EWE BASIC COURSE

Irene Warburton
Prosper Kpifique
Roland Glover

with the help of
Catherine Felten

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African Studies Program
Indiana University
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## EWE BASIC COURSE

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D. Dictionary
Introduction

Purpose - The purpose of this manual is to give a beginning student an introduction to the structure of the Ewe language and reasonable practice in speaking it. It is intended to be taught with the assistance of a native speaker of Ewe.

Time Allotment - This book can be minimally covered within two semesters of class meetings of three hours each week. This presupposes that much work is done on the student's own time.

In an intensive course this book is minimally estimated to cover about 250 hours. If the instructor wishes to add further drills and exercises, this can cover much more. Note that the units are not of equal length, and the first few chapters especially may go at a fairly rapid rate.

Methods of Use - We stress oral practice and speaking with the informant as much as possible. The dialogues may be utilized for this purpose in many ways. We have found the following methods helpful.

1) Repeat after the native speaker each sentence or phrase. This may be done separately and/or in a group.

2) Read the dialogues with one another, with the native speaker making corrections as necessary.

3) Memorize the dialogues or portions of them and practice both among members of the class and with the native speaker.

4) Analyze the dialogues sentence by sentence, for grammatical content. This can be both a review and an exercise for the particular topic of the unit.

iii
5) Improvise conversations based on the content of that and preceding units.

6) Do the comprehension. This may be a reading, translation, or dictation exercise.

7) The questions following the comprehension may be between two students with the native speaker making corrections, or between a student and the native speaker. Some of the questions may also be the basis for more conversations.
II. The Language Background

1. The Ewe language belongs to the so-called Kwa group of languages. This group is part of Westermann's "Westlichen Sudan-sprachen" and Greenberg's "Niger-Congo" Family (Ansre).

2. The Kwa languages are spoken in the eastern part of the Ivory Coast, the southern part of the Gold Coast, Togoland and Dahomey, and the southwestern part of Nigeria (Westermann).

3. The term "Kwa languages" was first used by G.A. Krause in 1885 and propagated by Christaller. It is derived from the word for people, which in many of these languages contains the root /kwa/ (Westermann).

4. The Ewe language is spoken by some 1,700,000 people, according to the most recent estimates available (Ansre, 1961). The various dialects which are classified under the term Ewe are divided into three groups.

   a) The western section with Ewe proper, which consists of the "inland dialects" and Aylo.

   b) The central section, which includes the dialects Watyi, Ge (Mina), and Adya.

   c) The eastern section, which is made up of G6, F5 and Maxi dialects.

Ewe proper is spoken in the southern part of the Volta Region in Ghana, the south of the Republic of Togo, and the south of Dahomey (Ansre).

5. Linguistically this language is one of the best known in West Africa. The most extensive study on Ewe has been done by D.
Westermann, who has produced a complete grammar (on which much of this grammar was based) and a comprehensive dictionary. Other more recent studies are those by J. Berry, J. Greenberg, and G. Ansre. Ansre is a native speaker of Ewe and has recently received his Ph. in Linguistics from the LSOAS. His dissertation is said to be a complete and up-to-date grammar of Ewe. His M.A. thesis is on tone in Ewe.

III. Some General Linguistic Features

1. There are seven vowel phonemes.

   There is vowel length, but it is of secondary importance.

   Nasalized vowels are very common.

   Vowel assimilation is very regular to the extent that Westermann speaks of a tendency to vowel harmony.

2. In Ewe, as well as in several other African languages, we find the coarticulated stops /kr/ and /gb/, which are not clusters but single units. In some of the languages in which they appear these consonants are implosive, but in Ewe they are explosive.

   There are two /d/ sounds, one which is alveolar according to Westermann and dental according to Berry, and another post-alveolar retroflex /d/.

   There are two sets of labial fricatives; one set consists of the bilabial /f/ and /v/ and the other of the labiodental /f/ and /v/.

   /l/ and /r/ constitute one phoneme.

   /m/ and /n/ are often syllabic, and they bear tone.

   /p/ seems to be a borrowed phoneme from Twi. Most of the words in which it occurs are loan words.
3. **Tone** is of outstanding importance. Ewe is the classical and rare example of a language in which tone is almost exclusively lexical.

4. Most of the roots (verb or noun) are monosyllabic and consist of CV. If a stem consists of more than one syllable, it is either a compound or a loan word.

5. Compound nouns and compound verbs are very frequent.

6. There are no true noun classes and no concord with other parts of speech.

7. Nouns often have a vowel or nasal prefix which is used to form nouns from verbs.

8. To form the plural you suffix the 3rd person plural pronoun to the singular.

9. There is no grammatical gender.

10. Case is expressed by the position of the word in the sentence.

11. There are no morphological word classes.

12. There is no formal passive; the passive idea is expressed by an active construction with the 3rd person plural pronoun as the subject; i.e., the English expression 'he is hit' is rendered in Ewe by 'they hit him'. The pronoun 'they' is considered impersonal.

13. The verb root is invariable. Tense and mood are usually expressed by particles or by reduplication or both. It is often hard to distinguish between tense and mood. Person and number are indicated by the subject pronoun.

14. The verb describes action, condition and quality: /yi/ 'to go'; /mlo/ 'to lie'; and /ko/ 'to be high'. Because of the
last type of Ewe verb, many English adjectives are expressed by verbs in Ewe.

15. Ewe, as well as related languages, has a peculiar type of adverb. There are adverbs which are associated with only one verb. Most of them are picture words (onomatopoeas), which attempt to express by their sound the impression conveyed by the senses, e.g.

/zo/ 'to walk'

/zo bafobafo/ 'describes the walk of a small man whose body is briskly moved when he walks'

/zo bohooho/ 'describes the heavy walk of a fat man, etc.'

16. The word order in a sentence is: subject - verb - object

17. In a genitive construction the thing possessed follows the possessor.

18. Adjectives, including numerals, follow the noun they modify.

IV. Phonemes

The alphabet for writing Ewe is generally written thus:

a b d e e f f g h y x i k l m n o o p r s t u v
v w y z

Note that it does not contain a special symbol for all of the phonemic sounds, such as dz, gb, kp.

V. Tones

Tones are not usually marked in Ewe except for /mi/ of the first person plural, /w6/ of the third person plural, and /w6/ of the second person singular. In rare circumstances, a writer may mark tones on the pronouns to eliminate the doubt in his readers.
### Pronunciation

**Consonants**

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b, g</strong></td>
<td>For all practical purposes, these consonants are pronounced the same as the corresponding sounds in English.</td>
<td>bidá 'to ask', gá 'money'</td>
</tr>
<tr>
<td><strong>v</strong></td>
<td></td>
<td>vó 'to finish', fó 'debt'</td>
</tr>
<tr>
<td><strong>f</strong></td>
<td></td>
<td>mamá 'grandmother', nó 'mother'</td>
</tr>
<tr>
<td><strong>m, n</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>Similar to the corresponding consonant in English, but pronounced with the tip of the tongue against the back of the teeth and not against the ridge behind the teeth.</td>
<td>dó 'to send', dů 'town'</td>
</tr>
<tr>
<td><strong>q</strong></td>
<td>Made with the tip of the tongue against the front of the hard palate. Technically: a voiced retroflex stop.</td>
<td>do 'to fill', dů 'gunpowder'</td>
</tr>
<tr>
<td><strong>p, t, k</strong></td>
<td>Similar to the corresponding English consonants, but with less aspiration (puff of breath). /t/, like /d/, is pronounced with the tip of the tongue against the back of the teeth.</td>
<td>papa 'papa', chisel 'chisel', yam 'yam', father 'father', to be tall 'to be tall', to die 'to die'</td>
</tr>
<tr>
<td><strong>gb, kp</strong></td>
<td>Pronounced with simultaneous closure at the lips (as for /b/ or /p/) and at the soft palate (as for /g/ or /k/). Released simultaneously and without aspiration. Technically: labiovelar stops, voiced and voiceless, respectively.</td>
<td>voice 'voice', side, vicinity 'to be heavy', to see 'to see'</td>
</tr>
<tr>
<td>Alphabet</td>
<td>Description</td>
<td>Example</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
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<tr>
<td><strong>dz, ts</strong></td>
<td>Usually similar to the final <strong>dzê</strong> consonant clusters in English <strong>dzå</strong> (cads and cats respectively), but pronounced with the tongue against the back of the teeth. Before /i/, and sometimes before other vowels, similar to the consonants in English Joe and chew respectively.</td>
<td><strong>dzê</strong> 'to lodge', <strong>tsê</strong> 'to come from'</td>
</tr>
<tr>
<td><strong>v, f</strong></td>
<td>In producing /v/ and /f/, the air passes through a narrow opening left between the lips (rather than between the lower lip and the upper teeth as in /v/ and /f/). Technically: bilabial fricatives, voiced and voiceless respectively.</td>
<td><strong>vû</strong> 'door', <strong>fû</strong> 'year'</td>
</tr>
<tr>
<td><strong>z, s</strong></td>
<td>Similar to the corresponding <strong>zê</strong> sounds in English, but slightly palatalized (i.e., somewhat closer to the medial consonant <strong>sê</strong> sounds in English pleasure and pressure respectively) before /i/.</td>
<td><strong>zê</strong> 'in abundance', <strong>sê</strong> 'hand'</td>
</tr>
<tr>
<td><strong>y, x</strong></td>
<td>In producing /y/ and /x/, the air passes through a narrow passage formed by raising the back of the tongue towards the soft palate. Technically: velar fricatives, voiced and voiceless respectively.</td>
<td><strong>yê</strong> 'sun', <strong>xê</strong> 'house, to mend, to patch'</td>
</tr>
<tr>
<td><strong>h</strong></td>
<td>Similar to /y/, but produced somewhat further back in the mouth. Technically: a voiced pharyngal fricative.</td>
<td><strong>hê</strong> 'to educate'</td>
</tr>
<tr>
<td><strong>ny</strong></td>
<td>Similar to French <strong>en</strong> as in <strong>Ecugne</strong>. Technically: a palatal nasal.</td>
<td><strong>nyê</strong> 'I, me', <strong>nyô</strong> 'to be good'</td>
</tr>
</tbody>
</table>
Similar to English ng as in ngō

Technically: a velar nasal.

Similar to the first l in English little. The tongue is raised and flat, not retracted as in the second l in little.

In producing /r/, the air passes through a narrow passage formed by raising the tip of the tongue towards the ridge behind the teeth. Technically: a voiced alveolar fricative.

Similar to the corresponding w in sounds in English, but often weakened to the point of disappearing completely between vowels.

Vowels

<table>
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<tr>
<th>Spelling</th>
<th>Description</th>
<th>Examples</th>
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<tbody>
<tr>
<td>i</td>
<td>Similar to the vowel in English bat, but unglided. Technically: a high front unrounded vowel.</td>
<td>dzō 'to give birth to'</td>
</tr>
<tr>
<td>e</td>
<td>Between the vowel in English bat and the final vowel in English sofa. Technically: a centralized mid front unrounded vowel.</td>
<td>dē 'to marry'</td>
</tr>
<tr>
<td>e</td>
<td>Between the vowel in English bat and that of English bat, but much closer to the former. Technically: a lower mid front unrounded vowel.</td>
<td>dē 'cook it'</td>
</tr>
</tbody>
</table>
a  Similar to the vowel in 
  American English pot.  
  Technically: a low 
  central unrounded vowel.

ɔ  Similar to the vowel in 
  English bought, but unglided. 
  Technically: a lower mid 
  back rounded vowel.

ɔ  Similar to the vowel in 
  English boat, but unglided. 
  Technically: a higher mid 
  back rounded vowel.

u  Similar to the vowel in 
  English boot, but unglided. 
  Technically: a high back 
  rounded vowel.

ɪ  All of the above vowels have 
  a nasalized counterpart.

ɡ  ɔ  gblε 'to spoil'  
  kɛ 'drill him'  
  hɛ 'also'  
  ɛɛ 'palm branch'  
  lɛ 'to take from 
  the stove'  
  lɛ 'to shave'

Tones

Ewe has three distinctive tones:

  high:  tɑ 'to draw'  
         tɔ 'ear'  

  mid:   tɑ 'head'  
         tɔ 'mortar'  

  low:   tɑ 'to wear (of native dress)'  
         tɔ 'buffalo'
B. Pre-Speech Drills

Nan Schneeberg
Prosper Kpotufe

With Some Help From
Roland Kofi Glover

This work was prepared under the auspices of the Peace Corps through Contract PC-82-1917
Drills

/b/ vs. /gb/

Students should listen carefully to each of the following pairs of words as said by the instructor:

<table>
<thead>
<tr>
<th>bē</th>
<th>'to hide'</th>
<th>gbē</th>
<th>'voice'</th>
</tr>
</thead>
<tbody>
<tr>
<td>bē</td>
<td>'that'</td>
<td>gbē</td>
<td>'to refuse'</td>
</tr>
<tr>
<td>bā</td>
<td>'mud'</td>
<td>gbā</td>
<td>'to break'</td>
</tr>
<tr>
<td>bō</td>
<td>'to gather'</td>
<td>gbō</td>
<td>'to come back'</td>
</tr>
<tr>
<td>bō</td>
<td>'magic'</td>
<td>gbō</td>
<td>'unripe'</td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

<table>
<thead>
<tr>
<th>gbē</th>
<th>(voice)</th>
<th>bē</th>
<th>(to hide)</th>
</tr>
</thead>
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<tr>
<td>gbē</td>
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</tr>
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<td>bē</td>
<td>(to say)</td>
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<th>(to come back)</th>
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<td>(magic)</td>
</tr>
<tr>
<td>gbō</td>
<td>(unripe)</td>
<td>gbō</td>
<td>(unripe)</td>
</tr>
</tbody>
</table>

Do the following words contain /b/ or /gb/?

<table>
<thead>
<tr>
<th>bā</th>
<th>(to hide)</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>bē</td>
<td>(to hide)</td>
<td>gb</td>
</tr>
<tr>
<td>gbē</td>
<td>(voice)</td>
<td>gb</td>
</tr>
<tr>
<td>gbē</td>
<td>(to hide)</td>
<td>b</td>
</tr>
<tr>
<td>gbē</td>
<td>(voice)</td>
<td>gb</td>
</tr>
</tbody>
</table>
gbé  (to refuse)  gb
bé   (to say)     b
gbé  (to refuse)  gb
gbé  (to refuse)  gb
gbé  (to refuse)  gb

gbâ  (to break)   gb
bâ   (mud)        b
bâ   (mud)        b
bâ   (mud)        b
bâ   (mud)        b

bô   (to gather)  b
gbô  (to come back)  gb
bô   (to gather)  b
gbô  (to come back)  gb
bô   (to gather)  b

gbôc (unripe)     gb
gbôc (unripe)     gb
gbôc (unripe)     gb
bôc (magic)      b
bôc (magic)      b

gbô  (to come back)  gb
bâ   (mud)        b
bé   (to say)     b
gbâ  (to break)   gb
bôc (magic)      b
gbô  (to come back)  gb
gbê  (voice)      gb
gbê  (to refuse)  gb
bé   (to hide)    b
gbâ  (to break)   gb

Identify by giving the English gloss.

The words for this exercise are /bé/ 'to hide' and /gbê/ 'voice'.

bé   (to hide)     'to hide'
gbê  (voice)      'voice'
gbê  (voice)      'voice'
gbê  (voice)      'voice'
bê   (to hide)    'to hide'

The words for this exercise are /bé/ 'to say' and /gbê/ 'to refuse'.

gbê  (to refuse)   'to refuse'
bé   (to say)      'to say'
gbê  (to refuse)   'to refuse'
gbê  (to refuse)   'to refuse'
gbê  (to refuse)   'to refuse'

xiv
The words for this exercise are /bà/ 'mud' and /gbà/ 'to break'.

| gbà  | (to break)       | 'to break' |
| bà   | (mud)            | 'mud'      |
| bà   | (mud)            | 'mud'      |
| gbà  | (to break)       | 'to break' |
| gbà  | (to break)       | 'to break' |

The words for this exercise are /bò/ 'to gather' and /gbò/ 'to come back'.

| gbò  | (to come back)   | 'to come back' |
| gbò  | (to come back)   | 'to come back' |
| bò   | (to gather)      | 'to gather'   |
| bò   | (to gather)      | 'to gather'   |
| gbò  | (to come back)   | 'to come back' |

The words for this exercise are /bò/ 'magic' and /gbò/ 'unripe'.

| bò   | (magic)          | 'magic'     |
| gbò  | (unripe)         | 'unripe'    |
| gbò  | (unripe)         | 'unripe'    |
| bò   | (magic)          | 'magic'     |
| gbò  | (unripe)         | 'unripe'    |

/kp/ vs. /gb/

Students should listen carefully to each of the following pairs of words as said by the instructor.

| kpè  | 'to be heavy'    | gbè  | 'voice' |
| kpè  | 'to invite'      | gbè  | 'to refuse' |
| kpè  | 'to fade'        | gbè  | 'to roof' |
| kpè  | 'to be cheap'    | gbò  | 'to come back' |
| kpè  | 'to see'         | gbè  | 'near' |

Are the following pairs of words same or different?

| kpè  | (to be heavy)    | kpè  | (to be heavy) |
| kpè  | (to be heavy)    | gbè  | (voice)      |
| kpè  | (to be heavy)    | kpè  | (to be heavy) |
| gbè  | (voice)          | gbè  | (voice)      |
| gbè  | (voice)          | kpè  | (to be heavy) |

| gbè  | (to refuse)      | kpè  | (to invite)  |
| kpè  | (to invite)      | gbè  | (to refuse)  |
| kpè  | (to invite)      | kpè  | (to invite)  |
| kpè  | (to invite)      | gbè  | (to refuse)  |
Do the following words contain /kp/ or /gb/?

kpé (to be heavy)  kp
gbé (voice)  gb
kpé (to be heavy)  kp
kpé (to be heavy)  kp
gbé (voice)  gb

gbé (to refuse)  gb
kpé (to invite)  kp
kpé (to invite)  kp
kpé (to invite)  kp
gbé (to refuse)  gb

kpá (to fade)  kp
kpá (to fade)  kp
kpá (to fade)  kp
gbá (to roof)  gb
gbá (to roof)  gb

kpò (to be cheap)  kp
gbó (to come back)  gb
kpò (to be cheap)  kp
kpò (to be cheap)  kp
gbó (to come back)  gb

gbó (near)  gb
kpó (to see)  D
kpó (to see)  S
kpó (to see)  S
kpó (to see)  S
kpó (to see)  D
kpó (to see)  D

gbó (near)  gb
kpó (to see)  gb
kpó (to see)  gb
kpó (to see)  gb

xvi
kpê (to be heavy)  kp
gbê (to refuse) gb
kpá (to fade) kp
gbô (to come back) gb
gbô (near) gb
kpê (to invite) kp
kpô (to be cheap) kp
gbô (near) gb
kpô (to be cheap) kp
gbô (near) gb
kpô (to see) kp
kpá (to fade) kp

Identify by giving the English gloss.

The words for this exercise are /kpê/ 'to be heavy' and /gbê/ 'voice'.

gbê (voice) 'voice'
kpê (to be heavy) 'to be heavy'

The words for this exercise are /kpê/ 'to invite' and /gbê/ 'to refuse'.

kpê (to invite) 'to invite'
kpê (to be heavy) 'to be heavy'

The words for this exercise are /kpá/ 'to fade' and /gbô/ 'to roof'.

kpá (to fade) 'to fade'
kpá (to fade) 'to fade'

The words for this exercise are /kpô/ 'to be cheap' and /gbô/ 'to come back'.

gbô (to come back) 'to come back'
kpô (to be cheap) 'to be cheap'
The words for this exercise are /kposé/ 'to see' and /gbó/ 'near'.

<table>
<thead>
<tr>
<th>gbó</th>
<th>(near)</th>
</tr>
</thead>
<tbody>
<tr>
<td>kposé</td>
<td>(to see)</td>
</tr>
<tr>
<td>kposé</td>
<td>(to see)</td>
</tr>
<tr>
<td>gbó</td>
<td>(near)</td>
</tr>
<tr>
<td>kposé</td>
<td>(to see)</td>
</tr>
</tbody>
</table>

/b/, /gb/, /kp/

Do the following words contain /b/, /gb/, or /kp/?

<table>
<thead>
<tr>
<th>kposé</th>
<th>(to invite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>gbó</td>
<td>(voice)</td>
</tr>
<tr>
<td>gbó</td>
<td>(voice)</td>
</tr>
<tr>
<td>gbó</td>
<td>(to refuse)</td>
</tr>
<tr>
<td>kposé</td>
<td>(to be cheap)</td>
</tr>
<tr>
<td>bó</td>
<td>(to gather)</td>
</tr>
<tr>
<td>bé</td>
<td>(to say)</td>
</tr>
<tr>
<td>kposé</td>
<td>(to be cheap)</td>
</tr>
<tr>
<td>gbó</td>
<td>(to come back)</td>
</tr>
<tr>
<td>bó</td>
<td>(to hide)</td>
</tr>
</tbody>
</table>

bilabial /f/ vs. labio-dental /f/

Students should listen carefully to each of the following pairs of words as said by the instructor.

| fá   | 'year'     |
| fá   | 'year'     |
| fá   | 'to beat'  |
| fá   | 'sea'      |
| fá   | 'bone'     |
| fá   | 'debt'     |
| fá   | 'cut it up'|
| fá   | 'to be light' |
| fá   | 'misery'   |
| fá   | 'feather'  |

Are the following pairs of words same or different?

| fá   | (debt)     |
| fá   | (debt)     |
| fá   | (year)     |
| fá   | (debt)     |
| fá   | (year)     |
| fá   | (year)     |
| fá   | (buy it)   |
| fá   | (cut it up) |
| fá   | (buy it)   |
| fá   | (cut it up) |
| fá   | (buy it)   |
| fá   | (cut it up) |

<p>| D |   |
| D |   |
| D |   |
| S |   |
| S |   |
| S |   |
| S |   |</p>
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʃɛ</td>
<td>(to be light)</td>
<td>ʃɛ</td>
<td>(to beat)</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to beat)</td>
<td>ʃɛ</td>
<td>(to be light)</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to beat)</td>
<td>ʃɛ</td>
<td>(to beat)</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to beat)</td>
<td>ʃɛ</td>
<td>(to be light)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(sea)</td>
<td>ʃu</td>
<td>(sea)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(misery)</td>
<td>ʃu</td>
<td>(sea)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(sea)</td>
<td>ʃu</td>
<td>(sea)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(misery)</td>
<td>ʃu</td>
<td>(sea)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(feather)</td>
<td>ʃu</td>
<td>(feather)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(bone)</td>
<td>ʃu</td>
<td>(bone)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(feather)</td>
<td>ʃu</td>
<td>(bone)</td>
</tr>
<tr>
<td>ʃu</td>
<td>(feather)</td>
<td>ʃu</td>
<td>(bone)</td>
</tr>
</tbody>
</table>

Do the following words contain bilabial /ʃ/ or labio-dental /f/?

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʃɛ</td>
<td>(debt)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(debt)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(debt)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(year)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(year)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃlɛ</td>
<td>(buy it)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃlɛ</td>
<td>(cut it up)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃlɛ</td>
<td>(buy it)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃlɛ</td>
<td>(cut it up)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to be light)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to be light)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to beat)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to be light)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃɛ</td>
<td>(to beat)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃu</td>
<td>(sea)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃu</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃu</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃu</td>
<td>(sea)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃu</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃu</td>
<td>(bone)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃu</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃu</td>
<td>(bone)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ʃu</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ʃu</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
</tbody>
</table>

xix
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ꜱé</td>
<td>(year)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(sea)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ꜱù</td>
<td>(bone)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ꜱè</td>
<td>(debt)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ꜱé</td>
<td>(to be light)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ꜱè</td>
<td>(debt)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ꜱù</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ꜱè</td>
<td>(to misery)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ꜱé</td>
<td>(to beat)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(cut it up)</td>
<td>labio-dental</td>
</tr>
</tbody>
</table>

Identify by giving the English gloss.

The words for this exercise are /ꜱé/ 'year' and /ꜱè/ 'debt'.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ꜱé</td>
<td>(year)</td>
<td>'year'</td>
</tr>
<tr>
<td>ꜱè</td>
<td>(year)</td>
<td>'year'</td>
</tr>
<tr>
<td>ꜱè</td>
<td>(year)</td>
<td>'year'</td>
</tr>
<tr>
<td>ꜱé</td>
<td>(year)</td>
<td>'year'</td>
</tr>
</tbody>
</table>

The words for this exercise are /ꜱú/ 'buy it' and /ꜱú/ 'cut it up'.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ꜱú</td>
<td>(buy it)</td>
<td>'buy it'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(buy it)</td>
<td>'buy it'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(buy it)</td>
<td>'buy it'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(cut it up)</td>
<td>'cut it up'</td>
</tr>
</tbody>
</table>

The words for this exercise are /ꜱé/ 'to beat' and /ꜱé/ 'to be light'.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ꜱé</td>
<td>(to beat)</td>
<td>'to beat'</td>
</tr>
<tr>
<td>ꜱé</td>
<td>(to beat)</td>
<td>'to beat'</td>
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<tr>
<td>ꜱé</td>
<td>(to beat)</td>
<td>'to beat'</td>
</tr>
<tr>
<td>ꜱé</td>
<td>(to be light)</td>
<td>'to be light'</td>
</tr>
<tr>
<td>ꜱé</td>
<td>(to be light)</td>
<td>'to be light'</td>
</tr>
</tbody>
</table>

The words for this exercise are /ꜱú/ 'sea' and /ꜱú/ 'misery'.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ꜱú</td>
<td>(misery)</td>
<td>'misery'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(misery)</td>
<td>'misery'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(sea)</td>
<td>'sea'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(misery)</td>
<td>'misery'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(sea)</td>
<td>'sea'</td>
</tr>
</tbody>
</table>

The words for this exercise are /ꜱú/ 'bone' and /ꜱú/ 'feather'.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ꜱú</td>
<td>(bone)</td>
<td>'bone'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(bone)</td>
<td>'bone'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(bone)</td>
<td>'bone'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(feather)</td>
<td>'feather'</td>
</tr>
<tr>
<td>ꜱú</td>
<td>(bone)</td>
<td>'bone'</td>
</tr>
</tbody>
</table>
bilabial /v/ vs. labio-dental /ʋ/.

Students should listen carefully to each of the following pairs of words as said by the instructor.

<table>
<thead>
<tr>
<th>ávâ (war)</th>
<th>ávâ (war)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ávâ (war)</td>
<td>ávâ (war)</td>
</tr>
<tr>
<td>ávâ (war)</td>
<td>ávâ (war)</td>
</tr>
<tr>
<td>vô (to finish)</td>
<td>vô (to finish)</td>
</tr>
<tr>
<td>vô (door)</td>
<td>vô (door)</td>
</tr>
<tr>
<td>vô (to finish)</td>
<td>vô (to finish)</td>
</tr>
<tr>
<td>vô (door)</td>
<td>vô (door)</td>
</tr>
<tr>
<td>vù (blood)</td>
<td>vù (blood)</td>
</tr>
<tr>
<td>vù (a fight)</td>
<td>vù (a fight)</td>
</tr>
<tr>
<td>vù (blood)</td>
<td>vù (blood)</td>
</tr>
<tr>
<td>vù (a fight)</td>
<td>vù (a fight)</td>
</tr>
<tr>
<td>vù (vehicle)</td>
<td>vù (vehicle)</td>
</tr>
<tr>
<td>vù (to tear)</td>
<td>vù (to tear)</td>
</tr>
<tr>
<td>vù (vehicle)</td>
<td>vù (vehicle)</td>
</tr>
<tr>
<td>vù (to tear)</td>
<td>vù (to tear)</td>
</tr>
<tr>
<td>vùvù (torn)</td>
<td>vùvù (torn)</td>
</tr>
<tr>
<td>vùvù (to shake)</td>
<td>vùvù (to shake)</td>
</tr>
<tr>
<td>vùvù (to shake)</td>
<td>vùvù (to shake)</td>
</tr>
<tr>
<td>vùvù (to shake)</td>
<td>vùvù (to shake)</td>
</tr>
<tr>
<td>vùvù (to shake)</td>
<td>vùvù (to shake)</td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

<table>
<thead>
<tr>
<th>S</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>D</td>
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<td>S</td>
<td>D</td>
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<td>D</td>
</tr>
<tr>
<td>S</td>
<td>D</td>
</tr>
</tbody>
</table>

Do the following words contain bilabial /v/ or labio-dental /ʋ/?

| ávâ (granary) | labio-dental |
| ávâ (granary) | labio-dental |
| ávâ (war) | bilabial |
| ávâ (granary) | labio-dental |
| ávâ (war) | bilabial |
vō (to finish) labio-dental
vō (door) bilabial
vō (to finish) labio-dental
vō (door) bilabial
vū (a fight) labio-dental
vū (blood) bilabial
vū (blood) bilabial
vū (blood) bilabial
vū (to tear) labio-dental
vū (vehicle) bilabial
vū (to tear) labio-dental
vū (vehicle) bilabial
vūvū (to shake) bilabial
vūvū (torn) labio-dental
vūvū (to shake) bilabial
vūvū (torn) labio-dental
vūvū (to shake) bilabial
vūvā (torn) labio-dental
vū (to tear) labio-dental
vū (blood) bilabial
vūvā (war) bilabial
vū (a fight) labio-dental
vūvā (war) bilabial
vū (door) bilabial
vūvū (to shake) bilabial
vō (to finish) labio-dental
vū (blood) bilabial

Identify by giving the English gloss.

The words for this exercise are /vō/ 'door' and /vō/ 'to finish'.

vō (to finish) 'to finish'
vō (door) 'door'
vō (door) 'door'
vō (door) 'door'
vō (door) 'door'

xxii
The words for this exercise are /vù/ 'blood' and /vù/ 'a fight'.

<table>
<thead>
<tr>
<th>vù</th>
<th>(blood)</th>
<th>'blood'</th>
</tr>
</thead>
<tbody>
<tr>
<td>vù</td>
<td>(a fight)</td>
<td>'a fight'</td>
</tr>
<tr>
<td>vù</td>
<td>(blood)</td>
<td>'blood'</td>
</tr>
<tr>
<td>vù</td>
<td>(blood)</td>
<td>'blood'</td>
</tr>
<tr>
<td>vù</td>
<td>(a fight)</td>
<td>'a fight'</td>
</tr>
</tbody>
</table>

The words for this exercise are /vù/ 'vehicle' and /vù/ 'to tear'.

<table>
<thead>
<tr>
<th>vù</th>
<th>(vehicle)</th>
<th>'vehicle'</th>
</tr>
</thead>
<tbody>
<tr>
<td>vù</td>
<td>(to tear)</td>
<td>'to tear'</td>
</tr>
<tr>
<td>vù</td>
<td>(to tear)</td>
<td>'to tear'</td>
</tr>
<tr>
<td>vù</td>
<td>(vehicle)</td>
<td>'vehicle'</td>
</tr>
<tr>
<td>vù</td>
<td>(vehicle)</td>
<td>'vehicle'</td>
</tr>
</tbody>
</table>

The words for this exercise are /vùvù/ 'to shake' and /vùvù/ 'torn'.

<table>
<thead>
<tr>
<th>vùvù</th>
<th>(to shake)</th>
<th>'to shake'</th>
</tr>
</thead>
<tbody>
<tr>
<td>vùvù</td>
<td>(to shake)</td>
<td>'to shake'</td>
</tr>
<tr>
<td>vùvù</td>
<td>(to shake)</td>
<td>'to shake'</td>
</tr>
<tr>
<td>vùvù</td>
<td>(torn)</td>
<td>'torn'</td>
</tr>
<tr>
<td>vùvù</td>
<td>(torn)</td>
<td>'torn'</td>
</tr>
</tbody>
</table>

dental /d/ vs. retroflex /d/.

Students should listen carefully to each of the following pairs of words as said by the instructor.

<table>
<thead>
<tr>
<th>dídíf</th>
<th>'to be long'</th>
<th>dídíf</th>
<th>'going down'</th>
</tr>
</thead>
<tbody>
<tr>
<td>dâdë</td>
<td>'saliva'</td>
<td>dâdë</td>
<td>'tongue'</td>
</tr>
<tr>
<td>dâ</td>
<td>'to throw'</td>
<td>dâ</td>
<td>'to cook'</td>
</tr>
<tr>
<td>dô</td>
<td>'hunger'</td>
<td>dô</td>
<td>'net'</td>
</tr>
<tr>
<td>dô</td>
<td>'to send'</td>
<td>dô</td>
<td>'to fill'</td>
</tr>
<tr>
<td>dô</td>
<td>'to plant'</td>
<td>dô</td>
<td>'to arrive'</td>
</tr>
<tr>
<td>dû</td>
<td>'town'</td>
<td>dû</td>
<td>'gunpowder'</td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

| dídíf | (going down) | dídíf | (going down) | S
|-------|--------------|-------|--------------|---
| dídíf | (going down) | dídíf | (to be long) | D
| dídíf | (to be long) | dídíf | (to be long) | S
| dídíf | (going down) | dídíf | (to be long) | D
| dídíf | (going down) | dídíf | (going down) | S
| dâdë  | (saliva)     | dâdë  | (saliva)     | S
| dâdë  | (saliva)     | dâdë  | (tongue)     | D
| dâdë  | (tongue)     | dâdë  | (saliva)     | S
| dâdë  | (tongue)     | dâdë  | (tongue)     | S
| dâdë  | (tongue)     | dâdë  | (tongue)     | S

xxiii
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Dental /d/</th>
<th>Retroflex /d'/?</th>
</tr>
</thead>
<tbody>
<tr>
<td>dā</td>
<td>(to throw)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dā</td>
<td>(to cook)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dā</td>
<td>(to throw)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dā</td>
<td>(to cook)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dā</td>
<td>(to throw)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(net)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(net)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(hunger)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dō</td>
<td>(hunger)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(net)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dō</td>
<td>(to fill)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(to fill)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(to fill)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dō</td>
<td>(to fill)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(to fill)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dō</td>
<td>(to plant)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(to plant)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dō</td>
<td>(to plant)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dō</td>
<td>(to arrive)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dō</td>
<td>(to arrive)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dū</td>
<td>(town)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dū</td>
<td>(gunpowder)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dū</td>
<td>(town)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>dū</td>
<td>(gunpowder)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>dū</td>
<td>(gunpowder)</td>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>

Do the following words contain dental /d/ or retroflex /d'? |

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Dental /d/</th>
<th>Retroflex /d'/?</th>
</tr>
</thead>
<tbody>
<tr>
<td>dīdī</td>
<td>(going down)</td>
<td></td>
<td>retroflex</td>
</tr>
<tr>
<td>dīdī</td>
<td>(going down)</td>
<td></td>
<td>retroflex</td>
</tr>
<tr>
<td>dīdī</td>
<td>(to be long)</td>
<td></td>
<td>dental</td>
</tr>
<tr>
<td>dīdī</td>
<td>(going down)</td>
<td></td>
<td>retroflex</td>
</tr>
<tr>
<td>dīdī</td>
<td>(to be long)</td>
<td></td>
<td>dental</td>
</tr>
<tr>
<td>dādē</td>
<td>(saliva)</td>
<td></td>
<td>dental</td>
</tr>
<tr>
<td>dādē</td>
<td>(tongue)</td>
<td></td>
<td>retroflex</td>
</tr>
<tr>
<td>dādē</td>
<td>(saliva)</td>
<td></td>
<td>dental</td>
</tr>
<tr>
<td>dādē</td>
<td>(saliva)</td>
<td></td>
<td>dental</td>
</tr>
<tr>
<td>dādē</td>
<td>(saliva)</td>
<td></td>
<td>dental</td>
</tr>
<tr>
<td>dā</td>
<td>(to cook)</td>
<td></td>
<td>retroflex</td>
</tr>
<tr>
<td>dā</td>
<td>(to throw)</td>
<td></td>
<td>dental</td>
</tr>
<tr>
<td>dā</td>
<td>(to cook)</td>
<td></td>
<td>retroflex</td>
</tr>
<tr>
<td>dā</td>
<td>(to cook)</td>
<td></td>
<td>retroflex</td>
</tr>
<tr>
<td>dā</td>
<td>(to throw)</td>
<td></td>
<td>dental</td>
</tr>
</tbody>
</table>

xxiv
<table>
<thead>
<tr>
<th>Sound</th>
<th>Meaning</th>
<th>English Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɗɗ</td>
<td>net</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>net</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>hunger</td>
<td>dental</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>hunger</td>
<td>dental</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>net</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to send</td>
<td>dental</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to fill</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to send</td>
<td>dental</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to fill</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to send</td>
<td>dental</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to plant</td>
<td>dental</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to arrive</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to plant</td>
<td>dental</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to arrive</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>to arrive</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
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</tr>
<tr>
<td>ɗɗ</td>
<td>town</td>
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</tr>
<tr>
<td>ɗɗ</td>
<td>gunpowder</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>gunpowder</td>
<td>retroflex</td>
</tr>
<tr>
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<td>retroflex</td>
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<td>tocock</td>
<td>retroflex</td>
</tr>
<tr>
<td>ɗɗ</td>
<td>gunpowder</td>
<td>retroflex</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>to be long</td>
<td>dental</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>to send</td>
<td>dental</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>net</td>
<td>retroflex</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>to fill</td>
<td>retroflex</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>going down</td>
<td>retroflex</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>to plant</td>
<td>dental</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>hunger</td>
<td>dental</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>to be long</td>
<td>dental</td>
</tr>
</tbody>
</table>

Identify by giving the English gloss.

The words for this exercise are /dɗɗf/ 'to be long' and /dɗɗf/ 'going down'.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Meaning</th>
<th>English Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>dɗɗf</td>
<td>to be long</td>
<td>'to be long'</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>going down</td>
<td>'going down'</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>going down</td>
<td>'going down'</td>
</tr>
<tr>
<td>dɗɗf</td>
<td>going down</td>
<td>'going down'</td>
</tr>
</tbody>
</table>

The words for this exercise are /ɗɗɗ/ 'saliva' and /ɗɗɗ/ 'tongue'.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Meaning</th>
<th>English Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɗɗɗ</td>
<td>saliva</td>
<td>'saliva'</td>
</tr>
<tr>
<td>ɗɗɗ</td>
<td>saliva</td>
<td>'saliva'</td>
</tr>
<tr>
<td>ɗɗɗ</td>
<td>tongue</td>
<td>'tongue'</td>
</tr>
<tr>
<td>ɗɗɗ</td>
<td>saliva</td>
<td>'saliva'</td>
</tr>
<tr>
<td>ɗɗɗ</td>
<td>tongue</td>
<td>'tongue'</td>
</tr>
</tbody>
</table>
The words for this exercise are /då/ 'to throw' and /dɔ/ 'to cook'.

<table>
<thead>
<tr>
<th>sound</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>då</td>
<td>(to cook)</td>
</tr>
<tr>
<td>dɔ</td>
<td>(to cook)</td>
</tr>
<tr>
<td>då</td>
<td>(to throw)</td>
</tr>
<tr>
<td>dɔ</td>
<td>(to throw)</td>
</tr>
</tbody>
</table>

The words for this exercise are /dɔ/ 'hunger' and /dɔ/ 'net'.

<table>
<thead>
<tr>
<th>sound</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dɔ</td>
<td>(hunger)</td>
</tr>
<tr>
<td>dɔ</td>
<td>(net)</td>
</tr>
</tbody>
</table>

velar /y/ vs. pharyngal /h/.

Students should listen carefully to the following pairs of words as said by the instructor.

<table>
<thead>
<tr>
<th>sound</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yɛ</td>
<td>'sun'</td>
</tr>
<tr>
<td>yɛɛɛ</td>
<td>'flowing'</td>
</tr>
<tr>
<td>hɛ</td>
<td>'to educate'</td>
</tr>
<tr>
<td>hɛɛɛ</td>
<td>'broad'</td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

<table>
<thead>
<tr>
<th>sound</th>
<th>meaning</th>
<th>sound</th>
<th>meaning</th>
<th>sound</th>
<th>meaning</th>
<th>sound</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yɛ</td>
<td>(sun)</td>
<td>yɛɛɛ</td>
<td>(sun)</td>
<td>yɛɛɛ</td>
<td>(sun)</td>
<td>yɛɛɛ</td>
<td>(sun)</td>
</tr>
<tr>
<td>yɛ</td>
<td>(sun)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>hɛɛɛ</td>
<td>(sun)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
</tr>
<tr>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>yɛɛɛ</td>
<td>(sun)</td>
<td>yɛɛɛ</td>
<td>(sun)</td>
<td>yɛɛɛ</td>
<td>(sun)</td>
</tr>
<tr>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
</tr>
<tr>
<td>yɛɛɛ</td>
<td>(sun)</td>
<td>yɛɛɛ</td>
<td>(to educate)</td>
<td>yɛɛɛ</td>
<td>(to educate)</td>
<td>yɛɛɛ</td>
<td>(to educate)</td>
</tr>
<tr>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
<td>hɛɛɛ</td>
<td>(to educate)</td>
</tr>
<tr>
<td>hɛɛɛ</td>
<td>(broad)</td>
<td>yɛɛɛ</td>
<td>(flowing)</td>
<td>hɛɛɛ</td>
<td>(broad)</td>
<td>yɛɛɛ</td>
<td>(flowing)</td>
</tr>
<tr>
<td>yɛɛɛ</td>
<td>(flowing)</td>
<td>hɛɛɛ</td>
<td>(broad)</td>
<td>yɛɛɛ</td>
<td>(flowing)</td>
<td>hɛɛɛ</td>
<td>(broad)</td>
</tr>
<tr>
<td>yɛɛɛ</td>
<td>(flowing)</td>
<td>hɛɛɛ</td>
<td>(broad)</td>
<td>yɛɛɛ</td>
<td>(flowing)</td>
<td>hɛɛɛ</td>
<td>(broad)</td>
</tr>
<tr>
<td>yɛɛɛ</td>
<td>(flowing)</td>
<td>hɛɛɛ</td>
<td>(broad)</td>
<td>yɛɛɛ</td>
<td>(flowing)</td>
<td>hɛɛɛ</td>
<td>(broad)</td>
</tr>
</tbody>
</table>
Do the following words contain velar /ɣ/ or pharyngal /h/?

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɣè</td>
<td>sun</td>
<td>velar</td>
</tr>
<tr>
<td>hê</td>
<td>to educate</td>
<td>pharyngal</td>
</tr>
<tr>
<td>ɣè</td>
<td>sun</td>
<td>velar</td>
</tr>
<tr>
<td>hê</td>
<td>to educate</td>
<td>pharyngal</td>
</tr>
<tr>
<td>ɣè</td>
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Identify by giving the English gloss.

The words for this exercise are /ɣè/ 'sun' and /hê/ 'to educate'.
The words for this exercise are /ɣɔː/ 'flowing' and /hɔː/ 'broad'.

ɣɔː (flowing)    'flowing'
ɔː (broad)       'broad'
ɣɔː (flowing)    'flowing'
ɔː (broad)       'broad'
ɣɔː (flowing)    'flowing'
ɔː (broad)       'broad'
ɣɔː (flowing)    'flowing'
xxviii
II. Some Tongue Twisters

bába, bába, báda, bádabada, báme, bálime, abáqulá, babóbo, bewuwu, abebóbo, bebejé, beblé, bokuku, bablá

d, d
dádá, dû, dódù, dédé, diğí, dajuámé, dáldódó, didódó, dödödódí, dödzê, dödzí, dödédzi, dádéde, dödódo, dödódo, dádaru, dëdékë, dadedada, dâdâqâ, dâdâdzi, dödëde, damekëdu, àdanudódo, àdanudódo, dësedêdë

f, f
fú, fo, furúfu, furúfu, furúfu, furúfu, fútudú, fofo, amefofófó, farífu, jàjà, flitela, furúfu, afokpaflere, màflé jàjà né màxe jàjà fe

h, y, x
 hà, xá, yá, ylá, hládzáa, xlá, heyf, xéyi, yéyi, yéye, xéxi, yáyláfó, ahaye, qùnu yábuabu, hló, xlóloo, hàà, xàbutabu, fò xlá, xédu, xeyí, xedjéjé, yêádyí, hlóbabia, ylíndo, hàxéxe

m, n, n
mò, nò, nò, mò, nò, nò, menjé, mònúmòmò, mòlnjé, njsònélá, amenjútinélá, míanjínjómë, míanjínjútúx, nènèjé, amenjúzélá

v, ð, w
vò, vò, wò, awa, awò, awa, lùvo, aveluu, avelhò, wozemejì, vòtrú, vemevivi, venełwwò, òawoñé, awobádòdo, awlamatsíkà, vetañjìla, vevú, awifafa, ványavanyà, òawogbe, wovoyì, awevò, òawòwò, òaviwòwò, wllwiò, vìjìli nuyìle lì nèwli

xxvix
dz, ts
dzdidu, dzidseamajo, dzidegbe, tsietsigbe, tsidzagbe, tsiod, 
dzidzem, tsidzadza, dzangbe, dzangbetsola, tsitsetsse, tsidzidzde, 
kpordzo, dzitsidzodzoemb

gb, kp
gbadagba, gbadzaa, kpkapax, kpladzaa, kpukpo, kpotsoe, epapangba, 
kpennyiga, gbokplu, gbadagbo, kpgegbaf, gbemekpokpo, epapaligbe, 
gbegbogblo, klogbadza, kplemitseih, gbebadaf, kpkoployidem, 
gbefubugba, gbokpokpo, gbefegbe, kpalkaluvui, kipegbonola, 
agbadonukpokpu
EWE BASIC COURSE

C. Ewe Basic Grammar

Irene Warburton
Prosper Kpotufe
Roland Glover

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Unit I

Greetings

Subject Pronouns

Asking Questions

Dialogue 1: General Greetings (In the city)¹

K: Komla  A: Akuwa

K:

fô  to get up
èfô  you got up
èfôâ?  did you get up?²
Èfôâ?  How are you?³

A:

è  yes
mèfô  I got up.
È, mèfô.  I'm fine, thanks.

K:

dèviâwô  the children
há  also, even
Dèviâwô há fôâ?  How are the children?

A:

wôfô  they got up
È, wôfô.  They're fine.

Notes:

1. A relatively short exchange of greetings is more common in the city. In the country, where people are in less of a hurry, longer greetings are more usual.

2. Note the difference in the following pairs of sentences.

/èfô/ 'you got up'
/èfôâ/ 'did you get up?'
I. /děviawọ hā fọ/ 'The children got up also.'  
/děviawọ hā fọâ/ 'Did the children get up too?'  
/-â/ at the end of a sentence marks a yes-no question.

3. Literally, the above conversation means:

Éfōa?  Did you get up (in good health)?
É, mëfō.  Yes, I got up.
Děviawọ hā fọâ?  Did the children get up too?
É, wôfō.  Yes, they got up.

Dialogue 2: Morning (In the city)

K: Komla  Ko: Kofi

K:
Môñî  Morning!¹

Ko:
âfěâmē  home
dē?  how about, what about,

Môñî, âfěâmē dē (or âfěâmëtọwọ dē)?  Morning, how's everyone at home?

K:
lf  to be there
Wôlî.  They're fine.³

Ko:
mîfô  you (pl.) got up⁴
nyûîé  well
Mîfô nyûîếâ?  You're all well?

K:
mîfô  we got up
É, mîfô nyûîe.  -2-  Yes, we're all fine.
Notes:
1. From English morning. It is used on the coastal areas, the Aylo area and especially in Accra where there is a great mixture of tribes.
2. Note the following sentences.
   /afɛ́ɛmɛ/ 'home'
   /dɛvɛ́ɛwɔ/ 'the children'
   /dɛvɛ́ɛwɔ dɛ/ 'How are the children?'; 'Where are the children?'; 'and the children'.
   /dɛ/ at the end of a noun phrase may be translated 'how is?'; 'where is?'; 'what is?' or 'and...?', depending on the context.
3. /wɔ́lɔ/ Literally: 'They are there.' /lɪ/ 'to be there' is here used synonymously with /fɔ/ and /dɔ/.
4. /ɛfɔ/ 'you (sg.) got up'
   /mɛfɔ/ 'you (pl.) got up'
Ewe makes a distinction between the second person singular and plural.

Dialogue 3: Good Morning (In the country)
Ab: Abla Am: Ama

Ab:
Ndí (Good) morning!

Am:
Ndí, afɛ́ɛmɛtɔwɔ dɛ́?
Good morning, how's everyone at home?

Ab:
ɛfɔ he, she, it got up²

Efɔ. Fine.
Dëvíáwó dé?
Am: How about the children?
Ab: They're fine.

Wólî (or, Wórô).
Am: They're all well?
Ab: Yes, and your children?

Wórô nyúîéâ?
Am: They're fine.
Ab: Yes.

É, dëvíáwó?
Am: They're all well?

È.
Am: Yes.

Notes:
1. /àréámètôwó dé/
   /àréámètôwô/ 'How's everyone at home?'
   /dëvíáwó dé/
   /dëvíáwô/ 'How are the children?'
If the context is clear, /dé/ may be omitted in questions like
the above.

2. Ewe makes no gender distinction in the third person singular
pronoun.

The Subject Pronouns:
/méfô/ 'I got up'
/míéfô/ 'we got up'
/ârfô/ 'you (sg.) got up'
/miârfô/ 'you (pl.) got up'
/ârô/ 'he, she, it got up'
/wôfô/ 'they got up'
I.

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<th></th>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1st person</td>
<td>me-</td>
<td>me-</td>
</tr>
<tr>
<td>2nd person</td>
<td>ë-</td>
<td>mië-</td>
</tr>
<tr>
<td>3rd person</td>
<td>ë-</td>
<td>wë-</td>
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The pronouns are mi and mi; but e acts as a liaison between certain pronouns and verbs and/or verb tenses. This e is not a part of the pronoun.

**Dialogue 4**: Good Afternoon (In the country)

K: Kosi  A: Abla

K:

Ndọ!

(Good) afternoon!

A:

gōd

(form of respect)¹

Ndọ, gōd ìfẹame dé?

Good afternoon, how's everyone at home?

K:

dó

to sleep

Edé.

Fine.²

A:

Đɛvịáwọ dé?

How about the children?

K:

Wọdó, đɛvịáwọ?

They're fine, and your children?

A:

Wọdó nydíé.

They're fine.

**Notes:**

1. /gōd/ is a respect form used by a woman to a man, a commoner to a chief, or in any situation where one wishes to show respect.
2. Literally, 'it (i.e., the household) slept well.' This is when a 'it' is used instead of we 'they'.

Dialogue 5: Good Evening!

K: Kosi    Ko: Kodzo

K:

Fié!

(Good) evening!

Ko:

Fié gôc, âfémè?

Good evening, how's everyone at home?

K:

Édô.

Fine.

Ko:

Dëfiáwô?

How about the children?

K:

Wôlí.

They're fine.

Ko:

Wódô nyúléâ?

They're all well?

K:

srõ

wife, husband, spouse

srõwôâ

your wife, husband

È, srõwôâ dé?

Yes, how's your wife?

Ko:

Éli.

She's fine.

K:

Dëfiáwô?

How about the children?

Ko:

Wôlí nyúlé.

They're fine.
Supplementary Vocabulary:

fofo, or, tówó  
your father

dawó (or, nówó)  
your mother

tógbúí  
grandfather, father (if elderly)
mómá  
grandmother, mother (if elderly)
nóviwóó  
your brothers, sisters, cousins

Grammatical Drill

1. Respond with the appropriate pronoun + /fó/.
   Examples: Sròwóó dé?  Éfo.
              Dèvíawó dé?  Wófó.
              Ajéamé dé?  Éfo (or, wofo).

2. Respond with the appropriate pronoun + /lì/.
   Sròwóó dé?  Élí.
   Nòviwóó dé?  Wólí.
   Fofowo dé.  Élí.
   Dàwó dé?  Élí.
   Mámá dé?  Élí.

3. Respond with the appropriate pronoun + /dó/.
   Mámá dé?  Édo.
   Dèvíawó dé?  Wódo.
   Fofowo dé?  Édo.
   Sròwóó dé?  Édo.
   Ajéamé dé?  Édo (or, wódo).

4. Respond with the appropriate pronoun + /fó ñuyífé/.
   Tógbúí dé?  Éfo ñuyífé.
   Dàwó dé?  Éfo ñuyífé.
   Sròwóó dé?  Éfo ñuyífé.
   Nòviwóó dé?  Wófo ñuyífé.

-7-
5. Respond with the appropriate pronoun + /li nyuíé/.

Àféamé dé? Élì nyuíé (or, wólì nyuíé).
Dawó dé? Élì nyuíé.
Tógbuí dé? Élì nyuíé.
Mamá dé? Élì nyuíé.
Dèviawó dé? Wólì nyuíé.

6. Respond with the appropriate pronoun + /dó nyuíé/.

Noviwówó dé? Wódó nyuíé.
Dawó dé? Édó nyuíé.
Srówda dé? Édó nyuíé.
Àféamé dé? Édó nyuíé (or, wódó nyuíé).
Tógbuí dé? Édó nyuíé.

7. Respond with /e/ + the appropriate pronoun + /fó/.

Examples: Éfoà? Ë, éfó.
Éfoà? Ë, mèfó.
Èfó nyuíéà? Ë, mèfó.
Èfóà? Ë, mèfó.
Wofoa? Ë, wófó.
Wofó nyuíéà? Ë, wófó.
Èfoà? Ë, éfó.
Mèfo nyuíéà? Ë, mèfó.

8. Respond with /e/ + the appropriate pronoun + /lì/.

Wólìà? Ë, wólì.
Èlíà? Ë, mèlè.
Mìélìà? Ë, mìeli.
Wólì nyuífà? Ë, wólì.
Èlíà? Ë, élì.
9. Respond with /è/ + the appropriate pronoun + /dè/.

Mièdóà? Ê, miedó.
Wòdó nyúíéà? Ê, wódó.
Èdóà? Ê, medó.
Wòdóà? Ê, wódó.

10. Respond with /e/ + the appropriate pronoun + the verb used in the question.

Examples: Êfóa? Ê, éfo.
Èfóa? Ê, mefó.
Èfó nyúíéà? Ê, mefo.
Èdó nyúíéà? Ê, mefo.
Deviawo hà dò? Ê, wòdó:

nyúíéà

Èdóa? Ê, medó.
Sròwoa foa? Ê, éfo.
Èdó nyúíéà? Ê, édó.
Deviawo hà lia? Ê, wòli.
Wòfó nyúíéà? Ê, wòfo.
Mèdó nyúíéà? Ê, miedó.

Question and Answer Drill:

Answer the question asked you by the instructor. Then ask another student in the class a question based on the same pattern. Continue in this manner until everyone has had a chance to ask and answer several questions.

1. Question with /dè/.

Example: Instructor: Afeame dè?

Student: Êfo. Deviawó dè?
I.

2. Question with /-â/.

Example: Instructor: Miélia?

   Student: É, miéli. Deviawo fó nyúiéâ?

Conversation Drill:

Improvise a conversation on the model of the dialogues in Unit I.
Unit II

The Pronouns /nê/ and /wô/

Dialogue 1

E: Edward  K: Kwasi

Núfiala álô sukûví ne nyéâ?

àgble
àgblèdélá
ati
atike
àtikewolá
dô
dôyólá
ya

Àgblèdélá menyé.
Kofi ya nyé sukûví.

Nye ya àtikewolá menyé.

ame
ka
ameka
yûtsu
sia

The Demonstratives /sia/
Uses of the Particle /ya/

E:
Are you a teacher or a student?¹

K:

farm
farmer
tree
root
doctor, herbalist
illness, sickness
doctor (healer of illness)
on the other hand²

I am a farmer.

Kofi, on the other hand, is a student.

E:

I, on the other hand, am a doctor.

K:

person
which, who
who
man
this³
II.

ŋutsu sia

Ameka enye ŋutsu sia?

E: Who is this man?

eya hə
to
tówə
citizen
citizen, citizens

Eya hə nye Amerikatowo.

Nufiala wənye.

Ndi nawə, Bob; agbledela sia

ŋkə ənyə Kwasi.

Good morning, Bob; this farmer's name is Kwasi.

Notes:

1. /nə/ 'you,(sg.), and /ə/ 'you,(sg.), freely alternate as subject of a sentence. /enye nufiala/ 'you (sg.), are a teacher.' /nenye nufiala/ 'you (sg.), are a teacher.'

2. /ya/ 'on the other hand, but' is used to place the noun it follows in opposition to another. /Kofi ya nye sukuvi/

'Kofi on the other hand is a student.' or 'But Kofi is a student.' (When speaking of Kofi and someone else who has another occupation.)

3. /sia/ (pl. /siawə/) 'this' is the demonstrative adjective. It follows the noun it modifies. /ŋutsu sia nye nufiala/

'This man is a teacher.'

4. /Amerikatowo/ 'American, American citizen.' /Amerikatowo/

'Americans, American citizens.' /to/ 'citizen, citizen of' may be used in the plural /towə/ even when it refers to only one person. The choice is optional. /to/, /towo/ is suffixed to the name of a country, city, town or village to signify resident or citizen of that place. /Ghanatowo/

/Ghanatowo/ 'Ghanaian(s)' /Togo/ /Togotowo/ 'Togolese' /Ghana/ /Ghanaian(s)' /Togotowo/ 'Togolese' /Togolosə/ 'resident of Accra'.
II.

Dialogue 2

K: Kofi  B: Bob

ná
wó
náwó
Ndí náwó?
Ndí, ëfáa?
núfiala
(n)e
È. Núfiala nényéå?

wó
È, nufiala ményé.
Wóa dé?
sukúví
álo
Sukúví nye ya menyé.
Áfrikàtòwo álo Ámerikàtòwo nényéå?
Ámerikàtòwo menyé.

K: to give, for, to you
to you
Good morning to you?
B: Good morning, how are you?
K: teacher
you (singular)
B: teacher?

Fine /Yes/. Are you a teacher?

B: you (emphatic)
Yes, I am a teacher.

What about you.
K: student
or
I am only a student.\(^2\)
 ARE YOU AFRICAN OR AMERICAN?
B: I am American.

Notes:

1. /wóa dé/ is the result of the contraction of /wo + ya dë/
   'And you on the other hand?' or 'How about you?' /ya/ is
   usually contracted with /wó/ to form /woa/.
2. When /ya/ does not follow a noun directly, it can often
   be better translated as 'but' or 'only' or 'just'.

/Sukúví nye ya menyé/ 'I'm only a student.'

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II.

Dialogue 3
B: Bob K: Kosi

Iłisitowo
Iłisitowo ɲụtaụ sia nyéâ?
B: English
K:
Is this man English?

E, Iłisitowo wọnyẹ.
Áfrikàtọe Kofí nyéâ?
E, Áfrikàtọe Kofí ya nyé.

K: Yes, he is English.
B: Is Kofi African?
K: Yes, Kofi, on the other hand, is an African.

Dialogue 4
B: Bob K: Kosi

Sukâvi nényéâ?
0 (or a0)
0, agbledela menyé.
Wọdá qé?
Tógótówó
Núfiala menyé.
Tógótó nényéâ?
E, Tógótó menyé.
Wọdẹ?
Ámerikàtowo menyé.

B: Are you a student?
K: no

B: Are you a student?
K: no

B: Togolese
K: I am a teacher.
B: Are you Togolese?
K: Yes, I am Togolese.
B: And you?
K: And you?
B: I am American.

Comprehension
II.

A. Questions Based on the Comprehension

1. Áfrìkàtòwò Kòsì nyèà?
2. Tògotòwò wònyèà?
3. Sukùvì àlò ìgbìlèdèlè Kòsì nyèà?
4. Sukùvì àlò ìgbìlèdèlè Kòfì ya nyèà?
5. Ámèrìkàtòwò àlò Áfrìkàtòwò Bòb nyèà?
6. Núfìàlà Bòb nyèà?
7. Dùyòlà àlò núfìàlà Èdùârd nyèà?

B. Questions for the Class

1. Sukùvì nènyèà?
2. Núfìàlà menyèà?
3. Núfìàlà àlò sukùvì ìgùtsù là nyèà?
4. Yévù (white man) wònyèà?
Unit III
The Definite Article
Dialogue 1
E: Edward  K: Kosi

ame
ka
ameka
lá (or, a)
mufialá

Amekae nye mufialaá—Bob áló
Kofía?
yé, é
Bobe nye mufialaa; (or,
mufiala lá).
Kofí nyé sukúví.
détugbui
tsadilá
Sukúví áló tsadilá(e) détugbui
sia nyéa?
Sukúví e wonyé.
dékákpuí
Améka ényé dékákpuí sia?
aséto
Aséto Browne.

The Emphatic /ó/

E: person, human
what, which (question
particle)
who
the (definite article),
this

teacher
Who is the teacher—Bob or
Kofi?
Kofi?
it is
It is Bob who is the teacher;
(Bob is the teacher).
Kofi is a student.
young lady
visitor, wanderer
Is this young lady a student
or a visitor?
She is a student.
young man, gentleman
Who is this gentleman?
Mister
He is Mister Brown.
III.

nyó
ényno
ŋùto
ényno ŋùto

E: (be) good
(he, she, it) is good
very, much
it is very nice, it is
very good

Oo, efá, áfeto Brown.
Nefó nyuie.

B: Well, how are you, Mr. Brown.
I am well, thank you.

Notes:

1. /lá/ or /á/ is a demonstrative adjective, and it serves as the definite article after a substantive. Similar to the adjectives and other noun modifiers it follows the noun it modifies, e.g. /ati/ 'tree' /ati lá/ or /atía/ 'the tree'. If there is an adjective modifying the noun the article /lá/ or /á/ follows the adjective, e.g. /agble/ 'farm' /ga/
'big' /agble ga lá/ 'the big farm' (literally: farm big the). The definite article is normally used when the noun it modifies has already been previously mentioned or known. Thus it is not used as often as it is used in English.

2. /yé/ or /é/ 'it is' places a substantive or a pronoun noticeable in opposition to another. The /ye/ or /e/ (which is more common, due to ease of pronunciation) is suffixed to the noun it emphasizes. Compare the following examples:

/Kofi nyé núfiala/ 'Kofi is a teacher' simply announces what Kofi's profession happens to be.

/Kofie ñye núfiala/ Literally, 'it is Kofi who is a teacher' (in opposition to someone else).
III.

However, this type of construction is much more common in Ewe than the construction 'it is Bob who...' is in English. Note that the pronoun ẹ is attached to the preceding verb, e.g. /enyọ ụto/ 'it is very good.' The emphatic ẹ is attached to the noun or whatever it emphasizes, e.g. /Kofie nye nufiala/ 'it is Kofi who is the teacher.' /Amekae nye esia?/ 'Who is this?'

3. To emphasize the substantive predicate, you place it at the beginning of the sentence and you add the emphatic to it.

/sukùvù Kofì nyé/ 'Kofi is a student.'
/sukùvù Kofì nyé/ 'Kofi is a student (rather than something else).'

In a short question or answer where only one substantive is used, ẹ follows the substantive and the verb is omitted, e.g. Question: /Amékae nye ñékákpuì sia?/ 'Who is this man?' Answer: /Áfìóto Browne/ 'It is Mr. Brown.' and Bob: /Dóyọlá(ẹ) ñétugbui sia nyé./ 'This young lady is a doctor.

Kofi: /Amerikátọwéea?/ 'Is she American?

4. /wọ/ 'he, she, it' replaces /ẹ/ in an affirmative sentence when there is some other element preceding the subject, as for example:

/sukùvù wọnyé/ 'It is a student that she is.' or 'She is a student.'

5. Many words, such as 'good,' which we consider an adjective, are expressed in Ewe by a verb, for example, /nyọ/ '(to) be
III.

good, is good.' Further discussion will come later in the book.

Dialogue 2

B: Bob     K: Kofi

Kofi, Áfríkàtòwò nènyà?
Ñ, Áfríkàtòwò menyè.
Wòya dé? (or, wòa dé)?
Àmèrikàtòwò menyè.
Wònye núfiálà?  
Ë, nyèë nylá
Sukùví nìnyà?
O, ågbledelá menyè.

Dialogue 3

K: ñói     Ko: Kosi

Àmèrikàtòwò àló Áfríkàtòwò
nèye ñùtsù sìì?
Áfríkàtòwò.
Ìljíísìtòwò àló Fransètòwò
nèye Johnà?
Ìljíísìwò.
Amèkàe nèye núfiálà, Bob
àló Johnà?
Bobà nèye núfiálà lá.
Dòyolá(é) John nyè.

B: Kofi, are you African?
K: Yes, I am African.
     What about you?
B: I am an American.
K: Are you the teacher?
B: Yes, I am the teacher.
K: Are you a student?
K: No, I am a farmer.

K: Is this man American or African?
Ko: He is African.
K: Is John English or French?
Ko: He is English.
K: Who is the teacher, Bob or John?
Ko: Bob is the teacher.
     John is a doctor.
III.

Dialogue 4

B: Bob  K: Kofi

Ndí, Kofi, dóyolá dêtugbuia nyé.

K: Is she American?

Ahá, Ámerikatówoea?

B: Yes, she is American.

È, Ámerikatówoe.

Kofi núfiala nenyéa?

K: Kofi, are you a teacher?

O, sukuví menyé.

K: No. I am a student.

Note:

1. Ahá! is an exclamation equivalent to: 'Oh yes.', 'That reminds me.' etc.

Comprehension


A. Questions Based on the Comprehension

1. Ámerikatówó àló Áfríkatówó Bob nyéa?

2. Núfiala wÔnyéa?

3. Ámerikatówó àló Òlísiawó John nyéa?

4. Núfiala aló dóyolá wÔnyéa?

5. Àfeto Brown de dóyolá wÔnyéa?

6. Ámerikatówó àló Òlísiawó Àfeto Brown nyéa?

7. Áfríkatówó àló Ámerikatówó Kofi nyéa?

8. Sukúví wÔnyéa?

9. Amékae nye ágbledelá lá?

10. Áfríkatówó àló Ámerikatówó Kòmlá nyéa?

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B. Questions for the Class

1. Amékaé nye múfialaa?
2. Amékaé nye útsù sia?
3. Amékaé nye dëtugbuia?
4. Ámerikàtòwo àló Áfrìkàtòwo nìnyèa?
5. Ámerikàtòwo àló Áfrìkàtòwo mènyèa?
6. Ámerikàtòwo mìenyèa?
7. Amékaé nye Ámerikàtòwo?
8. Amékaé nye Áfrìkàtòwo?
9. Amékaé nye Òlísìawò?
Unit IV

Plural

Dialogue 1

B: Bob K: Kosi

Fië, efoâ?

B: Good evening, how are you?

K: I am well, thank you.

Ê, mefô.

devi

devia

dëviawo

B: a child

dëviawo dé?

the child

K: What about the children?

Dëviawo dé?

the children

ŋûtsù siawo

What about these men

Wofô.

They are fine.

Sukûviwo ŋûtsù siawo nyéa?

Are these men students?

or (Sukûviwoe nye ŋûtsù

siawoa?)

Sukûviwoe nye sukûviwoa?

Yes, they are students.

Ê, sukûviwoe (wonye).

B: Are the students African?

Afrikatówóe nye sukûviwoa?

K: friend

xô, xolë

and

kplë

Kômlå kplë Kôfi wónyë Afrikatówó. Kômlå and Kôfi are Africans.

Bill kple Tom wónyë Ámerikatówó. Bill and Tom are Americans.

Amerikatówó kple Afrikatówó The Americans and the Africans

nye xôwo.

are friends.

Notes:

1. a. The plural of substantives is formed by adding wo to them.

(Wo is the 3rd person plural of the personal pronoun), e.g.

/ame/ 'human being'
IV.

/amewo/ 'human beings'

b. Should the substantive be followed by a modifier (adjective, pronoun, article), the sign of the plural is added to the latter, e.g.

/devi/ 'child'
/devila/(or /devia/ 'the child'
/deviawo/ 'the children'
/lā/ 'animal'
/woadā/ 'wild'
/lāwoadāwo/ 'wild animals'

2. In the singular the definite article may be lā or á.

In the plural it is always á.

/ati/ 'tree'
/atiál/ or /atiá/ 'the tree'
/atiáwo/ 'the trees'

Dialogue 2

B: Bob K: Kofi

nyónu
Áfríkàtòwoe nye nyónu siawoa? Are these women African?

K: É, Áfríkàtòwoe wónyé. Yes, they are African.

Tògotòwo wónyé. They are Togolese.

É, Europsìwò sìawò? Are these men European?

B: É, sìwò sìawò kplé dèkàkpuisìawò young men are Europeans.

Sukúviwòe mìnyèe? Are you students?

ève

K: É, mìnyèe sukúviwò. Yes, we are students.
IV.
Dëkakpui ëvë siawöe nyë
mëfiâlawaë.

Dialogue 3
B: Bob K: Kofi
Tógótowó ãlô Ghanâtowó
dëtugbuë siawo nyëâ?
Tógótowó wónyé.

tsadiâla
Sukûviwo ãlô tsadiâlawa wónyéâ?
Tsadilawa wónyé.
Dékakpuiawo nyë sukûviwo.
Qlisâawo ãlô Ámerikâtowó
nuñialaa nyëâ?
Ámerikâtowó wónyé.

Dialogue 4
B: Bob K: Kosi Ko: Kômla
Sukûviwoe ëvêviawo nyëâ?
È, sukûviwo wónyë.
Áfrikâtowó ãlô Ámerikâtowó
wónyéâ?
Áfrikâtowó wónyé.
Miawoe nyë nûñialâawoë?
È, miawoe.
Áfrikâtowó ãlô Ámerikâtowó
miényëâ?
Áfrikâtowó miényë.

These two young men are the teachers.

B: Are these girls Togolese or Ghanaian?
K: They are Togolese.
B: They are students or visitors?
K: They are visitors.
B: The boys are students.
K: Is the teacher English or American?
K: He is American.

B: Are the children students?
K: Yes, they are students.
B: Are they Africans or Americans?
K: They are Africans.
B: Are you the teachers?
K & Ko: Yes, we are.
B: Are you (pl.) Africans or Americans?
K & Ko: We are Africans.
Comprehension

Bob kplé John wonye Ámerikàtówo. Wowye nufialawo.
Sukûvía wo nyé Àfrikàtówo. Tógòtòwo wonye. Sukûvía wo kplé
nufialawo nyé xòwo. Kofi kplé Kɔmlà nyé xòwo. Kofi nyé
sukûvi. Kɔmlà ya nyé ágbledelà.

A. Questions Based on the Comprehension

1. Ámerikàtówo Bob kplé John wonyeà?
2. Nufialawo áló dàysláwo wonyeà?
3. Ámerikàtówo áló Àfrikàtówo sukûvía wo nyéà?
4. Sukûvía wo kplé nufialawo wonye xòwoa?
5. Àfrikàtówo Kofi kplé Kɔmlà wonyeà?
6. Xòwoe wonyeà?

B. Questions for the Class

1. Nufiala áló sukûvi miényea?
2. Nufiala miényea?
3. Àfrikàtówo miényea?
4. Ámerikàtówo miényea?
Unit V

Independent Personal Pronouns

Dialogue 1

K: Kômâ K: Kôsi

Èfoâ? K: How are you?
K: I am fine.
È, mëfo. K: How are you?1
È, mëfo.
Dëviâwo dê? K: How are the children?
Wôli nyuie. Ko: They are well.
Srôwoa dê? Ko: And your wife?
Eya hâ fô. Ko: She is also well.2

tsô K: to come from
afi place, here
kà question marker, what,
âfikâ which, etc.
Afikà mìetsô? what place, where
Kôfì tsô Kpalime, nye ya Kôfì comes from Kpalime, I
mëtsô Lôme. come from Lome.

nâ K: to sit, to stay in a place
nôna to stay habitually
Kpalime mênônà? Do you (pl.) live in Kpalime?
afisìa Ko: this place, here
gake but (and)
Kôfì nôa (or, nôna) Kpalime, Kôfì lives in Kpalime, I, on
fâke7 nyë ya mënnà afisìa. the other hand, live here.

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V.

Notes:

1. /nyè hā mēfō/  'I also got up'
   /wò hā èfō/  'you (sg.) also got up'
   /éya hā miērō/  'he, she, it also got up'
   /miāwō hā miērō/  'we also got up'
   /miāwō hā miērō/  'you (pl.) also got up'
   /wōāwō hā wōfō/  'they also got up'

Singular    Plural
1st person   nyè    miāwō
2nd person   wò    miāwō
3rd person   é    wōāwō

The independent personal pronouns are used when the pronoun is to be emphasized. They may be used as either subject or object. As subject they do not directly precede the verb but are separated from it by a particle like /hā/, /yā/, etc.

In all but the third person singular the 'non-independent' personal pronouns are also used after the particle /hā/ and before the main verb.

2. /ya/ is attached to the third person singular pronoun before /hā/.

Dialogue 2

B: Bob    K: Kofí

Kofí, afíka nētsō?
Mētsō Tōgo.
Afíka Ákuwa tsō?
Éya hā tsō Tōgo.
Kofí, nufiala nēnyéà?

B: Kofí, where are you from?
K: I come from Togo.
E: Where does Akuwa come from?
K: She also comes from Togo.
B: Kofí, are you a teacher?
V.

È, núfiala mènyé.

Núfiala wò há mènyéò?
È, núfiala mènyé.

Dialogue 3

B-J: Bob and John   E-T: Edward and Tom

Amerikàtòwo mìnyeò?
È, nye kple Tom mìnye
Amerikàtòwo.

Amerikàtòwo miawò há mènyéò?
È, Amerikàtòwo mìnyeò, eye
mìtsò Kokomo, Indiana.

alékè

Alékè miefòò?
Miefò, nyuie.

K: Yes, I am a teacher.
B: Are you also a teacher?
E: Yes, I am a teacher.

B-J: Are you Americans?
E-T: Yes, Tom and I are Americans.1

B-J: Are you also Americans?
E-T: Yes, we are also Americans, and we come from Kokomo, Indiana.2

E-T: How is, how are

B-J: How are you (pl.)?

B-J: Very well, thank you (pl.).

Notes:
1. /kple/ 'and, with' conjoins only words (substantives, pronouns, verbs etc.), e.g. /Bob kple Tom/ 'Bob and Tom' or 'Bob with Tom'.
2. /eye/ 'and' conjoins sentences. /menye Amerikato, eye metso Chicago./ 'I am American, and I come from Chicago.'
V.

Dialogue 4

D: Dëtugbui J: John

Washington mëtsôô?

Bob tsô Washington.

Nyea mëtsô New York.

D: Are you (pl.) from Washington?

J: Bob comes from Washington.

I come from New York.

do go
dzësi
dô go

Ah! Enya àfëto Brownâ?

Eya hà tsô New York.

Ah! Do you know Mr. Brown?

He comes from New York too.

medô go

J: to meet

lë

I met

in, at

Yes, we met Mr. Brown in New York.

E, miedo go àfëto Brown lë New York.

Nufiala wônyé.

Nufialawo miawô hà mienyëà?

D: He is a teacher.

Are you also teachers?

Bob nyë nufiala, nyëâ

J: Bob is a teacher, I am a

ményë dëyolá.
dôyolá.

Comprehension

Edward tsô New York. Ànye dëyolá, eye wônôna Lôme.


Edward dëzësi àfëto Brown hà; àfëto Brown, Bob kplë John

woawo hà wôtso Amerikâ, eyë wôawo hà wônôna Tôgo. Àfëto

Brown kplë Bob wônye nufialawo, gake John ya nyë dëyolá.

A. Questions Based on the Comprehension

1. Afikà Edward tsô?

2. Afikà wônôna?
V.
3. Dõyolá, núfia lá álbum ãgbledelá wónyédá?
4. Õdžesí John kplé Bobá?
5. Afíkà wòdo go wò lè?
6. Afíkà Bob kplé John wó tsô?
7. Dõyolá, núfia lá álbum ãgbledelá wónyédá?
8. Afíkà wóncöna?

B. Questions for the Class
1. Afíkà nètsô?
2. Afíkà metsô?
3. Afíkà dæk'akpui sia tsô?
4. Afíkà dëtugbúi sia tsô?
5. Amékae tsô New York?
6. Amékae tsô Washington?
7. Amékae tsô Tógô?
8. Amékae tsô Ghana?
9. Amékae tsô California?
Unit VI
Negative
Dialogue 1
B: Bob  K: Kofi

kaflâ (taflatse)
afikatowo

Kafâ, Kofi
Afikatowo nênyê?
Togotôwo menyê.
Ulisiawô nênyêâ, Bob?
ô (or, Aô), nyê menyê
Ulisiawô oun.
Âmerikatowo menyê.
Menye sukûvi nênyê oâ?
ô, nyê menyê sukûvi ô.
Tsadiâ menyê.
âyékawô
çutsuvô
Amekawô enyê çutsuvô siawô?
Ményê sukûviwôe wônyê oâ?
nûô
Nyê ménnya oun.
Woô nyê nûfialaa?
ô, nyê mênnya nûfialaa oun.
Àfeto Browne nye nûfiala lâ.
Doyolae nyea menye.

B: excuse me¹
citizen of what place

Excuse me, Kofi.

Where are you from?

K: I am Togolese.

Are you English, Bob?²

No, I am not English³.

I am American.

Aren't you a student?

K: No, I am not a student.

I am a visitor.

E: who (pl.)
boy.

Who are these boys?

Aren't they students?

K: to know
I do not know.

Are you the teacher?

B: No, I am not the teacher.

Mr. Brown is the teacher.

I, on the other hand, I
(emph.) am a doctor.
VI.

Notes:

1. /taflatse/ - formal
   /kafla/ - colloquial

2. /Qlisiawo/, /Qlisitowo/ 'English, Englishman' Both forms are used interchangeably. The first is a combination of /Qlisi/ 'England, English (adj.) '+ /a/ 'def. article'+ /wó/ plural. Similar to this: /Togoawo/ 'Togolese,' etc.

3. **Negative**
   /dèviawo fo/ 'the children got up'
   /dèviawo méfo ð/ 'the children didn't get up'
   /dèviawo foa/ 'did the children get up?'
   /dèviawo méfo ðâ/ 'didn't the children get up?'

   The negative is formed by placing /mé-/ after the subject and before the predicate and /ð/ at the end of the sentence.

This can be compared to French ne . . . pas.

The Negative Paradigm with Personal Pronouns in Subject Position

   /nyèméfo ð/ 'I did not get up'
   /mèfo ð/ 'you (sg.) did not get up'
   /mèfo ð/ 'he, she, it did not get up'
   /mìfo/ 'we did not get up'
   /mìfo/ 'you (pl.) did not get up'
   /wòmefo ð/ 'they did not get up'

   Note the following changes of the pronominal prefix in the negative:

   a. In the first person singular /mè-/ 'I' is replaced by /nyè-/

   b. In the second and third persons singular the pronominal and the negative prefixes contract to form /me/ which
VI.
carries the tone of the pronominal prefix:
/mé/ + /è/ → /mè/
/mé/ + /é/ → /mé/
c. In the first and second persons plural the m of the negative /me/ is elided:
/mî/+/me+/fo+/ô/ → /miefô ô/
The form /mífô ô/ is dialectal.

In the negative question, the negative prefix /mé-/ is used in the same way, but the question marker /â/ is added to the negative:

/mêfô ôâ?/ "Didn't you get up?"

Dialogue 2
Kd: Kodzo Km: Komla B: Bob

Amékae nye ùöstù sia?
Nyêményâ ô.
Ménye sukûví ô.
Káflâ, Aféto, wôenyé núfiala lá?
Ê, nyêé.
Amerikâtôwoe nye sukûvíawoa?
Ô, Áfríkátôwoe.

Dialogue 3
K: Kosi A: Akuwa B: Bob

Fiês, Akuwa, améka énye núfialaâ?
Nyêményâ ô.

K: Good evening, Akuwa, who is the teacher?
A: I do not know.
VI.

Sukúví énye Kômlâ?
Ò, Kômá mâncy sukuví ò.
Àfríkâtówo Bob kplé John
wónyeâ?
Ò, wónménye Àfríkâtówo ò.

Dialogue 4
E: Edward K: Kofi

Énya John kplé Bobâ?
Nyè mâncy John ò, gake
mâncy Bob yâ.
kpe
Àfíka nèkpe Bob le?

Mekpe Bob le Lôme.
kâfe
 dù
 gá
 duâ

Kâfeèe nèye Lômea?
Ò, Lôme mâncy kâfe ò; duâ
wónye.

K: Is Komla a student?
A: No, Komla is not a student.
K: Are Bob and John Africans?
B: No, they are not African.

E: Do you know John and Bob?
K: I do not know John, but I
 know Bob.
E: to meet, to get acquainted with
Where (what place) did you meet
Bob?
K: I met Bob in Lome.

E: village
town
big, large
big town, city

K: Is Lome a village?
A: No, Lome is not a village;
it is a city.

Comprehension

Bob kplé John wónye nufialawo. Wónménye Àfríkâtówo ò.
Wónyé Àmerikâtówo. Kôfi kplé Akúwa wónménye nufialawo ò, wónyé
sukúvíwo. Wómetsó Àmerikà ò. Wósô Lôme. Kômâ mâncy sukuví
ò; ágbledelâ wónyé. Lôme mâncy kâfe ò; duâ wónyé.
VI.

A. Questions Based on the Comprehension

1. Sukúvíwoe Bob kplé John wónyea?
2. Afrikàtòwoe wónyea?
3. Afíkà wotsô?
4. Núfialawoe Kofí kplé Àkúwà wónyea?
5. Amerikàtòwoe wónyea?
6. Afíkà wotsô?
7. Sukúvie Kômlâ nyéâ?
8. Doyôlâ wonyea?
9. Núfiala wónyea?

B. Questions for the Class

1. Núfiala nenyéâ?
2. Sukúvíwoe miényéâ?
3. Sukúví menyéâ?
4. Doyôlâ menyéâ?
5. Tsadilâ menyéâ?
6. Núfialae ñûtsû sia nyéâ?
7. Sukúví wónyea?
8. Amerikàtòwoe nenyéâ?
9. Afrikàtòwoe nenyéâ?
10. Lome netsôâ?
11. Tógó netsôâ?
12. Núfialawoe dêkápuí siawo nyéâ?
13. Tsadilawoe wonyea?
14. Afrikàtòwoe wonyea?
15. Ùlisawo wónyea?
Unit VII
Possessives
Dialogue 1
A: Akuwa    K: Kofi    B: Bob

nyel
(l)a
xónyèa
Xónyèa nyé Ámerikatówó.
Étao New York.
é(fe)

Ẹ́nkó dé?
Ẹ́nkœe nyé Bob.

wó

Ị́kowd dé?
Ị́konyè enye Kofi.
Sukúvie nenyèa, Kofi?

nóvi

Ê, nyè kplé nòvínỳè mìenyè sukúvíwo.

Notes:
1. Possessive Adjectives

/ˈị́konyè/

/nyè ˈị́ko/

/ˈị́kowd/

/wôˈị́ko/

/ˈέ̣ko/

/míaˈị́ko/

'my name'

'your name'

'his, her, its name'

'our name'
VII.

/miaŋko/                      'your (pl.) name'
/wóŋko/                        'their name'

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<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1st person</td>
<td>nyɛ-</td>
<td>mia-</td>
</tr>
<tr>
<td>2nd person</td>
<td>wɔ-</td>
<td>mia-</td>
</tr>
<tr>
<td>3rd person</td>
<td>ē-</td>
<td>wɔ-</td>
</tr>
</tbody>
</table>

The possessive always precedes the possessed noun, except for the possessive adjectives of the first and second persons singular. The possessive adjectives of the first and second persons singular normally follow the possessed noun if the latter is:

a. a kinship term - /tɔnyɛ/ 'my father'
   /nɔwɔ/ 'your mother'

b. /xɔ/ 'friend' /xɔnyɛ/ 'my friend'
   /xɔwɔ/ 'your friend'

When the possessive precedes the possessed noun, it takes a low-high tone; when the possessive follows the possessed noun, it takes a low tone.

2. In West Africa, the immediate family includes father, mother, brothers, sisters, paternal uncles and their children. The term /novi/ therefore includes all the children in this family—in other words, brothers, sisters and cousins.

Dialogue 2

B: Bob        K: Kodzo

Fiŋ.                      B: Good evening.
Fiŋ, efɔɔ?              K: Good evening, how are you?
VII.

É, meró.
Amékavóe nye dékákpui siawo?
Xônýe woe.
Wóŋkowó dé?
Wóŋkowóe nye Kwami kplé
Kofi.
Miawó ŋkowó dé?
Ŋkonye enye Bob, xônýea
ŋkoe nyé John.
Menye miawóe nyé nufialaáwó oá?
É, miawóe; eye miawóe nye
sukuviáwó.
ŋuto
nyó
Menyo ŋuto oá?
É, ényo ŋuto.

Dialogue 3
Kd: Kodzo K: Kosi

Wó nufialaa ŋko dé?
Éŋko énye Bob.
Menye Êlisiawóe wônye oá?
Ô, menye Êlisiawóe o.
Amerikàlwóe.
srōa
Srōa énye Êlisiawó

Kd: What's your teacher's name?
K: His name is Bob.
Kd: Isn't he English?
K: No, he is not English.
He is American.

wife, husband, spouse
His wife is English.

Fine.
Who are these gentlemen?
They are my friends.
What are their names?
Their names are Kwami and
Kofi.
What about your (pl.) names?
My name is Bob, my friend's
name is John.
Aren't you the teachers?
Yes, we are teachers; and
you are students.
very, much
be good, nice
Isn't that nice?
Yes, it is very nice.
VIU.

Égko dë?
Nyë mënya ð.
Sukûviwë e nye woviaawa?
Èg, sukûviwë wönëye.

**Dialogue 4**

**B: Bob**  **K: Kofi**  **En: Brown**

Kofi, efâa?
È, mëfô, enyâ xônyeâ?
ò, égko dë?
Ègkoe nye John Brown.
Àfëto Brown, ëkonye enye Kofi.

**B:**

Kofi, how are you?

**K:**

Fine, do you know my friend?

**B:**

No, what is his name?

**K:**

His name is John Brown.

**B:**

Mr. Brown, my name is Kofi.

**En:**

Oh, my friend's name is also Kofi.

Woe nye núfialaâ, àfëto Brown?

**K:**

Are you the teacher, Mr. Brown?

**En:**

Yes, I am.

**K:**

My wife and I are teachers.

Nye kplë srônye mïénye núfialawo.

**Mïa viwo nyë sukûviwë.**

**En:**

Our children are students.

**Comprehension**


Àkuwa kplë Ama wönëye ágbledelawo. Wóviwë nyë sukûviwë. Wònkowoe nyë Kofi kplë Kômâ.

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VII.

A. Questions Based on the Comprehension

1. Amēkae nye ḏéto Brown?
2. Ámerikatówo áló ñlísíawó wonyéa?
3. Sukúvíwóe nyé woviważó?
4. Wó ṣkowó dé?
5. Núfialawó Àkúwa kplé Áma wónyea?
6. Sukúvíwóe wóviwo nyéà?
7. Wó ṣkowó dé?

B. Questions for the Class

1. Wónko dé?
2. Nyeŋko dé?
3. Eŋko dé?
4. Afíkatowo nenye?
5. Afíka nowo tsó?
6. Afíka xówóta tsó?
7. Afíka nedógo xówóta lè?
8. Xówóta ñko dé?
9. Tówo ñko dé?
10. Nowo ñko dé?
11. Novíwóa ñko dé?
Unit VIII
Possessives (continued)

Dialogue 1

Kf: Kofi
Kw: Kwasi
Km: Komlā
E: Edward

miafe

Oo! Kwasi, édzési qékákpuj sia?

Eh! Kwasi, do you know this gentleman?

Eyae nyé miafe núfiala.

He is our teacher.

Ô! ényo Ṽuto, õyko dé?

Oh! that's nice, what is his name?

Afeto Edward.

Mr. Edward.

Afeto Edward, jdi nawō.

Mr. Edward, good morning.

Jdi, êfo nyuieâ?

E: Good morning, how are you?

Wô sukūvie Komlā nyéâ?

Kw: Is Komla your student?

eve
to

E: two

katā

all

ame eveawo katā

both of them, both

E, wó âmè eveawo katâ nyé nyé

Yes, they are both my

sukūviwo.

students.

mivâ

Kw: come (plural imperative)

afémē

house

Kômłâ, mivâ miafe afémē

Komlā, come to our house this
fie sia.
evening.

miagado go

see you later, good-bye

Enye, miagado go.

C.K., see you later.

Yoo.

0.K.

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Notes:

1. Possessives (continued)

/Kòmlâ jér nûfiala/ 'Komla's teacher'
/èjé nûfiala/ 'his teacher'
/mìaʃè nûfiala/ 'our teacher'
/mìaʃè nûfiala/ 'your (pl.) teacher'
/wòʃè nûfiala/ 'their teacher'

but:

/nyè nûfiala/ 'my teacher'
/wòʃ nûfiala/ 'your (sg.) teacher'

Note that, with the exception of possessive adjectives of the first and second person singular, the possessive always precedes the possessed noun (See Unit VII, Note 1), and it is usually separated from it by the possessive marker /jé/.

/jé/ is omitted:

a. Before nouns of kinship and nationality, e.g.

/Kofiná/ 'Kofi's mother'
/wòtò/ 'their father'
/Amerikâtòwo/ 'citizens of America'

b. Before /xà/ 'friend' e.g.

/xànyê/ 'my friend'

and in a few other cases to be noted later.

/jé/ is optional:

a. before /ŋká/ 'name'

/èŋká/ 'his name'
VIII.

Miagado go. K: See you later.
Yëd. E: O.K.

Dialogue 4

A: Àkíwa Y: Yáwa

Ólísìawó Kofi jë núfiala nyéa? Y: Ò, éje núfiala mënnye Òlísìawó ò, Ámerikàtowoe.

Afikatowane nye miafë núfiala? Y: Miafë núfiala hà nye Ámerikàtòwo. Our teacher is also an American.

Ènkò dé? Y: His name is Mr. Brown.

Ènkòe nye àfètò Brown. Mënnye àfètò Brown jë sukúvìe

nënnyé òâ? A: No, our teacher's name is

ò, miafë núfiala jë ènkòe nye àfètò Edward.

Mënnye àfètò Brown jë sukúvìe aren't you Mr. Brown's student?

Comprehension


A. Questions Based on the Comprehension

1. Ìgbledelà àlò sukûví Kofi nyéa?
2. Àmëkàe nye éje núfiala?
3. Afíka wòtsô?
4. Nùkàe srà ìfàna?
VIII.

5. Afíkatówoe wófe sukuviawo nyê?
6. Sukûvie Kosi noví nyéâ?
7. Núfialae Kofí fofo nyéâ?

B. Questions for the Class

1. Afíka nêtsô?
2. Afíka métsô?
3. Afíkatówo wó nûfiala la nyê?
4. Afíkatówoe éfe sukuviawo nyê?
5. Afíkatówoe wófe nûfiala nyê?
6. Ámerikátówoe wó nûfiala nyéâ?
7. Afírikakatówoe sukuviawo nyéâ?
8. Ámerikátówo wóxwò nyéâ?
9. Agbledelas: aféto Smith fofo nyéâ?
10. Sukûvie nòvia nyéâ?
11. Milaxo éfe nûfiala nyéâ?
VIII.

b. before /âfémè/ 'home'
   /míaʃéme/ 'our home'
   /míaʃè âfémè/

If a noun beginning with /â/ is preceded by a possessive noun or pronoun with/without /ʃé/, /â/ becomes /á/:
   /nỳè âfémè/ 'my home'
   /wò âfémè/ 'your (sg.) home'

When directly preceded by /é-/ 'his, her, its', /mìà/ 'our', /mìà/ 'your (pl.)' or a possessive noun, this /á/ is elided in normal speech:
   /éfémè/ 'his home'
   /míaʃéme/ 'our home'
   /míaʃéme/ 'your (pl.) home'
   /mùfìala ʃèmè/ 'the teacher's home'

When directly preceded by /wò/ 'their', the /á/ is optionally elided:
   /wò əfémè/ 'their home'
   /wòʃè æfeme/ — /wọʃeme/

If /â/ is directly preceded by /ʃé/, the /é/ of /ʃé/ is optionally elided:
   /míaʃè âfémè/ 'our home'
   /míaʃà ʃèmè/

Dialogue 2

J: John K: Kosi

Kosi, amékæe nye wọ núfialá? J: Kosi, who is your teacher?
Míafè núfialae nye âʃéto K: Our teacher is Mr. Brown.
Brown.
VIII.

Amérikàtòwœ èò Ìjìsìawòsà?

K: J: Is he American or English?

Amérikàtòwœ.

He is American.

Fràségbe

J: French (language)

fìa

to teach

fìana

to teach habitually

Ènyà Édwarâ?

K: Do you know Edward?

Nòvià hà nyé mùfìala.

His brother is also a teacher.

Èfìana Fràségbe.

He teaches French.

È, Kómlà kplé Kofì wónye

Yes, Kómlà and Kofì are his

èfè sùkùvíwo.

students.

Dialogue 3

K: Kofì E: Edward

K:

anyigba

earth, country
dzi

on

anyigba ka dzi

on what country do you

come from

Èddì, Edward, anyigba ka dzie

Good morning, Edward, where

netsò?

are you from?

Metsò Amèrikà.

I come from America.

Áfrìkatòwœ nyè wò sùkùvíawoa?

Are your students African?

Nyè sùkùvíawo nyè Tògòtòwo.

My students are Togolese.

Novúnye hà nyé mùfìala.

My brother is also a teacher.

Efe sùkùvíawo hà nyè Tògòviwo.

His students are also Togolese.

Ènyò nütò.

That's nice.

Va mífàmè fiì sia.

K: Come to our house tonight.

Ènyò, màvà.

E: Very well, I will come.

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Unit IX
Substantives of place
Possessive Substantives
Dialogue 1
K: Kwasi  Km: Komla

Dékákpuí, taflatsé, ñkowó dé?
K:  Pardon young man, what is your name?

Km:  Komla Senyo.
K:  Afika netsó?
Km:  From where are you?
K:  Metso Lôme.
K:  I am from Lome.

ye kayí
K:  when
va
came
va do

arrived [Lit. come arrive]

Ke kayie nevá dó?
Km:  When did you arrive?

Mevá dó Fídagbè.
K:  I arrived on Friday.
K:  dze
K:  lodge, put up

Afika nedze?
Km:  Where are you lodging?

gbede
blacksmith

gbo
vicinity, side

gbede gbo
at the blacksmith's¹

Medze gbédé gbó.

I have put up at the blacksmith's.

Note:

1. Postpositions or Substantives of place

/gbede gbo/  'at the blacksmith's'
(lit., the blacksmith's vicinity)

/mogā dzi/  'on the main street'
(lit., the main street's surface)
IX.

/gbo/ and /dzi/ are called postpositions or substantives of place. They are true nouns which denote some kind of location, such as the 'inside', the 'surface', the 'vicinity'; however, they often perform functions similar to those of English prepositions, adverbs, and conjunctions.

In addition to referring to place, they may also refer to time, degree, cause and purpose.

The substantives of place are called postpositions because they always follow the noun or pronoun ''object'' which they modify. The concept of ''object'' is important to note for purposes of translation. For example:

/xo ka le sukuxo la megbe /is correctly translated 'What building is behind the school?' not 'What building is the school behind?' .

Following is a list of some of the postpositions or substantives of place, with their meanings as nouns and extended meanings as function words, and examples of their use.

/dome/ 1. a place, between

2. between, among, in

Suku la le posu la kple kpowitowo xo la dome -- The school is between the post office and the police station.

/dzi/ 1. surface, upper part, sky

2. on

Alilikpo (cloud) adeke (not a) mele dzi o -- There are no clouds in the sky -- dzi used as a noun.

Agbalọ la le kplọ la dzi -- The book is on the desk (table) -- post position.
IX.

/ɡome/ 1. foundation, the underneath part

2. down, under, downstairs

ketekemo la to lɛ sia ɡome—The railway passes under this bridge.

/gbo/ 1. side, vicinity

2. near, towards

Efe dowoe la le posu la gbo—His working place is near the post office.

/me/ 1. the place inside a line, the inside, the content of a word or speech

2. in, inside, during; to indicate extension of space, time, or to indicate a state or quality.

Kofi yi sukuje la me—Kofi went into the school compound.

When the substantives of place are used as nouns they do not take post positions. Substantives appear most commonly as nouns in compound words, very seldom do they stand alone. /dzi/ above is an exception to this.

/megbe/ 1. the back part, rear

2. behind, after, back, except

Kofi je aje le tonye megbe—Kofi's house is behind mine.

/ŋogo/ 1. the front, place before, future
IX.

2. before, in front of
Suku lae nye ema la ŋgów--That is the school in front of you.
/ŋkúμé/
1. face, appearance, that
which is before you
2. before, in front of
Deví la meklo ŋkume ŋdi sia o--The child did not wash his
face this morning.
xo si le wó ŋkume lae nye suku la--The building before you (in front of you) is the school.
/ŋi/, /ŋíti/
1. outside, outer surface,
that which surrounds you
2. round, by, near, according
to, regarding, on account of
Metso kotoku la ku ḃe di la ŋuti--I hung the bag on the wall.
/tě/
1. the underneath part, place
under an object
2. under
Dadi la le kpló la te--The cat is under the table.
/titíná/
1. middle
2. in the middle of, in the
midst
Jordantosisi la to Indiana University titina--The river Jordan passes through the middle of I.U.
IX.

Dialogue 2

K: Kwasi
Km: Komla

Gbede ka gbó nèdze? 
K: With which blacksmith are you lodging?

Km:
mo 
road

gā 
large, big

mogā 
main road, main street

dzi 
to be

fia 
chief

af'me 
home, house

fiaf'me 
chief's house (home)

Élé mögā lá dzi le fiaf'me gbó. He is on the main street near the chief's house.

K: (e)ma (ég'má)
that!
dowofé 
work shop

Oh, gbede ma! Oh, that blacksmith!

Menyae nyuie. I know him.

Efe dowofe le ëtìgà la gbóme. His work shop is under the big tree.

Km: 

Mba 

exactly, indeed

tututu 
that is it, that is that

eyama

Eyaema títututu. That is it indeed.

K: 
tè 
draw

tè dé 
at, draw near, close by

(e)to

his, hers, its, etc.
IX.
Mìafãjé la te dê gbède la to gbôr?  
È, èlè gbèdè lá to megbé.  
Km: Is your house near (close by)  
the blacksmith's?  
Yes, It is behind the blacksmith's.

Note:
1. /to/ is used with the possessive pronouns to form the possessivos substantive mine, yours, etc.

/Esia enye efê agbale/ 'This is his book'
/Esia enye etc/ 'This is his'
/tônye/ 'mine'
/miato/ 'ours'
/tôwô/ 'yours'
/miato/ 'yours'
/êto/ 'his, hers, its'
/wôto/ 'theirs'

Dialogue 3
K: Kwasi  Km: Komla

kplè  K: to lead, to take  
(and lead away)

Mákplè wô yif åjêmed? Should I take you home?
fiase  Km: store
fifia  now, soon, at once, etc?
O, nyâmélè åjême yim fifia o. No, thanks, I am not going  
home immediately.

Meyina fiase me. I am going to the store.

to  K: river, stream
si -52- (to) run /sìsì=running/
IX.

tosisi
yéyé
kpó

rivers
new
ever (never in negative sentence)

Ède fiase yéyé le tosisi la tó me kpó? Have you ever been to the
Km: build

Km: faith, belief
to believe
I believe
once, one time
second time

zi ṭeke
zi ëveléa etc.
zi màmláe

zi last time \( \bar{i}.e. the end (time) \)

0, nyéméxó se bë wótù yeyi yi No, I don't believe that
si meva afi zi màmláe o. it was built (has been built) the last time that
I was here (when I was here the last time).

Dialogue 4

K: Kwasi Km: Komla

Km: big, large, to be big etc.

Km: kind (i.e. of species); type

lólo

Fiase sîà lólo píto. This store is very big (large).

tögbui

Nyemekpo étögbui kpó o. I have never before seen

anything of its kind
IX.

ánô...âbê
Wo tui ano abe ëe eve enye esi.
dzrá
Nukae wodzráa lè fiase la me?
klôe
âwu
mí
misfanú
Nûsfanú klôe si nôdî la.
Meflea nye awuwô le
afisia.

K: about, (it will be about)
Km: sell
K: What is sold in the store?
K: almost
dress, all Western-styled apparel.
thing
everything, all things
Almost anything that you want.
I buy my clothes here.

Comprehension

Dekakpui sia ñko enye Komla Senyo. Enye Togoto tso Lome. Eva do Kpando etso le yeakpo xolôa Kofi. Senyo dze gbede gbo le mogâ la to. Gbede ëe afe la te ëe fia la to ñu, eye ëe dowôfe la atigâ la te.

Le ño me la, Senyo kple Kwasi yi de fiasegâ si le tosisì la to la me ñake womefle naneke o. Wogatro yi afeme enumake; wovô be ëo dadawo tsi dzi le yewo ñu.

vô----------to be afraid
enumake------at once, immediately
yewo--------them (i.e. Kofi and Komla in the comprehension)

Questions Based on the comprehension
1. Dekakpui la ëe ñko de?
2. Afika wôtso?
IX.
3. Nukata wôva Kpando?
4. Xotoŋ ŋko ɖe?
5. Ameka gbo Senyo dzê?
6. Gbede sia je aʃe to ɖe fia la to gboa?
7. Gbede la je aʃe la le atigã la tea?
8. Gbede la je dwoʃe le atigã la tea?
9. Fia la je aʃe le tosisi la toa?
10. Kofi nya gbede si gbo Senyo dzea?
11. Kofi kple Senyo jle nene le fiaségã la mea?
12. Afika fiasè sia le?

Babiawo
1. Xowô ŋko ɖe?
2. Eva tso Omema be yeakpo wô ɖa?
3. Ameka gbo xowô a dze?
4. Afisi wôdze la te ɖe wô aʃe gboa?
5. Ede fiaségã aɖe me la Indianapolis egbea?
6. Nukawo nefle le fiasè la me?
7. Fiasè sia te ɖe tosisi la gboa?
8. Fiasè sia le tosisi la toa?
9. Fiasè la ŋko ɖe?
10. Dada wô tsia dzi le ŋuwô ŋutoa?
Unit X

The Verb /le/ - 'to be'

Simple Past and Present Tenses

Dialogue 1

Km: Komla   A: Akuwa

le

Km: be, is, be present

Ndí, Kofi le a'êa mea?

Good morning, is Kofi at

home?

Ç, ele suku.

A:

No, he is at school.

Afika suku a le?

Km: Where is the school?

A:

baton, club

kpô

small

ví

policeman (one who carries

kpôvitó

small clubs or batons)

xo

building

kpovitowoxo

policemen's building,

dome

police station

pôsû

between

Sukû la le pôsû la kple

post office

kpôvitîoxô lá dôme.

The school is between the

post office and the police

station.

Note

1. /le/ 'be, is, be present in a certain condition, quality, place

   or time.

   /ele mogâ dzi/  'it is on the main street'

   /ele nyuie/  'he is well'

Although /le/ 'be, is' is similar to /nye/'be, is', in
meaning, their uses are quite different.

/le/ is used to describe an adverbial condition. It answers the question 'how,' 'where,' and 'when.'

/nye/ is the verb of equation; it is used before a substantive predicate.

/Bob nye nufiala/    'Bob is a teacher'
/Kofi nye sukúvi/    'Kofi is a student'

(However /le/ is used before a true adjective predicate. Definition and examples of this will be discussed later.)

/le/ is also used to introduce adverbial phrases of place, time, and manner which contain a substantive.

/Kofi dea suku le afisia/    'Kofi goes to school is here.'    'i.e., Kofi goes to school here.' (/afisia/is a noun meaning 'here' or, literally, this place.)

Dialogue 2

Km: Komla  A: Akuwa

Afika k povitowoxo la le?     Km: Where is the police station?
   to
   to
   le
   ñgo

   Menyae oa?

   Ele tosiísí la tó.

   Tso mogá la yí ñgo.

   Zà tó le lá gôme.

   Lë sia dzie kétékémó la tòa?

Km: Walk by under the bridge.

   Is it on this bridge that
railway line passes? 

in your face, in front

of you.

Yes, from this bridge, the police

station is in front of you.

to describe, (give
directions)

place

soft, easy

easily

You have described it very

well, (you have given me
directions very well.)

to be far, long

It is not far either.

very much, (a lot)

Thank you very much.

in it

Not at all; or don't mention

it. (or you are welcome).

Note:

1. The simple past and simple present tense are represented

in the same manner in Ewe, that is by the verb itself.

Interpretation of these two forms is based on context.

For example:

/Kofi nye sukuvi/ is 'Kofi is a student'

/Kofi nelse sukuvi/ is 'Kofi was a student'
/Enya aʃe to Browná?/  'Did you know Mr. Brown?'

'Do you know Mr. Brown?'

Note that there is no infinitive form in Ewe. /nya/ may be glossed for English speakers as 'to know', but more correctly it is know, knows, or knew.

Note that

/no/ 'was' past tense of /le/ 'be, is'

/le/ is quite an exception, since it is conjugated irregularly.

/no/ is used in the same manner as /le/ However it is a verb in its own right with the meaning of 'sit, stay, remain.'

/Kofi noa Nyagbo/  'Kofi lives in Nyagbo' (habitual)

/eno nyuie/  'he was well'

/eno mogü dzi/  'it was on the main street'

Dialogue 3

Km: Komla      T: Togbe (tobgbi), elderly man.

Ndi náwó Togbe, esiae nye k povitowoxo la?

T:  Good morning Togbe, is this the police station?

É, enye k povitowoxo.

T:  Yes, it is the police station.

Vinye mâmâlae nyé k povité.

T:  My last child (son) is a policeman.

Km:  that

Mexose be enye k povito nyuie.

Km:  I believe that he is a good policeman.

T:  child

devf

Km:  overseer, one who has


X.

dzdzo
Enye dëvë nyuië eyë ennoláwo
kpóa dzidzo le égu yuto.

dì
Km:

Afika suku la le?
Xonye Kofi nye sukuvi le
afima.

ema

Yoo!

Dialogue 4

Km: Komla  N: Nufiala (teacher)

Ndí nowo núfiala, suku
siame Kofi lea?

do
ndo kpó
doókpó
E, ḡáké mekoše be élë dòòkpó

titinì fifìa.

others under his care
or direction
happy, content
He is a good child (boy)
and his overseers (superiors)
are much happy about him.
to look (for); to search
(for)
Where is the school?
My friend Kofi is a student
there.
that, that one
Oh, that is the school that
is in front of you.
Thank you.
You are welcome. (O.X.)
Good morning teacher,
is Kofi in this school?
(to) test
test and see (testing to see)
middle, midst
Yes, but I believe that he is
in the midst of an exam
right now.

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mëgbé
Mateñi kpoè le dòòkpor mëgbéa?
vie
làlà
anyí
nà anyí
Làlà vie kò.
Nò anyí de xo sia me
àlò ìé åtíáwó té.
Àkpé náwo kékeke.
Akpe mêlé eme o.

Km: behind, after
N: a while, a little

Can I see him after the examination?
waît
down, earth
sit down
Wait for just a while.
Sit in this room or under the trees.
Thank you very much.
Don't mention it (not at all).

Comprehension
Suku la le posu la kple kpvótowoxo la dome. Posu la le suku la megbé eye kpvótowoxo la le enyo. Kọmla menya afisi suku la le o, Akuwa fíà mo lae. Kọmla zo mọgà la dzi eye wọ zo to lè la gome. Tọ kpvótowoxo la gbọ la, Kọmla kpo suku la le enkume. Òyi sukujè² la me eye wọno atiáwó te élábéna³ (because) Kofi nò dodokpo titina.

fic -- show
sukujè -- compound
élábéna -- because

Babiawo
1. Afika Kofi le yde sëa?
2. Awekae gbọọ na Kọmla be Kofi le suku?
3. Kofi novie nye Akuwa?
4. Komla Senyo nya afisi sukua lea?
5. Xo kavo dome suku la lê?
6. Xo kae le tosisi la to?
7. Mo kae dzi Komla zo yi kpayowoxo la gbo?
8. Nukae to lê la dzi?
9. Tso lê la gbo la, xokae le Komla je ṣikunr?
10. Suku la didi tso Kofi je afeme gboa?
11. Nuka titina Kofi no le suku?
12. Komla kpo Kofi le dodokpo megbai?

Biabiawo.
1. Ede xowô je me egke?
2. Kowô no afeme ye majia?
3. Afika xowô je sukua le?
4. Wô suku la le kpayowoxo la gboa?
5. Tosisi ade to wô suku la titina?
6. Tosisi sia to posu la gboa?
7. Suku la te de wô aje gboa?
8. Indiana le Illinois kple Chio dome?
9. Tosisikae to Washington, D.C. titina?
10. Wô aje didi tso posu la gboa?
Unit XI.
Future Tense
Dialogue 1
Kl: Komla    Km: Komi

Navá Yâwo ṣémea?

yeyiyi

manò

didi

Míano ãfíma yeyiyi ãdídia?
ò, míano anyí wcadidi o.

Anò ãfíma fífiá?

xoxo
dowofo

È, égbò tsó dowofo xoxo.

megbé

futa

Ényo.

Mâvá, eye emègbé lá, màyi
dé futa.

Notes:
1. Future Tense

/Komi áva/

'Komi will come'
XI.

The future tense is formed by placing /á-/ 'future tense indicator' before the verb stem and after the subject. In the negative the future tense indicator is placed after the subject and after the negative marker.

The Future Paradigm:

Affirmative

/ mâvá/ 'I will come'
/ ává/ 'you (sg.) will come'
/ áva/ 'he will come'
/ miáva/ 'we will come'
/ miáva/ 'you (pl.) will come'
/ wóáva/ 'they will come'
/ yëkayí nàvá/ 'when will you (sg.) come'
/ yëkayí wóáva/ 'when will he come'

Negative

/ nyêmáva á/ 'I will not come'
/ mává á/ 'you (sg.) will not come'
/ máva á/ 'he will not come'
/ míáva á/ 'we will not come'
/ miává á/ 'you (pl.) will not come'
/ wómáva á/ 'they will not come'

The following changes of the pronominal and/or the negative prefix take place in the future:

a. In the first and second persons plural affirmative, the /e/ of the pronominal prefix is elided. /miáva/ 'we will come'

b. Otherwise the future tense indicator /á-/ contracts with a preceding /e/ to form /a/, which carries the tone of the pre-

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ceding /ə/. (This applies in the first person singular affirmative, /mâva/; in the second person singular affirmative, /âva/, /nâva/; in the third person singular affirmative /âva/; and in the entire negative.)

The direct object precedes the indirect object if the latter is a noun. If the indirect object is a pronoun, it may precede or follow the direct object.

/Âfia Ṣlísígbè ìdevìawo./ 'He will teach the children English.'

/Âfia Ṣlísígbè wó./ 'He will teach them English.'

2. The question 'how long....', which is introduced with a question word in English, is always a 'yes' or 'no' question in Ewe, e.g.

English: 'How long will we stay'

Ewe: /Míańò àfìma didìa?/ Lit., 'Will we stay long?'

3. /no/ is also the future form of /le/ (See Unit X, Dial. 2, note 1). /Anò afìma/ 'he will be there'

Dialogue 2

J: John Y: Yawa

J: to beat, to play (records)

ègba
vivi

Alékè, Yawá, mâva nyé âfèmè
míajò ègba vivi âdèwò òà?

Hi, Yawa, won't you come to
my place? We will play
some nice records.
XI.
Enyo, mava.
Agbá kawóó lè àsíwọ?
Jázz gbá ádewo lè àsínyé.
Jázz gbáwo koe lè àsíwọ?
ò. Kóógógbá ádewo há lè àsínyé kplé 'highlife'
ádewo há.

Y: Yes, I will come.
J: What records do you have?
Y: I have some jazz records.
J: Do you have only jazz records?
Y: No. I also have some Congolese records and some 'highlife'.

K: bring
si
who, which, that (relative marker)
kó
just, only

Oh, matso nye agbawo há vēa?
E, tsowo vē.

J: Oh, shall I also bring my records?
J: Yes, bring them.

Note:
1. 'Highlife' is the indigenous African music influenced by Westernism. (Compare African beat influenced by Spanish and Portuguese beats in Latin America). It originated in Ghana but is enjoyed and played all over West Africa, especially Ghana and Nigeria.
XI.

Dialogue 3

K: Kosi  E: Edward

E: feast, party, get-together
its place
to give, for
for me

Kwasi, I am going to have a
get-together at my house.

Māvā kpō étèfe nām dá dā?

E: Won't you come to attend it?
When? (on which day?)

K: Kwasi dagbè.
E: On Sunday.
K: Fiemèa?
E: In the evening?
K: È, fiemè.
K: Yes, in the evening.

Enyo, màvā.
Yes, thank you, I will come.

Amēkawòe ánò afímâ?
Who will be there?

E: Akosìwa, Yawo kplè Kwadzo.
E: Akosìwa, Yawo and Kwadzo.

Èvoa?
Is that all?

E: mamleawò

È, mènyâ àme mamléawò è.

Èno, miagàdò gò.
O.K., see you later.

Dialogue 4

K: Kosi  Y: Yao

K: Yao, we will go to the beach
tomorrow.
XI.

wó kplé améká

Wó kplé améká?
Nye kplé Komlá.
Mává míayi òá?

ò, nyémáteyu yi ò.
Mükata?
kpé
du nú
ameade
be

Ameade kpem be mava du nu.

Améká kpewó?

Ajetó Brown.
Ényo. Du nu nyuie.

Y: you and who, you with whom, with whom
K: With whom are you going?

Wón't you come with Komlá.

(Lit., Wón't you come that we go?)

Y: No, I cannot go.
K: Why?

Y: to invite
to eat (something)
someone
that

K: I am going out somewhere to eat.

Y: Who invited you?
K: Mr. Brown.

K: All right. Eat well.

Comprehension:
Mámledá(gbè)
'Saturday'
Kwasídá(gbè)
'Sunday'
váséde
'until'

Étso ónye Mámledágbé; Yawo kplé xóawó mayi sukú ñkeke eve o. Étso ndí wọayıjuta, éye le yetró me lá wọayı Kòmla jémé ápó ágbá yéyé adewo. Wọanó afima vásède fiámé ékáma wọayı sinéma. Kwasidagbe wófe ñlisigbealá aďu ázá viađe náwo, wó kátá wọayı.
XI.

Questions Based on the Comprehension

1. Gbékàgbé énye étso?
2. Yawo kplé xɔawɔ áyi Sukua?
3. Ìjkeke néníé wòmáyi Sukù o?
4. Nùka wɔawɔ lê Hèmlèdá ìdì?
5. Woáyi sinema Memleda yetroà?
6. Woayi juta Kwasidagbea?
7. Amekae aðu ɛzâ via de le efème?
8. Yekayi woaðu ɛzâ lá?
9. Sukuviawo áyià?
10. Nuka wɔawo le suku ìjkekewo dzî?

Questions for the Class

1. Gbekàgbè enye ègbè?
2. Ètso anye Memledagbea?
3. Ayi suku ètsoa?
4. Ayi Indianapolis ètsoa?
5. Nùka nàwò le "summer" mé?
6. Èle sinema yìge fiš sia?
7. Agba ye ye aðeðo le asiwò nafo namìfà?
8. Dadawò ava kpò wò Memledagbea?
9. Èle azâ ade ðùge le Memledagbea?
10. Amekawoè ava azâ la ðúfe?
Unit XII

The Habitual Tense

The Verb 'to have'

Dialogue 1

K: Kwasi E: Edward

ågbledeláwo
yënuwo
anyigba
de, (dënyigba)

Ågbledelá gëqewò lè wò dëa?

zà

É, ågbledeláwo lè Amerikà a a zà.
dè
ågble
dè ågble (dâgble)²
dënaågble²
tagbeli
ågbeligble
Agbledela Amerikatowo denà (dea) ågbeligbléà?
åsì

Ô, ågbelì mélé mìsì ŏ.
mëwò o
mëwò na o
gàlíf
Mfëwônà gàlí fà?

K: farmers
white men
land, earth
native land

Are there many farmers in your
native land?¹

in plenty, in abundance

Yes, there are plenty of farmers
in America.
to go to
farm
to cultivate a farm³
cultivate farms (habitually)⁴
manioc⁵

manioc farm

Do American farmers cultivate
manioc farms?

hand

No, we don't have manioc.
you (pl.) didn't make
you (pl.) don't make
manioc meal

Don't you make 'gali'?
XII.

míewò o        E: we didn't make, we don't make
míewo nà o       (habitually)
tàpiókà          tapioca
nú             thing
nú síawó          these things
nú síawó tsò Afrikà these things came from Africa
nú síawó tsòna Áfrikà these things come from Africa

ò, míewonà tàpiókà hú ò.  No, we don't make tapioca, either
Nú síawó tsòna Áfrikà.  These things come from Africa.

Notes
1. Note that when /dè/ 'native land' is the possessed noun in a possessive construction, /fê/ 'possessive indicator' is omitted.

2. If a word ending in /ê/ or /à/ is followed by a word beginning with /à/, the final vowel of the first word is elided in fast speech, e.g.: /dè àgble/ 'to cultivate a farm' becomes 'dàgblè/. /rutsu siawo dêna àgble/ 'these men cultivate farms' becomes /dênagble/.

3. Literally: 'to go to the farm'.

4. Habitual:
/dò kà nèwò/  'what kind of work have you done?'
/dò kà nèwônà/  'what kind of work do you (generally) do?'
/mèffà Òlísìgbè/  'I have taught English'
/mèffànà Òlísìgbè/  'I (generally) teach English'
XII.

The habitual denotes an action which is performed habitually, which is usual or customary. It is formed by suffixing /-na/ 'habitual indicator' to the verb stem.

/na/ + /ə/ (3rd person, singular, object) becomes /nə/.

5. /əgbeli/ literally means:

/əgbe/ 'life'
/lɨ/ 'exists'
/əgbeli/ 'life exists'

6. Literally: 'manioc is not (in) our hand'

/əgbeli lè Afrikatowo si/ 'Africans have manioc'
/əgbeli lè àsĩnyə/ 'I have manioc'
/əgbeli lè àsĩwọ/ 'you (sg.) have manioc'
/əgbeli lè ėsi/ 'he has manioc'
/əgbeli lè mĩa si/ 'we have manioc'
/əgbeli lè mĩa si/ 'you (pl.) have manioc'
/əgbeli lè wọ si/ 'they have manioc'

Note that in the expression /lè ãsi/ 'to have':

a. /ʃə/ 'possessive indicator' is omitted.

b. the possessive pronouns of the first and second persons singular follow the possessed noun /ãsi/.

Dialogue 2

K: Komi E: Edward

ãzi peanut (ground nut)
àdzigblewọ peanut farms

Àdzigblewọ lè Ámerikàa? Are there peanut farms in America?
XII.

ányiehe
E: south

E, ɗizigblɛwɔ le ányiehe.
Yes, there are peanut farms in
the south.

lọlọ
K: to be big

Wọlọwoa?
E: Are they big?

âgbledelá
defa
âgbledelá defa
efa
kà
a measure of about 20 square
meters

kà ɗalafá defa
efa ... ene
âbe kà ɗalafá defa ene
Wọlolo ɗito. Âgbledelá defa ɗɛa They're very big. One farmer
âgble abe kà ɗalafá defa ene. cultivates a farm of about 100
'ka'.

âleke wówọe
defa how did he do it
âleke wówone
defa how does he do it

Áleke wówone?
K: How does he do it?

mò
defa machine
âgbledemo
defa farming machine

Ágbledemowọ le ɛsi.
K: He has farming machines.

áhá
Aha

Ahá, ényo ɗuto.
Aha, very good. (Aha, that sounds
great).

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XII.

Notes
1. north - dizhe
   south - anyiehe
   east - yedzeje
   west - yedzeje

Dialogue 3
E: Edward   K: Kosi
Àgbledeláwo lè Àfrikàà?
K: Ẹ, ìgbledeláwo lè Àfrika zá.
   togbui
Àgbọlọ ka togbui ìgbledeláwo
déñà lè Tógor?
tè
Kplé búbuaáwó
Wódnà ìgbeligble, tegbloe,
ázúgbloe, kplé búbuaáwó.

E:
Arútì
Arútíwo lè míà sià?
átótò
dortì
K: Ẹ, arùtí, àtótò, dòntì kplé
búbuaáwó lè mìási.

Dialogue 4
E: Edward   K: Kosi
E: Are there many farmers in Africa?
K: Yes, there are plenty of farmers in Africa.
E: What kind of farms do the farmers cultivate in Togo?
K: Yams (kind of potato) and others.
They cultivate manioc, yams, peanuts, and farms of other things.
E: Do you have oranges?
K: Pineapple, lemon.
Yes, we have oranges, pineapple, lemon and other things (etc.)
XII.

bli

Blígblé lè mìasi lè Tógoa?
K: E, blígbléwó lè mìasi zā.
E: gáké

ågute }
yévité }
yévitégble

Miedena yévítégbleá?
K: ò, miedená yévítégble ò,
gáké te le mìasi zā.

jome
vi
jomevi

atìkutsetse
atìkutsetse jomeviwo

Atìkutsetse ka jomeviwóe lè mìasi lè Tógo?
K: Akoqú, átòto, ajutí, mángò,
kplé bùbuáwó lè mìasi.

E: maize, corn

Do you have corn farms in Togo?
Yes, we have plenty of corn farms.
but

potato

potato farms

Do you cultivate potato farms?
No, we don't cultivate potatoes,
but we have lots of yams.

relation, relative
child
relative, kind, something
of a kind
fruit

what kind of fruits

What kind of fruits do you have
in Togo?
We have banana, pineapple, orange
mango, and other things.

Comprehension

Agbledeláwó lè Tógo. Wódèa blígble, atìkutsetsewogble kplé
bùbuáwó. Yévíté mélè wòsí ò, gáké tè kplé tápícká lè wòsí.
Wódèna agbeligble eye wówona gálf. Lè Amériká hā agbledeláwo
jàna bli, dëtí kplé atìkutsetsewo, gáké tápícká mélè wòsí ò,
eye wòmeñòna gálf há ò, mìsiaqw vána tsóa Afriká.
XII.

fɔ - plant
qɛti - cotton
bo - be plentiful

Questions Based on the Comprehension

1. Àgbledeláwo sègbọ lè Tógo?  
2. Núkã gblẹ wódẹna?  
3. Blígbli lè wósi?  
4. Âtikutsetsewo lè wósi?  
5. Àgbledeláwo lè yevúwoóé?  
6. Núkã gblee wódẹna?  
7. Tè lè wósi?  
8. Tàpiókà lè wósi?  
9. Wówóna gàli?  
10. Afíkã mísiawo tsóná?

Questions for the Class

1. Àgbeligblewó lè Togó?  
2. Àgbeligblewó lè Àméríkán?  
3. Míwóna gàli lè àfímá?  
4. Yèvútè lè wósi lè Tógo?  
5. Àtıkutsetsewo le wósi lè Tógó?  
6. Àtıkutsetse kàwoóé lè Tóg?  
7. Múfiála àló sùkúvì ménỳà?  
8. Núkã mèfiánà?  
9. Ìlísì sùkúwó lè wósi lè Tógo?  
10. Múfiálawo lè Tógo?  
11. Àméríkàtòwo wona gàli kplé tàpiókà?  
12. Afíkã mísiawo tsóná?
Unit XIII

The Indefinite Pronouns

Dialogue 1

N: Nufiala    A: Ama    K: Kofi    Kw: Kwami

tá
tá nu dé
ulgé
kpé
mǔŋlokpé

N: draw
draw something on
write
plate, stone
blackboard, (any slate to write on)

Amsika tá nú₁ dé nufiala jé
mǔŋlokpé lá dzì? Améà déke
ménya cà?

Nufiala, Kofié tá nú dè
kpé lá dzì.
nyatefè

A: Teacher, it is Kofi who drew on
the board.

N: truth

Kofi, nyatefèa?
dè
kuku
de kuku

K: take off
hat
to be sorry, please, to
apologize, sir, etc.
(serves as an obeisance
when addressing elderly
and people of respect).

Nufialá, mêde kuku eh ...

Núka wónyé netà?

N: Teacher, I am sorry, eh ...

What was it you drew?
XIII.

ame
sia
amesiame

ko

Nyéé wótá. Amésiame ko' nu.

dzo
médzo o
mú sia jomevi
kpó

Nufialá, mède kúku tònje
médzò o. Nyè mèwò nu sia
jomevií kpó o.
Ényo. Kofí, zò yí mogá
lá dzí.
àbi
àfo

Mède kúku abi le nyè afó.

tó
hè ee
tóhèhe
bubu
bubuade
na

Kw:
person, human being
this
everybody, person
to laugh

K:
(be) straight
not straight, to be guilty
something of this sort
never; ever

N:
Teacher, I am guilty and I am
sorry. I have never done any-
thing of this sort.
That is O.K. Kofi, walk to the
main road and back.

K:
wound
foot

N:
I am sorry, I have a wound on
my foot.
ear
pull
ear-pulling (punishment)
other
another
give
XIII.
Ékema míana tóhèhe bùbùadé
Then we will give you another
wò emégbè. punishment later.

Notes
1. Indefinite Pronouns:
   /ame/ 'person, somebody'
   /nu/ 'thing, something'
If a transitive verb lacks a specific object, then it must
take an indefinite object which will be one of these two in-
definite pronouns. e.g., The verb /ŋlo/ 'to write' is a
transitive verb; thus it will either have a definite object,
such as
   /meŋlo agbale/ 'I write a letter'
or it will have the indefinite pronoun /nu/
   /meŋlo nu/ 'I write (lit., I write something)'
2. /dé/ 'a, any, a certain ...'
This indefinite pronoun also serves as the indefinite
article, which follows the noun it modifies. However, the
definite article /a/ is also attached to the noun, e.g.
   /xoade/ 'a house'
   /atiade/ 'a tree'
3. /deke/ 'any'
This is composed of the indefinite pronoun /de/ and the
emphatic particle /ke/.
4. /nánè/ 'something'
   /nánèkè/ 'anything', nearly always used in negative sen-
tences.
XIII.

5. /néné/, /nénié/ 'how much, how many'

6. /siáa/ 'both, altogether', e.g.
   /ýutsuwo kpló nyónuwo siáa/ 'both men and women'
   /siáa/ often stands between a noun and a repetition of that
   same noun, and then it means 'every', e.g.
   /ýutsu siáa ýutsu/ 'every man'
   /atí siáa atí/ 'every tree'

   Certain of these combinations which are frequently used are
   written as one word, e.g.
   /amésiamé/ 'everybody'
   /nusianu/ 'everything'
   /desiáde/ 'every, all'
   /gbesiágbé/ 'every day'
   /afísiafí/ 'everywhere'

7. /bu/, /bubu/ 'another, the one, the other'
   /bu/ stands between a noun and a repetition of that noun in
   the same way as /siáa/, but only in time expressions, e.g.
   /yebúyí/ 'another time'
   /gbebugbe/ 'another day'

8. /asimasi/ 'Mr. So-and-So', i.e., someone whose name one does
   not want to mention.

Dialogue 2

N: Nufiala  K: Kofi  A: Ama  S: Sukuvíwo

N: ngó
   atí
   write
   tree, stick
XIII.

nuŋloti

akónta
Mitsó mísé nuŋlotiwo ná
akónta.
déke
déke mélé o

Núfialá, nuŋloti ađeke mélé
ásínyé o.
N:
adé
dome
mia dometo

Núŋloti búbuadé lè mia
dómetoa dé sìá?
N:
È, déka búbuâ dé lè ásínyé
gáké méŋloá nù nyúife o.
Kofí xo Áma jé núŋloti
búbu sia.
Núfiala, núŋloti lá méŋloá
nanéke o.
Núŋloti búbuâ dé lè ame
ađe síá?
amea déke
O, mélé améa déke sì o.
Ényo, Kofí xo tonye lá.

pen, pencil (lit., a
writing stick)
mathematics, arithmetic
Get ready (take your pens)
for mathematics.
one, none, not one
to have none (lit.,
have not one)
Teacher, I have no pen.
a certain one
among
any (or one) amongst you
Does anyone among you have
another (an extra) pen?
Yes, I have an extra one, but
it does not write properly,
Kofí, take Ama's extra pen.
Teacher, the pen does not write
anything.
Does anybody else have an extra
pen?
nobody
No, nobody has any.
O.K., Kofí, you may take mine.
XIII.

Dialogue 3

N: Nufiala  K: Kwadzo  Ko: Kofi

nukata

Kwadzo, nükata mëwo náneke o?

agbale

Nufiala, mëde kuku ágbale mélè ásínyè o.

kpó

wo ... vo


ásiàmasi

Nufiala, ásiàmasi kpó nyè ákonta.

Nufiala, mëde kuku, nyémè-

kpó náneke o.

Kwadzo, zò yi mogá lá dzí.

zi

Zi nenìè?

Zì òeka.

N: why

Kwadzo, why haven't you done anything?

K: book

Teacher, sir, I don't have the book.

N: to see, to look finish

Who has finished the math (assignment)? Nobody.

K: Mr. So-and-So

Teacher, Mr. So-and-So looked at my work. (i.e., Kwadzo peeped at Kofi's work).

K: Teacher, please, I did not look at anything.

N: Kwadzo, walk over to the main street.

K: time

How many times?

N: Only once.
XIII.

**Dialogue 4**

N: Nufiala  K: Komla  Kw: Kwasi

dó

dó álẹ

Nufiala, asímasi dó álẹ.

fó

Komlá, fó! Èwo akọnta vôa?

O.

Nenié nèwo?

dèè do

Nyè mèwò dèkè o. Mèdze dò
etso fie.

Va kpó atíkewolá.

Mède àfìma òdí sia.

Atíkewolá ná nanem.

Ékema yi àjéèmè.

**Kw:** incubate, sleep
to sleep

**Teacher, Mr. So-and-So slept**

(has fallen asleep).

**N:** wake up! get up!

**Kw:**  

**Komla, wake up! Have you**

finished the math?

**K:** No.

**N:** How many did you do?

**K:**  
became ill

I did not do any of them. I

became ill yesterday evening.

**N:** Go to see the doctor.

**K:** I was there this morning.

The doctor (herbalist) gave me

something.

**N:** Then go home (you may go home).

**Comprehension**

Bob yi sukú éyè améàde tá nú dé núnìlọkpè lá dzí. Kofí
tá nú dé kpé lá dzí. Kofí mètso núnìlotià dèkè va sukú ó.
Àmà tsó eto bubùàdqé ná Kofí gákè núnìlotí lá méglè náneke o.
Nufiala la tsó éje núnìlotí lá ná Kofí.

Akọntagbàlè mélè Kwadzó sì o. Òya kplé Kofí wákpo àgbale
déka me.

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XIII.

Komla dô alô lè suku. Êdzê dê ëtso fîe èye ëtikewolâ ná nânèè.

dêka me - together

Questions Based on the Comprehension

1. Âmekaè tá nû dê nûglökpe lâ dzî?
2. Âmekaè gbłoè ná mûfialâ? (gblo - tell)
3. Wôhe tô âde nà Kofiâ?
4. Kofi tsô mûglôtìa dê vá sukuâ?
5. Âmekaè tsô mûglôtì babu vá suku?
6. Âmekaè ná mûglôtì babu Kofi?
7. Àmèâdè kpô Kofi jê âgbale méà?
8. Akôntagbale âdé lè Kwadzô sià?
9. Kwadzô kplé Kofi wôkpo agbale dêka méà?
10. Àsîmàsi kpô Kofi jê âkontâ?
11. Âmekaè dô alô lè suku?
12. Àkonta nenîe wôwo?
13. Ëtikewolâ ná nânèà?

Babiaùpo

1. Nûglôtì âde lè âsîwòa?
2. Ëtso nûglôtì âde vá sukuâ?
3. Nûglôtì babu âde lè âsîwòa?
4. Àsîmàsi kae ná nûglôtì wò?
5. Èkprô àmèâdè jê âkonta lè sukuà?
6. Àsîmàsi gbloè nà mûfialâ?
7. Âme nèniè métso âgbale va suku ô?
8. Àme nèniè métso mûglôtì vá suku o?
XIII.

9. Àmekà fê núŋloti búbue nyé ósià?

10. Àmeadé dô ãłô lè sukû égbeà?

11. Zi nénie nedo ãłô lè sukû égbeà?
Unit XIV
Object Pronouns

Dialogue 1

Y₁: Yawa-1  Y₂: Yawa-2  B: Àfẹto Brown

Edògò xọnye?  e

ò, nyèmèdogoe ọ.¹ Ìkowọ de?  No, I have not met her. What

yọ  is your name?

Wọ yọam bé Yawa.

Yìwọdagbẹ
lè Yìwọdagbẹ²
miawọ
-mì

dзи

Your name is also Yawa! (They
you (object) plural
to give birth to

Yawá wọyona wọ hà!
Wọdzì wọ lè Yìwọdagbẹ!

ma
éyaemà

that

Eyaema.  Ìèkeka dzi
wọdzìwọ, àfẹto Brown?

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Bládagbé

Wódzim Bládagbé.

Âhî wê Eve ñko ënye

Kêmâ.

Ekëma

âtëng

bê

Ékêma nàtëng ëyom bê Kêmâ.

Then you can (or could) call me Kêmâ.

Notes

1. Object Pronouns:

/wódzim/ 'they gave birth to me, I am born'
/wódzïwô/ 'they gave birth to you'
/wódzïf/ 'they gave birth to him, her, it'
/wódzïmï/ 'they gave birth to us'
/wódzïmf/ 'they gave birth to you (pl.)'
/wódzïwô/ 'they gave birth to them'

The /wô/ here is equivalent to the French on.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Person</td>
<td>-m̄</td>
<td>-mï</td>
</tr>
<tr>
<td>2nd Person</td>
<td>-wô</td>
<td>-mï</td>
</tr>
<tr>
<td>3rd Person</td>
<td>-ë</td>
<td>-wô</td>
</tr>
</tbody>
</table>

/dû/ 'to eat'
/wòdûf/ 'they ate it'
| /nô/    | 'to drink'          |
| /wôndê/ | 'they drank it'     |
| /dzî/   | 'to give birth to'  |
| /wôdzîf/| 'they gave birth to it' |
| /fîlê/  | 'to buy'            |
| /wôfîlêle/ | 'they bought it'  |
| /nyâ/   | 'to pursue'         |
| /wônyê/ | 'they pursued him'  |
| /tê/    | 'to draw'           |
| /wôtê/  | 'they drew it'      |
| /lû/    | 'to shave'          |
| /wôlûf/ | 'they shaved it'    |
| /dê/    | 'to send'           |
| /wôdê/  | 'they sent him'     |

The abstract underlying form of the third person singular is generally considered to be /-e/ and is often written this way in the orthography. Note, however, that the actual sound is determined by the sound of the preceding vowel, i.e. /-e-/

a. becomes /-i/ after /u/ or /i/; /wôdûf/, /wôdzif/.
b. becomes /-ë/ after /o/; /wôdê/.

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c. contracts with a preceding /a/ to form /gæ/, where
   1) x is low if /a/ has low tone; /wonyë/.
   2) x is high-low if /a/ has high tone; /wôté/.
   d. is nasalized after a nasal sound; /wôldë/.

When the particle /hâ/ follows the object pronoun, the independent personal pronoun is used instead of the short form mentioned. Compare:

a. /Wódzi-mì lè Yáwodagbë/ 'They gave birth to you (pl.) on Thursday'.

b. /Yawá wóyoná miawó hâ./ 'They call you also (pl.) Yawá'.

2. The Days of the Week and Associated Names

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>Male Names</th>
<th>Female Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwasidagbë</td>
<td>Kwasi</td>
<td>Akosia</td>
</tr>
<tr>
<td>Kosidagbë</td>
<td>Kòsi</td>
<td>Akòsiwá</td>
</tr>
<tr>
<td>Dzôdágbë</td>
<td>Kwadzo</td>
<td>Adzoa</td>
</tr>
<tr>
<td>Blâdágbë</td>
<td>Kwamła</td>
<td>Àbìlá</td>
</tr>
<tr>
<td>Kùdágbë</td>
<td>Ækku</td>
<td>Àkùwá</td>
</tr>
<tr>
<td>Yáwodágbë</td>
<td>Yawò</td>
<td>Yáwa</td>
</tr>
<tr>
<td></td>
<td>Yao</td>
<td></td>
</tr>
</tbody>
</table>
XIV.

Fídágbè 'Friday' Kóffí Afua Àffwa
Mémledágbè Kwami Àma
'Saturday' Kómí

3. /nkeke/ 'day' is used rather than /gbé/ 'day' when a 24-hour time unit is intended. Compare:

a. /nkeke nénie lè Kwasídá mè/ 'How many days are in the week?'

/gbékagbe nye égbé/ 'What day is it today?'

Dialogue 2

Kf: Kofi Km: Komlá

ènyá you (sing.) know
èdzési you (sing.) recognize
mèdzésí ò you (sing.) don't recognize
mèdzésí oa
détūgbúfi siawó don't you (sing.) recognize

Ényó, Komlá, mèdzésí détūgbúfì these young ladies
siawó òa? Well, Komla, don't you recognize
mèdzésiò these young ladies?
nyè mèdzésiò ò I recognize them
wò ñkówo I don't recognize them

Ao, nyèmèdzésí wò ò. Wó their names
ñkówo dé? No, I don't recognize them.

Wò amè evéawó kátá What are their names?
Wò amè evéawó kátá ñkó both (emphatic)
both's name

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XIV.
Wọ amè evèawo kàtà ụkọ énye
Yàwa.

Ak, Yàwọdágbè wọdzí woa?
Ê.

Énye níté.

Dialogue 3
K: Kofi   B: Bob

Bob, wọdzí xénýea le Kúdágbè.

Nénýá éŋkoá?

xose

Ê, méxose bë éŋko énye Kókú.

B:

to believe (faith)

K:

Ázó

ffíia

novi

novi nítú(vf)
novi nyúnu(vf)

gbèsigbe

Ényo níté. Ázó návíanyé-novi

nkọ énye Ákúwà. Nénýá
gbèsigbe wọdzí (wọdzífía)?

Wọdzí éyahá le Kúdágbè.

B:

K:

sré

sré ní

Both of them are named Yawa.

Aha, both were born on Thursday?

Yes.

Very good.

Bob, my friend was born on

Wednesday. Do you know his

name?

Yes, I believe that his name is

Koku.

now

now, at the present, at this

moment

brother, sister, cousin

brother

sister

the day which (on which)

Very good. Now, his sister's

name is Akuwa. Do you know

the day on which she was born?

She was also born on Wednesday.

to learn

to learn (something, things)
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I learn habitually
fast, quickly

That’s very good. You learn
quickly!

Dialogue 4

B: Bob
K: Kofi

gbê
dziebe

Dziebe nkó lè âmèsiamè si lè
tógo?
yi de

É, tsó dzodagbè yi dé Kwasi-
dagbè, amesiamè xùa dziebe
nkó.

Dzodagbè wîwo nkó dé?

Njutsúvíawo nyè Kwadzo éyè
nyónuviawo nyè Adzoa?

Mémledagbè dé?

Kwámi kple âmâ.

Tógotowo naa yevúnkówo
wó wîwó?

É, wónáa yénú nkó děká wó
wîwó.

B:

Does everybody in Togo have a
birth name?
go to, until

Yes, from Monday to Sunday every-
body gets a birth name.

K:

What is the name of Monday’s
children?

B:

What about Saturday?

K:

B:

K:

The boys are Kwadzo and the girls
are Adzoa.

What about Saturday?

Kwami and Ama.

Do the Togolese give (white men’s)
European names to their
children?

Yes, they give a European name
to their children (i.e., to
each child).
Comprehension


Questions Based on the Comprehension

1. Dzigbe ŋkôwo lè Tógoâ?
2. ŋkeke ka dzî wódzî nôvînyè ntsuvi?
3. ŋkeke ka dzî wódzî nôvînyè nyonuvi?
4. Éye dzigbe ŋkó dé?
5. Novînyè ntsuvi fè dzigbe ŋkô dé?
6. Dzigbe ŋkôwo lè Àmèrika?
7. ŋkeke kà dzî wódzî Afûâ?
8. Fidagbe ntsuvíwo fè ŋkôwo dé?
9. ŋkeke kà dzî wódzî Komla?
10. Bob nyâ éje Ewe ŋkôâ?
11. Énya éje dzigbe ŋkekéâ?
12. Àfèto Brown nyâ éje dzigbe ŋkêkeà?
13. Éje dzigbe ŋkô dé?
14. ŋkeke kà dzî wódzî Àfèto Brown?
Babiawo

1. Ḥkeke ka dźi wódźi wô?
2. Wô Ḥwe ęko dê?
3. Nyê Ewe ęko énye Áma. Ḥkeke ka dzie wódźim?
4. Ḥkeke ka dźi wódźi Kôff?
5. Ḥkeke ka dźi wódźi Akúwá (Akúla)?
6. Wô ękwowe nyé Kwamí kple Áma. Ḥkeke ka dźi wódźi wô?
7. Ḥkeke ka dźi wódźi noviwô nyônuvf?
8. Éfe Ewe ęko dê?
9. Ḥkeke ka dźi wódźi noviwô yûtsuvf?
10. Wô mifiala jé Ewe ęko dê?
11. Ḥkeke ka dźi wódźif?
Unit XV
Relative Clauses  The Indirect Object  The Particle /ga/

Dialogue 1
K: Kofi  B: Bob  A: Akpu

kpé
fo (fovi)

Bob, ekpé fonye si' akoe nyè
Akpu lá kpóà?
Akpu, efó nyuiá?
E, wódé? Gbékagbè nevá
afí tsó Àmérika?

K:
to meet
elder brother

B:
Bob, have you ever met my elder brother whose name is Akpu?

A:
Akpu, how are you?

B:
I am well, and what about you?
When did you come here from America?

A:
Sunday, week
relative pronoun, who, which
last week (week which passed)
next week (week which comes /Habitud/)

B:
I came from America last week.

A:
kpó ... dá

B:
Won't you come over to visit us?

A:
Màvà kpó mí dá ôà?
Akpé nawó. Gbékagbè mává?

B:
Thank you. Which day should I come?
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A:

ékëmá
kù
kù dé gbọwọ
gbẹsìàgbẹ
lọ

That depends on you. Any day is O.K.

B:

nyọ.
yè
yekayì
lọ̀ọ̀

sun
when, what time of day
about, in the environment of

Yekèyì lọ̀ọ̀?
Fiṣìmè. Và dù Fídagbèfiè
mù kplè mí.
Yoò, àkpẹ. Miàdó gò lè
Fídagbè Kwasídá sì gbọna mè.

About what time of day?
In the evening. Come and have
Friday supper with us.
Agreed, thank you. See you on
Friday next week.

Notes

1. Relative Clauses

The relative clauses are introduced by the relative pronoun /si/, e.g.

a. /Èkpé fònye sì nkọe nyé Anku lá kpọ̀a/ 'Have you met my brother whose name is Anku?'

b. /Mèvà tsò Àmèríkà kwasídà sì vè rì la me/ 'I came from America (in) the week which has passed'.
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A general characteristic of the Ewe language is that **all dependent clauses** end in /la/ if they precede the main clause. If they follow the main clause, the particle /la/ is optional, e.g.

/Fonye si nko enye Anku la va affe tsó Amerika/ 'My brother whose name is Anku came here from America'.

/Mfàkpé Fîda si gbôna (la) me/ 'We will meet next Friday'.

If the antecedent is plural, then the plural marker /wô/ comes after /si/, e.g.

/Fia nu siwo ne jle lâm/ 'Show me the things you bought'.

Descriptive relative clauses are not used very often in Ewe, and many of the relative clauses that appear in English are expressed in Ewe either by coordination or by asyndeton (omission of conjunctions which join co-ordinate words or clauses). For example the sentence

/Efe xo si lolo la xo asi/ 'His house, which is big, is expensive'.

is better expressed by either:

/Efe xo la lolo eye woxo asi/ 'His house is big, and it is expensive'.

or:

/Efe xogâ la xo asi/ 'His big house is expensive'.
Dialogue 2

Kf: Kofi  
Kd: Kodzo

dé

Ède Lôme kpóâ?

Kwasída
si
kwasída si vàyî

kwasída si gbôna

È, nyê kplé xonyê miêdê

afíma kwasída si vàyî mê.

dzê ... yûl
édze Kofî yu
édzê yunye
édzê miayû

Édzê miayûa?
È, Lôme dzea amesîame si
dê afíma kpó lá yû.

dô
bos
ketêkê

Bós álô kétekê miêdôâ?

Kf: to have been; to have visited
Kd: Have you ever visited Lome?

Sunday, week
relative pronoun, who, which
last week (week which passed)
next week (week which comes
(Habitual))

Yes, my friend and I went there (during) last week.

Kf: to please, to satisfy
Kd: Kofi liked it
it pleased me, I liked it
it pleased us, we liked it

Did you like it?
Kd: Yes, everybody who has been to Lome likes it.

Kf: to take, to arrive

bus
train

Did you take the bus or the train?
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dzó  
**Kd:** to leave (a place)

**Friday morning**

Fida ndi  
**Saturday afternoon**

Memledágbe yetró

*Bos miedó.* Miedzo le Sokode  
We took the bus. We left Sokode

Fida ndi éye miedo Lomè  
on Friday morning, and we

Mémledá yetró.

arrived in Lome Saturday after-

核准 néníé mieno anyf?  
noon.

**Kf:** How many days did you stay?

kó  

**Kd:** only

Mémledágbe kple Kwasídágbe  
We stayed (there) only Saturday

kóe mienô afíma.  
and Sunday.

Notes

1. /édze yùnye/  
   'I like it'

/édze yùwo/  
   'you (sing.) like it'

/édze éru/  
   'he likes it'

/édze miágu/  
   'we like it'

/édze miágu/  
   'you (pl.) like it'

/édze wóru/  
   'they like it'

Notice that instead of the object pronouns 'me, you, him,' etc., as in 'it pleases me', the possessive pronouns are used. The expression /édze yùnye/ may be analyzed literally as 'it is of my satisfaction'.

2. If a noun is followed by a number or the word /nenn/ 'how many', the noun is always in the singular.
Dialogue 3

Kf: Kofi  Kw: Kwadzo

dí
Ési nède Lôme dé èkpó nùsiànú
si nèdí lá?

Kf: want, look for

É, mêkpó nú siwo medí lá,
gàkè xónyè ya mêkpó nùsiànú
da.

Kw: When you were (visited) Lome,\(^1\)
did you find (get) everything
you wanted?

Yekáyi wòagáyi Lôme?

Kf: again\(^2\)
go again

na mo

Kw: When will he go to Lome again?

Ekema ku dé fòfòà ñú.

Kf: grant permission

Ne éna mèé égbè lá, mêxø
se bë ayí Lôme égbè.

Kw: That depends on his father.

Le Yàwòdágòbè mayi Lôme.

Kf: I will go to Lome on Thursday.

Notes

1. /dé/ - a particle (also used as an interrogative) sometimes
   used with /esi/ to indicate a subordinate clause. It is
   used in the same manner as /la/, except that it has a more
   interrogative sense. Note that it is used here in interrogative
   sentences. One would be equally correct in saying
   /Esi nède Lome la, ...?/ 'When you were in (visited) Lome,
   ...?'

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2. /ga/ 'again' is used to express the repetition of an action, and it is placed between the pronoun and the verb, e.g.

*/Yekayi woagayi Lome/
'When will he go to Lome again?*

Dialogue 4

Kw: Kwadzo  Kf: Kofi

ŋdí náwɔ, Kofi, ede Lomea?
'Good morning, Kofi, did you visit Lome?'

É, nyè kplé dànye.
'Yes, my mother and I. (lit., I and my mother)'

fiə
'show'

félè
'buy'

fià nú sìwɔ nɛfle lám.
'Show me the things you bought.'

vu
'open'

gbèmágbè

Nyè mɛfle nánɛke o.
'I did not buy anything. The shops did not open that day.'

Fiaseawo mévu gbèmágbè o.

Gbèkagbe nɛyi Lömɛ̀a?
'When (on which day) did you go to Lome?'

Miɛyi Mɛmledagbè fiè ēyè
'We went on Saturday evening and'

mìegatró dzò Dzodagbè ŋdí.
'came back (we turned and left)'

Dànye bɛ mìísɛnì sì dim
'Monday morning. My mother said'

miɛlè lá lè Sokode.
'that everything we want is in Sokode.'
dżo  Kw: exist

dżógbe  birthday, birthstar

vó  bad

dżógbevó  bad birthday, unlucky star, unlucky

Oh, dżógbevóetó!  Oh, you unlucky fellow!

Note

1. Many verbs in Ewe can take both a direct and an indirect object. The indirect object, if a substantive, always comes at the end of the sentence, and it usually does so when it is a pronoun.

/médó tó nufiala/  'I obeyed the teacher'

(lit., 'I pulled ear to the teacher')

/fía nu siwo ne f'le lám/  'Show me the things you bought'

If the direct object is a pronoun, its form and position are regular, e.g.

/egbloe na nufiala/  'He told it to the teacher'

Sometimes, however, if the indirect object is a pronoun, it may take a form different from the regular one. This will be discussed further in later chapters.

In modern speech, the verb /na/ 'to give' in certain circumstances, such as when it follows another verb, is no longer conjugated, and in such instances has become a particle or preposition to express the indirect object.
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/Etso agbalé nami/  'He gave the book to us'
/

/Ωdi nawo/  'Good morning to you'

**Comprehension**


**Questions Based on the Comprehension**

1. Æfíka Kwadzo kplé xöa wòdè?

2. Xekayi wóyi ãfímá?

3. Æfíka wótso lè?

4. Xekayi wódzó?

5. Xekayi wóva dó ãfímá?

6. Ïkkeke neniè wóno ãfímá?

7. Wójle núsiwó wódi lá lè Lomeá?

8. Kwadzo fìlè núsiànú sì wòdí lá?

9. Xólòa hā fìlè núsiànú sì wòdí lá?

10. Gbèkagbè wótro yi Sókode?

11. Lòme dzè wòrùə?

12. Enyá nú siwó dzè wòrù lè Lomeá?

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13. Gbékagbe Kofí kplé dét dét wódè Lome?
14. Yekayí wótre và Sókode?
15. Wófélé núsiwó wódi lá lè Lôméá?
16. Núsiwó wódi lá lè Sókodeá?

Babirwó
1. Ède Tógo kplá?
2. Ède Chicago kplá?
3. Yekayíe nadè Chicago?
4. Núkàe dzè ñuwo le Chicago?
5. Kétekè nadè yiw Chicagoá?
6. Gblè nú siwó nefélè lá Chicago lá namí?
7. Gbékagbe nadè New York?
8. New York dzè ñuwoá?
9. Núkàe dzè ñuwo lá New York?
10. Gbékagbe énye ésiá?
11. Ède Indianapolis égbéá?
12. Èkpó dawò égbéá?
13. Yekayí nèkpó dawò égbé?
14. Nusiwo neflé egbe gálè ñaíwoá?
Unit XVI
The Intentional

Strong Form of the Pronouns

Dialogue 1

Kk: Koku Km: Komi
bli lá
tsf

Papa, bliá tsf.
nya
tefé
nyatefé
yi

È, nyatefé. Nyè rúto
há mèdè ágbélá mè etsè.
Ètsf nyatefé.
ñè
miènèe
miélè ènegè
Yèkayf miélè ènegè?
Miélè ènegè ètsè.

Notes
1. /nye rúto/ 'I myself'
   The subjective and objective forms of the independent
   personal pronouns may be strengthened by /rúto/ 'self':
   /nye rúto/ 'I myself'
   /wò rúto/ 'you yourself'
   /èyà rúto/ 'he himself'

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/mfawo yitowo/ or /mfì yitowo/  'we ourselves'
/mfawo yitowo/ or /mfì yitowo/  'you yourselves'
/wóawo yitowo/ or /wò yitowo/  'they themselves'

/yuto/ is also used to strengthen a noun, e.g. /fofonye yuto/  'my father himself'.

2. Intentional:

/mfìyì/                   'we went'
/mfìle yìyìgè/           'we are going to go'
/mfìva/                  'we came'
/mfìle yàvàgè/           'we are going to come'

The intentional denotes an intended action or one which is going to be performed in the near future. It is formally composed of the auxiliary verb /lè/, a verbal noun, and the particle /-gè/ 'intentional indicator'. The verbal noun is formed by prefixing the verb stem with a low-toned reduplication (i.e., repetition) of itself.

/mèle fòfòge/             'I'm going to get up'

Note the following changes in the reduplicated prefix:

a. If the verb stem has a nasalized vowel, the nasalization is omitted in the reduplicated prefix.

/nuka nèle sosròge/       'what are you going to study?'

b. If the verb stem contains an /l/ or an /r/, it is omitted in the reduplicated prefix.

/nuka nèle jéfìlegè/     'what are you going to buy?'
/nuka nèle dzàdzràge/     'what are you going to sell?'
c. If the verb stem contains a palatalization, i.e., a consonant followed by /i/, the palatalization is omitted in the reduplicated prefix.

/miia nele fafiage/ 'what are you going to teach?'

In the verb forms previously encountered, a transitive verb was one normally followed by one or more objects.

/miieyf ãgle/ 'we went to the farm'
/miile ãgle yige/ 'we are going to go to the farm'
/miidee ãva me/ 'we put it in the granary'
/miile edeg ãva me/ 'we are going to put it in the granary'

Note that the first object of the verb becomes the possessive modifier of the verbal noun in the intentional, and thus it precedes the verbal noun. In this case the reduplicated prefix is omitted.

/ele dyemge/ 'he is going to send me'
/ele dwoge/ 'he is going to send you (sg)
/ele edoge/ 'he is going to send him'
/ele miia doge/ 'he is going to send us'
/ele miia doge/ 'he is going to send you (pl)
/ele wo doge/ 'he is going to send them'

---

*In Ewe, a verb indicating direction or location followed by a noun phrase indicating place (e.g., /miieyf ãgle/ 'we went (to the) farm') must be considered transitive
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Note that:

a. The possessive pronoun of the first person singular has the form /-yêm/.

/elè dòyemgé/ 'he is going to send me'

b. The possessive pronouns of the first and second persons singular always follow the verbal noun.

/elè dòyemgé/ 'he is going to send me'

/elè dòwogé/ 'he is going to send you (sg.)'

c. A high-toned verb has low tone before the possessive pronouns of the first and second persons singular.

Dialogue 2

Kk: Koku  Km: Komi

mièyì ìgble  Kk: we went to the farm
mièlè ìgble yìgé  we are going to the farm

Mièlè ìgble yìgé égbéà? Are we going to the farm today?

mièyì  Kk: we went
mièlè yìyìgé  we are going to go
ffìfilà  immediately

È, mièlè yìyìgé ffìfilà.  Yes, we're going to go right now.

bliáwo  Kk: the corn (pl.)
kátà  entirely, all
miène bliáwo kátà  we reaped all the corn
mièlè bliáwo kátà nège  we are going to reap all the corn

Mièlè bliáwo kátà nègeà? Are we going to reap all the corn?
Ekema múkë mìawà kplìì? dé àva mìedee àva mè mìelë èdege àva mè
dé àva mìedee àva mè mìelë èdege àva mè

**Dialogue 3**

Km: Kwami  Kk: Kwaku  Ks: Kwasi

né (or àgo, or àgoné) gbè  égbè

Taflatsé, Kwaki, tòwò (fòfòwò) Excuse me, Kwaku, is your father
lè néa (àgonéa) gbègè égbèd? going to harvest the coconut
today?

JJú mé ... hàdè o

ò, nyè màxòsè o. Mìaje nèawo mèjú hàdè ò.

(hàdèke o)

Km: coconut
Kk: to pick, to harvest
today

No, I do not think so (lit., I
don't believe it).¹ Our co-

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Não to

Kk: (after a noun or pronoun)

himself

Ah, tényé não to né nyé sf (sf2).

Ah, here is my father himself.

(lit, My father himself is that).

eyata

Km: therefore, and therefore
to need

hiá

help (noun)

kpêkpédeyu

Aléké, Kwasí, néawo jú lè nyé ágbél mé. Mílé wógbéégé
tsé sí jùí eyatá méhiá

kpêkpédeyu.

Ks:

kpé dé jú
to give help, to help2

kpakplé

and3

Nyé kplé srónye kpakplé vinýé

My wife, my son and I will help

míakpe dé júwo.

Km: applause (thanks, gratitude)

akpe

strong (stronger than)

sépú

to very

kákaka

Àkpé kákaka. (Wésé jú

Thank you very much.4 (lit.,
kákaka).
you are the one who is very

strong).

Notes

1. /nye mexoes e/ 'I do not believe it'. /xo ... se/ 'believe'
actually consists of two verbs, /xo/ 'catch, take' and /se/
'hear'. Of these only one verb can take an object, and this
object immediately follows the verb. There are several verbs similar to this:

/tè nú kpô/ 'draw thing see, i.e., try something'

/dó ánè kpô/ 'follow person see, i.e., test somebody'

/dó nú kpô/ 'lick thing see, i.e., taste something'

/bíá nya se/ 'ask word hear, i.e., inquire about something'

The use of several verbs in one sentence to express a thought which may often be expressed in English by one verb is characteristic of Ewe. Westermann accounts for this with the explanation that the Ewe people describe in detail every action or happening, and each detail has to be expressed by a special verb. They dissect every happening and present it in its various parts, whereas in English the leading event is expressed by a verb, and subordinate events are either not considered or are expressed by means of a preposition, adverb, conjunction, or prefix of the verb.

Va mǐdī tsa yi donôkodzi. (lit., come let us take a walk go hospital) Let's visit the hospital.
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2. a. /mekpé dé Komi yu/  'I helped Komi'
b. /mekpé de yu/  'I helped you'

The object of the verb /kpé de yu/ is placed between the last two forms, i.e., between /de/ and /yu/. But, if the object is a pronoun, the first and second persons singular follow the last form /yu/.

/mekpe de woju/  'I helped them'
/mekpe de miyu/  'I helped you'
/mekpe de enyu/  'I helped him, her, it'
/mekpe de miyu/  'I helped us'

But
/

/ekpe de yunye/  'he helped me'
/mekpe de yu/  'I helped you'

3. /kpakple/ = /kple/ 'and'. /kpakple/ is normally used only when it is the last and in a series.

4. /woese yu/ is more commonly used in speech, but /medá akpé nawi/ or /akpé nawi/ is more formal.

Dialogue 4

J: John  K: Komi

Amékaé lè néawo gbégé?  Who is going to pick the coconuts?
Yaovie. (Yawovi).
fo  Yao (Yawo) the Smaller, or Jr.

Amékaé lè wóföge lè àtifawo  And who is going to collect them
göme?  from under the trees?
Nyónúwó.  

K: The women.
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gba to break

gbe to break it

agbe will break it

Ámeá dewo lè wógbàgáá? Are there some people to break them?

tró

tsì

zògbá to pour, to turn over, tip water, liquid, juice big container

Nyónúawó lè wógbà gé èyè wóle The women will break them, and

netsí lá trogé dè zògbá then they will pour the juice

dè mè. into a big container (pot).

Comprehension

Blìà tsì lè Kwakú fofó jé ágblà mè. Wóle àgbłe yìgè ètsò
ee èyè wólè blìà ñégè èye wólè ètsò dègè àva mè. Àgbłe lâ mèlòlo o èyata wó mehia kpèkpéderu o.

Kwakú fofó mèlè áfè néawo gbègè ágbè o. Wómejú hâdè o.


Questions Based on the Comprehension

1. Kwakú fofó jé blígbléà lolóà?
2. Êkayí wóle blíà ñégè?
3. Wóle blìà ñégè ètsòa?
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4. Kwakú fofo lè kpekpédeŋu híagéà?
5. Améka jé néwøe jú?
6. Yekayí wóle wógbégé?
7. Amékaé lè kpëkpége dé Yaovi ñu?
8. Amékaé lè wófogé lè àtiawo gòme?
9. Amékaé lè néawo gbegé?
10. Le èsìà mègbè (after this) dé núkáé nyónúàwò le wøwøge?

Questions for the Class
1. Bligblewo lè Ámerikà?
2. Bligblewo lè Afrikà?
3. Aléke Ámerikàtò wò nèna bli?
4. Négblewo lè Ámerikà?
5. Négblewo lè Afrikà?
6. Aléke ègbledeláwò gbìna né lè Ámerikà?
7. Núka wógé nèlé fìsìá?
8. Afíka yigé nèlé lè sukú megbè?
9. Amékaé lè Afrikà yigé tsó afísìá?
10. Amékaé lè Èwegbe fìa gè?
11. Èle Tógo yigéà, aféto Brown?
12. Núka wógé nèlé lè afímà?
Unit XVII

The Progressive

Dialogue 1

Km: Kwami  Kd: Kwadzo

Agblemenukuawo  K: the crops
tse  to grow

Agblemenukuawo le tsetsemb  Are the crops growing well?

nyićeä?

kòkò  Kd: cocoa
vó  to rot
nyè kòkò vó  my cocoa is rotten
nyè kòkò le vòvóm  my cocoa is rotting

Aò, nyè kòkò le vòvóm.  No, my cocoa is rotting.

Tònye há.

dó  Kd: to send
dó dëviawo  you sent the children
dële dëviawo dóm  you are sending the children
sukàga(à)  high school
. dë sukàga(à)  to high school

Dële dëviawo dóm dë sukàga(à)?  Are you sending the children to

hòtsuí  high school?

kà  Km: money (lit., cowry. Cowry
kòbà  was the first used money)

Aò, kòbà mèlé àsìnyè ò.  No, I don't have any money.

Nyè há nyèmàtequì ò.  Kd: I can't afford it either.

Núka miawò.  What shall we do?

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Km: eat, reign, rule, lord it over
to reign, to rule reign (noun), government to put (in)
to lend see the road

I expect that the government will lend us a hand till next year. [Lit., I am expecting (hoping) that the government will put its hand in it for us until next year]

Notes

1. Progressive:
/kòkò lá lè vòvòm/ 'the cocoa is rotting'
/mfólè yìyìm/ 'we are going'
/miélè wàvàm/ 'we are coming'
/miélè fòfòm/ 'we are getting up'
/núka nèlé fàfìám/ 'what are you teaching?'
/núka nèlé jèjlèm/ 'what are you buying?'
/núka nèlé dzàdùm/ 'what are you selling?'
/miélè ègble yìí/ 'we are going to the farm'
/miélè èdeh áva la mè/ 'we are putting it in the granary'
XVII.

The progressive indicates an action which is now in progress. It is formed like the intentional except that /-nã/ 'progressive indicator' is suffixed to the verb stem (instead of /-gê/ 'intentional indicator'—See Unit XVI, Intentional). Note that the possessive pronoun of the first person singular has the form /-yê/ before /-nã/ 'progressive indicator'.

/éle dɔyɛm/  'he is sending me'

The verbs /gô/ 'come', /yi/ 'go', /be/ 'say' often take the habitual instead of the simple past or the progressive.

/mele suku yim/  'I am going to school'

/meyina suku/  'I am going to school'

2. From English 'copper'. /hôtsui/ (cowry) was the money used before the minted coin. /hotsui/ is therefore used to mean money. /gã/ 'metal' is money. /kôba/ 'half-pence, or about 7/12 cent' is used as money, especially to demonstrate the absolute absence of it.

3. Literally, 'I can't do it' (i.e., send the children to school).

Dialogue 2

Ks: Kwasi Km: Kwami

Édo!  
Édo, ñfêame dê?

Édo.  
Dêviawo dê?

Wôdo, dêviawo?

Ks: Good afternoon!

Km: Good afternoon, how's everything at home?

Ks: Fine.

Km: How about the children?

Ks: They're fine, and your children?
Wófo nyúie.
Àgblemenúkuawo lè tsètsèm nyúiea?
Añ, wómelè tsètsèm ñ. tsèdzuñéla ákpa
Tsèdzá ñóliá dìdi ákpa.
Nyatefée.

Dialogue 3

K: Komi Y: Yaovi

K: ablande
átótó
Nyé átotoawo lè vòvòm.
múkatae
darje
Múkata mèyi adañewò ña?
Yeñíñá dèke mélè àsìnyé ñ. Mele nú hà sróm vévië
ñito.
dè
Èle suñú dèmè?
È.
gblè
Nyeyá nyé ájutiawo lè gbesgblem (As for me) my oranges are getting
le atiawo dzi.

Km: They're fine.
Ks: Are the crops growing well?
Km: No, they're not growing.
Ks: the rainy season
very much, too much
Km: The rainy season has been too lon
You're right.
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dzo dè
wódzi

Nükae lè dzódzóm dè wódzi?

Nyeménya ò.

Dialogue 4

K: Kwami Y: Yawo

γλύμα (or mò)
yo
yo γλύμα (or yo mò)
nenémá

Yawo, nükata nèyo γλύμα
nenémá?

Ýyē áziáwó lè gbègbélém.
dō
Ô; álóke, dë wóle vôvóm
lóó áló nükae lè wówèm?

Ý, wóle vôvóm le anyigba mè.

dzè

kérken
A, édzòna; nyè ya nye
ágbelia wó le dzèdzem kérken.

K: to happen to (with)
on them, to them

What is happening to them?

I don't know.

face
to squeeze
make a face, grimace
that way, such a way, such,
in such a manner

Hi, Yao, why are you in such a
bad humor?

My peanuts are getting spoiled.
is it that

Oh! is it that they are getting
rotten, or what is happening
then?

Yes, they are getting rotten
underground.

to spoil (used for tubular
roots)
completely

Oh, it happens; as for me, it is
my manioc that is getting
spoiled completely.
XVII.
ô, nyatefèa?
ô.
ôlé
ôlebe
Alôbe nûka wogê nele?
Nyê ménia ô.

Notes

1. In interrogative sentences containing question words, the word order with the intentional and the progressive tenses often changes slightly in normal speech. This revised order is:

question word - main verb + intentional or progressive marker - pronoun + auxiliary

/nûka wom nele/ 'What are you doing?'
/nûka wogê nele/ 'What are you going to do?'

By this rearrangement the direct object (/nûka/) immediately precedes the main verb. It is also possible to ask the question with the regular word order, but in this case, since the direct object does not immediately precede the main verb there is reduplication.

/Nûka nele wowom/ 'What are you doing?'
/Nûka nele wowogê/ 'What are you going to do?'

K: Yes.
Y: thus and so
K: I don't know.

1.
XVII.

Comprehension


Questions Based on the Comprehension

1. Dzì là Yao dzomà?
2. Núkatà?
3. Aléke éfè àziawo là wòwòm?
4. Aléke éfè ayutia wo là wòwòm?
5. Aléke éfè agbeilia là wòwòm?
6. Ga là ésià?
7. Viwò le ésià?
8. Núkata wòhìà gà?
9. Núke wòle mòkpom nà?

Questions for the Class

1. Àgbledelá menyàà?
2. Àgbledelá fofowò nyéà?
3. Àgbledeláwo le Amerikà dé wòlè còcó gble demà?
4. Gà là àsìwoà?
5. Núka sròm nèle?
6. Èle nu srom vévía?
7. Amékaé là nujóm náwò rífià?
8. Núka xìêm mèle?
9. Núkuawo le tsitsìm nyuifeà jë sia meà?
10. Tsidzañolia didí jë sia meà?

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Unit XVIII
Telling Time

Dialogue 1

A: Ama
B: Bob

dzradó
vu
vufófo

Aléke, Bob, madzradó míañí
adakpó vufófoa ca?
gôme
dzè égôme

Yekayf wòle égôme dzegè?
gá
éne
gá éne mè

Ádzè égôme gá éne.

wúmu

Áwunu yekayf?
adré

Áwunu gá adré.

fo
gáfófo
dètô
kátô
anyí
nô
nô anyí

A: to get ready, prepare
drum
drumming

Well, Bob, won't you get ready drumming?
that we may go to see the /
bottom, beginning, under
start (v.)

When is it going to start?
A: time, hour, o'clock
four
at four o'clock

It will begin at four o'clock.
B: to finish

And when will it finish?
A: seven

It will finish at seven.
B: strike, beat, ring (v.)
an hour's period
three
as much as
down
stay, sit

stay, to sit down, to last
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0, gâfofo ètő kãtê wòle édzì yigêà?

É, nàdzradô míôyiô?

lála

lála vîe

A: Oh, it is going to last as much as three hours?

B: Yes, will you get ready to go?

wait

wait for a few minutes

(lit., wait small or wait a little)

Ényo, làlam vîe. Gà nénìë

jo rìfììà?

Èjô gà ètô kplé âfâ.

A: All right, wait a little for me.

What time is it now?

It is half past three. (lit.,
It strikes time three and a half).

Notes

1. The numerals:

The cardinal numbers from 1 to 19 are:

1. /dèká, dë/

2. /èvè/

3. /ètô/

4. /ene/

5. /àtô/

6. /adé/, /andé/

7. /adré/, /andre/

8. /enyì/

9. /asièke/, /enyide/

10. /ewô/

11. /wùììëkë(a)/

12. /wùìèvè/

13. /wùììstô/

14. /wùììne/

15. /wùììtô/

16. /wùììadé/

17. /wùììadré/

18. /wùìienyì/

19. /wùììsièkë/
From 20 the cardinals are:

20. /bláavê/ 30. /bla etë/
21. /bláavê vo dékë/ 40. /bla šne/
22. /bláavê vo ve/ 50. /bla âtë/
23. /bláavê vo të/ 60. /bla adë/
24. /bláavê vo nê/ 70. /bla adrë/
25. /bláavê vo âtë/ 80. /bla enyî/
26. /bláavê vo âdë/ 90. /bla asieke/
27. /bláavê vo adrë/ 100. /alaʃa deka/
28. /bláavê vo nyî/
29. /bláavê vo asieke/

The object counted is placed in the singular before the numeral, e.g. /gajófo etë/ 'three hours'.

But if the object has the article, then the plural marker is added to the numeral, e.g.

/misrũla/ 'the disciple'
/misrũla wiiveavo/ 'the twelve disciples'

The ordinal numerals, with the exception of /gβâto/ 'first', are formed by adding /-lia/ to each of the numbers.

/evêlia/ 'second'
/etšlia/ 'third'

Dialogue 2

A: Ama     B: Bob

gâ

gâ nénêmê

do

time

what time
to come out of, from
XVIII.

Gà nememèe nado le suka ègbè?

wufëkà
âfà
wufëka kplè afà
Gà wufëkà kplè âfà.

What time will you get out of classes today?

B: eleven
half
at eleven and a half
Half past eleven.

A: to close
tu
dònokòdzi
hospital

Gà nememè wótìa Dònokòdziâ?

What time do they close the hospital?

B: twelve
wuieve
Wótune gà wuìve kplè âfa.

It closes at twelve thirty.

(lit., they close it)

A: to believe, faith
xhsè
xose bé
to be of the opinion that,

to think that

Exose bé yéategu àdò àffìma
háffì wótìià?

Do you think that you can be there (arrive) before it closes?

B: Yes, I will.
E, mādè.

A: Good; give my regards to your brother(sister), please.
Ènyo; dògbè ná novíwöá
nám sia.

B: O.K., I will. (Certainly, etc.)
Yoo.

Notes

1. Ewe does not have a passive voice. The English passive
construction with an indefinite agent, such as 'I am hurt, it is read, etc.,' is expressed in Ewe by the construction 'they hurt me, they read it, etc.' The third person plural subject has an impersonal meaning and is equivalent to the French pronominal 'on'.

2. The second person subject pronoun is omitted before the verb /teyə/ here because it is in a dependent clause and its subject is the same as the subject of the main verb. In this case:

/Exose bê/ 'do you think that'

/Yeateyə/ 'you can'

In all similar cases /yea/ introduces the dependent verb.

Dialogue 3

A: Ama  B: Bob

bê
yleti
lé

A: that moon to catch, to catch up with, to hold

Wôbe ye le yletf lége égbe; They say that the sun will catch
nyatef'éâ?

the moon today. Is it true?
(There is going to be an
eclipse).

B: to say; to speak, to mention something

âgblo

Yes, they said it on the radio

È, wôgbloâ lé 'radio' dzì

this morning.

ydî sia.
A:

to happen, to occur

When will it happen?

B:

when it remains

minutes (from English)

for, to

Lit., when it is left 25

minutes for hour nine,

i.e., 25 to nine

They say it will happen at

twenty-five to nine.

A:

in advance

How do they know in advance?

(lit., how they (do) know in

advance before it occurs

(happens) then?)

B:

to calculate, to figure

They figure it out by mathemati-

cal calculations.

A:

to finish something

Oh, really! When will it end?

B:

fifteen

It will finish at about fifteen

minutes past nine.
Then we are going to see something today.

A: lorry, bus, car
to leave

Excuse me, when does the train to Atakpamé leave?
two

B: I think it leaves at half past two.

When do you think we will arrive at Atakpamé?

A: early
to run
more, most
the last, the rest
all

It depends on what train you take.
The 'pipā' runs faster than the rest (of them all) and arrives at Atakpamé early.

And when do you think the 'pipā' will arrive?

B: It will arrive after four hours.
XVIII.

Ékemá míáqó ábé gá adé kplé ärá ené.

Éyédéma

É, éyédéma.

Ényo, wósè ní kákaka.

Ákpé mélé émè o.

A: Then we will arrive at about half past six.
B: that’s it, that’s right

A: Yes, that’s exactly it.
B: Not at all. (you are welcome).

Notes

1. /wósè ní is the colloquial but most used form of saying thank you. The other two forms are:

   /meda akpe náwó/ (formal) 'I applaud you'

   /wóde wó do/ (less formal) 'you did work, a useful work'

The answer to 'thank you' comes from the formal one:

   /akpe mele eme o/ 'an applause is not in order'

Comprehension


Questions Based on the Comprehension

1. Núka Kódzo kplé John wówó etsó?
2. Núkata wóyí afímá?
3. Xekayi wófo?
4. Xekayié wónó ṣuḍó ná dzóóóó?
VIII.
5. Afika wúyí?
6. Gásofo ka mě kétéké lá va?
7. Gásofo ka mě kétéké lá dzó?
8. Yëkayifé wódo Atakpame?
9. Wónè afíma yeyiyi didia?
10. Yëkayie wódzo lè Atakpame?

Questions for the Class
1. Gâ neníé jô?
2. Gâ nénémé ne vá afisia?
3. Gâ nénémé nelè dzôdzôge lè afisia?
4. Gâ nénémé sukua dzia egome?
5. Gâ nénémé wòwua ènu?
6. Suku deyi didina?
7. Gâ nénémé nè dô le sukú étso?
8. Gâ nénémé sinémá dzena égôme?
9. Sinémá ëdiná?
10. Gâ nénéme sinémá wùa ènu?
Unit XIX

The Preterite, Future, and Habitual Progressive

Dialogue 1

Am: Amá Ak: Akuwa
bé gbo Yevúwode
Mese bé víwó gbo tsó Yevúwode, nyatefáá?
ó dzé Ó, měno dzé dom étso fié háfi wóva dzó.
yáme yámevú dzé dzéfe yámevú-dzefé
Míeyi dakpéé lè yámevú-dzefé ó?
tró súsú étro efé súsú mamlae
Ak: Am: that (conjunction)¹ come back, return Europe
I heard that your son came back from Europe, is it true?
to converse (lit., talk salt) Yes, I was conversing² last evening when he arrived.
air, atmosphere airplane to land landing place airport
Didn't you go to meet him at the airport?
to change thoughts, thinking, mind he changed his mind the last one
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Ao, m'inya be élè afé vám étso o. Êñlo námí bé yèle afé vám kwasia si gbónà lá gake étro afé sÁsú. Agbale màmlae sí wò ńlo námí la va àgbëà. Am:
Núka wón nóviawo nó háfi wóvá?
Ak:
sró
ńó nángó sróm
kipé tà
tákpékpé

ényometó

Kwamla nò nú sróm, ényometó
Afua yi takpékpe mè eyè
màmláéwo nò dzè ďom.

Notes
1. /bè/ 'to say, to speak'
   a. follows verbs of saying, thinking, wishing, etc., and introduces objective clauses; it is translated as the conjunction 'that'.

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b. introduces final clauses; here, it is translated 'in order to'.

2. The progressive may also be expressed in the preterite and the future. In this case /le/ is replaced by /no/ or /ano/ respectively.

**Present Progressive**

/mele yiyim/  'I am going'

/mele agble yim/  'I am going to the farm'

**Preterite Progressive**

/meno yiyim/  'I was going'

/meno agble yim/  'I was going to the farm'

**Future Progressive**

/mano yiyim/  'I will be going'

/mano agble yim/  'I will be going to the farm'

The habitual may also be used with the progressive, usually to express a habitual or continuous action in the past.

/Qdimea menoa ḫu lem/  'In the morning I used to swim'

3. In complex sentences where the main verb is one of thinking, saying, meaning, etc., the pronoun in the subordinate sentence which refers to the subject becomes /ye/ or /yewo/ (or possessive /yeʃe/, /yewoʃe/). They thus appear to introduce indirect speech, although Westermann claims that in fact they are introducing direct speech.

/ʉbe yeʃa/  'You said you would come' (lit., you said 'I will come')

/enlo nambi be yele  'He wrote to us that he was aʃe vam/  coming home'

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Dialogue 2

K: Komla    E: Edward

dó ṣku (dzi)    K: remember (lit., set eye on)
dévémé    childhood
kó (mí)    to laugh
ko ame    to laugh at somebody
dôkuinye    myself
jûta    seashore, beach, coast

Né medô ṣku dévémé dzi la, When I remember my childhood, I
mûkona dôkuinye jîto. laugh at myself. We lived near
Mêno jûta. the sea.

Nyatefe? Nûka nêno wôwô? Really? What were you doing?
K: dô    work
(dâ)dèke

Dôdôdeke mênô ãsînye mênô I had nothing to do. (Lit.,
wôwôm dê. I had no work, I was doing)

jû    sea
jû    swim
lâ    bathe, shower
jûjû, lejû to swim in the sea (/lâ/

ré    lit. means bathe, wash,
gli    but can be used here)
tô    to play
tale
tô    to tell
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In the morning we were swimming in the sea. In the afternoon we were playing. In the evening we were telling tales.

Is that all?

all
this, that
was just that
sweet, pleasant

Yes, that was all the job.

We were playing, telling tales.

Oh, childhood was really pleasant in the past.

Notes

1. When the indefinite pronoun /dē/ 'a, a certain' is followed by the emphatic particle /ke/ 'any', its use is generally limited to negative pronouns only.

Dialogue 3

M: Mary       A: Akuwa

Anyigba       M: the earth, country
vùvù

Nyífso

Nükē wōm nêno háfi Anyigba

vùvù nyífso?

What were you doing when the earthquake took place (the earth shook) the other day?
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dǎ (mí) A: cook (v.)
Měno mídǎm. Wóa dé? I was cooking. And you?
nyǎ (mí) M: to wash something
Nyěd měno múnym. Ŋ̀vinyě I was washing. My brother was
no múṣrōm ésì ǹyìgbà la studying when the earthquake
yùnu.
A:
ǎẹ́samọ̀ dọ̀ to enter the house
dze mú gòmẹ́
tò ávì
tọmọ̀
onyemọ̀

Fọ̀fọ̀ nyè nọ ǎẹ́samọ̀ dóm my little brother (lit.,
titutu hàff wèdze ègòmè. the one behind me)
Yónyemọ̀to nọ ávì fám gùtọ̀.
M: My father was just entering the
děko
dyà

Vinya nọ ìlẹ́ dóm, děko wònyọ́
zi ńjẹ́ka.

Dialogue 4
B: Bob K: Kosi B: a, some, any1
(a)dé
XIX.

Ési nêno dôwôm le fíasêa
mê dé, mûkâ tûtûtuie nêno
wôwôm?

K:
kpôtuîkpôtuîwo
dô kpôtuîkpôtuîwo

When you were working in the
store, what were you doing
exactly?

menial, all kinds of
menial jobs, all kinds of
work

Nêno dô kpôtuîkpôtuîwo wôm.

B:
âbé ... âné

I was doing menial jobs.

like

Abé mûkâ âné?

K:
kplô
dzra dô
mûdzadzrawo

Like what?
to sweep
to arrange
the merchandise

Mêno fîsêmê kpôlôm; mêno
mûdzadzrawo dzrâm dô, kplô
bûbûlawô.

B:
xê
ná
nawô

I was sweeping the store, I
was arranging the merchandise,
etc.

pay
to
to you

Hô nenîé wôno xôxêm nawô?

K:
kôtoku³

How much were you being paid?
thousand (francs)

Énô kôtoku wuîsâ tô
xêm nâm.

He was paying me fifteen thousand
francs.

Notes

1. /(a)dê/ is used only to describe something quite indefinite,
a person or thing to which no more exact reference is made.
The /(a)/ is optional depending on the flow of speech and

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XIX.
dialect. e.g. 
\[/xoade/ \quad 'a house, some house'\]

2. \(/me/ \quad 'the inside'\)

Compounds with \(/me/ \quad generally express an extension of space or time:
\[/devi/ \quad 'child' \quad /devime/ \quad '(youth), childhood'\]
\[/fias/ \quad 'store' \quad /fiaseme/ \quad 'the inside of the store'\]

3. In the sterling area, \(/gà kótoku qëka/ \quad 'one money bag' is equivalent to 100 pounds (§280).

**Comprehension**

Ési mëno qëvëmë ëa, mënë juta. Ògbë vivi yëmâyif me ñito.
Dóoqëkë mënë më dëvi wëwom ñ, fëfêm kë mënë, lë
qëdëmë ëa mënë glëwë tôm. Gbë dekë ësi mënë fëfêm lë juta,
nûvînë nô ñu lëm, dànye nô mëdêm, èyë vëdzìì nô ëlë dôm ëa,
ènyigba ëa vëwë. Nyë mënyë nô si wôlë be mawô ñ. Nûvînë dôgô
lë tsìmë eye mësfu dû yô åjëme.

**Questions Based on the Comprehension**

1. Afîkà Kôff nô lë éje qëvë míë?
2. Àlëke àgbë nô lë yëmâyif míë?
3. Ñûkà dëvi wëwom nô wëwëm lë qëf míë?
4. Ñûkà wôndô wëwëm lë yëstrô míë?
5. Ñûkà wôndô wëwëm lë fië míë?
6. Nûka dëq gbë dekë?
7. Ñûkà wôm dëvi wëm nô hàfi ènyigba vëwë?
8. Ñûkà Kôffèvî nô wëwëm?
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9. Nükä wódadá nö wówóm?
10. Nükä vídzía nö wówóm?
11. Affkë kôff kplé növiá fu ñu ñí yí?

Questions for the Class

1. Êdoa ñku wö dëví me dzì yeadowoyia?
2. Affkë nëno lë wö dëví më?
3. Ágbe vivi yëmaýì mëa?
4. Nükä wöm nëno lë ñigitë?
5. Nükä wöm nëno lë ñëtrómë?
6. Nükä wöm nëno lë fëmë?
7. Anyigbá vuwu ësi nëno dëví mëa?
8. Nükquu kàë vivi nawö wù le wö dëvímë?
9. Ëfa ávi ñuto lë dëvì mëa?
10. Novì yometowò lë asiwda?
11. Wôfàa ávi ñútòa?
12. Ëfoa wö enuemà?
13. Ëfoa wö yeadowoyë?

Additional Vocabulary

/wù/ 'better, best, more, most' (for comparisons)
/yeadewoyì/ 'sometimes'
Unit XX
The Imperative and the Jussive

Dialogue 1
J: John       K: Kosi

tó            J: to pass
Afika mātō (á)yi¹ posu lá?
Where should I pass to go to
zọ yi    K: go (lit., walk and go)
vee      a little, for a while
nàtsó you are to take
mìame    left
Zọ yi ngō vee eye, nàtsó
Go straight, (and) take the third
mó etǔlia lè wọ mìame.
road to your left.
tó
jé
Ményé mó etǔlia dzejée bus
Isn't it on the corner of the
lá tóná cài? third street that the bus stops?
K: you are to go, go
nazo  straight
tē right
núdúsímē

É, éyaéma túttú; gazo tè yi
Yes, that is it exactly; then go
dó mó enelfa lè wọ núdúsímē straight again until (you reach)
la dzí.  the fourth road to your right.
dó
tó peanut bowl
ázigbá

Afìsi wọdó ázigba dóa?
Where there is a peanut stand?
(Lit., where they have put the
(14c) peanut bowl down?)
XX.

γύτι

by
to pass by
to accompany, to follow
green

κπλό ... δό

κπλό ἐμα δό λαε ηατσό;

mádídi, háfi nadó póst la o.

ёнье xo gá múmú áde.

No, pass that place and take the
next road (lit., the road which
follows that one), straight;
you will reach the post office
in a short time. It is the
big green building.

Énno, wëewo do kékeke.

Afíka måtò tsò lè afíma yì?
sukáâ?

J:

Édídì vié tsò lè posua gbó.

It is a little far from the post
office. Ask somebody there so
that he may show you the road.

Bìa àmeaâdè lè afíma bê

wèafiá mó la wò.

J:

Yâd, wëewo do.

O.K., thank you.

ēkré mêlè ãmè o.

K:

Not at all.

Notes

1. A peculiarity in Ewe is that we often find a row of verbs
one after the other. The chief features of this are that
all the verbs stand next to each other without being con-
ected, that all have the same tense or mood, and that in
the event of their having a common subject and object, these
stand with the first, the others remaining bare. Should a
conjunction stand between two verbs, the subject and object
must be repeated.

2. Imperative: /zo/, the imperative, is a command to the
person addressed and is expressed by the verb alone. In the
plural, however, the pronoun alone (mǐ) precedes the plural
form.

/yi/ 'go (sing.)' /mìyi/ 'go (pl.)'

3. Jussive: /nàtsō/ is a command to the subject of the verb.
It is formed by prefixing /né/ or /ná/ to the verb.

/nàyi/ 'you are to go'
/néyi/ 'he is to go'
/wó nèyi/ 'they are to go'

Dialogue 2

J: John K: Kosi
mùduʃé restaurant

Káflà, àfìka mató áyì múduʃé? Please, where should I pass to go
to a restaurant?

krpó to see
dà particle used to point to
remote things

Ekrpó xò màmu mà dá? Do you see that green building?
to
mùtólà
tailor

È, èsì gòme mùtòla áqè leá? Yes, under which there is a
tailor?
XK.

dzę

trś

É, né edé xoa gbé lá trś yî
wô miame eye nazâ yî ngô
lè mó ma dzi. Akpô núqufé
âde le mo eneliâ fe kónâme.

Ényo, akpé nawa.
sù
Nésù akpé ò.

Dialogue 3

J: John K: Kosi

amedzródzafé
'Le Bénin'

Afïka mâtô (a)yí amedzró-
dze fe 'Le Bénin'?
dë

ô! Edídi vie, dô bos blënë
vô âtô eye nàdi lè tófè
étólfa. Akpô lè ñgôwo
zô dekâ.

Âléke wôle?

mâtêju âbùô ò

K: split, turn away from
turn

Yes, at the building turn to your
left and go straight ahead on
that road. Then you will see
a restaurant on the corner of
the fourth street.

Good, thank you.
worth

Not at all. (You are welcome).

J: hotel

name of a hotel

Where should I pass to go to the
'Le Bénin' hotel?
alight, go down, come down

It is a little far; take Bus 45
and alight at the third stop.
You will see it in front of
you at once.

(Lit., how is it?) What does it
look like?

(Lit., you cannot get lost)
you will not miss it

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XX.
Ènnye xo gá yie áde, màtènu àbu ì.

Dialogue

J: John  A: Afeto

J: Àfèto, afika màtò (á)yì Kpalime?
A: mòdžéfèa dè nu

J: Sir, where should I pass to go to Kpalime?
A: a crossroad (lit., a certain road-splitting place)

Tssé dònchódzi mò gë la; yi ìgò wàsède èsì nado mòdżéfèa dè nu.

J: Take the big road of the hospital and follow it until you come to a crossroad.
A: (Lit., at the crossroad where should I pass?) Where do I go from the crossroad?

Le modžéfèa nu dè, afika màtò?

J: (Lit., pass left) Go left, the road goes to Kpalime. (Lit., the road will take (carry) you to go to Kpalime).
A: And the (second) other road, where does it go?

Tó mìame, mò la atsó wò yì Kpalime.

J: in the direction
A: The other road goes in the direction of Atakpame.

Mò èvelìa yá dè, afika wòyì?

J: Thank you very much.
A: là́fo (or godzi)

J: 0.K.
A: Mò èvelìa yá yì Atakpame là́fo.

J: -14-
A: Wòèwò do kákaka loo.

J: 0.K.
XX.

**Comprehension** (Edward and Kosi)

E: Afika mātò (á)yi futá?
K: Zë yi ngi; nàtsò mò etùlià lè wɔmiam.
E: Mènye mò etùlià jë kònà mɛ rɔtɔdɛlɔ dë lè oà?
K: Ê, eyaema pépepe. Gayi ngi dë mò enelìà le wɔ mìdusimè là dzì.
E: Àfisià wɔdɔ àzigba dɔà?
K: Ò, tó àfìma ụtì. Mò si dzè èma yòme laè nàtsò yi dë futà.
E: Ènyo akpè kakaka.

**Questions Based on the Comprehension**

1. Afika Edward dì bë yèáyu?
2. Mò ka woatsò ádo afìma?
3. Nùkaè lè mò etùlià jë kònà mɛ?
4. Afika wɔayi lè mò etùlià megbè?
5. Nùka ụtì woatò āyì futà là?
6. Amèkaè do mò là nà Edward?

**Questions for the Class**

1. Amedzaròdzajè ɗae lè afìsià?
2. Alèke màyi afìma?
3. Afika pòsuà lè?
4. Afika mato āyì nudiçek?
5. Afika mato āyì kétèkè tójèdà?
6. Afika mato āyì (ádo) donɔkɔdzìà?
7. Alèke mako sukù?
8. Sinemà ɗae lè afìsià?
9. Gà neniè mè sinemà dzenà øgàme?
10. Alèke mako sinemà tsò afìsià?
11. Afika mato āyì 'embassy' là? -145-
Unit XXI

Adjectives

Dialogue 1

A: Ama          B: Bob

Móni.

Moni, mieré nyuie dé?

xéxeame

fá

È: Xéxeame fá égbéa yuto!

àkpónmú námá

musi

dzó

È sée: Àkpónú námá? Nýè

ménya músi gádzó č.

wo

abé ... enè

dzá

Èwo nám abe tsi viáde gále
dzdazagé enè.

àlflíko
(a)déwo
mie

A: Good morning.

B: Good morning; how are you?

the world, the weather
to be cold

Fine: The weather is again very
cold today! (as was the pre-
vious day(s))

(Lit., do you see something
for me) we agree on this,
I think so too
what (rel.)
happen

Yes. We agree on this. I do
not know what happened again.
to make, to appear
like, as ... as
to rain

It seems to me as if it is going
to rain a little again.

the cloud
some (pl.)
to germinate
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É, álilikpo adëwo lè dzía ya! Yes. There are some clouds in
A, nédzé, ménye agblemenukuwo
kòs atsi nyúie dë!

A? Nyë ya mëyia àfémé hafi
tsié nàdzé egôme.

dógbe na ame

B: to greet somebody

Yôô, dógbe ná àfémé àrëtowo

non sia.

A: (Lit., they will hear it) I will.

Notes

There are three main ways in which the adjective, as we know
it in English, may be expressed in Ewe.

1) attributively—that is, as a noun modifier. When it is
used attributively, the adjective immediately follows the
noun.

/xe dzë/ 'red bird'

Note that the adjective follows the noun it modifies.
If there are one or more other modifiers for the same
noun, they will follow the adjective:

/atì kokò la/ 'the tall tree'

/atì kokò ade/ 'a tall tree'

If the noun is plural, only the last modifier of the noun
will take the plural marker:

/atì kokò adegò/ 'some tall trees'
2) predicatively—as a predicate or predicate adjective:

/x'e la le dzif/ 'the bird is red'

a) Note first the use of /le/ with the predicative form of the adjective.

b) Adjectives ending in /e/, such as /dzif/ 'red', /ses/ 'strong', /veve/ 'important' are used both attributively and predicatively. When they are used attributively, often a second /e/ is added, and the /-ee/ becomes /-i/; thus /dzif/, /sesi/, /vevi/.

/x'e dzes/ or
/x'e dzif/ 'red bird'

When these forms are used predicatively, a further /e/ must be added:

/x'e la le dzif/ 'the bird is red'

/eyad le vevie/ 'that is important'

Adjectives ending in /oe/, which for phonetic reasons changes to /ui/, also add an /e/ to the predicative form.

/kpoew > /kpuui > /kpuie/ 'short'

/ame kpuui/ 'short person'

/ele kpuie/ 'he is short'

The rest of the adjectives do not distinguish between the predicative and the attributive forms.

3) many English adjectives are expressed in Ewe by verbs:

/fa/ 'be cool'

/xexeame fa/ 'the weather is cool'
XXI.

/didi/  'be long'

/mo la didi/  'the road is long'

However, these verbs may also be made into real adjectives:

a) by reduplication

/kə/  'be high'

/ati la kə/  'the tree is high'

/koko/  'high' (adj.)

/ati koko/  'high tree'

b) by suffixing an /e/

/nyo/  'be good'

/enyo/  'it is good'

/nyoe/>/nyui/  'good'

/ame nyui/  'good person'

c) Verbs which are already a reduplication are used unchanged as adjectives:

/lolo/  'be large, large'

/didi/  'be long, long'

Dialogue 2

A: Ama  B: Bob  A:

yọdọ  sunshine, noon, daylight,

sẹsẹ  noon heat

hard, strong

Ọọ!  Ègbè jẹ yọdọ sẹsẹ ụnọ.  Oh! Today's sun is very bright.

(lit., today's sunshine is very strong).

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XXI.

dèko
mè nu
dzô

É see: Dèko wôle âme mêm
abe dzô ènè.
fia
kènken

Àgblememùruwo lè fàfìâge
kènken.
nyà
nùnyàlâ
dzfìdzo

Yes, indeed! It's burning just
like fire.

The crops will burn completely.

Yes, but this is the cleaners'
happiness.

Oh, (lit., how would you do?)
what can one do?

town, city
a town, a city
some towns, some cities
the bad, the misfortune
the good, happiness

(Some towns' misfortune is some
towns' happiness.) One man's
poison is another man's meat.

Notes

1. /See/--lit., hear it--has the same meaning as /É/ but adds
colour to the language, as is often the case in Ewe.
2. /ałeke nàháwọ/ 'what will you do then?'

The /há/ which is placed after the personal pronoun and the tense marker adds an overtone of impossibility to the meaning of the main verb. The implication of the expression /ałeke nàháwọ/ is that there is really nothing that you can do.

/nuka nàhá́dú/ 'what can you eat then?', i.e., isn't there anything that you can eat?

**Dialogue 3**

Y: Yawa A: Ama

Y: the wind

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exclamatory particle

Égbe jè yà ya gasé lóčè

The wind of today is particularly strong.

A:
	nyrò

to be dark (verb)

yfò
black, dark (adjective)

nyró yfò
to be dark completely

(émphatic)

fò
blow

É sè; kpó dzíme dà!
Yes, look at the sky! The clouds

Alilíkpoawọ nyrò yfò éyà ya
are completely dark, and the
há le jofom sësìè
wind is blowing so hard!

meká dë édzi be

Y: I am sure that (lit., I

ksi
swear on it that)

dza

water

fall (n.)
XXI.

tsi dzâ
Meká dê édzi bé tsi le
dzádzagé.
ësiataê
alea
xô dzê
ësìâtaê yamê xô dzo alea.

A:
to rain
I am sure that it is going to
rain.

is this the reason why
like this
to be hot

That is why the atmosphere is so
hot.

Y:

fê sia mê
tsîdzadza

This year
the rain

The rain of this year is very
heavy.

A:

fê si váyi mê
ålêke wôno fê si váyi lâ mê?

How was it last year?

gbêgbe
lékeâ gbêgbe

much
so much

Last year it was not so (much)

Fê si váyi me la mêsêsê
alea gbêgbe d.

heavy.

çoli
tsîdzànoli

season

Tsidzanolia énye ésiâ ma?

rainy season, rainy period

Is this the rainy season then?

yé, ëyæ le ëgome dzem.

Yes, (it is beginning already)

it has already begun.

Dialogue 4

K: Kofi       J: John
XXI.

sè
avuvo
(a)vunqëli
lë miade
Mese bë (a)vunqëli dë wö
sësë le miade yiito.
dzâ
'snow', dzâ

Nûka énye 'snow'?  
yie
rû
tititi
wö

Nû yie dë wônye. Éfûna

tititi yiito. Ëlé ëbë wö
enë.

Nyatefëd. Alëke wôdzana?
Édzana tsë dzïmë.
alësi

ëbë alësi . . . enë
Àbë alësi tsë dzâna enëdë?

Ê, eyaema, gake ëbë alësi
mëgbloë enë la, mënyë tsï
wônye o. Ëlé ëbë wö enë.

K: to hear
cold
the cold season
in your country (place)

I heard that the cold season is
very hard in your country.
to fall (from the sky,

rain, snow)
to snow

What is snow?
white (adjective)
to be white (verb)

very white
flour

It is something white. It is
very white. It is like flour.

K: Really? How does it fall?
J: It falls from the sky.
K: as

as (introducing a clause)

As it rains? (in the manner of

rain)

J: Yes, that's it. But as I said,
it is not water. It is like

flour.

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XXI.

míawo yá  

Κ:  as for us, we on the other hand

rá

to be cool

ráfe

cool (adjective)

dziehè

north

Míawo yá míafe ávuo, nyé (As for us, our cold is a cool wind which blows from the north)

ya ráfe si fóna tsòa dziehè.  

In our case, our cold season is brought in by a cold wind from the north.

sésè

J:  to be strong

sésfe

strong (adjective)

Ya sésfe wènyéna?

Κ:  Is it a strong wind?

ò, gake efána nito.  

J:  No, but it is very cold.

zã

night

Zãmè wòfóna, álo ...  

Κ:  Is it at night that it blows ...

Éfóna ńdo kplé zã.

It blows day and night.

Notes

1. The Ewe word /tsikpe/ 'hail' is used sometimes for snow.

Comprehension

XXI.
Questions Based on the Comprehension

1. Avuvogoli nenie le Togò?
2. Tsidzangoli nenie le Togò?
3. Avuvogoli didina le Togo âbe Yovuvode enèa?
4. 'Snow' le Togoâ?
5. Tsi dzana le Togo vuvogoli mèa?
6. Afika ya fáfe jonà tsóna?
7. Aleke xexeame na na le vuvogoli mè?
8. Tsi dzana yesi-di yi le tsidzangoli mèa?

Questions for the Class

1. Xexeame totro le Togo le âbe Amerikà enèa?
2. 'Snow' le Togoâ?
3. 'Snow' le Amerikà?
4. Nûka énye 'snow'?
5. Avuvô wôna né tsikpé le dzådzamà?
6. Tsidzangoli nenie le Afrikà?
7. Tsidzangoli nenie le Amerikà?
8. Aleke xexeame le êgbëa?
9. Avuvo le wowoma?
10. Ìdo le vuvuma?
11. Xexeame fu litia?
12. Àilikpowo le dzia?
Unit XXII

Compound Words

Dialogue 1

J: John  K: Kodzo

dzrá

dzrálá

tó

aŋútító (or, aŋútídzłala)

Aŋútító neníe ńye aŋútí dĕká? Orange-owner, how much is one orange?

bíyé

Ève bíyé.

nu

Dzrá bíyé ève nu nám.

Afíka aŋútí nyé esiá?

Kpálíme aŋútíé.

Evívi nyuieá?

dó ... kpó

È, evívi núto. Ádóe kpóá?

È, màdóe kpó. È, evívi nyatefé. Ênyo màřlé bíyé

etó nu.

gblo

né

J: to sell

seller

master, owner

orange-owner, orange-seller

K: money unit of five francs

Two bíye, two for five francs.

worth

Sell me two 'biye' worth. (From)

what place is this orange?

It is from Kpalime. (Lit., it is a Kpalime orange)

J: Is it very sweet (delicious)?

K: to taste

Yes, it is very sweet. Do you want to taste it? (Lit., would you taste it?)

J: Yes, let me taste it. Yes, it is really sweet. Good, I will buy three 'biye' worth.

K: to tell

in order that, to, if, when

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XXII.

miatowo
wðano nu jlëm
wðava nð nu jlëm

le gbonyè
sia

Ényo. Gblè ná miatòwo nè
wðava nè ajutì jlëm lè
gbonyè sia.

va
mègavò ò
asi

Yoò, mègavò ò. Mayò asi
nàwò.

J:

Good. Tell your friends, so that
they will be buying oranges
from me.

to be afraid
do not be afraid (sg.)
clientele, customers

O.K. Don't worry (be afraid).
I will call customers for you.
(I will tell others of your
good products so they can buy
from you).

K:

Good. Thank you very much.

Notes

1. /Dzrálá/ is a noun agent. The noun agent is formed by
suffixing /la/ to the verb-root, and it indicates him who
commits the act(s) described by the verb. With a noun
agent we generally find an object preceding the verb, e.g.

/aютидзрálá/ 'an orange-seller'
/nufiala/ 'he who teaches'

When the verb is intransitive, e.g. /sf/ 'to flee', then
XXII.

it must be reduplicated, e.g.

/sfaílá/ 'he who flees'

2. Compounding is a very productive process in Ewe word formation. Substantives can be formed by adding /tô/ 'master, owner' to another noun, e.g.:

/agble/ 'farm' /agbleto/ 'farm-owner'
/arutí/ 'orange' /arutító/ 'orange-owner'
/afó/ 'house' /afóto/ 'house master'

/tô/ also expresses the belonging to a community, order, place, tribe, and therefore forms patronymics, e.g.

/Lometó/ 'a Lomé man'
/krístótó/ 'a Christian'

We would also like to point out that in Ewe there are many words which consist of combinations of nominals and verbals. Grammatically they function as nouns. According to Ansre (p. 43), the following combinations of nominal and verbal components are possible:

1) nominal + verbal

Ex. /múnáná/ 'gift' (/nu/ 'thing' + /náná/ - reduplicated form of /na/ 'give').

/fũkpěkpol/ 'suffering' (/fu/ 'pain' + /kpol/ - from /kpol/ 'meet').

2) nominal + verbal + nominal

Ex. /nufiala/ 'teacher' (/nu/ 'thing' + /fia/ 'teach' + /la/ 'agent').
XXII.

/ mozotì/ 'walking stick' (/mô/ 'road' +
/zô/ 'walk' + /(a)ti/ 'tree').

3) verbal + nominal + nominal + verbal

Ex. / duametsatô/ 'tarantula' (/qû/ 'bite' + /âmê/
'person' + /tsa/ 'go about' +
/to/ 'tell').

/duamedzhîlûi/ 'centipede' (/qû/ 'bite' +
/ame/ 'person' + /dzi/
'heaven' + /hlui/ 'thunder (v.)').

4) verbal + nominal + verbal + nominal

Ex. / mevimence/ 'stinging insect' + (/mê/ 'sting'
/vi/ 'child' + /mê/ 'sting' +
/no-e/ 'mother').

/noafêdedu/ 'gossip', also, 'telephone'

(/nô/ 'stay' + /aše/ 'home' +
/dê/ 'went' + /dù/ 'town').

3. / bôyê/ 'paper bill money unit of 5 African francs'. 250
African francs are equivalent to 500 French francs and to an
American dollar.

/ flê/ 'one franc'

4. / wôano nu flem/ 'they will always buy'
/wôava no nu flem/ 'they will always come to buy'

When two consecutive verbs both express a future progressive
idea (they will be coming and they will be buying), the
first one is in simple future, and the second one is only in
future progressive.
XXII.

Dialogue 2

K: Komi       R: Rice Owner

molu

Molu.tó (or Molú dza.lá)
Nenle nyè múluá?
Kìlò dékà kpoló.
tògbì
tè
Molu ka tògbì ënye sia?
Ètena nyuièá?
tè kpo
È, ète na ñto. Flèe nà tcè
kpoló. Mekàde èdzi bò nàvá
da akpolò nàmì.
Ènyo, màjle kilò ène.
yesiàyì
nè
àsìme
kplò
vè

Yoò! Affsia kò mǹona
y esiàyì. Nè evà ìsìme nàvá
kpoló ñà; nàkpoló miàtòwo
hà vè.

K: rice

Rice-seller, how much is the
rice?

K:

Twenty-five francs a kilo.

kind, sort
to rise, to swell

R:

What kind of rice is it?

K:

Does it rise well?

R:

Try to see

K:

Yes, it rises very much. Buy it
and try it. I am sure that you
will come back to thank me.

R:

Good, I will buy four kilos.

always
if, when
market-place
to bring
here

K:

O.K. I stay only at this place
always. When you come to the
market, come over to see me;
bring also your fellows along.
XXII.

sésé

ázó
difficult
henceforth, from now on

Yoō. Éya mésesé ò. Gbówò

kò míano mólu jľěm lè ázó.

From now on, we will be buying rice only at your place.

hédé

R:
go

Ényo, wóéwò do. Hédé nyufe.

Good. Thank you. Good-bye

(Lit., go well).

Yoō. Míagadó gò.

K:

O.K. We will meet again.

Notes

1. /nàvá nàkpló/ 'come bring, come and bring'. This is another instance of the asyndeton construction, according to which verbs and with them sentences may freely be placed next to each other without being connected.

2. /Gbówò míánó mólu jľěm lè/

or

/Míánó molu jľěm lè gbówò/

'From now on we will buy rice from you'

/lè gbówò/

'at your place'

To emphasize the word /gbówò/ we place it at the beginning of the sentence. However, the morpheme /lè/, which functions here as a preposition, remains at the end of the sentence.

This construction is equivalent to English sentences such as 'What subject are you interested in?', where the noun and the preposition are separated.

Dialogue 3

A: Ama  G: Gali Owner
XXXII.

ηκύμε
κό
ωό ἑὔπιλο

โอ, γάλιτο, γαλιώο ιέ ηκύμε
κό νυφί ε ρίτο.

G:

Gαλις νυφί κό νεϊά μεδζράνα.
folígoia

A:

face
to be clear
it is fine (lit., it makes
fine)

Ah, gali owner, the face of your
'gali' is very clear. (Owner,
your gali grains look clean).

measure of volume approximately equivalent to an
American cup
in that manner, in such a
manner, in such a way

I sell only good 'gali'.

Yes, it appears so. How much do
you sell the cup?

One 'biye' (five francs) a cup.

May I taste it?

sure
in order to, to

Oh, sure! Take to taste it.

How do you like it? (lit.,
how do you taste it?)

money unit equivalent to one
hundred francs

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XXII.

alési (or, esi) ... ta^{1} since, because, as
le miatowo dôme among my friends

Enyó nám rútó. Màfle biye I like it very much. I will buy
dzé dëká. Ési gali wo one hundred francs (worth).
vivi ta, máyó asi náwò le Since your 'gali' is so sweet,
miatowo dôme. I will let my friends know

about it. (lit., I will call

a market for you among my

friends).

Yoč, wóséŋú káká loč. Good, thank you very much.
Héde nyuie! Good-bye.

Yoo.

A: O.K.

Notes

1. /alesi ... ta/ is a causal clause and may be translated 'as
your gali is so sweet', or 'on account of the sweetness of
your gali'.

Causal clauses are introduced by /esi/, /alesi/, etc.,
and they end in /ta/. When they precede the main clause,
the particle /la/ is added after /ta/.

/Ési núqudu mênô Apanda sime ò ta la, miyì Akafe/
'Since there was no food at the Apanda market, we
went to Akafe'

However, the sequence /ta la/ is felt to be very heavy in
spoken Ewe today, and a single /a/ is considered sufficient
to end a causal sentence when it precedes the main clause.
The same sentence then will be:
XXII.

/Eši nuq'qu meno Apanda sime ḍa, miyi Akase/

When the causal clause follows the main clause, it is introduced by /alesi/, /elabe/, /elabena/, and it ends in /ta/.

Dialogue 4

Y: Yao
YO: Yam Owner

Y:
tri
lōd
alē
eme

Ô! Te sia tri loc! Éme nyo yâ?

É, éme nyo ṭâ. Atakpamé
wōtsō.
Tè ka fomevīe?
Lābokoœ.

de

de ye — dēe
mēgbłē

Ahâ! Lāboko dē wōdzoa dži
nâm ṭâ. Ekā dē edzi be
mēgbłē ḍa?

kâ

É, mēgbłē ḍa. Mākê nākpo.
Ekpěda? Eme mēgbłē ḍa.

Y:
big, thick
exclamation sigh
like, so
inside

YO:
No! This yam is big! Is the
inside good?

Yes, the inside is very good.

It is from Atakpame.

What kind of yam is it?

It is 'laboko' (a variety of yam)

it is

it is that
to be bad

Oh, yes! It is 'laboko' (yams)

that I like very much. Are you
sure (lit., do you swear on it)

that it is not bad?

to cut

Yes, it is not bad. Let me cut
it so that you may see. Do you
see? The inside is not bad.

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XXII.

Y: How much are you selling it?

Yö: Three (i.e., three yams) for a hundred and fifty francs.

Majle biedzë atö (nu).

Y: I will buy five hundred francs (worth). How will you do it for me? (asking for a special bargain).

Yö: I will sell you twelve for five hundred francs. (Lit., I will do it for you).

Éyö, majle. Ágelia dé, nenié nele édzrám?

Y: Good, I will buy it (I will take it). What about the manioc?

Yö: How much are you selling it for

Éne biyédzë.

Y: Four for a hundred francs.

Dzédze
to be bad (used only to describe manioc, tough and not very tasty)

Éyö, né ménye ágelí biyédzë o la, dzrá biyédzë étö nu nám.

dé édzí

Yö: Good, if it is not bad manioc, sell me three hundred francs' worth.

Mádë édzi náwö kplë

lit. to put on (please, present me with a few)

Yöö. Efle nú nám rútö!

I will present you with, I will give you free

Mádë édzi náwö kplë të déká.

0.K. You bought a lot of things from me. (Lit., for my benefit)

I will give you one yam free.
Azū

Ndwo wayne lām. Mi'agadōgo. Good. Thank you. We will meet again.

Additional Vocabulary

àbólome'fe  bakery
àbolo    bread
àma   spinach, edible green leaves
tomato, or tîmâtî tomato
sabāla onions
ayi  beans
lādzrā'fe meat market
âdzalē  soap
ṣukī  sugar
kōff  coffee
hē pull, drag
hē āsi bargain
gedewo several

Comprehension

XXII.
Égblo nè bé ágbeli sì à jé nkúmè kó, éyé laboko la, tè nyuie àde wùnyè. John srè há bé wọtenu hè àsi kplè nûdzralawo éyè nè e e àfle nù sógbè lè nûdzrala àde sì la, àde édzi nàwò. Asiamè dzødzi ná John yúto byata wòbu tamè bê yèáno nù jìlèm lè àfìma azò.

Questions Based on the Comprehension
1. Égbè énye aífka jè ásígbé?
2. Afíka nûdzralawo tsò?
3. Nûka wóm wólè lè Kpalime?
4. Nûka na kpó lè afímà?
5. Nûdzadrwo nyóò?
6. Ame gedewo j'leà nù lè afíma?
7. Amékae kplè John yì asiamè?
8. Nûka wòtsò fiá John?
9. Nyaka wògblo nè tsò ágbeli yútì?
10. Tè ka jomeví ënyò?
11. Nù butu ka John srè?
12. Nûka nûdzralawo wòna, nè àfìle nù gède le wòsf?
13. Asiamè dzødzi ná Johnà?
14. Aléke wòsísù?

Questions for the Class
1. Afíka wòsfèna nù lè lè Tógò?
2. Afíka wòsfèna nù lè le Amerikà?
3. Wọtegnu hèà àsi lè Âmerikà?
4. Wọtegnu hèà àsi lè Tógò?
5. Nûka ná kpó lè ìsìme?
XXII.

6. Àsi lè Togo?

7. Òatey j'è àgboli lè Àmerikà?

8. Afika tàpîckà tsònâ?

9. Asime j'è átikutsetsewo dòa xòxa?

10. Èkpóa dzídzo lè átikutsetsewo yùâ?

11. Àtikutsetsewo xòa àsi lè Àmerikà?
Unit XXIII
Cohortative
Dialogue 1

K: Kofi  Y: Yao

Yao, mũka wčm nèle ĕgbeš? Y:  K:  
náne
Mèyina náné flegé lè fiăsɛmè  Y:  K:  
yestrọ sia.  Y:  K:  
Émegbe de?  
nyá
hadé ọ  
Nye ménọya ọ.  
dì tsà yí  

dà  
no  
dünd  
ko  
và mìdi  
nà mìdi  
nàvá mìdi  

Ényo va mìadì tsà yí dōno-  
kódzi.  
Mìava wo mūkà?  

Mìadì tsà yí kò.  

Yao, what are you doing today?  
something
I am going to buy something at  
the store this afternoon.
And afterwards? (After that?)  
to know  
not yet  
I don't know.  
to take a walk, to go, to  
take a walk to  
sickness  
female  
sick person  
hill  
let's go  
let's go  
let's go  

All right. Let's go to visit the  
hospital.  
To do what? (Lit., we will go  
to do what?)

Just to take a walk there.

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XXIII.

dëka

dë

nedë bë

nebë

vôvovowo

Dë vôvovowo téfewo lë kôadzi,
dëka títutu nebë yësâyí.

kpë

kpékperlé

Medëbe mlaëf tsâ yif kpékperléwó
tëfë.

lëfo

Nenyá ëffsi lëfo wôlëdë?

vëf

vidzinë

vidzinwó fë

E, ëlë vidzinwó fë xo megbë.

Y:

which one
to want

you want to
different, various

There are various departments
(sick places) at the hospital.
Which one exactly do you want
to go to?
to cough
he who coughs, he who has

tuberculosis

I want to visit the tuberculosis
section.
direction (of)

Do you know where it is?
child
the woman who gives birth
the maternity ward

Yes, it is behind the maternity
ward.

Do you know how many sick persons
(who) are there?
to be numerous

No, but I know they are numerous.
XII.
Mēnyā ame dē lē afīma.
Kpō
Y:
K:
Y:
I know somebody there.
Really?
once
with him
Yes, he and I went to school (together) once.4
Nye yā mēdzesì 'nurse' adē si wōa dē lē afīma.
Y:
K:
And I know a nurse who works there.
Is it a girl?
Yes, she is my sister's friend.
Is she new there?
long time, old
No, she has been there for a long time.
Nē ... a
Y:
K:
0.K. When I come back from the store, we will go.
O.K.
Enyo nē megbo tsō fiāsea me kō la miāyì.
Yōō.
K:
Notes
1. /mēīnā ... flegé/ 'I am going to buy' instead of /mēle ... flegé/. In the ingressive, (i.e., intentional) /le/ may be replaced by a verb of motion such as /va/, /gbi/ 'to come', /yi/ 'to go'.
2. /no/ 'the female' has also the meaning of 'weak' as opposed to /atsu/ 'male, strong'. It is used in compound nouns, and it expresses that which is subject to, is ruled by, or

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suffers from, ex.:

/ḍc/  'sickness'
/ḍono/  'sick man, sick person'
/fu/  'foetus'
/rũo/  'a woman in pregnancy, someone who has miseries, suffers often'
/ŋkuno/  'blind man, one who has bad eyes'
/tōkuno/  'deaf man, etc.'

3. The cohortative expresses a polite command in varying degrees. The speaker includes himself in the command, and therefore it is in the first person plural.

/nä miyi/
/vä miyi/  'let's go'
/miayi/
/näva miyi/

There are some differences in the meaning of the above expressions.

/nä miyi/ literally means 'give that we go', and the speaker more or less asks the permission of the person he addresses that they go. However, it is not as strong as 'allow us to go'.

/vä miyi/ literally means 'come that we go'. The speaker now has more authority, and he urges the person(s) spoken to to go with him.

/miayi/, which is the same as the future, is more polite and more of an invitation.
/nàvá miáyi/ is also a polite invitation slightly stronger than /miáyi/.

4. When the verb /kpo/ 'to see' follows the main verb, it may mean 'sometime, ever, once', and in the negative: 'never, never as yet'. With this meaning, if the main verb is in the future, then /kpo/ may or may not take the future prefix. In all other tenses of the main verb /kpo/ remains invariable.

/nye kplf miédè súká kpo/ 'He and I went to school (together) once'.

/nye kplf miáva súká (a)kpo/ 'He and I will go to school (together) sometime'.

Dialogue 2

Kf: Kofi Y: Yao Ks: Kosi

Éfóa, Yào. Và miáyi dá kpo Kf: Hi, Yao. Let's go to visit
xwóa dá. Y: your friend.
Ô
kpo
vù

Ényo. Gà kámè wóvùna vòa? 0.K. What time do they open
Wóvùne òbè gà àtò kplé the gate (fence)?
áfá enè.
tu

Gà kámè wótu nè? What time do they close it?

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Kf: They close it about eight.

Y: O.K. Let's go. (Come let us go)

Kf: to take (something) from another

Kf: anyway

Ks: Hi, Kosi. How did you catch the tuberculosis?

Ks: to take something from somebody, contagious, contagious disease

Ks: I did not know that it is a contagious disease.

Kf: Is it then that you caught it from somebody?

Ks: Yes, I caught it from a friend of mine.

Y: How is it doing now? (i.e., How does it feel, what are its effects?)

Ks: the chest ache

Ks: The chest is aching a lot.

Ks: Only your chest (is aching)?

Ks: to breathe

Ks: Yes, when I breathe, my chest aches.
XXIII.

Aléke nɛwo xɔ doà lè amea
gbɔ yâ?
go
gɔgo
xɔxɔ

Né ɛtɛdɛ dɔno ri éyɛ wɔʁɔ
nû dè rɔkùme nàwɔ lâ, axɔ
dɔ lâ.
dze eme
Éle éme dzɛm nàwɔ yâ?
ka dze eme
ências, élè kakám dè éme vie.

Nuka dɔyola gblɔ?
kerker
Ébe akà dè éme nâm kerker
lè ñëbè Kwasi'da ève me.

Enyɔ, míagadj tsà vákpo
wɔ ɗa.
Yɔɔ, miawde sɛŋu kakaka.

Dialogue 3

Y: Yao  K: Komlâ
Afíkaâ lè vëwɔmâ, Komlâ?

Y:  How did you manage to catch it
     from the man anyway?
Ks:    to be close
     already, certainly
     If you are close to a sick man,
     and he talks into your face,
     you will surely get it.
Y:     to get better, to improve
Ks:    Is it getting better anyway?
     to cool down
Yes, it is getting a little
better.
Kf:   What did the doctor say?
Ks:    completely
He said that I would have recov-
ered completely in about two
weeks.
Y:  Good, we will come back to see
     you.
Ks:  O.K. Thank you very much.

Y:  What is the matter with you,
     Komlâ? (Lit., what is hurting
     you?)
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XXIII.

郷

郉

郉

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郉
XXIII.

Y: to finish
it will give that it finish,
it will make it go
fast
Yes, I am sure that it will make
it go fast.
O.K. I will try it. (Lit.,
I will take it to see).

kaba
É, mekáde édzi bé ána
wóava náwó kába.
Ényo mánoe kpó.

Dialogue 4

J: John
D: Doctor

Káflá doyolá, kpékpena
nenfé le kóadzi?

D: About seven hundred.

J: Are all tuberculosis patients
hospitalized here? (Lit., is
it that they hospitalize all
... in the hospital?)

J: Why?

D: among people
to transfer onto

kátá nii
Élábéna né wólé ame dome la,
wóade dö ame mamlâwó
kátá nii.

D: Yes, if there is room, they take
them all in the hospital.

J: Because if they are among people,
they will transfer the disease
onto the other people.
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kpọ amegbọ

Dọyọlọ nenifẹ lè afisia ākpo
wọgbọ?

Mí ìmè ìvẹ.

Nurse nenifẹ kpéna dẹ mìàmì?

Àbè blāve enẹ.

Afika wọawọ yá srũna dọ̀
lè?

Sukúà lè kóadzi āfísìlà.

xè

Họ nenifẹ wọxena lè kóadzi
njẹkẹ dẹká?

fe

Wọmexena fèá dẹké lè afisìlà dè.

Gáké nè ìmèaàdè lè ìmèdéka
xo mè la, axè ìbè alafá atì
njẹkẹ dẹká.

Afika tejẹ sí àrẹ lè?

Élè ngógbọ.

Ényọ, wèse ní kákákà.

Yoó, mèse akpë ò.

Additional Vocabulary

yleti

vidzɛ

moon, month

ewly born

to look after somebody

How many doctors are here to look after them?

We are two.

How many nurses to help you?

Approximately twenty.

Where do they learn the job?

The school is here in the hospital.

to pay

How much do people pay in the hospital each day?

fee

They do not pay anything here.

But if you are in a single room, you pay about five hundred francs a day.

Where is this place?

It is straight ahead.

Good, thank you very much.

You are welcome.
XXIII.

Comprehension

Dônokódzi gá dóe lè Lôme. Élè Tôkoe. Àfìma wóxa dôno
vovovowo dê. Dôyolá kplé nurse gëdewò li. Dôyoláwo dometòa
dewo tsé Europa âló Òmerikà; màmlaewo nyé Tôgotowo John kplé Kòff
yî dônokódzi égbea bé yewoadd gbè nà Kòffë xóxo dê si le kpe do
lèm. Égblà nàwo bé yexò dô lè lè ame bûbu gbè. Dzôgbenyítòè
lè, ëyë dônokódzi ënumake, eye wôna ëtìkë. Dôyolá gblà ne bé
aká de éme nè kpuie éye wôate nyí tró yî dôwafè le yletì dëka mà.
Lè kpékpelawo tejë megbé la. John kplé Kòff di tsa yî vëdzjà
ëye wôkpo vëdzèwò. Kòff kplé nurse dê dô dzà hafì Kòff kplé
John gàtò cì dzò.

Questions Based on the Comprehension

1. Dônokódzi dóe lè Lômea?
2. Alèke wôyo nè?
3. Dôno tôgbui kawоè wôxa dê afìma?
4. Affìka dôyoláwo tsè?
5. Âmekawоè yî dônokódzi égbea?
6. Nûkata wôyì afìma?
7. Dô kae wôxa lè lèlelm?
8. Alèke wóxa dô sià?
9. Ëyë këdžì kàbà?
10. Nûka wônè lè afìma?
11. Nya kae dëkta gblà nè?
12. Yëkayì wðagatè yû yî dôwafè?
13. Lè kpékpelawo tejë megbé dê afìka John kplé Kòff woyì?
14. Amëka Kòff jo nu nà hafì wôdzè?
XXIII.

Questions for the Class

1. Dônokódzi ñöde lê dúsiâ mêâ?
2. Èyi dônokódziâ?
3. Kpekpêlawo lê afigâ?
4. Vidzilâwo tejê ñöde lê afigâ?
5. Gâ nënûë më nûteçu ñîtsa yi ñâkpo dônowo lê afigâ?
6. Nûka nêwona nê ëlê arsa?
7. Nûka Tôgotowo wôna kplé tîgbe?
8. Ële nyûfeâ?
9. Ñôtînë xê nàwë le ñûvûmëli sëa mêâ?
10. Ta lê ñû wë mê?
11. Ñôtixêname dé dôxôlëamesí wônyëâ?
12. Kpekpêkepe dé dôxôleamesí wônyëâ?
Unit XXIV
The Comparative and Superlative Degrees of the Adjective

Dialogue 1

B: Bob  K: Kosi  A: Ajeno

xô
dí nu
há ya

Kosi, mele xo dim bé mahaya.

B: building, room
to look for something
to rent, to let

K: How much do you want to pay?

A: About two thousand.

B: Good, I know a lady close by;
she has some good, clean rooms.

K: Let's go.

A: Good morning, madam. Do you have
a room to rent? (Lit., you
would rent)

K: up, high

A: sky

B: building with several
stories

K: Yes, there is one; would you like
to see it? It is on the
second floor.
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zôkpuì

Èsia. Xô nyuif wônyé kplé
zôkpuì nyuiéwo.

B: soe

lolo
lolo wù

Èsôe ñíto; bubù aqê lè àsíwà
si lolo wù èsià?

A: vò

vôvo

Dëkà lë lolo wù èsià gâkè ame le émè. Në ñëòqù làla
lë, émè àvô ètsù.

Èndo, mævà ètsù.

B: lë ... dôme

Èndo mekànte dzù bè éma
àdzù ñùwo. Èyae nyöwu
èye wò lolo wù le nyë xòwà
kâtà dôme.

A:

chair
This one. It is a nice room with
good chairs.
little, small
to be big (verb), big (adj.)
bigger than
It is very small; do you have
any bigger than this one?
to be free (verb), empty
free (adj.)

There is a bigger one. But there
is a man in it. If you can
wait, it will be free tomorrow.

0.K. I will come tomorrow.

Among, in the midst

Good, I am sure that you will
like that one. It is bigger
(lit., the one which is bigger)
and better among all my rooms,
i.e., it is the biggest and
the best.²

Notes

1. The comparative of adjectives is expressed by the verb /wù/
   'to surpass' following the adjective.

/xosìa lolo wù èma/ 'this room is bigger than that one'

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/énya nî wûm/  'he knows more than me'
/wû/ is also used without an object:
/esa ila lolo wû/  'this is bigger'

2. The superlative of adjectives is also expressed by /wû/ with the addition of an expression /éye wû/ meaning 'of all of them', 'among all', etc.

/éyae nyô wû éye wû  'it is the best and biggest
lolo wû le nyê among all my rooms'
xowô kâtâ dôme/

Equality is expressed by /âbe ... éne/  'as ... as', e.g.
/élôlo âbe émâ éne/  'it is as large as that one'

Dialogue 2

B: Bob  A: Afeno
Alékê, âfênô, xo si lolo wû la waa?

B: How is it, madam, is the bigger room (lit., the room which is big) empty?

A: Ê, évé. Mfate 'nu ayi akrpoe fîfia.

A: Yes, it is empty. We can go to see it now.

B: Êbatî

B: bed

Ê, ésiâ lolo wû, gâké ëbatî akpue nâm âkpa.

Yes, this is bigger, but the bed is too short for me.

A: kô tall, to be tall

A: nya word

A: ó, mélâ akpue âkpa ó. Òmysô

Or: man who was here before was taller than you but said

no具有一定，没有。
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B: in addition to
Thérè is only one chair in this room. Could you give me one more (in addition to this one)?
to take
to bring along

A: Yes, I will bring you one more.
soft

B: Do you have a softer one?

A: This one is too hard for me.
just one, only one
the table
cloth, dress, apparel, etc.
to keep
the closet

B: No, they are all the same. Do you like the table and the closet?
to take a shower, to bathe
bathroom

A: They are good. There is lots of room in the closet for my things. Where is the bathroom?

B: The second door to your right.
to be hot
hot (adj.)
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fá
dará
Kplé tsidzódzo kplé tsifáfá?
Le Togo máñiá tsidzódzo ọ.
A: to be cold
cold (adj.)

Dialogue 3

B: Bob     A: Afeno

dó
dó ... và
Medí be máño nyè múwo và
xoame égbea.
B: to gather, collect
to move

A:  vê (i.e., và afisia)
Ô, fàa, àtémú rowó vê égbea.
B: I want to move my things into
the room today.

A:  jò nu
tso ... nítì
Medí be miáfo nu lè asia
nú(tí).
B: Oh, sure, you can move them here
today.

A: Ênye. Àsìá ënìye àkpé ètò
kplé àfàì.
B: to say something, to speak
about

A: Àkpé ève nó màtènu xé.
Aô, nyè màtènu hàya xosiá
àkpé ève ọ.
B: I would like to talk about the
price.

A: Hônène màtènu xõ?
Nè àtémú xè àkpé ètò là
máxon.
B: O.K. The room is three and a
half thousand.

A: If you can pay three thousand,
I will take it.
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B: A friend of mine rented an apartment (room) better than this one for two and a half thousand in the range.

A: No, there is no apartment here better than this which costs (lit., and takes) two and a half thousand. In the range of apartments of three thousand this one is the best.

B: This room is a little expensive, but I will take it.
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nyà

Woésèju. Afíka mäteru nyà
nyë múwo lä.
Materu nyawó nawa.
xofe

Ékema nenfè anyé nyë xofènì?
Àbé alafà àtò (enè) yletì
qëká.

Ényò, ënyo nám wì.

Additional Vocabulary

enenu
édzie dzì

bobò

Comprehension

Xo kpòkpo lè Lôme mësesë ò. Gakè mënë afisiafi ko nàkppo
xo lè boboe ò. Afisì nàkpoè lè boboe wì lè ënye Tòkok. Xowo
bò dë afima wì tëfì bùbuwò. Êdëdë viè tso Lôme je titinà gbò,
álëbe xowo nyà kpóna lè afima wì. Atëju kpò xò ëbè àkpè ètè ènè
gake në edì bè wôdlolo nyuide èyë mësiàmù nànë ëme la, ëxè ëbè
àkpè âdërë tso ëfì. Yeàdëwòyì la zikpuì kplè ètonè noa xoame,
gake ëme gëdëwò mëfëlëna múwo dëa xoawo mé o. Xohàyàla ñütëe
flëa èfë múwo. Ènuënu la tsilafè ève noa anyì nà afisametowo
kàtì; dëkà nà nyònawò, èye dëkà nà ñutsâwò.

to wash
Thank you. Where can I wash my
things? (i.e., clothes)
I can wash them for you.
rent
Then how much is my rent now?
About five hundred francs a
month.
Good, it will be better for me.
often
often, most of the time,
frequently
easily, soft
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**Questions Based on the Comprehension**

1. Xo kpókpó lè Lôme sêséá?
2. Afìka xo kpókpó bôbo lè?
3. Nûkata xo kpókpó bôbo lè afìma wù?
4. Hônenie náxé ná xô dêkâ?
5. Zîkpuí kplé etowó noa xoame édziedzi?
6. Amékaé flèa núwó déa xoame édziedzi?
7. Tsilejé nenfe li ná ñfìametôwo kâtâ?
8. Tsilejé lè xô dêsifâ mea?

**Questions for the Class**

1. Afìka nènona. Fofowô jëme lôc âlô xoñâyâ mèa?
2. Hônenje nèxéna ná xo wâa?
3. Xo kpókpó bôbo lè ñfìsîâ?
4. Afìka xokpókpó lè bôboe wù; le Lôme jë títinâ lôc âlô âdfídi lè títinâ gbòa?
5. Zîkpuí kplé etowó noa xoame lè ñfìsîâ?
6. Xowoñ ñoñwo xosîâ?
7. Xowoñ lè súkûâ gbòa?
8. Nûqufe kaé tso ñè súkúa gbó wù?
9. Nûqufe kaé ko wù lè dûâmâ?
10. Nûqufe kaé nyò wù lè dûame?
Unit XXV
Verbal Nouns

Dialogue 1

J: John  K: Kofi  Y: Yao

\[\begin{align*}
\text{wù} & \quad \text{to kill} \\
\text{dò lè wuyem} & \quad \text{I am hungry} \\
\text{pátìa} & \quad \text{the party (from the English)} \\
\text{dù nú} & \quad \text{to eat something} \\
\text{mídqù} & \quad \text{the eating, the food}^1 \\
\text{númqùmàqù} & \quad \text{non-eating, not having} \\
\text{eò} & \quad \text{eaten, without eating}^2
\end{align*}\]

Dò lè wuyem ýuto. Nyémátègu
yi pátìa númqùmàqù è.  I am very hungry. I cannot go
Enyà tèfè nyufè ède mídqù
tù lea?
È, ményà mídqù fè nyufè ède  K: Yes, I know a good place, but it
gake édidi vie.
hìa  è a little far.
méhìa o  J: to need
tó azoli
dózì
Méhìa kúra è. Azóli zózo  It does not matter. I like
dózì dzà fè nàm.
è  It is called 'Tarzan'. They
dì  prepare very good food (there).

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to employ, use
not rotten, unspoiled
(i.e., fresh)

Do they use spoiled meat like they did at the place we ate yesterday?

No, they use only unspoiled meat at 'Tarzan'.

Do they have only Togolese food there?

the price is not easy,
it is not cheap

Do you know them there?

Yes, I have been there twice.

O.K. Let's go.

Yao, what do you have?

Anything you want at all we will prepare for you.

'fufu'

John, would you eat 'fufu'?

to be light
to fall
to get digested

Is it light, and will it digest well (easily)?
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mé ... kúra ð
kpé

Yes, mékpé kúra ð.

É, mékpé kúra ð.

Enyo míađometo dësiâđe áxô
fufu kpóndê dêká kpôlé là
kpóndê deka.

sógbe
fifila

Asógbe fifila.

Notes

1. The verbal noun is formed by reduplication of the verb form, e.g.:

  intransitive /yi/
  /yiyi/ 'to go'
  /doc/ 'the act of going!
  /dowowo/ 'to work!
  /dèmô/ 'the act of working!
  /hëmu/ 'to eat!
  /mëqëru/ 'the act of eating!' (also,
  'the food!)

The verbal noun is used as a substantive. In constructions where another substantive is used with a verbal noun we should distinguish two types:

a. the verbal noun with a subject possessive

b. the verbal noun with an object possessive
The subject possessive is always separated from the verbal noun by the possessive particle /ső/, e.g.

/ame ső lóló/ 'the love of man', i.e., 'the love which a man has'

The object possessive, on the other hand, directly precedes the verbal noun, and it forms a word unit with it, e.g.

/amelólo/ 'the love towards a man'

The verbal noun is often used with the meaning of an abstract substantive, e.g.

/zó/ 'to walk' /ló/ 'to love'

/zózó/ 'walk' /lóló/ 'love'

2. Negative of verbal nouns

To form the negative of a verbal noun, the negative particle /ma/ is added in front of the verb form, and this combination is then reduplicated, e.g.

/wó/ 'to do'

/wowo/ 'the act of doing'

/mawomawo/ 'the act of not doing'

/dúnú/ 'to eat'

/miđüdi/ 'the act of eating'

/mǐmǎqumađu/ 'the act of not eating, without eating'

If the verb idea is formed by two verbal roots, reduplication does not take place, and the negative particle /ma/ is used only once, e.g.:
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\[ /\text{xø nya dzisé}/ \quad \text{"to believe in something"} \]
\[ /\text{nya-dzí maxose}/ \quad \text{"the lack of belief in something"} \]

3. The verbal adjective is formed by reduplication of the verb form.

\[ /\text{dú}/ \quad \text{"to eat"} \]
\[ /\text{dúdú}/ \quad \text{"edible"} \]
\[ /\text{wo}/ \quad \text{"to do"} \]
\[ /\text{wowú}/ \quad \text{"done"} \]

The negative of the verbal adjective is formed in the same way as the negative of the verbal noun. If the verb is followed by an object or another verb, it is not reduplicated, and the negative /\text{ma}/ is used only once.

\[ /\text{ló ame}/ \quad \text{"to like a person"} \]
\[ /\text{ame lúame}/ \quad \text{"a likeable person"} \]
\[ /\text{ame malúame}/ \quad \text{"an unlikeable, disagreeable person"} \]

The verbal adjectives are used only attributively.

**Dialogue 2**

J: John  K: Kofi  Y: Yao

J: thrist

\text{tsíko}

\text{tsíko lè wuyèm} I am thirsty

\text{Tsíko lè wuyèm. Ñuká míanô?} I am thirsty. What shall we drink?

\text{'wine'}

\text{'beer'}

\text{kofi}

K: wine

\text{beer}

\text{coffee}
nôno

Wine, beer kplé kôfî lê wôsi,
gâkê wôfe beer mênye nà
nôno ô.

Wine kô tôgbuiô lê wôsi?

J: tsi
tsi
tsitsi
mâtsimatsi
Frâsê wine nyuie mâtsimatsi
âde lê wôsi.

Ényo mianô wine kplé kôfî
lê núdûqua mëgbé. ô,
núdûqua nyé èsf.
mëkpo ... ô

Nyê mëdòô kô ô, gâkê mënyá
bé âdzôdzi nâm.

do da
doçam
tso ... doçam
dzëa
âtâdia

Tsô dzëa kplé âtâdia doçam.

ve

Kpô nyuie. Âtâdia vé nuto.

drinkable
They have wine, beer, and coffee,
but their beer is undrinkable.

What kind of wine do they have?
to be old
old (adj.)
unaged
They have some good unaged French wine.
O.K. We will drink wine and
coffee after the dinner. Oh,
here is the food.
not yet
I have not tasted it yet, but
I know that I will like it.
to send
to send to me
pass me
the salt
the red pepper
Pass me the salt and the red pepper.
to be hot
Watch out (lit., look well).
The pepper is very hot.
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J: metal
with holes
fork
spoon
the spoon

We are missing (lit., we need)
a fork. Can I use the spoon?

K: No. Yao, bring us one fork.

J: The food is very tasty (lit.,
sweet), and the wine is very
good.

K: Would you take a little more?

J: No. I do not want to get fat.

K: It is not fattening (Lit., it
does not people to fatten).

to owe

Yao, how much do we owe you?

J: Fifty francs each.

Y: pay it
we both, both of us
times

J: I will pay (it) for both of us.

Biyè ǝwò tefé eva, ǝwò biyè
dǝ dékã. Èyéè nyè èsf.

Fifty francs by two makes one
hundred francs. Here it is.
Notes

1. The multiplicative numerals are expressed by means of /tefÉ/, e.g. /eve tefÉ eté/ 'two to three places, i.e., two times three'.

Dialogue 3

J: John K: Kofi

dé ... kpô

Mèdî be mááó Tógo núdüqu nyuie âde kpô, ési máxh âsi ákpa ñ. Ênyá tefÉ âde miayfa?

É, tefÉ nyuie âde lé ásiamè aísì wòdzrana àkplè lé.

tso wô

J: to taste I would like to taste some good Togolese food which will not be too expensive. Do you know a place we could go?

K: Yes, there is a good place in the market where they sell 'ákplÉ'.

tó make of, from, with (lit., to take to make)

Núkâ énye ákplè? Núkâ wótso wône?

hâmè

bo

blÎ

wô

blîwo

AkplÈ hâmè vòvovowô lî gâkè 'ákaplé', but the most common variety is corn-flour 'ákplè'.

There are different varieties of 'akple', but the most common kind is corn-flour 'akple'.
XXV.
Mëse wë dëtsëa ñko. Nûka nëtsë wöc?
K: to
tome

là
akpa, (tomelà)
vù
là, (vùlà)

àma

Dëtsi vôovowo há li:
(tomelà) akpa dëtsi àló
(vù)là dëtsi àló àma dëtsi
kplë tòwè. Và mâ du âkplë
kplë dëtsi kpù, mëkáqè édzi
be àdzë ñìwo.

J: Enyo na miaqù âkplë biyè
évè nù âme dëkà.

Dialogue 4
J: John K: Kofi Y: Yawa

K: first

Yawa, zi gbàtë mëvà arfëia,
âkplëwë dë ànynè ñòto,
ëyata mëkplë xônyëa vë.

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XXV.
Ényo ṛuto. Mǐa xo lá?
É, dzrám lá kpónó nū ná
mì ème evea. John, ìkplèa
dže ṛùwò lá afíṣà?

tó wòvo
Éto wòvo ṛuto eyé wònyò ṛuto.

Àgàdú vía déá?
ka
gà
gáde
dí jè

ò, wọké námi gáde ṛuto.
Mèdi jè.

Yáwa, hòněníe mìaxe nàwò?
kpé
tso kpè(dè)
Ìkplè bìyè ève ème dèkà,
èwà bìyè ène na mìame èvea,
tso kpè dè lá kpónó, èwà
bìyè ìṣíṣèke.

Èyae sí. Wò núdùqua nyò
ṛuto. Mìgàtró và āfíṣà.

Y: Very good. Will you have meat?
K: Yes, bring twenty-five francs
worth for both of us. John,
do you like the 'akplè' here?
J: to be different

It is very different and very
good.

K: Will you have some more?
J: to cut
ka
gà
gáde
dí jè

No, they gave us a lot; I am
full.

Yáwa, how much do we owe you?
K: to add
take add on, i.e., plus

Ten francs (lit., 2 'biye') worth
of 'akplè' each one makes
twenty francs for both of you,
and twenty-five francs for the
meat makes forty-five francs
altogether.

Here it is. Your food was very
good. We will come back.
Mfana gâ via dê câ?
J: Are we going to give her a little money (i.e., aren't we going to leave a tip)?
K: No, we do not give money here. (i.e., we do not tip here).

Comprehension


Questions Based on the Comprehension
1. Nûdûdu kà fómëvi nâtëgu kpô le Tôgô?
2. Nâtëgu kpô yëví nûdûdu le afimá?
3. Nûkëwô ènye Tôgo nûdûdu bôbo ève?
4. Nûkë ènye âkplê?
5. Nûkë ènye fûfu?
6. Akplê kë fómëvi bôwô?
7. Dëtsf hàmê vôvovôwô lîa?
8. Nûkë wôtsô wôna dëtsf?

Questions for the Class
1. Èdû Tôgo núdûdu kpôa?
2. Èdû âkpa dëtsfâ?
3. Èdû lâ dëtsf?
4. Lë detsi dé Ámerika núduqu wonyéaa?
5. Àtègu kpo Togo núduqu le Ámerika?
6. Àtègu kpo Frášë núduqu le Ámerika?
7. Frášë 'wine' dzadzi náwoa?
8. 'Wine' tsìtsi àlò 'wine' mātsimatsie dzedzi náwoa?
9. Nükë nenona le núdu'ë?
10. Zinenie nequa ni gbë dëkâ?
11. Àtègu no anyi n'keke blîbo m'ładu'maqua?
12. Nükā énye Ámerika núduqu bôbôto?
13. Nükà wôtso wonë?
14. Nenie nyè âtô têjë ène?
15. Nenie nyè âtô têjë èvé?
16. 'Cent' nenie le 'dollar' dëka me?
Unit XXVI

The Conditional

Dialogue 1

SA: Sewa    A: Ama    S: Senya

A: to buy
dress, shirt (or a man’s
clothes) (any form of non-
indigenous clothing that
has already been sewn into
its required form).

Ωdí navød, Senya, måvə miʃəf

fiʃe mɛ da? Medi be måʃɛ

awua dɛwɔ.

Good morning, Senya, won’t you
come that we may go to the
store? I want to buy some
dresses. (Lit., I want that I
will buy some dresses).

Né ga lɛ asinye la, nye

hɛ måʃɛ dɛwɔ.

If I have money, I also will buy
some.¹

S:

måmif

A: måmif (or probably Madam).

‘Måmif’ is the general name
used for the Ghana women
actively involved in
trading.

avo
cloth

fɛ
debt (or price on commodity)

gbebugbe (gbebugbe)
another day, another time

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Ga mele nye hâ si o. Mese be mâmî adzra avoawo.navô eye naxe fea gbebubugbe...

Ekema va miyi dakpo mâmî dá.
Fiase ka me wôle?

A: asi
Ési le asia xa la.

Mami ñko de?
Ajeno Yawa Sewa.
Enya via Senyoa?

dufia
nye de wô
menye de woyi

Ne menye dë wôyi Amerika o la, anye ne eyae enye mîaše dufia fifia.

Eya taʃee wôle Nyavô qom fiae. Nyavô is being enstooled\(^2\) a chief as a substitute. (It is at his place that they are en-

I don't have the money either.
I heard that mami will sell you the cloth, and you will pay the debt some other day (another time).

Then let us go (come we go to see) to see mami. In which store is she?

market (the open market)
The one beside the (open) market.

What is mami's name?

Mrs. (Madam) Yawa Sewa.

Do you know the son Senyo?

chief is that he is not that he went (is gone)

If he had not gone to America, he would have become our chief.

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lakle
dzogolo

S:
leopard
civet-cat

Lakle mele afe o, dzogolo (If/when) the leopard is not at
du fia. home, (then) the civet-cat

becomes king.

Notes

1. The conditional sentence in Ewe is used to express an idea
which has not happened. Either it is unreal, that is,
contrary to fact and cannot happen, or it is real, that is,
there is a possibility that it may happen but has not
happened yet.

The conditional sentence consists of two clauses:
The first clause is the condition, and the second is the
result or consequence of the result. The conditional clause
is introduced by */ne/ 'if, when' and ends with the
*/nenye/
*/de/
particle */la/*. The result clause begins with */ekema/ 'then'.
The use of this word is optional, and it is often omitted.

*/Ne ga le asinye la,* 'If I have money, then I
*/ekema mafle dewo/* will buy some'
*/Ne ga le asinye la,* 'If I have money, I will
*/mafre dewo/* buy some'
/

Many proverbs are normally in the conditional, although the
*/ne ... ekema ... etc./ are often omitted. Contrast:

*/Lakle mele afe o,* 'The leopard is not at home;
dzogole du fia/* the civet-cat becomes king'
When (if) the leopard is not at home (present), then the civet-cat becomes king (lord)!

When the conditional is used, there are three possible combinations of verb tenses:

pres.-fut. /Ne ga le asinye la, mafle ñewo/
‘If I have money, I will buy some’

fut.-fut. /Ne ga ano asinye la, ekema mafle ñewo/
‘If I will have the money, I will buy some’

past-fut.perf. /Ne ga no asinye la, anye ne ñye ha mafle ñewo/ /Ne mafle ñewo/
‘If I had the money, I would have bought some (it will be that I ...) (it would be that I ...)’

2. The power of the chief (king) rests in the stool (throne), which links his power with that of the gods and ancestors. During the coronation, the chief (king) is not presented with a crown as in Western tradition. (The crown is only a matter of décor). The chief is held and thrice seated and raised from the stool. (The stool is too small to sit on). This ritual is the heart of the enstooling ceremony. To destool the chief (i.e., remove him from power), he is seated on the stool, and then the stool is removed from under him.
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Dialogue 2

SA: Sewa  A: Ama  S: Senya
kpede
kpede \( \ldots \) yu
ma
makupe

Qi námì, Ama, makupe mìàṣià?  Good morning, Ama, shall I
to help, to assist
to help (someone or
shall I
shall I help ... something)

Qi, aféno Sewa, esia
nye xùnye Afua.

Mfele avo dim be mìàṣiè.  We are looking for a cloth to

to
tòtiòlá

awutolá

xo

Awu nyuìea òwò lè ãsìnyè.  I have some beautiful dresses.
Mëxo wò tòso nùtòla gbò ëtò.  I got them from the dressmaker
to sew
one who sews, dressmaker,
tailor
specifically means sewer of
apparel; dressmaker,
tailor
to get; to take from
yesterday.

bòŋ

so

rather
to measure up to, to be
equal, to fit
If you have the cloths, we would rather buy them.

We will make (sew) our dresses so that they would fit us well.

What type of cloth do you want?

green

I am not sure. (Lit., I don't know exactly). If you have green cloth, then I will make (sew) a green dress.

enstooling (n.), i.e., the crowning of a chief or king

da good day, a ceremonial day, any public or religious, etc., holiday (e.g., Christmas, Independence Day, etc.). The reasoning is that such days coincide with good days only. On days considered evil, the African will not perform any rites or ceremonies.

white

If we are going to the enstooling ceremonies, then it would be better if we buy white cloths.
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S: kente (the Ghanaian national cloth)
kente-cloths to wear
We will wear our Kente cloths.
They will become us much more than dresses. (i.e., they will look better on us than dresses, or we will look better in them than we would in dresses).

Dialogue 3
A: Ama S: Senya

nâná

Afeño Sewa, wâewo do kekeke.
Ne awo yeyowo va ko la,
nâná mîanyâ kaba.

A: to let (that you give)
Madame Sewa, thank you very much.
If (when) new cloths come in, let us know immediately. (As soon as new cloths come in, inform us immediately).

S: it is (necessary) that
I have to go; I must go,
I ought to go!

Ne mîdî awo nyuiewo la,

S: élëbë
élëbë máyi

If we want good quality cloths, then we have to go to a big store in a big city.

Ekema élëbë mîayî fiaséagá
mê lê dugâ dé mâ.
a mó

A: to permit, to grant permission to (lit., to give way)
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Ne asamasi na mom la, miayi Kpalimesime le Memledagbe.

afokpa

deko ... pe

Anyo ṣuto. Mèле afokpawo hâ
dim bè mafle. Ne ḍeko makpo
deka pe le afisia si aso
afò nam ...!

xa nu

kpuie

Megaxa nu o, Memleda gbôna
kpuie.

Nane lè asiwô nadzra lè
asiamèâ?
moli
nu glo ame

Moli viâde le asinye.

Ne nu glom la, matsoe dzra
afle nane ðu hafi tro va afè.

S: If Mr. So-and-So (referring to
the husband) permits me, we
will go to the Kpalime market
on Saturday.
pair of shoes, sandals,
footwear
only

That would be good. I need to
buy a pair of shoes also. If
only I could get a pair here
that would fit me ...! (She
is lamenting).
to mourn (to be mournful),
to worry
soon; shortly

Don't be worried; Saturday will
soon be here.

Do you have something (anything)
to sell in the market?

rice
to be unfortunate, every-
thing has gone wrong with
one

I have a little bit of some rice.

If I should be unfortunate, I
will sell it and buy something
to eat before returning home.
Notes

1. To express necessity or obligation in a manner other than a command one uses /elebe/ 'it is (necessary) that' plus the subject and future tense of the verb.

/elebe mayi/ 'I must go, I ought to go'
/elebe nayi/ 'you must go, you ought to go'
/elebe wōnyi/ 'he (she, it) must go, he (she, it) ought to go'
/elebe mìayi/ 'we ought to go'
/elebe mìayi/ 'you ought to go'
/elebe wōnyi/ 'they ought to go'

Dialogue

A: Ama  S: Senya  SA: Sewa

dzrāla   A: seller
avodzrala   cloth-seller
Mamĩ avodzrāla, nenië nye Mamĩ cloth-seller, how much is
avo sia?   this cloth?
cédfi   SA: Ghanaian unit of money
pèsewa   One cédi (1¢ = ₵1.40)
abo   100p = 1¢
Cédfi dēkā kple āfā (abo ṭeka). One and a half cedis (a yard).
Ne āflee la, matsɔ̀e nāwò If you will buy it, I will give
cédi dēkā kple pèsewa blavè it to you at one and a quarter
vɔ dàtè. cédis (one cédi and 25 pesewas).
A: market, price

a bargain (approx. translates 'that is a price')

It is a term to begin the bargaining process; or if said during bargaining, simply means that we have not yet despaired; bargaining is still in good faith.

on it, on top of it
to take from, subtract
take from on top of it (in bargaining, reduce the price)
do not
did you not ...?
will you not ...?

A bargain, won't you reduce the price? (It is the polite way to make the request in bargaining).

to go bankrupt, to undersell, to realize no profit

If I reduce the price, I will go bankrupt.
A: Do you have the green (one) of this cloth? (Do you have this cloth in green?)

SA: I will see one (I will obtain one)

last

I sold the last one this morning.

If you would wait until the evening, I will (could) obtain one for you.

This is the shoe (pair of shoes) for which I am looking.

How much does it cost?

SA: Three and a half cedis (about $5)

S: like, love, admire to pay

If you like, I will pay (give)

you 3 cedis (about $4.25)

SA: I will give it to you (you may have it).

S: Thank you.

We will meet again. (See you).

SA: Agreed! (O.K.!) Thank you.

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Notes

1. Except in the department stores, bookstores, and a few other exceptions, bargaining is a normal and somehow expected process in the buying-and-selling trade in West Africa. The seller normally prices the goods a little above the selling price, and it is up to the buyer to bargain the price down. The profit the seller realizes depends on how well or badly the buyer bargains.

Comprehension

Ama kple Senya yi Mami Sewa gbô be yewôålè ᣿vo ná awutoto. Né gâ mêlé wo si o la, Mami adzrâ avo la náwo eye woaxe fe lâ gbêbûbûgbê. Afua ménya avo ka togbui tûtutu si dûm wôle la o. Ne avo mûmû lê Mami si la, ëkëma âtô awu mumu. Ne wómêkpo avo jîlé le mami Séwa gbô o la, wôâyï Kpalîmêsîme le Memlede gbe. Ne woiyî Kpalîme la, Senya áflé afoîkpa yéyé si dûm wôle la. Ama kple Senya (wodô) ño be yewôåyî fiàddô ðkeke nyîfe qûfê. Né woiyî lâ, wôâtâ wôfe kentêvo nyuiewo.

Babiawo

1. Nuka Ama kple Senya di be yewoaflê?
2. Mami ka gbô woiyî?
3. Ne ga mêlé wo si o ðe, Mami adzra avo nawoa?
4. Senya nya avo si togbui dûm wôlea?
5. Ne Mami le awuuwo dzram ðe woaflê woa?
6. Ne womekpo avo jîlé le Mami gbô o ðe nuka woaawo?
7. Gbêkagbe woâyî Kpalîme?
8. Ne woiyî kpalîme la, nukawo woaflê?
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9. Ne woyi Kpalime la, woadzra nanea?
10. Ama kple Senya le fiadodo yekeke nyuie me yigea?
11. Ne woyi la, nuka woata?

Babiawo na sukuviawo

1. Efle awu kwasiqa sia mea?
2. Wo kple xowde de fiasea mea?
3. Ga no asiwdo yemayi mea?
4. Ne ga mele asiwdo o de, awudzrala adzra awua nawda?
5. Eflea wo awuwo katä le afisia?
6. Ne mekpo awu si dim nele le afisia o la, edea duga fiasewo mea?
7. Ne wole awuwo dzram asi boboe de, eflea awu gedewoa?
8. Ne wó awu vu la, eflena bubua?
9. Ne wó awu vu la, afle bubua?
10. Ne eyi sôleme la, awuka (nedona) nadô?
11. Ne eyi srôdése de, awuka nadô?

Additional Vocabulary

asi boboe low price, at bargain price, i.e.,
merchandise on sale
vu to tear, to be torn
sôleme church (i.e., the worship)
srôdése wedding
Unit XXVII
The Reciprocal and the Reflexive Pronoun

Dialogue 1
A: Apku     B: Bâbâ

Áleke nētsf dzôdzodzoe áléâ? Why do you look so worried?
Afika yim nele? Where are you going?

Meyina nyônûta bîage lê Sôkodê. I am going to Sokode to ask for
the hand of a woman in marriage.

Co! Fowômôtó kâê nele eta Oh! (or I see!) For which
biam nâ? relative are you going to make
the proposal? (i.e., on behalf
of which relative ...)

Nâ dôkûinyê. For myself. (On behalf of myself).

ôff here
ôffisîa here, at this place
Ôhô! an exclamation equivalent
to 'wait a minute', 'just
a second', etc., denoting
a surprise with humour.
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Oho! Ameađeke megbloë nawô o? Le miade âfisâ la, ñeme mëbìa srûta na édokuí o.

B:

Nyatefëâ? Nuka wôle be mawo fifia?

A:

nô
âha
âhanôfè
nôewô
mía nôewô
dô kpé

Oho! Hasn’t anybody told you? Here in our country, a person (himself) does not propose marriage to a girl by himself.

/Truthfully/ Is that so?

What should I do now (then)?

to drink
alcoholic drinks
a bar, a place for drinking each other, between or amongst ...

/ug/ we to each other²
lit., (to) put stone (on something) (idiomatic expression): to come to a conclusion, a compromise and/or a decision (over an issue).

Va mîyî âhanôfè. Le mîa nôewô dome la, mîàdô kpé nâne dzi kpuie.

Come, let us go to the bar. Between us, we shall soon hammer out a plan (we shall soon decide on something).

Comprehension After Dialogue 1

Additional Vocabulary

dzre

do adali

do kpe ... dzi

a quarrel
hold a tête-à-tête, to whisper
agree on, compromise, emphasize
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Le ahanofe la, wokpo ame gedewo no aha nom. Dekakpuite eva
dewo no dzre wom kple wo noewo. Aŋku kple Baba ʃle aha na wo
dokuiwo eye wodo adali. Wodo kpe edzi be ye wosayi de afeto
Dɔ gbo eye Aŋku akia nynuata na Baba.

Notes

1. The reflexive pronoun is formed by adding /ɗokui/ 'oneself'
to the possessive pronoun. With the first and second person
singular, it is placed before the possessive pronoun.
Otherwise it is placed after it.

ɗokuinye ɗokuiwo edokui mia ɗokuiwo mia ɗokui
mía ɗokuiwo mía ɗokui wó ɗokui wo ɗokuiwo ɗokuinye ɗokuiwo

'myself'

'yourselves'

'himself'

'ourselves'

'you, yourself'

'theirself'

'ourselves, we/us ourselves'

The reflexive may also be strengthened by /ŋuto/. In this
case /ɗokui/ always follows the possessive pronoun and
/ŋuto/. **Emphatic:**

nye ŋuto ɗokui

'we, ourselves'

wo ŋuto ɗokui

'you, yourself'

eya ŋuto ɗokui

'he, himself'

mía ŋuto mia ɗokuiwo

'myself, we/us ourselves'

mía ŋuto mia ɗokuiwo

'ourselves, you yourselves'

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wɔawo ŋuto wo ɖokui
woawo ŋuto wo ɖukuwo
'they, themselves'

2. The reciprocal pronoun is formed by the possessive pronoun
   + /noewo/ 'each other, between, among'.
   /mﬁa noewo/
   'we to each other'
   /mﬁa noewo/
   'you to each other'
   /wɔ noewo/
   'they to each other'

Dialogue 2

A: Aŋku      B: Bâbâ      D: Dô

Agoɔ nami!

B: Knock, knock!

D: Let the agoo stay out there, but
   let the man enter. This is a
dignified way for the elderly
man to say 'come in!'

Ndidi nami lôdô!

D: Good morning to you all!

Ndidi, aʃeamefeetowô?

A & B: Things are fine.

Wodo.

D:

fá

Miaŋbô fá.

‘wet, cool, cold, without
incident or happenings,
etc. (adj. or verb)

Our place is cool. (i.e., We
are without any incidents).
(It is the way the Ewe asks
his visitor 'what can I do for
you?')
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nyâ  

nyâvô  

amédzrô  

Miagbo hà nyâvô dêké mélî o.  
Xônye Bâbâ si nyâ amédzrô  
le mia dome la be yôkpô viwô  
Âdzôô eye ëfe mâ dzê yàxu.  
Étso âna via de vë bë yësanâ  
mînînya.  

A: word, a happening, an  
incident  
a bad word, an unfortunate  
incident, a sad tale or  
story, etc.  
a stranger, an alien  
And we bring no bad news with us.  
My friend Bâbâ here, who is an  
alien friend among us, says he  
has seen your daughter Adzoa  
and likes her. He brings with  
him here some drinks to let you  
know (of his feelings).  
0.K., agreed!, etc.  
0.K., thank you very much.

D: yôô  
Yôô, miawoc wôdo.  

Comprehension After Dialogue 2  

Verbs  
15  
15 gbe  

to agree, to respond  
to exchange greetings, to  
respond to a greeting.  
few, small, etc.  
a few, some few  
to present, (i.e., meet someone  
for the first time)
Comprehension

Esi Anyu kple Baba yi de afẹa me eye woawo kple afeametowo
15 gbe na wonce wo vo la, Anyu kple Baba de wo dokuiwo fia afeto
Do.

Le ṣeke leedewo megbe la, Anyu kple Baba gatro yi Afẹto
Do gbo be yewoa bia Adzoa ta. Afeto Do tso via na Baba be wọade.

Dialogue 3
A: Anyu    B: Babá

A:
mawu
mawue wodo

B:    god

[kit.., god has worked]

Congratulations, your
lucky star has (came)
come through, etc.
to lead (away), to take
(somebody or something
animated) away by leading

Wọ mawue wodo. Yekayie

nakplo srowda yi afeme?

B:      first
      first, firstly, first of all

gba

gba la

tu

build

hafi

before

Nyemenya o. Gbẹ la, elebe

matu xo na dokuinye hafi.

A:     I don't know. First of all,

hfa

I must build myself a house.
vaseđe

to need, to require, etc.

until

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XXVII.

du

dziqodu
Mehfia be natu xo na dokuiwo o, ateru no dziqodu fe xawo me vasede esime nateru tu xo na dokuiwo.

B: dome
nyo dome
dome nyuo

Miafe dziqodu fe dome nyoo yuto. Le miae ia, nufialawo yuto tua xo na wo dokuiwo.

A: Dziqodu xea fe na nufialawoa?

B: ao
yuss
kpo yuss de ... dzi

Ao, eye dziqodu mekpo yuss de nufialawo dzi hao.

Comprehension After Dialogue 3

Vocabulary

yleti  moon, month
fia  chief
XXVII.

dufia

Afeto Nyaglo (who is the chief)'

house (in the home of Afeto Nyaglo, the chief)

chief (du = village, town or city)

kpé
to gather, to invite

blibo
whole, all

de sro
take a wife

srödède (n.)
marrying, i.e., taking a wife

srödèfe
(the) place where the marriage ceremony is held or being held (or going to be held).

du ye
(to dance)

yèdudu (n.)
dancing

Comprehension

Le yletia ðewo megbe la, Anku kple Adzoa ðe wo noewo le afeto Nyaglo si nye dufia la jë afeme. Wokpé du blibo la, eye ame gedewo va srödèfe la. Ñutsuawo no aha eye nyonuawo du ye ðikeke la katà.

Dialogue 4

A: Anku  B: Bâbá

domenyonyo

Nye kple sronye mieva be miada akpe nawò le wò domenyonyowo katà ta.

kura

B: kindness

I and my wife ñmy wife and ñ came to express our gratitude to you for all your kindness.

domenyonyo

expression denoting 'not at all, never'

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XXVII.

de fu

to bother, to trouble,
to worry

nenema

like that, in that manner

Akpe mele eme kura o. Mele

Not at all (i.e., 'thank you' is
be nade fu na dokuiwo

not in order), you must not

nenema o.

worry (bother) yourself in that

manner.

dzinya

over me, i.e., for my

kpo

to see

dzinyekpola

seer over me, one who will

kpe fu

to suffer, to be in trouble,

fukpekpewo

to be in difficulties

worries, difficulties,

hia

troubles, etc.

hahia

to need

do adaju

need (noun)

zu

to counsel, to give

Adzoa gblo nam be ezu

to become

dzinyekpola ale be mategu

Adzoa has told me that you have
atso nye fukpekpewo kple
come my guardian so that I
hahia wo va gbowo be nado
could bring my worries and
aaju nam. Esia dze yunye

so that you may advise me. I
yuto.

appreciate this very much. (lit.

I like this very much).
XXVII.
Makpede ụwu ọyesiayi si mategui la. Mexose be wọhẹ aterụ ajo adaịtu n'am yeadewoyi.
Enyo, miagatro yi afeme vie.

A:
I will help you whenever I can.
I believe that you also can advise me sometimes.

B:
Well, we must be leaving now. /lit., we will return home for a while/

A:
gbege
fire

dzofe
fireplace, kitchen

Gbege! Mino anyi ne miadụ nu kple mi. Adzoa aterụ kpege sronye ụ na le dzofe.

Never! You must stay and have dinner with us. Adzoa can help my wife in the kitchen.

Comprehension After Dialogue 4

Vocabulary
zi ... dzi to force, to enforce, to compel, etc. (someone or something)
do dze (to) engage in a conversation, converse

Comprehension

Le srodege megbe la, Adzoa kple Baba yi de afeto Aŋku gbo be woada akpe ne. Afeto Aŋku kpo dzidzo le woụrụ ụrụtọ eyata wọzi wodzi (he compelled them, he insisted) be woano anyi aду nu kple aʃ'eametowo. Esi aʃ'eetowo Baba kple Aŋku no dże dom la, Adzoa kpege aʃ'e ọnọ Baba ụ na le dzofe.
DICTIONARY

The following dictionary is for use by the student with this manual. It does not purport to be a complete dictionary of the Ewe language. It has been set up in accordance with the way material has been presented in this book.
'the' (Tone is the same as tone of preceding syllable). (Only in context).

'future indicator' (The tone depends on context). Examples:
/äv/ 'you will come'
/âv/ 'he will come'

'yes-no question marker'
aha, oh yes!

bed

like, as ... as, about, approximately

as (introducing a clause)

wound

pineapple

bread

bakery

six

saliva

seven

soap

minute

a certain one, a (indef. article)
e.g., /devi ade/ 'a child, a
certain child'

some; certain (ones)

tongue

half

here

here, this place (i.e., being specific)

everywhere, every place
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>áfríká</td>
<td>what place? where?</td>
</tr>
<tr>
<td>afísáff</td>
<td>everywhere, every place</td>
</tr>
<tr>
<td>áfó</td>
<td>foot</td>
</tr>
<tr>
<td>afókpa</td>
<td>pair of shoes, sandals, footwear</td>
</tr>
<tr>
<td>áfémé</td>
<td>home, household, in the house</td>
</tr>
<tr>
<td>afémé</td>
<td>home (i.e., to my house)</td>
</tr>
<tr>
<td>afóó</td>
<td>home (i.e., to my town or village or country)</td>
</tr>
<tr>
<td>aféntó</td>
<td>Mrs., Madam (lit., mother of the house)</td>
</tr>
<tr>
<td>aféto</td>
<td>(lit., father of the house) mister, sir, Mr.</td>
</tr>
<tr>
<td>Afrikátó</td>
<td>an African</td>
</tr>
<tr>
<td>Afrikatowo</td>
<td>(lit., Africans, but could be used colloquially to mean an African)</td>
</tr>
<tr>
<td>ágo, ágoné, nè</td>
<td>coconut</td>
</tr>
<tr>
<td>águte</td>
<td>potato</td>
</tr>
<tr>
<td>ágba</td>
<td>plate; record (i.e., gramophone record or album); a load</td>
</tr>
<tr>
<td>ágbale</td>
<td>book</td>
</tr>
<tr>
<td>ágbe</td>
<td>life</td>
</tr>
<tr>
<td>ágbélíf</td>
<td>manioc, cassava</td>
</tr>
<tr>
<td>ágbélígbíle</td>
<td>manioc farm</td>
</tr>
<tr>
<td>ágble</td>
<td>farm</td>
</tr>
<tr>
<td>ágbledélá</td>
<td>farmer</td>
</tr>
<tr>
<td>ágbledemo</td>
<td>farming machine</td>
</tr>
<tr>
<td>ágblemènúkú</td>
<td>crop (/múku/ by itself could also mean 'crop'; hence, /ágblemènúkuwo/ or /múkuwo/ = crops; /ágblemènúkuwo/ or /múkuwo/ = the crops)</td>
</tr>
</tbody>
</table>
āhā; oh, yes: that reminds me
alcoholic drinks
bar, place for drinking
banana
mathematics, arithmetic
chest (body)
orange
fish (also /têmélã/ 'fish, water animal')
very much, too much
applause, thanks, gratitude
a form of porridge
hundred
one hundred
four hundred
like, so, thus
so that, in order that
like this, in this manner
and so, so that
how is
as
as
since, because of, on account of
cloud
or
spinach, edible green leaves
Ama, girl born on Saturday

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<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>medicine (also /ɔtɪkɛ/)</td>
<td>medicine</td>
</tr>
<tr>
<td>man, human being, person</td>
<td>man, person</td>
</tr>
<tr>
<td>stranger, alien</td>
<td>stranger</td>
</tr>
<tr>
<td>hotel</td>
<td>hotel</td>
</tr>
<tr>
<td>what person, who, which (question pronoun)</td>
<td>what person, who, which</td>
</tr>
<tr>
<td>American</td>
<td>American</td>
</tr>
<tr>
<td>Americans; (colloq. only: American)</td>
<td>Americans</td>
</tr>
<tr>
<td>about</td>
<td>about</td>
</tr>
<tr>
<td>everybody, every person</td>
<td>everybody</td>
</tr>
<tr>
<td>down, earth</td>
<td>down, earth</td>
</tr>
<tr>
<td>/nɔ ənɨʔ/ 'sit down!'</td>
<td>/nɔ ənɨʔ/ 'sit down!'</td>
</tr>
<tr>
<td>south</td>
<td>south</td>
</tr>
<tr>
<td>earth, country, land</td>
<td>earth, country, land</td>
</tr>
<tr>
<td>lemon</td>
<td>lemon</td>
</tr>
<tr>
<td>hand</td>
<td>hand</td>
</tr>
<tr>
<td>clientele, customers</td>
<td>clientele, customers</td>
</tr>
<tr>
<td>market, price (the open market)</td>
<td>market, price</td>
</tr>
<tr>
<td>(lit., that is a price), bargain. (It is a term to begin the bargaining process, or if said during bargaining, it means bargaining is still in good faith).</td>
<td>bargain</td>
</tr>
<tr>
<td>low price, bargain, price, merchandise on sale</td>
<td>low price, bargain</td>
</tr>
<tr>
<td>Mr. So-and-So (someone whose name one does not want to mention) (borrowing from Twi).</td>
<td>Mr. So-and-So</td>
</tr>
<tr>
<td>nine</td>
<td>nine</td>
</tr>
</tbody>
</table>
âsime market place, market
asrâ fever
âtâdî pepper
atl tree
âtîkõ root, medicine
atîkëwolá doctor, herbalist
atîkutsetse fruit
âtõ five
âtîtõto pineapple
âva granary
avo cloth
avodzâla cloth-seller
âva war
âwu cloth, dress, apparel (any form of non-African apparel)
awudzradõfe closet
awutolá dressmaker, tailor (lit., sewer of apparel)
ayi beans
âzâ feast, party, get-together
âzi peanut
âzõ henceforth, from now on
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba</td>
<td>mud</td>
</tr>
<tr>
<td>bé</td>
<td>as, that (conj., introduces subordinate clause)</td>
</tr>
<tr>
<td>bé</td>
<td>hide (v.)</td>
</tr>
<tr>
<td>beer</td>
<td>beer</td>
</tr>
<tr>
<td>bia</td>
<td>ask, question (v.)</td>
</tr>
<tr>
<td>bfy²</td>
<td>money unit of 5 francs</td>
</tr>
<tr>
<td>bfy² dzé</td>
<td>unit of money equal to 100 francs</td>
</tr>
<tr>
<td>blaavé</td>
<td>twenty</td>
</tr>
<tr>
<td>blaavèvo ...</td>
<td>twenty-(one through nine)</td>
</tr>
<tr>
<td>blaadé</td>
<td>sixty</td>
</tr>
<tr>
<td>blaadré</td>
<td>seventy</td>
</tr>
<tr>
<td>blaasféke</td>
<td>ninety</td>
</tr>
<tr>
<td>blaaté</td>
<td>fifty</td>
</tr>
<tr>
<td>Bládagbè</td>
<td>Tuesday</td>
</tr>
<tr>
<td>blaène</td>
<td>forty</td>
</tr>
<tr>
<td>blaenyf</td>
<td>eighty</td>
</tr>
<tr>
<td>blaéstô</td>
<td>thirty</td>
</tr>
<tr>
<td>blaéve</td>
<td>twenty</td>
</tr>
<tr>
<td>blf</td>
<td>corn</td>
</tr>
<tr>
<td>blfâ</td>
<td>the corn (sg.)</td>
</tr>
<tr>
<td>blfâwô</td>
<td>the corn (pl.)</td>
</tr>
<tr>
<td>bô</td>
<td>magic</td>
</tr>
<tr>
<td>bôj</td>
<td>rather, better</td>
</tr>
<tr>
<td>bó</td>
<td>gather</td>
</tr>
<tr>
<td>bó</td>
<td>common, popular, (to) be in abundance</td>
</tr>
<tr>
<td>bôbo</td>
<td>soft, easily</td>
</tr>
<tr>
<td>bôbôbo</td>
<td>softly</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>bos</td>
<td>bus</td>
</tr>
<tr>
<td>bostófè</td>
<td>bus stop</td>
</tr>
<tr>
<td>bôkeá</td>
<td>mason</td>
</tr>
<tr>
<td>bù</td>
<td>be lost (v.)</td>
</tr>
<tr>
<td>bû</td>
<td>calculate, figure (out) (v.)</td>
</tr>
<tr>
<td>bûbù</td>
<td>other, another</td>
</tr>
</tbody>
</table>
да throw
da mother
dé put (in)
dë (go to), have been to
dé ... ру́ти transfer onto; spread (as a
disease)
da native land, country
dënyfgba native land, fatherland
détsi soup, stew
dë want, search (for), look (for)
didi (be) long, far (Examples: /didi
as verb: /ефе афо адооо дити/
'his feet are long'; /didi/ as
adjective: /ефе афо адооо
fu du се́си/ 'his long feet run
fast').
dó plant (v.)
dó lend
dó say
dó gbe say 'good day'
da гбей, до ... гбей speak a language. Example:
/Kofi дó gbe Эвегбе/ 'Kofi speaks
Ewe'.
da test (v.)
dodókpo test, examination (n.)
dó come out of, from
dóгó meet (v.)
dóme among, between, in between
dó send
dǒ work (n.)
dó incubate, sleep
do álë sleep, fall asleep (Example: /Kofi dǒ álë le sukú/ 'Kofi slept in school').
dô, dôlélé illness, sickness
lé dô be ill, be sick (Example: /Melé dô etso ñdi/ 'I became ill yesterday morning').
dô hunger
dô kpôtuíkpôtuíwo menial jobs, all kinds of work
dome stomach, abdomen, bosom
nyo dome be kind (idiom)
domenyonyo kindness
dôno sick person
dônokódzî hospital
dowofé workshop
dôyolâ doctor (healer of disease)
dû town, race
fô dû to run
dûfûfû running
dûfia chief
dûgâ city (big or large town)
dzâ (to) rain, (to) fall (from the sky, as rain, snow, etc.)
tsûdzadza rainwater
dze spoil (v.)
dzè lodge, put up (v.)
dzè salt (n.)
Dzê  
fall
Dzê njif  
(to) fall down
Dzê  
land (v.) (e.g., bird or aero-plane)
Dzê  
split, turn away from
Dzê dô  
become ill, become sick
Dzê égôme (dze ... gôme)  
start, begin (v.)
Dzê émê  
get digested
Dze émê  
get better, improve, recuperate
Dzê nû  
(to) please, (to) satisfy
Dzê ... yomê  
follow (in order of sequence, e.g., numbers, people, etc.)
Dzêdze  
(be) bad (used only to describe manioc, tough and not very tasty)
Dzëfô  
landing place, e.g. /yâmëwûdzëfô/ 'airport (aero-plane landing place)'.
Dzikpola  
guardian
Dzinyezkpola  
my guardian, one who will see over me
Dzêsif  
recognize
Dzi  
on, on top (of), on the surface (of)
Dzi (v.)  
to give birth to
Dzi (n.)  
heart
Dzi  
up, high, sky (postposition)
Dzîfô  
heaven, sky
Dzîdzô  
happiness
Kpô dzîdzô  
be happy
Dzîqudu  
government, reign (n.)
dzūdua
the government
dzūdu la
the government
dzēhē
north
dzifō
sky, heaven
dzifōxē
story-building
dzō
leave, go away (v.)
dzō
fire
dzōdzō
hot (adj.)
xō dzō
(to) be hot
dzōdōjē
fireplace, kitchen
dzōdzodzoe
restive, uneasy, worried
Dzōdāgbē
Monday
dzōgolo
civet cat
dzō
be straight, be right
tōwo dzō
you are right
dzō
happen, occur, exist
dzō dzi
be happy
dzōgbe
birthday, birthstar
dzōgbevē
bad birthday, unlucky star, unlucky
dzra
prepare
dzra dō
get ready
dzrá
(to) sell
dzrálā
seller, merchant
dzra dō
arrange, (to) save, keep
dá & particle used to point to remote things 
kpó dá & look! 
dë & (to) cook, prepare a meal 
dë(nú) & cook something (v.) 
da kpé & (to) go to meet, keep a rendezvous 
dé & how about? (used at end of sentence or phrase to ask a question) 
dé & to, towards (Example: /Kofi yi dé suká/ 'Kofi has gone to school'). 
dë & take off 
dë & it is 
dë (de ye) & it is that, is it that 
dë fe & (to) owe, (to) fall into debt (/fe/ 'debt') 
dë fu & bother, worry (others, for example) Example: /Kofi dëa fu na âme/ 'Kofi bothers people 
dëká & one 
zì dëká & once (/gbátõ/ 'first') 
dëkápũ & young man 
dëke & any, one, none, not one (used only in negative sentences) 
dëfâde & every, all 
dëtf & cotton 
dëtlgbũ & young woman, girl 
dëtlgbũ siawõ & these young women 
dëvũ & child 
dëvũlawo & the children
<table>
<thead>
<tr>
<th>English</th>
<th>Yoruba</th>
</tr>
</thead>
<tbody>
<tr>
<td>childhood</td>
<td>dēvimē</td>
</tr>
<tr>
<td>in my childhood</td>
<td>lè nyē dēvimē lā</td>
</tr>
<tr>
<td>alight, go down</td>
<td>dī jọ</td>
</tr>
<tr>
<td>to bury</td>
<td>(to) be satisfied (esp. with food), (to) have one's fill</td>
</tr>
<tr>
<td>arrive, enter</td>
<td>dọ</td>
</tr>
<tr>
<td>(e.g., into a car)</td>
<td></td>
</tr>
<tr>
<td>arrive</td>
<td>vá dọ</td>
</tr>
<tr>
<td>send</td>
<td>dọ</td>
</tr>
<tr>
<td>converse</td>
<td>dọ dzè</td>
</tr>
<tr>
<td>conversation</td>
<td>dzèdọdọ</td>
</tr>
<tr>
<td>counsel (v.), give advice</td>
<td>dọ adaŋu</td>
</tr>
<tr>
<td>send (away)</td>
<td>dọ dà</td>
</tr>
<tr>
<td>come to a conclusion, compromise or decision on something (lit., put stone on something)</td>
<td>dọ kpé</td>
</tr>
<tr>
<td>remember (something)</td>
<td>dọ ṣiku (nu)</td>
</tr>
<tr>
<td>oneself, self</td>
<td>dokuí</td>
</tr>
<tr>
<td>describe, give directions</td>
<td>dọ</td>
</tr>
<tr>
<td>net (n.)</td>
<td>dọ ... kpó</td>
</tr>
<tr>
<td>taste (lit., taste, see)</td>
<td>dū</td>
</tr>
<tr>
<td>eat, celebrate (e.g., an anniversary)</td>
<td>dū</td>
</tr>
<tr>
<td>gunpowder</td>
<td>dū agbá</td>
</tr>
<tr>
<td>go bankrupt, undersell, make no profit</td>
<td>du dzì</td>
</tr>
<tr>
<td>reign, rule, rule over</td>
<td>du</td>
</tr>
<tr>
<td>rule</td>
<td>dzi</td>
</tr>
<tr>
<td>(postposition) over</td>
<td></td>
</tr>
<tr>
<td>intentional tense of /dū/ 'to eat'; (to) celebrate</td>
<td>duguō</td>
</tr>
<tr>
<td>Word</td>
<td>Translation</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>è</td>
<td>'nominal prefix'</td>
</tr>
<tr>
<td>è-</td>
<td>you (sg.)</td>
</tr>
<tr>
<td>è-</td>
<td>he, she, it</td>
</tr>
<tr>
<td>è-</td>
<td>his, her, its relatives and parts of the body</td>
</tr>
<tr>
<td>ëje</td>
<td>(poss.) his, her, its</td>
</tr>
<tr>
<td>ë</td>
<td>yes</td>
</tr>
<tr>
<td>édziédzi</td>
<td>often, most of the time, frequently</td>
</tr>
<tr>
<td>àka?</td>
<td>which one?</td>
</tr>
<tr>
<td>égbè</td>
<td>today</td>
</tr>
<tr>
<td>gbèsìàgbè</td>
<td>every day</td>
</tr>
<tr>
<td>ëkêmà</td>
<td>that one; in that case, then</td>
</tr>
<tr>
<td>elebé</td>
<td>ought to, have to</td>
</tr>
<tr>
<td>émègbè</td>
<td>later, afterwards; behind him, her, it</td>
</tr>
<tr>
<td>megbé</td>
<td>behind</td>
</tr>
<tr>
<td>ene</td>
<td>four</td>
</tr>
<tr>
<td>énűénű</td>
<td>often, continually</td>
</tr>
<tr>
<td>enyí</td>
<td>eight</td>
</tr>
<tr>
<td>enyide</td>
<td>nine</td>
</tr>
<tr>
<td>ëtò</td>
<td>three</td>
</tr>
<tr>
<td>etso</td>
<td>yesterday, tomorrow</td>
</tr>
<tr>
<td>etso si vayi</td>
<td>yesterday</td>
</tr>
<tr>
<td>etso si gbôna</td>
<td>tomorrow</td>
</tr>
<tr>
<td>ève</td>
<td>two</td>
</tr>
<tr>
<td>èvelia</td>
<td>second, the second</td>
</tr>
<tr>
<td>zì ève</td>
<td>twice</td>
</tr>
<tr>
<td>ewò</td>
<td>ten</td>
</tr>
</tbody>
</table>
therefore, and therefore, hence
the one born immediately after
him, her, it; the one following
it
fá      cold, be cold, cool
fàa     surely, certainly, of course
fà àví  (to) cry
fàfe    cool (adj.)
fé      (to) play; (to) split
fè      debt, price
fi      blow (one's nose)
ffa     show (v.); (to) teach; (to) direct, e.g., /ffa mó/ 'to show or direct (someone to) a road'.
mífiala  teacher
ffa     scorch, burn
ffa     chief
fiaáddó  enstooling (n.), i.e., the crowning of a chief or king
ffase    store
Fídá (gbê) Friday
Koff    boy born on a Friday
Àfúa    girl born on a Friday
ffìia    now, at the present, at this moment
ffffìlàa right away, now
ffé      evening
ffé náwò  good evening (greeting)
fofo    father
fofógá   great uncle (patrilineal)
fofóqë   uncle (patrilineal)
foligoia measure of volume approximately equal to one cup
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>foloo</td>
<td>be light (not heavy) (v.)</td>
</tr>
<tr>
<td>főtődelá</td>
<td>photographer</td>
</tr>
<tr>
<td>fő</td>
<td>to get up (i.e., from bed or lying position)</td>
</tr>
<tr>
<td>főg</td>
<td>gather, collect, find, discover</td>
</tr>
<tr>
<td>főp</td>
<td>palm branch</td>
</tr>
<tr>
<td>frásẹ gbe</td>
<td>French (language)</td>
</tr>
<tr>
<td>fôd</td>
<td>feather</td>
</tr>
<tr>
<td>fôd</td>
<td>foetus, pregnancy</td>
</tr>
<tr>
<td>fù</td>
<td>be white</td>
</tr>
<tr>
<td>funo</td>
<td>pregnant woman; one who has miseries, suffers constantly</td>
</tr>
<tr>
<td>fükpekpe</td>
<td>worry (n.), difficulty, trouble (n.)</td>
</tr>
</tbody>
</table>
fa
(place, e.g. /dowa/ 'work place'
'possessive indicator'
year
buy
strike, beat (v.); play (e.g., records); ring (e.g., a bell);
blow (e.g., the wind)

jone (nu)
say (something), speak, talk
relative, (impersonal) kind, something of a kind, species
relative, kinsman
different kinds, of all sorts
his relative

(r.to) dry, ripe (v.); bone;
be swim
(to) run
(v.n.) running
(to) swim
(to) swim
sea
beach, the coast
ga
money (lit., metal)
ga
again (placed between pronoun and verb to express repetition of an action)
gá
time, o'clock, hour
gá néne jɔ?
what is the time?
gá
big, large
gaflo
fork
gàʃɔʃò
hour, period of one hour
gàké
but (and)
gàlì
manioc meal
-gé
'intentional indicator'
gedewo
several
Ghanató
Ghanaians (coll. only, Ghanaians)
Ghanatówɔ
Glfl
tale
gódzì
in the direction (of)
gógo
be close to, near
gôdô
'respect form'
gôme
bottom, beginning, under
bowl, a load
a bowl, a load
break (v.)
first (see /lia/ for formation of
other ordinal numbers)
refuse (v.)
pick, harvest, voice (n.),
language
Ewe language
spoken language
day
today
every day
Today is Friday.
another day
another day
blacksmith
never
much
(the) bad (n.), misfortune
every day
spoil (v.)
(to) say, speak, mention some-
thing
unripe
arrive, come (came), breathe
Is he (she) coming?
come back
side, vicinity, (postposition) e
(to) roof (v.)
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ye</td>
<td>scratch (v.)</td>
</tr>
<tr>
<td>ye</td>
<td>dance (n.)</td>
</tr>
<tr>
<td>dũ ye</td>
<td>(to) dance</td>
</tr>
<tr>
<td>yeḏuḏu</td>
<td>dancing (v.n.)</td>
</tr>
<tr>
<td>ye</td>
<td>borrow (v.)</td>
</tr>
<tr>
<td>ye</td>
<td>sun</td>
</tr>
<tr>
<td>yeḏḏwɔyi</td>
<td>sometimes</td>
</tr>
<tr>
<td>yeɓũyi (yeɓũbũyi)</td>
<td>another time</td>
</tr>
<tr>
<td>yešaŋyĩ</td>
<td>when, at what time?</td>
</tr>
<tr>
<td>yešiaŋyĩ</td>
<td>every time, every day, always</td>
</tr>
<tr>
<td>yeṭro</td>
<td>late afternoon</td>
</tr>
<tr>
<td>yeŋũyĩ</td>
<td>time</td>
</tr>
<tr>
<td>yié</td>
<td>white</td>
</tr>
<tr>
<td>ylã</td>
<td>hide (v.)</td>
</tr>
<tr>
<td>yleti</td>
<td>moon</td>
</tr>
<tr>
<td>yli</td>
<td>noise, shout (n.)</td>
</tr>
</tbody>
</table>
hâ
hê
hâ ya
hâa
hâfi
hame
hê
hê nya
nyâhehe
hê âsi
hê
hêna
hfâ
hâhîa
hîahîa
hlâdzâa
hô
hôtsuí
hô nênié
snatch
also, even
rent, let, lease; (to) employ (e.g., for wages)
broad
before (adv.)
type, category, variety, kind
pull, drag
(to) argue
argument
bargain (v.)
educate
until
need (v.)
need (n.)
wide spreading
money
money
how much
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>xá</td>
<td>broom</td>
</tr>
<tr>
<td>xa (nu)</td>
<td>mourn, be mournful, worry</td>
</tr>
<tr>
<td>xa</td>
<td>vicinity, neighborhood</td>
</tr>
<tr>
<td>xé</td>
<td>(to) pay; to mend; (to) close</td>
</tr>
<tr>
<td>xé</td>
<td>cover, mend, patch</td>
</tr>
<tr>
<td>xè</td>
<td>bud (n.), bird</td>
</tr>
<tr>
<td>xéxéâmè</td>
<td>weather, world</td>
</tr>
<tr>
<td>-xlá</td>
<td>surround</td>
</tr>
<tr>
<td>xóxo</td>
<td>already, certainly; old, (to) age</td>
</tr>
<tr>
<td>dó xóxó</td>
<td>(to) have aged, (to) age</td>
</tr>
<tr>
<td>xóxóxo</td>
<td>long time, old</td>
</tr>
<tr>
<td>xô</td>
<td>take (something) from another; catch (as a disease); get</td>
</tr>
<tr>
<td>xô</td>
<td>friend</td>
</tr>
<tr>
<td>xôlô</td>
<td>friend</td>
</tr>
<tr>
<td>xô dzô</td>
<td>hot, be hot</td>
</tr>
<tr>
<td>xoâe</td>
<td>rent (n.) (refers specifically to room, apartment or house rent)</td>
</tr>
<tr>
<td>xolamesif</td>
<td>contagious, contagious disease</td>
</tr>
<tr>
<td></td>
<td>(taking something from somebody)</td>
</tr>
<tr>
<td>xôse</td>
<td>(to) believe; faith (n.), belief</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ká</td>
<td>scratch, break (a piece off)</td>
</tr>
<tr>
<td>kà</td>
<td>a measure of about two sq. meter used to measure farm land (/kpe/ 'stone' is used to measure linear distance).</td>
</tr>
<tr>
<td>kà</td>
<td>rope</td>
</tr>
<tr>
<td>kǎ?</td>
<td>what, which?</td>
</tr>
<tr>
<td>kába</td>
<td>early; fast (adj.), immediately, quickly</td>
</tr>
<tr>
<td>káflà</td>
<td>excuse me, pardon (me) (coll.)</td>
</tr>
<tr>
<td>kákáká</td>
<td>very</td>
</tr>
<tr>
<td>kátá</td>
<td>entirely, all</td>
</tr>
<tr>
<td>kátā</td>
<td>as much as</td>
</tr>
<tr>
<td>-kể</td>
<td>'emphatic particle'</td>
</tr>
<tr>
<td>kekeke</td>
<td>very much</td>
</tr>
<tr>
<td>kenté</td>
<td>(the Ghanaian national cloth)</td>
</tr>
<tr>
<td>kéŋkéŋ</td>
<td>completely</td>
</tr>
<tr>
<td>kétékè</td>
<td>train</td>
</tr>
<tr>
<td>kloë</td>
<td>almost</td>
</tr>
<tr>
<td>kó</td>
<td>laugh</td>
</tr>
<tr>
<td>kó nu</td>
<td>laugh</td>
</tr>
<tr>
<td>núkóko</td>
<td>laughter</td>
</tr>
<tr>
<td>kó</td>
<td>only</td>
</tr>
<tr>
<td>dedékó</td>
<td>only</td>
</tr>
<tr>
<td>kóémà (kó énye éma)</td>
<td>(was) just that, that is all (nothing else)</td>
</tr>
<tr>
<td>kókó</td>
<td>cocoa</td>
</tr>
<tr>
<td>kótokú</td>
<td>bag</td>
</tr>
<tr>
<td>gà kotokú</td>
<td>thousand (francs), 100 pounds sterling (i.e., $280)</td>
</tr>
</tbody>
</table>
kó
kò
kóbà
kófí
kófe
koko
kônà
Kosídá (gbè)
Kwasídá (gbè)
kwasídá
kosídá
kwasídá si váyí
kwasídá si gbónà
kú
kù
ékémá ku dé gbòwo
Kúdá (gbè)
kíí
kúkú
dé kúku
kura
kwasídá
Kwasídá (gbè)
Kosídá (gbè)
tall, be tall
(be) clear
money, half pence
coffee
village, hamlet, cottage
clean
corner
Sunday
week
last week
next week
die
hang, depend
that depends on you
Wednesday
tablet
hat
(to) apologize, beg for pardon,
(to) ask for forgiveness
expression denoting 'not at all,
never'.
week
Sunday
kpá  fade
kpé  plate, tablet, stone, slate
kpé  meet, get acquainted with
kpé  add (n.)
tsé kpé (dé)  take add on, i.e., plus, in addition to
kpé  (be) heavy
kpéde ... ngi  help (v.) Example: /
\[ Kofí kpéadé fôôa ngi/ \]
'Kofi helps his father'.
kpékpédegug  help (n.)
kpé  (to) cough
kpékpele  tuberculosis patient (lit., one who coughs)
kpé fu  suffer, be in trouble/difficulties
kpé ta  (bring heads together) (to) meet
akpékpe  a meeting
kplé  and (between two words), with
kplëf  in addition
kplë  bring, lead
kplë  sweep
kplës  table, desk
kpôndô  money unit of 5 biye, 25 francs
kpô  baton, club
kpovito  policeman
kpoutuikpotuíwô  menial, all kinds of
kpô  fence
kpô  never (w. neg. verb); ever (w. positive verb)
kpō

kpō

kpō

kpō ... da

kpō mo

mōkpōkpō

kpuī (e)

once, ever (or 'never' in negative sentence)

see

(be) cheap

visit

hope (v.)

hope (n.)

short, soon, shortly
<table>
<thead>
<tr>
<th>L-1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>la</td>
<td>the (def. art.)</td>
</tr>
<tr>
<td>læ</td>
<td>animal, meat, blood animal, meat of a blood animal</td>
</tr>
<tr>
<td>laboko</td>
<td>laboko, a variety of yam</td>
</tr>
<tr>
<td>lādzrāfe</td>
<td>meat market</td>
</tr>
<tr>
<td>lākle</td>
<td>leopard</td>
</tr>
<tr>
<td>lālā</td>
<td>wait (v.)</td>
</tr>
<tr>
<td>lé</td>
<td>catch, catch up with, hold</td>
</tr>
<tr>
<td>lè</td>
<td>to be, 'is'; to exist (cannot take a predicate noun)</td>
</tr>
<tr>
<td>(á)lékè</td>
<td>how? well ...</td>
</tr>
<tr>
<td>(á)lékè</td>
<td>finally</td>
</tr>
<tr>
<td>(á)lékè</td>
<td>elsewhere</td>
</tr>
<tr>
<td>1è</td>
<td>bridge</td>
</tr>
<tr>
<td>1f</td>
<td>to be there, to exist (the same as /lè/, except /lf/ is dialectal)</td>
</tr>
<tr>
<td>-lia</td>
<td>suffix used to form all ordinal numerals, with the exception of 'first', ex. /ebēlia/ 'second' but /gbātū/ 'first'</td>
</tr>
<tr>
<td>lé</td>
<td>take from the stove</td>
</tr>
<tr>
<td>lōlo</td>
<td>be large</td>
</tr>
<tr>
<td>lè</td>
<td>like, love, admire</td>
</tr>
<tr>
<td>lèf'o</td>
<td>about, in the environment of, in the direction of</td>
</tr>
<tr>
<td>lèlè</td>
<td>to be big, to be large</td>
</tr>
<tr>
<td>lèco</td>
<td>interjection for calling someone's attention</td>
</tr>
<tr>
<td>là</td>
<td>(to) shave</td>
</tr>
</tbody>
</table>
-m
-me
-mé
-mô
mâ
mâwô
mâmâ
màmî
màmögê
mìmëdê
mango
mâvomâvô
mawu
mawue wodo
mê
mô
mô (nu)
megbê
lô èsiâ megbê lâ
emegbê la
mêmëdê(gbê)
mê ... ô
-mf
-mf
me
'progressive indicator'
progressive indicator before pronoun (opl. except in 1 and 3 sg.)
progressive indicator elsewhere that (pronoun)
those
grandmother
mamî, madam, the general name used for the Ghana women actively involved in trading
the last one
the others, the last ones, the rest
mango (a tropical fruit)
not rotten, i.e., fresh
God
God has worked, congratulations
I
inside
(to) roast (something)
after, afterwards
after this, afterwards
after that, afterwards
Saturday
not
you (pl.) (obj.)
us
mfa
your (pl.)

mfaqo
your (pl.) (used rarely)

mfa
our

mfaqo
our (used rarely)

mfa
left

mfaame
(to) left, leftwards

miawo
you (pl.) independent

mfa
you (pl.) Examples:
/Mienye nufialawo/ 'You are teachers'
/Mfawo enye nufialawo/
'You (emphasis) are the teachers'

miawo
we, us

mfa
we (see example of preceding pronoun)

mfa(é)-
you (pl.) (subj.)

mfa(é)-
we

mie
(to) germinate

miniti
(from English) minute

mo
face

ŋkume
face

mô
way, street, road, path, room, space

mo
machine

âgbledemo
farming machine

môdzëfë
(a) crossroad

môgâ
main street, main (trunk) road

môkpôkpô
hope (n.)
kpó mó

mólù (móli)
móńf
yádi
múmú

(to) hope, (to) expect (e.g., a visit) Example:
/Miele mó kpám ná Kofi égbé/
'We are expecting Kofi today
(He is coming today)'

rice
morning
morning
green
N-1

na
ná mo
-na
-(n)a
-na
-(n)à
-(n)â
néne
náneké
né
né (âgo, agoné)
ne ... (1)a
nè
nénè, nénfè
hô nénfè
nenéma
nò
nòno
no
nè
nò
nò anyf
noewo
give (v.), for, to (prep.)
permit (lit., give way)
'habitual indicator'
habitual indicator before a d.o.
except -è
habitual indicator elsewhere
habitual indicator after low tone
habitual indicator after high tone
something
anything, nothing (w. neg.)
in order that, to, if, when
(introduces dependent clauses)
for
nut, coconut
when, if
you (singular)
how much, how many
how much? i.e., how much does
it cost?
such, such a way, that way, in
such a manner
drink (v.)
drinkable
female
mother; prefix to a noun to
indicate feminine
sit, stay in a place, live
stay, sit down
each other, between, amongst
novi
noviyutsu(vi)\(\text{(more explicit)}\)
novinyonu(vi)
noviwo
noviyowó
mí
nu
mísianu
(mí)qúsi
(mí)qúsimé
mídazadrawo
múmadumadu
mídudu
mídúfê
mifíalá
níkà
níkátaá
níku
nukuwo
àgblemeníkuwo
nunola
nínyálá
níǥlokpé
níñlfí
níslámú
nítülá

brother, sister, cousin
brother
sister
your brother (sister, cousin)
your brothers (sisters, cousins)
thing
mouth
everything
right
in the direction of the right, rightward
merchandise
non-eating, without eating
food, victuals (lit., eating)
restaurant
teacher
what thing, what?
why
crop (n.)
crops
(farm) crops
overseer, one who has others under his care or direction
washer, washman, cleaner
blackboard, or any slate on which to write
pen, pencil (writing stick)
everything
tailor, seamstress
nyā (to) know, be acquainted
nya word
nyā pursue; (to) wash
nyatafé truth, really
nyataféa is that true? (is that so?)
nyavē a bad word, unfortunate incident, sad tale, story, etc.
nyē is
nyē I, me (independent)
-nyē/nyē my
tōnyē mine, it is mine
nyītsō day before yesterday, the other day
nyō to be good, nice, O.K.
nyōnyo (the) good (n.), happiness
nyō wake up
nyōnu woman
nyōnuví (small woman), girl, young woman
nyūfé well
good morning (to you)
sunshine, noon, daylight, afternoon, good afternoon (greeting)
break, reap
front, in front of
ahead, further, farther, front part (i.e., frontwards), straight ahead
day
a good day, a ceremonial day, any public or religious holiday
name
face, in the eye
blind man, one who has bad eyes
the English
English (language)
(to) write
keeping awake, (be) alert, (be) ready
power, might, strength
by, on (e.g., (hang) on a wall)
very
self (attached to noun or pronoun for emphasis) Example: /Kofi yutoe yi/ 'Kofi himself went!' (Kofi went himself).

man
boy
no

exclamation denoting surprise
with humor, equivalent to
'wait a minute!, just a second
etc.'

oh
pátia
pésewa
pé
posu

party
Ghanaian unit of money;
100 p. = 1 cedi = £1.40
chisel (n.)
post office
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sabála</td>
<td>onions</td>
</tr>
<tr>
<td>sè</td>
<td>(to) hear, be informed</td>
</tr>
<tr>
<td>sèè</td>
<td>expression of concurrence</td>
</tr>
<tr>
<td>sèji</td>
<td>strong, stronger than, to be stronger than</td>
</tr>
<tr>
<td>wèesè rè</td>
<td>thank you</td>
</tr>
<tr>
<td>mesè wù wò</td>
<td>I am stronger than you</td>
</tr>
<tr>
<td>sesè</td>
<td>be strong, hard</td>
</tr>
<tr>
<td>sesie</td>
<td>hard</td>
</tr>
<tr>
<td>sì</td>
<td>run</td>
</tr>
<tr>
<td>sisì</td>
<td>running</td>
</tr>
<tr>
<td>si</td>
<td>relative pronoun: who, which</td>
</tr>
<tr>
<td>sia</td>
<td>this</td>
</tr>
<tr>
<td>amesi</td>
<td>the person who, he (she) who</td>
</tr>
<tr>
<td>amesia</td>
<td>this person</td>
</tr>
<tr>
<td>amesiame</td>
<td>every person, everybody</td>
</tr>
<tr>
<td>sìa</td>
<td>emphatic exclamation</td>
</tr>
<tr>
<td>sìa</td>
<td>this</td>
</tr>
<tr>
<td>sia</td>
<td>please (v.)</td>
</tr>
<tr>
<td>síáa</td>
<td>both, altogether, all</td>
</tr>
<tr>
<td>só</td>
<td>measure up to, be equal, fit</td>
</tr>
<tr>
<td>sóe, sue</td>
<td>little, small</td>
</tr>
<tr>
<td>sógbe</td>
<td>be ready</td>
</tr>
<tr>
<td>sógbo</td>
<td>to be plentiful, plentiful, numerous</td>
</tr>
<tr>
<td>sóleme</td>
<td>church</td>
</tr>
<tr>
<td>srè</td>
<td>wife, husband</td>
</tr>
</tbody>
</table>
sròwòá
your wife, your husband
sròdèjè
wedding place
srè
learn, study
sù
worth, be worth
súklì
sugar
súkú
school
súkúvì
a pupil, a student
súkúfè
school compound, campus
súkúgà
high school, college
súkúvì
student
súsù(‘)
thoughts, thinking, mind
súsù
think of (Example:
/Kofi súsù dàdá/ 'Kofi thinks
of his mother').
ta
(tá)
nonometáta
tá ame
(tè flù)
taflatse
takpèkpè
tàpíókà
(tè)
tè (te)
tè de
tè fli
tafè
tìgbè
tènu	titìfì	fu titìfì
tò
tò wòvo
Tògotowo
tòhehe
tòkùnù
tomotò, timàtì

about
(to) draw (e.g., a picture)
a picture, a photograph
draw a person
draw a line
excuse me, pardon
meeting (lit., bringing of heads, hence of minds, together)
tapioca
yam
rise, swell
draw
draw near, be close by
draw a line
in place of, place
green grass used for tea
be able to, can
very white
very white
tell; ear; to pound
pass, pass by; mountain; edge; bank of river, by (postposition)
buffalo
be different
Togolese
ear pulling, punishment
deaf man
tomato
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tó</td>
<td>stop</td>
</tr>
<tr>
<td>tó</td>
<td>master, owner, father (Example: /Kofito/ 'Kofi's father').</td>
</tr>
<tr>
<td>tó</td>
<td>sew</td>
</tr>
<tr>
<td>tó</td>
<td>possessed thing, used as possessive pronoun /Esia nye efe agbala/ 'This is his book'. /Esia nye éto/ 'This is his'.</td>
</tr>
<tr>
<td>tögbui</td>
<td>kind, sort, species</td>
</tr>
<tr>
<td>tögbuíf</td>
<td>grandfather, elder</td>
</tr>
<tr>
<td>töme</td>
<td>(the inside) of a river</td>
</tr>
<tr>
<td>tome</td>
<td>fish, water animal</td>
</tr>
<tr>
<td>meyina töme</td>
<td>I am going to the riverside</td>
</tr>
<tr>
<td>tosisí</td>
<td>river</td>
</tr>
<tr>
<td>tówó</td>
<td>citizens</td>
</tr>
<tr>
<td>trí</td>
<td>thick (adj.), big</td>
</tr>
<tr>
<td>tró</td>
<td>turn, change (v.)</td>
</tr>
<tr>
<td>tró</td>
<td>pour, turn over, tip</td>
</tr>
<tr>
<td>tú</td>
<td>close (v.); gun (n.)</td>
</tr>
<tr>
<td>tul</td>
<td>build (v.)</td>
</tr>
<tr>
<td>títítá</td>
<td>exactly</td>
</tr>
</tbody>
</table>

-264-
tšadilá
visitor, wanderer

(tš) grow, (tš) bear fruit,
(tš) flower

tšé
spoon, ladle

(tsǐ) (be) old

matsimatsi
old

tši
unaged

tši
remain

dši dzí
grow (v.)

tši (or) tši
worry, be anxious

tè tši
water, liquid, juice

lè tši
bathe, take a shower

tsilejé
bathroom

tsikpé
hail, hailstorm

tsfko
thirst

tskó lè wúyém
I thirst (or) I am thirsty

tskó lè Kofi wúm
Kofi is thirsty

tsfó
be dark

tsó
(to) come from

tsó ............. quti
about (prep.), concerning

tsó vé
(to) take, (to) pick up

(e)tsó
bring, bring along

etsó si vayí
yesterday, tomorrow

etsó si gbóna
eyesterday

tsó ... wó
tomorrow

-tsó vé
make of, from, with

bring along

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<table>
<thead>
<tr>
<th>va</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>va do</td>
<td>arrive</td>
</tr>
<tr>
<td>vásédé</td>
<td>until, till</td>
</tr>
<tr>
<td>vé</td>
<td>(to) ache</td>
</tr>
<tr>
<td>vévé</td>
<td>serious (adj.), important</td>
</tr>
<tr>
<td>vévéie</td>
<td>serious, important</td>
</tr>
<tr>
<td>vé (i.e., va afisia)</td>
<td>here</td>
</tr>
<tr>
<td>vi</td>
<td>child, small (diminutive)</td>
</tr>
<tr>
<td>viaqe</td>
<td>a little</td>
</tr>
<tr>
<td>vidzé</td>
<td>newly born, tiny infant</td>
</tr>
<tr>
<td>vidzino</td>
<td>woman who gives birth</td>
</tr>
<tr>
<td>vidzinowoče</td>
<td>maternity ward</td>
</tr>
<tr>
<td>viaie</td>
<td>awhile, a little while</td>
</tr>
<tr>
<td>vivi</td>
<td>sweet, nice</td>
</tr>
<tr>
<td>vô</td>
<td>(to) rot</td>
</tr>
<tr>
<td>vôvô</td>
<td>rotten (adj.)</td>
</tr>
<tr>
<td>vô</td>
<td>(be) free</td>
</tr>
<tr>
<td>vôvô</td>
<td>free (adj.)</td>
</tr>
<tr>
<td>vôvovôvô</td>
<td>different, various (kinds)</td>
</tr>
<tr>
<td>vô</td>
<td>(to) finish</td>
</tr>
<tr>
<td>vô</td>
<td>bad; to fear, be afraid</td>
</tr>
<tr>
<td>vôvô</td>
<td>fear (n.)</td>
</tr>
<tr>
<td>amovô</td>
<td>a bad man (i.e., a bad guy)</td>
</tr>
<tr>
<td>/Kofi vôô dâwo yâto/ 'Kofi fears snakes very much'</td>
<td></td>
</tr>
<tr>
<td>/Koklotsú be vôvô nye àgbe/ 'The rooster says fear is life, i.e., to fear is to live'.</td>
<td></td>
</tr>
<tr>
<td>vô</td>
<td>fight (n.)</td>
</tr>
<tr>
<td>vôvo (àvûvo)</td>
<td>cold</td>
</tr>
<tr>
<td>àvûvôvôli</td>
<td>the cold season</td>
</tr>
<tr>
<td>v-1</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>vẹẹ ẹẹ</td>
<td>smell (v.)</td>
</tr>
<tr>
<td>vẹẹ</td>
<td>a little, for a little while</td>
</tr>
<tr>
<td>vẹẹ</td>
<td>gate, door</td>
</tr>
<tr>
<td>vẹẹ</td>
<td>drum; a lorry, bus, car</td>
</tr>
<tr>
<td>vẹẹ</td>
<td>(to) open</td>
</tr>
<tr>
<td>vẹẹ</td>
<td>blood</td>
</tr>
<tr>
<td>vẹẹvẹẹ</td>
<td>shake</td>
</tr>
<tr>
<td>Wine</td>
<td>Flour</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>wó</td>
<td>do, make</td>
</tr>
<tr>
<td>wó (yudo)</td>
<td>employ, use</td>
</tr>
<tr>
<td>wó ãmé</td>
<td>to be kind</td>
</tr>
<tr>
<td>wó ... vó</td>
<td>finish</td>
</tr>
<tr>
<td>wó</td>
<td>you (sg.)</td>
</tr>
<tr>
<td>-wó</td>
<td>you (sg.)</td>
</tr>
<tr>
<td>wó</td>
<td>he, she, it</td>
</tr>
<tr>
<td>-wó/wó</td>
<td>subject</td>
</tr>
<tr>
<td>wóyá</td>
<td>subject</td>
</tr>
<tr>
<td>-wó</td>
<td>plural</td>
</tr>
<tr>
<td>wó</td>
<td>their</td>
</tr>
<tr>
<td>-wó</td>
<td>them</td>
</tr>
<tr>
<td>wó</td>
<td>they</td>
</tr>
<tr>
<td>wóâmèvèl kálé</td>
<td>both, both</td>
</tr>
<tr>
<td>wóáwó</td>
<td>they, them</td>
</tr>
<tr>
<td>wú (nu)</td>
<td>finish</td>
</tr>
<tr>
<td>wú</td>
<td>surpass</td>
</tr>
<tr>
<td></td>
<td>(v.), than</td>
</tr>
<tr>
<td></td>
<td>(comparison)</td>
</tr>
<tr>
<td></td>
<td>more, most</td>
</tr>
<tr>
<td></td>
<td>more than</td>
</tr>
<tr>
<td>wú</td>
<td>kill</td>
</tr>
<tr>
<td>wúlódé</td>
<td>sixteen</td>
</tr>
<tr>
<td>wúladré</td>
<td>seventeen</td>
</tr>
<tr>
<td>wúfsiéké</td>
<td>nineteen</td>
</tr>
<tr>
<td>wúfató</td>
<td>fifteen</td>
</tr>
<tr>
<td>wúdóské(a)</td>
<td>eleven</td>
</tr>
<tr>
<td>W-2</td>
<td></td>
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<tr>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>wuiène</td>
<td>fourteen</td>
</tr>
<tr>
<td>wufenyî</td>
<td>eighteen</td>
</tr>
<tr>
<td>wuiètô</td>
<td>thirteen</td>
</tr>
<tr>
<td>wuièvè</td>
<td>twelve</td>
</tr>
</tbody>
</table>
yă
ya
yămè
yămèvu
yămèvúdzé
Yáwóda (gbé)
Yáwóda
yè
yé
yëvú
Yëvúwode
yëvûte
yëyë
yibô
yi
yome
yôô
yo
yô ñkúmè
yô
wind
but, on the other hand
air, atmosphere (in the air)
aeroplane
airport
Thursday
he, she, him, her, it (independent)
it is ... that
white man
Europe
potato
new
black, dark (adj.)
to go
back, behind
O.K.
squeeze (v.)
to make a face (an unpleasant expression in the face)
(to) call, (to) name

-270-
Z-1

źå
źf
źf nenče?
zîkpuï
źc
źc azoli
źɔzoli zozo
źɔgbá
źu

in plenty, in abundance
time
how many times?
chair, (a) seat
(to) walk
(to) walk
walking (n.)
large container
become