. Mēdq pēnsērə too adākā
nō sō.
I put the pencil on the box.

8. Mēdq nō bēq qdwōma.
I brought him to work with me.

9. Mēdq natāádēt komāa
wahyṣmān.
I sent his clothes to the laundryman.

10. Mēdq nāsēm nō akōto
spaŋyīn nō qīn̄m.
I have presented his case to the boss.

New words
sīnṣiñ to cut, carve, sharpen, peel
wahyṣmān washerman, launderer

2. /dēt/, '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. /dōdq/ is usually // dodow//.
4. When two locations are specified for an object, usually /âà/ precedes the second location; but as shown in Pattern Drill B, it is possible to omit the /âà/. For example, in sentence 1 /âà/ may occur between /kâà/ and /esê/. Compare Unit 15, note 7.

5. /sê/, means 'to be in a vertical position'. If water is to /sê/, 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., /ɛdá/, 'day', is alphabetized under 'd'.

áá (sɛ)... áá
which, that, what, where
if, when, whenever
to come, arrive
Come (imperative)
bring
child, young one
to open
woman, female
son, male child
a place, somewhere
one
the second one, the other one
bag, sach, briefcase
a large or strong building, the government
to work for the government, be a civil servant
cassava
man, male
shoulder
servant girl, maid
girl
yam
to come for, to come to do
will, shall, future time
approximately
the total is
place; manner
what, which, what kind of
to be near, approaching
Tuesday
bënkum (bënkum)  left, left side
bëpo  mountain, hilltop
cidë  to bring something to a person
cidë  to fatigue, grow weary or tired
cidë  time
  when, time that
  bërë (pl. m-)  soft, slow, mild
  mmër(e) àà  soft, tender
  bërëëo, bërëëw  a, an, some, any
  bètëë  someone, anyone
  bë  perhaps, maybe
  obi  every, each
  éèbià  everyone
  biara  again
  obiara  something, anything;
  ebio  nothing (in negative sentence)
  biribi  blue
  bëruù  to ask, question
  bisá  to hit, strike, set in motion
  bo  come in contact with; break,
  bo... pánëë  destroy, shoot; tie, tie up
tie on
to give a shot of medicine
  sbójö  price; store, pit, seed
toa  to group or be grouped together
  boa  in a bunch or group
to be distributed in groups
toa  to help, aid, assist
toa  to lie, tell a lie
  boa  bundle, package
  boa  helper, assistant
  boàa  child
  bobafo (pl. a-)  bucket
  abafara (pl. m-)  soft, tender, cheap
  bókëtë  ball
  bokoo
  bóól

203
atodem
abonkô (bonkô) (pl. m-)
abondèn (pl. m-)
bôrođe
bôrođó
Bôrofô
Bôrofôkâ
bôôsq
bôôsqyinabęa
bôôsqtâpô
bu
bue
buëku, buëkuü
aburô (aburô)
Aburokyirî
Oburoni (pl. Abôrofô)

da
da asę
dêda
êda (pl. n-)
dáa
dâbi, dâbi
adâka
adâmfo (adómfo) (pl. n-nôm)
êdâñ (dâñ) (pl. n-na-)
dê, dêe

dêe

dê
adedê (dêe) (pl. nneâma)
stew
shrimps
street; outdoors, outside
plantain, European yam
bread
English, European language
English language, spoken English
bus
bus station, bus stop
bus stop
to bend, curve; break, break off;
decide, judge
to spread, open, flatten out
book
corn, maize
Europe, America
a European
to sleep, lie, rest, be in a
prone position
to lie down; thank
to lie about
day
always
no, not, never
box, case, trunk, suitcase
friend
building, house, room
to have, possess; be, be in a
state of; keep on, continue;
cause, make; take, require
concerning, as to, with reference
to
sweet
thing
Basic Course

càdi

da

dàdàw

dàdàw

eàn

eàn = èdèè bàn

dàdàsà

dì

dìsì

dì asà

dàl

dàdès

dàdàdàdàdì

dàdàdì

dàdàsà, dàdàsò

dànèn

edèn

dàdù

dàdù

dùkàta

dènò (nò) (pl. n-)
dònhwèréfà

dònhwàrèw (pl. n-)
dàwànò (pl. n-)
dù, durù

edù

dùsù (nunà)

dàwòkòrò

dàwòinished

dàwòunù

dàwòunùm

dàwòasà

dàwòsòsà

dàwòsòsà

dàwòsòsà

yam

he who, he whose, that which, where

already

old, ancient

what, how

learning, study, education
to eat, employ, use, spend
to eat
to agree on a price,
strike a bargain

out, outside, outdoors

use, enjoyment, benefit

the enjoyment of eating

eating, to eat

the yard around a house; outside,
outdoors

hard, difficult, expensive

name; reputation, fame

how many, how much

doctor, physician

bell

half-hour

hour

food
to descend, arrive

ten

tree, stick, wood

ninety

forty

twenty

fifty

thirty

sixty

205
a question marker
yes
to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning
to be hoarse
earth, soil, dirt
half, piece, other side, other part
ground, floor, bottom; below
French
wall
pretty, nice, beautiful
year
now
to be about to
window
to mix
to call, name; telephone
fi, firì

fi... asè
ofìe
Fìèda
mfinìmfinì
fità
fitaa
fitàè
fo
foforò
mfonì
fotbòol
fòto (pl. m-)
fuà
fuà'
fufùo
fùfuò
afùo, (fuò) (pl. m-)
fura

to be from, from, to leave, leave from
to begin, start
house, home
Friday
in the middle of
to fan a fire
white, clear
bellows, woven fan
cheap, plenty, plentiful
new, another
picture
soccer
photograph
to hold, seize
single, one
fufu, a Bnanaian food
white
farm, field
to wear or put Bnanaian dress

agòò

Is anybody there?
Quiet please. (said to a group)
Let me pass.

ngò
gorò, goru
agòròbea
gu

gugu
oguan (pl. n-)
guàsqò
gùguàsqòkwàñ

palm oil, cooking oil
to play
place to play, playground
to pour; scatter, be located in groups, be scattered
to be scattered about
sheep
market, market place
market road, the road to the market
gya

gya (ágya) (pl. -nóm)
egya (gya)
ogyà
gyà
gya di

gyina

gyinagyina
gyinabèa
ahà
shà (pl. e-nóm)
cha
ahabàmmònò
ahabàñ (pl. ñ-)
haè
ahè
shè (pl. e-nóm)
shèfà

hèlo
ahèmèfie

ehèna (pl. -nóm)
ehènè (hènè) (pl. a-nóm)
ehènèfie
hìà

ehò (pl. e-nóm)
ehò

ahèdèè

ahèòò (pl. a-)
ìhòmà (hòmà) (pl. ìgòmà)
ìhòmàkyerèw

to leave, quit, forsake; send away, accompany
father
firewood
fire
to take, receive, accept; take internally; charge a price
to believe
to stop, stand, rest, come to
a standing on, upright position
to stand about
stopping place, station, harbor
weariness; an afternoon greeting
here; this
hundred
green
leaf, foliage
to rent, hire
how much, how many, how long
where
where
hello
palace, king's house, chief's house
who, whom, whose
king, chief
king's house than palace
to distress, trouble, need, require
there; that; from
the whole body; exterior; at, by, near
strength
stranger, foreigner, guest
skin, hide; leather, book, letter
letter writing, to write letters
họró, họhọró
hũ, hũnũ
ahúhuró

to wash, launder
to see
hot

dàwè

to look at; look after; consider; know
to fall, tumble, beat
to fall down
something, anything
caretaker, supervisor
to search for, look for; want, desire
to consume, use up, pass time
to pour out of
to shine, polish
to insert, put in; put on, wear
to fill up
to burn, be on fire; be hot (wave)
to arrange, adjust; fit out, equip
to blow a musical instrument
boat, ship
bright, brilliant
to penetrate, get through, shine
to meet, assemble; agree, be in accord
meeting, conference, assembly
assembly hall, conference room
shoe, pair of shoes

ka
gà

to remain, be left
to speak, say, talk
to tell, give information to
to talk about, discuss

kà kyẹrè
kà... hó aṣém
kã

eká (pl. η-)
kaá
kaa
kaaaka

kãn
    kenhkán
kanéa
kapere
kasa
ankasa
nkate
akenhkán
këra

këra
nkëra (nkëra)
nkërabéa
okörabmán (pl. a-)
këraataa (pl. n-)
keset (pl. a-)
okëteke (pl. η-)
këtewa (pl. η-)
    këtwaa
ko
dë... ko
    ko só

ko

kó

nkóoa
akóko (pl. η-)
koko

kookóo (kóókoó)

to touch, come in contact with, come to, reach, receive
debt, something which is lacking
ring, bracelet
car, automobile
automobile driving, to drive a car
to count, read
to read, count
light, light fixture
penny
to talk
self
peanut, groundnut
reading, to read
to leave, take leave of, say goodbye
soul
message
fate, destiny, manner of death
dog
paper, sheet of paper, letter
by, large; great, grand
hyena; locomotive, train
small, little
    very small
to go, go away, go to do
to send away, cause to go
to keep on, continue
one
to fight
only, just
chicken
red, orange, reddish brown, purple
cocoa
okóm
akókoseràdèé
àkóñìíà (pl. ñ-)
akóntà
akóntàà
kopém
kóra
kóra
kóraà
kóro
èkóronìí
èkóroñ
kósi
kóòtu
kóta
kótoko
kótoku (pl. ñ-)
kóman
okúnu (kùnu) (pl. -nòm)
ákura (pl. n-)
ákuraà
okúrañíà (pl. ñ-fòò)
kúro
kúru
ekúruwà
ákutú
ákutúdèé
akwadaà (pl. ñ-)
ákwañú
èkwañ
èkwañ (pl. a-)
hunger
yellow, light tan
chair, stool
brother-in-law
arithmetic, reckoning, accounting
until, as far as
to save, hide, conceal, keep
cowife
collabash
one
neighbors
nine
until, up to
coat
quart
brave companions; able teammates
pocket, bag
to kill, execute; cause to
husband, sister's husband
mouse
village, country town
villager
town, city, village
to thatch, build a thatch roof
a sore
cup, pitcher
orange
eating of oranges, to eat
oranges, orange-eating
baby, infant
banana
soup
road, path; way, method; opportunity
okwãnsiŋ (pl. a-)
ŋkwanta
kwãsieda

kye
akyè

okyègì (pl. a-)
akyèdè (akyèdè) (pl. n-)
kyere
ñkyere
okyèna
ñkyènè
ñkyènèñkyènè
tyèrè

kyere asè
tyèrè kyere
okyèrèkyérfò (pl. a-)
tyèrèw
akyèrèw
kyerêwpoñ
tkyèw
kyià

akyì, akyìri

kysôku, kysôkò

cèlè, cèyèrè
lètt
lorè

mile
crossroad, junction, a Y Sunday
to last, ending; divide, separate, share
a becoming clear or visible, a coming-
a chief's spokesman, interpreter
to surpass, pass excel; more than, than
side; from, apart, by, near
tomorrow
salt
salty
to show, exhibit, point out; advise
to translate; show, explain
to teach, instruct
teacher
to write
writing, to write
desk, writing table
hat, cap
to greet, shake hands, welcome;
bet, wager
the back rear; back, behind; late
chalk

oil
letter
truck, lorry, bus, car
mā

cmā

hye... mā

māmē (pl. -nqm)

omān (pl. a-)

mānē

amannē (mannē)

mmārā

mē, mū, m-

amēe

Mēmenēda

menētē, mērētē (pl. m-)

mmēre

mmienū

mmiensā

mō, mū, m-

mmofāraasē

mūmō

mōmō

mōmā

mōmā

amōnō, omōnō

emū, mū, mū, -m

emū (pl. a-)

to give, present; let, cause;
for, on behalf of
full

to fill up

mother

nation, people
to send

message, mission

law, rule

I, me, my

Come in.

Speak, we are listening

Saturday

minute
cheap
two

three

you, your (pl.)

childhood

rather

agreement, contract
to dedicate

forrid

fresh, green, unripe, new

in, inside

whole, entirety

n-, m-, n, ṇ

ānā, ānē, ēē

na

nā

anāa

not

yes

and, but; emphasis marker

used to, was formerly in the
state of

or, a question marker
anaqwo
ena
risuomnam
enañ
ennañ
anansè
nnansà
anansesemkà
nantè
nantwie (nantwie) (pl. a-)
nnawòtwè
nè
né
ónè = onò né
nè, ní, n-
nné, ennè
nèa
nnèra, nnòra
nní
àní
nífà (nífà)
ním
àním
onìpa (pl. n-)
ànò
onò, e-, ò-
onò, nò, ò-, ò-
nòà
nòm
anòmàà (ànòmàà) (pl. n-)
anopà
anopàduànè

night
meat, flesh
fish
foot, leg
four
spider
three days
traditional story, 'fairy tale'
to walk, go on foot
a head of cattle
a week
to be, to consist of
and, with
his, hers, its
today
he who, that which, he whose,
where
yesterday
negative of di and wo
eye; color
right, right side
to know, understand
face, countenance, front;
before, in front of
person, individual
mouth; edge, brim; beginning
it, they, them
he, she, it, they, him, her,
them; when
to boil, to cook by boiling
to drink
bird
morning, in the morning
breakfast
nti
  ṣdë̀n nti
oñú (nqu) (pl. ñ-nõm)
oñuába (nquába) (pl. ñnquammáa)
oñuábaréma (nquabaréma)
  (pl. ñnquammáréma)
enôm

fìyà
  fìyà plus another verb
  se fìyà ...àà
  fìyà kwàni
nyàn
fìyìnàa

oo
  an emphasis marker

pa
pa
  mëpaw kyèw
pá, pápa
  pápaapa, pàpapapa
mpá
mpáboá (mpáboà)
páanèt (pl. m-)
pánàno
opànyìn
papa
papá (pápa) (pl. -nõm)

therefore, because
why
brother, sister, sibling
sister
brother, male sibling
five
to get, acquire, receive, obtain
'not yet
as soon as
to have an opportunity
to wear
all
to pass by, more along
to take off, skim, scrape off;
beg, beseech
please
good, much
  very good
bed, couch, mattress
shoe, pair of shoes
needle
bread
adult, old person, person of
  rank; old, aged
a woven palm, leaf fan
father
pɛ

pɛ́

pɛɛ
apɛm (pl. m-)
pɛn (pɛn)
pɔn (pl. m-)

pɛnsɛre
pepa
peɾə́
peɾəq
peɾɛte (pl. m-)
ampesie
petɛro o domic
p11
pirá
ɛpɔ́ (pl. m-)
ɛpɔ́
cmpɔnɔ́, ɛmpɔnɔ́
pɔn
pɔn

opɔn (pl. a-)
opɔnkɔ́ (pɔŋko) (pl. mponkɔ́)
opɔnɔ́ (pɔŋɔ́) (pl. m-)
pɔrosi
pɔrosin (pl. m- fɔ or a-fɔ)
pɔsuɔfɛsɛ

re-, ri-
resɛs(e)
rɔɔdo
ɛɛrpoɔrt
to like, be fond of, want, seek, provide, try to get
exactly, only, precisely, thoroughly
near, close to
thousand
pen
once, one time, ever, before, time, occasion
pencil
paper
to sweep
brown
plate, dish
Ampesi, a Ghanaian food
filling station, petrol dump
much, many
to injure, be injured
joint, bump, knob
ocean, sea
seaside, seashore
pound sterling
to go away, cease, stop; disjoin, separate
door, gate; table, desk
horse
table, desk
police
policeman
post office

progressive action, with act of
races
road
airport

216
sa
sa
să
sa, saá
nsă
nsă
ansă
    ansă na
osáfô (pl. a-)
sáfôwá, sáfê (pl. n-)
săminâ (săminâ)
săm
    săm ákò
    săm ābă
osâni (pl. asáfô)
nsânöm
së
së
    esë së
së
së
    së ... anâa
asë, asëë
ségârëtë, ségârëte
osékâm (sekâm) (pl. a-)
asém (asém) (pl. n-)
té ... asém
sëmpoá
së¥
së¥
sërâ
sërâ
to heal, cure
to dance; dip
to lie along
so, thus, in that manner
hand
palm wine, alcoholic beverage
first, at first, meanwhile
be before (in time)
dancer
key
soap
to return, send back
to return
personally
warrior
drinking, wine-drinking
to day, tell, speak about
if, when, whenever; thus, so;
in order that, in order to
   it is necessary, one must
to use up, spend; destroy, mar,
ruin
as like; that (in introducing
subordinate
if, if, whether
bottom; down, under; sense
meaning
cigarette
knife, razor
word, saying, story, talk
to obey
sixpence
to surpass, pass, excel; more
than, than
what, how
to visit; smear, grease
sérade'c
osérám
séré

tséré (séré)
 séései
    séései ̀àà or
    séései ̀ara
sí
sí

sísí
ensíá
esísí
síé
síésíè
síká
síkákórá
síkákórábèa
síkákórábèadán
símmá

esíñ (pl. ásínsín)
sínííko

síñnsín
síñèn
sísí
sísí
só
só

so ̀ání
sóa
esó
nésó

fat, grease
moon, month
to pardon (me), excuse (me),
    interrupt an angered or off
    offended person
grass
until now, as yet, still
    just, even, ever; the very
to stand, be fixed in upright
    position, to put, place, or
    fix in upright position
to to stand about
six
because, on account of
to save, keep
to repair, fix, arrange, prepare
money
money-saving, to save money
bank, safe, place to keep money
bank, bank building
minute
part, piece, fragment, remnant
going to the movies, to go to
    the movies, movie-going
to cut, carve, sharpen, peel
shilling
to cheat
a bear
to catch, seize, take hold of
to drip; kindle; try; seal
    to please, satisfy
to carry on the head
the upper part or surface of;
    on, upon, over, above
also, too
sö
osófu (pl. a-)
enën
sono
tsono
scré, kém
ascré
osóró
nsóó
sótehyén
sótoó
-suá
osukóm, nsukóm
súá

ásubontén, asúteén (pl. n-)
ásubú'á (ásubúra) (pl. n-)
sukuú
sukúudái
sukuúní (pl. -fuó)
nsúó, nsú
nsúóanño

As a noun:
taa
/taa/ plus verb
ataadée (táadée) (pl. n-)
táe
 takái
 tákú, tákufé
ntámá, ntóma

to be by, large, fat
preacher, minister, priest
seven
to differ, be different
elephant
to be careful about; worship, adore
church service, devotional meeting
top, upper part; above, over
also, else
station
store
to be small, few
thirst
to study, learn, follow the example of
river, stream
a well
school, school building
school building
student, pupil
water, rain
edge of water, riverbank, lakeside
to chase, pursue
'to do often'
clothes, dress, clothes tailored
to fit the shape of the body
tire; necktie
taxi
sixpence
clothes, dress, african dress, wrap-around clothes not tailored to fit the shape of the body
tank

tô

tô sê

tô

teô

têlêla

têrô

ntêm

têntô

têrô, têrô

bôtêrô

têrô sê

têrô

etî, etîrô (pl. ô-)
tê

tîm

tô

tô

tô ... mú

tô ... ba

tô ... sê

tô

tô

tôrô, tôrô

tû

tû kwañ

tuâ

tuâ
tumi


tuntum

black; dark shades of blue, green, brown, gray, or tan; very dark red

twá

twá ase

twën

Twí


to cut, cut up; cross, pass by
to draw a line under
to wait, wait for, expect
the Twí language

ávenu

visa

avenue

visa

wahyemán

waré

waré

wakyé

wo

wo, won, won nó

wo, wu, w-

wo

awó

awófoó, awófonóm

enwotwé

wu

Wúkuoda

owúrà (wúrà) (pl. owúranóm)

wahyeman, launderer
to marry, get married
to be tall, long
watch
to be at; have, own
they, their, them
you, your (sg.)
to beget, give birth to
cold
parents
eight
to die
Wednesday
sir, mister, gentleman

wei

ñwené

this, these, that, those
bitter
wëre

wëre f1(r1)

wëlā
ewëlā, ãwëlā
ewëlāqaudane
ewëlā mú ąduane

wël
owëgyinaē
ewëm
ewëmhyëgë, ewëmëhyëgë
νính
aññwummeře
aññwummeřeaduanëñ
aññwummeduanë

syā
yaa
yâm
yâm
yarę
yarę (yarę) (pl. m-)
kookōo yarę
ayaręfoō
ayaręfoō hwëfoō (pl. m-)
ayaręhwëfoō (pl. m-)
ayaresabéa (pl. m-)
cyaręsāfoō
cyaręsānǐ
Yawōda, Yawōoda
ye
sy(e) āā
ye

mind, memory; the seat of the emotions
to forget
to steal
sunshine; noon, late, early afternoon
lunch, noon meal
noon meal
to finish, complete
afternoon
air, weather, atmosphere
airplane
to be cold (weather)
evening, in the evening
supper, evening meal
supper

pain, ache; grief, distress
a response to greetings
to grind
to insides of the body
to be ill, sick
sickness, disease
swollen, shoot disease
patient, sick person, invalid
nurse
nurse
hospital
physician, doctor
physician, doctor
Thursday
to be, exist
usually
to be good, all right
yë
ye, yëŋ
yëŋ
oyërë (pl. -nôm)
yì
eyì
yiye
yò
yóô

to do, make
we, our, us
to breed, nurse, raise animals
wife, wife's sister
to take away, remove; shave, cut the hair
this, these
good, repaired, mended
to do, make
yes, O.K., I will comply, I'm listening

PROPER NAMES

Abënya
Bonsu
Adwoa
Afuã
Gâñâ
Juâsâqo
Kégyetìâ
Nkërëñò
Kíñswëì
Kofì
Kofóridùa
Akössua
Akuìì
Kumaxò
Kwabënya
Kwadwo
Kwâku
Kwame
Kwàsì

Abenaa, a female born on Tuesday
Bonsu, a proper name
Adwoa, a female born on Monday
Afuã, a female born on Friday
Ghana
city of Juaaso
the city of Kegyetia, a certain road junction to this city
the city of Accra; the Gâ language
Kingsway store
Kofi, a male born on Friday
the city of Koforidua
Aksua, a female born on Sunday
Akua, a female born on Wednesday
the city of Kumasi
Kwabena, a male born on Tuesday
Kwadwo, a male born on Monday
Kwaku, a male born on Wednesday
Kwame, a male born on Saturday
Kwasi, a male born on Sunday
Amma
Omanhyiamudani
Mensah
America
Mpraeso
Ashanti
Asantehene
Asantehenede
Asantewa
Nsawam
Sikagukofu
Esiremu
Esirumefo
Ata
Ataad
Takoradi
Tamale
Antwi
Owusu
Yaa
Yaw
Yendi

Amma, a female born on Saturday
House of Parliament
Mensah, a proper name
America
city of Mpraeso
Ashanti, name of region and
tribe; personal name
the King of Ashanti
Asantehene's palace or house
Asantewa, a proper name
the city of Nsawam
The Golden Stool, the throne
of the Asantehene
the grasslands in the north
of Ghana
the inhabitants of grasslands
of northern Ghana
ata, proper name of a male twin
Ataa, proper name of a female
twin
the city of Takoradi
the city of Tamale
Antwi, a proper name
Owusu, a proper name
Yaa, a female born on Thursday
Yaw, a male born on Thursday
city of Yendi