

T W I

BASIC COURSE



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J. E. REDDEN N. OWUSU AND ASSOCIATES
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P R E F A C E

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

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

The linguist in charge of the project has been James E. Redden. He was assisted by Nelson Owusu, Siegfried Ayatey, Jude Aidoo, Anthony Aidoo, and Robert K. Nti, Language Instructors.

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



*Howard E. Sollenberger, Dean
School of Language and Area Studies
Foreign Service Institute
Department of State*

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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 diacritic 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 ^o 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. /univérsity/, but /síren/, '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

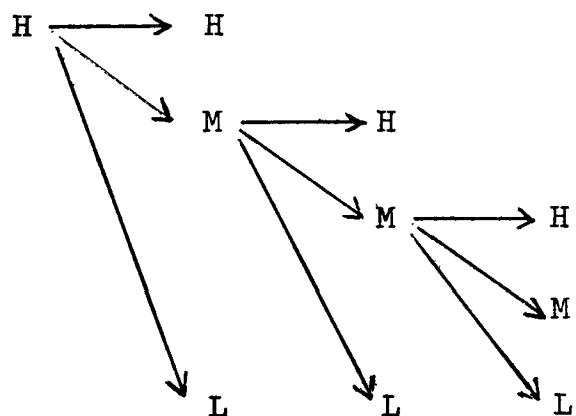
high; (2) step down slightly, which is interpreted as mid, and (3) step down a greater amount, which is interpreted as low.

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 surrounding syllables

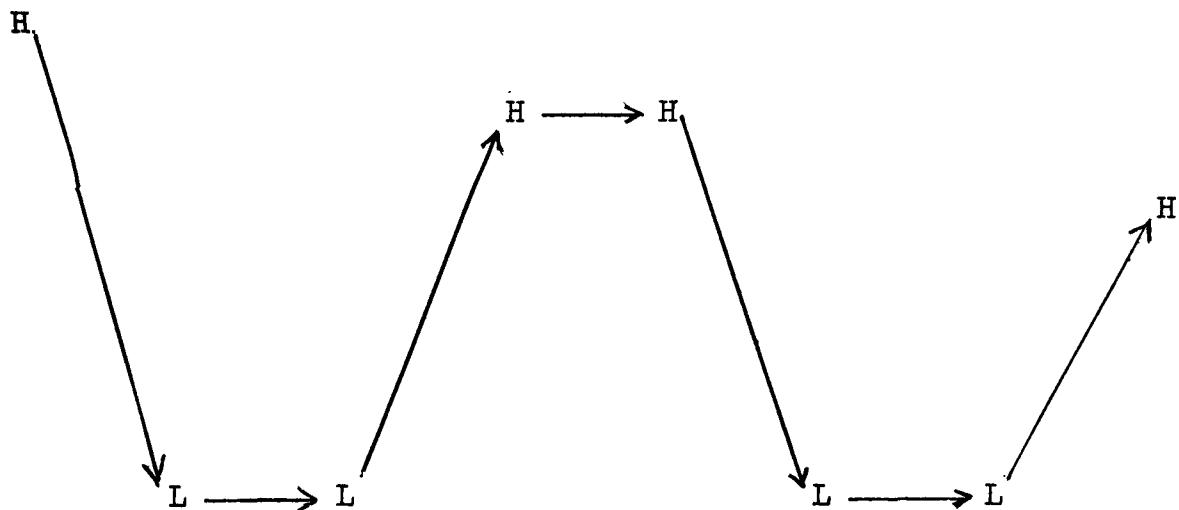
That is to say, on any one syllable in any one position in the sentence, there are at the most only three possible tones: high, mid, and low; but the absolute pitch of the syllable is limited or determined by a number of factors. The first tone in an utterance is more or less determined by the natural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

Perhaps diagrams will make this clearer.

TONE TERRACING

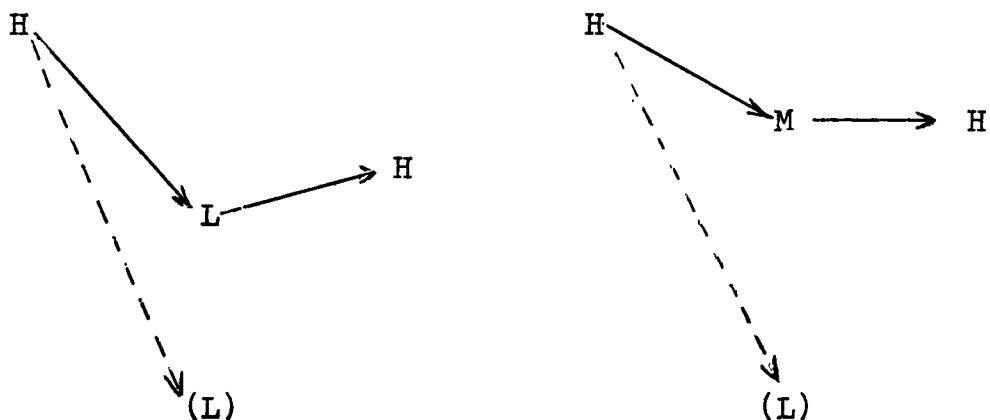


SENTENCE INTONATION



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

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



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

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

I	II	III	IV	V
Symbol	Orthography	Phoneme	Phonetics	Approximation
p	p	/p/	[p ^h]	pin
t	t	/t/	[t ^h , t ^c] ^{l.}	<u>t</u> in
k	k	/k/	[k ^h]	<u>c</u> ome
ky	ky	/k/	[č] ^{l.}	<u>ch</u> in
b	b	/b/	[b]	<u>b</u> e
d	d	/d/	[d] ^{l.}	<u>d</u> o
g	g	/g/	[g]	<u>g</u> o
gy	gy	/g/	[j] ^{l.}	gem
f	f	/f/	[f]	<u>f</u> ee
s	s	/s/	[s]	<u>s</u> ee
h	h	/h/	[h]	<u>h</u> oe
hy	hy	/h/	[g] ^{l.}	whispered <u>he</u>
m	m	/m/	[m]	<u>m</u> e
n	n	/n/	[n]	<u>n</u> o
n̄	n̄	/n/	[ŋ]	<u>sing</u>
ng	ng	/nn/	[ŋŋ]	double <u>ŋ</u>
n̄	n̄	/n/	[n̄]	ye pronounced through the nose
ny	ng	/n/	[n] ^{l.}	<u>n</u>

ññy	nny	/nn/	[ŋŋ] 1.	double n
ñŷ	ny	/nn/	[ŋŋ] 1.	double n
ñg	ng	/n/	[ŋ] 1.	n
r	r	/r/	[r, ř, ɿ]	tree, ladder
w	w	/w/	[w]	want
ň	w	/w/	[ň] 1.	French lui
tw	tw	/k ^w /	[čň] 1.	simultaneous chew and w
dw	dw	/g ^w /	[jň] 1.	simultaneous jump and w
đw	dw	/g/	[j]	simultaneous jump and w
gu	gu	/g ^w / ^{1.} , /gu/	[jň] 2.	Cf. dw
hw	hw	/h ^w /	[hň]	simultaneous ç and when
ňw	nw	/nw/	[ŋň ^w]	ŋ plus rounded n
ñň	nw	/nn ^w /	[ŋŋň]	n plus rounded n
ñú	nu	/n ^w í/	[ŋňí]	rounded n plus nasalized i
ňh	nh	/nh/	[ŋň]	ŋ plus n without voice hum
l	l	/l/ 3.	[l, r, ř, ɿ, d]	hello
v	v	/v/ 3.	[v, f, b]	avenue
í	í	/í/	[í̂]	beat ⁵
é	é	/í/, /e/ ^{4.}	[í̂]	bít
e	e	/e/	[ê]	báit ⁵
é	é	/é/	[é̂]	béet
á	a	/é/, /a/ ⁴	[á̂]	bát
a	a	/a/	[â]	bottle

ɔ	ɔ	/ɔ/	[ɔ]	b <u>ought</u>
o	o	/o/	[o^]	b <u>oat</u> ⁵
ø	ø	/u/, /ø/ ⁴	[u^]	b <u>oo</u> k
u	u	/u/	[u^]	b <u>oo</u> t ⁵
ɪ	i, i ⁶ .	/i/	[i~]	nasalized i
ɛ	e, e ⁴ .	/ɛ/	[ɛ~]	nasalized E
ɛ	ɛ, ε ⁴ .	/ɛ/	[ɛ^]	nasalized ε
æ	a, ɛ	/æ/	[æ^]	nasalized æ
ɑ	a, ɛ	/ɑ/	[ɑ]	nasalized a
ɔ	ɔ, ɔ ⁴ .	/ɔ/	[ɔ]	nasalized o
ʊ	o, ʊ ⁴ .	/ʊ/	[ʊ^]	nasalized u
ʊ	u, ʊ	/ʊ/	[ʊ^]	nasalized u
.	.	/#/		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.
!	!	/x/		preceding syllable at least tripled in length

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

() Enclosed Twi elements usually elided at conversation speed.

(') Literal English translation of the Twi.

// In the chart above, this symbol, means 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 /e/ versus /ɛ/, /ø/ versus /o/, /ɑ/ versus /a/, /ẽ/ versus /ɛ/, and /ɔ/ versus /ɔ̄/.
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 /~/.

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, əbaā
a woman, low high high, əbāā

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

Drill 2 - vowel length

a child, short, əbā
a woman, long, əbāā

- | | | |
|-----|------|---|
| 1. | əbā | s |
| 2. | əbaā | l |
| 3. | əbaā | l |
| 4. | əbaā | l |
| 5. | əbā | s |
| 6. | əbaā | l |
| 7. | əbā | s |
| 8. | əbaā | l |
| 9. | əbā | s |
| 10. | əbā | s |

Drill 3 - tones

entirely, hhh, kóraa
small calabash, llh, kóraá

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

Drill 4 - tones

brother-in-law, lllh, akõntá
arithmetic, lhmlh akõntáá

- | | | |
|-----|---------|-------|
| 1. | akõntá | lllh |
| 2. | akõntáá | lhmlh |
| 3. | akõntá | lllh |
| 4. | akõntá | lllh |
| 5. | akõntáá | lhmlh |
| 6. | akõntáá | lhmlh |
| 7. | akõntá | lllh |
| 8. | akõntá | lllh |
| 9. | akõntáá | lhmlh |
| 10. | akõntá | lllh |

Drill 5 - tones

good, high high, papa
father, low high, papá

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

Drill 6 - tones

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

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

Drill 7 - tones

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

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

Drill 8 - vowel length

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

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

Drill 9 - tones and length

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

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

Drill 10 - tones

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

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

Drill 11 - tones

it is different, lll, esono
elephant, lhh, esono

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

Drill 12 - tones

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

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

Drill 13 - tones

white, high high high, fufuo
fufu, low high high, fufuo

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

Drill 14 - tones

to tell a lie, low high, boá
to help, low low, boá

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

Drill 15 - vowel length

something, long, hwéé
to beat, short, hwé

- | | | |
|-----|------|---|
| 1. | hwé | s |
| 2. | hwé | s |
| 3. | hwéé | l |
| 4. | hwé | s |
| 5. | hwéé | l |
| 6. | hwéé | l |
| 7. | hwé | s |
| 8. | hwéé | l |
| 9. | hwé | s |
| 10. | hwé | s |

Drill 16 - nasal vowel

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

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

Drill 17 - nasal vowel

hand, oral, nsá
palm wine, nasal, nsā

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

Drill 18 - vowel length

to be hoarse, short, fā
tottering, long, fāā

1.	fā	s
2.	fāā	l
3.	fāā	l
4.	fā	s
5.	fā	s
6.	fāā	l
7.	fā	s
8.	fāā	l
9.	fā	s
10.	fā	s

Drill 19 - nasal vowel

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

1.	sa	o
2.	sa	o
3.	sā	n
4.	sa	o
5.	sā	n
6.	sā	n
7.	sa	o
8.	sā	n
9.	sā	n
10.	sa	o

Drill 20 - vowel before /r/

to mix, e, férà
to put on native dress, u, fura

1.	férà	e
2.	férà	e
3.	fura	u
4.	férà	e
5.	fura	u
6.	fura	u
7.	férà	e
8.	fura	u
9.	férà	e
10.	fura	u

Drill 21 - tones

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

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

Drill 22 - vowel before /r/

to leave, e, kéra
to grasp, u, kura

1.	kéra	e
2.	kura	u
3.	kéra	e
4.	kura	u
5.	kura	u
6.	kéra	e
7.	kéra	e
8.	kura	u
9.	kéra	e
10.	kura	u

Drill 23 - tones

co-wife, high low, kóra
to hide, low low, kóra

1.	kóra	hl
2.	kóra	hl
3.	kóra	ll
4.	kóra	hl
5.	kóra	ll
6.	kóra	ll
7.	kóra	hl
8.	kóra	ll
9.	kóra	ll
10.	kóra	hl

Drill 24 - tones

soul, high mid, kéra
to leave, high low, kéra

1.	kéra	hm
2.	kéra	hl
3.	kéra	hl
4.	kéra	hm
5.	kéra	hl
6.	kéra	hm
7.	kéra	hm
8.	kéra	hl
9.	kéra	hm
10.	kéra	hl

Drill 25 - fricatives

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

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

Drill 26 - palatal affricates

to cut up, voiced, dwa
to cut, voiceless, twa

1. dwa vd
2. twa vl
3. twa vl
4. dwa vd
5. twa vl
6. dwa vd
7. dwa vd
8. twa vl
9. dwa vd
10. dwa vd

Drill 27 - vowel before /r/

to tie up, bind, ə, dwere
to crush, mash, ε, dwere

1. dwere ə
2. dwere ə
3. dwere ε
4. dwere ε
5. dwere ə
6. dwere ε
7. dwere ə
8. dwere ε
9. dwere ε
10. dwere ə

Drill 28 - ñ after nasal vowel

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

1. sã ñ
2. sãñ ññ
3. sã ñ
4. sãñ ññ
5. sã ñ
6. sã ñ
7. sãñ ññ
8. sãñ ññ
9. sã ñ
10. sã ñ

Drill 29 - tones

a snake, low high, əwó
he has, low low, əwə

1. əwó lh
2. əwə ll
3. əwə ll
4. əwó lh
5. əwó lh
6. əwə ll
7. əwó lh
8. əwə ll
9. əwə ll
10. əwó lh

Drill 30 - tones

I don't buy, llh, měntó
I wouldn't buy, hlh, měntó

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

Drill 31 - tones

that I may buy, hhh, měntó
I wouldn't buy, hlh, měntó

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

Drill 32 - tones

that I may buy, hhh, měntó
I don't buy, llh, měntó

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

Drill 33 - statement and question
 that I may buy, statement, mēntō.
 Should I buy, question, mēntō?

1.	mēntō?	q	1.	abaawa'	lllh
2.	mēntō	s	2.	abaawa'	lllh
3.	mēntō	s	3.	abaawa	lhhh
4.	mēntō?	q	4.	abaawa	lhhh
5.	mēntō	s	5.	abaawa	lhhh
6.	mēntō?	q	6.	abaawa'	lllh
7.	mēntō	s	7.	abaawa	lhhh
8.	mēntō	s	8.	abaawa'	lllh
9.	mēntō?	q	9.	abaawa	lhhh
10.	mēntō?	q	10.	abaawa'	lllh

Drill 35 - tones and length
 mouse, llh, ąkurá
 village, lllh, ąkuraá

1.	ąkurá	llh	1.	dedaw	lll
2.	ąkuraá	lllh	2.	dedaw	lll
3.	ąkurá	llh	3.	dedaw	lll
4.	ąkurá	llh	4.	dédaw	hll
5.	ąkuraá	lllh	5.	dedaw	lll
6.	ąkuraá	lllh	6.	dédaw	hll
7.	ąkurá	llh	7.	dédaw	hll
8.	ąkuraá	lllh	8.	dédaw	hll
9.	ąkuraá	lllh	9.	dedaw	lll
10.	ąkurá	llh	10.	dédaw	hll

Drill 37 - tones

an agreement, llh, mmɔ́m
rather, hlh, mmɔ́m

1. mmɔ́m llh
2. mmɔ́m hlh
3. mmɔ́m llh
4. mmɔ́m hlh
5. mmɔ́m hlh
6. mmɔ́m llh
7. mmɔ́m llh
8. mmɔ́m hlh
9. mmɔ́m llh
10. mmɔ́m llh

Drill 38 - tones

a bear, high high, sisí
to cheat, low low, sisí

1. sisí hh
2. sisí hh
3. sisí ll
4. sisí hh
5. sisí ll
6. sisí hh
7. sisí ll
8. sisí ll
9. sisí hh
10. sisí hh

Drill 39 - nasals

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

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

Drill 40 - nasal length

to blow a musical instrument,
short, hyéñ
bright, long, hyenn

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

Drill 41 - tones

to dedicate, low low, mõmã
forrid, high high, mõma

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

Drill 42 - tones

car, high low, káà
ring, low high kaa

- | | | |
|-----|-----|----|
| 1. | kaá | lh |
| 2. | káà | hl |
| 3. | kaá | lh |
| 4. | káà | hl |
| 5. | káà | hl |
| 6. | kaá | lh |
| 7. | kaá | lh |
| 8. | káà | hl |
| 9. | kaá | lh |
| 10. | káà | hl |

Drill 43 - nasal and oral vowels

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

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

Drill 44 - tones

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

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

Drill 45 - tones

he has gone, lh, wako
you have gone, hh, wako

1. wako hh
2. wako hh
3. wako hh
4. wako lh
5. wako lh
6. wako hh
7. wako lh
8. wako hh
9. wako hh
10. wako hh

Drill 46 - tones

he didn't come, llh, wamma
you didn't come, hlh, wamma

1. wamma llh
2. wamma hlh
3. wamma llh
4. wamma llh
5. wamma hlh
6. wamma llh
7. wamma hlh
8. wamma hlh
9. wamma llh
10. wamma llh

Drill 47 - tones

Accra, llll, Nkeran
black ant, lhhh, nkérän

1. Nkeran llll
2. nkérän lhhh
3. Nkeran llll
4. nkérän lhhh
5. nkérän lhhh
6. Nkeran llll
7. nkérän lhhh
8. nkérän lhhh
9. Nkeran llll
10. nkérän lhhh

Drill 48 - tones

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

1. minni llh
2. minni llh
3. minni hhh
4. minni hhh
5. minni llh
6. minni llh
7. minni hhh
8. minni hhh
9. minni llh
10. minni hhh

Unit 2

Basic Dialogue

-A-

mā	to give, present; cause let; for, on behalf of
akyē	a becoming clear or visible, a coming-forth
1 °Mā akyē	Good morning. ('/I/ bid /you/ dawning.')

-B-

yaa	a response to greetings
oñúá (ñúa) (pl. a-nóñm)	brother, sister
2 Yaa ñúa.	Yes, brother.

-A-

wó, wo, w-, wú, wu	your (sg.)
ehō	the whole body; exterior; at, by, near
te	to perceive, feel, hear; live, dwell; speak a language
°sen	what, how
3 Wo ho te sen?	How are you?

-B-

mē, mī, m-, mē, mí	my
°ye	to be, become; do, make; amount to; seem; be in good condition

4 Mẽ hȭ yε. I'm fine.

na and, but

ñso also, too

5 Na wõ ñso, wõ hȭ te s̄ñ? And you, how are you?

-A-

6 Mẽ hȭ yε. I'm fine.

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

7 Ofie te s̄ñ? How is everything at home?

-B-

^odεε to have, possess; be, be in
a state of; continue, keep
on; cause, make

bokoo soft, tender, cheap

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

Notes

1. /Mã akyé/ is usually //maakyē//.

2. /ñúa/ means either brother or sister, but it is used in greetings as a matter of politeness. /Yaa ñúa/ 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 ñúa/ is yaa ñúa/. See vowel harmony rules below. /u/ followed by /a/ is similar to the French semi-vowel 'u', e.g., /ñúa/.

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

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

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

	Akuapim	Ashanti
house	ofi	ofie
thing	ode	adéε
fufu	fufú	fufuo
caretaker	ɔhwéfɔ	ɔhwéfɔo

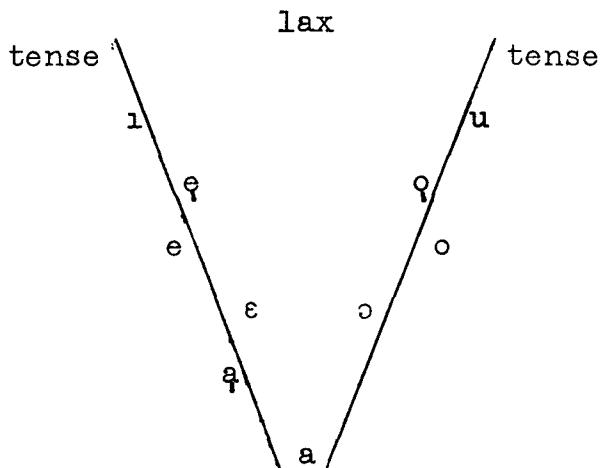
7. The noun prefixes /ɔ, o, ε, e/ are usually omitted if they are not with the first word in the sentence, e.g., /Yaa núa/. Other noun prefixes aren't usually omitted.

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 yére te sɛ̃/, 'What kind of wife do you have?' i.e., tall, fat, dark-haired, etc.

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

Tense series:	i	e	a	o	u
Lax series:	ɛ	ε	a	ɔ	ø

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 /ɪ/, /ɛ/, or /u/ are replaced by the next highest (see vowel triangle diagram) vowel in the tense series:

e	is replaced by	i
ɛ		e
a		ə
ɔ		o
ʊ		u

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

e	is replaced by	ɛ
o		ɔ

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:

m̄eyε	I am	yεyε	we are
w̄oyε	you (sg.) are	m̄oyε	you (pl.) are
ɔye	he, she, it is	wɔyε	they are
εye	it is	εye	they are
m̄ihu	I see	yehū	we see
wuhū	you (sg.) see	muhū	you (pl.) see
ohū	he, she, it sees	wohū	they see

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

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

m̄e bá	my child	yε bá	our child
w̄o bá	your (sg.) child	m̄o bá	your (pl.) child
n̄e bá	his, her, its child	w̄on n̄o bá	their child
m̄i n̄ua	my brother	yé n̄ua	our brother
w̄u n̄ua	your (sg.) brother	m̄u n̄ua	your (pl.) brother
n̄i n̄ua	his, her, its brother	w̄on n̄u n̄ua	their brother

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

/wón nō/ has an alternate form /wən/ and is // wən//.

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

The final consonant of /yən/ and /wən/ 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., /ñúa/, 'brother', and /mí ñúa/, 'my brother'. If the tones of the possessed form are different, the possessed form is given in parentheses when the word first appears in the lessons, e.g., /okúnu/, 'husband' (kúnu). When the possessed noun has a high tone on the first syllable, the possessive pronoun is low; otherwise, the possessive pronoun is high. See also notes 14 and 15.

12. There are a number of ways of marking the plural of nouns. If the plural form is not the same as the singular, the plural prefix and/or suffix is listed in parentheses with the designation 'pl.' when the word first occurs. The plural of /okúnu/ is /okúnunōm/. It appears as /okúnu/ (kúnu) (pl. -nōm). 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.

oba' (pl. m-)	child, young one
oyére (pl. -nōm)	wife
papá (pl. -nōm)	father
määmē (pl. -nōm)	mother
okúnu (kúnu) (pl. -nōm)	husband

13. Note that /mbá/ is /mma/. 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:	Wø hō tø sēñ?
Student:	Wø hō tø sēñ?
Tutor:	Nē hō.
Student:	Nē hō tø sēñ?

Lexical Drill A

1. Wø hō tø sēñ? How are you?
2. Nē hō tø sēñ? How is he?
3. Mō hō tø sēñ? How are you (pl.)?
4. Wɔn hō tø sēñ? How are they?
5. Wø bá hō tø sēñ? How is your child?
6. Wø yére hō tø sēñ? How is your wife?
7. Wó papá hō tø sēñ? How is your father?
8. Wó māamē hō tø sēñ? How is your mother?
9. Wú nūa hō tø sēñ? How is your brother?
10. Wú kunu hō tø sēñ? How is your husband?

Lexical Drill B

1. Mẽ hō ye. I am fine.
2. Nẽ hō ye. He is fine.
3. Yē hō ye. We are fine.
4. Wōn hō ye. They are fine.
5. Mẽ bá hō ye. My child is fine.
6. Mẽ yére hō ye. My wife is fine.
7. Mẽ papá hō ye. My father is fine.
8. Mẽ māamē hō ye. My mother is fine.
9. Mí nūq hō ye. My brother is fine.
10. Mí kūnu hō ye. My husband is fine.

Lexical Drill C

1. Dyε nē māamē. She is his mother.
2. Dyε nē papá. He is his father.
3. Meyε nē papá. I am his father.
4. Meyε nī nūq. I am his brother.
5. Woyε nī nūq. You are her brother.
6. Woyε nē bá. You are her child.
7. Dyε nē bá. She is his child.
8. Dyε nē yére. She is his wife.
9. Dyε nī kūnu. He is her husband.
10. Meyε nī kūnu. I am her husband.

Lexical Drill D

1. Yεye nε mma. We are his children.
2. Mɔyε nε mma. You are his children.
3. Mɔyε ní nuanõm. You are his brothers and sisters.
4. Wɔyε ní nuanõm. They are her brothers.
5. Wɔyε nε yérenõm. They are his wives.
6. Yεye nε yérenõm. We are his wives.
7. Yεye wón nü kùnunõm. We are their husbands.
8. Mɔyε wón nü kùnunõm. You (pl.) are their husbands.
9. Mɔyε yé papánõm. You (pl.) are our fathers.
10. Wɔyε yé papánõm. They are our fathers

Lexical Drill E

1. Wɔyε mí nuanõm. They are my sisters.
2. Wɔyε wú nuanõm. They are your sisters.
3. Yεye wú nuanõm. We are your brothers and sisters.
4. Yεye wón nü nuanõm. We are their brothers.
5. Yεye wón nō mma. We are their children.
6. Mɔyε wón nō mma. You are their children.
7. Mɔyε nε mma. You are his children.
8. Mɔyε nε yérenõm. You are his wives.
9. Mɔyε yé yérenõm. You are our wives.
10. Wɔyε yé yérenõm. They are our wives.

Lexical Drill F

- | | |
|-------------------------|--------------------------------------|
| 1. Woye mē mmá. | They are my children. |
| 2. Woye <u>yε</u> mmá. | They are <u>our</u> children. |
| 3. Móyè yε mmá. | <u>You</u> are our children. |
| 4. Móyè wón nō mmá. | You are <u>their</u> children. |
| 5. Yεye wón nō mmá. | We are <u>their</u> children. |
| 6. Yεye mō mmá. | We are <u>your</u> (pl.) children. |
| 7. Woye mō mmá. | <u>They</u> are your (pl.) children. |
| 8. Woye wō mmá. | They are <u>your</u> (sg.) children. |
| 9. Yεye wō mmá. | We are <u>your</u> (sg.) children. |
| 10. Yεye nē mmá. | We are <u>her</u> children. |

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

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

Unit 3

Basic Dialogue

-A-

éda' (pl. n-)	day
dwo'	to cool, be cool
anadwó'	night

-B-

owúrà (wura) sir, mister, owner
(pl. awúràñòm)

- 2 Yaa ^{uu} owúrà. Yes sir.

-A-

^oTwī the Akan or Twī language
^oanā or, a question marker

- 3 Wôte Twii anna? Do you speak Twi? ('You hear Twi or?')

- B -

ə́āñ, áāne, éé yes

- 4 Añ, mëte Twíi. Yes, I speak Twi.

-A-

Borofó English

- 5 Wóte Borofó anaa? Do you speak English?

- B -

^odaabi, dabi no, never

6 Daabi, mënté Borofó. No, I don't speak English.

-A-

ka to speak, say, talk

to be at; have, own

7 Wóká Twíi ḡwo fie anāa? Do you speak Twi at home?

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

- B -

8 Aāñ, mēkā Twíì wo fíe. Yes, I speak Twí at home.

Notes

1. /owúrà/ is more polite than /oñúá/ and is used for an older man or one in a higher social status. The feminine form is /awuraá/, madam, lady, landlady, mistress, miss, and does not indicate marital state.
 2. /anáá/ is //ana// or //anaa//.
 3. /te/ means to possess both understanding and speaking ability in a language. /ká/ means to speak in a particular language at a particular time.
 4. /Twí/ is //Twí//.
 5. /Borøfó/ means 'the language of the Europeans', but English will be understood if another language is not specified, e.g., /Faranséé Borøfó/, 'French'.

6. Pay special attention to the short vowels between a consonant and /r/, as in /Bqrofɔ/. There are no clusters of a consonant plus /r/. It may be difficult for the student to tell which vowel is present. /e/ is probably the most difficult vowel to hear between a consonant and /r/, e.g., /kérá/, 'soul'. Many of these short vowels, especially /e/, 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., /Wókā Twii wo fie anaa?/.

9. /kúro/ is //kurow//.

10. /mú/ is very often /m/, e.g., /kúro mū/ is very often /kúrom/ 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, y, ẅ, ky, tw, gy, dw, hy, hw

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

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

mb	is replaced by	mm
nd		nn
ñg		ññ, i.e., /ññy or ñý/
ng		ññ, i.e., /ng/

See also note 17.

13. Vowel harmony doesn't usually operate across a nasal plus another consonant: /mĕhú/ is replaced by /mīhú/, but /mĕnhú/ is usually not replaced by /mīnhú/. Vowel harmony does operate across two nasal consonants nearly always.

Substitution Drill A

- | | |
|----------------------|------------------------|
| 1. Mĕtē Twíi. | I speak Twi. |
| 2. Yĕtē Twíi. | We speak Twi. |
| 3. Ote Twíi. | He speaks Twi. |
| 4. Wōtē Twíi. | They speak Twi. |
| 5. Mí kunu' te Twíi. | My husband speaks Twi. |
| 6. Mĕ yére te Twíi. | My wife speaks Twi. |
| 7. Mĕ māamē te Twíi. | My mother speaks Twi. |
| 8. Mĕ papa' te Twíi. | My father speaks Twi. |
| 9. Mĕ bá te Twíi. | My child speaks Twi. |
| 10. Mí núa te Twíi. | My brother speaks Twi. |

Substitution Drill B

- | | |
|-------------------------------|--------------------------------------|
| 1. <u>Mɛntɛ Twíi.</u> | I don't speak Twi. |
| 2. <u>Yɛntɛ Twíi.</u> | <u>We don't speak Twi.</u> |
| 3. <u>Dɔntɛ Twíi.</u> | <u>He doesn't speak Twi.</u> |
| 4. <u>Wɔntɛ Twíi.</u> | <u>They don't speak Twi.</u> |
| 5. <u>Mí kúnu nté Twíi.</u> | <u>My husband doesn't speak Twi.</u> |
| 6. <u>Mě yére nté Twíi.</u> | <u>My wife doesn't speak Twi.</u> |
| 7. <u>Mě määamɛ nté Twíi.</u> | <u>My mother doesn't speak Twi.</u> |
| 8. <u>Mě papá nté Twíi.</u> | <u>My father doesn't speak Twi.</u> |
| 9. <u>Mě bá nté Twíi.</u> | <u>My child doesn't speak Twi.</u> |
| 10. <u>Mí núa nté Twíi.</u> | <u>My brother doesn't speak Twi.</u> |

Question and Answer Drill A

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

- | | |
|----------------------------|-------------------------|
| 1. Wóte Twíi anāa? | Áañ, mëte Twíi. |
| 2. Móte Twíi anāa? | Áañ, yëte Twíi. |
| 3. Òtɛ Twíi anāa? | Áañ, ote Twíi. |
| 4. Wòte Twíi anāa? | Áañ, wòte Twíi. |
| 5. Wú kúnu tè Twíi anāa? | Áañ, mí kúnu tè Twíi. |
| 6. Wø yére tè Twíi anāa? | Áañ, mě yére tè Twíi. |
| 7. Wø määamɛ tè Twíi anāa? | Áañ, mě määamɛ tè Twíi. |
| 8. Wø papá tè Twíi anāa? | Áañ, mě papá tè Twíi. |
| 9. Wø bá tè Twíi anāa? | Áañ, mě bá tè Twíi. |
| 10. Wú núa tè Twíi anāa? | Áañ, mí núa tè Twíi. |

Question and Answer Drill B

Student gives negative answer.

- | | |
|---------------------------|---------------------------|
| 1. Wó tè Twíi anāa? | Daqbí, mēnté Twíi. |
| 2. Mōtè Twíi anāa? | Daqbí, yenté Twíi. |
| 3. Ote Twíi anāa? | Daqbí, onté Twíi. |
| 4. Wotè Twíi anāa? | Daqbí, wɔnté Twíi. |
| 5. Wú kunu tè Twíi anāa? | Daqbí, mí kunu nté Twíi. |
| 6. Wø yére tè Twíi anāa? | Daqbí, më yére nté Twíi. |
| 7. Wø māamé tè Twíi anāa? | Daqbí, më māamé nté Twíi. |
| 8. Wø papá tè Twíi anāa? | Daqbí, më papá nté Twíi. |
| 9. Wø bá tè Twíi anāa? | Daqbí, më bá nté Twíi. |
| 10. Wú nūq tè Twíi anāa? | Daqbí, mí nūq nté Twíi. |

Lexical Drill A

- | | |
|---------------------------------|-----------------------------------|
| 1. Mëwo fie. | I am at home. |
| 2. Mëwo <u>fie nō mü</u> . | I am <u>in the house</u> . |
| 3. Mëwo <u>Nkerāñ</u> . | I am at <u>Accra</u> . |
| 4. Mëwo <u>fie bí</u> . | I own a <u>house</u> . |
| 5. Mëwo <u>nūq</u> . | I have a <u>brother</u> . |
| 6. Mëwo Kumáṣe. | I am at <u>Kumasi</u> . |
| 7. Mëwo <u>bá</u> . | I have a <u>child</u> . |
| 8. Mëwo <u>pénsere</u> . | I have a <u>pencil</u> . |
| 9. Mëwo <u>sukúù nō mü</u> . | I am <u>in the school</u> . |
| 10. Mëwo <u>fie wo Kumáṣe</u> . | I have a <u>house in Kumasi</u> . |

14. /Nkerāñ/ 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 /nō/, 'the', 'that', is indefinite, i.e., it translates 'a' or 'an'.

Grammatical Drill A

Give the negative form of the following verbs.

	Affirmative	Negative	
1.	te	(to feel)	nte
2.	te	(to speak)	nté
3.	wó	(to have)	nní
4.	dí	(to eat)	nní
5.	yε	(to be)	εñyé
6.	yε	(to be good)	εñyé
7.	da	(to sleep)	nna
8.	mã	(to give)	mma
9.	kã	(to speak)	ŋká
10.	sūq	(to learn)	nsúq
11.	kasa	(to talk)	nkasa
12.	da ase	(to lie down)	enná ase
13.	wó	(to be at)	nní
14.	hũ	(to see)	nhú
15.	twa	(to cut)	ñtwá

16.	to	(to buy)	ntɔ́
17.	kɔ́	(to go)	ŋkɔ́
18.	berá	(to come)	mmá
19.	hyɛ	(to insert)	rhyɛ
20.	bɔ́	(to strike)	mmó

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

17. The underlying aim of the new (1961) orthography is to provide a common writing system for all Twi dialects. Since it is necessary for the system to be readily intelligible to readers of all dialects, a number of words have been spelled without the assimilative changes that have taken place in Ashanti dialect. Noun plurals of stems beginning with voiced stops are not spelled with geminate nasals, e.g., /nna/, 'days', is //nda//; but the same assimilation is written in the verbs, e.g., /nna/, 'Don't lie', 'Don't sleep', is //nna//

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

Unit 4

Basic Dialogue

-A-

- na and, emphatic particle
 1 Sɛ̃n na yɛká thank you wo How do you say 'thank you' in
 Twi? mū?

-B-

- da to lie, sleep, rest
 ase; ase' the lower part; down,
 under; meaning, sense
 2 Mɛda ase. Thanks. ('I lie down.'), ('I
 prostrate /myself before
 you./.')
- 3 Wóte ase' anāa? Do you understand?

-A-

- 4 Áñ, mẽte ḡwase. Yes, I understand you.
 ebio again
 5 Ká bio. Say it again.
 kasa to talk, speak
 ḡberεεoo slow, soft, mild
 6 Kasa berεεoo. Talk slowly. Talk softly.

-B-

- 7 Mɛda wase. Thank you.

-A-

- 8 Sɛ̃n na yɛkā you are welcome How do you say 'you are welcome'
 wo Twīi mū? in Twī?

-B-

- 9 ɔmmeɛ enná ase. 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. /yɛkā/, literally 'we say', often corresponds to 'it is said' or 'you say'.
2. /na/, 'and', 'but', joins sentences; /nē/, '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. /wó aseɛ/ is usually /wáseɛ/ and is //wo ase// or //wo aseɛ//. If there is an expressed object, i.e., if the sentence tells who is understood, the student should use /ase/ because /aseɛ/ doesn't occur often with an object. If there is no expressed object, use /aseɛ/ because /ase/ may be misunderstood. /Wótɛ ase?/ may not only mean 'Do you understand?', but also 'Are you sitting down?', and 'Are you still living?'. /Wótɛ aseɛ?/ means only 'Do you understand?'.
4. On the telephone only can you say /Mɛtɛ ase/ or /Mɛtɛ aseɛ/, with a high tone on /tɛ/, meaning 'I understand the meaning or message'.

5. /a/ followed by /y/ is high and front like a French 'a'.
 /ɔ/ followed by /ɪ/ is /o/, e.g., /wɔ Twíi/ is /wo Twíi/.
 At less than conversation speed or if there is a pause between words, these vowel replacements don't occur. Vowel harmony across word boundaries is never shown in the orthography.
6. /ebio/ has an alternate form /ebibio/. /ebio/ is the more common form.
7. /Kasa bɛrɛəoo/ means both 'Talk slowly and softly.' and is //brɛə oo// or //brɛəw//. /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 /mōn-/, e.g., /Mōnkasa/, 'talk', with all high tones.
9. Before initial /-nn/, /ɛ-/ occurs, e.g., /nná ase/ is /ɛnná ase/.
- When a word beginning with a vowel is preceded by a word ending in a vowel, the final vowel of the preceding word is usually replaced by the same vowel as that which begins the following word, i.e., a long or rearticulated vowel occurs, e.g., /Mmá enna ase/ is /Mmɛ enna ase/, but it is // Mma ennaase//.
10. Notice the two negatives in /Mmɛ enna ase./.

Lexical Drill A

- | | |
|------------------------------|-------------------------|
| 1. Wóte aseé anáa? | Do you understand? |
| 2. Wóte <u>mase</u> anáa? | Do you understand me? |
| 3. Wóte <u>nase</u> anáa? | Do you understand him? |
| 4. Wóte <u>won</u> ase anáa? | Do you understand them? |
| 5. Wóte <u>yen</u> ase anáa? | Do you understand us? |

Lexical Drill B

1. ɔtɛ aseɛ anāa? Does he understand?
2. ɔtɛ mase anāa? Does he understand me?
3. ɔtɛ ^owase anāa? Does he understand you?
4. ɔtɛ ^omáse anāa? Does he understand you (pl.)?
5. ɔtɛ won ase anāa? Does he understand them?

Lexical Drill C

1. Mẽtɛ aseɛ. I understand.
2. Mẽtɛ wáse. I understand you.
3. Mẽtɛ nase. I understand him.
4. Mẽtɛ won ase. I understand them.
5. Mẽtɛ máse. I understand you (pl.).

Lexical Drill D

1. ɔtɛ aseɛ. He understands.
2. ɔtɛ mase. He understands me.
3. ɔtɛ wase. He understands you.
4. ɔtɛ máse. He understands you (pl.).
5. ɔtɛ won ase. He understands them.

Lexical Drill E

1. Né määmë nté Bqrəfó. His mother doesn't know English.
2. Né määmë te Twi. His mother knows Twi.
3. ɔnē né määmë te Twi. He and his mother know Twi.
4. ɔnē né määmë ká Twi. He speaks Twi with his mother.
5. Më né mé papá ká Twi. I speak Twi with my father.

6. Mẽ n̄é m̄é papá te My father and I know Gã.
- Nkerãñ
7. M̄í n̄úq̄ te Nkerãñ. My sister knows Gã.
8. M̄í n̄úq̄ te Nkerãñ. My sister lives at Accra.
9. M̄é bá te Nkerãñ. My child lives in Accra.
10. M̄é bá wó Nkerãñ. My child is at Accra.

Lexical Drill F

1. Wóká Twí wo sukuú. They speak Twi at school.
2. Yesúá Twí wo sukuú. They study Twi at school.
3. Yesuá Twí wó Nkerãñ. We study Twi at Accra.
4. Wówò fie wó Nkerãñ. You have a house at Accra.
5. Wówò fie wó Tamale. You have a house at Tamale.
6. M̄ó papá wó Tamale. Your father is at Tamale.
7. M̄ó papá wo fie. Your father is at home.
8. Ye yérenõm wo fie. Our wives are at home.
9. Ye yérenõm nní fie. Our wives aren't at home.
10. M̄í kunu nní fie. My husband isn't at home.

Lexical Drill G

1. Kasa béréeo. Talk slow.
2. Kasa déñ. Talk loud.
3. Eyé déñ. It is hard.
4. Eyé beteé. It is soft.
5. M̄é nsá ye beteé. My hand is tender.

6. Mẽ nsá ye téntẽn. My arm is long.
 7. Mẽ káà nō ye téntẽn. My car is long.
 8. Mẽ káà nō nýé. My car is no good.
 9. Nẽ pénsére nō nýé. His pencil is bad.
 10. Nẽ pénsére nō da hó. His pencil is lying there.

New words in the drills.

pénsére (pénsére)	pencil
káà (káà)	automobile

Lexical Drill H

1. Mẽte Twí. I speak Twí.
 2. Mẽte Nkeráñ. I speak Gá.
 3. Mẽte Nkeráñ. I live at Accra.
 4. Mẽte aseé. I understand.
 5. Mẽte ase. I'm sitting down.
 6. Mẽte dón nō. I hear the bell.
 7. Mẽte mé määame ásem. I obey my mother.
 8. Mẽte akörñúá só. I'm sitting in a chair.
 9. Mẽte séé wo. I am as you are.
 10. Mẽte séé abofara. I am like a child.

New words in drills.

edón, odón (pl. n-)	bell
akörñúá (pl. n-)	chair, stool
ásem (ásém) (pl. n-)	word, saying, story, talk
te ... ásem	to obey

séé

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

te séé

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

°abófára (pl. m-)

child

esó, só

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

11. /mase/ is //me ase// or //m' ase//.
 /nase/ is //ne ase// or //n' ase//.
 /máse/ is //mo ase// or //m' ase//.
 /wáse/ is //wo ase// or //w' ase//.

Usually elision is not indicated in the orthography.

12. /nē/ means 'and' or 'with'. /onē/ is a contraction of /onō nē/. /onē nē máamē/ is a contraction of /onō nē nē máamē/.

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

14. /Nkerāñ/ or Gā is also the name of the language of the /Nkerāñ/ 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. /wɔ/ has a suppletive negative, i.e., a different word is used to form the negative. /nní/ is the negative of /wɔ/. /nní/ is the negative of /dí/, 'to use, eat, contain, last, exist'.

16. /abɔfára/ is //abɔfra//. /abɔfára/ is used only of humans. /ɔba/ may be used for the young of animals and also as a diminutive.

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

Unit 5

Basic Dialogue

-A-

aha weariness

- 1 Mā ahá. Good afternoon.

-B-

- 2 Yaa ^{oo}owúrà. Yes sir.

-A-

έhó (pl. ε-nóṁ) there; that; from

- 3 Owúrà Owúsú wɔ́ hó anāa? Is Mr. Owusu in?

- B -

o-, on^b he, she, it

εhá (pl. *ε-nōm*) here; this

- 4 Añ, owo há. Yes, he is here.

-A-

tumi to be able, can, to be

well-versed in, to have

permission

hū, hūnū to see

ənð, nð him, h

mí áhū nō anaā? Can I see him?

- 5 Mítumií áhu nō anaā? Can I see him?

- B -

yε we

^oferé to call

6 *Yeferé sɛñ?*

What's your name?

('We call you what? ')

-A-

7 *Yeferé mɛ Kofi Asante.*

My name is Kofi Asante.

-B-

kɛ

to speak, tell, say

kyɛrɛ

to show, teach, advise

sɛɛ

that

8 *Mɛkā kyɛrɛ nɔ sɛɛ wòwò há.* I will tell him you are here.

Notes

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

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

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

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

/Mítumi ákɔ/, '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 yé sɛñ?/. '/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 ákɔ/, 'I will be able to go', or '/I think maybe/ I can go'. The student ahould avoid use of /tumi/ in the future when talking of himself because he will be thought to be boasting.

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

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

7. /féré/ is //fre/. /Yeféréw/ is a contraction and alternate form of /Yeféré wo/ and is //Yefre w'// or //Yefre wo//

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

The student will also hear /Wu díñ dë dëñ?/. /edíñ/ means 'name', 'reputation', and 'fame'. This is an Akuapim construction.

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

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

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

Pattern Drill A

- | | |
|-------------------------|------------------------------------|
| 1. Yeféréw sén? | What's your name? |
| 2. Yeféré nō sén? | What's <u>his</u> name? |
| 3. Yeféré mō sén? | What are <u>your</u> names? |
| 4. Yeféré wón sén? | What are <u>their</u> names? |
| 5. Yeféré wó kúnu sén? | What's <u>your husband's</u> name? |
| 6. Yeféré wó yére sén? | What's <u>your wife's</u> name? |
| 7. Yeféré wó māamé sén? | What's <u>your mother's</u> name? |
| 8. Yeféré wó papa sén? | What's <u>your father's</u> name? |
| 9. °Yeféré wó bá sén? | What's <u>your child's</u> name? |
| 10. °Yeféré wó núa sén? | What's <u>your brother's</u> name? |

Lexical Drill A

- | | |
|-----------------------------|---|
| 1. Yeféré mē Kofí. | My name is Kofi. |
| 2. Yeféré nō Kofí. | <u>His</u> name is <u>Kofi</u> . |
| 3. Yeféré yén Kofí né Afúa. | Our names are <u>Kofi</u> and <u>Afua</u> . |
| 4. Yeféré wón Kofí né Afúa. | Their names are <u>Kofi</u> and <u>Afua</u> . |

5. Yεferé mí kunu Kofi. My husband's name is Kofi.
 6. Yεferé mẽ yέre Afua. My wife's name is Afua.
 7. Yεferé mẽ māamē Afua. My mother's name is Afua.
 8. Yεferé mẽ papá Kofi. My father's name is Kofi.
 9. Yεferé mẽ bá Kofi. My child's name is Kofi.
 10. Yεferé mí núa Kofi. My brother's name is Kofi.

Pattern Drill B

Answer affirmatively.

1. Owo hó? Is he there?
 Añ, owo hó. Yes, he is there.
 2. Owo ha? Is he here?
 Añ, owo ha. Yes, he is here.
 3. Owo fie? Is he at home?
 Añ, owo fie. Yes, he is at home.
 4. Owo fie nō mū? Is he in the house?
 Añ, owo fie nō mū. Yes, he is in the house.
 5. Owo fie há? Is he in this house?
 Añ, owo fie há. Yes, he is in this house.
 6. Owo fie hó? Is he in that house?
 Añ, owo fie hó. Yes, he is in that house.

Pattern Drill C

Answer negatively.

1. Owo hó? Is he in?
Daabi, onni hó. No, he is not around.
2. Owo ha? Is this his place?
Daabi, onni ha. No, this isn't his place.
3. Owo fie? Is he at home?
Daabi, onni fie. No, he isn't at home.
4. Owo fie nō mü? Is he in the house?
Daabi, onni fie nō mü. No, he isn't in the house.
5. Owo fie ha? Does he own this house?
Daabi, onni fie ha. No, he doesn't own this house.
6. Owo fie hó? Does he own that house?
Daabi, onni fie hó. No, he doesn't own that house.

Pattern Drill D

1. Méko hó. I will go there.
2. Wóbeko hó. You will go there.
3. Wóbeko nné. You will go today.
4. Obéko nné. He will go today.
5. Obéko okyéna. He will go tomorrow.
6. Yebéko okyéna. We will go tomorrow.
7. Yebéko bio. We will go again.
8. Wóbeko bio. You will go again.

9. Wōbeko Tamale. You will go to Tamale.
 10. Wōbeko Tamale. They will go to Tamale.
 11. Wōbeko Kumáse. They will go to Kumasi.
 12. Méko Kumáse. I will go to Kumasi.

Pattern Drill E

1. Méba hó. I will be there.
 2. Méba dāñ mü. I will come into the house.
 3. Métumi áhú nō wo dāñ mü. I can see him in the room
privately.
 4. Métumi áhú nō wo sukuù. I can see him at school.
 5. Mē né nō békasa wo sukuù. I will talk to him at school.
 6. Mē né nō békasa wo fie. I will talk to him at home.
 7. Mékā kyérē nō sée wówó I will tell him you are at
fie.
 8. Mékā kyérē nō sée wōbeba I will tell him you will be
há.
 9. Mē yére bēba há. My wife will come here.
 10. Mē yére bēférē wo. My wife will call you.

Pattern Drill F

1. Yeférē nō sén? What is his name?
 2. Yeférē nō Kofi. His name is Kofi.
 3. Mékā kyérē Kofi. I will tell Kofi.
 4. Mékā kyérē wón. I will tell them.
 5. Otumi férē wón. He can phone them.
 6. Otumi férē mē. He can call me.

7. Obéká kyéré mẽ. He will tell me.
 8. Obéká kyéré wo. He will tell you.
 9. Onte' wo. He doesn't hear you.
 10. Onte' wase. He doesn't understand you.

New words in the drills

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

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

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

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

-B-

- 2 Amẽe Come in.

-A-

ɛpó (pl. m-) joint, bump, knob
^oεε a question marker

- 3 Woɔ mpó mü εε? How are you?
 ('Your joints' in, what about?)

-B-

- 4 Mẽ mpó mü deε bokoo. I'm fine.

-A-

ɛdeɛñ what, what thing
^yε to make, do

- 5 Edeɛñ na ^owóoyε? What are you making?

-B-

nðá to boil, cook by boiling
 fufúo fufu

- 6 ^oMẽenðá fufúo. I'm making fufu.
 pε to like, be fond of, want,
 seek, provide, try to get

- 7 Wópe fufúo anāa? Do you like fufu?

-A-

pá	good, much
pápaapa, pápapapa	very good, very much
8 Mẽpe fufuo pápaapa.	I like fufu very much.

-B-

ampesie	ampesi
sẽñ	to surpass, pass; more than, than
9 Mẽpe ampesie sẽñ fufuo.	I like ampesi better than fufu. ('I like ampesi exceed fufu.')

Notes

- /agoo/ is a verbal signal to let another person know you are approaching. /amẽe/ lets you know that it is all right to enter. If the person inside does not wish you to enter, he will probably answer /daabi/, 'no'. /agoo/ is also used to ask for the attention of a group or crowd. The response /amẽe/ then means 'Speak, I'm listening'.
- /o/ followed by /u/ becomes /ø/, e.g., /mpó mü/ is /mpó mü/, but is //mpo mu//.
- Fufu is boiled and mashed yams or plantains which is served with soup, /nkwañ/. Ampesi is boiled and diced yams or plantains which is served with a stew, /abomü/.
- One of the ways of forming noun plurals is changing e- to m- or n-.

epó	joint	mpó	joints
eda	day	nna	days

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

mẽyé	I make	°mẽeyé	I 'm making
mẽká	I speak	°mẽeká	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., /mẽeká/ is written // mereka //. An Ashanti speaker may also say /mẽreká/ sometimes. The /rə-/ 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., /mū ɛɛ/.

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

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

9. The consecutive form, /á ~ á/ plus simple stem, is not used after /pe/. 'I want him to go.' is /Mẽpe séé okó/, literally 'I want that he go'.

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

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

(1)

- (a) Dware.
Dware sɛn.
Dware sɛn ni núa.
Dware sɛn ni ñyináa.
- He is tall.
He is taller.
He is taller than his brother.
He is the tallest.
- (b) Eyé duru.
Eyé duru sɛn.
Eyé duru sɛn buuku nō.
Eyé duru sɛn ni ñyináa.
- It is heavy.
It is heavier.
It is heavier than the book.
It is the heaviest of all.

(2)

- (a) Osɛn ni núa pāñyín.
('He surpasses his brother in age.')
- (b) Osɛn ni núa nō wo adesúa
mú.
('He surpasses his brother in learning.')
- He is older than his brother.
He is better educated than his brother.

New words

ware	to be tall, long
ñyináa	all
duru	heavy
øpañyín (pl. m-)	adult, old person, person of rank; old, aged
adesúa	learning, study, education

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

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

Lexical Drill A

- | | |
|-------------------------|-----------------------------|
| 1. Edeɛn na óoye? | What is she doing? |
| 2. Edeɛn na wóoye? | What are they doing? |
| 3. Edeɛn na wóoye? | What are you doing? |
| 4. Edeɛn na móoye? | What are you (pl.) doing? |
| 5. Edeɛn na wúudí? | What are you eating? |
| 6. Edeɛn na wóotén? | What are they selling? |
| 7. Edeɛn na móoto? | What are you (pl.) buying? |
| 8. Edeɛn na óonóm? | What is he drinking? |
| 9. Edeɛn na wóochwe? | What are they looking at? |
| 10. Edeɛn na wóohwehwe? | What are you searching for? |

Lexical Drill B

- | | |
|------------------------|---------------------------------|
| 1. Áfèi na óodídí. | Now he is eating. |
| 2. Áfèi na wóodídí. | Now they are eating. |
| 3. Áfèi na mídí. | Now I am eating. |
| 4. Áfèi na yéedídí. | Now we are eating. |
| 5. Áfèi na mídí ákutú. | Now I am eating an orange. |
| 6. Áfèi na wóotén nsá | Now they are selling palm wine. |

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

7. Áfèi na yéeto bankyé. We are now buying cassava.
8. Áfèi na ónóm ḥegaréete. He is now smoking a cigarette.
9. Áfèi na wóohwe ḥoseram. They are now looking at the moon.
10. Áfèi na méehwéhwé mé pén. I'm now looking for my pen.

New words

di	to employ, use, eat, spend, consume
didi	to eat
tón	to buy
tó	to sell
nóm	to drink, smoke tobacco
hwéhwé	to look for, search
áfèi, aféi	now
ákutú	orange
nsá	palm wine, alcoholic beverage
ḥegaréete, ségaréete.	cigarette
ḥoseram (pl. a-)	moon, month
pén (pén)	pen

Lexical Drill C

1. Owaré sén ní núa nō. He is taller than his brother.
2. Né hó yé děn sén ní
núa nō. He is stronger than his brother.
3. Né hó yé fe sén ní
núa nō. She is prettier than her sister.

4. Onɔá fufuo sɛn ní ŋwá She cooks fufu better than her sister.
 nō.
5. Ope ampesié sɛn ní ŋwá He likes ampesie better than his brother.
 nō.
6. Ope adidiadidi sɛn ní ŋwá nō. He likes to eat better than his brother.
7. Oyé ádwúma sɛn ní ŋwá He works better than his brother.
 nō.
8. Owo síká sɛn ní ŋwá nō. He has more money than his brother.
9. Owo nnéema sɛn ní ŋwá He has more things than his brother.
 nō.
10. Oso sɛn ní ŋwá nō. He is bigger than his brother.

New words

fɛ	pretty, nice, beautiful
síká	gold, money
sɔ	to be big, large, much; to reach, arrive at
ádídé	use, enjoyment, benefit
ádidiadidi	enjoyment of eating a food
adéε (dέε) (pl. nnéema)	thing, part

Lexical Drill D

1. Mẽ káà nō sõ sɛñ wó
dẽ̄e nō. My car is bigger than yours.
2. Mẽ hómà ye fófóro sɛñ
wó dẽ̄e nō. My book is newer than yours.
3. Mẽ hómà ye fófóro sɛñ
nē dẽ̄e nō. My book is newer than his.
4. Wú akɔññuá ye dẽñ sɛñ
nē dẽ̄e nō. Your chair is stronger than his.
5. Wú akɔññuá ye dẽñ sɛñ
mē dẽ̄e nō. Your chair is stronger than mine.
6. Né dãñ nō bōc ye dẽñ
sɛñ mē dẽ̄e nō. His house is more expensive than mine.
7. Né dãñ nō bōc ye dẽñ
sɛñ ye dẽ̄e nō. His house is more expensive than ours.
8. Né káà nō bōc ye ^ofo
sɛñ mē dẽ̄e nō. His car costs less than mine.
9. Né káà nō bōoye ^ofo
sɛñ mō dẽ̄e nō. His car costs less than yours.
10. Mẽ pénseré nō ye sɛñ
mō dẽ̄e nō. My pencil is better than yours.

New words

nhōmā (hōmā) (pl. ḥngōmā)	skin, hide; vellum; book, letter; leather
fōfōro	new, another
ođān (đān) (pl. n-~a-)	house, room, building
ebōč (pl. m-)	price; stone, pit, seed
°fo	cheap, plenty, plentiful

Lexical Drill E

1. Odāñ yí mü sua sēñ
baakō nō.
This room is smaller than that one.
2. Kanéa yí hyerēñ sēñ
baakō nō.
This light is brighter than the other one.
3. Okwāñ yí ye sēñ
baakō nō.
This road is better than that one.
4. Akōññúa yí ye fo sēñ
baakō nō.
This chair is cheaper than that one.
5. Nhōmā yí mü ye duru
sēñ baakō nō.
This book is heavier than that one.

New words in drills

emü (pl. a-)	whole, entirety
sua	to be small, few
eyi	this, these
baakō	one

hyerɛn	to penetrate, get through, shine
okwān (pl. n-)	road, path, way

Lexical Drill F

1. Nea ewo hé na eyé fo? Which one is cheaper?
2. Nea ewo hé na eyé? Which one is better?
3. Nea ewo hé na ebékye? Which one will last longer?
4. Nea ewo hé na eyé dēn? Which one is harder?
5. Nea ewo hé na ewo ahōdēn? Which one is stronger?

New words

kyε	to last, endure; divide separate, share
ahōdēn	strength, (literally 'body hard')
nea	he who, that which, he whose, where
ahé	how much, how many, how long

Pattern Drill A

1. Edeén na wópè sée wúdi? What would you like to eat?
2. Edeén na wópè sée wóhwe? What would you like to see?
3. Edeén na wópè sée wóto? What would you like to buy?
4. Edeén na wópè sée wókéñkáñ? What would you like to read?
5. Edeén na wópè sée wónóm? What would you like to drink?

Pattern Drill B

1. Mẽpe séé mídí akwadú. I'd like to eat a banana.
2. Mẽpe séé mẽhwé Ghána. I'd like to see the University
University nō. of Ghana.
3. Mẽpe séé mẽtó mpaboa. I'd like to buy some shoes.
4. Mẽpe séé mikáñ nhõmã. I'd like to read a book.
5. Mẽpe séé mẽnõm nsá. I'd like to drink palm wine.

New words

kãñ	to count, read
kẽñkãñ	to read, count
akwadú (pl. n-)	banana
mpaboa (mpábøa)	shoe, pair of shoes

13. /edéñ/ is a contraction and alternate form of /edéε bñ/, 'what thing'. /bñ/ is 'what', 'which', 'what kind of'.

14. In statements if /d1/ is not followed by the name of some food, it is necessary to say /didi/ for clarity and propriety because /míd1/ can mean 'I eat' or 'I have sexual relations with'.

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

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

17. /segareéète/ is //cigarette//.
/ɔseram/ is //ɔsram//.

18. For explanation of /ampesie/ and /fufuo/, see Unit 9.

19. /f_ø/ is // fow//.
20. /adéε/ does not refer to persons. To compare persons, you must use two nouns, e.g., 'My child is taller than yours', is /Mē bá wáre sεñ w_ø bá/.
21. /baak_ø n_ø/ means 'the second one', 'the other one', as opposed to the one previously mentioned.
22. Phrases, like those with /m_ü/, such as /ɔdāñ yí m_ü/, '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, /m_ü/ is always /m_ü/ 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., /n_ø dāñ n_ø bō/ , 'his house's price', 'the price of his house', literally 'his structure that one seed'.
23. /ngóma/ is // nhoma//. /phóma/ has a number of plurals: /ngóma/, /ahóma/, /phóma/. 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-

kō, kō to go, go away

°sótō store

1 Mēko °sótō mū okyēnā. I will go to the store tomorrow.

-B-

2 Wōokotó deñ? What are you going to buy?

-A-

aduanē (pl. n-) food

3 Mēekotó aduanē. I'm going to buy food.

-B-4 Aduanē bēn na wōokotó? What kind of food are you going
to buy?**-A-**

nsúo, nsú water

enám meat, flesh

nsuomnam fish

5 Mēekotó nsuomnam I'm going to buy fish.

-B-

ehē (pl. e-nóñm) where

ofá (fá) (pl. afúafá) half, piece; other side,
other part

tō̄ to sell

6 Ehéfá na yetóñ nsuommám Where do they sell good fish?
pápa?

-A-

7 °Kíñswéi Kingsway super market
na etóñ nám pá. Kingsway sells good fish.

-B-

8 Na nsuommám bō yε dēñ Is fish expensive?
anāa?

-A-

mmere cheap
9 Daqábi, nám nō bō yε mmere. No, fish is cheap.

Notes

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

2. /sótoɔ/ is // store//. /aguadidáñ/, 'trading house', is also common. /aguá/ is 'market', 'market place', /dí aguá/ is 'to trade', 'deal in'.

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

// aduane// will occur.

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

5. /əhé/ and /əhéfá/ can be used interchangeably.

6. /Kíñswei/ is // Kingsway//.

7. Locative nominals like /əhé/ and /əhá/ have a distributive plural. /əhénóm/ means 'whereabouts', /əhánóm/, 'hereabouts', 'in this general vicinity'.

8. /əfá/ has an alternate form /əfá/.

Pattern Drill A

- | | |
|---------------------------------|--|
| 1. Mékó sótóò mū ᵐkyéna. | I will go to the store tomorrow. |
| 2. Médi fufuo ᵐkyéna. | <u>I will eat fufu</u> tomorrow. |
| 3. Méto ᵒbɔrɔdø ᵐkyéna. | <u>I will buy bread</u> tomorrow. |
| 4. Obéba há ᵐkyéna. | <u>He will come here</u> tomorrow. |
| 5. Obéba há fíri Kumáse ᵐkyéna. | <u>He will come here from Kumase</u> tomorrow. |
| 6. Wobéko Nkeráñ ᵐkyéna. | <u>They will go to Accra</u> tomorrow. |
| 7. Wobétu áfíri Nkeráñ ᵐkyéna. | <u>They will leave from Accra</u> tomorrow. |
| 8. Yebétoñ yen káa nō ᵐkyéna. | <u>We will sell our car</u> tomorrow. |

9. Yebédi nsuomnám We will eat fish tomorrow.
ɔkyéñá.
10. ɛhɛfá na méhú wó ɔkyéñá? Where will you be tomorrow?
('Where I will see you
tomorrow? ')

Pattern Drill B

1. Méènkó sótoò mû ɔkyéñá. I will not go to the store
tomorrow.
2. Méènní fufuo ɔkyéñá. I will not eat fufu tomorrow.
3. Méèntó borodo ɔkyéñá. I will not buy bread tomorrow.
4. Óòmma há ɔkyéñá. He will not come here tomorrow.
5. Óòmma há mfíri Kumáse
ɔkyéñá. He will not come here from
Kumase tomorrow.
6. Wóònkó Nkeráñ ɔkyéñá. They will not go to Accra
tomorrow.
7. Wóòmma mfíri Nkeráñ
ɔkyéñá. They will not leave from Accra
tomorrow.
8. Yéèmma wo fie ɔkyéñá. We won't come to your house
tomorrow.
9. Móòmma sukuù ɔkyéñá. You (pl.) won't be at school
tomorrow.
10. Méèntumi nkó ɔkyéñá. I won't be able to go tomorrow.

Pattern Drill C

1. Ehēfā na wóoko? Where are they going?
2. Wóoko sótō mū. They are going to the store.
3. Wóokotó akutú wo sótō mū. They are going to buy oranges at the store.
4. Wóokotó akutú wo Kiñswéi. They are going to buy oranges at Kingsway's.
5. Yetón nsuomnám pápa. They sell good fish at Kingway's.
6. Yetón nsuomnám pápa wo Nkerāñ. They sell good fish at Accra.
7. Mífíri Nkerāñ. I am from Accra.
8. Mífíri Kumáse. I am from Kumasi.
9. Métu áfíri Kumáse. I will move from Kumasi.
10. Métu áfíri há. I will move from here.

Pattern Drill D

1. Mẽekotó fie wo Koforídua. I'm going to buy a house at Koforidua.
2. Mẽekotón fie wo Koforídua. I'm going to sell a house at Koforidua.
3. Mẽekotón nsuomnám yi. I'm going to sell these fish.
4. Mẽekofá nsuomnám yi. I'm going to take these fish.
5. Mẽekofá ní sika ámá nō. I'm going to take the money to him.

6. Míkogya síká nō áma. I'm going to leave the money
nō.
7. Míkogya nō wo fie. I'm going to leave her at
home.
8. ^oMéekosérá nō wo fie. I'm to visit him at home.
9. Méekosérá mé papá. I'm going to visit my father.
10. Míkohú mé papá. I'm going to see my father.

New words

fa	to take, take away, sieze, obtain, get; up to, as far as; by means of; about, concerning
gya	to leave, quit, forsake; send away; accompany
^o sérá	to visit; smear, grease

Question and Answer Drill A

1. Edeñ na óokéñkáñ?
Ookáñ nhómá áà efa
Ghána hó.
- What is he reading?
He is reading a book about
Ghana.
2. Edeñ fufúo na wópe?
Wópe bórodé fufúo.
- What kind of fufu do they like?
They like plantain fufu.
3. Ehéfá na yetón mpabóá?
Yetón mpabóá wó sotó
mú.
- Where do they sell shoes?
They sell shoes at the store.

- | | |
|-------------------------------------|--|
| 4. Obédi nná ahé? | How long will he be here?
('He will consume days how many? ') |
| Obédi <u>o</u> seram wó há. | He will spend a month here. |
| 5. Wóbeká ákyéré nō sée
mēwó há? | Will you tell him I am here? |
| Añ, méká ákyéré nō
sée wówó há? | Yes, I will tell him you
are here. |

New Words

ođéę	yam
borođéę	plaintain, 'European yam'
čää	which, that, what, where

Question and Answer Drill B

- | | |
|----------------------------|---|
| 1. Edeñ aduané na wópe dí? | What do you like to eat? |
| Mépe <u>akotúdie</u> . | I like to eat oranges.
('I like orange-eating.') |
| 2. Edeñ na wópe yé? | What do you like to do? |
| Mépe <u>siniiko</u> . | I like to go to the movies. |
| 3. Edeñ na wópe nsánóm? | What do you like to drink? |
| Mépe <u>nsánóm</u> . | I like to drink palm wine. |

4. Edéén na wópè ye? What do you like to do?
 Mēpe anansesemká. I like to tell fairy tales.
 ('I like spider story
 telling.')
5. Edéén na wópè kórá? What do you like to save?
 Mēpe sikákórá. I like to save money.

Pattern Drill E

1. Ká kyéré nō sée ewo Tell him that it is here.
 há.
2. Bisa nō sée ewo há. Ask him if it is here.
3. Bisa nō sée okó anáa. Ask him if he is gone.
4. Hwé sée okó anáa. See if he is gone.
5. Hwé sée owo há anáa. See if he is here.
6. Wúním sée owo há anáa? Do you know if he is here?
7. Wúním nea owo? Do you know where it is?
8. Onním nea owo. He doesn't know where he is.
9. Onním nea ewo. He doesn't know where it is.
10. Bisa nō nea ewo. Ask him where it is.

New words

- sée . . . anáa if, whether
 ním to know, know how

9. /bɔrɔdɔ/ is //brodo//. Another common word for bread is /páanó/.

10. /Mifírí Kumásé/ is 'I am from Kumasi', i.e., 'Kumasi is my home town'. /Mifírí Kumásé na mēebá/ is 'I am coming from Kumasi'.

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

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

13. /sərá/ is // sra//.

14. First person plural impersonal often corresponds to English third person plural impersonal, e.g., /Yetón/, 'they sell'. Compare Pattern Drill C, sentences 5 and 6.

15. /mã/, '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, /Méekəfá ní siká ámã nō/, 'I'm going to take him the money', 'I'm going to take the money to give /it/ to him'.

16. You can only /sərá/, 'to visit', a person. You /hwε/, '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., /kāñ/ is 'to read', 'count'; /kāñ phómã/ is 'to read a book'; /kéñkáñ/ 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., /nhómã áà efa Gháñà hó/, 'a book about Ghana', 'a book which is about Ghana', literally 'book which takes hold of Ghana's self'.

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

20. In Ghanian 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., /nsuom̩ nám/ is /nsuomnám/.

22. /aa/ is //a//.

Unit 8

Basic Dialogue

-A-

yare' to be ill, sick

sa to cure

oyareṣáfō (pl. a-) physician

1 Oyareṣáfō nō wō hō anaā? Is the doctor in?

-B-

2 Aāñ, oyareṣáfō nō wō hō. Yes, the doctor is in.

-C-

amanne' (amánnéε) message, mission

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

-A-

4 Mēnté ápō. I don't feel well.

-C-

oyá pain, ache; grief, distress

5 Wō hēfā na eyé wō oyá? Where do you hurt? ('Your where half then is your pain?')

-A-

eti, etiri (pl. a-) head

6 Mī tí yé mē yá. My head hurts.

yám the insides of the body

7 Mī yám n̄sq yé mē yá. My stomach hurts too.

-C-

gye to take, receive, accept,
take internally

aduru (pl. n-) medicine

8 °Gyi aduru yi. Take this medicine.

Notes

1. /-fō/, which is // -fo //, corresponds to English (1) '-er' which forms agent nouns from verbs, e.g., /ɔyaresafō/, 'diseasecurer', 'physician', and (2) '-er' or '-an' meaning 'the people of', 'the inhabitants of', e.g., /Nkerañfō/, 'the people of Accra'. /-fō/ 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 /o- ~ o-/ prefix in the singular and an /a- ~ a-/ prefix in the plural. Sometimes /n-/ also occurs with the plural. /ɔyaresafō/, 'doctor', has an alternate form /ɔyaresāni/. /ayaresafō/, 'doctors', has an alternate form /nyayaresafō/. /ɔsafō/, 'dancer' and /osāni/, 'warrior', both have the plural /asafō/.

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

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

Lexical Drill A

1. Mĩ tí yé mẽ ya. My head hurts.
2. Mĩ yám yé mẽ ya. My stomach hurts.
3. Mẽ nsá yé mẽ ya. My hand hurts.
4. Mẽ náñ yé mẽ ya. My foot hurts.
5. ^oMakyí yé mẽ ya. My back hurts.
6. ^oMabatí yé mẽ ya. My shoulder hurts.

Pattern Drill A

1. Wamánnéε. What's your problem?
2. Namánnéε. What's his problem?
3. Móamánnéε. What's your (pl.) problem?
4. Wón amánnéε. What's their problem?
5. Yamánnéε. What's our problem?

New Words

nsá	hand, arm
enáñ	foot, leg
akyí	the back, rear; back, behind
abatí, batíri (batí) (pl. m-) shoulder	

Pattern Drill B

1. Mẽhū. I see it.
2. Mẽhū nō. I see him.
3. Méehwéhwé nō. I'm looking for him.
4. Mẽehwéhwé ɔyaresáfō nō. I'm looking for the doctor.
5. Kohú ɔyaresáfō nō. Go see the doctor.

6. Kohú nō sée ɔpe biribi
ádi. Go see if he wants something to eat.
7. Bisa nō sée ɔpe biribi
ádi. Ask him if he wants something to eat.
8. Bisa nō sée nē héfá na
eyé nē yá. Ask him where he hurts.
9. Hwé sée nē héfá na eyé
nē yá. See where he hurts.
10. Hwé sée ɔpe phómá átò. See if he wants to buy a book.

New word

biribi

something, anything, nothing
(in negative sentences)

Question and Answer Drill A

1. Oyaresáfó o nō wō há?
Daabi, oyaresáfó o nō
nní há. Is the doctor in?
No, the doctor isn't in.
2. Ehéfá na oyaresáfó o nō
wō? Where is the doctor?
Oyaresáfó o nō wō
ayaresábéa hó. The doctor is at the hospital.
3. Oyaresáfó o nō wō obqáfó o
anāa?
Aañ, o wō obqáfó o. Does the doctor have an
assistant?
Yes, he has an assistant.

4. Edéén ntí na wúukohú dókēta nō?
Míikohú dókēta esiáne
séé mëyare.

5. Wópè séeé mëbó wó pääneé?
Aañ, mëpe séeé wóbó më
pääneé.

6. Mmofára nō ḥegoró wó
sukúudán nō mü?
Daqbi, woogoró wó
sukúudán nō akyí.

7. Mmofára nō ḥegoró wó
agoróbéa hó?
Aañ, woogoró wó
agoróbéa hó?

8. Oyaresáfó nō ríkohú
abofára nō anaa?
Aañ, obéhú nō.

9. Wó hó te sén nné?
Mé hó yé nné sén
nnéra.

10. Wúbedí nná ahé wó há?
Médi oseram.

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

béa (béa) (pl. m-)	place; manner
ayaresábea (pl. n-)	hospital, clinic, doctor's office
bóá	to help
obqafqo (pl. a-)	helper, assistant
dóketa	doctor
esiáné	because, on account of
bó	to strike, hit, come in contact with; break, destroy; shoot
páanéε (pl. m-)	needle
bó. . .páanéε	to give a shot of medicine
gorq, goru	to play
agorqbea	place to play, playground
ntí	therefore, because
edéñ nti	why

Lexical Drill B

1. Mēpe sée wó na wókā
káà nō.
I want YOU to drive the car.
2. Mēpe sée onō na okā
káà nō.
I want HIM to drive the car.
3. Wópe sée onō na okā
káà nō.
They want HIM to drive the car.
4. Wópe nhōmākyeréw.
They like to write letters.
5. Yépe nhōmākyeréw.
We like to write letters.

6. Yεpe kaàkà. We like to drive a car.
 7. ɔpε kaàkà. He likes to drive a car.
 8. ɔpε kaà ákà. He wants a car to drive.
 9. Mεpε kaà ákà. I want a car to drive.
 10. Mεpε fufuo ádi. I want some fufu to eat.

Lexical Drill C

1. Mítumi ká lóre. I am able to drive a car.
 2. Mén̄tumi nká lóre. I can't drive a car.
 3. Mén̄tumi nkó nné. I can't go today.
 4. Wón̄tumi nkó nné. They can't go today.
 5. Wón̄tumi nté wó mfí há. They can't hear you from here.
 6. ɔyarefqo nō nté wó mfí há. The patient can't hear you from here.
 7. ɔyarefqo nō pe biribi ákènkàñ. The patient wants something to read.
 8. ɔbaremá nō pe biribi ákènkàñ. The man wants something to read.
 9. ɔbaremá nō bēhū obáa nō okyéna. The man will see the woman tomorrow.
 10. Ayarefqo hwéfqo nō bēhū obáa nō okyéna. The nurse will see the woman tomorrow.

New words

- ayarefqo (pl. a-) patient, sick person, invalid
 hwéfqo (pl. a-) caretaker, supervisor

ayarefōc hwefōc (pl. ŋ-)	nurse
obarema' (pl. m-)	man, male
obaa (pl. m-)	woman, female

Pattern Drill C

1. Tō Buy it.
2. Tō nō. Buy him.
3. Tō enō. Buy that one.
4. Tō b1. Buy some.
5. Tō mā mē. Buy it for me.

Pattern Drill D

1. Mīpe b1. I want some.
2. Mā mē b1. Give me some
3. Fa mā mē. Give it to me.
4. Fa enō mā mē. Give me that one.
5. Tō enō mā mē. 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, wō, nō/ may be low-toned verb suffixes /-m, -w, -n/.

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

/beá/, also means manner, as in /nkerábéa/, 'fate', 'destiny',

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

6. /gərō/ 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., /ɔnō na ɔkā/, 'HE drives'. The emphatic pronouns are:

mē	yēŋ
wō	mō
ɔnō	wōŋ
ɛnō	ɛnō

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. /ayarefōo hwēfōo/ also occurs as /ayarehwēfōo/.

9. /ɔbaremá/ is //ɔbarima// and is often /ɔbaemá/. /ɔbaremá/, 'the male of the species', is used to form compound nouns, e.g., /ɔñūabáremá/, 'male sibling', 'brother', and /ɔbabaremá/, 'male child', 'son'.

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

Unit 9

Basic Dialogue

-A-

- 1 °Wákodídí anáa? Have you gone to eat yet?

-B-

- 2 °Mínnidíiyé. I haven't eaten yet.

-A-

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

-B-

- 4 M(á) yéñkó mí fie. Let's go to my house.

-A-

- 5 Edeéñ na wópè sée wúdí nné? What would you like to eat today?

-B-

nnéra yesterday

- 6 Mídíi ampesié nnéra. I ate ampesí yesterday.

enti therefore

- 7 Entí m(á) yenní fufúo nné. So let's eat fufu today.

-A-

- 8 M(á) yéñkó áfèi. Let's go now.

-B-

yoo yes, O.K.

- 9 Yoo, m(á) yéñkó. 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., /hūu/, 'saw' (from /hū/), /taāā/, 'chased' (from /taā/), /buēè/, 'opened', /undid/ (from /bué/), /tōnn̄/, 'sold' (from /tōn̄/), /kyerēw̄w̄/, 'wrote' (from /kyerēw/).

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 /hū/, 'to see', have a low stem vowel with and without a following object. An intransitive suffix /-y/ is added if there is no verb object, and a temporal adverbial suffix /-ε/ also occurs after /-y/. But some verbs never occur without an expressed object. /-ye/ is a freely alternating form of /-y/ for some (especially younger) speakers, but many speakers use /-ye/ only in temporal clauses, e.g., /mēbaay/, 'I came', and /mēbaaye/, 'when I came', are kept distinct by many persons, but others use both forms in either sense. /-y/ is // -e// after lax vowels and /-i/ after tense vowels, e.g., //mebae//, 'I come', and //mebaee//, 'when I came'. (3) See Unit 18, note 5 for past tense secondary tones.

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

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., /mētōɔy/, '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., /wuákódidi/ is replaced by /wákódidi/ and is //woakodidi//. 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 //yéakó//	we have gone
wákó //woakó//	you have gone	mákó //moakó//	you have gone
wakó //wakó//	he, she, it has gone	wakó //woakó//	they have gone (Compare note 15)
akó //ako//	it has gone	akó //ako//	they have gone

3. The past negative is the perfect affirmative plus a low-tone nasal before the stem, e.g., /mínnidíiye/, which is //minnidile//. 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., /mankó/ 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., /yenkódidi/, 'we should go eat'.

Pattern Drill A

- | | |
|---|-----------------|
| 1. M(á) yenkó. | Let's go. |
| 2. M(á) <u>yennídí</u> . | Let's eat. |
| 3. M(á) <u>yenkó fie</u> . | Let's go home. |
| 4. M(á) <u>yenkó áfèi</u> . | Let's go now. |
| 5. M(á) <u>yenñyina</u> . | Let's stop. |
| 6. M(á) ^o <u>yentérá áse</u> . | Let's sit down. |

Pattern Drill B

- | | | |
|-------------------------------|-----------------|---------------|
| 1. Mā nō nkó. | Let him go. | Have him go. |
| 2. Mā <u>won nkó</u> . | Let them go. | Have them go. |
| 3. Mā <u>ɔbarema nō nkó</u> . | Let the man go. | |

4. Mã obáa nō nkó. Let the woman go.
 5. Mã abofára nō nkó. Let the child go.
 6. Mã akwadaá nō nkó. Let the infant go.

Pattern Drill C

1. [°]Emmã yéñkó. Let's not go.
 2. Emmã yéñnidí. Let's not eat.
 3. Emmã yéñkó fie. Let's not go home.
 4. Emmã yéñkó afèi. Let's not go now.
 5. Emmã yéñnyiná. Let's not stop.
 6. Emmã yéñterá ãse. Let's not sit down.

Pattern Drill D

1. Emmã nō nkó. Don't let him go.
 2. Emmã won nkó. Don't let them go.
 3. Emmã obaréma nō nkó. Don't let the man go.
 4. Emmã obáa nō nkó. Don't let the woman go.
 5. Emmã abofára nō nkó. Don't let the child go.
 6. Emmã akwadaá nō nkó. Don't let the infant go.

New words

gyina

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

[°]terá, téná

to sit, live, stay

Pattern Drill E

1. Mẽkoo Nkerãñ nnéra. I went to Accra yesterday.
2. Obaa há nnéra. He came here yesterday.
3. Mihúu nõ nnéra. I saw him yesterday.
4. Yetoo mpaboa nnéra. We bought some shoes yesterday.
5. Mohwéhwéè nõ nnéra. You (pl.) looked for him yesterday.
6. Wotonn nkókó nnéra. You sold some chickens yesterday.
7. Womaa mí sika nõ nnéra. They gave me the money yesterday.
8. Méde biribi beréè wo nnéra. I brought you something yesterday.
9. Méde nõ baa nnéra. I brought him yesterday.
10. Méde nõ koo nnéra. I sent him away yesterday.

Pattern Drill F

1. Mankó Nkerãñ nnéra. I didn't go to Accra yesterday.
2. Wammá há nnéra. He didn't come here yesterday.
3. Mánhú nõ nnéra. I didn't see him yesterday.
4. °Yantó mpaboa nnéra. We didn't buy any shoes yesterday.
5. °Manhwéhwé nõ nnéra. You (pl.) didn't look for him yesterday.
6. °Wantón nkókó nnéra. You didn't sell any chickens yesterday.

7. Wammá mí síká nō nnéra. They didn't give me the money yesterday.
8. Mamfá bīrībī ámmere wo nnéra. I didn't bring you anything yesterday.
9. Mamfá nō ámma nnéra. I didn't bring him yesterday.
10. Mamfá nō ánkɔ nnéra. I didn't send him away yesterday.

New words

akókó (pl. n-)	chicken
dé	to have, own; cause, make, force
béré	to bring something to a person
dé...ba	to bring a person
dé...kɔ	to send away, cause to go

Pattern Drill G

1. Makó sótɔ́ò mū dedaw. I have already gone to the store.
2. Makohú döketa dedaw. I've already gone to see the doctor.
3. Mádi anopáaduāné dedaw. I've already eaten breakfast.
4. Wádi ewímáaduāné dedaw. He has already eaten lunch.
5. Wádi añwumméreaduāné dedaw. They have already eaten dinner.

6. Wanōà nám nō dedaw. They have already cooked the meat.
7. Wabá dedaw. They have already come.
8. Yakóséra ökyerékyérəni
nō dedaw. We have already gone to visit the teacher.
9. Wákyérè nō ákyéréw
dedaw. You have already taught him to write.
10. Mákyérè mí ofié nō dedaw. You have already shown me the house.

Pattern Drill H

1. Mēnkóò sótóò mü ee. I haven't gone to the store yet.
2. Mēnkóhūù dökëta ee. I haven't gone to see the doctor yet.
3. Mínníì añopáaduane ee. I haven't eaten breakfast yet.
4. Onníì ewímüaduane ee. He hasn't eaten lunch yet.
5. Wonníì añwumméreaduane ee. They haven't eaten dinner yet.
6. Wonnqáà nám nō ee. They haven't cooked the meat yet.
7. Woomáayé. They haven't come yet.
8. Yenkóséraà ökyerékyérəni
nō ee. We haven't gone to visit the teacher yet.

9. Wɔ́nkyeréè nō akyeréw You haven't taught him to
εε. read yet.
10. Mɔ́nkyeréè mē ofie nō You haven't shown me the
εε. house yet.

New words

anɔpáaduānē	breakfast
ēwiā, āwiā	sunshine; noon, late forenoon, and early afternoon
ēwiāaduānē	lunch, noon meal
āñwum̄m̄readuānē	supper, evening meal

7. /tərā/ is // tra//.

8. The third person imperative, i.e., the form meaning 'to have someone have someone else do something' is marked by the causative /mā/ 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., /mā nō nkó/, 'Have him go', or 'Let him go'.

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

10. /ñgyiná/ is /ññyiná/. 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., /Mamfa b̄iribí ámmere wó nnéra/, '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 /anɔpáaduane/; one will seldom hear /anopáaduane/.

15. In fast speech it is often impossible to tell the third person plural perfect from the third person singular because the (- ~ o-) of the plural pronoun may be elided; /woadi/ alternates with /wádi/, 'they have eaten'. If context does not indicate clearly whether the subject is plural or singular, /wón nō/ is used, e.g., /wón nō adi/.

16. /aňwummeduane/, 'supper' also occurs.

/eňiá mū aduane/, 'lunch', 'noon meal' is also common.

17. The Twi dictionary still uses the symbol 'ŋ'; consequently, words like /aňwummére/, 'evening', and /ngó/, 'oil', will have to be looked up under //ŋ//. 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 /mēfa/, others /mfa/.

Unit 10

Basic Dialogue

-A-

- 1 Mẽkoo Nkerãñ nnéra. I went to Accra yesterday.

-B-

- 2 Wókoyé ë de ñ? What did you go to do?

-A-

ntãmã clothes, Ghanian dress

- 3 Mẽtco ntãmã. I bought some clothes.

-B-

ñsoso also, else

- 4 Edé bén ñsoso na wóyee? What else did you do?

-A-

- 5 Mẽkoye sée mïkohú
øyaresáfõo. I went especially to see the
doctor.

se to say

- 6 Øyaresáfõo nõ se mënkoda. The doctor said I should go to
bed.

- 7 Ede ñ nti na wóñkodaaye? Why haven't you gone to bed?

séesei until now, as yet, still

- 8 Míiko fie séesei. I'm on my way home now.

Notes

1. Verbs of motion have objects. In the sentence /Mẽkoo Nkerãñ/, 'I went to Accra', /Nkerãñ/ is the object of the verb /ko/.
2. /ko/ plus the consecutive form is one way of expressing purpose, e.g., /mẽkoo áhú nõ/, 'I want to see him'. To express emphatic purpose /séé/ plus another /ko/ with a subject is used, e.g., /Mẽkooye sée mĩkohú nõ/, '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 /mẽkoo kohúú nõ/, 'I go to see him (regularly)'.
3. When /sø/, 'to say', is used to quote or relate instructions, it is followed by the subjunctive, e.g., /Osé mënko/, 'He said I should go', /Osé mënko/, 'He said I shouldn't go'.
4. /séései/ 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., /Míkó fie séésié/, 'I am in the act of going home right now'.

Grammatical Drill A

Change to past positive.

1. Yekó.	Yekooey.
2. Ohú.	Ohúuy.
3. Mídidi.	Mídidiyy.
4. Wóye.	Wóyee.
5. Wotõn.	Wotonee.
6. Múbisá.	Múbisáay.
7. Óba.	Óbaay.
8. Mẽhwé.	Mẽhwæe.
9. Mẽtó.	Mẽtœy.

10.	Wənōá.	Wənōaày.
11.	Yəfaá	Yəfaay.
12.	Oyéréw.	Okyéréwè.
13.	Wóda.	Wódaày.
14.	Wókā.	Wókāay.
15.	Osúá.	Osúáày.
16.	Ménōm.	Ménōmee.
17.	Wokohú.	Wokohúuy.
18.	Mógyé.	Mógyee.
19.	Oferé.	Oferéè.
20.	Omá.	Omáay.

Grammatical Drill B

Change to past positive.

1.	Mésérá mē papá.	I visit my father.
	Méséráà mē papá.	I visited my father.
2.	Ohú mē.	He sees me.
	Ohúu mē.	He saw me.
3.	Obá behú mē.	He comes to see me.
	Obaa behúu mē.	He came to see me.
4.	Obá sée obehú mē.	He comes purposely to see me.
	Obaaye sée obehú mē.	He came purposely to see me.
5.	Métón̄ ntáma.	I sell clothes.
	Métón̄n̄ ntáma.	I sold clothes.
6.	Míbisa nō.	I ask him.
	Míbisáà nō.	I asked him.

7. *Otó akutú.* He buys oranges.
Otoo akutú. He bought oranges.
8. *Mẽdẽ ąkutú béré nō.* I bring him an orange.
Mẽdẽ ąkutú béréè nō. I brought him an orange.
9. *Wúbùé nhómã nō.* You open the book.
Wúbùéè nhómã nō. You opened the book.
10. *Obá ḥegyeé nhómã.* He comes to get the book.
Obaayé begyéè nhómã. He came to get the book.

Lexical Drill A

1. *Mékoo Nkerãñ nnéra.* I went to Accra yesterday.
2. *Métoø káà fófóro wo Nkerãñ nnéra.* I bought a new car at Accra yesterday.
3. *Métoø káà fófóro mää më yére.* I bought a new car for my wife.
4. *Mató káà fófóro ámä më yére.* I have bought another car for my wife.
5. *Mató káà máfíri né fikyéñ.* I have bought a car from him.
6. *Wató káà áfíri né fikyéñ.* She has bought a car from him.
7. *Wabá sée obetó káà áfíri né fikyéñ.* She has come purposely to buy a car from him.
8. *Wabá sée obetó ntamá ámä né bá.* She has come especially to buy clothes for her child.

9. Éebià obéto ntáma ámá
nē bá. She may buy clothes for her child.
10. Éebià obéto akóñnuá
fíe. Maybe she will buy some chairs for the house.

New words

fóforo	new, another
nkyéñ	side; from, apart, by, near
éebià	perhaps, maybe

Lexical Drill B

1. Mëtón më kóokoo mä nö. I sell my cocoa to him.
2. Mëetón më kóokoo ámá nö. I'm selling my cocoa to him.
3. Mëetón mí fie áá ewo
Nkerán nö. I'm selling my house at Accra.
4. Mëekoséraà mí núa nö áá
ewo Nkerán nö. I visited my brother who is at Accra.
5. Mëekoséraà mí núa nö
mmér(e) áá ná mëwo
Nkerán. I visited my brother when I was in Accra.
6. Míkohúù dòkèta nö mmér(e)
áá ná mëwo Nkerán nö. I went to see the doctor when I was in Accra.
7. Míkohúù dòkèta nö
és(1)ané sée ná
mëyare. I went to see the doctor because I was sick.

8. Meteraa fie ésiāne sée I stayed home because I was
ná mēyaré. sick.
9. Mēteraa fie kosi sée I stayed home until he came.
obaayε.
10. Mētwenn kosi sée obaayε. I waited until he came.

New words

kookoō, (kōokoō)	cocoa
aberē (pl. m-)	time
mmerē áà	when, (time that)
ésiāne	because, on account of
kosi	until, up to
twen̄	to wait

Lexical Drill C

1. Okó sotoō mü. He is gone to the store.
2. Wabá firi sotoō mü. He has come back from the
store.
3. Wabá firi Koforidua. He has come back from
Koforidua.
4. Masan̄ ába Koforidua. I have returned to Koforidua.
5. Masan̄ ába rəbegyē mē
hom̄ nō. I have returned to get my
book.
6. Kofi rəbegyē mē hom̄
nō. Kofi has come to get my book.

7. Kofí áhwéhwé wó dá mū Kofi has been looking for you
yí nyināā. all day.
8. Ámma áhwéhwé wó dá mū Amma has been looking for you
yí nyināā. all day.
9. Ámma sūaa Borofoká wó Amma studied English in Ghana.
Ghana.
10. Edeén ntí na wúsúaa Why did you study English in
Borofoká wó Ghána. Ghana?

Lexical Drill D

1. Øyaresáfōo nō sé The doctor said I should go to
ménkoda. bed.
2. Øyaresáfōo nō sé The doctor said it is necessary
ese sée ḥfa ádúru yí. for him to take this medicine.
3. Øyarehwéfōo nō sé The nurse said he has to
ese sée ḥfa ádúru yí. take this medicine.
4. Øyarehwéfōo nō sé The doctor said he should take
ómfa ádúru yí. this medicine.
5. Nẽ bóafōo nō sé ómfa His assistant said he should
ádúru yí. take the medicine.
6. Nẽ bóafōo nō baa behúu His assistant came to see him.
nō.
7. Akyerékyérèfōo nō baa The teachers came to see him.
behúu nō.
8. Akyerékyérèfōo nō baaye The teachers were here pur-
séé wobehú nō. posely to see him.

9. Mé papá baayé séé
obehú nō. My father came especially to see him.
10. Mé papá fíri Amérèka
ába, na ɔwo Kumáse. My father is back from America and he is at Kumasi.
11. Mí núabarema nó fíri
Amérèka ába na ɔwo
Kumáse. My brother is back from America and he is at Kumasi.
12. Mí núabarema nó fíri
Amérèka ába, na ɔwo
Kumáse séisei. My brother has already come back from America and he is (living) at Kumasi now.

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

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

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

/bε-/ is usually //be//, e.g., /mεbεgyε/ is //mebegye//.

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

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

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

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

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

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

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

10. /Ameréka/ is //Amerika//.

Unit 11

Basic Dialogue

-A-

wó to beget, give birth to

Ehéfá na yewóó wó? Where were you born?

-B-

Yewóó mě wo Kumáṣe. I was born at Kumase.

-A-

afé (pl. mfíe) year

ahé how many, how much

Mfíe ahé na wádi? How old are you? ('Years how
many then you have used up?')

-B-

áduasá thirty

Mádi mfíe áduasá. I'm thirty years old.

-A-

ádwúma (ádwúma) (pl. nñwúma) work, occupation

Edéén ádwúma na wóye? What's your occupation? ('What
kind work then you do?')

-B-

abáñ (abáñ) (pl. m-) a large or strong building,
the government

Méyé abáñ ádwúma. I work for the government.

-A-

	te	to live, dwell
7	Ehēfā na wōte?	Where do you live?

-B-

8	Mete Tamale.	I live at Tamale.
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Grammatical Drill A

Change to perfect positive.

1.	Yekó.	Yakó.
2.	Ohú.	Wahú.
3.	Mídidi.	Mádidi.
4.	Wóye.	Wayé.
5.	Watón.	watón
6.	Múbisá.	Mábisá.
7.	Oba.	Wabá.
8.	Méhwé.	Mahwé.
9.	Meto.	Mató.
10.	Wənðá.	Wanðá
11.	Yefá.	Yafá.
12.	Okyeréw.	Wakyéréw.
13.	Wóda.	Wáda.
14.	Wóká.	Waká
15.	Osúa.	Wásúa.
16.	Ménóm.	Manóm.
17.	Wúkohú	Wákohú

18. Mɔ̄gye. Magye
 19. ɔ̄fere. Wafere.
 20. ɔ̄ma. Wama.

Question and Answer Drill A

1. Dá bɛn na wɔwɔq wɔ? What day were you born?
 Wɔwɔq mɛ Efieda. I was born on Friday.
2. Ehéfā na wóte afèi? Where are you living now?
 Mɛtɛ Tamale afèi. I'm living at Tamale now.
3. Edɛɛn ntí wɔkɔ kohūu dōketa? Why did you go see the doctor?
 Mɛkɔ kohūu dōketa
esiānɛ sée ná
meyare. I went to see the doctor
 because I was sick.
4. Edɛɛn ntí wósāñ báayɛ? Why did you come back?
 Mɛsāñ báayɛ séé
mīibehū wɔ. I came back to see you.
5. Ehéfā na yewoq wɔ? Where were you born?
 Yewoq mɛ wo Kumāse
ayaresábea. I was born at Kumase
 hospital.
6. Ehéfā na yewoq nɔ? Where was he born?
 Yewoq nɔ wo
ayaresábea áà ewo
Kumāse. He was born at the hospital
 in Kumase.

7. Mfie áhē na wō bá ədí? How old is your child?
Mē bá ədī afé. My child is a year old.
8. Ehēfā na wóyē ádwūma? Where do you work?
Mēyē ádwūma wō
Takoradī. I work at Takoradi.
9. Wóyē è ádwūma māa nō? Did you use to work for him?
Aāñ, mēyē è ádwūma māa
nō. Yes, I used to work for him.
10. Mfie ahē wādī wō hā? How long have you been here?
Wādī afé wō hā. I have been here a year.

Lexical Drill A

1. Ná mē nāñ yē mē yá nnéra. My leg hurt yesterday.
2. Opirāà nē nāñ nnéra. He hurt his leg yesterday.
3. Opirāà nē nāñ ansá na mīibedú hō. He hurt his leg before I arrived.
4. Ná owo hō ansá na mīibedú hō. He was there before I arrived.
5. Mīním sée ná owo hō. I know that he was there.
6. Mīním sée owo hō. I know he is there.
7. Osé owo hō. He said he was there.
8. Osé wōwo hō. He said they were there.
9. Ná mīním sée wōwo hō. I know they were there.
10. Ná mīním sée owo hō. I know he was there.

New words

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

Pattern Drill A

- | | |
|----------------------|---------------------------|
| 1. Mágidí áwie. | I have finished eating. |
| 2. Makéñkáñ áwie. | I have finished reading. |
| 3. Makyérəw áwie. | I have finished writing. |
| 4. Mayé ádwúma áwie. | I have finished working. |
| 5. Masúqá ádè áwie. | I have finished studying. |

Pattern Drill B

- | | |
|--------------------|---------------------------|
| 1. Mawié ádidi. | I have finished eating |
| 2. Mawié akéñkáñ. | I have finished reading. |
| 3. Mawié akyerew. | I have finished writing. |
| 4. Mawié ádwúmaye. | I have finished working. |
| 5. Mawié ádesúá. | I have finished studying. |

Pattern Drill C

- | | |
|---------------------------|------------------------------|
| 1. Osé mémara. | He said I should come. |
| 2. Osé <u>mëmma</u> . | He said I shouldn't come. |
| 3. Osé <u>mënto bí</u> . | He said I should buy some. |
| 4. Osé <u>ménntó bí</u> . | He said I shouldn't buy any. |
| 5. Osé <u>ménko fie</u> . | He said I should go home. |

6. Osé mɛnkó fie. He said I shouldn't go home.
 7. Osé mɛnsua. He said I should learn it.
 8. Osé mɛnsuá. He said I shouldn't learn it.
 9. Osé mɛnkoda. He said I should go to bed.
 10. Osé mɛnkodá. He said I should not go to bed.

Question and Answer Drill B

1. Bére adú? Is it time?
Daabí, bérē nnúuyé. No, it isn't time yet.
 2. Ná wóyé sukuúní wó Ghána? Were you a student in Ghana?
Daabí, ná ménýé No, I wasn't a student in
sukúúní wó Ghána. Ghana.
 3. Mfie ahé na wátená há? How long have you lived here?
Maténá há firí I have lived here since I
mmér(e) áà yewoo mē. was born.
 4. Ehé na ná wówò Ghána? Where were you in Ghana?
Ná mēwo Nsawam. I was at Nsawam.
 5. Mméré bén na ná wówò Kumáse? When were you in Kumasi?
Ná mēwo Kumáse I was in Kumasi Sunday.
Kwasiedá.
 6. Ehé na wóte? Where do they live?
Ehá na wóte. Here /is where/ they live.
 7. Wávié adwumayé? Have you finished working?
Mfíbewié adwumayé. I am about to finish working.

8. Ehéfá na ote áfèi? Where does he live now?
Fie yi mū na ote áfèi. This is the house where he
lives now.
9. Héna na ąbúe báęge nō? Who has opened the bag?
Mínním néa obueé báęge I don't know who opened the
nō. bag.
10. Mmérę bén na ɔterāà há? When did he live here?
ɔterāà há né
mmo fáraasé. He lived here during his
childhood.

New words

ehéna	(pl. -nōm)	who, whom, whose
báęge		bag, sack, briefcase
mmo fáraasé		childhood

Notes

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

	Day	Male	Female
Sunday	Kwásieda	Kwási	Akósua
Monday	Dwóda	Kwadwó	Adwóà
Tuesday	Bénada	Kwabéna	Abénaa
Wednesday	Wúkuoda	Kwáku	Akúá
Thursday	Yáwóda	Yaw	Yaa
Friday	Fíeda	Kofi	Afuá
Saturday	Méméneda	Kwámé	Ámma

2. The third person plural is also sometimes used with a passive meaning, e.g., /wɔwɔɔ mɛ/, 'I was born', literally, 'they bore me'. Compare Unit 5, note 8 and Unit 7, note 14.

3. /Dwo ayaresábea áà ewɔ Nkerāñ/, 'He is at the hospital in Accra' must have the relative pronoun /áà/ and a subject with the second /wo/. Speakers of English often make the error of omitting /áà ε-/. 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 miním séé cwo 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 /wié/, 'finish' is used to express completion, e.g., /Madidí áwie/, 'I have finished eating', literally 'I have eaten to finish'. In Pattern Drill B, the perfect of /wié/ followed by verbal noun is used to express completion, e.g., /Mawíè ədidi/, '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., /ədwúmaye/, 'working', literally 'work-doing'. In compound verbal nouns, there is no /a- ~ a-/ prefix unless the noun of the compound has this prefix in isolation. Compare the examples in Unit 7, Question and Answer Drill B.

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

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

8. /tə/, '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/.

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

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

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

11. /ɛhɛna/ is an interrogative personal pronoun, and it is only used to ask questions. /nɛa/ 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. /ase/ when the last element of a nominal compound also means 'the time of or during', e.g., /mmɔfāraase/, 'childhood', 'the time when a child'.

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

Unit 12

Basic Dialogue

- A -

- 1 Abó sɛñ? What time is it?

-B-

- | | |
|----------------------------|--------------------|
| ədóñ (nón) (pl. n-) | bell |
| nsiá | six |
| 2 Abó nnón nsiá. | It is six o'clock. |

- A -

- 3 ey(é) áà bérē bén n(a) ɔba? When does he come?

- B -

- | | |
|---|--------------------------|
| dáa | always |
| pa | to pass by, move along |
| ménèté, mérèté (pl. m-) | minute |
| aduonu | twenty |
| 4 Obá dáa nnón nsiá ápà hó
mmerèté aduonú. | He always comes at 6:20. |

1

- 5 gyína to stand still, stop, halt
 Edēn ntí na ey(ε) áà emá Why does he stop here?
 ogyíná wó há?

-B-

6 Ogyiná wo há dídí. He stops here and eats.

-A-

7 Odi mmér(ə) áhē? How long does he stay?

-B-

8 Odi béye mmérètē dúnnum He stays about fifteen minutes.

Notes

1. In a number of words /n/ alternates with /r/ between vowels, as in /ménètē/ or /mérètē/ and /ténā/ or /téra/.
2. Another common word for 'minute' is /simma/. /ménètē/ is //miniti//.
3. /gyina/ is not followed by the consecutive form, e.g., /Ogyina wo há dídí/, 'He stops here and eats'.
4. One of the meanings of /yε/, 'to be', is 'to amount to', 'come to', 'total to', e.g., /wɔyε dú/, 'There are ten of them'. Though /yε/ is a stative verb, it does have a future form, which has a specialized meaning of 'about', 'approximately', e.g., /wɔbéye dú/, 'There are about ten of them'; however, if a price is quoted, /béye/ does not mean 'approximately', but 'the total is'.

Lexical Drill A

baakō, biakō	1
mmienū, abien̄	2
mmiensā, abiesā	3
ennān	4
enūm	5

ensia'	6
ensōn'	7
enwōtwē'	8
əenkōrōn'	9
edu	10
dūbaakō	11
dūmienū	12
dūmiensā	13
dūnnāñ	14
dūnnūm	15
dūnsia'	16
dūnsōn'	17
dūnwōtwē'	18
dūnkōrōn'	19
aduonū	20
əaduonūbaakō	21
aduonūmienū	22
aduonūmiensā	23
aduonūnāñ	24
aduonūnūm	25
aduonūnsia'	26
aduonūnsōn'	27
aduonūnwōtwē'	28
aduonūnkōrōn'	29
aduasā	30
aduanāñ	40

a <u>duon</u> ^ū	50
a <u>duos</u> ^ī <u>ā</u>	60
a <u>duos</u> ^ō <u>n</u>	70
a <u>duow</u> ^ō <u>twe</u>	80
a <u>duokor</u> ^ō <u>r</u>	90
o <u>ha</u>	100
o <u>ha</u> n̄e baak <u>ō</u>	101
o <u>ha</u> n̄e du <u>ū</u>	110
a <u>haqan</u> ^ū	200
a <u>pem</u> (pl. m-)	1000

Pattern Drill A

Read the numbers horizontally.

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

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

Lexical Drill B

1. Baakó (é)né baakó ye mmienu.
 2. Mmienu né mmienu ye nnáñ.
 3. Mmiensá né mmiensá ye nsíá.
 4. Ennáñ né nnáñ ye nwotwé.
 5. Enúm né enúm ye dú.
 6. Ensíá né nsíá ye dumienu.
 7. Ensón né nsón ye dúnáñ.
 8. Enwotwé né nwotwé ye dünsíá.
 9. Enkorón né nkorón ye dúnwotwé.
 10. Edú né dú ye aduonu.
- 1 and 1 is 2
2 and 2 is 4
3 and 3 is 6
4 and 4 is 8
5 and 5 is 10
6 and 6 is 12
7 and 7 is 14
8 and 8 is 16
9 and 9 is 18
10 and 10 is 20

Lexical Drill C

1. Wóyi mmiensá fíri ensíá mü áà,
eka mmiensá. ('When three is
from six's whole, it remains
three.')
 2. Wóyi dú fíri aduásá mü áà,
eka aduonu.
 3. Wóyi nnáñ fíri enkorón mü áà,
eka enúm.
- 6 minus 3 is 3
30 minus 10 is 20
9 minus 4 is 5

4. Wóyì nwɔtwé fírì dúmienú mū áà, 12 minus 8 is 4
εká ennáñ.
5. Wóyì nsíá fírì dúnson̄ mū áà, 17 minus 6 is 11
εká dúbaakō.
6. Wóyì dúnúm fírì əduonú mū áà, 20 minus 15 is 5
εká enúm.
7. Wóyì nwɔtwé fírì əduonunáñ mū
áà, εká dúnsiá. 24 minus 8 is 16
8. Wóyì əduosíá fírì əduosón̄ mū áà, 70 minus 60 is 10
εká edú.
9. Wóyì əduanánnán fírì dúbaakō mū
áà, εká əduasámiensá. 44 minus 11 is 33
10. Wóyì əduosíánwɔtwé fírì əduosón̄
mū áà, εká mmienú. 70 minus 68 is 2

New words

/(Sε)....áà/

See note 7.

ka

to remain, be left

Question and Answer Drill A

1. Mfie áh̄é ní áà wóbetérāa How many years has it been
 há? since you lived here?
Mfie du ní áà mēbēterāa It has been ten years
 há. since I have lived here.

2. Mfie áh̄e ní áà okoo
Amérèka?
Okoo Amérèka mfie nání
ni.
- How long ago did he leave
for America?
He left for America four
years ago.
3. Ebédi mfie áh̄e na wóbesáñ
ábà Ghána?
Médi mfie mmienú ansáà
na méba Ghána.
- How long will it be until
you return to Ghana?
It will be two years
until I return to Ghana.
4. Nnipa ah̄e na ewo dāñ mü
hó?
Wobéye nnipa aduanúm na
ewo dāñ mü hó.
- How many people are there
in that room?
There are about fifty
people in that room.
5. Nnipa áh̄e pé n(a) eeba?
Wobéye aduanúm pépeεpe
na eeba.
- Exactly how many are coming?
There will be exactly
fifty.
6. Siká áh̄e na wówò?
Mewo pón baakó pé.
- How much money do you have?
I have exactly one pound.
7. Efi Nkeráñ kó Kumáse bέye
akwánsíñ áh̄e?
Efi Nkeráñ kó Kumáse
ebέye akwánsíñ chá ni
aduonú.
- How many miles is it from
Accra to Kumasi?
It's about 120 miles from
Accra to Kumasi.

8. *Se wúfi Nkerāñ Kumáse áà, edi mmér(e) áhɛ?* How long does it take to get from Accra to Kumasi?
Se wúfi Nkerāñ reko Kumáse áà, edi nnɔnhwéréw nkorón. It takes nine hours from Accra to Kumasi.
9. *Wúgyinaà há ákyɛ?* How long have you been standing here?
Magyina há mmérèté nún pɛ. I've been standing only five minutes.
10. *Woténāà há ákyɛ?* How long have you been waiting?
Maténā há mmérèté nún ni. I've only been waiting some five minutes.

New words

<i>ne</i>	to be, (See note 6.)
<i>beterá</i>	to come, sit down; settle, take up a habitation
<i>pɛ</i>	exactly, only, precisely, thoroughly
<i>okwáñ (pl. a-)</i>	road, path; way, method; opportunity
<i>esín (pl. asinsín)</i>	part, piece, fragment, remnant
<i>okwánsín (pl. a-)</i>	mile
<i>terén</i>	train
<i>hwéré</i>	to consume, use up, pass time

dɔphwérəw (pl. n-)	hour
kye	to continue, endure, last

Pattern Drill B

Nnón mmienú ábò ápà hō mménèté It's 2:15. It's fifteen
dúnnúm. after two.

Read the following times in Twi.

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

Pattern Drill C

Aká mmérètē dú na y(ε) ábò It's ten minutes until one.
dóp kɔrq.

Read the following times in Twi.

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

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

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

6. /(*e*)nkɔrɔ́ŋ/ is //nkron//.

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

/nɛ nō/ contracts to /nen/.

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

9. /dóŋ kɔrɔ/ and /dóŋ kɔ/ are alternate forms of /dóŋ baakó/.

Unit 13

Basic Dialogue

-A-

obógo (bógo) (pl. a-) price; stone; kernel, seed

- 1 Né bógo y(ε) ahé? How much is this?

-B-

osírèn shilling

- 2 Né bógo ye sírèn mmienú. It's 2 shillings.

-A-

búuku, búukuú book

kokoó red

- 3 Búuku kokoó nō y(ε) ahé? How much is this red book?

-B-

- 4 Pón baakó ni sírèn dù. One pound and ten shillings.

-A-

fa to take, grasp, seize

- 5 Fa enó má mē. Give me that one.

akókoseradéé yellow

kéraataá (pl. n-) paper

- 6 Mā mē akókoseradéé kéraataá Give me some yellow paper too.
ńso bi.

-B-

hwéhwé to look for, look after

- 7 Ahé na wóhwéhwé? How much do you want?

-A-

	bøaa'	bundle, bunch
8	Má mɛ bøaa'.	Give me a package.
	ñyinña	all
	ní ñyinña	all of it

9 Ní ñyinña bøø béye ahé?

How much is the total price?

-B-

10	Ní ñyinña bøø béye pón mmienü.	That will be 2 pounds altogether.
----	-----------------------------------	-----------------------------------

Notes

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

køkøø	red, reddish or chocolate brown, orange, purple
tuntum	black; dark shades of blue, green, brown, gray, or tan; very dark red
fítaa	white, (clear)
fúfuo	white
akókøséràdéε	yellow, light tan
ahabámmónó	green
ºbiruù	blue

/kokoɔ̄/, /tuntum̄/, /fītaa/, and /fūfuo/ are adjectives and follow their nouns, as other adjectives do. /akōkɔ̄səradē/ and /ahabāmmōnō/ are compound nouns and precede their nouns. /akōkō/, 'chicken' plus /seradē/, 'fat', 'grease' indicates 'the color of hen's fat', i.e., 'yellow'. /ahabān̄/, 'leaf', 'foliage', plus /amōnō/, 'fresh', 'green', 'unripe', indicates 'the color of fresh leaves', i.e., 'green'.

Light shades are indicated by a following /^okakera/, 'little', 'small', e.g., /ahabāmmōnō kakera/, 'light green'. With adjectives only, reduplication is used to indicate dark shades, e.g., /tuntuuntum̄/, 'very black', /fitafita/, 'very white', /kokoɔ̄ko/, '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. /akōkɔ̄səradē/ is // akoksrade//.

/kēraataá/ is // kraataaa//.

/ní/, 'and', 'with', is // ne//.

/kakera/ is // kakra//.

/biruu/ is // bruu//.

Question and Answer Drill A

1. Né bōo ye sēñ? How much is this?

Né bōo ye takú. It is a sixpence.

2. Nhōmā yí bōo ye sēñ? How much is this book?

Nhōmā yí bōo ye pón
kō.

This book is one pound.

3. Ntāmā yí bōo ye sēñ? How much is this ntama?

Ntāmā yí bōo ye pón
mmiensā.

4. Pénṣere yí bōo ye sēñ? How much is this pencil?
 Pénṣere yí bōo ye This pencil is a threepence.
toró.
5. Opōñ yí bōo ye sēñ? How much is this table?
 Opōñ yí bōo ye pón This table is ten pounds.
dú.
6. Kéraataá yí bōo ye sēñ? How much is this paper?
 Kéraataá yí bōo ye This paper is a sixpence.
semponá.
7. Osékañ yí bōo ye sēñ? How much is this knife?
 Osékañ yí bōo ye pón This knife is three pounds.
mmiensá.
8. Kyóòku yí bōo ye sēñ? How much is this chalk?
 Kyóòku yí bōo ye This chalk is a sixpence.
takufá.
9. Ofié yí bōo ye sēñ? How much is this house?
 Ofié yí bōo ye pón This house is 5,000 pounds.
pém núm.
10. Edóñ yí bōo ye sēñ? How much is this bell?
 Edóñ yí bōo ye sírèn This bell is thirty shillings.
aduasaá.

New words

ɔpōñ (pl. a-)	door, gate; table, desk; meal, feast
ɔsekāñ (sēkāñ) (pl. a-)	knife, razor
kyōòku, kyōòko	chalk
takú, takufá (pl. n-)	sixpence
tōrō, tērō	threepence
sem̄poá	sixpence
kápere	penny

Question and Answer Drill B

1. Wúdií na ahé wo
Aburokyíri? How long did you spend in Europe?
Mídíí mfie náñ wo I spent four years in Europe.
Aburokyíri.
2. Wákó Aburokyíri pén?
Daabi, ménkóó Have you been to Europe before?
Aburokyíri pén. No, I have never been to Europe?
3. Wúbeduuýe nō, ná abó
ahé?
Mibéduruýe nō, ná What time was it when you arrived?
yabó dóñ koro né fá. It was half past one when I arrived.
4. Edéén ntí na wósāñ
baaye? Why did you come back?
Mésāñ baay sée mibehú I came back to see you.
wó.

5. Mmá áhē na w(ó) awófо How many other children do
wо? your parents have?
Mawófо wо mma
mmiensa nso. My parents have three other
children.
6. Mfie áhē ni áà wáterā How many years have you lived
há? here?
Matérā há mfie nsón I have lived here for seven
ni. years.
7. Se odídí áà edí mmér(é) How long does he take to eat?
ahé?
Se odídí áà otaa ádi He often takes fifteen
mmérété dúnúm. minutes to eat.
8. Mfie áhē na wó papá How old is your father?
ádi?
Mé papá ádi mfie My father is fifty-five
aduonúnum. years old.
9. Ahé na wóseé wо sotoo How much did you spend in that
mú hó? store?
Méséé sirén dúnnañ I spent only fourteen
pé. shillings.
10. Nnípa áhē na éhyiaá wо How many people met at the
sukúù mú hó? school?
Nnípa býeé ohá na About a hundred people met
éhyiaá wо sukúù mú at the school.
hó.

New words

Aburokyiri	Europe, America
pén	once, one time, ever, before
du, duru	to arrive, reach; be sufficient
awófоо, awófоnőm	parents
taá	to pursue, chase, follow; do often or repeatedly
see	to use up, spend; destroy, mar, ruin
hyiá'	to meet, assemble; agree, be in accord

Pattern Drill A

1. Búuku kétewaa tuntum da opónō nō sq. A small black book is lying on the table.
 2. Pénṣere téñtén kókóó da opónō nō sq. A long red pencil is lying on the table.
 3. Pénṣere téñtén kókóó nō ye mé dēa. The long red pencil is mine.
 4. Ahabámmónō káà fófóro nō ye mé dēa. That new green car is mine.
 5. Ahabámmónō káà fófóro nō firí Aburokyíri. That new green car is from Europe.
 6. °Ataadéε dédaw fitaa yí firí Aburokyíri. This old white dress came from Europe.
 7. Ataadéε dédaw fitaa yí nyé. This old white dress is no good.

8. Mé sekán fófóro keséε My other big knife is no good.
nó nyé.
9. Mé sekán fófóro keséε My other big knife is outside.
nó wo abontéñ.
10. Okérámáñ keséε kókóó The big light-brown dog is
kakeraá wo abontéñ. outside.

New words

kétewa (pl. n-)	small, little
téntéñ	long, high, tall
ataadéε	clothes
keséε (pl. a-)	big, large; great, grand
abontéñ (pl. m-)	street
dédaw	old, ancient
okérámáñ (pl. a-)	dog

Pattern Drill B

1. Edéén ntí na wúkoo fie? Why did you go home?
2. Edéén ntí na wánkó fie? Why didn't you go home?
3. Edéén ntí na wóbaay? Why did you come?
4. Edéén ntí na wámmá? Why didn't you come?
5. Edéén ntí na wótooy? Why did you buy it?
6. Edéén ntí na wántò? Why didn't you buy it?
7. Edéén ntí na wúbisáa nó? Why did you ask him?
8. Edéén ntí na wámmisa nó? Why didn't you ask him?
9. Edéén ntí na wókáá saá? Why did you say that?
10. Edéén ntí na wánká saá? Why didn't you say so?

New words

sa, saā

so, thus, in that manner

Question and Answer Drill C

1. Mfie áhē na ná mādi
mmér(e) áà móbaà
 Amérèka?
Ná mādi mfie dunnāñ
mmér(e) áà yebaà
 Amérèka?
- How old were you when you came to America?
- I was fourteen when we came to America.
2. Pépà ahē na wóohwéhwé?
Mééhwéhwé pépà sírèn
áto.
- How much paper do you want?
- I want a shilling's worth of paper.
3. Sírèn bétō pépà ahē?
Sírèn bétō pépà adáká
baakó.
- How much paper will a shilling buy?
- A shilling will buy one box of paper.
4. Ebédi mmér(e) ahē ansā
 na obésāñ ábà?
Ebédi béye nnónhwérew
mmienú ansā na
 obésāñ ábà.
- How long will it be until he gets back?
- It will be about two hours until he gets back.
5. Ehíá má wó nnipa ahē?
Ehíá má mě nnipa
kétewaa bí.
- How many people do you need?
- I need a few more people.

6. Ehiá má wo nnipa áhē
bío? How many more people do you
need?
 Ehiá má mẽ nnipa nsia
bío. I need six more people.
7. Siká ahē na ehiá máw? How much money do you need?
 Ehiá má mẽ siren
mmienū. I need two shillings.
8. Mméré bén na ofí ádwuma When does he start to work?
ase? Ofí ádwuma ase nnón
dú. He starts to work at ten
o'clock.
9. Mméré bén na opōn When does he quit work?
ádwuma? Opōn ádwuma nnón nsia
né fá. He quits work at six thirty.
10. Dá bén na eyé áà wókó What days do you go there?
hó? Mékó hó dáa. I go there every day.
11. Wótáá kó hó daa? How often do you go there?
Nnawótwé biara mékó
hó nnansá. I go there three times a
week.

New words

pépá	paper
adáká	box, case, trunk, suitcase
hiá	to distress, trouble, need, require

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

Pattern Drill C

1. Se wúnyá́ wié pé áà, bérá mí fie. As soon as you finish, come to my house.
2. Se wúnyá́ wié pé áà, kótó borodó má mē. As soon as you finish, go buy some bread.
3. Se wuwò síka áà, kótó borodó má mē. If you have any money, go buy me some bread.
4. Se wuwò síka áà, tua mpá nō ká má mē. If you have the money pay me for the bed.
5. Kyere nō má óntua mpá nō ká má mē. Tell him to pay me for the bed.
6. Kyere nō má ónkó fie. Tell him to go home.
7. Bisa nō má ónkó fie. Ask him to go home.
8. Bisa nō má óntua mē ká. Ask him to pay me.
9. Oñnyá́ ntua mē ká. He hasn't paid me yet.
10. Oñnyá́ mmaaye. He hasn't come yet.

New words

εká (pl. n̄-)	debt, something which is lacking
tua	to pay, repay, fill up, replace
ñyá	to get, acquire, receive, obtain

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

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

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

8. /dēa/ is the same as /neá/.

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

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

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

12. /ɔkərāmāñ/ is //okraman//.

13. /ɛdəññ nti/ is often /ɛdəññ ntí/, i.e., /ñ/ is usually /n/ before /n/.

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

Unit 14

Basic Dialogue

-A-

- 1 ^oTeléfōn nō rēbō. Kotié The phone is ringing. Answer
teléfōn nō.

-B-

- tie to hear, listen
2 Hélo, mẽ Owúsú na, mẽekasa Hello, Owusu speaking.
yí.

-C-

- 3 Yøq, kasa na mítie wo; eyε Yes, I hear you; this is Abenaa
mẽ Abenaa Asantewa.

-B-

- 4 Na wamáne?

What can I do for you?

-C-

- siésie to repair, fix, arrange,
 prepare
baabi (pl. -nom) a place, somewhere
5 Ehéfa na mínyã baabi ná Where can I find a place to get
yásiesie mẽ káà nō? my car fixed?

-B-

- nkwanta crossroad, junction, a 'Y'
6 Baabi pápa wó Kégyetia There's a good place at Kegyetia
Nkwanta.

-C-

7 Mɛda wase. Thank you.

-B-

8 Mmé enná ase. 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: /mpém miensá ahá núm n̩e aduosɔn nwɔtwe/.

2. English words are quite common in Twi. Words that were borrowed some time ago have been modified so that they now fit the structure of the Twi sound system, e.g., /síren/, '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 /hélɔ/ and /telefɔn/. 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., /kāà/ is both //kaa// and //car//. If English spelling isn't used, word-final consonants are either dropped or a vowel is added after them. Consonant clusters either lose a consonant or a vowel is inserted between the consonants. Double consonants lose a letter. The table below indicates how respelling is usually done.

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

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

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

3. /tələfōn/ is //telefon//.

4. Notice the s-like sound between /t/ and /i/ in /tie/.

Pattern Drill A

1. Ehéfá na mínyá baa'bí ná
yáslesie mē kaa nō? Where can I find a place to get my car fixed?
2. Ehéfá na mínyá baa'bí ná
yahqoró mē ntáadε? Where can I find a place to get my clothes washed?
3. Ehéfá na mínyá baa'bí ná
°yahyáin mī °hyúù? Where can I find a place to get my shoes shined?
4. Ehéfá na mínyá baa'bí ná
yayi mī tí? Where can I find a place to get my haircut?
5. Ehéfá na mínyá baa'bí átō
aduane (ádi)? Where can I find a place to buy food?

Pattern Drill B

1. Ehéfá na mínyá obí ná
wásiesie mē kāà nō?
Where can I find someone to fix my car?
2. Ehéfá na mínyá obí ná
wáhòrø mē ntáadøe?
Where can I find someone to wash my clothes?
3. Ehéfá na mínyá obí ná
ওwáhyàin mī ওhyúu?
Where can I find someone to shine my shoes?
4. Ehéfá na mínyá obí ná
wáyi mī ti?
Where can I find someone to cut my hair?
5. Ehéfá na mínyá obí áà
ওtón ওduane?
Where can I find someone who sells food?

Pattern Drill C

1. Baabi papa wó Kégyetia
Nkwantá.
There's a good place at Kegyetia Crossroad.
2. Baabi papa wó kúrom.
There's a good place in town.
3. Baabi papa wó asubontén
nō ríkyéñ.
There's a good place by the river.
4. Baabi papa toa
síkakórabéadán nō só.
There's a good place adjoining the bank.
5. Baabi papa wó adáñ áà
esi wánim yí.
There's a good place in the building opposite us.

Pattern Drill D

1. Baabi nni há áá yesiésie
káa. There's no place here that
repairs cars.
2. Baabi nni há áá yehóro
nneema. There's no place here that
washes things.
3. Baabi nni há áá yeyí ti. There's no place here that
gives haircuts.
4. Baabi nni há áá yetón
aduané. There's no place here that
sells food.
5. Baabi nni há áá yeyé
pepá. There's no place here that
makes paper.

New words

hóro, hohóro	to wash
yí	to take away, remove; shave, cut the hair
obi (pl. -nōm)	someone, somebody, anybody, one
asubontéñ, asútéñ (pl. n-)	river, stream
síkakórabéa	bank, safe, place to keep money
síkakórabéadáñ	bank, bank building
tóa	to join, connect, bring together
ani	eye; color
anim	face, countenance; front; before, in front of

Lexical Drill A

1. Sε wúdu fíe áà, férē mẽ. As soon as you get home, call me.
2. Sε wúdu fíe áà, beférē mẽ. As soon as you get home, come (over) and call me.
3. Sε wúwíe áà, beférē mẽ. When you finish, come (over) and call me.
4. Sε wúwíe áà, férē nō wō télefón sō. When you finish, phone him.
5. Ansā na wúbèfí asé nō, férē nō wō télefón sō. Before you start, call him.
6. Ansā na wúbèfí asé nō, koférē nō. Before you start, go call him.
7. Sε télefón nō bō pé áà, koférē nō. If the telephone rings, go call him.
8. Sε télefón nō bō pé áà, tie. If the telephone rings, answer it.
9. Sε obá békásá áà, tie nō. If he comes to talk, listen to him. (be patient with him)
10. Sε obá békásá áà, férē mẽ. If he comes to talk, call me.

Lexical Drill B

1. Kyéréwpón nō yε mē dεa. The desk is mine.
2. Kyéréwpón nō sí ofásu
nō hō. The desk is next to the wall.
3. Akɔnnúá nō sí ofásu
nō hō. The chair is by the wall.
4. Akɔnnúá nō nní há. The chair isn't here.
5. Abófára nō nní há. The child isn't here.
6. Abófára nō da mpá nō
só. The child is lying on the bed.
7. Safówá nō da mpá nō só. The key is lying on the bed.
8. Safówá nō tua opón nō
aní. The key is in the lock.
9. Safówá áà ábù tua opón
nō aní. There is a broken key in the lock.
10. Mítuu safówá áà ábù nō
fíi opón nō aní. I took the broken key out of the door.

New words

fí...ase	to begin
ofásu (pl. a-)	wall
safówá, sáfē (pl. n-)	key
tua	to stick at or in, be stuck at or in
bu	to bend, curve; break, break off, decide, judge
mpá	bed, couch, mattress

opōnāni(wa)

lock, keyhole

eso

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

Lexical Drill C

1. Tie okyerékyérefqo nō. Listen to the teacher.
2. Wōn ḥnhū kyerékyérefqo nō. They couldn't find the teacher.
3. Wōn ḥnhū abofára nō nhomā. They couldn't find the child's book.
4. Obueè abofára nō nhomā nō. He opened the child's book.
5. Obueè opōn nō māa mē. He opened the door for me.
6. Otqo opōn nō mū māa mē. He closed the door for me.
7. Otqo kāa nō mū. He locked the car up.
8. Ná otq kāa nō mū. He was sitting in the car.
9. Ná otq kyéréwpōn nō hō. She was sitting at the desk.
10. Mēben kyéréwpōn nō hō. I'm near the desk.

Question and Answer Drill A

1. Hwāñ na ná wó nē nō rekasa nō?
Ná mē nē mē yere
eekasa. With whom were you talking?
I was talking to my wife.
2. Ná mōokā edēñ hō asém
Ná yeekā asoré hō
asém. What where you talking about?
We were talking about church.

3. Edeñ na óope? What did she want?
Óope baabi áa She wanted to know where she
yebésiesie né kaa could get her car fixed.
amá nō.
4. Ehéfá na wókyeré nō? Where did you send her?
Mékyeré nō séé I told her to go to Kegyetia
ónko Kégyetia Crossroad.
Nkwantá.
5. Edeñ ntí na wókyeré Why did you send her there?
nō séé ónkó hó?
Wón nō yé ádwúma pá I sent her there because they
entí na mékyeré do good work.
nō séé ónkó hó.
6. Wó ataadé nō aní te What color are your clothes?
sén?
Mataadé ye fitaa né My clothes are white and light
tuntum kakeraá. blue.
7. Miñyãa létè nné? Did I get any mail today?
Wuñyãa létè baakó You got only one letter.
pé.
8. Omáñ bén mū na wúfirí? What country are you from?
Mífíri Ghána máñ mū. I'm from the country of Ghana.
9. Kúro bén mū na wúfirí? Where are you from? (What town
are you from?)
Mífíri Téma kúrom. I'm from the city of Tema.

10. Ehéna na óobó ɔpón nō Who is knocking at the door?

ákyi?

Ohóhó na ooobó ɔpón A stranger is knocking at
nō ákyi. the door.

New words

tó	to lay, put; cast, throw; apply to, lay on
tó...mú	to close, shut, lock
bén	to be near, approach
asóre	church service, devotional meeting
sore', sōm	to be careful about; worship, adore
omáñ (pl. a-)	nation, people
ohóhó (pl. a-)	stranger, foreigner, guest
ká...hó asém	to talk about, discuss

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

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

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

Unit 15

Basic Dialogue

-A-

bó̄sø bus

1 Ehéfá na bó̄sø nō gyina? Where does the bus stop?

-B-

bó̄søtapø bus stop

2 Bó̄søtapø nō wø nkyɛn hó. The bus stop is over there.

-A-

wei this, these, that, those

3 Bó̄sø wei kó kúrom anaa? Does this bus go into town?

-B-

4 Daqbi, wei na ekó kúrom. No, that one goes into town.

-A-

5 Yegyé áhɛ? How much is the fare?

-B-

6 Yegyé siren dunsɔn. The fare is seventeen shillings.

-A-

tu to leave, depart

7 Bére bɛn na bó̄sø nō tú? When does the bus leave?

-B-

8 Bó̄sø nō tú nnónnum. The bus leaves at five o'clock.

-A-

9 Bére bɛn na bó̄sø nō bá? When does the bus arrive?

-B-

10. Bó̄sø nō bédø nnó̄nkɔ́rɔ̄n né fá. The bus will arrive at nine thirty.

Notes

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

Pattern Drill A

1. Ehéfá na bó̄sø gyinabéa Where is the bus station?
nō wō?
2. Ehéfá na kéteké gyinabéa Where is the train station?
nō wō?
3. Ehéfá na ēwimhyén gyinabéa Where is the airport?
gyinabéa nō wō?
4. Ehéfá na taksíi gyinabéa Where is the taxi stand?
nō wō?
5. Ehéfá na hyén gyinabéa Where is the harbor?
wō?

Pattern Drill B

1. Bére bén na kétéké nō What time will the train leave?
bétu.
2. Bére bén na ewímhyén What time will the plane arrive?
nō béba?
3. Bére bén na bóoso nō What time will the bus arrive at
béduru Kumáse.
4. Bére bén na ewímhyén nō What time will the plane leave
bétu firí Nkerāñ?
5. Bére bén na wókofa What time are you leaving to
hyén nō?

New words

okéteké (pl. n-)	hyena; locomotive, train
shyén (pl. a-)	ship, vessel, liner
ewímhyén, ewímúhyén (pl. n-)	airplane
taksíi	taxi

Lexical Drill A

1. Pénṣere ní. Here is a pencil.
This is a pencil.
2. Pénṣere nō ní. Here is the pencil.
This is the pencil.
3. Pénṣere bí ní. Here is a pencil of some kind.
4. Pénṣere nō bí ní. Here is one of the pencils.
Here are some of the pencils.
This is the kind of pencil.
5. Pénṣere yí ní. HERE is the pencil.
THIS is the pencil.

Question and Answer Drill A

1. Wódè lórè anāa kétéké
na eeko Kumásé anāa?
Daabi, mēde ewimūhyén
na eeko Kumásé.
- Are you taking the bus or the train to Kumasi?
No, I'm going to Kumasi by plane?
2. Wóbeyé dēn na wáko
éerpōrt hó?
Madámfo bí bēba abefá
mē ákò éerpōrt hó.
- How will you get to the airport?
A friend of mine is taking me to the airport.
3. Wátò wó tekété anāa?
Mētōo mē tekété wó
Kíñswéi nnéra.
- Did you buy your ticket?
I bought my ticket at Kingsway's yesterday.
4. Bóòsqo bén na ekó
éerpōrt?
Bóòsqo wéi na ekó
éerpōrt.
- Which bus goes to the airport?
That bus goes to the airport.
5. Bóòsqo nō bédì mmérète
áhè wó há?
Bóòsqo nō bédì mmérète
dú wó há.
- How many minutes will the bus stay here?
The bus will stay here for ten minutes.
6. Mpén áhè na bóòsqo bí
taá tú firi há?
Bóòsqo bí tú firi há
dɔnhwérew biara.
- How often does a bus leave from here?
A bus leaves from here every hour.

7. Aane bō̄sø áà ekó Kumáṣe Does the bus go to Kumasi by
 kofá Koforídùa ansá way of Koforidua?
 na akó anāa?

Aāñ, ekofá Koforídùa Yes, it goes to Kumasi by
 ansá na akó Kumáṣe. way of Koforidua.

8. Efírlí há kó Kumáṣe How much is the fare from here
 yegyé ahé? to Kumasi?

Yegyé pón baakó fírlí The fare from here to Kumasi
 há kó Kumáṣe. is one pound.

9. Wóbetúmí dë wó káà nō Can you take me to the bus
 áfà mē ákò bō̄s station in your car?
 sótehyén?

Daabi, mē yére dë wó No, but my wife will take
 békó bō̄s sótehyén you to the bus station.
 hó.

10. Dá bén na wóbesāñ ábà? What day will you return?
 Mésāñ ábà Yawóda. I will return Thursday.

New words

lórè	lorry, truck, bus, car
adamfø (adámfo) (pl. n-nóm)	friend
éerport	airport
tékete	ticket
aane	a question marker; Is it true /that/
sótehyén	station

Lexical Drill B

1. Mfoní píl wó fású nō
hō. There are many pictures on
the wall.
2. Safowá nō da fám wó
fású nō hō. The key is lying on the floor
by the wall.
3. Safowá nō nná opón áà
esi mfénséré nō hō
nō sō. The key isn't on the table
near the window.
4. Mē sekāñ nná opón áà
esi mfénséré nō hō
nō sō. My knife isn't on the table
near the window.
5. Mē sekāñ da opón áà
ewo fású nō hō nō
ase. My knife is lying under the
table next to the wall.
6. Pénseré nō toc opón áà
ewo fású nō hō nō
ase. The pencil fell under the
table by the window.
7. Pénseré nō toc adáká
áà esi opónō nō
ñkyén nō mü. The pencil fell into the box
by the table.
8. Mēdē sekāñ átō adáká
áà esi opónō nō
ñkyén nō mü. I put the knife into the box
by the table.

9. Mèdè sékāñ twaa nám I cut the meat with a knife.
nō mü.
10. Mèdè sékāñ nō áhyé mē I put the knife into my
kotokú mü. pocket.

New words

mfoni	picture
píl	many, much
εfa	earth, soil, dirt
efam	ground, floor, bottom; below
mfénsere	window
to	to drop, full, fall, rain
twa	to cut, cut up; cross, pass by
hyé	to stick into, be stuck into; wear, put on (clothes)
kotokú (pl. n-)	pocket, bag

Question and Answer Drill B

1. Wú kúrom kásá ye deñ? What is your native language?
 Mí kúrom kásá ye My native language is Twi.
Twi.
2. Mméré bén na wóko ádwuma? What time do you leave for work?
 Mékó ádwuma nnón I leave for work at eight
nwɔtwé. o'clock.
3. Aane wónanté kó ádwuma? Do you walk to work?
 Se ewím yé áá, I walk to work when the
 ménanté kó ádwuma. weather is nice.

4. *Se osúo tó áà, wóde bōoso na ekó ádwuma?* Do you ride the bus to work when it rains?
Daabí, se osúo tó áà, měká mě káa na ekó ádwuma. No, I drive to work when it rains.
5. *Héna na ehwé mmofára nō sō mmér(e) áà wo yére ręyé ádwuma?* Who looks after the children while your wife is working?
Mě yére mǎamé na ehwé mmofára nō sō mmér(e) áà mě yére ręyé ádwuma. My wife's mother looks after the children while my wife works.
6. *Ná wówò há nnéra?* Were you here yesterday?
Daabí, ná minni há nnéra. No, I wasn't here yesterday.
7. *Edéén na ná wooye mmér(e) áà obaaye nō?* What were you doing when he came?
Ná mǐldidí mmér(e) áà obaaye nō. I was eating when he came.
8. *Obí wo há áà obétumi aboa mě?* Is there anyone here who can help me?
Sáa mǎamé yi bétumi aboa wo. That woman can help you.

9. Wúbetumí ásāñ ábà Can you come back tomorrow?

ɔkyéñá?

Métumí ásāñ ábà I can come back tomorrow

ɔkyéna owigýinaé. afternoon.

10. Sε osúo tó áà, wóbeko? If it rains, will you go?

Añ, sε osúo tó áà, Yes, I will go if it rains.
mékø.

New words

ewím air, atmosphere, weather

Lexical Drill C

1. Méba nnónsiá ákyi. I will come after six o'clock.

2. Méba wu fie anadwó I will come to your house
yí.

3. Mā yenkó wu fie Let's go to your house this
añwumére yí.

4. Mā yenkófa bóoso nkó Let's go to Kumasi by bus.
Kumáse.

5. Emfá bóoso nkó Kumáse. Don't go to Kumasi by bus.

6. Emfá okéramán nō mmá. Don't bring the dog.

7. Okéramán nō mmá fie The dog doesn't come into the
há.

8. Mū mū baakó mmá fie Don't any of you come into this
há.

9. Mū mū baakó mmará há. One of you come here.

10. Mū mū bí mmará há. Some of you come here.

Lexical Drill D

1. Okó séesei. He left a short while ago.
2. Okó séesei áà. He just left.
3. Meebəgyé mé hómá
síesíe áà. I'm coming over to get my book right away.
4. Meebəgyé mé hómá
síesíe. I'll be over soon to get my book.
5. Meebəgyé mé hómá
ɔkyéná ançpá. I'll be over to get my book tomorrow morning.
5. A locomotive is called /ɔkéteke/, 'hyena', supposedly because it howls like a hyena.
6. /sótehyén/, usually // station//, is often used as frequently as /gyinabéa/.
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., /Safōwá nō da opón nō sō/, '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., /Safōwá nō da opón áà esí mfénsérè nō hō nō sō/, '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 /də/, 'to have', plus the instrument or tool plus a second verb which shows what is done with the instrument, e.g., /Méde sékáñ twaq nám nō mü/, 'I take knife cut the meat's insides', i.e., 'I cut the meat with a knife'.

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

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

11. /kó/, 'to go', 'go to', when used as the second verb often translates as 'to'. See Question and Answer Drill A, sentence 8.

Unit 16

Basic Dialogue

-A-

tánké tank

emá full

hyε...má to fill up

1 Hyε mě tánké nō má. Fill my tank up.

-B-

2 Yoo, mate. Yes, I will.

(Yes, I have understood.)

óóle, óyere oil

3 Wópè sée mēhwé óle nō Do you want me to check the oil?
anāa?

-A-

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

ekyéw hat, cap

pa kyéw please

4 Áñ, mepaw kyéw. Yes, please.

-B-

kótà quart

5 Óle nō átò sín býe kótà The oil is about a quart low.
baakó.

-A-

gu to pour; scatter, be
scattered, be located
in groups

Fa baakō gú mū. Put in one.

taé tire; (necktie)

yíye good; repaired, mended

7 Wubetumi áyè mē taé nō yíye Can you repair my tire?
áma mē?

-B-

8 Áñ, se wubetumi átwèn dé Yes, if you can wait.
áà.

-A-

gya to leave, forsake

akyíri yi afterwards

9 Mégya nō wo há na akyíri yi I'll leave it here and come for
mabegye. it later.

Notes

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

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

/sere/, '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 /mabegye/ are sometimes preceded by a free form, e.g., in sentence 9 of the dialogue /méba mábegye/ may replace /mabegye/. Pronouns other than first person singular regularly occur with the consecutive form in this position. Compare Unit 5, note 4.

Lexical Drill A

1. Fa nsúo má gú mí
kúruwá nō mü.
Fill my cup up with water.
2. Hwiè nsúo nō fíri
kúruwá nō mü.
Pour the water out of my cup.
3. Hwiè nsúo nō fíri
bókètē nō mü.
Pour the water out of the bucket.
4. Nsúo nni bókètē nō mü.
There is no water in the bucket.
5. Nsúo nni hó áà yede
béhòrø.
There is no water here to wash with.
6. Samíná nni hó áà yede
béhòrø.
There is no soap here to wash with.
7. Samíná nni pónõ nō só.
There is no soap on the table.
8. Ngõ nō wó pónõ nō só.
The cooking oil is on the table.
9. Ngõ nō yé më määmë
déa.
The palm oil belongs to my mother.
10. Kúruwá kétewaa fitaa
nō yé më määmë déa.
The small white cup belongs to my mother.

New words

ekúruwá	cup, pitcher
hwíé	to pour out of
bókètè	bucket
sáminá (sáminá)	soap
ngó	palm oil, cooking oil

Lexical Drill B

1. Ókyéná ye dá bén? What day is tomorrow?
2. Ókyéná ye Kwasiáda. Tomorrow will be Sunday.
3. Ná Owúsunõm wó há
Kwasiáda. The Owusus were here Sunday.
4. Ná Owúsunõm ye
osukúufóo w(o)
Améréka. The Owusus were students in America.
5. Ná mayé ádwúma wó
peteróo dómbo wó
Améréka. I worked in a filling station in America.
6. Ná mayé ádwúma
anwumére ná makó
sukúù anópa. I worked at night and I went to school during the day.
7. Ná mayé ádwúma má no
ansá na mëbaa há. I had worked for him a year before I came here.
8. Yehyee më tñké nō má
ansá mëbaa há. I had my tank filled up before I came here.

9. Yehyee mē tānke nō I had my tank filled up at
mā wo Owusu hō. Owusu's.
10. Mētōo ataadēe yi wo I bought these clothes at
Owusu hō. Owusu's.

New word

peteroo dompo filling station

Lexical Drill C

1. Mēda ase. Thanks.
2. Kyeré ase. Translate it.
3. Tō ase. Make a deposit.
Pay something down.
4. Teré ase. Sit down.
5. Fi ase. Start. Begin.
6. Hwe ase. Fall down.
7. Hwé ase. Look under it.
8. Bera ase. Be humble. Come down off your
high horse. Bend over.
Stoop down.
9. Dí ase. Strike a bargain.
Agree on a price.
10. Twa ase. Draw a line under it.

Lexical Drill D

1. Waka akyíri. He's late.
2. Obeduruū há akyíri. He arrived late.
3. Obeduruū há mmére nō He arrived on time.
pēpeepē.

4. Wabéduru há mmér(ε)
nō pέpεεpe. He is on time. He is in time.
5. Wabéduru há ntém. He is on time.
6. Ewimhyén nō abédu há
ntém. The bus arrived on time.
7. Ewimhyén nō abédu
mmér(ε) áà yáhyéhyé
ámà nō pέpεεpe. The airplane arrived on schedule.
8. Bóòsq nō bédú mmér(ε)
áà yáhyéhyé ámà nō
pέpεεpe. The bus will arrive on schedule.
9. Bóòsq nō béka akyíri
dóñhwéré kó. The bus will arrive an hour late.
10. Bóòsq nō béduru há
ntém dóñhwéré kó. The bus will arrive an hour early.

New words

ntém	haste, swiftness; fast, quick; early, soon
hyéhyé	to arrange, adjust; fit out, equip
abaawa (pl. m-)	girl
péra	to sweep
adihó, adíwo	yard, court
péraé	broom

Lexical Drill E

1. Abáawa nō reperá
adiwo. The girl is sweeping the yard.
2. Abáawa nō wó perae'
fófóro. The girl has a new broom.
3. Abáawa nō dé perae'
na eeperá. The girl is sweeping with a broom.
4. Abáawa nō dé perae'
áà mýé mää nō nō
na eeperá. The girl is sweeping with the broom I made for her.
5. Abáawa nō áfi ase
pera. The girl has begun to sweep the room.
6. Abáawa nō peráà dán
nō mü siésie áà. The girl has just swept the room.
7. Abáawa nō aperá dán
nō mü áwie. The girl has finished sweeping the room.
8. Abáawa nō mperáà odán
nō mü (ee). The girl hasn't swept the room yet.
9. Abáawa nō mfii ase
mperáà ye. The girl hasn't started to sweep yet.
10. Áfei ansá na abáawa
nō béperá. The girl is about to sweep now.

Pattern Drill A

1. Sε m̄gyá m̄e mpabɔa If I leave my shoes, can you
nō áà, wúbetumí repair them?
ayè ámā m̄e anāa?
2. Sε m̄dē m̄e káà nō If I bring my car can you repair
bá áà, wúbetumí it for me?
ayè ámā m̄e anāa?
3. Sa m̄dē m̄e káà nō bá If I bring my car will you
áà, wódè öeyere change the oil?
fófóro bégu mū ámā
m̄e anāa?
4. Sε m̄eba ntém áà, wódè If I come early, will you change
öeyere fófóro bégu the oil for me?
mū ámā m̄e anāa?
5. Sε m̄eba ntém áà ese If I call early, I'll have to
séé m̄etwén nō. wait for him.
6. Sε wammá áà, ese séé If he doesn't come, I'll have
m̄etwén nō. to wait for him.
7. Sε wammá áà, yenní If he doesn't come, we won't
nám áà yebédi. have any meat to eat.
8. Sε yanḱum oguāñ áà If we don't kill a sheep, we
yenní nám áà yebédi. won't have any meat to eat.
9. Sε yanḱum oguāñ áà If we don't kill a sheep, we'll
okóm bédé yen. be hungry.
10. Sε yamma ntém áà, If we don't get back early,
okóm bédé yen. we'll be hungry.

kūm	to kill, execute; cause to cease, extinguish
oguāñ	sheep
okōm	hunger

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

4. /-wa/, /-ma/, /-ba/ are productive suffixes, i.e., are used to form many new words. /-wa/ means 'feminine' or 'the female' of the noun to which it is attached. If /-wa/ is preceded by a single /-a/, /-awa/ is usually /-aa/, e.g., /Atá/, 'a male twin', and /Ataa/, '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., /perāe/, 'broom' from /perā/, 'to sweep' and /fitaē/, 'bellows', 'a woven fan', from /fita/, '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 Mẽpaw kyéw. I beg your pardon.
 edwómū (pl. (e)ññwómū) market, market place

- 2 Ehéfá na edwómū wó? Where is the market?

-B-

- 3 Kó waníṁ tēe. Go straight. ('Go your face-plane straight.')

nifá (nífá) right

- 4 Se wúduru sukuùdáñ nō hó When you reach the school, turn
 áà, fa wú nifá. right.

béñkúm (bénkúm) left

ohéne (héne) king, chief
 (pl. a-nóñ)

- 5 Fa wó bénkúm wó Ohéne Turn left at King's Junction.
 Íkwántá.

kó só to keep on, continue

- 6 Kó só kó tēe kosi sée Keep on going until you come
 wúbedu edwómū nō hó. to the market.

-A-

- 7 Mméré sén na métúmí dë How long will it take me to
 ánante ádúru hó? walk there?

- B -

dé

to take, require

- 8 Wúbetúmi dé dɔ̄nhwérefá It will take you half an hour
áduru. to get there.

Notes

1. /guáaso/, which is // guaso //, is also commonly used for 'market' 'market'. This is an Akuapim word meaning 'an assembly', 'place where people come together', 'market'.
2. /dé/ 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. Okwáñ bén na ekó Which road goes to the market?
edwómū?

Okwáñ áà edá nifá The road on the right goes
nó kó edwómū. to the market.

2. Guáasokwáñ wó hé? Where is the market road?
Guáasokwáñ wó The market road is on the
bénkum. left.

3. Ehéfá na bō̄soggyinábéa Where is the bus station?
nó wé?
Bō̄soggyinábéa nó wé The bus station is /straight/
waním. ahead.

4. Okwáñ yí kó hé? Where does this road go?
Okwáñ yí kó mpqano. This road goes to the seaside.

5. Chéfá na lóré nō fáay? Which way did the car go?
Lóré nō faà bénkúm. The car took a left.
6. Edéén na ebó wó nsá What are you wearing on your
bénkúm nō? left arm?
Wákyè na ebó mē nsá I'm wearing a watch on my
bénkúm nō. left arm.
7. Wóyèe deén na wútwaá How did you cut your right
wó nsá nífá? hand?
Sékañ na etwáá mē It was a knife that cut my
nsá nífá. hand.
8. Dá bén na yedi gua? What day is the market held?
Yedi gua Bénada. Market day is Tuesday.
9. Ofaa kwáñ ũwei só anáa Did he take this road or that
séé ũwei só? one?
Ofaa kwáñ ũwei só. He took this road.
10. Yebétoá só ákò yen Shall we continue on straight
aním tẽe anáa? ahead?
Daabí, yentoá só No, we aren't going to
ákò yen aním tẽe? continue on straight ahead.

New words

epo	ocean, sea
anó	mouth; edge, brim; beginning
mpoanoó, epoanoó	seaside, seashore
bó	to tie, tie up, tie on
wákyè	watch
toá	to join, connect, string; follow, continue

Lexical Drill A

1. Mẽdẽ saminã na ehorqo I used soap to wash my car.
mẽ kaa no.
2. Mẽdẽ saminã hóroo mẽ I washed my car with soap.
kaa no.
3. Metonn mẽ kaa no. I sold my car.
4. Metonn bayere wo I sold yams at the market.
edwomu.
5. Mihiuu bayere wo I saw yams at the market.
edwomu.
6. Mihiuu no sée oohorq I saw him washing his car.
ñe kaa no.
7. Mëgyé mídi sée oohorq I believe he is washing his car.
ñe kaa no.
8. Mëgyé mídi sée osuo I believe it will rain today.
beto nné.
9. Obisaa mẽ sée osuo He asked me if it will rain
today.
beto nné.
10. Obisaa mẽ nea eguaaso He asked me where the market
is?
wo?

New words

gyé di	to believe
bayere	yam

Question and Answer Drill B

1. Edéñ nti na wúusáñ Why are you going back to school
 ákò sukuù mû bio? again?
 Mílsáñ ákò sukuù mû I'm going back to school
 bio ésiàñé sée because I forgot my coat.
 mëwëre áfirí mé
 koōt.
2. Mpén ahé na móto ába? How often do you hold elections?
 Yetó ába mfie núm We hold elections every five
 biara. years.
3. Ekwáñ yi kó hé? Where does this road go?
 Ekwáñ yi kó akuraá It goes down to a certain
 bi ase. village.
4. Edéñ nti na wamma. Why didn't you come last Friday?
 Fieda áà etwá mû nō? I didn't come last Friday
 Mamma Fieda áà etwá because my wife went on a
 mû nō efi sée mé
 yére átu kwáñ. trip.
5. Wó nē mē békø Méméneda Are you going to go with me
 áà éeba yí? next Saturday?
 Méentumi nē wó nkó I won't be able to go with
 Méméneda áà éeba you next Saturday.
 yí.

6. Póstòfes nō wō wənim
anāa?
Daabi, póstòfes nō
wō w(o) ákyi.
- Is the post office straight ahead?
No, the post office is back that way.
7. Edéen na wóyéè mmér(e)
áà mifii há nō?
Mmér(e) áà wúfli há
nō, mékohwéè
Omáññhyiamúdáñ.
- What did you do after I left?
I went to look around the House of Parliament.
8. Wákohwé Asantehénéfie
pén anāa?
Aáñ, mékoo hó sée
mékohwé
Asantehénéfie.
- Have you ever seen the Ashantihene's palace?
Yes, I went there especially to see the Ashantihene's palace.
9. Wókoo ahémfile nō,
wuhúu Síkaagúa
Kofi nō anāa?
Daabi, maniyá kwán
ánkohwé Síkaagúa
Kofi nō.
- 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. Wuhúu Asantehéné
ánkasa?
Daabi manhú nō;
mmóm mihúu nē
kyéáme.
- Did you see the Asantehene himself?
No, I didn't see him; but rather I talked to his spokesman.

New words

wérè	mind, memory; the seat of the emotions
wérè fi(rì)	to forget
tó ba	to elect, choose
akuraá ase	village
okuraáséni (pl. n-fɔɔ)	villager
tu kwáñ	to travel, take a trip
Omaññhyiamúdãñ	House of Parliament
Asanté	Ashanti language or region
Asantehéne	the King of Ashanti
pén	before, previously
ahémfie	palace, chief's house
Síkáaguá Kofí	the Golden Stool
nyáñ kwáñ	to have an opportunity, get the chance
ánkasa	self
ímmóm	rather
okyéáme (pl. a-)	a chief's spokesman

Pattern Drill A

1. Ná mëyé abøfára nô, When I was a child, I lived in
mëteráa Nkeráñ.
 Accra.
2. Mmer(e) áà mëwo Ghána
nô, mëtenáa Nkeráñ. While I was in Ghana, I stayed
 in Accra. When I was in Ghana,
 I lived in Accra for a while.

3. Mmér(ε) áà mewo Ghána When I was in Ghana, I lived
nō, ná mêté Nkerāñ. in Accra.
4. Mé papá wúi nō, ná When my father died, I lived
mêté Nkerāñ. in Accra.
5. Mé papá wúi nō, ná When my father died, I was ten
mádi mfíe dù. years old.
6. Mmér(ε) áà yetú kóó When we moved to Takoradí, I
Tákoradí, ná mádi was ten years old.
mfíe dù.
7. Mmér(ε) áà yetú kóó When we moved to Takoradí, my
Tákoradí, ná yenwóó sister wasn't born yet.
mí nüabaa nō ee.
8. Mmér(ε) áà mifíi sukuú When I started to school, my
ase nō, ná yenwóó sister wasn't born yet.
mí nüabaa nō ee.
9. Mmér(ε) áà mifíi sukuú When I started to school, we
ase nō, ná yete lived close to the school.
sukúudāñ nō nkyén
pεε.
10. Ná mēyé abofára nō, When I was a child, we lived
ná yete sukuúdāñ close to the school.
nō nkyén pεε.

Lexical Drill B

1. ɔpɔ̄nkó nō da ɔkwān
nō mū. The horse is lying in the road.
2. ɔpɔ̄nkó nō gyīna ɔkwān
nō mū. The horse is standing in the road.
3. Mpɔ̄nkó nō bōa ɔkwān
nō mū. The horses are lying together in the street.
4. Mpɔ̄nkó nō bōabōa ɔkwān
nō mū. The horses are lying about in groups in the street.
5. Mpɔ̄nkó nō dēda ɔkwān
nō mū. The horses lying about in the road.
6. Mpɔ̄nkó nō gyīnagyīna
ɔkwān nō mū. The horses are standing about in the street.

Lexical Drill C

1. Duá da fám. There is a stick lying on the floor.
2. Nnuá gu fám. There are trees lying on the ground.
3. Nnuá gugu fám. There are sticks scattered on the ground.
4. Nnuá dēda fám. There are logs lying about the ground.
5. Nnuá sisi fám. There are trees /standing/ about the ground.

New words

əpɔŋkó (pónkó) (pl. m-)	horse
bqa	to lie or lay in a group
duá (nnuaá)	tree, stick, wood

Lexical Drill D

1. Okém dę mę. I'm hungry. ('Hunger possesses me.')
2. Osukém dę mę. I'm thirsty.
3. Awó dę mę. I'm cold.
4. Ahuhuro dę mę. I'm hot.
-
5. Mani kum. I'm sleepy. ('My eyes are dead.')
6. Mabere. I'm tired. ('I have /become/ fatigued.')
-
7. Eyé mę de. It's sweet. ('It is /to/ me sweet.')
8. Eyé mę n̄wene. It's bitter.
9. Eyé mę n̄kyenēn̄kyenē. It's salty.
-
10. Ewim ye hye. It's hot. ('The air is hot.')
11. Ewim ye n̄wini. It's cold.

New words

ɔkɔm	hunger
awɔ	cold, chill
ahuhuro	heat, steam
kum	to die, be dead, kill
bere	to fatigue, grow weary
de	sweet; pleasant, agreeable
nwene	bitter, sour
nkyene	salt
nkyene nkyene	salty
hye	to burn; hot
nwiní	cool

3. /mewérè afiri/ is often /míwí afiri/.

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

5. /ánkasa/ may be preceded by independent personal pronouns, e.g., /mẽ ánkasa/, '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., /mabére/, 'I'm tired', literally 'I have /become/ fatigued'.

8. Some adjectives occur only after a verb, e.g., /dε/, '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 /aa yé/, 'which is'.

9. /póstòfes/ is //posuɔfese//.

Unit 18

Basic Dialogue

-A-

- 1 Wóye dε̄ñ ádwúma? What's your occupation?

-B-

kookoō	cocoa, cocoa tree
afuō, afuw (pl. m-)	farm, field
do	to produce, raise, increase
2 Mēdō kookoō afuō.	I'm a cocoa farmer.

-A-

- 3 Wó afuō nō sō anāa? Is your farm large?

-B-

- 4 Añ, esō kakeraa. Yes it's not so big.

-A-

- 5 Wó afuō nō kookoō yaré̄e wo mū? Are you troubled by swollen shoot disease?

-B-

- 6 Añ, kookoō yaré̄e ákùm nnuā nō fá. Yes, swollen shoot has killed about half my trees.

-A-

- 7 Entí nnuā áà yaré̄e wo mū nō wóye nō dε̄ñ? What do you do then with the infected trees?

- B -

mmará (mmárá)	law, rule
twá...gu	to cut in various locations
8 Abán mmará kyéré sée ese	Government regulations say that
sée yetwá nnuá áà yaréé wo mū nō nyináa gu.	all infected trees must be cut out.

Notes

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

Lexical Drill A

1. Mēdō kookōo afúo wō I'm a cocoa farmer at Juaso.
Juāso.
2. Mēdō nkáteε afúo wō I'm a peanut farmer at Mpraeso.
Mprāeso.
3. Mē papá ye porísini My father is a policeman at
wō Mprāeso.
My father is in the police at
4. Mē papá dí porósì wō Yendi.
Yéndi.
5. Woyén anantwie wō They raise cattle at Yendi.
Yéndi.
6. Woyén anatwie wō They raise cattle in Northern
Esiremū.
Ghana.
7. Yeyé abáñ ádwuma wō We work for the government in
Esiremū.
Northern Ghana.
8. Yeyé abáñ ádwuma wō We work for the government at
Adāa.
Ada.
9. Otú nkyéne wō He mines salt at Ada.
Adāa.
10. Otú sīká wō He mines gold at Obuasi.
Obuāsi.

New words

nkáteε	peanut, groundnut
porísini (pl. m- ~ a- fó)	policeman
pórísì	police
dí	to work as, be employed as
yén	to breed, nurse, raise animals

nantwie (nántwíe)	a head of cattle
(pl. anantwie)	
esérè (sérè)	grass
Esiremū	the grasslands in the north of Ghana
Esiremūfō	the inhabitants of the grasslands
tú	to dig, farm, mine

Lexical Drill B

1. Anõmãá nō sì duá nō sō. The bird is in the tree.
2. Anõmãá nō atú ákòsi duá nō sō. The bird has flown into the tree.
3. Anõmãá nō atú áfirí duá nō sō. The bird has flown out of the tree.
4. Anõmãá nō atú áfa duá nō ase. The bird flew under the tree.
5. Anõmãá nō eetú áfa duá nō hō. The bird is flying past the tree.
6. Anõmãá nō atú twá duá nō hō áhyia. The bird flew around the tree.
7. Anõmãá nō atú ko duá nō hō. The bird flew toward the tree.
8. Anõmãá nō atú áfirí duá nō hō. The bird flew away from the tree.

9. Anōmāá nō atú áfa duá The bird flew over the tree.
nō só.
10. Anōmāá nō atú áfa The bird flew between the
nnuá nō ntém. trees.

New words

anōmāá (áñomāá) (pl. n-)	bird
tu	to fly
ñhyiá	meeting, interview, session

Lexical Drill C

1. Ooduá kookoo wó náfɔɔm. He is planting cocoa on his farm.
2. Ooduá kookoo wó nnuá késé nō ase He is planting cocoa under the tall trees.
3. Ní fie sí nnuá késé nō ase. His house is under the big trees.
4. Ní fie sí nsúo nō hó. His house is by the river.
5. Óonam nsúo nō hó. He is walking by the river.
6. Óonam nsúoanð. He is walking along the river bank.
7. Ósán koo nsúoanð. He went back to the edge of the river.
8. Ósán kofaa nnéemá áá ná wágya né hó nō. He went down to get the things he had left.

9. Okoo sorò hó kofaa He went up to get his things
 nnéemá àà ná wágya that he had left.
 nē hó nō.
10. Okoo sorò kodaay. I went upstairs and went to bed.

New words

sāñ, sāñe	to return
nsúoñq	edge of water, riverbank, lakeside
osorò	top, upper part; above, over

Pattern Drill A

1. Abaremáá àà óokasa nō The boy who is talking is my
 ye mí nūq.
 brother.
2. Abaremáá àà óoko nō ye The boy who is going is my
 mí nūq.
 brother.
3. Abaremáá àà óopera nō The boy who is sweeping is my
 ye mí nūq.
 brother.
4. Abaremáá àà oté há nō The boy who is sitting there
 ye mí nūq.
 is my brother.
5. Abaremáá àà óperá nō ye The boy who sweeps is my
 mí nūq.
 brother.
6. Abaremáá àà okó nō ye The boy who goes is my
 mí nūq.
 brother.
7. Abaremáá àà obisá nō The boy who asks is my
 ye mí nūq.
 brother.

8. Abaremáá áà oténaá' hó nō ye mí ŋúa. The boy who sat there is my brother.
9. Abaremáá áà opéraá' nō ye mí ŋúa. The boy who swept is my brother.
10. Abaremáá áà okásaa'y nō ye mí ŋúa. The boy who talked is my brother.
11. Abaremáá áà obísaa'y nō ye mí ŋúa. The boy who asked is my brother.
12. Abaremáá áà obáa'y nō ye mí ŋúa. The boy who came is my brother.
13. Abaremáá áà otóó'y nō ye mí ŋúa. The boy who bought it is my brother.

Pattern Drill B

1. Abaremáá áà óɔŋkása nō ye mí ŋúa. The boy who isn't talking is my brother.
2. Abaremáá áà óɔŋkó nō ye mí ŋúa. The boy who isn't going is my brother.
3. Abaremáá áà óompéra nō ye mí ŋúa. The boy who isn't sweeping is my brother.
4. Abaremáá áà ónté há nō ye mí ŋúa. The boy who isn't sitting here is my brother.
5. Abaremáá áà ómpéra nō ye mí ŋúa. The boy who doesn't sweep is my brother.
6. Abaremáá áà ónko' nō ye mí ŋúa. The boy who doesn't go is my brother.

7. Abaremáá aa ómmisa nō
ye mí ŋüä. The boy who doesn't ask is my brother.
8. Abaremáá aa ónté há nō
ye mí ŋüä. The boy who doesn't sit here is my brother.
9. Abaremáá aa wámpéra nō
ye mí ŋüä. The boy who didn't sweep is my brother.
10. Abaremáá aa wánpasa nō
ye mí ŋüä. The boy who didn't talk is my brother.
11. Abaremáá aa wómmisa nō
ye mí ŋüä. The boy who didn't ask is my brother.
12. Abaremáá aa wámma nō ye
mí ŋüä. The boy who didn't come is my brother.
13. Abaremáá aa wántó nō ye
mí ŋüä. The boy who didn't buy it is my brother.

New word

abaremáá (pl. m-) boy, lad

Lexical Drill D

1. Abáñ áhyéhyé mmára
fófóro píi. The government has passed many new laws.
2. Abáñ áhyéhyé má
sukúufqó ába Améréka. The government has arranged for students to come to America.
3. Wabóá má sukúufqó ába
Améréka. He has helped students come to America.

4. Waboa mẽ mã máhyéhyé He has helped me repair my
mẽ baësekere. bicycle.
5. Wóbetúmi áboa mẽ mã Can you help me fix my
máhyéhyé mẽ baësekere. bicycle?
6. Wóbetúmi áboa mẽ mã Can you help me find Nkrumah
máhwéhwé °Nkúruma Avenue?
°Avénu?
7. Mẽte Nkúruma Ávenu. I live on Nkrumah Avenue.
8. Mẽte °Kembérè Ávenu I live at Kimberly Avenue
né °Pégen °Róodo
nkwantá. and Pagan Road.
9. Márkòla nómà wán si Markola Number One is at the
Kembéle Ávenu né
Pégen Róodo nkwantá. corner of Kimberly Avenue
and Pagan Road.
10. Márkòla nómà wán di Markola Number One is next
Mmára Súkuù só. to the Law School.

New words

báësekere	bicycle
di...só	to follow, come after, be next, to be beside

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

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

6. /abaremaā/ is //abarimaa//.

7. /Nkúruma Ávenu/ is /Nkrumah Avenue//.

/Kembére/ or /Kembélé Róodo/ is //Kimberly Road//.

/Pégèn Róodo/ is //Pagan Road//.

Unit 19

Basic Dialogue

-A-

- 1 Wúgyí dí sée osú bétó enné Do you think it will rain
anáa? today?

-B-

- 2 Daabí, miññyí nní sée osú No, I don't believe it will
bétó. rain today.
- 3 Woóko baabí anáa? Are you going somewhere?

-A-

- fótbóol soccer
- 4 Áaní, mëpe sée mëkohwé Yes, I want to go to a soccer
fótbóol. game.

-B-

- bóol ball
- 5 Hwánnóm na eebó bóol enné? Which teams are playing today?

-A-

- kotoko brave companions, able
 teammates
- 6 Kötoko nē °Gerét Ashántes. The Kotokos and the Great
 Ashantis.

-B-

- 7 Se nsúo t(ó) áà, wóbeyé What will you do if it rains?
deéñ?

-A-

8 Se nsúo t(ó) áà, météñá fie If it rains, I'll stay home
 makéñkáñ mé hómá. 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., /Owúsunōm/, may mean 'The Owusus (any two or more persons with this name)' or 'Owusu and the people with him'.

Pattern Drill A

1. Wugyi dí sée éoba? Do you think he is coming?
2. Wugyi dí sée óoko? Do you think he is going?
3. Wúním obaréma áà óoko Do you know the man who is
nō? going?
4. Wúním baabí áà ówo? Do you know where he is?
5. Mínním baabí áà ówo. I don't know where he is.
6. Mínním nea óoye. I don't know what he is doing.
7. Kohwé nea óoye. Go see what he is doing.
8. Kohwé sée nsúo éeto. Go see if it is raining.
9. Bisa nō sée nsúo éeto. Ask him if it is raining.

10. Bisa nō sée Kotoko éebo Ask him if the Kotokos are
enné. playing today.

Question and Answer Drill A

1. Tiim bɛ̄n na wópè wɔ̄n
ásem? What is your favorite team?
- Mɛ̄pɛ Kotoko asɛm. I like the Kotokos.
2. Wógye nɛa ɔkāayɛ nō
di? Do you believe what he said?
- Daabi, mañnyé nɛa
ɔkāayɛ nō anni. No, I didn't believe what he said.
3. Se osúo t(ɔ) áà,
wóbeyɛ deɛñ? What will you do if it rains?
- Se osúo t(ɔ) áà,
méenkó. If it rains, I'm not going to go.
4. Mmaréma nō mū nɛa ɔwo
hén na oohwéhwé mɛ? Which one of the men is looking for me?
- Baréma áà óohye
ataadéɛ ntuntum nō
na oohwéhwé wɔ. The man wearing the blue trousers is looking for you.
5. Obáa bɛ̄n na óɔsɔ̄ egýá
nō? Who is that woman carrying firewood?
- Minnim obáa nō, áà
óɔsɔ̄ egýá nō. I don't know that woman who is carrying the firewood.
6. Ehé na kúruwá áà mé
määamé dɛ mää më nō
wɔ? Where is the cup that my mother gave me?
- Kúruwá áà wó määamé
dɛ mää wɔ nō abó. The cup that your mother give you got broken.

7. Hwāñ na ɔfaà nhōmā àà Who took the book that was
 èdá opōn nō sō? lying on the table?
Osófō nō fāà nhōmā The preacher took the book
 àà èdá opōn nō that was lying on the
 sō?
 table.
8. Abaremáá bēn na wō né Who was that boy you were
 nō kasa? talking to?
 Abaremáá nō ye mi That boy is one of my students.
sukúufuo nō mū baakō.
9. Akorñuá àà n(a) esi Where is the chair that was
 mfēnsereánō nō wo under the window?
 hé?
Yetōnn akorñuá nō That chair was sold to a
māa obāa àà obaa woman who came yesterday.
ehá nnéra.
10. Mfēnsere nō kyérē Which direction does the
 ehé? window face?
 Mfēnsere nō kyérē The window faces the street.
abontéñ.

New words

tīim

team

osófō (pl. a-)

preacher, minister, priest

Question and Answer Drill B

1. Wōwō tuntum anāa
fitaa?
Mēwo kōkōo nkōaa. Do you have either a black one or a white one?
I have only red ones.
2. Hwāñ na óoko kuro
keséε mü?
Yen mü baakō εekō
kuro keséε mü. Who is going into the city? Either he or I am going into the city.
3. Hwāñ na okāay sē
ómmara?
Kofi né Amma mü
baakō na enkāay
sē sē ómmara. Who asked him to come? Neither Kofi nor Amma asked him to come.
4. Edēñ nti na wōkōo hō?
Mēkōo hō kohánē
dāñ. Why did you go there? I went there to rent a room?
5. Wuhūu barémā áà na
wōphwēhwē nō?
Māñhū barémā áà na
mēehwēhwē nō. Did you find the man you were looking for? I couldn't find the man I was looking for.
6. Wōgyēε nnéεma áà ođe
baayε nō.
Mēgyee nnéεma áà
ođe baayε nō bí. Did you accept the things he brought? I accepted some of the things he brought.

7. Wó dāñ nō wo sōrō Is your room upstairs or
anāa fām? downstairs?
- Mé dāñ nō wo sōrō My room is upstairs at the
hō etirī hō. end /of the hall/.
8. Wódē egys nō áà What are you going to do with
wótwaāye nō koyé deñ? the wood they cut up?
Mēdē egys nō áà I'm going to save the firewood
wótwaāye nō. that they cut up.
rekosie.
9. Wókyerē nō sénēa Did you explain to him how to
yεhyé kāà ase. start the car?
Daabi, Kwaku na No, but Kwaku explained to
εkyérē nō sénēa him how to start the car.
yεhyé kāà ase.
10. Wáhyia nkorofōo áà ote Have you met the people who
odāñ baakō nō m(ū)? live next door?
Aāñ, mahyia nkorofōo Yes, I have met the neighbors.
áà ote odāñ baakō
nō m(ū).

New words

hánē, hāé	to rent, hire
síé	to save, keep
kyerē...ase	to explain, show
nkorofōo	neighbors

Lexical Drill B

1. Éèbià nsúo bétó ansá na yasán ábà. It will probably rain before we get back.
2. Éèbià nsúo bétó makyí. It will probably rain while I'm out.
3. Wókðo makyí. They fought during my absence.
4. Wókðo wó bëpó nō sò. They fought a battle on the hilltop.
5. Osíl dán wó bëpó nō sò. He built a house on top of the hill.
6. Osíl dán wó bëpó nō ase. He built a house at the foot of the mountain.
7. Ásubúrá da bëpó nō ase. There's a well at the bottom of the mountain.
8. Ásubúrá da ɔdán nō ñkyéñ. There's a well on the other side of the house.
9. Obí rëtwén wó wó ɔdán nō ñkyéñ. There's someone waiting for you on the other side of the house.
10. Ebinõm rëtwén wó wó ɔdán nō ñkyéñ. Some of the people are waiting for you on the other side of the house.
11. Nkorøfóp bí rëtwén wó wó ɔdán nō ñkyéñ. There are some people waiting for you on the other side of the house.

Lexical Drill C

1. Omāa mē nanté yíye. He bade me farewell.
2. Omāa mē phómā bí áà
efá Ghána hó. He gave me a book about Ghana.
3. Mē nsá ákà phómā bí
áà efá Ghána hó. I have received a book about Ghana.
4. Mē nsá ákà síka áà
chéné nō dē mānē
mē nō. I have received the money which the chief sent me.
5. Obí áwia síka áà
chéné nō dē mānē
mē nō. Someone has stolen the money which the chief sent me.
6. Obí áwia síka áà mē
nsá káayé nō.
nyináa. Someone has stolen all the money that I received.
7. Masé síka áà mē nsá
káayé nō nyináa. I have used up all the money that I received.
8. Masé mē pénṣèré áà
ákà nō. I have used up my last pencil.
9. Wafá mē pénṣèré áà
ákà nō. He has taken my last pencil.
10. Wafá saá kwáñ yí sò
da. He has used this road before.

New words

kā	to touch, come in contact with, come to, reach
mānē, mānā	to send, receive
ňiā	to steal
sē	to spend, use up; damage, ruin

Lexical Drill D

1. Mētū wō pón baakō
 mā waperā dān mū
 há.
- I will pay you one pount to
 clean this room.
2. Pón baakō suā mā mē
 séé mēperā dān mū
 há.
- One pound is not enough for me
 to clean this room.
3. Pón baakō suā mā
 ataadēe foforo.
- One pound isn't enough for a
 new suit.
4. Saá ntamā yí yé mā
 ataadēe foforo.
- This material is suitable for
 a new dress.
5. Saá ntamā yí nē mē
 kyé yí na eekō.
- This material goes well with
 my hat.
6. Mē tāè yí nē mataadēe
 foforo nō na eekō.
- This tie of mine goes well with
 my new suit.
7. Mē tāè yí nē mataadēe
 foforo nō firī
 Aburokyirī.
- This tie of mine and my new
 suit are from Europe.

8. Mawófóonóm fíri My parents are from Europe.
 Àburokyírí.
9. Mawófóonóm fíri My parents are back from
 Àburokyírí ába. Europe.
10. Ode nkéra fíri He brought a message from
 Àburokyírí ába. Europe.

New word

suaq to be little, few, insufficient

Unit 20

Basic Dialogue

-A-

kyia'

to greet, shake hands,
welcome; bet, wager

- 1 Owúrà Ménṣah, mēdē mí ñuá
yí ribekyia' wó. Mr. Mensah, I want to present
my brother to you.

-B-

- 2 Yεféré wó sén? What's your name?

-C-

- 3 Yεféré mē Kwāku Bónsu. My name is Kwaku Bonsu.

-B-

- 4 Wóte kúrom há anāa? Esiānē
séé mēñhyia' wó da. Do you live in the city?
I've never met you before.

-C-

- 5 Daa'bí, mēnté há. Mēte
Kumáṣe. Mēbeseraá mí
ñuá. No, I don't live here. I live
at Kumasi. I'm /here/
visiting my brother.

-B-

- 6 Wúním owúrà Kwabena Ántwi?
Otó kookoo' wó Kumáṣe. Do you know Kwabena Antwi?
He is a cocoa buyer at Kumasi.

-C-

- 7 Áñ, míñim nō. Otó kookoo'
firí mē papá ñkyéñ. Yes, I know him. He buys cocoa
from my father.

- B -

- 8 Da bɛn na wóbesãñ ákò When do you return to Kumasi?
Kumáse?

- C -

- 9 Ókyéna anópá. Tomorrow morning.

- B -

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

- C -

- 11 Yaa ówúrà. 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. Mẽpaw kyéw, mã mẽ Please let me introduce you
mfáw níkyérè opañyin yi. to this man.
2. Mẽpaw kyéw, mã Please let me show you where
ménkyerew nea ewo. it is.
3. Mẽpaw kyéw, fa nkwan Please pass me the soup.
mã mẽ no.
4. Mẽpaw kyéw, mã mẽ Please let me have some of
fufuo no bi. the fufu.
5. Mẽpaw kyéw, kyeré mẽ Please show me where it is.
nea ewo.

6. Mẽpaw kyéw, kã kyere Please tell him to leave.
nõ sée óóŋko.
7. Mẽpaw kyéw, kã kyere Please tell him I am here.
nõ sée mëwo há.
8. Mẽpaw kyéw, koto Please go buy me a newspaper.
núusopèpa mä më.
9. Mẽpaw kyéw, twen më Please wait for me here.
wá há.
10. Mẽpaw kyéw, befá më Please come for me at eight
nnónnwòtwe. o'clock.

New words

øpañyíñ (pl. m-føj)	adult, grown person
núusopèpa	newspaper

Lexical Drill A

1. Yetqø akwadaá nõ We named the baby Asamoa.
dín Asamoa.
2. Yetqø pón nõ mü ansá We locked the door before we
na yekoo ye. left.
3. Wansán ammá ansá na He didn't come back before
yekooye. we left.
4. Wansán ammá kopém He didn't come back until
nnón mmiensá nẽ fá. three thirty.
5. Mañyá kwáñ mañyé I didn't get a chance to do
kopém nnón mmiensá it until three thirty.
nẽ fá.

6. Mañña kwāñ mankogye I didn't get a chance to go
vísà mēde békó get a visa for Ghana.
Ghána nō.
7. Ese sée mēkogye vísà I have to go get a visa for
mēde békó Ghána nō. Ghana.
8. Ese sée mēkogye' I've got to go get my suit
mataádəe áà swo which is at the tailor's.
téèla hó nō.
9. Wúbenyá kwāñ akogye' Will you have time to go
mataádəe áà swo get my suit which is at
téèla hó nō? the tailor's?
10. Wúbenyá kwāñ abqá Will you have time to help
mē mā mahyéhyé mē me pack?
nné emā?

New words

kopém	until, as far as
vísà	visa
téèla	tailor

Question and Answer Drill A

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

2. Mmofára yi déε, wóde
wɔn békɔ? What about the children, are
they going?
- Mmofára yi déε, wɔn
né wɔn määmē na As for the children, they
ebékɔ. will go with their
mother.
3. Mérε °dôdq sén na wúnim How long have you know him?
nō?
Mínim nō firi mē I have known him since I
mmofáraase. was a child.
4. Pɔnkó bén na wóbetɔ
ñkyia wō nō sō? Which horse are you going to
bet on?
Métq ñhyia wō pɔnkó I'm going to bet on the
àa ogyina horse in the middle.
mfinimfiní nō.
5. Siká sén na wúnyiaá How much money did you win at
ye wō résès(ε)?
Mínyà pón mpém I won a thousand pounds
nné. today.
6. Siká sén na wóseè wō How much did you lose at the
résès(ε)?
Méséè mí siká mewo I lost all the money I had.
ñyináa.
7. Dá bén na wón nō When did they get married?
wareéye.
Wón nō waréé anopá They got married this
yí àa. morning.

8. Wón nō nyāq̄ akyéde bí? Did they receive any gifts?
 Wón nō nyāq̄ akyéde They received many gifts.
píl.
9. Edéén na wóde hyee wən? What did you give them?
 Mēkyee wən mperéte. I gave them dishes.
10. Edéén na wópe sée mēde What do you want me to give
 kyéw?
 Mēpe sée wókye mē I want you to give me your
wó fotó.

New words

so	to drip; kindle; try; seal
so ani	to please, satisfy
dódq̄	how many, how much
mfinimfini	in the middle of
réses(é)	races
ware	to marry, get married
akyéde (akyéde) (pl. n-) gift	
péréte (pl. m-)	plate, dish
fotó (pl. m-)	photograph

Lexical Drill B

1. Okó afúom ákòduá He's gone to the farm to
 aburó. plant corn.
2. Okohwéhwé baabi átēná. He's gone to look for a place
 to live.
3. Mēpe baabi átēná. I'm looking for a place to live.

4. Mẽepẽ obi mã ɔde mẽ
ákò ewimuhyen
gyinábëa. I'm looking for someone to take me to the airport.
5. Ehíá obi mã ɔde mẽ
ákò ewimuhyen
gyinábëa. I need someone to take me to the airport.
6. Ehíá siká áà mëde
bëto aduané. I need some money to buy food.
7. Obisáà siká áà ɔde
bëto aduané. She asked for money to buy food.
8. Obisáà mẽ sée métumi
ábeseraà nõ. She asked me if I can visit her.
9. Wúním sée métumi
akoséra nõ? Do you know if I can visit her?
10. Wúním sénéa yebéye
nay(ε) áhü nõ? Do you know how she can be found?

New word

aburó (abúro) corn, maize

Pattern Drill B

1. Ogyina káà esí dua
nõ hõ. He is standing by the car next to the tree.
2. Nsúo nõ si káà esí dua
nõ hõ. The bucket of water is by the car near the tree.
3. Nsúo nõ si opónõ nõ só
wó mfénseré nõ ase. The bucket of water is sitting on the table under the window.

4. Nhōmā áà yaboa anō gú A stack of papers is lying on
opōnō nō sō wō the table under the window.
mfēnsere nō ase.
5. Nhōmā áà yaboa anō gú There's a stack of papers in
adáká mū sī akōññúa the box on the chair.
nō sō.
6. Safōwá nō da adáká mū The key is lying in the box
sī akōññúa nō sō. on the chair.
7. Safōwá nō da opōnanim The key is lying on the floor
wō fám hō. in front of the door.
8. Mīgyaa nō opōnanim wō I left it on the floor in
fám hō. front of the door.
9. Mīgyaa nō opōnō nō sō I left it on the table on top
wō nhōmā sō. of a book.
10. Mīgyí dí sée eda opōnō I think it is on the table on
nō sō wō nhōmā sō. top of a book.

New words

opōnanim

front of a door, (door's face)

Pattern Drill C

1. Mēde kāà hō nnéemā I sent him the automobile
mānēè nnéra. parts yesterday.
2. Mēde kāà hō nnéemā I repaired my car with the
fōfōro nō sīeslee
mē kāà nō. new parts.

3. Mẽdẽ nẽ pén nō
kyeréww mi diñ. I wrote my name with his pen.
4. Mẽdẽ nō kohūú dökèta
nō. I took him to see the doctor.
5. Mẽdẽ nō koo maa
okosiesieè me kaa
nō. I sent him to fix my car.
6. Mẽdẽ sékañ siñsiñ
me pénsere anqó. I sharpened my pencil with a knife.
7. Mẽdẽ pénsere too adaka
nō sq.. I put the pencil on the box.
8. Mẽdẽ nō bag adwuma. I brought him to work with me.
9. Mẽdẽ nataádee komaa
wahyemán. I sent his clothes to the laundryman.
10. Mẽdẽ násèm nō ákòto
opañyin nō animì. I have presented his case to the boss.

New words

síñsiñ	to cut, carve, sharpen, peel
wahyem <small>án</small>	washerman, launderer

2. /de/, '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. /dòdò/ is usually // dodow//.

4. When two locations are specified for an object, usually /aā. precedes the second location; but as shown in Pattern Drill B, it is possible to omit the /aā/. For example, in sentence 1 /aā/ may occur between /kaā/ and /esi/. Compare Unit 15, note 7.

5. /si/, means 'to be in a vertical position'. If water is to /si/, 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	which, that, what, where
(se)... áá	if, when, whenever
ba	to come, arrive
bérá	Come (imperative)
de... ba	bring
əbá (pl. m-)	child, young one
baá	to open
əbáa (pl. m-)	woman, female
əbabarema	son, male child
baabi (pl. -nōm)	a place, somewhere
baakó	one
baakó nō	the second one, the other one
baäge	bag, sach, briefcase
abáñ (báñ) (pl. m-)	a large or strong building, the government
yé ábáñ ádwúma	to work for the government, be a civil servant
bankyé	cassava
əbarema (pl. m-)	man, male
abáti (pl. m-)	shoulder
abaawa (pl. m-)	servant girl, maid
abaawa (pl. m-)	girl
bayeré	yam
be-	to come for, to come to do
bé-	will, shall, future time
béye (with numerals)	approximately
(with prices)	the total is
beá (béa) (pl. m-)	place; manner
bén	what, which, what kind of
bén	to be near, approaching
Bénada	Tuesday

béñkúm (bénkum)	left, left side
bépo	mountain, hilltop
béré	to bring something to a person
béré	to fatigue, grow weary or tired
béré (pl. m-) mmer(e) áá	time when, time that
bereeo, bereew	soft, slow, mild
beteé	soft, tender
bí	a, an, some, any
obi	someone, anyone
éebia	perhaps, maybe
biara	every, each
obiara	everyone
ebio	again
bíribí	something, anything; nothing (in negative sentence)
bíruú	blue
bísá	to ask, question
bó	to hit, strike, set in motion come in contact with; break, destroy, shoot; tie, tie up tie on
bo... paanéε	to give a shot of medicine
ébóo	price; store, pit, seed
boa	to group or be grouped together in a bunch or group
boaboa	to be distributed in groups
boa	to help, aid, assist
boa	to lie, tell a lie
boaá	bundle, package
oboafóo (pl. a-)	helper, assistant
abofara (pl. m-)	child
bókete	bucket
bókoo	soft, tender, cheap
bóol	ball

abomúu	stew
abəŋkó (bəŋkó) (pl. m-)	shrimps
abɔntéñ (pl. m-)	street; outdoors, outside
bɔrɔdēε	plantain, European yam
bɔrɔdo	bread
Borɔfɔ	English, European language
Borɔfɔká	English language, spoken English
bɔɔsɔ	bus
bɔɔsɔgyinábéa	bus station, bus stop
bɔɔsɔtapo	bus stop
bu	to bend, curve; break, break off; decide, judge
bue	to spread, open, flatten out
búuku, búukuú	book
aburó (abúrò)	corn, maize
Aburokyíri	Europe, America
Oburoni (pl. Aborɔfɔ)	a European

da	to sleep, lie, rest, be in a prone position
da ase	to lie down; thank
deda	to lie about
eda (pl. n-)	day
dáa	always
daabi, dabi	no, not, never
adáka	box, case, trunk, suitcase
adamfo (adámfo) (pl. n-nõm)	friend
edáñ (dáñ) (pl. n-na-)	building, house, room
dé, déε	to have, possess; be, be in a state of; keep on, continue; cause, make; take, require
déε	concerning, as to, with reference to
dε	sweet
adéε (déε) (pl. nnéεma)	thing

ɔdeɛ̄ɛ	yam
dea	he who, he whose, that which, where
dedaw	already
dédaw	old, encient
edén	what, how
ɛdeɛ̄ɛn = ɛdeɛ̄ɛ bɛ̄n	
adesúā	learning, study, education
dí	to eat, employ, use, spend to eat
didi	to agree on a price, strike a bargain
dí asē	
adí	out, outside, outdoors
adídéɛ	use, enjoyment, benefit
adídílaadídí	the enjoyment of eating
adídí	eating, to eat
adihō, adiwo	the yard around a house; outside, outdoors
déñ	hard, difficult, expensive
edin̄	name; reputation, fame
dodo	how many, how much
dóketa	doctor, physician
ɔdón̄ (nón̄) (pl. n-)	bell
dóñhwérefá	half-hour
dóñhwérew̄ (pl. n-)	hour
aduanē (pl. n-)	food
du, duru	to descend, arrive
edu	ten
duá (nnuá)	tree, stick, wood
aduokorón̄	ninety
aduanáñ	forty
aduonú	twenty
aduonúm	fifty
aduasá	thirty
aduosiā	sixty

aduosɔ́n	seventy
aduwɔ́twe	eighty
duru	heavy
adúru	medicine, herbs
dwa	to cut up, cut in pieces
dwere	to tie up, bind
dwere	to crush, mash
dwo	to cool, be cool
Dwoɔ́da	Monday
edwómū (pl. (e)ññwómū)	market, market place
adwúma (ádwúma) (pl. ññwúma)	work, job
adwumayé	work, working, to work
εε	a question marker
éé	yes
fa	to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning
fá	to be hoarse
efa	earth, soil, dirt
ofá (fá) (pl. afúafá)	half, piece, other side, other part
efam	ground, floor, bottom; below
Faranséε	French
ofású (pl. a-)	wall
fe	pretty, nice, beautiful
afé (pl. mfíe)	year
áfeí	now
áfeí ansá na... bé-	to be about to
mfénṣere	window
ferá	to mix
feré	to call, name; telephone

BASIC COURSE

fi, firí	to be from, from, to leave, leave from
fi... ase	to begin, start
ofie	house, home
Fieda	Friday
mfinimfiní	in the middle of
fítá	to fan a fire
fitaa	white, clear
fitae	bellows, woven fan
fo	cheap, plenty, plentiful
fo'fóro	new, another
mfoni	picture
fotbóol	soccer
foto (pl. m-)	photograph
fua	to hold, seize
fua	single, one
fufuo	fufu, a Ghanaian food
fufuo	white
afuo, (fuo) (pl. m-)	farm, field
fura	to wear or put Ghanaian dress

agoo
 Is anybody there?
 Quiet please. (said to a group)
 Let me pass.

ngo	palm oil, cooking oil
goro, goru	to play
agoróbea	place to play, playground
gu	to pour; scatter, be located in groups, be scattered
gugu	to be scattered about
oguan (pl. ñ-)	sheep
guaaso	market, market place
guasaokwáñ	market road, the road to the market

gya	to leave, quit, forsake; send away, accompany
agyá (ágyá) (pl. -nōm)	father
egya (gyá)	firewood
ogyá	fire
gye	to take, receive, accept; take internally; charge a price
gye di	to believe
gyina	to stop, stand, rest, come to a standing on, upright position
gyinagyina	to stand about
gyinabea	stopping place, station, harbor
ahá	weariness; an afternoon greeting
ehá (pl. ε-nōm)	here; this
ɔha	hundred
ahabámmóno	green
ahabán (pl. n-)	leaf, foliage
hæ	to rent, hire
ahé	how much, how many, how long
ehé (pl. ε-nōm)	where
ehéfá	where
helo	Hello
ahemfie	palace, king's house, chief's house
ehéna (pl. -nōm)	who, whom, whose
ohéne (héne) (pl. a-nōm)	king, chief
ohenefie	king's house than palace
hia	to distress, trouble, need, require
ehó (pl. ε-nōm)	there; that; from
ehó	the whole body; exterior; at, by, near
ahóðéñ	strength
ohóhó (pl. a-)	stranger, foreigner, guest
nhómá (hómá) (pl. ngómá)	skin, hide; leather, book, letter
nhómákyeréw	letter writing, to write letters

horo, hohoro	to wash, launder
hū, hūnū	to see
ahuhuro	hot
hwe	to look at; look after; consider; know
hwe	to fall, tumble, beat
hwe ase	to fall down
hwē	something, anything
hwefoo (pl. a-)	caretaker, supervisor
hwēhwē	to search for, look for; want, desire
hwēre	to consume, use up, pass time
hwie	to pour out of
hyain	to shine, polish
hye	to insert, put in; put on, wear hye... mā
hye	to fill up
hye	to burn, be on fire; be hot (weather)
hyehye	to arrange, adjust; fit out, equip
hyēñ	to blow a musical instrument
ehyēñ (pl. a-)	boat, ship
hyēñ	bright, brilliant
hyerēñ	to penetrate, get through, shine
hyia	to meet, assemble; agree, be in accord
ñhyiam	meeting, conference, assembly
ñhyiamū dāñ	assembly hall, conference room
hyūu	shoe, pair of shoes
ka	to remain, be left
ka	to speak, say, talk
kā kyere	to tell, give information to
kā... hō asem	to talk about, discuss

kā	to touch, come in contact with, come to, reach, receive
ɛká (pl. n-)	debt, something which is lacking
kaá	ring, bracelet
kaá	car, automobile
kaáká	automobile driving, to drive a car
kán̄	to count, read
kéñkán̄	to read, count
kanéa	light, light fixture
káperɛ	penny
kasa	to talk
ánkasa	self
nkáteɛ	peanut, groundant
akéñkán̄	reading, to read
kérà	to leave, take leave of, say goodbye
kérà	soul
nkérá (nkérá)	message
nkerabéa	fate, destiny, manner of death
okérámāñ (pl. a-)	dog
kéraataá (pl. n-)	paper, sheet of paper, letter
keséɛ (pl. a-)	by, large; great, grand
okéteke (pl. n-)	hyena; locomotive, train
kétewa (pl. n-)	small, little
kétwaa	very small
ko	to go, go away, go to do
dé... ko	to send away, cause to go
ko só	to keep on, continue
kó	one
kó	to fight
nkóaa	only, just
akókó (pl. n-)	chicken
kókóó	red, orange, reddish brown, purple
kookóó (kóókoo)	cocoa

əkōm	hunger
akōkōseradéé	yellow, light tan
aqōññūá (pl. n-)	chair, stool
akonta	brother-in-law
akontää	arithmetic, reckoning, accounting
kopém	until, as far as
kora	to save, hide, conceal, keep
kóra	co-wife
koraá	colabash
koro	one
nkorofoo	neighbors
enkorōñ	nine
kosí	until, up to
kóotu	coat
kótä	quart
kotoko	brave companions; able teammates
kotokú (pl. n-)	pocket, bag
kum	to kill, execute; cause to
okunu (kunu) (pl. -nōm)	husband, sister's husband
akuraá (pl. n-)	mouse
akuraáá	village, country town
okurásení (pl. n-foo)	villager
kuro	town, city, village
kurú	to thatch, build a thatch roof
kuru	a sore
ekúruwá	cup, pitcher
akutú	orange
akutúdie	eating of oranges, to eat oranges, orange-eating
akwadaá (pl. n-)	baby, infant
akwadú	banana
nkwanñ	soup
əkwāñ (pl. a-)	road, path; way, method; opportunity

əkwānsín	(pl. a-)	mile
ŋkwanta		crossroad, junction, a Y
kwasieda		Sunday
kyε		to last, ending; divide, separate, share
akyé		a becoming clear or visible, a coming-
əkyeáme	(pl. a-)	a chief's spokesman, interpreter
akyéde	(akyéde) (pl. n-)	
kyεñ		to surpass, pass excel; more than, than
ñkyεñ		side; from, apart, by, near
əkyéna		tomorrow
ñkyéne		salt
ñkyéneñkyéne		salty
kyeré		to show, exhibit, point out; advise
kyeré ase		to translate; show, explain
kyeré kyere		to teach, instruct
əkyerékyeréfóo	(pl. a-)	teacher
kyeréw		to write
akyeréw		writing, to write
kyeréwpón		desk, writing table
əkyéw		hat, cap
kyia		to greet, shake hands, welcome; bet, wager
akyí, akyíri		the back rear; back, behind; late
kyóku, kyóko		chalk
œele, œeyere		oil
lète		letter
loré		truck, lorry, bus, car

BASIC COURSE

mā	to give, present; let, cause; for, on behalf of
emā	full
hyε... mā	to fill up
māamē (pl. -nom)	mother
omāñ (pl. a-)	nation, people
mānē	to send
amannéé (mánnéé)	message, mission
mmarā	law, rule
mē, mī, m-	I, me, my
amēe	Come in. Speak, we are listening
Mémēeda	Saturday
mēnēté, mērēté (pl. m-)	minute
mmere	cheap
mmienū	two
mmiensa	three
mō, mū, m-	you, your (pl.)
mmo fāraasē	childhood
mmōm̄	rather
mmōm̄	agreement, contract
mōmā	to dedicate
mōmā	forrid
amōnō, omōnō	fresh, green, unripe, new
emū, mū, mū, -m	in, inside
emū (pl. a-)	whole, entirety
n-, m-, ñ, n̄	not
áan̄, áané, éé	yes
na	and, but; emphasis marker
ná	used to, was formerly in the state of
anáa	or, a question marker

anadwɔ́	night
ənám	meat, flesh
risuomnám	fish
ənáñ	foot, leg
ennáñ	four
ananse	spider
nnansá	three days
anansesemká	traditional story, 'fairy tale'
nanté	to walk, go on foot
nantwíe (nántwie) (pl. a-)	a head of cattle
nnawótwe	a week
ne	to be, to consist of
né	and, with
oñé = oñó né	
né, ní, n-	his, hers, its
nné, enné	today
nea	he who, that which, he whose, where
nnéra, nnóra	yesterday
nní	negative of di and wo
ani	eye; color
nifá (nífá)	right, right side
ním	to know, understand
anim	face, countenance, front; before, in front of
onipa (pl. n-)	person, individual
anó	mouth; edge, brim; beginning
ənó, e-, e-	it, they, them
oñó, nó, o-, o-	he, she, it, they, him, her, them; when
nóá	to boil, to cook by boiling
nóm	to drink
anómää (ánómää) (pl. n-)	bird
anópa	morning, in the morning
anópáaduáne	breakfast

ntí	therefore, because
edeén ntí oñúá (ñúá) (pl. a-nōm)	why brother, sister, sibling
oñúabaa (ñúabàa) (pl. ññúammáa)	sister
oñúabáremá (ñúabarema) (pl. ññúammáremá)	brother, male sibling
enúm	five
nyá̄	to get, acquire, receive, obtain
ñnyá̄ plus another verb	'not yet
se nyá̄ ...áa	as soon as
nyá̄ kwáñ	to have an opportunity
nyán	to ware
nyináa	all
oo	an emphasis marker
pa	to pass by, more along
pa	to take off, skim, scrape off; beg, beseech
mépaw kyéw	please
pá, pápa	good, much
pápaapa, pápapapa	very good
mpá	bed, couch, mattress
mpabóá (mpábóá)	shoe, pair of shoes
páane (pl. m-)	needle
páano	bread
opáñyín	adult, old person, person of rank; old, aged
papa	a woven palm, leaf fan
papá (pápa) (pl. -nōm)	father

pε	to like, be fond of, want, seek, provide, try to get
pé	exactly, only, precisely, thoroughly
pεε	near, close to
apém (pl. m-)	thousand
pén (pén)	pen
pén (pl. m-)	once, one time, ever, before, time, occasion
pénsere	pencil
pépá	paper
pera	to sweep
perae	brown
pérète (pl. m-)	plate, dish
ampesie	Ampesi, a Ghanaian food
peteroo dómbo	filling station, petrol dump
pil	much, many
pirá	to injure, be injured
epó (pl. m-)	joint, bump, knob
epó	ocean, sea
mpoanó, epoanó	seaside, seashore
pón	pound sterling
pón	to go away, cease, stop; disjoin, separate
opón (pl. a-)	door, gate; table, desk
oponkó (pónko) (pl. mponkó)	horse
opóns (póns) (pl. m-)	table, desk
pórosi	police
pórosini (pl. m- fó or a-fó)	policeman
pósufeso	post office
re-, ri-	progressive action, with act of
résès(e)	races
roodo	road
éerport	airport

sa	to heal, cure
sa	to dance; dip
sā	to lie along
sa, saā	so, thus, in that manner
nsá	hand
nsā	palm wine, alcoholic beverage
ansā	first, at first, meanwhile
ansā na	be before (in time)
osáfōo (pl. a-)	dancer
safōwá, safē (pl. n-)	key
samínā (sámínā)	soap
sāñ	to return, send back
sāñ ákō	to return
sāñ ábā	personally
osáni (pl. asafoo)	warrior
nsánōm	drinking, wine-drinking
se	to day, tell, speak about
se	if, when, whenever; thus, so; in order that, in order to
ese sée	it is necessary, one must
sée	to use up, spend; destroy, mar, ruin
séé	as like; that (in introducing subordinate
séé ... anāa	if, if, whether
ase, aseé	bottom; down, under; sense meaning
segaréete, ségaréte	cigarette
osekāñ (sékāñ) (pl. a-)	knife, razor
asém (ásém) (pl. n-)	word, saying, story, talk
té ... asém	to obey
sempoá	sixpence
séñ	to surpass, pass, excel; more than, than
séñ	what, how
será	to visit; smear, grease

seradeε	fat, grease
ɔseram	moon, month
sere	to pardon (me), excuse (me), interrupt an angered or offend offended person
esere (sere)	grass
seesei	until now, as yet, still
seesei áa or seesei ára	just, even, ever; the very
si	to stand, be fixed in upright position, to put, place, or fix in upright position
sisi	to stand about
ensiá	six
esiāne	because, on account of
sie	to save, keep
siesie	to repair, fix, arrange, prepare
sika	money
sikakorá	money-saving, to save money
sikakorabea	bank, safe, place to keep money
sikakorabeadáñ	bank, bank building
simma	minute
esin (pl. asinsin)	part, piece, fragment, remnant
siniiko	going to the movies, to go to the movies, movie-going
síñsin	to cut, carve, sharpen, peel
síren	shilling
sisi	to cheat
sisi	a bear
so	to catch, seize, take hold of
so	to drip; kindle; try; seal to please, satisfy
so ani	
soa	to carry on the head
eso	the upper part or surface of; on, upon, over, above
nso	also, too

sō	to be by, large, fat
ɔsōfōo (pl. a-)	preacher, minister, priest
ensōn	seven
sono	to differ, be different
εsono	elephant
sōré, sōm	to be careful about; worship, adore
asōre	church service, devotional meeting
ɔsōro	top, upper part; above, over
nsoso	also, else
sótehyēn	station
sótōō	store
sua	to be small, few
osukōm, nsukōm	thirst
sūā	to study, learn, follow the example of
əsubontēn, asúten (pl. n-)	river, stream
əsubúrá (əsubúra) (pl. n-)	a well
sukúú	school, school building
sukúúdāñ	school building
sukúúni (pl. -fōō)	student, pupil
nsúo, nsú	water, rain
nsúoanō	edge of water, riverbank, lakeside
taa	to chase, pursue
/taa/ plus verb	'to do often'
ataadéé (táadéé) (pl. n-)	clothes, dress, clothes tailored to fit the shape of the body
tǣ	tire; necktie
taksii	taxi
takú, takufá	sixpence
ntāmā, ntōmā	clothes, dress, african dress, wrap-around clothes not tailored to fit the shape of the body

tánké	tank
te	to perceive, feel, hear; live, dwell; speak a language
te sée	to be the same as, be in the same condition or position as
tēe	straight
tekete	ticket
teela	tailor
telefōn	telephone
ntém	haste, swiftness, fast, quick; early, soon
tēntēñ	long, high, tall
terā, tēnā	to sit, live, stay
beterā	to come, sit down; settle, take up a habitation
terā ase	to sit down
teren	train
eti, etiri (pl. a-)	head
tié	to hear, listen
tiim	team
to	to buy
to	to drop, fall, sink, rain
to	to lay, put; cast, throw; apply to, lay on
to ... mü	to close, lock, shut
to ... ba	to elect, choose, to make a deposit
to ... ase	pay something down
toá	to join, connect, bring together, string; follow, continue
tōn	to sell
toró, teró	threepence
tu	to leave, depart; fly; dig, farm, mine
tu kwāñ	to travel, take a trip
tua	to pay, repay, fill up, replace
tua	to stick at or in, be stuck at or in

tumi	to be able, can; to be well-versed in, to have permission
tuntum	black; dark shades of blue, green, brown, gray, or tan; very dark red
twá	to cut, cut up; cross, pass by
twá ase	to draw a line under
twen	to wait, wait for, expect
Twíi	the Twi language
ávenu	avenue
visa	visa
wahyemán	washerman, launderer
ware	to marry, get married
ware	to be tall, long
wákyé	watch
wo	to be at; have, own
wo, wɔn, wɔn nɔ	they, their, them
wɔ, wu, w-	you, your (sg.)
wɔ	to beget, give birth to
awó	cold
awófоо, awófonɔm	parents
ɛnwtwé	eight
wu	to die
Wúkuoda	Wednesday
owúrà (wúrà) (pl. owúránɔm)	sir, mister, gentleman
wei	this, these, that, those
n̄wene	bitter

wére	mind, memory; the seat of the emotions
wére fi(rí)	to forget
wia	to steal
evia, awia	sunshine; noon, late, early afternoon
ewiaaduane	lunch, noon meal
ewia mu aduane	noon meal
wié	to finish, complete
owigyiinae	afternoon
ewim	air, weather, atmosphere
ewimhyen, ewimuhyen	airplane
nwiní	to be cold (weather)
añwummere	evening, in the evening
añwummereaduane	supper, evening meal
añwmmeduane	supper

seyá	pain, ache; grief, distress
yaa	a response to greetings
yam	to grind
yam	to insides of the body
yare	to be ill, sick
yaree (yaree) (pl. n-)	sickness, disease
kookoo yaree	swollen, shoot disease
ayareføo	patient, sick person, invalid
ayareføo hweføo (pl. n-)	nurse
ayarehweføo (pl. n-)	nurse
ayaresabea (pl. n-)	hospital
oyaresaføo	physician, doctor
oyaresanı	physician, doctor
Yawoda, Yawooda	Thursday
ye	to be, exist
ey(e) áa	usually
ye	to be good, all right

BASIC COURSE

yɛ	to do, make
yɛ, yɛn	we, our, us
yɛn	to breed, nurse, raise animals
ɔyɛ're (pl. -nɔm)	wife, wife's sister
y₁	to take away, remove; shave, cut the hair
eyi	this, these
yiye	good, repaired, mended
yo	to do, make
yoo	yes, O.K., I will comply, I'm listening

PROPER NAMES

Ábenaa	Abenaa, a female born on Tuesday
Bonsu	Bonsu, a proper name
Adwoa	Adwoa, a female born on Monday
Afua	Afua, a female born on Friday
Ghána	Ghana
Juaaso	city of Juaaso
Kégyetia	the city of Kegyetia, a certain road junction to this city
Nkerāñ	the city of Accra; the Gã language
Kínswei	Kingsway store
Kofi	Kofi, a male born on Friday
Koforidua	the city of Koforidua
Akósua	Akosua, a female born on Sunday
Akua	Akua, a female born on Wednesday
Kumase	the city of Kumasi
Kwabena	Kwabena, a male born on Tuesday
Kwadwo	Kwadwo, a male born on Monday
Kwaku	Kwaku, a male born on Wednesday
Kwame	Kwame, a male born on Saturday
Kwasi	Kwasi, a male born on Sunday

Ámma	Amma, a female born on Saturday
Omáñhyiamúdãñ	House of Parliament
Ménsah	Mensah, a proper name
Améreka	America
Mpraeso	city of Mpraeso
Asante	Ashanti, name of region and tribe; personal name
Asantehéne	the King of Ashanti
Asantehénefie	Asantehene's palace or house
Asantewa	Asantewa, a proper name
Nsawam	the city of Nsawam
Síkaagua Kofi	The Golden Stool, the throne of the Asantehene
Esiremū	the grasslands in the north of Ghana
Esiremūfōo	the inhabitants of grasslands of northern Ghana
Ata	ata, proper name of a male twin
Ataa	Ataa, proper name of a female twin
Tákoradi	the city of Takoradi
Tamale	the city of Tamale
Antwi	Antwi, a proper name
Owusu	Owusu, a proper name
Yaa	Yaa, a female born on Thursday
Yaw	Yaw, a male born on Thursday
Yéndi	city of Yendi