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The purpose of this beginning text in Ewe is to provide the student with an introduction to the structure of the Ewe language and "reasonable practice" in speaking. It is intended to be taught with the assistance of a native speaker of Ewe. Linguistic terminology is minimal. Suggested teaching time ranges from two semesters of class meetings of three hours each week to approximately 250 hours in an intensive course. The first section of the volume presents a brief description of the language background and some general linguistic features, followed by "pre-speech" phonology drills. The section on grammar presents the basic structures in dialogs glossed in English and accompanied by explanatory notes on the grammar and culture, paragraphs for comprehension practice, and comprehension and discussion questions. The final section comprises a glossary of vocabulary used in the text.
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EWE BASIC COURSE

OE-BR

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with the help of
Catherine Felten

Revised Version

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EWE BASIC COURSE

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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.

- 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.

THE EWE LANGUAGE

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 Sudansprachen" 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 Anlo.

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

c) The eastern section, which is made up of Gũ, F3 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.D. 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 tones 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 /kp/ 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 /ɖ/.

There are two sets of labial fricatives; one set consists of the bilabial /ɸ/ 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 (onomatopes), 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 bohoboho/ '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 d e e f f g h y x i k l m n ŋ 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, /wó/ of the third person plural, and /wô/ 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

Spelling

Description

Examples

b, g
v
f
m, n

For all practical purposes, these consonants are pronounced the same as the corresponding sounds in English.

bíá
gá
vè
fè
mamá
no

'to ask'
'money'
'to finish'
'debt'
'grandmother'
'mother'

d

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.

dó
dù

'to send'
'town'

d

Made with the tip of the tongue against the front of the hard palate. Technically: a voiced retroflex stop.

dó
dù

'to fill'
'gunpowder'

p, t, k

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.

pápá
pè
tè
tó
kó
kí

'papa'
'chisel'
'yam'
'father'
'to be tall'
'to die'

gb, kp

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.

gbè
gbó
kpè
kpó

'voice'
'side, vicinity'
'to be heavy'
'to see'

dz, ts

Usually similar to the final consonant clusters in English 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.

dzê

dzâ

etsô

tsô

dzêsi

dzi

tsi

'to lodge'

'to fall (of rain)'

'yesterday'

'to come from'

'to recognize'

'to give birth to'

'water'

v, f

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.

vô

vũ

fê

fô

'door'

'vehicle'

'year'

'to beat'

z, s

Similar to the corresponding sounds in English, but slightly palatalized (i.e., somewhat closer to the medial consonant sounds in English pleasure and pressure respectively) before /i/.

zâ

âzi

srô

âsi

'in abundance'

'peanut'

'wife, husband'

'hand'

y, x

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.

yê

xê

xô

xê

'sun'

'bird'

'friend'

'house, to mend, to patch'

h

Similar to /y/, but produced somewhat further back in the mouth.

Technically: a voiced pharyngeal fricative.

hê

hââ

'to educate'

'broad'

ny

Similar to French gn as in Boulogne.

Technically: a palatal nasal.

nyê

nyô

'I, me'

'to be good'

ŋ	Similar to English <u>ng</u> as in <u>sing</u> . Technically: a velar nasal.	ŋé ŋkó	'to break' 'name'
l	Similar to the first <u>l</u> in English <u>little</u> . The tongue is raised and flat, not retracted as in the second <u>l</u> in <u>little</u> .	lf blf	'to be (there)' 'corn'
r	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.	sró	'wife, husband'
w, y	Similar to the corresponding sounds in English, but often weakened to the point of disappearing completely between vowels.	wó ewó yf	'to do' 'ten' 'to go'

Vowels

Spelling

Description

Examples

i	Similar to the vowel in English <u>beat</u> , but unglided. Technically: a high front unrounded vowel.	dzi lf	'to give birth to' 'to be there'
e	Between the vowel in English <u>bet</u> and the final vowel in English <u>sofa</u> . Technically: a centralized mid front unrounded vowel.	dē ēvé	'to marry' 'two'
e	Between the vowel in English <u>bet</u> and that of English <u>bat</u> , but much closer to the former. Technically: a lower mid front unrounded vowel.	dē pē	'cook it' 'chisel'

a		Similar to the vowel in American English <u>pot</u> . Technically: a low central unrounded vowel.	gá ásí	'money' 'hand'
o		Similar to the vowel in English <u>bought</u> , but unglided. Technically: a lower mid back rounded vowel.	mó	'street'
o		Similar to the vowel in English <u>boat</u> , but unglided. Technically: a higher mid back rounded vowel.	fó tó	'to beat' 'ear'
u		Similar to the vowel in English <u>boot</u> , but unglided. Technically: a high back rounded vowel.	fu tú	'sea' 'gun'
r	ŕ	All of the above vowels have a nasalized counterpart.	fí	'to blow the nose'
ɛ	ɛ̃		gblé	'to spoil'
ɛ	ɛ̃		ké	'drill him'
ã	ã̃		há	'also'
			fó̃ ló̃	'palm branch' 'to take from the stove'
			lú	'to shave'

Tones

Ewe has three distinctive tones:

high:	tá	'to draw'
	tó	'ear'
mid:	tā	'head'
	tō	'mortar'
low:	tà	'to wear (of native dress)'
	tò	'buffalo'

EWE BASIC COURSE

B. Pre-Speech Drills

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**This work was prepared under
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Drills

/b/ vs. /gb/

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

bè	'to hide'	gbè	'voice'
bé	'that'	gbé	'to refuse'
bà	'mud'	gbà	'to break'
bò	'to gather'	gbò	'to come back'
bǒ	'magic'	gbó	'unripe'

Are the following pairs of words same or different?

gbè	(voice)	bè	(to hide)	D
gbè	(voice)	bè	(to hide)	D
bè	(to hide)	gbè	(voice)	D
bè	(to hide)	bè	(to hide)	S
gbè	(voice)	gbè	(voice)	S
gbé	(to refuse)	gbé	(to refuse)	S
gbé	(to refuse)	gbé	(to refuse)	S
gbé	(to refuse)	bé	(to say)	D
gbé	(to refuse)	gbé	(to refuse)	S
bé	(to say)	gbé	(to refuse)	D
bà	(mud)	gbà	(to break)	D
bà	(mud)	bà	(mud)	S
gbà	(to break)	bà	(mud)	D
gbà	(to break)	bà	(mud)	D
bà	(mud)	gbà	(to break)	D
gbò	(to come back)	bò	(to gather)	D
bò	(to gather)	bò	(to gather)	S
gbò	(to come back)	gbò	(to come back)	S
bò	(to gather)	bò	(to gather)	S
gbò	(to come back)	gbò	(to come back)	S
bǒ	(magic)	bǒ	(magic)	S
gbó	(unripe)	bǒ	(magic)	D
bǒ	(magic)	bǒ	(magic)	S
gbó	(unripe)	bǒ	(magic)	D
gbó	(unripe)	gbó	(unripe)	S

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

bè	(to hide)	b
bè	(to hide)	b
gbè	(voice)	gb
bè	(to hide)	b
gbè	(voice)	gb

gbé	(to refuse)	gb
bé	(to say)	b
gbé	(to refuse)	gb
gbé	(to refuse)	gb
gbé	(to refuse)	gb
gbà	(to break)	gb
bà	(mud)	b
bà	(mud)	b
bà	(mud)	b
bà	(mud)	b
bò	(to gather)	b
gbò	(to come back)	gb
bò	(to gather)	b
gbò	(to come back)	gb
bò	(to gather)	b
gbó	(unripe)	gb
gbó	(unripe)	gb
gbó	(unripe)	gb
bó	(magic)	b
bó	(magic)	b
gbò	(to come back)	gb
bà	(mud)	b
bé	(to say)	b
gbà	(to break)	gb
bó	(magic)	b
gbò	(to come back)	gb
gbè	(voice)	gb
gbé	(to refuse)	gb
bè	(to hide)	b
gbà	(to break)	gb

Identify by giving the English gloss.

The words for this exercise are /bè/ 'to hide' and /gbè/ 'voice'.

bè	(to hide)	'to hide'
gbè	(voice)	'voice'
gbè	(voice)	'voice'
gbè	(voice)	'voice'
bè	(to hide)	'to hide'

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

gbé	(to refuse)	'to refuse'
bé	(to say)	'to say'
gbé	(to refuse)	'to refuse'
gbé	(to refuse)	'to refuse'
gbé	(to refuse)	'to refuse'

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 /bǒ/ 'magic' and /gbó/ 'unripe'.

bǒ	(magic)	'magic'
gbó	(unripe)	'unripe'
gbó	(unripe)	'unripe'
bǒ	(magic)	'magic'
gbó	(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'
kpé	'to invite'	gbé	'to refuse'
kpá	'to fade'	gbá	'to roof'
kpò	'to be cheap'	gbò	'to come back'
kpó	'to see'	gbó	'near'

Are the following pairs of words same or different?

kpè	(to be heavy)	kpè	(to be heavy)	S
kpè	(to be heavy)	gbè	(voice)	D
kpè	(to be heavy)	kpè	(to be heavy)	S
gbè	(voice)	gbè	(voice)	S
gbè	(voice)	kpè	(to be heavy)	D
gbé	(to refuse)	kpé	(to invite)	D
kpé	(to invite)	kpé	(to invite)	S
gbé	(to refuse)	gbé	(to refuse)	S
kpé	(to invite)	kpé	(to invite)	S
kpé	(to invite)	gbé	(to refuse)	D



gbá (to roof)
 kpá (to fade)
 gbá (to roof)
 gbá (to roof)
 kpá (to fade)

kpò (to be cheap)
 kpò (to be cheap)
 gbò (to come back)
 kpò (to be cheap)
 kpò (to be cheap)

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

gbá (to roof)
 kpá (to fade)
 gbá (to roof)
 kpá (to fade)
 gbá (to roof)

kpò (to be cheap)
 gbò (to come back)
 gbò (to come back)
 kpò (to be cheap)
 gbò (to come back)

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

S
D
S
S
D
S
S
D
S
S
D
S
S
D

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

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

kp
 gb
 kp
 kp
 gb

gbé (to refuse)
 kpé (to invite)
 kpé (to invite)
 kpé (to invite)
 gbé (to refuse)

gb
 kp
 kp
 kp
 gb

kpá (to fade)
 kpá (to fade)
 kpá (to fade)
 gbá (to roof)
 gbá (to roof)

kp
 kp
 kp
 gb
 gb

kpò (to be cheap)
 gbò (to come back)
 kpò (to be cheap)
 kpò (to be cheap)
 gbò (to come back)

kp
 gb
 kp
 kp
 gb

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

gb
 kp
 kp
 gb
 gb

kpé (to be heavy)
 gbé (to refuse)
 kpá (to fade)
 gbò (to come back)
 gbó (near)
 kpé (to invite)
 kpò (to be cheap)
 gbó (near)
 kpò (to be cheap)
 gbó (near)
 kpó (to see)
 kpá (to fade)

kp
 gb
 kp
 gb
 gb
 kp
 kp
 gb
 kp
 gb
 kp
 kp

Identify by giving the English gloss.

The words for this exercise are /kpé/ 'to be heavy' and /gbé/ 'voice'

gbé	(voice)	'voice'
gbé	(voice)	'voice'
kpé	(to be heavy)	'to be heavy'
gbé	(voice)	'voice'
kpé	(to be heavy)	'to be heavy'

The words for this exercise are /kpé/ 'to invite' and /gbé/ 'to refuse'

kpé	(to invite)	'to invite'
gbé	(to refuse)	'to refuse'
gbé	(to refuse)	'to refuse'
kpé	(to invite)	'to invite'
gbé	(to refuse)	'to refuse'

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

kpá	(to fade)	'to fade'
kpá	(to fade)	'to fade'
gbá	(to roof)	'to roof'
kpá	(to fade)	'to fade'
kpá	(to fade)	'to fade'

The words for this exercise are /kpò/ 'to be cheap' and /gbò/ 'to come back'

gbò	(to come back)	'to come back'
kpò	(to be cheap)	'to be cheap'
gbò	(to come back)	'to come back'
gbò	(to come back)	'to come back'
kpò	(to be cheap)	'to be cheap'

The words for this exercise are /kpó/ 'to see' and /gbó/ 'near'.

gbó	(near)	'near'
kpó	(to see)	'to see'
kpó	(to see)	'to see'
gbó	(near)	'near'
kpó	(to see)	'to see'

/b/, /gb/, /kp/

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

kpé	(to invite)	kp
gbé	(voice)	gb
gbé	(voice)	gb
gbé	(to refuse)	gb
kpó	(to be cheap)	kp
bó	(to gather)	b
bé	(to say)	b
kpó	(to be cheap)	kp
gbó	(to come back)	gb
bé	(to hide)	b

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

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

fè	'year'	fè	'debt'
flí	'buy it'	flí	'cut it up'
fò	'to beat'	fò	'to be light'
fú	'sea'	fú	'misery'
fú	'bone'	fú	'feather'

Are the following pairs of words same or different?

fè	(debt)	fè	(year)	D
fè	(debt)	fè	(year)	D
fè	(year)	fè	(debt)	D
fè	(debt)	fè	(debt)	S
fè	(year)	fè	(year)	S
flí	(buy it)	flí	(cut it up)	D
flí	(cut it up)	flí	(cut it up)	S
flí	(buy it)	flí	(buy it)	S
flí	(cut it up)	flí	(cut it up)	S
flí	(buy it)	flí	(cut it up)	D

fò	(to be light)	fò	(to beat)	D
fò	(to beat)	fò	(to be light)	D
fò	(to beat)	fò	(to beat)	S
fò	(to beat)	fò	(to be light)	D
fò	(to beat)	fò	(to beat)	S
fù	(sea)	fù	(sea)	S
fù	(misery)	fù	(sea)	D
fù	(misery)	fù	(sea)	D
fù	(sea)	fù	(sea)	S
fù	(misery)	fù	(sea)	D
fú	(feather)	fú	(feather)	S
fú	(bone)	fú	(feather)	D
fú	(bone)	fú	(bone)	S
fú	(feather)	fú	(bone)	D
fú	(feather)	fú	(bone)	D

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

fè	(debt)	labio-dental
fè	(debt)	labio-dental
fè	(debt)	labio-dental
fè	(year)	bilabial
fè	(year)	bilabial
fli	(buy it)	bilabial
fli	(cut it up)	labio-dental
fli	(buy it)	bilabial
fli	(cut it up)	labio-dental
fli	(cut it up)	labio-dental
fò	(to be light)	labio-dental
fò	(to be light)	labio-dental
fò	(to beat)	bilabial
fò	(to be light)	labio-dental
fò	(to beat)	bilabial
fù	(sea)	bilabial
fù	(misery)	labio-dental
fù	(misery)	labio-dental
fù	(sea)	bilabial
fù	(misery)	labio-dental
fú	(bone)	bilabial
fú	(feather)	labio-dental
fú	(bone)	bilabial
fú	(feather)	labio-dental
fú	(feather)	labio-dental

fə	(year)	bilabial
fʊ	(sea)	bilabial
fʊ	(bone)	bilabial
fə	(debt)	labio-dental
fə	(to be light)	labio-dental
fə	(debt)	labio-dental
fʊ	(feather)	labio-dental
fʊ	(misery)	labio-dental
fə	(to beat)	bilabial
flf	(cut it up)	labio-dental

Identify by giving the English gloss.

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

fə	(year)	'year'
fə	(debt)	'debt'
fə	(year)	'year'
fə	(year)	'year'
fə	(year)	'year'

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

flf	(cut it up)	'cut it up'
flf	(buy it)	'buy it'
flf	(buy it)	'buy it'
flf	(buy it)	'buy it'
flf	(cut it up)	'cut it up'

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

fə	(to beat)	'to beat'
fə	(to beat)	'to beat'
fə	(to beat)	'to beat'
fə	(to be light)	'to be light'
fə	(to be light)	'to be light'

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

fʊ	(misery)	'misery'
fʊ	(misery)	'misery'
fʊ	(sea)	'sea'
fʊ	(misery)	'misery'
fʊ	(sea)	'sea'

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

fʊ	(bone)	'bone'
fʊ	(bone)	'bone'
fʊ	(bone)	'bone'
fʊ	(feather)	'feather'
fʊ	(bone)	'bone'

bilabial /v/ vs. labio-dental /v/.

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

âvâ	'war'	âvâ	'granary'
vð	'door'	vð	'to finish'
vù	'blood'	vù	'a fight'
vú	'vehicle'	vú	'to tear'
vúvú	'to shake'	vúvú	'torn'

Are the following pairs of words same or different?

âvâ	(war)	âvâ	(war)	S
âvâ	(granary)	âvâ	(war)	D
âvâ	(war)	âvâ	(granary)	D
âvâ	(war)	âvâ	(granary)	D
âvâ	(war)	âvâ	(granary)	D
vð	(to finish)	vð	(to finish)	S
vð	(door)	vð	(to finish)	D
vð	(door)	vð	(door)	S
vð	(to finish)	vð	(to finish)	S
vð	(door)	vð	(to finish)	D
vù	(blood)	vù	(blood)	S
vù	(a fight)	vù	(a fight)	S
vù	(blood)	vù	(a fight)	D
vù	(a fight)	vù	(a fight)	S
vù	(blood)	vù	(a fight)	D
vú	(vehicle)	vú	(vehicle)	S
vú	(vehicle)	vú	(to tear)	D
vú	(to tear)	vú	(vehicle)	D
vú	(vehicle)	vú	(to tear)	D
vú	(vehicle)	vú	(to tear)	D
vúvú	(torn)	vúvú	(to shake)	D
vúvú	(to shake)	vúvú	(to shake)	S
vúvú	(torn)	vúvú	(to shake)	D
vúvú	(to shake)	vúvú	(to shake)	S
vúvú	(to shake)	vúvú	(torn)	D

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

âvâ	(granary)	labio-dental
âvâ	(granary)	labio-dental
âvâ	(war)	bilabial
âvâ	(granary)	labio-dental
âvâ	(war)	bilabial

vð	(to finish)	labio-dental
vð	(door)	bilabial
vð	(to finish)	labio-dental
vð	(to finish)	labio-dental
vð	(door)	bilabial
vi	(a fight)	labio-dental
vi	(blood)	bilabial
vi	(blood)	bilabial
vi	(blood)	bilabial
vi	(blood)	bilabial
vi	(to tear)	labio-dental
vi	(vehicle)	bilabial
vi	(to tear)	labio-dental
vi	(to tear)	labio-dental
vi	(vehicle)	bilabial
vi	(to tear)	labio-dental
vi	(vehicle)	bilabial
vúvú	(to shake)	bilabial
vúvú	(torn)	labio-dental
vúvú	(to shake)	bilabial
vúvú	(torn)	labio-dental
vúvú	(to shake)	bilabial
vi	(torn)	labio-dental
vi	(to tear)	labio-dental
vi	(blood)	bilabial
vi	(blood)	bilabial
âvâ	(war)	bilabial
vi	(a fight)	labio-dental
âvâ	(war)	bilabial
vi	(war)	bilabial
vð	(door)	bilabial
vúvú	(to shake)	bilabial
vð	(to finish)	labio-dental
vi	(blood)	bilabial

Identify by giving the English gloss.

The words for this exercise are /âvâ/ 'war' and /âvâ/ 'granary'.

âvâ	(granary)	'granary'
âvâ	(war)	'war'
âvâ	(granary)	'granary'
âvâ	(war)	'war'
âvâ	(war)	'war'

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

vð	(to finish)	'to finish'
vð	(door)	'door'
vð	(door)	'door'
vð	(door)	'door'
vð	(door)	'door'

The words for this exercise are /vũ/ 'blood' and /vi/ 'a fight'.

vũ	(blood)	'blood'
vi	(a fight)	'a fight'
vũ	(blood)	'blood'
vũ	(blood)	'blood'
vi	(a fight)	'a fight'

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

vũ	(vehicle)	'vehicle'
vi	(to tear)	'to tear'
vi	(to tear)	'to tear'
vũ	(vehicle)	'vehicle'
vũ	(vehicle)	'vehicle'

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

vũvũ	(to shake)	'to shake'
vũvũ	(to shake)	'to shake'
vũvũ	(to shake)	'to shake'
vũvi	(torn)	'torn'
vũvi	(torn)	'torn'

dental /d/ vs. retroflex /ḍ/.

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

dɪdɪ	'to be long'	ḍɪḍɪ	'going down'
ḍḍḍ	'saliva'	ḍḍḍ	'tongue'
dḍ	'to throw'	dḍ	'to cook'
dḍ	'hunger'	dḍ	'net'
dḍ	'to send'	dḍ	'to fill'
dḍ	'to plant'	dḍ	'to arrive'
dḍ	'town'	dḍ	'gunpowder'

Are the following pairs of words same or different?

dɪdɪ	(going down)	dɪdɪ	(going down)	S
dɪdɪ	(going down)	dɪdɪ	(to be long)	D
dɪdɪ	(to be long)	dɪdɪ	(to be long)	S
dɪdɪ	(going down)	dɪdɪ	(to be long)	D
dɪdɪ	(going down)	dɪdɪ	(going down)	S
ḍḍḍ	(saliva)	ḍḍḍ	(saliva)	S
ḍḍḍ	(saliva)	ḍḍḍ	(tongue)	D
ḍḍḍ	(saliva)	ḍḍḍ	(saliva)	S
ḍḍḍ	(tongue)	ḍḍḍ	(tongue)	S
ḍḍḍ	(tongue)	ḍḍḍ	(tongue)	S

dā (to throw)
 dā (to cook)
 dā (to throw)
 dā (to cook)
 dā (to throw)

dā (to throw)
 dā (to throw)
 dā (to cook)
 dā (to cook)
 dā (to cook)

S
D
D
S
D

dō (net)
 dō (net)
 dō (hunger)
 dō (hunger)
 dō (net)

dō (hunger)
 dō (hunger)
 dō (hunger)
 dō (net)
 dō (net)

D
D
S
S
S

dó (to fill)
 dó (to fill)
 dó (to fill)
 dó (to fill)
 dó (to fill)

dó (to send)
 dó (to send)
 dó (to fill)
 dó (to send)
 dó (to fill)

D
D
S
S
S

dó (to plant)
 dó (to plant)
 dó (to plant)
 dó (to arrive)
 dó (to plant)

dó (to arrive)
 dó (to arrive)
 dó (to plant)
 dó (to arrive)
 dó (to arrive)

D
D
S
S
D

dū (town)
 dū (gunpowder)
 dū (town)
 dū (town)
 dū (gunpowder)

dū (gunpowder)
 dū (town)
 dū (town)
 dū (gunpowder)
 dū (gunpowder)

D
D
S
S
S

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

dīdī (going down)
 dīdī (going down)
 dīdī (to be long)
 dīdī (going down)
 dīdī (to be long)

retroflex
 retroflex
 dental
 retroflex
 dental

ādě (saliva)
 ādě (tongue)
 ādě (saliva)
 ādě (saliva)
 ādě (saliva)

dental
 retroflex
 dental
 dental
 dental

dā (to cook)
 dā (to throw)
 dā (to cook)
 dā (to cook)
 dā (to throw)

retroflex
 dental
 retroflex
 retroflex
 dental

də	(net)	retroflex
də	(net)	retroflex
də	(hunger)	dental
də	(hunger)	dental
də	(net)	retroflex
də	(to send)	dental
də	(to fill)	retroflex
də	(to send)	dental
də	(to fill)	retroflex
də	(to send)	dental
də	(to plant)	dental
də	(to arrive)	retroflex
də	(to plant)	dental
də	(to arrive)	retroflex
də	(to arrive)	retroflex
dū	(town)	dental
dū	(town)	dental
dū	(gunpowder)	retroflex
dū	(gunpowder)	retroflex
dū	(gunpowder)	retroflex
dā	(to cook)	retroflex
dū	(gunpowder)	retroflex
dɪdɪ	(to be long)	dental
də	(to send)	dental
də	(net)	retroflex
də	(to fill)	retroflex
dɪdɪ	(going down)	retroflex
də	(to plant)	dental
də	(hunger)	dental
dɪdɪ	(to be long)	dental

Identify by giving the English gloss.

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

dɪdɪ	(to be long)	'to be long'
dɪdɪ	(going down)	'going down'
dɪdɪ	(going down)	'going down'
dɪdɪ	(going down)	'going down'
dɪdɪ	(going down)	'going down'

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

ədə	(saliva)	'saliva'
ədə	(saliva)	'saliva'
ədə	(tongue)	'tongue'
ədə	(saliva)	'saliva'
ədə	(tongue)	'tongue'

The words for this exercise are /dâ/ 'to throw' and /dâ/ 'to cook'.

dâ	(to cook)	'to cook'
dâ	(to cook)	'to cook'
dâ	(to throw)	'to throw'
dâ	(to cook)	'to cook'
dâ	(to throw)	'to throw'

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

dô	(hunger)	'hunger'
dô	(net)	'net'
dô	(hunger)	'hunger'
dô	(hunger)	'hunger'
dô	(net)	'net'

velar /ɣ/ vs. pharyngal /h/.

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

yê	'sun'	hê	'to educate'
yââ	'flowing'	hââ	'broad'

Are the following pairs of words same or different?

yê	(sun)	yê	(sun)	S
yê	(sun)	hê	(to educate)	D
yê	(sun)	yê	(sun)	S
hê	(to educate)	yê	(sun)	D
hê	(to educate)	yê	(sun)	D
yê	(sun)	yê	(sun)	S
hê	(to educate)	hê	(to educate)	S
yê	(sun)	hê	(to educate)	D
yê	(sun)	hê	(to educate)	D
hê	(to educate)	hê	(to educate)	S
hââ	(broad)	yââ	(flowing)	D
hââ	(broad)	hââ	(broad)	S
yââ	(flowing)	hââ	(broad)	D
hââ	(broad)	hââ	(broad)	S
yââ	(flowing)	yââ	(flowing)	S
hââ	(broad)	yââ	(flowing)	D
yââ	(flowing)	yââ	(flowing)	D
hââ	(broad)	yââ	(flowing)	D
yââ	(flowing)	hââ	(broad)	D
yââ	(flowing)	hââ	(broad)	D

Do the following words contain velar /ɣ/ or pharyngal /h/?

yè	(sun)	velar
hè	(to educate)	pharyngal
yè	(sun)	velar
hè	(to educate)	pharyngal
hè	(to educate)	pharyngal
yè	(sun)	velar
hè	(to educate)	pharyngal
yè	(sun)	velar
yè	(sun)	velar
yè	(sun)	velar

yââ	(flowing)	velar
hââ	(broad)	pharyngal
hââ	(broad)	pharyngal
yââ	(flowing)	velar
yââ	(flowing)	velar
hââ	(broad)	pharyngal
hââ	(broad)	pharyngal
yââ	(flowing)	velar
hââ	(broad)	pharyngal
yââ	(flowing)	velar

yè	(sun)	velar
yè	(sun)	velar
hè	(to educate)	pharyngal
yè	(sun)	velar
hââ	(broad)	pharyngal
yââ	(flowing)	velar
hè	(to educate)	pharyngal
hââ	(broad)	pharyngal
hââ	(broad)	pharyngal
yè	(sun)	velar

Identify by giving the English gloss.

The words for this exercise are /yè/ 'sun' and /hè/ 'to educate'.

hè	(to educate)	'to educate'
hè	(to educate)	'to educate'
hè	(to educate)	'to educate'
yè	(sun)	'sun'
hè	(to educate)	'to educate'
yè	(sun)	'sun'
yè	(sun)	'sun'
hè	(to educate)	'to educate'
yè	(sun)	'sun'
hè	(to educate)	'to educate'

The words for this exercise are /yââ/ 'flowing' and /hââ/ 'broad'.

yââ (flowing)
hââ (broad)
yââ (flowing)
hââ (broad)
hââ (broad)
yââ (flowing)
yââ (flowing)
hââ (broad)
hââ (broad)
yââ (flowing)

'flowing'
'broad'
'flowing'
'broad'
'broad'
'flowing'
'flowing'
'broad'
'broad'
'flowing'

II. Some Tongue Twisters

bába, bába, báda, báda, báme, bálime, abáduhá, babóbo, bewuwu,
abebóbo, bebefé, beblé, bokuku, bablá

d, d

dáda, dú, dódu, dáde, dídí, dáduamé, dálidódo, didódo, dódódédzi,
dódzi, dódzi, dódédzi, ádegede, dódódo, dódódo, dádaí, dódéko,
ádedada, dádaí, dádezi, dódede, domedudu, ádajudódo, ádajudódo,
dásedí

f, f

fú, fò, fúfú, fúfú, fúfú, fufúfú, fúfú, fofó, amefofófo,
fafafé, fáfá, flitelá, dúfúfú, afokpáfefe, máfíe fáfá né máxe fáfá
fe

h, y, x

há, xá, yá, ylá, hládzáa, xlá, heyí, kéyí, yéyí, yéye, kéxi,
yáyláfe, áhayéye, dúnú yábuyabu, hlò, xlòlò, háa, xábuxabu, fò xlá,
yedúdu, yeyíyí, yedzefé, yéádeyí, hlòbábia, ylído, háxéxe

m, n, n

mó, nò, nò, mù, nú, ní, mené, mónómóló, mólíné, ngogbénólá,
amerútinólá, míanvínýónú, míanvínýútsí, nénié, amerúznólá

v, v, w

vò, vò, wò, áva, áwò, áva, lúvo, aveluvò, avelihò, wozemefú, vòtrú,
vemevívi, venúwòwo, ávawofé, awobádodo, awlamatsíká, vetáfáfla,
vevú, ávífafa, ványáványá, ávawogbe, vovoyi, awoevú, ávawovú,
áviwòwo, wíwíwí, vifúli nyufe lá mévli

dz, ts

dzidudu, dzitsáměfo, dzidegbe, tsitretságbē, tsidzagbē, tsí dzí,
dzidzemě, tsidzadza, dzangbe, dzangbetsóla, tsitsétsé, tsidzódzòe,
kpódzòdzo, dzitsidzodzoegbē

gb, kp

gbádagbá, gbádzaa, kpákpaxē, kpládzaa, kpúkpō, kpótsoe, ākpángbā,
kpényigba, gbókplú, gbádágbó, kpégbāfě, gbómekpokplo, ākpáligbē,
gbégbogblo, klogbadza, kpelimútsihé, gbedádáfò, kpokployidémě,
gbébúbùgbē, gbokpokplo, gbédégbédé, kpákpálúvui, kpégbonólá,

āgbadónūkpókpūi

gb, kp

gbádagbá, gbádzaa, kpákpaxē, kpládzaa, kpúkpō, kpótsoe, ākpángbā,
kpényigba, gbókplú, gbádágbó, kpégbāfě, gbómekpokplo, ākpáligbē,
gbégbogblo, klogbadza, kpelimútsihé, gbedádáfò, kpokployidémě,
gbébúbùgbē, gbokpokplo, gbédégbédé, kpákpálúvui, kpégbonólá,

gb, kp

gbádagbá, gbádzaa, kpákpaxē, kpládzaa, kpúkpō, kpótsoe, ākpángbā,
kpényigba, gbókplú, gbádágbó, kpégbāfě, gbómekpokplo, ākpáligbē,
gbégbogblo, klogbadza, kpelimútsihé, gbedádáfò, kpokployidémě,
gbébúbùgbē, gbokpokplo, gbédégbédé, kpákpálúvui, kpégbonólá,

gb, kp

gbádagbá, gbádzaa, kpákpaxē, kpládzaa, kpúkpō, kpótsoe, ākpángbā,
kpényigba, gbókplú, gbádágbó, kpégbāfě, gbómekpokplo, ākpáligbē,
gbégbogblo, klogbadza, kpelimútsihé, gbedádáfò, kpokployidémě,
gbébúbùgbē, gbokpokplo, gbédégbédé, kpákpálúvui, kpégbonólá,

gb, kp

gbádagbá, gbádzaa, kpákpaxē, kpládzaa, kpúkpō, kpótsoe, ākpángbā,
kpényigba, gbókplú, gbádágbó, kpégbāfě, gbómekpokplo, ākpáligbē,
gbégbogblo, klogbadza, kpelimútsihé, gbedádáfò, kpokployidémě,
gbébúbùgbē, gbokpokplo, gbédégbédé, kpákpálúvui, kpégbonólá,

gb, kp

gbádagbá, gbádzaa, kpákpaxē, kpládzaa, kpúkpō, kpótsoe, ākpángbā,
kpényigba, gbókplú, gbádágbó, kpégbāfě, gbómekpokplo, ākpáligbē,
gbégbogblo, klogbadza, kpelimútsihé, gbedádáfò, kpokployidémě,
gbébúbùgbē, gbokpokplo, gbédégbédé, kpákpálúvui, kpégbonólá,

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gbébúbùgbē, gbokpokplo, gbédégbédé, kpákpálúvui, kpégbonólá,

EWE BASIC COURSE

C. Ewe Basic Grammar

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Unit IGreetingsSubject PronounsAsking QuestionsDialogue 1: General Greetings (In the city)¹

K: Komla

A: Akuwa

K:

fó

to get up

èfó

you got up

èfóà?

did you get up?²

Èfóà?

How are you?³

A:

è

yes

mèfó

I got up.

È, mèfó.

I'm fine, thanks.

K:

dèvíáwó

the children

há

also, even

Dèvíáwó há fóà?

How are the children?

A:

wófó

they got up

È, wófó.

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.

/èfó/ 'you got up'

/èfóà/ 'did you get up?'

I.

/dèviáwó há fós/ 'The children got up also.'

/dèviáwó há fósà/ 'Did the children get up too?'

/-à/ at the end of a sentence marks a yes-no question.

3. Literally, the above conversation means:

Éfósà?

Did you get up (in good health)?

È, mèsó.

Yes, I got up.

Dèviáwó há fósà?

Did the children get up too?

È, wófó.

Yes, they got up.

Dialogue 2: Morning (In the city).

K: Komla Ko: Kofi

K:

Móní!

Morning!¹

Ko:

áféámè

home

dè?

how about, what about,

and (denotes a question)²Móní, áféámè dè (or áféámètówó
dè)?

Morning, how's everyone at home?

K:

lí

to be there

Wólí.

They're fine.³

Ko:

miéfó

you (pl.) got up⁴

nyúíé

well

Miéfó nyúíéà?

You're all well?

K:

miéfó

we got up

È, miéfó nyúíé.

Yes, we're all fine.

I.

Notes:

1. From English morning. It is used on the coastal areas, the Anglo area and especially in Accra where there is a great mixture of tribes.
2. Note the following sentences.
 /aféámè/ 'home'
 /áféámè dé/ 'How's (everyone at) home? '
 /dèviáwó/ 'the children'
 /dèviáwó dé/ 'How are the children?'; 'Where are the children?'; 'and the children?'.
 /dé/ at the end of a noun phrase may be translated 'how is?', 'where is?', 'what is?' or 'and...?', depending on the context.
3. /wólí/ Literally: 'They are there.' /lí/ 'to be there' is here used synonymously with /fó/ and /dó/.
4. /éfó/ 'you (sg.) got up'
 /míéfó/ '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:

ŋdí: (Good) morning!

Am:

ŋdí, áféámétówó dé¹? Good morning, how's everyone at home?

Ab:

éfó he, she, it got up²

Éfó. Fine.



Am: How about the children?
 Dèviáwó dé?

Ab: They're fine.
 Wólf (or, Wófó).

Am: They're all well?
 Wófó nyúfiá?

Ab: Yes, and your children?
 È, dèviáwó?

Am: They're fine.
 Wólf.

Ab: They're all well?
 Wófó nyúfiá?

Am: Yes.
 È.

Notes:

1. /àfèámètówó dé/

'How's everyone at home?'

/àfèámètówó/

/dèviáwó dé/

'How are the children?'

/dèviáwó/

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:

/mèfó/ 'I got up'

/miéfó/ 'we got up'

/éfó/ 'you (sg.) got up'

/miéfó/ 'you (pl.) got up'

/éfó/ 'he, she, it got up'

/wófó/ 'they got up'

I.

	Singular	Plural
1st person	mè-	míé-
2nd person	è-	míè-
3rd person	é-	wó-

The pronouns are mí and mí; 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: Abia

K: .

ḡdò:

(Good) afternoon!

A: .

gòò

(form of respect)¹

ḡdò, gòò àfèame dé?

Good afternoon, how's everyone

at home?

K: .

dó

to sleep

Édó.

Fine.²

A: .

Dèvíáwó dé?

How about the children?

K: .

Wófó, dèvíáwó?

They're fine, and your children?

A: .

Wófó nyíé.

They're fine.

Notes:

1. /gòò/ 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.

I.

2. Literally, 'It (i.e., the household) slept well.' This is when e 'it' is used instead of wó 'they'.

Dialogue 5: Good Evening!

K: Kosi Ko: Kodzo

Fíé: (Good) evening!

Ko:

Fíé gòò, áféámé? Good evening, how's everyone at home?

K:

Édó. Fine.

Ko:

Dèvíáwó? How about the children?

K:

Wólf. They're fine.

Ko:

Wódó nyúfié? They're all well?

K:

srò wife, husband, spouse

sròwòá your wife, husband

È, sròwòá dè? Yes, how's your wife?

Ko:

Élì. She's fine.

K:

Dèvíáwó? How about the children?

Ko:

Wólf nyúfié. They're fine.



I.

Supplementary Vocabulary:

fofowo, or, tówò	your father
dawò (or, nówò)	your mother
tógbúí	grandfather, father (if elderly)
mámá	grandmother, mother (if elderly)
nòvíwòwó	your brothers, sisters, cousins

Grammatical Drill

1. Respond with the appropriate pronoun + /fó/.

Examples: Srówòá d'è?	Éfó.
Èvìawó d'è?	Wófó.
Af'èamè d'è?	Éfó (or, wófó).

2. Respond with the appropriate pronoun + /lí/.

Srówòá d'è?	Élí.
Nòvíwòwó d'è?	Wólí.
Fofowo d'è.	Élí.
Dawò d'è?	Élí.
Mámá d'è?	Élí.

3. Respond with the appropriate pronoun + /dó/.

Mámá d'è?	Édó.
Èvìawó d'è?	Wódó.
Fofowò d'è?	Édó.
Srówòá d'è?	Édó.
Af'èamè d'è?	Édó (or, wódó).

4. Respond with the appropriate pronoun + /fó nyúíé/.

Tógbúí d'è?	Éfó nyúíé.
Dawò d'è?	Éfó nyúíé.
Srówòá d'è?	Éfó nyúíé.
Nòvíwòwó d'è?	Wófó nyúíé.

Dèviawó dé?

Wófó nyúíé.

5. Respond with the appropriate pronoun + /lí nyúíé/.

Àfèamè dé?

Élí nyúíé (or, wólí nyúíé).

Dawò dé?

Élí nyúíé

Tógbuí dé?

Élí nyúíé.

Mamá dé?

Élí nyúíé.

Dèviawó dé?

Wólí nyúíé.

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

Nəviwòwó dé?

Wodó nyúíé.

Dawò dé?

Édó nyúíé.

Srəwòwó dé?

Édó nyúíé.

Àfèamè dé?

Édó nyúíé (or, wódó nyúíé).

Togbúi dé?

Édó nyúíé.

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

Examples: Éfóà?

È, éfó.

Èfóà?

È, mèfó.

Èfó nyúíéà?

È, mèfó.

Èfóà?

È, mèfó.

Wofóà?

È, wófó.

Wofó nyúíéà?

È, wófó.

Èfóà?

È, éfó.

Miefó nyúíéà?

È, miefó.

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

Wólíà?

È, wólí.

Élíà?

È, mèlè.

Mielíà?

È, mieli.

Wólí nyúííà?

È, wólí.

Élíà?

È, élí.

9. Respond with /ě/ + the appropriate pronoun + /dó/.

Míedóà?

Ě, míedó.

Wódó nyúííà?

Ě, wódó.

Èdóà?

Ě, medó.

Wódóà?

Ě, wódó.

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

Examples: Éfoa?

Ě, éfo.

Éfoa?

Ě, mefo.

Éfo nyúíéà?

Ě, mefo.

Èdo nyúíéà?

Ě, mefo.

Deviawo hã dó?

Ě, wódó:

nyúíéà

Èdoa?

Ě, medo.

Srõwoa foa?

Ě, éfo.

Èdo nyúíéà?

Ě, édo.

Deviawo hã lia?

Ě, wóli.

Wofó nyúíéà?

Ě, wófo.

Míedo nyúíéà?

Ě, míedo.

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 /dé/.

Example: Instructor: Afeame dé?

Student: Éfo. Deviawó dé?

10.

I.

2. Question with /-â/.

Example: Instructor: Mielia?

Student: Ë, mieli. Deviawo fó nyúíéà?

Conversation Drill:

Improvise a conversation on the model of the dialogues in Unit

I.

Unit II

The Pronouns /nè/ and /wò/

The Demonstratives /sia/

Uses of the Particle /ya/

Dialogue 1

E: Edward K: Kwasi

Núfiala áló sukúví ne nyéà?

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

ágble
ágbledélá
ati
atike
átikewolá
dò
dòyòlá
ya

Ágbledélá menyé.

I am a farmer.

Kofi ya nyé sukúví.

Kofi, on the other hand, is a student.

Nye ya átikewolá menyé.

E: I, on the other hand, am a doctor.

ame
ka
ameka
nútsu
sia

K: person
which, who
who
man
this³



II.

nútsu sia		this man
Ameka enye nútsu síá?	E:	Who is this man?
eya há		he also
to		citizen
towó		citizen, citizens
Eya há nye Amerikatowo.		He also is an American.
Núfiála wónye.		He is a teacher.
Ŋdí nawó, Bob; agbledela sia		Good morning, Bob; this farmer's
ŋkó ényé Kwasi.		name is Kwasi.

Notes:

1. /nè/ 'you, (sg.), and /è/ 'you, (sg.), freely alternate as subject of a sentence. /enye núfiála/ 'you (sg.), are a teacher.' /nenye núfiála/ '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 sukúvi/ '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. /siawó/) 'this' is the demonstrative adjective. It follows the noun it modifies. /Nútsu sia nye núfiála/ 'This man is a teacher.'
4. /Amerikato/ 'American, American citizen.' /Amerikatowó/ 'Americans, American citizens.' /to/ 'citizen, citizen of' may be used in the plural /towó/ 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. /Ghanato/ /Ghanatowó/ 'Ghanaian(s)' /Togoto/ /Togotowo/ 'Togolese' /Géto/ /Gétowo/ 'resident of Accra'.



II.

Dialogue 2

K: Kofi

B: Bob

ná

wò

nàwò

Nàí nàwò?

Nàí, èfóá?

núfiála

(n)e

È. Núfiála nényéá?

wò

È, núfiála mènýé.

Wòá dé?

sukúví

àlò

Sukúví nye ya menyé.

Áfrikátówo àlò Ámerikátówo

nényéá?

Ámerikátówo menyé.

Notes:

1. /wòá dé/ is the result of the contraction of /wo + ya de/ 'And you on the other hand?' or 'How about you?' /ya/ is usually contracted with /wò/ 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.'

K:

to give, for, to

you

to you

Good morning to you?

B:

Good morning, how are you?

K:

teacher

you (singular)

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.

II.

Dialogue 3

B: Bob K: Kosi

Ɔlisitowo

Ɔlisitowo nɔtsu sia nyɛ̀a?

Ɛ̄, Ɔlisitowo wɔnyɛ̀.

Áfrikátóe Kofi nyɛ̀a?

Ɛ̄, Áfrikátóe Kofi ya nyɛ̀.

B:

English

Is this man English?

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

Sukɔvi nɛnyɛ̀a?

o (or ao)

O, agbledela menyɛ̀.

Wɔa dɛ̀?

Tógótówo

Nɔfiala menyɛ̀.

Tógótó nɛnyɛ̀a?

Ɛ̄, Tógótó menyɛ̀.

Wɔdɛ̀?

Ámerikatówo menyɛ̀.

B:

Are you a student?

K:

no

No, I am a farmer.

And you?

B:

Togolese

I am a teacher.

Are you Togolese?

K:

Yes, I am Togolese.

And you?

B:

I am American.

Comprehension

Kosi nyɛ̀ Áfrikátówo. Enye Tógótó agbledela. Kofi ya nyɛ̀ sukɔvi. Nutsu síawó nyɛ̀ Ámerikatówo. Ésia nyɛ̀ Bob. Enye nɔfiala. Edward ya nyɛ̀ dɔyɔ́la.

II.

A. Questions Based on the Comprehension

1. Áfrikátówo Kosí nyéà?
2. Tógotowo wònyéà?
3. Sukúví àlò àgblédèlá Kosí nyéà?
4. Sukúví àlò àgblédèlá Kofí ya nyéà?
5. Ámerikátówo àlò Áfrikátówo Bob nyéà?
6. Núfiála Bob nyéà?
7. Dóyolá àlò núfiála Edward nyéà?

B. Questions for the Class

1. Sukúví nènyéà?
2. Núfiála menyéà?
3. Núfiála àlò sukúví nùtsù sia nyéà?
4. Yeví (white man) wònyéà?

Unit IIIThe Definite ArticleThe Emphatic /e/Dialogue 1

E: Edward

K: Kosi

ame

ka

ameka

lá (or, a)

núfiálá

Amekae nye núfiáláa-Bob áló

Kofia?

yé, é

Bobe nye núfiáláa; (or,

núfiála lá).

Kofí nyé sukúví.

détugbui

tsadilá

Sukúví áló tsadilá(e) detugbui

sia nyéa?

Sukúví e wònyé.

dèkákpuì

Améka ényé dèkákpuì sia?

aféto

Aféto Browne.

E:

person, human

what, which (question
particle)

who

the (definite article),

this¹

teacher

Who is the teacher - Bob or

Kofi?

K:

it is²

It is Bob who is the teacher;

(Bob is the teacher).

Kofi is a student.³

E:

young lady

visitor, wanderer

Is this young lady a student

or a visitor?

K:

She is a student.⁴

E:

young man, gentleman

Who is this gentleman?

K:

Mister

He is Mister Brown.

III.

nyó	E:	(be) good ⁵
ényo		(he, she, it) is good
núto		very, much
ényo núto		it is very nice, it is very good
Oo, efóá, áféto Brown.	B:	Well, how are you, Mr. Brown.
Mefo nyuie.		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 noticeably 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 nye 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 e is attached to the preceding verb, e.g. /enyo uto/ 'it is very good.' The emphatic e 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.

/sukúví Kofí nyé/ 'Kofi is a student.'

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

In a short question or answer where only one substantive is used, é follows the substantive and the verb is omitted, e.g.

Question: /Amékae nye dekákpuí sia?/ 'Who is this man?'

Answer: /Áfétó Browne/ 'It is Mr. Brown.'

and

Bob: /Dóyólá(e) dētugbui sia nyé./ 'This young lady is

a doctor.

Kofi: /Ámerikátówóea?/ 'Is she American?'

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

/sukúvie wónyé/ '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, /nyo/ '(to) be

III.

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

Dialogue 2

B: Bob K: Kofi

Kofi, Áfrikátówo nènyéà?

È, Áfrikátówo menyé.

Wòya dé? (or, wòa dé)?

Ámerikátówo menyé.

Wònye nífialaà?

È, nyèé nye nífiala lá.

Sukúvi nènyéà?

O, àgblede lá menyé.

Dialogue 3

K: dofi Ko: Kosi

Ámerikátówo àló Áfrikátówoe

nye nùtsù sià?

Áfrikátówoe.

Ŋlísítowó àló Fransetówoe

nye Johnà?

Ŋlísíawóe.

Amékae nye nífialaà, Bob

àló Johnà?

Bobè nye nífiala lá.

Dòyolá(é) John nyé.

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.

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

Ndi, Kofi, dɔyolae detugbui
sia nyé.

B: Good Morning, Kofi, this young
lady is a doctor.

Ahã,¹ Ámerikátówoea?

K: Is she American?

È, Ámerikátówoe.

B: Yes, she is American.

Kofi nufiala nenyéa?

Kofi, are you a teacher?

O, sukúvíe menyé.

K: No. I am a student.

Note:

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

Comprehension

Bob nyé Ámerikátówo. Énye nufiala. John há nyé Ámerikátówo. Énye dɔyolá. Àfétó Brown nyé dɔyolá. Énye lísiawó. Kofi nyé Áfrikátówo. Kòmlá há nyé Áfrikátówo. Kofi nyé sukúví. Kòmlá ya nyé ágbledelá.

A. Questions Based on the Comprehension

1. Ámerikátówo àló Áfrikátówo Bob nyéa?
2. Nufiala wònyéa?
3. Ámerikátówo àló ñlísíawó John nyéa?
4. Nufiala àló dɔyolá wònyéa?
5. Àfétó Brown de dɔyolá wònyéa?
6. Ámerikátówo àló ñlísíawó àfétó Brown nyéa?
7. Áfrikátówo àló Ámerikátówo Kofi nyéa?
8. Sukúví wònyéa?
9. Amékae nye ágbledelá lá?
10. Áfrikátówo àló Ámerikátówo Kòmlá nyéa?



III.

B. Questions for the Class

1. Amékaé nye nífiálaa?
2. Amékaé nye útsù sia?
3. Amékaé nye dètugbuia?
4. Ámerikátówo àl'ó Áfríkátówo n'enyéa?
5. Ámerikátówo àl'ó Áfríkátówo m'enyéa?
6. Ámerikátówo m'enyéa?
7. Amékaé nye Ámerikátówo?
8. Amékaé nye Áfríkátówo?
9. Amékaé nye Òlísíawô?

Unit IVPluralDialogue 1

B: Bob K: Kosi

Fiẽ, efoà?

È, mefó.

dèvi

dèviá

dèviáwo

Dèviáwo dé?

nùtsù siawo

Wofó.

Sukúviwo nùtsù siawo nyéa?

or (Sukúviwoe nye nùtsù
siawoa?)

È, sukúviwoe (wonye).

Áfrikátówoe nye sukúviawoa?

xô, xolô

kplé

Kòmlá kplé Kofí wónyé Áfrikátówo. Kòmla and Kofi are Africans.

Bill kple Tom wónyé Ámerikátówo. Bill and Tom are Americans.

Amerikátóawo kple Afrikátóawo

nye xówo.

B: Good evening, how are you?

K: I am well, thank you.

B: a child

the child

the children¹

What about the children?

these men

They are fine.

Are these men students?

K: Yes, they are students.

B: Are the students African?²

K: friend

and

The Americans and the Africans
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'

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/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 lá or á.
In the plural it is always á.

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

Dialogue 2

B: Bob K: Kofi

nyónu

B:

woman

Áfrikátówoe nye nyónu siawoa?

Are these women African?

È, Áfrikátówoe wónyé.

K:

Yes, they are African.

Tógotówo wónyé.

They are Togolese.

Európátówoe nye nùtsùsiawóá?

Are these men European?

È, nùtsùsiawó kplé dèkákpuisiawó

B:

Yes, these men and these

nyé Európátówo.

young men are Europeans.

Sukúvíwóe miényeá?

Are you students?

Ève

K:

two

È, miénye sukúvíwo.

Yes, we are students.

IV.

Dèkákpuì èvè siawóe nyé
núfiáláawó.

These two young men are the
teachers.

Dialogue 3

B: Bob K: Kofi

Tógótówó àló Ghanátówó

dètugbui siawo nyéà?

Tógótówó wónyé.

tsadilá

Sukúviwo àló tsadiláwo wónyéà?

Tsadiláwo wónyé.

Dekakpúiawó nyé sukúviwo.

Ŋlisiawo àló Ámerikátówó

núfiálaa nyéà?

Ámerikátówó wónyé.

B: Are these girls Togolese or
Ghanaian?

K: They are Togolese.

B: visitor

Are they students or visitors?

K: They are visitors.

The boys are students.

B: Is the teacher English or
American?

K: He is American.

Dialogue 4

B: Bob K: Kosi Ko: Kòmlá

Sukúviwoe dèviawo nyéà?

È, sukúviwo wónyé.

Áfrikátówó àló Ámerikátówó

wónyéà?

Áfrikátówó wónyé.

Miawoe nye núfiálaawoà?

È, miawoe.

Áfrikátówó àló Ámerikátówó

míenyéà?

Áfrikátówó míenye.

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.

IV.

Comprehension

Bob kplé John wonye Ámerikátówo. Wónye núfialawo. Sukúvíawo nyé Áfrikátówo. Tógótówo wónyé. Sukúvíawo kplé núfialawo nyé xówo. Kofí kplé Kòmlá nyé xówo. Kofí nyé sukúví. Kòmlá ya nyé àgbledelà.

A. Questions Based on the Comprehension

1. Ámerikátówo Bob kplé John wónyéà?
2. Núfialawo àlò ddyoláwo wónyéà?
3. Ámerikátówo àlò Áfrikátówo sukúvíawo nyéà?
4. Sukúvíawo kplé núfialawo wónyé xówoa?
5. Áfrikátówo Kofí kplé Kòmlá wónyéà?
6. Xówoe wónyéà?

B. Questions for the Class

1. Núfiala àlò sukúví miényeà?
2. Núfiala miényeà?
3. Áfrikátówo miényeà?
4. Ámerikátówo miényeà?

Unit V

Independent Personal Pronouns

Dialogue 1

K: Kɔmlá Ko: Kosi

Èfóà? K: How are you?

È, mefo. Ko: I am fine.

Wò há efoà? K: How are you?

È, mefo. K: Fine.

Dèviáwo dé? K: How are the children?

Wóli nyuie. Ko: They are well.

Srɔwoa dé? K: And your wife?

Eya há fɔ. Ko: She is also well.²

tsó to come from

afi place, here

ká question marker, what,

which; etc.

áfikà what place, where

Afikà mietsò? Where do you come from?

Kofi tsó Kpalime, nye ya Ko: Kofi comes from Kpalime, I

metsó Lome. come from Lome.

nɔ to sit, to stay in a place

nɔna to stay habitually

Kpalime mienonâ? Do you (pl.) live in Kpalime?

afisia this place, here

gake but (and)

Kofi nɔa (or, nɔna) Kpalime, Kofi lives in Kpalime, I, on

[gake] nyɛ ya mɛnɔnâ afisia. the other hand, live here.



V.

Notes:

- | | |
|------------------|---------------------------|
| 1. /nyè há mǎfó/ | 'I also got up' |
| /wò há ǎfó/ | 'you (sg.) also got up' |
| /éya há miéfó/ | 'he, she, it also got up' |
| /miáwó há miéfó/ | 'we also got up' |
| /miàwó há mièfó/ | 'you (pl.) also got up' |
| /wóáwó há wófó/ | 'they also got up' |

	Singular	Plural
1st person	nyè	miáwó
2nd person	wò	miàwó
3rd person	é	wóáwó

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

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

Dialogue 2

B: Bob K: Kofi

Kofi, afika netsó?

Metsó Tógo.

Afika Akuwa tsó?

Eya há tsó Tógo.

Kofi, núfiala nenyéa?

B: Kofi, where are you from?

K: I come from Togo.

B: Where does Akuwa come from?

K: She also comes from Togo.

B: Kofi, are you a teacher?

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È, nùfiàlala mènnyé.

Nùfiàlala wò há nènnyéà?

È, nùfiàlala mènnyé.

K: Yes, I am a teacher.

Are you also a teacher?

B: Yes, I am a teacher.

Dialogue 3

B-J: Bob and John

E-T: Edward and Tom

Ámerikátówo mienyéà?

B-J: Are you Americans?

È, nye kple Tom mienye

E-T: Yes, Tom and I are Americans.¹

Ámerikátówo.

Ámerikátówo miawó há mienyéà?

B-J: Are you also Americans?

È, Ámerikátówo mienye, eye

B-J: Yes, we are also Americans,
and we come from Kokomo,
Indiana.²

míetsó Kokomo, Indiana.

E-T: How is, how are

aléké

Aléké miefóà?

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

Miefó, nyuie.

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: Dètugbui J: John

Washington mietsòà?

Bob tsó Washington.

Nyea mètsó New York.

nya

dzèsi

Ah! Enya àfétó Brownà?

Eya hã tsó New York.

dó gò

medó gò

lê

È, miédo gò àfétó Brown lê

New York.

Núfiála wónyé.

Núfiálawo miawó hã mienyéà?

Bob nyé núfiála, nyéà

mènyé dáyolá.

Comprehension

Edward tsó New York. Ènye dáyolá, eye wónona Lóme.
 Edzesi Bob kple John. Édo gò Bob kple John lê New York.
 Edward dzèsi àfétó Brown hã; àfétó Brown, Bob kplé John
 woawo hã wótso Àmerikà, eyé wóawo hã wónona Tógo. Àfétó
 Brown kplé Bob wónye núfiálawo, gake John ya nyé dáyolá.

A. Questions Based on the Comprehension

1. Afíkà Edward tsó?

2. Afíkà wónona?

D: Are you (pl.) from Washington?

J: Bob comes from Washington.

D: I come from New York.

D: to know, to be acquainted

to recognize

Ah! Do you know Mr. Brown?

J: He comes from New York too.

J: to meet

I met

in, at

D: Yes, we met Mr. Brown in New York.

D: He is a teacher.

D: Are you also teachers?

J: Bob is a teacher, I am a doctor.

V.

3. Dòyolá, nífiala àló àgbledelá wónyéà?
4. Édzèsí John kplé Bobà?
5. Afíkà wodo gò wó lè?
6. Afíkà Bob kplé John wótsô?
7. Dòyolá, nífiala àló àgbledelá wónyéà?
8. Afíkà wónòna?

B. Questions for the Class

1. Afíkà nètsô?
2. Afíkà metsô?
3. Afíkà dèkàkpui sia tsô?
4. Afíkà dètugbúi sia tsô?
5. Amékae tsó New York?
6. Amékae tsó Washington?
7. Amékae tsó Tógô?
8. Amékae tsó Ghana?
9. Amékae tsó California?

Unit VINegativeDialogue 1

B: Bob K: Kofi

kaflà (taflatse)

afikatowo

Kaflà, Kofi.

Afikátowo nènyé?

Togotówo menyé.

Ŋlísíawó nènyéà, Bob?

Ò (or, Ao), nyè menyé

Ŋlísíawó ò.

Ámerikátowo menyé.

Menye sukúví nenyé oà?

Ò, nyè menyé sukúví ò.

Tsadilá menyé.

amékawó

ŋutsuví

Amekawó enyé ŋutsuví síawò?

Ményé sukúvíwóe wónyé oà?

nyá

Nyè ménya ò.

Wòó nyé núfialaá?

Ò, nyè ménye núfialaa ò.

Àfétó Browne nye núfiala lá.

Doyolae nyea menyé.

B:

excuse me¹

citizen of what place

Excuse me, Kofi.

Where are you from?

K:

I am Togolese.

Are you English, Bob?²

B:

No, I am not English³.

I am American.

Aren't you a student?

K:

No, I am not a student.

I am a visitor.

B:

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. /ŋlisiawo/, /ŋlisitowo/ 'English, Englishman' Both forms are used interchangeably. The first is a combination of /ŋlisi/ 'England, English (adj.)' + /a/ 'def. article' + /wó/ plural. Similar to this: /Togoawo/ 'Togolese,' etc.
3. Negative

/dèviawo fò/	'the children got up'
/dèviawo méfò ò/	'the children didn't get up'
/dèviawo fɔa/	'did the children get up?'
/dèviawó méfó òà/	'didn't the children get up?'

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

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

The Negative Paradigm with Personal Pronouns in Subject Position

/nyèméfò ò/	'I did not get up'
/mèfó ò/	'you (sg.) did not get up'
/méfò ò/	'he, she, it did not get up'
/miéfò/	'we did not get up'
/miefò/	'you (pl.) did not get up'
/wómefò ò/	'they did not get up'

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

- a. In the first person singular /mé-/ '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:

/mè/ + /è/ → /mê/

/mé/ + /é/ → /mè/

- c. In the first and second persons plural the m of the negative /me/ is elided:

/mí/ + /me/ + /fo/ + /ò/ → /míefò ò/

The form /mimefò ò/ 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:

/mêfò òâ?/

'Didn't you get up?'

Dialogue 2

Kd: Kodzo

Km: Komla

B: Bob

Amékae nye nústù sia?

Kd:

Who is this man?

Nyéménya ò.

Km:

I do not know.

Ménye sukúví ò.

He is not a student.

Káflà, Áfétò, wòenyé

Kd:

Excuse me, sir, are you

núfiala lá?

the teacher?

È, nyèé.

B:

Yes, I am.

Ámerikátówoe nye sukúvíawoà?

Kd:

Are the students American?

Ò, Áfrikátówoe.

B:

No, they are African.

Dialogue 3

K: Kosi

A: Akuwa

B: Bob

Fiš, Àkuwa, améka énye

K:

Good evening, Akuwa, who is

núfialaà?

the teacher?

Nyéménya ò.

A:

I do not know.

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Sukûví énye Kòmlá?

Ò, Kòmlá ménye sukûví ò.

Áfrikátówoe Bob kplé John

wónyeá?

Ò, wómenye Áfrikátówo ò.

Dialogue 4

E: Edward K: Kofi

Énya John kplé Bobà?

Nyè ményá John ò, gake

mènyá Bob yá.

kpe

Áfika nèkpé Bob lè?

Mekpe Bob lè Lóme.

kófe

dù

gá

dùgá

Kófee nye Lómea?

Ò, Lóme ménye kófe ò; dùgá

wónyé.

Comprehension

Bob kplé John wónye núfialawo. Wómenye Áfrikátówo ò.
Wónyé Ámerikátówo. Kofí kplé Àkúwa wómenye núfialawo ò, wónyé
sukûvíwo. Wómetsó Ámerikà ò. Wótsó Lóme. Kòmlá ménye sukûví
ò; àgbledelá wónyé. Lóme ménye kófe ò; dùgá wónyé.

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, ci ty

Is Lome a village?

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

VI.

A. Questions Based on the Comprehension

1. Sukúviwoe Bob kplé John wónyeà?
2. Áfrikátówoe wónyeà?
3. Afikà wótsô?
4. Núfialawoe Kofí kplé Àkúwà wónyeà?
5. Ámerikátówoe wónyeà?
6. Afikà wótsô?
7. Sukúvíe Kòmlá nyéà?
8. Dòyòlá wonyeà?
9. Núfiala wònyéà?

B. Questions for the Class

1. Núfiala nenyéà?
2. Sukúviwoe mienyéà?
3. Sukúví menyéà?
4. Dòyòlá menyéà?
5. Tsadilá menyéà?
6. Núfialae nùtsù sia nyéà?
7. Sukúví wònyéà?
8. Ámerikátówoe nenyéà?
9. Áfrikátówoe nenyéà?
10. Lome netsóà?
11. Tógó netsóà?
12. Núfialawoe dèkápui siawo nyéà?
13. Tsadiláwoe wonyéà?
14. Áfrikátówoe wònyéà?
15. Nlisiawoe wònyéà?

Unit VIIPossessivesDialogue 1

A: Akuwa

K: Kofi

B: Bob

nye¹

(1)a

xõnyèa

Xõnyèa nyé Àmerikátówo.

Étso New York.

é(fe)

Énko dé?

Énkøe nye Bob.

wò

ŋkòwò dé?

ŋkònyè enye Kofi.

Sukúvié nenyèa, Kofi?

nòvi

È, nyè kplé nòvinyè mienye

sukúviwo.

A:

my

the

my friend

My friend is American.

He comes from New York.

K:

his, her, its

What is his name?

A:

His name is Bob.

B:

your (sg.)

What is your name?

K:

My name is Kofi.

B:

Are you a student, Kofi?

K:

brother, sister, cousin

Yes, my brother and I are

students.

Notes:1. Possessive Adjectives

/'ŋkònyè/ }

/nyè ŋkò/ }

/'ŋkòwò/ }

/wòŋkò/ }

/'éŋkò/

/'míàŋkò/

'my name'

'your name'

'his, her, its name'

'our name'

VII.

/miaŋko/

'your (pl.) name'

/wóŋko/

'their name'

	<u>Singular</u>	<u>Plural</u>
1st person	nyé-	mía-
2nd person	wò-	mía-
3rd person	é-	wó-

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 - /tónyè/ 'my father'
 /nòwò/ 'your mother'
- b. /xɔ̃/ 'friend' /xɔ̃nyè/ 'my friend'
 /xɔ̃wò/ '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

Fiɛ.

B:

Good evening.

Fiɛ, efoá?

K:

Good evening, how are you?

VII.

È, mefó.

Amékawóe nye dèkákpuì síawo?

Xónyè woe.

Wónkwo dè?

Wónkwoe nye Kwami kplé
Kofi.

Miawó ñkwo dè?

Ñkonye enye Bob, xónyèa
ñkoe nyé John.

Menye miawóe nyé núfialaáwó òà?

È, miawóe; eye miawóe nye
sukuviáwó.

ñúto

nyó

Menyo ñúto òà?

È, ényo ñúto.

Dialogue 3

Kd: Kodzo K: Kosi

Wò núfialaa ñko dè?

Ènko énye Bob.

Menye ñlisiawoe wónye oa?

Ò, menye ñlisiawoe o.

Ámerikatówee.

srɔa

Srɔa énye ñlisiawo

B: Fine.

Who are these gentlemen?

K: They are my friends.

B: What are their names?

K: Their names are Kwami and
Kofi.

What about your (pl.) names?

B: My name is Bob, my friend's
name is John.

K: Aren't you the teachers?

B: Yes, we are teachers; and
you are students.

K: very, much

be good, nice

Isn't that nice?

B: Yes, it is very nice.

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.

VII.

Énko dé?
 Nyé ménya ó.
 Sukúviwo e nye woviawoa?
 È, sukúviwoe wónye.

Dialogue 4

B: Bob K: Kofi Bn: Brown

Kofi, efáà?
 È, mefá, enyá xónyeà?
 Ó, énko dé?
 Énkoé nye John Brown.
 Áfétó Brown, ñkónye enye
 Kofi.
 Ó, xónye há ñko enyé Kofi.

Woe nye núfialaá, áfétó Brown?

È, nyéé.

Nye kplé srónye míenye

núfialawo.

Mia viwo nye sukúviwo.

Comprehension:

Bob xó nye Ámerikátówo. Énko énye áfétó Brown. Sróa nye
 ñlísíawó. Énkoé nye Mary. Wóviwo nye sukúviwo. Wónkówoe nye
 Tom kplé Susan. Áfétó Brown nye núfiala. Sróa há nye núfiala.
 Ákuwa kplé Áma wónye ágbledeláwo. Wóviwo nye sukúviwo. Wónkówoe
 nye Kofi kplé Kámlá.

Kd: What is her name?

K: I don't know.

Kd: Are their children students?

K: Yes, they are students.

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.

Bn: Oh, my friend's name is also
 Kofi.

K: Are you the teacher, Mr.
 Brown?

Bn: Yes, I am.

K: My wife and I are teachers.

Our children are students.

VII.

A. Questions Based on the Comprehension

1. Anékae nye áfétò Brown?
2. Ámerikatówò àlò ñlísíawó wònyéa?
3. Sukúvíwóe nyé woviwóa?
4. Wó ñkòwó dé?
5. Nífíalawoe Àkúwa kplé Áma wònyéa?
6. Sukúvíwóe wóviwo nyéa?
7. Wó ñkòwó dé?

B. Questions for the Class

1. Wónko dé?
2. Nyenko dé?
3. Énko dé?
4. Afíkatowò nenyé?
5. Afíka nowo tsò?
6. Afíka xòwòda tsò?
7. Afíka nedógò xòwoa lè?
8. Xòwoa ñko dé?
9. Tòwo ñko dé?
10. Nowo ñko dé?
11. Nòvíwòda ñko dé?

VIII.

Notes:

1. Possessives (continued)

/Kòmlá f^é núfiala/ 'Kòmla's teacher'

/é f^é núfiala/ 'his teacher'

/míaf^é núfiala/ 'our teacher'

/míaf^é núfiala/ 'your (pl.) teacher'

/wóf^é núfiala/ 'their teacher'

but:

/nyè núfiala/ 'my teacher'

/wǒ núfiala/ '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 /f^é/.

/f^é/ is omitted:

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

/Kofinǒ/ 'Kofi's mother'

/wótó/ 'their father'

/Ámerikátówo/ 'citizens of America'

b. Before /xǒ/ 'friend' e.g.

/xǒnye/ 'my friend'

and in a few other cases to be noted later.

/f^é/ is optional:

a. before /ǵkó/ 'name'

/éǵkó/ 'his name'

/é f^é ǵkó/ 'his name'

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- b. before /áfémè/ 'home'
 /miáfémè/ 'our home'
 /miáfé áfémè/

If a noun beginning with /à/ is preceded by a possessive noun or pronoun with/without /fé/, /à/ becomes /á/:

- /nyě áfémè/ 'my home'
 /wǒ áfémè/ 'your (sg.) home'

When directly preceded by /é-/ 'his, her, its', /miá/ 'our', /mià/ 'your (pl.)' or a possessive noun, this /á/ is elided in normal speech:

- /éfémè/ 'his home'
 /miáfémè/ 'our home'
 /miáfémè/ 'your (pl.) home'
 /núfiala fémè/ 'the teacher's home'

When directly preceded by /wó/ 'their', the /á/ is optionally elided:

- or /wó áfémè/ 'their home'
 /wófe afeme/ — /wofeme/

If /á/ is directly preceded by /fé/, the /é/ of /fé/ is optionally elided:

- /miáfé áfémè/ 'our home'
 /miáfá fémè/

Dialogue 2

J: John K: Kosi

Kosi, amékae nye wǒ núfialá?

J: Kosi, who is your teacher?

Míafe núfialae nye áfétó

K: Our teacher is Mr. Brown.

Brown.

VIII.

Ámerikátówoe àló ñlísíawóea?

J:

Is he American or English?

Ámerikátówoe.

K:

He is American.

Frásegbe

J:

French (language)

fía

to teach

fiana

to teach habitually

Énya Edwardá?

Do you know Edward?

Nòviá há nyé núfiala.

His brother is also a teacher.

Éfiana Fráségbe.

He teaches French.

È, Kòmlá kplé Kofí wónye

K:

Yes, Kòmlá and Kofí are his

éfe sukúviwo.

students.

Dialogue 3

K: Kofi E: Edward

anyigba

K:

earth, country

dzi

on

anyigba ka dzi

on what country do you

come from

Ñdi, Edward, anyigba ka dzie

Good morning, Edward, where

netsó?

are you from?

Metsó Ameriká.

E:

I come from America.

Áfrikátówoe nyé wò sukúviawoa?

K:

Are your students African?

Nyě sukúviawo nyé Tógotówo.

E:

My students are Togolese.

Nòvinye há nyé núfiala.

K:

My brother is also a teacher.

Efe sukúviawo há nyé Tógoviwo.

His students are also Togolese.

Ényo ñúto.

E:

That's nice.

Va miáfémè fiě sia.

K:

Come to our house tonight.

Ényo, màvá.

E:

Very well, I will come.

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Miagado go.

K: See you later.

Yòó.

E: O.K.

Dialogue 4

A: Àkúwa Y: Yáwa

A: Ọlísíawó Kofí jé nífiala nyéà?

Is Kofi's teacher English?

Y: Ọ, éfe nífiala ménye Ọlísíawó

No, his teacher is not

Ọ, Ámerikátowoe.

English, he is American.

A: Afíkatowoe nye miáfé nífialá?

Where is your teacher from?

Y: Miáfe nífiala há nye Ámerikátówo.

Our teacher is also an American.

A: Énko dé?

What is his name?

Y: Énkoe nye áfétó Brown.

His name is Mr. Brown.

Ménye áfétó Brown jé sukúvíe

Aren't you Mr. Brown's

nēnyé ọá?

student?

A: Ọ, miáfe nífiala jé nkoe nye

No, our teacher's name is

afétó Edward.

Mr. Edward.

Comprehension

Kofí nyé sukúví. Éfe nífiala nyé Ámerikátówo. Énkoe nye áfétó Brown. Áfétó Brown je sr̄ há nyé nífiala. Éfiana Fr̄ségbe. Wófe sukúvíwo nyé Áfrikátówo. Kòmlá kplé Kofí wónye wófe sukúvíwo. Kosí novi ménye sukúví ọ, ágbledelá wónyé. Wo fofo há nye agbledela.

A. Questions Based on the Comprehension

1. Ágbledelá àló sukúví Kofí nyéa?
2. Àmékae nye éfe nífialá?
3. Afíka wòtsò?
4. Núkae sr̄a fíana?



VIII.

5. Afíkatówoe wófe sukúviawo nyê?

6. Sukúvie Kosi novi nyéà?

7. Núfiálae Kofi fofo nyéà?

B. Questions for the Class

1. Afika nêtsô?

2. Afika mêtso?

3. Afíkatówo wô núfiála la nyê?

4. Afíkatówoe éfe sukúviawo nyê?

5. Afíkatówoe wófe núfiála nyê?

6. Ameríkatówoe wô núfiála nyéà?

7. Áfrikátówoe sukúviawo nyéà?

8. Ámeríkatówo woxowó nyéà?

9. Agbledelae: aféto Smith fofo nyéà?

10. Sukúvie nòvia nyéà?

11. Míaxo éfe núfiála nyéà?

Unit IXSubstantives of placePossessive SubstantivesDialogue 1

K: Kwasi Km: Komla

Ɖ̀kákpuì, taflatsé, ɲkwoɔ dɛ? K: Pardon young man, what is your name?

Komla Senyo.

Km: Komla Senyo.

Àfika netsô?

K: From where are you?

Metso Lôme.

Km: I am from Lome.

yekayi

K: when

va

came

va do

arrived [lit. come arrive]

Yekayie nevá dɔ?

Km: When did you arrive?

Mevá dɔ Fídagbè.

Km: I arrived on Friday.

dze

K: lodge, put up.

Afika nedze?

Km: Where are you lodging?

gbede

Km: blacksmith

gbo

vicinity, side

gbede gbo

at the blacksmith's¹

Medze gbèdɛ 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)/mogã dzi/'on the main street'(lit., the main street's surface).

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/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 kpovitowo 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.

Agbal3 la le kpl3 la dzi -- The book is on the desk (table) -- post position.

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/gome/

1. foundation, the underneath part

2. down, under, downstairs

ketekema la to lē sia gome--The railway passes under this bridge.

/gbo/

1. side, vicinity

2. near, towards

Efe dowofe 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 sukufe 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 fe afe le tonye megbe--Kofi's house is behind mine.

/ngo/

1. the front, place before, future

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2. before, in front of

Suku lae nye ema la ngowò--That is the school in front of you.

/ŋkúmè/

1. face, appearance, that which is before you

2. before, in front of

Devi la mekle nkume ndi sia o--The child did not wash his face this morning.

xo si le wò nkume lae nye suku la--The building before you (in front of you) is the school.

/ŋú/, /ŋúti/

1. outside, outer surface, that which surrounds you

2. round, by, near, according to, regarding, on account of

Metso kotoku la ku de di la guti--I hung the bag on the wall.

/tě/

1. the underneath part, place under an object

2. under

Dadi la le kplò la te--The cat is under the table.

/titinâ/

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.

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Dialogue 2

K: Kwasi Km: Komla

Gbede ka gbó nédze?

K: With which blacksmith are
you lodging?

Km:

mo

road

gã

large, big

mogã

main road, main street

dzi

to be

fia

chief

afeme

home, house

fiafeme

chief's house (home)

Élè mógã lá dzi lè fiafeme gbo.

He is on the main street near
the chief's house.

K:

(e)ma! (ékēmá)

that!

dowofé

work shop

Oh, gbede ma!

Oh, that blacksmith!

Menyae nyuie.

I know him.

Efe dowofe le átigã la gòme.

His work shop is under the
big tree.

Km:

tututu

exactly, indeed

eyaema

that is it, that is that

Eyaema títutu.

That is it indeed.

K:

tè

draw

tè dé

at, draw near, close by

(e)to

his, hers, its, etc.¹

IX.

Miáfāfě la te dẹ gbede la
to gbǎa?

Is your house near (close by)
the blacksmith's?

Ē, élẹ̀ gbẹ̀dẹ̀ lá to megbé.

Km:

Yes, It is behind the black-
smith's.

Note:

1. /to/ is used with the possessive pronouns to form the pos-
sossive substantivos mine, yours, etc.

/Esia enye efe agbale/

'This is his book'

/Esia enye eto/

'This is his'

/tōnye/

'mine'

/míato/

'ours'

/tówò/

'yours'

/míato/

'yours'

/éto/

'his, hers, its'

/wótó/

'theirs'

Dialogue 3

K: Kwasi

Km: Komla

kplò

K:

to lead, to take

(and lead away)

Mákplò wò yí àféméá?

Should I take you home?

fiase

Km:

store

fifia

now, soon, at once, etc?

O, nyémélé afeme yín fifia o.

No, thanks, I am not going

home immediately.

Meyina fiase me.

I am going to the store.

to

K:

river, stream

sí

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(to) run /sísí=running/

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tosisi

river

yéyè

new

kpó

ever (never in negative sentence)

Ède fiase yéyè le tosisi la tó

Have you ever been to the

me kpóà?

store on the river bank?

tù

Km:

build

xóse (n)

faith, belief

xó se

to believe

mexó se

I believe

zì deká

once, one time

zì évelia etc.

second time

zì mamláe

last time [i.e. the end (time)]

O, nyéméxó se bé wótùì yeyi yi

No, I don't believe that

si meva afi zì mamláe ó.

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

lóló

Km:

big, large, to be big etc.

tṣgbui

kind (i.e. of species);

type

Fiase sià lóló nùtó.

This store is very big (large).

Nyemekpó éṣgbui kpó ó.

I have never before seen

anything of its kind

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ánó...ábé K: about, (it will be about)
 Wo tui ano abe fe eve enye It was built about two years
 esi. ago.

dzré Km: sell
 Nukae wodzraá lé fiase la me? What is sold in the store?
 klóe almost
 áwu dress, all Western-styled
 mí apparel.

mísfaní thing
 Núsfanú klóe sí nédí la. Almost anything that you want.
 Meflea nye awuwó le I buy my clothes here.
 afisia.

Comprehension

Dekakpui sia nko enye Komla Senyo. Enye Togoto tso Lome.
 Eva do Kpando etso le yeakpo xolša Kofi. Senyo dze gbede gbo
 le mogá la to. Gbede fe afe la te de fia la to nu, eye efe
 dowofe la atigá la te.

Le ndo me la, Senyo kple Kwasi yi de fiasegá si le tosisí
 la to la me gake womefle naneke o. Wogatro yi afeme enumake;
 wovó be wo dadawo tsi dzi le yewo nu.

vó-----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 fe nko de?
2. Afika wótso?

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3. Nukata wôva Kpando?
4. Xotoã ñko de?
5. Ameka gbo Senyo dzê?
6. Gbede sia fe afe to de fia la to gboa?
7. Gbede la fe afe la le atigã la tea?
8. Gbede la fe dowofe le atigã la tea?
9. Fia la fe afe le tosisì la toa?
10. Kofi nya gbede si gbo Senyo dzea?
11. Kofi kple Senyo fle nene le fiasegã la mea?
12. Afika fiase sia le?

Babiawo

1. Xowò ñko de?
2. Eva tso Omeha be yeakpo wò da?
3. Ameka gbo xowò a dze?
4. Afisi wòdze la te de wò afe gboa?
5. Ede fiasegã ade me la Indianapolis egbea?
6. Nukawo nefle le fiase la me?
7. Fiase sia te de tosisì la gboa?
8. Fiase sia le tosisì la toa?
9. Fiase la ñko de?
10. Dada wò tsia dzi le ñuwò ñutca?

Unit XThe Verb /le/ - 'to be'Simple Past and Present TensesDialogue 1

Km: Komla A: Akuwa
le

ŋɔɔ, Kofi le afɛ́a meá?

Ò, ele suku.

Afika sukua le?

kpò

ví

kpòvitó

xo

kpovitowoxo

dome

pósū

Sukú la le pósū la kple

kpòvitówoxó lá dome.

Km:

be, is, be present¹

Good morning, is Kofi at home?

A:

No, he is at school.

Km:

Where is the school?

A:

baton, club

small

policeman (one who carries small clubs or batons)

building

policemen's building,

police station

between

post office

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 mogã dzi/

'it is on the main street'

/ele nyuie/

'he is well'

Although /le/'be, is,' is similar to /nye/'be, is,' in

X.

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 sukûvi/ '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 kpovitowoxo la lê?

Km:

Where is the police station?

A:

to

edge, bank (of river)

to

pass, past, by

le

bridge

ngo

front, ahead

Menyae oa?

Don't you know?

Ele tosísí la tó.

It is on the river bank.

Tso mogã la yí ngô.

Take the main street and walk (go) straight ahead.

Zô tó lē lá gòme.

Walk by under the bridge.

Lē sia dzie kétékémó la tóâ?

Km:

Is it on this bridge that

X.

- nkúmè
 Ë, tsó le sĩa gbó la,
 kpovitówoxō lá le wò nkúmè.
 dō
 tēfē
 bōbo
 bōbōe
 Èdōe nyuie nuto.
 didi
 Médidi hã o.
 kekeke
 Àkpé kekeke.
 eme
 Àkpé mele eme o.
- A:
 Km:
 Km:
 A:
 Km:
 A:
 A:
- 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.¹ (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/

'Kofi is a student'
 'Kofi was a student'

X.

/Enya afeto Brownâ?/ '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 mogũ dzi/ 'it was on the main street'

Dialogue 3

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

Ndi nawô Togbe, esiae nye
kpvitowoxo la? Km: Good morning Togbe, is this
the police station?

È, enye kpvitowoxo. T: Yes, it is the police station.
Vinye màmlae nyé kpvitó. My last child (son) is a
policeman.

be Km: that
Mexose be enye kpvito nyuie. I believe that he is a good
policeman.

deví T: child
núñlá overseer, one who has

X.

- others under his care
or direction
happy, content
- dzidzo
Enye devi nyuie eye enūnoláwo He is a good child (boy)
kpóá dzidzo le égu nuto. and his overseers (superiors)
are much happy about him.
- di Km: to look (for); to search
(for)
- Afika suku la le? Where is the school?
Xonye Kofi nye sukuvi le My friend Kofi is a student
afima. there.
ema T: that, that one
- Oo, suku la enye émā lè ngò wò. Oh, that is the school that
is in front of you.
- Wóéwò do. Km: Thank you.
Yool T: You are welcome. (O.K.)

Dialogue 4

Km: Komla N: Nufiala (teacher)

- Ŋdí nawo nufiala, suku Km: Good morning teacher,
siame Kofi lea? is Kofi in this school?
dó N: (to) test
dó kpó test and see (testing to see)
dòdókpo middle, midst
- E, gáké mexose be élè dòdókpo Yes, but I believe that he is
títinà fífia. in the midst of an exam
right now.

X.

mēgbé	Km:	behind, after
Matejú kpòè le dódókpo		Can I see him after the
mēgbéa?		examination?
víe	N:	awhile, a little
lâlâ		wait
anyí		down, earth
nò anyí		sit down
Lâla víe kò.		Wait for just a while.
Nò anyí de xo sia me		Sit in this room or under
âló dé àtiawo té.		the trees.
Àkpé náwo kékeke.	Km:	Thank you very much.
Akpe méléme eme o.	N:	Don't mention it (not at all).

Comprehension

Suku la le posu la kple kpovitowoxo la dome. Posu la le suku la megbe eye kpovitowoxo la le engo. Komla menya afisi suku la lè o, Akuwa fia¹ mo lae. Komla zo mogã la dzi eye wò zo to lè la gome. Tso kpovitowoxo la gbo la, Komla kpo suku la le enkume. Eyi sukufe² la me eye wòno atiawo te élàbéna³ (because) Kofi nò dodokpo titina.

fia -- show

sukufe -- compound

élàbéna -- because

Babiawo

1. Afika Kofi le ndi séa?
2. Awekae gblae na Komla be Kofi le suku?
3. Kofi novie nye Akuwa?

X.

4. Komla Senyo nya afisi sukua lea?
5. Xo kawo dome suku la lè?
6. Xo kae le tosisì la to?
7. Mo kae dzi Komla zo yi kpovitowoxo la gbo?
8. Nukae to lè la dzi?
9. Tso lè la gbo la, xokae le Komla je nkume?
10. Suku la didi tso Kofi je afeme gboa?
11. Nuka titina Kofi no le suku?
12. Komla kpo Kofi le òdòkpo megbea?

Biabiawo.

1. Ede xowò feme egkea?
2. Xowò no afeame yemajia?
3. Afika xowò je sukua le?
4. Wò suku la le kpovitowoxo la gboa?
5. Tosìsi ađe to wò suku la titina?
6. Tosìsi sia to posu la gboa?
7. Suku la te ɔe wò afe gboa?
8. Indiana le illinois kple Ohio domea?
9. Tosìsikae to Washington, D.C. titina?
10. Wò afe didi tso posu la gboa?

Unit XI.Future TenseDialogue 1

Kl: Komla Km: Komi

Navá Yáwo fêmeà?

yeyiyi

manó

didi

Míano àfíma yeyiyi didia?

Ò, míanò anyí wòadìdì o.

Ànò àfíma fífíà?

xoxo

dowofe

È, égbò tsó dowofe xoxo.

megbé

futa

Ényo.

Mává, eye emégbé lá, máyi

dé futa.

Notes:

1. Future Tense

/Komi áva/

Kl:

Will you come to Yawo's house?¹

Km:

time

I will remain, I will

stay

long

Kl:

Will we stay there long?²

No, we will not stay long.

(Lit., we will not stay; it
will not be long.)

Km:

Will he be there now?³

Kl:

already

working place, place of
employment

Yes, he came back from work
already.

Km:

after, afterwards

the beach (or the coast)

Fine.

I will come, and after that

I will go to the beach.

'Komi will come'

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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

/màvá/	'I will come'
/àvá/	'you (sg.) will come'
/áva/	'he will come'
/míava/	'we will come'
/míava/	'you (pl.) will come'
/wóava/	'they will come'
/yèkayí nàvá/	'when will you (sg.) come'
/yèkayí wòava/	'when will he come'

Negative

/nyèmáva ò/	'I will not come'
/màvá ò/	'you (sg.) will not come'
/máva ò/	'he will not come'
/míava ò/	'we will not come'
/miavá ò/	'you (pl.) will not come'
/wómava ò/	'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. /miava/ '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-

XI.

ceding /e/. (This applies in the first person singular affirmative, /máva/; in the second person singular affirmative, /áva/, /náva/; in the third person singular affirmative /áva/; 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.

/Áfia ŋlísigbe dèviawo./ 'He will teach the children English.'

/Áfia ŋlísigbe 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: /Míanò àfíma didia?/ Lit., 'Will we stay long?'

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

Dialogue 2

J: John Y: Yawa

fò

àgba

vívi

Aléké, Yawá, mává nyě áfemé
míafò àgba vívi ádewó òà?

J:

to beat, to play (records)

plate, record

sweet, nice

Hi, Yawa, won't you come to
my place? We will play
some nice records.

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Enyo, mava.

Àgbá kawóe lè àsíwò?

Jàzz gbá ádewo lè àsínyè.

Jazz gbáwo koe lè àsíwòa?

Ò. Kóngògba ádewo há lè

àsínyè kplé 'highlife'

ádewo há.

tso

si

kò

Oh, matso nye agbawo há vèa?

E, tsowo ve.

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.

Y:

Yes, I will come.

What records do you have?

J:

I have some jazz records.

Y:

Do you have only jazz records?

J:

No. I also have some Congolese records and some 'highlife'¹

K:

bring

who, which, that (relative marker)

just, only

Oh, shall I also bring my records?

J:

Yes, bring them.

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Dialogue 3

K: Kosi E: Edward

àzā
 étefe
 ná
 nám
 Kwasi mèle àzā viáde dugé
 lé afényè mè.
 Mává kpó étefe nám dá òà?
 yekayi? (or, Gbekagbe?)
 Kwasidagbè.
 Fíemèa?
 É, fíemè.
 Enyo, mává.
 Amékawóe ánò afimá?
 Àkósiwa, Yawo kplé Kwadzó.
 Évoa?
 mamleawo

Ò, mènýá àme màmleáwó ò.

Ényo, miágadó gò.

Dialogue 4

K: Kosi Y: Yao

Yawo, miayi futa ètso.

E:

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

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

Won't you come to attend it?

K:

When? (on which day?)

E:

On Sunday.

K:

In the evening?

E:

Yes, in the evening.

K:

Yes, thank you, I will come.

Who will be there?

E:

Akosiwa, Yawo and Kwadzo.

K:

Is that all?

E:

the others, (Lit., the
 last ones)

No, you do not know the other
 people.

K:

O.K., see you later.

K:

Yao, we will go to the beach
 tomorrow.

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wò kplé amékà

Y:

you and who, you with
whom, with whom

Wò kplé amékà?

Nye kplé Komlá.

Màvá miayi òà?

K:

With whom are you going?

I (am going) with Komlá.

Won't you come with us?

(Lit., Won't you come that
we go?)

Ò, nyèmáteru yi ò.

Y:

No, I cannot go.

Níkata?

K:

Why?

kpé

Y:

to invite

du nú

to eat (something)

ameade

someone

be

that

Ameade kpem be mava du nu.

I am going out somewhere to eat.

Amékaé kpéwò?

K:

Who invited you?

Afeto Brown.

Y:

Mr. Brown.

Enyo. Du nu nyuie.

K:

All right. Eat well.

Comprehension:

Mémledá(gbè)

'Saturday'

Kwasidá(gbè)

'Sunday'

vásede

'until'

Ètso énye Mémledágbè; Yawo kplé xšawó mayi sukú nkeke eve
o. Etso ndi wóayi futa, éye lè yetró me lá wóayi Kòmíla fémè
áfò àgba yéyè ádewo. Wóanò afima vásede fiémè ékèma wóayi
sinema. Kwasidagbe wófe ñlísigbefíala ádú ázà viade náwò,
wó kátá wóayi.

XI.

Questions Based on the Comprehension

1. Gbèkāgbè énye ètso?
2. Yawo kplé xṣáwó áyi Sukua?
3. ñkeke néníé wómáyi Suku o?
4. Núka wṣáwṣ lè Mémledá ñdí?
5. Wṣáyi sinema Memleda yetroá?
6. Woayi futa Kwasidagbea?
7. Amekae aḍu ázã via de le efeme?
8. Yekayi woadu azã lá?
9. Sukuviawo áyiá?
10. Nuka woawo le suku ñkekewo dzi?

Questions for the Class

1. Gbekagbe enye égbè?
2. Etso anye Memledagbea?
3. Ayi suku ètsoa?
4. Ayi Indianapolis etsoa?
5. Nuka nawo le "summer" mè?
6. Ele sinema yige fiṣ sia?
7. Agba yeye aḍewo le asiwò nafo namíá?
8. Dadawò ava kpó wò Memledagbea?
9. Ele azã aḍe duge le Memledagbea?
10. Amekawoe ava azã la duje?

Unit XII

The Habitual Tense

The Verb 'to have'

Dialogue 1

K: Kwasi E: Edward

àgbledeláwo

K:

farmers

yèvúwo

white men

anyigba

land, earth

de, (dènyigba)

native land

Àgbledelá gèdewó lè wò dèa?

Are there many farmers in your

native land?¹

zã

E:

in plenty, in abundance

È, àgbledeláwo lè Amerika a a

Yes, there are plenty of farmers

zã.

in America.

dé

K:

to go to

àgble

farm

dé àgble (dàgble)²

to cultivate a farm³

dènaàgble²

cultivate farms (habitually)⁴

agbeli

manioc⁵

àgbeligble

manioc farm

Agbledela Amerikatowo dená

Do American farmers cultivate

(dèa) àgbeligbléá?

manioc farms?

ásí

E:

hand

Ò, àgbeli mélé míási ò.

No, we don't have manioc.

míewo o

K:

you (pl.) didn't make

míewo na o

you (pl.) don't make

gálí

manioc meal

Míewoná galí òá?

Don't you make 'galí'?

XII.

míewò o	E:	we didn't make, we don't make
míewo ná o		we don't make (habitually)
tápíoká		tapioca
nú		thing
nú síawó		these things
nú síawó tsó Áfriká		these things came from Africa
nú síawó tsóna Áfriká		these things come from Africa
Ò, míewoná tápíoká há ò.		No, we don't make tapioca, either.
Nú síawó tsóna Áfriká.		These things come from Africa.

Notes

- Note that when /dè/ 'native land' is the possessed noun in a possessive construction, /fè/ 'possessive indicator' is omitted.
- If a word ending in /è/ 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 'dàgble/. /nutsu síawo dèna àgble/ 'these men cultivate farms' becomes /dènagble/.
- Literally: 'to go to the farm'.
- Habitual:

/dǒ kā nēwò/	'what kind of work have you done?'
/dǒ kā nēwóná/	'what kind of work do you (generally) do?'
/mèfiá ɲlísígbè/	'I have taught English'
/mèfiáná ɲlísígbè/	'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/ + /é/ (3rd person, singular, object) becomes /ne/.

5. /agbeli/ literally means:

/àgbe/ 'life'

/li/ 'exists'

/àgbeli/ 'life exists'

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

/àgbeli lè Afrikatowo sí/ 'Africans have manioc'

/àgbeli lè àsínyè/ 'I have manioc'

/àgbeli lè àsíwò/ 'you (sg.) have manioc'

/àgbeli lè ési/ 'he has manioc'

/àgbeli lè mía sí/ 'we have manioc'

/àgbeli lè mfa sí/ 'you (pl.) have manioc'

/àgbeli lè wó sí/ 'they have manioc'

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

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

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

Dialogue 2

K: Komi

E: Edward

àzi

K:

peanut (ground nut)

àzìgblewó

peanut farms

Àzìgblewó lè Àmerikáa?

Are there peanut farms in America?

XII.

anyíehè
È, àzìgbìwó lè anyíehè.

E: south¹

Yes, there are peanut farms in
the south.

lóló
Wólóloa?

K: to be big

Are they big?

àgbledelá

E: farmer

dèká

one

àgbledelá dèká

one farmer

ká

a measure of about 20 square
meters

ká àlàfá dèká

one hundred 'ka'

àbè ... èné

like, about, approximately

àbè ká àlàfá dèká èné

about 100 'ka'

Wólólo ñto. Àgbledelá dèká dèa They're very big. One farmer
àgble àbè ká àlàfá dèká èné. cultivates a farm of about 100

'ka'.

áléke wówòe

K: how did he do it

áléke wówone

how does he do it

Áléke wówone?

E: How does he do it?

mò

E: machine

àgbledemo

farming machine

Àgbledemowó lè ésí.

He has farming machines.

àhà

K: aha

Àhà, ényo ñto.

Aha, very good. (Aha, that sounds
great).

XII.

Notes

1. north - dziehe
 south - anyiehe
 east - yedzeje
 west - yetodoje

Dialogue 3

E: Edward K: Kosi

Àgbledeláwo lè Áfrikàa?

E:

Are there many farmers in Africa?

È, àgbledeláwo lè Áfrika

K:

Yes, there are plenty of farmers
 in Africa.

zã.

E:

kind

togbui

Àgble ka togbuie àgbledeláwo

What kind of farms do the farmers
 cultivate in Togo?

dèna lè Tógô?

K:

yams (kind of potato)
 and others

tè

kplé búbuàwó

Wódenà àgbeligble, tegble,

They cultivate manioc, yams,
 peanuts, and farms of other
 things.

àzìgble, kplé búbuàwó.

E:

orange

agutí

Agutíwo lè mía síà?

Do you have oranges?

átóto

K:

pineapple

dàntí

lemon

È, agutí, átóto, dàntí kplé

Yes, we have oranges, pineapple,

búbuàwó lè míasi.

lemon and other things (etc.)

Dialogue 4

E: Edward

K: Kosi

XII.

bli	E:	maize, corn
Bligblē lē miasí lē Tógòà?		Do you have corn farms in Togo?
Ē, bligblēwó lē miasí zǎ.	K:	Yes, we have plenty of corn farms.
gáké	E:	but
âgute } yēvúte }		potato
yevútegble		potato farms
Miedena yēvútēgbleà?		Do you cultivate potato farms?
Ò, miédènà yēvútēgble ò,	K:	No, we don't cultivate potatoes,
gáké te le miasí zǎ.		but we have lots of yams.
fome	E:	relation, relative
vi		child
fomeví		relative, kind, something of a kind
atíkutsetse		fruit
atíkutsetse fomevíwo		what kind of fruits
Àtíkutsetse ka fomeviwoe lē miasí lē Tógò?		What kind of fruits do you have in Togo?
Àkòdú, àtòtó, agutí, mángò,	K:	We have banana, pineapple, orange,
kplé búbuàwó lē miasí.		mango, and other things.

Comprehension

Àgbledeláwó lē Tógò. Wódèa bligble, àtíkutsetsewogble kplé búbuàwó. Yēvútē mélè wósi ò, gake tē kplé tàpiókà lē wósi. Wódèna àgbeligblē eye wówona gálí. Lē Àmèrikà hā àgbledeláwo fàna blí, dètí kplé àtíkutsetsewo, gáké tàpiókà mélè wósi ò, eye wómewòná gálí hā ò, núsíawo vána tsóá Àfrikà.

XII.

fà - plant

dèti - cotton

bo - be plentiful

Questions Based on the Comprehension

1. Àgbledeláwo sògbò lè Tógoà?
2. Núkà gblě wódèna?
3. Blígblē lē wósià?
4. Àtíkutsetsewo lē wósià?
5. Àgbledeláwo lè yevúwodéà?
6. Núkà gblee wódèna?
7. Tè lē wósià?
8. Tàpiókà lē wósià?
9. Wówòna gálíà?
10. Afíkà núsiawo tsóná?

Questions for the Class

1. Àgbeligblewó lè Togóà?
2. Àgbelīgblēwó lè Àmèrikàa?
3. Míwòna gálí lè àfímá?
4. Yēvútē lē wósi lè Tógoà?
5. Àtíkutsetsewo le wósi lè Tógoà?
6. Àtíkutsetse káwoée lè Tógò?
7. Núfiàla àló sūkúví mēnyéà?
8. Núkà mēfiáná?
9. Nlísí sūkúwó lē wósi lè Tógoà?
10. Núfiàlawo lè Tógoà?
11. Àmèrikátówo wóna gálí kplé tàpiókà?
12. Àfíkà núsiawo tsóná?

Unit XIIIThe Indefinite PronounsDialogue 1

N: Nufiala

A: Ama

K: Kofi

Kw: Kwami

N:

tá

draw

tá nu dè

draw something on

nlo

write

kpé

plate, stone

nínlòkpé

blackboard, (any slate to
write on)

Amekáé tá nú¹ dè nufiala jé
nínlòkpé lá dzí? Améà déke
ményá òà?

Who drew on the teacher's black-
board? Nobody knows?

Nufiala, Kofié tá nú dè
kpé lá dzí.

A:

Teacher, it is Kofi who drew on
the board.

nyatefé

N:

truth

Kofi, nyateféà?

Kofi, is that true?

dè

K:

take off

kúku

hat

dè kuku

to be sorry, please, to
apologize, sir, etc.

(serves as an obeisance
when addressing elderly
and people of respect).

Nufialá, mède kúku eh ...

Teacher, I am sorry, eh ...

Núka wònyé netá?

N:

What was it you drew?

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ame	Kw:	person, human being
sia		this
amesiame		everybody, person
kò		to laugh
Nyèé wòtá. Amésiame kò nu.		It is I he drew. Everybody laughed.
 	K:	(be) straight
dzo		not straight, to be guilty
médzo o		something of this sort
nú sia fomevi		never; ever
kpó		
Nufialá, mède kúku tonye		Teacher, I am guilty and I am sorry. I have never done any- thing of this sort.
médzò o. Nyè méwò nu sia		
fomeví kpó o.	N:	That is O.K. Kofi, walk to the main road and back.
Ényo. Kofí, zò yí mogá		
lá dzí.	K:	wound
àbi		foot
áfò		
Mède kúku abi lè nyě áfò.		I am sorry, I have a wound on my foot.
 	N:	ear
tó		pull
hè ee		ear-pulling (punishment)
tóhèhe		other
bubu		another
bubuade		give
na		

XIII.

Ékema míana tóhèhe búbùadé
wò emégbé.

Then we will give you another
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 indefinite pronouns. e.g., The verb /ɲlɔ/ 'to write' is a transitive verb; thus it will either have a definite object, such as

/mɛɲlɔ agbale/ 'I write a letter'

or it will have the indefinite pronoun /nu/

/mɛɲlɔ 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.

/xɔadɛ/ 'a house'

/atiadɛ/ 'a tree'

3. /deke/ 'any'

This is composed of the indefinite pronoun /de/ and the emphatic particle /ke/.

4. /náne/ 'something'

/náneké/ 'anything', nearly always used in negative sentences.

XIII.

5. /nénè/, /néniè/ 'how much, how many'

6. /siáa/ 'both, altogether', e.g.

/ɲútsùwó kplé nyónùwó siáa/ 'both men and women'

/síaa/ often stands between a noun and a repetition of that same noun, and then it means 'every', e.g.:

/ɲutsu siáa ɲutsu/ 'every man'

/atí siáa atí/ 'every tree'

Certain of these combinations which are frequently used are written as one word, e.g.

/amesiame/ 'everybody'

/nusianu/ 'everything'

/desiade/ 'every, all'

/gbesiagbe/ 'every day'

/afisiâfi/ '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 /síaa/, but only in time expressions, e.g.

/yebuyi/ '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: Sukuviwo

ɲlò

N:

write

atí

tree, stick

XIII.

- nunlotí
 akónta
 Mitsó mīafé nunlotiwo ná
 akónta.
 deke
 deke mélé o
- Núfi alá, nunloti aḍeke mélé
 àsínyè o.
 aḍé
 dome
 mia dometó
- Nunloti búbu aḍé lè mia
 dometó a ḍe síà?
 È, ḍeká búbu aḍé lè àsínyè
 gáke mēnloa nú nyuie o.
 Kofí xó Ama fè nunloti
 búbu sía.
 Núfi alá, nunloti lá mēnloá
 nanéke o.
 Nunlotí búbu aḍé lè ame
 aḍe síà?
 amea deke
 O, mélé améa ḍeke sí o.
 Ényo, Kofí xó tonye lá.
- pen, pencil (lit., a
 writing stick)
 mathematics, arithmetic
 Get ready (take your pens)
 for mathematics.
 K:
 one, none, not one
 to have none (lit.,
 have not one)
 Teacher, I have no pen.
 N:
 a certain one
 among
 any (or one) amongst you
 Does anyone among you have
 another (an extra) pen?
 A:
 Yes, I have an extra one, but
 it does not write properly,
 N:
 Kofi, take Ama's extra pen.
 K:
 Teacher, the pen does not write
 anything.
 N:
 Does anybody else have an extra
 pen?
 S:
 nobody
 No, nobody has any.
 N:
 O.K., Kofi, you may take mine.

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Dialogue 3

N: Nufiala

K: Kwadzo

Ko: Kofi

nukata

Kwadzó, nukata mēwo náneke

o?

agbale

Nufiala, mēde kuku agbale

mélè àsínyè o.

kpó

wo ... vo

Amekáé wó akontá vo? Améà

déke o. Kwadzó, kpo Kofi

fé agbàlè mè.

àsímási

Nufiala, àsíamasi kpó nyè

ákonta.

Nufiala, mēde kúku, nyème-

kpó náneke o.

Kwadzó, zò yí mogá lá dí.

zì

Zì neníè?

Zì deka.

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.

Kwadzo, use (look into) Kofi's

book.

Ko:

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

Kw:

incubate, sleep

dó àlǎ

to sleep

Nufiala, asímási dǎ àlǎ.

Teacher, Mr. So-and-So slept
(has fallen asleep).

fǎ

N:

wake up! get up!

Komlá, fǎ! Èwǎ akǎnta vǎa?

Komla, wake up! Have you
finished the math?

O.

K:

No.

Nenié nǎwǎ?

N:

How many did you do?

dzè dǎ

K:

became ill

Nyè mǎwǎ dǎkǎ o. Mǎdze dǎ
etso fie.I did not do any of them. I
became ill yesterday evening.

Va kpǎ atíkewolá.

N:

Go to see the doctor.

Mǎde àfíma ndí sia.

K:

I was there this morning.

Atíkewolá ná nanem.

The doctor (herbalist) gave me
something.

Ékema yi àfémè.

N:

Then go home (you may go home).

Comprehension

Bob yi sukú éyè améàde tá nú dǎ núnlokpé lá dzi. Kofie
tá nú dǎ kpé lá dzi. Kofi mǎtso núnlotia dǎkǎ va sukú ò.
Ámà tsó eto bubuàdǎ ná Kofi gǎkǎ núnlotí lá mǎnglò náneke o.
Nufiala la tsó éfè núnloti lá ná Kofi.

Akǎntagbàlǎ mǎlè Kwadzó sí o. Éya kplé Kofi wǎkpǎ àgbale
dǎka me.

XIII.

Komla dó aló lè suku. Édzè dò ètso fīe éyè àtikewolá ná nánéè.

déka me - together

Questions Based on the Comprehension

1. Àmekáé tá nú dé núnlotkpe lá dzi?
2. Àmekáé gblòé ná núnfialá? (gblò - tell)
3. Wòhè tó áde ná Kofiá?
4. Kofi tsó núnlotíá dé vá sukúá?
5. Àmekáé tsó núnlotí búbù vá sukú?
6. Àmekáé ná núnlotí búbù Kofi?
7. Àméàdé kpó Kofi fé àgbale méà?
8. Akóntagbale ádé lè Kwadzó síà?
9. Kwadzó kplé Kofi wókpo agbale déka méà?
10. Àsímásí kpó Kofi fé ákóntá?
11. Àmekáé dó aló lè sukú?
12. Àkónta nenié wòwò?
13. Àtikewolá ná nánéà?

Babiawo

1. Núnloti áde lè àsíwòá?
2. Ètso núnloti áde vá sukúá?
3. Núnloti búbu áde lè àsíwòá?
4. Àsímásí kae ná núnloti wò?
5. Èkpó àméàdé fé ákónta lè sukúá?
6. Àsímásí gblòe ná núnfialá?
7. Àme nenie métso àgbale . va sukú ó?
8. Àme nenie métso núnloti vá sukú ó?

XIII.

9. Àmeká jé núnloti búbue nyé ésià?
10. Àmeadé dó àlṣò lè sukù égbèà?
11. Zí nénie nedo àlṣò lè sukù égbèà?

Unit XIVObject PronounsDays of the WeekDialogue 1Y₁: Yawa-1Y₂: Yawa-2

B: Àfétò Brown

Eddógò xónyeà?

Y₁:

Have you met my friend?

e

B:

him, her

Ò, nyèmédogoe ò.¹ ñkwoò de?No, I have not met her. What
is your name?

yo

Y₂:

call

Wó yoām bé Yāwá.

My name is Yawa. (Lit., they
call me /that/ Yawa)

Yíwodágbè

B:

Thursday

lè Yáwodágbè²

on Thursday

miawó

you (object) plural

-mí

you (object) plural

dzi

to give birth to

Yawá wóyona wò há!

Your name is also Yawa! (They
call you also Yawa). You (sg.)
were born on Thursday! (They
gave birth to you on Thursday).

Wódzi wò lè Yáwodágbè!

Y₂:

that

ma

that is that, that is

éyaemà

correct

ñkeke³

day

Eyaema. ñkèke ka dzi

That's right. On what day were
you born, Mr. Brown?

wódziwò, afétò Brown?

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Bládagbè
Wódzim Bládagbè.

Àh! wó Eve òko énye
Kòmlá.

ékema

atéru

bé

Ékema natéru áyom bé Kòmlá.

B:

Tuesday

I was born on a Tuesday.

Y₂:

Ah! Your Eve name is Kòmlá.

B:

then

to be able to, can

as, that

Then you can (or could) call me
Kòmlá.

Notes

1. Object Pronouns:

/wódzim/

'they gave birth to me, I am born'

/wódziwò/

'they gave birth to you'

/wódzif/

'they gave birth to him, her, it'

/wódzimí/

'they gave birth to us'

/wódzimí/

'they gave birth to you (pl.)'

/wódziwó/

'they gave birth to them'

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

	Singular	Plural
1st Person	-mí	-mí
2nd Person	-wò	-mí
3rd Person	-é	-wó

/qù/

'to eat'

/wóqùí/

'they ate it'

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/nò/	'to drink'
/wònòè/	'they drank it'
/dzi/	'to give birth to'
/wódzîf/	'they gave birth to it'
/flê/	'to buy'
/wóflèè/	'they bought it'
/nyâ/	'to pursue'
/wónyè/	'they pursued him'
/tá/	'to draw'
/wóté/	'they drew it'
/lâ/	'to shave'
/wólûî/	'they shaved it'
/dâ/	'to send'
/wódsé/	'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 /-î/ after /u/ or /i/; /wóduî/, /wódzîf/.
- b. becomes /-è/ after /o/; /wódsé/.

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c. contracts with a preceding /a/ to form /xɛ/, where

1) x is low if /a/ has low tone; /wónyɛ̃/.

2) x is high-low if /a/ has high tone; /wótɛ̃/.

d. is nasalized after a nasal sound; /wólúf̃/.

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

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

b. /Yawá wóyóná míawó há./ 'They call you also (pl.)
Yawá'.

2. The Days of the Week and Associated Names

<u>Days of the Week</u>		<u>Male Names</u>	<u>Female Names</u>
Kwasidágbè	} 'Sunday'	Kwasi	Akosia
Kosidágbè		Kòsí	Àkòsíwá
Dzɔ́dágbè	'Monday'	Kwadzo	Adzoa
		Kòdzó	Àdzówá
Blá́dágbè	'Tuesday'	Kwamla	Àblá
		Kòmlá	
Kú́dágbè	'Wednesday'	Anku	Akua
		Kòkú	Àkúwá
		Kwaku	
Yáwó́dágbè	'Thursday'	Yáwò	Yáwa
		Yao	

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Fídágbè 'Friday'	Kòfí	Afua
		Àfíwa
Mémledágbè	Kwami	Áma
'Saturday'	Kòmí	

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

a. /ŋkeke nénie lè Kwasiqá mè/ 'How many days are in the week?'

/Gbèkagbe nye égbè/ 'What day is it today?'

Dialogue 2

Kf: Kofi

Km: Kòmlá

ènyá

Kf:

you (sing.) know

èdzèsí

you (sing.) recognize

mèdzèsí ó

you (sing.) don't recognize

mèdzèsí oa

don't you (sing.) recognize

dètùgbùí siawó

these young ladies

Ényó, Kòmlá, mèdzèsí dètùgbùí

Well, Kòmlá, don't you recognize

siawó oa?

these young ladies?

mèdzèsíwó

Km:

I recognize them

nyè mèdzèsíwó ó

I don't recognize them

wó ñkówo

their names

Aó, nyèmèdzèsí wó ó. Wó

No, I don't recognize them.

ñkówo dé?

What are their names?

wó amè eveawo kátá

Kf:

both (emphatic)

wó amè evèàwo kátá ñkó

both's name

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Wó amé evèáwo kátá ñkó ényé

Both of them are named Yawa.

Yáwa.

Á, Yáwóḍágbè wódzí woa?

Km:

Aha, both were born on Thursday?

È.

Kf:

Yes.

Ényó ñútsó.

Km:

Very good.

Dialogue 3

K: Kofi B: Bob

Bob, wódzí xónyèa lè Kúḍágbè.

K:

Bob, my friend was born on

Nēnyá éṅkoá?

Wednesday. Do you know his

name?

xose

B:

to believe (faith)

È, mēxose bé éṅko énye Kòkú.

Yes, I believe that his name is

Kòku.

ázó

K:

now

fífia

now, at the present, at this

moment

noví

brother, sister, cousin

noví ñútsú(ví)

brother

noví nyónu(ví)

sister

gbèsigbe

the day which (on which)

Ényo ñútsó. Ázó nòvíanyó-nuví

Very good. Now, his sister's

ṅko énye Àkúwá. Nēnyá

name is Akuwa. Do you know

gbèsigbè wódzíá (wódzíá)?

the day on which she was born?

Wódzí éyahá lè Kúḍágbè.

B:

She was also born on Wednesday.

sró

K:

to learn

sró nú

to learn (something, things)

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mesrɔ́na nú

kába

Ényo nùto. Èsrɔ́ná nú kába

nùto!

Dialogue 4

B: Bob

K: Kofi

gbè

dzigbe

Dzigbe nkó lè àmèsíamè sí lè

Tógóà?

yi de

È, tsó Dzodagbè yi dé Kwasi-

dagbè, amesiamè xɔa dzigbe

nkó.

Dzodagbè víwo nkó dé?

Nùtsùvíawo nyé Kwadzó éyè

nyónuvíawo nyé Àdzóá?

Mémledagbè dé?

Kwámí kple Ámá.

Tógotowo naa yevúnkówo

wó víwóà?

È, wónáa yévú nkó dèká wó

víwó.

I learn habitually

fast, quickly

That's very good. You learn

quickly!

B:

day

birthday

Does everybody in Togo have a

birth name?

K:

go to, until

Yes, from Monday to Sunday every-

body gets a birth name.

B:

What is the name of Monday's

children?

K:

The boys are Kwadzo and the girls

are Adzoa.

B:

What about Saturday?

K:

Kwami and Ama.

B:

Do the Togolése give (white men's)

European names to their

children?

K:

Yes, they give a European name

to their children (i.e., to

each child).

XIV.

Comprehension

Lè Tógo lá, dzigbe nkó lè amesiame sí. Wódzi novinyè nutschí lè Dzoda. Éfe nkóe nyé Kwadzó. Wódzi novinyè nyonuví lè Dzoda. Éyà jé nkó énye Àdzóá. Lè Àmérika lá, dzigbe nkó mélé amewó sí ò. Àfétó Brown nyá éfe dzigbe nkeke lá. Éfe dzigbe nkó énye Komla. Bob ya ménya éfe dzigbe nkó ò.

Questions Based on the Comprehension

1. Dzigbe nkówo lè Tógóá?
2. Nkeke ka dzi wódzi novinyè nutschí?
3. Nkeke ka dzi wódzi novinyè nyonuví?
4. Éfe dzigbe nkó dé?
5. Novinyè nutschí jé dzigbe nkó dé?
6. Dzigbe nkówo lè Àmériká?
7. Nkeke ká dzi wódzi Afúá?
8. Fídagbè nutschíwo jé nkówo dé?
9. Nkeke ká dzi wódzi Komlá?
10. Bob nyá éfe Ewe nkóá?
11. Énya éfe dzigbe nkekéá?
12. Àfétó Brown nyá éfe dzigbe nkekeá?
13. Éfe dzigbe nkó dé?
14. Nkeke káé wódzi Àfétó Brown?

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Babiawo

1. Ọkeke ka dzi wodzi wò?
2. Wò Ewe ọkò dẹ?
3. Nyẹ Ewe ọkò énye Áma. Ọkeke ka dzie wozim?
4. Ọkeke ka dzi wodzi Kofi?
5. Ọkeke ka dzi wodzi Àkúwá (Akúa)?
6. Wò ọkòwòe nyẹ Kwami kple Áma. Ọkeke ka dzi wodzi wò?
7. Ọkeke ka dzi wodzi noviwo nyónuví?
8. Éfẹ Ewe ọkò dẹ?
9. Ọkeke ka dzi wodzi noviwo ọtsuví?
10. Wò nufiala fẹ Ewe ọkò dẹ?
11. Ọkeke ka dzi wozif?

Unit XVRelative ClausesThe Indirect ObjectThe Particle /ga/Dialogue 1

K: Kofi

B: Bob

A: Anku

kpé

to meet

fo (fovi)

elder brother

Bob, ekpé fonyè sí¹ nkoe nyé

Bob, have you ever met my elder

Ankú lá kpóà?

brother whose name is Anku?

Anku, efó nyuiéa?

B:

Anku, how are you?

È, wòdé? Gbèkàgbè nevá

A:

I am well, and what about you?

afí tsó Àmérika?

When did you come here from

America?

Kwasída

B:

Sunday, week

si

relative pronoun, who, which

kwasída si váyí

last week (week which
passed)

kwasída si gbona

next week (week which comes

[habitual])

Mévá tsó Àmèrikà Kwasída sí

I came from America last week.

vá yí la mè.

kpó ... dá

A:

visit

Mává kpó mí dá òà?

Won't you come over to visit us?

Akpé nawò. Gbèkagbèé mávâ?

B:

Thank you. Which day should I
come?

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ékēmá

kù

kù dé gbòwo

gbèsiàgbè

lō

Ékema kù dé gbòwò. Gbèsiàgbè

nyó.

yé

yékayí

lòfo

Yèkayí lòfo?

Fiémè. Vá dù Fídagbèfiē

nú kplé mí.

Yòó, àkpé. Miádó gò lè

Fídagbè Kwasiá si gbona

mè.

Notes

1. Relative Clauses

The relative clauses are introduced by the relative pronoun

/si/, e.g.

a. /Ékpé fonye si nkoenyé Anku lá kpóá/

b. /Mèvá tsó Àmèriká

kwasiá si vá yíla me/

that

hangs, depends

depends on you

any day, every day

like, love

That depends on you. Any day

is O.K.

sun

when, what time of day

about, in the environment

of

About what time of day?

In the evening. Come and have

Friday supper with us.

B: Agreed, thank you. See you on

Friday next week.

XV.

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 'My brother whose name is
la va aff tsó Amerika/ Anku came here from
 America'.

/Miàkpé Fida si gbona 'We will meet next Friday'.
 (la) ne/

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

/Fia nu siwo ne fle lám/ '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 'His house is big, and it is
 asi/ expensive'.

or:

/Efe xogã la xo asi/ 'His big house is expensive'.

XV.

Dialogue 2

Kf: Kofi Kd: Kodzo

dè

Kf:

to have been; to have
visited

Ède Lōme kpóà?

Kd:

Have you ever visited Lome?

Kwasíḍa

Sunday, week

si

relative pronoun, who, which

kwasíḍa si váyí

last week (week which
passed)

kwasíḍa si gbona

next week (week which comes
[habitual])

È, nyē kplé xōnyè miedè

Yes, my friend and I went there

afíma kwasíḍa si váyí mè.

(during) last week.

dzē ... ḡū¹

Kf:

to please, to satisfy

édze Kofí ḡu

Kofi liked it

édzē ḡunye

it pleased me, I liked it

édzē mīaḡū

it pleased us, we liked it

Édzè mīaḡua?

Did you like it?

È, Lōme dzèà amesíàme sí

Kd:

Yes, everybody who has been to

dè afíma kpó lá ḡū.

Lome likes it.

ḡó

Kf:

to take, to arrive

bos

bus

ketékè

train

Bós àló kétékèé mièḡà?

Did you take the bus or the

train?

XV.

dzó	Kd:	to leave (a place)
Fídagbè ndí		Friday morning
Memledágbè yetró		Saturday afternoon
Bos miedó. Miedzo lè Sòkòde		We took the bus. We left Sokode
Fida ndí éye miedo Lòmè		on Friday morning, and we
Mémledá yetró.		arrived in Lome Saturday after- noon.
Íkeke nenié mienò anyí?	Kf:	How many days did you stay?
kò	Kd:	only
Mémledágbè kplé Kwasídagbè		We stayed (there) only Saturday
kòé mienò àfíma.		and Sunday.

Notes

- | | |
|-----------------|-----------------------|
| 1. /édze núnye/ | 'I like it' |
| /édze nùwo/ | 'you (sing.) like it' |
| /édze éjù/ | 'he likes it' |
| /édze míanù/ | 'we like it' |
| /édze míanu/ | 'you (pl.) like it' |
| /édze wóju/ | '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 núnye/ may be analyzed literally as 'it is of my satisfaction'.

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

XV.

Dialogue 3

Kf: Kofi Kw: Kwadzo
 dí

Kf:

want, look for

Ésì nède Lòmè dé èkpó núsìànú
 sí nédí lá?

When you were (visited) Lome,¹
 did you find (get) everything
 you wanted?

È, mekpó nú siwo medí lá,
 gàké kǒnyè ya mékpó núsìànú
 ò.

Kw:

Yes, I found (got) the things
 I wanted, but my friend did not
 find everything.

ga

Kf:

again²

gayi

go again

Yekayi wòagayi Lòmè?

When will he go to Lome again?

na mọ

Kw:

grant permission

Èkema ku dé fòfòà nù.

That depends on his father.

Ne éna móè égbè lá, mèxo

If he permits him, he (my

se bé áyí Lòmè égbè.

friend) will go to Lome today.

Le Yáwòdàgbè mayi Lome.

Kf:

I will go to Lome on Thursday.

Notes

1. /dé/ - a particle (also used as an interrogative) sometimes used with /esì/ to indicate a subordinate clause. It is used in the same manner as /lá/, 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 lá, ...?/ '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

<p>Ɔdɛ nɔwɔ, Kofi, ede Lomea?</p> <p>Ɛ, nyɛ kplɛ danye.</p> <p>fia</p> <p>flɛ</p> <p>Fia nu siwɔ nɛfle lam.</p> <p>vu</p> <p>gbɛmagbɛ</p> <p>Nyɛ mɛfle naneke o.</p> <p>Fiasawo mevɔ gbɛmagbɛ o.</p> <p>Gbɛkagbe nɛyi Lomea?</p> <p>Miɛyi Mɛmledagbɛ fiɛ ɛyɛ</p> <p>miegatɔ dzɔ Dzodagbɛ ndi.</p> <p>Danye bɛ nusianu si dim</p> <p>miɛlɛ la le Sokode.</p>	<p>Kw: Good morning,¹ Kofi, did you visit Lome?</p> <p>Kf: Yes, my mother and I. (lit., I and my mother)</p> <p>Kw: show</p> <p>buy</p> <p>Show me¹ the things you bought.</p> <p>Kf: open</p> <p>that day</p> <p>I did not buy anything. The shops did not open that day.</p> <p>Kw: When (on which day) did you go to Lome?</p> <p>Kf: We went on Saturday evening and came back (we turned and left) Monday morning. My mother said that everything we want is in Sokode.</p>
---	--

XV.

	Kw:	exist
dzò		birthday, birthstar
dzògbe		bad
vò		bad birthday, unlucky star,
dzògbevò		unlucky

Oh, dzògbevòetó!

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.

/medó tó nufiala/

'I obeyed the teacher'

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

/fia nu siwo ne fle

'Show me the things you

lám/

bought'

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

/egblɔɛ 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.

XV.

/Etso agbalē nami/ 'He gave the book to us'

/ŋdi nawo/ 'Good morning to you'

Comprehension

Le Kwásida sí váyi me lá, nyè kplé xōnyè miedè Lòme. Miedzó lè Sókodé Fídagbè yetró éyè mieva dó Lòme Mémledagbè ndí. Mienò àfíma Mémledagbè kplé Kwásida gbè éyè miégàtró dzó yí Sókodé lè Dzòdagbè fíe. Lòme dzè mianu nùto. Miekpo miáxōwo éyè miedo gò Àmèrikatowo, Bob kplé John lè àfíma. Miedogò wó lè Kwásí jé áfemè. Míeflè nú gèdewó lè Lòme. Mèfle núsíànú sí medí lá gáké xōnye ya mékpo núsíànú sí wòdí lá o.

Lè Mémleda fíe lá, Kofí kplé dàdà wóyí Lòme. Wógàtró vá Sókodé lè Dzòdagbè ndí. Wómeflè nánèke lè Lòme o. Núsíwó díím wólè lá lè Sókodé fíasewo mè.

Questions Based on the Comprehension

1. Àfíka Kwadzó kplé xōa wódè?
2. Yekayí wóyí àfímá?
3. Àfíka wótso lè?
4. Yekayí wódzô?
5. Yekayí wóva dó àfímá?
6. Ŋkeke nenié wóno àfímá?
7. Wófle núsíwo wódi lá lè Loméá?
8. Kwadzó flè núsíànú sí wòdí lá?
9. Xóloà há flè núsíànú sí wòdí lá?
10. Gbèkagbè wótro yí Sókodé?
11. Lòme dzè wónuá?
12. Enyá nú síwó dzè wónù lè Loméá?

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13. Gbèkagbe Kofi kplé dádá wódè Lome?

14. Yekayí wótro vá Sòkòdè?

15. Wóflè núsíwó wódi lá lé Lóméà?

16. Núsíwó wódi lá lé Sòkòdèà?

Babiawo

1. Ède Tógo kpóà?

2. Ède Chicago kpóà?

3. Yekayíe nedè Chicago?

4. Núkae dzè nùwo le Chicago?

5. Kétekè nedó yí Chicagoà?

6. Gblò núsíwó neflè lé Chicago lá namí?

7. Gbèkagbe nedè New York?

8. New York dzè nùwoá?

9. Núkae dzè nùwó lé New York?

10. Gbèkagbe énye ésià?

11. Ède Indianapolis égbéà?

12. Èkpó dàwo egbéà?

13. Yekayí nèkpó dàwò égbè?

14. Nusiwo nèfle egbe gálè àaiwoà?

Unit XVIThe IntentionalDialogue 1

Kk: Koku Km: Komi

bli lá

tsí

Pápá, bliá tsí.

nya

tefé

nyatefé

yí

È, nyatefé. Nyé nùto

há mèdè àghlèá mè etsò.

Étsí nyàtefé.

nè

miénee

mielè énegè

Yékayí mielè énegè?

Mielè énegè etsò.

Notes

1. /nye nùto/ 'I myself'

The subjective and objective forms of the independent personal pronouns may be strengthened by /nùto/ 'self':

/nye nùto/

'I myself'

/wò nùto/

'you yourself'

/éyá nùto/

'he himself'

Strong Form of the Pronouns

Kk:

the corn

to grow

Papa, the corn has grown.

Km:

word

in place of

that is right, really

to go

Yes, you're right. I myself¹
also went to the farm yesterday. It has really grown.

Kk:

to break, to reap

we reaped it

we are going to reap it²

When are we going to reap it?

Km:

We're going to reap it tomorrow.

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/míawo ɣútowo/ or /míá ɣútowo/ 'we ourselves'

/míawo ɣútowo/ or /míá ɣútowo/ 'you yourselves'

/wóawo ɣútowo/ or /wó ɣútowo/ 'they themselves'

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

2. Intentional:

/míeyf/ 'we went'

/míelè yíyigé/ 'we are going to go'

/míeva/ 'we came'

/míelè vùváge/ '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 /-gé/ 'intentional indicator'. The verbal noun is formed by prefixing the verb stem with a low-toned reduplication (i.e., repetition) of itself.

/mèle fèfóge/ '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.

/núka nèle sosróge/ 'what are you going to study?'

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

/núka nèle fèflegé/ 'what are you going to buy?'

/núka nèle dzâdzráge/ 'what are you going to sell?'

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- c. If the verb stem contains a palatalization, i.e., a consonant followed by /i/, the palatalization is omitted in the reduplicated prefix.

/núka nèle 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.

/míeyf àgble/	'we went to the farm'
/míelè àgble yígé/	'we are going to go to the farm'
/míedéè àva mè/	'we put it in the granary'
/míelè édege àva mè/	'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.

/élè ddyemgé/	'he is going to send me'
/élè dðwogé/	'he is going to send you (sg)
/élè édage/	'he is going to send him'
/élè mía dóge/	'he is going to send us'
/élè mía dóge/	'he is going to send you (pl)
/élè wó dóge/	'he is going to send them'

*In Ewe, a verb indicating direction or location followed by a noun phrase indicating place (e.g., /míeyf àgble/ '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 /-yèm/.
- /éìè dǎyemgé/ 'he is going to send me'
- b. The possessive pronouns of the first and second persons singular always follow the verbal noun.
- /éìè dǎyemgé/ 'he is going to send me'
- /éìè dǎwogé/ '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

míeyí àgble

Kk: we went to the farm

míelè àgble yígé

we are going to the farm

Míelè àgble yígé égbèà?

Are we going to the farm today?

míeyí

Km: we went

míelè yíyigé

we are going to go

fífilà

immediately

È, míelè yíyigé fífilà.

Kk: Yes, we're going to go right now.

bliáwo

the corn (pl.)

kátà

entirely, all

míeyè bliáwo kátà

we reaped all the corn

míelè bliáwo kátà nège

we are going to reap all the
corn

Míelè bliáwo kátà nègeà?

Are we going to reap all the
corn?

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E.

ekema

wò

áwò

kple

Ékema nukā míawò kplif?

dè

àva

míedee àva mè

míelè édege àva mè

Míelè édege àva mè.

Km:

Yes.

Kk:

then

to do

will do

and, with

Then what will we do (with) it?

Km:

to put in

granary

we put it in the granary

we are going to put it in

the granary

We are going to put it in a granary.

Dialogue 3

Km: Kwami

Kk: Kwaku

Ks: Kwasi

né (or àgo, or àgoné)

Km:

coconut

gbè

to pick, to harvest

égbè

today

Taflatsé, Kwakú, tówò (fòfówò)

Excuse me, Kwaku, is your father

lè néa (àgonéa) gbègé égbèá?

going to harvest the coconut

today?

fú

Kk:

to be dry, ripe

mé ... hàdè ó

not yet

ò, nyè méxòesè o. Míafe

No, I do not think so (lit., I

néawo méfú hàdè ó.

don't believe it).¹ Our coco-

(hàdèke o)

nuts are not dry yet.

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nũto

Kk:

(after a noun or pronoun)

himself

Âh, tũnyẽ nũtoé nyé sí (sĩa).

Ah, here is my father himself.

(lit., My father himself is that).

eyata

Km:

therefore, and therefore

hiã

to need

kpèkpèdenu

help (noun)

Alékè, Kwasi, néawo jú lè nyé

Say, Kwasi, the coconuts are ripe

ágbè mè. Mielè wógbégé

on my farm. We are going to

ètsõ ndí éyatà mihiã

pick them up tomorrow morning,

kpèkpèdenu.

and we need help.

kpé dé nũ

Ks:

to give help, to help²

kpakplé

and³

Nyẽ kplé srõnye kpakplé vinyé

My wife, my son and I will help

miakpe dé nũwò.

you.

akpe

Km:

applause (thanks, gratitude)

sẽnũ

strong (stronger than)

kákaka

very

Akpé kákaka. (Wõesé nũ

Thank you very much.⁴ (lit.,

kákaka).

you are the one who is very

strong).

Notes

1. /nye mexeese o/ '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

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object immediately follows the verb. There are several verbs similar to this:

/tè nú kpó/

'draw thing see, i.e., try something'

/dó ámè kpó/

'follow person see, i.e., test somebody'

/dó nú kpó/

'lick thing see, i.e., taste something'

/lía 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 mídî tsa yi donokodzi. (lit., come let us take a walk go hospital) Let's visit the hospital.

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2. a. /mekpé dé Komi nǔ/ 'I helped Komi'

b. /mekpé de nǔwò/ 'I helped you'

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

/mekpe de woru/ 'I helped them'

/mekpe de mianu/ 'I helped you'

/mekpe de enu/ 'I helped him, her, it'

/mekpe de mianu/ 'I helped us'

But

/ékpe de nǔnyè/ 'he helped me'

/mekpe de nǔwò/ 'I helped you'

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

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

Dialogue 4

J: John

K: Komi

Amékaé lè néawo gbégé?

Yaovíe. (Yawovi).

fò

Amékaé lè wófoge lè àtíawo

gòme?

Nyónúàwóe.

J:

Who is going to pick the coconuts?

K:

Yao (Yawo) the Smaller, or Jr.

J:

to gather, to collect

And who is going to collect them

from under the trees?

K:

The women.

XVI.

	J:	to break
gba		
		to break it
gbe		
		will break it
ágbe		
Ámeádewo lè wógbàgèà?		Are there some people to break them?
	K:	to pour, to turn over, tip
tró		
		water, liquid, juice
tsi		
		big container
zògbá		
Nyónúawó lè wógbà gè éyè wóle		The women will break them, and
netsí lá tróge dé zògbá		then they will pour the juice
dé mè.		into a big container (pot).

Comprehension

Bliá tsi lè Kwakú fofó jé ágbè mè. Wóle àgbè yigé ètso eee éyè wólè bliá nège eye wólè ètso dége àva mè. Àgbè lá mélòlo o éyata wó mehia kpèkpèdeju o.

Kwakú fofó mélè éfe néawo gbègé égbè o. Wómefu hadé o. Néawo jú lè Kwami jé ágbè mè. Wóle wógbè gé ètso. Kwami jé ágbè lá lolo eyata éle kpèkpèdeju hiage. Kwasí kplé sròà kpakplé woví lè kpèkpege dé Kwami nu. Njitsuawo lè néawo gbègé éyè nyónuawo lè wófogé tsó atíawo gòme. Ékema nyónuawo lè wógbà gé éyè wólè agnetsi lá tróge dé zògbá dé mè.

Questions Based on the Comprehension

1. Kwakú fofó jé blígbléà lolóà?
2. Yekayí wóle bliá nège?
3. Wóle bliá nège ètsoa?

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4. Kwakú fofó lè kpekpedeju hiagéà?
5. Améka fè néwoe fù?
6. Yekayí wóle wógbègè?
7. Amékaé lè kpèkpége dé Yaovi nu?
8. Amékaé lè wófogé lè àtiawo gòme?
9. Amékaé lè néawo gbegè?
10. Le ésià mégbè (after this) dé nukàé nyónúàwó le wowoge?

Questions for the Class

1. Blígblewó lè Àmerikà?
2. Bligblewo lè Àfrikà?
3. Aléke Àmerikátówo gèna blí?
4. Négblewo lè Àmerikà?
5. Négblewo lè Àfrikà?
6. Aléke àgbledeláwo gbena né lè Àmerikà?
7. Núka wogé nèle fié sià?
8. Afíka yigé nèle lè sukú megbé?
9. Amékaé lè Àfrikà yigé tsó afísià?
10. Amékaé lè Èwegbe fía gé?
11. Èle Tógo yigéà, àfétò Brown?
12. Núka wogé nèle lè afímá?

Unit XVIIThe ProgressiveDialogue 1

Km: Kwami Kd: Kwadzo

àgblemenúkuawo

Km:

the crops

tsé

to grow

Àgblemenúkuawo lè tsètsém

Are the crops growing well?

nyúíéá?

Kd:

kòkò

cocoa

vó

to rot

nyě kòkò vó

my cocoa is rotten

nyě kókò lè vòvóm

my cocoa is rotting¹

Aò, nyě kòkò lè vòvóm.

No, my cocoa is rotting.

Tònye há.

Km:

Mine, too.

dó

Kd:

to send

èdó dèvíawo

you sent the children

èle dèvíawo dom

you are sending the children

sukúgá(à)

high school

dé sukúgá(à)

to high school

Èle dèvíawo dom dé sukúgá(à)?

Are you sending the children to high school?

hòtsuí

Km:

money (lit., cowry. Cowry was the first used money)

gà

money (lit., metal)

kóbà

half-pence, money²

Aò, kóbà mèlè àsínyè ó.

No, I don't have any money.

Nyè há nyèmáterui ó.

Kd:

I can't afford it either.³

Núka míawò.

What shall we do?

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dù

Km:

eat, reign, rule, lord it
over

dù dzi

to reign, to rule

dzidudu

reign (noun), government

dé

to put (in)

dó

to lend

kpo mo

see the road

Mèle mókpom bé Dzidùdua

I expect that the government

adé àsí émē námī vasede je

will lend us a hand till next

si gbóna lá mè.

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 vòvóm/

'the cocoa is rotting'

/míelè yiyím/

'we are going'

/míelè vávám/

'we are coming'

/míelè fòfóm/

'we are getting up'

/núka nèle fàfiám/

'what are you teaching?'

/núka nèle fèflém/

'what are you buying?'

/núka nèle dzàdzrám/

'what are you selling?'

/míelè àgble yím/

'we are going to the farm'

/míelè édem àva 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 /-m/ 'progressive indicator' is suffixed to the verb stem (instead of /-gé/ 'intentional indicator'--See Unit XVI, Intentional).

Note that the possessive pronoun of the first person singular has the form /-yè/ before /-m/ 'progressive indicator'.

/éle dōyém/ 'he is sending me'

The verbs /gbɔ/ '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'. /hòtsui/ (cowry) was the money used before the minted coin. /hotsui/ is therefore used to mean money. /gà/ 'metal' is money. /kóba/ '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

ŋdo!

Ks:

Good afternoon!

ŋdo, àfémè dé?

Km:

Good afternoon, how's everything at home?

Édo.

Ks:

Fine.

Dèviawo dé?

Km:

How about the children?

Wódo, dèviawo?

Ks:

They're fine, and your children?

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Wófo nyúie.

Km: They're fine.

Àgblemenúkuawo lè tsètsém

Ks: Are the crops growing well?

nyúieà?

Aò, wómelè tsètsém ó.

Km: No, they're not growing.

tsídzaṅḍia

Ks: the rainy season

ákpa

very much, too much

Tsídza ṅḍia didi ákpa.

Km: The rainy season has been too long.

Nyatefée.

Km: You're right.

Dialogue 3

K: Komi Y: Yaovi

ablände

K: pineapple

átótó

pineapple

Nyè átotoawo lè vòvóm.

Y: My pineapples are rotting.

núkatae

Y: why

ḍaṅe

reap

Núkata màyi aḍaṅewó oa?

K: Why don't you go to reap them?

Yeyíyíà ḍéke méle àsínyè

K: I do not have any time. I am

ó. Mele nú há sróm vévié'

also studying very hard.

ṅúto.

Y: go

ḍé

Are you going to school?

Èle sukú òmá?

K: Yes.

È.

Y: to spoil

gblé

Nyeyá nyé áṅutiawo lè gbegblem

(As for me) my oranges are getting

le atyawo dzi.

spoiled on the trees.

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dzo dɛ

wɔdzi

Núkae lè dzɔdzóm dɛ wɔdzí?

Nyeménya ɔ.

Dialogue 4

K: Kwami Y: Yawo

ɲkúmè (or mò)

yo

yo ɲkúmè (or yò mò)

nenéma

Yàwo, núkata nɛyo ɲkúme

nenémá?

Nyě áziawó lè gbègbém.

dɛ

Ô, áleke, dɛ wóle vovóm

lóc àlóc núkae lè wówòm?

È, wóle vovóm le anyígba me.

dzé

kénkɛɲ

A, édzóna; nyè ya nye

àgbeliawo le dzèdzem kénkɛɲ.

K:

to happen to (with)

on them, to them

What is happening to them?

Y:

I don't know.

K:

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?

Y:

My peanuts are getting spoiled.

K:

is it that

Oh! is it that they are getting

rotten, or what is happening

then?

Y:

Yes, they are getting rotten

underground.

K:

to spoil (used for tubular

roots)

completely

Oh, it happens; as for me, it is

my manioc that is getting

spoiled completely.

XVII.

Ô, nyatefêâ?

Ē.

álé

álebe

Alébe nuka wogê nele?

Nyê ménya ô.

Y: Oh, really?

K: Yes.

Y: this

and so

K: And so what are you going to do?¹

I don't know.

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 e
marker - pronoun + auxiliary

/nuka wom nele/ 'What are you doing?'

/nuka woge nele/ 'What are you going to do?'

By this rearrangement the direct object (/nuka/) 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.

/Nuka nele wowom/ 'What are you doing?'

/Nuka nele wowoge/ 'What are you going to do?'

XVII.

Comprehension

Yawò yò mo nùto. Lè jè síà mè lá, tsidzanolia didi lè Ghana ákpa eyata éfe ágbelia lè gbègbblém, éyè éfe aputiawo kple kòkò wòhã lè gbègbblém dé àtíawo dzi. Ga méle ési woádo dèviawo dé sukù ò. Ele mókpom bé dziɖuɖua ádo gà nae héna jèsi gbòna lá mè.

Questions Based on the Comprehension

1. Dzi lè Yao dzomá?
2. Nùkatá?
3. Aléke éfe áziawo lè wòwòm?
4. Aléke éfe aputiawo lè wòwòm?
5. Aléke éfe agbelia lè wòwòm?
6. Ga lè ésiá?
7. Viwó le ésiá?
8. Nùkata wòhiá gà?
9. Nùke wòle mókpom ná?

Questions for the Class

1. Àgbledelá menyéà?
2. Àgbledelá fofowò nyéà?
3. Àgbledeláwo le Àmerikà dé wólè còcò gble demá?
4. Gà lè àsíwoà?
5. Nùka sróm nèle?
6. Èle nu sróm véviea?
7. Amékaé lè nufòm nàwò fífiá?
8. Nùka xlém mèle?
9. Nùkuawo le tsitsim nyuféà je síà meà?
10. Tsidzanolia didi je sia meà?

Unit XVIIITelling TimeNumbersDialogue 1

A: Ama

B: Bob

dzradó

vu

vufofo

Aléke, Bob, madzradó miayi

adakpó vufofoa oa?

gòme

dzé égòme

Yekayi wòle égame dzegé?

gá

éne

gá éne mé

Ádzé égame gá éne.

wínú

Áwunu yekayi?

adré

Áwunu gá adré.

fo

gáfófo

étó

kátá

anyí

nó

nó anyí

A:

to get ready, prepare

drum

drumming

Well, Bob, won't you get ready
drumming?
that we may go to see the /

B:

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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O, gáfofo ètõ kátã wòle édzí
yigéà?

È, nàdzradó miàyià?

lâla

lâla vie

Ènyo, lâlam vie. Gà nénéé

fo fifià?

Éfò gà ètõ kplé àfá.

A:

B:

A:

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

Yes, will you get ready to go?

wait

wait for a few minutes

(lit., wait small or wait
a little)

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. /déká, dǎ/

2. /èvé/

3. /ètõ/

4. /ene/

5. /àtõ/

6. /adé/, /andé/

7. /adré/, /andré/

8. /enyí/

9. /asiéke/, /enyide/

10. /ewó/

11. /wúidéké(a)/

12. /wúìèvé/

13. /wúìètõ/

14. /wúìène/

15. /wúìàtõ/

16. /wúìadé/

17. /wúìadré/

18. /wúìenyí/

19. /wúìàsiéké/

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From 20 the cardinals are:

- | | |
|------------------------|-------------------|
| 20. /bláavè/ | 30. /bla ètš/ |
| 21. /bláavè vo deké/ | 40. /bla ène/ |
| 22. /bláavè vo ve/ | 50. /bla àtš/ |
| 23. /bláavè vo tš/ | 60. /bla adé/ |
| 24. /bláave vo nè/ | 70. /bla adré/ |
| 25. /bláavè vò átš/ | 80. /bla enyí/ |
| 26. /bláavè vò ádé/ | 90. /bla asíeke/ |
| 27. /bláavè vò adré/ | 100. /alafa deka/ |
| 28. /bláavè vò nyí/ | |
| 29. /bláavè vò asiékè/ | |

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

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

/núsršla/ 'the disciple'

/núsršla wúieveawo/ 'the twelve disciples'

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

/èvélia/ 'second'

/ètšlia/ 'third'

Dialogue 2

A: Ama B: Bob

gá

time

gá nénéme

what time

do to come out of, from

XVIII.

Gã neneméé nado le sukú

égbé?

wuidéká

áfá

wuidéka kplé afá

Gã wuidéká kplé afá.

tu

dónokódzi

Gã nenemé wótúá Dónokódziá?

wuieve

Wótuné gã wuieve kplé áfa.

xóse

xose bé

Éxose bé yéaténu ádo áfima

háfi wóatúá?

È, mádó.

Ényo; dógbé ná noviwoá

nam sia.

Yoo.

Notes

1. Ewe does not have a passive voice. The English passive

What time will you get out of
classes today?

B:

eleven

half

at eleven and a half

Half past eleven.

A:

to close

hospital

What time do they close the
hospital?

B:

twelve

It closes¹ at twelve thirty.

(lit., they close it)

A:

to believe, faith

to be of the opinion that,

to think that

Do you think that you² can be
there (arrive) before it
closes?

B:

Yes, I will.

A:

Good; give my regards to your
brother(sister), please.

B:

O.K., I will. (Certainly, etc.)

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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 /teɲu/ here because it is in a dependent clause and its subject is the same as the subject of the main verb. In this case:

/Exɔse bé/ 'do you think that'

/Yeateɲu/ 'you can'

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

Dialogue 3

A: Ama B: Bob

bé

yleti

lé

A:

that

moon

to catch, to catch up with,

to hold

Wóbe ye le yleti lége égbé;

nyatefêâ?

They say that the sun will catch

the moon today. Is it true?

(There is going to be an eclipse).

gblô

B:

to say; to speak, to mention

something

È, wógbloè lé 'radio' dzi

ndí sia.

Yes, they said it on the radio

this morning.

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dzò

Yekayie wòlè dzòdzogé?

né ésùsò

mínítí, aḍabafofo

ne

ne esusò mínítí blave

voatò ne ga asieke

Wóbe ádzò ne ésùsò mínítí

blávè vò atò né gá àsieke

nafo.

do ngo

Aleké wónyáe dó ngo hafi

wòdzò ná?

bù

Àkónṣta wònyé wóbùna.

wunu

Ô, nyatefèá! Yekayí wòlè

énu wígé?

wuíéatò

Áwunu ábè gá àsieke kplé

mínítí wuíéatò ené.

A:

to happen, to occur

B:

When will it happen?

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.

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Èkema mielè náné tejé kpó
gé. égbè.

A: Then we are going to see some-
thing today.

Dialogue 4

A: Ama B: Bob

wú

dzó

A: lorry, bus, car
to leave

Taflatse, yekayi Atakpamè
kétékèa le dzodzóm?

Excuse me, when does the train
to Atakpame leave?

evè.

B: two

Mexose bé édzona gà ève
kplé áfá.

I think it leaves at half past
two.

Yekayi nexò se bé miádo

A: When do you think we will arrive
at Atakpame?

Atakpamè?

B: early

kába

fú dú

to run

wú

more, most

mamlae(wo)

the last, the rest

katá

all

Èkudé kétékè si nēdó la rúti;

It depends on what train you take.

pipá la fua du wua mamléawo

The 'pipá' runs faster than the

(katá) éye wòdóa Atakpame

rest (of them all) and arrives

kába.

at Atakpame early.

Yikayie nexò se bé pipá

A: And when do you think the 'pipá'
will arrive?

lá ádó?

B:

Ádo le gáfofo ène megbé.

It will arrive after four hours.

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Èkema miádo ábè gá adé

kplé áfá ené.

éyáéma

È, éyáéma.

Ényo, wóése ní kákaka.¹

Àkpé mèlé émé o.

A:

Then we will arrive at about half
past six.

B:

that's it, that's right

Yes, that's exactly it.

A:

Good, thank you very much.

B:

Not at all. (you are welcome).

Notes

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

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

/wóe wo 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

Kòdzó kplé John yí Atakpame ètso be wóákpó wóxò Bob si noa afima la. Wófo kába le gá adé kplé áfá mè éye lè gá adé mè lá wónò nùdzò. Èsuso miniti wuieátò né gá ényi náfo háfí kétékèa vá, éyè wódzó gá ényi títutu. Gáfofo ene mègbé lá wódo Atakpame. Bob kpó dzidzo nùto ési wókpó xólóá John. John kplé Kòdzó wóno afima nkekea kátá, éyè lè fié nùdudu mègbé lè ábè gá ényi me lá John kplé Kòdzó wódo bès tródzo yí Lòmè.

Questions Based on the Comprehension

1. Núka Kòdzó kplé John wówò etsò?
2. Núkata wóyí afimá?
3. Yekayi wófo?
4. Yekayié wónò nùdzò ná dzòdzó?

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5. Afika wóyí?
6. Gâfofo ka mĕ kĕtĕkĕ lá va?
7. Gâfofo ka mĕ kĕtĕkĕ lá dzô?
8. Yĕkayíé wódo Atakpame?
9. Wónò afíma yeyiyi didia?
10. Yekayie wódzo lè Atakpame?

Questions for the Class

1. Gâ neníe fò?
2. Gâ nĕnĕmĕ ne vá afisia?
3. Gâ nĕnĕmĕ nĕlĕ dzôdzóge lè afisia?
4. Gâ nĕnĕmĕ sukua dzia egome?
5. Gâ nĕnĕmĕ wòwua enu?
6. Suku deyí didina?
7. Gâ nĕnĕmĕ nĕ dô le sukú etso?
8. Gâ nĕnĕmĕ sínemá dzena égòme?
9. Sínemá dídina?
10. Gâ nĕnĕme sínemá wúa énú?

Unit XIXThe Preterite, Future, and Habitual ProgressiveDialogue 1

Am: Ama	Ak: Akuwa	Am:	
bé			that (conjunction) ¹
gbo			come back, return
Yevúwode			Europe
Mese bé víwò gbo tsó			I heard that your son came back
Yevúwode, nyatefjá?			from Europe, is it true?
dó dzé	Ak:		to converse (lit., talk salt)
È, mènò dzé dóm ètso fié háfi			Yes, I was conversing ² last
wòva dọ.			evening when he arrived.
yáme	Am:		air, atmosphere
yámevú			airplane
dzé			to land
dzéfe			landing place
yámevú-dzefé			airport
Míeyi dakpéè lè yámevú-dzefé			Didn't you go to meet him at the
òà?			airport?
tró	Ak:		to change
sùsù			thoughts, thinking, mind
étro efe sùsù			he changed his mind..
mamlae			the last one

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Ao, mienya be élé áfè vám
 étso o. Énglo námi bé yéle
 afe vám kwasida si gbona lá
 gake étro efe sùsú. Ágbale
 màmlae sí wò nglo námi la va
 égbèa.

Núka wòm nòviawo nò háfi

wòvá?

sró

nò nu sróm

kpé tà

tàkpékpé

éyometo

Kwamla nò nú sróm, éyometo

Afua yi takpékpé mè eye

màmleáwo nò dzè dom.

Notes

1. /bé/ 'to say, to speak'

- a. follows verbs of saying, thinking, wishing, etc., and introduces objective clauses; it is translated as the conjunction 'that'.

No, we did not know he was coming home yesterday. He wrote to us that he³ was coming home next week, but then he changed his mind. The last letter he wrote to us came in today.

Am: What were his brothers and

sisters doing when he came?

to learn, to study

was studying

to bring heads together

a meeting (lit., bringing of

heads, hence of minds,

ideas, together)

the one (i.e., brother or

sister) born immediately

after him, her, it

Kwamla was studying; the one born

immediately after him, Afua,

went to a meeting, and the rest

were conversing.

XIX.

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.

/ŋdimea menoa fu 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 /yefe/, /yewofe/). They thus appear to introduce indirect speech, although Westermann claims that in fact they are introducing direct speech.

/ēbe yeáva/	'You said you would come' (lit., you said 'I will come')
-------------	---

/enlo námi be yèle afe vām/	'He wrote to us that he was coming home'
--------------------------------	---

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Dialogue 2

K: Komlã E: Édward

dó ŋku (dzi)

dévímé

kò (nú)

ko ame

dòkuinye

futa

Né me dó ŋku dévímé dzi la,

mékona dòkuinye ŋúto.

Mieno futa.

Nyatefea? Núka nêno wówóm?

dò

(á)déke

Dòádeke ménò àsinye ménò

wówóm ó.

fú

fú

lè

fúfú, lefú

fé

gli

tó

K:

remember (lit., set eye on)

childhood

to laugh

to laugh at somebody

myself

seashore, beach, coast

When I remember my childhood, I

laugh at myself. We lived near

the sea.

E:

Really? What were you doing?

K:

work

any¹

I had nothing to do. (Lit.,

I had no work, I was doing)

K:

sea

swim

bathe, shower

to swim in the sea (/le/

lit. means bathe, wash,

but can be used here)

to play

tale

to tell

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ŋdīmē mīēnda ju lēm, yētrómē
mīēnē fēfēm, fiēmē miēnē
glī tóm.

In the morning we were swimming
in the sea. In the afternoon
we were playing. In the eve-
ning we were telling tales.

Évoà?

E:

Is that all?

kátā

K:

all

má

this, that

kōēma (lit., ko enye ma)

was just that

vīvi

sweet, pleasant

Ē, dōa kátā kōēma. Mīēno
fēfēm, nō glī tóm. Ôh!
dēvimē vīvi váyi nūto.

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

M:

ānyigba

the earth, country

vūvu

shake

nyitso

the day before yesterday,

the day after tomorrow,

the other day

Núkā wōm nēno háfi ānyigba

What were you doing when the

vūvu nyitso?

earthquake took place (the

earth shook) the other day?

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dǎ (nú)
 Měno nǐdǎm. Wóa dǎ?
 nyà (nú)
 Nyěá mēno nǔnyǎm. Nǔvǐnyě
 no nǔsrǒm ési ǎnyǐgba la
 vǔvu.

ǎfěamě dǒ
 dze nǔ gǒme
 fǎ ǎví
 yometo
 yonyemeto

Fofo nyě ná ǎfěamě dǒm
 tǔtutu háfǐ wǒdze égǒme.
 Yǒnyeměto nǒ ǎví fam nǔto.
 dǎko

nyǒ
 Vǐnyě nǒ ǎlǒ dǒm, dǎko wǒnyǒ
 zǐ dǎka.

Dialogue 4

B: Bob K: Kosi

(a)dǎ

A:

cook (v.)

M:

I was cooking. And you?
 to wash something

A:

I was washing. My brother was
 studying when the earthquake
 took place.

to enter the house

to begin something

to cry

little brother

my little brother (lit.,

the one behind me)

My father was just entering the
 house when it began. My little
 brother was crying very much.

expression denoting a

condition of no choice;

only, but.

to wake up

My baby was sleeping, but he was
 awakened at once (all of a
 sudden).

XIX.

Ésí nēno dōwōm le fiaséa
mè dé, nukā tūtútúe nēno
wōwōm?

kpòtuikpòtuíwo
dō kpòtuikpòtuíwo

Mēno dō kpòtuikpòtuíwo wōm.
àbé ... èné

Àbé nukā èné?

kplo
dzra dó
núdzadzrawo

Mēno fiasémè kplōm; mēno
núdzadzrawo dzrām dó, kplé
búbúawó.

xé
ná
nawó

Hò neníé wóno xéxém nawó?
kōtokú³

Ènò kōtokú wufeâtó
xém nánì.

Notes

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

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

K: menial, all kinds of
menial jobs, all kinds of
work

I was doing menial jobs.
B: like

Like what?

K: to sweep
to arrange
the merchandise

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

B: pay
to
to you

How much were you being paid?
K: thousand (francs)

He was paying me fifteen thousand
francs.

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dialect, e.g.

/xoade/

'a house, some house'

2. /me/ 'the inside'

Compounds with /me/ generally express an extension of space or time:

/dēvi/

'child'

/dēvime/ '(youth), childhood'

/fiase/

'store'

/fiaseme/ 'the inside of the store'

3. In the sterling area, /gā kòtokú dēka/ 'one money bag' is equivalent to 100 pounds (£280).

Comprehension

Ésì mēno dēvimē la, mienō futa. Àgbē vivi yēmáyi me nūto. Dòádeke mēnō mí dēviáwó sí mienō wòwóm ò, fēfém kò miénō; lē ndímē la mienō glíwó tòm. Gbē deká ési mienō fēfém lē futa, nōvinyē nō ju lém, dánye nō nūdám, éyē vídzia nō ãlō dóm lá, ãnyigbá lá vúvu. Nyē ménya nū si wólē be máwō ò. Nōvinyē dōgō lē tsiamē eye miefu dū yi áfēme.

Questions Based on the Comprehension

1. Afiká Kōfí nō lē éje dēvi mē?
2. Aléke ágbē nō lē yēmáyi mē?
3. Nuká dēviáwó nō wòwóm lē ndí mē?
4. Nuká wónō wòwóm lē yētró mē?
5. Nuká wónō wòwóm lē fiē mē?
6. Nukae dzò gbē deká?
7. Nuká wóm dēviáwó nō háfi ãnyigba vúvú?
8. Nuká Kōfínōví nō wòwóm?

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9. Núkā wódadá nò wòwòm?
10. Núkā vǐdzíá nò wòwòm?
11. Afíkā Kǒfí kplé nòviá ju dǔ yí?

Questions for the Class

1. Èdoá ñku wò dèví me dzí yeadowoyia?
2. Afíkā nènò lè wò dèví mè?
3. Àgbe vívi yémáyí mèa?
4. Núkā wòm nènò lè ñdímè?
5. Núkā wòm nènò lè yètrómè?
6. Núkā wòm nènò lè fiéme?
7. Anyigbá vùvu ési nènò dèví mèa?
8. Núdudu kàé vívi nawò wú le wò dèví mè?
9. Èfa àvi ñúto lè dèví mèa?
10. Noví yometowó lè asiwòá?
11. Wófáa àvi ñútoá?
12. Èfoa wó enuenuá?
13. Èfoa wó yeadewoyíá?

Additional Vocabulary

/wú/ 'better, best, more, most' (for comparisons)

/yeadewoyi/ 'sometimes'

Unit XXThe Imperative and the JussiveDialogue 1

J: John K: Kosi
 tó
 Afika mătó (á)yi¹ posu lá?

J:
 to pass
 Where should I pass to go to
 the post office?

zô yi

K:
 go (lit., walk and go)
 a little, for a while
 you are to take
 left

vee

nâtsó

miame

Zô yi ngô vee eye, nâtsó

Go straight, (and) take the third
 road to your left.

mó etôliá lê wô miame.

tó

J:
 stop

fé

place

Ményé mó êtôliá dzejée bús

Isn't it on the corner of the
 third street that the bus stops?

lá tóná ôâ?

K:
 you are to go, go

nazo

tě

straight

núdúsímé

right

È, éyaéma títútú; gazo tě yi

Yes, that is it exactly; then go
 straight again until (you reach)
 the fourth road to your right.

dé mó eneliá lê wô núdúsímé

la dzi.

J:
 to put

dó

peanut bowl

àzigbă

Àfisi wódó àzigbă dǎâ?

Where there is a peanut stand?

(Lit., where they have put the
 peanut bowl down?)

XX.

núti

to ... núti

kplo ... dó

múmù

K:

by

to pass by

to accompany, to follow

green

Ò, tó àfíma núti yí; mó sí
 kplò éma dó láe nátsó,
 mádídi, háfi náǎó pòsù la o.
 Énye xo gá múmù áǎe.

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.

Énye, wòewo do kékeke.

J:

Good, thank you very much.

Afika mǎtó tsó lè afíma yí
 sukúgǎ?

Where should I go from there
 to get to the high school?

Édídi vié tsó lè posua gbó.

K:

It is a little far from the post
 office. Ask somebody there so
 that he may show you the road.

Bia ámeadé lè afíma bé

wòafiá mó la wó.

J:

O.K., thank you.

Yòó, wòewo do.

K:

Not at all.

Àkpé mélé éné o.

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 connected, 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

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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 (mf) precedes the plural form.

/yi/ 'go (sing.)' /mfi/ 'go (pl.)'

3. Jussive: /nâtsó/ is a command to the subject of the verb. It is formed by prefixing /né/ or /ná/ to the verb.

/năyi/ 'you are to go'

/néyi/ 'he is to go'

/wó néyi/ 'they are to go'

Dialogue 2

J: John

K: Kosi

J:

núdufê

restaurant

Káflà, áfíka mató áyí núdufê?

Please, where should I pass to go to a restaurant?

K:

kpó

to see

dâ

particle used to point to remote things

Ekpó xò mímu má dâ?

Do you see that green building?

J:

to

to sew

nútolá

tailor

Ē, ési gòme nútola áde leâ?

Yes, under which there is a tailor?

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dzé

tró

È, né edó xoa gbó lá tró yi
wò míame eye nazò yi ngò
lè mó ma dzi. Akpó núdufé
áde le mo eneliá je kónáme.

Ényo, àkpé nawo.

sù

Mésù àkpé ó.

Dialogue 3

J: John K: Kpsí

amedzródzefé

'Le Bénin'

Afika mâtó (a)yi amedzró-
dzeje 'Le Bénin'?

dî

Ó! Edîdi víe, dǒ bos blǎnè
vó àtǒ eye nádi lé tǒfe
ètǒlíá. Akpóè lé ngowo
zì dèká.

Áléke wǒle?

mâtéru ábu ó

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.

J:

Good, thank you.

K:

worth

Not at all. (You are welcome).

J:

hotel

name of a hotel.

Where should I pass to go to the
'Le Bénin' hotel?

K:

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.

J:

(Lit., how is it?) What does it
look like?

K:

(Lit., you cannot get lost)

you will not miss it

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Énye xo gá yíe áde, mâténu
ábu ó.

It is a big white building. You
can't miss it.

Dialogue 4

J: John A: Afeto

Àfétó, afíka mâtó (á)yí
Kpalime?

J: Sir, where should I pass to go
to Kpalime?

módzèfèa dé nu

A: a crossroad (lit., a certain
road-splitting place)

Tsó dónokódzi mó gá la; yi
ngo wásede ési nado módzèfèa
de nu.

Take the big road of the hospital
and follow it until you come
to a crossroad.

Le módzèfèa nu dé, àfíka
mâtó?

J: (Lit., at the crossroad where
should I pass?) Where do I go
from the crossroad?

Tó míame, mó la atsó
wò yi Kpalime.

A: (Lit., pass left) Go left, the
road goes to Kpalime. (Lit.,
the road will take (carry) you
to go to Kpalime).

Mó èvelia yá dé, àfíka
wòyi?

J: And the (second) other road,
where does it go?

lòfo (or godzi)

A: in the direction

Mó èvelia yá yi Atakpame
lòfo.

The other road goes in the
direction of Atakpame.

Wòéwò do kákaka loo.

J: Thank you very much.

Yòó!

A: O.K.

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Comprehension (Edward and Kosi)

E: Afika màtó (á)yí futá?

K: Zò yí ngo; nàtsó mó etǒliá lè wòmíame.

E: Ménye mó etǒliá jí kónà mè fótòdelá dé lè òà?

K: È, eyaema pépepe. Gayi ngo dé mó eneliá le wó núdusímè
lá dzi.

E: Àfisia wódo àzígba dǒà?

K: Ò, tó àfima nǔti. Mó si dzè éma yome laé nàtsó yi dé futá.

E: Ényo akpé kakaka.

Questions Based on the Comprehension

1. Afika Edward dí bé yéàyi?
2. Mó ka woàtsó ádo afimá?
3. Núkaé lè mó etǒliá jí kónà mè?
4. Afika wóayi lè mó etǒliá megbé?
5. Núka nǔti woátó áyi futá lá?
6. Amekaé do mó lá ná Edward?

Questions for the Class

1. Amedzródzejí áde lè afisiá?
2. Aléke màyi afimá?
3. Afika pósúà lè?
4. Àfika mató áyi núdujé?
5. Àfika mató áyi kéteké tóféà?
6. Afika mató áyi (ádo) donokódziá?
7. Aléke mađó sukú?
8. Sínemá áde lè afisiá?
9. Gà nenié mè sínemá dzená égòme?
10. Aléke mađó sínemá tsó afisiá?
11. Afika mató áyi 'embassy' lá?

Unit XXIAdjectivesDialogue 1

A: Ama

B: Bob

Móní.

A:

Good morning.

Moní, miefé nyuíéá?

B:

Good morning, how are you?

xéxéame

A:

the world, the weather

fá

to be cold¹

È! Xéxéamè gáfá égbéa ruto!

Fine! The weather is again very cold today! (as was the previous day(s))

àkpônú námá

B:

(Lit., do you see something for me) we agree on this, I think so too

nusi

what (rel.)

dzò

happen

È sèe! Àkpônú námá? Nyè

Yes. We agree on this. I do not know what happened again.

ménya nusi gádzò ó.

A:

to make, to appear

wò

like, as ... as

abé ... ené.

to rain

dzâ

Éwò nám abe tsi viáde gâle

It seems to me as if it is going to rain a little again.

dzadzagé ené.

B:

the cloud

âlílikpo

some (pl.)

(a)dewo

to germinate.

mie

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- È, àlìlikpo adéwo lè dzia ya! Yes. There are some clouds in
 ã, nédza, ménye aghlemenukuwo the sky. Eh! Let it rain,
 kòé atsi nyúie òà! isn't it the crops in the farms
 that will grow well?
- Ã? Nyè ya méyia àfémè háfi A: O.K. I am going home before the
 tsíá nádzè egome. rain starts.
 dogbe na ame B: to greet somebody
- Yòó, dógbè ná àfèámétowo O.K. Please give greetings to
 nam sia. the people of your house on
 my behalf.
- Wóasèe. 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 dzè/ '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:

/atí kòkò la/ 'the tall tree'

/atí kòkò adé/ 'a tall tree'

If the noun is plural, only the last modifier of the noun will take the plural marker:

/atí kòkò adéwo/ 'some tall trees'

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2) predicatively--as a predicate or predicate adjective:

/xe la le dzíe/ '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 /dzé/ 'red', /sésé/ 'strong', /véve/ 'important' are used both attributively and predicatively. When they are used attributively, often a second /e/ is added, and the /-ee/ becomes /-i/; thus /dzí/, /sesí/, /vevi/.

/xe dzé/ or

/xe dzí/ 'red bird'

When these forms are used predicatively, a further /e/ must be added:

/xe la le dzíe/ 'the bird is red'

/éyà le vevie/ 'that is important'

Adjectives ending in /oe/, which for phonetic reasons changes to /ui/, also add an /e/ to the predicative form.

/kpoe/ > /kpui/ > /kpuie/ 'short'

/ame kpui/ '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'

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/didi/	'be long'
/mò la didi/	'the road is long'

However, these verbs may also be made into real adjectives:

a) by reduplication

/kò/	'be high'
/ati la kò/	'the tree is high'
/kòkò/	'high' (adj.)
/ati kòkò/	'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

ndo

A:

sunshine, noon, daylight,

noon heat

sésé

hard, strong

Óo! Égbe fè ndoa sésé nùto.

Oh! Today's sun is very bright.

(lit., today's sunshine is very strong).

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- dēko
 mē nu
 dzò
 È seè! Dēko wòle àme mēm
 abe dzo èné.
 fiã
 kénken
 Àgblemenúkuwo lè fafiáge
 kenken.
 nyà
 núnyálá
 dzídzo
 È, gáké énye núnyalawo ya fé
 dzídzo.
 Ā! áléke nàhawò?
 du
 dua de
 dua dewo
 gbegblé
 nyonyo
 Duádewo fé gbègblé énye
 duádewo fé nyònyó.
- B:
 exactly, just
 roast, to burn something
 fire
 Yes, indeed! ¹ It's burning just
 like fire.
 A:
 to scorch, burn
 completely
 (Lit., the crops in the farms)
 The crops will burn completely.
 B:
 wash
 washer, washman, cleaner
 happiness
 Yes, but this is the cleaners'
 happiness.
 A:
 Oh, (lit., how would you do?)
 what can one do? ²
 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 /È/ but adds colour to the language, as is often the case in Ewe.

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2. /aléke nâháwò/ '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 /aléke nâháwò/ is that there is really nothing that you can do.

/nuka nâhádu/ 'what can you eat then?', i.e., isn't there anything that you can eat?

Dialogue 3

Y: Yawa A: Ama

yǎ

Y:

the wind

lô

exclamatory particle

Égbe je yǎ ya gasé lóò!

The wind of today is particularly strong.

nyrò

A:

to be dark (verb)

yíbo

black, dark (adjective)

nyrò yíbo

to be dark completely
(emphatic)

fò

blow

È seè; kpó dzime dá!

Yes, look at the sky! The clouds are completely dark, and the wind is blowing so hard!

Alilikpoawo nyrò yíbo éyè ya

há le fofom sésie!

Y:

I am sure that (lit., I swear on it that)

meká de édzi be

tsi

water

dza

fall (n.)

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tsi dza
 Meká dé édzi bé tsi lé
 dzádzagé.
 ésiataé
 alea
 xò dzò
 Ésiâtâé yamè xò dzo alea.

fé sia mè
 tsidzadza
 Fé sia mè fé tsidzadza sésé
 nuto.

fe si váyi mè
 Áleke wòno fe si váyi lá mè?
 gbègbe
 lékea gbègbe

Fe si váyi me la mésesé
 alea gbègbe ó.

noli
 tsidzanoli
 Tsidzanolia énye ésià ma?
 È, éyae lé égome dzem.

Dialogue 4

K: Kofi J: John

to rain
 I am sure that it is going to
 rain.
 A: is this the reason why
 like this
 to be hot
 That is why the atmosphere is so
 hot.

Y: this year
 the rain
 The rain of this year is very
 heavy.

A: last year
 How was it last year?
 Y: much
 so much

Last year it was not so (much)
 heavy.

A: season
 rainy season, rainy period
 Is this the rainy season then?
 Y: Yes, (it is beginning already)
 it has already begun.

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sé	K:	to hear
avuvo		cold
(a)vuvovòli		the cold season
lè miade		in your country (place)
Mese bé (a)vuvovòli dè wò		I heard that the cold season is
sésè le miade nùto.		very hard in your country.
dzâ		to fall (from the sky, rain, snow)
'snow' ¹ , dzâ		to snow
Núka énye 'snow'?	J:	What is snow?
ye		white (adjective)
fú		to be white (verb)
títiti		very white
wó		flour
Nú ye áde wònyé. Éfuna		It is something white. It is
títiti nùto. Élè àbé wó		very white. It is like flour.
ené.	K:	Really? How does it fall?
Nyatefèà. Aléke wòdzana?	J:	It falls from the sky.
Édzàna tsó dzímè.	K:	as
alési		as (introducing a clause)
àbé alési ... éné		As it rains? (in the manner of rain)
Àbé alési tsí dzàna ènéâ?	J:	Yes, that's it. But as I said, it is not water. It is like flour.
È, eyaema, gake àbé alési		
mègbløe èné la, ménye tsí		
wònye o. Élè àbé wó ené.		

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míawo yá

fá

fáfe

dzíehé

Míawo yá míafé ávuvɔa, nyé
ya fáfe si fona tsóá dzíehé.

sésě

sésíe

Ya sésíe wònyéná?

Ò, gake éfána nùto.

zǎ

Zǎmě wòfona, àló ...

Éfóna ndo kplé zǎ.

Notes

1. The Ewe word /tsikpe/ 'hail' is used sometimes for snow.

Comprehension

Avùvɔnɔli dèká kplé tsidza nɔli èvè lè Tógo. Avùvɔnɔlia
médidi ábé avuvɔnɔli lè Europa ené ò. Éye 'snow' méli ò. Le
míafe avuvɔnɔlia mè lá tsi médzána ò. Ya fáfe fóna tso dzíehé.
Tsidzánɔli èvè lí. Le tsidzánɔli gǎ me la tsi tégu dzana
yesíáyi. Le tsidzánɔli vía me la, tsi médzana yesíayi ò.

K:

as for us, we on the other
hand

to be cool

cool (adjective)

north

(As for us, our cold is a cool
wind which blows from the north)
In our case, our cold season
is brought in by a cold wind
from the north.

J:

to be strong

strong (adjective)

Is it a strong wind?

K:

No, but it is very cold.

J:

night

Is it at night that it blows ...

K:

It blows day and night.

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Questions Based on the Comprehension

1. Avùvòṅoli nenife lè Tógò?
2. Tsidzaṅoli nenife lè Tógò?
3. Avùvòṅoli didina lè Tógo àbè Yovúwode enéà?
4. 'Snow' lè Tógoà?
5. Tsi dzana le Tógo vùvòṅoli mèa?
6. Afíka ya fáfe fona tsóná?
7. Aléke xéxéamè nṅna lè vùvòṅoli mè?
8. Tsi dzana yesiáyi lè tsidzaṅoli meà?

Questions for the Class

1. Xéxéame tótro lè Tógo lè àbè Àmerikà enéà?
2. 'Snow' lè Tógoà?
3. 'Snow' lè Àmerikà?
4. Núka énye 'snow'?
5. Avùvó wṅna né tsikpé le dzádzamá?
6. Tsidzaṅoli nenife lè Áfrikà?
7. Tsidzaṅoli nenife lè Àmèrikà?
8. Áleke xéxéame lè égbea?
9. Avuvó lè wowoma?
10. Nḡo lè vuvuma?
11. Xéxéame fu lítíà?
12. Álilíkpowo lè dzià?

Unit XXIICompound WordsCausal ClausesDialogue 1

J: John K: Kodzo

dzrá

J:

to sell

dzrálá

seller¹

tó

master, owner

aɲutito (or, aɲutidzrala)

orange-owner, orange-seller²

Aɲutitó nenife énye aɲúti dèkâ?

Orange-owner, how much is one
orange?

biyé

K:

money unit of five francs³

Ève biyé.

Two biyé, two for five francs.

nu

J:

worth

Dzrá biyé ève nu nám.

Sell me two 'biye' worth. (From)

Afíka aɲúti nyé esiâ?

what place is this orange?

Kpálimè aɲútié.

K:

It is from Kpalime. (Lit., it is
a Kpalime orange)

Evívi nyuíeâ?

J:

Is it very sweet (delicious)?

dó ... kpó

K:

to taste

È, evívi ɲúto. Ádóe kpáâ?

Yes, it is very sweet. Do you
want to taste it? (Lit., would
you taste it?)

È, màdóe kpó. È, évivi

J:

Yes, let me taste it. Yes, it
is really sweet. Good, I will
buy three 'biye' worth.

nyatefé. Ényo màfle biyé

etõ nu.

K:

to tell

gblo

né

in order that, to, if, when

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miatowo

wóano nu flēm

wóava nò nu flēm

le gbónyè

sía

Ényo. Gblóé ná miatowo né

wóava nò aṅutí flēm lè

gbónyè sía.

vš

mégavš ó

asi

Yoš, mégavš ó. Mayó asi

náwò.

Ényo, akpé kakaka.

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.

/aṅutidzrálá/ 'an orange-seller'

/nufiala/ 'he who teaches'

When the verb is intransitive, e.g. /sí/ 'to flee', then

your fellows, your friends

they will always buy

they will always come to

buy⁴

at my place, from me

emphatic exclamation

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.

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it must be reduplicated, e.g.

/sɛsɛlɛ/ 'he who flees'

2. Compounding is a very productive process in Ewe word formation. Substantives can be formed by adding /tɔ/ 'master, owner' to another noun, e.g.:

/agble/ 'farm' /agbletɔ/ 'farm-owner'

/aɟuti/ 'orange' /aɟutitɔ/ 'orange-owner'

/afe/ 'house' /afetɔ/ 'house master'

/tɔ/ also expresses the belonging to a community, order, place, tribe, and therefore forms patronymics, e.g.

/Lometɔ/ 'a Lomé man'

/krɛstɔtɔ/ '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. /núnáná/ 'gift' (/nu/ 'thing' + /náná/ - reduplicated form of /na/ 'give').

/fũkpékpé/ 'suffering' (/fu/ 'pain' + /kpekpe/ - from /kpé/ 'meet').

- 2) nominal + verbal + nominal

Ex. /nufiala/ 'teacher' (/nu/ 'thing' + /fia/ 'teach' + /la/ 'agent').

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/mozoti/ 'walking stick' (/mó/ 'road' +
/zo/ 'walk' + /(a)ti/ 'tree').

3) verbal + nominal + nominal + verbal

Ex. /quametsató/ 'tarantula' (/dù/ 'bite' + /âmé/
'person' + /tsa/ 'go about' +
/to/ 'tell').

/quamedzihlúi/ 'centipede' (/dù/ 'bite' +
/ame/ 'person' + /dzi/
'heaven' + /hlui/ 'thunder
(v.)').

4) verbal + nominal + verbal + nominal

Ex. /mevimence/ 'stinging insect' + (/mè/ 'sting'
/vi/ 'child' + /mè/ 'sting' +
/no-e/ 'mother').

/noafédedu/ 'gossiper', also, 'telephone'
(/nô/ 'stay' + /afe/ 'home' +
/dè/ 'went' + /dù/ 'town').

3. /bîyé/ 'paper bill money unit of 5 African francs'. 250
African francs are equivalent to 500 French francs and to an
American dollar.

/flâ/ 'one franc'

4. /wóano nu flem/ 'they will always buy'

/wóava 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.

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Dialogue 2

K: Komi

R: Rice Owner

mólu

K:

rice

Móluto! (or Mólu dzála)

Rice-seller, how much is the
rice?

Nenie nyé móluà?

R:

Twenty-five francs a kilo.

Kíló dèká kpónò.

K:

kind, sort

tōgbi

to rise, to swell

tè

Mólu ka tōgbi énye sia?

What kind of rice is it?

Étena nyuíéà?

Does it rise well?

tè kpo

R:

try to see

È, éte na òto. Flèe nà teé

Yes, it rises very much. Buy it
and try it. I am sure that you
will come back to thank me.

kpó. Mekáde édzi bé nàvá

dá àkpé nàm.

K:

Good, I will buy four kilos.

Ényo, màfle kíló ène.

R:

yesiáyi

always

né

if, when

àsime

market-place

kplò

to bring

vé

here

Yoó! Afísia kò mènona

O.K. I stay only at this place
always. When you come to the
market, come over to see me;¹
bring also your fellows along.

yesiayi. Né evá àsime nàvá

kpóm dá; nàkplò miatówo

há vé.

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- | | | |
|-----------------------------|----|---|
| sésě | K: | difficult |
| ázõ | | henceforth, from now on |
| Yoõ! Éya mésesě ò. Gbówò | | O.K. That is not difficult. |
| kò míanò mólu flěm lè ázõ. | | From now on, we will be buying
rice only at your place. ² |
| | R: | go |
| héde | | |
| Ényo, wòéwò dò. Héde nyufe. | | Good. Thank you. Good-bye
(Lit., go well). |
| | K: | |
| Yoõ. Míagadó gò. | | O.K. We will meet again. |

Notes

1. /nává nàkplò/ '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 míanò mólu flěm lè/
or /Míanò mólu flěm lè gbówò/
/lè gbówò/
'From now on we will buy rice
from you'
'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

XXII.

- nkúme
 kò
 wò sévilo
- Ôo, gâlító, galíwoa f'é nkúme
 kò nyufe nító.
- Gálí nyufe kò nyeyá medzrána.
 foligoia
- nenema
- Ē, édze menéma. Neníé nedóá
 foligoíá?
 Biyé deka.
 Maténu d'óé kpóá?
 f'á
 ná
 F'á, xò ná d'ókpo! Aléke
 nekpóé?
 biyé dzé
- 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).
- G:
 I sell only good 'gali'.
 A:
 measure of volume approxi-
 mately equivalent to an
 American cup
 in that manner, in such a
 manner, in such a way
- Yes, it appears so. How much do
 you sell the cup?
 G:
 One 'biye' (five francs) a cup.
 A:
 May I taste it?
 G:
 sure
 in order to, to
 Oh, sure! Take to taste it.
 How do you like it? (lit.,
 how do you taste it?)
 A:
 money unit equivalent to one
 hundred francs

XXII.

alési (or, esi) ... ta¹
le míatowo dôme

since, because, as
among my friends

Enyó nám nǔtǔ. Mǎfle bíyê
dzě dèká. Ési gǎlí woa
vívi ta, máyó asi nǎwò le
míatowó dôme.

I like it very much. I will buy
one hundred francs (worth).
Since your 'gali' is so sweet,
I will let my friends know
about it. (lit., I will call
a market for you among my
friends).

Yoǒ, woésǎnú káka loó.

G:

Good, thank you very much.

Héde nyuie!

Good-bye.

Yǒo.

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 núdudu ménǔ Apanda sime ó ta lá, miéyí 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.

/Ési nuḍuḍu menḵ Apanda sime c̄â, miyei Akaf̄e/

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		big, thick	
lḵḵ		exclamation sigh	
alé		like, so	
eme		inside	
Ô! Te sia tri loo! Éme nyó		Oh! This yam is big! Is the	
yâ?		inside good?	
È, éme nyó ntḵ. Atakpamè	YO:	Yes, the inside is very good.	
wḵtsḵ.		It is from Atakpame.	
Tè ka fomeviè?	Y:	What kind of yam is it?	
Lâbokoe.	YO:	It is 'laboko' (a variety of yam)	
ḍe	Y:	it is	
ḍe ye → ḍèe		it is that	
mégblè		to be bad	
Àhâ! Lâboko ḍè wḵdzḵa dzi		Oh, yes! It is 'lâboko' (yams)	
nâm ntḵ. Eká ḍè edzi be		that I like very much. Are you	
mégblè òâ?		sure (lit., do you swear on it)	
		that it is not bad?	
ká	YO:	to cut	
È, mégblè ò. Mákè nâkpḵ.		Yes, it is not bad. Let me cut	
Ekpḵeâ? Eme mégblè ò.		it so that you may see. Do you	
		see? The inside is not bad.	

XXII.

Hõneníe nele éazram?

Y:

How much are you selling it?

Ètõ bíedzě dèká kplé àfá.

YO:

Three (i.e., three yams) for a
hundred and fifty francs.

Máfle bíedzě átõ (nu).

Y:

I will buy five hundred francs
(worth). How will you do it
for me? (asking for a special
bargain).

Áleke nàwøe nàm?

YO:

I will sell you twelve for five
hundred francs. (Lit., I will
do it for you).

Màwøe wuiève, bíedzě átõ.

Y:

Good, I will buy it (I will take
it). What about the manioc?

Ényo, maflèe. Àgbelia dé,

nenié nele édzràm?

How much are you selling it for?

Ène bíyédzě.

YO:

Four for a hundred francs.

dzèdze

Y:

to be bad (used only to
describe manioc, tough
and not very tasty)

Ényo, né ménye àgbeli dzèdzě

Good, if it is not bad manioc,
sell me three hundred francs'
worth.

o la, dzrã bíédzě ètõ nu

YO:

lit., to put on (please,
present me with a few)

nàm.

dé édzi

I will present you with, I
will give you free

màdé édzi nàwò kplé

Yòò. Èfle nú nàm nùtò!

O.K. You bought a lot of things
from me. (Lit., for my benefit)
I will give you one yam free.

Màdé édzi nàwò kplé tē dèká.

XXII.

Égblo nê bé àgbeli sià jé nkúmè kò, éyè laboko la, tè nyufe áde wònyé. John sró há bé wóatenu hê àsi kplé nùdzralawo éyè né ee èfle nú sògbò lè nùdzrala áde si la, áde édzi nàwò. Asiamè dzòdzi ná John nùto éyata wòbu tamè bé yéàno nú flém lè àfíma azo.

Questions Based on the Comprehension

1. Égbè énye afíka jé ásigbè?
2. Afíka nùdzralawo tsó?
3. Núka wòm wólè lè Kpalime?
4. Núka na kpó lè afíma?
5. Nùdzadzrawo nyóà?
6. Ame gedewo flea nu lè afíma?
7. Amékae kplò John yí asiamè?
8. Núka wòtsó fiá John?
9. Nyaka wògblo nê tsó àgbeli nùtí?
10. Tè ka fomeví ényó?
11. Nú bubu ka John sró?
- 12.. Núka nùdzralawo wòna, né èfle nú gède le wósi?
13. Asiamè dzòdzi ná Johnà?
14. Aléke wòsúsú?

Questions for the Class

1. Afíka wóflèna nú lè lè Tógó?
2. Afíka wóflèna nú lè le Amerikà?
3. Wóteru hêa àsi lè Àmerikà?
4. Wóteru hêa àsi lè Tógóà?
5. Núka ná kpó lè àsime?

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6. Àsi lè Tógóà?
7. Wóateju flè àgbeli lè Ámerikà?
8. Afíka tàpiókà tsóná?
9. Asime fè átikutsetsewo dóa xòxóa?
10. Èkpóá dzídzo lè átikutsetsewo nùá?
11. Àtikutsetsewo xda ási lè Ámerikà?

Unit XXIIICohortativeDialogue 1

K: Kofi Y: Yao

Yao, nuká wòm nèle égbèá?

K:

Yao, what are you doing today?

náne

Y:

something

Mèyina náné flegé lè fiásémè

I am going to buy¹ something at

yetró sia.

the store this afternoon.

Émegbe de?

K:

And afterwards? (After that?)

nya

Y:

to know

hadé ó

not yet

Nye ménya ó.

I don't know.

dí tsá yí

K:

to take a walk, to go, to

take a walk to

dó

sickness

no

female

dòno

sick person²

ko

hill

và mídí

let's go

nà mídí

let's go

nàvá míadí

let's go³

Ényo va míadí tsá yí dònó-

All right. Let's go to visit the

kódzi.

hospital.

Míava wo nuká?

Y:

To do what? (Lit., we will go

to do what?)

Míadí tsá yí kò.

K:

Just to take a walk there.

XXIII.

éka

dí

nedí be

nebé

vòvovowo

Dò vòvovowo táfewo lè kóadzi,

éka títutu nebé yéàyí.

kpé

kpékpela

Medíbe míadí tsá yí kpékpelawo

tefé.

lofo

Nenyá àfísi lofo wóléá?

ví

vídzino

vídzinowó fè

È, élé vídzinowó fè xò megbé.

Ènyá dóno neníe sí lè afímá?

sògbo

Ò, gáké menyá bé wósògbo.

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?

K:

to cough

he who coughs, he who has

tuberculosis

I want to visit the tuberculosis

section.

Y:

direction (of)

Do you know where it is?

K:

child

the woman who gives birth

the maternity ward

Yes, it is behind the maternity

ward.

Y:

Do you know how many sick persons

(who) are there?

K:

to be numerous

No, but I know they are numerous.

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Mènyá ame áde lè afíma.

Y: I know somebody there.

Nyatef'èà?

K: Really?

kpó

once

kplí (from kplé é)

with him

È, nye kplí miedè sukù kpó.

Yes, he and I went to school (together) once.⁴

Nye yá mēdzesí 'nurse' adé

K: And I know a nurse who works there.

si wàa dó lè afíma.

Y:

Nyónuvíéà?

Is it a girl?

È, novínyè nyónuví xōé.

K:

Yes, she is my sister's friend.

Ame yéyè wònyé lè afíma?

Y:

Is she new there?

xóxoxo

K:

long time, old

Ò, élè afíma xóxoxo.

No, she has been there for a long time.

né ... a

Y:

when, if

Ényo né megbo tsó fiásea me

O.K. When I come back from the store, we will go.

kò la miáyí.

K:

Yòó.

O.K.

Notes

1. /mèyina ... flegé/ 'I am going to buy' instead of /mèle ... flegé/. In the ingressive, (i.e., intentional) /le/ may be replaced by a verb of motion such as /va/, /gbo/ '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.:

/dɔ/	'sickness'
/dɔnɔ/	'sick man, sick person'
/fu/	'foetus'
/fúnɔ/	'a woman in pregnancy, someone who has miseries, suffers often'
/ŋkúnɔ/	'blind man, one who has bad eyes'
/tókúnɔ/	'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.

/ná míyi/	} 'let's go'
/vâ míyi/	
/míayi/	
/náva míayi/	

There are some differences in the meaning of the above expressions.

/ná míyi/ 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'.

/vâ míyi/ literally means 'come that we go'. The speaker now has more authority, and he urges the person(s) spoken to to go with him.

/míayi/, which is the same as the future, is more polite and more of an invitation.

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/náva míayi/ is also a polite invitation slightly stronger than /míayi/.

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 kplí miédè súkú kpo/ 'He and I went to school (together) once'.

/nye kplí miava súkú (a)kpo/ 'He and I will go to school (together) sometime'.

Dialogue 2

Kf: Kofi Y: Yao Ks: Kosi

Efóá, Yáo. Vá míyi dá kpo Kf: Hi, Yao. Let's go to visit
xówoá dá. your friend.

vò Y: gate, door
kpó fence
vú to open

Ényo. Gà kámè wóvúna vòá? O.K. What time do they open
the gate (fence)?

Wóvúne ábé gà átó kplé Kf: They open it at about five thirty.

áfá ené.

Y: to close

tu
Gà kámè wótu né?

What time do they close it?

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Àbé gà enyí ené.

Ényo, và mídzo.

xò

hã

Kosi, aláke newo xò kpéa?

xòleamesí

Nyéménýa bé dòxòleamesí

wònyé ó.

Dě nêxòe lè ame áde siá?

È, xònye áde gbó mexòe tsoé.

Aléke tututu wòle fífíà?

àkóta

vé

Àkóta lè vèyem nùto.

Àkóta koea?

gbò

È, né mègbò la àkóta véam.

Kf:

They close it about eight.

Y:

O.K. Let's go. (Come let us go)

Kf:

to take (something) from
another

anyway

Hi, Kosi. How did you catch the
tuberculosis?

Ks:

to take something from some-
body, contagious, conta-
gious diseaseI did not know that it is a con-
tagious 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

The chest is aching a lot.

Kf:

Only your chest (is aching)?

Ks:

to breathe

Yes, when I breathe, my chest
aches.

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Aléke nêwo xò doá lè amea

gbó yá?

gógo

xóxo

Né ètedé dèno ní éyè wòfo

nú dé nkúme náwò lá, axò

dò lá.

dze eme

Éle éme dzém náwo yá?

ka de eme

È, élè kakám dé éme víe.

Nuka ddyola gblò?

kénkén

Èbe aká dé éme nám kénkén

lè àbè Kwasída ève me.

Ényo, miagadi tsà vákpo

wò da.

Yòó, miawóe sènú kákaka.

Dialogue 3

Y: Yao

K: Komlá

Afíkàé lè vèwòm, Kòmlá?

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

Is it getting better anyway?

Ks:

to cobl 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,
Komlá? (Lit., what is hurting
you?)

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asrã

dè fu

Àsrãé lè fu dǎm nām.

nó

àtiké (or amatsi)

Èno àtike déà?

kúí

È, mèdu 'aspirin' kúí ève.

Evda?

sogbo

È, mèxosé bé ésoḡbo.

nénye

vévi

bòḡ

Nénye àsrã vévie wònyé la màyi

kódzi bóḡ óà?

È, dǎyoláé ḡblo nam bé

máḡú 'aspirin'.

tigbe

kplí

Màno tǐḡbé víade kplí kpó óà?

Nexosé bé áwo náne náma?

K:

fever

to bother

I have a fever. (Lit., fever
bothering me)

Y:

to drink

medicine

Did you take (have you taken)
any medicine?

K:

tablet

Yes, I took two aspirin tablets.

Y:

Is that all?

K:

to be plenty, be enough

Yes, I think that it is enough.

Y:

if it is the case, if

serious

rather, better

If the fever is serious, hadn't
you better go to the hospital?

K:

Yes, it is the doctor who told me
to take aspirin.

Y:

green grass used for tea
in additionWhy don't you take some grass
tea with it for a trial?

K:

Do you think it will help?

(Lit., do you think it will do
anything for me?)

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vo
 ana wòavo
 kaba
 È, mekáde édzi bé ána
 wòávò náwò kába.
 Ényo mánoé kpó.

Dialogue 4

J: John D: Doctor

Káflá doyolá, kpékpela
 neníé le kšádzi?

Àbé alafá ádre ené.
 È wòxòá kpékpelawo kátá
 dé kó síá dziá?

È, né tẹfẹ lia, wòxòá wó
 kátá de kšádzi.
 Núkatá?
 ame dome
 dé ... níti

Èlábéna né wólè ame dome la,
 wóadé dò ame màmlàéwó
 kátá ní.

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.

K:
 O.K. I will try it. (Lit.,
 I will take it to see).

J:
 Excuse me, doctor, how many
 patients with tuberculosis are
 there in the hospital?

D:
 About seven hundred.

J:
 Are all tuberculosis patients
 hospitalized here? (Lit., is
 it that they hospitalize all
 ... in the hospital?)

D:
 Yes, if there is room, they take
 them all in the hospital.

J:
 Why?

D:
 among people
 to transfer onto
 Because if they are among people,
 they will transfer the disease
 onto the other people.

XXIII.

- kpó amegbó J: to look after somebody
- Dòyolá nenife lè afisia ákpo J: How many doctors are here to look
wógbó? after them?
- Mí áme èvè. D: We are two.
- Nurse nenife kpéna de miagú? J: How many nurses to help you?
- Àbè bláve ené. D: Approximately twenty.
- Afika wóawo yá sróna dǎa J: Where do they learn the job?
lè? D: The school is here in the hospi-
tal.
- xé J: to pay
- Hò nenife wóxena lè kóadzi J: How much do people pay in the
nkéke dáká? hospital each day?
fe D: fee
- Wómexena fǎá dǎke lè afisiá ò. J: They do not pay anything here.
Gáké né ámeadé lè ámedéka But if you are in a single room,
xo mè la, axé ábè aláfá ató you pay about five hundred
nkéke dáká. francs a day.
- Afika tafé síá lǎa? J: Where is this place?
- Élè ngogbé. D: It is straight ahead.
- Ényo, wóese ní kákaka. J: Good, thank you very much.
- Yóó, mésu akpé ò. D: You are welcome.

Additional Vocabulary

yleti

moon, month

vidzè

newly born

XXIII.

Comprehension

Dònokódzi gá áde lè Lòme. Èlè Tókoe. Afíma wóxoa dóno vovovowo dè. Dòyolá kplé nurse gèdewó li. Dòyoláwo dometsá dewo tsó Europa àlò Ámeriká; màmlaewo nyé Tógotowo John kplé Kofi yí dónokódzi égbèa bé yewoadó gbè ná Kofixó xóxo de si lè kpe do lém. Égbè náwo bé yexò dò lá lè ame búbù gbó. Dzógbenyúitòé lá, éyi dónokódzi énumaké, eye wóná àtiké. Dòyolá gblò ne bé aká de éme nē kpuie éyè wòate nu tró yí dówofe le yletí dèka mè. Lè kpékpelawo tejé megbé la. John kplé Kofi dí tsa yí vídzifé éyè wókpo vídzéwó. Kofi kplé nurse de do dzé háfi Kofi kplé Jónh gátró dzó.

Questions Based on the Comprehension

1. Dónokódzi áde lè Lómea?
2. Aléke wóyo nē?
3. Dóno tógbui kawoé wóxáa dé afimá?
4. Afika dòyoláwo tsó?
5. Àmekawoé yí dónokódzi égbèa?
6. Núkata wóyi afimá?
7. Dò kae wóxáa lè lèlem?
8. Aléke wóxoa dò siá?
9. Éyi kòadzi kábá?
10. Núka wóné lè afimá?
11. Nya kae dǒkta gblò nē?
12. Yekayí wòagaté nú yí dówofé?
13. Lè kpékpelawo tejé megbé dé afika John kplé Kofi woyí?
14. Améka Kofi jo nu ná háfi wódzò?

XXIII.

Questions for the Class

1. Dɔ̀nokɔ̀dzi áde lè dɔ̀siá meá?
2. Èyi dɔ̀nokɔ̀dziá?
3. Kpékpelawo lè afimá?
4. Vidziláwo tejé áde lè afimá?
5. Gá nɛ́nɛ me nàtɛ̀gu dɛ̀tsa yi dákpo dɔ̀nowo lè afimá?
6. Nuka nɛ̀wona né èlé asrá?
7. Nuka Tógotowo wɔ̀na kplé tígbe?
8. Èle nyúfèá?
9. Ɔ̀tímè xé náwɔ̀ le ávuvonoli síá meá?
10. Ta lè d̀i wɔ̀ má?
11. Ɔ̀tixéname dé d̀xoléamesí wɔ̀nyéá?
12. Kpékpèkpe dé d̀xoléamesí wɔ̀nyéá?

Unit XXIVThe Comparative and Superlative Degrees of the AdjectiveDialogue 1

B: Bob K: Kosi A: Afeno

xò

dí nu

há ya

Kosi, mele xo dí m b é máhaya.

Hónenfe nedí b é yéâxé?

Àb é àkpé ève ené.

Ényo, mēnyá àfénóáde si

té dé afisia gbó; xò

kokoe nyuíé ádewo le ési.

Vá miyi.

Ídí àfénò. Xo áde lé àsíwo

náháyá?

dzi

dzifó

dzifoxo

È, dèká lí àkpéé dá?

Èlè dzifóxo evéliá dzi.

B:

building, room

to look for something

to rent, to let

Hi, Kosi, I am looking for a room to rent.

K:

How much do you want to pay?

B:

About two thousand.

K:

Good, I know a lady close by;

she has some good, clean rooms.

B:

Let's go.

Good morning, madam. Do you have a room to rent? (Lit., you would rent)

A:

up, high

sky

building with several stories

Yes, there is one; would you like to see it? It is on the second floor.

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- zíkpuì
 Ésia. Xò nyuife wònyé kplé
 zíkpuì nyuiewo.
 soe
 lolo
 lolo wí
 Ésoe nùto; bubu adé lè àsiwò
 sí lolo wí esíà?
 vò
 vòvo
 Dèká lí lolo wí esíà gáké
 ame le émé. Né àtènu lála
 lá, émé ávò ètso.
 Ényo, màvá ètso.
 lè ... dème
 Ényo mekáde dzí bé éma
 ádze nùwo. Éyae nyówu
 éye wò lolo wí le nyé xowó
 kátá dème.
- A: chair
 This one. It is a nice room with
 good chairs.
 B: little, small
 to be big (verb), big (adj.)
 bigger than¹
 It is very small; do you have
 any bigger than this one?
 A: 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.
 B: O.K. I will come tomorrow.
 A: 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 /wí/
 'to surpass' following the adjective.

/xosia lolo wí éma/ 'this room is bigger than that
 one'

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/énya ní wúm/ 'he knows more than me'

/wú/ is also used without an object:

/eeia lolowú/ 'this is bigger'

2. The superlative of adjectives is also expressed by /wú/ with the addition of an expression /éye wò/ meaning 'of all of them', 'among all', etc.

/éyae nyó wú éye wò 'it is the best and biggest
lolo wú le nyě among all my rooms'

xowó kátá dómé/

Equality is expressed by /ábe ... éne/ 'as ... as', e.g.

/éílólo ábe émá éne/ 'it is as large as that one'

Dialogue 2

B: Bob A: Afeno

Aléké, áfénò, xò si lolowú
la vó?

B: How is it, madam, is the bigger
room (lit., the room which is
big) empty?

È, évò. Míate nū ayí
akpoe fifia.

A: Yes, it is empty. We can go to
see it now.

ábatí
È, ésiá lolowú, gáké ábatía
kpuie nám ákpa.

B: bed
Yes, this is bigger, but the bed
is too short for me.

kó
nya

A: tall, to be tall
word

Ò, mélé kpuie ákpa ó. Nítsi
sí nò afisia tsá lá kó wú
wò gáké mégblo nyá deke ó.

No, it is not too short. The
man who was here before was
taller than you but said
nothing.



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- kpé dé
Zikpúí dèká kòé lè xoa mè,
àtènu ná búbum kpé dé esia
nútià?
tsó
tsó vé
È, màtsó dèká búbum vé nàwò.
bobo
Èsi lè àsiwò bobo wú ésià?
Èsià sè nàm ákpà.
dèká ko
kplɔ̃
awu
dzradó
awudzradófea
Ò, wókatá dèkáé. Kplɔ̃a
kplé awudzradófea dzé
nuwòá?
lè tsi
tsilefe
Wónyo. Tèf é lè awudzradófea
nyúie ná nyě níwo. Afika
tsilefèa lè?
Ũ. èvelia lè dúsímè.
dzò
dzódzò
- B:
in addition to
There is only one chair in this
room. Could you give me one
more (in addition to this one)?
A:
to take
to bring along
Yes, I will bring you one more.
B:
soft
Do you have a softer one?
This one is too hard for me.
A:
just one, only one
the table
cloth, dress, apparel, etc.
to keep
the closet
No, they are all the same. Do
you like the table and the
closet?
B:
to take a shower, to bathe
bathroom
They are good. There is lots of
room in the closet for my
things. Where is the bathroom?
A:
The second door to your right.
B:
to be hot
hot (adj.)

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fá

to be cold

fáfá

cold (adj.)

Kplé tsidzódzò kplé tsifáfá?

With hot and cold water?

Le Tógo máhié tsidzódzò ó.

A:

In Togo you do not need hot water.

Dialogue 3

B: Bob A: Afenò

fò

B:

to gather, collect

fò ... vá

to move

Medí be máfò nyě núwo vá

I want to move my things into the room today.

xoame égbéa.

A:

here

vê (i.e., vá afisia)

Ó, fàa, àtenu fowó vê égbéa.

Oh, sure, you can move them here today.

fo nu

B:

to say something, to speak about

tsó ... nùti

Medí be miáfo nu lè asia

I would like to talk about the price.

nù(ti).

A:

O.K. The room is three and a half thousand.

Énye. Àsià énye àkpé ètò

B:

I can only pay two thousand.

kplé àfá.

A:

No, I cannot rent this room for two thousand.

Àkpé ève kò mātenu xé.

B:

How much can you take?

Aò, nyě mātenu háya xosià

A:

If you can pay three thousand, I will take it.

àkpé ève ó.

Hōneníe nātenu xó?

Né àtenu xé àkpé ètò la

máxoé.

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Xô nye áde háya xo áde nyó
wú siá àkpé ève kplé àfá.

B:

A friend of mine rented an apart-
ment (room) better than this
one for two and a half thousand.

lè ... mè

A:

in the range

Ò, xo ádeke mélè afisiá nyówu
ésiá hěxó àkpé ève kplé àfá
ò. Lè àkpé etó jé xowó
dome lá ésiáe nyówu.

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.

Xo siá xò àsi vie gáké
mátsoe.

B:

This room is a little expensive,
but I will take it.

Dialogue 4

J: John A: Afeno
Káflá, afika mātenu dunu

J:

Excuse me (please), where can I
eat?

lè?

A:

corner (from the English)
vicinity, neighborhood
ahead, further, farther

kónà

xá

ngogbe

Nídufè áde lè kónàme lè míaxa,
éyè búbu há lè ngogbé vié.

There is a restaurant on the
corner near us, and another one
a little further.

Ékaé xo asi wú?

J:

Which one is more expensive?

dětsí

A:

stew, soup

Ési tso miagbo lá xo asi wú
gake wófe níduqua nyówu.

The one near us is more expensive,
but they have better food.

Àkpó dětsí nyúie lè afíma.

There you can find good stew.

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nyà
 Woésèngu. Afíka màtèngu nyà
 nyè núwo lè.
 Matèngu nyawó nàwó.

xofe
 Èkema neníé anyé nyè xoféá?
 Àbé alafá àtò (ené) yletí
 dèká.

Ényo, ányo nám wú.

Additional Vocabulary

enuenu

édziédzi

bobo

Comprehension

Ko kpókpo lè Lóme méesesè ò. Gáké ménye àfisiafi ko nàkpó
 xo lè boboe ò. Àfisi nàkpóe lè boboe wú lá énye Tókoe. Xowó
 bó dé afíma wú tejé búbuawó. Édidi vié tsó Lome je títinà gbó,
 álébe xowó nyà kpóna lè afíma wú. Aténgu kpó xò àbé àkpé ètò ene
 gake né edi bé wòalolo nyúie éyè núsianú nánò éme la, áxò àbé
 àkpé ádré tsó yí. Yeadéwoyi la zikpúí kplé étowó noa xoame,
 gake áme gédewo méfléna núwo déa xoawo me o. Xoháyala nùtoe
 jléa éfe núwo. Énuénu la tsilejé ève noa anyí ná àféametowo
 kátá; dèká ná nyónuawó, eye dèká ná nùtsuáwó.

J:

to wash

Thank you. Where can I wash my
 things? (i.e., clothes)

A:

I can wash them for you.

J:

rent

Then how much is my rent now?

A:

About five hundred francs a
 month.

J:

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. Ko kpókpó lè Lòmè sésèá?
2. Afíkà ko kpókpó bóbó lè?
3. Núkàtà ko kpókpó bóbó lè afíma wú?
4. Hóneniè nàxé ná xò dèkà?
5. Zíkúì kplé etowó ndá xoame édziedzia?
6. Amékaé flèa núwò déa xoame édziedzi?
7. Tsilejé neníe lí ná áfèamétówo kátá?
8. Tsilejé lè xò dèsiáfè meá?

Questions for the Class

1. Afíkà nènónà. Fofowò jéme lóo áló xoháya méa?
2. Hóneniè nèxéna ná xo wòá?
3. Ko kpókpó bóbó lè áfisiá?
4. Afíkà xokpókpó lè bóbóe wú; le Lómè jé títinà lóo áló áfidi lè títinà gbóá?
5. Zíkúì kplé etowó noa xoamé lè áfisiá?
6. Xowoa lolowú xosiá?
7. Xowóá lè sukúá gbóá?
8. Núdujé káé tso dé sukúá gbó wu?
9. Núdujé káé ko wú lè dúámé?
10. Núdujé káé nyó wú lè dúámé?

Unit XXVVerbal NounsVerbal Adjectives and Their NegationDialogue 1

J: John

K: Kofi

Y: Yao

wù

to kill

dò lé wuyem

I am hungry

pátia

the party (from the English)

dù nú

to eat something

núdúdu

the eating, the food¹

númādumađu

non-eating, not having

eaten, without eating²

Dò lé wuyém nùto. Nyémátenu

I am very hungry. I cannot go

yi pátia númādumađu ó.

to the party without eating.

Ènyá tēfē nyuie áde miáđu

Do you know a good place to

nú léa?

eat (at)?

È, mēnyá núdūfē nyuie áde

K:

Yes, I know a good place, but it

gake éfidi vie.

is a little far.

hfa

J:

to need

méhfa o

it has no need, it does not

matter

zo azoli

to walk

ázoli zōzo

the walking

Méhfa kúra ó. Ázoli zōzo

It does not matter. I like

dzódzi nám.

walking.

dā

K:

to cook, to prepare (a meal)

Wóyoné be 'Tarzan'. Wóqāná

It is called 'Tarzan'. They

nú nyuie nùto.

prepare very good food (there).

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wó, (gudo)

māvómāvó

J:

to employ, use

not rotten, unspoiled

(i.e., fresh)³

Wówonà lã vóvo gúdó lè afíma

ábé áfísi miedè ètsò ènéá?

Do they use spoiled meat like
they did at the place we ate
yesterday?

Ò, lã māvómāvó kò gúdo

wówona lè 'Tarzan'.

K:

No, they use only unspoiled
meat at 'Tarzan'.

Tógo núdūduwó koé wó dzráná

lè afímá?

J:

Do they have only Togolese
food there?

asi la mébóbo ó

K:

the price is not easy,
it is not cheap

Ényá wó lè afíma?

J:

Do you know them there?

È, mède afíma zì ève.

K:

Yes, I have been there twice.

Ényo, zò míyí.

J:

O.K. Let's go.

Yao, nukáé lè ásiwó?

K:

Yao, what do you have?

Núsiánú si nedi kò la,

Y:

Anything you want at all we will
prepare for you.

míadè náwó.

K:

'fufu'⁴

fúfu

John, ádu fúfua?

J:

John, would you eat 'fufu'?

fò

to be light

dzé

to fall

dzé émè

to get digested

Éfò áhadzè émè nyufeá?

Is it light, and will it digest
well (easily)?

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mé ... kúra ó
kpè.

È, mékpè kúra ó.

Ènyo miadometo dèsiáfè áxò
fufu kpónò dèká kplé lè
kpónò dèka.

sògbe

fifila

Ásògbe fifila.

Y:

not at all

to be heavy.

Yes, it is not heavy at all.

K:

O.K. Each of us (Lit., every
one of us) will take 25 francs
worth of fufu and 25 francs
worth of meat.

Y:

to be ready

right away

It will be ready right away.

Notes

1. The verbal noun is formed by reduplication of the verb form,

e.g.:

intransitive /yi/

'to go'

/yiyi/

'the act of going'

transitive /wò do/

'to work'

/dowowo/

'the act of working'

/dínú/

'to eat'

/nìdùdù/

'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

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The subject possessive is always separated from the verbal noun by the possessive particle /fɛ/, e.g.

/ame fɛ ɔɔɔ/ '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.

/amelɔɔɔ/ 'the love towards a man'

The verbal noun is often used with the meaning of an abstract substantive, e.g.

/zo/ 'to walk' /lo/ 'to love'

/zozo/ 'walk' /ɔɔɔ/ '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.

/wo/ 'to do'

/wowo/ 'the act of doing'

/mawomawo/ 'the act of not doing'

/dunu/ 'to eat'

/nɔɔdunu/ 'the act of eating'

/nɔɔmɔɔdunu/ '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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/xo nya dzise/

'to believe in something'

/nya dzif maxose/

'the lack of belief in something'

3. The verbal adjective is formed by reduplication of the verb form.

/du/

'to eat'

/dudũ/

'edible'

/wo/

'to do'

/wowõ/

'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 /ma/ is used only once.

/lõ ame/

'to like a person'

/ame lõame/

'a likeable person'

/ame malõame/

'an unlikeable, disagreeable person'

The verbal adjectives are used only attributively.

Dialogue 2

J: John

K: Kofi

Y: Yao

tsiko

J:

thirst

tsiko lé wuyëm

I am thirsty

Tsiko lé wuyëm. Núkã míanò?

I am thirsty. What shall we drink?

'wine'

K:

wine

'beer'

beer

kofi

coffee

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nôno

drinkable

Wine, beer kplé kófi lē wósi,

They have wine, beer, and coffee,

gáké wófe beer ménye ná

but their beer is undrinkable.

nôno ô.

Wine kã tōgbuíé lē wósi?

J:

What kind of wine do they have?

tsi

K:

to be old

tsitsi

old (adj.)

mātsimatsi

unaged

Frāsê wine nyufe mātsimatsi

They have some good unaged French

áde lē wósi.

wine.

Ényo mianô wine kplé kófi

J:

O.K. We will drink wine and

lē núdūqua mēgbé. Ô,

coffee after the dinner. Oh,

núdūqua nyé ési.

here is the food.

mékpô ... ô

K:

not yet

Nyé méqšē kpó ô, gáké mēnyá

I have not tasted it yet, but

bé ádzôdzi nám.

I know that I will like it.

dô da

J:

to send

dôdam

to send to me

tso ... dôdam

pass me

dzēa

the salt

átádia

the red pepper

Tso dzēa kplé átádia dôdam.

Pass me the salt and the red
pepper.

K:

to be hot

ve

Kpó nyuie. Átádia vé guto.

Watch out (lit., look well).

The pepper is very hot.

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gǎ
flò
gǎflò
tsí
gǎtsíá

Míehiǎ gǎflò dèká. Mǎtéŋu

wò gǎtsíá nǔdóá?

Ò, Yáǎ, tsó gǎflò dèká

dóda mí.

Núduqua vívi nǔto éyè wine

lá há nyó nǔto.

Àgaxo nánéá?

O, nyè médi be málòlo ó.

Ména àme lólona o.

dè

Yáǎ, hònénié miédè lé nǔ wò?

Biyè éwó àme dèká.

xè (from xe-e)

míamè évea kátá

tǎfèl

Máxè ná míamè évea kátá.

Biyè éwó tǎfèl eve, éwò biyé

dzè dèká. Éyáé nyé ési.

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).

J:

to owe

Yao, how much do we owe you?

Y:

Fifty francs each.

J:

pay it

we both, both of us

times

I will pay (it) for both of us.

Fifty francs by two makes one

hundred francs. Here it is.

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Notes

1. The multiplicative numerals are expressed by means of /tefé/, e.g. /eve téfé etó/ 'two to three places, i.e., two times three'.

Dialogue 3

J: John

K: Kofi

dó ... kpó

J:

to taste

Médí be mádo Tógo núdūdu

I would like to taste some good

nyuie áde kpó, ési máxò ási

Togolese food which will not

ákpa ó. Enyá téfé áde

be too expensive. Do you know

míayia?

a place we could go?

È, téfé nyuie áde lē

K:

Yes, there is a good place in

āsiamē afisi wódzrana

the market where they sell

ákplē lē.

'ákplē'.

tsó wó

J:

to make of, from, with

Núkā énye ákplē? Núkā wótso

What is 'ákplē'? What is it

wóné?

made of?

hámé

K:

category, type, variety,

kind

bo

common, popular

blí

corn, maize

wó

flour

blíwó

corn flour

Ákplē hámé wóvowó lí gáké

There are different varieties of

ési bówua énye blíwó kplē.

'akple', but the most common

one is corn-flour 'akple'.

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Mèse wò dètsia ŋko. Nukā

nètsó wòe?

to

tome

lā

akpa, (tomelā)

vù

lā, (vùlā)

āma

Dètsí vòvovowo há lí:

(tōmelā) àkpa dètsí àló

(vù)lā dètsí àló āma dètsi

kplé tōwó. Vā mí òu àkplé

kplé dètsí kpó, mèkádè édzi

be ādzè ñwo.

Ényo na miadù àkplé biyè

evè nū āme dèká.

Dialogue 4

J: John

K: Kofi

Y: Yawa

gbáto

Yáwā, zì gbátō mēvá afisia,

àkpléwā dzè ñnyè ñto,

éyata mèkplo xñnyēa vé.

J:

I have heard about your stew.

What is it made of?

K:

river, lake

the inside of the river,

fish

meat

fish, water animal

blood

animal, meat, blood animal,

meat of a blood animal

spinach, any edible green

leaf

There are also many kinds of

stew: fish stew or meat stew

or spinach stew and others.

But let's go to try some

'akplé' with stew. I am sure

that you will like it.

J:

O.K. Let's go and have 10

francs of 'akplé' each.

K:

first

Yawa, the first time I came here

I liked your 'akplé' very much,

and so I have brought my friend

along.

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Ényo nuto. Míaxo lá?

Y: Very good. Will you have meat?

È, dzrà lá kpónò nū ná

K: Yes, bring twenty-five francs

mí àme eveà. John, àkpléa

worth for both of us. John,

dzé nūwo lé afisiá?

do you like the 'akplé' here?

tó vòvo

J: to be different

Éto vòvo nuto eyé wònyó nuto.

It is very different and very good.

Àgadu via déá?

K: Will you have some more?

ka

J: to cut

gá

big

gáde

much (adverb)

dí fò

to be satisfied with food,

to have had one's fill

Ò, wókè námi gáde nuto.

No, they gave us a lot; I am full.

Médi fò.

K:

Yáwá, hǒnǎnie míaxe náwò?

Y:

Yawa, how much do we owe you?

kpé

to add

tsó kpé(dé)

take add on, i.e., plus

Àkplé biyé ève àme dèká,

Ten francs (lit., 2 'biyé') worth

éwò biyé ène na míame èvea,

of 'akplé' each one makes

tsó kpé dé lá kpóno, éwò

twenty francs for both of you,

biyé àsiéke.

and twenty-five francs for the

meat makes forty-five francs

altogether.

Éyae sí. Wǒ núdūdua nyó

K:

Here it is. Your food was very

nuto. Míagátró vá afisiá.

good. We will come back.

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Miana gá via dè òá?

J: Are we going to give her a little money (i.e., aren't we going to leave a tip)?

Ò, miana na gá lé
afisia ò.

K: No, we do not give money here. (i.e., we do not tip here).

Comprehension

Le Togo la, aténu kpó nùdùdu dèsiadè si dím nèle la. Aténu dū àkplé, fufu kplé tówó lè àsime. Né èle yèví nùdùdu dím la nùdùfè nyuf ádewo lí sí nákpó boboe. Né èbé yèádù àkplé la, àkplé vòvovowó lí. Ési bó wí lá énye blíwó kplé. Fufu há lí hámè hámè; aténu kpó tē tífú, áló ágbeli fufu, kplé tówó. Dètsí vòvovowó há lí wótso dūna kplé fufua. Aténu kpó akpa dètsí áló lá dètsí. Dètsia aténu nyé àma dètsí áló lámími dètsí.

Questions Based on the Comprehension

1. Nùdùdu ká fòmeví nàténu kpó lè Tógó?
2. Nàténu kpó yèví nùdùdu lè afimá?
3. Nùkàwó énye Tógó nùdùdu bóbo ève?
4. Nùkà énye àkplé?
5. Nùkà énye fufu?
6. Akplé ká fòmeví bówú?
7. Dètsí hámè vòvovowó lía?
8. Nùkà wótso wóna dètsí?

Questions for the Class

1. Èdu Tógó nùdùdu kpoa?
2. Èdu àkpá dètsia?
3. Èdu lá detsí?

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4. Lã detsi dé Àmerikà nùdudu wònyéá?
5. Aténu kpó Tógo nùdudu lè Àmerikà?
6. Aténu kpó Frãsé nùdudu lè Àmerikà?
7. Frãsé 'wine' dzɔdɔzi náwoá?
8. 'Wine' tsitsi áló 'wine' mǎtsimatsie dzɔdɔzi náwoá?
9. Núkã nēnona lè nùdũfè?
10. Zinene neɔua nú gbè deká?
11. Aténu no anyi nkeke blibo nùmadumaɔua?
12. Núka énye Àmerikà nùdudu bóbóto?
13. Núka wótsò wone?
14. Nenie nyé átš tefé éne?
15. Nenie nyé átš tefé évé?
16. 'Cent' nenie lè 'dollar' deka me?

Unit XXVIThe ConditionalDialogue 1

SA: Sewa A: Ama S: Senya

flé

áwu

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).

ŋdí nawò, Senya, màvá miáyí
ffáse mè òá? Medí be máflé
awua dewo.

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 gá lè asinye la, nye
há mafle dewo.

S:

If I have money, I also will buy some.¹

mámí

A:

mámí (or probably Madam).

'Mámí' is the general name used for the Ghana women actively involved in trading.

avo

cloth

fé

debt (or price on commodity)

gbebugbe (gbebugbe)

another day, another time

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Ga mele nye hã si o. Mese
be mami adzra avoawo nawo
eye naxe fea gbebubugbe.

S:
Ekema va miyi dakpo mami da.
Fiase ka me wole?

asi

Esi le asia ka la.

Mami nko de?

Afen Yawa Sewa.

Enya via Senyoo?

dufia

nye de wo

menye de woyi

Ne menye de woyi Amerika o

la, anye ne eyae enye mifae

dufia fifia.

Eya tefee wole Nyavoo dom fiae.

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?

A:

market (the open market)

The one beside the (open)
market.

S:

What is mami's name?

A:

Mrs. (Madam) Yawa Sewa.

Do you know the son Senyoo?

chief

is that he

is not that he went (is
gone)

If he had not gone to America,
he would have become our chief.

Nyavoo is being enstooled² a chief
as a substitute. (It is at
his place that they are en-
stooling Nyavoo as the chief).

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lāk̄le

S:

leopard

dzogolo


civet-cat

Lāk̄le mele afe o, dzogolo
du fia.

(If/when) the leopard is not at
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  'if, when' and ends with the 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
mafle dewo/ buy some'

Many proverbs are normally in the conditional, although the /ne ... ekema ... etc./ are often omitted. Contrast:

/Lakle mele afea o, 'The leopard is not at home,
dzogole du fia/ the civet-cat becomes king'

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/Ne lakle mele afea
o, ekema dzogolo
qua fia/

'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 dewo/

'If I have money, I will buy some'

fut.-fut. /Ne ga ano asinye la, ekema mafle dewo/

'If I will have the money, I will buy some'

past-fut.perf. /Ne ga no asinye la, anye ne nye hã

mefle dewo/ [ne mefle dewo]

'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 ... nu

ma

makpede

Ndi nãmi, Ama, makpede mianuã?

Ndi, afeno Sewa, esiae

nye xñnye Afua.

Mifele avo dim be mifale.

to

nútɔlá

awutolá

xo

Awu nyuiea déwo lé àsinyè.

Mexo wó tso nútola gbo ètsò.

boq

so

SA:

to help, to assist

to help (someone or something)

shall I

shall I help ...

Good morning, Ama, shall I

(could I) help you (pl.)?

A:

Good morning, Madame Sewa; this

is my friend Afua.

We are looking for a cloth to

buy.

SA:

to sew

one who sews, dressmaker,

tailor

specifically means sewer of

apparel; dressmaker,

tailor

to get; to take from

I have some beautiful dresses.

I got them from the dressmaker

yesterday.

S:

rather

to measure up to, to be

equal, to fit

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Ne àvowó lè àsiwò lá,

míafíṣ wó bọ́.

Míatò míafé áwúwó be wóaso

mí nyuie.

Avo ka tṣgbui dím míele?

mímí

Nyé ménya títutu ó. Né àvo

mímí le asiwò lá, ékema

máṣò awu mímí,

fiadóó

ṛkeke nyuie

yie

Né míelè fiadóó ṛkeke

nyuie me yim lá, ekema anyo

ne míefle avo yie bọ́.

If you have the cloths, we would rather buy them.

We will make (sew) our dresses so that they would fit us well.

SA:

What type of cloth do you want?

S:

green

I am not sure. (Lit., I don't know exactly). If you have green cloth, then I will make (sew) a green dress.

A:

enstooling (n.), i.e., the crowning of a chief or king

a 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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kente

S:

kente (the Ghanaian national cloth)

kentevowo

kente-cloths

ta

to wear

Miatà miafe kentevowo.

We will wear our Kente cloths.

Wóadé miadzí wu awuwo.

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

A:

náná

to let (that you give)

Afeno Sewa, wòewo do kekeke.

Madame Sewa, thank you very much.

Ne avo yeyewo va ko la,

If (when) new cloths come in, let us know immediately. (As soon as new cloths come in, inform us immediately).

náná mianyá kaba.

S:

élibé

it is (necessary) that

élibé máyi

I have to go; I must go,

I ought to go¹

Ne míedí avo nyuiewo la,

If we want good quality cloths,

ekema élibé miayi fiasegá

then we have to go to a big

mè lé dugá dé mè.

store in a big city.

ná mó

A:

to permit, to grant permission to (lit., to give

mission to (lit., to give

way)



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Ne asamasi na mom la, miayi
Kpalimesime le Memledagbe.

afokpa

deko ... pe

Anyo guto. Mele afokpawo ha
dim be mafle. Ne deko makpo
deka pe le afisia si aso
afo nam ...!

ka nu

kpuie

Megaxa nu o, Memleda gbona
kpuie.

Nane le asiwo nadzra le
asiamea?

moli

nu glo ame

Moli viade le asinye.

Ne nu glom la, matsoe dzra

afle nane qu hafi tro va afe.

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.

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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 wóayi/

'he (she, it) must go, he (she, it) ought to go'

/elebe míayi/

'we ought to go'

/elebe míayi/

'you ought to go'

/elebe wóayi/

'they ought to go'

Dialogue 4

A: Ama

S: Senya

SA: Sewa

dзра́ла

seller

avodzrala

cloth-seller

Mamí avodzrala, nenié nye

Mamí cloth-seller, how much is this cloth?

avo sia?

SA:

Ghanaian unit of money

cédi

One cedi (1¢ = \$1.40)

pésewa

100p = 1¢

abo

yard

Cédi dèká kple áfá (abo deka).

One and a half cedis (a yard).

Ne áflee la, matsóè náwò

If you will buy it, I will give

cedi deka kple pésewa blavè

it to you at one and a quarter

vò àtš.

cedis (one cedi and 25 pesewas).

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àsi

A:

market, price

àsié

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.

(lè) édzi

on it, on top of it

dè

to take from, subtract

dè lè édzi

take from on top of it (in bargaining, reduce the price)

mèga ... o

do not

mèga ... oa?

did you not ...?

măga ... oa?

will you not ...?

Àsié, măgade lè édzi oa?

A bargain, won't you reduce the price? (It is the polite way to make the request in bargaining).

du agba

SA:

to go bankrupt, to undersell,

to realize no profit

Né međe la édzi la, măđi

If I reduce the price, I will go bankrupt.

agba.

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Àvo sia f'è mùmùto lè àsíwòà?

A:

Do you have the green (one) of this cloth? (Do you have this cloth in green?)

makpó dè

SA:

I will see one (I will obtain one)

mámíàé

last

Medzrà mámíàé (pronounced and/or written mamle)

I sold the last one this morning.

ndí sia.

Ne alala vasédé fié me la,
makpo dè nàwò.

If you would wait until the evening, I will (could) obtain one for you.

Àfokpa siaé dím mèle.

S:

This is the shoe (pair of shoes) for which I am looking.

Nénié wòxo?

How much does it cost?

Cédí ètè kplé àfá.

SA:

Three and a half cedís (about \$5)

lè

S:

like, love, admire

xé

to pay

Né elè lá maxé cédí ètè nàwò.

If you like, I will pay (give) you 3 cedís (about \$4.25)

Mátsoè nàwò.

SA:

I will give it to you (you may have it).

Àkpé nàwò.

S:

Thank you.

Míàgadó gò.

We will meet again. (See you).

Yoo! Wóéwò dè.

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 gbɔ be yewoafle awo na awutoto. Ne ga mele wo si o la, Mami adzra awo la nawo eye woaxe fe la gbɛbubugbe. Afua menya awo ka togbui tututu si dim wole la o. Ne awo mimi le Mami si la, ekema atɔ awu mumu. Ne womekpo awo fle le mami Sewa gbɔ o la, woayi Kpalimesime le Memleda gbe. Ne woyi Kpalime la, Senya afle afokpa yeye si dim wole la. Ama kple Senya (wo)do be yewoayi fiadodo nkeke nyufe dufe. Ne woyi la, wata woje kentevo nyiewo.

Babiawo

1. Nuka Ama kple Senya di be yewoafle?
2. Mami ka gbo woyi?
3. Ne ga mele wo si o de, Mami adzra awo nawoa?
4. Senya nya awo si togbui dim wolea?
5. Ne Mami le awuwo dzram de woafle woa?
6. Ne womekpo awo fle le Mami gbo o de nuka woawo?
7. Gbekagbe woayi Kpalime?
8. Ne woyi kpalime la, nukawo woafle?

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9. Ne woyi Kpalime la, woadzra nanea?
10. Ama kple Senya le fiadodo nkeke nyuie me yigea?
11. Ne woyi la, nuka woata?

Babiawo na sukuviawo

1. Efle awu kwasida sia mea?
2. Wo kple xowo de fiasea mea?
3. Ga no asiwo yemayi mea?
4. Ne ga mele asiwo o de, awudzrala adzra awua nawoa?
5. Efllea wo awuwo kata 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, efllea awu gedewoa?
8. Ne wo awu vu la, eflena bubua?
9. Ne wo awu vu la, afle bubua?
10. Ne eyi sɔleme la, awuka (nedona) nadɔ?
11. Ne eyi srɔdefe de, awuka nadɔ?

Additional Vocabulary

asi boboe

low price, at bargain price, i.e.,
merchandise on sale

vu

to tear, to be torn

sɔleme

church (i.e., the worship)

srɔdefe

wedding

Unit XXVIIThe Reciprocal and the Reflexive PronounDialogue 1

A: Anku B: Bábá

tsí

dzódzodzoe

áléá

A:

to remain

restive, uneasy, worried

like this, in this manner

Áleke nētsí dzódzodzoe áléá?

Why do you look so worried?

Afika yim nele?

Where are you going?

nyónū

B:

woman

nyónūta

about a woman

bía

to ask

Meyina nyónūta bíage lé Sókodē. I am going to Sokode to ask for
the hand of a woman in marriage.

Oo! Fowómētó kàé nele eta

A:

Oh! (or I see!) For which

biam ná?

relative are you going to make
the proposal? (i.e., on behalf
of which relative ...)

dókūi

B:

oneself

dókūinyè

myself¹

Ná dókūinyè.

For myself. (On behalf of myself).

áfí

A:

here

áfísiá

here, at this place

Óhó!

an exclamation equivalent

to 'wait a minute', 'just

a second', etc., denoting

a surprise with humour.

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Oho! Ameadeke megbloe nawo
 oa? Le miade afisfa la,
 ame mebfa srta na edokui
 o.

Nyatefa? Nuka wole be

mawo fifia?

no

aha

ahanofe

nnewo

mfa nnewo

do kpe

Va miyi ahanofe. Le mfa nnewo
 dome la, miado kpe nane
 dzi kpuie.

Comprehension After Dialogue 1

Additional Vocabulary

dzre

do adali

do kpe ... dzi

Oho! Hasn't anybody told you?
 Here in our country, a person
 (himself) does not propose
 marriage to a girl by himself.

B:

Truthfully Is that so?

What should I do now (then)?

A:

to drink

alcoholic drinks

a bar, a place for drinking

each other, between or

amongst ...

us 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).

Come, let us go to the bar.

Between us, we shall soon

hammer out a plan (we shall

soon decide on something).

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. Dekakpui ewea dewo no dzre wom kple wo noewo. Anku kple Baba fle aha na wo dokuiwo eye wodo adali. Wodo kpe edzi be ye woayi de afeto Dõ gbo eye Anku akia nyonuata na Baba.

Notes

1. The reflexive pronoun is formed by adding /dokui/ '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.

dokuinye	'myself'
dokuiwõ	'yourself'
edokui	'himself'
mia dokuiwo	'ourselves'
mia dokui	
mia dokuiwo	'yourselves'
mia dokui	
wõ dokui	'themselves'
wo dokuiwo	

The reflexive may also be strengthened by /nuto/. In this case /dokui/ always follows the possessive pronoun and /nuto/. Emphatic:

nye nuto dokui	'I, myself'
wo nuto dokui	'you, yourself'
eya nuto dokui	'he, himself'
mia nuto mia dokuiwo	'ourselves, we/us ourselves'
mia nuto mia dokuiwo	'yourselves, you yourselves'

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-wóawo nuto wo dokui 'they, themselves'
woawo nuto wo dokuiwo

2. The reciprocal pronoun is formed by the possessive pronoun

+ /nɛwo/ 'each other, between, among'.

/míá nɛwo/ 'we to each other'

/míá nɛwo/ 'you to each other'

/wó nɛwo/ 'they to each other'

Dialogue 2

A: Anku

B: Bábá

D: Dó

Agoo nami!

B:

Knock, knock!

Àgoo néndò àfíma ne ame

D:

Let the agoo stay out there, but

náva!

let the man enter. [This is a

dignified way for the elderly

man to say 'come in!']

ḡdi nami lóò!

A & B:

Good morning to you all!

ḡdi, afeametowo?

D:

Good morning, how is home?

Wodo.

A & B:

Things are fine.

fá

D:

wet, cool, cold, without

incident or happenings,

etc. (adj. or verb)

Míagbó fá.

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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nyá

A:

word, a happening, an
incident

nyāvó

a bad word, an unfortunate
incident, a sad tale or
story, etc.

amēdzró

a stranger, an alien

Miagbo há nyāvóà déke mélf o.

And we bring no bad news with us.

Xōnye Bábá si nye amēdzró

My friend Bábá here, who is an

le mia dome la bé yēkpó viwó

alien friend among us, says he

Àdzoà eye éfe nú dzé yènu.

has seen your daughter Adzoa

Étso áha vía de vé bé yéaná

and likes her. He brings with

mianya.

him here some drinks to let you

know (of his feelings).

yóo.

D:

O.K., agreed, etc.

Yóo, miawoe wodo.

O.K., thank you very much.

Comprehension After Dialogue 2Verbs

lɔ

to agree, to respond

lɔ gbe

to exchange greetings, to

respond to a greeting.

vee

few, small, etc.

veadewo

a few, some few

de ... fia

to present, (i.e., meet someone

for the first time)

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Comprehension

Esi Anku kple Baba yi de afea me eye woawo kple afeametowo 15 gbe na wono wo vo la, Anku kple Baba de wo dokuiwo fia afeto Do.

Le nkeke veadewo megbe la, Anku kple Baba gatso yi Afeto Do gbo be yewoa bia Adzoa ta. Afeto Do tso via na Baba be woade.

Dialogue 3

A: Anku B: Bâbá

mawu

mawue wodo

kplɔ

Wò mawue wodo. Yekayie
nakplɔ srowɔa yi afeme?

gbã

gbã la

tu

hafi

Nyemenya o. Gbã la, elebe
matu xo na dokuinye hafi.

hfa

vaseɔe

A:

god

[lit., god has worked]

Congratulations, your
lucky star has (came)
come through, etc.

to lead (away), to take
(somebody or something
animated) away by leading

Congratulations. When are you
taking your wife (bride) home?

B:

first

first, firstly, first of all
build

before

I don't know. First of all,

I must build myself a house.

A:

to need, to require, etc.

until

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du

eat, rule, reign, lord it
over, etc.

dzidudu

government

Mehfa be natu xo na dokuiwo o,
ategu no dzidudu fe xowo me
vasede esime nategu tu xo
na dokuiwo.

You don't need to build yourself
a house; you can stay in public
[government] housing until you
could (can) build a house for
yourself.

B:

dome

stomach, abdomen, bosom, etc.

nyo dome

idiom: to be kind

dome nyo

(is) kind

Miafe dzidudua fe dome nyo
guto. Le miade la,
nufialawo guto tua xo na

Your government is very kind.

wo dokuiwo.

At home, teachers themselves
build their own houses.

Dzidudu xea fe na nufialawoa?

A:

Does the government pay the
teachers?

B:

ao

no
power, might, strength, etc.

guse

to have power over ...

kpo guse de ... dzi

Ao, eye dzidudu mekpo guse

No, and the government does not
have the power over the
teachers.

de nufialawo dzi ha o.

Comprehension After Dialogue 3

Vocabulary

yleti

moon, month

fia

chief

XXVII.

dufia

afeto Nyaglo ... fe afeme

kpé

blibo

de sfo

srōdede (n.)

srōdefe

du ye

yedudu (n.)

Comprehension

Le yletia dewo megbe la, Anku kple Adzoa de wo nɔewo le afeto Nyaglo si nye dufia la fe afeme. Wokpé du blibo la, eye ame gedewo va srōdefe la. Nutsuawo no aha eye nyonuawo du ye ŋkeke la katã.

Dialogue 4

A: Anku B: Bábá

domenyonyo

Nye kple sronye mieva be

miada akpe nawò le wò

domenyonyowo katã ta.

kura

chief (du = village, town or city)

Afeto Nyaglo (who is the chief)'s

house (in the home of Afeto

Nyaglo, the chief)

to gather, to invite

whole, all

take a wife

marrying, i.e., taking a wife

(the) place where the marriage

ceremony is held or being held

(or going to be held).

(to dance)

dancing

B:

kindness

I and my wife [my wife and I]

came to express our gratitude

to you for all your kindness.

A:

expression denoting 'not at

all, never'

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.

B:

dzinye

over me, i.e., for my

affairs

kpo

to see

dzinyekpola

seer over me, one who will

look over me, my guardian

kpe fu

to suffer, to be in trouble,

to be in difficulties

fukpekpewo

worries, difficulties,

troubles, etc.

hia

to need

hahia

need (noun)

do adaju

to counsel, to give

advice

zu

to become

Adzoa gblo nam be ezu

Adzoa has told me that you have

dzinyekpola ale be materu

become my guardian so that I

atso nye fukpekpewo kple

could bring my worries and

hahiawo va gbwo be nado

needs to your attention, so

adaju nam. Esia dze gunye

that you may advise me. I

nuto.

appreciate this very much. (lit.

I like this very much).

XXVII.

Makpede n'uwò yesiayi si **A:** I will help you whenever I can.
 mategui la. Mexose be wò **I believe that you also can**
 há áteru 'ádo adagu nam **advise me sometimes.**
 yeadewoyi.

Enyo, miagatro yi afeme vie. **B:** Well, we must be leaving now.

[lit., we will return home for
a while]

gbede!

A:

never!

dzò

fire

dzodofe

fireplace, kitchen

Gbede! Mino anyi ne miadu **Never! You must stay and have**
 nu kple mi. Adzoa ateru **dinner with us. Adzoa can help**
 kpede sronye nu le dzodofe. **my wife in the kitchen.**

Comprehension After Dialogue 4Vocabulary

zi ... dzi

to force, to enforce, to compel,
 etc. (someone or something)

do dze

(to) engage in a conversation,
 converse

Comprehension

Le srodede megbe la, Adzoa kple Baba yi de afeto Anku gbo
 be woda akpe ne. Afeto Anku kpo dzidzo le woju guto eyata wózi
 wodzi (he compelled them, he insisted) be woano anyi adu nu kple
 afeametowo. Esi afetowo Baba kple Anku no dze dom la, Adzoa
 kpede afeno Baba nu le dzodofe.

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.

-a	'the' (Tone is the same as tone of preceding syllable). (Only in context).
a-	'future indicator' (The tone depends on context). Examples: /āvá/ 'you will come' /ává/ 'he will come'
-à	'yes-no question marker'
â	aha, oh yes!
âbàtí	bed
abé ... ené	like, as ... as, about, approximately
abé áléfí ... ené	as (introducing a clause)
âbi	wound
âblândé	pineapple
âbólò	bread
âbólòmǎf é	bakery
adé, andé	six
ádě	saliva
adré, andré	seven
âdzalē	soap
adabafófo	minute
áde	a certain one, a (indef. article) e.g., /devi áde/ 'a child, a certain child'
ádéwó	some; certain (ones)
ádě	tongue
áfá	half
áfí	here
áfísiá	here, this place (i.e., being specific)
áfísiáfí	everywhere, every place

afiká
afisiáfi
áfo
afokpa
áfámé
áfémé
áfé
aféno
aféto
Áfrikátó
Afrikatowo
àgo, àgoné, né
àgute
àgba
àgbale
àgbe
àgbéfi
àgbéligble
àgble
àgbledelá
àgbledemo
àgbleménukú

what place? where?
 everywhere, every place
 foot
 pair of shoes, sandals, footwear
 home, household, in the house
 home (i.e., to my house)
 home (i.e., to my town or village, or country)
 Mrs., Madam (lit., mother of the house)
 (lit., father of the house) mister, sir, Mr.
 an African
 (lit., Africans, but could be used colloquially to mean an African)
 coconut
 potato
 plate; record (i.e., gramophone record or album); a load
 book
 life
 manioc, cassava
 manioc farm
 farm
 farmer
 farming machine
 crop (/núku/ by itself could also mean 'crop'; hence, /àgbleménukuwo/ or /núkuwo/ = crops; /àgbleménukuawo/ or /núkuawo/ = the crops)

áhá	aha; oh, yes: that reminds me
áha	alcoholic drinks
ahanofe	bar, place for drinking
ákòdí	banana
akónta	mathematics, arithmetic
ákótá	chest (body)
akútu	orange
akpa	fish (also /tómelá/ 'fish, water animal')
ákpá	very much, too much
ákpè	applause, thanks, gratitude
ákpélé	a form of porridge
alafá	hundred
alafá deka	one hundred
alafá eno	four hundred
álé	like, so, thus
álebe	so that, in order that
áléà	like this, in this manner
álebe	and so, so that
áleke	how is
álesí	as
abé álesi	as
álesí (or esi) ... ta	since, because of, on account of
alífíkpo	cloud
áló	or
ámà (ama)	spinach, edible green leaves
Ámā	Ama, girl born on Saturday

amatsi

medicine (also /atfke/)

ame

man, human being, person

amē

stranger, alien

amedzró

hotel

amedzródzefé

what person, who, which (question pronoun)

amékā

American

Amerikātó

Americans; (colloq. only: American)

Amerikatowó

ánó ... abé

about

amesiame

everybody, every person

anyi

down, earth
/nó anyi/ 'sit down!'

anyiéhé

south

anyigbá

earth, country, land

anutí

lemon

asi

hand

ási

clientele, customers

ási

market, price (the open market)

asié

(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).

asi boboe

low price, bargain, price, merchandise on sale

asimāsi, asiāmāsi

Mr. So-and-So (someone whose name one does not want to mention) (borrowing from Twi).

asiéke

nine

ásime	market place, market
asrá	fever
átádf	pepper
atí	tree
átíkē	roots; medicine
atíkēwólá	doctor, herbalist
atíkutsetse	fruit
átš	five
átóto	pineapple
áva	granary
avo	cloth
avodzrála	cloth-seller
áva	war
áwu	cloth, dress, apparel (any form of non-African apparel)
awudzradófe	closet
awutólá	dressmaker, tailor (lit., sewer of apparel)
ayi	beans
ázá	feast, party, get-together
ázi	peanut
ázš	henceforth, from now on

B-1

bá	mud
bé	as, that (conj., introduces subordinate clause)
bé	hide (v.)
beer	beer
bía	ask, question (v.)
bíyè	money unit of 5 francs
bíyè dzè	unit of money equal to 100 francs
bláavè	twenty
blaavèvo ...	twenty-(one through nine)
blaadé	sixty
blaadré	seventy
blaasfeke	ninety
blaatò	fifty
Bláqágbè	Tuesday
blaène	forty
blaenyí	eighty
blaétò	thirty
blaève	twenty
blí	corn
blíá	the corn (sg.)
blíáwó	the corn (pl.)
bó	magic
bòq	rather, better
bó	gather
bó	common, popular, (to) be in abundance
bóbo	soft, easily

bóbobo

bos

bostófé

brikeá

bí

bí

bíbí

softly

bus

bus stop

mason

be lost (v.)

calculate, figure (out) (v.)

other, another

	D-1		
dã		throw	
dã		mother	
dé		put (in)	
dé (dã) ... gítí		(go to), have been to	
dé ... gítí		transfer onto; spread (as a disease)	
dě		native land, country	
dènyígbà		native land, fatherland	
dètsí		soup, stew	
dí		want, search (for), look (for)	
dídí		(be) long, far (Examples: /dídí/ as verb: /efe afoawo dídí/ 'his feet are long'; /dídí/ as adjective: /efe afo dídíawo fu du sesíé/ 'his long feet run fast!)	
dó		plant (v.)	
dó		lend	
dó		say	
dó gbe		say 'good day'	
dó gbè, dó ... gbè		speaking a language. Example: /Kofí dóá Èwegbe/ 'Kofi speaks Ewe'.	
dó		test (v.)	
dodókpo		test, examination (n.)	
dò		come out of, from	
dógò		meet (v.)	
dòme		among, between, in between	
dó		send	



dɔ̃	work (n.)
dɔ̃	incubate, sleep
do àlɔ̃	sleep, fall asleep (Example: /Kofi dɔ̃ alɔ̃ le suku/ 'Kofi slept in school!').
dɔ̃, dɔ̃lɛlɛ	illness, sickness
lɛ dɔ̃	be ill, be sick (Example: /Melɛ dɔ̃ etso ŋdi/ 'I became ill yesterday morning').
dɔ̃	hunger
dɔ̃ kpɔ̃tuɪkpɔ̃tuɪwo	menial jobs, all kinds of work
dome	stomach, abdomen, bosom
nyo dome	be kind (idiom)
domenyonyo	kindness
dɔ̃no	sick person
dɔ̃nɛkɔ̃dzi	hospital
dowɔ̃fɛ	workshop
dɔ̃yolá	doctor (healer of disease)
dú	town; race
fú dú	to run
dúfúfú	running
dúfia	chief
dúgá	city (big or large town)
dzã	(to) rain, (to) fall (from the sky, as rain, snow, etc.)
tsɪdzadza	rainwater
dze	spoil (v.)
dzɛ̃	lodge, put up (v.)
dzɛ̃	salt (n.)

dzè	fall
dzè ànyí	(to) fall down
dzè	land (v.) (e.g., bird or aeroplane)
dzè	split, turn away from
dzè dò	become ill, become sick
dzè égòme (dze ... gòme)	start, begin (v.)
dzè émè	get digested
dze émè	get better, improve, recuperate
dzè nù	(to) please, (to) satisfy
dzè ... yomè	follow (in order of sequence, e.g., numbers, people, etc.)
dzédze	(be) bad (used only to describe manioc, tough and not very tasty)
dzèfè	landing place, e.g. /yámèvúdzèfè/ 'airport (aeroplane landing place)'
dzìkpòla	guardian
dzìnyèkpòla	my guardian, one who will see over me
dzèsí	recognize
dzi	on, on top (of), on the surface (of)
dzi (v.)	to give birth to
dzi (n.)	heart
dzi	up, high, sky (postposition)
dziḡò	heaven, sky
dziḡo	happiness
kpò dzidzo	be happy
dziḡudu	government, reign (n.)

dzĩduɖua	the government
dzĩduɖu la	the government
dzĩehê	north
dzifɔ	sky, heaven
dzifɔxɔ	story-building
dzɔ	leave, go away (v.)
dzɔ	fire
dzɔdzɔ	hot (adj.)
xɔ dzɔ	(to) be hot
dzɔdɔfɛ	fireplace, kitchen
dzɔdzodzoe	restive, uneasy, worried
Dzɔɖágbê	Monday
dzɔgolo	civet cat
dzɔ	be straight, be right
tɔwo dzɔ	you are right
dzɔ	happen, occur, exist
dzɔ dzi	be happy
dzɔgbe	birthday, birthstar
dzɔgbevɔ	bad birthday, unlucky star, unlucky
dzra	prepare
dzra dɔ	get ready
dzrá	(to) sell
dzrálá	seller, merchant
dzra dɔ	arrange, (to) save, keep

dá	particle used to point to remote things
kpó dá	look!
dā	(to) cook, prepare a meal
dā(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 sukú/ 'Kofi has gone to school').
dê	take off
de	it is
dêé (de ye)	it is that, is it that
dê fe	(to) owe, (to) fall into debt (/fe/ 'debt')
dê fu	bother, worry (others, for example) Example: /Kofi dâa fu ná âme/ 'Kofi bothers people'
dêká	one
zi dêká	once (/gbátõ/ 'first')
dêkápūī	young man
dêke	any, one, none, not one (used only in negative sentences)
dêsíâde	every, all
dêti	cotton
dêtùgbūī	young woman, girl
dêtùgbūī siawó	these young women
dêví	child
dêvíáwó	the children

dèvíṁè	childhood
lè nyè dèvíṁè lá ...	in my childhood ...
dí	alight, go down, come down; to bury
dí fò	(to) be satisfied (esp. with food), (to) have one's fill
dó	arrive, enter (e.g., into a car)
vá dó	arrive
dó	send
dó dzè	converse
dzèdódó	conversation
dó adaxu	counsel (v.), give advice
dó dá	send (away)
dó kpé	come to a conclusion, compromise or decision on something (lit., put stone on something).
dó ṅku (nu)	remember (something)
dokui	oneself, self
dò	describe, give directions
dò	net (n.)
dó ... kpó	taste (lit., taste, see)
dù	eat, celebrate (e.g., an anniversary)
dù	gunpowder
du agbá	go bankrupt, undersell, make no profit
du dzi	reign, rule, rule over
du	rule
dzi	(postposition) over
dugé	intentional tense of /dù/ '(to) eat'; (to) celebrate

è

'nominal prefix'

è-

you (sg.)

é-

he, she, it

é-

his, her, its /relatives and
parts of the body/

éfe

(poss.) his, her, its

ě

yes

édziédzi

often, most of the time,
frequently

éka?

which one?

égbè

today

gbèsiágbè

every day

ékémé

that one; in that case; then

elebé

ought to, have to

émègbé

later, afterwards; behind him,
her, it

megbé

behind

ene

four

énūénū

often, continually

enyí

eight

enyíde

nine

ètò

three

etso

yesterday, tomorrow

etso si vayi

yesterday

etso si gbona

tomorrow

ève

two

évelia

second, the second

zì ève

twice

ewó

ten

éyāta

eyometo

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 àvì	(to) cry
fáfe	cool (adj.)
fé	(to) play; (to) split
fè	debt, price
fí	blow (one's nose)
fía	show (v.); (to) teach; (to) direct, e.g., /fía mǒ/ 'to show or direct (someone to) a road'.
núfiàlǎ	teacher
fíà	scorch, burn
fíà	chief
fíàdǒdǒ	enstooling (n.), i.e., the crowning of a chief or king
fíase	store
Fídá (gbè)	Friday
Kofí	boy born on a Friday
Àfúa	girl born on a Friday
fífíà	now, at the present, at this moment
fífílàà	right away, now
fíé	evening
fíé nǎwǒ	good evening (greeting)
fofó	father
fofógǎ	great uncle (patrilineal)
fofódǎ	uncle (patrilineal)
foligoia	measure of volume approximately equal to one cup

foloo

be light (not heavy) (v.)

fótòdèlá

photographer

fó

to get up (i.e., from bed or
lying position)

fò

gather, collect, find, discover

fò

palm branch

frāsè gbe

French (language)

fú

feather

fú

foetus, pregnancy

fú

be white

funo

pregnant woman; one who has
miseries, suffers constantly

fukpekpe

worry (n.), difficulty, trouble
(n.)

fà	(to) plant
fé	place, e.g. /dòwafé/ 'work place'
fé	'possessive indicator'
fè	year
flé	buy
fò	strike, beat (v.); play (e.g., records); ring (e.g., a bell); blow (e.g., the wind)
fò (nu)	say (something), speak, talk
fome	relative, (impersonal) kind, something of a kind, species
fometo	relative, kinsman
fomevi vovovowo	different kinds, of all sorts
éfe fometo	his relative
fú	(be) dry, ripe (v.); bone; (to) swim
fú dū	(to) run
dúfúfú	(v.n.) running
fú	(to) swim
fú tsí	(to) swim
fù	sea
futa	beach, the coast

ga	money (lit., metal)
ga	again (placed between pronoun and verb to express repetition of an action)
gà	time, o'clock, hour
gà nɛnɛ ʃɔ?	what is the time?
gã	big, large
gaflo	fork
gãfɔfɔ	hour, period of one hour
gáké	but (and)
gálí	manioc meal
-gé	'intentional indicator'
gedewo	several
Ghanatɔ	Ghanaian
Ghanatɔwɔ	Ghanaians /coll. only, Ghanaian/
glí	tale
gódzɪ	in the direction (of)
gogo	be close to, near
gòò	'respect form'
gòme	bottom, beginning, under

GB-1

gbǎ	bowl, a load
âgba	a bowl, a load
gbà	break (v.)
gbā, gbāto	first (see /lia/ for formation of other ordinal numbers)
gbé	refuse (v.)
gbê	pick, harvest; voice (n.), language
Èvegbe	Eve language
gbègbogblǎ	spoken language
gbè	day
égbè	today
gbèsiâgbè	every day
Égbè énye fída(gbè)	Today is Friday.
gbèbúgbè	another day
gbèbúbúgbè	another day
gbèdè	blacksmith
gbede	never
gbègbe	much
gbégblè	(the) bad (n.), misfortune
gbèsiâgbè	every day
gblé	spoil (v.)
gbló	(to) say, speak, mention something
gbó	unripe
gbò	arrive, come (came); breathe
Égbonâ?	Is he (she) coming?
tró gbò	come back
gbó	side, vicinity, (postposition) at
gbá	(to) roof (v.)

yá	scratch (v.)
ye	dance (n.)
dí ye	(to) dance
yedúdí	dancing (v.n.)
yé	borrow (v.)
yè	sun
yéáqéwoyi	sometimes
yebúyí (yebúbúyí)	another time
yekáyí	when, at what time?
yefáyi	every time, every day, always
yetró	late afternoon
yeyíyí	time
yíé	white
ylá	hide (v.)
yletí	moon
ylí	noise, shout (n.)

há	snatch
hâ	also, even
há ya	rent, let, lease; (to) employ (e.g., for wages)
háa	broad
háfi	before (adv.)
hame	type, category, variety, kind
hê	pull, drag
hê nya	(to) argue
nyâhehe	argument
hê âsi	bargain (v.)
hê	educate
hěna	until
hiã	need (v.)
hâhía	need (n.)
hihía	
hlâdzâa	wide spreading
hõ	money
hõtsuí	money
hõ nénié	how much

ká	broom
ka (nu)	mourn, be mournful, worry
ka	vicinity, neighborhood
xé	(to) pay; to mend, (to) close
xé	cover, mend, patch
xé	bud (n.), bird
xéxéàmé	weather, world
xlá	surround
xóxo	already, certainly; old, (to) age
dó xóxó	(to) have aged, (to) age
xóxoxo	long time, old
xó	take (something) from another; catch (as a disease); get
xó	friend
xóló	friend
xó dzó	hot, be hot
xofe	rent (n.) (refers specifically to room, apartment or house rent)
xoleamesí	contagious, contagious disease (taking something from somebody)
xóse	(to) believe; faith (n.), belief

ká	scratch, break (a piece off)
kâ	a measure of about two sq. meters used to measure farm land (/kpe/ 'stone' is used to measure linear distance).
kã	rope
kã?	what, which?
kába	early; fast (adj.), immediately, quickly
káflã	excuse me, pardon (me) (coll.)
kákáká	very
kátã	entirely, all
kátã	as much as
-kõ	'emphatic particle'
kekeke	very much
kenté	(the Ghanaian national cloth.)
kéŋkén	completely
kétéké	train
kloe	almost
kô	laugh
kô nu	laugh
núkõko	laughter
kô	only
dédékô	only
kôémã (kô énye éma)	(was) just that, that is all (nothing else)
kôkô	cocoa
kôtokú	bag
gã kotokú	thousand (francs), 100 pounds sterling (i.e., \$280)

kó

tall, be tall

kà

(be) clear

kóbá

money, half pence

kófi

coffee

kófó

village, hamlet, cottage

koko

clean

kóná

corner

Kosidá (gbè)

Sunday

Kwasidá (gbè)

kwasidá

week

kosidá

last week

kwasidá si váyí

next week

kwasidá si gbóná

die

kú

hang, depend

kù

that depends on you

ékémá ku dè gbòwo

Wednesday

Kúdá (gbè)

tablet

kúí

hat

kúkú

(to) apologize, beg for pardon,
(to) ask for forgiveness

dè kúku

expression denoting 'not at all,
'never'.

kura

week

kwasidá

Kwasidá (gbè)

Sunday

Kosidá (gbe)

kpá	fade
kpé	plate, tablet, stone, slate
kpé	meet, get acquainted with
kpé	add (n.)
tsó kpé (dè)	take add on, i.e., plus, in addition to
kpè	(be) heavy
kpéde ... ní	help (v.) Example: /Kofi kpéadé fǒfóá ní/ 'Kofi helps his father'.
kpékpédeju	help (n.)
kpé	(to) cough
kpékpela	tuberculosis patient (lit., one who coughs)
kpé fu	suffer, be in trouble/difficulties
kpé ta	(bring heads together) (to) meet
takpékpé	a meeting
kplé	and (between two words), with
kplí	in addition
kplǎ	bring, lead
kplǎ	sweep
kplǎ	table, desk
kpónǎ	money unit of 5 biye, 25 francs
kpó	baton, club
kpovito	policeman
kpotuikpo tuiwó	menial, all kinds of
kpó	fence
kpó	never (w. neg. verb); ever (w. positive verb)

kpó

once; ever (or 'never' in negative sentence)

kpó

see

kpó

(be) cheap

kpó ... da

visit

kpó mo

hope (v.)

mókpókpó

hope (n.)

kpufí (é)

short, soon, shortly

L-1

lã (def. art.)
 lã (def. art.)
 lã

laboko

lãdzrãfe

lãkle

lãlã

lã

lã

(ã)lãkã

(ã)lãkã

(ã)lãkã

le

li

-lã

lã

lãlo

lã

lãfo

lãlã

lã

lã

the (def. art.)

animal, meat, blood animal, meat
 of a blood animal

laboko, a variety of yam

meat market

leopard

wait (v.)

catch, catch up with, hold

to be, 'is', to exist (cannot
 take a predicate noun)

how? well ...

finally

elsewhere

bridge

to be there, to exist (the same
 as /lã/, except /li/ is
 dialectal)

suffix used to form all ordinal
 numerals, with the exception
 of 'first', ex. /evelia/
 'second' but /gbãtã/ 'first'.

take from the stove

be large

like, love, admire

about, in the environment of,
 in the direction of

to be big, to be large

interjection for calling some-
 one's attention

(to) shave



-m

me

-m

'progressive indicator'

-mè

progressive indicator before
pronoun (opl. except in 1 and
3 sg.)

-m

progressive indicator elsewhere

má

that (pronoun)

máwó

those

mámá

grandmother

mámí

mami, madam, the general name
used for the Ghana women
actively involved in trading

mámílè

the last one

mámiléawó

the others, the last ones, the
rest

mángo

mango (a tropical fruit)

māvómāvó

not rotten, i.e., fresh

mawu

God

mawue wodo

God has worked, congratulations

mè

I

mè

inside

mè (nu)

(to) roast (something)

megbé

after, afterwards

lè èsía mègbé lá

after this, afterwards

emegbé la

after that, afterwards

mémilédá(gbé)

Saturday

mè...ò

not

-mí

you (pl.) (obj.)

-mí

us

mfa

míawo

mfa

míawo

mfa

míame

míawó

mf

míawó

mf

mf(é)-

mf(é)-

mfe

miniti

mo

nkume

mó

mo

âbledemo

módzǎf é

mógá

mókpókó

your (pl.)

your (pl.) (used rarely)

our

our (used rarely)

left

(to) left, leftwards

you (pl.) independent

you (pl.) Examples:

/Míenye nufialawo/ 'You are teachers'

/Míawo enye nufialawo/ 'You (emphasis) are the teachers'

we, us

we (see example of preceding pronoun)

you (pl.) (subj.)

we

(to) germinate

(from English) minute

face

face

way, street, road, path, room, space

machine

farming machine

(a) crossroad

main street, main (trunk) road

hope (n.)

kpó mó

(to) hope, (to) expect (e.g.,
a visit) Example:
/Miele mó kpóm ná Kofi égbè/
'We are expecting Kofi today
(He is coming today)'

mólu (móli)

rice

móní

morning

ndi

morning

mímí

green

N-1

na	give (v.), for, to (prep.)
ná mo	permit (lit., give way)
-na	'habitual indicator'
-(n)a	habitual indicator before a d.o. except -ê
-na	habitual indicator elsewhere
-(n)â	habitual indicator after low tone
-(n)á	habitual indicator after high tone
náne	something
náneké	anything, nothing (w. neg.)
né	in order that, to, if, when (introduces dependent clauses) for
né (âgo, agoné)	nut, coconut
ne ... (l)a	when, if
nê	you (singular)
nénê, néné	how much, how many
hò néné	how much? i.e., how much does it cost?
nenéma	such, such a way, that way, in such a manner
nô	drink (v.)
nôno	drinkable
no	female
nô	mother; prefix to a noun to indicate feminine
nô	sit, stay in a place, live
nó anyí	stay, sit down
noewo	each other, between, amongst

nóví		brother, sister, cousin
novigutsu(vi)	} (more explicit)	brother
novinyonu(vi)		sister
novíwó		your brother (sister, cousin)
novíwówó		your brothers (sisters, cousins)
nú		thing
nu		mouth
núsiánu		everything
(nú)qúsi		right
(nú)qúsimé		in the direction of the right, rightward
núdzadzrawo		merchandise
númadumaqu		non-eating, without eating
núqúdu		food, victuals (lit., eating)
núqúf é		restaurant
núfiálá		teacher
núkà		what thing, what?
núkàtā		why
núku		crop (n.)
nukuwó		crops
ágblemenúkuwo		(farm) crops
nunola		overseer, one who has others under his care or direction
núnyálá		washer, washman, cleaner
núglókpe		blackboard, or any slate on which to write
núglóti		pen, pencil (writing stick)
núsiánú		everything
nútólá		tailor, seamstress

NY-1

nyá	(to) know, be acquainted
nya	word
nyá	pursue; (to) wash
nyatefě	truth, really
nyatefea	is that true? (is that so?)
nyavě	a bad word, unfortunate incident, sad tale, story, etc.
nyě	is
nyě	I, me (independent)
-nyě/nyě	my
těnyě	mine, it is mine
nyítso	day before yesterday, the other day
nyó	to be good, nice, O.K.
nyónyo	(the) good (n.), happiness
nyě	wake up
nyónu	woman
nyónüvi	(small woman), girl, young woman
nyúfě	well

ηαι

morning

ηαι nawo

good morning (to you)

ηδο

sunshine, noon, daylight, afternoon, good afternoon (greeting)

ηε

break, reap

ηεδ

front, in front of

ηεεεε

ahead, further, farther, front part (i.e., frontwards), straight ahead

ηεεε

day

ηεεε nyuie

a good day, a ceremonial day, any public or religious holiday

ηεε

name

ηεεεε

face, in the eye

ηεεεε

blind man, one who has bad eyes

ηεεεεεε

the English

ηεεεεε

English (language)

ηεε

(to) write

ηεεεε

keeping awake, (be) alert, (be) ready

ηεεε

power, might, strength

ηεεεε

by, on (e.g., (hang) on a wall)

η(ε)εε

very

ηεεε

self (attached to noun or pronoun for emphasis) Example:

/Kofi ηεεεε yi/ 'Kofi himself went' (Kofi went himself).

ηεεεε

man

ηεεεεε

boy

0-1

o

no

oho

exclamation denoting surprise
with humor, equivalent to
'wait a minute!', 'just a second',
etc.'

oo

oh

pátia

pésewa

pé

posu

party

Ghanain unit of money:
100 p. = 1 cedi = \$1.40

chisel (n.)

post office



sabála

sè

sèè

séṣú

wòesé ṣú

mesé wu wò

sesè

sesie

sí

sísí

si

sia

amesi

amesia

amesiame

sfa

sfa

sia

siáa

so

soe, sue

sògbe

sògbo

sòleme

srò

onions

(to) hear, be informed

expression of concurrence

strong, stronger than, to be
stronger than

thank you

I am stronger than you

be strong, hard

hard

run

running

relative pronoun: who, which

this

the person who, he (she) who

this person

every person, everybody

emphatic exclamation

this

please (v.)

both, altogether, all

measure up to, be equal, fit

little, small

be ready

to be plentiful, plentiful,
numerous

church

wife, husband

srōwōá

your wife, your husband

srōdɛfɛ́

wedding place

srɔ́

learn, study

sú

worth, be worth

súkɪf

sugar

súkú

school

súkúvɪ

a pupil, a student

súkúfɛ́

school compound, campus

súkúgá

high school, college

súkúvɪ

student

súsú(ˆ)

thoughts, thinking, mind

súsú

think of (Example:
/Kofi súsúá dádá/ 'Kofi thinks
of his mother').

T-1

ta	about
tá	(to) draw (e.g., a picture)
nónometáta	a picture, a photograph
tá áme	draw a person
(tê flú)	draw a line
taflátse	excuse me, pardon
takpékpé	meeting (lit., bringing of heads, hence of minds, together)
tâpíókà	tapioca
tê	yam
tê	rise, swell
tê (te)	draw
te de	draw near, be close by
tê fli	draw a line
tefé	in place of, place
tígbé	green grass used for tea
ténu	be able to, can
títítí	very white
fu títítí	very white
tó	tell; ear; to pound
tó	pass, pass by; mountain; edge; bank of river, by (postposition)
tò	buffalo
tó vòvo	be different
Tógotowo	Togolese
tóhehe	ear pulling, punishment
tókunḡ	deaf man
tomótò, timátí	tomato

tó	stop
tó	master, owner, father (Example: /Kofito/ 'Kofi's father').
tó	sew
tó	possessed thing, used as possessive pronoun /Esia nye efe agbaló/ 'This is his book'. /Esia nye éto/ 'This is his'.
tógbui	kind, sort, species
tógbuí	grandfather, elder
tóme	(the inside) of a river
tomelá	fish, water animal
meyina tóme	I am going to the riverside
tosísi	river
tówó	citizens
tri	thick (adj.), big
tró	turn, change (v.)
tró	pour, turn over, tip
tí	close (v.); gun (n.)
tú	build (v.)
títítí	exactly:

TS-1

tsãdilà	visitor, wanderer
tsé	(to) grow, (to) bear fruit, (to) flower
tsí	spoon, ladle
tsi	(be) old
tsitsi	old
matsimatsi	unaged
tsí	remain
tsí	grow (v.)
tsí dzi	worry, be anxious
tsí (or) tsi	water, liquid, juice
lè tsi	bathe, take a shower
tsilefè	bathroom
tsikpé	hail, hailstorm
tsíko	thirst
tsikó lè wuyém	I thirst (or) I am thirsty
tsikó lè Kofi wùm	Kofi is thirsty
tsíó	be dark
tsó	(to) come from
tsó guti	about (prep.), concerning
tsó	(to) take, (to) pick up
tsó vé	bring, bring along
(e)tsó	yesterday, tomorrow
etso si vayi	yesterday
etso si gbona	tomorrow
tsó ... wó	make of, from, with
tsó vé	bring along

vá	come
va do	arrive
vásédé	until, till
vé	(to) ache
vévi	serious (adj.), important
vévie	serious, important
vé (i.e., va afisia)	here
ví	child, small (diminutive)
viade	a little
vidzē	newly born, tiny infant
vidzino	woman who gives birth
vidzinowoje	maternity ward
vie	awhile, a little while
vívi	sweet, nice
vó	(to) rot
vóvó	rotten (adj.)
vò	(be) free
vòvò	free (adj.)
vòvovowó	different, various (kinds)
vò	(to) finish
vó	bad; to fear, be afraid
vòvó	fear (n.)
amevó	a bad man (i.e., a bad guy) /Kofi vóà dāwo ńúto/ 'Kofi fears snakes very much' /Koklotsú be vovóe nye àgbe/ 'The rooster says fear is life, i.e., to fear is to live'.
ví	fight (n.)
vúvo (àvúvo)	cold
àvuvovóli	the cold season

U-1

u8

smell (v.)

uee

a little, for a little while

u8

gate, door

u8

drum; a lorry, bus, car

u8

(to) open

u8

blood

u8

shake



wine

wó

wò

wò (gudo)

wò àmè

wò ... vò

wó

-wó

wó

-wó/wó

wóyá

-wó

wó

-wó

wó

wóámèvéà kátá

wóáwó

wí (nu)

wí

wù

wíadé

wíadré

wífasiókè

wífatò

wíidèké(a)

wine

flour

do, make

employ, use

to be kind (an idiom)

finish

you (sg.) independent

you (sg.) (object)

he, she, it (subject pronoun)
(when subject is preceded by
another word)

your (sg.)

you (sg.) (emphatic)

'plural marker'

their

them

they

both, both of them

they, them (independent)

finish

surpass (v.), than (comparison),
more, most, more than

kill

sixteen

seventeen

nineteen

fifteen

eleven

wiène
wufenyf
wuiétó
wuiévé

fourteen
eighteen
thirteen
twelve

yǎ	wind
ya	but, on the other hand
yǎmè	air, atmosphere (in the air)
yǎmèuú	aeroplane
yǎmèuúdzǎf é	airport
Yáwòdǎ(gbè)	Thursday
Yáwòdǎ	
yé	he, she, him, her, it (independent)
yé	it is ... that
yeví	white man
Yevuwode	Europe
yèvúte	potato
yéyě	new
yibǒ	black, dark (adj.)
yí	to go
yome	back, behind
yòó	O.K.
yo	squeeze (v.)
yò nkúmè	to make a face (an unpleasant expression in the face)
yó	(to) call, (to) name

zã

in plenty, in abundance

zî

time

zî nenîe?

how many times?

zîkpui

chair, (a) seat

zò

(to) walk

zò azoli

(to) walk

âzoli zozo

walking (n.)

zògbá

large container

zù

become