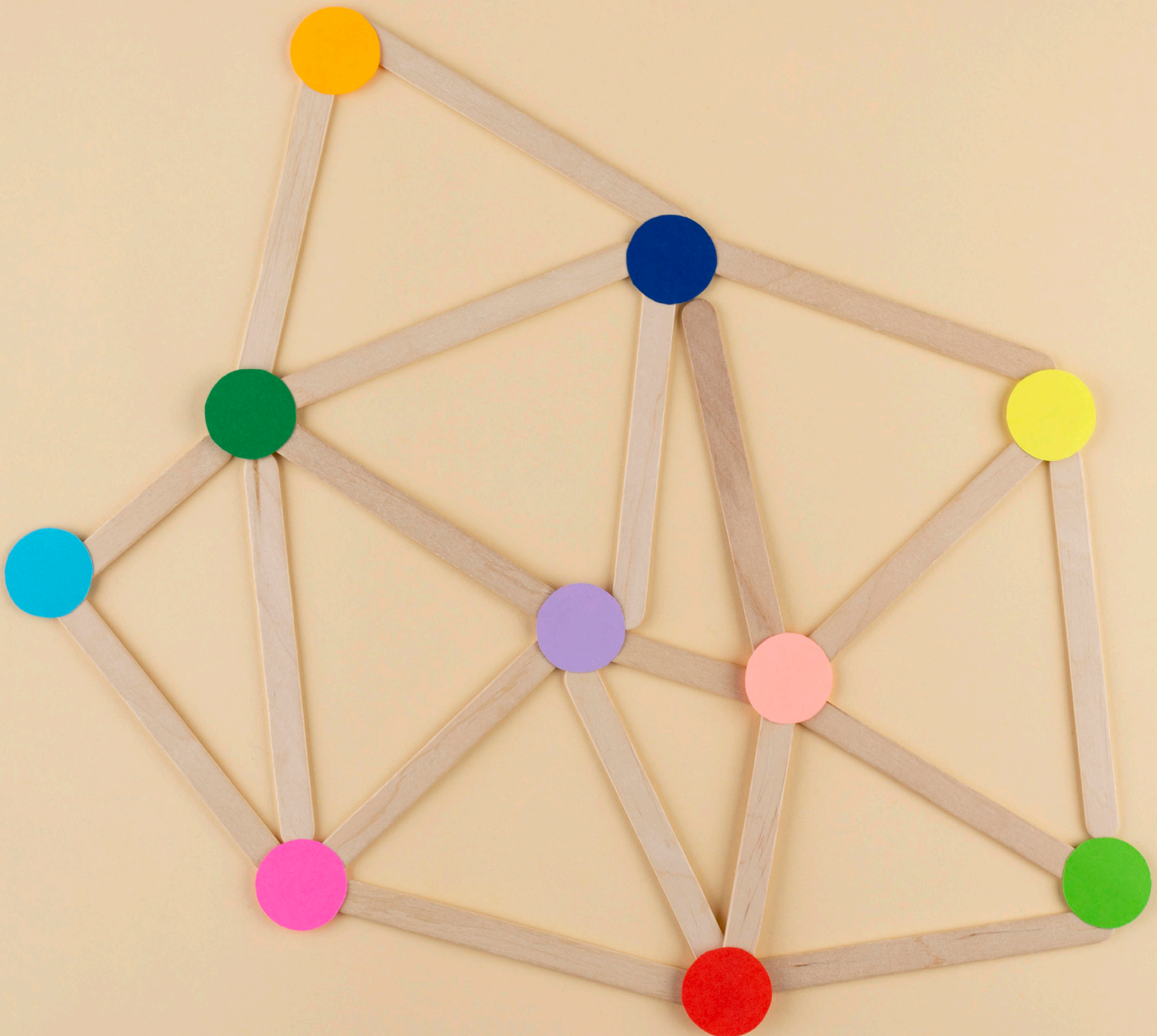


SECTION

3

# YELEBEA ZÃ'A LA A TIGESEGO



# TŌGUM LA BU TUUNE (LANGUAGE AND USAGE)

## YELEBEA ZĀ'A LA A TIGESEGO (LEXIS AND STRUCTURE)

### POSEGA

Yelebea la zā'a waabi boi la yelebea deto tōka tōka. Yeledina wa puan, tu wan zamesego (yelebizuto) deto; yu'ura, yupa'alesi, itego, la itego pa'alesi. Fu san bōke yelebea deto wa suŋa suŋa, la wan suŋe ti fu ta'am bōke yelebire woo tuune.

Pu ya taaba tigebibisi puan, gulese ya lōgero pia n boi ya zamesego deo wa puan yu'ura la lōgeseto n boi yiŋa yu'ura pa'ase. Nyaa dike yelebea ayi bii zo'e pa'ase yelebea la ti fu gulese la puan dōla la fum n boi zamesego deo la puan la ana fu se'em la fum n yese yiŋa ti la ana fu se'em. Yamam tigere la n nye sela la bana duma la tigera la nye bala me yoi?

#### Zamesego wa san ta ba'ase fu wan ta'am.

- i. Tigese yu'ura yelebea doose a buuri buuri (mw *Yumiŋe'a*, *Yuzāsi*, *Puti'ire yu'ura*, *Yu'ura ti fu wan nye gee guri* etc.)
- ii. Tigese yupa'alesi doose a buuri buuri (m.w yupa'alega mōpi, zōne yupa'alega la pa'alego yupa'alega) gee dike ba gulese yelesum duma
- iii. Tigese itego yelebea doose (Itego veki, Ita ka paara la Iteg n tari nameseba bayima).
- iv. Tigese itego pa'alesi doose ba buuri buuri (m.w. Itego pa'alega n pa'ali itego n iti se'em, Itego pa'alega n pa'ali zi'an, Itego pa'alega n pa'ali saŋa, Itego la iŋe zo'e paε la ŋwani)

#### Putεdaasi

Yu'ura yelebea de la yelebea n de lōgero yu'ura. Tu ta'am tigese yu'ura yelebea doose *Yumiŋe'a*, *Yuzāsi*, *Puti'ire yu'ura*, *Yu'ura ti fu wan nye gee guri* etc.)

Zɔnɛ yupa'alega de la yupa'alega n pa'ali yu'urɛ n zo'e zɔna se'em bii yu'urɛ la n kãrege paɛ se'em beene. Pa'alego yupa'alega me, de la yupa'alega n pa'ali yu'urɛ bii yusɔɔseŋa yelebire n ani se'em. *Yupa'alega n doli itego yelebire* (Predicate adjective) de la yupa'alega n doli yu'urɛ poore pa'ala yu'urɛ la n ani se'em. Itego yelebɛa (Verbs) de la yelebɛa n pa'ali itego n iŋɛ se'em bii itego la n iŋɛ paɛ se'em beene. Itego yelebɛa buuri buuri butã la de la Itego vɛki, Ita ka paara la Itego n tari nameseba bayima. Itego pa'alesi ni pa'ala la itego la n iŋɛ se'em la yupa'alesi la itego pa'alesi sisesi miŋa mɔpi. Tu ta'am tigese itego pa'alesi wa doose buuri buuri n de wuu *Itego pa'alega n pa'ali itego n iti se'em, Itego pa'alega n pa'ali zi'an, Itego pa'alega n pa'ali saŋa, Itego pa'alega n pa'ali sugenuurɛ, itego pa'alega n pa'ali sɛla zuo, Itego la iŋɛ zo'e paɛ la ŋwani*

## BENI N DE YU'URɛ?

Yu'urɛ de la yelebire n de nɛra yu'urɛ, lɔkɔ yu'urɛ, zi'an yu'urɛ, duŋa yu'urɛ bii zugɔ yu'urɛ. Yu'ura yelebɛa asi'a pa'ali la puti'ira, la boi se'em beene bii la ani se'em.

## Yu'ura buuri buuri

### Yumiŋe'a

Yumiŋe'a de la yu'ura yelebɛa n paali nɛra yu'urɛ mɔpi, zi'an bii lɔkɔ ti nɛra maale bii Yiŋɛ n maale yu'urɛ. Tu ni la kɔkãte pɔse yumiŋe'a gulesego puan la pake la yelebire la n boi zi'an yelesum puan. Magesɛ wuu

Nɛreba yu'ura: Atia, Aduŋɔ, Adukɔ, Ayimpɔka, Azupɔka, Akolebiire etc

Zi'an yu'ura: Zɔkɔ, Bɔlega, Siirekɔ, Zãare, Booŋo, Ankara etc

Dabesa yu'ura: Alaserɛ, Atalata, Alaareba, Alamisi, Ateni etc

Ɖmaresi yu'ura: Dawalega, Sigesaa, Siibeya'aŋa, Salurego, Sakutega, Sapɔlege etc

Tigera yu'ura: Asuŋetaaba, Komfo Anokye Teaching Hospital, University of Education etc

Kokãra yu'ura: Vea mɔgerɛ, Tono mɔgerɛ, Ateko, Volta etc

## Yuzāsi

Bana de la lōgero yu'ura (lōko, zugō, zi'an, bii puti'irē), n dagi yumiṅe'a (wuu seba n boi zuon la). Tu ka tari kōkāra pōsera bana gulesego puan gee tu wan dike kōkāte pōse a wuu ba san bōna la yelesum la pōsega zi'an ma'a. Ba ta'am lagum la dōlesi la yupa'alesi sisesi yelesum puan. Magese wuu peni, gōṅo, pensule, yire, dangoone, zifo, ateko, kobele, da'aṅa, zamesego deo.

## Puti'irē yu'ura

Bana de la yu'ura yelebea ti tu mina a ti a dēna yu'ura tu puti'ira puan gee ti tu kan ta'am nyē a la tu nini. Ba ze'ele bo la puti'ira ti tu kan nyē, wum nyuuṅo, bii kalum. Ba ni pa'ala la puti'ira, tu boti sela, la tu yem. Magese wuu pupeelum, nōṅere, sūdeka, putoo, yelemiṅere, yem etc.

## Yu'ura ti fu wan nyē gee gurē

Bana de la lōgero ti tu wan nyē bii ta'am kalum. Ba kō'om bōna la tiṅa wa zuo ti tu wan ta'am kō'om nyē gee pa'alē ba boi zi'an. Ba pa'ali la sela bii nera ti fu wan bōke gee tara yem bunuu la zā'a n de (kalum, wum, nyē, wum nyuuṅo la lem bise la). Magese wuu kuga, teebule, gōregō, kō'om, sapemesum, tintōno, kōlekō, wōbego gulego etc.

### Tuunē 1

Tigese yu'ura yelebea wa n gā tilum wad oose yumiṅe'a, yuzāsi, puti'irē yu'ura la yu'ura ti fu wan nyē gee gurē. Pa'alē sela zuo gee ti fu tigese yu'ura doose fum n tigese a doose se'em la.

- i. tikiya/pa'ala
- ii. teebule
- iii. nōṅere
- iv. Anaba
- v. Abii
- vi. pupeelum
- vii. nōyine
- viii. kuka
- ix. sapemesum
- x. kugere

## Tuune 2

- i. Pu ya yamisi nuure bunaai bii bunuu gee pa'ale yu'ura yelebea la zā'a n boi sɔsega wa n gā tilum wa puan
- ii. Tigese yu'ura yelebea la ti ya nye sɔsega la puan la doose yu'ura buuri buuri bunaasi wa n de **Yu'ura ti fu wan nye gee gure, Yumiŋe'a, Puti'ire yu'ura, Yuzāsi**
- iii. Dike yu'ura yelebisi'a ti fu nye la gulese yelesun-yɔsi. Mw Mam tiŋa de la timpika

**Zuo:** Kaara n Tiŋa Da'a Bisera

Tumam tiŋa, tuuma zi'an kayima n boi bini ti yi'ira ti da'a. Ka de la zisuŋa paa ti nereba lagesera bini da'ara and kɔɔsa la buuri buuri woo. Kɔ'om ze'ele zima'asa n tari nimpilum ta pa'ase la futo, kɔma de'ejo lɔgerɔ, la yire puan zā'a lɔgerɔ ti fu yem bɔta, fu wan nye sɛla woo bini.

*Bakɔi ba'asegɔ puan nuu woo, mam la n yiduma ni kiŋɛ la da'a wa puan ta da ti lɔgerɔ. Tu pɔri da'a la mam wum kɔɔseba la n taɛ muula yi'ira ba lɔgerɔ la ligeri pa'ala nereba ti ba da la pansɛka ti ba tari da'ara lɔgerɔ la.*

*Sɛla ti mam nini daa kɔ'om nye yia gee ti la pee mam puure de la ba ta'ama la zima'asa la ti ba pee ba bala suŋa suŋa dɔgele teebule la zuo la. Leemi busuma bala, kodu n mu'ɛ bala, la boofire la n daa sobe gee nyegera bala suŋa leni. Ba nyuuŋo la n ŋme mam nyɔa la, pugum base ti mam kunkoma'asum bɔta ti n paɛ loe sɛba n ani suŋa la. Le tagele, tu daa le kiŋɛ ba koose futo la lɔgeyɛɛtɔ zi'an la. Soosuma bala, mukɔa suma, la gogo duma, bampitesi, tubekayulesi, nutɔɔsi, n nyegera bala suŋa suŋa base ti mam ka ta'am kina. Mam nɔŋɛ la n ɛɛra bisera lɔgerɔ yuleka zi'isi la gāsera fusunɔ bii lɔgesunɔ pa'asa n lɔgerɔ puan.*

*Tu daa n kelum ɛɛra da'a la puan la, tu daa ta nye la ba n kooseri nutɔɔsi, tubekayulesi la kɔma tɔyi duma. Kɔ'om ze'ele baaluu n tari mu'uŋɔ tɔka tɔka, la kɔma de'ejo lɔgerɔ zo'e zo'e, bia woo wan nye ka n boti sɛla ti a pugum ka ti'isa ti sɛla bala boi. Mam pugum ka le tara nuure ya'ara la mam puure n daa pee se'em la kɔma la n daa nye lɔgerɔ ti la dɛna nyiima bɔ'ɔra ba se'em la.*

*Ba'asegɔ, tu daa paɛ la da'a la bɔbere dise'ere ti ba kɔ'om kɔɔsa la yire puan lɔgerɔ ma'a. Kalam, tu daa nye sɛla woo n nari ti la bɔna da'anjan kɔ'om ze'ele duka lɔgerɔ ta pa'ase duusego lɔgerɔ la deo maalegɔ lɔgerɔ. Mam ma*



*daa ma'ε a miŋa mε gāsum lageseto woo ti tu nara ti tu da' la gee ti mam me daa nyaa dike tapɔɔ la tu'.*

Tu kelum naara la yu'ura yelebea buuri buuri la.

## Yugile

Yugile de yu'ura n ze'ele bo logerɔ n boi tigere puan muka. Tigere la ti ba ze'ele bo la ta'am dena nerekuuŋa, dunsu, zi'isi bii logerɔ n lagum tara ŋwɔsun ayima. Magese wuu tiimi, buuri, laabiri, dunsu etc. Ba pa'ali la ayila gee fu san bise ba puan ba zo'e gaŋe ayila wuu nereba/logerɔ/dunsu.

### Tuune 3

Ee yugile anuu ti ayima woo pu iŋe ba bayi bayi pa'ase tu pugum diŋe gulese seba la puan.

Bise yelesum duma wa n boi tilum wa, gee pa'ale yelebea la ti tu buε beene ba tiŋa layelebi-ana **bεε ti tu wan ta'**am ba kãale gee ti yeledi-ana bεε n me kan ta'am kãale.

- Kɔma la daa kɔ'om lui la yɔsi la gum kalam ba daa ta de'em tarege la.
- Bise suŋa! Ko'om la kɔi mε paa.
- Foolee la n tagele se'em la bugum loore la pulesi loore la pa'ase mε.
- Tu boti la kobelekãara puan ko'om la.
- Mina n dugeri mam dia la tari la kamiŋebɔ maala ma'asa la.
- Pɔlitisinsi bale n nari ti ba biŋe wara?
- Kɔma la zo'e zo'e nɔŋe la iilum, gee Mmabila yem n yese ba.
- Tu yagebegɔ la zo'e zo'e de yɔgerɔ ti ba tara maala.
- Akupɔka la Akumpɔgebila ta'am ŋmε'era gulo la zã'a mε.
- Mam daa ba'am tarege mε gaŋe gee daa kɔ'om obe tɔkeleti gã'are

Ba'asegɔ zã'a la, yu'ura yelebea ta'am tigese doose la buyi, n de yu'ura n tari kãle la yu'ura n ka tari kãle. Yu'ura n tari kãle de la lageseto zã'a waabi ti tu wan ta'am kãale (m.w. peni, fuo, pensule, ma'asun-tiia, mɔnkɔ, leemi, etc). Yu'ura n ka tari kãle me de la lageseto zã'a ti tu kan ta'am kãale. Logetuna tusetɔ de la kaam, ko'om, mui, lasebaare, etc. bunkukɔ'a la puti'ire yu'ura la zã'a de la sela n kan ta'am kãale.

## AMAAMBISE SOKERE DUMA

1. Dike fumiņa yelebea gārese pa'ale sela n de yu'ure.
2. Dike yelebea anuu anuu ze'ele sōsega la puan magese pa'ale sela n boi tilum wa;
  - i. Nera yu'ure
  - ii. Dabesre Yu'ure baki puan
  - iii. Zi'an mōpi yu'ure
  - iv. Yu'ura n tari kāle/ Kāle yu'ura

*Aba'ane kiņe la tinkāte la n ka zāe la ba tiņa la puan. A kiņe la Atalata daare ti tiņa la yu'ure dena la Accra.*

*Accra de la tinsuņa ti yea wogero la yea suma bōna bini. Aba'ane puure daa pugum diņe pee me. Aba'ane pōsi pōsi kinε n bala ti a kiņe tinkāte wa puan. A daa kiņe lōgerō koosego zikāte la puan ta da lōgerō zo'e zo'e wuu tapōō, tagera, gogo, siganε, soote etc. A puure da aka pee la lōgerō la dia n iņe ligeri se'em Accra puan la gee daa biņe nuure ti eņa kan ke' tinkāte wa puan.*

3. Dike fumiņa yelebea, pa'ale yu'ura buuri buuri wa n boi tilum vuure gee dike yelebea ayi magese pa'ale. Dike yelebea ayi ayi la ti fu magese pa'ale la gulese yelesun-yōsi sitā pa'ale fu taaba la.
  - i. yu'ura ti fu wan nyε gee gure
  - ii. puti'ire yu'ura
  - iii. yu'ura n ka tari kāle
  - iv. yugile

## AMAAMBISE SOKERE DUMA LA LEBESEGO

1. (Lesbesego baseba) Yu'ure yelebire de la yu'ure n de nera yu'ure, zi'an, duḡa, bii logerō.  
Yu'ura yelebea ta'am dena logerō zā'a waabi n boi duniya wa zuo yu'ura.
2.
  - i. Nera yu'ura: Atule
  - ii. Dabesere yu'ure bakōi puan: Atalata
  - iii. Zi'an mōpi yu'ure: Accra
  - iv. Tinkāte, timpika, tiḡa puan, zi'an, yea, koosego zi'isi, tapō, gogo, sigane, soote .
3.
  - i. (Lesbesego baseba) Yu'ura ti fu wan nye gee gure de yu'ura n boi ti tu nyeta gee wan ta'am kalum.

### BII

Yu'ura ti fu wan nye gee gure de la yu'ura n boi duniya wa zuo gee ti tu wan ta'am pa'ale a boi zi'an. Magese wuu tiisi, zonto, alabasela, futamaane

- ii. Puti'ire yu'ura de la sela ti tu mina, tu puti'ira puan, la tu suure n ani se'em,

### BII

Puti'ire yu'ura de la yu'ura ti tu kan ta'am nye a tu yem puan (kalum, wum, nye, wum nyuḡo la lem bise la) Magese wuu sugeri, nḡere, itesḡo, pupeelum, etc.

Yu'ura n ka tari kāle de la yu'ura n kan ta'am kāale.

Yugile de la yu'ura n pa'ali nereba tigere, logerō bii dinsi

Nanani wa tu zamese yu'ura yelebea la a buuri buuri bii a tigese se'em. Tu nyaa wan bise la yupa'alesi.



## BENI N DE YUPA'ALEGA?

Pu ya yatā yatā la ya gulese yelebea atā ti fu wan nyaŋe dike pa'ale bunō wa/nereba wa;

- Fu zamesego deo la puan
- Fu zōsuŋo
- Fu teebule
- Fu sukuue la n ani se'em.

Ba san yeti ti yupa'alega a de la yelebire ti tu tara pa'ala bii sōsera yu'ure yelebire n ani se'em. Yupa'alesi de la yelebea ti tu tara pa'ala yu'ure yelebire lasebaare yesera la nera n ani suŋa se'em bii lōko la aŋa. Yupa'alesi yelebea asi'a de la delemadeto, sabega, dōbuulum, pēlega, girega, woko, suŋa, bāalega, pika, bugabuga, pupeelum, sūdeka, yem, sira etc. Tu tari yupa'alesi gulesra yelesum duma se'em n ŋwana n boi tilum wa.

- i.** Mam nōŋe la *yikegesi*
- ii.** Budibila la *woge* gee dena *bāalega*
- iii.** Atia *wake gana* a suo la

Fu san bise (i) la, yelebire *yi-kegesi* la pa'ali la nera la n nōŋe yea si'a taaba. (ii) la puan la yelebea wa *woge* la *bāalega* pa'ali la budibila la inya n ani se'em. (iii) la puan, yelebea wa *wake gana* dike makera pa'ala la Atia la a suo la mi'ilum beene n boi tōka tōka se'em.

## Yupa'alesi buuri buuri

Yupa'alesi buuri buuri la zo'e me gee seba ti fu wan zamese kalam kankaŋi la de la bana wa;

- Yupa'alesi mōpi (Demonstrative adjectives)
- Zōne yupa'alesi (Quantifiers)
- Pa'alego yupa'alesi (Qualifiers)

## Yupa'alesi mōpi (Demonstrative adjectives)

Yeledina wa puan, yusōsi mōpi yelebea wuu (ina, kana, bana, bama) ti tu ni tara ita yupa'alesi la sela n sōi la de la ba pa'ali la zugō sela ti ba tōgera a yele la mōpi (nyaa pa'ali yu'ure yelebire aŋa mōpi). Bise yelesum duma wa ti tu magese tilum wa;

- a. Lodina de la paale.
- b. Pɔka la n sɔi yea bama.
- c. Yidine de la mam sɔ dine.
- d. Akuka da'ari la yea bana.

### Magesego yupa'alesi (Comparative adjectives)

Yupa'alesi sina taaba tari la nereba bii lɔgerɔ makeɛ taaba. Magesego yupa'alesi de la bana wa pika, kãte, woko, wake, zo'e, fii, pɔ'ε...gaɲε, etc. Biɛ yelesum duma wa n boi tilum wa, tu dike la magesego yupa'alesi gulesε.

- a. Kana dia kɔ'ɔm dena la naana.
- b. Apɔgebila wake gaɲε Aloko mε.
- c. Lopεεlega la kãbela gana losabega la mε.
- d. Fum ligeri la pɔ'ε mε gana mam dine la.

### Zɔne yupa'alesi (Quantifier adjectives)

Yupa'alesi sina taaba ni bɔ'ɔra tu la lasebaare pa'ala yu'ure la n zɔni se'em. Zɔne yupa'alesi de yupa'alesi sɛla zuo la de la ba pa'ali la yu'ure la zo'e zɔna se'em bii ba ba de la bale. Biɛ yelesum duma wa ti tu dike magesε pa'alε tilum wa.

- a. Mam da la nenɔ tusetɔ..
- b. A dugε la zɛla/gɛla ayi.
- c. A boti la sikeri ηwana fii.
- d. Gɔnɔ zo'e zo'e n boi daka la puan.

### Pa'alegɔ yupa'alesi (Descriptive/qualifier adjectives)

Pa'alegɔ yupa'alesi de la yupa'alesi n pa'ali yu'ure la aɲa n ani se'em, bii sɛla pa'ase base ti a dena yu'ure yelebire. Ba kɔ'ɔm dena la yupa'alesi n pa'ali yu'ure. Yupa'alesi zo'e zo'e la puan ba ni bɔna yupa'alekana taaba buuri puan. Biɛ yupa'alesi la sisesi n ηwana n boi yelesum duma puan tilum wa.

- a. Loore la de la kɛka
- b. Mam gɔɲɔ la ani la pika.
- c. Dia la tari la nimpilum.
- d. Mam nyε la bɔɔsi kãte.

## Tuune

1. Lebe pooren ta bise yelebea la n boi tu pɔse zamesego la zi'an la. Tigese Yelebire woo doose yupa'alega mɔpi, zɔne yupa'alega bii pa'alego yupa'alega. Fumiŋa nyaa bise yupa'alesi yelebea asi'a magese pa'ase bini.
2. Kãale sɔsega wa n boi tilum wa gee pa'ale yupa'alesi la n boi bini la. Tigese yupa'alesi yelebea ti fu nye sɔsega la puan la doose yupa'alega mɔpi, zɔne yupa'alega bii pa'alego yupa'alega gee maasum sɔse fu lebesego pa'ale fu taaba la zamesego deo wa puan.

*Gee ti nɔdɔdĩŋa banɛ kaase butã puan buligekaŋa la, nereba la zã'a n boi timpika la n boi Alata tiŋa puan la gee la fii wa la ba lagese ti ba tu'use naba la. Naba yire nereba la daa ye la lɔgepeɛla. Ba daa vuge la zuvagepeɛla ba zutum gee kina nabɛɛla.*

*Ba daa lagese ti ba pu'use la naba la. Buuri yela yeti yuuma zo'e zo'e n tole sa, naba wa yaaba yuum tum tuunkirega ti a suŋe tiŋa wa nereba. Wuntɛɛyina ti bugum yuum di tiŋa la va'am zã'a ti kom pebele bu puusego kusebego base tiŋa la zuo ti yaaba la yuum keɛ bini. Kom la yuum limese yire woo n boi tiŋa la puan la gee base ti nera woo lebege tarema ti beere puti'ire ka'ana.*

*La yuum de la yaaba kaŋa n yuum dike dia zo'e zo'e ze'ele a va'ami n ka zãe wa diise nereba la. Nereba la yuum dike e lebege la bana ba ti la pa'ale bama puure pee ya. Yuune woo ba kini bisera e gee na'asa e la a tuunkãe.*

*Wuu ya nye pa'alego yupa'alesi wa ti tu dike gulese yelesum дума tilum wa, pa'alego yupa'alesi la yu'ure la ni wa'am yia gee ti bama me doose poore. Gurenɛ tɔgum la puan, ba zo'e zo'e la ni ta' me la yu'ure yelebire la.*

- a. Yire la ani suŋa.
- b. Gogo la ti fu pire la ani suŋa.
- c. Mɔntɔ la bala ti fu dita de la mɔnsumɔ.
- d. Tia la ti mam nye la wɔge me.

Pa'alego yupa'alesi wa me kelum ta'am kɔ'ɔm bɔna yu'ure yelebire la neŋa pa'ala yu'ure la. Solemiine tɔgum la puan, yupa'alesi la ni wa'am yia gee ti yu'ure la doose poore, amaa tumam Ghana tɔgum la puan, yu'ure yelebire la ni wa'am yia gee ti yupa'alesi la **doose poore**. Bise yelesum дума wa n boi tilum wa:

- a. Yire dina ani suŋa
- b. Mam nye la tiwoko.
- c. Mam ma da la gogo suŋa bo ma.
- d. Mam diti la mɔntɔ n ani suŋa daare woo.

## Review questions

1. Tigese yupa'alesi wa doose si buuri buuri la gee sɔsɛ fu tuunɛ la pa'alɛ  
Classify the adjectives below according to their types and present your responses. Groups should explain the reason for their classification.

- i. suɲa
- ii. woko
- iii. zā'asum/masɛ
- iv. nimpilum
- v. pusuka
- vi. mɔlega
- vii. sūkāberɛ
- viii. sabega
- ix. wuntɛɛɲa
- x. kaɲa
- xi. bama
- xii. batā
- xiii. basɛba

2. Kāale sɔsega wa n boi tilum wa suɲa suɲa gee lebesɛ sokere duma wa n doli la.

- i. Gulesɛ yupa'alesi la zā'a waabi ti boi sɔsega wa puan la.
- ii. Tigese yupa'alesi la zā'a waabi doose yupa'alesi buuri buuri la ti ya zamesɛ la.
- iii. Nyaa dike yupa'alesi la ti fu nyɛ sɔsega la puan la yupa'alesi sinuu woo yɛsera yupa'alesi buuri buuri la puan gulesɛ yelesum duma

*John travelled for the first time to visit his elder brother in a big city. As soon as he alighted from his commercial bus, he was amazed by the wonderful sight of the city. He started staring at the tall buildings, neat streets, and how people were moving about. The sight made John forget that he had to call his brother to pick him up from the lorry station. Immediately, he remembered, John pulled his old phone from his black*

*bag and began to call his brother. Before the phone ended ringing, a white car arrived and parked a few meters away from where John was standing. With his smiley face, John quickly opened the front door and entered the car. Since his elder brother's house was fifteen minutes away from where John was standing, it did not take much time for the two to reach home. After John had a much-needed rest, he was served some delicious food to quench his hunger.*

## WHAT IS A VERB?

What did you do this morning? Make a list of the activities.

What do you think about your different school subjects? Make a list of opinions.

Be ready to share your ideas for class discussion.

A verb is an action or doing word. Verbs also include words or phrases that show state of being (for example; to feel, to grow, to smell, to own, to love, to hate, to know, to like, etc.)

Verbs can appear in sentences with or without objects. These objects which occur often after the verb in sentences are referred to as object complements. Verbs can be grouped based on their object complements. These groups are called intransitive, transitive, and ditransitive.

### Transitive verbs

Transitive verbs occur with objects after them in the sentence. Some examples are to cook, to drink, to drive, to fetch, to eat, to write, to beat, etc. Below are some examples in sentences.

1. The teacher cooked rice.
2. The students fetched water.
3. Kofi and Adwoa eat jollof.
4. A child brought fruits.
5. The passengers boarded the car.

The words in italics are all transitive verbs. The complements or objects occur after the verbs. For instance, in example 1, the object is *rice*, and in example (5) the object is *the car*.

### Intransitive Verbs

These are verbs that do not occur with object complements – they do not require an object to form a meaningful sentence. There may be words or phrases following them but these are usually adverbs. Examples of such verbs include to die, to fly, to yawn, to cry, to grow, etc. See some examples below.

1. The child is yawning.
2. The sparrow flies quickly.
3. The student fainted suddenly.



The verbs in the italics are intransitive verbs. In examples 2 & 3 the words that we see after them are called adverbs – they are not object complements. The lesson on adverbs will follow later.

## Ditransitive verbs

Ditransitive verbs take two objects as their complement. Ditransitive verbs require two objects which are the direct object and the indirect object. A direct object is the noun or pronoun that directly receives the action of the verb. On the other hand, the indirect object is the noun or pronoun that receives the direct object. Most often the indirect object is introduced with preposition 'to', 'for' or 'with'. Some examples of ditransitive verbs include to give, to send, to owe, to ask, etc. See the examples below;

1. The parents gave the child some provisions.
2. The teacher sent the students some presents.
3. The judge asked the lawyer a question.
4. The woman bought a gift for her friend.
5. She gave the ball to him.

In example 1 the indirect object is *the child* and the direct object is *the provisions*. In this case no preposition is used. In example 4 the indirect object is *her friend* and the direct object is *the gift*. In this case the indirect object is linked with the preposition 'for'. (NB: Ghanaian languages rather have postpositions than prepositions. Discuss as applicable)

### Activity 1

1. What is a verb? Explain in your own words.
2. Briefly define the three different types of verbs.
3. Classify the following verbs into transitive, intransitive and ditransitive by ticking the appropriate place in the table (see examples)

Verb	Transitive	Intransitive	Ditransitive
Respect	√		
Laugh			√
Cost			

Verb	Transitive	Intransitive	Ditransitive
Sing			
Read			
Dance			
Walk			
Play			
Slap			
Push			
Yawn			

## Activity 2

Read the text below with your partner. Identify all of the verbs, then categorise them into transitive, intransitive and ditransitive. Once you've finished, work together to form sentences with at least five of the verbs you've identified e.g. *I would have liked to study for longer.*

*The distance across the river was not more than fifty meters, but I would have liked to swim a kilometre or more, in deep, clear water. The place smelt of crocodiles.*

*As I prepared to enter the river, I held my gun between my teeth, and with a prayer, slipped into the muddy water. I swam like a beginner. The current was not strong the water was moderately warm. But I was cold with fear, and seem to move rather slowly.*

*In the middle, the river suddenly became shallow, and my chest hit against a mud-bank. I thought it was a crocodile, and in my confusion, the gun dropped from my mouth.*

*I waded a few meters, then came into deep water again. Before I realized, I had reached the opposite bank. With feverish haste, I scrambled up to the hard ground. It was all over, but I had lost my only weapon.*

## WHAT IS AN ADVERB?

Look at the picture below. How are the young people moving? What time of day is it? Where is the event taking place? Why is the event taking place?



Adverbs are words or phrases that give more meaning to the verb in the sentence. Adverbs can describe other adverbs as well. Think about how you walked to school today, was it, slowly, quickly, hurriedly? You may have walked very quickly to school. The word *quickly* shows or describes the way you walked to school so it is an adverb. Adverbs are categorised according to how they modify the verb. The categories are: manner, place, time, frequency, degree, reason/ purpose.

### Adverbs of manner

This type of adverb describes how (or the *manner* in which) an action occurred or happened. Some examples are in sentences below.

1. The pupil walked to school *hurriedly*.
2. The players played the game *gently*.
3. The choir sang *softly*.
4. A bird sang *beautifully* in the sky.

## Adverbs of place

Adverbs of place give information about the location of the action or activity performed. See the examples below.

1. The students are standing outside.
2. Kwasi and Akosua are sleeping upstairs.
3. The pupils litter the papers everywhere.
4. The children live in Kasoa.

## Adverbs of time

Adverbs of time gives information on when something occurs. Below are some examples in sentences.

1. Final-year students wrote the exams yesterday.
2. Today we shall eat our lunch at the office
3. There will be a meeting at 9am.

## Adverbs of frequency

This shows how often something happens. These types of adverbs usually occur at the beginning or end of the sentence but there are a few adverbs, that can occur in the middle of the sentence as well as the end or beginning. Such adverbs include annually, yearly, never, always, weekly, daily etc. See some examples below;

1. Festivals are celebrated annually.
2. We eat daily.
3. Misbehaviour is never accepted in schools.
4. Children are always encouraged to clean their teeth.
5. I come here always.

In the above sentences the adverbs of frequency are *annually*, *daily*, *never* and *always*. We see the adverbs *never* and *always* occurring in the middle of the sentence. In example (5) the adverb *always* is seen at the end of the sentence.

## Adverbs of purpose/reason

These adverbs explain the reasons for doing something or the reason for an event's occurrence. Examples of this type of adverb are because, so, however, therefore, unfortunately, although, etc. Some examples are written below.

1. I am leaving early so as to avoid traffic.
2. School vacated so the students went home.
3. Although I went to the market, I did not get fish.
4. The child cried because s/he is hungry.

## Adverbs of degree/intensity

This type of adverb are words that modify verbs or other adverbs to show the degree or extent of a particular action, state or quality. They help us to intensify or downplay the words they qualify. Some examples are extremely, very, enough, quite, much, mostly, totally, absolutely, perfectly, exceedingly, etc. See the examples below:

1. The food is extremely spicy.
2. The room was completely cleaned.
3. The performance was utterly amazing.
4. The dish was cooked perfectly.

### Activity 1

Think back to the activity in the beginning of this lesson. You will have identified some adverbs to describe the actions that you could see taking place in the picture. Classify the adverbs that you identified using the groups that we have just studied then work together in pairs to create five sentences to describe the picture using those adverbs.

### Activity 2

1. Explain the relationship between adverbs and verbs and share your response in class.
2. Explain the types of adverbs and give three examples under each type.
3. Use two examples under each type to form sentences.
4. Categorise these adverbs under the types you have learned and state why you put the adverbs under the categories.
  - i. quickly
  - ii. nicely

- iii. slowly
- iv. yesterday
- v. never
- vi. heavily
- vii. annually
- viii. precisely
- ix. extremely
- x. last week

### Activity 3

Go through the given sentences and identify the type of adverb used in each sentence. Then use at least five of the adverbs that you've identified to form your own sentences to present to the class.

1. The students practised their speech regularly.
2. The phone kept ringing constantly.
3. The people have gone out.
4. I have heard this story before.
5. Are you quite sure?
6. You are driving too carelessly.
7. I always try my best.
8. You are quite right.
9. We solved the problem quickly.
10. I have heard enough.
11. The children often play.
12. Why are you still here?
13. I could hardly recognise him.
14. The little kid is too shy to sing.
15. The horse galloped away.



# REVIEW QUESTIONS

## Part A: Verbs

1. How are verbs of action different to verbs of states of being?
2. Find all the verbs in the following passage and compare your answers with a colleague

*As I rushed to the beach, I ran, jumped, and danced in the waves. The sun shone brightly, warming my skin and I felt alive. I swam, splashed, and played in the water, laughing, and smiling with joy. The seagulls flew overhead, crying, and flapping their wings. I built, molded, and shaped a sandcastle, decorating it with shells and pebbles. As the day wore on, I strolled, wandered, and explored the shoreline, discovering hidden treasures and making memories that will last a lifetime'.*

3. Classify the verbs that you identified in the above passage into the three types of verbs you studied.

## Part B: Adverbs

1. List some activities that you usually perform daily and describe to a friend how, when where and why you do them.
2. List all the adverbs used by your friend in their description and classify them.
3. Write a passage of about (50) words on the weather and the people where you live. The passage should include at least 10 adverbs.

# REVIEW QUESTIONS ANSWERS

## Part A:

1. (suggested answer) Action verbs describe physical movement whereas states of being describe feelings and opinions.
2. The verbs identified in the passage are

Rushed, Ran, jumped, danced, shone, warming, felt, swam, splashed, played, laughing, smiling, flew, crying, flapping, built, molded, shaped, decorating, wore on, strolled, wandered, explored, discovering, making.

Transitive	Intransitive	ditransitive
Rushed	danced	
Ran	shone	
Jumped	laughing	
Warming	smiling	
Felt	flew	
Splashed	crying	
Played	wore on	
Flapping	strolled	
Shaped	wandered	
decorating		
explored		
discover		
making		

## Part B

1. Some verbs that may be used are eat, bath, wake up, spoke etc. Some adverbs that may be used are quickly, fast, early, gently, always etc. Adverbs on why may include words such as so, because therefore etc.
2. Answers will differ.  
Some types will be manner, time, frequency, etc.
3. Example text:

The weather is *very* fine today. The sun is shining *brightly*. Children are outside and playing *happily*. They are drinking water *often* due to the heat. Some people have gone to the seaside to swim. Some walked *lazily* on the beach and others jumped *happily* in the sea. Some are sweating *profusely* under the *very* hot sun. The elderly people are sitting *calmly* watching the children playing *heartily* and the elderly women are *busily* selling water to the people.

## EXTENDED READING: KEKRAŊ N TIISO

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