



Igbo Basic Course



P R E F A C E

The current text is a new work in every sense of the word. Together with companion courses in Twi and Yoruba, it is the fruit of the Foreign Service Institute's first venture into the preparation of teaching materials for West African languages of the Niger- Congo family as part of the Institute's Special African Language Program coordinated by Earl W. Stevick. This text was prepared under an agreement with the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act.

Igbo Basic Course represents an effort to apply a combination of proven classroom techniques, and new ones especially devised, to the teaching of complex tonal systems. Although brief and experimental, the course, in its present form, is based on classroom experience with one group of Foreign Service Officers as students.

Igbo is a language which has been less studied by trained linguists than some other African languages. Basic reference grammars and dictionaries are virtually non-existent. The preparation of this course therefore involved more basic research into the structure of the language than is commonly required in the preparation of classroom texts. The Institute commends the work to the attention of scholars as well as of language teachers in the belief that it represents a modest but significant contribution to the literature of African descriptive linguistics.

The course was prepared by Lloyd B. Swift, Acting Head of the Department of Near East and African Languages, with the assistance of Amako Ahaghotu and Chidiadi Ugorji, Language Instructors.



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

Foreword

This course is based on the speech of two members of the Ezinehite group of Igbos in Central Owerri Province between the towns of Owerri and Umuahia, Eastern Nigeria. Their speech is representative "Central Igbo".

The essential phonological and grammatical structures of Igbo are presented within a small vocabulary. The omission of many common words is justified on the premise that, once the structure is grasped, vocabulary building can proceed apace. The words presented are however useful, lend themselves to the construction of natural though limited utterances, and exemplify all the phonemes of Igbo in representative environments. There are, if compounds and derivatives are not counted separately, about six hundred vocabulary items.

The course materials consist of four parts:

- I. Tone Drills - a set of seventy-five exercises on the recognition of tone distinctions and patterns.
- II. Twenty-four units (1-24) containing:
 - a. Dialogues
 - b. Notes
 - c. Drills
- III. Six units (25-30) containing:
 - a. Dialogues
 - b. Short Narratives
- IV. Vocabulary

The dialogues of the thirty units in the Basic Course are presented in four columns headed Pronunciation, Structure, Spelling and English. The Pronunciation column represents, as clearly as possible within the orthographic conventions adopted (and explained in Note 1.1) the speech of the Igbo authors of this course as recorded on the accompanying tapes.

The Structure column contains, where necessary, parenthetical notes concerning the tone class membership of nouns or verbs, the

membership of forms in other grammatical categories and the like, plus a respelling of the utterances more nearly conforming to the shapes of the morphemes in isolation. The tone patterns of the utterances are, however, not changed in this column from those in the first column.

The Spelling column presents the same utterances in Igbo orthography. The orthography chosen is the so-called 'old' orthography which is more common than the 'new' and which serves as the basis for the transcription used in the Pronunciation and Structure columns. Because of a considerable variation in Igbo spelling in various printed materials available to the writers, the personal practice of the Igbo members of the team producing these units was generally followed. Thus the spelling column represents a spelling rather than the spelling and serves to introduce the student to some of the common spelling conventions and to accustom him to the appearance of Igbo written without tone marks and with spaces between 'words' and/or other units. After these materials were prepared news came of the adoption of a newer orthography for Igbo which more nearly approximates the spelling of our Structure column but which does not mark tone, aspiration or nasalization.

The final column, English, gives a more or less literal translation in accordance with the following conventions:

1. Items needed in smooth translation but not directly translating anything in the Igbo are entered in square brackets [____].
2. Items occurring in the Igbo but not contributing to smooth translation into English are given in parentheses (____).
3. More literal translations, where required, are enclosed in single quotes within parentheses ('____').

Thus a smoother translation can usually be obtained by reading items in square brackets and omitting those in parentheses.

In accordance with these conventions, the Igbo equivalent of 'Where are you going?' might appear in the units as follows:

In Column 1: òléé'bííj'è

In Column 2: òl'éé- ebe - i - j'è

In Column 3: Ole ebe i je?

And in Column 4:

[Where] ('What place') [are] you going? ('What place you en route to?')

The grammar notes are perhaps more extensive than minimally required in a work with primarily pedagogic purposes. The absence of suitable reference grammars of Igbo makes this desirable. On the other hand, no brief course can pretend to an exhaustive treatment of structure. Many matters of derivational morphology and of syntax have been slighted in favor of more detailed treatment of the grammatical function of tone. This was done on the assumption that morphological and syntactic use of tone is the primary difficulty in Igbo for English speakers and that 'conventional' matters of grammar, such as word order and 'idiom', will be more readily apparent to the student as he progresses beyond the scope of the present course than will matters of tone.

The drills are nearly all of the substitution type. The Introduction and Unit 1 contain recommendations for the routine use of such drills. Any imaginative instructor will wish to supplement such routine drill both with additional appropriate substitutions and with other types of drill such as question-and-answer, occasional translation and controlled conversation. The teacher must, however, avoid puzzling the students with unfamiliar forms or constructions, since the primary goal of the student in this course is the automatic control of structure, especially the tonal patterning. Major emphasis on correct use of tone must be maintained throughout - often at the expense of exercises which are more interesting - especially to the instructor.

The course has been extensively revised and expanded since its experimental use in a twelve-week intensive class. In its present form, it can hardly be assimilated in less than 600 hours of class and laboratory time.

This material is planned for use with a native speaker of Igbo as instructor. However, it may sometimes be necessary to use it without one. Tape recording of tone drills, dialogues,

exercises and narratives are available to assist in such use as well as to supplement the efforts of a native speaker as teacher. Even when such a teacher is available, ample time should be allowed for work with the tapes, since nearly subhuman patience is required of a teacher if he is to provide enough consistent models for student mastery of tone patterning.

The student is likely, because of the wide dialectal divergence within the Igbo community, to have an instructor whose speech differs more or less from that represented here. He must be prepared to imitate his teacher in disregard of the printed page. For example, in many dialects aspiration either does not occur or is replaced by other features. Dialect divergence is likely to be greater in vocabulary and segmental structure of forms than in overall tonal patterning. However, the student may expect tone to diverge consistently at specific points from the patterns presented here. As he discovers such consistent divergences he would be well advised to mark them in his book. He may find it both useful and interesting to attempt to predict in new exercises the places at which such tonal variation will occur.

In a work of this kind in which a fairly complex transcription must be employed with a variety of diacritic marks, it is inevitable that there should occur errors in the printed version due to faulty proof-reading. Every effort has been made to keep these to a minimum. The marking of tone and assimilation in the materials is entirely the work of the American member of the team and he takes full responsibility for such errors as have occurred.

Introduction:

Use of the Course Materials

I Tone Drills:

Each tone drill is designed to be done entirely orally. The printed text of tone drills is solely for the convenience of a teacher in case the taped materials are unavailable.

Each individual tone drill should be repeated until the student can give correct responses without error. The correct responses are recorded on the tape and printed in the text.

After all drills in a lettered section have been successfully accomplished, the student should repeat the section writing his responses. This helps him to associate the accents used as orthographic symbols of tone with the relative pitches as perceived aurally.

When correct written responses have been made, he should proceed to the next lettered section of the drills until all are successfully completed.

II Units 1-24:

At the discretion of the instructor, the students may start with Unit 1 after all have worked at least through section N of the Tone Drills. The remaining tone drills should be completed, however, before the students progress beyond Unit 3.

Dialogues:

Step 1. The dialogues are presented by a native speaker at normal speed and the students listen with books closed. Normal speed is defined as no slower than the slowest rendering of the utterance which the speaker would use in natural conversation with another native speaker of Igbo.

Step 2: The dialogues are presented at normal speed with the individual words and phrases of the 'build-ups' as printed and the students repeat in imitation of the instructor with their books closed. If a complete utterance offers particular problems for a student, the instructor presents the utterances in parts, commonly starting from the end (with the last phrase) and building up by adding the preceding parts of the utterance. The teacher must be especially careful not to distort the tonal patterning when presenting parts of utterances. For this reason, the sentences in the early dialogues are kept very short and the instructor is advised to prefer frequent repetition of whole utterances to partial presentation.

If one student cannot repeat correctly after three or four tries, the instructor moves on to another student, returning later to the student who made the error. The instructor looks directly at the student when presenting utterances for repetition.

Step 3: After the students are able to repeat correctly after the teacher, they open their books and practice reading the utterances from the Pronunciation column.

Step 4: After all students can do Steps 1-3 satisfactorily, the students take the roles in the dialogue and repeat from memory with books closed.

The instructor should be able to answer each of the following question affirmatively before progressing to the next step:

For Step 2: Can each student repeat each utterance of this dialogue after me with correct speed, phrasing, tone and pronunciation of individual sounds?

For Step 3: Can each student read each utterance of this dialogue correctly (as defined above)?

For Step 4: Can each student take any role and perform this dialogue correctly and naturally?

Notes:

Notes are to be read as outside work by the student and explained (only if necessary) by the linguist in charge of the course. Talking about the content of the notes should be kept to a minimum. In the absence of a linguist to explain them, the native speaker may pronounce the given examples and give additional examples of the same phenomenon while the students reread the note. Attempts at exposition of the content of the notes by linguistically untrained native speakers are discouraged.

Drills:

Step 1: Drills are done first like the dialogues. That is, each new word and each utterance of the drill is repeated in imitation of the instructor until it is correctly pronounced with books closed.

Step 2: Next the students read the drill sentences from their books.

Step 3: Finally the drill is presented orally in order as printed with the instructor giving only the 'key word' or cue, and the students producing the correct response sentence.

In drills for which a translation is provided as well as for those for which two or more response sentences are given (for

example positive and negative answers to a question), the drill may be varied by using the translation or one of the response sentences as cue, the students producing in turn the correct response sentence. In Unit 1 is outlined the technique of using a notched card as a guide to the instructor or the student in using the substitution drills.

A substitution drill has been successfully completed when the instructor is able to answer affirmatively the following questions:

For Step 1: Can the students repeat the drill sentences correctly after me?

For Step 2: Can the students read the sentences correctly from their books?

For Step 3: Can the students produce the correct responses when I give them only the key word (or other cue)?

Certain drills, including the phonetic drills of Unit 1-3, are not of this substitution type. Such drills can normally be considered complete after the first two steps.

III Units 25-30

Dialogues:

The dialogues in these units are presented and drilled as were those Units 1-24.

Narratives:

The narratives are presented and drilled as were the dialogues. As the utterances are longer, the separate phrases may have to be presented and practiced separately. Each narrative is to be memorized as were the dialogues until each student can tell the story with smooth, fluent and correct delivery.

A Word on Vocabulary:

This course omits many very common words and thousands of less common ones which are in daily use by Igbo speakers. No satisfactory Igbo-English dictionary is known to the writers. The

student is advised, therefore, to compile a list, a notebook or a box of flash cards for use in expanding his productive vocabulary, especially when he is studying in an Igbo-speaking environment. He should exercise care in spelling and marking tone on such lists and will doubtless wish to revise his list from time to time as his grasp of the tone class membership, etc. of Igbo words increases. Knowledge of tone class is essential to the correct use of a form and this information should be entered on all lists or cards.

TABLE OF CONTENTS OF THE GRAMMAR NOTES

Note		Page
1.1	The Writing Systems of Igbo and the Transcription Here Employed.....	48
1.2	The Phonemes of Igbo.....	50
1.3	Tone.....	55
1.4	Personal Affixes: a-/e....m(ṹ), i-/ṹ, o-/ṹ-First, Second and Third Person Singular.....	56
1.5	Assimilation.....	65
2.1	Greetings - The Perfect Form of the Verb.....	68
2.2	Vowel Harmony.....	80
3.1	Tone Classes of Verbs (I) - Class (L).....	90
4.1	Tone Classes of Verbs (II) - Classes (H) and (HL); The RA Form of Verbs.....	102
4.2	Personal Affixes: a-/e-....ṹa, a-/e-, Third Person Plural and Impersonal.....	106
4.3	Questions.....	114
5.1	The Adverbial RA Suffix.....	126
5.2	Conjunction là / nà.....	126
5.3	Numbers up to 12.....	126
5.4	The Simple Form of Certain Verbs.....	129
5.5	The Future with ṹga Plus the Infinitive.....	132
6.1	The Progressive-Iterative Form with Suffix -ghe/-gha.....	138
7.1	Noun Classes and the Tonal Patterns of Modifications, Possessive Pronouns.....	150
7.2	Auxiliaries là / nà and jè, Verbal Noun Forms....	160
7.3	Homonymous Forms.....	171
8.1	Negative with Suffix -ghì / -ghì.....	188
9.1	Suffixed Verb Forms - The Imperative.....	194
9.2	Environment 2 of Nouns.....	194
9.3	Subsequential Verb Form.....	194
9.4	Second Clauses with the Same Subject with Auxiliary nà / là.....	198
9.5	Second Clauses with Verbs with Suffix -ghe / -gha	200
9.6	Means - Indicated by ṹji 'to use'.....	202
9.7	The RA Adverbial Suffix in Suffixed Verb Forms...	207
10.1	Negative Imperative.....	212
10.2	The Perfect Verb Form.....	214
11.1	Infinitive as Expression of Purpose.....	229
12.1	òzṹ / òjṹ and òzo / òjo.....	242

12.2	Pronoun Prefix m(ù) 'I'	245
12.3	Tone Patterns of Noun and Pronoun Subjects in Modifying Clauses.....	247
13.1	Negative with Suffix -ña	260
13.2	Emphatic Past Forms.....	263
14.1	Potential Clauses.....	274
14.2	The Consequential Form.....	281
14.3	Summary of Suffixed Forms of the Verb to Date...	290
14.4	RA Adverbial Suffix with Consequential Forms....	295
15.1	Summary of Adverbial Suffixes to Date.....	300
15.2	Relative Particle kè / ñke	303
15.3	Non-Clause Modifiers with kè / ñke	306
16.1	The Hortative Forms - sí 'that, saying'.....	314
16.2	Question Words and the Word Order of Questions..	318
17.1	The Verbal Noun as Emphatic Signal.....	328
17.2	The Order of Possessive and Other Modifiers.....	329
18.1	The Days of the Week.....	338
18.2	Numbers Above 12.....	346
18.3	Ordinal Numerals.....	347
19.1	Comparisons - with íkà 'to exceed'.....	358
20.1	Review.....	371
22.1	Adjective Clauses without Separate Subjects.....	380
23.1	The Negative of the Perfect with Suffix -bèghi...	394
23.2	The Periphrastic Negative with òdighì	399
24.1	Reported Speech.....	410

BASIC COURSE

PART I

TONE DRILLS

Instructions for Tone Drills

Each of the following drills contains ten items. There are two principal types of drill:

1. Same - Different drills in which each item is a pair of forms. You are expected to respond 'same' or 'different' according to whether you heard the same form repeated or two different forms. For example if you hear the pair:

ézhí 'true' èzhí 'compound'

you will respond ----- 'different' because the tone patterns of the two words are different and, if you are recording your responses on paper, you will write a 'D'. Listen again to the same pair:

ézhí 'true' èzhí 'compound' ----- different

The first word ézhí means 'true'. The second èzhí means 'yard, compound or outdoors' so you can see that these words are different in both form (tone pattern) and meaning. The first two drills are Same - Different drills. Do these two drills now:

Section A

1.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	áka	hand	àká	exceeding	D	1.
2.	àká		àká		S	2.
3.	àká		áka		D	3.
4.	áka		àká		D	4.
5.	áka		áka		S	5.
6.	áka		áka		S	6.
7.	áka		àká		D	7.
8.	àká		àká		S	8.
9.	àká		áka		D	9.
10.	áka		áka		S	10.

BASIC COURSE

2.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	ánǔ	meat	ánǔ		S	1.
2.	ànǔ	hearing	ánǔ		D	2.
3.	ánǔ		ànǔ		D	3.
4.	ánǔ		ánǔ		S	4.
5.	ànǔ		ànǔ		S	5.
6.	ànǔ		ànǔ		S	6.
7.	ánǔ		ànǔ		D	7.
8.	ànǔ		ánǔ		D	8.
9.	ànǔ		ánǔ		D	9.
10.	ànǔ		ànǔ		S	10.

2. The second type of drill is identification drill. Here each item is one utterance and you are expected to listen carefully and to describe the tone pattern. For example if you hear:

ézhī 'true'

you will respond ----- 'high-high' since both syllables are high in relative tone. When you write responses you will write two acute accents.

If you hear:

èzhí 'compound'

you will respond ----- 'low high' since the second syllable is relatively higher than the first. When you write your responses you will write two acute accents for high-high and you will write a grave accent and an acute accent for low-high.

The next two drills are identification drills. Do them now:

3.	Oral Response	high high “ ”	or	low high “ ”	
	Written Response				
1.	áka	hand		HH	1.
2.	àká	exceeding		LH	2.
3.	àká			LH	3.
4.	àká			LH	4.
5.	áka			HH	5.
6.	àká			LH	6.
7.	áka			HH	7.
8.	áka			HH	8.
9.	áka			HH	9.
10.	àká			LH	10.

4.	Oral Response	high high “ ”	or	low high “ ”	
	Written Response				
1.	ànụ	hearing		LH	1.
2.	ànụ			LH	2.
3.	ánụ	meat		HH	3.
4.	ánụ			HH	4.
5.	ànụ			LH	5.
6.	ánụ			HH	6.
7.	ànụ			LH	7.
8.	ànụ			LH	8.
9.	ánụ			HH	9.
10.	ánụ			HH	10.

BASIC COURSE

Drills 5 and 6 are identification drills also but the utterances do not have the same sounds - that is there are differences here besides the differences in tone patterns. You are to identify the tone pattern only and to ignore differences of other sounds. Do these two drills now.

5.	Oral Response	high high “ ”	or or	low high “ ”	
	Written Response				
1.	áka	hand		HH	1.
2.	ánu	meat		HH	2.
3.	ànú	hearing		LH	3.
4.	ànú			LH	4.
5.	àká	exceeding		LH	5.
6.	ánu			HH	6.
7.	àká			LH	7.
8.	ànú			LH	8.
9.	áka			HH	9.
10.	àká			LH	10.

6.	Oral Response	high high “ ”	or or	low high “ ”	
	Written Response				
1.	àhú	seeing		LH	1.
2.	èzhí	compound		LH	2.
3.	áhya	market		HH	3.
4.	ánu	meat		HH	4.
5.	ànnó	four		LH	5.
6.	ébe	place		HH	6.
7.	àbá	Aba		LH	7.

8.	ík'e	strength	HH	8.
9.	kèdú	how?	LH	9.
10.	ók'e	male	HH	10.

You have now been introduced to the 2 main types of drill, same - different and identification, using the tone patterns 'high high' and 'low-high'. Continue the drills for this and other patterns in the same way. Do each drill over until you can give the correct oral response to each item then continue on to the next drill. When you have finished a lettered section of drills go back and repeat the section saying your responses and at the same time writing them on paper. The first exercises seem very easy and it may not appear necessary to give both oral and written answers. However complete mastery of early drills will assist you when you go on to harder ones and writing your responses will associate the written symbols with the tone patterns and thus help you when you begin to see Igbo written with tone marks.

7.	Oral Response	'same'	or	'different'	
	Written Response	S	or	D	
1.	cée think!	cée	wait!	D	1.
2.	cée	cée		S	2.
3.	cée	cée		S	3.
4.	cée	cée		D	4.
5.	cée	cée		D	5.
6.	cée	cée		S	6.
7.	cée	cée		D	7.
8.	cée	cée		S	8.
9.	cée	cée		S	9.
10.	cée	cée		D	10.

BASIC COURSE

8.	Oral Response		'same '	or	'different'	
	Written Response		S	or	D	
1.	shíe	and cook	shìé		cook!	D 1.
2.	shìé		shìé			S 2.
3.	shìé		shìé			S 3.
4.	shíe		shíe			S 4.
5.	shìé		shíe			D 5.
6.	shíe		shíe			S 6.
7.	shíe		shìé			D 7.
8.	shìé		shíe			D 8.
9.	shìé		shìé			S 9.
10.	shìé		shíe			D 10.

9.	Oral Response		high high	or	low high	
	Written Response		''	or	''	
1.	cée	wait!			HH	1.
2.	cèé	think!			LH	2.
3.	cèé				LH	3.
4.	cée				HH	4.
5.	cée				HH	5.
6.	cée				HH	6.
7.	cèé				LH	7.
8.	cée				HH	8.
9.	cèé				LH	9.
10.	cèé				LH	10.

10.	Oral Response	high high	or	low high	
	Written Response	''	or	''	
1.	shíé and cook			HH	1.
2.	shíé cook!			LH	2.
3.	shíé			LH	3.
4.	shíé			LH	4.
5.	shíé			HH	5.
6.	shíé			LH	6.
7.	shíé			HH	7.
8.	shíé			HH	8.
9.	shíé			HH	9.
10.	shíé			HH	10.

11.	Oral Response	high high	or	low high	
	Written Response	''	or	''	
1.	cée wait!			HH	1.
2.	shíé cook!			LH	2.
3.	shíé			LH	3.
4.	cée think!			LH	4.
5.	shíé and cook			HH	5.
6.	cée			LH	6.
7.	cée			HH	7.
8.	shíé			HH	8.
9.	cée			LH	9.
10.	shíé			LH	10.

BASIC COURSE

12.	Oral Response	high high ''	or	low high ''	
	Written Response		or		
1.	nũố	drink!		HH	1.
2.	j'èé	go!		LH	2.
3.	gàá	go!		LH	3.
4.	rúo	until		HH	4.
5.	rée	sell!		HH	5.
6.	dèé	write!		LH	6.
7.	shie	and cook		HH	7.
8.	nộố	stay!		LH	8.
9.	cèé	think!		LH	9.
10.	cée	wait!		HH	10.

You have finished section A. If you have been giving oral responses, repeat section A writing your responses on paper, two acute accents for 'high high' and a grave plus an acute for 'low high'.

Section B introduces a pattern with mid tone. The mark for high tone was an acute accent, for low tone it was a grave accent. Mid tone is marked by a vertical accent.

Section B

13.	Oral Response	'same'	or	'different'	
	Written Response	S	or	D	
1.	íme	pregnancy	íme	to do	D 1.
2.	íme		íme		S 2.
3.	íme		íme		S 3.
4.	íme		íme		S 4.
5.	íme		íme		D 5.

6.	íme	íme	D	6.
7.	íme	íme	D	7.
8.	íme	íme	S	8.
9.	íme	íme	D	9.
10.	íme	íme	S	10.

14.	Oral Response	'same'	or	'different'		
	Written Response	S	or	D		
1.	ívù to carry	ívu	load	D	1.	
2.	ívù	ívu		D	2.	
3.	ívu	ívu		S	3.	
4.	ívu	ívù		D	4.	
5.	ívù	ívù		S	5.	
6.	ívu	ívu		S	6.	
7.	ívu	ívù		D	7.	
8.	ívù	ívù		S	8.	
9.	ívu	ívu		S	9.	
10.	ívu	ívù		D	10.	

15.	Oral Response	high high	or	high mid		
	Written Response	''	or	''		
1.	íme pregnancy			HH	1.	
2.	íme			HH	2.	
3.	íme to do			HM	3.	
4.	íme			HM	4.	
5.	íme			HM	5.	
6.	íme			HM	6.	

BASIC COURSE

7.	íme			HH	7.
8.	íme			HH	8.
9.	íme'			HM	9.
10.	íme'			HM	10.

16.	Oral Response	high high	or	high mid	
	Written Response	"	or	"	
1.	ívu	load		HH	1.
2.	ívù	to carry		HM	2.
3.	ívu			HH	3.
4.	ívù			HM	4.
5.	ívù			HM	5.
6.	ívù			HM	6.
7.	ívù			HM	7.
8.	ívu			HH	8.
9.	ívu			HH	9.
10.	ívu			HH	10.

17.	Oral Response	high high	or	high mid	
	Written Response	"	or	"	
1.	íme	pregnancy		HH	1.
2.	ívù	to carry		HM	2.
3.	ívu	load		HH	3.
4.	ívù			HM	4.
5.	íme'	to do		HM	5.
6.	íme'			HM	6.
7.	íme			HH	7.

8.	ívu				HM	8.
9.	ívu				HH	9.
10.	íme				HH	10.
18.	Oral Response	high	high	or	high mid	
	Written Response	''		or	''	
1.	ít'è	to awaken			HM	1.
2.	ímmà	goodness			HM	2.
3.	ébe	place			HH	3.
4.	ìcò	to want			HM	4.
5.	áhya	market			HH	5.
6.	ók'e	male			HH	6.
7.	míři	water			HM	7.
8.	ónye	person			HH	8.
9.	ìnyù	to drink			HM	9.
10.	ánya	eye			HH	10.
19.	Oral Response	high	high,	high mid	or	low high
	Written Response	''	,	''	or	''
1.	tóro	threepence			HH	1.
2.	ínwé	to have			HM	2.
3.	èzhí	compound			LH	3.
4.	íkpe	judgement			HH	4.
5.	rúo	until			HH	5.
6.	kèdú	how			LH	6.
7.	íré	to sell			HM	7.
8.	ímmà	well			HM	8.

BASIC COURSE

9.	ôma	good	HH	9.
10.	j'èé	go!	LH	10.

You have finished section B. If you have been giving oral responses, repeat section B writing your responses with two acute accents for 'high high' and an acute plus a vertical accent for 'high-mid'.

Section C

20.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	ívù to carry	ívù		to be fat	D	1.
2.	ívù	ívù			S	2.
3.	ívù	ívù			S	3.
4.	ívù	ívù			S	4.
5.	ívù	ívù			D	5.
6.	ívù	ívù			S	6.
7.	ívù	ívù			D	7.
8.	ívù	ívù			D	8.
9.	ívù	ívù			D	9.
10.	ívù	ívù			S	10.

21.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	íbi you live	íbi			S	1.
2.	íbi to live	íbi			S	2.
3.	íbi	íbi			D	3.
4.	íbi	íbi			D	4.
5.	íbi	íbi			S	5.

.....

22. Oral Response high mid or high low
Written Response " "

23. Oral Response high mid or high low
Written Response ' ' "

14

BASIC COURSE

7.	íbì				HL	7.
8.	íbì				HM	8.
9.	íbì				HM	9.
10.	íbì				HL	10.
24.	Oral Response	high mid	or	high low		
	Written Response	ˈ	or	ˈˈ		
1.	ívù	to carry			HM	1.
2.	íbì	to live			HM	2.
3.	íbì	you live			HL	3.
4.	ívù	to be fat			HL	4.
5.	ívù				HM	5.
6.	ívù				HL	6.
7.	íbì				HL	7.
8.	íbì				HM	8.
9.	íbì				HL	9.
10.	ívù				HM	10.
25.	Oral Response	high mid	or	high low		
	Written Response	ˈ	or	ˈˈ		
1.	ódì	it is			HL	1.
2.	mířì	water			HM	2.
3.	ók'à	maize			HL	3.
4.	ányì	we			HL	4.
5.	ímé	to do			HM	5.
6.	ínwé	to have			HM	6.
7.	ìgà	to go			HM	7.

8.	ík'ò	to cultivate	HL	8.
9.	úyò	house	HL	9.
10.	ìfù	to go out	HL	10.
26.	Oral Response high high, high mid, low high or high low Written Response " , " , " or "			
1.	íwè	to take	HL	1.
2.	ìbì	to live	HM	2.
3.	ṛúọ	drink!	HH	3.
4.	òlé	how much	LH	4.
5.	mmà	well	HM	5.
6.	úyò	house	HL	6.
7.	ég'ò	money	HH	7.
8.	àtọ	three	LH	8.
9.	édè	coco yam	HL	9.
10.	ndị	people	HH	10.
27.	Oral Response high high, high mid, low high or high low Written Response " , " , " or "			
1.	ìlà	to go home	HM	1.
2.	ùyọ	P.N. (place name)	LH	2.
3.	épe	orange	HH	3.
4.	cìdì	P.N. (personal name)	HL	4.
5.	nnà	father	HL	5.
6.	ínyè	to give	HM	6.
7.	ìhù	to see	HM	7.
8.	ógò	in-law	HL	8.

You have finished section C. If you have been giving oral responses repeat section C writing your responses.

28. Oral Response 'same' or 'different'
Written Response S or D

29. Oral Response 'same' or 'different'
Written Response S or D

Hosted for free on livelingua.com

7.	òdị	òdị	S	7.
8.	òdị	óđị	D	8.
9.	óđị	òdị	D	9.
10.	òdị	óđị	D	10.

30. Oral Response high low or low low
 Written Response ^ or ^

1.	íga	you will	HL	1.
2.	iga	will you?	LL	2.
3.	iga		LL	3.
4.	iga		LL	4.
5.	íga		HL	5.
6.	iga		LL	6.
7.	iga		LL	7.
8.	íga		HL	8.
9.	íga		HL	9.
10.	iga		LL	10.

31. Oral Response high low or low low
 Written Response ^ or ^

1.	òdị	is it?	LL	1.
2.	òdị		LL	2.
3.	óđị	it is	HL	3.
4.	óđị		HL	4.
5.	óđị		HL	5.
6.	òdị		LL	6.
7.	òdị		LL	7.

BASIC COURSE

8.	òdì		HL	8.
9.	òdì		LL	9.
10.	òdì		HL	10.
32.	Oral Response	high low	or	low low
	Written Response	“	or	“
1.	ìgà	you will	HL	1.
2.	òdì	is it?	LL	2.
3.	òdì		LL	3.
4.	òdì	it is	HL	4.
5.	ìgà		HL	5.
6.	ìga	will you?	LL	6.
7.	òdì		HL	7.
8.	ìgà		HL	8.
9.	òdì		LL	9.
10.	ìga		LL	10.
33.	Oral Response	high low	or	low low
	Written Response	“	or	“
1.	édè	coco yam	HL	1.
2.	bèghì	not yet	LL	2.
3.	mme	time	LL	3.
4.	ényì	friend	HL	4.
5.	àla	country	LL	5.
6.	nnà	father	HL	6.
7.	íj'è	trip	HL	7.
8.	òt'u	condition	LL	8.

9.	gàla	still	LL	9.
10.	ótù	one	HL	10.
34.	Oral Response	high high, high mid, low high,		
	Written Response	“ ”, “ ”, “ ”,		
		high low or low low		
		“ ” or “ ”		
1.	àla	land	LL	1.
2.	ényì	friend	HL	2.
3.	íshì	head	HH	3.
4.	ńkwụ	palm	HH	4.
5.	ịcọ	to want	HM	5.
6.	ịgà	you will	HL	6.
7.	iwè	to take	HL	7.
8.	dèé	write!	LH	8.
9.	ńgwà	O.K.	HM	9.
10.	mírì	water	HM	10.
35.	Oral Response	high high, high mid, low high,		
	Written Response	“ ”, “ ”, “ ”,		
		high low or low low		
		“ ” or “ ”		
1.	àhụ	body	LH	1.
2.	úyò	house	HL	2.
3.	épe	orange	HH	3.
4.	únù	you (plural)	HL	4.
5.	àtọ	three	LH	5.
6.	ịga	will you?	LL	6.

BASIC COURSE

7.	ànnó	four	LH	7.
8.	ílà	to go home	HM	8.
9.	ók'à	maize	HL	9.
10.	écl	yesterday (tomorrow)	HH	10.

36. Oral Response high high, high mid, low high,
 Written Response " , " , " ,
 high low or low low
 " or "

1.	ízu	to get fat	HL	1.
2.	p'énì	penny	HL	2.
3.	òvu	wild fowl	LL	3.
4.	íhù	face	HH	4.
5.	èzhí	compound	LH	5.
6.	ìte	pot	LL	6.
7.	ìrí	ten	LH	7.
8.	ígà	to go	HM	8.
9.	ànyú	drinking	LH	9.
10.	ík'e	strength	HH	10.

37. Oral Response high high, high mid, low high,
 Written Response " , " , " ,
 high low or low low
 " or "

1.	ínwé	to have	HM	1.
2.	ṅku	wing	LL	2.
3.	gàla	still	LL	3.
4.	úkwu	big	HH	4.

5.	íwè	be angry	HM	5.
6.	òdì	is it?	LL	6.
7.	ébe	place	HH	7.
8.	áhya	market	HH	8.
9.	ìsò	five	LH	9.
10.	mma	well	HM	10.

You have finished section D. If you have been giving oral responses repeat section D writing your responses.

In sections E, F, G, H, and I you are asked to respond to only the last two syllables of longer utterances.

Section E

38.	Oral Response	'same' or 'different'	(with respect to the last two syllables)
	Written Response	S or D	
1.	ínòneezhí	íshéezhí	D 1.
2.	ízùezhí	ífùteezhí	D 2.
3.	ízèezhí	òzàreezhí	S 3.
4.	śánèezhí	áfùtálameezhí	D 4.
5.	ówèezhí	òdìghèezhí	S 5.
6.	ányìśáreezhí	únùzùreezhí	D 6.
7.	òśāgheezhí	írègheezhí	S 7.
8.	ébimleezhí	ámaakòñòneezhí	S 8.
9.	érèremezhí	ògììzèezhí	D 9.
10.	ògììśèezhí	érèleezhí	S 10.

39.	Oral Response	'same'	or	'different'	(with respect to the last two syllables)	
	Written Response	S	or	D		
1.	írúaba			óǝ'èraabá	D	1.
2.	òwùghíaba			ówúaba	S	2.
3.	ìbìlaabá			ébirnaabá	S	3.
4.	ínònaabá			ígaaba	D	4.
5.	úyòmdìlaabá			ñǝk'ùgàraabá	S	5.
6.	íǝ'èruaba			ányìruruabá	D	6.
7.	óǝìlaabá			éǝ'èelemaaba	D	7.
8.	àmùrùghílaabá			ìbìlaabá	S	8.
9.	ígaǝ'aaba			ányìagàghíǝ'aaba	S	9.
10.	àgáñhàmaaba			èrúbèghìmaabá	D	10.
40.	Oral Response	high high	or	low high	(with respect to the last two syllables)	
	Written Response	"	or	"		
1.	ányìǝ'eraabá				LH	1.
2.	ínòneezhí				LH	2.
3.	írèezhì				HH	3.
4.	éréleezhì				HH	4.
5.	ágàlaaba				HH	5.
6.	éǝ'èrehãabá				LH	6.
7.	ébirneezhí				LH	7.
8.	èǝ'éhãaba				HH	8.
9.	ówùezhì				HH	9.
10.	ónònaabá				LH	10.

41.	Oral Response	high high or low high	(with respect to the last two syllables)
	Written Response	“ or ”	
1.	érùrumoqlú	I reached Orlu	LH 1.
2.	óshishí	tree	HH 2.
3.	áfùtá	if one comes out	LH 3.
4.	ógàraoqj	He went again.	LH 4.
5.	ífùáhya	to make a debut	HH 5.
6.	ógàraáhyaàagá	He really went to this market.	LH 6.
7.	ìt'éele	Good morning.	HH 7.
8.	p'ènaannó	4 pence	LH 8.
9.	kàlabá	Calabar	LH 9.
10.	íc'áac'a	to be ripe	HH 10.

You have finished section E. If you have been giving oral responses repeat section E writing your responses.

Section F

42.	Oral Response	'same' or 'different'	(with respect to the last two syllables)
	Written Response	S or D	
1.	ój'èraáhya	ógìíj'áahya	S 1.
2.	j'èáahyà	óbyàrajáahyà	S 2.
3.	zùrúahyà	ózùraáhya	D 3.
4.	ógìígaáhya	gàáhyà	D 4.
5.	ówùahya	ádìhãanáahya	S 5.
6.	nhÿaahyà	éj'èmaáhya	D 6.
7.	úyòmdilàahya	ólàagáahyà	D 7.
8.	àgáhãmaahya	ódìlàahya	S 8.

BASIC COURSE

9.	únùnaazúahyá	únùgììzúahya	D	9.
10.	ácòròmììgaahya	ácòròmììgaahyá	D	10.
43.	Oral Response	'same' or 'different'	(with respect to the last two syllables)	
	Written Response	S or D		
1.	ózùreépe	zùrùepè	D	1.
2.	ényèřemeépe	ógììrèepe	S	2.
3.	ówèepe	ánàñhaazùepè	D	3.
4.	rèeepe	órèeleepè	S	4.
5.	àgághìmììràepe	ànághìmaarèepè	D	5.
6.	zùtèepè	ìràreepe	D	6.
7.	yáreeepè	méèreekweepè	S	7.
8.	ányìràreepe	ányìnaarèepè	D	8.
9.	ógàrazùtèepè	ógàrazùòròmèepe	D	9.
10.	únùgììrèepe	òṇwèřeepe	S	10.
44.	Oral Response	high high or high mid	(with respect to the last two syllables)	
	Written Response	'' or ''		
1.	ólàagáahyá		HM	1.
2.	ózùureépe		HH	2.
3.	ówùahya		HH	3.
4.	zùtèepè		HM	4.
5.	j'èáahyá		HM	5.
6.	òṇwèřeepe		HH	6.
7.	ánàmaarèepè		HM	7.
8.	ót'èregaahyá		HM	8.

Section G

46.	Oral Response	'same' or 'different'	(with respect to the last two syllables)
	Written Response	S or D	
1.	óréréakw̃'a	rééakw̃'a	D 1.
2.	ányìgǝǝzùakw̃'a	ánùǝnamáakw̃'a	S 2.
3.	ínùakw̃'a	ñùǝakw̃'a	D 3.
4.	óráraakw̃'a	šááakw̃'a	D 4.
5.	yákwuǝakw̃'a	óšáraakw̃'a	D 5.

BASIC COURSE

6.	wèréákẁ'a	zùóákẁ'a	S	6.
7.	óshìelaákẁ'a	ányìerjwèghìakẁ'a	D	7.
8.	zùtàákẁ'a	ányìarjùónaákẁ'a	S	8.
9.	shìwéákẁ'a	èréhàmaakẁ'a	D	9.
10.	únùjwéfaakw'a	yáwùrjùákẁ'a	D	10.
47.	Oral Response	'same' or 'different'	(with respect to the last two syllables)	
	Written Response	S or D		
1.	zùóánnọ	íréánnọ	D	1.
2.	óréelaánnọ	jùóánnọ	S	2.
3.	éréelemaánnọ	ówùánnọ	S	3.
4.	wètáánnọ	íráánnọ	D	4.
5.	zùtàánnọ	íriánnọ	D	5.
6.	íkwùánnọ	ányìkwùrjùánnọ	S	6.
7.	wèréánnọ	àjùhàmaánnọ	D	7.
8.	òdìghìánnọ	kwùóánnọ	D	8.
9.	ánjùólamaánnọ	ógìíjùánnọ	S	9.
10.	ónjùónaánnọ	òréhàánnọ	D	10.
48.	Oral Response	high high or mid high	(with respect to the last two syllables)	
	Written Response	'' or ''		
1.	íréákẁ'a		HH	1.
2.	jùóánnọ		MH	2.
3.	rééákẁ'a		MH	3.
4.	ánjùónamaákẁ'a		HH	4.
5.	wètáánnọ		MH	5.

6.	ányịerwéghịannọ	HH	6.
7.	éréréremáakw'á	HH	7.
8.	ọ̀nụ̀onaánnọ	MH	8.
9.	iriannọ	HH	9.
10.	ṣááák'w'á	MH	10.

49. Oral Response high high, low high or mid high (with respect to the
Written Response " , " or " last two syllables)

1.	ị́ṣéézhị	HH	1.
2.	ọ̀dị́leezhị	LH	2.
3.	ọ̀zàreezhị	LH	3.
4.	ṣáéézhị	MH	4.
5.	ọ̀ṣá́féezhị	HH	5.
6.	ọ̀wụ́ezhị	HH	6.
7.	fùt́éézhị	MH	7.
8.	áfùt́arameezhị	LH	8.
9.	zàéézhị	MH	9.
10.	ọ̀gị́íṣ́éézhị	HH	10.

You have finished section G. If you have been responding orally, repeat section G writing your responses.

Section H

50. Oral Response high mid or high low (with respect to
Written Response " or " the last two syllables)

1.	ámaakọ	HM	1.
2.	ọ̀kúkọ	HL	2.

BASIC COURSE

3.	òpópò	HL	3.
4.	òlée	HM	4.
5.	ág'ụ̀	HM	5.
6.	m̀bòsì	HL	6.
7.	àsáṭò	HM	7.
8.	ìshíí	HL	8.
9.	̀̀jókù	HM	9.
10.	àsáà	HL	10.

You have finished section H. If you responded orally repeat section H writing your responses.

Section I

51.	Oral Response	high low	or	low low	(with respect to the last two syllables)
	Written Response	“	or	”	
1.	cínyèfe				LL 1.
2.	ùgbúa				HL 2.
3.	òkúkò				HL 3.
4.	écice				LL 4.
5.	úmàáhyà				HL 5.
6.	òwere				LL 6.
7.	únèfe				LL 7.
8.	òpópò				HL 8.
9.	ìfùṭa				LL 9.
10.	íkèle				LL 10.

You have finished section I. If you responded only orally repeat the exercise writing your responses.

In sections J, K, L, M, and N you are expected to respond only to the first two syllables of longer utterances.

Section J

52.	Oral Response	'same' or 'different'	(with respect to the first two syllables)
	Written Response	S or D	
1.	m̄wéře	m̄wéře	D 1.
2.	m̄saã	m̄kwuq	S 2.
3.	m̄kwe	m̄wuq	S 3.

53.	Oral Response	high high or low high	(with respect to the first two syllables)
	Written Response	“ or ”	
1.	ànyáàsü		LH 1.
2.	élekere		HH 2.
3.	tòmátò		LH 3.
4.	òpópò		LH 4.
5.	ṛwóok'ò		HH 5.
6.	úgutà		HH 6.
7.	ìgbúrü		LH 7.
8.	ámaakò		HH 8.
9.	ìshíì		LH 9.
10.	énugwĩ'ù		HH 10.

Section K

54.	Oral Response	'same' or 'different'	(with respect to the first two syllables)
	Written Response	S or D	
1.	ògara	ògághì	D 1.

BASIC COURSE

2.	ìj'eáhya	ìj'ěháahya	D	2.
3.	mgííga	ògííga	S	3.
4.	òvúháivu	ònóghílaahya	S	4.
5.	ònwere	ònwére	D	5.
55.	Oral Response	low low or low high	(with respect to the first two syllables)	
	Written Response	“ or ”		
1.	ògíígaahya		LL	1.
2.	ònúrummí		LH	2.
3.	ìnwéfeik'e		LH	3.
4.	òdíghì		LH	4.
5.	ùnúnúrunkwu		LL	5.
6.	èj'ěhámaaba		LH	6.
7.	ánághímaanúmíí		LH	7.
8.	ìlaalúuyò		LL	8.
9.	ìgághíivùteivu		LH	9.
10.	ùnuwetareég'o		LL	10.

Section L

56.	Oral Response	high high or high mid	(with respect to the first two syllables)	
	Written Response	“ or ”		
1.	íshim	my head	HH	1.
2.	ínyéjì	to give yams	HM	2.
3.	yáyuyò	if he returns home	HH	3.
4.	bíkòní	please you (pl.)	HM	4.
5.	hýédìkà	about	HM	5.

6.	láani	only, alone	HH	6.
7.	ákaghị	your hand	HH	7.
8.	ízùc'a	to finish buying	HM	8.
9.	gíleezhi	if you go home	HH	9.
10.	ík'end'ù	Ndu's strength	HH	10.

Section M

57.	Oral Response	high mid	or	high low	(with respect to the first two syllables)
	Written Response	"	or	"	
1.	ṛwáñne			HM	1.
2.	íwèṭa			HL	2.
3.	ípàṭa			HM	3.
4.	ígáfè			HM	4.
5.	nzùkó			HL	5.
6.	nnám			HL	6.
7.	ígáahya			HM	7.
8.	ókwwùrù			HL	8.
9.	nsògbú			HL	9.
10.	ìhàfù			HL	10.

Section N

58.	Oral Response	high low	or	low low	(with respect to the first two syllables)
	Written Response	"	or	"	
1.	òwere			LL	1.
2.	écìce			HL	2.
3.	òbodo			LL	3.
4.	ṛwáànyị			HL	4.

BASIC COURSE

5.	ák'ùk'u	HL	5.
6.	ájwùrụ	HL	6.
7.	ògara	LL	7.
8.	èbelém̀m̀ĩĩ	LL	8.
9.	kàlabá	LL	9.
10.	únèře	HL	10.

In sections O, P, Q, R, and S you are asked to identify three syllable patterns.

Section O

59.	Oral Response	high high high	or	high high mid
	Written Response	'''	or	'''
1.	m̀kpur̀		HHM	1.
2.	ík'ekwe	if possible	HHH	2.
3.	ótutụ	plenty	HHH	3.
4.	ɲwóok'ò	male,	HHM	4.
5.	íshim̀	my head	HHM	5.
6.	m̀mafa	if I know	HHH	6.
7.	jíqma	good yam	HHH	7.
8.	ákaf̃i	right hand	HHM	8.
9.	óřughĩ	your farm	HHM	9.
10.	ányĩyọ	if we return	HHH	10.

Section P

60.	Oral Response	high high high	or	high mid high	
	Written Response	'''	or	'''	
1.	ákwúkwọ			HHH	1.
2.	óńúrụ			HMH	2.
3.	íríř́			HMH	3.
4.	yáńụọ			HHH	4.
5.	íméžh́			HMH	5.
6.	írúwe			HMH	6.
7.	gízúrụ			HHH	7.
8.	ńgwánị			HMH	8.
9.	ósh́sh́			HHH	9.
10.	íkpeyọ			HHH	10.

Section Q

61.	Oral Response	high high mid	or	high mid high	
	Written Response	'''	or	'''	
1.	íkwúsh́			HMH	1.
2.	óhụ́			HHM	2.
3.	ńwánne			HMH	3.
4.	ígbážh́			HMH	4.
5.	gíhụyá			HHM	5.
6.	ízù			HMH	6.
7.	yányej́			HHM	7.
8.	ámakó			HHM	8.
9.	ízúrụ			HMH	9.
10.	énugw'ù			HHM	10.

Section R

62.	Oral Response	Low high high	or	low high mid
	Written Response	" "	or	" "
1.	ìgbùrú			LHH 1.
2.	àsátò			LHM 2.
3.	ìsáfa			LHH 3.
4.	ònyéwù			LHM 4.
5.	òcéghe			LHH 5.
6.	njókù			LHM 6.
7.	pàpáyà			LHM 7.
8.	òléè			LHM 8.
9.	inwére			LHH 9.
10.	nsúkà			LHM 10.

Section S

63.	Oral Response	identify three syllable patterns				
	Written Response	"	"	"	"	
1.	òṅwéře				LHH	1.
2.	ác'òrom				HLL	2.
3.	íkòjí				HLH	3.
4.	gàwánı				LHH	4.
5.	ífùṭa				HLL	5.
6.	òbodo				LLL	6.
7.	ágála				HMH	7.
8.	mmad'ù				HHL	8.
9.	òléé				LHM	9.
10.	írúwe				HMH	10.

64.	Oral Response	identify three syllable patterns			
	Written Response	"	"	"	"
1.	ùgbúà			LHL	1.
2.	ényím			HLH	2.
3.	ák'ùk'ụ			HLL	3.
4.	ákwúkwo			HHH	4.
5.	òdíghì			LHL	5.
6.	àmághím----			LHM	6.
7.	gáfée			HLH	7.
8.	íkèle			HLL	8.
9.	òkúkò			LHL	9.
10.	mífíkí			HLL	10.

65.	Oral Response	identify three syllable patterns			
	Written Response	"	"	"	"
1.	áhwám			HLH	1.
2.	òṅweře			LLL	2.
3.	óshíshí			HHH	3.
4.	òcọrọ			LLL	4.
5.	ánwùřụ			HLL	5.
6.	hýédìkà			HML	6.
7.	ngáà			LHL	7.
8.	únèře			HLL	8.
9.	òpópò			LHL	9.
10.	ìgáfè			HML	10.

BASIC COURSE

Section T

66.	Oral Response	'same' or 'different'	(with regard to the entire tone pattern)
	Written Response	S or D	
1.	àmùrughí	ámùrughí	D 1.
2.	áyòrúyá	áyòrúyá	S 2.
3.	ìkòrọ́jì	ìkòrọ́jì	D 3.
4.	òzaríyá	òzaríyá	S 4.
5.	òzùrùjì	òzùrùjì	D 5.
6.	òkòrọ́jì	òkòrọ́jì	S 6.
7.	àyorúyá	áyòrúyá	D 7.
8.	òzaríyá	òzàrìyá	D 8.
9.	òzùrùjì	òzùrùjì	S 9.
10.	ámùrughí	ámùrughí	S 10.

Section U

67.	Oral Response	'same' or 'different'	(with respect to tone patterns only)
	Written Response	S or D	
1.	ìt'éele	kèghíkwení	S 1.
2.	ég'òòle	naak'ùk'u	D 2.
3.	ìfùtáala	ìj'eóřu	S 3.
4.	wètáram	òwúgírì	S 4.
5.	óbyaala	ényíànyí	D 5.
6.	zùrúwaní	òwúgírì	D 6.
7.	ìnyúgírì	ìkùmířì	S 7.
8.	ímeene	ímátíyá	S 8.

9.	ìgàkwàṅ	òmegheké	D	9.
10.	ìhùdòktò	írièdè	S	10.

Section V

68.	Oral Response	identify four syllable patterns		
	Written Response	"" or ""		
1.	ìfùwána	LHHH		1.
2.	ìnòdíla	LLHH		2.
3.	ìyowála	LLHH		3.
4.	ìgáwala	LHHH		4.
5.	ìshíwele	LHHH		5.
6.	ìfùtála	LLHH		6.
7.	ìzúwala	LHHH		7.
8.	ìfúwála	LLHH		8.
9.	ìláwala	LHHH		9.
10.	ìkòwála	LLHH		10.
69.	Oral Response	identify four syllable patterns		
	Written Response	" " " "		
1.	ìt'éele	LHHH		1.
2.	ìfùtála	LLHH		2.
3.	àhùghịà	LHHL		3.
4.	ádìmmà	HLHM		4.
5.	kèghíkwen	LHHH		5.
6.	íméene	HMHH		6.
7.	íméwēne	LHHH		7.
8.	ényiàny	HMMH		8.

BASIC COURSE

9.	íshíik'e	HMHH	9.
10.	òwúgírì	LHHM	10.
70.	Oral Response	identify four syllable patterns	
	Written Response	" "	" "
1.	ìj'eóǫ	LLHH	1.
2.	gínwàkwanu	HLLL	2.
3.	ímàtíya	HMHH	3.
4.	íkumífi	HMHM	4.
5.	íkòédè	HLHL	5.
6.	ég'oóle	HHMH	6.
7.	íhùdòktò	HMHL	7.
8.	p'énìannó	HLLH	8.
9.	éj'èmmífi	HLHM	9.
10.	òlééhýe	LHMH	10.
71.	Oral Response	identify four syllable patterns	
	Written Response	" "	" "
1.	ónyekeè	HHHL	1.
2.	írièdè	HMHL	2.
3.	òmegheké	LLLH	3.
4.	óbyáala	HMHH	4.
5.	yábyaahya	HHHM	5.
6.	ínwéik'e	HMHH	6.
7.	òléébe	LHMH	7.
8.	láak'ùkú	HHLL	8.
9.	ébeuyò	HHHL	9.
10.	ìgakwaní	LLLL	10.

72.	Oral Response	identify four syllable patterns		
	Written Response	"	"	"
1.	ìṅ̀ùm̀ĩ̀ř̀ĩ̀		HMHM	1.
2.	kàĩ̀cò̀rò̀		LHLL	2.
3.	wè̀tá̀ram̀		LHHM	3.
4.	ídĩ̀mma		HMHH	4.
5.	àmũ̀rũ̀ghĩ̀		LLLH	5.
6.	ìzũ̀akw̃'á		HMHH	6.
7.	ìfũ̀ezhĩ̀		HLLH	7.
8.	ìṣá̀akwà̀		HMHL	8.
9.	zũ̀rũ̀wanĩ̀		LHHH	9.
10.	ndéèwó̀		LHLH	10.

Section W

73.	Oral Response	'same' or 'different' (with respect only to tone)		
	Written Response	S or D		
1.	wè̀tá̀kwaram̀	ìřũ̀w̃anaé̀	S	1.
2.	éwè̀lĩ̀we	álá̀walam̀	D	2.
3.	ókò̀gheédè	p'énĩ̀asáà̀	S	3.
4.	ázũ̀gham̃h̃ye	éj'èmaáhya	S	4.
5.	ékè̀lelem̀	òmeghegĩ̀rĩ̀	D	5.
6.	ókũ̀ghamĩ̀ř̀ĩ̀	ìg'ũ̀akwũ̀kwò̀	D	6.
7.	éj'èmaáhya	ánòm̃náhya	D	7.
8.	éwè̀lĩ̀we	ìg'ũ̀akwũ̀kwò̀	S	8.
9.	álá̀walam̀	ókũ̀ghamĩ̀ř̀ĩ̀	S	9.
10.	ányìdĩ̀mmà	ókò̀gheédè	D	10.

BASIC COURSE

Section X

74.	Oral Response	identify five syllable patterns			
	Written Response	"	"	"	"
1.	éj'èmaáhya			HLLHH	1.
2.	wètákwaram			LHHHM	2.
3.	èrúwanaé			LHHHM	3.
4.	ókògheédè			HLLHL	4.
5.	ányìdímà			HLLHM	5.
6.	álàwalam			HMHHM	6.
7.	p'énàasáà			HLLHL	7.
8.	òṅùghamířì			HMHHM	8.
9.	wèrénleg'ò			LHHHM	9.
10.	òmeghegírì			LLLHM	10.
75.	Oral Response	identify five syllable patterns			
	Written Response	"	"	"	"
1.	ánòmnaáhya			HLHHH	1.
2.	ázùghamnh̃ye			HLLHH	2.
3.	ndìogòm			HHHLH	3.
4.	pósòófìsì			HLHLL	4.
5.	éwèlììwe			HMHHH	5.
6.	ékèlelem			HLLLH	6.
7.	ínònúuyò			HLHHL	7.
8.	říènyaàsù			HMHLL	8.
9.	íg'ùakwùkwò			HMHHH	9.
10.	íkèlènd'ù			HLLHL	10.

BASIC COURSE

PARTS II and III

UNITS 1 - 30

Unit I

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ít'è		(H) ¹
ìt'éele		ì-t'ée-le
	-B-	
ée		
ífù		(L) ¹
-ta/-te		('adverbial suffix) ²
ífùta		(L +) ¹
ée ìfùtála		ée ì-fùtá-la
	-A-	
àhụ		
ghị/ghí/gị/gí		('independent pronoun')
-à/-è		(suffix) ²
àhụghaà		àhụ-ghị-à
	-B-	
ídị		(HL) ¹
-m/-mụ		(pronoun suffix) ²
ádịm		á-dị-m
mma'/mma		
ádịmma'		á-dị-m-mma'

Basic Sentences

<u>Spelling</u>	<u>English</u>
-A-	
ite	to awaken
I teelee?	Good morning. ('Have you awakened?')
-B-	
e	yes
ifu	to go out
-ta	-motion toward, action reaching its goal
ifuta	to come out
E, 1 futala?	Good morning. ('Have you come out?')
-A-	
ahu	body
gi/ghi	you (singular)
-a	this
Ahu gi a?	How are you? ('Your health?')
-B-	
id1	to be (state, condition or permanent place)
m	I
ad1 m	I am
nma	a well one, a good one
Ad1 m nma.	I'm fine.

ṛ́kè/kè	
kèghí	kè-ghí
-kwé/-kwá	(conjunctive adverbial suffix)
-ní/-nị/-nú/-nụ	(conjunctive adverbial suffix)
kwénị/kwánị	kwé + nị/kwá + nị
kèghíkwenị	kè-ghí-kwe-nị
	-A-
ó-/ó-	(pronoun prefix)
ódi'nnà	ó-di-'nnà
ìj'è	
nà-/là-/ná-/lá- ³	(preposition)
òléé	
ìj'elooléé	ì-j'è-la-olée
	-B-
ìcò	
ácòròm	á-còro-m
ìgà	
ácòròmịìgàahya	á-còrò-mụ-ìgà-ahya
	-A-
-we/-wa/-wè/-wá	(adverbial suffix 'inceptive')
gàwánị	gàwá-nị
	-B-
ódi'nnà	ó-di-'nnà

nke	that, the one, of
ke gi	yours
-kwe	and, too, also
-ni	then, in that case
kweni	and then - (in response to a previous utterance)
Ke ghi kweni?	And yours?
-A-	
o/q	he, she, it
Q di nma.	(It is) fine.
ije	to be en route to, to go (to)
na	in, on, at, to
ole	which? what?
Ije n'olee?	Where are you going? ('You en route to which (place)')
-B-	
icq/ichq	to want
acqrq m	I want
iga	to go
Acqrq m iga ahia.	I want to go to market.
-A-	
-we/-wa/-nwe/-nwa	start to ----
Gawani.	Goodbye. ('Go along then.')
-B-	
Q di nma.	Fine.

Footnotes

¹These formulae refer to the tone class of these verbs--which will be explained below.

²Affixes, which cannot occur alone, are not pronounced separately in build-ups.

³The tone of the preposition na/la is the same as the tone of the following syllable.

Note 1.1 The Writing Systems of Igbo and the Transcription Here Employed:

Unfortunately Igbo does not have a single generally accepted orthography. The two systems in use differ primarily in the number of vowel symbols used ('old' orthography uses six, 'new' orthography eight). Furthermore, the tendency has been to write in terms of the Onitsha dialect. This dialect has a number of differences from the Central dialect and lacks several phonemes which the latter has.

Furthermore, neither writing system employs any sign for nasalization of vowels or consonants, or for aspiration. Similarly several letters in common orthographies stand for several different phonemes, doubled sounds are often written single and an apostrophe is irregularly used to represent assimilations. In addition these orthographies fail to mark tone.

For all these reasons it is necessary to employ in these units a transcription to represent the pronunciation of Igbo. An effort is made in this transcription both to represent all the phonemes of the language and to keep as close as possible to the appearance of written Igbo as the student may later encounter it. This latter criterion causes departure from the 'one phoneme, one letter' principle - a number of phonemes are written with di-graphs.

The alphabet most commonly encountered in Igbo written materials and used in the 'spelling' column of these units is as follows:

a, b, gb (b), d, e, f, g, gh, h, i, j, k, l, m, n,
 ŋ (ñ), o, q, p, kp, r, s, sh, t, u, v, w, y, z, ch (c)
 gw, kw, nw, ny

The 'new' orthography occasionally seen employs also the letters ε (for /e/), Ϸ (for /y/), ϸ (for /q/) and consistently employs c instead of ch and gb instead of b.

The alphabet used in these lessons employs the sign /'/ for aspiration and sub-script marks /,/ to represent other departures from the value of the letters in the above alphabet. Our alphabet is thus:

a, b, b', gb, d, d', e, f, g, g', gh, h, i, i', j, j',
 k, k', l, m, n, ŋ, o, q, p, p', k , r, s, sh, t, t',
 ṭ, u, u, v, w, y, z, zh, c, c', gw, gw', hw, kw, kw',
 ŋw, ny

Also employed are the following signs:

- /~/ - Nasalization - placed over the first phoneme of a nasalized syllable, i.e. /ĩ/. If a syllable commences with a digraph (/kw/ etc.) or a consonant cluster (/hy/ etc.) the nasalization mark is placed over the lower consonant letter, i.e. /kĩa/, /hĩe/, /šhĩ/. If both consonant letters are low, it occurs on the first, /gĩw'u/. Syllables commencing with a nasal consonant /m/, /n/, /ny/, /ŋ/, /ŋw/ are nasalized throughout and are not marked with /~/.
- /ˊ/ - High Tone - placed over the syllabic: /á/, /mˊ/.
- /ˈ/ - Mid Tone - placed over the syllabic: /áˈ/.
- /ˋ/ - Low Tone - placed over the syllabic: /áˋ/.
- /↑/ - Up-step juncture - a juncture consisting of a raising of the pitch level of the entire utterance.
- Space - indicating juncture between phrases.

Tone is marked only where pitch changes - that is, if a syllable has the same pitch as the preceding syllable within a phrase, no tone mark is employed. Thus:

áçòròmìjǽmířì 'I want to drink water.'

represents a phrase in which the first syllable is high, the second, third and fourth low, the fifth high, the sixth lowered but not low (that is mid), the seventh the same pitch as the sixth (here phonemically high) and the last again lowered - mid. Our marking of tone is thus not strictly phonemic. The phrase is phonemically: /áçòròmìjǽmířì/

Note 1.2 The Phonemes of Igbo:

1.2.1 Vowels:

Igbo has eight vowels in two groups - these groups are the basis for the variations known as 'vowel harmony'.

The eight vowel phonemes are:

High	Front	Back
Close (tense)	ɪ	u
Open (lax)	ɪ̥	ʊ̥
Low		
Close	e	o
Open	a	ɔ̥

The two groups referred to are the Close Group and the Open Group.

Description of the Vowel Phonemes:

- /ɪ/ is a very high, quite tense, front vowel somewhat like the ee of English feet /fiyt/. In the English word there is a glide from the /ɪ/ which we represent by /y/. The Igbo sound is formed without any glide, approximately in the position of the ending point of the English /y/ glide: /íri/ 'to eat'.
- /ɪ̥/ is a high relatively lax front vowel, more open than /ɪ/ and somewhat like the vowel of English fate /feyt/ but without the glide and higher - toward the vowel of fit /fít/: /ídi/ 'to be'.
- /e/ is a lower front relatively tense vowel approximating the vowel of English met /met/ but somewhat higher approaching

the vowel of fate, but, of course, unglided: /éde/ 'coco
yam'.

/a/ is a low more central vowel and is quite lax - much like the vowel of English hot /hat/ but not quite as far back in the mouth. Actually this sound can be approximated by producing a vowel between that of hot and that of hat: /àla/ 'earth, down, country'.

The following back vowels are rounded. Rounding in Igbo is not a pursing of the lips into a fully circular shape but rather a tension producing a more oval shaped opening.

/u/ is a back high rounded vowel higher and more tense than any English vowel. It approximates the vowel sound of English boot /buwt/ but is not glided, being more like the end of the /w/ glide than any other part of that sound: /úyò/ 'house', /írù/ 'to reach' /únù/ 'you (plural)'.

/ɯ/ is a back rounded vowel more lax and more central than /u/. It approximates the vowel sound of English soot /sut/ but is higher and a little more forward in the mouth: /íkù/ 'to sow' /ívù/ 'to dig out'.

/o/ is a back rounded vowel lower than /ɯ/ and quite tense. It approximates the vowel of English oats /owts/ but is unglided and exhibits a much flatter rounding of the lips than does the English sound: /úyò/ 'house', /ókwa/ 'speech', /ég'ò/ 'money'.

/q/ is a back rounded lax vowel considerably lower than /o/ and much like the English vowel in caught /kɔt/: /ó dī/ 'he is' /dóktò/ 'physician', /ákwaq/ 'book, paper'.

1.2.2 Consonant Phonemes:

/p/ is an unaspirated sound much like the English p in spot: /épe/ 'orange' /òpí/ 'pipe'.

/p'/ is a strongly aspirated sound much like the p of English pit but more strongly aspirate: /íp'yà/ 'to whip' /p'èni/ 'penny'.

- /b/ is an unaspirated bilabial stop much like the English b in able: /ɪbá/ 'to grow rich', /ùbé/ 'a cry'.
- /b'/ is a strongly aspirated bilabial voiced stop much like the b in English bet but more strongly aspirated than any English b: /ɪb'á/ 'to scold', /ùb'é/ 'a pear'.
- /t/ is an unaspirated alveolar voiceless stop much like the t in English stop: /ité/ 'to boil soup'.
- /t'/ is an aspirated alveolar voiceless stop much like the t in tin but more strongly aspirate: /ít'è/ 'to wake up'.
- /d/ is an unaspirated voiced alveolar stop much like the English d in do: /ùdɔ/ 'rope', /ɪdù/ 'to follow'.
- /d'/ is an aspirated voiced alveolar stop which is, however, frequently to be heard as a voiceless variant made by a flap of the tongue against the alveolar ridge accompanied by heavy aspiration: /ùd'ɔ/ 'noise, racket', /ɪd'ù/ 'to sew'.
- /c/ is a voiceless alveolo-palatal affricated stop much like the consonant sound of English itch: /ícè/ 'to think'.
- /c'/ is a strongly aspirated voiceless alveolo-palatal affricated stop much like the first ch in church but more strongly aspirated: /íc'è/ 'different'.
- /j/ is a voiced alveolo-palatal affricated stop much like the dg of English bridge: /íjè/ 'to imitate'.
- /j'/ is a strongly aspirated voiced alveolo-palatal affricated stop much like the g of English gist but more strongly aspirated: /íj'è/ 'to go, to travel'.
- /k/ is a voiceless velar unaspirated stop much like the c in English scat: /ɪkù/ 'to ring, to knock', /íkè/ 'to harvest', /íkè/ 'to divide'.
- /k'/ is a strongly aspirated voiceless velar stop much like the k in English kill but more aspirated: /ɪk'ù/ 'to sow', /ík'è/ 'to tie up', /ík'è/ 'bottom'.
- /g/ is an unaspirated voiced velar stop much like the g of ago: /íga/ 'to go', /ígù/ 'to pull out of water'.

- /g'/ is a strongly aspirated voiced velar stop much like the g of get but more aspirate: /ɪg'a/ 'to grow', /ɪg'u/ 'to count'.
- /kw/ is a voiceless unaspirated labialized (lip-rounded) velar stop much like the qu in squall: /ikw'e/ 'to agree'.
- /kw'/ is a strongly aspirated voiceless labialized velar stop somewhat like the qu in quit but more aspirate: /ikw'e'/ 'to have a miscarriage'.
- /gw/ is an unaspirated voiced labialized velar stop somewhat like the gw of Gwen: /ɪgw'a/ 'to tell'.
- /gw'/ is a strongly aspirated voiced labialized velar stop with no near English equivalent: /ɛnugw'u/ 'Enugu (city)'.
- /gb/ is an ingressive voiced bi-labial stop unlike anything in English or familiar European languages. It is formed by a closure of the lips followed by a lowering of the glottis (with the vocal chords vibrating) forming a vacuum in the mouth cavity. When the sound is released air is sucked in through the lips with a slight bi-labial friction making a w-like glide: /ɛgb'e/ 'gun'.
- /kp/ is an implosive glottalized bi-labial voiceless stop, resembling /gb/ but formed by closure of the glottis and the lips simultaneously. Lowering of the closed glottis produces a vacuum in the mouth cavity followed with a sharply implosive release: /ɪkp'a/ 'to gather', /àkpa/ 'bag', /ɛkpo/ 'gong'.
- /t/ is an alveolar implosive voiceless stop resembling nothing in English. It is formed by making a closure like that for /t/ or /d/ and simultaneously a closure of the glottis, the lowering of which produces a vacuum so that air is sucked in when the tongue closure is released: /aɬó/ 'three', /ɪfɪɬa/ 'to come out'. The release has voicing - here non-contrastive.
- /ʔ/ a glottal stop which need be written only when it occurs medially as in some exclamations: /ɛʔɛ/ 'no'.
- /m/ is a bilabial nasal much like English /m/. It occurs in initial position as a syllabic homorganic with a following /m/, /p/, /b/, /kp/ or /gb/: /ɛj'əm/ 'I'm going', /ɪmma/ 'good'.

- /n/ is an alveolar nasal much like English /n/ but farther forward against the teeth. /n/ occurs as a syllabic in initial position before consonants (in which position there is no contrast between /n/, /ny/ and /ŋ/): /nà/ 'and', /nnà/ 'father'.
- /ny/ is a palatal nasal resembling the /ny/ of English canyon. As a syllabic before palatal stops it is written n: /ényi/ 'friend', /ónye/ 'person', /njókù/ (a proper name).
- /ŋ/ is a velar nasal like the ng of sing. We write the syllabic before velar stops /ŋ/: ñga 'place, spot', /ínú/ 'to drink', /ñkwú/ 'oil palm'.
- /ŋw/ a labialized velar nasal which does not occur as a syllabic (hence is probably to be interpreted as a cluster of /ŋ/ plus /w/): /ínwè/ 'to have', /ŋwóke/ 'male', /ŋwáanyị/ 'woman'.
- /f/ is a voiceless labio-dental fricative much like English /f/: /ífù/ 'to go out'.
- /v/ is a voiced labio-dental fricative much like English /v/: /ívù/ 'to dig out'.
- /s/ is a voiceless alveolar grooved fricative much like English /s/: /àsáà/ 'seven'.
- /z/ is a voiced alveolar grooved fricative much like English /z/: /úzò/ 'road', /ízù/ 'to buy'.
- /sh/ is a voiceless palatal fricative much like the sh of English shame: /shìní/ 'shilling'.
- /zh/ is a voiced palatal fricative much like the ge of English beige: /èzhí/ 'compound, yard, household'.
- /gh/ is a voiced velar fricative unlike any English sound. It is formed by a near closure between the back of the tongue and the velum with weak friction: /ghí/ 'you (singular)'.
- /h/ is a voiceless pharyngeal fricative much like the English h in hold but with more friction: /àhú/ 'body'.
- /hw/ is a voiceless labialized pharyngeal fricative much like the sound used by some English speakers in when or where: /áhwà/ 'name'.

- /r/ is a flap of the tongue against the alveolar ridge close behind the upper teeth - quite unlike English /r/ but resembling the common American pronunciation of the t in water. There is a slight hint of a lateral release of this sound with a result that it often sounds to American ears like an l of some kind: /'iri/ 'to eat'.
- /l/ is an alveolar lateral much like English /l/: /òléé/ 'what, which'.
- /w/ is a labial glide much like English /w/: /gàwán/ 'go along then'.
- /y/ is a palatal glide much like English /y/: /úyò/ 'house'.

Note 1.3 Tone:

Every syllable in Igbo has a pitch known as its tone. The actual absolute pitch of syllables, of course, varies with different speakers, styles of speaking and different positions in a phrase. What is important to the system of Igbo is the pitch of a syllable relative to that of adjacent syllables.

Igbo has three significant relative pitch levels - tones:

High / ' /

Mid / ' /

Low / ` /

Following silence (at the beginning of a tone phrase) the first tone of the phrase is high or low:

/íj'è/ 'you are going' /ìj'e/ 'are you going'

After a low tone the tone of the next syllable may be low (same as the preceding syllable) or high. High tone following low tone is never as high as a preceding high tone:

/ìj'e/ 'are you going?' /àhù/ 'body, health'

After any non-low tone the ensuing tone may be one of three possibilities: equally high: /áhya/ 'market'; low: /dóktò/ 'physician'; or somewhat lower - that is mid: /ít'è/. Mid tone

thus follows either high or mid tone as a step down from the preceding, but does not follow low tone.

In an Igbo phrase, then, there is a pattern of pitch levels declining throughout the phrase - not steadily but in steps - each time the pitch goes from low to high the new high is a step lower than a former high. Similarly one or more mid tones may occur producing with each a step down from the previous tone. Igbo is thus a 'terraced tone language', as are a number of other African languages.

Changes of tone pattern from the 'basic' tone of an Igbo word are frequent and usually indicate something about the grammatical structure.

Note 1.4

a) Compare the forms:

ádìmmá	'I'm fine.'
òdìmmá	'It is fine.'

The portions of these utterances which differ are á---m in the first compared to ò in the second. These portions refer to first and third person singular respectively. We call a- and o- 'pronoun prefixes' and -m a pronoun suffix and we do not mark tone on these forms when we cite them since their tone changes with different types of utterance.

Thus third person 'subject' is represented by a pronoun prefix o (which is pronounced also o in accordance with the rules of vowel harmony).

Similarly first person singular is represented by a pronoun prefix a (or e with different vowel harmony) and by a pronoun suffix m.

Note the first person singular prefix and suffix in:

ácòròmííḡáahya

Here the first person pronoun suffix is /-mí/. Actually this

form represents an 'assimilation' of the vowel of /mɨ/¹ 'I' to the following vowel. The prevalence of such assimilations in Igbo is the principal reason why there are four columns in each dialogue - the left hand column representing the common pronunciation, the left-center column giving an analysis of the utterance in terms of a more basic shape of each unit in the utterance and the right-center column giving the spelling.

The first person 'subject' form, then, is:

a----m or e----m

before following consonants and

a----mɨ- or e----mɨ-

before following vowels (the hyphen indicating assimilation to the following vowel).

The third person subject' form is a pronoun prefix:

o or ɔ

b) Compare the forms:

it'éele 'Have you awakened.'

ɪfɪtála 'Have you come out.'

These two forms illustrate the pronoun prefix for 'you' (singular) which corresponds to the independent pronoun form ghí or ghí . In these two utterances these prefixes are low in tone in affirmative questions.

The second person singular subject form is:

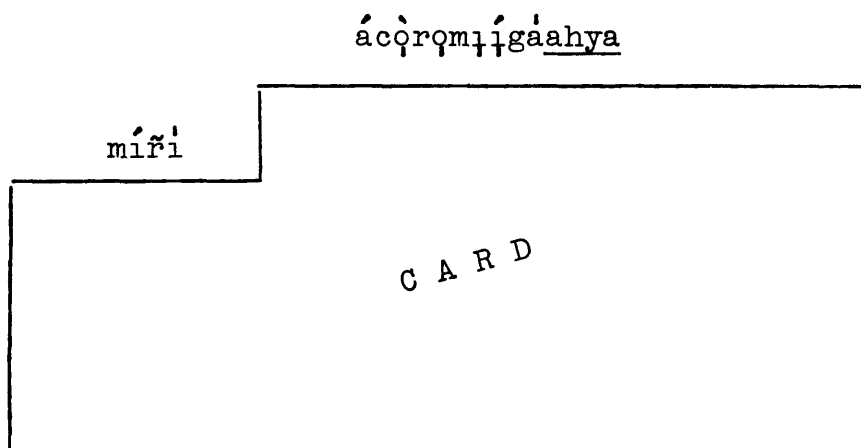
i or ɪ

Instructions for Use of Drills

The drills provided in this course are generally of the pattern - substitution variety. The format of visual presentation

¹When new forms are introduced at any point in these units except in basic dialogues, they are enclosed in boxes.

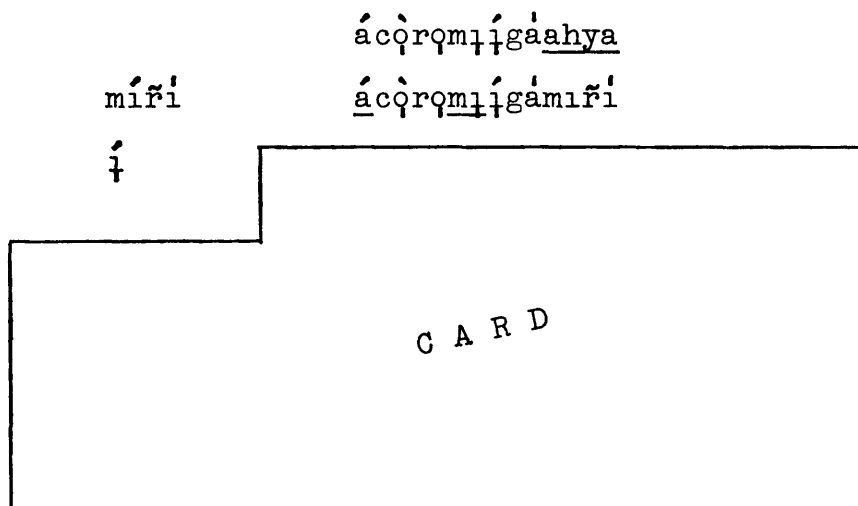
is of two columns (occasionally more) with a 'key word' or phrase on the left, the complete utterance on the right. These columns are so arranged that a 4 x 6 index card suitably notched may be used to cover the response exposing the key word and the pattern sentence thus:



The part of the utterance for which the key word is to be substituted is underlined. Thus in the sentence above, míří is to be substituted for ahya. The student is thus expected to produce the utterance:

áçòròmíìgámíří

After having said this sentence to his or his teacher's satisfaction, the student slips his card down a line thus:



exposing the correct response (which he compares with what he has just uttered), and a new key word, *í*, which he is to substitute, in this example, for a---mí, producing the sentence:

íçòrɪ́gámíří

This process is continued until the exercise is finished.

In class with a teacher this process is intended to be done completely orally, with the teacher giving the key word orally and the student producing the response without reference to the printed material.

The tapes which accompany the course are designed with sufficient time between the utterances for the student to produce the utterance after the key word is pronounced and also to repeat the utterance after the recorded voice. Thus this drill as done with the tape should go like this:

Tape Voice	<i>ácòrɪ́gáahya</i>
Student	<i>ácòrɪ́gáahya</i>
Tape Voice	<i>ácòrɪ́gáahya</i>
Student	<i>ácòrɪ́gáahya</i>
Tape Voice	<i>míří</i>
Student	<i>ácòrɪ́gámíří</i>
Tape Voice	<i>ácòrɪ́gámíří</i>
Student	<i>ácòrɪ́gámíří</i>
Tape Voice	<i>í</i>
Student	<i>íçòrɪ́gámíří</i>
Tape Voice	<i>íçòrɪ́gámíří</i>
Student	<i>íçòrɪ́gámíří</i>
Tape Voice	<i>ngáaǎhà</i>
Student	<i>íçòrɪ́gángáaǎhà</i>
Tape Voice	<i>íçòrɪ́gángáaǎhà</i>

Student ìcòrììgàṅgáaṅhà
 Tape Voice ́
 etc.

Drill 1.1

Useful words:

yá	'he, she, it' (independent pronoun corresponding to the pronoun prefix o or ́)
mụ	'I'
òwere	Owerri, the name of a city
mířì	water, stream, body of water, rain
ṅga	place
áṅhà	that
ṅgaáṅhà	there

a) Variation Drill on a Basic Sentence

	Word or prefix for Substitution - 'Key Word'	Sentence - 'Pattern'	
1.		ácòrọmììgàáhya	á-còrọ-mụ-ìgà-ahya
2.	mířì (water)	ácòrọmììgàamířì	á-còrọ-mụ-ìga-mířì
3.	́	ìcòrììgàamířì	ì-còrọ-ìgà-mířì
4.	ṅgaáṅhà	ìcòrììgàṅgáaṅhà	ì-còrọ-ìgà-ṅga-áṅhà
5.	́	́còrììgàṅgáaṅhà	́-còrọ-ìgà-ṅga-áṅhà

6.	òwere	ó-còrọ́-í-gà-òwere	ó-còrọ́-í-gà-òwerre
7.	á----mụ	á-còrọ́-mụ-í-gà-òwere	á-còrọ́-mụ-í-gà-òwerre
8.	áhya	á-còrọ́-mụ-í-gà-ahya	á-còrọ́-mụ-í-gà-ahya

b) Variation Drill on the same sentence with pronoun substitutions given in 'basic' form - the student is to produce the proper pronoun prefix/suffix:

1.		á-còrọ́-mụ-í-gà-ahya	á-còrọ́-mụ-í-gà-ahya
2.	míří	á-còrọ́-mụ-í-gà-míří	á-còrọ́-mụ-í-gà-míří
3.	yá	ó-còrọ́-í-gà-míří	ó-còrọ́-í-gà-míří
4.	òwere	ó-còrọ́-í-gà-òwere	ó-còrọ́-í-gà-òwere
5.	ghí	í-còrọ́-í-gà-òwere	í-còrọ́-í-gà-òwere
6.	ngaañà	í-còrọ́-í-gà-ñga-ñà	í-còrọ́-í-gà-ñga-ñà
7.	mụ	á-còrọ́-mụ-í-gà-ñga-ñà	á-còrọ́-mụ-í-gà-ñga-ñà
8.	áhya	á-còrọ́-mụ-í-gà-ahya	á-còrọ́-mụ-í-gà-ahya

Drill 1.2 Phonetic Drills on Vowels /ɪ/, /ɪ/, /u/ and /u/

a) /ɪ/ initially before various consonants

íbè	to cry	íj'è	to be en route to
íb'ò	to accuse	íkpe	judgement
ìgbo	Igbo	ìrí	ten
ídè	to write	ìs'ó	five
íd'òwe	to discard	íshí	head
ífè	to pass	ìte	pot
ígùzo	to stop	ít'è	to awaken
íghè	to fry	ívu	load
ífé	Ife (place)	íwe	anger
íhù	face	íyí	stream

ízu	week	íkwe	to agree
ízhì	to deliver (message)	ínwè	to have
íce	to await	ínyè	to give
ígwe	bicycle		

b) /ɪ/ finally

íbi	to live	íshì	head
dí	husband	ítìì	to put into
jí	yam	íyì	stream
mířì	water	ózhì	message
p'énì	penny	ényì	friend
írì	to eat		

c) /ɪ/ initially before various consonants

íbò	to break (of day)	ílà	to go home
íb'à	to go in	ímù	to give birth to
ígbà	to run	ínò	to stay
ídì	to be	ípà	to carry
íd'à	to fall	íkpo	to call
ífù	to go out	ířù	to work
ígà	to go	ísì	to say
íg'ù	to read	íshì	to lie
íghà	to lie	ívù	to dig out
íhò	to choose	íwù	to be
íjù	to ask	íyò	to sift
íkò	to cultivate	ízù	to buy
ík'ù	to sow	ícò	to want

í'c'á	to be ripe	í'hwà	to be pleasant
í'gwà	to tell	í'kwù	to pay

d) /ɪ/ finally

í'dí	to be	àshí	a lie
sí	that	n'tàkírí	small
kwání	and then	m'míí	wine
ányí	we	ńkuzhí	teaching

e) /u/ initially

ùb'é	pear	únù	you (plural)
ùgbúa	now	úrù	gain, benefit
údì	Udì (place)	úyò	house
ùjìshì	nighttime	úkwu	big
únèře	banana		

f) /u/ finally

ńsògbú	trouble	úkwu	big
írù	to reach	ígbù	to kill
únù	you (plural)	íkù	to dip up
ívù	to be fat	tútù	before
júunu	June	ízù	to meet
cúk'wu	God	ígwù	to swim

g) /ʊ/ initially

ùbòcì	day	ùkò	scarcity
ùgbò	powered vehicle	ùmù	offspring
ùfòdù	some	ùkpa	type, brand
ùghá	falsehood	ùřa	sleep

ùt 'ùt 'ù morning

úzò road

úcó sweet

úc 'á white

úkwù foot, leg

úgwò debt

h) /ù/ finally

ífù to go out

íg 'ù to read

ìhù to see

ìjù to ask

ìkù to knock

ìk 'ù to sow

ìmù to learn

ìnù to hear

ìnjù to drink

ìkpù to entertain

òrù work

ìwù to be

ìzù to buy

ìgwù to finish

ìkwù to pay

Note 1.5 Assimilation

Note these utterances as they appeared in the Pronunciation and Structure columns:

àhùghaà	àhù-ghì-à
òlóót'u	òléé-ot'u
òléébììj'è	òléé-ebe-ì-j'e
j'óót'uqma	j'èé-ot'u-qma

The differences between the representations of these utterances in the right-hand column and in the left are largely matters of vowel assimilation although there is also represented a tendency for a three-vowel sequence to contract to only two in length.

Assimilation is very widespread in Igbo and tends to take place from left to right (on the written page) the first-occurring sound tending to assimilate to the following one.

The above paragraphs speak of a 'tendency' to assimilate since no broad generalizations can cover the varying degrees of assimilation which occur. In general, high vowels assimilate less readily than low ones, with /ì/ rarely assimilated at all. However, this matter of assimilation is not entirely one of phonology since expected assimilations can be observed not to take place for no other apparent reason than that the meaning of the resultant utterance would be ambiguous. Until more research has been done on this matter the student is advised to imitate assimilations as marked in the lessons and heard from the teacher and to note that failure to assimilate correctly marks halting and labored style but does not usually inhibit communication.

Unit II

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ɪbyá		(HL)
ɪbyála		ɪ-byá-la
	-B-	
kèdú		
ée ↑ kèdú		
	-A-	
ó-dì-má ↑ àhúghaa		ó-dì-má àhú-ghɪ-à
	-B-	
ót 'u/òt 'u		
òlóót 'u		òléé-ot 'u
únù		
á-dì-má òlóót 'uunudɪ		á-dì-m-ma oléé-ot 'u-unu-dɪ ¹
	-A-	
ányɪ		
ányɪdɪmá		ányɪ-dɪ-má
ǫřɪ		
ì-j 'ǫřɪ		ì-j 'e-ǫřɪ
	-B-	
ée ↑ é-j 'emǫřɪ		ee é-j 'è-mɪ-ǫřɪ
ɲwà		
gɪɲwà		gɪ-ɲwà
ébe		

Basic Sentence

<u>Spelling</u>	<u>English</u>
-A-	
ibia	to come
I biala?	Greetings. ('Have you come?')
-B-	
kedu?	how? hello, how are you?
E kedu?	Yes, how are you?
-A-	
Ọ di nma. Ahu gị a?	(It's) fine. How are you?
-B-	
otu	manner, condition
ole otu	how? in what manner?
unu	you - plural
Adi m nma. Ole otu unu	I'm fine. How are [all of]
di?	you?
-A-	
anyị	we
Anyị di nma.	We're well.
ọru/ọlu	work, farm
I je ọru?	Are you en route to work?
-B-	
E, eje m ọru.	Yes, I'm en route to work.
nwa	self
gịnwa	yourself
ebe	place

òléébe
gíṙwàkwanṙ òléébṙṙj'è

òléé-ebe
gí-ṙwà-kwa-nṙ òléé-ebe-ṙ-j'è

-A-

éj'èmaáhya

é-j'è-mṙ-áhya

-B-

j'èé

(imperative)

qma

qḍímmá j'òót'uqma

q-dí-mmá j'èé-ot'u-qma

¹The tone shifts will be explained later.

Note 2.1 Greetings:

Compare the utterances:

		Structure
it'éele	Have you awakened?	ì-t'ée-le
ìfṙṙála	Have you come out?	ì-fṙṙá-la
ìbyála	Have you come?	ì-byá-la

These forms represent the 'perfect' form of the Igbo verb, a form which has a suffix -le/-la (or -ne/-na). The differences in the vowels of the several forms of this suffix, like the differences in the vowels of pronoun prefixes, are due to vowel harmony. The suffix has /n/ after nasal or nasalized sounds, /l/ elsewhere.

Most mono-syllabic verb roots occur before this suffix in a

ole ebe	where?
G1 nwa kwen1. Ole ebe 1	And you, where to? ('And
je?	yourself, which place you
	go?')

-A-

Eje m ah1a.	I'm en route to market.

-B-

jee	go!
qma	good, well
Q d1 nma. Jee otu qma.	Fine. Farewell. ('It's good.
	Go well.')

stem form which has a vowel suffix - also harmonically determined. The form /it'éele/ represents in this respect the normal monosyllabic verb pattern.

Polysyllabic verb stems - which are invariably compound verbs or verbs with certain 'adverbial' suffixes (of which /-ta/ is an example) - occur with or without the vowel suffix depending on the particular adverbial suffix. /ifutála/ is an example of such a compound without vowel suffix.

Some monosyllabic verbs, of which /ibya/ is an example, occur in this form without the vowel suffix. Such verbs are mostly very common. Note: ibyála

The differences in tone on these forms are due to different 'basic' tones of the verbs involved, which will be discussed shortly.

Common Igbo greetings such as /kèdú/ 'Hello!' (literally

'How?') are question words or phrases. In addition to such common all-purpose greetings, the large body of Igbo greetings consists of questions appropriate to the situation such as /ìt'éele/ 'Have you awakened?'. These greetings differ from questions asking for information in that they have no object following the verb. Thus, with the word èzhí 'yard, outdoors, homestead, household

ìfùtálee'ezhí (ì + fùtá + la + 'ezhí)¹

means 'Have you come outdoors?' and is asking for information while:

ìfùtáala (ì + fùtá + la) 'Have you come out?'

is a greeting. Note that in both questions the pronoun prefix /ì-/ has low tone.

In the second person plural, greetings require the use of ùnù 'you (pl.)' with low tone and a vowel prefix to the verb (which prefix is characteristic of many verb forms with noun and independent pronoun subjects):

ùnaafùtáala (ùnu + a + fùtá + la) Have you (plural) come out?

ùneet'éele (ùnu + e + t'ée + le) Have you (plural) awakened?

¹The shifts of tone on words in phrases as compared to the 'basic' tone will be discussed later.

Drill 2.1

Pronunciation

ířúǫřú

Structure

(H) ířú-ǫřú

ìřúwána

ì-řúwána

Note 2.2 Suffixes -kwe/-kwa, -nɪ/-nɪ/-nu/-nu

These two suffixes, or a combination of the two, occur very widely on verb or noun in conversation to indicate that the utterance is a continuation of the context. /-nɪ/ (and its variations) softens the impact of imperative or other abrupt utterances.

Examples:

1. A.	ácòrɔmakw'á	'I want an egg'
B.	òléèngàqòdìkwanɪ	'And where (which spot) then is it?'
2.	gàwánɪ	'Go, then.'
3. A.	ácòrɔmɪíj'èòwere	'I want to go to Owerri.'
B.	áhyakwanɪ	'What about market?'

Additional Useful Greetings

Spelling

ɪru ɔru

English

to work (work)

I runwana?

Have you begun to work? (a
greeting to one who is

̀̀naaṛṛ́w̃ana

̀̀nu-a-ṛṛ́w̃a-na

íriṛ́1

(H) íri + nṛ́1

iríwele

ì-ríwe-le

̀̀neeríwele

̀̀nu-e-ríwe-le

ákwṛkwṛ

ṛg'ṛ-akwṛkwṛ (H)

ṛg'ṛakwṛkwṛ

ṛ-g'ṛwa-la

ṛg'ṛwala

̀̀nu-a-g'ṛwa-la

̀̀naag'ṛwala

ída'akwṛkwṛ

(HL) ídè'-akwṛkwṛ

idéwele

ì-déwe-le

̀̀needéwele

̀̀nu-e-déwe-le

ṛgáwala

ṛ-gáwa-la

̀̀naagáwala

̀̀nu-a-gáwa-la

ìj'éwele

ì-j'éwe-le

̀̀neej'éwele

̀̀nu-e-j'éwe-le

íré

(H)

	working)
Unu arunwana?	Have you (plural) begun to
	work?
iri nri	to eat (food)
I riwele?	Have you started to eat?
	(greeting to a person who
	is eating)
Unu eriwele?	Have you (pl.) started to eat?
akwukwọ	book, paper, leaf, school
igu akwukwọ	to read (book), to study
I guwala?	Have you started to read?
Unu aguwala?	(greeting to a person who
	is reading)
ide akwukwọ	to write (letter)
I dewele?	Have you begun to write?
Unu edewele?	(greeting to a person who
	is writing)
I gawala?	Have you set out? (greeting
Unu agawala?	to one en route or starting
	to go)
I jewele?	Have you set out? (greeting
Unu ejewele?	to one en route or starting
	to go)
ire	to sell

ìréwele

ì-réwe-le

ùneeréwele

ùnu-e-réwe-le

ízùahya

(HL) ízù-ahya

ìzùwala

ì-zùwa-la

ùnaazùwala

ùnu-a-zùwa-la

íshìří

(HL) íshì + ří

ìshíwele

ì-shíwe-le

ùneeshíwele

ùnu-e-shíwe-le

ńkwụ

ík'ùńkwụ

(H) ík'ù-ńkwụ

ík'ùwala

ì-k'ùwa-la

ùnaak'ùwala

ùnu-a-k'ùwa-la

íkùmíří

(H) íkù-míří

íkúwele

ì-kúwe-le

ùneekúwele

ùnu-e-kúwe-le

ákwà

ízà'ákwà

(H) ízà'-ákwà

I rewele?	Have you started to sell?
Unu erewele?	(greeting to a person who is selling)
izu ahya	to buy market [to shop]
I zuwala?	Have you started to buy?
Unu azuwala?	(greeting to a person who is buying)
isi nr1	to cook food
I siwele?	Have you started to cook?
Unu esiwele?	(greeting to a person who is cooking)
nkwu	oil palm (tree or fruit)
1ku nkwi	to tap wine (from an oil palm - ŋkwɔ)
I kuwala?	Have you begun to tap wine?
Unu akuwala?	(greeting to a person up in a palm tree)
1ku miri	to fetch/dip up water
I kuwele?	Have you begun to fetch/dip
Unu ekuwele?	up (water)? (greeting to one fetching water or dipping it)
akwa	cloth
isa akwa	to do the laundry (to wash cloth)

ìsáw̃ana

ùnaasáw̃ana

ì-sáw̃ana

ùnu-a-sáw̃a-na

íṅṅumírí

ìṅṅw̃ana

ùnaaṅṅw̃ana

(H) íṅṅu-mírí

ì-ṅṅw̃a-na

ùnu-a-ṅṅw̃a-na

íméw̃ene

ùneeméw̃ene

ì-méw̃e-ne

ùnu-e-méw̃e-ne

ílò/íyò

ìyóla/ìlòla

ùnaalòla/ùnaayóla

(HL) ílò/íyò

ì-lò-la/ì-yóla

ùnu-a-lò-la/ùnu-a-yó-la

ìbyála

ùnaabyála¹

ì-byá-la

ùnu-a-byá-la

¹íbyá 'to come' is one of a fairly short list of common verbs which occur in the perfect and in other 'suffixed' verb forms without the vowel suffix or other suffix which most monosyllabic verb roots have.

I sanwana?

Have you started to wash.

Unu asanwana?

(greeting to one doing the
laundry)

ĩũ mirĩ

to drink water

I ñunwana?

Have you begun to drink?

Unu añunwana?

(greeting to one who is
drinking)

I menwene?

Have you started to do ----?

Unu emenwene?

(all purpose greeting for
a person occupied)

ĩlq

to return

I lq̣la?

Have you returned? (greeting

Unu alq̣la?

to a member of ones own
group upon his return to the
group locale)

I biala?

Have you come? (greeting to

Unu abiala?

anyone upon his arrival)

Drill 2.2 Substitution Drills on Greetings:

a) Substitute the following verbs in the greeting form:

Verbs	Pattern Sentence
	ìrĩ'wàna
írì	íríwele
ìg'ù	ìg'ùwala
ídè	ídéwele
ìgá	ìgáwala
ìj'è	ìj'èwele
írè	írèwele
ìnyù	ìnyùwàna
ímè	íméwene
ìzù	ìzùwala
ìsá	ìsáwàna
ìk'ù	ìk'ùwala
íkú	íkúwele
ìshì	ìshíwele
ìrũ	ìrũwàna

b) Substitute the following verbs in the pattern sentence:

Verbs	Pattern Sentence
	ùnaaĩ'wàna
írì	ùneeríwele
ìg'ù	ùnaag'ùwala
ídè	ùneedéwele
ìgá	ùnaagáwala

íj'è	ùneej'éwele
íré	ùneeréwele
íṣá	ùnaaṣáwána
íshí	ùneeshíwele
ík'ù	ùnaak'ùwala
íkú	ùneekúwele
ímé	ùneeméwene
írù	ùnaarùwána

c) Produce a greeting appropriate to the following list of persons to be greeted, using the pattern provided:

Persons to be greeted:

Pattern

	ídéwele
one starting to go	ìgáwala or ìj'éwele
one buying	ìzùwala
one tapping wine	ìk'ùwala
one selling	ìréwele
one working	ìrùwána or ìméwene
one cooking	ìshíwele
one dipping	ìkúwele
one drinking	ìṇùwána
one washing	ìṣáwána
one reading	ìg'ùwala
one doing something	ìméwene
one eating	ìríwele
one writing	ídéwele

d) Produce a greeting appropriate to the following groups of persons to be greeted, using the pattern provided:

Groups to be greeted:

Pattern

	ùnaagáwala
people buying	ùnaazúwala
people selling	ùneeréwele
people working	ùnaaṛúwána or ùneeméwene
people cooking	ùneeshíwele
people washing	ùnaaṣáwána
people tapping wine	ùnaak'úwala
people reading	ùnaag'úwala
people eating	ùneeríwele
people writing	ùneedéwele
people starting to go	ùnaagáwala or ùneej'éwele
people dipping	ùneekúwele
people drinking	ùnaaṇúwána

Note 2.3 Vowel Harmony:

All the verbs given are cited in a form which commences with a vowel. This form, used as the citation form for verbs, is called the 'infinitive' of the verb. The vowel prefix of the infinitive is either /ɪ/ or /ɪ̣/. This prefix illustrates one kind of vowel harmony in Igbo. Remember the Igbo has eight vowel phonemes:

	Front			Back	
	Close	Open		Close	Open
High	ɪ	ɪ̣		u	ụ
Low	e	a		o	ọ

The general principle of vowel harmony in Igbo is that vowels of the close series /ɪ e u o/ do not commonly occur adjacent to those of the open series /ɔ a ʊ ɔ/ and vice versa. Compound words which have two roots will often have vowels of different series in them. Since words are built up by prefixes and suffixes in Igbo, most prefixes and suffixes will have at least two shapes - one with close vowel(s), the other with open vowel(s). Many suffixes have four shapes with close and open alternates of both back and front low vowels /e, a, o, ɔ/, some four shapes with the high vowels /ɪ, ɔ, u, ʊ/ and some suffixes occur with all eight vowels. Prefixes are generally restricted to two vowels.

The prefix of the infinitive of verbs is a high front vowel - either the close one /ɪ/ or the open one /ɔ/. Compare:

Close series:		Open series:	
íri	to eat	ídi	to be
íj'è	to be en route to	ígá	to go
íku	to dip up	ízu	to buy
íb'ò ^o	to accuse	íyó	to return

^oVerbs with /o/ in the root are relatively rare - this one has not yet appeared in these lessons and is introduced here only to make the pattern complete.

In note 1.3 we noted that some of the personal subject forms have vowel prefixes ('pronoun prefixes'):

Singular	
1st Person	e...m / a...m
2nd Person	ɪ- / ɔ-
3rd Person	o- / ɔ-

The prefix for first person singular is: /e-/ or /a-/. Compare:

éj'èm	I'm going
ácòròm	I want

We have not yet drilled these forms of other verbs but, for purposes of understanding the vowel harmony, we can also compare:

érìrím	I ate
ékùrum	I dipped up
éb'òrom	I accused
éj'èrem	I went to...
ádìm	I am
ágàram	I went
ázùrùm	I bought
ákòrọm	I cultivated

Thus it is clear that the prefix here is a low front vowel: /e-/ with the close vowel series, /a-/ with the open vowel series.

Similarly the second and third personal prefixes are harmonically conditioned. Compare:

írìrì	you (s) ate	ìdì	you (s) are
íkùru	dipped up	ìgàra	went
ìb'òro	accused	ìzùrụ	bought
ìj'ère	traveled	ìkòrọ	planted
órìrì	He (etc.) ate	òdì	He (etc.) is
ókùru	dipped up	ògàra	went
ób'òro	accused	òzùrụ	bought
ój'ère	traveled	òkòrọ	planted

The second person singular prefix is thus a high front vowel, /i/ before the close series, /ɪ/ before the open one; while the third person prefix is a low back vowel, /o/ before the close series, /ɔ/ before open vowels in the verb root.

Drill 2.3 Phonetic Drills on Vowels /o/ and /ɔ/

a) /o/ initially

óbì	heart	ótù	one, a
òbodo	town	òt'u	manner
ófe	soup	òvu	bush fowl
ògrí	a seasoning	òwere	Owerri (place)
óg'è	time, occasion	òyíyí	appointment
òhere	chance	ózhí	message
óhýí	theft	óce	seat
òkóro	youth	óc'ò	grand(father)
ók'e	male	ógwè	self
òlé	how much	ókwu	speech
óryò	2nd day of the market cycle	ónye	person
óshíshí	tree, plant		

b) /o/ finally

bík'ò	please	úyò	house
ìgbo	Igbo	mótò	car
ízò/íjò	to fall (of rain)	ìsò	five

c) /ɔ/ initially

òbùla	any	ókú	kola nut
ób'íyáá	guest, stranger	òjò	another
ód'ù	long time	ók'ù	fire, heat
ógò	relative in law	òkúkò	chicken
òha	public	òlú	Orlu (place)
òhya	bush, forest	òma	fine

ónụ	mouth	òzọ	another
ópara	eldest son	ógw'ù	medicine
òrụ	work	òkwurụ	okra
ósọ	race	ónwa	month
ówùlà	every		

d) /ọ/ finally

ìbọ	to break (of day)	ìkpọ	to call
ìhọ	to choose	ìyọ	to sift
ìkọ	to narrate	ìcọ	to want
ìlọ	to return	ìc'á	to be ripe
ìnọ	to stay		

Drill 2.4 Phonetic Drills on Consonants

/b/		/b' /		/gb/	
bèkéè	Caucasian				
bík'ò	please				
ìbyá	to come	ìb'á	to go in	ìgbá	to run
ìbọ	to break (of day)			ìgbù	to kill
àbá	Aba (place)	áb'a	bottle	àgbọnọ	(a seed)
àbúọ	two				
óbì	heart				
òbodo	town				
òbula	any	ób'yaã	guest		
		ùb'é	pear	ùgbúa	now

ùbòcị

day

úgbọ

powered
vehicle

ébe

place

égbẹ

hawk

ìgbọ

Igbo

ìgbùrụ

cassava

PronunciationStructure

-A-

nd'ù

nd'ù imeṽene

nd'ù i-meṽe-ne

-B-

ényì

-m

ényim

ṅwá/ṅwá

ók'e

ṅwóok'è/ṅwóok'ò

ényimṅwóok'ò

ée ényimṅwóok'ò igáwala

ényì-m

ṅwá-ok'è/ṅwá-ok'ò

ényì-m-ṅwá-ok'ò

ee ényì-m-ṅwá-ok'ò i-gáwa-la

-A-

éci

òléèbṛṛgàrééci

òléè-ebe-ṛ-gàra-éci

-B-

úmùáhyà

ágàramuúmùáhyà

á-gàra-mu-úmùáhyà

Basic Sentences

<u>Spelling</u>	<u>English</u>
-A-	
Ndu	life, a proper name for a male
Ndu, imenwene?	Ndu, greetings! ('Have you begun to work?')
-B-	
enyi	friend
-m	my (possessive)
enyim	my friend
nwa	child
oke	male
nwaoke	man, male person
enyim nwaoke	my (male) friend
E, enyim nwaoke, i gawala?	Yes, my friend. Greetings. ('Have you begun to go? ')
-A-	
échi	yesterday or tomorrow (one day removed from today)
Ole ebe i gara echí?	Where did you go yesterday?
-B-	
Umuahia	(Place name)
A gara m Umuahia.	I went to Umuahia.

-A-

ànyáàšụ/ànyáàšị
 nàanyáàšụ
 ìlọrọnaanyáàšụ

nà-anyáàšụ
 ì-lọrọ-na-anyáàšụ

-B-

éé ↑ álòrọmnaanyáàšụ
 íshì
 òléèbịishì

éé á-lòrọ-m-na-anyáàšụ
 (H)
 òléè-be-ì-shì

-A-

éshimaahya

é-shì-mụ-ahya

-B-

íjì
 ík'e
 íshìík'e

(HL)

jìshìík'e

jì-shíe-ìk'e¹

ìlá
 áláwalam

(HL)

á-lawá-la-m

ó-dìmmá jìshìík'e áláwalam

ó-dì-mma jì-shíe-ìk'e
 á-láwa-la-m

-A-

ímé

(HL)

-A-

anyasị
 n'anyasị
 I lɔrɔ n'anyasị?

night
 at night, in the night
 Did you come back last night?

-B-

E, a lɔrɔ m n'anyasị.
 ɪsɪ/ɪshɪ
 Ole ebe ɪ sɪ?

Yes, I returned last night.
 to be from (source)
 Where are you from? (i.e.
 Where are you coming from?)

-A-

E sɪ m ahya.

I'm [coming] from market.

-B-

ɪjɪ
 ɪke
 ɪsɪ ɪke

 jɪsɪe ɪke

 ɪla
 a lawala m

 ɔ dɪ nma. Jɪsɪe ɪke.
 A lawala m.

to hold, to use, to take
 strength, power, ability
 to be strong, to have
 power
 hold onto strength (i.e.
 Carry on! - a leave-
 taking)
 'to go (home)'
 Goodbye! ('I have
 begun to go.')

Fine. Carry on! Goodbye!

-A-

ɪme

to do, to make, to perform

íméene
íméene làwánɿ

í-mée-ne
í-mée-ne làwá-nɿ

¹This tone shift will be explained later.

Note 3.1 Tone Classes of Verbs; (I) - Verbs of Class (L)

In the dialogues to date new verbs as introduced have been marked (H), (HL), or (L). These formulae refer to the tone class to which these verbs belong.

Igbo verbs divide into tone classes on the basis of the tone of the root syllable as it occurs in various forms of the verb. There are three such classes plus a few 'irregular' verbs which do not neatly fit into any one of the three. Compare:

Infinitives:

Class HL	íçò	to want
Class H	ínù	to drink
Class L	ífù	to go out

In drills to date we have avoided using (L) class verbs.

(L) class verbs have a 'basic' low tone on the verb root. This means that in most of its forms the verb will have a low tone - any variation being predictable.

Thus the following verbs have low tone on their roots in the 'infinitive' form:

ífù to go out ífùta to come out

íkò	to cultivate, to plant	íyò	to sift
ínò	to be at, to sit, to stay	ínòdɿ	to be seated, to stay
ívù	to dig out	ízá	to sweep

i meene
I meene. Lawani.

thank you ('You have done.')

Thank you. Goodbye.

In the perfect form used for greetings these verbs also have low tone on the root (but the suffixes are high):

ìkòwála	'Have you begun to cultivate?'
ìvùwála	'Have you begun to dig (out crops)?'
ìfùtála	'Have you come out?'
ìzawála	'Have you started to sweep?'
ìyòwála	'Have you begun to sift?'
ìnòdìla	'Have you sat down?'

The other two tone classes of verbs (H) and (HL) have identical tones in the infinitive and perfect forms, as we have seen in previous drills on greetings. The tone of the root of such verbs is relatively high-mid in the infinitive (which has an invariable high tone prefix í or ì) and high in the greetings we have practiced after low-tone pronoun prefixes.

After high tone pronoun prefixes - in affirmative statements - the tone of the root of (H) and (HL) verbs is mid in the perfect form. Compare:

álawalam	'I'm going now.'	'Goodbye'
íméene	'You have done.'	'Thank you.'

The perfect forms will be explained and drilled in all persons later in the course.

Drill 3.1 Substitution Drill with (L) Class Verbs in Greetings

Verbs	Pattern
a)	
	ìvụwála
ífụ̀	ìfụwála
ìkọ̀	ìkọwála
ìyọ̀	ìyọwála
ìzà	ìzawála
ífụ̀ta	ìfụ́tála
ìnọ̀dụ	ìnọ́dịla
b)	
	ùnaavụwála
ìkọ̀	ùnaakọwála
ìzà	ùnaazawála
ìyọ̀	ùnaayọwála
ífụ̀	ùnaafụwála
ífụ̀ta	ùnaafụ́tála
ìnọ̀dị	ùnaanọ́dịla
c) Produce the appropriate greetings:	
Person to be Greeted	Pattern
	ìfụ́tála
one seated	ìnọ́dịla
one digging out (crops)	ìvụwála
one cultivating	ìkọwála
one sifting	ìyọwála
one going out	ìfụwála

one coming out	ìfùtála
people coming out	ùnaafùtála
people cultivating	ùnaakqwála
people digging	ùnaavúwála
people sifting	ùnaayqwála
people seated	ùnaanqđíla
people going out	ùnaafúwála

Drill 3.2 Mixed drill on Greetings:

Person(s) to be Greeted	Pattern
	ìnqđíla
one buying	ìzúwala
people buying	ùnaazúwala
people starting to go	ùnaagáwala or ùneej'éwele
one starting to go	ìgáwala or ìj'éwele
one coming out	ìfùtála
people coming out	ùnaafùtála
people reading	ùnaag'úwala
one reading	ìg'úwala
one drinking	ìṇúwána
people drinking	ùnaaṇúwána
people sifting	ùnaayqwála
one sifting	ìyqwála
one cooking	ìshíwele
people cooking	ùneeshíwele
people working	ùnaaṛúwána

one working

ìrúwàna

one seated

ìnòdíla

Drill 3.3 Substitution Drill on Place Names:

Place Name		Pattern
Umuahia	úmùáhyà	ágàramuúmùáhyà
Aba	àbá	ágàramaabá
Owerri	òwere	ágàramóòwere ¹
Enugu	énugw'ù	ágàrameénugw'ù
Onitsha	ònisha	ágàramóònisha ¹
Calabar	kàlabá	ágàramkalabá
Orlu	òlú	ágàramòòlú
Oji	òjí	ágàramoojí
Opobo	òpópò	ágàramoopópò
Okigwi	òkíígwé	ágàramòòkíígwé
Ife	ìfé	ágàramíìfé
Nsukka	nsúkà	ágàramnsúkà
Afikpo	áfíìkpo	ágàramaáfíìkpo
Ikot-Ekpene	ìkòteekpèné	ágàramíìkòteekpèné
Nnewi	nnéewí	ágàramnnéewí
Abakiliki	àbákeleke'	ágàramaabákeleke'
Itu	ìtu	ágàramíìtu ¹
Nbawsi	mbòsì	ágàrammbòsì
Oguta	úguta	ágàramuúguta
Uyo	ùyó	ágàramuuyó

Ndizuogu	ndíizuog 'ụ
Awgu	ágw'ụ
Udi	údì
Abor	àbọ

ágàramndíizuog 'ụ

ágàramogwù

ágàramuúdi

ágàramabọ

Drill 3.4 Phonetic Drills on Consonants

a)	/kp/		Imperatives
ìkpá	to show	kpáa!	show!
ìkpà	to cut (hair)	kpàá!	cut!
ìkpò	to call	kpòó!	call!
ìkpù	to entertain	kpùó!	entertain!
ìkpù	to hold (in the mouth)	kpùó	hold!
íkpe	judgement		
ìkpa	left (hand)		
òkpa	fowl		
ùkpa	kind, type		
b)	/ŋ/ initially		
̀nga	place	̀ngkuzhị	teaching
̀ngù	bean salad	̀ngwá	O.K.
̀ngàtá	conversation	̀ngwò	raffia palm
̀nke	that, the, of	̀ngwu	palm
̀nku	wing	̀ngwá	child
c)	/k/	/k'/'	
kà	like		
ìkà	to exceed	ìk'ù	to sow
kámà	but, instead		
kára	more than		
ké	what?		
kèdù	how?		
kéème	since		

íkèlè	to greet		
ìkò	to narrate		
áka	hand	ák'ùk'ù	side
		èk'é	1st market day
		ík'e	strength
òkóro	youth	ók'e	male
òkúkò	chicken	ók'ù	fire, hot
ùkò			
nke	that, the, of		

d)	/t̥/		/t/		/tʰ/	
àt̥ó	three	ìte	pat	ítʰ'é	to awaken	
àsát̥ó	eight	ìtírí	darkness			
át̥ù	advice	òtu	group	òtʰ'u	manner	
ṛwáṭàkírí	child	ót̥ut̥ù	plenty	ùtʰ'ùtʰ'ù	morning	
ípáṭa	to carry along					

e)	/c/		/c'/'
íce	different		
cí	God		
ícò	to want	íc'a	to be ripe
éci	yesterday		
óce	seat	óc'ò	grand(father)
ùcò	sweet		

f)	/kw/	/kw'/
kwání	and then	
íkwe	to agree	

íkwù to pay

ákwa cloth

ákwúkwò book

ókwa speech

úkwu big

àkw'á egg

g) /gw/

ígwa to tell

ógwè self

úgwò debt

ígwè bicycle

/gw'/'

ógw'ù medicine

énugw'ù Enugu (place)

h) /ny/

ínyè to give

ányị we

ényị friend

ónye person

ánya eye

i) /nw/

nwá child

nwáàyò slowly

nwáànyị female

nwáñne sibling

nwáṭàkírị child

ínwè to have

nwíyè wife

nwóok'è

ánwùřụ tobacco

ónwa month

j) /g/

ògírị a seasoning

ógò relative-in-law

/g'/'

eg'ò money

óg'è time, occasion

/gh/

íghá to lie

ghị you (sg.)

íghòṭa to grasp

ùghá falsehood

ág'ù leopard

ág'ùù hunger

ìg'ù to read

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ínụ́		(HL)
ànú		(verbal noun - used after most 'auxiliary verbs')
jè		(L) (root)
ìgbo		
ìjaaníìgbo		ì-je-anụ́-ìgbo
	-B-	
íwụ́		(H)
gírí		
ée ↑ òúgírí		ée ↑ ò-wụ́-gírí
	-A-	
ónye		
ìwóonyìgbo		ì-wụ́-onye-ìgbo
	-B-	
ée ↑ áwụ́moonyìgbo		ée ↑ á-wụ́-mụ́-onye-ìgbo
	-A-	
ák'ùk'u		
byá		('subsequential' form of verb used after other verbs with same subject)

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
inu		to hear (understand)
anu		hearing
je		auxiliary verb for customary action (not used in infinitive form)
Ibo/Igbo		Igbo (language and people)
I je anu Ibo?		Do you understand Igbo?
	-B-	
ibu		to be (in existence)
gini		what?
E, o bu gini?		Yes, what is it?
	-A-	
onye		person
I bu onye Ibo?		Are you an Igbo (person)?
	-B-	
E, a bu m onye Ibo.		Yes, I'm an Igbo.
	-A-	
akuku		side, part
bia		(and come)

òláák'ùk'ììgbìíshìbyá

òléé-ak'ùk'ù-ìgbo-í-shì-byá

-B-

áwùmoonyoòwere

á-wù-mù-onye-òwere

-A-

ímù

(HL)

ámùrùghí

á-mùrù-ghí

ámùrùghílòowere

à-mùrù-ghí-là-owere

-B-

éé ámùrùlòowere

éé á-mùrù-m-là-owere

Note 4.1 Tone Classes of Verbs (II) - The 'RA' form

In Note 3.1 the 'basic' low tone of (L) Class verbs was illustrated.

Verbs of class (H) have a 'basic' high tone which recurs (as a high or a mid tone) in almost all forms of the verb.

Verbs of class (HL), however, have a high (or mid) tone in certain forms and a low tone in others.

In the infinitive form (H) and (HL) verbs have identical tone patterns:

írì (H)	'to eat'	ínù (H)	'to drink'
ícò (HL)	'to want'	ízù (HL)	'to buy'

In certain other forms these verbs show contrasting tone patterns. Compare:

ácòròmíígbàahya	á-còrò-mù-ígbà-ahya	'I want to go to market'
ágàramuúmuàhyà	á-gàra-mù-úmuàhyà	'I went to Unuahia.'

Ole akuku Ibo 1 si bya?

What part of Igbo [land] are
you from (and come)?

-B-

A bu m onye Owerri.

I'm an Owerri man.

-A-

imu

to bear, to give birth to

a muru gi

one gave birth to you -

you were born

A muru gi n'Owerri?

Were you born in Owerri?

-B-

E, a muru m n'Owerri.

Yes, I was born in Owerri.

áyòrọmnaanyaàsụ

á-yòrọ-m-na-anyaàsụ

'I returned last
night.'

ìyòrọnaanyaàsụ

ì-yòrọ-na-anyaàsụ

'Did you return last
night?'

àmụfụghílòowere

à-mụfụ-ghì-là-owere

'Were you born in
Owerri?'

ámụfụmílòowere

á-mụfụ-m-là-owere

'I was born in Owerri
Owerri.'

These sentences illustrate a form of the verb with a suffix, which consists of /r/ plus a repetition of the previous vowel. In these sentences this form is illustrated for four verbs which all belong to tone class HL. The time in translation is generally but not always past. Actually this form is a completed aspect. Thus the verb ìmá (HL) 'to know' occurs in this form with a present time significance - *ámáfam* 'I know', since knowing implies the completion of the action, and might be better translated 'I have come to know'. In more complex utterances a subordinate clause preceding a future form may occur with this 'RA' form. Thus the

Igbo translation of 'When I see him I'll tell him what you want.' would have the 'RA' form of the verb 'to see' since I cannot tell him anything until I have seen him.

Notice that the root and the suffix (which we call a RA-suffix for convenience) both have low tone, while in the forms of (HL) verbs we have seen before, both root (and suffixes, if any) had high tone. Compare:

ìgáwala	'Have you started to go?' (Greeting)
ágàram...	'I went....'
ìyóla	'Have you returned?' (Greeting)
ìyórqnaanyáàsù	'Did you return last night?'

Compare the RA form of (L) class verbs:

Useful Vocabulary:

édè	'coco yam'
jí	'yam'

ókòreédè	ók-kòrò-édè	He cultivated coco yams.
ìvurújí	ì-vurú-jí	Did you dig out yams?
áfurumeezhí	á-furú-mú-ezhí	I went outside.
ányìzarúyò	ányì-zara-úyò	We swept the house.
ùnukòrójí	ùnu-kòro-jí	Did you (pl.) plant yams?

Note that the tone of (L) class verbs is also low in the RA form - there being no difference in tone in this form between (HL) and (L) class verbs.

Compare the RA form of (H) class verbs:

érìrímǎ	é-rìrì-m-ǎ	'I ate (food)'
ónǔrǔmǎ	ón-ńǔrǔ-mǎ	'He drank water.'
ìsáǎakwà	ì-sáǎa-akwà	'Did you wash clothes?'

ányìkúrumířì ányì-kúru-mířì 'We fetched (dipped up) water.'
 ùnuk'úrụ̀kwụ ùnu-k'úrụ̀-kwụ 'Did you tap palm [wine]?'

Note that the RA form here is high in tone - both verb root and suffix.

The two speakers whose voices are heard on the tapes differ in the tone pattern of the RA form of the third person plural of (H) class verbs (before low toned hã 'they'). One speaker (Mr. Ugorji) is consistent in pronouncing this form with high tone:

áńų́řų́hãmmı́ĩ 'They drank wine.'

while the other (Mr. Ahaghotu) consistently pronounces the same form with low tone in contrast to high tone for all other persons:

ányìńų́řų́mmı́ĩ 'We drank wine.'
 únùńų́řų́mmı́ĩ 'You (pl.) drank wine.'
 áńų́řų́hãmmı́ĩ 'They drank wine.'

Ward, in An Introduction to the Ibo Language, does not note any distinction of tone in RA forms, having heard all verbs as occurring with low tone in this form. It is clear that there is some dialectal variation at this point. The student should not be disturbed if there are variant markings of tone on this form at different places in these materials - the effort has been to represent in transcription the tone as it occurs on the tape.

In summary: we have seen that some verbs have non-low tone on their infinitive and 'perfect' forms, others low tone. In the RA form some verbs have low tone others high. But not all verbs are consistently high or low in all these forms. Verbs which have low tone on the root of the infinitive have low consistently. Verbs which have high tone on their RA forms have high tone consistently. The remaining verbs have high tone on the root of the infinitive and 'perfect' form but low tone on their RA forms. From these observations we see that there are three verb tone classes: (L) 'low', (H) 'high' and (HL) 'now high, now low'.

IT IS NECESSARY TO MEMORIZE
THE TONE CLASS MEMBERSHIP
OF EACH VERB

Note 4.2 The pronouns for third person plural and impersonal.

The independent pronoun form for 'they', third person plural, has not appeared in basic sentences. It is /*h̃a*/.

The third person plural pronoun prefix is the same as the one for first person, /*e*/ or /*a*/, and the pronoun suffix is /-*h̃à*/ so the third person plural statement with the RA form of *ìcò* is

á-còrò-h̃à-ìgà-ahya *á-còrò-h̃a-ìgà-ahya*

'They want to go to market.'

The normal 'citation form' of the 3rd person plural pronoun is /*h̃á*/ with high tone, which is the 'independent pronoun' form.

Igbo has no 'passive' verb form. The function of a passive is performed by an 'impersonal' form which has the general pronoun prefix /*e*-/ or /*a*-/ and no suffix:

á-còrò-ìgà-ahya *á-còrò-ìgà-ahya*

'One wants to go to market.'

Note the sentence:

á-mùrù-m-là-owere *á-mùrù-m-là-owere*

'One bore me in Owerri - I was born in Owerri.'

Note the high tone of /*m̃*/ - characteristic of pronouns when occurring as 'independent pronouns'. This pronoun is the object of the verb.

Drill 4.1 Substitution Drills on the RA forms of verbs:

a) Class (H) verbs:

Useful Word:

á-ñù fish

Substitution Key Word

Pattern

	érirímaazù	'I ate fish.'
Nd'ù	<u>nd'ù</u> ríraazù	
yá	<u>ó</u> ríraazù	
ányì	ányì <u>rí</u> raazù	
ìk'ùṅkwù	<u>ányìk'</u> ùrùṅkwù	'We tapped palm wine.'
mù	ák'ùrùṁṅkwù	
hã	ák'ùrùhãṅkwù	
ìsãakwà	ásããhã ¹ ák ¹ wà	'They washed clothes.'
yá	<u>ó</u> sããakwà	
ìṅùmířì	<u>òṅù</u> řmířì	'He drank water.'
Nd'ù	<u>nd'ù</u> ṅùřmířì	
ányì	ányìṅù <u>ř</u> mířì	
íkùmířì	<u>ányìkù</u> řmířì	'We dipped up water.'
Nd'ù	<u>nk'ù</u> kùřmířì	
hã	ékùru ² hãmířì	
mù	ékùrummířì	
ìg'ùakwùkwò	ág'ùrùmaakwùkwò	'I read.'
yá	<u>ó</u> g'ùraakwùkwò	
ányì	ányìg'ù <u>ra</u> akwùkwò	
íríazù	<u>ányìrírí</u> azù	'We ate fish.'
mù	érirímaazù	

¹Mr. Ugorji's pronunciation is ásããhãák¹wà.

²Mr. Ugorji's pronunciation is ékùru²hãmířì.

b) Class (L) verbs:

Key Word		Pattern
	òfùreezhí	'She went outside.'
mù	áfùrùmeezhí	
Nd'ù	nd'ùfùreezhí	
ìkòjì	nd'ùkòrọjì	'Ndu planted yams.'
hà	ákòrọhàjì	
ányị	ányịkòrọjì	
ìkòédè (ìkò-édè)	ányịkòreédè	'We planted coco yams.'
mù	ákòrọmeédè	
Nd'ù	nd'ùkòreédè	
ífùezhí (ífù-ezhí)	nd'ùfùreezhí	
yá	òfùreezhí	

c) Class (HL) verbs:

Useful Words:

àkw'á	egg
ínhýe/nhýe/hýé	thing

Key Word		Pattern
	ácòromòǫǫrụ	'I want work.'
Nd'ù	nd'ùcòrọǫǫrụ	
yá	òcòrọǫǫrụ	
àkw'á	òcòraakw'á	'He wants eggs.'
ányị	ányịcòraakw'á	
mù	ácòromaakw'á	

hã	ácòròhãakw'á	
ígaahya	ácòròhíígaahya	
yá	ócòríígaahya	
ímènhỹqoma	ómèřènhỹqoma	'He did a good thing.'
Nd'ù	nd'ùmeřènhỹqoma	
hã	émèřèhãnhỹqoma	
ízùjì	ázùrùhãjì	'They bought yams.'
mù	ázùrùmjì	
ányì	ányìzùrùjì	
ícòòřũ	ányìcòròòřũ	'We want work.'
mù	ácòròmòòřũ	

d) Mixed classes of verbs:

Key Word		Pattern
	ág'ùrùmaakwukwò	'I read (book).'
ífùezhí	áfùrùmeezhí	'I went outside.'
yá	ófùreezhí	
ícòòřũ	ócòròòřũ	'He wants work.'
ányì	ányìcòròòřũ	
íkòjì	ányìkòròjì	'We planted yams.'
hã	ákòròhãjì	
íśáakwà	ásàřahãákwa ¹	'They washed clothes.'
Nd'ù	nd'ùśářaakwà	
íbyáahya	nd'ùbyaraáhya	'Ndu came to market.'

¹Mr. Ugorji's pronunciation: áśářahàákwa

mụ́	ábyàramaáhya	
íríazù	érírímaazù	'I ate fish.'
ányị́	ányị́ríríraazù	
ịvùéde	ányị́vùreéde	'We dug out coco yams.'
hã	ávùrùhēéde	
íménhỹqoma	émèřehãnhỹqoma	
mụ́	émèřemhỹqoma	
ịg'ụ́akwụkwọ́	ág'ụ́rụmaakwụkwọ́	

Drill 4.2 Transformation Drill

Useful Words:

m̩m̩ĩĩ	wine
m̩m̩ĩĩŋkw̩	palm wine

1. a. Produce a sentence with the 3rd person singular RA form of the following (H) class verb + object structures:

Key	Sentence
ịkw̩eg'ó	ók̩w̩reeg'ó
íkúmm̩ĩ	ókúrumm̩ĩ
ín̩m̩m̩ĩĩŋkw̩	ók̩m̩m̩m̩ĩĩŋkw̩
írĩĩ	órĩĩ

- b. Produce similar sentences with first person singular subject:

Key	Sentence
ịkw̩eg'ó	ák̩w̩r̩m̩eeg'ó
íkúmm̩ĩ	ékúrumm̩ĩ

ịvụ́édé

ịfụ́ṭeezhí

ọ́vụ́reéde

ọ́fụ́ṭareezhí

b. Repeat the exercise with first person singular subject:

Key

Sentence

íkòjì

ákòròmjí

ịvụ́édé

ávụ́rụ́meéde

ịfụ́ṭaezhí

áfùṭarameezhí

c. Repeat the exercise with first person plural subject:

Key

Sentence

íkòjì

ányìkòrọ́jí

ịvụ́édé

ányìvụ́reéde

ịfụ́ṭaezhí

ányìfụ́ṭareezhí

d. Repeat the exercise with 3rd person plural subject:

Key

Sentence

íkòjì

ákòrọ́hájì

ịvụ́édé

ávụ́rụ́hēéde

ịfụ́ṭaezhí

áfùṭarañeezhí

e. Repeat the exercise with impersonal subject:

Key

Sentence

íkòjì

ákòrọ́jí

ịvụ́édé

ávụ́reéde

ịfụ́ṭaezhí

áfùṭareezhí

3. a. Produce sentences in RA form with 3rd person singular subjects with the following (HL) class verb + object structures:

Key	Sentence
í zùṅkwɔ	ó zùrɔṅkwɔ
í ḥùdòktò	ó ḥùrɔdòktò
í gámířì	ó gàramířì

- b. Repeat the exercise with first person singular subject:

Key	Sentence
í zùṅkwɔ	á zùrɔṁṅkwɔ
í ḥùdòktò	á ḥùrɔmdòktò
í gámířì	á gàrammířì

- c. Repeat the exercise with first person plural subject:

Key	Sentence
í zùṅkwɔ	á nyì zùrɔṁṅkwɔ
í ḥùdòktò	á nyì ḥùrɔmdòktò
í gámířì	á nyì gàramířì

- d. Repeat the exercise with 3rd person plural subject:

Key	Sentence
í zùṅkwɔ	á zùrɔṁḥaṅkwɔ
í ḥùdòktò	á ḥùrɔḥadòktò
í gámířì	á gàraḥamířì

- e. Repeat the exercise with impersonal subject:

Key	Sentence
í zùṅkwɔ	á zùrɔṁṅkwɔ

ìhùdòktò

áhùfùdòktò

ìgámířì

ágàramířì

Note 4.3 Question forms:

All the greetings in units 1 - 3 are questions. Compare also these sentences:

ìlòrònaanyáàsù	(ì-lòrò-na-anyáàsù)
ìjaanìigbo	(ì-je-anù-ìgbo)
òógìrì	(ò-wù-gìrì)
ìwóonyìigbo	(ì-wù-onye-ìgbo)
àmùfùghìlòowere	(à-mùfù-ghì-là-owere)

In all these 'yes or no' questions - as well as in the greeting question forms - the pronoun prefix has low tone. Note that these questions are mostly second person - with ì/ì 'you (singular)' or unu 'you (plural)'. The remainder are third person or impersonal. It is not common to ask questions using simple structures in the first person and we will not drill these forms. (Similarly statements about the action of the second person - 'you' are not to be drilled extensively until later in this course.)

If the subject of a 'yes or no' question is a noun - a proper name, common noun, or noun phrase - the question form requires the third person pronoun prefix ò or ò with low tone:

ńd'òqúonyìigbo (ńd'ù q-wù-onye-ìgbo)
'Is Ndu an Igbo (person)?'

In effect the sentence above is 'As for Ndu, is he an Igbo?'. If there is a pause between the name and the question, this is interpreted as calling Ndu and asking him a question about another person:

ńd'ù òg'úraakwùkwò
'Ndu, did he (someone else) read a book?'

Drill 4.3 Substitution drill on questions with the RA form:

a) (H) class verbs:

Key Word		Pattern
	<u>írí</u> íří	'Did you eat?'
únù	<u>únurí</u> íří	
yá	<u>òrí</u> íří	
ńd'ù	ńd'ò <u>orí</u> íří	
íg'ùakwúkwo	ńd'òog'ù <u>raa</u> kwúkwo	'Did Ndu read?'
ghí	íg'ù <u>raa</u> kwúkwo	
há	àg'ùrùhàákwúkwo ¹	
ìṅṣmmíṅkwú	àṅṣrùhàmmíṅkwú ²	
únù	<u>únurù</u> ṣṣmmíṅkwú	
ónyàà (ónye-à)	ónyòò <u>ṅṣmmíṅkwú</u>	
íkùmíří	<u>ónyòò</u> ókùrumíří	'Did this person fetch water?'
ghí	<u>íkù</u> rumíří	
yá	<u>òkù</u> rumíří	
ìřàakwà	ò <u>řà</u> řaakwà	'Did he wash clothes?'
ghí	<u>ìřà</u> řaakwà	
íríří	írùrúří	'Did you eat?'

¹Mr. Ugorji: àg'ùrùhàákwúkwo

²Mr. Ugorji: àṅṣrùhàmmíṅkwú

b) (L) class verbs:

Useful Word:

ìgbúrụ cassava

Key Word		Pattern
	ìfureezhí	'Did you go out?'
únù	ùnufureezhí	
Ndù	ndòqfureezhí	
ìkòjí	ndòqkòrójí	'Did Ndu plant yams?'
ghí	ìkòrójí	
yá	òkòrójí	
íyììgbúrụ	òyòrììgbúrụ	'Did she sift cassava?'
únù	ùnuyòrììgbúrụ	
ìvùédè	ùnuvùreédè	'Did you dig out coco yams?'
ónyaa (ónye-à)	ónyòqòvùreédè	
ìfùezhí	ónyòqòfureezhí	'Did this man go outside?'
hà	àfuryhèezhí	
ghí	ìfureezhí	

c) (HL) class verbs:

Key Word		Pattern
	ìcòraázù	'Do you want fish?'
únù	ùnucòraázù	
hà	àcòròhàázù	

	<u>àcòròhaáǝ̀</u>	
íǝ̀aahya	àgara <u>hã</u> áahya	'Did they go to market?'
Nd'ǝ̀	nd'òò <u>gara</u> áahya	
ízuakw'á	nd'òòzu <u>ra</u> akw'á	'Did Ndu buy eggs?'
yá	òzu <u>ra</u> akw'á	
ghí	ìzu <u>ra</u> akw'á	
ímènhǝ̀qoma	ìme <u>fe</u> nhǝ̀qoma	'Did you do something good?'
(ímè-nhǝ̀e-qoma)		
únù	ùn <u>ume</u> fe <h>nhǝ̀</h> qoma	
hã	ème <u>fe</u> hã <h>nhǝ̀</h> qoma	
ídeakwukwò	èdere <u>hã</u> áakwukwò	'Did they write [a] paper?'
ghí	ìde <u>ra</u> áakwukwò	
ìcòáǝ̀	ìcò <u>ra</u> áǝ̀	'Do you want fish?'

Drill 4.4 Question and answer drill with RA forms:

Use the key word to form a 'yes or no' question according to the pattern and then give an affirmative answer:

Key Word

Pattern

únù

ìcòrakw'á

'Do you (sg.)
want eggs?'

ée ácòròmaakw'á¹

ùnucòròakw'á

ée ányìcòraakw'á

¹The choice between junctures - that indicated by space or that marked /↑/ is a matter of speed and style of utterance. The marking here reflects the style heard on the tape.

	ée	ányịcqraakw'á	
Nd'ụ	nd'òq	cqraakw'á	
	ée	òcqraakw'á	
ịvùédé	nd'òq	vùreéde	'Did Ndu dig out coco yams?'
	ée	òvùreéde	
yá	òvùreéde		
	ée	òvùreéde	
ghị	ịvùreéde		
	ée	ávùrụmeéde	
íríazụ	írí	ríazụ	'Did you (sg.) eat fish?'
hã	ée	érírĩmaazụ	
	èrírĩ	hãazụ ¹	
	ée	érírĩhãazụ	
únù	ùnurí	ríazụ	
	ée	ányịríríazụ	
ịkọjí	ùnukọ	rọjí	'Did you (pl.) plant yams?'
	ée	ányịkọrọjí	
ónyaa (ónye-à)	ónyòq	òkọrọjí	
	ée	òkọrọjí	
ghị	ịkọrọjí		
	ée	ákọrọmjí	
ịsáakwà	ịsá	faakwà	'Did you (sg.) do the laundry?'

¹Mr. Ugorji: èrírĩhãazụ

	<u>ìsá'faakwà</u>	'Did you (sg.) do the laundry?'
	ée á'sá'famaakwà	
yá	<u>òsá'faakwà</u>	
	ée ó'sá'faakwà	
í'nyùmmí'í'kwù	<u>ònyù'fùmmí'í'kwù</u>	'Did he drink palm wine?'
	ée ónyù'fùmmí'í'kwù	
únù	<u>ùnunyù'fùmmí'í'kwù</u>	
	ée ányìnyù'fùmmí'í'kwù	
í'gàahya	<u>ùnugaraáhya</u>	'Did you (pl.) go to market?'
	ée ányìgaraáhya	
Nd'ù	<u>nd'ògaraáhya</u>	
	ée ógaraáhya	
íkumí'fí	<u>nd'òokúrumí'fí</u>	'Did Ndu dip up water?'
	ée ókúrumí'fí	
ghí	<u>ìkúrumí'fí</u>	
	ée ékúrummí'fí	
hà	<u>èkuruñhamí'fí</u> ¹	
	ée ékuruñhamí'fí ¹	
í'zù'á'zù	<u>àzùrù'ñhà'á'zù</u>	'Did they buy fish?'
	ée ázùrù'ñhà'á'zù	
únù	<u>ùnuzùra'á'zù</u>	
	ée ányìzùra'á'zù	

¹Mr. Ugorji: èkúruñhà'fí, ékuruñhà'fí

	ée ányịzụraáǝ̀	
ónyaà (ónye-à)	ónyọ̀ọ̀zụraáǝ̀	
	ée ọzụraáǝ̀	
ịcọakw'á	ónyọ̀ọ̀cọraakw'á	'Did this person want eggs?'
	ée ọcọraakw'á	
ghị	ịcọraakw'á	
	ée ácọrọmaakw'á	

Some Notes on the format of the materials:

1. The student will have noticed that, commencing with this unit, a drill which is carried over from one page to the next has one pattern sentence repeated at the top of the second page. This is intended to facilitate use of the printed page with cut cards (as advocated in Instructions for Use of Drills in Unit 1) for self study of the exercise after completely oral presentation in class and/or on the tape. These sentences are not, of course, repeated on the tape.

2. To date the structure column has presented the following information about all the forms in the pronunciation column :

- a. Tone class formulae of verbs
- b. Occasional notes about the grammatical use of the form
- c. A morphemic transcription of longer utterances in which vowel assimilations and the like are not written but in which the tone pattern of the pronunciation column is maintained.

Henceforth the structure column will continue to contain information in categories (a) and (b) but morphemic transcriptions will occur only of utterances of which the structure has not been presented or is not immediately clear from the pronunciation column.

Unit 5

PronunciationStructure

-A-

ég'o

òlé

ég'oóle

jíq̣wéeg'oóle

ég'o-óle¹

jí-à-q-ẉ-eg'o-óle

-B-

p'èni

àsáà

q̣p'eniàsáà

q̣-ẉ-p'eni-àsáà

-A-

íkẉ

ànnq̣

ágámííkẉghí-p'eniannq̣

(H)

á-gà-ṃ-íkẉ-ghí-p'eni-annq̣

-B-

-ghí/-ghí

àgághímíiríyap'eniannq̣

(negative suffix)

à-gá-ghí-ṃ-iré-ya-p'eni-annq̣²

-A-

kà-

(prefix to definite

request or suggestion -

hortative form)

káṃq̣ṇghí

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
ego		money
ole		how much?
ego ole		how much money?
Ji a o bu ego ole?		How much is this [bunch of] [yam]s ?
	-B-	
penny		penny
asa		seven
O bu penny asa.		It is seven pence.
	-A-	
ikwu		to pay
anọ		four
Aga m ikwu gi penny anọ.		I'm going to pay you four pence.
	-B-	
-gh/-gh1		
Agagh m ire ya penny anọ.		I'm not going to sell it [for] four pence.
	-A-	
ka		that, let
kam kwuon1 gi		then let me pay you

ìshíì

òdìmma

kámkụ̀on_ghịp'enììshíì

-B-

ịzụ̀rụ

(HL+) ịzụ̀ + rụ

òdìmma zụ̀rụwan_

- - - - -

- Numbers - 1 - 12

ótù

àbụ̀q

àtq

ànnq

ìsé/ìsó

ìshíì

àsáà

àsátq

ìtéghete

ìrí

nà-/là-

ìrílòótù

ìrí-là-ótù

ìrílàabụ̀q

ìrí-là-abụ̀q

¹The shift of tone here will be explained later.

1s1/1s11	s1x
Q d1 nma. Ka m kuq1 g1	All right. Let me pay you
penny 1s1.	s1x pence.

-B-

1zuru	to buy for (oneself)
Q d1 nma. Zuruwan1.	O.K. You may buy then.
	('Go ahead and buy for
	(yourself) then.')

- - - - -

otu	1
abua	2
atq	3
anq	4
1se	5
1s1	6
asa	7
asatq	8
iteghete	9
1r1	10
na	and
1r1 na otu	11
1r1 na abua	12

²Note that /e/ before /y/ becomes /1/. Similarly /a/ before /y/ becomes /ɿ/, /o/ becomes /u/ and /q/ becomes /u/.

Note 5.1 The Adverbial Suffix - RA

í-zù	'to buy'
í-zù-rù	'to buy for (oneself)'

The suffix illustrated here, of which the form is /r/ plus the same vowel as the preceding syllable, is an adverbial suffix of wide usefulness, the basic sense of which is 'for the benefit of'. Without a following noun or pronoun the implication is that the benefit is for oneself - the benefit of the subject of the verb.

In the RA 'past' form of the verb the presence of this adverbial suffix results in a double RA form. When this occurs the first /r/ disappears and a long vowel results.

ó-zù-rù-rù-kwù	'He bought himself palm fruit.'
ó-zù-rù-rù-m̀kwù	'He bought palm fruit for me.'

Note 5.2 là/nà 'and'

This particle differs from the 'preposition' la/na in having invariable low tone while the preposition takes the tone of the following syllable. The occurrence of nà rather than là is conditioned by a nasal in the environment, commonly preceding.

Note 5.3 Numbers:

The number one, ótù, precedes the items enumerated. All other numbers follow. ótù occurs often with the sense of 'a', the indefinite article. Igbo has a dual numbering system 1 - 10, ten + one, ten + 2, etc. to 20, after which counting is by scores. Thus 70 is 'three score and ten' in Igbo, 71 'three score and ten and one' etc. Numbers above 12 will be introduced later.

Drill 5.1 Variation Drills on Basic Sentences:

Useful Words:

únèře	banana
épe	orange
ánwùřu	tobacco
mácìş(ì) ²	matches

Key Word

Pattern

	<u>ìì</u> qweeg'òòle	'How much are these yams?'
únèřáá ¹	<u>únèřáá</u> qweeg'òòle	'How much are these bananas?'
mácìsíá ²	<u>mácìsíá</u> qweeg'òòle	'How much are these matches?'
épeà	épeàqweeg'òòle	'How much are these oranges?'
ánwùřáá ¹	ánwùřááqweeg'òòle	'How much is this tobacco?'

Drill 5.2

Useful Words:

shínì/shílì	shilling
shíshì	sixpence

¹The 'demonstratives' -à/-è 'this' and áhà 'that' require a high tone preceding them regardless of the 'basic' tone of the word.

²Foreign words which end in consonants have a vowel final form before any word following without juncture.

Key Word

Pattern

	óùp'eniàsáà	'It is seven pence.'
àbùò	óùp'eniàbùò	
àtò	óùp'eniàtò	
ànnó	óùp'eniànnó	
ìsò	óùp'eniìsò	
ìshíì	óùp'eniìshíì	
àsáà	óùp'eniàsáà	
àsátò	óùp'eniàsátò	
itéghete	óùp'eniitéghete	
ìrí	óùp'eniìrí	
ìrìlòótù	óùp'eniìrìlòótù	
ótùshínì	óùtùshínì_____	'It is one shilling.'
_____nóótùp'énì	óùtùshínìnóótùp'énì	
àbùò	óùtùshínìnàp'énìabùò	
àtò	óùshínààtòláp'énìabùò	
ànnó	óùshínààtòláp'énànnó	
ìsé	óùshínììsénàp'énànnó	
ìshíì	óùshínììsénàp'énììshíì	
àsáà	óùshínààsáàláp'énììshíì	
àsátò	óùshínààsáàláp'énààsátò	
itéghete	óùshínìitégheteláp'énààsátò	
ìrí	óùshínìitégheteláp'énììrí	
ìrìlòótù	óùshínììrìlòótùláp'énììrí	
ìrìlàabùò	óùshínììrìlàabùò	'It is 12 shillings.'

Note 5.4 The simple form of certain verbs:

Compare:

ádìmmá	(HL)	á-dì-m-má	'I'm well.'
ìj'òǝrǝ	(HL)	ì-j'e-ǝrǝ	'Are you en route to work?'
éj'èmaáhya	(HL)	é-j'e-mǝ-áhya	'I'm en route to market.'
òléèbìishì	(H)	òléè-ebe-ì-shì	'Where are you [coming] from?'
éshìmaahya	(H)	é-shì-mǝ-ahya	'I'm [coming] from market.'
ìjaañìigbo	(L)	ì-je-añǝ-ìgbo	'Do you know Igbo?'
òǝgǝrǝ	(H)	ò-wǝ-gǝrǝ	'What is it?'
áwǝmoonyoòwere	(H)	á-wǝ-mǝ-onye-òwere	'I'm an Owerri (person).'

In these examples the verbs *ìdì* 'to be (state or condition)', *ìj'e* 'to be en route to', *ìshì* 'to be from', *jè* 'auxiliary for customary action' and *ìwǝ* 'to be' occur in a form consisting of the root alone.

Note that *ìwǝ* and *ìshì* (Class H) have high tone in this form while the others have low tone.

These 'stative verbs' and 'auxiliary verbs' do not commonly occur in the RA form (although they may). The form illustrated here is a 'simple' or timeless form and has the same tone on the verb root as a RA form would have - i.e. the (H) class verbs are high, the others, being (HL) or (L) class verbs have low tone.

Another verb in this group which we have used (with a suffix) is *ìnò* (L) 'to be at'.

Drill 5.3 Variation Drill on a Basic Sentence with Simple Form
of a verb:

Key Word		Pattern
	ìj'òqóřu	Are you going to work?
áhya	ìj'aáhya	Are you going to market?
míří	ìj'emíří	Are you going to (the) water?
íkumíří	ìj'íkumíří	Are you going to dip up water?
ínvù	ìj'énvùmíří	Are you going to drink water?
ík'ùnkwy	ìj'ék'ùnkwy	Are you going to tap palm?
íkòjì	ìj'ékòjì	Are you going to plant yams?
édè	ìj'ékòédè	Are you going to plant coco yams?
ívù	ìj'eívùédè	Are you going to dig out coco yams?
írì	ìj'ííriedè	Are you going to eat coco yams?
ří	ìj'ííří	Are you going to eat (food)?

Drill 5.4 Variation Drill on a Basic Sentence with the Simple Form
of a verb:

Key Word		Pattern
	éj'emqóřu	I'm going to work.
-íkumíří	éj'emíkumíří	I'm going to dip up water.
-ínvùmíří	éj'emínvùmíří	I'm going to drink water.
-ík'ùnkwy	éj'emík'ùnkwy	I'm going to tap palm (wine).
-íkòédè	éj'emíkòédè	I'm going to plant coco yams.
-íkòjì	éj'emíkòjì	I'm going to plant yams.

	éj'è <u>m</u> í <u>kò</u> jí	
-ívuédè	éj'è <u>m</u> í <u>í</u> vuédè	I'm going to dig out coco yams.
-íriří	éj'è <u>m</u> í <u>í</u> ří	I'm going to eat (food).

Drill 5.5 Substitution Drills on the Simple Form of certain verbs:

a)

Key Word		Pattern
	ánò <u>m</u> ngáà	'I am here.'
yá	ó <u>n</u> òngáà	
í <u>d</u> í	ó <u>d</u> ìngáà	'It is here.' ¹
hã	á <u>d</u> íhàngáà	
íshí	éshíhàngáà	'They are from here.'
àbá	éshíhàabá	'They are from Aba?'
mú	éshímaaba ²	'I'm from Aba.'
íj'è	éj'è <u>m</u> aabá	'I'm en route to Aba.'
ányì	ányìj'aabá	'We're en route to Aba.'
yá	ój'aabá	'He's en route to Aba.'
íwù	ówaaba ²	'It is/was Aba.'

¹Note that the place of an inanimate thing is expressed by ídí 'to be in a state or permanent place' while the place of a creature or person is expressed by ínò 'to be at, to stay'.

²This tone shift will be explained later as part of a comprehensive treatment of noun tone. Essentially what occurs is that nouns with (´) basic tone pattern occur with (´) tone pattern after all the high tone final verbal forms so far introduced.

b) Substitution - Correlation Drill:

Useful Words:

ńdị	people (plural of <u>ónye</u>)
àmérikà	America

Key Word

Pattern

	áwụmoonyịigbo	I'm an Igbo.
àmérikà	áwụmoonyaàmérikà ¹	
hà	áwụhàndaàmérikà ¹	
ányị	ányịwụndaàmérikà ¹	
àbá	ányịwụndaàbá ¹	
mụ	áwụmoonyaàbá ¹	

Note 5.5 The Expression of Future with ígá as an auxiliary:

Note the sentence:

ágàmị́kwùghịp'enàannọ́ á-gà-mụ-ìkwù-ghị-p'enì-annọ́
 'I'm going to pay you (or I will pay you) fourpence.'

The future in Igbo is expressed by the auxiliary gà - from the verb ígá 'to go' - plus the infinitive form of the verb.

Verbs in Igbo seldom occur without an object or complement of some kind and thus in the drills below the 'key word' is often a phrase consisting of infinitive plus complement.

Drill 5.6 Substitution Drill on Future Forms:

Useful Words:

úyò/úyọ/úlò/úlọ	house, building	dọktọ	doctor
íhù	to see		

¹These tone shifts will be explained later.

a) Statements:

Key Word

Pattern

	<u>ágàṁíí</u> gáahya	'I'm going to go to market.'
í zù a žù	<u>ágàṁíí</u> zù a žù	'I'm going to buy fish.'
há	<u>ágàṁíí</u> zù a žù	
ínò ngáà	<u>ágàṁíí</u> ínò ngáà	'They're going to be here.'
yá	<u>ó gíí</u> ínò ngáà	
í rí rí	<u>ó gíí</u> í rí rí	'He is going to eat.'
Nd'ù	<u>nd'ù gíí</u> í rí rí	
í fù téezhí	<u>nd'ù gíí</u> í fù téezhí	'Ndu is going to go outside.'
mù	<u>ágàṁíí</u> í fù téezhí	
í hù dọktò	<u>ágàṁíí</u> í hù dọktò	'I'm going to see the doctor.'
ányì	<u>ányì gíí</u> í hù dọktò	
í lù uyò (í lǎ-uyò)	<u>ányì gíí</u> í lù uyò	'We're going to go home.'
há	<u>ágàṁíí</u> í lù uyò	
í sǎ akwà	<u>ágàṁíí</u> í sǎ akwà	'They are going to wash clothes.'
mù	<u>ágàṁíí</u> í sǎ akwà	
í dǎ akwúkwo	<u>ágàṁíí</u> í dǎ akwúkwo	'I'm going to write.'
yá	<u>ó gíí</u> í dǎ akwúkwo	
í shia žù	<u>ó gíí</u> í shia žù	'He's going to cook fish.'
ányì	<u>ányì gíí</u> í shia žù	

	<u>ányìgìishiaǝ̀</u>	
íj'èòwere	<u>ányìgìíj'òòwere</u>	'We're going to go to Owerri.'
Ídù	<u>índ'ùgìíj'òòwere</u>	
hã	<u>ágàhìíj'òòwere</u>	
írũǝ̀rũ	<u>ágàhìírũǝ̀rũ</u>	'They are going to work.'
mù	<u>ágàmírũǝ̀rũ</u>	
yá	<u>ògìírũǝ̀rũ</u>	
íkòjì	<u>ògìíkòjì</u>	'He's going to plant yams.'
ányì	<u>ányìgìíkòjì</u>	
mù	<u>ágàmíkòjì</u>	
ígáahya	<u>ágàmígáahya</u>	'I'm going to go to market.'

b) Questions and Affirmative Answers:

Key Word	Question Pattern and Answer	
	<u>ìgìizǝ̀ǝ̀</u>	'Are you going to buy fish?'
	ée <u>ágàmìizǝ̀ǝ̀</u>	
únù	<u>ùnugìizǝ̀ǝ̀</u>	
	ée <u>ányìgìizǝ̀ǝ̀</u>	
yá	<u>ògìizǝ̀ǝ̀</u>	
	ée <u>ògìizǝ̀ǝ̀</u>	
íg'ùakwukwọ	<u>ògìíg'ùakwukwọ</u>	'Is he going to read?'
	ée <u>ògìíg'ùakwukwọ</u>	
hã	<u>ágàhìíg'ùakwukwọ</u>	

	àgahììg'ùakwukwò	
	ée ágàhììg'ùakwukwò	
íshìakw'á ¹	àgahììshìakw'á	'Are they going to cook eggs?'
	ée ágàhììshìakw'á	
únù	ùnugììshìakw'á	
	ée ányìgììshìakw'á	
ífùtèezhí	ùnugììfùtèezhí	'Are you going to go outside?'
	ée ányìgììfùtèezhí	
ghí	ìgììfùtèezhí	
	ée ágàmììfùtèezhí	
ízùazù	ìgììzùazù	
	ée ágàmùzùazù	

¹This shift of tone from the 'basic' tone of àkw'á will be treated later.

Pronunciation

Structure

-A-

òl'ééhÿe/òl'éènhÿe

òlée'-hỹe/òlée'-nhỹe

ómèghe

ó-mèghe

òl'ééh'ỹoonyaàmeghe

òléé-hỹe-onye-à-meghe

- B -

ókògheédè

ó-kògha-édè

-A-

kée/ṛkēà

$$ké + à/\eta ké + à^1$$

ónyeekeè òmeghegírì

ónye-ke-à ò-meghe-gírì

-B-

oṇuḡhamiṛi

-A-

ice

(L)

mà

(particle which introduces
a possibility or a
supposition)

écèremmoonúghammı̃ĩṅkwı̃

é-cère-m-ma-o-ŋúgha-mm̩ĩ-ŋkwù

-B-

à n y

(verbal noun from *ĩnyũ*)

i jaanúmmi ñkwú

i-je-anú-mm̥ ɿ-ŋkwú

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
ole ihe		what (thing)?
o meghe		he is doing
Ole ihe onye a meghe?		What is this person doing?
	-B-	
Ọ kọgha ede.		He's planting coco yams.
	-A-	
nkea		this
Onye nkea, o meghe gini?		This person, what's he doing?
	-B-	
Ọ nughā mīrī.		He's drinking water.
	-A-	
ice		to think, to suppose
ma		that, whether, but
E cere m ma ọ nughā		I thought that he was drinking
nmanyi nkwi.		palm wine.
	-B-	
añu		drinking
I je añu nmanyi nkwi?		Do you (customarily) drink
		palm wine?

-A-

m'è/m'è/è'è

nà

auxiliary verb for present
action

h'émnèe jàaṅú

h'è-m-nà-e jè-aṅú

ṅgwò

m'è h'émnèe jàaṅúwụ-
mmĩṅgwò

m'è h'è-m-na-é jè-aṅú-wụ-mmĩṅ-
gwò

¹This tone shift will be explained later.

Note 6.1 The 'Progressive' Verb form with suffix -ghe, -gha.

Compare:

òlééh'foonyaàmeghe

òléè-h'è-onye-à-meghe

'What is this person doing?'

ókògheédè

ókògha-édè

'He is planting coco yams.'

òmeghegírì

ò-meghe-gírì

'What is he doing?'

ónùghamĩfì

ónùgha-mĩfì

'He is drinking water.'

écèremmòqṅṅghammĩṅkwù

é-cè-re-m-ma-q-ṅṅgha-mmĩṅkwù

'I thought that he was drinking palm wine.'

-A-

uh uh/no

na

ihe m na eje ańu

thing I presently

customarily drink

ngwq

raffia palm

E-e, ihe m na eje ańu bu

No, what I drink is raffia

nmanyi ngwq

palm wine. ('Thing I
presently customarily drink
is raffia palm wine.')

These sentences illustrate the verb form which consists of the root plus -ghe or -gha which signifies continuous, progressive or repeated action in either present or past. The tone of the root is the same as that of the RA form - high (or mid after a high-tone pronoun prefix) for (H) class verbs, low for (HL) and (L) class verbs. Verbs which occur in a 'simple' form (see Note 4.4) do not commonly have a 'progressive' form.

Drill 6.1 The progressive forms of verbs:

a) Class (H) Verbs:

Key Word	Pattern
	órigheń1 'He is eating.'
ányì	ányìrigheń1

	<u>ányìríghefí</u>	
mú	<u>érìghemfí</u>	
íg 'ùakwúkwo	ág 'ùghamaakwúkwo	'I'm reading.'
yá	óg 'ùghaakwúkwo	
nd'ù	nd'ùg 'ùghaakwúkwo	
íráahya (íré-ahya)	<u>nd'ùréghaahya</u>	'Ndu is selling.' (-is a salesman)
hà	<u>érèghehàahya</u> ¹	
ĩsàakwà	ásàghahàakwà ²	'They are doing laundry.'
mú	ásàghamaakwà	
ányì	ányìsàghaakwà	
ík 'ùkwú	<u>ányìk 'ùgharkwú</u>	'We're tapping palm wine.'
yá	ók 'ùgharkwú	
ínùmmĩĩ	ónùghammĩĩ	'He's drinking wine.'
há	ánùghahàmmĩĩ ³	
írífí	érìghèhàfí ⁴	'They're eating.'
yá	órighefí	

¹Mr. Ugorji's pronunciation: éréghehàahya

²Mr. Ugorji's pronunciation: ásàghahàakwà

³Mr. Ugorji's pronunciation: ánùghahàmmĩĩ

⁴Mr. Ugorji's pronunciation: érighehàfí

b) Questions and Affirmative Answers with class (H) verbs:

Key Word	Pattern and Answer	
	<u>ìrígheří</u>	'Are you (sg.) eating?'
	ée éříghemrí	
únù	ùnur <u>ìgheří</u>	
	ée ányìrígheří	
íkumĩřĩ	ùnukúghemĩřĩ	'Are you dipping up water?'
	ée <u>ányìkúghemĩřĩ</u>	
yá	<u>òkúghemĩřĩ</u>	
	ée ókúghemĩřĩ	
írěažù	<u>òréghaažù</u>	'Is he selling fish?'
	ée óréghaažù	
Nd'ù	nd'ù <u>oréghaažù</u>	
	ée óréghaažù	
ìg'ùakwúkwo	<u>nd'ùog'ùghaakwúkwo</u>	'Is Ndu reading?'
	ée óg'ùghaakwúkwo	
ghĩ	<u>ìg'ùghaakwúkwo</u>	
	ée ág'ùghamaakwúkwo	
únù	ùnug' <u>ùghaakwúkwo</u>	
	ée ányìg'ùghaakwúkwo	
írĩřĩ	<u>ùnurígheří</u>	
	ée ányìrígheří	
ghĩ	<u>ìrígheří</u>	
	ée éříghemřĩ	

c) Drill on (HL) class verbs:

Useful Words:

ánu meat

cínyèfe (girl's name)

Key Word	Pattern	
	<u>ó</u> dèghaákwúkwọ	'He is writing.'
ányị	<u>ányi</u> dèghaákwúkwọ	
mụ	<u>é</u> dèghemaákwúkwọ	
ịcọ́ọ́rụ	ácọ́gha <u>m</u> ọ́rụ	'I am wanting work.'
yá	<u>ọ</u> cọ́ghoọ́rụ	
ịzụ́anụ	<u>ọ</u> zụ́ghaánu	'He's buying meat.'
hà	ázụ́gha <u>h</u> ánu	
Nd'ụ	nd'ụzụ́ghaánu	
ịhụ́dọktọ	nd'ụhụ́gha <u>d</u> ọktọ	'Ndu is seeing the doctor (-receiving treatment).'
ányị	ányi <u>h</u> ughadọktọ	
ishírị	<u>ányi</u> shigherí	'We are cooking.'
cínyèfe	<u>cínyèfe</u> shigherí	
mụ	<u>é</u> shighemrị	
ídeákwúkwọ	édèghemaákwúkwọ	'I'm writing.'
yá	ódèghaákwúkwọ	

d) Question and Affirmative Answer Drill with (HL) class verbs:

Key Word	Pattern	
	ùnudeghaákwúkwọ	'Are you (pl.) writing?'
	ée ányìdegghaákwúkwọ	
ghí	ìdegghaákwúkwọ	
	ée ↑ édèghemaákwúkwọ	
ìzùázhù	ìzùghaázhù	'Are you (sg.) buying fish?'
	ée ↑ ázùghamaázhù	
yá	òzùghaázhù	
	ée ↑ ózùghaázhù	
íshìnhỹe	òshìghenỹe	'Is she cooking?'
	ée ↑ óshìghenỹe	
únù	ùnushìghenỹe	
	ée ↑ ányìshìghenỹe	
cínyèře	cínyèřooshìghenỹe	
	ée ↑ óshìghenỹe	
ímènhỹe	cínyèřoomèghenỹe	'Is Chinyere doing something?'
	ée ↑ ómèghenỹe	
ghí	ìmèghenỹe	
	ée ↑ ámèghemnhỹe	
ídeákwúkwọ	ìdegghaákwúkwọ	'Are you (sg.) writing?'
	ée ↑ édèghemaákwúkwọ	

únù ée ↑ édeghemaákwúkwò
 ùnudeghaákwúkwò
 ée ↑ anyideghaákwúkwò

e) Drill on class (L) verbs:

Useful Word:

écìce thought

Key Word		Pattern
yá	ákòghamjí	'I'm planting yams.'
ívvùédè	ókògha jí	
ányị	óvvùgheédè	'He's digging out coco yams.'
cínyèře	ányịvvùgheédè	
íyọ́tgbúrụ	cínyèřevùgheédè	
mụ	cínyèřeyọghịtgbúrụ	'Cinyere's sifting cassava.'
ícèécìce	áyòghamịgbúrụ	
hã	écèghemeécìce	'I'm thinking.'
Nd'ụ	écèghehēécìce	
íkòjí	nd'ùcegheécìce	
mụ	nd'ùkògha jí	'Ndu's planting yams.'
	ákòghamjí	

f) Question and Affirmative Answer Drill on (L) class verbs:

Key Word	Pattern	
	<u>ìvùgheédè</u>	'Are you (sg.) digging out coco yams?'
	ée ávùghameédè	
cínyèfè	<u>cínyèfòvùgheédè</u>	
	ée óvùgheédè	
íyòìgbùrù	<u>cínyèfòyòghìgbùrù</u>	'Is Chinyere sifting cassava?'
	ée óyòghìgbùrù	
únù	<u>ùnuyòghìgbùrù</u>	
	ée ↑ ányìyòghìgbùrù	
icèécìce	<u>ùnucegheécìce</u>	'Are you (pl.) thinking?'
	ée ↑ ányìcegheécìce	
hǎ	<u>èceghehèécìce</u>	
	ée éceghehèécìce	
ìvùédè	<u>àvùghaheédè</u>	'Are they digging out coco yams?'
	ée ávùghaheédè	
ghí	<u>ìvùgheédè</u>	
	ée ↑ ávùghameédè	

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
òlééhĩĩrèghe		òléé-hĩe-ĩ-règhe
	-B-	
érèghemuunèře		é-règhe-mũ-unèře
	-A-	
òlòóle		òlé-óle ¹
ìrèghehēeg'oolòóle		ì-règhe-hā-eg'o-óle ¹ -óle
	-B-	
ówáannọp'enì		ó-wũ-annọ ¹ -p'enì
	-A-	
ĩzũĩ		(HL)
tọrọ		
zũĩmĩĩrĩlāatọtọrọ		zũĩ-mũ-ĩrĩ ¹ -lā-atọtọrọ
	-B-	
ódĩmmá zũrũwanĩ		
	-A-	
íwè		(L)
íwère		(L)
ínyè		(H)
céènjĩ		

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-A-
Ole ihe 1 reghe?	What are you selling?
	-B-
Ereghe m unere.	I'm selling bananas.
	-A-
ole ole	how much [for] how many?
I reghe ha ego ole ole?	How are you selling them?
	('Are you selling them how much money for how many?')
	-B-
Q bu anq penny.	It is four [for a] penny?
	-A-
izui	to sell to
tqrq	three pence
Zui m iri na atq tqrq.	Sell me thirteen for three pence.
	-B-
Q di nma, zuruwani.	Alright. You may buy.
	-A-
iwe	to take
iwere	to take for (oneself)
inye	to give
change	change

wèréneeg'ò nyémceènjɪ

wèréni-eg'ò nyé-m'-ceènjɪ

-B-

-c'e/-c'a

(adverbial suffix for
completion or entirety)

ízùc'a

ízù + c'a (HL)

ízùrúc'a

ízùrù + c'a (HL)

zùrúc'a-anímíya

zùrúc'a-ní-mù-ya

-A-

òdíghì

ò-dí-ghì

nné

ṛwáñne

ṛwá-ñne¹

òdíghì ṛwáñnem

ò-dí-ghì ṛwá-ñne-m

ízù

(L)

kééezùóle

ké-á-ezùóle

-B-

òdímmi íméene

¹These tone shifts are explained below.

Wereni ego nyem change.

Then take the money. Give me
change.

-B-

-cha

(finish doing ---)

izucha

to buy up, to buy all

izurucha

to buy all for (oneself)

Zuruchani my ya.

Buy it all [from] me. ('Then
buy it all up for me.').

-A-

o dighi

no

nne

mother

nwanne

mother's child (sister
or brother)

O dighi nwannem.

No, sister.

izu

to be finished, to be
complete

Nkea ezuole.

This is enough. ('This has
finished.')

-B-

O di nma i meene.

O.K. Thank you.

Note 7.1 Noun Classes and Variant Tone Patterns on Nouns

Igbo grammar uses tone patterning to signal grammatical relationships. Some of the shifts of tone from the 'basic' tones of nouns and verbs are conditioned by phonological environment - that is, by the tones of adjoining forms. But a far larger number of such tone changes are conditioned by the requirements of the grammar.

Most Igbo nouns are of two or more syllables. There are, on the basis of their tone patterns, five classes of two-syllable nouns, of which two are conveniently treated as sub-classes of Class I since they occur in most contexts with identical tone patterns. There are also a few irregular nouns (here marked irr.):

Class I

Pattern (‘‘) high-high:

Examples:	ég'ò	'money'	ánụ	'meat'
	áhya	'market'	íshì	'head'
	ńkwụ	'oil palm'	mmị́ (irr.)	'wine'

Class IA

Pattern (‘’), high-mid:

Examples:	mífì (irr.)	'water'	gírì	'what'
	ág'ụ	'leopard'		

Class IA is small and will not be further distinguished from Class I in this discussion.

Class II

Pattern (‘‘), low-high:

Examples:	àhụ	'body'	àkw'á	'egg'
	òlé	'how many'	àgá	'going'

èzhí	'compound'	àfú	'going out' (L)
ànyí	'us'	àṣú	'drinking' (H)
		àgá	'going' (HL)

Note that the verbal noun forms of (H) and (HL) verbs and one of the alternate verbal noun forms of (L) verbs belong to this noun class.

Class III

Pattern (ˊˋ) high-low:

Examples:	ákwa	'cloth'	ázà	'sweeping' (L)
	áṣù	'fish'	únù	'you (pl.)'

Note that one form of the verbal noun of class (L) verbs belongs in this class.

Class IV

Pattern (ˋˋ) low-low:

Examples:	àla	'ground, country, down'
	ṅku	'wing, fan'
	ìt'e	'pot'

Class IV is relatively small and contains no verbal forms, no 'pronouns' and few proper names.

In addition to their tone-class membership nouns also may be classified in other ways - for example proper names display different behavior in some structures than common nouns.

Nouns of three or more syllables pattern generally in phrases like two-syllable nouns - entering into phrase structures with preceding forms like nouns with the tone pattern of their first two syllables and with succeeding forms like nouns with the tone pattern of their final two syllables. Thus òkúkò 'chicken' combines with preceding nouns like a Class II (ˋˋ) noun and with

succeeding nouns like a Class III (‘‘) noun.

Some nouns and all adjectives (which are rare - we have seen only ma 'good') have invariable tone patterns. Among the nouns of this group we have seen are kwkw, shish, p'n (and most words borrowed from English). Nouns with invariable tone patterns are likely to be borrowed words from non-Igbo sources.

The following discussion may sound highly complex and impossible to remember or to apply. But, in fact, common nouns of Classes I, II, III and IV occur in various syntactic environments with one or the other of only two tonal patterns:

	First Tone Pattern	Second Tone Pattern
Class I	‘‘	‘‘
Class II	‘‘(‘‘) ¹	‘‘
Class III	‘‘	‘‘
Class IV	‘‘	‘‘

Proper nouns (names of persons or places) of Class III have an additional tone pattern (‘‘) in certain environments (see the discussion of environment 4 below).

While the particular environments in which these tone patterns occur vary with some complexity as explained below, essentially what is required of the student at this point is a general comprehension of the problem so that as examples occur in drill he may practice them without being troubled by lack of understanding of what is occurring.

In discussing the tonal patterns of nouns we recognize four different basic environments of nouns.

¹Class II nouns have the pattern ‘‘ in those syntactic environments where the first tone pattern is required when there is a non-low tone preceding in the construction. e.g.  +  -  'to wash the compound'.

Environment 1-In subject position, as object of the preposition /la-/na-/ 'in, on, at, etc.', and as first object in an independent clause of any verb form lacking the vowel suffix (or a high tone adverbial suffix) - which includes all the verb forms treated to date - nouns occur in environment 1.

In environment 1 nouns of all classes have their first tone patterns. Class II (``) nouns occur after any non-low tone with `` (high-high) tone pattern. Examples:

Infinitive	(H)	(HL)	(L)
+ Class I	íṇṇṇkwṇ (``)	ízṇepe (``)	ízááhya (``)
+ Class II	írèakw'a (``)	ízṇakw'a (``)	ízàezhí (``)
+ Class III	íṇṇṇgwò (``)	ízṇunèfe (``)	íkòédè (``)
+ Class IV	írèàla (``)	ízṇàla (``)	ízáala (``)
RA form	(H)	(HL)	(L)
+ Class I	óṇṇṇkwṇ (``)	ózṇreépe (``)	ózàraáhya (``)
+ Class II	órèraakw'a (``)	ózṇraakw'a (``)	ózàreezhí (``)
+ Class III	óṇṇṇṇgwò (``)	ózṇruúnèfe (``)	ókòreédè (``)
+ Class IV	órèraàla (``)	ózṇraala (``)	ózàraala (``)
Simple form	(H)	(HL)	(L)
+ Class I	ówṇahya (``)	ój'èáhya (``)	-----
+ Class II	ówṇaba (``)	ój'èabá (``)	-----
+ Class III	ówṇnd'ù (``)	ój'èúmùáhyà (``)	ócèécìce (``)
+ Class IV	ówṇàla (``)	-----	-----

Progressive form	(H)	(HL)	(L)
+ Class I	órégheepe (‘‘)	ózùghaépe (‘‘)	ózàghaáhya (‘‘)
+ Class II	órìghaakw̃'a (‘‘)	ózùghaakw̃'á (‘‘)	ózàgheezhí (‘‘)
+ Class III	órèghuunèfè (‘‘)	ózùghuúnèfè (‘‘)	ózàghuúyò (‘‘)
+ Class IV	órèghaàla (‘‘)	ózùghaala (‘‘)	ózàghaala (‘‘)

Environment 2 of nouns includes positions as first object of certain verb forms which have not yet occurred. These will be treated later.

Environments 3 and 4 are first and second positions in compounds consisting of two nouns. Examples of this type of compounding which have occurred in units to date are:

3	4
(II) (ṛ)ṛwá + ók'e (I) →	ṛwóok'è/ṛwóok'ò
(I) ég'o + òlé (II) →	ég'oóle
(I) mmĩṛ + ṛkw̃ (I) →	mmĩṛkw̃
(II) òlé + òlé (II) →	òlóóle
(I) ég'o + òlóóle (II) →	ég'oóloóle ¹

Other compounds, with Class III + Class IV nouns in environment 4, have occurred: e.g. mmĩṛ + ṛgwò → mmĩṛṛgwò but, as these do not entail shifts from first tone pattern, it is not helpful to list them.

¹In this phrase the middle 'word' òlé is in environment 3 relative to the following form but the phrase òlóóle is, as an entirety, in environment 4 after ég'o. In such cases the first tone of the phrase in environment 4 may show the characteristic tone of that environment but otherwise the tones of such phrases are invariable. Contrast: àkw̃ég'ò 'a paying money', àkw̃ég'oóle 'a paying how much money?'.
 154

Environment 3 in the examples above contains only Class I and Class II nouns, which there have their first tone pattern. Class III and Class IV in this environment occur with their first tone pattern (´´) and (´´) before a following high tone (unless the second word is a proper name):

ázaáhyà 'sweeping [the] market'

ákòédè 'cultivating coco yams'

but with their second tone pattern - a high-mid (´´) pattern (Class III) and a low high (´´) pattern (Class IV) - before proper names and low tone initial (Class II + Class IV) nouns:

(III) áza + èzhí ázéèzhi 'sweeping the compound'

(III) áza + àla ázaàla 'sweeping [the] ground'

(III) úyò + ámaakò úyòamaakò 'Amako's house'

(IV) ñku 'wing' + égbé 'hawk' (I) ñkúegbé 'wing of [the] hawk'

(IV) àla + èzhí àléèzhi 'ground of the compound'

(IV) àla + ámaakò 'Let the family line not lack' - proper name for a male àláamaakò 'Amako's land'

The effect of these tonal shifts is to produce in environment 3 (modified) forms which have final non-low tone.

In environment 4 as can be seen from the examples above, Class I has its second tone pattern, high-mid (´´). Class II has its second tone pattern, mid-high (´´). Classes III and II have their first tone patterns except that proper names of Class III (e.g. nd'ù, cídì) occur with a mid-low (´´) pattern in 'possessive compounds'. (Note: Class II nouns following invariable nouns which end on low tone have their first (´´) tone pattern - this being the only situation in which Class II nouns occur in environment 4 preceded by a low tone:

$p'énìlìshíí$ 'six pence'
 Contrast: $íyìlìshíí$ 'six streams'

Examples of Modification and Possessive Compounds:

Environment 3 + Environment 4

Class I + Class I

$ík'e + \boxed{ényì \text{ 'elephant'}}$ → $íkeenýì$ 'strength of the elephant'
 $mířì + \boxed{íyì \text{ 'stream'}}$ → $mířìyì$ 'water of the stream - river water'

Class II + Class I

$àk\tilde{w}'á + égbè$ → $àk\tilde{w}'áegbè$ 'hawk egg' (a modification compound)
 $èzhí + ámaakò$ → $èzhíamàakò$ 'Amako's compound' (a possessive compound)

Class III + Class I

Note Contrast $\left\{ \begin{array}{l} \acute{y}yò + \acute{á}g'ù \rightarrow \acute{y}yò\acute{á}g'ù \text{ 'The house of the leopard (modification compound)} \\ \acute{y}yò + \acute{á}maakò \rightarrow \acute{y}yò\acute{a}màakò \text{ 'Amako's house' (possessive compound)} \end{array} \right.$

Class IV + Class I

Note Contrast $\left\{ \begin{array}{l} \grave{n}ku + égbè \rightarrow \grave{n}kuégbè \text{ 'wing of the hawk' (m.c.)} \\ \grave{a}la + ámaakò \rightarrow \grave{a}lámàakò \text{ 'Amako's land' (p.c.)} \end{array} \right.$

Class I + Class II

$ńdị + àbá$ → $ńdịába$ 'people of Aba' (m.c.)
 $ánụ + òkúkò$ → $ánụòkúkò$ 'chicken meat' (m.c.)

Class II + Class II

$èré + àk\tilde{w}'á$ → $èréák\tilde{w}'a$ 'selling eggs' (m.c.)
 $àk\tilde{w}'á + òkúkò$ → $àk\tilde{w}'áòkúkò$ 'chicken eggs' (m.c.)

Class III + Class II

áfù + èzhí → áfùèzhí 'going outside' (m.c.)

óbì 'heart' + òkúkù → óbìòkúkù 'Njoku's heart' (p.c.)

Class IV + Class II

òkù + òkúkù → òkùòkúkù 'chicken wing' (m.c.)

ìt'e + òkúkù P.N. → ìt'èòkúkù 'Njoku's pot' (p.c.)

Class I + Class III

Note Contrast { íshí + ážù → íshíážù 'fish head' (m.c.)
 íshí + òkúkù → íshíòkúkù 'Ndu's head' (p.c.)

Class II + Class III

Note Contrast { àžù + ùnèře → àžùùnèře 'buying bananas' (m.c.)
 èzhí + òkúkù → èzhíòkúkù 'Ndu's compound' (p.c.)

Class III + Class III

Note Contrast { òkúkù + ùnù → òkúkùùnù 'your (pl.) chicken' (m.c.)
 ùyò + òkúkù → ùyòòkúkù 'Ndu's house' (p.c.)

Class IV + Class III

Note Contrast { ìt'e + ùnù → ìt'eùnù 'your (pl.) pot' (m.c.)
 ìt'e + òkúkù → ìt'èòkúkù 'Ndu's pot' (p.c.)

Class I + Class IV

íme + ìt'e → imeìt'e 'inside of the pot' (m.c.)

(Proper names of Class IV are rare, hence no examples are given of p.c. - but there is no contrast here between p.c. and m.c.)

Class II + Class IV

èré + àla → èréàla 'selling land'

Class III + Class IV

óbì + òvu 'coucal - a type of bird' → óbìòvu 'heart of the coucal'

Class IV + Class IV

ṅku + òvu → ṅkúòvu 'wing of the coucal'

The 'object' and possessive pronouns and high tone monosyllabic nouns like jí 'yam' and ńí 'food' occur in environment 1 with high tone:

íkòjí 'to cultivate yams'

ízùjí 'to buy yams'

The 'object/possessive' pronouns are:

ń(ù) 'me, my'

ghí 'you (sg.) your (sg.)'

yá 'him (her, etc.), his (hers, its)'

ńá 'them, their'

[The polysyllabic object and possessive pronouns belong to noun classes.

ànyí 'our' (II)

únù 'your (pl.)' (III)]

The monosyllabic object/possessive pronouns occur in environment 4 after non-low tone with mid tone, that is, they behave tonally like the second syllables of Class I nouns. Thus the monosyllabic pronouns enter into verb-object and modification structures as follows:

íkòṃ 'to look for me' (environment 1)

àcòghí 'looking for you' (environment 4)

íkèleyá 'to greet her' (environment 1)

Class I + Pronoun (environment 4)

íshɪ + m̃ → íshɪm̃ 'my head'

Class II + Pronoun

èzhí + ghí → èzhíghí 'your (sg.) compound'

Class III + Pronoun

úyò + yá → úyìyá 'his house'

Class IV + Pronoun

àla + ñá → àláñá 'their land'

With ànyí and únù (Class II + III respectively):

Class I + ànyí

íshɪànyí 'our heads'

Class II

èzhíànyí 'our compound'

Class III

úyàànyí 'our house'

Class IV

àláànyí 'our land'

Class I + únù

íshɪunù 'your (pl.) heads'

Class II

èzhíunù 'your compound'

Class III

úyòúnù 'your house'

Class IV

àlaúnù 'your land'

Note 7.2 The auxiliary nà/là and jè with the verbal noun:

7.2.1 The verbal noun form of (HL) and (H) class verbs has a high tone on its root preceded by a low tone vowel prefix e or a and, as a noun of Class II, is subject to the tone shifts noted in 7.1 above: It is frequently used following a form of the same verb when the verb has no (other) object or to emphasize the actuality of the action.

With the verbs so far presented the following infinitive-verbal noun combinations occur. Note that following the infinitive vowel - assimilation does not take place. Drill these examples in class (they do not occur on the tape):

a) Class (H)	ít'è + èt'è	ít'èet'e	'to awaken (an awakening)'
	írì + èrí	írìerì	'to eat (an eating)'
	ík'ù + àk'ù	ík'ùak'ù	'to tap (a tapping (wine))'
	íṣà + àṣà	íṣàaṣà	'to wash (a washing)'
	ínù + ànù	ínùanù	'to drink (a drinking)'
	íg'ù + àg'ù	íg'ùag'u	'to read (a reading)'
	írè + èré	írèere	'to sell (a sale)'
	íkù + èkù	íkùeku	'to dip up (a dipping up)'
	ík'wù + àk'wù	ík'wùak'wù	'to pay (a paying)'
b) Class (HL)	ídì + àdì	ídìadì	'to be (a being)'
	ícọ + àcọ	ícọacọ	'to want (a wanting)'

ígá + àgá	ígáaga	'to go (a going)'
íbyá + àbyá	íbyáabya	'to come (a coming)'
íj'é + èj'é	íj'éej'e	'to be en route (a being en route)'
írú + àrú	írúarú	'to work (a working)'
íyó + ayó	íyóayó	'to return (a returning)'
idé + èdé	idéede	'to write (a writing)'
ízú + àzú	ízúazú	'to purchase (a purchase)'
íshí + èshí	íshíeshí	'to cook (a cooking)'
ímé + èmé	íméeme	'to do (a doing)'
ílá + àlá	íláaala	'to go home (a going home)'
ímú + àmú	ímúamú	'to give birth (a giving birth)'
ínú + ànú	ínúanú	'to hear (a hearing)'
íhú + àhú	íhúahú	'to see (a seeing)'
ízú† + àzú†	ízú†azú†	'to sell to (a selling to)'

Note 7.2.2

Class (L) verbs have two possible tone patterns on their verbal nouns. After the infinitive of the verb either is possible - (``) or (``). After the auxiliary ná and other auxiliaries taking

the verbal noun only the one with `` tone pattern occurs. In constructions with one verbal noun following another the first is with pattern ``, the second with ``.

Examples

ifùáfú 'to go out (a going out)'
 or ifùáfù
 ònàáfù --- 'He is going out ----'
 ònàáfùáfú 'He is going out (a going out).'

Drill these examples:

Class (L):

ifùáfù	or	ifùáfú	'to go out (a going out)'
íkòákò		íkòakó	'to cultivate (a cultivating)'
ìvùávù		ìvùavú	'to dig out (a digging out)'
ìnòánò		ìnòanó	'to be at (a being at)'
ìzùézù		ìzùezú	'to be complete (a being complete)'
ìyòáyò		ìyòayó	'to sift (a sifting)'
ìcèécè		ìcèecé	'to think (a thinking)'

Verbs with adverbial suffixes:

ifùtaáfùtá	or	ifùtaafutá	'to come out (a coming out)'
ìnòdùánòdù		ìnòdùanodù	'to be seated (a being seated)'

(HL) ìzùrụazurụ 'to purchase (a purchasing)'

The auxiliaries nà/là and jè also have verbal noun forms as we noted in the structure:

hỹémnèejèanų 'Thing I presently am accustomed to drink.'
 (hỹé-m-nà-ejè-anų)

Here we see the first form of the verbal noun of class (L): éjè with low tone on its root following the auxiliary nà.¹ This verb phrase signifies present action but not necessarily actually going on at the present moment. It often translates 'about to'.

Examples of the verb phrase with nà and various verbal nouns are:

ánàmaak'úṅkwù	'I'm about to tap wine.'
	'I'll tap wine now.'
ánàmaacóqǫrù	'I'm about to look for work.'
	'I'll look for work now.'

Contrast:

ágàmǝcǫqǫrù	'I'm going to look for work.'
ácǫghamǫqǫrù	'I'm looking for work' (I've already been looking and still am. I'm in the process of looking.)

As can be seen the difference between the progressive form with -ghe/-gha and the verb phrase with nà is quite subtle and often they are used interchangeably. Actually the progressive form emphasizes the constant or repeated nature of the action while the verb phrase with nà is simply present or presently intended action. Thus one who is en route to the stream to dip water may say:

éj'èmiíkumǝfǝ	'I'm en route to dip up (fetch) water.'

One who has been asked to fetch water and is going to do it a little later may say:

ágàmǝíkumǝfǝ	'I'm going to fetch water.'

One who is about to dip the water but hasn't quite started or who is just starting may say:

¹The tone of nà is here shifted (to mid) because it is in an adjective clause. This will be treated in detail later in the course.

ánàmeekúmiĩ¹ 'I'm dipping water.' or
'I'm about to dip water.'

While one who has been dipping for some time and is still doing so may say:

ékùghemmiĩ 'I'm dipping water.'

The auxiliary jè signifies customary or habitual action. So one whose regular task is to fetch water may say:

éjèmeekúmiĩ¹ 'I fetch water.'

The form with both nà and jè which we have seen is used in subordinate (modifying) clauses.

hýémnéejèekúwumiĩ 'The thing I dip up is water.'
or

hýémnéejèeméwukúmiĩ 'The thing I customarily do is to fetch water'.

When a verbal noun following auxiliaries nà or jè has no other object a second verbal noun may occur as the object. With (L) class verbs this second verbal noun - following 'the same' verb has a low high tone pattern:

ánàmaákòakó 'I'm about to plant (a planting).'

This form is usually heard as an answer:

ìlaákòjì 'Are you about to plant yams?'

ée ánàmaákòakó 'Yes, I'm about to plant.'

The occurrence of nà or là is generally conditioned by the presence or absence in the environment of a nasal. Thus in first person nà is universal because of the /m/ of the singular and the /ny/ in ányì. In second plural it is conditioned by the /n/ of únù and in third plural by the /h/ of hà.

¹miĩ is irregular in having a high-mid (Class IA) first tone pattern but a mid-high (Class II) second tone pattern.

Drill 7.1 là/nà auxiliary, plus verbal noun, with practice on the tone patterns of nouns:

a) Class (H)

Key Word	Pattern	
	ánàmeeríazù	'I'm eating fish.'
hã	ánàñeeríazù	
íréakw'a	ánàñeeréakw'a	'They're selling eggs.'
yá	ólèeréakw'a	
íg'ùakwukwọ	ólàag'ùakwukwọ ¹	'He is reading.'
Nd'ù	nd'ùlaag'ùakwukwọ	
ĩsǎjǐ	nd'ùlaasǎjǐ	'Ndu is washing yams.'
ányị	ányinaasǎjǐ	
íkumĩrĩ	ányineekumĩrĩ	'We are fetching water.'
mụ	ánàmeekumĩrĩ	
ík'ùṅkwù	ánàmaak'ùṅkwù	'I am tapping wine.'
yá	ólàak'ùṅkwù	
írìunèře	ólèeríunèře	'He is eating bananas.'
hã	ánàñeeríunèře	

b) Question and Affirmative Answer Drills with Class (H) verbs:

Key Word	Pattern	
	ùnuneeríunèře	'Are you (pl.) eating bananas?'
	ée ányineeríunèře	

¹akwukwọ has an invariable tone.

	ée anyìneeríunèře	
ghị	ìleeríunèře	
	ée anàmeeríunèře	
írèjị	ìleeréjị	'Are you (sg.) selling yams?'
	ée anàmeeréjị	
cínyèře	cínyèřqqléeréjị	
	ée q̄lèeréjị	
ĩs̄aakwà	cínyèřqqlaas̄aakwà	'Is Chinyere doing the laundry?'
	ée q̄laas̄aakwà	
únù	ùnunaas̄aakwà	
	ée anyịnaas̄aakwà	
íkumĩřị	ùnuneekúmiřị	'Are you (pl.) fetching water?'
	ée anyịneekúmiřị	
ghị	ìleekúmiřị	
	ée anàmeekúmiřị	

c) Class (HL)

Key Word

Pattern

	ánàmaagúumùáhya	'I'm about to go to Umuahia.'
yá	q̄laagúumùáhya	
ishiažù	q̄lèeshiažù	'She's cooking fish.'
mù	ánàmeeshiažù	
hã	ánàh̄eeshiažù	
ìl'aulò	ánàh̄aalúuyò	'They are about to go home.'

	ánà <u>h</u> aalúuyò	
ányị	ányịnaalúuyò	
mụ	ánàma <u>a</u> alúuyò	
ídènhỹe	ánà <u>m</u> eedénhỹe	'I 'm writing something.'
yá	ólèedénhỹe	

d) Questions and Affirmative Answers (HL):

Key Word	Pattern	
	ùnuneej'éumùáhya	'Are you (pl.) en route to Unuahia?'
	ée ányịneej'éumùáhya	
ishiažù	ùnuneeshiažù	
	ée ányịneeshiažù	
ghị	ìleeshiažù	'Are you cooking fish?'
	ée ánàmeeshiažù	
cínyèrè	cínyèròqleeshiažù	
	ée ólèeshiažù	
ídènhỹe	cínyèròqleedénhỹe	'Is Chinyere writing something?'
	ée ólèedénhỹe ¹	
únù	ùnuneedénhỹe	
	ée ányịneedénhỹe	
íla'yyò	ùnunaal'yyò	'Are you (pl.) going home?'
	ée ányịnaal'yyò	

¹Mr. Ahaghotu pronounces nhỹe with final low rather than mid tone.

e) Class (L)

Key Word	Pattern	
	<u>ánàmaáfù'èzhì</u>	'I'm going outside.'
hã	<u>ánàhãáfù'èzhì</u>	
ìvùédè	<u>ánàhãávùédè</u>	'They're digging up coco yams.'
ányị	<u>ányịnaávùédè</u>	
ìnòngáà	<u>ányịnaánòngáà</u>	'We are (staying) here.'
nd'ù	<u>nd'ùlaánòngáà</u>	
yá	<u>òlàánòngáà</u>	
ìyòìgbùrụ	<u>òlàáyòìgbùrụ</u>	'She is sifting cassava.'
mụ	<u>ánàmaáyòìgbùrụ</u>	
cínyèfè	<u>cínyèfèlaáyòìgbùrụ</u>	
ífù'èzhì	<u>cínyèfèlaáfù'èzhì</u>	'Chinyere is going outside.'
mụ	<u>ánàmaáfù'èzhì</u>	

f) Questions and Affirmative Answers Class (L)

Key Word	Pattern	
	<u>ùnunaáfù'èzhì</u>	'Are you (pl.) going outside?'
	ée <u>ányịnaáfù'èzhì</u>	
yá	<u>òlaáfù'èzhì</u>	
	ée <u>òlàáfù'èzhì</u>	
ìkòjí	<u>òlaákòjí</u>	'Is she planting yams?'
	ée <u>òlàákòjí</u>	

	ée	ólaákòjì	
cínyèfè	cínyèfè	ólaákòjì	
	ée	ólaákòjì	
ínòngáà	<u>cínyèfè</u>	ólaánòngáà	'Is Chinyere (staying) here?'
	ée	ólaánòngáà	
ghí	ìlaánòngáà		
	ée	ánàmaánòngáà	
hà	àna ^h hàánòngáà		
	ée	ánà ^h hàánòngáà	
ífùèzhí	àna ^h hàáfùèzhí		'Are they going outside?'
	ée	ánà ^h hàáfùèzhí	
únù	ùnunaáfùèzhí		
	ée	ányìnaáfùèzhí	

g) Compound Verbs and Verbs with Adverbial Suffixes:

Key Word	Pattern	
	ánàmaáfùtéezhí	'I'm coming outside.'
yá	ólaáfùtéezhí	
nd'ù	nd'ùlaáfùtéezhí	
ínòdàlala	nd'ùlaánòdààlala	'Ndu is sitting down.'
ányì	ányìnaánòdààlala	
hà	ánà ^h hàánòdààlala	
ízùrùjì	ánà ^h hàazùrùjì	'They are purchasing yams.'
mù	ánàmaazùrùjì	
yá	ólaazùrùjì	

	<u>ólàazúrụjị</u>	
í-zúrục 'anịya	<u>ólàazúrục 'anịyá</u>	'He is buying her out.'
ányị	<u>ányịnaazúrục 'anịyá</u>	
ífùtéezhí	<u>ányịnáfùtéezhị</u>	'We're coming outside.'
mụ	<u>ánámáfùtéezhị</u>	

h) Questions and Affirmative Answers Verbs with Adverbial Suffixes:

Key Word	Pattern	
	<u>ùnunaánòdààla</u>	'Are you (pl.) sitting down?'
	ée <u>ányịnaánòdààla</u>	
ghị	<u>ịlaánòdààla</u>	
	ée <u>ánàmaánòdààla</u>	
ámaakọ	<u>ámaakọ̀laánòdààla</u>	
	ée <u>ólàánòdààla</u>	
ífùtéezhí	<u>ámaakọ̀laáfùtéezhị</u>	'Is Amako coming outside?'
	ée <u>ólàáfùtéezhị</u>	
únù	<u>ùnunaáfùtéezhị</u>	
	ée <u>ányịnaáfùtéezhị</u>	
ízùreedè	<u>ùnunaazùreedè</u>	'Are you (pl.) purchasing coco yams?'
	ée <u>ányịnaazùreedè</u>	
ghị	<u>ịlaazùreedè</u>	
	ée <u>ánàmaazùreedè</u>	

Note 7.3 Homonymous Forms

The student has already encountered two different RA forms 1) definite (past) tense and 2) adverbial, and several forms with the segmental form na/la 1) the 'preposition' on, in, at, etc. 2) the conjunction na/la with low tone meaning 'and' and 3) the auxiliary verb with low tone. There are more to come.

At this point it is well to remind the student that such homonomous forms in English as to, too and two, or we and wee, to mention only two sets, are very seldom ambiguous because of differing grammatical functions. The same applies to the forms cited - and others - in Igbo - and the student's continuing attention to the grammatical structures in which such potentially confusing forms occur will pay off in increased speed of comprehension and of learning.

PronunciationStructure

-A-

òl'éèngà
 ùgbúà/ùgbúò
 òl'éèngàányịnuugbúò

òl'éé-̀ngà
 ùgbú-à
 òl'éé-̀ngà-ányị-nq-ugbú-ò

-B-

ányịnqonqolú

ányị-nq-na-qolú

-A-

èèè
 írù
 èèè ànyịerúweloòwere

(HL)
 èèè ànyị-erúwe-le-òwere

-B-

gàla
 ánya
 òdíghị òweregalađányaṅgáà

-A-

ág'ụ̀
 íṅwé
 íṅwéik'e

(H)
 (HL) íṅwé-ik'e

íkwùshì
 ríe

(H)
 ('subsequential' form)

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
ole nga		where? what place?
ugbua		now, this moment
Ole nga anyi nọ ugbua?		Where are we now?
	-B-	
Anyi nọ n'Orlu.		We are at Orlu.
	-A-	
		oh!
iru		to reach
Anyi eruwele Owerri?		Have we begun to reach Owerri?
	-B-	
gala		still
anya		far
Ọ dighi, Owerri gala di anya ngaa.		No, Owerri is still far [from] here.
	-A-	
aguu		hunger
inwe		to have
inwe ike		to be able (to have strength)
ikwusi		to stop
rie		(and) eat

ág'ùábyaalam ànyịnwefi-
ík'ịkwùshirienhyé

ág'ùá-abyala-m ànyị-
nwefi-ík'e-ịkwùshi-rie-nhyé

-B-

íhũ

líihũ

ódìmmá ányịíirířinaahyaa-
dịányịniíhũ

lá-íhũ

ányị-ga-íri-ń-na-ahya-à-
dị-ányị-na-íhũ

Note 8.1 The Negative with Suffix -ghị/-ghị/-ghụ/-ghu

Note the sentences:

àgághịmíriyap'enàannó (à-gá-ghị-mụ-iré-ya-p'enì-annó)

'I'm not going to sell it [for] fourpence.'

òdịghị (ò-dị-ghị) 'No!'

The suffix -ghị/-ghị/-ghụ/-ghu occurs suffixed to the verb stem of a number of verbs - commonly those verbs which occur in a simple form - see note 4.4 - and which refer to states (or are used as auxiliaries). Those verbs, like ịcọ 'to want', which occur in RA form with present (or 'timeless') meaning, also accept this suffix.

Thus ácọrọm 'I want' contrasts with ácògham 'I am looking for' and, in the first sense, accepts this negative: àcòghim 'I don't want'. Similarly écèrem 'I think' contrasts with écèghem 'I am thinking' and, in the former sense, has the negative form ècèghim 'I don't think' (so)'.

The tone patterns of this negative are as follows:

1. Pronoun prefixes occur before all negatives with low tone.
2. After all noun subjects, ányị, and únù there is a high-tone vowel prefix to the verb.

Aguu abyala m. Anyị	I'm hungry. ('Hunger has
nwere ike ikwusi rie	come to me.')
ihe?	Could we
	stop and eat something?

-B-

ihu	face, front
n'ihu	in front of
Ọ di nma. Anyị ga iri nri	O.K. We're going to eat at
n'ahya a di anyị n'ihu	this market which is ahead
	of us.

-
3. The verb is characterized by a tone pattern the same as that of the infinitive - that is ' with (H) and (HL) verbs and '' with (L) verbs. This pattern occurs on the verb and the negative suffix after low tone pronoun prefixes and on the vowel prefix and the verb root after noun subjects. Thus with the verb ímá (HL) 'to know' the forms are:

àmághimya	'I don't know it.'
ìmághiya	'You (sg.) don't know it.'
òmághiya	'He (she, it) doesn't know it.'
ányịamághiya ¹	'We don't know it.'
únuamághiya ¹	'You (pl.) don't know it.'
àmághìhìyá	'They don't know it.'
àmághiya	'It is not known.' ('One doesn't know it.')

¹Note that ányị and únù occur here with tone pattern high high ('').

With an (L) Class verb *ínò* 'to be at' the forms are:

<i>àńóghìnnuúyò</i>	'I'm not at home.'
<i>ìnóghìnnuúyò</i>	'You (sg.) are not at home.'
<i>òńóghìnnuúyò</i>	'He (etc.) is not at home.'
<i>ányị́anòghìnnuúyò</i>	'We are not at home.'
<i>únuanòghìnnuúyò</i>	'You (pl.) are not at home.'
<i>àńóghìh̃anuúyò</i>	'They are not at home.'
<i>àńóghìnnuúyò</i>	'Nobody is at home.'

4. If nothing whatever follows the negative suffix, however, the suffix is always low in tone:

<i>òdíghì</i>	'No.' ('it isn't')
<i>ìmághì</i>	'You (sg.) don't know.'
<i>òmághì</i>	'He (etc.) doesn't know.'
(contrast <i>àmághì</i>)	'I don't know.'

Although some speakers can be heard putting all low tones on *ányị́* and *únù* - perhaps by analogy with the low-tone pronoun prefixes - the forms given here are the regular and more common forms. In part (b) of the drill which follows, however, the speaker on the tape may be heard saying *ányị́áćòghì*-----.

Note that negatives with *-ghì* do not have a vowel suffix and hence provide environment 1 for following noun objects.

Drill 8.1 Drills on the negatives of stative and auxiliary verbs with suffix *-ghì/-ghì*

- a) With *ímá* 'to know' (HL)

Useful Word:

íkwù (HL) to say, to speak

Key Words

Pattern

	<u>à</u> mághìmhýeɛɛcòrɔ	'I don't know what he wants.'
yá	ò <u>m</u> ághìhýeɛɛcòrɔ	
nd'ù	nd'ùamághìhýeɛɛcòro	
íri	nd'ùamághìhýeɛɛrírí	'Ndu doesn't know what you ate.'
ányì	<u>á</u> nyìamághìhýeɛɛrírí	
cínyèfè	cínyèfè <u>á</u> amághìhýeɛɛrírí	
ízù	<u>c</u> ínyèfè <u>á</u> amághìhýeɛɛzùrù	
mù	à <u>m</u> ághìmhýeɛɛzùrù	
hã	à <u>m</u> ághìhãhýeɛɛzùrù	
íkwù	à <u>m</u> ághìhãhýeɛɛkwùru	'They don't know what you said.'
yá	ò <u>m</u> ághìhýeɛɛkwùru	

b) With ícò 'to want' (HL)

Key Words

Pattern

	<u>à</u> còghììgámíří	'I don't want to go to the water.'
yá	ò <u>c</u> òghììgámíří	
ñjók'ù	ñjók'ù <u>à</u> còghììgámíří	
ìbyàngáá ¹	ñjók'ù <u>à</u> còghììbyàngáá	
hã	<u>à</u> còghìhãìbyàngáá	
cínyèfè	cínyèfè <u>à</u> còghììbyàngáá	
ìhùdòktò	<u>c</u> ínyèfè <u>à</u> còghììhùdòktò	'Cinyere doesn't want to see the doctor.'

¹Before ògáà infinitives of H and HL verbs are alternatively heard with low tone.

	<u>cínyèřaácòghìhùdòktò</u>	
mù	àcòghì <u>mìhùdòktò</u>	
ányị	ányịàcòghì <u>hùdòktò</u>	
íkèlènd'ụ	ányịàcòghì <u>íkèlènd'ụ</u>	'We don't want to greet Ndu.'
yá	òcòghì <u>íkèlènd'ụ</u>	
íshìjị	òcòghì <u>íshìjị</u>	'She doesn't want to cook chicken.'
mù	àcòghì <u>mìíshìjị</u>	

c) With íṅwé 'to have' (H)

Key Word	Pattern	
	èṅwéghì <u>muunèře</u>	'I don't have bananas.'
yá	òṅwéghì <u>uunèře</u>	
ányị	ányịèṅwéghì <u>uunèře</u>	
àkw'á	ányịèṅwéghì <u>akw'á</u>	
nd'ụ	nd'ụèṅwéghì <u>akw'á</u>	
úyọ	nd'ụèṅwéghì <u>uyọ</u>	'Ndu doesn't have a house.'
hã	èṅwéghìhù <u>uyọ</u>	
áẓụ	èṅwéghìhã <u>áẓụ</u>	'They don't have fish.'
pọsọ́ọ́fìs	èṅwéghìhãpọsọ́ọ́fìs	'They don't have [a] postoffice.'
ndị́ọ́lụ	ndị́ọ́lụèṅwéghì <u>pọsọ́ọ́fìs</u>	
ánụ	ndị́ọ́lụèṅwéghì <u>aanụ</u>	
ghị	ìṅwéghì <u>aanụ</u>	
mù	èṅwéghì <u>maanụ</u>	

d) With íwù 'to be' (H)

Key Word

Pattern

	<u>àwùghìmoonyoòwere</u>	'I'm not an Owerri person.'
yá	<u>òwùghoonyoowèrè</u>	
cínyèře	<u>cínyèřaáwùghoonyoòwere</u>	
h̃á	<u>àwùghìh̃àndoòwere</u>	'They are not Owerri people.'
àbá	<u>àwùghìh̃àndaába</u>	'They are not Aba people.'
ányị	<u>ányịawùghindaába</u>	
àmerìka	<u>ányịawùghindaàmerikà</u>	'We are not Americans.'
únù	<u>únuawùghindaàmerikà</u>	
mù	<u>àwùghimoonyaàmerikà</u>	
òwere	<u>àwùghimoonyoòwere</u>	

e) With ínò 'to be at'

Key Word

Pattern

	<u>ònòghùlúuyò</u>	'He's not at home.'
mù	<u>ànòghìmnúuyò</u>	
Njók'ù	<u>ñjók'ùanòghìlúuyò</u>	
lá-ahya	<u>ñjók'ùanòghìláahya</u>	'Njoku is not at market.'
ányị	<u>ányịanòghìláahya</u>	
h̃á	<u>ànòghìh̃anáahya</u>	
làskùul ¹	<u>ànòghìh̃anaskùul</u>	'They aren't at school.'
únù	<u>únuanòghìláskùul</u>	

únuanòghìláskuùl
ghì ìnòghìláskuùl

f) Questions with Negative answers:

Key Word	Question	Answer (following òdíghì or m ? m)
	ìmahỹq̄q̄c̄q̄r̄q̄	àmághìmhỹq̄q̄c̄q̄r̄q̄
ínwé	ìnwéřehỹq̄q̄c̄q̄r̄q̄	ènwéghìmhỹq̄q̄c̄q̄r̄q̄
únù	ùnunwéřehỹq̄q̄c̄q̄r̄q̄	ányienwéghìhỹq̄q̄c̄q̄r̄q̄
áǎù	ùnunwéřaaǎù	ányienwéghaaǎù
yá	ònwéřaaǎù	ònwéghaaǎù
íwù	òwúaaǎù	òwúghaaǎù
ónyòòwere	òwúonyòòwere	òwúghòonyòòwere
cínyèře	cínyèřeq̄wúonyòòwere	òwúghòonyòòwere
dóktò	cínyèřeq̄wúdóktò	òwúghùdóktò

Drill 8.2 Negatives of Verb Phrases with nà/là, gà and jè

1. Class (H) verbs:

a)

Key Word	Pattern	
	ànághìmeeríaaǎù	'I don't eat fish.'
ányì	ányìanàgheeríaaǎù	
íreákǎ'a	ányìanàgheeréákǎ'a	'We don't sell eggs.'
hǎ	ànághìhèeréákǎ'a	
yá	ònághèeréákǎ'a	
íg'úakwúkwo	ònághaag'úakwúkwo	'He doesn't read.'
nd'ù	nd'ùanàghaag'úakwúkwo	

íkúmiří	ńd'ùánàghaag'ùakwúkwo	
mù	ńd'ùánàgheekúmiří	'Ndu isn't fetching water.'
íriazù	ánághimeekúmiří	
	ánághimeeríazù	

b) Questions and Negative Answers:

Key Word

Pattern

	ùnuneeríazù	
hã	òdíghì ányíanàgheeríazù	
	ànañeeríazù	
	òdíghì ànághìñeeríazù	
ík'ùŋkwù	ànañhaak'ùŋkwù	'Are they about to tap wine?'
	òdíghì ànághìñhaak'ùŋkwù	
ghí	ìlaak'ùŋkwù	
	òdíghì ànághìmaak'ùŋkwù	
ìŋúmíří	ìlaaŋúmíří	'Are you drinking water?'
	òdíghì ànághìmaaŋúmíří	
cínyèře	cínyèřeqlaaŋúmíří	
	òdíghì ònághàaŋúmíří	
ìṣáakwà	cínyèře qlaašáakwà	
	òdíghì ònághàašáakwà	
únù	ùnunaaṣáakwà	
	òdíghì ányíanàghaaṣáakwà	
íriazù	ùnuneeríazù	
	òdíghì ányíanàgheeríazù	

a)

b) Questions and Negative Answers:

Hosted for free on livelingua.com

	ùnunaáyò'ìgbùrụ
	òdíghị ányaanàghaáyò'ìgbùrụ
yá	òlaáyò'ìgbùrụ
	òdíghị òhàghaáyò'ìgbùrụ
í'fù'ezhí	òlaáfù'èzhị
	òdíghị ònàghaáfù'èzhị
ghị	ìlaáfù'èzhị
	òdíghị ànàghịmaáfù'èzhị

Supplemental Vocabulary - The following words will occur from time to time in drills in subsequent units and may be learned at this point and used by the instructor in supplementing the published drills.

bèkéè	-	Caucasian
ṙwábèkéè	-	white man
dí	-	husband
íkpe	-	judgement, proper name (male)
ímù	-	to learn, to study
nnà	-	father
ókwa	-	talk, speech
cídì	-	'God is' - proper name (male)

Unit 9

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
òléé'ebínnòé'c1		òléé'-ebe-í-nò-é'c1
	-B-	
ánòmnáahya		
	-A-	
mme/mgbe/mà		
íháfù		(H + L - compound verb)
òléémíí'jìháfù		òléé'-mme-í-jì-háfù
	-B-	
élekere		
áháfùrumlé'elekeraá'ṭo		á-háfùrụ-m-lá-elekere-á'ṭo
	-A-	
òlééh'ĩ'ímègheláahya		òléé'-h'ĩe-í-mèghe-lá-ahya
	-B-	
ázùgham'nh'ĩe		á-zùgha-m-nh'ĩe
	-A-	
òlééh'ĩ'í'zùrụ		òléé'-h'ĩe-í-zùrụ
	-B-	
ákwụkwọ'fí		ákwụkwọ-fí
tómátò		

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-A-
Ole ebe 1 nq ec1?	Where were you yesterday?
	-B-
Anq m n'ahia.	I was at the market.
	-A-
mgbe	time
ihafu	to leave, to depart, to desert
Ole mgbe 1 j1 hafu?	When did you leave? ('What time you use and leave?')
	-B-
elekere	hour (of the clock)
Ahafuru m n'elekere atq.	I left at three o'clock.
	-A-
Ole ihe 1 meghe n'ahia?	What were you doing in market?
	-B-
Azugha m ihe.	I was buying things.
	-A-
Ole ihe 1 zuru?	What did you buy?
	-B-
akwukwq nri	vegetables (leafy)
tomato	tomatoes

élìlì
 ázùrùmaákwùkwòfí
 làáǹzù làány làtomátò
 lèélìlì

-A-

ịkpù
 ọb'ỹǎǎ
 ịlaakpùob'ỹǎǎ

ị-la-akpù-ob'ỹǎǎ

-B-

ọgọ
 -duo
 ịbyàduo
 ée ndọọgọmbyàduo

(adverbial suffix for
 incipient action)

(HL) ịbyà-duo

-A-

íkèle
 ọdìmmá kèlénìhámǎhábaya

(L)
 kèlénì-ǎǎ-mme-ǎǎ-bya

Note 9.1 The Imperative

The Igbo verb occurs in a number of forms characterized by a high-toned vowel suffix, harmonically determined as follows:

After:

The Vowel is:

1 e
 ị a
 u o
 ụ ọ

e
 a
 o
 ọ

elili	melon, melon seeds
Azuru m akwukwọ nri, na	I bought vegetables, fish,
azu, na anu, na tomato,	meat, tomatoes and melons.
na elili.	

-A-

ikpu	to entertain
obia	guest
Ila akpu obia?	Are you entertaining guests?

-B-

ogọ	relative in law
-duo	-to be about to ---

ibiaduo	to be coming
E, ndi ogom biaduo.	Yes, my in-laws are coming.

-A-

ikele	to greet
Ọ dī nma, keleni ha ma	Fine. Greet them (for me)
ha bia.	when they come.

This suffix occurred in the perfect forms introduced as greetings in units 1 - 3. It occurs also as a suffix to the imperative form as in the sentence:

j'òót'uqma (j'èé-ot'u-qma) 'Goodbye'

Verbs in the imperative have the root tone characteristic of the RA form - low for classes (HL) and (L) and high for class (H) - followed by the high tone suffix. Examples:

(H)	t'ée	'Wake up!'
	rie	'Eat!'
	ree	'Sell!'
	k'úq	'Tap (wine)!'
	kúo	'Dip up!'
	śáǎ	'Wash!'
	ṇúq̣	'Drink!'
	rúq̣	'Work!'
	g'úq	'Read!'
	ṇwée	'Have!'
(HL)	cq̣q̣	'Search!'
	j'ée	'Go!'
	dée	'Write!'
	zúq̣	'Buy!'
	shíé	'Cook!'
	mée	'Do!'
(L)	fúq̣	'Go out!'
	kq̣q̣	'Cultivate!'
	vúq̣	'Did out!'
	yq̣q̣	'Sift!'
	záǎ	'Sweep!'

Verb stems which consist of root plus adverbial suffix do not exhibit the vowel suffix. Instead the adverbial suffix itself occurs with high tone:

fùt'éezhí	(fùt'á + èzhí)	'Come outside!'
z'ìr'umuunèře	(z'ùr'ú + m'ú + unèře)	'Buy bananas for me.'

Certain verbs do not accept the vowel suffix.¹ (HL) and (L) verbs of this group occur in the imperative as root alone with low root tone before high tone initial nouns (Class I or III) and with high root tone when not followed by a noun or when followed by a noun with initial low tone (Class II or IV):

h̃ùdòktò	'See the doctor!'	
h̃ùnjòkù	'See Njòkù!'	(h̃ù + ñjòkù)
h̃ùnd'ù	'See Ndu!'	
yùúyò	'Return to the house!'	(yò-úyò)
yòàla	'Come down!'	
gá!	'Go!'	
gàáhyà	'Go to market!'	

Certain verbs occur either with or without the suffix - the form without the suffix being a more abrupt imperative:

byá byá	'Come! Come!'
byáá	'Come (please)!'
gàáhyà	'Go to market!'
gàáahyà	'Go to market (please)!'

With a consonant-initial object the second form is preferred:

byáàngáà	'Come here!'

¹Verbs of this group which have occurred to date are: ìnù 'to hear', ìh̃ù 'to see', ìdì 'to be', ìyò 'to return', ìnyè 'to give', ìjì 'to hold', ìlà/ìná (auxiliary for present action).

Others in this group include:

ìgwà	'to tell' (HL)	ìkà	'to surpass' (H)
ìkwe	'to agree, to approve' (HL)	ìzà	'to answer' (H)

Another verb of this type is ìb'á 'to go in' (L) :

b'éezhɪ 'Enter the yard.' (b'á-ézhɪ)

b'áàṅgáà 'Go in here!'

b'úúyò 'Go in the house!' (b'á-úyò)

(H) verbs of the type which do not accept the vowel suffix occur with high root tone with all objects:

zám 'Answer me!'

zánjókù 'Answer Njókù!' (zá + ñjókù)

If the imperative is addressed to more than one person the suffix form, -nì/-nì, of the second person plural pronoun, únù, occurs suffixed to the imperative. As this form is low in tone all imperatives are high-toned before it:

(H) ríenìfí '(You plural) eat!'

(HL) shiènífí '(You plural) cook food!'

(L) fùṣnèezhí '(You plural) go outside!'

Verbs without vowel suffix:

(H) nyénicéènj '(You plural) give change!'

(HL) byánìngáà '(You plural) come here!'

(L) b'ánùúyò '(You plural) go in the house!'

With Adverbial suffixes:

fùṣánèezhí '(You plural) come outside!'

kèlénihá '(You plural) greet them!'

(Contrast: kèlénihá 'Greet them then!')

Drill 9.1 The imperative:

Key Word		Pattern
	shìéřì	'Cook food!'
íkẁ̀	kwùqřì	'Pay food (not money).'
íri	ríeřì	'Eat!'
édè	ríeedè	'Eat coco yams!'
àkẁ́'á	ríeákẁ́'a	'Eat eggs!'
íg'ù	g'ùáákẁ́'a	'Count eggs!'
ńkẁ	g'ùqńkẁ	'Count palms!'
írè	réeńkẁ	'Sell palms!'
mmĩĩ	réeemmĩĩ	'Sell wine!'
ìgb̀r̀r̀	réììgb̀r̀r̀	'Sell cassava!'
íjì	jììgb̀r̀r̀	'Use cassava!'
ìv̀	v̀ììgb̀r̀r̀	'Dig up cassava!'
ìỳ	ỳììgb̀r̀r̀	'Sift cassava!'
ìz̀r̀r̀	z̀r̀r̀ììgb̀r̀r̀	'Purchase cassava!'
ànnq̣	z̀r̀r̀ùànnq̣	'Purchase four!'
ìshìì	z̀r̀r̀íìshìì	'Buy six!'
ótù	z̀r̀r̀óótù	'Buy one!'
únèře	z̀r̀r̀úúnèře	'Buy bananas!'
àbá	z̀r̀r̀áábá	'[Go] buy Aba [if you're all that rich]!'
ìnq̣řq̣	nq̣řáábá	'Stay at Aba!'
ámérikà	nq̣řááamerikà	'Stay in America!'

Note 9.2 Environment 2 of nouns:

A noun following suffixed forms of the verb is in environment 2 (see Note 7.1). In this environment, first object position following forms of the verb requiring the vowel suffix where possible, nouns have the same tone patterns as in environment 4 (modifier).

Class I nouns have their second tone pattern -

high mid (') gǎ́h̄yá 'Go to market!'

Class II nouns have their second tone pattern -

mid high (' ') fùt̄éézh̄l 'Come outside!'

Class III nouns have their first tone pattern -

high low (' ') zǎ́uuyò 'Sweep the house!'

Class IV nouns have their first tone pattern -

low low (' ') yǒ́àlā 'Come down!'

Note 9.3 The Subsequential Form of the Verb

ík̄w̄sh̄r̄l̄en̄h̄ȳé 'to stop and eat something'

The underlined suffixed verb form, the subsequential form, occurs when the verb in question devotes the second or a subsequent action in a series performed by the same actor. The form consists of the verb root with the tone of the verb's infinitive (high for (H) and (HL) verbs, low for (L) verbs) plus the high-toned vowel suffix. Thus this form is identical with the imperative of (H) and (L) verbs but different in tone with (HL) verbs. For (HL) verbs the following examples illustrate the contrast:

Imperative		Subsequential	
cǒ́ǒ	'Search!'	----cǒ́ǒ	'--and look for'
zǔ́ǒ	'Buy!'	----zǔ́ǒ	'--and buy'

Verbs which do not accept the vowel suffix or have it alternatively in the imperative do not have the vowel suffix here and have the root tone of the infinitive:

(HL)	hùdòktò	'See the doctor!'	--hùdòktò	'--and see the doctor'
	byààngáà	'Come here!'	--byààngáà	'--and come here'

The subsequential form is itself timeless - taking its time from the preceding finite verb:

óbyàra	hùdòktò	'He came and saw the doctor.'
ógìíbyà	hùdòktò	'He's going to come and see the doctor.'

The subsequential form does not occur following the 'progressive' with -gha/-ghe.

Examples of the use of the Subsequential Form:

Class (H) -

ónòdùrùqòmíř	'He stayed and drank water.'
ányìgìínnòdùrùqòmíř	'We are going to stay and drink palm wine.'
ágàhìífùkúomíř	'They are going to go out and fetch water.'

Class (HL) -

ógàrazúqahyá	'He went and made purchases.'
ábyàrahùdòktò	'Someone came and saw the doctor.'
óhùrùdòktòdímma	'He saw the doctor and got well.'
óbyàrahùnjòkù	'He came and saw Njoku.'

Class (L) -

cínyèřegìíbyàkèláány	'Cinyere is going to come and greet us.'

Polysyllabic Verbs -

nd'ùt'éréfùtá	'Ndu got up and came out.'
ógìígaahyazurhỹé	'She is going to go to market and buy things.'

Examples which have occurred in dialogues to date:

ànyìnwefiík'eḵkwùshiriehỹé	'Could we stop and eat something?'
òléèmmiíjìháfù	'What time did you (use and) leave?'

Drill 9.2 The Subsequential Form

Key Word

Pattern

	ót'èrezurhỹé	'He woke up and bought something.'
ḵkwù	ót'èrezurḵkwù	'He woke up and bought palms.'
ík'ù	ót'èrekḵḵkwù	'He woke up and tapped palm wine.'
ḵwám	ḵwám t'èrekḵḵkwù	'My child woke up and tapped wine.'
nd'ù	nd'ùt'èrekḵḵkwù	'Ndu woke up and tapped wine.'
íshì	nd'ùt'éreshienḵkwù	'Ndu woke up and cooked palm fruit.'
àkṽ'á	nd'ùt'éreshieákṽ'a	'Ndu woke up and cooked eggs.'
ányì	ányìt'éreshiaákṽ'a	'We woke up and cooked eggs.'
írì	ányìt'éreriaákṽ'a	'We woke up and ate eggs.'
ílá	ányìlararíaaákṽ'a	'We went home and ate eggs.'
íré	ányìlararéaaákṽ'a	'We went home and sold eggs.'

	<u>ányì</u> lararéaakw'a	
há	álàra ^h aréa <u>akw'</u> a	'They went home and sold eggs.'
ří	álàra ^h aré <u>erí</u>	'They went home and sold food.'
èzhí	álàra ^h aré <u>èzhì</u>	'They went home and sold [their] home- stead.'
íbyà	ábyàra ^h aré <u>èzhì</u>	'They came [home] and sold [their] home- stead.'
ízá	ábyàra ^h azá <u>èzhì</u>	'They came [home] and swept [their] compound.'
ényì	ényìbyarazá <u>èzhì</u>	'[My] friend came and swept [the] compound.'
ínò	ényìnořqzá <u>èzhì</u>	'[My] friend stayed and swept the compound.'
íg'ù	ényìnořqg'ú <u>èzhì</u>	'[My] friend stayed and counted the home- steads.'
ég'ò	ényìnořqg'ú <u>eg'ò</u>	'[My] friend stayed and counted the money.'
íyò	ényìyorořqg'ú <u>eg'ò</u>	'[My] friend returned and counted the money.'
mú	áyòromg'ú <u>eg'ò</u>	'I returned and counted the money.'
íkwù	áyòromkw'ú <u>eg'ò</u>	'I returned and paid the money.'
ífùta	áfùtar <u>amkw'úeg'ò</u>	'I came out and paid the money.'
ínòdù	ánòdùr <u>umkw'úeg'ò</u>	'I sat down and paid the money.'

Note 9.4 Second clauses with the same subject with the auxiliary lā/nā:

ólàagáahyá láàzúaẓù 'He goes to market and buys fish.'

In this example the auxiliary verb ílá/íná (HL) occurs in the first clause in its simple form with low tone, and in the second in its subsequential form (it does not accept a vowel suffix) with high tone. The verbal noun, here àzù, does not have the characteristic tone of environment 2 but rather tone pattern 1 (``) after this auxiliary.

Drill 9.3 ílá in both clauses; jè in first clause lā/nā in the second

Key Word		Pattern
	ílàagáahyá láàzúaẓù	'You go to market and buy fish.'
yá	ólàagáahyá láàzúaẓù	
íjè	ójàagáahyá láàzúaẓù ¹	'He goes to market and buys fish.'
ányị	ányịjaagáahyá láàzúaẓù ¹	
òwere	ányịjaagóòwere láàzúaẓù ¹	
ízùtagàrí	ányịjaagóòwere láàzùtagàrí ¹	'We go to Owerri and purchase garí.'
nḥyè	ányịjaagóòwere láàzùtanhyè ¹	'We go to Owerri and buy things.'
íbyá	ányịjaabyóòwere láàzùtanhyè	'We come to Owerri and buy things.'
là	ányịnaabyóòwere láàzùtanhyè	'We come to Owerri and buy things.'

¹Note that lā-/ná- normally occurs in the second clause after first clauses with jè as well as those with ílá.

ĩhũ̀nnem	ányĩ̀naabyóòwere láàzũ̀tanhyé ányĩ̀naabyóòwere láàhũ̀nnem	'We come to Owerri and see my mother.'
ṅwánnemṅwaànyĩ̀	ṅwánnemṅwaànyĩ̀naabyóòwere láàhũ̀nnem	'My sister comes to Owerri and sees my mother.'
àbá	ṅwánnemṅwaànyĩ̀naabyáába láàhũ̀nnem	
íréakw̃'a	ṅwánnemṅwaànyĩ̀naabyáába léèráákw̃'a	'My sister comes to Aba and sells eggs.'
ṅwíỹéya	ṅwíỹéyanaàabyáába léèráákw̃'a	'His wife comes to Aba and sells eggs.'
ĩ̀nònúuyò	ṅwíỹéyanaàánònúuyò léèráákw̃'a	'His wife stays at home and sells eggs.'
ízèezhĩ	ṅwíỹéyanaàánònúuyò láazéèzhĩ	'His wife stays at home and sweeps the yard.'
há	ánàh̃aàánònúuyò láazéèzhĩ	'They stay home and sweep the yard.'
íjímířĩ	ánàh̃eejímířĩ láazéèzhĩ	'They use water and [to] sweep the yard.'
íshíofe	ánàh̃eejímířĩ léèshíofé	'They use water and [to] cook soup.'
ánuòkukò	ánàh̃eejíanuòkukò léèshíofé	'They use chicken meat and [to] cook soup.'

Note 9.5 Second clauses with suffix -gha/-ghe 'progressive' or 'iterative' form:

ógàghaáhya àzúghaažù 'He is going (over and over)
to market and buying fish.'

In this example the second clause contains the verbal noun with suffix -gha. This form occurs instead of the subsequential form after first clauses with the 'progressive' or 'iterative' form.

Drill 9.4 Progressive - Iterative forms in both clauses

Key Word		Pattern
	ógàghaáhya <u>àzúghaažù</u>	'He is going to market [and] buying fish.'
íwèta	ógàghaáhya <u>éwètághaažù</u>	'He is going to market [and] bringing [back] fish.'
íyí	ógàghííyí <u>éwètághaažù</u>	'He is going to [the] river [and] bringing [back] fish.'
íkùtēmíří	ógàghííyí <u>èkùtēghemíří</u>	'He is going to [the] river [and] fetching water.'
ányị	ányịgaghííyí <u>èkùtēghemíří</u>	'We are going to [the] river [and] fetching water.'
írúq̣ṛy	ányịgaghííyí <u>àrúghoq̣ṛy</u>	'We are going to [the] river [and] working.'
íkóteekpèné	ányịgaghííyí <u>kóteekpèné</u> <u>àrúghoq̣ṛy</u>	'We are going to Ikot Ekpene [and] working.'
ínò	ányìnoghííyí <u>kóteekpèné</u> <u>àrúghoq̣ṛy</u>	'We are staying in Ikot Ekpene [and] working.'
ícó	ányìnoghííyí <u>kóteekpèné</u> <u>àcoghq̣ṛy</u>	'We are staying in Ikot Ekpene [and] cooking for work.'

	<u>ányìnoghíí kóteekpèné</u> àcòghoǝrũ'	
léygòs(í) [Lagos]	<u>ányìnoghaleýgòs</u> àcòghoǝrũ'	'We are staying in Lagos [and] looking for work.'
ndaába	ndaábanòghaleýgòs àcòghoǝrũ'	'The Aba people are staying in Lagos looking for work.'
íbyá	ndaábabyàghaleýgòs <u>àcòghoǝrũ'</u>	'The Aba people are coming to Lagos [and] looking for work.'
ízùahya	ndaábabyàghaleýgòs àzùghaahyá	'The Aba people are coming to Lagos [and] shopping.'
írù	ndaábarùgheléýgòs àzùghaahyá	'The Aba people are getting to Lagos [and] shopping.'
yá	órùgheléýgòs <u>àzùghaahyá</u>	'He is getting to Lagos [and] shopping.'
ícòeg'ò	<u>órùgheléýgòs</u> àcòghee'gò	'He is getting to Lagos [and] needing money.'
mú	érùghemléýgòs àcògheeg'ò	'I'm arriving in Lagos [and] needing money.'
ígá	ágàghamléýgòs <u>àcògheeg'ò</u>	'I'm going to Lagos [and] looking for money.'
ímùákwùkwò	ágàghamléýgòs ámùgháakwùkwò	'I'm going to Lagos [and] studying.'
skuùl	ágàghamskuùl ámùgháakwùkwò	'I'm going to school and studying.'
há	ágàghahaskuùl ámùgháakwùkwò	'They're going to school [and] studying.'

Note 9.6 íjì 'to use' as an indicator of means

Note the sentence:

òléèmmìíjìháfù 'When did you leave?' (What time did you use and leave?)

The verb íjì (HL) is employed widely as an indicator of means or instrument employed to perform an action. It is followed by the subsequential form of the verb (see note 9.1) with a recent past time meaning:

òlóót'uíjìgá 'How (what manner) did you (use and) go?'

òlééhýííjìméeyá 'What did you use to make ('and made') it?'

This verb also occurs as auxiliary followed by the verbal noun - in this respect parallel to nà and jé - the time being imminent future:

òlóót'uíjìázàézhì 'What means are you going to employ to sweep the compound?'

The verbal noun inflected with high toned suffix -ghá/-ghé occurs after auxiliary íjì with an immediate present significance:

òlóót'uíjìázàghéézhì 'How are you sweeping the compound?'

Drill 9.5 íjì with subsequential verb forms:

Key Word

Pattern

	ójìákadeaakwúkwo	'He wrote books by hand.'
ànnó	ójìákadeaánnó	'He wrote four by hand.'
ívvù	ójìákavvúáánnó	'He dug out four by hand.'
ákíyá	ójìákíyávúáánnó	'He dug out four by himself.'
ízzù	ójìákíyázvúáánnó	'He bought four by himself.'

	ójiákíyázúáánnq	
únèře	ójiákíyázúuunèře	'He bought bananas himself.'
ík'íyá	ójiík'íyázúuunèře	'He bought bananas on his own authority.'
ányì	ányìjìík'aányìzúuunèře	'We bought bananas on our own.'
ìzúrú	ányìjìík'aányìzúruunèře	'We purchased bananas on our own.'
ífùtà	ányìjìík'aányìfùtà	'We came out of our own accord.'
ànyáàsú	ányìjìianyáàsúfùtà	'We came out by night.'
únù	únùjìianyáàsúfùtà	'You (pl.) came out by night.'
ík'e	únùjìík'efùtà	'You (pl.) came out forcibly.'
ìbyá	únùjìík'ebya	'You (pl.) came forcibly.'
jìrì	únùjìrìík'ebya	'You (pl.) came forcibly.'
ìyò	únùjìrìík'eyò	'You (pl.) returned forcibly.'
hã	éjìrìhìík'eyò	'They returned forcibly.'
ífù	éjìrìhìík'efùò	'They went out forcibly.'
ák'ùk'ù	éjìrìhãák'ùk'ùfùò	'They went out sideways.'
ghí	íjìraák'ùk'ùfùò	'You went out sideways.'
ìnòdù	íjìraák'ùk'ùnòdù	'You sat down sideways.'

	<u>íjira</u> ák'ùk'ùnòdú	
édè	íjireédèndú	'You sat on coco yams.'
gàíjì	ígiíjiedèndú	'You're going to sit on coco yams.'
ányị	ányịgiíjiedèndú	'We're going to sit on coco yams.'
ílà	ányịgiíjiedèláa	'We're going to take coco yams and return home.'
ṇwám	ṇwámgiíjiedèláa	'My child is going to take coco yams home.' (go home by means of coco yams)

Drill 9.6 íjì with verbal nouns:

Key Word	Pattern	
	<u>óji</u> ég'ò àzúìgburú	'He'll use money (and) [to] buy cassava.'
ógiíjì	ógiíjieg'ò àzúìgburú	'He's going to use money to buy cassava.'
únèře	ógiíjieg'ò àzúunèře	
ányị	ányịgiíjieg'ò àzúunèře	
p'énàannó	ányịgiíjíp'enàannó	
	àzúunèře	
ótùédè	ányịgiíjíp'enàannó	
	àzúotùédè	
ghí	ígiíjíp'enàannó àzúotùédè	
dóktò	dóktògújíp'enàannó	
	àzúotùédè	

	dòktògújíp 'enàannó <u>àzútùédè</u>	
ńíenyaàsù	dòktògííjíp 'enàannó <u>àzúńíenyaàsù</u>	'The doctor is going to use four pence (ana) [to] buy supper.'
ńdaába	ńdaábagííjíp 'enàannó <u>àzúńíenyaàsù</u>	
lèèjì	ńdaábalèèjíp 'enàannó <u>àzúńíenyaàsù</u>	'Aba folks buy supper supper for four pence.'
há	ánàhèejíp 'enàannó <u>àzúńíenyaàsù</u>	
írì	ánàhèejíp 'enàannó <u>èríńíenyaàsù</u>	
ìvùńkwù	ánàhèejíp 'enàannó <u>ávùńkwù</u>	'They charge four pence (ana) [to] uproot the palm tree.'
ìkpùòb'yàa	ánàhèejíp 'enàannó <u>àkpùòb'yàa</u>	'They spend (only) four pence to entertain guests.'
mù	ánàmèejíp 'enàannó <u>àkpùòb'yàa</u>	'It costs me (only) four pence to entertain [the] guests.'
éjìm	éjìmp 'enàannó <u>àkpùòb'yàa</u>	'It cost me (only) four pence to entertain [the] guests.'
ìzúkèè	éjìmp 'enàannó <u>àzúkèè</u>	'I'll buy this for four pence.'
ányì	ányìjíp 'enàannó <u>àzúkèè</u>	'We'll buy this for four pence.'

	ányị́jị́p'énàannọ́	
	<u>àzúkèè</u>	
íluúyò	ányị́jị́p'énàannọ́	'It costs us four
	àluúyò	pence to go home.'
ík'e	ányị́jị́ík'e <u>àluúyò</u>	'We're going home
		by force.'
ínònúyọ́	ányị́jị́ík'e ánònúyọ́	'We'll stay in [our]
		house by force.'
		(resist eviction)

Note 9.7 The RA adverbial suffix in suffixed verb forms.

In the preceding notes it was noted that adverbial suffixes commonly replace the vowel suffix on such forms as the sequential. The RA adverbial suffix is no exception:

ógàràáhyazurũnhẽ' 'He went to market and bought (for
himself) something.'

But when the RA adverbial suffix has a pronoun or noun 'object' - the person other than the subject for the benefit of whom the action was performed, the RA suffix follows the normal vowel suffix:

ógàràáhyazuõrũnhẽ 'He went to market and bought me
something.'

PronunciationStructure

-A-

pósòǒfìs(ɿ)¹
 ényìm̀wòok'ò òléé'ebe-
 posòǒfìsɿdì

ényì-m-wa-ok'ò òléé'-ebe-
 posòǒfìsɿ-dì

-B-

íme
 líime
 ǒdìlíimaahyá

lá + ime
 ǒ-dì-lá-ime-ahyá

-A-

òléé'baahyadì

òléé'-ebe-ahya-dì

-B-

láak'ùk'ù
 úyàákwùkwò/skùùl(u)¹
 gòq̣m̀ènt/gòq̣m̀èntɿ¹
 ǒdìláak'ùk'ùúyàákwùkwò-
 gòq̣m̀ènt

lá-ak'ùk'ù
 úyò-ákwùkwò
 ǒ-dì-lá-ak'ùk'ù-u-yò-
 ákwùkwò-gòq̣m̀ènt

-A-

bík'ò
 íwe
 íwè, íwííwe
 -le/-la/-ne/-na
 éwélííwe
 bík'è ↑ éwélííwe

(HL) íwè-íwe
 (negative imperative suffix)
 éwéle-íwe
 bík'ò ↑ ewéle-íwe

Basic Sentences

<u>Spelling</u>	<u>English</u>
-A-	
postoffice	postoffice
Enyi m nwaoke, ole ebe postoffice di?	My friend (male), where is the postoffice?
-B-	
ime	(the) inside
n'ime	inside (of)
Q di n'ime ahia.	It is inside the market.
-A-	
Ole ebe ahia di?	Where is the market?
-B-	
n'akuku	beside
ulq akwukwq, school government	school government
Q di n'akuku ulq akwukwq government.	It's beside the government school.
-A-	
biko	please
iwe	anger
iwe	to be angry
eweie iwe	don't be angry
Biko eweie iwe.	Excuse me. ('Please don't be angry.')

àmághĩmkwanĩ ébuuyà-
ákwụkwọgọqpmèntĩdĩ

à-mághĩ-m-kwa-nĩ ébe-uyò-
ákwụkwọ-gọqpmèntĩ-dĩ

-B-

ó-dì-ghĩ-lí-ĩhũ

ó-dì-ghĩ-lá-ĩhu

ĩhũ-ĩhũ

ĩhũ-ĩhũ

í-fè

(L)

ĩ-gá-fè

ĩ-gá-fè

gá-fèé

(imperative)

óshĩshĩ

úkwu

(adjective)

j'èí-ĩhũ-ĩhũ gá-fèé-óshĩshĩ-

j'èé-ĩhũ-ĩhũ gá-fèé-

ukwuà

oshĩshĩ-ukwu-a

áka

ìkpa

ák-ìkpa

áka-ìkpa

ó-dì-ghĩ-lá-ák-ìkpa

ó-dì-ghĩ-lá-aka-ìkpa

-A-

í-méene

-B-

é-kè-le-lém gá-wán-

¹English words which are consonant final occur in Igbo with an 'extra' vowel before a following word but without the vowel when the word is followed by juncture.

Amagh1 m kwani ebe ulq
government di.

I also don't know where the
(place of the) government
school is.

-B-

Q di g1 n'ihu.

It is in front of you.

ihu ihu

straight ahead

ife

to pass

igafe

to go past

pass!

osis1

tree, plant

ukwu

large, big

Jee ihuihu. Gafee os1s1
ukwua.

Go straight ahead. Pass this
big tree.

aka

hand

1kpa

left

aka 1kpa

left hand

Q di g1 n'aka 1kpa.

It's on your left (hand).

-A-

Imeene.

Thank you. (You have done.)

-B-

Ekelelem. Gawani.

You're welcome. ('Don't
greet me.')

Note the sentences:

ékèlelem 'Don't thank me.'

á'gálaahya 'Don't go to market.'

áǵáleezhiyá 'Don't go to his compound.'

únaagálaahya 'Don't you (pl.) go to market.'

̀njòkù ↑ ágàlaahya 'Njoku, don't go to market.'

¹The tone of the suffix is normally the same as that of the verb root as in these examples. Before a Class IV noun, however, the suffix may occur with low tone regardless of the tone of the verb root:

anunàsɨgaréet 'Don't smoke cigarettes.'

followed (gliding up to) a high tone. This juncture is marked /↑/. Some speakers may make a noticeable pause - here indicated by space.

When the negative imperative is not followed by any 'object' it occurs, like the positive imperative, with low tone regardless of verb class.

ágàla 'Don't go!'

bík'ò 'please' occurs with negative imperatives either before or after the imperative utterance. In the plural of the form after the imperative, which is bík'òni, we see the short form of únù 'you (plural)' as object - the form ni.

Drill 10.1 Negative Imperative

a)

Key Word	Pattern	
	bík'èewèlìwe	'Please don't be angry.'
únù	bík'ùune ↑ éwèlìwe	
ṛwànnem	bík'òṛwànnem ↑ éwèlìwe	
ìgàahya	bík'òṛwànnem ↑ ágàlaahya	
ṇjók'ù	bík'òṇjók'ù ↑ ágàlaahya	
ényim	bík'èenyim ↑ ágàlaahya	
írìrì	bík'èenyim ↑ éréleṛì	
ìṇṇmmì	bík'èenyim ↑ áṇṇnammì	
sìgaréèt	bík'èenyim ↑ áṇṇnasìgaréèt	
ámaakò	bík'áamaakò ↑ áṇṇnasìgaréèt	
áṇwùṛṛ	bík'áamaakò ↑ áṇṇnaaṇwùṛṛ	
ìkòédè	bík'áamaakò ↑ ákòléédè	
únù	bík'ùuna ↑ ákòléédè	

b)

Key Word

Pattern

	únaakòleédè bík'òní	'Don't (you (pl.)) plant coco yams. Please (you).
ìvù	únaavùleédè bík'òní	
ìgbúrụ	únaavùlìgbúrụ bík'òní	
ìzù	únaazùlìgburụ bík'òní	
épe	únaazùleepe bík'òní	
(ghí)	ázùleepe bík'ò	
ìkwùeg'ò	ákwùleeg'ò bík'ò	
ìlùyyò	áláluyyò bík'ò	
ìfùezhí	áfùleezhí bík'ò	
ìzùraakw'á	ázùrulaakw'á bík'ò	
ìnòdụngáà	ánòdulangáà bík'ò	
ìg'ùakwùkwò	ág'ùlaakwùkwò bík'ò	

Note 10.2 The 'Perfect' Form

In previous units the perfect form of the verb was introduced in questions used as greetings with the second person singular and plural pronouns.

It was noted (in Note 2.1) that this form has the vowel suffix /-e/-o/-a/-o/ (which has been noted also in the imperative and subsequential forms of all but a few common verbs) and also a suffix /-le/-la/-ne/-na/ like that of the negative imperative. The vowel prefix /e-/a-/ occurs everywhere except where there is a pronoun prefix.

For the verb ícò' (HL) 'to want, to seek' the perfect forms are thus:

ácòqlam ¹	'I have looked for ----.'
ícòqla	'You (sg.) have looked for ----.'
òcòqla	'He/she/it has looked for ----.'
ányìacòqla	'We have looked for ----.'
únùacòqla	'You (pl.) have looked for ----.'
ácòqla ¹	'They have looked for ----.'
ácòqla	'One has looked for ----.'
nd'ùacòqla	'Ndu has looked for ----.'

Compare with the perfect forms, the negative imperative form:

ácòqlam 'Don't look for me.'

It is clear that the perfect form differs from the negative imperative primarily in that it occurs with all persons as subject and incorporates the vowel suffix (in this case /-ò/).

With those verbs which do not accept the vowel suffix and those with adverbial suffixes this distinction disappears so that

áhùnàdòktò

is both: 'Don't see the doctor.' and 'One has seen the doctor (i.e. The doctor has been consulted)'. This equivalence is only true of the impersonal since in the second person the forms are:

ìhùnàdòktò 'You (sg.) have seen the doctor.'
 únàáhùnàdòktò 'You (pl.) have seen the doctor.'

¹Note that the 1st person singular pronoun suffix /-m(u)/ occurs following suffixed forms of a verb with the mid tone characteristic of monosyllabic noun and pronoun objects in environment 2 but that /-hà/ occurs with low tone as in other 'subject' uses and not with the mid tone of object pronouns in environment 2. Compare: zùim 'sell to me', nyém 'give me', zuihà 'sell to them', nyehà 'give them'.

which contrast with the negative imperatives:

áh̃̀nádòktò	'Don't see the doctor.'
únaah̃̀nádòktò	'Don't you (pl.) see the doctor.'

There is a less obvious difference between these forms in that the negative imperative, never having a vowel suffix, belongs to the set of verb forms constituting environment 1 for following noun objects:

ágálaahya	'Don't go to market.'
ágáleezhiyá	'Don't go to his compound.'

while the perfect, having with most verbs a vowel suffix, belongs to the set constituting environment 2.

ágálaahyá	'One has gone to market.'
ágáleezhiyá	'One has gone to his compound.'

Note that the tone pattern on the verb root itself in the perfect form is mid (following a high tone pronoun prefix) for (H) and (HL) verbs and low for (L) verbs - the same tone pattern as the - infinitive (etc.) -

(H)

án̄̀ùònam̄̀m̄̀t̄̀	'I have drunk wine.'
í̄̀n̄̀ùònam̄̀m̄̀t̄̀ ¹	'You (sg.) have drunk wine.'
ó̄̀n̄̀ùònam̄̀m̄̀t̄̀	'He (etc.) has drunk wine.'
ányà̄̀n̄̀ùònam̄̀m̄̀t̄̀	'We have drunk wine.'
ún̄̀ùònam̄̀m̄̀t̄̀	'You (pl.) have drunk wine.'
án̄̀ùònañ̄̀h̄̀m̄̀t̄̀	'They have drunk wine.'
án̄̀ùònam̄̀m̄̀t̄̀	'Wine has been drunk.'
ámaakó̄̀n̄̀ùònam̄̀m̄̀t̄̀	'Amako has drunk wine.'

¹Remember that m̄̀m̄̀t̄̀ is irregular having (´´) tone in environments 2 and 4.

(L)

ákòólam̩jɪ	'I have planted yams.'
íkòólaɟì	'You (sg.) have planted yams.'
ókòólaɟì	'He (etc.) has planted yams.'
ányàákòólaɟì	'We have planted yams.'
únàákòólaɟì	'You (pl.) have planted yams.'
ákòólañhàɟì	'They have planted yams.'
ákòólaɟì	'Yams have been planted.'
ñjókùakòólaɟì	'Njoku has planted yams.'

Drill 10.2 The perfect form

Useful Word:

úřa	sleep

Key Word

Pattern

	<u>ágálam̩jɪñh̩dòktò</u>	'I've been to consult the doctor.'
únù	únùagálm̩jɪñh̩dòktò	
cínyèře	cínyèře <u>agálm̩jɪñh̩dòktò</u>	
íj'ílcèécìce	<u>cínyèřeej'ée</u> lɪlcèécìce	'Cinyere has gone to think it over.'
h̩á	<u>éj'ée</u> leñh̩lɪlcèécìce	
ńwan̩neñh̩a	ńwan̩neñh̩ <u>eej'ée</u> lɪlcèécìce	
írían̩y	<u>ńwan̩neñh̩eeri</u> elaan̩y	'Their relatives have eaten meat.'
ńdòqb'ỹàa	ńdòqb'ỹà <u>eerí</u> elaan̩y	
íbyád̩y	ńdòqb'ỹà <u>abyá</u> d̩y	'The guests have arrived.'
ígád̩yenugw̩'ù	<u>ńdòqb'ỹàagád̩y</u> leenugw̩'ù	'The guests have gone to Enugu.'

	<u>ndoo</u> b'fàagádụleenugw'ụ	
cídì	cídiagádụleenugw'ụ	
íg'ụakwụkwom'	<u>cídi</u> ag'ụọlaakwụkwom'	'Cidi has read my letter.'
nném	nnémag'ụọlaakwụkwom'	
ít'eufá	<u>nném</u> et'eelụfá	'My mother has awakened from sleep.'
yá	ót'eelụfá	
ányị	ányieet'eelụfá	
njók'ụ	njók'ụet'eelụfá	
íkwụeg'ó	njók'ụakwụleeg'ó	'Njoku has paid.'
únù	únàakwụleeg'ó	

Review Drills

R.D. 10.1 Substitution - Transformation Drill - Affirmative - to negative with /-ghɪ/-ghɪ/:

Key Word	Affirmative Pattern	Negative Pattern	
	òmaà <u>akwukwò</u>	òmághaàkwukwò	'He's a good student. ('He knows books.')
ghɪ	òmághɪ	òmághɪghɪ	'He knows you.'
mú	ámámghɪ	ámághɪmghɪ	
ɪcò	ácòròmghɪ	ácòghɪmghɪ	'I want you.'
ɪfùezhí	ácòròmɪfùezhí	ácòghɪmɪfùezhí	'I want to go outside.'
ányì	ányìcòrɪɪfùezhí	ányaacòghɪɪfùezhí	
ínònúuyò	ányìcòrɪɪnònúuyò	ányaacòghɪɪnònúuyò	'We want to stay home.'
há	ácòròhɪɪnònúuyò	ácòghɪhɪɪnònúuyò	
ínwé	énwéřehúuyò	énwéghɪhúuyò	'They have [a] house.'
únù	únùnwéřuuyò	úneerwéghuuyò	
íshí	únùshíuyò	úneeshíghuuyò	'You (pl.) [go] through [the] house.'
yá	óshúuyò	òshíghúuyò	
ɪwù	òwùuyò	òwùghúuyò	'It is a house.'

íccèécìcè	òwúuyò òcèrèécìcè	òwúghúuyò òcéghìécìcè	'He thinks.'

R.D. 10.2 Substitution - Transformation Drill - Question with Affirmative and Negative Answer:

Key Word	Question	Affirmative Answer	Negative Answer
	ògìíj'èahya	ée ógìíj'èahya	òdíghì ògághìíj'èahya
ízù	ògìízzùahya	ée ógìízzùahya	òdíghì ògághìízzùahya
ínò náahya	ògìínnónáahya 'Is he going to stay at market?'	ée ógìínnónáahya	òdíghì ògághìínnónáahya
ishiahya	ògìíshiahya 'Is he going to [pass] through [the] market?'	ée ógìíshiahya	òdíghì ògághìíshiahya
há	àgáñíshiahya	ée ágáñíshiahya	òdíghì àgághìñíshiahya
jèekúmiř́	èjèhèekúmiř́ 'Does she customarily fetch water?'	ée éjèhèekúmiř́	òdíghì èjéghìhèekúmiř́
únù	ùnùjèekúmiř́	ée ányìjèekúmiř́	òdíghì ányìjègheekúmiř́
ínyù	ùnùjaanýúmiř́	ée ányìjaanýúmiř́	òdíghì ányìjèghaanýúmiř́
mmìř́	ùnùjaanýummìř́	ée ányìjaanýummìř́	òdíghì ányìjèghaanýummìř́
ghí	ìjaanýummìř́	ée éjèmaanýummìř́	òdíghì èjéghìmaanýummìř́
ízù	ìjaazýummìř́	ée éjèmaazýummìř́	òdíghì èjéghìmaazýummìř́
íbyàngáà	ìjaabyánngáà	ée éjèmaabyánngáà	òdíghì èjéghìmaabyánngáà

í'cò	ì'còrììbyàngáà	éé á'còròmììbyàngáà	ò'díghì à'còghììbyàngáà
	'Do you (sg.) want to come here?'		
yá	ò'còrììbyàngáà	éé ó'còrììbyàngáà	ò'díghì ò'còghììbyàngáà
ínò	ò'còrììnòngáà	éé ó'còrììnòngáà	ò'díghì ò'còghììnòngáà
á'amaakò	á'amaakòò'còrììnòngáà	éé ó'còrììnòngáà	ò'díghì ò'còghììnòngáà
í'shì	á'amaakòò'shìngáà	éé ó'shìngáà	ò'díghì ò'shìghìngáà
	'Is Amako from here?'		

<u>Pronunciation</u>	<u>Structure</u>
óg'è òlóóg'òq'háfùrụ -ámaakò- -kà hỹédịkà q'háfùrụhỹédịkèélekeraásaa	òléé-og'è-q'háfùrụ -évànz- hỹé-dị-kà q'háfùrụ-hỹédịkà-élekere-áaa
qgaralooléé qgw'ụ úlqóqgw'ụ/úyqóqgw'ụ qgàruúlqóqgw'ụ -ámaakò-	q-gara-la-olée -évànz- uyo-qgw'ụ q-gàra-úlq-qgw'ụ -ámaakò-
c1 íkè cínèékè cínèékèe òj'eriímègịrị- luuyqóqgw'ụ -évànz- ηwíỹè ηwíỹèyámùřụηwá	(L) cí-nà-ékè cínèékè-e ò-j'ere-ímè- giri-la-uyq-qgw'ụ ηwíỹè-yá-mùřụ-ηwá

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Amako-	
oge	time
Olee oge o hafuru?	When did he leave?
-Evans-	
ka	like
ihe di ka	approximately, about
	('thing which is like')
O hafuru ihe di ka	He left about seven o'clock.
elekere asaa.	
-Amako-	
O gara n'ole?	Where did he go?
-Evans-	
ogwu	medicine
ulq ogwu	hospital
O gara ulq ogwu.	He went to the hospital.
-Amako-	
chi	God
ike	to create
chineke	God (creates)
Chineke e! O jere ime	Good lord! What did he go to
giri n'ulq ogwu?	do at the hospital?
-Evans-	
nwanyị	wife
Nwanyị ya muru nwa.	His wife had a baby.

	-ámaakò-	
ò-mùfũ-ṅṅwá-gírí		ò-mùfũ-ṅṅwá-gírí
	-évànz-	
ò-mùfũ-ṅṅwá-ṅwook'ò		ò-mùfũ-ṅṅwá-ṅwook'ò
	-ámaakò-	
yáyọ		yá-yọ
ísí		(H)
ámù		(pronoun subject used in indirect speech)
íjù		(H)
íjùc 'a		
ùmù		(pronoun used in indirect speech)
yáyọ sáamàajúc 'aalùùmù		yá-yọ sí-amù-a júc 'aala-ùmù ¹

¹The forms introduced here in indirect speech will be explained and drilled later in the course.

Drill 11.1 Variation Drill on a Basic Sentence:

Useful Word:

íma'ña 'to realize, to know'

-Amako-

Ọ muru nwa giri?

What sex child did she have?

-Evans-

Ọ muru nwa nwaoke.

She had a boy child.

-Amako-

ya lq

if he returns

1s1

to say

pronoun used in indirect
speech

1ju

to ask

1jucha

to inquire after

umu

pronoun used in indirect
speechYa lq, s1 mu ajuchaala
umu.If he returns, say that I
have asked after them the
wife and baby .

Key Word

Pattern

	ògaraloolée'	'Where did he go?'
ghí	ìgaraloolée'	
ífù	ìfùrùloolée'	'Where did you go out [to]?'
únù	ùnufùrùloolée'	

	ùnufur u looléé'	
íj'è	ùn <u>u</u> j'ere l ooléé'	'Where did you (pl.) go?'
há	èj'erehá l ooléé'	
íma'ra	amaá'rahá l ooléé'	'What places do they know.' ('Where do they know.')
ányị	ányịmaá'ra l ooléé'	
ífè	ányịfe l ere l ooléé'	'Where did we pass?'
àd'á (P.N.)	àd'oo <u>fe</u> re l ooléé'	
íru'	àd'ooru l ru l ooléé'	'Where did Ad'a get to ('reach').'
áhya	àd'ooru <u>ra</u> áhya	'Did Ad'a get to market?'
há	èruruhááhya	
ínwè	ènwèrèhááhya	'Do they have a market?'
únù	únunwé'raáhya	
jí	únunwé'rèjị	'Do you (pl.) have yams?'
írì	únurí l rịjị	'Did you eat yams?'
íco'irì	únucorí l rịjị	'Do you want to eat yams?'
ghị	ìcorí l rịjị	
cídị (P.N.)	cídòqcorí l rịjị	'Does Chidị want to eat yams?'
íré	cídòqcorí l rèjị	'Does Chidị want to sell yams?'
ígìiré	cídìqgì l rèjị	'Is Chidị going to sell yams.'
yá	ògì l rèjị	

	ògííré ₁₁	
ánwùřų	ògííráánwùřų	'Is he going to sell tobacco?'
ínú	ògííńúánwùřų	
ńwíyèghí	ńwíyèghíògííńúánwùřų	'Is your wife going to smoke tobacco?'

Drill 11.2 Variation Drill on a Basic Sentence:

Useful Word:

m̀b̀ú 'first, before

Key Word	Pattern	
	òháfùrųhýédìkèélekeraásàà	'He left about seven o'clock.'
m̀ú	áháfùrųm̀hýédìkèélekeraásàà	
ígà	ágàramhýédìkèélekeraásàà	'I went at about seven o'clock.'
m̀b̀ú	ágàramhýédìkèélekerem̀b̀ú	
cídì	cídìgarahýédìkèélekerem̀b̀ú	'Chidi went about one o'clock.'
		('the first hour')
íbyá	cídìbyarahýédìkèélekerem̀b̀ú	
àb̀ú ¹	cídìbyarahýédìkèélekeraàb̀ú ¹	
h́á	ábyàrah́ahýédìkèélekeraàb̀ú	
íj'è	éj'èreh́ahýédìkèélekeraàb̀ú	

¹Note: àb̀ú is an invariable noun - it does not show the tone shifts characteristic of Class II nouns in environment 4.

	éj'èrehāh̄yédìkèélekeraà <u>bú</u> ò	
ìshíí	éj'èrehāh̄yédìkèélekériìshíí	'They went at about six o'clock.'
yá	ójèreh̄yédìkèélekériìshíí	
ígííj'è	ógííj'èh̄yédìkèélekériìshíí	'He's going to go about six o'clock.'
àtò	ógííj'èh̄yédìkèélekeraàtò	
ányì	ányìgííj'èh̄yédìkèélekeraàtò	
fùrù	ányìfùrùh̄yédìkèélekeraà <u>tò</u>	'We went out at about three o'clock.'
ànnò	ányìfùrùh̄yédìkèélekeraànnò	
únù	únùfùrùh̄yédìkèélekeraànnò	
gìífù	únùgìífùh̄yédìkèélekeraà <u>nnò</u>	'You're going to go out about four o'clock.'
ìsò	únùgìífùh̄yédìkèélekériìsò	
ónyaaḥà	ónyaaḥàgìífùh̄yédìkèélekériìsò	
ríríří	ónyaaḥàríríříh̄yédìkèélekériìsò	'That person ate about five o'clock.'
mù	érírimříh̄yédìkèélekériì <u>sò</u>	
àsátò	érírimříh̄yédìkèélekeraàsátò	
ínùakw̄'a	ánùřum <u>aakw̄'</u> ah̄yédìkèélekeraàsátò	'I had an egg about eight o'clock.'
ghí	ínùř <u>aakw̄'</u> ah̄yédìkèélekeraàsátò	
íbyàngáà	íbyàrangáàh̄yédìkèélekeraà <u>sátò</u>	
ìtéghete	íbyàrangáàh̄yédìkèélekériìteghete	

	íbyàrangáàhýédìkèélekeríiteghete
yá	óbyàrangáàhýédìkèélekeríiteghete
ìrí	óbyàrangáàhýédìkèélekeríirí

Note 11.1 The infinitive as expression of purpose:

òj'eriímègírì (ò-j'ere-ímè-gírì)
'He went to do what?'

As in English, the Igbo infinitive is used to express purpose. In this construction it follows a verbal construction, such as the RA (past) form in the example. The verbal construction may have an object:

éj'èremaáhyízzúazù (é-j'ère-mý-áhya-zzú-azù)
'I went to market to buy fish.'

contrast the subsequential form:

éj'èremaáhya zúoazù 'I went to market and bought fish.'

Drill 11.3 Infinitives Expressing Purpose:

Useful Words:

ízùte	to meet
òkóro	youth
ṛwóókoro	child of youth (P.N.)
úzò	road, door
óhya	bush

a)

Key Word	Pattern	
	<u>ó</u> ɟ'èrɪɪzɹaʒù	'He went to buy fish.'
óɟ'èraáhya	<u>ó</u> ɟ'èraáhyɪɪzɹaʒù	'He went to market to buy fish.'
mù	éɟ'èrema <u>áhyɪɪzɹaʒù</u>	'I went to market to buy fish.'
úmùáhya	éɟ'èremùúmùáhyɪ <u>ɪzɹaʒù</u>	'I went to Umuahia to buy fish.'
íhùdòktò	éɟ'èremùúmùáhyɪ <u>íhùdòktò</u>	'I went to Umuahia to see the doctor.'
íkwùshɪ (là)	ákwùshɪrɪm <u>luyumùáhyɪíhùdòktò</u>	'I stopped at Umuahia to see the doctor.'
lùuzò	ákwùshɪrɪm <u>luyuzìíhùdòktò</u>	'I stopped en route ('on the road') to see the doctor.'
írinhye	ákwùshɪrɪm <u>luyuzìírinhye</u>	'I stopped en route to eat something.'
ngááhà	ákwùshɪrɪm <u>ngááhìírinhye</u>	'I stopped there to eat something.'
ígà	ágàram <u>ngaáhìírinhye</u>	'I went there to eat something.'
ízùtɛŋwánnem	ágàram <u>ngaáhìí</u> ízùtɛŋwánnem	'I went there to meet my bother (sibling).'

ngwóókoro (P.N.)	ngwóókorogàrangasáñhíizùtèngwánnem	'Nwookoro went there to meet my brother.'
ífùezhí	ngwóókorofùreezhíizùtèngwánnem	'Nwookoro went outside to meet my brother.'
ínùanwùfù	ngwóókorofùreezhíínùanwùfù	'Nwookoro went outside to smoke.'
ányì	ányìfùreezhíínùanwùfù	'We went outside to smoke.'
gìífùezhí	ányìgìífùezhíínùanwùfù	'We're going to go outside to smoke.'
íkwùokwu	ányìgìífùezhííkwùokwu	'We're going to go outside to talk.'
ìb'á	ányìgììb'èezhííkwùokwu	'We are going to go into the yard to talk.'
líimuuyò	ányìgììb'àlíimuuyòíkwùokwu	'We are going to go inside the house to talk.'
hà	ágàñhíìb'àlíimuuyòíkwùokwu	
áb'áálahà	áb'áálahàlíimuuyòíkwùokwu	'They have gone inside the house to talk.'
ìcòòkúkò	áb'áálahàlíimuuyòìcòòkúkò	'They have gone inside the house to look for a chicken.'

óhya áb'áálahàlímúyòí còókúkò
 áb'áálahòòhyaí còókúkò

'They have entered the bush to look for a chicken.'

yá ób'áálòohyaí còókúkò
 íkòjí ób'áálòohyíí kòjí

'He has entered the bush to cultivate yams.'

b)

Useful Words:

íná (HL)	to take (from)
ínáta (HL+)	to receive
íce (H)	to await

Key Word

Pattern

ágámííhùdòktò ídímma

'I'm going to see the doctor to get well.'

ányì ányìgííhùdòktò ídímma

ínátíyòógw'ù ányìgííhùdòktò ínátíyòógw'ù

'We're going to see the doctor to receive [from] him medicine.'

á	ágìíhùdòktò <u>ínàtìyòogw'ù</u>	'The Dr. must be seen in order to receive [from] him medicine.'
ízùtá	ágìíhùdòktò <u>ízùtòogw'ù</u>	'The Dr. should be seen in order to buy medicine.'
ígáahya	ágìígáahya <u>ízùtòogw'ù</u>	'One has to go to market to purchase medicine.'
há	ágàhìígáahya <u>ízùtòogw'ù</u>	'They are going to market to purchase medicine.'
gàra	ágàrahaáhya <u>ízùtòogw'ù</u>	'They went to market to purchase medicine.'
úyòogw'ù	ágàrahuúyòogw'ù <u>ízùtòogw'ù</u>	'They went to the hospital to buy medicine.'
ìhùṅwanneányị	ágàra <u>hu</u> yòogw'ù <u>ìhùṅwanneányị</u>	'They went to the hospital to see our brother [or sister].'
ányị	ányìgaruúyòogw'ù <u>ìhùṅwanneányị</u>	'We went to the hospital to see our brother [or sister].'
ìnòdụ--la	ányìnòdịrịlúyòogw'ù <u>ìhùṅwanneányị</u>	'We stayed at the hospital to see our brother.'

íce	ányìnòdírí lúuyòqgṽ'ù <u>íhùnwànnéányí</u> <u>ányìnòdírí lúuyòqgṽ'ù</u> ícènwànnéányí	'We stayed at the hospital to await our brother.'
yá	ónòdírí lúuyòqgṽ'ù ícènwànnéányí	'He stayed at the hospital to wait for our sister.'
lúuyò	ónòdírí lúuyò <u>ícènwànnéányí</u>	'He stayed at home to wait for our sister.'
íshíraanyí fí	ónòdírí lúuyò íshíraányí fí	'She stayed at home to cook food for us.'
há	ánòdírí hálúuyò <u>íshíraányí fí</u>	'They stayed at home to cook us food.'
íg'ùakwúkwo	ánòdírí hálúuyò íg'ùakwúkwo	'They stayed at home to read.'
íháfùrùhòqfí	áháfùrùhòqfí <u>íg'ùakwúkwo</u>	'They left work to read.'
ígàskùùl ¹	áháfùrùhòqfí <u>ígàskùùl</u>	'They left work to go to school.'
ínwèeg'ò	énwèfèhèég'ò <u>ígàskùùl</u>	'They have money to go to school.'
ízùrùfí	énwèfèhèég'ò ízùrùfí	'They have money to buy themselves food.'

¹This tone pattern is irregular - probably because of the English word.

ányì

ányìnwéřeeg'ò ízùrùrì

'We have money to
buy ourselves
food.'

ìlúuyò

ányìnwéřeeg'ò ìlúuyò

'We have money to
go home.'

Unit 12

PronunciationStructure

-wétà-

òlééhỹ́ṭṭcòrɔ

òléé'-hỹe-ṭṭ-còrɔ

-címà-

rạ́ṣṭ

á-còrɔm-rạ́ṣṭ-lá-á-ṇy-òḳḳò

á-còrɔ-m-rạ́ṣṭ-lá-á-ṇy-òḳḳò

-wétà-

ì-gakwan-ṭṭṇỵ-g̣ṭṛṭ

ì-gakwan-ṭṭṇỵ-g̣ṭṛṭ

-címà-

míṛ̌ìḳ(1)

á-gà-ṃỵ-ì-ṇỵ-míṛ̌ìḳ

á-gà-ṃỵ-ì-ṇỵ-míṛ̌ìḳ

-wétà-

í-ṇwé

(HL)

ò-ẓq̣/ò-j̣q̣

(noun)

ò-ẓq̣/ò-j̣q̣

(adjective)

ò-ṇwé-ñhỹ́q̣ò-ẓṭṭcòrɔ

ò-ṇwé-ñhỹ́e-ò-ẓq̣-ṭṭ-còrɔ

-címà-

ṃ'ò ṃ íṃéene

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Waiter-
Olee ihe 1 cqrq?	What (thing) do you (sg.) want?
	-Chima-
rice	God knows (proper name for a male) rice
A cqrq m rice na anu qkukq.	I want rice and chicken (meat).
	-Waiter-
I ga kwan1 iñu giri?	And what are you going to drink?
	-Chima-
milk	milk
A ga m iñu milk.	I'm going to drink milk.
	-Waiter-
inwe	to exist (as in 'there is ---')
qzq	another, again
qzq	other, else, again
O nwere ihe qzq 1 chqrq?	Is there something else you want?
	-Chima-
E-e, 1 meelee.	No, thank you.

nhm̀m̀/̀m̀m̀

sìgaréèt'(1)

nhm̀m̀ ùnuṛwéṛesìgaréèt'

nhm̀m̀ ùnu-ṛwéṛe-sìgaréèt'

-wétà-

̀kpa/̀kpa

éé òlé̀̀kpaḱḱìcòrò

éé òléé-̀kpa-kè-ì-còrò

-címà-

básìkṽl(ṽ)

á-còròmbásìkṽl

á-còrò-m-básìkṽl

íwèṭa

íwè + ṭa

íwèṭara

íwè + ṭa + ra

wèṭákwarámmacìs

wèṭákwa-ra-m-macìs

-wétà-

òdìmmà

-címà-

̀gwò

m-ga-ìkwù-ghì-̀gwò

m-ga-ìkwù-ghì-̀gwò

-wétà-

éé

-címà-

̀gwà/̀gwàṽ

̀gwàṽ j'èéwèṭáramceènṽ

̀gwàṽ j'èé-wèṭá-ra-m-ceènṽ

hmm	Oh!
cigarette	cigarette(s)
Hmm, unu nwere cigarette?	Oh! Do you have cigarettes?
-Waiter-	
okpa	type, brand, kind
E, ole okpa ke i cqrq?	Yes, what kind do you want?
	(What kind that you want?)
-Chima-	
Bicycle	Bicycle (brand of
	cigarettes), bicycle
A cqrq m 'Bicycle'.	I want 'Bicycle'.
iweta	to bring
iwetara	to bring for ---
Wetakwaram matches.	Bring (for) me matches too.
-Waiter-	
Q di nma.	Alright.
-Chima-	
ugwq	debt
M ga ikwu gi ugwq?	Am I to pay you (the debt)?
-Waiter-	
E	Yes.
-Chima-	
ngwa/ngwani	O.K., come on, etc.
Ngwani. Jee wetaram	O.K. Go bring me change.
change.	

-wétà-

ndéewó

ndéewó

Drill 12.1 Variation Drill on a Basic Sentence

Key Word

Pattern

	ácòròmraìsìlaánu
édè	ácòròmèédèlaánu
yá	ócòrèédèlaánu
ńí	ócòròńínàánu
ányị	ányịcòròńínàánu
míříkí	ányịcòròmíříkílaánu
há	ácòròhámíříkílaánu
míří	ácòròhámířínàánu
ámaakò	ámaakòcòròmířínàánu
mmíńkwụ	ámaakòcòròmmíńkwụlàánu
ráìsì	ámaakòcòròráìsìlaánu
ányị	ányịcòròráìsìlaánu
jí	ányịcòròráìsìlají
mụ	ácòròmraìsìlají
há	ácòròháraìsìlají
yá	ócòròráìsìlají
édè	ócòrèédèlají
ńí	ócòròńínàjí
míříkí	ócòròmíříkílají

-Waiter-

ndeewo

thanks, greetings

Ndeewo.

Thanks.

	ó cò r q m í ñ k í l a j í
mí ñ í	ó cò r q m í ñ à j í
á n y ì	á n y ì cò r q m í ñ à j í
á m a a k ò	á m a a k ò cò r q m í ñ à j í
á	á cò r q m í ñ à j í
m ñ ì ñ k w u	á cò r q m ñ ì ñ k w u l à j í
é d è	á cò r e é d è l a j í
m ñ ì ñ	á cò r e é d è l a m ñ ì ñ
ñ í	á cò r q ñ í n à m ñ ì ñ
m í r í k í	á cò r q m í ñ k í l a m ñ ì ñ
á n y ì	á n y ì cò r q m í ñ k í l a m ñ ì ñ
m ú	á cò r q m m í ñ k í l a m ñ ì ñ
m í ñ í	á cò r q m m í ñ à m ñ ì ñ
h á	á cò r q h a m í ñ à m ñ ì ñ
á n y '	á cò r q h a m í ñ à á n y
á m a a k ò	á m a a k ò cò r q m í ñ à á n y
m ñ ì ñ k w u	á m a a k ò cò r q m ñ ì ñ k w u l à á n y
ñ g w ò	á m a a k ò cò r q m ñ ì ñ k w u l à ñ g w ò

Drill 12.2 Variation Drill on a Basic Sentence

Key Word

Pattern

	ágámííhùmíříkí
í'z'ù	ágámíí'z'ùmíříkí
í'ré	ágámíí'ré'ímíříkí
ghí	í'gíí'ré'ímíříkí
yá	ó'gíí'ré'ímíříkí
íwè	ó'gíí'wè'ímíříkí
ínyè	ó'gíí'nyè'ímíříkí
ńd'ù	ńd'ù'gíí'nyè'ímíříkí
únù	únù'gíí'nyè'ímíříkí
íwèta	únù'gíí'wè'támíříkí

Note 12.1 òz'ò/òj'ò and òz'ò/òj'ò

Note the sentence:

òṅwèfènh'ỹòz'òz'í'còr'ò 'Is there something else you want?'

In this sentence òz'ò (also pronounced òj'ò) is modifying nh'ỹe in the sense 'another thing, something else'. Compare the sentences:

1. áh'ũr'um'òz'ò 'I saw another.'
2. áh'ũr'um'í'ỹòz'ò 'I saw him again.'

In these sentences the form òz'ò (also pronounced òj'ò) is functioning in sentence 1 as noun object of the verb and, in sentence 2 as adverb of time following the pronoun object.

òz'ò is the noun and frequently functions adverbially. òz'ò is the adjective and commonly functions as modifier. òz'ò may occur finally after non-low tone with adverbial significance (alternating with òz'ò) but even there the translation is often 'another(one)':

ìnúnoòzọ 'Have you heard again?'

ìnúnoòzọ 'Have you heard another [thing]?'

Drill 12.3 Sample sentences without substitutions illustrating
òzọ and òzọ

Useful Words:

mmad'ù	man	ṛwátàkírí	small child
íbyáhu	to come again	úmù	children, offspring
ntàkírí	small	úmùtáakírí	small children

àgághímíbyúuyòzọ	'I won't come home again.'
ìcòríbyúuyòzọ	'Do you want to come home again?'
òzọgíimé	'Another is going to occur.'
nh̃yòzọgíimé	'Something else is going to happen.'
ácòromóonyòzọ	'I want somebody else.'
òdìghíroonyòzómma	'It is not good for another person.'
òbyáhulòzọ or	'He has come again.'
òbyáhulòzọ	
ògíikwuòzọ	'He is going to speak again.'
úmùtáakíroòzọabyála	'Other children have come.'
mmad'ùòzọbyákwala	'And has another man come?'
òzọkwaa	Again! Repeat!
ánùřumòzọ	'I heard another.'
ánùřumnh̃yòzọ	'I heard something else.'
ìnúkwaloòzọ or	'And have you heard again?'
ìnúkwaloòzọ	

ìnúnòòzọ or

'Have you heard again?'

ìnúnòòzọ

Drill 12.4 Variation Drill on a Basic Sentence:

Key Word

Pattern

	wètákwarammacịsị	'Also bring matches for me.'
yá	wètákwariyamacịsị	
òzọ	wètákwariyòòzọ	'Also bring another for him.'
ányị	wètákwaraányòòzọ	
ókpoòjọ	wètákwaraányòòkpòòjọ	'Also bring (for) us another kind.'
ámaakọ	wètákwaraamaakòòkpòòjọ	'Also bring Amako another kind.'
básìkùl	wètákwaraamaakòbasìkùl	'Also bring Amako 'Bicycle'.'
ṇwághị	wètákwaraṇwaghịbasìkùl	'Also bring your child a bicycle.'
ég'ò	wètákwaraṇwaghéeg'ò	
ndóògòghị	wètákwara ~~ndóògòghéeg'ò~~	'Also bring (for) your in laws money.'
mířìkì	wètákwara ~~ndóògòghì~~ mířìkì	'Also bring your in laws milk.'
ṇwíyém	wètákwaraṇwíyém ~~mířìkì~~	'Also bring my wife milk.'
ráìs	wètákwaraṇwíyém ~~ráìs~~	
cínyèře	wètákwara ~~cínyèře~~ ráìsì	'Also bring Cinyere rice.'
ánụ	wètákwara ~~cínyèře~~ ánụ	

	wètákwaracinyèřaánu	
nnéghi	wètákwarannegháanu	'Also bring your mother meat.'
tóró	wètákwaranneghítóró	'Also bring three pence for your mother.'
íkpe (P.N.)	wètákwarííkpetóró	

Note 12.2 Pronoun Prefix m(y):

1. mǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Am I to pay you (the debt)?'

This sentence illustrates the use of the 1st person singular pronoun /m(y)/ as a pronominal prefix in a question instead of as a suffix with prefix /a-/e-/. Alternatively the sentence might read:

2. àgamǝ́ǝ́kwǝ́ghyǝ́gwǝ́

with similar meaning. The difference between these two questions is largely a matter of the degree of expectation on the part of the speaker. In sentence 1 he expects to pay the bill but is enquiring concerning the person to whom payment is to be made. In sentence 2 he is enquiring if he is to pay the bill. In short à---m(y) is somewhat more emphatically a question concerning the subject than is the alternative. The same alternation is possible with third person plural. However the 'matter of fact' question forms are:

mǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Am I ----?'

àgahǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Are they ----?'

while the alternate forms are more emphatic of the person.

àgamǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Am I ----?'

hàgǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Are they ----?'

Drill 12.5 Variation Drill on a Basic Sentence with Pronoun
prefix m(y):

Key Word		Pattern
	<u>m</u> g ¹ íkwùghuugwò	'Am I to pay you (the bill)?'
yá	òg ¹ íkwùghuugwò	
ég'ò	òg ¹ íkwùgheeg'ò	'Is he to pay you (the money)?'
hã	àgañ ¹ íkwùgheeg'ò	
ínyè	àgañ ¹ ínyègheeg'ò	'Are they to give you [the] money?'
ányị	ànyịg ¹ ínyègheeg'ò	
òkúkò	ànyịg ¹ ínyèghoókúkò	'Are we to give you [a] chicken?'
únù	ànyịg ¹ ínyuunòókúkò	
mý	m ¹ g ¹ ínyuunòókúkò	
ízùtara	m ¹ g ¹ ízùtaruunòókúkò	'Am I to buy and bring for you [a] chicken?'
hã	m ¹ g ¹ ízùtarañhoókúkò	'Am I to buy and bring for them [a] chicken?'
sìgaréèt'	m ¹ g ¹ ízùtarañhasìgaréèt' ¹	'Am I to buy and bring for them cigarettes?'
íwètara	m ¹ g ¹ íwètarañhasìgaréèt' ¹	'Am I to bring for them cigarettes?'
ókpoòle	m ¹ g ¹ íwètarañhoókpoòle	'What kind am I to bring for them?'
únù	ùnug ¹ íwètarañhoókpoòle	
íkwù	ùnug ¹ íkwùñhoókpoòle	'What kind are you to pay them?'
ányị	ùnug ¹ íkwùányịhoókpoòle	'What kind will you pay us?'

	<u>ùnug</u> ɛ̃ɛkwɛ̃anyɛ̃ɛkpoòle	
ég'o	<u>ùnug</u> ɛ̃ɛkwɛ̃anyɛ̃eg'o	'Are you going to pay us money?'
hǎ	àgaɛ̃ɛkwɛ̃anyɛ̃eg'o	'Are they going to pay us money?'
únù	àgaɛ̃ɛkwɛ̃unèèg'o	'Are they going to pay you money?'
úgwɔ	àgaɛ̃ɛkwɛ̃unùúgwɔ	'Are they going to pay you [the] debt?'
ég'oòle	àgaɛ̃ɛkwɛ̃unèèg'oòle	'How much are they going to pay you?'
mú	mɛ̃ɛkwɛ̃unèèg'oòle	'How much am I supposed to pay you?'

Note 12.3 Tone patterns of noun and pronoun subjects in relative (modifying) clauses:

òŋweřehỹóóɛ̃ɛkwɛ̃anyɛ̃eg'o 'Is there something else you want?'

The sequence ɛ̃ɛkwɛ̃anyɛ̃eg'o in this sentence is a modifying (relative) clause. In the sample sentence there is no distinction between the tone pattern of the relative clause and that of a main clause. Compare:

ɛ̃ɛkwɛ̃anyɛ̃eg'o 'You (sg.) want.'

However, with other subjects there are differences. Note the paradigms:

Independent Clause		Relative Clause	
ácɔ̃ɛkwɛ̃anyɛ̃eg'o	'I want'	hỹémcɔ̃ɛkwɛ̃anyɛ̃eg'o	'thing I want'
ɛ̃ɛkwɛ̃anyɛ̃eg'o	'you (sg.) want'	hỹɛ̃ɛkwɛ̃anyɛ̃eg'o	'thing you want'
óɛ̃ɛkwɛ̃anyɛ̃eg'o	'he (etc.) wants'	hỹóóɛ̃ɛkwɛ̃anyɛ̃eg'o	'thing he wants'
ácɔ̃ɛkwɛ̃anyɛ̃eg'o	'one wants'	hỹáacɔ̃ɛkwɛ̃anyɛ̃eg'o	'thing one wants'
ńd'ùcɔ̃ɛkwɛ̃anyɛ̃eg'o	'Ndu wants'	hỹénd'ùcɔ̃ɛkwɛ̃anyɛ̃eg'o	'thing Ndu wants'
cínyèřecɔ̃ɛkwɛ̃anyɛ̃eg'o	'Cinyere wants'	hỹécínyèřecɔ̃ɛkwɛ̃anyɛ̃eg'o	'thing Cinyere wants'

Hosted for free on [livelingua.com](https://www.livelingua.com)

Instead these show the characteristic tone patterns (in their non-final syllables) of environment 1 (including the (‘‘) pattern of Class II nouns following non-low tones). Compare:

Environment 1

óríróqkúkò

He ate chicken.

hỹóqkúkòcòró

thing chicken wants

II

(òkúkò)

However, in their finals, these nouns exhibit the tone patterns not of environment 1 but of environment 3. Compare:

Environment 3

cínyèǎányí

'our Cinyere'

hỹécínyèǎécòró

'thing Cinyere wants'

The noun modified by the relative clause is in environment 3 and shows the appropriate tone patterns:

Environment 3

únèǎémgiíréere

'bananas that I am going to sell --'

Drill 12.6 Variation Drill on a Basic Sentence with Relative Clause:

Useful Word:

írá (H) to lick, to lap

Key Word

Pattern

òṅweǎehỹóqjɪ́còró

'Is there something else you want?'

ákwúkwo

òṅweǎáákwúkwoqjɪ́còró

'Is there another book you want?'

únù

òṅweǎáákwúkwoqjuúnucòró

ínwè

òṅweǎáákwúkwoqjuúnunwèǎe

'Is there another book you have?'

	òṇweṣákwukwòò juúnunṇwéṣe	
úyò	òṇweṣuúyòò jòúnunṇwéṣe	'Have you another house?'
yá	òṇweṣuúyòò jòóṇwéṣe	
ízù	òṇweṣuúyòò jòóòzùrụ	'Is there another house he bought?'
ógw'ù	òṇweṣóógw'òò jòóòzùrụ	'Is there other medicine he bought?'
ndaahà	òṇweṣóógw'òò jòndaahàzùrụ	'Is there other medicine those people bought?'
ínù	òṇweṣóógw'òò jòndaahàṇùṣụ	'Is there other medicine those people took?'
mmĩ	òṇweṣemmmĩò jòndaahàṇùṣụ	
ṇwóok'aà	òṇweṣemmmĩò jòṇwóok'aàṇùṣụ	'Is there other wine that fellow drank?'
íkùrù	òṇweṣemmmĩò jòṇwóok'aàkùrù	'Is there other wine that fellow dipped up (for) himself?'
ófe	òṇweṣoófòò jòṇwóok'aàkùrù	
ṇwánnem	òṇweṣoófòò jòṇwánnemkùrù	'Is there other soup my brother dipped up?'
íshì	òṇweṣeófòò jòṇwánnemshìrì	
ṣí	òṇweṣeṣíò jòṇwánnemshìrì	'Is there other food my wife cooked?'
ṇwíyè	òṇweṣeṣíò jòṇwíyèṣhìrì	
ízùṭa	òṇweṣeṣíò jòṇwíyèṣzùṭara	'Is there other food my wife bought?'

	òṇweṛeṛíò jṇwíyémzùṭara	
épe	òṇweṛeépòò jṇwíyémzùṭara	
ṇjók'ù	òṇweṛeépòò jṇjók'ùzùṭara	'Are there other oranges Njoku bought?'
írá	òṇweṛeépòò jṇjók'ùrára	'Are their other oranges Njoku sucked (licked)?'
únèṛe	òṇweṛuúnèṛòò jṇjók'ùrára	
ghí	òṇweṛuúnèṛòò jṭírára	
íré	òṇweṛuúnèṛòò jṭírére	'Are there other bananas you sold?'
nhýe	òṇweṛénhýòò jṭírére	
ícò	òṇweṛénhýòò jṭícòrò	

Drill 12.7 Review Drill - íjì in a subordinate clause expressing means followed by the Progressive Form of the Verbal noun:

Useful Word:

hýémèṛe reason why

Key Word		Pattern
	òlóót'ùíjì <u>ázàgháézhí</u>	'How are you sweeping the compound?'
ífù	òlóót'ùíjì áfùghéézhí	'How come you're constantly going outside?'
únù	òlóót'ùúnújì áfùghéézhí	'How come you (pl.) are always going outside?'
hýémèře	òlééhýémèřeunujì <u>áfùghéézhí</u>	'What's the reason [that] you are constantly going out?'
íshí	òlééhýémèřeunujì <u>èshígheézhí</u>	'What's the reason [that] you are going through the compound?' ('using the compound and going through')
ínòneezhí	<u>òlééhýémèřeunujì</u> ánòghalèezhí	'What's the reason [that] you are [planning to] stay outside?'
gírímèře	gírímèřuúnújì ánòghalèezhí	'What happened (and) [that] you are about to remain outside?'
ífùtèezhí	<u>gírímèřuúnújì</u> áfùtágheézhí	'What happened [that] you are about to (intend to) come outside?'
ócòrìímáhýe	ócòrìímáhýuunujì áfùtágheézhí	'He wants to know how you are going to come outside?'

ĩmāřa	óçòrĩĩmāřahỹuunuji <u>áfùtágheézhi</u>	'He wants to comprehend why you are going to come outside.'
ĩřũqõřũ	óçòrĩĩmāřahỹuunuji <u>àřũghqõřũ</u>	'He wants to comprehend how come you are working.'
mme	óçòrĩĩmāřammuúnuji <u>àřũghqõřũ</u>	'He wants to comprehend when you work.'
ĩgá	óçòrĩĩmāřammuúnuji <u>àgághqõřũ</u>	'He wants to comprehend when you go to work.'
mũ	ácòròmĩĩmāřammuúnuji <u>àgághqõřũ</u>	
áhya	<u>ácòròmĩĩmāřammuúnuji</u> <u>àgághaahya</u>	
àmághĩm	<u>àmághĩmmuúnuji</u> <u>àgághaahya</u>	
yá	<u>òmághĩmmuúnuji</u> <u>àgághaahya</u>	
òléé	òléèmmuúnuji <u>àgághaahya</u>	'When do you go to market?'
íriřĩ	òléèmmuúnuji <u>èrígheřĩ</u>	
hỹé	òlééhỹeunuji <u>èrígheřĩ</u>	'What are you eating with?'
ĩñũmmĩĩ	òlééhỹeunuji <u>ànũghammĩĩ</u>	'What are you drinking wine out of?' or 'You're drinking wine along with what (to eat)?'
hã	òlééhỹeejiha <u>ànũghammĩĩ</u>	'What are they drinking wine out of?'

PronunciationStructure

-títí-

kéème

òléèb́́gàrarakéème

òléè-ebe-ṽ-gàra-kéème

-èhíáḥ̀̀r̀̀íík'e-

èhí-á-ḥ̀̀r̀̀r̀̀-ík'e

ágàramĺ́íyí

á-gàra-m-lá-íyí

-títí-

ígwùmíř́í

(L) ígwù-míř́í

ìj'eriígwùmíř́í

ì-j'ere-ígwù-míř́í

-èhíáḥ̀̀r̀̀íík'e-

-ḥ́a

(suffix of past negative)

èj'éhám

è-j'é-ḥ́a-m

é'è èj'éhámígwùmíř́í

é'è è-j'é-ḥ́a-m̀̀-ígwù-míř́í

-títí-

ìj'ekweníř́íímégíř́í

ì-j'ekweníř́í-ímé-gíř́í

-èhíáḥ̀̀r̀̀íík'e-

ígbù

(H)

ígbúaž̀̀ù

ígbù-až̀̀ù

éj'èremígbúaž̀̀ù

é-j'ère-m̀̀-ígbù-až̀̀ù

-títí-

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Titi-	(proper name for a female)
keeme	since, for the past period, ago
Ole ebe i gara keeme?	Where have you been? (Where did you go during the past period?)
-Ehihurike-	in God's time ('the day strength is seen' - proper name for a male)
A gara m n'iyi.	I went to the river.
-Titi-	
igwu miri	to swim
I jere igwu miri?	Did you go to swim?
-Ehihurike-	
ha	didn't
eje ham	I didn't go
Ee, eje ham igwu miri.	No, I didn't go to swim.
-Titi-	
Ije kweniri ime gini?	What did you go to do?
-Ehihurike-	
igbu	to kill, to hunt
igbu azu	to catch fish
Ejere m igbu azu.	I went to catch fish.
-Titi-	

ígbúte	
ìgbúteere	ì-gbúteere
	-èhíáñhùrìík'e-
ée ↑ égbúteerem	
	-títí-
òdòkòrò	
ìgbúteròdòkòrò	ì-gbútere-òdòkòrò
	-èhíáñhùrìík'e-
ée ↑ égbúteremòdòkòrò	ée ↑ é-gbútere-mụ-òdòkòrò
	-títí-
ònwefèndị́ìgìirèere	ò-nwefè-ndị́-ì-gà-irè-ere
	-èhíáñhùrìík'e-
ṇwáànyị	
-kọ	(adv. suffix-mutual action)
ízù	(L)
ízùkọ	(L) +
ńzùkọ	
ímènzùkọ	ímè-nzùkọ
òdị́ghị ṇwáànyị́m̀nèeménzùkọ	ṇwáànyị́-m̀-à-emé-nzùkọ
	-títí-
cí	

íbò

(L)

kàcíbòó

kà-cí-bòó

òdìmmà kàcíbòó

-èhiáñhùríík'e-

làwánì

Drill 13.1 Variation Drill on a Basic Sentence:

Useful Words:

ígbázhì to negotiate a loan

ígbázhìĩ to lend to

ígbázhìte to borrow from

Key Word

Pattern

	òṅweřéndìĩgìíréere	'Are there some you are going to sell?'
únù	òṅweřénduunùgìíréere	
kè	òṅweřekuúnùgìíréere	'Is there one you are going to sell?'
yá	òṅweřekoógìíréere	
há	òṅweřekaágàhìíréere	'Is there one they are going to sell?'
ízùṭaazùṭa	òṅweřekaágàhìízùṭaazùṭa	'Is there one they are going to purchase?'
édè	òṅweřéédèágàhìízùṭaazùṭa	'Are there coco yams they are going to buy?'

ibọ

to rise (of sun, moon etc.)

kachibọọ

goodnight ('may the day
rise')

Odi nma. Kachibọọ.

O.K. Goodnight.

-Ehihurike-

Lawani.

Goodbye.

	òṅweřeédeàgàhìzùtaazùta	
á	òṅweřeédeàgìzùtaazùta	
ánù	òṅweřaánùagìzùtaazùta	'Is there meat that one is to buy? (i.e. Do we need to buy meat?)
ínyèm	òṅweřaánùagiínyèm	'Is there meat to be given me?'
áẓù	òṅweřaáẓùagiínyèm	
únù	òṅweřaáẓùunùgiínyèm	
ákwùkwọ	òṅweřaákwùkwuunùgiínyèm	'Is there a book you're going to give me?'
ígbaẓhìĩ	òṅweřaákwùkwuunùgiígbaẓhìĩm	'Is there a book you're going to lend to me?'
ghì	òṅweřaákwùkwùgìígbaẓhìĩm	
ég'o	òṅweřeég'ìgìígbaẓhìĩm	
ígbaẓhìĩřì	òṅweřeég'ìgbaẓhìĩřìm	'Is there money you lent me?'
yá	òṅweřeég'òogbaẓhìĩřìm	

	òṇweṛeég'q̄q̄gbázhĩĩṛĩm	
ghĩ	òṇweṛeég'q̄q̄gbázhĩĩṛĩghĩ	'Is there money he lent you?'
íkwé	òṇweṛeég'q̄q̄kwèregĩ	'Is there money he promised you?'
ṇwáànyĩ	òṇweṛeṇwáànyĩq̄q̄kwèregĩ	'Is there a wife he promised you?'
mũ	òṇweṛeṇwáànyĩmkwèregĩ	
nhĩq̄q̄zq̄	òṇweṛeṇnhĩq̄q̄zq̄mkwèregĩ	'Is there some- thing else I promised you?'
íwèṭa	òṇweṛeṇnhĩq̄q̄zq̄mwèṭaaraghĩ	'Is there some- thing else I brought for you?'
hã	òṇweṛeṇnhĩq̄q̄zeéwèṭaarahãghĩ	

Note 13.1 The Negative of the RA form with suffix hã

èj'éñhámıgwùnífí 'I didn't go to swim.'

This negative sentence occurred in the dialogue as answer to a sentence using the RA form for past time. In some situations the RA form translates a present in English e.g. áq̄r̄m 'I want'. In such cases the negative with -ghĩ may be used with the present sense:

àq̄ghĩm 'I don't want.'

while that with -hã is commonly used with the past sense:

àq̄hám 'I didn't look for.'

The distinction, however, is not clearly one of present and past as in English. The distinction is between a completed and an incompleted action, but with verbs which denote a state such as íṇwé 'to have' the Igbo will say either

òṅwéghì or òṅwéñà

for 'he doesn't have' since this may be conceived as a completed situation which is being reported after the fact. The tonal patterns of negatives with -ñà are identical with those of negatives with -ghì (see Note 8.1).

Drill 13.2 Negative with ñà

a) With (L) Verbs:

Key Word		Pattern
	ègwúhàmmířì	'I didn't swim.'
yá	ògwúhàmmířì	
ícéécìcè	òcéñéécìcè	'He didn't think.'
ñá	ècéñàñéécìcè	
ífèezhíyá	èféñàñéezhíyá	'They didn't pass his compound.'
ányị	ányeefèñezhíyá	
ịyịgbúru	ányaa yòhịgbúru	'We didn't sift cassava.'
cínyèrè	cínyèrèaayòhịgbúru	
íkèlèqób'ýàǎ	cínyèrèékèlèhòqób'ýàǎ	'Cinyere didn't greet [the] guests.'
únù	úneekèlèhòqób'ýàǎ	
ífùtèezhí	únaafùtèezhí	'You didn't come outside.'
mụ	àfùtèhameezhí	
ìkòjí	àkòhàmjí	'I didn't cultivate yams.'
ámaakò	ámaakòakòhàjí	
ìzàaala	ámaakòazàhàaala	'Amako didn't sweep the floor.'

	<u>á</u> maak <u>ò</u> azà <u>h</u> aa <u>l</u> a	
yá	<u>ò</u> zà <u>h</u> aa <u>l</u> a	
ínòngáà	ò <u>ò</u> hàngáà	'He wasn't here.'

b) With (H) Verbs:

Key Word		Pattern
	<u>ò</u> ngwé <u>h</u> aa <u>ng</u> wù <u>ř</u> u	'He didn't have tobacco.'
há	è <u>ng</u> wé <u>h</u> aa <u>ng</u> wù <u>ř</u> u	'They didn't have tobacco.'
ányị	á <u>ny</u> e <u>ng</u> wé <u>h</u> aa <u>ng</u> wù <u>ř</u> u	'We didn't have tobacco.'
íg ù taaz ù	á <u>ny</u> ị <u>eg</u> b ù ta <u>h</u> aa <u>z</u> ù	'We didn't catch fish.'
mú	<u>eg</u> b ù ta <u>h</u> amaa <u>z</u> ù	'I didn't catch fish.'
ík p ù ò b'ýàá	ak p ù <u>h</u> ám ò òb'ýàá	'I didn't entertain guests.'
yá	ò k pù <u>h</u> ò ò b'ýàá	'He didn't entertain guests.'
írìgàrí	ò <u>r</u> í <u>h</u> àgàrí	'He didn't eat garí.'
há	è <u>r</u> í <u>h</u> à <u>h</u> àgàrí	'They didn't eat garí.'
ík w ù eg 'o	à k wù <u>h</u> à <u>h</u> è <u>eg'o</u>	'They didn't pay.'
únù	ú <u>na</u> ak w ù <u>h</u> è <u>eg'o</u>	'You didn't pay.'
íwìlwe	ú <u>ne</u> ewé <u>h</u> lwe	'You didn't get angry.'
nd'ù	nd'ù <u>ew</u> é <u>h</u> lwe	'Ndu didn't get angry.'
mú	è <u>w</u> é <u>h</u> ám <u>l</u> lwe	'I didn't get angry.'
ír ř ù ò ř u	à ř ù <u>h</u> ám ò ò ř u	'I didn't work.'
yá	ò ř ù <u>h</u> ò ò ř u	'He didn't work.'
íg'ùakw u kw ò	òg'ù <u>h</u> áakw u kw ò	'He didn't read.'

Key Word

è.ɲ'eh̃amaahya

'I didn't go to market.'

nd'ũ

nd'ùé_j'eh̃aahya

í1úúyò

nd'ùálahũyò

'Ndu didn't go home.'

únú

únaa la huuyò

imātaya

unaamāṭaḥṭya

'You didn't find it
out.'

cín̄yẽře

cīnyēraāmaṭaḥīya

izųrųnėre

cínyẽãzũrũhuunẽ

'Cinyere didn't
purchase bananas.'

ányì

ányaazúruhuunèře

íyòàbà

ányaayôháaba

'We didn't return to
Aba.'

mý

ayohamaaba

ih̃yɔktò

àhũhãmdoktò

'I didn't consult
[the] doctor.'

n̄jók'ù

n.jók'uañũhađoktò

inweik'eimiya

̀n.jɔk'ʉenweh̃ɪɪk'eɪmiya

'Njoku couldn't do
it.'

Note 13.2 The emphatic past form of verbs:

ìgbùteere

'Did you actually catch [any]?'

ée égbùteerem

'Yes I did catch [some].'

These two forms exhibit a high tone vowel suffix (suffixed to the adverbial suffix /-te/), and the resultant form is one of the suffixed forms which provide environment 2 for following nouns (and pronouns - note /-m/ with mid tone characteristic of the form in environment 2).

Since ígbù is a (H) class verb, there is no distinction here between the RA form and the emphatic form illustrated except the vowel suffix and the mid tone on /m/. Compare:

	égbùterem	'I caught'
and	égbùteerem	'I did catch'

With (L) and (HL) verbs, however, there is a further tone distinction. Compare:

écèrem	'I thought'
écèérem	'I did think'

Note that the root plus the vowel suffix is identical with the consecutive form of the verb, cèé (and in (L) class with the imperative).

Compare the forms of an (HL) verb:

ágàram	'I went'
ágàaram	'I did go'

In this latter form it is clear that the root plus suffix has the tone pattern of the subsequential verb and the perfect form, gáa and ágàalam and not that of the imperative, gàá. However, note that in the case of stems with vowel /ɪ, ɪ̄, u or ʊ/ the vowel suffix preceeding the RA suffix of the emphatic form does not shift to /e, a, o or ɔ/ as it does in the coordinate and perfect forms. Compare:

H:	ɲúɔ	'drink!'
	ɲúɔ	(coordinate verb)
	áɲúɔnam	'I have drunk'
	áɲúɔrɲm	'I did drink'
	(Compare áɲúɔrɲm	'I drank')

HL:	shíé	'cook!'
	shíe	(subsequential verb)
	éshíeleṁ	'I have cooked'
	éshíirím	'I did cook'
	(Compare éshìrím	'I cooked')
L:	vùṓ	'dig out!'
	vùṓ	(coordinate verb)
	ávùṓlam	'I have dug out'
	ávùṓrým	'I did dig out'
	(Compare ávùrým	'I dug out')

After ányì, únù and noun subjects the emphatic form exhibits the same vowel prefixes (/a/ or /e/) with the same tones seen in the perfect:

ányìegbúteere	'We did catch.'
ányìákòṓrọjì	'We did cultivate yams.'

(H or HL) verbs, like ízùrụ 'to buy for', which have a RA adverbial suffix, do not differ in their emphatic past form from the verb lacking the RA adverbial suffix. Compare:

ízùpe	'to buy oranges'
ózùreépe	'he bought oranges'
ízùrụpe	'to buy (oneself) oranges'
ózùrụreépe	'he bought himself oranges'
ózùrụreépé	'he did buy oranges'
	'he did buy himself oranges'

Verbs with other adverbial suffixes such as -ṭe/-ṭa, however, are regular in this form. Compare:

ímaṭa	'to comprehend'
ómaṭara	'he comprehended'
ómaṭaara	'he did comprehend'
íma	'to know'
ómaña	'he knew' (rarely occurs)
ómaaña	'he did know (he did realize)'

but contrast:

ímaña	'to realize'
ómaaña	'he realized'
ómaaña	'he did realize (he did know)'

Drill 13.3 The Emphatic Past Form

a) Transformation Drill:

Key Word	RA Form	Emphatic Form
	áṇṇṇṇmīfī	áṇṇṇṇmīfī
yá	óṇṇṇṇmīfī	óṇṇṇṇmīfī
íṣṣṣṣahya	óṣṣṣṣahya	óṣṣṣṣahya
ányị	ányịṣṣṣṣahya	ányịazṣṣṣṣahya
ífùezhí	ányịfùezhí	ányịáfùúreezhí
ńd'ụ	ńd'ụfùezhí	ńd'ụáfùúreezhí
íkòédè	ńd'ùkqreédè	ńd'ùákqóqreédè
mụ	ákqqrqmeédè	ákqóqqrqmeédè
íkumīfī	ékurumīfī	ékuurumīfī
ghị	íkurumīfī	íkuurumīfī
íṇṇṇṇmī	íṇṇṇṇmī	íṇṇṇṇmī
ámaakq	ámaakqṇṇṇṇmī	ámaakqarṇṇṇṇmī

	ámaakòṇṣùṣùmmìṭṭ	ámaakòṇṣùṣùṣùmmìṭṭ
íj'èaba	ámaakòj'èraabá	ámaakòej'èeraába
ṇwáànyíyá	ṇwáànyíyáj'èraabá	ṇwáànyíyéej'èeraába
írianṣ	ṇwáànyíyáririanṣ	ṇwáànyíyээрirianṣ
hã	éiririãáanṣ	ériiriãhãanṣ
íbyànggáà	ábyàrahànggáà	ábyàarahànggáà

b) Transformation Drill - Verbs with Adverbial Suffixes:

Key Word	RA Form	Emphatic Form
	áfùṭareezhí	áfùṭáareézhí
mú	áfùṭaraméezhí	áfùṭáaraméézhí
ízùṭaakw'á	ázùṭaramaakw'á	ázùṭaaramaakw'á
ányì	ányìzùṭaraakw'á	ányìazùṭaraakw'á
yá	ózuṭaraakw'á	ózuṭaaraakw'á
ízùc'eepe	ózuṭc'areépe	ózuṭc'aareepé
ghí	ízùc'areépe	ízùc'aareepé
íwèereédè	íwèereédè	íwèereédè
únù	únùwèereédè	únùéwèereédè
mú	éwèeremeédè	éwèeremeédè
íwèṭammìṭṭ	éwèṭarammìṭṭ	éwèṭáarammìṭṭ
nd'ù	nd'ùwèṭarammìṭṭ	nd'ùéwèṭáarammìṭṭ
íkwùshì	nd'ùkwùshìrì	nd'ùakwùshìrìrì
yá	ókwùshìrì	ókwùshìrìrì
ínòdùàlala	ónòdùraala	ónòdùurùàlala
hã	ánòdùrùhãàlala	ánòdùurùhãàlala

Supplement to Unit 13

Pronunciation

ìghòṭa

ìghòṭara

àghòṭáh̃amnhĩ̀kwùru

ànỹh̃amnhĩ̀kwùru

ìlaaghòṭa

éé ↑ ánaamaaghòṭa

bík'ò kwùkwóṣzọ

òlóót'uununeéjàasí

'thank you' lóokwìigbo

Structure

(HL ÷)

ì-ghòṭara

à-ghòṭá-ha-m-nhỹe-ì-kwùru

à-nỹ-h̃a-m-nhỹe-ì-kwùru

ì-la-aghòṭa

éé ↑ á-nà-mụ-aghòṭa

bík'ò kwùkwé-ṣzọ

òléé-òt'u-unu-na-éjè-así

'thank you' lá-okwu-ìgbo

Some Useful Expressions

<u>Spelling</u>	<u>English</u>
1ghọta	to grasp, to get hold of, to understand
I ghọtara?	Did you understand?
Aghọtaha m ihe 1 kwuru.	I didn't understand what you said.
Anuha m ihe 1 kwuru.	I didn't get ('hear') what you said.
I na aghọta?	Do you understand? ('Are you getting hold of [it]?')
E, ana m aghọta.	Yes, I get it.
Biko, kwukwe ọzọ.	Please repeat. ('Please say again another.')
Ole otu unu na eje asị	How do you say 'thank you'
'thank you' n'okwu Igbo?	in Igbo. ('What manner you are accustomed to say 'thank you' in Igbo speech?')

PronunciationStructure

-cúkwumà-

cúkwu-mà

ì-ńúwánaé

ì-ńúwána-é

-ńma dî-láaka-

ńma-dî-lá-aka

ánya

ée ányaghî dî-ńhỹaa

ée ánya-ghî-dî-ńhỹe-à

-cúkwumà-

ógò-ńwaànyị

ógò-ń-ńwaànyị

ée ógò-ńwaànyị
àhụ-ò-dîkwa-ghî¹ée ógò-ń-ńwaànyị
àhụ-ò-dîkwa-ghî

-ńma dî-láaka-

ée ó-ńm-nò-ńrụ

ée ó-wụ-m-nà-ńrụ

-cúkwumà-

ńwáàyọ

wèrèńwáàyọ

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Chukuma-	God knows (proper name for a male)
I ruwana-e?	Hello! ('Have you there started to work?')
-Nmadıl'aka-	beauty is in hand (proper name for a female)
anya	eye
E, anya gı dı ihea.	Yes, I've not seen you in a long while. ('your eyes are this thing!')
-Chukuma-	
q̣q̣m nwanı	my mother in law ('my relative in law - female')
E, q̣q̣m nwanı.	Yes, my mother-in-law.
Ahu q̣ dı kwa gı?	And are you well? (Body, and is it you?)
-Nmadıl'aka-	
E, q̣bı mu na q̣lu.	Yes, I've been busy. (It is I and work.)
-Chukuma-	
nwayq̣	gentle, easy
Were nwayq̣.	Take it easy!

duùm	
mmeduùm	mme-duùm
mmeduùmmhũřyghĩ	mme-duùm-m-hũřy-ghĩ
yáũghĩlòřy	yá-wũ-ghĩ-là-řy
òléèngĩřyũghuugbuè	òléè-ũga-ĩ-řyũgha-ũgbuà
-mmadiłáaka-	
íméc'a	
émec'aa	é-mec'aa
ĩkò	(H)
ĩkòrò	(H +)
gĩyò émec'aa ↑ máakòròghĩ	ghĩ-yò e-mec'aa ↑ mũ-àkòrò-ghĩ
	-cúkwumà-
òléèmmòřwũ	òléè-mme-ř-wũ
	-mmadiłáaka-
éci	
	-cúkwumà-
ĩkà	(L)
ĩkeécikèlaàbyaàbya/	ĩ-ka-éci-kè-la-abya-àbya
ĩkeécilaàbyaàbya	
	-mmadiłáaka-
ée écikeyè	

dum	every, all
mgbe dum	always
Mgbe dum m huru g1, ya bu g1 na o1u.	Whenever I see you ('always when I see you') you're busy ('it is you and work').
Ole nga 1 rugha ugbua?	Where are you working nowadays?
-Nmadil'aka-	
imecha	to be finished/done
emechaa	afterwards ('when/if it is finished doing')
1ko	to narrate, to converse
1ko1o	to narrate for
G1 lo, emechaa, mu ako1o g1.	When (if) you return, after- wards, I'll (then) narrate for you.
-Chukuma-	
Ole mgbe o bu?	When will that be?
-Nmadil'aka-	
Echi.	Tomorrow.
-Chukuma-	
ika	to say, to mean
I ka echi na abia abia?	You mean this coming tomorrow?
-Nmadil'aka-	
E, echi nkea.	Yes, (this) tomorrow.

-cúkwumà-

ódi'mmaá

¹Class two common nouns (``) have a tone pattern low low (``) before low-tone pronominal prefixes in questions.

Note 14.1 Potential Clauses

In Igbo a 'potential' clause at the beginning of a sentence carries a sense either 'if' or 'when' depending largely on the following clause. The examples of such clauses which have occurred in dialogues to date are:

yáyọ	'if (when) he returns ---- '
gíyọ	'when (if) you return ---- '

The form of the verb in the potential clause is like the subsequential form but with a subject (noun or independent pronoun) preceding. The verb has a vowel suffix and in (H) and (HL) verbs the root is high in tone. The pronoun and the verb are uniformly high (i.e. there is no mid tone). With (L) verbs the verb root is low but the suffix is high. Examples:

(H)	ńguqmmĩĩ	'if I drink wine'
(HL)	yáj'eeahyá	'if he goes to market'
(L)	ányĩvùqèdè	'if we dig out coco yams'

-Chukuma-

Q dɪ nma.

Thats O.K.

With verbs with adverbial suffixes the adverbial suffix substitutes (with high tone) for the vowel suffix:

(H)	gĩṣac'aaakwà	'If you finish washing the laundry ---- '
(HL)	únuzurɸepé	'If you buy oranges ---- '
(L)	hãfùtée'ezhɪ	'If they come outside ---- '

A noun object following a verb in the potential form is in environment 2 (see Note 9.2).

The forms of the independent pronouns preceding potential clauses are:

	Sg.	Pl.
1	m-	ányɪ
2	gĩ/gí	unu
3	yá	hã

Drill 14.1

a) Potential Clauses followed by the Future phrase:

Key Word	Pattern	
	<u>gíya</u> ↑ <u>ágàmíínyèmmí</u>	'When/if you return, I'm going to drink wine.'
cíkwe	cíkwe <u>ágàmíínyèmmí</u>	'If God permits, I'm going to drink wine.'
ígáaba	<u>cíkwa</u> ↑ <u>ágàmíí</u> ígáaba	'If God permits, I'm going to go to Aba.'
yábya	yábya ↑ <u>ágàmíí</u> ígáaba	'If he comes, I'm going to go to Aba.'
yá	yábyọ ↑ <u>ógìí</u> ígáaba	'If he comes, he's going to go to Aba.'
íwètaraméég'ò	<u>yábyọ</u> ↑ <u>ógìíwètaraméég'ò</u>	'If he comes, he's going to bring me money.'
hákwe	hákwo ↑ <u>ógìíwètaraméég'ò</u>	'If they agree, he's going to bring me money.'
ílàala	<u>hákwo</u> ↑ <u>ógìí</u> làala	'If they agree, he's going to go home.'
yáwụrụleezhị	yáwụrụleezhị <u>ógìí</u> làala	'If she is in the compound, he's going to go home.'
ágàmíínyèshiniàtọ	<u>yáwụrụleezhị</u> <u>ágàmíínyèshiniàtọ</u>	'If he's in the compound, I'm going to give 3 shillings.'

ég'odɪrɪ

ég'odɪrɪ ágàmɪnyɛshɪniàtɔ́

'If there were money,
I would give 3
shilling.'

ányìgɪɪzùfɪ

ég'odɪra ↑ ányìgɪɪzùfɪ

'If there were money,
we would buy food.'

mú

ég'odɪra ↑ ágàmɪɪzùfɪ

'If there were money,
I'd buy food.'

ínyèghɪɛ̀

ég'odɪra ↑ ágàmɪínyèghɪɛ̀

'If there's money, I'm
going to give you
coco yams.'

gínyemɪ

gínyemɪ ágàmɪínyèghɪɛ̀

'If you give me yams,
I'm going to give you
coco yams.'

ɪkwùghɪyugwɔ́

gínyemɪ ágàmɪɪkwùghɪyugwɔ́

'If you give me yams,
I'm going to pay you
(debt).'

gɪfuc'aaɔfɪ

gɪfuc'aaɔfɪ ágàmɪɪkwùghɪyugwɔ́

'If you finish the work,
I'm going to pay you
(debt).'

ég'odɪrɪ

ég'odɪra ↑ ágàmɪɪkwùghɪyugwɔ́

'If there's money, I'm
going to pay you
(debt).'

há

ég'odɪra ↑ ágàmɪɪkwùhɪyugwɔ́

'If there's money, I'm
going to pay them
(debt).'

hábyaskùul

hábyaskùul ágàmɪɪkwùhɪyugwɔ́

'If they come to school,
I'm going to pay them
(debt).'

	<u>hábyaskùul ágàhìkwùhũyugwò</u>	
ágàhìímùtánhýe	<u>hábyaskùul</u> ágàhìímùtánhýe	'If they come to school, they're going to learn something.'
ɲwánkwòbyaskùul	ɲwánkwòbyaskùul <u>ágàhìímùtánhýe</u>	'If Nwankwo comes to school, they're going to learn something.'
ógìíṣàahy	<u>ɲwánkwòbyaskùul</u> ógìíṣàahy	'If Nwankwo comes to school, he's going to take a bath.'
mířidírí	<u>mířidírí</u> ógìíṣàahy	'If there's water, he's going to take a bath.'
yácoq	yácoq ↑ <u>ógìíṣàahy</u>	'If he wants [to], he's going to take a bath.'
íhùdòktò	<u>yácoq</u> ↑ ógìíhùdòktò	'If he wants [to], he's going to see the doctor.'
gínòřonúyyò	gínòřonúyyò ógìíhùdòktò	'If you stay at home, he's going to see the doctor.'

b) Potential and Imperative:

Key Word	Pattern
	<u>gí</u>yqskùulu gáahyá 'When (if) you return [from] school, go to market.'
yá	yáyqskùulu gáahyá

yáǝ'èh̃úðòktò

írù

íbyá

ǝ'èé

ǝǝ

írù

kwúkwayúúgwò

ǝǝk'ù

mùtákwanh̃é

ǝáaǝ

shiwéǝí

ǝǝq̃táyá

byááǝm̃

ǝǝǝǝ

yáyǝskùulǝ yáǝ'èh̃úðòktò

yáruskùulǝ yáǝ'èh̃úðòktò

yábyaskùulǝ yáǝ'èh̃úðòktò

yábyaskùulu ǝ'èéh̃úðòktò

ǝǝbyaskùulu ǝ'èéh̃úðòktò

ǝǝruskùulu ǝ'èéh̃úðòktò

ǝǝruskùulu kwúkweyúúgwò

ǝǝk'ùruskùulu kwúkweyúúgwò

ǝǝk'ùruskùulu mùtákwanh̃é

ǝǝk'ùrunǝáaǝ mùtákwanh̃é

ǝǝk'ùrunǝáaǝ shiwéǝí

ǝǝq̃táyá shiwéǝí

ǝǝq̃táyá byááǝm̃

ǝǝǝǝ byááǝm̃

'When he returns [from] school, have him go see the doctor.'

'When he returns [from] school, go see the doctor.'

'When you reach school, just pay him [the] debt.'

'When Njoku reaches school, [then] learn something.'

'When Njoku gets there, cook (something).'

'If you want it, cook food.'

'If you want to, come see me.'

'If you're going to go, come see me.'

zùtáanụ	<u>gígaịgà</u> <u>byàáhụm</u>	'If your going to go, buy meat.'
hádịrịátọ	<u>gígaịgà</u> zùtáanụ	'If there are three of them (if they are three) buy meat.'
wètáotù	<u>hádịrịátọ</u> wètáotù	'If there are three of them, bring one.'
gínwéik'è	gínwéik'è <u>wètáotù</u>	'If you can, bring one.'
wèróotù	<u>gínwéik'è</u> wèróotù	'If you can, take one.'
yáwụrụn'jok'ụ	yáwụrụn'jok'ụ <u>wèróotù</u>	'If it's Njoku, take one.'
mèéngwàngwà	<u>yáwụrụn'jok'ụ</u> mèéngwàngwà	'If it's Njoku, hurry!'
gícqọ́tga	gícqọ́tga <u>mèéngwàngwà</u>	'If you want to go, hurry.'
wètéeg'òghị	gícqọ́tga wètéeg'òghị	'If you want to go, bring your money.'

Note 14.2 The Consequential form of the verb

ghíyò----máákòròghì 'When you return----I'll (then)
narrate for you.'

Following subordinate clauses and in second or subsequent sentences of connected narrative occurs a form which has a shape like the verbal noun, plus the vowel suffix (in the absence of an adverbial suffix, except with those verbs which do not take the vowel suffix). The tone patterns are like those of nouns of the appropriate class in environments 2 or 4. Thus verbal nouns of (H) or (HL) verbs, basic tone '', occur here after high tone with '', second tone pattern, as appropriate to Class II nouns, while those of (L) verbs have their '', first tone pattern, as appropriate to Class III nouns. Compare:

(H)	íkòraakòrò	'to narrate for (a narrating for)'
		(environment 1 - pattern '':
		íkòrò + àkòrò → íkòraakòrò)
	máákòròghì	'I'll then narrate for you.'
		(mú + àkòrò → máákòrò)
(L)	íkòákò	'to cultivate a cultivating'
	máákòóji	'I'll then cultivate yams.'

This form is preceded by the independent pronoun subjects:

mú	ányì
gì	únù
yá	há

Since ányì and únù end with low tone the consequential forms of (H) and (HL) verbs following them show the first tone pattern '' of Class II nouns:

(H)	ányìakòròghì	'We'll then narrate for you.'
(L)	únùákòóji	'You'll then cultivate yams.'

This form is called 'consequential' because it seldom occurs except in a clause which devotes a consequence of what preceded. The translation usually admits of a 'then' or 'in that case'. The form is timeless - that is it depends like the subsequential for its time (in translation) on the preceding clause. As a form with vowel suffix (or high tone on an adverbial suffix) this form provides 'environment 2' for following noun objects.

Examples:

gíyọskùul máàgaahyá	'If you return [from] school, I'll (then) go to market.'
̀ǹjókùbya ńéekèléyá	'If Njoku comes, they'll (then) greet him.'
ányíyọ ányịeshíwefi	'When we return, we'll (then) cook food.'

This form is much used in narration for the first verb of a series which is consequent to what preceded. Following verbs in the series are in the subsequential form without subject or vowel prefix:

1. ̀ǹwáńkwọ́gàràáhya ńúọgòyáńwaànyị kèlíyá #
 ̀m̀m̀ecínyèfénụ́fèekeláà yáàbya kèlénwáńkwọ́ #
 ńáàgawị́zụ́nhýe #

Ọwáńkwọ́ went to market, saw his female relative in law [and] greeted her. When Cinyere heard this greeting she then came [and] greeted Ọwáńkwọ́. They then started to go to buy things.

The analysis of this passage is as follows:

̀ǹwáńkwọ́	- proper noun Class IA, subject
gàràáhya	- RA form (past) + object in environment 1 with first tone pattern
ńúọg'èyáńwaànyị	- subsequential form of <u>íhụ</u> plus a phrase as object: <u>ọgọ</u> Class III noun in environment 3 in a modification compound with modifier <u>ya</u> , the compound in turn

modified by ṇwáànyɪ

- kèlíyá - subsequential form of íkèle plus object pronoun yá with mid tone characteristic of environment 2
- mme - 'when' introduces adverbial clause of time
- cínyèřé - proper name, subject, with final low tone raised before ' pattern verb
- ṇṛeekeláà - RA form (past) + object, the object modified by demonstrative a
- yáábya - consequential form of íbyá with subject pronoun yá
- kèlérwanṅkwɔ - subsequential form of íkèle plus object
- háágawɪɪzúnhye - consequential form of ígáwa with subject pronoun há followed by infinitive - object phrase as complement (expression of purpose - see Note 11.2)

Note that, while the subsequential form denotes a subsequent action by the same actor, the consequential form commonly denotes a consequent action performed by a different actor (or by the same actor as a result of his previous action).

The roots of certain common verbs, notably íj'è, ígá, íbyá occur with low tone combined with the consequential form of another verb in an informal imperative:

j'è + ázáá + èzhí → j'áázàéézhɪ

'Just go along and (then) sweep the compound.'

which contrasts with normal double imperative:

j'ézàéézhɪ 'Go! [and] Sweep the compound!'

Drill 14.2 Consequential Forms following Potential Clauses:

Useful Words:

ízuík'e	to regain strength, to rest
ízuriík'e	to take a rest
ĩnářa	to receive from (HL)
íj'èru	to arrive

Key Word

Pattern

	<u>gíyqskuùl</u> <u>maàgaahyá</u>	'When you return from school, I then go to market.'
íriří	<u>gíyqskuùl</u> <u>méèrieři</u>	
yá	<u>yáyqskuùl</u> <u>wéèrieři</u>	
íšéézhí	<u>yáyqskuùl</u> <u>máášaeézhí</u>	'When he returns from school, I'll then wash the compound.'
ík'uṭemíři	<u>yák'uṭemíři</u> <u>máášaeézhí</u>	'If he fetches water, I'll wash the compound.'
ínyéyeeg'o	<u>yák'uṭemíři</u> <u>méényeyéeg'o</u>	'If he fetches water, I'll give him money.'
ízṭteepe	<u>yázṭteepé</u> <u>méényeyéeg'o</u>	'If he buys (and brings) oranges, I'll give him money.'

gí	gízúteepé <u>méenyeghéeg'o</u>	
yá	gízúteepé <u>yéenyeghéeg'o</u>	'If you buy oranges, he'll give you money.'
gáánañíyá	gízúteepé gáánañíyég'o	
(gí-ánañíyá)		'If you buy and bring oranges, you'll get money from him.'
íbyá	gíbya gáánañíyég'o	'If you come, you'll get money from him.'
íwètaram	gíbya gíewètárameeg'o	'When you come you'll bring me money.'
yá	gíbya gíewètáramíya	
íga	<u>gíga</u> gíewètáramíya	
únuruo	únuruo gíewètáramíya	'When you (pl.) get there, you (sg.) will bring it for me.'
íhũdòktò	<u>únuruo</u> gááhũdòktò	'When you (pl.) get there, you (sg.) will see the doctor.'
ányì	ányíruo gááhũdòktò	
íj'èru	ányíj'èru gááhũdòktò	'When we arrive, you'll see the doctor.'
íkwũyũgwo	ányíj'èru gáakwũyũgwo	'When we arrive, you'll pay him the debt.'
ányì	ányíj'èru ányìakwũyũgwo	
únù	ányíj'èru ányìakwũunũgwo	'When we arrive, we'll pay you the debt.'

íř̀yc'a	ányi ₁ <u>eru</u> ányìakwúuunùúgwọ	'When we finish work, we'll pay you the debt.'
há	hář̀yc'aa ányìakwúuunùúgwọ	
há	hář̀yc'aa ányìakwúọhùúgwọ	'When they finish work, we'll pay them the debt.'
ányi ízùík'e	ányiř̀yc'aa ányìakwúọhùúgwọ ányiř̀yc'aa <u>ányèé</u> zùík'e	'When we finish work, we'll rest.'
mú ízùríík'e	ányiř̀yc'aa méé <u>zùík'e</u> <u>ányiř̀yc'aa méé</u> zùríík'e	'When we finish work, I'll take myself a rest.'
mú íméc'a	<u>mř̀yc'aa méé</u> zùríík'e mmec'aa méézùríík'e	'After I finish I'll take myself a rest.'

Drill 14.3 Consequential forms following other tenses:

Key Word	Pattern	
	óyọrọskúùl má <u>agaahya</u>	'He returned from school so I went to market.'
íshíř̀i	óyọrọskúùl méeshieř̀i	'He returned from school and I then cooked food.'

óřų	óyòròóřų méeshíeří	'He returned from work and I then cooked food.'
ík'ùtemíří	ók'ùteremíří méeshíeří	'He fetched water and I then cooked food.'
įśāakwà	ók'ùteremíří māsāśāakwà	'He fetched water and I then did the laundry.'
ógiík'ùte	ógiík'ùtemíří māsāśāakwà	'He's going to fetch water and I'll then do the laundry.'
ínyíyēeg'ò	ógiík'ùtemíří méényíyēeg'ò	'He's going to fetch water and I'll then give him money.'
įzùtaramēepe	ógiízùtaramēepe méényíyēeg'ò	'He's going to buy oranges for me and I'll then give him money.'
byàra	óbyàra méényíyēeg'ò	'He came and I gave him money.'
įkwųyųųgwọ	óbyàra mākųųyųųgwọ	'He came and I paid him the debt.'
óbyàla	óbyàla mākųųyųųgwọ	'He has come and I paid him the debt.'

Drill 14.4 Variation Drill on a Basic Sentence with Consequential Forms:

Key Word

Pattern

gíyeemec'aa mākųųròghí

'If you return, when
everything is
finished, I'll then
narrate for you.'

ínyèří	gíyeemec 'aa mááko <u>oro</u> ghí gíyeemec 'aa <u>me</u> enyeghiří	' ---- I'll then give you food.'
hǎ	gíyeemec 'aa hěenyeghiří	' ---- they'll then give you food.'
únù	gíyeemec 'aa hěenyuunùří	' ---- they'll give you (plural) food.'
íbyá	<u>gí</u> byeemec 'aa hěenyuunùří	'If you come ---- '
únù	únubyeemec 'aa hěenyuunùří	'If you (pl.) come ---- '
ířuc 'a	únuruc 'aeemec 'aa hěenyuunùří	'If you finish working ---- '
ég 'o	únuruc 'aeemec 'aa hěenyuunèég 'o	' ---- , they will then give you money.'
yá	únuruc 'aeemec 'aa yéenyuunèég 'o	' ---- , he will then give you money.'
álawa	únuruc 'aaalawa yéenyuunèég 'o	'If you finish working, when people are beginning to go home, he'll then give you money.'
íkwùugwo	únuruc 'aaalawa yáákwuunùugwo	' ---- , he'll then pay you (debt).'
mú	únuruc 'aaalawa máákwuunùugwo	' ---- , I'll then pay you (debt).'
íhùya	únuruc 'aaalawa mááhùya	' ---- , I'll then take a look at it.'

íbyá'	únubyaalawa mááñyá'	'If you come, when people start to go home, I'll then take a look at it.'
cínyèře	cínyèřebyá <u>alawa</u> mááñyá'	'If Cinyere comes, when people start to go home, I'll then see her.'
áyqahyá'	cínyèřebyá <u>ayqahyá'</u> mááñyá	'If Cinyere comes, when people return from market, I'll then see her.'
íkwé	cínyèřekwé áyqahyá mááñ <u>yá</u>	'If Cinyere agrees, ---- '
dóktò	cínyèřekwé <u>áyqahyá</u> mááñdóktò	' ---- I'll then see the doctor.'
ázúc 'aaahyá'	cínyèřekwé ázúc 'aaahyá <u>mááñdóktò</u>	'If Cinyere agrees, when shopping is finished, I'll then see the doctor.'
ányì	cínyèřekwé <u>ázúc 'aaahyá</u> ányàañdóktò	' ---- , we'll then see the doctor.'
éříc 'aafi'	cínyèřekwé éříc 'aafi ányàañ <u>dóktò</u>	'If Cinyere agrees, when the meal is over, we'll then see the doctor.'
ízùríík'e	cínyèřekwé éříc 'aafi ányeezùríík'e	'If Cinyere approves, after dinner, we'll (then) take a rest.'

In Units to date we have noted a variety of forms of the verb characterized by a vowel suffix (except for a few monosyllabic verbs which lack it and many verbs with adverbial suffixes).

These forms are:

(H)	ɲɔ̌mmĩĩ	'drink wine!'
(HL)	rùáahya	'go to market!'
(L)	yòòĩgburu	'sift cassava!'

hỳdókto 'see the doctor!'

(H) kwúk¹kwú¹ugwò¹ (kwú¹-kwa-ugwò¹) 'Be sure to pay
[the] debt.'

(HL) zù¹rú¹anù¹ 'buy meat (for---)!'

(L) nò¹dù¹à¹la 'sit down!' (sit
[on the] ground)

gáfèé pòsòòfìs 'Pass the postoffice.'

(H)	ôlâruúyò ñúommîì	'He reached home and drank wine.'
(HL)	ónyìgìígaahya zúonhyè	'We're going to go to market and (to) buy things.'
(L)	ànághìĩhaabyá zàáahyá	'They don't come to sweep ('and sweep') the compound.'

monosyllabic:

nd'ùgaraabá hùdòktò 'Nd'u went to Aba and
saw the doctor.'

with adverbial suffixes:

(H) ògìíga'enugw'ù kwùshilaahya
'He's going to go to Enugu and stop at the
market.'

(HL) cínyèřekpùrùobỹ'aa zùqòqòhãazù
'Cinyere entertained guests and bought fish
for them.'

(L) ányilaruruuyò nòdùàla
'We got back home and sat down.'

compound verb:

óshìwerefí háfùíga'ahya 'He started to cook food
instead of ('and left out')
going to market.'

óshìghefí háfùíga'ahya 'He was cooking and omitted
going to market.'

3. The Potential:

(H) yárie'hýe ágàmíírikwehýe
'If he eats something, I'm going to eat too.'

(HL) gídeaakwúkwo àgághimíg'ùya
'If you write (a book), I'm not going to read
it.'

(L) ányífèéiyí únagághinwèik'einyèraanyiaká
'If we cross the stream you're not going to
be able to help us.' ('to give a hand for
us')

monosyllabic:

hãnaanùigbo kèléhã 'If they know ('hear')
Igbo, greet them.

5. The Consequential:

(H) yáyɔ mééríeří 'When he returns I'll
(then) eat.'

contrast:

yáyɔ ágámíríří 'If he returns, I'll eat.'

(HL) yálaa máágaaahyá 'When he goes home I
(then) go to market.'

(L) ányinyaaká h́́aakòóji 'When we help, they (then)
cultivate yams.'

monosyllabic:

dòktòyó mááhnyá 'When the doctor returns,
I'll (then) see him.'

with adverbial suffixes:

(H) nnìyákwe ányèegbùteraažù
'When his father agrees we (then) catch
fish (for ourselves).'

(HL) yáyɔ máázùtaríyáří
'When he returns I'll buy food for him.'

(L) yákwuqányíyugwò ányèéwèťéeg'ò
'When he pays us the debt we (then) bring
money.'

6. The Perfect:

(H) óṅuqnammíř 'He has drunk wine.'

(HL) óshieleří 'She has cooked food.'

(L) ányíavùqleedè 'We have dug out coco yams.'

monosyllabic:

ábyalam 'I have come.'

with adverbial suffixes:

(H) únúakwǐshɪla 'You have stopped.'

(HL) ázǔrɪlañèépe 'They have bought oranges.'

(L) ífùtáleeézhi 'You have come outside.'

compound verb:

ányìaháfùlájì 'We have left [the] yams.'

Note 14.4 The adverbial RA suffix in consequential forms

Note the form:

máakq̣orq̣hì

In note 9.7 was noted the fact that adverbial RA suffixes followed by noun or pronoun objects denoting the person benefitting from the action do not substitute for but rather follow vowel suffixes in the subsequential form. In this sentence the same process is operating with the consequential form where the vowel suffix is followed by RA. Note also the following example from note 14.3 - with the subsequential form:

----zúq̣orq̣ñháaẓhì '----and bought fish for them.'

Note that when the RA adverbial suffix is affixed to another adverbial suffix no vowel suffix appears - the first adverbial suffix substituting for it:

----mááẓuṭaṛiyāñ '----I then buy food for him.'

and that when the RA is suffixed to a verb which does not accept the vowel suffix elsewhere, it does not appear here either:

----méenyeñháaka '----I then give them a hand.'

PronunciationStructure

	-cúkwumà-	
òló'óg'ò'q'wù		òl'é'è-og'è-q'-wù
	-m̀madìl̀áaka-	
èt'ít'i		
èhỹihỹè		
lèet'ít'ièhỹihỹè		là-et'ít'i-èhỹihỹè
	-cúkwumà-	
káa'ñà/nkàa'ñà		ké-a'ñà
óg'èkàa'ñà ádìghĩmmá		óg'è-kè-a'ñà-á-dìghĩ-mmá
	-m̀madìl̀áaka-	
àbalĩ		
yáwụrụnĩnàabalĩ		yá-wụrụnĩ-nà-aabalĩ
	-cúkwumà-	
léelekero'òle		lá-elekere-òle
	-m̀madìl̀áaka-	
òkyl'ò'òkyl'		
l'ò'òkyl'ò'òkyl'asáà		là-òkyl'ò'òkyl'-asáà
	-cúkwumà-	
líihì/líihìla		lá-ihì
ìtírí		
ígbà		(L)

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Chukuma-
Ole oge o bu?	When will it be?
	-Nmadıl'aka-
etıtı	middle
ehıhe	noon, midday
N'etıtı ehıhe.	At noon.
	-Chukuma-
nke aha	(of) that
Oge nke aha adıgh mma.	That time is not good.
	-Nmadıl'aka-
abalı	night, evening, (day of 24 hours)
Ya burunı n'abalı.	Then if it is in the evening?
	-Chukuma-
N'elekere ole?	At what hour?
	-Nmadıl'aka-
o'clock	o'clock
N'oclock asaa.	At seven o'clock.
	-Chukuma-
n'ıhı	because
ıtırı	darkness
ıgba	to join together, to marry (with áka)

òdíghímmá lííhìítírí-
gbaghuugbúà

là-íhì-ítírí-gbabha-ugbú-à

-mmadịláaka-

ézhí

ézhíokwù

ó'èzhíokwù

ó-wù-ezhí-okwù

màka

t'áà

t'áà

kèdụmàkaabalaannót'áà

kèdụ-màka-abalị-annót-t'áà

-cúkwumà-

ùt'ùt'ù

ók'ùùt'ùt'ù

ók'e-ùt'ùt'ù

lók'ùùt'ùt'ù

lá-ok'ù-ùt'ùt'ù

-mmadịláaka-

kàá'ñàdịmmá

ke-á'ñà-dị-mmá

-cúkwumà-

òkpa

ók'òkpa

ók'e-òkpa

íbè

(H)

mmoók'òkpa-bée

mme-ók'e-òkpa-bée

Ọ digh nma, n'ih1 itiri That's not good, because it
 gbagha ugbua. gets dark these days
 ('darkness is enveloping
 now').

-Nmadil'aka-

ezi true
 ezi okwu truth
 Ọ bu ezi okwu. That's true.
 maka about, concerning, on
 account of
 taa today
 taa from today
 Kedu maka abali anọ taa? How about four days (nights)
 from today?

-Chukuma-

ututu morning
 oke ututu early morning
 N'oke ututu? In the early morning?

-Nmadil'aka-

Nke aha di nma. That's good.

-Chukuma-

ọkpa fowl
 okeọkpa cock
 ibe to cry, to crow
 Mgbe okeọkpa bee? When the cock crows?

-m̀madìl̀áaka-

òdìm̀m̀á

Note 15.1 Adverbial Suffixes to Verbs

A considerable number of verbs with adverbial suffixes have occurred in units to date. At this point a summary of these forms is in order.

1.	Verb Root	Verb with Adverbial suffix	
	ífù	'to go out'	ífùta 'to come out'
	íwè	'to take'	íwèta 'to bring'
	ígbù	'to kill'	ígbùte 'to fetch back from the hunt'
	ízù	'to buy'	ízùta 'to purchase and bring back'
	ímà	'to know'	ímàta 'to understand'
	íná	'to snatch'	ínáta 'to receive from'
	ígbázhì	'to negotiate a loan'	ígbázhìte 'to borrow'

From these examples it is clear that the adverbial suffix -ta/-te indicates that the action is performed toward the subject or other logical goal of the action.

2.

ízù	'to buy'	ízùrù	'to buy for'
íwè	'to take'	íwèrè	'to take for'
íwèta	'to bring'	íwètara	'to bring for'
ímà	'to know'	ímàfa	'to comprehend'
ízù	'to complete'	ízùrù	'to complete for'
		(in ízùrík'e	'to take a
		rest')	

-Nmadıl'aka-

Qdı mna.

Fine!

From these examples it is clear, as explained in Note 5.1, that this RA suffix indicates that the action is performed for the benefit of someone - if the person is unspecified it is for the benefit of the subject.

3.

ízü	'to buy'	ízúc'a	'to buy all'
íjü	'to ask'	íjúc'a	'to inquire in detail (after)'
íme	'to do, to make'	íméc'a	'to finish doing, to do all'
ířü	'to work'	írúc'a	'to finish working'
íri	'to eat'	íric'a	'to finish eating'

From these examples it is clear that this suffix, -c'a, indicates the performance of the action to completion.

4.

ízü	'to buy'	ízüı	'to sell to'
ígbázıı	'to negotiate a loan'	ígbázııı	'to lend to'

This suffix -ı/-ıı indicates that the action involved alienation of the object involved away from the subject - it is thus, in a sense, the opposite of -ta/-te.

5.

íbyá	'to come'	íbyádı	'to arrive'
ínö	'to be at, to stay'	ínödı	'to sit down'

This suffix *-du/-di* indicates that the action resulted in a motionless state - that the subject settled down after the action.

6.

íga'	'to go'	ígáwa	'to start to go'
íla'	'to go home'	íláwa	'to start going home'

etc.

This very widespread suffix *-we/-wa* occurred in most of the greetings in units 1, 2 and 3 and denotes the commencement of the action.

7.

íbyá'	'to come'	íbyáhu	'to come again'

This very general suffix */-hu/* denotes the repetition of the action. Compare:

ímè	'to do'	ímèhu	'to do again'
íhù	'to see'	íhùhu	'to see again'
ínù	'to hear'	ínùhu	'to hear again'
ínàṭa	'to receive'	ínàṭahu	'to receive again'

Verbs with this suffix are commonly followed by /òzò/ 'again'.

From these various examples it is clear that in Igbo the direction etc. of an action is indicated by this type of suffixation rather than by independent prepositions or adverbs. This procedure is somewhat similar to the so-called two-word verbs of English (like take down, make over, etc.) but where in English the adverbs are separable from the verbs this is not the case in Igbo.

Note that more than one adverbial suffix may occur on a single root.

íwè	'to take'	íwèṭa	'to bring'	íwèṭara	'to bring for'

In the suffixed forms of a verb the adverbial suffix normally takes the place of the vowel suffix:

wètá	'bring!'
zùrú	'buy for!'
zùí	'sell to!'
nòdí	'sit down!'
làwá	'start going!'
wéré	'take for!'
	etc.

However, the suffix -c'a does occur with the vowel suffix:

zùc'áa	'buy all!'
méc'áa	'finish doing!'
	etc.

Note 15.2 The relative - kè/n̄ke 'which, who, of' - plural ndị(kè):

Compare the phrases:

1. ónyekèè 'this person'
2. òléyupakìcòrò 'what kind which you want?'

The particle kè/n̄ke functions as a relative introducing a modifying word or clause, and denotes 'who, which, or of'. The use of kè is to introduce a clause emphatic and optional. In this respect it parallels the English relative that in e.g.:

The man that I saw ----

The man I saw ----

Frequently kè is used where the English translation requires the definite article. Thus the two English sentences above can be rendered in Igbo as follows with the second much less definite than the first:

ónyèkémhũrũ ----

'[the] man that I saw'

ónyemhũrũ ----

'[the] man I saw' or '[a] man I saw'

The tone patterns of noun and pronoun subjects noted in Note 12.2 are maintained following the kè but, because of the low tone of kè Class II nouns do not have initial high tone. Compare:

hỹékènjókùcòrọ

'thing which Njoku wants'

hyénjókùcòrọ

'thing Njoku wants'

A clause commencing with kè may occur as subject of a sentence in which case the translation is 'that which ---- '.

kémhũrũ òimma'

'That which I saw is good.'

Relative clauses following those few words which are clearly plural in significance require ndị in place of or in addition to kè:

umụndịmhũrũ

'children whom I saw'

umụndịkémhũrũ

Drill 15.1 Relative particle *kè* introducing clauses:

Key Word		Pattern
	<u>óg'èkàámaakòcòròdìmma'</u>	'The time that Amako wants is good.'
ónye	ónyekàámaakòcòròdì <u>mma'</u>	'The person that Amako wants is good.'
ábyàña	ónyekàámaakòcòraábyàña	'The person that Amako looked for didn't come.'
ghí	ónyekìí <u>còraábyàña</u>	'The person that you looked for didn't come.'
ábyàñgàà	ónyekìí <u>còraábyàñgàà</u>	'The person that you looked for didn't come here.'
cògha	ónyekìí <u>còghaábyàñgàà</u>	'The person that you were looking for didn't come here.'
mgwàraghí	ónyekèmgwàraghí <u>ábyàñgàà</u>	'The person that I told you [of] didn't come here.'
éj'èña	ónyekèmgwàraghí éj'èña	'The person that I told you [of] didn't go.'

Review Drill

Repeat drill 15.1 without *kè*. i.e.óg'áamaakòcòròdìmma'

etc.

Note 15.3 Non-clause modifiers with kè/ṛke 'of':

Note the phrases:

kèghíkwení 'And yours?'

óg'èkàáñà --- 'that time' ('time of that')

In modification and possessive structures kè has low tone before monosyllabic pronouns and the pronouns have the characteristic high tone of pronoun objects. Compare:

kém 'of me'

kèghí 'of you' (sg.)

kíyá 'of him (etc.)'

kèñá 'of them'

In such structures before nouns, however, the tone of kè varies, being high before proper nouns of Classes I and III and all nouns of Classes II and IV.

I	káamáakò	'of Amakò'
II	káányí	'of us'
II	kémby	'first of all ('of first')'
II	kénjók'ù	'of Njoku'
III	kùúnù	'of you (pl.)'
III	kàáñà	'of that'
III	kùúnèfè	'of [the] banana'
III	kénd'ù	'of Nd'u'
IV	káàla	'of [the] land'
IV	kíit'e	'of [the] pot'
IV	kénjáà	'of this place'

In this respect kè behaves like the last syllable of a Class IV noun in environment 3, which it is, since the full form is /ṛke/.

This phrasal structure may occur in environment 1 (as subject):

kěhǎ ádíghĩmma 'His is not good.'

kénjók'ù díányàngáà 'Njoku's is far [from] here.'

or in environment 4 (as modifier)

jíkàamàakò 'Amako's yams.' (p.c.)

édèkèhǎ ádíghĩlũyò 'Their coco yams (m.c.) are not in [the] house.'

Drill 15.2 kè introducing non-clause modifiers:

a.

Key Word	Pattern	
	<u>ńzúkókù</u> únùdíngáà	'Your meeting is here.'
rǎĩsɪ	rǎĩsɪkùúnùdíngáà	'Your rice is here.'
líĩmuuyò	rǎĩsɪkùúnùdílíĩmuuyò	'Your rice is inside the house.'
mǔ	<u>rǎĩsɪkém</u> dílíĩmuuyò	'My rice is inside the house.'
sìgaréèt'ɪ	sìgaréèt'íkémdílíĩmuuyò	'My cigarettes are inside the house.'
ádíghɪ	sìgaréèt'íkémádíghɪlíĩmuuyò	'My cigarettes are not inside the house.'
ghɪ	sìgaréèt'íkèghɪádíghɪlíĩmuuyò	'Your cigarettes are not inside the house.'
ĩmma	sìgaréèt'íkèghɪádíghɪmma	'Your cigarettes are not good.'
ńjók'ù	<u>sìgaréèt'íkénjók'ù</u> ádíghɪmma	'Njoku's cigarettes are not good.'

	<u>sìgaréèt'</u> íkènjòk'ù ádíghĩmma	
únèře	únèřékènjòk'ù <u>ádíghĩmma</u>	'Njoku's bananas aren't good.'
òúeg'oo'loo'le	únèřékènjòk'ù òúeg'oo'loo'le	'How many for how much are Njoku's bananas?'
yá	únèřékìyá òúeg'oo'loo'le	'How many for how much are his bananas?'

b.

Key Word	Pattern	
	òléébeka <u>amaakòdì</u>	'Where is Amako's?'
mú	òléébekè <u>mdì</u>	'Where is mine?'
ngà	òléèngakè <u>mdì</u>	'Just where is mine?'
ghí	òléèngake <u>ghìdì</u>	'Just where is yours?'

<u>Pronunciation</u>		<u>Structure</u>
	-òṇụegbù-	ónụ-egbù
òhã		
óbiòhã		óbi-òhã
ìgá'j'e		ìgá + j'e
óbiòhã ág'ụ̀jím		óbi-òhã ág'ụ̀- jì-ń
gá'j'èeshíwenhỹè		gá- j'è-eshíwe-nhỹè
	-óbiòhã-	
òlééhỹíllèerí		òléè-hỹè-í-là-erí
	-òṇụegbù-	
gàrí		(invariable tone noun)
ófe		
òkwùrụ		
ácòrọ́míirígàrílòófọkwùrụ		á-còrọ́-mụ-írí-gàrí-là-
		ófe-okwùrụ
	-óbiòhã-	
sí		
àgbọ́nọ		

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Onuegbu-	(proper name for a male)
qha	public, crowd, the people
Obiqha	public spirit (proper name for a male)
igaje	to go -- (emphatic) to be in the process of going
Obiqha, aguu ji m.	Obioha, I'm hungry (hunger holds me). Go cook something!
-Obioha-	
Ole ihe i na eri?	What do you want to eat? ('What are you eating? ')
-Onuegbu-	
garị	processed cassava meal
ofe	soup - a stew of vegetables and fish and/or meat
qkwuru	okra, gumbo
A cqrq m iri garị na ofe qkwuru.	I want to eat cassava meal and gumbo soup.
-Obioha-	
si	that
agbonq	seed of agbono plant

ìcqrqséewèráàgbqñqshíeyá

ì-cqrq-sí-e-wèré-àgbqñq-
shíe-yá

-ónyegbù-

úhŵà

íhŵùúhŵà

íkpa

(L) íhŵà-úhŵà

(H)

íkpuúhŵà

íkpa-úhŵà

àgbqnaánàghaakpámyúhŵà

àgbqñq-á-nàghí-akpá-my-úhŵà

-óbiòhà-

ítíí

(HL)

ìcqrqsíetíínyeelìlì

ì-cqrq-sí-e-tíínyá-elìlì

-ónyegbù-

láanì/náanì

lá-anì

ílùlùlò

(HL) ílò-lùlò

òdíghì shiére mọkwùrụ-

ò-dí-ghì shiére-re-m-ọkwùrụ-

láanì mèkwéekòólùlùlò

lá-anì mèkwé-ka-ó-lòlò-lùlò

-óbiòhà-

òdìmmá

I cqrq si ewere agbqng
sie ya?

Do you want agbono to be used
to cook it? (one to take
agbono and cook it)

-Onuegbu-

uha

pleasantness

ihauha

to be pleasant

ikpa

to show, to manifest, to
exemplify, to practice

ikpa uha

to be pleasing to, to
delight

Agbqng anaghi akpa m
uha.

I don't like agbono.

-Obioha-

itii/itighe

to put into, to add to

I cqrq si etigheni ya
elili?

Do you want melon seed added?

-Onuegbu-

n'ani

only, alone

ilqulq

to be glutenous, gummy

Q digh. Siere m qkwuru
nani, mekwaa ka q lqq
ulq.

No. Cook for me only okra.

And make it be gummy.

-Obioha-

Q di nma.

Right!

Note 16.1 s^í 'saying, saying that, that' - 'the hortative form'

This form, from the verb ís^í 'to say', is used following verbs referring to what a person suggested, desired, agreed, intended and the like to introduce a clause reporting (indirectly) the intention or suggestion. The examples in basic sentences to date are:

1. ìcòrò s^{éewèráàgbono} shíeyá 'Do you want agbono to be used to cook it?' ('Do you want (saying) that one take (for oneself) agbono and cook it?')
2. ìcòrò s^{ietìnníyèelìlì} 'Do you want melon seed added to it?' ('Do you want (saying) that one then put into it melon seed?')

Note that in these sentences the form following s^í is the same as the subsequential forms:

- ògàrà wèráàgbono 'He came and took agbono.'
- òbyàrà tíelìlìlólófe 'He came and put melon seed in the soup.'

but that it has a subject prefix - here e-, the 'impersonal'. This form is the hortative form and has occurred before in the sentence:

kámkwòqñghìpenìlìshíí 'Let me then give you six pence.'

This form occurs commonly as an independent clause only with a first person subject.

Hortative means 'admonitory' or 'advisory' and this form following kà 'that' is a stronger order than after s^í, where it is a suggestion. Examples of the use of this form with various pronoun and noun subjects are:

- òcòrò s^{ímwètáríyáceèn} 'He wants me to bring him change.'

ányìcqrq súnugaaahyá 'We want that you (pl.) go to market.'

ókwe saamaakòzurúyáunèrè --- 'If he agrees that Amako buy bananas for him --- '

Note that this hortative form differs from the potential only in that the potential clause introduces the sentence and uses the independent second and third person singular subject pronouns *gí/gí* and *yá* while the hortative clause follows *kà* or *sí* and uses *í-* and *ò-* subject prefixes:

yáyq --- If he comes.

ácòròm síqyq I want him to come.

Sometimes the particle *sí* or *kà* is omitted in which case only the tone pattern distinguishes the hortative from other forms.

Compare:

ácòròmíígaahya 'I want to go to market.'

ácòròmíígaahyá 'I want you (sg.) to go to market.'

(ácòròm síígaahyá)

(ácòròm kíígaahyá)

sí may also be followed by other forms of the verb in which case no suggestion is meant:

ókàrà símgiígaalegòs 'He said (or he decided) that I am going to go to Lagos.'

Note that the subject prefix /m-/ in this sentence has low tone. This is characteristic of the tone of pronoun prefixes in reported speech. *kà* is not used in such reported speech. Reported speech will be explained and drilled later.

Drill 16.1 Variation drill on a basic sentence. Verbs of saying, wishing etc. followed by *sí* 'saying, saying that'.

Key Word

Pattern

	<i>ìcqrq̃séewèrààgbòno shíeyá</i>	'Do you want it to be cooked with agbono?' ('Do you want (that) one take agbono and cook it? ')
<i>ánu</i>	<i>ìcqrq̃séewèráanu shíeyá</i>	
<i>únú</i>	<i>ùnucqrq̃séewèráanu shíeyá</i>	
<i>ófe</i>	<i>ùnucqrq̃séewèráanu shíoofo</i>	' ---- and cook stew? '
<i>há</i>	<i>àcqrq̃haséewèráanu shíoofo</i>	
<i>míří</i>	<i>àcqrq̃haséewèrémiří shíoofo</i>	
<i>ízèezhí</i>	<i>àcqrq̃haséewèrémiří zàéézhí</i>	
<i>íkwù</i>	<i>èkwuruhaséewèrémiří zàéézhí</i>	'Did they say that one [should] use water ----?'
<i>ínúgàrí</i>	<i>èkwuruhaséewèrémiří nùogàrí</i>	' ---- drink gari. '
<i>yá</i>	<i>òkwuruséewèrémiří nùogàrí</i>	
<i>àkĩ'á</i>	<i>òkwuruséewèràakĩ'a nùogàrí</i>	' ---- one take eggs and drink gari. '
<i>ízúrụ</i>	<i>òkwuruséewèràakĩ'a zúrụgàrí</i>	'Did he say that one [should] take eggs and buy [exchange for] cassava? '

íkà	òkaraséewèràákẁ'a zúrúgàrí	'Did he require that one ---- ?'
ányị	ànyịkaraséewèràákẁ'a zúrúgàrí	'Did we require that eggs be taken and exchanged for cassava meal?'
ég'ò	ànyịkaraséewèréeg'ò <u>zúrúgàrí</u>	
ízútà	ànyịkaraséewèréeg'ò zútàgàrí	
ókẁùrụ	<u>ànyịkaraséewèréeg'ò</u> zútòòkwùrụ	
ùnù	ùnukaraséewèréeg'ò zútòòkwùrụ	
ícè	<u>ùnucereséewèréeg'ò</u> zútòòkwùrụ	'Did you think that money was to be taken to buy okra?'
ghị	ìcereséewèréeg'ò zútòòkwùrụ	
ákwà	<u>ìcereséewèràakwà</u> zútòòkwùrụ	'Did you think that cloth was to be taken to buy okra?'
íkwe	ìkwereséewèràakwà zútòòkwùrụ	'Did you agree that ---- ?'

Note 16.2 Question Words and the Word Order of Questions:

Compare the sentences:

- a. òlééhỹoomèghe 'What is he doing?' ('thing - what - which he is doing?')
- b. òmeghegírì 'What is he doing?' ('Is he doing - what?')

Sentence (a), question word followed by a modifying clause (see Note 12.3), corresponds fairly well with the English practice whereby a question with a question word normally has the question word first. However, sentence (b) corresponds better with English practice in that the form (in this case the tone) of a 'yes or no' question is maintained, as in English, even when a question word is used. In both languages when the question word is subject the formal characteristics of the 'yes or no' question are lost:

gírìmèrè 'What happened?'

In Igbo, thus, there are two ways to ask a question with a question word (not subject). One puts the question word first (a) and completes the sentence with a modifying clause (in contrast to the English practice), or (b) commences the sentence with a question form (tone pattern of a 'yes or no' question) and employs the question word as object in normal object position.

The question words which have occurred to date are gírì 'what?', òlé 'how much, how many', and òléé 'which, what'.

gírì occurs only as a noun, never modifying another noun. It may be subject or object.

òlé occurs only as a modifier following the word it modifies: ég'òóle 'how much money'

òléé occurs either as a noun-object of the preposition *la/na* (lòoléé 'where?'), or as a pre-modifier of a noun as in most of the compound question words:

òléébe 'where?' ('what place?')

òléémme 'when?' ('what time?')

òlééh'ye	'what?' ('what thing?')
òlééh'ga	'where?' ('what spot?')
òlóóg'è	'when?' ('what occasion?')

Other question words which have not yet occurred in basic sentences are ònyé 'who?' (a noun) and ké 'what? (specific thing)' (also a noun).

Drill 16.2 Transformation Drill with Question Words:

(a) with RA forms:

Key Word	Pattern 1	Pattern 2	English
	òlééb'ogàrà	ògaralooléé	'Where did he go?'
ùnù	òlééb'uunugàrà	ùnugaralooléé	'Where did you (pl.) go?'
hã	òlééb'aagàràhã	àgarahãlooléé	'Where did they go?'
mme	òléém'máagàràhã	àgarahooléémme	'When did they go?'
yá	òléém'móogàrà	ògaroléémme	'When did he go?'
ányì	òléém'máanyìgàrà	ànyìgarooléémme	'When did we go?'

(b) with -ghe/-gha:

Key Word	Pattern 1	Pattern 2	English
	òlééh'oomèghe	òmegheké	'What is she doing (exactly)?'
gírì	òlééh'oomèghe	òmeghegírì	'What is she doing?'
ínà	òlééh'oonàgha	ònaghagírì	'What is he taking?'

	òléèhỹq̣nàgha	q̣naghagírì	
ghí	òléèhỹṽnàgha	ṽnaghagírì	'What are you taking?'
íwèṭa	òléèhỹṽwèṭagha	ṽwèṭaghagírì	'What are you bringing?'
únù	òléèhỹunuwèṭagha	únuwèṭaghagírì	'What are you (pl.) bringing?'
ínyè	òléèhỹuununyèghe	únunyeghegírì	'What are you (pl.) giving?'
ñà	òléèhỹeenyègheñà	ènyegheñagírì	'What are they giving?'
írì	òléèhỹeerìgheñà	èrìgheñagírì	'What are they eating?'
yá	òléèhỹoorìghe	òrìghegírì	'What is he eating?'

(c) with Simple forms:

Key Word	Pattern 1	Pattern 2	English
	òl ^é é <u>bo</u> oshì	òshilooléé	'Where is he from?'
ṅga	òl ^é éṅg ^ó oshì	òshioléṅga	'What spot is he from?'
únù	òl ^é éṅg ^ú unushì	ùnushioléṅga	'What spot are you (pl.) from?'
íj'è	òl ^é éṅg ^ú unu <u>j</u> 'è	ùnunj'eoléṅga	'What spot are you (pl.) bound for?'
ghí	òl ^é éṅg ^í i <u>j</u> 'è	i <u>j</u> 'eoléṅga	'What spot are you (sg.) bound for?'
íbyáduo	òl ^é éṅg ^í íbyáduo	íbyaduooléṅga	'What spot are you (sg.) coming to?'
há	òl ^é éṅgáab <u>y</u> áduo <u>h</u> a	àbyaduohooléṅga	'What spot are they coming to?'
ígàj'e	òl ^é éṅgáagàj'e <u>h</u> a	àgàj'e <u>h</u> ooléṅga	'Where did they go?'
ṅjók'ù	òl ^é éṅgánjók'ùgà <u>j</u> 'e	ṅjókùgà <u>j</u> 'ooléṅga	'Where did Njoku go?'
ífùtaduó	òl ^é éṅgánjók'ùfùtaduó	ṅjókùfùtaduooléṅga	'Where is Njoku coming out?'

(d)

Key Word	Pattern 1	Pattern 2	English
	òl ^é é <u>m</u> óq <u>w</u> ù	òwùòl ^é é <u>m</u> e	'When is it?'

ónye	òléémòq̄wù	òwùòlémme	'Who is it?'
áfò	òléòonyoq̄wù	òwóonye ¹	'What year is it?'
édè	òléédèq̄wù	òwáafògírì	'What (kind of) coco yam is it?'

¹Note that /ónye/ here is the question word ònyé, but that as a Class II noun in environment 1 following high tone it has a (') tone pattern. Compare òwóonyoq̄b'yaa 'Is it a stranger? '.

PronunciationStructure

-óbiòhà-

nnàmúukwu

nnà-mù-ukwu

nnàmúukwu ányịenwèghị-
kwenịgarí¹nnà-mù-ukwu ányị-enwèghịkwenị-
garí

-ónụegbù-

òlééhỹeanyịnwèkwenịrị

òléé-hỹe-anyị-nwèkwenịrị

-óbiòhà-

ányịnwéřeịgburụlùúnèře

ányị-nwéře-ịgburụ-là-únèře

-ónụegbù-

àyọrịịgburạaãhàayọ

à-yọrọ-ịgburụ-aãhà-ayọ

-óbiòhà-

éé áyọrọyaáyọ /

éé áyọrọyaáyọ

-ónụegbù-

ngwà shìwénìyà

-óbiòhà-

ítìighe

ítìì + ghe (HL)

nnàmà

ánụnnamà

ánụ-nnamà

ìsịmtììghaanụnnamàáãhàlọofe

ì-sị-m-tììghe-anụ-nnamà-áãhà-
lá-ofe

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Obioha-	
nnam ukwu	my boss, sir ('my big father')
Nnam ukwu, anyị	Sir, but we don't have (any)
enweghikweni gari.	gari.
-Onuegbu-	
Ole ihe anyị nwekweniri?	What do we have then?
-Obioha-	
Anyị nwere igburu na unere.	We have cassava and bananas.
-Onuegbu-	
Ayọrọ igburu aha ayọ?	Was that cassava sifted?
-Obioha-	
E, ayọrọ ya ayọ.	Yes, it was sifted.
-Onuegbu-	
Ngwa, siweni ya.	O.K. Then cook it.
-Obioha-	
itighe	to put in
nnama	cattle
anu nnama	beef
I si m tighe anu nnama	Do you want me to put (in)
aha n'ofe?	(Do you say to me 'put (in)' that beef in the soup?

-ònyegbù-

ògrí/ògírí

áwusa

ògíríawusa

ée tííkweyòògíríawusa

ée tííkwe-yá-ògírí-awusa

-óbiòhà-

ùcò/ùtò

ìcùùcò/ìtùùtò

(H) ìcò-ùcò/ìtò-ùtò

òdìmmà ágàmíímèyaacòùcò

á-gà-mù-ímè-ya-acòò-ùcò

¹Mr. Ugorji's pronunciation is: ányịerwèghikwenígàrí

Drill 17.1 Variation Drill on a Basic Sentence:

Key Word

Pattern

élìlì

ányịerwèghikwenígàrí

ányịerwèghikweneelìlì

mù

ènwèghikwenímeelìlì

àkǽ'á

ènwèghikwenímaakǽ'a

yá

ònwèghikwenaakǽ'a

ófe

ònwèghikwenoófe

hǽ

ènwèghikweníhóófe

uñèře

ènwèghikweníhuuñèře

ɲwǽɲkwò

ɲwǽɲkwòerwèghikwenuuñèře

tomátò

ɲwǽɲkwòerwèghikwenítomátò

-Onuegbu-

ogiri	a seasoning
Hausa	Hausa
ogiri Hausa	a seasoning
E, tikwe ya ogiri Hausa.	Yes, and add Hausa ogiri.

-Obioha-

utọ	sweetness, taste
itọ utọ	to be tasty, to be sweet
Ọ di mma. Aga m ime ya	All right. I'm going to make
atọọ utọ!	it delicious!

únù	ṅwàṅkwọṅwèghikwenitomatò
áǹù	úneeṅwèghikwenitomatò
mù	úneeṅwèghikwenaazù
àyibàsà	èṅwèghikwenimaaǹù
ányị	èṅwèghikwenimaàyibàsà
gàrí	ányịṅwèghikwenaàyibàsà
	ányịṅwèghikwenigàrí

Drill 17.2 Variation Drill on a Basic Sentence

Key Word

Pattern

	ányịṅwéřịgburuluúñěře
gàrí	ányịṅwéřegàríluúñěře
mù	éṅwéřemgàríluúñěře

	éṅwèřemgarílùúñèře
làakw'á	éṅwèřemgarílàakw'á
hã	éṅwèřehãagarílàakw'á
ánụ́ nnamà	éṅwèřehãánụ́nnamàlàakw'á ¹
yá	óṅwèřaanyụ́nnamànaakw'á ¹
lèélìlì	óṅwèřaanyụ́nnamàlèélìlì ¹
ògrí	óṅwèřoogrílèélìlì
anyị́	ányị́ṅwèřoogrílèélìlì
ìgbúrụ́	ányị́ṅwèřị́gbúrụ́lèélìlì
lùúñèře	ányị́ṅwèřị́gbúrụ́lùúñèře

Note 17.1 The Verbal Noun as Emphatic Signal

àyòrị́gbúraahàayọ́ 'Was that cassava sifted?' ('Did one sift that cassava [a] sifting?')

As noted previously, in the absence of a noun object following a verb, the verbal noun from the same verb root is regularly employed to complete the clause:

---éciláabyaábya 'tomorrow' ('day one day removed from today which is coming [a] coming')

When the verbal noun is employed, as in the sentence cited above, following a noun object (here ìgbúrụ́) the sentence is more emphatic than without the verbal noun.

Drill 17.3 Variation Drill on Basic Sentences:

Key Word

Pattern

ghí

àyòrị́gbúraahàayọ́

ée àyòrị́yaáyọ́

ìyòrị́gbúraahàayọ́

ée àyòrọ́mị́yaáyọ́

¹Note the unpredictable and inconsistent employment now of là, now of ná with nasal sounds in the environment.

	<u>ìyòrììgbúraahàayó</u>	ée <u>áyòròmíyaáyò</u>
íkùmíří	<u>ìkùrumířàahèekú</u>	ée ↑ <u>ékùrumíyeeku</u>
hã	<u>èkuruñamířàahèekú</u>	ée ↑ <u>ékuruñíyeeku</u>
ùnù	<u>ùnukùrumířàahèekú</u>	ée ↑ <u>ányìkùríyeeku</u>
ishíofe	<u>ùnushíroófaahèeshí</u>	ée ↑ <u>ányìshíríyeeshí</u>
yá	<u>òshíroófaahèeshí</u>	ée <u>óshíríyeeshí</u>
ìřùòřù	<u>òřùřòòřàahàãřù</u>	ée <u>óřùrìyaãřù</u>
á	<u>ãřùřòòřàahàãřù</u>	ée <u>ãřùrìyaãřù</u>
ìvùédè	<u>ávùreédaahàavù</u>	ée <u>ávùríyaavù</u>
ghí	<u>ìvùreédaahàavù</u>	ée <u>ávùrumíyaavù</u>
ìzàezhí	<u>ìzareezhíahàazá</u>	ée <u>ázàramíyaazá</u>
hã	<u>àzarahèzhíahàazá</u>	ée <u>ázàrahíyaazá</u>
ìhùdòktò	<u>áhùřùhàdòktàahù</u>	ée <u>áhùřùhàdòktàahù</u>
yá	<u>òhùřùdòktàahù</u>	ée <u>òhùřùdòktàahù</u>
ìgàopopò	<u>ògaroopópàagá</u>	ée <u>ògàrooopópàagá</u>

Note 17.2 The Order of Possessive and Other Modifiers:

Note the phrases:

ényìm̃wook'ò	'my male friend'
ógòm̃waànyì	'my female relative in law'
nnàm̃uukwu	'my master ('my big father')'

From these examples it can be seen that a possessive pronominal form occurs immediately following the noun possessed and is itself followed by any further modifiers, single words or clauses.

Further example:

ṇwághuukwu	'your big child'

When, however, the possessor is a noun, it follows the modifier:

óg'òṅwáànyí'ńjòkù

Thus, if the possessor noun is itself possessed by a pronominal, a following modifying noun modifies the possessor noun not the possessed noun:

ógòṅwám'ṅwáànyị 'the relative-in-law of my daughter'

but ógòṅwáànyí'ṅwam 'the female relative-in-law of my child'

ànyị and ùnù may occur in this construction either in pronominal or in noun position:

ńnà'muukwu 'my boss'

ńnà'anyuukwu 'our boss'

or ńnù'ukwu'anyị

ńnù'unù'ukwu 'your boss'

or ńnù'ukwuunù

but in nominal position these tend to be somewhat derogatory to the possessor, implying the excessive superiority of the boss. However, when such social position is not involved the nominal position is more normal:

jíukwu'anyị 'our big yams'

òkúkò'ukwuunù 'our big chickens'

úmụ'ṭàkí'ra'anyị 'our (small) children'

Drill 17.4 With Possessive Pronouns

New Word:

àd'á oldest daughter

Key Word	Pattern	
	<u>ényì</u> ṁwook'ògàràáhya	'My (male) friend went to market.'
ṁwá	ṁwámṁwook'ògàràáhya	'My son went to market.'
ghí	ṁwághíṁwook'ògàràáhya	'Your son went to market.'
ṁwáànyí	ṁwághíṁwáànyí <u>gàrà</u> áhya	'Your daughter went to market.'
ízù	<u>ṁwághí</u> ṁwáànyízùràáhya	'Your daughter shopped.'
ógò	ógòghíṁwáànyízùrà <u>áhya</u>	'Your female in-law shopped.'
épe	ógòghíṁwáànyízù <u>ré</u> épe	'Your female in-law bought oranges.'
írá	ógòghíṁwáànyí <u>rá</u> reepe	'Your female in-law ate ('licked') [an] orange.'
ṁwámṁwáànyí	ógòṁwámṁwáànyí <u>rá</u> reepe	'The in-law of my daughter ate an orange.'
ṁwóok'ò	ógòṁwámṁwook'ò <u>rare</u> pe	'The in-law of my son ate an orange.'
únèṛe	<u>ógò</u> ṁwámṁwook'òraruunèṛe	'The in-law of my son ate a banana.'
ṁwá	<u>ṁwáṁwám</u> ṁwook'òraruunèṛe	'The child of my son ate a banana.'
ṁwáṁwám	ṁwáṁwám <u>raru</u> unèṛe	'My grandchild ate a banana.'
íré	ṁwáṁwám <u>reru</u> unèṛe	'My grandchild sold bananas.'
áhya	ṁwáṁwám <u>rera</u> ahya	'My grandchild made a sale.'

b)

Useful Word:

ó'ò grand (as in grandfather)

Key Word

f Pattern

	ényèfemíyánnà <u>mú</u> ukwu	'I gave it [to] my boss.'
yá	ónyèfeyánnà <u>mú</u> ukwu	'He gave it [to] my boss.'
í'zù'í	ó'zù'í'íyánnà <u>mú</u> ukwu	'He sold it to my boss.'
yá	ó'zù'í'íyánníy <u>ú</u> ukwu	'He sold it to his boss.'
nné	ó'zù'í'íyánníy <u>ú</u> ukwu ¹	'He sold it to his boss (female).'
ó'ò	ó'zù'í'íyánníyó'ò	'He sold it to his grandmother.'
hã	ó'zù'í'íhãnníyó'ò	'He sold them to his grandmother.'
ányì	ó'zù'í'íhãnná'anyo'ò	'He sold them to our grandmother.'

Drill 17.5 With noun possessors:

Useful Word:

àd'ég'ò Proper name for a female
'daughter of money'

¹Note the tone of /yà/, here low before nné, elsewhere high before nnà. This illustrates a tendency of pronoun object forms to assimilate tonally to what follows.

a)

Key Word	Pattern	
	<u>ényi</u> ṅwook'òṅjòkùgàràáhya	'Njoku's male friend went to market.'
ṅwá	ṅwá <u>ṅwook</u> 'òṅjòkùgàràáhya	'Njoku's son went to market.'
ṅwáànyị	ṅwáṅwáànyị <u>ṅjòkùgàràáhya</u>	'Njoku's daughter, went to market.'
àd'éeeg'ò (P.N.)	ṅwáṅwáànyịàd'éeeg'ò <u>zùràáhya</u>	'Adaego's daughter shopped.'
ịfùèezhí	ṅwáṅwáànyịàd'éeeg'òfùèezhí	'Adaego's daughter went outside.'

b)

Key Word	Pattern	
	ényèfem <u>yánnùúkwu</u> ṅjòkù	'I gave it to Njoku's boss.'
yá	ónyèf <u>yánnùúkwu</u> ṅjòkù	'He gave it to Njoku's boss.'
íwèta	ówètar <u>yánnùúkwu</u> ṅjòkù	'He brought it to Njoku's boss.'
hǎ	ówètarahǎ <u>nnùúkwu</u> ṅjòkù	'He brought them to Njoku's boss.'
óc'ò	ówètarahǎ <u>nnòóc</u> 'òṅjòkù	'He brought them to Njoku's grandfather.'
nné	ówètarahǎ <u>anneoc</u> 'òṅjòkù	'He brought them to Njoku's grandmother.'

c)

Key Word	Pattern	
	nd'ùzùrɪŋwíy'èmbùn'joké <u>epe</u>	'Ndu sold oranges to Njoku's first wife.'
ók'wùrɪ	nd'ùzùrɪŋwíy'èmbùn'jokók'wùrɪ	'Ndu sold okra to Njoku's first wife.'
ínyé	nd'ùnye'ɛŋwíy'èmbùn'jokók'wùrɪ	'Ndu gave okra to Njoku's first wife.'

<u>Pronunciation</u>		<u>Structure</u>
	-cídì-	
ìméwene		ì-méwene
	-nǝ́k'ù-	
ée ényim ìgáwala		ée ényì-m ì-gáwala
	-cídì-	
ácòromghéecì		á-còrò-m-ghí-ecì
	-nǝ́k'ù-	
girimèře		giri-mèře
	-cídì-	
háfù		
háfù mmìyòrò máàkòròghì		háfù mmè-ì-yòrò mú-àkòrò-ghì
	-nǝ́k'ù-	
ódimma òléèngàányìgìizù		òléè-nga-ányì-ga-izù
	-cídì-	
izù		
izùgàrààga		izù-gàrà-àga

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Chidi-
I mewene?	Hello! ('Have you started to do [something]?')
	-Njoku-
E, enyim. I gawala?	Yes, my friend. Hi! ('Have you started going?')
	-Chidi-
A cqrq m g1 ech1.	I looked for you yesterday.
	-Njoku-
Gini mere?	What happened?
	-Chidi-
hafu	skip it, leave off
Hafu. Mgbe 1 yqrq mu	Skip it. When you return
akqrq g1.	[from work] I'll then tell you.
	-Njoku-
Q d1 mma. Ole nga any1	All right. Where are we
ga izu?	going to meet?
	-Chidi-
izu	week - originally the
	two times four-day
	market cycle
izu gara aga	last week

ọwụrụmàghíkwe ágàmị́sị́
 yawurẹbaańàńnyị́nọ́fọ-
 lị́izùgàràága

ọ-wurụ-mà-ghí-kwe á-gà-mụ-
 ịsị́-ya-wurụ-ebe-ańà-ńnyị-
 nọ́fọ-lá-izù-gàrà-ága

-ńjók'ù-

izò/ìjò

(L)

mòọwụ́lágħị́

mà-ọ-wụ-lá-ghị́

mbya

alternative for ịbyáabya

mòọwụ́lágħị́sị́mị́rị́zòghe
 ágàmmbya

mà-ọ-wụ-lá-ghị́-sị́-mị́rị́-
 zòghe á-gà-m-mbya

-cídị́-

ógwè

ogwèmkwe

ógwè-m-kwe

ọ̀bèdị́

ọ-wụ-bè-dị́

anwu

ịc'á

(H)

ógwèmkwe ọ̀bèdị́sị́anwuńaàc'á
 ágàmị́nụ́yá

ógwè-m-kwe ọ-wụ-bè-dị́-sị́-
 anwu-na-ac'á á-gà-mụ-ị́nọ́-
 yá

Note 18.1 Days of the Week

The Igbo week, *izù*, is divided into two four-day market cycles - total eight days - of which the following are the calendar names:

1.	èk'úukwu (èk'é-ukwu)	'big eke'
2.	óryúukwu (óryò-ukwu)	'big oryo'
3.	àfuúukwu (àfọ-ukwu)	'big ofọ'

Ọ buru ma ɡɪ kwe, aga m
 ɪsɪ ya buru ebe aha
 anyɪ nɔrɔ n'ɪzu gara
 aga.

If you agree, I would say
 it should be that place
 we were last week (a week
 [8 days] ago).

-Njoku-

izo
 ma ɔbulaghɪ
 mbia

to fall (of rain)
 whether it is or not
 to come (a coming)

Ma ɔbulaghɪ sɪ mɪrɪ zoghe,
 aga m mbia.

I'm going to come whether it
 rains or not.

-Chidi-

ogwe
 ogwem kwe
 ɔbubedɪ
 anwu
 ɪcha

self
 me too
 even if it is ---
 sun (light)
 to shine, to glow

Ogwem kwe. ɔbubedɪ sɪ
 anwu na acha, aga m
 ɪnɔ ya.

Me too. Even if the sun
 shines, I'll be there.

4. ɲkwúukwu (ɲkwɔ́-ukwu)	'big ɲkwɔ'
5. èk'énɬà	'little eke'
6. óryòɬà	'little oryo'
7. àfɔɬà	'little afɔ'
8. ɲkwɔ́ɬà	'little ɲkwɔ'

Although some of the larger markets, e.g., Onitsha, Umuahia, etc., hold market every day, many markets are held only every eight days. Some daily markets, e.g. èkòòhà ('public eke'), have a larger market on their proper one day in eight.

In general the markets which meet on úkwu days draw produce and customers from a larger area than those which meet on ntà days. The latter are largely for local trading in salt and local produce. A district usually has only one big market day attended by people from other districts. On other 'big' days one town in a district may hold market for the entire district but not for outsiders. Such a market is not recognized as an úkwu market but is considered an ntà market and given a name - e.g. àfíizù 'afọ meeting'.

In some districts there is no market on a particular day. In such cases the Igbo says e.g. 'We have no óryùúkwu'. By this he does not mean that they do not count that day but rather that there is no market locally.

It is common to modify the words èk'é etc. on small market days by ànyí 'our' or by a name celebrating some historic event or some person, and on the one large market day by òhà 'public' or by the name of the town where it is held.

One anticipates visitation by relatives and friends from afar on úkwu days and more local visitations on ntà days:

Of course, modern westernized Igboes employ the western seven-day for practical purposes, employing the word wíikí interchangeably with ízù (now meaning seven days) and the English names.

Drill 18.1 Day of the Week/Market Places:

a)

Useful Words:

ònyíca/òníca Onicha (a town)

ngwúrú Ngwuru (a town)

ífùáhya -to come out, to make a debut

Key Word	Pattern	
	ányìgìízuàà̀nkwóányị	'We are going to meet at our Nkwó [market].'
àfọ	ányìgìízuààafọányị	
ízúkò	ányìgìízuúkòlaafọányị	
èkóònyicha	ányìgìízuúkòleekóònyicha	'We're going to meet together at Onicha's big (Eke) [market].'
ímènzúkò	ányìgìímènzúkòlèekóònyicha	
̀nkwóq̃hà	ányìgìímènzúkòlànkwóq̃hà	'We're going to meet together at [the] public (nkwó) market.'
ífùáhya	ányìgìífùáhyaalànkwóq̃hà	'We're going to make our debut at [the] public (nkwó) market.'
ìnò	ányìgììnònankwóq̃hà	
ìbyá	ányìgììbyáalànkwóq̃hà	
hà	ágàhììbyáalànkwóq̃hà	
èkéngwũrũ	ágàhììbyálèekéngwũ'urũ	

b)

Useful Words:		
mbà	district, tribe, nation	
òwúwa	breaking up of (derived from iwá 'to break up')	òwúwaanyanwù East[ern Region] (Breaking up of [the sky by] the sun')
ányanwù	[the] sun	
nàygírià	Nigeria	
áma	lane, street, clan, road leading to family compound	
ézhiamà	'Good Clan' - a clan name	
mòót'ù	at all	
òbùla	any	
ùfódù	some	
ùmụaghàrà	a place name	

Key Word

Pattern

	<u>ònyicáamairi</u> nweřenaaniotùáhyuukwu	'The ten clans of Onicha have only one large market.'
mbàlílílélòòwúwa-anyanwùnàygírià	mbàlílílélòòwáanyanwùnàygírià nweřenaaniotùáhyuukwu	'All clans in the Eastern Region of Nigeria have only one large market.'

òtútùahyanta

mbàlílélèlòwúwaanyanwùnàygírìànwéfe-

òtútùahyanta

'All clans in the Eastern Region of Nigeria have many small markets.'

úmaaghàradìlìimq-

ònyica

úmaaghàradìlìimqònyicanwéfeòtútù-

ahyanta

'Umuaghara which is in Onicha has many small markets.'

éñwèghìahyuukwu-

kèhànaanì

úmaaghàradìlìimqònyiceéñwèghì-

ahyuukwukèhànaanì

'Umuaghara which is in Onicha doesn't have a large market of its own.'
('---doesn't have a big market of theirs alone.')

ùfódymbà

ùfódymbèéñwèghìahyuukwukèhànaanì

'Some clans don't have a large market of their own.'

ézhiamà

ézhiamééñwèghìahyuukwukèhànaanì

'Eziama doesn't have a big market of [its] (their) own.'

òbulamoót'ù

ézhiamééñwèghìahyqòbulamoót'ù

'Eziama hasn't any market at all.' ('---hasn't market, any at all')

c)

Useful Words:

í c'è different

í c'íic'è various

Key Word

Pattern

	<u>ònyíca</u> náanìnjwee kòònyíca	'Only Onicha has Onicha Eke [market].'
ònyíca	ònyíca <u>nwée</u> kòònyíca	
jàazú	<u>ònyíca</u> jàazú kòònyíca	'Onicha shops [at] Onicha Eke [market].'
mbádíic'íic'è	mbádíic'íic'è jà <u>azú</u> kòònyíca	'Various districts shop [at] Onicha Eke.'
íbyá	mbádíic'íic'è jà <u>abyé</u> kòònyíca	
ígá	mbádíic'íic'è jàagé kòònyíca	'Various districts go [to] Onicha Eke.'
éke nḡwūrú	<u>mbádíic'íic'è</u> jàagé éke nḡwūrú	'Various districts go to Ngwuru Eke.'
nḡwūrú	nḡwūrú jà <u>agé</u> éke nḡwūrú	'Ngwuru goes to Ngwuru Eke.'
í zù	nḡwūrú jà <u>azú</u> éke nḡwūrú	'Ngwuru shops [at] Ngwuru Eke.'
nwé	<u>nḡwūrú</u> njwee éke nḡwūrú	'Ngwuru has Ngwuru Eke.'

ngwũrũnaani

ngwũrũnaaniweekngwũrũ

'Ngwuru alone has Ngwuru Eke.'

naaningwũrũ

naaningwũrũweekngwũrũ

'Only Ngwuru has Ngwuru Eke.'

óryò

naaningwũrũwooryòngwũrũ

'Only Ngwuru has Ngwuru Orio.'

làazũ

naaningwũrũlàazũoryòngwũrũ

'Only Ngwuru shops (at) Ngwuru Orio.'

d)

Useful Word:

ahyāfā'

Ahɪara, a place name

Key Word

Pattern

ékonyicawéekuukwu

'Onicha Eke is (a) big Eke.'

ngwũrũ

ékengwũrũweekuukwu

'Ngwuru Eke is (a) big Eke.'

ahyāfā'

ékaahyāfāweekuukwu

'Ahɪara Eke is (a) big Eke.'

ntà

ékaahyāfāweekentà

'Ahɪara Eke is (a) little Eke.'

óryò

ónóahyāfāwooryontà

'Ahɪara Orio is (a) little Orio.'

ngwũrũ

ónóngwũrũwooryontà

'Ngwuru Orio is (a) little Orio.'

Note 18.2 Numbers above 12:

In Note 5.3 numbers up to twelve were presented. Higher numbers are as follows:

ìrílàatọ́	13
ìrílàannọ́	14
ìrílìiṣọ́	15
ìrílìiṣhíí	16
ìrílàasáà	17
ìrílàasátọ́	18
ìrílìitèghete	19
óhù/óg'ụ	20
óhulòótù/óg'ụlòótù	21
- - - -	
óhulìirí/óg'ụlìirí/ìría'atọ́	30
óhulìirílòótù/óg'ụlìirílòótù/ìría'atọ́lòótù	31
- - - -	
óhuàbụ́/óhulaàbo ¹ /óg'ụàbụ́/óg'ụlaàbo ¹ /ìría'annọ́	40
óhuàbụ́lìirí/óg'ụàbụ́lìirí/áhulaàbolìirí/	
óg'ụlaàbolìirí/ìrìiṣo	50
óhuàtọ́/óg'ụàtọ́/ìrìiṣhíí	60

¹Note that àbụ́, when a modifier has an alternate form láàbo :

mmad'àabụ́ or mmad'ùlaàbo

but this alternate is not used in counting, even when counting items modified by the numbers:

ótùmmad'ụ, mmad'àabụ́, mmad'àatọ́, etc.

Hosted for free on livelingua.com

íshíátọ́ is 'three heads' or 'the third head'

èzhíánnọ́ is 'four compounds' or 'the fourth compound'

but: áfọ́íshíí is 'six years' and

áfọ́íshíì is 'the sixth year' ('year of six')

Similarly

àlaasáọ́ is 'eight countries'

while àláásáọ́ is 'the eighth country' ('country of eight')

A few Class I nouns are clearly singular or plural and hence unambiguous:

	ónyaásaà	'the seventh person'
compare	ímád'ùasáà	'seven individuals'
contrast	ímád'ùásaà	'the seventh man'

Note also:

	ndịísho	'the fifth group'
contrast	òtuíshó	'five sets'
	òtúísho	'the fifth team'

òtu - group, set,
team

With ordinal numerals over twenty, in contrast with the situation with cardinal numerals (see Note 19.2), the noun modified precedes the entire number:

	ányohùlìirí	'the thirtieth animal'
contrast:	óhuanụ̀nìirí	'thirty animals'

Because of this distinction kè is not necessary with ordinal numerals over twenty.

Drill 18.2 Ordinal Numerals:

a)

Useful Word:

míshìòny mission

Key Word

Pattern

ógàghaákwúkwòlaskúùláányíkembú

'He goes to school at
our first school.'

àbúò

ógàghaákwúkwòlaskúùláányíkàábúò

ṛwám

ṛwámgàghaákwúkwòlaskúùláányíkàábúò

iśó

ṛwámgàghaákwúkwòlaskúùláányíkiiśó

'My son goes to school
at our fifth school.'

míshìòny

ṛwámgàghaákwúkwòlamíshìònáányíkiiśó

'My son goes to school
at our fifth mission.'

b)

Useful Word:

íshít'e (HL +) to prepare and bring [food]

Key Word

Pattern

ṛwáányímkàánnòyòruúyò

'My fourth wife returned
home.'

ṛwíyè

ṛwíyèmkàánnòyòruúyò

BASIC COURSE

UNIT 18

	ṇwíyémkaánnṇyòruúyò	
ígáahya	ṇwíyémkaánnṇgàraáhya	
ìshíí	ṇwíyémkíìshíìgàraáhya	'My sixth wife went to market.'
íshìtèrì	ṇwíyémkíìshíìshìtèrèfí	'My sixth wife cooked and served food.'

c)

Useful Word:

ṇp'ara eldest son

Key Word

Pattern

	ṇwámṇwook'ògbároonyembu	'My son took first place.' ('---ran first person')
ṇparam	ṇparamgbároonyembu	'My eldest son took first place.'
láàbo	ṇparamgbároonyenaàbo	'My eldest son took second place.'
ṇwámṇwook'òkaábuṇ	ṇwámṇwook'òkaábuṇgbároonyenaàbo	'My second son took second place.'
ìtèghete	ṇwámṇwook'òkaábuṇgbároonyìtèghete	'My second son placed ninth.'
ṇkùkùyá	ṇkùkùyágbároonyìtèghete	'His chicken placed ninth.'

d)

Useful Word:

óṅwa	month

Key Word

Pattern

	jénuáarìwóqṅwambùlaafò
fébùwáarì	fébùwáarìwóqṅwaábùq̄laafò
máàc̄	máàc̄wóqṅwaátq̄laafò
épereèlu	épereèluwóqṅwaànnq̄naafò
méè	méèwóqṅwiiṣonaafò
júunu	júunuwóqṅwiiṣhiináafò
jùláàȳ	jùláàȳwóqṅwaásaàláafò
q̄gq̄st̄	q̄gq̄st̄wóqṅwaásaṭq̄laafò
sèptém̄bà	sèptém̄bàwóqṅwiiteghetelaafò
q̄któbà	q̄któbàwóqṅwiirilaafò
nòvém̄bà	nòvém̄bàwóqṅwiirilòótùláafò
dìsém̄bà	dìsém̄bàwóqṅwiirilàabùq̄laafò

e)

Useful Words:

ígbàla (H)	to escape
ígbàlagha (H +)	to run back, to retreat, to escape back

Key Word

Pattern

ónyoohúm̄h̄r̄yagbálaghala

'The twentieth person I saw has run back.'

	ónyoo <u>hù</u> m̃hùr̃uagbálaghala	
óhulìiṣ́	ónyoo <u>hulìiṣ́</u> m̃hùr̃uagbálaghala	
óhulìirí	onyoo <u>hulìirím̃hùr̃uagbálaghala</u>	
ìgbála	<u>ónyoo</u> hulìirím̃hùr̃uàgbálaala	'The 30th person I saw has escaped.'
ány	ánuo <u>hulìirím̃hùr̃uàgbálaala</u>	'The 30th animal I saw has escaped.'

Unit 19

PronunciationStructure

-n̄jók'ù-

ík'ekwe

ík'e-kwe

óJ̄

ík'ekwe ágàmíwètaraghí-

ík'e-kwe á-gà-mụ-íwèta-

oJ̄mámbyawa

ra-ghí-oJ̄-mmè-m-byawa

-cídì-

ùkó

ùkó-hỹè

ùkóhỹè

ívù

(HL)

ívùte

(HL +)

íméene màóùghụukonhỹè

mà-ó-wùghí-ùkó-nhỹè

ágàmíívùtereghímm̄

á-gà-mụ-ívùte-re-ghí-mm̄

-n̄jók'ù-

háfù écégbuloonwéghí

háfù écégbule-ogwé-ghí

-cídì-

ípá

H

ípáta

ípá + ta

áb'a

ók'ù

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Njoku-	
ikekwe	if possible ('if strength permits')
qji	kola nut, horsd'oeuvre
Ikekwe, aga m iwetara gi oji mgbe m byawa.	If possible, I'm going to bring along a kola nut for you when I come.
-Chidi-	
ukq	scarcity, lack
uko ihe	poverty, scarcity of things
ivu	to carry (on the head)
ivute	to carry along
Imeene. Ma q bugh1 ukq ihe, aga m ivutere ghi many1.	Thanks. If it were not for poverty I would bring along wine for you.
-Njoku-	
Hafu. Ecegbule onwe gi.	Forget it. Don't think your- self to death.
-Chidi-	
ipa	to carry (in hand)
ipata	to carry along
aba	bottle
qku	hot, fire, heat

èbele

ôwûrûmàcíkwe ágàmí-

ípa'ṭootùáb'ammíṭṭókù

mòṣuebelémṣíṭ

ô-wûrû-mà-cí-kwe á-gà-

mû-ípa'ṭa-otù-áb'a-mmíṭṭ-ókù

mà-ô-wû-ebelé-mmíṭ

-n̄jók'ù-

ùbòcìlílè ghéewèṭámmíṭ

ùbòcì-lílè ghí-ewèṭá-mmíṭ

ígbàlì

(L)

èhì

líihíkèè ágàmíígbàlì-

weṭákwanìotùèhì

là-íhì-keè á-gà-mû-ígbàlì-

weṭákwanì-otù-èhì

-cídì-

ńsògbú

ényènooṣwèghínsògbú

shíṭe/síṭe

gàwá

íkàrà

sítuugbuàgawá ágàmneémé-

karaòt'úkáàhà

ényène-oṣwè-ghì-nsògbú

(H +)

sítu-ugbu-à-gawá á-gà-m-

ná-émé-kara-òt'ú-kè-áhà

-n̄jók'ù-

íh̃ṣṣàanya

(HL) íh̃ṣṣ-à-na-anya

íh̃ṣṣàanya

ebele

Ọ bụru ma ị kwe, aga m
 ịpata otu aba manyị ọku,
 ma ọ bu ebele manyị.

calabash

If God permits I'm going to
 bring along a bottle of
 warm wine, but it will be
 home brew ('calabash wine').

-Njoku-

Uboci nile, ị eweta
 manyị.

Every day you bring along
 wine.

igbalị

to try

ehị

time, occasion

N'ihị nkea, aga m igbalị
 wetakwanị otuehị.

Because of this, I will try
 to bring [some] one day.

-Chidi-

nsogbu

trouble

Enyele ogwe ị nsogbu.

Don't give yourself trouble.

site

starting from

gawa

(going) on

ikara

to surpass

Site ugbua gawa, aga m
 na eme kara otu ke aha.

From now on I'm going to do
 more like that. ('Starting
 from now going on, I'm
 going to proceed to do
 surpassing manner of that.')

-Njoku-

ihu na anya

to love (see in the eye)

ihu na anya

love (noun), affection

ówù-màka íhù-nà-ányí-íwéfe-
neebe-m-nò

ó-wù-màka íhù-nà-ánya-
í-wéfe-na-ebe-m-nò

-cídì-

éé ↑ ényím-wook'ò
óg'áagáala kám-gawa

éé ↑ ényì-m-wook'ò
óg'è-agáala kà-m-gawa

-nǝǝk'ù-

ódi-má yóngwángwà

yó-ngwà-ngwà

Note 19.1 Comparisons:

Useful Words:

ívù fatness, extent, volume

ívù (ívù)(L) to be fat, to be large

Comparison in Igbo is accomplished through the employment of one or another verb carrying such senses as 'to be older than' etc. or by use of the verb íkà 'to surpass' or its derivative íkàra. The latter verb in its subsequential form gives the form kàra, often translated 'than'.

áhyaàkáahyakaáãhà

'This market surpasses that market [in size, importance, etc.].'

áhyaàvuríívùkàraahyakaáãhà

'This market is larger than that.' ('This market is large and surpasses that market.')

áhyaàkáahyakaáãhàkùúkwù

'This market is larger than that.' ('This market surpasses that market (of) [in] bigness.')

Ọ bu maka ihunaanya 1
 ọwere n'ebe m ọ.

It is on account of (about)
 the love you have for me
 (at the place I am).

-Chidi-

E enyi m nwoke. Oge
 agaala. Ka m gawa.

Yes, my friend. Time has
 gone [by]. Let me start to
 go.

-Njoku-

Ọ di nma. Yọ ngwa ngwa.

Good. Hurry back.

Useful Word:

í'c' (H) to be older than

ọwánnemọwọk'ò'c'ọm

'My brother is older than I.'

ka also occurs as an adverbial suffix as in ívùka 'to be bigger than, to surpass in size.'

áhyò'ò'ishavukac'araáhyaliilé

'Onitsha market is the
 biggest market.'
 ('Onitsha market is
 completely bigger than
 all markets.')

Drill 19.1 Comparisons:

a)

Key Word

Pattern

áhyò'ò'ishakáahyaába

'Onitsha market
 is bigger than
 Aba market.'

èk'é'q'ǎ

èk'é'q'ǎk'áahyaába

'Ekeqha is bigger
 than Aba market.'

	<u>èk'èq̃hàkàahyaába</u>	
óryaányị	<u>èk'èq̃hàkóryaányị</u>	'Ekeoha is bigger than our Orío [market].'
èzhínnám	<u>èzhínnámkq̃ryaányị</u>	'My father's compound is bigger than our Orío.'
èzhínnàghị	<u>èzhínnámkeezhínnàghị</u>	'My father's compound is bigger than your father's compound'
úyáányị	<u>úyáányịkeezhínnàghị</u>	'Our house is bigger than your father's compound.'
úyókùúnù	<u>úyáányịkuuyókùúnù</u>	'Our house is bigger than [that one] of yours.'
úyòà	<u>úyòàkúuyókùúnù</u>	'This house is bigger than [that one] of yours.'
ngákàáhà	<u>úyòàkàngákàáhà</u>	'This house is bigger than <u>that</u> place.'
ngáà	<u>ngáàkàngákàáhà</u>	'This place is bigger than <u>that</u> place.'

b)

Useful Words:

ósq	race
ígbq̃qsq	to run
cíjìòke	P.N. (male)

Key Word	Pattern	
	ńd'ùkácıdìí <u>mánhỹe</u>	'Ndu is wiser than Chidı.' ('Ndu exceeds Chidı to know things.')
íma̋taakwúkwo	ńd'ùkácıdìí <u>ma̋taakwúkwo</u>	'Ndu comprehends learning better than Chidı.'
íde̋	ńd'ù <u>ká</u> cıdìí <u>da̋akwúkwo</u>	'Ndu writes better than Chidı.'
gìíká	ńd'ùgìíká <u>cıdìída̋akwúkwo</u>	'Ndu will write better than Chidı.'
írířı	ńd'ùgìíká <u>cıdìí</u> írířı	'Ndu will eat more than Chidı.'
yá	ógìíká <u>cıdìí</u> írířı	'He'll eat more than Chidı.'
ígbòosọ	ógìíká <u>cıdìí</u> ígbòosọ	'He'll run better than Chidı.'
mú	ógìíká <u>mıı</u> ígbòosọ	'He'll run better than I.'
ímèngwàngwà	ógìíká <u>mıı</u> ímèngwàngwà	'He'll work faster than I.'
cíjìòke	ógìíká <u>cıjìòkıı</u> ímèngwàngwà	'He'll work faster than Chijioke.'
lámma	ógìíká <u>cıjìòk</u> elámma	'He's going to be handsomer than Chijioke. ('He will exceed Chijioke in beauty.')
líík'e	ógìíká <u>cıjìòk</u> elíík'e	'He's going to be stronger than Chijioke. ('He'll exceed Chijioke in strength.)

	ôgîîkâcîjîòkeliîk'e	
ívu	ôgîîkâcîjîòkeliîvu	'He's going to be plumper than Chijioke.'
mma	ôgîîkâcîjîòkemma	'He'll prove to be better than Chijioke.'
ík'e	ôgîîkâcîjîòkiík'e	'He will be harder than Chijioke [to persuade, catch, etc.].'

Drill 19.2 Drills on comparison using the subsequential form of íkára:

a)

New Words:

íd'à	to fall (L)
íd'àôny	to be expensive
ímamma (H)	to be attractive, to be good

Key Word

Pattern

	<u>áhyoônîshavuriívu</u> káraahyaába	'Onitsha market is big - larger than Aba market.' ('Onitsha market is extensive (and) exceeds Aba market.')
èkéq̃hà	èkéq̃hàvuriívu <u>káraahyaába</u>	'Ekeoha is big - larger than Aba market.'
óryaányị	èkéq̃hàvuriívu <u>károoryaányị</u>	'Ekeoha is big - larger than our farm.'

èzhínnàghí	èzhínnàghí <u>vùrìí</u> <u>vùkároryaányí</u>	'Your father's compound is big - larger than our farm.'
skùùluúnù	èzhínnàghí <u>vùrìí</u> <u>vùkárashuùluúnù</u>	'Your father's compound is big - larger than your school.'
ímámma	<u>èzhínnàghí</u> <u>má</u> <u>řamma</u> <u>karaskuùluúnù</u>	'Your father's compound is pretty - more so than your school.'
úyòà	úyòà <u>má</u> <u>řamma</u> <u>karaskuùluúnù</u>	'This house is attractive - more so than your school.'
kàáǎhà	<u>úyòà</u> <u>má</u> <u>řamma</u> <u>karakàáǎhà</u>	'This house is attractive - more so than that one.'
ógwǎà	ógwǎà <u>má</u> <u>řamma</u> <u>karakàáǎhà</u>	'This medicine is good - more so than that kind.'
íd'áóny	ógwǎà <u>íd'á</u> <u>óny</u> <u>karakàáǎhà</u>	'This medicine is expensive - more so than that.'

b)

Useful Words:

íkpó to call, to take with

íkpóta to invite to come along, to bring along

Key Word	Pattern	
	nd'ùgiímèngwàngwàkáracídì	'Ndu will work fast - more so than Chidì.' ('Ndu will work fast [and] exceed Chidì.')
írìfí	nd'ùgiírìfíkaracídì	'Ndu will eat more than Chidì.'
mù	ágàmíírìfíkaracídì	'I'll eat more than Chidì.'
ířùǒřù	ágàmíířùǒřùkaracídì	'I'll accomplish more than Chidì.'
cíjìòke	ágàmíířùǒřùkaracíjìòke	'I'll accomplish more than Chijioke.'
ímèc'aloog'è	ágàmíímèc'aloog'èkáracíjìòke	'I'll finish in time - more so than Chijioke.'
ámaakò	ámaakògìímèc'aloog'èkáracíjìòke	'Amako will finish in time - more so than Chijioke.'
íñwèik'e	ámaakògìíñwèik'ekaracíjìòke	'Amako will be more able than Chijioke.'
mù	ámaakògìíñwèik'ekaram	'Amako will be more able than I.'
ígbùtaazù	ámaakògìígbùtaazùkaram	'Amako will catch more fish than I.'
ùnù	ùnùgìígbùtaazùkaram	'You will catch more fish than I.'

íkòpòtammad'ù

únùgɪíkòpòtammad'ùkàram

'You will bring along
more men than I.'

PronunciationStructure

-cídì-

fí'èhỹìhỹè

óbìq̃hà ìshíelefí'èhỹìhỹè

fí-èhỹìhỹè

óbìq̃hà ì-shíele-fí-èhỹìhỹè

-n̄jók'ù-

òdíghì écéghemsɿɿyọ-
ma'ama'fahỹemnèeshíò-dí-ghì é-céghe-m-sí-ɿ-yọ-
mụ-áma'fahỹe-m-nà-esí.

-cídì-

òúkwaraisɿdɿngáahà

ò-wúkwa-raɿsɿ-dɿ-ngá-ahà

-n̄jók'ù-

jàlòq̃f(ù)

ée ìc̣q̣ṛṣíeshɿyájàlòq̃f

ée ì-c̣q̣ṛ-ṣí-e-shíe-yá-jalòq̃f

-cídì-

íghé

(HL)

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Chidi-	
nri ehihe	lunch (noon meal)
Obioha, i shiele nri	Obioha, have you cooked
ehihe?	lunch?
-Njoku-	
Q dighi. Eceghe m si i yo	No, I was waiting (that) [for]
mu amara ihe mu na esi.	you [to] return [so] I
	[might] (then) know what I
	am to cook.
-Chidi-	
Q bukwa rice di nga aha?	There is at least rice there
	[isn't there]?
-Njoku-	
Jallof	pilav or curry (rice
	with oil spices and
	flavorings)
E, I coqo si eshie ya	Yes, do you want it cooked
Jallof?	Jallof [style]?
-Chidi-	
íghé	to cook in oil, fry

fraày(ɿ)

òdìghì ácòròmṣṣíghēyáfraày/ á-còrò-m-kà/sí-í-ghēe-yá-
 ácòròmṣṣíghēyáfraày fraày
 -n̄jók'ù-
 áyq/àyṣṣá

èṅwéghìkwenṣmaayq è-ṅwéghìkwenṣ-mṣ-ayq
 m̄ṅwēñíík'eṣjìtomátò- m̄-ṅwēñe-ík'e-ṣjì-tomátò-
 láanṣshieyá lá-anṣ-shie-yá
 -cídì-

kòmitì
 ée mèéyàngwàngwà ée mèé-yá-ṅgwà-ṅgwà
 ánàmeej'énzùkòndìkòmitì á-nà-mṣ-ej'é-nzùkò-ndì-
 kòmitì

Drill 20.1 Variation Drill on a Basic Sentence:

Key Word

Pattern

	ìshíeleñíéhỹíhỹè
yá	òshíeleñíéhỹíhỹè
ófe	òshíeloofè
únù	ùneeshíeloofè
jí	ùneeshíelejì

fry

any dish of meat, fish

and vegetables commenced

by sauteing the

ingredients in oil

Ọ dighi. Acọrọ m ka 1
ghee ya fry.

No, I want (that) you [to]
fry it [as a] sauteed dish.

-Njoku-

ayọ, ayibasa

onion

Enweghikweni m ayọ.
M nwere ike 1j1 tomato
naani sie ya?

I don't have [any] onions.
Can I use only tomato (and)
[to] cook it?

-Chidi-

committee

committee

E, mee ya ngwa ngwa.
Ana m eje nzukọ ndi
committee.

Yes. Do it quickly. I'm to
to [to a] committee meeting.

izụ

uneeshieleji

nd'ụ

unaazụqlaji

uñèrè

nd'òqzụqlaji

ghí

nd'òqzụqluunèrè

àgbọnọ

izụqluunèrè

óbìqhà

izụqlaàgbọnọ

óbìqhàòqzụqlaàgbọnọ

	óbìq̃hòq̃zúq̃laàgbq̃nq̃
gàrí	óbìq̃hòq̃zúq̃lagàrí
íshì	óbìq̃hòq̃shíelegàrí
ṙìehỹìhỹè	óbìq̃hòq̃shíeleṙìehỹìhỹè
ghị	ịshíeleṙìehỹìhỹè

Drill 20.2 Variation Drill on a Basic Sentence:

Key Word	Pattern
	m̃ṙweríík'11wèretomátòshíeyà
yá	òṙweríík'11wèretomátòshíeyà
únù	ùnṙweríík'11wèretomátòshíeyà
àyịbàsà	ùnṙweríík'11wèraayịbàsàshíeyà
ghị	ịṙweríík'11wèraayịbàsàshíeyà
ṇjók'ụ	ṇjók'òòṙweríík'11wèraayịbàsàshíeyà
ókṙwụrụ	ṇjók'òòṙweríík'11wèroókṙwụrụshíeyà
ányị	ànyịṙweríík'11wèroókṙwụrụshíeyà
ánụọkụkò	ànyịṙweríík'11wèraánookụkòshíeyà
óbìq̃hà	óbìq̃hòòṙweríík'11wèraánookụkòshíeyà
áẓụ	óbìq̃hòòṙweríík'11wèraáẓùshíeyà
mụ	m̃ṙweríík'11wèraáẓùshíeyà
tómátò	m̃ṙweríík'11wèretomátòshíeyà

Drill 20.3 Variation Drill on a Basic Sentence:

Key Word	Pattern
	écéghemsịṙyq̃ máamaṙahỹemnéeshí
únù	écéghemsuunuyq̃ máamaṙahỹemnéeshí
íme	écéghemsuunuyq̃ máamaṙahỹemnéemé

	écéghemsu <u>unuy</u> q máamařahỹemnèemé
yá	écéghemsq <u>qy</u> q máamařahỹemnèemé
ıbyá	écéghemsq <u>qby</u> q máamařahỹemnèemé
ñá	écéghemsı <u>ñ</u> abya máamařahỹemnèemé
ızü	écéghemsı <u>ñ</u> abya máamařahỹemnàazı
nd'ı	écéghemsınd'ı <u>by</u> á máamařahỹemnàazı
ılá	écéghemsınd'ı <u>l</u> áa máamařahỹemnàazı
ıshi	écéghemsındı <u>l</u> áa máamařahỹemnèeshı
ghı	écéghemsıı <u>l</u> aa máamařahỹemnèeshı
ıyq	écéghemsııyq máamařahỹemnèeshı

Note 20.1 Review:

At this point a thorough review of all forms, structures and vocabulary of Units 1 - 20 is in order. Units 20 and 21 present no new grammar and no further drills. Thus the time which would normally be devoted to drilling of new material in these units is available for review.

Unit 21

PronunciationStructure

-íkpe-

m̀kpur̀ù

m̀kpur̀óoshishì

nd'ùogííwètam̀kpur̀ùoshishì-

t'aa

m̀kpur̀ù-oshishì

nd'ù-ò-ga-íwèta-m̀kpur̀ù-

oshishì-taa

-cídìadí-

(cì-dì-adì)

ókàrasíyàgííbyát'aa

ònyémànì m̀òòganìm̀bya

ó-kàra-sí-ya-gà-íbyá-taa

ònyé-mànì mà-ò-ganì-m̀bya

-íkpe-

ílè

(HL)

íkù

(HL)

j'èelóonyek̀ùghal̀ùzò

j'èe-lée-onye-k̀ùgha-la-ùzò

ógííẁya

ò-gà-íẁ-ya

-cídì-

áàà

(L)

ìkp̀ù

óǹy

áàà óẁghìkàányìkp̀ù-

áàà ó-ẁ-ghì-kà-ányì-kp̀ù-

l̀óǹy úgbuà

lá-óǹy úgbu-à

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Ikpe-	
mkpuru	seed, minute (small)
mkpuru osisi	fruit
Ndu o ga iweta mkpuru osisi taa?	Is Ndu going to bring fruit today?
-Chidiadi-	
O kara si ya ga ibia taa. Onye manı ma o ganı mbia?	He said that he was going to come today. Who knows, however, whether he will come after all?
-Ikpe-	
ile	to look
iku	to knock, to ring
Je lee onye kugha n'uzo. O ga ibu ya.	Go see who is knocking at the door. That will be he.
-Chidi-	
ah	aha!
ikpu	to hold (in the mouth)
onu	mouth, expense
Ah, o bu gi ka anyi kpu n'onu ugbua.	Aha, we were just talking about you. ('It is you that we hold in the mouth right now.')

	-nd'ùwíishí-	(nd'ù-wú-íshí)
ùnuceresamágághíbyá		unu-cere-sí-amá-gá-ghí-byá
	-cídì-	
k'ámà		
ód'ù		
ínòód'ù		ínò-ód'ù
òdíghì kámàówíínòròód'ù		kámà-ó-wú-í-nòrò-ód'ù
	-nd'ù-	
ódímma òlééhũuunucòrízù		
	-cídì-	
ùb'é		
zùíanyíepelùub'é		zùí-anyí-ep'e-là-ub'é
	-nd'ù-	
wèrékííçòrò		wèré-kè-í-çòrò
	-cídì-	
ńgwà wèréeg'òghí		ńgwà wèré-eg'ò-ghí

The instructor and/or linguist should be satisfied that units 1 - 21 have been thoroughly reviewed and that the students have mastered all forms and structures presented to date before proceeding to the remainder of the course.

-Ndubuisi-

Unu cere si mu agagh
ibia?

Did you think that I wasn't
going to come?

-Chidi-

kama

only that ---, but ---

odu

long time

inọ odu

to stay a long time, to
stay late

Ọ dighi, kama ọ bu i nọrọ
odu.

No, but (it is) you stayed
a long time.

-Ndu-

Ọ di mma. Ole ihe unu
cọrọ izu?

O.K. What do you want to buy?

-Chidi-

ube

African pear

Zui anyị epe na ube.

Sell us oranges and pears.

-Ndu-

Were nke i cọrọ.

Take what you want.

-Chidi-

Ngwa, were ego gị.

O.K. Take your money.

<u>Pronunciation</u>	<u>Structure</u>
	-évànz-
máammanéébeà	má-má-nì-ébe-à
	-bábà-
kèdú	
	-évànz-
íkpa	(L)
á-còr-q-m-íkpíishí	á-còr-q-m-íkpa-íshí
	-bábà-
óce	
nòdínoocé	nò-dí-n-océ
órùwèkweroónyqòzqléeceni	ó-rùwè-kwe-re-ónye-qzq-lá-
ó-j'èrìzùsìgaréèt'1	ece-ni ó-j'ère-ízù-
	sìgaréèt'1
	-évànz-
òdìmmà ágàmíicèni	
	-bábà-
-bèghí	
àsí/àshí	
rwóok'ò àhùbèghímghímbú	à-hù-bèghí-m-ghí-mbú ò-wù-
òwùmaasí	mu-así
	-évànz-
ècéghìmsíhùnammbú	è-cé-ghí-m-sí-í-hùna-m-mbú
áwùmoonyaamèrika	á-wù-m-nye-amèrika

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Evans-
Mma mma n1 ebe a!	The best to you here!
	-barber-
Kedu!	Hello!
	-Evans-
1kpa	to cut (hair)
A cōqō m 1kpa 1sh1.	I want to have my hair cut.
	-barber-
oce	seat, chair
Nōd1n1 oce.	Then be seated.
Onwekwere onye ōzō la	There is (also) another person
ecen1. Ōjere 1zu	who is waiting. He went to
cigarette.	buy cigarettes.
	-Evans-
Ō d1 mma. Aga m 1cen1.	All right, I'll wait.
	-barber-
begh1	not yet
	falsehood, lie
Nwaoke ahubegh1 m g1 mbu,	Sir, I haven't seen you before,
ō bu mu as1?	am I not right? ('Is it to
	me a falsehood?')
	-Evans-
Ecegh1 m s1 ihuna m mbu.	I don't think you've seen me
Abu m onye America.	before. I'm an American.

óhũṣṣ/óhũṣṣ

òbodo

ábyàramoóhũṣṣnòobodáà

á-byàra-mụ-óhũṣṣ-nà-obodó-à

-bábà-

ónyaamerìka mm òléèmmṣ-

ónye-amerìka mm òléè-mme-ṣ-

ṣbyàra

byàra

-évànz-

wíik'1

ónòónawíik'1abụ́

ó-nòóna-wíik'1-abụ́

kéèmembyàra

kéème-m-byàra

-bábà-

íbì

(HL)

wíik'1abụ́ òléèkwanṣ-

wúk'1-abụ́ òléè-kwanṣ-

nglìbì

nga-í-bì

-évànz-

họtéèl(u)

zíik1

ébimnahọtéèl1zíik1

é-bì-m-na-họtéèl1-zíik1

-bábà-

àísh11/àís11

àísh11.

qhuq

newly, new

obodo

town

Abiara m qhuq n'obodo a.

I came recently to this town.

-barber-

Onye America! Hm.

An American! Hmm.

Ole mgbe ibiara?

When did you come?

-Evans-

week

week

Q nqona week abuo keeme
mbyara.It has been (passed) two
weeks since I came.

-barber-

ibi

to live, to reside

Week abuo! Ole kweni
nga ibi?Two weeks! And where then
are you living?

-Evans-

hotel

hotel

Zik

Zik (Dr. Azikiwe, Gov.
General of Nigeria)

Ebi m na Hotel Zik.

I live in the Hotel Zik.

-barber-

I see

I see

I see.

I see.

Note 22.1 Adjective Clauses without separate subjects:

Compare these selections from the dialogues:

---áhyaádíanyíníihu	'---this market <u>which is ahead of us.</u> '
ìkeécíláabyaábya	'Do you mean the tomorrow <u>which is coming (a coming)?</u> '
---ébaaḥàányínòrqlíizùgàràága	'---that place we were in [the] week <u>which passed (a passing).</u> '
j'èelóonyekùghaluyzò	'Go see (person) <u>who is knocking at [the] door.</u> '
òṅwekweroónyòqòzòléecení	'There is also another person <u>who is waiting.</u> '

In these passages the underlined portions are clauses which modify the preceding noun but, unlike the adjective clauses discussed above in Note 12.3, these clauses do not have any noun or pronoun subject within them. Their antecedent is their subject.

Compare:

hỹémcòrò	'thing <u>I</u> want'
ónyecòròm	'person who wants me'

These modifying clauses may contain any form of the verb - the common ones being the simple form, the RA form, the progressive - iterative form with suffix -ghe/-gha, the future form with auxiliary ga and the form with auxiliary na/la for habitual or immediate future action.

In such clauses all verb forms occur with initial non-low tone. The word or phrase modified is in environment 3 and has the tone pattern which we noted in Note 7.1 for that environment - except that here all items modified have the tone pattern there found only in possessive compounds. These tone patterns are:

Class I	“	Class II	“ or “
Class III	“	Class IV	“

Note that all these forms end on non-low tone. The only exception occurs in the case of invariable nouns with final low tone. The modifying clause commences with non-low tone and the relationship between the modified and the modifier is regularly signaled by a down-step to a mid tone on the initial syllable of the modifying clause. This occurs regardless of the class of noun modified or of the tone class of verb in the modifying clause. The objects of all finite verb forms in modifying clauses (this excludes the infinitive and verbal noun after auxiliaries) have the tone pattern characteristic of environment 2 regardless of whether the verb form has a vowel suffix or not. Compare the following examples:

Class I noun plus class (H) verb (RA form):

ónyèṣúrúmmíǀ 'person who drank wine'

compare: ònyéṣúrúmmíǀ 'Who drank wine?'

Class III noun plus class (L) verb (RA form):

ṁmad'ùṇòròṅgáà 'man who stayed here'

Class IV noun plus class (HL) verb (Simple form):

ìtéḍìluuyò 'pot which is in the house'

Class II noun plus class (L) verb (Simple form):

ànnóbilèezhí 'four who live in the compound'

Class I noun plus class (HL) verb (Progressive form):

ónyekùghalúuzò 'person knocking at the door'

Class III noun plus class (L) verb (Progressive form):

ṁmad'ùkògheedè 'man who is planting coco yams'

Class II noun plus future with auxiliary ga:

àtògìgàahya 'three who are going to go to market'

Class IV noun plus form with auxiliary na/la:

únèfélaabyaahya 'bananas which are coming to market'

Examples of the tone patterns of noun objects in adjective clauses:

Class I ('')	ónyegàraahya	'person who went to market'
(tone pattern 2)		
	Compare: ònyégàraahya	'Who went to market?'
Class II ('')	ónyefùreezhi	'person who went outside'
(tone pattern 2)		
	Compare: ònyéfùreezhi	'Who went outside?'
Class III ('')	ónyelaayuuyò	'person who is returning to the house'
(tone pattern 1)		
	Compare: ònyélaayuuyò	'Who is returning to the house?'
Class IV ('')	ónyerèghiite	'person who is selling pots'
(tone pattern 1)		
	Compare: ònyérèghiite	'Who is selling pots?'

Further examples:

jíshiriik'é---	'yam which is hard'
ánùòkùkòlàac'ùùc'q---	'chicken meat which is tasty'
ónyeàmerikàbyárqòhùù ¹ ---	'American who is newly come'
ákwùkwòfìdìnd'ù---	'vegetables which are green ('live')'
mácìsìláad'àhòqónù ¹ ---	'matches which are not expensive'

With the auxiliary la/na there is a contrastive pattern in which the auxiliary is high in tone followed by a mid tone on the

¹Note: These examples contain invariable nouns with final low tone hence the (') pattern of this modification does not occur here.

initial syllable of the verbal noun. This phrase signifies habitual or customary action in contrast to the form with the mid tone on the auxiliary itself, which signifies present action.

Thus:

ónyelaábyaábya 'person who is coming'

ónyelaábyaábya 'person who comes'

In this connection recall these two basic sentences expressing habitual action.

hýémneejaàñwùmmíngwò 'That which I customarily drink is raffia palm wine.'

òlóót'uununeéjaasí--- 'How do you (customarily) say----'

This variation is possible only in appropriate context and the student need not practice it but should be aware of its existence. When kè/ñke introduces the clause, the mid tone occurs on ke rather than on the following verb form and the meaning is definite:

ónyekèshiríří 'the individual who cooked'

When the subject is one of a few nouns which is clearly plural - such as úmutàkírí 'children', kè is preceeded/or substituted by ńdí, with high tone followed by the verb form or ke with initial mid tone:

úmutàkíríńdíláabyaskuùl 'the children who go to school'

or úmutàkíríńdíkèlaabyaskuùl

Drill 22.1 Adjective Clauses without independent subjects:

Useful Words:

ùc'á	white, pure, clean, fresh
íc'ùùc'a (H)	to be white, clean, fresh
íc'áac'a (H)	to be ripe, to be clean(ed)
úkwuluukwu	gigantic, very large, enormous

Key Word

Pattern

	ázu ^u rumjíc'ághyùc'a	'I bought fresh yams.'
ínwé	éñwé ^u femjíc'ághyùc'a	
yá	ónwé ^u fejíc'ághyùc'a	
ídìukwuluukwu	ónwé ^u fej ^u duukwuluukwu	'He has very large yams.'
úyò	ónwé ^u fuuyò ^u duukwuluukwu	
òdòkòrò	ónwé ^u fuuyò ^u dòdòkòrò	'He has lots of houses.'
írè	órèruuyò ^u dòdòkòrò	
únèfe	órèruunè ^u fé ^u dòdòkòrò	
c'áraac'a	órèruunè ^u fé ^u c'áraac'a	'He sold ripe bananas.'
ányị	ányì ^u réruunè ^u fé ^u c'áraac'a	
ígáahya	ányì ^u réruunè ^u fé ^u gáahya	'We sold bananas which sold fast.'

ínyé	ányìnyéřunèřégáraahya	
òkúkò	ányìnyéřòkúkògàraahya	'We gave chickens which sold fast.'
gììgà	ányìnyéřòkúkògììgàahya	'We gave chickens which will sell fast.'
ìcò	ányìcòròkúkògììgàahya	
òvu	ányìcòroovúgììgàahya	'We want a coucal which will sell fast.'
léekwuokwù	ányìcòroovúléekwuokwù	'We want a coucal which talks.'
há	ácòròhòovúléekwuokwù	
ìhù	áhùřuhoovúléekwuokwù	'They saw a coucal which talks.'
còrìrìřì	áhùřuhoovúcòrìrìřì	'They saw a coucal which wanted to eat.'

Drill 22.2 Modifying clauses with la/na:

Key Word

Pattern

	ónwèkweroónyeòzòlèece	
ìbyá	ónwèkweroónyeòzòlàabya	'There is also another person coming.'
ímád'ù	ónwèkwereímád'ùòzòlàabya	
ìfù	ónwèkwereímád'ùòzòlàafù	'There is also another man who's coming out.'
òkúkò	ónwèkweròkúkòòzòlàafù	

	ónwèkweròókúkòòzòláfù	
ínùmířì	ónwèkweròókúkòòzòl ~~á~~ ánùmířì	'There is also another chicken which is drinking water.'
gìínù	ónwèkweròókúkòòzògìínùmířì	
òdíghì	òdíghìòkúkòòzògìínùmířì	'It is not another chicken which is going to drink water.'
nwóok'ò	òdíghìnwóok'òòzògìínùmířì	
lázazuhayá	òdíghìnwóok'òòzòlázazuhayá	'There is no other man who shops.'
ónwéghì	ónwéghìnwóok'òòzòlázazuhayá	
nwóok'ò	ónwéghìnwóok'òlázazuhayá	'There is no man who shops.'
byáranḡáà	ónwéghìnwóok'òbyáranḡáà	
nwáànyị	ónwéghìnwáànyịbyáranḡáà	'There is no woman who came here.'
nzùkò	ónwéghìnwáànyịbyáranzùkò	
ónwèře	ónwèřenwáànyịbyáranzùkò	'There's a woman who came to [the] meeting.'
ónye	ónwèřoónyeb ~~y~~ áranzùkò	
ìcò	ónwèřoónyecòr ~~o~~ nzùkò	'There's someone who wants [the] meeting [to be held at his house].'
ìgáahyá	ónwèřoónyecòrììgáahyá	'There's someone who wants to go to market.'

íhùghị

ónwèřoónyecòrịíhùghị

'There's someone who wants to see you.'

Drill 22.3 Adjective Clauses following kè/ńdị:

Key Word

Pattern

ácòrọmoónyekémaañanhỹé

'I want the person who is capable.'
('---who knows things.')

yá

ócòroónyekémaañanhỹé

láazụahyá

ócòroónyekélaazụahyá

'He wants the one who does marketing'

há

ácòrọhóónyekélaazụahyá

íshirí

ácòrọhóónyekéleeshirí

'They want the individual who cooks.'

ányị

ányịcòroónyekéleeshirí

léekuțemirí

ányịcòroónyekéleekuțemirí

'We want the person who fetches water.'

nwaányị

ányịcòronwáányịkéleekuțemirí

'We want the woman who fetches water.'

láag'uakwukwọ

ányịcòronwáányịkélaag'uakwukwọ

'We want the woman who reads.'

úmuțàkírí

ányịcòruúmuțàkíríndịkélaag'uakwukwọ

'We want the children who read.'

únù	ányìcqrúmytákirindíkèlaag'uakwúkwò	'You want the children who read.'
ímù	únùcqrúmytákirindíkèlaamùákúkwò	'You want the children who study.'
ínwé	únùnwéřyymytákirindíkèlaamùákúkwò	'You have children who study.'
ígàskuùl	únùnwéřyymytákirindíkèlaagaskuùl	'You have children who go to school.'
yá	ónwéřyymytákirindíkèlaagaskuùl	
ñwáñwook'ò	ónwéřeñwáñwook'òkèlaagaskuùl	'He has a son who goes to school.'
há	éñwéřeñwáñwook'òkèlaagaskuùl	
bílàléygòsɿ	éñwéřeñwáñwook'òkébílàléygòsɿ	'They have a son who lives in Lagos.'
mù	éñwéřemñwáñwook'òkébílàléygòsɿ	

PronunciationStructure

-bábà-

ìsìghìbìlahọtéeìlìzììkì

-évànz-

ée

-bábà-

kéédìlaahyaṅgáà

ké-à-dì-la-ahya-ṅgá-à

-évànz-

éeni

ée-nì

-bábà-

m̀m̀ ìnágghìkwanì-
áfùtéezhìm̀m̀ ì-ná-ghì-kwanì-
áfùtá-èzhì

-évànz-

òtùtù

óò éṅwéřemọtùtùhỹem-
nèeméóò é-ṅwéře-mù-òtùtù-
hỹe-m-nà-emé

-bábà-

óùezhìokwù

ó-wù-ezhì-okwu

-évànz-

m̀jìghéeg'òòle

m̀-ì-ghì-eg'ò-òle

Basic Sentences

<u>Spelling</u>	<u>English</u>
-barber-	
I s1 g1 b1 na Hotel Z1k?	Do you say you live in the Hotel Z1k?
-Evans-	
E.	Yes.
-barber-	
Nke a d1 n'ah1a ngaa?	This which is here in the market?
-Evans-	
En1	Yes, indeed.
-barber-	
Hm, 1 nagh kwani afuta ezi.	Hm, but you don't come out.
-Evans-	
	many, plenty
Oh, enwere m otutu ihe m na eme.	Oh, I have a lot of things I 'm doing.
-barber-	
Q bu ezi okwu.	That's right.
-Evans-	
M j1 g1 eg'o ole?	How much do I owe you? (Do I hold (for) you money how much? ')

-bábà-

náĩ

óṙnaánṙotùshínìnanáĩ

ó-wṙ-naánṙ-otù-shínì-na-náĩ

ímèene

-évànz-

ndéewó

- - - - -

-évànz-

ínwèṭa

ínwè (H) + -ṭa

tàghzí

ṙwám òléébemṙwèříík'e-

ṙwá-m òléé-ebe-m-ṙwèře-

ínwèṭatàghzí

ík'e-ínwèṭa-tàghzí

-ònyéwṙ-

ònyé-wṙ

páàk

j'èélàtaghzípaàk

j'èé-là-taghzí-paàk

ìgíínwèṭaḥṙàṙgáaḥà

ì-ga-ínwèṭa-ḥa-ṙgá-aḥà

-évànz-

m̀cerekwenìṙgáà

m̀- cere-kwenì-ṙgá-à

mééṙweghíík'eínwèṭa-

mṙ-éṙwe-ghí-ík'e-ínwèṭa-

tàghzí

tàghzí

-ònyéwṙ-

áà ínwèříík'íínwèṭa-

áà í-ṙweře-ík'e-ínwèṭa-

tàghzíṙgáà

tàghzí-ṙgá-à

-barber-

nai	ninepence
O by nani otu shilling na	Its only one shilling and
nai.	ninepence.
Imeene.	Thank you.

-Evans-

Ndeewo.	Thank you.

- - - - -

-Evans-

inweta	to obtain, to get
taxi	taxi
Nwam! Ole ebe m nwere	My boy! Where can I get a
ike inweta taxi?	taxi?
-Onyewu-	'Who is' - proper name (male)
park	parking lot, staging area
Je na taxi park. I ga	Go to the taxi park. You'll
inweta ha nga aha.	get them there.

-Evans-

M cerekweni ngaa, mu	And if I wait here. I then
enwegh ike inweta	won't be able to get a
taxi?	taxi?

-Onyewu-

Ah, i nwere ike inweta	Yes, you can get a taxi here.
taxi ngaa.	

tútu	
kámà'òwùṙgṙṙnò'òd'ù-	kámà-ò-wù-ṙ-gà-ṙnò-
tútughṙaṙṙotù	òd'ù-tútu-ghṙ-aṙṙ-otù
	-évànz-
òdṙghṙmṙgwàṙgwà	
ágàṙícé	
	-ònyéwù-
mèénoòt'údṙghṙmma	mèé-nṙ-òt'ú-dṙ-ghṙ-mma

Note 23.1 bèghṙ - the negative of the perfect form

The form bèghṙ, 'not yet', with invariable low tones forms the negative of the perfect form. The example which has occurred in basic sentences is:

àṙṙbèghṙmṙghṙmbù 'I haven't seen you before.'

With pronoun prefixes (which occur with low tone before negatives) the verb root is invariably high regardless of class:

ànòbèghṙmṙgáaṙṙà 'I haven't stayed there.'

With noun subjects, ányṙ and únu, as in the other negatives, the vowel prefix of the verb is high. The root before -bèghṙ is invariably low:

ányaahùbèghṙ 'We haven't seen ---'

ámaakòanòbèghṙ 'Amako hasn't stayed ----'

tutu	before
Kama ọ bu ịga ịnọ ọdu	But (it is that) you will
tutu gị ahu otu.	stay a long time before
	you (then) see one.
-Evans-	
Ọ digh m ngwa ngwa.	I'm not in a hurry. I'm
Aga mu ịce.	going to wait.
-Onyewu-	
Meenị otu dị gị mma.	Do as you like. ('Do manner
	which is good to you.')

Summary of Tone Patterns of Negatives:

With pronominal prefixes (P.P.):

$\grave{p}p + \acute{v}r + gh_1^1$---- (verb root)	Examples: $\grave{o}d_1gh_1^1$---- 'It isn't----'
	$\grave{o}n_1\acute{o}gh_1^1$---- 'He isn't at----'
$\grave{p}p + \acute{v}r + \tilde{h}a_1^1$----	$\grave{o}ga\tilde{h}a_1^1$---- 'He didn't go----'
	$\grave{o}k_1\acute{o}\tilde{h}a_1^1$---- 'He didn't cultivate----'
$\grave{p}p + \acute{v}r + b\grave{e}gh_1$----	$\grave{o}\tilde{h}_1\acute{u}b\grave{e}gh_1$---- 'He hasn't seen----'
	$\grave{o}b_1\acute{i}b\grave{e}gh_1$---- 'He hasn't lived----'

¹Tone of the root of the infinitive form of the verb.

With noun (N) subjects:

N + á/é + vr¹ + gh_i²----

ányaanògh_i----

'We are not at----'

únaadi_igh_i----

'You are not----'

N + á/é + vr¹ + ñh²----

ámaakòagáñh²----

'Amako didn't go----'

nd'ùákòñh²----

'Ndu didn't cultivate----'

N + á/é + vr + bègh_i----

ñjókùegbùtèbegh_i----

'Njoku hasn't killed----'

ndiábaayòbegh_i----

'The people of Aba haven't returned----'

Negative Imperative:

á/é + vr¹ + -le/-la

ágálaahya

'Don't go to market!'

ákòleédè

'Don't cultivate coco yams.'

N + á/é + vr¹ + -le/-la

únaagálaahya

'Don't you (pl.) go to market!'

ág'ùùabyáhulem

'Let hunger not come to me again!'

òzòeménem

'Let another not happen to me!'

¹Tone of the root of the infinitive form of the verb.

²The same tone as the preceding syllable.

Drill 23.1 Negative of the perfect with -bèghì:

Useful Word:

áfò year

Key Word

Pattern

	àhùbèghìmbù	'I haven't seen you before.'
ányì	ányìahùbèghìmbù	
íjù	ányìajùbèghìmbù	'We haven't asked you before.'
yá	ányìajùbèghìyambù	
íkwè	ányìekwèbèghìyambù	'We haven't allowed him before.'
t'áà	ányìekwèbèghìyat'áà	'We haven't permitted him today.'
íce	ányìecèbèghìyat'áà	'We haven't waited for him today.'
yá	òcébèghìyat'áà	
ívùtè	òvùtèbèghìyat'áà	'He hasn't brought it along today.'
kéemáahà	òvùtèbèghìyakeémáahà	'He hasn't brought it along since then.'
hà	èvùtèbèghìhìyakeémáahà	

	èvúṭèbeghĩĩyakéèmaahà	
íbyá	àbyábèghĩĩhakéèmaahà	'They haven't come since then.'
únù	únuabyàbeghĩkéèmaahà	
ìpàṭṭòzò	únaapàṭabeghòzòkéèmaahà	'You haven't brought [one] along again since then.'
éci	únaapàṭabeghòzòkéèméeci	'You haven't brought [one] along again since yesterday.'
ghí	ìpàṭàbeghòzòkéèméeci	
ìgbàlì	ìgbàlìbeghòzòkéèméeci	'You haven't tried again since yesterday.'
yá	ògbàlìbeghòzòkéèméeci	
ínàṭa	ònáṭàbeghòzòkéèméeci	'He hasn't received another since yesterday.'
mù	ànáṭàbeghĩmòzòkéèméeci	
áfàṭṭ'aa	ànáṭàbeghĩmòzòkéèmaáfàṭṭ'aa	'I haven't received another for four years (today).'
hà	ànáṭàbeghĩĩhakéèmaáfàṭṭ'aa	'They haven't received [one] for four years (today).'
íj'èru	èj'érùbeghĩĩhakéèmaáfàṭṭ'aa	'They haven't arrived for four years.'

Note 23.2 The paraphrastic negative with òdíghị

A common way of expressing the negative of any finite verbal form in Igbo is through the use of òdíghị 'it isn't' plus a noun plus an adjective clause with independent subject. Thus the sentence:

ákòròmeéde 'I cultivated yams.'

may be negated in two ways:

1. àkòhàmeéde 'I didn't cultivate coco yams.'
2. òdíghèedèmkòrọ 'It is not coco yams I cultivated.'

The literal English translation of sentence 2 above does not accurately reflect the Igbo. There is no implication that 'I cultivated something but what I cultivated was not coco yams'. Rather the two negative sentences are exactly equivalent - both meaning simply 'I didn't cultivate coco yams'.

Certain verb forms - notably the 'progressive-iterative' form with suffix -ghe/-gha are most commonly negated in this way. Thus:

òdíghèedèmkògha 'I'm not cultivating coco yams.'

is more common than:

àkòghàhàmeéde

with the same sense.

Drill 23.2 Negatives with òdíghị:

a)

Key Word	Pattern
	òdíghèedèmkòrọ
ányị	òdíghèedèányịkòrọ
ịvù	òdíghèedèányịvùrọ
ịnyịmịrị	òdíghịmịrịányịnyịrọ

íbyàṅgáà	òdíghìmíříanyịnụrụ
íshìří	òdíghìṅgááanyịbyàrà
gìíshì	òdíghìříanyịshìrị
h̃á	òdíghìříagàh̃íshì
ígàahya	òdíghàahyaagàh̃íígà
únù	òdíghàahyuunugìíígà
gàrà	òdíghàahyuunugàrà
ìcòrịzụ	òdíghàahyuunucòrịzụ
yá	òdíghàahyọcòrịzụ
ákwụkwọfị	òdíghàakwụkwọfịcòrịzụ
íwèta	òdíghàakwụkwọfịcòrịwèta

b)

Key Word	Pattern
	òdíghèedémkògha
ívù	òdíghèedémvùgha
ányị	òdíghèedéanyịvùgha
íshì	òdíghèedéanyịshìghe
únèře	òdíghúunèřáanyịshìghe
ízụ	òdíghúunèřáanyịzùgha
yá	òdíghúunèřọzùgha
ìghè	òdíghúunèřọghèghe
h̃á	òdíghúunèřéeghègheh̃a
íwèta	òdíghúunèřéewètaghañh̃a

Drill 23.3 Review Drills on Negatives:

Transformation Drill: Using the patterns and key words given construct positive questions and both affirmative and negative statements:

a) Negatives with -ghɪ

Key Word	Question	Affirmative Statement	Negative Statement
	ìcòrɪ́í <u>gá</u> ahya	ácòròmɪ́í <u>gá</u> ahya	àcòghɪ́mɪ́í <u>gá</u> ahya
ìzù	ìcòrɪ́í <u>zù</u> ahya	ácòròmɪ́í <u>zù</u> ahya	àcòghɪ́mɪ́í <u>zù</u> ahya
yá	òcòrɪ́í <u>zù</u> ahya	ócòrɪ́í <u>zù</u> ahya	òcòghɪ́í <u>zù</u> ahya
ánwùrù	òcòrɪ́í <u>zù</u> ánwùrù	ócòrɪ́í <u>zù</u> ánwùrù	òcòghɪ́í <u>zù</u> ánwùrù
ìbilòobodo	òcòrɪ́í <u>bilòobodo</u>	ócòrɪ́í <u>bilòobodo</u>	òcòghɪ́í <u>bilòobodo</u>
ùnù	ùnucorɪ́í <u>bilòobodo</u>	ùnucorɪ́í <u>bilòobodo</u>	únaacòghɪ́í <u>bilòobodo</u>
ányì	ànyìcorɪ́í <u>bilòobodo</u>	ányìcòrɪ́í <u>bilòobodo</u>	ányaaacòghɪ́í <u>bilòobodo</u>
ìgìíbi	ànyìgìí <u>bilòobodo</u>	ányìgìí <u>bilòobodo</u>	ányaaagàghɪ́í <u>bilòobodo</u>
ífù	ànyìgìí <u>fùloobodo</u>	ányìgìí <u>fùloobodo</u>	ányaaagàghɪ́í <u>fùloobodo</u>
hã	àgãhɪ́í <u>fùloobodo</u>	ágãhɪ́í <u>fùloobodo</u>	àgághɪ́hɪ́í <u>fùloobodo</u>
èzhí	àgãhɪ́í <u>fùezhí</u>	ágãhɪ́í <u>fùezhí</u>	àgághɪ́hɪ́í <u>fùezhí</u>
ìháfù	àgãhɪ́í <u>háfùezhí</u>	ágãhɪ́í <u>háfèezhí</u>	àgághɪ́hɪ́í <u>háfùezhí</u>
ìzùtámířì	àgãhɪ́í <u>zùtámířì</u>	ágãhɪ́í <u>zùtámířì</u>	àgághɪ́hɪ́í <u>zùtámířì</u>
ìnáazùtámířì	ànáhãazùtámířì	ánáhãazùtámířì	ànághɪ́hãazùtámířì
íláuyò	ànáhãalúuyò	ánáhãalúuyò	ànághɪ́hãalúuyò

b) Negatives with -ña

Key Word	Question	Affirmative Statement	Negative Statement
	<u>m</u> garaáhya	<u>á</u> gàramaáhya	<u>à</u> gáñhamaáhya
íbyá	<u>m</u> byaraáhya	<u>á</u> byàramaáhya	<u>à</u> byáñhamaáhya
ízù	<u>m</u> zuraáhya	<u>á</u> zùrùmaáhya	<u>à</u> zùñhamaáhya
ányì	<u>à</u> nyìzuraáhya	<u>á</u> nyìzuraáhya	<u>à</u> nyìazùñhaáhya
ìnònáahya	<u>à</u> nyìnòrònáahya	<u>á</u> nyìnòrònáahya	<u>à</u> nyìanòñhanáahya
ùnù	<u>ùn</u> unòrònáahya	<u>ún</u> unòrònáahya	<u>ú</u> naanòñhanáahya
úyò	<u>ùn</u> unòrònúuyò	<u>ún</u> unòrònúuyò	<u>ú</u> uanòñhanúuyò
ízúkò	<u>ùn</u> uzukòròlúuyò	<u>ún</u> ùzukòròlúuyò	<u>ún</u> uezikòñhanúuyò
hã	<u>è</u> zukòròñhanúuyò	<u>é</u> zukòròñhanúuyò	<u>è</u> zúkòñhãñhanúuyò
íbyáhu	<u>à</u> byahuruñhanúuyò	<u>á</u> byáhuruñhanúuyò	<u>à</u> byáhùñhãñhanúuyò
yá	<u>ò</u> byahurulúuyò	<u>ó</u> byáhurulúuyò	<u>ò</u> byáhùñhaluuyò
íj'èru	<u>ò</u> j'èrurulúuyò	<u>ó</u> j'èrurulúuyò	<u>ò</u> j'èrùñhaluuyò
ányì	<u>à</u> nyìj'èrurulúuyò	<u>á</u> nyìj'èruruhúuyò	<u>à</u> nye_j'èrùñhaluuyò
íb'à	<u>à</u> nyìb'aralúuyò	<u>á</u> nyìb'aralúuyò	<u>à</u> nyìab'àñhalúuyò

c) Negatives with -bèghi

Key Word	Question	Affirmative Statement	Negative Statement
	<u>m̩j'ée</u> l̩y̩um̩uáh̩yà	<u>éj'ée</u> lem̩y̩um̩uáh̩yà	<u>èj'ée</u> bègh̩im̩y̩um̩uáh̩yà
íga	<u>m̩gáa</u> l̩y̩um̩uáh̩yà	<u>ága</u> alam̩y̩um̩uáh̩yà	<u>agá</u> bègh̩im̩y̩um̩uáh̩yà
únù	ún <u>uagáa</u> l̩y̩um̩uáh̩yà	ún <u>àagáa</u> l̩y̩um̩uáh̩yà	ún <u>agá</u> bègh̩im̩y̩um̩uáh̩yà
ínò	ún <u>uano</u> ò̩n̩y̩um̩uáh̩yà	ún <u>àano</u> ò̩n̩y̩um̩uáh̩yà	ún <u>aanò</u> bègh̩im̩y̩um̩uáh̩yà
kàlabá	ún <u>uano</u> ò̩n̩akàlabá	ún <u>àano</u> ò̩n̩akàlabá	ún <u>aanò</u> bègh̩ikàlabá
íbi	ún <u>ue</u> bíelekàlabá	ún <u>èe</u> bíelekàlabá	ún <u>ee</u> bìbègh̩ikàlabá
yá	ò <u>bí</u> elekàlabá	ò <u>bí</u> elekàlabá	ò <u>bì</u> bègh̩ikàlabá
íru	ò <u>ru</u> olekàlabá	ò <u>ru</u> olekàlabá	ò <u>rú</u> bègh̩ikàlabá
ígwù mífí	ò <u>gwu</u> ólemíří	ò <u>gwu</u> ólemíří	ò <u>gwú</u> bègh̩imíří
hã	è <u>gwu</u> ólehãmíří	è <u>gwu</u> ólehãmíří	è <u>gwú</u> bègh̩ihãmíří
ígbùteažù	è <u>gbù</u> teelehãážù	è <u>gbù</u> teelehãážù	è <u>gbù</u> tebègh̩ihãážù
íri	è <u>ri</u> elehãážù	è <u>ri</u> elehãážù	è <u>rì</u> bègh̩ihãážù
íròofe	à <u>ráa</u> lahòófe	à <u>ráa</u> lahòófe	à <u>ráb</u> bègh̩ihòófe
ghí	ì <u>ráa</u> loofé	ì <u>ráa</u> loofé	ì <u>ráb</u> bègh̩hoófe
ígwíyookwu	ì <u>gwáa</u> l̩y̩yáokwu	ì <u>gwáa</u> l̩y̩yáokwu	ì <u>gwáb</u> bègh̩iyóokwu
íjúc 'aya	ì <u>júc</u> 'aal̩yá	ì <u>júc</u> 'aal̩yá	ì <u>júc</u> 'abègh̩iyá
yá	ò <u>júc</u> 'aal̩yá	ò <u>júc</u> 'aal̩yá	ò <u>júc</u> 'abègh̩iyá
ìkpáyayũwà	ò <u>kpáa</u> l̩y̩yũhwà	ò <u>kpáa</u> l̩y̩yũhwà	ò <u>kpáb</u> bègh̩iyũhwà

d) Negative Imperative

Useful Words:

ájùjú question

íshìashì to lie

Key Word	Pattern	
	ámaakò <u>ágálaahya</u>	'Amako, don't go to market.'
ínúsìgaréètí	ámaakò <u>ánúnasìgaréèt</u>	'Amako, don't smoke cigarettes.'
ípíìvu	ámaakò <u>ápáììvu</u>	'Amako, don't carry [a] load.'
ívùteepe	<u>ámaakò</u> évùteeleepe	'Amako, don't carry along oranges.'
únù	únè <u>évùteeleepe</u>	'Don't (you [pl.]) carry along oranges.'
íshìashì	únà <u>áshìlaashì</u>	'Don't lie.'
ínèeg'ò	únà <u>ánàneeg'ò</u>	'Don't grab money.'
íjùá jùjú	únà <u>á jùlaa jùjú</u>	'Don't ask questions.'
ghí	<u>á jùlaa jùjú</u>	'Don't (you [sg.]) ask questions.'
íciya	<u>écéìya</u>	'Don't wait for her.'
írúunèfè	áráluunèfè	'Don't eat ('lick') bananas.'

<u>Pronunciation</u>	<u>Structure</u>
-o/-e	(suffix to a call)
ndéewónèébeáo	ndéewó- (u)nù-ébe-á-o
òwóonye	òny-òhá-
òwùm	-nǝǝk'ù-
ìb'àta	-òny-òhá-
b'atáwanì ìbyála	(L)
éé ìdìkwamámá	-nǝǝk'ù-
éé ádìmmámá byàní-	-òny-òhá-
nòdúócé	
pápá	
ònyewù	
nnóonyewù	nná-onyewù
pápá nnóonyewáabyála	pápá nná-onyewù-abyála
ásìmyanòdúàlálímuuyò	á-sì-m-ya-nòdú-àla-lá-me-uyò
	-ámaakò-
ényiá	ényi-á
ényiá ìbyála	

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Njoku-	hey!
Ndewo nu ebe a o!	Greetings to you here!
-Onuoha-	(proper name - male)
Ọ bu onye?	Who is it?
-Njoku-	
Ọ bu m.	It is I.
-Onuoha-	
ibata	to come in
Batawani. Ibyala?	Come in then. Welcome!
-Njoku-	
E, idikwa nma?	Yes, and are you well?
-Onuoha-	
E, adi m nma. Byani,	Yes, I'm well. Come then
nọdu oce.	(and) sit down.
papa	dad
Onyewu	proper name - male
nna Onyewu	Onyewu's father
Papa, nna Onyewu abiala.	Dad, Onyewu's father has
Asi m ya nọdu ala	come. I told him to sit
n'ime ulo.	down inside the house.
-Amako-	
enyi a	friend, comrade (familiar)
Enyi a. Ibyala?	Welcome friend.

-n̄jók'ù-

éé ényìm̄wook'ò ìyóla

-ámaakò-

íj'è

nnókò

éé íj'èmgàrannókòòt'uóma

éé íj'è-m-gàra-nnókò-òt'u-óma

-n̄jók'ù-

òléèmm̄ìyòrò

-ámaakò-

áyòròmaabalììsótàà

á-yòrò-mù-abalì-ìsótàà

-n̄jók'ù-

ìkpòkwaṅwáànyìghìyò

ì-kpò-kwa-ṅwáànyì-ghì-yò

-ámaakò-

éeni ákpòm̄iyayó

á-kpò-mù-ya-yó

-n̄jók'ù-

òlókòt'undìamerikadì

òléè-ot'u-ndì-amèriká-dì

-ámaakò-

ádìc'añm̄m̄

á-dì-c'a-ñm̄m̄

-Njoku-

E enyi m nwaoke, 1yọla?

Yes, my (male) friend,
welcome back.

-Amako-

1je

trip

nnọọ

very, extremely, indeed,
at all, all the way
to---

E, 1jem gara nnọọ otu
oma.

Yes, my trip went extremely
well.

-Njoku-

Ole mgbe 1 yọrọ?

When did you return?

-Amako-

Ayọrọ m abalı iso taa.

I returned five days ago
today.

-Njoku-

I kpọ kwa nwanyi g1 yọ?

Did you bring your wife back
with you? ('You?
accompanied by your wife
(and) return')

-Amako-

Eni, akpọ m ya yọ.

Certainly I brought her.

-Njoku-

Ole otu ndi America di?

How are the American people?

-Amako-

Adi ca ha nma.

They're entirely well.

	-n̄jók'ù-	
h̄amekwereghiot'uóma		h̄à-me-kwe-re-ghì-ot'u-óma
	-ámaakò-	
-zɪ/-zhɪ		(adverbial suffix)
ímèžhɪ		ímè-žhɪ (HL)
ée éméžhɪřĩhāmoot'uóma		ée é-mèžhɪřĩ-hā-mụ-ot'u-óma
	-n̄jók'ù-	
ùbòcɪ		
ágàmɪɪbyùùbòcɪòjọ		á-gà-mụ-ɪbyà-ubòcɪ-òjọ
gáàkòqoròmót'uɪjìgáá		gɪ-àkòq-rọ-m-ot'u-ɪjì-gáá
	-ámaakò-	
òdìmmà làwánɪ		

Note 24.1 Reported Speech

yáyọ sɪámàajúc'aalụmụ 'When he returns, say [that] I
have asked after them.'

This sentence illustrates the fact that some of the subject and object pronouns in reported speech may have forms different from those in direct address.

The forms of subject pronouns in reported speech are:

Singular

1st person àm (before consonants) ámù (before vowels)

-Njoku-

Ha mekwere g1 otu oma? And did they treat you well?

-Amako-

-z1

(action) well done

imez1

to act properly, to
prepare, to repair

E, emeziri ha m otu oma. Yes, they treated me well.

-Njoku-

uboch1

day

Aga m ibia uboch1 ozo,

I'm going to come another

g1 akoozo m o'tu 1j1

day so I can hear (you can

gaa.

narrate to me) how you went.

('manner you used and went')

-Amako-

Odi nma. Lawani!

O.K. Goodbye.

2nd person

ághì

3rd person

ó-/ó- (he (etc.), another person)

áya (he, himself)

óhò (he, person previously mentioned)

Impersonal

á/é

Plural

1st person

ányì

2nd person

únù

3rd person á/é---hà (they, in general)

áhà (they, inclusive of speaker)

ùmù (they, exclusive of speaker)

Clearly two of these third person forms, áyà and áhà, only occur when the speaker is third person:

ósìáyàgaraáhya 'He said [that] he, himself, went to market.'

ósìáhàjaagúmmìĩkwù 'He said [that] they (including himself) customarily drink palm wine.'

Other 3rd person forms occur with 2nd or 3rd persons as speaker:

ísìohòneegwúmířì 'You (sg.) said [that] he (the man we're talking about) is about to go swimming.'

únùsìumàazaáluuyò 'You (pl.) said [that] they had swept the house.'

These forms do not occur with first person as subject.

The forms of object pronouns in reported speech are like the general object forms of pronouns except for the third person:

Singular

1st person m̐
2nd person ghí
3rd person yá (he (etc.) himself)

h̐ (he, someone else, or the 3rd person under discussion)

Plural

1st person ànyí
2nd person únù
3rd person h̐á ('they' inclusive of speaker)

úmu ('they' exclusive of speaker, or the people under discussion)

The monosyllables above are, of course, mid toned after high tone (see Note 7.1).

In these forms there are two sets of 3rd person forms. If the speaker is third person these are inclusive and exclusive of the speaker:

ósìàngìínyèříyaaka	'He said [that] I was going to give him (himself) a hand.'
ósìàngìínyèřèh̃qaka	'He said [that] I was going to help him (someone else).'
ósìaghìínyèřèh̃aaka	'He said [that] you were going to help them (including himself).'
ósìaghìínyèřũũm̃aka	'He said [that] you were going to help them (excluding himself).'

If the speaker is first or second person or impersonal, the forms yá and h̃a or the specific forms h̃q 'him (about whom we were speaking)' and úmu 'them (about whom we were speaking)' occur:

ásìanyìkelereh̃q/yá	'It is said [that] we greeted him.'
ányìsìanyìgìizũũm̃/h̃a	'We said [that] we were going to meet them.'

Drill 24.1 Reported Speech

a)

Key Word

Pattern

	síamàa júc 'aalaghì	'Say [that] I have finished asking you/asking after you.'
yá	síòh̃òò júc 'aalaghì	'Say that he (of whom we spoke) has asked after you.'
h̃á	síòh̃òò júc 'aaluyumù	'Say that he (of whom we spoke) has asked about them.'
íkèlè	síòh̃èékèléluyumù	'Say that he has greeted them.'
ányì	síanyèékèléluyumù	'Say that we have greeted them.'
yá	síanyèékèléleh̃ò	'Say that we have greeted her.'
yá	síòh̃òókèléléh̃ò	'Say that he (of whom we spoke) has greeted him.'
mù	síamèékèléleh̃ò	'Say that I have greeted him.'
giízùtè	síamgiízùtèh̃ò	'Say that I'm going to meet him.'
únù	síamgiízùtuúnù	'Say that I'm going to meet you.'
á (Impersonal)	síagiízùtuúnù	'Say that you will be met.'

b)

Key Word

Pattern

ó síamgaraáhya	'He said I went to market.'

ghí	ósiaghìgaraáhya	'He said you went to market.'
ògwá	ósiaghìgaroogwá	'He says you went to Ogwá.'
á (Impersonal)	ásiaghìgaroogwá	'It is said you went to Ogwá.'
ívùjì	ásiaghìvùrùjì	'It is said you uprooted yams.'
yá	ásiòhòvùrùjì	'It is said he (of whom we spoke) dug up yams.'
yá	ósiòhòvùrùjì	'He said that he (of whom we spoke) dug up yams.'
yá (he, himself)	ósiayàvùrùjì	'He said that he, himself, dug up yams.'
ínùmmíĩ	ósiayànúfùmmíĩ	'He said that he, himself, drank wine.'
ányì	ósiányìnúfùmmíĩ	'He said we drank wine.'
gìíngù	ósiányìgìíngùmmíĩ	'He says we're going to drink wine.'
ányì	ányìsìányìgìíngùmmíĩ	'We said we were going to drink wine.'

PronunciationStructure

-évànz-

òlìà
ényím òlìà

-ámaakò-

òdìmmà ìwóonye

-évànz-

áwụmoonyaamèrìka

á-wụ-mụ-onye-amèrìka

-ámaakò-

léezhị
m̀m̀ ìwóonyaamèrìkaléezhị

lá-ezhị
m̀m̀ ì-wụ-onye-amèrìka-lá-ezhị

áhwà
áhwàghoq̣wụkwanịgiri

áhwà-ghị-q̣-wụ-kwanị-giri

-évànz-

áhwàm̀wụevànz
áhwàkeghíkweni

áhwà-m̀- wụ-evàns
áhwà-ke-ghí-kweni

-ámaakò-

áhwàm̀wụamaakò
ìbyánina

áhwà-m̀- wụ-amaakò
ìbyánina

ùgbọ

élu

ùgbọelù

ìshílùùgbọelùàd'áraugbuà-
fụtá

ùgbọ + élu

ì-shí-la-ùgbọ-elù-à-d'ára-
ugbuà-fụtá

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Evans-
o ₁ lia	how? (are you)
Enyim, o ₁ lia?	How are you my friend?
	-Amako-
O ₁ di nma, ibu onye?	Fine, who are you [sir]?
	-Evans-
Abu m onye America.	I 'm an American.
	-Amako-
n'ez ₁	in truth
Hm. I bu onye America	Hm. Are you really an
n'ez ₁ ?	American?
aha	name
Aha g ₁ , o ₁ bu kwani gini?	And what then is your name?
	-Evans-
Aham bu Evans.	My name is Evans.
Aha nke g ₁ kweni?	And (what is) your name?
	-Amako-
Aham bu Amako.	My name is Amako.
Ibianina?	Welcome!
ugbo	powered vehicle
elu	sky, top, above, height
ugbo elu	airplane
I si n'ugbo elu a dara	Did you get out of this air-
ugbu a futa?	plane which landed just now?

-évanz-

éé

-ámaakò-

láanìghì/náanìghì

ná-anì-ghì

ìkwù

(H)

òwùgìlaanìghìkwùbya

ò-wù-gì-la-anì-ghì-kwu-bya

-évanz-

éé náanìmbyàra

-ámaakò-

ìbyarìířùǒřù

-évanz-

éé ábyàramìířùǒřù

-ámaakò-

òléèngìířùǒřù

òléè-ngà-ířà-ířù

-évanz-

kónsùléèt(1)

ágàmìířùnàkónsùléètiányì

á-gà-mù-ířù-nà-kónsùléèti-
ányì

-ámaakò-

ígaru

ígarà + írù (HL + H)

-Evans-

E.

Yes.

-Amako-

n'ani gi

by yourself, alone

ikwu

to accompany

Q bu gi n'ani gi kwu bia?

Did you come alone? ('Is it
you accompanied by yourself
only come?')

-Evans-

E, n'ani m biara.

Yes, I came alone.

-Amako-

I biara ilu olu?

Did you come to work?

-Evans-

E, abiara m ilu olu.

Yes, I came to work.

-Amako-

Ole nga iga ilu?

Where are you going to work?

-Evans-

consulate

consulate

Aga m ilu na consulate
any₁.

I'm going to work in our
Consulate.

-Amako-

igaru

to get to, to go to and
arrive

ìmáṣanoòt 'uí jìagáruṅgíí-
j'è

ì-máṣana-òt 'u-í jì-agáru-ṅga-
í-j'è

-évànz-

òdíghì mòòṅwèřeńdíbyára-
ízùtem

ò-díghì ma-ó-ṅwèře-ńdí-byára-
ízùte-m

-ámaakò-

ńdíowù
ìh̃ụnandíowù

ńdí-ọ-wù
ìh̃ụna-ńdí-ọ-wù

-évànz-

ée áh̃ụnamh̃a

-ámaakò-

-kṽ'ù

adverbial suffix for

attainment or

accompaniment

ígákṽ'ùřu

(HL +)

òdímmá byàagákṽ'ùřúh̃a

-évànz-

òwéezhiokwù

I marana otu 1j1 agaru
nga 1je?

Do you know ('Have you come
to realize') how ('means
you use') to get to [the]
place you're going?

-Evans-

Odighi. Ma onwere ndi
biara izute m.

No, there are people who
came to meet me.

-Amako-

ndi o bu
I huna ndi o bu?

people it is - the people
Have you seen these people?

-Evans-

E, ahula m ha.

Yes, I've seen them.

-Amako-

-kwu

-catch up with

igakwu

to join, to meet with,
to go and be with

Odi nma. Bia agakwuru
ha.

Fine. Come and join them.

-Evans-

O wu ezi okwu.

You're right ('It is (a)
true word').

-ámaakò-

gàánoot 'uóma ìnuna

-évànz-

ée íméene

Narrative

New Words:

úrò	play	lákwa	and also
íkpuúrò (HL)	to jest, to kid	ná/lá	that
íghà (HL)	to tell a lie	íbid'o (H)	to begin
ùghá	falsehood	ṅkàṭá	conversation

Pronunciation

óṅwèròótúónyebèkéémhūrūt'áà
 lèéepòt'ù máájuyyoonyoowù #
 yásiyàwóonyaamerikà # mámbù
 écèremsoókpaghuurò mòókwanì
 sooghaghughá # líihikèè
 méèwèréjuyyaañwiyá làkwañhỹoobyàríímé-
 làaláà # óg'òógwàràmsiyàwùevànz
 nìyàbyàkwaniřlìřuòřuneembásihà
 méèkwerenhỹoókàrà #

-Amako-

Gani otu oma, inuna?

Farewell then, you hear?

('Go along then, have you
heard?')

-Evans-

E, imeene.

(Yes) Thanks.

ìkpàṅkàṭá (HL)	to converse	íwèzùgha (L +)	to take aside
ìgbád'á (H + L)	to go down	éwezùghá	if taken aside, but for---
ṁgbád'á	down, down- town	òhere	chance, opportunity
ídùj'e (HL + HL)	to escort	ílèṭa (HL +)	to visit

Spelling

Translation

O nwere otu onye bekee m huru
taa n'airport. Mu ajuo ya
onye o bu. Ya si ya bu onye
Amerika. Mgbe mbu, ecere m
si o kpagha uru, ma o bu kwani
si o ghagha ugha. N'ihu kee,
mu ewere juo ya aha ya, na kwa
ihe o biara ime n'ala a. Oge
o gwaram si ya bu Evans na ya
biakwaniri iru olu n'embassy
ha, mu ekwere ihe o kara.

There was a white man I saw today
at the airport. I (then) asked
him who he was. He said he was
an American. At first I thought
he was kidding or telling a lie.
On account of this I (then) (took
and) asked him his name and also
what he had come to do in this
land. When he told me that he
was 'Evans', that he had come to
work in their Embassy I believed

síṭeṅgáahà ányèebíd'okpawankàtá #
líimeṅkàtáanyị máaghọ́tasọọgìibilàzìik-
họ́tèèlu kéédìlaak'ùk'ụ́yọ́ọ́fáanyị
lámgbád'àléygòsị # ágàaramíinyèfíyaakà
líidùj'íyàngoój'è éwezùghá lọ́ọ́sọonwèfè-
ndígììbyìzùtíyá # óg'émṅwèroohere-
líizùà ágàmíj'èletíyá lọ́ọ́fìsíyá #

Site nga aha, anyị ebido kpawa
nkata. N'ime nkata anyị, mụ
aghota sị ọ ga ibi na Zik
Hotel, nkea di n'akuku ulọ
ọlu anyị na mgbada Legos.
Agaara m inyere ya aka, n'ịduje
ya nga o je, ewezugha na ọ sị
o nwere ndi ga ibia zuta ya.
Oge m nwere ohere n'izu a,
aga m ije leta ya n'ofis ya.

what he said. From that [time on]
we began to (start to) converse.
In our conversation, I discovered
that he was going to live at the
Zik Hotel, the one which is
beside our place of work in down-
town Lagos. I was going to help
him in conducting him where he
was going, except that he said
there were people going to come
to meet him. When I have a chance
this week I'm going to go call on
him at his office.

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Evans-	
ngwa ulọ	house furnishings
Monday	Monday
Aga m igaje izu ngwa ulọ na Monday.	I'm going to go and buy furniture on Monday.
-Ndu-	
Ole otu 1j1 jee izu ngwa uyo ọzọ?	How come you're going to buy other furniture? ('What means you use and go to buy other house furnishings?')
Ndi nke izukwaniri n'ọnwara gara aga?	And those which you bought (in) last month.
-Evans-	
oh1	theft
nd1 oh1	thieves
izu oh1	to steal
izuru	to steal for (oneself) and take away
os1e	old
Ima s1 ndi oh1 biara, zuru zuru ndi nke os1e m.	You know that thieves came and stole my old ones.
-Ndu-	
1budi	to really be
Obudi n'ez1.	That's quite true.

ómèřém

ó-mèře-m

áṙọ

ómèřém sòṙwụlaarọ

ó-mèře-m-sì-ọ-wụ-la-arọ

shòṙp(ụ)

òlèé kweni shòṙpụkị còrịí-
j'è

òlèé-kweni-shòṙpụ-ka-í-
còrọ-íj'è

-évànz-

kínswèè

ácòromịj'èkínswèè

-nd'ù-

áà kínswèèwụkwaṅgị-
làazụnhỹè

áà kínswèè-wụkwa-ṅga-í-
là-azụ-nhỹè

ímághịsìnhỹèhàjàád'á-
ọnụ

í-má-ghị-sì-nhỹè-hà-jè-ád'á-
ọnụ

-évànz-

hỹígiíkwùwụmàngịhũ-
nhỹemcòrịzùṅgáahà

hỹé-í-ga-íkwù-wụ-mà-m-ga-
íhũ-nhỹe-m-còrọ-ízù-ṅgá-
ahà

o mere m

it seems to me ('it
happens to me')

arọ

dream

O mere m ka² ọbu n'arọ.

It seems like a dream. ('It
happens to me that it was
in a dream.')

shop

shop, store

Ole kweni shop ka i cọrọ
ije?

Well, which store would you
like to go to.

-Evans-

Kingsway

Kingsway (a department
store)

Acọrọ m ije Kingsway.

I want to go to Kingsway.

-Ndu-

Ah, Kingsway bukwa nga
i la azu ihe.

Aha, so Kingsway is where you
buy things. ('Kingsway is
then place you buy things.')

I maghi si ihe ha je ada
ọnu?

Don't you know that their
things are expensive?

-Evans-

Ihe i ga ikwu bu ma m
ga ihu ihe m cọrọ izu
nga aha.

What you should ask is whether
I'll find what I want to
buy there. ('Thing you will
say is whether I'm going to
see things I want to buy
there.')

-Ndu-

Ole oge 1j1 aga?

When are you going?

-Evans-

Aga m 1ga n'ututu.

I'm going to go in the morning.

-Ndu-

Od1 mma, eny1 m. Gwakwa
m mgbe 1 gawa.

Fine, my friend. And tell
me when you start to go.

úrù

gain, benefit

íb'ùúrù (íb'à + úrù) (L)

to be beneficial

Spelling

Translation

A gara m Kingsway eci n'ile,
j'e izu ngwa uyo, n'ihina
ndi oh1 zuuru ndi ke m nwere
enwe. Mgbe m ruru ngaaha,
mụ ahu otu nwatakiri reghere
ha ahia. (Mu ewee)¹ si ya
nyerem aka la ihota ngwa uyo
mara nma. Nwata ke aha ama-

I went to Kingsway yesterday to
buy house furnishings because
thieves had stolen those I had.
When I got there I saw a youth
who was selling for them. I told
him to give me a hand in choosing
good house furnishings. That boy
knew what he was doing

lǐhìlǎáǎtùǒmǎǎfǎm b'ǎferuúràab'ǎfè #
lǐhìyá ànǒhǎmǒód'ù lǐzùtǎc'anhǎenǐlém-
cǒrǒ #

rana ihe o meghe n'iihina atu
o maaram bafere uru abafe.
N'ih1 ya a nọ ha mu odu la
izucha ihe n'ile m cọrọ.

because the advice he gave me was
very helpful. Because of it I
didn't spend a long time in
finishing purchasing everything
I wanted.

¹In speech a sentence may commence with siyá but in written material the form meewée 'I then took----' with the significance of and I is used.

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
éj'èmiĩhũenyim̐		
	-B-	
òléèngéenyighíbi		òléè-ngá-enyì-ghí-bì
	-A-	
ìmanḡúuyiĩkpèdì		ì-ma-ngá-uyò-ĩkpè-dì
	-B-	
ámáṛanaṁngóòdì		á-máṛana-m̐-ngá-ò-dì
	-A-	
ígála j'e		ígá-la- j'e
ówũrũmàghĩgafèéyà		ò-wũrũ-mà-ghĩ-gafèé-yà
gaagála j'e(lĩ)ĩhũghĩ		gĩ-agála j'e-(la)-ĩhũ-ghĩ
ákaṛĩ		áka-ṛĩ
úyèelù		
léaanyànaakaṛĩghĩ		léè-anyà-na-aka-ṛĩ-ghĩ
ígìĩhũotùúyèelù		ì-gà-ìhũ-otù-úyò-elù
áṛũṛũohũ òṁngóobì		á-ṛũṛũ-ohũ ò-wũ-ngá-o-bì
	-B-	
ĩzhì		(L)
ózhĩ		

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-A-
Eje m ihu enyi m.	I'm going to see my friend.
	-B-
Ole nga enyi ghi bi?	Where does your friend live?
	-A-
I ma nga uyo Ikpe di.	You know where Ikpe's house is.
	-B-
Amarana m nga o di.	I do know where it is.
	-A-
iga na je	to go a little bit ('to go and go to')
O buru ma gi gafee ya, gi aga na je n'ihu ghi. aka-nri uyo elu	When you pass it you then go a little ahead. right (food) hand multi-storied building
Lee anya n'aka ri gi, i ga ihu otu ulo elu aruru ohuu. O bu nga o bi.	Look far to your right you will see a newly made high building. That's where he lives.
	-B-
izi	to deliver (a message), to inform
ozi	(a) message

ìṅweṛíík'ììzhìṛíṁṅwanṁem
ṅwook'òòzhì

-A-

éé éṅwèṛemíík'e ṅgwà
zhìwém

-B-

gwáramíya síṅwíṽíyáamùṅna

-A-

ágàmíṽígwíyamámhùya

-B-

ìgakwanííyòoleémme

-A-

ágàmííyòlàabalíírí-
làannót'aa

-B-

òdìmma j'èníot'àoma

ì-ṅweṛe-ík'e-ìzhì-ṛí-m-
ṅwanne-m-ṅwook'ò-ozhì

ee é-ṅwèṛe-mù-ík'e ṅgwà
zhìwé-m

gwá-ra-mù-ya sí-ṅwíṽè-yá-
amùṅna

á-gà-mù-ígwá-ya-mà-m-hù-ya

ì-gakwaní-íyò-oleé-mme

á-gà-mù-íyò-là-abalí-írí-
là-annót-t'aa

Narrative

New Words:

ònyoghóonyo

foolishness,
aimlessness

íd'àòqoryà

to be sick, to
have a disease

òqoryà

sickness

íyàlala

pond, reservoir of
rain water

I nwere ike iziri m
nwannem nwaoke ozi?

Can you deliver a message for
me [to] my brother?

-A-

Ee, enwere m ike. Ngwa,
ziwe m.

Yes, I can. O.K., (start to)
let me know [it].

-B-

Gwara m ya si nwiye ya
amuona.

Tell him for me [that] (saying)
his wife has given birth.

-A-

Aga m igwa ya ma m hu
ya.

I'll tell him when/if I see
him.

-B-

I ga kwanị ilọ ole mgbe?

When then are you going to
return?

-A-

A ga m ilọ n'abali iri
na anọ taa.

I'm going to return in four-
teen days ([from] now).

-B-

Ọ di nma. Jeni otu oma.

Fine. Farewell.

íicìcì (L +)

to fool around,
to wander

-lùka

(adverbial suffix)
hard, very much

byádumà/
byádumme

before, until

nh̄yēnānh̄yē

whatever

Pronunciation

ɲwáñnemɲwaànyɪ ɪh̃ɲnootuonyoghóònyó-
 mèreméeci # áháfùrɲmuúyòm j'iilèṭarɲwa-
 ñnennànd'árɔ̃ɔryà # māmnaagáfèélɪɪyà-
 láah̃àdɪlànkwáanyɪ ànáh̃àkwamaamátɲuzò #
 ɔ̃wùòt'umcìcìgherennòò dighaciàgbaa
 byáadɲmāmṁàṭarɲgámno # kéemeéciah̃à
 écelùkálamnh̃eméřemnh̃ekàah̃à mùugbúa
 àmátàbeghikwemiishiyà # Mánh̃yèná-
 nh̃yòòh̃urɲwùrɲ ákpòromiyáònyoghóònyo #

Spelling

Nwannem Nwanyị, ihuna otu
onyoghoonyo merem eci? Ahafuru
m uyom, je ileta nwanne nnam
dara ọria. Mme m na agafee
n'iyiala aha di na nkwo anyị,
anahakwa mụ anata uzo. Ọ bu
otu mciicighere nnoqo digha ci
agbaa, byadu mme m matara nga
m no. Keeme eci aha, ecelu-
kala m ihe merem ihe ke aha,
ma ugbua amatabeghikwe m ishi
ya. Ma ihe na ihe o huru buru,
akporo m ya onyoghoonyo.

Translation

My sister, have you heard the
foolishness which happened to me
yesterday. I left my house and
set out to visit my (paternal)
aunt (or uncle) who's been sick.
Just as I got past that pond
which is at our market [place],
I wasn't recognizing the road
any more. It was thus that I
went on wandering a great deal
until the day ran on before I
realized where I was. Since that
(yester-)day, I've been thinking
hard what did that (thing) to me,
but [even] now, I haven't yet
discovered the heart ('head') of
it. But however it came about,
I call it 'folishness'.

<u>Pronunciation</u>	<u>Structure</u>
	-A-
ìfụ́tá́la	
	-B-
éé ìbyá́la	
	-A-
ígùzo	(L)
íd'òwe	(H)
gùz'ó mēed'òwem̩ĩmpám̩bụ	gùz'ó mụ-ed'òwe-mm̩ĩ-m-pá-mbụ
	-B-
ìdịkwám̩má	
	-A-
éé kèdụ́mákáńduuyòghí	
	-B-
ádịhám̩má ìbyáh̩h̩loog'è	
	-A-
nnám/nnáá	
úyòndị́ányasị́tẹ̀ngáánnáá	

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
Ifutala?		Good morning.
	-B-	
E. Ibyala?		(Yes). Welcome.
	-A-	
iguzo		to wait, to stop, to hold up
idowe		to set down, to set aside, to discard
Guzo mu edowe manyi m pa mbu.		Hold it, and I'll set down the wine I'm carrying first.
	-B-	
I di kwa mma?		And are you well?
	-A-	
E, kedu maka ndi ulo gi?		Yes, what about the folks at your house?
	-B-	
A di ha mma. I bia ha l'oge.		They're well. You didn't come on time [did you?].
	-A-	
		my friend ('my master')
Ulom di anya site ngaa, nnaa.		My house is far (starting) from here.

-B-

úkwù
ìjíríúkwùruoṅgáà

-A-

ééní

-B-

íyí
òyíyí
m̀bereedé
òyíyíanyíyírí òbyaraghí-
lambereedé

(HL)

òyíyí

òyíyí-anyí-yírí ò-byara-
ghí-la-mbereede

-A-

àžù
ìkpáàžù
áfo
mótò
áfomotò
òdíghì k'ámàòwùamàṭaram-
lììkpáazù sáafomotóm-
d'àraád'á/d'àraad'á

ìkpé-àžù

áfò-motò

ò-dí-ghì k'ámà ó-wù-a-màṭara-
m-la-ìkpé-azù sí-afò-motò-
m-d'ara-ád'á

-B-

ukwu	foot, leg
I jiri ukwu ruo ngaa?	Did you come by foot? (use foot and come)

-A-

Eni.	Yes, sure.

-B-

iyi	to set (a time)
oyiyi	appointment
mberede	sudden
Oyiyi anyi yiri, o byara	Did the appointment we made
gi na mberede?	come [up on] you suddenly?

-A-

azu	back
ikpe azu	last
afọ	belly, stomach
moto	car, automobile
afọ-moto	inner tube, tire
O dighi, kama o bu	No, but (it is) I realized
amatara m n'ikpeazu	finally that my tire had
si afọ-motom dara ada.	gone down.

Narrative

New Words:

íkùzhị (H)	to teach	rèluwéestèshìon(ụ)	railway station
ṛkuzhị	teaching	ìgwè	iron, bicycle
ónyegkuzhị	teacher	ìgbà	to ride, to run
ívu	load		
réluwèè	railway	ṛgáli	P.N. of a place

Pronunciation

ízùatót'aà ágàmííguùmùáhyà ípáj'eroonye-
 ṛkuzhịányívu làrèluwéestèshìonụ #
 ówùrùmàcíkwe ágammíjìigwèej'é mòòòkwanị-
 maàgbaamotò sìtélàngáli # mruùmùáhyà
 ágàmíízzùruraisìlaakíd'ì mjèeménzùkón-
 doòg'ìg'áányị luubòcaatò lóonwaásàà
 láafòábyáduonị # mñyisíivumagbìlìlaařù
 màmyowa mááhàyaráotùónyepasịnjìígwè
 gíinyéřemáaka lııvùlayyaya #

àkíd'ì	(black-eyed) bean	ìgbìáñy (H)	to get heavy
òg'ig'e	fenced compound, mission, church	ìhàyara (L)	to hire
ìgbì (H)	to take root	pásìnjìígwè	passenger bicycle
áñy	heaviness, weight	ìvùlayo	to carry back

Spelling

Izu ato taa aga m iga Umuahia
 ipajere onye nkuzi anyi ivu
 la railway station. O buru
 ma Chi kwe, aga m iji igwe
 eje, ma o bu kwani my agbaa
 motor site Ngali. M ru
 Umuahia, aga m izuru rice na
 akidi m ji eme nzuko ndi ogige
 anyi n'ubochi ato n'onwa asaa
 n'afọ abyaduoni. M hu si
 ivum agbiila aru, mme m yowa,
 my ahayara otu onye passenger
 igwe ga inyerem aka n'ivulayu
 ya.

Translation

Three weeks hence I'm going to go
 to Umuahia to carry a load to the
 railway station for our teacher.
 If possible, I'm going to go by
 bicycle but I may ride a car from
 Ngali. When I reach Umuahia I'm
 going to buy rice and beans which
 I'll use to entertain the people
 of our church at a party on the
 third of July ('7th month') this
 coming year. If I see that my
 load has gotten heavy, when I'm
 about to return, I'll then hire a
 passenger bicyclist who will give
 me a hand in carrying it back.

PronunciationStructure

-B-

áfòdúùm áfòmòtòghílàád'á
òlééhýeímèghemakíyá

-A-

àkpa
ùjìshì
ìkpòka
ìkpòkasa
kéèmemzùrùmótaà é'g'o-
ádìghìkwamnáakpa
ótùujìshì ágàmììkpòka-
sìyá zùrìik'è

(H ÷ HL)

-B-

mgbazhìikwenìghèeg'o

m'-gbažìì-kwe-nì-ghì-eg'o

-A-

ótùmmaáhà ágàkwamìíj'è
méžhìeyá

-B-

ìcèrè
rúo

(H)

(subsequential form of
írù 'to reach')

Basic Sentences

SpellingEnglish

-B-

Afọ dum, afọ moto g1
na ada. Ole nhye
imeghe maka ya?

Every year, your tires go
flat. What are you doing
about it?

-A-

Keeme m zuru moto a, ego
adighikwa m n'akpa.
Otu ujishi, aga m
ikpokasi ya zuru ike.

bag, pocket
night time, dark of night
to crash, crack up
to smash completely

Since I bought this car
there's no money in my
pocket. One dark night,
I'll crack it up and take
a rest.

-B-

M gbazii kweni gi ego?

And if I lend you money?

-A-

Otu mgbe aha aga m ije
mezie ya.

Immediately (one such time),
I would go and repair it.

-B-

icere
ruo

to wait for
until

cèréruomámàtáru-
úgwòq̣wám

cèré-ruo-mme-m-nàtara-úgwò-
q̣wá-m

-A-

íléanya
mèélèghaanya

(HL) ílè-anya
mà-é-lèghì-anya

mèélèghaanya ìgághì-
gbázhìim

-B-

ówáasì

byàdí

ícehyè

ncehyè

ìgbáncehyè

(H +)

ógbáramncehyè ézhìřìhã-
ghóožhì

é-zhìřì-hã-ghì-ožhì

-A-

ònyézhìřìm

-B-

ówùnwanneghìnwàanyì

-A-

òsìgìrì

Cere ru o mme m natara
ugwọ ọnwam.

Wait (and reach) [until]
(time) I have received my
month's pay.

-A-

ile
ma eleghi anya

to look (eye)
perhaps (if one doesn't
look)

Ma eleghi anya, igagh
igbazi m.

Perhaps you won't lend to me.

-B-

Ọ bu asi.
biadi
icehe
ncehe
igba ncehe

That's a lie.
by the way
to forget
forgetfulness
to run to forgetfulness -
to forget

Ọ gbara m ncehye.
E ziri ha gi ozi.

I forgot, they sent you a
message.

-A-

Onye ziri m?

Who sent me [a message]?

-B-

Ọ bu nwa nne gi nwanyi.

It's your sister. ('female
child of your mother')

-A-

Ọ si gini?

What did she say?

-B-

éze

(P.N.)

ósìezèkelereghí

-A-

òléèhìòhùrìyá

-B-

ìdìkà

ìdì + kà

àmághìmeèhíowù mà-ò-

à-má-ghì-mù-èhí-ò-wù

dìkaowùlámòndégàràága

mà-ò-dìka-ò-wù là-mòndé-
gàrà-ága

Narrative

New Words:

èzìlìihítè	Ezinehite (P.N. of a district and clan)	ówùla	each, every
íkwèkò	to agree together	ìgwòta	to mix and bring
íkwèkòta	to decide together, to arrive at agreement	ógàawù	bean salad (and similar cold dishes)
			it happened to be, it should be

-B-

king (proper name for a
male)

Ọ sị Eze kelere gị.

She said Eze sends you
greetings.

-A-

Ole ehi ọ huru ya?

What day did she see him.

-B-

idika

to be like

Amaghị m ehi ọ bu, ma

I don't know what day it was,

ọ dika ọ bu na Monday

but it seems like it was

gara aga.

last Monday.

íkwád'ò (H)	to get ready
léèt(1)	late
íjù (H)	to cool
íkpòb'àta	to invite inside

Pronunciation

ótùehì minèényim̃wook'ò ónyeezilihìte-
 yìrooyiyìluuyòm # ányìkarasòógìíwùloo-
 kuùt'ut'ù lùùbòcìafòizùyá # ányìkwe-
 kòt̃akwara sóonyeowùlà giivùt̃emm̃iĩkwù
 gwòt̃ákwañgù # órùleehiáñhà meéceghen-
 d̃iĩkwùt'ut'ùak'ùc'aa àñh̃h̃am̃iya #
 íweewègbuom̃ # ógàawùmmemkwàd'ogh̃iĩfù
 lèkwíyálòób̃yàduo yàlànwiĩyá # óg'ém̃jùr̃ỹya-
 h̃ỹóojìbyáleèt̃ yás̃iĩgwíyád'àraáf̃ol̃uuzò #
 mām̃ñùr̃h̃em̃er̃yañ íwemaāj̃uol̃òók̃u
 m̃áakp̃òb'at̃áñh̃à ñimuuyò #

Spelling	Translation
Otu ehi mu na enyim nwaoke, onye Ezinehite yiri oyiyi n'uyom. Anyi kara si o ga ibu n'oke ututu n'uboci afo izu ya. Anyi kwekotakwara si onye obula ga ivute mmanyi nkwa, gwotakwa ngu. Orule ehi aha mu eceghe ndi nkwa ututu akucha ahuham ya. Iwe ewegbuom. O ga abu mgbe m kwadoghe ifu, lekwe ya na o biaduo, ya na nwunye ya. Oge m juru ya ihe o ji bia late, ya si igwe ya dara afo n'uzo. Mgbe m huru ihe mere yani, iwem ajuo n'oku, mu akpobata ha n'ime ulo.	One day I and a (male) friend of mine, an Ezinehite man, made an appointment at my house. We planned that it would be in the early morning on the next Afoizu [market day]. We decided also that each person would bring palm wine and a mixed salad. When that day came I (then) was waiting [until] the morning wine people (then) finished tapping [and] I didn't see him. I was fighting mad. ('Anger (then) [was] angering - killing me.') It happened to be as I was getting ready to leave, now look at him and he's coming along, he and his wife. When I asked him why ('thing he used') [he] came late, he said his bicycle had a flat on the way. When I heard what had happened to him, my anger cooled (as fire) I (then) invited them into the house.

PronunciationStructure

-A-

á'g'ụ̀ ọ̀byálag'hi

-B-

é'è'ni cíagbáala

-A-

ígbàsà

ígbà-sà

nd'iskuùl àgbàsàálahà

-B-

s'í íd'íh'any'ụ̀r'a nd'í'õ'ř'ụ̀-
ay'owad'ila

-A-

cí'j'í

(H)

nàhad'í

(auxiliary verb)

è'ímer'í

(reduplicated verbal
noun)m'm cí'nàhadé'è'j'í j'á'akwá-
d'owe'érime'ř'ím'm cí-nàhad'í-è'j'í
j'è-akwád'owe-érime'ř'í

-B-

ígw'í

(HL)

íshífu

(HL)

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
Aguu obyala gi?		Are you hungry?
	-B-	
Eni, ci agbaala.		Yes, indeed, the day is far gone ('has run').
	-A-	
igbasa		to run in all directions, to scatter
Ndi school, agbasaala ha?		Have the school people dispersed?
	-B-	
Si idiha n'ura? Ndi olu ayowadila.		Say, weren't you asleep? The working people have begun to to return.
	-A-	
ci 1j1		day-to close
nahadi		be about to----
erimeri		food [eats (eating and such)]
Mm. Ci nahadi ej1. J'e akwadowe erimeri!		Hm. Day is about to pass. Go prepare some eats!
	-B-	
igwu		to finish
isifu		to be up to cooking

ík'egwùrùm àgághịmị-
ishífufị

-A-

ànyịgakwanịmègiri

-B-

ìsìghịlawani

-A-

éé kàáñhàkamma

-B-

òdịkwammà màghịcọọ-
òt'uañhà

-A-

yáwụrụkwaniğhị

-B-

wèrénịwaàyo jishíek'e
èhìòjọ méemezhieghị

-A-

nòdịmma aláwalam

Ike gwuru m. Agaghi m
isifu nfi.

I'm tired out. ('Strength
has finished [for] me.')

I'm not going to be up to
cooking.

-A-

Anyi ga kwani ime gini?

What then are we going to do?

-B-

Isi gi lawani?

Would you like to go? ('Do
you say you then begin to
go?')

-A-

E, nke aha ka nma.

Yes, that is better.

-B-

Odikwa nma, ma gi coo
otu aha.

That's fine too, if you want
[it] that way.

-A-

Ya buru kwani gi.

And if it were you? ('Suppose
it were you?')

-B-

Wereni nwaayo. Jisie ike.

Ehi ozọ mu emezie gi.

Take it easy then. Try hard
('hold fast'). Another day
I'll then take good care of
you.

-A-

Nodi nma. Alawala m.

Stay well. Goodbye.

-B-

l'àwání.

Narrative

New Words

ìzu	wisdom, secret knowledge	ṅwáanụ́hýà	son of bush beast, fool, yokel (term of disrespect)

Pronunciation

èhíà ágàramlánhýenwànnemàǎáizu #
 mìnìyáanògháciágbaa òṅwéghiyashìwére-
 mnhýe # ág'ùùagiìgbùm # órulemámgaríílá
 ṅwaanụ́hýà yáábyaa juwammàág'ùùojím #
 íwelòònumeejùmoobì määjuqyamòòdíláarọ
 mòòmághí-

-B-

Lawanl.

Goodbye.

ònuma	tension	ótùíhùáñà	at once
íjù (H)	to fill	ùsékw'ù	kitchen

Spelling	Translation
Ehia, a gara m n'íhe nwannem mara izu. Mu na ya anọgha, chí agbaa, o nwegh ya shíwere m íhe. Aguu aga igbu m. O rule mgbe m gara íla, nwa anu ọhya, ya abia ajuwa m ma aguu o jí m. Iwe na ọnuma eju m obi, mụ ajuọ ya ma ọ dí n'arọ, ma ọ magh	The other day ('this day') I went to the place ('thing') of my relative, Maraizu. I and he were sitting; [until] day (then) passed ('ran'); it didn't occur to him to ('it didn't have him and') start cooking something for me. Hunger was about to kill me. When (it had reached the time) I was going to go home, the stupid fellow, he (then came and then) asked me if I was hungry. Anger and tension (then) filled my heart; I (then) asked him if he was in [a] dream, [and] whether he didn't realize

sìmeńdịskuùlugbasarala óg'èagáala,
líihíyá ónyenèeribèghínhyerumèáñà
ág'ụ̀gèejílaríyà # kámòógìíj'èshí-
wenh̃eotùíhùáñà yáasím wóonyebyàràabya
b'áálùusékẂ'ù j'èeshíenh̃eànyịnèerí #
màm̀nụ̀r̃h̃eọsàra íweàbyam̃ mááhafụyà
vùráag'ụ̀h̃àlawa #

s1 mgbe ndi school gbasarala,
oge agaala, n'ihu ya, onye na
eribeghi ihe ru mgbe aha, aguu
ga ejilara ya. Kama o ga 1j'e
shiwe ihe otu ihu aha, ya asi
mu, bu onye biara abia, baa
n'usekwu je esie ihe anyi na
eri. Mgbe m huru ihe o sara,
uwe abia m; mu ahafu ya, vuru
aguu aha lawa.

that when the school people had
dispersed, the day had gone past,
[and] because of this anyone who
hadn't eaten up to that time must
be hungry ('hunger must hold him').
But instead of his going to start
cooking something at once, he told
me, who was the guest, 'Go to the
kitchen (go) cook something for
us to eat'. When I heard what he
replied, I (then) got angry
('anger then came [to] me'), (I
then) left him [and] started home
hungry ('carrying that hunger').

PART IV

VOCABULARY

Words are listed below according to the following conventions:

1. The alphabet employed is presented in Note 1.1 (page 49). Where forms are segmentally identical, tones are ordered in the sequence high-mid-low. Thus the verb *ízá* 'to answer' precedes the verb *ízá* 'to sweep'. The glottal stop /ʔ/ (in certain greetings) and nasalization are ignored in alphabetization.

The student as yet unaccustomed to the Igbo alphabet should note especially that /gb/ comes after /b/ but /gh/ after /g/, that /c/ and /c'/ follow /zh/. Also that /gw/, /hw/, /kw/, /ɲw/, etc. are at the end of the alphabet but that /ɲ/ follows /n/. Thus /ɲɲwá/ and /ɲkwu/ are listed under /ɲ/ in the middle of the alphabet while /ɲwá/ is under /ɲw/ at the end.

2. Verbs are listed in their infinitive form (with prefix *1-/ɪ-*) but are alphabetized by the initial consonant of the root, ignoring the prefix. All other forms are alphabetized conventionally regardless of their morphological structure. Thus the verb *íme* 'to do' appears under the letter m, while *íme* 'inside' appears under the letter ɪ.

3. Forms which appear in the materials in variants due to vowel harmony are generally listed under each form. Additional variants which occur due to assimilation are not entered. Thus *o-/o/-* appears under both letters.

Forms which occur in the materials in variants due to consonant assimilations or other consonant variation are listed under each form. Thus *là/nà* 'and' appears under both letters.

Forms which exhibit both kinds of variation may occur as many as four times in the list. Thus *gí/gí/ghí/ghí* 'you (singular)' appears in those four forms, but such assimilated forms of the same morpheme as /gha/, /ga/, /ghu/, etc. are not listed.

4. Following verb infinitives occur the following formulae with these meanings:

(H) High tone class verb - see Note 4.1 p. 102

(L) Low tone class verb - see Note 3.1 p. 90

(HL) High-low tone class verb - see Note 4.1 p. 102

(H + L), (HL + L) etc. Compound verb consisting of roots of these classes combined

(HL +), (H +), (L +), (H + L +) etc. Verb root (or compound) of the tone class indicated plus an adverbial suffix

5. Following noun entries occur the following formulae with these meanings:

(I), (II), (III), (IV) Member of noun tone classes one, two, three or four. (See Note 7.1 p. 150.)

(II + I) etc. Trisyllabic (or longer) noun with characteristics of Class II (etc.) nouns at its head and of Class I (etc.) nouns at its end.

(Inv.) Invariable noun. Long nouns of clearly English origin are invariable and are here not marked at all.

(IA - II) etc. Noun which has the tone pattern of a (IA) etc. noun in environments 1 and 3 but of a (II) etc. noun in environments 2 and 4. (See Notes 7.1 p. 150, 9.2 p. 194.)

(P.N.) Proper name.

BASIC COURSE

<u>Form</u>	<u>Class</u>	<u>Definition</u>	<u>Page</u>
-A-			
-à/-è		this (suffix)	44
áàà		aha!	372
àbá	(II)	Aba (place)	94
àbákeleke'		Abakilikí (place)	94
àbalí	(IV + IV)	night (day of 24 hours)	296
àbọ	(II)	Abọr (place)	95
àbùọ	(II + IA)	two	124
áb'a	(I)	bottle	354
àgbọno	(IV + IV)	seed of agbono plant	310
àd'á	(II)	eldest daughter	330
àd'éeg'ò		P.N. (female) àd'á + eg'ò 'daughter of money'	
áfíikpo		Afíkpo (place)	94
áfọ	(I)	belly, stomach	442
áfọmọtọ		inner tube, tire	442
áfọ	(III)	year	397
àfọntà (àfọ-ńtà)		7th day of week	339
àfuúkwu (àfọ-úkwu)		3rd day of week	338
ág'ù	(IA)	leopard	150
ág'ụ	(IA)	hunger	172
ághì		you (sg.) subject in reported speech	411
áhà	(III)	that	60

áhà		they (inclusive of speaker being reported) - subject in reported speech	412
àhù	(II)	body, health	44
áhya	(I)	market, sale	46
áhyarà		Ahiara (town)	345
àíshii/àísii		I see	378
ájùjú	(III + II)	question	404
áka	(I)	hand	210
ákakpà		left hand	210
ákáfi		right hand	434
àkíd'ì	(II + III)	(black-eyed) bean	445
ák'ùk'ù	(I + IV)	side, part	100
àla	(IV)	earth, land, country; ground, floor; down	151
áma	(I)	clan, path, road leading to family compound	342
ámaakò áma + akò (lam)		P.N. (male) 'Let (my) line not lack.'	155
àmerikà		America	132
ámù		I (subject of indirect speech)	224
ànnó	(II)	four	122
ánù	(I)	meat, animal	142
ánunnamà		beef	324
àkpa	(IV)	bag, pocket	446
áro	(I)	dream	428
áru	(I)	heaviness, weight	445

BASIC COURSE

àsáà	(II + III)	seven	122
àsátò	(II + IA)	eight	124
àsí/àshí	(II)	false, falsehood	376
àshí/àsí	(II)	false, falsehood	376
àtò	(II)	three	124
àtù	(IV)	advice, direction	430
áwusa	(I + I)	Hausa	326
áyà		he, she, etc., subject in reported speech	411
àyíbasà	(IV + III)	onions	368
áyò	(I)	onions	368
áẓù	(III)	fish	106
àẓù	(II)	back (anatomical)	442
ágw'ù	(III)	Awgu (place)	95
áhwà	(IV)	name	416
ákwa	(III)	cloth	74
ákwukwò	(Inv.)	book(s), paper(s)	72
ákwukwòrì		leafy vegetables	186
àkw'á	(II)	egg(s)	108
ánwù	(I)	sunlight	338
ánwùrù	(III + IV)	tobacco	127
ánya	(I)	far	172
ánya	(I)	eye	270
ànyáàsù/ànyáàsì		night	88
ányawù (ányanwù)		[the] sun	342
ányì	(III)	we	66

ànyị	(II)	'us' 'our'	151
-B-			
bábà	(III)	barber	376
básìkùl(ụ)		Bicycle (brand of cigarettes), bicycle	238
íbè	(H)	to cry, to crow	298
-bèghị		not yet	376
bèkéè	(II + III)	Caucasian	185
íbi	(HL)	to dwell, to live	378
íbid'ò	(H)	to begin	422
bík'ò		please	208
ìbò	(L)	to rise (sun, moon)	256
ìbyà	(HL)	to come	66
byàdị		by the way	448
ìbyàduo	(HL +)	to be coming	188
ìbyàdu	(HL +)	to arrive	301
byàdumme		before, up to the time---	437
ìbyàhu		to come back, to come <u>again</u>	243
-B'-			
ìb'à	(L)	to go in	192
ìb'àta	(L +)	to enter	406
ìb'ò	(HL)	to accuse	81
ìb'ùúrù (ìb'à-úrù)	(L)	to be beneficial	431

BASIC COURSE

-GB-

ígbà'	(H)	to run	360
ígbámotò		to ride (in a car)	444
ígbà' (òsọ)		to run (race)	360
ígbà	(L)	to join together, to close up	296
ígbád'á	(H +)	to go down	423
ígbàlá	(H)	to escape	351
ígbàlagha	(H +)	to run back, to retreat, to escape back	351
ígbàlì	(L)	to try, to struggle	354
ígbàncehýè		to forget, to run, to forgetfulness	448
ígbàsa	(H +)	to scatter, to run in all directions	454
ígbàzhì	(H +)	to negotiate a loan	258
ígbàzhìf	(H + +)	to lend	258
ígbàzhìtẹ	(H + + +)	to borrow	258
ígbì	(H)	to take root	445
ígbìarù	(H)	to get heavy	445
ígbù	(H)	to kill	254
ígbùazù	(H)	to fish	254
ígbùtẹ	(H +)	to catch e.g. fish, to kill and bring away	254

-D-

ídẹ	(HL)	to write	72
dí	(I)	husband	185
ídì	(HL)	to be (relative to state, position), to be at (of inanimates)	44

ídìkà	(HL +)	to be like	450
dìsémmbà		December	351
dòktò		doctor	132
ídùj 'e	(HL +)	to escort	423
-duo		adverbial suffix, ---to be about to---	188
dùum	(III)	all, every	272
-D'-			
íd'á	(L)	to fall	362
íd'áonụ	(L)	to be expensive	362
íd'òoryà (íd'á-òoryà)		to be sick, to have a disease	436
íd'òwe	(H +)	to set down, to set aside, to discard	440
-E-			
-e/-o		suffix to a call	406
ébe	(I)	place	66
èbele	(IV + IV)	calabash	354
égbe	(I)	hawk	155
édè	(IV)	coco-yam	104
ée		yes	44
ěěě		oh!	172
ě?ě/m'è		no	138
éepòt 'ụ		airport	422
ég'ò	(I)	money	122
èh1	(IV)	time, occasion, day	354
èhiáñhùr1ík'e		P.N. (male), ('Day power is seen.')	254

BASIC COURSE

èhỹihỹè	(II + III)	midday	296
èk'é	(II)	1st market day	338
èk'éntà (èk'é-n̄t̄à)		5th day of week	339
èk'óq̄h̄à		public 'eke'	340
èk'úukwu (èk'é-ukwu)		first day of the week	338
élekere	(Inv.)	hour, o'clock	186
élìlì	(III + IV)	melon, melon seed	188
élù	(III)	sky, top, above, height	416
émbàsì		Embassy	422
émec'aa		afterwards (when all is done)	272
énugw̄'ù		Enugu (place)	94
épe	(I)	orange	127
éperèelu		April	351
èrímèřì		food [eats (eating and such)]	454
èt'ít'ì	(II + III)	middle, centre, half-way	296
éwèzugh̄a		if taken aside, but for--	423
ézè	(III)	king, P.N. (male)	450
ézi/ézhì	(I)	genuine, true, real	298
ézìlìhìt̄e		Ezinihitte (name of a tribal district)	450
éziokw̄ù/ézhìokw̄ù		truth (genuine speech)	298
ézhì/ézi	(I)	genuine, true, real	298
èzhì	(II)	compound, yard	70

ézhiamà		a clan name	342
ézhlokwu		truth (genuine speech)	298
éci	(I)	yesterday, tomorrow (one day removed from today)	86
écice	(III + IV)	a thought	144
ényi	(I)	elephant	156
ényi	(III)	friend	86
ényiá		friend, comrade (familiar)	407
ényimwóok'ó		my (male) friend	86
-F-			
ifè	(L)	to pass	210
fébuwáarì		February	351
fráay(ì)		meat, fish, vegetable, etc., sauteed in oil	368
ìfù	(L)	to go out	44
ìfùáhya	(L)	to make a debut	340
ìfùta	(L +)	to come out	44
-G-			
ìgà	(HL)	to go	46
ìgàfè (ìgà + ifè)	(HL + L)	to go past, to cross	210
ìgàj'e	(HL + HL)	to be in the process of going, to go (emphatic)	310
gàla	(IV)	still	172
ìgàlaj'e (ìgà-la-j'e)	(HL + HL)	to go a little bit	434

BASIC COURSE

gàrɪ́	(Inv.)	grated sifted and washed cassava meal	310
ígáru	(HL + H)	to arrive	418
gàwá (ígáwa)		---on as in 'now on'	356
ígàkǎ'ũũ	(L +)	to join, to meet with, to go and be with	420
gí/gí/ghí/ghí		you (sg.), your, yours	44
gí/gí/ghí/ghí		you (sg.), your, yours	44
gírɪ́	(IA)	what?	100
gòomènt/gòomèntɪ		government	208
ígùzo	(L)	to wait, to stop, to hold up	440
		-G'-	
íg'ù	(H)	to read, to count	72
		-GH-	
-gha/-ghe		verb suffix for progres- sive or iterative action	138
íghá (ũgha)	(HL)	to lie, to tell a false- hood	422
íghé	(HL)	to fry	366
-ghɪ/-ghɪ		negative suffix	122
ghí/ghɪ/gɪ/gɪ		you (sg.), your, yours	44
-ghɪ/-ghɪ		negative suffix	122
ghí/ghɪ/gɪ/gɪ		you (sg.), your, yours	44
íghòta	(HL)	to understand, to gather	268

-H-

hǎ́		they	105
-hǎ́		(neg. verb suffix)	254
ìhǎ́fù	(H + L)	to desert, to leave, to depart, to fall	186
ìhà́yara	(L)	to hire	445
hǒ́		he (etc.) - 3rd person under discussion - object in reported speech	412
ìhò́	(L)	to choose, to select	430
hò́téèl(u)		hotel	378
ìhù́	(HL)	to see	132
ìhù́hu	(HL +)	to see again	301
ìhù́naanya	(HL)	to love	356
hỹé́/ìhỹé/nhỹé	(I)	thing	108
hỹé́dìkà		about, around	222
hỹé́mèfè		reason why	251

-I-

í-/ì-		prefix to the infinitive of verbs - Look up verb infinitives under the spelling of the <u>root</u> .	
ì-/ì-		second person singular pronoun prefix 'thou'	57
ìgbo	(IV)	Igbo (name of a tribe)	100
ìfé	(II)	Ife (place)	94
ìhu	(I)	face	174
ìhùiḥù		straight ahead	210

BASIC COURSE

íhỹe/nhỹe/hỹe	(I)	thing	108
íj'è	(III)	trip	408
ík'e	(I)	strength	88
ík'èkwe		perhaps (if strength permits)	354
íme	(I)	(the) inside	208
ímeene		thank you (you have done)	90
ìkpááǝ̀ǝ̀ (ìkpé-ǝ̀ǝ̀)		last (noun)	442
íkpe	(I)	judgement, P.N. (male)	185
ìrí	(II)	ten	124
ìsě/ìsố	(II)	five	124
ìsố/ìsě	(II)	five	124
íshí	(I)	head	150
ìshíì	(II + III)	six	124
íte	(IV)	pot	151
itéghete	(II + I)	nine	124
ítíì	(HL)	to put into, to add to	312
ítírí	(IV + IV)	darkness (as of night)	296
ítu	(IV)	Itu (place)	94
ívu	(I)	load	444
ívù	(III)	fatness, extent, volume	358
íwe	(I)	anger	208
íyí	(I)	stream	156
íyíàlà		pond, reservoir of rain water	436
ízù	(III)	week	336

izu	(IV)	wisdom, secret, knowledge	466
íc'è		different	344
íc'íic'è		various	344
ígwè	(III)	iron, bicycle	444
-I-			
í-/í-		prefix to the infinitive of verbs	
í-/í-		second person singular pronoun prefix 'thou'	57
ìgbùrù	(II + I)	cassava	116
ìhùnaanya		love, affection	356
ìkòteekpèné		Ikot-Ekpene (place)	94
ìkpà	(III)	left (hand)	210
-J-			
jàlòòfùràis(í)		pilav or curry, a dish made by cooking rice with meat/fish and flavoring	366
jè	(L)	auxiliary for customary action	100
jénuàarì		January	351
jí	(I)	yam	104
íjì	(H)	to close (of day)	454
íjì	(HL)	to hold, to use (means of) auxiliary	88
íjìshì(-ík'è)	(HL +)	to hold onto strength, (always use in greeting)	
íjò/ízò	(L)	to fall (of rain)	338
íjù	(H)	to fill	459

BASIC COURSE

jùlǎǎyɿ		July	351
júunu		June	351
íJù	(H)	to ask	224
íJù	(H)	to cool	151
íJùc'a	(H +)	to complete asking, to inquire after	224
-J'-			
íJ'e	(HL)	to be en route to, to go (to)	46
íJ'èru	(HL + H)	to arrive at, to reach	284
-K-			
kà		may, let, that	122
kà		like	222
íkà	(H)	to be greater than, to be more than, to surpass	191
íkà	(L)	to say, to speak, to mean	272
káahà (ké + ahà)		that, that one, the one	296
kàlabá	(IV + II)	Calabar (place)	94
kára		than, more than, surpassing	358
íkára	(H +)	to be greater (than), to be larger (than), to surpass, to supercede	356
kàcíbòó		goodnight	258
ké	(I)	what?	319
kè/ṛke	(IV)	that, the one, of	46

íkè	(L)	to create	222
kèdù	(II)	how? hello!	66
kée/nkéà		this	136
kéeme	(III + IV)	since	254
íkèle	(L)	to thank, to greet	188
kíngswèè		Kingsway (a dept. store)	428
kónsùléèt(1)		consulate	418
-kọ		adverbial suffix for mutual action	256
íkò	(H)	to narrate, to tell, to converse	272
íkò	(L)	to cultivate, to till, to plant (yam or coco yam)	90
kòmitì	(II + III)	committee	368
íkòrọ	(H +)	to tell to, to narrate for	272
íkù	(H)	to dip up, to fetch	74
íkùzhị/íkuzị	(H)	to teach	444
íkụ	(HL)	to knock	372
-K'-			
k'ámà		but, instead	374
ík'ụ	(H)	to sow, to tap (wine)	74
-L-			
-la/-le/-na/-ne		negative imperative suffix	208
la-/na-		in, on, at, to (general prepositional prefix)	46
lá/ná		that	422

là/nà		and	124
íla	(HL)	to go home	88
láàbo		two	346
láani/náani		only	312
lákwa		and also	422
-le/-la/-na/-ne		negative imperative suffix	208
íle	(HL)	to look, to see	372
íleanya	(HL)	to look (eye)	448
léèt		late	451
léezhi (lá-ezhi)		of a truth, indeed, truly	416
íleṭa	(HL +)	to visit	422
léygòs(ɪ)		Lagos (town)	201
líihì/líihìla (la-ihì)		because of, on behalf of	296
líihìla/líihì		because	296
ílo/íyò	(HL)	to return	76
ílo-ulo (ólòrò-ulo)	(HL)	to be glutenous, gummy, sticky (like okra soup)	312
-lùka		hard, very much (adverbial suffix)	437
-M-			
m	(I)	my (possessive)	86
m/mù		I, me, my	44
íma	(H)	to throw	430
íma (mma)	(H)	to be good, to be attractive	362

ímǎ (aṭṭ)	(H)	to advise	430
ímǎ	(HL)	to know	103
mà		but, that, whether, (particle which introduces a possi- bility or a supposition)	136
mà/mme/mgbe	(IV)	time, when	186
máàcṭ		March	351
màka		concerning, about	298
màṵwùlāghṭ		whether it is or not	338
ímǎṛa	(HL +)	to know, to realize	224
máçṭs(ṭ)	(III + IV)	match	127
mbà	(III)	district, nation, tribe	342
m̐bereedé		sudden	442
m̐bòsṭ	(II + IV)	Nbawsṭ (place)	94
m̐bù	(II)	first, before	227
m̐bya		to come (a coming), (alternate infinitive= ṭbyaḍabya)	338
m̐gbád'á		down, downtown	423
mgbe/mà/mme	(IV)	time, when	186
ímé	(HL)	to do, to happen	88
méè		May	351
mèélégħaanya		perhaps ('when one doesn't look')	448
íméhu	(HL +)	to do again	302
íménzùkò		to have a party, to entertain at a meeting	256

BASIC COURSE

ímézhɪ	(HL ÷)	to repair, to do well, to treat well	410
íméc'a	(HL ÷)	to complete, to do to a finish	272
m̃hmm̃		oh!	238
míři	(IA-II)	water, rain	60
mířik(ɪ)	(III ÷ IV)	milk	236
mířhìòny		mission	349
m̃m̃		hmmm!	238
m̃m̃/é?é		no (negative of yes)	138
m̃ma/m̃ma	(I, IA)	good, well, fine	44
m̃madìláaka		P.N. (female), beauty is in hand	270
m̃mad'ù		man	243
m̃me/mà/m̃gbe	(IV)	time, when	186
m̃medúum		always, everytime, all the time	272
m̃míř	(II-III)	wine	110
m̃mířngwò		raffia palm wine	138
m̃mířhkwù		palm wine	110
mòót'ù		at all	342
mótò	(III)	car, auto	442
mòndè		Monday	426
mòowùlāghɪ		whether it is or not (even if)	338
m̃kpurù	(I ÷ IA)	seed, minute (small)	372
m̃kpuróoshɪshɪ		fruit	372
-m̃y/-m		subject pronoun suffix	57

ímù	(HL)	to give birth to	102
ímù	(L)	to learn, to study	185
-N-			
ínà	(HL)	to take from	232
náani/láani		only	312
na-/la-		in, on, at, to (general prepositional prefix)	46
ná/lá		that	422
nà/là		and	124
nà		auxiliary verb for present action	138
-na/-ne/-la/-le		negative imperative suffix	208
nàhadì		be about to, auxiliary verb phrase	454
náí	(Inv.)	nine pence	392
ínàfa	(HL +)	to take away from (for oneself), to snatch	284
ínàta	(HL +)	to receive	232
ínàtahu	(HL + +)	to receive again	302
nàygírìà		Nigeria	342
ndéewó		greetings, thank you	238
ndíìzuòg'ụ		Ndizuogu (place)	95
ndị	(I)	group, people (sign of plurality)	132
ndịnkwuút'ụt'ụ		people who tap palm wine each morning (for sale during the day)	
ndoohyi		thieves (pl. of ónyoohyi a thief)	426

BASIC COURSE

ńd'ù	(III)	life, P.N. (male)	86
-ne/-na/-le/-la		negative imperative suffix	208
nh̃e/ih̃e/h̃e	(I)	thing	108
nh̃enành̃e		whatever	
-ní/-nị/-nú/-nụ		adverbial suffix, then, in that case	46
-nị/-nị/-nụ/-nụ		adverbial suffix, then, in that case	46
-nị/-nị		you (plural), (suffix form)	192
ńjókù	(II ÷ IA)	Njoku, P.N. (male)	157
ńkàaḥà/kàaḥà		(of) that	296
ńnà	(III)	father	185
ńnamà	(II ÷ III)	cattle	324
ńnàmukwu		my boss, sir	324
ńné	(II)	mother	148
ńneéw₁		Nnew₁ (place)	94
ńnóò		indeed, very much, at all, all the way to--	408
ínò	(L)	to stay, to sit, to be at (of animates)	90
ínòd₁/ínòdụ	(L ÷)	to be seated	90
ínòòd'ù		to stay a long time, to stay late	374
nòvémbà		November	351
ńsògbú	(III ÷ II)	trouble, disturbance, discomfort	354
ńsúkà	(II ÷ IA)	Nsukka (place)	94
ńtākírí		small	243

-nú/-nú/-ní/-ní		adverbial suffix, then, in that case	46
-nú/-nú/-ní/-ní		adverbial suffix, then, in that case	46
ínụ	(HL)	to hear	100
ínụhu	(HL +)	to hear again	302
ńzụkọ	(III + II)	meeting, gathering, (a) get together	256
ńcehyè	(I + III)	forgetfulness	448
-n-			
ńga	(IV)	spot, place	60
ńgáańà		there	60
ńgáli	(II + IA)	P.N. (town)	444
ńgụ		bean salad and similar cold dishes	450
ńkàtá	(III + II)	conversation	422
ńke/kè	(IV)	that, that one, the one, which	46
ńkéà/kée (ńke + a)		this	136
ńku	(IV)	wing	151
ńkuzhi	(I + I)	teaching	444
ínụ	(H)	to drink	76
ńgwà/ńgwànị		O.K., alright, let us--	238
ńgwànị/ńgwà		O.K., alright, let us--	238
ńgwàńgwà		hurry	394
ńgwò	(III)	raffia-palm, raffia- palm wine	138
ńgwuuyò		house furnishings	426

ngw̃'úrụ		Ngwuru (town)	340
̀̀kwòntà		8th day of week	339
(̀̀kwò-ntà)			
̀̀kwuúkwu		4th day of week	339
(̀̀kwò-úkwu)			
̀̀kwụ	(I)	palm, palm wine	74
̀̀nwá	(II)	child	86
-0-			
-o/-e		suffix to a call	406
o/ọ		he, she, it	46
óbì		heart	157
óbìòhà		P.N. (male), public spirit, public opinion	310
òbodo	(IV + IV)	town, city, country	378
ófe	(I)	soup, stew	310
ògírí/ògrí	(II)	a seasoning	326
ògíríawusa		Hausa seasoning	326
ògrí/ògírí	(II)	a seasoning	326
óg'è	(III)	time, occasion	222
òg'ìg'é	(IV + II)	fenced compound, mission, church	445
óhere	(I + I)	chance, opportunity	423
óhỹ́	(I)	theft	426
òj́	(II)	Ojì (place)	94
òkóro	(II + I)	youth	229
ók'e	(I)	male	86
ók'òòkpà		cock, (a male fowl) (rooster)	298

ók'ùt'ùt'ù		early morning	298
òlé	(II)	how much, how many	122
òléé	(II +)	which?, what?	46
òlééébe		where?	68
òlééèga		where?, what place?	172
òlóolé		how much [for] how many?	146
ònisha	(IV + IV)	Onitsha (place)	94
òpópò	(II + III)	Opobo (place)	94
óryòntà (óryò-ntà)		6th day of week	339
óryùúkwu (óryò-úkwu)		2nd day of week	338
óshlě		old	426
óshishí	(Inv.)	tree, plant	210
ótù	(III)	one/a	124
òtu	(IV)	group, team	348
ótùíhuàhà		at once	467
ót'u/òt'u	(I/IV)	manner, condition	66
òvu	(IV)	caucal, bush-fowl (a bird)	158
òwere	(IV)	Owerri, P.N. (town)	60
òylyí	(IV + II)	appointment	442
ózhí	(I)	message	434
óce	(I)	chair, stool, a seat	376
óc'ò	(III)	grand (as in <u>grandfather</u>)	332
ógwè	(III)	self	338

ókwa	(I)	talk, speech	185
ónye	(I)	person	100
ònyé	(II)	person?, who?	319
ónyenkwuzhị		(a) teacher, [(a) person (of) teaching]	444
ònyéwù		Onyewu, P.N. (male)	392
ònyoghóònyo		foolishness	436

- 0 -

o-/o-		he, she, it	46
òbùla/òwùla		any, -soever	342
ób'ĩàǎ	(III + IV)	guest, stranger	188
òdíghị		no, (opposite of yes)	148
òdókòrò	(II + II)	plenty, a lot	256
ód'ù	(III)	long time	374
ógàawù		it happened to be	450
ógò	(III)	relative-in-law	188
ógòòstị		August	351
òhà	(IV)	public	310
òhò		he, she, etc. - (person previously mentioned) - subject in reported speech	411
òhụù/òhùò	(II + IA)	new, newly	378
òhya	(I)	bush, forest	229
ójị	(I)	kola-nut, hors d'oeuvre	354
òjọ/òzọ	(II)	another (noun), other (noun), again (adv.)	236
òjọ/òzọ	(IV)	another (adj.), other (adj.)	236

òkìígwè	(IV ÷ IA)	Okigwi (place)	94
òkùlòòkù		o'clock	296
òktóbà		October	351
òkúkò	(II ÷ III)	chicken	151
ók'ụ	(I)	fire, heat, hot	354
òlìà		how? (how do you do?)	416
òlú	(II)	Orlu (place)	94
óma	(Inv.)	good, fine	68
òníca/ònyíca	(IV)	Onicha (town)	340
ónụ	(I)	mouth, inlet	372
ònuma	(IV ÷ IV)	tension	459
ónụegbù		P.N. (male)	310
ópara	(I ÷ I)	eldest son	350
ókpa/úkpa	(I)	kind, type, brand	238
ókpa	(IV)	fowl	298
òrụ	(I)	work, farm	66
òryà	(III)	sickness	436
ósọ	(I)	race, running	360
òtútụ	(II ÷ I)	plenty, many, a lot, numerous	390
òwùbèdị (òwùbèdị)		even if	338
òwùbèdị (òwùbèdị)		even if	338
òwùlà		every, each	450
òwùwa		act of breaking up (derived from <u>iwa</u> , to break up)	342

BASIC COURSE

òzò/òjò	(II)	another (noun), other (noun), again (adv.)	236
òzò/òjò	(IV)	another (adj.), other (adj.)	236
ógwù	(III)	medicine	222
ókwùrù	(III + IV)	okra, gumbo	310
ónwa	(I)	mouth	351
ònyíca/òníca		Onicha (town)	340
-P-			
ípá	(H)	to carry (in the hand)	354
pàák	(Inv.)	park, parking place	392
pàpá	(II)	dad	406
pásìnjìígwè		passenger, bicycle (for hire)	445
ípáta	(H +)	to carry along (in the hand)	354
pósòòfìs(1)		post office	208
-P'-			
p'enì	(Inv.)	penny	122
-KP-			
ìkpá	(H)	to show, to manifest, to exemplify, to practice (widely used with a variety of nouns to form verb-object compounds)	312
ìkpà	(L)	to cut (hair)	376
ìkpàṅkàtá		to converse	423
ìkpá-ùhṽà	(H)	to be pleasing to, to be appealing to, to be pleasant to	312

íkpò	(HL)	to call, to take with, be accompanied by	363
íkpòb'àtá	(HL + L +)	to invite in (to call to come inside)	451
íkpòka	(HL)	to crash, crack up	446
íkpòkasa	(HL +)	to smash completely	446
íkpòta	(HL +)	to invite to come along, to bring along	363
íkpù (òbỹ'áa)	(H)	to entertain	188
íkpù	(L)	to hold (in the mouth)	372
íkpùurò (íkpá-urò)	(HL)	to jest, to kid	422
-R-			
-ra		adverbial suffix	126
írá	(H)	to lick, to lap	249
ráìsì	(III + IV)	rice	236
íré	(H)	to sell	72
réluwèè		railway	444
rèluwéestèshìonụ		railway station	444
ńí	(I)	food	72
írì	(H)	to eat	72
ńíèhỹihỹè		lunch	366
írú	(HL)	to reach	172
rúo		until	446
íńụ	(H)	to work	70

BASIC COURSE

-S-

íṣà	(H)	to wash	74
sèptèmbà		September	351
sìgereét'(1)	(IV ÷ IV)	cigarette	238
síṭe		starting from, since, see also shíṭe	356
sí		that (saying)	310
íṣí	(H)	to say, to ask, to tell	224
skúùl(u)	(III ÷ IV)	school	208

-SH-

íshi	(H)	to be from	88
íshi	(HL)	to cook	74
íshifu	(HL ÷)	to be up to cooking	454
íshíik'è		-to be strong-, to pass thru strength	88
shílì/shínì	(III)	shilling	127
shínì/shílì	(III)	shilling	127
shíshì	(III)	sixpence	127
shíṭe		starting from, since, from íshi(ṭe), to be from	356
íshíṭe	(HL ÷)	to prepare (cook) and bring [food]	349
íshíashí	(H)	to lie	404
shóòp(ù)	(III ÷ IV)	shop, store	428

-T-

tàghzí	(II)	taxi	392
ítíi	(HL)	to put into	312

títí	(II)	P.N. (female)	254
ítììghe	(H +)	to put into, to add to	324
tómátò	(Inv.)	tomato	186
tórọ	(I)	threepence	146
tútu	(I)	before	394
ítùtùtọ/íccọ-uccọ	(H)	to be tasty, sweet	326

-T'-

t'áà	(III)	today	298
t'áà		from today	298
ít'è	(H)	to awaken	44

-T-

-ta/-te		adverbial suffix for motion toward	44

-U-

ùb'é	(II)	pear	374
ùgbuà/ùgbúò		now, this moment	172
údì	(III)	Udi (place)	95
úguta	(I + III)	Oguta (place)	94
ùjìshì	(II + III)	nighttime, dark of night	446
úlò/ùlọ/úyò/ùyọ	(III)	house, home, residence	132
úlọ́ọ́gṽ'ù/úyọ́ọ́gṽ'ù		hospital	222
úmù/ùmù		pronoun (they, them) used in indirect discourse	224
úmùáhyà	(III + III)	Unuahia (place name)	86
úñèrè	(III + IV)	banana(s)	127

únù	(III)	you (plural)	66
úrù	(III)	gain, benefit	431
ùsékw'ù	(II + I)	kitchen	459
úyáákwúkwo		school (building)	208
úyeelù (úyò + élù)		storey building	434
úyò/úyò/úlò/úlò	(III)	house, home, residence	132
ùyo	(II)	Uyo (place)	94
úyòógw'ù/úlòógw'ù		hospital	222
úkwu	(Inv.)	big	210
úkwuluukwu	(Inv.)	gigantic, very large	384
-Ü-			
úbòcɪ	(III + IV)	day, 24 hours	410
úgbò	(I)	powered vehicle	416
úgbòelù		airplane	416
ùfódù	(II + I)	some	342
ùghá	(II)	falsehood	422
ùkó	(II)	scarcity, poverty	354
ùkònhɛ̀		poverty, scarcity of things	354
úlò/úlò/úyò/úyò	(III)	home, house, residence	132
úmù/úmù		pronoun (they, them) used in indirect discourse	224
ùmù		children, offspring	243
ùmùaghàrà		(a village)	342
ùmùt̀àkírɪ		(small) children	243

úkpa/ókpa	(I)	kind, type, brand	238
úřa	(I)	sleep	217
úrò	(III)	play, game	422
ùtò/ùcò	(II)	sweet, delicious	326
ùt'ùt'ù	(II + III)	morning	298
úyò/úyò/úlò/úlò	(III)	house, home, residence	132
úzò	(III)	road, door, way	229
ùcò/ùtò	(II)	sweet, delicious (adj.); sweetness, taste (noun)	326
ùc'á	(II)	white, pure, clean, fresh	384
úkwu	(I)	foot, leg	442
úgwò	(I)	debt	238
úhwa	(III)	pleasantness	312
-V-			
ívù	(HL)	to carry (on the head)	354
ívù (ívù)	(L)	to be fat, to be of great extent	358
ívùlayò	(H +)	to carry back	445
ívùte	(HL +)	to carry along, to bring along	354
ívù	(L)	to dig out	90
-W-			
-wa/-we		adverbial suffix - (inceptive) - 'start to'	46
-we/-wa		adverbial suffix (inceptive) - 'start to'	46

BASIC COURSE

íwè' (íwe)	(HL)	to be angry	208
íwè	(L)	to take	146
íwèrè	(L ÷)	to take (away), to remove	146
wétà	(III)	waiter	236
íwètà	(L ÷)	to bring	238
íwètàrà	(L ÷ ÷)	to bring for ---	238
íwèzùgha	(L ÷)	to take aside	423
wíìkí		week	378
íwù	(H)	to be, to amount to	100
íwùdì	(H ÷ HL)	to really be	426
-Y-			
yá		he, she, it, him, her, that	60
íyí (òyíyí)	(HL)	to make (an appointment)	442
íyò	(HL)	to return	76
íyò	(L)	to sift	90
-Z-			
ízá	(H)	to answer	191
ízá	(L)	to sweep	90
-zì/-zhì		adverbial suffix - action well done	410
zììkí		Zík (Dr. Azíkíwe)	378
ízò/íjò	(L)	to fall (of rain)	338
ízu (ohyí)	(H)	to steal	454
ízu	(L)	to meet	256
ízu	(L)	to complete, to finish	148

ízu-ík'e	(L)	to regain strength, to rest (to complete strength)	284
ízùkọ	(L +)	to meet together	256
ízùřu	(H +)	to steal for (oneself)	426
ízùrík'e (ízùru-ík'e)	(L +)	to rest, to take a rest	284
ízùte	(L +)	to meet	229
ízù	(HL)	to buy	74
ízù	(HL)	to sell to	146
ízùrụ	(HL +)	to buy and take	124
ízùrục'a	(HL + +)	to buy up and take away	148
ízùc'a	(HL +)	to buy up	148
-ZH-			
-zh₁/-z₁		adverbial suffix - action well done	410
ízhì	(L)	to deliver (a message)	434
-C-			
íce	(H)	to await	232
íce	(L)	to think, to suppose	136
céènj(1)	(III + IV)	change (money)	146
ícehyè	(H +)	to forget	448
ícere	(HL +)	to wait for	446
cí	(I)	God	222
cí	(I)	day, daylight	256
icìcì	(L +)	to wander, to fool around	437

BASIC COURSE

cídi		Chidi, P.N. (male)	185
[short for cídidiadi]		'God is (a being)']	
cíjiòke		P.N. (male)	360
címà		God knows, P.N. (male)	236
cínèékè		God	222
cínyèře		P.N. (female)	142
íçò	(HL)	to want, to desire, to like to	46
íçò	(H)	to be older than	359
íçò-ùçò/ítò-ùtò	(H)	to be tasty, sweet	326
cúkwu	(I)	God	270
cúkwumà		P.N. (male), ('God knows')	270
-C'-			
-c'a/-c'e		aspect suffix of completed action or state (finish---ing)	148
íç'á	(H)	to shine (to glow)	338
íç'á (ac'a)	(H)	to be ripe, clean(ed)	384
íç'á (uç'a)	(H)	to be white, clean, fresh	384
-c'e/-c'a		aspect suffix of complete action a state (finish---ing)	148
-GW-			
ígwá	(HL)	to tell, to inform, to ask (to be instructed to, to instruct to)	191
ígwòtà	(HL +)	to mix and bring	450

ígwù(míří)	(L)	to swim	254
ígwù	(HL)	to finish	454
-HW-			
íhṽà (ùhṽa)	(L)	to be pleasant	312
-KW-			
-kwá/-kwé		adverbial suffix 'also'	46
kwanị/kwenị		and then	46
íkwád'ò	(H)	to get ready	451
-kwé/-kwá		adverbial suffix 'also'	46
íkwé	(HL)	to agree, to permit	191
íkwèkọ	(H +)	to agree together	450
íkwèkọta	(HL + +)	to agree together	450
kwenị/kwanị		and then	46
íkwù (okwu)	(HL)	to talk	176
íkwù	(H)	to pay	122
íkwù	(H)	to accompany	418
íkwùshị	(H +)	to stop	172
-KW' -			
-kw'ù		adverbial suffix - catch up with	420
-NW-			
ṅwá	(II)	child (see ñṅwá)	86
ṅwà		self	66
ṅwáanuohyá		son of wild beast, fool, oaf, yokel (term of disrespect)	458

BASIC COURSE

ḡwáàyọ		gently, slowly	270
ḡwáànyị		female, woman, wife	256
ḡwá-bèkéè		a white man	185
ḡwáñne		mother's child (sibling)	148
ḡwáḡkwọ		child of the fourth day, P.N.	278
ḡwáṭàkírí		a (small) child	243
íḡwé	(H)	to have	172
íḡwé	(HL)	to exist	236
íḡwé-ík'e		to be able ('can')	172
íḡwéṭa	(H +)	to get, to obtain	392
ḡwíyè	(III)	wife	222
ḡwóok'è/ḡwóok'ò		man, male person	86
ḡwoókoro		(child of) youth, P.N.	229
		-NY-	
ínyè	(HL)	to give	146