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ABSTRACT

This volume consists of a guide to Ewe pronunciation
 and an Ewe textbook designed for students who are native speakers of
 English. Consonants, vowels and tones are introduced in the first
 section, and exercises that drill the contrasts between the segments
 are provided. The volume is divided into five units, each unit
 including a dialogue, vocabulary, and grammatical drills. Topics
 covered by the units include greetings, names, occupations, and
 farming. (CIK)

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Ewe Pronunciation
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Intensive Language Training Center
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Pronunciation

Consonants

<u>Spelling</u>	<u>Description</u>	<u>Examples</u>
b, g v f m, n	For all practical purposes, these consonants are pronounced the same as the corresponding sounds in English.	bíá 'to ask' gà 'money' vò 'to finish' fè 'debt' mámá 'grandmother' nò '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 'to send' dù 'town'
ɗ	Made with the tip of the tongue against the front of the hard palate. Technically: a voiced retroflex stop.	ɗó 'to fill' ɗù 'gun powder'
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 'papa' pē 'chisel' tè 'yam' tó 'father' kó 'to be tall' kú '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.

gbè 'voice'
gbó 'side, vicinity'
kpè 'to be heavy'
kpó 'to see'

Technically: labiovelar stops, voiced and voiceless respectively.

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.

dzè 'to lodge'
dzà 'to fall (of rain)'
tsò 'yesterday'
tsó 'to come from'

Before /i/, and sometimes before other vowels, similar to the consonants in English Joe and chew respectively.

dzèsí 'to know'
dzi 'to give birth to'
tsi 'water'

w, f

In producing /w/ 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/).

wò 'door'
wú 'vehicle'
fè 'year'
fò 'to beat'

Technically: bilabial fricatives, voiced and voiceless respectively.

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/.

zã	'in abundance'
ãzi'	'peanut'
srũ	'wife, husband'
ãsi	'hand'

ʒ, x

In producing /ʒ/ and /x/, the air passes through a narrow passage formed by raising the back of the tongue towards the soft palate.

ʒe	'sun'
ʒãã	'flowing'
xõ	'friend'
xõ	'house'

Technically: velar fricatives, voiced and voiceless respectively.

h

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

hè	'to educate'
hãã	'broad'

Technically: a voiced pharyngeal fricative.

ny

Similar to French gn as in Boulogne.

nyè	'I, me'
nyó	'to be good'

Technically: a palatal nasal.

ŋ

Similar to English ng as in sing.

ŋé	'to break'
ŋkó	'name'

Technically: a velar nasal.

l

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

li	'to be there'
blí	'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.

dzrǎ́ 'to buy'
srǒ́ 'wife, husband;

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

wǒ́ 'to do'
`ewó 'ten'
yì 'to go'
yòó 'O.K.'

Vowels

<u>Spelling</u>	<u>Description</u>	<u>Examples</u>
i	Similar to the vowel in English <u>beat</u> but unglided. Technically: a high front unrounded vowel.	dzi 'to give birth to' lì '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.	dè 'to marry' òvè 'two'
ɛ	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.	dɛ́ 'cook it' pɛ́ 'chisel'

a Similar to the vowel in gà 'money'
 American English pot. àsí 'hand'
 Technically: a low central unrounded vowel.

o Similar to the vowel in dó 'to send'
 English bought but unglided. mó 'street'
 Technically: a lower mid back rounded vowel.

o Similar to the vowel in fò 'to beat'
 English boat but unglided tó 'ear'
 Technically: a higher mid back rounded vowel.

u Similar to the vowel in fù 'sea'
 English boot but unglided. tú 'gun'
 Technically: a high back rounded vowel.

ĩ,	ũ	All of the above vowels have	fĩ	'to blow the nose'
ẽ,	õ	a nasalized counterpart.	gbľẽ	'to spoil'
ē,	õ		gbẽ	'break it'
ã			hã	'also'
			fõ	'to get up'
			lõ	'to take from the stove'
			lũ	'to shave'

Tones

Ewe has three distinctive tones -

high: tú 'to draw'
 tó 'ear'

mid: tã 'head'
 tõ 'mortar'

low: tà 'to wear (of native dress)'

/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	'to say'	gbé	'to refuse'
bà	'mud'	gbà	'to break'
bò	'to gather'	gbò	'to come back'
bò'	'magic'	gbò	'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
bò'	(magic)	bò'	(magic)	S
gbò'	(unripe)	bò'	(magic)	D
bò'	(magic)	bò'	(magic)	S
gbò'	(unripe)	bò'	(magic)	D
gbò'	(unripe)	gbò'	(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
b̀̀	(to gather)	b
gb̀̀	(to come back)	gb
b̀̀	(to gather)	b
gb̀̀	(to come back)	gb
b̀̀	(to gather)	b
gb̀̀	(unripe)	gb
gb̀̀	(unripe)	gb
gb̀̀	(unripe)	gb
b̀̀	(magic)	b
b̀̀	(magic)	b
gb̀̀	(to come back)	gb
bà	(mud)	b
bé	(to say)	b
gbà	(to break)	gb
b̀̀	(magic)	b
gb̀̀	(to come back)	gb
gb̀̀	(voice)	gb
gbé	(to refuse)	gb
b̀̀	(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 /gba/ '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 : /b̀̀/ 'to gather' and /gb̀̀/ 'to come back'.

gb̀̀	(to come back)	'to come back'
gb̀̀	(to come back)	'to come back'
b̀̀	(to gather)	'to gather'
b̀̀	(to gather)	'to gather'

gbò (to come back)

' to come back'

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

bò' (magic)

'magic'

gbò' (unripe)

'unripe'

gbò' (unripe)

'unripe'

bò' (magic)

'magic'

gbò' (unripe)

'unripe'

/kp/ vs. /gb/

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

kpè	'to be heavy'	gbè	'voice'
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)	gbá (to roof)	S
kpá (to fade)	kpá (to fade)	S
gbá (to roof)	gbá (to roof)	S
gbá (to roof)	kpá (to fade)	D
kpá (to fade)	gbá (to roof)	D
kpò (to be cheap)	kpò (to be cheap)	S
kpò (to be cheap)	gbò (to come back)	D
gbò (to come back)	gbò (to come back)	S
kpò (to be cheap)	kpò (to be cheap)	S
kpò (to be cheap)	gbò (to come back)	D

Ewe

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

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

kpè	(to be heavy)	kp
gbè	(voice)	gb
kpè	(to be heavy)	kp
kpè	(to be heavy)	kp
gbè	(voice)	gb

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

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

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

gbɔ	(near)	gb
kpó	(to see)	kp
kpó	(to see)	kp

Ewe

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

Identify by giving the English gloss.

The words for this exercise are : /kpè/ 'to be heavy' and /gbè/ 'voice'.

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

Ewe

/b/, /gb/, /kp/

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

kpé	(to invite)	kp
gbè	(voice)	gb
gbè	(voice)	gb
gbé	(to refuse)	gb
kpò	(to be cheap)	kp
bò	(to gather)	b
bé	(to say)	b
kpò	(to be cheap)	kp
gbò	(to come back)	gb
bè	(to hide)	b

bilabial /ɓ/ vs. labio-dental /ɸ/

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

ɓè	'year'	fè	'debt'
ɸli	'buy it'	fli	'cut it up'
ɓò	'to beat'	fò	'to be light'
ɓù	'sea'	fù	'misery'
ɓú	'bone'	fú	'feather'

Are the following pairs of words same or different ?

fè	(debt)	ɓè	(year)	D
fè	(debt)	ɸè	(year)	D
ɓè	(year)	fè	(debt)	D
fè	(debt)	fè	(debt)	S
ɓè	(year)	ɸè	(year)	S
ɸli	(buy it)	fli	(cut it up)	D
fli	(cut it up)	fli	(cut it up)	S
ɸli	(buy it)	ɸli	(buy it)	S
fli	(cut it up)	fli	(cut it up)	S
ɸli	(buy it)	fli	(cut it up)	D

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

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

fè	(debt)	labio-dental
fè	(debt)	labio-dental
fè	(debt)	labio-dental
ḥè	(year)	bilabial
ḥè	(year)	bilabial

ʃli	(buy it)	bilabial
flì	(cut it up)	labio-dental
ʃli	(buy it)	bilabial
flì	(cut it up)	labio-dental
flì	(cut it up)	labio-dental
fò	(to be light)	labio-dental
fò	(to be light)	labio-dental
ʃò	(to beat)	bilabial
fò	(to be light)	labio-dental
ʃò	(to beat)	bilabial
ʃù	(sea)	bilabial
fù	(misery)	labio-dental
fù	(misery)	labio-dental
ʃù	(sea)	bilabial
fù	(misery)	labio-dental
ʃú	(bone)	bilabial
fú	(feather)	labio-dental
ʃú	(bone)	bilabial
fú	(feather)	labio-dental
fú	(feather)	labio-dental
ʃè	(year)	bilabial
ʃù	(sea)	bilabial
ʃú	(bone)	bilabial
fè	(debt)	labio-dental
fò	(to be light)	labio-dental
fè	(debt)	labio-dental
fú	(feather)	labio-dental
fù	(misery)	labio-dental
ʃò	(to beat)	bilabial
flì	(cut it up)	labio-dental

Ewe

4

Identify by giving the English gloss.

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

fè	(year)	'year'
fè	(debt)	'debt'
fè	(year)	'year'
fè	(year)	'year'
fè	(year)	'year'

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

fli	(cut it up)	'cut it up'
fli	(buy it)	'buy it'
fli	(buy it)	'buy it'
fli	(buy it)	'buy it'
fli	(cut it up)	'cut it up'

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

fò	(to beat)	'to beat'
fò	(to beat)	'to beat'
fò	(to beat)	'to beat'
fò	(to be light)	'to be light'
fò	(to be light)	'to be light'

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

fù	(misery)	'misery'
fù	(misery)	'misery'
fù	(sea)	'sea'
fù	(misery)	'misery'
fù	(sea)	'sea'

Ewe

5

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

ɸú	(bone)	'bone'
ɸú	(bone)	'bone'
ɸú	(bone)	'bone'
fú	(feather)	'feather'
ɸú	(bone)	'bone'

bilabial /ɸ/ vs. labio-dental /v/.

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

àvâ	'war'	àvâ	'granary'
ɸɸ	'door'	vɸ	'to finish'
ɸù	'blood'	vù	'a fight'
ɸú	'vehicle'	vú	'to tear'
ɸúvú	'to shake'	vúvú	'torn'

Are the following pairs of words same or different?

àvâ	(war)	àvâ	(war)	S
àvâ	(granary)	àvâ	(war)	D
àvâ	(war)	àvâ	(granary)	D
àvâ	(war)	àvâ	(granary)	D
àvâ	(war)	àvâ	(granary)	D
vɸ	(to finish)	vɸ	(to finish)	S
ɸɸ	(door)	vɸ	(to finish)	D
ɸɸ	(door)	ɸɸ	(door)	S
vɸ	(to finish)	vɸ	(to finish)	S
ɸɸ	(door)	vɸ	(to finish)	D
ɸù	(blood)	ɸù	(blood)	S
vù	(a fight)	vù	(a fight)	S
ɸù	(blood)	vù	(a fight)	D
vù	(a fight)	vù	(a fight)	S
ɸù	(blood)	vù	(a fight)	D
ɸú	(vehicle)	ɸú	(vehicle)	S
ɸú	(vehicle)	vú	(to tear)	D
vú	(to tear)	ɸú	(vehicle)	D
ɸú	(vehicle)	vú	(to tear)	D
ɸú	(vehicle)	vú	(to tear)	D

Ewe			
vúvú	(torn)	ɔ́úúú	(to shake) D
ʋúʋú	(to shake)	ɔ́úúú	(to shake) S
vúvú	(torn)	ʋúúú	(to shake) D
ɔ́úúú	(to shake)	ʋú ú	(to shake) S
ʋúúú	(to shake)	vúvú	(torn) D

7

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

àvà	(granary)	labio-dental
àvà	(granary)	labio-dental
àvà	(war)	bilabial
àvà	(granary)	labio-dental
àvà	(war)	bilabial
vò	(to finish)	labio-dental
ʋò	(door)	bilabial
vò	(to finish)	labio-dental
vò	(to finish)	labio-dental
ʋò	(door)	bilabial
vù	(a fight)	labio-dental
ʋù	(blood)	bilabial
ɔ́ù	(blood)	bilabial
ɔ́ù	(blood)	bilabial
ʋù	(blood)	bilabial
vú	(to tear)	labio-dental
ʋú	(vehicle)	bilabial
vú	(to tear)	labio-dental
vú	(to tear)	labio-dental
ʋú	(vehicle)	bilabial
ɔ́úúú	(to shake)	bilabial
vúvú	(torn)	labio-dental
ɔ́úúú	(to shake)	bilabial
vúvú	(torn)	labio-dental
ɔ́úúú	(to shake)	bilabial

Ewe

8

vúvú	(torn)	labio-dental
vú	(to tear)	labio-dental
uù	(blood)	bilabial
àvâ	(war)	bilabial
vù	(a fight)	labio_dental
âvâ	(war)	bilabial
uð	(door)	bilabial
wúwú	(to shake)	bilabial
vð	(to finish)	labio-dental
zù	(blood)	bilabial

Identify by giving the English gloss.

The words for this exercise are : /à.vâ/ 'war' and /â.vâ/'granary'.

â.vâ	(granary)	'granary'
à.vâ	(war)	'war'
â.vâ	(granary)	'granary'
â.vâ	(war)	'war'
â.vâ	(war)	'war'

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

vð	(to finish)	'to finish'
ð	(door)	'door'
xð	(door)	'door'
uð	(door)	'door'
wð	(door)	'door'

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

zù	(blood)	'blood'
vù	(a fight)	'a fight'
wù	(blood)	'blood'
zù	(blood)	'blood'
vù	(a fight)	'a fight'

Ewe

The words for this exercise are: /ɔú/ 'vehicle' and /vú/ 'to tear'. 9

ɔú	(vehicle)	'vehicle'
vú	(to tear)	'to tear'
vú	(to tear)	'to tear'
ɔú	(vehicle)	'vehicle'
ɔú	(vehicle)	'vehicle'

The words for this exercise are : /ɔúú/ 'to shake'
and /vúvú/ 'torn'.

ɔúú	(to shake)	'to shake'
ɔúú	(to shake)	'to shake'
ɔúú	(to shake)	'to shake'
vúvú	(torn)	'torn'
vúvú	(torn)	'torn'

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

didi	'to be long'	ḍiḍi	'going down'
àdè'	'saliva'	àḍè'	'tongue'
dà	'to throw'	ḍà	'to cook'
ḍḅ	'hunger'	ḍḅ	'net'
dó	'to send'	ḍó	'to fill'
dó	'to plant'	ḍó	'to arrive'
dù	'town'	ḍù	'gun powder'

Are the following pairs of words same or different?

ḍiḍi	(going down)	ḍiḍi	(going down)	S
ḍiḍi	(going down)	didi	(to be long)	D
didi	(to be long)	didi	(to be long)	S
ḍiḍi	(going down)	didi	(to be long)	D
ḍiḍi	(going down)	ḍiḍi	(going down)	S
àdè'	(saliva)	àdè'	(saliva)	S
àdè'	(saliva)	àḍè'	(tongue)	D
àdè'	(saliva)	àdè'	(saliva)	S
àḍè'	(tongue)	àḍè'	(tongue)	S
àdè'	(tongue)	àḍè'	(tongue)	S
dà	(to throw)	dà	(to throw)	S
ḍà	(to cook)	dà	(to throw)	D
dà	(to throw)	ḍà	(to cook)	D
ḍà	(to cook)	ḍà	(to cook)	S
dà	(to throw)	ḍà	(to cook)	D
ḍḅ	(net)	ḍḅ	(hunger)	D
ḍḅ	(net)	ḍḅ	(hunger)	D
ḍḅ	(hunger)	ḍḅ	(hunger)	S
ḍḅ	(hunger)	ḍḅ	(net)	D
ḍḅ	(net)	ḍḅ	(net)	S

Ewe

dɔ	(to fill)	dɔ	(to send)	D
dɔ	(to fill)	dɔ	(to send)	D
dɔ	(to fill)	dɔ	(to fill)	S
dɔ	(to fill)	dɔ	(to send)	D
dɔ	(to fill)	dɔ	(to fill)	S

dɔ	(to plant)	dɔ	(to arrive)	D
dɔ	(to plant)	dɔ	(to arrive)	D
dɔ	(to plant)	dɔ	(to plant)	S
dɔ	(to arrive)	dɔ	(to arrive)	S
dɔ	(to plant)	dɔ	(to arrive)	D

dù	(town)	dù	(gun powder)	D
dù	(gun powder)	dù	(town)	D
dù	(town)	dù	(town)	S
dù	(town)	dù	(gun powder)	D
dù	(gun powder)	dù	(gun powder)	S

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

dɖ	(going down)	retroflex
dɖ	(going down)	retroflex
dɪdɪ	(to be long)	dental
dɖ	(going down)	retroflex
dɪdɪ	(to be long)	dental

àdè'	(saliva)	dental
àdè'	(tongue)	retroflex
àdè'	(saliva)	dental
àdè'	(saliva)	dental
àdè'	(saliva)	dental

dà	(to cook)	retroflex
dà	(to throw)	dental
dà	(to cook)	retroflex
dà	(to cook)	retroflex
dà	(to throw)	dental

Ewe

dɔ	(net)	retroflex
dɔ	(net)	retroflex
dɔ	(hunger)	dental
dɔ	(hunger)	dental
dɔ	(net)	retroflex

dɔ	(to send)	dental
dɔ	(to fill)	retroflex
dɔ	(to send)	dental
dɔ	(to fill)	retroflex
dɔ	(to send)	dental

dɔ	(to plant)	dental
dɔ	(to arrive)	retroflex
dɔ	(to plant)	dental
dɔ	(to arrive)	retroflex
dɔ	(to arrive)	retroflex

dɔ	(town)	dental
dɔ	(town)	dental
dɔ	(gun powder)	retroflex
dɔ	(gun powder)	retroflex
dɔ	(gun powder)	retroflex

dɔ	(to cook)	retroflex
dɔ	(gun powder)	retroflex
dɔ	(to be long)	dental
dɔ	(to send)	dental
dɔ	(net)	retroflex
dɔ	(to fill)	retroflex
dɔ	(going down)	retroflex
dɔ	(to plant)	dental
dɔ	(hunger)	dental
dɔ	(to be long)	dental

Identify by giving the English gloss.



The words for this exercise are: /dɔ/ 'to be long'

Ewe

didi	(to be long)	'to be long'
ḍḍ	(going down)	'going down'
ḍḍ	(going down)	'going down'
ḍḍ	(going down)	'going down'
ḍḍ	(going down)	'going down'

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

ʔdè	(saliva)	'saliva'
ʔdè	(saliva)	'saliva'
ʔdè	(tongue)	'tongue'
ʔdè	(saliva)	'saliva'
ʔdè	(tongue)	'tongue'

The words for this exercise are: /dà/ 'to throw' and /ḍà/ 'to cook'.

ḍà	(to cook)	'to cook'
ḍà	(to cook)	'to cook'
dà	(to throw)	'to throw'
ḍà	(to cook)	'to cook'
dà	(to throw)	'to throw'

The words for this exercise are: /dḍ/ 'hunger' and /ḍḍ/ 'net'.

dḍ	(hunger)	'hunger'
ḍḍ	(net)	'net'
dḍ	(hunger)	'hunger'
dḍ	(hunger)	'hunger'
ḍḍ	(net)	'net'

Ewe

14

The words for this exercise are: /dô/ 'to send' and /ɔ̃/ 'to fill'.

dô	(to fill)	'to fill'
dô	(to send)	'to send'
dô	(to send)	'to send'
ɔ̃	(to fill)	'to fill'
ɔ̃	(to fill)	'to fill'

The words for this exercise are: /dó/ 'to plant' and /ɔ̃/ 'to arrive'.

dó	(to plant)	'to plant'
dó	(to plant)	'to plant'
ɔ̃	(to arrive)	'to arrive'
ɔ̃	(to arrive)	'to arrive'
ɔ̃	(to arrive)	'to arrive'

The words for this exercise are: /dù/ 'town' and /ɔ̃/ 'gun powder'.

dù	(town)	'town'
ɔ̃	(gun powder)	'gun powder'
dù	(town)	'town'
dù	(gun powder)	'gun powder'
dù	(gun powder)	'gun powder'

Ewe

velar /ɣ/ vs. pharyngeal /h/.

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

ɣè	'sun'	hè	'to educate'
ɣàà	'flowing'	hàà	'broad'

Are the following pairs of words same or different?

ɣè	(sun)	ɣè	(sun)	S
ɣè	(sun)	hè	(to educate)	D
ɣè	(sun)	ɣè	(sun)	S
hè	(to educate)	ɣè	(sun)	D
hè	(to educate)	ɣè	(sun)	D
ɣè	(sun)	ɣè	(sun)	S
hè	(to educate)	hè	(to educate)	S
ɣè	(sun)	hè	(to educate)	D
ɣè	(sun)	hè	(to educate)	D
hè	(to educate)	hè	(to educate)	S
hàà	(broad)	ɣàà	(flowing)	D
hàà	(broad)	hàà	(broad)	S
ɣàà	(flowing)	hàà	(broad)	D
hàà	(broad)	hàà	(broad)	S
ɣàà	(flowing)	ɣàà	(flowing)	S
hàà	(broad)	ɣàà	(flowing)	D
ɣàà	(flowing)	ɣàà	(flowing)	S
hàà	(broad)	ɣàà	(flowing)	D
ɣàà	(flowing)	hàà	(broad)	D
ɣàà	(flowing)	hàà	(broad)	D

Ewe

Do the following words contain velar / / or pharyngeal /h/?

16

ɣè	(sun)	velar
hè	(to educate)	pharyngal
ɣè	(sun)	velar
hè	(to educate)	pharyngal
hè	(to educate)	pharyngal
ɣè	(sun)	velar
hè	(to educate)	pharyngal
ɣè	(sun)	velar
ɣè	(sun)	velar
ɣè	(sun)	velar
ɣàà	(flowing)	velar
hàà	(broad)	pharyngal
hàà	(broad)	pharyngal
ɔàà	(flowing)	velar
ɣàà	(flowing)	velar
hàà	(broad)	pharyngal
hàà	(broad)	pharyngal
ɣàà	(flowing)	velar
hàà	(broad)	pharyngal
ɣàà	(flowing)	velar
ɣè	(sun)	velar;
ɣè	(sun)	velar
hè	(to educate)	pharyngal
ɣè	(sun)	velar
hàà	(broad)	pharyngal
ɣàà	(flowing)	velar
hè	(to educate)	pharyngal
hàà	(broad)	pharyngal
hàà	(broad)	pharyngal
ɣè	(sun)	velar

Identify by giving the English gloss.

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

hè	(to educate)	'to educate'
hè	(to educate)	'to educate'
hè	(to educate)	'to educate'
ɣè	(sun)	'sun'
hè	(to educate)	'to educate'
ɣè	(sun)	'sun'
ɣè	(sun)	'sun'
hè	(to educate)	'to educate'
ɣè	(sun)	'sun'
hè	(to educate)	'to educate'

The words for this exercise are: /sàà/ 'flowing' and /hàà/ 'broad'.

sàà	(flowing)	'flowing'
hàà	(broad)	'broad'
sàà	(flowing)	'flowing'
hàà	(broad)	'broad'
hàà	(broad)	'broad'
sàà	(flowing)	'flowing'
sàà	(flowing)	'flowing'
hàà	(broad)	'broad'
hàà	(broad)	'broad'
sàà	(flowing)	'flowing'

Unit I - Greetings

A. In the City¹

1. General Greetings

	fɔ́,	to get up
	ɔ́fɔ́	you got up
	ɔ́fɔ́	did you get up? ²
Komla:	Efɔ́a?	How are you? ³

	ɛ	yes
--	---	-----

	mɛfɔ́	I got up.
Akuwa:	E, mɛfɔ́	I'm fine thanks.

	dɛviáwɔ	the children
	há	also/ even
Komla:	Dɛviáwɔ há fɔ́a?	How are the children?

	wɔ́fɔ́	they got up
Akuwa:	E, wɔ́fɔ́	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 / ɛfɔ̃/ 'You got up.'
/ ɛfɔ̃à/ ' Did you get up?'

/ ɔ̃vɪáwó há fɔ̃ / "The children got up too.'

/ ɔ̃vɪáwó há fɔ̃à / ' Did the children get up too?

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

³ Literally, the above conversation means:

Éfɔ̃à?

Did you get up (in good health)?

È, mɛfɔ̃.

Yes, I got up.

Èvɪáwó há fɔ̃à?

Did the children get up too?

È, wófɔ̃.

Yes, they got up.

According to Ewe tradition, sickness and misfortune are most likely to befall one at night - therefore, the above usage of the verb /fɔ̃/ 'to get up' and the similar usage of /dɔ̃/ 'to sleep' (See Unit I-B2).

2. Morning !'

Komla: Mónì. ¹

Morning!

àféámè

home

dé

how about? ²

Kofi: Mónì, àféámè dé?

Morning, how's everyone at home?

lì

to be there

Komla: Wólì.

They're fine. ³

miéfó

you(pl.) got up ⁴

nyúíé

well

Kofi: Miéfó nyúíéà?

You're all well?

miéfó

we got up

Komla: È, miéfó.

Yes, we're all fine.

Notes:

¹ From English: morning.

² /à^héámè/ 'home'

/à^héámè dé/ 'How's (everyone at) home?'

/dévíáwó/ 'the children'

/dévíáwó dé/ 'How are the children? Where are the children?'

/i^hkówò/ 'your name'

/i^hkówò dé/ 'What's your name?'

/dé/ at the end of a noun phrase may be translated 'how is?' 'where is?' or 'what is?' depending on the context.

³ Literally: 'They are there.' / lí/ 'to be there' is here used synonymously with / f^h / (See Unit I - A1,2) and / d^h /. (See Unit I - B-2).

⁴ /èf^h / 'You (sg.) got up.'

/mìèf^h / 'You (pl.) got up.'

Ewe makes a distinction between the second person singular and plural.

B. In the Country

RR

1. Good Morning!

Abla: òdí! (Good) morning!

Ama: òdí, àfẹ́ámè? ¹ Good morning, how's everyone at home?

éfṵ-- he/ she/ it got up ²

Abla: Éfṵ Fine.

Ama: Dèvíáwó? How about the children?

Abla: Wólì They're fine.

Ama: Wófṵ nyúíéà? They're all well?

Abla: È, d'èvíáwó? Yes, and your children?

Ama: Wólì. They're fine.

Abla: Wófṵ nyúíéà? They're all well?

Abla: È. Yes.

2. Good Afternoon!

Kosi: Édó!

(Good) afternoon!

gòò

respect form¹

Abla: Édó, gòò, àféámè éé?

Good afternoon, how's everyone
at home?

dó

to sleep

Kosi: Édó

Fine.²

Abla: Èvívíawó éé?

How about the children?

Kosi: Wódó, èvívíawó?

They're fine, and your children?

Abla: Wófó, nyúíé.

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.

² Literally, 'It (i.e. the household) slept well.'

(See Unit I -A1, Note 3.)

Supplementary Vocabulary

tɔ̀wò	'your father'
nɔ̀wò	' your mother'
tɔ̀gbúí	'grandfather/ father (if elderly)'
mámá	'grandmother/ mother (if elderly)'
nɔ̀víwòwó	'your brothers/ sisters/ cousins'

Grammatical Drill

Patterned Response Drill:

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

Examples. Srɔ̃woa de?

Éfɔ̃.

Deviawo de?

Wofɔ̃.

Afeame de?

Éfɔ̃. / Wofɔ̃.

Nɔ̃viwowo de?

Wofɔ̃.

Mama de?

Éfɔ̃.

Nowo de?

Éfɔ̃.

Deviawo de?

Wofɔ̃.

Togbui de?

Éfɔ̃.

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

Srowoa de?

Éli.

Nɔ̃viwowo de?

Woli.

Towo de?

Éli.

Nowo de?

Éli.

Mama de?

Éli.

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

Mama de?	Édo.
Deviawo de?	Wodo.
Towo de?	Édo.
Srɔwoa de?	Édo.
Afeame de?	Édo./ Wodo.

4. Respond with the appropriate pronoun + /fɔ nyuíé/.

Togbui de?	Éfɔ nyuie.
Nowo de?	Éfɔ nyuie.
Srɔwoa de?	Éfɔ nyuie.
Noviwowo de?	Wofɔ nyuie.
Deviawo de?	Wofɔ nyuie.

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

Afeame de?	Éli nyuie/ woli nyuie.
Nowo de?	Éli nyuie.
Togbui de?	Éli nyuie.
Mama de?	Éli nyuie.
Deviawo de?	Woli nyuie.

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

Noviwowo ɔe?	Wodo nyuie.
Nowò ɔe?	Édo nyuie.
Srɔ̀wòá ɔe?	Édo nyuie.
A'eame ɔe?	Édo nyuie./ Wodo nyuie.
Tɔgbui ɔe?	Édo nyuie.

7. Respond with / ẽ / + the appropriate pronoun + /fɔ́/.

Examples: Éfɔ́a?	Ẽ, éfɔ́.
Éfɔ́a?	Ẽ, mefɔ́.
Éfɔ́ nyuiea?	Ẽ, mefɔ́.

Éfɔ́a?	Ẽ, mefɔ́.
Wofɔ́a?	Ẽ, wofɔ́.
Wofɔ́ nyuiea?	Ẽ, wofɔ́.
Éfɔ́a?	Ẽ, éfɔ́.
Míefɔ́ nyuiea?	Ẽ, míefɔ́.

8. Respond with /ě/ + the appropriate pronoun + /li/.

Wolia?	Ě, woli.
Ělia?	Ě, meli.
Mielia?	Ě, mieli.
Woli nyuiea?	Ě, woli.
Ělia?	Ě, ěli.

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

Miedoa?	Ě, miedo.
Wodo nyuiea?	Ě, wodo.
Ědoa?	Ě, medo.
Wodoa?	Ě, wodo.

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

Examples:

Ěfɔa?	Ě, ěfɔ.
Ěfɔa?	Ě, mefɔ.
Ěfɔ nyuiea?	Ě, mefɔ.
Ědo nyuiea?	Ě, medo.
Deviawo hã do nyuiea?	Ě, wodo.
Ědoa?	Ě, medo.
Srɔwoa fɔa?	Ě, ěfɔ.
Ědo nyuiea?	Ě, ědo.
Deviawo hã lia?	Ě, woli.
Wofɔ nyuiea?	Ě, wofɔ.
Miedo nyuiea?	Ě, miedo.

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 a question at least once.

1. Question with /dɛ/.

Example - Instructor : Aƒeame dɛ?

Student: Éfɔ̃ .

Deviawo dɛ?

2. Question with /-à/

Example - Instructor : Mielia?

Student: È,míeli.

Deviawo fɔ̃ nyuiea?

Conversation Drill:

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

Unit II What's Your Name?

Dialogue A.

Kodzo: Mónì!	Morning!
Komfa: Mónì, èfḡà?	Morning, how are you?
Kodzo: È, mēfḡ.	I'm fine, thanks.
ḡkó	name
ḡkḡwò	'your :(sg.) name
Komfa: Nkḡwò qé?	What's your name?
ḡkḡnyè	my name
nyé	to be
Kodzo: ḡkḡnyè yényé Kòdzó. ¹	My name is Kodzo.

Notes:

¹The above usage of the pronominal prefix /yé-/ third person singular will be treated later in the grammar and is to be learned as an idiom.

Dialogue B.

- dzèsí (ànyu)
àfétó yā (ànyu)
- Komla: Ényó, Kofí, èdzèsí
àfétó yāà?
- (à) to know
this gentleman
Well, Kofi, do you know
this gentleman?
- mèdzèsí
mèdzèsíi
(nyè)mèdzèsíi ò
éńkó
- Kofi: Ò, nyèmèdzèsíi ò. Éńkóqé?
- no
I know
I know him
I don't know him.
his name
No I don't know him.
What's his name?
- Komla: Éńkó yényé Kòdzó.
- His name is Kodzo. (nyu)
- Kofi: Ényó, Kòdzó, èfó nyúíéà?
- Well, Kodzo, how are you?
- Kòdzó: È, mètó.
- I'm fine thanks.

Dialogue C.

34

Komla: Èfɔ̀à?

How are you?

Akuwa: È, mèfɔ̀.

I'm fine, thanks.

Komla: Dèvɔ̀wó hɔ̀ fɔ̀à?

How are the children?

Akuwa: È, wɔ̀fɔ̀.

They're fine.

Komla: Èkɔ̀wɔ̀ dɛ?

What's your name?

Akuwa: Ñkɔ̀nyɛ yenyɛ Àkúwá.

My name is Akuwa. (wɔ̀) f.

ã

aha!

dzi

to give birth to

wɔ̀dzɪ

they gave birth to

wɔ̀dzɪwɔ̀

that they gave birth to

Kúdáǎbɛ

wednesday you (sg)

Komla: ã, Kúdáǎbɛ wɔ̀dzɪwɔ̀?

Aha, you were born on
Wednesday?

Akuwa: È.

Yes.

nyó

to be good/nice/OK

ɲ(ú)tó

very

Komla: Ènyó ɲtó.

That's very nice.

Notes:

¹Ewe children are named according to the day of the week they are born on. (See Unit II - Supplementary Vocabulary.)

Dialogue D

Kofi: Mónì!	Morning!
Yawa: Mónì sèè.	expression of concurrence Morning!
Kofi: Mièfò nyúíéà?	How are you?
Yawa: È, miéfò.	We're fine, thanks.
Kofi: Mià ñkó qué?	your (pl.) name What are your names?
Yawa: Xònyè yényé Yáwā. Xònyè há ñkó yényé Yáwā.	friend my friend My name is Yawa. My friend's name is Yawa too.
Kofi: À, Yáwó dágbè wódzimíà?	they gave birth to you Thursday (sg.) Aha, you were born on Thursday!
Yawa: È, ményóà?	it is nice it isn't nice isn't it nice? Yes, isn't that nice?
Kofi: È, ényó.	Yes, it's fine.

Dialogue E

èdzèsí
mèdzèsí ò
mèdzèsíà
dètùgbùí yāwó

you (sg.) know
you (sg.) don't know
don't you (sg.) know
these young ladies

Kofi: Ényó, Kòmlá, mèdzèsí
dètùgbùí yāwóà?

Well, Kòmlá, don't you know
these young ladies?

mèdzèsíwó
nyèmédzèsíwó ò
wó ñkó

I know them
I don't know them
their name

Kòmlá: Ò, nyèmédzèsíwó ò.
Wó ñkó dé?
wóàmèvèà kátá
wóàmèvèà kátá ñkó

No, I don't know them. What
are their names?
both
both's name

Kofi: wóàmèvèà kátá ñkó
yényé Yāwā.

Both of them are named Yawa.

Kòmlá: À, Yāwóǎgbè wóúzi
wóàmèvèà kátá?

Aha, both of them were born
on Thursday?

Kofi: È.

Yes.

Kòmlá: Ényó ñtós.

Very good.

Notes:

Object Pronouns:

/wódzìm	'They gave birth to me.'
/wódzìwò/	'They gave birth to you.'
/wódzìì/	'They gave birth to him,
/wódzìmì/	'They ^{her, it} gave birth to us.'
/wódzìmì/	'They gave birth to you (pl).'
/wódzìwó/	'They gave birth to them.'

	singular	plural
1st person	-m̂	-mí
2nd person	-wò	-mì
3rd person	-è*	-wó

/qù/ 'to eat'
/wódùì/ 'They ate it'

/nò/ 'to drink'
/wónr̀ì/ 'They drank it.'

/dzì/ 'to give birth to'
/wódzìì/ 'They gave birth to.'

/flè/ 'to buy'
/wóflìì/ 'They bought it.'

/nyà/ 'to pursue'
/wónyè/ 'They pursued him.'

/tá/ 'to draw'
/wóté/ 'They drew it.'

/lũ/ 'to shave'
/wólũĩ/ 'They shaved it.'

/ŝ/ 'to send'
/wódŝè/ 'They sent him.'

*The abstract underlying form of the third person singular is generally considered to be /-è/ 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-/

1. becomes /-ì/ after /u/, /o/, /i/, or /e/. In the last case, the preceding /c/ also becomes /i/.

2. becomes /-è/ after /o/. 54

3. contracts with a preceding /a/ to form /^xɛ/, where
- x=low, if /a/ has low tone.
 - x=high low, if /a/ has high tone.
4. is nasalized after a nasal sound.

Possessive Pronouns:

/ɲkónyè/		/míá ɲkó/	'our name'
/nyè' ɲkó/	'my name'		
/ɲkówò/		/míà ɲkó/	'your (pl) name'
/wò' ɲkó/	'your name'		
/éɲkó/	'his, her, its name'	/wó ɲkó/	'their name'

	singular	plural
1st person	nyè	míá
2nd person	wò	míà
3rd person	é-	wó

Except for the possessive pronouns of the first and second persons singular, the possessive always precedes the possessed noun.

The possessive pronouns of the first and second persons singular normally follow the possessed noun if the latter is

- a kinship term: /tónyè/ 'my father'
/nòwò/ 'your mother'
- /xò / 'a friend': /xónyè/ 'my friend'
/xòwò/ 'your friend'

and in a few other cases to be noted later.

Otherwise, the possessive pronouns of the first and second persons singular may either precede or follow the possessed noun. Both have low tone when they follow the possessed noun, but low high tone when they precede it.

Supplementary Vocabulary

Days of the week and associated names:

Days of the week		Male Names.	Female Names
Kòsídágbè	'Sunday'	Kòsì	Akòsíwá
Dzòdǎgbè	'Monday'	Kòdzó	Adzówá
Blǎdǎgbè	'Tuesday'	Kòmlá	Ablá
Kúdǎgbè	'Wednesday'	Kòkú	Akúwá
Yáwóǎgbè	'Thursday'	Yàwò	Yáwá
Fídǎgbè	'Friday'	Kòfí	Afíwá
Mémliqǎgbè	'Saturday'	Kòmí	Ámá

Grammatical Drill.

Patterned Response Drill:

Respond with the pattern given in the example, substituting for the underlined form(s) and changing the word order where necessary.

1. Substitute the appropriate form of the subject pronoun.

Example: Edzesi afeto yaa? È, medzesii.

Drill: Edzesi afeto yaa? È, édzesii.

Miedzesi afeto yaa? È, míedzesii.

Míedzesi afeto yaa? È, míedzesii.

Tagbui dzesi afeto yaa? È, édzesii.

Noviwowo dzesi afeto yaa? È, wodzesii.

Wodzesi afeto yaa? È, wodzesii.

In the following drills, substitute the appropriate form of the object pronoun.

2. Example: Mèdzesi detugbui yawoa? O, nyemedzesiwó o.

Drill: Mèdzesi afeto yaa? O, nyemedzesii o.

Mèdzesima? O, nyemedzesiwò o.

Mèdzesimía? O, nyemedzesimí o.

- | | | |
|-------------|-----------------------------|---------------------------------|
| | Médzesiwóá? | O, nyemedzesiwó o. |
| | Médzesí qeviawoa? | O, nyemedzesiwó o. |
| | Médzesiia? | O, nyemedzesii o. |
| 3. Example: | Édzesi sr̄woaa? | Ē, édzesīi. |
| Drill: | Édzesiia? | Ē, édzesii. |
| | Édzesi n̄viwowa? | Ē, édzesiwó. |
| | Édzesimía? | Ē, édzesim̄i. /
E, édzesimí. |
| | Édzesiwóá? | Ē, édzesiwó |
| | Édzesiwòá? | Ē, édzesim. |
| | Édzesima? | Ē, édzesiwò. |
| | Édzesimía? | Ē, édzesimí. |
| | Édzesi m̄amaa? | Ē, édzesii. |
| 4. Example: | Nkonye yenye Akuwa. | Ā, Kuḍagbe wodziwòá? |
| Drill: | Xõnye n̄ko yenye Akuwa. | Ā, Kuḍagbe wodziia? |
| | Nkonye yenye Akuwa, | Ā, Kuḍagbe wodzim̄ia |
| | Xõnye h̄ã n̄ko yenye Akuwa. | |
| | Nkonye yenye Koku. | Ā, Kuḍagbe wodziwòá? |
| | En̄ko yenye Koku. | Ā, Kuḍagbe wodziia? |
| | En̄ko yenye Koku. Exõ | Ā, Kuḍagbe wodziwóá? |
| | h̄ã n̄ko yenye Koku. | |
| 5. Example: | En̄ko yenye Yawaa? | Ē, wodziīi Yawoḍagbe. |
| Drill: | Exõ n̄ko yenye Yawaa? | Ē, wodziīi Yawoḍagbe. |
| | Woamevea Katã n̄ko | Ē, wodziwó̄ Yawoḍagbe. |
| | yenye Yawaa? | |
| | Nkowo yenye Yawaa? | Ē, wodzim̄i Yawoḍagbe. |
| | Nowo n̄ko yenye Yawaa? | Ē, wodziīi Yawoḍagbe. |

In the following drills, substitute the appropriate form of the possessive pronoun, changing the word order where necessary.

6. Example: Nowo nko de?

Enko yenye Abla.

Drill: Nkowo de?

Nkonye yenye Abla /

Nye nko yenye Abla.

Xõwo nko de?

Enko yenye Abla.

Enko de?

Enko yenye Abla.

7. Example: Exõ nko de?

Exõ nko yenye Kofi.

Drill: Xõwo nko de?

Xõnye nko yenye Kofi.

Uó xõ nko de?

Wó xõ nko yenye Kofi.

Komla xõ nko de?

Exõ nko yenye Kofi.

Mía xõ nko de?

Mía xõ nko yenye Kofi.

8. Example: Èdzesi wó toa?

O, nyemedzesi wó to o.

Drill: Èdzesi tonyea?

O, nyemedzesi towo o.

Èdzesi mía toa?

O, nyemedzesi mía to o.

Èdzesi deviawo toa?

O, nyemedzesi wó to o.

Èdzesi wó toa?

O, nyemedzesi wó to o.

9. Example: Wodzii Memliqagbe.

Ä, enko yenye Amaa?

Drill: Wodzim Memliqagbe.

Ä, nkowo yenye Amaa?

Wodzimi Memliqagbe.

Ä, mía nko yenye Amaa?

Wodzi nonye Memliqagbe.

Ä, enko yenye Amaa?

Wodziwó Memliqagbe.

Ä, wó nko yenye Amaa?

Wodzi woamevea katã

Ä, wó nko yenye Amaa?

Memliqagbe.

10. Substitute the appropriate day of the week.

Example: Nkonye yenu e Akuwa.	Ã, <u>Kudagbe</u> wodziwòá?
Drill: Nkonye yenye Abla.	Ã, Bladagbe wodziwòá?
Nkonye yenye Adzowa.	Ã, Dzodagbe wodziwòá?
Nkonye yenye Aaa.	Ã, Memlidagbe wodziwòá?
Nkonye yenye Afiwa.	Ã, Fidagbe wodziwòá?
Nkonye yenye Akosiwa.	Ã, Kosidagbe wodziwòá?
Nkonye yenye Yawa.	Ã, Yawodagbe wodziwòá?

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 a question at least once.

- Example -- Instructor: Nkwo de?
Student: Nko nye yenye Bob.
Mia nko de?
- Example -- Instructor: Bob, `edzesi detugbui yawoa?
Student: E, medzesiwó.
Miedzesi afeto yaa?

Conversation Drill:

1. Introduce yourself to someone.
2. Introduce two people to each other.

Unit III

Where do you come from?

When did you arrive?

Dialogue A.

- | | | |
|-------|--------------------------------------|----------------------------------------------|
| | (à)lóké` ¹ | how? |
| | àlókéé` ^{1,2} | how is it? |
| Yawo: | Àlókéé`, mièfú nyúíéà? | Well, how are you? ³ |
| | wò | you (sq.) ⁴ |
| Yawo: | È, wò há `éfúà? | Fine, how are you? |
| | tsó | to come from |
| | (à)fi | place |
| | kà ² | what? / which? |
| | (à)fikà ¹ | what place? / where? |
| Yawo: | È, mífú. Fíkà miétsó` : ¹ | I'm fine, thanks.
Where do you come from? |
| Yawa: | Mietso Kpalimè. | We come from Kpalime. |
| | vá dó | to arrive |
| | èkàxí` ¹ | when? |
| Yawo: | Èkàxí miéva dó` ? ¹ | When did you arrive? |
| | égbè | today |
| Yawa: | Miéva dó égbè. | We arrived today. |
| Yawo: | Ényó òtò. Mià òkó dé? | Very good. What are your names? |
| Yawa: | Òkónyé yényé Yáwā. | My name is Yawa. |
| | Xónyè há òkó yényé Yáwā. | My friend's name is Yawa too. |

Yawo: Ǻ, Yáwóǵǵbè wóǵzímǵǵ? Aha, ycu were born on Thursday?

Yawa: Ǻ. Yes.

Yawo: Ǻnyè nyè. Wóǵzǵ nyè há Yáwóǵǵbè. I / me Very good. I was born on Thursday too.

Notes:

- /ǵékǵǵí / 'when?'
/ǵékǵǵí mǵèvá dó / 'When did you arrive?'
/ǵaléké / 'how?'
/ǵaleké yé / 'How is it?'
/ǵká / 'what, which?'
/ǵafǵká / 'what place?, where?'
/ǵafǵkǵ mǵètsó / 'Where do you come from?'

Note that a question containing a question word (e.g. 'which?', 'what?', 'where?', 'when?') always ends with low tone. If the last syllable of the question does not have inherent low tone, a low tone is added.

The base forms of the question words are those found in non-final position (e.g. /ǵékǵǵí .../, /ǵaléké .../, / ... kǵā.../). When final (e.g. in isolation), those ending in high tone add the low question tone (See above), but in those ending in mid tone, the mid tone is replaced by the low question tone.

2 /kǵrǵí yé /
/kǵfǵíé / 'It's Kofi.'

/ǵèvíǵáwó yé /
/ǵèvíǵáwóé / 'It's the children.'

Kofi: Ò, mímedzèsíwó ò. Fík̄ No, we don't know them. What
 t̄s̄wó wónyé? country are they from?

Améríkà-t̄s̄wó citizens of America
 ts̄ yesterday/tomorrow
 ts̄ fiě yesterday evening

Komla: Améríkà-t̄s̄wó wónyé. They're Americans.
 Wóvá d̄ó ts̄ fiě. They arrived yesterday evening.

Kofi: Enyó n̄t̄s̄. Alókée, m̄ìèf̄s̄ Very good. Well, how are you?
 nyúíéà?

Jane: È, míéf̄s̄. M̄iàwò há We're fine, thanks. How are you?
 m̄ìèf̄s̄à?

Kofi: È, míéf̄s̄. We're fine.

Notes:

Negative:

/d̄èviáwó f̄s̄/ 'The children got up.'
 /d̄èviáwó m̄éf̄s̄ ò/ 'The children didn't get up.'

/d̄èviáwó f̄s̄à/ 'Did the children get up?'
 /d̄èviáwó m̄éf̄s̄à/ 'Didn't the children get up?'

The negative is formed by placing /m̄é-/ after the subject and before the predicate, and, except in yes - no questions, /ò/ at the end of the sentence.

→ /nyèméf̄s̄ ò/ 'I didn't get up' /m̄íméf̄s̄ ò/ 'we didn't get up'
 /m̄èf̄s̄ ò/ 'you (sg.) didn't get up' /m̄ìíméf̄s̄ ò/ 'you (pl.) didn't get up'
 /m̄éf̄s̄ ò/ 'he didn't get up' /wóméf̄s̄ ò/ 'they didn't get up'

Dialogue C.

Bob:	Ṅd ń!	Good afternoon!
Kodzo:	Ṅd ń, ẹf ńa?.	Good afternoon, how are you?
Bob:	Ẹ, mẹf ń.	I'm fine, thanks.
Kodzo:	Fíka t ńwó nẹnyé ^{1,2}	What country are you from?
Bob:	Améríkà t ńwó mẹnyé. ^{1,2}	I'm an American.
Kodzo:	Ẹnyó ńt ń. Yẹkà,í nẹv́a dọ' ? ²	Very good. When did you arrive?
Bob:	Mẹv́a dọ Mémliḡágbè.	I arrived Saturday.
Kodzo:	Ṅk ńwò dẹ?	What's your name?
Bob:	Ṅk ńnyè yényé Bòb.	My name is Bob.

¹ /t ńwó/ 'tribesmen, citizens' is used in the plural even when it refers to only one person.

² With the exception of sentences with /dẹ/ (See Unit I - A2, Note 2) and the sentence type described in Unit III - B, Note 1, all of the sentences treated so far have had the basic word order subject + predicate, e.g. in /míétsó Kpálímè/ 'We come from Kpalime.' /míé-/ 'we' is the subject and /tsó Kpálímè/ 'come from Kpalime' is the predicate.

An element other than the subject may precede the subject if it is the logical topic of discourse. Three instances of this are found in the following examples:

1. In questions beginning with question words, the latter precede the subject.

/Yẹkà,í nẹv́adọ/ 'When did you arrive?'
/fíkà t ńwó nẹnyé/ literally: 'What place's citizens are you?'

2. In affirmative yes-no questions with an expression of time or place, the latter precedes the subject if it is the topic of discourse (but not if the verb is /lẹ/ 'to be' -- see Unit III - E).

/Kúḡágbè wódziwòà/ 64 You were born on Wednesday?'

3. In affirmative sentences with /nyé/ 'to be', the predicate noun phrase precedes the subject if it is the topic of discourse:

/Amérikà t́swò m̀enyé/ 'I'm an American.'

/èvá d́ó M̀émlídàgb̀è/ 'You (sg.) arrived Saturday.'

/ỳèkàyì ǹèvá d́ó/ 'When did you (sg.) arrive?'

/étsó L̀òmè/ 'He comes from Lome.'

/fíkà wòtsó/ 'Where does he come from?'

When, in the affirmative, an element other than the subject precedes the subject pronouns of the second or third persons singular, /è-/ 'you (sg.)' is replaced by /nè-/ and /é-/ 'he, she, it' is replaced by /wò-/. In some dialects /nè-/ may also be used initially, in which case it is considered somewhat more formal than /è-/.

Dialogue D.

Kodzo: Àlékéé, Kòmíá, èdzèsí àfétó yàà?

Well, Komla, do you know this gentleman?

Komla: Ò, nyèmédzèsíì ò. Fíkā wòtsó`? ¹

No, I don't know him.

Where does he come from?

Kodzo: Ètsó Amériká.

He comes from Amerika.

Komla: Yèkàí wòvá d'ó`? ¹

When did he arrive.

Kodzo: Évá d'ó Mémííqágbè.

He arrived Saturday.

Komla: Ényó ñt'ó. Éñk'ó dé?

Very good. What's his name?

Kodzo: Bòb.

Bob.

Komla: Lékéé, Bòb, èf'ó nyúíéà?

Well, Bob, how are you?

Bob: È, m'èf'ó. Wò há èf'óà?

I'm fine thanks. How are you?

Komla: È, m'èf'ó nyúíé.

I'm fine, thanks

Notes:

¹ See Unit III - C, Note 2.

Dialogue E.

	dèkákpuĩ	young man
Kosi:	Dèkákpuĩ, fíkā nètso`?	Young man, where do you come from?
Komla:	Mètso Lòmè.	I come from Lome.
Kosi:	èkàjĩ nèvá dó`?	When did you arrive?
Komla:	Mèvá dó Fídágoè.	I arrived Friday.
:	dzè	to lodge/to put up
Kosi:	Fíkā nèdzè?	Where have you put up?
	gbède	blacksmith
	gbó	side/vicinity
	gbèdé gbó	at the blacksmith's ¹
Komla:	Mèdzè gbèdé gbó.	I've put up at the blacksmith's
	lè	to be ²
	mógá	main street
	dzí	surface
	mógá dzí	on the main street ¹
Kosi:	Mélè mógá dzíà?	Isn't that on the main street?
Komla:	È.	Yes.

Notes:

¹ /gbèdé gbó/ 'at the blacksmith's'
(literally: 'the blacksmith's vicinity')

/mógá dzí/ 'on the main street'
(literally: 'the main street's surface')

Ewe nouns of place (e.g. /gbó/ 'side, vicinity', /dzí/ 'surface') are often translated into English as prepositions.

² /Ámèríkà tówó mènýé/ 'I'm an American.'

/Nkónýè yényé Àkúwā/ 'My name is Akuwa.'

/élè mógá dzí/ 'It's on the main street.'

/ólè nyúíé/ 'He's well.'

The verb /nyé/ answers the questions: 'who is?', 'what is?'

The verb /lè/ answers the questions: 'where is?', 'when is?'

'how is?'

Transformation Drill:

Put the following sentences into the negative.

Examples: -Deviawo fɔ̃.

Deviawo fɔ̃a?

Mefɔ̃.

-Deviawo mcfɔ̃ o.

Deviawo mcfɔ̃a?

Nyemefɔ̃ o.

Nyemetso Lome o.

Detugbui yawo metso Lome o.

Tonye metso Lome o.

Métso Lome o.

Mímetso Lome o.

Wometso Lome o.

1. Metso Lome.

-Datugbui yawo tso Lome.

Tonye tso Lome.

Étso Lome.

Míetso Lome.

Wotso Lome.

Nyemedzesii o.

Médzesii o.

Médzesii o.

Mama médzesii o.

Mímedzesii o.

Womedzesii o.

Abla médzesii o.

Mímedzesii o.

2. Medzesii.

Èdzesii.

Édzesii.

Mama dzesii.

Míedzesii.

Wodzesii.

Abla dzesii.

Míedzesii

3. Míedzesi detugbui yawoa?

Srɔ̃woá dzesi detugbui yawoa?

Míedzesi detugbui yawoa?

Èdzesi detugbui yawoa?

Noviwòwo dzesi detugbui yawoa?

Édzesi detugbui yawoa?

Mímedzesi detugbui yawoa?

Srɔ̃woa medzesi detugbui yawoa?

Mímedzesi detugbui yawoa?

Medzesi detugbui yawoa?

Noviwòwo medzesi detugbui yawoa?

Médzesi detugbui yawoa?

Mèdzesi detugbui yawoa?

Nyemedzesi detugbui yawoa?

Wodzesi detugbui yawoa?

Womedzesi detugbui yawoa?

4. Èfõ nyuiea?

Mèfõ nyuiea?

Deviawo hã fõ nyuiea?

Deviawo hã mefõ nyuiea?

Wofõ nyuiea?

Womefõ nyuiea?

Miawo hã miẽfo nyuiea?

Miawo hã miẽfo nyuiea?

Togbui fõ nyuiea?

Tobui mífõ nyuiea?

Èfõ nyuiea?

Méfõ nyuiea?

Patterned Response Drill:

Respond with the pattern given in the example, substituting for the underlined form(s).

In the following drills, substitute the appropriate form of the independent pronoun.

1. Example: Wodzim Yawoɔagbe.

Wodzi nye hã Yawoɔagbe.

ɔkaxi wodziwò?

Drill: ɔkaxi wodzi naviwovo?

Wodzi woawo hã Yawoɔagbe.

ɔkaxi wodzi nowo?

Wodzi ye hã Yawoɔagbe.

ɔkaxi wodzimì?

Wodzi miawo hã Yawoɔagbe

ɔkaxi wodziwò?

Wodzi nye hã Yawoɔagbe.

2. Example: Nonye nko yenve Yawa.

A, Yawoɔagbe wódzi ye hãa?

Drill: Nkonye yenve Yawa.

A, Yawoɔagbe wódzi wo hãa?

Xonye nko ye.ye Yawa.

A, Yawoɔagbe wódzi ye hãa?

Nk^onye yenye Yawa.
 X^onye nk^o yenye Yawa.
 Woamevea kata nk^o yenye
 Yawa.

Ä, Yawoɔagbe mⁱawo
 miawo hãa?

Ä, Yawoɔagbe wóɔzi
 woawo hãa?

In the following drills, substitute the appropriate form of the independent pronoun, and where necessary, the corresponding form of the subject pronoun.

3. Example: Afet^o ya tso Amerika.
 Fika mietso?

Miawo hã mietso
 Amerika.

Drill: Fika netso?

Nye hã motso Amerika.

Fika x^owo tso?

Ye hã tso Amerika.

Fika detugbui yawo tso?

Woawo hã wotso Amerika.

Fika mietso?

Miawo hã mietso Amerika.

4. Example: Amerika towo wónye.

Ä, Amerika woawo hã
wotsoa?

Drill: Amerika towo detugbui
 yawo nye

Ä, Amerika woawo hã
 wotsoa?

Amerika towo Bob nye.

Ä, Amerika ye hã tsoa?

Amerika towo wónye.

Ä, Amerika ye hã tsoa?

Amerika towo mienye.

Ä, Amerika miawo hã
 mietsoa?

Amerika towo menye.

Ä, Amerika wo hã ne
 tsoa?

In the following drills, substitute the appropriate form of the subject pronoun.

5. Example: Fika towo kɔmla nye? Togo towo wɔnye
 Drill: Fika towo afeto^aya nye? Togo towo wɔnye.
 Fika towe nenyeye? Togo towo menyeye.
 Fika towo detugbui . Togo towo wɔnye.
 yawo nye
 Fika towo xɔwo nye? Togo towo wɔnye
 Fika towo miɛ nye? Togo towo miɛnyeye.

6. Example: Metso Kpalime. Feka fi neva do?
 Drill: Afeto ya tso Kpalime. Feka fi wɔva do?
 Metso Kpalime. Fekayi nɔva do?
 Mifetso Kpalime. Feka xi miɛva do?
 Detugbui yawo tso Fekayi wɔva do?
 Kpalime.
 Xɔnye tso Kpalime. Fekayi wɔva do?

7. Example: Mɛva do egbe. Fika miedze?
 Mɛva do egbe. Fika mɛedze?
 Kadzo va do egbe. Fika wɔdze?
 Nɔviwovo va do egbe. Fika wɔdze?
 Mɛva do ebge. Fika nedze?
 Xɔnye va do egbe. Fika wɔdze?

In the following drills, substitute the appropriate form of the subject pronoun + the negative prefix.

8. Example: Èdzesi afeto yaa? O, Nyemdzesii o.
 Drill: Kofi dzesi afeto yaa? O, mēdzesii o.
 Nye hã medzesi afeto yaa? O, mēdzesii o.
 Noviwowo dzesi afeto yaa? O, womedzesii o.
 Towo dzesi afeto yaa? O, mēdzesii o.
 Èdzesi afeto yaa? O, nyemedzesii o.
 Miedzesi afeto yaa? O, mīmedzesii o.
 Miedzesi afeto yaa? O, mīmedzesii o. /
 O, mīmedzesii o.
9. Example: Gbede gbo nedzea? O, nyemedze gbede gbo o.
 Drill: Gbede gbo wōdzea? O, wōmedze gbede gbo o.
 Gbede gbo wēdzea? O, mēdze gbede gbo o.
 Gbede gbo nedzea? O, nyemedze gbede gbo o.
 Gbede gbo mīedzea? O, mīmedze gbede gbo o.
 Gbede gbo Kofi dzea? O, mēdze gbede gbo o.
10. Example: Mīmetso Lomea? O, mīmetso Lome o..
 Drill: Srōwoa metso Lomea? O, mētso Lome o.
 Mētso Lomea? O, mētso Lome o.
 Wō hã mētso Lomea? O, nyemetso Lome o.
 Mīmetso Lomea? O, mīmetso Lome o.
 Betugbui yawo metso Lomea? O, wometso Lome o.

11. Example: M̀medzesi detugbui yawoa? O, m̀medzesiwó o.
- Drill: M̀medzesi detugbui. O m̀medzesiwó o. /
O m̀medzesiwó o.
- Nyemedzesi detugbui yawoa? O, m̀medzesiwó o.
- Nyemedzesi detugbui yawoa? O, m̀medzesiwó o.
- Wo hã m̀medzesi detugbui yawoa? O, nyemedzesiwó o.
- M̀awo hã m̀medzesi detugbui yawoa? O, m̀medzesiwó o.
- Mama m̀medzesi detugbui yawoa? O, m̀medzesiwó o.
- Noviwowo medzesi detugbui yawoa? O, womedzesiwó o.
- M̀medzesi detugbui yawoa? O, m̀medzesiwó o.
12. Example: Amerika towo wònye A, m̀etso Fransea?
- Drill: Amerika towo menye. A, m̀etso Fransea?
- Amerika towo Bob nye. A, m̀etso Fransea?
- Amerika towo m̀ienye. A, m̀metso Fransea?
- Amerika towo wònye. A, m̀etso Fransea?
- Amerika towo wónye. A, wometso Fransea?

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 a question at least once.

1. Example-- Instructor: Fika Yawa tso?

Student: Étso Kpalime.
Fika Komla tso:

2 Example-- Instructor: Yekaɣi neva do?

Student: Meva do Fiɖagbe.
Yekaɣi ɖetugbui yawo va do?

3. Example-- Instructor: Fika towo Bob nye?

Student: Amerika towo wònye
Fika towo miɛnye?

Conversation Drill:

1. Introduce yourself to someone. Ask him where he's from and when he arrived.
2. Introduce a Peace Corps Volunteer to an Ewe. Explain that he's from America and that he arrived yesterday.

Unit IV What kind of work do you do?

Dialogue A

- Kosi: Bèkákpūī, fíkā nèt̄sô? Young man, where do you
come from?
- Komla: Mèt̄só Lòmè. I came from Lome.
- Kosi: Ǿ̀kàǾ̀í nèvá d̄ó? When did you arrive?
- Komla: Mèvá d̄ó Fídágbè. I arrived Friday.
- Kosi: Wcéz̄Ǿ̀ Welcome
- Komla: Yòó Thank you.¹
- d̄ó work
- d̄ó kà what (kind of)
work
- wò to do/to make
- d̄ó kà nèwò what (kind of)
work did you do?
- d̄ó kà nèwònà what (kind of)
work do you do?
- Kosi: D̄ó kà nèwònà? What kind of work do you do?
- brík:là² mason
- Komla: Brík:là mènys̄. I'm a mason.

Notes:

¹/yòó/ is translated as 'O.K.' in most contexts.

²From the English: bricklayer.

Dialogue B

Edward: Mónì, tógbúí.¹

Good morning, chief.

Togbui: Mónì, èfàà?

Good morning, how are you?

Edward: È, mètí.

I'm fine, thnaks.

Togbui: Fíkā tówó nènýè?

What country are you from?

Edward: Ámériká tówó mènýé.

I'm an American.

Togbui: Dó ká nèwònà?

What kind of work do you do?

núfiálá

teacher

Edward: Núfiálá mènýé.

I'm a teacher.

óò

oh!

Togbui: Óò! Ényó ýtó. Ñkówò
qé?

Oh! Very good. What's your name?

Edward: Ñkónyè yényé Édward.

My name is Edward.

fíá

to teach

(è)nú²

thing

núkà

what thing?/
what?

núkā nèfíà,

what did you(sg)
teach?

núkā nèfíánà

what do you (sg)
teach?

Togbui: Núkā nèfíánà ?

What do you teach?

mèfíá

I taught

mèfíáná

I teach

Ñlísìgbè

English

Edward: Mèfíáná Ñlísìgbè.

I teach English.

(à)mè	person/ human being
wò àmè	to be kind ³
híá	to need

Togbui: Ényó ñtó. Èwò àmè
ñtó. Míéhíá núfíálá.

Very good. You're veyy
kind. We need teahers.

vá	to come
mèváà	didn't you(sg) come?
màváà	won't you(sg) come?
qù	to eat
míéqù nú	we ate ⁴
míáqù nú	we will eat ⁴

T. continues:

Ényó. Lékéè, Édward,
màvá gbònyé tsò fíé
míáqù núà?

O.K. Well, Edward, won't
you come to my place
tomorrow evening for
dinner?⁵

fàà	sure/ certainly
mèvá	I came
màvá	I will come
bíá	to ask
(è)no ²	way/ street/ road
bíá mó	to ask permission

Edward: È, fàà. Màvá. Mèbíá
mó, tógbúí.

Yes, sure. I'll come.
(May) I ask permission
(to go), chief?

dógò	to meet
míédógò	we met
míádógò	we will meet

Togbui: Ényó, míádógò tsò.

O.K., see you tomorrow,⁶

Notes:

¹A chief is addressed with /tógbúí/ (See Unit I--Supplementary Vocabulary) even if he is a young man.

²When spoken in isolation, nouns of one syllable are usually prefixed by /è-/ , e.g., /ènú/ 'thing', /èmó/ 'way, street, road', /ènò/ 'mother', /èxò/ 'friend.

If the root of such a noun begins with high tone (e.g. /nú/, /mó/, /xò/), the low toned /è-/ prefix contrasts with the final vowel(s)--symbolized /V/--of a preceding verb to form /èV/, where x = the original tone of /V/.

/bíá/ 'to ask'

/èmó/ 'way, street, road'

/bíà mó/ 'to ask permission' (literally: 'to ask for the way')

/fíá/ 'to teach'

/ènú/ 'thing'

/fíà nú/ literally: 'to teach a thing' (See Note 4)

/dù/ 'to eat'

/ènú/ 'thing'

/dù nú/ literally: 'to eat a thing' (See Note 4)

By analogy, a high toned verb optionally becomes high low before some nouns beginning in high tone which do not have the /è-/ prefix.

/míétsó Kpálímè/ } 'We come from Kpalime.'
/míétsò Kpálímè/ }

This also occurs sometimes when the noun is preceded by a high toned word which is not a verb, e.g.:

/wódzì nyè há Yáwóqágbè/ } literally: 'They gave birth
/wódzì nyè há Yáwóqágbè/ } to me too on Thursday.'

Except in the above cases, a non-initial /è-/ prefix is simply elided, e.g.:

/ènò/ 'mother'
 /èdzèsí nònnyèà/ 'Do you know my mother?'

- 3 /wò àmè/ 'to be kind, to be human'
 (literally: 'to make a human')
 /wò tsì/ 'to be watery'
 (literally: 'to make water')

In expressions like the above, the verb /wò/ 'to do, to make' + a following noun is translated into English as 'to be' + an adjective.

- 4 /míéqù nú/ 'We ate' (literally: 'We will eat a thing.'
 /míéfià nú/ 'We taught' (literally: 'We will teach
 a thing.'

Many verbs translated into English as intransitive verbs are actually transitive in Ewe. If they lack a definite object, they take the indefinite object /nú/ 'thing'.

- 5 Literally: 'won't you come to my place tomorrow evening (in order that) we should eat?'

- 6 Literally: 'we will meet tomorrow.'

Dialogue C

Komi: Àlékéè, Kòsì, èdzèsí
àfétó yāà? Well, Kosi, do you know
this gentleman?

Kosi: Ò, nyèmédzèsí ò. No, I don't know him.

Komi: Núfiálá wònyé. He's a teacher.

Kosi: Óò! Ényó ñtós. Oh! Very good.

dzídùdùà the government
éfé dzídùdùà his government
dó to send
éfiá he taught
áfiá he will teach

Komi: Éfé dzídùdùà dóè. His government sent him.
Áfiá Ñlísìgbè He's going to teach the
qèvíáwó.² children English.

Fransêgbè

French

Kosi: Áfiá Fransêgbè há Is he going to teach them
wòà?² French too?

méfiá ò he didn't teach
máfiá ò he will not teach
kò only
Ñlísìgbè kò wòfiá he only taught
English
Ñlísìgbè kò wòáfiá he will only
teach English

Komi: Ò, máfiáwó Fransêgbè ò. No, he's not going to
Ñlísìgbè kò wòííáwó. teach them French. He'll
Ámèrikà tówóé. only teach them English.
He's an American.³

éfé ñkó¹

his name

Kosi: Ényó ñtós. Éfé ñkó qé? Very good. What's his
name?

Komi: Édward.

Edward.

Kosi: Àlékéè, Édward, èfɔ̀
nyúíéà?

Well, Edward, how are you?

Edward: È, m̀èfɔ̀.

I'm fine, thanks.

lòò

interjection for
calling someone's
attention

m̀iméváà

didn't you(pl)
come?

m̀imáváà

won't you(pl)
come?

àfémè

home

m̀iáfé àfémè

our home

égbè fíé

this evening³

Kosi: Ẁèézɔ̀ lòò. Lékéè,
Édward--lékéè, K̀omí,
m̀imává m̀iáfé àfémè
égbè fíé m̀iádù núà?

Welcome. Well, Edward--well,
Komi, won't you come to
our house this evening
for dinner?

m̀ièvá

we came

m̀iává

we will come

Komi: F̀áà, m̀iává.

Sure, we'll come.

m̀iágàdógò

we will meet again

Kosi: Ényó, m̀iágàdógò.

Good, see you later.

Komi: Ỳòó.

O.K.

Notes:

¹ /Jóhnsòn fɛ dzídùdùà/	'Johnson's government'
/ɛfɛ dzídùdùà/	'his government'
/míáfɛ dɛ dzídùdùà/	'our government'
/míàfɛ dzídùdùà/	'your(pl) government'
/wófɛ dzídùdùà/	'their government'

but:

/nyɛ dzídùdùà/	'my government'
/ɔ dzídùdùà/	'your(sg) government'

Note that, except for the possessive pronouns of the first and second persons singular, the possessive noun or pronoun always precedes the possessed noun (See Unit II-E, Possessive Pronouns.) and is usually separated from it by the possessive marker /fɛ/.

/fɛ/ is omitted:

- before nouns of kinship and nationality:

/Kòfí nɔ̀/	'Kofi's mother'
/wó tó/	'their father'
/Ámériká tówó/	'citizens of America'
/f'ká tówó/	'citizens of what place'
- before /xɔ̀/ 'friend'

/ɛxɔ̀/	'his friend'
/wó xɔ̀/	'their friend'
- before nouns of place (See Unit II-B, Note 4):

/gbèdɛ gbó/	'at the blacksmith's'
	(literally: 'the blacksmith's vicinity)
/mógá dzí/	'on the main street'
	(literally: 'the main street's surface')
- in a few other cases to be noted later.

/fɛ/ is optional:

1. before /ɲkɔ/ 'name':

/ɛɲkɔ/ } 'his name'
/ɛfɛ ɲkɔ/ }

2. before /áfɛmɛ/ 'home'

/míá fɛmɛ/ } 'our home'
/míáfɛ áfɛmɛ/ }

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

/nyɛ áfɛmɛ/ 'my home'
/wò áfɛmɛ/ 'your(sg) home'

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

/éfɛmɛ/ 'his home'
/míá fɛmɛ/ 'our home'
/míà fɛmɛ/ 'your(pl) home'
/núfiálá fɛmɛ/ 'the teacher's home'

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

/wó áfɛmɛ/ } 'their home'
/wó fɛmɛ/ }

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

/míáfɛ áfɛmɛ/ } 'our home'
/míáfáfɛmɛ/ }

If a noun beginning with /è-/ is preceded by a possessive, the /è-/ is elided (See Unit IV-B, Note 2.):

/
/éfé dɔ́/ 'his work'

²/áfíá Nlísìgbè qèviáwó/ 'He's going to teach the children English.'

/áfíá Nlísìgbèwó/ 'He's going to teach them
/áfíáwó Nlísìgbè/ English.'

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

³Literally: 'It's an American.' See Unit III-A, Note 3.

Future Tense:

/qèviáwó áfɔ́/ 'The children will get up.'

The future tense is formed by placing /á-/ 'future tense indicator' before the verb stem and after the subject or, in the negative, after the subject + the negative prefix (the various changes in the pronominal prefixes having already been made--see Unit III-B, Negative).

/máfɔ́/ 'I will get up'
/áfɔ́/ 'you(sg) will get up'
/áfɔ́/ 'he will get up'
/míáfɔ́/ 'we will get up'
/míáfɔ́/ 'you (pl.) will get up'
/wóáfɔ́/ 'they will get up'
/ɔ̀kèkɔ̀í náfɔ́/ 'When will you(sg) get up?'
/ɔ̀kèkɔ̀í wóáfɔ́/ 'When will he get up?'

/nyèmáfó ò/	'I will not get up.'
/máfó ò/	'you(sg) will not get up.'
/máfó ò/	'he will not get up.'
/mímáfó ò/	'we will not get up.'
/mìmáfó ò/	'you(pl) will not get up.'
/wómáfó ò/	'They will not get up.'
/dèviáwó máfó ò/	'the children will not get up.'

Note the following changes of the pronominal and/or negative prefixes in the future:

1) In the first and second persons plural affirmative, the /e/ of the pronominal prefix is elided.

2) Otherwise, the future tense indicator /á-/ contracts with a preceding /e/ to form /á^x/, where x = the tone of the preceding /e/. (This applies in the first person singular affirmative, in the second person singular affirmative--in both initial and non-initial forms, in the third person singular affirmative--initial form only and in the entire negative.)

Grammatical Drill

Transformation Drill:

Put the following sentences in the future.

Examples: Nufiala va do tso. Nufiala áva do tso.

Éva do tso.

Áva do tso.

Méva do tso o.

Máva do tso o.

Ḑekaji wòva do?

Ḑekaji wòava do?

1. Míedù nu egbe fiẽ. Míadù nu egbe fiẽ.
 Wódu nu egbe fiẽ. Wóadu nu egbe fiẽ.
 Édu nu egbe fiẽ. Ádu nu egbe fiẽ.
 Mèdu nu egbe fiẽ. Màdu nu egbe fiẽ.
 Beviawó du nu egbe fiẽ. Beviawó adu nu egbe fiẽ.
2. Mímedù nu o. Mímadù nu o.
 Koku médu nu o. Koku mádu nu o.
 Wómedù nu o. Wómadù nu o.
 Nyemedù nu o. Nyemadù nu o.
 Mèdu nu o. Màdu nu o.
3. Éfia Fransegbe hã wóa? Áfia Fransegbe hã wóa?
 Éfia Fransegbe hã wóa? Áfia Fransegbe hã wóa?
 Míafia Fransegbe hã wóa? Míafia Fransegbe hã wóa?
 Nufiala fia Fransegbe hã wóa? Nufiala áfia Fransegbe hã wóa?
 Wófia Fransegbe hã wóa? Wófia Fransegbe hã wóa?
4. Mífiawó Fransegbe o. Mífiawó Fransegbe o.
 Mímefiawó Fransegbe o. Mímefiawó Fransegbe o.
 Wómefiawó Fransegbe o. Wómefiawó Fransegbe o.
 Komla méfiawó Fransegbe o. Komla fiawó Fransegbe o.
 Nyemefiawó Fransegbe o. Nyemefiawó Fransegbe o.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 5. N̄lisigbe ko wòfiawó.
N̄lisigbe ko mèfiawó.
N̄lisigbe ko míefiawó.
N̄lisigbe ko wófiawó.
N̄lisigbe ko nufiala
fiawó. | N̄lisigbe ko wòafiawó.
N̄lisigbe ko mafiawó.
N̄lisigbe ko míafiawó.
N̄lisigbe ko wóafiawó.
N̄lisigbe ko nufiala
afiawó. |
| 6. Ʒekaxi neva do?
Ʒekaxi wòva do?
Ʒekaxi wóva do?
Ʒekaxi togbui va do?
Ʒekaxi miava do? | Ʒekaxi nava do?
Ʒekaxi wòava do?
Ʒekaxi wóava do?
Ʒekaxi togbui ava do?
Ʒekaxi miava do? |
| 7. Srõwoa mevaa?
Mévaa?
Wò hã mèvaa?
Mìmevaa?
Wòmevaa? | Srõwoa mavaa?
Mávaa?
Wò hã màvaa?
Mìmavaa?
Wómavaa? |

Pattern Response Drill:

Respond with the pattern given in the example, substituting for the underlined form(s).

In the following drills, substitute the appropriate form of the subject pronoun + the future tense indicator.

1. Example:

Nufiala áva do egbe fiẽa? O, áva do tso ndi.

Drill:

Miava do egbe fiẽa?	O, míava do tso ndi.
Áva do egbe fiẽa?	O, màva do tso ndi.
Áva do egbe fiẽa?	O, áva do tso ndi.
Wóava do egbe fiẽa?	O, wóava do tso ndi.
Noviwòwó ava do egbe fiẽa?	O, wóava do tso ndi.
Xòwò ava do egbe fiẽa?	O, áva do tso ndi.
Míava do egbe fiẽa?	O, mìava do tso ndi./
	O, míava do tso ndi.

2. Example:

Ʒekaxi brikla ava do? Áva do tso ndo.

Drill:

Ʒekaxi màva do? Àva do tso ndo.
 Ʒekaxi míava do? Míavu do tso ndo. /
 Míava do tso ndo.
 Ʒekaxi noviwòwó ava do? Wóava do tso ndo.
 Ʒekaxi tɔ̀wò ava do? Áva do tso ndo.
 Ʒekaxi nava do? Máva do tso ndo.
 Ʒekaxi wóava do? Wóava do tso ndo.
 Ʒekaxi wòava do? Áva do tso ndo.
 Ʒekaxi míava do? Míava do tso ndo.

3. Example:

Nuka Edward afia Áfiawó Nlisigbe.
 deviawó?

Drill:

Nuka wóafia deviawó? Wóafiawó Nlisigbe.
 Nuka nàfia deviawó? Màfiawó Nlisigbe.
 Nuka mìaafia deviawó? Míafiawó Nlisigbe.
 Nuka wòafia deviawó? Áfiawó Nlisigbe.
 Nuka ...íafia deviawó? Míafiawó Nlisigbe. /
 Míafiawó Nlisigbe.
 Nuka nufiala afia Áfiawó Nlisigbe.
 deviawó?
 Nuka detugbui yawó Wóafiawó Nlisigbe.
 afia deviawó?
 Nuka màfia deviawó? Àfiawó Nlisigbe.

4. Example:

Máva Lome tso fiẽ. Ʒekaxi nava do?

Drill:

Wóava Lome tso fiẽ. Ʒekaxi wóava do?
 Togbui áva Lome tso fiẽ. Ʒekaxi wòava do?
 Deviawó ava Lome tso Ʒekaxi wóava do?
 fiẽ.

Máva Lome tso fiẽ. 88. Ʒekaxi nava do?
 Míava Lome tso fiẽ. Ʒekaxi míava do?

Kodzɔ áva Lome tso fiẽ.
 Áva Lome tso fiẽ.

Ʒekaɣi wɔava ɔo?
 Ʒekaɣi wɔava ɔo?

5. Example:

Nye hã màfiawó
 Nlisigbea?

O, Fransegbe ko nafiawó.

Drill:

Wò hã àfiawó
 Nlisigbea?

O, Fransegbe ko rafiawó.

Ye hã áfiawó

O, Fransegbe ko wɔafiawó.

Nlisigbea?

O, Fransegbe ko nafiawó.

Nye hã màfiawó

O, Fransegbe ko wɔafiawó.

Nlisigbea?

Afeto ya hã áfiawó

O, Fransegbe ko wóafiawó.

Nlisigbea?

Noviwòwó hã áfiawó

O, Fransegbe ko wóafiawó.

Nlisigbea?

Wóawó hã wóafiawó

O, Fransegbe kɔ mafiawó./

Nlisigbea?

Míawó hã míafiawó

O, Fransegbe ko míafiawó.

Nlisigbea?

In the following drills, substitute the appropriate form of the subject pronoun + the negative prefix + the future tense indicator.

6. Example:

Nye hã màfiawó
 Nlisigbea?

O, mafiawó Nlisigbe o.

Drill:

Mama hã áfiawó

O, máfiawó Nlisigbe o.

Nlisigbea?

Míawó hã míafiawó

O, míafiawó Nlisigbe o./

O, míafiawó Nlisigbe o.

Wò hã àfiawó

O, nyemafiawó Nlisigbe o.

Nlisigbea?

Ewe

Nye hã màfiawó	O, màfiawó Ñlisigbe o.
Ñlisigbea?	
Miawó hã miàfiawo	O, mímafiawó Ñlisigbe o.
Ñlisigbea?	
Detugbui yawó hã áfiawó	O, wómáfiawó Ñlisigbe o.
Ñlisigbea?	
Ye hã áfiawó Ñlisigbea?	O, máfiawó Ñlisigbe o.
Wóawó hã wóafiawó	O, wómáfiawó Ñlisigbe o.
Ñlisigbea?	

7. Example:

Mímaḍu nu egbe fiṣa?	O, <u>mímaḍu</u> nu o.
Drill:	
Wómáḍu nu egbe fiṣa?	O, wómáḍu nu o.
Wò hã màḍu nu egbe fiṣa?	O, nyómáḍu nu o.
Mímaḍu nu egbe fiṣa?	O, mímaḍu nu o.
Gbede máḍu nu egbe fiṣa?	O, máḍu nu o.
Máḍu nu egbe fiṣa?	O, máḍu nu o.
Deviawó maḍu nu egbe fiṣa?	O, wómáḍu nu o.

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 a question at least once.

Example -- Instructor:	Do ka newona?
Student:	Nafiala mènnye.
	Do ka Komla wona?

Ewe

Conversation Drill:

1. Introduce yourself to someone. Ask him where he's from, when he arrived, what his name is, and what he does for a living.
2. Introduce a Peace Corps Volunteer to an Ewe. Explain that he's from America and that he's going to teach English. Tell his name and when he arrived.

Unit V - Farming

A. Farming in America

	àgblèdèlávó	farmers
	yèvúwó	white men
	dè	native land
Kosi:	Àgblèdèlávó lè yèvúwó dèà? ¹	Are there farmers in the land of the white men?
	zǎ	in plenty/ in abundance
Edward:	È, àgblèdèlávó lè yèvúwó dè zǎ.	Yes, there are plenty of farmers in the land of the white men.
	dè	to go to
	àgblè	farm
	dè àgblè ²	to cultivate a farm ³
	yèvúwó dè àgblè	white men culti- vated farms
	yèvúwó dèná àgblè ²	white men culti- vate farms
	àgbèlìgblè	manioc farm
Kosi:	Yèvúwó dèná àgbèlìgblèà?	Do white men cultivate manioc farms?
	àgbèlì	manioc
	àsí	hand
Edward:	Ò, àgbèlì mélé míá sí ò.	No, we don't have manioc. ⁴
	míméwò ò	you(pl) didn't make
	míméwòná ò	you(pl) don't make
	gàlì	manioc meal
Kosi:	Míméwòná gàlìà?	Don't you make manioc meal?

Ewe

míméwò ò
 míméwònà ò
 tàpíókà
 nú siàwó
 nú siàwó tsó Áfríkà
 nú siàwó tsóná Áfríkà

we didn't make
 we don't make
 tapioca
 these things
 these things came
 from Africa
 these things come
 from Africa

Edward: Ò, míméwònè tàpíókà há ò. No, we don't make tapioca
 Nú siàwó tsóná Áfríkà. either. These things
 come from Africa.

Notes:

¹Note that when /dè/ 'native land' is the possessed noun in a possessive construction, /fé/ 'possessive indicator' is omitted (See Unit IV - C, Note 1).

²If 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 àgbèlè/ 'to cultivate a farm' becomes /dàgbèlè/.
 /yèvúwó dèná àgbèlè/ 'white men cultivate farms'
 becomes /dènágbèlè/.

³Literally: 'to go to the farm'

⁴Literally: 'manioc is not (in) our hand'

/àgbèlì lè yèvúwó sí/

'White men have manioc.'

/àgbèlì lè àsínyè/

'I have manioc.'

/àgbèlì lè àsíwò/

'You(Sg) have manioc.'

/àgbèlì lè ésí/

'He has manioc.'

/àgbèlì lè miá sí/

'We have manioc.'

/àgbèlì lè mià sí/

'You(pl) have manioc.'

/àgbèlì lè wó (á)sí/

'They have manioc.'

Ewe

Note that in the expression /lè `ási/ 'to have':

1. /fé/ 'possessive indicator is omitted (See Unit IV - C, Note 1.).

2. the possessive pronouns of the first and second persons singular follow the possessed noun /`ási/ (See Unit II - E, Possessive Pronouns.).

Dialogue 2

	àzìgbèwó	peanut farms
Komi:	Àzìgbèwó lè Ámèríkàà?	Are there peanut farms in America?
	ànyíéhè	south
Edward:	È, àzìgbèwó lè ànyíéhè.	Yes, there are peanut farms in the South.
	lòlò	to be big
Komi:	Wólòlòà?	Are they big?
	àgbèdèlá	farmer
	àgbèdèlá qèká	one farmer
	kà	a measure of about 20 sq. meters
	kà àlàfá qèká	one hundred 'ka'
	àbó kà àlàfá qèká èné	about 100 'ka'
Edward:	Wólòlò òtós. Àgbèdèlá qèká dèná àgbè àbé kà àlàfá qèká èné.	They're very big. One farmer cultivates a farm of about 100 'ka'.
	léké wòwòè	how did he do it?
	léké wòwònè	how does he do it?
Komi:	Léké wòwònè?	How does he do it?
Edward:	Máchíno lè èsí.	He has a machine.
	àhã`	aha!
Komi:	Àhã, ényó òtós.	Aha, very good.

Notes:

Habitual:

/d̥s̄ k̄ā n̄ewò/ 'What kind of work have you done?'
 /d̥s̄ k̄ā n̄ewònà/ 'What kind of work do you (generally) do?'

/m̄efiá ñl̄ísígbe/ 'I have taught English.'
 /m̄efiáná ñl̄ísígbe/ 'I (generally) teach English.'

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. Note that the tone of /-na/ is the same as the last tone of the preceding verb stem.

Grammatical Drill

Transformation:

Put the following sentences into the habitual:

Example: Nuka wófia?

Nuka wófiana?

Drill: Dɔ a newɔ?

Dɔ ka newona?

Nu nefia?

Nuka nefiana?

M̄etla ñl̄ísigbe.

M̄efiana ñl̄ísigbe.

Èduna galia?

Èduna galia?

M̄imewɔ galí o.

M̄imewona galí o.

M̄imewɔ tapioka h̄ãa?

M̄imewona tapioka h̄ãa?

Nu siawó tso Afrika.

Nu siawó tso Afrika.

Leke wòwɔɔ?

Leke wòwɔɔ?

B. Harvest

Dialogue 1

bliá	the corn
tsì	to grow

Koku: Pàpá, èbliá tsì Papa, the corn has grown
(tall).

tò	possessed thing ¹
tòwò	yours(sg)
dzò	to be straight/ to be right
tòwò dzò	you're right ²
yì	to go
nyàtèfé	really

Komi: È, tòwò dzò. Mèyì Yes, you're right. I
àgblè tsò; étsì nyàtèfé. went to the farm yester-
day. It has really
grown (tall). /

ṅé	to break/ to reap
míénfì	we reaped it
míélè éṅégé	we are going to reap it

Koku: Yèkàǵí míélè éṅégé? When are we going to
reap it?

Komi: Míélè éṅégé tsò. We're going to reap it
tomorrow.

Notes:

¹ /nífíálá t̀/ 'the teacher's'

/t̀nỳè/	'mine'	/míá t̀/	'ours'
/t̀ẁò/	'yours(sg)	/mìà t̀/	'yours(pl)
/é t̀/	'his, hers, its'	/wó t̀/	'theirs'

Note that with /t̀/ 'possessed thing':

1. /fé/ possessive indicator is omitted (See Unit IV - C, Note 1).

2. the possessive pronouns of the first and second persons singular follow the noun (See Unit II - E, Possessive Pronouns.).

²Literally: 'yours is right'

Dialogue 2

míéyì àgb̀lè

míélè àgb̀lè yìgé

we went to the farm

we are going to go

to the farm

Koku: Míélè àgb̀lè yìgé ègb̀éà?

Are we going to go to

the farm today?

míéyì

we went

míélè yìyìgé

we are going to go

fífílà

immediately

Komi: È, míélè yìyìgé fífílà.

Yes, we're going to go

right now.

bliáwó

the corn(pl)

kátá

entirely; all

míéné bliáwó kátá

we reaped all the
corn

míélè bliáwó kátá

we are going to

négé

reap all the corn

Koku: Míélè bliáwó kátá

Are we going to reap all

négéà?

the corn?

Komi:

È.

Yes.

kò

then

Koku: Kò nu'á míáwòè?

Then what'll we do [with]
it?

dé	to put in
àvà	granary
mè	inside
míédíìl àvà mè	we put it in the granary ¹
míélè édégé àvà mè	we are going to put it in the granary

Komi: Míélè édégé àvà mè.

We are going to put it in
the granary.

Notes:

¹See III - E, Note 1

Intentional:

/miéyi/	'We went.'
/miélé yiyigé/	'We are going to go.'
/miéva/	'We came.'
/miélé vavagé/	'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 /lé/ + a verbal noun + /-gé/ 'intentional indicator'. The verbal noun is formed by prefixing the verb stem with a low toned reduplication (i.e. repetition) of itself.

/mèle fɔrɔgé/	'I'm going to get up.'
/núkã nèle fífiagé/	'What are you going to teach?'
/núkã nèle fɛflégé/	'What are you going to buy?'
/núkã nèle dzadzragé/	'What are you going to sell?'

Note the following changes in the reduplicated prefix:

1. If the verb stem has a nasalized vowel, the nasalization is omitted in the prefix.
2. If the verb stem contains an /i/ followed by another vowel, the second vowel is omitted in the prefix.
3. If the second segment of the verb stem is an /l/ or an /r/, it is omitted in the prefix.

/miéyi agblè/	'We went to the farm.'
/miélé agblè yigé/	'We are going to go to the farm.'

/miédii àvã mè/	'We put it in the granary.'
/miélé édege àvã mè/	'We are going to put it in the granary.'

In the verb forms previously encountered, a transitive verb* was normally followed by one or more objects. The first object of the verb becomes the possessive modifier of the verbal noun in the intentional, in which case the reduplicated prefix is omitted.

/éle d̀òyemgé/	'He is going to send me.'
/éle d̀owogé/	'He is going to send you (sg).'
/éle édógé/	'He is going to send him.'
/éle miá dógé/	'He is going to send us.'
/éle mià dógé/	'He is going to send you (pl).'
/éle wó dógé/	'He is going to send them.'

Note that:

1. /f́é/ 'possessive indicator is omitted (See Unit IV - C, Note 1.).
2. the possessive pronouns of the first and second persons singular always follow the verbal noun (See Unit II - E, Possessive Pronouns.).
3. the possessive pronoun of the first person singular has the form /-yèm/.
4. a high toned verb has low tone before the possessive pronouns of the first and second persons singular.

* In Ewe, a verb indicating direction or location followed by a noun phrase indicating place (e.g., /miéyi àgb̀lè/ 'We went (to the) farm.') must be considered transitive.

Grammatical Drill

Transformation Drill:

Put the following sentences in the intentional.

Examples:

Míeyi

Míeyi agble.

Míele yiyige.

Míele agble yige.

Drill:

Ɔekaɣi wova?

Éva egbe ɣdi.

Ɔekaɣi woyi?

Wóyi fifila.

Ɔekaɣi miɛne blia?

Miɛne bliawó katãa?

Miɛni tso.

Míedii ava me.

Wómewo gali o.

Wómewo tapioka hãa?

Ɔekaɣi wóle vavage?

Éle vavage egbe ɣdi.

Ɔekaɣi wóle yiyige?

Wóle yiyige fifila.

Ɔekaɣi míele blia nege?

Míele bliawó katã negea?

Míele eɛge tso.

Míele edege ava me.

Wómele gali woge o.

Wómele tapioka hã

woge?

Ɔekaɣi nefɔ?

Nuka neɖu?

Meɖu gali

Fika nedze?

Medze nufiala gbo.

Ɔekaɣi nele fɔfɔge?

Nuka nele duɖuge?

Mele gali duge.

Fika nele dzedzege?

Mele nufiala gbo dzege.

Nuka Kofi fia ɖeviawó?

Nuka Kofi fiawó?

Nuka Kofi fiawó

Nuka Kofi fiamí?

Nuka Kofi fiɛ?

Nuka Kofi le ɖeviawó

fiage?

Nuka Kofi le wó

fiage?

Nuka Kofi le fiawóge?

Nuka Kofi le mia fiage.

Nuka Kofi le efiage.

Dziɖuɖua dɔɛ.
Dziɖuɖua dɔm.
Dziɖuɖua dɔmí.
Dziɖuɖua dɔwó.

Dziɖuɖua le edɔge.
Dziɖuɖua lé dɔyemge.
Dziɖuɖua le mía dɔge.
Dziɖuɖua le wó dɔge.

C. A Poor Crop

Dialogue 1

- Kosi: Ȋdó! Good afternoon.
- Komi: Ȋdó, àfèámè dè? Good afternoon, how's everything at home?
- Kosi: Édó Fine.
- Komi: Dèviáwó dè? How about the children?
- Kosi: Wódó, dèviáwó? They're fine, and your children?
- Komi: Wófó nyuíé. They're fine.
- àgblemenukuáwó the crops
tsé to grow/ to
bear fruit
wótsé they grew
wólè tsetsém they are growing
- Kosi: Àgblemenukuáwó lè Are the crops growing
tsetsém nyuíéa? well?
- Komi: Ò, wómélè tsetsém ò. No, they're not growing.
- tsidza ñòlià the rainy season
dzidzi to be long
ákpá very much/too
much
- Kosi: Tsidza ñòlià dzidzi The rainy season has
ákpá. been too long.
- Komi: Tòwò dzò. You're right.

Dialogue 2

Komi: Àgbleménúkuáwó lè
tsètsém nyúíeà?

Are the crops growing
well?

kòkò

cocoa

vó

to rot

nyè kòkò vó

my cocoa rotted.

nyè kòkò lè vovóm

my cocoa is rotting

Kodzò: Ò, nyè kòkò lè vovóm.

No, my cocoa is rotting.

Komi: Tònyè há.

Mine too.

dó

to send

èdó dèviáwó

you sent the
children

èlè dèviáwó dóm

you are sending
the children

sùkú gǎ

high school

dé sùkú gǎ

to high school

Kodzò: Èlè dèviáwó dóm dé
sùkú gǎ?

Are you sending the
children to high school?

kòbà¹

money

Komi: Ò, Kòbà mèlè àsínyè ò.

No, I don't have any
money.

ténú

can/can do

Kodzò: Nyè há nyèméténúí ò.

I can't afford it either.

Léké miáwò?

What shall we do?²

dó

to lend

Komi: Dzidùdùà adó àsí mí.

The government will
lend us a hand.

Notes:

¹From English: 'copper'.

²Literally: 'I can't do it (i.e. send the children to school) either. How shall we do?'

Progressive:

/miéle yiyim/	'We are going.'
/miéle vavam/	'We are coming.'
/mèle fofóm/	'We are getting up.'
/núkà nèle fifiam/	'What are you teaching?'
/núkà nèle feflém/	'What are you buying?'
/núkà nèle dzadzram/	'What are you selling?'
/miéle agblè yim/	'We are going to the farm.'
/miéle edém avà mè/	'We are putting it in the granary.'

The usage of the progressive is similar to that of the English progressive. It is formed like the intentional except that /-m/ 'progressive indicator' is suffixed to the verb stem (instead of /-gé/ 'intentional indicator' --See Unit V - B2, Intentional.).

/élè d̀̀yè̀m/

'He is sending me.'

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

/élè Ǹl̀is̀ìgbè fiámè̀m/

'He is teaching me English.'

/élè Ǹl̀is̀ìgbè fiámí̀i/

'He is teaching him English.'

If the progressive suffix is followed by an ^{indirect} object pronoun in the first or third person singular, it has the fuller form /-mé̀/ (But before the third person singular pronoun /e/ becomes /i/ - See Unit II - E, Object Pronouns.)

Before other object pronouns, either /m̀/ or /mè̀/ is used, e.g.:

/élè Ǹl̀is̀ìgbè fiámí̀mí/

'He is teaching

/élè Ǹl̀is̀ìgbè fiámé̀mí/

us English.'

Grammatical Drill

Transformation Drill:

Put the following sentences into the progressive:

Examples:

Míeyi

Miele yiyim.

Míeyi agble.

Miele agble yim.

Drill:

Nye koko vo.

Nye koko le vovom.

Agblemenukuawó metse o.

Agblemenukuawó
mele tsetsem o.

Nyemedo devíawó de

Nyemele devíawó dom

suku gã o.

de suku gã o.

Ɔekayi míeva?

Ɔekayi míele vavam?

Míeva egbe ndo.

Míele vavam egbe ndo.

Fika míedze?

Fika míele dzedzẽm.

Míedze brikla gbo.

Míele brikla gbo dzem.

Dziduduá dɔwó.

Dziduduá le wó dom.

Dziduduá domí.

Dziduduá le míá dom.

Dziduduá dɔɛ.

Dziduduá le edom.

Dziduduá dom.

Dziduduá le dɔyem.

Nuka Yawa fia devíawó?

Nuka Yawa le devíawó

fiam?

Nuka Yawa fiawó?

Nuka Yawa le fiawom.

Nuka Yawa fiawó?

Nuka Yawa fiamí?

Nuka Yawa fie?

Éfia Nlisigbe deviawó.

Éfia Nlisigbem.

Éfia Nlisigbewó.

Éfia Nlisigbemí.

Éfia Nlisigbii.

Nuka Yawa le wó fiam.

Nuka Yawa le mia fiam.

Nuka Yawa le efiam.

Éle Nlisigbe fiam
deviawó.

Éle Nlisigbe fiamem.

Éle Nlisigbe fiamwó. /

Éle Nlisigbe fiamewó.

Éle Nlisigbe fiammí. /

Éle Nlisigbe fiamemí.

Éle Nlisigbe fiamii.