

I G B O

BASIC COURSE



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D E P A R T M E N T O F S T A T E

IGBO

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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.



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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: òlèé'- 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.

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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:

ézhɪ '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:

ézhɪ 'true' èzhí 'compound' ----- different

The first word ézhɪ 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.

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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:

ézhǐ '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:

èzhǐ '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.

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

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

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8.	ík'e	strength	HH	8.
9.	kèdù	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.	cèé	think!	cée	wait!	D 1.
2.	cée		cée		S 2.
3.	cée		cée		S 3.
4.	cée		cèé		D 4.
5.	cèé		cée		D 5.
6.	cèé		cèé		S 6.
7.	cée		cèé		D 7.
8.	cèé		cèé		S 8.
9.	cée		cée		S 9.
10.	cée		cèé		D 10.

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

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

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12.	Oral Response	high high	or	low high		
	Written Response	´´	or	`´		
1.	nyǔǒ 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.	shíe and cook				HH	7.
8.	nòǒ 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.	ímè	ímè			S	2.
3.	ímè	ímè			S	3.
4.	íme	íme			S	4.
5.	ímè	íme			D	5.

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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.

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7.	íme				HH	7.
8.	íme				HH	8.
9.	ímè				HM	9.
10.	ímè				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.	ímè	to do			HM	5.
6.	ímè				HM	6.
7.	íme				HH	7.

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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.	ímmá	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.	ányà	eye			HH	10.
19.	Oral Response		high high,	high mid	or	low high
	Written Response		" "	" "	or	" "
1.	tóro	threepence			HH	1.
2.	ìnywé	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.	írè	to sell			HM	7.
8.	ímmá	well			HM	8.

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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.

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

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

1.	ívù	to carry	HM	1.
2.	ívù		HM	2.
3.	ívù	to be fat	HL	3.
4.	ívù		HL	4.
5.	ívù		HL	5.
6.	ívù		HM	6.
7.	ívù		HL	7.
8.	ívù		HM	8.
9.	ívù		HM	9.
10.	ívù		HM	10.

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

1.	íbi	to live	HM	1.
2.	íbi	you live	HL	2.
3.	íbi		HL	3.
4.	íbi		HL	4.
5.	íbi		HM	5.
6.	íbi		HM	6.

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7.	íbi				HL	7.
8.	íbi'				HM	8.
9.	íbi'				HM	9.
10.	íbi				HL	10.
24.	Oral Response	high mid	or	high low		
	Written Response	"	or	"		
1.	ívù	to carry			HM	1.
2.	íbi'	to live			HM	2.
3.	íbi	you live			HL	3.
4.	ívù	to be fat			HL	4.
5.	ívù				HM	5.
6.	ívù				HL	6.
7.	íbi				HL	7.
8.	íbi'				HM	8.
9.	íbi				HL	9.
10.	ívù				HM	10.
25.	Oral Response	high mid	or	high low		
	Written Response	"	or	"		
1.	òdì	it is			HL	1.
2.	mífi'	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.	ìgá'	to go			HM	7.

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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.	íbi	to live	HM	2.
3.	ṅúọ	drink!	HH	3.
4.	òlé	how much	LH	4.
5.	mmá	well	HM	5.
6.	úyò	house	HL	6.
7.	ég'ò	money	HH	7.
8.	àtọ	three	LH	8.
9.	éde	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.	ìlá	to go home	HM	1.
2.	ùyọ	P.N. (place name)	LH	2.
3.	épe	orange	HH	3.
4.	cídì	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.

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9.	ṅṅwá	child		LH	9.
10.	áka	hand		HH	10.

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

Section D

28.	Oral Response	'same'	or	'different'	
	Written Response	S	or	D	
1.	íḡà you will	ìḡa		will you?	D 1.
2.	íḡà	ìḡa			D 2.
3.	íḡà	ìḡà			S 3.
4.	ìḡa	ìḡa			S 4.
5.	ìḡà	ìḡà			D 5.
6.	ìḡa	ìḡa			S 6.
7.	íḡà	ìḡà			S 7.
8.	íḡà	ìḡa			D 8.
9.	ìḡa	ìḡà			D 9.
10.	íḡà	ìḡà			S 10.

29.	Oral Response	'same'	or	'different'	
	Written Response	S	or	D	
1.	óḡì it is	òḡì		is it?	D 1.
2.	òḡì	òḡì			S 2.
3.	òḡì	óḡì			D 3.
4.	óḡì	óḡì			S 4.
5.	óḡì	òḡì			S 5.
6.	óḡì	óḡì			S 6.

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

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

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

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

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

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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.	mířì	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.

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7.	ànnò	four	LH	7.
8.	ìlà	to go home	HM	8.
9.	òk'à	maize	HL	9.
10.	éci	yesterday (tomorrow)	HH	10.
36.	Oral Response	high high, high mid, low high,		
	Written Response	" " , " " , " " ,		
		high low or low low		
		" " or " "		
1.	ízù	to get fat	HL	1.
2.	p'èni	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.	irí	ten	LH	7.
8.	ìgà	to go	HM	8.
9.	àṅú	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.	íṅwé	to have	HM	1.
2.	ṅku	wing	LL	2.
3.	gàla	still	LL	3.
4.	úkwu	big	HH	4.

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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.	mmà	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	ífùtteezhí	D 2.
3.	ízèezhí	òzàreezhí	S 3.
4.	shànèezhí	áfùtálamèezhí	D 4.
5.	òwèezhí	òdìghèezhí	S 5.
6.	ányìsháreezhí	únùzùreezhí	D 6.
7.	òshágheezhí	írègheezhí	S 7.
8.	ébimleezhí	ámaakònòneezhí	S 8.
9.	érèremèezhí	ògììzèezhí	D 9.
10.	ògììshéezhí	érèleezhí	S 10.

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39.	Oral Response	'same' or 'different'	(with respect to the last two syllables)	
	Written Response	S or D		
1.	írúaba	ọ́j'èraabá	D	1.
2.	òwùghịaba	ọ́wùaba	S	2.
3.	ìbìlaabá	ẹ́bìmaabá	S	3.
4.	ị̀nònaabá	ị́gáaba	D	4.
5.	úyòmdìlaabá	̀̀njók'ụ̀gàraabá	S	5.
6.	ị́j'èruaba	ạ́nyìruruabá	D	6.
7.	ọ́dìlaabá	ẹ́j'èelemáaba	D	7.
8.	àmụ̀rụ̀ghị̀làabá	ìbìlaabá	S	8.
9.	ị́gạ̀j'aaba	ạ́nyị̀gạ̀ghị̀j'áaba	S	9.
10.	àgạ́ḥmaaba	ẹ̀rúbẹ̀ghìmaabá	D	10.
40.	Oral Response	high high or low high	(with respect to the last two syllables)	
	Written Response	'' or ''		
1.	ạ́nyị̀j'eraabá		LH	1.
2.	ị̀nọ̀neezhí		LH	2.
3.	ìrẹ̀ezhì		HH	3.
4.	ẹ́rẹ̀leezhì		HH	4.
5.	ạ́gạ̀laaba		HH	5.
6.	ẹ́j'èrẹ̀ḥaaba		LH	6.
7.	ẹ́bị̀mneezhí		LH	7.
8.	ẹ̀j'ẹ̀ḥaaba		HH	8.
9.	ọ́wụ̀ezhì		HH	9.
10.	ọ́nọ̀naabá		LH	10.

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41.	Oral Response	high high or low high	(with respect to the last two syllables)
	Written Response	'' or ''	
1.	érùrumọ̀ọ̀lú	I reached Orlu	LH 1.
2.	óshìshì	tree	HH 2.
3.	áfùtá	if one comes out	LH 3.
4.	ógàràọ̀jọ̀	He went again.	LH 4.
5.	ìfùáhya	to make a debut	HH 5.
6.	ógàràáhyaaàgá	He really went to this market.	LH 6.
7.	ìt'éele	Good morning.	HH 7.
8.	p'ènaannọ̀	4 pence	LH 8.
9.	kàlabá	Calabar	LH 9.
10.	ìc'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'èáahyá	ọ̀byàràjáahyá	S 2.
3.	zùrùahyá	ọ̀zùràáhya	D 3.
4.	ógìígáahya	gááhya	D 4.
5.	ọ̀wùahya	ádìhãnáahya	S 5.
6.	nhãahyá	éj'èmaáhya	D 6.
7.	úyòmdilàahya	ọ̀làagáahyá	D 7.
8.	àgáhãmaahya	ọ̀dìlàahya	S 8.

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9.	únúnaazúahyá		únùgìzúahya	D	9.
10.	ácòròmìgáahya		ácòròmìgaaahyá	D	10.
43.	Oral Response	'same'	or	'different'	(with respect to the last two syllables)
	Written Response	S	or	D	
1.	òzùreépe		zùrùpepè	D	1.
2.	ényèřemeépe		ógìrèépe	S	2.
3.	òwéepe		ánàhãazùpepè	D	3.
4.	réeepepè		óréeelepè	S	4.
5.	àgághìmìràepe		ánághìmaaréepè	D	5.
6.	zùtèepè		ìràreepe	D	6.
7.	yáreeepè		mééreekweepè	S	7.
8.	ányìràreepe		ányìnaaréepè	D	8.
9.	ógàrazùtèepè		ógàrazùòròmèepe	D	9.
10.	únùgìrèépe		òŋwéřeepe	S	10.
44.	Oral Response	high high	or	high mid	(with respect to the last two syllables)
	Written Response	''	or	''	
1.	òlàagáahyá			HM	1.
2.	òzùureépe			HH	2.
3.	òwùahya			HH	3.
4.	zùtèepè			HM	4.
5.	j'èáahyá			HM	5.
6.	òŋwéřeepe			HH	6.
7.	ánàmaaréepè			HM	7.
8.	ót'èregaahyá			HM	8.

9.	ówéépe			HH	9.
10.	ányìnónáahya			HH	10.
45.	Oral Response	high high	or	high mid	(with respect to the last two syllables)
	Written Response	"	or	"	
1.	óshishí	tree		HH	1.
2.	ámaakò	name of a male person		HM	2.
3.	̀̀njókù	name of a male person		HM	3.
4.	ákwùkwò	book		HH	4.
5.	gáahyá	go to market!		HM	5.
6.	̀̀gághì	you won't ----		HM	6.
7.	ìtégghete	nine		HH	7.
8.	̀̀asátò	eight		HM	8.
9.	̀̀abùò	two		HM	9.
10.	úkwuluukwu	enormous		HH	10.

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

Section G

46.	Oral Response	'same'	or	'different'	(with respect to the last two syllables)	
	Written Response	S	or	D		
1.	órèreakw'á			réekw'á	D	1.
2.	ányìgìízzùakw'á			ánùònamáakw'á	S	2.
3.	ìñùakw'á			ñùòakw'á	D	3.
4.	òràraakw'á			šááák'á	D	4.
5.	yákwùòakw'á			òšáaraakw'á	D	5.

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6.	wèréákẁ'a	zùòákẁ'a	S	6.
7.	óshíelaákẁ'a	ányíerjwèghíakẁ'a	D	7.
8.	zùtáákẁ'a	ányíarjúnáákẁ'a	S	8.
9.	shìwéákẁ'a	èréhãmaákẁ'a	D	9.
10.	únùjwéfaakw'a	yáwujrúákẁ'a	D	10.
47.	Oral Response	'same' or 'different'	(with respect to the last two syllables)	
	Written Response	S or D		
1.	zùòánnọ	íréánnọ	D	1.
2.	óréelaánnọ	njúóánnọ	S	2.
3.	éréelemaánnọ	ówúánnọ	S	3.
4.	wètáánnọ	íráánnọ	D	4.
5.	zùtáánnọ	íriánnọ	D	5.
6.	íkwúánnọ	ányíkwúrúánnọ	S	6.
7.	wéréánnọ	ànjúhãmaánnọ	D	7.
8.	òdíghíánnọ	kwúóánnọ	D	8.
9.	ánjúnólamaánnọ	ógìíjúnánnọ	S	9.
10.	ónjúnónaánnọ	òréhãánnọ	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.	njúóánnọ		MH	2.
3.	rééákẁ'a		MH	3.
4.	ánjúnónamaákẁ'a		HH	4.
5.	wètáánnọ		MH	5.

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3.	òpópò	HL	3.
4.	òléé	HM	4.
5.	áǵ'ǹǹ	HM	5.
6.	m̀b̀ò̀s̀ì	HL	6.
7.	à̀s̀á̀t̀ò̀	HM	7.
8.	ì̀š̀h̀í̀f̀	HL	8.
9.	̀̀j̀ò̀k̀ù̀	HM	9.
10.	à̀s̀á̀à̀	HL	10.

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

Section I

	Oral Response	high low	or	low low	(with respect to the last two syllables)
	Written Response	“	or	“	
1.	cínyèǹe				LL 1.
2.	ùgbúa				HL 2.
3.	òkúkò				HL 3.
4.	écice				LL 4.
5.	úmuáhyà				HL 5.
6.	òwere				LL 6.
7.	únèǹe				LL 7.
8.	òpópò				HL 8.
9.	ífùṭa				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
Written Response S or D the first two
syllables)

- | | | | | |
|----|---------|---------|---|----|
| 1. | m̄ṅwéḡe | m̄ṅweḡe | D | 1. |
| 2. | m̄ṣaḡ | m̄kwuḡ | S | 2. |
| 3. | m̄kwe | m̄ṅuḡ | S | 3. |

53. Oral Response high high or low high (with respect to
Written Response " or " the first two
syllables)

- | | | | |
|-----|----------|----|-----|
| 1. | ànyáàsṽ | LH | 1. |
| 2. | élekere | HH | 2. |
| 3. | tòmátò | LH | 3. |
| 4. | òpópò | LH | 4. |
| 5. | ṅwóok'ò | HH | 5. |
| 6. | úgutà | HH | 6. |
| 7. | ìgbúrṽ | LH | 7. |
| 8. | ámaakò | HH | 8. |
| 9. | ìshíì | LH | 9. |
| 10. | énugw̃'ù | HH | 10. |

Section K

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

- | | | | | |
|----|-------|--------|---|----|
| 1. | ògara | ògághì | D | 1. |
|----|-------|--------|---|----|

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2.	ìj'eáhya	ìj'èháahya	D	2.
3.	mǵííǵá	òǵííǵá	S	3.
4.	òvúháivú	ònóǵhìláahya	S	4.
5.	òṅwere	òṅwére	D	5.
55.	Oral Response	low low or low high	(with respect to	
	Written Response	“ or “	the first two	
			syllables)	
1.	òǵííǵáahya		LL	1.
2.	òṅúrúmmíí		LH	2.
3.	ìṅwéřeik'e		LH	3.
4.	òdíǵhì		LH	4.
5.	ùnunúrurukwu		LL	5.
6.	èj'èháamaaba		LH	6.
7.	ánáǵhìmaanǵmmíř		LH	7.
8.	ìlaalúuyò		LL	8.
9.	ìǵáǵhìivùřeivú		LH	9.
10.	ùnuweřareég'ò		LL	10.

Section L

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

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6.	láani	only, alone	HH	6.
7.	ákaghị	your hand	HH	7.
8.	ízùc'a	to finish buying	HM	8.
9.	gíleézhi	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.	ṅwáñne			HM	1.
2.	íwèṭa			HL	2.
3.	ípáṭa			HM	3.
4.	ígáfè			HM	4.
5.	nzùkò			HL	5.
6.	nnám			HL	6.
7.	ígáahya			HM	7.
8.	òkwùrụ			HL	8.
9.	nsògbú			HL	9.
10.	ìhàfụ			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.	écice			HL	2.
3.	òbodo			LL	3.
4.	ṅwáànyị			HL	4.

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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.	òtutù	plenty		HHH	3.
4.	̀ǹwóok'ò	male,		HHM	4.
5.	íshim̀	my head		HHM	5.
6.	̀m̀mařa	if I know		HHH	6.
7.	jiqma	good yam		HHH	7.
8.	ákaři	right hand		HHM	8.
9.	òřugh̀	your farm		HHM	9.
10.	̀áǹylyo	if we return		HHH	10.

Section P

60.	Oral Response	high high high	or	high mid high	
	Written Response	'''	or	'''	
1.	ákwúkwo			HHH	1.
2.	óńúrú			HMH	2.
3.	íríří			HMH	3.
4.	yáńwọ			HHH	4.
5.	íméžhí			HMH	5.
6.	írúwe			HMH	6.
7.	gízúrú			HHH	7.
8.	ńgwání			HMH	8.
9.	óshíshí			HHH	9.
10.	íkpeyo			HHH	10.

Section Q

61.	Oral Response	high high mid	or	high mid high	
	Written Response	'''	or	'''	
1.	íkwúshí			HMH	1.
2.	óhụ́			HHM	2.
3.	ńwáńne			HMH	3.
4.	ígbázhí			HMH	4.
5.	gíhụyá			HHM	5.
6.	ízùí			HMH	6.
7.	yáńyejí			HHM	7.
8.	ámakọ			HHM	8.
9.	ízúrú			HMH	9.
10.	énugw'ù			HHM	10.

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Section R

62.	Oral Response	Low high high	or	low high mid		
	Written Response	'''	or	'''		
1.	ìgbùrù				LHH	1.
2.	àsátò				LHM	2.
3.	ìsáńa				LHH	3.
4.	ònyéwù				LHM	4.
5.	òcéghe				LHH	5.
6.	ńjókù				LHM	6.
7.	pápáyà				LHM	7.
8.	òléé				LHM	8.
9.	ìṅwéńe				LHH	9.
10.	ńsúká				LHM	10.

Section S

63.	Oral Response	identify three syllable patterns					
	Written Response	"	"	"	"		
1.	òṅwéńe				LHH	1.	
2.	ác'òrom				HLL	2.	
3.	ìkòjí				HLH	3.	
4.	gàwánɿ				LHH	4.	
5.	ìfùṭa				HLL	5.	
6.	òbodo				LLL	6.	
7.	ágàla				HMH	7.	
8.	ńmad'ù				HHL	8.	
9.	òléé				LHM	9.	
10.	íruwe				HMH	10.	

64.	Oral Response	identify three syllable patterns		
	Written Response	"	"	"
1.	ùgbúa		LHL	1.
2.	ényim		HLH	2.
3.	ák'ùk'ụ		HLL	3.
4.	ákwukwo		HHH	4.
5.	òdíghị		LHL	5.
6.	ámághim----		LHM	6.
7.	gáfèé		HLH	7.
8.	íkèle		HLL	8.
9.	òkúkò		LHL	9.
10.	mífìkì		HLL	10.

65.	Oral Response	identify three syllable patterns		
	Written Response	"	"	"
1.	áhwám		HLH	1.
2.	òṅweře		LLL	2.
3.	óshishì		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.

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Section T

66.	Oral Response	'same' or 'different'	(with regard to the entire tone pattern)	
	Written Response	S or D		
1.	àmùrùghí	ámùrùghí	D	1.
2.	áyòrùyá	áyòrùyá	S	2.
3.	ìkòròjì	ìkòròjì	D	3.
4.	òzarìyá	òzarìyá	S	4.
5.	òzùrùjì	òzùrùjì	D	5.
6.	òkòròjì	òkòròjì	S	6.
7.	àyorùyá	áyòrùyá	D	7.
8.	òzarìyá	òzàrìyá	D	8.
9.	òzùrùjì	òzùrùjì	S	9.
10.	ámùrùghí	ámùrùghí	S	10.

Section U

67.	Oral Response	'same' or 'different'	(with respect to tone patterns only)	
	Written Response	S or D		
1.	ìt'éele	kèghíkwenì	S	1.
2.	ég'oòle	naak'ùk'u	D	2.
3.	ìfùtáala	ìj'eóřù	S	3.
4.	wètáram	òwùgìrì	S	4.
5.	óbyáala	ényìányì	D	5.
6.	zùrùwanì	òwùgìrì	D	6.
7.	ìjùgìrì	ìkùmìřì	S	7.
8.	íméene	ímàtìya	S	8.

9.	ìgakwanı	òmegheké	D	9.
10.	ìhùdòktò	íriedè	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.	ìfuwála		LLHH	8.
9.	ìlávawala		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.	ádìmmá		HLHM	4.
5.	kèghíkwenı		LHHH	5.
6.	íméene		HMHH	6.
7.	íméwēne		LHHH	7.
8.	ényiányı		HMMH	8.

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9.	íshíik'e		HMHH	9.
10.	òwúgírì		LHHM	10.
70.	Oral Response	identify four syllable patterns		
	Written Response	" " " "		
1.	ìj'eóǫ̀		LLHH	1.
2.	gír̀wàkwaǹ		HLLL	2.
3.	ímà̀t̀t̀ya		HMHH	3.
4.	íkù̀mí̀fì		HMHM	4.
5.	íkò̀é̀dè		HLHL	5.
6.	ég'òò̀le		HMH	6.
7.	ìh̀ù̀dò̀ktò̀		HMHL	7.
8.	p'énìannò̀		HLLH	8.
9.	éj'èmmí̀fì		HLHM	9.
10.	òlééh̀yè		LHMH	10.
71.	Oral Response	identify four syllable patterns		
	Written Response	" " " "		
1.	ónyèkè̀		HHHL	1.
2.	írìedè̀		HMHL	2.
3.	òmegheké̀		LLLH	3.
4.	òbyá̀ala		HMHH	4.
5.	yábyaahyá̀		HHHM	5.
6.	ínwéik'e		HMHH	6.
7.	òléé̀be		LHMH	7.
8.	láak'ù̀k̀		HHLL	8.
9.	ébeuyò̀		HHHL	9.
10.	ìgakwaǹ		LLLL	10.

72.	Oral Response	identify four syllable patterns		
	Written Response	"	"	"
1.	ìṅ̀ùmíř̀ì			HMHM 1.
2.	kàìcòrò			LHLL 2.
3.	wèṭáram			LHHM 3.
4.	ídìmma			HMHH 4.
5.	àmurughí			LLLH 5.
6.	ìzùakw̃'a			HMHH 6.
7.	ìfùezhí			HLLH 7.
8.	ìsáakwà			HMHL 8.
9.	zùrùwaní			LHHH 9.
10.	ndéewó			LHLH 10.

Section W

73.	Oral Response	'same' or 'different'	(with respect only to tone)
	Written Response	S or D	
1.	wèṭákwarám	ìř̀ùwánaé	S 1.
2.	éwélííwe	áláwalam	D 2.
3.	ókògheédè	p'énìasáà	S 3.
4.	ázùghamnh̃ye	éj'èmaáhya	S 4.
5.	ékèlelem	òmeghegírì	D 5.
6.	òṅ̀ughamíř̀ì	ìg'ùakwukwò	D 6.
7.	éj'èmaáhya	ánòmnaáhya	D 7.
8.	éwélííwe	ìg'ùakwukwò	S 8.
9.	áláwalam	òṅ̀ughamíř̀ì	S 9.
10.	ányìdìmma	ókògheédè	D 10.

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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.	ányìdìmmà				HLLHM	5.
6.	áláwalam				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.	ázùghamnh̄ye				HLLHH	2.
3.	ndìogòm				HHHLH	3.
4.	pósòòfìsì				HLHLL	4.
5.	éwèlìwe				HMHHH	5.
6.	ékèlelem				HLLLH	6.
7.	ìṅnùuyò				HLHHL	7.
8.	řìènyaàsù				HMHLL	8.
9.	ìg'ùakwukwo				HMHHH	9.
10.	íkèlènd'ù				HLLHL	10.

BASIC COURSE

PARTS II and III

UNITS 1 - 30

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ít'è		(H) ¹
ít'éele		ì-t'ée-le
	-B-	
ée		
ífù		(L) ¹
-ṭa/-ṭe		('adverbial suffix) ²
ífùṭa		(L +) ¹
ée ìfùṭála		ée ì-fùṭá-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
má/mma		
ádịmma		á-dị-m-má

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-A-
ite	to awaken
I teele?	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-
idi	to be (state, condition or permanent place)
m	I
adi m	I am
nma	a well one, a good one
Adi m nma.	I'm fine.

̀̀ke/kè	
kèghí	kè-ghí
-kwé/-kwá	(conjunctive adverbial suffix)
-ní/-nị/-nú/-nụ	(conjunctive adverbial suffix)
kwéni/kwáni	kwé + ni/kwá + ni
kèghíkweni	kè-ghí-kwe-ni
	-A-
ó-/ó-	(pronoun prefix)
ódímna	ó-dì-mma
ìj'è	
nà-/là-/ná-/lá- ³	(preposition)
òléé	
ìj'elooléé	ì-j'è-la-olée
	-B-
ìcò	
ácòrom	á-còro-m
ìgá	
ácòromììgáahya	á-còro-mù-ìgá-ahya
	-A-
-we/-wa/-wè/-wá	(adverbial suffix 'inceptive')
gàwáni	gàwá-ni
	-B-
ódímma	ó-dì-mma

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.
i je	to be en route to, to go (to)
na	in, on, at, to
ole	which? what?

I je n'olee?

Where are you going? ('You
en route to which (place)')

-B-

icq/ichq	to want
acqꞑꞑ m	I want
iga	to go
Acqꞑꞑ 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, ɪ, j, k, l, m, n,
 ŋ (ŋ), o, ɔ, 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 ɛ (for /e/), ɔ (for /ɔ/), ɔ (for /ɔ/) 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, ɪ, ɪ', j, j',
 k, k', l, m, n, ŋ, o, ɔ, p, p', k , r, s, sh, t, t',
 ɬ, u, ɥ, 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. /řɪ/. 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. /kŋa/, /hŋe/, /řhi/. If both consonant letters are low, it occurs on the first, /řw'u/. Syllables commencing with a nasal consonant /m/, /n/, /ny/, /ŋ/, /ŋw/ are nasalized throughout and are not marked with /~/.

/˘/ - High Tone - placed over the syllabic: /á/, /m˘/.

/˙/ - Mid Tone - placed over the syllabic: /á˙/.

/˘/ - Low Tone - placed over the syllabic: /á˘/.

/↑/ - 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:

áçòròmìjìjùmífi '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: /áçòròmìjìjùmífi/

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)	ɨ	ʊ
Low			
	Close	e	o
	Open	a	ɔ

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'.

/ɨ/ 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 /fit/: /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: /éè/ '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: /à/ '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)'.

/ɔ/ 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 /ɔ/ 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', /ókù/ 'speech', /ég'ò/ 'money'.

/ɔ/ is a back rounded lax vowel considerably lower than /o/ and much like the English vowel in caught /kɔt/: /ò dì/ 'he is' /dòktò/ 'physician', /ákùkwò/ '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'yá/ '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: /íkù/ '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: /ík'ù/ 'to sow', /ík'è/ 'to tie up', /ík'è/ 'bottom'.
- /g/ is an unaspirated voiced velar stop much like the g of ago: /ìgá/ 'to go', /ìgù/ 'to pull out of water'.

- /g'/ is a strongly aspirated voiced velar stop much like the g of get but more aspirate: /íg'á/ 'to grow', /íg'ù/ 'to count'.
- /kw/ is a voiceless unaspirated labialized (lip-rounded) velar stop much like the qu in squall: /íkwé/ 'to agree'.
- /kw'/ is a strongly aspirated voiceless labialized velar stop somewhat like the qu in quit but more aspirate: /íkw'é/ 'to have a miscarriage'.
- /gw/ is an unaspirated voiced labialized velar stop somewhat like the gw of Gwen: /ígwá/ 'to tell'.
- /gw'/ is a strongly aspirated voiced labialized velar stop with no near English equivalent: /éngw'ù/ '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: /égbè/ '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: /íkpa/ 'to gather', /àkpa/ 'bag', /ékpo/ 'gong'.
- /t̥/ 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: /àt̥ó/ 'three', /íf̥ùta/ '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: /éʔè/ '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/: /éj'ém/ 'I'm going', /ímma/ 'good'.

/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/: /gàwánɪ/ '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: /dòktò/ '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:

á-dì-má-má	'I'm fine.'
ò-dì-má	'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:

á-cò-ròm-í-gá-ahya

Here the first person pronoun suffix is /-mì/. 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.'

ɨfɨtála '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:

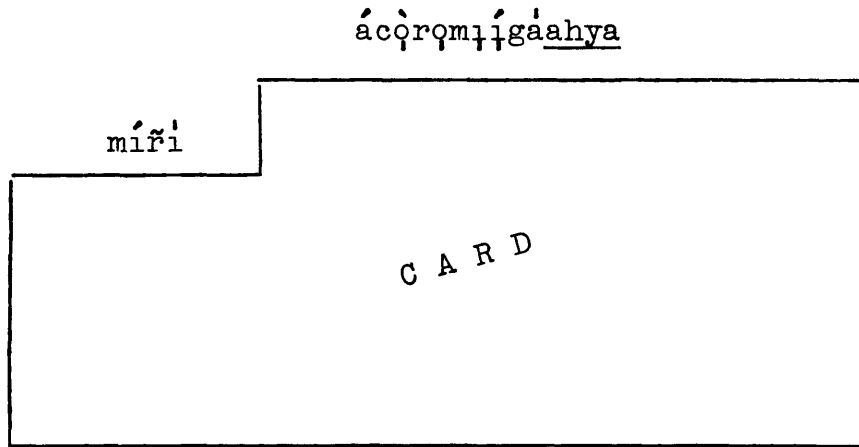
i or ɨ

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.

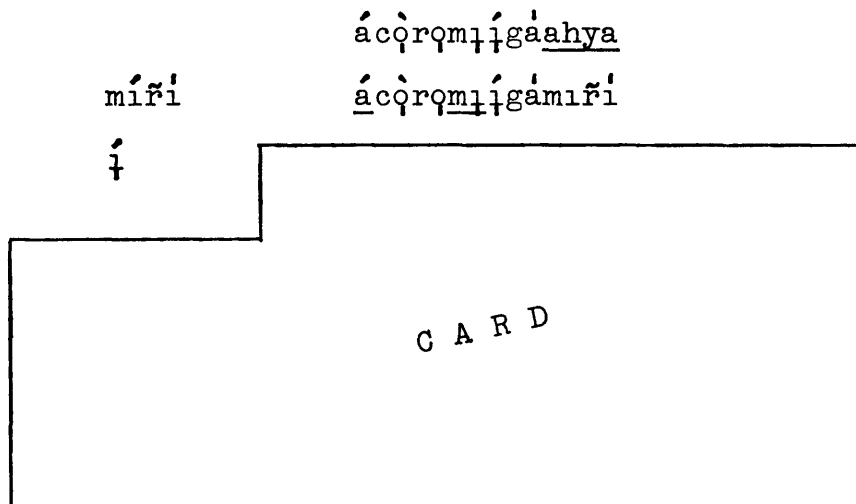
is of two columns (occasionally more) with a 'key word' or phrase on the left, the complete utterance on the right. These columns are so arranged that a 4 x 6 index card suitably notched may be used to cover the response exposing the key word and the pattern sentence thus:



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:

ácòròmíìgámíří

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, $\acute{í}$, which he is to substitute, in this example, for a----m $\acute{í}$, producing the sentence:

$\acute{í}$ còr $\acute{í}$ gám $\acute{í}$

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	$\acute{á}$ còròm $\acute{í}$ gáahya
Student	$\acute{á}$ còròm $\acute{í}$ gáahya
Tape Voice	$\acute{á}$ còròm $\acute{í}$ gáahya
Student	$\acute{á}$ còròm $\acute{í}$ gáahya
Tape Voice	m $\acute{í}$
Student	$\acute{á}$ còròm $\acute{í}$ gám $\acute{í}$
Tape Voice	$\acute{á}$ còròm $\acute{í}$ gám $\acute{í}$
Student	$\acute{á}$ còròm $\acute{í}$ gám $\acute{í}$
Tape Voice	$\acute{í}$
Student	$\acute{í}$ còr $\acute{í}$ gám $\acute{í}$
Tape Voice	$\acute{í}$ còr $\acute{í}$ gám $\acute{í}$
Student	$\acute{í}$ còr $\acute{í}$ gám $\acute{í}$
Tape Voice	ngáa \grave{h}
Student	$\acute{í}$ còr $\acute{í}$ gá \grave{h}
Tape Voice	$\acute{í}$ còr $\acute{í}$ gá \grave{h}

Student	í còr í gá ñ gá ã h à
Tape Voice	ó
	etc.

Drill 1.1

Useful words:

yá	'he, she, it' (independent pronoun corresponding to the pronoun prefix <u>o</u> or <u>o</u>)
mụ	'I'
òwere	Owerrí, the name of a city
mířì	water, stream, body of water, rain
ńga	place
á h à	that
ń g á ã h à	there

a) Variation Drill on a Basic Sentence

	Word or prefix for Substitution - 'Key Word'	Sentence - 'Pattern'	
1.		á còr o m í g á ñ g á ã h y a	á-còr o-mụ-í g á-ahya
2.	mířì (water)	á còr o m í g á m í ř ì	á-còr o-mụ-í g a-mířì
3.	í	í còr í g á m í ř ì	í-còr o-í g á-mířì
4.	ń g á ã h à	í còr í g á ñ g á ã h à	í-còr o-í g á-ń g a-á h à
5.	ó	ó còr í g á ñ g á ã h à	ó-còr o-í g á-ń g a-á h à

- | | | | |
|----|---------|-----------------------|------------------------|
| 6. | òwere | ó-còrọ́-í-gá-òwere | ó-còrọ́-í-gá-òwerre |
| 7. | á----mù | á-còrọ́-mù-í-gá-òwere | á-còrọ́-mù-í-gá-òwerre |
| 8. | áhya | á-còrọ́-mù-í-gá-ahya | á-còrọ́-mù-í-gá-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-mù-í-gá-ahya | á-còrọ́-mù-í-gá-ahya |
| 2. | míří | á-còrọ́-mù-í-gá-míří | á-còrọ́-mù-í-gá-míří |
| 3. | yá | ó-còrọ́-í-gá-míří | ó-còrọ́-í-gá-míří |
| 4. | òwere | ó-còrọ́-í-gá-òwere | ó-còrọ́-í-gá-òwere |
| 5. | ghí | í-còrọ́-í-gá-òwere | í-còrọ́-í-gá-òwere |
| 6. | ngaañà | í-còrọ́-í-gá-nga-ñà | í-còrọ́-í-gá-nga-ñà |
| 7. | mù | á-còrọ́-mù-í-gá-nga-ñà | á-còrọ́-mù-í-gá-nga-ñà |
| 8. | áhya | á-còrọ́-mù-í-gá-ahya | á-còrọ́-mù-í-gá-ahya |

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

a) /ɪ/ initially before various consonants

íbé	to cry	íj'é	to be en route to
íb'ò	to accuse	íkpe	judgement
ìgbo	Igbo	ìrí	ten
ídé	to write	ìšó	five
íd'òwe	to discard	íshí	head
ífè	to pass	íte	pot
ígùzo	to stop	ít'é	to awaken
ìghé	to fry	ívu	load
ìfé	Ife (place)	íwe	anger
íhũ	face	íyí	stream

í zù	week	í kwè	to agree
í zhì	to deliver (message)	í n wè	to have
í cè	to await	í nyè	to give
í gwè	bicycle		

b) /ɪ/ finally

í bì	to live	í shì	head
dí	husband	ítìì	to put into
jí	yam	í yì	stream
mí rì	water	ó zhì	message
p' é nì	penny	é nyì	friend
í rì	to eat		

c) /ɪ/ initially before various consonants

í b ò	to break (of day)	í l à	to go home
í b ' à	to go in	í m ù	to give birth to
í g b à	to run	í n ò	to stay
í d ì	to be	í p à	to carry
í d ' à	to fall	í k p ò	to call
í f ù	to go out	í r ù	to work
í g à	to go	í s ì	to say
í g ' ù	to read	í s h ì	to lie
í g h à	to lie	í v ù	to dig out
í h ò	to choose	í w ù	to be
í j ù	to ask	í y ò	to sift
í k ò	to cultivate	í z ù	to buy
í k ' ù	to sow	í c ò	to want

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

d) /ɨ/ 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)
ùgbùà	now	úrù	gain, benefit
údi	Udi (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	tútu	before
júunu	June	ízù	to meet
cúkwu	God	ígwù	to swim

g) /ɥ/ initially

ùb'òcɨ	day	ùk'ò	scarcity
ùgbò	powered vehicle	ùmù	offspring
ùf'òdɥ	some	ùkpa	type, brand
ùghá	falsehood	ùřa	sleep

ùt'ùt'ù	morning	ùc'á	white
úzò	road	ùkwù	foot, leg
ùcò	sweet	ùgwò	debt

h) /ù/ finally

ífù	to go out	ínù	to drink
íg'ù	to read	ìkpù	to entertain
ìhù	to see	òrù	work
ìjù	to ask	ìwù	to be
ìkù	to knock	ìzù	to buy
ìk'ù	to sow	ìgwù	to finish
ìmù	to learn	ìkwù	to pay
ìnù	to hear		

Note 1.5 Assimilation

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

àhùghaà	àhù-ghì-à̀
òlòót'u	òléé-ot'u
òléébìj'è	òléé-ebe-ì-j'e
j'òót'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.

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ɨ́byá		(HL)
ɨ́byála		ɨ́-byá-la
	-B-	
kèdú		
éé ↑ kèdú		
	-A-	
ó-dì-má ↑ àhúghaa		ó-dì-má àhú-ghɨ́-à
	-B-	
ót 'u/òt 'u		
òlóót 'u		òléé-ot 'u
únù		
á-dì-má òlóót 'uunudɨ́		á-dì-m-mma oléé-ot 'u-unu-dɨ́ ¹
	-A-	
ányɨ́		
ányɨ́dì-má		ányɨ́-dì-má
ǫ́rɨ́		
ìj'ǫ́ǫ́rɨ́		ì-j'e-ǫ́rɨ́
	-B-	
éé ↑ éj'émǫ́ǫ́rɨ́		ee é-j'è-mɨ́-ǫ́rɨ́
ɨ́wà		
gɨ́ɨ́wà		gɨ́-ɨ́wà
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 gi 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
ginwa		yourself
ebe		place

òléébe	òléé-ebe
gírɔ̀wàkwánɪ òléébiɪj'è	gí-ɔ̀wà-kwa-nɪ òléé-ebe-ɪ-j'è
	-A-
éj'èmaáhya	é-j'è-mɔ̀-áhya
	-B-
j'èé	(imperative)
óma	
ódińmá j'òót'uoma	ó-di-ńmá j'èé-ot'u-oma

¹The tone shifts will be explained later.

Note 2.1 Greetings:

Compare the utterances:

		Structure
it'éele	Have you awakened?	ì-t'ée-le
ìfùtála	Have you come out?	ì-fùtá-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 je?	And you, where to? ('And 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 /ibyá/ is an example, occur in this form without the vowel suffix. Such verbs are mostly very common. Note: ibyá

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 /it'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'zhi (ì + fùtá + la + ézhi)¹

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

ìfùtála (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):

ùnaafùtála (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

ìřúřú

Structure

(H) ířú-řú

ìřúwána

ì-řúwána

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

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. | ácòròmákw'á | 'I want an egg' |
| | B. | òlééngàdìkwani | 'And where (which spot) then is it?' |
| 2. | | gàwani | 'Go, then.' |
| 3. | A. | ácòròmíj'èòwere | 'I want to go to Owerri.' |
| | B. | áhyakwani | 'What about market?' |

Additional Useful Greetings

<u>Spelling</u>	<u>English</u>
iru ọru	to work (work)

I runwana?

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

ùnaar'úwàna	ùnu-a-r'úwà-na
írìrì	(H) írì + nrì
ìríwele	ì-ríwe-le
ùneeríwele	ùnu-e-ríwe-le
ákwúkwọ	
ìg'ù'ákwúkwọ	ìg'ù'-ákwúkwọ (H)
ìg'ùwala	ì-g'ùwa-la
ùnaag'ùwala	ùnu-a-g'ùwa-la
ídá'ákwúkwọ	(HL) ídè'-ákwúkwọ
ídéwele	ì-déwe-le
ùneedéwele	ùnu-e-déwe-le
ìg'áwala	ì-g'áwa-la
ùnaag'áwala	ùnu-a-g'áwa-la
ìj'éwele	ì-j'éwe-le
ùneej'éwele	ùnu-e-j'éwe-le
írè	(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
íẗẗáhya	(HL) íẗẗ-ahya
ìẗẗwala	ì-ẗẗwa-la
ùnaazẗẗwala	ùnu-a-ẗẗwa-la
íshíří	(HL) íshi + ří
ìshíwele	ì-shíwe-le
ùneeshíwele	ùnu-e-shíwe-le
ńkwụ	
íkw'ụńkwụ	(H) íkw'ù-ńkwụ
ìkw'ụwala	ì-k'ụwa-la
ùnaak'ụwala	ùnu-a-k'ụwa-la
íkúmirí	(H) íkú-mirí
ìkúwele	ì-kúwe-le
ùneekúwele	ùnu-e-kúwe-le
ákwà	
íṣáakwà	(H) íṣá-akwà

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)
iku nkwu	to tap wine (from an oil palm - ŋkwu)
I kuwala?	Have you begun to tap wine?
Unu akuwala?	(greeting to a person up in a palm tree)
iku 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

ì-sáw̃ana

ùnaasáw̃ana

ùnu-a-sáw̃ana

ìṅṅùmířì

(H) ìṅṅu-mířì

ìṅṅúw̃ana

ì-ṅṅúw̃ana

ùnaaṅṅúw̃ana

ùnu-a-ṅṅúw̃ana

ìméw̃ene

ì-méw̃e-ne

ùneeméw̃ene

ùnu-e-méw̃e-ne

ìlọ́/ìyọ́

(HL) ìlọ́/ìyọ́

ìyọ́la/ìlọ́la

ì-lọ́-la/ì-yọ́la

ùnaalọ́la/ùnaayọ́la

ùnu-a-lọ́-la/ùnu-a-yọ́-la

ìbyála

ì-byá-la

ùnaabyála¹

ùnu-a-byá-la

¹ìbyá '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)
iñu miri	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)
ilq	to return
I lqla?	Have you returned? (greeting
Unu alqla?	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
	ìrũ̀wàna
írì	íríwele
ìg'ù	ìg'ùwala
ídé	ídéwele
ìgá	ìgáwala
ìj'é	ìj'éwele
írè	írèwele
ìnyù	ìnyùwàna
ímé	íméwene
ìzù	ìzùwala
ìsá	ìsáwàna
ìk'ù	ìk'ùwala
íkú	íkúwele
ìshì	ìshìwele
ìrũ̀	ìrũ̀wàna

b) Substitute the following verbs in the pattern sentence:

Verbs	Pattern Sentence
	ùnaarũ̀wàna
írì	ùneeríwele
ìg'ù	ùnaag'ùwala
ídé	ùneedéwele
ìgá	ùnaagáwala

íj'è	ùneej'éwele
írè	ùneeréwele
íṣá	ùnaaṣáwána
íshí	ùneeshíwele
ík'ù	ùnaak'ùwala
íkù	ùneekúwele
ímé	ùneeméwene
ír'ù	ùnaar'ùwána

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	ìr'ùwána or ìméwene
one cooking	ìshíwele
one dipping	ìkúwele
one drinking	ìṅùwána
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	ùnaañúwána or ùneeméwene
people cooking	ùneeshíwele
people washing	ùnaasáwána
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	ùnaañúwána

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 /ɪ̄/. 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	ɪ̄	u	ū
Low	e	a	o	ō

The general principle of vowel harmony in Igbo is that vowels of the close series /i e u o/ do not commonly occur adjacent to those of the open series /ɨ a ɥ 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 /i, ɨ, u, ɥ/ 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 /i/ or the open one /ɨ/. Compare:

Close series:		Open series:	
íri	to eat	ɨdí	to be
íj'è	to be en route to	ɨgá	to go
íku	to dip up	ɨzù	to buy
íb'ò ^o	to accuse	ɨyò	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	ɨ- / ɨ-
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:

é̄rírím	I ate
é̄kúrúm	I dipped up
é̄b'òrom	I accused
é̄j'èrem	I went to...
á̄dìm	I am
á̄gàram	I went
á̄zùrùm	I bought
á̄kòròm	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:

írírí	you (s) ate	ídì	you (s) are
íkúru	dipped up	ígàra	went
íb'òro	accused	ízùrù	bought
íj'ère	traveled	íkòrò	planted
órírí	He (etc.) ate	òdì	He (etc.) is
ókúru	dipped up	ógàra	went
ób'òro	accused	òzùrù	bought
ój'ère	traveled	ókòrò	planted

The second person singular prefix is thus a high front vowel, /i/ before the close series, /ɨ/ 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 /o̩/

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	òyiyí	appointment
òhere	chance	ózhí	message
óhỹí	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) /o̩/ initially

òbùla	any	ókjì	kola nut
ób'ỹàã	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
ọpara	eldest son	ógw'ụ	medicine
ọrụ	work	ọkwurụ	okra
ọsọ	race	ọgwa	month
ọwụlà	every		

d) /ọ/ finally

ịbọ	to break (of day)	ịkpọ	to call
ịhọ	to choose	ịyọ	to sift
ịkọ	to narrate	ịcọ	to want
ịlà	to return	ịc'á	to be ripe
ịnọ	to stay		

Drill 2.4 Phonetic Drills on Consonants

/b/		/b' /		/gb/	
bèkéè	Caucasian				
bík'ò	please				
ịbyá	to come	ịb'á	to go in	ịgbá	to run
ịbọ	to break (of day)			ịgbù	to kill
àbá	Aba (place)	áb'a	bottle	àgbọnọ	(a seed)
àbụọ	two				
óbì	heart				
òbodo	town				
òbụla	any	ọb'yaã	guest		
		ùb'é	pear	ùgbúa	now

ùbòcị

day

úgbọ

powered
vehicle

ébe

place

égbe

hawk

ìgbo

Igbo

ìgbùrụ

cassava

PronunciationStructure

-A-

nd'ù

nd'ù imeṽene

nd'ù i-meṽe-ne

-B-

ényì

-m

ényim

ṅṅwá/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 ì-gáwa-la

-A-

éci

òléèbṽṽgàreéci

òléè-ebe-ṽ-gàra-éci

-B-

úmùáhyà

ágàramuúmùáhyà

á-gàra-mṽ-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-
enyɪ	friend
-m	my (possessive)
enyɪm	my friend
nwa	child
oke	male
nwaoke	man, male person
enyɪm nwaoke	my (male) friend
E, enyɪm nwaoke, ɪ gawala?	Yes, my friend. Greetings. ('Have you begun to go? ')
	-A-
échi	yesterday or tomorrow (one day removed from today)
Ole ebe ɪ gara echi?	Where did you go yesterday?
	-B-
Umuahia	(Place name)
A gara m Umuahia.	I went to Umuahia.

	-A-	
ànyáàsù/ànyáàsị		nà-anyáàsù
nàanyáàsù		ì-lọrọ-na-anyáàsù
ìlọrọnaanyáàsù		
	-B-	
éé † álọrọmnaanyáàsù		éé á-lọrọ-m-na-anyáàsù
íshí		(H)
òléébiíshí		òléé-ébe-ì-shí
	-A-	
éshimaahya		é-shí-mụ-ahya
	-B-	
íjì		(HL)
ík'e		
íshíík'e		íshí-ík'e
jìshííík'è		jì-shíe-ík'è ¹
ìlá		(HL)
áláwalam		á-lawa-la-m
ó-dìmmá jìshíík'è áláwalam		ó-dì-mámá jì-shíe-ík'è
		á-láwa-la-m
	-A-	
ímé		(HL)

-A-

anyası
 n'anyası
 I lɔrɔ n'anyası?

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

-B-

E, a lɔrɔ m n'anyası.
 ɪsɪ/ɪshɪ
 Olee 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 ahyá.

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 làwánı

í-mée-ne
í-mée-ne làwá-nı

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	ínòdı	to be seated, to stay
ívù	to dig out	ízà	to sweep

i meene	thank you ('You have done.')
I meene. Lawani.	Thank you. Goodbye.

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

ìkɔwáala	'Have you begun to cultivate?'
ìvɔwáala	'Have you begun to dig (out crops)?'
ìfɔɔ́ála	'Have you come out?'
ìzawáala	'Have you started to sweep?'
ìyɔwáala	'Have you begun to sift?'
ìnɔd́íla	'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 í) 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
ìfụ	ìfụwála
ìkọ	ìkọwála
ìyọ	ìyọwála
ìzà	ìzawála
ìfụ̀̀ta	ìfụ̀̀tála
ìnọ̀̀dụ	ìnọ̀̀díla
b)	
	ùnaavụwála
ìkọ	ùnaakọwála
ìzà	ùnaazawála
ìyọ	ùnaayọwála
ìfụ	ùnaafụwála
ìfụ̀̀ta	ùnaafụ̀̀tála
ìnọ̀̀dụ	ùnaanọ̀̀díla
c) Produce the appropriate greetings:	
Person to be Greeted	Pattern
	ìfụ̀̀tála
one seated	ìnọ̀̀díla
one digging out (crops)	ìvụwála
one cultivating	ìkọwála
one sifting	ìyọwála
one going out	ìfụwála

one coming out	ìfùtáala
people coming out	ùnaafùtáala
people cultivating	ùnaakqwáala
people digging	ùnaavùwáala
people sifting	ùnaayqwáala
people seated	ùnaanqdíla
people going out	ùnaafùwáala

Drill 3.2 Mixed drill on Greetings:

Person(s) to be Greeted	Pattern
	ìnqdíla
one buying	ìzùwala
people buying	ùnaazùwala
people starting to go	ùnaagáwala or ùneej'éwele
one starting to go	ìgáwala or ìj'éwele
one coming out	ìfùtáala
people coming out	ùnaafùtáala
people reading	ùnaag'ùwala
one reading	ìg'ùwala
one drinking	ìñùwána
people drinking	ùnaañùwána
people sifting	ùnaayqwáala
one sifting	ìyqwáala
one cooking	ìshíwele
people cooking	ùneeshíwele
people working	ùnaañùwána

one working

ìrúwàna

one seated

ìnòdíla

Drill 3.3 Substitution Drill on Place Names:

	Place Name	Pattern
Umuahia	úmúáhyà	ágàramuúmúáhyà
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	ifé	ágàramíifé
Nsukka	nsúkà	ágàramnsúkà
Afikpo	áfíikpo	ágàramaáfíikpo
Ikot-Ekpene	ìkòteekpèné	ágàramíìkòteekpèné
Nnewi	ñneéwí	ágàramñneéwí
Abakiliki	àbákeleke'	ágàramaabákeleke'
Itu	ìtu	ágàramíìtu ¹
Nbawsi	mbòsì	ágàrammbòsì
Oguta	úguta	ágàramuúguta
Uyo	ùyó	ágàramuuyó

Ndizuqgu	ndiizuqg 'u
Awgu	agw 'u
Udi	udi
Abqr	abq

agaramndiizuqg 'u

agaramogwu

agaramudi

agaramabq

Drill 3.4 Phonetic Drills on Consonants

a)	/kp/		Imperatives
ìkpá	to show	kpáá!	show!
ìkpà	to cut (hair)	kpáá!	cut!
ìkpò	to call	kpòò!	call!
ìkpù	to entertain	kpùò!	entertain!
ìkpù	to hold (in the mouth)	kpùò	hold!
íkpe	judgement		
ìkpa	left (hand)		
òkpa	fowl		
ùkpa	kind, type		
b)	/ŋ/ initially		
̀nga	place	̀ngkuzhị	teaching
̀ngù	bean salad	̀ngwá	O.K.
̀nkàtá	conversation	̀ngwò	raffia palm
̀nke	that, the, of	̀nkwu	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		

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

d)	/t̥/		/t/		/t'/	
àt̥ò	three	ìte	pat	ít'é	to awaken	
àsḁ́t̥ò	eight	ìtirí	darkness			
ḁ́t̥ù	advice	òtu	group	òt'u	manner	
̀n̥wḁ́t̥àk̥ír̥í	child	òt̥t̥ù	plenty	ùt'ùt'ù	morning	
ìpḁ́t̥a	to carry along					

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

f)	/kw/		/kw'/	
kwán̥í	and then			
ìkwé	to agree			

ìkwù to pay

ákwa cloth

àkw'á egg

ákwùkwọ book

ókwu speech

úkwu big

g) /gw/ /gw'/'

ìgwá to tell

ógw'ù medicine

ógwè self

énugw'ù Enugu (place)

úgwọ debt

ìgwè bicycle

h) /ny/

ínyè to give

ónye person

ányị we

ányá eye

ényi friend

i) /nw/

nwá child

ínwè to have

nwááyọ slowly

nwíyè wife

nwáányị female

nwóok'è

nwáñne sibling

ánwùřụ tobacco

nwáťàkírị child

ónwa month

j) /g/ /g'/' /gh/

ògírì a seasoning

eg'ò money

ìghá to lie

ógò relative-in-law

óg'è time, occasion

ghị you (sg.)

ìghòťà 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		
ìjaanììgbo		ì-je-anụ́-ìgbo
	-B-	
ìwụ́		(H)
gírì		
éé ↑ òúgírì		éé ↑ ò-wụ́-gírì
	-A-	
ónye		
ìwóonyììgbo		ì-wụ́-onye-ìgbo
	-B-	
éé ↑ áwụ́moonyììgbo		éé ↑ 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, ọ 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'ììgbiíshìbyá

òléé-ak'ùk'ù-ìgbo-í-shì-byá

-B-

áwùmoonyoòwere

á-wù-mù-onye-òwere

-A-

ìmù

(HL)

ámùrùghì

á-mùrù-ghì

ámùrùghìlòowere

à-mùrù-ghì-là-owere

-B-

éé ámùrùlòowere

éé á-mùrù-ì-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:

íri (H)	'to eat'	ìrù (H)	'to drink'
ìcò (HL)	'to want'	ìzù (HL)	'to buy'

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

ácòròmìígbáahya	á-còrò-mù-ìgbá-ahya	'I want to go to market'
ágàramuúmuáhyà	á-gàra-mù-úmuáhyà	'I went to Unuahia.'

Ole akuku Ibo 1 s1 bya? What part of Igbo [land] are
you from (and come)?

-B-

A bu m onye Owerri. I'm an Owerri man.

-A-

1mu to bear, to give birth to
a muru g1 one gave birth to you -
you were born

A muru g1 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?'
ámụfụm̀lòowere	á-mùfù-̀m̀-̀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 ìm̀á (HL) 'to know' occurs in this form with a present time significance - àm̀áfam '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-vurù-jí	Did you dig out yams?
áfurumeezhí	á-furù-mù-ezhí	I went outside.
ányìzarúyò	ányì-zara-úyò	We swept the house.
ùnukòròjí	ùnu-kòrò-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)'
ókùrùmí	ók-ùrù-mí	'He drank water.'
ìsáàkwà	ì-sáà-akwà	'Did you wash clothes?'

ányìkúrumířì ányì-kúru-mířì 'We fetched (dipped up) water.'
 ùnuk'úrụ̀ṅkwụ ùnu-k'úrụ̀-ṅkwụ '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:

áṅṅúrụ̀hãmmířì '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:

ányìṅṅúrụ̀mmířì 'We drank wine.'
 ùnùṅṅúrụ̀mmířì 'You (pl.) drank wine.'
 áṅṅúrụ̀hãmmířì '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 ícò is

á-còròh̃à-í-gà-ahya á-còrò-h̃a-í-gà-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-í-gà-ahya á-còrò-í-gà-ahya

'One wants to go to market.'

Note the sentence:

á-mùf̃m̃lòowere á-mùf̃m̃-ń-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-ń̀ fish

Substitution Key Word		Pattern
	érirímaaz̃ù	'I ate fish.'
ńd'ù	ńd'ùríríraaz̃ù	
yá	óríríraaz̃ù	
ányị	ányịríríraaz̃ù	
ịk'ùṅkwọ	ányịk'ùrṅkwọ	'We tapped palm wine.'
mụ	ák'ùrṅkwọ	
hã	ák'ùrṅhãṅkwọ	
ịs̃áakwà	ás̃áṅhãákwa ¹	'They washed clothes.'
yá	ọs̃áṅhãakwà	
ịṅụmírí	ọṅụr̃mírí	'He drank water.'
ńd'ù	ńd'ùṅụr̃mírí	
ányị	ányịṅụr̃mírí	
íkúmirí	ányịkúrúmirí	'We dipped up water.'
ńd'ù	ńk'ùkúrúmirí	
hã	ékùrúhãmírí ²	
mụ	ékúrúmmírí	
ịg'ùakwọkwọ	ág'ùr̃máakwọkwọ	'I read.'
yá	ọg'ùr̃akwọkwọ	
ányị	ányịg'ùr̃akwọkwọ	
íríaz̃ù	ányịríríaz̃ù	'We ate fish.'
mụ	érirímaaz̃ù	

¹Mr. Ugorji's pronunciation is ás̃áṅhãákwa.

²Mr. Ugorji's pronunciation is ékùrúhãmírí.

b) Class (L) verbs:

Key Word		Pattern
	<u>òfùreezhí</u>	'She went outside.'
mù	<u>áfùrùmeezhí</u>	
Índ'ù	<u>índ'ùfùreezhí</u>	
íkòjǐ	<u>índ'ùkòrǒjǐ</u>	'Ndu planted yams.'
hã	<u>ákòrǒhãjǐ</u>	
ányị	<u>ányịkòrǒjǐ</u>	
íkòédè (íkò-édè)	<u>ányịkòreédè</u>	'We planted coco yams.'
mù	<u>ákòrǒmeédè</u>	
Índ'ù	<u>índ'ùkòreédè</u>	
ífùezhí (ífù-ezhí)	<u>índ'ùfùreezhí</u>	
yá	<u>òfùreezhí</u>	

c) Class (HL) verbs:

Useful Words:	
àkw'á	egg
ính̄ye/nh̄ye/h̄yé	thing

Key Word		Pattern
	<u>ácòrǒmòòf̄r̄ụ</u>	'I want work.'
Índ'ù	<u>índ'ùcòrǒòf̄r̄ụ</u>	
yá	<u>òcòrǒòf̄r̄ụ</u>	
àkw'á	<u>òcòraakw'á</u>	'He wants eggs.'
ányị	<u>ányịcòraakw'á</u>	
mù	<u>ácòrǒmaakw'á</u>	

hã	ácòròhãakw'á	
ìgáahya	ácòròhììgáahya	
yá	òcòrììgáahya	
ímènhỹòqoma	ómèřènhỹòqoma	'He did a good thing.'
Nd'ù	nd'ùmeřènhỹòqoma	
hã	émèřèhãnhỹòqoma	
ìzùjì	ázùrùhãjì	'They bought yams.'
mù	ázùrùmjì	
ányì	ányìzùrùjì	
ìcòòřù	ányìcòròòřù	'We want work.'
mù	ácòròmòòřù	

d) Mixed classes of verbs:

Key Word		Pattern
	ág'ùrùmaakwukwò	'I read (book).'
ìfùezhí	áfùrùmeezhí	'I went outside.'
yá	òfùreezhí	
ìcòòřù	òcòròòřù	'He wants work.'
ányì	ányìcòròòřù	
ìkòjì	ányìkòròjì	'We planted yams.'
hã	ákòròhãjì	
ìšáakwà	ásàřahãákwa ¹	'They washed clothes.'
Nd'ù	nd'ùšářaakwà	
ìbyáahya	nd'ùbyaraáhya	'Ndu came to market.'

¹Mr. Ugorji's pronunciation: ášářahàákwa

mụ́	ábyàramaáhya	
íríazù	érírímaazù	'I ate fish.'
ányị́	ányị́ríríraazù	
ịvùéde	ányị́vùreéde	'We dug out coco yams.'
hã	ávùrùhèéde	
ímènhỹqoma	émèrèhãnhỹqoma	
mụ́	émèrèmhỹqoma	
ịg'ụ́akwụkwọ	ág'ụ́rụmaakwụkwọ	

Drill 4.2 Transformation Drill

Useful Words:

m̄m̄íĩ	wine
m̄m̄íĩṅkwù	palm wine

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

Key	Sentence
ịkwùég'ò	ókùwùreeg'ò
íkùmíří	ókùrumíří
ịṅụ́mm̄íĩṅkwù	ókùṅụ́f̄mm̄íĩṅkwù
íríří	óríří

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

Key	Sentence
ịkwùég'ò	ákùwùrùmeeg'ò
íkùmíří	ékùrummíří

íṅúmmíṣṅkwù
íríṣí

áṅùrúmmíṣṅkwù
éírímṣí

c. Repeat the exercise with first person plural subject:

Key

Sentence

íkwùég'ò

ányìkwùreeg'ò

íkúúmíṣí

ányìkúrumíṣí

íṅúmmíṣṅkwù

ányìṅùṣṅmmíṣṅkwù

íríṣí

ányìríríṣí

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

Key

Sentence

íkwùég'ò

ákwùrùḥéég'ò

íkúúmíṣí

ékùruḥámíṣí

íṅúmmíṣṅkwù

áṅùrùḥámíṣṅkwù

íríṣí

éíríríḥáṣí

e. Repeat the exercise with impersonal subject:

Key

Sentence

íkwùég'ò

ákwùrùég'ò

íkúúmíṣí

ékúrumíṣí

íṅúmmíṣṅkwù

áṅùṣṅmmíṣṅkwù

íríṣí

éíríríṣí

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

Key

Sentence

íkòjì

ókòròjì

ịvụédé

ịfụ̀t̄eezhí

ọ̀vụ̀reéde

ọ̀fụ̀t̄areezhí

b. Repeat the exercise with first person singular subject:

Key

Sentence

ịkọ̀jí

ákọ̀rọ̀mjí

ịvụ̀édé

ávụ̀rụ̀meéde

ịfụ̀t̄aezhí

áfụ̀t̄arameezhí

c. Repeat the exercise with first person plural subject:

Key

Sentence

ịkọ̀jí

ányịkọ̀rọ̀jí

ịvụ̀édé

ányịvụ̀reéde

ịfụ̀t̄aezhí

ányịfụ̀t̄areezhí

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

Key

Sentence

ịkọ̀jí

ákọ̀rọ̀hájí

ịvụ̀édé

ávụ̀rụ̀hēéde

ịfụ̀t̄aezhí

áfùtarañheezhí

e. Repeat the exercise with impersonal subject:

Key

Sentence

íkọ̀jí

ákọ̀rọ̀jí

ịvụ̀édé

ávụ̀reéde

ịfụ̀t̄aezhí

áfụ̀t̄areezhí

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

Key	Sentence
í zù ñ kwɔ	ó zù rù ñ kwɔ
í ñ ù d ò ktò	ó ñ ù r ù d ò ktò
í g à m í r ì	ó g à r a m í r ì

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

Key	Sentence
í zù ñ kwɔ	á zù r ù ñ kwɔ
í ñ ù d ò ktò	á ñ ù r ù d ò ktò
í g à m í r ì	á g à r a m m í r ì

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

Key	Sentence
í zù ñ kwɔ	á n y ì z ù r ù ñ kwɔ
í ñ ù d ò ktò	á n y ì ñ ù r ù d ò ktò
í g à m í r ì	á n y ì g a r a m í r ì

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

Key	Sentence
í zù ñ kwɔ	á z ù r ù ñ h a ñ kwɔ
í ñ ù d ò ktò	á ñ ù r ù ñ h a d ò ktò
í g à m í r ì	á g à r a ñ h a m í r ì

- e. Repeat the exercise with impersonal subject:

Key	Sentence
í zù ñ kwɔ	á z ù r ù ñ kwɔ

ìhùdòktò

áhùfùdòktò

ìgámířì

ágàramířì

Note 4.3 Question forms:

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

ìlòrònaanyaàsù	(ì-lòrò-na-anyaàsù)
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 ò-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>írírí</u> í	'Did you eat?'
únù	<u>únurírí</u> í	
yá	<u>òrírí</u> í	
ńd'ù	ńd'ò <u>orírí</u> í	
íḡ'ùakwúkwo	ńd'òḡ'ù <u>raakwúkwo</u>	'Did Ndu read?'
ghí	íḡ'ù <u>raakwúkwo</u>	
hã	àḡ'ù <u>ruháakwúkwo</u> ¹	
íḡ'ùmmííḡkwú	àḡ'ù <u>ruháammííḡkwú</u> ²	
únù	<u>únurú</u> íḡ'ùmmííḡkwú	
ónyaa (ónye-à)	ónyòò <u>urú</u> mmííḡkwú	
íkùmmíí	ónyòò <u>okúrumíí</u>	'Did this person fetch water?'
ghí	<u>íkúrumíí</u>	
yá	ò <u>okúrumíí</u>	
íḡsáakwà	òḡ <u>sá</u> ḡakwà	'Did he wash clothes?'
ghí	íḡ <u>sá</u> ḡakwà	
íríí	írúíí	'Did you eat?'

¹Mr. Ugorji: àḡ'ùruháakwúkwo

²Mr. Ugorji: àḡ'ùruháammííḡkwú

b) (L) class verbs:

Useful Word:

ìgbúrụ	cassava
--------	---------

Key Word		Pattern
	ìfùreezhí	'Did you go out?'
únù	ùnufùreezhí	
Ídù	índòòfùreezhí	
ìkòjí	ìndòòkòròjí	'Did Ndu plant yams?'
ghí	ìkòròjí	
yá	òkòròjí	
íyììgbúrụ	òyòrììgbúrụ	'Did she sift cassava?'
únù	ùnuyòrììgbúrụ	
ìvùéde	ùnuvùreéde	'Did you dig out coco yams?'
ónyàà (ónye-à)	ónyòòòvùreéde	
ìfùezhí	ónyòòòfùreezhí	'Did this man go outside?'
hã	àfùrùhëezhí	
ghí	ìfùreezhí	

c) (HL) class verbs:

Key Word		Pattern
	ìcòràázhù	'Do you want fish?'
únù	ùnucòràázhù	
hã	àcòròhãázhù	

	<u>àcòròhaáǝ̀</u>	
ǝ̀gáahya	àgara <u>hã</u> áahya	'Did they go to market?'
Nd'ǝ̀	nd'òqògara <u>á</u> hya	
ǝ̀zúakw̃'a	nd'òqòzúraakw̃'á	'Did Ndụ buy eggs?'
yá	òzúraakw̃'á	
ghǝ̀	ǝ̀zúraakw̃'á	
ímènhǝ̀qoma	ime <u>fe</u> nhǝ̀qoma	'Did you do something good?'
(ímé-nhǝ̀e-qoma)		
únù	ùn <u>ume</u> feuhǝ̀qoma	
hã	è <u>me</u> fehãnhǝ̀qoma	
ídèakw̃kwò	èdere <u>hã</u> áakw̃kwò	'Did they write [a] paper?'
ghǝ̀	íd <u>era</u> ákw̃kwò	
ǝ̀còáǝ̀	ǝ̀còraáǝ̀	'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

	ǝ̀còrakw̃'á	'Do you (sg.) want eggs?'
	ée àcòròmaakw̃'á ¹	
únù	ùn <u>uc</u> òràakw̃'á	
	ée ányǝ̀còraakw̃'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	ányịcq̄raakw̄'á	
Nd'ụ	nd'	òq̄c̄q̄raakw̄'á	
	ée	q̄c̄q̄raakw̄'á	
ịvụèdè	nd'	òq̄vụreéde	'Did Ndu dig out coco yams?'
	ée	q̄vụreéde	
yá	q̄vụreéde		
	ée	q̄vụreéde	
ghị	ịvụreéde		
	ée	ávụryumeéde	
iriażụ	iríriażụ		'Did you (sg.) eat fish?'
	ée	érirímaazụ	
hã	èrírĩhãáżụ ¹		
	ée	érírĩhãáżụ	
únù	ùnuríriazụ		
	ée	ányịríriazụ	
ịkọjí	ùnukq̄rọjí		'Did you (pl.) plant yams?'
	ée	ányịkq̄rọjí	
ónyaa (ónye-à)	ónyòq̄q̄kq̄rọjí		
	ée	q̄kq̄rọjí	
ghị	ịkq̄rọjí		
	ée	ákq̄rọmjí	
ịs̄aakwà	ịs̄aṣaakwà		'Did you (sg.) do the laundry?'

¹Mr. Ugorji: èrírĩhãáżụ

	<u>ìsářaakwà</u>	'Did you (sg.) do the laundry?'
	ée ásářamaakwà	
yá	<u>òsářaakwà</u>	
	ée ósářaakwà	
íṅṅúmṅṅíṅkwù	<u>òṅṅúrúmṅṅíṅkwù</u>	'Did he drink palm wine?'
	ée óṅṅúrúmṅṅíṅkwù	
únù	<u>ùnunṅṅúrúmṅṅíṅkwù</u>	
	ée ányìṅṅúrúmṅṅíṅkwù	
íḡáahya	<u>ùnugaraáhya</u>	'Did you (pl.) go to market?'
	ée ányìḡaraáhya	
Nd'ù	<u>nd'òḡgaraáhya</u>	
	ée óḡgaraáhya	
íkumířì	<u>nd'òokúrumířì</u>	'Did Ndù dip up water?'
	ée ókúrumířì	
ghí	<u>ìkúrumířì</u>	
	ée ékúrummířì	
hã	<u>èkuruñhamířì</u> ¹	
	ée ékùruñhamířì ¹	
ízùážù	<u>àzùruñhãážù</u>	'Did they buy fish?'
	ée ázùruñhãážù	
únù	<u>ùnuzùraážù</u>	
	ée ányìzùraážù	

¹Mr. Ugorj1: èkúruñhãamířì, ékuruñhãamířì

	éé ányịzụraáǹù	
ónyaâ (ónye-à)	ónyọ̀ọ̀zụraáǹù	
	éé ọ̀zụraáǹù	
ị̀cọ̀akw'á	ónyọ̀ọ̀cọ̀raakw'á	'Did this person want eggs?'
	éé ọ̀cọ̀raakw'á	
ghị	ị̀cọ̀raakw'á	
	éé á̀cọ̀rọ̀maakw'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.

<u>Pronunciation</u>	<u>Structure</u>
	-A-
é'g'o	
òlé	
é'g'oóle	é'g'o-óle ¹
jíq̄wéeg'oóle	jí-à-q-w̄-eg'o-óle
	-B-
p'èni	
àsáà	
q̄p'èniàsáà	q̄-w̄-p'èni-àsáà
	-A-
ìkw̄	(H)
ànnq̄	
ágám̄ìkw̄gh̄p'èniannq̄	á-gà-m̄-ìkw̄-gh̄-p'èni-annq̄
	-B-
-gh̄/-gh̄	(negative suffix)
àgágh̄m̄ir̄iyap'èniannq̄	à-gá-gh̄-m̄-ir̄-ya-p'èni-annq̄ ²
	-A-
kà-	(prefix to definite request or suggestion - <u>hortative form</u>)
kám̄k̄q̄n̄gh̄	

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/-ghi		
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

òdìmmá

kámkụ̀onịghịp'enììshíì

-B-

ìzụ̀rụ̀

(HL+) ìzụ̀ + rụ̀

òdìmmá zụ̀rụ̀wanị̀

- Numbers - 1 - 12

ótù

àbụ̀q̄

àt̄q̄

ànnq̄

ìs̄é/ìs̄ó

ìshíì

àsáà

àsá̄t̄q̄

ìtéghete

ìrì

nà-/là-

ìrìlòótù

ìrì-là-ótù

ìrìlàabụ̀q̄

ìrì-là-abụ̀q̄

¹The shift of tone here will be explained later.

1s1/1s11	six
Q di nma. Ka m kuṅn1 g1	All right. Let me pay you
penny 1s1.	six pence.

-B-

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

- - - - -

otu	1
abua	2
atq	3
anq	4
ise	5
1s1	6
asa	7
asatq	8
iteghete	9
ir1	10
na	and
ir1 na otu	11
ir1 na abua	12

²Note that /e/ before /y/ becomes /ɪ/. Similarly /a/ before /y/ becomes /ɪ/, /o/ becomes /u/ and /ɔ/ 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>jiq</u> wéeg'oóle	'How much are these yams?'
únèřáá ¹	<u>únèřáá</u> q>wéeg'oóle	'How much are these bananas?'
mácìsíá ²	<u>mácìsíá</u> q>wéeg'oóle	'How much are these matches?'
épeà	épeàq>wéeg'oóle	'How much are these oranges?'
ánwùřáá ¹	ánwùřááq>wéeg'oóle	'How much is this tobacco?'

Drill 5.2

Useful Words:

shíni/shíli	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'eni <u>asáà</u>	'It is seven pence.'
àbù'ò	óùp'eni <u>abù'ò</u>	
àt'ò	óùp'eni <u>àt'ò</u>	
ànn'ò	óùp'eni <u>ann'ò</u>	
ìs'ó	óùp'eni <u>ìs'ó</u>	
ìshí'ì	óùp'eni <u>ìshí'ì</u>	
àsáà	óùp'eni <u>àsáà</u>	
àsá't'ò	óùp'eni <u>àsá't'ò</u>	
ìtég'hete	óùp'eni <u>ìtég'hete</u>	
ìr'í	óùp'eni <u>ìr'í</u>	
ìr'ílò'òtù	óùp'eni <u>ìr'ílò'òtù</u>	
òtùsh'ínì	óùtùsh'ínì_____	'It is one shilling.'
____nò'òtùp'è'ni	óùtùsh'ínì <u>nò'òtùp'è'ni</u>	
àbù'ò	óùtùsh'ínì <u>nap'è'niabù'ò</u>	
àt'ò	óùsh'ínì <u>àt'òl'ap'è'niabù'ò</u>	
ànn'ò	óùsh'ínì <u>àt'òl'ap'è'nàann'ò</u>	
ìs'é	óùsh'ínì <u>ìs'é'nap'è'nàann'ò</u>	
ìshí'ì	óùsh'ínì <u>ìs'é'nap'è'niìshí'ì</u>	
àsáà	óùsh'ínì <u>àsáàl'ap'è'niìshí'ì</u>	
àsá't'ò	óùsh'ínì <u>àsáàl'ap'è'nàsá't'ò</u>	
ìtég'hete	óùsh'ínì <u>ìtég'hetel'ap'è'nàsá't'ò</u>	
ìr'í	óùsh'ínì <u>ìtég'hetel'ap'è'niìr'í</u>	
ìr'ílò'òtù	óùsh'ínì <u>ìr'ílò'òtul'ap'è'niìr'í</u>	
ìr'ílàabù'ò	óùsh'ínì <u>ìr'ílàabù'ò</u>	'It is 12 shillings.'

Note 5.4 The simple form of certain verbs:

Compare:

ádìmmá	(HL)	á-dì-m-má	'I'm well.'
ìj'òǒrǔ	(HL)	ì-j'e-òǒrǔ	'Are you en route to work?'
éj'èmaáhya	(HL)	é-j'e-mǔ-áhya	'I'm en route to market.'
òléèbìishì	(H)	òléè-ebe-ì-shì	'Where are you [coming] from?'
éshìmaahya	(H)	é-shì-mǔ-ahya	'I'm [coming] from market.'
ìjaañìigbo	(L)	ì-je-añǔ-ìgbo	'Do you know Igbo?'
òǔgírì	(H)	ò-wǔ-gírì	'What is it?'
áwǔmoonyoòwere	(H)	á-wǔ-mǔ-onye-òwere	'I'm an Owerri (person).'

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

Note that *ìwǔ* 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?
íkúmiří	ìj'íkúmiří	Are you going to dip up water?
ínụ	ìj'énụmiří	Are you going to drink water?
ík'ụnkwu	ìj'ék'ụnkwu	Are you going to tap palm?
íkòjị	ìj'ékòjị	Are you going to plant yams?
éde	ìj'ékòédè	Are you going to plant coco yams?
ívù	ìj'eívùédè	Are you going to dig out coco yams?
írì	ìj'írìédè	Are you going to eat coco yams?
ří	ìj'írìří	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.
-íkúmiří	éj'emíkúmiří	I'm going to dip up water.
-ínụmiří	éj'emínụmiří	I'm going to drink water.
-ík'ụnkwu	éj'emík'ụnkwu	I'm going to tap palm (wine).
-íkòédè	éj'emíkòédè	I'm going to plant coco yams.
-íkòjị	éj'emíkòjị	I'm going to plant yams.

	éj'èṃíkòjí	
-ívuédè	éj'èṃívuédè	I'm going to dig out coco yams.
-íríří	éj'èṃíríří	I'm going to eat (food).

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

a)

Key Word		Pattern
	ánòṃṅgáà	'I am here.'
yá	ónòṃṅgáà	
ídi	ódìṅgáà	'It is here.' ¹
há	ádìhàngáà	
íshí	éshihàngáà	'They are from here.'
àbá	éshihàabá	'They are from Aba?'
mù	éshimaaba ²	'I'm from Aba.'
íj'é	éj'èmaabá	'I'm en route to Aba.'
ányì	ányìj'aabá	'We're en route to Aba.'
yá	ój'aabá	'He's en route to Aba.'
ìwù	ówaaba ²	'It is/was Aba.'

¹Note that the place of an inanimate thing is expressed by ídi '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
hã	áwụhãndaàmérikà ¹
ányị	ányịwụndaàmérikà ¹
àbá	ányịwụndaába ¹
mụ	áwụmoonyaába ¹

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

Note the sentence:

ágàmịkwùghịp'enàannó á-gà-mụ-ìkwù-ghị-p'enì-annó
 '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
	ágàṁṁíḡáahya	'I'm going to go to market.'
íḡḡáḡḡ	ágàṁṁíḡḡáḡḡ	'I'm going to buy fish.'
há	ágàḥḥíḡḡáḡḡ	
ínòḡḡáà	ágàḥḥínòḡḡáà	'They're going to be here.'
yá	óḡìínòḡḡáà	
írííḡḡ	óḡìírííḡḡ	'He is going to eat.'
Nd'ù	nd'ùḡìírííḡḡ	
ífùḡḡeezhí	nd'ùḡìífùḡḡeezhí	'Ndu is going to go outside.'
mù	ágàṁṁífùḡḡeezhí	
íḡḡùḡḡktò	ágàṁṁíḡḡùḡḡktò	'I'm going to see the doctor.'
ányì	ányìḡìḡḡùḡḡktò	
ílùḡḡyò (íḡḡá-ḡḡyò)	ányìḡìílùḡḡyò	'We're going to go home.'
há	ágàḥḥíílùḡḡyò	
íḡḡáakwà	ágàḥḥíḡḡáakwà	'They are going to wash clothes.'
mù	ágàṁṁíḡḡáakwà	
íḡḡáakwḡkwò	ágàṁṁíḡḡáakwḡkwò	'I'm going to write.'
yá	óḡìíḡḡáakwḡkwò	
íshíáḡḡ	óḡìíshíáḡḡ	'He's going to cook fish.'
ányì	ányìḡìshíáḡḡ	

	<u>ányìgìíshiaǎ̀</u>	
íj'èòwere	<u>ányìgìíj'òòwere</u>	'We're going to go to Owerri.'
Ídù	<u>índ'ùgìíj'òòwere</u>	
ñha	<u>ágàhìíj'òòwere</u>	
írúǒǒrú	<u>ágàhìírúǒǒrú</u>	'They are going to work.'
mù	<u>ágàmìírúǒǒrú</u>	
yá	<u>ógìírúǒǒrú</u>	
íkòjì	<u>ógìíkòjì</u>	'He's going to plant yams.'
ányị	<u>ányìgìíkòjì</u>	
mù	<u>ágàmìíkòjì</u>	
ìgàahya	<u>ágàmììgàahya</u>	'I'm going to go to market.'

b) Questions and Affirmative Answers:

Key Word	Question Pattern and Answer	
	<u>ìgììzùǎǎ̀</u>	'Are you going to buy fish?'
	éé <u>ágàmììzùǎǎ̀</u>	
únù	<u>ùnugììzuaǎ̀</u>	
	éé <u>ányìgììzùǎǎ̀</u>	
yá	<u>ògììzùǎǎ̀</u>	
	éé <u>ógììzùǎǎ̀</u>	
ìg'ùakwukwọ	<u>ògììg'ùakwukwọ</u>	'Is he going to read?'
	éé <u>ógììg'ùakwukwọ</u>	
ñhá	<u>ágàhììg'ùakwukwọ</u>	

	<u>àgahìíḡ'ùakwúkwo</u>	
	éé <u>ágàhìíḡ'ùakwúkwo</u>	
íshìakw̃'a ¹	<u>àgahìíshìakw̃'a</u>	'Are they going to cook eggs?'
	éé <u>ágàhìíshìakw̃'a</u>	
únù	<u>ùnugìíshìakw̃'a</u>	
	éé <u>ányìḡìíshìakw̃'a</u>	
ífùṭeezhí	<u>ùnugìífùṭeezhí</u>	'Are you going to go outside?'
	éé <u>ányìḡìífùṭeezhí</u>	
ghí	<u>ìḡìífùṭeezhí</u>	
	éé <u>ágàmìífùṭeezhí</u>	
ízùaz̃ù	<u>ìḡìízùaz̃ù</u>	
	éé <u>ágàmùzùaz̃ù</u>	

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

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 nughá mírí.		He's drinking water.
	-A-	
ice		to think, to suppose
ma		that, whether, but
E cere m ma ọ nughá nmanyí nkwu.		I thought that he was drinking palm wine.
	-B-	
ańu		drinking
I je ańu nmanyí nkwu?		Do you (customarily) drink palm wine?

-A-

m̄?m̄/é?è

nà

auxiliary verb for present
action

h̄yémnèe jàaṅú

h̄yé-m-ná-e jè-aṅú

ṅgwò

m̄?m̄ h̄yémnèe jàaṅúwụ-

mm̄t̄ṅgwò

m̄?m̄ h̄yé-m-na-é jè-aṅú-wụ-mm̄t̄ṅ-

ṅgwò

¹This tone shift will be explained later.

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

Compare:

òlééh̄oonyaàmeghe

òléé-h̄yé-onye-à-meghe

'What is this person doing?'

ókògheédè

ókògha-édè

'He is planting coco yams.'

òmeghegírì

ò-meghe-gírì

'What is he doing?'

ókùghamířì

ókùgha-mířì

'He is drinking water.'

écèremmòqṅúghamm̄t̄ṅkwù

é-cère-m-ma-q-ṅúgha-mm̄t̄ṅkwù

'I thought that he was drinking palm wine.'

-A-

uh uh/no

na

ihe m na eje ańu

thing I presently

customarily drink

ngwọ

raffia palm

E-e, ihe m na eje ańu bu

No, what I drink is raffia

nmanyị ngwọ

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.'
ányị	ányịrigheń1

	<u>ányìríghefí</u>	
mù	<u>érìghemfí</u>	
íg'ùakwùkwọ	ág'ùghamaakwùkwọ	'I'm reading.'
yá	óg'ùghaakwùkwọ	
nd'ù	<u>nd'ùg'ùghaakwùkwọ</u>	
íràahya (írè-ahya)	<u>nd'ùrégghaahya</u>	'Ndu is selling.' (-is a salesman)
hà	<u>érèghehàahya</u> ¹	
ìsàakwà	<u>ásàghahàakwà</u> ²	'They are doing laundry.'
mù	ásàghamaakwà	
ányì	<u>ányìsàghaakwà</u>	
ìk'ùkwù	<u>ányìk'ùgharkwù</u>	'We're tapping palm wine.'
yá	ók'ùgharkwù	
ìnwùmmìfí	ónwùghammìfí	'He's drinking wine.'
há	ánwùghahàmmìfí ³	
írífí	<u>érìghèhàfí</u> ⁴	'They're eating.'
yá	órighefí	

¹Mr. Ugorji's pronunciation: érèghehàahya

²Mr. Ugorji's pronunciation: ásàghahàakwà

³Mr. Ugorji's pronunciation: ánwùghahàmmìfí

⁴Mr. Ugorji's pronunciation: érìghèhàfí

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

Key Word	Pattern and Answer	
	<u>ìrìgheřì</u>	'Are you (sg.) eating?'
	ée éřìghemrì	
únù	ùnur <u>ìgheřì</u>	
	ée ányìrìgheřì	
íkùmìřì	ùnukùghemìřì	'Are you dipping up water?'
	ée <u>ányìkùghemìřì</u>	
yá	òkùghemìřì	
	ée ókùghemìřì	
ìrèažù	òrèghaažù	'Is he selling fish?'
	ée órèghaažù	
ńd'ù	ńd'ùòrèghaažù	
	ée órèghaažù	
ìg'ùakwùkwọ	ńd'ùòg'ùghaakwùkwọ	'Is Ndu reading?'
	ée óg'ùghaakwùkwọ	
ghì	ìg'ùghaakwùkwọ	
	ée ág'ùghamaakwùkwọ	
únù	ùnug'ùghaakwùkwọ	
	ée ányìg'ùghaakwùkwọ	
ìrìřì	ùnurìgheřì	
	ée ányìrìgheřì	
ghì	ìrìgheřì	
	ée éřìghemřì	

c) Drill on (HL) class verbs:

Useful Words:	
ánu	meat
cínyèfe	(girl's name)

Key Word		Pattern
	<u>ó</u> dèghaákwúkwo	'He is writing.'
ányị	<u>ányi</u> dèghaákwúkwo	
mụ	<u>é</u> dèghemaákwúkwo	
ịcọq̄r̄ụ	ácọgham <u>ọ</u> q̄r̄ụ	'I am wanting work.'
yá	<u>ọ</u> cọghoq̄r̄ụ	
ịzụanụ	<u>ọ</u> zụghaánụ	'He's buying meat.'
hã	ázụghahãánụ	
Nd'ụ	nd'ụzụghaánụ	
ih̄ụdọktò	<u>nd'ụh̄</u> ughadọktò	'Ndu is seeing the doctor (-receiving treatment).'
ányị	ányi <u>h̄</u> ughadọktò	
ishiři	<u>ányi</u> shigheři	'We are cooking.'
cínyèfe	<u>cínyèfe</u> shigheři	
mú	<u>é</u> shighemři	
ideákwúkwo	édèghemaákwúkwo	'I'm writing.'
yá	ódèghaákwúkwo	

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

Key Word	Pattern	
	ùnudeghaákwùkwọ	'Are you (pl.) writing?'
ghí	ée ányìdegghaákwùkwọ <u>ìdegghaákwùkwọ</u>	
ìzùáǹzù	ée † édèghemaákwùkwọ <u>ìzùghaáǹzù</u>	'Are you (sg.) buying fish?'
yá	ée † ázùghamaáǹzù <u>òzùghaáǹzù</u>	
íshìnhỹe	ée † óshìghenỹe <u>òshìghenỹe</u>	'Is she cooking?'
únù	ée † óshìghenỹe ùnushìghenỹe	
cínyèře	ée † ányìshìghenỹe cínyèřo <u>oshìghenỹe</u>	
ímènhỹe	ée † óshìghenỹe cínyèřoomeghenỹe	'Is Chinyere doing some- thing?'
ghí	ée † ómèghenỹe <u>ìmèghenỹe</u>	
ídèakwùkwọ	ée † ámèghemnhỹe <u>ìdegghaákwùkwọ</u>	'Are you (sg.) writing?'
	ée † édèghemaákwùkwọ	

únù ée ↑ édeghemaákwụkwọ
 ùnudeghaákwụkwọ
 ée ↑ anyideghaákwụkwọ

e) Drill on class (L) verbs:

Useful Word:

écìce thought

Key Word		Pattern
	ákòghamjí	'I'm planting yams.'
yá	ókògha jí	
ìvùéde	òvùgheéde	'He's digging out coco yams.'
ányị	ányìvùgheéde	
cínyèfe	cínyèfèvùgheéde	
ìyòìgbùrụ	cínyèfèyòghìgbùrụ	'Cinyere's sifting cassava.'
mụ	áyòghamìgbùrụ	
ícèécìce	écèghemeécìce	'I'm thinking.'
hã	écèghehèécìce	
Nd'ụ	nd'ùcegheécìce	
ìkòjí	nd'ùkògha jí	'Ndu's planting yams.'
mụ	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	cínyèřqovùgheédè	
	ée óvùgheédè	
íyòìgbùrù	<u>cínyèřqoyoghìgbùrù</u>	'Is Chinyere sifting cassava?'
	ée óyòghìgbùrù	
únù	ùnuyoghìgbùrù	
	ée † ányìyoghìgbùrù	
icèécìce	<u>ùnucegheécìce</u>	'Are you (pl.) thinking?'
	ée † ányìcegheécìce	
hã	<u>èceghehèécìce</u>	
	ée écèghehèécìce	
ìvùédè	ávùgha <u>hèédè</u>	'Are they digging out coco yams?'
	ée ávùghahèédè	
ghí	ìvùgheédè	
	ée † ávùghameédè	

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
òlééhỹ́ııréǵhe		òléé'-hỹe-ı-réǵhe
	-B-	
éréǵhemuunèǵhe		é-réǵhe-mũ-unèǵhe
	-A-	
òlóóle		òlé-óle ¹
ı́réǵheheeg'óóloóle		ı́-réǵhe-ǵa-eg'o-óle ¹ -óle
	-B-	
ówáannop'enı́		ó-wú-annop ¹ -p'enı́
	-A-	
ı́zúı́		(HL)
tóǵǵ		
zúı́ı́ı́ı́ı́ı́lâáı́ǵǵǵ		zúı́-mũ-ı́ı́ı́ ¹ -lâ-áı́ǵ-ǵǵǵ
	-B-	
óđı́ı́má zúı́ı́wanı́		
	-A-	
ı́wè		(L)
ı́wère		(L)
ı́nyè		(H)
céènjı́		

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)

í zùc'a

í zù + c'a (HL)

í zùrùc'a

í zùrù + c'a (HL)

zùrùc'a-anjɪ-ya

zùrùc'a-njɪ-mù-ya

-A-

ò dǐghì

ò-dǐ-ghì

nne

nwanne

nwanne¹

ò dǐghì nwanne

ò-dǐ-ghì nwanne-m

í zù

(L)

kééezùóle

ké-á-ezùóle

-B-

ò dǐmmi 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 nwanne.

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:	é'g'o	'money'	á'ny	'meat'
	á'hya	'market'	í'shí	'head'
	ń'kwụ	'oil palm'	ń'nnị́ (irr.)	'wine'

Class IA

Pattern (´´), high-mid:

Examples:	mí'fí (irr.)	'water'	gí'rí	'what'
	á'g'ụ	'leopard'		

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

Class II

Pattern (´´), low-high:

Examples:	à'hụ	'body'	à'k'w'á	'egg'
	ò'lé	'how many'	à'gá	'going'

èzhí	'compound'	àfù	'going out' (L)
ànyí	'us'	àṅú	'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 (˘˘) high-low:

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

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

Class IV

Pattern (˘˘) 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 (˘˘) noun and with

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

Some nouns and all adjectives (which are rare - we have seen only *óma* 'good') have invariable tone patterns. Among the nouns of this group we have seen are *ákwúkwo*, *óshishi*, *p'èni* (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. *íśá + èzhi* - *íśéezhi* '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	íṅṅ̀ṅkwṅ (``)	íṅṅ̀epe (``)	íṅṅ̀áḥya (``)
+ Class II	írèakw̃'a (``)	íṅṅ̀akw̃'a (``)	íṅṅ̀èzhí (``)
+ Class III	íṅṅ̀ṅgwò (``)	íṅṅ̀unèḥe (``)	íkòédè (``)
+ Class IV	írèàla (``)	íṅṅ̀àla (``)	íṅṅ̀aala (``)
RA form	(H)	(HL)	(L)
+ Class I	óṅṅ̀ṅkwṅ (``)	óṅṅ̀reépe (``)	óṅṅ̀àràḥya (``)
+ Class II	órèraakw̃'a (``)	óṅṅ̀raakw̃'á (``)	óṅṅ̀àreezhí (``)
+ Class III	óṅṅ̀ṅgwò (``)	óṅṅ̀ruúnèḥe (``)	ókòreédè (``)
+ Class IV	órèrààla (``)	óṅṅ̀ràaala (``)	óṅṅ̀àraala (``)
Simple form	(H)	(HL)	(L)
+ Class I	óṅṅ̀ḥya (``)	óṅṅ̀'èḥya (``)	-----
+ Class II	óṅṅ̀aba (``)	óṅṅ̀'èabá (``)	-----
+ Class III	óṅṅ̀nd'ù (``)	óṅṅ̀'èúmùḥyà (``)	ócéécìce (``)
+ Class IV	óṅṅ̀àla (``)	-----	-----

Progressive form	(H)	(HL)	(L)
+ Class I	órègheepe (´´)	òzùghaépe (´´)	òzàghaáhya (´´)
+ Class II	óríghaakw'á (´´)	òzùghaakw'á (´´)	òzàgheezhí (´´)
+ Class III	órèghuunèře (´´)	òzùghuúnèře (´´)	òzàghuúyò (´´)
+ Class IV	órèghaàla (´´)	òzùghaala (´´)	òzàghaala (´´)

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)	(ń)ńwá	+ ók'e (I)	→	ńwóok'è/ńwóok'ó
(I)	ég'ó	+ òlé (II)	→	ég'óóle
(I)	mmíř	+ ńkwù (I)	→	mmířńkwù
(II)	òlé	+ òlé (II)	→	òlóóle
(I)	ég'ó	+ òlóóle (II)	→	ég'óóloóle ¹

Other compounds, with Class III + Class IV nouns in environment 4, have occurred: e.g. mmíř + ńgwò → mmířńgwò 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'ó. 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: àkwùeg'ó 'a paying money', àkwùeg'óóle 'a paying how much money?'.
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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):

ázaáhya' '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 + èzhi' ázéézhi 'sweeping the compound'
 (III) áza + àla ázaàla 'sweeping [the] ground'
 (III) úyò + ámaakò úyòamaakò 'Amako's house'
 (IV) ñku 'wing' + égbé 'hawk' (I) ñkúégbé 'wing of [the] hawk'
 (IV) àla + èzhi' àléézhi '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:

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 { íshí + ážù → íshíážù 'fish head' (m.c.)

Contrast { íshí + òkúkù → íshíòkúkù 'Ndu's head' (p.c.)

Class II + Class III

Note { àžù + únèře → àžùúnèře 'buying bananas' (m.c.)

Contrast { èzhí + òkúkù → èzhíòkúkù 'Ndu's compound' (p.c.)

Class III + Class III

Note { òkúkù + únù → òkúkùúnù 'your (pl.) chicken' (m.c.)

Contrast { úyò + òkúkù → úyòòkúkù 'Ndu's house' (p.c.)

Class IV + Class III

Note { ìt'e + únù → ìt'eúnù 'your (pl.) pot' (m.c.)

Contrast { 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

óbi + òvu 'coucal - a type of bird' → óbiòvu '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 ñí 'food' occur in environment 1 with high tone:

ṛkòjí	'to cultivate yams'
ṛzùjí	'to buy yams'

The 'object/possessive' pronouns are:

m(ù)	'me, my'
ghí	'you (sg.) your (sg.)'
yá	'him (her, etc.), his (hers, its)'
há	'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:

ṛcòm	'to look for me'	(environment 1)
àcòghí	'looking for you'	(environment 4)
íkèleyá	'to greet her'	(environment 1)

Class I + Pronoun (environment 4)

íshì + m̄ → íshim̄ 'my head'

Class II + Pronoun

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

Class III + Pronoun

úyò + yá → úyìyá 'his house'

Class IV + Pronoun

àla + hã → àláhã 'their land'

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

Class I + ànyí

íshìányí 'our heads'

Class II

èzhíányí 'our compound'

Class III

úyaányí 'our house'

Class IV

àláányí 'our land'

Class I + únù

íshìunù 'your (pl.) heads'

Class II

èzhìunù 'your compound'

Class III

úyòunù 'your house'

Class IV

àlaunù 'your land'

Note 7.2 The auxiliary nà/là and je 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 + èrì	írìerì	'to eat (an eating)'
	ík'ù + àk'ù	ík'ùak'ù	'to tap (a tapping (wine))'
	íṣá + àṣá	íṣáaṣá	'to wash (a washing)'
	ínṽ + ànṽ	ínṽanṽ	'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)'
	íkwù + àkwù	íkwùakwù	'to pay (a paying)'
b) Class (HL)	ídì + àdì	ídìadì	'to be (a being)'
	ícò + àcò	ícòacò	'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)'
íyò + ayò	íyòayò	'to return (a returning)'
ídé + èdé	ídéede	'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	íláala	'to go home (a going home)'
ímù + àmù	ímùamù	'to give birth (a giving birth)'
ínù + ànù	ínùanù	'to hear (a hearing)'
íhù + àhù	íhùahù	'to see (a seeing)'
ízù† + àzù†	ízù†azù†	'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

	ífuáfú	'to go out (a going out)'
or	ífuáfù	
	ónàáfù ---	'He is going out ----'
	ónàáfúafú	'He is going out (a going out).'

Drill these examples:

Class (L):

ífuáfù	or	ífuáfú	'to go out (a going out)'
íkòákò		íkòakó	'to cultivate (a cultivating)'
ívùávù		ívùavú	'to dig out (a digging out)'
ínòánò		ínòanó	'to be at (a being at)'
ízùézù		ízùezú	'to be complete (a being complete)'
íyòáyò		íyòayó	'to sift (a sifting)'
ícèécè		ícèecé	'to think (a thinking)'

Verbs with adverbial suffixes:

ífuáafùtá	or	ífuáafutá	'to come out (a coming out)'
ínòduánòdú		ínòduanodú	'to be seated (a being seated)'
(HL) ízúrụazurụ			'to purchase (a purchasing)'

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

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

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.'
ánàmaacòqǒrù	'I'm about to look for work.'
	'I'll look for work now.'

Contrast:

ágàmǐcòqǒrù	'I'm going to look for work.'
ácòghamòqǒrù	'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'èmiíkùmířì '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:

ágàmííkùmířì '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.

ánàmeekúmiří¹ '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:

ékùghemmiří 'I'm dipping water.'

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

éjèmeekúmiří¹ 'I fetch water.'

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

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

hýémnéejèeméwumíří '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?'

éé 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 /h̃/ of hà.

¹míří 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	ánãheeríazù	
íréakw̃'a	ánãheeréakw̃'a	'They're selling eggs.'
yá	ólèeréakw̃a	
íg'ùakwúkwo	ólàag'ùakwúkwo ¹	'He is reading.'
Nd'ù	nd'ùlaag'ùakwúkwo	
ĩsã'jɪ	nd'ùlaasã'jɪ	'Ndu is washing yams.'
ányị	ányinaasã'jɪ	
íkúmiři	ányineekúmiři	'We are fetching water.'
mù	ánàmeekúmiři	
ík'ùŋkwù	ánàmaak'ùŋkwù	'I am tapping wine.'
yá	ólàak'ùŋkwù	
írìunèře	ólèerìunèře	'He is eating bananas.'
hã	ánãheerìunèře	

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

Key Word	Pattern	
	ùnuneerìunèře	'Are you (pl.) eating bananas?'
	ée ányineerìunèře	

¹akwúkwo has an invariable tone.

	ée anyineeríunèře	
ghị	ìleeríunèře	
	ée anàmeeríunèře	
írèjị	ìleeréjị	'Are you (sg.) selling yams?'
	ée anàmeeréjị	
cínyèře	cínyèřọọleeréjị	
	ée ọlèeréjị	
ịsáakwà	cínyèřọọlaasáakwà	'Is Chinyere doing the laundry?'
	ée ọlāasáakwà	
únù	ùnunaasáakwà	
	ée anyịnaasáakwà	
íkúmiřị	ùnuneekúmiřị	'Are you (pl.) fetching water?'
	ée anyịneekúmiřị	
ghị	ìleekúmiřị	
	ée anàmeekúmiřị	

c) Class (HL)

Key Word

Pattern

	ánà <u>ma</u> agúumùáhya	'I'm about to go to Umuahia.'
yá	ọl <u>à</u> agúumùáhya	
íshiažù	ọl <u>è</u> eshiažù	'She's cooking fish.'
mù	án <u>à</u> meeshiažù	
há	án <u>à</u> heeshiažù	
ìl <u>á</u> ulò	án <u>à</u> haalúuyò	'They are about to go home.'

	<u>ánàh̄aalúuyò</u>	
ányị	<u>ányịnaalúuyò</u>	
mụ	<u>ánàmaalúuyò</u>	
ídènh̄yè	<u>ánàmedénh̄yè</u>	'I'm writing something.'
yá	ọ̀lèedénh̄yè	

d) Questions and Affirmative Answers (HL):

Key Word	Pattern	
	ùnuneej'èùmùáh̄yà	'Are you (pl.) en route to Unuahia?'
	ée <u>ányịneej'èùmùáh̄yà</u>	
íshiaž̀ù	<u>ùnuneeshiaž̀ù</u>	
	ée <u>ányịneeshiaž̀ù</u>	
ghị	<u>ìleeshiaž̀ù</u>	'Are you cooking fish?'
	ée <u>ánàmeeshiaž̀ù</u>	
cínyèr̄e	<u>cínyèr̄oq̄leeshiaž̀ù</u>	
	ée <u>ọ̀lèeshiaž̀ù</u>	
ídènh̄yè	<u>cínyèr̄oq̄leedénh̄yè</u>	'Is Chinyere writing something?'
	ée <u>ọ̀lèedénh̄yè</u> ¹	
únù	ùnuneedénh̄yè	
	ée <u>ányịneedénh̄yè</u>	
ílà̀yyò	ùnunaalúyyò	'Are you (pl.) going home?'
	ée <u>ányịnaalúyyò</u>	

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

e) Class (L)

Key Word

Pattern

	<u>ánàmaá</u> fù'èzhì	'I'm going outside.'
hã	ánàhã <u>á</u> fù'èzhì	
ìvù'èdè	ánàhã <u>á</u> vù'èdè	'They're digging up coco yams.'
ányì	ányì <u>naá</u> vù'èdè	
ìnòngáà	<u>ányìnaá</u> nòngáà	'We are (staying) here.'
nd'ù	<u>nd'ùlaá</u> nòngáà	
yá	òla <u>á</u> nòngáà	
ìyò'ìgbùrụ	òlaáyò'ìgbùrụ	'She is sifting cassava.'
mù	ánàmaá <u>á</u> yò'ìgbùrụ	
cínyèfè	cínyèfè <u>laá</u> yò'ìgbùrụ	
ìfù'èzhì	<u>cínyèfèlaá</u> fù'èzhì	'Chinyere is going outside.'
mù	ánàmaá <u>á</u> fù'èzhì	

f) Questions and Affirmative Answers Class (L)

Key Word

Pattern

	<u>ùnunaá</u> fù'èzhì	'Are you (pl.) going outside?'
	éé ányì <u>naá</u> fù'èzhì	
yá	òla <u>á</u> fù'èzhì	
	éé òla <u>á</u> fù'èzhì	
ìkòjí	òla <u>á</u> kòjí	'Is she planting yams?'
	éé òla <u>á</u> kòjí	

	ée	ólaákòjì	
cínyèfè		cínyèřòqolaá <u>kòjì</u>	
	ée	ólaákòjì	
ínòngáà		<u>cínyèřòqolaánòngáà</u>	'Is Chinyere (staying) here?'
	ée	ólaánòngáà	
ghí		ìlaánòngáà	
	ée	ánàmaánòngáà	
há		ànahá <u>ánòngáà</u>	
	ée	ánàháánòngáà	
ífùèzhí		àna <u>há</u> áfùèzhì	'Are they going outside?'
	ée	ánàhááfùèzhì	
únù		ùnunaáfùèzhì	
	ée	ányìnaáfùèzhì	

g) Compound Verbs and Verbs with Adverbial Suffixes:

Key Word		Pattern	
		ánàmaáfùtéezhì	'I'm coming outside.'
yá		ólaáfùtéezhì	
nd'ù		nd'ùlaáfùtéezhì	
ínòdìalà		nd'ùlaánòdáàlà	'Ndu is sitting down.'
ányì		ányìnaánòdáàlà	
há		ánàhá <u>ánòdáàlà</u>	
ízùrùjì		ánàhá <u>azùrùjì</u>	'They are purchasing yams.'
mù		ánàmaazùrùjì	
yá		óla <u>azùrùjì</u>	

	<u>ó</u> làazúrụjị	
ìzúrục 'anịya	<u>ó</u> làazúrục 'anịyá	'He is buying her out.'
ányị	ányịnaazúrục 'anịyá	
ífùtéezhí	<u>ányị</u> náfùtée'zhị	'We're coming outside.'
mụ	ánámáfùtée'zhị	

h) Questions and Affirmative Answers Verbs with Adverbial Suffixes:

Key Word	Pattern	
	<u>ùnuna</u> ánòdáàla	'Are you (pl.) sitting down?'
	ée ányịnaánòdáàla	
ghị	ìlaánòdáàla	
	ée ánàmaánòdáàla	
ámaakọ	ámaakọ̀laánòdáàla	
	ée <u>ó</u> làánòdáàla	
ífùtéezhí	<u>ámaakọ̀</u> laáfùtée'zhị	'Is Amako coming outside?'
	ée <u>ó</u> làáfùtée'zhị	
únù	ùnuna <u>á</u> fùtée'zhị	
	ée ányịnaáfùtée'zhị	
ìzùreedè	<u>ùnuna</u> azùreedè	'Are you (pl.) purchasing coco yams?'
	ée ányịnaazùreedè	
ghị	ìlaazùreedè	
	ée ánàmaazùreedè	

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.

<u>Pronunciation</u>	<u>Structure</u>
-A-	
òléèṅga	òléé-ṅga
ùgbúà/ùgbúò	ùgbú-à
òléèṅgaányịnuugbúò	òléé-ṅga-ányị-nọ-ugbú-ò
-B-	
ányịnọnọqlú	ányị-nọ-na-qlú
-A-	
èèè	
írù	(HL)
èèè ànyịerúweloòwere	èèè ànyị-erúwe-le-òwere
-B-	
gàla	
ánya	
òdighị òweregalađanyaṅgáà	
-A-	
ág'ụ̀	
íṅwé	(H)
íṅwéik'e	(HL) íṅwé-ik'e
ịkwụ̀shị	(H)
ríe	('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 Owerrị?	Have we begun to reach Owerrị?
	-B-
gala	still
anya	far
Ọ dighị, Owerrị gala di anya ngaa.	No, Owerrị 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

áǵ'ùùabyaalam ànyị̀ṛweṛí-
 ík'ìkwùshíríenhyé

áǵ'ùù-abyala-m ànyị̀-
 ṛweṛe-ík'e-ìkwùshí-ríe-nhyé

-B-

íhũ

líihũ

óǵìmmá ányị̀írírínáahyáá-
 díányị̀niihũ

lá-íhũ

ányị̀-ga-íri-ń-na-ahya-à-
 dí-ányị̀-na-íhũ

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

Note the sentences:

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

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

òǵdíghị (ò-dí-ghị) 'No!'

The suffix -ghí/-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 ícọ́ 'to want', which occur in RA form with present (or 'timeless') meaning, also accept this suffix.

Thus ácọ́rọ́m 'I want' contrasts with ácọ́gham 'I am looking for' and, in the first sense, accepts this negative: àcọ́ghim 'I don't want'. Similarly écèrem 'I think' contrasts with écèghem 'I am thinking' and, in the former sense, has the negative form ècéghim '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, ányị̀, 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 $\dot{\text{in}}\dot{\text{o}}$ 'to be at' the forms are:

$\dot{\text{a}}\dot{\text{n}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{m}}\dot{\text{n}}\dot{\text{u}}\dot{\text{u}}\dot{\text{y}}\dot{\text{o}}$	'I'm not at home.'
$\dot{\text{i}}\dot{\text{n}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{n}}\dot{\text{u}}\dot{\text{u}}\dot{\text{y}}\dot{\text{o}}$	'You (sg.) are not at home.'
$\dot{\text{o}}\dot{\text{n}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{n}}\dot{\text{u}}\dot{\text{u}}\dot{\text{y}}\dot{\text{o}}$	'He (etc.) is not at home.'
$\dot{\text{a}}\dot{\text{n}}\dot{\text{y}}\dot{\text{i}}\dot{\text{a}}\dot{\text{n}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{n}}\dot{\text{u}}\dot{\text{u}}\dot{\text{y}}\dot{\text{o}}$	'We are not at home.'
$\dot{\text{u}}\dot{\text{n}}\dot{\text{u}}\dot{\text{a}}\dot{\text{n}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{n}}\dot{\text{u}}\dot{\text{u}}\dot{\text{y}}\dot{\text{o}}$	'You (pl.) are not at home.'
$\dot{\text{a}}\dot{\text{n}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{h}}\dot{\text{a}}\dot{\text{n}}\dot{\text{u}}\dot{\text{u}}\dot{\text{y}}\dot{\text{o}}$	'They are not at home.'
$\dot{\text{a}}\dot{\text{n}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{n}}\dot{\text{u}}\dot{\text{u}}\dot{\text{y}}\dot{\text{o}}$	'Nobody is at home.'

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

$\dot{\text{o}}\dot{\text{d}}\dot{\text{i}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}$	'No.' ('it isn't')
$\dot{\text{i}}\dot{\text{m}}\dot{\text{a}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}$	'You (sg.) don't know.'
$\dot{\text{o}}\dot{\text{m}}\dot{\text{a}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}$	'He (etc.) doesn't know.'
(contrast $\dot{\text{a}}\dot{\text{m}}\dot{\text{a}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}\dot{\text{m}}$	'I don't know.')

Although some speakers can be heard putting all low tones on $\dot{\text{a}}\dot{\text{n}}\dot{\text{y}}\dot{\text{i}}$ and $\dot{\text{u}}\dot{\text{n}}\dot{\text{u}}$ - 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 $\dot{\text{a}}\dot{\text{n}}\dot{\text{y}}\dot{\text{i}}\dot{\text{a}}\dot{\text{c}}\dot{\text{o}}\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}$ -----.

Note that negatives with $-\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}$ 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 $-\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}/-\dot{\text{g}}\dot{\text{h}}\dot{\text{i}}$

- a) With $\dot{\text{i}}\dot{\text{m}}\dot{\text{a}}$ 'to know' (HL)

Useful Word:

$\dot{\text{i}}\dot{\text{k}}\dot{\text{w}}\dot{\text{u}}$ (HL) to say, to speak

Key Words	Pattern	
	<u>àmághìmh̃yē</u> ɛ̀còrɔ	'I don't know what he wants.'
yá	ò <u>mághìh̃yē</u> ɛ̀còrɔ	
nd'ù	nd'ù <u>amághìh̃yē</u> ɛ̀còrɔ	
írì	nd'ù <u>amághìh̃yē</u> ɛ̀rìrì	'Ndu doesn't know what you ate.'
ányì	<u>ányì</u> amághìh̃yēɛ̀rìrì	
cínyèfè	cínyèfè <u>amághìh̃yē</u> ɛ̀rìrì	
ìzù	<u>cínyèfè</u> amághìh̃yēɛ̀zùrù	
mù	àmághìmh̃yēɛ̀zùrù	
hã	àmághìh̃h̃yēɛ̀zùrù	
ìkwù	àmághìh̃h̃yēɛ̀kwùrù	'They don't know what you said.'
yá	ò <u>mághìh̃yē</u> ɛ̀kwùrù	

b) With ɛ̀cò 'to want' (HL)

Key Words	Pattern	
	à <u>còghì</u> ɛ̀m̀gámířì	'I don't want to go to the water.'
yá	ò <u>còghì</u> ɛ̀m̀gámířì	
ñjòk'ù	ñjòk'ù <u>acòghì</u> ɛ̀m̀gámířì	
ìbyàngáà ¹	<u>ñjòk'ù</u> acòghìɛ̀byàngáà	
hã	à <u>còghì</u> h̃h̃yēɛ̀byàngáà	
cínyèfè	cínyèfè <u>acòghì</u> ɛ̀byàngáà	
ìh̃ùdòktò	<u>cínyèfè</u> acòghìɛ̀h̃ùdòktò	'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'ù	<u>ányịàcòghì</u> íkèlènd'ù	'We don't want to greet Ndu.'
yá	òcòghì <u>íkèlènd'ù</u>	
íshìjị	òcòghì <u>ishìjị</u>	'She doesn't want to cook chicken.'
mù	àcòghì <u>mìishìjị</u>	

c) With íṅwé 'to have' (H)

Key Word	Pattern	
	èṅwéghì <u>muunèře</u>	'I don't have bananas.'
yá	òṅwéghì <u>unèře</u>	
ányị	ányịèṅwéghì <u>unèře</u>	
àkw'á	<u>ányịèṅwéghì</u> àkw'á	
nd'ù	nd'ùèṅwéghì <u>àkw'á</u>	
úyò	<u>nd'ùèṅwéghì</u> úyò	'Ndu doesn't have a house.'
hã	èṅwéghìhã <u>úyò</u>	
áẓù	èṅwéghìhã <u>áẓù</u>	'They don't have fish.'
pòsòófìs	èṅwéghìhã <u>pòsòófìs</u>	'They don't have [a] postoffice.'
ndìólụ	ndìólụèṅwéghì <u>pòsòófìs</u>	
ánụ	<u>ndìólụèṅwéghì</u> ánụ	
ghị	<u>ìṅwéghì</u> ánụ	
mù	èṅwéghì <u>maánụ</u>	

d) With ìwù 'to be' (H)

Key Word	Pattern	
	<u>àwùghìmoonyoòwere</u>	'I'm not an Owerri person.'
yá	<u>òwùghoonyoowère</u>	
cínyèře	<u>cínyèřaáwùghoonyoòwere</u>	
hã	<u>àwùghìhãndoòwere</u>	'They are not Owerri people.'
àbá	<u>àwùghìhãndaába</u>	'They are not Aba people.'
ányị	<u>ányịawùghìndaába</u>	
àmérikà	<u>ányịawùghìndaámerikà</u>	'We are not Americans.'
únù	<u>únuawùghìndaámerikà</u>	
mù	<u>àwùghimoonyaámerikà</u>	
òwere	<u>àwùghimoonyoòwere</u>	

e) With ìnò 'to be at'

Key Word	Pattern	
	<u>ònoğhùlúuyò</u>	'He's not at home.'
mù	<u>ànòghìmnúuyò</u>	
Njók'ù	<u>̀njók'ùanòghìlúuyò</u>	
lá-ahya	<u>̀njók'ùanòghìláahya</u>	'Njoku is not at market.'
ányị	<u>ányịanòghìláahya</u>	
hã	<u>ànòghìhãnáahya</u>	
làskùul ¹	<u>ànòghìhãnaskùul</u>	'They aren't at school.'
únù	<u>únuanòghìláskuul</u>	

únuanòghìláskuùl
ghì ìnòghìláskuùl

f) Questions with Negative answers:

Key Word	Question	Answer (following òdíghì or m ? m)
	ìmahỹóq̄c̄q̄r̄q̄	àmághìmhỹóq̄c̄q̄r̄q̄
íṅwé	ìṅwéřehỹóq̄c̄q̄r̄q̄	èṅwéghìmhỹóq̄c̄q̄r̄q̄
únù	únunwéřehỹóq̄c̄q̄r̄q̄	ányìenwéghìhỹóq̄c̄q̄r̄q̄
áẓù	únunwéřaaẓù	ányìenwéghaaẓù
yá	òṅwéřaaẓù	òṅwéghaaẓù
ìwụ	òwụáẓù	òwụghaaẓù
ónyoòwere	òwụonyoòwere	òwụghóonyoòwere
cínyèře	cínyèřeowụonyoòwere	òwụghóonyoòwere
dóktò	cínyèřeowụdóktò	òwụghùdóktò

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

1. Class (H) verbs:

a)

Key Word	Pattern	
	ànághìmeeríáẓù	'I don't eat fish.'
ányì	ányìanàgheeríáẓù	
íréakw̃'a	ányìanàgheeréák̃'a	'We don't sell eggs.'
h̃á	ànághìh̃eeréák̃'a	
yá	ònághèeréák̃'a	
ìg'ùakwụkwọ	ònághàag'ùakwụkwọ	'He doesn't read.'
nd'ù	nd'ùánàghaag'ùakwụkwọ	

	nd'ùánàghaag'ùakwukwọ	
íkúmiří	nd'ùánàgheekúmiří	'Ndu isn't fetching water.'
mù	ánághimeekúmiří	
íríazù	ánághimeeríazù	

b) Questions and Negative Answers:

Key Word	Pattern	
	ùnuneeríazù	
	òdíghì ányíanàgheeríazù	
hã	ànañeeríazù	
	òdíghì ànághìñeeríazù	
ík'ùŋkwù	ànañaaak'ùŋkwù	'Are they about to tap wine?'
	òdíghì ànághìñaaak'ùŋkwù	
ghí	ìlaak'ùŋkwù	
	òdíghì ànághìmaak'ùŋkwù	
ìŋùmiří	ìlaaŋùmiří	'Are you drinking water?'
	òdíghì ànághìmaaŋùmiří	
cínyèře	cínyèřeqlaaŋùmiří	
	òdíghì ònághàaŋùmiří	
ìsãakwà	cínyèře qlaašãakwà	
	òdíghì ònághàašãakwà	
únù	ùnunaasãakwà	
	òdíghì ányíanàghaašãakwà	
íríazù	ùnuneeríazù	
	òdíghì ányíanàgheeríazù	

2. Class (HL)

a)

Key Word		Pattern
	ànághìmaagáumùáhyà	'I don't go to Unuahia.'
̀ǹj̀òk̀'̀ù̀	̀ǹj̀òk̀'̀ù̀aǹghaagáumùáhyà	
̀í̀r̀ú̀õ̀r̀ú̀	̀ǹj̀òk̀'̀ù̀aǹghaar̀ú̀õ̀r̀ú̀	'Njoku doesn't work.'
̀á̀nỳì̀	̀á̀nỳì̀aǹghaar̀ú̀õ̀r̀ú̀	
̀ì̀bỳá̀ahyà	̀á̀nỳì̀aǹghaabyáahyà	'We don't come to market.'
̀h̃á̀	̀ánághìh̃aabyáahyà	
̀ì̀l̀á̀uyò̀	̀ánághìh̃aalúuyò̀	'They don't go home.'
̀m̀ú̀	̀ánághìmaalúuyò̀	
̀ì̀g̀á̀umùáhyà	̀ánághìmuagáumùáhyà	'I don't go to Unuahia.'

b) Questions and Negative Answers:

Key Word		Pattern
	̀ì̀neej̀'áahyà	'Are you off to market?'
	̀m̀?̀m̀ ànághìneej̀'éahyà	
̀á̀maak̀ò̀	̀á̀maak̀ò̀ò̀leej̀'áahyà	
	̀m̀?̀m̀ ònághèej̀'áahyà	
̀í̀r̀ú̀õ̀r̀ú̀	̀á̀maak̀ò̀ò̀naar̀ú̀õ̀r̀ú̀	
	̀m̀?̀m̀ ònághàar̀ú̀õ̀r̀ú̀	
̀ú̀ǹù̀	̀ù̀nunaar̀ú̀õ̀r̀ú̀	
	̀m̀?̀m̀ ányaanàghaar̀ú̀õ̀r̀ú̀	
̀ì̀l̀á̀uyò̀	̀ù̀nunaalúuyò̀	
	̀m̀?̀m̀ ányaanàghaalúuyò̀	

m̃m̃ ányaanàghaalúuyò
 ñá
 ànañhaalúuyò
 m̃m̃ ànaghìñhaalúuyò

3. Class (L) Verbs:

a)

Key Word		Pattern
	òlágghàáyòìgbùrù	'She doesn't sift cassava.'
mù	ànaghìmaáyòìgbùrù	
ìzàèzhí	ànaghìmaázèèzhí	'I don't sweep the compound.'
cínyèfè	cínyèfàánàghaázèèzhí	
ìkòjì	cínyèfàánàghaákòjì	'Cinyere doesn't cultivate yams.'
fiá	ànaghìñhaákòjì	
édè	ànaghìñhaákòédè	'They don't cultivate coco yams.'
ányì	ányaanàghaákòédè	
ìvù	ányaanàghaávùédè	'We don't dig out coco yams.'
ámaakò	ámaakòanàghaávùédè	

b) Questions and Negative Answers:

Key Word		Pattern
	ìlaákòédè	
	ànaghìmaákòédè	
ùnù	ununaákòédè	
	òdíghì ányaanàghaákòédè	
ìyòìgbùrù	ùnunaáyòìgbùrù	

	ùnunaáyò'ìgbùrụ
	òdíghị ányaanàghaáyò'ìgbùrụ
yá	òlaáyò'ìgbùrụ
	òdíghị òhàghaáyò'ìgbùrụ
ìfùezhí	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
ṅwábèkéè	-	white man
dí	-	husband
íkpe	-	judgement, proper name (male)
ìmù	-	to learn, to study
nnà	-	father
ókwu	-	talk, speech
cídì	-	'God is' - proper name (male)

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
òléé'èbìnnòé'cì		òléé'-ebe-ì-nò-é'cì
	-B-	
ánòmnáahya		
	-A-	
mme/mgbe/mà		
ìháfù		(H + L - compound verb)
òléé'mmíìjìháfù		òléé'-mme-í-jì-háfù
	-B-	
élekere		
áháfùrumléelekeraá'ò		á-háfùrù-m-lá-elekere-á'ò
	-A-	
òléé'hÿìimègheláahya		òléé'-hÿe-ì-mèghe-lá-ahya
	-B-	
ázùghamnhÿe		á-zùgha-m-nhÿe
	-A-	
òléé'hÿììzùrù		òléé'-hÿe-ì-zùrù
	-B-	
ákwùkwò'fì		ákwùkwò-fì
tómátò		

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-A-
Ole ebe 1 nọ eci?	Where were you yesterday?
	-B-
Anọ 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 atọ.	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-
akwukwọ nri	vegetables (leafy)
tomato	tomatoes

éìlìlì
 ázùrùmaákwùkwòfí
 làáẓù làánù làtomátò
 lèéìlìlì

-A-

ìkpù
 ób'ỹáã
 ìlaakpùob'ỹáã

ì-la-akpù-ob'ỹáã

-B-

ógò

-duo

(adverbial suffix for
 incipient action)

ìbyáduo

(HL) ìbyá-duo

éé ñdògògòmbyáduo

-A-

íkèle

(L)

òdìmmá kèlénìhámáñhábya

kèlénì-ñhá-mme-ñhá-byá

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:

ì e
 † a
 u o
 ỳ ó

e
 a
 o
 ó

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

-A-

ikpu	to entertain
ọbia	guest
Ila akpu ọbia?	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 dį nma, keleni ha ma ha bia.	Fine. Greet them (for me) 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!'
	ṅúq̄	'Drink!'
	rúq̄	'Work!'
	g'úq	'Read!'
	ṅwée	'Have!'
(HL)	cq̄q̄	'Search!'
	j'ée	'Go!'
	dée	'Write!'
	zúq̄	'Buy!'
	shié	'Cook!'
	mée	'Do!'
(L)	fúq̄	'Go out!'
	kq̄q̄	'Cultivate!'
	vúq̄	'Did out!'
	yq̄q̄	'Sift!'
	zǎǎ	'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:

fùṭéézhí	(fùṭá + èzhí)	'Come outside!'
zùrúmuunèře	(zùrú + mú + 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!'
h̃ù'njòkù	'See Njòkù!' (h̃ù + ñjòkù)
h̃ù'nd'ù	'See Ndu!'
yùúyò	'Return to the house!' (yò-úyò)
yò'ála	'Come down!'
gá'	'Go!'
gà'ahyá	'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)!'
gà'ahyá	'Go to market!'
gàáahyá	'Go to market (please)!'

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

byáá'ngáá	'Come here!'
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¹Verbs of this group which have occurred to date are: ìnú 'to hear', ìh̃ù 'to see', ìdì 'to be', ìyò 'to return', ìnyé 'to give', ìjì 'to hold', ìlá/ìná (auxiliary for present action).

Others in this group include:

ìgwá	'to tell' (HL)	ìká	'to surpass' (H)
ìkwé	'to agree, to approve' (HL)	ìzá	'to answer' (H)

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

- b'ée'ezh₁ 'Enter the yard.' (b'á-ézh₁)
 b'áá'ngáà '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!'
 zán'jókù 'Answer Njókù!' (zá + ò'jókù)

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) fù'ónèezhí '(You plural) go outside!'

Verbs without vowel suffix:

- (H) nyénicéènj '(You plural) give change!'
 (HL) byán'ngáà '(You plural) come here!'
 (L) b'ánùúyò '(You plural) go in the house!'

With Adverbial suffixes:

- fù'ánèezhí '(You plural) come outside!'
 kèlénihá '(You plural) greet them!'
 (Contrast: kèlénihã 'Greet them then!')

Drill 9.1 The imperative:

Key Word		Pattern
	shíéří	'Cook food!'
íkẁ̀	kwúqří	'Pay food (not money).'
írí	ríéří	'Eat!'
édè	ríeedè	'Eat coco yams!'
ákẁ́'á	ríeákẁ́'a	'Eat eggs!'
íg'ù	g'úáákẁ́'a	'Count eggs!'
ńkwù	g'úqřkwù	'Count palms!'
írè	réeqřkwù	'Sell palms!'
mmí†	réemmí†	'Sell wine!'
ìgbùrù	ré†ìgbùrù	'Sell cassava!'
íjí	jíìgbùrù	'Use cassava!'
ívù	vù†ìgbùrù	'Dig up cassava!'
íyò	yù†ìgbùrù	'Sift cassava!'
ízùrù	zùrù†ìgbùrù	'Purchase cassava!'
ànnó	zùrù'ànnó	'Purchase four!'
ìshíì	zùrììshíì	'Buy six!'
ótù	zùrótù	'Buy one!'
únèře	zùrúnèře	'Buy bananas!'
àbá	zùràába	'[Go] buy Aba [if you're all that rich]!'
ìnqřq	nqřáába	'Stay at Aba!'
ámérikà	nqřááamerikà	'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 (') g^àáhyá' 'Go to market!'

Class II nouns have their second tone pattern -

mid high (' ') f^ùṭéézh₁ 'Come outside!'

Class III nouns have their first tone pattern -

high low (' `) z^áúuyò 'Sweep the house!'

Class IV nouns have their first tone pattern -

low low (` `) y^óàla 'Come down!'

Note 9.3 The Subsequential Form of the Verb

íkw^ìsh^ìr^ìn^ìh^é '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	
c ^ò ó	'Search!'	----c ^ó ó	'--and look for'
z ^ù ó	'Buy!'	----z ^ú ó	'--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'
byáàṅgáà	'Come here!'	--byáàṅgáà	'--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.'
óḡìíbyá 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) -

ónòdùrùṅṅómířì	'He stayed and drank water.'
ányìḡìíṅṅòdùrùṅṅómířì	'We are going to stay and drink palm wine.'
ágàhìíḡṅṅòdùrùṅṅómířì	'They are going to go out and fetch water.'

Class (HL) -

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

Class (L) -

cínyèfegìíbyákèláányì	'Cinyere is going to come and greet us.'
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Polysyllabic Verbs -

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

Examples which have occurred in dialogues to date:

ányìnwefiík'eìkwùshiriehỹé	'Could we stop and eat something?'
òléémííjìháfù	'What time did you (use and) leave?'

Drill 9.2 The Subsequential Form

Key Word		Pattern
	ót'èrezurhỹé	'He woke up and bought something.'
ńkwù	ót'èrezurhỹéńkwù	'He woke up and bought palms.'
ík'ù	ót'èrekurhỹé	'He woke up and tapped palm wine.'
ńwám	ńwámót'èrekurhỹé	'My child woke up and tapped wine.'
nd'ù	nd'ùt'èrekurhỹé	'Ndu woke up and tapped wine.'
íshì	nd'ùt'èreshienkwù	'Ndu woke up and cooked palm fruit.'
àkw'á	nd'ùt'èreshieàkw'á	'Ndu woke up and cooked eggs.'
ányì	ányìt'èreshieàkw'á	'We woke up and cooked eggs.'
írì	ányìt'èreriaàkw'á	'We woke up and ate eggs.'
ílà	ányìlararíàkw'á	'We went home and ate eggs.'
íré	ányìlararéàkw'á	'We went home and sold eggs.'

	<u>ányì</u> lararéaákŵ'a	
há	álàraḥaréa <u>ákŵ'</u> a	'They went home and sold eggs.'
ří	álàraḥaré <u>éří'</u>	'They went home and sold food.'
èzhí	álàraḥar <u>éé</u> èzhí	'They went home and sold [their] home- stead.'
íbyá	ábyàra <u>haréé</u> èzhí	'They came [home] and sold [their] home- stead.'
ízá	ábyàra <u>ḥazáéé</u> èzhí	'They came [home] and swept [their] compound.'
ényì	ényìbyaraz <u>áéé</u> èzhí	'[My] friend came and swept [the] compound.'
ínò	ényì <u>nořqz</u> áééèzhí	'[My] friend stayed and swept the compound.'
íg'ù	ényì <u>nořqg'úe</u> èzhí	'[My] friend stayed and counted the home- steads.'
ég'ò	ényì <u>nořqg'úeeg'</u> ò	'[My] friend stayed and counted the money.'
íyò	ényì <u>yorořqg'úeeg'</u> ò	'[My] friend returned and counted the money.'
mù	áyò <u>romg'úeeg'</u> ò	'I returned and counted the money.'
íkwù	áyò <u>romkwúeeg'</u> ò	'I returned and paid the money.'
ífùṭa	áfù <u>ṭaramkwúeeg'</u> ò	'I came out and paid the money.'
ínòdù	ánò <u>durumkwúeeg'</u> ò	'I sat down and paid the money.'

Note 9.4 Second clauses with the same subject with the auxiliary
là/nà:

ó₁làagáahyá láàzúaẓù 'He goes to market and buys
fish.'

In this example the auxiliary verb í₁là/í₁ná (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 àẓù, does not have the characteristic tone of environment 2 but rather tone pattern 1 (´) after this auxiliary.

Drill 9.3 í₁là in both clauses; jè in first clause lá/ná in the second

Key Word		Pattern
	í ₁ làagáahyá láàzúaẓù	'You go to market and buy fish.'
yá	ó ₁ làagáahyá láàzúaẓù	
íjè	ó ₁ jàagáahyá láàzúaẓù ¹	'He goes to market and buys fish.'
ányì	ányìjaagáahyá láàzúaẓù ¹	
òwere	ányìjaagóòwere láàzúaẓù ¹	
ízùtagàrí	ányìjaagóòwere láàzùtagàrí ¹	'We go to Owerri and purchase garí.'
nḥyè	ányìjaagóòwere láàzùtanḥyè ¹	'We go to Owerri and buy things.'
íbyá	ányìjaabyóòwere láàzùtanḥyè	'We come to Owerri and buy things.'
là	ányìnaabyóòwere láàzùtanḥyè	'We come to Owerri and buy things.'

¹Note that lá-/ná- normally occurs in the second clause after first clauses with jè as well as those with í₁là.

íhùnnem	ányìnaabyóòwere láàzùtanhÿé ányìnaabyóòwere láàhùnnem	'We come to Owerri and see my mother.'
ḡwánnemḡwaànyị	ḡwánnemḡwaànyịnaabyóòwere láàhùnnem	'My sister comes to Owerri and sees my mother.'
àbá	ḡwánnemḡwaànyịnaabyáába láàhùnnem	
írèakw̃'a	ḡwánnemḡwaànyịnaabyáába léèráakw̃'a	'My sister comes to Aba and sells eggs.'
ḡwíỹéya	ḡwíỹéyanaàabyáába léèráakw̃'a	'His wife comes to Aba and sells eggs.'
ínònúuyò	ḡwíỹéyanaàánònúuyò léèráakw̃'a	'His wife stays at home and sells eggs.'
ízèezhí	ḡwíỹéyanaàánònúuyò láazéezhí	'His wife stays at home and sweeps the yard.'
há	ánàhàánònúuyò láazéezhí	'They stay home and sweep the yard.'
íjímíří	ánàhèejímíří láazéezhí	'They use water and [to] sweep the yard.'
íshíofe	ánàhèejímíří léèshíofe	'They use water and [to] cook soup.'
ánụọkụkọ	ánàhèejíanụọkụkọ léèshíofe	'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.'
íwèṭa	ógàghaáhya <u>éwèṭághaažù</u>	'He is going to market [and] bringing [back] fish.'
íy ₁	ógàghííy ₁ <u>éwèṭághaažù</u>	'He is going to [the] river [and] bringing [back] fish.'
íkùṭemíř ₁	ógàghííy ₁ <u>èkùṭeghemíř₁</u>	'He is going to [the] river [and] fetching water.'
ány ₁	ány ₁ gaghííy ₁ <u>èkùṭeghemíř₁</u>	'We are going to [the] river [and] fetching water.'
ířùḡṛṛù	ány ₁ gaghííy ₁ <u>àřùghḡṛṛù</u>	'We are going to [the] river [and] working.'
ìkòṭeekpèné	ány ₁ gaghííy ₁ <u>ìkòṭeekpèné</u> <u>àřùghḡṛṛù</u>	'We are going to Ikot Ekpene [and] working.'
ínò	ány ₁ noğhííy ₁ <u>ìkòṭeekpèné</u> <u>àřùghḡṛṛù</u>	'We are staying in Ikot Ekpene [and] working.'
ìcò	ány ₁ noğhííy ₁ <u>ìkòṭeekpèné</u> <u>àcòghḡṛṛù</u>	'We are staying in Ikot Ekpene [and] cooking for work.'

	<u>ányìnoghíìkòtèekpèné</u>	
	àcòghoḡṛù	
léyḡòs (ɿ) [Lagos]	<u>ányìnogháléyḡòs</u> àcòghoḡṛù	'We are staying in Lagos [and] looking for work.'
ndaába	ndaábanògháléyḡòs àcòghoḡṛù	'The Aba people are staying in Lagos looking for work.'
ìbyá	ndaábabyàgháléyḡòs <u>àcòghoḡṛù</u>	'The Aba people are coming to Lagos [and] looking for work.'
ìzùahya	ndaábabyàgháléyḡòs àzùghaahyá	'The Aba people are coming to Lagos [and] shopping.'
írù	<u>ndaábarùgheléyḡòs</u> àzùghaahyá	'The Aba people are getting to Lagos [and] shopping.'
yá	òrùgheléyḡòs <u>àzùghaahyá</u>	'He is getting to Lagos [and] shopping.'
ìcòeg'ò	<u>òrùgheléyḡòs</u> àcòghee'gò	'He is getting to Lagos [and] needing money.'
mù	<u>érùghemléyḡòs</u> àcògheeg'ò	'I'm arriving in Lagos [and] needing money.'
ígá	ágàghamléyḡòs <u>àcògheeg'ò</u>	'I'm going to Lagos [and] looking for money.'
ìmùákwùkwò	ágàghamléyḡòs ámùgháakwùkwò	'I'm going to Lagos [and] studying.'
skùùl	ágàghamskùùl ámùgháakwùkwò	'I'm going to school and studying.'
hã	ágàghahãskùùl ámùgháakwùkwò	'They're going to school [and] studying.'

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

Note the sentence:

òléèmmííjìháfù '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:

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

òlééhííjìméeyá '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 jè - the time being imminent future:

òlòót'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:

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

Drill 9.5 íjì with subsequential verb forms:

Key Word		Pattern
	ójìákadea <u>akwukwọ</u>	'He wrote books by hand.'
ànnọ́	ójìákadea <u>ánnọ</u>	'He wrote four by hand.'
ívvù	ójìákavù <u>ánnọ</u>	'He dug out four by hand.'
ákíyá	ójìákíyá <u>vùánnọ</u>	'He dug out four by himself.'
ízzù	ójìákíyáz <u>vùánnọ</u>	'He bought four by himself.'

	ójiákíyáz <u>u</u> áánnó	
únèře	ójiákíyáz <u>u</u> uunèře	'He bought bananas himself.'
ík'íyá	ójiík'íyáz <u>u</u> uunèře	'He bought bananas on his own authority.'
ányì	ányìjìík'aányì <u>z</u> uunèře	'We bought bananas on our own.'
ìzùrù	ányìjìík'aányì <u>z</u> uruunèře	'We purchased bananas on our own.'
ìfùtá	ányìjìík'aányìfùtá	'We came out of our own accord.'
ànyáàsù	ányìjìianyáàsùfùtá	'We came out by night.'
únù	únùjìianyáàsùfùtá	'You (pl.) came out by night.'
ík'e	únùjìík'efùtá	'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	éjìrìhĩík'eyò	'They returned forcibly.'
ìfù	éjìrìhĩík'efùò	'They went out forcibly.'
ák'ùk'ù	éjìrìhãák'ùk'ùfùò	'They went out sideways.'
ghí	ìjìraák'ùk'ùfùò	'You went out sideways.'
ìnòdù	ìjìraák'ùk'ùnòdù	'You sat down sideways.'

	<u>íjiraák'ùk'ùnòdú</u>	
édè	<u>íjireédènòdú</u>	'You sat on coco yams.'
gáíjí	<u>ígiíjiedènòdú</u>	'You're going to sit on coco yams.'
ányị	<u>ányịgiíjiedènòdú</u>	'We're going to sit on coco yams.'
ílá	<u>ányịgiíjiedèláa</u>	'We're going to take coco yams and return home.'
ṅwám	<u>ṅwámgiíjiedèláa</u>	'My child is going to take coco yams home.' (go home by means of coco yams)

Drill 9.6 íjí with verbal nouns:

Key Word		Pattern
	<u>ójiég'ò</u> àzúìgburú	'He'll use money (and) [to] buy cassava.'
ógiíjí	ógiíjiég'ò àzúìgburú	'He's going to use money to buy cassava.'
únèře	ógiíjiég'ò àzú <u>unèře</u>	
ányị	ányịgiíjiég'ò àzúunèře	
p'énàannó	ányịgiíjip'enàannó	
	àzú <u>unèře</u>	
ótùédè	ányịgiíjip'enàannó	
	àzúotùédè	
ghị	ígiíjip'enàannó àzúotùédè	
dọktò	dọktògújip'enàannó	
	àzúotùédè	

	dòktògújìp'enáannó	
	àzùotùédè	
ří'énnyaàsù	<u>dòktògíìjìp'</u> enáannó	'The doctor is going to use four pence (ana) [to] buy supper.'
	àzùří'énnyaàsù	
ńdaába	ńdaábagíìjìp'enáannó	
	àzùří'énnyaàsù	
lèèjì	<u>ńdaábalèèjìp'</u> enáannó	'Aba folks buy supper supper for four pence.'
	àzùří'énnyaàsù	
há	ánańhèejìp'enáannó	
	àzùří'énnyaàsù	
íri	ánańhèejìp'enáannó	
	<u>èrìří'énnyaàsù</u>	
ìvùńkwù	ánańhèejìp'enáannó	'They charge four pence (ana) [to] uproot the palm tree.'
	<u>ávùńkwù</u>	
ìkpùòb'yàa	ánańhèejìp'enáannó	'They spend (only) four pence to entertain guests.'
	àkpùòb'y'áa	
mù	<u>ánàmeejìp'</u> enáannó	'It costs me (only) four pence to entertain [the] guests.'
	àkpùòb'y'áa	
éjìm	éjìmp'enáannó	'It cost me (only) four pence to entertain [the] guests.'
	<u>àkpùòb'yàa</u>	
ìzùkèè	éjìmp'enáannó àzùkèè	'I'll buy this for four pence.'
ányì	ányìjìp'enáannó <u>àzùkèè</u>	'We'll buy this for four pence.'

	ányị́jị́p'énàannọ́	
	àzúkèè	
íluúyò	ányị́jị́p' <u>énàannọ́</u>	'It costs us four pence to go home.'
	àluúyò	
ík'e	ányị́jị́k'e <u>àluúyò</u>	'We're going home by force.'
ínònúyọ́	ányị́jị́k'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:

ógàràáhyazurũnhÿé '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:

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

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
pósòǒfìs(ɿ) ¹		
ényìnr̄wook'ò òléé'ebe-		ényì-m-ŋwa-ok'ò òléé'-ebe-
posòǒfìsɿdì		posòǒfìsɿ-dì
	-B-	
íme		
líime		lá + ime
ǒdìlíimaahyá		ǒ-dì-lá-ime-ahyá
	-A-	
òléé'baahyadì		òléé'-ebe-ahya-dì
	-B-	
láak'ùk'ụ		lá-ak'ùk'ụ
úyàákwụkwọ/skúùl(u) ¹		úyò-ákwụkwọ
gǒǒmènt/gǒǒmèntɿ ¹		
ǒdìláak'ùk'ụúyàákwụkwọ-		ǒ-dì-lá-ak'ùk'ụ-úyò-
gǒǒmènt		ákwụkwọ-gǒǒmènt
	-A-	
bík'ò		
íwe		
íwè, íwíwe		(HL) íwè'-íwe
-le/-la/-ne/-na		(negative imperative suffix)
éwélíwe		éwéle-íwe
bík'è † éwélíwe		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)
Ọ di n'ime ahia.		It is inside the market.
	-A-	
Ole ebe ahia di?		Where is the market?
	-B-	
n'akuku		beside
ulọ akwukwọ, school government		school government
Ọ di n'akuku ulọ akwukwọ government.		It's beside the government school.
	-A-	
biko		please
iwe		anger
iwe		to be angry
ewele iwe		don't be angry
Biko ewele iwe.		Excuse me. ('Please don't be angry.')

àmághĩmkwanị ébuuyà-
ákwykwọgọqpmèntịdị

à-mághị-m-kwa-nị ébe-uyò-
ákwykwọ-gọqpmèntị-dị

-B-

ó-dì-ghị-lá-ihu

ó-dì-ghị-lá-ihu

íhũ-íhũ

íhũ-íhũ

ífè

(L)

ịgáfè

ịgá-fè

gáfèé

(imperative)

óshishị

úkwu

(adjective)

j'èííhũíhũ gáfèéóshishị-

j'èé-íhũ-íhũ gáfèé-

ukwuà

oshishị-ukwu-a

áka

ịkpa

ákịkpa

áka-ịkpa

ó-dì-ghị-lá-akịkpa

ó-dì-ghị-lá-aka-ịkpa

-A-

íméene

-B-

ékèlelem gàwánị

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.

Amaghị m kwani ebe ulọ
government dī.

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

-B-

Ọ dī gī n'ihu.

It is in front of you.

ihu ihu

straight ahead

ife

to pass

igafe

to go past

pass!

osisi

tree, plant

ukwu

large, big

Jee ihuihu. Gafee osisi
ukwua.

Go straight ahead. Pass this
big tree.

aka

hand

ikpa

left

aka ikpa

left hand

Ọ dī gī n'aka ikpa.

It's on your left (hand).

-A-

Imeene.

Thank you. (You have done.)

-B-

Ekelelem. Gawani.

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

Note 10.1 The Negative of the Imperative.

Note the sentences:

bík'èewèlìiwe 'Please don't be angry.'
 ékèlelem 'Don't thank me.'

These sentences represent the negative of the imperative form of the verbs íwè (H) and íkèle (L). This form consists of a vowel prefix, /e/ or /a/ with high tone, followed by the verb root with the tone characteristic of the infinitive, plus a suffix -le/-la/-ne/-na¹. With an (HL) class verb the pattern is

ágàlaahya 'Don't go to market.'

The negative imperative, unlike the affirmative imperative, has no vowel suffix and thus belongs to the set of verb forms providing environment 1 for following noun objects (see note 7.1) in which environment all nouns have 'basic' tones except Class II which has (") after non-low tone;

ágàleezhiyá 'Don't go to his compound.'

A pronoun subject únu with high tones may occur with the negative imperative for 2nd person plural:

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

Noun subjects, however, occur as separate phrases from the negative imperative:

̀njókù † ágàlaahya 'Njoku, don't go to market.'

In such separate phrases the high tone of the /e-/a-/ prefix is higher than the last tone of the previous noun. Thus in quick speech the above sentence may sound as though it has a mid tone

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:

ájùnàsìgaréèt 'Don't smoke cigarettes.'

b)

Key Word		Pattern
	únaakòleédè bík'òní	'Don't (you (pl.)) plant coco yams. Please (you).
ìvù	únaavùleédè bík'òní	
ìgbùrụ	únaavùlìgbùrụ bík'òní	
ìzù	únaazùlìgbùrụ bík'òní	
épe	únaazùleepe bík'òní	
(ghí)	ázùleepe bík'ò	
ìkwùeg'ò	ákwùleeg'ò bík'ò	
ìlùyyò	álálùyyò bík'ò	
ìfùezhí	áfùleezhí bík'ò	
ìzùraakw'á	ázùrulaakw'á bík'ò	
ìnòdụngáà	ánòdụngáà bík'ò	
ìg'ùakwùkwọ	ág'ùlaakwùkwọ 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 $\dot{\text{í}}\text{c}\dot{\text{ò}}$ (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 ----.'
ácòqlañhà 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

áhùnadóktò

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:

ìhùnadóktò 'You (sg.) have seen the doctor.'
 únàáhùnadóktò 'You (pl.) have seen the doctor.'

¹Note that the 1st person singular pronoun suffix /-m(ù)/ 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:

áhùnadòktò	'Don't see the doctor.'
únaahùnadòktò	'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)

áñùqonammìí	'I have drunk wine.'
íñùqonammìí ¹	'You (sg.) have drunk wine.'
óñùqonammìí	'He (etc.) has drunk wine.'
ányàarùqonammìí	'We have drunk wine.'
únùarùqonammìí	'You (pl.) have drunk wine.'
áñùqonahámìí	'They have drunk wine.'
áñùqonammìí	'Wine has been drunk.'
ámaakòarùqonammìí	'Amako has drunk wine.'

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

(L)

ákòq̄lam̄jì	'I have planted yams.'
íkòq̄lajì	'You (sg.) have planted yams.'
òkòq̄lajì	'He (etc.) has planted yams.'
ányàákòq̄lajì	'We have planted yams.'
únàákòq̄lajì	'You (pl.) have planted yams.'
ákòq̄lah̄ajì	'They have planted yams.'
ákòq̄lajì	'Yams have been planted.'
̀njòk̀k̀ak̀òq̄lajì	'Njoku has planted yams.'

Drill 10.2 The perfect form

Useful Word:

ùf̄a sleep

Key Word		Pattern
	<u>á</u> gá <u>l</u> am̄jìh̄ùdòktò	'I've been to consult the doctor.'
únù	únùagá <u>l</u> jìh̄ùdòktò	
cínyèf̄e	cínyèf̄eagá <u>l</u> jìh̄ùdòktò	
íj'ìicèécìcè	<u>c</u> ínyèf̄e <u>e</u> j'èelìicèécìcè	'Cinyere has gone to think it over.'
h̄á	<u>é</u> j'èeleh̄ìicèécìcè	
̀j̄wan̄neh̄a	̀j̄wan̄neh̄e <u>e</u> j'èelìicèécìcè	
írianù	̀j̄wan̄neh̄e <u>e</u> rielaanù	'Their relatives have eaten meat.'
̀ndòq̄b'ỹàa	̀ndòq̄b'ỹà <u>e</u> eríelaanù	
íbyádù	̀ndòq̄b'ỹà <u>a</u> byádùla	'The guests have arrived.'
̀j̄gád̀ȳenugw̄'ù	̀ndòq̄b'ỹà <u>a</u> gád̀ȳleenugw̄'ù	'The guests have gone to Enugu.'

	<u>ndoo</u> b'yaagádúleenugw'í	
cídì	cídiagádúleenugw'í	
íg'ùakwúkwoṃ	<u>cídi</u> ag'ùolaakwúkwoṃ	'Cidi has read my letter.'
nném	nnémag'ùolaakwúkwoṃ	
ít'eufá	<u>nném</u> et'eeluyfá	'My mother has awakened from sleep.'
yá	ót'eeluyfá	
ányì	ányieet'eeluyfá	
njók'ù	njók'ùet'eeluyfá	
íkwùeg'ò	njók'ùakwùleeg'ò	'Njoku has paid.'
únù	únàakwùleeg'ò	

Review Drills

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

Key Word	Affirmative Pattern	Negative Pattern	
	ò <u>m</u> á <u>á</u> kwúkwo	ò <u>m</u> ághákwúkwo	'He's a good student. ('He knows books.')
ghɪ	ò <u>m</u> ághɪ	ò <u>m</u> ághɪghɪ	'He knows you.'
mú	á <u>m</u> ámghɪ	ámághɪmghɪ	
ícò	á <u>c</u> òròmghɪ	ácòghɪmghɪ	'I want you.'
ífùezhí	á <u>c</u> òròm <u>í</u> fùezhí	ácòghɪm <u>í</u> fùezhí	'I want to go outside.'
ányì	ányì <u>c</u> òr <u>í</u> ífùezhí	ányaacògh <u>í</u> ífùezhí	
ínònúuyò	ányì <u>c</u> òr <u>í</u> ínònúuyò	ányaacògh <u>í</u> ínònúuyò	'We want to stay home.'
há	á <u>c</u> òrò <u>h</u> íínònúuyò	ácògh <u>í</u> híínònúuyò	
ínwé	é <u>n</u> wé <u>ř</u> é <u>h</u> úuyò	énwégh <u>í</u> húuyò	'They have [a] house.'
únù	únù <u>n</u> wé <u>ř</u> úuyò	úneénwégh <u>í</u> úuyò	
íshí	únù <u>s</u> h <u>í</u> úuyò	úneesh <u>í</u> gh <u>í</u> úuyò	'You (pl.) [go] through [the] house.'
yá	ó <u>s</u> h <u>ú</u> uyò	òsh <u>í</u> gh <u>ú</u> uyò	
íwù	ò <u>w</u> úuyò	òw <u>ú</u> gh <u>ú</u> uyò	'It is a house.'

í cè é cì cè	<u>ò wú u y ò</u> ò c è r e é c ì c è	ò w ú g h u u y ò ò c é g h ì é c ì c è	'He thinks.'
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R.D. 10.2 Substitution - Transformation Drill - Question with Affirmative and Negative Answer:

Key Word	Question	Affirmative Answer	Negative Answer
	ò g ì ì j 'é a h y a	é e ó g ì ì j 'é a h y a	ò d ì g h ì ò g á g h ì ì j 'é a h y a
ì z ù	ò g ì ì z ù a h y a	é e ó g ì ì z ù a h y a	ò d ì g h ì ò g á g h ì ì z ù a h y a
ì n ò n á a h y a	ò g ì ì n ò n á a h y a 'Is he going to stay at market?'	é e ó g ì ì n ò n á a h y a	ò d ì g h ì ò g á g h ì ì n ò n á a h y a
í s h i a h y a	ò g ì ì s h i a h y a 'Is he going to [pass] through [the] market?'	é e ó g ì ì s h i a h y a	ò d ì g h ì ò g á g h ì ì s h i a h y a
h á	à g á h ì ì s h i a h y a	é e á g á h ì ì s h i a h y a	ò d ì g h ì à g á g h ì ì h ì ì s h i a h y a
j è e k ú m i ñ 1	è j è h e e k ú m i ñ 1 'Does she customarily fetch water?'	é e é j è h e e k ú m i ñ 1	ò d ì g h ì è j é g h ì h e e k ú m i ñ 1
ú n ù	ù n u j e e k ú m i ñ 1	é e á n y ì j e e k ú m i ñ 1	ò d ì g h ì á n y ì e j è g h e e k ú m i ñ 1
ì n ù	ù n u j a a n ù m i ñ 1	é e á n y ì j a a n ù m i ñ 1	ò d ì g h ì á n y ì e j è g h a a n ù m i ñ 1
m m ì ñ	ù n u j a a n ù m m ì ñ	é e á n y ì j a a n ù m m ì ñ	ò d ì g h ì á n y ì e j è g h a a n ù m m ì ñ
g h ì	ì j a a n ù m m ì ñ	é e é j è m a a n ù m m ì ñ	ò d ì g h ì è j é g h ì m a a n ù m m ì ñ
ì z ù	ì j a a z ù m m ì ñ	é e é j è m a a z ù m m ì ñ	ò d ì g h ì è j é g h ì m a a z ù m m ì ñ
ì b y à n g á à	ì j a a b y á n g á à	é e é j è m a a b y á n g á à	ò d ì g h ì è j é g h ì m a a b y á n g á à

í cò	ì cò rí byàngáà 'Do you (sg.) want to come here?'	é e á cò ròmí byàngáà	ò dí ghì à cò ghì mí byàngáà
yá	ò cò rí byàngáà	é e ó cò rí byàngáà	ò dí ghì ò cò ghì byàngáà
ínò	ò cò rí nòngáà	é e ó cò rí nòngáà	ò dí ghì ò cò ghì nòngáà
á maakò	á maakò ò cò rí nòngáà	é e ó cò rí nòngáà	ò dí ghì ò cò ghì nòngáà
í shì	á maakò ò shì ngáà 'Is Amako from here?'	é e ó shì ngáà	ò dí ghì ò shì ghì ngáà

<u>Pronunciation</u>	<u>Structure</u>
	-ámaakò-
óg'è	
òlóóg'òq'háfùrụ	òl'éé-og'è-òq'háfùrụ
	-évànz-
-kà	
hỹédịkà	hỹé-dị-kà
òháfùrụhỹédịkèélekeraásà	òq'háfùrụ-hỹédịkà-élekere-ásà
	-ámaakò-
ògaralooléé	òq-gara-la-ol'éé
	-évànz-
ògw'ụ	
úlòq'gw'ụ/úyòq'gw'ụ	uyo-ògw'ụ
ògàruúlòq'gw'ụ	òq-gàra-úlò-ògw'ụ
	-ámaakò-
c1	
íkè	(L)
cínèékè	c1-nà-ékè
cínèékèe òj'eriímégịrị-	cínèékè-e ò-j'ere-ímé-
luuyòq'gw'ụ	giri-la-uyò-ògw'ụ
	-évànz-
nwiỹè	
nwiỹèyámụfụnụwá	nwiỹè-yá-mụfụ-nụwá

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-Amako-	
oge		time
Olee oge ọ hafuru?		When did he leave?
	-Evans-	
ka		like
ihe d1 ka		approximately, about
		('thing which is like')
Ọ hafuru ihe d1 ka		He left about seven o'clock.
elekere asaa.		
	-Amako-	
Ọ gara n'ole?		Where did he go?
	-Evans-	
ogwu		medicine
ulọ ogwu		hospital
Ọ gara ulọ ogwu.		He went to the hospital.
	-Amako-	
ch1		God
ike		to create
chineke		God (creates)
Chineke e! Ọ jere ime		Good lord! What did he go to
giri n'ulọ ogwu?		do at the hospital?
	-Evans-	
nwany1		wife
Nwany1 ya muru nwa.		His wife had a baby.

	-ámaakò-	
òmùfùṅṅwágrì		ò-mùfù-ṅṅwá-grì
	-évanz-	
òmùfùṅṅwáṅwook'ò		ò-mùfù-ṅṅwá-ṅwook'ò
	-ámaakò-	
yáyọ		yá-yọ
ísì		(H)
ámù		(pronoun subject used in indirect speech)
ìjù		(H)
ìjùc'a		
ùmù		(pronoun used in indirect speech)
yáyọ sáamàa jùc'aalùùmù		yá-yọ sí-amù-a jùc'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:

ímáfa '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
is1	to say
	pronoun used in indirect speech
1 ju	to ask
1 jucha	to inquire after
umu	pronoun used in indirect speech

Ya lq, s1 mu ajuchaala If he returns, say that I
umu. have asked after them the
wife and baby .

Key Word

Pattern

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

	<u>ùnufurulooleé'</u>	
íj'è	<u>ùnunj'ere</u> looleé'	'Where did you (pl.) go?'
há	èj' <u>erehá</u> looleé'	
ímařa	amaãřa <u>há</u> looleé'	'What places do they know.' ('Where do they know.')
ányị	ányị <u>maãřa</u> looleé'	
ífè	<u>ányịfe</u> relooleé'	'Where did we pass?'
àd'á (P.N.)	àd' <u>oofer</u> relooleé'	
írù	àd' <u>ooruru</u> looleé'	'Where did Ad'a get to ('reach').'
áhya	<u>àd'ooru</u> raáhya	'Did Ad'a get to market?'
há	è <u>ruruhá</u> áhya	
ínwè	è <u>ŋweře</u> hááhya	'Do they have a market?'
únù	únun <u>weře</u> áhya	
jí	únun <u>weře</u> jí	'Do you (pl.) have yams?'
írì	ùn <u>urírì</u> jí	'Did you eat yams?'
ìcòirì	ùnuc <u>qriírì</u> jí	'Do you want to eat yams?'
ghị	ìc <u>qriírì</u> jí	
cídị (P.N.)	cídò <u>qçriírì</u> jí	'Does Chidị want to eat yams?'
írè	cídò <u>qçriírè</u> jí	'Does Chidị want to sell yams?'
ìgìirè	<u>cídìqçriírè</u> jí	'Is Chidị going to sell yams.'
yá	qçriírè <u>jí</u>	

	òg1íréj1	
ánwùřų	òg1íráánwùřų	'Is he going to sell tobacco?'
ínù	òg1ínùánwùřų	
ńwíyèghí	ńwíyèghíòg1ínùánwùřų	'Is your wife going to smoke tobacco?'

Drill 11.2 Variation Drill on a Basic Sentence:

Useful Word:

m̀b̀ų 'first, before

Key Word	Pattern	
	òháfùrųhỹédìkèélekeraásà	'He left about seven o'clock.'
m̀ų	áháfùrųm̀hỹédìkèélekeraásà	
ígá	ágàramhỹédìkèélekeraásà	'I went at about seven o'clock.'
m̀b̀ų	ágàramhỹédìkèélekeremb̀ų	
cídì	cídìgarahỹédìkèélekeremb̀ų	'Chidi went about one o'clock.' ('the first hour')
ìbyá	cídìbyarahỹédìkèélekeremb̀ų	
àb̀ų ¹	cídìbyarahỹédìkèélekeraàb̀ų ¹	
hã	ábyàrahãhỹédìkèélekeraàb̀ų	
íj'è	éj'èrehãhỹédìkèélekeraàb̀ų	

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

	éj'èrèhãhỹédìkèélekeraà <u>bùq</u>	
ìshíí	éj'èrèhãhỹédìkèélekeriìshíí	'They went at about six o'clock.'
yá	ójèrehỹédìkèélekeriìshíí	
ígííj'è	ógííj'èhỹédìkèélekeriìshíí	'He's going to go about six o'clock.'
àtq	ógííj'èhỹédìkèélekeraàtq	
ányì	ányìgííj'èhỹédìkèélekeraàtq	
fùrù	ányìfùrùhỹédìkèélekeraà <u>tq</u>	'We went out at about three o'clock.'
ànnq	ányìfùrùhỹédìkèélekeraànnq	
únù	únùfùrùhỹédìkèélekeraànnq	
gìífù	únùgìífùhỹédìkèélekeraà <u>nnq</u>	'You're going to go out about four o'clock.'
ìsó	únùgìífùhỹédìkèélekeriìsò	
ónyaañà	ónyaañàgìífùhỹédìkèélekeriìsò	
ríríří	ónyaañàríríříhỹédìkèélekeriìsò	'That person ate about five o'clock.'
mù	érírímříhỹédìkèélekeriì <u>sò</u>	
àsátq	érírímříhỹédìkèélekeraàsátq	
ìñùakw'a	àñùfumaakw'ahỹédìkèélekeraàsátq	'I had an egg about eight o'clock.'
ghí	ìñùřaakw'ahỹédìkèélekeraàsátq	
ìbyàngáà	ìbyàràngáàhỹédìkèélekeraàsátq	
ìtèghete	ìbyàràngáàhỹédìkèélekeriìtèghete	

	íbyàrangáàh̄fédìkèélekeríiteghete
yá	óbyàrangáàh̄fédìkèélekeríiteghete
ìrì	óbyàrangáàh̄fédìkèélekeríirì

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-mụ-áhya-zù-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:

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

a)

Key Word	Pattern	
	<u>ó</u> ǝ'èrǝǝzǝažǝ	'He went to buy fish.'
óǝ'èraáhya	<u>ó</u> ǝ'èraáhyǝǝzǝažǝ	'He went to market to buy fish.'
mǝ	éǝ'èrema <u>áhyǝǝzǝažǝ</u>	'I went to market to buy fish.'
ǝmǝáhya	éǝ'èremǝmǝáhyǝ <u>ǝzǝažǝ</u>	'I went to Umuahia to buy fish.'
ǝhǝdǝktǝ	éǝ'èremǝmǝáhyǝ <u>ǝhǝdǝktǝ</u>	'I went to Umuahia to see the doctor.'
ǝkwǝshǝ (là)	ákwǝshǝrǝm <u>ǝmǝáhyǝǝhǝdǝktǝ</u>	'I stopped at Umuahia to see the doctor.'
ǝmǝzǝ	ákwǝshǝrǝm <u>ǝmǝzǝǝhǝdǝktǝ</u>	'I stopped en route ('on the road') to see the doctor.'
ǝrǝnhǝ	ákwǝshǝrǝm <u>ǝmǝzǝǝrǝnhǝ</u>	'I stopped en route to eat something.'
ǝgááhà	ákwǝshǝrǝm <u>ǝgááhǝrǝnhǝ</u>	'I stopped there to eat something.'
ǝgá	ágàram <u>ǝgááhǝrǝnhǝ</u>	'I went there to eat something.'
ǝzǝtǝrǝwánnem	ágàram <u>ǝgááhǝǝzǝtǝrǝwánnem</u>	'I went there to meet my bother (sibling).'

ngwóókoro (P.N.)	ngwóókorogà <u>rángsáá</u> híizùtẹnwánnem	'Nwookoro went there to meet my brother.'
ífùezhí	ngwóókorofùreezhí <u>izùtẹnwánnem</u>	'Nwookoro went outside to meet my brother.'
ínụanwùfụ	<u>ngwóókorofùreezhí</u> ínụanwùfụ	'Nwookoro went outside to smoke.'
ányị	ányị <u>fureezhí</u> ínụanwùfụ	'We went outside to smoke.'
gịífùezhí	ányịgịífùezhí <u>ínụanwùfụ</u>	'We're going to go outside to smoke.'
íkwúokwu	<u>ányịgịífùezhí</u> íkwúokwu	'We're going to go outside to talk.'
ịb'á	ányịgị ị ' <u>èezhí</u> íkwúokwu	'We are going to go into the yard to talk.'
líimuuyò	<u>ányịgịị'</u> àlíimuuyòíkwúokwu	'We are going to go inside the house to talk.'
hã	<u>ágãhị'</u> àlíimuuyòíkwúokwu	
áb'áála hã	áb'áála hã àlíimuuyò <u>íkwúokwu</u>	'They have gone inside the house to talk.'
ícòòkụkò	áb'áála hã à <u>líimuuyò</u> ícòòkụkò	'They have gone inside the house to look for a chicken.'

óhya	áb'áálahàlímúyòíçòòkúkò áb'áálahòòóhyaíçòòkúkò	'They have entered the bush to look for a chicken.'
yá íkòjí	ób'áálóóhyaíçòòkúkò ób'áálóohyíííkòjí	'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

	ágámííhùòktò ídímma	'I'm going to see the doctor to get well.'
ányì	ányìgííhùòktò ídímma	
ínátíyòògṽ'ù	ányìgííhùòktò ínátíyòògṽ'ù	'We're going to see the doctor to receive [from] him medicine.'

á	ágìíhùdòktò ìnàtìyòogw'ù	'The Dr. must be seen in order to receive [from] him medicine.'
ìzùtá	ágìíhùdòktò ìzùtòogw'ù	'The Dr. should be seen in order to buy medicine.'
ìgáahya	ágìígáahya ìzùtòogw'ù	'One has to go to market to purchase medicine.'
há	ágàhììgáahya ìzùtòogw'ù	'They are going to market to purchase medicine.'
gàra	ágàrahaáhya ìzùtòogw'ù	'They went to market to purchase medicine.'
úyòogw'ù	ágàrahuúyòogw'ù ìzùtòogw'ù	'They went to the hospital to buy medicine.'
ìhùnwàneányì	ágàrahùuúyòogw'ù ìhùnwàneányì	'They went to the hospital to see our brother [or sister].'
ányì	ányìgaruúyòogw'ù ìhùnwàneányì	'We went to the hospital to see our brother [or sister].'
ìnòdù--la	ányìnòdùrìlúuúyòogw'ù ìhùnwàneányì	'We stayed at the hospital to see our brother.'

íce	ányìnòdírí lúuyòq̄q̄w̄'ù <u>íhùnwánnéányí</u> ányìnòdírí lúuyòq̄q̄w̄'ù ícènwánnéányí	'We stayed at the hospital to await our brother.'
yá	ónòdírí lúuyòq̄q̄w̄'ù ícènwánnáányí	'He stayed at the hospital to wait for our sister.'
lúuyò	ónòdírí lúuyò <u>ícènwánnáányí</u>	'He stayed at home to wait for our sister.'
íshíraany fí	ónòdírí lúuyò íshíraányífí	'She stayed at home to cook food for us.'
há	ánòdírí há lúuyò <u>íshíraányífí</u>	'They stayed at home to cook us food.'
íg'ùakwúkwo	ánòdírí há lúuyò íg'ùakwúkwo	'They stayed at home to read.'
íháfùrùhòq̄f̄f̄y	áháfùrùhòq̄f̄f̄y <u>íg'ùakwúkwo</u>	'They left work to read.'
ígàskùùl ¹	áháfùrùhòq̄f̄f̄y <u>ígàskùùl</u>	'They left work to go to school.'
ínwèég'ò	énwèfèhèég'ò <u>ígàskùùl</u>	'They have money to go to school.'
ízùrùfí	énwèfèhèég'ò <u>ízùrùfí</u>	'They have money to buy themselves food.'

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

ányì

ányìnwéřeeg'ò ízùrùń

'We have money to
buy ourselves
food.'

ìlúuyò

ányìnwéřeeg'ò ìlúuyò

'We have money to
go home.'

<u>Pronunciation</u>	<u>Structure</u>
òlééhỹ́ííçòrọ	-wétà- òléé'-hỹe-í-çòrọ
ráìsí áçòrọmráìsílááńyòkúkò	-címà- á-çòrọ-m-raìsí-la-áńy-òkúkò
ìgakwanííńyúgírí	-wétà- ì-gakwaní-íńyú-gírí
mírìk(1) ágámííńyúmírìk	-címà- á-gà-my-íńyú-mírìk
íńwé	-wétà- (HL)
òzọ́/òjọ́	(noun)
òzọ/òjọ	(adjective)
òńweféńhỹòòzízíçòrọ	ò-ńwefere-ńhỹe-òzọ-í-çòrọ
m'ò m' ímèene	-címà-

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 kwani 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.

m̀h̀m̀m̀/m̀m̀	
sìgaréè̀t̀'(1)	
m̀h̀m̀m̀ ùnuṛwéḡesìgaréè̀t̀'	m̀h̀m̀m̀ ùnu-ṛwéḡe-sìgaréè̀t̀'
	-wétà-
ùkpa/ókpa	
éé òléùkpakììcòrò	éé òléé-ùkpa-kè-ì-còrò
	-címà-
básìk̀k̀l̀(̀)	
á-còròmbásìk̀k̀l̀	á-còrò-m-básìk̀k̀l̀
íwè̀t̀a	íwè̀ + t̀a
íwè̀t̀ara	íwè̀ + t̀a + ra
wè̀t̀ákwaram̀mac̀ìs	wè̀t̀ákwá-ra-m̀-mac̀ìs
	-wétà-
òdì̀m̀m̀á	
	-címà-
ùgwò	
m̀g̀t̀ìk̀ẁìgh̀ùgwò	m̀-ga-ìk̀ẁì-gh̀ì-ùgwò
	-wétà-
éé	
	-címà-
̀ṅwá/̀ṅwáǹt̀	
̀ṅwáǹt̀ j'èéwè̀t̀áram̀ceèǹj̀	̀ṅwaǹt̀ j'èé-wè̀t̀á-ra-m̀-ceèǹj̀

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 change.	O.K. Go bring me change.

-wètà-

̀ndéewó

̀ndéewó

Drill 12.1 Variation Drill on a Basic Sentence

Key Word	Pattern
	áçòròmraìsìlaánu
édè	áçòròmèédèlaánu
yá	òçòrèédèlaánu
ří	òçòròřínàánu
ányì	ányìçòròřínàánu
míříkí	ányìçòròmíříkílaánu
há	áçòròhámíříkílaánu
míří	áçòròhámířínàánu
ámaakò	ámaakòçòròmířínàánu
m̀m̀i`i`kwu	ámaakòçòròm̀m̀i`i`kwulàánu
ráìsì	ámaakòçòròráìsìlaánu
ányì	ányìçòròráìsìlaánu
jí	ányìçòròráìsìlají
m̀	áçòròm̀ráìsìlají
há	áçòròháráìsìlají
yá	òçòròráìsìlají
édè	òçòrèédèlají
ří	òçòròřínàjí
míříkí	òçòròmíříkílají

-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 m ì ñ	á cò r e é d è l a m m ì ñ
ñ í	á cò r q ñ í n à m m ì ñ
m í r í k í	á cò r q m í ñ k í l a m m ì ñ
á n y ì	á n y ì cò r q m í ñ k í l a m m ì ñ
m ú	á cò r q m m í ñ k í l a m m ì ñ
m í ñ í	á cò r q m m í ñ à m m ì ñ
h á	á cò r q h a m í ñ à m m 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
	á g à m í ñ ù m í ñ ì k í
í z ù	á g à m í z ù m í ñ ì k í
í r è	á g à m í r è m í ñ ì k í
g h í	í g i í r è m í ñ ì k í
y á	ó g i í r è m í ñ ì k í
í w è	ó g i í w è m í ñ ì k í
í n y è	ó g i í n y è m í ñ ì k í
ń d ' ù	ń d ' ù g i í n y è m í ñ ì k í
ú n ù	ú n ù g i í n y è m í ñ ì k í
í w è ò t a	ú n ù g i í w è ò t a m í ñ ì k í

Note 12.1 ò z ó / ò j ó and ò z o / ò j o

Note the sentence:

ò n w e f e ñ h ÿ ò ò z ò ò j ó r o 'Is there something else you want?'

In this sentence ò z o (also pronounced ò j o) is modifying ñ h ÿ e in the sense 'another thing, something else'. Compare the sentences:

1. á h ÿ r y m o o z ó 'I saw another.'
2. á h ÿ r y m ò j o z ó 'I saw him again.'

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

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

ìnúnoòzò 'Have you heard again?'

ìnúnoòzò 'Have you heard another [thing]?'

Drill 12.3 Sample sentences without substitutions illustrating òzò and òzò

Useful Words:			
mmad'ù	man	ṅwàtàkírí	small child
ìbyáhu	to come again	ùmù	children, offspring
ntàkírí	small	ùmùtàkírí	small children

- àgághìmìbyúuyòzò 'I won't come home again.'
- ìcòrìbyúuyòzò 'Do you want to come home again?'
- òzògìimé 'Another is going to occur.'
- nh̄yòzògìimé 'Something else is going to happen.'
- ácòromóonyòzò 'I want somebody else.'
- òdìghìroonyòzòmá 'It is not good for another person.'
- òbyáhuloòzò or 'He has come again.'
- òbyáhuloòzò
- ògìikwuòzò 'He is going to speak again.'
- ùmùtàkíròzòabyála 'Other children have come.'
- mmad'ùòzòbyákwala 'And has another man come?'
- òzòkwaa Again! Repeat!
- ánùfùmòzò 'I heard another.'
- ánùfùmnh̄yòzò 'I heard something else.'
- ìnúkwaloòzò or 'And have you heard again?'
- ìnúkwaloòzò

ìnúnoòzọ or

'Have you heard again?'

ìnúnoòzọ

Drill 12.4 Variation Drill on a Basic Sentence:

Key Word		Pattern
	wètákwara <u>mmacìsì</u>	'Also bring matches for me.'
yá	wètákwari <u>yámacìsì</u>	
òzọ	wètákwari <u>yòòzọ</u>	'Also bring another for him.'
ányị	wètákwara <u>ányòòzọ</u>	
ókpoòjọ	wètákwara <u>ányòòkpòjọ</u>	'Also bring (for) us another kind.'
ámaakọ	wètákwara <u>amáakọkpòjọ</u>	'Also bring Amako another kind.'
básìkùl	wètákwara <u>amáakọbasìkùl</u>	'Also bring Amako 'Bicycle'.'
ṅwághị	wètákwara <u>ṅwaghịbasìkùl</u>	'Also bring your child a bicycle.'
ég'ò	wètákwara <u>ṅwaghéeg'ò</u>	
ndóogòghí	wètákwara <u>ndóogòghéeg'ò</u>	'Also bring (for) your in laws money.'
mířìkì	wètákwara <u>ndóogòghímířìkì</u>	'Also bring your in laws milk.'
ṅwíyém	wètákwara <u>ṅwíyémímířìkì</u>	'Also bring my wife milk.'
ráìs	wètákwara <u>ṅwíyémráìs</u>	
cínyèřè	wètákwara <u>cínyèřèráìsì</u>	'Also bring Cinyere rice.'
ánụ	wètákwara <u>cínyèřèánụ</u>	

	wèṭákwaracinyèřaánu	
nnéghi	wèṭákwarannegháanu	'Also bring your mother meat.'
tórq	wèṭákwaranneghítórq	'Also bring three pence for your mother.'
íkpe (P.N.)	wèṭákwaríikpétórq	

Note 12.2 Pronoun Prefix m(ṽ):

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

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

2. àgamíkwùghyugwǝ

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(ṽ) 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:

mǝṭíkwùghyugwǝ 'Am I ----?'

àgahíkwùghyugwǝ 'Are they ----?'

while the alternate forms are more emphatic of the person.

àgamíkwùghyugwǝ 'Am I ----?'

ñàgíkwùghyugwǝ '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	àny ₁ g ₁ ínyègheeg'ò	
òkúkò	àny ₁ g ₁ ínyèghòkúkò	'Are we to give you [a] chicken?'
únù	àny ₁ g ₁ ínyùunòkúkò	
m ₁ y	m ₁ g ₁ ínyùunòkúkò	
ízùtara	m ₁ g ₁ ízùtaruunòkúkò	'Am I to buy and bring for you [a] chicken?'
hã	m ₁ g ₁ ízùtarañòkúkò	'Am I to buy and bring for them [a] chicken?'
sìgarèèt'	m ₁ g ₁ ízùtarañasìgarèèt' ₁	'Am I to buy and bring for them cigarettes?'
íwètara	m ₁ g ₁ íwètarañasìgarèèt' ₁	'Am I to bring for them cigarettes?'
ókpoòle	m ₁ g ₁ íwètarañòkpoòle	'What kind am I to bring for them?'
únù	ùnug ₁ íwètarañòkpoòle	
íkwù	ùnug ₁ íkwùhòkpoòle	'What kind are you to pay them?'
ányị	ùnug ₁ íkwùányịòkpoòle	'What kind will you pay us?'

	<u>ùnug</u> ɪkwɪanyɪkpoòle	
ég'o	<u>ùnug</u> ɪkwɪanyɪeg'o	'Are you going to pay us money?'
hã	àgah̃ɪkwɪanyɪeg'o	'Are they going to pay us money?'
únù	àgah̃ɪkwɪunè <u>ég'o</u>	'Are they going to pay you money?'
úgwɔ	àgah̃ɪkwɪun <u>úgwɔ</u>	'Are they going to pay you [the] debt?'
ég'oòle	àgah̃ɪkwɪunè <u>ég'oòle</u>	'How much are they going to pay you?'
mú	m̃gɪkwɪunè <u>ég'oòle</u>	'How much am I supposed to pay you?'

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

òŋwefeh̃yóòzɪcòrɔ 'Is there something else you want?'

The sequence ɪcòrɔ 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:

ɪcòrɔ 'You (sg.) want.'

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

Independent Clause		Relative Clause	
ácòrɔm	'I want'	h̃yémcòrɔ	'thing I want'
ɪcòrɔ	'you (sg.) want'	h̃yɪɪcòrɔ	'thing you want'
óçòrɔ	'he (etc.) wants'	h̃yóçcòrɔ	'thing he wants'
ácòrɔ	'one wants'	h̃yáacòrɔ	'thing one wants'
nd'ùcòrɔ	'Ndu wants'	h̃yéndùcòrɔ	'thing Ndu wants'
cínyèfècòrɔ	'Cinyere wants'	h̃yéçcínyèfècòrɔ	'thing Cinyere wants'

̀̀njók'ùcòrọ	'Njoku wants'	h̄yénjók'ùcòrọ	'thing Njoku wants'
ámaakòcòrọ	'Amako wants'	h̄yáamaakòcòrọ	'thing Amako wants'
ányìcòrọ	'we want'	h̄yáányìcòrọ	'thing we want'
únùcòrọ	'you (pl.) want'	h̄yúunucòrọ	'thing you want'
ácòrọhã	'they want'	h̄yáacòrọhã	'thing they want'

The differences between independent and relative clauses in this paradigm are:

1. The first person singular pronoun is a prefix m̄ in the relative clause.
2. All pronoun and noun subject forms which normally end in low tone (Classes III and IV) occur with final non-low tone.

Note that Class I nouns, here represented by ámaakò, Class II nouns, here represented by njókù and ànyí and Class III proper nouns, here represented by nd'ù and cínyèfè, do not exhibit on their initial syllable(s) the tone patterns we would expect of modifying nouns (environment 4). Contrast:

I	h̄yáamaakòcòrọ́rọ́f̄f̄f̄	'Amako's thing needs work (i.e. repair).'
	h̄yáamaakòcòrọ́wéeg'ò	'The thing Amako wants is money.'
II	h̄yénjók'ùcòrọ́rọ́f̄f̄f̄	'Njoku's thing needs repair.'
	h̄yénjók'ùcòrọ́wọ́f̄f̄f̄	'The thing Njoku wants is work.'
	h̄yáányìcòrọ́rọ́f̄f̄f̄	'Our thing needs repair.'
	h̄yáányìcòrọ́wọ́f̄f̄f̄	'The thing we want is work.'
III	h̄yénd'ùcòrọ́rọ́f̄f̄f̄	'Ndu's thing needs repair.'
	h̄yénd'ùcòrọ́wéeg'ò	'The thing Nd'ù wants is money.'
	h̄yécínyèfècòrọ́rọ́f̄f̄f̄	'Cinyere's thing needs repair.'
	h̄yécínyèfècòrọ́wọ́f̄f̄f̄	'The thing Cinyere wants is work.'

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		II
óriròòkúkò	He ate chicken.	(òkúkò)
hỹóòkúkòcòrò	thing chicken wants	

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

Environment 3	
cínyèǎányǎ	'our Cinyere'
hỹécínyèǎécòrò	'thing Cinyere wants'

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

Environment 3	
únèǎémgiírèere	'bananas that I am going to sell --'

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

Useful Word:
 ǎrà (H) to lick, to lap

Key Word		Pattern
	òṅweǎehỹóòjǎǎcòrò	'Is there something else you want?'
ákwúkwo	òṅweǎaákwúkwoòjǎǎcòrò	'Is there another book you want?'
únù	òṅweǎaákwúkwoòjuúnucòrò	
ínwè	òṅweǎákwúkwoòjuúnunwèǎe	'Is there another book you have?'

	òṅweṣákwúkwoò j <u>uúnunṅwéṣe</u>	
úyò	òṅweṣuúyòò j <u>oúnunṅwéṣe</u>	'Have you another house?'
yá	òṅweṣuúyòò j <u>oóṅwéṣe</u>	
ízù	òṅweṣuúyòò j <u>oóòzùrụ</u>	'Is there another house he bought?'
ógw'ù	òṅweṣoógw'ùò j <u>oóòzùrụ</u>	'Is there other medicine he bought?'
ńdaahà	òṅweṣoógw'ùò j <u>ońdaahàzùrụ</u>	'Is there other medicine those people bought?'
ínù	òṅweṣoógw'ùò j <u>ońdaahàrùrụ</u>	'Is there other medicine those people took?'
émṣí	òṅweṣémṣíò j <u>ońdaahàrùrụ</u>	
ṅwóok'aà	òṅweṣémṣíò j <u>oṅwóok'aàrùrụ</u>	'Is there other wine that fellow drank?'
íkùru	òṅweṣémṣíò j <u>oṅwóok'aàkùuru</u>	'Is there other wine that fellow dipped up (for) himself?'
ófe	òṅweṣoófòò j <u>oṅwóok'aàkùuru</u>	
ṅwánnem	òṅweṣoófòò j <u>oṅwánnemkùuru</u>	'Is there other soup my brother dipped up?'
íshì	òṅweṣeófòò j <u>oṅwánnemshìrì</u>	
ṣí	òṅweṣeṣíò j <u>oṅwánnemshìrì</u>	'Is there other food my wife cooked?'
ṅwíyè	òṅweṣeṣíò j <u>oṅwíyèṣhìrì</u>	
ízùṭa	òṅweṣeṣíò j <u>oṅwíyèṣzùṭara</u>	'Is there other food my wife bought?'

	òṅweṛeṛíò jòṅwíyémzùṭara	
épe	òṅweṛeéppò jòṅwíyémzùṭara	
̀njók'ù	òṅweṛeéppò jòṅjók'ùzùṭara	'Are there other oranges Njoku bought?'
̀írá	òṅweṛeéppò jòṅjók'ùrára	'Are their other oranges Njoku sucked (licked)?'
̀únèṛe	òṅweṛuúnèṛò jòṅjók'ùrára	
̀ghí	òṅweṛuúnèṛò jìírára	
̀íré	òṅweṛuúnèṛò jìírére	'Are there other bananas you sold?'
̀nhýe	òṅweṛénhýò jìírére	
̀ícò	òṅweṛénhýò jìícòrò	

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>ázàgháézhì</u>	'How are you sweeping the compound?'
ífù	òlóót'ùíjì <u>áfùghéézhì</u>	'How come you're constantly going outside?'
únù	òlóót'ùúnujì <u>áfùghéézhì</u>	'How come you (pl.) are always going outside?'
hýémèfè	òlééhýémèfèunuji <u>áfùghéézhì</u>	'What's the reason [that] you are constantly going out?'
íshì	òlééhýémèfèunuji <u>èshìgheézhì</u>	'What's the reason [that] you are going through the compound?' ('using the compound and going through')
ínòneezhí	òlééhýémèfèunuji <u>ánòghalèezhí</u>	'What's the reason [that] you are [planning to] stay outside?'
gírímèfè	gírímèfèuúnùjì <u>ánòghalèezhí</u>	'What happened (and) [that] you are about to remain outside?'
ífùtèezhí	<u>gírímèfèuúnùjì</u> <u>áfùtágheézhì</u>	'What happened [that] you are about to (intend to) come outside?'
òcòrìímáhýe	òcòrìímáhýeunuji <u>áfùtágheézhì</u>	'He wants to know how you are going to come outside?'

ímáfa	óçòrìíímáfaḥyūunuji <u>áfùtághēezhì</u>	'He wants to comprehend why you are going to come outside.'
ířùòřù	óçòrìíímáfaḥyūunuji <u>àřùghòòřù</u>	'He wants to comprehend how come you are working.'
ḡme	óçòrìíímáfaḡmuúnuji <u>àřùghòòřù</u>	'He wants to comprehend when you work.'
ígá	óçòrìíímáfaḡmuúnuji <u>àgághòòřù</u>	'He wants to comprehend when you go to work.'
mù	ácòròmìíímáfaḡmuúnuji <u>àgághòòřù</u>	
áhya	<u>ácòròmìíímáfaḡmuúnuji</u> <u>àgághaahyá</u>	
ámághim	<u>ámághimḡmuúnuji</u> <u>àgághaahyá</u>	
yá	<u>òmághimḡmuúnuji</u> <u>àgághaahyá</u>	
òléé	òlééḡmuúnuji <u>àgághaahyá</u>	'When do you go to market?'
írífí	òlééḡmuúnuji <u>èríghefí</u>	
hýé	òlééhýeunuji <u>èríghefí</u>	'What are you eating with?'
ínùḡḡmìḡḡ	òlééhýeunuji <u>ànùghammìḡḡ</u>	'What are you drinking wine out of?' or 'You're drinking wine along with what (to eat)?'
ḡha	òlééhýeejiha <u>ànùghammìḡḡ</u>	'What are they drinking wine out of?'

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Titi-	(proper name for a female)
keeme	since, for the past period, ago
Ole ebe 1 gara keeme?	Where have you been? (Where did you go during the past period?)
-Ehiahurike-	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?
-Ehiahurike-	
ha	didn't
ejeham	I didn't go
Ee, eje ham igwu miri.	No, I didn't go to swim.
-Titi-	
I je kweniri ime gini?	What did you go to do?
-Ehiahurike-	
igbu	to kill, to hunt
igbu azu	to catch fish
Ejere m igbu azu.	I went to catch fish.
-Titi-	

ígbùtẹ	
ìgbùtẹere	ì-gbùtẹere
	-èhíáǎhùrìík'e-
éé ↑ égbùtẹerem	
	-títí-
òdòkòrò	
ìgbùteròdòkòrò	ì-gbùtere-òdòkòrò
	-èhíáǎhùrìík'e-
éé ↑ égbùteremòdòkòrò	éé ↑ é-gbùtere-mụ-òdòkòrò
	-títí-
òṅweṅéndịịgìirèere	ò-ṅweṅe-ndị-ị-gà-irè-ere
	-èhíáǎhùrìík'e-
ṅwáànyị	
-kọ	(adv. suffix-mutual action)
ízù	(L)
ízùkọ	(L) +
ńzùkọ	
ímènzùkọ	ímè-nzùkọ
òdịghị ṅwáànyịm̀nèemènzùkọ	ṅwáànyị-m̀-à-emé-nzùkọ
	-títí-
cí	

1gbute to succeed in killing
 I gbuteere? Did you actually succeed in
 catching (any)?

-Ehiahurike-

E, egbuteere m. Yes, I did catch (some).

-Titi-

ọdọkọrọ plenty, a lot
 I gbutere ọdọkọrọ? Did you catch a lot?

-Ehiahurike-

E, gbutere m ọdọkọrọ. Yes, I caught a lot.

-Titi-

O nwere ndi 1 ga ire ere? Are there some you're going
 to sell (a selling)?

-Ehiahurike-

nwanyị woman ('wife', when
 possessed)

1zu to meet
 1zuko to meet together
 nzuko meeting, (a) get together
 ime nzuko to hold a meeting, to
 have a party

Ọdighi. Nwanyim na eme
 nzuko. No. My wife is having a party.

-Titi-

chi day

íbò

(L)

kàcìbòó

kà-cí-bòó

ódimma kàcìbòó

-èhiáhùriík'e-

làwánì

Drill 13.1 Variation Drill on a Basic Sentence:

Useful Words:

ìgbázhì to negotiate a loan

ìgbázhìí to lend to

ìgbázhìte to borrow from

Key Word		Pattern
	òṅweñdììgìíréere	'Are there some you are going to sell?'
únù	òṅweñduunùgìíréere	
kè	òṅweṅkuúnùgìíréere	'Is there one you are going to sell?'
yá	òṅweṅkoógìíréere	
há	òṅweṅkaágàhìíréere	'Is there one they are going to sell?'
ízùtaazùta	òṅweṅkaágàhìízùtaazùta	'Is there one they are going to purchase?'
édè	òṅweṅéédèágàhìízùtaazùta	'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.

-Ehiahurike-

Lawani. Goodbye.

	òṅweřeédeàgàhìzùṭaazùṭa	
á	òṅweřeédeàgìzùṭaazùṭa	
ánù	òṅweřaánùagìzùṭaazùṭa	'Is there meat that one is to buy? (i.e. Do we need to buy meat?)
ínyem	òṅweřaánùagiínyem	'Is there meat to be given me?'
áẓù	òṅweřaáẓùagiínyem	
únù	òṅweřaáẓùunùgiínyem	
ákwùkwọ	òṅweřaákwùkwuunùgiínyem	'Is there a book you're going to give me?'
ìgbáẓhìĩ	òṅweřaákwùkwuunùgìgbáẓhìĩm	'Is there a book you're going to lend to me?'
ghì	òṅweřaákwùkwùgìgbáẓhìĩm	
ég'ò	òṅweřeég'ìgbáẓhìĩm	
ìgbáẓhìĩřì	òṅweřeég'ìgbáẓhìĩřìm	'Is there money you lent me?'
yá	òṅweřeég'ògbáẓhìĩřìm	

	òṅweṛeég'òq̄gbázhìířìṃ	
ghì	òṅweṛeég'òq̄gbázhìířìghì	'Is there money he lent you?'
íkwé	òṅweṛeég'òq̄kwèreghì	'Is there money he promised you?'
ṅwáànyị	òṅweṛeṅwáànyòq̄kwèreghì	'Is there a wife he promised you?'
mụ	òṅweṛeṅwáànyịm̄kwèreghì	
nhỹq̄q̄zq̄	òṅweṛeṅhỹq̄q̄zq̄m̄kwèreghì	'Is there some- thing else I promised you?'
íwèṭa	òṅweṛeṅhỹq̄q̄zq̄m̄wèṭaaraghì	'Is there some- thing else I brought for you?'
hã	òṅweṛeṅhỹq̄q̄zeéwèṭaaraḥaghì	

Note 13.1 The Negative of the RA form with suffix hã

èj'èñhámìḡwùmířì '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. áq̄ròm 'I want'. In such cases the negative with -ghì may be used with the present sense:

àq̄ghìm '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 íṅwé '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	ògwúhámířì	
ícéécìce	òcéñéécìce	'He didn't think.'
ñá	écéñàhécìce	
ífèezhíyá	éféñàhèezhíyá	'They didn't pass his compound.'
ányɿ	ányeeféñhezhíyá	
íyɿɿgbúru	ányayòhɿɿgbúru	'We didn't sift cassava.'
cínyèře	cínyèřaáyòhɿɿgbúru	
íkèlèq̣b'ýáǎ	cínyèřeékèlèhòq̣b'ýáǎ	'Cinyere didn't greet [the] guests.'
únù	úneekèlèhòq̣b'ýáǎ	
ífùtèezhí	únaafùtáñezhí	'You didn't come outside.'
mú	áfùtáhameezhí	
íkòjí	àkòhámjí	'I didn't cultivate yams.'
ámaakò	ámaakòakòhájí	
ízàala	ámaakòazàhàala	'Amako didn't sweep the floor.'

	<u>á</u> maak <u>ò</u> az <u>à</u> h <u>á</u> aala	
yá	<u>ò</u> z <u>á</u> h <u>á</u> aala	
ínòngáà	<u>ò</u> n <u>ó</u> h <u>à</u> ngáà	'He wasn't here.'

b) With (H) Verbs:

Key Word		Pattern
	<u>ò</u> ngw <u>é</u> h <u>á</u> an <u>w</u> ùr <u>u</u>	'He didn't have tobacco.'
h <u>á</u>	<u>è</u> ngw <u>é</u> h <u>á</u> h <u>á</u> an <u>w</u> ùr <u>u</u>	'They didn't have tobacco.'
ányị	<u>á</u> ny <u>e</u> en <u>w</u> é <u>h</u> áan <u>w</u> ùr <u>u</u>	'We didn't have tobacco.'
íg ù taaz ù	<u>á</u> nyị <u>e</u> gb ù ta <u>h</u> aa z ù	'We didn't catch fish.'
m <u>ú</u>	<u>e</u> gb ù ta <u>h</u> amaa z ù	'I didn't catch fish.'
ík p ù ò b'ýáá	ak p ù <u>h</u> ám ò ob'ýáá	'I didn't entertain guests.'
yá	<u>ò</u> k p ù <u>h</u> ám ò ob'ýáá	'He didn't entertain guests.'
írígàrí	<u>ò</u> r <u>í</u> h <u>á</u> gàrí	'He didn't eat gari.'
h <u>á</u>	<u>è</u> r <u>í</u> h <u>á</u> h <u>á</u> gàrí	'They didn't eat gari.'
ík w ù e 'o	àk w ù <u>h</u> á <u>h</u> è e 'o	'They didn't pay.'
únù	<u>ú</u> naak w ù <u>h</u> è e 'o	'You didn't pay.'
íw <u>í</u> we	<u>ú</u> neew <u>é</u> h <u>í</u> we	'You didn't get angry.'
nd'ù	<u>nd</u> ' <u>ù</u> éw <u>é</u> h <u>í</u> we	'Ndu didn't get angry.'
m <u>ú</u>	<u>è</u> w <u>é</u> h <u>á</u> m <u>í</u> we	'I didn't get angry.'
ír ù ò ř u	à ř ù <u>h</u> ám ò ò ř u	'I didn't work.'
yá	<u>ò</u> ř ù <u>h</u> ám ò ò ř u	'He didn't work.'
íg'ù á kw ù kw ò	<u>ò</u> g'ù <u>h</u> áak w ù kw ò	'He didn't read.'

c) With (HL) Verbs:

Key Word		Pattern
	èj'èhãmaahya	'I didn't go to market.'
nd'ù	nd'ùéj'èhãahya	
ìlùyyò	nd'ùálahãyyò	'Ndu didn't go home.'
únù	únaalahãyyò	
ímaṭaya	únaamaṭahya	'You didn't find it out.'
cínyèře	cínyèřaamaṭahya	
izùrũunèře	cínyèřeázùrũhuunèře	'Cinyere didn't purchase bananas.'
ányì	ányaaazùrũhuunèře	
íyòaba	ányaaayòhãaba	'We didn't return to Aba.'
mù	àyòhãmaaba	
ìhùdòktò	àhùhãmdòktò	'I didn't consult [the] doctor.'
̀njòk'ù	̀njòk'ùahãhãdòktò	
ìṅwèik'eimiya	̀njòk'ùerṅwèhãik'eimiya	'Njoku couldn't do it.'

Note 13.2 The emphatic past form of verbs:

ìgbùṭeere	'Did you actually catch [any]?'
éé égbùṭeerem	'Yes I did catch [some].'

These two forms exhibit a high tone vowel suffix (suffixed to the adverbial suffix /-ṭe/), and the resultant form is one of the suffixed forms which provide environment 2 for following nouns (and pronouns - note /-m̄/ 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:

	<i>égbùterem</i>	'I caught'
and	<i>égbùteerem</i>	'I did catch'

With (L) and (HL) verbs, however, there is a further tone distinction. Compare:

	<i>écèrem</i>	'I thought'
	<i>écèérem</i>	'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:

	<i>ágàram</i>	'I went'
	<i>ágaaram</i>	'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 *ágaalam* and not that of the imperative, *gàá*. However, note that in the case of stems with vowel /i, ɪ, u or ʊ/ the vowel suffix preceding 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:	<i>ɲúɔ</i>	'drink!'
	<i>ɲúɔ</i>	(coordinate verb)
	<i>áɲúɔnam</i>	'I have drunk'
	<i>áɲúɔrɲm</i>	'I did drink'
	(Compare <i>áɲúɔrɲm</i>	'I drank')

HL:	shíé	'cook!'
	shíe	(subsequential verb)
	éshieleṁ	'I have cooked'
	éshirím	'I did cook'
	(Compare	éshirim 'I cooked')
L:	vùḡ	'dig out!'
	vùḡ	(coordinate verb)
	ávùḡlam	'I have dug out'
	ávùḡrým	'I did dig out'
	(Compare	ávùḡrým '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.'
ányìákòḡrọjì	'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'
ḡzùreépe	'he bought oranges'
ízùrụpe	'to buy (oneself) oranges'
ḡzùrụreépe	'he bought himself oranges'
ḡzùreepé	'he did buy oranges'
ḡzùrụreepé	'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
	áṅụ́rụ́mmíńí	áṅụ́rụ́mmíńí
yá	óṅụ́rụ́míńí	óṅụ́rụ́míńí
ízụ́ahya	ózụ́raáhya	ózụ́raahyá
ányị	ányịzụ́raáhya	ányịazụ́raahyá
ífùèzhí	ányịfùreezhí	ányiáfùúreezhí
ńd'ụ	ńd'ùfùreezhí	ńd'ùáfùúreezhí
íkòéde	ńd'ùkọ́reéde	ńd'ùákọ́ọ́reede
mụ	ákọ́rọ́meéde	ákọ́rọ́meéde
íkúmmíńí	ékúrummíńí	ékúurummíńí
ghí	íkúrumíńí	íkúurumíńí
íṅụ́mmị́	íṅụ́rụ́mmị́	íṅụ́rụ́rụ́mmị́
ámaakọ́	ámaakọ́ṅụ́rụ́mmị́	ámaakọ́arụ́rụ́mmị́

	ámaakòṅṅúṛṛumṛṛṛ	ámaakòṅṅúṛṛumṛṛṛ
íj'èaba	ámaakòj'èraabá	ámaakòej'èeraába
ṅwáànyṛṛyá	ṅwáànyṛṛyáj'èraabá	ṅwáànyṛṛyéej'èeraába
írianṛ	ṅwáànyṛṛyáririanṛ	ṅwáànyṛṛyээрirianṛ
hã	éririhãánṛ	ériirihãánṛ
íbyàṅgáà	ábyàraṅgáà	ábyàaraṅgáà

b) Transformation Drill - Verbs with Adverbial Suffixes:

Key Word	RA Form	Emphatic Form
	áfùṛtareezhí	áfùṛtáareézhí
mú	áfùṛtarameezhí	áfùṛtáaraméézhí
ízùṛtaakw'á	ázùṛtaramaakw'á	ázùṛtaaramáakw'á
ányṛ	ányṛzùṛtaraakw'á	ányṛiazùṛtaaraák'w'á
yá	ózùṛtaraakw'á	ózùṛtaaraák'w'á
ízùc'eepe	ózùc'areépe	ózùc'aareepé
ghṛ	ízùc'areépe	ízùc'aareepé
íwèereédè	íwèereédè	íwèereédè
únù	únùwèereédè	únùéwèereédè
mú	éwèeremeédè	éwèereméédè
íwèṛaramṛṛṛ	éwèṛaramṛṛṛ	éwèṛáaramṛṛṛ
nd'ù	nd'ùwèṛaramṛṛṛ	nd'ùéwèṛáaramṛṛṛ
íkwùshṛ	nd'ùkwùshṛṛṛ	nd'ùákwùshṛṛṛ
yá	ók'wùshṛṛṛ	ók'wùshṛṛṛ
ínòdùrùàla	ónòdùraala	ónòdùrùrùàla
hã	ánòdùrùhãàla	ánòdùrùrùhãàla

Supplement to Unit 13

Pronunciation

ìghòṭṭa

ìghòṭṭara

àghòṭṭáḥámnhỹ11kwùru

ànũḥámnhỹ11kwùru

ìlaaghòṭṭa

éé ↑ ánàmaaghòṭṭa

bík'ò kwùkwóqzq

òlóòt'uununeéjàasí

'thank you' lóokwìigbo

Structure

(HL +)

ì-ghòṭṭara

à-ghòṭṭá-ha-m-nhỹe-1-kwùru

à-nũ-ḥá-m-nhỹe-1-kwùru

ì-la-aghòṭṭa

éé ↑ á-nà-mụ-aghòṭṭa

bík'ò kwùkwé-qzq

òléé-òt'u-unu-na-éjè-así

'thank you' lá-okwu-ìgbo

Some Useful Expressions

<u>Spelling</u>	<u>English</u>
ighọta	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 ozọ.	Please repeat. ('Please say again another.')
Ole otu unu na eje asị 'thank you' n'okwu Igbo?	How do you say 'thank you' in Igbo. ('What manner you are accustomed to say 'thank you' in Igbo speech?')

<u>Pronunciation</u>		<u>Structure</u>
	-cúkwumà-	cúkwu-mà
ìrúwánaé		ì-rúwána-é
	-m̀ma d̀l̀láaka-	m̀ma-d̀l̀lá-aka
ánya		
éé ányaghịdình̄yaa		éé ánya-ghị-dì-nh̄yè-à
	-cúkwumà-	
ógòm̀nwaànyị		ógò-m̀- nwaànyị
éé ógòm̀nwaànyị		éé ógò-m̀- nwaànyị
àhụọdịkwaghị ¹		àhụ-ọ- dịkwa-ghị
	-m̀ma d̀l̀láaka-	
éé ọ̀m̀nòọ̀rụ		éé ọ̀-wụ-m-nà-ọ̀rụ
	-cúkwumà-	
nwaàyo		
wèrènwàyo		

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?')
-Nmadil'aka-	beauty is in hand (proper name for a female)
anya	eye
E, anya g1 di ihea.	Yes, I've not seen you in a long while. ('your eyes are this thing!')
-Chukuma-	my mother in law ('my relative in law - female')
ogom nwanyi	my mother in law ('my relative in law - female')
E, ogom nwanyi.	Yes, my mother-in-law.
Ahu o di kwa gi?	And are you well? (Body, and is it you?)
-Nmadil'aka-	Yes, I've been busy. (It is I and work.)
E, obu mu na olu.	Yes, I've been busy. (It is I and work.)
-Chukuma-	gentle, easy
nwayo	gentle, easy
Were nwayo.	Take it easy!

dúùm	
̀̀mmedúùm	m̀me-dúùm
m̀medúùm m̀h̃h̃f̃f̃gh̃́	m̀me-dúùm-m̃-h̃h̃f̃f̃-gh̃́
yáúgh̃́lòòf̃f̃	yá-w̃f̃-gh̃́-là-òf̃f̃
òléèng̃́f̃f̃gh̃́gh̃́gh̃́	òléè-̀̀ng̃́a-̀̀f̃f̃-̀̀f̃f̃gh̃́a-̀̀úgbuà
	-m̀mad̃́l̃́áaka-
íméc 'a	
éme c 'aa	é-mec 'aa
̀̀kò	(H)
̀̀kòrò	(H +)
g̃́yò éme c 'aa ↑ máákòrògh̃́	gh̃́-yò e-mec 'aa ↑ m̃f̃-ákòrò-gh̃́
	-cúkwumà-
òléèmmòòw̃	òléè-m̀me-ò-w̃
	-m̀mad̃́l̃́áaka-
éci	
	-cúkwumà-
̀̀ka	(L)
̀̀keécikélaàbyaàbya/	̀̀-ka-éci-ké-la-abya-àbya
̀̀keéciláabyaàbya	
	-m̀mad̃́l̃́áaka-
éé écikeè	

dum	every, all
mgbe dum	always
Mgbe dum m huru g1, ya bu g1 na ọlu.	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')
ikọ	to narrate, to converse
ikọrọ	to narrate for
G1 lọ, emechaa, mu akọrọ g1.	When (if) you return, after- wards, I'll (then) narrate for you.
-Chukuma-	
Ole mgbe ọ 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:

yáyo	'if (when) he returns ---- '
gíyo	'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)	m̄nuqmmĩĩ	'if I drink wine'
(HL)	yáj'eeahyá	'if he goes to market'
(L)	ányĩvùq̄edè	'if we dig out coco yams'

-Chukuma-

Q di nma.

Thats O.K.

With verbs with adverbial suffixes the adverbial suffix substitutes (with high tone) for the vowel suffix:

(H)	gĩ̃́šac'aaakwà	'If you finish washing the laundry ---- '
(HL)	únuzúrɔ̀pé'	'If you buy oranges ---- '
(L)	hã́fùtèé'zhi	'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-	ányĩ
2	gĩ̃́/gí	únu
3	yá	hã́

Drill 14.1

a) Potential Clauses followed by the Future phrase:

Key Word	Pattern	
	<u>gíya</u> ↑ ágàṁ́íṅ̀ùmmí́	'When/if you return, I'm going to drink wine.'
cíkwe	cíkwe ágàṁ́íṅ̀ùmmí́	'If God permits, I'm going to drink wine.'
íḡáaba	<u>cíkwa</u> ↑ ágàṁ́íḡáaba	'If God permits, I'm going to go to Aba.'
yábya	yábya ↑ ágàṁ́íḡáaba	'If he comes, I'm going to go to Aba.'
yá	yábyọ́ ↑ óḡìíḡáaba	'If he comes, he's going to go to Aba.'
íwèṭarameéḡ'ọ	<u>yábyọ́</u> ↑ óḡìíwèṭaraméḡ'ọ	'If he comes, he's going to bring me money.'
hákwe	hákwo ↑ óḡìíwèṭaraméḡ'ọ	'If they agree, he's going to bring me money.'
íláala	<u>hákwo</u> ↑ óḡìíláala	'If they agree, he's going to go home.'
yáwụrụleezhi	yáwụrụleezhi <u>óḡìíláala</u>	'If she is in the compound, he's going to go home.'
ágàṁ́ínyéshiniàṭọ́	<u>yáwụrụleezhi</u> ágàṁ́ínyéshiniàṭọ́	'If he's in the compound, I'm going to give 3 shillings.'

ég'odɪrɪ

ég'odɪrɪ ágàmínyèshiniàtó

'If there were money,
I would give 3
shilling.'

ányìgɪɪzùfɪ

ég'odɪra ↑ ányìgɪɪzùfɪ

'If there were money,
we would buy food.'

mù

ég'odɪra ↑ ágàmɪɪzùfɪ

'If there were money,
I'd buy food.'

ínyèghɪèdè

ég'odɪra ↑ ágàmɪínyèghɪèdè

'If there's money, I'm
going to give you
coco yams.'

gínyemɪ

gínyemɪ ágàmɪínyèghɪèdè

'If you give me yams,
I'm going to give you
coco yams.'

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ɪkwùghɪyugwɔ

gínyemɪ ágàmɪɪkwùghɪyugwɔ

'If you give me yams,
I'm going to pay you
(debt).'

gɪfuc'aaɔfɪ

gɪfuc'aaɔfɪ ágàmɪɪkwùghɪyugwɔ

'If you finish the work,
I'm going to pay you
(debt).'

ég'odɪrɪ

ég'odɪra ↑ ágàmɪɪkwùghɪyugwɔ

'If there's money, I'm
going to pay you
(debt).'

hã

ég'odɪra ↑ ágàmɪɪkwùhɪyugwɔ

'If there's money, I'm
going to pay them
(debt).'

hãbyaskùul

hãbyaskùul ágàmɪɪkwùhɪyugwɔ

'If they come to school,
I'm going to pay them
(debt).'

	<u>há</u> byaskùul <u>ágà</u> ṅṅwùhūyūgwò	
ágàṅṅwùhūyūgwò	<u>há</u> byaskùul <u>ágà</u> ṅṅwùhūyūgwò	'If they come to school, they're going to learn something.'
ṅwàṅkwòbyaskùul	ṅwàṅkwòbyaskùul <u>ágà</u> ṅṅwùhūyūgwò	'If Nwankwo comes to school, they're going to learn something.'
ógìíṣàahụ	<u>ṅwàṅkwòbyaskùul</u> ógìíṣàahụ	'If Nwankwo comes to school, he's going to take a bath.'
mífidírí	<u>mífidírí</u> ógìíṣàahụ	'If there's water, he's going to take a bath.'
yácoq	yácoq † <u>ógìíṣàahụ</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.'
gínòṣonúyù	gínòṣonúyù ógìíhùdòktò	'If you stay at home, he's going to see the doctor.'

b) Potential and Imperative:

Key Word	Pattern	
	<u>gí</u> yòskùulu <u>gá</u> ahyá	'When (if) you return [from] school, go to market.'
yá	yáyòskùulu <u>gá</u> ahyá	

yá j'èh̃úđòktò	yá yòskùulì yá j'èh̃úđòktò	'When he returns [from] school, have him go see the doctor.'
írù	yá ruskùulì yá j'èh̃úđòktò	
íbyá	yá byaskùulì yá j'èh̃úđòktò	
j'èé	yá byaskùulu j'èé h̃úđòktò	'When he returns [from] school, go see the doctor.'
gí	gí byaskùulu j'èé h̃úđòktò	
írù	gí ruskùulu j'èé h̃úđòktò	
kwúkwayúúgwọ	gí ruskùulu kwúkweyúúgwọ	'When you reach school, just pay him [the] debt.'
̀njók'ù	̀njók'ù ruskùulu kwúkweyúúgwọ	
mùtákwanh̃é	̀njók'ù ruskùulu mùtákwanh̃é	'When Njoku reaches school, [then] learn something.'
̀ngáaãh̃à	̀njók'ù ruǹgáaãh̃à mùtákwanh̃é	
shiwéfi	̀njók'ù ruǹgáaãh̃à shiwéfi	'When Njoku gets there, cook (something).'
gícọtáyá	gícọtáyá shiwéfi	'If you want it, cook food.'
byááh̃um̃	gícọtáyá byááh̃um̃	'If you want to, come see me.'
gígálgá	gígálgá byááh̃um̃	'If you're going to go, come see me.'

zùtáanù	<u>gígaịgá</u> <u>byááhým</u>	'If your going to go, buy meat.'
hádịrịátọ	<u>gígaịgá</u> zùtáanù	'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.'
gịnwelik'è	gịnwelik'è <u>wètáotù</u>	'If you can, bring one.'
wèróotù	<u>gịnwelik'è</u> wèróotù	'If you can, take one.'
yáwụrụnịjok'ụ	yáwụrụnịjok'ụ <u>wèróotù</u>	'If it's Njoku, take one.'
mèéngwàngwà	<u>yáwụrụnịjokù</u> mèéngwàngwà	'If it's Njoku, hurry!'
gịcọọịgá	gịcọọịgá <u>mèéngwàngwà</u>	'If you want to go, hurry.'
wètéeg'òghị	gịcọọịgá wètéeg'òghị	'If you want to go, bring your money.'

Note 14.2 The Consequential form of the verb

ghíyọ́----máákọ́rọghị́ '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)	íkòraakọ́rọ	'to narrate for (a narrating for)' (environment 1 - pattern `': íkòró + àkọ́rọ → íkòraakọ́rọ)
	máákọ́rọghị́	'I'll then narrate for you.' (mú + àkọ́rọ → máákọ́rọ)
(L)	íkòákò	'to cultivate a cultivating'
	máákòójí	'I'll then cultivate yams.'

This form is preceded by the independent pronoun subjects:

mú	ányị́
gị́	únù
yá	há

Since ányị́ 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)	ányiakọ́rọghị́	'We'll then narrate for you.'
(L)	únùákòójí	'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 má'ágaahyá	'If you return [from] school, I'll (then) go to market.'
̀njókùbya ńéekèléyá	'If Njoku comes, they'll (then) greet him.'
ányıyọ 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. ̀nwáńkwọgàràáhyá ńyọg'èyáńwaànyị kèlíyá #
 ̀mécínyèfénụ́rèekeláà yá'abya kèlérńwáńkwọ #
 ńá'ágawịzụ́nhýe #

Nwáńkwọ went to market, saw his female relative in law [and] greeted her. When Cinyere heard this greeting she then came [and] greeted Nwáńkwọ. They then started to go to buy things.

The analysis of this passage is as follows:

̀nwáńkwọ	- proper noun Class IA, subject
gàràáhyá	- RA form (past) + object in environment 1 with first tone pattern
ńyọg'èyáńwaànyị	- subsequential form of ńhụ plus a phrase as object: ọgọ Class III noun in environment 3 in a modification compound with modifier <u>ya</u> , the compound in turn

	modified by <u>nwáányí</u>
kèliyá	- subsequential form of <u>íkèle</u> plus object pronoun <u>yá</u> with mid tone characteristic of environment 2
mme	- 'when' introduces adverbial clause of time
cínyèfé	- proper name, subject, with final low tone raised before ' pattern verb
nùreekeláà	- RA form (past) + object, the object modified by demonstrative <u>a</u>
yáábya	- consequential form of <u>íbyá</u> with subject pronoun <u>yá</u>
kèlénwanjkwọ	- subsequential form of <u>íkèle</u> plus object
háágawízzúnhýe	- consequential form of <u>ígáwa</u> with subject pronoun <u>há</u> 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'áázàéézhí

'Just go along and (then) sweep the compound.'

which contrasts with normal double imperative:

j'ézàéézhí 'Go! [and] Sweep the compound!'

Drill 14.2 Consequential Forms following Potential Clauses:

Useful Words:	
ízùík'e	to regain strength, to rest
ízùríík'e	to take a rest
íná'ña	to receive from (HL)
íj'èru	to arrive

Key Word

Pattern

	<u>gíyọskuùl</u> <u>maágaahyá</u>	'When you return from school, I then go to market.'
íríří	<u>gíyọskuùl</u> <u>méèrífí</u>	
yá	<u>yáyọskuùl</u> <u>wéèrífí</u>	
íšéézhi	<u>yáyọskuùl</u> <u>máášaeézhi</u>	'When he returns from school, I'll then wash the compound.'
ík'utemíří	<u>yák'utemíří</u> <u>máášaeézhi</u>	'If he fetches water, I'll wash the compound.'
ínyéyeg'o	<u>yák'utemíří</u> <u>méényeyéeg'o</u>	'If he fetches water, I'll give him money.'
ízùteepe	<u>yázùteepe</u> <u>méényeyéeg'o</u>	'If he buys (and brings) oranges, I'll give him money.'

gí	gízúṭeepé <u>méenyeghég'o</u>	
yá	gízúṭeepé <u>yéenyeghég'o</u>	'If you buy oranges, he'll give you money.'
gáánañíyá	gízúṭeepé gáánañíyég'o	'If you buy and bring oranges, you'll get money from him.'
(gí-ánañíyá)		
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	gíga gíewètáramíya	
únuruo	únuruo gíewètáramíya	'When you (pl.) get there, you (sg.) will bring it for me.'
íhũdòktò	únuruo gááhũdòktò	'When you (pl.) get there, you (sg.) will see the doctor.'
ányì	ányìruo gááhũdòktò	
íj'èru	ányìj'èru gááhũdòktò	'When we arrive, you'll see the doctor.'
íkwùyyùgwò	ányìj'èru gáákwùyyùgwò	'When we arrive, you'll pay him the debt.'
ányì	ányìj'èru ányìakwùyyùgwò	
únù	ányìj'èru ányìakwùuunùgwò	'When we arrive, we'll pay you the debt.'

	ányi <u>ɔ</u> 'eru ányiakwúuunúúgwọ	
ířyc'a	ányiřyc'aa <u>ányiakwúuunúúgwọ</u>	'When we finish work, we'll pay you the debt.'
há	hářyc'aa ányiakwúuunúúgwọ	
há	hářyc'aa ányiakwúořhúúgwọ	'When they finish work, we'll pay them the debt.'
ányi	ányiřyc'aa <u>ányiakwúořhúúgwọ</u>	
ízùík'e	ányiřyc'aa <u>ányèézùík'e</u>	'When we finish work, we'll rest.'
mú	ányiřyc'aa <u>méézùík'e</u>	
ízùríík'e	<u>ányiřyc'aa méézùríík'e</u>	'When we finish work, I'll take myself a rest.'
mú	<u>mřyc'aa méézùríík'e</u>	
íméc'a	mřec'aa méézùríík'e	'After I finish I'll take myself a rest.'

Drill 14.3 Consequential forms following other tenses:

Key Word	Pattern	
	óyòrọskúùl má <u>ágaahyá</u>	'He returned from school so I went to market.'
íshíři	óyòrọskúùl mé <u>éshieři</u>	'He returned from school and I then cooked food.'

òřų	óyòròòřų <u>méeshlėři</u>	'He returned from work and I then cooked food.'
ík'ùtemıři	ók'ùteremıři <u>méeshlėři</u>	'He fetched water and I then cooked food.'
įśáakwà	ók'ùteremıři <u>máášaaakwà</u>	'He fetched water and I then did the laundry.'
ógiik'ùte	ógiik'ùtemıři <u>máášaaakwà</u>	'He's going to fetch water and I'll then do the laundry.'
inyıyeeg'ò	ógiik'ùtemıři <u>méenyıyeeg'ò</u>	'He's going to fetch water and I'll then give him money.'
įzùtaramėepe	ógiik'ùtemıři <u>įzùtaramėepe</u> <u>méenyıyeeg'ò</u>	'He's going to buy oranges for me and I'll then give him money.'
byàra	óbyàra <u>méenyıyeeg'ò</u>	'He came and I gave him money.'
įkwıyųųgwò	óbyàra <u>máakwųųyųųgwò</u>	'He came and I paid him the debt.'
óbyàla	óbyàla <u>máakwųųyųųgwò</u>	'He has come and I paid him the debt.'

Drill 14.4 Variation Drill on a Basic Sentence with Consequential Forms:

Key Word

Pattern

gıyeemec'aa máakwųųyųųghı

'If you return, when
everything is
finished, I'll then
narrate for you.'

	<u>gí</u> yeemec 'aa máá <u>ko</u> roghí	
ínyéří	<u>gí</u> yeemec 'aa <u>me</u> enyeghiří	' ---- I'll then give you food.'
há	<u>gí</u> yeemec 'aa <u>hě</u> enyeghiří	' ---- they'll then give you food.'
únù	<u>gí</u> yeemec 'aa <u>hě</u> enyuunùří	' ---- they'll give you (plural) food.'
íbyá	<u>gí</u> byeemec 'aa <u>hě</u> enyuunùří	'If you come ---- '
únù	únub <u>ye</u> emec 'aa <u>hě</u> enyuunùří	'If you (pl.) come ---- '
ířúç 'a	únurúç 'aeemec 'aa <u>hě</u> enyuunùří	'If you finish working ---- '
ég 'o	únurúç 'aeemec 'aa <u>hě</u> enyuunèég 'o	' ---- , they will then give you money.'
yá	únurúç 'aeemec 'aa <u>yé</u> enyuunèég 'o	' ---- , he will then give you money.'
álawá	únurúç 'aaalawá <u>yé</u> enyuunèég 'o	'If you finish working, when people are beginning to go home, he'll then give you money.'
ík <u>wú</u> úgwọ	únurúç 'aaalawá <u>yá</u> ákwuunùúgwọ	' ---- , he'll then pay you (debt).'
mú	únurúç 'aaalawá máá <u>kwu</u> unùúgwọ	' ---- , I'll then pay you (debt).'
í <u>h</u> úya	únurúç 'aaalawá máá <u>h</u> úyá	' ---- , I'll then take a look at it.'

íbyá'	únubyaalawa mááhŷyá'	'If you come, when people start to go home, I'll then take a look at it.'
cínyèře	cínyèřebyá <u>alawa</u> mááhŷyá'	'If Cinyere comes, when people start to go home, I'll then see her.'
áyqahyá'	cínyèřebyá <u>ayqahyá'</u> mááhŷyá'	'If Cinyere comes, when people return from market, I'll then see her.'
íkwe'	cínyèřekwé áyqahyá' mááhŷyá'	'If Cinyere agrees, ---- '
dóktò	cínyèřekwé <u>áyqahyá'</u> mááhŷdóktò	' ---- I'll then see the doctor.'
ázuc 'aaahyá'	cínyèřekwé ázuc 'aaahyá' <u>mááhŷdóktò</u>	'If Cinyere agrees, when shopping is finished, I'll then see the doctor.'
ányì	cínyèřekwé <u>ázuc 'aaahyá'</u> ányàahŷdóktò	' ---- , we'll then see the doctor.'
éřic 'aafi'	cínyèřekwé éřic 'aafi' ányàahŷ <u>dóktò</u>	'If Cinyere agrees, when the meal is over, we'll then see the doctor.'
ízùříík'e	cínyèřekwé éřic 'aafi' ányeezùříík'e	'If Cinyere approves, after dinner, we'll (then) take a rest.'

monosyllabic:

ńd'ùgaraabá h̃ùdòktò 'Nd'u went to Aba and
saw the doctor.'

with adverbial suffixes:

(H) ógìí'gáenugw'ù kwúshílaahya
'He's going to go to Enugu and stop at the
market.'

(HL) cínyè'èkpúrùobỹ'áa zú'ò'òròh̃áazù
'Cinyere entertained guests and bought fish
for them.'

(L) ányílaruruuyò nòdù'ála
'We got back home and sat down.'

compound verb:

óshìwerefí háfù'ígáahya 'He started to cook food
instead of ('and left out')
going to market.'

óshìghefí háfù'ígáahya 'He was cooking and omitted
going to market.'

3. The Potential:

(H) yárieh̃é ágámí'irikweh̃é
'If he eats something, I'm going to eat too.'

(HL) gídeaakwúkwo àgághimig'ùya
'If you write (a book), I'm not going to read
it.'

(L) ányí'fèéiyí únagághí'ínwèik'e'inyé'raanyíaká
'If we cross the stream you're not going to
be able to help us.' ('to give a hand for
us')

monosyllabic:

h̃ánaanù'igbo kèlèh̃á 'If they know ('hear')
Igbo, greet them.

with adverbial suffixes:

- (H) gĩṣac'aaakwà byàáhụm
'If you finish washing the laundry, come see me.'
- (HL) únuzurục'aamiya ágámínyèunùannótòrọ
'If you buy them all up from me, I'll give you four for threepence.'
- (L) gĩwèréeg'ó kwùkwáụyụgwò
'If you take the money, pay the bill.'

compound verb:

- yágafèéppósòófìs yáwèṭástaàm 'If he goes past the postoffice, have him bring stamps.'

4. The Hortative:

- (H) kàmriēfi 'Let me eat.'
- (HL) kàányịdeenhyè 'Let's write something.'
- (L) émèfemkaónòròṅgaà 'I made him stay here.'
('I did that he stayed here.')

contrast:

- émèfemsóqnòròṅgaà 'I managed so that he would stay here.'

monosyllabic:

- kàmnyeghimmị 'Let me give you wine.'

with adverbial suffixes:

- (H) kàányịgbụtaazụ 'Let's fish!'
- (HL) ácòrọmsịimec'aayá 'I want you to ('that you') finish it.'
- (L) kàmndụàla 'Let me sit down.'

5. The Consequential:

(H) yáyọ méériefi 'When he returns I'll
(then) eat.'

contrast:

yáyọ ágámíriří 'If he returns, I'll eat.'

(HL) yálaa máágaahyá 'When he goes home I
(then) go to market.'

(L) ányinyaaká háakòóji 'When we help, they (then)
cultivate yams.'

monosyllabic:

dóktòyọ mááhnyá 'When the doctor returns,
I'll (then) see him.'

with adverbial suffixes:

(H) nínyákwe ányègbúteraažù
'When his father agrees we (then) catch
fish (for ourselves).'

(HL) yáyọ máázụtaríyáfi
'When he returns I'll buy food for him.'

(L) yákwọọányịụgwọ ányèéwèťéeg'ò
'When he pays us the debt we (then) bring
money.'

6. The Perfect:

(H) ónúqnammịị 'He has drunk wine.'

(HL) óshielefi 'She has cooked food.'

(L) ányịávùọleedè 'We have dug out coco yams.'

monosyllabic:

ábyalam 'I have come.'

with adverbial suffixes:

- (H) únuakwúshɪla 'You have stopped.'
- (HL) ázúrɪlahèépe '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:

máakòròghì

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:

----zúòròhãazù '----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:

----máazùtarìyãrì '----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:

----méenyehãaka '----I then give them a hand.'

<u>Pronunciation</u>	<u>Structure</u>
	-cúkwumà-
òlòóg'òq̄wụ	òl'éé-og'è-q̄-wụ
	-m̀madịláaka-
èt'ít'i	
èhỹihỹè	
lèet'ít'iehỹihỹè	là-et'ít'i-èhỹihỹè
	-cúkwumà-
káaãhà/nkàaãhà	ké-aãhà
óg'èkàaãhà ádịghịmmá	óg'è-kè-aãhà-á-dịghị-mmá
	-m̀madịláaka-
àbalị	
yáwụrụnịnàabalị	yá-wụrụnị-nà-abalị
	-cúkwumà-
léelekeroóle	lá-elekere-óle
	-m̀madịláaka-
òkụlòq̄kụ	
lòq̄kụlòq̄kụasáà	là-òkụlòq̄kụ-asáà
	-cúkwumà-
líihì/líihìla	lá-ihì
ìtírí	
ịgbà	(L)

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Chukuma-
Ole oge o bu?	When will it be?
	-Nmadil'aka-
etiti	middle
ehihe	noon, midday
N'etiti ehije.	At noon.
	-Chukuma-
nke aha	(of) that
Oge nke aha adigh mma.	That time is not good.
	-Nmadil'aka-
abali	night, evening, (day of 24 hours)
Ya buruni n'abali.	Then if it is in the evening?
	-Chukuma-
N'elekere ole?	At what hour?
	-Nmadil'aka-
o'clock	o'clock
N'oclock asaa.	At seven o'clock.
	-Chukuma-
n'ihu	because
itiri	darkness
igba	to join together, to marry (with áka)

òdíghìmmá lííhìitírí-
gbaghuugbúà

là-íhì-ítírí-gbabha-ugbú-à

-m̀madìláaka-

ézhí

ézhíokwù

óùézhíokwù

màka

ó-wù-ezhí-okwù

t'áà

t'áà

kèdùmàkaabalaannót'áà

kèdù-màka-abalí-annót-t'áà

-cúkwumà-

ùt'ùt'ù

ók'ùùt'ùt'ù

lóok'ùùt'ùt'ù

ók'e-ùt'ùt'ù

lá-ok'ù-ùt'ùt'ù

-m̀madìláaka-

kàáhàdìmmá

ke-áhà-dì-m̀má

-cúkwumà-

òkpa

ók'òkpa

íbè

m̀moók'òkpa-bée

ók'e-òkpa

(H)

m̀me-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'
	ímá	'to know'	ímáta 'to understand'
	íná	'to snatch'	ínáta 'to receive from'
	ígbázhì	'to negotiate a 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'
ímá	'to know'	ímáfa	'to comprehend'
ízù	'to complete'	ízùru	'to complete for'
		(in ízùríík'e	'to take a
		rest')	

-Nmadıl'aka-

Ọdı 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.

íẏù	'to buy'	íẏùc'a	'to buy all'
íjù	'to ask'	íjùc'a	'to inquire in detail (after)'
ímé	'to do, to make'	íméc'a	'to finish doing, to do all'
ířù	'to work'	ířùc'a	'to finish working'
írí	'to eat'	íríc'a	'to finish eating'

From these examples it is clear that this suffix, -c'a, indicates the performance of the action to completion.

4.

íẏù	'to buy'	íẏù†	'to sell to'
ígbázh†	'to negotiate a loan'	ígbázh††	'to lend to'

This suffix -†/† indicates that the action involved alienation of the object involved away from the subject - it is thus, in a sense, the opposite of -†a/†e.

5.

íbyá	'to come'	íbyádu	'to arrive'
ínò	'to be at, to stay'	ínòdu	'to sit down'

This suffix -du/-dị indicates that the action resulted in a motionless state - that the subject settled down after the action.

6.

ígbà	'to go'	ígbáwa	'to start to go'
ílà	'to go home'	ílàwa	'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:

ímé	'to do'	íméhu	'to do again'
íhù	'to see'	íhùhu	'to see again'
ínù	'to hear'	ínùhu	'to hear again'
ínáta	'to receive'	ínátahu	'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'	íwèta	'to bring'	íwètara	'to bring for'
-----	-----------	-------	------------	---------	----------------

In the suffixed forms of a verb the adverbial suffix normally takes the place of the vowel suffix:

wèṭá	'bring!'
zùrú	'buy for!'
zùí	'sell to!'
nòdí	'sit down!'
làwá	'start going!'
wèré	'take for!'
	etc.

However, the suffix -c'a does occur with the vowel suffix:

zùc'áa	'buy all!'
mèc'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. òléyùkpakììcòrò '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:

ónyèkèmhǔfǔ ---- '[the] man that I saw'

ónyemhǔfǔ ---- '[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:

hǔékènjókùcòrọ 'thing which Njoku wants'

hǔénjókùcòrọ 'thing Njoku wants'

A clause commencing with kè may occur as subject of a sentence in which case the translation is 'that which ---- '.

kèmhǔfǔ 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:

umụndịmhǔfǔ
umụndịkèmhǔfǔ 'children whom I saw'

Drill 15.1 Relative particle *kè* introducing clauses:

Key Word

Pattern

	<u>óg'èkàámaakòcòròdìmmá</u>	'The time that Amako wants is good.'
ónye	ónyekàámaakòcòròdì <u>mmá</u>	'The person that Amako wants is good.'
ábyàhã	ónyekàámaakòcòraábyàhã	'The person that Amako looked for didn't come.'
ghí	ónyekìí <u>còraábyàhã</u>	'The person that you looked for didn't come.'
ábyàhãngáà	ónyekìí <u>còraábyàhãngáà</u>	'The person that you looked for didn't come here.'
cògha	ónyekìí <u>còghaábyàhãngáà</u>	'The person that you were looking for didn't come here.'
mgwàraghí	ónyekèmgwàraghí <u>ábyàhãngáà</u>	'The person that I told you [of] didn't come here.'
éj'èhã	ónyekèmgwàraghí éj'èhã	'The person that I told you [of] didn't go.'

Review Drill

Repeat drill 15.1 without *kè*. i.e.

óg'áamaakòcòròdìmmá

etc.

Note 15.3 Non-clause modifiers with kè/ṅke 'of':

Note the phrases:

kèghíkwenı '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	káányı	'of us'
II	kémby	'first of all ('of first)'
II	kénjòk'ù	'of Njoku'
III	kùúnù	'of you (pl.)'
III	kááñà	'of that'
III	kùúnèfe	'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 /ṅke/.

This phrasal structure may occur in environment 1 (as subject):

kěhǎ ádíghĩmma' 'His is not good.'

kénjòk'ù dìányàngǎà 'Njoku's is far [from] here.'

or in environment 4 (as modifier)

jíkàamàakò 'Amako's yams.' (p.c.)

édèkèhá ádíghĩlũyò 'Their coco yams (m.c.) are not in [the] house.'

Drill 15.2 kè introducing non-clause modifiers:

a.

Key Word	Pattern	
	<u>nzúkò</u> kùunùdĩngǎà	' <u>Your</u> meeting is here.'
rǎisĩ	rǎisĩkùunùdĩngǎà	' <u>Your</u> rice is here.'
líimuuyò	rǎisĩkùunùdĩlíimuuyò	'Your rice is inside the house.'
mù	<u>rǎisĩ</u> kèmdĩlíimuuyò	' <u>My</u> rice is inside the house.'
sìgaréèt'ì	sìgaréèt'íkèmdĩlíimuuyò	' <u>My</u> cigarettes are inside the house.'
ádĩghĩ	sìgaréèt'íkè <u>m</u> ádíghĩlíimuuyò	' <u>My</u> cigarettes are not inside the house.'
ghĩ	sìgaréèt'íkèghĩ ádíghĩ <u>lí</u> imuuyò	' <u>Your</u> cigarettes are not inside the house.'
mma	sìgaréèt'íkèghĩ ádíghĩmma	' <u>Your</u> cigarettes are not good.'
njòk'ù	<u>sìgaréèt'</u> íkènjòk'ù ádíghĩmma	' <u>Njoku's</u> cigarettes are not good.'

	<u>sìgaréèt'</u> íkènjòk'ù ádíghımma	
únèře	únèřékènjòk'ù <u>ádíghımma</u>	'Njoku's bananas aren't good.'
òǹeg'oo'loo'le	únèřékènjòk'ù òǹeg'oo'loo'le	'How many for how much are Njoku's bananas?'
yá	únèřékıyá òǹeg'oo'loo'le	'How many for how much are his bananas?'

b.

Key Word	Pattern	
	òléébeka <u>amaakòdì</u>	'Where is Amako's?'
mú	òléé <u>bekèmdì</u>	'Where is mine?'
ńga	òlééńgake <u>mdì</u>	'Just where is mine?'
ghı	òlééńgake <u>ghıdì</u>	'Just where is yours?'

<u>Pronunciation</u>		<u>Structure</u>
	-òṅṅegbù-	ónṅ-egbù
òḥ̃a		
óbiòḥ̃a		óbi-òḥ̃a
ìgá'j'e		ìgá + j'e
óbiòḥ̃a ág'ṽṽjím		óbi-òḥ̃a ág'ṽṽ- jì-m
gá'j'èeshíwenh̃é		gá- j'è-eshíwe-nh̃é
	-óbiòḥ̃a-	
òlééh̃ỹlèerí		òléé-h̃ỹ- l- là- erí
	-òṅṅegbù-	
gàrí		(invariable tone noun)
ófe		
òkwùrṽ		
á-còrò-mṽ-íri-gàrí-là- ófe-okwùrṽ		á-còrò-mṽ-íri-gàrí-là- ófe-okwùrṽ
	-óbiòḥ̃a-	
sí		
àgbòṅṅ		

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-Onuegbu-	(proper name for a male)
q̣ha		public, crowd, the people
Obịq̣ha		public spirit (proper name for a male)
igaje		to go -- (emphatic) to be in the process of going
Obịq̣ha, aguu ji m.		Obịq̣ha, I'm hungry (hunger holds me). Go cook something!
	-Obịq̣ha-	
Ole ihe 1 na eri?		What do you want to eat? ('What are you eating?')
	-Onuegbu-	
gari		processed cassava meal
ofe		soup - a stew of vegetables and fish and/or meat
q̣kwuru		okra, gumbo
A q̣ṛq̣ m iri gari na ofe q̣kwuru.		I want to eat cassava meal and gumbo soup.
	-Obịq̣ha-	
si		that
agḅọṇq̣		seed of agḅọṇo plant

ìcqrqséewèráàgbqñqshíeyá

ì-cqrq-sí-e-wèré-àgbqñq-
shíe-yá

-ònyegbù-

ùhṽà

íhṽùùhṽà

ìkpá

(L) íhṽà-ùhṽà

(H)

ìkpùùhṽà

ìkpá-ùhṽà

àgbqnaánàghaakpámùhṽà

àgbqñq-á-nàghì-akpá-mù-ùhṽà

-óbiòhà-

ítìì

(HL)

ìcqrqsíetììnyeelìì

ì-cqrq-sí-e-tììnyá-elìì

-ònyegbù-

láanì/náanì

lá-anì

ìlùùlò

(HL) ìlò-ùlò

òdíghì shiére-mòkwùrù-

ò-dì-ghì shié-re-m-òkwùrù-

láanì mèkwéekòólùlò

lá-anì mèkwé-ka-ò-lò-ùlò

-óbiòhà-

òdìmmá

I cqrq s1 ewere agbqng
s1e 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-

it11/itighe	to put into, to add to
I cqrq s1 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 ịs^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. ịc^qr^q s^{éewèrààgbono} sh^{íeyá} 'Do you want agbono to be used to cook it?' ('Do you want (saying) that one take (for oneself) agbono and cook it?')
2. ịc^qr^q s^{íetiiniyèelìlì} '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:

- ọ̀gàrà w^{èrààgbono} 'He came and took agbono.'
 ọ̀byàrà tíelìlìlìl^{óofe} '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:

k^{ámkw^qn^qghìpenìshíí} '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 k^à '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:

ọ̀c^qr^q s^{ímwètar^yáceèn} 'He wants me to bring him change.'

ányìcòrò súnugaaahyá	'We want that you (pl.) go to market.'
ókwe saamaakòzúrúyáunèře ---	'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:

yáyò ---	If he comes.
ácòròm síyò	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 síngíígaàlegòs	'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>ìc̣q̣ṛq̣ṣéewèrààgḅoṇo shíeyá</i>	'Do you want it to be cooked with agbono?' ('Do you want (that) one take agbono and cook it?')
<i>ánụ</i>	<i>ìc̣q̣ṛq̣ṣéewèràánụ shíeyá</i>	
<i>únù</i>	<i>ùnuc̣q̣ṛq̣ṣéewèràánụ shíeyá</i>	
<i>ófe</i>	<i>ùnuc̣q̣ṛq̣ṣéewèràánụ shíoofo</i>	' ---- and cook stew?'
<i>hã</i>	<i>àc̣q̣ṛq̣ḥaṣéewèràánụ shíoofo</i>	
<i>míří</i>	<i>àc̣q̣ṛq̣ḥaṣéewèrémíří <u>shíoofo</u></i>	
<i>ízèezhí</i>	<i>àc̣q̣ṛq̣ḥaṣéewèrémíří <u>zàéézhí</u></i>	
<i>íkwù</i>	<i>èkwuruhaséewèrémíří <u>zàéézhí</u></i>	'Did they say that one [should] use water ----?'
<i>íjùgàrí</i>	<i>èkwuruhaséewèrémíří <u>jùogàrí</u></i>	' ---- drink garí.'
<i>yá</i>	<i>òkwuruséewèrémíří <u>jùogàrí</u></i>	
<i>àkṽ'á</i>	<i>òkwuruséewèràákṽ'a <u>jùogàrí</u></i>	' ---- one take eggs and drink garí.'
<i>ízùrụ</i>	<i>òkwuruséewèràákṽ'a <u>zùrụgàrí</u></i>	'Did he say that one [should] take eggs and buy [exchange for] cassava?'

íkà	òkaraséewèràákŵ'a zúrúgàrí	'Did he require that one ---- ?'
ányị	ányịkaraséewèrà <u>á</u> ákŵ'a zúrúgàrí	'Did we require that eggs be taken and exchanged for cassava meal?'
ég'ò	ányịkaraséewèréeg'ò <u>zúrú</u> gàrí	
ízúṭa	ányịkaraséewèréeg'ò zúṭagàrí	
ókùrù	<u>ányị</u> karaséewèréeg'ò zúṭòòkwùrù	
únù	ùnuk <u>ar</u> aséewèréeg'ò zúṭòòkwùrù	
ícè	ùnuc <u>er</u> eséewèréeg'ò zúṭòòkwùrù	'Did you think that money was to be taken to buy okra?'
ghị	ìcereséewè <u>é</u> eg'ò zúṭòòkwùrù	
ákwà	ì <u>cer</u> eséewèràakwà zúṭòòkwùrù	'Did you think that cloth was to be taken to buy okra?'
íkwe'	ìkwereséewèràakwà zúṭòòkwùrù	'Did you agree that ---- ?'

Note 16.2 Question Words and the Word Order of Questions:

Compare the sentences:

- a. òlééh̄yoomèghe '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'òòle 'how much money'

òléé occurs either as a noun-object of the preposition la/na (lòóléé '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?')

òlééhÿe	'what?' ('what thing?')
òlééh̀ga	'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
	òlééb̀ogàrà	ògaralooléé	'Where did he go?'
únù	òléébuunugàrà	ùnugaralooléé	'Where did you (pl.) go?'
hã	òléébaagàràhã	àgarahãlooléé	'Where did they go?'
mme	òléém̀m̀agàràhã	àgarah̀ooléém̀me	'When did they go?'
yá	òléém̀m̀ogàrà	ògaroléém̀me	'When did he go?'
ányì	òléém̀m̀ányìgàrà	ányìgarooléém̀me	'When did we go?'

(b) with -ghe/-gha:

Key Word	Pattern 1	Pattern 2	English
	òlééhÿoomèghe	òmegheké	'What is she doing (exactly)?'
gírì	òlééhÿoomèghe	òmeghegírì	'What is she doing?'
ínà	òlééhÿoonàgha	ònaghagírì	'What is he taking?'

	òléèhỹq̄nàgha	q̄naghagírì	
ghí	òléèhỹṽnàgha	ṽnaghagírì	'What are you taking?'
íwèṽta	òléèhỹṽwèṽtagha	ṽwèṽtaghagírì	'What are you bringing?'
úwù	òléèhỹunuwèṽtagha	unuwèṽtaghagírì	'What are you (pl.) bringing?'
ínyè	òléèhỹuununyèghe	ununyeghegírì	'What are you (pl.) giving?'
hã	òléèhỹeenyèghehã	enyeghehãgírì	'What are they giving?'
írì	òléèhỹeerìghehã	erìghehãgírì	'What are they eating?'
yá	òléèhỹoorìghe	orìghegírì	'What is he eating?'

(c) with Simple forms:

Key Word	Pattern 1	Pattern 2	English
	òléé <u>booshi</u>	òshilooléé	'Where is he from?'
ńga	òléé <u>ńgóoshi</u>	òshioléńga	'What spot is he from?'
únù	òléé <u>ńgúunushi</u>	únushioléńga	'What spot are you (pl.) from?'
íj'è	òléé <u>ńgúunu</u> j'è	únunj'eoléńga	'What spot are you (pl.) bound for?'
ghí	òléé <u>ńgíi</u> j'è	íj'eoléńga	'What spot are you (sg.) bound for?'
íbyáduo	òléé <u>ńgíí</u> byáduo	íbyaduooléńga	'What spot are you (sg.) coming to?'
há	òléé <u>ńgáab</u> yáduo ^{há}	ábyaduohooléńga	'What spot are they coming to?'
ígàj'e	òléé <u>ńgáagà</u> j'e ^{há}	àgaj'e ^h ooléńga	'Where did they go?'
ńjók'ù	òléé <u>ńgánjok</u> 'ùgàj'e	ńjókùògaj'ooléńga	'Where did Njoku go?'
ífùtaduo	òléé <u>ńgánjok</u> 'ùfùtaduo	ńjókùòfùtaduooléńga	'Where is Njoku coming out?'

(d)

Key Word	Pattern 1	Pattern 2	English
	òléé <u>m</u> òqwu	òwuòlémme	'When is it?'

	òléènmòq̄wù	òwùòlémme	
ónye	òléòonyoq̄wù	òwóonye ¹	'Who is it?'
áfò	òléáafòq̄wù	òwáafògírì	'What year is it?'
édè	òléedèq̄wù	òwéedèké	'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?'.
'Is it a stranger?'

<u>Pronunciation</u>	<u>Structure</u>
nnàmúukwu	-óbiòhã- nnà-mù-ukwu
nnàmúukwu ányịenwèghị- kwenịgarí ¹	nnà-mù-ukwu ányị-enwèghịkwenị- garí
òlééhỹeanyịnwékwenịřị	-ónụegbù- òléé-hỹe-anyị-nwékwenịřị
ányịnwéřeịgbụrụlùúnèře	-óbiòhã- ányị-nwéře-ịgbụrụ-là-únèře
àyọrịịgbụraańàayọ	-ónụegbù- à-yọrọ-ịgbụrụ-ńà-ayọ
ée áyọrọyaáyọ / ée áyọrọyaáyọ	-óbiòhã- -ónụegbù-
ńgwá shiwénịyá	-óbiòhã- -ónụegbù-
ítiiḡhe nnámà ánụnnamà	ítii + ḡhe (HL) ánụ-nnamà
ịsịmtiiḡhaanụnnamàáńhàlọofe	ị-sị-m-tiiḡhe-anụ-nnamà-ńhà- lá-ofe

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Obioha-
nnam ukwu	my boss, sir ('my big father')
Nnam ukwu, anyị enweghikweni gari.	Sir, but we don't have (any) 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 aha n'ofe?	Do you want me to put (in) (Do you say to me 'put (in)' that beef in the soup?

-ònyègbù-

ògrí/ògírí

áwýsa

ògíríawýsa

éé tííkweyòògíríawýsa

éé tííkwe-yá-ògírí-awýsa

-óbiòhã-

ùcò/ùtò

íçùçcò/ítùtò

(H) ícò-ùcò/ítò-ùtò

òdìmmá ágàmíímèyaacòçcò

á-gà-mù-ímè-ya-acòò-ùcò

¹Mr. Ugorji's pronunciation is: ányɛɛwèghikwenigari

Drill 17.1 Variation Drill on a Basic Sentence:

Key Word

Pattern

élìlì

ányɛɛwèghikwenigari

ányɛɛwèghikweneelìlì

mù

èɛwèghikwenimeelìlì

àkṽ'á

èɛwèghikwenimaakṽ'a

yá

òɛwèghikwenaakṽ'a

ófe

òɛwèghikwenoofe

hã

èɛwèghikwenihóófe

uñèře

èɛwèghikwenihúuñèře

ɛwáɛkwò

ɛwáɛkwòɛwèghikwenuñèře

tomátò

ɛwáɛkwòɛwèghikwenitomátò

-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 atọọ utọ!	All right. I'm going to make it delicious!

únù	ṅwáṅkwọṅwèghikwenitomatò
áǹǹù	úneeṅwèghikwenitomatò
mù	úneeṅwèghikwenaazù
àyibàsà	èṅwèghikwenimaaǹù
ányị	èṅwèghikwenimaàyibàsà
gàrí	ányịṅwèghikwenaàyibàsà
	ányịṅwèghikwenigàrí

Drill 17.2 Variation Drill on a Basic Sentence

Key Word	Pattern
	ányịṅwéřṅgburuluúñèře
gàrí	ányịṅwéřegàríluúñèře
mù	èṅwéřemgàríluúñèře

	éṅwèřemgarílùúñèře
làakw'á	éṅwèřemgarílàakw'á
hã	éṅwèřehãagarílàakw'á
ánụ́ nnamà	éṅwèřehãánụ́nnamàlàakw'á ¹
yá	óṅwèřaanụ́nnamànaakw'á ¹
lèélìlì	óṅwèřaanụ́nnamàlèélìlì ¹
ògrí	óṅwèřoogrílèélìlì
anyị́	ányị́ṅwèřoogrílèélìlì
ìgbúrụ́	ányị́ṅwèřìgbúrụ́lèélìlì
lùúñèře	ányị́ṅwèřìgbúrụ́lùúñèře

Note 17.1 The Verbal Noun as Emphatic Signal

àyòrììgbúraahàayọ́ '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:

---éçiláabyaábya '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

	àyòrììgbúraahàayọ́	éé àyòrìyaáyọ́
ghí	ìyòrììgbúraahàayọ́	éé àyòròmìyaáyọ́

¹Note the unpredictable and inconsistent employment now of là, now of ná with nasal sounds in the environment.

	<u>ìyọ̀rììgbùraahàayọ̀</u>	éé	<u>áyọ̀rọ̀mìyaáyọ̀</u>
íkùmìfì	<u>ìkùrumìřàahèekù</u>	éé	↑ <u>ékùrumìyeeku</u>
hã	<u>èkuruḥamìřàahèekù</u>	éé	↑ <u>ékùruḥìyeekù</u>
ùnù	<u>ùnukùrumìràahèekù</u>	éé	↑ <u>ányìkùrìyeeku</u>
ìshìofe	<u>ùnushìroófaahèeshì</u>	éé	↑ <u>ányìshìrìyeeshì</u>
yá	<u>òshìroófaahèeshì</u>	éé	<u>óshìrìyeeshì</u>
ìřùṣù	<u>òřùřùṣùřàahàãřù</u>	éé	<u>óřùřùyaãřù</u>
á	<u>ãřùřùṣùřàahàãřù</u>	éé	<u>ãřùřùyaãřù</u>
ìvùédè	<u>ávùreédaahàavù</u>	éé	<u>ávùrìyaávù</u>
ghì	<u>ìvùreédaahàavù</u>	éé	<u>ávùrumìyaávù</u>
ìzàezhì	<u>ìzareezhìahàazá</u>	éé	<u>ázàramìyaazá</u>
hã	<u>àzarahèzhìahàazá</u>	éé	<u>ázàrahìyaazá</u>
ìḥùdọ̀ktọ̀	<u>ãḥùřùḥadọ̀ktàahù</u>	éé	<u>ãḥùřùḥadọ̀ktàahù</u>
yá	<u>òḥùřùdọ̀ktàahù</u>	éé	<u>òḥùřùdọ̀ktàahù</u>
ìgàopopò	<u>ògaroopópàagá</u>	éé	<u>ògàrooopópàagá</u>

Note 17.2 The Order of Possessive and Other Modifiers:

Note the phrases:

<u>ényìm̀wòok'ò</u>	'my male friend'
<u>ògòṣ̀wàànyì</u>	'my female relative in law'
<u>nnàm̀uukwu</u>	'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:

<u>ṅwághùukwu</u>	'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'ṅwàányị 'the relative-in-law of my daughter'

but ógòṅwáànyí'ṅwam 'the female relative-in-law of my child'

ányị and únù may occur in this construction either in pronominal or in noun position:

ńnám'uuukwu 'my boss'

ńnà'ányuukwu 'our boss'

or ńnù'úkwu'ányị

ńnù'únù'úkwu 'your boss'

or ńnù'úkwuunù

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'ányị 'our big yams'

òkúk'òúk'wuunù 'our big chickens'

úm'ụ'ák'í'ra'ányị 'our (small) children'

Drill 17.4 With Possessive Pronouns

New Word:

àd'á oldest daughter

Key Word	Pattern	
	<u>ényim</u> ṅwook'ógàràáhya	'My (male) friend went to market.'
ṅwá	ṅwámṅwook'ógàràáhya	'My son went to market.'
ghí	ṅwághíṅwook'ógàràáhya	'Your son went to market.'
ṅwáànyí	ṅwághíṅwáànyí <u>gàràáhya</u>	'Your daughter went to market.'
ízù	ṅwághíṅwáànyízù <u>ràáhya</u>	'Your daughter shopped.'
ógò	ógòghíṅwáànyízù <u>ràáhya</u>	'Your female in-law shopped.'
épe	ógòghíṅwáànyízù <u>reépe</u>	'Your female in-law bought oranges.'
írà	ógòghíṅwáànyírà <u>reepe</u>	'Your female in-law ate ('licked') [an] orange.'
ṅwámṅwáànyí	ógòṅwámṅwáànyírà <u>reepe</u>	'The in-law of my daughter ate an orange.'
ṅwóok'ó	ógòṅwámṅwook'ó <u>rarepe</u>	'The in-law of my son ate an orange.'
únèṛe	ógòṅwámṅwook'ó <u>raruunèṛe</u>	'The in-law of my son ate a banana.'
ṅwá	<u>ṅwámṅwámṅwook'</u> óraruunèṛe	'The child of my son ate a banana.'
ṅwámṅwám	ṅwámṅwám <u>raruunèṛe</u>	'My grandchild ate a banana.'
írè	ṅwámṅwám <u>reruunèṛe</u>	'My grandchild sold bananas.'
áhya	ṅwámṅwám <u>reraahya</u>	'My grandchild made a sale.'

b)

Useful Word:

ó'ò grand (as in grandfather)

Key Word

f Pattern

	ényèfem <u>l</u> yánnàmúukwu	'I gave it [to] my boss.'
yá	ónyèfeyánnàmúukwu	'He gave it [to] my boss.'
í'zù'í	ó'zù'í'íyánnàm <u>ú</u> ukwu	'He sold it to my boss.'
yá	ó'zù'í'íyánnì'yúukwu	'He sold it to his boss.'
nné	ó'zù'í'íyanní'yú <u>ú</u> ukwu ¹	'He sold it to his boss (female).'
ó'ò	ó'zù'í'íyanní'yó'ò	'He sold it to his grandmother.'
hã	ó'zù'í'íhãnní'yó'ò	'He sold them to his grandmother.'
ányì	ó'zù'í'íhãnná'ányo'ò	'He sold them to our grandmother.'

Drill 17.5 With noun possessors:

Useful Word:

àd'éeg'ò Proper name for a female
'daughter of money'

¹Note the tone of /yá/, here low before nné, elsewhere high before nná. 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.'
ìfùezhí	ṅwáṅwáànyịàd'éeeg'òfùreezhí	'Adaego's daughter went outside.'

b)

Key Word	Pattern	
	ényè <u>fem</u> yánnùúkwuṅjòkù	'I gave it to Njoku's boss.'
yá	ónyè <u>fí</u> yánnùúkwuṅjòkù	'He gave it to Njoku's boss.'
íwèta	ówèṭar <u>yá</u> nnùúkwuṅjòkù	'He brought it to Njoku's boss.'
hǎ	ówèṭar <u>hǎ</u> nnùúkwuṅjòkù	'He brought them to Njoku's boss.'
óc'ò	ówèṭar <u>hǎ</u> nnòóc'òṅjòkù	'He brought them to Njoku's grandfather.'
nné	ówèṭar <u>hǎ</u> anneoc'òṅjòkù	'He brought them to Njoku's grandmother.'

c)

Key Word	Pattern	
	ńd'ùzùrɪŋwíy'èmbùn'joké <u>epe</u>	'Ndu sold oranges to Njoku's first wife.'
ókùrù	ńd'ùzùrɪŋwíy'èmbùn'jokókùrù	'Ndu sold okra to Njoku's first wife.'
ínyé	ńd'ùnyeřenwíy'èmbùn'jokókùrù	'Ndu gave okra to Njoku's first wife.'

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 gi ech1.	I looked for you yesterday.
	-Njoku-
Gini mere?	What happened?
	-Chidi-
hafu	skip it, leave off
Hafu. Mgbe 1 yqrq mu akqrq gi.	Skip it. When you return [from work] I'll then tell you.
	-Njoku-
Q di mma. Ole nga anyi ga izu?	All right. Where are we going to meet?
	-Chidi-
izu	week - originally the two times four-day market cycle
izu gara aga	last week

ọwụrụmàghíkwe ágàmị́sị́
 yawurẹbaańhàányị́nọ́řo-
 lízùgàraága

ọ-wurụ-mà-ghí-kwe á-gà-mụ-
 ịsị́-ya-wurụ-ebe-ńhà-ányị́-
 nọ́řo-lá-izù-gàra-ága

-nǝk'ù-

ízò/íjò

(L)

mọ́ọwùlágħị́

mà-ọ-wù-lá-ghị́

mbya

alternative for ịbyáabya

mọ́ọwùlágħị́sị́mířizògħe
 ágàmmbya

mà-ọ-wù-lá-ghị́-sị́-míři-
 zògħe á-gà-m-mbya

-cídì-

ógwè

ogwèmkwe

ógwè-m-kwe

ọ́bèdị́

ọ́-wù-bè-dị́

arwụ

ic'á

(H)

ógwèmkwe ọ́bèdị́sị́arwụnaàc'á
 ágàmị́nụyá

ógwè-m-kwe ọ́-wù-bè-dị́-sị́-
 arwụ-na-ac'á á-gà-mụ-ị́nọ́-
 yá

Note 18.1 Days of the Week

The Igbo week, ízù, 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 gi kwe, aga m If you agree, I would say
 isi ya buru ebe aha it should be that place
 anyi nọrọ n'izu gara we were last week (a week
 aga. [8 days] ago).

-Njoku-

izo to fall (of rain)
 ma ọbulaghi whether it is or not
 mbia to come (a coming)

Ma ọbulaghi si miri zoghe, I'm going to come whether it
 aga m mbia. rains or not.

-Chidi-

ogwe self
 ogwem kwe me too
 ọbubedi even if it is ---
 anwu sun (light)
 icha to shine, to glow

Ogwem kwe. Ọbubedi si Me too. Even if the sun
 anwu na acha, aga m shines, I'll be there.
 inọ ya.

- | | |
|---------------------------|----------------|
| 4. ̀̀kwúukwu (̀̀kwó-ukwu) | 'big ̀̀kwọ' |
| 5. ̀̀k'éntà | 'little eke' |
| 6. ̀̀ryòntà | 'little oryo' |
| 7. ̀̀fòntà | 'little afọ' |
| 8. ̀̀kwòntà | 'little ̀̀kwọ' |

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. èkòḡhà ('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 ḡhà '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 Igbos employ the western seven-day for practical purposes, employing the word wíiki 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)

ngwūrú Ngwuru (a town)

ífùáhya -to come out, to make a debut

Key Word		Pattern	
		ányìgìízu ^l à ^l à ^l nkwo ^o ányì	'We are going to meet at our Nkwò [market].'
àfọ		ányìgìízu ^l à ^l afọ ^o ányì	
ízúkò		ányìgìízu ^l úkò ^l laafọ ^o ányì	
èkóònyicha		ányìgìízu ^l úkò ^l leekóònyicha	'We're going to meet together at Onicha's big (Eke) [market].'
ímènzúkò		ányìgìímènzúkò ^l lèekóònyicha	
̀̀nkwo ^o q̃hà		ányìgìímènzúkò ^l lànkwòq̃hà	'We're going to meet together at [the] public (̀̀nkwo ^o) market.'
ífùáhya		ányìgìífùáhya ^l lànkwòq̃hà	'We're going to make our debut at [the] public (̀̀nkwo ^o) market.'
̀̀nò		ányìgìí̀̀nò ^l lànkwòq̃hà	
̀̀byá		ányìgìí̀̀byá ^l lànkwòq̃hà	
hà		ágàhìí̀̀byá ^l lànkwòq̃hà	
èkéngw'urú		ágàhìí̀̀byá ^l lèekéngw'urú	

b)

Useful Words:		
m̀bà	district, tribe, nation	
òwùwa	breaking up of (derived from ìwá 'to break up')	} òwùwaanyanwù East[ern Region] (Breaking up of [the sky by] the sun')
ányanwù	[the] sun	
nàygírìà	Nigeria	
áma	lane, street, clan, road leading to family compound	
ézhiamà	'Good Clan' - a clan name	
m̀òót'ù	at all	
òbùla	any	
ùfòdụ	some	
ùmụaghàra	a place name	

Key Word

Pattern

	<u>ònyicáamairi</u> ṅwéřenaaniotùáhyuukwu	'The ten clans of Onicha have only one large market.'
m̀bàlìlìlèlòòwùwa- anyanwùnàygírìà	m̀bàlìlìlèlòòwànyanwùnàygírìà ṅwéřenaaniotùáhyuukwu	'All clans in the Eastern Region of Nigeria have only one large market.'

òtútùahyanṭà	<u>mbàlílélèlòwúwaanyanwúnàygírìàṅwéře-</u> òtútùahyanṭà	'All clans in the Eastern Region of Nigeria have many small markets.'
ùmaaghàradìlìimò- ònyica	ùmaaghàradìlìimòònyica <u>ṅwéřeòtútù-</u> <u>ahyanṭà</u>	'Umuaghara which is in Onicha has many small markets.'
éṅwèghìahyuukwu- kèhànaanì	<u>ùmaaghàradìlìimòònyiceéṅwèghì-</u> ahyuukwukèhànaanì	'Umuaghara which is in Onicha doesn't have a large market of its own.' ('---doesn't have a big market of theirs alone.')
ùfódùmbà	<u>ùfódùmbèéṅwèghìahyuukwukèhànaanì</u>	'Some clans don't have a large market of their own.'
ézhiamà	ézhiamééṅwèghìahyuukwukèhànaanì	'Eziama doesn't have a big market of [its] (their) own.'
òbulamoót'ù	ézhiamééṅwèghìahyòòbulamoót'ù	'Eziama hasn't any market at all.' ('--- hasn't market, any at all')

c)

Useful Words:

í'c'è different

í'í'ic'è various

Key Word		Pattern
	<u>ònyíca</u> náanìjweekònyíca	'Only Onicha has Onicha Eke [market].'
ònyíca	ònyíca <u>n</u> wéekònyíca	
jàazú	<u>ònyíca</u> jàazúekònyíca	'Onicha shops [at] Onicha Eke [market].'
mbádíic'íic'è	mbádíic'íic'è <u>jàazú</u> ekònyíca	'Various districts shop [at] Onicha Eke.'
íbyá	mbádíic'íic'è <u>jàabyé</u> ekònyíca	
ígá	mbádíic'íic'è <u>jàagé</u> ekònyíca	'Various districts go [to] Onicha Eke.'
ékeṅgwurú	<u>mbádíic'íic'è</u> jàagéekèṅgwurú	'Various districts go to Ngwuru Eke.'
ṅgwurú	ṅgwurú <u>jàagé</u> ekèṅgwurú	'Ngwuru goes to Ngwuru Eke.'
ízú	ṅgwurú <u>jàazú</u> ekèṅgwurú	'Ngwuru shops [at] Ngwuru Eke.'
ṅwé	<u>ṅgwurú</u> jweekeṅgwurú	'Ngwuru has Ngwuru Eke.'

ngwũrũnaani

ngwũrũnaaningweeke_{ngwũrũ}

'Ngwuru alone has Ngwuru Eke.'

naani_{ngwũrũ}

naani_{ngwũrũ}ngweekengwũrũ

'Only Ngwuru has Ngwuru Eke.'

oryò

naani_{ngwũrũ}wooryòngwũrũ

'Only Ngwuru has Ngwuru Orio.'

laazú

naani_{ngwũrũ}laazú_{oryò}ngwũrũ

'Only Ngwuru shops (at) Ngwuru Orio.'

d)

Useful Word:
 ah̄yafa' Ahlara, a place name

Key Word

Pattern

ngwũrũ

éko_{nyicawé}kuukwu

'Onicha Eke is (a) big Eke.'

ah̄yafa'

éke_{ngwũrũ}weekuukwu

'Ngwuru Eke is (a) big Eke.'

ntà

ékaah̄yafa'weekuukwu

'Ahlara Eke is (a) big Eke.'

oryò

ékaah̄yafa'weekentà

'Ahlara Eke is (a) little Eke.'

ngwũrũ

ónóah̄yafa'wooryontà

'Ahlara Orio is (a) little Orio.'

ónó_{ngwũrũ}wooryontà

'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:

ìrìlààt́ọ́	13
ìrìlàanńọ́	14
ìrìlìiṣ́ọ́	15
ìrìlìiṣ́híí	16
ìrìlàasáà	17
ìrìlàasát́ọ́	18
ìrìlìit́éghete	19
óhù/óḡ'ù	20
óhulòótù/óḡ'ùlòótù	21
- - - -	
óhulìirí/óḡ'ùlìirí/ìrìáàt́ọ́	30
óhulìirìlòótù/óḡ'ùlìirìlòótù/ìrìáàt́ọ́lòótù	31
- - - -	
óhuàb́ùọ́/óhulaàbo ¹ /óḡ'ùàb́ùọ́/óḡ'ùlaàbo ¹ /ìrìáanńọ́	40
óhuàb́ùọ́lìirí/óḡ'ùàb́ùọ́lìirí/áhulaàbolìirí/ óḡ'ùlaàbolìirí/ìrìiṣ́ọ́	50
óhuàt́ọ́/óḡ'ùàt́ọ́/ìrìiṣ́híí	60

¹Note that àb́ùọ́, when a modifier has an alternate form láàbo:

mmad' àab́ùọ́ or mmad' ùlaàbọ́

but this alternate is not used in counting, even when counting items modified by the numbers:

ótùmmad'ù, mmad' àab́ùọ́, mmad' àat́ọ́, etc.

óhuàtòlìirí/óg'ùàtòlìirí/ìríásaà	70
óhuànnò/óg'ùànnò/ìríásatò̀	80
óhuànnòlìirí/óg'ùànnòlìirí/ìrííteghete	90
ìríleerì/óg'ùìšo/óhùìšo	100
óg'ùìshìì (ìríleerìloóhu)	120
óg'ùásaà	140
ìríleerìlaàbo (óg'ùìrì)	200
nnù (where they count in 20's is 400)	1000

In counting items above twenty, the word modified comes after óhu and is repeated before the additional number: e.g.

óhuanùnàánùirì 'thirty animals' ('a score of animals and ten animals')

The repetition of the noun is not required

óhuanùnìirì 'thirty animals' ('a score of animals and ten')

Note 18.3 Ordinal Numerals:

We have noted m̀bù 'first'. The remaining ordinal numerals are commonly expressed by the use of k̀ plus the cardinal numeral:

ákwùkwòkaannò 'the 4th book'

Note that k̀ (̀nke), a Class IV noun, has, as usual, a high tone before numbers of Class II. m̀bù also occurs with k̀:

ákwùkwòkèmbù 'the 1st book'

Nouns do occur, however, with ordinal numerals without k̀. In this case a modification compound (see Note 7.1) indicates the cardinal numeral while a possessive compound signifies the ordinal numeral. Remember that there is no distinction between modification and possessive compounds with Class I and Class II nouns. Thus:

íshíátọ́ is 'three heads' or 'the third head'
 èzhíánnọ́ is 'four compounds' or 'the fourth compound'
 but: áfọ́íshíí̀ is 'six years' and
 áfọ́íshíì is 'the sixth year' ('year of six')

Similarly

àlaasáṭọ́ is 'eight countries'
 while àláásatọ́ 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	mmad'ùasáà	'seven individuals'
contrast	mmad'ùásaà	'the seventh man'

Note also:

	ndịíṣọ́	'the fifth group'
contrast	òtuíṣó	'five sets'
	òtúíṣọ́	'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:

	ánọ́hùlìirí	'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:
 míshìḡny mission

Key Word

Pattern

ḡgàghaákwḡkwòlàskùùláányìkembù

'He goes to school at
 our first school.'

àbùḡ

ḡgàghaákwḡkwòlàskùùláányìkaábùḡ

ḡwám

ḡwámḡgàghaákwḡkwòlàskùùláányìkaábùḡ

ìsò

ḡwámḡgàghaákwḡkwòlàskùùláányìkiiṣò

'My son goes to school
 at our fifth school.'

míshìḡny

ḡwámḡgàghaákwḡkwòlamíshìḡnyáányìkiiṣò

'My son goes to school
 at our fifth mission.'

b)

Useful Word:
 íshìt'e (HL +) to prepare and bring [food]

Key Word

Pattern

ḡwáányìmkáánnḡyòruúyò

'My fourth wife returned
 home.'

ḡwíyè

ḡwíyèmkáánnḡyòruúyò

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	ḡwíy'émkaánnoyòruúyò	
íḡáahya	ḡwíy'émkaánnogàraáhya	
ìshíì	ḡwíy'émkììshíìḡaraáhya	'My sixth wife went to market.'
íshìṭeṛí	ḡwíy'émkììshíìshìṭereṛí	'My sixth wife cooked and served food.'

c)

Useful Word:

òp'ara	eldest son
--------	------------

Key Word	Pattern	
	ḡwámḡwook'òḡbaroonyembù	'My son took first place.' ('---ran first person')
òparam'	òparamḡbaroonyembù	'My eldest son took first place.'
lààbo	òparamḡbaroonyenaàbo	'My eldest son took second place.'
ḡwámḡwook'òkaàbuò	ḡwámḡwook'òkaàbuòḡbaroonyenaàbo	'My second son took second place.'
ìteḡhete	ḡwámḡwook'òkaàbuòḡbaroonyìteḡhete	'My second son placed ninth.'
òkùkùyá	òkùkùyáḡbaroonyìteḡhete	'His chicken placed ninth.'

d)

Useful Word:

<p>óṅwa month</p>

Key Word	Pattern
	jénuáarìwóqṅwambùlaafò
fébùwáarì	fébùwáarìwóqṅwaábùq̄laafò
máàc̄	máàc̄wóqṅwaátq̄laafò
éperèèlu	éperèèluwóqṅwaánnq̄naafò
méè	méèwóqṅwiiš̄onaafò
júunu	júunuwóqṅwiiš̄h̄ináafò
jùláàȳ	jùláàȳwóqṅwaásaáláafò
q̄gq̄st̄	q̄gq̄st̄wóqṅwaásaṭq̄laafò
sèptébà	sèptébàwóqṅwiiṭeghetelaafò
òktóbà	òktóbàwóqṅwiiṛilaafò
nòvémbà	nòvémbàwóqṅwiiṛilòótùláafò
dìsémbà	dìsémbàwóqṅwiiṛilàabùq̄laafò

e)

Useful Words:

ígbàla (H)	to escape
ígbàlagha (H +)	to run back, to retreat, to escape back

Key Word	Pattern
----------	---------

ónyoohùm̄h̄ùṝq̄agbàlaghala

'The twentieth person I saw has run back.'

	ónyoo <u>h</u> umhũrũyagbálaghala	
óhulìiṣó	ónyoo <u>hulìiṣó</u> mhũrũyagbálaghala	
óhulìirí	onyoo <u>hulìirímhũrũyagbálaghala</u>	
ìgbála	<u>ónyoo</u> hulìirímhũrũyagbálaala	'The 30th person I saw has escaped.'
ánụ	ánuohulìirímhũrũyagbálaala	'The 30th animal I saw has escaped.'

<u>Pronunciation</u>		<u>Structure</u>
	-n̄jók'ù-	
ík'ekwe		ík'e-kwe
ók'ù		
ík'ekwe ágàmíwètaraghí-		ík'e-kwe á-gà-mụ-íwèta-
ók'ùmámbyawa		ra-ghí-ók'ù-mmè-m-byawa
	-cídì-	
úkó		
úkónhǎè		úkó-hǎè
ívù		(HL)
ívùte		(HL +)
íméene màók'ùghụúkónhǎè		mà-ók'ù-wùghí-úkó-nhǎè
ágàmíívùtereghímmí		á-gà-mụ-ívùte-re-ghí-mmí
	-n̄jók'ù-	
háfù écégbuloorwéghí		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')
ɔ̣jɪ	kola nut, horsd'oeuvre
Ikekwe, aga m iwetara gɪ ɔ̣jɪ mgbe m byawa.	If possible, I'm going to bring along a kola nut for you when I come.
	-Chidi-
ukɔ̣	scarcity, lack
uko ihe	poverty, scarcity of things
ɪvu	to carry (on the head)
ɪvute	to carry along
Imeene. Ma ɔ̣ bughɪ ukɔ̣ ihe, aga m ivutere ghɪ manyɪ.	Thanks. If it were not for poverty I would bring along wine for you.
	-Njoku-
Hafu. Ecegbule onwe gɪ.	Forget it. Don't think your- self to death.
	-Chidi-
ɪpa	to carry (in hand)
ɪpata	to carry along
aba	bottle
ɔ̣ku	hot, fire, heat

èbele

òwụrụmàcíkwe ágàmị-

ípa'ọtùáb'ammị'ọkụ

mò'ọuebelémmị'ĩ

ò-wụrụ-mà-cí-kwe á-gà-

mụ-ípa'ota-otù-áb'a-mmị-ọkụ

mà-ọ-wụ-ebelé-mmị'ĩ

-n'jók'ụ-

ùb'òcìlílè ghéewè'támmị'ĩ

ùb'òcì-lílè ghì-ewè'tá-mmị'ĩ

ígbàlì

(L)

èhì

líihikeè ágàmì'ígbàlì-

we'tákwanì'otù'èhì

là-íhì-keè á-gà-mụ-ígbàlì-

we'tákwanì-otù-èhì

-cídì-

nsògbú

ényèno'ọwéghìnsògbú

shí'ẹ/sí'ẹ

gàwá

íkàrà

sítu'ugbu'ágawá ágàm'né'émé-

kara'òt'ú'kà'á'ńà

ényène-ọwé-ghì-nsògbú

(H +)

sítu-ugbu-à-gawá á-gà-m-

ná-émé-kara-òt'ú-kè-á'ńà

-n'jók'ụ-

íh'ụnaanya

(HL) íh'ụ-na-anya

íh'ụnà'anya

<p>ebele</p> <p>Ọ bụru ma cị kwe, aga m ipata otu aba manyị ọku, ma ọ bu ebele manyị.</p>	<p>calabash</p> <p>If God permits I'm going to bring along a bottle of warm wine, but it will be home brew ('calabash wine').</p>
---	---

-Njoku-

<p>Ubocị nile, gị eweta manyị.</p> <p>igbalị ehị</p> <p>N'ihị nkea, aga m igbalị wetakwanị otuehị.</p>	<p>Every day you bring along wine.</p> <p>to try time, occasion</p> <p>Because of this, I will try to bring [some] one day.</p>
--	---

-Chidị-

<p>nsogbu</p> <p>Enyele ogwe gị nsogbu.</p> <p>site gawa ikara</p> <p>Site ugbua gawa, aga m na eme kara otu ke aha.</p>	<p>trouble</p> <p>Don't give yourself trouble.</p> <p>starting from (going) on to surpass</p> <p>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.')</p>
--	--

-Njoku-

<p>ihu na anya ihu na anya</p>	<p>to love (see in the eye) love (noun), affection</p>
------------------------------------	--

ówùmàka íhùnáányiíwéfe-
neebem̀nò

ó-wù-màka íhù-nà-ányá-
í-wéfe-na-ebe-m-nò

-cídì-

éé ↑ ényím̀wóok'ò
óg'áagáala kám̀gawa

éé ↑ ényì-m̀-̀wóok'ò
óg'è-agáala kà-m̀-gawa

-̀njók'ù-

ódiím̀m̀á yóngwàngwà

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'.

áhyaákáahyakááñhà

'This market surpasses that market [in size, importance, etc].'

áhyaávuríívùkàraahyakááñhà

'This market is larger than that.' ('This market is large and surpasses that market.')

áhyaákáahyakááñhàkùúkwù

'This market is larger than that.' ('This market surpasses that market (of) [in] bigness.')

	<u>èk'èq̃hàkàahyaába</u>	
óryaányị	<u>èk'èq̃hàkóryaányị</u>	'Ekeoha is bigger than our Orío [market].'
èzhínnám	<u>èzhínnámkq̃oryaányị</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.'
ngákaáhá	<u>úyòàkàngákaáhá</u>	'This house is bigger than <u>that</u> place.'
ngáà	<u>ngáàkàngákaáhá</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>mánhýe</u>	'Ndu is wiser than Chidı.' ('Ndu exceeds Chidı to know things.')
ímâtaakwúkwo	ńd'ùkácıdìí <u>mâtaakwúkwo</u>	'Ndu comprehends learning better than Chidı.'
ídé	ńd'ùkácıdìí <u>daakwúkwo</u>	'Ndu writes better than Chidı.'
gìíká	ńd'ùgìíká <u>daakwúkwo</u>	'Ndu will write better than Chidı.'
írířı	ńd'ùgìíká <u>daakwúkwo</u>	'Ndu will eat more than Chidı.'
yá	ógìíká <u>daakwúkwo</u>	'He'll eat more than Chidı.'
ígbòosò	ógìíká <u>daakwúkwo</u>	'He'll run better than Chidı.'
mú	ógìíká <u>mıgbòosò</u>	'He'll run better than I.'
íméngwàngwà	ógìíká <u>mıíméngwàngwà</u>	'He'll work faster than I.'
cíjìòke	ógìíká <u>cıjìòkıméngwàngwà</u>	'He'll work faster than Chijioke.'
lámma	ógìíká <u>cıjìòkelámma</u>	'He's going to be handsomer than Chijioke. ('He will exceed Chijioke in beauty.')
líik'e	ógìíká <u>cıjìòkelíik'e</u>	'He's going to be stronger than Chijioke. ('He'll exceed Chijioke in strength.')

	ògìíkáçíjìòkèlìík'e	
ívù	ògìíkáçíjìòkìívù	'He's going to be plumper than Chijioke.'
mma	ògìíkáçíjìòkèmma	'He'll prove to be better than Chijioke.'
ík'e	ògìíkáçíjìòkìík'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'àqny	to be expensive
ímamma (H)	to be attractive, to be good

Key Word

Pattern

	<u>áhyoòníshavuríívùkáraahyaába</u>	'Onitsha market is big - larger than Aba market.' ('Onitsha market is extensive (and) exceeds Aba market.'
èkéq̃hà	èkéq̃hàvuríívùkára <u>ahyaába</u>	'Ekeoha is big - larger than Aba market.'
óryaányị	èkéq̃hàvuríívùkára <u>ooryaányị</u>	'Ekeoha is big - larger than our farm.'

èzhínnàghí	èzhínnàghí <u>vùrìivùkàroryaányí</u>	'Your father's compound is big - larger than our farm.'
skùùluúnù	èzhínnàghí <u>vùrìivùkàrashuùluúnù</u>	'Your father's compound is big - larger than your school.'
ímámma	<u>èzhínnàghí</u> <u>mářamma</u> <u>karaskuùluúnù</u>	'Your father's compound is pretty - more so than your school.'
úyòà	úyòà <u>mářamma</u> <u>karaskuùluúnù</u>	'This house is attractive - more so than your school.'
kàáǎhà	<u>úyòà</u> <u>mářamma</u> <u>karakàáǎhà</u>	'This house is attractive - more so than that one.'
ógw'ùà	ógw'ùà <u>mářamma</u> <u>karakàáǎhà</u>	'This medicine is good - more so than that kind.'
íd'áonụ	ógw'ùà <u>d'aróonụ</u> <u>karakàáǎhà</u>	'This medicine is expensive - more so than that.'

b)

Useful Words:	
ìkpò	to call, to take with
ìkpòta	to invite to come along, to bring along

Key Word	Pattern	
	ńd'ùgìíméngwàngwàkáracídì	'Ndu will work fast - more so than Chidi.' ('Ndu will work fast [and] exceed Chidi.')
írífí	ńd'ùgìírífíkaracídì	'Ndu will eat more than Chidi.'
mù	ágàmíírífíkaracídì	'I'll eat more than Chidi.'
ířùǒřù	ágàmíírùǒřùkaracídì	'I'll accomplish more than Chidi.'
cíjìòkè	ágàmíírùǒřùkaracíjìòkè	'I'll accomplish more than Chijioke.'
ímèc'aloog'è	ágàmíímèc'aloog'èkáracíjìòkè	'I'll finish in time - more so than Chijioke.'
ámaakò	ámaakògìímèc'aloog'èkáracíjìòkè	'Amako will finish in time - more so than Chijioke.'
íńwèik'e	ámaakògìíńwèik'èkaracíjìòkè	'Amako will be more able than Chijioke.'
mù	ámaakògìíńwèik'èkaram	'Amako will be more able than I.'
ígbùtaazù	ámaakògìígbùtaazùkaram	'Amako will catch more fish than I.'
únù	únùgìígbùtaazùkaram	'You will catch more fish than I.'

íkòṣ́tamma d'ù

únùgɪíkòṣ́tamma d'ùkáraṃ

'You will bring along
more men than I.'

PronunciationStructure

-cídì-

fí'èhỹihỹè

óbìqhà ìshíelefí'èhỹihỹè

fí-èhỹihỹè

óbìqhà ì-shíele-fí-èhỹihỹè

-n̄jók'ù-

òdíghì écéghemsɪɪyɔ-
ma'ama'ahỹemnèeshíò-dí-ghì é-céghe-m-sí-ɪ-yɔ-
mụ-áma'ra-hỹe-m-nà-eshí.

-cídì-

òúkwaraisɪdɪngáahà

ò-wúkwa-raɪsɪ-dɪ-ngá-ahà

-n̄jók'ù-

jàlòq̄f(ɪ)

éé ìc̄q̄r̄s̄íeshɪɪyájàlòq̄f

éé ì-c̄q̄r̄-s̄í-e-shie-yá-jalòq̄f

-cídì-

íghé

(HL)

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Chidi-	
nri ehihe	lunch (noon meal)
Obioha, 1 shiele nri ehihe?	Obioha, have you cooked lunch?
-Njoku-	
Q dighi. Eceghe m si 1 yo mu amara ihe mu na esi.	No, I was waiting (that) [for] 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 corq si eshie ya Jallof?	Yes, do you want it cooked Jallof [style]?
-Chidi-	
íghé	to cook in oil, fry

fraày(ị)

òdịghị ácòrọmkịíghēyáfraày/ á-còrọ-m-kà/sị-ị-ghee-yá-
 ácòrọmsịíghēyáfraày fraày

-nịók'ụ-

áyọ/àyịbasà

ènwéghikwenịmaayọ è-nwéghikweni-mụ-ayọ
 m̀nwēñíík'e-ịjìtomátò- m̀nwēñe-ík'e-ịjì-tomátò-
 láanịshieyá lá-ani-shie-yá

-cídị-

kòmitì

éé mèéyàngwàngwà éé mèé-yá-ngwá-ngwà
 ánámeej'énzùkòndịkòmitì á-nà-mụ-ej'é-nzùkò-ndị-
 kòmitì

Drill 20.1 Variation Drill on a Basic Sentence:

Key Word

Pattern

	ìshíeleñìhỹìhỹè
yá	òshíeleñìhỹìhỹè
ófe	òshíeloofè
únù	ùneeshíeloofè
jí	ùneeshíelejí

fry		any dish of meat, fish and vegetables commenced by sauteing the ingredients in oil
Ọ dighi. Acqoro m ka i ghee ya fry.		No, I want (that) you [to] fry it [as a] sauteed dish.
	-Njoku-	
ayọ, ayibasa		onion
Enweghikweni m ayọ.		I don't have [any] onions.
M nwere ike iji tomato naani sie ya?		Can I use only tomato (and) [to] cook it?
	-Chidi-	
committee		committee
E, mee ya ngwa ngwa. Ana m eje nzuko ndi committee.		Yes. Do it quickly. I'm to to [to a] committee meeting.

	uneeshieleji
izụ	unaazụqlaji
nd'ụ	nd'òqzụqlaji
uñèrè	nd'òqzụqluunèrè
ghị	izụqluunèrè
àgbọq	izụqlaàgbọq
òbiqhà	òbiqhòqzụqlaàgbọq

	óbìq̃h̃òq̃zùq̃laàgbq̃nq̃
gàrí	óbìq̃h̃òq̃zùq̃lagàrí
íshì	óbìq̃h̃òq̃shíelegàrí
řiehỹ'ihỹè	óbìq̃h̃òq̃shíeleřiehỹ'ihỹè
ghĩ	ĩshíeleřiehỹ'ihỹè

Drill 20.2 Variation Drill on a Basic Sentence:

Key Word	Pattern
	m̃nweríík'11wèretomátòshíeyá
yá	òṅweríík'11wèretomátòshíeyá
únù	únuñweríík'11wèretomátòshíeyá
áyı́básà	únuñweríík'11wèraayı́básàshíeyá
ghĩ	iñweríík'11wèraayı́básàshíeyá
ñjók'ù	ñjók'òòṅweríík'11wèraayı́básàshíeyá
ók̃w̃r̃r̃	ñjók'òòṅweríík'11wèroók̃w̃r̃r̃shíeyá
ányı́	ányı́ñweríík'11wèroók̃w̃r̃r̃shíeyá
áñyók̃k̃k̃	ányı́ñweríík'11wèraáñyók̃k̃k̃shíeyá
óbìq̃h̃à	óbìq̃h̃òòṅweríík'11wèraáñyók̃k̃k̃shíeyá
áẓ̃ù	óbìq̃h̃òòṅweríík'11wèraáẓ̃ùshíeyá
m̃ù	m̃nweríík'11wèraáẓ̃ùshíeyá
tómátò	m̃nweríík'11wèretomátòshíeyá

Drill 20.3 Variation Drill on a Basic Sentence:

Key Word	Pattern
	écéghemsı́ı́yq̃ máamařahỹemñèeshí
únù	écéghemsuunuyq̃ máamařahỹemñèeshí
ime	écéghemsuunuyq̃ máamařahỹemñèemé

	écéghemsu <u>unuy</u> q máamařahyemnéemé
yá	écéghems <u>oqy</u> q máamařahyemnéemé
ıbyá	écéghems <u>oqby</u> q máamařahyemnéemé
ñá	écéghemsı <u>ñabya</u> máamařahyemnéemé
ızı	écéghemsı <u>ñabya</u> máamařahyemnáazı
nd'ı	écéghemsınd'ı <u>bya</u> máamařahyemnáazı
ılá	écéghemsınd'ı <u>lää</u> máamařahyemnáazı
ıshi	écéghemsınd'ı <u>lää</u> máamařahyemnéeshı
ghı	écéghemsıı <u>lää</u> máamařahyemnéeshı
ıyq	écéghemsıı <u>yq</u> máamařahyemnéeshı

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.

<u>Pronunciation</u>	<u>Structure</u>
-íkpe-	
m̀kpur̀ù	
m̀kpur̀óoshishì	m̀kpur̀ù-oshishì
nd'ù̀ogíiwè̀tám̀kpur̀ùoshishì-	nd'ù̀-ò-ga-íwè̀ta-m̀kpur̀ù-
t'aa	oshishì-taa
-cídìadì-	(cì-dì-adì)
òkàrasíyàgìíbyát'aa	ó-kàra-sì-ya-gà-íbyá-taa
ònyémànì m̀òganím̀bya	ònyé-mànì mà-ò-ganí-m̀bya
-íkpe-	
ílè	(HL)
ìkù	(HL)
j'èelóonyekùghalùzò	j'èe-lée-onye-kùgha-la-ùzò
ògìíwùya	ò-gà-íwù-ya
-cídì-	
ááà	
ìkpù	(L)
òny	
ááà òwùghìkàányìkpù-	ááà ò-wù-ghì-kà-ányì-kpù-
lòqny ùgbuà	lá-qny ùgbu-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-	
ıle	to look
ıku	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!
ıkpu	to hold (in the mouth)
onu	mouth, expense
Ah, o bu gi ka anyı kpu n'onu ugbua.	Aha, we were just talking about you. ('It is you that we hold in the mouth right now.')

	-ńd'ùwííshí-	(ńd'ù-wù-íshí)
ùnuceresamágághííbyá		ùnu-cere-sí-amá-gá-ghí-íbyá
	-cídì-	
k'ámà		
ó'd'ù		
ínòó'd'ù		ínò-ó'd'ù
òdìghì kámàówííínòròó'd'ù		kámà-ó-wù-í-nòrò-ó'd'ù
	-ńd'ù-	
ó'dìmmà òlééhỹuunucòríízá		
	-cídì-	
ùb'é		
zùíanyíepelùub'é		zùí-anyí-ep'e-là-ub'é
	-ńd'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
odu
inọ odu

only that ---, but ---
long time
to stay a long time, to
stay late

Ọ dighi, kama ọ bu 1 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
Zui anyị epe na ube.

African pear
Sell us oranges and pears.

-Ndu-

Were nke 1 cọrọ.

Take what you want.

-Chidi-

Ngwa, were ego gi.

O.K. Take your money.

<u>Pronunciation</u>	<u>Structure</u>
	-évanz-
máimánàébéà	máa-máa-nì-ébe-à
	-bábà-
kèdú	
	-évanz-
íkpa	(L)
á-còrò-mù-íkpiíshì	á-còrò-mù-íkpa-íshì
	-bábà-
óce	
nòdínoocé	nò-dì-nì-océ
ó-ṅwè-kwe-re-ónyè-òzò-lá-	ó-ṅwè-kwe-re-ónyè-òzò-lá-
éce-nì ó-j'èrè-ízù-sìgaréèt'1	ece-nì ó-j'èrè-ízù-
	sìgaréèt'1
	-évanz-
òdìmmá ágàmíicèní	
	-bábà-
-bèghì	
àsì/àshì	
ṅwóok'ò àhùbèghì-mghìmbù	à-hù-bèghì-m-ghì-mbù ò-wù-
òwùmaasì	mu-asì
	-évanz-
ècéghìmsì-íhùna-mmbù	è-cé-ghì-m-sì-í-hùna-m-mbù
áwùmoonyaamèrika	á-wù-mù-onye-amèrika

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Evans-
Mma mma n1 ebe a!	The best to you here!
	-barber-
Kedu!	Hello!
	-Evans-
ikpa	to cut (hair)
A c̣ọṛọ ṃ ikpa ish1.	I want to have my hair cut.
	-barber-
oce	seat, chair
Ṇọḍiṇi oce.	Then be seated.
Onwekwere onye ọẓọ la	There is (also) another person
eceni. Ojere izu	who is waiting. He went to
cigarette.	buy cigarettes.
	-Evans-
Ọ ḍi mma. Aga ṃ iceni.	All right, I'll wait.
	-barber-
begh1	not yet
	falsehood, lie
Nwaoke ahubegh1 ṃ g1 mbu,	Sir, I haven't seen you before,
ọ bu mu asi?	am I not right? ('Is it to
	me a falsehood?')
	-Evans-
Ecegh1 ṃ s1 ihuna ṃ mbu.	I don't think you've seen me
Abu ṃ onye America.	before. I'm an American.

óhũṣṣ/óhũṣṣ

òbodo

ábyàramoóhũṣṣnòobodáà

á-byàra-mụ-óhũṣṣ-nà-obodó-à

-bábà-

ónyaamerika m̀m̀ òléèmm̩-

ónye-amerika m̀m̀ òléè-m̀me-í-

íbyàra

byàra

-évànz-

wíik'1

ónòónawíik'1abụ́

ó-nòóna-wíik'1-abụ́

kéèmembyàra

kéème-m-byàra

-bábà-

íbi

(HL)

wíik'1abụ́ òléékwan̩-

wúk'1-abụ́ òléè-kwan̩-

ngl̩bì

ng̩-í-bì

-évànz-

hòtéèl(u)

zíik1

ébimnahòtéèl1zíik1

é-bì-m-na-hòtéèl1-zíik1

-bábà-

àísh̩í/àis̩í

àísh̩í.

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	It has been (passed) two
mbyara.	weeks since I came.
-barber-	
ibi	to live, to reside
Week abuo! Ole kweni	Two weeks! And where then
nga ibi?	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:

---áhyaádìanyịniihu	'---this market <u>which is ahead of us.</u> '
ìkeécìlàabyaábya	'Do you mean the tomorrow <u>which is coming (a coming)?</u> '
---ébaahàányịnòrọlízùgàràága	'---that place we were in [the] week <u>which passed (a passing).</u> '
ɔ'èelóonyekùghaluuzò	'Go see (person) <u>who is knocking at [the] door.</u> '
ònwekweroónyọ̀ọ̀zọ̀lèeceni	'There is also another <u>person 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:

hỹémcòrọ	'thing <u>I</u> want'
ónyecòrọm	'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):

ónyeyúrúmmìf̃ 'person who drank wine'

compare: ònyéyúrúmmìf̃ 'Who drank wine?'

Class III noun plus class (L) verb (RA form):

mmad'ùnròrògáà 'man who stayed here'

Class IV noun plus class (HL) verb (Simple form):

ìtédìluuyò 'pot which is in the house'

Class II noun plus class (L) verb (Simple form):

ànnóbìlèezhí 'four who live in the compound'

Class I noun plus class (HL) verb (Progressive form):

ónyekùghalùzò 'person knocking at the door'

Class III noun plus class (L) verb (Progressive form):

mmad'ùkògheedè 'man who is planting coco yams'

Class II noun plus future with auxiliary ga:

àt̩óg̩ǐǐg̩áahya 'three who are going to go to market'

Class IV noun plus form with auxiliary na/la:

únèf̩élaabyaahya '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 ('')	ónyerèghite	'person who is selling pots'
(tone pattern 1)		
Compare:	ònyérèghite	'Who is selling pots?'

Further examples:

jishiriik'e---	'yam which is hard'
ánùòkùkùlāac'ùùc'q---	'chicken meat which is tasty'
ónyeamerikàbyárqòhù ¹ ---	'American who is newly come'
ákwùkwòf̩id̩ind'ù---	'vegetables which are green ('live')
mácìsìlāad'áhòq̩nù 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.

hýémneejaàñwùmmɪɪngwò	'That which I customarily drink is raffia palm wine.'
-----------------------	---

òlòót'uununeéjaasi---	'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:

ónyekèshiriřɪ	'the individual who cooked'
---------------	-----------------------------

When the subject is one of a few nouns which is clearly plural - such as úmuṭàkírɪ 'children', kè is preceeded/or substituted by ndɪ, with high tone followed by the verb form or ke with initial mid tone:

úmuṭàkírɪndɪláabyaskuùl	'the children who go to school'
or úmuṭàkírɪndɪkèlaabyaskuùl	

Drill 22.1 Adjective Clauses without independent subjects:

Useful Words:

ùc'á	white, pure, clean, fresh
ìc'ùùc'a (H)	to be white, clean, fresh
ìc'áac'a (H)	to be ripe, to be clean(ed)
úkwuluukwu	gigantic, very large, enormous

Key Word

Pattern

	ázùrùm jí c'ághùùc'a	'I bought fresh yams.'
ínwé	éñwéfem jí c'ághùùc'a	
yá	óñwéfe jí c'ághùùc'a	
ìdìukwuluukwu	óñwéfe jí <u>dúukwuluukwu</u>	'He has very large yams.'
úyò	óñwéfe <u>uuyò dúukwuluukwu</u>	
òdòkòrò	óñwéfe <u>uuyò dódòkòrò</u>	'He has lots of houses.'
írè	órèruuyò <u>dódòkòrò</u>	
únèfe	órèruunèfè <u>dódòkòrò</u>	
c'áraác'a	órèruunèfè c'áraác'a	'He sold ripe bananas.'
ányì	ányìrèruunèfè <u>c'áraác'a</u>	
ìgàahya	ányìrèruunèfè <u>gàraahya</u>	'We sold bananas which sold fast.'

ínyé	ányìnyé <u>ṣunèṣé</u> gáraahyá	
òkúkò	ányìnyéṣòkúkò <u>gára</u> ahyá	'We gave chickens which sold fast.'
gììgá	ányìnyéṣòkúkò <u>gììgá</u> ahyá	'We gave chickens which will sell fast.'
ìcò	ányìcòrò <u>òkúkògììgá</u> ahyá	
òvu	ányìcòroovú <u>gììgá</u> ahyá	'We want a coucal which will sell fast.'
léekwuokwù	ányìcòroovú <u>léekwuokwù</u>	'We want a coucal which talks.'
há	ácòrò <u>ḥoovúléekwuokwù</u>	
ìhù	áhùḥuḥoovú <u>léekwuokwù</u>	'They saw a coucal which talks.'
còrìrìfì	áhùḥuḥoovú <u>còrìrìfì</u>	'They saw a coucal which wanted to eat.'

Drill 22.2 Modifying clauses with la/na:

Key Word		Pattern
	ónwèkweroónyeòzò <u>lèe</u> ce	
ìbyá	ónwèkweroónyeòzò <u>láb</u> ya	'There is also another person coming.'
ímád'ù	ónwèkwereímád'ùòzò <u>láb</u> ya	
ìfù	ónwèkwereímád'ùòzò <u>láf</u> ù	'There is also another man who's coming out.'
òkúkò	ónwèkweròkúkòòzò <u>láf</u> ù	

	óṅwèkweròqkúkò'òzòl ^á afù	
íṅùmířì	óṅwèkweròqkúkò'òzòl ^á añumířì	'There is also another chicken which is drinking water.'
gìíṅù	òṅwèkweròqkúkò'òzògìíṅùmířì	
òdíghì	òdíghì'òkúkò'òzògìíṅùmířì	'It is not another chicken which is going to drink water.'
ṅwóok'ò	òdíghìṅwóok'ò'òzògìíṅùmířì	
láazụahyá	òdíghìṅwóok'ò'òzòl ^á azụahyá	'There is no other man who shops.'
òṅwéghì	òṅwéghìṅwóok'ò'òzòl ^á azụahyá	
ṅwóok'ò	òṅwéghìṅwóok'ò'òl ^á azụahyá	'There is no man who shops.'
byáranḡáà	òṅwéghìṅwóok'ò'byáranḡáà	
ṅwáànyị	òṅwéghìṅwáànyịbyáranḡáà	'There is no woman who came here.'
ńzùkò	òṅwéghìṅwáànyịbyáranzùkò	
óṅwèře	óṅwèřeṅwáànyịbyáranzùkò	'There's a woman who came to [the] meeting.'
ónye	óṅwèřeónyeb ^{yá} ranzùkò	
ịcò	óṅwèřeónyecòr ^{on} zùkò	'There's someone who wants [the] meeting [to be held at his house].'
ìgáahyá	óṅwèřeónyecòr ^{on} ìgáahyá	'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/ndị:

Key Word

Pattern

ácòròmoónyekèmaañanhÿé

'I want the person who is capable.'
('---who knows things.')

yá

óçòroónyekèmaañanhÿé

láazụahyá

óçòroónyekèlaazụahyá

'He wants the one who does marketing'

hã

ácòròhñoónyekèlaazụahyá

íshiri

ácòròhñoónyekèleeshiri

'They want the individual who cooks.'

ányị

ányịçòroónyekèleeshiri

léekuṭemiri

ányịçòroónyekèleekuṭemiri

'We want the person who fetches water.'

ṅwáányị

ányịçòròṅwáányịkèleekuṭemiri

'We want the woman who fetches water.'

láag'uakwụkwọ

ányịçòròṅwáányịkèlaag'uakwụkwọ

'We want the woman who reads.'

úmuṭàkiri

ányịçòruúmuṭàkiriindikèlaag'uakwụkwọ

'We want the children who read.'

únù	ányìcọruúmụ̀t̀àkírindìkèlaag' <u>uakwụkwọ</u>	'You want the children who read.'
ímụ̀	únùcọruúmụ̀t̀àkírindìkèla <u>amụ̀</u> akwụkwọ	'You want the children who study.'
ínwé	únùnwéřyuumụ̀t̀àkírindìkèla <u>amụ̀</u> akwụkwọ	'You have children who study.'
ígàskuùl	únùnwéřyuumụ̀t̀àkírindìkèlaagaskuùl	'You have children who go to school.'
yá	ónwéřyuumụ̀t̀àkírindìkèlaagaskuùl	
ṅwáṅwook'ò	ónwéřeṅwáṅwook'òkèlaagaskuùl	'He has a son who goes to school.'
há	éṅwéřeṅwáṅwook'òkèlaagaskuùl	
bílàléygòs†	éṅwéřeṅwáṅwook'òkèbílàléygòs†	'They have a son who lives in Lagos.'
mụ̀	éṅwéřemṅwáṅwook'òkèbílàléygòs†	

<u>Pronunciation</u>		<u>Structure</u>
	-bábà-	
ìsìghìbìlahọtèèlìzìkì		
	-évànz-	
ée		
	-bábà-	
kéédìlaahyaṅgáà		ké-à-dì-la-ahya-ṅgá-à
	-évànz-	
éeni		ée-nì
	-bábà-	
m̀m̀ ìnágghìkwanì-		m̀m̀ ì-ná-ghì-kwanì-
áfùtèézhì		áfùtá-ézhì
	-évànz-	
òtùtù		
óò éṅwéřemọtùtùh̄yem-		óò é-ṅwéře-mù-ọtùtù-
nèemé		h̄ye-m-nà-emé
	-bábà-	
ówèzhìokwù		ó-wù-ézhì-okwu
	-évànz-	
m̀jìghéeg'òòle		m̀-ì-ghì-eg'ò-òle

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-barber-
I si gi bi na Hotel Zik?	Do you say you live in the Hotel Zik?
	-Evans-
E.	Yes.
	-barber-
Nke a di n'ahia ngaa?	This which is here in the market?
	-Evans-
Eni	Yes, indeed.
	-barber-
Hm, i 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-
O bu ezi okwu.	That's right.
	-Evans-
M ji gi eg'o ole?	How much do I owe you? (Do I hold (for) you money how much?')

-bábà-

náĩ

óṣṣnaánṣotùshíninánáĩ

ó-wù-naánṣ-otù-shínì-na-náĩ

íméene

-évànz-

ndéewó

- - - - -

-évànz-

íṅwéṭa

íṅwé (H) + -ṭa

tàghzí

ṅwám òléébemṅwèříík'e-

ṅwá-m òléé-ebe-m-ṅwèře-

íṅwéṭatàghzí

ík'e-íṅwéṭa-tàghzí

-ònyéwù-

ònyé-wù

páak

j'èélàtaghzípaak

j'èé-là-taghzí-paak

ìgííṅwéṭaḥṅgáaḥà

ì-ga-íṅwéṭa-ḥa-ṅgá-aḥà

-évànz-

m̀cerekwenìṅgáà

m̀- cere-kwenì-ṅgá-à

mééṅweghíík'eíṅwéṭa-

m̀-éṅwe-ghí-ík'e-íṅwéṭa

tàghzí

tàghzí

-ònyéwù-

áà íṅwèříík'íṅwéṭa-

áà í-ṅweře-ík'e-íṅwéṭa-

tàghzíṅgáà

tàghzí-ṅgá-à

-barber-

na1	ninepence
Q by nani otu shilling na	Its only one shilling and
na1.	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?
	'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 inweṭa	Yes, you can get a taxi here.
taxi ngaa.	

tútu		
kámà'òwùṙgṙṙnò'òd'ù-		kámà-ò-wù-ṙ-gà-ṙnò-
tútughṙaṙṙòtù		òd'ù-tútu-ghṙ-aṙṙ-òtù
	-évànz-	
òdṙghṙmṙgwàṙgwà		
ágamṙíce		
	-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:

à'òbèghṙmṙgáaṙà '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 1ga 1nọ ọdu	But (it is that) you will
tutu g1 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 ice.	going to wait.

-Onyewu-

Meeni otu d1 g1 mma.	Do as you like. ('Do manner
	which is good to you.')

Summary of Tone Patterns of Negatives:

With pronominal prefixs (P.P.):

̀̀p + ́r + gh ₁ ¹ ----- (verb root)	Examples:	òdìghì----- 'It isn't-----'
		ònòghì----- 'He isn't at-----'
̀̀p + ́r + ñh ₁ ¹ -----		ògáñhà----- 'He didn't go-----'
		òkòñhà----- 'He didn't cultivate-----'
̀̀p + ́r + bègh ₁ -----		òh̃ùbègh ₁ ----- 'He hasn't seen-----'
		òbìbègh ₁ ----- 'He hasn't lived-----'

¹Tone of the root of the infinitive form of the verb.

With noun (N) subjects:

N + á/é + vr¹ + gh₁²-----

ányaanògh₁-----

'We are not at----'

únaadi₁gh₁-----

'You are not----'

N + á/é + vr¹ + ñh₁²-----

ámaakòagáñh₁-----

'Amako didn't go----'

nd'ùákòñh₁-----

'Ndu didn't cultivate----'

N + á/é + vr¹ + bègh₁-----

ñjókùegbùtèbegh₁-----

'Njoku hasn't killed----'

ndiábaayòbegh₁-----

'The people of Aba haven't returned----'

Negative Imperative:

á/é + vr¹ + -le/-la

ágálaahya

'Don't go to market!'

ákòleéde

'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!'

òzòemènem

'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

	àh̃ùbèghì <u>ghìmbù</u>	'I haven't seen you before.'
ányì	ányìàh̃ùbèghì <u>ghìmbù</u>	
íjù	ányìàjùbèghì <u>ghìmbù</u>	'We haven't asked you before.'
yá	ányìàjùbèghìy <u>ambù</u>	
íkwè	ányìekwèbèghìy <u>ambù</u>	'We haven't allowed him before.'
t'áà	ányìekwèbèghìyat' <u>áà</u>	'We haven't permitted him today.'
íce	ányìecèbèghìyat' <u>áà</u>	'We haven't waited for him today.'
yá	òcèbèghìyat' <u>áà</u>	
ívùtè	òvùtèbèghìyat' <u>áà</u>	'He hasn't brought it along today.'
kéemáahà	òvùtèbèghìyakeémá <u>ahà</u>	'He hasn't brought it along since then.'
h̃á	èvùtèbèghìh̃iyakeémá <u>ahà</u>	

	è <u>vú</u> ṭèbeghĩḥiyakéè <u>máa</u> hà	
íbyá	àbyábèghĩḥakéè <u>máa</u> hà	'They haven't come since then.'
únù	únua <u>byá</u> beghĩkéè <u>máa</u> hà	
ìpáṭṭoṣoṣo	únaapàṭabeghōṣoṣo <u>keè</u> <u>máa</u> hà	'You haven't brought [one] along again since then.'
éci	únaapàṭabeghōṣoṣo <u>keè</u> <u>méeci</u>	'You haven't brought [one] along again since yesterday.'
ghí	ìpáṭàbeghōṣoṣo <u>keè</u> <u>méeci</u>	
ìgbàlì	ìgbàlìbeghōṣoṣo <u>keè</u> <u>méeci</u>	'You haven't tried again since yesterday.'
yá	ògbàlìbeghōṣoṣo <u>keè</u> <u>méeci</u>	
ìnáṭa	ònáṭàbeghōṣoṣo <u>keè</u> <u>méeci</u>	'He hasn't received another since yesterday.'
mù	ànáṭàbeghĩmōṣoṣo <u>keè</u> <u>méeci</u>	
áfòatòt'aà	ànáṭàbeghĩmōṣoṣo <u>keè</u> <u>máa</u> fòatòt'aà	'I haven't received another for four years (today).'
hà	ànáṭàbeghĩḥakéè <u>máa</u> fòatòt'aà	'They haven't received [one] for four years (today).'
íj'èru	èj'èrùbeghĩḥakéè <u>máa</u> fòatòt'aà	'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
ịnyịmịfị	òdíghịmịfịányịnyịrọ

	òdíghìmíříanyịnụrụ
ịbyàngáá	òdíghìngááanyịbyàrà
íshìří	òdíghìříanyịshìrì
gìíshì	òdíghìříanyịgìíshì
h̃á	òdíghìříagàh̃ííshì
ígáahya	òdígháahyaagàh̃íígá
únù	òdígháahyuunugìígá
gàrà	òdígháahyuunugàrà
ìcòrịzụ	òdígháahyuunucòrịzụ
yá	òdígháahyoòcòrịzụ
ákwụkwọří	òdígháakwụkwọříocòrịzụ
ìwèta	òdígháakwụkwọříocòrìíwèta

b)

Key Word	Pattern
	òdíghéedémkògha
ívù	òdíghéedémvùgha
ányị	òdíghéedéanyịvùgha
íshì	òdíghéedéanyịshìghe
únèře	òdíghúunèřáanyịshìghe
ìzụ	òdíghúunèřáanyịzùgha
yá	òdíghúunèřóòzùgha
ìghé	òdíghúunèřóòghèghe
h̃á	òdíghúunèřéeghègheh̃a
ìwèta	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 -ghị

Key Word	Question	Affirmative Statement	Negative Statement
	ìcọ̀rị́ìgàahya	ácọ̀rọ̀mị́ìgàahya	àcọ̀ghị́mị́ìgàahya
ìzụ̀	ìcọ̀rị́ìzụ́ahya	ácọ̀rọ̀mị́ìzụ́ahya	àcọ̀ghị́mị́ìzụ́ahya
yá	òcọ̀rị́ìzụ́ahya	òcọ̀rị́ìzụ́ahya	òcọ̀ghị́ìzụ́ahya
ánwùrụ̀	òcọ̀rị́ìzụ́anwùrụ̀	òcọ̀rị́ìzụ́anwùrụ̀	òcọ̀ghị́ìzụ́anwùrụ̀
ìbilòobodo	òcọ̀rị́ìbilòobodo	òcọ̀rị́ìbilòobodo	òcọ̀ghị́ìbilòobodo
ùnù	ùnucorììbilòobodo	ùnucorììbilòobodo	ùnaacọ̀ghị́ìbilòobodo
ányị̀	ànyị́corììbilòobodo	ànyị́cọ̀rììbilòobodo	ànyaaacọ̀ghị́ìbilòobodo
ìgị́ìbì	ànyị́gị́ìbilòobodo	ànyị́gị́ìbilòobodo	ànyaaagàghị́ìbilòobodo
ìfụ̀	ànyị́gị́ìfụ̀loobodo	ànyị́gị́ìfụ̀loobodo	ànyaaagàghị́ìfụ̀loobodo
hã	àgàh̃ìfụ̀loobodo	àgàh̃ìfụ̀loobodo	àgàghìh̃ìfụ̀loobodo
èzhí	àgàh̃ìfụ̀ezhí	àgàh̃ìfụ̀ezhí	àgàghìh̃ìfụ̀ezhí
ìháfụ̀	àgàh̃ìháfùezhí	àgàh̃ìháfèezhí	àgàghìh̃ìháfùezhí
ìzùtamiřì	àgàh̃ìzùtamiřì	àgàh̃ìzùtamiřì	àgàghìh̃ìzùtamiřì
ìnaazùtamiřì	ànaãaazùtamiřì	ànaãaazùtamiřì	ànaãghìh̃hàazùtamiřì
ìláyò	ànaãaalúuyò	ànaãaalúuyò	ànaãghìh̃hàalúuyò

b) Negatives with -ña

Key Word	Question	Affirmative Statement	Negative Statement
	<u>m</u> garaáhya	<u>á</u> gàramaáhya	<u>à</u> gáñamaahya
íbyá	<u>m</u> byaraáhya	<u>á</u> byàramaáhya	<u>à</u> byáñamaahya
ízù	<u>m</u> zuraáhya	<u>á</u> zùrùmaáhya	<u>à</u> zùñamaahya
ányì	<u>à</u> nyìzuraáhya	<u>á</u> nyìzuraáhya	<u>à</u> nyìazùñaahya
ìnònáahya	<u>à</u> nyìnòrònáahya	<u>á</u> nyìnòrònáahya	<u>à</u> nyìanòñanáahya
ùnù	<u>ùn</u> unòrònáahya	<u>ún</u> unòrònáahya	<u>ú</u> naanòñanáahya
úyò	<u>ùn</u> unòrònúuyò	<u>ún</u> unòrònúuyò	<u>ú</u> uanòñanúuyò
ízùkọ	<u>ùn</u> uzukọrọlúuyò	<u>ún</u> uzukọrọlúuyò	<u>ún</u> uezùkọñanúuyò
hã	<u>è</u> zukọrọñanúuyò	<u>é</u> zukọrọñanúuyò	<u>è</u> zùkọñañanúuyò
íbyáhu	<u>à</u> byahuruñanúuyò	<u>á</u> byàhuruñanúuyò	<u>à</u> byáhùñañanúuyò
yá	<u>ò</u> byahurulúuyò	<u>ó</u> byàhurulúuyò	<u>ò</u> byáhùñaluuyò
íj'èru	<u>ò</u> j'èrurulúuyò	<u>ó</u> j'èrurulúuyò	<u>ò</u> j'èrùñaluuyò
ányì	<u>à</u> nyìj'èrurulúuyò	<u>á</u> nyìj'èruruhúuyò	<u>à</u> nye_j'èrùñaluuyò
íb'à	<u>à</u> nyìb'aralúuyò	<u>á</u> nyìb'aralúuyò	<u>à</u> nyìab'àñaluuyò

c) Negatives with -bègh1

Key Word	Question	Affirmative Statement	Negative Statement
	<u>m̄j'ée</u> l̄ūm̄ūáh̄yà	é̄j'ée <u>l̄e</u> m̄ūm̄ūáh̄yà	è̄j'è <u>bè</u> gh̄1m̄ūm̄ūáh̄yà
íga	<u>m̄gá</u> al̄ūm̄ūáh̄yà	á <u>gá</u> al̄ <u>a</u> m̄ūm̄ūáh̄yà	à <u>gá</u> bègh̄1m̄ūm̄ūáh̄yà
únù	ú <u>na</u> gá <u>al</u> ūm̄ūáh̄yà	ú <u>ná</u> gá <u>al</u> ūm̄ūáh̄yà	ú <u>na</u> gá <u>bè</u> gh̄1ūm̄ūáh̄yà
ínò	ú <u>na</u> ō <u>o</u> n̄ūm̄ūáh̄yà	ú <u>ná</u> ō <u>o</u> n̄ūm̄ūáh̄yà	ú <u>na</u> ō <u>bè</u> gh̄1ūm̄ūáh̄yà
kàlabá	ú <u>na</u> ō <u>o</u> n̄ <u>a</u> kàlabá	ú <u>ná</u> ō <u>o</u> n̄ <u>a</u> kàlabá	ú <u>na</u> ō <u>bè</u> gh̄1 <u>a</u> kàlabá
íbi	ú <u>ne</u> bí <u>e</u> lekàlabá	ú <u>né</u> bí <u>e</u> lekàlabá	ú <u>ne</u> bí <u>bè</u> gh̄1 <u>a</u> kàlabá
yá	ò <u>bí</u> lekàlabá	ò <u>bí</u> lekàlabá	ò <u>bí</u> bègh̄1 <u>a</u> kàlabá
írú	ò <u>rú</u> lekàlabá	ò <u>rú</u> lekàlabá	ò <u>rú</u> bègh̄1 <u>a</u> kàlabá
ígwù mífí	ò <u>gwù</u> ólemífí	ò <u>gwù</u> ólemífí	ò <u>gwù</u> bègh̄1mífí
hã	è <u>gwù</u> ólehãmífí	è <u>gwù</u> ólehãmífí	è <u>gwù</u> bègh̄1hãmífí
ígbùteažù	è <u>gbù</u> teelehãažù	è <u>gbù</u> teelehãažù	è <u>gbù</u> tebègh̄1hãažù
írì	è <u>rì</u> elehãažù	è <u>rì</u> elehãažù	è <u>rì</u> bègh̄1hãažù
íròofe	à <u>rá</u> alah̄ōofe	à <u>rá</u> alah̄ōofe	à <u>rá</u> bègh̄1h̄ōofe
ghí	ì <u>rá</u> aloofé	ì <u>rá</u> aloofé	ì <u>rá</u> bègh̄ōofe
ígwíyookwu	ì <u>gwá</u> al̄iyáokwu	ì <u>gwá</u> al̄iyáokwu	ì <u>gwá</u> bègh̄1yóokwu
íjùc 'aya	ì <u>jùc</u> 'aal̄iyá	ì <u>jùc</u> 'aal̄iyá	ì <u>jùc</u> 'abègh̄iyá
yá	ò <u>jùc</u> 'aal̄iyá	ò <u>jùc</u> 'aal̄iyá	ò <u>jùc</u> 'abègh̄iyá
ìkpáyayũwà	ò <u>kpá</u> al̄iyúũwà	ò <u>kpá</u> al̄iyúũwà	ò <u>kpá</u> bègh̄1yúũwà

d) Negative Imperative

Useful Words:

á jù jù question

í shí ashí to lie

Key Word		Pattern
	á maakò <u>á gá laahya</u>	'Amako, don't go to market.'
í nù s'igaréè tì	á maakò <u>á nù na s'igaréè t</u>	'Amako, don't smoke cigarettes.'
í p'í i v u	á maakò <u>á p'á l i v u</u>	'Amako, don't carry [a] load.'
í vù t'eepe	<u>á maakò</u> é vù t'eepe	'Amako, don't carry along oranges.'
ú nù	ú n'è <u>é vù t'eepe</u>	'Don't (you [pl.]) carry along oranges.'
í shí ashí	ú n'á <u>á shí la ashí</u>	'Don't lie.'
í n'è e g' o	ú n'á <u>á n'á n'è e g' o</u>	'Don't grab money.'
í jù a jù jù	ú n'á <u>á jù la a jù jù</u>	'Don't ask questions.'
ghí	<u>á jù la a jù jù</u>	'Don't (you [sg.]) ask questions.'
í c'í ya	<u>é c'è l i ya</u>	'Don't wait for her.'
í r'ú u n'è f'e	á r'á l u u n'è f'e	'Don't eat ('lick') bananas.'

<u>Pronunciation</u>		<u>Structure</u>
	-n̄jók'ù-	
-o/-e		(suffix to a call)
ndéewónèébeáo		ndéewó- (u)nù-ébe-á-o
	-ònuòhã-	ònu-òhã
òwóonye		
	-n̄jók'ù-	
òwùm		
	-ònuòhã-	
ìb'àṭa		(L)
b'àṭáwanì ìbyáala		
	-n̄jók'ù-	
éé ìdìkwaímá		
	-ònuòhã-	
éé ádìmmá byàní-		
nòdúçé		
pápá		
ònyéwù		
nnóonyewù		nná-onyewù
pápá nnóonyewáabyála		pápá nná-onyewù-abyála
ásìmyanòdúàlálímuuyò		á-sì-m-ya-nòdú-àla-lá-ime- uyò
	-ámaakò-	
ényiá		ényi-á
ényiá ìbyáala		

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Njoku-
	hey!
Ndewo nu ebe a o!	Greetings to you here!
	-Onuoha-
Ọ bu onye?	(proper name - male) 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, nọdu oce.	Yes, I'm well. Come then (and) sit down.
papa	dad
Onyewu	proper name - male
nna Onyewu	Onyewu's father
Papa, nna Onyewu abiala. Asi m ya nọdu ala n'ime ulo.	Dad, Onyewu's father has come. I told him to sit down inside the house.
	-Amako-
enyi a	friend, comrade (familiar)
Enyi a. Ibyala?	Welcome friend.

-n̄jók'ù-

éé ényim̄wook'ò ìyóla

-ámaakò-

íj'è

n̄n̄ò

éé íj'èmgàrann̄òòt'uóma

éé íj'è-m-gàra-nn̄òòt'ù-óma

-n̄jók'ù-

òléèmm̄ìyòrò

-ámaakò-

áyòròmaabalììs̄ótaà

á-yòrò-mù-abalì-ìs̄ó-taà

-n̄jók'ù-

ìkpòkwar̄wáànyìghìyò

ì-kpò-kwa-ṅwáànyì-ghì-yò

-ámaakò-

éeni ákpòm̄iyayó

á-kpò-mù-ya-yó

-n̄jók'ù-

òlòót'und̄ìamerikadì

òléé-ot'u-nd̄ì-amèriká-dì

-ámaakò-

ádìc'añhãmmá

á-dì-c'a-ñhã-má

-Njoku-

E enyi m nwaoke, iyola?

Yes, my (male) friend,
welcome back.

-Amako-

ije

trip

nnọọ

very, extremely, indeed,
at all, all the way
to---

E, ijem gara nnọọ otu
oma.

Yes, my trip went extremely
well.

-Njoku-

Ole mgbe i yorọ?

When did you return?

-Amako-

Ayorọ m abalı iso taa.

I returned five days ago
today.

-Njoku-

I kpọ kwa nwanyi gi 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-

Adiaca ha nma.

They're entirely well.

	-n̄jók'ù-	
h̄amekwereghiot'uóma		h̄a-me-kwe-re-gh1-ot'u-óma
	-ámaakò-	
-z1/-zh1		(adverbial suffix)
ímèžh1		ímè-žh1 (HL)
ée éméžh1řih̄amoot'uóma		ée é-mèžh1ř1-h̄a-mụ-ot'u-óma
	-n̄jók'ù-	
ùbòc1		
ágam11byùbòc1òjò		á-gà-mụ-1byá-ubòc1-òjò
gáakòròmot'u1jigáá		g1-àkòr-ò-m-ot'u-1jì-gáá
	-ámaakò-	
òdìmmà làwán1		

Note 24.1 Reported Speech

yáyò s1amàajúc'aalụmù '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 àm̄ (before consonants) ámù (before vowels)

-Njoku-

Ha mekwere gi otu oma? And did they treat you well?

-Amako-

-zi

(action) well done

imezi

to act properly, to
prepare, to repair

E, emeziri ha m otu oma. Yes, they treated me well.

-Njoku-

ubochi

day

Aga m ibia ubochi ozo,

I'm going to come another

gi akporo m otu iji

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)

òhò (he, person previously mentioned)

Impersonal

á/é

Plural

1st person

ányì

2nd person

únù

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:

ósìàngìínyè'fíyaaka	'He said [that] I was going to give him (himself) a hand.'
ósìàngìínyè'fèh̃qaka	'He said [that] I was going to help him (someone else).'
ósìaghìgìínyè'fèh̃aaka	'He said [that] you were going to help them (including himself).'
ósìaghìgìínyè'f̃uùmùaka	'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 h̃q̃ 'him (about whom we were speaking)' and úmu 'them (about whom we were speaking)' occur:

ásìanyìkelereh̃q̃/yá	'It is said [that] we greeted him.'
ányìsìanyìgìizùtuumù/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	síòhòò júc 'aalaghì	'Say that he (of whom we spoke) has asked after you.'
há	síòhòò júc 'aalụmụ	'Say that he (of whom we spoke) has asked about them.'
íkèle	síòhèékèlélụmụ	'Say that he has greeted them.'
ányị	síanyèékèlélụmụ	'Say that we have greeted them.'
yá	síanyèékèlélehò	'Say that we have greeted her.'
yá	síòhòókèlélehò	'Say that he (of whom we spoke) has greeted him.'
mụ	síamèékèlélehò	'Say that I have greeted him.'
giízùtẹ	síamgiízùtẹhò	'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
	ósiàmgaraáhya	'He said I went to market.'

ghí	ọ́sɪ̣aghìgaraáhya	'He said you went to market.'
ògwá	ọ́sɪ̣aghìgaroogwá	'He says you went to Ogwá.'
á (Impersonal)	ásɪ̣aghìgaroogwá	'It is said you went to Ogwá.'
ị́vùjì	ásɪ̣aghìvùrùjì	'It is said you uprooted yams.'
yá	ásɪ̣ọḥòvùrùjì	'It is said he (of whom we spoke) dug up yams.'
yá	ọ́sɪ̣ọḥòvùrùjì	'He said that he (of whom we spoke) dug up yams.'
yá (he, himself)	ọ́sɪ̣ayàvùrùjì	'He said that he, himself, dug up yams.'
ị́nùmmíí	ọ́sɪ̣ayàñùrùmmíí	'He said that he, himself, drank wine.'
ányì	ọ́sɪ̣anyìñùrùmmíí	'He said we drank wine.'
gìíñù	ọ́sɪ̣anyìgìíñùmmíí	'He says we're going to drink wine.'
ányì	ányìsɪ̣anyìgìíñùmmíí	'We said we were going to drink wine.'

<u>Pronunciation</u>	<u>Structure</u>
	-éväanz-
òlìá	
ényím òlìá	
	-ámaakò-
òdìmmá ìwóonye	
	-éväanz-
áwụmoonyaamèrika	á-wụ-mụ-onye-amèrika
	-ámaakò-
léezhì	lá-ezhì
m̀m̀ ìwóonyaamèrikaléezhì	m̀m̀ ì-wụ-onye-amèrika-lá-ezhì
áhwà	
áhwàghoṣṣwụkwanìgiri	áhwà-ghì-ṣ-wụ-kwanì-giri
	-éväanz-
áhwámwùevànz	áhwà-m-wù-evànz
áhwàkeghìkwenì	áhwà-ke-ghì-kwenì
	-ámaakò-
áhwámwùamaakò	áhwà-m-wù-amaakò
ìbyánìna	ìbyánìna
ùgbọ	
élu	
ùgbọelù	ùgbọ + élu
ìshílùùgbọelùàd'áraugbuà-	ì-shì-la-ùgbọ-elù-à-d'ára-
fụtà	ugbuà-fụtà

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 kwenu?	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-	
òléèngììgììřù		òléè-ngà-ìgà-ìřù
	-évanz-	
kónsùléèt(1)		
ágàmìířùnàkónsùléètiányì		á-gà-mù-ìřù-nà-kónsùléèti- ányì
	-ámaakò-	
ìgàru		ìgà + írù (HL + H)

	-Evans-	
E.		Yes.
	-Amako-	
n'ani gi		by yourself, alone
ikwu		to accompany
Ọ 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 ọlu?		Did you come to work?
	-Evans-	
E, abiara m ilu ọlu.		Yes, I came to work.
	-Amako-	
Ole nga iga ilu?		Where are you going to work?
	-Evans-	
consulate		consulate
Aga m ilu na consulate anyị.		I'm going to work in our Consulate.
	-Amako-	
igaru		to get to, to go to and arrive

ìmáṣanoòt 'u'í jìagáruṅgí-
j'è

ì-máṣana-òt 'u-í jì-agáru-ṅga-
í-j'è

-évanz-

òdíghì mòòṅwèṣeńdíbyára-
ízùṭem

ò-díghì ma-ó-ṅwèṣe-ńdí-byára-
ízùṭe-m

-ámaakò-

ńdíọwụ
ìh̄yụnandịọwụ

ńdí-ọ-wụ
ìh̄yuna-ndị-ọ-wụ

-évanz-

éé áh̄yụnamh̄a

-ámaakò-

-k̄w'ù

adverbial suffix for
attainment or
accompaniment

ìgák̄w'ùṣu

(HL +)

òdìmmá byàagák̄w'ùṣúh̄á

-évanz-

ọwéezhiokwù

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-

gáánoot'ùoma ìnyuna

-évanz-

éé íméene

Narrative

New Words:

úrò	play	lákwa	and also
ìkpùúrò (HL)	to jest, to kid	ná/lá	that
íghá (HL)	to tell a lie	íbid'ò (H)	to begin
ùghá	falsehood	ńkàtá	conversation

Pronunciation

ónwèròòtuónyebèkéemñhùrùt'áà
 lèéepòt'ù máájuyyoonyoowù #
 yásiyàwóonyaamerikà # mámbù
 écèremsoòkpaghuuro mòòokwanì
 sooghaghughá # líihikeè
 méewèréjuyyáañwiyá lækwanhỹoobyàríímé-
 làaláà # óg'òógwàràmsiyàwùevanz
 nìyábyàkwanìrìrìrùòrùneembásihá
 méèkwerenhỹoòkàrà #

-Amako-

Gani otu ọma, 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 ajuọ ya onye ọ bu. Ya si ya bu onye Amerika. Mgbe mbu, ecere m si ọ kpagha urọ, ma ọ bu kwani si ọ ghagha ugha. N'ihí kee, mụ ewere juọ ya aha ya, na kwa ihe ọ biara ime n'ala a. Oge ọ gwaram si ya bu Evans na ya biakwaniri iru ọlu n'embassy ha, mu ekwere ihe ọ 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

síṭeṅgáaṅhà ányèebíd'okpawankàṭá #
 líimeṅkàṭáányị máághoṭasooḡiibilàziik-
 hoṭéèlu kéédìlaak'ùk'ụúyọọfàanyị
 lámgbád'àléygòsị # ágàaramíinye'fíyaaká
 líidùj'íyaṅgoój'è éwezùghá lóòsòoṅwèfè-
 ndígììbyíizùṭíyá # óg'émṅwèfoohere-
 líizùà ágàmíj'èleṭíyá lóofìsíyá #

Site nga aha, anyi ebido kpawa nkata. N'ime nkata anyi, mu aghota si o ga ibi na Zik Hotel, nkea di n'akuku ulo o lu anyi na mgbada Legos. Agaara m inyere ya aka, n'iduje ya nga o je, ewezugha na o si 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 downtown 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.

<u>Pronunciation</u>		<u>Structure</u>
	-évangz-	
ńgwuuyò		ńgwa-uyò
mòndè		
á-gà-mụ-í-gá-j'è-ì-zù-ńgwuuyò-		á-gà-mụ-í-gá-j'è-ì-zù-ńgwa-uyò-
lámòndè ¹		là-mòndè
	-nd'ụ-	
òlòót'u-ì-jì-j'è-ì-zù-ńgwuuyò-		òléé-ot'u-ì-jì-j'è-ì-zù-
òjọ		ńgwa-uyò-òjọ
ndìkì-ì-zù-kwan-í-ń-ná-ọ-ńwa-		ndì-kè-ì-zù-kwan-í-ń-ná-ọ-ńwa-
gàra-ága		gàra-ága
	-évangz-	
óhỹì		
ńdoohỹì		ndì-ohỹì
í-zù-ohỹì		(H)
í-zù-ũ		(H)
óshìè		(adj.)
ì-mà-sì-ndì-ohì-byàra		ì-mà-sì-ndì-ohì-byàra
zù-ũ-ndì-kò-óshì-è-m		zù-ũ-ndì-kè-óshì-è-m
	-nd'ụ-	
ìwùdì		ìwù + ìdì
òwùdì-leezhì		ò-wùdì-la-ezhì

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'ọnwa gara aga?	And those which you bought (in) last month.
	-Evans-
oh1	theft
ndi 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

á̄rọ

ómèřém̄s̄ò̄p̄w̄l̄āarọ

ó-mèře-m-sì-ọ-wù-la-arọ

shò̄p̄(ụ)

òlèé̄kwenìshò̄p̄ụk̄ìc̄òr̄í-
j'è

òlèé̄-kwenì-shò̄p̄ụ-ka-ì-
c̄òr̄-ìj'è

-évànz-

k̄ì̄sweè

ác̄òr̄m̄íj'èk̄ì̄sweè

-nd'ù-

áà k̄ì̄sweèw̄k̄wānḡì-
làaz̄ụnh̄yè

áà k̄ì̄sweè-w̄k̄wa-̀nḡa-ì-
là-az̄ụ-nh̄yè

ì̄m̄agh̄ìs̄ình̄yèh̄àj̄áád'á-
ò̄n̄ù

ì̄-m̄agh̄ì-s̄ì-nh̄yè-h̄à-jè-ád'á-
ò̄n̄ù

-évànz-

h̄ȳìḡìk̄w̄w̄m̄am̄ḡìh̄ù-
nh̄yem̄c̄òr̄ìz̄ùnḡáah̄à

h̄ȳé-ì-ga-ìkw̄-w̄-m̄-m-ga-
ìh̄ù-nh̄yem̄-c̄òr̄-ìz̄ù-̀nḡá-
ah̄à

o mere m	it seems to me ('it happens to me')
arọ	dream
O mere m ka ² 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-

Ọd1 mma, eny1 m. Gwakwa
m mgbe 1 gawa.

Fine, my friend. And tell
me when you start to go.

úrù

gain, benefit

ìb'ùúrù (ìb'à + úrù) (L)

to be beneficial

Spelling

Translation

A gara m Kingsway eci n'ile,
j'e izu ngwa uyo, n'ihina
ndi ohi 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

líihílaáṭṭùṃmáaḥam b'áferuúraab'áfè #
líihiyá ànòhãmòó'd'ù líìzùṭac'anhÿeníllem-
còrọ #

rana ihe o meghe n'iihina atu	because the advice he gave me was
o maaram bafere uru abafe.	very helpful. Because of it I
N'ih1 ya a no ha mu odu la	didn't spend a long time in
izucha ihe n'ile m coro.	finishing purchasing everything
	I wanted.

¹In speech a sentence may commence with siya' but in written material the form meewee' 'I then took----' with the significance of and I is used.

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
éj'èmiĩhũenyim̄		
	-B-	
òléè̀ngéenyìghíbì		òléè̀-̀ngá-enyì-ghí-bì
	-A-	
ìman̄gúuyiĩkpèdì		ì-ma-̀ngá-uyò-ìkpè-dì
	-B-	
ámářana-m̄ngóòdì		á-mářana-m̄-̀ngá-ò-dì
	-A-	
ìgá-la-j'e		ìgá-la-j'e
òw̄ur̄um̄aghìgafèéyá		ò-w̄ur̄u-m̄-ghì-gafèé-yá
gaagá-la-j'e(l̄) iñhũghì		gì-agá-la-j'e-(la)-iñhũ-ghì
ákařì		áka-řì
úyèelù		
léaanyánaakařìghì		lée-anyá-na-aka-řì-ghì
ìgìiñhũotùúyèelù		ì-gà-ìhũ-otù-úyò-elù
ářũřũohũú ó̀ngóobì		á-řũřũ-ohũú ó̀-wũ-̀ngá-o-bì
	-B-	
ízhì		(L)
ózhì		

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 qhuu. 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

ìṅweṣíík'ììzhìṣìṅwañnem ṅwook'òòzhì	-A-	ì-ṅweṣe-ìk'e-ìzhì-ṣì-m- ṅwañne-m-ṅwook'ò-ozhì
éé éṅwèṣemíík'e ṅgwà zhìwém	-B-	ee é-ṅwèṣe-mù-ìk'e ṅgwà zhìwé-m
gwáramiya síṅwíṣìyáamùṅna	-A-	gwá-ra-mù-ya sí-ṅwíṣè-yá- amùṅna
ágàmíṅgwíyamámhùya	-B-	á-gà-mù-ìgwá-ya-mà-m-hù-ya
ìgakwaníyòoleémme	-A-	ì-gakwaní-ìyò-oleé-mme
ágàmíyòlàabalíirí- làannót'àa	-B-	á-gà-mù-ìyò-là-abalí-irí- là-annót-t'aa
òdìmma j'èníot'àoma		

Narrative

New Words:

ònyoghóonyo	foolishness, aimlessness	íd'àòqoryà	to be sick, to have a disease
qoryà	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 kwani ilo ole mgbe?		When then are you going to return?
	-A-	
A ga m ilo 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	nh̄yenánh̄ye	whatever

Pronunciation

ɲwáñnemɲwaànyɪ ìh̃ñootuonyoghóònyó-
 m̃erem̃éecɪ # áh̃áf̃ur̃um̃uúyóm̃ j'íil̃é̃t̃ar̃wa-
 ñnenñàmd'ár̃õryà # m̃àmñàag̃áf̃é̃é̃l̃ĩiyà-
 l̃ááh̃àd̃ìl̃à̃k̃wáànyɪ àñáh̃àk̃wamaam̃á̃t̃t̃uz̃ò #
 ọ̃w̃ùt'um̃c̃ic̃igherenñọ̃ọ̃ d̃ìghac̃ià̃gbaa
 byáad̃um̃ám̃m̃à̃t̃ar̃ang̃ám̃ñọ̃ # k̃é̃em̃é̃c̃ià̃h̃à
 é̃cel̃ùk̃á̃l̃am̃nh̃yem̃é̃řem̃nh̃yekãà̃h̃à mùug̃b̃uà
 àm̃á̃t̃à̃begh̃ik̃wem̃ĩish̃iyà # M̃ành̃ỹenà-
 ñh̃ỹõõh̃ur̃w̃ur̃u àkp̃ò̃rom̃iyàònyoghóònyo #

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 anyi,
anahakwa mu anata uzo. O bu
otu mcicighere nnoo 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-
ìfùtáala	
	-B-
éé ìbyáala	
	-A-
ígùzo	(L)
íd'òwe	(H)
gùzó méed'òwem̩m̩p̩mbù	gùzó m̩-ed'òwe-m̩m̩p̩-m-pá- mbù
	-B-
ìd̩kwámmá	
	-A-
éé kèd̩m̩aká̩nduuyòghí	
	-B-
ád̩h̩ámmá ìbyá̩h̩áloog'è	
	-A-
nnám/nnáá	
úyònd̩ányas̩t̩e̩ngá̩nnáá	

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-
Ulom di anya site ngaa, naaa.	my friend ('my master') My house is far (starting) from here.

-B-

úkwu
 ìjiriúkwuruoṅgáà

-A-

ééni

-B-

íyí
 òyíyí
 mbereedé
 òyíyíanyíyiri òbyaraghi-
 lambereedé

(HL)

òyíyí

òyíyí-anyí-yiri ò-byara-
 ghi-la-mbereede

-A-

àzú
 ìkpáázú
 áfọ
 mótò
 áfọmotò
 òdíghì k'ámàọwụamàtaram-
 l1ìkpáazú sáafọmotòm-
 d'áraád'á/d'áraad'á

ìkpé-azú

áfọ-motò

ò-dí-ghì k'ámà ọ-wụ-a-màtara-
 m-la-ìkpé-azú s1-afọ-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 gi na mberede?	Did the appointment we made 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 amatara m n'ikpeazu si afọ-motom dara ada.	No, but (it is) I realized finally that my tire had gone down.

Narrative

New Words:

íkùzhì (H)	to teach	rèluwéestèshìṅ(ṅ)	railway station
ṅkuzhì	teaching	ìgwè	iron, bicycle
ónyèṅkuzhì	teacher	ìgbà	to ride, to run
ívu	load	ṅgáli	P.N. of a place
réluwèè	railway		

Pronunciation

ízùàṭót'aà ágàmííḡṅṅmùáhyà ípáj'eroonye-
 ṅkuzhìányìivu làreluwéestèshìṅṅ #
 ówùrùmàcíkwe ágammíjìigwèej'é mòòòkwaní-
 maágbáamotò sìṭélàngáli # mruṅmùáhyà
 ágàmííḡṅṅruràisìlaakíd'ì mjèeménzùkòṅ-
 doòg'ìg'áányì luubòcaatò lóṅṅwaásà
 láafòábyáduonì # mḡṅsìivumagbìlìlaaṅṅ
 mànyòwa mááhàyaráotùónyepasìṅjìígwè
 gìinyèřemáaka lìivùlayyà #

àkíd'ì	(black-eyed) bean	ìgbìàfù (H)	to get heavy
òg'ìg'e	fenced compound, mission, church	ìhàyara (L)	to hire
ìgbì (H)	to take root	pásìnjìígwè	passenger bicycle
áfù	heaviness, weight	ìvùlayọ	to carry back

Spelling

Translation

Izu ato taa aga m iga Umuahia ipajere onye nkuzi anyi ivu la railway station. Ọ buru ma Chi kwe, aga m iji igwe eje, ma o bu kwani mụ agbaa motor site Ngalı. M ru Umuahia, aga m izuru rice na akıdı m jı eme nzukọ ndı ogige anyı n'ubochı ato n'onwa asaa n'afọ abyaduonı. M hu sı ivum agbııla aru, mme m yọwa, mụ ahayara otu onye passenger igwe ga inyerem aka n'ivulayu ya.

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 Ngalı. 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
òlèéh̄ȳeimèghemak̄iyá

-A-

àkpa
ùjìshì
ìkpòka
ìkpòkasa
kéememzùrùmótaà é'g'o-
ádìghìkwamnáakpa
ótùujìshì ágàmììkpòka-
s̄iyá zùrìik'è

(H + HL)

-B-

m̀gbažhìikwenìghèeg'o

m̀- gbažhìik- wene- nì- ghì- eg'o

-A-

ótùmmaáhà ágàkwamìíj'è
m̀éžhìeyá

-B-

í'cèrè
rúo

(H)

(subsequential form of
írú 'to reach')

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-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-
	bag, pocket night time, dark of night to crash, crack up to smash completely
Keeme m zuru moto a, ego adighikwa m n'akpa. Otu ujishi, aga m ikpokasi ya zuru ike.	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	to wait for
ruo	until

cèréruomámàtàtaru-
 úgwọ́ọ́nwám

cèré-ruo-mme-m-nàtara-úgwọ́-
 ọ́nwá-m

-A-

íléanya
 mèéleghaanya

(HL) ílé-anya
 mà-é-léghí-anya

mèéleghaanya ìgághị-
 gbázhịm

-B-

ọ́wáasị

byàdị
 ícèhyè
 ñcèhyè
 ìgbáncèhyè

(H +)

ọ́gbáramncèhyè ézhìrìhã-
 ghóožhị

é-zhìrì-hã-ghị-ožhị

-A-

ònyézhìrìm

-B-

ọ́wụ́nwánnèghịnwáànyị

-A-

ọ́sị́gị́rị́

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

àmághìmeèhìowù màó-

à-má-ghì-mụ-èhì-ọ-wù

dìkaowùlámòndégàràága

mà-ọ-dìka-ọ-wù là-mòndé-
gàrà-ága

Narrative

New Words:

èzìlìihìtè	Ezinehite (P.N. of a district and clan)	ówùla	each, every
íkwèkọ	to agree together	ìgwọta	to mix and bring
íkwèkọta	to decide together, to arrive at agreement	ógàawù	it happened to be, it should be

-B-

king (proper name for a
male)

Ọ s1 Eze kelere g1.

She said Eze sends you
greetings.

-A-

Ole ehi ọ huru ya?

What day did she see him.

-B-

idika

to be like

Amaghi 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'àṭa	to invite inside

Pronunciation

ótùehì minèényim̄wòok'ò ónyeezilihìte-
 yirooyiyiluyòm # ányìkarasòḡḡiw̄lòo-
 kuùt'ut'ù lùùbòciáfòizùyá # ányìkwe-
 kòt̄akwara sóonyeow̄là giivùt̄em̄m̄iñkw̄
 gwòt̄akwàngù # órùleehiãhã meéceghen-
 d̄iñkw̄t̄'ut'ùak'úc'aa àh̄h̄ãm̄iya #
 íweewègbuom̄ # óḡàaw̄m̄m̄ekw̄ád'ogh̄iif̄ù
 lèkw̄iyálòòbyàduo yàlàgw̄iỹiyá # óg'ém̄j̄r̄ȳya-
 h̄ȳóoj̄ibyáleèt̄ı yás̄ıgw̄iyád'àraáf̄ol̄uuz̄ò #
 m̄ám̄n̄ùř̄h̄em̄er̄ıyan̄ı íwemaáj̄uol̄òk̄u
 m̄áakp̄ób'at̄ãhã n̄ımuuyò #

Spelling	Translation
<p>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.</p>	<p>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.</p>

<u>Pronunciation</u>	<u>Structure</u>
-A-	
áǵ'ùù òbyálagħì	
-B-	
éèní cíagbáala	
-A-	
ígbàsà	ígbá-sà
ndìskuùl àgbàsáálaḥà	
-B-	
sí ìdìḥanùṣṣà ndìṣṣù- ayòwadìla	
-A-	
cììjì	(H)
nàhadì	(auxiliary verb)
èrìmerì	(reduplicated verbal noun)
m̀m̀ cìnàhadéèjì j'`àakwá- d'oweérimefì	m̀m̀ cí-nàhadì-èjì j'è-akwád'owe-èrimefì
-B-	
ìgwù	(HL)
íshìfu	(HL)

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
Aguu ọbyala 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 ọlu ayowadila.		Say, weren't you asleep? The working people have begun to return.
	-A-	
ci iji		day-to close
nahadi		be about to----
erimeri		food [eats (eating and such)]
Mm. Ci nahadi eji. 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 ágághịm-
 1shífufị

-A-

ànyịgakwanịmègiri

-B-

ịsịghịlawanị

-A-

éé kàáñàkamma

-B-

òdịkwammá mágghịcọọ-
 òt'uañà

-A-

yáwụrụkwanighị

-B-

wèrénịwaàyo jishíek'è
 èhìòjọ méèmezhiighi

-A-

nòdịmmá 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'aw'ani.

Narrative

New Words

izu	wisdom, secret knowledge	n'waan'ochya'	son of bush beast, fool, yokel (term of disrespect)
-----	-----------------------------	---------------	--

Pronunciation

ehia' ag'aramlan'hyerwan'emmar'izu #
 miniy'aa'no'ghaci'ag'baa on'weghiyashiw'ere-
 m'nhye # ag'uy'agi'ig'bun # orulem'amgar'illa'
 n'waan'ochya' ya'abyaa juwam'ma'ag'uyo'jim #
 iwel'on'umee ju'moobi maaju'oyam'od'ila'aro
 mo'om'aghi-

-B-

Lawani.

Goodbye.

ònuma	tension	ótùíhũaǎhà	at once
íjù (H)	to fill	ùsékw'ù	kitchen

Spelling

Translation

Ehia, a gara m n'ihe nwannem
 mara izu. Mu na ya anogha,
 chi agbaa, o nwegh ya shiwere
 m ihe. Aguu aga igbu m. O
 rule mgbe m gara ila, nwa anu
 ohya, ya abia ajuwa m ma aguu
 o ji m. Iwe na onuma eju m
 obi, mu ajuo ya ma o di n'arog,
 ma o 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 ónyenèeribèghínhyeruméáñà
 ág'ụ̀gèejílaríyá # kámògííj'èshí-
 wenhyeotùihùáñà yáasím wóonyebyáraábya
 b'áálùusékw'ù j'èeshíenhyeányịnèerí #
 màm̀nụ̀r̀h̄nyeh̄sàra íweábyam m̀áhaf̀yá
 v̀ràag'ụ̀h̄l̀áwa #

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,
iwe 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').

BASIC COURSE

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 $\acute{iz}\acute{a}$ 'to answer' precedes the verb $\acute{iz}\grave{a}$ '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 / $\acute{\eta}\acute{w}\acute{a}$ / and / $\acute{\eta}\acute{k}w\acute{u}$ / are listed under /ɲ/ in the middle of the alphabet while / $\acute{\eta}\acute{w}\acute{a}$ / is under /ɲw/ at the end.

2. Verbs are listed in their infinitive form (with prefix $i-$ / $\acute{i}-$) 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 $\acute{im}\acute{e}$ 'to do' appears under the letter m, while $\acute{im}\acute{e}$ 'inside' appears under the letter i.

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 $o-$ / $\acute{o}-$ 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 $l\grave{a}/n\grave{a}$ 'and' appears under both letters.

Forms which exhibit both kinds of variation may occur as many as four times in the list. Thus $g\acute{i}/g\acute{i}'/gh\acute{i}'/gh\acute{i}'$ '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
ááà		aha!	372
àbá	(II)	Aba (place)	94
àbákeleke'		Abakılıkı (place)	94
àbalı	(IV + IV)	night (day of 24 hours)	296
àbọ	(II)	Abọr (place)	95
àbụọ	(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'	
áfı̀ıkpo		Afı̀ıkpo (place)	94
áfọ	(I)	belly, stomach	442
áfọmọtọ		inner tube, tire	442
áfọ	(III)	year	397
áfọ́ntà (áfọ-ńtà)		7th day of week	339
àfuúkwu (áfọ-úkwu)		3rd day of week	338
ág'ụ	(IA)	leopard	150
ág'ụ̀	(IA)	hunger	172
ághị		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
áhyaá		Ahiara (town)	345
àíshii/àísii		I see	378
ájùjú	(III + II)	question	404
áka	(I)	hand	210
ákákpà		left hand	210
ákáfi		right hand	434
àkíd'ì	(II + III)	(black-eyed) bean	445
ák'ùk'ụ	(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
àmérikà		America	132
ámù		I (subject of indirect speech)	224
ànnó	(II)	four	122
ánụ	(I)	meat, animal	142
ánụnamà		beef	324
àkpa	(IV)	bag, pocket	446
áro	(I)	dream	428
áru	(I)	heaviness, weight	445

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àsáà	(II + III)	seven	122
àsáṭò	(II + IA)	eight	124
àsì/àshì	(II)	false, falsehood	376
àshì/àsì	(II)	false, falsehood	376
àṭò	(II)	three	124
àṭu	(IV)	advice, direction	430
áwusa	(I + I)	Hausa	326
áyà		he, she, etc., subject in reported speech	411
àyìbàsà	(IV + III)	onions	368
áyọ	(I)	onions	368
áẓù	(III)	fish	106
àẓù	(II)	back (anatomical)	442
ágw'ù	(III)	Awgu (place)	95
áhwà	(IV)	name	416
ákwà	(III)	cloth	74
ákwùkwọ	(Inv.)	book(s), paper(s)	72
ákwùkwọrì		leafy vegetables	186
àkw'á	(II)	egg(s)	108
ánwụ	(I)	sunlight	338
ánwùrụ	(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

ànyị́	(II)	'us' 'our'	151
-B-			
báábà	(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
ìbyá	(HL)	to come	66
byàdì		by the way	448
ìbyáduo	(HL +)	to be coming	188
ìbyádu	(HL +)	to arrive	301
byádumme		before, up to the time---	437
ìbyáhu		to come back, to come <u>again</u>	243
-B'-			
ìb'á	(L)	to go in	192
ìb'áta	(L +)	to enter	406
íb'ò	(HL)	to accuse	81
ìb'ùúrù (ìb'á-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
ígbáncéhýè		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
ígbìarũ	(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-

ídè	(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
dìsémbà		December	351
dòktò		doctor	132
ídùj'e	(HL +)	to escort	423
-duo		adverbial suffix, ---to be about to---	188
dúùm	(III)	all, every	272
-D'-			
íd'à	(L)	to fall	362
íd'àòṅṅ	(L)	to be expensive	362
íd'òṅryà (íd'à-ṅryà)		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
èèè		oh!	172
é?è/m?m		no	138
éepòt'ụ		airport	422
ég'o	(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'én̄t̄à (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
èrìmeřì		food [eats (eating and such)]	454
èt'ít'ì	(II + III)	middle, centre, half-way	296
éwèzùgha		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
éziokwù/ézhìokwù		truth (genuine speech)	298
ézhì/ézi	(I)	genuine, true, real	298
èzhì	(II)	compound, yard	70

ézhiamà		a clan name	342
ézhlokwù		truth (genuine speech)	298
éci	(I)	yesterday, tomorrow (one day removed from today)	86
écice	(III + IV)	a thought	144
ényi	(I)	elephant	156
ényì	(III)	friend	86
ényiá		friend, comrade (familiar)	407
ényim̩wook'ò		my (male) friend	86
-F-			
ífè	(L)	to pass	210
fébuwáarị		February	351
fráay(ị)		meat, fish, vegetable, etc., sauteed in oil	368
ífụ	(L)	to go out	44
ífụ́ahya	(L)	to make a debut	340
ífụ́ta	(L +)	to come out	44
-G-			
íga	(HL)	to go	46
íga'fè (íga + ífè)	(HL + L)	to go past, to cross	210
íga'j'e	(HL + HL)	to be in the process of going, to go (emphatic)	310
gàla	(IV)	still	172
íga'la'j'e (íga-la-j'e)	(HL + HL)	to go a little bit	434

BASIC COURSE

gàrì	(Inv.)	grated sifted and washed cassava meal	310
ìgàru	(HL + H)	to arrive	418
gàwá (ìgàwá)		---on as in 'now on'	356
ìgàkǎ'ùřù	(L +)	to join, to meet with, to go and be with	420
gí/gí/ghí/ghí		you (sg.), your, yours	44
gì/gì/ghì/ghì		you (sg.), your, yours	44
gírì	(IA)	what?	100
gòòmènt/gòòmèntì		government	208
ìgùzo	(L)	to wait, to stop, to hold up	440
		-G'-	
ìg'ù	(H)	to read, to count	72
		-GH-	
-gha/-ghe		verb suffix for progres- sive or iterative action	138
ìghá (ùgha)	(HL)	to lie, to tell a false- hood	422
ìghé	(HL)	to fry	366
-ghì/-ghí		negative suffix	122
ghí/ghí/gí/gí		you (sg.), your, yours	44
-ghì/-ghí		negative suffix	122
ghí/ghí/gí/gí		you (sg.), your, yours	44
ìghòṭa	(HL)	to understand, to gather	268

-H-

hǎ		they	105
-hǎ		(neg. verb suffix)	254
iháfù	(H + L)	to desert, to leave, to depart, to fall	186
ihàyara	(L)	to hire	445
hǒ		he (etc.) - 3rd person under discussion - object in reported speech	412
ihò	(L)	to choose, to select	430
hòtéèl(u)		hotel	378
ihù	(HL)	to see	132
ihùhu	(HL +)	to see again	301
ihùnaanya	(HL)	to love	356
hỹé/ihỹe/nhỹe	(I)	thing	108
hỹédìkà		about, around	222
hỹéméfe		reason why	251

-I-

í-/ì-		prefix to the infinitive of verbs - Look up verb infinitives under the spelling of the <u>root</u> .	
ɪ-/ì-		second person singular pronoun prefix 'thou'	57
ìgbo	(IV)	Igbo (name of a tribe)	100
ìfé	(II)	Ife (place)	94
ihu	(I)	face	174
ihuihù		straight ahead	210

ìzu	(IV)	wisdom, secret, know- ledge	466
íc'è		different	344
íc'ìic'è		various	344
ígwè	(III)	iron, bicycle	444
-I-			
í-/í-		prefix to the infinitive of verbs	
ɪ-/ɪ-		second person singular pronoun prefix 'thou'	57
ìgbùrù	(II + I)	cassava	116
ìhùnáányà		love, affection	356
ìkòteekpèné		Ikot-Ekpene (place)	94
ìkpà	(III)	left (hand)	210
-J-			
jàlòòfùràìs(ɪ)		pilav or curry, a dish made by cooking rice with meat/fish and flavoring	366
jè	(L)	auxiliary for customary action	100
jénuáarì		January	351
jí	(I)	yam	104
íjì	(H)	to close (of day)	454
íjì	(HL)	to hold, to use (means of) auxiliary	88
íjìshì(-ìk'è)	(HL +)	to hold onto strength, (always use in greeting)	
íjò/ízò	(L)	to fall (of rain)	338
íjù	(H)	to fill	459

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jùláàyɿ		July	351
júunu		June	351
ɿjú	(H)	to ask	224
ɿjú	(H)	to cool	151
ɿjúc'a	(H +)	to complete asking, to inquire after	224
-J'-			
íj'é	(HL)	to be en route to, to go (to)	46
íj'éru	(HL + H)	to arrive at, to reach	284
-K-			
kà		may, let, that	122
kà		like	222
ɿká	(H)	to be greater than, to be more than, to surpass	191
ɿká	(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
ɿkára	(H +)	to be greater (than), to be larger (than), to surpass, to supercede	356
kàcìbòó		goodnight	258
ké	(I)	what?	319
kè/ṅke	(IV)	that, the one, of	46

íkè	(L)	to create	222
kèdù	(II)	how? hello!	66
kéè/nkéà		this	136
kéeme	(III + IV)	since	254
íkèle	(L)	to thank, to greet	188
kínswèè		Kingsway (a dept. store)	428
kónsùléèt(1)		consulate	418
-kọ		adverbial suffix for mutual action	256
íkọ̀	(H)	to narrate, to tell, to converse	272
íkọ̀	(L)	to cultivate, to till, to plant (yam or coco yam)	90
kọ̀mítì	(II + III)	committee	368
íkọ̀rọ̀	(H +)	to tell to, to narrate for	272
íkù	(H)	to dip up, to fetch	74
íkùzhì/íkuzì	(H)	to teach	444
íkụ̀	(HL)	to knock	372
		-K'-	
k'ámà		but, instead	374
ík'ù	(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

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là/nà		and	124
ílà	(HL)	to go home	88
láàbo		two	346
láani/náani		only	312
làkwa		and also	422
-le/-la/-na/-ne		negative imperative suffix	208
ílé	(HL)	to look, to see	372
íléanya	(HL)	to look (eye)	448
léèt		late	451
léezhí (lá-ezhí)		of a truth, indeed, truly	416
ílèṭa	(HL +)	to visit	422
léygòs(ṭ)		Lagos (town)	201
líihì/líihìla (la-ihí)		because of, on behalf of	296
líihìla/líihì		because	296
ílò/íyò	(HL)	to return	76
ílò-ùlò (ólòrò-ùlò)	(HL)	to be glutenous, gummy, sticky (like okra soup)	312
-lùka		hard, very much (adverbial suffix)	437
-M-			
ń	(I)	my (possessive)	86
ń/mù		I, me, my	44
ímá	(H)	to throw	430
ímá (mma)	(H)	to be good, to be attractive	362

ímạ (aṭṭu)	(H)	to advise	430
ímạ	(HL)	to know	103
mà		but, that, whether, (particle which introduces a possi- bility or a supposition)	136
mà/mme/m̄gbe	(IV)	time, when	186
máàc̣		March	351
màka		concerning, about	298
màṛwùlāgḥ		whether it is or not	338
ímạra	(HL +)	to know, to realize	224
máç̣iṣ(̣)	(III + IV)	match	127
m̄bà	(III)	district, nation, tribe	342
m̄bereedé		sudden	442
m̄bòṣi	(II + IV)	Nbaẉṣi (place)	94
m̄bù	(II)	first, before	227
m̄bya		to come (a coming), (alternate infinitive= ìbyàḍabya)	338
m̄gbád'á		down, downtown	423
m̄gbe/mà/mme	(IV)	time, when	186
ímé	(HL)	to do, to happen	88
méè		May	351
mèélég̣haanya		perhaps ('when one doesn't look')	448
íméhu	(HL +)	to do again	302
íménzùḳò		to have a party, to entertain at a meeting	256

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ímézhɪ	(HL +)	to repair, to do well, to treat well	410
íméc'a	(HL +)	to complete, to do to a finish	272
̀m̀h̀m̀m̀		oh!	238
míři	(IA-II)	water, rain	60
mířik(ɪ)	(III + IV)	milk	236
mířhìòny		mission	349
̀m̀m̀		hmmm!	238
m'è/m'è'è		no (negative of yes)	138
̀m̀ma/̀m̀m̀a	(I, IA)	good, well, fine	44
̀m̀madìláaka		P.N. (female), beauty is in hand	270
̀m̀mad'ù		man	243
̀m̀me/mà/m̀gbe	(IV)	time, when	186
̀m̀medúùm		always, everytime, all the time	272
̀m̀m̀íř	(II-III)	wine	110
̀m̀m̀ířngwò		raffia palm wine	138
̀m̀m̀íř̀h̀kwù		palm wine	110
mòót'ù		at all	342
mótò	(III)	car, auto	442
mòndè		Monday	426
mòòwùl̀aghì		whether it is or not (even if)	338
̀m̀kpurù	(I + IA)	seed, minute (small)	372
̀m̀kpuròoshìshì		fruit	372
-mù/-m		subject pronoun suffix	57

ímù	(HL)	to give birth to	102
ímù	(L)	to learn, to study	185
-N-			
íná	(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
ínáfa	(HL +)	to take away from (for oneself), to snatch	284
ínáta	(HL +)	to receive	232
ínátahu	(HL + +)	to receive again	302
nàygírìà		Nigeria	342
ndéewó		greetings, thank you	238
ndíìzuog'ụ		Ndizuogu (place)	95
ndì	(I)	group, people (sign of plurality)	132
ndìnkwuùt'ụt'ụ		people who tap palm wine each morning (for sale during the day)	
ndoohyi		thieves (pl. of ónyoohyi a thief)	426

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ńd'ù	(III)	life, P.N. (male)	86
-ne/-na/-le/-la		negative imperative suffix	208
nh̄ye/ih̄ye/h̄ye	(I)	thing	108
nh̄yenành̄ye		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
ńnamukwu		my boss, sir	324
ńné	(II)	mother	148
ńneéw₁		Nnew₁ (place)	94
ńnòò		indeed, very much, at all, all the way to--	408
ínò	(L)	to stay, to sit, to be at (of animates)	90
ínòdị/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
ńtàkírị		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
ńgáaḥà		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/kéè (ńke + a)		this	136
ńku	(IV)	wing	151
ńkuzhı	(I + I)	teaching	444
ínụ	(H)	to drink	76
ńgwà/ńgwánı		O.K., alright, let us--	238
ńgwánı/ńgwà		O.K., alright, let us--	238
ńgwánıgwà		hurry	394
ńgwò	(III)	raffia-palm, raffia- palm wine	138
ńgwuuyò		house furnishings	426

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ngw'úrụ		Ngwuru (town)	340
ñkwòntà		8th day of week	339
(ñkwó-ntà)			
ñkwuúkwu		4th day of week	339
(ñkwò-úkwu)			
ñkwụ	(I)	palm, palm wine	74
ñwá	(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'è	(IV + II)	fenced compound, mission, church	445
óhere	(I + I)	chance, opportunity	423
óhỹ1	(I)	theft	426
òj1	(II)	Oj1 (place)	94
òkóro	(II + I)	youth	229
ók'e	(I)	male	86
ók'òkpà		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
òlééngà		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
óshìé		old	426
óshìshì	(Inv.)	tree, plant	210
ótù	(III)	one/a	124
òtu	(IV)	group, team	348
ótùíhuáhá		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
òyiyí	(IV + II)	appointment	442
ózhì	(I)	message	434
óce	(I)	chair, stool, a seat	376
óc'ò	(III)	grand (as in <u>grandfather</u>)	332
ógwè	(III)	self	338

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ókwu	(I)	talk, speech	185
ónye	(I)	person	100
ònyé	(II)	person?, who?	319
ónyenkuzhị		(a) teacher, [(a) person (of) teaching]	444
ònyéwụ		Onyewu, P.N. (male)	392
ònyoghóonyo		foolishness	436
-0-			
o-/o-		he, she, it	46
òbụla/òwụla		any, -soever	342
ób'ỹàǎ	(III + IV)	guest, stranger	188
òdíghị		no, (opposite of yes)	148
òdókòrò	(II + II)	plenty, a lot	256
òd'ụ	(III)	long time	374
ógàawụ		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
òhụ/òhù	(II + IA)	new, newly	378
òhya	(I)	bush, forest	229
òjị	(I)	kola-nut, hors d'oeuvre	354
òjò/òzò	(II)	another (noun), other (noun), again (adv.)	236
òjọ/òzọ	(IV)	another (adj.), other (adj.)	236

òkìígwè	(IV + IA)	Okígwí (place)	94
òkùlòòkù		o'clock	296
òktóbà		October	351
òkúkò	(II + III)	chicken	151
òk'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
òkpa/úkpa	(I)	kind, type, brand	238
òkpa	(IV)	fowl	298
òrụ	(I)	work, farm	66
òryà	(III)	sickness	436
òsọ	(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>íwa</u> , to break up)	342

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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
óṅwa	(I)	mouth	351
ònyíca/òníca		Onicha (town)	340
-P-			
ìpá	(H)	to carry (in the hand)	354
pààk	(Inv.)	park, parking place	392
pàpá	(II)	dad	406
pásìnjìigwè		passenger, bicycle (for hire)	445
ìpáṭa	(H +)	to carry along (in the hand)	354
pósòòfìs(1)		post office	208
-P'-			
p'eni	(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
ìkpàṅkàṭá		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 (òb'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
ráisi	(III + IV)	rice	236
íré	(H)	to sell	72
réluweè		railway	444
rèluwéestèshìonù		railway station	444
fi	(I)	food	72
íri	(H)	to eat	72
fièh'ih'è		lunch	366
írú	(HL)	to reach	172
rúo		until	446
ířù	(H)	to work	70

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-S-

íṣá	(H)	to wash	74
sèptébà		September	351
sìgeréèt'(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
shíli/shíni	(III)	shilling	127
shíni/shíli	(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
shòòp(ù)	(III + IV)	shop, store	428

-T-

tàghzí	(II)	taxi	392
ítii	(HL)	to put into	312

títí	(II)	P.N. (female)	254
ítììghe	(H +)	to put into, to add to	324
tómátò	(Inv.)	tomato	186
tóro	(I)	threepence	146
tútu	(I)	before	394
ítùùtò/ìcò-ùcò	(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
ùgbúa/ùgbúò		now, this moment	172
údi	(III)	Udi (place)	95
úgutà	(I + III)	Oguta (place)	94
ùjìshì	(II + III)	nighttime, dark of night	446
úlò/ùlò/úyò/ùyò	(III)	house, home, residence	132
úlòògṽ'ù/úyòògṽ'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

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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
úyó	(II)	Uyo (place)	94
úyòòg'ù/úlòòg'ù		hospital	222
úkwu	(Inv.)	big	210
úkwuluukwu	(Inv.)	gigantic, very large	384
-Ü-			
ùbòcɪ	(III + IV)	day, 24 hours	410
ùgbò	(I)	powered vehicle	416
ùgbòelù		airplane	416
ùfòdù	(II + I)	some	342
ùghá	(II)	falsehood	422
ùkò	(II)	scarcity, poverty	354
ùkònh'è		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
ùmùaghàra		(a village)	342
ùmùtàkírì		(small) children	243

ùkpa/ókpa	(I)	kind, type, brand	238
ùřa	(I)	sleep	217
ùrò	(III)	play, game	422
ùtò/ùcò	(II)	sweet, delicious	326
ùt'ùt'ù	(II + III)	morning	298
ùyò/ùyò/ùlò/ùlò	(III)	house, home, residence	132
ùzò	(III)	road, door, way	229
ùcò/ùtò	(II)	sweet, delicious (adj.); sweetness, taste (noun)	326
ùc'á	(II)	white, pure, clean, fresh	384
ùkwu	(I)	foot, leg	442
ùgwọ	(I)	debt	238
ùhwa	(III)	pleasantness	312
-V-			
ívù	(HL)	to carry (on the head)	354
ívù (ívù)	(L)	to be fat, to be of great extent	358
ívùlayọ	(H +)	to carry back	445
ívùte	(HL +)	to carry along, to bring along	354
ìvù	(L)	to dig out	90
-W-			
-wa/-we		adverbial suffix - (inceptive) - 'start to'	46
-we/-wa		adverbial suffix (inceptive) - 'start to'	46

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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
wíìkì		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
zììkì		Zìk (Dr. Azìkìwe)	378
ízò/íjò	(L)	to fall (of rain)	338
ízù (ohyí)	(H)	to steal	454
ízù	(L)	to meet	256
ízù	(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
ízù'ũ	(H +)	to steal for (oneself)	426
ízùrúík'e (ízùru-ík'e)	(L +)	to rest, to take a rest	284
ízùtẹ	(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-			
-zhi/-zi		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
ícìcì	(L +)	to wander, to fool around	437

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cídi		Chidi, P.N. (male)	185
[short for cídidi		'God is (a being)']	
cíjiòke		P.N. (male)	360
címà		God knows, P.N. (male)	236
cínèékè		God	222
cínyèře		P.N. (female)	142
ìcò	(HL)	to want, to desire, to like to	46
ìcò	(H)	to be older than	359
ìcò-ucò/ìtò-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
ìc'á	(H)	to shine (to glow)	338
ìc'á (ac'a)	(H)	to be ripe, clean(ed)	384
ìc'á (uc'a)	(H)	to be white, clean, fresh	384
-c'e/-c'a		aspect suffix of complete action a state (finish---ing)	148
-GW-			
ìgwá	(HL)	to tell, to inform, to ask (to be instructed to, to instruct to)	191
ìgwòta	(HL +)	to mix and bring	450

ígwù(míří)	(L)	to swim	254
ígwù	(HL)	to finish	454
		-HW-	
íhŵà (ùhŵa)	(L)	to be pleasant	312
		-KW-	
-kwá/-kwé		adverbial suffix 'also'	46
kwanı/kwenı		and then	46
íkwád'ò	(H)	to get ready	451
-kwé/-kwá		adverbial suffix 'also'	46
íkwé	(HL)	to agree, to permit	191
íkwèkò	(H +)	to agree together	450
íkwèkòta	(HL + +)	to agree together	450
kwenı/kwanı		and then	46
íkwù (okwu)	(HL)	to talk	176
íkwù	(H)	to pay	122
íkwù	(H)	to accompany	418
íkwùshı	(H +)	to stop	172
		-KW'-	
-kŵ'ù		adverbial suffix - catch up with	420
		-NW-	
ńwá	(II)	child (see ńńwá)	86
ńwà		self	66
ńwáanụọhyá		son of wild beast, fool, oaf, yokel (term of disrespect)	458

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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-	
ínyé	(HL)	to give	146