

EWE BASIC COURSE

Irene Warburton

Prosper Kpotufe

Roland Glover

with the help of

Catherine Felten

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D. Dictionary

## Introduction

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

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

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

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

- 1) Repeat after the native speaker each sentence or phrase.  
This may be done separately and/or in a group.
- 2) Read the dialogues with one another, with the native speaker making corrections as necessary.
- 3) Memorize the dialogues or portions of them and practice both among members of the class and with the native speaker.
- 4) Analyze the dialogues sentence by sentence, for grammatical content. This can be both a review and an exercise for the particular topic of the unit.

- 5) Improvise conversations based on the content of that and preceding units.
- 6) Do the comprehension. This may be a reading, translation, or dictation exercise.
- 7) The questions following the comprehension may be between two students with the native speaker making corrections, or between a student and the native speaker. Some of the questions may also be the basis for more conversations.

## II. The Language Background

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

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

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

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

a) The western section with Ewe proper, which consists of the "inland dialects" and 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. in Linguistics from the ISOAS. His dissertation is said to be a complete and up-to-date grammar of Ewe. His M.A. thesis is on tone in Ewe.

### III. Some General Linguistic Features

1. There are seven vowel phonemes.

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

Nasalized vowels are very common.

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

2. In Ewe, as well as in several other African languages, we find the coarticulated stops /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 /d/.

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

/l/ and /r/ constitute one phoneme.

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

/p/ seems to be a borrowed phoneme from Twi. Most of the words in which it occurs are loan words.

3. Tone is of outstanding importance. Ewe is the classical and rare example of a language in which tone is almost exclusively lexical.

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

5. Compound nouns and compound verbs are very frequent.

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

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

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

9. There is no grammatical gender.

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

11. There are no morphological word classes.

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

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

14. The verb describes action, condition and quality: /yi/ 'to go'; /mlɔ/ 'to lie'; and /kɔ/ '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.

/zɔ/ 'to walk'

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

/zɔ bɔhobɔho/ '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 /mí/ 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

<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 gá vò 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 tò kò kú	'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	<p>Usually similar to the final consonant clusters in English <u>cads</u> and <u>cats</u> respectively, but pronounced with the tongue against the back of the teeth.</p> <p>Before /i/, and sometimes before other vowels, similar to the consonants in English <u>Joe</u> and <u>chew</u> respectively.</p>	<p>dzê dzâ etsô tsó dzêsi dzi tsi</p>	<p>'to lodge' 'to fall (of rain)' 'yesterday' 'to come from' 'to recognize' 'to give birth to' 'water'</p>
v, f	<p>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/).</p> <p>Technically: bilabial fricatives, voiced and voiceless respectively.</p>	<p>vô vũ fê fô</p>	<p>'door' 'vehicle' 'year' 'to beat'</p>
z, s	<p>Similar to the corresponding sounds in English, but slightly palatalized (i.e., somewhat closer to the medial consonant sounds in English <u>pleasure</u> and <u>pressure</u> respectively) before /i/.</p>	<p>zâ âzi srô âsi</p>	<p>'in abundance' 'peanut' 'wife, husband' 'hand'</p>
y, x	<p>In producing /y/ and /x/, the air passes through a narrow passage formed by raising the back of the tongue towards the soft palate.</p> <p>Technically: velar fricatives, voiced and voiceless respectively.</p>	<p>yê xe xô xé</p>	<p>'sun' 'bird' 'friend' 'house, to mend, to patch'</p>
h	<p>Similar to /y/, but produced somewhat further back in the mouth.</p> <p>Technically: a voiced pharyngeal fricative.</p>	<p>hê hââ</p>	<p>'to educate' 'broad'</p>
ny	<p>Similar to French <u>gn</u> as in <u>Boulogne</u>.</p> <p>Technically: a palatal nasal.</p>	<p>nyê nyó</p>	<p>'I, me' 'to be good'</p>

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> .	lí blí	'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 yí	'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 lí	'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.	dě ěvé	'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.	gà ási	'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.	fò 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'
ĩ	ũ	All of the above vowels have a nasalized counterpart.	fĩ	'to blow the nose'
ẽ	õ		gblé	'to spoil'
ẽ	õ		kẽã	'drill him'
	ã		hãã	'also'
			fõã lõ	'palm branch' 'to take from the stove'
			lũ	'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

Nan Schneeberg

Prosper Kpotufe

With Some Help From

Roland Kofi Glover

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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.

bê	'to hide'	gbê	'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?

gbê	(voice)	bê	(to hide)	D
gbê	(voice)	bê	(to hide)	D
bê	(to hide)	gbê	(voice)	D
bê	(to hide)	bê	(to hide)	S
gbê	(voice)	gbê	(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/?

bê	(to hide)	b
bê	(to hide)	b
gbê	(voice)	gb
bê	(to hide)	b
gbê	(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 /gbǒ/ 'unripe'.

bǒ	(magic)	'magic'
gbǒ	(unripe)	'unripe'
gbǒ	(unripe)	'unripe'
bǒ	(magic)	'magic'
gbǒ	(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
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
gbó	(near)	gb
kpó	(to see)	kp
kpó	(to see)	kp
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)	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 /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 /kpɔ̃/ 'to see' and /gbɔ̃/ 'near'.

gbɔ̃	(near)	'near'
kpɔ̃	(to see)	'to see'
kpɔ̃	(to see)	'to see'
gbɔ̃	(near)	'near'
kpɔ̃	(to see)	'to see'

/b/, /gb/, /kp/

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

kpɛ	(to invite)	kp
gbɛ	(voice)	gb
gbɛ	(voice)	gb
gbɛ	(to refuse)	gb
kpɔ̃	(to be cheap)	kp
bɔ̃	(to gather)	b
bɛ	(to say)	b
kpɔ̃	(to be cheap)	kp
gbɔ̃	(to come back)	gb
bɛ	(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.

fɛ	'year'	fɛ	'debt'
flɪ	'buy it'	flɪ	'cut it up'
fɔ̃	'to beat'	fɔ̃	'to be light'
fɹ	'sea'	fɹ	'misery'
fɹ	'bone'	fɹ	'feather'

Are the following pairs of words same or different?

fɛ	(debt)	fɛ	(year)	D
fɛ	(debt)	fɛ	(year)	D
fɛ	(year)	fɛ	(debt)	D
fɛ	(debt)	fɛ	(debt)	S
fɛ	(year)	fɛ	(year)	S
flɪ	(buy it)	flɪ	(cut it up)	D
flɪ	(cut it up)	flɪ	(cut it up)	S
flɪ	(buy it)	flɪ	(buy it)	S
flɪ	(cut it up)	flɪ	(cut it up)	S
flɪ	(buy it)	flɪ	(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

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

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 /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 /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'

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

fú	(bone)	'bone'
fú	(bone)	'bone'
fú	(bone)	'bone'
fú	(feather)	'feather'
fú	(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'
vô	'door'	vô	'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
vô	(to finish)	vô	(to finish)	S
vô	(door)	vô	(to finish)	D
vô	(door)	vô	(door)	S
vô	(to finish)	vô	(to finish)	S
vô	(door)	vô	(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



vɔ̌	(to finish)	labio-dental
vɔ̌	(door)	bilabial
vɔ̌	(to finish)	labio-dental
vɔ̌	(to finish)	labio-dental
vɔ̌	(door)	bilabial
vɨ	(a fight)	labio-dental
vɨ	(blood)	bilabial
vɨ	(blood)	bilabial
vɨ	(blood)	bilabial
vɨ	(blood)	bilabial
vɨ	(to tear)	labio-dental
vɨ	(vehicle)	bilabial
vɨ	(to tear)	labio-dental
vɨ	(to tear)	labio-dental
vɨ	(vehicle)	bilabial
vɨvɨ	(to shake)	bilabial
vɨvɨ	(torn)	labio-dental
vɨvɨ	(to shake)	bilabial
vɨvɨ	(torn)	labio-dental
vɨvɨ	(to shake)	bilabial
vɨvɨ	(torn)	labio-dental
vɨ	(to tear)	labio-dental
vɨ	(blood)	bilabial
âvâ	(war)	bilabial
vɨ	(a fight)	labio-dental
âvâ	(war)	bilabial
vɔ̌	(door)	bilabial
vɨvɨ	(to shake)	bilabial
vɔ̌	(to finish)	labio-dental
vɨ	(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 /vɔ̌/ 'door' and /vɔ̌/ 'to finish'.

vɔ̌	(to finish)	'to finish'
vɔ̌	(door)	'door'
vɔ̌	(door)	'door'
vɔ̌	(door)	'door'
vɔ̌	(door)	'door'

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

vù	(blood)	'blood'
vù	(a fight)	'a fight'
vù	(blood)	'blood'
vù	(blood)	'blood'
vù	(a fight)	'a fight'

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

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

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

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

dental /d/ vs. retroflex /d/.

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

dɪdɪ	'to be long'	dɪdɪ	'going down'
ádě	'saliva'	ádě	'tongue'
dá	'to throw'	dá	'to cook'
dô	'hunger'	dô	'net'
dó	'to send'	dó	'to fill'
dó	'to plant'	dó	'to arrive'
dù	'town'	dù	'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
ádě	(saliva)	ádě	(saliva)	S
ádě	(saliva)	ádě	(tongue)	D
ádě	(saliva)	ádě	(saliva)	S
ádě	(tongue)	ádě	(tongue)	S
ádě	(tongue)	ádě	(tongue)	S

dâ	(to throw)	dâ	(to throw)	S
dâ	(to cook)	dâ	(to throw)	D
dâ	(to throw)	dâ	(to cook)	D
dâ	(to cook)	dâ	(to cook)	S
dâ	(to throw)	dâ	(to cook)	D
dô	(net)	dô	(hunger)	D
dô	(net)	dô	(hunger)	D
dô	(hunger)	dô	(hunger)	S
dô	(hunger)	dô	(net)	D
dô	(net)	dô	(net)	S
dô	(to fill)	dô	(to send)	D
dô	(to fill)	dô	(to send)	D
dô	(to fill)	dô	(to fill)	S
dô	(to fill)	dô	(to send)	D
dô	(to fill)	dô	(to fill)	S
dó	(to plant)	dó	(to arrive)	D
dó	(to plant)	dó	(to arrive)	D
dó	(to plant)	dó	(to plant)	S
dó	(to arrive)	dó	(to arrive)	S
dó	(to plant)	dó	(to arrive)	D
dù	(town)	dù	(gunpowder)	D
dù	(gunpowder)	dù	(town)	D
dù	(town)	dù	(town)	S
dù	(town)	dù	(gunpowder)	D
dù	(gunpowder)	dù	(gunpowder)	S

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

didi	(going down)	retroflex
didi	(going down)	retroflex
didi	(to be long)	dental
didi	(going down)	retroflex
didi	(to be long)	dental
adě	(saliva)	dental
adě	(tongue)	retroflex
adě	(saliva)	dental
adě	(saliva)	dental
adě	(saliva)	dental
dâ	(to cook)	retroflex
dâ	(to throw)	dental
dâ	(to cook)	retroflex
dâ	(to cook)	retroflex
dâ	(to throw)	dental

dò	(net)	retroflex
dò	(net)	retroflex
dò	(hunger)	dental
dò	(hunger)	dental
dò	(net)	retroflex
dó	(to send)	dental
dó	(to fill)	retroflex
dó	(to send)	dental
dó	(to fill)	retroflex
dó	(to send)	dental
dó	(to plant)	dental
dó	(to arrive)	retroflex
dó	(to plant)	dental
dó	(to arrive)	retroflex
dó	(to arrive)	retroflex
dù	(town)	dental
dù	(town)	dental
dù	(gunpowder)	retroflex
dù	(gunpowder)	retroflex
dù	(gunpowder)	retroflex
dâ	(to cook)	retroflex
dù	(gunpowder)	retroflex
didi	(to be long)	dental
dó	(to send)	dental
dò	(net)	retroflex
dó	(to fill)	retroflex
didi	(going down)	retroflex
dó	(to plant)	dental
dò	(hunger)	dental
didi	(to be long)	dental

Identify by giving the English gloss.

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

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

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

âdê	(saliva)	'saliva'
âdê	(saliva)	'saliva'
âdê	(tongue)	'tongue'
âdê	(saliva)	'saliva'
âdê	(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 /y/ vs. pharyngeal /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)	S
hââ	(broad)	yââ	(flowing)	D
yââ	(flowing)	hââ	(broad)	D
yââ	(flowing)	hââ	(broad)	D

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

yê	(sun)	velar
hê	(to educate)	pharyngal
yê	(sun)	velar
hê	(to educate)	pharyngal
hê	(to educate)	pharyngal
yê	(sun)	velar
hê	(to educate)	pharyngal
yê	(sun)	velar
yê	(sun)	velar
yê	(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

yê	(sun)	velar
yê	(sun)	velar
hê	(to educate)	pharyngal
yê	(sun)	velar
hââ	(broad)	pharyngal
yââ	(flowing)	velar
hê	(to educate)	pharyngal
hââ	(broad)	pharyngal
hââ	(broad)	pharyngal
yê	(sun)	velar

Identify by giving the English gloss.

The words for this exercise are /yê/ 'sun' and /hê/ 'to educate'.

hê	(to educate)	'to educate'
hê	(to educate)	'to educate'
hê	(to educate)	'to educate'
yê	(sun)	'sun'
hê	(to educate)	'to educate'
yê	(sun)	'sun'
yê	(sun)	'sun'
hê	(to educate)	'to educate'
yê	(sun)	'sun'
hê	(to educate)	'to educate'

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

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

## II. Some Tongue Twisters

bàba, bàbá, bàda, bàdabada, bàme, bàlime, abáduhá, babóbo, bewuwu,  
abebóbo, bebefé, beblé, bokuku, bablá

### d, d

dàdà, dū, dódū, dádé, dídí, dàduàmé, dàlídódo, didódo, dódódédzĩ,  
dódzi, dódzi, dódédzĩ, àdédede, dódódo, dódódo, dàdajú, dèdékò,  
àdedada, dàdádíà, dàdédzĩ, dódede, damedudu, àdanudódo, àdanudódo,  
dàsedídí

### f, f

fú, fò, fúfúfu, fúfúfú, fúfúfú, fufúfú, fúfúdu, fofó, amefofófófo,  
fafáfé, fáfá, flitelá, dùfúfé, afokpáflefe, máflè fáfá né máxe fáfá  
fe

### h, y, x

há, xá, yá, ylá, hlàdzàa, xlá, heyí, xéyí, yéyí, yéye, xéxi,  
yàyláfe, àhayéye, dùnú yàbuyabu, hlò, xlòlòo, hàa, xàbuxabu, fò xlá,  
yedúdu, yeyíyí, yedzefé, yèádéyí, hlòbàbia, ylídodo, hàxéxe

### m, n, ŋ

mó, nò, ŋó, mù, nú, ŋú, meŋé, mónūmómóló, mólīŋéŋé, ŋgogbénòlá,  
ameŋútinòlá, míanòvīnyómù, míanòvīŋútsù, néniě, ameŋúzòlá

### v, u, w

vò, vò, wò, àva, àwò, àva, lùvo, aveluò, avelihò, wozemefú, vòtrú,  
vemevívi, venúwòwo, àvawofé, awobádodo, awlamatsíkă, vetáfáfla,  
vevú, àvífafa, ványàványà, àvawogbe, vovoyi, awoevú, àvawovú,  
àviwòwo, wlúwlúí, vfoli nyufe lá mèvli



dz, ts

dzidúdu, dzitsóamēfo, dzidegbe, tsitretsígbè, tsidzagbè, tsí dzi,  
dzidzemě, tsidzadza, dzangbe, dzangbetsóla, tsitsétsé, tsidzódzòe,  
kpódzódzo, dzitsídzoegbè

gb, kp

gbàdagbá, gbàdzaa, kpákpaxē, kplàdzaa, kpúkpō, kpótsoe, ākpāngbā,  
kpényigba, gbòkplú, gbàdāgbó, kpégbāfě, gbòmekpokplo, ākpāligbē,  
gbègbogblo, klogbadza, kpelimútsīhé, gbedádāfò, kpokployidémě,  
gbèbúbūgbè, gbòkpokplo, gbédégbédé, kpákpalùvui, kpégbonōlá,  
āgbadónūkpókpūi

EWE BASIC COURSE

C. Ewe Basic Grammar

Irene Warburton

Prosper Kpotufe

Roland Glover

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Unit IGreetingsSubject PronounsAsking QuestionsDialogue 1: General Greetings (In the city)<sup>1</sup>

K: Komla      A: Akuwa

K:

fó

to get up

èfó

you got up

èfóà?

did you get up?<sup>2</sup>

Èfóà?

How are you?<sup>3</sup>

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. 2

/dèvíáwó há f'ó/ 'The children got up also.'

/dèvíáwó há f'óà/ 'Did the children get up too?'

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

3. Literally, the above conversation means:

Éf'óà? Did you get up (in good health)?

È, m'éf'ó. Yes, I got up.

Dèvíáwó há f'óà? Did the children get up too?

È, w'óf'ó. Yes, they got up.

Dialogue 2: Morning (In the city)

K: Komla Ko: Kofi

K:

Móní!

Morning!<sup>1</sup>

Ko:

àf'éámè

home

d'é?

how about, what about,

and (denotes a question)<sup>2</sup>

Móní, àf'éámè d'é (or àf'éámèt'ówó  
d'é)?

Morning, how's everyone at home?

K:

lí

to be there

Wólí.

They're fine.<sup>3</sup>

Ko:

m'ìéf'ó

you (pl.) got up<sup>4</sup>

nyúíé

well

M'ìéf'ó nyúíéà?

You're all well?

K:

m'ìéf'ó

we got up

È, m'ìéf'ó nyúíé.

Yes, we're all fine.

I.

Notes:

1. From English morning. It is used on the coastal areas, the Anlo area and especially in Accra where there is a great mixture of tribes.

2. Note the following sentences.

/aféámè/ 'home'

/àféámè dé/ 'How's (everyone at) home?'

/dèvíáwó/ 'the children'

/dèvíáwó 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. /èfó/ 'you (sg.) got up'

/mièfó/ '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:

ḡdi!

(Good) morning!

Am:

ḡdi, àféámètówó dé<sup>1</sup>?

Good morning, how's everyone at home?

Ab:

éfó

he, she, it got up<sup>2</sup>

Éfó.

Fine.

Dèviáwó dé?

Am:

How about the children?

Wólí (or, Wófó).

Ab:

They're fine.

Wófó nyúfiá?

Am:

They're all well?

È, dèviáwó?

Ab:

Yes, and your children?

Wólí.

Am:

They're fine.

Wófó nyúfiá?

Ab:

They're all well?

È.

Am:

Yes.

Notes:

1. /àféámètówó dé/

'How's everyone at home?'

/àféámètówó/

/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'

/míéfó/ 'we got up'

/èfó/ 'you (sg.) got up'

/míéfó/ 'you (pl.) got up'

/éfó/ 'he, she, it got up'

/wófó/ 'they got up'

## I.

	Singular	Plural
1st person	mè-	míé-
2nd person	é-	míé-
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: Abla

	K:	
ŋdɔ!		(Good) afternoon!
	A:	
gòò		(form of respect) <sup>1</sup>
ŋdɔ, gòò àfɛame dé?		Good afternoon, how's everyone at home?
	K:	
dó		to sleep
Édó.		Fine. <sup>2</sup>
	A:	
Dèvíáwó dé?		How about the children?
	K:	
Wódó, dèvíáwó?		They're fine, and your children?
	A:	
Wófó nyífé.		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: Kòdzo:

K:

Fíé! (Good) evening!

Ko:

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

K:

Édó. Fine.

Ko:

Dèvíáwó? How about the children?

K:

Wólí. They're fine.

Ko:

Wódó nyúféà? They're all well?

K:

srõ wife, husband, spouse

srõwòà your wife, husband

È, srõwòà dé? Yes, how's your wife?

Ko:

Élí. She's fine.

K:

Dèvíáwó? How about the children?

Ko:

Wólí nyúfé. They're fine.

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 dé?	Éfó.
Dèvíawó dé?	Wófó.
Aféamè dé?	Éfó (or, wofó).

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

Srówòá dé?	Élí.
Noviwòwó dé?	Wólí.
Fofowo dé.	Élí.
Dawò dé?	Élí.
Mámá dé?	Élí.

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

Mámá dé?	Édó.
Dèvíawó dé?	Wódó.
Fofowò dé?	Édó.
Srówòá dé?	Édó.
Aféamè dé?	Édó (or, wódó).

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

Tógbúí dé?	Éfó nyúíé.
Dawò dé?	Éfó nyúíé.
Srówòá dé?	Éfó nyúíé.
Noviwòwó dé?	Wófó nyúíé.

Dèviawó dé? Wófó nyúíé.

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

Àféamè dé? Èlí nyúíé (or, wólí nyúíé).

Dawò dé? Èlí nyúíé

Tógbuí dé? Èlí nyúíé.

Mamá dé? Èlí nyúíé.

Dèviawó dé? Wólí nyúíé.

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

Noviwòwó dé? Wodó nyúíé.

Dawò dé? Èdó nyúíé.

Sròwòà dé? Èdó nyúíé.

Àféamè dé? Èdó nyúíé (or, wódó nyúíé).

Togbúi dé? Èdó nyúíé.

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

Examples: Èfóà? 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.

Èlíà? È, mèle.

Mielíà? È, mieli.

Wólí nyúííà? È, wólí.

Èlíà? 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: Éfóà? Ě, éfó.

Éfóà? Ě, mefó.

Éfó nyúíéà? Ě, mefó.

Èdó nyúíéà? Ě, mefó.

Đevíawo hã dó? Ě, wódó:

nyúíéà \_\_\_\_\_

Èdóà? Ě, medó.

Srǒwoa fóà? Ě, éfó.

Èdó nyúíéà? Ě, édó.

Đevíawo hã líà? Ě, wóli.

Wófó nyúíéà? Ě, wófó.

Míedó nyúíéà? Ě, míedó.

### 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: Éfó. Đevíawó dé?

10.

I.

2. Question with /-à/.

Example: Instructor: Mielia?

Student: Ë, mieli. Deviawo fò nyúíéà?

Conversation Drill:

Improvise a conversation on the model of the dialogues in Unit

I.

Unit IIThe Pronouns /nè/ and /wò/The Demonstratives /sia/Uses of the Particle /ya/Dialogue 1

E: Edward      K: Kwasi

Núfiala àló sukúví ne nyéà?

E:

Are you a teacher or a student?<sup>1</sup>

K:

àgble

farm

àgblédèlá

farmer

ati

tree

atike

root

àtikewolá

doctor, herbalist

dò

illness, sickness

dòyòlá

doctor (healer of illness)

ya

on the other hand<sup>2</sup>

Àgblédèlá menyé.

I am a farmer.

Kofi ya nyé sukúví.

Kofi, on the other hand, is a student.

E:

Nye ya àtikewolá menyé.

I, on the other hand, am a doctor.

K:

ame

person

ka

which, who

ameka

who

nùtsu

man

sia

this<sup>3</sup>

## II.

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

Notes:

1. /nê/ 'you, (sg.), and /ê/'you, (sg.), freely alternate as subject of a sentence. /enye núfiala/ 'you (sg.), are a teacher.' /nenye núfiala/ '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. /Ŋutsu sia nye núfiala/ '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' /Gěto/ /Gětowo/ 'resident of Accra'.

## II.

Dialogue 2

K: Kofi      B: Bob

ná	K:	to give, for, to
wò		you
náwò		to you
Ndí náwò?		Good morning to you?
Ndí, èfáa?	B:	Good morning, how are you?
núfiála	K:	teacher
(n)e		you (singular)
È. Núfiála nényéá?		Fine [ <u>Yes</u> ]. Are you a
		teacher?
wò	B:	you (emphatic)
È, núfiála ményé.		Yes, I am a teacher.
Wòá dé?		What about you.
sukúví	K:	student
àlò		or
Sukúví nye ya menyé.		I am only a student. <sup>2</sup>
Áfrikátówo àlò Ámerikatówo		Are you African or American?
nényéa?		
Ámerikatówo menyé.	B:	I am American.

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.'



## II.

Dialogue 3

B: Bob      K: Kosi

ɲlisitowo

ɲlisitowo ɲítsù sia nyéà?

È, ɲlisitowo wònyé.

Áfrikátóe Kofí nyéà?

È, Áfrikátóe Kofí ya nyé.

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

Sukúví nènyéà?

o (or ao)

O, agbledela menyé.

Wòà dé?

Tógótówo

Núfiala menyé.

Tógótó nènyéà?

È, Tógótó menyé.

Wòdè?

Ámerikatówo menyé.

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 nyé Áfrikátówo. Énye Tógótó agbledéla. Kofí ya nyé sukúví. Nutsu síawó nyé Amérikátówo. Ésia nyé Bob. Énye núfialá. Edward ya nyé dòyòlá.

## II.

A. Questions Based on the Comprehension

1. Áfrikátówo Kosí nyéà?
2. Tógotowo wònyéà?
3. Sukúví àlò àgblèdèlá Kosí nyéà?
4. Sukúví àlò àgblèdèlá Kofí ya nyéà?
5. Ámerikátówo àlò Áfrikátówo Bob nyéà?
6. Nífiala Bob nyéà?
7. Dóyolá àlò nífiala Edward nyéà?

B. Questions for the Class

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



Unit IIIThe Definite ArticleThe Emphatic /e/Dialogue 1

E: Edward

K: Kosi

ame

E:

person, human

ka

what, which (question  
particle)

ameka

who

lá (or, a)

the (definite article),

this<sup>1</sup>

núfiálá

teacher

Amekae nye núfiáláa-Bob áló

Who is the teacher - Bob or

Kofia?

Kofi?

yé, é

K:

it is<sup>2</sup>

Bobe nye núfiáláa; (or,

It is Bob who is the teacher;

núfiálá lá).

(Bob is the teacher).

Kofí nyé sukúví.

Kofi is a student.<sup>3</sup>

dètugbui

E:

young lady

tsadilá

visitor, wanderer

Sukúví áló tsadilá(e) dètugbui

Is this young lady a student

sia nyéa?

or a visitor?

Sukúví e wònyé.

K:

She is a student.<sup>4</sup>

dèkákpuì

E:

young man, gentleman

Améka ényé dèkákpuì sia?

Who is this gentleman?

aféto

K:

Mister

Aféto Browne.

He is Mister Brown.

## III.

nyó	E:	(be) good <sup>5</sup>
ényo		(he, she, it) is good
ńúto		very, much
ényo ńúto		it is very nice, it is very good

Oo, efáà, áfétó Brown.

Well, how are you, Mr. Brown.

Mefo nyuie.

B:

I am well, thank you.

Notes:

1. /lá/ or /á/ is a demonstrative adjective, and it serves as the definite article after a substantive. Similar to the adjectives and other noun modifiers it follows the noun it modifies, e.g. /ati/ 'tree' /ati lá/ or /atía/ 'the tree'. If there is an adjective modifying the noun the article /lá/ or /á/ follows the adjective, e.g. /agble/ 'farm' /ga/ 'big' /agble ga lá/ 'the big farm' (literally: farm big the). The definite article is normally used when the noun it modifies has already been previously mentioned or known. Thus it is not used as often as it is used in English.
2. /yé/ or /é/ 'it is' places a substantive or a pronoun noticeable in opposition to another. The /ye/ or /e/ (which is more common, due to ease of pronunciation) is suffixed to the noun it emphasizes. Compare the following examples:

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

/Kofie nye nífiala/ 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: /Dôyolá(e) dêtugbui sia nyé./ 'This young lady is a doctor.'

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

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

/sukúvie wònyé/ '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 nènnyéà?

È, Áfrikátówo menyé.

Wòya dé? (or, wòà dé)?

Ámerikátówo menyé.

Wòenye núfialaà?

È, nyèé nye núfiala lá.

Sukúví nènnyéà?

O, àgbledelá menyé.

Dialogue 3

K: dofi      Kò: Kòsi

Ámerikátówo àló Áfrikátówoe

nye nùtsù sià?

Áfrikátówoe.

Ŋlísítowó àló Fransetówoe

nye Johnà?

Ŋlísíawóe.

Amékae nye núfialaà, Bob

àló Johnà?

Bobè nye núfiala 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?

Kò:

He is African.

K:

Is John English or French?

Kò:

He is English.

K:

Who is the teacher, Bob or John?

Kò:

Bob is the teacher.

John is a doctor.

## III.

Dialogue 4

B: Bob      K: Kofi

Ndí, Kofí, d̀̀yoláe d̀̀tugbui  
sia nyé.

Ahã,<sup>1</sup> Ámerikátówoea?

Ē, Ámerikátówoe.

Kofí nífiala ǹ̀nyéà?

O, sukúvíe menyé.

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

K: Is she American?

B: Yes, she is American.

K: Kofi, are you a teacher?

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 nífiala. John hã nyé Ámerikátówo. Énye d̀̀yolá. Àfétó Brown nyé d̀̀yolá. Énye lísiawó. Kofí nyé Áfrikátówo. Kòmlá hã nyé Áfrikátówo. Kofí nyé sukúví. Kòmlá ya nyé àgbledelá.

A. Questions Based on the Comprehension

1. Ámerikátówo àló Áfrikátówo Bob nyéa?
2. Nífiala ẁ̀nyéà?
3. Ámerikátówo àló ñlísíawó John nyéa?
4. Nífiala àló d̀̀yolá ẁ̀nyéa?
5. Àfétó Brown de d̀̀yolá ẁ̀nyéà?
6. Ámerikátówo àló ñlísíawó àfétó Brown nyéa?
7. Áfrikátówo àló Ámerikátówo Kofí nyéa?
8. Sukúví ẁ̀nyéà?
9. Amékae nye àgbledelá lá?
10. Áfrikátówo àló Ámerikátówo Kòmlá nyéa?



III. 6

B. Questions for the Class

1. Amékaé nye núfialaa?
2. Amékaé nye útsù sia?
3. Amékaé nye dètugbuia?
4. Ámerikátówo àl'ó Áfrikátówo n'ènyéa?
5. Ámerikátówo àl'ó Áfrikátówo m'ènyéa?
6. Ámerikátówo m'ienyéa?
7. Amékaé nye Ámerikátówo?
8. Amékaé nye Áfrikátówo?
9. Amékaé nye Ìlísíawô?

Unit IVPluralDialogue 1

B: Bob      K: Kosi

Fiẽ, efoà?

B: Good evening, how are you?

Ë, mefó.

K: I am well, thank you.

devi

B: a child

deviá

the child

dèviáwo

the children<sup>1</sup>

Dèviáwo dé?

What about the children?

nùtsù siawo

these men

Wofó.

They are fine.

Sukúviwo nùtsù siawo nyéa?

Are these men students?

or (Sukúviwoe nye nùtsù  
siawoa?)

Ë, sukúviwoe (wonye).

K: Yes, they are students.

Áfrikátówoe nye sukúviawoa?

B: Are the students African?<sup>2</sup>

xõ, xolõ

K: friend

kplé

and

Kòmlá kplé Kofi wónyé Áfrikátówo. Komla and Kofi are Africans.

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

Amerikátóawo kple Afrikátóawo      The Americans and the Africans

nye xõwo.

are friends.

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

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

/ame/ 'human being'

## IV.

/amewo/ 'human beings'

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

/devi/	'child'
/devila/(or /devia/	'the child'
/deviawo/	'the children'
/lã/	'animal'
/woadã/	'wild'
/lãwoadãwo/	'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.

Europátówoe nye nùtsùsiawóá?

Are these men European?

È, nùtsùsiawó kplé dèkákpuisiawó

B:

Yes, these men and these

nyé Európátówo.

young men are Europeans.

Sukúvíwóe miényéá?

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?

B:  
Are these girls Togolese or  
Ghanaian?

Tógótówó wónyé.

K:  
They are Togolese.

tsadilá

B:  
visitor

Sukúviwo àló tsadiláwo wónyéà?

B:  
Are they students or visitors?

Tsadiláwo wónyé.

K:  
They are visitors.

Dekakpuiawó nyé sukúviwo.

The boys are students.

Ŋlisíawo àló Ámerikátówo

B:  
Is the teacher English or

núfiálaa nyéà?

American?

Ámerikátówo wónyé.

K:  
He is American.

Dialogue 4

B: Bob      K: Kosi      Ko: Kòmlá

Sukúviwoe dèviawo nyéà?

B:  
Are the children students?

È, sukúviwo wónyé.

K:  
Yes, they are students.

Áfrikátówo àló Ámerikátówo

B:  
Are they Africans or Americans?

wónyéà?

K:  
They are Africans.

Áfrikátówo wónyé.

B:  
Are you the teachers?

Miawoe nye núfiálaawoà?

K & Ko:  
Yes, we are.

È, miawoe.

B:  
Are you (pl.) Africans or  
Americans?

Áfrikátówo àló Ámerikátówo

K & Ko:  
We are Africans.

míenyéà?

Áfrikátówo míenye.

## IV.

Comprehension

Bob kplé John wonye Ámerikátówo. Wónye nífialawo.  
Sukûvíawo nyé Áfrikátówo. Tógótówo wónyé. Sukûvíawo kplé  
nífialaawo nyé xôwo. Kofí kplé Kòmlá nyé xôwo. Kofí nyé  
sukûví. Kòmlá ya nyé àgbledelà.

A. Questions Based on the Comprehension

1. Ámerikátówo Bob kplé John wónyéà?
2. Nífialawo àlò dðyoláwo wónyéà?
3. Ámerikátówo àlò Áfrikátówo sukûvíawo nyéà?
4. Sukûvíawo kplé nífialaawo wónyé xôwoa?
5. Áfrikátówo Kofí kplé Kòmlá wónyéà?
6. Xôwoe wónyéà?

B. Questions for the Class

1. Nífiala àlò sukûví miényea?
2. Nífiala miényea?
3. Áfrikátówo miényea?
4. Ámerikátówo miényea?

Unit VIndependent Personal PronounsDialogue 1

K: Kòmlá      Kò: Kòsi

Èfóà?

K: How are you?

È, mefo.

Kò: I am fine.

Wò há efoà?

How are you?<sup>1</sup>

È, mefo.

K: Fine.

Đèviáwo dé?

How are the children?

Wóli nyuie.

Kò: They are well.

Srōwoa dé?

K: And your wife?

Eya há fó.

Kò: She is also well.<sup>2</sup>

tsó

K: to come from

afi

place, here

kà

question marker, what, which, etc.

áfíkà

what place, where

Afíkà mietsò?

Where do you come from?

Kofí tsó Kpalime, nye ya

Kò: Kofi comes from Kpalime, I

mètsó Lòme.

come from Lome.

nò

K: to sit, to stay in a place

nóna

to stay habitually

Kpalime mienonâ?

Do you (pl.) live in Kpalime?

afisia

Kò: this place, here

gake

but (and)

Kofi nò (or, nóna) Kpalime,

Kofi lives in Kpalime, I, on

[gake] nyè ya mènònà afisia.

the other hand, live here.

## V.

Notes:

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

	Singular	Plural
1st person	nyè	miáwó
2nd person	wò	miáwó
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: Kofí

Kofí, afikà nètso?

Mètso Tógo.

Afikà Ákuwa tsò?

Éya há tsó Tógo.

Kofí, 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?

V.

È, nífiala mènýé.

K: Yes, I am a teacher.

Nífiala wò há nènýéà?

Are you also a teacher?

È, nífiala mènýé.

B: Yes, I am a teacher.

### Dialogue 3

B-J: Bob and John

E-T: Edward and Tom

Ámerikátówo mienýéà?

B-J: Are you Americans?

È, nye kple Tom mienye

E-T: Yes, Tom and I are Americans.<sup>1</sup>

Ámerikátówo.

Ámerikátówo miawó há mienýéà?

Are you also Americans?

È, Ámerikátówo mienye, eye

B-J: Yes, we are also Americans,

mietsó Kokomo, Indiana.

and we come from Kokomo,

Indiana.<sup>2</sup>

aléké

E-T: How is, how are

Aléké miéfóà?

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 mietsóà?

D: Are you (pl.) from Washington?

Bob tsó Washington.

J: Bob comes from Washington.

Nyea mètso New York.

D: I come from New York.

nya

to know, to be acquainted

dzèsi

to recognize

Àh! Enya àfétó Brownà?

Ah! Do you know Mr. Brown?

Eya hã tsó New York.

He comes from New York too.

dó gò

J: to meet

medó gò

I met

lè

in, at

È, miédo gò àfétó Brown lé

Yes, we met Mr. Brown in New

New York.

York.

Núfiala wónyé.

D: He is a teacher.

Núfialawo miawó hã miényéà?

Are you also teachers?

Bob nyé núfiala, nyéá

J: Bob is a teacher, I am a

mènyé dòyolá.

doctor.

Comprehension

Edward tsó New York. Ènye dòyolá, eye wónona Lôme.  
 Edzesi Bob kple John. Édo gò Bob kple John lé 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 núfialawo, gake John ya nyé dòyolá.

A. Questions Based on the Comprehension

1. Afíkà Edward tsó?

2. Afíkà wónona?

## V.

3. Dòyolá, nífiala àlò àgbledelá wònyéà?
4. Édzèsí John kplé Bobà?
5. Afikà wòdo gò wó lè?
6. Afikà Bob kplé John wótsô?
7. Dòyolá, nífiala àlò àgbledelá wònyéà?
8. Afikà wónòna?

B. Questions for the Class

1. Afikà nètsô?
2. Afikà metsô?
3. Afikà dèkákpuì sia tsô?
4. Afikà dètugbúi sia tsô?
5. Amékae tsó New York?
6. Amékae tsó Washington?
7. Amékae tsó Tógô?
8. Amékae tsó Ghana?
9. Amékae tsó Californià?



Unit VINegativeDialogue 1

B: Bob      K: Kofi

kaflã (taflatse)

afikatowo

Kaflã, Kofi.

Afikátówo nènyê?

Togotówo menyé.

Ŋlísíawó nènyèà, Bob?

Ò (or, Ao), nyè menyé

Ŋlísíawó ò.

Ámerikátówo menyé.

Menye sukúví nenyé oà?

Ò, nyè ményé sukúví ò.

Tsaḍilá menyé.

amékawó

ḡutsuvi

Amekawó enyé ḡutsuvi siawò?

Ményé sukúvíwóe wónyé oà?

nyá

Nyè ménya ò.

Wòó nyé núfialaa?

Ò, nyè ményé núfialaa ò.

Àfétó Browne nyé núfiala lá.

Doyolae nyea menyé.

B:

excuse me<sup>1</sup>

citizen of what place

Excuse me, Kofi.

Where are you from?

K:

I am Togolese.

Are you English, Bob?<sup>2</sup>

B:

No, I am not English<sup>3</sup>.

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'
/miéfò/	'you (pl.) did not get up'
/wóméfò 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:

/mé/+ /è/ → /mè/

/mé/+ /é/ → /mé/

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

/mí/+ /me/+ /fo/+ /ò/ → /míefó ò/

The form /mimefó ò/ is dialectal.

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

/mèfo òà?/

'Didn't you get up?'

### Dialogue 2

Kd: Kodzo	Km: Komla	B: Bob
Amékae nye nústù sia?		Kd: Who is this man?
Nyèményà ò.		Km: I do not know.
Ménye sukúví ò.		B: He is not a student.
Káflà, Àfétò, wòenyé		Kd: Excuse me, sir, are you
núfiala lá?		the teacher?
È, nyéé.		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
Fié, Àkuwa, améka énye		K: Good evening, Akuwa, who is
núfialaà?		the teacher?
Nyèményà ò.		A: I do not know.

## VI.

Sukúví énye Kòmlá?

Ò, Kòmlá ménye sukúví 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 yà.

kpe

Áfika nèkpé Bob lè?

Mekpe Bob lè Lòme.

kófe

dù

gá

dùgá

Kófee nye Lòmea?

Ò, Lòme ménye kófe ò; dùgá

wónyé.

Comprehension

Bob kplé John wónye núfialawo. Wómenye Áfrikátówo ò. Wónyé Ámerikátówo. Kofí kplé Àkúwa wómenye núfialawo ò, wónyé sukúviwo. Wómetsó Ámerikà ò. Wótsó Lòme. Kòmlá ménye sukúví ò; àgbledelá wónyé. Lòme 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, city

K:

Is Lome a village?

K:

No, Lome is not a village;

it is a city.

## VI.

A. Questions Based on the Comprehension

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

B. Questions for the Class

1. Núfiala nenyéà?
2. Sukûvíwoe mienyéà?
3. Sukûví menyéà?
4. Dòyòlá menyéà?
5. Tsadilá menyéà?
6. Núfialae nùtsù sia nyéà?
7. Sukûví 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

nye<sup>1</sup>

(1)a

xõnyèa

Xõnyèa nyé Ámerikátówo.

Étso New York.

é(fe)

Énko dé?

Énkœ nye Bob.

wò

ŋkowò dé?

ŋkonyè enye Kofi.

Sukúvie nenyèa, Kofi?

nòví

È, nyè kplé nòvinyè míenye

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

/'ŋkonyè/

/nyè ŋko/

/'ŋkowò/

/wòŋko/

/'éŋko/

/'míáŋko/

'my name'

'your name'

'his, her, its name'

'our name'



## VII.

È, mefó.

Amékawóe nye dèkákpuì síawo?

Xónyè woe.

Wónkowo dé?

Wónkowoe nye Kwami kplé

Kofi.

Miawó ñkowo de?

Ñkonye enye Bob, xónyèa

ñkoe nyé John.

Menye miawóe nyé nífialaawó òà?

È, miawóe; eye miawóe nye

sukuviáwó.

ñúto

nyó

Menyo ñúto òà?

È, ényo ñúto.

Dialogue 3

Kd: Kodzo

K: Kosi

Wó nífialaa ñko dé?

Éñko énye Bob.

Menye ñlisiawoe wónye oa?

Ò, menye ñlisiawoe o.

Ámerikatówoe.

sróa

Sroa énye ñlisiawo

B:

Fine.

K:

Who are these gentlemen?

B:

They are my friends.

K:

What are their names?

K:

Their names are Kwami and

Kofi.

B:

What about your (pl.) names?

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

B:

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?

Nyè ménya ò.

Sukúvíwo e nye woviawoa?

È, sukúvíwoe wónye.

Dialogue 4

B: Bob      K: Kofi      Bn: Brown

Kofí, efóà?

È, mefó, enyá xónyeà?

Ò, énko dé?

Énko e nye John Brown.

Àfétò Brown, ñkónye enye

Kofí.

Ò, xónye há ñko enyé Kofí.

Woe nye núfialaá, áfétò Brown?

È, nyéé.

Nye kplé srónye míenye

núfialawo.

Mía víwo nyé sukúvíwo.

Comprehension

Bob xó nyé Àmerikátówo. Énko énye áfétò Brown. Sróa nyé ñlísíawó. Énko e nye Mary. Wóvíwo nyé sukúvíwo. Wónkwoe nye Tom kplé Susan. Áfétò Brown nyé núfiala. Sróa há nyé núfiala. Àkuwa kplé Áma wónye àgbledeláwo. Wóvíwo nyé sukúvíwo. Wónkwoe nyé Kofí kplé Kòmlá.

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. Amékae nye áfétò Brown?
2. Ámerikátòwo àló ñlísíawó wònyéa?
3. Sukúvíwóe nyé woviwóa?
4. Wó ñkòwó dé?
5. Núfíalawoe Àkúwa kplé Áma wònyeà?
6. Sukúvíwoe wóviwo nyéà?
7. Wó ñkòwó dé?

B. Questions for the Class

1. Wóñkò dé?
2. Nyenkò dé?
3. Éñkò dé?
4. Afíkátòwo nenyé?
5. Afíka nòwo tsò?
6. Afíka xòwòà tsò?
7. Afíka nedógò xòwoa lè?
8. Xòwoa ñkò dé?
9. Tòwo ñkò dé?
10. Nòwo ñkò dé?
11. Nòvíwòà ñkò dé?



Unit VIIIPossessives (continued)Dialogue 1

Kf: Kofi	Kw: Kwasi	Km: Komlá	E: Edward
		Kf:	our
míafe			
Oo! Kwasi, èdzesí dèkákpuì sia?		Eh! Kwasi, do you know this	
		gentleman?	
Eyae nyé míafe nífiala.		He is our teacher.	
Ô! ényo nùto, éhko dé?	Kw:	Oh! that's nice, what is his	
		name?	
Àfétò Edward.	Kf:	Mr. Edward.	
Àfétò Edward, ñdi nawò.	Kw:	Mr. Edward, good morning.	
Ñdi, èfo nyuieà?	E:	Good morning, how are you?	
Wõ sukúvíe Komlá nyéà?	Kw:	Is Komla your student?	
eve	E:	two	
katã		all	
ame eveawo kátã		both of them, both	
È, wó àmè eveawo kátã nyé nyě		Yes, they are both my	
sukúviwo.		students.	
mivá	Kw:	come (plural imperative)	
afémè		house	
Kòmlá, mivá míafe afémè		Komlá, come to our house this	
fie sia.		evening.	
miagado go		see you later, good-bye	
Ènye, miagado go.		O.K., see you later.	
Yoo.	Km:	O.K.	



## VIII.

Notes:

## 1. Possessives (continued)

/Kòmlá f <sup>é</sup> núfiala/	'Komla's teacher'
/é <sup>f</sup> é núfiala/	'his teacher'
/mí <sup>a</sup> f <sup>e</sup> núfiala/	'our teacher'
/mí <sup>a</sup> f <sup>é</sup> núfiala/	'your (pl.) teacher'
/wó <sup>f</sup> é núfiala/	'their teacher'

but:

/ny <sup>ě</sup> núfiala/	'my teacher'
/w <sup>õ</sup> 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<sup>é</sup>/.

/f<sup>é</sup>/ is omitted:

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

/Kofin <sup>ò</sup> /	'Kofi's mother'
/wót <sup>ó</sup> /	'their father'
/Ámerikát <sup>ó</sup> wo/	'citizens of America'

b. Before /x<sup>õ</sup>/ 'friend' e.g.

/x <sup>õ</sup> nye/	'my friend'
----------------------	-------------

and in a few other cases to be noted later.

/f<sup>é</sup>/ is optional:

a. before /ŋk <sup>ó</sup> /	'name'
/é <sup>ŋ</sup> k <sup>ó</sup> /	'his name'
/é <sup>f</sup> é ŋk <sup>ó</sup> /	

VIII.

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

Dialogue 4

A: Àkúwa Y: Yáwa

Ɔlísíawó Kofí f'é n'úfíalá nyéá?	A:	Is Kofi's teacher English?
Ò, éfe n'úfíalá ménye Ɔlísíawó	Y:	No, his teacher is not
ò, Ámerikátowoe.		English, he is American.
Afíkatowoe nye míaf'é n'úfíalá?	A:	Where is your teacher from?
Míafe n'úfíalá há nye Ámerikátówo.	Y:	Our teacher is also an American.
Énko dé?	A:	What is his name?
Énkoe nye àf'èto Brown.	Y:	His name is Mr. Brown.
Ménye àf'èto Brown f'é sukúví		Aren't you Mr. Brown's
nēnyé óà?		student?
Ò, míafe n'úfíalá f'é ñkoe nye	A:	No, our teacher's name is
af'èto Edward.		Mr. Edward.

Comprehension

Kofí nyé sukúví. Éfe n'úfíalá nyé Ámerikátówo. Énkoe nye àf'èto Brown. Àf'èto Brown fe sr'ò há nyé n'úfíalá. Éfiana Frāségbe. Wófe sukúvíwo nyé Áfrikátówo. Kòmlá kplé Kofí wónye wófe sukúvíwo. Kosí novi ménye sukúví ò, àgbledelá wónyé. Wo fofó há nye agbledela.

A. Questions Based on the Comprehension

1. Àgbledelá àló sukúví Kofí nyéa?
2. Àmékae nye éfe n'úfíalá?
3. Afíka wòtsó?
4. Núkae sr'òa fíana?

## VIII.

5. Afikatówoe wófe sukúviawo nyê?
6. Sukúvie Kosi novi nyéà?
7. Núfialae Kofi fofo nyéà?

B. Questions for the Class

1. Afika nêtsô?
2. Afika mêtsô?
3. Afikatówo wô núfiala la nyê?
4. Afikatówoe éfe sukúviawo nyê?
5. Afikatówoe wófe núfiala nyê?
6. Ámerikatówoe wô núfiala nyéà?
7. Áfrikatówoe sukúviawo nyéà?
8. Ámerikatówo wóxwó nyéà?
9. Agbledelae: aféto Smith fofo nyéà?
10. Sukúvie nòvia nyéà?
11. Míaxo éfe núfiala nyéà?

## VIII.

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

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

/nyě áfémè/	'my home'
/wõ 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

Kosí, amékae nye wõ núfialâ?      J: Kosi, who is your teacher?

Míajfe núfialae nye áfétó      K: Our teacher is Mr. Brown.

Brown.

## VIII.

Ámerikátówoe àló ñlísiawóea?	J:	Is he American or English?
Ámerikátówoe.	K:	He is American.
Frãsegbe	J:	French (language)
fía		to teach
fiana		to teach habitually
Ènya Edwardà?		Do you know Edward?
Nòviá há nyé núfiala.		His brother is also a teacher.
Éfiana Frãségbe.		He teaches French.
È, Kòmlá kplé Kofí wónye	K:	Yes, Komlá and Kofi are his
éfe sukúviwo.		students.

Dialogue 3

K: Kofi	E: Edward	
anyigba		K:
dzi		earth, country
anyigba ka dzi		on
		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 nye wó sukúviawoa?	K:	Are your students African?
Nyě sukúviawo nyé Tógotówo.	E:	My students are Togolese.
Novínye há nyé núfiala.	K:	My brother is also a teacher.
Efe sukúviawo há nye Tógoviwo.		His students are also Togolese.
Ényo ñúto.	E:	That's nice.
Va miáfémè fiē sia.	K:	Come to our house tonight.
Ényo, mává.	E:	Very well, I will come.

Unit IXSubstantives of placePossessive SubstantivesDialogue 1

K: Kwasi      Km: Komla

Dèkákpuì, taflatsé, ñkwoò dè?

K:

Pardon young man, what is your  
name?

Komla Senyo.

Km:

Komla Senyo.

Àfíka 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 dó?

When did you arrive?

Mevá dó Fídagbè.

Km:

I arrived on Friday.

dze

K:

lodge, put up

Afika nedze?

Where are you lodging?

gbede

Km:

blacksmith

gbo

vicinity, side

gbede gbo

at the blacksmith's<sup>1</sup>

Medze gbèdé 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)

## IX.

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

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

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

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

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

- |        |                       |
|--------|-----------------------|
| /dome/ | 1. a place, between   |
|        | 2. between, among, in |

Suku la le posu la kple kpovitowoxo 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.

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

## IX.

/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 je afe le tonye megbe--Kofi's house is behind mine.

/ngo/

1. the front, place before, future



## IX.

2. before, in front of

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

/ŋkúmê/

1. face, appearance, that which is before you
2. before, in front of

Đevi la meklô ŋkume ŋdi sia o--The child did not wash his face this morning.

xô si le wô ŋkume 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 ŋuti--I hung the bag on the wall.

/tě/

1. the underneath part, place under an object
2. under

Dadi la le kplô 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.

IX.

Dialogue 2

K: Kwasi      Km: Komla

Gbede ka gbó nêdze?

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.

(e)ma! (ékēmá)

K:  
that!

dowofé

work shop

Oh, gbede ma!

Oh, that blacksmith!

Menyae nyuie.

I know him.

Efe dowofe le ãtigã la gòme.

His work shop is under the  
big tree.

tututu

Km:  
exactly, indeed

eyaema

that is it, that is that

Eyaema títutu.

That is it indeed.

tè

K:  
draw

tē dé

at, draw near, close by

(e)to

his, hers, its, etc.<sup>1</sup>

## IX.

Míafā́é la te dé gbede la  
to gbóá?

Ē, élè gbèdé lá to megbé.

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

Km:

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

Note:

1. /to/ is used with the possessive pronouns to form the possessive substantives mine, yours, etc.

/Esia enye efe agbale/	'This is his book'
/Esia enye eto/	'This is his'
/tōnye/	'mine'
/míato/	'ours'
/tòwò/	'yours'
/míato/	'yours'
/éto/	'his, hers, its'
/wóto/	'theirs'

Dialogue 3

K: Kwasi      Km: Kómíá

kplò

K:

to lead, to take

(and lead away)

Mákplò wò yí àféméà?

Should I take you home?

fiase

Km:

store

fifia

now, soon, at once, etc?

O, nyémélè afeme yím 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/

IX.

tosisí	river
yéyē	new
kpó	ever (never in negative sentence)

Ède fiase yéyē le tosisí la tó me kpóá?	Have you ever been to the store on the river bank?
---	--

tù	Km:	build
xose (n)		faith, belief
xo se		to believe
mexo se		I believe
zì deká		once, one time
zì évelíá etc.		second time
zì màmláe		last time [i.e. the end (time)]

O, nyéméxō se bé wótùì yeyi yi si meva afi zì màmlāe ó.	No, I don't believe that 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

lôlo	Km:	big, large, to be big etc.
tōgbui		kind (i.e. of species); type

Fíase sià lôlo nùto.	This store is very big (large).
Nyemekpo étōgbui kpó o.	I have never before seen anything of its kind

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ánò...àbé	K:	about, (it will be about)
Wo tui ano abe je eve enye esi.		It was built about two years ago.
dzrá	Km:	sell
Nukae wodzráa lê fiase la me?		What is sold in the store?
klóe	K:	almost
áwu		dress, all Western-styled apparel.
nú		thing
núsfanú		everything, all things
Núsfanú klóe sí nédí la.		Almost anything that you want.
Meflea nye awuwó le afisia.		I buy my clothes here.

Comprehension

Dekakpui sia ŋko enye Komla Senyo. Enye Togoto tso Lome. Eva do Kpando etso le yeakpo xolŋa Kofi. Senyo dze gbede gbo le mogã la to. Gbede je afe la te de fia la to ŋu, eye efe dowofe la atigã la te.

Le ŋdo me la, Senyo kple Kwasi yi de fiasegã si le tosisí la to la me gake womefle naneke o. Wogatro yi afeme enumake; wovõ be wo dadawo tsi dzi le yewo ŋu.

võ-----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 je ŋko de?
2. Afika wõtso?

## IX.

3. Nukata wôva Kpando?
4. Xotoã ñko de?
5. Ameka gbo Senyo dzè?
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 ñutoa?



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

Km: Komla           A: Akuwa

le

Km:

be, is, be present<sup>1</sup>

Ŋdi, Kofi le aféa mea?

Good morning, is Kofi at  
home?

Ò, ele suku.

A:

No, he is at school.

Afika sukua le?

Km:

Where is the school?

kpò

A:

baton, club

ví

small

kpòvitó

policeman (one who carries  
small clubs or batons)

xò

building

kpovitowoxò

policemen's building,

police station

dome

between

pósū

post office

Sukū la le pósū la kple

The school is between the

kpòvitówoxò lá dôme.

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?

to

A:

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 ngo.

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

Zô tó lã lá gôme.

Walk by under the bridge.

Lã sia dzie kétékémó la tó'a?

Km:

Is it on this bridge that

X.

- ɲkúmè  
 Ë, tsó le sĩa gbó la,  
 kpovitówoxō lá le wò ɲkúmè.  
 dō  
 tēfē  
 bōbo  
 bōbōe  
 Èdɔe nyuie ɲuto.  
 didi  
 Médidi hã o.  
 kekeke  
 Àkpé kekeke.  
 eme  
 Àkpé mélé éme ò.
- A: railway line passes?  
 in your face, in front  
 of you.  
 Yes, from this bridge, the police  
 station is in front of you.  
 Km: to describe, (give  
 directions)  
 place  
 soft, easy  
 easily  
 You have described it very  
 well.<sup>1</sup> (you have given me  
 directions very well.)  
 A: to be far, long  
 It is not far either.  
 Km: very much, (a lot)  
 Thank you very much.  
 A: 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 Km: Good morning Togbe, is this  
kpvitowoxo la? the police station?

È, enye kpvitowoxo. T: Yes, it is the police station.

Vinye màmlae nyé kpvitó. Km: My last child (son) is a  
policeman.

be Km: that

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

deví T: child

núnõlá Km: overseer, one who has

X.

- others under his care  
or direction  
happy, content
- dzidzo  
Enye devi nyuie eye enunoláwo He is a good child (boy)  
kpóá dzidzo le énu guto. 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.  
Yoo! 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)  
dòdókpó middle, midst
- E, gáké mexose be élè dòdókpó Yes, but I believe that he is  
titina 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 xò sia me		Sit in this room or under
àlò dé àtiawo té.		the trees.
Àkpé nâwo kékeke.	Km:	Thank you very much.
Akpe méléme o.	N:	Don't mention it (not at all).

Comprehension

Suku la le posu la kple kpovitòwoxo la dome. Posu la le suku la megbe eye kpovitòwoxo la le engo. Komla menya afisi suku la lè o, Akuwa fia<sup>1</sup> mo lae. Komla zo mogã la dzi eye wò zo to lè la gome. Tso kpovitòwoxo la gbo la, Komla kpo suku la le enkume. Eyi sukufe<sup>2</sup> la me eye wòno atiawo te élàbéna<sup>3</sup> (because) Kofi nò dodokpo titina.

fia -- show

sukufe -- compound

élàbéna -- because

Babiawo

1. Afika Kofi le ndi séa?
2. Awekae gbløe 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 lê?
6. Xo kae le tosisisi la to?
7. Mo kae dzi Komla zo yi kpovitowoxo la gbo?
8. Nukae to lê la dzi?
9. Tso lê la gbo la, xokae le Komla fe nkume?
10. Suku la didi tso Kofi je afeme gboa?
11. Nuka titina Kofi no le suku?
12. Komla kpo Kofi le dodokpo megbea?

Biabiawo.

1. Ede xowô feme egkea?
2. Xowô no afeame remajia?
3. Afika xowô je sukua le?
4. Wô suku la le kpovitowoxo la gboa?
5. Tosisi ade to wô suku la titina?
6. Tosisi sia to posu la gboa?
7. Suku la te de wô afe gboa?
8. Indiana le Illinois kple Ohio domea?
9. Tosisikae to Washington, D.C. titina?
10. Wô afe didi tso posu la gboa?



Unit XI.Future TenseDialogue 1

Kl: Komla      Km: Komi

Navá Yáwo f'émeà?

yeyiyi

manò

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 emègbé lá, màyi

dé futa.

Notes:

## 1. Future Tense

/Komi áva/

Kl:

Will you come to Yawo's house?<sup>1</sup>

Km:

time

I will remain, I will

stay

long

Kl:

Will we stay there long?<sup>2</sup>

No, we will not stay long.

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

Km:

Will he be there now?<sup>3</sup>

Kl:

already

working place, place of  
employment

Km:

Yes, he came back from work  
already.

after, afterwards

the beach (or the coast)

Fine.

I will come, and after that

I will go to the beach.

'Komi will come'



## XI.

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

The Future Paradigm:

## Affirmative

/màvá/	'I will come'
/àvá/	'you (sg.) will come'
/áva/	'he will come'
/miáva/	'we will come'
/miáva/	'you (pl.) will come'
/wóáva/	'they will come'
/yèkayí nàvá/	'when will you (sg.) come'
/yèkayí wòáva/	'when will he come'

## Negative

/nyèmáva ò/	'I will not come'
/màvá ò/	'you (sg.) will not come'
/máva ò/	'he will not come'
/miáva ò/	'we will not come'
/miavá ò/	'you (pl.) will not come'
/wómáva 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. /miáva/ 'we will come'
- b. Otherwise the future tense indicator /á-/ contracts with a preceding /e/ to form /a/, which carries the tone of the pre-

## 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 ɲlísigbe dèviawo./ 'He will teach the children  
English.'

/Áfia ɲlísigbe 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

J:

to beat, to play (records)

àgba

plate, record

vívi

sweet, nice

Alékê, Yawá, mává nyě áfemè

Hi, Yawa, won't you come to

míafò àgba vívi ádewó òà?

my place? We will play

some nice records.

XI.

Enyo, mava.

Àgbá kawóe lè àsíwò?

Jàzz gbá áḍewo lè àsínyè.

Jazz gbáwo koe lè àsíwòà?

Ò. Kóngògba áḍewo há lè

àsínyè kplé 'highlife'

áḍewo há.

tso

si

kò

Oh, matsò nye agbawo há véa?

E, tsowo vé.

Y:

Yes, I will come.

J:

What records do you have?

Y:

I have some jazz records.

J:

Do you have only jazz records?

No. I also have some Congolese records and some 'highlife'<sup>1</sup>

K:

bring

who, which, that (relative marker)

just, only

Oh, shall I also bring my records?

J:

Yes, bring them.

Note:

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

XI.

Dialogue 3

K: Kosi      E: Edward

	E:	
àzā		feast, party, get-together
étefe		its place
ná		to give, for
nám		for me
Kwasí mèle àzā víáde dugé		Kwasi, I am going to have a
lè àfénýè mè.		get-together at my house.
Mává kpó étefe nám dá òà?		Won't you come to attend it?
yekayi? (or, Gbekagbe?)	K:	When? (on which day?)
Kwasídagbè.	E:	On Sunday.
Fíemèa?	K:	In the evening?
É, fíemè.	E:	Yes, in the evening.
Enyo, mává.	K:	Yes, thank you, I will come.
Amékawóe ánò afimá?		Who will be there?
Àkósi wa, Yawo kplé Kwadzó.	E:	Akosiwa, Yawo and Kwadzo.
Évoa?	K:	Is that all?
mamleawo	E:	the others, (Lit., the last ones)
Ò, mènýá àme màmleáwó ò.		No, you do not know the other people.
Ényo, miágadó gò.	K:	O.K., see you later.

Dialogue 4

K: Kosi      Y: Yao

Yawo, miáyí futa ètso.

K:

Yao, we will go to the beach tomorrow.

## XI.

wò kplé amékà	Y:	you and who, you with whom, with whom
Wò kplé amékà?		With whom are you going?
Nye kplé Kòmlá.	K:	I (am going) with Kòmlá.
Mává miáyì òà?		Won't you come with us?
		(Lit., Won't you come that we go?)
Ò, nyémáteju yì ò.	Y:	No, I cannot go.
Núkàtá?	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'
Kwasídá(gbè)	'Sunday'
vásede	'until'

Ètso énye Mémledágbè; Yawo kplé xǎawó mayi sukú nkeke eve o. Ètso ndí wóayi futa, éye lè yetró me lá wóayi Kòmlá fémè áfò ágba yéyè ádewo. Wóanò afima vásede fiémè ékema wóayi sinema. Kwasidagbe wófe ñlisigbefiala ádù àzã viade náwo, wó kátá wóayi.

## XI.

Questions Based on the Comprehension

1. Gbèkāgbè énye ètso?
2. Yawo kplé xṣáwó áyi Sukua?
3. Ṇkeke néníé wómáyi Suku o?
4. Núka woáwò lè Mémledá ṇdí?
5. Woáyi sinema Memleda yetroà?
6. Woayi futa Kwasidagbea?
7. Amekae aḍu àzã via de le efeme?
8. Yekayi woḍu azã lá?
9. Sukuviawo áyià?
10. Nuka woawo le suku ṇkekewo dzi?

Questions for the Class

1. Gbekagbe enye égbè?
2. Etsò 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 adewo le asiwò nafo namíà?
8. Dadawò ava kpó wò Memledagbea?
9. Ele azã aḍe duge le Memledagbea?
10. Amekawoe ava azã la duje?



Unit XIIThe Habitual TenseThe 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?<sup>1</sup>
- zã                               E: in plenty, in abundance
- È, àgbledeláwo lè Amerika a a       Yes, there are plenty of farmers
- zã.                               in America.
- dè                               K: to go to
- àgble                           farm
- dè àgble (dàgble)<sup>2</sup>           to cultivate a farm<sup>3</sup>
- dènaàgble<sup>2</sup>                      cultivate farms (habitually)<sup>4</sup>
- agbeli                           manioc<sup>5</sup>
- àgbeligble                     manioc farm
- Agbledela Amerikatowo denà       Do American farmers cultivate
- (dea) àgbeligbléà?           manioc farms?
- àsí                               E: hand
- Ò, àgbeli mélè míasí ò.           No, we don't have manioc.
- míewo o                           K: you (pl.) didn't make
- míewo na o                      you (pl.) don't make
- gàlí                              manioc meal
- Míewonà gali òà?                   Don't you make 'gali'?



## XII.

	E:	
miewò o		we didn't make, we don't make
miewo ná o		we don't make (habitually)
tâpìokà		tapioca
nú		thing
nú siawó		these things
nú siawó tsó Áfrikà		these things came from Africa
nú siawó tsóna Áfrikà		these things come from Africa
ò, miewonà tâpìokà há ò.		No, we don't make tapioca, either
Nú siawó tsóna Áfrikà.		These things come from Africa.

Notes

- Note that when /dè/ 'native land' is the possessed noun in a possessive construction, /f'é/ '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/. /nɔtsu siawo dèna àgble/ 'these men cultivate farms' becomes /dènaɔgble/.
- Literally: 'to go to the farm'.
- Habitual:
 

/dǒ kǎ nɛwò/	'what kind of work have you done?
/dǒ kǎ nɛwónà/	'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'

/lí/ '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. /f'é/ '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 Ámerikàa?

Are there peanut farms in America?

## XII.

- ànyíehé  
 È, àzìgbìlèwó lè ànyíehé.
- lóló  
 Wólóló?
- àgbledelá  
 dèká  
 àgbledelá dèká  
 ká  
 ká àláfá dèká  
 àbé ... èné  
 àbé ká àláfá dèká èné
- Wólólo ñto. Àgbledelá dèká dèa  
 àgble àbé ká àláfá dèká èné.
- àléke wòwòe  
 àléke wòwòe  
 Àléke wòwòe?  
 mó  
 àgbledemo  
 Àgbledemowó lè ésí.  
 àhã  
 Àhã, ényo ñuto.
- E: south<sup>1</sup>  
 Yes, there are peanut farms in  
 the south.
- K: to be big  
 Are they big?
- E: farmer  
 one  
 one farmer  
 a measure of about 20 square  
 meters  
 one hundred 'ka'  
 like, about, approximately  
 about 100 'ka'
- They're very big. One farmer  
 cultivates a farm of about 100  
 'ka'.
- K: how did he do it  
 how does he do it
- E: How does he do it?  
 machine  
 farming machine
- K: He has farming machines.  
 aha  
 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  
 zã.    in Africa.  
 togbui                                        E: kind
- Àgble ka togbuie àgbledeláwo            What kind of farms do the farmers  
 dèna lè Tógô?                            cultivate in Togo?  
 tè    K: yams (kind of potato)  
 kplé búbuàwó                            and others
- Wódenà àgbeligble, tegble,            They cultivate manioc, yams,  
 àzìgble, kplé búbuàwó.                peanuts, and farms of other  
     things.  
 aputí                                        E: orange
- Aputíwo lè mía síà?                    Do you have oranges?  
 àtótó                                        K: pineapple  
 dònṭí                                        lemon
- È, aputí, àtótó, dònṭí 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
Blígblē lē míasi lē Tógóa?		Do you have corn farms in Togo?
Ē, blígblēwó lē míasi zǎ.	K:	Yes, we have plenty of corn farms
gáké	E:	but
águte		
yēvúte }		potato
yevútegble		potato farms
Miedena yēvútēgbleá?		Do you cultivate potato farms?
Ò, miédená yēvútēgble ò,	K:	No, we don't cultivate potatoes,
gáké te le míasi 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 míasi lē Tógó?		What kind of fruits do you have in Togo?
Àkòdú, àtòto, aputí, mángò,	K:	We have banana, pineapple, orange
kplé búbuàwó lē míasi.		mango, and other things.

Comprehension

Àgbledeláwó lē Tógó. Wódèa blígble, àtíkutsetsewogble kplé búbuàwó. Yēvútē mélè wósi ò, gake tē kplé tàpiókà lē wósi. Wódèna àgbelígblē eye wówona gálí. Lē Àmèrikà há àgbledeláwo fàna blí, dètí kplé àtíkutsetsewo, gáké tàpiókà mélè wósi ò, eye wómewònà gálí há ò, núsíawo vána tsóá Áfrikà.

## XII.

fà - plant

dèti - cotton

bɔ - be plentiful

Questions Based on the Comprehension

1. Àgbledeláwo sɔ̀gbɔ̀ lè Tógoà?
2. Núkà̀ gblě̀ wódèna?
3. Blígblḕ lḕ wósià?
4. Àtíkutsetsewo lḕ wósià?
5. Àgbledeláwo lè yevúwodéà?
6. Núkà̀ gblee wódèna?
7. Tè lḕ wósià?
8. Tàpiókà̀ lḕ wósià?
9. Wówòna gálíà?
10. Afíkà̀ núsíawo tsónà?

Questions for the Class

1. Àgbeligblewó̀ lè Togóà?
2. Àgbelīgblēwó̀ lè Àmèrikàa?
3. Míwòna gálí lè àfímá?
4. Yēvútḕ lḕ wósi lè Tógoà?
5. Àtíkutsetsewo le wósi lè Tógoà?
6. Àtíkutsetse káwoée lè Tógò?
7. Núfiala àló̀ sūkúví mēnyéà?
8. Núkà̀ mēfíánà?
9. ȳlísí̀ sūkúwó̀ lḕ wósi lè Tógoà?
10. Núfialawo lè Tógoà?
11. Àmèrikátówo wona gálí kplé̀ tàpiókà?
12. Àfíkà̀ núsíawo tsónà?



Unit XIIIThe Indefinite PronounsDialogue 1

N: Nufiala

A: Ama

K: Kofi

Kw: Kwami

tá

N:

draw

tá nu dɛ́

draw something on

ɲlɔ́

write

kpé

plate, stone

núɲlɔ́kpé

blackboard, (any slate to  
write on)

Amekaé tá nú<sup>1</sup> dɛ́ núfiala fé  
núɲlɔ́kpé lá dzí? Améà dɛ́ke  
ménya òà?

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

Núfiala, Kofié tá nú dɛ́  
kpé lá dzí.

A:

Teacher, it is Kofi who drew on  
the board.

nyatefé

N:

truth

Kofi, nyateféà?

Kofi, is that true?

dɛ́

K:

take off

kúku

hat

de 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 netâ?

N:

What was it you drew?



## XIII.

ame	Kw:	person, human being
sia		this
amesiame		everybody, person
kò		to laugh
Nyèé wòtá. Amésíame 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 tònnye		Teacher, I am guilty and I am
médzò o. Nyè méwò nu sia		sorry. I have never done any-
fomeví kpó o.		thing of this sort.
Ényo. Kofí, zò yí mogá	N:	That is O.K. Kofi, walk to the
lá dzí.		main road and back.
àbi	K:	wound
áfò		foot
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)
tóhèhè		other
bubu		another
bubuađe		give
na		

## XIII.

Ékema míana tóhèhe búbùàdé  
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

/meɲlɔ agbale/ 'I write a letter'

or it will have the indefinite pronoun /nu/

/meɲlɔ 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.

/xɔàde/ 'a house'

/atiàde/ '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. /néniè/, /néniè/ 'how much, how many'

6. /siáa/ 'both, altogether', e.g.

/gútsùwó 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.

/gutsu siáa gutsu/ 'every man'

/atí siáa ati/ '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'

/afisiâfí/ '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

N:

nlò

write

ati

tree, stick

## XIII.

- nunlotí pen, pencil (lit., a writing stick)
- akónta mathematics, arithmetic
- Mitsó mfafé nunlotiwo ná akónta. Get ready (take your pens) for mathematics.
- deke K: one, none, not one
- deke mélé o to have none (lit., have not one)
- Núfiálá, nunloti aḍeke mélé Teacher, I have no pen.
- àsínyè o. N: a certain one
- aḍé among
- dome any (or one) amongst you
- mia dometó Does anyone among you have
- Nunloti búbùadé lè mia another (an extra) pen?
- dòmetóa de síà? A: Yes, I have an extra one, but
- È, deká búbuà dé lè àsínyè gáké mènloa nú nyuíe o. N: it does not write properly,
- Kofí xo Áma fé nunloti N: Kofi, take Ama's extra pen.
- búbu sia. K: Teacher, the pen does not write
- Núfiála, nunloti lá mènloà nanéke o. N: anything.
- Nunlotí búbuà dé lè ame N: Does anybody else have an extra
- aḍe síà? S: pen?
- amea deke S: nobody
- O, mélé améà déke sí o. N: No, nobody has any.
- Ényo, Kofí xo tonye lá. N: O.K., Kofi, you may take mine.

## XIII.

Dialogue 3

N:	Núfiála	K:	Kwadzo	Ko:	Kofí
	nukata	N:			why
	Kwadzó, nukata m̀ewo náneke				Kwadzo, why haven't you done
	o?				anything?
	agbale	K:			book
	Núfiála, m̀ede kuku àgbale				Teacher, sir, I don't have the
	m̀elè àsínyè o.				book.
	kpó	N:			to see, to look
	wo ... vo				finish
	Amekaé wó akontá vo? Améà				Who has finished the math
	déke o. Kwadzó, kpo Kofí				(assignment)? Nobody.
	fé àgbalè mè.				Kwadzo, use (look into) Kofi's
	àsímasi				book.
	Núfiála, àsímasi kpó nyè	Ko:			Mr. So-and-So
	ákonta.				Teacher, Mr. So-and-So looked
	Núfiála, m̀ede kúku, nyème-				at my work. (i.e., Kwadzo
	kpó náneke o.	K:			peeped at Kofi's work).
	Kwadzó, zò yí mogá lá dí.				Teacher, please, I did not look
	zi	N:			at anything.
	Zí neniè?				Kwadzo, walk over to the main
	Zí deka.				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
Núfiala, asímási dó àlǎ.		Teacher, Mr. So-and-So slept (has fallen asleep).
fó	N:	wake up! get up!
Komlá, fó! Èwò akónta vǎa?		Komla, wake up! Have you finished the math?
O.	K:	No.
Nenié nǎwò?	N:	How many did you do?
dzè dǎ	K:	became ill
Nyè méwò dèké o. Mèdze dǎ		I did not do any of them. I became ill yesterday evening.
etsò fie.	N:	Go to see the doctor.
Va kpó atíkewolá.	K:	I was there this morning.
Mède àfíma ǎdí sia.		The doctor (herbalist) gave me something.
Atíkewolá ná nanem.	N:	Then go home (you may go home).
Ékema yi àfémè.		

Comprehension

Bob yi sukú éyè améàde tá nú dé núnjlokpé lá dí. Kofíe tá nú dé kpé lá dí. Kofí métso núnjlotia dèké va sukú ò. Àmà tsó eto bubuàde ná Kofí gáké núnjlotí lá méjlo náneke o. Núfiala la tsó éfe núnjloti lá ná Kofí.

Akóntagbalé mélé Kwadzó sí o. Éya kplé Kofí wókpò àgbale déka me.

## XIII.

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

déka me - together

Questions Based on the Comprehension

1. Àmekàé tá nú dé núnlokpe lá dzī?
2. Àmekàé gblòé ná núnfialá? (gblò - tell)
3. Wóhè tó áde ná Kofíà?
4. Kofí tsó núnlotía dé vá sukúà?
5. Àmekàé tsó núnlotí búbù vá sukú?
6. Àmekàé ná núnlotí búbù Kofí?
7. Àmèàdé kpó Kofí fé àgbàle méà?
8. Akóntagbale áde lè Kwadzó sià?
9. Kwadzó kplé Kofí wókpó agbale déka méà?
10. Asímási kpó Kofí fé ákontà?
11. Àmekàé dó alõ lè sukú?
12. Ákónta nenié wòwò?
13. Àtikewolá ná nánéà?

Babiawo

1. Núnloti áde lè àsíwòà?
2. Ètso núnloti áde vá sukúà?
3. Núnloti búbu áde lè àsíwòà?
4. Àsímási kae ná núnloti wò?
5. Èkpó àmèàdé fé ákonta lè sukúà?
6. Àsímási gblòe ná núnfialá?
7. Àmè nenie métso àgbale va sukú ò?
8. Àmè nenie métso núnloti vá sukú o?

## XIII.

9. Àmeká f' é núnloti búbue nyé ésià?
10. Àmeadé d'ó àl'ò l'è sukù égbèà?
11. Zì n'énie nedo àl'ò l'è sukù égbèà?





Unit XIVObject PronounsDays of the WeekDialogue 1

Y <sub>1</sub> : Yawa-1	Y <sub>2</sub> : Yawa-2	B: Aféto Brown
Edógò xónyeà?	Y <sub>1</sub> :	Have you met my friend?
e	B:	him, her
Ò, nyèmedogoe ò. <sup>1</sup>	ηkwoò de?	No, I have not met her. What
yo	Y <sub>2</sub> :	is your name?
Wó yoām bé Yāwá.		call
Yíwodágbè	B:	My name is Yawa. (Lit., they
lè Yáwodágbè <sup>2</sup>		call me [that] Yawa)
miawó		Thursday
-mí		on Thursday
dzi		you (object) plural
Yawá wóyona wò há!		you (object) plural
Wódzì wò lè Yáwodágbè!		to give birth to
ma	Y <sub>2</sub> :	Your name is also Yawa! (They
éyaemá		call you also Yawa). You (sg.)
ηkeke <sup>3</sup>		were born on Thursday! (They
Eyaema. ηkèke ka dzi		gave birth to you on Thursday).
wódzíwò, aféto Brown?		that
		that is that, that is
		correct
		day
		That's right. On what day were
		you born, Mr. Brown?

## XIV.

Bládagbè  
 Wódzim̀ Bládagbè.  
 Âh! wõ Eve ñko énye  
 Kòmlã.

ékema

aténu

bé

Ékema naténu áyom̀ bé Kòmlã.

B: Tuesday

I was born on a Tuesday.

Y<sub>2</sub>: Ah! Your Eve name is Kòmlã.

B: then

to be able to, can

as, that

Then you can (or could) call me  
 Kòmlã.

Notes

## 1. Object Pronouns:

/wódzim̀/	'they gave birth to me, I am born'
/wódzíwò/	'they gave birth to you'
/wódzíí/	'they gave birth to him, her, it'
/wódzímí/	'they gave birth to us'
/wódzímí/	'they gave birth to you (pl.)'
/wódzíwó/	'they gave birth to them'

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

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

/dú/ 'to eat'

/wódúí/ 'they ate it'

## XIV.

/nô/	'to drink'
/wônôê/	'they drank it'
/dzi/	'to give birth to'
/wódzif/	'they gave birth to it'
/flê/	'to buy'
/wóflêê/	'they bought it'
/nyà/	'to pursue'
/wónyê/	'they pursued him'
/tá/	'to draw'
/wótê/	'they drew it'
/lû/	'to shave'
/wólûí/	'they shaved it'
/dó/	'to send'
/wódóê/	'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 /-í/ after /u/ or /i/; /wóqûí/, /wódzif/.
- b. becomes /-ê/ after /o/; /wódóê/.

## XIV.

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; /wólúí̃/.

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

a. /Wódzi-mí lê Yáwodagbè/ '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>
Kwasidagbe	} 'Sunday'	Kwasi	Akosia
Kòsidágbè		Kòsí	Àkòsíwá
Dzódágbè	'Monday'	Kwadzo	Adzoa
		Kòdzó	Àdzówá
Bládagbè	'Tuesday'	Kwamla	Àblá
		Kòmlá	
Kúdagbè	'Wednesday'	Anku	Akua
		Kòkú	Àkúwá
		Kwaku	
Yáwodágbè	'Thursday'	Yáwò	Yáwa
		Yao	

## XIV.

Fidágbê 'Friday'	Kôfi	Afua
		Áfiwa
Mémledágbê	Kwami	Áma
'Saturday'	Kõmí	

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

a. /ŋkeke nenie lè Kwasiḍá mè/ 'How many days are in the week?'

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

Dialogue 2

Kf: Kofi

Km: Kõmlá

ènyá

Kf:

you (sing.) know

èdzèsí

you (sing.) recognize

mèdzèsí ò

you (sing.) don't recognize

mèdzèsí oa

don't you (sing.) recognize

dètùgbùí siawó

these young ladies

Ényó, Kõmlá, mèdzèsí dètùgbùí

Well, Kõmla, don't you recognize

siawó oa?

these young ladies?

mèdzèsíwó

Km:

I recognize them

nyè mèdzèsíwó ò

I don't recognize them

wó ñkówo

their names

Ao, nyèmèdzèsí wó ò. Wó

No, I don't recognize them.

ñkówo dé?

What are their names?

wó ame eveawo kátá

Kf:

both (emphatic)

wó amè evèawo kátá ñkó

both's name

## XIV.

Wó amè evèàwo kátá òkò ényé

Both of them are named Yawa.

Yáwa.

Â, Yáwódagbè wódzí woa?

Km:

Aha, both were born on Thursday?

È.

Kf:

Yes.

Ényó òtú.

Km:

Very good.

Dialogue 3

K: Kofi            B: Bob

Bob, wódzí xónyèa lè Kúdagbè.

K:

Bob, my friend was born on

Nēnyá éṅkoà?

Wednesday. Do you know his

name?

B:

xose

to believe (faith)

È, mèxose bé éṅko énye Kòkú.

Yes, I believe that his name is

Kòku.

K:

ázò

now

fífia

now, at the present, at this

moment

noví

brother, sister, cousin

noví òtú(ví)

brother

noví nyónu(ví)

sister

gbèsigbe

the day which (on which)

Ényó òtú. Ázò nòvíanyó-nuví

Very good. Now, his sister's

òkò énye Àkúwā. Nēnyá

name is Akuwa. Do you know

gbèsigbè wódzíà (wódzíà)?

the day on which she was born?

B:

Wódzí éyahā lè Kúdagbè.

She was also born on Wednesday.

K:

srò

to learn

srò nú

to learn (something, things)

## XIV.

mesróna nú

kába

Ényo nùto. Èsróná nú kába

nùto!

I learn habitually

fast, quickly

That's very good. You learn quickly!

Dialogue 4

B: Bob           K: Kofi

gbè

dzìgbe

B:

day

birthday

Dzìgbe nkó lè àmèsíamè sí lè

Tógóà?

K:

yi de

Does everybody in Togo have a birth name?

go to, until

È, tsó Dzodagbè yi dé Kwasi-dagbè, amesiamè xòà dzìgbe nkó.

Yes, from Monday to Sunday everybody gets a birth name.

Dzòdagbè víwo nkó dé?

B:

What is the name of Monday's children?

Njùtsùvíawo nyé Kwadzó éyè

K:

The boys are Kwadzo and the girls are Adzoa.

nyónuvíawo nyé Àdzóà?

B:

What about Saturday?

Mémledagbè dé?

K:

Kwami and Ama.

Kwámí kple Ámà.

B:

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

Tógotowo naa yevúnkówo wó víwóà?

K:

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

È, wónáa yéví nkó dèká wó víwó.



## XIV.

Comprehension

Lè Tógo lá, dzígbe ñkó lè amesiame sí. Wódzí novínýè ñutsuví lè Dzoda. Éfè ñkóse nyé Kwadzó. Wódzí novínýè nyónuví lè Dzoda. Éyà fè ñkó énye Àdzóá. Lè Àmérika lá, dzígbe ñkó mélé amewó sí ò. Àfétó Brown nyá éfè dzígbe ñkeke lá. Éfè dzígbe ñkó énye Kómá. Bob ya ménya éfè dzígbe ñkó ò.

Questions Based on the Comprehension

1. Dzígbe ñkówo lè Tógóà?
2. Ñkeke ka dzí wódzí nóvínýè ñutsuví?
3. Ñkeke ka dzí wódzí nóvínýè nyónuví?
4. Éfè dzígbe ñkó dé?
5. Novínýè ñutsuví fè dzígbe ñkó dé?
6. Dzígbe ñkówo lè Àmériká?
7. Ñkeke ká dzí wódzí Afúá?
8. Fídagbè ñutsuviwo fè ñkówo dé?
9. Ñkeke ká dzí wódzí Kómá?
10. Bob nyá éfè Ewe ñkóà?
11. Énya éfè dzígbe ñkekéá?
12. Àfétó Brown nyá éfè dzígbe ñkékea?
13. Éfè dzígbe ñkó dé?
14. Ñkeke kàé wódzí Àfétó Brown?

## XIV.

Babiawo

1. Ɔkeke ka dzi wodzi wo?
2. Wo Ewe ŋko de?
3. Nyɛ Ewe ŋko enye Ama. Ɔkeke ka dzie wozim?
4. Ɔkeke ka dzi wodzi Kofi?
5. Ɔkeke ka dzi wodzi Akuwa (Akua)?
6. Wo ŋkwoe nye Kwami kple Ama. Ɔkeke ka dzi wodzi wo?
7. Ɔkeke ka dzi wodzi noviwo nyɔnuvi?
8. Efe Ewe ŋko de?
9. Ɔkeke ka dzi wodzi noviwo nɔtsuvi?
10. Wo nɔfiala fe Ewe ŋko de?
11. Ɔkeke ka dzi wodzi?



Unit XVRelative ClausesThe Indirect ObjectThe Particle /ga/Dialogue 1

K: Kofi                    B: Bob                    A: Anku

kpé

K:

to meet

fo (fovi)

elder brother

Bob, ekpé fonyè si<sup>1</sup> nkœ nyé

Bob, have you ever met my elder

Ankú lá kpóà?

brother whose name is Anku?

B:

Anku, efó nyuíéa?

Anku, how are you?

A:

È, wòdé? Gbèkāgbè nevá

I am well, and what about you?

afí tsó Àmérika?

When did you come here from

America?

B:

Kwasíða

Sunday, week

si

relative pronoun, who, which

kwasíða si váyí

last week (week which

passed)

kwasíða si gbóna

next week (week which comes

[habitual])

Mèvá tsó Àmèrikà Kwasíða si

I came from America last week.

vá yí la mè.

A:

kpó ... dá

visit

Mává kpó mí dá òà?

Won't you come over to visit us?

B:

Akpé nawò. Gbèkagbèé mávâ?

Thank you. Which day should I

come?

## XV.

ékḗmá	A:	that
kù		hangs, depends
kù dé gbòwo		depends on you
gbèsiàgbè		any day, every day
lô		like, love
Ékema kù dé gbòwò. Gbèsiàgbè		That depends on you. Any day
nyó.		is O.K.
yé	B:	sun
yekayi		when, what time of day
lòfo		about, in the environment
		of
Yèkayi lòfo?		About what time of day?
Fiémè. Vá dù Fídagbèfiē	A:	In the evening. Come and have
nú kplé mí.		Friday supper with us.
Yòó, àkpé. Míadó gò lé	B:	Agreed, thank you. See you on
Fídagbè Kwasída si gbona		Friday next week.
mè.		

Notes

## 1. Relative Clauses

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

- |                                       |                              |
|---------------------------------------|------------------------------|
| a. /Èkpé fònye <u>si</u> ñkòe         | 'Have you met my brother     |
| nyé Anku <u>lá</u> kpòá/              | <u>whose name is Anku?</u> ' |
| b. /Mèvá tsó Àmèrikà                  | 'I came from America (in)    |
| kwasída <u>si</u> <u>vá</u> <u>yí</u> | the week which has passed'.  |
| <u>la</u> me/                         |                              |

## 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 aŋi 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 lôlo 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 xōnyē miedè

Yes, my friend and I went there

afíma kwasíḍa si váyí mè.

(during) last week.

dzē ... ŋū<sup>1</sup>

Kf:

to please, to satisfy

édze Kofí ŋu

Kofi liked it

édzē ŋunye

it pleased me, I liked it

édzē míarū

it pleased us, we liked it

Édzè míarua?

Did you like it?

È, Lōme dzèa amesíàme sí

Kd:

Yes, everybody who has been to

dè afíma kpó lá ŋù.

Lome likes it.

dó

Kf:

to take, to arrive

bos

bus

ketékè

train

Bós àló kétékèé mièdóà?

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 le Sókòde	Kf:	We took the bus. We left Sokode
Fida ndí éye miedo Lòmè	Kd:	on Friday morning, and we
Mémledá yetró.		arrived in Lome Saturday after- noon.
Ŋkeke nénéé mienò anyí?	Kf:	How many days did you stay?
kò	Kd:	only
Mémledagbè kplé Kwasídagbè		We stayed (there) only Saturday
kòé mienò àfíma.		and Sunday.

Notes

- |                 |                       |
|-----------------|-----------------------|
| 1. /édze ɲ̀nye/ | 'I like it'           |
| /édze ɲ̀wo/     | 'you (sing.) like it' |
| /édze éɲ̀/      | 'he likes it'         |
| /édze miáɲ̀/    | 'we like it'          |
| /édze miáɲ̀/    | 'you (pl.) like it'   |
| /édze wóɲ̀/     | '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 ɲ̀nye/ 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	Kf:	
dí			want, look for
Ésì nède Lòme dé èkpó núsìànú			When you were (visited) Lome, <sup>1</sup>
sí nēdí lá?			did you find (get) everything
			you wanted?
È, mekpó nú siwo medí lá,	Kw:		Yes, I found (got) the things
gàké xǒnyè ya mékpó núsìànú			I wanted, but my friend did not
ò.			find everything.
ga	Kf:		again <sup>2</sup>
gayi			go again
Yekayi wòagayi Lòme?			When will he go to Lome again?
na mọ	Kw:		grant permission
Èkema ku dé fòfóà nù.			That depends on his father.
Ne éna móè égbè lá, mèxo			If he permits him, he (my
se bé áyí Lòme égbè.			friend) will go to Lome today.
Le Yáwòdágbè mayi Lome.	Kf:		I will go to Lome on Thursday.

Notes

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

XV.

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 Lòme/ 'When will he go to Lome again?'

Dialogue 4

Kw: Kwadzo Kf: Kofi

ŋdí nàwò, Kofi, ede Lomea? Kw: Good morning,<sup>1</sup> Kofi, did you visit Lome?

È, nyè kplé danye.

Kf: Yes, my mother and I. (lit., I and my mother)

fía

Kw: show

flè

buy

Fía nú síwó nẹfle lám.

Kw: Show me<sup>1</sup> the things you bought.

vù

Kf: open

gbèmágbè

that day

Nyè mẹfle náneke ò.

Kw: I did not buy anything. The

Fíaseawo mévù gbèmágbè o.

shops did not open that day.

Gbèkagbe nẹyi Lóméà?

Kw: When (on which day) did you go to Lome?

Míeyi Mémledagbè fiě éyè.

Kf: We went on Saturday evening and

míegatró dzó Dzodágbè ndí.

came back (we turned and left)

Danye bé núsíànú sí dim

Monday morning. My mother said

miélè lá lè Sokode.

that everything we want is in

Sokode.

## XV.

	Kw:	
dzò		exist
dzògbe		birthday, birthstar
vó		bad
dzògbevó		bad birthday, unlucky star, unlucky

Oh, dzògbevóétó!

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.

/egblœ 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.

/Etsɔ agbalẽ nami/ 'He gave the book to us'

/ŋdi nawo/ 'Good morning to you'

Comprehension

Lè Kwásida sì váyi me lá, nyè kplé xǎnyè miedè Lòme. Miedzó lè Sókodé Fídagbè yetró éyè míeva dó Lòme Mémledagbè ndí. Mienò àfíma Mémledagbè kplé Kwásida gbè éyè miegàtró dzó yi Sókodé lè Dzòdagbè fíe. Lòme dzè míarú ñúto. Míekpò míaxõwo éyè miedo gò Àmèrikatowo, Bob kplé John lè àfíma. Miedogò wó lè Kwasi fé àfemè. Míeflè nú gèdewó lè Lòme. Mèfle núsíànú sì medí lá gàkè xǎnye ya mékpò núsíànu sì wòdí lá o.

Lè Mémleda fíe lá, Kofí kplé dàdà wóyi Lòme. Wógàtró vá Sókodé lè Dzòdagbè ndí. Wómejlè nánèke lè Lòme o. Núsíwó díw wólè lá lè Sókodé fíasewo mè.

Questions Based on the Comprehension

1. Àfíka Kwadzó kplé xǎa wódè?
2. Yekayí wóyi àfímá?
3. Àfíka wótso lè?
4. Yekayí wódzô?
5. Yekayí wóva dó àfímá?
6. ñkeke nenié wóno àfímá?
7. Wófle núsíwo wódi lá lè Lomeá?
8. Kwadzó flè núsíànú sì wòdí lá?
9. Xǎloà há flè núsíànú sì wòdí lá?
10. Gbèkagbè wótro yi Sókodé?
11. Lòme dzè wóguà?
12. Enyá nú síwó dzè wógu lè Lomeá?

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13. Gbèkagbe Kofí kplé dàdà wódè Lome?

14. Yekayí wótro vá Sókòde?

15. Wóflè nùsiwó wódi lá lé Lóméà?

16. Nùsiwó wódi lá lé Sókòdéà?

Babiawo

1. Ède Tógo kpóà?

2. Ède Chicago kpóà?

3. Yekayíe nedè Chicago?

4. Núkae dzè ñwo le Chicago?

5. Kétekè nedó yi Chicagoà?

6. Gblò nù siwó neflè lé Chicago lá namí?

7. Gbèkagbe nedè New York?

8. New York dzè ñwoá?

9. Núkae dzè ñwò le New York?

10. Gbèkagbe énye ésià?

11. Ède Indianapolis égbéà?

12. Èkpó dāwo égbéà?

13. Yekayí nèkpó dāwò égbè?

14. Nusiwo nēfle egbe gálé àaíwoá?

Unit XVIThe IntentionalStrong Form of the PronounsDialogue 1

Kk: Koku      Km: Komi

bli lá

tsí

Pápá, bliá tsí.

nya

tefé

nyatefé

yí

È, nyatefée. Nyè nùtó

há mèdè àgbléá mè etsò.

Ètsí nyàtefé.

né

míeñee

míelè énegè

Yèkayí míelè énegè?

Míelè énege ètsò.

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 myself<sup>1</sup>

also went to the farm yester-

day. It has really grown.

Kk:

to break, to reap

we reaped it

we are going to reap it<sup>2</sup>

When are we going to reap it?

Km:

We're going to reap it tomorrow.

Notes

1. /nye nùtó/ 'I myself'

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

/nye nùtó/

'I myself'

/wò nùtó/

'you yourself'

/éyà nùtó/

'he himself'

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- /míawo ɲútowo/ or /míá ɲútowo/ 'we ourselves'  
 /míawo ɲútowo/ or /míá ɲútowo/ 'you yourselves'  
 /wóawo ɲútowo/ or /wó ɲútowo/ 'they themselves'  
 /ɲuto/ is also used to strengthen a noun, e.g. /fofonye  
 ɲuto/ 'my father himself'.

## 2. Intentional:

- /míeyí/ 'we went'  
 /míelè yíyigé/ 'we are going to go'  
 /míeva/ 'we came'  
 /míelè váváge/ '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 fɔ́fóge/ '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 sɔ́srɔ́ge/ '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 fɛ́flegé/ 'what are you going to buy?'  
 /núka nèle dzádzráge/ '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.

/míeyí 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 dōyemgé/	'he is going to send me'
/élè dōwogé/	'he is going to send you (sg)
/élè édōge/	'he is going to send him'
/élè mía dōge/	'he is going to send us'
/élè mía dōge/	'he is going to send you (pl)
/élè wó dōge/	'he is going to send them'

-----

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



## XVI.

Note that:

- a. The possessive pronoun of the first person singular has the form /-yêm/.
- /élè dōyemgé/ 'he is going to send me'
- b. The possessive pronouns of the first and second persons singular always follow the verbal noun.
- /élè dōyemgé/ 'he is going to send me'
- /élè dōwogé/ '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.  |          | Yes, we're going to go right now.     |
| bliáwo                   | Kk:      | the corn (pl.)                        |
| kátá                     |          | entirely, all                         |
| míenje bliáwo kátá       |          | we reaped all the corn                |
| míelè bliáwo kátá nège   |          | we are going to reap all the<br>corn  |
| Míelè bliáwo kátá nègeà? |          | Are we going to reap all the<br>corn? |

XVI.

E.

ekema  
wò  
áwò  
kple  
Ékema núkã míawò kplífí?  
dé  
áva  
míedee áva mè  
míelè édege áva mè

Míelè édege áva mè.

Km: Yes.

Kk: then  
to do  
will do  
and, with

Km: Then what will we do (with) it?  
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

Km: né (or àgo, or àgoné) coconut  
gbè to pick, to harvest  
égbè today

Taflatsé, Kwakú, tówò (fòfówò) Excuse me, Kwaku, is your father  
lè néa (àgonéa) gbègé égbéá? going to harvest the coconut  
today?

Kk: fú to be dry, ripe  
mé ... hàdé ò not yet

Ò, nyè méxðesè o. Míafe No, I do not think so (lit., I  
néawo méfú hàdé ò. don't believe it).<sup>1</sup> Our coco-  
(hàdéke o) nuts are not dry yet.

## XVI.

ńúto	Kk:	(after a noun or pronoun) himself
Âh, tónyē ńútoé nyé sí (sía).		Ah, here is my father himself. (lit., My father himself is that).
eyata	Km:	therefore, and therefore
hiá		to need
kpèkpédeju		help (noun)
Aléké, Kwasi, néawo fú lè nyé ágbè mē. Mielè wógbégé ètsō ndí éyatà míhiā kpèkpédeju.		Say, Kwasi, the coconuts are ripe on my farm. We are going to pick them up tomorrow morning, and we need help.
kpé dé ńú	Ks:	to give help, to help <sup>2</sup>
kpakplé		and <sup>3</sup>
Nyē kplé srōnye kpakplé vinyé míakpe dé ńúwò.		My wife, my son and I will help you.
akpe	Km:	applause (thanks, gratitude)
sēńú		strong (stronger than)
kákaka		very
Àkpé kákaka. (Wòesé ńú kákaka).		Thank you very much. <sup>4</sup> (lit., 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

## XVI.

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'
/bía 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.

## XVI.

2. a. /mekpé dé Kómi ɲú/ 'I helped Kómi'  
 b. /mekpé de ɲúwò/ 'I helped you'

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

- /mekpe de wɔɲu/ 'I helped them'  
 /mekpe de miɲu/ 'I helped you'  
 /mekpe de ɛɲu/ 'I helped him, her, it'  
 /mekpe de miɲu/ 'I helped us'

But

- /ékpe de ɲúnyè/ 'he helped me'  
 /mekpe de ɲúwò/ 'I helped you'

3. /kpakplé/ = /kplé/ 'and'. /kpakple/ is normally used only when it is the last and in a series.  
 4. /woese ɲu/ is more commonly used in speech, but /medá akpé nawò/ or /akpé nawò/ is more formal.

Dialogue 4

J: John           K: Kómi

Amékaé lè néawo gbēgê?

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.

gba	J:	to break
gbe		to break it
ágbe		will break it
Ámeádewo lè wógbàgéà?		Are there some people to break them?
	K:	
tró		to pour, to turn over, tip
tsi		water, liquid, juice
zògbá		big container
Nyónúàwó lè wógbà gé 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

Blià tsi lè Kwakú fofó jé ágbè mè. Wóle ágbè yigé ètso eee éyè wólè blià ngege eye wólè ètso dége àva mè. Ágbè lá mélòlo o éyata wó mehia kpèkpèdeju o.

Kwakú fofó mélè éfe néawo gbègé égbè o. Wómefu hadé o. Néawo fú lè Kwami jé ágbè mè. Wóle wógbè gé ètso. Kwami jé ágbè lá lolo eyata éle kpekpèdeju hiage. Kwasi kplé sròà : kpakplé woví lè kpèkpege dé Kwami nu. Nùtsuawo lè néawo gbègé éyè nyónuawo lè wófogé tsó atíawo gòme. Ékema nyónuawo lè wógbà gé éyè wólè agonetsi lá trogé dé zògbá dé mè.

Questions Based on the Comprehension

1. Kwakú fofo je blígbléà lolóà?
2. Yekayí wóle blià ngege?
3. Wóle blià ngege ètsoa?

## XVI.

4. Kwakú fofó lè kpekpedeju hiagéà?
5. Améka fé néwoe fú?
6. Yekayi 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 nukáé nyónuàwó le wowoge?

Questions for the Class

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

Unit XVIIThe ProgressiveDialogue 1

Km: Kwami	Kd: Kwadzo	
àgblemenúkuawo	Km:	the crops
tsé		to grow
Àgblemenúkuawo lè tsètsém		Are the crops growing well?
nyúíéà?		
kòkò	Kd:	cocoa
vó		to rot
nyě kòkò vó		my cocoa is rotten
nyě kókò lè vòvóm		my cocoa is rotting <sup>1</sup>
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 dóm		you are sending the children
sukúgá(à)		high school
dé sukúgá(à)		to high school
Èle dèvíawo dóm 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, money <sup>2</sup>
Aò, kóbà mélè àsínyè ò.		No, I don't have any money.
Nyè há nyèmátenui ò.	Kd:	I can't afford it either. <sup>3</sup>
Núka míawò.		What shall we do?



## XVII.

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 Dzídùdua

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 fófóm/

'we are getting up'

/núka nèle fàfiám/

'what are you teaching?'

/núka nèle fèflém/

'what are you buying?'

/núka nèle dzàdžrám/

'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 /-m̄/ 'progressive indicator' is suffixed to the verb stem (instead of /-ḡé/ 'intentional indicator'--See Unit XVI, Intentional). Note that the possessive pronoun of the first person singular has the form /-yè/ before /-m̄/ 'progressive indicator'.

/élè d̄oyém/ 'he is sending me'

The verbs /gbo/ '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

ŋ̄do!

Ks:

Good afternoon!

ŋ̄do, àf̄éamè dé?

Km:

Good afternoon, how's everything  
at home?

Édo.

Ks:

Fine.

Dèvíawo dé?

Km:

How about the children?

Wódo, dèvíawo?

Ks:

They're fine, and your children?

XVII.

Wófo nyúie.

Km:

They're fine.

Àgblemenúkuawo lè tsètsém

Ks:

Are the crops growing well?

nyúieà?

Km:

No, they're not growing.

Aò, wómelè tsètsém ó.

Ks:

the rainy season

tsídzaṅòlia

very much, too much

ákpa

Tsídza ṅòlia dídì ákpa.

The rainy season has been too long

Nyatefée.

Km:

You're right.

Dialogue 3

K: Komi Y: Yaovi

K:

ablande

pineapple

átótó

pineapple

Nyě átotoawo lè vòvóm.

Y:

My pineapples are rotting.

núkatae

why

ḍaṅe

reap

Núkata màyi aḍaṅewó oa?

K:

Why don't you go to reap them?

Yeyíyíà déke mélé àsínyè

I do not have any time. I am

ó. Mele nú há sróm vévié

also studying very hard.

ṅúto.

Y:

go

dè

Èlè sukú dèmá?

K:

Are you going to school?

È.

Y:

Yes.

gblé

to spoil

Nyeyá nyé áṅutiawo lè gbegblem (As for me) my oranges are getting

le atiawo dzi.

spoiled on the trees.



## XVII.

Ô, nyatefêà?

Y: Oh, really?

Ë.

K: Yes.

álé

Y: thus

álebe

and so

Alébe nuka wogê nele?

K: And so what are you going to do?<sup>1</sup>

Nyè ménya ô.

K: 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  
marker - pronoun + auxiliary

/nuka wôm 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 wôwôm/ 'What are you doing?'

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

## XVII.

Comprehension

Yawò yò mo nùto. Lè jè sià mè lá, tsidzanzolia didi lè Ghana ákpa eyata éfe ágbelia lè gbègbblém, éyè éfe aputiawo kple kòkò wòhã lè gbègbblém dé àtiawo dzi. Ga méle ési woádo dèviawo dé sukú ò. Ele mókpom bé dziɖuɖua ádo gà nae hena fèsi 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 Ámerikà dé wólè còcò gble demá?
4. Gà lè àsíwoà?
5. Nùka sróm nèle?
6. Èle nu srom véviea?
7. Amékaé lè nufòm náwò fífiá?
8. Nùka xlém mèle?
9. Nùkuawo le tsitsim nyuféà je sià meà?
10. Tsidzanzolia didi je sia meà?



Unit XVIIITelling TimeNumbersDialogue 1

A: Ama                      B: Bob

dzradó

vu

vufofo

Aléke, Bob, madzradó míayí

adakpó vufofoa oa?

gòme

dzè égòme

Yekayí wòle égòme dzegê?

gà

ène

gà ène mè

Ádzè égòme gà ène.

wúnu

Áwunu yekayí?

adrě

Áwunu gà adrě.

fo

gáfòfo

ètš

kátá

anyí

nò

nò 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.)

A:

When is it going to start?

time, hour, o'clock

four

at four o'clock

B:

It will begin at four o'clock.

to finish

A:

And when will it finish?

seven

B:

It will finish at seven.

strike, beat, ring (v.)

an hour's period

three

as much as

down

stay, sit

stay, to sit down, to last



## XVIII.

O, gâfofo ètõ kátã wòle édzí  
yigéà?

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

È, nàdzradó míàyiá?

A:

Yes, will you get ready to go?

lâla

B:

wait

lâla víe

wait for a few minutes

(lit., wait small or wait  
a little)

Ényo, lâlam víe. Gà nénéé  
fo fífiá?

All right, wait a little for me.

What time is it now?

Éjò gà ètõ kplé áfá.

A:

It is half past three. (lit.,

It strikes time three and a

half).

Notes

## 1. The numerals:

The cardinal numbers from 1 to 19 are:

- |                       |                  |
|-----------------------|------------------|
| 1. /dèká, dǎ/         | 11. /wúidèké(a)/ |
| 2. /èvè/              | 12. /wúìèvè/     |
| 3. /ètõ/              | 13. /wúìètõ/     |
| 4. /ene/              | 14. /wúìène/     |
| 5. /àtõ/              | 15. /wúìàtõ/     |
| 6. /adé/, /andé/      | 16. /wúìadé/     |
| 7. /adré/, /andré/    | 17. /wúìadré/    |
| 8. /enyí/             | 18. /wúìenyí/    |
| 9. /asiéke/, /enyide/ | 19. /wúìàsiékè/  |
| 10. /ewó/             |                  |

## XVIII.

From 20 the cardinals are:

20. /bláavè/	30. /bla ètš/
21. /bláavè vò ðeké/	40. /bla ène/
22. /bláavè vò ve/	50. /bla àtš/
23. /bláavè vò tš/	60. /bla adé/
24. /bláave vò nè/	70. /bla adré/
25. /bláavè vò átš/	80. /bla enyí/
26. /bláavè vò ádé/	90. /bla asíeke/
27. /bláavè vó adré/	100. /alafa ðeka/
28. /bláavè vó 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.

/èvèlia/ 'second'

/ètšlia/ 'third'

Dialogue 2

A: Ama

B: Bob

gà

A:

time

gà nénéme

what time

do

to come out of, from

## XVIII.

Gà neneméé nado le suktũ  
égbè?

wuifèkà

áfá

wuifèka kplé afã

Gà wuifèkà kplé afá.

tu

dònokódzi

Gà nenemé wótúa Dònokódzià?

wuieve

Wótune gà wuifève kplé áfa.

xòse

xose bé

Èxose bé yéatégu ádo áfima  
háfi wóatúia?

È, màdó.

Ényo; dógbè ná noviwoà  
nám 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 closes<sup>1</sup> at twelve thirty.

(lit., they close it)

A: to believe, faith

to be of the opinion that,

to think that

Do you think that you<sup>2</sup> 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 /teɾu/ here because it is in a dependent clause and its subject is the same as the subject of the main verb. In this case:

/Exose bé/                      'do you think that'

/Yeateɾu/                      'you can'

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

Dialogue 3

A: Ama                      B: Bob

bé

A:

that

yleti

moon

lé

to catch, to catch up with,

to hold

Wóbe ye le yleti lége égbé;

They say that the sun will catch

nyateféà?

the moon today. Is it true?

(There is going to be an

eclipse).

gblò

B:

to say; to speak, to mention

something

È, wógbloè lé 'radio' dzí

Yes, they said it on the radio

ndí sia.

this morning.

## XVIII.

- dzò  
 Yekayíe wòlè dzòdzogè?  
 né ésùso  
 míńtí, adabafofo  
 ne  
 ne esuso míńtí blave  
 voatò ne ga asieke
- 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
- Wóbe ádzò ne ésùso míńtí  
 blávè vó atò né gà àsíeke  
 nafo.
- A:  
 They say it will happen at  
 twenty-five to nine.
- do ngo
- A:  
 in advance
- Aleké wónyáe dó ngo hafí  
 wòdzò ná?
- B:  
 How do they know in advance?  
 (lit., how they (do) know in  
 advance before it occurs  
 (happens) then?)
- bù
- B:  
 to calculate, to figure
- Àkónṭa wónyáe wóbùna.
- A:  
 They figure it out by mathemati-  
 cal calculations.
- wunu
- A:  
 to finish something
- Ô, nyatefèá! Yekayí wòle  
 énu wígè?
- B:  
 Oh, really! When will it end?
- wuíéatò
- B:  
 fifteen
- Áwunu ábè gà àsíeke kplé  
 míńtí wuíéatò ené.
- A:  
 It will finish at about fifteen  
 minutes past nine.

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Ékema míelè náné tejé kpó  
gé égbè.

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

Dialogue 4

A: Ama                      B: Bob

wú

A: lorry, bus, car  
to leave

dzó

Taflatse, yekayí Atakpámè

Excuse me, when does the train  
to Atakpame leave?

kétékèa le dzodzóm?.

B: two

evè

Mexose bé édzona gà ève

I think it leaves at half past  
two.

kplé àfá.

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

Yekayí nexò se bé miádo

Atakpamè?

B: early

kába

to run

fú dù

more, most

wú

the last, the rest

mamlae(wo)

all

katá

Ékudé kétékè si nēdó la nūti;

It depends on what train you take.

pípá la fua du wua mamlèawo

The 'pipá' runs faster than the

(katá) éye wòdóa Atakpame

rest (of them all) and arrives

kába.

at Atakpame early.

Yikayíe nexò se bé pípá

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

lá ádó?

B: It will arrive after four hours.

Ádo le gáfofo ène megbé.

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Èkema miàdo àbè gà adé

kplé àfá ené.

éyàéma

È, éyàéma.

Ènyo, wòese ñú kákaka.<sup>1</sup>

Àkpé mélé 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. /wòese ñú/ is the colloquial but most used form of saying thank you. The other two forms are:

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

/wòe wò dọ/ (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 wóàkpó wóxò Bob si noa afima la. Wófo kába le gà adé kplé àfá mè éye lè gà adrè mè lá wónò ñudzò. Èsuso miniti wuieàtò né gà ényi náfò hafí kétékèa vá, éyè wòdzó gà ényi títutu. Gáfofo ene mègbé lá wódo Atakpame. Bob kpó dzidzo ñúto ési wòkpó xólá John. John kplé Kòdzo wóno àfima ñkekea kátá, éyè lè fiè núduđu megbé lè àbè gà ényi me lá John kplé Kòdzó wódo bôs tródzo yí Lòme.

Questions Based on the Comprehension

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

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5. Afika wóyí?
6. Gáfofo ka mē kétékè lá va?
7. Gáfofo ka mē kétékè lá dzó?
8. Yékayíé wódo Atakpame?
9. Wónò afíma yeyiyi didia?
10. Yekayie wódzo lè Atakpame?

Questions for the Class

1. Gà neníe fò?
2. Gà nénéémè ne vá afisia?
3. Gà nénéémè nêlè dzòdzóge lè afisia?
4. Gà nénéémě sukua dzia egome?
5. Gà nénéémě wòwua enu?
6. Suku deyi didina?
7. Gà nénéémě nè dò le sukú etsò?
8. Gà nénéémě sínemâ dzena égòme?
9. Sínemâ dídina?
10. Gà nénééme sínemâ wúa énú?





Unit XIXThe Preterite, Future, and Habitual ProgressiveDialogue 1

Am: Ama	Ak: Akuwa	
bé		Am: that (conjunction) <sup>1</sup>
gbo		come back, return
Yevúwode		Europe
Mese bé víwò gbo tsó		I heard that your son came back
Yevúwode, nyatefjáà?		from Europe, is it true?
dó dzé	Ak:	to converse (lit., talk salt)
È, mènò dzé dóm ètso fiè háfi		Yes, I was conversing <sup>2</sup> 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-dzefe		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 élè àfè vám  
 ètso o. Ènlo námi bé yèle  
 afe vám kwasida si gbona lá  
 gake étro efe sùsú. Àgbale  
 màmlae sí wò ñlò námi la va  
 égbèa.

Núka wòm nòviawo nò háfi  
 wòvâ?

sró

nò nu sróm

kpé tá

tàkpékpé

éyometo

Kwamla nò ní sróm, éyometo  
 Afua yi takpékpe mè eye  
 màmlaéwo nò dzè dom.

No, we did not know he was coming  
 home yesterday. He wrote to us  
 that he<sup>3</sup> 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?

Ak:

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.

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'.

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

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

Present Progressive

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

Preterite Progressive

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

Future Progressive

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

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

/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.

/êbe yeáva/	'You said you would come' (lit., you said 'I will come')
/enlo námi be yèle afe vâm/	'He wrote to us that he was coming home'

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Dialogue 2

K: Kɔmlã E: Édward

dó ŋku (dzi)

K:

remember (lit., set eye on)

dévîmé

childhood

kò (nú)

to laugh

ko ame

to laugh at somebody

dòkuinye

myself

futa

seashore, beach, coast

Né me dó ŋku dévîmé dzi la,

When I remember my childhood, I

mɛkɔna dòkuinye ŋúto.

laugh at myself. We lived near

Mieno fúta.

the sea.

Nyatefea? Núka nèno wówòm?

E:

Really? What were you doing?

dò

K:

work

(á)déke

any<sup>1</sup>

Dòádeke méné àsínye méné

I had nothing to do. (Lit.,

wówòm ó.

I had no work, I was doing)

fù

K:

sea

fú

swim

lê

bathe, shower

fúfú, lefú

to swim in the sea (/le/

lit. means bathe, wash,

but can be used here)

fé

to play

gli

tale

tó

to tell

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Ŋdímē miēnda fu lēm, yētrómē  
miēnd fēfém, fiēmē miēnd  
glí 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?

kátã

K:

all

má

this, that

kōēma (lit., ko enye ma)

was just that

vívi

sweet, pleasant

Ē, dōa kátã kōēma. Miēno  
fēfém, nò glí tóm. Ôh!  
dēvimē vívi váyi nùto.

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:

ānyígba

the earth, country

vúvu

shake

nyítso

the day before yesterday,

the day after tomorrow,

the other day

Núkã wóm nēno háfi ānyígba

What were you doing when the

vúvu nyítso?

earthquake took place (the

earth shook) the other day?

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- dǎ (nú) A: cook (v.)
- Měno núdǎm. Wóá dé? I was cooking. And you?
- nyà (nú) M: to wash something
- Nyěá mēno núnyǎm. Nǒvinyē I was washing. My brother was  
no núsrǒm ésí ānyígba la studying when the earthquake  
vúvu. took place.
- ǎféamē dǒ A: to enter the house
- dze nú gǒme to begin something
- fà àví to cry
- yometo little brother
- yonyemeto my little brother (lit.,  
the one behind me)
- Fofo nyē nǒ ǎféamē dǒm My father was just entering the  
tútutu háfí wǒdze égǒme. house when it began. My little  
Yónyemēto nǒ àví fam nǔto. brother was crying very much.
- M: dèko expression denoting a  
condition of no choice;  
only, but
- nyǒ to wake up
- Vínyè nǒ ālǒ dǒm, dèko wǒnyo My baby was sleeping, but he was  
zǐ dèka. awakened at once (all of a  
sudden).

Dialogue 4

B: Bob

K: Kosi

(a)dé

B:

a, some, any<sup>1</sup>

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

kpòtuìkpòtuìwo  
dǒ kpòtuìkpòtuìwo

K:

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

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

Mēno dǒ kpòtuìkpòtuìwo wōm.  
àbé ... ēné

B:

I was doing menial jobs.  
like

Àbé nukā ēné?

kplo  
dzra dǒ  
núdzadzrawo

K:

Like what?  
to sweep  
to arrange  
the merchandise

Mēno fiasémè kplóm; mēno  
núdzadzrawo dzrām dǒ, kplé  
búbúawó.

xé  
ná  
nawó

B:

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

pay  
to  
to you

Hò neníé wóno xèxém nawò?  
kōtokú<sup>3</sup>

K:

How much were you being paid?  
thousand (francs)

Énò kōtokú wufeâtó  
xém nám.

He was paying me fifteen thousand  
francs.

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



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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:

/devi/

'child'

/devime/ '(youth), childhood'

/fiase/

'store'

/fiaseme/ 'the inside of the

store'

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

Comprehension

Ésì mēno dēvīmē la, mīenò futa. Àgbè vívì yēmáyi me nùto. Ddádēke mēnò mí dēvīawó sí mīenò wòwom ò, fēfém kò mīenò, lē ndīmē la mīenò glíwó tóm. Gbè dēká ési mīenò fēfém lē futa, nōvínýè nò fu lēm, dānye nò núdām, éyè vídzíá nō àlṣ dóm lá, ānyígá lá vúvu. Nyè ménya nú si wólè be mawò ò. Nōvínýè dògò lē tsiamè eye mīefu dù yí àfème.

Questions Based on the Comprehension

1. Afikā Kōfí nò lē éje dēvī mē?
2. Aléke àgbe nò lē yēmáyi mē?
3. Núkā dēvīawo nò wòwóm lē ndí mē?
4. Núkā wónò wòwóm lē yētró mē?
5. Núkā wónò wòwóm lē fié mē?
6. Nukae dzò gbè dēká?
7. Núkā wóm dēvīawo nō háfi ānyígba vúvú?
8. Núkā Kōfínvī nò wòwóm?

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9. Núkā wódadá nò wòwòm?
10. Núkā vǐdzíá nò wòwòm?
11. Afíkā Kófí kplé nòviá ju dū yí?

Questions for the Class

1. Èdoá ñku wò dèví me dzí yeadowoyia?
2. Afíkā nèno lè wò dèví mè?
3. Àgbe vívi yemáyí mèa?
4. Núkā wòm nèno lè ñdímè?
5. Núkā wòm nèno lè yètrómè?
6. Núkā wòm nèno lè fième?
7. Anyigbá vúvu ési nèno dèví mèa?
8. Núdudu kaé vívi nawò wú le wò dèví mè?
9. Èfa àvi ñúto lè dèví mèa?
10. Nòví yometowó lè asiwòá?
11. Wófàa àvi ñútsà?
12. Èfoa wó enuenúá?
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

J:

to pass

Afika mǎtó (á)yí<sup>1</sup> posu lá?Where should I pass to go to  
the post office?

zò yi

K:

go (lit., walk and go)

vee

a little, for a while

nàtsó

you are to take

miame

left

Zò yi ngò vee eye, nàtsó

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

mó etǒlíá lè wǒ miame.

J:

tó

stop

fè

place

Ményé mó ètǒlíá dzejée bús

Isn't it on the corner of the

lá tóná oà?

third street that the bus stops?

nazo

K:

you are to go, go

tè

straight

núdùsímè

right

È, éyaéma tútútú; gazo tè yi

Yes, that is it exactly; then go

dé mó enelíá lè wó núdùsímè

straight again until (you reach)

la dzi.

the fourth road to your right.

dó

J:

to put

àzígba

peanut bowl

Àfísi wódó àzígba dǒá?

Where there is a peanut stand?

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

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- |  |  |
|--|--|
| <p>           ɣúti<br/>           to ... ɣúti<br/>           kplo ... dó<br/>           múmù         </p>  | <p>K:</p> <p>by</p> <p>to pass by</p> <p>to accompany, to follow</p> <p>green</p>  |
| <p>           Ò, tó àfíma ɣúti yí; mós sí<br/>           kplò éma dó láe nàtsó,<br/>           mádídi, háfi naḡó pòsù la o.<br/>           Énye xo gá múmù áḡe.         </p> | <p>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.</p> |
| <p>           Ényo, wòewo ḡo kékeke.<br/>           Afika màtó tsó lê afíma yí<br/>           sukúgá?         </p>   | <p>J:</p> <p>Good, thank you very much.</p> <p>Where should I go from there to get to the high school?</p>   |
| <p>           Édídi vié tsó lê posua gbó.<br/>           Bía àmeadé lê àfíma bé<br/>           wòafia mó la wó.         </p>   | <p>K:</p> <p>It is a little far from the post office. Ask somebody there so that he may show you the road.</p>   |
| <p>Yóó, wòewo ḡo.</p>  | <p>J:</p> <p>O.K., thank you.</p>  |
| <p>Àkpé mélé émé o.</p>  | <p>K:</p> <p>Not at all.</p>   |

### 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: /zɔ/, the imperative, is a command to the person addressed and is expressed by the verb alone. In the plural, however, the pronoun alone (mî) precedes the plural form.

/yi/ 'go (sing.)'      /mîyi/ '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 néyî/ 'they are to go'

Dialogue 2

- |                               |         |    |  |
|-------------------------------|---------|----|--|
| J: John                       | K: Kɔsi | J: | restaurant   |
| núdufɛ                        |         |    |  |
| Káflà, áfíka mató áyí núdufɛ? |         | J: | Please, where should I pass to go to a restaurant? |
| kpó                           |         | K: | to see   |
| dâ                            |         |    | particle used to point to remote things            |
| Ekpó xò múmu má dâ?           |         | J: | Do you see that green building?                    |
| to                            |         |    | to sew   |
| nútólá                        |         |    | tailor   |
| È, ési gòme nútola áde leá?   |         | J: | Yes, under which there is a tailor?                |

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dzè

tró

È, né edó xoa gbó lá tró yí  
wò míame eye nazò yí ngò  
lè mó ma dzi. Akpó núdúfè  
áde le mo eneliá fe kónàme.

Ènyo, àkpé nawo.

sù

Mésù àkpé ò.

Dialogue 3

J: John

K: Kosi

amedzródzefé

'Le Bénin'

Afíka màtó (a)yi amedzró-  
dzeje 'Le Bénin'?

dì

Ô! Edídi víe, dǒ bós blǎnè  
vó àtǒ eye nǎdi lè tǒfe  
ètǒlíá. Àkpóè lè ngowo  
zì deká.

Áléke wòle?

màténu ábu ò

K:

split, turn away from

turn

Yes, at the building turn to your  
left and go straight ahead on  
that road. Then you will see  
a restaurant on the corner of  
the fourth street.

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

XX.

Énye xó gá yíe áde, màtènu  
ábu ò.

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

Dialogue 4

J: John                   A: Afeto

Àfèto, afíka màtó (á)yí

J: Sir, where should I pass to go

Kpalime?

to Kpalime?

módzèfèá dé nu

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

Tsó dènkódzi mó gá la; yi  
ngo vásede ési nađo módzèfèá  
de nu.

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

Le modzèfèá nu dé, áfíka  
mátò?

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

Tó mífame, mó la atsó  
wò yí Kpalime.

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

Mó èvelíá yá dé, áfíka  
wòyi?

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

lòfo (or godzi)

A: in the direction

Mó èvelíá yá yí Atakpame  
lòfo.

The other road goes in the  
direction of Atakpame.

Wòéwò de kákaka loo.

J: Thank you very much.

Yòó!

A: O.K.



XX.

Comprehension (Edward and Kosi)

E: Afika mató (á)yi futá?

K: Zò yi ngo; nàtsó mó etóliá lè wómíame.

E: Ménye mó etóliá jé kónà mè fótòdelá dé lè òà?

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

E: Àfisia wódo àzígba dóà?

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

E: Ènyo akpé kakaka.

Questions Based on the Comprehension

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

Questions for the Class

1. Amedzródzejé áde lè afisiá?
2. Aléke máyi afimá?
3. Afika pósúà lè?
4. Àfika mató áyi nuufé?
5. Àfika mató áyi kéteké tóféá?
6. Afika mató áyi (ádo) donokódziá?
7. Aléke maqó sukú?
8. Sinemá áde lè afisiá?
9. Gà nenié mè sinemá dzenà égòme?
10. Aléke maqó sinemá tsó afisiá?
11. Afika mató áyi 'embassy' lá?

Unit XXIAdjectivesDialogue 1

- A: Ama                      B: Bob
- Mónî.  
Mónî, miefó nyuiéâ?  
    xéxeame  
    fá
- È: Xéxeamè gáfá égbea nuto!  
    àkpônú námâ  
    nusi  
    dzò
- È sèe! Àkpônú námâ? Nyè  
    mènya nùsi gádzò ò.  
    wo  
    abé ... ené  
    dzâ
- Èwo nám abe tsi víade gâle  
    dzadzagé ené.  
    âlílikpo  
    (a)dewo  
    mie
- A:                      Good morning.  
B:                      Good morning, how are you?  
A:                      the world, the weather  
                            to be cold<sup>1</sup>
- Fine! The weather is again very  
    cold today! (as was the pre-  
    vious day(s))
- B:                      (Lit., do you see something  
                            for me) we agree on this,  
                            I think so too  
                            what (rel.)  
                            happen
- Yes. We agree on this. I do  
    not know what happened again.
- A:                      to make, to appear  
                            like, as ... as  
                            to rain
- It seems to me as if it is going  
    to rain a little again.
- B:                      the cloud  
                            some (pl.)  
                            to germinate

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È, àlílíkpo adéwo lé dzia ya! Yes. There are some clouds in  
 ã, nédza, ménye agblemenukuwo the sky. Eh! Let it rain,  
 kóé atsi nyúie ôà! isn't it the crops in the farms  
 that will grow well?

Ã? Nyè ya mèyia àfémè háfi A: O.K. I am going home before the  
 tsiá nádzè egome. rain starts.

dogbe na ame B: to greet somebody  
 Yóó, 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 dzẽ/ '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 kókò la/ 'the tall tree'

/atí kókò adè/ 'a tall tree'

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

/atí kókò adewo/ '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'

/éyâ 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'
/mo la didi/	'the road is long'

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

## a) by reduplication

/kɔ/	'be high'
/ati la kɔ/	'the tree is high'
/kɔkɔ/	'high' (adj.)
/ati kɔkɔ/	'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

ɲɔ

A:

sunshine, noon, daylight,  
noon heat

sésě

hard, strong

Óo! Ègbe fẹ̀ ɲɔa sésě ɲúto.

Oh! Today's sun is very bright.

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

XXI.

dèko	B:	exactly, just
mè nu		roast, to burn something
dzò		fire
È seè! Dèko wòle àme mēm		Yes, indeed! <sup>1</sup> It's burning just
abe dzo èné.		like fire.
fiã	A:	to scorch, burn
kénken		completely
Àgblemenúkuwo lê fafiãge		(Lit., the crops in the farms)
kenken.		The crops will burn completely.
nyá	B:	wash
núnyâlá		washer, washman, cleaner
dzídzo		happiness
È, gâké énye núnyalawo ya jí		Yes, but this is the cleaners'
dzídzo.		happiness.
Ã! áléke nàhawò?	A:	Oh, (lit., how would you do?)
		what can one do? <sup>2</sup>
du		town, city
dua dè		a town, a city
dua dewo		some towns, some cities
gbegblé		the bad, the misfortune
nyonyo		the good, happiness
Duádewo jí gbègbélé énye		(Some towns' misfortune is some
duádewo jí nyònyó.		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

yá

Y:

the wind

lò

exclamatory particle

Égbe je yá 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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tsí dzá  
Meká dé édzi bé tsí lè  
dzádzagé.

to rain  
I am sure that it is going to  
rain.

ésiataé  
alea  
xò dzò  
Ésiàtàé yamè xò dzo alea.

A:  
is this the reason why  
like this  
to be hot

That is why the atmosphere is so  
hot.

fé sia mè  
tsídzadza  
Fé sia mè fé tsídzadza sésé  
núto.

Y:  
this year  
the rain

The rain of this year is very  
heavy.

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

A:  
last year

How was it last year?

gbègbe  
lékea gbègbe

Y:  
much

so much

Fe si váyi me la mésesé  
alea gbègbe ó.

Last year it was not so (much)  
heavy.

ṅoli  
tsidzaṅoli

A:  
season

rainy season, rainy period

Tsidzaṅolia énye ésià ma?  
È, éyae lè égòme dzem.

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

Dialogue 4

K: Kofi                      J: John



XXI.

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

## XXI.

míawo yá	K:	as for us, we on the other hand
fá		to be cool
fáfe		cool (adjective)
dzíehê		north
Míawo yá míafé ávuvwa, nyé ya fáfe si fona tsóá dzíehê.		(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.
sésê	J:	to be strong
sésíe		strong (adjective)
Ya sésíe wónyéná? Ò, gake éfána nuto. zǎ	K: J:	Is it a strong wind? No, but it is very cold. night
Zǎmê wòfona, àló ... Éfóna ndo kplé zǎ.	K:	Is it at night that it blows ... It blows day and night.

Notes

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

Comprehension

Avùvwoṅoli dèká kplé tsidza ṅoli èvè lè Tógo. Avùvwoṅolia médídi àbé avuvwoṅoli lè Europa ené ò. Éye 'snow' mélí ò. Le míafe avuvwoṅolia mè lá tsi médzàna ò. Ya fáfe fóna tso dzíéhe. Tsidzáṅoli èvè lí. Le tsidzaṅoli gá me la tsí téṅu dzana yesíayi. Le tsidzaṅoli vía me la, tsi médzana yesíayi ò.

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Questions Based on the Comprehension

1. Avùvòṅoli nenife lè Tógò?
2. Tsidzaṅoli nenife lè Tógò?
3. Avùvòṅoli dídina lè Tógo àbè Yovúwode enéà?
4. 'Snow' lè Tógoà?
5. Tsi dzana le Tógo vùvòṅoli mèa?
6. Afika ya fáfe jona 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 Ámerikà enéà?
2. 'Snow' lè Tógoà?
3. 'Snow' lè Ámerikà?
4. Núka énye 'snow'?
5. Avùvó wṅna né tsikpé le dzádzamá?
6. Tsidzaṅoli nenife lè Áfrikà?
7. Tsidzaṅoli nenife lè Àmerikà?
8. Áleke xéxéame lè égbea?
9. Avuvo lè wṅwoma?
10. ṅdo lè vuvuma?
11. Xéxéame fu lítiá?
12. Álilikpowo lè dziá?

Unit XXIICompound WordsCausal ClausesDialogue 1

J: John	K: Kòdzo	J:	
dzrá			to sell
dzrálá			seller <sup>1</sup>
tó			master, owner
añutito (or, añutidzrala)			orange-owner, orange-seller <sup>2</sup>
Añutitó neníe énye añúti dèkà?			Orange-owner, how much is one orange?
biyé		K:	money unit of five francs <sup>3</sup>
Ève biyé.			Two biyé, two for five francs.
nu		J:	worth
Dzrà biyé ève nu nám.			Sell me two 'biye' worth. (From)
Afíka añúti nyé esià?			what place is this orange?
Kpálimè añútié.		K:	It is from Kpalime. (Lit., it is a Kpalime orange)
Evívi nyuíeà?		J:	Is it very sweet (delicious)?
dó ... kpó		K:	to taste
È, evívi ñúto. Ádóe kpóà?			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
nyatefé. Ényo màfle biyé			is really sweet. Good, I will
etó nu.			buy three 'biye' worth.
gblo		K:	to tell
né			in order that, to, if, when

## XXII.

miatowo		your fellows, your friends
wóano nu flēm		they will always buy
wóava nô nu flēm		they will always come to buy <sup>4</sup>
le gbónyè		at my place, from me
sía		emphatic exclamation
Ényo. Gblǎé ná miatowo né		Good. Tell your friends, so that
wóava nô aṅutí flēm lé		they will be buying oranges
gbónyè sía.		from me.
vǎ	J:	to be afraid
mégavǎ ò		do not be afraid (sg.)
asi		clientele, customers
Yoǎ, mégavǎ ò. Mayó asi		O.K. Don't worry (be afraid).
náwò.		I will call customers for you. (I will tell others of your good products so they can buy from you).
Ényo, akpé kakaka.	K:	Good. Thank you very much.

Notes

1. /Dzrálá/ is a noun agent. The noun agent is formed by suffixing /la/ to the verb-root, and it indicates him who commits the act(s) described by the verb. With a noun agent we generally find an object preceding the verb, e.g.

/aṅutidzrálá/ 'an orange-seller'

/nufiala/ 'he who teaches'

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

## XXII.

it must be reduplicated, e.g.

/sɪsɪlɛ/ 'he who flees'

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

/agble/ 'farm'      /agbletɔ́/ 'farm-owner'

/aɟuti/ 'orange'      /aɟutitɔ́/ 'orange-owner'

/afɛ/ 'house'      /afɛtɔ́/ 'house master'

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

/Lometɔ́/ 'a Lomé man'

/kristɔ́tɔ́/ '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').

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

- 2) nominal + verbal + nominal

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

## XXII.

/mɔzɔti/ 'walking stick' (/mɔ/ 'road' +  
/zɔ/ 'walk' + /(a)ti/ 'tree').

## 3) verbal + nominal + nominal + verbal

Ex. /ɔuametsatɔ/ 'tarantula' (/ɔu/ 'bite' + /amɛ/  
'person' + /tsa/ 'go about' +  
/to/ 'tell').

/ɔuamedzihlɔi/ 'centipede' (/ɔu/ 'bite' +  
/ame/ 'person' + /dzi/  
'heaven' + /hlui/ 'thunder  
(v.)').

## 4) verbal + nominal + verbal + nominal

Ex. /mɛvimɛnɔɛ/ 'stinging insect' + (/mɛ/ 'sting'  
/vi/ 'child' + /mɛ/ 'sting' +  
/nɔ-e/ 'mother').

/nɔafɛdɛdu/ 'gossiper', also, 'telephone'  
(/nɔ/ 'stay' + /afɛ/ 'home' +  
/dɛ/ 'went' + /ɔu/ 'town').

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

/flɛ/ 'one franc'

4. /wɔano nu flɛm/ 'they will always buy'

/wɔava nɔ nu flɛm/ 'they will always come to buy'

When two consecutive verbs both express a future progressive  
idea (they will be coming and they will be buying), the  
first one is in simple future, and the second one is only in  
future progressive.

## XXII.

Dialogue 2

K: Komi

R: Rice Owner

mólu	K:	rice
Móluto! (or Mólu dzára)		Rice-seller, how much is the
Neníe nyé móluá?		rice?
Kíló dèká kpónò.	R:	Twenty-five francs a kilo.
tōgbi	K:	kind, sort
tè		to rise, to swell
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 òtò. Flèe nà teé		Yes, it rises very much. Buy it
kpó. Mekáde édzi bé nàvá		and try it. I am sure that you
dá àkpé námì.		will come back to thank me.
Ényo, màfle kíló ène.	K:	Good, I will buy four kilos.
yesíayi	R:	always
né		if, when
àsime		market-place
kplò		to bring
vè		here
Yoó! Afísia kò mènona		O.K. I stay only at this place
yesíayi. Né evá àsime nàvá		always. When you come to the
kpóm dá; nàkplò miatòwo		market, come over to see me; <sup>1</sup>
há vé.		bring also your fellows along.



## XXII.

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

Notes

1. /nàvá nàkplo/ '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 /Míano mólu flěm lè gbówò/ 'From now on we will buy rice  
from you'  
/lè gbówò/ 'at your place'

To emphasize the word /gbówò/ we place it at the beginning of the sentence. However, the morpheme /lè/, which functions here as a preposition, remains at the end of the sentence. This construction is equivalent to English sentences such as 'What subject are you interested in?', where the noun and the preposition are separated.

Dialogue 3

A: Ama      G: Gali Owner

## XXII.

- nkúme A: face  
 kò to be clear  
 wò sévilo it is fine (lit., it makes fine)
- Ôo, gâlito, galiwoa fé nkúme Ah, gali owner, the face of your  
 kò nyufe nùto. 'gali' is very clear. (Owner, your gali grains look clean).
- G: Galí nyufe kò nyeyá medzrána. I sell only good 'gali'.  
 A: foligoia measure of volume approximately equivalent to an American cup  
 nenema in that manner, in such a manner, in such a way
- Ē, édze menéma. Nenié nedóa Yes, it appears so. How much do  
 foligoíà? you sell the cup?  
 G: Biyé deka. One 'biye' (five francs) a cup.  
 A: Maténu d'óé kpóà? May I taste it?  
 G: fâ sure  
 ná in order to, to  
 Fâ, xò ná d'ókpo! Aléke Oh, sure! Take to taste it.  
 nekpóe? How do you like it? (lit., how do you taste it?)  
 A: biyé dzé money unit equivalent to one hundred francs

## XXII.

alési (or, esi) ... ta <sup>1</sup>	since, because, as
le mīatowo dōme	among my friends
Enyó nám n̄utó. M̄afle b̄iyé	I like it very much. I will buy
dzē d̄éká. Ési ḡalí woa	one hundred francs (worth).
v̄ivi ta, m̄ayó asi n̄awò le	Since your 'gali' is so sweet,
m̄iatowó dōme.	I will let my friends know
	about it. (lit., I will call
	a market for you among my
	friends).
Yoó, woés̄n̄ḡú k̄aka loó.	G: Good, thank you very much.
Héde nyuie!	Good-bye.
Yóo.	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 núdu du mén̄ò Apanda sime ò 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 meno Apanda sime òà, mieyi Akafe/

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

tri

Y:

big, thick

lòò

exclamation sigh

alé

like, so

eme

inside

Ô! Te sia tri loo! Éme nyó  
yá?

Oh! This yam is big! Is the  
inside good?

È, éme nyó ntó. Atakpamè  
wòtsó.

YO:

Yes, the inside is very good.

It is from Atakpame.

Tè ka fomeviè?

Y:

What kind of yam is it?

Làboko.

YO:

It is 'laboko' (a variety of yam)

Y:

de

it is

de ye → dēe

it is that

mégblē

to be bad

Àhà! Làboko dē wòdzoa dzi  
nám ntó. Eká dé edzi be  
mégblē òà?

Oh, yes! It is 'làboko' (yams)  
that I like very much. Are you  
sure (lit., do you swear on it)  
that it is not bad?

YO:

ká

to cut

È, mégblē ò. Máké nàkpó.

Yes, it is not bad. Let me cut

Ekpóeà? Eme mégblē ò.

it so that you may see. Do you  
see? The inside is not bad.

## XXII.

Hönenfe nele édzram?

Y: How much are you selling it?

Ètš bíedzě dèká kplé áfá.

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

Máfle bíedzě átš (nu).

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

Áleke nàwøe nám?

Màwøe wufève, bíedzě átš.

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

Ényo, maflèe. Àgbelia dé,  
nenié nele édzram?

Y: Good, I will buy it (I will take it). What about the manioc? 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 dzèdze  
o la, dzră bíedzě ètš nu  
nám.

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

dé édzi

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

màdé édzi nàwò kplé

I will present you with, I will give you free

Yòò. Efle nú nám nùto!

O.K. You bought a lot of things from me. (Lit., for my benefit)

Màdé édzi nàwò kplé tè dèká.

I will give you one yam free.

XXII.

azõ

Y:

now, from now on

Ényo woesêjú lóo. Míagadógó. Good. Thank you. We will meet  
again.

Additional Vocabulary

àbólomefe	bakery
àbólo	bread
àma	spinach, edible green leaves
tomato, or tímátí	tomato
sabáala	onions
ayi	beans
lãdзра́fe	meat market
àdzalẽ	soap
súklí	sugar
kóffí	coffee
hè	pull, drag
hè àsi	bargain
gedewo	several

Comprehension

Égbe énye àsigbe lè Kpálimè. Núdzralawo tsó teje vòvovowó kplé wófe núdzradzrawo éyè wóle wódzram lè àsime. Lè afíma nàkpó núsíánú sí nedí la (nedi na la).. Gàlì dzrálawo lí, ne dzrálawo lí, àtíkutsetse kplé búbuawo dzrálawo há lí. Wófe núdzadzrawo nyá kpóna éyè wóme xóxó há ò. Àme gedewo yina da fleà nú lè afíma. Kofí kplò John yi bé yáfiê alési wóflena nú vòvovowó.

## XXII.

Égblo nê bé àgbeli sià fè ñkùmè kò, éyè laboko la, tè nyufe áde wònyé. John srò 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 ñúto éyata wòbu tamè bé yeàno nú flém lè àfima azò.

Questions Based on the Comprehension

1. Égbè énye afíka fè ásigbè?
2. Afíka nùdzralawo tsó?
3. Nùka wòm wólè lè Kpalime?
4. Nùka na kpó lè afimá?
5. Nùdzadzrawo nyóá?
6. Ame gedewo flea nu lè afima?
7. Amékae kplò John yí asiamè?
8. Nùka wòtsó fiá John?
9. Nyaka wògblo nê tsó àgbeli ñúti?
10. Tè ka fomeví ényó?
11. Nú bubu ka John srò?
- 12.. Nùka 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 hèa àsi lè Àmerikà?
4. Wóteru hèa àsi lè Tógóà?
5. Nùka ná kpó lè àsime?

## XXII.

6. Àsi lè Tógóà?
7. Wóateju flè àgbeli lè Ámerikà?
8. Afíka tàpiókà tsóná?
9. Asime f'è átikutsetsewo d'óà xòxóà?
10. Èkp'óà dzídzo lè átikutsetsewo n'úà?
11. Átikutsetsewo x'óà àsi lè Ámerikà?







## XXIII.

éka	Y:	which one
dí		to want
nedí be		you want to
nebé		
vòvovowo		different, various
Dò vòvovowo téfewo lè kóadzi,		There are various departments
éka títutu nebé yéâyí.		(sick places) at the hospital.
		Which one exactly do you want
		to go to?
kpé	K:	to cough
kpékpela		he who coughs, he who has
		tuberculosis
Medíbe míadi tsà yí kpékpelawo		I want to visit the tuberculosis
tefé.		section.
lofo	Y:	direction (of)
Nenyá àfísi lofo wòléà?	K:	Do you know where it is?
ví		child
vídziño		the woman who gives birth
vídziñowó fè		the maternity ward
È, élè vídziñowó fè xo megbé.		Yes, it is behind the maternity
		ward.
Ènyá dònò neníe sí lè afimá?	Y:	Do you know how many sick persons
		(who) are there?
sògbo	K:	to be numerous
Ò, gáké menyá bé wòsògbo.		No, but I know they are numerous.

## XXIII.

- Mènyá ame áde lè afíma. Y: I know somebody there.  
 Nyatefjá? K: Really?  
 kpó Y: once  
 kplí (from kplé é) Y: with him  
 È, nye kplí miedè sukú kpó. Y: Yes, he and I went to school  
 (together) once.<sup>4</sup>  
 Nye yá mēdzesi 'nurse' adé K: And I know a nurse who works  
 si wàa dó lè afíma. Y: there.  
 Nyónuvíéà? Y: Is it a girl?  
 È, novínyè nyónuví xǒé. 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. Y: No, she has been there for a  
 long time.  
 né ... a Y: when, if  
 Ènyo né megbo tsó fiásea me O.K. When I come back from the  
 kò la míayí. store, we will go.  
 Yòó. K: 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

## XXIII.

suffers from, ex.:

/dɔ/	'sickness'
/donɔ/	'sick man, sick person'
/fu/	'foetus'
/fɔno/	'a woman in pregnancy, someone who has miseries, suffers often'
/ɲkuno/	'blind man, one who has bad eyes'
/tɔkuno/	'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.

/nà míyi/	}	'let's go'
/vâ míyi/		
/míayi/		
/nâva míayi/		

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

/nâ 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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/nàva 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

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

vó      Y: gate, door

kpó      fence

vú      to open

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

Wóvùne àbé gà àtò kplé      Kf: They open it at about five thirty.

áfá ené.

Y: to close

Gà kámè wótu ne?      What time do they close it?

## XXIII.

Àbé gà enyí ené.

Ényo, và mǐdzo.

xò

hǎ

Kosi, aléke newo xò kpéa?

xòleamesí

Nyéménya bé dǒxòleamesí

wònyé ò.

Dě nǐxoe lè ame áde siá?

È, xǒnye áde gbó mexóe tsoé.

Aléke tututu wòle fífíà?

àkóta

vé

Àkóta lè vǐyem nǐto.

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 disease

I 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.

## XXIII.

Aléke nêwo xò doà lè amea

gbó yá?

gógo

xóxo

Né ètedé dño nú 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 dáyola gblò?

kénken

Èbe aká dé éme nám kénken

lè àbè Kwasída ève me.

Ényo, míagadí tsà wákpò

wò da.

Yóó, miawóe sènú kákaka.

Dialogue 3

Y: Yao

K: Komlá

Afíkaé lè véwòm, 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 cool down

Yes, it is getting a little  
better.

Kf:

What did the doctor say?

Ks:

completely

He said that I would have recov-  
ered completely in about two  
weeks.

Y:

Good, we will come back to see  
you.

Ks:

O.K. Thank you very much.

Y:

What is the matter with you,  
Komlá? (Lit., what is hurting  
you?)



## XXIII.

asrã	K:	fever
dê fu		to bother
Àsrãé lè fu dēm nām.		I have a fever. (Lit., fever bothering me)
nó	Y:	to drink
àtíkè (or amatsi)		medicine
Èno àtíke déà?		Did you take (have you taken) any medicine?
kúí	K:	tablet
È, mèdu 'aspirin' kúí ève.		Yes, I took two aspirin tablets.
Evda?	Y:	Is that all?
sogbo	K:	to be plenty, be enough
È, mexose bé ésogbo.		Yes, I think that it is enough.
nénye	Y:	if it is the case, if
vévi		serious
bòṅ		rather, better
Nénye àsrã vévie wònyé la màyi		If the fever is serious, hadn't
kódzi bòṅ òà?		you better go to the hospital?
È, dòyoláe gblo nam bé	K:	Yes, it is the doctor who told me
máḍù 'aspirin'.		to take aspirin.
tigbe	Y:	green grass used for tea
kplí		in addition
Màno tígbé víade kplí kpó òà?		Why don't you take some grass tea with it for a trial?
Nexose bé áwo náne náma?	K:	Do you think it will help? (Lit., do you think it will do anything for me?)

## XXIII.

- vo  
ana wòavo  
kaba  
È, mekáde édzi bé ána  
wòávò náwò kába.  
Ènyo mánoé kpó.
- Dialogue 4
- J: John           D: Doctor  
Káflā doyolá, kpékpela  
neníé le kšádzi?  
Àbé alafá ádre ené.  
Đě wóxòà kpékpelawo kátā  
dé kó sià dzià?
- È, né tẹfẹ lia, wóxòá wó  
katā de kšádzi.  
Núkatā?  
ame dome  
dé ... nūti
- Élābéna né wólè ame dome la,  
wóadé dō ame māmlláéwó  
kátā nū.
- 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 neníe lè afísia ákpo J: How many doctors are here to look  
wógbó? after them?
- Mí àme èvè. D: We are two.
- Nurse neníe kpéna de mianú? J: How many nurses to help you?
- Àbè bláve ené. D: Approximately twenty.
- Afika wóawo yá srõna dõa J: Where do they learn the job?  
lè?
- Sukúa lè kóadzi àfísíà. D: The school is here in the hospi-  
tal.
- xé J: to pay
- Hò neníe wóxena lè kóadzi J: How much do people pay in the  
nkèke dèkà? hospital each day?
- fe D: fee
- Wómexena fèá dèke lè afísíà ó. J: They do not pay anything here.
- Gàké né àmeadé lè àmédeka J: But if you are in a single room,  
xo mè la, axé àbè alafá ató you pay about five hundred  
nkèke dèkà. francs a day.
- Afika tejé síà lèa? J: Where is this place?
- Élè ngogbé. D: It is straight ahead.
- Ényo, wóese nù kákaka. J: Good, thank you very much.
- Yóó, mésu akpè ó. D: You are welcome.

Additional Vocabulary

yleti

moon, month

vidzè

newly born

## XXIII.

Comprehension

Dònokódzi gá áde lè Lòme. Èlè Tókoe. Àfíma wóxoá dònò vovovowo dè. Dòyolá kplé nurse gèdewó li. Dòyoláwo dometóá dewo tsó Europa àló Àmeriká; màmlaewo nyé Tógotowo John kplé Kofí yí dònokódzi égbèa bé yewoadó gbè ná Kofíxó xóxo de si le kpe dè lém. Égblò náwo bé yexò dò lá lè ame búbù gbó. Dzògbenyúitòé lá, éyí dònokódzi énumake, eye wóná àtíkè. Dòyolá gblò ne bé aká de éme nê kpuie éyè wòate nu tró yí dówofe le yletí dèka mè. Lè kpékpelawo tejé megbé la. John kplé Kofí dī tsa yí vīdzifé éyè wókpo vīdzēwó. Kofí kplé nurse de dō dzé háfí Kofí kplé Jónh gátró dzó.

Questions Based on the Comprehension

1. Dònokódzi áde lè Lòmea?
2. Aléke wóyo nê?
3. Dònò tògbui kawoé wóxoá dè afímá?
4. Afíka dòyoláwo tsó?
5. Àmekawoé yí dònokódzi égbèa?
6. Núkata wóyí àfímá?
7. Dò kae wóxoá lè lèlem?
8. Aléke wóxoá dò síá?
9. Éyí kšadzi kábá?
10. Núka wóné lè afímá?
11. Nya kae dškta gblò nê?
12. Yekayí wòagaté nú yí dówofé?
13. Lè kpékpelawo tejé megbé dè afíka John kplé Kofí woyí?
14. Améka Kofí fo nu ná háfí wódzó?

## XXIII.

Questions for the Class

1. Dónokódzi áde lè dùsiá mèa?
2. Èyi dónokódziá?
3. Kpékpelawo lè afimá?
4. Vídziláwo tejé áde lè afimá?
5. Gà nēnie mè nātēqu ditsa yi dákpo dōnowo lè afimá?
6. Núka nēwona né èlé asrā?
7. Núka Tógotowo wōna kplé tígbe?
8. Èle nyúfèa?
9. Òtímè ké nāwò le ávuvogoli siá meà?
10. Ta lè dū wò má?
11. Òtixéname dé dōxolēamesí wōnyéa?
12. Kpékpekpe dé dōxolēamesí wōnyéa?

Unit XXIVThe Comparative and Superlative Degrees of the AdjectiveDialogue 1

B: Bob      K: Kosi      A: Ajeno

xò

dí nu

há ya

B:

building, room

to look for something

to rent, to let

Kosi, mele xo dí m bé máhaya.

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

Hõneníe nedí bé yéàxé?

K:

How much do you want to pay?

Àbé àkpé ève ené.

B:

About two thousand.

Ényo, mènýá àfénoáde si

K:

Good, I know a lady close by;

tè dé affisia gbó; xò

she has some good, clean rooms.

kòkòe nyuíé ádewo le ési.

B:

Và míyí.

Let's go.

Ọdí àfénò. Xò áde lè àsíwo

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

nàháyá?

A:

dzí

up, high

dzífó

sky

dzífoxo

building with several  
stories

È, dèkà lí àkpóé dá?

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

Élè dzífoxo evèliá dzí.

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zìkpui	A:	chair
Ésia. Xò nyufe wònyé kplé		This one. It is a nice room with
zìkpui nyuiewo.		good chairs.
sòe	B:	little, small
lolo		to be big (verb), big (adj.)
lolo wú		bigger than <sup>1</sup>
Ésòe nùto; bubu adé lè àsíwò		It is very small; do you have
sì lolo wú esia?		any bigger than this one?
vò	A:	to be free (verb), empty
vòvo		free (adj.)
Dèká lí lolo wú esia gáké		There is a bigger one. But there
ame le émé. Né àtèru lala		is a man in it. If you can
lá, émé ávò ètso.		wait, it will be free tomorrow.
Ényo, màvá ètso.	B:	O.K. I will come tomorrow.
lè ... dème	A:	among, in the midst
Ényo mekáde dzí bé éma		Good, I am sure that you will
ádze nùwo. Éyae nyówu		like that one. It is bigger
éye wò lolo wú le nyě xowó		(lit., the one which is bigger)
kátá dème.		and better among all my rooms,
		i.e., it is the biggest and
		the best. <sup>2</sup>

Notes

1. The comparative of adjectives is expressed by the verb /wú/ 'to surpass' following the adjective.

/xòsia lolo wú éma/ 'this room is bigger than that one'

## XXIV.

/énya nú wúm/ 'he knows more than me'

/wú/ is also used without an object:

/esia 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.

/élòlo ábe émà éne/ 'it is as large as that one'

Dialogue 2

B: Bob A: Afeno

Aléké, àfénò, xò si lolowú B: How is it, madam, is the bigger  
la vòá? room (lit., the room which is  
big) empty?

È, évò. Míate nù ayí A: Yes, it is empty. We can go to  
akpoe fífia. see it now.

àbatí B: bed

È, ésià lolowú, gáké àbatía A: Yes, this is bigger, but the bed  
kpuie nám ákpa. is too short for me.

kó A: tall, to be tall

nya word

Ò, mélé kpuie ákpa ò. Njítsú A: No, it is not too short. The  
sì nò afisia tsá lá kó wú man who was here before was  
wò gáké mégblo nyá ò. taller than you but said  
nothing.



## XXIV.

- kpé dé  
Zìkpúì dèkà kòé lè xoa mè,  
àtèrú ná búbum kpé dé esia  
rútià?  
tsó  
tsó vé  
È, màtsó dèkà búbum vé nàwò.  
bobo  
Ési lè àsíwò bobo wí ésià?  
Ésià sè nám ákpa.  
dèkà ko  
kplõ  
awu  
dzradó  
awudzradófea  
Ò, wókatá dèkàe. Kplõa  
kplé awudzradófea dzè  
rúwòa?  
lè tsi  
tsilefe  
Wónyo. Tèfé lè awudzradófea  
nyúie ná nyě núwo. Afika  
tsilefèa lè?  
Uò 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.)

## XXIV.

fá

to be cold

fáfá

cold (adj.)

Kplé tsidzódzò kplé tsifáfá?

With hot and cold water?

Le Tógo màhiá tsidzódzò ò. A:

In Togo you do not need hot water.

Dialogue 3

B: Bob A: Afeno

fò

B:

to gather, collect

fò ... vá

to move

Medí be máfò nyě núwo vá

I want to move my things into

xoame égbea.

the room today.

vê (i.e., vá afisia)

A:

here

Ô, fàa, àtenu fowó vê égbea.

Oh, sure, you can move them here today.

fo nu

B:

to say something, to speak

tsó ... núti

about

Medí be miáfo nu lê asia

I would like to talk about the

nú(ti).

price.

Énye. Àsíà énye àkpé ètṣ

A:

O.K. The room is three and a

kplé àfá.

half thousand.

Àkpé ève kò màtenu xé.

B:

I can only pay two thousand.

Aò, nyè màtenu háya xosíà

A:

No, I cannot rent this room for

àkpé ève ò.

two thousand.

Hõneníe nàtenu xò?

B:

How much can you take?

Né àtèqu xé àkpé ètṣ la

A:

If you can pay three thousand,

màxœ.

I will take it.

## XXIV.

- Xṣ nye áde háya xṣ áde nyó  
wú síà àkpé ève kplé àfá.
- lè ... mè
- Ò, xṣ ádeke mélè afísià nyówu  
ésià hěxò àkpé ève kplé àfá  
ò. Lè àkpé etṣ jé xowó  
dome lá ésiàe nyówu.
- Xṣ síà xò àsi vie gàké  
màtsœe.

Dialogue 4

- J: John           A: Afeno
- Káflá, afíka màténu dunú  
lè?
- kónà  
xà  
ngogbe
- Núdufè áde lè kónàme lè míaxa,  
éyè búbu há lè ngogbé vié.
- Ékaé xṣ asi wú?
- dètsí
- Ési tso míagbo lá xṣ asi wú  
gake wófe núduqua nyówu.  
Àkpo dètsí nyúie lè afíma.
- B: A friend of mine rented an apart-  
ment (room) better than this  
one for two and a half thousand  
in the range
- A: No, there is no apartment here  
better than this which costs  
(lit., and takes) two and a  
half thousand. In the range of  
apartments of three thousand  
this one is the best.
- B: This room is a little expensive,  
but I will take it.
- J: Excuse me (please), where can I  
eat?
- A: corner (from the English)  
vicinity, neighborhood  
ahead, further, farther
- J: There is a restaurant on the  
corner near us, and another one  
a little further.
- J: Which one is more expensive?
- A: stew, soup
- J: The one near us is more expensive  
but they have better food.  
There you can find good stew.

## XXIV.

nyà	J:	to wash
Woésèngu. Afíka màtèngu nyà		Thank you. Where can I wash my
nyè núwo lè.		things? (i.e., clothes)
Materú nyawó náwò.	A:	I can wash them for you.
xofe	J:	rent
Ékema neníé anyé nyè xoféà?		Then how much is my rent now?
Àbé alafá àtò (ené) yletí	A:	About five hundred francs a
dèkà.		month.
Ényo, ényo nám wú.	J:	Good, it will be better for me.

Additional Vocabulary

enuenu	often
édziédzi	often, most of the time, frequently
bobo	easily, soft

Comprehension

Ko kpókpo lè Lòme mésesè ò. Gàké 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 nyá 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 yi. Yeadówoyi la zikpúí kplé étowó noa xóame, gake àme gèdewo méflèna núwo déa xóawo me o. Xoháyala nítòe flèa éfe núwo. Énuénu la tsilefé ève noa anyí ná àféametowo kátá; dèkà ná nyónuawó, eye dèkà ná ntsúàwó.

## XXIV.

Questions Based on the Comprehension

1. Xò kpókpo lè Lòmè sésèâ?
2. Afíka xò kpókpo bôbo lè?
3. Núkata xò kpókpo bôbo lè afíma wú?
4. Hónenie nàxé ná xò dèkâ?
5. Zíkpuí kplé etowó nà xòame édziedzia?
6. Amékaé jlèa núwò déa xòame édziedzi?
7. Tsilejé neníe lí ná àjéamétówo kátâ?
8. Tsilejé lè xò dèsiáde mea?

Questions for the Class

1. Afíka nènóna. Fofowò jéme lóo àlò xoháya mèa?
2. Hónenie nêxéna ná xò wòà?
3. Xò kpókpo bôbo lè àfisiá?
4. Afíka xòkpókpo lè bôboe wú; le Lòmè jé títinà lóo àlò ádídi lè títinà gbóá?
5. Zíkpuí kplé etowó nà xòamé lè àfisiá?
6. Xòwoa lolowú xosiá?
7. Xòwòá lè sukúá gbóá?
8. Núduje káé tso dé sukúá gbó wu?
9. Núduje káé kò wú lè dúámè?
10. Núduje káé nyó wú lè dúame?

Unit XXVVerbal NounsVerbal Adjectives and Their NegationDialogue 1

J: John

K: Kofi

Y: Yao

wù

to kill

dò lè wuyem

I am hungry

pátíá

the party (from the English)

dù nú

to eat something

núdùdu

the eating, the food<sup>1</sup>

nùmādumaḍu

non-eating, not having

eaten, without eating<sup>2</sup>

Dò lè wuyēm ḡúto. Nyēmáteḡu

I am very hungry. I cannot go

yi pátíá nùmādumaḍu ó.

to the party without eating.

Ènyá tēfē nyufe áde miádu

Do you know a good place to

nú lèa?

eat (at)?

È, mēnyá núdūfē nyufe áde

K:

Yes, I know a good place, but it

gake édidí víe.

is a little far.

hía

J:

to need

méhía o

it has no need, it does not

matter

zò azòli

to walk

ázòli zōzò

the walking

Méhía kúra ó. Ázòli zōzò

It does not matter. I like

dzòádzi nám.

walking.

dà

K:

to cook, to prepare (a meal)

Wóyoné be 'Tarzan'. Wódānā

It is called 'Tarzan'. They

nú nyuíé ḡúto.

prepare very good food (there).

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wò, (ɲudo)  
māvómāvó

Wówonà lã vóvo ɲúdó lè afíma  
ábé áfísi miedè ètsò ènéá?

Ò, lã māvómāvó kò ɲudo  
wówona lè 'Tarzan'.

Tógo núdūduwó koé wó dzráná  
lè afímá?

asi la mébòbo ò

Ènyá wó lè afíma?

È, mède afíma zì ève.

Ènyo, zò míyí.

Yao, núkǎé lè ásíwó?

Núsiánú si nedi kò la,

míadē nǎwó.

fufu

John, àdu fufua?

fò

dzè

dzè émè

Éfò áhadzè émè nyufeá?

J:

to employ, use

not rotten, unspoiled

(i.e., fresh)<sup>3</sup>

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

K:

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

J:

Do they have only Togolese  
food there?

K:

the price is not easy,  
it is not cheap

J:

Do you know them there?

K:

Yes, I have been there twice.

J:

O.K. Let's go.

K:

Yao, what do you have?

Y:

Anything you want at all we will  
prepare for you.

K:

'fufu'<sup>4</sup>

John, would you eat 'fufu'?

J:

to be light

to fall

to get digested

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

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mé ... kúra ò	Y:	not at all
kpè		to be heavy
È, mékpè kúra ò.		Yes, it is not heavy at all.
Ényo miadometo dèsiâde áxò	K:	O.K. Each of us (Lit., every
fufu kpónò dèká kplé lã		one of us) will take 25 francs
kpónò deka.		worth of fufu and 25 francs
		worth of meat.
sògbe	Y:	to be ready
fifila		right away
Ásògbe fifila.		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 dɔ/	'to work'
/dɔwɔwɔ/	'the act of working'
/dũnú/	'to eat'
/núdũdu/	'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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/xə nya dzise/	'to believe in something'
/nya dzi maxose/	'the lack of belief in something'

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

/du/	'to eat'
/dudũ/	'edible'
/wə/	'to do'
/wowǒ/	'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.

/lɔ ame/	'to like a person'
/ame lɔame/	'a likeable person'
/ame malɔame/	'an unlikeable, disagreeable person'

The verbal adjectives are used only attributively.

### Dialogue 2

J: John      K: Kofi      Y: Yao

	J:	
tsɪko		thirst
tsɪko lè wuyěm		I am thirsty
Tsɪko lè wuyěm. Núkā míanò?		I am thirsty. What shall we
		drink?
	K:	
'wine'		wine
'beer'		beer
kofi		coffee

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nòno drinkable  
 Wine, beer kplé kófi lē wósi, They have wine, beer, and coffee,  
 gáké wófe beer ménye ná but their beer is undrinkable.  
 nòno ô.

Wine ká tōgbuíé lē wósi? J: What kind of wine do they have?

tsi K: to be old

tsitsi old (adj.)

mātsimatsi unaged

Frāsê wine nyuíe mātsimatsi They have some good unaged French  
 áde lē wósi. wine.

Ényo míanò 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.

mékpo ... ô K: not yet

Nyè méqóē kpó ô, gáké mēnyá I have not tasted it yet, but

bé ádzòdzi nám. I know that I will like it.

do da J: to send

dodam to send to me

tso ... dodam pass me

dzēa the salt

átádia the red pepper

Tsó dzēa kplé átádia dódam. Pass me the salt and the red  
 pepper.

ve K: to be hot

Kpó nyuíe. Átádia vé nuto. Watch out (lit., look well).

The pepper is very hot.

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gǎ	J:	metal
flò		with holes
gǎflò		fork
tsí		spoon
gǎtsíá		the spoon
Míehiǎ gǎflò dèká. Mǎtèŋu		We are missing (lit., we need)
wò gǎtsíá nǔdóá?		a fork. Can I use the spoon?
Ò, Yaò, tsó gǎflò dèká	K:	No. Yao, bring us one fork.
dóda mí.		
Núduqua vívi nǔto éyè wine	J:	The food is very tasty (lit.,
lá há nyó nǔto.		sweet), and the wine is very
		good.
Àgaxo nánéá?	K:	Would you take a little more?
O, nyè médi be málóló ò.	J:	No. I do not want to get fat.
Ména àme lólona o.	K:	It is not fattening (Lit., it
		does not people to fatten).
dè	J:	to owe
Yāo, hōnéníé miédè lé nǔ wò?		Yao, how much do we owe you?
Biyè ēwó àme dèká.	Y:	Fifty francs each.
xè (from xe-e)	J:	pay it
míamè èvea kátā		we both, both of us
tǎfè <sup>1</sup>		times
Màxè ná míamè èvea kátā.		I will pay (it) for both of us.
Biyè ēwó tǎfè eve, éwò biyé		Fifty francs by two makes one
dzè dèká. Éyàé nyé ési.		hundred francs. Here it is.

XXV.

Notes

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

Dialogue 3

J: John                      K: Kofi

d̄ó ... kpó

J:

to taste

Mēdí be mádo Tógo nūqūdu

I would like to taste some good

nyuie áde kpó, ési máx̄ò àsi

Togolese food which will not

ákpa ̄. Ènyá téfé áde

be too expensive. Do you know

m̄layia?

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 w̄ó

J:

to make of, from, with

(lit., to take to make)

Núkā énye ákplē? Núkā w̄otso

What is 'ákplē'? What is it

w̄one?

made of?

hāmē

K:

category, type, variety,

kind

bo

common, popular

blí

corn, maize

wó

flour

blíwo

corn flour

Ákplē hāmē v̄ovovowó lí gāké

There are different varieties of

ési b̄owua énye blíwo kplē.

'akple', but the most common

one is corn-flour 'akple'.

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Mèse wǒ dètsíá ñko. Nùkà J: I have heard about your stew.  
 nētsó wǒe? What is it made of?  
 to K: river, lake  
 tome the inside of the river,  
 fish  
 lã meat  
 akpa, (tomelã) fish, water animal  
 vù blood  
 lã, (vùlã) animal, meat, blood animal,  
 meat of a blood animal  
 àma spinach, any edible green  
 leaf

Dètsí vòvovowo há lí:

(tōmelã) àkpa dètsí àló  
 (vù)lã dètsí àló àma dètsi  
 kplé tǒwó. Và mí òu àkplé  
 kplé dètsí kpó, mèkádé édzi  
 be àdzé ñwo.

Ényo na míàdù àkplé biyé J:  
 evé nū àme dèká.

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.  
 O.K. Let's go and have 10  
 francs of 'akplé' each.

Dialogue 4

J: John K: Kofi Y: Yawa

gbáto

K:

first

Yáwá, zí gbátō mēvá afisia,  
 àkpléwōa dzé ñnyé ñto,  
 éyata mèkpló xōnyēa vé.

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 nùto. Míaxo lǎ?

Y:

Very good. Will you have meat?

È, dzrà lǎ kpónò nū ná

K:

Yes, bring twenty-five francs

mí àme eveà. John, àkpléa

worth for both of us. John,

dzé nùwo lè afisiá?

do you like the 'akplé' here?

tó vòvo

J:

to be different

Éto vòvo nùto eyé wònyó nùto.

It is very different and very

good.

Àgaḍu via déà?

K:

Will you have some more?

ka

J:

to cut

gá

big

gáde

much (adverb)

dī fò

to be satisfied with food,

to have had one's fill

Ò, wókè námi gáde nùto.

No, they gave us a lot; I am

full.

Mèdi fò.

K:

Yáwā, hǒnēnié míaxe náwò?

Yawa, how much do we owe you?

kpé

Y:

to add

tsó kpé(dè)

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

tso kpé dé lǎ kpóno, éwò

twenty francs for both of you,

biyé ásiéke.

and twenty-five francs for the

meat makes forty-five francs

altogether.

Éyae sí. Wǒ nùdūqua nyó

K:

Here it is. Your food was very

nùto. Míagātró vá áfisiá.

good. We will come back.

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Míana gà vía dè òá?

J:

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

Ò, míana na gà lé  
afísia ó.

K:

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

### Comprehension

Le Togo la, aténu kpó núdūdu dèsiadē si dím nēle la. Aténu dū àkplé, fūfu kplé tōwó lè àsime. Né èle yēvú núdūdu dím la núdūfè nyuí ádewo lí sí nákpó boboe. Né ēbé yēádū àkplé la, àkplé vòvovowó lí. Ési bó wú lá énye blíwó kplé. Fūfu há lí hámè hámè; aténu kpó tē tūfu, áló àgbeli fūfu, kplé tōwó. Dètsí vòvovowó há lí wótso dūna kplé fūfua. Aténu kpó akpa dètsí áló lá dètsí. Dètsíá aténu nyé āma dètsí áló lámímù dètsí.

### Questions Based on the Comprehension

1. Núdūdu kā fōmeví nàténu kpó lè Tógó?
2. Nàténu kpó yēvú núdūdu lè afímá?
3. Núkāwó énye Tógó núdūdu bóbo ève?
4. Núkā énye àkplé?
5. Núkā énye fūfu?
6. Akplé kā fōmeví bówú?
7. Dètsí hámè vòvovowó lía?
8. Núkā wótso wóna dètsí?

### Questions for the Class

1. Èdu Tógó núdūdu kpóá?
2. Èdu àkpá dètsíá?
3. Èdu lá dètsí?



## XXV.

4. Lã detsi dé Àmerikà nùdudu wònyéà?
5. Atéju kpó Tógo nùdudu lè Àmerikà?
6. Atéju kpó Frāsè nùdudu le Àmerikà?
7. Frāsè 'wine' dzɔdɔdzi náwoà?
8. 'Wine' tsĩtsi áló 'wine' mǎtsimatsie dzɔdɔdzi náwoà?
9. Núkà nènona lè nùdũfè?
10. Zinenie neɔua nú gbè deká?
11. Àtéju no anyi nkeke blíbo nùmaɔumaɔuà?
12. Núka énye Àmerikà nùdudu bóbóto?
13. Núka wótso wone?
14. Nenie nyé ètṣ tṣé ène?
15. Nenie nyé àtṣ tṣe évé?
16. 'Cent' nenie lè 'dollar' deka me?

Unit XXVIThe ConditionalDialogue 1

SA: Sewa      A: Ama      S: Senya

fle

awu

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).

Ŋdi nawo, Senya, mava miayi

fiase me da? Medi be mafle

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).

Ne ga le asinye la, nye

ha mafle dewo.

S:

If I have money, I also will buy

some.<sup>1</sup>

mami

A:

mami (or probably Madam).

'Mami' is the general name

used for the Ghana women

actively involved in

trading.

avo

cloth

fe

debt (or price on commodity)

gbebugbe (gbebugbe)

another day, another time

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Ga mele nye hã si o. Mese  
 be màmí adzra avoawo nawò  
 eye naxe fea gbebubugbe. .

S:  
 Ekema va míyí ðakpo màmí dá.  
 Fiase ka me wòle?

asi  
 Ési le asia xa la.

Mami ñkò ðe?  
 Afeno Yawa Sewa.  
 Enya via Senyooa?

dufia  
 nye ðe wò  
 menye ðe woyi

Ne menye ðě wòyi Amerika o  
 la, anye ne eyae enye míafe  
 dufia fifia.

Éya tefee wòle Nyavò ðom 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 Senyo?  
 chief  
 is that he  
 is not that he went (is  
 gone)

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

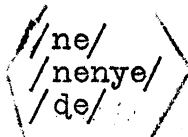
Nyavò is being enstooled<sup>2</sup> a chief  
 as a substitute. (It is at  
 his place that they are en-  
 stooling Nyavò as the chief).

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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'

## XXVI.

/Ne lakle mele afea	'When (if) the leopard is
o, ekema dzogolo	not at home (present),
qua fia/	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
		SA:
kpeḍe		to help, to assist
kpeḍe ... ḡu		to help (someone or something)
ma		shall I
makpeḍe		shall I help ...
ገdi námi, Ama, mákpeḍe mfaḡúà?		Good morning, Ama, shall I (could I) help you (pl.)?
ገdi, afeḡo Sewa, esiae	A:	Good morning, Madame Sewa; this is my friend Afua.
nye xōnye Afua.		
Miele avo dim be mīafle.		We are looking for a cloth to buy.
to	SA:	to sew
nútōlá		one who sews, dressmaker, tailor
awutolá		specifically means sewer of apparel; dressmaker, tailor
xo		to get; to take from
Awu nyuíea déwo lè ásinyé.		I have some beautiful dresses.
Mexo wó tso nútola gbo ètsò.		I got them from the dressmaker yesterday.
boḡ	S:	rather
so		to measure up to, to be equal, to fit

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Ne àvowó lè àsiwò lá,  
míafilé wó bọ́.

Míatò míafé áwúwó be wóaso  
mí nyuie.

Avó ka tǔgbui dím míele?  
mímù

Nyè ménya títutu ó. Né àvo  
mímù le asiwò lá, ékema  
mǎtò awu mímù.

fiadóó

nkeke nyuie

yie

Né míelè fiadóó nkeke  
nyuie me yim la, 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  
 kentevowo  
 ta  
 Miatà miáfe kentevowo.  
 Wóadé miadzi wu awuwo.

S:  
 kente (the Ghanaian national cloth)  
 kente-cloths  
 to wear  
 We will wear our Kente cloths.  
 They will become us much more than dresses. (i.e., they will look better on us than dresses, or we will look better in them than we would in dresses).

Dialogue 3

A: Ama S: Senya  
 náná  
 Afeno Sewa, wòewo do kekeke.  
 Ne avo yeyewo va ko la,  
 náná miányá kaba.

A:  
 to let (that you give)  
 Madame Sewa, thank you very much.  
 If (when) new cloths come in, let us know immediately. (As soon as new cloths come in, inform us immediately).

élèbé  
 élèbé máyi  
 Ne miedí avo nyuiewo la,  
 ekema élèbé miáyí fiasegã  
 mè lé dugã dé mè.

S:  
 it is (necessary) that  
 I have to go; I must go,  
 I ought to go<sup>1</sup>  
 If we want good quality cloths, then we have to go to a big store in a big city.

ná mó

A:  
 to permit, to grant permission to (lit., to give way)



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Ne asamasi na mom la, miayi  
Kpalimesime le Memledagbe.

If Mr. So-and-So (referring to  
the husband) permits me, we  
will go to the Kpalime market  
on Saturday.

afokpa

S:

pair of shoes, sandals,  
footwear

deko ... pe

only

Anyo nuto. Mèle afokpawo hã  
dim bé mafle. Ne deko makpo  
deka pe le afisia si aso  
afo nam ....!

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).

xa nu

A:

to mourn (to be mournful),  
to worry

kpuie

soon; shortly

Megaxa nu o, Memleda gbona  
kpuie.

Don't be worried; Saturday will  
soon be here.

Nane lê asiwò nadzra lê  
asiaméà?

Do you have something (anything)  
to sell in the market?

moli

S:

rice

nu glo ame

to be unfortunate, every-  
thing has gone wrong with  
one

Moli viade le asinye.

I have a little bit of some rice.

Ne nu glom la, matsœ dzra  
afle nane du hafi tro va afe.

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 wòayi/	'he (she, it) must go, he (she, it) ought to go'
/elebe mfiayi/	'we ought to go'
/elebe mfiayi/	'you ought to go'
/elebe wóayi/	'they ought to go'

Dialogue 4

A: Ama      S: Senya      SA: Sewa

dzrála

A: seller

avodzrala

cloth-seller

Mamí avodzrála, nenié nye

Mamí cloth-seller, how much is this cloth?

avo sia?

SA: Ghanaian unit of money

cedí

One cedi (1¢ = \$1.40)

pésewa

100p = 1¢

abo

yard

Cedí 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 átó.

cedis (one cedi and 25 pesewas).

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àsi

àsié

(le) édzi

dê

dê lê édzi

mêga ... o

mêga ... oa?

măga ... oa?

Àsié, măgađe lê édzi oa?

du agba

Né međe la édzi la, măđi

àgba.

A:

market, price

a bargain (approx. translates 'that is a price')

It is a term to begin the bargaining process; or if said during bargaining, simply means that we have not yet despaired; bargaining is still in good faith.

on it, on top of it

to take from, subtract

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

do not

did you not ...?

will you not ...?

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

SA:

to go bankrupt, to undersell, to realize no profit

If I reduce the price, I will go bankrupt.

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- Àvo sia f'è múmùto l'è 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)
- màmllaé last
- Medzrá màmllaé (pronounced and/or written mamle) I sold the last one this morning.
- gdí sia.
- Ne alala vasédé fié me la, If you would wait until the evening, I will (could) obtain one for you.
- makpó dè n'áwò.
- Àfokpa siaé dí m'èle. S: This is the shoe (pair of shoes) for which I am looking.
- Néníé wòxo? How much does it cost?
- Céqí èt'ò kplé àfá. SA: Three and a half cedis (about \$5)
- l'ò S: like, love, admire
- xé to pay
- Né el'ò lá maxé céqí èt'ò n'áwò. If you like, I will pay (give) you 3 cedis (about \$4.25)
- Màtsoè n'áwò. SA: I will give it to you (you may have it).
- Àkpé n'áwò. S: Thank you.
- Miàgadó gò. We will meet again. (See you).
- Yoo! Wóéwò d'ò. 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 gbó be yewóáflè avo ná awutoto. Né gá mélé wo sí o la, Mami ádzrá avo la náwo eye woaxe fe lá gbébúbúgbè. Afua ménya avo ka togbui títutu si díwòle la o. Ne avo míwú lè Mami si la, ékema átò awu mumu. Ne womékpò avo fle le mami Séwa gbó o la, wóáyi Kpálimésime le Memleda gbe. Ne woyi Kpalime la, Senya áflè afokpa yéyé si díwòle la. Ama kple Senya (wo)do be yewóáyi fiadódo nkeke nyufe dūfè. Né woyi lá, wóátà woje kentévo nyuiwo.

Babiawo

1. Nuka Ama kple Senya di be yewoafle?
2. Mami ka gbo woyi?
3. Ne ga mele wo si o de, Mami adzra avo nawoa?
4. Senya nya avo si togbui dim wòlea?
5. Ne Mami le awuwo dzram de woafle woa?
6. Ne womekpo avo 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 soleme la, awuka (nedona) nadô?
11. Ne eyi srõdefe de, awuka nadô?

Additional Vocabulary

asi boboe	low price, at bargain price, i.e., merchandise on sale
vu	to tear, to be torn
sõleme	church (i.e., the worship)
srõdefe	wedding

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Unit XXVIIThe Reciprocal and the Reflexive PronounDialogue 1

A: Anku      B: Bàbá

tsí	A:	to remain
dzódzodzoe		restive, uneasy, worried
áléá		like this, in this manner

Áleke nētsí dzódzodzoe áléá?	A:	Why do you look so worried?
------------------------------	----	-----------------------------

Afika yim nele?	B:	Where are you going?
-----------------	----	----------------------

nyónù	B:	woman
nyónūta		about a woman
bíá		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
dòkúinyè		myself <sup>1</sup>
Ná dòkúinyè.	A:	For myself. (On behalf of myself).

áfí	A:	here
áfísiá		here, at this place
òhó!		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 afisia la,  
 ame mebfa srōta na edokui  
 o.

Nyatefēâ? Nuka wōle be  
 mawo fifia?

nò

âha

âhanofé

nōewó

mía nōewó

dò kpé

Va mīyî âhanofé. Le mía nōewó  
 dome la, miâdò kpé nāne  
 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 other<sup>2</sup>

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).

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Le ahanofe la, wokpo ame gedewo no aha nom. Dekakpui evea dewo no dzre wom kple wo nɔewo. Anku kple Baba fle aha na wo dokuiwo eye wodo adali. Wodo kpe edzi be ye woayi de afeto Dɔ̃ gbo eye Anku akia nyɔnuata 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'
dokuiwɔ	'yourself'
edokui	'himself'
mia dokuiwo	'ourselves'
mia dokui	
mia dokuiwo	'yourselves'
mia dɔ̃kui	
wɔ̃ dɔ̃kui	'themselves'
wo dokuiwo	

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

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

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

/míá nɔewo/ 'we to each other'

/míá nɔewo/ 'you to each other'

/wó nɔewo/ 'they to each other'

Dialogue 2

A: Anku B: Bàbá D: Dó

Agoo nami!

B:

Knock, knock!

Àgoo néné 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!'/

ŋdi nami lóó!

A & B:

Good morning to you all!

ŋdi, 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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nyà

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 méli o.

And we bring no bad news with us.

Xōnye Bábá si nye amēdzró  
le mia dome la be yēkpó viwò  
Àdzóà eye éfe nú dzè yègu.  
Étso àha vía de vè bé yèaná  
mianya.

My friend Bábá here, who is an alien friend among us, says he has seen your daughter Adzoa and likes her. He brings with him here some drinks to let you know (of his feelings).

yōo

D:

O.K., agreed!, etc.

Yōo, miawoe wodo.

O.K., thank you very much.

Comprehension After Dialogue 2

Verbs

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)

## XXVII.

Comprehension

Esi Anku kple Baba yi de afea me eye woawo kple afeametowo  
 15 gbe na wonse 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

vasede

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, You don't need to build yourself  
ateju no dzidudu fe xowo me a house; you can stay in public  
vasede esime nateru tu xo government housing until you  
na dokuiwo. could (can) build a house for  
yourself.

dome

B:

stomach, abdomen, bosom, etc.

nyo dome

idiom: to be kind

dome nyo

(is) kind

Miafe dzidudua je dome nyo Your government is very kind.  
guto. Le miade la, At home, teachers themselves  
nufialawo guto tua xo na build their own houses.  
wo dokuiwo.

A: Dzidudu xea fe na nufialawoa? Does the government pay the  
teachers?

B:

ao

no

rusẽ

power, might, strength, etc.

kpo rusẽ de ... dzi

to have power over ...

Ao, eye dzidudu mekpo rusẽ No, and the government does not  
de nufialawo dzi ha o. have the power over the  
teachers.

Comprehension After Dialogue 3Vocabulary

yleti

moon, month

fia

chief

## XXVII.

dufia

chief (du = village, town or city)

afeto Nyaglo ... fe afeme

Afeto Nyaglo (who is the chief)!

house (in the home of Afeto

Nyaglo, the chief)

kpé

to gather, to invite

blibo

whole, all

de sro

take a wife

srōdeḍe (n.)

marrying, i.e., taking a wife

srōdeḍe

(the) place where the marriage

ceremony is held or being held

(or going to be held).

du ye

(to dance)

yedudu (n.)

dancing

Comprehension

Le yletia ḍewo megbe la, Anku kple Adzoa ḍe wo nɔwo le afeto Nyaglo si nye dufia la fe afeme. Wokpé du blibo la, eye ame gedewo va srōdeḍe la. Ɔutsuawo no aha eye nyonuawo du ye Ɔkeke la katã.

Dialogue 4

A: Anku B: Bâbá

ḍomenyonyo

B:

kindness

Nye kple srɔnye mieva be

I and my wife /my wife and I/

miada akpe nawô le wô

came to express our gratitude

ḍomenyonyowo katã ta.

to you for all your kindness.

kura

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 nađe fu na ɔkuiwò	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)
ɔo aɔaɔu	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 gbawò be nado	needs to your attention, so
aɔaɔu nam. Esia dze gunye	that you may advise me. I
guto.	appreciate this very much. (lit.
	-222- I like this very much).



## XXVII.

<p>Makpede n̄uwō yesiayi si  mategui la. Mexose be wō  hā ateru aḡo aḡanu nam  yeadewoyi.</p>	<p>A:  I will help you whenever I can.  I believe that you also can  advise me sometimes.</p>
<p>Enyo, miagatro yi afeme vie.</p>	<p>B:  Well, we must be leaving now.  [lit., we will return home for  a while]</p>
<p>gbede!  dzo  dzodofe</p>	<p>A:  never!  fire  fireplace, kitchen</p>
<p>Gbede! Mino anyi ne miadu  nu kple mi. Adzoa ateru  kpede sronye n̄u le dzodofe.</p>	<p>Never! You must stay and have  dinner with us. Adzoa can help  my wife in the kitchen.</p>

Comprehension After Dialogue 4Vocabulary

<p>zi ... dzi</p>	<p>to force, to enforce, to compel,  etc. (someone or something)</p>
<p>ḡo dze</p>	<p>(to) engage in a conversation,  converse</p>

Comprehension

Le srōḡede megbe la, Adzoa kple Baba yi ḡe afeto An̄ku gbo be woada akpe ne. Afeto An̄ku kpo dzidzo le woḡu n̄uto eyata wōzi wodzi (he compelled them, he insisted) be woano anyi aḡu nu kple afeametowo. Esi afetowo Baba kple An̄ku no dze ḡom la, Adzoa kpede afeno Baba n̄u 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: /ǎvá/ 'you will come' /ává/ 'he will come'
-à	'yes-no question marker'
ǎ	aha, oh yes!
àbàtí	bed
abé ... ené	like, as ... as, about, approximately
abé áléfí ... ené	as (introducing a clause)
àbi	wound
àblàndé	pineapple
àbólò	bread
àbólóměfě	bakery
adé, andé	six
àdě	saliva
adré, andré	seven
àdzalē	soap
adabafófo	minute
áde	a certain one, a (indef. article) e.g., /devi áde/ 'a child, a certain child'
ádewó	some; certain (ones)
àdě	tongue
àfá	half
àfi	here
àfísíà	here, this place (i.e., being specific)
àfísíàfí	everywhere, every place

áfiká	what place? where?
afisiáfí	everywhere, every place
áfo	foot
afokpa	pair of shoes, sandals, footwear
áféámé	home, household, in the house
áfémé	home (i.e., to my house)
áfé	home (i.e., to my town or village or country)
afénǝ	Mrs., Madam (lit., mother of the house)
aféto	(lit., father of the house) mister, sir, Mr.
Áfrikātó	an African
Afrikatowo	(lit., Africans, but could be used colloquially to mean an African)
àgo, àgoné, né	coconut
àgute	potato
àgba	plate; record (i.e., gramophone record or album); a load
àgbale	book
àgbe	life
àgbèlí	manioc, cassava
àgbèligble	manioc farm
àgble	farm
àgbledelá	farmer
àgbledemo	farming machine
àgblèmenúku	crop (/núku/ by itself could also mean 'crop'; hence, /àgblèmenúkuwo/ or /núkuwo/ = crops; /àgblèmenúkuawo/ or /núkuawo/ = the crops)

àhǎ	aha; oh, yes: that reminds me
àha	alcoholic drinks
ahanoj'e	bar, place for drinking
àkōdǔ	banana
akónta	mathematics, arithmetic
àkótā	chest (body)
akútu	orange
akpa	fish (also /tòmélā/ 'fish, water animal')
ákpá	very much, too much
ákpē	applause, thanks, gratitude
ákpélé	a form of porridge
alafá	hundred
alafá deka	one hundred
alafá ene	four hundred
álé	like, so, thus
álebe	so that, in order that
áléá	like this, in this manner
álebe	and so, so that
áleke	how is
álesi	as
abé álesi	as
álesi (or esi) ... ta	since, because of, on account of
alílikpō	cloud
áló	or
ámā (ama)	spinach, edible green leaves
Ámā	Ama, girl born on Saturday

amatsí	medicine (also /ātkē/ )
ame	man, human being, person
amē	
amedzró	stranger, alien
amedzródzefé	hotel
āmékā	what person, who, which (question pronoun)
Amerikātó	American
Amerikatowo	Americans; (colloq. only: American)
ānò ... abé	about
amesíame	everybody, every person
anyí	down, earth /nò anyí/ 'sit down!'
ānyíéhé	south
anyígbá	earth, country, land
anuti	lemon
así	hand
āsi	clientele, customers
āsí	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
asímāsí, asíamāsí	Mr. So-and-So (someone whose name one does not want to mention) (borrowing from Twi).
asiéke	nine

âsime	market place, market
asrã	fever
âtãdí	pepper
atí	tree
âtíkē	root; medicine
atíkēwolá	doctor, herbalist
atíkutsetse	fruit
âtõ	five
âtóto	pineapple
áva	granary
avo	cloth
avodzrála	cloth-seller
áva	war
áwu	cloth, dress, apparel (any form of non-African apparel)
awudzradófe	closet
awutolá	dressmaker, tailor (lit., sewer of apparel)
ayi	beans
âzã	feast, party, get-together
âzi	peanut
ázõ	henceforth, from now on



bã	mud
bé	as, that (conj., introduces subordinate clause)
bê	hide (v.)
beer	beer
bíá	ask, question (v.)
bíyê	money unit of 5 francs
bíyê dzê	unit of money equal to 100 francs
bláavê	twenty
blaavêvo ...	twenty-(one through nine)
blaadé	sixty
blaadré	seventy
blaasfeke	ninety
blaatô	fifty
Blădqágbê	Tuesday
blaêne	forty
blaenyí	eighty
blaêtô	thirty
blaêve	twenty
blf	corn
blfá	the corn (sg.)
blfâwó	the corn (pl.)
bô	magic
bôŋ	rather, better
bó	gather
bó	common, popular, (to) be in abundance
bôbo	soft, easily

bōbōbō

softly

bōs

bus

bostófé

bus stop

bríkeà

mason

bū

be lost (v.)

bū

calculate, figure (out) (v.)

būbū

other, another

D-1

dà	throw
dǎ	mother
dé	put (in)
dè	(go to), have been to
dé ... ńúfí	transfer onto; spread (as a disease)
dě	native land, country
dènyígba	native land, fatherland
dètsí	soup, stew
dí	want, search (for), look (for)
didi	(be) long, far (Examples: /didi/ as verb: /efe afoawo didi/ 'his feet are long!'; /didi/ as adjective: /efe afo didiawo fu du sesiṣ/ '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: /Kofi dóa Èwegbe/ 'Kofi speaks Ewe'.
dó	test (v.)
dodókpò	test, examination (n.)
dò	come out of, from
dógò	meet (v.)
dòme	among, between, in between
dó	send

dǎ	work (n.)
dǎ	incubate, sleep
dǎ ǎlǎ	sleep, fall asleep (Example: /Kofi dǎ ǎlǎ le suku/ 'Kofi slept in school').
dǎ, dǎlélé	illness, sickness
lé dǎ	be ill, be sick (Example: /Mélé dǎ etso ndi/ 'I became ill yesterday morning').
dǎ	hunger
dǎ kpǎtuǐkpǎtuǐwo	menial jobs, all kinds of work
dǎme	stomach, abdomen, bosom
nyo dǎme	be kind (idiom)
dǎmenyonyo	kindness
dǎno	sick person
dǎnokódzi	hospital
dǎwǎfǎ	workshop
dǎyolá	doctor (healer of disease)
dǎ	town; race
fǎ dǎ	to run
dǎfǎfǎ	running
dǎfia	chief
dǎgǎ	city (big or large town)
dǎ	(to) rain, (to) fall (from the sky, as rain, snow, etc.)
tsǎdzadza	rainwater
dze	spoil (v.)
dzè	lodge, put up (v.)
dzè	salt (n.)

dzê	fall
dzê ānyí	(to) fall down
dzê	land (v.) (e.g., bird or aeroplane)
dzê	split, turn away from
dzê dô	become ill, become sick
dzê égôme (dze ... gôme)	start, begin (v.)
dzê émē	get digested
dze émê	get better, improve, recuperate
dzê ŋü	(to) please, (to) satisfy
dzê ... yomê	follow (in order of sequence, e.g., numbers, people, etc.)
dzêdze	(be) bad (used only to describe manioc, tough and not very tasty)
dzēfē	landing place, e.g. /yāmēvúdzēfē/ 'airport (aeroplane landing place)'
dzīkpola	guardian
dzinyekpôla	my guardian, one who will see over me
dzèsí	recognize
dzí	on, on top (of), on the surface (of)
dzí (v.)	to give birth to
dzí (n.)	heart
dzí	up, high, sky (postposition)
dzíjô	heaven, sky
dzídzo	happiness
kpô dzídzo	be happy
dzíduqu	government, reign (n.)

dzíḡduḡua	the government
dzíḡduḡu la	the government
dzíehè	north
dzíḡḡ	sky, heaven
dzíḡḡóḡḡ	story-building
dzó	leave, go away (v.)
dzò	fire
dzódzò	hot (adj.)
xò dzò	(to) be hot
dzódòḡḡe	fireplace, kitchen
dzódzodzoe	restive, uneasy, worried
Dzòḡḡáḡḡè	Monday
dzòḡḡolo	civet cat
dzò	be straight, be right
tòwo dzò	you are right
dzò	happen, occur, exist
dzò dzi	be happy
dzòḡḡbe	birthday, birthstar
dzòḡḡbevò	bad birthday, unlucky star, unlucky
dzra	prepare
dzra ḡó	get ready
dzrá	(to) sell
dzrálá	seller, merchant
dzra ḡó	arrange, (to) save, keep

dá	particle used to point to remote things
kpó dá	look!
dà	(to) cook, prepare a meal
dà(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').
dè	take off
de	it is
dèé (de ye)	it is that, is it that
dè fe	(to) owe, (to) fall into debt (/fe/ 'debt')
dè fu	bother, worry (others, for example) Example: /Kofi dèa fu ná àme/ 'Kofi bothers people'
dèká	one
zì dèká	once (/gbátò/ 'first')
dèkápūī	young man
déke	any, one, none, not one (used only in negative sentences)
desiáde	every, all
dètí	cotton
dètùgbùí	young woman, girl
dètùgbùí siawó	these young women
dèví	child
dèvíáwó	the children

dèvíṁè	childhood
lè nyě 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 adaṅu	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 / <u>relatives and parts of the body</u> /
éfe	(poss.) his, her, its
ě	yes
édziédzi	often, most of the time, frequently
éka?	which one?
égbè	today
gbèsiàgbè	every day
ékōmá	that one; in that case, then
elebé	ought to, have to
émōgbé	later, afterwards; behind him, her, it
megbé	behind
ene	four
énūénū	often, continually
enyí	eight
enyide	nine
ètō	three
etso	yesterday, tomorrow
etso si vayi	yesterday
etso si gbona	tomorrow
ève	two
èvelia	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
fâa	surely, certainly, of course
fâ àvĩ	(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'.
núfiála	teacher
fía	scorch, burn
fía	chief
fiadóǒ	enstooling (n.), i.e., the crowning of a chief or king
fiase	store
Fídá (gbè)	Friday
Kofí	boy born on a Friday
Àfúa	girl born on a Friday
fífia	now, at the present, at this moment
fífilàa	right away, now
fíé	evening
fíé náwò	good evening (greeting)
fofó	father
fofógã	great uncle (patrilineal)
fofódǔ	uncle (patrilineal)
foligoia	measure of volume approximately equal to one cup

foloo	be light (not heavy) (v.)
fótòdelá	photographer
fṣ	to get up (i.e., from bed or lying position)
fṣ	gather, collect, find, discover
fṣ	palm branch
frāsê 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.)

fâ	(to) plant
fé	place, e.g. /dôwofé/ 'work place'
fé	'possessive indicator'
fè	year
flé	buy
fô	strike, beat (v.); play (e.g., records); ring (e.g., a bell); blow (e.g., the wind)
fô (nu)	say (something), speak, talk
fome	relative, (impersonal) kind, something of a kind, species
fometo	relative, kinsman
fomeví vovovowo	different kinds, of all sorts
éfe fometo	his relative
fú	(be) dry, ripe (v.); bone; (to) swim
fú dù	(to) run
dùfúfú	(v.n.) running
fú	(to) swim
fú tsi	(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)
gá	time, o'clock, hour
gá nɛ́ɛ fò?	what is the time?
gã	big, large
gaflo	fork
gáfòfò	hour, period of one hour
gàké	but (and)
gálí	manioc meal
-gé	'intentional indicator'
gedewo	several
Ghanató	Ghanaian
Ghanatówó	Ghanaians /coll. only, Ghanaian/
glí	tale
gódzɪ	in the direction (of)
gógo	be close to, near
gòò	'respect form'
gòme	bottom, beginning, under

GB-1

gbǎ

àgba

gbà

gbǎ, gbǎto

gbé

gbè

Èvegbe

gbègbogblǎ

gbè

égbè

gbèsiàgbè

Égbè énye fída(gbè)

gbèbúgbè

gbèbúbùgbè

gbèdé

gbede

gbègbe

gbégbǎ

gbèsiàgbè

gbǎ

gbǎ

gbó

gbò

Égbonà?

tró gbò

gbó

gbá

bowl, a load

a bowl, a load

break (v.)

first (see /lia/ for formation of other ordinal numbers)

refuse (v.)

pick, harvest; voice (n.), language

Eve language

spoken language

day

today

every day

Today is Friday.

another day

another day

blacksmith

never

much

(the) bad (n.), misfortune

every day

spoil (v.)

(to) say, speak, mention something

unripe

arrive, come (came); breathe

Is he (she) coming?

come back

side, vicinity, (postposition) &

(to) roof (v.)

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



H-1

hâ	snatch
hâ	also, even
há ya	rent, let, lease; (to) employ (e.g., for wages)
hâa	broad
háfi	before (adv.)
hame	type, category, variety, kind
hê	pull, drag
hê nya	(to) argue
nyāhehe	argument
hê ási	bargain (v.)
hê	educate
hěna	until
hiã	need (v.)
hâhîa	need (n.)
hiáhîa	
hlâdzâa	wide spreading
hǒ	money
hôtsuí	money
hò néníé	how much

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

ká	scratch, break (a piece off)
kà	a measure of about two sq. meter used to measure farm land (/kpe/ 'stone' is used to measure linear distance).
kà	rope
kǎ?	what, which?
kába	early; fast (adj.), immediately, quickly
káflá	excuse me, pardon (me) (coll.)
kákáká	very
kátá	entirely, all
kátā	as much as
-kě	'emphatic particle'
kekeke	very much
kenté	(the Ghanaian national cloth)
kéŋkén	completely
kétékè	train
kloe	almost
kò	laugh
kò nu	laugh
núkòko	laughter
kò	only
dédékò	only
kòémā (kò énye éma)	(was) just that, that is all (nothing else)
kòkò	cocoa
kòtokú	bag
gà kotokú	thousand (francs), 100 pounds sterling (i.e., \$280)

kó	tall, be tall
kò	(be) clear
kóbà	money, half pence
kófi	coffee
kófe	village, hamlet, cottage
kòkò	clean
kónà	corner
Kosídá(gbè)	Sunday
Kwasídá(gbè)	
kwásídá	week
kosídá	
kwásídá si váyí	last week
kwásídá si gbônà	next week
kú	die
kù	hang, depend
ékémá ku dé gbòwo	that depends on you
Kúdá(gbè)	Wednesday
kúí	tablet
kúkú	hat
dê kúku	(to) apologize, beg for pardon, (to) ask for forgiveness
kura	expression denoting 'not at all, never'.
kwásídá	week
Kwasídá (gbè)	Sunday
Kosídá (gbe)	

KP-1

kpá	fade
kpé	plate, tablet, stone, slate
kpé	meet, get acquainted with
kpé	add (n.)
tsó kpé (dê)	take add on, i.e., plus, in addition to
kpè	(be) heavy
kpéde ... nǔ	help (v.) Example: /Kofi kpéadé fǒfǒa nǔ/ 'Kofi helps his father'.
kpèkpédeṅu	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
kpé	and (between two words), with
kplí	in addition
kpló	bring, lead
kpló	sweep
kplí	table, desk
kpónǎ	money unit of 5 biye, 25 francs
kpò	baton, club
kpovito	policeman
kpotuikpotuiwó	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.)
kpui (e)	short, soon, shortly

## L-1

la	the (def. art.)
lã	animal, meat, blood animal, meat of a blood animal
laboko	laboko, a variety of yam
lãdзра́fe	meat market
lãkle	leopard
lãlá	wait (v.)
lé	catch, catch up with, hold
lê	to be, 'is'; to exist (cannot take a predicate noun)
(á)lékê	how? well ...
(á)lékê	finally
(á)lékê	elsewhere
le	bridge
lf	to be there, to exist (the same as /lê/, except /lf/ is dialectal)
-lfa	suffix used to form all ordinal numerals, with the exception of 'first', ex. /evelia/ 'second' but /gbátõ/ 'first'.
ló	take from the stove
lóló	be large
lò	like, love, admire
lòfo	about, in the environment of, in the direction of
lólò	to be big, to be large
lóò	interjection for calling some- one's attention
lú	(to) shave

-ní	me
-ní	'progressive indicator'
-mè	progressive indicator before pronoun (opl. except in 1 and 3 sg.)
-ní	progressive indicator elsewhere
mâ	that (pronoun)
mâwó	those
māmá	grandmother
māmí	mami, madam, the general name used for the Ghana women actively involved in trading
māmlāe	the last one
māmléàwó	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 èsíà mēgbé lá	after this, afterwards
emegbé la	after that, afterwards
mémlēqá(gbè)	Saturday
mé ... ô	not
-mí	you (pl.) (obj.)
-mí	us



míá	your (pl.)
míáwó	your (pl.) (used rarely)
míá	our
míáwó	our (used rarely)
míá	left
míáwé	(to) left, leftwards
míáwó	you (pl.) independent
mí	you (pl.) Examples: /Míenye nufialawo/ 'You are teachers' /Míawo enye nufialawo/ 'You (emphasis) are the teachers'
míáwó	we, us
mí	we (see example of preceding pronoun)
mí(è)-	you (pl.) (subj.)
mí(é)-	we
míé	(to) germinate
minítí	(from English) minute
mó	face
ṅkúme	face
mó	way, street, road, path, room, space
mó	machine
àgbledemo	farming machine
módzēfè	(a) crossroad
mógá	main street, main (trunk) road
mókópókópó	hope (n.)

kpó mó

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

mólu (móli)

rice

móní

morning

ṛdi

morning

mímú

green

na	give (v.), for, to (prep.)
ná mo	permit (lit., give way)
-na	'habitual indicator'
-(n)a	habitual indicator before a d.o. except -è
-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 (àgo, agoné)	nut, coconut
ne ... (l)a	when, if
nè	you (singular)
nénè, 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
nò	drink (v.)
nòno	drinkable
no	female
nò	mother; prefix to a noun to indicate feminine
nò	sit, stay in a place, live
nó anyí	stay, sit down
noewo	each other, between, amongst

nòví	brother, sister, cousin
noviṅutsu(vi)	brother
novinyonu(vi)	sister
	(more explicit)
nòvíwò	your brother (sister, cousin)
nòvíwòwó	your brothers (sisters, cousins)
nú	thing
nu	mouth
núsianu	everything
(nú)ḡsíf	right
(nú)ḡsífémé	in the direction of the right, rightward
núdzadzrawo	merchandise
númadumadu	non-eating, without eating
núḡḡdu	food, victuals (lit., eating)
núḡḡf é	restaurant
núfíálá	teacher
núkà	what thing, what?
núkàtā	why
núku	crop (n.)
nukuwó	crops
àgblemenúkuwo	(farm) crops
nunòla	overseer, one who has others under his care or direction
núnyálá	washer, washman, cleaner
núḡlòkpé	blackboard, or any slate on which to write
núḡlṽtí	pen, pencil (writing stick)
núsfànú	everything
nútṽlá	tailor, seamstress

nyá	(to) know, be acquainted
nya	word
nyá	pursue; (to) wash
nyatef'é	truth, really
nyatef'ea	is that true? (is that so?)
nyavõ	a bad word, unfortunate incident, sad tale, story, etc.
nyé	is
nyê	I, me (independent)
-nyê/nyě	my
tõnyě	mine, it is mine
nyítso	day before yesterday, the other day
nyó	to be good, nice, O.K.
nyónyo	(the) good (n.), happiness
nyô	wake up
nyónu	woman
nyónūví	(small woman), girl, young woman
nyúíé	well

ŋdɪ	morning
ŋdɪ nawô	good morning (to you)
ŋdɔ	sunshine, noon, daylight, afternoon, good afternoon (greeting)
ŋé	break, reap
ŋgɔ̄	front, in front of
ŋgɔgbe	ahead, further, farther, front part (i.e., frontwards), straight ahead
ŋkeke	day
ŋkeke nyuie	a good day, a ceremonial day, any public or religious holiday
ŋkɔ̄	name
ŋkúmê	face, in the eye
ŋkúnɔ̄	blind man, one who has bad eyes
ŋlɪsiawó	the English
ŋlɪsigbe	English (language)
ŋlɔ̄	(to) write
ŋudzo	keeping awake, (be) alert, (be) ready
ŋusê	power, might, strength
ŋútfɪ	by, on (e.g., (hang) on a wall)
ŋ(ú) tɔ̄	very
ŋúto	self (attached to noun or pronoun for emphasis) Example: /Kofi ŋutɔe yi/ 'Kofi himself went' (Kofi went himself).
ŋútsù	man
ŋutsuvi	boy

0-1

o

no

oho

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

oh

oh

pátia

pésewa

pé

posu

party

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

chisel (n.)

post office



sabála	onions
sè	(to) hear, be informed
sèè	expression of concurrence
séǹǹ	strong, stronger than, to be stronger than
wòesé ǹǹ	thank you
mesé wu wó	I am stronger than you
sesě	be strong, hard
sesie	hard
sí	run
sisí	running
si	relative pronoun: who, which
sia	this
amesi	the person who, he (she) who
amesia	this person
amesiame	every person, everybody
síá	emphatic exclamation
síá	this
sia	please (v.)
siáá	both, altogether, all
so	measure up to, be equal, fit
sòe, sue	little, small
sògbe	be ready
sògbo	to be plentiful, plentiful, numerous
sòleme	church
srò	wife, husband

srōwōá	your wife, your husband
srodeǵé	wedding place
sró	learn, study
sú	worth, be worth
súklí	sugar
súkú	school
sukúví	a pupil, a student
sukúǵé	school compound, campus
súkúǵá	high school, college
sukúví	student
súsú(^)	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)
nànometáta	a picture, a photograph
tá àme	draw a person
(tè flú)	draw a line
taflátse	excuse me, pardon
takpékpé	meeting (lit., bringing of heads, hence of minds, together)
tàpiókà	tapioca
tè	yam
tè	rise, swell
tè (te)	draw
te de	draw near, be close by
tè 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').
tò	sew
tò	possessed thing, used as possessive pronoun /Esia nye efe agbalè/ 'This is his book'. /Esia nye éto/ 'This is his'.
tògbui	kind, sort, species
tògbuí	grandfather, elder
tome	(the inside) of a river
tomelá	fish, water animal
meyina tóme	I am going to the riverside
tosísí	river
tówó	citizens
tri	thick (adj.), big
tró	turn, change (v.)
tró	pour, turn over, tip
tú	close (v.); gun (n.)
tù	build (v.)
tútútú	exactly

TS-1

tsãqilá	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
lê tsi	bathe, take a shower
tsilefé	bathroom
tsikpé	hail, hailstorm
tsíko	thirst
tsíkó lê wùyěm	I thirst (or) I am thirsty
tsíkó lê Kofi wǔm	Kofi is thirsty
tsíó	be dark
tsó	(to) come from
tsó ..... ruti	about (prep.), concerning
tsó	(to) take, (to) pick up
tsó vé	bring, bring along
(e)tsò	yesterday, tomorrow
etso si vayi	yesterday
etso si gbona	tomorrow
tsó ... wó	make of, from, with
tsó vé	bring along

vá	come
va ðo	arrive
váséqé	until, till
vé	(to) ache
vévi	serious (adj.), important
vévie	serious, important
vê (i.e., va afisia)	here
ví	child, small (diminutive)
viade	a little
vidzě	newly born, tiny infant
vidzino	woman who gives birth
vidzinowofe	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 dâwo ñúto/ 'Kofi fears snakes very much' /Koklotsú be vovóe nye àgbe/ 'The rooster says fear is life, i.e., to fear is to live'.
vú	fight (n.)
vúvo (âvùvo)	cold
âvuvovòli	the cold season

U-1

vě	smell (v.)
vee	a little, for a little while
vđ	gate, door
vŭ	drum; a lorry, bus, car
vù	(to) open
vù	blood
vùvù	shake

wine	wine
wó	flour
wò	do, make
wò (ṣudo)	employ, use
wò àmè	to be kind (an idiom)
wò ... vò	finish
wò	you (sg.) independent
-wò	you (sg.) (object)
wò	he, she, it (subject pronoun) (when subject is preceded by another word)
-wò/wǒ	your (sg.)
wòyǎ	you (sg.) (emphatic)
-wó	'plural marker'
wó	their
-wó	them
wó	they
wóàmèvèà kátá	both, both of them
wóáwó	they, them (independent)
wú (nu)	finish
wú	surpass (v.), than (comparison), more, most, more than
wú	kill
wúíadé	sixteen
wúíadré	seventeen
wúfasiéké	nineteen
wúfató	fifteen
wúíqèké(a)	eleven



W-2

wúìéne

fourteen

wúíenyí

eighteen

wúíètṣ

thirteen

wúíèvé

twelve

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

Z-1

zǎ	in plenty, in abundance
zî	time
zî nenîe?	how many times?
zîkpui	chair, (a) seat
zô	(to) walk
zô azoli	(to) walk
âzoli zozo	walking (n.)
zôgbá	large container
zù	become