

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: òléébiíj'è

In Column 2: òléé- ebe - i - j'è

In Column 3: Ólè ebe í jé?

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 make 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 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 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.

Inasmuch as the marking of tone and a fairly complex transcription system 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.

### **Use of the Course Materials**

#### Tone Drills

Each tone drill is designed to be done entirely orally. Each individual tone drill should be repeated until the learner 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 learner should repeat the section writing his/her responses. This helps the association of accents used as orthographic symbols of tone with relative pitches perceived aurally. All tone drills should be completed before learners progress beyond Unit 3.

### Dialogues

The dialogues are presented by a native speaker at normal speed, and the learner should initially listen with the text 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.

The dialogues are presented at normal speed with the individual words and phrases on the 'build-ups' printed. The learner should imitate the utterance as the native speaker. If a complete utterance offers particular problems for the learner, the teacher on the tape 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. For this reason, the sentences in the early dialogues are kept very short and the speaker uses frequent repetition of whole utterances to partial presentation.

### Narratives

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

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PART I

TONE DRILLS

(Tone drills begin on side B of tape 11)

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:

ézh<sub>1</sub> '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:

ézh<sub>1</sub> 'true'      èzhí 'compound' ----- different

The first word ézh<sub>1</sub> 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
2. àká exceeding
3. àká
4. àká
5. áka
6. àká
7. áka
8. áka
9. áka
10. àká

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

1. ànú hearing
2. ànú
3. ánú meat
4. ánú
5. ànú
6. ánú
7. ànú
8. ànú
9. ánú
10. ánú

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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.	àñụ	seeing		LH		1.
2.	èzhí	compound		LH		2.
3.	áhya	market		HH		3.
4.	ánụ	meat		HH		4.
5.	ànnọ	four		LH		5.
6.	ébe	place		HH		6.
7.	àbá	Aba		LH		7.

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8.	ík'e	strength	HH	8.
9.	kèdụ́	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
2.		shìé		S
3.		shìé		S
4.		shíe		S
5.		shíe		D
6.		shíe		S
7.		shìé		D
8.		shíe		D
9.		shìé		S
10.		shíe		D

  

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

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

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

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

Section B

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

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6.	íme		ímé		D	6.
7.	ímé		íme		D	7.
8.	ímé		ímé		S	8.
9.	ímé		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.	ímé	to do			HM	3.
4.	ímé				HM	4.
5.	ímé				HM	5.
6.	ímé				HM	6.



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

8.	ívu				HM	8.
9.	ívu				HH	9.
10.	íme				HH	10.
18.	Oral Response	high high	or	high mid		
	Written Response	" "	or	" "		
1.	ít'è	to awaken			HM	1.
2.	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.	mífi	water			HM	7.
8.	ónye	person			HH	8.
9.	ìnyù	to drink			HM	9.
10.	ánya	eye			HH	10.
19.	Oral Response	high high,	high mid	or	low high	
	Written Response	" "	" "	or	" "	
1.	tóro	threepence			HH	1.
2.	ínywè	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.	íbì      you live	íbì		S      1.
2.	íbì      to live	íbì		S      2.
3.	íbì	íbì		D      3.
4.	íbì	íbì		D      4.
5.	íbì	íbì		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
8.	íbi				HM
9.	íbi				HM
10.	íbi				HL
24.	Oral Response	high mid	or	high low	
	Written Response	"	or	"	
1.	ívù	to carry			HM
2.	íbi	to live			HM
3.	íbi	you live			HL
4.	ívù	to be fat			HL
5.	ívù				HM
6.	ívù				HL
7.	íbi				HL
8.	íbi				HM
9.	íbi				HL
10.	ívù				HM
25.	Oral Response	high mid	or	high low	
	Written Response	"	or	"	
1.	òdì	it is			HL
2.	mířì	water			HM
3.	òk'à	maize			HL
4.	ányì	we			HL
5.	ímé	to do			HM
6.	ígwé	to have			HM
7.	ìgá	to go			HM

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.	nyọ	drink!	HH	3.
4.	òlé	how much	LH	4.
5.	mma	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.  | ̀̀n̄wá | 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.  | íga          you will | ̀̀ga   |    | will you?          D          1. |
| 2.  | íga                   | ̀̀ga   |    | D          2.                    |
| 3.  | íga                   | ̀̀ga   |    | S          3.                    |
| 4.  | ̀̀ga                  | ̀̀ga   |    | S          4.                    |
| 5.  | ̀̀ga                  | íga    |    | D          5.                    |
| 6.  | ̀̀ga                  | ̀̀ga   |    | S          6.                    |
| 7.  | íga                   | ̀̀ga   |    | S          7.                    |
| 8.  | íga                   | ̀̀ga   |    | D          8.                    |
| 9.  | ̀̀ga                  | íga    |    | D          9.                    |
| 10. | íga                   | ̀̀ga   |    | S          10.                   |

- | 29. | Oral Response      | 'same' | or | 'different'                   |
|-----|--------------------|--------|----|-------------------------------|
|     | Written Response   | S      | or | D                             |
| 1.  | ódi          it is | òdi    |    | is it?          D          1. |
| 2.  | òdi                | òdi    |    | S          2.                 |
| 3.  | òdi                | ódi    |    | D          3.                 |
| 4.  | ódi                | ódi    |    | S          4.                 |
| 5.  | ódi                | ódi    |    | S          5.                 |
| 6.  | ódi                | ódi    |    | S          6.                 |

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7.	òdị		òdị		S	7.
8.	òdị		óđì		D	8.
9.	óđì		òdị		D	9.
10.	òdị		óđì		D	10.
30.	Oral Response		high low	or	low low	
	Written Response		“	or	“	
1.	íga	you will			HL	1.
2.	ìga	will you?			LL	2.
3.	ìga				LL	3.
4.	ìga				LL	4.
5.	íga				HL	5.
6.	ìga				LL	6.
7.	ìga				LL	7.
8.	íga				HL	8.
9.	íga				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.	óđì	it is			HL	3.
4.	óđì				HL	4.
5.	óđì				HL	5.
6.	òdị				LL	6.
7.	òdị				LL	7.



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òdì				HL	8.
òdì				LL	9.
òdì				HL	10.

Oral Response                    high low            or            low low  
 Written Response                "                    or            "

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

Oral Response                    high low            or            low low  
 Written Response                "                    or            "

édè	coco yam			HL	1.
bèghì	not yet			LL	2.
̀mme	time			LL	3.
ényì	friend			HL	4.
àla	country			LL	5.
̀nnà	father			HL	6.
ìj'è	trip			HL	7.
òt'u	condition			LL	8.

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

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ànnó	four	LH
ílá	to go home	HM
ók'à	maize	HL
éci	yesterday (tomorrow)	HH

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

ízù	to get fat	HL
p'èni	penny	HL
òvu	wild fowl	LL
íhù	face	HH
èzhí	compound	LH
ìte	pot	LL
ìrí	ten	LH
ígá	to go	HM
àńú	drinking	LH
ík'e	strength	HH

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

íjwé	to have	HM
ńku	wing	LL
gàla	still	LL
úkwu	big	HH

5.	íwè	be angry	HM	5.
6.	òdị	is it?	LL	6.
7.	ébe	place	HH	7.
8.	áhya	market	HH	8.
9.	ìs'ó	five	LH	9.
10.	ímmá	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	í'séezhí	D	1.
2.	ízùezhí	ífùteezhí	D	2.
3.	ízèezhí	òzàreezhí	S	3.
4.	šánèezhí	áfùt'álamèezhí	D	4.
5.	òwèezhí	òdìghèezhí	S	5.
6.	ányì'sáreezhí	únùzụreezhí	D	6.
7.	ò'ságheezhí	írégheezhí	S	7.
8.	ébimleezhí	ámaakò'òneezhí	S	8.
9.	é'érémezhí	ògì'ízèezhí	D	9.
10.	ògì'í'séezhí	é'réleezhí	S	10.

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39.	Oral Response	'same' or 'different'	(with respect to
	Written Response	S or D	the last two syllables)
1.	írúaba	ój'èraabá	D 1.
2.	òwùghìaba	ówùaba	S 2.
3.	ìbìlaabá	ébìmnaabá	S 3.
4.	ìnònaabá	ìgáaba	D 4.
5.	úyòmdìlaabá	njók'ùgàraabá	S 5.
6.	íj'èruaba	ányìruruabá	D 6.
7.	óðìlaabá	éj'èelemaaba	D 7.
8.	àmürughìlàabá	ìbìlaabá	S 8.
9.	ìgáj'aaba	ányìagághìj'aaba	S 9.
10.	àgáñhàmaaba	èrúbèghìmaabá	D 10.

40.	Oral Response	high high or low high	(with respect to
	Written Response	" or "	the last two syllables)
1.	ányìj'eraabá		LH 1.
2.	ìnòneezhí		LH 2.
3.	írèezhì		HH 3.
4.	érèleezhì		HH 4.
5.	ágálaaba		HH 5.
6.	éj'èrehàabá		LH 6.
7.	ébìmneezhí		LH 7.
8.	èj'èhàaba		HH 8.
9.	ówùezhì		HH 9.
10.	ònònaabá		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.	érùrumọ̀ọ̀lụ́	I reached Orlu	LH 1.
2.	óshìshì	tree	HH 2.
3.	áfùtá	if one comes out	LH 3.
4.	ógàràọ̀jọ́	He went again.	LH 4.
5.	ìfùáhya	to make a debut	HH 5.
6.	ógàràáhyaàagá	He really went to this market.	LH 6.
7.	it'éele	Good morning.	HH 7.
8.	p'ènaannọ́	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'èràáhya	ógìíj'áahya	S 1.
2.	j'èáahyá	ọ̀byàràjáahyá	S 2.
3.	zùrùahyá	ọ̀zùràáhya	D 3.
4.	ógììgáahya	gáahyá	D 4.
5.	ọ̀wùahya	ádìhànáahya	S 5.
6.	nh̄yaahyá	éj'èmaáhya	D 6.
7.	úyòndiláahya	ọ̀làagáahyá	D 7.
8.	àgáh̄amaahya	ọ̀dìláahya	S 8.