This volume consists of a guide to Ewe pronunciation and an Ewe textbook designed for students who are native speakers of English. Consonants, vowels and tones are introduced in the first section, and exercises that drill the contrasts between the segments are provided. The volume is divided into five units, each unit including a dialogue, vocabulary, and grammatical drills. Topics covered by the units include greetings, names, occupations, and farming. (CLK)
Ewe Pronunciation
Nan Schneeberg and Prosper Kpotufe
Intensive Language Training Center
Indiana University
June, 1966
First Draft

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## Pronunciation

### Consonants

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>b, g</td>
<td>For all practical purposes, báo these consonants are pronounced the same as the corresponding sounds in English.</td>
<td>'to ask', 'money'</td>
</tr>
<tr>
<td>v</td>
<td>vò</td>
<td>'to finish', 'debt'</td>
</tr>
<tr>
<td>f</td>
<td>fè</td>
<td>mamá 'grandmother', nò 'mother'</td>
</tr>
<tr>
<td>m, n</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**d**

Similar to the corresponding dó 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.

Made with the tip of the tongue against the front of the hard palate.

Technically: a voiced retroflex stop.

**q**

Similar to the corresponding pàpà English consonants but with less aspiration (puff of breath). /t/, like /d/, is tò pronounced with the tip of the tongue against the back of the teeth.

**p, t, k**
Pronounced with simultaneous glottal voice 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.

Usually similar to the final consonant clusters in English 'to lodge' 'to fall (of rain)'
cads and cats respectively, but pronounced with the tongue against the back of the teeth.
Before /i/, and sometimes before other vowels, similar to the consonants in English Joe and chew respectively.

In producing /ɔ/ and /ɔ/, the air passes through a narrow opening left between the lips (rather than between the lower lip and the upper teeth as in /v/ and /f/).

Technically: bilabial fricatives, voiced and voiceless respectively.
z, s
Similar to the corresponding sounds in English but slightly palatalized (i.e. somewhat closer to the medial consonant sounds in English pleasure and pressure respectively) before /i/.

ž, ɣ
In producing / ž/ and / ɣ/; the air passes through a narrow passage formed by raising the back of the tongue towards the soft palate.
Technically: velar fricatives, voiced and voiceless respectively.

h
Similar to / h/, but produced somewhat further back in the mouth.
Technically: a voiced pharyngal fricative.

ny
Similar to French gn as in Boulogne.
Technically: a palatal nasal.

ŋ
Similar to English ng as in sing.
Technically: a velar nasal.

l
Similar to the first l in English little. The tongue is raised and flat, not retracted as in the second l in little.
In producing /r/, the air passes through a narrow passage formed by raising the tip of the tongue towards the ridge behind the teeth. Technically: a voiced alveolar fricative.

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

Vowels

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Similar to the vowel in English beat but unglided.</td>
<td>di  'to give birth to'</td>
</tr>
<tr>
<td></td>
<td>Technically: a high front unrounded vowel.</td>
<td>li  'to be there'</td>
</tr>
<tr>
<td>e</td>
<td>Between the vowel in English bet and the final vowel in English sofa.</td>
<td>ðe  'to marry'</td>
</tr>
<tr>
<td></td>
<td>Technically: a centralized mid front unrounded vowel.</td>
<td>ðe  'two'</td>
</tr>
<tr>
<td>ð</td>
<td>Between the vowel in English bet and that of English bat, but much closer to the former.</td>
<td>ðe  'cook it'</td>
</tr>
<tr>
<td></td>
<td>Technically: a lower mid front unrounded vowel.</td>
<td>ðe  'chisel'</td>
</tr>
</tbody>
</table>
a  Similar to the vowel in  gà  'money
American English poʊ.  ˈəsi  'hand'
Technically: a low central unrounded vowel.

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

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

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

ǐ,  ū  All of the above vowels have  ì  'to blow the
nose'
 ngbɛ 'to spoil'
gbɛ 'break it'
hà  'also'
fō  'to get up'
lō  'to take from
the stove'
lū  'to shave'

Tones

Ewe has three distinctive tones -
  high:  tā  'to draw'
          tó  'ear'
  mid:  tā  'head'
          tō  'mortar'
  low:  tā  'to wear (of native dress)'

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

<table>
<thead>
<tr>
<th>bè</th>
<th>'to hide'</th>
<th>gbè</th>
<th>'voice'</th>
</tr>
</thead>
<tbody>
<tr>
<td>bé</td>
<td>'to say'</td>
<td>gbé</td>
<td>'to refuse'</td>
</tr>
<tr>
<td>bà</td>
<td>'mud'</td>
<td>gbà</td>
<td>'to break'</td>
</tr>
<tr>
<td>bò</td>
<td>'to gather'</td>
<td>gbò</td>
<td>'to come back'</td>
</tr>
<tr>
<td>bòe</td>
<td>'magic'</td>
<td>gbò</td>
<td>'unripe'</td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

<table>
<thead>
<tr>
<th>gbè</th>
<th>(voice)</th>
<th>bè</th>
<th>(to hide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>gbè</td>
<td>(voice)</td>
<td>bè</td>
<td>(to hide)</td>
</tr>
<tr>
<td>bè</td>
<td>(to hide)</td>
<td>gbè</td>
<td>(voice)</td>
</tr>
<tr>
<td>bè</td>
<td>(to hide)</td>
<td>bè</td>
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</tr>
<tr>
<td>gbè</td>
<td>(voice)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>gbè</th>
<th>(to refuse)</th>
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<th>(to refuse)</th>
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<tr>
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<td>(to refuse)</td>
<td>bè</td>
<td>(to say)</td>
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<tr>
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</tr>
<tr>
<td>bè</td>
<td>(to say)</td>
<td>gbè</td>
<td>(to refuse)</td>
</tr>
<tr>
<td>Ewe</td>
<td></td>
<td>gbà</td>
<td>(to break) S</td>
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<tr>
<td>------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>bà (mud)</td>
<td>gbà (mud)</td>
<td>bà (mud)</td>
<td>bà (mud)</td>
</tr>
<tr>
<td>gbe (to break)</td>
<td>gbe (to break)</td>
<td>gbe (to break)</td>
<td>gbe (to break)</td>
</tr>
<tr>
<td>bà (mud)</td>
<td>gbà (to break)</td>
<td>bà (mud)</td>
<td>bà (mud)</td>
</tr>
<tr>
<td>gbà (to come back)</td>
<td>gbà (to come back)</td>
<td>gbà (to come back)</td>
<td>gbà (to come back)</td>
</tr>
<tr>
<td>bà (to gather)</td>
<td>gbà (to gather)</td>
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</tr>
<tr>
<td>gbà (to come back)</td>
<td>gbà (to come back)</td>
<td>gbà (to come back)</td>
<td>gbà (to come back)</td>
</tr>
<tr>
<td>bò' (magic)</td>
<td>bò' (magic)</td>
<td>bò' (magic)</td>
<td>bò' (magic)</td>
</tr>
<tr>
<td>gbò' (unripe)</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>gb</th>
</tr>
</thead>
<tbody>
<tr>
<td>bè (to hide)</td>
<td>bè (to hide)</td>
<td>bè (to hide)</td>
</tr>
<tr>
<td>gbè (voice)</td>
<td>gbè (voice)</td>
<td>gbè (voice)</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Ewe</th>
<th>gb</th>
</tr>
</thead>
<tbody>
<tr>
<td>gbé (to refuse)</td>
<td>gb</td>
</tr>
<tr>
<td>bé (to say)</td>
<td>b</td>
</tr>
<tr>
<td>gbé (to refuse)</td>
<td>gb</td>
</tr>
<tr>
<td>gbé (to refuse)</td>
<td>gb</td>
</tr>
<tr>
<td>gbé (to refuse)</td>
<td>gb</td>
</tr>
</tbody>
</table>

| gbà (to break) | gb       |
| gbà (mud)      | b        |
| gbà (mud)      | b        |
| gbà (mud)      | b        |

| bò (to gather) | b        |
| gbò (to come back) | gb       |
| bò (to gather) | b        |
| gbò (to come back) | gb       |
| bò (to gather) | b        |

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

| gbò (to come back) | gb       |
| gbà (mud)          | b        |
| bé (to say)        | b        |
| gbà (to break)     | gb       |
| bò' (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 /gbè/ 'to refuse'.

gbè (to refuse) 'to refuse'

bé (to say) 'to say'

gbè (to refuse) 'to refuse'

gbè (to refuse) 'to refuse'

gbè (to refuse) 'to refuse'

The words for this exercise are: /bà/ 'mud' and /gba/ 'to break'.

gbà (to break) 'to break'

bà (mud) 'mud'

bà (mud) 'mud'

gbà (to break) 'to break'

gbà (to break) 'to break'

The words for this exercise are: /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'
Ewe

gbē' (to come back)  \textit{to come back}'

The words for this exercise are: /bē'/ 'magic' and /gbē'/ 'unripe'.

\begin{tabular}{ll}
\textbf{bē'} (magic) & \textit{magic}'  \\
\textbf{gbē'} (unripe) & \textit{unripe}'  \\
\textbf{gbē'} (unripe) & \textit{unripe}'  \\
\textbf{bē'} (magic) & \textit{magic}'  \\
\textbf{gbē'} (unripe) & \textit{unripe}'  \\
\end{tabular}
Students should listen carefully to each of the following pairs of words as said by the instructor.

<table>
<thead>
<tr>
<th>kpè</th>
<th>gbè</th>
<th>'voice'</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be heavy</td>
<td>to be heavy</td>
<td></td>
</tr>
<tr>
<td>to invite</td>
<td>gbè</td>
<td>to refuse'</td>
</tr>
<tr>
<td>to fade</td>
<td>gbá</td>
<td>'to roof'</td>
</tr>
<tr>
<td>to be cheap</td>
<td>gbá</td>
<td>'to come back'</td>
</tr>
<tr>
<td>to see</td>
<td>gbá</td>
<td>'near'</td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

<table>
<thead>
<tr>
<th>kpè</th>
<th>gbè</th>
<th>kpè</th>
<th>gbè</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be heavy</td>
<td>(voice)</td>
<td>(to be heavy)</td>
<td>(voice)</td>
</tr>
<tr>
<td>to be heavy</td>
<td>(voice)</td>
<td>(to be heavy)</td>
<td>(voice)</td>
</tr>
<tr>
<td>to invite</td>
<td>(to invite)</td>
<td>(to invite)</td>
<td></td>
</tr>
<tr>
<td>to refuse</td>
<td>(to refuse)</td>
<td>(to refuse)</td>
<td></td>
</tr>
<tr>
<td>to roof</td>
<td>(to roof)</td>
<td>(to roof)</td>
<td></td>
</tr>
<tr>
<td>to fade</td>
<td>(to fade)</td>
<td>(to fade)</td>
<td></td>
</tr>
<tr>
<td>to come back</td>
<td>(to come back)</td>
<td>(to come back)</td>
<td></td>
</tr>
<tr>
<td>to be cheap</td>
<td>(to be cheap)</td>
<td>(to be cheap)</td>
<td></td>
</tr>
<tr>
<td>to be cheap</td>
<td>(to be cheap)</td>
<td>(to be cheap)</td>
<td></td>
</tr>
<tr>
<td>Ewe</td>
<td>Ewe</td>
<td>Ewe</td>
<td>Ewe</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>gbɔ (near)</td>
<td>kpɔ (to see)</td>
<td>D</td>
<td>gbɔ (near)</td>
</tr>
<tr>
<td>kpɔ (to see)</td>
<td>kpɔ (to see)</td>
<td>S</td>
<td>kpɔ (to see)</td>
</tr>
<tr>
<td>gbɔ (near)</td>
<td>kpɔ (to see)</td>
<td>D</td>
<td>gbɔ (near)</td>
</tr>
</tbody>
</table>

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                        |
| gbè (to refuse)      | gb                        |
| kpè (to invite)      | kp                        |
| kpè (to invite)      | kp                        |
| kpè (to invite)      | kp                        |
| gbè (to refuse)      | gb                        |
| kpá (to fade)        | kp                        |
| kpá (to fade)        | kp                        |
| kpá (to fade)        | kp                        |
| gbá (to roof)        | gb                        |
| gbá (to roof)        | gb                        |
| kp dù (to be cheap)  | kp                        |
| gb dù (to come back) | gb                        |
| kp dù (to be cheap)  | kp                        |
| kp dù (to be cheap)  | kp                        |
| gb dù (to come back) | gb                        |
| gbɔ (near)           | gb                        |
| kpɔ (to see)         | kp                        |
| kpɔ (to see)         | kp                        | 14
Ewe

gbó (near) gb

gbó (near) gb

kpè (to be heavy) kp

gbé (to refuse) gb

kpá (to fade) kp

gbá (to come back) gb

gbó (near) gb

kpé (to invite) kp

kpb (to be cheap) kp

gbó (near) gb

kpó (to be cheap) 1 kp

gbó (near) gb

kpo' (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'.

gbè (voice) 'voice'

gbè (voice) 'voice'

kpè (to be heavy) 'to be heavy'

gbè (voice) 'voice'

kpè (to be heavy) 'to be heavy'

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

kpé (to invite) 'to invite'

gbé (to refuse) 'to refuse'

gbé (to refuse) 'to refuse'

kpé (to invite) 'to invite'

bó (to refuse) 'to refuse'

15
Ewe

The words for this exercise are /k'pá/ 'to fade' and /g'bá/ 'to roof'.

\[\begin{array}{ll}
\text{k'pá} & \text{(to fade)} \\
\text{g'bá} & \text{(to roof)} \\
\end{array}\]

The words for this exercise are: /k'pá/ 'to be cheap and
/g'bá/ 'to come back'.

\[\begin{array}{ll}
\text{g'bá} & \text{(to come back)} \\
\text{k'pá} & \text{(to be cheap)} \\
\end{array}\]

The words for this exercise are: /k'pá/ 'to see' and
/g'bá/ 'near'.

\[\begin{array}{ll}
\text{g'bá} & \text{(near)} \\
\text{k'pá} & \text{(to see)} \\
\end{array}\]
Ewe

/b/, /gb/, /kp/

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kpé</td>
<td>(to invite)</td>
</tr>
<tr>
<td>gbè</td>
<td>(voice)</td>
</tr>
<tr>
<td>gbè</td>
<td>(voice)</td>
</tr>
<tr>
<td>gbè</td>
<td>(to refuse)</td>
</tr>
<tr>
<td>kpè</td>
<td>(to be cheap)</td>
</tr>
<tr>
<td>bè</td>
<td>(to gather)</td>
</tr>
<tr>
<td>bè</td>
<td>(to say)</td>
</tr>
<tr>
<td>kpè</td>
<td>(to be cheap)</td>
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<tr>
<td>gbè</td>
<td>(to come back)</td>
</tr>
<tr>
<td>bè</td>
<td>(to hide)</td>
</tr>
</tbody>
</table>

kp, gb, b
Ewe

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

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

<table>
<thead>
<tr>
<th>\vè</th>
<th>'year'</th>
<th>\vè</th>
<th>'debt'</th>
</tr>
</thead>
<tbody>
<tr>
<td>\vùl</td>
<td>'buy it'</td>
<td>\vìl</td>
<td>'cut it up'</td>
</tr>
<tr>
<td>\vùd</td>
<td>'to beat'</td>
<td>\vìd</td>
<td>'to be light'</td>
</tr>
<tr>
<td>\vùu</td>
<td>'sea'</td>
<td>\vìu</td>
<td>'misery'</td>
</tr>
<tr>
<td>\vùu</td>
<td>'bone'</td>
<td>\vìu</td>
<td>'feather'</td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

<table>
<thead>
<tr>
<th>\vìl (buy it)</th>
<th>\vìl (cut it up)</th>
<th>\vìl (buy it)</th>
<th>\vìl (cut it up)</th>
<th>\vìl (buy it)</th>
<th>\vìl (cut it up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>\vìl (year)</td>
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<tr>
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</tr>
<tr>
<td>\vìl (buy it)</td>
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</tr>
<tr>
<td>\vìl (cut it up)</td>
<td>\vìl (cut it up)</td>
<td>\vìl (cut it up)</td>
<td>\vìl (cut it up)</td>
<td>\vìl (cut it up)</td>
<td>\vìl (cut it up)</td>
</tr>
<tr>
<td>Ewe</td>
<td>(to be light)</td>
<td>(to beat)</td>
<td>(to be light)</td>
<td>(to beat)</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>ṓb</td>
<td></td>
<td>ṓd</td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓb</td>
<td>(to beat)</td>
<td>ṓb</td>
<td>(to beat)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓb</td>
<td>(to beat)</td>
<td>ṓb</td>
<td>(to beat)</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ṓb</td>
<td>(to beat)</td>
<td>ṓb</td>
<td>(to be light)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓb</td>
<td>(to beat)</td>
<td>ṓb</td>
<td>(to be light)</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(sea)</td>
<td>ṓu</td>
<td>(sea)'</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(misery)</td>
<td>ṓu</td>
<td>(sea)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(misery)</td>
<td>ṓu</td>
<td>(sea)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(sea)</td>
<td>ṓu</td>
<td>(sea)</td>
<td>S</td>
<td></td>
</tr>
<tr>
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<td>(misery)</td>
<td>ṓu</td>
<td>(sea)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(feather)</td>
<td>ṓu</td>
<td>(feather)</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(bone)</td>
<td>ṓu</td>
<td>(feather)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(bone)</td>
<td>ṓu</td>
<td>(bone)</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(feather)</td>
<td>ṓu</td>
<td>(bone)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ṓu</td>
<td>(feather)</td>
<td>ṓu</td>
<td>(bone)</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ewe</th>
<th>(debt)</th>
<th>(year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ṓè</td>
<td>labio-dental</td>
<td>bilabial</td>
</tr>
<tr>
<td>ṓè</td>
<td>labio-dental</td>
<td>bilabial</td>
</tr>
<tr>
<td>ṓè</td>
<td>labio-dental</td>
<td>bilabial</td>
</tr>
<tr>
<td>ṓè</td>
<td>labio-dental</td>
<td>bilabial</td>
</tr>
<tr>
<td>ṓè</td>
<td>(year)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ṓè</td>
<td>(year)</td>
<td>bilabial</td>
</tr>
</tbody>
</table>

19
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɓu</td>
<td>(sea)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓu</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓu</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓu</td>
<td>(sea)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓu</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓu</td>
<td>(bone)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓu</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓu</td>
<td>(bone)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓu</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓu</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓe</td>
<td>(year)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓu</td>
<td>(sea)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓu</td>
<td>(bone)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓe</td>
<td>(debt)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓe</td>
<td>(to be light)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓe</td>
<td>(debt)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓu</td>
<td>(feather)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓu</td>
<td>(misery)</td>
<td>labio-dental</td>
</tr>
<tr>
<td>ɓe</td>
<td>(to beat)</td>
<td>bilabial</td>
</tr>
<tr>
<td>ɓu</td>
<td>(cut it up)</td>
<td>labio-dental</td>
</tr>
</tbody>
</table>
Ewe

Identify by giving the English gloss.

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

\begin{align*}
\text{fɔ} & \quad (\text{year}) \\
\text{fɔ} & \quad (\text{debt}) \\
\text{fɔ} & \quad (\text{year}) \\
\text{fɔ} & \quad (\text{year}) \\
\text{fɔ} & \quad (\text{year}) \\
\end{align*}

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

\begin{align*}
\text{fli} & \quad (\text{cut it up}) \\
\text{fli} & \quad (\text{buy it}) \\
\text{fli} & \quad (\text{buy it}) \\
\text{fli} & \quad (\text{buy it}) \\
\text{fli} & \quad (\text{cut it up}) \\
\end{align*}

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

\begin{align*}
\text{fɔ} & \quad (\text{to beat}) \\
\text{fɔ} & \quad (\text{to beat}) \\
\text{fɔ} & \quad (\text{to beat}) \\
\text{fɔ} & \quad (\text{to be light}) \\
\text{fɔ} & \quad (\text{to be light}) \\
\end{align*}

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

\begin{align*}
\text{fɔ} & \quad (\text{misery}) \\
\text{fɔ} & \quad (\text{misery}) \\
\text{fɔ} & \quad (\text{sea}) \\
\text{fɔ} & \quad (\text{misery}) \\
\text{fɔ} & \quad (\text{sea}) \\
\end{align*}
Ewe
The words for this exercise are /fú/ 'bone' and /fu/ 'feather'.

<table>
<thead>
<tr>
<th>Ewe</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>fú</td>
<td>'bone'</td>
</tr>
<tr>
<td>fú</td>
<td>'bone'</td>
</tr>
<tr>
<td>fú</td>
<td>'bone'</td>
</tr>
<tr>
<td>fú</td>
<td>'feather'</td>
</tr>
<tr>
<td>fú</td>
<td>'bone'</td>
</tr>
</tbody>
</table>
Ewe bilabial /\v/ vs. labio-dental /v/.

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Ewe</th>
</tr>
</thead>
<tbody>
<tr>
<td>'war'</td>
<td>àvá</td>
</tr>
<tr>
<td>'door'</td>
<td>vb</td>
</tr>
<tr>
<td>'blood'</td>
<td>vu</td>
</tr>
<tr>
<td>'vehicle'</td>
<td>vú</td>
</tr>
<tr>
<td>'to shake'</td>
<td>vúvú</td>
</tr>
<tr>
<td>'granary'</td>
<td>àvà</td>
</tr>
<tr>
<td>'to finish'</td>
<td>vb</td>
</tr>
<tr>
<td>'a fight'</td>
<td>vu</td>
</tr>
<tr>
<td>'to tear'</td>
<td>vú</td>
</tr>
<tr>
<td>'torn'</td>
<td>vúvú</td>
</tr>
</tbody>
</table>

Are the following pairs of words **same** or **different**?

<table>
<thead>
<tr>
<th>Word</th>
<th>Ewe</th>
</tr>
</thead>
<tbody>
<tr>
<td>'war'</td>
<td>àvá</td>
</tr>
<tr>
<td>(war)</td>
<td>àvá</td>
</tr>
<tr>
<td>(war)</td>
<td>àvá</td>
</tr>
<tr>
<td>(war)</td>
<td>àvá</td>
</tr>
<tr>
<td>(war)</td>
<td>àvá</td>
</tr>
<tr>
<td>( granary)</td>
<td>àvà</td>
</tr>
<tr>
<td>( granary)</td>
<td>àvà</td>
</tr>
<tr>
<td>( granary)</td>
<td>àvà</td>
</tr>
<tr>
<td>( granary)</td>
<td>àvà</td>
</tr>
<tr>
<td>( granary)</td>
<td>àvà</td>
</tr>
<tr>
<td>(to finish)</td>
<td>vb</td>
</tr>
<tr>
<td>(to finish)</td>
<td>vb</td>
</tr>
<tr>
<td>(to finish)</td>
<td>vb</td>
</tr>
<tr>
<td>(to finish)</td>
<td>vb</td>
</tr>
<tr>
<td>(to finish)</td>
<td>vb</td>
</tr>
<tr>
<td>( door)</td>
<td>vb</td>
</tr>
<tr>
<td>( door)</td>
<td>vb</td>
</tr>
<tr>
<td>( door)</td>
<td>vb</td>
</tr>
<tr>
<td>( door)</td>
<td>vb</td>
</tr>
<tr>
<td>( door)</td>
<td>vb</td>
</tr>
<tr>
<td>( blood)</td>
<td>vù</td>
</tr>
<tr>
<td>( a fight)</td>
<td>vù</td>
</tr>
<tr>
<td>( blood)</td>
<td>vù</td>
</tr>
<tr>
<td>( a fight)</td>
<td>vù</td>
</tr>
<tr>
<td>( blood)</td>
<td>vù</td>
</tr>
<tr>
<td>( a fight)</td>
<td>vù</td>
</tr>
<tr>
<td>( vehicle)</td>
<td>vù</td>
</tr>
<tr>
<td>(vehicle)</td>
<td>vù</td>
</tr>
<tr>
<td>(to tear)</td>
<td>vú</td>
</tr>
<tr>
<td>(vehicle)</td>
<td>vú</td>
</tr>
<tr>
<td>(to tear)</td>
<td>vú</td>
</tr>
<tr>
<td>(vehicle)</td>
<td>vú</td>
</tr>
<tr>
<td>(to tear)</td>
<td>vú</td>
</tr>
<tr>
<td>(vehicle)</td>
<td>vú</td>
</tr>
<tr>
<td>(to tear)</td>
<td>vú</td>
</tr>
</tbody>
</table>

23
<table>
<thead>
<tr>
<th>Ewe</th>
<th>(torn)</th>
<th>(to shake)</th>
<th>(torn)</th>
<th>(to shake)</th>
<th>(to shake)</th>
<th>(torn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
</tr>
<tr>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
</tr>
<tr>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
<td>Ṽu(v)</td>
</tr>
<tr>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
<td>(to shake)</td>
</tr>
</tbody>
</table>

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

- Ṽu(v) (granary) labio-dental
- Ṽu(v) (granary) labio-dental
- Ṽu(v) (war) bilabial
- Ṽu(v) (granary) labio-dental
- Ṽu(v) (war) bilabial
- Ṽu(v) (to finish) labio-dental
- Ṽu(v) (door) bilabial
- Ṽu(v) (to finish) labio-dental
- Ṽu(v) (to finish) labio-dental
- Ṽu(v) (door) bilabial
- Ṽu(v) (a fight) labio-dental
- Ṽu(v) (blood) bilabial
- Ṽu(v) (blood) bilabial
- Ṽu(v) (blood) bilabial
- Ṽu(v) (blood) bilabial
- Ṽu(v) (blood) bilabial
- Ṽu(v) (to tear) labio-dental
- Ṽu(v) (vehicle) bilabial
- Ṽu(v) (to tear) labio-dental
- Ṽu(v) (to tear) labio-dental
- Ṽu(v) (vehicle) bilabial
- Ṽu(v) (to shake) bilabial
- Ṽu(v) (torn) labio-dental
- Ṽu(v) (to shake) bilabial
- Ṽu(v) (torn) labio-dental
- Ṽu(v) (to shake) bilabial
- Ṽu(v) (to shake) bilabial
<table>
<thead>
<tr>
<th>Ewe</th>
<th>English Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>vuvu</td>
<td>(torn) labio-dental</td>
</tr>
<tr>
<td>vu</td>
<td>(to tear) labio-dental</td>
</tr>
<tr>
<td>ułu</td>
<td>(blood) bilabial</td>
</tr>
<tr>
<td>ààłe</td>
<td>(war) bilabial</td>
</tr>
<tr>
<td>vùu</td>
<td>(a fight) labio-dental</td>
</tr>
<tr>
<td>ààłe</td>
<td>(war) bilabial</td>
</tr>
<tr>
<td>ààb</td>
<td>(door) bilabial</td>
</tr>
<tr>
<td>wúwú</td>
<td>(to shake) bilabial</td>
</tr>
<tr>
<td>vù</td>
<td>(to finish) labio-dental</td>
</tr>
<tr>
<td>ààłu</td>
<td>(blood) bilabial</td>
</tr>
</tbody>
</table>

Identify by giving the English gloss.

The words for this exercise are: /àà/ 'war' and /ààp/ 'granary'.

<table>
<thead>
<tr>
<th>Ewe</th>
<th>English Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>ààłu</td>
<td>(granary) 'granary'</td>
</tr>
<tr>
<td>ààłe</td>
<td>(war) 'war'</td>
</tr>
<tr>
<td>ààp</td>
<td>(granary) 'granary'</td>
</tr>
<tr>
<td>ààłe</td>
<td>(war) 'war'</td>
</tr>
<tr>
<td>ààłu</td>
<td>(war) 'war'</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ewe</th>
<th>English Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>vù</td>
<td>(to finish) 'to finish'</td>
</tr>
<tr>
<td>b</td>
<td>(door) 'door'</td>
</tr>
<tr>
<td>ààb</td>
<td>(door) 'door'</td>
</tr>
<tr>
<td>ułu</td>
<td>(door) 'door'</td>
</tr>
<tr>
<td>ààb</td>
<td>(door) 'door'</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ewe</th>
<th>English Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>ààłu</td>
<td>(blood) 'blood'</td>
</tr>
<tr>
<td>vùu</td>
<td>(a fight) 'a fight'</td>
</tr>
<tr>
<td>ààłu</td>
<td>(blood) 'blood'</td>
</tr>
<tr>
<td>ààłu</td>
<td>(blood) 'blood'</td>
</tr>
<tr>
<td>ààłu</td>
<td>(a fight) 'a fight'</td>
</tr>
</tbody>
</table>
Ewe

The words for this exercise are: /ɛ̃/) 'vehicle' and /vǔ/ 'to tear'.

vǔ (vehicle) 'vehicle'

vǔ (to tear) 'to tear'

vǔ (to tear) 'to tear'

vǔ (vehicle) 'vehicle'

vǔ (vehicle) 'vehicle'

The words for this exercise are: /vǔvǔ/ 'to shake' and /vůvů/ 'torn'.

vůvů (to shake) 'to shake'

vůvů (to shake) 'to shake'

vůvů (to shake) 'to shake'

vůvů (torn) 'torn'

vůvů (torn) 'torn'
Students should listen carefully to each of the following pairs of words as said by the instructor.

<table>
<thead>
<tr>
<th>didì</th>
<th>'to be long'</th>
<th>didì</th>
<th>'going down'</th>
</tr>
</thead>
<tbody>
<tr>
<td>ãde</td>
<td>'saliva'</td>
<td>ãde</td>
<td>'tongue'</td>
</tr>
<tr>
<td>dà</td>
<td>'to throw'</td>
<td>dà</td>
<td>'to cook'</td>
</tr>
<tr>
<td>dö</td>
<td>'hunger'</td>
<td>dö</td>
<td>'net'</td>
</tr>
<tr>
<td>dö</td>
<td>'to send'</td>
<td>dö</td>
<td>'to fill'</td>
</tr>
<tr>
<td>dö</td>
<td>'to plant'</td>
<td>dö</td>
<td>'to arrive'</td>
</tr>
<tr>
<td>dø</td>
<td>'town'</td>
<td>dø</td>
<td>'gun powder'</td>
</tr>
</tbody>
</table>

Are the following pairs of words **same** or **different**?

| didì   | (going down) | didì   | (going down) | S
|--------|--------------|--------|--------------|
| didì   | (going down) | didì   | (to be long) | D
| didì   | (to be long) | didì   | (to be long) | S
| didì   | (going down) | didì   | (to be long) | D
| didì   | (going down) | didì   | (going down) | S
| ãde    | (saliva)    | ãde    | (saliva)    | S
| ãde    | (saliva)    | ãde    | (tongue)    | D
| ãde    | (saliva)    | ãde    | (saliva)    | S
| ãde    | (tongue)    | ãde    | (tongue)    | S
| ãde    | (tongue)    | ãde    | (tongue)    | S
| dà      | (to throw)  | dà      | (to throw)  | S
| dà      | (to cook)   | dà      | (to throw)  | D
| dà      | (to throw)  | dà      | (to cook)   | D
| dà      | (to cook)   | dà      | (to cook)   | S
| dà      | (to throw)  | dà      | (to cook)   | D
| dö      | (net)       | dö      | (hunger)    | D
| dö      | (net)       | dö      | (hunger)    | D
| dö      | (hunger)    | dö      | (net)       | S
| dö      | (hunger)    | dö      | (net)       | S
<table>
<thead>
<tr>
<th>Ewe</th>
<th>(to fill)</th>
<th>(to fill)</th>
<th>(to fill)</th>
<th>(to fill)</th>
<th>(to fill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>dò</td>
<td>(to send)</td>
<td>dò</td>
<td>(to send)</td>
<td>dò</td>
<td>(to fill)</td>
</tr>
<tr>
<td>dò</td>
<td>(to fill)</td>
<td>dò</td>
<td>(to send)</td>
<td>dò</td>
<td>(to fill)</td>
</tr>
<tr>
<td>dò</td>
<td>(to arrive)</td>
<td>dò</td>
<td>(to arrive)</td>
<td>dò</td>
<td>(to plant)</td>
</tr>
<tr>
<td>dò</td>
<td>(to arrive)</td>
<td>dò</td>
<td>(to arrive)</td>
<td>dò</td>
<td>(to plant)</td>
</tr>
<tr>
<td>dò</td>
<td>(to plant)</td>
<td>dò</td>
<td>(to fill)</td>
<td>dò</td>
<td>(to plant)</td>
</tr>
<tr>
<td>dò</td>
<td>(to fill)</td>
<td>dò</td>
<td>(to plant)</td>
<td>dò</td>
<td>(to arrive)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(town)</th>
<th>(gun powder)</th>
<th>(gun powder)</th>
<th>(town)</th>
<th>(town)</th>
</tr>
</thead>
<tbody>
<tr>
<td>dù</td>
<td>dù</td>
<td>(gun powder)</td>
<td>dù</td>
<td>(town)</td>
<td>dù</td>
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<tr>
<td>dù</td>
<td>(gun powder)</td>
<td>dù</td>
<td>(gun powder)</td>
<td>dù</td>
<td>(town)</td>
</tr>
</tbody>
</table>

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

- dò (going down)  —  retroflex
- dò (going down)  —  retroflex
- dò (to be long)  —  dental
- dò (going down)  —  retroflex
- dò (to be long)  —  dental
- dò (saliva)  —  dental
- dò (tongue)  —  retroflex
- dò (saliva)  —  dental
- dò (saliva)  —  dental
- dò (saliva)  —  dental
- dò (to cook)  —  retroflex
- dò (to throw)  —  dental
- dò (to cook)  —  retroflex
- dò (to cook)  —  retroflex
- dò (to throw)  —  dental
The words for this exercise are: /dldi/ 'to be long' and /dldi/ 'going down'.
The words for this exercise are: /àdè/ 'saliva' and /àè/ 'tongue'.

àdè (saliva) 'saliva'
àdè (saliva) 'saliva'
àè (tongue) 'tongue'
àdè (saliva) 'saliva'
àè (tongue) 'tongue'

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

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

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

dɔ (hunger) 'hunger'
dɔ (net) 'net'
dɔ (hunger) 'hunger'
dɔ (hunger) 'hunger'
dɔ (net) 'net'
The words for this exercise are: /dɔ/ 'to send' and /dɔ'/ 'to fill'.

dɔ (to send) 'to send'
dɔ (to send) 'to send'
dɔ (to fill) 'to fill'
dɔ (to fill) 'to fill'

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

dɔ (to plant) 'to plant'
dɔ (to plant) 'to plant'
dɔ (to arrive) 'to arrive'
dɔ (to arrive) 'to arrive'
dɔ (to arrive) 'to arrive'

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

dù (town) 'town'
dù (gun powder) 'gun powder'
dù (town) 'town'
dù (gun powder) 'gun powder'
dù (gun powder) 'gun powder'
Ewe

velar /ɔ/ vs. pharyngal /h/.

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

<table>
<thead>
<tr>
<th>Ewe</th>
<th></th>
<th>hɛ́</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'sun'</td>
<td>hɛ́ 'to educate'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'flowing'</td>
<td>hàà 'broad'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are the following pairs of words same or different?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ewe</td>
<td></td>
<td>hɛ́</td>
<td></td>
</tr>
<tr>
<td>'sun'</td>
<td>(sun)</td>
<td>(sun)</td>
<td>(sun)</td>
</tr>
<tr>
<td>'flowing'</td>
<td>(sun)</td>
<td>(sun)</td>
<td>(sun)</td>
</tr>
<tr>
<td>hɛ́</td>
<td>(to educate)</td>
<td>hɛ́</td>
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<td>hɛ́</td>
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<td>hɛ́</td>
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<td>hɛ́</td>
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<td>hɛ́</td>
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<td>hɛ́</td>
<td>(to educate)</td>
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<tr>
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<td>(to educate)</td>
<td>hɛ́</td>
<td>(to educate)</td>
</tr>
<tr>
<td>hàà</td>
<td>(broad)</td>
<td>hàà</td>
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<tr>
<td>hàà</td>
<td>(broad)</td>
<td>hàà</td>
<td>(broad)</td>
</tr>
<tr>
<td>hàà</td>
<td>(flowing)</td>
<td>hàà</td>
<td>(broad)</td>
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<td>hàà</td>
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<td>hàà</td>
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<td>(flowing)</td>
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<tr>
<td>hàà</td>
<td>(flowing)</td>
<td>hàà</td>
<td>(broad)</td>
</tr>
</tbody>
</table>
Ewe

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Vowel Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>e</code></td>
<td>velar</td>
</tr>
<tr>
<td><code>e</code></td>
<td>pharyngal</td>
</tr>
<tr>
<td><code>e</code></td>
<td>velar</td>
</tr>
<tr>
<td><code>e</code></td>
<td>pharyngal</td>
</tr>
<tr>
<td><code>e</code></td>
<td>pharyngal</td>
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<tr>
<td><code>e</code></td>
<td>velar</td>
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<tr>
<td><code>e</code></td>
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<td><code>e</code></td>
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<td>pharyngal</td>
</tr>
<tr>
<td><code>e</code></td>
<td>velar</td>
</tr>
<tr>
<td><code>e</code></td>
<td>pharyngal</td>
</tr>
</tbody>
</table>
Ewe
Identify by giving the English gloss.

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

hè (to educate)  'to educate'
ñè (to educate)  'to educate'
ñè (to educate)  'to educate'
ñè (sun)        'sun'
ñè (to educate)  'to educate'
ñè (sun)        'sun'
ñè (sun)        'sun'
ñè (to educate)  'to educate'
ñè (sun)        'sun'
ñè (to educate)  'to educate'

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

sàà (flowing)    'flowing'
hàà (broad)      'broad'
sàà (flowing)    'flowing'
hàà (broad)      'broad'
hàà (broad)      'broad'
sàà (flowing)    'flowing'
sàà (flowing)    'flowing'
hàà (broad)      'broad'
hàà (broad)      'broad'
sàà (flowing)    'flowing'
Unit I - Greetings

A. In the City

1. General Greetings

to get up
you got up
did you get up?

How are you?

yes

I got up.

I'm fine thanks.

the children
also/ even

How are the children?

they got up

They're fine.
Ewe

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 /ɛfɔ/ 'You got up.'
   /ɛfɔɔ/ 'Did you get up?'

/ɛdeviawɔ hɔ fɔ/ 'The children got up too.'
/ɛdeviawɔ hɔ fɔɔ/ 'Did the children get up too?

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

3 Literally, the above conversation means:

   /ɛfɔɔ?/ Did you get up (in good health)?
   ɛ, mɛfɔ. Yes, I got up.

   /ɛdeviawɔ hɔ fɔɔ?/ Did the children get up too?
   ɛ, wɔfɔ. Yes, they got up.

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

Komla: Mônl. Morning!

Kofi: Mônl, lôlômô tô?

Morning, how's everyone at home?

Komla: Wôll. They're fine.

Kofi: Môlô tô? You're all well?

Komla: Ê, mîôfîó. Yes, we're all fine.

1. Morning!

2. how about?

3. They're fine.

4. got up
Ewe

Notes:

1 From English: morning.

2 /akfeamə/ 'home'
   /akfeamə ə/ 'How's (everyone at) home?'

/əviawo/ 'the children'
/əviawo ə/ 'How are the children? Where are the children?'

/ikowə/ 'your name'
/ikowə ə/ 'What's your name?'

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

3 Literally: 'They are there.' /li/ 'to be there' is here used synonymously with /fɔ/ (SeeUnit I - Al,2) and /dɔ/.
(SeeUnit I - B-2).

4 /afɔ/ 'You (sg.) got up.'
   /milafɔ/ 'You (pl.) got up.'

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

1. Good Morning!

Abla: Ḉďi!  
(Good) morning!

Ama: Ḉďi, Ḉďéămè! Good morning, how's everyone at home?

Abla: Efő  
Fine.

Ama: Ðèviáwó?  
How about the children?

Abla: Wólì  
They're fine.

Ama: Wólì ngùiéh?  
They're all well?

Abla: Ðèviáwó?  
Yes, and your children?

Ama: Wólì.  
They're fine.

Abla: Wólì ngùiéh?  
They're all well?

Abla: Ðe.  
Yes.
Ewe

Notes:

1 / \( \text{d\'e\'am\'e} \) \( /\) \( \text{\'How\'s everyone at home?} \)
2 / \( \text{\'e\'awo} \) \( /\) \( \text{\'How\' are the children?} \)

If the context is clear, \( /\) \ may be omitted in questions like the above.

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

Subject Pronouns:

/ m\( \text{\'ef}\) / 'I got up' / m\( \text{\'ef}\) / 'We got up.'
/ \( \text{\'ef}\) / 'You (sg.) got up.'
/ m\( \text{\'ef}\) / 'You (pl.) got up.'
/ \( \text{\'ef}\) / 'He, she, it got up.'
/ w\( \text{\'ef}\) / 'They got up.'

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>m( -)</td>
<td>m( \text{'e})</td>
</tr>
<tr>
<td>2nd person</td>
<td>( -)</td>
<td>m( \text{'e})</td>
</tr>
<tr>
<td>3rd person</td>
<td>( \text{'e})</td>
<td>w( -)</td>
</tr>
</tbody>
</table>
2. Good Afternoon!

Kosi: ḟọ́! (Good) afternoon!

Abla: ḟọ́, ṡọ̀bọ̀. Ṣe ẹ̀mò? Good afternoon, how's everyone at home?

dó to sleep

Kosi: ḟọ́ Fine. ²

Abla: ḃẹ́ẹ́̀wọ̀ ṣe? How about the children?

Kosi: Ọ̀dọ́, ọ̀bẹ́ẹ́̀wọ̀? They're fine, and your children?

Abla: Ọ̀fọ̀, ńyuíé. They're fine.

Notes:

¹ / ṣọ̀bọ̀/ is a respect form used by a woman to a man, a commoner to a chief, or in any situation where one wishes to show respect.

² Literally, 'It (i.e. the household) slept well.' (See Unit I - Al, Note 3.)
Ewe

3. Good Evening!

Kosi: Fíé

(Good) evening!

Kodzo: Fíé gôô, ɛxéamè?

Good evening, how's everyone at home?

Kosi: Èdô.

Fine.

Kodzo: Déviáwô?

How about the children?

Kosi: Wôlì.

They're fine.

Kodzo: Wôdô nyuíéà?

They're all well.

srôwô

your wife/ husband

Kosi: E, srôwô ɖè?

Yes, how's your wife?

Kodzo: Èìì.

She's fine.

Kosi: Déviáwô?

How about the children?

Kodzo: Wôlì nyuíé.

They're fine.
Supplementary Vocabulary

tówò 'your father'

ńbówò 'your mother'

țgbuí 'grandfather/ father (if elderly)'

màmà 'grandmother/ mother (if elderly)'

ńbívîwîwò 'your brothers/ sisters/ cousins'
Grammatical Drill

Patterned Response Drill:

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

   Examples. Srɔwoa ḍe?
   Deviawo ḍe?
   Afeame ḍe?

   Noviwowo ḍe?
   Mama ḍe?
   Nowo ḍe?
   Deviawo ḍe?
   Togbui ḍe?

   Ef3.
   Wof3.
   Ef3./ Wof3.
   Wof3.
   Ef3.
   Ef3.
   Wof3.
   Ef3.

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

   Srɔwoa ḍe?
   Noviwowo ḍe?
   Towo ḍe?
   Nowo ḍe?
   Mama ḍe?

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

Mama de?  
Deviawo de?  
Towo de?  
Sršwoa de?  
Afseame de?  

Edo.  
Wodo.  
Edo.  
Edo.  
Edo./ Wodo.

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

Tɔgbui de?  
Nowo de?  
Sršwoa de?  
Noviwowo de?  
Deviawo de?  

Efɔ nyūie.  
Efɔ nyūie.  
Efɔ nyūie.  
Wofɔ nyūie.  
Wofɔ nyūie.

5. Respond with the appropriate pronoun + /lì nyūie/.

Afseame de?  
Nowo de?  
Tɔgbui de?  
Mama de?  
Deviawo de?  

Eli nyūie/ woli nyūie.  
Eli nyūie.  
Eli nyūie.  
Eli nyūie.  
Woli nyūie.
6. Respond with the appropriate pronoun + / dô nyúié/.

Nôviwowo ðe?
Wodo nyúie.

Nôwô ðe?
Edo nyúie.

Srôwôa ðe?
Edo nyúie.

A-eame ðe?
Edo nyúie./ Wodo nyúie.

Togbui ðe?
Edo nyúie.

7. Respond with / ð / + the appropriate pronoun + /fô/.

Examples:  

Efôa?  
E, efô.

Efôa?  
E, mefô.

Efô nyuiea?  
E, mefô.

Efôa?  
E, mefô.

Wofôa?  
E, wofô.

Wofô nyuiea?  
E, wofô.

Efôa?  
E, efô.

Miefô nyuiea?  
E, miefô.
8. Respond with /è/ + the appropriate pronoun + /lì/.

Wolia?
è, woli.
Elia?
è, meli.
Mieliia?
è, mìeli.
Woli nyuiea?
è, woli.
Elia?
è, éli.

9. Respond with /è/ + the appropriate pronoun + /dò/.

Miedoa?
è, mìedo.
Wodo nyuiea?
è, wodo.
`Edoa?
è, mìedo.
Wodoa?
è, wodo.

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

Examples:

Efìa?
è, efì.
Efìa?
è, efì.
Efì nyuiea?
è, efì.
`Édo nyuiea?
è, mìedo.
Deviawo hà do nyuiea?
è, wodo.

`Édoa?
è, mìedo.
Srìwaa fìa?
è, efì.
`Édo nyuiea?
è, èdo.
Deviawo hà lia?
è, woli.
Wofì nyuiea?
è, wofì.
Mìedo nyuiea?
è, mìedo.
Question and Answer Drill:

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

1. Question with /dɛ/. 

Example - Instructor: Afeame dɛ?

Student: Efô.

Deviawo dɛ?

2. Question with /-à/

Example - Instructor: Mîelia?

Student: Ê,mîeli.

Deviawo fô nyuiea?

Conversation Drill

Improvise a conversation on the model of the dialogues in Unit I.
Unit II  What's Your Name?

Dialogue A.

Kodzo: Mónì!
Komfa: Mónì, ɛfɛ̀à?
Kodzo: È, mèfò.

Komfa: Nkòwò ðé?
Kodzo: ðkùnyè nyé

Kodzo: ðkùnyè yónyé Kodzò.¹

Morning!
Morning, how are you?
I'm fine, thanks.

What's your name?
My name is Kodzo.

Notes:

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

Komla: Enyö, Kofi, edzęsi. Afetö yaa?

Kofi: No, nyemędzęsi. Enkópó?

Komla: Enkó yényé Kodzo.

Kodi: Enyö, Kodzo, efó nyúnó?

Kodzo: E, mëfò.
Dialogue C.

Komla: Ef rá?

Akuwa: E, mèfó.

Komla: Dəvəwó há fóá?

Akuwa: E, wəfó.

Komla: Fókwd ḵé?

Akuwa: ḵ ᵜ踢 ᵡynd ᵡynd ᵨKùwá.

Komla: Êd Kùdáqšé wódzlwbó?

Akuwa: E.

Komla: Ênyó ṷtó.

Notes:

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

Kofi: Móni!
Yawa: Móni sée.

Morning!
expression of concurrence
Morning!


How are you?
We're fine, thanks.
What are your names?
friend
my friend

Yawa: Ṣì, xônyè hâ ṣì, xônyè Yâwâ. My name is Yawa. My friend's name is Yawa too.

wôdzìmì
Yâwôdâgbè

they gave birth to you
Thursday (sg.)

Kofi: À, Yâwôdâgbè wôdzìmì? Yawa: È, ònyôdâ?

Aha, you were born on Thursday:
it is nice
it isn't nice
isn't it nice?

Kofi: È, ònyô.
Yawa: È, ònyôdà?

Yes, isn't that nice?

Kofi: È, ényô.
Yawa: È, ényôdà?

Yes, it's fine.
Dialogue E

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

Kofi: Enyo, Komla, medzesi
   detugbii yawo? 

   medzesiwo
   nyemedzesiwo o
   wo yikpo

Komla: O, nyemedzesiwo o.
   Wo yikpo que?
   woanevea kat'a
   woanevea kat'a yikpo

Kofi: Woanevea kat'a yikpo
   yenyee Yawa.

Komla: A, Yawo? Que be wo dzi
   woanevea katua?

Kofi: E.

Komla: Enyo yite.

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

I know them
I don't know them
their name

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

Both of them are named Yawa.

Aha, both of them were born
on Thursday?

Yes.

Very good.
Ewe

Notes:

Object Pronouns:
/wódźiöm/ 'They gave birth to me.'
/wódźiòwò/ 'They gave birth to you.'
/wódźiì/ 'They gave birth to him,'
/wódźiìmi/ 'They gave birth to us.'
/wódźiìmi/ 'They gave birth to you (pl).'
/wódźiìwò/ 'They gave birth to them.'

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>-m</td>
</tr>
<tr>
<td>2nd person</td>
<td>-wò</td>
</tr>
<tr>
<td>3rd person</td>
<td>-èt</td>
</tr>
</tbody>
</table>

/òù/       'to eat'
/wòdùì/    'They ate it'

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

/ûdʒì/ 'to give birth to'
/wòdʒìì/ 'They gave birth to.'

/fè/       'to buy'
/wòfìì/    'They bought it.'

/myà/      'to pursue'
/wòmyë/    'They pursued him.'

/tà/       'to draw'
/wòtë/     'They drew it.'

/lù/       'to shave'
/wòlùì/    'They shaved it.'

/òg/       'to send'
/wòdët/    'They sent him.'

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

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

2. becomes /-ë/ after /o/.
Ewe

3. contracts with a preceding /a/ to form /ɛ/, where
   a. x=low, if /a/ has low tone.
   b. x=high low, if /a/ has high tone.

4. is nasalized after a nasal sound.

Possessive Pronouns:

/my name/ /mía ɲkó/ 'our name'

/your name/ /mía ɲkó/ 'your (pl) name

/hi her, its name/ /wó ɲkó/ 'their name'

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ñye</td>
<td>mía</td>
</tr>
<tr>
<td>2nd person</td>
<td>wo</td>
<td>mlà</td>
</tr>
<tr>
<td>3rd person</td>
<td>é-</td>
<td>wó</td>
</tr>
</tbody>
</table>

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

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

1. a kinship term: /tɔnye/ 'my father';
   /nɔwo/ 'your mother'

2. /xɔ / 'a friend': /xɔnye/ 'my friend'
   /xɔwo/ 'your friend'

and in a few other cases to be noted later.

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

Supplementary Vocabulary

Days of the week and associated names:

<table>
<thead>
<tr>
<th>Days of the week</th>
<th>Male Names</th>
<th>Female Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kɔsǐdɔgbɛ</td>
<td>'Sunday'</td>
<td>Kɔsi</td>
</tr>
<tr>
<td>Dɔdɔgbɛ</td>
<td>'Monday'</td>
<td>Kɔdɔzo</td>
</tr>
<tr>
<td>Biɛdɔgbɛ</td>
<td>'Tuesday'</td>
<td>Kɔmɔla</td>
</tr>
<tr>
<td>Kɔdɔgbɛ</td>
<td>'Wednesday'</td>
<td>Kɔku</td>
</tr>
<tr>
<td>Yɔwɔdɔgbɛ</td>
<td>'Thursday'</td>
<td>Yawɔ</td>
</tr>
<tr>
<td>Fɔdɔgbɛ</td>
<td>'Friday'</td>
<td>Kɔfɔ</td>
</tr>
<tr>
<td>Mɛnliqɔgbɛ</td>
<td>'Saturday'</td>
<td>Kɔmɔ</td>
</tr>
</tbody>
</table>

Grammatical Drill

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

1. Substitute the appropriate form of the subject pronoun.
   Example: Edzesi afeto yaa?
   Drill: Edzesi afeto yaa?
   Miedzesi afeto yaa?
   Miedzesi ɛfeto yaa?
   Togbui dzesi afeto yaa?
   Noviwowo dzesi afeto yaa?
   Wodzesi afeto yaa?
   E, miedzesi.
   E, edzesi.
   E, wodzesi.
   E, miedzesi.
   E, wodzesi.
   E, wodzesi.

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

2. Example: Mɛdzesi ɗetugbui yawoa?
   Drill: Mɛdzesi afeto yaa?
   Mɛdzesiwɔ?
   Mɛdzesimɔ?
   0, nyemedzesiwi ɔ.
   0, nyemedzesi ɔ.
   0, nyemedzesiwi ɔ.
3. Example: Ezesi srñwoaa?
Drill: Edzesiia?
   Edzesi nñiwowoa?
   Ezzesimía?
   Edzesivoa?
   Edzesiwōa?
   Ezzesima?
   Ezzesi manaα?

4. Example: Nkonye yenye Akuwa.
Drill: Xñnye ḳko yenye Akuwa.
   Nkonye yenye Akuwa, Xñnye hā ḳko yenye Akuwa.
   Nkonye yenye Koku.
   Lako yenye Koku.
   Enko yenye Koku, Exñ hā ḳko yenye Koku.

5. Example: Enko yenye Yawaa?
Drill: Exñ ḳko yenye Yawaa?
   Woamevea Katã ḳko yenye Yawaa?
   Nkowo yenye Yawaa?
   Nñowo ḳko yenye Yawaa??
In the following drills, substitute the appropriate form of the possessive pronoun, changing the word order where necessary.

6. Example: Nowo ŋko qe?
   Drill:  Nghowo qe?
   Xɔwo ŋko qe?
   Enko qe?

7. Example: Exɔ ŋko qe?
   Drill:  Xɔwo ŋko de?
   Wɔ xɔ ŋko qe?
   Kɔmla xɔ ŋko qe?
   Mía xɔ ŋko qe?

8. Example: Èdzesi wɔ toa?
   Drill:  Èdzesi tɔnyea?
   Èdzesi mía toa?
   Èdzesi qɛviawɔ toa?
   Èdzesi wɔ toa?

   Drill:  Wodzin Memliqagbe.
   Wodzimi Memliqagbe.
   Wodzi nɔnye Memliqagbe.
   Wodziwɔ Memliqagbe.
   Wodzi woamevea kata Memliqagbe.
10. Substitute the appropriate day of the week.

Example: ṁkonye ye: e Akuwa.  Ā, Kudades wodziwoa?

Drill: ṁkonye yenye Aola.  Ā, Bladas wodziwoa?
  ṁkonye yenye Adzowa.  Ā, Dzadas wodziwoa?
  ṁkonye yenye Awa.  Ā, Nemidas wodziwoa?
  ṁkonye yenye Afia.  Ā, Fiadas wodziwoa?
  ṁkonye yenye Akosiwa.  Ā, Kosidas wodziwoa?
  ṁkonye yenye Yawa.  Ā, Yawadas wodziwoa?

Question and Answer Drill:

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

1. Example -- Instructor: ṁkowo ̈we?
   Student: ṁko ̈ye yenye Bob.
   Mia ̈ko ̈qe?

2. Example -- Instructor: Bob, 'edzisî dêtegbui yawoa?
   Student: Ė, medzisîwô.
   Miedzisî afeti yaa?

Conservation Drill:

1. Introduce yourself to someone.
2. Introduce two people to each other.
Unit III
Where do you come from?
When did you arrive?

Dialogue A.

"aléké"  
\[ \text{how?} \] 
\[ \text{how is it?} \] 

Yawo: \( \text{aléké}, \text{mèfš nydiča?} \)  
Well, how are you? 

\( \text{wò} \)  
Fine, how are you?

Yawa: E, wò hά `ofši? 

\( \text{tsó} \)  
\( \text{afí} \)  
\( \text{kà} \)  
\( \text{ifikà} \)  

Yawo: E, mèfš. Fikà miètsò:  
I'm fine, thanks.

Where do you come from?

Yawa: Miètsò Kpalime.  
We come from Kpalime.

\( \text{vá dò} \)  
\( \text{kàkàrì} \)  

Yawo: \( \text{vèkàdí mèlavá dò?} \)  
When did you arrive?

Yawa: Híèvá dò égbè.  
We arrived today.

Yawa: Ényó ḣtò. Mìì ḣkò dò?  
Very good. What are your names?

Yawa: Ḥ̀kònyè yènyè Yàwà.  
My name is Yawa.

X̀nyè há ḣkò yènyè Yàwà.  
My friend's name is Yawa too.
Yawo: Ẹ, Yáwọdágbè wódzìmàu?. Aha, you were born on Thursday?

Yawa: E. Yes.

nyè

I / me

Yawo: Enyè ṣútọ. Wódzì Very good. I was born on
nyè hà Yáwọdágbè. Thursday too.

Notes:

'/jèkàjì/' 'when?'
'/jèkàjì mìèvá dó//' 'When did you arrive?'

'áléké / 'how?'
'álékè yé' / 'How is it?'

/kà/

'what, which?'

/afíkà/ 'what place?, where?'
/afíkò mìètsó' / "'here do you come from?"

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

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

2 /kòrí yé/ /kòfíć/ 'It’s Kofi.'

/đëviáñó yé/ /đëviáñóć/ 'It's the children.'
The above sentence type consists of a predicate followed by a subject. The predicate consists of a noun phrase or question word; the subject consists of a third person singular pronoun of the form /ye/ (See Unit III - A, Note 4.) or /-č/ (See Unit I - B, Subject Pronouns.)

Literally: 'How is it, did you (pl.) get up well?'

Independent Pronouns:

<table>
<thead>
<tr>
<th>1st person</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>nyè</td>
<td>miàwó</td>
</tr>
<tr>
<td>2nd person</td>
<td>wò</td>
<td>miądò</td>
</tr>
<tr>
<td>3rd person</td>
<td>ye</td>
<td>wóówó</td>
</tr>
</tbody>
</table>

The independent 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, e.g. by /hã/ in the third person singular and /hã/ + the corresponding subject pronoun in the other persons.

Dialogue B.

Komla: Mîédžësì ðëtûgbùì yawôà? Do you know those young ladies?

mîédžësì we know
mîmîédžësì 'o we don't know
tôwô tribesmen / citizens
fîka tôwô citizens of what place?
Kofi: ơ, mímédzèsíwọ ơ. Fikọ́ tówọ wónyé?  
No, we don't know them. What country are they from?

Amérikà tówọ  
tsọ  
tsọ fì̀e  
They're Americans.  
They arrived yesterday evening.

Komla: Amérikà tówọ wónyé.  
Wọvá đọ tɔ̀sọ̩ fì̀e.  

Kofi: Enyọ ndị́. Nhọkọ́, mà严格执行 Very good. Well, how are you? nyifié?  
Jane: È, mìèfì. Mlàwọ hà  
mìèfì̀a?  

Kofi: È, mìèfì́.  
We're fine.

Notes:

Negative:

/qèviáwọ fọ́/  
/'The children got up.'

/qèviáwọ méfì̀ ơ/  
/'The children didn't get up.'

/qòviáwọ fọ́a/  
/'Did the children get up?'

/qòviáwọ méfì̀a/  
/'Didn't the children get up?'

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

→ /nyèmèfì́ a/  'I didn't get up'  /mìmèfì́ ơ/  'we didn't get up'  
/mèfì́ a/  'you (sg.) didn't get up'  /mìmèfì́ ơ/  'you (pl.) didn't get up'  
/mèfì́ ơ/  'he didn't get up'  /mèfì́ a/  'they didn't get up'
Dialogue C.

Bob: INDOW!
Kodzo: INDOW, ëf ën?.
Bob: 9m, ëns
Kodzo: Fika ën nenyé.1,2
Bob: América ën nenyé.1,2
Kodzo: 5n5 ën 52, Yëka, 5nAk nénv5 q5? ²
Bob: Mëv5 q5 Mëmlik dBë.
Kodzo: 5k 5n5 q5?
Bob: 5k 5n5 yëny5 Böb.

1 /të waitress, citizens' is used in the plural even when it refers to only one person.

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

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

1. In questions beginning with question words, the latter precede the subject.
   /ëkëyin nëv5d5/ 'When did you arrive?'
   /fikë t5w5 nënyë/ literally: 'What place's citizens are you?'

2. In affirmative yes-no questions with an expression of time or place, the latter precedes the subject if it is the topic of discourse (but not if the verb is /lë/ 'to be' -- see Unit III E).
   /Këdëgbë wëdzëwë/ You were born on Wednesday?
3. In affirmative sentences with /nyè/ 'to be', the predicate noun phrase precedes the subject if it is the topic of discourse:

/Amdfrkà tòwò mènyè/ 'I'm an American.'

/èvà do Mèmìldàgbè/ 'You (sg.) arrived Saturday.'
/èdàqàqi nèvà do/ 'When did you (sg.) arrive?'

/étsò Lôme/ 'He comes from Lome.'
/fikà wòtsò/ 'Where does he come from?'

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

Kodzo: Àlokéé, Kâmáá, èdzèsi
afétó yaà?
Kômá: Ọ, nyèmèdzèsíí ọ.
Fíká wòtsó’? 1
Kodzo: Ètsó 'Amèríká.
Kômá: ìèkà́yí wòvá dó’? 1
Kodzo: Èvá dó Mémlídágbe.
Kômá: Ènyó ńtó. Èńkó ńdé?
Kodzo: Bób.
Kômá: Lèkéé; Bób, èfő nyúíéà?
Bob: È, mèfő. Wó há èfő à?
Kômá: È, mèfó nyúíé.

Notes:
1 See Unit III - C, Note 2.

Well, Komla, do you know this gentleman?
No, I don't know him.
Where does he come from?
He comes from Amerika.
When did he arrive.
He arrived Saturday.
Very good. What's his name?
Bob.
Well, Bob, how are you?
I'm fine thanks. How are you?
I'm fine, thanks
Dialogue E.

Kosi: Dëkëkpuĩ, fíkã nêtsõ?  // Young man, where do you come from?
Kômla: Mêtsõ Lômê.  // I come from Lome.
Kosi: Òdïàyi nêvå qò?  // When did you arrive?
Kômla: Mëvå qò Fïdïàgã.  // I arrived Friday.

Kosi: Fíkã nêdzë? // Where have you put up?
Kômla: dzë
gbëde gbô gbëde gbô
Kosi: Fíkã nêdzë? // Where have you put up?
Kômla: Mëdzë gbële gbô. // I've put up at the blacksmith's
lë mëw dzï
môgã dzï
Kosi: Mëlë môgã dzïà? // Isn't that on the main street?
Kômla: È.

Notes:
1  /gbëde gbô/ 'at the blacksmith's' (literally: 'the blacksmith's vicinity')
    /môgã dzï/ 'on the main street' (literally: 'the main street's surface')
Ewe nouns of place (e.g. /gbô/ 'side, vicinity', /dzï/ 'surface') are often translated into English as prepositions.
2  /Amërîkà tòwô mënyé/ 'I'm an American.'
    /îkônyè yënyé Akuwã/ 'My name is Akuwa.'
    /élë môgã dzï/ 'It's on the main street.'
    /élë nyùi/ 'He's well.'
The verb /nyê/ answers the questions: 'who is?', 'what is?'.
The verb /lë/ answers the questions: 'where is?', 'when is?', 'how is?'.

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Grammatical Drill

Transformation Drill:
Put the following sentences into the negative.

Examples: -Deviawo f3.
Deviawo f3a?
Mef3.

1. Metso Lome.
-Deviawo tso Lome.
Tonye tso Lome.
Etso Lome.
Mietso Lome.
Wotso Lome.

2. Medzesii.
Edzesii.
Mama edzesii.
Medzesii.
Wodzesii.
Abla edzesii.
Miedzesii

3. Miedzesii detugbui yawoa?
Srwoa edzesii detugbui yawoa?
Miedzesii detugbui yawoa?
Edzesii detugbui yawoa?
Noviwowo edzesii detugbui yawoa?
Edzesii detugbui yawoa?
Mèdzesi qɛtugbui yawoa?
Wodzesi qɛtugbui yawoa?

4. Efɔ nyuiea?
- Dəviawo hɔ fɔ nyuiea?
- Wofɔ nyuiea?
- Mìawo hɔ mìfɔ nyuiea?
- Təgbui fɔ nyuiea?
- Efɔ nyuiea?

Pattened Response Drill:

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

In the following drills, substitute the appropriate form of the in-cessive pronoun.

1. Example: Wodzi m Yawodagbe.
  Yɛkaŋi wodziwɔ?
  Drill: Yɛkaŋi wodzi noviwo?
        Yɛkaŋi wodzi nowo?
        Yɛkaŋi wodzi mì?
        Yɛkaŋi wodziwɔ?

2. Example: Nɔnye ŋkɔ yenye Yawa.
  Drill:  Nɔnye yenye Yawa.
          Xɔnye ŋkɔ ye yɛ Yawa.
          Wodzi nye hɔ Yawodagbe.
          Wodzi wɔwɔ hɔ Yawodagbe.
          Wodzi yɔ hɔ Yawodagbe.
          Wodzi mìawo hɔ Yawodagbe.
          A, Yawodagbe wodzi ye hɔa?
In the following drills, substitute the appropriate form of the independent pronoun, and where necessary, the corresponding form of the subject pronoun.

3. Example: Afet' ya tso Amerika.
   Fika mietso?
   Drill: Fika mietso?
   Fika w'wo tso?
   Fika detugbui yayo tso?
   Fika mietso?
   Mëawo hë mietso Amerika.
   Nye hë mietso Amerika.
   Ye hë tso Amerika.
   Woawo hë wotso Amerika.
   Mëawo hë mietso Amerika.

4. Example: Amerika t'wo w'ønye.
   Drill: Amerika t'wo detugbui yayo nye
   Amerika t'wo Bob nye.
   Amerika t'wo w'ønye.
   Amerika t'wo mëenyè.
   Amerika t'wo mëenyè.
   Mëawo hë mëenyè.
   Mëawo hë wotso.
   Mëawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.
   Mëawo hë miawo hë mëenyè.

In the following drills, substitute the appropriate form of the subject pronoun.
5. Example: Fika towo Komla nye?  
Drill: Fika towo afeto’ya nye?  
Fika towo nenye?  
Fika towo qetugbui yawo nye  
Fika towo xwwo nye?  
Fika towo mie nye?  
Togo towo wonye  
Togo towo wonye.  
Togo towo menye.  
Togo towo wonye.  
Togo towo wonye  
Togo towo miénye.

Drill: Afeto ya tso Kpalime.  
Metso Kpalime.  
Metso Kpalime.  
Qetugbui yawo tso Kpalime.  
Xonye tso Kpalime.  
Jeka ti neva do?  
Jeka fi wova do?  
Jeka fi nava do?  
Jeka fi miwva do?  
Jeka fi wova do?  
Jeka fi wova do?

7. Example: Neva do egbe.  
Mieva do egbe.  
Kadzo va do egbe.  
Noviwowo va do egbe.  
Neva do ebge.  
Xonye va do egbe.  
Fika miedze?  
Fika miedze?  
Fika wódze?  
Fika wódze?  
Fika nedze?  
Fika wódze?

In the following drills, substitute the appropriate form of the subject pronoun + the negative prefix.
8. Example: Edzesi afeto yaa? 0, Nyemedzesi o.
   Drill: Kofi dzesi afeto yaa? 0, medzesi o.
          Nye há medzesi afeto yaa?
          Noviwowo dzesi afeto yaa? 0, womedzesi o.
          Tuwo dzesi afeto yaa? 0, medzesi o.
          Edzesi afeto yaa? 0, nyemedesii o.
          Miedzesi afeto yaa? 0, mimedzesii o.
          Miedzesi afeto yaa? 0, mimedzesii o.

9. Example: Gbede gbo nedzea? 0, Nyemedze gbede gbo o.
   Drill: Gbede gbo wédzea? 0, Wómedze gbede gbo o.
          Gbede gbo wédzea? 0, médze gbede gbo o.
          Gbede gbo nedzea? 0, nyemedes gbede gbo o.
          Gbede gbo miedzea? 0, mimedze gbede gbo o.
          Gbede gbo Kofi dzea? 0, médze gbede gbo o.

10. Example: Mímetso Lomea?
    Drill: Srówoa metso Lomea? 0, métso Lome o.
           Métsé Lomea?
           Wô há mëtsé Lomea?
           Mímetso Lomea?
           Betugbui yawo metso Lomea? 0, wometso Lome o.
11. Example: Mímedzesi qetugbui 0, mimedzesiwo o.
    yawoa?

Drill: Mímedzesi qetugbui. 0 mìmedzesiwó o. /
      0 mimedzesiwo o.
    Nyemedzesi qetugbui 0, mèdzesiwo o.
      yawoa?
    Nyemedzesi qetugbui 0, mèdzesiwo o.
      yawoa?
    Wo hâ mèdzesi qetugbui 0, nyemedzesiwó o.
      yawoa?
    Mlawo hâ mìmedzesi qetugbui yawoa?
    Mama mèdzesi qetugbui 0, mèdzesiwo o.
      yawoa?
    Noviwowo medzesi 0, womedzesiwo o.
      qetugbui yawoa?
    Mèdzesi qetugbui 0, mèdzesiwo o.
      yawoa?

12. Example: Amerika towo wònye A, mètso Fransea?

Drill: Amerika towo menye, A, mètso Fransea?
      Amerika towo Bob nye. A, mètso Fransea?
      Amerika towo mìenye. A, mìmetso Fransea?
      Amerika towo wònye. A, mètso Fransea?
      Amerika towo wònye. A, wometso Fransea?
Question and Answer Drill:
Answer the question asked you by the instructor. Then ask another student in the class a question based on the same pattern. Continue in this manner until everyone has had a chance to ask and answer a question at least once.

1. Example-- Instructor: Fika Yawa tso?
   Student: Étso Kpalime.
   Fika Komla tso:

2. Example-- Instructor: Yekevi neva do?
   Student: Meva do Fiqagbe.
   Yekevi qetugbi yawo va do?

3. Example-- Instructor: Fika towo Bob nye?
   Student: Amerika towo wɔnye
   Fika towo mienye?

Conversation Drill:

1. Introduce yourself to someone. Ask him where he's from and when he arrived.

2. Introduce a Peace Corps Volunteer to an Ewe. Explain that he's from America and that he arrived yesterday.
Unit IV  What kind of work do you do?

Dialogue A

Kosi: Ḑékákpūi, fíkà nètsò?  Young man, where do you come from?

Komla: Nètsò Lómè.  I came from Lome.

Kosi: ṙapplication nèvá dò?  When did you arrive?

Komla: Nèvá dò Fídágbò.  I arrived Friday.

Kosi: Òtú. Welcome

Komla: Yóó  Thank you.\(^1\)

\(\text{\ldots do\ldots} \)

\(\text{\ldots do'kà\ldots} \)

\(\text{\ldots wò\ldots} \)

\(\text{\ldots do'kà nèvò\ldots} \)

\(\text{\ldots do'kà nèvò nà\ldots} \)

Kosi: Do'kà nèvò nà?  What kind of work do you do?

bríklà\(^2\)  mason

Komla: Bríklà mènyi.  I'm a mason.

Notes:

\(^{1}/yóó/\) is translated as 'O.K.' in most contexts.

\(^{2}\text{From the English: bricklayer.}\)
Dialogue B

Edward: Mónì, tógbúí.

Togbui: Mónì, ëffà?

Edward: Ê, mèfó.

Togbui: Fíkà tòwò nènyè?

Edward: Æméríkà tòwò nènyè.

Togbui: Òó kā nèwènà?

Edward: Núffía nènyè.

Togbui: Òó! Èngò ëtö. Ñkówò ñé?

Edward: Ñkónyè yènyè Êlvàrd.

Togbui: Nùkà nèffà?

Edward: Nùkà nèffiónà?

Togbui: Nùkà nèffiónà?

Edward: Nèffiónà Ñlisígbe.

Good morning, chief.

Good morning, how are you?

I'm fine, thanks.

What country are you from?

I'm an American.

What kind of work do you do?

I'm a teacher.

Oh! Very good. What's your name?

My name is Edward.

to teach

thing

what thing?/

what?

what did you(sg) teach?

what do you (sg) teach?

What do you teach?

I taught

I teach

English

I teach English.
Ewe

(person/ human
being
to be kind^3
to need

togbui: ényò ọtò. èwò âmè

wò âmè

hiá

very good. you're very

kind. we need teachers.

tâ

mèvàâ

màvàâ

qù

míéqù nú

míáqù nú

very good.

míehiá nuffálá.

T. continues:

Ényò. Lêkêè, Édvàrd,

màvá gbônyé tsè fíé

míáqù núâ?

fàâ

mèvá

màvá

bíá

(è)nó^2

bìà mó

O.K. well, Edward, won't

you come to my place
tomorrow evening for
dinner?^5

fàâ

mèvá

màvá

bíá

(è)nó^2

bìà mó

Edward: è, fàâ. màvá. Mèbiá

mó, tògbúí.

fàâ

mèvá

màvá

bíá

(è)nó^2

bìà mó

O.K., see you tomorrow,^6

Edward: è, fàâ. màvá. Mèbiá

mó, tògbúí.

doğè

míédogè

míádogè

Tog'ai: ényò, míádogè tsè.

(ò)me
Notes:

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

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

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

/bié/ 'to ask'
/èmò/ 'way, street, road'
/bíè mò/ 'to ask permission' (literally: 'to ask for the way)
/fié/ 'to teach'
/ènú/ 'thing'
/fiè nú/ literally: 'to teach a thing' (See Note 4)
/qù/ 'to eat'
/ènú/ 'thing'
/qù nú/ literally: 'to eat a thing' (See Note 4)

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

/miétsò Kpalíme/ 'We come from Kpalime.'
/miétsò Kpalíme/

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

/wódžì nyè hà Yáwódágbè/ literally: 'They gave birth
/wódžì nyè hà Yáwódágbè/ to me too on Thursday.'
Except in the above cases, a non-initial /n-/ prefix is simply elided, e.g.:

/r1,%0/ 'mother'
/'džesí nónyèì/ 'Do you know my mother?'

3 /wò úzè/ 'to be kind, to be human'
(literally: 'to make a human')
/wò tsi/ 'to be watery'
(literally: 'to make water')

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

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

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

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

6 Literally: 'we will meet tomorrow.'
Dialogue C

Komi: Àlékèè, Kɔsi, ìdzèsì àfètò yàà?
Komi: Àlékèè, Kɔsi, ìdzèsì àfètò yàà?
Komi: Àlékèè, Kɔsi, ìdzèsì àfètò yàà?
Komi: Àlékèè, Kɔsi, ìdzèsì àfètò yàà?

Well, Kosi, do you know this gentleman?
No, I don't know him.
He's a teacher.
Oh! Very good.


Dialogues C


Well, Kosi, do you know this gentleman?
No, I don't know him.
He's a teacher.
Oh! Very good.

Komi: Nùffiala wònyè.
Komi: Nùffiala wònyè.
Komi: Nùffiala wònyè.
Komi: Nùffiala wònyè.

Dialogue C

Komi: Nùffiala wònyè.
Komi: Nùffiala wònyè.
Komi: Nùffiala wònyè.
Komi: Nùffiala wònyè.

Well, Kosi, do you know this gentleman?
No, I don't know him.
He's a teacher.
Oh! Very good.

Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.

Well, Kosi, do you know this gentleman?
No, I don't know him.
He's a teacher.
Oh! Very good.

Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.

Well, Kosi, do you know this gentleman?
No, I don't know him.
He's a teacher.
Oh! Very good.

Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.

Well, Kosi, do you know this gentleman?
No, I don't know him.
He's a teacher.
Oh! Very good.

Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.
Kosi: òò! Ênyó ñútò.

Well, Kosi, do you know this gentleman?
No, I don't know him.
He's a teacher.
Oh! Very good.
Ewe

Komi: Edward.

Edward: E, mèf₃.

Edward: Well, Edward, how are you? I'm fine, thanks.

Koi: Alékë₃, Édvard, ef₃ nyúié₃a?

Edward: È, mèf₃. lòò

miméváà

mimáváà

afémè

míáfè afémè

égbè fìizziness

Komi: Weezë lòò. Lékë₃, Edward--lékë₃, Komi, mimává míáfè afémè égbè fìizziness mimává máládù nùa?

mièvá

miává

Komi: Dà, mìává.

Énë, miágàdëgò

Komi: Ydò. miágàdëgò

Komi: Yëdà. O.K.

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

we came

we will come

Sure, we'll come.

we will meet again

Good, see you later.

O.K.
Notes:

1. /Johnson's government/
   /éfé dzidzidzúá/ 'his government'
   /miáfé dzidzúá/ 'our government'
   /wófé dzidzúá/ 'your (pl) government'
   /wófé dzidzúá/ 'their government'

but:

   /nyé dzidzúá/ 'my government'
   /wó dzidzúá/ 'your (sg) government'

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

/fé/ is omitted:

1. before nouns of kinship and nationality:
   /Kofí nb/ 'Kofi's mother'
   /wó tó/ 'their father'
   /Amériká tówó/ 'citizens of America'
   /f'má tówó/ 'citizens of what place'

2. before /xó/ 'friend'
   /xó/ 'his friend'
   /wó xó/ 'their friend'

3. before nouns of place (See Unit II-B, Note 4):
   /gbe dé gbó/ 'at the blacksmith's' (literally: 'the blacksmith's vicinity)
   /mógá dzí/ 'on the main street' (literally: 'the main street's surface')

4. in a few other cases to be noted later.
/ʃé/ is optional:

1. before /ŋkó/ 'name':
   /ŋkó/  'his name'
   /ʃé  ŋkó/  'his name'

2. before /afémè/ 'home'
   /miá  fémè/  'our home'
   /miáʃé  afémè/  'our home'

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

/nyé  afémè/  'my home'
/wó  afémè/  'your(sg) home'

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

/ʃé  fémè/  'his home'
/miá  fémè/  'our home'
/mìá  fémè/  'your(pl) home'
/núfiála  fémè/  'the teacher's home'

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

/wó  afémè/  'their home'
/wó  fémè/  'their home'

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

/miáʃé  afémè/  'our home'
/miáʃé  afémè/  'our home'
If a noun beginning with /z-/ is preceded by a possessive, the /z-/ is elided (See Unit IV-B, Note 2):

/éf'é dó/ 'his work'

²/áfiá Nlisígbè qeviáwó/ 'He's going to teach the children English.'
/áfiá Nlisígbèwó/ 'He's going to teach them English.'
/áfiáwó Nlisígbe/ 'He's going to teach them English.'

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

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

Future Tense:
/qeviáwó áfó/ 'The children will get up.'

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

/màfó/ 'I will get up'
/áfó/ 'you (sg) will get up'
/áfó/ 'he will get up'
/màafó/ 'we will get up'
/màafó/ 'you (pl.) will get up'
/wóafó/ 'they will get up'
/gúkà́fí nàfó/ 'When will you (sg) get up?'
/gúkà́fí wóafó/ 'When will he get up?'
'I will not get up.'

'you(sg) will not get up.'

'he will not get up.'

'we will not get up.'

'you(pl) will not get up.'

'They will not get up.'

'the children will not get up.'

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

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

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

Transformation Drill:

Put the following sentences in the future.

Examples: Nufiala va dọ tso. Nufiala áva dọ tso.
              Éva dọ tso.        Áva dọ tso.
              Méva dọ tso o.    Máva dọ tso o.
              Ṣekaji wọva dọ?  Ṣekaji wọva dọ?

   Wódu nu egbe fiž.  Wódaqu nu egbe fiž.
   Ádu nu egbe fiž.  Ádu nu egbe fiž.
   Médu nu egbe fiž.  Médu nu egbe fiž.
   Béviawó du nu egbe fiž.  Béviawó du nu egbe fiž.

2. Míméqu nu o.  Mímádu nu o.
   Kóku méqu nu o.  Kóku máqu nu o.
   Wámequ nu o.  Wómaqu nu o.
   Nyemequ nu o.  Nyémádu nu o.
   Méqu nu o.  Médu nu o.

3. Áfia Fransegbe hā wọa?  Áfia Fransegbe hā wọa?
   Áfia Fransegbe hā wọa?  Áfia Fransegbe hā wọa?
   Míafia Fransegbe hā wọa?  Míafia Fransegbe hā wọa?
   Nufiala fía Fransegbe hā wọa?  Nufiala áfia Fransegbe hā wọa?
   Wófia Fransegbe hā wọa?  Wófia Fransegbe hā wọa?

   Míméfiawó Fransegbe o.  Míméfiawó Fransegbe o.
   Wóméfiawó Fransegbe o.  Wóméfiawó Fransegbe o.
   Komla méfiawó Fransegbe o.  Komla fíawó Fransegbe o.
   Nyeméfiawó Fransegbe o.  Nyeméfiawó Fransegbe o.
5. Ṣlisigbe ko wɔfia\wó\.  Ṣlisigbe ko mèfia\wó\.  Ṣlisigbe ko mfe\fia\wó\.  Ṣlisigbe ko wòfia\wó\.  Ṣlisigbe ko nufiala \fia\wó\.  Ṣlisigbe ko wòfia\wó\.  Ṣlisigbe ko mfe\fia\wó\.  Ṣlisigbe ko mèfia\wó\.  Ṣlisigbe ko wòfia\wó\.  Ṣlisigbe ko nufiala \fia\wó\.  Ṣlisigbe ko mfe\fia\wó\.  Ṣlisigbe ko mèfia\wó\.  Ṣlisigbe ko wòfia\wó\.  Ṣlisigbe ko nufiala \fia\wó\.

6. Ye\ka\jì neva \dò\?  Ye\ka\jì \wó\và \dò\?  Ye\ka\jì wò\và \dò\?  Ye\ka\jì \wò\và \dò\?  Ye\ka\jì \mì\è\và \dò\?  Ye\ka\jì \mì\è\và \dò\?  Ye\ka\jì \wò\và \dò\?  Ye\ka\jì \wò\và \dò\?  Ye\ka\jì \mì\è\và \dò\?  Ye\ka\jì \mì\è\và \dò\?  Ye\ka\jì \wò\và \dò\?  Ye\ka\jì \wò\và \dò\?  Ye\ka\jì \mì\è\và \dò\?  Ye\ka\jì \mì\è\và \dò\?

7. Sr\vò\và \mav\và\?  Nè\và\?  Wò hà \mè\và\?  Mè\mè\và\?  Wò\vè\mè\và\?

Pattern Response Drill:

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

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

1. Example:

Nufiala á\và \dò \eg\be \fì\j\à\?  Ò, \á\và \dò tso \h\dì.

Drill:

Mì\và \dò \eg\be \fì\j\à\?  Ò, mì\và \dò tso \h\dì.
Á\và \dò \eg\be \fì\j\à\?  Ò, \á\và \dò tso \h\dì.
Á\và \dò \eg\be \fì\j\à\?  Ò, \á\và \dò tso \h\dì.
Wò\và \dò \eg\be \fì\j\à\?  Ò, wò\và \dò tso \h\dì.
Nò\vè\vò \á\và \dò \eg\be \fì\j\à\?  Ò, wò\và \dò tso \h\dì.
Xò\vò \á\và \dò \eg\be \fì\j\à\?  Ò, \á\và \dò tso \h\dì.
Mì\và \dò \eg\be \fì\j\à\?  Ò, mì\và \dò tso \h\dì.
2. Example:

\[ \text{Eke\kaj\i \ brikla ava do?} \]

Drill:

\[ \text{Eke\kaj\i \ m\iava do?} \]
\[ \text{Eke\kaj\i \ m\iava do?} \]
\[ \text{Eke\kaj\i \ n\iava do?} \]
\[ \text{Eke\kaj\i \ w\iava do?} \]
\[ \text{Eke\kaj\i \ m\iava do?} \]

\[ \text{W\iava do tso ndo.} \]
\[ \text{Mi\iava do tso ndo.} \]
\[ \text{Mi\iava do tso ndo.} \]
\[ \text{Mi\iava do tso ndo.} \]
\[ \text{Mi\iava do tso ndo.} \]

3. Example:

Nuka Edward afia deviawd?

Drill:

Nuka \w\iafia \d\iemia \d\iemia?
Nuka n\iafia \d\iemia?
Nuka m\iafia \d\iemia?
Nuka w\iafia \d\iemia?
Nuka …\iafia \d\iemia?
Nuka nufiala afia \d\iemia?
Nuka \d\ega\tug\bui \yaw \d\iemia?
Nuka m\iafia \d\iemia?

4. Example:

M\iava Lome tso fi\i. \text{Eke\kaj\i \ n\iava do?} 

Drill:

W\iava Lome tso fi\i.
Tog\bui \ava Lome tso fi\i.
Deviawd \ava Lome tso fi\i.

\[ \text{Mi\iava Lome tso fi\i.} \]
\[ \text{Mi\iava Lome tso fi\i.} \]
In the following drills, substitute the appropriate form of the subject pronoun + the negative prefix + the future tense indicator.

6. Example:
   Nye hā màfiawó
   Nlisigbea?
   Drill:
   Mama hā áfiawó
   Nlisigbea?
   Mfawó hā míafiawó
   Nlisigbea?
   Wo hā áfiawó
   Nlisigbea?

   0, màfiawó Nlisigbe o.
   0, màfiawó Nlisigbe o.
   0, mimafiawó Nlisigbe o./
   0, nyemafiawó Nlisigbe o.
Ewe

Nye há màfiaiwó  Nlisisigea?
Mìawó há màfiaiwó  Nlisisigea?
Betugbui yawó há áfiawó  Nlisisigea?
Ye há áfiawó Nlisisgea?
Wóawó há wóafiaiwó  Nlisisigea?

0, màfiaiwó Nlisisge o.
0, mìmàfiaiwó Nlisisge o.
0, wófiaiwó Nlisisge o.
0, màfiaiwó Nlisisge o.
0, wófiaiwó Nlisisge o.

7. Example:
Mìmaqu nu egbe fiíña?
Wómaqu nu egbe fiíña?
Wò há màçu nu egbe fiíña?
Mìmaqu nu egbe fiíña?
Gbede màçu nu egbe fiíña?
Màçu nu egbe fiíña?
Deviawó màdu nu egbe fiíña?

0, mìmaqu nu o.
0, wómaqu nu o.
0, nywàmaqu nu o.
0, mìmadu nu o.
0, màçu nu o.
0, màçu nu o.
0, wómadu nu o.

Question and Answer Drill:

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

Example -- Instructor:  Do ka newona?
Student:  Nufiala m'enye.

Do ka Komla wona?
Conversation Drill:

1. Introduce yourself to someone. Ask him where he's from, when he arrived, what his name is, and what he does for a living.

2. Introduce a Peace Corps Volunteer to an Ewe. Explain that he's from America and that he's going to teach English. Tell his name and when he arrived.
Unit V - Farming

A. Farming in America

Kosi: Àgblààba àegbì àyèwùó dè? ¹
zà

Edward: È, àgblààba àyèwùó dè zà.

dè
àgbì
è àgbì ²
yèwùó dè àgbì
yèwùó dè nà àgbì ²
àgbèègbì
Kosi: Yèwùó nà àgbèègbì? 

Do white men cultivate manioc farm?

àgbèè gbì
è
Edward: ò, àgbèè gbì méè míi
sì ò,
mìmèwù ò
mìmèwùnà ò
gàlì
Kosi: Mìmèwùnà gàfìa? Don't you make manioc meal?
Edward: ò, míméwô tàpiókà há ò.  
Nú sìawó 'tsónà Áfrìkà.

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

No, we don't make tapioca  
either. These things  
come from Africa.

Notes:

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

2 If a word ending in /b/ or /a/ is followed by a word  
beginning with /a/, the final vowel of the first word is  
elided in fast speech, e.g.:

/dë ågbì/ 'to cultivate a farm' becomes /dàgbì/.
/yèvùwò dënà ågbì/ 'white men cultivate farms'  
becomes /dènågbì/.

3 Literally: 'to go to the farm'

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

/ågbèlì lè yèvùwò sí/  
/'White men have manioc.'
/ågbèlì lè ìsìnyò/  
/'I have manioc.'
/ågbèlì lè ósìwò/  
/'You(Sg) have manioc.'
/ågbèlì lè ósí/  
/'He has manioc.'
/ågbèlì lè mììa sí/  
/'We have manioc.'
/ågbèlì lè mììa sí/  
/'You(Pl) have manioc.'
/ågbèlì lè wò (á)sí/  
/'They have manioc.'
Ewe

Note that in the expression /lè ãsî/ 'to have':
1. /fê/ 'possessive indicator is omitted (See Unit IV - C, Note 1.).
2. the possessive pronouns of the first and second persons singular follow the possessed noun /ãsî/ (See Unit II - E, Possessive Pronouns.).
Dialogue 2

**Komi:** ǹjìgbìléwó lè ǹjìgbìléwó lè Amérikà? Are there peanut farms in America?

**Edward:** È, ǹjìgbìléwó lè ǹjìgbìléwó. Yes, there are peanut farms in the South.

**Komi:** Wowo? Are they big?

**Edward:** E, ǹjìgbìléwó. Agbìlédèlá onóhóla. They're very big. One farmer cultivates a farm of about 100 'ka'.

**Komi:** Leke wòwò? How does he do it?

**Edward:** Kachíno lè èsí. He has a machine.

**Komi:** Ìmè, mọ̀ọ̀ ìtó. Aha, very good.
Notes:

Habitual:

/dó ká nèwɔ/ 'What kind of work have you done?'
/dó ká nèwɔnɔ/ 'What kind of work do you (generally) do?

/mèfiá Ñlisigbe/ 'I have taught English.'
/mèfiána Ñlisigbe/ 'I (generally) teach English.'

The habitual denotes an action which is performed habitually, which is usual or customary. It is formed by suffixing /-na/ 'habitual indicator' to the verb stem. Note that the tone of /-na/ is the same as the last tone of the preceding verb stem.

Grammatical Drill

Transformation:
Put the following sentences into the habitual:

Example: Nuka wòfiia?
Drill:   Do a newɔ?
        Nu: nefia?
        Mèfiá Ñlisigbe.
        Èqu galia?
        Mímewɔ gali o.
        Mímewɔ tapiroka hãa?
        Nu siawɔ tso Afrika.
        Leke wòwɔt?

Nuka wòfiiana?
Do ka newɔnɔ?
Nuka nefiiana.
Mèfiána Ñlisigbe.
Èquina galia?
Mímewɔna gali o.
Mímewɔna tapiroka hãa?
Nu siawɔ + a Afrika.
Leke wòwɔns!
B. Harvest

Dialogue 1

bliá

Koku: Papa, bliá tsi

Komi: Yes, you're right. I went to the farm yesterday. It has really grown (tall).

Koku: When are we going to reap it?

Komi: We're going to reap it tomorrow.
Ewe

Notes:

1 /mifafa/ tɔ/ 'the teacher's'

/tɔnyɛ/ 'mine' t /mía tɔ/ 'ours'
/tɔwɔ/ 'yours(sg) /mía tɔ/ 'yours(pl)
/ɔtɔ/ 'his, hers, its' /wɔ tɔ/ 'theirs'

Note that with /tɔ/ 'possessed thing':

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

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

2 Litorally: 'yours is right'
Dialogue 2

Koku: Mièle àgblé yígé ègbéa?

Komi: È, mièle yiyígé fífílà.

Koku: Míèle bollywood kátá ngéga?

Komi: È.

Koku: Kò nu'ká miawóké?
Ewe
dé
àvà
mè
miédíl àvà mè
miélè édégé àvà mè

Komi: Miélè édégé àvà mè.

We are going to put it in the granary.

to put in
granary
inside
we put it in the granary
we are going to
put it in the granary
Ewe

Notes:

1 See III - E, Note 1

Intentional:

/miez/ "We went."
/miele yiyige/ 'We are going to go.'
/miev/ 'We came.'
/miele vavage/ '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 /le/ + a verbal noun + /-go/ 'intentional indicator'. The verbal noun is formed by prefixing the verb stem with a low toned reduplication (i.e. repetition) of itself.

/mel forge/ 'I'm going to get up.'
/nuka nele fifiage/ 'What are you going to teach?'
/nuka nele feflege/ 'What are you going to buy?'.
/nuka nele dzadzrage/ 'What are you going to sell?'

Note the following changes in the reduplicated prefix:
1. If the verb stem has a nasalized vowel, the nasalization is omitted in the prefix.
2. If the verb stem contains an /i/ followed by another vowel, the second vowel is omitted in the prefix.
3. If the second segment of the verb stem is an /l/ or an /r/, it is omitted in the prefix.
/mieyi agble/ 'We went to the farm.'
/miele agble yige/ 'We are going to go to the farm.'
/miedii ava me/ 'We put it in the granary.'
/miele edege ava me/ 'We are going to put it in the granary.'
In the verb forms previously encountered, a transitive verb was normally followed by one or more objects. The first object of the verb becomes the possessive modifier of the verbal noun in the intentional, in which case the reduplicated prefix is omitted.

/élè dɔyɛmɛ/ 'He is going to send me.'
/élè dɔwɔège/ 'He is going to send you (sg).'
/élè édɔège/ 'He is going to send him.'
/élè mìà dɔège/ 'He is going to send us.'
/élè mìà dɔège/ 'He is going to send you (pl).'
/élè wɔ dɔge/ 'He is going to send them.'

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

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

Transformation Drill:
Put the following sentences in the intentional.

Examples:

Mieyi
Mieyi agble.

Drill:

Yekayi wova?
Eva egbe ndi.
Yekayi woyi?
Woyi fifila.
Yekayi mie ne blia?
Mie ne bliawo kataa?
Mie nii tsu.
Miedii ava me.
Womewo gali o.
Womewo tapioka ha a?

Yekayi nefo?
Nuka nequ?
Mequ gali
Fika nedze?
Medze nufiala gb o.

Nuka Kofi fia qeviawo?
Nuka Kofi fia w o
Nuka Kofii fia wo
Nuka Kofi fia w o
Nuka Kofii fia mi a?
Nuka Kofi fia e?
Dziqqua dɔ.  Dziqqua le edo.  
Dziqqua dom.  Dziqqua le doyemge.  
Dziqqua domi.  Dziqqua le mia doge.  
Dziqqua dɔwɔ.  Dziqqua le wo doge.
C. A Poor Crop

Dialogue I

Kosi: Ñdó!
Komi: Ñdó, ãfèáme ñé?
Kosi: Edo
Komi: Êèvîáwó ñé?
Kosi: Êóóó, ëèvîáwó?
Komi: Wôfô nyuíé.

Ègbèmènuúawó

TSE

Wôtsé

Wôlè tsètsemé

Kosi: Ègbèmènuúawó le
tse tse'tse'm nyuíéa?
Komi: Ø, wômèlè tsètse'm ø.

Tsídzà ñòlíà
dzídzí
ákpà

Kosi: Tsídzà ñòlíà dzídzí
ákpà.
Komi: Tôwò dzò.
Dialogue 2

Komi: Agblemenukuawo le tsetsem nyuiea?

Kodzo: Ọ, nyé koko le vovom.

Komi: Tonye há.

Kodzo: Èle dëviawó dóm dé súku gáa?

Komi: Ò, Kòba méle àsinye ọ.

Kodzo: Nyé há nyéméténuí ọ. Léké miawó?

Komi: Dzìquква àdo àsi mí.
Notes:

1 From English: 'copper'.

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

Progressive:

/miéle yiyyim/ 'We are going.'
/miéle vàvam/ 'We are coming.'
/mélè fofòm/ 'We are getting up.'
/nükâ nèle fìfiâm/ 'What are you teaching?'
/nükâ nèle ëflëm/ 'What are you buying?'
/nükâ nèle dzadzram/ 'What are you selling?
/miéle ñgbéle yim/ 'We are going to the farm.'
/miéle édém ava mè/ 'We are putting it in the granary.'

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

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

'/éle ñlisìgbè fiámmè/  'He is teaching me English.'
'/éle ñlisìgbè fiámmè/  'He is teaching him English.'

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

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

'/éle ñlisìgbè fiámmè/  'He is teaching
'/éle ñlisìgbè fiámmè/ us English.'
Grammatical Drill

Transformation Drill:
Put the following sentences into the progressive:

Examples:

Mieyi
Mieyi agble.

Miele yiyim.
Miele agble yim.

Drill:

Nye koko vo.
Agblemenukuawó metse o.

Nyemedo qeviawó de
suku gã o.
Yekeyi mieva?
Mieva egbe ñdo.
Fika miedze?
Miedze brikla gbo.

Nye koko le vomem.
Agblemenukuawó
mele tsetsem o.
Nyemele qeviawó ñom
dë suku gã o.
Yekeyi miele vavam?
Miele vavam egbe ñdo.
Fika miele dzedzem.
Miele brikla gbo dzem.

Dziqqua dwo.
Dziqqua domi.
Dziqqua dœc.
Dziqqua dom.

Dziqqua le wó dom.
Dziqqua le mia dom.
Dziqqua le edom.
Dziqqua le doyem.

Nuka Yawa fia qeviawó?
Nuka Yawa le qeviawó fiam?

Nuka Yawa fiawo?
Nuka Yawa le fiawom.
Nuka Yawa fiawo?
Nuka Yawa fiamì?
Nuka Yawa fie?

Efia Nlisigbe deviawo.
Efia Nlisigbem.
Efia Nlisigbewó.

Efia Nlisigbemi.
Efia Nlisigbii.

Nuka Yawa le wó fiam.
Nuka Yawa le mà fiam.
Nuka Yawa le efiam.

Ele Nlisigbe fiam deviawo.
Ele Nlisigbe fiamem.
Ele Nlisigbe fiamwó.

Ele Nlisigbe fiamovó.
Ele Nlisigbe fiammi.

Ele Nlisigbe fiamemí.
Ele Nlisigbe fiamii.