Twi
Basic Course
P R E F A C E

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

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

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

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Introduction

Tw1 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 Tw1, plus about one million more persons who regularly use the language. All dialects of Tw1 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 Tw1 was published in Copenhagen in 1764. Missionaries began to publish in Tw1 in the second quarter of the nineteenth century. Akuapim Tw1, spoken in the south-east was the first dialect used for Bible translation and other literature. Because of this, Akuapim Tw1 became the prestige dialect and is still regarded by many people as the 'real' or 'pure' Tw1. Fanti Tw1, spoken in the south-central area, is rather different from the other dialects and also has a fairly extensive literature. This manual uses Ashanti Tw1, 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 Tw1. Often Akuapim Tw1 and Tw1 are used interchangeably, a practice which speakers of other forms of Tw1 don't always appreciate. Because of this, an attempt is being made to substitute the name Akan for Tw1. 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 ◆ is placed before a respelled word the first time it occurs, and the regular spelling is given in a footnote. English words, which are very commonly used even when speaking about everyday affairs, have been respelled as they are pronounced in Twi unless the word is one where an attempt would be made to pronounce it in the English fashion, e.g. /university/, but /sirɛŋ/, '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 /papa/, '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**

```
H → H
  ↓ M → H
    ↓ M → H
     ↓ M → H
      ↓ M → H
       ↓ L → L
        ↓ L → L
```
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.

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<th>IV</th>
<th>V</th>
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<td>[n]</td>
<td>ye pronounced through the nose</td>
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<td>/n/</td>
<td>[ŋ]</td>
<td>ŋ</td>
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xiii
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<td>[ŋŋ]₁⁺              double ŋ</td>
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<td>ng</td>
<td>/n/</td>
<td>[ŋ] ₁              ŋ</td>
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<td>ร</td>
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<td>/r/</td>
<td>[r,r',r']  tree, ladder</td>
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<td>w</td>
<td>/w/</td>
<td>[w]  want</td>
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<td>/w/</td>
<td>[u] ₁              French lú</td>
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<td>/kʰw/</td>
<td>[çu] ₁              simultaneous</td>
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<td>/gʰw/</td>
<td>[ʒu] ₁              simultaneous</td>
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<tr>
<td>ไว</td>
<td>dw</td>
<td>/g/</td>
<td>[ʒ]  simultaneous jump and w</td>
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<td>กู่</td>
<td>gu</td>
<td>/gʰʷ/</td>
<td>[ʒu] ₂       Cf. dw</td>
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<td>hw</td>
<td>/hʰw/</td>
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<td>e</td>
<td>/ə/, /e/³</td>
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<td>[e]  bait⁵</td>
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<td>[œ]  bat</td>
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<td>/e, e/</td>
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<tr>
<td>Ꚋ</td>
<td>/ʊ, û/</td>
<td>[ʊ^]</td>
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</table>

. . /♯/ step down in pitch on preceding syllable and pause

, , /|/ pause and/or step down in pitch on the following syllable

? ? /||/ elevation of the whole sentence level and a steep, abrupt fall on preceding syllable.

! ! /x/ preceding syllable at least tripled in length

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

( ) Enclosed Twi elements usually elided at conversation speed.

( ' ) Literal English translation of the Twi.
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 /dıw/; 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 /e/, /o/ versus /o/, /a/ versus /a/, /ä/ versus /ı/, and /ö/ versus /ö/.

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.
## UNIT 1

### Drill 1 - tones
he opens, low low high, Ṽbaá
a woman, low high high, Ṽbaá

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<th></th>
<th></th>
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### Drill 2 - vowel length
a child, short, Ṽbá
a woman, long, Ṽbá

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### Drill 3 - tones
entirely, hhh, kóraá
small calabash, lll, kóraá

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### Drill 4 - tones
brother-in-law, llll, akóntá
arithmetic, lhml lll akóntáá

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### Drill 5 - tones

good, high high, pāpa
father, low high, pāpa

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### Drill 6 - tones

a fan, low low, papa
good, high high, pāpa

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### Drill 7 - tones

a fan, low low, papa
father, low high, pāpa

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### Drill 8 - vowel length

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

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**Drill 9 - tones and length**

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**Drill 10 - tones**

to speak, low low, kasa

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**Drill 11 - tones**

it is different, 1ll, esóŋọ

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**Drill 12 - tones**

to hold, seize, low low, fuq

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### BASIC COURSE

#### UNIT 1

#### Drill 13 - tones

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#### Drill 14 - tones

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#### Drill 15 - vowel length

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#### Drill 16 - nasal vowel

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## UNIT 1

### Drill 17 - nasal vowel

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</tbody>
</table>

### Drill 18 - vowel length

to be hoarse, short, fā

tottering, long, fāa

<p>| | |</p>
<table>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

### Drill 19 - nasal vowel

to dip, oral, sa

to lie along, nasal, sǎ

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<table>
<thead>
<tr>
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<tbody>
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</table>

### Drill 20 - vowel before /r/

to mix, q, fērə

to put on native dress, u, fura

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<tr>
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</table>
### BASIC COURSE

#### UNIT 1

**Drill 21 - tones**

<table>
<thead>
<tr>
<th></th>
<th>to thatch, low low, kuru</th>
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<tr>
<td>1.</td>
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<td>2.</td>
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**Drill 22 - vowel before /r/**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>2.</td>
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<td>9.</td>
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<td>kura</td>
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</table>

**Drill 23 - tones**

<table>
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**Drill 24 - tones**

<table>
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<tr>
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<td>2.</td>
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</tbody>
</table>
## Drill 25 - fricatives

**like, as, s, sɛ (alveolar)**

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<td>hy</td>
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<tr>
<td>7</td>
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<td>s</td>
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<td>8</td>
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<td>hyc</td>
<td>hy</td>
</tr>
<tr>
<td>10</td>
<td>sɛ</td>
<td>s</td>
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</tbody>
</table>

**insert, hy, hyc (palatal)**

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<thead>
<tr>
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<td>vl</td>
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</table>

## Drill 26 - palatal affricates

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

## Drill 27 - vowel before /r/

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tbody>
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<td>3</td>
<td>dwɛrɛ</td>
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<td>4</td>
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<td>9</td>
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<td>10</td>
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</table>

## Drill 28 - ɿ after nasal vowel

to lie along, without ɿ, sɛ
to return, with ɿ, sɛriday

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<table>
<thead>
<tr>
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</tr>
<tr>
<td>10</td>
<td>sɛ</td>
<td>ɿ</td>
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</tbody>
</table>
### Drill 29 - tones

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

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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>lh</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
<td>lh</td>
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<td>10.</td>
<td>lh</td>
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</table>

### Drill 30 - tones

- I don't buy, llh, məntə
- I wouldn't buy, hlh, məntə

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<thead>
<tr>
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<th>məntə</th>
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<tbody>
<tr>
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<tr>
<td>2.</td>
<td>llh</td>
</tr>
<tr>
<td>3.</td>
<td>hlh</td>
</tr>
<tr>
<td>4.</td>
<td>llh</td>
</tr>
<tr>
<td>5.</td>
<td>hlh</td>
</tr>
<tr>
<td>6.</td>
<td>hlh</td>
</tr>
<tr>
<td>7.</td>
<td>llh</td>
</tr>
<tr>
<td>8.</td>
<td>hlh</td>
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<td>9.</td>
<td>llh</td>
</tr>
<tr>
<td>10.</td>
<td>llh</td>
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</tbody>
</table>

### Drill 31 - tones

- that I may buy, hhh, məntə
- I wouldn't buy, hlh, məntə

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<thead>
<tr>
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</thead>
<tbody>
<tr>
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<tr>
<td>2.</td>
<td>hlh</td>
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</tr>
<tr>
<td>4.</td>
<td>hlh</td>
</tr>
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<td>6.</td>
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<tr>
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</tbody>
</table>

### Drill 32 - tones

- that I may buy, hhh, məntə
- I don't buy, llh, məntə

<table>
<thead>
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<tbody>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>llh</td>
</tr>
<tr>
<td>4.</td>
<td>hhh</td>
</tr>
<tr>
<td>5.</td>
<td>hhh</td>
</tr>
<tr>
<td>6.</td>
<td>llh</td>
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<tr>
<td>7.</td>
<td>llh</td>
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<tr>
<td>8.</td>
<td>hhh</td>
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**Drill 33 - statement and question**

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

<table>
<thead>
<tr>
<th>Drill 33</th>
<th>Drill 34 - tones</th>
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</thead>
<tbody>
<tr>
<td>1. ténto? q</td>
<td>1. abaaawá 1llh</td>
</tr>
<tr>
<td>2. ténto s</td>
<td>2. abaaawá 1llh</td>
</tr>
<tr>
<td>3. ténto s</td>
<td>3. abaaawá lhhh</td>
</tr>
<tr>
<td>4. ténto? q</td>
<td>4. abaaawa lhhh</td>
</tr>
<tr>
<td>5. ténto s</td>
<td>5. abaaawa lhhh</td>
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<td>6. ténto? q</td>
<td>6. abaaawá 1llh</td>
</tr>
<tr>
<td>7. ténto s</td>
<td>7. abaaawa lhhh</td>
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<td>8. ténto s</td>
<td>8. abaaawá lllh</td>
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<td>9. ténto? q</td>
<td>9. abaaawa lhhh</td>
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<td>10. ténto? q</td>
<td>10. abaaawá 1llh</td>
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**Drill 35 - tones and length**

mouse, 1lh, åkurá
village, 1llh, åkuraå

<table>
<thead>
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<th>Drill 36 - tones</th>
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<td>1. dedåw lll</td>
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<td>2. åkuraå lllh</td>
<td>2. dedåw lll</td>
</tr>
<tr>
<td>3. åkurá l lh</td>
<td>3. dedåw lll</td>
</tr>
<tr>
<td>4. åkurá l lh</td>
<td>4. dedåw hll</td>
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<td>5. åkuraå lllh</td>
<td>5. dedåw lll</td>
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<td>6. åkuraå lllh</td>
<td>6. dedåw hll</td>
</tr>
<tr>
<td>7. åkurá l lh</td>
<td>7. dedåw hll</td>
</tr>
<tr>
<td>8. åkuraå lllh</td>
<td>8. dedåw hll</td>
</tr>
<tr>
<td>9. åkuraå lllh</td>
<td>9. dedåw lll</td>
</tr>
<tr>
<td>10. åkuraå l lh</td>
<td>10. dedåw hll</td>
</tr>
</tbody>
</table>
Drill 37 - tones

an agreement, llh, mmum
rather, hlh, mmum

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

Drill 38 - tones

a bear, high high, sis1
to cheat, low low, sis1

1. sis1  hh
2. sis1  hh
3. sis1  ll
4. sis1  hh
5. sis1  ll
6. sis1  hh
7. sis1  ll
8. sis1  ll
9. sis1  hh
10. sis1  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, hyηn
bright, long, hyηn

1. hyηn  s
2. hyηn  s
3. hyηn  l
4. hyηn  l
5. hyηn  s
6. hyηn  l
7. hyηn  s
8. hyηn  l
9. hyηn  l
10. hyηn  s
## Drill 41 - tones

to dedicate, low low, mòmà
for rid, high high, mòmà

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<tbody>
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<td>hh</td>
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<td>mòmà</td>
<td>hh</td>
</tr>
<tr>
<td>8</td>
<td>mòmà</td>
<td>ll</td>
</tr>
<tr>
<td>9</td>
<td>mòmà</td>
<td>hh</td>
</tr>
<tr>
<td>10</td>
<td>mòmà</td>
<td>ll</td>
</tr>
</tbody>
</table>

## Drill 42 - tones

car, high low, kàà
ring, low high kàà

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
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<tr>
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<tr>
<td>3</td>
<td>kaà</td>
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<td>4</td>
<td>kàà</td>
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<td>9</td>
<td>kaà</td>
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<tr>
<td>10</td>
<td>kaà</td>
</tr>
</tbody>
</table>

## Drill 43 - nasal and oral vowels

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

<table>
<thead>
<tr>
<th></th>
<th>ŋyám</th>
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</thead>
<tbody>
<tr>
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<td>3</td>
<td>ŋyám</td>
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<td>9</td>
<td>ŋyám</td>
<td>n</td>
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<tr>
<td>10</td>
<td>ŋyám</td>
<td>o</td>
</tr>
</tbody>
</table>

## Drill 44 - tones

wave, high, ŋyám
don't wave, low high, ŋyám

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>ŋyám</td>
</tr>
<tr>
<td>2</td>
<td>ŋyám</td>
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<td>3</td>
<td>ŋyám</td>
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<td>8</td>
<td>ŋyám</td>
</tr>
<tr>
<td>9</td>
<td>ŋyám</td>
</tr>
<tr>
<td>10</td>
<td>ŋyám</td>
</tr>
</tbody>
</table>
Drill 45 - tones
he has gone, lh, wako
you have gone, hh, wako
1. wako hh
2. wako hh
3. wako hh
4. wako lh
5. wako lh
6. wako hh
7. wako lh
8. wako hh
9. wako hh
10. wako hh

Drill 46 - tones
he didn't come, llh, wammá
you didn't come, hlh, wammá
1. wammá llh
2. wammá hlh
3. wammá llh
4. wammá llh
5. wammá hlh
6. wammá llh
7. wammá hlh
8. wammá hlh
9. wammá llh
10. wammá llh

Drill 47 - tones
Accra, lllll, Ṣṣẹ̀rẹ̀ṣẹ̀
black ant, lhnh, Ṣṣẹ̀rẹ̀ṣẹ̀
1. Ṣṣẹ̀rẹ̀ṣẹ̀ lllll
2. Ṣṣẹ̀rẹ̀ṣẹ̀ lhnh
3. Ṣṣẹ̀rẹ̀ṣẹ̀ lllll
4. Ṣṣẹ̀rẹ̀ṣẹ̀ lhnh
5. Ṣṣẹ̀rẹ̀ṣẹ̀ lhnh
6. Ṣṣẹ̀rẹ̀ṣẹ̀ lllll
7. Ṣṣẹ̀rẹ̀ṣẹ̀ lhnh
8. Ṣṣẹ̀rẹ̀ṣẹ̀ lhnh
9. Ṣṣẹ̀rẹ̀ṣẹ̀ lllll
10. Ṣṣẹ̀rẹ̀ṣẹ̀ lhnh

Drill 48 - tones
here I am, hhh, mǐnnì
I don't have, llh, mǐnnì
1. mǐnnì llh
2. mǐnnì llh
3. mǐnnì hhh
4. mǐnnì hhh
5. mǐnnì llh
6. mǐnnì llh
7. mǐnnì hhh
8. mǐnnì hhh
9. mǐnnì llh
10. mǐnnì hhh
Unit 2

Basic Dialogue

-A-

mã to give, present; cause
let; for, on behalf of
akyê a becoming clear or visible,
a coming-forth

1 ṃã akyê Good morning. ('/I/ bid /you/ dawning.')

-B-
yaa a response to greetings
oñuña (ñuña) (pl. ṣ-nôm) brother, sister

2 Yaq ṣuña. Yes, brother.

-A-

wò, wò, w-, wú, wu your (sg.)
chô the whole body; exterior;
at, by, near
tê to perceive, feel, hear;
live, dwell; speak a language
ô stêm what, how

3 Wô hê tê stêm How are you?

-B-

mè, mí, m-, mè, mî my
tô ye to be, become; do, make;
amount to; seem; be in
good condition
   I'm fine.
   na
   also, too

5. Na wọ nsọ, wọ hō tə sēn?
   And you, how are you?
   
   I'm fine.
   ofie (fie) (pl. e-)
   home, house

7. Ofie tə sēn?
   How is everything at home?
   
8. Ofie dẹt bokoo.
   Everything is fine at home.
   ('Home is /in a state of/soft.')

Notes

1. /Mə akye/ is usually //maakyə//.

2. /nụa/ means either brother or sister, but it is used in gree-
   tings as a matter of politeness. /YaYa nụa/ 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. /yaYa nụa/ is yaYa nụa/. See vowel harmony rules below. /u/
   followed by /ə/ is similar to the French semi-vowel 'u', e.g.,
   /nụa/.
4. /sɛɛ/ is Ashanti Twi. /ɛɗɛŋ/ or /ɗɛŋ/ is Akuapim Twi. In 1961 the Bureau of Ghana Languages issued Language Guide's for the various Twi dialects with the recommended spellings. Since most Twi texts printed before this time are based on Akuapim, it is necessary to know the forms for both dialects.

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

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

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

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

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

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

   Tense series:  i e å o u
   Lax series:  ɛ è a o ø

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

Vowel harmony rules.

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

- ẽ is replaced by ẽ
- ẽ is replaced by e
- a is replaced by ẽ
- ẽ is replaced by ê
- o is replaced by ê
- ẽ is replaced by u

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

- e is replaced by ẽ
- ẽ is replaced by ê

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:

męyε I am | yęyε we are
węyε you (sg.) are | męyε you (pl.) are
gęyε he, she, it is | węyε they are
gęyε it is | gęyε they are

męθu I see | yęθu we see
węθu you (sg.) see | męθu you (pl.) see
oęθu he, she, it sees | węθu they see

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

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

mę bą my child | yę bą our child
wąbą your (sg.) child | mębą your (pl.) child
nębą his, her, its child | wń nę bą their child

mę nąa my brother | yę nąa our brother
wą nąa your (sg.) brother | mę nąa your (pl.) brother
nę nąa his, her, its brother | wń nę nąa their brother

In the new orthography, vowel harmony is never indicated in the possessive pronouns, e.g., /mę nąa/ is /me nua/. But some texts printed before the latest spelling revision do have /mi nua/.
/\won\ nɔ/ has an alternate form /\won\/.  
/\ye\/ has an alternate form /\ye\/.  Compare Unit 9 note 15.  
The final consonant of /\ye\/ and /\won\/ 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., /\nùq\/, 'brother', and /\mi\ ŋuq\/, '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., /\ok\unu\/, 'husband' (\kunu\).  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 /\ok\unu\/ is /\ok\unu nɔm\/.  It appears as /\ok\unu\ (\kunu\) (pl. -nɔm).  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.

\cb\ (pl. m-)
child, young one
\cy\r\ (pl. -nɔm)
wife
\pa\p\ (pl. -nɔm)
father
\m\am\ (pl. -nɔm)
mother
\ok\unu\ (\kunu\) (pl. -nɔm)
husband
13. Note that /mbá/ is /mmá/. Compare Unit 3 note 12.

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

Example:

Tutor: Wó hó tě sêkkï
Student: Wó hó tě sêkkï
Tutor: Nè hó.
Student: Nè hó tě sêkkï

Lexical Drill A

1. Wó hó tě sêkkï? How are you?
2. Nè hó tě sêkkï? How is he?
3. Mè hó tě sêkkï? How are you (pl.)?
4. Wóp hó tě sêkkï? How are they?
5. Wó bà hó tě sêkkï? How is your child?
6. Wó vèrgè hó tě sêkkï? How is your wife?
7. Wó màmà hó tě sêkkï? How is your father?
8. Wó màmè hó tě sêkkï? How is your mother?
9. Wú núà hó tě sêkkï? How is your brother?
10. Wú kùnu hó tě sêkkï? How is your husband?
Lexical Drill B

1. Mẹ họ ye.  I am fine.
2. Nẹ họ ye.  He is fine.
3. Yẹ họ ye.  We are fine.
4. Won họ ye. They are fine.
5. Mẹ bá họ ye. My child is fine.
7. Mẹ papa họ ye. My father is fine.
8. Mẹ maa họ ye. My mother is fine.
10. Mẹ kunu họ ye. My husband is fine.

Lexical Drill C

1. Oye nẹ maa. She is his mother.
2. Oye nẹ papa. He is his father.
3. Meye nẹ papa. I am his father.
4. Meye ni nwa. I am his brother.
5. Woye ni nwa. You are her brother.
6. Woye nẹ bá. You are her child.
7. Oye nẹ bá. She is his child.
8. Oye nẹ yerẹ. She is his wife.
9. Oye ni kunu. He is her husband.
10. Meye ni kunu. I am her husband.
Lexical Drill D

1. YeYe nɛ mɔmɛ. We are his children.
2. MɔYe nɛ mɔmɛ. You are his children.
3. MɔYe nɛ nɔnɔm. You are his brothers and sisters.
4. WɔYe nɛ nɔnɔm. They are her brothers.
5. WɔYe nɛ yɛyɛnɔm. They are his wives.
6. YeYe nɛ yɛyɛnɔm. We are his wives.
7. YeYe wɔn nɛ kînunɔm. We are their husbands.
8. MɔYe wɔn nɛ kînunɔm. You (pl.) are their husbands.
9. MɔYe ye papaŋɔm. You (pl.) are our fathers.
10. WɔYe ye papaŋɔm. They are our fathers.

Lexical Drill E

1. WɔYe mɛ nɔnɔm. They are my sisters.
2. WɔYe wu nɔnɔm. They are your sisters.
3. YeYe wu nɔnɔm. We are your brothers and sisters.
4. YeYe wɔn nɛ nɔnɔm. We are their brothers.
5. YeYe wɔn nɛ mɔmɛ. We are their children.
6. MɔYe wɔn nɛ mɔmɛ. You are their children.
7. MɔYe nɛ mɔmɛ. You are his children.
8. MɔYe nɛ yɛyɛnɔm. You are his wives.
9. MɔYe ye yɛyɛnɔm. You are our wives.
10. WɔYe ye yɛyɛnɔm. They are our wives.
Lexical Drill F

1. WOYE më mmà.  They are my children.
2. WOYE ye mmà.  They are our children.
3. MÔYÈ ye mmà.  You are our children.
4. MÔYÈ wôn nô mmà.  You are their children.
5. YEYE wôn nô mmà.  We are their children.
6. YEYE mô mmà.  We are your (pl.) children.
7. WOYE mô mmà.  They are your (pl.) children.
8. WOYE wô mmà.  They are your (sg.) children.
9. YEYE wô mmà.  We are your (sg.) children.
10. YEYE nê mmà.  We are her children.

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

15. When followed by a low tone, /wôn nô/ is sometimes /wôn nô/.
Unit 3

Basic Dialogue

-A-

edá (pl. n-)
diwó
anádwó

1 Ṣ滕 ᚦówó.

Good evening.

-B-

owúrà (wurà)
sir, mister, owner
(pl. șwúránóm)

2 Yeŋ owúrà.

Yes sir.

-A-

Twíì
anáa

3 Wóte Twíì anáa?

Do you speak Twi? (‘You hear Twi or?’)

-B-

ešáŋ, șáné, șe
eys

4 Ešáŋ, mëte Twíì.

Yes, I speak Twi.

-A-

Borofo

English

5 Wóte Borofo anáa?

Do you speak English?
-B-

ôdqâbi, dâbi
m-, n-, f-, n-

6 Dâqabi, mëntõ Bqorõq. No, I don't speak English.

-A-

kâ
wö

7 Wókâ Twii wo fie anāa? Do you speak Twi at home?
('You speak Twi is at home or?')

-B-

8 Ââñ, mëkâ Twiî wo fie. Yes, I speak Twi at home.

Notes

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

2. /anâa/ is //ana// or //anaa//.

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

4. /Twii/ is //Twî//.

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

25
6. Pay special attention to the short vowels between a consonant and /r/, as in /Bqrofq/. There are no clusters of a consonant plus /r/. It may be difficult for the student to tell which vowel is present. /q/ is probably the most difficult vowel to hear between a consonant and /r/, e.g., /kəra/, 'soul'. Many of these short vowels, especially /e/, are not indicated in the orthography.

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

8. /wo/ is a verb and means to be located at a given place. Twi has many constructions of the type: subject plus verb plus object plus verb plus or minus object, e.g., /Wóká Twi  wo fie anáa?/. 

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

10. /má/ is very often /m/, e.g., /kuro má/ 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 before n, w, t, d, s
- ŋ before ŋ, k, g, h
- ŋ before ŋ, y, ŋ, ky, tw, gy, dw, hy, hw

(Some verbs with secondary tones have a high-toned negative prefix. See Unit 18, note 5.)
12. Combinations of nasal plus homorganic voiced stop do not occur. This combination is replaced by a long or geminate (double) nasal:

\[
\begin{align*}
\text{mb} & \quad \text{is replaced by} \quad \text{mm} \\
\text{nd} & \quad \text{nn} \\
\text{ŋgy} & \quad \text{ŋŋ}, \text{ i.e.,} /\text{ŋŋy}\text{ or }/\text{ŋŋ}/ \\
\text{ŋg} & \quad \text{ŋŋ}, \text{ i.e.,} /\text{ŋŋ}/ \\
\end{align*}
\]

See also note 17.

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

Substitution Drill A

1. Mětę Twǐi. \hspace{1cm} I speak Twǐ.
2. Yețę Twǐi. \hspace{1cm} We speak Twǐ.
3. Ėtę Twǐi. \hspace{1cm} He speaks Twǐ.
4. Wotę Twǐi. \hspace{1cm} They speak Twǐ.
5. Mį kunũ tě Twǐi. \hspace{1cm} My husband speaks Twǐ.
6. Mę věrę tě Twǐi. \hspace{1cm} My wife speaks Twǐ.
7. Mę māamę tě Twǐi. \hspace{1cm} My mother speaks Twǐ.
8. Mę papă tě Twǐi. \hspace{1cm} My father speaks Twǐ.
9. Mę bă tě Twǐi. \hspace{1cm} My child speaks Twǐ.
10. Mį nũą tě Twǐi. \hspace{1cm} My brother speaks Twǐ.
Substitution Drill B

1. Mëntë Twīì.
   I don't speak Twi.

2. Yëntë Twīì.
   We don't speak Twi.

3. Òntë Twīì.
   He doesn't speak Twi.

4. Wøntë Twīì.
   They don't speak Twi.

5. Mí kùnu nţë Twīì.
   My husband doesn't speak Twi.

   My wife doesn't speak Twi.

7. Më māamë nţë Twīì.
   My mother doesn't speak Twi.

8. Më pāpā nţë Twīì.
   My father doesn't speak Twi.

   My child doesn't speak Twi.

10. Mī nùq nţë Twīì.
    My brother doesn't speak Twi.

Question and Answer Drill A

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

1. Wŏtë Twīì anāa?
   Âŋň, mëtë Twīì.

2. Mëtë Twīì anāa?
   Âŋň, yëtë Twīì.

3. Otë Twīì anāa?
   Âŋň, otë Twīì.

4. Wŏtë Twīì anāa?
   Âŋň, wŏtë Twīì.

5. Wù kùnu tê Twīì anāa?
   Âŋň, mì kùnu tê Twīì.

6. Wô yërë tê Twīì anāa?
   Âŋň, më yërë tê Twīì.

7. Wô māamë tê Twīì anāa?
   Âŋň, më māamë tê Twīì.

8. Wô pāpā tê Twīì anāa?
   Âŋň, më pāpā tê Twīì.

9. Wô bā tê Twīì anāa?
   Âŋň, më bā tê Twīì.

10. Wù nùq tê Twīì anāa?
   Âŋň, mì nùq tê Twīì.
Question and Answer Drill B

Student gives negative answer.

3. Òtë Twii anåa? Dągbì, onë Twii.

Lexical Drill A

1. Möwo fie. I am at home.
5. Möwo ñùå. I have a brother.
7. Möwo bá. I have a child.
8. Möwo pènsèrè. I have a pencil.
10. Möwo fie wo Kumåśè. I have a house in Kumasi.
14. /Nkran/ is //Nkran//.

15. bi a, an, any, some

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

Grammatical Drill A

Give the negative form of the following verbs.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tê (to feel)</td>
<td>ntê</td>
</tr>
<tr>
<td>2. tê (to speak)</td>
<td>ntê</td>
</tr>
<tr>
<td>3. wo (to have)</td>
<td>nni</td>
</tr>
<tr>
<td>4. di (to eat)</td>
<td>nni</td>
</tr>
<tr>
<td>5. ye (to be)</td>
<td>efýe</td>
</tr>
<tr>
<td>6. ye (to be good)</td>
<td>efýe</td>
</tr>
<tr>
<td>7. da (to sleep)</td>
<td>nna</td>
</tr>
<tr>
<td>8. mã (to give)</td>
<td>mma</td>
</tr>
<tr>
<td>9. kã (to speak)</td>
<td>Ṱkã</td>
</tr>
<tr>
<td>10. súq (to learn)</td>
<td>nsúq</td>
</tr>
<tr>
<td>11. kasa (to talk)</td>
<td>Ṱkasá</td>
</tr>
<tr>
<td>12. da asq (to lie down)</td>
<td>enná asq</td>
</tr>
<tr>
<td>13. wo (to be at)</td>
<td>nni</td>
</tr>
<tr>
<td>14. hũ (to see)</td>
<td>Ṱhũ</td>
</tr>
<tr>
<td>15. twã (to cut)</td>
<td>ñtwã</td>
</tr>
</tbody>
</table>
16. to (to buy) ntɔ
17. ko (to go) ṗŋkɔ
18. bɛrɛ (to come) mmâ
19. hye (to insert) mnyɛ
20. bo (to strike) mmɔ

16. /dɛbɪ/ is Akuapim and also eastern Ashanti. /dabɪ/ 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., /mnɛ/, 'days', is /nda/; but the same assimilation is written in the verbs, e.g., /mnɛ/, 'Don't lie', 'Don't sleep', is /mnɔ/

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

Basic Dialogue

-A-

na
and, emphatic particle

1 Sēni na yɛkạ thank you wo How do you say 'thank you' in Twi?
Twii mǔ?
in Twi?

-B-

da
to lie, sleep, rest

asẹ; asẹ̀
the lower part; down,
under; meaning, sense

2 Mēda asẹ.
Thanks. ('I lie down.'). ('I prostrate myself before you/.'

3 Wọtẹ asẹ̀ anàâa?
Do you understand?

-A-

4 Akm, mēty ọwasi.
Yes, I understand you.
 ebio
again

5 Ká bió.
Say it again.
 kasa
to talk, speak
 ोbɛɛɛo
slow, soft, mild

6 Kasa bɛɛɛo.
Talk slowly. Talk softly.

-B-

7 Mēda wasi.
Thank you.

32
-A-
8 Sɛn na yɛkâ you are welcome How do you say 'you are welcome' wo Twi mủ?
in Twi?

-B-
9 Òmɛ enna aʂ. 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. /yɛkâ/, 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. /wɔ aʂɛ/ is usually /wâsɛ/ and is // wo ase// or // wo ase//. If there is an expressed object, i.e., if the sentence tells who is understood, the student should use /asɛ/ because /asɛt/ doesn't occur often with an object. If there is no expressed object, use /asɛt/ because /asɛ/ may be misunderstood. /Wɔtɛ aʂɛ?/ may not only mean 'Do you understand?', but also 'Are you sitting down?', and 'Are you still living?'. /Wɔtɛ aʂɛ?/ means only 'Do you understand?'.

4. On the telephone only can you say /Mɛtɛ aʂ/ or /Mɛtɛ aʂɛ/, 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 /i/ is /o/, e.g., /wo Twi/ is /wo Twi/. 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 bɛɛɛɔo/ means both 'Talk slowly and softly.' and is /brɛɛ ɔo/ or /brɛɛw/. /oo/ is an emphasis marker.

8. The imperative (command form) singular is the same as the habitual stem, but with all low tones, e.g., /kasa/, 'talk', addressing one person. The imperative plural prefixes /môn-/ e.g., /Móŋkasa/, 'talk', with all high tones.

9. Before initial /-mn/, /ɛ-/, occurs, e.g., /má aṣe/ is /ɛmá aṣe/.

   When a word beginning with a vowel is preceded by a word ending in a vowel, the final vowel of the preceeding word is usually replaced by the same vowel as that which begins the following word, i.e., a long or rearticulated vowel occurs, e.g., /Mmá ɛmá aṣe/ is /Mmɛ ɛmá aṣe/, but it is //MmA ɛmnaaše//.

10. Notice the two negatives in /Mmɛ ɛmnaa aṣe/.

Lexical Drill A

1. Wọtè aṣe t anáa? Do you understand?
2. Wọtè o mase t anáa? Do you understand me?
3. Wọtè o nase t anáa? Do you understand him?
4. Wọtè won aṣe t anáa? Do you understand them?
5. Wọtè yen aṣe t anáa? Do you understand us?
Lexical Drill B

1. Otq asé' anfa? Does he understand?
2. Otq masè anfa? Does he understand me?
3. Otq ωasq anfa? Does he understand you?
4. Otq masè anfa? Does he understand you (pl.)?
5. Otq won asè anfa? Does he understand them?

Lexical Drill C

1. Mētq asé'. I understand.
4. Mētq won asè. I understand them.
5. Mētq masè. I understand you (pl.).

Lexical Drill D

1. Otq asé'. He understands.
2. Otq masè. He understands me.
3. Otq wasè. He understands you.
4. Otq masè. He understands you (pl.).
5. Otq won asè. He understands them.

Lexical Drill E

1. Nē māmē nτo Bqrofq'. His mother doesn't know English.
2. Nē māmē tə Twii. His mother knows Twi.
3. Onē nē māmē tə Twii. He and his mother know Twi.
4. Onē nē māmē kə Twii. He speaks Twi with his mother.
5. Mē nē mē papa' kə Twii. I speak Twi with my father.
UNIT 4

TWI

6. Ḋe nè mè papá tè ṢṢkèrèn. My father and I know Gà.
7. Ḋi nìnì tè ṢṢkèrèn. My sister knows Gà.
8. Ḋi nìnì tè ṢṢkèrèn. My sister lives at Accra.
10. Ḋè bá wo ṢṢkèrèn. My child is at Accra.

Lexical Drill F

1. Wọká Twìì wo sukuù. They speak Twi at school.
2. Yesiì Twìì wo sukuù. They study Twi at school.
3. Yesuì Twìì wo ṢṢkèrèn. We study Twi at Accra.
4. Wòwò fìe wo ṢṢkèrèn. You have a house at Accra.
5. Wòwò fìe wo Tamalé. You have a house at Tamale.
6. Mè papá wo Tamalé. Your father is at Tamale.
7. Mè papá wo fìe. Your father is at home.
8. Ye yèrenm wo fìe. Our wives are at home.
10. Mì kùnu nni fìe. My husband isn't at home.

Lexical Drill G

3. Eyɛ dɛɛ. It is hard.
4. Eyɛ bɛɛɛ. It is soft.
5. Mɛ nsá ye bɛɛɛ. My hand is tender.
BASIC COURSE

UNIT 4

6. Më nsá ye téntén. My arm is long.
7. Më kàà nò ye téntén. My car is long.
8. Më kàà nò ñyè. My car is no good.
9. Në pënsèrë nò ñyè. His pencil is bad.
10. Në pënsèrë nò da hô. His pencil is lying there.

New words in the drills.

pënsèrë (pënsèrë) pencil
kàà (kàà) automobile

Lexical Drill H

5. Mëtë asò. I'm sitting down.
8. Mëtë akònnuá só. I'm sitting in a chair.
9. Mëtë sët wò. I am as you are.
10. Mëtë sët abofara. I am like a child.

New words in drills.

èdôn, odôn (pl. n-) bell
akònnuá (pl. ñ-) chair, stool
àsem (àsem) (pl. n-) word, saying, story, talk
tè ... àsem to obey
UNIT 4  TWI

sɛɛ

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

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

>abqfára (pl. m-)
child
tɛsq, sq
top, upper part; on, up, upon, over, above

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

Usually elision is not indicated in the orthography.

12. /ne/ means 'and' or 'with'. /onɛ/ is a contraction of /onɛ ne/. /onɛ ne m̃amɛ/ is a contraction of /onɛ ne ne m̃amɛ/.

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

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

15. /wo/ has a suppletive negative, i.e., a different word is used to form the negative. /nni/ is the negative of /wo/. /nni/ is the negative of /di/, 'to use, eat, contain, last, exist'.
16. /abqfara/ is //abofra//. /abqfara/ is used only of humans. /obá/ may be used for the young of animals and also as a diminutive.

17. Phrases like /Twíi mú/, 'in Twí' are possessive nominal compounds. Literally, this compound is 'Twí's insides'. This compound noun is the object of the verb /wo/. 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 Mǎ ahá.     Good afternoon.

-B-

2 Yaạ owúrà.  Yes sir.

-A-

chó (pl. e-nɔm) there; that; from

3 Owúrà Owúsu wɔ hɔ anàa? Is Mr. Owusu in?

-B-

w-, wɔ  he, she, it

chá (pl. e-nɔm) here; this

4 Aɛn, owo há. Yes, he is here.

-A-

tumí to be able, can, to be

hǔ, hǔnù to see

ɔnɔ, nɔ  him, her, it

5 Mítumí ạhù nɔ anàa? Can I see him?

-B-

ye  we

wɔrɛ to call

40
6. Yeferé wó së? What's your name?  
   ('We call you what?')

-A-

7. Yeferé më Kofi Asante. My name is Kofi Asante. 

-B-

kà to speak, tell, say
kyëré to show, teach, advise
së that

8. Mëkà kyëré nô së wòwò há. I will tell him you are here.

Notes

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

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

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

4. After /tumi/ the following verb is in the consecutive form, which has an /á- ~q-/~ prefix. The consecutive form often corresponds to an English complimentary infinitive, e.g.,
/Mítumi ákò/, 'I am able to go'. The implication of this form is often 'I am equal to /the task/', or '/I am sure/ I can do it /because I have done it before/'. It may also be used to ask and give permission, as in this dialogue.

The student should avoid the use of /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 yë sëññi/. '/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 ákò/, '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. /sëññi/, 'that', is required to introduce subordinate clause after verbs of 'saying' or 'telling'. See also Unit 18, note 5.

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

7. /fërë/ is /frë/. /Yféfrëw/ is a contraction and alternate form of /Yféfré wo/ and is /Yfré w'ë/ or /Yfré wô/.

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

The student will also hear /Wu diñ dë dëñn/. /edìñ/ means 'name', 'reputation', and 'fame'. This is an Akuapim construction.
9. The positive future is marked by the prefix /bɛ-/ , e.g., /wɔbɛkɔ/, 'you will go.' In the first person singular, a contracted form occurs, e.g., /mɛkɔ/, '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 kyɛrɛ/ has the meaning 'to convey information' or 'relate'.

11. Order of verb objects is the same as English; the indirect object (1) precedes the direct (2) e.g., /Mɛkɛ kyɛrɛ nɔ (1) sɛɛ wɔwɔ hɔ (2)/, 'I will tell him (1) you are here (2)'.

Pattern Drill A

1. Yeɛɛrɛ wo sɛɛ? What's your name?
2. Yeɛɛrɛ nɔ sɛɛ? What's his name?
3. Yeɛɛrɛ mɔ sɛɛ? What are your names?
4. Yeɛɛrɛ woŋ sɛɛ? What are their names?
5. Yeɛɛrɛ wɔ kumu sɛɛ? What's your husband's name?
6. Yeɛɛrɛ wɔ yeɛɛ sɛɛ? What's your wife's name?
7. Yeɛɛrɛ wɔ maaŋɛ sɛɛ? What's your mother's name?
8. Yeɛɛrɛ wɔ paaŋ sɛɛ? What's your father's name?
9. Yeɛɛrɛ wɔ bɔ sɛɛ? What's your child's name?
10. Yeɛɛrɛ wɔ naŋ sɛɛ? What's your brother's name?

Lexical Drill A

1. Yeɛɛrɛ mɛ Kofì. My name is Kofi.
2. Yeɛɛrɛ nɔ Kofì. His name is Kofi.
3. Yeɛɛrɛ yeŋ Kofì nɛ Afuà. Our names are Kofi and Afua.
4. Yeɛɛrɛ woŋ Kofì nɛ Afuà. Their names are Kofi and Afua.
5. Yeferé mí kunu Kofi. My husband's name is Kofi.
7. Yeferé mē māame Afua. My mother's name is Afua.
8. Yeferé mē papa Kofi. My father's name is Kofi.
10. Yeferé mē nụa Kofi. My brother's name is Kofi.

Pattern Drill B

Answer affirmatively.

1. Owọ hō? Is he there?
   Ṡãyi, owọ hō. Yes, he is there.

2. Owọ hā? Is he here?
   Ṡãyi, owọ hā. Yes, he is here.

3. Owọ fie? Is he at home?
   Ṡãyi, owọ fie. Yes, he is at home.

4. Owọ fie nō mū? Is he in the house?
   Ṡãyi, owọ fie nō mū. Yes, he is in the house.

5. Owọ fie hā? Is he in this house?
   Ṡãyi, owọ fie hā. Yes, he is in this house.

6. Owọ fie hō? Is he in that house?
   Ṡãyi, owọ fie hō. Yes, he is in that house.
Pattern Drill C

Answer negatively.

1. Ṣowò ḃọ?
   Dà̀qà̀bì, onní ḃọ.
   Is he in?
   No, he is not around.

2. Ṣowò hà?
   Dà̀qà̀bì, onní hà.
   Is this his place?
   No, this isn't his place.

3. Ṣowò fie?
   Dà̀qà̀bì, onní fie.
   Is he at home?
   No, he isn't at home.

4. Ṣowò fie nọ̀ mú?
   Dà̀qà̀bì, onní fie nọ̀ mú.
   Is he in the house?
   No, he isn't in the house.

5. Ṣowò fie hà?
   Dà̀qà̀bì, onní fie hà.
   Does he own this house?
   No, he doesn't own this house.

6. Ṣowò fie hó?
   Dà̀qà̀bì, onní fie hó.
   Does he own that house?
   No, he doesn't own that house.

Pattern Drill D

1. Méko hó.
   I will go there.

2. Wó̀bẹ̀ko hó.
   You will go there.

3. Wó̀bẹ̀ko mmé.
   You will go today.

4. Òbẹ̀ko mmé.
   He will go today.

5. Òbẹ̀ko ṣkyěnà.
   He will go tomorrow.

   We will go tomorrow.

7. Yèbẹ̀ko bío.
   We will go again.

8. Wó̀bẹ̀ko bío.
   You will go again.
9. Ṣwógbọko Támałe. You will go to Támałe.
10. Ṣwógbọko Támałe. They will go to Támałe.
11. Ṣwógbọko Kúmáṣe. They will go to Kúmáṣe.
12. Méko Kúmáṣe. I will go to Kúmáṣe.

Pattern Drill E

1. Méba hó. I will be there.
2. Méba dáň mú. I will come into the house.
3. Métumi áhù nò wo dáň mú. I can see him in the room privately.
4. Métumi áhù nò wo sukuù. I can see him at school.
5. Mé nè nò békàsa wo sukuù. I will talk to him at school.
6. Mé nè nò békàsa wo fie. I will talk to him at home.
7. Méka kyërè nò sèe wòwò fie. I will tell him you are at home.
8. Méka kyërè nò sèe wógbéba há. I will tell him you will be here.
9. Mé yèrè bëba há. My wife will come here.
10. Mé yèrè bëfërè wq. My wife will call you.

Pattern Drill F

1. Yëfërè nò sëñ? What is his name?
2. Yëfërè nò Kofi. His name is Kofi.
3. Méka kyërè Kofi. I will tell Kofi.
4. Méka kyërè wọn. I will tell them.
5. Otumí fërè wọn. He can phone them.
6. Otumí fërè mé. He can call me.
BASIC COURSE

7. Ọbékà kyërë mé.
   He will tell me.
8. Ọbékà kyërë wo.
   He will tell you.
9. Òntë wo.
   He doesn't hear you.
10. Òntë wasẹ.
    He doesn't understand you.

New words in the drills

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

13. Stative verbs such as /wo/, 'to be at', aren't usually inflected for tense. /ba/, 'to come', is used as a suppletive future for /wo/. /méba hà/, 'I will come here', also is used like English, 'I will be here'. Compare Unit 10, note 10.
Unit 6

Basic Dialogue

-A-

1 Agọọ

Is anybody there?

-B-

2 Amẹe

Come in.

-A-

ερό (pl. m-)

ζεζε

3 Wọ mpọ mú εζε?

How are you?

'Your joints' in, what about?'

-B-

4 Mẹ mpọ mú đẹẹ bọkọ.

I'm fine.

-A-

εδεέη

ye

5 Edéη na əwọjye?

What are you making?

-B-

dá

fufúọ

6 əMẹnọọ fufúọ.

I'm making fufu.

pe

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

7 Wọpe fufúọ anaai?

Do you like fufu?
-A-

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

8 Měpě fufúo pápaapa.  I like fufu very much.

-B-

ampésie  ampesë
shí  to surpass, pass; more than, than

9 Měpě ampesie shí fufúo.  I like ampesë better than fufu.

('I like ampesë exceed fufu.')

Notes

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

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

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

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

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

\[\text{mēyē} \quad \text{I make} \quad \overset{\text{omēyē}}{\text{I'm making}}\]
\[\text{mēkā} \quad \text{I speak} \quad \overset{\text{omēkā}}{\text{I'm speaking}}\]

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., /mēkā/ is written //mērēka//. An Ashanti speaker may also say /mērēkā/ sometimes. The /r-// form is often used when there is a noun subject, but /ē-// is more common.

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

7. /ēē/, which is //ē//, 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., /pāpaapa/, 'very good'.

9. The consecutive form, /ā - ą/ plus simple stem, is not used after /pe/. 'I want him to go.' is /Mēpe sē碓 əkə/, literally 'I want that he go'.

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

    /kyēm/, 'to surpass', 'excel', is also used in the same way to express comparison.
(1)  
(a) Ḟarę.  
  Ḟarę sēn.  
  Ḟarę sēn ni ṣùa.  
  Ḟarę sēn ni Ḟyínāa.  
  He is tall.  
  He is taller.  
  He is taller than his brother.  
  He is the tallest.  

(b) Eye duru.  
  Eye duru sēn.  
  Eye duru sēn büuku nọ.  
  Eye duru sēn ni Ḟyínāa.  
  It is heavy.  
  It is heavier.  
  It is heavier than the book.  
  It is the heaviest of all.  

(2)  
(a) Čsēn ni 的脚步 pũyín.  
  He is older than his brother.  
  ('He surpasses his brother in age.')  

(b) Čsēn ni 的脚步 nọ wo ɨdesuá  
  He is better educated than his brother. ('He surpasses his brother in learning.')  

New words  
warẹ to be tall, long  
FYINAA all  
duru heavy  
ọpụnyin (pl. m-) adult, old person, person of rank; old, aged  
ɨdesuá learning, study, education
11. /adɛ/, '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., /adɛ/ plus /sʊku/, 'to learn' gives /adɛsʊku/, 'learning'.

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

Lexical Drill A

1. Edɛn na ɔoye? What is she doing?
2. Edɛn na wooye? What are they doing?
3. Edɛn na wooye? What are you doing?
4. Edɛn na mɔoye? What are you (pl.) doing?
5. Edɛn na wuudɛ What are you eating?
6. Edɛn na wooton? What are they selling?
7. Edɛn na mɔoto? What are you (pl.) buying?
8. Edɛn na ɔonɔm? What is he drinking?
9. Edɛn na woɔhwɛ What are they looking at?
10. Edɛn na woɔhwɛ? What are you searching for?

Lexical Drill B

1. Afɛi na ɔodidi. Now he is eating.
2. Afɛi na woɔdidi. Now they are eating.
4. Afɛi na yeedi. Now we are eating.
5. Afɛi na midî ɛkutu. Now I am eating an orange.
6. Afɛi na wooton nsɛ Now they are selling palm wine.

See Unit 18 notes 5 and 6 for discussion of secondary tones as in Lexical Drill B.
7. Ḍे ṣe na ṣe to bankyé. We are now buying cassava.
8. Ḍe ṣe na ṣonóm ṣegaréêté. He is now smoking a cigarette.
9. Ḍe ṣe na wóohwe ṣoséram. They are now looking at the moon.
10. Ḍe ṣe na mëehwéhwe më pén. I'm now looking for my pen.

New words

dí

dídí
tóñ
tó
nóm
hwéhwé
áfei, aféi
 brazil
akutú
nsá

³segaréêté, segaréêté.
³oséram (pl. a-)
pén (pén)

to employ, use, eat, spend, consume
to eat
to buy
to sell
to drink, smoke tobacco
to look for, search
now
orange
palm wine, alcoholic beverage

Lexical Drill C

1. Owáre sén ní nùa nó. He is taller than his brother.
2. Né hó yé dëm sén ní nùa nó. He is stronger than his brother.
3. Né hó yé fe sén ní nùa nó. She is prettier than her sister.
4. ṣọdá fufú sèn ní mọọ̀ nọ. She cooks fufu better than her sister.
5. ọpẹ ampesié sèn ní mọọ̀ nọ. He likes ampesie better than his brother.
6. ọpẹ ụdịdịdị sèn ní mọọ̀ nọ. He likes to eat better than his brother.
7. ọyé ọdùwọma sèn ní mọọ̀ nọ. He works better than his brother.
8. ọwo sika sèn ní mọọ̀ nọ. He has more money than his brother.
9. ọwo nneùma sèn ní mọọ̀ nọ. He has more things than his brother.
10. ọsọ sèn ní mọọ̀ nọ. He is bigger than his brother.

New words

fe pretty, nice, beautiful
sika' gold, money
sọ to be big, large, much; to reach, arrive at
ụdịdịdị use, enjoyment, benefit
ụdịdịdịdị enjoyment of eating a food
adọ (dọ) (pl. nneùma) thing, part
Lexical Drill D

1. Mè kàà nô sô stèn wô dée nô.
   My car is bigger than yours.

2. Mè hònà yè fôfôro stèn wô dée nô.
   My book is newer than yours.

3. Mè hònà yè fôfôro stèn nè dée nô.
   My book is newer than his.

4. Wù akônmuà yè dëñ stèn nè dée nô.
   Your chair is stronger than his.

5. Wù akônmuà yè dëñ stèn mè dée nô.
   Your chair is stronger than mine.

   His house is more expensive than mine.

7. Nè dàñ nô bóò yè dëñ stèn yè dée nô.
   His house is more expensive than ours.

8. Nè kàà nô bóò yè ôfô stèn mè dée nô.
   His car costs less than mine.

   His car costs less than yours.

10. Mè pènserè nô yè stèn mè dée nô.
    My pencil is better than yours.
New words

ŋhomá (hómá) (pl. ŋŋhómá) skin, hide; vellum; book, letter; leather

fóforq new, another

ódán (dáñ) (pl. n-á-) house, room, building

éboò (pl. m-) price; stone, pit, seed

fo cheap, plenty, plentiful

Lexical Drill E

1. Ódán yi mú suá sëñ baakó nô. This room is smaller than that one.

2. Kanéa yi hyëtëk sëñ baakó nô. This light is brighter than the other one.

3. Òkwáñ yi ye sëñ baakó nô. This road is better than that one.

4. Áköŋiuá yi ye fo sëñ baakó nô. This chair is cheaper than that one.

5. Nhómá yi mú ye duru sëñ baakó nô. This book is heavier than that one.

New words in drills

emú (pl. a-) whole, entirety

suá to be small, few

eyí this, these

baakó one
hyérèn

to penetrate, get through, shine

okwàn (pl. ŋ-)
road, path, way

Lexical Drill F

1. Nëa ẹwọ ńe na ẹye fọ? Which one is cheaper?
2. Nëa ẹwọ ńe na ẹye? Which one is better?
3. Nëa ẹwọ ńe na ẹbekye? Which one will last longer?
4. Nëa ẹwọ ńe na ẹye dèn? Which one is harder?
5. Nëa ẹwọ ńe na ẹwọ ahođéèn? Which one is stronger?

New words

kye

to last, endure; divide separate, share

ahọđéèn
strength, (literally 'body hard')

nëa
he who, that which, he whose, where

ahë
how much, how many, how long

Pattern Drill A

1. Edëèn na wòpè sèè wùdì? What would you like to eat?
2. Edëèn na wòpè sèè wôhwe? What would you like to see?
3. Edëèn na wòpè sèè wòto? What would you like to buy?
4. Edëèn na wòpè sèè wàkèkèkèn? What would you like to read?
5. Edëèn na wòpè sèè wôndè? What would you like to drink?
Pattern Drill B

1. Mēpē sḗ mīdī ąkwadú. I'd like to eat a banana.
2. Mēpē sḗ mēhwé Ghanà. I'd like to see the University of Ghana.
3. Mēpē sḗ mētō mpabqá. I'd like to buy some shoes.
5. Mēpē sḗ mēnóm nsà. I'd like to drink palm wine.

New words

kḗn to count, read
kḗnkḗn to read, count
ąkwadú (pl. ń-) banana
mpabqá (mpábqá) shoe, pair of shoes

13. /dḗn/ is a contraction and alternate form of /dḗ be/, 'what thing'. /bḗ/ is 'what', 'which', 'what kind of'.

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

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

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

17. /ṣegaré́tẹ́/ is //cigarette//.
    /osẹ́ram/ is //osram//.

18. For explanation of /ampsie/ and /fufo/, see Unit 9.
19. /fוש/ is //fow//.

20. /adéɛ/ does not refer to persons. To compare persons, you must use two nouns, e.g., 'My child is taller than yours', is /Mǝ bā wärɛ sɛn wọ bά/. 

21. /baakɔ nɛ/ means 'the second one', 'the other one', as opposed to the one previously mentioned.

22. Phrases, like those with /mʊ/, such as /ɔdɛn yɪ mʊ/, '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, /mʊ/ is always /mʊ/ 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., /ne dæn nɔ bɔɔ/, 'his house's price', 'the price of his house', literally 'his structure that one seed'.

23. /ŋɛmɛ/ is //nhoma//. /ŋɛmɛ/ has a number of plurals: /ŋɛmɛ/, /ŋɛmɛ/, /ŋɛmɛ/. 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 /;/, /;/, /;/ is not written in this manual, as in the orthography, since it is predictable.
Unit 7

Basic Dialogue

-A-
ko, ko  
sto to

1. Méko sto mú okyéná. I will go to the store tomorrow.

-B-

2. Wókkotó dëkk? What are you going to buy?

-A-
qduñe (pl. n-)

3. Mëekotó qduñe. I'm going to buy food.

-B-

4. Qduñe bën na wókkotó? What kind of food are you going to buy?

-A-
nsúo, nsú  
enâm 
nsuomnám

5. Mëekotó nsuomnám I'm going to buy fish.

-B-
ché (pl. e-nôm)  
ôfá (fá) (pl. ôfúfá)  
ton

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nsúo, nsú  
enâm 
nsuomnám
6  ṭɛ̀n na ye tô n nsuomnám  Where do they sell good fish?
pàpà?

-A-

○ Kińswēl  Kingsway super market

7  ○ Kińswēl na etôn nám pà.  Kingsway sells good fish.

-B-

8  Na nsuomnám bó yè dēn  Is fish expensive?
anàa?

-A-

mmērē  cheap

9  Dāqibì, nám nō bó yè mmērē.  No, fish is cheap.

Notes

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

2. /sōtoò/ is 'store/' /qguqdídān/, 'trading house', is also common. /qguq/ is 'market', 'market place', /dī qguq/ is 'to trade', 'deal in'.

3. One of the characteristics of Ashanti Twi is an /q/ at the end of many words which end in a nasal in other dialects, e.g., /qduqné/. 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 /nsuomná/.  

5. /ɛθɛ/ and /ɛθɛfɛ/ can be used interchangeably.

6. /kɛfiswɛ/ is //Kingsway//.

7. Locative nominals like /ɛθɛ/ and /ɛθɛ/ have a distributive plural. /ɛθɛnɔm/ means 'whereabouts', /ɛθɛnɔm/, 'hereabouts', 'in this general vicinity'.

8. /ɛθɛfɛ/ has an alternate form /ɛθɛfɛ/.

Pattern Drill A

1. Méko sôto mû okeyëna. I will go to the store tomorrow.

2. Mèdi fufo okeyëna. I will eat fufu tomorrow.

3. Métɔ yôgɔdɔ okeyëna. I will buy bread tomorrow.

4. Obëba hâ okeyëna. He will come here tomorrow.

5. Obëba hâ firi Kumáse okeyëna. He will come here from Kumase tomorrow.

6. Wobëko Nkërân okeyëna. They will go to Accra tomorrow.

7. Wobëtu ëfìrì Nkërân okeyëna. They will leave from Accra tomorrow.

8. Yeßeto yëŋ kàà nô okeyëna. We will sell our car tomorrow.
9. *Yebedi nsuomnam okyen\'a.* We will eat fish tomorrow.

10. *Ehef\'a na me\'u wo okyen\'a?* Where will you be tomorrow?
    ('Where I will see you tomorrow?')

Pattern Drill B

1. *Me\'en\'ko s\'otoo mu okyen\'a.* I will not go to the store tomorrow.

2. *Me\'enni fufu\'o okyen\'a.* I will not eat fufu tomorrow.

3. *Me\'ent\'o boro\'o okyen\'a.* I will not buy bread tomorrow.

4. *\'omm\'a ha okyen\'a.* He will not come here tomorrow.

5. *\'omm\'a ha m\'firi Kum\'ase okyen\'a.* He will not come here from Kumase tomorrow.

6. *Wo\'op\'o N\'ker\'a\'n okyen\'a.* They will not go to Accra tomorrow.

7. *Wo\'om\'ma m\'firi N\'ker\'a\'n okyen\'a.* They will not leave from Accra tomorrow.

8. *Ye\'emm\'a wo fie okyen\'a.* We won't come to your house tomorrow.

9. *M\'om\'ma suku\'u okyen\'a.* You (pl.) won't be at school tomorrow.

10. *Me\'entumi nk\'o okyen\'a.* I won't be able to go tomorrow.
Pattern Drill C

1. Ehēfɔ na wọkọ?
   Where are they going?
2. Wọkọ sọtɔo mú.
   They are going to the store.
3. Wọkọtɔ akutu wo sọtɔo mú.
   They are going to buy oranges at the store.
4. Wọkọtɔ akutu wo Kĩnswėi.
   They are going to buy oranges at Kingsway's.
5. Yetoŋ nusuomnám papa wo Kĩnswėi.
   They sell good fish at Kingway's.
   They sell good fish at Accra.
7. Mfiri Nƙɛrɛn.
   I am from Accra.
8. Mfiri Kuˈmaˈsɛ.
   I am from Kumasi.
   I will move from Kumasi.
10. Mɛtu ɛfiri hɛ.
    I will move from here.

Pattern Drill D

1. Mɛkotɔ fię wo Kɔforidua.
   I'm going to buy a house at Koforidua.
2. Mɛkotɔn fię wo Kɔforidua.
   I'm going to sell a house at Koforidua.
3. Mɛkotɔn nusuomnám yí.
   I'm going to sell these fish.
   I'm going to take these fish.
5. Mɛkoʃɛ ní siká ɛmɛ nö.
   I'm going to take the money to him.
6. Mǐlkogyá síká nő ámá. I’m going to leave the money
    nő. for him.
7. Mǐlkogyá nő wo fie. I’m going to leave her at
    home.
8. Ọmekoséro nő wo fie. I’m to visit him at home.
9. Ọmekoséro mé papá. I’m going to visit my father.
10. Mǐlkohú 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

ọsɛra to visit; smear, grease

Question and Answer Drill A

1. Edɛ́n na ọkẹ̀nkẹ̀? What is he reading?
    Ọkẹ̀nkẹ̀ phọmá áà sìá He is reading a book about
    Ghanà họ. Ghana.
2. Edɛ́n fufo wo wọpẹ? What kind of fufu do they like?
    Wọpẹ bọ̀rọ́dọ̀sẹ́ fufo. They like plaintain fufu.
3. Ehɛ́ra na yẹtọ́n mpabqá? Where do they sell shoes?
    Yẹtọ́n mpabqá wo sọtọ̀ They sell shoes at the store.
    mǔ.
4. Obédi nná ahé?
   
   Obédi osèram wo há.
   How long will he be here?
   ('He will consume days how many?')
   He will spend a month here.

5. Wóbeká ákyéré nô sëe mëwo há?
   Àáa, méká ákyéré nô sëe wówo há?
   Will you tell him I am here?
   Yes, I will tell him you are here.

New Words

| odéé      | yam
| borodéé   | plaintain, 'European yam'
| òò         | which, that, what, where

Question and Answer Drill B

1. Edéken aduané na wópè dí?
   Mèpè akotúdide.
   What do you like to eat?
   I like to eat oranges.
   ('I like orange-eating.')

2. Edéken na wópè ye?
   Mèpè siníiko.
   What do you like to do?
   I like to go to the movies.

3. Edéken na wópè nsànóhm?
   Mèpè nsànóhm.
   What do you like to drink?
   I like to drink palm wine.
4. Edëgn na wòpè yë?
   Mëpe ananse'ëmká.
   What do you like to do?
   I like to tell fairy tales.
   ('I like spider story telling.')

5. Edëgn na wòpè korá?
   Mëpe slikakorá.
   What do you like to save?
   I like to save money.

Pattern Drill E

1. Kå kygré nô sèe ewo ha.
   Tell him that it is here.

2. Bisa nô sèe ewo ha.
   Ask him if it is here.

   Ask him if he is gone.

4. Hwë sèe okö anâa.
   See if he is gone.

5. Hwë sèe owo ha anâa.
   See if he is here.

6. Wùnim sèe owo ha anâa?
   Do you know if he is here?

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

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

   He doesn't know where it is.

    Ask him where it is.

New words

sèe . . . anâa
   if, whether

nîm
   to know, know how

9. /bôrëdâ/ is //broôdô/>. Another common word for bread is
   /pàânë/.

10. /Mîfîrî Kumâsâ/ is 'I am from Kumási', i.e., 'Kumási is my
    home town'. /Mîfîrî Kumâsâ na mëebâ/ is 'I am coming from Kumási'.

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

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

13. /sɛr̩a/ is //sra//.

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

15. /mɔ/, '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, /mekɔfo nɔ sikɔ ɔmɔ nɔ/, 'I'm going to take him the money', 'I'm going to take the money to give /it/ to him'.

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

17. Verbs without objects are often reduplicated for clarity or specification, e.g., /kɔn/ is 'to read', 'count'; /kɔn phɔmɔ/ is 'to read a book'; /kɔnkɔn/ 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., /nhɔmɔ̀ ɔ̀ ɔfɔ Ghanə hɔ/, 'a book about Ghana', 'a book which is about Ghana', literally 'book which takes hold of Ghana's self'.

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19. Habitual desires or preferences are expressed by the simple stem following /pe/, 'to like'. Stems ending in /-1/ have an alternate form ending in /-1e/, 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., /nsuom nám/ is /nsuommám/.

22. /'áː/ is //ā//.
Unit 8

Basic Dialogue

-A-

yaré

sa

cyarqṣafqo (pl. a-)

physician

1 Cyarqṣafqo nô wo hô anáa? Is the doctor in?

-B-

?qân, cyarqṣafqo nô wo hô. Yes, the doctor is in.

-C-

amannqé (amannqé)

message, mission

3 Wamánngé?

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

-A-

4 Mengé ápô.

I don't feel well.

-C-

eyá

pain, ache; grief, distress

5 Wô héfâ na eyé wô eyá?

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

-A-

eti, etíri (pl. q-)

head

6 Mî tî yé mën yá.

My head hurts.

yâm

the insides of the body

7 Mî yâmǹsq yé mën yá.

My stomach hurts too.
-c-

gyŋ

to take, receive, accept, take internally

ṇą dúru (pl. n-)

medicine

8  Gyi ṇđúru yi.

Take this medicine.

Notes

1. /-fọo/, which is //fo//, corresponds to English (1) '-er' which forms agent nouns from verbs, e.g., /ọyarṣéًfọo/, 'diseasecurer', 'physician', and (2) '-er' or '-an' meaning 'the people of', 'the inhabitants of', e.g., /Nkọrắ́fọo/, 'the people of Accra'. /-fọo/ occurs (a) with both the singular and plural of some stems, (b) with only the plural of some stems, having /-ní/ with the singular, and (c) with both the singular and plural, having /-ní/ as an alternate form with the singular. This type of noun has an /ɔ- ɔ-/ prefix in the singular and an /a- ą-/ prefix in the plural. Sometimes /n-/ also occurs with the plural. /ọyarṣéًfọo/, 'doctor', has an alternate form /ọyarṣéńi/. /ayarṣéًfọo/, 'doctors', has an alternate form /ńyarṣéąfọo/. /osąfọo/, 'dancer' and /osąńi/, 'warrior', both have the plural /asąfọo/.

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

3. /Gyi ṇđúru 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. Mì tí yé më yá. My head hurts.
5. ṫMakyí yé më yá. My back hurts.

Pattern Drill A

1. Wamánnñe. What's your problem?
2. Namánnñe. What's his problem?
3. Néamánnñe. What's your (pl.) problem?
4. Wón amánnñe. What's their problem?
5. Yamánnñe. What's our problem?

New Words
nsá hand, arm
náñ foot, leg
akyi the back, rear; back, behind
abatí, bårí (báti) (pl. m-) shoulder

Pattern Drill B

1. Mënu. I see it.
4. Mënëhwë oyarësáfô nô. I'm looking for the doctor.
5. Kohu oyarësáfô nô. Go see the doctor.
6. Kohù nọ sèe ope biribi ádì.
    Go see if he wants something to eat.

7. Bisa nọ sèe ope biribi ádì.
    Ask him if he wants something to eat.

8. Bisa nọ sèe nọ hèfà na yè yà.
    Ask him where he hurts.

9. Òwè sèe nọ hèfà na yè yà.
    See where he hurts.

10. Òwè sèe ope nhómá áto.
    See if he wants to buy a book.

New word

    biribi

    something, anything, nothing (in negative sentences)

Question and Answer Drill A

1. Òyarésáfọ nọ wọ hà?
    Is the doctor in?
    Dàgbì, òyarésáfọ nọ nnni hà.
    No, the doctor isn't in.

2. Òhèfà na òyarésáfọ nọ wọ?
    Where is the doctor?
    Òyarésáfọ nọ wọ òyarésábẹ̀a hà.
    The doctor is at the hospital.

3. Òyarésáfọ nọ wọ òbọ̀áfọ̀ anàa?
    Does the doctor have an assistant?
    Ààmì, òwọ̀ òbọ̀áfọ̀.
    Yes, he has an assistant.
4. Edě̀n nti na wúukohú dókèta nò?
Mílkohú dókèta esìànè sé mëyarè.

5. Wọpè sè mëbo wọ pánqè?
Ààñ, mọpè sè wọbo më pánqè.

6. Mmqàra nò ōregóro wo sukuùdàn nò mú?
Daqìbi, woogóro wo sukuùdàn nò akyì.

7. Mmqàra nò ōregóro wo agorɔbèa hó?
Ààñ, woogóro wo agorɔbèa hó?

8. Oyarqásafò nò rikohú abqfàra nò anàa?
Ààñ, obéñu nò.

9. Wọ hó tè sìn më?
Më hó yè më sìn nnèra.

10. Wùbedì nnà ahè wo hà?
Mèdì osèram.

Why are you going to see the doctor?
I'm going to see the doctor because I am sick.
Do you want me to give you a shot? ('You like that I strike you needle?')
Yes, I want you to give me a shot.
Are the children playing in the school building?
No, they are playing behind the school building.
Are the children playing at the playground?
Yes, they are playing at the playground.
Is the doctor going to see the child?
Yes, he will see him.
How are you today?
I feel better today than I did yesterday.
How long will you be here?
I will be here a month.
New words

bêá (bêa) (pl. m-)  place; manner
ayar'sâbêa (pl. f-)  hospital, clinic, doctor's office
bôá  to help
obôafô (pl. a-)  helper, assistant
dôkêta  doctor
eslânê  because, on account of
bo  to strike, hit, come in contact with; break, destroy; shoot
pânê (pl. m-)  needle
bo...pânê  to give a shot of medicine
gorô, goru  to play
agôr'bêa  place to play, playground
ntî  therefore, because
se'dên ntî  why

Lexical Drill B

1. Môpê sê wô na wôkâ kàà nô.  I want YOU to drive the car.
2. Môpê sê onô na ôkâ kàà nô.  I want HIM to drive the car.
3. Wôpe sê onô na ôkâ kàà nô.  They want HIM to drive the car.
4. Wôpe nhômâyqêw.  They like to write letters.
5. Yepe nhômâyqêw.  We like to write letters.
UNIT 8

6. Yepe kààkà. We like to drive a car.
7. Òpe kààkà. He likes to drive a car.
8. Òpe kàà akà. He wants a car to drive.
10. Mëpe fufùo ádì. I want some fufu to eat.

Lexical Drill C

1. Mìtumí kà lótorchì. I am able to drive a car.
2. Mèntumí ngà lótorchì. I can't drive a car.
3. Mèntumí ngà mmé. I can't go today.
4. Wóntumí ngà mmé. They can't go today.
5. Wóntumí nté wò mmí hà. They can't hear you from here.
6. Oyaréfñò nò nté wò mmí hà. The patient can't hear you from here.
7. Oyaréfñò nò pë birìbì akènkàñ. The patient wants something to read.
8. Obaréma nò pë birìbì akènkàñ. The man wants something to read.
9. Obaréma nò bëhù obaa ngà okyêna. The man will see the woman tomorrow.
10. Ayaréfñò hwéfñò nò bëhù obaa ngà okyêna. The nurse will see the woman tomorrow.

New words

ayaréfñò (pl. a-) patient, sick person, invalid
hwéfñò (pl. a-) caretaker, supervisor
ayaréfôo hwéfôo (pl. ŋ-) nurse
obaréma (pl. m-) man, male
obáa (pl. m-) woman, female

Pattern Drill C
1. Tó
    Buy it.
2. Tó nô.
    Buy him.
3. Tó enô.
    Buy that one.
4. Tó bi.
    Buy some.
5. Tó ma mô.
    Buy it for me.

Pattern Drill D
1. Môpe bi.
    I want some.
2. Mâ mê bi.
    Give me some
3. Fa mâ mê.
    Give it to me.
4. Fa enô mâ mê.
    Give me that one.
5. Tó enô mâ mê.
    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., /mê, wô, nô/ may be low-toned verb suffixes /-m, -w, -n/.

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

/bêa/, also means manner, as in /nkêrâbêa/, 'fate', 'destiny',
'manner of death', from /kɛrɛ/, 'to take leave of', 'bid farewell to'.

6. /gorɔ/ 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., /ɔnɔ na ɔkɔ/, 'HE drives'. The emphatic pronouns are:

\[
\begin{array}{ll}
  mɔ & yɛŋ \\
  wɔ & mɔ \\
  ɔnɔ & wɔŋ \\
  ɛnɔ & ɛnɔ \\
\end{array}
\]

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. /ayarɛfɔ o hwɛfɔ/ also occurs as /ayarɛhwɛfɔ/.

9. /ɔbarɛmɔ/ is //ɔbarĩmɔ// and is often /ɔbaŋɔ/ /ɔbarɛmɔ/, 'the male of the species', is used to form compound nouns, e.g., /oŋuɔbærɛmɔ/, 'male sibling', 'brother', and /ɔbɔbarɛmɔ/, 'male child', 'son'.

10. /ɔbàa/ is /ɔbāa/ in Akuapim dialect. /ɔbàa/ is also used in compound nouns and means 'the female of the species'. Compare note 9.
Basic Dialogue

-A-
1  "Wàkòddì anàa?  Have you gone to eat yet?

-B-
2  "Mìnìddì'ìye.  I haven't eaten yet.

-A-
3  Ehèfà na yèŋkòdí?  Where shall we go to eat?
   (Where should we go to eat?)

-B-
4  M(à) yèŋkò mí fie.  Let's go to my house.

-A-
5  Edè tà na wòpè sè sè wùdì nnè?  What would you like to eat today?

-B-
6  Mìdíi ampesìi nnèra.  I ate ampesì yesterday.
   entì  therefore
7  Entì m(à) yènnì fufùo nnè.  So let's eat fufù today.

-A-
8  M(à) yèŋkò àfèì.  Let's go now.

-B-
yòò  yes, O.K.
9  Yòò, m(à) yèŋkò.  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., /hɔu/, 'saw' (from /hɔ/), /ta₃ə/,'chased' (from /ta₃/), /buɛɛ/, 'opened', 'undid' (from /buɛɛ/), /tɔnɛ/, 'sold' (from /tɔnɛ/), /kyɛɛɛɛ/, 'wrote' (from /kyɛɛɛɛ/).

   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 i followed by an object. (2) Verbs of motion and /hɔ/, 'to see', have a low stem vowel with and without a following object. An intransitive suffix /-γ/ is added if there is no verb object, and a temporal adverbial suffix /-ɛ/ also occurs after /-γ/. But some verbs never occur without an expressed object. /-γɛ/ is a freely alternating form of /-γ/ for some (especially younger) speakers, but many speakers use /-γɛ/ only in temporal clauses, e.g., /mɔbaayɛ/, 'I came', and /mɔbaayɛɛ/, 'when I came', are kept distinct by many persons, but other use both forms in either sense. /-γ/ is /-e/ after lax vowels and /-l/ after tense vowels, e.g., /mɛbaɛɛ/, 'I come', and /mɛbaɛɛɛ/, 'when I came'. (3) See Unit 18, note 5 for past tense secondary tones.

   With verbs stems ending in nasals and semi-vowels, some (especially younger) speakers have a long nasal or semi-vowel in the intransitive just as in the transitive, but many speakers have /-qγ/ and /-qγɛ/ with this type of stem, e.g., /mɛtɔnɛɛ/, 'I bought it (or some), /mɛtɔnɛɛɛ/, 'when I bought it (or some)'. These endings are /-ee/ and /-eeɛ/.

   It is often necessary to supply impersonal pronoun objects in English when translating Twi intransitive verbs, such as, 'it', 'one', 'some', 'any', or 'none', e.g., /mɛtɔyɛ/, '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., /wákódi/ is replaced by /wákódi/ and is /woakódi/. 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.

mako //mako// I have gone  yakô //yəako// we have gone
wako //woako// you have gone  makô //moako// you have gone
wako //wako// he, she, it has gone
akô //ako// they have gone

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

Pattern Drill A
1. M(á) yənkó. Let's go.
3. M(á) yənkó fíe. Let's go home.
5. M(á) yəmmyína. Let's stop.

Pattern Drill B
2. Má won nkó. Let them go. Have them go.
3. Má bara'ó má nô nkó. Let the man go.
4. Mā obáa nō nkō.  
Let the woman go.

5. Mā abofára nō nkō.  
Let the child go.

Let the infant go.

Pattern Drill C

1. ɛmma yẹŋkọ.  
Let's not go.

2. ɛmma yẹnnidi.  
Let's not eat.

3. ɛmma yẹŋkọ fíe.  
Let's not go home.

4. ɛmma yẹŋkọ ɛfél.  
Let's not go now.

5. ɛmma yẹnniŋná.  
Let's not stop.

6. ɛmma yẹnterá ăsę.  
Let's not sit down.

Pattern Drill D

1. ɛmma nō nkọ.  
Don't let him go.

2. ɛmma ọnɛ nkọ.  
Don't let them go.

3. ɛmma ọbọrmá nō nkọ.  
Don't let the man go.

4. ɛmma obáa nō nkọ.  
Don't let the woman go.

5. ɛmma abofára nō nkọ.  
Don't let the child go.

6. ɛmma akwadaá nō nkọ.  
Don't let the infant go.

New words

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

ɛtɛrɛ, tɛnɛ  
to sit, live, stay
Pattern Drill E

1. Mëkoo Ñkerän nñera. I went to Accra yesterday.
2. Obaa há nñera. He came here yesterday.
4. Yeòoo mpabqà nñera. We bought some shoes yesterday.
7. Womàa mú síká nö nñera. They gave me the money yesterday.

Pattern Drill F

1. Mankö Ñkerän nñera. I didn't go to Accra yesterday.
2. Wamàa há nñera. He didn't come here yesterday.
3. Mënha nö nñera. I didn't see him yesterday.
4. Yantò mpabqà nñera. We didn't buy any shoes yesterday.
5. Mënhwehweè nö nñera. You (pl.) didn't look for him yesterday.
7. "Wammá mĩ siká nó nnéra.
   They didn’t give me the money yesterday.

8. Mamfá biribi ámmere wọ nnéra.
   I didn’t bring you anything yesterday.

   I didn’t bring him yesterday.

10. Mamfá nọ áŋko nnéra.
    I didn’t send him away yesterday.

New words
   akokó (pl. n-)
   chicken

   dë
   to have, own; cause, make, force

   bërê
   to bring something to a person

   dë...ba
   to bring a person

   dë...ko
   to send away, cause to go

Pattern Drill G

1. Makó sótoò mú dèdaw.
   I have already gone to the store.

2. Mákohú dôkêta dèdaw.
   I’ve already gone to see the doctor.

3. Mádi ánopáadùàné dèdaw.
   I’ve already eaten breakfast.

4. Wádi ewímúadùàné dèdaw.
   He has already eaten lunch.

5. Wádi áňwumérẹadùàné dèdaw.
   They have already eaten dinner.
6. Wanťa nám nô dedąw. They have already cooked the meat.

7. Wabá dedąw. They have already come.

8. Yakósèrà okyéřekyéřeni
   nô dedąw. We have already gone to visit the teacher.

9. Wákyyéré nô ákyéřèw
    dedąw. You have already taught him to write.

10. Mákyýéré mì ofìe nô dedąw. You have already shown me the house.

Pattern Drill H

1. Mërkkò sòtoù mû ee. I haven't gone to the store yet.

2. Mërkkóhuù dôkëta ee. I haven't gone to see the doctor yet.

3. Mënnii anopoladuâné ee. I haven't eaten breakfast yet.

4. Onnìi ewìmìaduâné ee. He hasn't eaten lunch yet.

5. Wonnìi anìwummereaduâné ee. They haven't eaten dinner yet.

6. Wonnògà nám nô ee. They haven't cooked the meat yet.

7. Woowàye. They haven't come yet.

8. Yeñkósèrà okyéřekyéřeni
    nô ee. We haven't gone to visit the teacher yet.
9. ṭe ankyerɛɛ nɔakyɛrɛw
   ɛɛ.
   10. ṭe ankyerɛɛ mɛafoie nɔ ɛɛ.

You haven't taught him to read yet.
You haven't shown me the house yet.

New words

anopɔduuɔnɔ
breakfast

ewiɔ, ɔwiɔ
sunshine; noon, late forenoon, and early afternoon

ewiɔduuɔnɔ
lunch, noon meal

aŋwummoŋreduuɔnɔ
supper, evening meal

7. /tɛrɔ/ 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 /mɔ/ 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., /mɔ nɔŋkɔ/, 'Have him go', or 'Let him go'.

9. The negative cohortative is marked by the negative of /mɔ/ plus a high tone on /yɛ/, a low tone on the nasal prefix, and a high tone on the last syllable of the verb, e.g., /ɛmɔmɔ yɔŋkɔ/, 'Let's not go'. /ɛmɔmɔ/ is sometimes /mɔmɔ/ and is //mma//.

10. /mɔgyɔnɔ/ is //mɔgyɔnɔ/. 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. /də/ has a suppletive negative /mfa/, which is the negative of /fa/, 'take'. The verb after /mfa/ is in the consecutive form, e.g., /Mamfa biribi ɛmme wọ nnɛra/, 'I didn't bring you anything yesterday', 'I didn't take anything to bring to you yesterday'.

14. Vowel harmony does not usually influence more than one vowel across word boundaries or across stem boundaries in a nominal compound where there is more than one stem. For example, the usual form is /anopạduane/; one will seldom hear /anopạduaṇe/.

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

16. /aŋwummeduane/, 'supper' also occurs.
/ewila mọ ạduane/, 'lunch', 'noon meal' is also common.

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

18. /fa/, 'to take' occurs with both a high and a low stem vowel in the simple present, i.e., some speakers say /mɛfa/, others /mɛfa/.
Unit 10

Basic Dialogue

-A-
1 Mēkoo Ṇkerën mnera. I went to Accra yesterday.

-B-
2 Wōkọyéè deèn What did you go to do?

-A-
   ntāmā clothes, Ghanian dress

3 Mētoō ntāmā. I bought some clothes.

-B-
   ńsośo also, else

4 Edēè bèn ńsośo na wōyēe? What else did you do?

-A-
5 Mēkoo ye sëè mikońu I went especially to see the
cyarēsāfōo. doctor.
sē to say

6 Cyarēsāfōo nō sē mēŋkoda. The doctor said I should go to
   bed.

7 Edēn ntī na Ọwōnkọdaaye Why haven't you gone to bed?
   sééseei until now, as yet, still

8 Mīlkō fie sééseei. I'm on my way home now.
Notes

1. Verbs of motion have objects. In the sentence /Məkoo Nkərəm/, 'I went to Accra', /Nkərəm/ is the object of the verb /ko/.

2. /ko/ plus the consecutive form is one way of expressing purpose, e.g., /məkoo əhù nɔ/, 'I want to see him'. To express emphatic purpose /sëë/ plus another /ko/ with a subject is used, e.g., /Məkooyɛ sëë məkohu nɔ/, 'I went purposely to see him'. Note that the first /ko/ is intransitive and adverbial. See note 5.

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

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

4. /sëësëi/ 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., /Mfkɔ fie sëësëi/, 'I am in the act of going home right now'.

Grammatical Drill A

Change to past positive.


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17. Wokohué.     Wokohúuy.
20. Œmá.         Œmáay.

Grammatical Drill B

Change to past positive.

1. Mësérá mé papá. I visit my father.
   Mëséráá mé papá. I visited my father.
2. Ohú mé.       He sees me.
    Ohúu mé.       He saw me.
3. Òba behú mé.    He comes to see me.
   Òbaa behúu mé.   He came to see me.
4. Òba sée obehú mé. He comes purposely to see me.
   Òbaaye sée obehú mé. He came purposely to see me.
5. Mëton ntaá.   I sell clothes.
   Mëton' ntaá.    I sold clothes.
    Mëbisáá nso.    I asked him.
7. Òtô akutú.  He buys oranges.
    Òtoto akutú.  He bought oranges.
    Mëdë akutú bërës nō.  I brought him an orange.
    Wúbuèe ṣhômà nō.  You opened the book.
10. Òbá ṣbëgỳë ṣhômà.  He comes to get the book.
    Òbaaey ṣbëgỳëe ṣhômà.  He came to get the book.

Lexical Drill A

1. Mëkoo ṣêkërân mnéra.  I went to Accra yesterday.
2. Mëtoó käa fôfôrô wo
    Nkërân mnéra.  I bought a new car at Accra yesterday.
3. Mëtoó käa fôfôrô māa
    më yërë.  I bought a new car for my wife.
4. Matò käa fôfôrô ámâ më
    yërë.  I have bought another car for my wife.
5. Matò käa măfiri nê
    ñkyëên.  I have bought a car from him.
6. Watò käa ṣfiri nê
    ñkyëên.  She has bought a car from him.
7. Wabà sët obëtô käa
    ṣfiri nê ñkyëên.  She has come purposely to buy a car from him.
8. Wabà sët obëtô ntamâ
    ámâ nō bā.  She has come especially to buy clothes for her child.
9. Ṣèbià oṣéto Ṽtāmā ãmà nà bá. She may buy clothes for her child.

10. Ṣèbià oṣéto akōnnuá fie. Maybe she will buy some chairs for the house.

New words
fóforó
mkọn
èbià

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

Lexical Drill B

1. Mètòn mè kòkòò mà nọ. I sell my cocoa to him.

2. Mètòn mè kòkòò àmà nọ. I'm selling my cocoa to him.

3. Mètòn mì fie àà ewo I'm selling my house at Accra.
   Ṣèkèràn nọ.

4. Mèekọsèraà mì nụ hà nọ àà I visited my brother who is at Accra.
   owo Ṣèkèràn nọ.

5. Mèekọsèraà mì nụ hà nọ I visited my brother when I
   mmèr(e) àà nà mèwọ
   Ṣèkèràn.

6. Mìkohù dòkèta nò mmèr(e) I went to see the doctor when
   àà nà mèwọ Ṣèkèràn nọ. I was in Accra.

7. Mìkohù dòkèta nò I went to see the doctor because I was sick.
   ès(1)ànè sè è nà mèyare.
8. Mètràa fie ésiànè sè t ná mèyarè. I stayed home because I was sick.

9. Mètràa fie kosi sè t obaaye. I stayed home until he came.

10. Mètwenn kosi sè t obaaye. I waited until he came.

New words
kookò (kookoo) cocoa
abèrè (pl. m-) time
mèrè àà when, (time that)
èsiànè because, on account of
kosi until, up to
twen to wait

Lexical Drill C
1. Skò sòtoò mú. He is gone to the store.
2. Wabá firì sòtoò mú. He has come back from the store.
3. Wabá firì Koforíduà. He has come back from Koforidua.
4. Masàn ábà Koforíduà. I have returned to Koforidua.
5. Masàn ábà rèбегyè mé hómmà nò. I have returned to get my book.
   Kofi has been looking for you all day.

8. Amma ahwëhwë wò dá mú yi ñyínà.
   Amma has been looking for you all day.

   Amma studied English in Ghana.

    Why did you study English in Ghana?

Lexical Drill D

1. Cyarësàfo nò sè mënkôda.
   The doctor said I should go to bed.

2. Cyarësàfo nò sè èsè sèè ofá àdùru yì.
   The doctor said it is necessary for him to take this medicine.

3. Cyarëhwëfòo nò sè èsè sèè ofá àdùru yì.
   The nurse said he has to take this medicine.

   The doctor said he should take this medicine.

5. Nò bòàfòo nò sè ómfa àdùru yì.
   His assistant said he should take the medicine.

   His assistant came to see him.

7. Akyërekyërefo nò baa behùù nò.
   The teachers came to see him.

8. Akyërekyërefo nò baa ñëë wobehù nò.
   The teachers were here purposely to see him.
9. Mę papa baaye sẹẹ obehú nọ. My father came especially to see him.

10. Mę papa firi Améreka ábà, na ọwọ Kumáṣe. My father is back from America and he is at Kumasi.

11. Mí nwa barẹ má nọ firi Améreka ábà na ọwọ Kumáṣe. My brother is back from America and he is at Kumasi.

12. Mí nwa barẹ má nọ firi Améreka ábà, na ọwọ Kumáṣe sẹisei. My brother has already come back from America and he is (living) at Kumasi now.

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

/be-/ , 'come' may precede a compound verb beginning with the /be-/ of purpose, e.g., /Oba behdu mẹ/, 'He comes to see me'. If /sẹẹ/ occurs between /ba/ and /be-/ , the verb with /be-/ also has a subject and the meaning is emphatic, e.g., /Obaaye sẹẹ obehu mẹ/, '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., /m-eslinti/, '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., /mębęgyẹ/ is /mebęgyẹ/.
6. /ko/ also means, 'to go with', 'match', 'suit', as /šəbiə/ obətə akoŋguá əkə fíe/, '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. /šəbiə/ is //šbiə//. /šəbiə/, 'perhaps', 'maybe', also corresponds to English 'may', e.g., /šəbiə obətə/, 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 /yarə/. 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. /Amērēka/ is //Amerika//.
Unit 11

Basic Dialogue

-A-

wɔŋ to beget, give birth to

Ehɛfɔ na yɛwɔŋ wɔŋ? Where were you born?

-B-

Yɛwɔŋ mɛ wo Kumɑsɛ. I was born at Kumase.

-A-

afɛ (pl. mfie) year

ahɛ how many, how much

Mfie ahɛ na wɔdii? How old are you? ('Years how many then you have used up?')

-B-

qduasɛ thirty

Mɔɗi mfie qduasɛ. I'm thirty years old.

-A-

qduwɔma (qduwɔma) (pl. work, occupation

ŋɗiŋwɔma)

Edeɛn qduwɔma na wɔyɛ? What's your occupation? ('What kind work then you do?')

-B-

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

Mɛyɛ abɔn qduwɔma. I work for the government.
UNIT 11

-TWI-

-A-

tu\  
to live, dwell

7 Eh\i\f\a\ na w\b\t\e\?  Where do you live?

-B-

8 M\s\t\u\ Tama\l\e\?.  I live at Tamale.

Grammatical Drill A

Change to perfect positive.

1. Ye\a\?.  Yak\o\.
2. Oh\a\?.  W\a\h\u\.
3. M\d\d\i\d\i\?.  Ma\d\d\i\d\i\.
4. W\y\w\e\?.  W\y\e\.
5. W\t\o\?\n\n  wat\o\?\n
6. M\b\b\i\s\a\?.  Ma\b\i\s\a\.
7. Ob\a\?.  Wab\a\.
8. M\v\h\w\e\?.  Mah\w\e\.
9. M\t\o\?.  Ma\t\o\.
10. W\o\n\d\a\?.  Wan\d\a
11. Ye\a\?.  Yaf\a\.
12. Ok\y\q\e\w\?.  Waky\q\e\w\.
13. W\d\a\?.  Wa\d\a\.
14. W\k\a\?.  Wa\k\a\.
15. Os\u\?.  W\a\s\u\q\.
16. M\n\h\o\m\?.  Man\h\o\m\.
17. W\u\k\o\h\u\a\  W\a\k\o\h\u\a
18. Mógyè.
19. Oférè.
20. Omá.

Mágyè
Waféré.
Wamá.

Question and Answer Drill A

1. Dá bën na wowqq wq?
   Wowqq mè Efieda.
What day were you born?
   I was born on Friday.

2. Ehèfà na wòtè áfei?
   Mètè Tamalè áfei.
Where are you living now?
   I'm living at Tamale now.

3. Edéén ntí wqko kohùu dökèta?
   Mèkö kohùu dökèta
   esiánde sé né
   mèyarè.
Why did you go see the doctor?
   I went to see the doctor
   because I was sick.

4. Edéén ntí wòsànn báayè?
   Mèssànn báayè séè
   mèbehù wq.
Why did you come back?
   I came back to see you.

5. Ehèfà na yewqò wq?
   Yewqò mè wo Kumasè
   ayarsábèa.
Where were you born?
   I was born at Kumase
   hospital.

6. Ehèfà na yewqq nó?
   Yewqq nó wo
   ayarsábèa àa èwo
   Kumasè.
Where was he born?
   He was born at the hospital
   in Kumase.
7. Mfie ahë na wq bá qdí?  
Më bá qdí afë.
How old is your child?  
My child is a year old.

8. Ehëfà na wòye ãdwùma?  
Mëyë ãdwùma wo  
Takorâdì.  
Where do you work?  
I work at Takoradi.

9. Wòye ãdwùma mnànanà?  
Aàn, mëyë ãdwùma maa  
nà.  
Did you use to work for him?  
Yes, I used to work for him.

10. Mfie ahë wâdì wo hà?  
Mâdì afë wo hà.  
How long have you been here?  
I have been here a year.

Lexical Drill A

1. Nà më nnàn yë më yà  
nnèra.  
My leg hurt yesterday.

2. Opirâà në nnàn mnèra.  
He hurt his leg yesterday.

3. Opirâà në nnàn ansà na  
mîbedù hò.  
He hurt his leg before I arrived.

4. Nà owo hò ansà na  
mîbedù hò.  
He was there before I arrived.

5. Mînîm sët nà owo hò.  
I know that he was there.

I know he is there.

7. Òsë owo hò.  
He said he was there.

8. Òsë wowo hò.  
He said they were there.

I know they were there.

10. Nà mînîm sët owo hò.  
I know he was there.
New words

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

Pattern Drill A

1. Mądídí ā́wìe.   I have finished eating.
2. Makè̀nkan ā́wìe. I have finished reading.
3. Makyè̀rèw ā́wìe. I have finished writing.
4. Mayè ā́dwùma ā́wìe. I have finished working.
5. Masùq àdè ā́wìe. I have finished studying.

Pattern Drill B

1. Màwìe qàdidi.  I have finished eating
2. Màwìe akè̀nkan. I have finished reading.
3. Màwìe akyè̀rèw. I have finished writing.
4. Màwìe àdwùmays. I have finished working.
5. Màwìe qàdesùq. I have finished studying.

Pattern Drill C

1. Òṣè mèmmara.   He said I should come.
2. Òṣè mèmma.     He said I shouldn't come.
3. Òṣè mèntò bi.  He said I should buy some.
4. Òṣè mènntò bi. He said I shouldn't buy any.
5. Òṣè mènko fie. He said I should go home.
6. Osé mënkö fie. He said I shouldn't go home.
7. Osé mënsvu. He said I should learn it.
8. Osé mënsvu. He said I shouldn't learn it.
9. Osé mënköda. He said I should go to bed.
10. Osé mënködá. He said I should not go to bed.

Question and Answer Drill B

1. Bërê ádu? Is it time?
   Dáabí, bërê nnúuyɛ. No, it isn't time yet.
2. Ná wóyɛ sukúńi wo Were you a student in Ghana?
   Ghaná?
   Dáabí, ná mënŷɛ No, I wasn't a student in
   sukúńi wo Ghaná. Ghana.
3. Mfie ahé na wàtɛná hâ? How long have you lived here?
   Matɛná há firí I have lived here since I
   mnér(e) âa yɛwoŋ mɛ. was born.
4. Ehɛ na ná wówó Ghaná? Where were you in Ghana?
   Ná mëwo Nsawam. I was at Nsawam.
5. Mnérɛ bën na ná wówó When were you in Kumasi?
   Kumásɛ? I was in Kumasi Sunday.
   Ná mëwo Kumásɛ
   Kwàsiɛda.
6. Ehɛ na wotɛ? Where do they live?
   Ehá na wotɛ. Here /is where/ they live.
7. Wàwìe ądùmùyɛ? Have you finished working?
   Mfîbewìe ądùmùyɛ. I am about to finish working.
8. Ehéfá na ñe ñëfëi? Where does he live now?
    Ëë yi më na ñe ñëfëi. This is the house where he
    lives now.

9. Hëna na qëúe bágé nö? Who has opened the bag?
    Ìnnì mí ñëa òbùé bágé I don't know who opened the
    nö.
    bágé
10. Mmóre bëñ na ñërëá aë? When did he live here?
    Ñërëá aë në He lived here during his
    mmofofràassë childhood.

New words
    ñëhèná (pl. -ñëm) who, whom, whose
    bágé bag, sack, briefcase
    mmofofràassë childhood

Notes

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Kwàsiëda</td>
<td>Kwàsí</td>
</tr>
<tr>
<td>Monday</td>
<td>Dwëóda</td>
<td>Kwadwó</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Ñenàda</td>
<td>Kwabñénà</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Wùkuoda</td>
<td>Kwàkú</td>
</tr>
<tr>
<td>Thursday</td>
<td>Yawòda</td>
<td>Yaw</td>
</tr>
<tr>
<td>Friday</td>
<td>Fòëda</td>
<td>Kòfì</td>
</tr>
<tr>
<td>Saturday</td>
<td>Mòmèñëda</td>
<td>Kwàmüè</td>
</tr>
</tbody>
</table>

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

3. /Ọwọ ayaqṣába ṣà sọọ Ṣbugá/, 'He is at the hospital in Accra' must have the relative pronoun /áà/ and a subject with the second /wọ/. Speakers of English often make the error of omitting /áà é-/ Question and Answer Drill A, sentence 6.

4. Clauses beginning with conjunctions usually occur after another clause. If a clause beginning with a conjunction occurs first in a sentence, then it has slightly more emphasis.

5. /Ná míním së̀ ẹ̀ wọ wọ̀/ 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 /ńwé/, 'finish' is used to express completion, e.g., /Mañdí áwé/, 'I have finished eating', literally 'I have eaten to finish'. In Pattern Drill B, the perfect of /ńwé/ followed by verbal noun is used to express completion, e.g., /Mañwé ṣdí/, 'I have finished eating'.

Verbal nouns are marked by a low-tone /a- ɪ- 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., /qdwúmayɛ/, 'working', literally 'work-doing'. In compound verbal nouns, there is no /a- ɪ- 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 ṣà/ to these constructions, e.g., /Mañwé ṣdí séései/, 'I have just eaten', or /Mañwé ṣdí séései ṣà/, 'I have eaten just now'. If /ṣà/ 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., /ôsé mékô/, 'He said I shouldn't go', /ôsé énôkô/, 'He said you shouldn't go', /ôsê ónôkô/, 'He said he shouldn't go'. See Pattern Drill C.

8. /tê/, '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 /nâ/.

/tênê/, /tênë/, '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 /tê/ to refer to an existing condition with no reference to beginning or end; but sentence 3 uses /tênâ/ to refer to a specific period, viz., from the time you began to live here until the present. /tênâ/ 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 /nâ/ at the beginning of the sentence, /nâ/ indicating past tense and/or emphasis for the verb comes after /nâ/ 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 /nâ/ placed after it to give it prominence. Compare /wotê hâ/, 'They live here', and /ënhâ na wotê/, 'Here is where they live'; in the second example here is emphasized.
11. /chëna/ is an interrogative personal pronoun, and it is only used to ask questions. /nqä/ is a relative pronoun or conjunction meaning, 'the one who', 'the one that', 'he who', 'he whose', 'where', and is used to introduce relative clauses. Compare the question and answer of Question and Answer Drill B, sentence 9. See also Unit 6, Lexical Drill F.

12. /asq/ when the last element of a nominal compound also means 'the time of or during', e.g., /mmqfäräasq/, '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., /oyë qëdùma/, 'He works'.
Unit 12

Basic Dialogue

-A-

bo to hit, strike

1 Abó sëh? What time is it?

-B-

odô (nô) (pl. n-)
bell
nsiá six

2 Abó nnôn nsiá. It is six o'clock.

-A-

cy(é) àå usually

3 Cy(é) àå bê rê bên n(a) oba? When does he come?

-B-

dàa always
pa to pass by, move along
mêrê tô, mêrê tô (pl. m-)
minute
quduonu twenty

4 Obá dàa nnôn nsiá àpà hô He always comes at 6:20.
mêrê tô quduonù.

-A-

gyîna to stand still, stop, halt

5 Edê'n nti na cy(é) àå em̀ Why does he stop here?
ogyîna wò há?
-B-
6 Ogyîná wô hâ didí. He stops here and eats.

-A-
7 Odî mmôr(ê) âhê? How long does he stay?

-B-
8 Odî bêye mmêrêtê dûnnum He stays about fifteen minutes.

Notes

1. In a number of words /n/ alternates with /r/ between vowels, as in /mênêtê/ or /môrêtê/ and /tênã/ or /têrâ/.

2. Another common word for 'minute' is /sîmmâ/. /mênêtê/ is //mînîtî//.

3. /gyîna/ is not followed by the consecutive form, e.g., /Ogyîna wô hâ didî/, 'He stops here and eats'.

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

Lexical Drill A

| baakô, biaakô | 1 |
| mmienû, âblêqû | 2 |
| mmienôsê, abîsêkô | 3 |
| ennân | 4 |
| enûm | 5 |

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SUMMARY

The text consists of a list of numbers followed by a pattern drill exercise.

The text begins with a list of numbers, each followed by a number in parentheses. The list includes:

- ąduonùm (50)
- ąduosig (60)
- ąduosog (70)
- ąduowótw (80)
- ąduokọro (90)
- oha (100)
- oha n' baak (101)
- oha n' du (110)
- ąh取暖 (200)
- apọm (pl. m-) (1000)

The text continues with a pattern drill exercise, which is to read the numbers horizontally. The exercise is divided into four sections, each with three rows of numbers. The numbers are arranged in columns, with each row containing a different pattern of numbers.

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BASIC COURSE

UNIT 12

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. Baako (ɛ)nɛ baako ye mmienù.  1 and 1 is 2
2. Mmienù nɛ mmienù ye mnàŋ.     2 and 2 is 4
3. Mmiensa nɛ mmiensa ye nsìq.    3 and 3 is 6
4. Emmän nɛ mnàŋ ye nqotwë.       4 and 4 is 8
5. Emm nɛ enùm ye dù.             5 and 5 is 10
6. Ensìq nɛ nsìq ye dümìenù.       6 and 6 is 12
7. Ensön nɛ nsön ye dúnaŋ.         7 and 7 is 14
8. Enqotwë nɛ nqotwë ye dünṣìq.    8 and 8 is 16
9. Enkqoronz nɛ nkqoronz ye dünqotwë. 9 and 9 is 18
10. Edu nɛ dù ye ąduonu.           10 and 10 is 20

Lexical Drill C

1. Wòyi mmiensa firi ensìq mú ãà,  6 minus 3 is 3
   eká mmiensa. ('When three is
   from six's whole, it remains
   three.')
2. Wòyi dù firi ąduasàn mú ãà,     30 minus 10 is 20
   eká ąduonu.
3. Wòyi mnàŋ firi enkqoronz mú ãà,  9 minus 4 is 5
   eká enùm.
4. Wóyì ñwotwé firì dümienú mú áà, eká ennáñ.  
12 minus 8 is 4
5. Wóyì nsiá firì dùnsóñ mú áà,  
eká dùbaaakó.  
17 minus 6 is 11
6. Wóyì dünúm firì ñduoomú mú áà,  
eká ennúm.  
20 minus 15 is 5
7. Wóyì ñwotwé firì ñduoomúnná mú áà,  
eká dùntsiá.  
24 minus 8 is 16
8. Wóyì ñduoošiá firì ñduoošóñ mú áà,  
eká edú.  
70 minus 60 is 10
44 minus 11 is 33
10. Wóyì ñduoošiáññwotwé firì ñduoošóñ mú áà, eká mmienú.  
70 minus 68 is 2

New words

/\(Sc)\...áá/  
ka  
to remain, be left

Question and Answer Drill A

1. Mfie áhë ni áà wóbëteráa hä?  
How many years has it been since you lived here?
Mfie dú ni áà mëbëteráa hä.  
It has been ten years since I have lived here.
2. Mfie áhè ní áɔɔ skoo
   Améèrèka?
   skoo Améèrèka mfie náŋ
   ní.

3. Ebedi mfie áhè na wòbésǎn
   ábà Ghana?
   Medì mfie mmlenú ansàà
   na méba Ghana.

4. Nnìpa áhè na ɛwɔ dàñ mú
   hò?
   Wòbèye nnìpa ạduònúm na
   ɛwɔ dàñ mú hò.

5. Nnìpa áhè pè n(a) ɛsèà?
   Wòbèye ạduònúm pépéèpe
   na ɛsèà.

6. Siká áhè na wòwò?
   Méwo pòn baako pè.

7. Efí Ñkèràn kó Kumáàsq bèye
   akwànśí áhè?
   Efí Ñkèràn kó Kumáàsq
   èbèye akwànśí nì ạduónú.

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

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

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

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

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

   How many miles is it from
   Accra to Kumasi?
   It's about 120 miles from
   Accra to Kumasi.
8. Ṣe wúfì Ọkèrànì Kumásè àà, édí mmèr(è) òhè?
   Ṣe wúfì Ọkèrànì rèko Kumásè àà, édí
   ọmọhwèrè rèkòàn.
   How long does it take to get from Accra to Kumasi?
   It takes nine hours from Accra to Kumasi.

9. Wúgyinaà há åkyè?
   Mágýınà há mmèrètè
   núm pé.
   How long have you been standing here?
   I've been standing only five minutes.

10. Wọtènà há åkyè?
    Mátènà há mmèrètè
    núm ní.
    How long have you been waiting?
    I've only been waiting some five minutes.

New words

ng
  to be, (See note 6.)

beńérà
  to come, sit down; settle, take up a habitation

pé
  exactly, only, precisely, thoroughly

okwán (pl. a-)
  road, path; way, method; opportunity

esíń (pl. aśínsíń)
  part, piece, fragment, remnant

okwánśíń (pl. a-)
  mile

tèrèń
  train

hwèrè
  to consume, use up, pass time

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dophwôrëw (pl. n-)
kye

hour
to continue, endure, last

Pattern Drill B

Nnôn mmienô ábô ápà hô mmêñëtë
dùnnâm.

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

Read the following times in Tw1.

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

10:45
11:55
7:35
2:10
6:25
12:50
9:00
4:30
5:45
3:50

Pattern Drill C

Aká mmêñëtë dû na γ(ε) ábô
dôŋ kq rqq.

It's ten minutes until one.

Read the following times in Tw1.

1:35
11:50
7:45
8:55
9:42

2:53
6:33
10:45
3:57
4:50

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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., /aduonubaakó/ 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., /aduonu/. See Lexical Drill A.

6. /(ɛ)nkorọŋ/ is //nkron//.

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

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

/nɛ nɛ/ contracts to /nɛŋ/.

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

9. /dɔŋ kɔrɔŋ/ and /dɔŋ kɔŋ/ are alternate forms of /dɔŋ baako/. 
Unit 13

Basic Dialogue

-A-

óbó (bóó) (pl. a-) price; stone; kernel, seed

1 Né bóó y(ε) ahé? How much is this?

-B-

sírẹn shilling

2 Né bóó ye sírẹn mmienú. It's 2 shillings.

-A-

büúku, büúkuú book
kokoó red

3 Büúku kokoó nő y(ε) ahé? How much is this red book?

-B-

4 Pón baakó ni sírẹn dú. One pound and ten shillings.

-A-

fa to take, grasp, seize

5 Fa eŋó mà mě. Give me that one.

akókosqràdqó yellow

kéraátaá (pl. n-) paper

6 Má mě akókosqràdqó kéraátaá Give me some yellow paper too.

nsqó bí.

-B-

hwẹŋhwẹ to look for, look after

7 Ahé na wọhwẹŋhwẹ? How much do you want?
UNIT 13  

TWI

-A-

bọqá

8 Mâ më bọqá. Give me a package.

nyínâ

ni nyínâ all

all of it

9 Nî nyínâ bọ bêyê ahê? How much is the total price?

-B-

10 Nî nyínâ bọ bêyê pôpî That will be 2 pounds altogether.

mmienî.

Notes

1. /Nè bọ çhê?/, 'How much /is/ this?', is also very common.

2. /sîrê/ is often /sîrê/ or /sêrê/ and is //sêrê/.

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

kokòô red, reddish or chocolate
brown, orange, purple

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

fîtâa white, (clear)

fûfu white

akôkosèrâđèt yellow, light tan

ahabãmmônô green

èbîruû blue

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/koko/, /tuntu/, /fitaa/, and /fufo/ are adjectives and follow their nouns, as other adjectives do. /akokosərəde/ and /ahabammono/ are compound nouns and precede their nouns. /akoko/, 'chicken' plus /sərəde/, 'fat', 'grease' indicates 'the color of hen's fat', i.e., 'yellow'. /ahabaa/, 'leaf', 'foliage', plus /amono/, 'fresh', 'green', 'unripe', indicates 'the color of fresh leaves', i.e., 'green'.

Light shades are indicated by a following /əkəra/, 'little', 'small', e.g., /ahabammono kəra/, 'light green'. With adjectives only, reduplication is used to indicate dark shades, e.g., /tuntuuntu/, 'very black', /fitafta/, 'very white', /kokooko/, '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. /akokosərəde/ is //akoksrade//.
/kəraata/ is //kraataa//.
/n/, 'and', 'with', is //ne//.
/kəra/ is //kakra//.
/bruu/ is //bruu//.

Question and Answer Drill A

1. Né bọ̀ ye sẹ̀ni?  How much is this?
   Né bọ̀ ye takú.  It is a sixpence.

2. Nhọmá yi bọ̀ ye sẹ̀ni?  How much is this book?
   Nhọmá yi bọ̀ ye pọ̀n  kó.
   This book is one pound.

3. Ntamá yi bọ̀ ye sẹ̀ni?  How much is this ntama?
   Ntamá yi bọ̀ ye pọ̀n  mmiensá.
   This ntama is three pounds.
4. Pënsërg wary bòò ye sëñ?
   Pënsërg wary bòò ye tòrò.
   How much is this pencil?
   This pencil is a threepence.

5. Opôði wary bòò ye sëñ?
   Opôði wary bòò ye pōn dû.
   How much is this table?
   This table is ten pounds.

6. Këraàtaâ wary bòò ye sëñ?
   Këraàtaâ wary bòò ye sempòa.
   How much is this paper?
   This paper is a sixpence.

7. Osëkañi wary bòò ye sëñ?
   Osëkañi wary bòò ye pōn mmiënsâ.
   How much is this knife?
   This knife is three pounds.

8. Kyôôku wary bòò ye sëñ?
   Kyôôku wary bòò ye tâkufâ.
   How much is this chalk?
   This chalk is a sixpence.

9. Ofie wary bòò ye sëñ?
   Ofie wary bòò ye pōn pëm núm.
   How much is this house?
   This house is 5,000 pounds.

10. Edôm wary bòò ye sëñ?
    Edôm wary bòò ye sîrën aðuásâ.
    How much is this bell?
    This bell is thirty shillings.
New words

opōŋ (pl. a-)  door, gate; table, desk; meal, feast
osékəñ (sékəñ) (pl. a-)  knife, razor
kyòòku, kyòòko  chalk
tàkú, tàkufè (pl. n-)  sixpence
tòrò, tòrò  threepence
sèmpqá  sixpence
kápèrè  penny

Question and Answer Drill B

1. Wudii na ahē wo  How long did you spend in
   Abaruokyīrī?
   Mídii mfe nān wo  Europe?
   Abaruokyīrī.
   I spent four years in
   Abaruokyīrī.

2. Wāko Abaruokyīrī pēŋ?  Have you been to Europe before?
   Dąqābi, męŋkō  No, I have never been to
   Abaruokyīrī pēŋ.  Europe?

3. Wúbeduuyè nō, ná abō  What time was it when you
   ahē?  arrived?
   Míbeduruuyè nō, ná  It was half past one when
   yabō dōŋ kōŋ nē fā.  I arrived.

4. Ëdēn ntí na wósān  Why did you come back?
   baayē?  Mósān baay sée mībehū  I came back to see you.
   wo.
5. Mmá áhè na w(ŋ) awófqo wo?
   Mawófqo wo mmá mmleoná ŋsq.

6. Mfie áhè ni àà wátorá há?
   Matórá há mfie nsön ni.

7. Sè odidí àà edí mmér(ŋ) ahè?
   Sè odidí ààctaá ɔdî mmérọtè dúnmùm.

8. Mfie áhè na wó papá ɔdî?
   Mé papá ɔdî mfie ədunùnmùm.

9. Ahè na wóseè wò sòto wù hò?
    Mésee sirèn dünànn pe.

10. Nnìpa áhè na éhyiaŋ wò sukuù wù hò?
    Nnìpa bëye shá na éhyiaŋ wò sukuù wù hò.

How many other children do your parents have?
My parents have three other children.

How many years have you lived here?
I have lived here for seven years.

How long does he take to eat?
He often takes fifteen minutes to eat.

How old is your father?
My father is fifty-five years old.

How much did you spend in that store?
I spent only fourteen shillings.

How many people met at the school?
About a hundred people met at the school.
New words

Aburokyírí: Europe, America
pèn: once, one time, ever, before
du, duru: to arrive, reach; be sufficient
awòfòo, awòfònòm: parents
taa: to pursue, chase, follow; do often or repeatedly
see: to use up, spend; destroy, mar, ruin
hylà: to meet, assemble; agree, be in accord

Pattern Drill A

2. Pènsèrə təntən koko nô opònò nô sq. A long red pencil is lying on the table.
3. Pènsèrə təntən koko nô yə nê dəa. The long red pencil is mine.
4. Ahabämmonò kàà fòfòrò nô yə nê dəa. That new green car is mine.
5. Ahabämmonò kàà fòfòrò nô firi Aburokyírí. That new green car is from Europe.
6. ÒAtaadêe dèdàw fítaa yi firi Aburokyírí. This old white dress came from Europe.
7. ÒAtaadêe dèdàw fítaa yi fìyè. This old white dress is no good.
8. Mé sèkàn fôfôrò kèsè kèsè
   nù aye.                    My other big knife is no good.

9. Mé sèkàn fôfôrò kèsè kèsè
   nù wo abontêñ.             My other big knife is outside.

10. Òkèrâmâñ kèsè kòkò
    kakerâ wo abontêñ.         The big light-brown dog is outside.

New words

kètèwa (pl. ñ-)
small, little

tèntèñ
long, high, tall

òtaadèt
clothes

kèsè (pl. a-)
big, large; great, grand

abontêñ (pl. m-)
street

dèdèw
old, ancient

òkèrâmâñ (pl. a-)
dog

Pattern Drill B

1. Edèñ nti na wùkoo' fie? Why did you go home?
2. Edèñ nti na wànkò fie? Why didn't you go home?
3. Edèñ nti na wòbaa? Why did you come?
4. Edèñ nti na wàmmà? Why didn't you come?
5. Edèñ nti na wòtoò? Why did you buy it?
6. Edèñ nti na wàntò? Why didn't you buy it?
7. Edèñ nti na wùbisa nò? Why did you ask him?
8. Edèñ nti na wàmmisà nò? Why didn't you ask him?
9. Edèñ nti na wòkàa saa? Why did you say that?
10. Edèñ nti na wànkà saa? Why didn't you say so?
New words

sa, saá
so, thus, in that manner

Question and Answer Drill C

1. Mfie áhè na ná mádì
mmèr(q) åà móbaà
Amèrëka?
Ná mádì mfie dunnàñ
mmèr(q) åà yebáà
Amèrëka?
How old were you when you came to America?
I was fourteen when we came to America.

2. Pépà ahè na wóqhwéhwè?
Mèqhwéhwè pépà sìrèn
átà.
How much paper do you want?
I want a shilling's worth of paper.

3. Sìrèn bëto pépà ahè?
Sìrèn bëto pépà adákalá
baakó.
How much paper will a shilling buy?
A shilling will buy one box of paper.

4. Ebèdì mmèr(q) ahè ansà
na obèsañ ábà?
Ebèdì bëye nèqhwèrèw
mëlená ansà na
obèsañ ábà.
How long will it be until he gets back?
It will be about two hours until he gets back.

5. Ehíí má wò nnípa ahè?
Ehíí má më nnípa
këtewà bài.
How many people do you need?
I need a few more people.
6. Ehīq má wọ nnipa ăhē bio?
   Ehīq má mē nnipa nsīa bio.
   How many more people do you need?
   I need six more people.

   How much money do you need?
   I need two shillings.

8. Mmōrē bēn na ofi ădwūma asē?
   Ofi ădwūma asē nnōn di.
   When does he start to work?
   He starts to work at ten o'clock.

9. Mmōrē bēn na ọpōn ădwūma?
   Ọpōn ădwūma nnōn nsīa nē fâ.
   When does he quit work?
   He quits work at six thirty.

10. Dā bēn na eyē ăā wọko hô?
    Mēkô hô dáa.
    What days do you go there?
    I go there every day.

11. Wọtāa kô hô dáa?
    Nnawōtwę biara mēkô hô nnansa.
    How often do you go there?
    I go there three times a week.

New words

pépà
adâkâ
hiq
  paper
  box, case, trunk, suitcase
  to distress, trouble, need, require
fl...asq
poŋ
mnawotwę
biara
mnansá
daə
to begin, start
to go away, cease, stop;
disjoin, separate
week
each, every
three days
always, ever, continually,
every day

Pattern Drill C

1. Sę wuŋyą́ wié pé áà,
bərá mí fie.

As soon as you finish, come
to my house.

2. Sę wuŋyą́ wié pé áà,
kotó bərəço má mə.

As soon as you finish, go buy
some bread.

3. Sę wuwo sикā áà, kotó
bərəço má mə.

If you have any money, go buy
me some bread.

4. Sę wuwo sикā áà, tuá
mpá nō ká má mə.

If you have the money pay me
for the bed.

5. Kyərə nō má óntua mpá
nō ká má mə.

Tell him to pay me for the
bed.


Tell him to go home.

7. Bisa nō má óŋko fie.

Ask him to go home.

8. Bisa nō má óntua mə ká.

Ask him to pay me.


He hasn't paid me yet.

10. Oññyą́ mmaaye.

He hasn't come yet.
New words

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

tuq to pay, repay, fill up, replace

nyq to get, acquire, receive, obtain

5. /ɔpɔŋ yî/ is /ɔpɔŋ yî/, i.e., before /y/, /n/ and /ŋ/ are replaced by /n/. /ɔpɔŋn/, means only 'table', 'desk', and is often used if /ɔpɔŋ/ is not clear from the context.

6. /nɔ/, 'that', and /yî/, 'this', at the end of an adverbial clause mark the contraction of a longer clause, e.g., /wùbeduùye nɔ/, 'when you arrived', is a contraction of /mmer(q) åå wùbeduùye mɔ/, 'the time /at/ which you arrived'.

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

8. /deŋ/ is the same as /nəŋ/.

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

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

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

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12. /ɔkɛɾ codecs/ is /ɔkraman/. 

13. /ɛdɛn nti/ is often /ɛdɛn nti/, i.e., /n/ is usually /n/ before /n/.

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

Basic Dialogue

-A-

1 "Télëfōn nô rëbô. Kotë The phone is ringing. Answer téléfōn nô.

- B-
tië
to hear, listen

2 Hêlô, më Owùsu na, mëkasa Hello, Owusu speaking. yì.

-C-

3 Yqq, kasa na mïtïe wô; eye Yes, I hear you; this is Abenaa më Abenaa Asantëwa. Asantewa.

-B-

4 Na wamanjë?

What can I do for you?

-C-

sièsie
to repair, fix, arrange, prepare

bqâbi (pl. -nqm)
a place, somewhere

5 Ehëfâ na mínyà bqâbi nä Where can I find a place to get yasìesie më kàà nô?

my car fixed?

-B-

ŋkwantâ
crossroad, junction, a 'Y'

6 Bqâbi pâpa wo Këgyetiâ There's a good place at Kegyetiá Ŧkwantâ.

Nkwantâ.

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7 Médà wasè. Thank you.

8 Mné ennà asè. You're welcome. Don't mention it.

Notes

1. Telephone numbers are usually given in English in Ghana. If given in English, the numbers are said in groups of two, e.g., 3578 is thirty-five, seventy-eight. If given in Twi, 3578 would be said like this: /mpèm miensà ahà núm né ąduosòm ñwɔtwè/.

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

<table>
<thead>
<tr>
<th>English</th>
<th>Twi</th>
</tr>
</thead>
<tbody>
<tr>
<td>c (if pronounced k)</td>
<td>k</td>
</tr>
<tr>
<td>ch (if pronounced k)</td>
<td>k</td>
</tr>
<tr>
<td>ch (if pronounced č)</td>
<td>ky</td>
</tr>
<tr>
<td>j</td>
<td>gy</td>
</tr>
<tr>
<td>ph</td>
<td>f</td>
</tr>
</tbody>
</table>
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, /hɛlo/ is regularly used on the telephone; but when greeting another person face to face, the customary Twi greetings are used nearly always.

3. /tɛlefon/ is //telephone//.

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

Pattern Drill A

1. Chɛfɔ na mɪnyɛ baɔbi ná yәsіesіe mɛ kάa nɔ? Where can I find a place to get my car fixed?

2. Chɛfɔ na mɪnyɛ baɔbi ná yahqɔ mɛ ntɔadɛɛ? Where can I find a place to get my clothes washed?

3. Chɛfɔ na mɪnyɛ baɔbi ná oγɪhyɛn mɪ ohyuũ? Where can I find a place to get my shoes shined?

4. Chɛfɔ na mɪnyɛ baɔbi ná yɛyɛ mɪ tĩ? Where can I find a place to get my haircut?

5. Chɛfɔ na mɪnyɛ baɔbi ɔtɔ aduŋe (ɔdĩ)? Where can I find a place to buy food?
Pattern Drill B

1. Ehésa na mínyā obí ná wàislesie mē kā cà n̂ō?
   Where can I find someone to fix my car?
2. Ehésa na mínyā obí ná wəhrọ mə nta̱dá́q̄e?
   Where can I find someone to wash my clothes?
3. Ehésa na mínyā obí ná wəhýa̱n mū o̱hýu̱u?
   Where can I find someone to shine my shoes?
4. Ehésa na mínyā obí ná wəyi mū t̪i̱?
   Where can I find someone to cut my hair?
5. Ehésa na mínyā obí ā̀ otə̱n ədu̱nə?
   Where can I find someone who sells food?

Pattern Drill C

1. Ḅa̱q̣ḅq̣ bi̱ p̣āp̣a ẉo̱ Ḳeg̣yeṭi̱q̣ ȵ̣ḳẉnṭá.
   There's a good place at Kegyetia Crossroad.
2. Ḅa̱q̣ḅq̣ bi̱ p̣āp̣a ẉo̱ ḳṛo̱ṃ.
   There's a good place in town.
3. Ḅa̱q̣ḅq̣ bi̱ p̣āp̣a ẉo̱ umbnaiḷ nō ɾ̣ḳy̱ṇ.
   There's a good place by the river.
4. Ḅa̱q̣ḅq̣ bi̱ p̣āp̣a t̢o̱a ṣi̱ḳa̱ḳo̱ṛḅe̱ḍà̱ṇ nō ṣó.
   There's a good place adjoining the bank.
5. Ḅa̱q̣ḅq̣ bi̱ p̣āp̣a ẉo̱ aḍàṇ ā̀ ṇṣi̱ ẉà̱ṇi̱ṃ ỵ̃i̱.
   There's a good place in the building opposite us.
Pattern Drill D

1. Bɔbí nni há áà yesiésie káà.
   There's no place here that repairs cars.

2. Bɔbí nni há áà yehóró nneëma.
   There's no place here that washes things.

   There's no place here that gives haircuts.

4. Bɔbí nni há áà yetón aduànë.
   There's no place here that sells food.

5. Bɔbí nni há áà yeyé pépà.
   There's no place here that makes paper.

New words

hɔrɔ, hɔhɔrɔ to wash

y1 to take away, remove; shave, cut the hair

obi (pl. -nɔm) someone, somebody, anybody, one

ʔsubontëñ, ʔsútëñ (pl. n-) river, stream

sikakɔrabça bank, safe, place to keep money

sikakɔrabçadãñ bank, bank building

tɔa to join, connect, bring together

qɔnì eye; color

qɔnimì face, countenance; front; before, in front of
Lexical Drill A

1. Sè wùdu fie àà, fèrè mé. As soon as you get home, call me.
2. Sè wùdu fie àà, bèfèrè mé. As soon as you get home, come (over) and call me.
3. Sè wùwè àà, bèfèrè mé. When you finish, come (over) and call me.
4. Sè wùwè àà, fèrè nò wo télèfôn sò. When you finish, phone him.
7. Sè télèfôn nò bò pé àà, kofèrè nò. If the telephone rings, go call him.
8. Sè télèfôn nò bò pé àà, tie. If the telephone rings, answer it.
9. Sè obà bèsàsà àà, tie nò. If he comes to talk, listen to him. (be patient with him)
10. Sè obà bèsàsà àà, fèrè mé. If he comes to talk, call me.
Lexical Drill B

1. Kyërêwpôn nô ye më dea. The desk is mine.
2. Kyërêwpôn nô sì ofásù The desk is next to the wall.
   nô hô.
3. Akônuná nô sì ofásù The chair is by the wall.
   nô hô.
5. Abôfârâ nô nní hà. The child isn't here.
6. Abôfârâ nô da mpá nô The child is lying on the bed.
   sô.
7. Safôwà nô da mpá nô sô. The key is lying on the bed.
8. Safôwà nô tuâ opôn nô The key is in the lock.
   ânì.
9. Safôwà â àbù tuâ opôn There is a broken key in the
   nô ânì.
lock.
10. Mîtuu safôwà â àbù nô I took the broken key out of
    fîì opôn nô ânì. the door.

New words

fl...asq to begin
ofásù (pl. â-)
wall
safôwà, safé (pl. n-)
key
tuâ to stick at or in, be stuck
   at or in
bu to bend, curve; break, break
   off, decide, judge
mpá bed, couch, mattress

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opónãni (wa)                        lock, keyhole
esô                                 upper part or surface of;
on, upon, over, above

Lexical Drill C

1. Tie okyɛɛrekyɛɛfɔnɔ.               Listen to the teacher.
2. Wɔn ðnɔ ꝑrekyɛɛfɔnɔ.               They couldn't find the teacher.
3. Wɔn ðnɔ abqigara nɔ              They couldn't find the child's
    nhomâ.                           book.
4. Obuee abqigara nɔ nhomâ            He opened the child's book.
    nɔ.                             
5. Obuee opɔn nɔ maa mɛ.            He opened the door for me.
6. otoq opɔn nɔ mú maa mɛ.          He closed the door for me.
7. otoq kàa nɔ mú.                   He locked the car up.
8. Nà otë kàa nɔ mú.                 He was sitting in the car.
9. Nà otę kyeréwpon nɔ hɔ.          She was sitting at the desk.
10. Meebɛn kyeréwpon nɔ hɔ.         I'm near the desk.

Question and Answer Drill A

1. Hwañ na nɔ wɔ nɛ nɔ rɔkasa nɔ?               With whom were you talking?
    Nà mɛ nɛ mɛ yɛrɛ                        I was talking to my wife.
    eékasa.

2. Nà mɔokɔ edëtũ hɔ asɛm               What where you talking about?
    Nà yɛɛkɔ ašɔrɛ hɔ                        We were talking about
    asɛm.                                    church.

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3. Edéàn na ोọpẹ?
   ोọpẹ ብልብি ään
   yebésiesie nè kàà
   amà no.

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

4. Ehẹfà na wọkyere nọ?
   Mọkyere nọ sèè
   ôńko Kẹgyetia
   Nkwanta.

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

5. Edéàn ntí na wọkyere nọ sèè óńko hó?
   Wọn nọ yè ạdwuma pà
   entì na mọkyere nọ sèè óńko hó.

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

6. Wọ aṭaàdẹ̀ nọ ìnì tẹ̀ sèè?
   Matààdẹ̀ ọ̀ẹ̀ fitàà nè
tuntum kakerá.

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

7. Mínyàá lètè mnè?
   Wùnyàá lètè baakó
   pè.

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

8. Ìmàà bẹ̀n m̀ na wùfírí?
   Mífírí Ghanà màà m̀

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

9. Kùro bẹ̀n m̀ na wùfírí?
   Mífírí Tema kurom.

Where are you from? (What town are you from?)
I'm from the city of Tema.
10.  Ehēna na ôme opon nō  
     ñkyi'i.  
     Oñhọọ na ôme opon  
     nō ñkyi'i.  

Who is knocking at the door?  
A stranger is knocking at the door.

New words

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

tq...mū to close, shut, look

bẹ̀ to be near, approach

asórẹ church service, devotional meeting

sọrẹ, sọm to be careful about; worship, adore

omān (pl. a-) nation, people

ohohọ (pl. a-) stranger, foreigner, guest

ká...họ asèm to talk about, discuss

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

6. /ẹ̀/ 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., /bààbì pààpa/ is /bààbì pààpa/.
Unit 15

Basic Dialogue

-A-

bọsọq

1 Ehẹfá na bọsọq nọ gyina?

Where does the bus stop?

-B-

bọsọqtapọ

2 Bọsọqtapọ nọ wo ṭikyẹ̀n hó.

The bus stop is over there.

-A-

wéi

3 Bọsọq wéi kó kurom aná?

Does this bus go into town?

-B-

Dágbi, wéi na ekó kurom.

4 No, that one goes into town.

-A-

Yẹgyé áhẹ?

5 How much is the fare?

-B-

Yẹgyé sírẹ̀n dúnsoń.

6 The fare is seventeen shillings.

-A-

tu

to leave, depart

7 Bórẹ́ bén na bọsọq nọ tu?

When does the bus leave?

-B-

bọsọq nọ tu nnónnum.

8 The bus leaves at five o'clock.

-A-

9 Bórẹ́ bén na bọsọq nọ bá?

When does the bus arrive?
-B-

10 Bôsôq nó bêdu nnôŋkîrôŋ nê The bus will arrive at nine fâ. 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., /bôsôtapô/.

2. /weí/ is interchangeable with /eyí/.

3. When there is an emphatic subject marked by a following /na/, a subject pronoun is prefixed to the verb, e.g., /weí na ẹkọ kurôm/, 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. Ehêfâ na bôsôq gyinabâ Where is the bus station? nô wô?

2. Ehêfâ na kêtêkê gyinabâ Where is the train station? nô wô?

3. Ehêfâ na ewîmhyen Where is the airport? gyinabâ nô wô?

4. Ehêfâ na taksîi gyinabâ Where is the taxi stand? nô wô?

5. Ehêfâ na hyêñ gyinabâ Where is the harbor? wô?

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Pattern Drill B

1. Bɛrɛ bɛn na kɔtɛkɛ nɔ bɛtu.
   What time will the train leave?
2. Bɛrɛ bɛn na ewimhyɛn nɔ bɛba?
   What time will the plane arrive?
   What time will the bus arrive at Kumasi?
4. Bɛrɛ bɛn na ewimhyɛn nɔ bɛtu firi Nkorɛn?
   What time will the plane leave from Accra?
5. Bɛrɛ bɛn na wɔksɔa hyɛn nɔ?
   What time are you leaving to catch the ship?

New words

okɔtɛkɛ (pl. n-)
   hyena; locomotive, train
shyɛn (pl. a-)
   ship, vessel, liner
ewimhyɛn, ewimũhyɛn
   (pl. ŋ-)
   airplane
tãksii
   taxi

Lexical Drill A

1. Pɛnsɛrɛ ni.
   Here is a pencil.
   This is a pencil.
2. Pɛnsɛrɛ nɔ ni.
   Here is the pencil.
   This is the pencil.
3. Pɛnsɛrɛ bi ni.
   Here is a pencil of some kind.
4. Pɛnsɛrɛ nɔ bi ni.
   Here is one of the pencils.
   Here are some of the pencils.
   This is the kind of pencil.
5. Pɛnsɛrɛ vi ni.
   HERE is the pencil.
   THIS is the pencil.

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Question and Answer Drill A

1. Wóɗè lórè anàa këtkë
   na ṣe kó Kumásq anàa?
   Dąbì, mëdë swëmûnyëŋ
   na ṣe kó Kumásq.

   Are you taking the bus or the
   train to Kumasi?
   No, I'm going to Kumasi by
   plane?

2. Wòbseye dëŋ na wàko
   ërpor hó?
   Madâmîq bi bëba abërà
   më åko ërpor hó.

   How will you get to the
   airport?
   A friend of mine is taking
   me to the airport.

3. Wàtô wô têkëtë anàa?
   Mëtoò më têkëtë wo
   Kûnswët mñéra.

   Did you buy your ticket?
   I bought my ticket at
   Kingsway's yesterday.

4. Bòòsq bèn na ṣe kó
   ërpor?
   Bòòsq wëì na ṣe kó
   ërpor.

   Which bus goes to the airport?
   That bus goes to the airport.

5. Bòòsq nô bëdî mmërëtë
   âhè wô hà?
   Bòòsq nô bëdî mmërëtë
   du wô hà.

   How many minutes will the bus
   stay here?
The bus will stay here for
   ten minutes.

6. Mpën âhè na bòòsq bi
   taâ tû firi hà?
   Bòòsq bi tû firi hà
   dophwërëw bîrä.

   How often does a bus leave
   from here?
   A bus leaves from here
   every hour.
7. Aanę bófa áa skó Kumásq kofá Koforiduá ansá na akó anáa? 
   Ansá, skó Koforiduá ansá na akó Kumásq.

8. Efírí há kó Kumásq yege ahé? 
   Yege ye pón baako fírí há kó Kumásq.

9. Wóbétemí dë wó kàa nó áfà më akó bóòs sótehyën? 
   Dqabí, më yéyë dë wó bëko bóòs sótehyën hó.

10. Dá ben na wóbéesáñ ába? 
    Mésáñ ába Yáwòda.

New words:

lórë — lorry, truck, bus, car
adamfór (adámfó) (pl. n-nóm) — friend
éerpört — airport
tékstë — ticket
aanë — a question marker; Is it true /that/
sótehyën — station
Lexical Drill B

1. Mfoní pìì wò fáṣù nọ̀ ǹkè.
2. Sáfòwá nọ̀ da fáyì wò fáṣù nọ̀ ǹkè.
3. Sáfòwá nọ̀ m̀nà ọ̀pọ̀n àà ẹsí m̀fẹ̀nsèrè nọ̀ ǹkè nọ̀ sùqù.
4. Mẹ̀ sèkán nọ̀ ọ̀pọ̀n àà ẹsí m̀fẹ̀nsèrè nọ̀ ǹkè nọ̀ sùqù.
5. Mẹ̀ sèkán da ọ̀pọ̀n àà ẹwọ́ fáṣù nọ̀ ǹkè nọ̀ aṣè.
6. Pẹ̀nsèrè nọ̀ tọ́ ọ̀pọ̀n àà ẹwọ́ fáṣù nọ̀ ǹkè nọ̀ aṣè.
7. Pẹ̀nsèrè nọ̀ tọ́ ayàká àà ẹsí ọ̀pọ̀n nọ̀ fìkyèn nọ̀ mù.
8. Mèdè sèkán ətò ayàká àà ẹsí ọ̀pọ̀n nọ̀ fìkyèn nọ̀ mù.

There are many pictures on the wall.
The key is lying on the floor by the wall.
The key isn't on the table near the window.
My knife isn't on the table near the window.
My knife is lying under the table next to the wall.
The pencil fell under the table by the window.
The pencil fell into the box by the table.
I put the knife into the box by the table.
UNIT 15  

TWI

9. Mëdë sëkaŋ twaq nâm  I cut the meat with a knife.
    nô mú.

10. Mëdë sëkaŋ nô áhyè më  I put the knife into my
    kotoku mú.    pocket.

New words

mfoni  picture
pìl  many, much
sfá  earth, soil, dirt
sfám  ground, floor, bottom; below
mfènsèré  window
tô  to drop, full, fall, rain
twa  to cut, cut up; cross, pass by
hye  to stick into, be stuck into;
      wear, put on (clothes)

kotoku (pl. ñ-)  pocket, bag

Question and Answer Drill B

1. Wú kurom kásá ye dëkë?  What is your native language?
   Mí kurom kásá ye  My native language is Twi.
   Twí.

2. Mmérë bën na wóko  What time do you leave for work?
   ñdwúma?
   Mëkó ñdwúma nnôn  I leave for work at eight
         ñwotwó.

3. Aanq wónántë ko ñdwúma?  Do you walk to work?
   St ewím ye ña,  I walk to work when the
   mënántë ko ñdwúma.  weather is nice.

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4. Se osúo tó áà, wóđè bóśòg na ekó ądwúma?
Dąqbí, se osúo tó áà, měká mě kaà
na ekó ądwúma.

5. Hěna na chwè mmọfára
nó sò mmér(ĕ) áà wò
yérè réyè ądwúma?
Mě yérè mǎamé na
chwè mmọfára nó sò
mmér(ĕ) áà mě yérè
réyè ądwúma.

6. Ná wòwò há mnéra?
Dąqbí, ná minní há
mnéra.

7. Édēn na ná wògaye
mmér(ĕ) áà obaaye
nó?
Ná mǐndìì mmér(ĕ)
áà obaaye nó.

8. Obí wó há áà obètúmì
abqa mě?
Sàà mǎamé yí bètúmì
abqa wò.
9. Wúbetumí ásàń ábà okyéná?
    Métemí ásàń ábà okyéná owigyina.
Can you come back tomorrow?
I can come back tomorrow afternoon.

10. Se osúo tó áà, wóbękô?
    Àà, se osúo tó áà, mëko.
If it rains, will you go?
Yes, I will go if it rains.

New words

eŵím
air, atmosphere, weather

Lexical Drill C

1. Méba nnónsìá ákyi.
   I will come after six o'clock.
2. Méba wú fíe anaqí yí.
   I will come to your house tonight.
   Let's go to your house this evening.
   Let's go to Kumasi by bus.
5. Emfá bòọsọ ẹkó Kumáśè.
   Don't go to Kumasi by bus.
   Don't bring the dog.
7. Okérämá nọ mmá fíe há.
   The dog doesn't come into the house.
8. Mú mú baakó mmá fíe há.
   Don't any of you come into this house.
   One of you come here.
10. Mú mú bí mmará há.
    Some of you come here.
Lexical Drill D

1. Okó séései.
   He left a short while ago.

2. Okó séései áà.
   He just left.

3. Mëebégýé mé hómá
   sìsìlé áà.
   I'm coming over to get my
   book right away.

4. Mëebégýé mé hómá
   sëéslé.
   I'll be over soon to get my
   book.

5. Mëebégýé mé hómá
   okyêná anopá.
   I'll be over to get my book
   tomorrow morning.

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

6. /søtëhyên/, usually // station\, is often used as frequently
   as /gyinabá/.

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., /Såfówá nò da opón nò sò/,
   '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., /Såfówá nò da opón áà esí
   mfcíngínerí nò hó nò sò/, '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 /dè/, 'to have', plus
   the instrument or tool plus a second verb which shows what is
   done with the instrument, e.g., /Mèdè sekàά twàq nám nò mú/, 'I
   take knife cut the meat's insides', i.e., 'I cut the meat with a
   knife'.

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

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

11. /kɔ/ '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-

tank
full
to fill up

1  Hyë më tankë nö mà.  Fill my tank up.

-B-

Yes, I will.
(Yes, I have understood.)
oil

3  Wëpë seë mëhwë seëlë nö anåa?  Do you want me to check the oil?

-A-

to take off, skim, scrape
off; beg, beseech
hat, cap
please

4  Àëñ, mëpaw kyëw.  Yes, please.

-B-

quarter

5  seëlë nö átò sëñ beye kóta baakë.  The oil is about a quart low.
-A-

gu

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

Fa baakó gu mú.

e táə?

giye

7 Wúbetumí ayə mé táə nó giye Can you repair my tire?
amá mé?

-B-

8 Afiə, se wúbetumí átwəŋ də Yes, if you can wait.

áə.

-A-

gyə

to leave, forsake

qkyiri yi

afterwards

9 Mégyə nó wo há na qkyiri yi I’ll leave it here and come for it later.
mabęgyıə.

Notes

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

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

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/sɛrɛ/, '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 /mabɛgyɛ/ are sometimes preceded by a free form, e.g., in sentence 9 of the dialogue /mɛba mabɛgyɛ/ may replace /mabɛgyɛ/. 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 nsuò má gú mĩ kũruwa nö mú. Fill my cup up with water.
2. Hwië nsuò nó firi kũruwa nö mú. Pour the water out of my cup.
3. Hwië nsuò nó firi bökètɛ nö mú. Pour the water out of the bucket.
4. Nsuò nni bökètɛ nö mú. There is no water in the bucket.
5. Nsuò nni hó ãa yɛdɛ bëhɔrɛ. There is no water here to wash with.
6. Sɛmínɔ nni hó ãa yɛdɛ bëhɔrɛ. There is no soap here to wash with.
7. Sɛmínɔ nni pɔnɔ nö sɔ. There is no soap on the table.
8. Ngɛ nö wo pɔnɔ nö sɔ. The cooking oil is on the table.
9. Ngɛ nö yɛ mɛ mɛmɛ dɛa. The palm oil belongs to my mother.
10. Kũruwa kɛtɛwaa fitaa nö yɛ mɛ mɛmɛ dɛa. The small white cup belongs to my mother.
New words

ekúruwà  cup, pitcher
hwie  to pour out of
bókètè  bucket
sàminà (sàminà)  soap
nàgu  palm oil, cooking oil

Lexical Drill B

1. Ọkyená ye dá bê?  What day is tomorrow?
2. Ọkyená ye Kwásíáda. Tomorrow will be Sunday.
3. Ná Owúsunóm wo hà Kwásíáda. The Owusus were here Sunday.
4. Ná Owúsunóm ye osukuùufó w(o) Améërka. The Owusus were students in America.
5. Ná mayé ádwúmá wo peteřòó dòmpò wo Améërka. I worked in a filling station in America.
6. Ná mayé ádwúmá anwumére ná makó sukuù anopà. I worked at night and I went to school during the day.
7. Ná mayé ádwúmá má nò ansá na mèbaa hà. I had worked for him a year before I came here.
8. Yehye mè tànkè nò mà ansá mèbaa hà. I had my tank filled up before I came here.

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9. Yehye e mɛ təŋkɛ nɔ \[mɛ wɔ Owusù hɔ.\] I had my tank filled up at Owusu's.
10. Mɛtɔɔ ataa dɛ yɪ wɔ Owusù hɔ. I bought these clothes at Owusu's.

New word
petɛ̀rɔo dɔmpɔ filling station

Lexical Drill C

1. Mɛda asɛ. Thanks.
2. Kyɛrɛ asɛ. Translate it.
4. Tɛrɛ asɛ. Sit down.
6. Hvɛ asɛ. Fall down.
10. Twɛ asɛ. Draw a line under it.

Lexical Drill D

1. Waka ɖkyiɾi. He's late.
2. Obedurùù hà ɖkyiɾi. He arrived late.
3. Obedurùù hà mmɛrɛ nɔ \[pɛpɛpe.\] He arrived on time.
4. Wábéduru há mmér(ə) nó pépépe. He is on time. He is in time. He has arrived in time.
5. Wábéduru há ntém. He is on time.
6. Ewimhyén nó abédu há ntém. The bus arrived on time.
7. Ewimhyén nó abédu mmér(ə) aa yahye hye ámá nó pépépe. The airplane arrived on schedule.
8. Bóosq nó bédru mmér(ə) aa yahye hye ámá nó pépépe. The bus will arrive on schedule.

New words:

ntém haste, swiftness; fast, quick; early, soon
hyehye to arrange, adjust; fit out, equip
abáawa (pl. m-) girl
pərá to sweep
qáihq, qáiwq yard, court
pəral̥q broom

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Lexical Drill E

1. Abāawa nō rępra
   qdiwo.
   The girl is sweeping the yard.

2. Abāawa nō wo pęraè
   foforq.
   The girl has a new broom.

3. Abāawa nō dę pęraè
   na esęra.
   The girl is sweeping with a
   broom.

4. Abāawa nō dę pęraè
   ña męyę māa nō nō
   na esęra.
   The girl is sweeping with the
   broom I made for her.

5. Abāawa nō afi asę
   pęra.
   The girl has begun to sweep the
   room.

6. Abāawa nō pęraa dän
   nō mú sësë åäa.
   The girl has just swept the
   room.

7. Abāawa nō apera dän
   nō mú ġwie.
   The girl has finished sweeping
   the room.

8. Abāawa nō mpęraa odän
   nō mú (ee).
   The girl hasn't swept the room
   yet.

9. Abāawa nō mfiì asę
   mpęraa yę.
   The girl hasn't started to
   sweep yet.

10. Afei ansa na abaawa
    nō bépra.
    The girl is about to sweep now.
Pattern Drill A

1. Se mìgye mē mpábo
   nō åå, wùbetumì
   áyé ámà mē anāa?
   If I leave my shoes, can you
   repair them?

2. Se mēdê mē kāa nō
   bā åå, wùbetumì
   áyé ámà mē anāa?
   If I bring my car can you repair
   it for me?

3. Sa mēdê mē kāa nō bā
   åå, wōdê ògyere
   fôfôôrô bégu mū ámà
   mē anāa?
   If I bring my car will you
   change the oil?

4. Se mēbā ntem åå, wōdê
   ògyere fôfôôrô bégu
   mū ámà mē anāa?
   If I come early, will you change
   the oil for me?

5. Se mēbā ntem åå êse
   sëë métwën nō.
   If I call early, I'll have to
   wait for him.

6. Se wammā åå, êse sëë
   métwën nō.
   If he doesn't come, I'll have
   to wait for him.

7. Se wammā åå, yennì
   nám åå yebédi.
   If he doesn't come, we won't
   have any meat to eat.

8. Se yankûm oguñå åå
   yennì nám åå yebédi.
   If we don't kill a sheep, we
   won't have any meat to eat.

9. Se yankûm oguñå åå
    okôm bêde yëp.
    If we don't kill a sheep, we'll
    be hungry.

10. Se yammā ntem åå,
    okôm bêde yëp.
    If we don't get back early,
    we'll be hungry.
3. Verbs whose noun objects indicate place or location very often have meaning which cannot be guessed. See Lexical Drill C. The student should learn these verbs plus objects as vocabulary items.

4. /-wa/, /-ma/, /-ba/ are productive suffixes, i.e., are used to form many new words. /-wa/ means 'feminine' or 'the female' of the noun to which it is attached. If /-wa/ is preceded by a single /-a/, /-awa/ is usually /-aá/, e.g., /Atá/, 'a male twin', and /Atáá/, '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 /-ê/ suffix forms instrument nouns from verbs, e.g., /perêê/, 'broom' from /perá/, 'to sweep' and /fitáê/, 'bells', 'a woven fan', from /fitá/, 'to fan a fire'. Though this suffix is fairly common, the student should avoid coining new verb stems.

6. /ná/ plus the perfect makes up the past perfect. See Lexical Drill B, sentences 6 and 7.
Unit 17

Basic Dialogue

-A-

1 Mēpaw kyēw. I beg your pardon.

edwōmū (pl. (e)nghāwōmū) market, market place

2 Ehēfā na edwōmū wo? Where is the market?

-B-

tēe straight

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

4 Se wūdurū sukūndān nō hō right
āā, fa wū nifā.
bēnkūm (bēnkūm)
chēnq (hēnq)
(pl. a-nōm)

5 Fa wō bēnkūm wo Chēnq
Nhwan'tā. Turn left at King's Junction.
kō sō

6 Kō sō ko tēe kosi sē to keep on, continue
wūbedu edwōmū nō hō.

-A-

7 Mmērē sēn na métumī dē Keep on going until you come
ánantē ādurū hō? to the market.

How long will it take me to
walk there?
-B-

də
to take, require

8 Wúbetumì də doŋhwérgfəq àdùru. It will take you half an hour to get there.

Notes

1. /guɑsəq/, 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. /də/ also is used in the sense of 'taking or requiring a certain amount of time or a certain tool (including money) to do a certain activity'.

Question and Answer Drill A

1. Okwán bën na ekó Which road goes to the market?
edwómoù?

Okwán å̀ eda nifá
no kò edwómú. The road on the right goes to the market.

2. Guásokwán wo hé? Where is the market road?

Guásokwán wo

bënkùm. The market road is on the left.

3. Òhéfà na òòòsɔqynab'èa Where is the bus station?
nó wo?

Bòòsɔqynab'èa nó wo The bus station is /straight/ wànjùm. ahead.

4. Okwán yì kò hé? Where does this road go?

Okwán yì kò mpɔanè. This road goes to the seaside.
5. Ehɛrɛ na lɔrɛ nɔ fɔaay?  Which way did the car go?
Lɔrɛ nɔ fɔaà bɛŋkum.  The car took a left.

6. Edɛɛn na ɛbø wo nsa  What are you wearing on your
bɛŋkum nɔ?  left arm?
Wákyɛ na ɛbø mɛ nsa  I'm wearing a watch on my
bɛŋkum nɔ.  left arm.

7. Wɔyɛɛ deɛn na wutwaa  How did you cut your right
wɔ nsa nifɛ?  hand?
Sɛkàn na etwaa mɛ  It was a knife that cut my
nsa nifɛ.  hand.

8. Dà bɛn na yedí guaq?  What day is the market held?
Yedí guaq Bɛnada.  Market day is Tuesday.

9. Ofaa kwàn ðei sò anaa  Did he take this road or that
së ðei sò?  one?
Ofaa kwàn ðei sò.  He took this road.

10. Yeboòqà sò akɔ yeŋ  Shall we continue on straight
qaním tɛe anaa?  ahead?
Daqbi, yeboòqà sò  No, we aren't going to
akɔ yeŋ qaním tɛe?  continue on straight ahead.

New words

ɛpq  ocean, sea
anɛ  mouth; edge, brim; beginning
mpɔqanɛ, ɛpqanɛ  seaside, seashore
bo  to tie, tie up, tie on
wákyɛ  watch
tqa  to join, connect, string; follow, continue
Lexical Drill A

1. Mëdë sëmëna na ch'orqō I used soap to wash my car.
   mē kāa nō.

2. Mëdë sëmëna hōrqō mē I washed my car with soap.
   kāa nō.


4. Mëtōpp bayērē wo I sold yams at the market.
   edwōmū.

5. Mihūu bayērē wo I saw yams at the market.
   edwōmū.

6. Mihūu nō sëe chōrqō I saw him washing his car.
   ūñē kāa nō.

7. Mëgyē mūdī sëe chōrqō I believe he is washing his car.
   ūñē kāa nō.

8. Mëgyē mūdī sëe osūo I believe it will rain today.
   bēto nūnē.

9. Obisāa mē sëe osūo He asked me if it will rain
   bēto nūnē.
   today.

10. Obisāa mē nēa eguaasog He asked me where the market
   wo?
   is?

New words:

gyō di to believe

bayērē yam
Question and Answer Drill B

1. Edeṣė nti na wụsọn ákọ sukuũ m̀ biọ?
   Mọsọn ákọ sukuũ m̀ bio esiáŋe sẹẹ
   mọwọre afiri m̀
   kọọt.
   Why are you going back to school again?
   I'm going back to school because I forgot my coat.

2. Mpẹŋ ahẹ na mọtọ ábà?
   Yeọtọ ábà mfie núm
   biara.
   How often do you hold elections?
   We hold elections every five years.

3. Ekwánn yi kó hẹ?
   Ekwánn yi kó akuraá
   bí asẹ.
   Where does this road go?
   It goes down to a certain village.

4. Edeṣė nti na wámmma.
   Fìeda ̀à etwá m̀ nọ?
   Mìmà Fìeda ̀à etwá
   m̀ nọ efì sẹẹ m̀
   yẹrọ ̀tẹ̀ kwánn.
   Why didn't you come last Friday?
   I didn't come last Friday because my wife went on a trip.

5. Wọ nê m̀ bëko Mmëñnda
   aá étéba yí?
   Mëẹntumí në wọ ẹọkọ
   Mmëñnda aá étéba
   yí.
   Are you going to go with me next Saturday?
   I won't be able to go with you next Saturday.
6. Póstòfês nô wo wànim anâa?
   Daâbi, póstòfês nô wo w(o) ákyl.

   Is the post office straight ahead?
   No, the post office is back that way.

7. Edêñ na wôysè mmër(e) àà mifìi hà nô?
   Mmër(e) àà wôfìì hà nô, mëkoñwë
   Òmâññhyiìamûñàñ.

   What did you do after I left?
   I went to look around the House of Parliament.

8. Wàkoñwë Asantëñèñëfìë peñ anâa?
   Òë, mëkoñ nó sëè mëkoñwë
   Asantëñèñëfìë.

   Have you ever seen the Ashantihene's palace?
   Yes, I went there especially to see the Ashantihene's palace.

9. Wôkoñ ahoñfìë nô,
   wùñùùu Sìkâagüà
   Kôfi nô anâa?

   When you went to the palace, did you see the Golden Stool?
   No, I didn't have an opportunity to see the Golden Stool.

10. Wùñùùu Asantëñèñë
    ànñkàsa?
    Daâbi màñùù nô;
    mëññû mìñùù nê
    kyâññë.

    Did you see the Asantehene himself?
    No, I didn't see him; but rather I talked to his spokesman.

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New words

wóre

wóre f1(r1)

tô ba

ákuraá asé

okuráséñi (pl. ñ-fíó)

tu kwáñ

Omáññññyíe móódañ

Asánté

Asántññññé

pèp

ahómfie

Sikáagüa Kofi

ñýa kwáñ

ánkasa

ómmóó

okyɛámñę (pl. a-)

mind, memory; the seat of the emotions

to forget

to elect, choose

village

villager

to travel, take a trip

House of Parliament

Ashanti language or region

the King of Ashanti

before, previously

palace, chief's house

the Golden Stool

to have an opportunity, get the chance

self

rather

a chief's spokesman

Pattern Drill A

1. Ná méyé abófára nó, mètçññá Ñkerñañ. When I was a child, I lived in Accra.

2. Mmèr(q) àa mèwo Ghanà nó, mètçññá Ñkerñañ. While I was in Ghana, I stayed in Accra. When I was in Ghana, I lived in Accra for a while.
3. Mmēr(e) ā` mēwɔ Ghana
   nɔ, ná mɛtɛ Nkɛraŋ.  When I was in Ghana, I lived
   in Accra.

4. Mɛ papa wuĩ nɔ, ná
   mɛtɛ Nkɛraŋ.  When my father died, I lived
   in Accra.

5. Mɛ papa wuĩ nɔ, ná
   mɛdɛ mffe du.  When my father died, I was ten
   years old.

6. Mmēr(e) ā` yetũ kọ̀
   Takɔraŋi, ná mɛdɛ
   mffe du.  When we moved to Takoradi, I
   was ten years old.

7. Mmēr(e) ā` yetũ kọ̀
   Takɔraŋi, ná yɛnwoq
   mì ñaabà nɔ ee.  When we moved to Takoradi, my
   sister wasn't born yet.

8. Mmēr(e) ā` mifii sukù̀
   asq nɔ, ná yɛnwoq
   mì ñaabà nɔ ee.  When I started to school, my
   sister wasn't born yet.

9. Mmēr(e) ā` mifii sukù̀
   asq nɔ, ná yɛtɛ
   sukùndɛn nɔ ñkyɛŋ
   pee.  When I started to school, we
   lived close to the school.

10. Ná mɛyɛ abɔfara nɔ,
    ná yɛtɛ sukùndɛn
    nɔ ñkyɛŋ pee.  When I was a child, we lived
    close to the school.
Lexical Drill B

1. Ṣpọọkọ nọ da okwān nọ mú. The horse is lying in the road.
2. Ṣpọọkọ nọ gỳìna okwān nọ mú. The horse is standing in the road.
3. Mpoọkọ nọ bọa okwān nọ mú. The horses are lying together in the street.
4. Mpoọkọ nọ bọ̀bọ̀a okwān nọ mú. The horses are lying about in groups in the street.
5. Mpoọkọ nọ dẹda okwān nọ mú. The horses lying about in the road.
6. Mpoọkọ nọ gỳìngỳìna okwān nọ mú. The horses are standing about in the street.

Lexical Drill C

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

ọpọ̀kọ̀ (pọ̀kọ̀) (pl. m-) horse

bọ̀ to lie or lay in a group

duá (nnuá) tree, stick, wood

Lexical Drill D

1. Ọkóm dẹ́ mẹ́. I'm hungry. ('Hunger possesses me.')
2. Osukóm dẹ́ mẹ́. I'm thirsty.
3. Awó dẹ́ mẹ́. I'm cold.
4. Ọ̀hùhùrọ̀ dẹ́ mẹ́. I'm hot.

5. Mání kúm. I'm sleepy. ('My eyes are dead.')</n
6. Mabírẹ̀. I'm tired. ('I have /become/ fatigued.')

7. Eyé mẹ́ dẹ́. It's sweet. ('It is /to/ me sweet.')

10. Èwím yé hyé. It's hot. ('The air is hot.')
11. Èwím yé ń́wǐnì. It's cold.
New words

<table>
<thead>
<tr>
<th>Twi</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>okom</td>
<td>hunger</td>
</tr>
<tr>
<td>awo</td>
<td>cold, chill</td>
</tr>
<tr>
<td>qhuhurq</td>
<td>heat, steam</td>
</tr>
<tr>
<td>kum</td>
<td>to die, be dead, kill</td>
</tr>
<tr>
<td>bere</td>
<td>to fatigue, grow weary</td>
</tr>
<tr>
<td>dc</td>
<td>sweet; pleasant, agreeable</td>
</tr>
<tr>
<td>nwenq</td>
<td>bitter, sour</td>
</tr>
<tr>
<td>nkyenq</td>
<td>salt</td>
</tr>
<tr>
<td>nkyeq nkyeq</td>
<td>salty</td>
</tr>
<tr>
<td>hyq</td>
<td>to burn; hot</td>
</tr>
<tr>
<td>nwini</td>
<td>cool</td>
</tr>
</tbody>
</table>

3. /mewere eferi/ is often /miwi eferi/.

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

5. /ankasa/ may be preceded by independent personal pronouns, e.g., /me ankasa/, 'myself'.

6. Most stative verbs showing location are reduplicated to indicate the subjects of the verb are scattered or distributed about in the position or manner indicated by the verb stem.
7. The perfect of some verbs is often used to describe a present condition resulting from something past, e.g., /məbərə/, '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 /əə yɛ/, 'which is'.

9. /pəstɔfəs/ is //posuɔfes//.
Basic Dialogue

-A-

1 Wôye dêkê ãdwûma? What's your occupation?

-B-

kookô cocoa, cocoa tree
qûûo, qûûw (pl. m-) farm, field
do to produce, raise, increase

2 Mêdô kookô qûûo. I'm a cocoa farmer.

-A-

sô to be big, be large

3 Wô qûûo nê sô anàa? Is your farm large?

-B-

4 Êqê, esô kakêrâa. Yes it's not so big.

-A-

yarêç (yârêç) (pl. ñ-) sickness, disease

5 Wô qûûo nê kookô yarêç wo Are you troubled by swollen shoot disease?

-B-

6 Êqê, kookô yarêç âkûm nnuû Yes, swollen shoot has killed about half my trees.

-A-

7 Enti nnuû âà yarêç wo mü What do you do then with the nê wôye nê dêkê infected trees?
-B-

mmará (mmará)  law, rule

twá...gu  to cut in various locations

8 Abán mmará kyqré sĕe sĕe  Government regulations say that
sĕe yetwá nnuq áà yaréé  all infected trees must be cut
wo mú nō ḃyínáa gu.  out.

Notes

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

2. /kookòò yaréë/, 'swollen shoot disease' attacks and kills
cocoa trees. At present there is no known cure for swollen
shoot. The government pays farmers to cut out infected trees.
Ghana is the world's leading producer of cocoa and depends on her
export of about a quarter of a million tons per annum for most of
her foreign exchange.

3. /Entí...wó̞yë nō dëishë/ is quite emphatic and shows surprise or
other emotion. If emphasis were not desired, dialogue sentence 7
would probably be /Edë̞̞n na wódò nnuq áà yaréé wo mú nō yèi/,
'What do you do with the infected trees?'.

4. /gu/, 'to be poured, sprinkled, or spread about', is used
after another verb to show that the action is performed at various
places, or with a number of items, e.g., /twá...gu/, 'to cut out
pieces here and there', 'cut at several locations'. Sometimes
/gu/ translates 'onto', 'upon'; 'away', e.g., /mëtqë pénsëřë nō
gùyë/, 'I threw the pencils away' or /Mëtqë pénsëřë nō guu pön
sō/, 'I threw the pencils onto the table'.

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Lexical Drill A

1. Mědó kookóo ạfùọ wọ Juásọ. I'm a cocoa farmer at Juaso.
2. Mědó ọnkatẹc ạfùọ wọ Mpraeso. I'm a peanut farmer at Mpraeso.
3. Mé papa ye porísini wọ Mpraeso. My father is a policeman at Mpraeso.
4. Mé papa dí porósi wọ Yéndí. My father is in the police at Yendi.
5. Wøyé ọnányewi wọ Yéndí. They raise cattle at Yendi.
7. Yeyé abáñ ạdùma wọ Esíremú. We work for the government in Northern Ghana.
8. Yeyé abáñ ạdùma wọ Adà. We work for the government at Ada.
10. Otú siká wọ Obuási. He mines gold at Obuasi.

New words

ŋkatẹc peanut, groundnut
porísini (pl. m- a- fọ) policeman
porísi police
dí to work as, be employed as
yey to breed, nurse, raise animals
nāntwīe (nāntwīe) (pl. ənāntwīe)  
a head of cattle

esēre (sēre)  
grass

Esirēmū  
the grasslands in the north of Ghana

Esirēmūfō  
the inhabitants of the grasslands

tū  
to dig, farm, mine

Lexical Drill B

1. Anōmāa nō sī duá nō sō.  The bird is in the tree.
2. Anōmāa nō ətū əkōsì duá nō sō.  The bird has flown into the tree.
3. Anōmāa nō ətū əfīrī duá nō sō.  The bird has flown out of the tree.
4. Anōmāa nō ətū əfā duá nō aseq.  The bird flew under the tree.
5. Anōmāa nō əetū əfā duá nō ho.  The bird is flying past the tree.
6. Anōmāa nō ətū twə duá nō ho əhyiə.  The bird flew around the tree.
7. Anōmāa nō ətū ko duá nō ho.  The bird flew toward the tree.
8. Anōmāa nō ətū əfīrī duá nō ho.  The bird flew away from the tree.
9. Anômấ nô ștú áfà duá
    nô sô.
The bird flew over the tree.

10. Anômấ nô ștú áfà
    nnuá nô ntém.
The bird flew between the trees.

New words
anômấ (ánômấa) (pl. n-)
    tu
    ŋhyʊ́
bird
to fly
meeting, interview, session

Lexical Drill C

1. Ooduá kookóó wo náfɔɔm. He is planting cocoa on his farm.

2. Ooduá kookóó wo nnuá
    kësë̱ë nô asë.
He is planting cocoa under the tall trees.

3. Nî fie si nnuá kësë̱ë
    nô asë.
His house is under the big trees.

4. Nî fie si nsúó nô hó.
His house is by the river.

5. Șonam nsúó nô hó.
He is walking by the river.

6. Șonam nsúóanò.
He is walking along the river bank.

7. Șsaǹ koo nsúóanò.
He went back to the edge of the river.

8. Șsaǹ kofāa nnésmá ăa
    ná wágya nê hó nô.
He went down to get the things he had left.
9. ṣọọ sọ̀rò ọ̀kò fàa
    nnè́mà àà ńà wà́gyà
    ně̀ ńò nò.

10. ṣọọ sọ̀rò kòdàày.

He went up to get his things
that he had left.

I went upstairs and went to
bed.

New words
sàń, sàne
nsúóqànjì
osọ̀rò
to return
edge of water, riverbank,
lakeside
top, upper part; above, over

Pattern Drill A

1. Ṣòbàrèmáà òà ókkàsà nò
   ye mì ñùà.
The boy who is talking is my
brother.

2. Ṣòbàrèmáà òà ókkò nò ye
   mì ñùà.
The boy who is going is my
brother.

3. Ṣòbàrèmáà òà óọpèrà nò
   ye mì ñùà.
The boy who is sweeping is my
brother.

4. Ṣòbàrèmáà òà ọtè hà nò
   ye mì ñùà.
The boy who is sitting there
is my brother.

5. Ṣòbàrèmáà òà óọpèrà nò ye
   mì ñùà.
The boy who sweeps is my
brother.

6. Ṣòbàrèmáà òà ókkò nò ye
   mì ñùà.
The boy who goes is my
brother.

7. Ṣòbàrèmáà òà ọbìsà nò
   ye mì ñùà.
The boy who asks is my
brother.
8. Abarqmaa åå otōnāh nō ye mi ūuq. The boy who sat there is my brother.
9. Abarqmaa åå opēra nō ye mi ūuq. The boy who swept is my brother.
10. Abarqmaa åå okāsaa nō ye mi ūuq. The boy who talked is my brother.
11. Abarqmaa åå obisa nō ye mi ūuq. The boy who asked is my brother.
12. Abarqmaa åå obāy nō ye mi ūuq. The boy who came is my brother.
13. Abarqmaa åå otōy nō ye mi ūuq. The boy who bought it is my brother.

Pattern Drill B
1. Abarqmaa åå ōŋkasa nō ye mi ūuq. The boy who isn't talking is my brother.
2. Abarqmaa åå ōŋko nō ye mi ūuq. The boy who isn't going is my brother.
3. Abarqmaa åå ōmpe rō nō ye mi ūuq. The boy who isn't sweeping is my brother.
4. Abarqmaa åå ōntē hā nō ye mi ūuq. The boy who isn't sitting here is my brother.
5. Abarqmaa åå ōmpe rō nō ye mi ūuq. The boy who doesn't sweep is my brother.
6. Abarqmaa åå ōŋko nō ye mi ūuq. The boy who doesn't go is my brother.
7. Abarəmáà åå ômmisa nó ye mì ŋuq.

8. Abarəmáà åå ôntè há nó ye mì ŋuq.


10. Abarəmáà åå wàŋkása nó ye mì ŋuq.

11. Abarəmáà åå wómmisa nó ye mì ŋuq.


New word

abarəmáà (pl. m-)

boy, lad

Lexical Drill D

1. Abáñ áhyêhyê mmára fóforo p11.

The government has passed many new laws.

2. Abáñ áhyêhyê mà sukuüfôò ábà Amérëka.

The government has arranged for students to come to America.

3. Wabà mà sukuüfôò ábà Amérëka.

He has helped students come to America.
4. Wóbə̀ mə̀ mə̀ mə̀ hə̀ hyə̀ He has helped me repair my 
 mə̀ bə̀ sə̀ kə̀ rə.
bicycle.
5. Wóbə̀ mə̀ à bə̀ mə̀ Can you help me fix my 
mə̀ hə̀ hyə̀ mə̀ bə̀ sə̀ kə̀ rə.
bicycle?
6. Wóbə̀ mə̀ à bə̀ mə̀ Can you help me find Nkrumah 
mə̀ hə̀ hə̀ wə̀ Nkúrmə̀ Avenue?
Avenu?
8. Mə̀ tə̀ Kə̀ mbə̀ rə̀ Avenu I live at Kimberly Avenue 
nə̀ Pə̀ gə̀ nə̀ Rə̀ odo 
ə̀ kwə̀ nə̀ tə̀ and Pagan Road.
9. Mə̀ rə̀ kə̀ lə̀ nə̀ mə̀ wə̀ nə̀ sə̀ Markola Number One is at the 
Kə̀ mbə̀ lə̀ Avenu nə̀ corner of Kimberly Avenue 
Pə̀ gə̀ nə̀ Rə̀ odo ə̀ kwə̀ nə̀ tə̀ and Pagan Road.
10. Mə̀ rə̀ kə̀ lə̀ nə̀ mə̀ wə̀ nə̀ də̀ Markola Number One is next 
Mə̀ mə̀ rə̀ Sə̀ kuə̀ ə̀ sə̀ to the Law School.

New words 
bà sə̀ kə̀ rə 
bicycle
də̀ ...ə̀ sə̀ 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 /nə/, 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)

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

6. /abaremaa/ is //abarima//.

7. /Nkúruma Avenu/ is //Nkrumah Avenue//.
   /Kembére/ or /Kembéle Róodo/ is //Kimberly Road//.
   /Pégèn Róodo/ is //Pagan Road//.
Unit 19

Basic Dialogue

-A-
1  Wúgyí dí sè osú bétô ennè anãa?  Do you think it will rain today?

-B-
2  Dąqbi, mĩnnyĩ mni sè osú bétô.  No, I don't believe it will rain today.
3  Wŏnko bąqbi anãa?  Are you going somewhere?

-A-
4  fùtboıl  soccer
   Ũnnĩ, mĕpè sè mĕkohwë fùtboıl.  Yes, I want to go to a soccer game.

-B-
5  Hwànnôm na ăbô bôól ennè?  Which teams are playing today?

-A-
6  kotoko  brave companions, able teammates
   Kotoko nǝ oGeré Ashántǝs.  The Kotokos and the Great Ashantès.

-B-
7  Sè nsúo t(ɔ) áá, wôbeye dǝǹfì  What will you do if it rains?
-A-

8  Se nsuo t(ó) áà, méténná fie  If it rains, I'll stay home
    makënkaá mé hóma.   and read.

Notes

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

Pattern Drill A

1. Wúgyì dí sèé óôba?  Do you think he is coming?
2. Wúgyì dí sèé óoko?  Do you think he is going?
3. Wúnìn óbarémá áà óoko  Do you know the man who is
    nô?   going?
4. Wúnìn bášá bi áà ówo?  Do you know where he is?
5. Mínñìn bášá áà ówo.  I don't know where he is.
6. Mínñìn nça óoye.      I don't know what he is doing.
7. Kohwé nça óoye.      Go see what he is doing.
8. Kohwé sèé nsuo êeto.  Go see if it is raining.
9. Bisa nô sèé nsuo êeto. Ask him if it is raining.
10. Bisa nô sèé Kotoko êeto  Ask him if the Kotokos are
    enné.     playing today.
Question and Answer Drill A

1. Tiim bën na wọpɛ woŋ asɛm? What is your favorite team?
Mɔpɛ Kotoko asɛm. I like the Kotokos.

2. Wɔgyɛ nɛa okɔayɛ nɔ di? Do you believe what he said?
Daqbi, maŋŋyɛ nɛa okɔayɛ nɔ ñnni. No, I didn't believe what he said.

3. Se osuo t(ɔ) ãa, wọbeye dëŋn̩ Se osuo t(ɔ) ãa, meŋkɔ. What will you do if it rains?
If it rains, I'm not going to go.

4. Mmarɛmɔ nɔ mü nɛa owo hɔn na oohehwe mɔ? Which one of the men is looking for me?
Barɛmɔ ãa oohe "ataadɛ ntuntum nɔ na oohehwe wɔ. The man wearing the blue trousers is looking for you.

5. ɔbɔa bën na ɔɔsɔ egya nɔ? Who is that woman carrying firewood?
Minnim ɔbɔa nɔ, ãa ɔɔsɔ egya nɔ. I don't know that woman who is carrying the firewood.

6. Ehɛ na kùruwa ãa mɛ mãamɛ dɛ mãa mɛ nɔ wo? Where is the cup that my mother gave me?
Kùruwa ãa wɔ mãamɛ dɛ mãa wɔ nɔ abɔ. The cup that your mother give you got broken.
7. Kwañ na oʃàa ʡsmouth aà edá ṣopón nò ọ̀? Who took the book that was lying on the table?
Ọsòfọ̀ nò ọàa ʡsmouth àà edá ṣopón nò ọ̀?
The preacher took the book that was lying on the table.

8. Abarëmáà bèn na wọ̀ nè nò kasa? Who was that boy you were talking to?
Abarëmáà nò ye mi sukuufùo nò mà baa kọ.
That boy is one of my students.

9. Àkòríà àà n(a) esí m̀fènsèrè̀njò nò wọ̀ ńè?
Yètòm àkòríà nò m̀à òbàà àà òbàà ẹhá nnéra.
Where is the chair that was under the window?
That chair was sold to a woman who came yesterday.

10. Mfènsèrè nò kyèrè ẹhè? Which direction does the window face?
Mfènsèrè nò kyèrè abontéè. The window faces the street.

New words
tùím team
ọsòfọ̀ (pl. a-) preacher, minister, priest
Question and Answer Drill B

1. Wọwó tuntun amáa fitaa?
   Mɛwo koko ɛnkaa.
   Do you have either a black one or a white one?
   I have only red ones.

2. Hwán na ɛoko kiro kɛsɛɛ mú?
   Yeɛ mú baako ɛeko kiro kɛsɛɛ mú.
   Who is going into the city?
   Either he or I am going into the city.

3. Hwáɛn na okáay sɛɛ ɛmɔmɔra?
   Kofí nɛ Amma mú
   baako na ɛŋkaay sɛɛ ɛmɔmɔra.
   Who asked him to come?
   Neither Kofi nor Amma asked him to come.

4. Edɛɛn ntì na wọko ɛnó?
   Mɛkoo hó kohane dan.
   Why did you go there?
   I went there to rent a room.

5. Wùhuu bæsɛs ɛɛ na wɔpewhehwe nò?
   Mnìhù bæsɛs ɛɛ na meehwehwe nò.
   Did you find the man you were looking for?
   I couldn't find the man I was looking for.

6. Wôgyɛे nɛɛma ɛɛ ɔdɛ baaye nò.
   Mnôgyɛе nɛɛma ɛɛ ɔdɛ baaye nò bi.
   Did you accept the things he brought?
   I accepted some of the things he brought.
7. Wò dâñ nô wo sôrōq anâã fàmì?
    Më dâñ nô wo esôrōq hô etîrî hô.
    Is your room upstairs or downstairs?
    My room is upstairs at the end /of the hall/.
7. Wôdë egyâ nô âà wôtwaîye nô koyê deînì?
    Mëdë egyâ nô âà wôtwaîye nô.
    What are you going to do with the wood they cut up?
    I'm going to save the firewood that they cut up.

rêkosie.

9. Wôkýрешè nô sènêa
    yshyê kâa asqê.
    Did you explain to him how to start the car?
    No, but Kwaku explained to him how to start the car.
    Dâbî, Kwâkù na
    ekyрешè nô sènêa
    yshyê kâa asqê.

10. Wâhyiä ȵkôrofôô âà ɕtê
    odañ baakô nô m(û)?
    ɕtê, mâhyiä ȵkôrofôô
    âà ɕtê odañ baakô
    nô m(û).
    Have you met the people who live next door?
    Yes, I have met the neighbors.

New words

hâñê, hâqê to rent, hire
sîé to save, keep
kyrê...asq to explain, show
ȵkôrofôô neighbors
Lexical Drill B

1. Ŭsèbiá nsío bëtö ansà na yasàñ ábà.
   It will probably rain before we get back.

2. Ŭsèbiá nsùo bëtò makyì.
   It will probably rain while I'm out.

3. Wokò makyì.
   They fought during my absence.

4. Wokò wo bëpo nò sqì.
   They fought a battle on the hilltop.

5. Osìl dáñ wo bëpo nò sqì.
   He built a house on top of the hill.

6. Osìl dáñ wo bëpo nò asqì.
   He built a house at the foot of the mountain.

7. Āsubúrâ' da bëpo nò asqì.
   There's a well at the bottom of the mountain.

8. Āsubúrâ' da ódàñ nò řìkyëñì.
   There's a well on the other side of the house.

   There's someone waiting for you on the other side of the house.

10. Ebìnòm rêtwëñ wò wo ódàñ nò řìkyëñì.
    Some of the people are waiting for you on the other side of the house.

11. Nkorofo bì rêtwëñ wò wo ódàñ nò řìkyëñì.
    There are some people waiting for you on the other side of the house.
Lexical Drill C

1. Omãa më nantë yiye.  He bade me farewell.
2. Omãa më phômã bi âà  He gave me a book about Ghana.
efâ Ghanà hô.
3. Më nsá âkâ phômã bi  I have received a book about
âà efâ Ghanà hô.
4. Më nsá âkâ siká âà  I have received the money
Ohôngô nô dë mânëè which the chief sent me.
më nô.
5. Obi ãwìà siká âà  Someone has stolen the money
Ohôngô nô dë mânëè which the chief sent me.
më nô.
6. Obi ãwìà siká âà më  Someone has stolen all the
nsá kââyè nô. money that I received.
Nyînàa.
7. Masèâ siká âà më nsá  I have used up all the money
kââyè nô Nyînàa.
8. Masèâ më pënsèrè âà  I have used up my last pencil.
âkà nô.
9. Wafà më pënsèrè âà  He has taken my last pencil.
âkà nô.
10. Wafà saà kwâñ yi so' He has used this road before.
da.
New words

kë to touch, come in contact with, come to, reach
mănë, măná to send, receive
wîlë to steal
sì to spend, use up; damage, ruin

Lexical Drill D

1. Métuà wq póŋ baakô mă wapërà dăn mũ hä. I will pay you one point to clean this room.
2. Póŋ baakô suq mă më sëë mërërà dăn mũ hä. One pound is not enough for me to clean this room.
3. Póŋ baakô suq mă ataadë fôfôrò. One pound isn't enough for a new suit.
4. Saâ ntamë yí yë mă ataadë fôfôrò. This material is suitable for a new dress.
5. Saâ ntamë yí né më kyë yí na eëkó. This material goes well with my hat.
6. Më tàë yí né matàaadë fôfôrò nô na eëkó. This tie of mine goes well with my new suit.
7. Më tàë yí né matàaadë fôfôrò nô firì This tie of mine and my new suit are from Europe.

Aburokyírì.
8. Mawógyumom firi
   Aburokyiri.

9. Mawógyumom firi
   Aburokyiri abà.

10. Òde nkera firi
    Aburokyiri abà.

New word

   suq

to be little, few, insufficient
Unit 20

Basic Dialogue

-A-

kyi\t to greet, shake hands, welcome; bet, wager

1 Owúrà Mensah, mënq ñu
    yí ribekyi\t wì. Mr. Mensah, I want to present
    my brother to you.

-B-

2 Ye\tq\t wì së\t? What's your name?

-C-

3 Ye\tq\t më Kwaku Bonsù My name is Kwaku Bonsu.

-B-

4 Wó\t\t kurom há an\t\t Esi\t\t
    së mënqyia\t wì da. Do you live in the city?
    I've never met you before.

-C-

5 D\t\t, mënt\t\t há. Mët\t\t
    Kumás\t. Mëbes\t\t mí
    ñu. No, I don't live here. I live
    at Kumasi. I'm visiting my brother.

-B-

6 Wën\t\t owúrà Kwabéná Ñtwì? Do you know Kwabena Antwi?
    Òtô kookô wo Kumás\t. He is a cocoa buyer at Kumasi.

-C-

7 Ë\t\t, mën\t nö. Òtô kookô Yes, I know him. He buys cocoa
    firi mí pàpà ñkyë\t. from my father.
8 Dá bén na wóbesáñ ákò Kumásqì?
     When do you return to Kumasi?

9 Okyéna anopá. Tomorrow morning.

10 Nantè yiyè. Goodbye. Have a good trip.
     Farewell.

11 Yaà owurà. Yes sir.

Notes

1. /Nantè yiyè/, 'Farewell', is used when someone is going on a trip. /Makèra wò/, 'Goodbye', 'I'm taking leave of you' is used when you expect to see the person again fairly soon.

Pattern Drill A

1. Mëpaw kyéw, mă më
   mfàw fïkyèrè opanïyi nì ñ. Please let me introduce you
   to this man.

2. Mëpaw kyéw, më
   mëfïkyèrèw nëa èwo. Please let me show you where
   it is.

3. Mëpaw kyéw, fa nkàn
   mă më në. Please pass me the soup.

4. Mëpaw kyéw, mă më
   fufùo në bi. Please let me have some of
   the fufù.

5. Mëpaw kyéw, kyèrè më
   nëa èwo. Please show me where it is.
6. Mępaw kyéw, kà kyere
   nō sē' cóŋko. Please tell him to leave.

7. Mępaw kyéw, kà kyere
   nō sē' mēwɔ hā. Please tell him I am here.

8. Mępaw kyéw, kọtō
   nūusqpèpa mā mē. Please go buy me a newspaper.

9. Mępaw kyéw, twèn mē
   wo hā. Please wait for me here.

10. Mępaw kyéw, bɛfà mē
    mnónwòtwà. Please come for me at eight o'clock.

New words

opānji (pl. m-fjo')

nūusqpèpa adult, grown person
newspaper

Lexical Drill A

1. Yetqo akwadaa nō
dii Asamɔa. We named the baby Asamoa.

2. Yetqo pōn nō mū ansa
   na yskoo ye. We locked the door before we
   left.

3. Wansàn ammā ansa na
   yskoo yɛ. He didn't come back before
   we left.

4. Wansàn ammā kopoṁ
   mnón mmiensă né ra. He didn't come back until
   three thirty.

5. Maññyà kwāñ mañye
    kopoṁ mnón mmiensă
    né ra. I didn't get a chance to do
    it until three thirty.

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6. Māññyā kwāñ mānkogye
   visà mēdē bēko
   Ghanā nó.

7. Ese sēè mēkogye visà
   mēdē bēko Ghanā nó.

8. Ese sēè mēkogye
   mataadëe əə ewo
   téela hō nō.

9. Wūbenyā kwāñ akogye
   mataadëe əə ewo
   téela hō nō?

10. Wūbenyā kwāñ abōq
    mē mā mānyēhyē mē
    nnēemē?

New words
kopēm
visà
téela

until, as far as
visa
tailor

Question and Answer Drill A

1. Sēn na wọgye di sēè
   obēgyə?
   Mēgye di sēè pōn
   nnāñ bēsq nāñ.

   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. Mmofāra yi dėe, wōdē
   wōn bēko?
   Mmofāra yi dėe, wōn
   nē wōn māamē na
   ebēko.

3. Mērē dōdō sēn na wūnim
   nō?
   Mīnim nō firir mē
   mmofāraasē.

4. Pompō bēn na wōbeeyō
   ḋhyi lā wo nō sō?
   Mētō ḋhyi lā wo pompō
   ādū ogyina
   mīnimfimī nō.

5. Sīkā sēn na wūnyaā
   ye wo résēs(ə)?
   Mīnyaā pōn mpōm
   nīnē.

6. Sīkā sēn na wōsē wo
   résēs(ə)?
   Mēsē mū sīkā mōwo
   ḡyīnāa.

7. Da bēn na wōn nō
   warēyē.
   Wōn nō warēy anopā
   yī āā.

What about the children, are
they going?
As for the children, they
will go with their
mother.
How long have you know him?
I have known him since I
was a child.
Which horse are you going to
bet on?
I'm going to bet on the
horse in the middle.
How much money did you win at
the races?
I won a thousand pounds
today.
How much did you lose at the
races?
I lost all the money I had.
When did they get married?
They got married this
morning.
8. Wón nő fiyəqə akıkəqə bi? Did they receive any gifts?
    Wón nő fiyəqə akıkəqə
    plə.
9. Edən na wòqə hyæ wən? What did you give them?
    Məkyəs wən mərətə.
10. Edən na wòqə sətə medə What do you want me to give
    kyəw?
    Məpə sətə wıkəs mə
    wə fətə.

New words
so to drip; kindle; try; seal
so qənί to please, satisfy
dəqə how many, how much
mrənimfini in the middle of
rəsqə(q) races
warə to marry, get married
akyəqə (akyəqə) (pl. ш-) gift
pərətə (pl. m-) plate, dish
fətə (pl. m-) photograph

Lexical Drill B

1. Ọkọ əfùm əkòduq He's gone to the farm to
    əburə. plant corn.
2. Ọkohənwe bəsbə âtənə. He's gone to look for a place
    to live.
3. Mẹẹpə bəsbə âtənə. I'm looking for a place to live.
4. Mèpe obi mā odę mē
   ákɔ ewimyhyęn
   gynábęa.
   I'm looking for someone to
take me to the airport.

5. Ehía obi mā odę mē
   ákɔ ewimyhyęn
   gynábęa.
   I need someone to
take me to the airport.

6. Ehía sikä āmēde
   bęto ąduqnę.
   I need some money to buy
food.

7. Obisää sikä ām odę
   bęto ąduqnę.
   She asked for money to buy
food.

8. Obisää mē sëe métumä
   abesråa nō.
   She asked me if I can visit
her.

9. Wünäm sëe métumä
   akosqa nō?
   Do you know if I can visit
her?

10. Wünäm sënja yëbeye
    nay(e) ąhū nō?
    Do you know how she can be
found?

New word
qburó (aburó)
corn, maize

Pattern Drill B

1. Ogyina käa esı duá
   nō hō.
   He is standing by the car
next to the tree.

2. Nsuo nō sı käa esı duá
   nō hō.
The bucket of water is by the
car near the tree.

3. Nsuo nō sı opóŋ nō só
   wo mënsqę rę nō asę.
The bucket of water is sitting
on the table under the window.
4. Nhóma áe yabo a and gú opono no só wo mfénséré nô asé.
   A stack of papers is lying on the table under the window.

5. Nhóma áe yabo a and gú adaká mú si akoomá nô só.
   There's a stack of papers in the box on the chair.

6. Safówá nô da adaká mú si akoomá nô só.
   The key is lying in the box on the chair.

7. Safówá nô da oponanim wo fam hó.
   The key is lying on the floor in front of the door.

8. Migya nô oponanim wo fam hó.
   I left it on the floor in front of the door.

9. Migya nô opono nô só wo nhóma só.
   I left it on the table on top of a book.

10. Migyi di sée eda opono nô só wo nhóma só.
    I think it is on the table on top of a book.

New words

oponanim

front of a door, (door's face)

Pattern Drill C

1. Médë kàa hó nnéemá mânée nnéra.
   I sent him the automobile parts yesterday.

2. Médë kàa hó nnéemá fofóro no siésiée mű kàa nô.
   I repaired my car with the new parts.
3. Mëdq̲ n̲ë p̲èn n̲ò
yeqèwà më diñ.
I wrote my name with his pen.

4. Mëdq̲ n̲ë kòhùu dòkèta
nò.
I took him to see the doctor.

5. Mëdq̲ n̲ë koo māa
okosiesieè më kàà
nò.
I sent him to fix my car.

6. Mëdq̲ sekàñ sìñśiñì
më pënsèrè aŋò.
I sharpened my pencil with
a knife.

7. Mëdq̲ pënsèrè tòq adàkà
nò sì.
I put the pencil on the box.

8. Mëdq̲ n̲ë baŋ aeqwàmà.
I brought him to work with
me.

9. Mëdq̲ natàadèt komàà
wàhysìmnàì.
I sent his clothes to the
laundryman.

10. Mëdq̲ nàsèm nò akòto
opàñyìn nò aŋìm.
I have presented his case to
the boss.

New words
sìñśiñì to cut, carve, sharpen, peel
wàhysìmnàì washerman, launderer

2. /dèt/, '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. /dòdq̲/ is usually // dodow//.
4. When two locations are specified for an object, usually /âà/. precedes the second location; but as shown in Pattern Drill B, it is possible to omit the /âà/. For example, in sentence 1 /âà/ may occur between /kâà/ and /es1/. Compare Unit 15, note 7.

5. /s1/, means 'to be in a vertical position'. If water is to /s1/, it must be in a container. See Pattern Drill B, sentence 2. The same would be true of an item like a box of salt.
GLOSSARY - This vocabulary is alphabetized according to the stem consonant and not according to the prefixes, e.g., /ædá/, 'day', is alphabetized under 'd'.

áâ
  (sɛ)... áâ

ba
  bɛrâ
  dɛ... ba
obá (pl. m-)
baa
obáá (pl. m-)
obábarémâ
bɔ̃bì (pl. -nɔ̀m)
baako
  baakɔ̀ no
baɛ̃gɔ
abáñ (bañ) (pl. m-)

yɛ́ abáñ ɔdwùma

baŋkyɛ
obarɛmâ (pl. m-)
abáti (pl. m-)
abaawa (pl. m-)
abaawa (pl. m-)
bayerɛ
be-
bé-
  bɛye (with numerals)
  (with prices)
bea (bea) (pl. m-)
ben
Bení
Benída

which, that, what, where
if, when, whenever
to come, arrive
  Come (imperative)
  bring
child, young one
to open
woman, female
son, male child
a place, somewhere
one
  the second one, the other one
bag, sach, briefcase
a large or strong building,
the government
to work for the government,
be a civil servant
cassava
man, male
shoulder
servant girl, maid
girl
yam
to come for, to come to do
will, shall, future time
approximately
the total is
place; manner
what, which, what kind of
to be near, approaching
Tuesday
bënąkum (bënąkum)
bëpo
bërë
bërë
bërë (pl. m-)
  mmente (e) aâ
bëreëoo, bëreëw
beëë
bi
obi
ëebiâ
biara
obiara
ebio
biribi

bîruù
bisa
bo

  bo... pâneë
ebo
bo

boâbôa
boa
boâ
boaa
oboâfôo (pl. a-)
aboîfâra (pl. m-)
bôkeë
bokoo
bôöl

left, left side
mountain, hilltop
to bring something to a person
to fatigue, grow weary or tired
time
  when, time that
soft, slow, mild
soft, tender
a, an, some, any
someone, anyone
perhaps, maybe
every, each
everyone
again
something, anything;
  nothing (in negative sentence)
blue
to ask, question
to hit, strike, set in motion
come in contact with; break,
destroy, shoot; tie, tie up
tie on
to give a shot of medicine
price; store, pit, seed
to group or be grouped together
  in a bunch or group
to be distributed in groups
to help, aid, assist
to lie, tell a lie
bundle, package
helper, assistant
child
bucket
soft, tender, cheap
ball
abomú
abonkó (boñkó) (pl. m-)
abonténi (pl. m-)
brodê
brodo
Brofo
Brofofo
bôôsq
bôôsqyinábêâ
bôôsotapô
bu

bue
bûûku, bûûkuû
âbûrô (âbûrô)
Aburokyiri
Oburoni (pl. Aborofô)

da
da asê
dêda
dâa
dâabi, dâbi
adâka
adâmfo (adâmfo) (pl. n-nôm
âdân (âdan) (pl. n-na-
dê, dêê
dêê

dê
adêê (dêê) (pl. nnêêma)
stew
shrimps
street; outdoors, outside
plantain, European yam
bread
English, European language
English language, spoken English
bus
bus station, bus stop
bus stop
to bend, curve; break, break off;
decide, judge
to spread, open, flatten out
book
corn, maize
Europe, America
a European
to sleep, lie, rest, be in a
prone position
to lie down; thank
to lie about
day
always
no, not, never
box, case, trunk, suitcase
friend
building, house, room
to have, possess; be, be in a
state of; keep on, continue;
cause, make; take, require
concerning, as to, with reference to
sweet
thing

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odeγe
deγa
dedaw
dedaw
edēŋ
edēŋ = edēγ bēŋ
adēsūŋ
di
didi
di aṣeq
adil
adidēs
adidididi
adidi
adiiŋo, adiwo
diŋ
ediŋ
dodo
doketa
odōŋ (noŋ) (pl. n-)
dorhwerefā
 dorhwerew (pl. n-)
aduanŋ (pl. n-)
du, duru
edu
duŋ (nnuŋ)
aduokorōŋ
ađuanąŋ
ađuonu
ađuonum
ađuasā
ađuosīa
yam
he who, he whose, that which, where
already
old, ancient
what, how
learning, study, education
to eat, employ, use, spend
to eat
to agree on a price,
strike a bargain
out, outside, outdoors
use, enjoyment, benefit
the enjoyment of eating
eating, to eat
the yard around a house; outside,
outdoors
hard, difficult, expensive
name; reputation, fame
how many, how much
doctor, physician
bell
half-hour
hour
food
to descend, arrive
ten
tree, stick, wood
ninety
forty
twenty
fifty
thirty
sixty
<table>
<thead>
<tr>
<th>TWI</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʄɗuọṣn</td>
<td>seventy</td>
</tr>
<tr>
<td>ʄɗuowọtwé</td>
<td>eighty</td>
</tr>
<tr>
<td>đurù</td>
<td>heavy</td>
</tr>
<tr>
<td>ʄdùrù</td>
<td>medicine, herbs</td>
</tr>
<tr>
<td>đwâ</td>
<td>to cut up, cut in pieces</td>
</tr>
<tr>
<td>đwèrè</td>
<td>to tie up, bind</td>
</tr>
<tr>
<td>đwèrè</td>
<td>to crush, mash</td>
</tr>
<tr>
<td>đwò</td>
<td>to cool, be cool</td>
</tr>
<tr>
<td>Dwọ̀da</td>
<td>Monday</td>
</tr>
<tr>
<td>edwômù (pl. (e)ǹǹwò́mù)</td>
<td>market, market place</td>
</tr>
<tr>
<td>ʄdvwù́má (ʄdvwù́má) (pl. ǹǹwù́má)</td>
<td>work, job</td>
</tr>
<tr>
<td>ʄdvwù́maye</td>
<td>work, working, to work</td>
</tr>
<tr>
<td>ee</td>
<td>a question marker</td>
</tr>
<tr>
<td>éè</td>
<td>yes</td>
</tr>
<tr>
<td>fa</td>
<td>to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning</td>
</tr>
<tr>
<td>fá</td>
<td>to be hoarse</td>
</tr>
<tr>
<td>efá</td>
<td>earth, soil, dirt</td>
</tr>
<tr>
<td>ọfá (fá) (pl. ọfọ́fá)</td>
<td>half, piece, other side, other part</td>
</tr>
<tr>
<td>efám</td>
<td>ground, floor, bottom; below</td>
</tr>
<tr>
<td>Faranṣẹ́e</td>
<td>French</td>
</tr>
<tr>
<td>ofásù (pl. ọ-)</td>
<td>wall</td>
</tr>
<tr>
<td>fẹ́</td>
<td>pretty, nice, beautiful</td>
</tr>
<tr>
<td>afé (pl. mfé́)</td>
<td>year</td>
</tr>
<tr>
<td>ʄfẹ́</td>
<td>now</td>
</tr>
<tr>
<td>ʄfẹ́ ansá na... bẹ́-mfé́nsérẹ́</td>
<td>to be about to window</td>
</tr>
<tr>
<td>fẹ́r̀a</td>
<td>to mix</td>
</tr>
<tr>
<td>feré</td>
<td>to call, name; telephone</td>
</tr>
</tbody>
</table>

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fi, firí

    fi... asè
ofie
Fièda
mfinìfìnì
fitá
fitaa
fitàè
fo
fòforò
mfoní
fòtboòl
fòtò (pl. m-)
fuą
fuá
fufúo
fúfuo
áfúo, (fuó) (pl. m-)
fura

to be from, from, to leave, leave from
to begin, start
house, home
Friday
in the middle of
to fan a fire
white, clear
bellows, woven fan
cheap, plenty, plentiful
new, another
picture
soccer
photograph
to hold, seize
single, one
fufu, a Bhanalian food
white
farm, field
to wear or put Ghanian dress

agòó

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

nìgò
gorò, goru
agòròbèa
gu

gugu
oguàn (pl. ñ-)
guàsò
guàsòkwañ

palm oil, cooking oil
to play
place to play, playground
to pour; scatter, be located
in groups, be scattered
to be scattered about
sheep
market, market place
market road, the road to the market
gya
"gya\ (\"gya\) (pl. -nɔm)
egya\ (gya)
oya\ngya

gyɛ
gyɛ d1
gyina

gyinagyina
gyinabɛa
ahɛ
ɛnɛ (pl. ɛ-nɔm)
ɔa
ahabɛmmɔnɔ
ahaban (pl. ɛ-ɛn)
haɛ
ahɛ
ɛhɛ (pl. ɛ-nɔm)
ɛhɛfɔ
hɛlɔ
ahɛmfie

ɛhɛnɛ (pl. -nɔm)
ɛhɛnɛ (hɛnɛ) (pl. a-nɔm)
ɛhɛnɛfie
hia

ɛhɔ (pl. ɛ-nɔm)
ɛhɔ

ahɔdɛn
ɔhɔho (pl. a-)
ŋɔmɔ (hɔmɔ) (pl. ŋɔmɔ)
ŋɔmɔkyeɛɛw

to leave, quit, forsake; send away, accompany
father
firewood
fire
to take, receive, accept; take internally; charge a price
to believe
to stop, stand, rest, come to a standing on, upright position
to stand about
stopping place, station, harbor weariness; an afternoon greeting
here; this
hundred
green
leaf, foliage
to rent, hire
how much, how many, how long
where
where
hello
palace, king's house, chief's house
who, whom, whose
king, chief
king's house than palace
to distress, trouble, need, require
there; that; from
the whole body; exterior; at, by, near
strength
stranger, foreigner, guest
skin, hide; leather, book, letter letter writing, to write letters
horo, hororo
to wash, launder
hū, hunū
to see
əhuhurō
hot

hwe

to look at; look after; consider; know
hwé

to fall, tumble, beat
to fall down
hwease
something, anything
caretaker, supervisor
hweqo (pl. a-)
to search for, look for; want, desire
hwehwe

to consume, use up, pass time
to pour out of
to shine, polish
to insert, put in; put on, wear
to fill up
hwerē
to burn, be on fire; be hot
hwie
(weathe)
hyśin
to arrange, adjust; fit out, equip
hyę

to blow a musical instrument
boato, ship
hyęn
bright, brilliant
hyerēn
to penetrate, get through, shine
to meet, assemble; agree, be in accord
hyia
meeting, conference, assembly
fihyiamē
assembly hall, conference room
fihyiamū dānī
shoe, pair of shoes
hyuu

ka
to remain, be left
kā
to speak, say, talk
kā kyęre
to tell, give information to
kā... hō asēm
to talk about, discuss
kā

ekā (pl. η-)
kaa
Kaâ
kaâkâ

kān

kēnjâni
kanēa
kapere
kasâ
ānjasa
ŋkâtes
akēnjâni
kērâ

kērâ
ŋkērâ (ŋkērâ)
ŋkērâbēa
okērâmâni (pl. a-)
kērâataa (pl. n-)
kesê (pl. a-)
okētekê (pl. n-)
kētwâ (pl. n-)
kâtwâ
ko
dê... ko
ko so
ko
kô
ŋkoâa
akôkô (pl. n-)
koko

kookô (kóokoô)

to touch, come in contact with, come to, reach, receive
debt, something which is lacking
ring, bracelet
car, automobile
automobile driving, to drive a car
to count, read
to read, count
light, light fixture
penny
to talk
self
peanut, groundnut
reading, to read
to leave, take leave of, say goodbye
soul
message
fate, destiny, manner of death
dog
paper, sheet of paper, letter
by, large; great, grand
hyena; locomotive, train
small, little
very small
to go, go away, go to do
to send away, cause to go
to keep on, continue
one
to fight
only, just
chicken
red, orange, reddish brown, purple
cocoa
BASIC COURSE

okóm
akókoséràdè́
àkóñù́dà (pl. ñ-)
akóntà
akóntà̀
kòpè́m
kòrà
kòrà
kòrà̀
kòrà̀
ènkorò̀ò
ènkorò̀n
kòsì
kòòtù
kòtà
kòtòko
kòtòkù (pl. ñ-)
kòm

okúnu (kùnu) (pl. -nòm)
àkùrà̀ (pl. ñ-)
àkùrà
okùrà̀sènì (pl. ñ-fòò)
kùró
kùrù
kùrù
ekùrùwà
àkùtù
àkùtòdìé

àkwadà̀ (pl. ñ-)
àkwàdù
ènkwànn
ènkwànn (pl. a-)
hunger
yellow, light tan
chair, stool
brother-in-law
arithmetic, reckoning, accounting
until, as far as
to save, hide, conceal, keep
co-wife
colabash
one
neighbors
nine
until, up to
ccoat
quart
brave companions; able teammates
pocket, bag
to kill, execute; cause to

husband, sister's husband
mouse
village, country town
villager
town, city, village
to thatch, build a thateh roof
a sore
cup, pitcher
orange
eating of oranges, to eat
oranges, orange-eating
baby, infant
banana
soup
road, path; way, method;
opportunity
okwansi (pl. a-)
ŋkwanta
kwatseda

kyɛ
akyɛ
akyɛmɛ (pl. a-)
akyɛdɛ (akyɛdɛ) (pl. n-)
kyɛn
fkyɛn
okyɛna
fkyɛnɛ
fkyɛnɛfkyɛnɛ
kyɛrɛ

kyɛrɛ ase
kyɛrɛ kyɛrɛ
akyɛrɛkyɛrɛfɔ (pl. a-)
kyɛrɛ
akyɛrɛ
kyɛrɛwɔn
ekyɛw
kyiá

akyí, akyírɛ
kyɔɔku, kyɔɔkɔ

cele, ceɔɛrɛ
lɛɛ
lorɛ

mile
crossroad, junction, a Y
Sunday
to last, ending; divide, separate, share
a becoming clear or visible, a coming-
a chief's spokesman, interpreter
to surpass, pass excel; more than, than
side; from, apart, by, near
tomorrow
salt
salty
to show, exhibit, point out; advise
to translate; show, explain
to teach, instruct
teacher
to write
writing, to write
desk, writing table
hat, cap
to greet, shake hands, welcome;
bet, wager
the back rear; back, behind; late
chalk
oil
letter
truck, lorry, bus, car

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må
emå
hyë... må
måamë (pl. -nqm)
emåñ (pl. a-)
mänë
amannëë (mänëë)
mmarå
më, mñ, m-
amëë

Mëmënda
mënëtë, mërëtë (pl. m-)
mëmerë
mmëmënu
mmëmenså
më, mñ, m-
mßofaramëë
^mëmë
mmëmë
mëmnë
mmëmë
amëñë, cmëñë
emë, mëñ, mëñ, -m
emë (pl. a-)

to give, present; let, cause;
for, on behalf of
full

to fill up
mother
nation, people
to send
message, mission
law, rule
I, me, my
Come in.
Speak, we are listening
Saturday
minute
cheap
two
three
you, your (pl.)
childhood
rather
agreement, contract
to dedicate
forrid
fresh, green, unripe, new
in, inside
whole, entirety

n-, m-, ñ, ð
đanë, ñanë, ëë
na
ná

anåa

not
yes
and, but; emphasis marker
used to, was formerly in the
state of
or, a question marker
anaçwo
ɛnám
risuomnám
ɛnâñ
ɛnnâñ
anansé
nnansá
anansëstmká
nântë
nântwë (nântwë) (pl. a-)
nnawótwë
nè
në
oné = onó nè
nè, ní, n-
nnè, ɛnnè
nêa
nnéra, nnóra
nní
ãní
nifâ (nifâ)
ním
ãním
onípa (pl. n-)
anó
onó, e-, e-
onó, nó, o-, o-
nòâ
nɔm
anômâ (anômâa) (pl. n-)
anopâ
anopâduâné
Night
Meat, flesh
Fish
Foot, leg
Four
Spider
Three days
Traditional story, 'fairy tale'
To walk, go on foot
A head of cattle
A week
To be, to consist of
And, with
His, hers, its
Today
He who, that which, he whose, where
Yesterday
Negative of di and wo
Eye; color
Right, right side
to know, understand
Face, countenance, front;
Before, in front of
Person, individual
Mouth; edge, brim; beginning
It, they, them
He, she, it, they, him, her,
Them; when
to boil, to cook by boiling
to drink
Bird
Morning, in the morning
Breakfast
nti therefore, because
  sdeèn nti why
  oñuá (ñuá) pl. ø-nøm) brother, sister, sibling
  oñuábàa (ñuábàa) (pl. ngùammaràa) sister
  oñuábàremá (ñuábàremá) brother, male sibling
  (pl. ngùammarèmà)
enùm five

fìyà to get, acquire, receive, obtain
  fìyà plus another verb
  se fìyà ñàaa 'not yet
  fìyà kwàñí as soon as
to have an opportunity
to ware
nyän
to have an opportunity
to ware
fìyínàa
to have an opportunity
to ware

oo an emphasis marker

pa to pass by, more along
pa
to take off, skim, scrape off;
mèpaw kyèw beg, beseech
  please
pá, pápa
  good, much
  pàpapa, pàpapapa
  very good
mpá
  bed, couch, mattress
mpàboá (mpàboá) shoe, pair of shoes
pàanèt (pl. m-)
noodle
pàano
  bread
  adult, old person, person of
  rank; old, aged
opàññìì
  a woven palm, leaf fan
papa
papà (pàpà) (pl. ø-nøm) father
pɛ
pɛ̀

pɛɛ
apɛm (pl. m-)
pɛn (pɛn)
pɛŋ (pl. m-)

pɛnsɛre
pɛpa
pɛrɛ̀
pɛrɛɛ̀
pɛrɛte (pl. m-)
ampesiè
petɛroò dɔmpɔ
pil
pirà
ɛpɔ̀ (pl. m-)
ɛpɔ̀
mpɔnɔ̀, ɛpɔnɔ̀
pɔŋ
pɔn

ɔpn (pl. a-)
ɔponkɔ̀ (pɔnko) (pl. mponkɔ̀)
ɔponɔ̀ (pɔnɔ̀) (pl. m-)
pɔrosi
pɔrosoni (pl. m- fɔɔ or a-fɔɔ)
pɔsoùfɛsɛ̀

rɛ-, rɛ̀
resɛs(e)
roòdɔ
ɛɛrɔpɔrt

to like, be fond of, want, seek, provide, try to get
effectively, only, precisely, thoroughly
near, close to
thousand
pen
once, one time, ever, before, time, occasion
pencil
paper
to sweep
brown
plate, dish
Ampesi, a Ghanaian food
filling station, petrol dump
much, many
to injure, be injured
joint, bump, knob
ocean, sea
seaside, seashore
pound sterling
to go away, cease, stop; disjoin, separate
door, gate; table, desk
horse
table, desk
police
policeman
post office

progressive action, with act of races
road
airport
sa
to heal, cure
to dance; dip
to lie along
so, thus, in that manner
hand
palm wine, alcoholic beverage
first, at first, meanwhile
be before (in time)
dancer
key
soap
to return, send back
to return
personally
warrior
drinking, wine-drinking
to day, tell, speak about
if, when, whenever; thus, so;
in order that, in order to
it is necessary, one must
to use up, spend; destroy, mar, ruin
as like; that (in introducing subordinate
if, if, whether
bottom; down, under; sense meaning
cigarette
knife, razor
word, saying, story, talk
to obey
sixpence
to surpass, pass, excel; more than, than
what, how
to visit; smear, grease
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sèrádeè
osèramè
sèré

tserè (sèré)
seèsei
  seèsei åà or
  seèsei ára
sí
sí
  sísí
ensíá
esíànè
síè
síésíè
síka
síkákòra
síkákòrabea
síkákòrabeadâñ
simmâ
esín (pl. asínšín)
síniikò

sínsín
síreñ
sísí
sísí
sò
sò
  sò aní
sòa
esò
òsò

fat, grease
moon, month
to pardon (me), excuse (me),
interrupt an angered or off
offended person
glass
until now, as yet, still
  just, even, ever; the very
to stand, be fixed in upright
  position, to put, place, or
  fix in upright position
to  to stand about
six
because, on account of
to save, keep
to repair, fix, arrange, prepare
money
money-saving, to save money
bank, safe, place to keep money
bank, bank building
minute
part, piece, fragment, remnant
go to the movies, to go to
the movies, movie-going
to cut, carve, sharp, peel
shilling
to cheat
a bear
to catch, seize, take hold of
to drip; kindle; try; seal
  to please, satisfy
to carry on the head
the upper part or surface of;
on, upon, over, above
also, too
ső
osőoo (pl. a-)
sönə
söno
ęsöno
sørə, söm
asörə
osörə
ńsoö
sotuhən
sotoo
suə
osukəm, nsukəm
sua

ąsubontən, asutən (pl. n-)
ąsuburə (ąsubura) (pl. n-)
sukən
sukuanə
sukunən (pl. -foö)
nsuoc, nsu
nsuoanə

taa
/taa/ plus verb
ataadę (tadę) (pl. n-)
tąę
తąksii
తąku, тąkufə
ntāmə, ntəmə

to be by, large, fat
preacher, minister, priest
seven
to differ, be different
elephant
to be careful about; worship, adore
church service, devotional meeting
top, upper part; above, over
also, else
station
store
to be small, few
thirst
to study, learn, follow the example of
river, stream
a well
school, school building
school building
student, pupil
water, rain
edge of water, riverbank, lakeside
to chase, pursue
'to do often'
clothes, dress, clothes tailored
to fit the shape of the body
tire; necktie
taxi
sixpence
clothes, dress, african dress,
wrap-around clothes not tai-
lored to fit the shape of the body
tank

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

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

straight

ticket

tailor

telephone

haste, swiftness, fast, quick; early, soon

long, high, tall

to sit, live, stay

to come, sit down; settle, take up a habitation

to sit down

train

head

to hear, listen

team

to buy

to drop, fall, sink, rain

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

to close, lock, shut

to elect, choose, to make a deposit

pay something down

to join, connect, bring together, string; follow, continue

to sell

threepence

to leave, depart; fly; dig, farm, mine

to travel, take a trip

to pay, repay, fill up, replace

to stick at or in, be stuck at or in
tumi  

tuntum

twą

twą asè

twèn

twii

ávènu

visa

wahyèmàn

warè

warè

wakyè

wo

wo, won, won nò

wò, wù, w-

wò

awò

awòfoò, awòfoòm

ẹnwotwę

wu

Wúkuoda

owùrà (wùrà) (pl. owùranòm)

weg

ñwenę

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

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

to cut, cut up; cross, pass by
to draw a line under
to wait, wait for, expect
the Twi language

avenue

visa

waherman, launderer

to marry, get married
to be tall, long
watch
to be at; have, own
they, their, them
you, your (sg.)
to beget, give birth to
cold
parents
eight
to die
Wednesday

sir, mister, gentleman

this, these, that, those

bitter
wērē

wērē  f1(r1)

wīlā

ewīlā,  àwīlā

ewīlādūanē

ewīlā mū  àdūanē

wīlē

owigynaé

ewīm

ewīmhyēnī,  ewīmūhyēnī

ňwinī

ǎñwummērē

ǎñwummēreadūanē

ǎñwummmeduane

zyā

yaa

yām

yām

yarē

yarē  (yarē)  (pl. ūm-)

kookōo  yarēe

ayarēfoo

ayarēfoo  hwēfoo  (pl. ūm-)

ayarēhwefoo (pl. ūm-)

ayaresabāa (pl. ūm-)

oyarēsāfoo

oyarēsanī

Yawōda,  Yawōoda

ye

zy(ē)  āā

ye

mind, memory; the seat of the emotions

to forget

to steal

sunshine; noon, late, early afternoon

lunch, noon meal

noon meal

to finish, complete

afternoon

air, weather, atmosphere

airplane

to be cold (weather)

evening, in the evening

supper, evening meal

supper

pain, ache; grief, distress

a response to greetings

to grind

to insides of the body

to be ill, sick

sickness, disease

swollen, shoot disease

patient, sick person, invalid

nurse

nurse

hospital

physician, doctor

physician, doctor

Thursday

to be, exist

usually

to be good, all right

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BASIC COURSE

ye
to do, make

ye, yeŋ
we, our, us

yeŋ
to breed, nurse, raise animals

ocyéré (pl. -nɔm)
wife, wife's sister

y1
to take away, remove; shave, cut the hair

eyí
this, these

yiye
good, repaired, mended

yo
to do, make

yyɔ
yes, O.K., I will comply, I'm listening

PROPER NAMES

Ábẹ́nna Abena, a female born on Tuesday
Bonsu Bonsu, a proper name
Adwoa Adwoa, a female born on Monday
Afuá Afua, a female born on Friday
Ghana
Juásı́qo city of Juaaso
Kégyetíà the city of Kegyetia, a certain
road junction to this city
Nkɛŋnɛ́ the city of Accra; the Ga language
Kfiswɛ́i Kingsway store
Kofí Kofi, a male born on Friday
Koforídua the city of Koforidua
Akoɔsuá Akosua, a female born on Sunday
Akuá Akua, a female born on Wednesday
Kumási the city of Kumasi
Kwabéná Kwabena, a male born on Tuesday
Kwadwo Kwadwo, a male born on Monday
Kwáku Kwaku, a male born on Wednesday
Kwame Kwame, a male born on Saturday
Kwasí Kwasi, a male born on Sunday
Amma
Omanhyiamduami
Mensah
Amerika
Mpraeso
Asante
Asantehene
Asanteheneflê
Asantewa
Nsawam
SikagwaKofi
Esiremu
Esiremufoò
Ata
Ataa
Takoradi
Tamale
Antwi
Owusu
Yaa
Yaw
Yendi

Amma, a female born on Saturday
House of Parliament
Mensah, a proper name
America
city of Mpraeso
Asante, name of region and tribe; personal name
the King of Asante
Asantehene's palace or house
Asantewa, a proper name
the city of Nsawam
The Golden Stool, the throne of the Asantehene
the grasslands in the north of Ghana
the inhabitants of grasslands of northern Ghana
ata, proper name of a male twin
Ataa, proper name of a female twin
the city of Takoradi
the city of Tamale
Antwi, a proper name
Owusu, a proper name
Yaa, a female born on Thursday
Yaw, a male born on Thursday
city of Yendi