

# BASSA VERBAL FORMATIONS

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In Bassa the suffixes of a verb vary according to the vowel of the stem, and the tone of the suffix depends on the tone of the verb stem. Representative verbs were chosen to give the following outline.<sup>1</sup> Verbs are grouped in it according to the vowel of the stem, and then within the groups there are sub-groups based on the tone of the stem.

Table A is a summary list of tenses. These are ordered according to the column of Table B, in which the form is found which is used to construct that tense. For example, under Inceptive 1 we see 'dè(è) + 3 + gbɔ'. This means that the form of the verb (nyu 'to do') is to be sought in Table B, column 3, under the verbs ending in -u. We find that all the -u verbs add an -ɛ suffix in this situation. The formula tells us to add the particles dè(è), before the verbal expression, and gbɔ after it in order to form the tense. With this, the example given becomes clear: ɔ dè kùà nyuɛ gbɔ 'he started work'. The tone notation used is the 'tonemic' or 'orthographic' system described in Section IV of my article on Tonal Analysis.<sup>2</sup>

Verbs are described below under the headings Tense, Aspect, Voice, Mode and Person. Sometimes the tense or aspect is conveyed by the ending on the verb stem, at other times auxiliary words are used to convey a special meaning. Where a suffix is indicated in brackets, e.g. se(ɛ) the suffix is added for verbs that require an object, where that object is not named, corresponding to our 'it' in English. Each is illustrated with four verbs:

nyu kùà	to work
nyu	to do
kò dyi	to sit down
sa	to get tired

Compound verbs, that is, verbs that consist of two parts, such as 'to work' and 'to sit' above, have the same endings as those consisting of one part, but note the reversal of order in certain formations. The negative of each tense is also given, as these are often special constructions. The numbers in the formulae at the heads of the sub-sections refer to the various columns of Table B, at the end.

## TENSE (RELATING TO TIME)

PAST	POSITIVE	NEGATIVE
Remote past	1 + zǝɔ	se(ɛ) zǝɔ + stem
Regular past	1 + ma	se(ɛ) ma + stem
Recent past	6 + má(a)	seɔ má (alt. mǝ) + stem seɔ máa (mǝɔ) + stem

### Examples

ɔ nyu zǝɔ kùà	he worked (a long time ago)	ɔ se zǝɔ kùà nyu
ɔ nyu ma kùà	he worked (yest. or before)	ɔ se ma kùà nyu

<sup>1</sup>The verbal paradigms exhibited in this article were compiled from a study of all verbs in my Bassa dictionary file after one year's collection.

<sup>2</sup> "A Preliminary Tonal Analysis of the Bassa Language", JOURNAL OF WEST AFRICAN LANGUAGES, Vol. I, 2, pp. 51-55.

*ɔ nyuó má kùà	he worked (earlier today)	ɔ seɔ má kùà nyu
ɔ nyue zǔɔ	he did it ( „ )	ɔ seɛ zǔɔ nyu
ɔ nyue ma	„ ( „ )	ɔ seɛ ma nyu
ɔ nyuó máa	„ ( „ )	ɔ seɔ máa nyu
ɔ kò zǔɔ dyi	he sat down ( „ )	ɔ se zǔɔ dyi kó
ɔ kò ma dyi	„ ( „ )	ɔ se ma dyi kò
ɔ kòò má dyi	„ ( „ )	ɔ seɔ má dyi kò
ɔ sa zǔɔ	he got tired ( „ )	ɔ se zǔɔ sa
ɔ sa ma	„ ( „ )	ɔ se ma sa
*ɔ saa má	„ ( „ )	ɔ seɔ má sa

\*There seem to be alternative pronunciations – both equally correct – one rising in tone before má-, the other staying mid.

PRESENT	I	se(ɛ) + stem
Examples		
ɔ nyu kùà ní	he works	ɔ se kùà nyu
ɔ nyue ní	he does it	ɔ seɛ nyu
ɔ kò dyi ní	he sits down	ɔ se dyi kò
ɔ sa ní	he is tired	ɔ se sa

In practice the ní is often omitted, especially after the compound verbs. Note that column 2 on the sheet shows the contracted forms of the above, which are used very frequently in this area.

FUTURE	mu(ɛ) + 4	se(ɛ) + 3 mu
Examples		
ɔ mu kùà nyuùn	he will work	ɔ se kùà nyué mu
ɔ muɛ nyuùn	he will do it	ɔ seɛ nyué mu
ɔ mu dyi kòòn	he will sit down	ɔ se dyi kòè mu
ɔ mu saàn	he will get tired	ɔ se saá mu

Note: When the verb stem is mid, note that in the negative future the tone changes to high before the addition of 'mu'. Otherwise the form is the same as listed in column three.

#### ASPECT (THE KIND OF ACTION)

CONTINUATIVE	POSITIVE	NEGATIVE
I.	nì(è) + 5	se(ɛ) + 3 + nì
Examples		
ɔ nìè nyueñ	he is doing it	ɔ seɛ nyue nì
ɔ nì kùà nyueñ	he is working	ɔ se kùà nyue nì
ɔ nì dyi kòèn	he is sitting down	ɔ se dyi kòè nì`
ɔ nì saañ	he is getting tired	ɔ se saa nì

The tone of the final nì in the negative continuous is determined by the tone of the stem. After mid or high, the nì is pronounced as a glide from high to low: after low it is pronounced as a glide from mid to low. This aspect can be expressed in the past by the addition of ma:

ɔ nì ma dyi kòèn	he was sitting down	ɔ se ma dyi kòè nì
ɔ nìè ma nyueñ	he was doing it	ɔ seɛ ma nyue nì

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ASPECT (THE KIND OF ACTION) continued

2.	nìb má(a) + 5	seɔ má + 3 + nì
		seɔɔ má(a) + 3 + nì

Examples

ɔ nìb má kùà nyueñ	he was working (today)	ɔ seɔ má kùà nyue nì
ɔ nìb máa nyueñ	he was doing it (today)	ɔ seɔɔ máa nyue nì
ɔ nìb má dyi kòèn	he was sitting down	ɔ seɔ má dyi kòè nì`
ɔ nìb má saañ	he was getting tired	ɔ seɔ má sa

3.	dyà(à) + 3	se(ε) + 3 + dyà
	kpa(a) + 3	se(ε) + 3 + kpa

Examples

ɔ dyàà nyue	he came doing it	ɔ see nyue dyà
ɔ dyà kùà nyue	he came working	ɔ se kùà nyue dyà
ɔ kpaà nyue	he went doing it	ɔ see nyue kpa
ɔ kpa kùà nyue	he went working	ɔ se kùà nyue kpa

4. There is another way of expressing continuous action. It is rather rare. Study the use of ní bɔ́áá, lit. 'never stopped', in the following sentences:

màa nà kee ɔ ní bɔ́áá beɖeeñ wě	this woman used to sing it
nyo nà kee ɔ ní bɔ́áá nyueñ wě	this person used to do it

DURATION	POSITIVE	NEGATIVE
	hwèdèèn (hwèdèèn) + 5	se(ε) + 5 + hwèdèèn
Examples		
ɔ hwèdèèn kùà nyueñ	he's been working for a long time	ɔ se kùà nyueñ hwèdèèn
ɔ hwèdèèn nyueñ	he's been doing it for a long time	ɔ see nyueñ hwèdèèn
ɔ hwèdèèn dwi kòèn	he's been sitting for a long time	ɔ se dyi kòèn hwèdèèn
ɔ hwèdèèn saañ	he's been getting tired for a long time	ɔ se saañ hwèdèèn

REPETITIVE There are two ways of showing repetitive action:

ɔ beε ké ɔ fúà ɖe ké ɔ beε	he punched him again and again	ɔ see be ɖe
OR		
ɔ beε ké ɔ beε		ɔ see be ɖe
ɔ beɖee ɖe ké ɔ fúà ɖe ké ɔ beɖee	he sang it again and again	ɔ see beɖe ɖe
OR		
ɔ beɖee ké ɔ beɖee		ɔ see beɖe ɖe

FREQUENTATIVE Frequency of action is shown by the addition of kpé-kpé:

ɔ nyue kpé-kpé	he does it frequently	ɔ see nyu kpé-kpé
ɔ kò dyi kpé-kpé	he sits down frequently	ɔ se dyi kò kpé-kpé

## ASPECT (THE KIND OF ACTION) continued

HABITUATIVE Habitual action is shown by the addition of tee:

▷ nyu kùà tee	he's always doing work	▷ se kùà nyu tee
▷ sa tee	he's always tired	▷ se sa tee

Note also:

▷ ní sa	he's never tired
▷ ní nyu kùà	he never works

## INCEPTIVE

1.	dè(è) + 3 + gbɔ	se(ɛ) + 3 + gbɔ dè
Examples		
▷ dè kùà nyuε gbɔ	he started work	▷ se kùà nyuε gbɔ dè
▷ dèè nyuε gbɔ	he started doing it	▷ seε nyuε gbɔ dè
▷ dè dyi kòè gbɔ	he started sitting	▷ se dyi kòè gbɔ dè
▷ dè saa gbɔ	he started tiring	▷ se saa gbɔ dè
2.	dú(ɛ) + stem + kpààì	se(ɛ) + stem + kpààì dú
Examples		
▷ dú kùà nyu kpààì	he started work	▷ se kùà nyu kpààì dú
▷ dúε nyu kpààì	he started doing it	▷ se(ɛ) nyu kpààì dú
3.	nyu + stem + s̄	

## CESSATIVE

	POSITIVE	NEGATIVE
	hwɔ(ɔ) + 3	se(ɛ) + 3 + hwɔ
	hwè + 3	se + 3 + hwè
Examples		
▷ hwɔ nyuε	he finished doing it	▷ seε nyuε hwɔ
▷ hwè nyuε	it is finished	▷ se nyuε hwè

## COMPLETIVE

	dà(a) + stem	séè(è) + stem + ke
Examples		
▷ dà kùà nyu	he has worked	▷ séè kùà nyu ke
▷ dàa nyu	he has done it	▷ séèè nyu ke
▷ dà dyi kò	he has sat down	▷ séè dyi kò ke
▷ dà sa	he has tired	▷ séè sa ke

## RAPIDITY

	fúà(à) + 5	se(ɛ) + 5 + fúà
Examples		
▷ fúà kùà nyuεń	he works quickly	▷ se kùà nyuεń fúà
▷ fúàa nyuεń	he does it quickly	▷ seε nyuεń fúà
▷ fúà dyi kòèn	he sits down quickly	▷ se dyi kòèn fúà
▷ fúà saán	he tires quickly	▷ se saán fúà

## RESULT

	gǎ(à) + 5 + dyi	se(ɛ) + dyi gǎ
Examples		
▷ gǎa nyuε dyi ké ▷ dyi	he was doing it till he came	▷ seε nyuε dyi gǎ ké ▷ dyi

## BASSA VERBAL FORMATIONS

### ASPECT (THE KIND OF ACTION) continued

INCOMPLETE                      táà + 3                      se(ε) nyue tá

Examples

▷ táà nyue	he almost did it	▷ see nyue tá
▷ táà hwɔɔ	he nearly finished it	▷ see hwɔɔ tá

SIMULFACTIVE(?)                      kàà + 3

Examples

sàà kàà nyíɔɔ́ wóɔ́ɔ́e ▷ m̀àà máa-kà	When Spider awoke, it was night
▷ kàà ɔ́é píégm̀ò̀n, ▷ dyé báɔ́áá	On looking outside, he saw a sheep
▷ kàà dyíεε bàfò̀ se bó̀ nì ɔ́e	When he came the bath was not there

### VOICE

#### (THE RELATIONSHIP OF THE PARTICIPANTS TO THE ACTION)

**ACTIVE** The subject performs the action. This is the most frequently used. All the examples used so far are in this voice.

**REFLEXIVE** The subject acts upon himself. This is expressed in Bassa by the addition of *m̀ìɔ-kpo* 'self' to the pronoun.

Examples

wa ɓe wa m̀ìɔ-kpo	they punched themselves	wa se wa m̀ìɔ-kpo ɓe
▷ ɓaɔa ▷ m̀ìɔ-kpo	he beat himself	▷ se ▷ m̀ìɔ-kpo ɓaɔa

*m̀ìɔ-kpo* can be abbreviated to *m̀ìɔ̀n*.

**RECIPROCAL** A plural subject acts reciprocally.

Examples

cē to say	wa cḕn cḕn gbo	they said to each other
ɓe to punch	wa ɓèn ɓèn	they punched each other
ɓaɔa to beat	wa ɓaɔàin ɓaɔàin	they beat each other
tēm̀èn ɔ́e to teach	ɓè tēm̀èn tēm̀èn ɔ́e	you teach each other

**PASSIVE** Note the relationship of the following:

pó to be saved	pó̀n to save
wóɔ́ó to be born	wóɔ́ó̀n to bear
fò to wait	fò̀n to wait for someone

**CAUSATIVE** The actor causes an action.

Examples

▷ nyue ké ▷ pé kó	he made it stand on edge	▷ see nyu ɓé ▷ ké kó pé
	(lit. he {does makes} and it stands edge)	
▷ nyue ké gàa ɔ́ú gb̀è ɔ́yí	he made the man pick up the load	▷ see nyu ɓé gàa ké gb̀è ɔ́yí ɔ́ú

Note:

▷ ɓaɔa wa ní	he beat them	▷ ɓaɔàin wa cu	he beat them with a stick
▷ kpɔ̀ ní	he caught it	▷ kpɔ̀̀n ▷ ɔ́iɔ́e-s̀	he caught it in his right hand

MODE  
(PSYCHOLOGICAL ATMOSPHERE OF AN ACTION AS  
INTERPRETED BY THE SPEAKER)

**INDICATIVE** This indicates a neutral attitude – a statement of facts.

**NARRATIVE** In narrating stories, the people often use what we term the present tense though the *ní* that is often part of the present tense does not often occur.

**DESIDERATIVE** This indicates desire, and is shown in Bassa by the addition of *bìi*.

Examples

ɔ nyuε bìi	I wish he would do it	ɔ see nyu bìi
ɔ dyi bìi	I wish he would come	ɔ se dyi bìi

**INTENTIVE** This indicates intention. There are three ways of showing this:

1. *mu* + *ké(ε)* + stem

e.g. ɔ *mu* ɔ *kée nyu* he goes to do it (he goes he and-it do)

2. *dyi(ε)* + 4

e.g. *m dyie nyuùn* I come to do it (I come-it will do)

3. *m niè* + 3 + *muεn*

e.g. *m niè nyué muεn* I'm going to do it (I am-it doing going)

Mid-tone verbs show the change of tone as listed under 'Future'.

**DUBITIVE** This indicates doubt. This is shown by the use of *dyè* and *kpéé*:

Examples

<i>m se dyuò</i> ɔ <i>mu dyiìn dyè</i>	I don't know if he will come (I neg. know he will come . . .)
ɔ <i>mu dyè dyiìn kpéé</i>	I wonder if he will come (he will . . . come . . .)

**INTERROGATIVE** This is shown in two ways:

1. Question particles

*xwè* how, what      *dè* where

*tiò nyé* when      *dé* what

*dé kǒ je* why

When the above particles are used, then a final particle is added to the sentence. *ké* is used after words ending in vowels, with the possibility of *wé* being substituted for it when the vowel is *o*, or when the suffix *-a* has been added to the previous word. *nyé* and *wé* are used after words ending in *-n*, *-nyé* being an alternative after words ending in *-en*, *-in*, *-εn*. These final particles can also be contracted.

Examples

<i>xwè m dá ké?</i> ( <i>dáá</i> )	what did you say?
<i>tiò nyé m mu de dyiìn wé?</i> ( <i>nyé</i> )	when will you come back?
<i>dé ɔ béédéé?</i> ( <i>bédé ké?</i> )	what does he have?

Note: *dè ɔ dé?* where is he? (where he there)

2. This mode is also shown by length and tone change. The final vowel is lengthened and there is a drop of tone at the end.

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### Examples

m̄ dyée ní	You see it	m̄ dyée níí?	do you see it?
ɔ seε kpa	He didn't carry it	ɔ seε kpaà?	didn't he carry it?
m̄ v̄ɔ dyí	you try it	m̄ v̄ɔ dyíí?	are you trying it?

**QUOTATIVE** This indicates that someone other than the speaker was originally responsible for the statement. Two ways of expressing this have been found:

1. **ɔ́** . . . **gbo bìì**  
e.g. ɔ́ **ɔ́** m̄ **gbo bìì** . . . he said to me . . .
2. **c̄ɛɛ** . . . **gbo, ké** . . . **ɔ́** . . .  
e.g. ɔ́ **c̄ɛɛ** m̄ **gbo, ké** ɔ́ **ɔ́** . . . he said to me . . .

**POTENTIAL** This indicates that something may not exist at the time but that it might exist at some other time.

### Examples

ɔ́ <b>ɛ́ɛ̀n ná kpáa p̄u</b>	maybe it will be so (it can that happen anyhow)
ɔ́ <b>ɛ́ɛ̀n dyè ná niè muε</b>	maybe it will be so (it can perhaps that be will)
ɔ́ <b>ɛ́ɛ̀n dyie bìì</b>	I wish or hope he can come (he can come wish)

**CONDITIONAL** The action is conditioned in its occurrence. This is shown in two ways:

1. **dyi(ε) + stem + ní**  
e.g. ɔ́ **dyie nyu ní, níí** . . . if he comes . . .
2. ɔ́ **j̄ú ké** . . . **dyi(ε) + stem + ní, níí** . . .  
e.g. ɔ́ **j̄ú ké** ɔ́ **dyie nyu ní, níí** . . . if he does it, then . . .

### PERMISSIVE

**ɛ́ɛ̀n + 3**

**se(ε) + 3 + ɛ́ɛ̀n**

### Examples

ɔ́ <b>ɛ́ɛ̀n k̄ùà nyue</b>	he can work	ɔ́ <b>se k̄ùà nyue ɛ́ɛ̀n</b>
ɔ́ <b>ɛ́ɛ̀n dyi kòè</b>	he can sit down	ɔ́ <b>se dyi kòè ɛ́ɛ̀n</b>

### OBLIGATORY

**ɛ́ɛ̀ɛ́ . . . ké(ε) + stem**

e.g. ɔ́ **ɛ́ɛ̀ɛ́** ɔ́ **kée nyu w̄ɛ̀n + nyue**

he has to do it

ɔ́ **se ɛ́ɛ̀ɛ́** ɔ́ **kée nyu**

e.g. ɔ́ **w̄ɛ̀n nyue**

he ought to do it

ɔ́ **seε nyue w̄ɛ̀n**

### ABILITY

**dyuò (dyuè) + 3**

**se(ε) + 3 + dyuò**

e.g. ɔ́ **dyuè nyue**

he knows how to do it

ɔ́ **seε nyue dyuò**

ɔ́ **dyuò dyi kòè**

he knows how to sit down

ɔ́ **se dyi kòè dyuò**

**IMPERATIVE** This indicates a command.

1. **ɛ̀aà + I**

**ɛ̀aà nyu k̄ùà**

let's work

**ɛ̀aà nyue**

let's do it

**ɛ̀aà kò dyi**

let's sit down

2.  $m\epsilon$  (alt.  $m\omega$ ) + I       $m\grave{m} m\epsilon nyu k\ddot{u}a$       you may work  
     $m\grave{m} m\epsilon nyue$       you may do it  
     $m\grave{m} m\epsilon k\grave{o} dyi$       you may sit down

This is the polite form of the imperative. Note that the auxiliary 'mε' does not reverse the order of the different parts of the compound verbs.

3. I       $nyu k\ddot{u}a$       work!  
                                   $nyue$       do it!  
                                   $k\grave{o} dyi$       sit down!

## NEGATIVE IMPERATIVE

1.  $\beta\acute{o}(\omega)$  + 3       $\beta\acute{o}\omega nyue$       don't do it, or stop it  
                                   $\beta\acute{o} k\ddot{u}a nyue$       don't work  
                                   $\beta\acute{o} dyi k\grave{o}\grave{e}$       don't sit down

2.  $m\grave{o}\grave{o}n \acute{q}a m\grave{m} k\acute{e}(\epsilon)$  + stem  
                                   $m\grave{o}\grave{o}n \acute{q}a m\grave{m} k\acute{e} k\ddot{u}a nyu$       don't work  
                                   $m\grave{o}\grave{o}n \acute{q}a m\grave{m} k\acute{e}\epsilon nyu$       don't do it  
                                   $m\grave{o}\grave{o}n \acute{q}a m\grave{m} k\acute{e} dyi k\grave{o}$       don't sit down

There is another rare form of the imperative. Note:

- $dyi w\acute{e}\acute{e}$       please come       $\beta\acute{o} w\acute{e}\acute{e} dyie$   
     $m\grave{o}\grave{o}n \acute{q}a m\grave{m} k\acute{e} w\acute{e}\acute{e} dyi$

- $n\grave{a} w\acute{e}\acute{e} \grave{a} k\acute{e} mu$       please walk so that we can go  
                                   $mu m\grave{m} k\acute{e}\epsilon w\acute{e}\acute{e} nyu$       please do it

COMPARATIVE This is shown by the use of the verb  $zi dy\acute{i}$  'to pass'.

- e.g.  $\omega n\grave{o}m\grave{o} dy\acute{i}n k\acute{e} \omega zi m\grave{m} n\grave{i}l\grave{n} dy\acute{i}$       it is better than yours  
    (it is fine and it passes yours)



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TABLE A  
SUMMARY OF TENSES

Stem	1	2	3	4	5	6
Completive	Remote past		Continuative	Future	Duration	Recent past
Intentive 1	Present		3 Cessative	Intentive 2	Rapidity	
Inceptive 2	Repetitive		*Neg. future		Continuative	
Obligatory 1	Reg. past		Inceptive 1		1, 2, 4 Neg. duration	
Neg. present	Imperative 1, 2	Contracted form of present tense + ni	Neg. continuous 1,2,3		Neg. rapidity	
Neg. remote past			Neg. inceptive 1		Result	
Neg. reg.			Neg. cessative		Neg. intentive 2	
Neg. recent past			Neg. result			
Neg. repetitive			Incomplete			
Neg. inceptive 2			Neg. incomplete			
Neg. completive			Intentive 3			
Neg. intent. 1			Neg. intent. 3			
Neg. imperative 2			Neg. imper. 1			
Neg. obligatory 1			Permissive			
			Obligatory 2			
			Neg. oblig. 2			
			Ability			
		Neg. ability				

\*There is one small tone change for this tense – see under Neg. future.

TABLE B  
FORMS OF VERB STEMS OF BASSA

Stem	1	2	3	4	5	6	Meaning
<b>-a</b>							
ɓá	ɓáa ní	ɓáaín	ɓáa	ɓáàn	ɓáań	ɓáa	plant
ṣá	ṣá ní	ṣáaín	ṣáa	ṣáàn	ṣáań	ṣáá	sneeze
ɗáɓá	ɗáɓáa ní	ɗáɓáaín	ɗáɓáa	ɗáɓáàn	ɗáɓáań	ɗáɓáa	kill
wíà	wíà ní	wíààin	wíàà	wíààn	wíàań	wíàà	warm
sa	sa ní	saaín	saa	saàn	saań	saa	tire
kpa	kpa ní	kpaaín	kpa	kpaàn	kpaań	kpaáa	carry
ɓaɗa	ɓaɗaa ní	ɓaɗaaín	ɓaɗaa	ɓaɗaàn	ɓaɗaań	ɓaɗaaáa	beat
ɗaɓa	ɗaɓa ní	ɗaɓaaín	ɗaɓaa	ɗaɓaàn	ɗaɓaań	ɗaɓaa	weave
ɓaà	ɓaà ní	ɓaàin	ɓaà	ɓaàn	ɓaàn	ɓaà	beg
puà	puà ní	puààin	puàà	puààn	puàań	puàà	hurt
gbàà	gbàà ní	gbààin	gbàà	gbààn	gbàań	gbàà	redeem
dyà	dyàà ní	dyààin	dyàà	dyààn	dyàań	dyàà	bring
nà	nà ní	nààin	nàà	nààn	nàań	nàà	walk
gbà	gbàa ní	gbàaín	gbàa	gbààn	gbàań	gbàa	lock
vàɗà	vàɗàa ní	vàɗàaín	vàɗàa	vàɗààn	vàɗàań	vàɗàa	curse
zà	zàa ní	zààin	zàà	zààn	zàań	zàà	get
<b>-e</b>							
dyé	dyée ní	dyéeń	dyée	dyèèn	dyéeń	dyéò	see
té	té ní	téen	tée	tèèn	téeń	tés	drip
cée	céeè ní	céeèn	céeè	cèèn	céeèn	céeò	write
ɗée	ɗéeè ní	ɗéeèn	ɗéeè	ɗèèn	ɗéeèn	ɗéeò	sweet
ɓe	ɓee ní	ɓeeń	ɓee	ɓèèn	ɓeeń	ɓeò	punch
ɗe	ɗe ní	ɗeeń	ɗee	ɗèèn	ɗeeń	ɗeò	melt
bee	beeè ní	beeèn	beeè	beèn	beeèn	beeò	hang
kè	kè ní	kèèn	kèè	kèèn	kèèn	kèò	burp
dèɗè	dèɗè ní	dèɗèèn	dèɗèè	dèɗèèn	dèɗèèn	dèɗèò	bathe
dèɗè	dèɗè dya	—	dèɗèè	dèɗèèn	dèɗèèn	dèɗèò	sit

BASSA VERBAL FORMATIONS

TABLE B  
FORMS OF VERB STEMS OF BASSA (contd)

Stem	1	2	3	4	5	6	Meaning
<b>-ε</b>							
cέ	cέε ní	cέεή	cέε	cέέν	cέεή	cέό	learn
wέ	wέ ní	wέέν	wέε	wέέν	wέέν	wέό	sick
βίε	βίεé ní	βίεέν	βίεέ	βίεέν	βίεέν	βίεό	brush
kέε	kέε ní	kέεέν	kέεέ	kέεέν	kέεέν	kέεό	laugh
pέε	pέε ní	pέέν	pέέ	pέέν	pέέν	pέέό	pay
cε	cεε ní	cεεή	cεε	cεέν	cεεή	cεό	tell
με	με ní	μεεή	μεε	μεέν	μεεή	μεο	grow
buε	buεé ní	buεέν	buεέ	buεέν	buεέν	buεό	loose
peε	peε ní	peέν	peέ	peέν	peέν	peεό	cold
hwε	hwε ní	hwεέν	hwεέ	hwεέν	hwεέν	hwεό	finish
zεnε	zεnε ní	zεnεέν	zεnεε	zεnεέν	zεnεέν	zεnεό	slip
<b>-i</b>							
čí	čí ní	číín	číε	číín	číεή	číό	live
nyí	nyíε ní	nyíεή	nyíε	nyíín	nyíεή	nyíό	give
ɖi	ɖiε ní	ɖiεή	ɖiε	ɖiín	ɖiεή	ɖiό	eat
dɣi	dɣi ní	dɣiín	dɣiε	dɣiín	dɣiεή	dɣiό	come
tíci	tíciε ní	tíciέν	tíciε	tíciín	tíciέν	tíciό	teach
<b>-o</b>							
pó	pó ní	póén	póε	póòn	póεή	póό	be saved
po	poε ní	poεή	poε	poòn	poεή	poό	build
ɖoβo	ɖoβo ní	ɖoβoεή	ɖoβoε	ɖoβoòn	ɖoβoεή	ɖoβoό	be full
fò	fò ní	fòέν	fòέ	fòòn	fòέν	fòό	wait
tò	tòé ní	tòέν	tòέ	tòòn	tòέν	tòό	give
βó	βó ní	βóόέν	βóό	βóόν	βóόή	βóό	stop
mó	mó ní	móόέν	móό	móόν	móόή	móό	want
kpɔ	kpɔ ní	kpɔόεή	kpɔό	kpɔόν	kpɔόή	kpɔόό	catch
vɔ	vɔ ní	vɔόεή	vɔό	vɔόν	vɔόή	vɔό	fight
kɔ́	kɔ́ ní	kɔ́έν	kɔ́	kɔ́όν	kɔ́όν	kɔ́	blink
βɔ́	βɔ́ ní	βɔ́έν	βɔ́	βɔ́όν	βɔ́όν	βɔ́	hit
fɔ́	fɔ́ ní	fɔ́έν	fɔ́	fɔ́όν	fɔ́όν	fɔ́	rest
zɔ́	zɔ́ ní	zɔ́έν	zɔ́	zɔ́όν	zɔ́όν	zɔ́	ask

TABLE B  
FORMS OF VERB STEMS OF BASSA (contd)

Stem	1	2	3	4	5	6	Meaning
-u							
cú	cúε ní	cúεń	cúε	cúùn	cúεń	cúɔ	push
púɖú	púɖú ní	púɖúín	púɖúε	púɖúùn	púɖúεń	púɖúɔ	boil
mu	mu ní	muiń	muε	muùn	muεń	muɔ	go
ɖu	ɖue ní	ɖueń	ɖue	ɖuùn	ɖueń	ɖuɔ	beat
wùɖù	wùɖù ní	wùɖùín	wùɖùè	wùɖùùn	wùɖùèn	wùɖùɔ	talk
gbù	gbù ní	gbùín	gbùε	gbùun	gbùen	gbùɔ	run

SPECIAL NOTE There are some verbs whose stem form ends in -n already. Verbs ending in -ain and -en have only one form, irrespective of the tense used. No verbs have yet been found whose stem ends in -ɔn or -on. Verbs ending in -en, -in, show changes in some tenses and are outlined below:

pòen	póéen	—	póéen	pòen	póéen	póéɔn	save
wóɖóen	wóɖóen	—	wóɖóéen	wóɖóen	wóɖóéen	wóɖóéɔn	arrive
hwèɖèen	hwèɖèen	—	hwèɖèen	hwèɖèen	hwèɖèen	hwèɖèɔn	stay
zìin kɔen	zìen	—	zìen	zìin	zìen	zìɔn	forgive
nyìniin	nyìniin	—	nyìnièn	nyìniin	nyìnièn	nyìniɔn	bad