

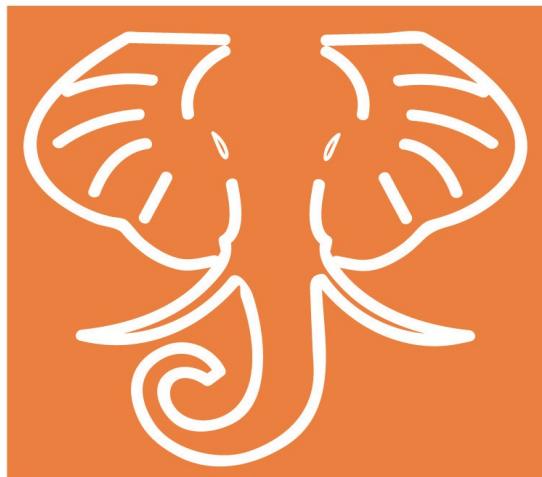
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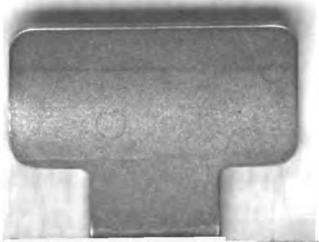
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T W I

BASIC COURSE



DEPARTMENT OF STATE



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# T W I

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## BASIC COURSE



This work was compiled and published with the support of the Office of Education, Department of Health, Education and Welfare, United States of America.

J. E. REDDEN      N. OWUSU      AND ASSOCIATES  
**FOREIGN SERVICE INSTITUTE**  
WASHINGTON, D.C.

1963

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**FOREIGN SERVICE INSTITUTE**  
**BASIC COURSE SERIES**  
*Edited by*  
**CARLETON T. HODGE**

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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  
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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 <sup>o</sup> 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 /sírèn/, '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

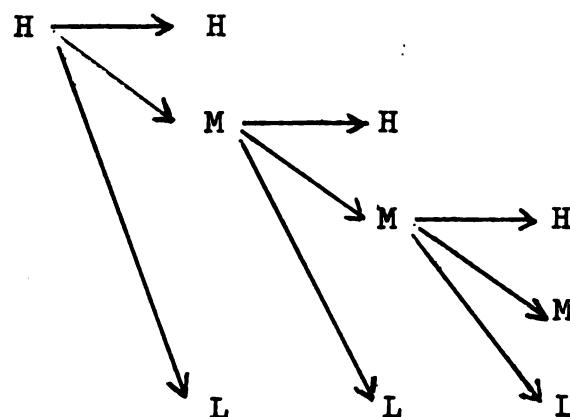
high; (2) step down slightly, which is interpreted as mid, and (3) step down a greater amount, which is interpreted as low.

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.

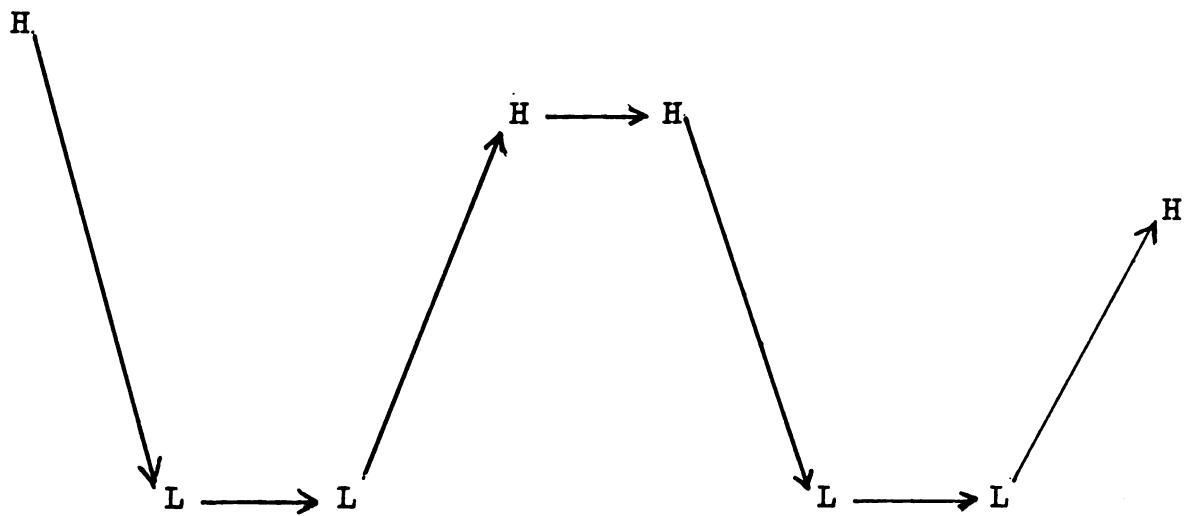
That is to say, on any one syllable in any one position in the sentence, there are at the most only three possible tones: high, mid, and low; but the absolute pitch of the syllable is limited or determined by a number of factors. The first tone in an utterance is more or less determined by the natural 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

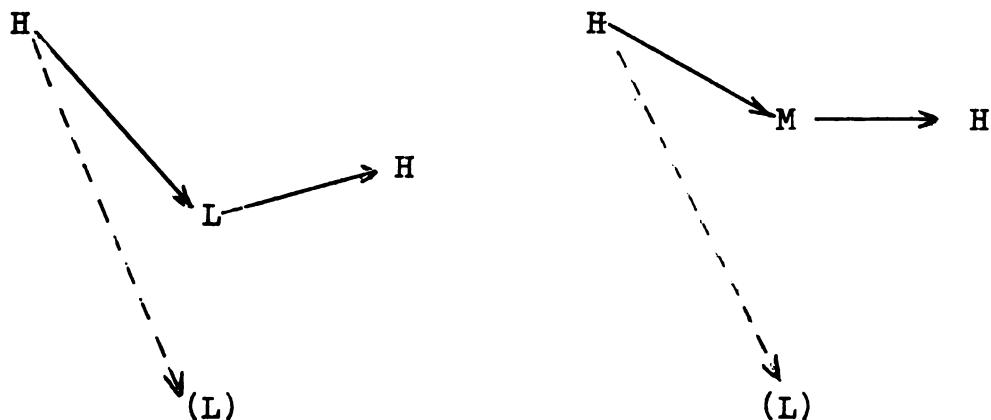


## SENTENCE INTONATION



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 <sup>h</sup> ]	<u>p</u> in
t	t	/t/	[t <sup>h</sup> , t <sup>ç</sup> ] <sup>1.</sup>	<u>t</u> in
k	k	/k/	[k <sup>h</sup> ]	<u>c</u> ome
ky	ky	/k/	[č] <sup>1.</sup>	<u>ch</u> in
b	b	/b/	[b]	<u>b</u> e
d	d	/d/	[d] <sup>1.</sup>	<u>d</u> o
g	g	/g/	[g]	<u>g</u> o
gy	gy	/g/	[j] <sup>1.</sup>	<u>g</u> em
f	f	/f/	[f]	<u>f</u> ee
s	s	/s/	[s]	<u>s</u> ee
h	h	/h/	[h]	<u>h</u> oe
hy	hy	/h/	[g] <sup>1.</sup>	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>s</u> ing
ng	ng	/nn/	[ŋŋ]	double <u>ŋ</u>
n̄	n̄	/n/	[n̄]	<u>y</u> e pronounced through the nose
ny	ng	/n/	[n] <sup>1.</sup>	<u>n</u>

ñny	nny	/nn/	[ŋŋ] 1.	double n
ñy	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	/kʷ/	[č ŋ] 1.	simultaneous chew and w
dw	dw	/gʷ/	[j ŋ] 1.	simultaneous jump and w
đw	dw	/g/	[j]	simultaneous jump and w
gu	gu	/gʷ/ 1., /gu/	[j ŋ] 2.	Cf. dw
hw	hw	/hʷ/	[h ŋ]	simultaneous č and when
ňw	nw	/nw/	[ŋŋʷ]	ŋ plus rounded ŋ
ñw	nw	/nnʷ/	[ŋŋʷ]	ŋ plus rounded n
ňú	nu	/nʷř/	[ŋŋʷř]	rounded ŋ plus nasalized r
ňh	nh	/nh/	[ŋŋ]	ŋ plus ŋ without voice hum
l	l	/l/ 3.	[l, r, ř, rʷ, d]	hello
v	v	/v/ 3.	[v, f, b]	avenue
ı	ı	/ı/	[ı̂]	beat <sup>5</sup>
ě	e	/ɪ/, /e/ 4.	[ɪ̂]	bít
ě	e	/e/	[ē̂]	bait <sup>5</sup>
ɛ	ɛ	/ɛ/	[ɛ̂]	bet
ä	a	/ee/, /a/ 4.	[ø̂]	bat
a	a	/a/	[â]	bottle

## BASIC COURSE

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ɔ	ɔ	/ɔ/	[ɔ]	bought
o	o	/o/	[o^]	<u>boat</u> <sup>5</sup>
ø	ø	/u/, /ø/ <sup>4</sup>	[u^]	<u>book</u>
u	u	/u/	[u^]	<u>boot</u> <sup>5</sup>
ɪ	i, ɪ <sup>6</sup> .	/ɪ/	[ɪ~]	nasalized i
ɛ	e, ɛ <sup>4</sup> .	/ɛ/	[ɛ~]	nasalized I
ε	ɛ, ε <sup>4</sup> .	/ε/	[ɛ^]	nasalized ε
എ	a, എ	/ə/	[ə̄^]	nasalized ə
ആ	a, ആ	/a/	[ā]	nasalized a
ɔ	ɔ, ɔ <sup>4</sup> .	/ɔ/	[ɔ̄]	nasalized o
ു	o, ു <sup>4</sup> .	/u/	[ū^]	nasalized u
ഉ	u, ഉ	/u/	[ū^]	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.
!	!	/XX/		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/, /o/ versus /ɔ/, /a/ versus /ɑ/, /ē/ 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, ɔbaá  
a woman, low high high, ɔbaá

1.	ɔbaá	lhh
2.	ɔbaá	llh
3.	ɔbaá	lhh
4.	ɔbaá	llh
5.	ɔbaá	llh
6.	ɔbaá	lhh
7.	ɔbaá	lhh
8.	ɔbaá	lhh
9.	ɔbaá	llh
10.	ɔbaá	llh

## Drill 2 - vowel length

a child, short, ɔbá  
a woman, long, ɔbáa

1.	ɔbá	s
2.	ɔbáa	l
3.	ɔbáa	l
4.	ɔbáa	l
5.	ɔbá	s
6.	ɔbáa	l
7.	ɔbá	s
8.	ɔbáa	l
9.	ɔbá	s
10.	ɔbá	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, pápa  
father, low high, papá

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

## Drill 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.	papá	lh
3.	papá	lh
4.	papa	ll
5.	papá	lh
6.	papá	lh
7.	papa	ll
8.	papa	ll
9.	papá	lh
10.	papa	ll

## Drill 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, ataa'

1.	atá	lh
2.	ataa'	llh
3.	atá	lh
4.	ataa'	llh
5.	ataa'	llh
6.	atá	lh
7.	atá	lh
8.	ataa'	llh
9.	atá	lh
10.	ataa'	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, fuq  
single, one, low high, fuá

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

## Drill 13 - tones

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

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

## Drill 14 - tones

to tell a lie, low high, bóá  
to help, low low, bóa

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

## Drill 15 - vowel length

something, long, hwé  
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, fá

1.	fa	o
2.	fa	o
3.	fá	n
4.	fá	n
5.	fa	o
6.	fá	n
7.	fa	o
8.	fa	o
9.	fá	n
10.	fá	n

## Drill 17 - nasal vowel

hand, oral, nsá  
palm wine, nasal, nsá

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

## Drill 18 - vowel length

to be hoarse, short, fá  
tottering, long, fää

1.	fá	s
2.	fää	l
3.	fää	l
4.	fá	s
5.	fá	s
6.	fää	l
7.	fá	s
8.	fää	l
9.	fá	s
10.	fá	s

## Drill 19 - nasal vowel

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

1.	sa	o
2.	sa	o
3.	sá	n
4.	sa	o
5.	sá	n
6.	sá	n
7.	sa	o
8.	sá	n
9.	sá	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, kérà  
to grasp, u, kura

- |     |      |   |
|-----|------|---|
| 1.  | kérà | e |
| 2.  | kura | u |
| 3.  | kérà | e |
| 4.  | kura | u |
| 5.  | kura | u |
| 6.  | kérà | e |
| 7.  | kérà | e |
| 8.  | kura | u |
| 9.  | kérà | 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, kérà  
to leave, high low, kérà

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

**Drill 25 - fricatives**

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

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

**Drill 27 - vowel before /r/**

to tie up, bind, 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 26 - palatal affricates**

to cut up, voiced, dwɑ  
to cut, voiceless, twɑ

1. dwɑ vd
2. twɑ vl
3. twɑ vl
4. dwɑ vd
5. twɑ vl
6. dwɑ vd
7. dwɑ vd
8. twɑ vl
9. dwɑ vd
10. dwɑ vd

**Drill 27 - vowel before /r/**

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

**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, ᐃwó  
he has, low low, ᐃwo

1.	o wó	lh	1.	mẽntó	llh
2.	o wo	ll	2.	mẽntó	llh
3.	o wo	ll	3.	mẽntó	hlh
4.	o wó	lh	4.	mẽntó	llh
5.	o wó	lh	5.	mẽntó	hlh
6.	o wo	ll	6.	mẽntó	hlh
7.	o wó	lh	7.	mẽntó	llh
8.	o wo	ll	8.	mẽntó	hlh
9.	o wo	ll	9.	mẽntó	llh
10.	o wó	lh	10.	mẽntó	llh

**Drill 31 - tones**

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

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

**Drill 30 - tones**

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

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

**Drill 32 - tones**

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

## Drill 33 - statement and question

that I may buy, statement, mén̄tɔ.  
Should I buy, question, mén̄tɔ?

1. mén̄tɔ? q
2. mén̄tɔ s
3. mén̄tɔ s
4. mén̄tɔ? q
5. mén̄tɔ s
6. mén̄tɔ? q
7. mén̄tɔ s
8. mén̄tɔ s
9. mén̄tɔ? q
10. mén̄tɔ? q

## Drill 34 - tones

a girl, lhhh, abaáawa  
a servant girl, lllh, abaawá

1. abaawá lllh
2. abaawá lllh
3. abaáawa lhhh
4. abaáawa lhhh
5. abaáawa lhhh
6. abaawá lllh
7. abaáawa lhhh
8. abaawá lllh
9. abaáawa lhhh
10. abaawá lllh

## Drill 35 - tones and length

mouse, llh, akurá  
village, lllh, akuraá

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

## Drill 36 - tones

already, lll, dedaw  
an old thing, hll, dédaw

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

## Drill 37 - tones

an agreement, llh, 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, sísí  
to cheat, low low, sísí

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

## Drill 39 - nasals

palm oil, velar, ng, ng&  
it, alveolar, en, en&

1. ng& v
2. ng& v
3. en& a
4. ng& v
5. en& a
6. en& a
7. ng& v
8. en& a
9. ng& v
10. en& a

## Drill 40 - nasal length

to blow a musical instrument,  
short, hyɛ̃n  
bright, long, hyɛ̃nn

1. hyɛ̃n s
2. hyɛ̃n s
3. hyɛ̃nn l
4. hyɛ̃nn l
5. hyɛ̃n s
6. hyɛ̃nn l
7. hyɛ̃n s
8. hyɛ̃nn l
9. hyɛ̃nn l
10. hyɛ̃n s

## Drill 41 - tones

to dedicate, low low, mōmā  
forrid, high high, mōmā

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

## Drill 43 - nasal and oral vowels

don't wave, nasal, ŋnyām  
don't grind, oral, nyām

1. ŋnyām n
2. ŋnyām n
3. nyām o
4. ŋnyām n
5. nyām o
6. nyām o
7. ŋnyām n
8. nyām o
9. ŋnyām n
10. nyām o

## Drill 42 - tones

car, high low, kā́  
ring, low high kā́

1. kā́ lh
2. kā́ hl
3. kā́ lh
4. kā́ hl
5. kā́ hl
6. kā́ lh
7. kā́ lh
8. kā́ hl
9. kā́ lh
10. kā́ hl

## Drill 44 - tones

wave, high, ŋnyām  
don't wave, low high, ŋnyām

1. ŋnyām h
2. ŋnyām lh
3. nyām h
4. nyām h
5. ŋnyām lh
6. ŋnyām lh
7. nyām h
8. ŋnyām lh
9. ŋnyām lh
10. nyām h

## Drill 45 - tones

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

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

## Drill 46 - tones

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

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

## Drill 47 - tones

Accra, llll, Nkeráñ  
black ant, lhhh, nkéráñ

1. Nkeráñ      llll
2. nkéráñ      lhhh
3. Nkeráñ      llll
4. nkéráñ      lhhh
5. nkéráñ      lhhh
6. Nkeráñ      llll
7. nkéráñ      lhhh
8. nkéráñ      lhhh
9. Nkeráñ      llll
10. nkéráñ      lhhh

## Drill 48 - tones

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

1. mínní      llh
2. mínní      llh
3. mínní      hhh
4. mínní      hhh
5. mínní      llh
6. mínní      llh
7. mínní      hhh
8. mínní      hhh
9. mínní      llh
10. mínní      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
onuuā (nuā) (pl. a-nōm)	brother, sister
2. Yaa nuā.	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 hō te sen?	How are you?

## -B-

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

4 Mẽ hȭ yε. I 'm fine.

na and, but

ńso also, too

5 Na wo ńso, wo hȭ te sén? And you, how are you?

-A-

6 Mẽ hȭ yε. I 'm fine.

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

7 Ofie te sén? How is everything at home?

-B-

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

bokoo soft, tender, cheap

8 Ofie deε bokoo. Everything is fine at home.

('Home is /in a state of/soft.')

Notes

1. /Mã akyé/ is usually //maakye//.

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

4. /sɛn/ is Ashanti Twi. /edɛn/ 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. /yε/ '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	odé	adéε
fufu	fufú	fufuo
caretaker	ɔhwéfɔ	ɔhwéfɔɔ

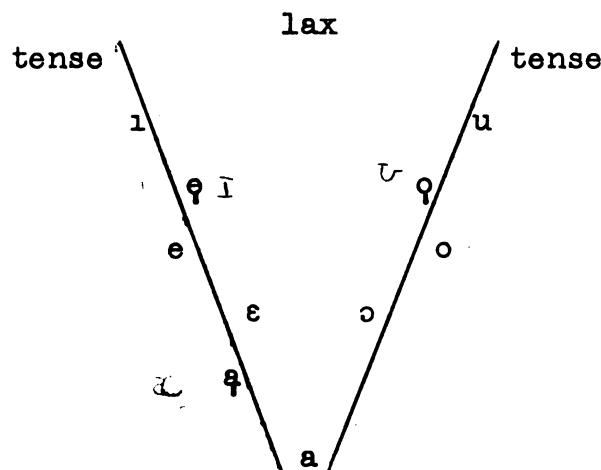
7. The noun prefixes /ɔ, o, ε, e/ are usually omitted if they are not with the first word in the sentence, e.g., /Yaa nua/. Other noun prefixes aren't usually omitted.

8. It is necessary to use /h&/ when asking concerning one's health or physical condition. If /h&/ is not used, one is asking for a description, e.g., /Wo yére te sɛn/, 'What kind of wife do you have?' i.e., tall, fat, dark-haired, etc.

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

Tense series:	i	e	ɛ	o	u
Lax series:	ɪ	ɛ	a	ɔ	ʊ

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



There are limitations as to which vowels can precede or follow certain other vowels. These limitations are called vowel harmony.

#### Vowel harmony rules.

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

i	ə	is replaced by	ɪ
	ɛ		e
a			æ
ɔ			ɑ
ə			ə

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

e	is replaced by	ə	i
o		ə	u

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:

<u>m</u> eyε	I am	<u>y</u> εyε	we are
<u>w</u> oyɛ	you (sg.) are	<u>m</u> ɔyɛ	you (pl.) are
<u>ɔ</u> yε	he, she, it is	<u>w</u> ɔyε	they are
<u>ε</u> yε	it is	<u>ε</u> yε	they are
<u>m</u> ifhu	I see	<u>y</u> ehū	we see
<u>w</u> uhū	you (sg.) see	<u>m</u> uhū	you (pl.) see
<u>o</u> hū	he, she, it sees	<u>w</u> ohū	they see

The third person singular /ɔ- ~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.

<u>m</u> é bá	my child	<u>y</u> ε bá	our child
<u>w</u> o bá	your (sg.) child	<u>m</u> ɔ bá	your (pl.) child
<u>n</u> é bá	his, her, its child	<u>w</u> ón nō bá	their child
<u>m</u> í núa	my brother	<u>y</u> é núa	our brother
<u>w</u> ú núa	your (sg.) brother	<u>m</u> ú núa	your (pl.) brother
<u>n</u> í núa	his, her, its brother	<u>w</u> ón nü núa	their brother

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

/wón n̥/ has an alternate form /wɔn/ and is // wɔn//.

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

The final consonant of /yen/ and /wɔn/ 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., /ñúɑ/, 'brother', and /mí ñúɑ/, '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' (kúnú). 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 /okúnunóṁ/. It appears as /okúnu/ (kúnú) (pl. -nóṁ). If the plural is irregular, the entire form is given. If there is more than one plural, the most common plural is given. A hyphen /-/ after a form means the form is a prefix; a hyphen before a form means it is a suffix. Some plurals have both a prefix and a suffix.

New words in the drills.

obá (pl. m-)	child, young one
oyére (pl. -nóṁ)	wife
papá (pl. -nóṁ)	father
máamé (pl. -nóṁ)	mother
okúnu (kúnú) (pl. -nóṁ)	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. Wø papá hō tø sēñ? How is your father?
8. Wø māamē hō tø sēñ? How is your mother?
9. Wú nūq hō tø sēñ? How is your brother?
10. Wú kūnu hō tø sēñ? How is your husband?

## Lexical Drill B

1. Mẽ hõ ye. I am fine.
2. Nẽ hõ ye. He is fine.
3. Ye hõ ye. We are fine.
4. Wõn hõ ye. They are fine.
5. Mẽ bá hõ ye. My child is fine.
6. Mẽ yére hõ ye. My wife is fine.
7. Mẽ papá hõ ye. My father is fine.
8. Mẽ määmë hõ ye. My mother is fine.
9. Mí núa hõ ye. My brother is fine.
10. Mí kunu hõ ye. My husband is fine.

## Lexical Drill C

1. Oyε nẽ määmë. She is his mother.
2. Oyε nẽ papá. He is his father.
3. Mẽyε nẽ papá. I am his father.
4. Mẽyε ní núa. I am his brother.
5. Wóyè ní núa. You are her brother.
6. Wóyè nẽ bá. You are her child.
7. Oyε nẽ bá. She is his child.
8. Oyε nẽ yére. She is his wife.
9. Oyε ní kunu. He is her husband.
10. Mẽyε ní kunu. I am her husband.

## Lexical Drill D

1. Yeyɛ nē mmá. We are his children.
2. Mōyɛ nē mmá. You are his children.
3. Mōyɛ ní mūanōm. You are his brothers and sisters.
4. Woyɛ ní mūanōm. They are her brothers.
5. Woyɛ nē yérenōm. They are his wives.
6. Yeyɛ nē yérenōm. We are his wives.
7. Yeyɛ wón nū kúnunōm. We are their husbands.
8. Mōyɛ wón nū kúnunōm. You (pl.) are their husbands.
9. Mōyɛ yé papánōm. You (pl.) are our fathers.
10. Woyɛ yé papánōm. They are our fathers

## Lexical Drill E

1. Woyɛ mí mūanōm. They are my sisters.
2. Woyɛ wú mūanōm. They are your sisters.
3. Yeyɛ wú mūanōm. We are your brothers and sisters.
4. Yeyɛ wón nū mūanōm. We are their brothers.
5. Yeyɛ wón nō mmá. We are their children.
6. Mōyɛ wón nō mmá. You are their children.
7. Mōyɛ nē mmá. You are his children.
8. Mōyɛ nē yérenōm. You are his wives.
9. Mōyɛ yé yérenōm. You are our wives.
10. Woyɛ yé yérenōm. They are our wives.

## Lexical Drill F

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1. Wɔye mɛ mmá.            | They are my children.                |
| 2. Wɔye <u>yɛ</u> mmá.     | They are <u>our</u> children.        |
| 3. Mɔyɛ yɛ mmá.            | You are our children.                |
| 4. Mɔyɛ <u>wón nō</u> mmá. | You are <u>their</u> children.       |
| 5. Yεye wón nō mmá.        | We are <u>their</u> children.        |
| 6. Yεye <u>mɔ</u> mmá.     | We are <u>your</u> (pl.) children.   |
| 7. Wɔye <u>mɔ</u> mmá.     | <u>They</u> are your (pl.) children. |
| 8. Wɔye <u>wɔ</u> mmá.     | They are <u>your</u> (sg.) children. |
| 9. Yεye <u>wɔ</u> mmá.     | We are <u>your</u> (sg.) children.   |
| 10. Yεye <u>nẽ</u> 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., /mɛ mmá/, 'my child'.

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

## Unit 3

## Basic Dialogue

-A-

εdá (pl. n-)	day
dwo	to cool, be cool
anadwo	night

1 °Mã adwó. Good evening.

-B-

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

2 Yaa owúrà. Yes sir.

-A-

°Twíi	the Akan or Twi language
°anáa	or, a question marker

3 Wóte Twíi anáa? Do you speak Twi? ('You hear Twi or?')

-B-

4 Áñ, mete Twíi. Yes, I speak Twi.

-A-

5 Wóte Borófó anáa? Do you speak English?

## - B -

<sup>o</sup>dəqbi, dəbí no, never

m-, n-, ñ-, ñ- not

6 Daqbí, mēnté Borofó. No, I don't speak English.

## - A -

ká to speak, say, talk

wó to be at; have, own

7 Wóká Twíi <sup>o</sup>wo fíe ana? Do you speak Twí at home?

('You speak Twí is at home  
or? !')

## - B -

8 Áan, mēká Twíi wo fíe. Yes, I speak Twí at home.

## Notes

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

6. Pay special attention to the short vowels between a consonant and /r/, as in /Borɔfɔ/. 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., /kera/, 'soul'. Many of these short vowels, especially /e/, are not indicated in the orthography.
7. Before /i/ and /u/, /ɔ/ 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., /Nóká Twí wo fie anáa?/.
9. /kuro/ is //kurow//.
10. /mú/ is very often /m/, e.g., /kuro mū/ is very often /kurom/ and is //kurow mu// or //kurow m'//.
11. A negative verb is formed by prefixing a low-toned nasal to the verb stem plus a high tone on the last syllable. The nasal is homorganic with the following consonant of the verb stem, i.e., it is made or articulated in the same position as the following consonant:
- |   |        |                                    |
|---|--------|------------------------------------|
| m | before | m, p, b, f                         |
| n |        | n, w, t, d, s                      |
| ŋ |        | ŋ, k, g, h                         |
| ñ |        | ñ, y, ũ, ky, tw, gy, dw,<br>hy, hw |
- (Some verbs with secondary tones have a high-toned negative prefix. See Unit 18, note 5.)

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

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

See also note 17.

13. Vowel harmony doesn't usually operate across a nasal plus another consonant: /mĕhū/ is replaced by /mīhū/, but /mĕnhū/ is usually not replaced by /mīnhū/. Vowel harmony does operate across two nasal consonants nearly always.

#### Substitution Drill A

- |                              |                                |
|------------------------------|--------------------------------|
| 1. <u>Mĕtē Twīi.</u>         | I speak Twīi.                  |
| 2. <u>Yētē Twīi.</u>         | <u>We speak Twīi.</u>          |
| 3. <u>Otē Twīi.</u>          | <u>He speaks Twīi.</u>         |
| 4. <u>Wōtē Twīi.</u>         | <u>They speak Twīi.</u>        |
| 5. <u>Mf kūnū tē</u> Twīi.   | <u>My husband speaks Twīi.</u> |
| 6. <u>Mĕ yērē tē</u> Twīi.   | <u>My wife speaks Twīi.</u>    |
| 7. <u>Mĕ māmāmē tē</u> Twīi. | <u>My mother speaks Twīi.</u>  |
| 8. <u>Mĕ pāpā tē</u> Twīi.   | <u>My father speaks Twīi.</u>  |
| 9. <u>Mĕ bā tē</u> Twīi.     | <u>My child speaks Twīi.</u>   |
| 10. <u>Mf nūnū tē</u> Twīi.  | <u>My brother speaks Twīi.</u> |

## Substitution Drill B

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. <u>Mɛnté Twíi.</u>        | I don't speak Twi.                   |
| 2. <u>Yenté Twíi.</u>        | <u>We don't speak Twi.</u>           |
| 3. <u>Dnté Twíi.</u>         | <u>He doesn't speak Twi.</u>         |
| 4. <u>Wɔnté 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 māamē 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 fúaq 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. Wóṭè Twíi anāa?
2. Móṭè Twíi anāa?
3. Ọtè Twíi anāa?
4. Wóṭè Twíi anāa?
5. Wú kúnu tè Twíi anāa?
6. Wó yére tè Twíi anāa?
7. Wó māamē tè Twíi anāa?
8. Wó papá tè Twíi anāa?
9. Wó bá tè Twíi anāa?
10. Wú fúaq tè Twíi anāa?

The student gives the affirmative response.

1. Áñ, mětè Twíi.
2. Áñ, yetè Twíi.
3. Áñ, ọtè Twíi.
4. Áñ, wóṭè Twíi.
5. Áñ, mí kúnu tè Twíi.
6. Áñ, mě yére tè Twíi.
7. Áñ, mě māamē tè Twíi.
8. Áñ, mě papá tè Twíi.
9. Áñ, mě bá tè Twíi.
10. Áñ, mí fúaq tè Twíi.

## Question and Answer Drill B

Student gives negative answer.

- |                           |                           |
|---------------------------|---------------------------|
| 1. Wóṭè Twíi anāa?        | Daqbí, mēnté Twíi.        |
| 2. Mōṭè Twíi anāa?        | Daqbí, yēnté Twíi.        |
| 3. Ọtè Twíi anāa?         | Daqbí, ḡnté Twíi.         |
| 4. Wōṭè Twíi anāa?        | Daqbí, wōnté Twíi.        |
| 5. Wú kúnu tè Twíi anāa?  | Daqbí, mí kúnu nté Twíi.  |
| 6. Wō yére tè Twíi anāa?  | Daqbí, mē yére nté Twíi.  |
| 7. Wō māamē tè Twíi anāa? | Daqbí, mē māamē nté Twíi. |
| 8. Wō papá tè Twíi anāa?  | Daqbí, mē papá nté Twíi.  |
| 9. Wō bá tè Twíi anāa?    | Daqbí, mē bá nté Twíi.    |
| 10. Wú nūq tè Twíi anāa?  | Daqbí, mí nūq nté Twíi.   |

## Lexical Drill A

- |   |                                   |
|---|-----------------------------------|
| 1. Mēwo fíe.                                  | I am at home.                     |
| 2. Mēwo <u>fíe</u> <u>nō</u> <u>mū</u> .      | I am <u>in the house</u> .        |
| 3. Mēwo <u>Nkerāñ</u> .                       | I am at <u>Accra</u> .            |
| 4. Mēwo <u>fíe</u> <u>bí</u> .                | I own <u>a house</u> .            |
| 5. Mēwo <u>nūq</u> .                          | I have <u>a brother</u> .         |
| 6. Mēwo Kumáṣe.                               | I am at <u>Kumasi</u> .           |
| 7. Mēwo <u>ba</u> .                           | I have <u>a child</u> .           |
| 8. Mēwo <u>pēnsere</u> .                      | I have <u>a pencil</u> .          |
| 9. Mēwo <u>sukúù</u> <u>nō</u> <u>mū</u> .    | I am <u>in the school</u> .       |
| 10. Mēwo <u>fíe</u> <u>wo</u> <u>Kumáṣe</u> . | I have <u>a 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.	té (to feel)	nté
2.	té (to speak)	nté
3.	wó (to have)	nní
4.	dí (to eat)	nní
5.	yε (to be)	enýε
6.	yε (to be good)	enýε
7.	da (to sleep)	nna
8.	má (to give)	mma
9.	ká (to speak)	pka
10.	súq (to learn)	nsúq
11.	kasa (to talk)	nkasa
12.	da ase (to lie down)	enná ase
13.	wó (to be at)	nní
14.	hú (to see)	nhú
15.	twá (to cut)	ñtwá

16.	to	(to buy)	ntɔ́
17.	kɔ́	(to go)	nkɔ́
18.	bərā	(to come)	mmá
19.	hyɛ́	(to insert)	ñhyɛ́
20.	bɔ́	(to strike)	mmɔ́

16. /daabi/ 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. /aán/ is //aane// in the new orthography.

## Unit 4

## Basic Dialogue

## -A-

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

## -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 Wótè ase' anā? Do you understand?

## -A-

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

## -B-

- 7 Mɛda wase. Thank you.

## -A-

- 8 *Sɛñ na yɛkā* you are welcome How do you say 'you are welcome'  
 wo Twíi mū? in Twi?

## -B-

- 9 *°Mmɛ̄ 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; /nɛ/, '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 ase'/ is usually /wásəɛ/ 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 /aséɛ/ doesn't occur often with an object. If there is no expressed object, use /aséɛ/ because /asé/ may be misunderstood. /Wótè ase?/ may not only mean 'Do you understand?', but also 'Are you sitting down?', and 'Are you still living?'. /Wótè ase'ɛ?/ means only 'Do you understand?'.
4. On the telephone only can you say /Mɛtɛ ase/ or /Mɛtɛ ase'ɛ/, 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 berεεoo/ means both 'Talk slowly and softly.' and is //breε oo// or //breew//. /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 /món-/, e.g., /Mónkasa/, 'talk', with all high tones.
9. Before initial /-nn/, /-e-/ occurs, e.g., /nná ase/ is /enná 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 enná ase/ is /Mmé enná ase/, but it is // Mma ennaase//.
10. Notice the two negatives in /Mmé enná ase./.

#### Lexical Drill A

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

## Lexical Drill B

1. Өte aſé! anāa? Does he understand?
2. Өte mase anāa? Does he understand me?
3. Өte <sup>o</sup>wase anāa? Does he understand you?
4. Өte <sup>o</sup>másə anāa? Does he understand you (pl.)?
5. Өte wɔn aſe anāa? Does he understand them?

## Lexical Drill C

1. Mẽte aſé!. I understand.
2. Mẽte wáſe. I understand you.
3. Mẽte nase. I understand him.
4. Mẽte wɔn aſe. I understand them.
5. Mẽte másə. I understand you (pl.).

## Lexical Drill D

1. Өte aſé!. He understands.
2. Өte mase. He understands me.
3. Өte wase. He understands you.
4. Өte másə. He understands you (pl.).
5. Өte wɔn aſe. He understands them.

## Lexical Drill E

1. Né määmë nté Borofó. His mother doesn't know English.
2. Né määmë té Twíi. His mother knows Twi.
3. Oné né määmë té Twíi. He and his mother know Twi.
4. Oné né määmë ká Twíi. He speaks Twi with his mother.
5. Mé né mé papá ká Twíi. I speak Twi with my father.

6. Mɛ nɛ mɛ papá te My father and I know Ga.

Nkerāñ

7. Mí núa te Nkerāñ. My sister knows Ga.
8. Mí núa te Nkerāñ. My sister lives at Accra.
9. Mɛ bá te Nkerāñ. My child lives in Accra.
10. Mɛ bá wo Nkerāñ. My child is at Accra.

Lexical Drill F

1. Wɔká Twii wo sukúù. They speak Twi at school.
2. Yesūq Twii wo sukúù. They study Twi at school.
3. Yesuq Twii wo Nkerāñ. We study Twi at Accra.
4. Wówò fie wo Nkerāñ. You have a house at Accra.
5. Wówò fie wo Tamale. You have a house at Tamale.
6. Mó papá wo Tamale. Your father is at Tamale.
7. Mó papá wo fie. Your father is at home.
8. Ye yérenõm wo fie. Our wives are at home.
9. Ye yérenõm nni fie. Our wives aren't at home.
10. Mí kunu nni fie. My husband isn't at home.

Lexical Drill G

1. Kasa bɛrɛeoo. Talk slow.
2. Kasa dɛñi. Talk loud.
3. Eyɛ dɛñi. It is hard.
4. Eyɛ betee. It is soft.
5. Mɛ nsá ye betee. 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 nyé. My car is no good.  
 9. Nẽ pénṣere nō nyé. His pencil is bad.  
 10. Nẽ pénṣere nō da hó. His pencil is lying there.

New words in the drills.

pénṣere (pénṣere)	pencil
káà (káà)	automobile

#### Lexical Drill H

1. Mẽtẽ Twi. I speak Twi.  
 2. Mẽtẽ Nkerāñ. I speak Ga.  
 3. Mẽtẽ Nkerāñ. I live at Accra.  
 4. Mẽtẽ aséé. I understand.  
 5. Mẽtẽ ase. I'm sitting down.  
 6. Mẽtẽ dón nō. I hear the bell.  
 7. Mẽtẽ mé māamé ásém. I obey my mother.  
 8. Mẽtẽ akɔññúá sō. I'm sitting in a chair.  
 9. Mẽtẽ séé wo. I am as you are.  
 10. Mẽtẽ séé abofára. I am like a child.

New words in drills.

edón, ɔdón (pl. n-)	bell
akɔññúá (pl. n-)	chair, stool
ásém (ásém) (pl. n-)	word, saying, story, talk
te ... asém	to obey

séé

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

tè séé

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

°abofára (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//.  
 /másè/ is //mo ase// or //m' ase//.  
 /wásè/ is //wo ase// or //w' ase//.

Usually elision is not indicated in the orthography.

12. /nē/ means 'and' or 'with'. /ɔnē/ is a contraction of /ɔnō nē/. /ɔnē nē māamē/ is a contraction of /ɔnō nē nē māamē/.

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

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

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

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

17. Phrases like /Twī 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-

ahá

weariness

1 Mā ahá. Good afternoon.

-B-

2 Yaq̄ owúrà. Yes sir.

-A-

εhó (pl. ε-nōm)

there; that; from

3 Owúrà Owúsú wɔ hó anāa? Is Mr. Owusu in?

-B-

o-, onō

he, she, it

εhá (pl. ε-nōm)

here; this

4 Aññí, owo há. Yes, he is here.

-A-

tumi

to be able, can, to be

well-versed in, to have

permission

hū, hūnū

to see

onō, nō

him, her, it

5 Mitumi áhū nō anāa? Can I see him?

-B-

yε

we

°fərε

to call

6 °Yefərēw sēñ?

What's your name?

( 'We call you what? ' )

-A-

7 Yefərē mē Kofi Asantē.

My name is Kofi Asante.

-B-

kā

to speak, tell, say

kyərē

to show, teach, advise

sē'

that

8 Mēkā kyərē nō sē' wōwō hā.

I will tell him you are here.

## Notes

1. /əwɔ hō/ usually means 'He, she, or it is there'; but if you come into or upto a building and ask /əwɔ hō?/, you are asking, 'Is he in?', 'Is he in the building?', or 'Is he around here somewhere?'. The affirmative response will probably be /əwɔ hā/, 'He is here'. However, if the person answering doesn't know just where the other person is, he may answer you /əwɔ hō/, 'He is around here somewhere'.
2. /əwɔ hā/ usually means 'He, she, or it is here'; but if you come into or upto a building and ask /əwɔ hā?/, you are asking, 'Is this his place?', i.e., 'Does he live here?', or 'Does he work here?'. The affirmative answer is /əwɔ hā/, 'This is his place'. You may then ask /əwɔ hō?/.
3. After a noun /hā/ and /hō/ can be translated like demonstratives, e.g., /ofie hā/, 'this house', and /ofie hō/, 'that house'.
4. After /tumi/ the following verb is in the consecutive form, which has an /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 should avoid use of /tumi/ in the future when talking of himself because he will be thought to be boasting.

5. /séé/, '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 sēñ?/, 'What is it called?', but literally 'We call it what?'.

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

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

10. You can /kɛ/ a story or something. /kɛ kyeré/ 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., /Mékɛ kyeré nɔ́ (1) sɛ́t wówɔ́ há (2)/, 'I will tell him (1) you are here (2)'.

#### Pattern Drill A

- |                         |                                    |
|-------------------------|------------------------------------|
| 1. Yeféré sɛñ?          | What's your name?                  |
| 2. Yeféré nɔ́ sɛñ?      | What's <u>his</u> name?            |
| 3. Yeféré mɔ́ sɛñ?      | What are <u>your</u> names?        |
| 4. Yeféré wɔ́n sɛñ?     | What are <u>their</u> names?       |
| 5. Yeféré wó kunu sɛñ?  | What's <u>your husband's</u> name? |
| 6. Yeféré wo yére sɛñ?  | What's <u>your wife's</u> name?    |
| 7. Yeféré wó māame sɛñ? | What's <u>your mother's</u> name?  |
| 8. Yeféré wó papa sɛñ?  | What's <u>your father's</u> name?  |
| 9. Yeféré wó bá sɛñ?    | What's <u>your child's</u> name?   |
| 10. Yeféré wó fiúa sɛñ? | What's <u>your brother's</u> name? |

#### Lexical Drill A

- |                              |   |
|------------------------------|---|
| 1. Yeféré mɛ Kofi.           | My name is Kofi.                              |
| 2. Yeféré nɔ́ Kofi.          | <u>His</u> name is <u>Kofi</u> .              |
| 3. Yeféré yen Kofi né Afúa.  | Our names are <u>Kofi</u> and <u>Afua</u> .   |
| 4. Yeféré wɔ́n Kofi né Afúa. | Their names are <u>Kofi</u> and <u>Afua</u> . |

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 5. Yefəré <u>mí</u> kunu Kofi.  | My husband's name is <u>Kofi</u> . |
| 6. Yefəré <u>mẽ</u> yére Afúa.  | My wife's name is <u>Afua</u> .    |
| 7. Yefəré <u>mẽ</u> māamé Afúa. | My mother's name is <u>Afua</u> .  |
| 8. Yefəré <u>mẽ</u> papá Kofi.  | My father's name is <u>Kofi</u> .  |
| 9. Yefəré <u>mẽ</u> bá Kofi.    | My child's name is <u>Kofi</u> .   |
| 10. Yefəré <u>mí</u> ñúa Kofi.  | My brother's name is <u>Kofi</u> . |

## Pattern Drill B

Answer affirmatively.

- |                                  |   |
|----------------------------------|---|
| 1. Owo hó?                       | Is he there?<br>Yes, he is there.                 |
| 2. Owo <u>ha</u> ?               | Is he here?<br>Yes, he is here.                   |
| 3. Owo <u>fie</u> ?              | Is he at home?<br>Yes, he is at home.             |
| 4. Owo <u>fie nō</u> <u>mú</u> ? | Is he in the house?<br>Yes, he is in the house.   |
| 5. Owo <u>fie</u> <u>há</u> ?    | Is he in this house?<br>Yes, he is in this house. |
| 6. Owo <u>fie</u> <u>hó</u> ?    | Is he in that house?<br>Yes, he is in that house. |

## Pattern Drill C

Answer negatively.

1. ɔwo hó? Is he in?  
Daabí, onní hó. No, he is not around.
2. ɔwo há? Is this his place?  
Daabí, onní há. No, this isn't his place.
3. ɔwo fie? Is he at home?  
Daabí, onní fie. No, he isn't at home.
4. ɔwo fie nō mū? Is he in the house?  
Daabí, onní fie nō mū. No, he isn't in the house.
5. ɔwo fie há? Does he own this house?  
Daabí, onní fie há. No, he doesn't own this house.
6. ɔwo fie hó? Does he own that house?  
Daabí, onní 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 okyéñá. He will go tomorrow.
6. Yebéko okyéñá. We will go tomorrow.
7. Yebéko bío. We will go again.
8. Wóbeko bío. You will go again.

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

## Pattern Drill E

1. Méba hó. I will be there.  
 2. Méba dāñ mū. I will come into the house.  
 3. Métumi áhù nō wo dāñ mū. I can see him in the room  
privately.  
 4. Métumi áhù nō wo sukuù. I can see him at school.  
 5. Mẽ nē nō békasa wo sukuù. I will talk to him at school.  
 6. Mẽ nē nō békasa wo fie. I will talk to him at home.  
 7. Méká kyéré nō sée wówò  
fie. I will tell him you are at  
home.  
 8. Méká kyéré nō sée wōbəba  
há. I will tell him you will be  
here.  
 9. Mẽ yére bέba há. My wife will come here.  
 10. Mẽ yére bέférε wō. My wife will call you.

## Pattern Drill F

1. Yeféré nō sén? What is his name?  
 2. Yeféré nō Kofi. His name is Kofi.  
 3. Méká kyéré Kofi. I will tell Kofi.  
 4. Méká kyéré wōn. I will tell them.  
 5. Otumi féré wōn. He can phone them.  
 6. Otumi féré mē. He can call me.

- |                           |                                   |
|---------------------------|-----------------------------------|
| 7. <u>Obéka kyéré</u> mē. | <u>He will tell</u> me.           |
| 8. <u>Obéka kyéré</u> wo. | <u>He will tell</u> you.          |
| 9. <u>Onte'</u> wo.       | <u>He doesn't hear</u> you.       |
| 10. <u>Onte'</u> wase.    | <u>He doesn't understand</u> you. |

New words in the drills

odafí (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., /sɛn/, 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 Agoó Is anybody there?

-B-

- 2 Améé Come in.

-A-

- epó (pl. m-) joint, bump, knob  
°εε a question marker

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

-B-

- 4 Mē mpó mu dεε bokoo. I'm fine.

-A-

- edεén what, what thing  
yε to make, do

- 5 Edεén na °wóoye? What are you making?

-B-

- nōá to boil, cook by boiling  
fufuo fufu

- 6 °Mēenōá fufuo. I'm making fufu.  
pe to like, be fond of, want,  
seek, provide, try to get

- 7 Wópε fufuo ana? Do you like fufu?

## -A-

pá	good, much
pápaapa, papapapa	very good, very much
8 Mẽpe fufúo pápaapa.	I like fufu very much.

## -B-

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

## Notes

- /agq/ is a verbal signal to let another person know you are approaching. /amẽ/ lets you know that it is all right to enter. If the person inside does not wish you to enter, he will probably answer /daqb/, 'no'. /agq/ is also used to ask for the attention of a group or crowd. The response /amẽ/ then means 'Speak, I'm listening'.
- /ɔ/ followed by /u/ becomes /o/, e.g., /mpó mǔ/ is /mpó mǔ/, 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, /abomǔ/.
- 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., /mú 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 /Mẽpə 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 /sɛñ/, 'to move along', 'to surpass'. If you ask a native speaker of Twi to translate /sɛñ/, he will probably say it means 'than'. There are two basic constructions using /sɛñ/: (1) /sɛñ/ plus or minus an object after a preceding verb, and (2) /sɛñ/ with an object, as the verb of the sentence. Compare the examples below.

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

(1)

- (a) Ḍware. He is tall.  
 Ḍware sɛñ. He is taller.  
 Ḍware sɛn ní ŋúa. He is taller than his brother.  
 Ḍware sɛn ní ŋyīnāa. He is the tallest.
- (b) Eyé duru. It is heavy.  
 Eyé duru sɛñ. It is heavier.  
 Eyé duru sɛñ bùuku nō. It is heavier than the book.  
 Eyé duru sɛn ní ŋyīnāa. It is the heaviest of all.

(2)

- (a) Ḍsen ní ŋúa pāñyīñ. He is older than his brother.  
 ('He surpasses his brother in age.')
- (b) Ḍsen ní ŋúa nō wɔ adesúa mū. He is better educated than his brother. ('He surpasses his brother in learning.')

## New words

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

11. /adɛ́ɛ/, '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., /adɛ́ɛ/ plus /sua/, 'to learn' gives /adesua/, 'learning'.

12. /yɛ́/ 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. Edeɛ̄n na óoye?       | What is she doing?          |
| 2. Edeɛ̄n na wóoye?      | What are they doing?        |
| 3. Edeɛ̄n na woooye?     | What are you doing?         |
| 4. Edeɛ̄n na mooye?      | What are you (pl.) doing?   |
| 5. Edeɛ̄n na wúudi?      | What are you eating?        |
| 6. Edeɛ̄n na wóotón?     | What are they selling?      |
| 7. Edeɛ̄n na mōoto?      | What are you (pl.) buying?  |
| 8. Edeɛ̄n na óonóm?      | What is he drinking?        |
| 9. Edeɛ̄n na wóohwe?     | What are they looking at?   |
| 10. Edeɛ̄n na wóohwéhwe? | What are you searching for? |

### Lexical Drill B

- |                        |                                 |
|------------------------|---------------------------------|
| 1. Áfèi na óodídì.     | Now he is eating.               |
| 2. Áfèi na wóodídì.    | Now they are eating.            |
| 3. Áfèi na mídì.       | Now I am eating.                |
| 4. Áfèi na yéedídì.    | Now we are eating.              |
| 5. Áfèi na mídì ákútú. | Now I am eating an orange.      |
| 6. Áfèi na wóotón 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 yéetɔ bankyé. We are now buying cassava.
8. Áfèi na óonɔm ɔsegareéte. He is now smoking a cigarette.
9. Áfèi na wóohwee ɔseram. They are now looking at the moon.
10. Áfèi na méehwéhwé mé pén. I'm now looking for my pen.

## New words

dí	to employ, use, eat, spend, consume
dídí	to eat
tón	to buy
tó	to sell
nɔm	to drink, smoke tobacco
hwéhwé	to look for, search
áfèi, aféi	now
ákutú	orange
nsá	palm wine, alcoholic beverage
ɔsegareéte, ségaréte	cigarette
ɔseram (pl. a-)	moon, month
pén (pén)	pen

## Lexical Drill C

1. Ówáre sén ní núa nō. He is taller than his brother.
2. Né hó yé dēn 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. Onőá fufuo sɛn ni ŋua  
nō.  
She cooks fufu better than her sister.
5. Ope ampesie sɛn ni ŋua  
nō.  
He likes ampesie better than his brother.
6. Ope adidiadidi sɛn ni  
ŋua nō.  
He likes to eat better than his brother.
7. Oyé ądwuma sɛn ni ŋua  
nō.  
He works better than his brother.
8. Owo sika sɛn ni ŋua nō.  
He has more money than his brother.
9. Owo nnéema sɛn ni ŋua  
nō.  
He has more things than his brother.
10. Oso sɛn ni ŋua nō.  
He is bigger than his brother.

## New words

fɛ	pretty, nice, beautiful
sika	gold, money
sɔ	to be big, large, much; to reach, arrive at
adidɛ	use, enjoyment, benefit
adidiadidi	enjoyment of eating a food
adé (dɛ) (pl. nnéema)	thing, part

## Lexical Drill D

1. Mẽ káà nō sõ sɛñ wó  
déε nō. My car is bigger than yours.
2. Mẽ hómá ye fófóro sɛñ  
wó déε nō. My book is newer than yours.
3. Mẽ hómá ye fófóro sɛñ  
né déε nō. My book is newer than his.
4. Wú akðññúa ye dẽñ sɛñ  
né déε nō. Your chair is stronger than his.
5. Wú akðññúa ye dẽñ sɛñ  
mé déε nō. Your chair is stronger than mine.
6. Né dãñ nō bóó ye dẽñ  
sɛñ mẽ déε nō. His house is more expensive than mine.
7. Né dãñ nō bóó ye dẽñ  
sɛñ ye déε nō. His house is more expensive than ours.
8. Né káà nō bóó ye °fo  
sɛñ mē déε nō. His car costs less than mine.
9. Né káà nō bóoye °fo  
sɛñ mō déε nō. His car costs less than yours.
10. Mẽ pénṣere nō yé sɛñ  
mō déε nō. My pencil is better than yours.

## New words

<i>nhóma</i> (hóma) (pl. <i>oŋgoma</i> )	skin, hide; vellum; book, letter; leather
<i>fófóro</i>	new, another
<i>ɔdán</i> (dán) (pl. n-~a-)	house, room, building
<i>ebó</i> (pl. m-)	price; stone, pit, seed
<i>ofo</i>	cheap, plenty, plentiful

## Lexical Drill E

1. *Odán yí mu suá sén baakó no.* This room is smaller than that one.
2. *Kanéa yí hyerén sén baakó no.* This light is brighter than the other one.
3. *Okwáñ yí ye sén baakó no.* This road is better than that one.
4. *Akofinúa yí ye fo sén baakó no.* This chair is cheaper than that one.
5. *Nhóma yí mu ye duru sén baakó no.* This book is heavier than that one.

## New words in drills

<i>emú</i> (pl. a-)	whole, entirety
<i>sua</i>	to be small, few
<i>eyí</i>	this, these
<i>baakó</i>	one

hyer<sup>ts</sup>to penetrate, get through,  
shine

ɔkwān (pl. n-)

road, path, way

## Lexical Drill F

1. Nea ewo hē na eyē fo? Which one is cheaper?
2. Nea ewo hē na eyē? Which one is better?
3. Nea ewo hē na ebékye? Which one will last longer?
4. Nea ewo hē na eyē dēñ? Which one is harder?
5. Nea ewo hē na ewo ahōdēñ? Which one is stronger?

## New words

kyε

to last, endure; divide  
separate, share

ahōdēñ

strength, (literally 'body  
hard!')

nea

he who, that which, he whose,  
where

ahē

how much, how many, how long

## Pattern Drill A

1. Edeñ na wópè sée wúdi? What would you like to eat?
2. Edeñ na wópè sée wóhwe? What would you like to see?
3. Edeñ na wópè sée wóto? What would you like to buy?
4. Edeñ na wópè sée wókēñkāñ? What would you like to read?
5. Edeñ na wópè sée wónōm? What would you like to drink?

## Pattern Drill B

1. Mẽpe séé mídí akwadú. I'd like to eat a banana.
2. Mẽpe séé méhwé Gháñà. I'd like to see the University  
of Ghana.
3. Mẽpe séé métó mpaboá. I'd like to buy some shoes.
4. Mẽpe séé míkáñ nhómá. I'd like to read a book.
5. Mẽpe séé ménóm nsá. I'd like to drink palm wine.

## New words

káñ	to count, read
kéñkáñ	to read, count
akwadú (pl. n-)	banana
mpaboá (mpábóá)	shoe, pair of shoes

13. /edéñ/ is a contraction and alternate form of /edéé béñ/, 'what thing'. /béñ/ 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 /dídí/ for clarity and propriety because /mídí/ 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 /Edéñ na óoyé?/ you must use /áfèi na/ at the beginning of the response if /áfèi/ is used.
16. Stative verbs like /pɛ/ and /wo/ have low tone. Other monosyllabic verbs have high tone in the present tenses.
17. /segareéte/ is //cigarette//.  
/ɔserám/ is //ɔsram//.
18. For explanation of /ampesie/ and /fufuo/, see Unit 9.

19. /fə/ is // fow//.

20. /adɛɛ/ does not refer to persons. To compare persons, you must use two nouns, e.g., 'My child is taller than yours', is /Mɛ bá wáre sɛn wɔ bá/.

21. /baakò nō/ means 'the second one', 'the other one', as opposed to the one previously mentioned.

22. Phrases, like those with /mū/, such as /ɔdāñ yí mū/, '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, /mū/ is always /mū/ 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., /nɛ dāñ nō bøɔ/, 'his house's price', 'the price of his house', literally 'his structure that one seed'.

23. /ŋgómā/ is // nhoma//. /phómā/ has a number of plurals: /ŋgómā/, /ahómā/, /phómā/. These are dialectal or regional variants.

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

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

## Unit 7

## Basic Dialogue

**-A-**

kó, ko

to go, go away

°sótɔ́

store

1 Méko °sótɔ́ mū okyéná. I will go to the store tomorrow.

**-B-**

2 Wóókotó dę̄ní? What are you going to buy?

**-A-**

aduanelé (pl. n-)

food

3 Mẽekotó aduanelé. I'm going to buy food.

**-B-**

4 Aduanelé bén na wóókotó? What kind of food are you going to buy?

**-A-**

nsúo, nsú

water

enám

meat, flesh

nsuomnám

fish

5 Mẽekotó nsuomnám I'm going to buy fish.

**-B-**

ehé (pl. e-nóm)

where

ɔfá (fá) (pl. afúafá)

half, piece; other side,  
other part

tón

to sell

6 Ehéfá na yetón nsuommám  
pápa?

Where do they sell good fish?

-A-

°Kíñswéi

Kingsway super market

7 °Kíñswéi na etón nám pá.

Kingsway sells good fish.

-B-

8 Na nsuommám bóo ye dëñ  
anáa?

Is fish expensive?

-A-

mmere

cheap

9 Daaibi, nám nō bóo ye 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 /Míkodídí/ 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 /médidi/, 'I will eat', is a proximate future. The implication of the proximate future is that the time referred to is more indefinite and/or further in the future than that referred to by an immediate future. Auxiliary /kɔ/ is always in the progressive.
2. /sótoɔ/ is // store//. /əguədídáñ/, 'trading house', is also common. /əguá/ is 'market', 'market place', /di əguá/ is 'to trade', 'deal in'.
3. One of the characteristics of Ashanti Twi is an /ə/ at the end of many words which end in a nasal in other dialects, e.g., /əduané/. 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. /əhē/ and /əhēfā/ can be used interchangeably.

6. /Kīñswei/ is // Kingsway//.

7. Locative nominals like /əhē/ and /əhá/ have a distributive plural. /əhēnōm/ means 'whereabouts', /əhánōm/, 'hereabouts', 'in this general vicinity'.

8. /ɔfā/ has an alternate form /əfā/.

#### Pattern Drill A

1. Méko sōtōò mū ɔkyēnā.

I will go to the store  
tomorrow.

2. Médi fufúo ɔkyēnā.

I will eat fufu tomorrow.

3. Mēto ḥborōdō ɔkyēnā.

I will buy bread tomorrow.

4. Ḫbēba há ɔkyēnā.

He will come here tomorrow.

5. Ḫbēba há fíri Kumáse  
ɔkyēnā.

He will come here from Kumase  
tomorrow.

6. Wobéko Nkérāñ ɔkyēnā.

They will go to Accra tomorrow.

7. Wobétu áfíri Nkérāñ  
ɔkyēnā.

They will leave from Accra  
tomorrow.

8. Yebétoñ yen káà nō  
ɔkyēnā.

We will sell our car tomorrow.

9. Yebédi nsuomnám We will eat fish tomorrow.

ɔkyēnā.

10. Ehēfá na mēhū wó ɔkyēnā? Where will you be tomorrow?

( 'Where I will see you  
tomorrow? ' )

### Pattern Drill B

1. Méenkó sótōò mū ɔkyēnā. I will not go to the store  
tomorrow.

2. Méenní fufúo ɔkyēnā. I will not eat fufu tomorrow.

3. Méentó bɔrɔdó ɔkyēnā. I will not buy bread tomorrow.

4. Óommá há ɔkyēnā. He will not come here tomorrow.

5. Óommá há mfírí Kumáse  
ɔkyēnā. He will not come here from  
Kumase tomorrow.

6. Wóónkó Nkeráñ ɔkyēnā. They will not go to Accra  
tomorrow.

7. Wóómmá mfírí Nkeráñ  
ɔkyēnā. They will not leave from Accra  
tomorrow.

8. Yéemmá wo fie ɔkyēnā. We won't come to your house  
tomorrow.

9. Móómmá sukúù ɔkyēnā. You (pl.) won't be at school  
tomorrow.

10. Méentumi nkó ɔkyēnā. I won't be able to go tomorrow.

## Pattern Drill C

1. Ehēfā na wōkō? Where are they going?
2. Wōkō sótō mū. They are going to the store.
3. Wōkōtō akutú wō sótō  
mū. They are going to buy oranges  
at the store.
4. Wōkōtō akutú wō  
Kīñswèi. They are going to buy oranges  
at Kingsway's.
5. Yetōn nsuomnám pāpa.  
wō Kīñswèi. They sell good fish at  
Kingway's.
6. Yetōn nsuomnám pāpa wō  
Nkerāñ. They sell good fish at Accra.
7. Mífírī Nkerāñ. I am from Accra.
8. Mífírī Kumáse. I am from Kumasi.
9. Métu áfirī Kumáse. I will move from Kumasi.
10. Métu áfirī há. I will move from here.

## Pattern Drill D

1. Mēekōtō fie wō  
Koforídùa. I'm going to buy a house at  
Koforidua.
2. Mēekōtōn fie wō  
Koforídùa. I'm going to sell a house at  
Koforidua.
3. Mēekōtōn nsuomnám yí. I'm going to sell these fish.
4. Mēekōfā nsuomnám yí. I'm going to take these fish.
5. Mēekōfā ní siká ámā nō. I'm going to take the money to  
him.

6. Mfíkogyá síká nō ámá. I'm going to leave the money for him.
7. Mfíkogyá nō wo fíe. I'm going to leave her at home.
8. Ⓜéekosérá nō wo fíe. 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, seize,  
obtain, get; up to, as far as;  
by means of; about, concerning

gyá

to leave, quit, forsake; send  
away; accompany

°sérá

to visit; smear, grease

## Question and Answer Drill A

1. Edéñ na óokéñkáñ?

What is he reading?

Ookáñ nhómá áà efa  
Ghána hó.He is reading a book about  
Ghana.

2. Edéñ fufúo na wópe?

What kind of fufu do they like?

Wópe bórodéé fufúo.

They like plantain fufu.

3. Ehéfá na yetóñ mpabqá?

Where do they sell shoes?

Yetóñ mpabqá wó sótòò  
mí.

They sell shoes at the store.

4. Obédi nná ahé?

How long will he be here?

('He will consume days how many?')

Obédi ɔṣeram wó há.

He will spend a month here.

5. Wóbeká ákyéré nō sée  
mēwó há?

Will you tell him I am here?

Añi, méká ákyéré nō  
sée wówó há?

Yes, I will tell him you  
are here.

### New Words

ɔdēε

yam

bɔrɔdēε

plaintain, 'European yam'

°aa

which, that, what, where

### Question and Answer Drill B

1. Edeéñ aduané na wópè dí?

What do you like to eat?

Mépe akotudie.

I like to eat oranges.

('I like orange-eating.')

2. Edeéñ na wópè yé?

What do you like to do?

Mépe siniiko.

I like to go to the movies.

3. Edeéñ na wópè nsánóm?

What do you like to drink?

Mépe nsánóm.

I like to drink palm wine.

4. Edēñ na wópè ye? What do you like to do?

Mēpē anansesemka. I like to tell fairy tales.

('I like spider story telling.')

5. Edēñ na wópè kora? What do you like to save?

Mēpē sikakora. I like to save money.

### Pattern Drill E

1. Kā kyérē nō sée' ewo  
há. Tell him that it is here.

2. Bisa nō sée' ewo há. Ask him if it is here.

3. Bisa nō sée' okó anaa. Ask him if he is gone.

4. Hwé sée' okó anaa. See if he is gone.

5. Hwé sée' owo há anaa. See if he is here.

6. Wúnim sée' owo há anaa? Do you know if he is here?

7. Wúnim nea owo? Do you know where it is?

8. Onním nea owo. He doesn't know where he is.

9. Onním neá ewo. He doesn't know where it is.

10. Bisa nō neá ewo. Ask him where it is.

### New words

sée' . . . anaa if, whether

ním to know, know how

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

10. /Mifíri Kumáse/ is 'I am from Kumasi', i.e., 'Kumasi is my home town'. /Mifíri Kumáse na mēeba/ 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., /Wómmá mfírí Kumáse/, '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. /sérá/ 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. /má/, 'to give', 'cause', when the second verb with a subject often corresponds to an English indirect object or benefactive prepositional phrase, i.e., it translates 'to', 'for', 'on the behalf of', 'for the benefit of'. For example, /Méekofá ní síká ámá 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 /sérá/, 'to visit', a person. You /hwe/, 'to look at', 'observe' a building or place. You can /hü/, 'to see', 'visit', a person, building, or place.
17. Verbs without objects are often reduplicated for clarity or specification, e.g., /káñ/ is 'to read', 'count'; /káñ nhómá/ 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., /nhómá áà efa Gháná 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., /di ~ 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., /nsúom nám/ is /nsuomnám/.

22. /áá/ is //á/.

## Unit 8

## Basic Dialogue

-A-

yare' to be ill, sick

sa to cure

ɔyareṣáfō (pl. a-) physician

1 ɔyareṣáfō nō wō hō anāa? Is the doctor in?

-B-

2 Aññ, ɔyareṣáfō nō wō hō. Yes, the doctor is in.

-C-

amanné' (amánné') message, mission

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

-A-

4 Mēnté' apō. I don't feel well.

-C-

°eyá pain, ache; grief, distress

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

-A-

eti, etíri (pl. a-) head

6 Mi tí yé mē yá. My head hurts.

yám the insides of the body

7 Mi 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., /Nkerāñfō/, '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 /ɔyaresāní/. /ayaresafō/, 'doctors', has an alternate form /ñyayaresafō/. /ɔsāfō/, 'dancer' and /osāní/, 'warrior', both have the plural /asāfō/.
2. /eyá/ is // eyaw //. Ashanti dialect usually has a final vowel where Akuapim dialect has a vowel plus /-w/, as in /eyáw/.
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. Mī tí yé mē yá. My head hurts.
2. Mī yám yé mē yá. My stomach hurts.
3. Mē nsá yé mē yá. My hand hurts.
4. Mē náñ yé mē yá. My foot hurts.
5. <sup>o</sup>Makyí yé mē yá. My back hurts.
6. <sup>o</sup>Mabatí yé mē yá. My shoulder hurts.

## Pattern Drill A

1. Wamánnéε. What's your problem?
2. Namánnéε. What's his problem?
3. Mómánnéε. 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, batírì (batí) (pl. m-) shoulder	

## Pattern Drill B

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

6. Kohú nō sée' ope bīrībī ádi. Go see if he wants something to eat.
7. Bīsa nō sée' ope bīrībī ádi. Ask him if he wants something to eat.
8. Bīsa nō sée' nē hēfā na eyē nē yā. Ask him where he hurts.
9. Hwé sée' nē hēfā na eyē nē yā. See where he hurts.
10. Hwé sée' ope phōmā átō. See if he wants to buy a book.

## New word

bīrībī

something, anything, nothing  
(in negative sentences)

## Question and Answer Drill A

1. Oyaresáfō nō wō hā? Is the doctor in?  
Daa'bí, oyaresáfō nō nni hā. No, the doctor isn't in.
2. Ehēfā na oyaresáfō nō wō? Where is the doctor?  
Oyaresáfō nō wō ayaresábēa hō. The doctor is at the hospital.
3. Oyaresáfō nō wō obqáfō anāa? Does the doctor have an assistant?  
Aqñi, owo obqáfō. Yes, he has an assistant.

4. Edéñ nti na wúukohú dókèta nō? Why are you going to see the doctor?  
Míikohú dókèta esiāñé sée mëyareé.
5. Wópè sée mëbó wó páané? Do you want me to give you a shot? ('You like that I strike you needle?')  
Aañ, mëpe sée wóbó më páané.  
Yes, I want you to give me a shot.
6. Mmofára nō ḥegoró wó sukuùdán nō mū? Are the children playing in the school building?  
Daabí, woogoró wó sukuùdán nō akyí.  
No, they are playing behind the school building.
7. Mmofára nō ḥegoró wó agoróbéa hó? Are the children playing at the playground?  
Aañ, woogoró wó agoróbéa hó?  
Yes, they are playing at the playground.
8. Oyaréṣáfó nō ríkohú abofára nō anáa? Is the doctor going to see the child?  
Aañ, obéhú nō.  
Yes, he will see him.
9. Wó hó tø sén nné? How are you today?  
Më hó yé nné sén nnéra.  
I feel better today than I did yesterday.
10. Wúbedí nná ahé wó há? How long will you be here?  
Médi oséram.  
I will be here a month.

## New words

béá (béá) (pl. m-)	place; manner
ayareṣabéá (pl. n-)	hospital, clinic, doctor's office
bóá	to help
əbqáfqo (pl. a-)	helper, assistant
dókēta	doctor
esiānē	because, on account of
bó	to strike, hit, come in contact with; break, destroy; shoot
páanę́ (pl. m-)	needle
bó. . . páanę́	to give a shot of medicine
gorq, goru	to play
agoróbéá	place to play, playground
ntí	therefore, because
edę́n ntí	why

## Lexical Drill B

1. Mẽpe sée wó na wóká  
káà nō. I want YOU to drive the car.
2. Mẽpe sée onó na oká  
káà nō. I want HIM to drive the car.
3. Wópe sée onó na oká  
káà nō. They want HIM to drive the car.
4. Wópe nhõmákyeréw. They like to write letters.
5. Yépe nhõmákyeréw. We like to write letters.

6. Yεpe káaká. We like to drive a car.  
 7. Ope káaká. He likes to drive a car.  
 8. Ope káà áká. He wants a car to drive.  
 9. Mēpe káà áká. I want a car to drive.  
 10. Mēpe fufúo ádi. I want some fufu to eat.

## Lexical Drill C

1. Mítumi ká lórè. I am able to drive a car.  
 2. Méntumi nká lórè. I can't drive a car.  
 3. Méntumi nkó nné. I can't go today.  
 4. Wón'tumi nkó nné. They can't go today.  
 5. Wón'tumi nté wó mfí há. They can't hear you from here.  
 6. Oyaréfо nō nté wó mfí há. The patient can't hear you from here.  
 7. Oyaréfо nō pe bíribí ákénkán. The patient wants something to read.  
 8. Obarémá nō pe bíribí ákénkán. The man wants something to read.  
 9. Obarémá nō běhū obáa nō ɔkyéna. The man will see the woman tomorrow.  
 10. Ayaréfо hwéfо nō běhū obáa nō ɔkyéna. The nurse will see the woman tomorrow.

## New words

ayaréfо (pl. a-)

patient, sick person, invalid

hwéfо (pl. a-)

caretaker, supervisor

ayarefɔ̄o hwefɔ̄o (pl. n̄-)	nurse
obarema (pl. m-)	man, male
obaa (pl. m-)	woman, female

## Pattern Drill C

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

## Pattern Drill D

1. M̄pe b1. I want some.
2. Mā mē b1. Give me some
3. Fa mā mē. Give it to me.
4. Fa enδ mā mē. Give me that one.
5. Tō enδ 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, nδ/ may be low-toned verb suffixes /-m̄, -w̄, -n̄/.

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

/bēa/, also means manner, as in /nkerabēa/, 'fate', 'destiny',

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

6. /goró/ 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 Ꮓká/, 'HE drives'. The emphatic pronouns are:

mē	yén
wó	mō
ɔnō	wón
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. /ayarefgo hwéfgo/ also occurs as /ayarehwéfgo/.

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

10. /ɔbáa/ is /ɔbáa/ 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 yéñkodídí?* Where shall we go to eat?  
(Where should we go to eat?)

-B-

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

-A-

- 5 *Edééñ na wópe sée wúdi nné?* What would you like to eat today?

-B-

*nnéra* yesterday

- 6 *Mídii ampesié nnéra.* I ate ampesí yesterday.

*enti* therefore

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

-A-

- 8 *M(a) yéñkó áfèi.* Let's go now.

-B-

*yoo* yes, O.K.

- 9 *Yoo, m(a) 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., /hū/, 'saw' (from /hū/), /taā/, 'chased' (from /taā/), /buē/, 'opened', /undid/ (from /bué/), /tōnn/, 'sold' (from /tōn/), /kyerēw/, '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., /mētōnēy/, 'I bought it (or some)', /mētōnēye/, '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., /mētōoy/, 'I bought it', or 'I bought some'.

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

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

mákó //mako//	I have gone	yákó //yéako//	we have gone
wákó //woako//	you have gone	mákó //moako//	you have gone
wákó //wako//	he, she, it has gone	wákó //woako//	they have gone (Compare note 15)
ákó //ako//	it has gone	ákó //ako//	they have gone

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

#### Pattern Drill A

- |                                   |                 |
|-----------------------------------|-----------------|
| 1. M(á) yéñkó.                    | Let's go.       |
| 2. M(á) yénnídí.                  | Let's eat.      |
| 3. M(á) yéñkó fie.                | Let's go home.  |
| 4. M(á) yéñkó aféi.               | Let's go now.   |
| 5. M(á) yéñnyina.                 | Let's stop.     |
| 6. M(á) <sup>o</sup> yéntérá áse. | Let's sit down. |

#### Pattern Drill B

- |                       |                 |               |
|-----------------------|-----------------|---------------|
| 1. Má nō nkó.         | Let him go.     | Have him go.  |
| 2. Má wón nkó.        | Let them go.    | Have them go. |
| 3. Má óbaremá nō nkó. | Let the man go. |               |

4. Mā ɔbáa nō nkó. Let the woman go.  
 5. Mā abofára nō nkó. Let the child go.  
 6. Mā akwadaá nō nkó. Let the infant go.

## Pattern Drill C

1. <sup>o</sup>Emma yénkó. Let's not go.  
 2. Emma yénnidí. Let's not eat.  
 3. Emma yénkó fie. Let's not go home.  
 4. Emma yénkó afèi. Let's not go now.  
 5. Emma yénnyiná. Let's not stop.  
 6. Emma yénterá áse. Let's not sit down.

## Pattern Drill D

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

## New words

gyina

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

<sup>o</sup>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. Míhúu nõ nnéra. I saw him yesterday.
4. Yetoɔ mpabqá nnéra. We bought some shoes yesterday.
5. Mõhwéhweé nõ nnéra. You (pl.) looked for him yesterday.
6. Wótomì nkókó nnéra. You sold some chickens yesterday.
7. Wómá mí sika nõ nnéra. They gave me the money yesterday.
8. Mẽde bíribí béréè wo nnéra. I brought you something yesterday.
9. Mẽde nõ baa nnéra. I brought him yesterday.
10. Mẽde nõ koo nnéra. I sent him away yesterday.

## Pattern Drill F

1. Mapkó Nkerãñ nnéra. I didn't go to Accra yesterday.
2. Wammá há nnéra. He didn't come here yesterday.
3. Mãphú nõ nnéra. I didn't see him yesterday.
4. Yantó mpabqá nnéra. We didn't buy any shoes yesterday.
5. Mánhwéhweé nõ nnéra. You (pl.) didn't look for him yesterday.
6. Wántón nkókó nnéra. You didn't sell any chickens yesterday.

7. Wammá mí sika' nō nnéra. They didn't give me the money yesterday.
8. Mamfá biribi ámmere wo nnéra. I didn't bring you anything yesterday.
9. Mamfá nō ámma nnérá. I didn't bring him yesterday.
10. Mamfá nō áŋkɔ 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...ko	to send away, cause to go

## Pattern Drill G

1. Makó sótɔ́ò mū dedaw. I have already gone to the store.
2. Makóhú dókèta dedaw. I've already gone to see the doctor.
3. Mádi anopaqduané dedaw. I've already eaten breakfast.
4. Wádi ewimqduané dedaw. He has already eaten lunch.
5. Wádi anwummereaduane dedaw. They have already eaten dinner.

6. Wanda nám nō dedaw. They have already cooked the meat.
7. Wabá dedaw. They have already come.
8. Yakósərà ɔkyerékyérəni  
nō dedaw. We have already gone to visit the teacher.
9. Wákyerè nō ákyéréw  
dedaw. You have already taught him to write.
10. Mákyerè mf ofié nō dedaw. You have already shown me the house.

## Pattern Drill H

1. Mēnkóò sótóò mū ee. I haven't gone to the store yet.
2. Mēnkóhūù dókëta ee. I haven't gone to see the doctor yet.
3. Mínníi anopáadúané ee. I haven't eaten breakfast yet.
4. Onníi eŵimüadúané ee. He hasn't eaten lunch yet.
5. Wonníi añwumméreadúané ee. They haven't eaten dinner yet.
6. Wonnğáà nám nō ee. They haven't cooked the meat yet.
7. Wɔomaayé. They haven't come yet.
8. Yenkósərà ɔkyerékyérəni  
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

anɔpáqaduānē	breakfast
ēwiā, āwiā	sunshine; noon, late forenoon, and early afternoon
ēwiāqaduānē	lunch, noon meal
añwummérereaduānē	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 pko/, '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., /ɛmmā yéŋkó/, 'Let's not go'. /ɛmmā/ is sometimes /mmā/ 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 bíribí 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- - o-) of the plural pronoun may be elided; /woadi/ alternates with /wadi/, 'they have eaten'. If context does not indicate clearly whether the subject is plural or singular, /wón nō/ is used, e.g., /wón nō ədi/.
16. /aŋwummeduane/, 'supper' also occurs.  
 /eňlá mū aduané/, 'lunch', 'noon meal' is also common.
17. The Twi dictionary still uses the symbol 'ŋ'; consequently, words like /aŋwummére/, '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 /mɛfa/, others /məfa/.

## Unit 10

## Basic Dialogue

-A-

- 1 Mɛkɔɔ Nkerɛn nnɛra. I went to Accra yesterday.

-B-

- 2 Wókoyéè dɛɛñ? What did you go to do?

-A-

- ntāmā clothes, Ghanaian dress

- 3 Mɛtɔɔ ntāmā. I bought some clothes.

-B-

- nsoso also, else

- 4 Edéè bén nsoso na wóyee? What else did you do?

-A-

- 5 Mɛkɔoye sée mīkohú I went especially to see the  
oyaresafō. doctor.

- se to say

- 6 Oyaresafō nō sé mēnkoda. The doctor said I should go to  
bed.

- 7 Edéè nti na ḡwónkodaaye? Why haven't you gone to bed?

- séései until now, as yet, still

- 8 Mīiko fie séései. I'm on my way home now.

## Notes

1. Verbs of motion have objects. In the sentence /Mɛkɔɔ Nkerɛn/, 'I went to Accra', /Nkerɛn/ is the object of the verb /kɔ/.

2. /kɔ/ plus the consecutive form is one way of expressing purpose, e.g., /mɛkɔɔ áhú nɔ/, 'I want to see him'. To express emphatic purpose /séé/ plus another /kɔ/ with a subject is used, e.g., /Mɛkɔɔye sét mifikohú nɔ/, 'I went purposely to see him'. Note that the first /kɔ/ is intransitive and adverbial. See note 5.

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

3. When /sé/, 'to say', is used to quote or relate instructions, it is followed by the subjunctive, e.g., /Osé mɛnkó/, 'He said I should go', /Osé mɛnkó/, '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., /Mílikó fie séésié/, 'I am in the act of going home right now'.

## Grammatical Drill A

Change to past positive.

1. Yɛkó.	Yɛkooy.
2. Ohú.	Ohúuy.
3. Mídidí.	Mídidiyy.
4. Wóye.	Wóyee.
5. Wotóñ.	Wotonee.
6. Múbisá.	Múbisáay.
7. Oba.	Obaay.
8. Mɛhwé.	Mɛhwee.
9. Mɛtó.	Mɛtooy.

10. Wənδá.	Wənδaay.
11. Yεfá	Yεfaay.
12. Oyεrεw.	Okyerεwε.
13. Wóda.	Wódaay.
14. Wóká.	Wókáay.
15. Osúá.	Osúáay.
16. Ménōm.	Ménōmee.
17. Wokohú.	Wokohúuy.
18. Mόgye.	Mόgyeε.
19. Oferé.	Oferéε.
20. Omá.	Omáay.

## Grammatical Drill B

Change to past positive.

1. Mēserá mē papá.	I visit my father.
Mēseráà 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. Mētón̄ ntāmá.	I sell clothes.
Mētón̄n̄ ntāmá.	I sold clothes.
6. Mibisa nō.	I ask him.
Mibisáa nō.	I asked him.

7. ḥtō ḥkutú. He buys oranges.  
       ᠁tōo ḥkutú. He bought oranges.
8. Mēdē ḥkutú bērē nō. I bring him an orange.  
       Mēdē ḥkutú bērēè nō. I brought him an orange.
9. Wúbùé ḥfómā nō. You open the book.  
       Wúbùéè ḥfómā nō. You opened the book.
10. ḥbá ḥbégéyé ḥfómā. He comes to get the book.  
       ᠁baayé bēgýéè ḥfómā. He came to get the book.

## Lexical Drill A

1. Mēkōo Nkerān nnéra. I went to Accra yesterday.
2. Mētōo kāà fófórō wō Nkerān nnéra. I bought a new car at Accra yesterday.
3. Mētōo kāà fófórō māa mē yére. I bought a new car for my wife.
4. Matō kāà fófórō ámā mē yére. I have bought another car for my wife.
5. Matō kāà mafíri nē fikyéñ. I have bought a car from him.
6. Watō kāà afíri nē fikyéñ. She has bought a car from him.
7. Wabá sée ḥbetō kāà afíri nē fikyéñ. She has come purposely to buy a car from him.
8. Wabá sée ḥbetō ntamá ámā nē bá. She has come especially to buy clothes for her child.

9. Èebià obéto ntáma ámá She may buy clothes for her  
në ba. child.
10. Èebià obéto akɔññúá Maybe she will buy some chairs  
fíe. for the house.

## New words

fófóro	new, another
ñkyéñ	side; from, apart, by, near
éebià	perhaps, maybe

## Lexical Drill B

1. Mëtón më kóokoó mä nö. I sell my cocoa to him.
2. Mëetón më kóokoó ámá nö. I'm selling my cocoa to him.
3. Mëetón mí fíe áà ewo I'm selling my house at Accra.  
Nkerán nö.
4. Mëekoséraà mí núá nö áà I visited my brother who is at  
owó Nkerán nö. Accra.
5. Mëekoséraà mí núá nö I visited my brother when I  
mmér(e) áà ná mëwo was in Accra.  
Nkerán.
6. Míkohúù dókèta nö mmér(e) I went to see the doctor when  
áà ná mëwo Nkerán nö. I was in Accra.
7. Míkohúù dókèta nö I went to see the doctor  
és(i)ànè séé ná because I was sick.  
mëyareé.

8. Meteraa fie ésiāne sē' I stayed home because I was  
ná mēyare. sick.
9. Meteraa fie kosi sē' I stayed home until he came.  
obaaye.
10. Mētwenn kosi sē' I waited until he came.  
obaaye.

## New words

kookoō, (koo'koō)	cocoa
abēre (pl. m-)	time
mmēre áā	when, (time that)
ésiāne	because, on account of
kosi	until, up to
twen	to wait

## Lexical Drill C

1. Okó sōtōo mü. He is gone to the store.
2. Wabá firi sōtōo mü. He has come back from the store.
3. Wabá firi Koforidua. He has come back from Koforidua.
4. Masán ába Koforidua. I have returned to Koforidua.
5. Masán ába rēbēgyé mé  
homā nō. I have returned to get my book.
6. Kofi rēbēgyé mé homā nō. Kofi has come to get my book.

7. Kofí áhwéhwé wó dá mū  
yí nyināā.
8. Amma áhwéhwé wó dá mū  
yí nyināā.
9. Amma sūāā Borofoká wó  
Ghana.
10. Edēn ntí na wúsúaa  
Borofoká wó Ghana.

Kofí has been looking for you all day.

Amma has been looking for you all day.

Amma studied English in Ghana.

Why did you study English in Ghana?

#### Lexical Drill D

1. Oyarəsafō nō sé  
ménkoda.
2. Oyarəsafō nō sé  
ese séé ofá ádùru yí.
3. Oyaréhwéfō nō sé  
ese séé ofá ádùru yí.
4. Oyaréhwéfō nō sé  
ómfa ádùru yí.
5. Nẽ boàfō nō sé ómfa  
ádùru yí.
6. Nẽ boàfō nō baa behüú  
nō.
7. Akyerékyérèfō nō baa  
behüú nō.
8. Akyerékyérèfō nō baaye  
séé wobehü nō.

The doctor said I should go to bed.

The doctor said it is necessary for him to take this medicine.

The nurse said he has to take this medicine.

The doctor said he should take this medicine.

His assistant said he should take the medicine.

His assistant came to see him.

The teachers came to see him.

The teachers were here purposely to see him.

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

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

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

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

/be-/ is usually //be//, e.g., /mēbegye/ is //mebegye//.

6. /ko/ also means, 'to go with', 'match', 'suit', as /Eebiā obétō akonguá ákɔ̄ 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. /éebiā/ is //ebia//. //ebia//, 'perhaps', 'maybe', also corresponds to English 'may', e.g., /éebiā 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. /Amérēka/ is //Amerika//.

## Unit 11

## Basic Dialogue

-A-

- wó to beget, give birth to  
 1 Ehéfá na yewóqó wó? Where were you born?

-B-

- 2 Yewóqó mĕ wo Kumásə. I was born at Kumase.

-A-

- afé (pl. mfíe) year  
 ahé how many, how much  
 3 Mfíe ahé na wádī? How old are you? ('Years how  
many then you have used up?')

-B-

- 4 Madi mfíe qduasá. I'm thirty years old.

-A-

- qdwúma (qdwúma) (pl. fñwúma) work, occupation  
 5 Edéñ ádwúma na wóye? What's your occupation? ('What  
kind work then you do?')

-B-

- abán (ábañ) (pl. m-) a large or strong building,  
 the government  
 6 Meyé abán qdwúma. I work for the government.

**-A-**

te	to live, dwell
7 Ehéfá na wóte?	Where do you live?

**-B-**

8 Mɛte Tamale.	I live at Tamale.
----------------	-------------------

## Grammatical Drill A

Change to perfect positive.

1. Yekó.	Yakó.
2. Ohú.	Wahú.
3. Mídidi.	Madídi.
4. Wóye.	Wayè.
5. Wotóñ.	watóñ
6. Mübisá.	Mábísá.
7. Oba.	Wabá.
8. Mëhwé.	Mahwé.
9. Mëtó.	Mató.
10. Wɔnɔá.	Wanɔá
11. Yefá.	Yafá.
12. Okyerew.	Wakyérèw.
13. Wóda.	Wáda.
14. Woka.	Waká
15. Osúa.	Wasúa.
16. Mënom.	Manóm.
17. Wukohú	Wákohú

18. Mōgye. Mágye  
 19. ḥférē. Wafére.  
 20. ḥma. Wama.

## Question and Answer Drill A

1. Dá bén na wɔwɔq wó? What day were you born?  
 Wɔwɔq mɛ Efieda. I was born on Friday.
2. Ehéfa na wóte áfèi? Where are you living now?  
 Mɛtɛ Tamale áfèi. I'm living at Tamale now.
3. Edéñ ntí wókɔ kohūu Why did you go see the doctor?  
 dókèta?  
 Mɛkɔ́ kohūu dókèta I went to see the doctor  
esiánè sée ná  
meyaré. because I was sick.
4. Edéñ ntí wósāñ báayè? Why did you come back?  
 Mɛsāñ báayè séé I came back to see you.  
míibehú wó.
5. Ehéfa na yewóq wó? Where were you born?  
 Yewóq mɛ wo Kumáse I was born at Kumase  
ayaresábea. hospital.
6. Ehéfa na yewóq nð? Where was he born?  
 Yewóq nð wó He was born at the hospital  
ayaresábea áà ewo  
Kumáse. in Kumase.

7. Mfie ahé na wó bá qdí? How old is your child?  
Mē bá qdí afé. My child is a year old.
8. Ehēfá na wóyé qdwúma? Where do you work?  
Mēyé qdwúma wó  
Tákoradí. I work at Takoradi.
9. Wóyé è qdwúma māanō? Did you use to work for him?  
Añí, mēyé è qdwúma māa  
nō. Yes, I used to work for him.
10. Mfie ahé wádi wó há? How long have you been here?  
Mádi afé wó há. I have been here a year.

## Lexical Drill A

1. Ná mē nán yé mē yá nnéra. My leg hurt yesterday.
2. Opiráà nē nán nnéra. He hurt his leg yesterday.
3. Opiráà nē nán ansá na míibedú hó. He hurt his leg before I arrived.
4. Ná ɔwɔ hó ansá na míibedú hó. He was there before I arrived.
5. Míním sée ná ɔwɔ hó. I know that he was there.
6. Míním sée ɔwɔ hó. I know he is there.
7. ɔsé ɔwɔ hó. He said he was there.
8. ɔsé ɔwɔ hó. He said they were there.
9. Ná míním sée ɔwɔ hó. I know they were there.
10. Ná míním sée ɔwɔ hó. I know he was there.

## New words

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

## Pattern Drill A

- |                      |                           |
|----------------------|---------------------------|
| 1. Mədídí áwíe.      | I have finished eating.   |
| 2. Makéñkáñ áwíe.    | I have finished reading.  |
| 3. Makyérew áwíe.    | I have finished writing.  |
| 4. Mayé ádwúma áwíe. | I have finished working.  |
| 5. Masúa ádə áwíe.   | I have finished studying. |

## Pattern Drill B

- |                    |                           |
|--------------------|---------------------------|
| 1. Mavíè ádidi.    | I have finished eating    |
| 2. Mavíè akéñkáñ.  | I have finished reading.  |
| 3. Mavíè akyérew.  | I have finished writing.  |
| 4. Mavíè ádwúmaye. | I have finished working.  |
| 5. Mavíè ádesúq.   | 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>mënntó bí</u> . | He said I shouldn't buy any. |
| 5. Osé <u>mënkó fie</u> . | He said I should go home.    |

6. Osé ménkó fie. He said I shouldn't go home.  
 7. Osé ménṣúá. He said I should learn it.  
 8. Osé ménṣúá. He said I shouldn't learn it.  
 9. Osé ménkoda. He said I should go to bed.  
 10. Osé ménkoda. He said I should not go to bed.

## Question and Answer Drill B

1. Bérə qádu? Is it time?  
Daabí, bérə nnúuyé. No, it isn't time yet.
2. Ná wóyè sukuúní wó Ghána? Were you a student in Ghana?  
Daabí, ná ménýé  
 sukuúní wó Ghána. No, I wasn't a student in Ghana.
3. Mfie ahé na wátená há? How long have you lived here?  
 Maténá há fíri  
mmér(ə) áà yewoo mē. I have lived here since I was born.
4. Ehé na ná wówò Ghána? Where were you in Ghana?  
 Ná mëwó Nsawam. I was at Nsawam.
5. Mmérə bén na ná wówò Kumáse? When were you in Kumasi?  
 Ná mëwó Kumáse  
Kwasiéda. I was in Kumasi Sunday.
6. Ehé na wóte? Where do they live?  
Ehá na wóte. Here /is where/ they live.
7. Wáwié qdwumayé? Have you finished working?  
Mfíbevíé ádwumayé. I am about to finish working.

8. Ehēfā na ote afèi? Where does he live now?

Fie yi mū na ote afèi. This is the house where he lives now.

9. Hēna na abúe báęgę nō? Who has opened the bag?

Minnim nea obueé báęgę I don't know who opened the nō.

10. Mmérę bén na ɔterāà há? When did he live here?

Oterāà há nę mmofaraase. He lived here during his childhood.

#### New words

ehēna (pl. -nōm) who, whom, whose

báęgę bag, sack, briefcase

mmofaraase childhood

#### Notes

- 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	Kwasieda	Kwasi	Akósua
Monday	Dwóda	Kwadwó	Adwóà
Tuesday	Benada	Kwabená	Ábenaa
Wednesday	Wukuoda	Kwaku	Akuá
Thursday	Yawoda	Yaw	Yaa
Friday	Fieda	Kofi	Afúa
Saturday	Méménéda	Kwámè	Ámma

2. The third person plural is also sometimes used with a passive meaning, e.g., /wɔwɔq mɛ/, 'I was born', literally, 'they bore me'. Compare Unit 5, note 8 and Unit 7, note 14.
3. /ɔwo ayaresábea áà ewo Nkeréñ/, '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 e-/. 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 mìním séé ɔwo 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 /wíé/, 'finish' is used to express completion, e.g., /Mádídí áwíé/, 'I have finished eating', literally 'I have eaten to finish'. In Pattern Drill B, the perfect of /wíé/ followed by verbal noun is used to express completion, e.g., /Máwíè qdídi/, '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., /adwúmaye/, '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., /Máwíè qdídi séései/, 'I have just eaten', or /Máwíè qdídi séései áà/, 'I have eaten just now'. If /áà/ occurs, the time elapsed between the completion of the action and the present is even less than that when /séései/ alone is used.

7. Indirect quotation of commands is expressed by the subjunctive if the command is positive; but if the command is negative, the present negative is used in the first and third persons and the imperative negative in the second person, e.g., /ɔsé ménkó/, 'He said I shouldn't go', /ɔsé énkó/, 'He said you shouldn't go', /ɔsé 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 /éhá 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., /mmɔfáraasɛ/, '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 s̄en? What time is it?

-B-

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

-A-

- 3    **εy(é) áà bérə bén n(a) ɔbá?**    When does he come?

- R -

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

4

**-B-**

- 6 Ogyiná wɔ 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 /tənā/ or /tərā/.
2. Another common word for 'minute' is /simma/. /ménètē/ is //miniti//.
3. /gyina/ is not followed by the consecutive form, e.g., /Ogyina wɔ 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., /wobéye 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

ensíq̓	6
ensóq̓	7
enwətwé	8
əenk̓orōq̓	9
edu	10
dúbaak̓	11
dúmienu	12
dúmiensa	13
dunnáñ	14
dunnúm	15
dünsia	16
dunsóq̓	17
dúpwətwé	18
dunk̓orōq̓	19
qduonáñ	20
əqduonúbaak̓	21
qduonúmienú	22
qduonúmiensa	23
qduonúnañ	24
qduonúnm	25
qduonúnsíq̓	26
qduonúnsóq̓	27
qduonúpwətwé	28
qduonúpk̓orōq̓	29
qduasá	30
qduanáñ	40

ąduonū̄	50
ąduosí̄	60
ąduosó̄n	70
ąduowó̄twę̄	80
ąduokoró̄n	90
ɔha	100
ɔhá n̄é baakó̄	101
ɔhá n̄é dù̄	110
ąhəqanū̄	200
apém (pl. m-)	1000

## Pattern Drill A

Read the numbers horizontally.

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

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

## Lexical Drill B

1. Baakó (é)né baakó ye mmienu. 1 and 1 is 2
2. Mmienu né mmienu ye nnáñ. 2 and 2 is 4
3. Mmiensá né mmiensá ye nsíá. 3 and 3 is 6
4. Ennáñ né nnáñ ye nwotwé. 4 and 4 is 8
5. Enúm né enúm ye dú. 5 and 5 is 10
6. Ensíá né nsíá ye dumienú. 6 and 6 is 12
7. Ensón né nsón ye dúnáñ. 7 and 7 is 14
8. Enwotwé né nwotwé ye dünsíá. 8 and 8 is 16
9. Enkörön né nkörön ye dùnwotwé. 9 and 9 is 18
10. Edú né dú ye qduonu. 10 and 10 is 20

## Lexical Drill C

1. Wóyì mmiensá firí ensíá mū áà, 6 minus 3 is 3  
eka mmiensa. ('When three is  
from six's whole, it remains  
three.')
2. Wóyì dú firí qduasá mū áà, 30 minus 10 is 20  
eka qduonu.
3. Wóyì nnáñ firí enkörön mū áà, 9 minus 4 is 5  
eka enúm.

4. Wóyì nwɔtwé fírì dúmienú mū áà, 12 minus 8 is 4  
eká ennáñ.
5. Wóyì nsíá fírì dúnson mū áà, 17 minus 6 is 11  
eká dúbaakó.
6. Wóyì dúnúm fírì əduonú mū áà, 20 minus 15 is 5  
eká enúm.
7. Wóyì nwɔtwé fírì əduonúnáñ mū 24 minus 8 is 16  
áà, eká dúnṣíá.
8. Wóyì əduosíá fírì əduosón mū áà, 70 minus 60 is 10  
eká edú.
9. Wóyì əduanánnán fírì dúbaakó mū 44 minus 11 is 33  
áà, eká əduasámiensá.
10. Wóyì əduosíá nwɔtwé fírì əduosón 70 minus 68 is 2  
mú áà, eká mmienú.

## New words

/(sε)....áà/

See note 7.

ka

to remain, be left

## Question and Answer Drill A

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

2. Mfie áhè ní áà okoo  
Amérèka?  
 Okoo Amérèka mfie náñ  
ní.
- How long ago did he leave  
 for America?  
 He left for America four  
 years ago.
3. Ebédi mfie áhè 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 ahé na ewo dán mū  
 hó?  
Wobéye nnipa aduanúm na  
ewo dán mū hó.
- How many people are there  
 in that room?  
 There are about fifty  
 people in that room.
5. Nnipa áhè pé n(a) eeba?  
Wobéye aduanúm pépeepé  
na eeba.
- Exactly how many are coming?  
 There will be exactly  
 fifty.
6. Siká áhè na wówò?  
Mëwo pón baakó pé.
- How much money do you have?  
 I have exactly one pound.
7. Efi Nkeréñ kó Kumáṣe béye  
 akwáñsiñ áhè?  
Efi Nkeréñ kó Kumáṣe  
ebeye akwáñsiñ ohá ní  
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, edí mmér(e) áhē?* How long does it take to get from Accra to Kumasi?  
*Se wúfi Nkerāñ rēkō Kumáse áà, edí nnɔnchwérew nkorón.* It takes nine hours from Accra to Kumasi.
9. *Wúgyināà há ákyè?* How long have you been standing here?  
*Magyina há mmérètē núm pé.* I've been standing only five minutes.
10. *Woténāà há ákyè?* How long have you been waiting?  
*Maténā há mmérètē núm ni.* I've only been waiting some five minutes.

## New words

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

dən̥hwé'rew (pl. n-)

hour

kye

to continue, endure, last

## Pattern Drill B

Nnón mmienú ábò ápa hó mménéte 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 mméreté dù na y(ε) ábò  
dón koro.

It's ten minutes until one.

Read the following times in Twi.

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

5. Compound numerals are written in the orthography as two words; but they are written here as one word because they are compounds as shown by their tone sandhi, i.e., tone differences which occur in combination, e.g., /aduonúbaako/ 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. /( $\epsilon$ )nkɔrɔŋ/ is // nkron//.

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

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

/nè nò/ contracts to /nen/.

/nè/ means 'to be', 'consist of', 'be identical with', e.g., /Oné kèsé/, 'He is great', 'He is the great one', (and no other is as great); but /oyé kèsé/, 'He is great', (and there are also others who are as great).

9. /dóŋ kɔrq/ and /dóŋ kɔ/ are alternate forms of /dóŋ baako/.

## Unit 13

## Basic Dialogue

-A-

obóo (bóo) (pl. a-) price; stone; kernel, seed

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

-B-

osirèn shilling

- 2 Né bóo ye sirèn mmienú. It's 2 shillings.

-A-

búuku, búukuú book

kókoo red

- 3 Büuku kókoo nō y(ε) ahé? How much is this red book?

-B-

- 4 Pón baakó ní sirèn dú. One pound and ten shillings.

-A-

fa to take, grasp, seize

- 5 Fa enó má mē. Give me that one.

akókoseradé yellow

kéraataá (pl. n-) paper

- 6 Mā mē akókoseradé kéraataá Give me some yellow paper too.  
nísq bi.

-B-

hwéhwé to look for, look after

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

## -A-

	bóaa'	bundle, bunch
8	Má mē bōaa'.	Give me a package.
	ñyīnāa	all
	ní ñyīnāa	all of it

9 Ní ñyīnāa bōo béye ahé? How much is the total price?

## -B-

10	Ní ñyīnāa bōo béye pón mmienú.	That will be 2 pounds altogether.
----	-----------------------------------	-----------------------------------

## Notes

1. /Né bōo ahé?/, 'How much /is/ this?', is also very common.
2. /sirèn/ is often /sirè/ 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:

kókóo	red, reddish or chocolate brown, orange, purple
tuntum	black; dark shades of blue, green, brown, gray, or tan; very dark red
fitaa	white, (clear)
fúfuo	white
akókóseradéé	yellow, light tan
ahabámmónó	green
ºbiruu	blue

/kōkōč/, /tuntum/, /fitaa/, and /fūfuo/ are adjectives and follow their nouns, as other adjectives do. /akōkōsəradēč/ and /ahabāmmōnō/ are compound nouns and precede their nouns. /akōkō/, 'chicken' plus /səradēč/, 'fat', 'grease' indicates 'the color of hen's fat', i.e., 'yellow'. /ahabāň/, 'leaf', 'foliage', plus /amōnō/, 'fresh', 'green', 'unripe', indicates 'the color of fresh leaves', i.e., 'green'.

Light shades are indicated by a following /<sup>o</sup>kakera/, 'little', 'small', e.g., /ahabāmmōnō kakera/, 'light green'. With adjectives only, reduplication is used to indicate dark shades, e.g., /tuntuuntum/, 'very black', /fitafita/, 'very white', /kokooč/, '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. /akōkōsəradēč/ is // akoksrade//.

/kōraataā/ is // kraataa//.

/ni/, 'and', 'with', is // ne//.

/kakera/ is // kakra//.

/biruu/ is // bruu//.

#### Question and Answer Drill A

1. Né bōč ye sēñ?

How much is this?

Né bōč ye takú.

It is a sixpence.

2. Nhōmā yí bōč ye sēñ?

How much is this book?

Nhōmā yí bōč ye pón  
kō.

This book is one pound.

3. Ntāmā yí bōč ye sēñ?

How much is this ntama?

Ntāmā yí bōč ye pón  
mmiensa.

This ntama is three pounds.

4. Pénṣere yí bō̄o ye sēñ? How much is this pencil?  
 Pénṣere yí bō̄o ye      This pencil is a threepence.  
tɔrō.
5. Opōñ yí bō̄o ye sēñ? How much is this table?  
 Opōñ yí bō̄o ye pón      This table is ten pounds.  
dú.
6. Kéraataá yí bō̄o ye sēñ? How much is this paper?  
 Kéraataá yí bō̄o ye      This paper is a sixpence.  
sēmpoa.
7. Osékañ yí bō̄o ye sēñ? How much is this knife?  
 Osékañ yí bō̄o ye pón      This knife is three pounds.  
m̄m̄iensā.
8. Kyō̄oku yí bō̄o ye sēñ? How much is this chalk?  
 Kyō̄oku yí bō̄o ye      This chalk is a sixpence.  
takufā.
9. Ofie yí bō̄o ye sēñ? How much is this house?  
 Ofie yí bō̄o ye pón      This house is 5,000 pounds.  
pém nūm.
10. Edōñ yí bō̄o ye sēñ? How much is this bell?  
 Edōñ yí bō̄o ye sirèn      This bell is thirty shillings.  
əduasā.

## New words

ɔpōñ (pl. a-)	door, gate; table, desk; meal, feast
ɔsékañ (sékañ) (pl. a-)	knife, razor
kyóòku, kyóòko	chalk
takú, takufá (pl. n-)	sixpence
tøró, tøró	threepence
sømpoá	sixpence
káperé	penny

## Question and Answer Drill B

1. Wúdií na ahé wó How long did you spend in  
Aburokyíri? Europe?  
Mídíí mfíe nán wó I spent four years in  
Aburokyíri. Europe.
2. Wákó Aburokyíri péñ? Have you been to Europe before?  
Daqábi, ménkóò No, I have never been to  
Aburokyíri péñ. Europe?
3. Wúbeduùye nō, ná abó What time was it when you  
ahé? arrived?  
Mibéduruùye nō, ná It was half past one when  
yabó dóñ kóró né fá. I arrived.
4. Edéñ ntí na wósán Why did you come back?  
baaye?  
Mésán baay séé míbehú I came back to see you.  
wó.

5. Mmá áhē na w(ó) awófо How many other children do  
wо? your parents have?  
  
Máwоfо wо mmá  
mmiensa nso.
6. Mfíe áhē ní áà wáterā How many years have you lived  
há? here?  
  
Máterā há mfíe nsđn  
ní.
7. Se odídí áà edí mmér(e) How long does he take to eat?  
ahé?  
  
Se odídí áà otaá ádi  
mmérètē dúnúm.
8. Mfíe áhē na wó papá How old is your father?  
ádi?  
  
Mé papá ádi mfíe  
aduonúnum..
9. Ahé na wóseè wо sótóò How much did you spend in that  
mú hó? store?  
  
Méséè sírèn dunnán  
pé.
10. Nnípa áhē na éhyiaá wо How many people met at the  
sukúù mū hó? school?  
  
Nnípa býeè ohá na  
éhyiaá wо sukúù mū  
hó.

## New words

Àburokyírì	Europe, America
pép	once, one time, ever, before
du, duru	to arrive, reach; be sufficient
awófóo, awófonóm	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. Buúku kétewaa tuntum' da      A small black book is lying on the table.  
opónō nō sō.
2. Pénseré téñtén kokoó da      A long red pencil is lying on the table.  
opónō nō sō.
3. Pénseré téñtén kokoó nō  
yε mē dēa.      The long red pencil is mine.
4. Ahabámmónō káà fófóro  
nō yε mē dēa.      That new green car is mine.
5. Ahabámmónō káà fófóro  
nō fíri Aburokyírì.      That new green car is from Europe.
6. Ataadéé dédaw fitaa yi  
fíri Aburokyírì.      This old white dress came from Europe.
7. Ataadéé dédaw fitaa yi  
ñyé.      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 wó abontéñ.
10. Okérámañ keséε kókoo The big light-brown dog is  
kakerá wó 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
okérámañ (pl. a-)	dog

## Pattern Drill B

1. Edeén ntí na wúkoò fie? Why did you go home?
2. Edeén ntí na wánkó fie? Why didn't you go home?
3. Edeén ntí na wóbaay? Why did you come?
4. Edeén ntí na wámmá? Why didn't you come?
5. Edeén ntí na wótóoy? Why did you buy it?
6. Edeén ntí na wántó? Why didn't you buy it?
7. Edeén ntí na wubisaá nó? Why did you ask him?
8. Edeén ntí na wammisa nó? Why didn't you ask him?
9. Edeén ntí na wókáá saá? Why did you say that?
10. Edeén ntí na wánka saá? Why didn't you say so?

## New words

sa, saá

so, thus, in that manner

## Question and Answer Drill C

1. Mfíe áhē na ná mādī  
 mmér(ə) áà móbaà  
 Amérèka?

How old were you when you  
 came to America?

Ná mādī mfíe dúnnañ  
 mmér(ə) áà yebáà  
 Amérèka?

I was fourteen when we came  
 to America.

2. Pépà ahē na wóqhwéhwé?  
 Mëéhwéhwé pépà sírèn  
átò.

How much paper do you want?

I want a shilling's worth of  
 paper.

3. Sírèn bétó pépà ahē?

How much paper will a shilling  
 buy?

Sírèn bétó pépà adáká'  
baakó.

A shilling will buy one box  
 of paper.

4. Ebédi mmér(ə) áhē ansá  
 na obésäñ ábà?  
Ebédi béye nnónhwérew  
mmienú ansá na  
obésäñ ábà.

How long will it be until he  
 gets back?

It will be about two hours  
 until he gets back.

5. Ehíá má wó nnípa ahē?  
 Ehíá má mé nnípa  
kétewaa bi.

How many people do you need?

I need a few more people.

6. Ehíá má wó nnípa áhē  
bio? How many more people do you need?  
 Ehíá má mẽ nnípa nsia'  
bio. I need six more people.
7. Síká ahē na ehíá máw?  
 Ehíá má mẽ sirèn  
mmienú. How much money do you need?  
I need two shillings.
8. Mmérē bén na ofí ádwuma  
ase? When does he start to work?  
 Ofí ádwuma ase nnón  
dú. He starts to work at ten o'clock.
9. Mmérē bén na opōn  
ádwuma? When does he quit work?  
 Opōn ádwuma nnón nsia'  
né fá. He quits work at six thirty.
10. Dá bén na eyé áà wókó  
hó? What days do you go there?  
 Mẽkó hó dáa. I go there every day.
11. Wótáá kó hó dáa?  
Nnawótwe biara mẽkó  
hó nnansá. How often do you go there?  
 I go there three times a week.

## New words

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

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

## Pattern Drill C

1. Se wúñyáš wié pé áá,                          As soon as you finish, come  
bérá mí fie.
2. Se wúñyáš wié pé áá,                          As soon as you finish, go buy  
kotó borođo má mě.
3. Se wúwò síká áá, kotó                          If you have any money, go buy  
borođo má mě.
4. Se wúwò síká áá, tua                          If you have the money pay me  
mpá nō ká má mě.
5. Kyere nō má óntuá mpá                          Tell him to pay me for the  
nō ká má mě.
6. Kyere nō má óñko fie.                          Tell him to go home.
7. Bisa nō má óñko fie.                          Ask him to go home.
8. Bisa nō má óntuá mě ká.                          Ask him to pay me.
9. Oñnyáš ntúaqá mě ká.                          He hasn't paid me yet.
10. Oñnyáš mmaayé.                                  He hasn't come yet.

## New words

εka (pl. n-) debt, something which is lacking

tua to pay, repay, fill up, replace

nyá to get, acquire, receive, obtain

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

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

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

8. /dea/ is the same as /nea/.

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 /ntáma/ 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 /ɔkraman/.

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

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

## Unit 14

## Basic Dialogue

-A-

- 1 °Téléfón nō rəbó. Kotié      The phone is ringing. Answer  
     the phone.

-B-

- tié    to hear, listen  
  2 Hélo, mě Owúsú na, měekasa      Hello, Owusu speaking.  
     yí.

-C-

- 3 Yoo, kasa na mītie wö; eyε      Yes, I hear you; this is Abenaa  
     mě Abenaa Asantewa.                            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 mīnyä baabi ná              Where can I find a place to get  
     yásiesie mě kāa nō?                            my car fixed?

-B-

- nkwantá    crossroad, junction, a 'Y'  
  6 Baabi pápa wö Kégyetia              There's a good place at Kegyetia  
     Nkwanta.  
     Crossroad.

-C-

7 Mẽda wase. Thank you.

-B-

8 Mm   enna   ase. You're welcome. Don't mention it.

### Notes

- 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: /mp  m miens   ah   n  m n   aduos  n nw  twe  /.
- 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., /s  r  n/, '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 /h  l  / and /telef  n/. 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., /k    / 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 ��)	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. /tелефón/ is //telefon//.

4. Notice the s-like sound between /t/ and /i/ in /tie'/.

#### Pattern Drill A

1. Ehéfá na mínyá baa'bí ná  
yásiesie mē kāà nō?
  2. Ehéfá na mínyá baa'bí ná  
yáhoró mē ntáadəe?
  3. Ehéfá na mínyá baa'bí ná  
ºyahyáin mī ºhyúù?
  4. Ehéfá na mínyá baa'bí ná  
yáyi mī tí?
  5. Ehéfá na mínyá baa'bí átò  
aduané (ádi)?
- Where can I find a place to  
get my car fixed?  
Where can I find a place to  
get my clothes washed?  
Where can I find a place to  
get my shoes shined?  
Where can I find a place to  
get my haircut?  
Where can I find a place to  
buy food?

## Pattern Drill B

1. Ehéfá na mínyé obí ná  
wásiesie mē kāà nō?
  2. Ehéfá na mínyé obí ná  
wáhōrō mē ntáádəe?
  3. Ehéfá na mínyé obí ná  
°wáhyəin mī °hyúu?
  4. Ehéfá na mínyé obí ná  
wáyí mī tí?
  5. Ehéfá na mínyé obí áà  
otón qduqne?
- Where can I find someone to fix my car?  
 Where can I find someone to wash my clothes?  
 Where can I find someone to shine my shoes?  
 Where can I find someone to cut my hair?  
 Where can I find someone who sells food?

## Pattern Drill C

1. Baabí pápa wó Kégyetia  
Nkwantá.
  2. Baabí pápa wó kúrom.
  3. Baabí pápa wó qsubontén  
nō nkýéñ.
  4. Baabí pápa tqá  
síkakórabéadán nō sq.
  5. Baabí pápa wó adán áà  
esi wániñ yí.
- There's a good place at Kegyetia Crossroad.  
 There's a good place in town.  
 There's a good place by the river.  
 There's a good place adjoining the bank.  
 There's a good place in the building opposite us.

## Pattern Drill D

1. Baabi nni há áá yesiésie  
káá.  
There's no place here that repairs cars.
2. Baabi nni há áá yehóro  
nnéema.  
There's no place here that washes things.
3. Baabi nni há áá yeyi tí.  
There's no place here that gives haircuts.
4. Baabi nni há áá yetón  
aduane.  
There's no place here that sells food.
5. Baabi nni há áá yeýé  
pépa.  
There's no place here that makes paper.

## New words

horó, hohoró	to wash
yi	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. Se wúdu fíe áà, féré  
mẽ. As soon as you get home, call me.
2. Se wúdu fíe áà, beféré  
mẽ. As soon as you get home, come (over) and call me.
3. Se wúwie áà, beféré mẽ. When you finish, come (over) and call me.
4. Se wúwie áà, féré nō  
wō télfón sō. When you finish, phone him.
5. Anṣá na wúbèfi asé nō,  
féré nō wō télfón sō. Before you start, call him.
6. Anṣá na wúbèfi asé nō,  
koférē nō. Before you start, go call him.
7. Se télfón nō bó pē áà,  
koférē nō. If the telephone rings, go call him.
8. Se télfón nō bó pē áà,  
tíe. If the telephone rings, answer it.
9. Se obá bekásá áà, tíe  
nō. If he comes to talk, listen to him. (be patient with him)
10. Se obá bekásá áà, féré  
mẽ. If he comes to talk, call me.

## Lexical Drill B

1. Kyéréwpón nō ye mé dea. The desk is mine.
2. Kyéréwpón nō si ofású  
nō hō. The desk is next to the wall.
3. Akōnnúá nō si ofású  
nō hō. The chair is by the wall.
4. Akōnnúá nō nní há. The chair isn't here.
5. Abófara nō nní há. The child isn't here.
6. Abófara nō da mpá nō  
só. The child is lying on the bed.
7. Safōwá nō da mpá nō só. The key is lying on the bed.
8. Safōwá nō tua opón nō  
ani. The key is in the lock.
9. Safōwá áà ábù tua opón  
nō ani. There is a broken key in the lock.
10. Mítuu safōwá áà ábù nō  
fii opón nō ani. I took the broken key out of the door.

## New words

fi...ase	to begin
ofású (pl. q-)	wall
safōwá, safé (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

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

## Lexical Drill C

1. Tie əkyərəkyérəfəqə nō. Listen to the teacher.
2. Wōn ánhū kyərəkyérəfəqə nō. They couldn't find the teacher.
3. Wōn ánhū abofára nō nhōmā. They couldn't find the child's book.
4. Obueèe abofára nō nhōmā nō. He opened the child's book.
5. Obueèe opōn nō māa mē. He opened the door for me.
6. Ətqoq opōn nō mū māa mē. He closed the door for me.
7. Ətqoq kaà nō mū. He locked the car up.
8. Ná əte kaà nō mū. He was sitting in the car.
9. Ná əte kyeréwpōn nō hō. She was sitting at the desk.
10. Mēben kyeréwpōn 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 yére eekasa. With whom were you talking?  
I was talking to my wife.
2. Ná mōokā edəñ hō asém  
Ná yeekā asóre hō asém. What where you talking about?  
We were talking about church.

3. Edéñ na óope? What did she want?  
Oope baabi áá She wanted to know where she  
yebésiesie nē kāá could get her car fixed.  
amá nō.
4. Ehéfá na wókyeréé nō? Where did you send her?  
Mēkyeréé nō sée I told her to go to Kegyetia  
ónkɔ́ Kégyetia Crossroad.  
Nkwanta.
5. Edéñ ntí na wókyeréé Why did you send her there?  
nō sée ónkɔ́ hó?  
Wón nō yé ádwúma pá I sent her there because they  
entí na mēkyeréé do good work.  
nō sée ónkɔ́ hó.
6. Wó atáadéé nō qní tẹ́ What color are your clothes?  
sén?  
Mataáadéé ye fitaa nē My clothes are white and light  
tuntum kakerá. blue.
7. Mínyäá létè nné? Did I get any mail today?  
Wúnyäá létè baakó You got only one letter.  
pé.
8. Omán bén mū na wúfirí? What country are you from?  
Mífirí Ghána māñ mū. I'm from the country of Ghana.
9. Kúro bén mū na wúfirí? Where are you from? (What town  
are you from?)  
Mífirí Téma kúrom. I'm from the city of Tema.

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

ákyí?

Ohóhó na óobó opón

A stranger is knocking at

nō ákyí.

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

asóré

church service, devotional  
meeting

soré, sóm

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

6. /ee-/ 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., /baabí pápa/ is /baabí pápa/.

## Unit 15

## Basic Dialogue

-A-

bó̄sø

bus

- 1 Ehéfa na bó̄sø nō gyina? Where does the bus stop?

-B-

bó̄søtapø

bus stop

- 2 Bó̄søtapø nō wø ŋkyɛn 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 Daabi, wei na ekó kúrom. No, that one goes into town.

-A-

- 5 Yegyé ahé? How much is the fare?

-B-

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

-A-

tu

to leave, depart

- 7 Bére bén 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 bén na bó̄sø nō ba? When does the bus arrive?

## - B -

10 Bōsø nō bēdu nnōñkōrōñ nē  
f̄. 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., /bō̄søtāpo/.
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 ekō kurōm/, 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. Ehēfā na bō̄sø gyinabéa Where is the bus station?  
nō wō?
2. Ehēfā na kētekē gyinabéa Where is the train station?  
nō wō?
3. Ehēfā na ewimhyēñ gyinabéa Where is the airport?  
gyinabéa nō wō?
4. Ehēfā na taksii gyinabéa Where is the taxi stand?  
nō wō?
5. Ehēfā na hyēñ gyinabéa Where is the harbor?  
wō?

## Pattern Drill B

1. Bére bén na kékéké nō      What time will the train leave?  
bétu.
2. Bére bén na ešimhyén      What time will the plane arrive?  
nō béba?
3. Bére bén na bóṣo nō      What time will the bus arrive at  
béduru Kumáse.      Kumasi?
4. Bére bén na ešimhyén nō      What time will the plane leave  
bétu firí Nkerāñ?      from Accra?
5. Bére bén na wókófa      What time are you leaving to  
hyén nō?      catch the ship?

## New words

ókékéké (pl. n-)	hyena; locomotive, train
ehyén (pl. a-)	ship, vessel, liner
ešimhyén, ešimúhyén (pl. n-)	airplane
taksii	taxi

## Lexical Drill A

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

## Question and Answer Drill A

1. Wódè lórè anāa kētēkē  
na eekó Kumásé anāa?  
Daabí, mēdè ewímúhyén  
na eekó Kumásé.
- Are you taking the bus or the train to Kumasi?
2. Wóbeyε dēén na wáko  
éerpoṛt hó?  
Madámfo' bí bēba abefá  
mē ákò éerpoṛt hó.
- No, I'm going to Kumasi by plane?
- How will you get to the airport?
- A friend of mine is taking me to the airport.
3. Wátò wō tékete anāa?  
Mētōo mē tékete wō  
Kiñswéi nnéra.
- Did you buy your ticket?
- I bought my ticket at Kingsway's yesterday.
4. Bó̄sø bén na ekó  
éerpoṛt?  
Bó̄sø ūeí na ekó  
éerpoṛt.
- Which bus goes to the airport?
- That bus goes to the airport.
5. Bó̄sø nō bédì mmérētē  
ahé wō há?  
Bó̄sø nō bédì mmérētē  
dú wō há.
- How many minutes will the bus stay here?
- The bus will stay here for ten minutes.
6. Mpén ahé na bó̄sø bí  
taá tú fíri há?  
Bó̄sø bí tú fíri há  
dɔ̄nhwérēw biara.
- How often does a bus leave from here?
- A bus leaves from here every hour.

7. Aanę bō̄sø àà ekó Kumáṣe Does the bus go to Kumasi by  
kɔfá Koforídua ansā way of Koforidua?  
na akó anaa?

Aanę, ekɔfá Koforídua Yes, it goes to Kumasi by  
ansā na akó Kumáṣe. way of Koforidua.

8. Efírì há kó Kumáṣe How much is the fare from here  
yegyé ahé? to Kumasi?  
Yegyé pón baakó firí The fare from here to Kumasi  
há kó Kumáṣe. is one pound.

9. Wóbetúmì dẹ wó kaa nō Can you take me to the bus  
áfa mẽ ákò bō̄s station in your car?  
sótehyèn?  
Daabi, mẽ yere dẹ wó No, but my wife will take  
béko bō̄s sótehyèn you to the bus station.  
hó.

10. Dá bén na wóbesãñ ábà? What day will you return?  
Mésãñ ábà Yáwòda. I will return Thursday.

## New words

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

## Lexical Drill B

1. Mfoní píi wó fáṣú nō  
hō.  
There are many pictures on  
the wall.
2. Safówá nō da fám wó  
fáṣú nō hō.  
The key is lying on the floor  
by the wall.
3. Safówá nō nná opón áà  
esi mfénséré nō hō  
nō sō.  
The key isn't on the table  
near the window.
4. Mě sekán nná opón áà  
esi mfénséré nō hō  
nō sō.  
My knife isn't on the table  
near the window.
5. Mě sekán da opón áà  
ewo fáṣú nō hō nō  
ase.  
My knife is lying under the  
table next to the wall.
6. Pénsérē nō tō opón áà  
ewo fáṣú nō hō nō  
ase.  
The pencil fell under the  
table by the window.
7. Pénsérē nō tō adáká  
áà esi opónō nō  
ñkyén nō mū.  
The pencil fell into the box  
by the table.
8. Mědē sekán átō adáká  
áà esi opónō nō  
ñkyén nō mū.  
I put the knife into the box  
by the table.

9. Mẽdẽ sékáñ twãq nám  
nó mü. I cut the meat with a knife.

10. Mẽdẽ sékáñ nó áhyé mē  
kotoku mü. I put the knife into my pocket.

## New words

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

## Question and Answer Drill B

1. Wú kúrom kásá ye deñ? What is your native language?

Mí kúrom kásá ye  
Twi. My native language is Twi.

2. Mméré bén na wóko What time do you leave for work?

ádwuma?  
Mékó ádwuma nnón I leave for work at eight  
nwo twé. o'clock.

3. Aane wónanté kó ádwuma? Do you walk to work?

Sé ewím yé áà, I walk to work when the  
ménanté kó ádwuma. weather is nice.

4. Se osúo tó áà, wódè  
bóòsq na ekó ádwúma?  
Daabí, se osúo tó  
áà, mẽká mẽ káá  
na ekó ádwúma.  
Do you ride the bus to work  
when it rains?
5. Héna na ohwé mmofára  
nō sō mmér(ə) áà wq  
yére røyé ádwúma?  
Mẽ yére määmë na  
ehwé mmofára nō sō  
mmér(ə) áà mẽ yére  
røyé ádwúma.  
No, I drive to work when it  
rains.
6. Ná wówò há nnéra?  
Daabí, ná minni há  
nnéra.  
Who looks after the children  
while your wife is working?
7. Edéén na ná wóoye  
mmér(ə) áà obaayé  
nō?  
Ná mïididi mmér(ə)  
áà obaayé nō.  
My wife's mother looks after  
the children while my wife  
works.
8. Obí wo há áà obétumi  
aboá mẽ?  
Sáà määmë yi bétumi  
aboá wq.  
Were you here yesterday?  
No, I wasn't here yesterday.
- What were you doing when he  
came?  
I was eating when he came.
- Is there anyone here who can  
help me?  
That woman can help you.

9. Wúbetúmí ásáñ ábà Can you come back tomorrow?  
ɔkyéñá?
- Métúmí ásáñ ábà I can come back tomorrow  
ɔkyéñá oŵigyinaé. afternoon.
10. Se osúo tó áà, wóbeko? If it rains, will you go?  
Áñ, se osúo tó áà, Yes, I will go if it rains.  
mékó.

## New words

eŵim air, atmosphere, weather

## Lexical Drill C

1. Méba nnónsiá ákyí. I will come after six o'clock.
2. Méba wu fie anadwó I will come to your house  
yí. tonight.
3. Má yenkó wu fie Let's go to your house this  
aňpumére yí. evening.
4. Má yepkófa bōsó nkó Let's go to Kumasi by bus.  
Kumáse.
5. Emfá bōsó 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. house.
8. Mū mū baakó mmá fie Don't any of you come into this  
há. house.
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  
síesie áà. I'm coming over to get my book right away.
4. Meebəgyé mé hómá  
séesei. I'll be over soon to get my book.
5. Meebəgyé mé hómá  
ɔkyénā anɔpá. 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., /Safówá 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., /Safówá nō da opón nō sō  
mfénsérè nō hó 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., /Mēdə sékán twaq nám nō mū/, '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. /kō/, '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 mē 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  
anāa? Do you want me to check the oil?

-A-

pa to take off, skim, scrape

off; beg, beseech

ekyéw hat, cap

pa kyéw please

- 4 Áñ, mepaw kyéw. Yes, please.

-B-

kótà quart

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

## -A-

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

Fa baak<sup>b</sup> gú mū. Put in one.

<sup>o</sup>ta<sup>è</sup> tire; (necktie)

yiyé good; repaired, mended

7 Wúbetúmi áyè mẽ ta<sup>è</sup> nō yiyé Can you repair my tire?  
áma mẽ?

## -B-

8 Áñ, se wúbetúmi átwèn dē Yes, if you can wait.  
áa.

## -A-

gya to leave, forsake

akyíri yi afterwards

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

## Notes

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

/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'.

/sərē/, '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 /mabegyé/ are sometimes preceded by a free form, e.g., in sentence 9 of the dialogue /méba mábègyé/ may replace /mabegyé/. 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<br>kúruwá nō mü.                          | Fill my cup up with water.                |
| 2. Hwiè nsúo nō fíri<br>kúruwá nō mü.                         | Pour the water out of my cup.             |
| 3. Hwiè nsúo nō fíri<br><u>bókètē</u> nō mü.                  | Pour the water out of the bucket.         |
| 4. Nsúo nní bókètē nō<br>mü.                                  | There is no water in the bucket.          |
| 5. Nsúo nní <u>hó áà yedé</u><br><u>béhōrq.</u>               | There is no water here to wash with.      |
| 6. Sámína nní hó áà yedé<br><u>béhōrq.</u>                    | There is no soap here to wash with.       |
| 7. Sámína nní <u>pónō nō sō</u> .                             | There is no soap on the table.            |
| 8. <u>Ngō nō wō</u> pónō nō sō.                               | The cooking oil is on the table.          |
| 9. <u>Ngō nō yε mé māamé</u><br>dēa.                          | The palm oil belongs to my mother.        |
| 10. <u>Kúruwá kétewaa</u> fítāa<br><u>nō</u> yε mé māamé dēa. | The small white cup belongs to my mother. |

## New words

ekúruwá	cup, pitcher
hwié	to pour out of
bókéte	bucket
sámina (sámíná)	soap
ngó	palm oil, cooking oil

## Lexical Drill B

1. Okyéná ye dá bén? What day is tomorrow?
2. Okyéná ye Kwasiáda. Tomorrow will be Sunday.
3. Ná Owúsunõm wó há The Owusus were here Sunday.  
Kwasiáda.
4. Ná Owúsunõm ye The Owusus were students in  
osukúufgó w(o)  
Amérèka.
5. Ná mayé ádwúma wó I worked in a filling station  
peteróò dóm̄po wó  
Amérèka.
6. Ná mayé ádwúma I worked at night and I went to  
anwumére ná makó school during the day.  
sukúù ançpá.
7. Ná mayé ádwúma má nō I had worked for him a year  
ansá na mēbaa há. before I came here.
8. Yehyee mē tānké nō má I had my tank filled up before  
ansá mēbaa há. I came here.

9. Yεhyεε mε tankε nō I had my tank filled up at  
mā wɔ Owusū hō. Owusu's.
10. Mεtcoo ataadεe yi wo I bought these clothes at  
Owusū hō. Owusu's.

## New word

pεteroo dōmpo filling station

## Lexical Drill C

1. Mεda ase. Thanks.
2. Kyεrε ase. Translate it.
3. Tō ase. Make a deposit.  
Pay something down.
4. Tεrā ase. Sit down.
5. Fí ase. Start. Begin.
6. Hwε ase. Fall down.
7. Hwε ase. Look under it.
8. Bεrā 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. Waká akyiri. He's late.
2. Obεdurūu hā akyiri. He arrived late.
3. Obεdurūu hā mmεre nō  
pεpeepε. He arrived on time.

4. Wəbéduru há mmér(ə) He is on time. He is in time.  
nō pēpeεpe. He has arrived in time.
5. Wəbéduru há ntém. He is on time.
6. Ewimhyén nō qbédu há The bus arrived on time.  
ntém.
7. Ewimhyén nō qbédu The airplane arrived on  
mmér(ə) áà yáhyéhyé schedule.  
áma nō pēpeεpe.
8. Bóòsq nō bédu mmér(ə) The bus will arrive on schedule.  
áà yáhyéhyé áma nō  
pēpeεpe.
9. Bóòsq nō béka akyírlı The bus will arrive an hour  
dɔŋhwére' kó. late.
10. Bóòsq nō béduru há The bus will arrive an hour  
ntém dɔŋhwére' kó. early.

## New words

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

## Lexical Drill E

1. Abáawa nō reperá  
adiwo.  
The girl is sweeping the yard.
2. Abáawa nō wó peráe  
fóforo.  
The girl has a new broom.
3. Abáawa nō dé peráe  
na eeperá.  
The girl is sweeping with a broom.
4. Abáawa nō dé peráe  
áà mĕyé māa nō nō  
na eeperá.  
The girl is sweeping with the broom I made for her.
5. Abáawa nō áfi ase  
perá.  
The girl has begun to sweep the room.
6. Abáawa nō peráà dán  
nō mū siésie áà.  
The girl has just swept the room.
7. Abáawa nō aperá dán  
nō mū áwie.  
The girl has finished sweeping the room.
8. Abáawa nō mpéraà odán  
nō mū (εε).  
The girl hasn't swept the room yet.
9. Abáawa nō mfíi asé  
mpéraà ye.  
The girl hasn't started to sweep yet.
10. Afèi ansá na abáawa  
nō bérera.  
The girl is about to sweep now.

## Pattern Drill A

1. Se mígáyá mē mpábòa If I leave my shoes, can you  
nō áà, wúbetúmi repair them?  
áyè ámà mē anáa?
2. Se mēdē mē káà nō If I bring my car can you repair  
bá áà, wúbetúmi it for me?  
áyè ámà mē anáa?
3. Sa mēdē mē káà nō bá If I bring my car will you  
áà, wódè óeyere change the oil?  
fófórq bégu mū ámà  
mē anáa?
4. Se mēbá ntém áà, wódè If I come early, will you change  
óeyere fófórq bégu the oil for me?  
mū ámà mē anáa?
5. Se mēbá ntém áà esé If I call early, I'll have to  
séé mētwén nō. wait for him.
6. Se wammá áà, esé séé If he doesn't come, I'll have  
mētwén nō. to wait for him.
7. Se wammá áà, yenní If he doesn't come, we won't  
nám áà yebédi. have any meat to eat.
8. Se yanlkúm oguáñ áà If we don't kill a sheep, we  
yenní nám áà yebédi. won't have any meat to eat.
9. Se yanlkúm oguáñ áà If we don't kill a sheep, we'll  
ókóm bédé yen. be hungry.
10. Se yammá ntém áà, If we don't get back early,  
ókóm bédé yen. we'll be hungry.

kūm                    to kill, execute; cause  
                       to cease, extinguish

oguāñ                sheep

ókóm                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., /peraē/, 'broom' from /perá/, '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 Mēpaw kyéw.  
edwómū (pl. (e)ññwómū) I beg your pardon.  
market, market place

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

-B-

- 3 Kó waním tēe.  
nifá (nífá) Go straight. ('Go your face-plane straight.')
- 4 Se wúduru sukuúdáñ nō hó  
áà, fa wú nifá.  
bénkúm (bénkúm)  
chéne (héne)  
(pl. a-nɔm) right  
When you reach the school, turn right.
- 5 Fa wó bénkúm wó Chéne  
Nkwañta.  
kó só to keep on, continue  
Keep on going until you come to the market.

- 7 Mmérę sén na métumi de  
ánante áduru hó? How long will it take me to walk there?

-A-

- B -

- de to take, require  
 8 Wúbetúmi de dɔ̄nhwérefá It will take you half an hour  
 ádùru. to get there.

## Notes

1. /guáasq/, 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. /de/ 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 edwómū? Which road goes to the market?  
Okwáñ áà edá nifá  
nó kó edwómū. The road on the right goes to the market.
2. Guáasokwáñ wó hé? Where is the market road?  
Guáasokwáñ wó  
béñkum. The market road is on the left.
3. Ehéfá na bōòsoggyinábéa Where is the bus station?  
nó wó?  
Bōòsoggyinábéa nó wó  
waním. The bus station is /straight/ ahead.
4. Okwáñ yí kó hé? Where does this road go?  
Okwáñ yí kó mpoano. This road goes to the seaside.

5. *ɛhɛfá na lóre nō fáay?* Which way did the car go?  
*Lóre nō fáà bẽnkúm.* The car took a left.
6. *ɛdɛt̄n na ebó wq nsá bẽnkúm nō?* What are you wearing on your left arm?  
*Wákyè na ebó mē nsá bẽnkúm nō.* I'm wearing a watch on my left arm.
7. *wóyèe dɛt̄n na wútwaá wq nsá nifá?* How did you cut your right hand?  
*Sékāñ na etwáá mē nsá nifá.* It was a knife that cut my hand.
8. *Dá bén na yedi gua?* What day is the market held?  
*Yedi gua Benada.* Market day is Tuesday.
9. *Ofaa kwáñ ſéí sō anáá sée ſéí sō?* Did he take this road or that one?  
*Ofaa kwáñ ſéí sō.* He took this road.
10. *yebétoá sō ákò yen anim tēe anáá?* Shall we continue on straight ahead?  
*Daabí, yentoá sō ákò yen anim tēe?* No, we aren't going to continue on straight ahead.

## New words

<i>ɛpq</i>	ocean, sea
<i>ano</i>	mouth; edge, brim; beginning
<i>mpoano</i> , <i>ɛpqano</i>	seaside, seashore
<i>bɔ</i>	to tie, tie up, tie on
<i>wákyè</i>	watch
<i>tqá</i>	to join, connect, string; follow, continue

## Lexical Drill A

1. Mēde samínā na ehóraq I used soap to wash my car.  
mē kāà nō.
2. Mēde samínā hóraq mē I washed my car with soap.  
kāà nō.
3. Mētonn mē kāà nō. I sold my car.
4. Mētonn bayére wō  
edwómū. I sold yams at the market.
5. Mihūu bayére wō  
edwómū. I saw yams at the market.
6. Mihūu nō séé óchqro  
ñe kāà nō. I saw him washing his car.
7. Mégyé mídi séé óchqro  
ñe kāà nō. I believe he is washing his car.
8. Mégyé mídi séé osúo  
béto nné. I believe it will rain today.
9. Obisáà mē séé osúo  
béto nné. He asked me if it will rain today.
10. Obisáà mē nea eguaáso  
wō? He asked me where the market is?

## New words

gyé dí	to believe
bayére	yam

## Question and Answer Drill B

1. Edeɛn ntí na wúusəñ ákò sukuù mū bío? Why are you going back to school again?  
 Mílsəñ ákò sukuù mū bío ésiāne sée I'm going back to school  
měwērē afiri mē because I forgot my coat.  
koōt.
2. Mpéŋ ahé na móto ába? How often do you hold elections?  
 Yetó ába mfie num We hold elections every five  
biara. years.
3. Ekwáñ yí kó hē? Where does this road go?  
 Ekwáñ yí kó akuraá It goes down to a certain  
bí ase. village.
4. Edeɛn ntí na wámma. Why didn't you come last Friday?  
 Fieda áà etwá mū nō? I didn't come last Friday  
 Mamá Fieda áà etwá mū nō efi sée mē because my wife went on a  
yére átu kwáñ. trip.
5. Wó nẽ mē békø Méméneda áà éeba yí? Are you going to go with me next Saturday?  
Méentumi nẽ wó nkó I won't be able to go with  
Méméneda áà éeba you next Saturday.  
yí.

6. Póstòfes nō wō wənīm  
anāa?  
Daabi, póstòfes nō  
wō w(o) ákyi.
7. Edeén na wóyee mmer(e)  
áà mifii há nō?  
Mmer(e) áà wufii há  
nō, mékohwé  
Omanhyiamudan.
8. Wakohwé Asantehénéfie  
pen anāa?  
Añ, mékoo hó sée  
mékohwé  
Asantehénéfie.
9. Wókoò ahémfie nō,  
wuhúu Sikaagùa  
Kofi nō anāa?  
Daabi, manhyé kwán  
ankohwé Sikaagùa  
Kofi nō.
10. Wuhúu Asantehéne  
áñkasa?  
Daabi manhú nō;  
mmodm mihúu nē  
kyéame.
- Is the post office straight ahead?  
No, the post office is back that way.
- What did you do after I left?  
I went to look around the House of Parliament.
- Have you ever seen the Ashantihene's palace?  
Yes, I went there especially to see the Ashantihene's palace.
- When you went to the palace,  
did you see the Golden Stool?  
No, I didn't have an opportunity to see the Golden Stool.
- 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(rí)	to forget
tó ba	to elect, choose
akuraá asé	village
okuráṣáṣéni (pl. n-fó)	villager
tu kwáñ	to travel, take a trip
Omáññhyiàmúdáñ	House of Parliament
Asante	Ashanti language or region
Asantehéne	the King of Ashanti
pén	before, previously
ahémfie	palace, chief's house
Sikáṣguá Kofi	the Golden Stool
ñyáñ kwáñ	to have an opportunity, get the chance
ánkasa	self
ímmóm	rather
okyéáme (pl. a-)	a chief's spokesman

## Pattern Drill A

1. Ná mĕyé abofára nō,  
météráa Nkéráñ.  
When I was a child, I lived in Accra.
2. Mmér(e) áà mĕwo Ghána  
nō, méténáa Nkéráñ.  
While I was in Ghana, I stayed in Accra. When I was in Ghana, I lived in Accra for a while.

3. Mmér(ə) áà měwo Ghána When I was in Ghana, I lived  
nō, ná mētē Nkerāñ. in Accra.
4. Mē papá wúi nō, ná When my father died, I lived  
mētē Nkerāñ. in Accra.
5. Mē papá wúi nō, ná When my father died, I was ten  
mádi mfíe dù. years old.
6. Mmér(ə) áà yetú kóò When we moved to Takoradi, I  
Tákòrādi, ná mádi was ten years old.
7. Mmér(ə) áà yetú kóò When we moved to Takoradi, my  
Tákòrādi, ná yénpwóò sister wasn't born yet.  
mí nūabàa nō ee.
8. Mmér(ə) áà mífíì sukúù When I started to school, my  
ase nō, ná yénpwóò sister wasn't born yet.  
mí nūabàa nō ee.
9. Mmér(ə) áà mífíì sukúù When I started to school, we  
asé nō, ná yeté lived close to the school.  
sukúùdāñ nō nkyén  
pee.
10. Ná měyé abofára nō, When I was a child, we lived  
ná yeté sukúùdāñ close to the school.  
nō nkyén pee.

## Lexical Drill B

1. Ọpɔŋkó nō da ɔkwáñ  
nō mū. The horse is lying in the road.
2. Ọpɔŋkó nō gyína ɔkwáñ  
nō mū. The horse is standing in the road.
3. Mpɔŋkó nō bqa ɔkwáñ  
nō mū. The horses are lying together in the street.
4. Mpɔŋkó nō bqábqa ɔkwáñ  
nō mū. The horses are lying about in groups in the street.
5. Mpɔŋkó nō dèda ɔkwáñ  
nō mū. The horses lying about in the road.
6. Mpɔŋkó nō gyinagyína  
ɔkwáñ nō mū. The horses are standing about in the street.

## Lexical Drill C

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

## New words

əpɔŋkɔ́ (póŋko)	(pl. m-)	horse
bøa		to lie or lay in a group
duá (nnuá)		tree, stick, wood

## Lexical Drill D

1. Okóm dø mɛ. I 'm hungry. ('Hunger possesses me.')
2. Osukóm dø mɛ. I 'm thirsty.
3. Awɔ́ dø mɛ. I 'm cold.
4. Ahúhurq dø mɛ. I 'm hot.
- 
5. Maní kũm. I 'm sleepy. ('My eyes are dead.')
6. Mabére. I 'm tired. ('I have /become/fatigued.')
- 
7. Eyé mɛ de. It's sweet. ('It is /to/ me sweet.')
8. Eyé mɛ ŋwene. It's bitter.
9. Eyé mɛ ŋkyenęŋkyenę. It's salty.
- 
10. Ewim ye hye. It's hot. ('The air is hot.')
11. Ewim ye ŋwini. It's cold.

## New words

əkōm	hunger
awō	cold, chill
ahúhuro	heat, steam
kūm	to die, be dead, kill
bərē	to fatigue, grow weary
dε	sweet; pleasant, agreeable
ñwənε	bitter, sour
ñkyēnε	salt
ñkyēnεñkyēnε	salty
hyε	to burn; hot
ñwfn̩	cool

3. /mēwérè áfiri/ is often /míví áfiri/.

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 /okyéāmε/, '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., /mε 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., /mabərə/, 'I'm tired', literally 'I have /become/ fatigued'.
8. Some adjectives occur only after a verb, e.g., /dɛ/, '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 /à yɛ/, 'which is'.
9. /póstəfəs/ is //posuɔfese//.

## Unit 18

## Basic Dialogue

-A-

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

-B-

kookóo	cocoa, cocoa tree
afúo, afúw (pl. m-)	farm, field
dó	to produce, raise, increase

- 2 Mëdó kookóo afúo. I'm a cocoa farmer.

-A-

sδ	to be big, be large
----	---------------------

- 3 Wó afúo nō sδ anāa? Is your farm large?

-B-

- 4 Áñ, esδ kakəraa. Yes it's not so big.

-A-

yaréε (yárεε) (pl. f-)	sickness, disease
------------------------	-------------------

- 5 Wó afúo nō kookóo yaréε wō  
mū? Are you troubled by swollen  
shoot disease?

-B-

- 6 Áñ, kookóo yaréε ákum nnuá  
nō fá. Yes, swollen shoot has killed  
about half my trees.

-A-

- 7 Entí nnuá áà yaréε wō mū  
nō wóye nō dëɛñ? 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 sée yetwá nnuá áà yaréε wo mū nō nyināa gu.	Government regulations say that all infected trees must be cut out.

#### Notes

1. /esō kakéráa/, 'It's not so big', literally 'It's big a little' is a modest way of implying 'It's quite large'.
2. /kookóo yaréε/, '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 /Edéñ na wódè nnuá áà yaréε 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 gúuye/, 'I threw the pencils away' or /Mētqo pénṣere nō guu pón sq/, 'I threw the pencils onto the table'.

## Lexical Drill A

1. Mẽdó kookoo afuo wo Juaso.  
I'm a cocoa farmer at Juaso.
2. Mẽdó nkáte'e afuo wo Mpraeso.  
I'm a peanut farmer at Mpraeso.
3. Mẽ papá ye porisini wo Mpraeso.  
My father is a policeman at Mpraeso.
4. Mẽ papá di porosi wo Yendi.  
My father is in the police at Yendi.
5. Woyen qanantwie wo Yendi.  
They raise cattle at Yendi.
6. Woyen qanatwie wo Esiremu.  
They raise cattle in Northern Ghana.
7. Yeyé aban adwuma wo Esiremu.  
We work for the government in Northern Ghana.
8. Yeyé aban adwuma wo Ada.  
We work for the government at Ada.
9. Otú fikyene wo Ada.  
He mines salt at Ada.
10. Otú siká wo Obuasi.  
He mines gold at Obuasi.

## New words

nkáte'e	peanut, groundnut
porisini (pl. m- ~ a- fo'o)	policeman
pórisi	police
di	to work as, be employed as
yεn	to breed, nurse, raise animals

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

## Lexical Drill B

1. Anōmāá nō sí duá nō sō. The bird is in the tree.
2. Anōmāá nō atú ákòsí duá nō sō. The bird has flown into the tree.
3. Anōmāá nō atú áfirí duá nō sō. The bird has flown out of the tree.
4. Anōmāá nō atú áfà duá nō aṣo. The bird flew under the tree.
5. Anōmāá nō eetú áfà duá nō hō. The bird is flying past the tree.
6. Anōmāá nō atú twá duá nō hō áhyia. The bird flew around the tree.
7. Anōmāá nō atú ko duá nō hō. The bird flew toward the tree.
8. Anōmāá nō atú áfirí duá nō hō. The bird flew away from the tree.

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

## New words

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

## Lexical Drill C

1. Ooduá kookóó wó náfqom. He is planting cocoa on his farm.
2. Ooduá kookóó wó nnuá  
késéé nō ase He is planting cocoa under the tall trees.
3. Ní fie si nnuá késéé  
nō ase. His house is under the big trees.
4. Ní fie si nsúo nō hó. His house is by the river.
5. Oonam nsúo nō hó. He is walking by the river.
6. Oonam nsúoanð. He is walking along the river bank.
7. Osán koo nsúoanð. He went back to the edge of the river.
8. Osán kofáá nnéemá áá  
ná wágya nē hó nō. He went down to get the things he had left.

9. Okoo s̄qr̄o hó kofaa He went up to get his things  
 nn̄emā áà ná wágya that he had left.  
 nē hó n̄.
10. Okoo s̄qr̄o kodaay. I went upstairs and went to  
 bed.

## New words

sāñ, sāñē	to return
nsúoan̄y	edge of water, riverbank, lakeside
es̄qr̄o	top, upper part; above, over

## Pattern Drill A

1. Abaremáá áà ókasa nō The boy who is talking is my  
 ye mí n̄ua.
2. Abaremáá áà óko nō ye The boy who is going is my  
 mí n̄ua.
3. Abaremáá áà óopera nō The boy who is sweeping is my  
 ye mí n̄ua.
4. Abaremáá áà óté há nō The boy who is sitting there  
 ye mí n̄ua.
5. Abaremáá áà óperá nō ye The boy who sweeps is my  
 mí n̄ua.
6. Abaremáá áà ókó nō ye The boy who goes is my  
 mí n̄ua.
7. Abaremáá áà obísá nō The boy who asks is my  
 ye mí n̄ua.

8. Abaremáá áà ótenáá hó  
nō ye mí ūq. The boy who sat there is my brother.
9. Abaremáá áà opéraá nō  
ye mí ūq. The boy who swept is my brother.
10. Abaremáá áà okasaáy nō  
ye mí ūq. The boy who talked is my brother.
11. Abaremáá áà obisaáy nō  
ye mí ūq. The boy who asked is my brother.
12. Abaremáá áà obaáy nō ye  
mí ūq. The boy who came is my brother.
13. Abaremáá áà otóóy nō ye  
mí ūq. The boy who bought it is my brother.

## Pattern Drill B

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

7. Abaremáá áà ómmisa nō  
ye mí ŋüq. The boy who doesn't ask is my brother.
8. Abaremáá áà ónté há nō  
ye mí ŋüq. The boy who doesn't sit here is my brother.
9. Abaremáá áà wámpéra nō  
ye mí ŋüq. The boy who didn't sweep is my brother.
10. Abaremáá áà wápkasa nō  
ye mí ŋüq. The boy who didn't talk is my brother.
11. Abaremáá áà wómmisa nō  
ye mí ŋüq. The boy who didn't ask is my brother.
12. Abaremáá áà wámma nō ye  
mí ŋüq. The boy who didn't come is my brother.
13. Abaremáá áà wántó nō ye  
mí ŋüq. 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 pli. The government has passed many new laws.
2. Abáñ áhyéhyé má  
sukúufqó ába Amérèka. The government has arranged for students to come to America.
3. Wabóga má sukuufqó ába  
Amérèka. He has helped students come to America.

4. Wabôa mĕ mă máhyéhyé  
mĕ bāsékere. He has helped me repair my bicycle.
5. Wóbetúmi ábôa mĕ mă  
máhyéhyé mĕ bāsékere. Can you help me fix my bicycle?
6. Wóbetúmi ábôa mĕ mă  
máhwéhwé °Nkúruma  
°Avénu? Can you help me find Nkrumah Avenue?
7. Mëte Nkúruma Ávenu. I live on Nkrumah Avenue.
8. Mëte °Kembérè Ávenu  
né °Pégèn °Roođo  
nkwantá. I live at Kimberly Avenue and Pagan Road.
9. Márkòla nómà wán si  
Kembélè Ávenu né  
Pégèn Roođo nkwantá. Markola Number One is at the corner of Kimberly Avenue and Pagan Road.
10. Márkòla nómà wán dí  
Mmára Súkuù só. Markola Number One is next to the Law School.

## New words

bāsékere

bicycle

dí...só

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

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

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

6. /abaremaá/ is //abarimaa//.
7. /Nkúruma Ávenu/ is /Nkrumah Avenue//.  
/Kembérè/ or /Kembélè Róodo/ is //Kimberly Road//.  
/Pégeñ Róodo/ is //Pagan Road//.

## Unit 19

## Basic Dialogue

-A-

- 1 Wúgyí dí sée' osú bétó enné      Do you think it will rain  
anāa?

-B-

- 2 Daqbi, miññyi nni sée' osú      No, I don't believe it will  
bétó.

- 3 Wóoko baqbi anāa?      Are you going somewhere?

-A-

- fótbòol      soccer  
4 Áñ, mëpe sée' mëkohwé      Yes, I want to go to a soccer  
fótbòol.

-B-

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

-A-

- kotoko      brave companions, able  
teammates  
6 Kotoko né °Gerét Ashantés.      The Kotokos and the Great  
Ashantis.

-B-

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

-A-

- 8 Se nsúo t(ó) áà, métəná fíe If it rains, I'll stay home  
 makéñkáñ mē 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. Wúgyí dí sée óoba?                              | Do you think he is coming?                   |
| 2. Wúgyí dí sée óoko?                              | Do you think he is going?                    |
| 3. <u>Wúním</u> óbarema áà óoko<br>nō?             | Do you know the man who is<br>going?         |
| 4. <u>Wúním</u> baabi áà owo?                      | Do you know where he is?                     |
| 5. <u>Minním</u> baabi áà owo.                     | I don't know where he is.                    |
| 6. <u>Minním</u> nea óoye.                         | I don't know what he is doing.               |
| 7. <u>Kohwé</u> nea óoye.                          | Go see what he is doing.                     |
| 8. <u>Kohwé</u> sée nsúo éeto.                     | Go see if it is raining.                     |
| 9. <u>Bisa</u> nō sée nsúo éeto.                   | Ask him if it is raining.                    |
| 10. <u>Bisa</u> nō sée <u>Kotoko</u> éeto<br>enne. | Ask him if the Kotokos are<br>playing today. |

## Question and Answer Drill A

1. Tiim bén na wópè wɔŋ      What is your favorite team?  
 ásém?

Mépè Kotoko asém.

I like the Kotokos.

2. Wógye néa ɔkáayé nō  
 dí?

Daabí, mañnyé néa  
 ɔkáayé nō anni.

No, I didn't believe what he  
 said.

3. Se osúo t(ɔ) áà,  
 wóbeyé dēɛn?

Se osúo t(ɔ) áà,  
méenkó.

If it rains, I'm not going to  
 go.

4. Mmarémá nō mū néa ɔwo  
 hén na ɔchwéhwé mē?

Barémá áà ɔchye  
ataadé ntuntum nō  
 na ɔchwéhwé wq.

Which one of the men is looking  
 for me?

The man wearing the blue  
 trousers is looking for  
 you.

5. Obáa bén na ócsö egypt  
 nō?

Minním obáa nō, áà  
 ócsö egypt nō.

Who is that woman carrying  
 firewood?

I don't know that woman who  
 is carrying the firewood.

6. Ehé na kúruwá áà mē  
 määamé dë mää mē nō  
 wq?

Kúruwá áà wó määamé  
 dë mää wq nō abó.

Where is the cup that my mother  
 gave me?

The cup that your mother give  
 you got broken.

7. Hwañ na ɔfáà phómá áà Who took the book that was  
 edá opón nō sō? lying on the table?  
ɔsófóo nō fáà phómá The preacher took the book  
 áà edá opón nō that was lying on the  
 sō? table.
8. Abaremáá bén na wó nē Who was that boy you were  
 nō kasa? talking to?  
Abaremáá nō ye mí  
sukúufúo nō mú baakó. That boy is one of my students.
9. Akofíruá áà n(a) esí Where is the chair that was  
 mfénséréáñd nō wo under the window?  
 hē?  
Yetópp akofíruá nō That chair was sold to a  
máa obáá áà obaa woman who came yesterday.  
ehá nnéra.
10. Mfénséré nō kyéré Which direction does the  
 ehé? window face?  
 Mfénséré nō kyéré The window faces the street.  
abontén.

## New words

tiim

team

ɔsófóo (pl. a-)

preacher, minister, priest

## Question and Answer Drill B

1. Wówò tuntum anāa fitaa? Do you have either a black one or a white one?  
Mẽwo kókóó nkóaa. I have only red ones.
2. Hwāñ na ókɔ́ kúro kesé e mū? Who is going into the city?  
Yen mū baakó ee kó  
kúro kesé mū. Either he or I am going into the city.
3. Hwāñ na okāay sée ómmára? Who asked him to come?  
Kofi nē Ámma mū  
baakó na enkaay  
sée ómmára. Neither Kofi nor Amma asked him to come.
4. Edéñ ntí na wókɔ́ hó? Why did you go there?  
Mẽkɔ́o hó kóháné  
dáñ. I went there to rent a room?
5. Wúhúu barémá áà na wóphwéhwé nō? Did you find the man you were looking for?  
Máñhú barémá áà na  
méehwéhwé nō. I couldn't find the man I was looking for.
6. Wógyèe nnéema áà ođe baaye nō? Did you accept the things he brought?  
Mégyee nnéema áà  
ođe baaye nō bí. I accepted some of the things he brought.

7. Wó dán̄ nō wɔ s̄qr̄o  
anāa fám̄?  
Mé dán̄ nō wɔ s̄sóro  
hó etíri hó.
- Is your room upstairs or  
downstairs?  
My room is upstairs at the  
end /of the hall/.
8. Wóde egypt nō áà  
wótwaq̄ayē nō koyé dēñ?  
Méde egypt nō áà  
wótwaq̄ayē nō.  
rekosie.
- What are you going to do with  
the wood they cut up?  
I'm going to save the firewood  
that they cut up.
9. Wókyerē nō sén̄ea  
yehyé káà ase.  
Daabí, Kwaku na  
ekyerē nō sén̄ea  
yehyé káà ase.
- Did you explain to him how to  
start the car?  
No, but Kwaku explained to  
him how to start the car.
10. Wáhyia nkorofóo áà ote  
odán̄ baakó nō m(ú)?  
Aáñ, mahyia nkorofóo  
áà ote odán̄ baakó  
nō m(ú).
- Have you met the people who  
live next door?  
Yes, I have met the neighbors.

## New words

háñé, háñé	to rent, hire
sié	to save, keep
kyeré...ase	to explain, show
nkorofóo	neighbors

## Lexical Drill B

1. Éebíà nsúo bétó ansá      It will probably rain before  
na yasán ábá.                    we get back.
2. Éebíà nsúo bétó makyí.    It will probably rain while  
I'm out.
3. Wókðo makyí.                They fought during my absence.
4. Wókðo wó bépó nō só.    They fought a battle on the  
hilltop.
5. Osíi dán wó bépó nō      He built a house on top of the  
só.                                  hill.
6. Osíi dán wó bépó nō      He built a house at the foot of  
ase.                             the mountain.
7. Asubúrá da bépó nō      There's a well at the bottom of  
ase.                                the mountain.
8. Asubúrá da ɔdán nō      There's a well on the other  
ñkyéñ.                         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. Ebinóm rëtwén wó wó  
ɔdán nō ñkyéñ.                Some of the people are waiting  
for you on the other side of  
the house.
11. Nkorøfóó 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 yíyé. He bade me farewell.
2. Omāa mē phómá bí áà efa Ghána hó. He gave me a book about Ghana.
3. Mē nsá áká phómá bí áà efa Ghána hó. I have received a book about Ghana.
4. Mē nsá áká síká áà chéne nō də mānēe mē nō. I have received the money which the chief sent me.
5. Obí áwia síká áà chéne nō də mānēe mē nō. Someone has stolen the money which the chief sent me.
6. Obí áwia síká áà mē nsá káayé nō nyināa. Someone has stolen all the money that I received.
7. Masé síká áà mē nsá káayé nō nyināa. I have used up all the money that I received.
8. Masé mē pénsèrè áà áká nō. I have used up my last pencil.
9. Wafá mē pénsèrè áà áká nō. He has taken my last pencil.
10. Wafá saá kwáñ yí sò da. He has used this road before.

## New words

kă	to touch, come in contact with, come to, reach
mănē, mănā	to send, receive
wiā	to steal
sē	to spend, use up; damage, ruin

## Lexical Drill D

1. Metua wō pōn baako  
mă waperā dān mū  
hā.
2. Pōn baakō suā mă̄ mē̄  
sé̄ē mēperā dān mū  
hā.
3. Pōn baakō suā mă̄  
ataadé̄ē fófórō.
4. Saā ntamā yí yé̄ mă̄  
ataadé̄ē fófórō.
5. Saā ntamā yí nē̄ mē̄  
kyé̄ yí nā eekó̄.
6. Mē̄ tā̄ē yí nē̄ mataáadé̄ē  
fófórō nō̄ nā eekó̄.
7. Mē̄ tā̄ē yí nē̄ mataáadé̄ē  
fófórō nō̄ firí̄  
Aburokyírī.
- I will pay you one pount to  
clean this room.
- One pound is not enough for me  
to clean this room.
- One pound isn't enough for a  
new suit.
- This material is suitable for  
a new dress.
- This material goes well with  
my hat.
- This tie of mine goes well with  
my new suit.
- This tie of mine and my new  
suit are from Europe.

8. Mawófqonóm fíri My parents are from Europe.  
Aburokyíri.
9. Mawófqonóm fíri My parents are back from  
Aburokyíri ába. Europe.
10. Ode nkerá fíri He brought a message from  
Aburokyíri ába. Europe.

New word

sua to be little, few, insufficient

## Unit 20

## Basic Dialogue

-A-

kyia'

to greet, shake hands,  
welcome; bet, wager

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

-B-

- 2 Yefəré wó sén?
- What's your name?

-C-

- 3 Yefəré mē Kwakú Bónsu.
- My name is Kwaku Bonsu.

-B-

- 4 Wótè kúrom̄ há anāa? Esiān̄  
séé mēñhyia' wó da.
- Do you live in the city?  
I've never met you before.

-C-

- 5 Daabí, mēnté há. Mētē  
Kumásə. Mēbesərāà mi  
ñúa.
- No, I don't live here. I live  
at Kumasi. I'm /here/  
visiting my brother.

-B-

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

-C-

- 7 Áñ, mīním nō. Otó kookoo'  
firi mē papá ñkyēn̄.
- Yes, I know him. He buys cocoa  
from my father.

- B -

- 8 Dá bén na wóbesáñ ákò  
Kumásé?
- When do you return to Kumasi?

- C -

- 9 Okyéna ançpá.
- Tomorrow morning.

- B -

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

- C -

- 11 Yaq̄ owúrà.
- Yes sir.

#### Notes

1. /Nanté yiye/, '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. Měpaw kyéw, mā mē Please let me introduce you  
mfáw níkyérè opanýín yi. to this man.
2. Měpaw kyéw, mā Please let me show you where  
ménkyerew nea ewo. it is.
3. Měpaw kyéw, fa nkwan Please pass me the soup.  
mā mē nō.
4. Měpaw kyéw, mā mē Please let me have some of  
fufuo nō bí. the fufu.
5. Měpaw kyéw, kyeré mē Please show me where it is.  
nea ewo.

6. Mēpaw kyéw, kā kyere Please tell him to leave.  
nō sée ē ōnko.
7. Mēpaw kyéw, kā kyere Please tell him I am here.  
nō sée ē mēwō hā.
8. Mēpaw kyéw, koto Please go buy me a newspaper.  
núusopèpa mā' mē.
9. Mēpaw kyéw, twen mē Please wait for me here.  
wō hā.
10. Mēpaw kyéw, befá mē Please come for me at eight  
nnónwɔtwē. o'clock.

## New words

ɔpañyīñ (pl. m-fq̄j)  
 nūusopèpa

adult, grown person  
 newspaper

## Lexical Drill A

1. Yetq̄ akwadaá nō  
 dīñ Asamōá. We named the baby Asamo.
2. Yetq̄ pōn nō mū ansā  
 na yekcō yε. We locked the door before we left.
3. Wansān ammá ansā na  
 yekcōyε. He didn't come back before we left.
4. Wansān ammá kōpēm  
 nnón mmiensā nē fā. He didn't come back until three thirty.
5. Mañnyā kwāñ mañyē  
 kōpēm nnón mmiensā  
 nē fā. I didn't get a chance to do it until three thirty.

6. Mæññyā kwāñ mankogye  
vísà mēdē békō  
Ghána nō. I didn't get a chance to go  
get a visa for Ghana.
7. Ese sée mēkogyé vísà  
mēdē békō Ghána nō. I have to go get a visa for  
Ghana.
8. Ese sée mēkogyé  
mataádəe áà ewo  
teèla hó nō. I've got to go get my suit  
which is at the tailor's.
9. Wúbenyā kwāñ akogyé  
mataádəe áà ewo  
teèla hó nō? Will you have time to go  
get my suit which is at  
the tailor's?
10. Wúbenyā kwāñ aboá  
mē mā mahyéhyé mē  
nné emā? Will you have time to help  
me pack?

## New words

kopém	until, as far as
vísà	visa
teèla	tailor

## Question and Answer Drill A

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

2. Mmofára yi déε, wóde  
wɔn békɔ? What about the children, are  
they going?
- Mmofára yi déε, wɔn  
né wɔn māamé na As for the children, they  
ebékɔ. will go with their  
mother.
3. Mere °dódó sén na wúnim How long have you know him?  
nδ? I have known him since I  
was a child.
- Míním nδ fíri mé  
mmofáraase.
4. Pópkó bén na wóbetó Which horse are you going to  
ñkyia wɔ nδ só? bet on?  
Meto ñhyia wɔ pópkó I'm going to bet on the  
áà ogýina horse in the middle.  
mfínimfiní nδ.
5. Síká sén na wúfyaa How much money did you win at  
ye wɔ résès(ε)?  
Mínyáà pón mpém the races?  
nné. I won a thousand pounds  
today.
6. Síká sén na wóseè wɔ résès(ε)? How much did you lose at the  
races?  
Méséè mí síká mewo I lost all the money I had.  
ñyínáa.
7. Dá bén na wón nδ When did they get married?  
waréeyε.  
Wón nδ waréè ançpa They got married this  
yí áà. morning.

8. Wón nō fíyéṣa akyéde' bí? Did they receive any gifts?  
     Wón nō fíyéṣa akyéde'  
         píl.
9. Edéñ na wóde' hyee wóñ? What did you give them?  
     Mékyee wóñ mperéte. I gave them dishes.
10. Edéñ na wópe sée' mëde' kyéw? What do you want me to give you?  
     Mëpe sée' wókye më  
         wó foto. I want you to give me your picture.

## New words

so	to drip; kindle; try; seal
so qáni	to please, satisfy
dódqo	how many, how much
mfinimfiní	in the middle of
réses(ə)	races
ware	to marry, get married
akyéde' (ákyéde) (pl. n-) gift	
péréte (pl. m-)	plate, dish
fóto (pl. m-)	photograph

## Lexical Drill B

1. Okó afúom ákoduá  
     aburó. He's gone to the farm to plant corn.
2. Okohwéhwe báabí átēná. He's gone to look for a place to live.
3. Mëepé báabí átēná. I'm looking for a place to live.

4. Mẽepẽ obi mã ɔdẽ mẽ  
ákò ewímuhyén  
gyinábẽa.
5. Ehíá obí mã ɔdẽ mẽ  
ákò ewímuhyén  
gyinábẽa.
6. Ehíá sika áà mède  
béto qduané.
7. Obisáà sika áà ɔdẽ  
béto qduané.
8. Obisáà mẽ sée métumi  
abeseraà nõ.
9. Wúnim sée métumi  
akoséra nõ?
10. Wúnim sénéa yebéye  
nay(e) áhú nõ?
- I'm looking for someone to take me to the airport.  
I need someone to take me to the airport.  
I need some money to buy food.  
She asked for money to buy food.  
She asked me if I can visit her.  
Do you know if I can visit her?  
Do you know how she can be found?

## New word

aburo (abúro)

corn, maize

## Pattern Drill B

1. Ogyina káà esi duá  
nõ hõ.
2. Nsúo nõ si káà esi duá  
nõ hõ.
3. Nsúo nõ si opõnõ nõ só  
wɔ mfénsere nõ ase.
- He is standing by the car next to the tree.  
The bucket of water is by the car near the tree.  
The bucket of water is sitting on the table under the window.

4. Nhómá áà yaboa anó gu  
ɔpónɔ nō só wɔ  
mfénsere nō ase. A stack of papers is lying on the table under the window.
5. Nhómá áà yaboa anó gu  
adáká mū sì akɔññiúá  
nō só. There's a stack of papers in the box on the chair.
6. Safowá nō da adáká mū  
sì akɔññiúá nō só. The key is lying in the box on the chair.
7. Safowá nō da opónaním  
wɔ fám hó. The key is lying on the floor in front of the door.
8. Mígyaa nō opónaním wɔ  
fám hó. I left it on the floor in front of the door.
9. Mígyaa nō opónɔ nō só  
wɔ nhómá só. I left it on the table on top of a book.
10. Mígyí dí sée eda opónɔ  
nō só wɔ nhómá só. I think it is on the table on top of a book.

## New words

opónaním

front of a door, (door's face)

## Pattern Drill C

1. Méde káà hó nnéemá  
mánéé nnéra. I sent him the automobile parts yesterday.
2. Méde káà hó nnéemá  
fófóro nō siéslee  
mé káà nō. I repaired my car with the new parts.

3. Mẽdẽ nẽ pén nō  
kyeréww mĩ dĩñ. I wrote my name with his pen.
4. Mẽdẽ nō kohūù dōkèta  
nō. I took him to see the doctor.
5. Mẽdẽ nō koo māa  
okosiesiee më kāa  
nō. I sent him to fix my car.
6. Mẽdẽ sékāñ sīñsīñ  
më pēnsere anō. I sharpened my pencil with a knife.
7. Mẽdẽ pēnsere too adáká  
nō so. I put the pencil on the box.
8. Mẽdẽ nō baa qdwuma. I brought him to work with me.
9. Mẽdẽ nataadẽ komāa  
wahyemān. I sent his clothes to the laundryman.
10. Mẽdẽ násèm nō ákòtq  
ópanýin nō anim. I have presented his case to the boss.

## New words

sīñsīñ

to cut, carve, sharpen, peel

wahyemān

washerman, launderer

2. /dẽ/, '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. /dōdō/ is usually // dodow//.

4. When two locations are specified for an object, usually /aa/ precedes the second location; but as shown in Pattern Drill B, it is possible to omit the /aa/. For example, in sentence 1 /aa/ may occur between /kaa/ 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 if, when, whenever
(sε)... áá	
ba	to come, arrive Come (imperative)
béra	bring
dé... ba	child, young one
ɔbá (pl. m-)	to open
baá	woman, female
ɔbaáa (pl. m-)	son, male child
ɔbabarema	a place, somewhere
baabí (pl. -nōm)	one
baakó	the second one, the other one
baakó nō	bag, sach, briefcase
baäge	a large or strong building, the government
abañ (báñ) (pl. m-)	to work for the government, be a civil servant
yé ábañ ádwúma	cassava
bañkyé	man, male
ɔbaremá (pl. m-)	shoulder
abatí (pl. m-)	servant girl, maid
abaawá (pl. m-)	girl
abaawa (pl. m-)	yam
bayére	to come for, to come to do
bé-	will, shall, future time
bé-	approximately
béye (with numerals)	the total is
(with prices)	place; manner
béá (béá) (pl. m-)	what, which, what kind of
bén	to be near, approaching
bén	Tuesday
Bénada	

## BASIC COURSE

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bēñkūm	(bēñkum)	left, left side
bēpo		mountain, hilltop
beré		to bring something to a person
beré		to fatigue, grow weary or tired
beré	(pl. m-)	time
	mmér(e) áá	when, time that
beréeo, beréew		soft, slow, mild
beteε		soft, tender
bi		a, an, some, any
obi		someone, anyone
éebiá		perhaps, maybe
biara		every, each
obiara		everyone
ebio		again
bíribí		something, anything; nothing (in negative sentence)
bíruú		blue
bísá		to ask, question
bo		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
ebóo		price; store, pit, seed
boa		to group or be grouped together in a bunch or group
boa'bóá		to be distributed in groups
boa		to help, aid, assist
boa		to lie, tell a lie
boaá		bundle, package
oboafóo	(pl. a-)	helper, assistant
abofára	(pl. m-)	child
bókètē		bucket
bókoo		soft, tender, cheap
bójol		ball

abomúu	stew
abɔ̄nkó (bɔ̄nkó) (pl. m-)	shrimps
abɔ̄ntéñ (pl. m-)	street; outdoors, outside
borodéε	plantain, European yam
borodo	bread
Borofó	English, European language
Borofóká	English language, spoken English
bó̄só	bus
bó̄sógyinábeá	bus station, bus stop
bó̄sotapo	bus stop
bu	to bend, curve; break, break off; decide, judge
bué	to spread, open, flatten out
búuku, búukuú	book
aburó (abúrò)	corn, maize
Aburokyíri	Europe, America
Oburoní (pl. Aborofó)	a European
da	to sleep, lie, rest, be in a prone position
da ase	to lie down; thank
deda	to lie about
édá (pl. n-)	day
dáa	always
dáabi, dábi	no, not, never
adaka	box, case, trunk, suitcase
adamfo (adámfo) (pl. n-nõm)	friend
edán (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

BASIC COURSE

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ɔdēɛ	yam
d̄ea	he who, he whose, that which, where
dedaw	already
d̄edaw	old, encient
edēn	what, how
edečñ = edēɛ bēñ	
adesúa	learning, study, education
d̄i	to eat, employ, use, spend
didi	to eat
d̄i ase	to agree on a price, strike a bargain
adi	out, outside, outdoors
adidēɛ	use, enjoyment, benefit
adididiadidi	the enjoyment of eating
adidi	eating, to eat
adiho, adiwo	the yard around a house; outside, outdoors
dēñ	hard, difficult, expensive
ediñ	name; reputation, fame
dodo	how many, how much
dōketa	doctor, physician
odón (nōn) (pl. n-)	bell
dōnhwerefā	half-hour
dōnhwerew (pl. n-)	hour
aduane (pl. n-)	food
du, duru	to descend, arrive
edu	ten
duá (nnuá)	tree, stick, wood
aduokorōñ	ninety
aduanāñ	forty
aduonū	twenty
aduonūm	fifty
aduasa	thirty
aduosia	sixty

aduosɔ̄n	seventy
aduwɔ̄twe	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
Dwɔ̄da	Monday
edwómū (pl. (e)nñwómū)	market, market place
adwúma (ádwúma) (pl. nñwúma)	work, job
adwumaye	work, working, to work

ee	a question marker
ée	yes
fa	to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning
fá	to be hoarse
efá	earth, soil, dirt
ɔfá (fá) (pl. afúafá)	half, piece, other side, other part
efam	ground, floor, bottom; below
Faranséé	French
ofású (pl. a-)	wall
fe	pretty, nice, beautiful
afe (pl. mfe)	year
áfèi	now
áfèi ansá na... bé-	to be about to
mfénseré	window
féra	to mix
feré	to call, name; telephone

## BASIC COURSE

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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
fitaē	bellows, woven fan
fo	cheap, plenty, plentiful
fofóro	new, another
mfoni	picture
fótbóol	soccer
fotò (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.

ngó	palm oil, cooking oil
goro, goru	to play
agoróbéa	place to play, playground
gu	to pour; scatter, be located in groups, be scattered
gugu	to be scattered about
oguañ (pl. ñ-)	sheep
guaaso	market, market place
guaasokwañ	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
gyinabéa	stopping place, station, harbor
ahá	weariness; an afternoon greeting
ehá (pl. e-nōm)	here; this
oha	hundred
ahabámmónó	green
ahabán (pl. n-)	leaf, foliage
haé	to rent, hire
ahé	how much, how many, how long
ehé (pl. e-nōm)	where
ehéfa	where
helo	hello
ahémfie	palace, king's house, chief's house
ehéna (pl. -nōm)	who, whom, whose
ohéne (hène) (pl. a-nōm)	king, chief
ohénefie	king's house than palace
hia	to distress, trouble, need, require
ehó (pl. e-nōm)	there; that; from
ehó	the whole body; exterior; at, by, near
ahódéñ	strength
ohóhó (pl. a-)	stranger, foreigner, guest
nhómá (hómá) (pl. ngómá)	skin, hide; leather, book, letter
nhómákyeréw	letter writing, to write letters

BASIC COURSE

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horo, ho <sup>h</sup> oro	to wash, launder
hū, hūnū	to see
ahuhuro'	hot
hwε	to look at; look after; consider; know
hwε	to fall, tumble, beat
hwε ase	to fall down
hwee	something, anything
hwefo <sup>o</sup> (pl. a-)	caretaker, supervisor
hwehwε	to search for, look for; want, desire
hwεrε	to consume, use up, pass time
hwie	to pour out of
hyain	to shine, polish
hyε	to insert, put in; put on, wear to fill up
hyε... ma	
hyε	to burn, be on fire; be hot (weathe)
hyεhyε	to arrange, adjust; fit out, equip
hyεñ	to blow a musical instrument
ehyεñ (pl. a-)	boat, ship
hyεnn	bright, brilliant
hyεrεñ	to penetrate, get through, shine
hyia	to meet, assemble; agree, be in accord
ñhyiam	meeting, conference, assembly
ñhyiamñ dññ	assembly hall, conference room
hyuu	shoe, pair of shoes
ka	to remain, be left
ka	to speak, say, talk
kā kyεrε	to tell, give information to
kā... hō asēm	to talk about, discuss

kă̄	to touch, come in contact with, come to, reach, receive
ekā (pl. n-)	debt, something which is lacking
kaā	ring, bracelet
kaā	car, automobile
kaākă̄	automobile driving, to drive a car
kañ	to count, read
kērikāñ	to read, count
kanéa	light, light fixture
kapere	penny
kasa	to talk
ánkasa	self
nkáteē	peanut, groundant
akēñkāñ	reading, to read
kéra	to leave, take leave of, say goodbye
kéra	soul
nkéra (nkéra)	message
nkerabéa	fate, destiny, manner of death
okérämäñ (pl. a-)	dog
kéraataá (pl. n-)	paper, sheet of paper, letter
keséē (pl. a-)	by, large; great, grand
okéteke (pl. n-)	hyena; locomotive, train
kétewa (pl. n-)	small, little
kétwaa	very small
kō	to go, go away, go to do
de... kō	to send away, cause to go
kō sō	to keep on, continue
kō	one
kō	to fight
nkōaa	only, just
akókō (pl. n-)	chicken
kókoo	red, orange, reddish brown, purple
kookoo (kóókoo)	cocoa

əkōm	hunger
akókəseradéé	yellow, light tan
akōññúa (pl. n-)	chair, stool
akontá	brother-in-law
akóntaaá	arithmetic, reckoning, accounting
kópem	until, as far as
korá	to save, hide, conceal, keep
kóra	co-wife
koraá	colabash
koro	one
nkorəfóo	neighbors
enkorón	nine
kosí	until, up to
koōtu	coat
kóta	quart
kotoko	brave companions; able teammates
kotokú (pl. n-)	pocket, bag
kúm	to kill, execute; cause to
okúnu (kúnu) (pl. -nōm)	husband, sister's husband
akurá (pl. n-)	mouse
akuraá	village, country town
okuraqaséni (pl. n-fóo)	villager
kúro	town, city, village
kurú	to thatch, build a thatch roof
kúru	a sore
ekúruwá	cup, pitcher
akutú	orange
akutúdie	eating of oranges, to eat oranges, orange-eating
akwadaá (pl. n-)	baby, infant
akwadú	banana
nkwañ	soup
okwañ (pl. a-)	road, path; way, method; opportunity

əkwānsín	(pl. a-)	mile
ŋkwantá		crossroad, junction, a Y
kwasíeda		Sunday
kyε		to last, ending; divide, separate, share
akyé		a becoming clear or visible, a coming-
əkyéame	(pl. a-)	a chief's spokesman, interpreter
akyéde (akyéde)	(pl. n-)	
kyɛñ		to surpass, pass excel; more than, than
ñkyɛñ		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
ekyéw		hat, cap
kyia		to greet, shake hands, welcome; bet, wager
akyí, akyíri		the back rear; back, behind; late
kyóóku, kyóókó		chalk
óele, óeyere		oil
lété		letter
lóré		truck, lorry, bus, car

## BASIC COURSE

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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
amannē ē (mānnē ε)	message, mission
mmarā	law, rule
mē, mī, m-	I, me, my
amēe	Come in. Speak, we are listening
Mémeneda	Saturday
mēnētē, mērētē (pl. m-)	minute
mmere	cheap
mmienū	two
mmiensa	three
mō, mu, m-	you, your (pl.)
mmořāraasē	childhood
mmōřm	rather
mmōřm	agreement, contract
mōřmā	to dedicate
mōřmā	forrid
amōřnō, omōřnō	fresh, green, unripe, new
emū, mū, mū, -m	in, inside
emū (pl. a-)	whole, entirety
n-, m-, ſī, n	not
šāñ, šānē, ſē	yes
na	and, but; emphasis marker
ná	used to, was formerly in the state of
anšā	or, a question marker

anadwó	night
enám	meat, flesh
risuomnám	fish
enáñ	foot, leg
ennáñ	four
ananse	spider
nnansá	three days
anansesemká	traditional story, 'fairy tale'
nanté	to walk, go on foot
nantwíe (nántwíe) (pl. a-)	a head of cattle
nnawótwé	a week
ne	to be, to consist of
né	and, with
oné = onó 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 (nífa)	right, right side
ním	to know, understand
anim	face, countenance, front; before, in front of
onípa (pl. n-)	person, individual
anó	mouth; edge, brim; beginning
enó, e-, e-	it, they, them
onó, nó, o-, o-	he, she, it, they, him, her, them; when
nóá	to boil, to cook by boiling
nóm	to drink
anómáá (ánómáá) (pl. n-)	bird
anópá	morning, in the morning
anópááduané	breakfast

ntí

therefore, because

edeén ntí

why

onúá (núá) (pl. a-nóm)

brother, sister, sibling

onúabaa (núabaa) (pl. níñammáa)

sister

onúabáremá (núabarema)

brother, male sibling

(pl. níñammárema)

enúm

five

ñyá

to get, acquire, receive, obtain

nñyá plus another verb

'not yet

se ñyá ...áá

as soon as

ñyá kwáñ

to have an opportunity

nyán

to ware

nñyináa

all

oo

an emphasis marker

pa

to pass by, more along

pa

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

mepaw kyéw

please

pá, pápa

good, much

pápaapa, pápapapa

very good

mpá

bed, couch, mattress

mpaboa (mpáboa)

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. -nóm)

father

pε	to like, be fond of, want, seek, provide, try to get
pε̄	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
pépà	paper
péra	to sweep
peraē	brown
perete (pl. m-)	plate, dish
ampesie	Ampesi, a Ghanaian food
peteroō dōmpō	filling station, petrol dump
píi	much, many
pírá	to injure, be injured
epó (pl. m-)	joint, bump, knob
epó	ocean, sea
mpoanō, epoanō	seaside, seashore
pón	pound sterling
pón	to go away, cease, stop; disjoin, separate
opén (pl. a-)	door, gate; table, desk
openkó (pónkó) (pl. mpónkó)	horse
opóns (póns) (pl. m-)	table, desk
pórosi	police
pórosini (pl. m- fó or a-fó)	policeman
pósufesē	post office
re-, ri-	progressive action, with act of
réses (e)	races
roodo	road
éerport	airport

BASIC COURSE

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sa	to heal, cure
sa	to dance; dip
sá	to lie along
sa, saá	so, thus, in that manner
nsá	hand
nsá	palm wine, alcoholic beverage
ansá	first, at first, meanwhile
ansá na	be before (in time)
ɔsafoɔ (pl. a-)	dancer
safɔwá, safé (pl. n-)	key
samíná (sámíná)	soap
sán	to return, send back
sán ákò	to return
sán ábà	personally
osáni (pl. asáfɔɔ)	warrior
nsánóm	drinking, wine-drinking
se	to day, tell, speak about
se	if, when, whenever; thus, so; in order that, in order to
ese eé	it is necessary, one must
see	to use up, spend; destroy, mar, ruin
séé	as like; that (in introducing subordinate
séé ... anáa	if, if, whether
ase, aseé	bottom; down, under; sense meaning
segareéète, ségaréete	cigarette
ɔsekán (sekán) (pl. a-)	knife, razor
asém (ásém) (pl. n-)	word, saying, story, talk
té ... asém	to obey
semposá	sixpence
séñ	to surpass, pass, excel; more than, than
séñ	what, how
será	to visit; smear, grease

seradeε	fat, grease
oseram	moon, month
serε	to pardon (me), excuse (me), interrupt an angered or offended person
esere (sere)	grass
seesei	until now, as yet, still
seesei áa     or	just, even, ever; the very
seesei ára	
si	to stand, be fixed in upright position, to put, place, or fix in upright position
si	to stand about
sisi	six
ensiá	because, on account of
esiāne	to save, keep
síe	to repair, fix, arrange, prepare
síesie	money
síka	money-saving, to save money
síkakorá	bank, safe, place to keep money
síkakorabea	bank, bank building
síkakorabeadán	minute
simma	part, piece, fragment, remnant
esin (pl. asinsin)	going to the movies, to go to the movies, movie-going
siniiko	to cut, carve, sharpe, peel
sínsin	shilling
síren	to cheat
sisi	a bear
sísi	to catch, seize, take hold of
so	to drip; kindle; try; seal
so	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
əsōfō (pl. a-)	preacher, minister, priest
ənsōn	seven
sōno	to differ, be different
əsōno	elephant
sōré, sōm	to be careful about; worship, adore
asōre	church service, devotional meeting
əsōrō	top, upper part; above, over
ńsosō	also, else
sōtehyēn	station
sōtōč	store
sua	to be small, few
osukōm, nsukōm	thirst
sūá	to study, learn, follow the example of
əsubōntēn, asútēn (pl. n-)	river, stream
əsubúrá (ásubúra) (pl. n-)	a well
sukúú	school, school building
sukúúdāñ	school building
sukúúní (pl. -fōč)	student, pupil
nsúo, nsú	water, rain
nsúoanō	edge of water, riverbank, lakeside
taa	to chase, pursue
/taa/ plus verb	'to do often'
ataadéé (taádeé) (pl. n-)	clothes, dress, clothes tailored to fit the shape of the body
táę	tire; necktie
taksii	taxi
tákú, tákufá	sixpence
ntáma, ntōma	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
téé	straight
tekete	ticket
teéla	tailor
telefón	telephone
ntém	haste, swiftness, fast, quick; early, soon
téntéñ	long, high, tall
terá, téná	to sit, live, stay
beterá	to come, sit down; settle, take up a habitation
terá ase	to sit down
terén	train
eti, etíri (pl. a-)	head
tie	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 ... mu	to close, lock, shut
to ... ba	to elect, choose, to make a deposit
to ... ase	pay something down
toa	to join, connect, bring together, string; follow, continue
tón	to sell
toró, téro	threepence
tu	to leave, depart; fly; dig, farm, mine
tu kwáñ	to travel, take a trip
tua	to pay, repay, fill up, replace
tua	to stick at or in, be stuck at or in

BASIC COURSE

tumi	to be able, can; to be well-versed in, to have permission
tuntum	black; dark shades of blue, gray, brown, gray, or tan; very dark red
twa	to cut, cut up; cross, pass by
twə ase	to draw a line under
twen	to wait, wait for, expect
Twii	the Twi language
ávənu	avenue
visa	visa
wahyemán	washerman, launderer
ware	to marry, get married
ware	to be tall, long
wákyè	watch
wo	to be at; have, own
wo, wən, wən nō	they, their, them
wō, wu, w-	you, your (sg.)
wo	to beget, give birth to
awó	cold
awófōo, awófonōm	parents
enwɔtwé	eight
wu	to die
Wúkuoda	Wednesday
owúrà (wúrà) (pl. owúràñm)	sir, mister, gentleman
wei	this, these, that, those
n̄wene	bitter

tánk	mind, memory; the seat of the emotions
te on .ri)	to forget
reen, rk t á	to steal
muane	sunshine; noon, late, early afternoon
ēwia mū aduane	lunch, noon meal
ewim	noon meal
ēwimhyēñ, ēwimuhyēñ	to finish, complete
n̄wini	afternoon
añwummere	air, weather, atmosphere
añwummereaduane	airplane
añwmmeduane	to be cold (weather)
	evening, in the evening
	supper, evening meal
	supper

eyá	pain, ache; grief, distress
yaa	a response to greetings
yám	to grind
yám	to insides of the body
yare	to be ill, sick
yareé (yareé) (pl. n̄-)	sickness, disease
kookoō yareé	swollen, shoot disease
ayarefōō	patient, sick person, invalid
ayarefōō hwéfōō (pl. n̄-)	nurse
ayarehwéfōō (pl. n̄-)	nurse
ayaresábea (pl. n̄-)	hospital
oyaresáfōō	physician, doctor
oyaresáni	physician, doctor
Yáwóda, Yáwóoda	Thursday
ye	to be, exist
ey(ε) áá	usually
ye	to be good, all right

yé	to do, make
yé, yen	we, our, us
yen	to breed, nurse, raise animal
oyére (pl. -nōm)	wife, wife's sister
yí	to take away, remove; shave, cut the hair
eyí	this, these
yiyé	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
Adwoá	Adwoa, a female born on Monday
Afua	Afua, a female born on Friday
Ghana	Ghana
Juaasó	city of Juaaso
Kégyetia	the city of Kegyetia, a certain road junction to this city
Nkeréñ	the city of Accra; the Gā lang
Kínswéi	Kingsway store
Kofi	Kofi, a male born on Friday
Koforídúa	the city of Koforidua
Akósua	Akosua, a female born on Sunday
Akua	Akua, a female born on Wednesday
Kumáse	the city of Kumasi
Kwabéna	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
Kwási	Kwási, a male born on Sunday



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